

SECTION 7 - EHC NEEDS ASSESSMENTS AND PLAN

Annual Reviews of Education, Health and Care Plans *Version 1.2 (August 2016)*

Approach

In line with our approach to all aspects of the SEND reforms, we aim to ensure that the child or young person and the parents/carers are at the centre of all reviews of Education Health and Care plans (EHCP).

Review meetings should be attended by the team around the child/young person. The process should be outcomes-focused and written communication should be clear, concise and user-friendly.

Wherever possible the child or young person should also attend the review. Consideration should be given to how best to help to prepare the child or young person and their parents/carers for a review meeting. In particular:

- a) to ensure that they are able to express their views, either at a review meeting or in advance (eg personal notes, interpretation, diagrams or video); and
- b) that the atmosphere of the meeting is supportive (eg, room accessibility and layout, numbers of invitees).

Reviews of Education Health and Care plans must:

- Take place at least every 12 months and within 12 months of the date of the first issue of a plan and then within 12 months of any previous review
- Be undertaken in partnership with the child/young person and their parents/carers
- Be used to actively monitor children and young people's progress towards achieving their outcomes and aspirations
- Ensure that the provision is leading to progress towards achieving the education, health and care outcomes and make recommendations to amend the provision if necessary
- Consider the continuing appropriateness of the EHC plan in the light of the child or young person's progress or changed circumstances
- Where appropriate, agree new outcomes relevant to the child or young person's progress and needs



In some circumstances reviews will need to be carried out earlier (for example for younger children or due to significant change in needs).

In addition to annual reviews the educational setting should monitor progress towards outcomes and set short term targets on at least a termly basis but sooner if appropriate.

Meetings with parents/carers and the child or young person to discuss progress towards achieving short term targets and the effectiveness of support should take place three times a year.

Although it is the local authority's statutory duty to complete an annual review for every child or young person with an EHCP, in the vast majority of cases, the child or young person's educational setting is responsible for organising the meeting.

The same review process applies to children or young people who do not attend an educational setting. The responsibilities of the setting, however, become the responsibility of the local authority. In this case the STAM Service will coordinate and arrange the review.

As a result of the review of progress, either an EHC plan for the following year (including the most recent section L record, see below) will be issued to the parents/carers or young person or it will be agreed to cease the plan.



Record of the review meeting

The discussion and conclusion of the annual review meeting should be recorded on Section L of the plan. It provides a clear record of annual progress towards achieving the outcomes and addressing the needs identified in the EHC plan. The framework of the record can form the structure of the meeting.

The following notes indicate what must be covered during the review meeting.

Personal details: ensure that any changes to contact details for the young person and or family are recorded and that the details of involved professionals are up to date

Advice and information: ensure that the table is fully complete indicating who has contributed an up to date report (written or verbal) to inform the review, when it was completed and whether or not they were present at the meeting.

Child or young person's progress: discuss the progress that the child or young person has made since the last review

- Begin with the child/young person's views. Wherever possible, they should be present to make their own contribution which they have been supported to prepare in advance. If the child or young person does not wish to attend or it is not appropriate, their views can be presented by others. Even young children can contribute to meetings for example by showing photographs of themselves doing preferred activities.
- Parents/carers should be invited to give their views next.
- Staff from the educational setting and other professionals should contribute their views and/or explain any updated assessments and recommendations for support

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- Discuss and agree the progress made towards meeting the outcomes in the plan
 - confirm whether or not the outcomes and provision should remain the same
 - complete the table indicating the progress made and measure of that progress e.g. Outcome – X will be able to ask for help in a small group 4 /5 times when needed. Progress – X is able to ask for help in a small group 2/5 times when needed.
 - if the outcomes need to change ,co-produce new outcomes and any changes in provision needed
 - if the young person is in Year 9 or above, it is important that outcomes address the key areas of preparation for adulthood (employment; health; community involvement and independent living) - one or more relevant outcomes should be included

Transition years: if the child or young person is in a transition year group (e.g. moving educational phase) have an initial discussion about the parents/carers and child or young person's views about future educational settings

Significant change in need: If concerns about the child or young person's progress within the setting are significant enough to warrant consideration of a reassessment then it is expected that this would already have been raised with the SEN link officer. If as a result of the annual review and professional discussion with the parents/carers and or young person it is considered that a reassessment may be needed then the SEN link officer should again be consulted. A reassessment usually only occurs in exceptional circumstances, for example a change in the needs of the child or young person as the result of an accident or critical illness.

After the meeting

If you are recommending amendments Section L must be accompanied by either a tracked changes version of the plan or a plan with clear handwritten edits. This clarity assists the local authority in fulfilling its statutory responsibility in this area. Following the review meeting attach all relevant documents and send electronically in Word format to the Statutory Assessment and Monitoring (SAM) Service within two weeks of the meeting. These should be sent to the SEN Box account or via secure email.



Here is a checklist of actions / responsibilities involved in the Annual Review of an EHC Plan.

Time frame	Education setting	Parent / Young person	SAM Service
Start of academic year or term	<ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> ○ Send alert letters to settings at the beginning of the academic year and beginning of each term identifying which children/young will need a review
Pre-Planning at least 6 weeks before Annual Review Meeting	<ul style="list-style-type: none"> ○ Consult with Parents/carers to set date for Annual Review meeting (must be within 12 months of the date of last review / issuing of the original EHC Plan. ○ Ask parents/carers if there are any professionals, in addition to those working with the child / young person, who should be invited to provide information/advice and/or attend the annual review. ○ Consider and arrange any preparation needed to enable the child/young person to contribute their views ○ Consider and arrange any support needed for parents/carers e.g. interpretation. 	<ul style="list-style-type: none"> ○ Discuss/agree with Setting SENCO (or equivalent) to agree date of annual review meeting, suggest any professionals who should be invited to attend/provide information / advice. ○ Agree if there is any preparation work needed for the parents/young person to take part in the review. 	
6 weeks before Annual Review meeting	<ul style="list-style-type: none"> ○ Write to statutory professional agencies (Educational Psychology, Health, Social Care, SAMS) and parents/carers to share the date of the annual review meeting and request they review the original plan (which is to be included with the letter) and provide any updated information / advice within two weeks. ○ If Professionals are unable to attend, they should be asked to provide the following for discussion/review at the meeting: 		

Time frame	Education setting	Parent / Young person	SAM Service
	<ul style="list-style-type: none"> ➤ Evaluate and update the outcomes of the plan ➤ Evaluate the impact and effectiveness of interventions/support they have provided ➤ Update aspirations of the child/young person (if appropriate) ➤ Suggest new / updated outcomes (as required) ○ Enable the child/young person to provide their views. ○ Receive and collate the responses from professionals / parents/carers. 		
<p>2 weeks before annual review meeting</p>	<ul style="list-style-type: none"> ○ Formally invite parents/carers/young person, professionals and SAMS to the annual review meeting, including a copy of the original plan (or making reference to how it has been sent out previously) and updated information/advice received. ○ Help the child/young person prepare for participating in the meeting, if attending. 	<p><i>Young person / Parents/carers should already be aware date/time of meeting, and confirm their attendance.</i></p>	

Time frame	Education setting	Parent / Young person	SAM Service
Annual Review meeting	<ul style="list-style-type: none"> ○ Facilitate the Annual Review Meeting with the young person / parents/carers and any professionals invited/attending. ○ Complete report template (and track changes on Plan). ○ Send paperwork and report to SAMS within two weeks after the meeting. 	<ul style="list-style-type: none"> ○ Attend annual review meeting. 	<ul style="list-style-type: none"> ○ If appropriate and possible, attend annual review meeting.
2 weeks after Annual Review meeting	<p><i>Deadline to send report and all paperwork from the annual review meeting to the SAMS.</i></p>		<ul style="list-style-type: none"> ○ Receive and acknowledge receiving the report of the annual review meeting and paperwork.
4 weeks after Annual review meeting			<ul style="list-style-type: none"> ○ Review the report from the setting and decide if the EHC plan needs amending or ceasing. ○ Send formal letter to parents/carers/young person, and education setting to inform about decisions regarding the review, including the original plan, the amended plan as a Draft EHCP and reminding young person/parents/carers about their rights of appeal.
6 weeks after Annual Review meeting		<ul style="list-style-type: none"> ○ Respond to the Draft EHCP within 15 days, including what setting / placement they choose or if they would like a personal budget prepared. 	

Time frame	Education setting	Parent / Young person	SAM Service
<p>8-12 weeks after the Annual Review meeting</p>			<ul style="list-style-type: none"> ○ SEN Officer respond to any suggested amendments from parents/carers. ○ If a request for a specialist provision placement is requested, take to the SEN Panel and carry out a statutory consultation with the requested Setting. The SEN Panel will advise whether the specialist placement requested is both suitable and an efficient use of resources. The SEN Officer will explain this process to the family and keep them informed of progress. ○ If a change in mainstream education setting placement is requested, the SAM Service will consult with the new setting's governing body, who will have 15 days to respond. ○ If requested by a parent/young person, and approved, a Personal Budget will be prepared.
			<ul style="list-style-type: none"> ○ Prepare the final EHCP and circulate it to the parents/carers/young person, the education setting and other statutory agencies/professionals involved.



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Suggested agenda for a Statutory ('Annual') Review of an Education Health and Care (EHC) Plan

- ❖ Welcome everybody and remind them of the purpose of the meeting, eg 'Welcome....Today's meeting is all about finding out about how the EHC plan is working for (child/young person's name) and if we need to suggest any changes'
- ❖ Ask everyone to introduce themselves
- ❖ Share information about whether the child/young person has met the outcomes on the EHC plan, and/or what their progress is like in relation to each of the needs as identified on the EHC plan.
- ❖ If the child/young person is able to contribute, ask them what is important to them. Ask everyone to contribute what they think is important to (child/young person name)?
- ❖ Discuss how effective the support provided has been. You might want to ask 'what support has been working well, what needs improving, what is not longer needed, and what isn't working?'
- ❖ Review progress towards meeting the objectives and outcomes from last year. Be clear what evidence there is to demonstrate the change in the child/young person's abilities and progress. If an outcome or objective has not been met, find out why and discuss if this is a reasonable outcome/objective, if further support is needed, etc.
- ❖ Set some new outcomes for the year, if appropriate, in the areas of special educational need on the plan. You may find it helpful to refer to the EYFS early years outcomes / 'What to Expect When' document, the National Curriculum or other guidance.
- ❖ Discuss if there are there any aspects of support the child / young person will need if they are preparing to change education setting, such as going to school or college. You might want to consider what preference for school/college the parents/carersand/or the child/young person have? What arrangements need to be made to ensure that their needs are understood and met at school/college? Does the child/ young person understand and know who they can talk to about their support?
- ❖ Ensure the guidance on keeping a record of the meeting in 6.4 has been followed.

