

# Your part in the EHCP Annual Review

## Parent/Carers Report / Advice Form

Families have an important role to play in the annual review of an Education, Health, and Care Plan (EHC plan). The annual review will look at the progress your child has made over the past year. It will agree outcomes and new targets for the next year. It should include your child's achievements as well as any difficulties. You and your child's views about their progress will be at the centre of the annual review process.

### What should I write?

You may find it helpful to use this form to write about your child's progress over the last year. However, you may choose to write it another way: the headings we have suggested may help you and your child put something of your own together. Wherever possible, encourage your child to contribute.

You may want to leave out or change some of the headings to suit your child and circumstances. Please add anything that you feel would give a fuller picture of your child's progress over the past year and continue on extra sheets if necessary. However, don't let it become a difficult and lengthy task, as your views will be listened to and recorded at the annual review meeting. It would be helpful if you could send your completed report to your child's school/ setting before the meeting.

A copy of this form is also available to download and complete at:

[EHC plan annual review guidance for professionals - Lancashire County Council](#)

Think about what your young person has achieved this year in relation to these outcomes. Are there any areas which need to be a focus for new outcomes over the next year and beyond? Although your young person may be a long way from adulthood, it's a good idea to start thinking early about what skills they will need to live a happy adult life, fulfilling their potential. The four themes below help to think about different aspects of preparing for adulthood:

- ✚ Employment
- ✚ Independence Skills
- ✚ Community Inclusion
- ✚ Health



## Part One: Preparation for your Child/Young Person's Annual Review Meeting

### ***What is going well for your child/young person at the moment?***

Are there any achievements you would like to share on their behalf? These could be in their educational placement, or at home or in the community.

- Please note what has supported your young person well this year - this can be at home and/or at school.
- This may relate to academic progress or progress with life or independence skills e.g. getting their own snacks, crossing the road independently, using public transport, etc
- Think about the new skills your young person has acquired this year. Tell the school about them. It is also good for your young person to see how they are developing skills over time.
- Think about the support which really helps your young person towards independence that they receive in school and at home. Does this support need to continue, or does it need to be adapted to enable further independence?

### ***Is there anything you are worried about? Do you have any concerns you would like to discuss at the review meeting?***

- Is there anything that has not worked well?
- Please note things that you feel have not supported your child/young person well this year – this can be at home and/or school.

***Is there anything you would like to discuss to make things better? Do you have any suggestions of what support/provision is needed for your child/young person to help them make progress?***

- How do you think provision should be changed?
- This is also an opportunity to think about what additional needs to those already stated in the plan your young person may need to work on to enable them to reach their full potential in their future.

***Do you have any questions you would like to ask? Or anything else you would like to discuss at the review meeting?***

- Looking at the EHC plan in sections B – D, do you feel the needs set out here are up to date?
- Are there any further assessments needed?
- Is there any further information to be added?

***Details about your aspirations and goals for your child/young person's future, including employment, healthy living, independent living, and community participation.***

This is an opportunity to tell us what you want your child to achieve as they get older. It is fine to say that you want them to be happy and safe, for example. It would be helpful to add some detail about what happy and safe would look like for them. Happy might be engaging with a close circle of friends, safe could be independently catching a bus to visit someone.

- Please give your views on how well your young person has met their outcomes as stated in section E
- Is there an area you wish them particularly to work on for the next year and beyond? Think particularly about what steps they will need towards their future beyond school.
- Any new interests?
- Any new aspirations?
- Any significant additions to “My story”?
- Consider what skills your young person needs to further develop in preparation for adulthood.

***What is your child/young person good at and what do they enjoy doing?***

- Relationships at school with other children and young people, teachers/tutors, and teaching assistants.
- Progress with reading, writing, numbers, other subjects, and activities at school.
- How has the place of learning helped your child/YP?
- What does your child/YP find easy?
- Independence, what can they do for themselves? e.g., dressing, crossing the road, homework.
- What does a good day look like?
- What does your young person like to do?

***What does your child/young person find difficult or need help with? Both in school and out of school.***

- Relationships at school with other children and young people, teachers/tutors, and teaching assistants.
- Progress with reading, writing, numbers, other subjects, and activities at school.
- What does your child/YP find difficult?

- What does a bad day look like?
- What does your young person dislike?
- What could improve things?
- If your child/YP has a disability, mental health difficulties or medical condition, how do these affect him/her at home or at school?

***What is the best way to communicate with your child and engage them in decision-making?***

- How are decisions and /or choices made?
- Are speech & language therapy or aids needed?
- Are visual timetables, social stories, friendship groups or equipment required?

## Part Two: Details of your child's special educational needs.

**You don't have to fill in all the boxes. If your child doesn't have SEN in one or more of the 4 areas, miss it out.**

If changes are required to your child/young person's EHCP, these will be discussed with you at the review meeting.

In preparation for the review meeting, please tell us if you feel there have been any significant changes in their needs and strengths since their last review meeting (or since their first EHCP was issued if applicable)

- Each child or YP must be treated as an individual.
- Plans should identify the range of needs a child or YP has with reference to their current levels of functioning and achievement.
- All of the key needs should be clearly stated – they could be numbered or listed at the end of the description for greater clarity.
- LAs can choose how they reflect the range of needs; standard sections can be used but care must be taken to ensure the template does not shape the need
- This section should have evidence of what the child or YP can do as a basis on which to build.
- Each need must link to Provision (F) and be reflected in Outcomes (E)
- The section may also include needs that require health and social care provision – these are treated as special educational provision because they educate or train the child or YP (CoP 9.73 onwards)
- Ensure that in this section it is needs that are recorded as such and not as provision.

### **NOTE:**

Speech and language therapy can be regarded as either education or health care provision, or both – can therefore be included in an EHC plan as either educational or health provision. However, since communication is so fundamental in education, addressing speech and language impairment should normally be recorded as special educational provision unless there are exceptional reasons for not doing so.

- Consider how strengths and skills have developed, particularly if outcomes have been achieved.
- Consider how your/young person's needs may have changed or developed and how you would like this to be added into the plan.
- Think about any needs which should be highlighted in relation to employment, independent living, community inclusion and health.
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### Communication and Interaction

Speech & language, comprehension and understanding. Any training needs (for staff, parents or child) e.g., signing (including MAKATON), symbols? Are speech & language therapy or aids needed? Are visual timetables, social stories, friendship groups or equipment required?

#### Strengths

*What's going well?*

*For example:*

Ahmed (aged 7) can focus and maintain attention.

#### Needs

*What are the needs that your child has relating to communication and interaction?*

*For example:*

Ahmed does not yet speak recognisable words.

### Cognition and Learning

You could comment on your child's level of concentration, ability to retain information, whether he or she likes school/college, what your child enjoys/finds easy or difficult. What's going well?

#### Strengths

*What's going well?*

*For example:*

Tom can concentrate for periods of up to 5 minutes.

Adam has lots of ideas, especially about topics that interest him.

#### Needs

*What are the needs that your child has relating to cognition and learning?*

*For example:*

Tom has weak short-term memory skills in both auditory and visual channels, and specific learning difficulties.

Adam is very reluctant to record any of his ideas in writing as his phonic knowledge is a barrier and he finds writing difficult. Adam does not like to get things wrong so will not attempt activities if he is not sure he will get it right.

### Social, Emotional and Mental Health

**At home:** Does your child cooperate, have good and bad moods? Is he/she withdrawn, unhappy, cheerful, friendly, fits in with family routines, able to share, be part of the community/ attend's activities.

**At school / At college:** Relationships with pupils and staff, self-confidence, self-esteem, happy, anxious, angry? Have there been any referrals/reports? Have there been any detentions or exclusions?

What's going well? What could be better?

Strengths

*What's going well?*

*For example:*

Freddie has started to use his 'worry-meter' to indicate when he is feeling anxious and this has led to fewer incidents of him becoming dysregulated. Adam will admit he is wrong and make amends.

Needs

*What are the needs that your child has relating to social, emotional and Mental Health?*

*For example:*

Freddie still finds it very difficult when there are changes. He found the change in his teaching assistant very difficult to manage.

If Adam thinks something is going to happen, and then it doesn't happen, he becomes very dysregulated.

### Sensory and/or Physical

How do these needs have an impact on your child's learning and environment? (Including crowds, noises, glare, smells, dietary, clothing etc.) Any therapies, aids, or equipment / training required? Any assessments needed? Any reasonable adjustments needed? What's going well? What could be better?



## Strengths

*What's going well?*

*For example:*

Adam likes to sit on a sensory wobble cushion and finds it easier to concentrate when the teacher is speaking if he has the cushion.

## Needs

*What are the needs that your child has relating to sensory and physical?*

*For example:*

Bobby has difficulty with the lunch hall due to it being overcrowded. He does not like to be touched incidentally by others and this will trigger extreme dysregulation.

## Independence and self help

Depending on your child's age and stage of life you could comment on your child's awareness associated with living independently. For example, money, personal safety, road safety/travel, personal hygiene, dressing; feeding, preparing food and other skills. What's going well? What could be better?

## Strengths

*What's going well?*

*For example:*

Jemima has begun to make simple decisions in day-to-day situations.

## Needs

*What are the needs that your child has relating to independence and self-help?*

*For example:*

Jemima cannot travel independently or manage money at the moment.

***Have there been any changes to your child/young person's health needs? (If any)***

- Please note any developments or changes to health needs. For example, are there aspects of your child/young person's health that are better managed than a year ago? Have any new medical challenges arisen? This might also add information to Section A.
- Has there been any updated information from health professionals? Therapy reports such as Speech & Language/ Occupational Therapy etc may need to be added to the EHC plan in Section F (for educational provision) or Section G for other health needs. If moving/ moved into adulthood, has there been a transition to the relevant adult health professionals?

***Have there been any changes to your child/young person's social needs? (If any)***

- Please note any developments or changes to social care needs. For example, are there aspects of your child/young person's social care needs that are better managed than a year ago? Have any new challenges arisen? This might also add information to Section A.
- Is there information from a Social Worker/Team Around the Family (TAF) also known as Common Assessment Framework (CAF)? Any actions required e.g. assessments for the child, young person (or carer) to add to section H1 of the EHC plan? If turning 18, is an adult care transition assessment required (under the Care Act 2014) - to be included in section H2 of the EHC plan?

## ***Preparing for Adulthood***

From the annual review of the EHC plan in Year 9, and at each review thereafter, local authorities must include a focus on preparing for adulthood and transition planning must be incorporated in the EHC plan and set out clear outcomes to prepare young people for adulthood.

Planning should include:

- Support to prepare for higher education and/or employment.
- Support to prepare for independent living – this should include ascertaining where the child or young person would like to live (it may be that they do not wish to move into independent living) and local housing options should be explained;
- Support in maintaining good health – including effective planning for transition of health services.
- Support in participating in society – including mobility and transport and developing and maintaining relationships and friendships.

Reviews should identify what support the child or young person requires to achieve the outcomes and aspirations specified in their EHC plan and to prepare them for adult life.

Further information and resources can be found here:

<https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources>

What are your views about higher education and/or employment, independent living, participating in society, being as healthy as possible in adult life for your child/young person? Use the headings below to help you:

**Education, Employment and Training:**

**Friends, Relationships, and Community:**

**Independent Living:**

**Good Health:**

**Is there anything else you want to tell us about your child/young person?**

- Is there anything else that you want to include?**
  
- Does the help described in sections F – H in the EHC plan, match the needs described earlier in the EHC plan?** Is there any recent advice from professionals' reports to be added? Is the provision in the EHC plan specific, e.g., who will provide the support? How often will this support be provided and for how long?
  
- Do you think that the outcomes, objectives and targets are still relevant?** Are they SMART (specific, measurable, achievable, realistic, time-bound)?
  
- Is the setting named in section I of the EHC plan still appropriate? If your child is transferring to another setting, do you or your child have a preference?** Do you need to discuss arrangements for visiting settings and transition?