

# Leicestershire SEND



**Annual Review  
guidance  
For curriculum Year 7+**



# What is an Annual Review of an Education, Health & Care (EHC) Plan?

Once an EHCP has been issued, a review of the EHC plan should take place on a least a termly basis and then each subsequent year, an Annual Review meeting will take place for those children and young people aged 5 onwards. For pre-school aged children, the EHCP should be reviewed every 3 to 6 months. Leicestershire County Council asks that schools, colleges and providers carry out the Annual Review process on their behalf.

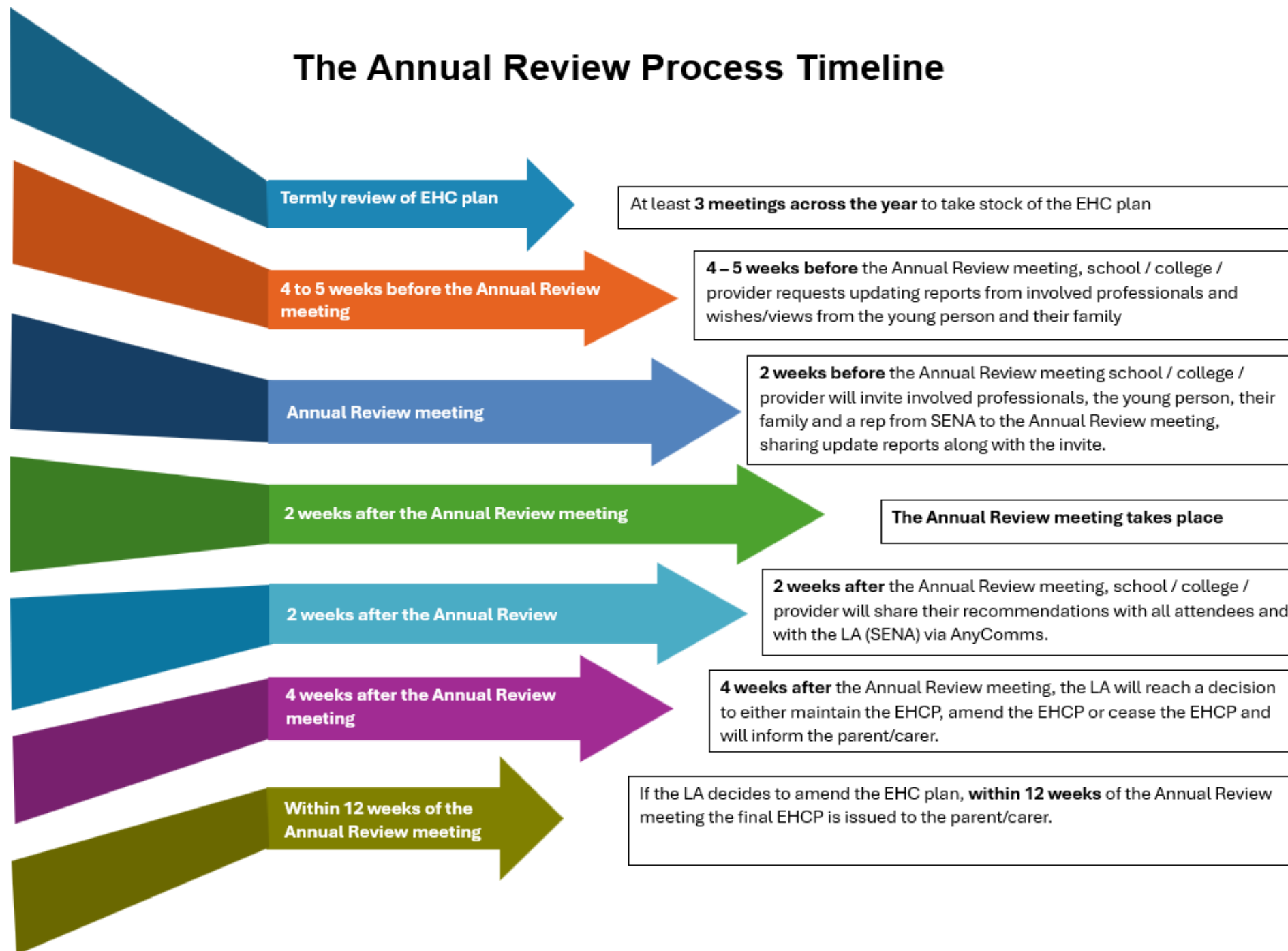
If there are significant changes to a child or young person's needs, an early review can take place.

The Annual Review meeting is a formal opportunity for the child or young person, the parent or carer, the school and others working with the child or young person to come together to talk about the progress of the child or young person towards achieving the outcomes within the EHC Plan. The review must consider whether these outcomes and targets are still appropriate.



A video about the Annual Review has been produced by the [Council for Disabled Children](#) that provides a helpful overview of the process

## The Annual Review Process Timeline





**Pages 2, 3 and 4 (Y8+) of the Annual Review checklist/template**

## **Attendance at an Annual Review meeting** (taken from SEND Code of Practice 2015)

- (a) The child's parent or the young person;*
- (b) The provider of early years education, headteacher or principal of the school, post-16 or other institution attended by the child or young person;*
- (c) An officer within SENA;*
- (d) A health care professional providing advice about the child or young person's SEN;*
- (e) A social care officer providing advice about the child or young person's SEN.*

## **Local Authority social care representative**

When establishing whether families are working with care services, schools and post-16 provision may not be aware of the wider spectrum of support that a family may be in receipt of – families on a Child in Need and Child Protection Plan will be known. The question re have you a social worker needs to be broader to cover the following:

- Families may receive short-term intervention through **Family Help** and may have a Key Worker or a Family Wellbeing Worker.
- If in receipt of a **Short Break**, the family may have a SEND Family Support Worker or a Social Worker, with a likely review on an annual basis. A self-assessment pilot is in place, so not all families have access to a worker. Families may not always know the term Short Break, so other terms that they may be familiar with are **direct payments, personal assistant** or have **regular sessions at a service** (e.g. FTM Dance, SENSE) which are provided for by the LA.

## **SENA Attendance at the Annual Review**

Given the volume and geographical spread of SENA caseloads, it is not possible for Case Managers to attend all Annual Reviews. Prioritisation of attendance will consider the following:

- Children and young people not on roll of a school or setting
- Children and young people approaching transition
- Early annual reviews, at risk of placement breakdown or permanent exclusion
- Looked After Children
- Children and young people presenting with a significant change in needs



- **Page 16 (Y8+) of the Annual Review checklist/template**

## **Decisions following the Annual Review**

Taken from the *SEND Code of Practice Regulations 20.*

*(9) The written report must include advice and information about the child or young person ...*

*(10) The Local Authority must then decide whether it proposes to:*

- continue to maintain the EHC plan in its current form;*
- amend it; or*
- cease to maintain it.*

There is no set frequency for amendments to an EHC Plan. It is recognised that an EHC Plan is a long-term plan as referenced by the *SEND Code of Practice (9.193)*, *EHC plans are not expected to be amended on a very frequent basis.*

Leicestershire County Council will consider amending an EHC plan where there are significant changes in the known needs of the child or young person, and therefore in the provision required to meet them.

EHC plans will be amended as part of a standard transition point, e.g. moving from primary to secondary.



## Pages 7 to 12 (Y8+) of the Annual Review checklist/template

# Overview of the Annual Review meeting

The annual review is the opportunity to discuss the child or young person's progress towards outcomes and aspirations.

The meeting should:

- Gather and assess information, to be used to support the child or young person's progress and access to learning.
- Gather the updates, wishes and aspirations of the child or young person, and their family.
- Review the outcomes and the associated targets. Consider what has been met and what has not yet been met.
- Review the provision set out on the EHC Plan, to understand the delivery and the effectiveness of this.
- Review health and social care provision, to understand the delivery and the effectiveness of this.
- Consider plans for transition periods and for preparation for adulthood.
- Reach agreement around what is needed to enable to child or young person to achieve their ambitions and develop the plan for the key stage – provision within the EHC Plan should be that which is over and above resources usually available and should not identify that which is a core part of Quality First Teaching or met using best endeavours.
- Consider whether an EHC Plan is still necessary to meet the education and training needs of the child or young person.
- Recognise that ceasing an EHC Plan is cause for celebration of the young person's achievements.





## Pages 9 to 12 (Y8+) of the Annual Review checklist/template

# Person-Centred Planning – 9.22 SEND Code of Practice (2015)

The Annual Review process should:

- Focus on the child or young person as an individual
- Enable child or young person and their parents to express their views, wishes and feelings
- Enable child or young person and their parents to be part of the decision-making process
- Be easy for child or young person and their parents to understand, and use clear ordinary language and images rather than professional jargon
- Highlight the child or young person's strengths and capabilities
- Enable the child or young person and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together the overall approach
- Deliver an outcome-focused and co-ordinated plan for the child or young person and their parents



[Helen Sanderson Associates](#)

Council for Disabled Children [What is Person-Centred Planning](#)  
[Person-Centred Planning meeting](#)





## Pages 9 to 12 (Y8+) of the Annual Review checklist/template

# Young People & Families – Preparing for the Annual Review

## For Young People you should:

- Have had the opportunity to express your views, aspirations, concerns and any other thoughts around your education provision
- Understand what your outcomes are and the progress that you have made
- Think about how prepared you are for adulthood (or the future) and the support you might need to overcome barriers to success
- Consider your next steps for education – are you changing school or setting; moving on to college; choosing GCSE or A level subjects; looking for vocational study programmes, an apprenticeship or a supported internship

## Parents and Carers you should:

- Have the opportunity to share your views, aspirations, concerns and understanding of your child's educational needs and their educational provision
- Consider if your child is well prepared for any change of setting
- Understand your child's progress and any barriers they have experienced
- Be ready to share any reports or letters from health
- Have read through the current EHC Plan and considered any suggested amendments
- Have had the opportunity to read any other reports gathered for the annual review



## Page 9 to 12 (Y8+) of the Annual Review checklist/template

# Capturing the child's voice

Leicestershire County Council places great value on the voice of the child, particularly to find out about their future aspirations (whatever their age), to be the thread that brings together the different sections of the Education Health and Care plan.

Many schools have a preferred template to gather the voice of the pupil, but we welcome more creative ways of sharing the voice for these children and young people who prefer to communicate in a different way. This could include:

- A short video – this could include areas where the child or young person likes to be within school
- Pictures and drawings
- Symbols and emojis that are a communication method
- Photographs or photo-stories
- Mind maps, Spidergrams
- Mood boards

These options might also be suitable for family members for whom written communication is not their preference. If an adult has completed the views on behalf of the child or young person, this should be clearly noted.



The Specialist Teaching Service have gathered together different ways to [capture voice](#).



## Page 13 (Y8+) of the Annual Review checklist/template

# Contribution from relevant professionals

The EHC plan is a collaborative document which sets out the provision required to enable the best possible outcomes for a child or young person. Contributions should consider:

- Current education, health and care needs and whether these have changed since the development of the EHC plan
- Summary of the health and care provision delivered
- Whether provision remains unchanged, be amended or is no longer required

Reports should be sent as part of the Annual Review process, regardless of attendance at the Annual Review.



**Page 13 (up to Y8+) of the Annual Review documentation**

## Sections H1 and H2 (Care)

Provision from care services is different to education and health services as there are two key pieces of legislation that is being applied and as a result, needs separating out according to the provision. See below for guidance on a brief guide as to what goes where:

### H1

- Children under 18 accessing a Short Break (not an overnight stay)
- Young people 18 and over do not have anything included within H1

### H2

- Any provision for a young person 18 and over
- Overnight Short Break for children under 18
- Other social care needs, e.g. on a Child in Need Plan, Child Protection Plan, Looked After Children Plan

**If a young person is 18 and over, then anything from H1 should now be moved into H2, if provision is continuing**

**If care input has ended, please confirm that this is the case either with a letter or an email and strikethrough on the EHCP as part of the annotation.**



Pages 13 and 14 (Y8+) of the Annual Review checklist/template

## Newly identified or emerging needs

Newly identified or emerging needs – whether these are education, health or care, should be identified if they are significant or if additional or increased provision is required to support these. Supporting evidence should be appended and referenced within the notes section of the Annual Review documentation.

Parental consent is required if a referral for [Early Help support](#) is required. The referral can be made by the school or by the parent directly. Parents should be made aware that a request for services does not always lead to a service being offered.

### Early help for children and young people

Friends and family members can use this form to request services for children, young people and their families who feel they may need some additional support. Please have the necessary information ready. You will have 60 minutes to complete the form:

[Request for services form](#) >

If you work with children and their families professionally, please use our [Multi Agency Referral Form \(MARE\)](#) to request Early Help.



## Pages 13 and 14 (Y8+) of the Annual Review checklist/template

# Reviewing Outcomes

Where outcomes are identified as needing amendment, the annual review meeting enables those contributing to collectively identify what any new outcomes should be. Outcomes should be longer than a year and ideally be to the end of a key stage. Short-term targets should be appended to the EHC Plan.

Outcomes must be SMART: **Specific – Measurable – Achievable – Realistic – Timebound**

The Council for Disabled Children (CDC) offers a free on-line course on developing [holistic outcomes](#) in the EHC Plan.

Outcomes should correlate with identified needs and provision:

- Are there new education, health and/or care needs?
- What provision is required to meet those needs?
- What outcomes are we expecting the provision to achieve?

The *SEND Code of Practice (2015) (9.69 Page 166)* points to the consideration of the following, dependent upon age:

- *Forward planning for key changes in a child or young person's life, i.e. changing schools, moving away children to adult care and/or from paediatric to adult health, or moving on from further education to adulthood*
- *For children and young people preparing for transition to adulthood, the outcomes that will prepare them well for adulthood and are clearly linked to the achievement of the aspirations in section A*

When outcomes are met or exceeded, consideration should be given to whether the child's needs require provision over that which is usually available through mainstream schools. This may be a legitimate reason to cease the EHC Plan.



## Pages 9 to 12 (Y8+) of the Annual Review checklist/template

# Preparation for Adulthood

From Year 9 onwards, every Annual Review should include Preparation for Adulthood (PfA) outcomes. The four areas to consider are:

- Further education and employment – what the child or young person might want to study, what type of job they would like, what needs to happen to enable them to achieve this.
- Independent living – how to gain independence skills as they become an adult, including where the child or young person would like to live as an adult.
- Participating and contributing to the local community – having friends, supportive relationship
- Being a health adult

Discussions on Preparation for Adulthood and thinking about the future should be taking place prior to Year 9. These discussions can include any special interests that the child or young person would like to develop within school. Fun social activities that they can participate in outside of school and will develop their social skills.



[NDTi PfA Tools](#)





## Pages 9 to 12 (Y8+) of the Annual Review checklist/template

# Careers advice

Specific and updated careers advice is advisable prior to the Annual Review meeting to refer to when working through the future section of the One Page Profile / Section A information. Contact your schools Careers Co-ordinator for further support. If the young person isn't in regular attendance at school, it may be that they have missed the timetabled careers days so further support may be required.



- The majority of schools and colleges across Leicestershire contribute to the [Positive Steps @16](#) website. This brings together the full range of courses to be found across Leicestershire into one area.
- Further information on the list of colleges and 6<sup>th</sup> Forms can be found on the [Inclusion Service](#) webpage.
- 
- The [Inclusion Service](#) support young people with an EHC plan that have not secured a college place.



**Page 16 (Y8+) of the Annual Review checklist/template**

## Personal Budgets

Parents and carers, and young people over the age of 16, can request a Personal Budget as part of the annual review process. The Personal Budget enables the parent, carer or young person to have choice and control on how provision is made. It can only be used to deliver provision specified within the EHC plan. If a request is raised within the annual review meeting, information should be recorded detailing:

- The specific provision the Personal Budget request will cover.
- Whether the request is for an education, health or social care personal budget (different processes apply).
- Which identified outcome it relates to.

A request for a Personal Budget does not automatically mean it will be agreed by the local authority. The attendees at the annual review cannot agree to the request.



## Page 17 (Y8+) of the Annual Review checklist/template

# Change of Educational Placement — Section I of the EHC plan

If there is a consensus from the meeting that a change of placement type may be needed, the Annual Review report should record information and evidence of:

- The special educational needs that are being met within the current setting
- What additional or different provision is felt to be required to meet the needs of the child
- The reasons for the current provision not being able to meet need with additional support from the Local Authority
- Evidence of the new needs
- Impact of change of placement on the child or young person, and their family



## Page 18 (Y8+) of the Annual Review checklist/template

# Reassessments

The annual review process allows changes to be made to the content of the EHC plan to ensure it remains current and relevant to the changing needs of the child or young person. There may be occasions when a reassessment may be appropriate, particularly when there are significant changes to the needs of the child or young person.

If the school or setting, or the parent, feel that a full reassessment is necessary this should be detailed in the Annual Review report with a clear rationale for why it is felt to be necessary. Reassessment should not be used just to obtain updated advice which should be provided by professionals who are involved in the annual review. A reassessment should only be needed where there are significantly new or different needs which are not already identified and understood.

The local authority may feel that a reassessment is not necessary and that amendments to the EHC plan through the Annual Review is sufficient to meet the needs of the child or young person.