



Guidance Notes for the Education, Health and Care Plan Review Process



Guidance for Reviewing an Education Health Care Plan

Introduction:

This document presents the guidance notes for all children and young people who hold an Education, Health and Care Plan in Lancashire. The guidance outlines the Special Educational Needs (SEN) review document and process linked to this. This covers all children and young people from early years through to Post 16 provision.

The Purpose of the Review:

The main purpose of the review meeting is to actively monitor the child or young person's progress towards their outcomes and longer term aspirations. The review must also consider whether these outcomes and supporting targets remain appropriate and must set new interim targets for the coming year and where appropriate, agree new outcomes.

All reviews must be undertaken in partnership with the child and their parents/carers or the young person, and must take account, and record, their views, wishes and feelings.

Additionally, the review meeting must consider the continuing appropriateness of the EHC Plan in the light of the child or young person's progress during the previous year or changed circumstances and whether changes are required including changes to outcomes, enhanced provision, change of educational establishment or whether the plan is no longer required.

Any change recommended must be made by providing the appropriate evidence base or report. Verbal changes are difficult to implement if there is no evidence base to substantiate them.

Frequency of the Review Process

An annual review meeting must be held once a year. For children under the age of 5 years old these should be held every six months.

There are times when an interim or early review, may need to be called. These reviews will take place outside the annual review cycle. These reviews can be instigated by the educational setting, parents or any professional involved with the child or young person.

Interim or early reviews may be needed: -

- If a child has needs that are known to change rapidly
- It was the recommendation from the previous review.
- to reassure parents, professionals particularly when there was a disagreement at a previous review meetings on a particular course of action.
- If the child or young person is at risk of exclusion.
- If attendance has reduced to an unacceptable level and therefore impacting on educational progress.

The Review Process

The review process should involve the pupil, parents/carers, the education setting and all professionals from other services who are involved. The Local Authority Education, Health and Care plan co-ordinator, which is usually the Special Educational Needs and Disability Officer (SENDO), should be invited to attend the review meeting but it is not always possible they are able to attend.

In most cases, the responsibility for organising and facilitating the meeting should be undertaken by the school or educational setting which the child or young person attends.

The School or setting must;

- Convene the EHC Plan review and along with relevant school/setting staff and invite the following to attend with at least two weeks' notice of the date of the meeting, although this should ideally be a minimum of 4 weeks' notice:
 - the child or young person
 - the child's or young person parents/carers
 - a representative from the Local Authority SEND Integrated Assessment Team
 - involved Education, Health and Social Care professionals
 - any other professionals the child/young person /parents/carers would like to be invited, or who are deemed appropriate to enhance planning and provision
- Where there is social care involvement with a child/young person the review date should be aligned with the care plan review to ensure that a complete holistic view of the individual can be considered appropriately by all professionals.
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- Seek advice and information from every one invited to the review meeting about the child or young person's progress towards achieving the outcomes specified in the EHC Plan review and any other matters relating to their progress. These should be circulated to everyone invited to the review meeting at least two weeks before the meeting.
- Review the child or young person's progress towards achieving the outcomes specified in the EHC Plan and to make recommendations on what changes might need to be made to those outcomes and/or their support (including support provide through a Personal Budget) to help them achieve them.
- Consider the continuing appropriateness of the EHC Plan in the light of the child or young person's progress during the previous year or changed circumstances and whether changes are required
- Set new targets for the coming year and where appropriate, agree new outcomes
- Prepare and send a summary report of the review meeting to everyone invited to the meeting within 2 weeks of the meeting. This is a statutory requirement and must be complied with in all circumstances.

It should be noted that review meetings make recommendations in relation to a child or young person. Any decision relating to the recommendations is made by the Local Authority. Additionally, if a review is making a recommendation relating to a change of placement or educational institutions, this should clearly show the child or young person's special educational needs to inform the process of identification.

Any decision made by the Local Authority following a review meeting will result in the child's parents, or young person, being given the statutory right to appeal the decision to the Special Educational Needs and Disability Tribunal (SENDIST). This includes advising of the right of mediation, if preferable. The SEND service remains committed to resolving complaints, concerns or disputes through direct meetings or mediation.

Completing the Review Documentation

The review documentation follows the same format as the Education, Health and Care plan to ensure the appropriate sections of the plan form the basis for the review discussions.

Prior to the review meeting, usually approximately six weeks for annual reviews, advices should be sought from all professionals involved with supporting the outcomes outlined within the Education, Health and Care plan for the child or young person. This should include: -

- Educational advice, to be completed by the educational setting.
- Parent/Carer advice
- Child/young person advice
- Professional Advice, to be completed by a range of services e.g. health, YOT's, Social Care etc

It should be noted that the forms listed above are the preferred option that the Local Authority would like to be used although some professionals may choose to submit a report instead of using the professionals advice form (AR4).

A person centred review process



A person centred review is a radically 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 starting with 'what people like and admire about the child or young person' as well as sharing 'good things have happened since the last review'.

However, this review of progress is equally pragmatic in that it goes 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. The meeting concludes with a consideration of 'what is important to the child or young person' both now and in the future with respect to better life outcomes.

This person centred review of progress supports the usual review decision making where recommendations need to be made to the Local Authority about maintaining, amending or ceasing to maintain the Plan.

The format and feel of a person centred review is also radically different in that it is much more informal, interactive and visual. Where appropriate, the child or young person begins by providing their views and this usually works best as part of a prepared presentation. This information can be recorded on flipchart paper arranged around the room and then participants are then invited to contribute their views under each of the review headings after which actions and the planning to further support the child or young person's progress towards their outcomes is agreed.

A further major difference is the change in role from the person who previously chaired the meeting to someone who now acts as a facilitator with the aim of supporting the child or young person and the family to participate in the meeting.

Actions for the facilitator:

The purpose of the meeting is to:

- Review the child or young person's progress towards achieving the outcomes specified in the EHC Plan
- Consider the continuing appropriateness of the EHC Plan and to recommend any changes to this that might be necessary
- Set new targets for the coming year

Preparing for the review

- Ensure that the date is set with the family and that relevant setting/school staff and professionals are invited with at least 2 weeks' notice
- Seek advice and information from every one invited to the review meeting and circulate this to all attendees at least 2 weeks before the meeting
- Support the child or young person to prepare their views (i.e., good things that have happened since the last review, what is working well and what is not working well, what's important now and what is important in the future). This presentation can take a variety of forms.
- Prepare the report on the child or young person's progress towards their outcomes including targets and actions agreed from the current Implementation Plan. Gather the appropriate data to report the child or young person's National Curriculum progress in the core subjects in terms of sublevels achieved since the previous review.
- Have copies of the EHC Plan available
- Prepare and arrange the room in such a way to help the child or young person and the family to feel comfortable and so as to support their participation (e.g., display examples of the child or young person's work, refreshments, etc.).
- Place the following headings on flip chart paper around the room, *for example*

Who's at the meeting

What we like and
admire about...

Good things that
have happened
since the last review

What's working What's not working

Child

Family

School

Others

Important now

Important for
the future

Good health

Education, learning and work

Independent living

Friends, relationships
and community

Questions to
answer/issues
to resolve

Review of the
EHC Plan

Running the review

- The facilitator welcomes participants to the meeting and invites them to complete their details on the 'Who's here' sheet and to make a contribution to the 'What we like and admire' sheet.
- The facilitator begins the meeting by asking everyone to introduce themselves and to say who they are and their relationship to the child or young person.
- The facilitator can then share what has been recorded on the 'What we like and admire' sheet' as well as add any further contributions
- The facilitator explains the purpose of the meeting and introduces the ground rules
- The facilitator then invites the child or young person to make their contribution
- The facilitator then facilitates discussion working through each review heading in turn
- The facilitator (or an assistant) records the key points from the discussion under each heading.
- At the conclusion of each section, the facilitator should check to ensure that everyone's views have accurately been recorded.
- When it comes to reviewing the EHC Plan, the facilitator should ensure that copies of this are made available and that changes are either recorded in the EHC Plan review documentation or directly onto a copy of the EHC Plan.
- Any request for a Personal Budgets by parents/carers or a young person (16+) should be recorded under the relevant section of the EHC Plan review paperwork
- Where there is a difference in view as to what changes should be recommended to the EHC Plan, then the different views should be recorded making it clear who is saying what.
- The final part of the meeting is to review the ongoing requirements for SEND transport where this has been agreed on SEND grounds. The meeting will need to provide a clear recommendation regarding this.

Where SEND transport has been agreed for an individual child or young person on SEND grounds, this discussion should plan for, and review the outcomes from appropriate independence travel training where this has been arranged.

Actions following the review

- Prepare and send a report of the review meeting to the Local Authority and everyone invited to the meeting within 2 weeks of the meeting.

Transfer between phases of education

A review of an EHC Plan involving a transfer between EYs settings and/or schools (e.g. an early years setting to school, infant to junior, primary to secondary, middle to high etc.) including the Local Authority administrative procedures should be completed by the 15th of February in the calendar year of the transfer. For young people transferring from secondary to a post 16 setting, the review process should be completed by 31st of March in the calendar year of the transfer or at least 5 months before the transfer takes place.

The Preparing for Adulthood Review

Reviews of EHC Plans for young people aged 14+ (Y9)

The review of an EHC Plan of a young person in the school year in which they turn 14 years of age (Year 9) and every review thereafter must include a focus on preparing for adulthood including employment, independent living and participation in society. This transition planning must be built into EHC Plans and where relevant should include effective planning for young people moving from children's to adult care and health services. Planning must be centred around the individual and explore the young person's aspirations and abilities and what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition.

Developing Preparation for Adulthood Outcomes from Early Years to Post 16

It is important that at all reviews of Education, Health and Care plans that consideration is given towards developing outcomes across all areas of the preparation for adulthood (pfa) framework. The tables on pages 12 -15 provide guidance in developing appropriate outcomes.

You should remember the following when using this guidance: -

- The outcomes will need to be personalised and focused on the young person's aspirations, supporting as independent a life as possible;
- Children develop at different rates. For some young people indicators included in early childhood may continue to be outcomes they are progressing toward as they get older. Therefore it is important that each new age/stage continues to develop and build on the previous ones;
- At review meetings the tool can be used to support development of imaginative yet achievable ways to support progress under each outcome;
- This tool should be used as part of a personalised approach and can therefore be used as a starting point to develop EHC plans across a wide range of need. If you are supporting a young person with a life-limiting condition this tool can be used to focus on progress in a sensitive and personalised way;
- Use creative approaches to embed activities in the curriculum and in everyday activities outside of the classroom;
- Raise aspirations and expectations and encourage thinking about what the future might look like for children from an early age;
- Promote a focus on outcomes that are transferable to the real world.

Practical ways to build the PfA outcomes into Education, Health and Care Plans

Age/Stage of Development	Employment/HE	Independent Living	Community Participation	Good Health
Early Years (age 0-4)	Adapting to new environments Playing with other children Following instructions <ul style="list-style-type: none">consider any specifics around sensory impairments Real world play <ul style="list-style-type: none">(builder/nurse/doctor)	Feeding and drinking Toileting Getting dressed Making Choices Real world play <ul style="list-style-type: none">(kitchens/DIY/cleaning)	Making friends Social interaction Visits / day trips	Checks at births (hearing etc) Diet and food variety Immunisations 2 year old development check
Primary (age 5-7) Reception—Y2 Key Stage 1	'What do you want to be when you grow up?' Meeting role models Real world visits (fire stations, farms etc.) Numeracy	Washing/brushing teeth Telling the time Paying in shops (supervised)	Team playing Developing friendships/friendship groups After school clubs Weekend activities	Child obesity checks Diet - making choices Dentist School visit Immunisations Physical exercise
Primary (age 8-11) Y3-Y6 Key Stage 2	Talk about different careers and higher education options Access to career related role models Start to build a personal vocational profile of interests and ambitions School sessions from visitors on their careers	Understanding money – paying for snacks Learning to be safe on and offline Knowing the local area Walking short distances alone Friendships Understanding bullying	Youth and after-school clubs in school Sleep-overs and residential trips Cooking at school and home Shopping Moving around the school independently Travel training Managing change Transport and road signs	Managing minor health needs e.g. asthma Starting puberty Immunisations (BCG) Obesity check Articulating pain / health problems

Age/Stage of Development	Employment/HE	Independent Living	Community Participation	Good Health
Secondary (age 12-14) Y7-Y9 Key Stage 3	<p>Subject option choices - thinking about university and college, picking the right subjects for future career goals</p> <p>Exploring different career options</p> <p>Understanding requirements for HE</p> <p>Structured careers advisory sessions</p> <p>Planning for employment:</p> <ul style="list-style-type: none"> • what qualifications do you need • what study programme should you be on • what work experience would be most helpful <p>Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed</p>	<p>Travel training</p> <p>Making decisions about what to spend money on</p> <p>Making own food</p> <p>Socialising unsupervised in the local community</p> <p>Independent living skills</p>	<p>Making decisions about how to spend free time</p> <p>Managing social media and other technology</p> <p>Online gaming and staying safe</p> <p>Belonging to different groups</p> <p>Friendships and relationships</p> <p>Understanding the bigger picture and building resilience</p>	<p>Sex education</p> <p>Immunisation - tetanus</p> <p>Managing more complex health needs</p> <p>Understanding what the GP can help you with</p> <p>Annual health check with GP if registered</p> <p>Learning Disability</p> <p>Mental health and wellbeing</p> <p>Drug and alcohol education</p> <p>Switching technology off and getting a good night's sleep</p>
Secondary (age 15-16) Y10-Y11 Key Stage 4	<p>GCSEs/NVQs/Entry level qualifications</p> <p>Vocational options</p> <p>Continue to build personal/vocational profile – use in careers sessions</p> <p>After school/Saturday jobs/part-time employment</p> <p>Understanding supported employment options</p> <p>e.g. access to work</p> <p>Transition to new settings Starting micro-enterprises</p>			

Age/Stage of Development	Employment/HE	Independent Living	Community Participation	Good Health
<p>Post-16 (age 16-19)</p> <p>In schools and post-16 providers</p>	<p>Build on strengths and interests highlighted in personal/vocational profile</p> <p>Apprenticeships Supported internships Traineeships</p> <p>Further work on academic and vocational qualifications</p> <p>A-levels and planning for university including sharing EHC plan with disabled students allowance study needs assessor</p> <p>CV writing</p> <p>Skills in applying for jobs or higher education Interviewing</p> <p>Understanding support from the LA, e.g. do they have a supported employment service?</p>	<p>Managing bills (e.g. mobile phone)</p> <p>Managing potential income including Personal Independence Payments</p> <p>Residential and local learning options</p> <p>Mental capacity - supported decision making</p> <p>Understanding consent and best interest</p> <p>Life skills</p> <p>Managing your time</p> <p>Transition to adult care</p> <p>Being safe in your home</p> <p>Understanding different types of living arrangements - what arrangements are positive and possible for each YP</p> <p>Actively planning for future living arrangements with family, LA etc.</p>	<p>Developing new friendships</p> <p>Personal budgets</p> <ul style="list-style-type: none"> • how could they be spent post-16 to further PfA aspirations <p>Managing your time</p> <p>Being safe on the streets</p> <p>Understanding alcohol and drugs</p> <p>Volunteering</p> <p>Understanding the criminal justice system</p> <p>Knowing where to go for help and how to use the emergency services</p>	<p>Taking responsibility for dental and optical appointments</p> <p>Managing own health</p> <p>Transition to adult health services</p> <p>Knowing when you need to see the GP</p> <p>Staying physically active and healthy</p> <p>Understanding relationships, including:</p> <ul style="list-style-type: none"> • sexual relationships • choice and consent • safety and • good health
<p>Post-19 (age 19-25)</p>	<p>Consolidate or finish learning</p> <p>Taking part in adult education/community learning</p> <p>Completing outcomes in EHC plan</p> <p>Voluntary work</p> <p>Knowing how to access support from Job Centre post-education</p> <p>Paid work or higher education</p> <p>Understanding benefits</p>	<p>Arranging potential independent/supported living options</p> <p>Planning other living arrangements</p> <p>Understanding correspondence/bills</p> <p>Continuing to develop independent living skills as part of a study programme</p>	<p>Accessing adult social care post-18</p> <p>Maintaining friendships outside of an education setting</p>	<p>Managing health appointments</p>