

9. Special Educational Needs Annual Review – Guidance

Foreword

This guidance is part of a suite of documents outlining our Education Health and Care Planning and Assessment processes which have been co-produced by families and professionals. It clearly identifies the role each professional will play in supporting Annual Reviews for a child or young person with an Education Health and Care Plan. It also describes a shared timeline to ensure children and young people experience efficient, timely and effective reviews which support them in making their views known.

Annual Reviews are generally most effective when led by the education institution. Schools, colleges and early years settings know the child or young person best, will have the closest contact with them and their family and will have the clearest and most current information about progress and next steps. We recognise however that there may be exceptional circumstances where it will be more appropriate for the review meeting to be held by the Local Authority. This guidance will help to clarify the role of schools and colleges and the expectations on other professionals from health and social care in contributing to the review process.

Part One – Annual Reviews - A guide to working together

1. Background

This guidance aims to provide an overview of the key duties which apply to the Local Authority (North Somerset Council), schools and other education providers as set out in the Children & Families Act 2014 s44¹, Special Educational Needs and Disability Regulations 2014² and the SEND Code of Practice 2015. This guidance should be read in conjunction with the Code of Practice 2015³ and references to specific paragraphs are used to support specific duties and requirements throughout.

In North Somerset Annual Reviews are part of the continuous cycle of *assess-plan-do-review* referred to in '[The Graduated Response in North Somerset](#)' document. The Annual Review is more than just a statutory process: it is a unique opportunity for everyone supporting a child or young person to come together to celebrate progress, solve problems and plan for the future. The first Annual Review meeting must be held within 10 months of the date when the original EHC plan was issued, with the process being completed fully within 12 months of the same date.

Although it is the Local Authority's responsibility to ensure that Annual Reviews take place in a timely manner, it is usual practice in North Somerset for elements of the process explained below to be delegated to schools or other education settings.

¹ Children and Families Act 2014 (<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>)

² SEND Regulations 2014 (<http://www.legislation.gov.uk/uksi/2014/1530/contents/made>)

³ SEND Code of Practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

2. Who is this guidance for?

The Code of Practice states: '*Professionals across education, health and care must co-operate with local authorities during reviews.*' This guidance explains what is expected of us all to ensure children and young people receive timely and effective Annual Reviews with shared outcomes which develop to support their changing needs and aspirations as they grow to adulthood.

It explains the roles, responsibilities and commitment of all who may be involved and who contribute to the child's Education, Health and Care Plan Annual Review. This includes, but is not limited to:

- early years settings
- schools
- colleges
- out of county schools who educate North Somerset children and young people
- independent specialist education providers
- health and social care support and provision
- health commissioners, often represented by the Designated Clinical Officer

The guidance will help children, young people and their parents/carers to understand what the Annual Review process looks like and how they can contribute to these.

3. What is the purpose of the Annual Review?

The Code of Practice is clear that Annual Review meetings must focus on the child or young person, and particularly:

- their progress towards achieving the outcomes specified in their EHC plan
- their identified medium and long-term outcomes are still appropriate in meeting their emerging needs

Annual Reviews must be undertaken in partnership with the child or young person and their parent, considering their views, wishes and feelings throughout the process. Section 9.167 of the Code of Practice states, as well as monitoring progress towards outcomes, the Annual Review should:

- Gather and assess information so that it can be used by early years settings, schools or colleges to support the child or young person's progress and their access to teaching and learning
- Review the special educational provision made for the child or young person to ensure it is being effective in ensuring access to teaching and learning and good progress
- When appropriate, review the health and social care provision made for the child or young person which has been stipulated within their plan and review its effectiveness in ensuring good progress towards outcomes.
- Consider the appropriateness of the EHC plan continuing in the light of the child or young person's progress during the previous year or changed circumstances, whether changes may be required including any changes to outcomes, provision, educational setting
- Set new medium-term outcomes for the coming year and where appropriate, agree

new long-term outcomes

The Annual Review should also capture any further actions required such as referrals to other agencies, stating who will carry this out and by when.

Further information can be found in the SEND Code of Practice from page 194. An independent view can also be found in [Supportive Parents Annual Review Guidance](#).

4. When will annual reviews take place?

It is the responsibility of the local authority to ensure that the statutory Annual Review process is followed and that a child or young person's Education, Health and Care Plan is reviewed at least once each year. However, as children under five years of age have a faster pace of growth and development during their early years, the Annual Review should take place every three to six months.

It is especially important that Annual Reviews take place to inform key transitions in a child or young person's education and journey to independence. The Code of Practice identifies key transfer dates for Annual Reviews, these are:

Key Transfer	When the review must be held
Early Years child moving to school	Autumn term in the academic year prior to starting school
Year 1 child in infant school	Summer term of Year 1, one year prior to transfer from Year 2 to Year 3
Year 6 child	Autumn term of Year 6, one year prior to transfer from primary to secondary school
Year 11 young person	Summer term of Year 10 or Autumn term of Year 11, one year prior to transfer from secondary school
Post 16	Summer term, one year prior to end of current placement

5. What are the Local Authority's responsibilities?

In North Somerset a child or young person's education setting will usually arrange the Annual Review on behalf of the local authority. With those children under the age of five years, the Local Authority's Special Educational Needs & Disability Team (SEND Team) will work with the early years setting to arrange the annual review.

At least two weeks before the beginning of each term:

The Local Authority provides every educational setting with a list of all the children or young people they have on roll who will require an Annual Review meeting within the coming term. These lists indicate which reviews must particularly be focused on transition and preparation for adulthood.

The local authority also provides a list of children and young people with EHC plan reviews in the coming term to the Clinical Commissioning Group via the Designated Clinical Officer (DCO). This will enable health professionals to plan attendance at review meetings and/or provide advice or information where necessary.

At least six weeks before the Annual Review meeting:

The school, education setting, or college will send an invitation to the local authority and other relevant professionals including a request for information template. When the child is attending an Early Years setting, the SEND Team will support the setting to arrange the meeting.

Two weeks before the Annual Review meeting:

The school or college will collate the responses from professionals, children/young people and their parents and carers and send the completed draft Annual Review document to the SEND Team in the local authority and to others who will be attending the meeting or have contributed to the Annual Review.

The Annual Review meeting:

Will be attended by those who are providing support, advice and guidance for the child or young person as well as their parent or carer and the child or young person. Representation from the local authority SEND team will depend on the needs of the child or young person. Often it is not necessary for a member of the team to attend, however, if they are requested and it is appropriate to, they will attend or contribute to the meeting.

Within two weeks following the Annual Review meeting:

The school or college will forward to the SEND Team the completed annual review report including all of the views received and expressed at the meeting.

Within four weeks following the Annual Review meeting:

The Local Authority must decide whether it proposes to:

- Make no changes to the existing EHC plan; or
- amend the plan; or
- cease to maintain the plan.

The Local Authority will then notify the child's parents or the young person and the school and other professionals who attended the review meeting.

Where amendments to the wording of the EHC Plan are proposed, the local authority will confirm this decision in writing and advise when the Proposed Amended EHC Plan will be issued.

Where amendments are made, the child's parent or carer, or the young person has at least fifteen calendar days to comment and make representations on the proposed changes.

If the Local Authority decides not to amend the EHC plan or decides to cease to maintain it, it must notify the child's parent or carer, or the young person of their right to appeal the decision and what the time limits and support is available for doing so.

6. Annual Reviews for children under the age of 5

The Local Authority should consider reviewing an EHC plan for a child under the age of five at least every three to six months. This is to ensure the provision continues to be appropriate for the child.

These additional progress reviews should complement the duty to hold annual reviews, with the review meeting potentially being streamlined, if appropriate, as it may not necessarily require the attendance of the full range of professionals. Attendance should focus around the needs of the child.

The Local Authority may ask early years settings to convene and hold the review meeting in some circumstances (Code of Practice 5.46).

As with statutory Annual Reviews, the child's parents must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the First Tier Tribunal at all stages.

7. Early or Additional Reviews

There may be times where it is appropriate to hold an early or an additional Annual Review. These might be appropriate when:

- A child or young person is new to the Local Authority.
- Due to unforeseen and significant changes in a child or young person's special educational needs and/or the suitability of their educational resourcing and/or placement needs to be reviewed
- Where there are significant concerns about the progress a child or young person is making against the outcomes specified in their EHC plan
- The educational placement named within their EHC plan is at risk
- Where a child with an EHC plan has been released from custody (*Code of Practice, 9.170*)

8. The views of children, young people and their families

The child or young person and their parents and carers must be invited and supported to contribute their views, wishes, aspirations and feelings. This should include their view of the current arrangements and provide an opportunity for them to discuss changes which they may want to be made to the EHC plan. This is particularly important where an early or additional review results from a change in circumstances or risk to a current placement. They should be included in the distribution of review paperwork to enable them to comment on or raise issues at the review meeting with confidence, and in good time to allow them to seek additional support or advice if they feel it is necessary.

The local authority recognises that when an early or additional review is required, then it may not be possible for the timelines set out in the remainder of this document to be followed. However, relevant and up to date information, progress data and supporting evidence from involved professionals, the educational setting, child or young person and parents is still required, and should still be circulated prior to the meeting to allow all parties to review the evidence and prepare adequately for the review.

9. What are Schools and Colleges responsibilities?

The process for preparing for the Annual Review meeting is clearly defined in the Code of Practice Section 9. The following describes this in further detail. You will see how this part of the process links the responsibilities of the local authority, health services and social care services.

At least two weeks before the beginning of each term:

The local authority will notify schools and colleges of all the children and young people they have on roll who will require an Annual Review meeting within the coming term, to assist in planning the activity needed to prepare for and hold the meeting.

Ideally a minimum of six weeks before the planned review meeting:

The school or college will send out invitations and the Annual Review Template to professionals for them to complete. Invitations will also be sent to the parents, along with the Annual Review Parent/Carers Template.

This notice period will enable the parents and professionals to plan attendance at the Annual Review meeting, and to provide advice or information about the child or young person where necessary. To ensure attendance, it may be necessary for the school or college to contact families and certain professionals in advance and negotiate an agreed date with them. There is an expectation that all relevant professionals contribute to the annual review.

Before issuing the invitations and request for information, schools and colleges need to establish who has legal parental responsibility. It cannot be assumed that it is necessarily the person who the child or young person refers to as 'mum' or 'dad'. For a Child in care, confirm this with the child or young person's social worker prior to the EHC plan review. There are many important people in a child or young person's life. However, it is the person(s) with legal parental responsibility who should be invited to the EHC plan review and it is their views and aspirations which should be gathered.

At the time of inviting parents/carers to the review, it is important to ask them who they would like invited at the meeting so that the school or college know who to contact on behalf of the family.

The Code of Practice (9.176) states that, when a child or young person attends a school or other institution, the following people must be invited to their Annual Review:

- The child or young person
- A child's parent(s) or carer(s)
- A young person's parent(s) or carer(s) if appropriate
- A representative of any other educational setting the child or young person attends
- A local authority SEN Officer – a representative from the local authority should be invited to every Annual Review meeting. However, it is not always necessary for a representative of the local authority to attend if progress is being made as

expected. Local authority officers will prioritise attendance at Annual Reviews.

Consideration should also be given to inviting other when appropriate, such as:

- A representative from any Health services provided to the child
- A local authority Social Care representative (*this may be a Social Worker, Family Support Worker or Occupational Therapist for example. It may also include a colleague from the Adult Transitions Team*)

- Others such as:
 - A worker from the Youth offending team
 - A Job coach
 - A representative of the child or young person's next educational setting

It is not necessary for schools and colleges to invite professionals who have not had recent involvement or who are not currently involved with the child or young person, though a written contribution may still be helpful if there has been involvement with the child or young person during the period under review.

Many children or young people do not specific have health or social care needs identified within their EHC plan. Therefore, schools and colleges should use their discretion when considering whether to invite a health or social care professional to a review meeting. It may be more appropriate for health or social care to send a written contribution to help support the annual review process, but it is recommended that they use the supplied template in order to support the review process fully.

Gathering the information required:

To populate the Annual Review paperwork, all those contacted by the school or college will be expected to provide data and evidence which needs to include:

- All appropriate educational information and reports
- The Latest EHC plan
- Evidence of the cycles of *assess-plan-do-review* which have taken place since the last EHC plan review
- Progress against outcomes in the child or young person's EHC plan, including any evidence of short-term progress towards achieving longer-term outcomes
- Evidence of the impact of interventions, including information on what support and resourcing the child or young person receives and the impact this has had on the child or young person's progress towards their outcomes
- Information from all professionals who have contact with the child or young person on a regular basis
- Progress data *over at least three years* where available.
- National attainment levels
- Attendance data
- Any other information or evidence in order to complete in full all sections of the Annual Review form

At least two weeks before the Annual Review meeting:

The school or college will send out a draft Annual Review report based on information received, enabling all involved to read it before the meeting. This will assist attendees in preparing for the meeting, allowing them to contribute fully and to highlight relevant points for discussion.

The information sent to all those invited will be copies of:

- the child or young person's contribution to their EHC plan review
- the parental contribution to the EHC plan review
- the reports provided by all the professionals invited to the EHC plan review meeting
- the education provider's report
- the data and evidence of progress

Electronic copies of a child or young person's EHC plan are available upon request by emailing SEN.team@n-somerset.gov.uk. This may be used if you need to copy and paste some parts of the document directly on to the EHC plan review form. Please do not alter any excerpts from the agreed EHC plan.

Is this the same for Children Looked After?

Education settings and Local authorities should be particularly aware of the need to avoid any delays for children looked after and must carry out the EHC needs assessment in the shortest possible timescale. Addressing a looked after child's special educational needs will be a crucial part of supporting the stability of their placement.

The Care Planning Regulations⁴ specify the frequency with which Care Plans are to be reviewed. It is important to ensure the annual review of an EHC plan coincides with one of the child's Care Plan reviews. This may also be undertaken as part of the review of a child's PEP which feeds into the review of the wider Care Plan. However, it is vital that the annual review is held at least annually. SEND Officers will prioritise attendance at annual reviews for those children who are in care and where the local authority maintains the EHC Plan.

It may also be necessary to invite additional responses to the Annual Review document, and to the review meeting (*Code of Practice, 10.7*), for example:

- The Designated Teacher for Looked After Children
- The Independent Reviewing Officer

Social Workers, The Virtual School and SEN teams will need to work closely together to ensure that transitions from being looked after to returning home are managed effectively and to ensure continuing provision.

⁴ The Care Planning, Placement and Case Review (England) Regulations 2010 (<http://www.legislation.gov.uk/uksi/2010/959/contents/made>)

10. What are Health professional's responsibilities?

Health professionals must co-operate with the Local Authorities during reviews (*Code of Practice, 9.169*). To support this, a list of upcoming Annual Reviews will be shared with the CCG at least two weeks before the start of each term. If the child or young person has health outcomes noted in their EHC plan, then the appropriate health professional will be expected to contribute to the Annual Review and follow the process laid out in the Code of Practice.

There is a section specifically about health needs which relate to special educational needs in the Annual Review template. There is a clear expectation that a relevant Health professional will complete this section in every case. Only if a child or young person has no identified health needs which relate to their special educational needs detailed in the EHC plan is a health professional not expected to contribute.

Amendments to a health outcome in the EHC plan can only be made by the appropriate health professional. Any amendments must be provided in writing by the health professional and a copy attached to the EHC plan Annual Review template.

11. What are the Social Care professional's responsibilities?

Professionals in Social Care must co-operate with local authorities during reviews (*Code of Practice, 9.169*). They will be expected to provide information based on their review of the social care outcomes in the child or young person's plan. They will be expected to evaluate the impact of the care provision provided for the child or young person, and to ensure any necessary services have been provided⁵.

There is a section in the Annual Review template specifically about social care needs which relate to their special educational needs. When completing the template, it is important that social care colleagues consider [our local guidance on EHCPs](#) (*Code of Practice, 10.17*).

If a child or young person does not have any social care involvement which relates to their special educational needs, then the social care professional is not expected to contribute.

Amendments to a social care outcome in the EHC plan can only be made by an appropriate social care professional. Any amendments must be provided in writing by a social care professional and a copy attached to the EHC plan Annual Review template.

⁵ Chronically Sick and Disabled Persons Act 1970 (<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>)

Part Two – A guide for professionals in using the Annual Review Template

Use of the Annual Review template will enable young people, parents, carers and professionals to focus on what the impact of their support has had on them in meeting their outcomes. It will also help all to focus on what changes are required for the child or young person's needs to continue to be met.

This section looks at things to consider during this time period and ways to complete the Annual Review template. It has been designed to be used to inform those attending the Annual Review meeting what things they may need to consider about the individual children and young people.

Schools or Colleges must send the Annual Review template to invitees at least six weeks before the meeting. Those invited and who have been involved with the child or young person must complete this document. Additional information and amendments can be made following discussions held at the meeting itself.

As Annual Review reports are statutory documents, it is important that schools and colleges confirm the personal details are up to date and correct and that it is clear who has parental responsibility. This is especially important for children under the age of 16 or young people over the age of 16 who have been assessed under the Mental Capacity Act 2005 and who do not have the capacity to make a decision about their education (*Code of Practice, 8.19*).

For young people 16+ the school or college should seek clarification direct from the young person as to whether they wish parental views to be recorded as part of their EHC plan review. Clearly record this preference within the EHC plan review paperwork.

For children and young people in care, the school or college should contact the Social Worker in the first instance to check that the local authority has legal parental responsibility and gather their views and aspirations. It should also be established with the Social Worker whether it is appropriate for the school or college to directly contact either of the child or young person's parent/s. If the Social Worker consider that it is not in the best interests of the child or young person for you to make contact this needs to be clearly stated with in the Annual Review paperwork.

Foster carers may have some delegated responsibilities, but do not have legal parental responsibility. As important people within a child or young person's life, requests may be made to invite them to the Annual Review meeting and record their contribution within the EHC plan review paperwork, but please make it clear whose contribution are being recorded.

For Children in Care, the Virtual School Headteacher must also be invited to the Annual Review meeting.

If changes are proposed in light of the child or young person's progress, give consideration to ensuring the appropriateness of those changes. This would include any changes in circumstances of the child or young person and whether the proposed changes reflect ways to meet their needs and outcomes better.

If the changes are recommended at the annual review, this will be done by annotating the EHC plan so that it is clear what changes are being requested.

During this process consideration needs to be given as to whether the child or young person's needs can now be met at SEN support and whether or not the EHC plan needs to be maintained or ceased. When making this recommendation, it is helpful to consider whether the remaining outcomes require provision over and above what could reasonably be delivered in a mainstream school.

If the recommendation is for an EHC plan to cease as the child/young person has met their outcomes, then this should be viewed in a positive light as it reflects the effectiveness and the impact of the support and provision which has been put into place and is recognition of the progress a child or young person has made.

This should be discussed with the child/young person and their parents.

Requests for a Personal Budget:

These may be made by a young person or a child's parent. They have the right to request a personal budget statement during the Annual Review process. This information will be collated and forwarded to the young person or the child's parent, by the local authority, following receipt of the Annual Review paperwork.

Further information on personal budgets will be provided in the Personal Budget Guidance which will be updated shortly.

Travel arrangements:

Travel and transport need to be reconsidered in light of the progress a child or young person might have made over the previous year. Enabling a young person to travel to and from their educational placement with increasing independence (where appropriate) can be an extremely positive experience for them and represents one way in which professionals can support them in preparing for adulthood.

The Annual Review will also consider transport options. In most cases, the current arrangements should continue. Where changes to the child or young person's profile means that the transport support is no longer appropriate, it should be recorded if an updated transport journey care plan is required and you will be responsible for actioning this. Where a house move results in a change in transport entitlement, this should be recorded and discussed with the Integrated Transport Unit, North Somerset Council.

For further information please read [North Somerset Home to School Transport Policy](#).

Placements:

Placements need to be discussed with the young person to ensure they are continuing to meet their needs. Professionals need to detail on the template why any changes are required and what steps have been taken to remedy any issues that may make the placement unsuitable. This may include consideration with the young person around the possibility of a dual placement between a special school and a mainstream school. Or if a

young person is currently attending a special school, would it be appropriate for them to return to a mainstream setting on a full-time and permanent basis?

Throughout the whole of the Annual Review process children, young people and their parents and carers views need to be listened to and considered. They may have specific ideas relating to their placements, such as:

- Transfer between phases of education
- What is important about the next placement for the child or young person
- What is important about the next placement for the parent or carer

Prior to the Annual Review meeting parent and carers will need guidance and sign posting as to what options are available to them. They may need time prior to the meeting to schedule and arrange visits to local educational settings so they are able to make an informed decision if changes are being proposed.

When discussing the options available with the child and their parents, or the young person, all professionals must take care that they do not explicitly recommend one particular provision or one particular type of provision. This can unintentionally create false expectations.

The local authority will always try to take into account a young person's or their parent's preference, but this isn't always possible or appropriate. In the first instance the local authority will aim to place a child or young person in the educational setting closest to where they live; that can appropriately meet their special educational needs.

Post 16 considerations:

This section of the template must be completed for students with an EHC plan whose review is held in the summer term of Year 8, and for all students who are Year 9 and above (*Code of Practice, 8.21*). At least one outcome must be completed for each of the following areas:

- Education, training or employment
- Independent living
- Participating in society
- Health

Preparation for the Annual Review for these young people should also start to include conversations and planning regarding:

- the young person's interests and skills in and out of education
- options and choices for next phase of education
- employment dreams and aspirations. Have they changed since their last EHC plan review meeting?
- Start, or continue the conversation about paid work

Good exit planning:

This is required if the young person is leaving education or training in the twelve months following their review. Information relating to the planned support, provision and outcomes

should be agreed with the young person and shared at their Annual Review meeting. This is to ensure the smooth transition to whatever the young person will be doing next, for example moving to higher education, employment, independent living or adult care.

For those aged over 18:

The local authority must have regard to whether the educational or training outcomes specified in the EHC plan have been achieved.

The young person's future education, training or employment aspirations should be the starting point to identifying what their curriculum needs to look like. Part of the discussions with the young person should be about identifying and putting into place work experience options. Information should be shared via the Annual Review template on what local post 16 options are available including employment, internships, apprenticeships, traineeships, Further and Higher Education, 6th form, self-employment etc.

Related outcomes may include:

- Exploring possibility of a part time weekend or holiday jobs
- Determining who in the young person's local community or support network could support their career plan?
- Identifying who will provide career guidance and help the young person
- Developing a career plan. When will this happen?
- Starting preparation for job seeking e.g. CV, interview techniques/ practice
- Identifying support required within employment
- Signposting to support/information available on the Local Offer including benefit entitlement to support employment

Other key areas which everyone needs to consider and discuss with the young person is:
Participating in society:

- Discuss mobility and transport needs
- What social and community activities and opportunities are available and who will help them to access these?
- Are there any groups or associations in the local community that support the young person's interests?
- Does the young person require support to develop and or maintain friendships and relationships within their wider community?

Independent living:

Further considerations when discussing and planning for future independence include:

- Record the young person's aspirations
- Talk about and develop the skills for independence, including managing money, travel, staying away from home etc. Identify the skills that need to be developed and what opportunities the young person will require e.g. using public transport independently
- Start, or continue the conversation about where, how and with whom the young person wants to live as an adult. Identify possible options such as

- living at home, renting, home ownership, supported living, independent living etc.
- Identify and signpost to additional/specialist support via Local Offer
- Signpost to support/information available on the Local Offer
- Young person and or family understands eligibility for adult services
- Young person and or family know benefit entitlement

Health:

- Who will help the young person understand which health professionals or services may work with them as they get older/as adults?
- Who will help the young person to know how to access and engage with primary health professionals and services, for example their GP
- How will the young person access dental care, the opticians, equipment, specialist support, prescriptions, sexual health advice etc.
- Discuss, if appropriate, the transition from specialist paediatric services to adult health care.

Joint Outcomes In North Somerset (JOINS):

A significant new addition to the Annual Review template is the use of a table to specifically track whether each of the child's or young person's outcomes has been met or not. This table can be found on page 9 of the Annual Review template. This will allow us to track the progress of both individual children and groups of children, and to determine how

Joint Outcomes in North Somerset are a key part of the plans which all, children, young people, their parent or carer, the professionals from education, health and social care, make together. These shared outcomes will always be used to check how things are going for the child or young person at the Annual Review meeting. If things are going well, new outcomes maybe set to help the child or young person to learn new things, or all might agree to change the current ones to make sure they are right for the child or young person. We use a four-point scale and settings need to determine if an outcome has been:

- **Exceeded** - where a child has gone beyond or achieved the set outcome sooner than anticipated
- **Met** - where a child has completed what was set and at the anticipated time
- **On Track** – where the setting anticipates, with the use of smaller targets and assessments, that the child or young person will achieve the outcome at the expected level and in the set timescale
- **Not on Track** - where a child is not expected to meet the outcome or will require additional time to do so

Tips to complete page 9 of the Annual Review template:

- Outcomes can be copied and pasted from the child's or young person's EHC plan. Please copy and paste one outcome per box, using the exact wording of the outcome from the existing EHC plan and link it to the four themes as detailed in the [North Somerset Joint Outcomes Framework](#).
- Progress made and impact/effectiveness of provision – using your own words, detail the progress the child or young person has made against the outcome using

the description rating included in the review paperwork. When greater or less than expected progress has been made explain why this is the case.

- Summarise and evaluate the impact and effectiveness of the support and provision which the child or young person has received over the last 12 months.
- The focus needs to be on the impact and effectiveness of the provision and support and how it has or has not enabled progress against the outcome. What has worked well? What hasn't been effective and has needed to be replaced?

-

Please attach documents detailing the support and provision the child or young person has received over the last 12 months and evidence of the cycles of assess-plan-do-review that have taken place since the last EHC plan review. This should include:

- Annotated timetables showing group size and alternative access arrangements
- Reviews of short-term interim targets e.g. SEN support plan, individual education plan (or equivalent)

Please ensure that the paperwork does not contain information/images which would enable other children or young people to be identified

As with all reviews, gathering the young person's views, wishes and aspirations needs to be done in advance of the actual meeting.

Part Three – The Annual Review Meeting

When the Annual Review meeting has been arranged by the school or college, it will generally be chaired by an appropriate staff member and held at the education establishment that the child or young person attends. The meeting should be held with a person-centred approach, but whatever format the meeting takes it must ensure that full involvement of the children or young person and their parents or carers is enabled. It must consider their views, wishes and feelings especially when making decisions.

The review meeting is where all the attendees are able to discuss the reports, data, evidence and information circulated prior to the meeting and raise any other points they wish to discuss. Time in the meeting is limited and needs to be used widely, so the introduction of new information which has not been circulated to be read in advance by attendees is very strongly discouraged.

The person chairing the meeting should explain clearly the purpose of the meeting, with everyone introducing themselves and explain their relationship with the child or young person and their contribution to the meeting. The chair will need to indicate any agencies involved that are not present, and that plain English without jargon is used throughout the meeting. Professionals should be particularly clear when providing information about the child or young person's needs or levels or progress, explaining unavoidable technical terms as necessary.

To help keep the meeting focused on the child or young person, the chair needs to ensure the points below are covered and that school do not focus on how things have gone in the past year in school.

The Code of Practice tells us at Annual Review meetings we **must**:

- check if the child or young person's aspirations have changed with a clear focus on preparation for adulthood
- take account of the child or young person's views, wishes and feelings
- check to see if there are parent or carers' views
- review the description of the SEND in section B, health needs in section C, and social needs in section D, also check their effectiveness in achieving good progress towards outcomes as specified
-
- focus on the child or young person's education progress made towards achieving the long term (end of Key Stage) outcomes set out in the EHC plan
- identify any new needs from information received from the previous 12 months
- establish whether the current outcomes and supporting targets remain appropriate and if required agree new ones
- review the special educational provision and the arrangements for delivering it to ensure it is still appropriate and enabling good progress
- be undertaken by working in partnership (person-centred) with children and young people and their parents or carers
- check if the child or young person and the parents or carers would like to request a Personal Budget
- review any existing Person Budget arrangements and/or direct payments arrangements

It also suggests we **should**:

- agree together and set new shorter-term targets for the coming year and how this will be monitored
- review the long-term outcomes in the EHC plan and update at the end of 6 months for children in Early Years, at the end of each key stage thereafter, until Post 19 if an EHC plan remains in place
- consider the continuing appropriateness of the EHC plan against the child or young person's progress over the past year, where a change of establishment, change in provision or change in outcomes need to be made or ceasing the plan is recommended

- review any transport arrangements to consider whether this meet eligibility and to plan for any transitions

Any request for changes with the child or young person's placement relies upon additional information and evidence being provided from the educational setting and appropriate external professionals who have contributed via the Annual Review template.

For most children and young people, the provision specified on their EHC plan and provided by their current educational placement will successfully meet their special educational needs. If in the view of those present at the EHC plan review meeting, the current placement is not able to meet the child or young person's special educational needs the school or college must provide the following:

- If there are any special educational needs currently not being met, then consideration will be given to what additional or different resourcing may be required to meet these special educational needs. This may be in the form of specific and additional interventions which may include the use of shared outcomes across education, health and social care.
- Evidence of this will also be required which must include recent reports from external professionals and records to show implementation of their recommendations.
- If at the Annual Review the child or young person's special educational needs are not being met at their current educational setting, evidence will be required to show what other options have been considered e.g. a managed move, a full- time school support placement etc.
- If there is a change in placement then evidence of the impact this change would have for the child, young person and their family will be required. This must include recent reports from external professionals and records to show implementation of their recommendations.

The Annual Review is a statutory process and it is vital that the person chairing the meeting ensures the recommendations section is completed fully and the headteacher of the child or young person's school or college signs the annual review form following the meeting.

After the meeting, remember:

- a signed copy of the review is **required**. Electronic signatures are preferred to enable the document to be emailed to all relevant recipients.
- read through and check both Part 1 and Part 2 of the EHC plan review form are complete.

This form must be copied and sent to all attendees of the EHC plan review meeting (including those who were invited but did not attend) within two weeks of the EHC plan review meeting.

Please use encrypted email to send all the documents to sen.team@n-somerset.gov.uk. The EHC plan review form should be sent as a Word document from the school/setting official email.

Annual Review Timeline

2 weeks before beginning of term

LA informs school/colleges/Early Years setting of child/children



6 weeks before meeting

School send out invitations and request reports



4 weeks before meeting

School support child/young person to share their views and contribution



2 weeks before meeting

School send out invitations and reports received from professionals



HOLD ANNUAL REVIEW MEETING



Within 2 weeks of meeting

School issue annual review reports to all invitees and LA



Within 4 weeks of meeting

LA notify young person and child's parent carer of decision copying in schools and relevant professionals