



Completing the Annual Review for an Education Health and Care Plan

Guidance for Settings and Professionals

Wiltshire Council

This guidance booklet has been developed drawing from the following documents:

The Children and Families Act 2014

The special educational needs and disability regulations 2014, specifically regulations 18 to 21

The special educational needs and disability code of practice: 0-25 years, Department of Education and Department of Health, January 2015, paragraphs 9.166 to 9.185

What is an Annual Review of an Education, Health and Care (EHC) plan?

When a child or young person has an Education, Health and Care plan (EHC plan) there is an ongoing statutory requirement for the EHC plan to be reviewed at least annually. This is referred to as the Annual Review.

For pre-schoolers, an EHC plan should be reviewed every 3 to 6 months (CoP 9.178).

The Annual Review is more than just a review meeting, it is part of a continuous cycle of assess-plan-do-review. It is a process that must be completed on or before the anniversary of when the EHC plan was first issued or the anniversary of the last review.

If there is evidence that the needs of the child have significantly changed or if there is a danger of placement breakdown, a review may be held more regularly. If a child or young person with an EHCP is at risk of permanent exclusion an emergency review must be held. For further advice on holding an early review meeting please contact your SEND Lead Worker.

An Annual Review must be undertaken in partnership with the child and their parent or the young person, and must take account of their views, wishes and feelings, including their right to request a Personal Budget.

Settings are asked to use the standard pro-forma prepared by Wiltshire Council to document the meeting – the Record of Annual Review. This template can be found on the SEND Local Offer webpages at localoffer.wiltshire.gov.uk/Annual-review



The Annual Review process

Set review date

Annual Reviews must be held every 12 months. The first Annual Review must be held within 12 months of the date the EHC Plan was issued and then 12 months from any previous review.

The review date should be set to provide at least 4-6 weeks notice to attendees.

This must also allow time to obtain advice and circulate contributions 2 weeks prior to the meeting.



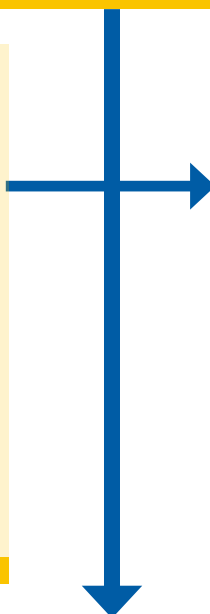
Invite attendees and obtain their advice

Who to invite:

- The child's parent/carer or young person
- A representative from the school or setting
- The SEND Lead Worker or other education officer
- A health service representative
- A social care representative
- Other professionals relevant to the review

Requesting advice:

The setting must seek advice and information about the child or young person prior to the meeting from all parties invited.



Annual Review held

At least two weeks before the meeting send any advice and information gathered to all those invited



Complete Annual Review paperwork and circulate

Within two weeks of the meeting setting must prepare and send a report of the meeting to everyone invited. The report must set out recommendations on any amendments required to the EHCP and should refer to any difference between the setting's recommendations and any others attending the meeting.



Annual Review held

Within four weeks of the annual review the Local Authority will inform the child's parent or the young person whether it proposes to a) maintain the EHCP in its current form b) amend it or c) Cease the EHCP

Preparing and running an Annual Review

It is usually the school or setting's responsibility to organise and hold the review meeting. The purpose of the annual review meeting is to consider:

- Any changes to personal details and significant changes to information
- The progress made towards outcomes/interim targets and whether these need to be amended
- The effectiveness of support and any suggested changes
- Whether the needs of the child or young person have changed (this must be evidence-based)
- Any additional considerations associated with transition to the next stage of education, employment or training.

Additionally, the possibility, scope or effectiveness of the use of a personal budget to secure aspects of specified support will need to be discussed and reviewed.



Gaining the views of the child/young person

Children/young people are central to the annual review process and all educational settings should ensure that their views are included as much as possible. It is important that children/young people are able to participate and contribute to the review of their education health and care plan. All participation should be meaningful and will therefore be determined by the child/young person's age and needs.

The educational setting should gather the child's views about their progress and the agreed outcomes that they are working towards. The educational setting should support the child to understand what will happen at the annual review and how they can contribute and share their views both before, and where possible, during the review meeting.

The first step is to think about how the child or young person is going to be able to contribute and remain at the centre of this review. You will need to think through how the child or young person is best able to communicate their views. Choices might be:

- Having a pre-meeting with you or someone else they feel they can trust
- Sharing their thoughts with a friend
- Drawing you a picture
- Making a video clip, vlog or series of photos
- The child/young person writing something down for you
- You or a colleague spending some time observing the child/young person
- The child/young person making up a mood board or a collage
- Making a questionnaire with yes/no or multiple choices answers
- Use of sorting activities (happy face/sad face)
- Feelings thermometers
- Using an app such as Mind of My Own
- Using alternative methods of communication such as Makaton or PECS

How the child/young person would like to be involved in the meeting:

- Attending themselves
- Coming for part of the meeting
- Having an advocate with them or instead of them
- Having a video or auditory link
- Having a special space aside from the main group, maybe to listen or to play or to write down their thoughts

Where they would like the meeting to be located and arranged:

- At home
- At school
- A youth centre or social place
- In a particular sort of space, for example. soft comfy chairs or a table and chairs
- With particular things available for example ear defenders, soft toys or stim objects etc.

Who they want to come with them:

- Friends and or advocates
- Particular professionals
- Family members
- Teachers

Please also look at the section regarding preparation for adulthood in this booklet.

It is very important to update the one page profile for the child or young person that forms part of the EHCP. Photographs or images that form part of the document need to reflect the child or young person's current age and preferences.



Gaining the views of the child or young person

We have a range of forms for you to use with children and also with young people from around the age of 14 onwards. This resource pack was created with young people with SEND from across Wiltshire schools and settings.

The forms can be accessed on the SEND Local Offer webpages at localoffer.wiltshire.gov.uk/Annual-review

Gaining the views of the parent/carer person

The parent/carer of the child/young person must be consulted as part of the review process and have their views, wishes and feelings taken into account. The person arranging the meeting must obtain written advice from the parent/carer. The parent/carer may need advice or assistance with this process.

There is a Wiltshire Council form that can be used to capture the parent/carer views as contribution to the annual review process. This form was created with a group of parent/carers of children with EHCPs within Wiltshire and can be accessed via the SEND Local Offer webpages at localoffer.wiltshire.gov.uk/Annual-review



Inviting attendees and requesting reports

The following people must be invited to the meeting and given at least two weeks' notice, preferably 4-6 weeks. Getting the reports back early will enable you to prepare well for the meeting. It is recommended that you set out the schedule for all children/young people in your setting/school at the start of the academic year and send this to the SEND Review team at SEND.AnnualReviews@wiltshire.gov.uk.

If the child or young person has particularly asked that certain people do or don't attend you will need to think through how you will gain their views.

- The child's parents and/or young person
- A school/setting representative
- A local authority officer (this may be a SEND Lead Worker or an Education Officer)
- A health service and social care representative (if relevant to the EHC Plan)
- Other individuals important to the review of the EHC Plan (for example an advisory teacher, job coach, therapist, Children and Young People's Disability Team (CYPDT) Social Worker) as agreed with the young person or parents/carers.

There are standard forms on the Wiltshire SEND local offer site which you can send out via email or post to gain people's views and request reports. If you have requested reports or updates from those invited to the meeting then these need to be circulated to the attendees at least two weeks before the meeting. It is not essential that all these possible representatives attend if they are able to send a report instead or they may refer you to previous reports. They should be invited none the less.

Preparing the paper work

If you are the child/young person's lead worker in an early years setting, school, college or other setting, you will need to fill out one of the professional report forms as well as the relevant sections in the main review document. This includes the review of progress. You may be able to do this yourself, or you may also need to ask views from colleagues. This will be particularly important in setting where a child/young person is supported or taught by a number of people. A request for comments and or a report could include:

- Professionals who have assessed or worked with the child/young person during the year
- Subject teachers
- Teaching assistants
- Professionals who you need an assessment or intervention advice from in order to progress the achievement of the EHCP plan outcomes
- The attendees listed above

Once you have received all the reports you will need to review the information and understand how to use this in the meeting. If you are unsure do contact your SEND Lead Worker.

You may need to discuss the content with the child/young person and sometimes the parents if you are unsure if they can be easily interpreted or understood. You may also need to go back to the report writer for clarification.

Suggested meeting approach

The Annual Review meeting should be held in the style of a **Person Centred Planning Meeting** but whatever format the meeting takes it must enable the full involvement of the parent, child or young person and consider their views, wishes and feelings especially when making decisions.

1. During the meeting you should:

- Check accuracy of personal details and any changes to Section A
- Consider whether any special educational needs have changed – if so ensure that suggested amendments are evidence-based and referenced in reports. Record any differences of opinion
- Review the special educational provision and arrangements for delivering it to ensure it is still appropriate and enabling good progress
- Consider whether there are changes to social care or health needs, review any health and care provision and check its effectiveness towards achieving the outcomes
- Consider progress towards each outcome and steps, including longer term planning for the next stage of education or training, or preparation for adulthood
- Check if the parent/young person would like to request a personal budget.

2. Significant changes to the EHCP that have been informed through professional reports need to be recorded on the Record of Annual Review Form. Minor changes, particularly to section A, do not require changes to the EHCP, but the review form should be seen as part of the updating and realisation of the plan. It is recommended that you make notes about any significant changes that need to be forwarded to the SEND review team

3. After the meeting within 10 working days or by the end of term (whichever is soonest) send the Record of Annual Review form, the child and parental views, professional contributions and a Costed Provision Map to the SEND Review Team at SEND.AnnualReviews@wiltshire.gov.uk and where appropriate, a copy of a clearly annotated EHC Plan detailing the requested amendments must be submitted. A school's change of provision information form will also need to be submitted if a change of school provision is being requested as part of this annual review. All forms supporting this stage can be found at: localoffer.wiltshire.gov.uk/Annual-review



How to complete the Wiltshire Annual Review Form

Wiltshire Council

EHCP Annual Review Form

Please use date format (–/–/–)

Date of this review:

Date of previous review:

Date of current EHCP:

Please ensure that the contact details, including names of all those with parental responsibility, addresses, telephone numbers and email addresses are current:

Child/Young Person details:

Forename(s): Legal surname:

Prefers to be known as:

Gender: Date of Birth:

Year group: Placed out of normal age group? Yes ☐ No ☐

Home Address (please check for any change):

Young persons contact number (post-16 education ONLY):

Is the child or young person in care? Yes ☐ No ☐

If yes, please give details of social worker and contact details:

Are there any restrictions on sharing information? Yes ☐ No ☐

If yes, a SEND Lead Worker will contact the school for details

It is vital that you check that there haven't been any changes in the contact details of the young person and those with parent responsibility. Please ask the parent/carer if this is the case.

Please only note the CYP telephone number from year 9 onwards. This should only be shared if the CYP wishes to share their details and with their consent. Details should not be shared if the CYP does not want to.

If there are any restrictions in sharing paperwork and information it is also vital that you make it known by ticking the box at the bottom of this page.

Parent/Carer one details:

Title:

Forename(s):

Surname:

Address:

Email:

Phone No:

Relationship to CYP:

Parental responsibility: Yes ☐ No ☐

Parent/Carer two details:

Title:

Forename(s):

Surname:

Address:

Email:

Phone No:

Relationship to CYP:

Parental responsibility: Yes ☐ No ☐

The sections on this page must be completed in full so that we have the full current details of each parent/carer.

Where a child or young person does not attend an educational setting, the LA will conduct the review at a mutually convenient location.

Setting/School/College address:

Setting name:

Type of setting:

Address:

Email: Phone No:

Date of admission:

The sections above must be completed in full, otherwise this report will be returned.

Current people involved in the child or young person's life and invited to the annual review meeting

Name and email:	Role:	Did they attend?	Did they send a report/contribution?	Is the report attached?
		<input type="checkbox"/>		<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>

How were the child/young person's views gained for this review?

Please attach the child or young person's views to the form and an up-to-date One Page profile.

The child's parents or young person, representative of the school or setting, health service (if involved), social care (if involved) and the SEND Lead Worker from the local authority must be invited. Please ensure that the email is included in the contact information. It is not essential that all the possible representatives attend the meeting if they are able to send a report or contribution instead or they can refer you to previous relevant reports. They should none the less be invited.

The annual review must consider the views, wishes and feelings of the child or young person especially when making decisions. Please refer to the earlier guidance for tips on ways to work with the CYP regarding capturing their views.

Attainment levels:

Please complete the information below or alternatively attach a separate sheet.

Area of learning	Last year's assessment with date Specify assessment/test used (level or result, achieved/secure) and if independent or supported	This year's assessment with date Specify assessment/test used (level or result, achieved/secure) and if independent or supported

If you would prefer to attach attainment and assessment information from the school or setting's own data records (such as a progress tracker) rather than complete these boxes, please reference the attachment on this page, for example 'see progress tracker attached'. Please ensure that your levels can be understood by providing a key. Please also make clear if recorded attainment is supported or independent.

It must be presented so that the local authority can see the comparison between previous and current assessments.

Attendance percentages:

Actual %: Possible %:

Describe any reduced educational provision, exclusions and reasons for any attendance issues:

Attach a timetable to indicate what the child/young person's week looks like.

Progress towards meeting EHCP outcomes (EHCP sections E to H2)

Cognition and Learning (thinking, learning and processing information)

1.

Outcome:	<input type="text"/>	What progress has been made:	<input type="text"/>
Measure of progress from last year:	<input type="text"/>	Was support required? If so, what was the support and provided by whom?	<input type="text"/>

Does this outcome remain appropriate for a further year? Yes ☐ No ☐

If no, suggest change(s) to the outcome:

2.

Outcome:	<input type="text"/>	What progress has been made:	<input type="text"/>
Measure of progress from last year:	<input type="text"/>	Was support required? If so, what was the support and provided by whom?	<input type="text"/>

Does this outcome remain appropriate for a further year? Yes ☐ No ☐

If no, suggest change(s) to the outcome:

3.

Outcome:	<input type="text"/>	What progress has been made:	<input type="text"/>
Measure of progress from last year:	<input type="text"/>	Was support required? If so, what was the support and provided by whom?	<input type="text"/>

Does this outcome remain appropriate for a further year? Yes ☐ No ☐

If no, suggest change(s) to the outcome:

You can attach a copy of your attendance record as an appendix. However, make it clear what concerns/issues there are, if any, and what interventions/support has been made for this. File types when attaching evidence such as attendance records and timetables should be pdf, word, excel or jpeg.

Progress towards outcomes (Section E within the EHCP): Please complete the relevant sections according to the child's areas of need. Leave sections that aren't relevant blank. If you have additional outcomes and not enough boxes, please make this known on the page and add an attachment.

Check if the support /provision provided in the last year has made an impact and record here what changes in provision have been made over the year, to ensure these changes are reflected in the plan. Also discuss and reflect if provision needs to be changed for the next year (EHCP Section F)

You do not need to write more than a sentence or two against each outcome regarding progress. Where there has been an assessment it is important that we know if there was any support required such as a teaching assistant or any access arrangements.

Please follow the same process for each of the four areas of need but delete or miss out on any sections that aren't appropriate.

The other areas of need within the form have been omitted in this example as they follow the same guidance.

3.

Outcome:		What progress has been made:	
Measure of progress from last year:		Was support required? If so, what was the support and provided by whom?	

Does this outcome remain appropriate for a further year? Yes ☐ No ☐

If no, suggest change(s) to the outcome:

Summary from the review, on how everyone feels the year has gone:

This should include what worked and what could be even better. It should include what happened in the school or setting, at home, relationships, friendships and increasing independence. **If out of room please continue on the following page.**

Please write a short summary on how the year has gone and indicate if opinions differ. This information should consider all settings, whether educational, at home or in the community. It is helpful to know how things may have changed over the year.

Please avoid any duplication so no need to put information that has already been mentioned elsewhere in the form or attachments.

Personal Budget:

Does the child/young person receive a personal budget? Yes ☐ No ☐

What has been the impact of any existing personal budget on meeting the outcomes in the EHC Plan?

Any changes to the personal budget recommended?

The key part of this form is to review progress and impact of the personal budget, so please detail this fully on the form. Please put N/A if this is not applicable. Young people who are post-16 will have a review of the personal budget that is carried out by the local authority and there is a separate form for this. Please contact your SEND Lead Worker for more information.

Please let us know if any pending changes to travel arrangements particularly if there is a transition stage to a new education setting coming up.

Transport:

Comments:

Thinking about the future:

Please complete this section for all children and young people where relevant to do so. This form must be completed from year 9 (age 13/14) onwards in order to successfully prepare young people for adult life. The information you provide will be used to create outcomes, needs, and provision, therefore we ask that you consider the information you provide carefully in order to support this. Remember to focus on strengths of the young person as well as the support required to enhance independence. Please attach a copy of the form Young person's contribution to the Annual Review - Y9 upwards. Please refer to the document 'Growing Up and Moving On' when completing this section:

localoffer.wiltshire.gov.uk/growing-up-moving-on

Further education and employment in the future – What to study, what type of job and how to get it.

From Year 9: Include careers guidance appointment information, FE/Apprenticeship/Supported Internship/Training for Work. Has a CV been written with the young person? Has any voluntary work or work experience been completed? Any employment?

Increasing independence – This could be learning life skills like crossing the road, managing pocket money, going to the shops, helping at home. Or it could be to do with being as independent as possible as an adult – including where to live and travel training.

Personal Budget:

Does the child/young person receive a personal budget? Yes ☐ No ☐

What has been the impact of any existing personal budget on meeting the outcomes in the EHC Plan?

Any changes to the personal budget recommended?

Transport:

Comments:

Employment

Capture current employment hopes and aspirations.

Identify young person's abilities and skills both inside and outside of school.

Identify specific interests

Start the conversation about paid work/college

Start exploring job sectors, see Career Pilot/National Careers service

Identify curriculum needs that support the employment agenda/careers education

What could work experience look like?

What are the opportunities for work experience or voluntary work?

Are there people in the young person's community/support network who can support the career plan?

Agree who will help the young person develop a career plan.

Independent Living/Housing

Capture young person's aspirations

Start talking about the skills needed for independence including travel, money, staying away from home, identify things that need working on.

Start conversation about where and how the young person wants to live as an adult in the short term and long term, who they want to live with.

Begin to identify likely specialist support needs.

Friendships, relationships and community

Discuss mobility and transport support

Discuss plan to find out about social and community activities and opportunities for engagement in locality.

Identify universal and targeted groups in the community that support interests

Identify any support needs re developing and maintaining friendships and relationships.

Start a Health Support Plan

Discuss the transition from specialist paediatric services to adult health care

Helping children and young people understand which health professionals may work with them as adults

Plan to engage with mainstream health services e.g. GP.

Is a new type of provision recommended? Please provide details and reasons

Recommendations from the Annual Review process

Does the Education, Health and Care Plan need to:

1. Be maintained without any changes (please specify reasons below) Yes ☐ No ☐

2. Be ceased (please specify reasons below and make clear who is in agreement) Yes ☐ No ☐

3. Be amended (this would be due to evidence of significant changes in need or provision to meet need): Yes ☐ No ☐

Please include any details of amendments in this section and attach an annotated EHC Plan:

Please make it clear, where there is a disagreement in what is being recommended or identified within the review form, for example if the young person does not agree with the type of placement the school/setting is recommending.

If this is your Child or Young Persons Year 2 (Infants to Juniors ONLY), Year 5 or Year 11 Annual Review; please ensure you discuss with the parent/carer the choice of school/college for the next phase of their education. (i.e mainstream secondary, specialist school etc).

Recommendations from this EHCP review Please tick Details of amendments, with reference to attached annotated changes on a copy of the EHC plan

1. Educational content: Amendments are required to the content of the EHCP (this does not include requests for a change of provision or placement)

☐

2. Educational provision: Request for a change in provision. Please include supported evidence

☐

3. Educational placement: Request for a change in placement. Please include supporting evidence

☐

This is a key part of the form as it clearly identifies if amendments are being recommended from the review form. Please tick yes or no to the questions. The questions relate to the key section of the EHCP with emphasis on the needs, provision, and outcomes as these are the key aspects of an annual review.

4. Health Needs/Provision:

Please include supporting evidence. Please note that any changes will be forwarded to the health commissioner for agreement.

☐

5. Social Care Needs/Provision:

Please include supporting evidence and note that any requested amendments will be forwarded to Social Care for agreement

☐

Health and social care needs and provision should be reviewed as part of the main review but you do not need to have new reports from agencies unless you feel things have changed or a new understanding is needed. If it is likely there will be change to these needs or provision then include supporting evidence and say where this can be found. These suggested changes will then be shared with health and/or social care teams for agreement.

I confirm this is an accurate note of the Annual Review meeting.

Compiled by: Role:

In the event of a query please contact:

Date:

Signed:

Please tick which applies:

Headteacher ☐ Principal ☐ SENCo ☐ Manager of Early Years setting ☐

Please ensure that you send this report, together with any written advice not previously circulated to the SEND team, the parent/carers and all who were invited to attend the review meeting, within ten working days of the Annual Review meeting and sooner if possible.

Send completed paperwork via secure email within ten days of the Annual Review Meeting using this email address: SEND.AnnualReviews@wiltshire.gov.uk

Data Protection Act. This information is being collected for the purpose of determining the educational needs of the named child/young person, but may also be shared with other relevant professionals such as teachers, health and social workers etc to inform their work. The information collected may also be used for the wider purpose of providing statistical data used to assist with monitoring provision and/or determining areas of need in order to target future resources. For further information please contact the SEND team on 01225 712620

Wiltshire Council

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Please complete the information with regard to who compiled the review, either the headteacher/manager or the person delegated to complete the review, such as the SENCo. Please remember to date and sign.

Please ensure that you send this report, together with any written advice not previously circulated to the SEND team, the parent/carers and all who were invited to attend the review meeting, within ten working days of the Annual Review meeting and sooner if possible.

The annual review reports should preferably be sent by email to SEND.AnnualReviews@wiltshire.gov.uk only, by an established secure link (no password protection required). If no secure link available please send as password protected documents and supply the password in a separate email containing no other information or documents. If unable to send via email please send in a sealed envelope to SEND&I Team, Wiltshire Council, County Hall, Bythesea Road, Trowbridge, BA14 8JN.

After the meeting

After the meeting, you need to send the review information including reports to the SEND team and to the child/young person and/or their parent/carer.

Any significant changes to the EHCP should be annotated on the copy of the EHC plan (in black ink) and sent to the SEND review team with any new supporting evidence, preferably to SEND.AnnualReviews@wiltshire.gov.uk

or to:

SEND Annual Review Team
Wiltshire Council
Bythesea Rd
Trowbridge
BA14 8JN

If there are any significant changes to wording or review of banding considered or a change of placement to be considered, you will need to discuss how to progress this with the SEND lead worker. Requests for significant increases in the level of support or change to a type of placement will be referred to the appropriate Discussion and Decision Group meeting which will consider evidence provided through the annual review process.

Requests for change will be most effectively expressed if they show a detailed analysis of need including the impact on the child's learning, evidence that the setting has taken all possible steps and made reasonable adjustments as well as implementing advice from appropriate professionals. A costed provision map is also required to show evidence of the appropriate deployment of SEND funding to support need.

Upon receiving the report the LA has to decide which one of the three following options applies. Whether the EHCP

1. Should remain unchanged
2. Needs to be amended
3. Should be ceased.

The Local Authority must inform the parent/YP of this decision within four weeks from the Annual Review meeting and if deciding on option 1 or 3, they must inform the parent/YP of the right to appeal.

Confidentiality and Safeguarding

Please ensure that the annual review documentation only relates to the child/young person concerned and that all the reports are signed and dated. Other pupils must not be named in any of the paperwork.

The annual review reports should preferably be sent by email to **SEND.AnnualReviews@wiltshire.gov.uk** only, by an established secure link (no password protection required). If no secure link available please send as password protected documents and supply the password in a separate email containing no other information or documents. If unable to send via email please send in a sealed envelope to SEND&I Team, Wiltshire Council, County Hall, Bythesea Road, Trowbridge, BA14 8JN.

If any serious safeguarding concerns are raised at the review (i.e. a child is at risk of significant harm or neglect) please contact the Multi-Agency Safeguarding Hub (MASH) on **0300 456 0108 (0300 456 0100 out of hours, 999 in an emergency)**.

Early Years

For children aged 0 – 5 years, the setting should hold an interim review of the EHC Plan every 6 months as good practice to ensure their provision remains appropriate. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. Following the full annual review, the child's parent must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.



Transitions

For children attending an Early Years Setting who are due to start school, the SEND Lead Worker will contact parents, the setting and receiving school to arrange a TISM (Transition into School Meeting) to go through the strategies that have successfully supported the child in the pre-school setting so that these can be implemented in the school environment. Transfer from Infant School to Junior School - Year 1 pupils with EHCPs will need to have a phase transfer review. The school will need to arrange for this to take place during Term 5 or Term 6. The child's SEND Lead Worker must be invited to this review along with the SENCO from the parent/pupil's preferred choice of junior school.

Transition from Junior/Primary School to Secondary School - Year 5 pupils with EHCPs will need to have a phase transfer review. The school will need to arrange for this to take place during Term 5 or Term 6. The child's SEND Lead Worker should be invited to this review along with the SENCO from the parent/pupil's preferred choice of secondary school.

Transition from Secondary School to 6th Form, College or other Educational/Training Setting - Year 11 pupils with EHCPs will need to have a phase transfer review. The school will need to arrange for this to take place during Term 1 or Term 2. The young person's SEND Lead Worker must be invited to this review along with the SENCO from the /pupil's preferred choice of sixth form or the Additional Learning Support Manager from the college.

Transition to adulthood - The SEND Lead Worker should be invited to the Year 13 Annual Review when next steps should be discussed.

To support the Transition process, there is a general form to be completed called 'School Evidence Change of Provision' and a form for the 'Y5 Phase Transfer'. These can be found on the SEND Local Offer webpages at: localoffer.wiltshire.gov.uk/Annual-review



Preparing for Adulthood

Once a pupil has reached year 9 every annual review should include Preparation for Adulthood (PfA). There are four areas as noted below that must be considered in every annual review for pupils in year 9 onwards.

1. Further education and/or employment – what you might want to study, what type of job you might like and how to get it.
2. Independent living – how to make you as independent as possible as you become an adult, including where you would like to live.
3. Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community.
4. Being as healthy as possible in adult life.

There are a range of forms that you can use with students to support them to consider the above PfA outcomes. These forms were designed with young people with Special Educational Needs and can be accessed on the SEND Local Offer webpages at:

localoffer.wiltshire.gov.uk/Annual-review

There are also boxes on the Record of Annual Review form to fill in regarding preparing for adulthood.

In order to consider this in more detail please refer to the document 'Growing Up and Moving On' by clicking here:

localoffer.wiltshire.gov.uk/article/6711/Growing-up-and-Moving-on



Health and Social Care

Health and social care provision should be reviewed as part of every Annual Review process with updated professional advice as appropriate. Current health and social care provision should be considered and SMART outcomes identified by the professionals involved. Indication as to whether it is likely there will be any change in health and/or social care needs should be provided as the child/young person moves into the next transition of their life journey.

If the child/young person has a learning disability, families should ensure this is noted on the GP's records to ensure appropriate health care is provided. From the age of 14 years+, the young person will be eligible for an annual health check via the GP. The GP may not be proactive about this, so as part of the annual review it is helpful to encourage young people and their parents to ask GPs about these checks.

From YR9, planning to move from children to adult's services should begin. A named health worker (usually a nurse) will support the transition of care and support. A young person with a long-term condition might also benefit from health transition programmes such as 'Ready Steady Go'. The information from the transition plan should be linked with the Annual Review documentation. For further details please follow this link: [Home - TIER Network \(readysteadygo.net\)](https://www.readysteadygo.net).

If a young person is aged 18 years +, they may be eligible for a Continuing Health Care assessment. To be eligible for NHS continuing healthcare, you must be assessed by a team of healthcare professionals (a "multidisciplinary team") as having a "primary health need". Whether or not someone has a primary health need is assessed by looking at all their care needs and relating them to:

- what help is needed
- how complex these needs are
- how intense or severe these needs can be
- how unpredictable they are, including any risks to the person's health if the right care isn't provided at the right time.



Reviewing Thresholds and Outcomes

A review of a child/young person's banding can be taken forward at any time but should be linked to an annual review and linked to additional information/assessments which show significant change from the original decision.

It is appropriate to consider banding at every annual review. The default position is that the reviewing team should be aiming to reduce a banding unless it can be shown that the interventions associated with the child/young person's objectives and outcomes can only be met by maintaining the banding as it is.

If an enhanced banding is required new information must be submitted to the Discussion and Decision (DaD) Group, linked to recorded reducing progress, poor attainment, and loss of wellbeing in relation to goals set on the EHC Plan and the interventions that have been utilised. It is not sufficient to only look at the descriptors and believe that a higher band is more descriptive of the child/young person than the one they are currently in. To support a higher band a school/setting must show that the scope of the interventions and approaches identified in the EHC Plan and referred to in the banding document (for the band the child is on) have been fully explored and implemented. This information should be submitted to the DaD group via the SEND Lead Worker when considering all reviews, appeals and temporary banding considerations.

In addition, schools will need to give an indication of what new approaches or interventions are being considered, identifying why these are more appropriately delivered within a higher banding than in the current one.

For lowering bandings, information of a similar level should be submitted and in both raising and lowering a band it will be appropriate to discuss the child/young person's case with an Education Officer and/or their SEND lead worker.

The reviewing team may also wish to consider change of provision. Sometimes it may be appropriate for a child/young person to stay on the same banding, but to attend a different provision. This request should be treated in the same way as a re-banding and be submitted to the DaD group with information to support the request.

The link to the Provision Mapping Tools and templates and the link to the Change of Provision information form can be found here

localoffer.wiltshire.gov.uk/article/4432/EHCP-primary

What is an SEN Direct Payment?

- A direct payment is a sum of money that is paid as an alternative to receiving a direct service. This is an alternative rather than an additional way of meeting needs and the amount of the payment will be based on the cost of the direct service.
- Funding for a Direct Payment will mostly come from the High needs funding.
- The Personal Budget can include funding from education, health and social care. However, the scope of that budget will vary depending on the needs of the individual, the eligibility criteria for the different components and the mechanism for delivery. It will reflect local circumstances, commissioning arrangements and school preference.
- Many adults with a disability have a personal budget. Considering personal budgets as part of preparation for adulthood can be particularly useful.

Personal Budgets

Requesting a Personal Budget at the Annual Review

During the EHC Plan Review the child's parent or a young person will have the right to request a personal budget, including a request for an educational direct payment. If this is something the family wish to pursue then you must record this within 'Personal Budget' Section on the form, recording the discussions and thoughts around this. At this stage, it would be helpful to contact your SEND Lead Worker (if they are not at the meeting) who can explain the process in greater detail.

It should be noted that:

- a local authority may not make direct payments in respect of any goods or services which are to be used or provided in a school or post-16 institution without the written consent of the head teacher, principal or the person occupying an equivalent position.
- A local authority may not make direct payments in respect of any goods or services which are to be used or provided on premises where relevant early years education is provided without the written consent of the provider of the relevant early years' education.

Reviewing a Personal Budget

The majority of children in receipt of Educational Direct Payments are likely to be home educated and will be monitored by the local authority. For those small few who are receiving a Personal Budget at school this must be reviewed during the Annual Review to ensure that:

- a) it continues to secure the agreed provision by means of direct payments;
- b) the direct payments have been used effectively;

- c) the amount of the direct payments continues to be sufficient to secure the agreed provision;

If parents are requesting a change, either increase or decrease, of a direct payment this should be noted on the Annual Review paperwork with details regarding how the funding will be used in the next academic year and any requested changes.

Following receipt of the annual review documentation the local authority will consider whether the EHCP needs to be re-issued with amendments.

Plans will generally only be re-issued if

- there are significant changes which impact upon provision
- a change of placement or type of provision is agreed
- following a phase transfer annual review
- the intended outcomes have substantially changed

New diagnoses will not necessarily warrant an amended Plan although this will depend on the circumstances and whether these affect the above. On the whole the plan should be developed rather than reissued and annual reviews create important documentation and development as part of the evolving plan.

Similarly changes in banding will not require a Plan to be re-issued unless the above factors also apply. Shorter term targets in the light of longer-term outcomes can be agreed that are not part of the EHC plan (see SEN COP 9.69). These can be appended to the EHC plan and monitored and amended as required.

Final EHCP Review

As part of the review process consideration should also be given to whether there is an ongoing need to maintain the EHC Plan or whether a recommendation can be made to cease the Plan, meaning this would be the final Annual Review.

The circumstances where it may be appropriate to determine that it is no longer necessary for the EHC Plan to be maintained include:

- **Any year group:** where it is felt that a child/young person no longer needs an EHC Plan as they have reached a point of stability, meeting most of their outcomes and that a My Support Plan would now be appropriate to ensure the child or young person's progress. In supporting this decision schools should refer to the Banding Guidance and transfer all remaining needs and outcomes over to a support plan.
- **Post 16:** The young person has reached a point of stability post 16 and no longer needs an EHCP. This could include a young person aged 16 or over who is due to leave education at the end of the academic year either to take up paid employment (including employment with training but excluding apprenticeships) or is entering into higher education.
- **Post 18:** If a young person aged 18 chooses to leave education at the end of the academic year and no longer wishes to engage in further learning or the young person needs to be transferred to adult services. Further thoughts on this are available at: gov.uk/government/publications/send-19-to-25-year-olds-entitlement-to-ehc-plans/send-19-to-25-year-olds-entitlement-to-ehc-plans

In all circumstances a clear set of actions should be agreed ensuring that the child/young person and their family (as appropriate) are clear about:

- Who to contact if they need further help
- What actions need to be taken to move them forward
- What it means not to have an EHCP anymore
- Who will agree the closure of the plan with the Local Authority (this is part of the legal process)

For all pupils where this is likely to be their final Annual Review the review should consider good exit planning. Support, provision and outcomes should be agreed that will ensure the young person is supported to make a smooth transition to whatever they will be doing next. For those pupils Post 16 this could include moving on to higher education, employment, independent living or adult care.

Examples of support could include:

- Transferring the remaining needs, outcomes and provision onto a **SEND Support Plan** so there is a clear plan of how the child/young person will continue to make progress.
- Supporting the young person with the creation of a curriculum vitae (including references).
- Referring to social care for a transition assessments.
- Referring to Community Connect/WEST.
- For further guidance on preparing for adulthood reviews, see Chapter 8 of the SEN Code of Practice, Preparing for adulthood from the earliest years and the sections above.

Ceasing an Education, Health and Care Plan

At every annual review, consideration should be given as to the appropriateness of the EHCP in the light of the child or young person's progress during the previous year or changed circumstances and whether changes are required including any changes to outcomes, enhanced provision, changes of educational establishment, including whether the EHCP should be ceased.

An EHC Plan may be ceased after careful consideration by the local authority of all the circumstances and:

- Following an open and honest discussion at the annual review meeting – differences of opinion must be recorded
- Following close consultation with young person, parents and professionals
- If the LA decide that it is no longer necessary for the plan to be maintained
- If the LA are no longer responsible for the child or young person.
- The legal definition of when a child or young person no longer requires an EHCP remains the same as that for a statement under the Education Act 1996 which are:
 - The objectives of the EHCP have been met
 - The child/young person no longer requires the special educational provision specified in the EHCP
 - The needs of the child/young person can be met within the resources of the setting
 - The special educational needs of the child/young person no longer significantly impede access to the National Curriculum
 - The child/young person no longer requires daily adult supervision or substantial adaptation of teaching materials to access the curriculum fully

- The child/young person can cope with everyday social interaction at school
- The child/young person has no significant self-help difficulties that require more provision than is normally available within the schools
- The circumstances where the local authority are no longer responsible for the child or young person include where any of the following conditions apply:
 - A young person aged 16 or over leaves education to take up paid employment (including employment with training but excluding apprenticeships)
 - The young person enters higher education
 - A young person aged 18 or over leaves education and no longer wishes to engage in further learning
 - The child or young person has moved to another local authority area
 - The above circumstances are subject to certain situations set out below:

An EHCP may not be ceased unless the local authority decide that it is no longer necessary for special educational provision to be made for the child or young person in accordance with their EHCP. Where a young person over compulsory school age but under the participation age (i.e. under the age of 18), is excluded from their education or training setting or leaves voluntarily, the focus of support should be to re-engage the young person in education or training as soon as possible and the local authority will review and amend the EHCP as appropriate to ensure the young person continues to receive education or training.

For a young person aged 18 or over who leaves education or training before the end of their course the local authority will not cease to maintain the EHCP unless the plan has been reviewed to determine

whether the young person wishes to return to education or training, either at the educational institution specified in the EHCP or somewhere else. If the young person does wish to return to education or training and the local authority think it appropriate the EHCP will be amended as appropriate the plan will be maintained. The local authority will seek to re-engage the young person in education or training as soon as possible.

For young people over the age of 19 the local authority must take account of whether the education or training outcomes specified in the EHCP have been achieved and provided they chose to continue into education or training (including apprenticeships).

Advice and documentation for Professionals, Schools and Settings

We have a range of forms to support settings to record the meeting and request advice from everyone involved, and these are all accessed on the SEND Local Offer webpages at:

localoffer.wiltshire.gov.uk/Annual-review

Record of Annual Review form

Information about me for my EHCP Annual Review form

My views – young people 14 years and above (several file versions)

Parent views as contribution to the annual review

Professional views as contribution to the annual review

Change of Provision Information Form

School evidence for Y5 transfer review





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