

Ensuring a High Quality Annual Review

Why do we have it? – a review of the education, health, and care plan (EHCP) of a child or young person is stated in statutory guidance including the Code of Practice 2015 (CoP), the Children and Families Act 2014 (which is the statute for reviews) and the SEND Regulations 2014. The CoP (9.166) states that, 'They must be reviewed by the local authority as a minimum every 12 months. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.'

Why is it needed? - It is the formal opportunity for all relevant parties (Education Setting, parents/carers, the child or young person, relevant health/social care professionals...) the child or young person's current needs, progress towards outcomes and how the support in place is working and any further support they may require. It provides an opportunity to put forward views about current provisions and support and suggesting adjustments that may be required.

Why high quality? – The continuation of a high quality Education Health Care Plan (EHCP) depends on a high annual review and so the quality of the review documents shared by Education Settings has a direct impact, not only on the quality of the EHCP but a direct positive impact for the child or young person as it will ensure that the plan is person centred and reflective of them at this time. It would also positively impact directly on Educational Settings as then outcomes and provision are relevant and can be implemented effectively.

Good Practice Checklist for Education Settings

- ☐ Ensure that updated views have been sought from the C/YP through their attendance at the review and/or the This Is Me form.
- ☐ Ensure that updated views have been sought from the parent/carer through their attendance at the review and/or written comments.
- ☐ From Year 9 onwards, annual reviews should focus on preparing for adulthood.
- ☐ Supporting documentation such as an APDR, provision map(s), assessment data, school report(s), teacher comments/observations, advisory service report(s), therapy report(s), social care report(s) and health report(s) need to be sent along with the Annual Review Form.
- ☐ Updates to the health information in Sections C and G can be added but it is important to note that changes to these sections of an EHCP cannot be made without health evidence such as a clinic letter or a diagnosis report. These documents can be included in the Annual Review document bundle.
- ☐ As per section C, changes to the information in Section D and H can be noted but we need the confirmation from social care to change the plan e.g. social care advice form, CIN/CP meeting notes.
- ☐ Clear updates to the outcomes and recommendations for new ones if the previous ones have been met or they no longer help to support progression to the young person's needs/aspirations. The most effective outcomes are SMART and have the long term (end of next key stage) and steps towards (smaller increments) identified and where relevant, align with the young person's aspirations.
- ☐ If the young person is approaching a transfer point, invite the new setting to the review so they can get to know the young person and help to get the plan ready for the next stage of their education.
- ☐ Make it clear on the paperwork if the parent/carer has requested a change in setting and what, if known, their preference is. If the child or young person is approaching phase transfer, the preference (again, if known) has been recorded.
- ☐ Timely requesting and sharing of documents to aid information sharing.