 



Annual Review of Education Health and Care Plans

Guidance for Schools, Early Years Providers and Colleges

Contents

* [Introduction – What is an Annual Review? 4](#_Toc86393550)
* [What will the Local Authorities SEN team do to assist schools with this Process? 5](#_Toc86393551)
* [What are the School/FE responsibilities with regards to Annual Reviews? 6](#_Toc86393552)
* [Annual Review Process Step by Step 6](#_Toc86393553)
* [Appendix 1: Annual Reivew Flowchart 8](#_Toc86393554)
* [Appendix 2: Annual review invitation template letter to parent 9](#_Toc86393556)
* [Appendix 3: Parent report for annual review 10](#_Toc86393557)
* [Appendix 4: Annual review invitation template letter to external professionals 14](#_Toc86393558)
* [Appendix 5: Professionals Advice report for Annual Review. 15](#_Toc86393559)
* [Appendix 6: Letter Template to all contributors sending Annual Review Advice gathered through Appendices 3 & 5 17](#_Toc86393560)

Link to Annual Review Summary Sheet:

https://www.coventry.gov.uk/downloads/file/24635/annual\_review\_summary

Guidance for Schools and other Settings for Annual Reviews

This advice is for SENCos, Head Teachers, College staff and Keyworkers for completing Annual Reviews of Education, Health and Care Plans (EHCP)

### Introduction – What is an Annual Review?

Under the Children’s and Families Act 2014 and Regulation 2,18,19,20 of the SEND Regulations 2014 there is a requirement to conduct annual reviews for all children and young people with an Education Health and Care Plan (EHCP). The annual review should be used for actively monitoring the child/young person’s progress towards their outcomes and longer-term aspirations which are within the EHCP.

An annual review must be undertaken as a minimum every 12 months. It **must** take place within 12 months of the previous annual review meeting. For a child under 5 years of age the preference is to hold a review every 3-6 months to ensure the provision remains appropriate. During the review consideration must be given as to whether the outcomes and supporting targets remain suitable for the child/young person.

The process **must** be person-centered, taking into consideration the needs of the child/young person and the parents/carers views. It will allow for outcomes to be developed for inclusion in their EHCP and provision identified supporting the child/young person to achieve those outcomes. This can only be achieved with the full participation of all agencies working with the child/young person.

**Note** - The Children and Families Act 2014 provides young people (*a young person who has reached the end of compulsory school age: end of the academic year in which they turn 16*) significant new rights, Local Authorities, schools and other agencies should engage directly with the young person rather than parents. Mental capacity is to be presumed unless proven otherwise. Professionals must ensure the young person is given a choice about their SEN support needs. It is expected that parents/carers will continue to be involved in their arrangements.

Aims of the review

* Gather and assess information to support the child/young person’s progress and access to teaching and learning
* Provide up to date information of the child/young person’s current attainment *(in terms of ARE and projected end of key stage qualifications if in KS4)*
* Review of the SEN provision being made to ensure it is effective and good progress is being made towards outcomes
* Review the health and social care provision to ensure it is effective to support good progress towards outcomes
* Consider the appropriateness of whether the EHCP is still required in light of the progress made during the previous 12 months to either; update the SMART outcomes, change the provision, change of school/setting or cease to maintain the EHCP
* Agree new targets for the next 12 months and update SMART outcomes if they have been met. SMART outcomes should be set for varying scales (*e.g. 18 months, 2 years, end of KS, etc*)
* Review interim targets set by the school/setting
* Review any existing Personal Budget arrangements including Direct Payments *(a Personal Budget should be reviewed after the first 3 months to see if it is appropriate and thereafter every 12 months*)

Specific Groups

**LAC** - For looked after children the annual review should coincide with one of the reviews of their Care Plan and in particular the Personal Education Plan (PEP) element.

**Youth Offending** - For Young people that have been released from custody Local Authorities must involve the child/young person in reviewing whether the EHCP is still fit for purpose and should involve the Youth Offending Team in agreeing support and opportunities.

**Young People aged over 18** – When reviewing this age group the LA must have regard to whether the educational/training outcomes in the EHCP have been achieved.

The following guidance has been written to assist schools, early years, and colleges in carrying out their responsibilities to ensure this process is undertaken in both a timely fashion and results in outcomes that are SMART, aspirational and person-centered.

### What will the Local Authorities SEN team do to assist schools with this Process?

We will inform you which children/young people are due to have an annual review of their EHCP each academic year at least 2 weeks before the start of term they are due for review. We will also notify Children’s Commissioning Groups (CCG’s) and Social Care professionals so they are aware of which reviews are due to be conducted.

We will highlight which children/young people need to have their annual review focused on preparing for adulthood. Although this should start as soon as the child/young person is known to us, it is particularly important that reviews in Year 9 and in subsequent years focus on preparations for adulthood (8.9 SEN Disability Code of Practice 2014).

If the child/young person is **not in a school or other educational setting** the Local Authority must arrange the annual review and undertake the following:

* Invite parents/carers, representatives from social care, health and any other appropriate professionals to the meeting allowing at least 2 weeks’ notice.
* Seek up to date advice and information prior to the meeting and distribute to all invitees at least 2 weeks before the review.
* Focus the meeting on the child/young person’s progress towards achievement of the outcomes specified in the EHCP. Agree what changes are required to the support to enable the child/young person to achieve the outcomes or amend the outcomes. The child/young person, parent/carer should be supported to fully engage in the review.
* Prepare and send a report of the meeting to everyone invited within **2 weeks** of the meeting setting out the recommendations and any amendments to the EHCP.
* Within **4 weeks** of the review meeting the LA must decide whether it proposes to keep the plan as it is, amend the plan or cease the plan and notify parent/carers or young person.
* The process for amending the plan should start immediately.
* If not amending the plan the LA must notify parents/carer’s or young person of their right to appeal.

### What are the School/FE responsibilities with regards to Annual Reviews?

First and foremost, know who it is that needs to be reviewed. Planning is of the essence to ensure all of your Annual Reviews take place within the necessary time frame. It is the school’s responsibility to ensure the views of parents is sought along with obtaining advice from other professional contributors. Colleges are expected to co-operate with Local Authorities in helping them to meet their duties and should ensure that they facilitate the Annual Review and ensure advice is gathered and circulated in advance of the Annual Review.

Please bear in mind that annual reviews for transition between phases of education need to meet the following timescales:

1. Early years to school – Annual review must be held by Christmas
2. Year 6 – Annual review must have been held by October half term. Preferably in the summer term of year 5.
3. Secondary school and post 16 provider – Annual review must have been held by mid- January
4. Young people moving between post 16 providers – Annual Review must have been held by mid-January or at least 7 months before the young person is due to transfer.

Attendance of an Education, Health and Care Plan Coordinator at Annual Reviews

A representative from the Local Authority must always be informed of the Annual Review and invited to attend where appropriate. Heads should liaise with the relevant EHC Plan Coordinator. The Link EHCP Coordinator will endeavour to attend at the following Annual Reviews:

* + Annual Review where it has been indicated that the case is complex, where significant change such as a change of placement is likely or where parents or young person have indicated a desire for a change of school
  + At the first Annual Review generating a Transition Plan i.e. year 9 and in subsequent years
  + Annual Reviews in the year the young person will be leaving the setting and moving to post 16
  + Annual Reviews for pupils in year 6
  + Annual Reviews for pupils placed out of city
  + Annual Reviews where the EHCP may be discontinued
  + At a selection of Annual Reviews as part of a general audit/monitoring process for provision for pupils with EHCP’s

Below is a basic step by step guide as to what will need to be done and by whom.

### Annual Review Process Step by Step

**Stage 1 – Preparation before the Annual Review (week 1 – 5)**

* Set the dates for annual reviews and invite parent/carers, child/young person, representatives from social care, health, EHC Plan Coordinator and any other relevant agencies. Ensure all invited are given at least **2 weeks’ notice (***in reality 6 -8 weeks notice would enable professionals to plan diaries to attend where appropriate).*
* **The Principal Educational Psychologist must be informed of the dates for forthcoming reviews**
* Seek up to date advice where appropriate and information prior to the meeting and circulate to all invited at least **2 weeks** prior to the annual review**.**
* **Use Appendix 3 to** seek the parents or young person’s views of progress towards SMART outcomes, listing the outcomes from the EHCP in the letter
* **Use Appendix 5** to seek up to date advice from professionals listing the SMART Outcomes from the EHCP to gather current views of progress towards
* **Seek advice from school or college staff of progress towards SMART outcomes and current/projected attainment**

**Stage 2 – Holding the Annual Review meeting (week 6)**

* Host the meeting and focus on the child/young person’s progress towards the outcomes in the EHCP. Agree any changes to support that may be required to meet the outcomes or agree to change the outcomes themselves**. NB – parents/carers and the child/young person must be fully engaged in this process particularly in setting the outcomes**
* Ensure the views of the child/young person and parents are captured as this is central to the process
* Report on current attainment towards ARE and projected if in KS4
* Ensure child/young persons needs remain appropriate – Section B (*this is important so the EHCP remains up to date)*
* Ensure all outcomes are SMART with shorter term targets which evidence progression towards outcomes. Targets can be termly or annual.
* Outcomes should be aspirational and long term. It is expected that outcomes would be over varying timescales such as 18 months, 2 years, end of key stage.
* Record the meeting using the [Annual Review Meeting summary](https://www.coventry.gov.uk/downloads/file/24635/annual_review_summary).
* Click here [Education, Health and Care (EHC) needs assessment process | Coventry City](http://www.coventry.gov.uk/downloads/download/3594/education_health_and_care_ehc_needs_assessment_process) [Council](http://www.coventry.gov.uk/downloads/download/3594/education_health_and_care_ehc_needs_assessment_process)
* Or paste the following into your browser: <http://www.coventry.gov.uk/downloads/download/3594/education_health_and_care_eh> c\_needs\_assessment\_process Summary

**Stage 3 – After the Annual Review meeting (week 7)**

* Complete the [Annual Review Meeting Summary](https://www.coventry.gov.uk/downloads/file/24635/annual_review_summary) and forward to **all those invited to** the meeting **within 2 weeks** of the annual review including the Local Authority EHCP Co-Ordinator (*it is imperative that this timescale is adhered to so the LA can meet statutory duties in response times to Annual reviews*).
* Forward copies to parents
* Ensure an annotated EHCP is provided to highlight significant changes
* Set out any amendments or recommendations to changes in provision, needs or outcomes discussed at the review. Refer to the differences between the school or other agencies recommendations.

**Stage 4 – Within 4 weeks of the meeting**

* The Local Authority must decide whether to amend the EHCP, keep it the same or discontinue the plan and notify the child’s parents/carer’s, young person, school and other agencies invited to the review.

**NB: It is imperative that if advice is out of date e.g. specific health or social care interventions are no longer appropriate that this is identified and recorded at the meeting in the annotated EHCP.**

**It is also imperative that to ensure that the EHCP is accurate and up to date that current advice is available at the Annual Review to enable the review to be completed within the short timescale.**

### Appendix 1: Annual Review Flowchart

### 

### Appendix 2 – Annual review invitation template letter to parent

Dear parent/carer/young person

Re: Annual Review Meeting Invitation for (Pupil Name & DOB)**.**

XXXX currently has an Education Health and Care Plan. I am writing to invite you to the Annual Review meeting here in school/college on XXXXX. This meeting will be an opportunity to which we will also invite relevant professionals to consider XXX’s progress, current needs and any future provision required. If you have anyone in particular that you would like us to invite that is currently supporting XXXX then please let us know.

We may need to gather information from other professionals relating to your difficulties. We will use this information to provide you with necessary and appropriate services as required by the law. As part of this, we may also share or get information about you from other Local Authorities, education settings, internal departments including Social Care, medical providers, health agencies and government departments. More information about how we handle personal information can be found on the Council website.

I would be grateful if you could confirm that you will be attending this meeting either by telephoning me on XXXX or emailing a confirmation to XXXX.

I need your views on XXXX progress towards meeting the SMART outcomes set out in the Education Health and Care Plan and whether the outcomes set last time have been met. I enclose a copy of the SMART Outcomes and Targets to assist you in this. I have also enclosed a Parents Report/Young persons and Advice Form which you may wish to use. If you have any problems in giving your views then please get in touch with me. If you need impartial information or advice about this process you can contact the SEND Information, Advice and Support Service on 02476 694 307.

Please complete and return your views within 2 weeks of the date on the front of this letter.

If the date for the Annual Review is not convenient please let me know within the next 5 days so I can re-arrange a convenient date and inform everyone that has already been invited to the meeting.

Yours sincerely

SENCO

XXXX School/College

### Appendix 3 – Parent report for annual review; progress towards outcomes and parent’s/young person’s views on achievements and difficulties.

**(Pupil Name/DOB - SCHOOL/COLLEGE – Annual Review Date (XX/XX/XX)**

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 and agree new outcomes if appropriate. It will also look at Section B. 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 can 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. It is important to gather your child/young person’s view so please encourage your child to contribute.

You may want to leave out or change some of the headings to suit your child’s 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.

**Cognition and Learning / Education, Learning and Employment**

You could comment on your child’s level of concentration, ability to retain information, whether he or she likes school, what your child enjoys, things they find easy or difficult. What’s going well? What could be better?

|  |
| --- |
|  |

**Progress towards Outcomes**

Add further lines as necessary

|  |  |
| --- | --- |
| Outcome at End of Key Stage  (copy from current EHCP) | Parents Comments |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Communication and Interaction / Community Participation**

You could comment on your child’s speech & language, comprehension and understanding skills. What helps your child to communicate e.g. signing (including MAKATON), symbols? Are they able to communicate the needs, wants and views? What’s going well? What could be better?

|  |
| --- |
|  |

**Progress towards Outcomes**

Add further lines as necessary

|  |  |
| --- | --- |
| Outcome at End of Key Stage  (copy from current EHCP) | Parents Comments |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Social, Emotional and Mental Health / Health and Well-Being**

At home: Does your child cooperate, have good and bad moods? Are they withdrawn, unhappy, cheerful, friendly, fits in with family routines, able to share, be part of the community/ attend activities?

At school: 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?

|  |
| --- |
|  |

**Progress towards Outcomes**

Add further lines as necessary

|  |  |
| --- | --- |
| Outcome at End of Key Stage  (copy from current EHCP) | Parents Comments |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Sensory, Physical, Independence & Self-Care / Independent Living**

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. How do physical and sensory needs impact on your child’s learning and environment? (Including crowds, noises, glare, smells, dietary, clothing etc.) Do they access any therapies, aids, or equipment? Do you feel any assessments are needed? What’s going well? What could be better?

|  |
| --- |
|  |

**Progress towards Outcomes**

Add further lines as necessary

|  |  |
| --- | --- |
| Outcome at End of Key Stage  (copy from current EHCP) | Parents Comments |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Health (Section C):** 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.

|  |
| --- |
|  |

**Progress towards Outcomes**

Add further lines as necessary

|  |  |
| --- | --- |
| Outcome at End of Key Stage  (copy from current EHCP) | Parents Comments |
|  |  |
|  |  |

**Social Care (Section H1&H2):** 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?

|  |
| --- |
|  |

**Progress towards Outcomes**

Add further lines as necessary

|  |  |
| --- | --- |
| Outcome at End of Key Stage  (copy from current EHCP) | Parents Comments |
|  |  |
|  |  |

**Please return this form to the SENCo at your child’s school at least 2 weeks before the Annual Review**

### Appendix 4 – Annual review invitation template letter to external professionals (SEND Support Services/NHS Services etc)

Dear

**Ref: (Students name): Annual Review of Education Health & Care Plan.**

I will be holding the Annual Review meeting of the above student’s EHCP on (date) at (time) at this school. I would be grateful of you could provide advice on:

(Student name)’s progress towards meeting the SMART Outcomes and targets specified in the EHCP.

(Student name)’s achievement of targets set at the last Annual Review/on admission/following receipt of the EHCP.

I enclose a copy of the SMART Outcomes and targets to assist you.

Could you please provide a report on (Student name)’s area of need which are relevant to your area of expertise and knowledge. Please write this advice/report in a style that is accessible to parents.

I would be grateful if you could return your report within two weeks from the date of this letter so that this information can be circulated to all those invited to the Annual Review at least two weeks before the meeting is held.

Yours sincerely

Head Teacher/College Principal

### Appendix 5 – Professionals Advice report for Annual Review.

Please only comment on progress towards meeting the Outcomes and achievements that are relevant to your service. **Please return this form to the SENCo at your child’s school at least 2 weeks before the Annual Review**

Cognition and Learning / Education, Learning and Employment

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Outcome at End of Key Stage  (copy from current EHCP) | Progress  (highlight/select) | | | Comments on progress | New Suggested Outcome  (if achieved or no longer relevant) | Proposed Provision  (all new outcomes must have appropriate intervention/provision) |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |

Communication and Interaction / Community Participation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Outcome at End of Key Stage  (copy from current EHCP) | Progress  (highlight/select) | | | Comments on progress | New Suggested Outcome  (if achieved or no longer relevant) | Proposed Provision  (all new outcomes must have appropriate intervention/provision) |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |

Social, Emotional and Mental Health / Health and Well-Being

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Outcome at End of Key Stage  (copy from current EHCP) | Progress  (highlight/select) | | | Comments on progress | New Suggested Outcome  (if achieved or no longer relevant) | Proposed Provision  (all new outcomes must have appropriate intervention/provision) |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sensory, Physical, Independence & Self-Care / Independent Living   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Outcome at End of Key Stage  (copy from current EHCP) | Progress  (highlight/select) | | | Comments on progress | New Suggested Outcome  (if achieved or no longer relevant) | Proposed Provision  (all new outcomes must have appropriate intervention/provision) | |  | Working towards | Partially Achieved | Achieved |  |  |  | |  | Working towards | Partially Achieved | Achieved |  |  |  | |  | Working towards | Partially Achieved | Achieved |  |  |  | |  | Working towards | Partially Achieved | Achieved |  |  |  | |

Heath (Section C)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Outcome at End of Key Stage  (copy from current EHCP) | Progress  (highlight/select) | | | Comments on progress | New Suggested Outcome  (if achieved or no longer relevant) | Proposed Provision  (all new outcomes must have appropriate intervention/provision) |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |

Social Care (Section H1&H2)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Outcome at End of Key Stage  (copy from current EHCP) | Progress  (highlight/select) | | | Comments on progress | New Suggested Outcome  (if achieved or no longer relevant) | Proposed Provision  (all new outcomes must have appropriate intervention/provision) |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |  |

Name & signature

Agency

Date

### Appendix 6 – Letter Template to all contributors sending Annual Review Advice gathered through Appendices 3 & 5

Dear

Ref: (Student name): Annual Review of Education Health and Care Plan

Further to my previous letter of (date) inviting you to the Annual Review meeting for (Student name)  
I now enclose a copy of the advice I have received. If you have any comments could you please let  
me have them or bring them with you to the meeting which will take place on (Date) at (Time) at this  
school.

At the meeting we will be considering the progress (Student name) has made and agree targets and  
SMART Outcomes for the next year, if appropriate. A report of the review meeting will be sent to you following the meeting.

If there are any issues you wish to raise, then please contact me. I look forward to seeing you at the  
meeting.

Yours sincerely

Head Teacher/FE Principal

Incl:

Reports Attached

|  |  |
| --- | --- |
| Report | Advice Giver’s Name |
|  |  |
|  |  |
|  |  |