

Lancashire Annual Review Guidance Handbook 2024



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. If there is an early/interim review, then the next review will be 12 months after that one. 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 meeting 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 SEND Case Manager (previously known as the 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: - 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.
- Seek advice and information from everyone 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.

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 eight 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 professional's advice form (AR4)

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 8 weeks' notice
- Seek advice and information from everyone 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:
 1. Who's at the meeting
 2. What we like and admire about ...
 3. Good things that have happened since the last review
 4. What's improved..
 5. What areas still need support
 6. What's important now and in the future – health, education, learning, work, independent living, friends, relationships and community.
 7. Are there any questions or issues that need resolving
 8. Review of the EHC plan

Annual Review Checklist for SENDCOs

Before the meeting

<p>At the end of the previous academic year</p>	<p>The Inclusion Service (previously the SEND Service) will use the professional portal to delegate forms to schools. You will get an email to notify you if you have a form to complete. If you need to fill in a form on the professional portal you will get an email with a link to the portal.</p> <p>The first time you use the professional portal you will need to register for a new account. Secure login - step 1 (lancashire.gov.uk)</p> <p>Year 5 review held in the summer term to plan for year 6/7 transfer. (This may result in 2 reviews in Year 5, in addition to the Year 6 Transition Review with the High school). The Year 6 Annual Review must be held in the Autumn Term if not held in Summer Term of Year 5.</p> <p>Year 11 onwards reviews in the autumn term ready for transfer to next stage of education or employment (unless a two-year course).</p>
<p>At the beginning of each term:</p> <p>Plan your review dates and inform health professionals 12 weeks before the Annual Review meeting</p>	<p>Know all people who have supported the child/ young person in the last 12 months across education, health, and social care as applicable.</p> <p>Discuss with young person/parent carer who to invite to the Annual Review meeting.</p> <p>Consider whether the meeting needs to be joined with any other review, e.g CLA review, PEP, CP or CiN Review. This could reduce the amount of meeting for young people, parents and professionals alike and encourage a real multi agency approach. Plan in appropriate time for the meeting.</p> <p>Send out the invitations to all parties, including the LA and all other professionals involved, of the date of the review. (LA via the portal or an email to the SEND caseworker).</p> <p>Request the advices from parent carers, education staff, health, and social care as appropriate towards the annual review. To understand which health professionals are involved with the child:</p> <ol style="list-style-type: none"> 1. Ask the parent carer. 2. Review the EHCP for involvements. 3. Follow the annual review flowchart (see appendix). <p>The SEND Case Worker can then delegate a partly populated education advice form and Annual Review Summary report through the professionals' portal to school.</p> <p>This will ensure the SEND Case Manager/ SEND Assistant Case Manager is invited; however, they won't always be able to attend. If you need a representative to attend, please contact the Case Worker to discuss a suitable date first.</p> <p>SEN support and EHC plans - forms for professionals - Lancashire County Council</p> <p>SENDIAS can support parent carers to prepare and attend an annual review: SENDIAS Home - Lancashire SEND (lancssendias.org.uk)</p>
<p>6 weeks before</p>	<p>Collate the advices from parent carers, education staff, health, and social care as appropriate. Remind them the date and time of the meeting.</p> <p>Code of Practice – LA delegates the responsibility to the schools and colleges to organise and coordinate the annual review. Settings must invite all people involved with and supporting the child/ young person. CoP 9.166 to 9.185</p>

5 weeks before	Use the time before the meeting to collect true and accurate child / young people views see suggestions of how to prepare the child/ young person
2 weeks before	Two weeks before the meeting share all reports with invitees.
The Meeting	
At the meeting	<ul style="list-style-type: none"> • Explain the purpose of the meeting. • Ensure that the time is adequate (but not longer than 2 hours) and fairly shared between agencies. • The process should be child centred - use appropriate methods of collecting information. • Discuss and record progress towards EHCP outcomes. • Review family support needs and refer as appropriate. • Review transport and equipment needs. • Discuss personal budget and method for requesting a direct payment. • Ensure that everyone is aware that this is recommendations to the LA - not a decision. • Ask parents and young person to complete the SEND survey following the meeting as appropriate. • SEND survey - Lancashire County Council
What to do / expect after the Annual Review	
2 weeks after the review	<p>Paperwork should be received by the LA.</p> <p>Ensure Annual Review form is completed using the delegated form and submit this through the professionals' portal.</p>
4 weeks after the review	<p>Decision made to amend will be made by Local Authority and letter sent to parent and school to indicate:</p> <p>No amendments - letter will be sent to Young Person/parent carers and copied to school, or</p> <p>Amendments will be made, and these will follow.</p>
6 weeks after the review	<p>Following the decision from the LA, annual review summary paperwork to be shared with all contributors to the process, for example health and social care and EHCP if amended.</p>

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.

A person-centred review

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.

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.

This is your opportunity to talk about your EHCP and about the help you receive inside and outside of school.

What is an EHCP? EHCP means Education, Health and Care Plan. It is all about what you are good at and what things you might need some help with. It also contains a section about your goals and aspirations/ dreams and tells anyone supporting you what help you need to achieve your goals.

Why have we sent you this form? We are either deciding if you need an EHCP or reviewing one you already have. If you are unsure, you can speak to an adult you trust who will be able to explain more details to you.

Why do we need your opinion? Because it is all about you! We want to know what you can do well, what you enjoy, as well as your views about what support you need and how we can help you to become a more independent learner and person. You can use this form to tell us useful information.

You can draw pictures, write or type comments or send us photographs to share your views. If you want to use extra pages you can.

Children and Young People's Sample Form

At nursery, school or college?	<i>I'm good at football. I like playtimes with my friends.</i>
With my health?	<i>I always eat my tea. I like snacks too like chocolate.</i>
Outside in my community, with friends and family?	<p><i>I enjoy being with my friends and playing on my bike with my brother and cousins.</i></p> <p><i>My mum and dad are important to me. I like watching films with my family and drawing. We sometimes play games on Nintendo and play board games.</i></p> <p><i>Liverpool football team and England are important - I like watching them. I want to play for Liverpool.</i></p>

What makes me worried or sad?	
At nursery, school or college?	<i>Sometimes my friends don't speak to me at playtimes, and they won't let me play games. I don't like it when I have to do maths.</i>
With my health?	<i>Nothing.</i>
Outside in my community, with friends and family?	<i>My brother shouts at me sometimes - I don't like it.</i>

What am I good at? What makes me proud?	
At nursery, school or college?	<i>I love art and drawing cartoons and I got a merit point for my artwork. I like making up stories.</i>
With my health?	<i>I think I am good at eating good food. I always eat my tea and have tried some new vegetables. I like snacks too like chocolate.</i>
Outside in my community, with friends and family?	<i>I am a good friend. I am kind to people and can make people laugh.</i>

	<i>I got Player of the Week at football and got to keep the trophy for a week.</i>
The best ways to support me. I need help with... You can help me by...	
At nursery, school or college?	<i>I need help with reading and maths at school and spellings homework.</i>
With my health?	<i>I don't know.</i>
Outside in my community, with friends and family?	<i>I don't know. I think I'm ok. I can cross the road safely and ride my bike on the road near my house.</i>

I like people to communicate with me using... I like to make decisions by...	
At nursery, school or college?	<i>Pictures, text messages, emails, speaking to me calmly and slowly. I like to choose between two pictures, or tell me options, someone to talk through things with.</i>
With my health?	<i>I don't know (N/A). This would be appropriate for a young person with health needs who is trying/ wanting to become more independent and self-advocate.</i>
Outside in my community, with friends and family?	<i>My mum talks to me nicely and quietly about things to do and then I tell her.</i>

I would like to learn or get better at... (any new skills, sports, activities)	
At nursery, school or college:	<i>I would like to read better and spell all my words.</i>
With my health:	<i>Maybe get better at having a shower and getting dressed on my own.</i>

	<i>This would be appropriate for a young person with health needs who is trying/ wanting to become more independent and self-advocate.</i>
Outside in my community, with activities, friends, relationships, and family:	<i>I want to go to football to play and watch.</i>

(For Year 9 and above) What would you like to do in the future?	
In education or work:	<i>I want to be in the football team at college. I know I want a job, but I don't know what yet. I want a house and a car.</i>
With my health:	<i>I want to be able to remember my medication every day.</i>
Outside of school or work time:	<i>I want to go into town with my friend on the bus. I want to be able to spend my money.</i>
With friendships and relationships:	<i>I want to see my friends at football and for them to be able to come to my house.</i>
With your independence:	<i>I want to be able to my tea at home and use the microwave.</i>

Any comments or questions?	
About nursery, school or college:	
About my health:	
About my community, activities, friends, relationships, and family:	
About my independence:	

Thank you for sharing your ideas and views.

Your ideas will help adults support you now and in the future.

Did you have any help to complete this form? (Please tick)

Yes, I had help with this form	<input type="checkbox"/>
No, I did this form by myself	<input type="checkbox"/>

If you have supported a child or young person with this form, please indicate your name, role and briefly how information was gathered. Thank you

X chatted to SENDCO and we looked at pictures to help prompt and create ideas and discussion. I then wrote down the words X wanted me to.

Parent Carer's Guidance Notes

Annual Review of an Education Health and Care Plan (EHCP)

Guidance for Parent Carers

If your child or Young Person has an EHCP they **must** be reviewed at least once a year. This is called the annual review. The Local Authority asks the education setting to co-ordinate and hold the annual review on its behalf and schools should arrange the meeting. The setting's Special Educational Needs Co-ordinator (SENCO) will usually take on this role.

If a child or young person does not attend a school or setting the local authority will arrange the review.

For children under the age of 5 it is recommended that their EHC plan will be reviewed every 6 months. The review process for them may not always have the full involvement of wider professionals as outlined below, although families must be consulted of any recommendations for changes.

Reviews should be arranged to be held every year (within 12 months from the date of issue of the final or previous review, not the date of the amended plan.) If you are nearing your annual review date and you still haven't heard anything, speak to your school SENCO or the Inclusion service.

Purpose of a review

The main purpose of the review is to assess the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review should also decide whether the plan and targets are still right.

There may or may not be a Local Authority officer present.

Reviews must consider the views, wishes and feelings of children, young people and parents.

Interim / emergency review

If you believe, there's an urgent need to change the EHCP you can ask for an **early review** at any time. These may be called interim or emergency reviews.

Reasons to ask for an emergency review could be.

- your child or young person's education, health or social care needs have changed, or are no longer accurately described in the EHCP.
- the education, health, or social care provision in the EHCP is no longer meeting your child or young person's needs.
- your child or young person has been excluded from school or is at risk of exclusion.

If your child or young person attends school, speak to the SENCO. If your child does not attend an educational setting speak to your SENDCO in the SEND team.

Phase transfer reviews

If your child or young person is moving on to a different phase of education, for example, nursery to reception; first school to middle school; primary school to secondary school. it is called a **Phased Transfer** and the EHCP must be reviewed and amended.

- These reviews will have a deadline in the spring term so that there is enough time to communicate with their new education setting. This may mean that an annual review meeting will happen earlier than expected, to make sure there is enough time to have the plan finalised by the statutory deadline.
- After the review, the EHCP should state that the child or young person will continue to attend their current setting until the end of the academic year. In Section I, it will name the setting they will attend from the start of the next academic year.

Moving area

If you're **moving area or changing schools** for any reason other than a phase transfer- i.e., you are relocating to a new area or you're considering moving to a special school- then this will also require a change to the EHCP and a review. In these circumstances, the Local Authority (Lancashire County Council) need to consult with the new school so that they can be named in the EHCP. You should contact your SEND Case manager (or inclusion team) to discuss this.

What is the Process?



The Annual Review is a 5-step process.

Step one: Requesting information and advice.

Before the review, parents and professionals included in the EHCP, and the educational setting the child or young person attends- should have an opportunity to share their thoughts about progress, aspirations and changes needed to the plan. Parents, child, or young person will be invited and

generally you should be given 8 weeks' notice to attend the review meeting, usually held at the school or educational setting.

Ideally the school should contact you as the parent to confirm who needs to be invited to the EHCP review. Think about anyone you would like to invite to either attend the review or provide any updated information about your child. This might include the current health professionals involved with your child and any social care staff who might be supporting your child. The school or setting **must** then seek advice and information about the child or young person from all of those invited to attend.

You will be invited to send in your views in advance of the meeting. You will be sent a form to help you to capture your views and should complete this within 4 weeks to allow school time to compile all of the forms for the review.

Step 2: Confirming the invites / distributing reports.

The school **must** circulate the reports received at least **two weeks** before the date of the meeting to give all attendees time to read, digest and prepare thoughts ahead of the meeting. If you don't feel you have had enough time to prepare adequately speak to your SENCO about changing the date

Preparing for the Review

- Write down some notes with questions you'd like to ask or points you'd like to raise. This will ensure that everything you want to discuss is covered.
- Considering taking someone along with you to the meeting for support. Representatives from SENDIASS can attend meetings with parents or young people. Alternatively, you may wish to take a family member with you for support.

Checking through current EHC plan - It may be helpful to go through your current EHC Plan section by section and make notes as you go along.

Remember the annual review **must** focus on reviewing outcomes (section E of your EHC Plan) so you may want to look at these and consider whether you feel your child or young person has met these outcomes, is on track to meet outcomes or if you feel they are not achievable.

Section A - **Views, interests and aspirations** – These should always be checked to reflect your child's changing dreams, aspirations, new experiences, skills and interests.

Section B **Special educational needs ("SEN")** - New needs may have emerged or existing needs changed and/or are having an impact on other areas of their life (in or out of school). You may not feel your child's needs are described accurately or be a true representation of who they are.

Section C - **Health Care Needs** - There may be a new diagnosis or ongoing investigations. health conditions included may have stabilised or improved. Alternatively, what had previously been reported, as a relatively stable health condition may now be less so.

Section D **Social Care Needs** - Change of circumstances may have occurred or a more up to date assessment has been completed to be included, or you may want a fresh Early Help Assessment

Section E **Outcomes** - Outcomes are expected to last for 2 to 3 years but they still need to be reviewed to check they are still relevant or changed.

Section F **Provision** - There should be provision to match each need included in B. Perhaps some of the provision did not occur or hasn't been as effective as expected or perhaps there's an alternative approach that could be tried.

Section G **Health care provision** - Anything included here requires agreement by the local authority from the Clinical Commissioning Group (CCG). Any health provision, such as Speech and Language Therapy, which educates or trains, must be included in Section F.

Sections H1 & 2 **Social Care provision** - Any provision included here will depend on what needs, if any have been included in Section D it must be reviewed and may have already changed since it was originally included.

Section I **name of the school or other institution** - the suitability of the school (or placement) may be discussed. You may want to ask for a different school or type of school if you believe it will provide a better match for your child's needs.

Section J Any **Personal Budget (PB)** already in place should be reviewed particularly where provision has been amended. This is also an opportunity to request a PB if the parent/YP would like one.

Who will be invited?

The following people must be invited, with at least two weeks' notice:

- The child's parent
- The child / young person.
- The head or the principal of the school.
- A healthcare professional identified by the responsible commissioning body.
- Any social services officials involved
- Any other relevant practitioner involved in providing advice for the EHC plan.

The views of the child should be heard from the start, they should, if possible, attend all or part of the meeting.

Step 3 The Annual Review Meeting

In the meeting, the current Education, Health, Care plan will be looked at to make sure that it still represents the child's or young person's needs and that the outcomes and provisions are still relevant to meet the needs. Any changes that are required will need to be captured on the annual review report and will need to be evidenced. Families can also use the annual review meeting to request a personal budget for their child or young person. An annual review is not a decision-making meeting so you will not be asked to make any decisions before or during the meeting, but you will share your views, and these will form part of the annual review paperwork. It can only make recommendations to the Local Authority who will then make a final decision based on the annual review paperwork. Take lots of notes during the meeting so you can keep a record of what was discussed or agreed.

The Annual Review meeting should be held in the style of a Person-Centred Planning Meeting with your child at the heart. It must support you and your child to be fully involved.

The SEND Code of Practice says:

Reviews must be undertaken in partnership with the child and their parent or the young person, and must take account of their views, wishes and feelings, including their right to request a Personal Budget. (SEND Code 9.168)

The child or young person's aspirations and outcomes and the provision to support them should be discussed and reviewed during the meeting and any progress recorded.

The review meeting must focus on progress towards the **outcomes** laid out in the plan, whether they remain appropriate and what changes might be needed. At the review everyone present should consider, in line with any reports that have also been received, the level of progress made towards achieving the outcomes and whether the provision set out in Section F is adequate in enabling the child or young person to achieve their outcomes.

- Where everyone agrees that an outcome has been achieved the setting should record this.
- Any recommendations for new outcomes should be considered with the parents and/or young person along with any actions taken by the setting. After hearing everyone's views and reviewing any reports received, new **outcomes** may be agreed for the coming year.
- Outcomes should always enable children and young people to move towards the long-term aspirations of employment or higher education, independent living and community participation. They should be person centred and consider both what is important to the child or young person **and** what is important for them.
- The outcomes are the benefit made to an individual as a result of an intervention. They should be specific enough to measure whether it has been successfully achieved for example "James can add and subtract 2 single digit number 8/10 times".
- Recommendations should be submitted to the Local Authority within the report of the meeting and must include any difference of opinion between the school, parents and young people or other agencies.

Short Term targets should be reviewed, and new targets set for the coming year. Targets should be Specific, Measurable, Achievable, Relevant and Time-bound. Make sure you are happy with the new targets, and who is doing it and how often, and when and how the targets will be reviewed.

Provision - you will seek to ensure the SEND provision made is appropriate to ensure your child is making good progress. Make sure you understand how your child is performing compared to their peers, so you know if your child is catching up or if the gap is getting wider. Whatever system your school is Ask if there are any other agencies that might be able to offer help or guidance. This can vary depending on where you live, but it is worth asking. Many Special Schools offer outreach to local mainstream schools – would this help?

- Equally, if your child is in a Special School would up to date information from an Education Psychologist or Speech Therapist be useful?
- Ask school how they feel things are going? Do they have enough support? Would a higher level of adult supervision help? Are they getting reports/ targets from outside agencies?
- Is there anything you could be doing at home to help? You want to work in partnership with the school and as parents you can help chase appointments/ reports/ case officers etc
- You don't just have to talk about academic progress or difficulties. If something is happening at home, you can talk about this too. It fills in the whole picture of your child and school may be able to suggest something to help. Equally, you may well be able to give the school support or ideas to try with things they are finding tricky. This is about sharing ideas.
- **Review the Health and Social Care Advice and Provisions** – is the right support in place. You may wish to schedule an Early Help Assessment with the school.

- Many annual review meetings are only an hour. If you feel you have lots of questions or would like to spend more time discussing issues you can always ask if you could book another meeting.
- **Review the Aspirations** AND above all do remember to celebrate the progress and success of the last year. There is so much paperwork and information to go through, it can easily get forgotten that you are also there to look at all the great things that have happened, not just the bits you feel aren't working!

What will happen after the meeting?

After the meeting a report of what happened must be prepared and circulated to everyone who attended or submitted information to be discussed if they were not able to attend.

Step 4 Sending out the Report.

Within **2 weeks** of your meeting, you should receive a written report. If you think something is incorrect or missing, you should contact the person who chaired the meeting to discuss.

The report should detail where there have been differences in views.

The report should include copies of all Advices received at Step 1 of the process.

Step 5 The Local Authority Notifies Parents of Decision

Within **4 weeks** of the review meeting, we'll let you know of our decision to either:

- Maintain the EHCP
- Amend the EHCP
- Cease the EHCP

If the decision is to maintain the plan as it is the family, child or young person will be informed of this decision in writing within 4 weeks of the meeting. In this situation the report will be included within the Appendices, so the detail of the report is included.

Following the guidance in the SEND Code of Practice 2015 that 'not all plans are expected to be amended on a very frequent basis', the local authority may decide to maintain the plan in its current form, despite the annual review report recommending that amendments need to be made. Due to the very high number of EHCPs in circulation the SEND Team has to prioritise which plans to amend post annual review and will focus on those where there are significant changes to SEND, Health or change in circumstances, change of placement or phased transfer.

If the decision is to amend the plan

Once sharing their decision to agree to amend the plan, the local authority will create a revised plan called an 'Amendment Notice' and send it to families and the child or young person for their comments as soon as possible. New sections to be added to the plan will be written in bold, and strikethrough will be used to show sections that are to be removed.

If the local authority is proposing changes to the plan, the SEND Case Manager will share these changes with you. You can request a meeting with your SEND Case Manager to discuss these changes.

The amended plan will be sent out as soon as possible and within 8 weeks of the amendment notice. You have 15 days to respond to the proposals, from the date you receive the amended EHC plan.

If you are not happy with the amended plan you can discuss your concerns with your SEND Case Manager, the Designated Clinical Officer or any of the impartial services. If you can't resolve your concerns, you still have the right to appeal.

If the decision is to cease the plan

The annual review process may result in the decision that the child or young person no longer needs an EHC plan, because special educational provision is no longer needed. When deciding whether young people aged 19 or over require special educational provision, the local authority must take account of whether the education or training outcomes specified in the EHC plan have been achieved.

You'll then have **15 days** to:

- consider and comment on the draft EHCP
- request for a meeting with your EHC Coordinator to discuss
- ask for a particular school or other institution to be named in the final EHCP.

If the decision is to end the EHCP

If the decision is to end the EHCP, we'll provide you with information about mediation, your right to appeal and the time limits for doing so.

All of these steps, not just the meeting, must be followed in order for an annual review to be completed.

Preparing For Adulthood

Once your child reaches year 9, annual review becomes an opportunity to discuss what they would like to achieve as they grow up.

The focus of the review should become more about how they will be supported to learn the skills they need for adulthood, and the provisions in the plan that can help them to do that.

If your child hasn't attended reviews in the past, you might like to think about how they could be involved in the meetings, and how they can share their views on their dreams, wishes and aspirations for adulthood.

You might hear the term "transition planning" around this time, and annual reviews from this point should be thinking about how to help your young person to successfully move into adulthood as independently as their needs allow; including thinking about what they want to be able to do when they leave post-16 education.

For Young people with Learning difficulties and/or disabilities (LDD) and attends a special school, a Personal Adviser

Some young people with EHCPs may need longer in education or training in order to achieve their outcomes and make an effective transition into adulthood. This is something we'll take into consideration at annual reviews for young people aged 19-25.

[Young people and adulthood - special educational needs and disabilities - Lancashire County Council](#)

Gathering of information

School will gather advice and information before the meeting from everyone who will be invited to the review meeting. This information should be circulated with at least two weeks' notice to all concerned in advance of the review meeting.

They must also write to the parent and their child, inviting them to share their views wishes and feelings.

Further information:

Lancashire SENDIAS have a leaflet which may help you to prepare for your annual review:

<https://lancssendias.org.uk/information-and-advice/annual-reviews-for-education-health-and-care-plans/>

Lancashire Local Offer: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

IPSEA are an Independent Provider of Special education Advice; there is information available on their website about Annual reviews, including a checklist, which you might find useful:

<https://www.ipsea.org.uk/the-annual-review-process>

The Council for Disabled Children have EHCP Annual Review guidance.

<https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-programme/useful-resources-publications/what-0>

Parent carer's guidance notes:

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.

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.

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?

Next steps for 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?

Health guidance notes and forms:

Annual review guidance for schools and health professionals

Contacting health professionals

Schools should be able to identify which health professional teams are involved with a CYP from their EHCP or from ongoing care and involvement plans in use in school. Parents should be able to help by completing the **checklist** of the professionals that are involved with their child.

The Designated Clinical Officer (DCO) Service have produced a flowchart for each area which included key contact emails for all local health teams, which should be used for school Senco's to contact local teams to request annual review reports from practitioners. The DCO team does not coordinate the annual review process for health.

Timings

Health professionals working with CYP need as much notice as possible to provide information for an annual review. Clinical commitments and appointment schedules mean that requests should be made 12 weeks before the annual review date.

Health practitioners are advised to liaise with schools and track children with EHCPs so they are more aware of timings and are proactive around scheduling review appointments prior to annual review dates.

Preparation of the report

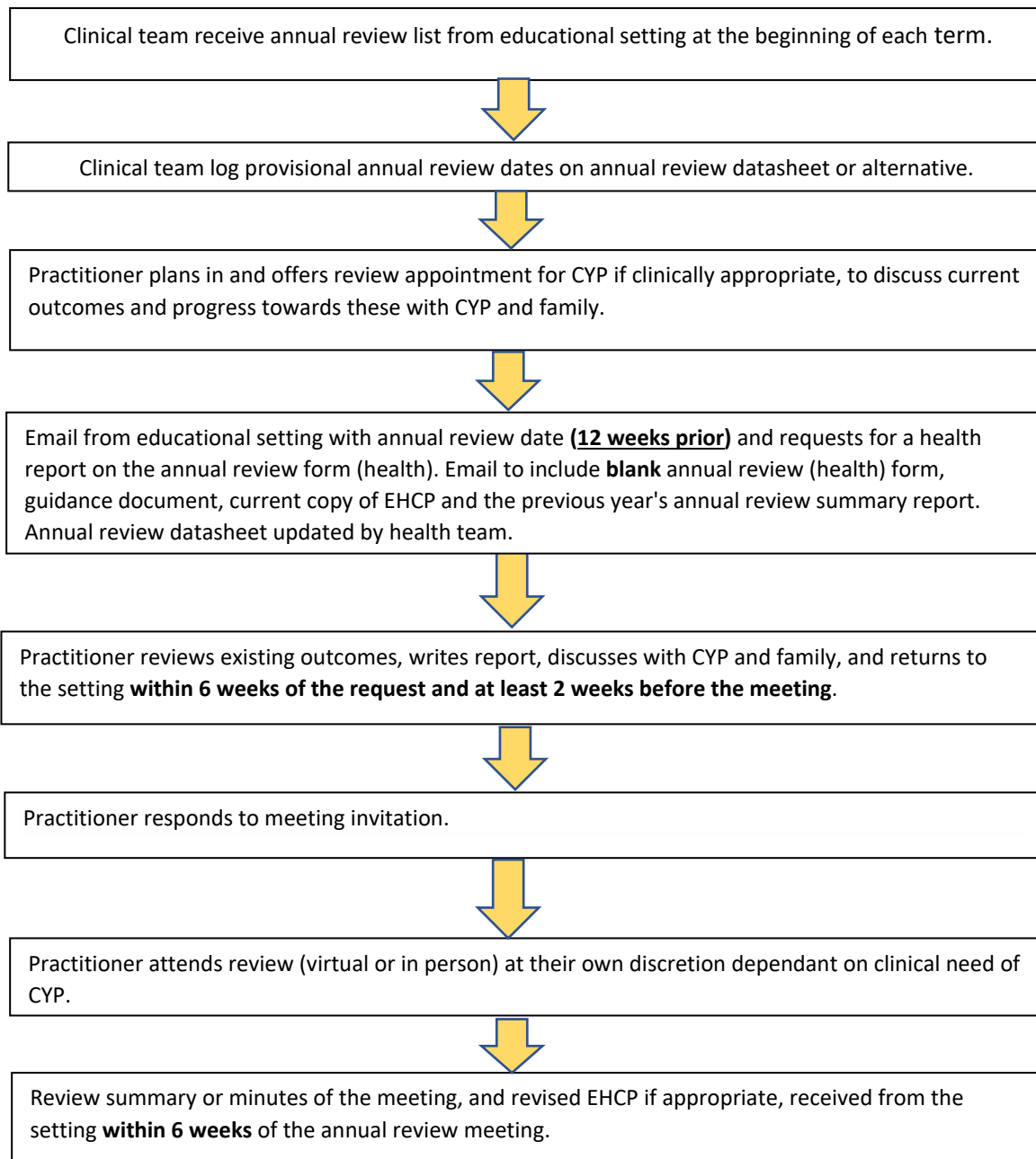
Good practice should be for health professionals to contact parents to discuss the CYP's presentation and progress if they have not seen the CYP recently, to ensure the content of the annual review report is as current as possible.

Out of area specialist practitioners and paediatricians may not be able to contribute a specific report for an annual review, and in these cases, parents should be asked to request or submit a recent clinic letter as evidence of involvement and any future provision directly from the practitioner.

Discharge

If a child is discharged, health professionals should inform parents, school, and the Local Authority of this by sending a copy of the discharge report with the reason for discharge clearly stated, with an indication that the provision has ceased and should be removed from the EHCP at the next annual review.

Annual Review Process for Health Practitioners



IT IS STRONGLY RECOMMENDED THAT CLINICAL TEAMS KEEP RECORDS OF DATA FOR EHCP ANNUAL REVIEWS FOR MONITORING AND DATA COLLECTION PURPOSES. EACH ORGANISATION WILL DETERMINE THEIR OWN PROCESS



Health Guidance Document

Annual Review: Health Report *(NB you will need a copy of the most recent EHCP to complete this annual review template)*

Sample form with guidance notes

Lancashire County Council: Format

Name of the Service	
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First Name(s)		Surname				
Date of Birth		Gender	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
Year Group		Pupil ID				
Home address		NHS Number				
Setting/School		Child Looked After?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Ethnicity		Religion				

*If the child has been discharged from specialist services within the last 12 months, then please attach the discharge report. This should contain reason for discharge and be dated.

Discharge report attached: (please cross)

Name of professional completing form	Designation	Date

For children and young people who remain on your caseload please complete the form below:

The content of this report has been gathered and discussed in conjunction with the CYP and their family (please cross)

NB if your service does not have existing outcome in the current plan- leave this section blank:

Current SMART child centred outcomes within the <u>existing</u> EHCP that relate to your service	What involvement have you had in helping to meet th outcomes?	What progress do you feel has been made towards achieving the outcomes?
<p><i>Insert outcomes below from the child's current EHCP related to <u>your service provision</u>.</i></p> <p><i>*Please add extra rows as needed</i></p>	<p><i>Briefly discuss <u>your level of involvement</u> since last annual review. Include</i></p> <ul style="list-style-type: none"> <i>• direct/indirect input</i> <i>• liaison with and training offered to others</i> 	<p><i>Discuss the positive progress the CYP has made and what they are now able to do better</i></p>
<p>Within the next 12 months x will be able to..... this means that they will be able to.....</p>	<ul style="list-style-type: none"> The therapist has provided training on..... to key staff in school. An involvement plan was developed to support x with in school. School staff report they have delivered x sessions of 20 mins per week as per plan. The therapist has provided 6 monthly reviews in school and the outcome has been discussed with the young person and family 	<p>X has made substantial progress and has tried hard to meet the outcomes X is now able to..... because they have demonstrated that they can.....</p> <p>X still needs to develop.....</p>
<p>Add additional outcomes as detailed in the <u>existing</u> plan</p>		

Brief description of child's current presentation, strengths and identified difficulties relating to your involvement.

Give a balanced description of strengths and areas of difficulty/need, Use a person centred approach – the child/young person are equal partners. What are their hopes, needs and strengths?

Include

- The child's name and make the report personalised to the CYP.
- Any diagnosis or condition with a non-technical explanation
- A description of how the Child /Young Person (CYP) presents in the present tense.
- A positive summary which describes what they can do and how they function.
- A current baseline of skills
- CYP's or parent/carers' views or comments on how they feel they are currently progressing hopes/needs/strengths..
- Positive aspects of the intervention from your service
- Headings can be used to identify different skill areas.

Avoid

- Copying reports and assessments directly into the advice form
- Detailed medical history, unless relevant.
- Referencing confidential and sensitive information in any detail
- Technical language
- Medical terminology
- Abbreviations
- Commenting on other services – they will be asked for information directly.
- Details of medication dosage as this is subject to change.

The parents/carers should be able to recognise their CYP from your description.

- Focus on the current difficulties the CYP has and what they struggle with
- Describe the impact their health conditions, impairments, emotional wellbeing, behaviour, or other health needs have on their life, learning and participation e.g., ***CYP struggles with....in particular... which means CYP is unable to...***
- This is not just about education and can also reflect home life and activities the CYP struggles with
- Headings can be used to link the difficulties to the current level of functioning.
- You can describe how the physical or social environment impacts on the CYP but **NOT** the type or nature of the educational setting

New SMART outcome(s) (If applicable):	or	Outcome to remain the same?	Yes	
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What changes will you see for child/young person as a direct result of your involvement and impact?

"An outcome can be defined as the benefit /difference made to an individual as a result of an intervention."
The outcome should relate back to the aspirations of the CYP/family from the one-page profile or conversation you have had with the CYP and family and should be functional (if applicable).

Include:

- Child specific (use name)
- Timescale covering a minimum of 12 months, up to a key stage (2-3 years)
- What skill/behaviour/condition is going to improve
- What positive impact will you see (functional observable difference)

E.g., By (time scale), x will be able to (skill), so that they can (functional observable difference).

Avoid:

- Phrases that are non-specific e.g., *'benefit from, will develop, should be able to.'*
- Specifying provision in the outcome
- Outcomes for your service or for school staff and family
- Specifying individual goals, as these may change frequently.

Consider:

- preparing for adulthood outcome areas: Employment, independent living, community inclusion, health
- An outcome could relate to maintaining skills in a CYP with a degenerative condition.
- Identifying a wider outcome linked to maintaining, generalising, and embedding skills into daily use if you are discharging a child.
- Sending a current involvement/care plan in addition to the advice document (if applicable).

What support (provision) do I need to achieve my outcome?

What support is needed from your service to meet the identified needs and achieve the SMART outcome?

*Preparation for Adulthood (Essential for Year 9 onwards)
Consider if relevant to your role:*

- *Education/Employment*
- *Independent Living*
- *Leisure/Community Inclusion*
- *Emotional wellbeing / Physical Health- self care/managemrnt of their condition/needs.*
- *What information will your service provide to aid the YP's transition to adult services?*

Include:

- Clear statements around the provision **your service** will put in place to support each of the CYP's needs/difficulties outlined in the difficulties section and linked to the smart outcomes.
- Separate health and educational provision if appropriate.
- Knowledge and skills required by parents/carers and staff working with the CYP.
- Training to others
- Ongoing monitoring
- Review arrangements
- Onward referrals you have or will make.
- Evidence that you have discussed and agreed the provision with parent/carer/CYP.

Examples of Health provision statements

- *Our service* will provide a care plan (e.g., epilepsy, treatment, involvement, medication) to parents/carers.
- *Our service* will offer x clinic-based appointments of x minutes over a *term/year/etc.*
- *Our Service* will offer a course on to parents/carers (plus timescales if appropriate)
- *Our service* will offer training/demonstration for parents/carers to ensure they have the strategies that need to be embedded throughout the day, to support the CYP's needs.

Examples of Educational provision statements

- *Our service* will provide a care plan (e.g., epilepsy, treatment, involvement, medication) to education staff.
- *Our service* will offer training/demonstration to enable education staff to deliver the therapy/care involvement plan/programme on a 1-1, small group, daily/weekly basis for minutes

NB: The use of specific timed statements in the educational provision will enable the local authority to plan and budget for support assistant time more effectively, if appropriate..

Avoid:

- Phrases that are vague e.g., 'benefit from, will develop, should be able to.'
- Specifying what other services may be offering.
- Specifying the nature or type of educational provision needed
- Naming practitioners

Consider:

Your provision statement may be more general if you are not directly involved with the CYP on a regular basis, or are close to discharge **e.g., CYP will be monitored annually by our service to ensure difficulties associated with their condition (specify) do not impact further on their development.**

Who is going to provide this support (job title)?

Title/job role of practitioner or service E.g., Qualified practitioner/assistant/technician

Parent/carers

Support staff – if included in educational provision above

Avoid naming other services as they will provide their own advice. Naming individual practitioners.

How often is support going to be provided (be specific)?

Include

- Minimum input for your service and refer to appended care plan (if applicable)
- Specify length of input (hours/minutes)
- Specify frequency (weekly, monthly, termly, annually) e.g., Our service will offer x clinic-based appointments of x minutes over a term. e.g., Our service will offer training/demonstration to enable education staff to deliver the therapy/care involvement plan/programme on a 1-1, small group, daily/weekly basis for x minutes.
- Specify the end date/planned discharge date if known.
- Avoid non-specific phrases e.g., 'as appropriate,' 'as required.'

Name

Job Title

Organisation

Address

Team Email and contact number

Learning Disability Annual Health Checks

(for discussion by any professional from year 7 onwards)

If the young person has a **learning disability**, they should be included on the GP Learning disability register (The register is for people of any age with a learning disability but **does not include people with learning difficulties**)

[Learning disability health checks - Lancashire County Council](#)

From age 14, they will be invited for an Annual Health Check.

*A learning disability is **different to a learning difficulty** which may be overcome with the right support. A learning difficulty **does not** affect general intelligence but creates obstacles to learning. Some examples of specific learning difficulties are: dyspraxia, dyslexia, attention deficit hyperactivity disorder (ADHD).*

*A learning disability is linked to an overall **cognitive impairment** and must include the following:*

- *Impaired intelligence - reduced ability to understand new or complex information **with***
- *Impaired social functioning and reduced ability to cope independently **and***
- *Started in childhood before the age of 18 with a lasting effect on development.*

If it is likely that the child or young person does have a learning disability, then please answer the questions below:

Is the Young Person on the GP Learning Disability register?	No- If no, Parent/Carer to contact the GP and request that the young person is added to the register. Please note the GP may request to see evidence of the YP's learning disability	
	Yes	
If aged 14+ have they been invited for their Annual Health check?	No – Contact the GP surgery and ask for an appointment for an Annual Health Check or ask when they will be invited.	
	Yes	

Early Help and Social Care guidance notes:

Annual review guidance for schools, Early Help and Social Care professionals

Contacting Social Care / Early Help professionals

Whether there is current involvement will be variable as the nature of social care and early help involvement is often time limited and dependent on the needs of the child or young person. To ascertain if there are currently Social Care / Early Help professionals involved with a child and young person the school need to discuss the circumstances and invitations to the review with the parent or foster carer in the first place.

Put simply there are children and young people in different circumstances:

1) The Child or Young person is within the care of the Council

A small cohort of children and young people are formally in care and will be open to the Child in our Care Team. In these situations, the teacher should have been involved in reviewing the Personal Education Plan with the Social Worker and have been invited to the 6 monthly CLA Reviews by the Independent Reviewing Officer. (IRO) The School should therefore have the contact details for the Social Worker, Teacher from the Virtual School, the IRO and foster carer, and or residential provision.

The aspiration should be to align the EHCP and CLA Review wherever possible and will require the school to make contact with the IRO to seek to do so, and so they run concurrently. The IRO will want to ensure the young person either attends their own reviews or their views are being fully represented by prior discussion. The scheduling of reviews for children in this cohort needs to be done **at the start of term** to provide as much advanced notice to all parties, and to give the Social Worker opportunity to have full and meaningful discussions with the young person, families and foster carers. The Annual Review form should be sent out either at this time, or a minimum of 8 weeks before the meeting.

In a small number of cases the child and young person may be a child in the care of another Council, having been placed in a foster or residential placement

2) The Child or Young person is open to Children with Disabilities Team

Another cohort of children and young people may be open to the CWD Team. In these situations, the teacher will have been involved in reviewing the Child in Need Plan with the Social Worker on a 3 or 6 monthly basis and may have the detail of the Social Worker or Social Work Team. Many of the children supported by these teams attend Special Schools

The aspiration should be to align the EHCP and CIN Review wherever possible and will require the school to contact the Social Work Team Manager to do so, and so they can run concurrently. A list of proposed dates should be sent with expectation that exact dates will then be confirmed because of this contact. The scheduling of reviews for children in this cohort needs to be done **at the start of term** to provide as much advanced notice to all parties, and to give the Social Worker opportunity to complete home visits and to have full and meaningful discussions with

the parents and young person. Where the needs of the child have changed it will provide opportunity to refresh the Social Work assessment.

In some cases where the family circumstances are very stable the CWD transfer case management responsibility to the SEND team in Children & Family Wellbeing and there will be a designated Family Support Worker. Where this is the case the Social Work Team Manager will confirm the contact detail of this team for you to be able to contact them.

3) The Child or Young person is / has been open to another Social Work / Early Help team.

When checking the EHCP the school may identify that Social Care or Early Help were involved at the time in completing the Social Care Advice. When the involvement has been short term it should indicate in Section D that intervention has been short term only. Where there has been a package of support and or longer-term involvement you will see the provision in section D. To ascertain if there are currently Social Care professionals involved with a child and young person the school need to discuss the circumstances and invitations to the review with the parent when scheduling reviews. The parent will be best placed to confirm if there is a current involvement.

- From discussion with the parent, it may be that they are using Break Time and no longer have a Social Worker and in which case they can provide this feedback to the review on how the support is working.
- Alternatively, they may have a package of care in place or a Direct Payment and no current social work input. If these arrangements are working well, they can provide this feedback to the review on how the support is working.
- However, if the support is not working and is in need of review, you should prompt them to make a fresh referral to MASH requesting a refresh of the Child & Family Assessment

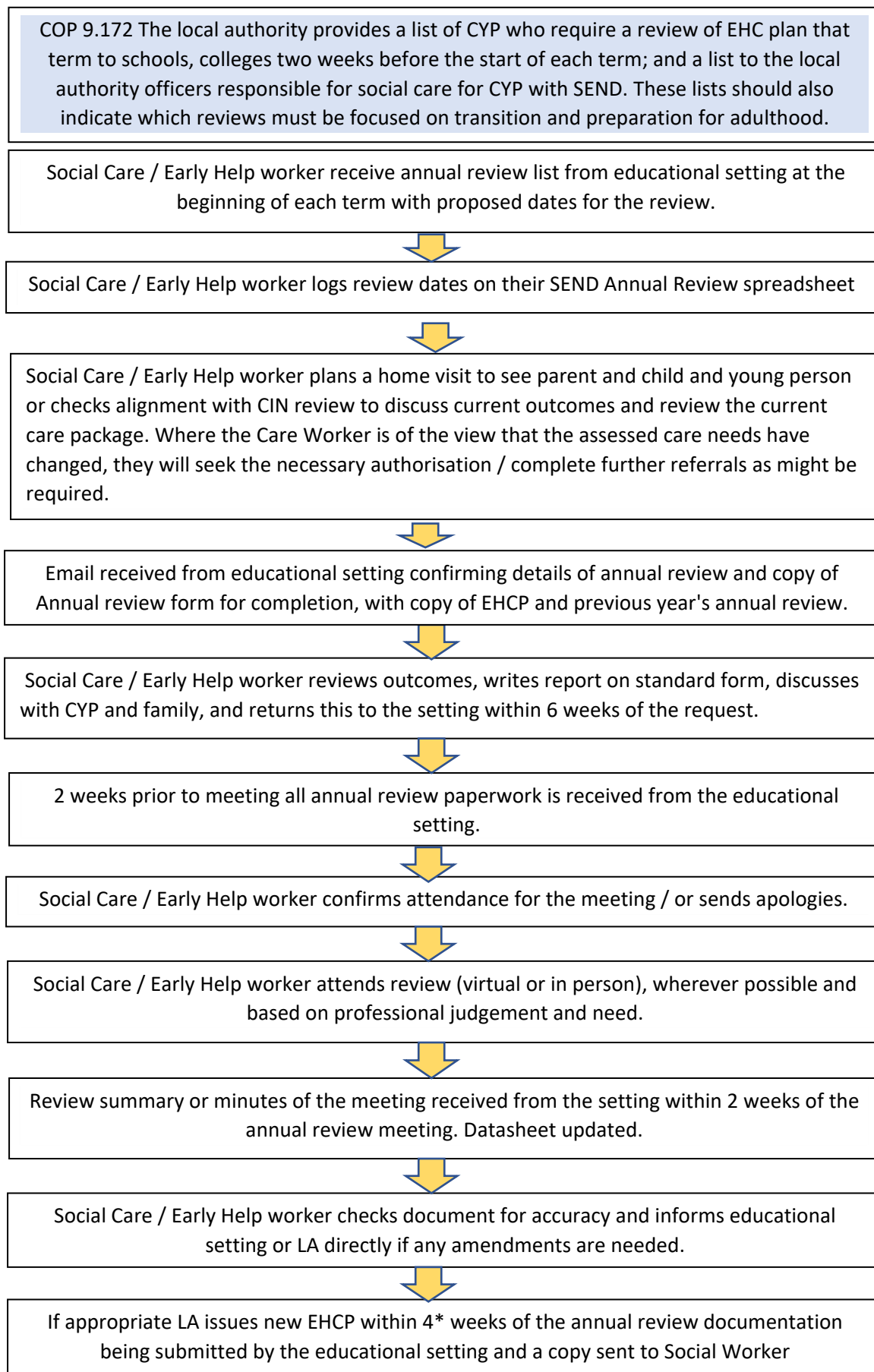
4) The Child or Young person is not known to Social Care / Early Help.

For most children and young people with an EHCP there is no active Social Care or Early Help intervention. Social Care advice will identify in Section D a recommendation of what they should do if their circumstances are such that they may feel they do have social care needs.

The recommendation being that the school should offer an Early Help Assessment as the first step.

Further guidance will be made available to enable you to undertake a Family Support Conversation as part of this process with the parents, which includes considering home to school communication, signposting and providing advice and evidencing issues which may warrant further referral to Child & Family Wellbeing Service.

Annual Review Process for Social Care / Early Help Practitioners



Notes for Social Care / Early Help colleagues.

- The Termly lists will be sent to Team Managers, Social Workers and IROs
- Wherever possible the Social Worker should seek to attend the EHCP review, or where this is not possible to ensure the Social Care Review form is completed.
- The Team Manager should maintain an EHCP Review spreadsheet to monitor the dates against any changes in case allocation and notify the education setting and SEND Case Manager when there is a change of Social Worker.
- Wherever possible it is preferable to align review meetings – and for these to run concurrently to reduce the need for parents and professionals to attend the different reviews on different days. This will require prior to discussion with the education setting so they can arrange rooms for follow on meetings.
- Where children and young people are looked after by the LA, the IRO will need to discuss the alignment of reviews with schools and may initially need to bring forwards their next CIOC review.
- Where children have a care package the Social Worker will need to confirm with the service provider whether they want a short report to contribute to the EHCP and CIN review.
- Where the child accesses Break Time and does not have a Social Worker, the parent will agree an update with the Service provider or request a short e-mail update.



The Voice of the Child and Parent needs to run through your response.

- ✓ Do talk to them agree dates for home visits or MST discussion - so you have time to complete the Review Form properly.
- ✓ If you undertake any direct work with the child and young person add it to your submission
- ✓ Do capture the child's dreams – what is important to them – what they want to do – what would help, them if they need support with behaviour or communication.
- ✓ Do talk to the parent to establish – What is important to the child themselves as well as What is important to the parent. Aspirations – Behaviour & Communication Support – Positive Activities – Growing up.
- ✓ Write in simple language so all parties can understand.



X Don't cut and paste out of date and inappropriate information

X GPDR - Don't put in parents or siblings names or needs

X Do not include sensitive and personal information

Specialist Teaching Service

Process flowchart – specialist teacher to share with SENDCO.

1. School informs the specialist of the date of the annual review.
2. Request your advice towards the annual review – 12 weeks.
3. Specialist to submit their report 6 weeks prior to annual review.
4. Invite to the annual review with all the collated advice – 2 weeks prior to annual review.
5. Specialist to respond to the invite and confirm attendance or not.

Summary Form Guidance Notes:

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	
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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	
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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
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.				
If the advice was requested and not received, this is a record to track and monitor.				
Code of Practice paragraph 9.167, 9.176 and 9.177				
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)
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Section 2: Review of Strengths and Special Educational Needs

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.

Use the advice submitted from everyone as a guide, add any additional comments made at the meeting and **reference** who has said this

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.

Baseline - Attainment – in some areas are they making progress at Age Related Expectations in some subjects? Linked to the child's chronological age.

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?

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> <p>Is the support working well for the child/ young person?</p>		

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?</p> <p>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	<p>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.</p> <p>For literacy break down: Reading steps Spelling steps Writing steps</p>		<p>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.</p>
Communication and Interaction	<p>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</p>	<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. 	<p>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>
<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. 			

Key transitional stages: early years to primary, primary to secondary school, secondary school to post-16.

Include a **transition plan** which gives specific and detailed provision:

- 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.
- Secondary school to post-16 – bigger setting, more unstructured time, requires more independent time management and organisation skills.
- Will the child/ young person have check-ins throughout the day to settle?
 - What will this look like?

<p>Transition</p>	<p>By the end of key stage 3, (child's name) is settled in his new setting so that he can:</p>	<ul style="list-style-type: none"> • Find his way to all parts of the setting and follow his timetable • 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>A detailed transition plan implemented with visits to 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>
<p>Health outcomes</p>			
<p>Social Care outcomes</p>			

Section 6: SEND Transport

Does the child/young person receive SEND Transport?	Yes	No (Move to section 7)
Do the current transport arrangements 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