

Lancashire Annual Review Report Form for EHCP's

This report should be used to summarise the review meeting for all children or young people with an Education, Health and Care Plan

Annual review details

Date of this review meeting		Last review date		Date of most recent EHCP	
-----------------------------	--	------------------	--	--------------------------	--

Section 1 – Review of people involved.

Child/Young Person's Details

First Name (s)		Surname	
Date of Birth		Gender	
Year Group		Pupil ID	
Home address		Child Looked After Yes/No	
Setting			
Ethnicity		Religion	

Details of Parent(s) or Person Responsible

Name(s)			
Relationship			
Home Address			
Contact Number(s)			
Email address			
Preferred method of contact			

Are any of the above details different from those on the Education Health and Care Plan	
---	--

People who support the Child/Young Person (currently and within the last 12 months)

Name	Role that they play (name of organisation where appropriate)	Email address/phone number	Indicate if present at the review meeting
It is important to list these people and their contact details and if they are present at the meeting.			
Code of Practice Paragraph 9.176 and 9.177			

--	--	--	--

Documents provided in support of the annual review

List all reports/advices gathered since the EHC needs assessment/last annual review, used in support of this review process.

Type of report/advice	Name of report/advice writer	Role of report/advice writer	Date of report/advice	Date circulated to parents/ professionals/LA
<p>It is important to record in this section who has been asked for advice, the date you received it and the date (prior to the annual review meeting) that you circulated the advice.</p> <p>If the advice was requested and not received, this is a record to track and monitor.</p> <p>Code of Practice paragraph 9.167, 9.176 and 9.177</p>				
Educational advice				
Parental advice				
Child/young person advice				
Health as appropriate				
Social Care as appropriate				

Does Section A of the EHC Plan (One Page Profile) remain appropriate?	Yes	No (Please provide an updated One Page Profile)
---	-----	--

Section 2: Review of Strengths and Special Educational Needs

<p>Provide information that was shared at the review meeting that is additional to or different from the information in the EHCP and advices already submitted, relating to the child/young person's strengths and special educational needs.</p> <p>Use the advice submitted from everyone as a guide, add any additional comments made at the meeting and reference who has said this</p> <p>It is important to reference and record who has said what in what context towards strengths and areas the child/ young person struggles. This helps to update the plan and provide a clear picture and baseline of skills and behaviours.</p> <p>Baseline - Attainment – in some areas are they making progress at Age Related Expectations in some subjects? Linked to the child's chronological age.</p> <p>Where are they in relation to their cognitive/ communication/ social/emotional/ independence abilities in comparison the previous annual review? For example: Have they made 6 months progress in the last 12 months?</p>
--

This is **NOT** about what **support/ provision** the child/ young person needs. It is about **skills or behaviours** they can now **do, or they still struggle** with and the context of this.

It is important that a record of what was discussed and/or agreed at this meeting is kept. This will provide evidence of parents' views if they have not been able to independently complete an advice form. **Parental aspirations** are also needed within their child's plan.

Parents or young people can take someone with them to support them. SENDIASS can attend meetings with parents/young people.

Section 3: Progress made:

In the previous year

Outcome within the EHCP	What is working well/not well in relation to the special educational needs provision in place?	Has the outcome been met?
	(Copy forward from last annual review summary)	Yes/working towards/No
From the previous annual review. This will be populated if you use the professionals' portal.		

In the last year

Summarise the information shared at the review meeting to describe what has been working well/not well and the child/young person's progress towards the outcomes within the EHCP.

Outcome within the EHCP	What is working well/not well in relation to the special educational needs provision in place?	Has the outcome been met?
		Yes/working towards/No
<p>Consider the child or young person's progress towards outcomes and whether the outcomes remain appropriate for the child or young person.</p> <p>The progress made towards their outcomes may have been annotated above in Section 2.</p> <p>If they have achieved their outcome, a new outcome can be set. Alternatively, an outcome may require changing as it is not SMART.</p> <p>Code of Practice Paragraph 9.166, 9.167, 9.168, 9.176</p>		

Is the support working well for the child/ young person?		

Section 4: Additional factors influencing progress

This should be addressed through the support identified in the child/young person's IEP moving forward, or through the CAF/TAF process as appropriate.

Education
<p>Has there been any disruptions to the child's education/ health or social care?</p> <p>Any factors changing at home – moved to a new house, parents separated, new sibling, relatives that are ill or have passed away. Please give details of how this has impacted on the child (and family) as appropriate.</p>
Health
<p>Have the child's health needs changed or remained the same? Are the health services involved with the child the same or changed? What is the impact on the child/ young person's everyday life and learning?</p> <p>Any positive health maintenance or progress? Can the child or young person manage their health needs with more independence?</p>
Social Care
<p>If the child has moved in or out of care. Has the case been stepped down to child protection, child in need or child and family well-being service? Has the case been stepped up to child looked after?</p> <p>What is the child/ young person doing outside of school to promote community inclusion? Friendships and relationships? Groups/ activities/ sports/ clubs – beavers, rainbows, brownies, cubs, guides, scouts, explorers. Dance, football, cricket, arts/ crafts.</p>

Section 5: New Outcomes and Next Steps for the coming year

Need(s)	Desired long-term outcome(s)?	Steps towards achieving the outcome(s)	Special Educational Needs Provision required <i>(Please identify whether this is current or additional provision)</i>
Cognition and Learning	By the end of key stage 2, (child's name) can name the hundreds, tens and units within a three digit number and add and subtract three digit numbers.		Any specific intervention needed to support the child. Is it 1:1 or small group. How often? How long? Who is providing the support? Who is overseeing the support? Any specific training/ experience required by the adult(s) supporting the child.

	For literacy break down: Reading steps Spelling steps Writing steps		
Communication and Interaction	By the end of key stage 2, (child's name) can take part in a group activity when he has a specific role for 15 minutes	<ul style="list-style-type: none"> • Listen to others' ideas • Show active listening • Take on a role in the group such as scribe • Comment on the ideas of others. 	Small group (minimum of 3 children and no more than 6 children) activity at least once a day for maximum 15 minutes within the classroom supported by teacher or teaching assistant
<p>You can amend existing outcomes to make them SMART. You can add new outcomes as appropriate for the end of the existing key stage or for the next key stage.</p> <p>Outcomes are set across a key stage and can have small steps towards them. It needs to be clear what the child/ young person is aiming to be able to do by the end of the key stage.</p> <p>From year 9 onwards the Code of Practice states we must include preparation for adulthood. The outcomes are:</p> <ul style="list-style-type: none"> • co-produced at the annual review involving parent/ carers and child/ young person as appropriate. • Outcomes link to what the parent/ carer and child/ young person and those working with them would like them to achieve across the next key stage. • Outcomes are individual to the child/ young person, realistic for them whilst also being aspirational. • It should be clear to measure if they have achieved, partially achieved, or still working towards the skill, behaviour, or qualification. • Outcomes are timebound across a key stage. <p>Key transitional stages: early years to primary, primary to secondary school, secondary school to post-16.</p> <p>Include a transition plan which gives specific and detailed provision:</p> <ul style="list-style-type: none"> • Visits to the new setting • Meetings to be held and who will be attending. • Consider that this is a new environment for the child/ young person and a lot of changes. From primary to secondary – much bigger settings, more pupils and teachers. Different classrooms will have to organise their books and equipment themselves for their subjects each day. <p>Secondary school to post-16 – bigger setting, more unstructured time, requires more independent time management and organisation skills.</p> <ul style="list-style-type: none"> • Will the child/ young person have check-ins throughout the day to settle? • What will this look like? 			
Transition	By the end of key stage 3, (child's	<ul style="list-style-type: none"> • Find his way to all parts of 	A detailed transition plan implemented with visits to

	name) is settled in his new setting so that he can:	<p>the setting and follow his timetable</p> <ul style="list-style-type: none"> • Has the right equipment for the day • Can go to the place/ person identified to support him when he is struggling • Ask for support when it is needed 	<p>the new setting and meeting of key staff who will support the young person.</p> <p>Meeting with young person, parent and SENCO</p> <p>2 to 4 key adults who are attuned to (child's name) difficulties</p> <p>An area within the setting where the young person can go to ask for help/ support</p> <p>Daily check-ins with of the 2 to 4 key adults, to review the day and plan for tomorrow. The frequency and duration of these to tailored to challenging times of the year and tapered when the young person is more settled.</p>
Health outcomes			
Social Care outcomes			

Section 6: SEND Transport

Does the child/young person receive SEND Transport?	Yes	No (Move to section 7)
Do the current transport arrangement remain appropriate?	Yes	No (Provide details below)
Has independent travel training been completed?	Yes	No Not appropriate
<p>Notes:</p> <p>Discuss current transport arrangements.</p> <ul style="list-style-type: none"> • Is Independence Travel Training as skills for Preparation for Adulthood appropriate? • Is transport still needed? • Does the child or young person still need a Personal Assistant in the taxi? 		

Section 7: Equipment

Does the child/young person receive SEND equipment	Yes	No (Move to section 8)
Does the current equipment remain appropriate?	Yes	No (Provide details below)
Has this been reviewed by the relevant professional (e.g. physio, OT, QTVI)?	Yes	No
Has an SEQ1 form been completed in line with this review?	Yes	No
<p>Notes:</p> <p>Discuss any equipment the child or young person uses.</p> <ul style="list-style-type: none"> • Have you outgrown any equipment? • Has the relevant professional assessed and reviewed the equipment? • Any new equipment complete SEQ1 form. 		

Section 8: Personal Budget

Does the child/young person receive a personal budget?	Yes	No (Move to section 9)
Are any changes to the personal budget recommended?	Yes (Provide details below)	No
<p>Notes:</p> <p>This can only be considered through an annual review. Personal Budget guidance is on the Local Offer.</p>		

Section 9: Summary

	Yes/No	Comments
Does the EHC Plan remain appropriate?		Record if the plan remains appropriate or not.
Is it recommended that the EHC plan is amended?		Plans are <u>only amended</u> at the end of a key stage in preparation for the next key stage, apart from where there are <u>significant changes</u> in need (for example a change of placement or setting mid key stage or significantly more services becoming involved, such as health and social care).
Is it recommended that the EHC plan is ceased?		Colleges – is the student coming to the end of their educational journey and will no-longer attend an educational setting or be enrolled on a course. If yes, please record this.

		If a young person has achieved all their outcomes and there are no further education outcomes appropriate, this would indicate a plan is to be ceased.
What percentage of their outcomes has the pupil made progress towards this year?		

Please use the space below to outline any further actions required indicating by whom. Add any additional comments

Name of Person who completed the review report		Date of Completion	
Role			
Signature			

Please return this form with any supporting additional advices/information within 10 days of the annual review meeting	
North Team	Inclusion.North@lancashire.gov.uk
East Team	Inclusion.East@lancashire.gov.uk
South Team	Inclusion.South@lancashire.gov.uk