

# Annual / Interim Review of Education, Health and Care Plan

The education provider should complete this form, on at least an annual basis, in respect of every child or young person on roll for whom the Local Authority (LA) continues to maintain an Education, Health and Care Plan (EHCP).

Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHCP.

A copy of this completed document should be sent out to parents, the young person (post 16) and invited professionals, two weeks before the review date. Once held, the setting must prepare and send a report and recommendations from the meeting to everyone invited within two weeks of the meeting.

<b>Date of this review:</b>	When the review actually takes place.	<b>Date of last review:</b>	When was this? This should be on the copy of last EHCP.
<b>Date of current EHCP:</b>	This will be on the current EHCP		

## Details of Child or Young Person

<b>Last name:</b>		<b>First name(s):</b>	
<b>Date of birth:</b>		<b>Gender:</b>	
<b>Address:</b>	Check all details are correct, particularly contact numbers.		
<b>Contact phone number(s) and/or email if over 16:</b>		<b>Primary Need</b>	This will be on the EHCP
<b>Is the child/young person a child in care?</b>	Yes/No	<b>If yes, please give details of the Social Worker with contact number and address</b>	

## 1. Education Placement Details

<b>Name of Educational Placement:</b>		<b>Type of setting:</b>	
<b>School Year</b>		<b>Does the school receive Pupil Premium for this child?</b>	Yes / No If yes, please indicate amount received: £
<b>Date of Child or Young Person's admission</b>			
<b>School Attendance</b>	<b>Actual:</b> <b>Possible:</b> % Need up to date attendance data.	<b>Exclusions (if any please list number of days)</b>	Need up to date data for this.
<b>Banding / Funding Awarded</b>	Details if available.	<b>End date of Funding Awarded</b>	

## Details of Child/Young Person's Parents/Guardians

1. Name address  Phone		Relationship to child/young person		Does this person have parental responsibility?	Yes / No
2. Name address  Phone		Relationship to child/young person		Does this person have parental responsibility?	Yes / No

## 2. People and Services invited to this review (Please add and delete as applicable)

Name	Role	Advice submitted for review?	Attended Review Y/N
On the pre-review paperwork list all those who are involved or who you have invited/asked for updated information from.	Pupil/Young Person	Have they submitted updated information.	
	Parent/Guardian		
	Social Worker/Lead Professional		
	SENCO		
	Head Teacher/Class Teacher/ TA		
	LA SEND Assessment Coordinator		
	Advisory Teacher		
	Educational Psychologist		
	Speech & Language Therapist		
	Physiotherapist		
	Occupational Therapist		
	Paediatrician		
	Specialist Nurse Service		
	Virtual School Head (for CIC pupils only)		
	Other		

### 3. Review of Child or Young Person's Outcomes (for Education, Health and Social Care)

(The Child or Young Person's Person Learning Plan can be added to this section)

My Outcomes	Resources used to help me achieve my goals: Who has done what, when and how often	Has the outcome been met? (Yes/No/Partially)	Comments (if outcome is not achieved, please comment on child/young person's progress and whether the outcome remains appropriate)
<p>The Outcomes should be listed in here in the order they appear in the latest version of the EHCP. Outcomes are all now written to run until the end of the next Key Stage or for Post 16 2 years or until they are leaving education if a date has been agreed.</p>	<p>These are the strategies listed to support the student to achieve the outcome.</p> <p>You need to add these all here and carefully look at them to see if they are still relevant/used. If they are not relevant we can discuss at review and remove.</p> <p>What strategies do you use to support. It is often worth consulting with key worker/support worker who works closely to find out exactly what they do to support.</p>	<p>Again your views are crucial. Many outcomes are broad and long term and should always continue e.g. I will achieve my educational targets based on targets set by school/college. If the outcome has been fully achieved it will be removed when the plan is updated after the review.</p>	<p>Again your views are crucial. What has stopped them making progress? What are you doing to change this?</p>

## 4. About Me - Child or Young Person's Views, Wishes and Feelings (EHCP Section A)

**What is important to me; my aspirations and goals; what helps me; what doesn't help me:**

Up to date, relevant information is crucial and planning prior to meeting is important.  
Use a 1 page template of some sort.

Topics to gain information are:

### **BACKGROUND**

Who do they live with, previous schools etc, how long with you.

### **WHAT'S TO LIKE AND ADMIRE ABOUT ME**

Need students views and also people who know them well.

### **WHAT IS IMPORTANT TO ME**

Need students views, possibly over time and build up a bit of a picture.

### **WHAT IS IMPORTANT FOR ME**

This is more the professionals views. Should include things like structure and routine etc if relevant.

### **WHAT IS WORKING FOR ME**

Need students views

### **WHAT IS NOT WORKING FOR ME**

Need students views, even if you don't like what you hear!

### **HOPES, DREAMS AND ASPIRATIONS**

Need students views - crucial. Need to capture personal as well as career aspirations. Have they spoken with a careers advisor?  
Do you have a report?

### **HOW BEST TO COMMUNICATE WITH ME**

Needs to be a mix of their views and also staff views. Again support workers who work closely with the student would give a good insight.

## 5. My Strengths (EHCP Section A)

What I am particularly good at, what my greatest achievements have been, what people admire about me.

This overlaps with the last section so there is no need to repeat things already said.

## 6. My Family's Views (EHCP Section A)

How my family views the past year or from the last review, what has helped and their hopes for my future.

Really important to get up to date family views.

Try to get a bit more of their views from them than the standard 'I just want him/her to be happy'.

Although it may take more time for this engagement, we really you to provide up to date views.

It is important for parents to think long term – what are their thoughts in terms of further education/employment, independent living etc

Are amendments required to this part of section A of the EHCP?

*( An amendment would only be made if there were significant changes eg, evidence of change of diagnosis, change of home circumstances etc)*

**Yes/No**

We need you to provide a really good update on information in section, as this will support your work at future reviews.

## 7. My Educational Needs (EHCP Section B)

Please comment on the current progress of the pupil, including details about their current learning needs, communication skills, social and emotional well being and progress towards independence.

For these 4 areas, try to keep it concise. Use bullet points under the headings of **strengths** and **areas of need** - see an example below. Depending on the students needs some areas may be more heavily weighted with information. Always try to find at least something for each area.

### Cognition & Learning

#### Strengths

Jimmy has achieved Functional Skills Entry Level 3 in Maths.

#### Areas of need

Jimmy needs support with his English (details of level at and what the issues are).

### Communication & Interaction

#### Strengths

Jimmy is able to give clear answers to questions in class.

#### Areas of need

Jimmy needs support with understanding of non verbal communication.

### Social Emotional & Mental Health

#### Strengths

Jimmy is sociable and mixes well with both his peer group and adults.

#### Areas of need

Jimmy is extremely vulnerable and unable to travel independently.

### Physical & Sensory

#### Strengths

Jimmy is physically fit and well, makes healthy food choices and has a good diet.

#### Areas of need

Jimmy needs support when he is in large crowds or noisy environments.

### Preparing For Adulthood (PfA)

We have a standard template for this. we want to be able to link the outcomes to the four PfA pathway areas. This will be used to update the plan. When looking at the outcomes, be mindful in considering the four pathway areas.

The four PfA pathway areas are:

#### 1. Education/Employment

Outcomes around educational achievement and y10/11 and beyond around planning for future/next placement.

#### 2. Community Inclusion

This could be being involved in activities groups outside of school/college or it could be about being travel trained to get to school or around the area.

#### 3. Independent Living

What skills do they have? Cooking/cleaning etc. or are they more at a personal care level. Or is it about looking at independent living and planning for the future.

#### 4. Health

There would only be a health outcome if there was a significant involvement from secondary health services.

Are amendments required to this part of section B of the EHCP?

*( An amendment would only be made if there were significant changes eg, evidence of change of diagnosis, change of home circumstances etc)*

Yes/No

At any key stage review the outcomes would always need amending.

In this section, please delete any tables which are not relevant to the child/young person. You can adapt a table to better reflect the subjects which are being offered, especially at High school.

**Early Years assessments - age 0 – 4 years (please delete section if not applicable):**

**Foundation Stage Profile of current levels of attainment – Development Matters Levels and /or Early Years Foundation Stage Profile results**

EYFS aspect	Attainment at previous review Date:	Current Assessment Date:	Predicted level or age expectations.	If current attainment is below age expectations please give detailed comments.

**School assessments - age 4 – 16 years (please delete section if not applicable):**

**Include P levels if working towards Level 1**

Subject	Attainment at previous review Date:	Current Assessment Date:	Has the progress met predictions?	Comments. For example: please note if support was given; if current attainment is below predicted level, please give detailed comments.
<b>English</b>				
Speaking and listening				
Reading				
Writing				
Overall subject level				
<b>Maths</b>				
Number				
Space Shape & Measure				
Using & Applying				
<b>Standard test results and/ or entry assessment for Reading, Spelling and Numeracy</b>				
<b>Name of Test:</b>	<b>Date of Test:</b>	<b>Chronological Age:</b>	<b>Result:</b>	

**Post 16 courses (please delete section if not applicable):**

Subject/name of course	Level being studied	Current assessment	Predicted	Comments
Again detail needed of course/level working to				

**8. My Health Needs (EHCP Section C)**

**Please comment on the current health needs, including the involvement of Health Professionals.**

This section will only be needed if there are health services involved. Either for physical or mental health.

What is the diagnosis, what medication are they taking, what reviews take place.  
 Do school/college have a specific Health Assessment they are working to. Do you give medication during the day etc.  
 Has a health condition changed over the last year, have any new diagnoses taken place

**Are amendments required to section C of the EHCP?**

*Please include any details of amendments either in this section, on an attached sheet.*

**Yes / No**

**9. My Social Care Needs (EHCP Section D)**

**Please comment on the current social care needs, including the involvement of Social Care Professionals**

This section will only be needed if there is Social Care involvement.

Who is the key professional? Have you invited them to the review/gained their contribution etc.

If a CAF (MAP) is in place, the Assessment Team are happy to combine an Annual review with this rather than trying to get everyone together for two meetings.

**Are amendments required to section D of the EHCP?**

*Please include any details of amendments either in this section, on an attached sheet or on an annotated EHCP.*

**Yes/No**



## 10. New Outcomes

My new outcomes	Actions: What will help me achieve my goals	Resources to be used: (What is being used to help me achieve my goals) Who will do what, when and how often
<p>These would be any new outcomes agreed at the Annual review.</p> <p>It will always be worth considering beforehand if there are any of the Preparation For Adulthood four pathway areas that can be included in these Outcomes (if they are not already).</p> <p>1.Education/Employment 2.Community Inclusion 3.Independent Living 4.Health</p>	<p>These would be the agreed strategies to help meet the outcome.</p>	<p>It needs to be achievable within the resources available to you.</p>
<p>Please note, if all of the existing outcomes remain relevant, and address all identified needs, do not feel that you have to add any new ones. However, if a number of outcomes have been met, you might want to include a new outcome in the same area of need. Eg replace a completed communication outcome with a new, relevant communication outcome.</p> <p>Remember that an outcome is long term, usually to the end of a key stage, so do not replace an outcome with a short term target.</p>		

## **Next Steps**

What is happening next?

Year 11's focus will be on securing next placement with a smooth transition.

It could be a need that has arisen from discussion at the review e.g. referral for Travel training etc.

## **Actions?**

Who's going to do it and what are they going to do.

## **Additional Information / Minutes From The Meeting**

**Funding must be discussed at this review meeting, ie, does the current level of funding remain appropriate. Please add any comments from this discussion.**

## 11. Transfer between phases of education

Transition Year Group	School's Recommended Placement	Parent's/Guardian's comments	Child or Young Person's comments
Early Years provider to school			
Infant School to Junior School (if separate settings)			
Primary School to Secondary School			
Secondary School to a Post 16 setting or Apprenticeship			

## 12. Preparing for adulthood

This section <b>must</b> be completed for those pupils in <b>Year 9</b> and above but can be filled in at an earlier stage.		
Issues to be considered as part of the review meeting	Details of any discussions	Has this information been included in the EHCP (Yes/No)
What are the child's/young person's aspirations for when they leave education or training? The 4 key Preparing for Adulthood outcomes are: Employment, Independent Living, Participating in Society and being healthy.	<p>This links to earlier parts of this document and also the plan.</p> <p><b>Employment</b></p> <p><b>Independent Living</b></p> <p><b>Participating in Society</b> (Community Inclusion)</p> <p><b>Being healthy.</b></p>	
What Independent Advice and Guidance (IAG) has the child/young person had in relation to the 4 key outcomes above in order to achieve aspirations, from whom and where?	Careers guidance/information is crucial	
What steps need to be taken to support the child/young person as they move towards independence?		

## 13. Personal budget

Is there a personal budget to support outcomes	Yes	No
If No – is a personal budget requested		
If yes details of how it is being used:		

## 14. Recommendations of the Annual Review

In line with the Local Authority's exit criteria and the Child's and Young Person's progress, does the Education, Health and Care Plan need to:	Yes / No
<b>I. be maintained</b> i.e. child or young person still needs an EHC plan to detail additional support required	
<b>II. have a change of provision</b>	
<b>III. be ceased</b> i.e. the identified outcomes have been met and the child/young person's needs can be met from the SEND support arrangements within the setting.	
<b>IV. Be amended</b> i.e. have any of the outcomes been achieved, do new outcomes need to be identified?	
Does the level of funding that the Child or Young Person receives remain appropriate to meet the child / young person's needs?  If a change to funding is being sought please outline what support is being requested in detail in Section 10 – Next Steps.	
Has the Child's or Young Person SEND difficulties changed so significantly that another full statutory assessment should be considered? If yes give details	
If the child/young person is currently in Specialist Provision – can the child/young person's needs be met in a mainstream placement?	

Amendments required to the Plan	Please tick
<b>1. Content:</b> Amendments are required to the content of the EHC Plan, including Outcomes <i>(this does not include requests for a change of provision or placement)</i>	
<b>2. Provision:</b> Request for a change in provision: <i>Please specify details and include supporting evidence with this annual review report</i>	
<b>3. Placement:</b> Request for a change of placement: <i>Please specify details and include supporting evidence with this annual review report</i>	
<b>4. No amendments</b> are required to the EHC Plan	

## 15. Any differing recommendations

Does any person(s) attending this review not agree with the recommendations recorded? If yes, please give details:

## 16. Transport

Transport	
Is transport provided by the Local Authority?	Y/N
Has Independent Travel Training been considered?	Y/N
Is Transport still necessary?	Y/N
If yes, why?	

## 17. Signature

### Head Teacher

Name ( <i>Please Print</i> )	Signature	Date

### For Office use only

Were papers submitted 10 days before review date?	Y/N
Date agreed for any further papers to be submitted	Y/N
Any further information required from SENCO	Y/N
Assessment Co-ordinator further comments	
Logged on database and letter sent?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is an amended plan necessary?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes has an amended plan been issued?	Date issued: