

Annual Review of EHCP

Background

Legally, the Education, Health and Care Plan (EHCP) must be reviewed every year (or every 6 months if the child is under five years old). This is called the Annual Review.

Process

The Annual Review is more than just a review meeting, 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.**

There are 5 steps within the Annual Review process. Although the overall Review process is the LA's responsibility, it is usual practice for Steps 1 to 4 to be delegated by the LA to the school/setting/or other education provider, here referred to as the host.

NB: If a child/young person is electively home educated (EHE) or is not currently on an educational setting's role/register, it is the Local Authority's responsibility to organise the meeting.

Step 1: Four weeks before the meeting is due to be held - The host will write to all the professionals involved with the child or young person, which may also include specific professionals employed by the school. They must also write to the parent/young person inviting them to contribute their views wishes and feelings. This should include their view of the current arrangements and provide an opportunity to discuss changes which the parent/young person may want to be made to the EHCP. These reports should be sent to the host within 2 weeks of the request being made.

Step 2: Two weeks before the meeting - The host will send out an invitation to the child's parents or young person. A representative of the school or other institution attended, a local authority SEN officer, a health service representative and a local authority social care representative must be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited, including youth offending teams and job coaches where relevant. The host is also required to circulate copies of all the reports they have received with the invitations. This will usually be the same people they contacted in Step 1 but may include others if it is thought their assistance or contribution may be required.

Step 3: The Annual Review meeting - The Annual Review meeting should be held in the style of a Person-Centred Planning Meeting. It must enable full involvement of the parent, child or young person and consider their views wishes and feelings especially when making decisions.

The meeting:

1. must focus on progress made towards achieving outcomes
2. must establish whether the current outcomes remain appropriate and if required agree new ones
3. must review the special educational provision and the arrangements for delivering it to ensure it is still appropriate and enabling good progress
4. review any health and social care provision and check its effectiveness towards achieving the outcomes
5. check if the aspirations have changed (consider them in the context of paid employment, independent living and community participation)
6. must check if the parent/young person would like to request a Personal Budget.

Step 4: Within two weeks of the meeting taking place - The host must prepare a report that includes any recommendations for amendments to be made to the EHCP. This should include where there are differences of opinions and not just the general consensus. This must be sent to everyone who had been invited and to the LA. Any reports written in contribution to the Annual review (teacher reports / professional reports / parent and child contributions made outside of the meeting) should be shared alongside the Annual Review documents with the EHCP co-ordinator.

Step 5: Within four weeks from the Annual Review meeting - the LA must inform the parent/YP of their decision – they will either:

- maintain the plan (continue with the plan as written, with the Annual Review being added to the EHCP as an appendix)
- amend the plan (rewrite the EHCP so that it remains up-to-date and relevant to the child/young person's current needs)
- or cease the plan if it is no longer needed.

Involvement/Attendance at the Meeting

As well as key school staff the following **must** be invited:

- the child's parents or young person
- the EHC Plan Co-ordinator for the pupil (however, they will only attend certain review meetings)
- Health and/or Social Care representatives where there is direct involvement with the pupil: speech and language therapy, occupational therapy, physiotherapy, school nursing team and CAMHS
- CENMAC, if their service is used.
- the pupil, as appropriate in relation to age and need.

Other key services and agencies involved with the pupil **should** be invited. This might include:

- Educational Psychologist (Your EP should always be invited where a change of provision is required or where their advice on outcomes and target setting is sought. This is most likely to be the case for reviews which will inform transition between key phases.)
- Teachers from the Southwark Sensory Support Service (HI and VI)
- Summerhouse
- Representatives from receiving schools as appropriate.

NB: It is a requirement for therapists who provide in-school therapy (occupational therapy, speech and language therapy, physiotherapy) to provide a report in the advance of each annual review. This is costed as part of the funding provided in the EHCP.

NB: If CENMAC provides services for the CYP, the Southwark 'CENMAC AT/AAC Review' form must be completed and sent in with the annual review (and CC'ed to cenmac@southwark.gov.uk).

Significant Changes

A significant change in an Education, Health, and Care Plan (EHCP) typically refers to any substantial alteration in the child's or young person's needs or circumstances that would require a modification of the support and services outlined in the plan. Here are some examples of what might constitute a significant change:

1. Change in Educational Needs: If there is a notable shift in the child's learning needs, such as a new diagnosis of a learning disability or a significant improvement or deterioration in academic performance, this would be considered a significant change.

2. Health Changes: Any major changes in the child's health status, such as the onset of a new medical condition, a significant change in an existing condition, or recovery from a condition that previously required support, would necessitate a review and potential amendment of the EHCP.
3. Social Care Needs: If there are substantial changes in the child's social care needs, such as a change in living arrangements, new safeguarding concerns, or the need for additional social care support, this would be a significant change.
4. Transition to a New Educational Setting: Moving from one educational setting to another, such as transitioning from primary to secondary school or from school to college, often requires significant adjustments to the EHCP to ensure the new setting can meet the child's needs.
5. Changes in Family Circumstances: Significant changes in the family situation, such as a move to a new area, changes in parental employment that affect the child's care, or other major family events, can also be considered significant changes.

Completing each section of the form

NB: Parts 1 to 5 should be completed as far as possible in advance of the meeting and shared with all attendees. (Part 4 requires a health and social care update that is needed if these services are involved directly with the CYP).

Part 1: Child/Young Person's Information

- Include a photo/picture if wanted.
- Please ensure that all other boxes are filled out.

NB:

- If you are unclear as to the CYP's 'primary need', please speak to your EHCP co-ordinator.

Part 2: General Information

- If this is correct on the EHCP, no changes are needed – if there are two parents/carers, please ensure that full details for both are included

Part 3: Child/Young Person's Child/Young Person's Views

EYFS to Year 4 document:

- Please ensure that this is the CYP's voice– you may use pictures or other methods to aid communication.
- The CYP's aspirations **MUST** be taken into account when planning outcomes and provision.
- Please note if someone helped the CYP fill this out and how they helped (e.g. Ms B typed the CYP's answers; Mr Y showed X a range of pictures to choose from etc.)

Year 5 onwards document:

- Please ensure that this is the CYP's voice– you may use pictures or other methods to aid communication.
- Please ensure a focus on aspirations related to 'Preparing for Adulthood'.
- The CYP's aspirations **MUST** be taken into account when planning outcomes and provision.
- Please note if someone helped the CYP fill this out and how they helped (e.g. Ms B typed the CYP's answers; Mr Y showed X a range of pictures to choose from etc.)

Part 4: Progress Since the Last Review

This section should be completed by the educational setting in advance of the meeting and shared with all attendees at least two weeks before. It should collate the views of all the key staff who work with that CYP.

This section allows the setting to detail changes - to the CYP's strengths, need etc – which are not significant (and therefore will not result in an amended EHCP).

Health: this section refers directly to the EHCP sections C and G – the health services listed MUST be checked to see whether there have been any changes (e.g. provision may have ended, or a diagnosis has been given).

Social Care: this section refers directly to the EHCP sections D, D1, H1 and H2 – a check with social care MUST be completed (if a CYP has a named worker, they will complete this).

NB:

If the form is being completed at the Year 5 annual review onwards, the focus MUST be on 'Preparation for Adulthood'. See the additional support sheet, 'Questions to ask staff'. See also advice (and useful tools) from NDTi - <https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources>

Part 5: Attainment and Attendance

Attendance

- The overall attendance % for the year must be included. Previous year's attendance can be included to demonstrate a pattern or to show progress (or regression).
- All FTEs must be listed (with dates and reasons).
- If attendance is of concern (less than 95%), there must be reasons provided, along with the support being offered by the setting or other services to support attendance.

Attainment

- Make sure you explain how your school's system of assessment relates to age-related expectations.
- Ensure you have listed last year's attainment from the same period of time, e.g. if you are currently in the Spring term, you would be writing the assessment data from the Autumn term. You should then also write last year's Autumn term data.
- EYFS and branch map assessments – use CLL, MD, PD and PSED.
- Key Stage 1, 2 – the focus areas are Reading, Writing, Maths and Science
- Key Stage 3, 4 – the focus areas are English, Maths and Science
- If the CYP is attending post-16 provision, please do not complete this section. Instead complete the section below the section on transport.
- If the CYP is Year 9 or above, the section on careers guidance MUST be completed.

Transport/Independent Travel Training

- If a CYP has a travel package, that needs to be noted here. Not all CYPs are entitled to transport provided by the borough. More information on eligibility can be found here: <https://educationhub.blog.gov.uk/2023/11/03/free-school-transport-explained-eligible-free-travel/>
- There should be a plan to develop independent travel where this is appropriate to the CYP's age and stage of development – this may be provided by the parents/carers.

Part 6: Review Meeting Information

- Please note the date invitations are sent out (this is an element which is checked as part of Southwark's QA).
- You MUST invite all of those who have direct involvement with the CYP – note on the form whether these people attended the meeting or not (if you have concerns, e.g. lack of response, you may note these in the attendance Y/N column).
- Delete any rows which are irrelevant to this CYP; add in new key people where needed.

NB:

- At least TWO WEEKS BEFORE the meeting, the school MUST check whether there is *any* social care involvement with the case (whether or not this is listed in the plan). If there is any involvement with the 'All Ages Disability Team' (e.g. through respite), this level of support can be checked through a request to MASH@southwark.gov.uk
- If the review is for a young person in Year 11 and there are needs around independent living, then social care will need to complete an assessment – in advance of the annual review – so that the needs, and any necessary provision, can be agreed.

Part 6: Views of the Year

Parent/Carers' Views

- Views can be sought beforehand or in the meeting – parents/carers should be given the chance to provide their views in advance if they wish.
- The information related to SIAS should be included in the invite letter given to the parents/carers, at least two weeks before the meeting.

Setting/Professionals' Views

- The overall setting view should be shown within this section – this could be filled out by the class teacher if appropriate.
- If no 'other professionals' attend the meeting, this section may be left blank.

NB:

If the form is being completed at the Year 5 annual review onwards, there is an additional section to show the Child/Young Person's Aspirations for the next year – these MUST be the focus for the outcomes to be worked on over the following year.

Part 7: Review of Outcomes in Current EHCP

- Review the **long-term outcomes** in Section E of the EHCP – copy and paste the long-term outcomes (not the steps if they are on the CYP's EHCP)
- Remember that the 'Level of Progress' is in consideration that these outcomes are set for at least three years. It is unlikely they will be achieved before that, unless the CYP no longer requires the level of support they are receiving.
- Reason – give evidence for the level of progress chosen.

NB:

Short-term/annual outcomes should be reviewed as part of the usual graduated response applied to every CYP. They are not required as part of the annual review of the EHCP, but may provide helpful evidence and support discussion. There is a post-EHCP graduated response document which may help with this.

Part 8: EHCP changes (if requested)

If there are no 'significant changes' (see above), this section does not need to be completed. Please put a ✓ sign in the box to indicate to the EHCP co-ordinator that no amendments are required following this review.

If changes are required:

- Ensure that the EHCP co-ordinator is given enough notice to attend the meeting.
- Ensure that professional advice has been sought.
- Recommendations for any amendments required to the EHC plan must be clear, quantifiable and based on the available evidence.
- Where there is any difference between the educational provider's recommendations and those of others attending the Annual Review, please set this out in the box below.
- If you would like to recommend changes, please specify in each box below sections to be deleted, amended or added (by cutting and pasting from the EHC plan – please request a Word version of the EHC plan if you do not have one). Please use the following key when proposing amendments:
~~strikethrough text~~ for deletions
add new text in green

Outcomes:

There should be no more than six outcomes. These should be 'holistic', e.g. linked to the child/young person's aspirations (and their parent/carer's aspirations where appropriate). They DO NOT link to one area of SEN but are linked to the overall plan of support. They must be SMART.

Guidance from NDTi: When you are writing an outcome in an EHCP, it's useful to think about what an outcome is.

'An outcome is the benefit or difference made to an individual as a result of an intervention.'
(Code of Practice, para 9.66).

Ask yourself what achieving an outcome would do for the young person:

- What would it give them?
- Do for them?
- Make possible for them?

Outcomes must be person centred; they should be specific to the child or young person and expressed from a personal perspective, not a service one. They should be SMART:

- Specific
- Measurable
- Achievable
- Realistic/Relevant
- Time bound

If it is SMART, the purpose of the outcome will be clear, and everyone will know when the outcome should be achieved and when it has actually been achieved. If not SMART, it is difficult for young people, families and professionals involved to assess if the child/young person has made progress to, or indeed achieved, the outcomes listed. This then risks outcomes remaining in the EHCP without being appropriately updated.

If you are going to write good outcomes in plans, it is useful to consider:

- Avoid setting too many outcomes.
- Plan for longer term – more than 12 months – to a key transition time or key stage.

- Ensure that an outcome is linked to an aspiration.
- Make them clear and simple – ideally written in the first person so that they are person-centred.
- Avoid language that is jargon, vague, generic.
- Think holistically, relate to whole life outcomes, not just education.
- Write outcomes positively.
- Do not frame outcomes around provision.

The outcomes should be written using this framework:

By [REALISTIC TIMEFRAME], I will *be able to* [MEASUREABLE SKILL/OUTCOME] so that [HOW THIS WILL POSITIVELY AFFECT THE OUTCOME].

e.g: By the end of Year 6, I will be attending at least two activities outside of my house and school every week so that I am able to make new friends and develop my social skills.

NB:

Please ensure that it is understood that these recommendations are then sent back to the local authority to discuss further. **Amendments may not be agreed.**

Costed Provision Map

- DO NOT complete if no changes are being requested.
- If the setting is requesting amendments, a costed provision map must be provided to indicate the costing for the support required (as determined by the changes to the 'provision' in the section above, as well as any provision which is expected to continue). If additional funding is being requested, there MUST be evidence provided that a thorough graduated response has been applied (e.g. clear evidence of multiple cycles of 'assess, plan, do, review' – the Southwark post-EHCP graduated response document may be helpful).
- If the CYP is moving settings, please ensure that a discussion around what is appropriate in that setting is held. Please ensure that parents/carers are aware that a CYP's funding is often amended when they move settings as they may no longer need the same level of support due to progress.

Part 9: Summary

EYFS to Year 4

- 'Choose an item' – select from the dropdown menus to answer the key questions.
- Please ensure you have completed the section with any new professional advice. If a report is provided, you may write 'see SALT report, *date*' (ensure you write the date of the report as there will likely be multiple SALT reports for that CYP).
- Personal budget - Most EHCP provision (Section F) is devolved to the setting, who choose how they will allocate resources to ensure that provision is as listed in the EHCP. A personal budget is the estimated amount of money which would be needed to cover the cost of making the special educational provision specified in the EHC plan. It is a 'notional' amount, which means it is available in theory and is not a cash sum which the parent/carer can expect to be paid. If a personal budget is requested, that 'notional' sum would be removed from the setting's budget (e.g. if a parent/carer requests to fund speech and language therapy from a personal budget, the amount allocated to that funding would be removed from the setting's budget and given to the parent – it may not cover the entire funding as it would match the setting's funding). There is associated paperwork to set up a personal budget and it must be reviewed, and evidence provided, separately from the setting's annual review.

- Actions to take place following the review: these could include a review by a specialist (who must be commissioned by the school); an onward referral for further assessment by a health authority or social care; a consideration of different settings by the parents/carers; consideration of amendments by the Local Authority.
- The last two sections are for completion by the Local Authority only.

Year 5 upwards

- There must be planning towards increasing independence and reducing the reliance on others.
- Pathway towards 'ceasing the plan' MUST be considered when this is appropriate. When children/young people can have their needs met from provision that is ordinarily available in nursery, school or college, they no longer need an Education, Health and Care Plan. Some children/young people will have an Education, Health and Care Plan for longer than others. Local Authorities may cease to maintain an Education, Health and Care Plan when:
 1. it is no longer necessary for special educational provisions to be made for the child/young person in accordance with an Education, Health and Care Plan.
 2. the child/young person moves out of the Local Authority area.
 3. the young person attends a university.
 4. the young person enters employment.
 5. the young person becomes 25 years old (Local Authorities have discretion to delay this until the end of the academic year in which they turn 25 years old).
- Please note if the CYP is due to move to a new setting at the end of the next academic year and list the next setting where this is known.
- Please ensure you have completed the section with any new professional advice. If a report is provided, you may write 'see SALT report, *date*' (ensure you write the date of the report as there will likely be multiple SALT reports for that CYP).
- Personal budget - Most EHCP provision (Section F) is devolved to the setting, who choose how they will allocate resources to ensure that provision is as listed in the EHCP. A personal budget is the estimated amount of money which would be needed to cover the cost of making the special educational provision specified in the EHC plan. It is a 'notional' amount, which means it is available in theory and is not a cash sum which the parent/carer can expect to be paid. If a personal budget is requested, that 'notional' sum would be removed from the setting's budget (e.g. if a parent/carer requests to fund speech and language therapy from a personal budget, the amount allocated to that funding would be removed from the setting's budget and given to the parent – it may not cover the entire funding as it would match the setting's funding). There is associated paperwork to set up a personal budget and it must be reviewed, and evidence provided, separately from the setting's annual review.
- Actions to take place following the review: these could include a review by a specialist (who must be commissioned by the school); an onward referral for further assessment by a health authority or social care; a consideration of different settings by the parents/carers; consideration of amendments by the Local Authority.
- The last two sections are for completion by the Local Authority only.

NOTE:

Following the meeting, the LA will be seeking views from the young people and families directly, via the school, about their experience of the review meeting. This data will be used to improve the quality of annual review going forward.