
ANNUAL REVIEW GUIDANCE

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INTRODUCTION

The Annual Review of an Education Health and Care Plan (EHCP) is not only a meeting but a process by which the outcomes set out in the EHCP, and the effectiveness of provision, are reviewed alongside all other sections of the EHCP. The child or young person is at the centre of this process and is involved in the discussions and decisions along with parents, carers and professionals. At each Annual Review, progress towards achieving the outcomes and aspirations in the EHCP is discussed and recorded, and consideration is made as to whether supporting targets remain appropriate.

EHCPs must be reviewed, and the process must be completed by the Local Authority within every 12 months as a minimum. For children under the age of 5 with EHCPs, this review must be within 6 months. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHCP and must also consider whether these outcomes remain relevant. The SEND Code of Practice states:

*"As part of the review, the Local Authority and the school, further education college, or Section 41 approved institution attended by the child or young person **must** co-operate to ensure a review meeting takes place."*

The SEND Code Of Practice 2015- 9.127

Settings are asked to use the standard pro-forma prepared by Birmingham City Council to document the meeting; the Annual Review Report.

THE ANNUAL REVIEW MEETING

The Children and Families Act 2014 stresses the importance of close relationships between the child or young person, their parent carers, and the settings which educate those children and young people. Birmingham City Council holds the view that the Annual Review provides a valuable opportunity to involve the child, young person and parents carers in celebrating progress and identifying targets for the following year.

The work of the setting to prepare the child or young person and parent carers for the Annual Review Meeting, and to welcome and support their participation, is significant. The Local Authority asks that wherever possible, a consensual view of the child or young person's progress, and how their strengths and weaknesses will be addressed in the next year, be taken.

Settings will be especially sensitive to the potentially stressful nature of the Annual Review for some parent carers, children or young people. The Local Authority asks settings to be generous in offering their assistance to those children, young people or parent carers who need encouragement and support. The Local Authority also asks settings to alert them, where helpful, to the assistance provided by Birmingham City Council SEND Information Advice and Support Service (SENDIASS).

REQUESTING AN EARLY REVIEW

If the educational setting, family, or young person believe it is required, an early Review can be requested from their allocated Case Officer. Reasons for this may be a concern that the child or young person is not making progress towards their long-term outcomes, there has been a significant change in needs or provision, or the child or young person is at risk of exclusion/a permanent exclusion is being considered. There should be professional evidence to highlight what actions have **already** been taken to address poor progress, including updated professional advice and guidance that has been

acted on and evaluated for impact. The request will then be considered by the SENAR Team based on the written evidence provided.

REQUESTING A REASSESSMENT

An Annual Review can be an opportunity to request a re-assessment of a child or young person. However, the Local Authority can refuse a request if less than 6 months have passed since the last EHC needs assessment was conducted, or it thinks that a further EHC needs assessment is not necessary, for example, if the Local Authority considers the child or young person's needs to have not changed significantly.

What if the young person is not in education or training?

If a child or young person is on the roll of a setting, but not attending, the setting maintains responsibility for that child or young person and for arranging the review of their EHCP.

If a young person has an EHCP and is aged under 18, but is not receiving education and / training (for whatever reason), the Local Authority must review the plan to *"ensure that the young person continues to receive education or training"* (see SEN Reg 29). This includes children and young people who are under EOTAS and EHE.

THE PURPOSE OF THE ANNUAL REVIEW

a) The principal purpose of the Annual Review is to:

1. Review the child or young person's progress toward meeting the outcomes in the EHCP and the targets set at the previous review.
2. Review progress on outcomes in all relevant categories. Education, health, and social care should be reviewed.
3. Check that basic information on the child or young person and family (e.g., home address, telephone number etc.) are all up to date and complete.
4. Identify and celebrate progress.
5. Plan the following year's interim targets and support strategies.
6. Evaluate the continued effectiveness and relevance of the provision set out in the EHCP, and consider if it is necessary to request an amendment, re-assessment, or cessation of the EHCP.
7. Give families or the young person the opportunity to request a Personal Budget and review any Personal Budgets already in place.
8. Promote the Preparing for Adulthood (PfA) aspects of planning, especially from Year 9 (or age 13) onwards.

b) The Annual Review must take account of the views of the child or young person, and those of their parent carers. A person-centred approach should be taken (see below for further information).

c) Annual Reviews include a meeting of relevant people, usually held in the education setting attended. A report of the meeting, with attached documents, is then sent to the Local Authority within two weeks of the meeting.

d) The SENAR Team considers whether amendments to the EHCP are required, whether there is no change to the EHCP, or whether the EHCP needs to be ceased.

e) The Annual Review is completed only when the SENAR Team has received the Annual Review paperwork and has shared their decision as to whether to maintain, amend or cease the EHCP with the family or young person.

f) Where a child or young person is not on a roll, and so does not attend an educational setting, the Local Authority will conduct the Annual Review at a mutually convenient location.

WHAT THE SEND CODE OF PRACTICE (2015) SAYS

- Annual Reviews must be held in partnership with the child or young person and their parent carer, taking account of their wishes and feelings. This should be clearly recorded on the Annual Review Report document.
- At each Annual Review, the family or young person should be asked if they wish to request a personal budget to support any needs or outcomes identified in the plan. (see Personal Budget Guidance on the Local Offer: <https://www.localofferbirmingham.co.uk/money-matters/personal-budgets-and-direct-payments/>).
- There is a requirement for all EHCPs to be reviewed by the Local Authority at least within 12 months. This is usually referred to as the Annual Review. However, Early Years EHCPs should be reviewed within 6 months.
- The Annual Review process must be either completed on or before the anniversary of when the EHCP was first issued, or the anniversary of the last review.
- The Annual Review meeting must enable full involvement of the parent carer, child or young person and consider their views, wishes and feelings especially when making decisions.
- Annual Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHCP. The Annual Review must also consider whether these outcomes and supporting targets remain appropriate.
- All reviews from Year 9 onward (or age 13 if the child is out of chronological year group) must include a focus on Preparing for Adulthood (PfA) as a statutory requirement.

- The Annual Review should consider the continuing appropriateness of the EHCP and whether changes are required including whether the EHCP is still required.
- New interim targets should be set, and new outcomes agreed where appropriate.

ANNUAL REVIEW ACTIONS TIMELINE

	Action to be taken	Prepared Date	Completed Date
6 weeks prior to the AR meeting	If you have significant concerns about a child or young person, please discuss these with your Case Officer and parent carers at this point		
4 weeks prior to the AR meeting	<p>Send out the invite to the Annual Review to:</p> <ul style="list-style-type: none"> • the child, their parent carers or young person • a representative of the setting (if the setting is not arranging) • health service (directly to whoever is involved) • social care (directly to whoever is involved), • relevant SEND professionals • the SEND Case Officer 		

	Action to be taken	Prepared Date	Completed Date
4 weeks prior to the AR meeting (continued)	All must be given at least two weeks' notice of the date of the meeting, but 4 weeks prior allows for consideration of any possible changes to suggested date. As part of the invitation, seek views, advice and updates (as appropriate) from all involved. These must be circulated at least 2 weeks prior to the Annual Review.		
3 weeks prior to the AR meeting	Chase any views, advice, or updates if they have not been returned yet. Confirm who is attending.		
	Collate all views, updated advice or updates and send to all those attending the meeting.		
	Check the child's/ parent carer's/ young person's views, particularly to see if they have requested support at the Annual Review Meeting.		
2 weeks prior to the AR meeting	Circulate all views, advice and updates received to all those invited at least two weeks prior to the meeting date.		

	Action to be taken	Prepared Date	Completed Date
1 week prior to the AR meeting	Ensure that the child or young person knows that it is their meeting and determine what support they may need to facilitate their attendance to it. Give them choices where possible (seating arrangements, refreshments, music). Check how they wish to contribute.		
	Prepare the Annual Review Report. Prepare what to say and take any information required to the meeting. Be clear what is important for the child/ young person.		
At the AR meeting	Use the Annual Review Meeting agenda attached for how to structure the meeting. Capture the meeting on the relevant Annual Review Report.		
Within 2 weeks of the AR meeting	Send the complete Annual Review Report to the SENAR Team e-mail address (details at the bottom of the document) along with all supporting documents.		
Within 4 weeks of the AR meeting	Your Case Officer will write to the child's parent carer or young person to inform them of the Local Authority's decision, which could be to keep the plan as it is; amend it or cease to maintain it.		

SECTIONS OF THE EHCP

EHCPs are not expected to be amended on a frequent basis. Amendments are necessary if there has been a significant change in the child or young person's needs which impacts the provision they require as evidenced by updated, triangulated, professional evidence.

The Annual Review is required to check all sections of the EHCP.

SECTION A

Aspirations should be checked to see if they remain the same. There may be additional aspirations to be included, perhaps due to new experiences, interests, or circumstances.

SECTION B

New needs may have emerged, or existing needs changed and/or are having an impact on other areas of their life (in or out of setting). The parent or the child or young person may not feel their needs are described accurately or to be a true representation of who they are. Some content may be dated and require amending (such as previously recorded academic levels).

SECTION C

There may be a new diagnosis or on-going investigations. Health conditions and resulting needs included may have changed. Any new Health advice covering health needs should be considered and where appropriate incorporated.

SECTION D

A change of circumstances may have occurred or a more up to date assessment may now have been completed, describing Social Care needs

that should be included. The parent carer, or young person may have requested an assessment of their Social Care needs since the last EHCP was issued or in the context of the Review which should be considered in the amending of the EHCP.

SECTION E

Outcomes are not annual targets. They are set looking forward to the end of the key stage or beyond. They still need to be reviewed to check they are still relevant, if they need to be made more specific or measurable, or if they may have changed completely. Outcomes must be specific, measurable, achievable, realistic and time-bound (SMART). It may help to imagine future Reviews and how measurable the outcome will be, later considering whether the outcome has been achieved.

If the Review establishes that the child or young person has achieved their education and training-based outcomes, or that support can now be met within delegated resources, a discussion with the child or young person and their family should take place and consideration made by the LA to cease the EHCP.

SECTION F

There should be provision to match each need included in Section B. Special educational provision is defined in [Section 21 of the Children and Families Act 2014](#):

- For children under two, it is any form of educational provision.
- For children over two, it is education or training that is different from, or additional to, that which is normally available in a mainstream setting.

Provision must be detailed and specific and normally quantified in terms of the type, amount of time, and frequency of support, as well as level of expertise, and, clarity as to whether the support is provided through a personal budget.

SECTION G

Any provision included in Section G requires agreement from the LA and the Clinical Commissioning Group (CCG). Any health provision, such as Speech and Language Therapy, which can be considered to 'educate or train', must be included in Section F, not Section G.

SECTION H1 & H2

Any provision included here will depend on what Social Care needs, if any, have been included in Section D. It must be reviewed and may have already changed since it was originally included.

SECTION I

Setting placement. The parent carer or young person may want to ask for a different setting or type of setting if they believe it will provide a better match to their needs. Settings should not propose a change of educational setting without justification via the Annual Review Report and supporting documentation. Settings must evidence the incompatibility of the efficient education of others.

SECTION J

Any Personal Budget (PB) already in place should be reviewed particularly where provision has been amended. This is also an opportunity to request a PB if the parent carer or the YP would like one.

SECTION K

Professionals can communicate if their updated report supersedes the previous one, or if appended reports are no longer valid.

RESPONSIBILITIES AND TIMEFRAMES

The Annual Review process is more than just a review meeting. It is a process that **must** be completed **on or before** the anniversary of when the EHCP was first issued or the anniversary of the last review meeting (not 12 months from the date the amended EHCP is issued).

The Local Authority will provide a list of children and young people requiring an Annual Review in the forthcoming full term to all setting leaders of the identified provision where the child or young person is on roll; at least 2 weeks before the start of each preceding half term break (May, October, and February).

Where a child or young person is on roll at a setting, this setting will usually arrange and conduct the Annual Review Meeting. Where a child or young person is not on roll, the Local Authority will arrange and conduct the Annual Review Meeting.

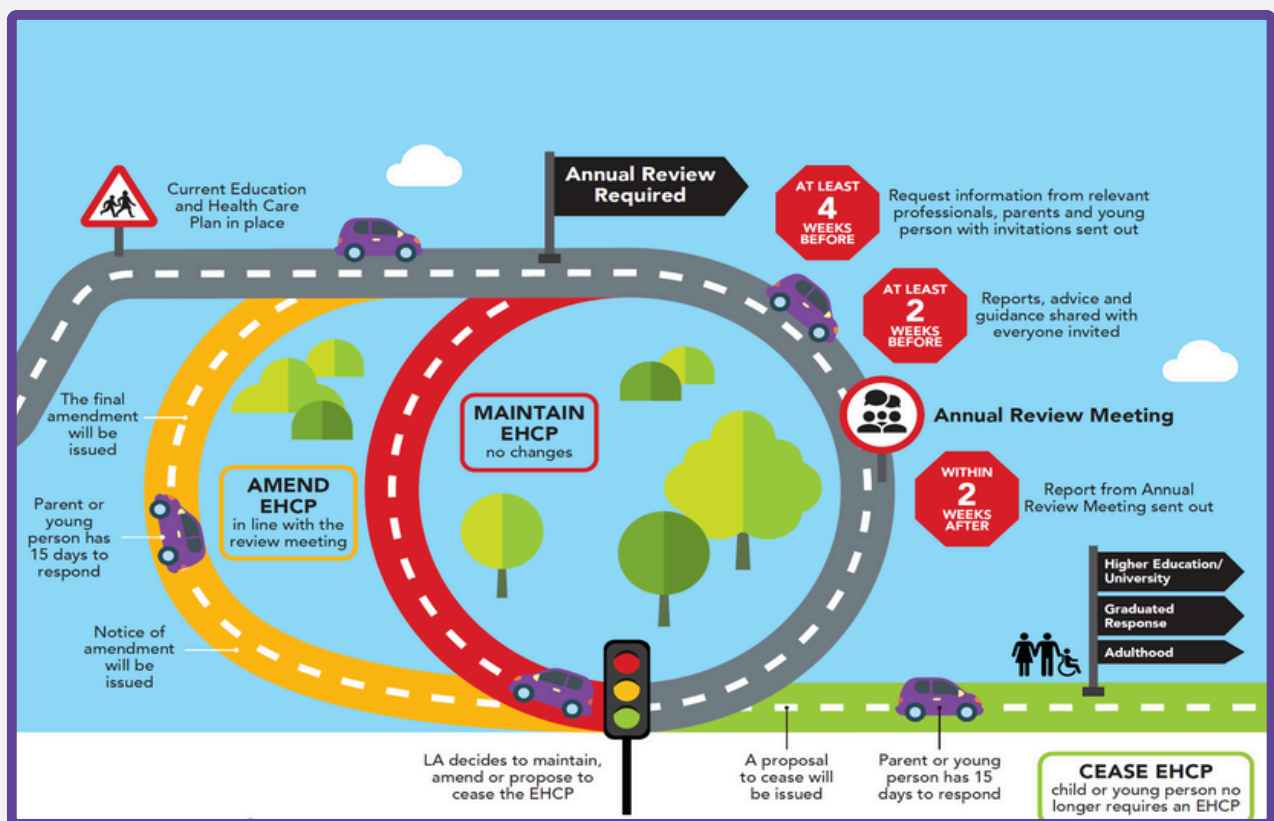
The setting must prepare and send an Annual Review Report of the meeting to everyone invited **within two weeks** of the meeting, including the SEND Case Officer. **Within four weeks** of the review meeting, SENAR must decide whether it proposes to:

- keep the EHCP as it is
- amend it, whereby a draft Amended EHCP is sent out
- cease to maintain it

It is important to remember that:

- The child's parent carers/young person and the educational provider should all be notified of the decision by letter.

- The child's parent carers/young person should be informed that they may request a meeting with the Local Authority to discuss the proposed changes.
- Where an EHCP is to be amended, SENAR should issue the final amended EHCP as quickly as possible and within 8 weeks of the 'Notice of Amendment' letter.
- When sending the final amended EHC plan, the Local Authority must notify the child's parent carers/young person of their right to appeal and the time limit for doing so, of the requirement for them to consider mediation should they wish to appeal, and the availability of information, advice and support and disagreement resolution services.



PREPARATION FOR THE ANNUAL REVIEW MEETING

The setting (or LA where the child or young person is not on a roll of a setting) should set the date and time for each review meeting. Where a child or young person is on roll at a setting, but not attending, the setting maintains responsibility for the review.

The Regulations require that at least two weeks notice must be given of the date of the meeting; in practice, longer notice is required to allow time for the appropriate documentation to be collected and circulated.

It is important to ensure all relevant and involved professionals are invited to the Annual Review. To secure attendance by involved health and social care professionals, a longer notice period would be advisable. In cases where a child or young person has an existing EHCP with no therapy provision, but a new therapy need has been identified, requests for advice should be made directly with the health professional. Newly involved health or social care professionals may need longer than four weeks to submit updated information for the Annual Review.

The following people must be invited to the Annual Review meeting:

- **The child or young person** It is good practice to involve the child or young person in their Annual Review. Consideration should be given as to whether they will require support in the meeting and whether it is appropriate for them to be present for all or a part of the meeting.
- **Parent Carers** - If the child or young person is looked after by the Local Authority, the child's social worker and / residential care worker or foster carers, as appropriate.

- **The setting leader** responsible for overseeing the provision of education for the child or young person. In practice, they may delegate such attendance to a nominee, usually the Special Educational Needs Coordinator (SENCo).
- **A representative of SENAR** from the Local Authority, usually the Case Officer.
- **A relevant health care professional** in line with the child's health care needs, for example, a paediatrician, CAMHS, GP, school nurse or health visitor, to provide advice about the child or young person's health care provision, as required.
- **Social care professionals** as required, but essential for children or young people in care, under Child Protection Plans, Child in Need Plans, or where there is a Family Support Worker involved / Early Help involvement.
- Any other professional involved with the child or young person, for example, their youth worker, Youth Offending Team etc.

In addition, consideration should be given to inviting relevant professionals where they are currently involved in supporting. These professionals should be invited if they have already been involved following previous interventions. The Annual Review Meeting is not the mechanism to engage the involvement of new professionals, this should be done before the Annual Review Meeting is scheduled:

- **An Educational Psychologist (EP)** If a significant change in needs has become evident and they have been able to provide an update of needs.
- **A specialist teacher/professional** from integrated SEND Services, who are currently involved with the child or young person already, and they have been able to provide an update of needs.
- **A person working with the child or young person**, as a direct result of the EHCP.
- **A representative of another Local Offer Authority** where the child or young person is placed in the setting by that Local Authority.

- **Private Specialists** Where a parent carer has commissioned a private report from one or more specialists, but after consultation with the parent carers, and with the parent carer meeting any associated expenses for them to attend the meeting.
- Any other person suggested by the parent carer as being involved with the education, health care or social care of the child or young person
- **Virtual School Lead** if the child or young person is looked after or previously looked after.

It is unlikely that all the relevant professionals will be able to attend all review meetings. It is helpful when inviting professionals from outside the setting to indicate the importance attached to their attendance, and why they are being invited to this Annual Review.

Those arranging the Annual Review are asked to stress that written advice is required from those invited who are unable to attend the meeting. If the attendance of a particular person is thought essential, then that person should be consulted before fixing the date of the meeting.

In preparing for the meeting, the organiser should request the child or young person's views (in whatever format suits their communication methods), the parent carer's views, those persons specified by the Local Authority, and anyone else considered appropriate.

If a setting is unsure of health professional involvement, LA maintained schools are able to check this with their allocated School Nurse in advance, or call the School Nurse Duty Line to check.

Districts/schools in the following districts	Teams
<ul style="list-style-type: none"> • Selly Oak • Northfield • Edgbaston • Ladywood • Perry Barr 	<p>South Central School Nurse Team Lansdowne Health Centre, 34 Lansdowne St, Birmingham, B18 7EE</p> <p>Tel: 0121 245 5750 NHS Net: BCHNT.southcentralsnteam@nhs.net</p>
<ul style="list-style-type: none"> • Hall Green • Yardley • Hodge Hill • Erdington • Sutton Cottage 	<p>North East School Nurse Team Hob Moor Road Health Centre, 192 Hob Moor Road, Small Heath Birmingham, B10 9JH</p> <p>Tel: 0121 466 6565 NHS Net: BCHNT.northeastsnteam@nhs.net</p>

For children and young people who do not attend an LA maintained school, please liaise with parents carers for an update, or directly with the young person.

Views from the child or young person's parent carers must be sought. Assistance should be accommodated if required.

On receipt of all views, advice, and updates from all parties, the organiser is then asked to complete the relevant Annual Review Report document, and send it, together with all the advice received, to everyone invited to the review meeting. This should be done at least two weeks before the date of the meeting.

For children in care (CIC) the review of their Personal Education Plan (PEP) should be integrated into the Annual Review.

The organiser must inform the child, young person, and / parent carers that they may bring an adviser, friend, relative or an independent parental supporter to the Annual Review Meeting. Interpretation and translation facilities should be arranged if required.

AT THE MEETING

The Headteacher, Principal, or member of staff to whom responsibility has been delegated, should normally chair the meeting. Ensure that there is an agenda and allow for time to respond to queries within the time set for the meeting. See Appendix 1 for an example agenda.

REVIEW MEETING FORMAT

Although the Annual Review process is laid out in the Code of Practice, the format of the meeting will differ from setting to setting, but should still cover the principles of a person-centred review.

HOW TO CONSIDER AMENDMENTS

EHCPs are not expected to require frequent changes and updates (CoP 9.193). When they do need amending, there should be supporting evidence to inform any changes.

YEAR GROUP CHANGES

It is expected that the child or young person will remain within the year group appropriate for their chronological age.

If there are compelling reasons why a setting / parent carer recommends a child or young person should remain in the same year group for a second year, then reasons should be set out for this. Settings are asked to carefully consider the implications of such a recommendation, particularly concerning phase transfer, where a receiving setting cannot be compelled to observe a previous decision to move a child or young person into a different year group.

It is hard to envisage a situation where a child or young person can be 'held back' for more than one year. The Local Authority will consider any offset request as per the offset process.

LOCAL AUTHORITY STRATEGIC APPROACH

Attendance at Annual Review Meeting

As a local area, we will prioritise specific annual reviews for attendance by SEND Case Officers. These include:

- Where a child or young person has been released from custody. This will include reviewing whether the EHCP still reflects needs accurately and should involve the Youth Offending Team in agreeing appropriate support and opportunities.
- Where there is considerable concern regarding the child or young person's progress or access to learning.
- Where the placement is considered to be vulnerable as a result of complex and/or significant needs.
- Where a child or young person has recently moved into the local area.

The Case Officer may or may not attend the Annual Review based on the characteristics of the case. The setting can speak with their allocated Case Officer to discuss the urgency of their concern and a decision will be made as to whether a SENAR representative is necessary to attend or whether advice can be given prior to the Annual Review Meeting.

Monitoring and Review of Statutory Processes

All statutory processes and adherence to statutory responsibilities will be kept under continual monitoring and review by the Local Authority. Key performance indicators will be at the centre of this. In addition, SENAR will:

- Keep under review how compliance in relation to time frames for Annual Reviews of EHCPs is monitored and audited through annual audits of process.

- Ensure there is clear guidance regarding exceptions.
- Ensure appropriate action is taken on casework.

TIMING OF ANNUAL REVIEWS

Except in particular circumstances, all EHCPs must be reviewed at least annually. This review must be completed within 12 months of the previous review. The dates of the meeting and any other actions must allow the Local Authority to complete its part of the review by the 12-month deadline.

Where a child is under five years, reviews should be undertaken at least every three to six months to ensure that the provision continues to be appropriate.

PHASE TRANSFERS

Conversations about key transitions should be ongoing and not limited to the review prior to phase transfer. However, to ensure that the Local Authority has the necessary information in sufficient time, all phase transfer Annual Reviews should be held no later than the first half of the Autumn term in the academic year of transition.

The phase transfers are:

- Early years provider to school
- Infant school to junior school
- Primary school to middle school
- Primary school to secondary school
- Middle school to secondary school
- Year 11 or above to a new setting or provider

For more information, please refer to the SEND Code of Practice 9.179.

These key transfers require Annual Review Meetings in: NCY -1, Year 1 (for infant schools only), Year 5, and for students in Year 11 and above intending to transfer to a new setting or training provider.

For the above cohorts, the summer term of the previous academic year before the year of transition is as follows:

- Year -2 in pre-school (children under the age of 5)
- Year 1 in infant school
- Year 5 in primary school
- Year 10 in secondary school

This allows the Local Authority to name the next setting by the statutory deadline of 15th February for school age phase transfer, and 31st March for post-16 movers on in the year of transfer.

POST-16 TRANSITIONS

For young people moving between post-16 institutions, the Annual Review process should normally be completed by 31st March where a young person is expected to transfer to a new institution in the new academic year.

However, transfers between post-16 institutions may take place at different times of the year and the Annual Review process should take account of this. In all cases, where it is proposed that a young person is to transfer between one post-16 institution and another within the following 12 months, the Local Authority must review and amend, where necessary, the young person's EHCP at least five months before the transfer takes place.

PREPARING FOR ADULTHOOD

From Year 9 onwards (or age 13 for anyone not in their chronological year group), the Local Authority has a duty to ensure that the Annual Review Meeting *“consider[s] what provision is required to assist the child or young person in preparation for adulthood and independent living”* (Regulation 20(6) and Regulation 21(6) of the SEN and Disability Regulations 2014). This must also include preparation for the further education sector, work-based training, higher education, and adult life. Settings have a key role in providing high-quality Careers Information, Advice and Guidance (CIAG).

The young person must be placed at the centre of such planning. The Annual Review must be driven by the young person’s ambitions, aspirations, and outcomes to ensure a true ‘person-centred’ transition into adulthood.

Annual Reviews are an opportunity for the young person to discuss with their family, the setting, and the Local Authority, what they would like to achieve as they grow up. The aim of this is for young people with SEND to be supported towards greater independence and employability.

It is also important to remember that settings have duties to participate in the planning process for Year 9 onwards. Paragraph 8.24 of the Code of Practice says:

“If it is clear that a young person wants to attend a different school (sixth form) or a college, then that school or college must co-operate, so that it can help to shape the EHC plan, help to define the outcomes for that young person and start developing a post-16 study programme tailored to their needs.”

WHAT IS PREPARATION FOR ADULthood?

The SEND Code of Practice (2105) has some useful examples of what this might be (see paragraph 8.10):

- support to prepare for higher education and/or employment
- training options such as supported internships, apprenticeships, and traineeships
- support in finding a job and learning how to do a job (for example, through work experience opportunities or the use of job coaches)
- help in understanding any welfare benefits that might be available when in work
- preparation for independent living including where the child or young person wants to live in the future, who they want to live with and what support they will need
- consider local housing options including housing benefits and social care support available
- support in maintaining good health in adult life
- support in participating in society: this is a wide-reaching concept and includes things such as understanding how to get about (using transport and benefits options relating to this) and making and maintaining relationships.

START PLANNING EARLY

The [SEN and Disability Code of Practice](#) has the detail of what ought to be considered in Annual Reviews from Year 9 (or age 13) onwards.

For teenagers, preparation for adult life needs to be an explicit element of their planning and support. Discussions about their future should focus on what they want to achieve and the best way to support them to achieve (paragraph 8.7 CoP). Arrangements must be made for the young person to receive careers and employment guidance and advice.

There may be very good reasons to start planning for adulthood sooner than Year 9 and the Code of Practice suggests that it can be helpful for EHCP reviews before Year 9 to have this focus too.

PERSON CENTRED PLANNING WITH YOUNG PEOPLE

Planning must be centred around the individual and explore the young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training, and the support they need to achieve their ambitions.

Young people must have the support they need (for example, they might need an advocate) to participate fully in this planning and make decisions. Transition planning must be built into their EHCP and should result in clear outcomes being agreed upon that are ambitious and stretching and which will prepare young person for adulthood (paragraph 8.9 CoP).

It is important that the young person themselves can give their views and cover the topics they think are important. Some helpful resources to assist with this are:

- The Council for Disabled Children's [guide to help young people prepare for annual reviews](#)
- Preparing for Adulthood's [Preparing For Adulthood Guides and Toolkits](#) or key topics to cover at Annual Reviews for children and young people from Year 9 onwards

There are some key points for Annual Reviews and the transition between the setting and further education and/or training:

- planning depends entirely on the young person's aspirations and abilities and what is needed to support them to "achieve their ambition": the EHCP must fit the individual young person and not the other way around.
- young people should be appropriately supported to participate and make decisions. Parent carers need to think about how best to enable their young people to make decisions when the time comes.
- transition planning must be built into the EHCP.
- The outcomes sought for a young person must be "ambitious" and "stretching" and "prepare young people for adulthood." This is particularly important when thinking about education or training for young people aged 19- 25 where provision tends to be more bespoke (and harder to get).

WHAT IF THE YOUNG PERSON IS NOT ATTENDING EDUCATION OR TRAINING?

If a young person is on the roll of a setting, but not attending, the setting maintains responsibility for that young person and for arranging the review of their EHCP.

If a young person has an EHCP and is aged under 18 but is not receiving education and training (for whatever reason), the Local Authority must review the plan "to ensure that the young person continues to receive education or training" (see SEN Reg 29).

FURTHER CONSIDERATIONS

ELECTIVELY HOME EDUCATED CHILDREN AND YOUNG PEOPLE

The Code of Practice states that where parent carers educate at home, the Local Authority is not under a duty to make the provision set out in the EHCP, but it still must review the EHCP annually to assure itself that the provision set out in it continues to be appropriate and that the child or young person's SEND requirements continue to be met. (CoP 10.32).

SEND Case Officers should arrange to review the EHCP of electively home educated children and young people at least annually. Flexible arrangements for the review may be required, depending on each individual circumstance.

HOME TO SCHOOL TRANSPORT PROVISION REVIEW

Where a Personal Transport Budget (PTB) is allocated, it should be considered if it is having a positive effect on the child or young person, and flagged if further support or a review is required. There may be occasions where a PTB is not an appropriate way to provide transport assistance.

TRANSITION FROM CHILDRENS SOCIAL CARE TO ADULT SOCIAL CARE

Consider inviting both Adult Social Care and Birmingham Children's Trust (or equivalent in another LA) to the Annual Review of a young person who is 17 years old (if they have current involvement), in order to have a smooth transition for the young person when they turn 18.

PERSON-CENTRED REVIEWS

WHAT IS A PERSON CENTRED REVIEW

A Person-Centred Review (PCR) is a meeting that makes sure the child or young person are involved and are at the centre of the process. PCRs focus on what is important to them now and in the future, and how best to support them.

WHAT DOES A PERSON-CENTRED REVIEW DO?

PCRs make sure that the child or young person are central to any decisions that are made. They can make sure people are living the life they want for themselves and acknowledge what is working well. PCRs also encourage everyone to think about what is not working and identify what needs to be changed. They set next steps and actions needed to achieve them. PCRs are focused on outcomes and gather valuable information about the child or young person that can be shared.

WHAT DOES A PERSON-CENTRED REVIEW LOOK LIKE?

A PCR usually takes place in the child or young person's setting. A room is set up informally and there maybe music and refreshments, chosen by the child or young person. These things welcome everyone into a warm, friendly atmosphere and make people feel relaxed and valued. There are also posters on the wall that ask the following questions:

Who's here? This gives a record of who was at the meeting. This will usually be the SENCo, the child or young person, the parent carer and the professionals involved. The child or young person can also invite a friend too.

What do we appreciate about the person? People are invited to share positive information and things they like and admire about the child or young person.

What's important for the person? This is about moving things forward and thinking about what is important, not just now but in the future as well.

Best support Here we think about what others need to know or do to make sure the child or young person is supported with the things that are important to them now and in the future.

What's working/not working? This gives the child or young person the chance to say what is going well or not so well in their life and allows professionals and family an opportunity to give their views too.

Outcomes and actions Once information has been shared, the next stage is to explore differences of opinion and generate clear outcomes that take the child or young person closer to the future that they desire. An action plan will be written to explain who needs to do what and by when. Actions are agreed to keep things that are working and to begin to change what is not working. Outcomes and actions are all informed by what is important to the young person, to support them towards the life they want for themselves.

WHAT HAPPENS AT A PERSON-CENTRED REVIEW?

The setting will help prepare for the PCR. At the meeting, a facilitator will get everyone to introduce themselves and say what they like and admire about the child or young person.

After that, people will be asked to record their views on the other posters. Then the information gathered is used to create actions. These are informed by the things that are important to the child or young person now and in the future, so they can move towards the life they want for themselves.

Photos of these posters can be attached to the Annual Review Report.

For more information watch this short video: [The EHC plan and The Person-Centred-Connection](#).

FREQUENTLY ASKED QUESTIONS

BY WHEN MUST THE ANNUAL REVIEW PROCESS BE COMPLETED?

The SEND Code of Practice requires that the whole Annual Review process is completed within 12 months of the date of issue of the EHC plan or previous review. (CoP 9.169).

This includes the 2 weeks for the setting (or host) to prepare a report and send it to the Local Authority as well as the 2 weeks for the Local Authority to reach a decision on either leaving the plan unchanged, amending the plan or ceasing the plan and informing the parent carer.

In practice this means that the Annual Review date must be no later than 11 months after the EHCP issue date or previous review date. We recommend that settings plan to hold each review meeting 10 months following the plan issue or previous review date.

HOW CAN WE MAKE SURE WE RECEIVE REQUESTED ADVICE ON TIME?

Proactive planning by the setting and the involvement of parent carers and agencies involved in supporting the child or young person in pre-planning will help ensure a timely and effective Annual Review process.

The regulations require that at least two weeks notice must be given of the date of the meeting. In practice, longer notice is required to allow time for the appropriate documentation to be collected and circulated. To secure reports and attendance by health and social care colleagues, a longer notice period is advisable.

To support professionals in planning attendance at review meetings and/or providing advice or information about the child or young person, the Local Authority will provide a list of children and young people requiring an Annual Review in the forthcoming year.

WHAT IS A SMART OUTCOME?

The outcomes in the EHCP are long term, broader outcomes typically over a Key Stage. A SMART Outcome is a benefit or difference made to an individual as a result of an intervention. It should be expressed in "SMART" terms which means it should be:

SPECIFIC	<ul style="list-style-type: none">• Exactly what is it that you want to achieve?• Is it clear and understandable by all?	<ul style="list-style-type: none">• Who: Who is involved?• What: What does the child or young person want to achieve?• Where: Identify a location (if appropriate).• When: Establish a time frame.• Which: Identify requirements and constraints.• Why: What are the specific reasons, purpose or benefits of accomplishing the outcome? Link it to the aspirations.
MEASURABLE	What it is you need to do to achieve the outcome?	<ul style="list-style-type: none">• How will the child or young person and/or service provider know when an outcome has been achieved?• What evidence could be used to show this?• What will be different if the outcome is achieved?
ACHIEVABLE	This has to be something you can do over time.	<ul style="list-style-type: none">• Is the outcome possible, is it fair, taking into account the current situation?• Are there contributing factors to consider such as additional resources?• What will successful completion look like?

REALISTIC	Are they likely to achieve the goal within the timeframe?	<ul style="list-style-type: none"> • Why is this outcome important? • What will have changed/improved as a result of the outcome being achieved? • What will successful completion look like?
TIME-BOUND	If you don't know how much time you have, you don't know when to take action.	<ul style="list-style-type: none"> • When should the outcome be achieved by? • How often should progress be reviewed? • Have review dates/progress checks been built into the process?

WHAT SHOULD BE CHECKED IN EACH SECTION?

All sections of the EHCP should be checked at the Annual Review.

EHCP SECTION	CHECK
A	Aspirations should be checked to see if they remain the same. There may be additional aspirations to be included perhaps due to new experiences, interests or circumstances.
B	New needs may have emerged, or existing needs changed and/or are having an impact on other areas of their life (in or out of setting). The parent carer or child or young person may not feel their needs are described accurately or to be a true representation of who they are. Some content may be dated and require amending (such as previously recorded academic levels).

EHCP SECTION	CHECK
C	<p>There may be a new diagnosis or on-going investigations. Health conditions and resulting needs included may have changed or may not have been sufficiently described in the current EHCP. Any new Health advice covering health needs should be sought and incorporated as appropriate.</p>
D	<p>A change of circumstances may have occurred or a first or more up to date assessment may now have been completed, describing Social Care needs that should be included. The parent carer or young person may have requested an assessment of their Social Care needs since the last EHCP was issued or in the context of the Annual Review which should be considered in the amending of the EHCP.</p>
E	<p>Outcomes are not annual targets – they are set looking forward to the end of the key stage or beyond - but they still need to be reviewed to check they are still relevant, made more specific and measurable or may have changed. (Interim targets will also be reviewed and new targets set). Outcomes must be specific, measurable, achievable, realistic and time bound (SMART).</p> <p>It may help to imagine future reviews and how measurable the outcome will be, later considering whether or not the outcome has been achieved.</p> <p>If outcomes require amending, this should be recorded on the Annual Review Report under the review of Section E: Outcomes.</p> <p>If the Annual Review establishes that a child or young person has achieved their education and training- based outcomes or that support can now be met within delegated resources, a discussion with the young person or their family should take place and consideration made by the Local Authority as to whether to cease the EHCP.</p>

EHCP SECTION	CHECK
F	<p>There should be provision to match each need included in Section B defined as:</p> <ul style="list-style-type: none"> • For children under two, it is any form of educational provision. • For children over two, it is education or training that is different, or additional, to that ordinarily available in a mainstream setting. <p>Provision must be detailed and specific and normally quantified in terms of the type and frequency of support including who will deliver it. Clarity should also be given as to whether the support is provided through a personal budget.</p>
G	<p>There should be provision to meet each need included in Section C. Most provision included in Section G is provided by local services as part of the local offer. Any additional provision requires agreement from Health partners. Any health provision, such as Speech and Language Therapy, which can be considered to 'educate or train' must be included in Section F.</p>
H1 & H2	<p>Any provision included here will depend on what Social Care needs, if any, have been included in Section D. It must be reviewed and may have already changed since it was originally included.</p>
I	<p>Setting placement. The parent carer, or child or young person, may want to ask for a different setting or type of setting if they believe it will provide a better match to their needs.</p>
J	<p>Any Personal Budget already in place should be reviewed particularly where provision has been amended. This is also an opportunity to request a Personal Budget if the parent carer/young person would like one.</p>

EHCP SECTION	CHECK
K	Professionals can communicate if their updated report supersedes the previous one, or if appended reports are no longer valid.

GUIDANCE FOR SETTINGS AND PROFESSIONALS

This document has been developed drawing on 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 to 25 years, Department of Education and Department of Health, January 2015, paragraphs 9.166 to 9.185.

APPENDICIES

Appendix 1 - Model Agenda for an Annual Review Meeting

1	Welcome, introductions and purpose. <ul style="list-style-type: none">• Record attendees, non-attendance and reports submitted on the Annual Review Report• Ensure that everyone has access to all the papers	Chair	5 mins
2	The child or young person's voice <ul style="list-style-type: none">• Highlight achievements and successes.• Check if aspirations have changed.• Identify and confirm aspirations.• Identify things that the child or young person feels need to improve or change.	All	10 mins
3	The parent carer's views <ul style="list-style-type: none">• Highlight achievements and successes.• Check if aspirations have changed.• Identify and confirm aspirations.• Identify things that the parent carer feels need to improve or change.	Parent/Carer	10 mins

4	<p>Review progress</p> <ul style="list-style-type: none"> • Review progress towards achieving outcomes in Section E. • Review whether current outcomes remain appropriate, if required agree new ones, or consider if they have been met, ceasing the plan and celebrate the child / young person's achievements • Review interim targets and set new ones. • Review special educational needs in Section B and provision in Section F and the arrangement of delivery to ensure that it is still appropriate and is enabling good progress. • Review health and social care provision and check the effectiveness towards achieving the outcomes. • Check if the parent carer or young person would like to request a Personal Budget. 	All	45 mins
5	<p>Other information</p> <ul style="list-style-type: none"> • Ensure that personal information is accurate and up to date. • Is the plan still required? • Does the plan need amendment due to significant changes? • All reviews from Year 9 onwards must include a focus on Preparing for Adulthood (statutory) 	All	15 mins

6	Summarise <ul style="list-style-type: none"> • Key actions • Any areas of disagreement 	Chair	5 mins
7	Conclusion <ul style="list-style-type: none"> • Confirmation of timescales for remaining processes • Thanks 	Chair	5