Annual Review of an Education, Health and Care Plan

Guidance notes for the completion of the Annual Review form

Background information

The Annual Review documentation has been designed to meet the requirements of the ‘Special educational needs and disability code of practice: 0 – 25 years 2014’ (CoP) and reflects the current Shropshire EHC plan format.

EHC plans should be used to actively monitor children and young people’s progress towards their outcomes and longer term aspirations. They must be reviewed by the local authority as a minimum every 12 months. Reviews must focus on the child or young person’s progress toward achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate. (SEND CoP (2014) 9.166)

As part of the review, the local authority and the school, further education college or section 41 approved institution attended by the child or young person must co-operate to ensure a review meeting takes place. (SEND CoP (2014) 9.173)

Reviews must be undertaken in partnership with the child and their parent or the young person, and must take account of their views, wishes and feelings, including their right to request a Personal Budget.

They should be pupil centred, well prepared and showing information gathered and assessed to show the young person’s progress and their access to teaching and learning.

Preparation is key, for timelines to be met at the requirements of the CoP and the EHCP process, information needs to be gathered, assessed and reported in a timely fashion.

“The school (or, for children and young people attending another institution, the local authority) must seek advice and information about the child or young person prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least two weeks before the meeting.” (SEND CoP (2014) 9.176)
**Time line.**

At the beginning of the Academic year schools/settings will receive a list of the Annual Reviews that are due for completion during the year from the SEN Team. The proposed review date is shown and is calculated 12 months from the previous Annual Review.

Children and young people who are due to go through a phase of transition are indicated with a ‘T’ for ‘Transition’. It may be necessary to bring these dates forward to allow sufficient time to plan and prepare for the forthcoming move. The deadlines for completion of these reviews is included on the letter of notification. It is the schools/institutes responsibility to inform all parties involved of the change of date in plenty of time to allow for assessments and reports to be completed.

**Interim Review, previous to the Annual Review.** – All professionals involved are given the date that reports need to be in for the Annual Review. This should be 4 weeks prior to the annual review as reports need to be circulated at least 2 weeks prior to the annual review. (If the Interim Review has already passed, this should be at least 6 weeks before the Annual review)

4 weeks before the annual review – invites sent out and paperwork for parents and the young person (section A).

3 weeks before the Annual review – reports are circulated, including the updated Person Centred Plan

2 weeks before the Annual review – the paperwork for the annual review is populated and personalised for the young person, with progress, academic success, and change in circumstances etc. completed. Also complete a Costed Provision Map. If the annual review is for a Year 5 (summer term) or Year 6 pupil, a joint CPM should be agreed with the current and intended next setting.

**Annual Review** – review takes place, views of parents and young person discussed.

**Post Annual Review** – paperwork completed, attachments and reports from all professionals, parents and young person, compiled and sent to Local authority within 2 weeks.

*The school must prepare and send a report of the meeting to everyone invited within two weeks of the meeting. The report must set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school or other institution’s recommendations and those of others attending the meeting. (CoP 2014; 9.176)*
The Annual Review

Reviews must be person-centred and must involve the child or young person and their parent/carers, and must take into account their views, wishes and feelings, including their right to request a personal budget.

For looked after children the annual review should, if possible and appropriate, coincide with one of the reviews in their Care Plan and in particular the personal education plan (PEP) element of the Care Plan.

For a young person detained in custody, the provision put in place during their time in custody will be monitored at least annually. A monitoring meeting will take place which should consider the special educational and health provision arranged for the detained person in custody and the appropriateness of the provision in the EHCP in light of the detained person’s progress or changed circumstances. Their EHCP will be formally reviewed upon release. An EHCP cannot be amended or ceased during their time in custody.

For children aged 0 to 5, whilst an annual review will take place every 12 months, Early Years settings must review EHCPs every six months to ensure that their provision remains appropriate. This review does not need to be submitted to the local authority, but must be produced ready for the annual review. Please use the EY six monthly review proforma where possible.

Who should attend?

The school/setting must convene the EHCP review and along with relevant school/setting staff, invite the following to attend with at least two weeks’ notice of the date of the meeting:

- the child’s parent/carers or young person
- the local authority SEN officer
- relevant representatives from social care and health
- If the CYP is approaching a transition to another setting it may be appropriate to invite a representative from the new setting

A person centred review process

A person centred review is a different type of meeting from the conventional annual review meeting in that it strives to place the child or young person and their family at the centre of the meeting process. It does this by using a positive focus for reviewing the child or young person’s progress by asking ‘what people like and admire about, ‘Name of CYP,’ as well as sharing ‘good things that have happened since the last review’.

However, this review of progress is equally pragmatic in that it should go on to look at ‘what is working’ as well as ‘what is not working’ from the perspective of the child or young person, family, school/setting and others. It should also consider what is important to and for the child or young person and their needs.

Training around person centred planning is available from the Educational Psychology Service at Shropshire Council. For more information please contact EPS: Donna.Price@shropshire.gov.uk
Running the annual review meeting

The meeting should begin with a welcome and introductions where everyone can explain their relationship to the child or young person and their role/contribution to the meeting. The person chairing the Annual Review should explain clearly the purpose of the meeting and introduce any ground rules that they feel are appropriate.

The CoP states that a young person in a post 16 placement with an EHC plan has the right to make decisions about their plan unless they do not have the mental capacity to do so. A person is presumed to have mental capacity to make decisions unless proved not the case.

The Mental Capacity Act

The right of young people to make a decision is subject to their capacity to do so as set out in the Mental Capacity Act 2005. The underlying principle of the Act is to ensure that those who lack capacity are empowered to make as many decisions for themselves as possible and that any decision made or action taken on their behalf is done so in their best interests. Decisions about mental capacity are made on an individual basis, and may vary according to the nature of the decision. Someone who may lack capacity to make a decision in one area of their life may be able to do so in another. There is further guidance on the Mental Capacity Act and how it applies to parents and to young people in relation to the Act in Annex 1, Mental Capacity, of the SEND CoP.

Ensure you are using the most current Annual Review Paperwork (October 2016)

Sections to complete before the Annual Review

- Summary Sheet
- Section B
- Section C/Section G
- Section D/ Section H (1 & 2)
- Current Provision
- Academic Progress
- Personal Budget
- Costed Provision Map (Joint CPM for a transition annual review with input from current and intended setting)

Sections to be completed during the Annual Review

- Section E
- Section K
- Transition
Recommendations
Summary sheet

Please ensure the form is signed and dated – electronic signatures will be accepted providing the original signatures are retained on the school premises – and that the summary sheet is completed with all necessary reports and attachments included.

Find below advice and clarification when completing each section of the Annual Review form:

Section A

**Changes to Personal Details – only complete if any of the below details have changed since the last review meeting or are not included in current EHCP**

<table>
<thead>
<tr>
<th>Family name:</th>
<th>Given names:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>First language:</td>
</tr>
<tr>
<td></td>
<td>Religion:</td>
</tr>
<tr>
<td>Telephone number:</td>
<td>Home:</td>
</tr>
<tr>
<td></td>
<td>Mobile:</td>
</tr>
<tr>
<td></td>
<td>Ethnicity:</td>
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<tr>
<td></td>
<td>Parent/Carer/Person responsible:</td>
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</table>

**To be completed**

<table>
<thead>
<tr>
<th>Chair of review meeting:</th>
<th>Is this child/young person looked after?</th>
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</thead>
</table>

**Attendance**

<table>
<thead>
<tr>
<th>Actual; Possible; Percentage:</th>
<th>Exclusions: (if any, list number of days)</th>
</tr>
</thead>
</table>

**Eligible for Pupil Premium**

<table>
<thead>
<tr>
<th>Yes / No</th>
<th>If Yes, How much?</th>
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</table>

**Contributions (Delete if not involved)**

<table>
<thead>
<tr>
<th>Name (Person invited to attend or contribute)</th>
<th>Role</th>
<th>Attended?</th>
<th>Report Attached?</th>
<th>Brief details of contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil/Young Person</td>
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<tr>
<td>Parent/Guardian</td>
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<tr>
<td>Social Worker/Lead professional</td>
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<td>SENCo</td>
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<td>Head Teacher/Class teacher/TA</td>
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<td>LA SEN Caseworker/Monitoring Officer</td>
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</table>

Only complete areas if there has been a change of details within the last 12 months. Check that Address and phone details match those on the EHCP.

This section needs to be completed prior to the AR meeting.

Name all people involved with the CYP and/or invited to attend and/or contribute.

The list is intended as a prompt sheet. Those not involved should be deleted.
• Should be completed over the Key Stage with additional pages added if required. Each column should be dated and completed each year to build up a chronological picture of the needs and aspirations of the young person and their family.

• Only a significant change in the needs of the young person or family would require there to be an amendment to the EHC plan before the end of key stage. The comments of the young person and family should be discussed at the Annual review and recognised, where appropriate in the short term and medium term outcomes.

• The views of the CYP must be considered and they must be as fully involved as possible in the meeting / review process.

• For a young person in a post 16 placement with an EHC plan the right to make decisions about their plan is theirs, unless they do not have the mental capacity to do so. A person is presumed to have mental capacity to make decisions unless this is proved not to be the case.

When carrying out the review it is important to consider all aspects; eg Health, Leisure, Family and Social Care, as well as Education.
Schools may need to signpost where parents/carers can access additional support; eg. IASS, IS.

Section A was completed with support from: (eg IASS, IS)

**Does SECTION A of the EHCP need amending as a result of the information above?**

Yes / No (delete as appropriate)

*(The EHCP will be amended at the end of the Key Stage and therefore, only significant changes to this section will result in an amended EHCP.)*

*If no significant amendments are made to SECTION A of the EHCP the information obtained above will still be read alongside the current EHCP which will be maintained for the next 12 months.*

Section B

**What are the special educational needs of the Child/Young Person?**

**General description of need:**

- Communication and Interaction [ ]
- Cognition and Learning [ ]
- Social, Emotional and Mental Health [ ]
- Sensory and/or Physical Needs [ ]
- Self Help and Independence [ ]

**What is the child / young person’s primary area of need**

_Has this changed since the last annual review? Yes / No (Circle as appropriate) If Yes, please describe the evidence source that informed this change._

Section C

**SECTION C / SECTION G (if applicable)**

**Health needs:**

*Please comment on current health needs*

*What is currently being provided; include involvement of health professionals.*

*What are the expected outcomes following this provision?*

*What are the anticipated health needs for the next phase: eg KS2, KS3, KS4, Post 16, Adult?*

*Has a CHC Assessment been undertaken? (If yes, please provide details)*

**Comment on the current health needs of the child or young person, giving dates of any appointments if possible. There should be SMART outcomes identified by professionals involved.**

**Indicate whether there is likely to be a change in their Health needs as they transition into the next phase of their life journey.**
Section D / H

SECTION D / SECTION H (1/2) (if applicable)

Social Care needs

Please comment on the current social care needs.

What is currently being provided; include involvement of social care professionals?

What are the expected outcomes following this provision?

Does your son/daughter access non-assessed services from Early Help?

What are the anticipated Social Care needs for the next phase; eg K5, K53, K54, Post 16, Adult?

Comment on the current Social Care needs of the child or young person, giving dates of any assessments if possible. There should be SMART outcomes identified by professionals involved.

Indicate whether there is likely to be a change in their Social Care needs as they transition into the next phase of their life journey. Especially moving into adulthood.

CURRENT PROVISION

Special / Mainstream (Circle as appropriate)

Outline the current arrangements being made in the educational setting to support the child or young person. Include any professional involvement which has taken place in the last 12 months. This information should be supported by a costed provision map as well as any professional reports to show the impact for the young person.
In order to achieve the long term outcomes as identified on the EHCP it will be necessary for schools to break these down into medium term outcomes (MTO’s) for the year. These should be included on the Pupil Centred Plan (PCP) / Individual Education Plan (IEP) and should be broken down into smaller steps/outcomes (STO’s) for each academic term with identified strategies and provision. The progress made with the short and medium term outcomes will be reviewed throughout the year and will inform the progress made towards the long term outcomes as recorded within this section. Be specific and quantify the resources and strategies that have been used to support the achievement of each outcome eg. duration, frequency, individual, small group etc.

**EDUCATIONAL PROGRESS**

<table>
<thead>
<tr>
<th>Academic Attainment and Progress</th>
<th>Subject</th>
<th>Attainment at previous review</th>
<th>Current Attainment Date</th>
<th>Has the progress met predictions</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
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<tr>
<td></td>
<td>Writing</td>
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<td></td>
<td>Spelling</td>
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Subjects may need to be changed depending on relevant performance indicators.
Record the agreed SMART outcomes for the next 12 months. Indicate what provision will be put in place to meet these outcomes. Be specific, indicating resources, time, frequency etc.

If the long term outcomes have been met or the review is for a CYP who is soon to transition to the next Key Stage, new long term outcomes need to be agreed. These need to consider the long term aspirations of the CYP and should be agreed in consultation with the child or young person and their parent/carer.

For CYP in Year 9 or above the detailed ‘Preparing for Adulthood’ form must be completed. (This can be found on the website.) It is good practice to start planning for adulthood from an early stage and it is recommended that some consideration is given to this section prior to Year 9.
If the recommendation is to amend the EHCP, please outline any advice which has been sought from appropriate professionals and how this has been implemented. Also include any relevant reports.

Transition

<table>
<thead>
<tr>
<th>Transition Year Group</th>
<th>Preferred Placement</th>
<th>Parent/Carer’s comments</th>
<th>Child or Young Person’s comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years Provider to school</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Infant to Junior (if separate settings)</td>
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<tr>
<td>Primary to Secondary</td>
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<tr>
<td>Secondary to Post 16 setting or apprenticeship</td>
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</table>

Is a transition plan included? Yes / No Identify any additional support that may be needed during transition

For many CYP it is important to prepare thoroughly for any periods of transition to allow time for effective planning and implementation. The views of all parties involved need to be considered, including the CYP, parent/carer, departing setting and new destination. There may be a need for a bespoke transition plan that involves the support of external agencies.

Even transitions within the same setting may need careful planning for some individuals.

PERSONAL BUDGET

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes / No</th>
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</thead>
<tbody>
<tr>
<td>Is this CYP already in receipt of a Personal Budget?</td>
<td></td>
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<tr>
<td>Is the Personal Budget managed by direct payments or a third party?</td>
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<tr>
<td>If Yes, has a financial audit been undertaken?</td>
<td></td>
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<tr>
<td>If Yes, please provide date of audit.</td>
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<tr>
<td>Would this CYP like to request a Personal Budget?</td>
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<tr>
<td>Would you like the opportunity to discuss personal budgets with a case officer?</td>
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More information regarding Personal Budgets can be found on Shropshire’s Local Offer website. If there is a request to discuss personal budgets with a case officer please also indicate on the Summary Sheet (Page 1)
Following the Annual Review meeting, documentation needs to be completed and additional reports collated and attached. Please use the summary sheet (Page 1) as a checklist to ensure all the necessary sections/reports are included, incomplete paperwork will be returned to the setting. Completed documentation needs to be forwarded to:

The SEN Team
Learning and Skills
Shropshire Council
Shirehall,
Shrewsbury SY2 6ND

Or, arrange to send it through the encrypted email system to;

Senannualreviews@shropshire.gov.uk