# **Annual Review of Education, Health and Care Plan**

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| Name of School |  | | | | |
|  |  |  | | |  |
| Pupils Name |  | | | | |
|  |  |  | | |  |
| Date of Birth | Click or tap to enter a date. | | Date of AR | Click or tap to enter a date. | |
|  |  |  | | |  |
| Address |  | | | | |
|  |  |  | | |  |
| Year Group |  | N/C Year Group Educated | | |  |

Conclusion of this review (please tick **ONE** most appropriate):

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|  | The school/educational setting remains appropriate but other amendments are recommended. | |
|  | It is recommended that the EHCP be amended to name an alternative educational setting because the pupil is due to transfer to the next phase of education. | |
|  | The school has concerns about it’s ability to meet the child’s/young person’s needs. | |
|  | Parents/carers would like consideration for alternative provision.  Provide type of setting or name if known: ……………………………….… | |
|  | The objectives have been achieved so it is recommended that the LA should cease to maintain his/her EHCP. | |
|  | It is recommended that the LA should carry out a new statutory reassessment of the pupil’s needs due to significant changes. | |
| **Signed by Head Teacher:** | | | |
| **Name (Printed):** | | **Date:** | |

## **Contributors to the Review**

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| --- | --- | --- | --- |
| Name | ROLE  (Educational Psychologist,  Therapist, Child/Young Person,parent) | Report  Submitted  Y/N | Attended  Review  Y/N |
|  |  | Yes/No. | Yes/No. |
|  |  | Yes/No. | Yes/No. |
|  |  | Yes/No. | Yes/No. |
|  |  | Yes/No. | Yes/No. |
|  |  | Yes/No. | Yes/No. |

Please indicate who chaired the review meeting:

|  |  |  |  |
| --- | --- | --- | --- |
| Name: (Printed) |  | | |
|  |  |  |  |
| Role in School: |  | | |

If the child/young person did not attend or contribute to the review, please provide reasons why and what endeavours have been made to ensure their views have been sought:

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**Summary of Finding and Recommendations**

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| Section A:  The views, interests and aspirations of the child and their parents or the young person | |
| No Change |  |
| Changes to details shown on the cover of the EHCP (e.g. home address, parental responsibility): If change of pupil’s name, please provide a copy of the appropriate legal document confirming this. Please send us an updated One Page Profile and photo if appropriate; | |
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| If the young person is over 16 please indicate if they required support to provide their views: | |
| Young person did not require support |  |
| Young person required support |  |

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| Section B:  The child or young person’s special education needs (SEN) | |
| No Change |  |
| Significant changes proposed to the description of the pupil’s special educational needs, i.e. a new SEN not previously recorded or an old need no longer prevalent. | |
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| Section C:  The child or young person’s health needs which relate to their SEN | |
| No Change |  |
| Significant changes to the child or young person’s health needs which relate to their SEN as recommended by an NHS professional. (Any amendments/additions must be supported in writing by the relevant NHS service). | |
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| Section D:  The child or young person’s social care needs which relate to their SEN | |
| No Change |  |
| Significant changes to the social care needs which relate to SEN.  (Any amendments/additions must be supported in writing by the social care service). | |
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| Section E:  Cognition and Learning | | |  |
| Outcomes in EHCP | Progress made against the outcome | Outcome remains appropriate or Proposed New Outcome | |
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| Language and Communication | | |  |
| Outcomes in EHCP | Progress made against the outcome | Outcome remains appropriate or Proposed New Outcome | |
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| Social, Emotional and Mental Health | | | | |  |
| Outcomes in EHCP | Progress made against the outcome | | Outcome remains appropriate or Proposed New Outcome | | |
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| Sensory and Physical | | |  |
| Outcomes in EHCP | Progress made against the outcome | Outcome remains appropriate or Proposed New Outcome | |
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| Section F:  The special educational provision required by the child or the young person | |
| Provision remains appropriate or Proposed New Provision |  |
| *Significant changes proposed to the special educational needs provision described in Section F. Proposed increases in provision must be evidenced by an appropriate external agency and outlined in detail. Any recommended increases in funding must show how current support is used and how additional support will enhance this to meet identified special educational needs*. | |
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| Please summarise the educational progress/attainments since last review: | |
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| If progress has not been made please give details of what action is being taken to address this: | |

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| Section G:  Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN | |
| Provision remains appropriate or Proposed New Provision |  |
| Significant changes proposed to the child or young person’s health provision which relate to their SEN as recommended by an NHS professional.  (Any amendments/additions must be supported in writing by the relevant NHS service). | |
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| Section H1:  Any social care provision which must be made for a child or young person under 18 resulting from Section 2 of the Chronically Sick and Disabled Persons Act 1970 (CSDPA) | |
| Provision remains appropriate or Proposed New Provision |  |
| Significant changes to the child or young person’s social care provision must be supported by relevant social care services. | |
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| Section H2:  Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN | |
| No Change |  |
| Significant changes to the child or young person’s social care provision must be supported by relevant social care services. | |
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| Section I: | |  | |
| 1. Please indicate whether a young person is attending their provision full time: | | | Yes/No. | |
| If no please detail how many hours the young person is attending and the plans to increase this to full time. | | | |
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| 2. Please indicate the Parental/young person’s preference for change of named school : (This is for pupils due to transfer between phases of education eg nursey to primary,primary to secondary, secondary to post 16 provision) | | | | |
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| 3. If a young person is moving on to post 16 please indicate the likely course title/work study program | | | | |
| College |  | | |
| Qualification/Level |  | | |
| Please note if a change of school is being considered eligibility for SEN transport will be re-assessed. | | | |

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| Section J:  Personal Budget |  | |
| Is the family/young person requesting a personal budget? | | Yes/No. | |
| Given the advice received are there any changes recommended to the personal budget | | |
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What happens next?

This report should be sent by secure electronic transfer to the SEN Assessment and Commissioning Service as soon as possible. Following receipt of this Annual Review the Special Educational Needs Assessment and Commissioning Service will consider the recommended changes if supported by evidence and issue a new EHCP for consultation where required.

**Guidance for changes to EHCP**

At Annual Review, any amendments to the EHCP should be annotated as follows:

Any proposed deletions **MUST** be shown by ~~strikethrough~~

Any proposed additions to the EHCP/Statement **MUST** be shown in **Bold**

**EXAMPLE**

Mary uses her voice all the time when she is communicating. She uses signs to communicate at home ~~and will imitate what she hears when language is simplified and directed to her~~. Mary will switch between sign and spoken language according to who she is communicating with. **Mary is a natural communicator. She is always keen to share her news and is confident in her ability to do so. She will happily talk to people throughout the school and will repeat what she has said to ensure understanding. Mary can have conversations now and will ask questions to probe for more information.**

~~Mary is now joining signs together and is able to tell you simple things that have happened~~. **Mary is constantly learning new signs and is observant of hand shape and position. She enjoys singing which helps bring a flow and fluency to her signing. Mary will now place time markers in her signing when retelling events and she understands and can use prepositions in sign.** Her signed vocabulary is quickly expanding and she is visually very alert. ~~She has some recognisable spoken words to a familiar listener and lots of speech like vocalisation. She can follow simple verbal and familiar instructions when in context. Mary is a natural communicator and is keen to get her message across~~