



HILLINGDON

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Hillingdon SEND Team

Annual review Guidance



Legislation and guidance

- 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.

SEND Code of Practice -2015: 9.173

*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.*

What the SEND Code of Practice (2015) says:

- Reviews must be held in partnership with the child/young person and their parent and must take account of their wishes and feelings. This should be clearly recorded on the Record of Annual Review document.
- At each Annual Review explore if the family or young person are requesting a personal budget to support any needs or outcomes identified in the plan (see Personal Budget Guidance)
- There is a requirement for all Education, Health and Care Plans (EHCP) to be reviewed by the Local Authority (LA) at least within 12 months. This is usually referred to as the Annual Review. However, in Early Years EHCPs should be reviewed within 6 months.
- The Annual Review process must be 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, child or young person and consider their views wishes and feelings especially when making decisions.
- Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.
- All reviews from year 9 onward must include a focus on Preparing for Adulthood as a statutory requirement.
- The review should consider the continuing appropriateness of the EHC plan and whether changes are required including whether the EHC plan is still required
- New interim targets should be set for the coming year and new outcomes agreed where appropriate

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 EHC Plan 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 and professionals. At each Annual Review, progress towards achieving the outcomes and longer term aspirations in the Plan are discussed and recorded and consideration is made as to whether supporting targets remain appropriate.

EHCPs must be reviewed and the process completed by the local authority (LA) as a minimum within every 12 months. For pre-schoolers 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 EHC plan and must also consider whether these outcomes remain relevant.

Settings are asked to use the standard pro-forma prepared by Hillingdon Borough Council to document the meeting- the **Record of Annual Review**.

The purpose of the annual review

- a. The principal purpose of the annual review is to:
 - i. Review the child or young person's (CYP) progress toward meeting the outcomes in the EHC Plan and the targets set at the previous review.
 - ii. Review progress on outcomes in all relevant categories. Education, health and social care - should be reviewed.
 - iii. Check that basic information on the CYP and family (e.g. home address, telephone number etc) are all up to date and complete
 - iv. Identify and celebrate progress
 - v. Plan the following year's targets and support strategies
 - vi. Evaluate the continued effectiveness and relevance of the provision set out in the EHC Plan, and consider if it is necessary to request amendment, re-assessment or cessation of the EHC Plan.
 - vii. Give families and the CYP the opportunity to request a Personal Budget, and review the effectiveness of any Personal Budgets already in place
 - viii. Promote the preparing for adulthood (PfA) aspects of planning, particularly from Y9 onwards
- b. The annual review must take account of the views of the CYP, and those of his or her parents or carers
- c. Annual reviews include a meeting of relevant persons, usually held in the education setting attended. A report of the meeting, with accompanying documents, is then sent to the local authority within 2 weeks of the meeting.
- d. The SEND team considers whether amendments to the /EHC Plan are required, whether there is no change to the EHC Plan or whether the EHC Plan needs to be ceased.
- e. The review is completed only when the SEND team has received the Review paperwork and made its decision as to whether to maintain, amend, cease the EHCP or carry out a full re-assessment.
- f. Where a CYP does not attend an educational setting, the LA will conduct the review at a mutually convenient location.

Timeframes and Responsibilities:

- 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.
- The Local Authority will inform you of the children we are expecting annual reviews for every term.
- The school/setting or college provider will arrange and conduct the Annual Review meeting
- The child's parents or young person, a representative of the school/college/setting, health service (if involved), social care (if involved) and the SEND officer, must be invited to the review meeting and given sufficient notice. Professionals can telephone in or attend the meeting through virtual platforms if they are unable to attend in person but **must** submit a report to the review.
- The school/college/setting must seek advice and information about the child or young person prior to the meeting. All reports must be circulated to all those invited **at least two weeks** prior to the meeting.
- The school/college/setting must prepare and send a report of the meeting to everyone invited **within two weeks** of the meeting, including the SEND officer.
- The report must set out recommendations for any amendments required to the EHC plan and should reference any difference between the educational provider's recommendations and those of others attending. Annotations should be made directly onto the EHC Plan using ~~striketrough~~ text for deletions and **BOLD** for additions.
- **Within four weeks** of the review meeting the SEND team must decide whether it proposes to keep the EHC plan as it is, amend it or cease to maintain it. The child's parents/young person and the educational provider should all then be notified.
- Where an EHC plan is to be amended the SEND Team must issue the amended EHC plan **within 8 weeks** of the decision to amend letter.

Attendance at Reviews

Whilst it is desirable to attend all annual reviews to celebrate the progress and discuss the special educational needs of the pupil – unfortunately this is not possible.

Our case officers meet with senco's half termly to discuss all students with EHCPs and those on SEN support who may require longer term support in accordance with an EHCP. The SENCO can raise any annual reviews they may require SEND presence at via these meetings.

The SEND team will aim to prioritise

- ✓ phase transfer year group annual reviews
- ✓ post 16 reviews where programme of study is coming to an end
- ✓ 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 CYPs progress or access to learning
- ✓ Placements are considered to be vulnerable as a result of complex and/or significant needs
- ✓ There has been a significant change in need.
- ✓ Where a pupil has recently moved into the local area.

Timing of annual reviews

Except in particular circumstances, all education health and care plans (EHCP's) 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 5, additional reviews should be undertaken within every six months.

Phase Transfers

All phase transfer annual reviews should be held by the summer term of the previous academic year before the 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, and
- 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 Review meetings in NCY -1, 1 (infant schools only), 5 and students in Years 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 are as follows:

- Y2 in pre-school
- Y1 in infant school
- Y5 in primary school
- Y10 in secondary school

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

The local authority start consulting for phase transfer early to secure much needed placements. For more information please see 'SEND admissions guidance'.

Preparing for adulthood (PfA)

From Year 9 onwards, 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.

It is expected that the young person must be placed at the centre of such planning; the review must be driven by the young person’s outcomes, ambitions and aspirations to ensure a true ‘person centred’ transition into adulthood.

For young people moving between post-16 institutions, where a young person is expected to transfer to a new institution in the new academic year, the Final EHC Plan naming the planned new setting must be issued on or before the 31 March. The Review process must then take place well in advance of this and wherever possible, the Review meeting should be brought forward to the summer term of the previous academic year (for example, the summer term of Year 10 if the young person is expected to transition to a new setting after Year 11).

Annual reviews are an opportunity for the child or young person to discuss with their family, school or college, and the local authority what they would like to achieve as they grow up. The aim of this is for young people with SEN to be supported towards greater independence and employability.

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 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).

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

Person-centered planning

Planning **must** be centered around the individual and explore the child or 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 ambition. Local authorities should ensure that children and young people 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 the revised EHC plan and should result in clear outcomes being agreed that are ambitious and stretching and which will prepare young people for adulthood (paragraph 8.9 CoP).

It is important the child or 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 [guide to help young people prepare for annual reviews](#)
- Preparing for Adulthood's [checklist](#) for 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 transition between school 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 EHC plan must fit the individual young person and not the other way around;
- young people should be appropriately supported to participate and make decisions. Parents and carers need to think about how best to enable their young people to make decisions when the time comes;
- transition planning must be built in to the revised EHC plan.
- the outcomes sought for a young person must be "ambitious" and "stretching" and "prepare young people for adulthood". This is very 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 is preparation for adulthood?

The Code 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;
- considering 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 such things as understanding how to get about (using transport and benefits options relating to this) and making and maintaining relationships.

Who provides this support?

The support required should be set out in the EHC plan. Reviews in Year 9 onwards should identify what action should be taken, and by whom, to provide the support the young person

Who to invite?

The following people must be invited to the review meeting:

- i. The parents/carers who have parental responsibility. If the CYP is looked after by the LA, the residential care worker or foster parents and the child's social worker, as appropriate.
- ii. The Headteacher or principal responsible for overseeing the provision of education for the child in question; in practice, they may delegate such attendance to a nominee, usually the Special Educational Needs Co-ordinator (SENCo).
- iii. A representative of the SEND Team of the LA, usually the SEND officer
- iv. A relevant health care professional in line with the child's health care need(s), for example a paediatrician, CAMHS, GP, school nurse or health visitor, to provide advice about the child's health care provision, as required.
- v. Social care professional(s), as required.
- vi. The child or young person. It is good practice to involve the CYP in their annual review; consideration should be given as to whether they will require support in the meeting and/or it may be appropriate for them to be present for all or a part of the meeting.

In addition, consideration should be given to inviting the following persons, as appropriate:

- i. An Educational Psychologist (EP), if a significant change in needs has become evident. A person working with the CYP, as a direct result of the EHC Plan.
- ii. Where the CYP has a sensory impairment, a specialist teacher from the integrated SEND service.
- iii. Where the CYP has communication and interaction needs, a specialist teacher from the integrated SEND service.
- iv. Where the CYP is placed in the setting by another LA, a representative of that LA.
- v. Where a parent has privately commissioned a report from one or more specialists, those persons, but after consultation with the parent, and with the parent meeting any associated expenses with attendance at the meeting.
- vi. Any other person the headteacher or principal or LA considers appropriate.
- vii. Any other person suggested by the parents/carers as having involvement with the education, health care or social care of the CYP.

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 meeting.

Settings are asked to stress that written advice is required from persons invited but 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 headteacher or principal should request written advice from the CYP, the parent(s) and/or carer(s), those persons specified by the authority and from anyone else considered appropriate by the setting.

Advice from the CYP's parent(s) or carer(s) must be sought. The setting must offer assistance should it be required.

On receipt of advice from all quarters, the setting is then asked to complete the annual review document, and to send it together with all the advice received to all invited to attend the review meeting. This should be done at least two weeks before the date of the meeting.

For looked after children (LAC), the review of the personal education plans (PEP) should be integrated into the annual review.

Settings must inform the child, young person, parents and/or carers that they may bring an adviser, friend, relative or an independent parental supporter to the review meeting.

Interpretation and translation facilities should be arranged if required.

Offsetting a pupil

It is expected that the CYP will remain within the year group appropriate for their chronological age.

If there are compelling reasons why a CYP should remain in the same year group for a second year, then reasons should be set out for this. Settings are asked to consider carefully the implications of such a recommendation, particularly with reference to phase transfer, where a receiving setting cannot be compelled to observe a previous decision to move a CYP into a different year group.

It is hard to envisage a situation where a CYP can be 'held back' for more than one year. The LA will consider any offset request as per the offset process.

Electively Home Educated

The CoP states that, where parents/carers educate at home, the LA is not under a duty to make the provision set out in the EHCP but it still must review annually to assure itself that the provision set out in it continues to be appropriate and that the CYP's SEND requirements continue to be met. (10.32).

SEND officers should arrange to review the EHCP of electively home educated CYP at least annually. Flexible arrangements for the meeting may be required, depending on each individual circumstance.

Requesting an 'interim' Review

If the educational setting, family or young person believe that a significant change requires it, an 'interim' Review can be requested. A reason for this may be concern that educational provision contained within the EHC Plan is not being delivered, or regarding the CYP's attendance and access to education. A significant change in the CYP's presentation would be another possible reason. This request will then be considered by the SEND Team.

Requesting a reassessment

An Annual Review can be an opportunity to request a re-assessment of a CYP. However, a LA can refuse a request for a re-assessment 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 because it considers that the child or young person's needs have not changed significantly.

Guidance on key sections

Contact information

This is an important section to ensure we have the most up to date contact information for the family.



Statutory Annual Review Report (up to year 9)

Reviewing an Education Health and Care Plan (EHCP)

All sections of this paperwork must be completed to ensure amendments are reflective

Child/Young person information			
Students Name		Date of review	
Date of birth		School/setting	
NCY		Is this pupil taught out of phase?	Yes: <input type="checkbox"/> No: <input type="checkbox"/>

Parent/Carer information			
Parents/Carers		Telephone number	
Home address		Email Address	

Social care information			
Is this CYP a Looked After Child or previously LAC or special guardianship?	Yes: <input type="checkbox"/> No: <input type="checkbox"/> <i>If yes, what is their legal Status.</i>	Is this child subject of a Child Protection/ Child in Need Plan?	Yes: <input type="checkbox"/> No: <input type="checkbox"/>
Social worker name		Contact information	

Recommendations for amendments

Please tick the boxes of the sections the plan needs amendments. Please remember that changes to section B, would naturally result in changes in section F. Banding increases would naturally reflect a change of need and provision.

Recommendations for Amendments to the current EHCP

Please advise below if there are any significant changes that need to be made to the current document that is being reviewed. (i.e. A new diagnosis, deteriorated physical capability, discharge from a service). Please provide relevant evidence.

Amendments Requested to which Sections of the EHCP			
A – Personal Details, CYP & Parent/Carer Views	<input type="checkbox"/>	B – Special educational needs	<input type="checkbox"/>
C – Health	<input type="checkbox"/>	D – Social Care	<input type="checkbox"/>
E – Outcomes	<input type="checkbox"/>	F – Provision	<input type="checkbox"/>
G – Health Care Provision	<input type="checkbox"/>	H1and/or H2 - Social Care Provision	<input type="checkbox"/>
Amendments made on EHCP:	Yes: <input type="checkbox"/> - <i>Only complete form from Progress and Attainment</i>	No: <input type="checkbox"/> - <i>Complete all sections selected above, including from Progress and Attainment</i>	
Remove information = Strikethrough			
New/updated information = Bold			

Recommendation for change of placement

Please complete this box fully. If you have ticked the placement is no longer appropriate, a headteachers letter will full rationale as to all the reasonable adjustments made, resource implications should be referenced.

If the child is in a phase transfer year, please highlight the type of setting in the absence of a named preference.

Recommendation for a Change of Placement (Section I)	
Is it recommended that the current placement is still appropriate? Yes: <input type="checkbox"/> No: <input type="checkbox"/>	
<i>If No, a Headteacher's report must be included, outlining the reasonable adjustments already made and why the school feel they can no longer deliver what the CYP requires. Please refer to the SEN Code of Practice when writing this report.</i>	
Is the CYP due to move school at the end of the next academic year? Yes: <input type="checkbox"/> No: <input type="checkbox"/>	
<i>(i.e. nursery, year 1 - infant school, year 5, year 10 and above for Post 16 annual reviews should be held by the summer term of the year before transfer and focus should be on the placement required for the phase transfer)</i>	
If yes, please indicate the parental/child/young person's preference for the next placement below.	
Name of School/Setting/FE Placement:	
Date of expected transfer:	
If the young person no longer wishes to continue with Further Education, please provide information on their next steps:	

Section A – Review of child/young person and parent/carer views

This section should be completed by the parents for any new information they would like to include. If the pupil would like to record their views in an alternative way, please send this in to the SEND team

Section A: Review of Child/Young Person and Parent/Carer views
<i>Please copy and paste from the current EHCP, please strikethrough any information which is outdated and/or no longer relevant.</i>
CYP's Background history (including relationships)
CYP's interests, likes and dislikes
How CYP likes to communicate and be involved in making decisions
CYP's hopes for the future (including education, play/leisure/sport, health, friendships, further education/adult life/independent living)
CYP's parents'/carers' views about his/her special educational needs and their hopes for the future

Section B – Strengths and special educational needs

You may amend straight on the EHC plan using strikeout for proposed deletions and **BOLD** for new information. Alternatively, you may copy and paste the sections into these boxes and amend accordingly. Please only highlight needs and strengths in this section, and refrain from writing provision as this will not be included in this section.

If you have new professional reports, you may write – see report.

Section B: Review of Special Educational Needs from current EHCP		
	Strengths	Special educational needs
Communication and Interaction	<i>Please add new Strength to be added to the EHCP.</i>	<i>Please cut and paste from current EHCP. If there are areas of need that no longer apply, please strikethrough.</i>
Cognition and Learning		
Social, Emotional and Mental Health		
Sensory and/or Physical Needs		

Section C & G – Health needs

If a child is on medication, has a diagnosis or has health needs that require ongoing monitoring, please ensure these are included in this section. Most health needs would require the setting to have/review a healthcare plan – please attach this to the paperwork when you return it. Please see our example within this guidance of questions you could ask the family. See below our example:

<p>Section C – Review of Child/Young Person's Health Needs (If required) Does the CYP receive ongoing services from any Healthcare professional? (e.g. Audiology, Ophthalmology) <u>Please note this does not include Occupational or Speech and Language Therapy.</u> Include latest healthcare reports where available and recent diagnosis.</p>
<p>Jonny has a diagnosis of Autism spectrum disorder, which affects his social communication and interaction skills.</p> <p>He is currently not on any medication and no report of any <u>long term</u> illness's requiring health professional involvement.</p>
<p>Is there a package of care in place funded by Continuing Health Care? Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/></p>

<p>Section G – Review of Child/Young Person's Health Provision (If required) This section sets out any health provision that is reasonably required by the learning difficulties or disabilities that result in Nom having special educational needs.</p>		
Outcome	What provision/support is needed to achieve the outcome?	Who is going to provide the support and how often will it be provided?
	Not applicable as Jonny does not take any regular medication or have any outstanding health appointments	

Section D & H – Social care needs

If the child is known to social services, on a child in need plan, child protection plan, please ensure this social worker attends the annual review and provides you with an updated report. This report should highlight the frequency of meetings, reasoning for involvement so we can assess the implication on education.

<p>Section D - Child/Young Person's Care Needs (If required) If the CYP is known to Social Care, as outlined on the covering page, please provide details of their current care package.</p>

<p>Section H1 & H2 - Review of Child/Young Person's Health Provision (If required)</p> <p>Section H1 Describes any social care provision that must be made for Nom (disabled child or young person under 18) under section 2 of the Chronically Sick and Disabled Person's Act 1970 (CSDPA).</p> <p>Section H2 This section sets out details of any other social care provision reasonably required by the learning difficulties and disabilities that results in Nom having special educational needs.</p>		
Outcome	What provision/support is needed to achieve the outcome?	Who is going to provide the support and how often will it be provided?

Section E & F – outcomes and provision

This section is important to understand whether the outcomes and provision have been successful in promoting positive progress. You may copy and paste these sections or amend straight onto the plan using **BOLD** for new information and strikeout for proposed deletions. We have provided an example below of an amended outcome for reference:

Current Section E & F: Review of outcomes from EHCP <i>This section requires you to list the outcomes from the current document being reviewed, and to discuss and record the comments and the progress made by CYP towards each outcome. Consider whether each outcome being reviewed is still required. Have the outcomes been achieved? What needs amending? Any additional outcomes? Parents & CYP views must be captured.</i>		
Section E - Outcome <small>(specify area of need relating too)</small>	Section F - Provision	Please record views from annual review such as summary of progress as appropriate:
By the end of Key Stage 1, Jonny will increase the amount of time he: <ul style="list-style-type: none"> - engages in positive social interaction with adults and peers. - engages in several adult-led activities for 10 minutes. 	<ul style="list-style-type: none"> • Continue to provide Jonny with a high level of support to encourage him to sit in a group. • Gradually increase the amount of time he is expected to sit down and engage in a group but 2 minutes each time. • Consider the use of backward chaining so he is attending to the end of the session and gets up with the rest of the children once it has finished. • End with an activity that he enjoys and will be motivated to stay to the end for e.g. a favourite song. Use visual cues i.e. showing him pictures how to sit and listen when other people are talking. • Use gestures to remind him to remain sitting and to join in. He requires a mat to sit on. • Use a visual cue rather than telling him this verbally so the lesson won't be disrupted. • Use the 'first ... then' concept / board to visually indicated the activities that Jonny will be engaging in. • Consider with Gabriel what motivating activity he would like to choose after completing the adult-led task e.g. playing outside. Gradually increase the amount of time he is asked to engage in these activities. • Have a number of adult-led activities available to utilise, to maintain his attention for longer 	<p>Progress Jonny is now able to attend an adult led activity for 10 minutes. He has improved his ability to engage himself in an activity not of his choosing willingly. Jonny benefits from having a timer to know how long the session will be, this has been via timers and sand timers. His interactions have improved, but this is not <u>consistent</u> and we are working on ensuring he is managing his emotions to promote positive interactions at all times.</p> <p>Outcome partially met and will re-word to look at focusing for 15-20minutes on an adult led activity and consistent positive interactions between peers and staff.</p> <p>Provision remains appropriate to do this.</p>
Outcome Met: <input type="checkbox"/>	Outcome Not Met: <input type="checkbox"/>	Outcome partially Met: <input checked="" type="checkbox"/>

Measuring progress over time

Please provide us with the most recent assessment data. We require the previous academic year assessment data and assessment data as close to the annual review to measure progress over a year. If you use an internal assessment recording system please let us know what academic year the pupil is working within. We have provided an example for you below

SATS or Teacher Assessments	Last academic year assessment data	Current level of assessments please provide school/college levels	Date of current level of assessments
Baseline assessment	Pre key stage	Secure within reception EY framework	July 2021
End of Foundation Stage Assessments			
Key Stage assessments			
Reading	4 1 year old	5.3 year old	
Writing	Pre key stage	Secure year 1	
Comprehension	Pre key stage	Emerging year 1	
Mathematics	Pre key stage	Pre key stage	
Science	Pre key stage	secure year 1	
Others Please specify e.g. Vocational Qualifications/GCSEs etc			

Please comment on the CYP attainments and progress in relation to their baseline and age-related expectations/majority of their peers.

Our internal assessment system works on emerging, secure, developing within the year group.

Jonny is working within the year 1 curriculum, making on average two step of progress within the year despite being in chronological NCY3. It is expected that students will make a step of progress every term. This means he is working 2 years below chronological age and requires highly differentiated work.

His peers are working within the year 3 curriculum.

How is the funding currently used?

Please attach your provision map for this section. You may want to discuss how the funding is meeting the pupils needs, or in fact the child is not making progress and you are requesting a banding increase. A banding increase will only be considered with a provision map.

How is the funding currently used to meet the child/young person's special educational needs?

Settings receive funding attached to an EHCP to deliver the provision outlined in that document. Settings are therefore expected to keep comprehensive records of the interventions in place for each CYP with an EHCP. Please provide details of the support being provided, with clear description and quantification.

(i.e. Social skills programme, 1 hour per week in a group of 3 children and 1 adult/TA scribe during literacy lessons, 5 hours per week/TA supported movement breaks, every 30 minutes, throughout the day).

You may find it easier to supply a provision map to evidence how the funding is being used.

How to structure the annual review meeting – example (CDC)

1	<p>Welcome, introductions and purpose</p> <ul style="list-style-type: none"> Record attendees, non-attendance and reports submitted on the Record of Annual Review form Ensure that everyone has access to all of the papers 	Chair
2	<p>The child or young person's voice</p> <ul style="list-style-type: none"> Highlight achievements and successes Identify aspirations 	All
3.	<p>The parent or carer's views</p> <ul style="list-style-type: none"> Highlight achievements and successes Confirm aspirations Identify things that need to improve or change 	Parent/Carer
4.	<p>Review progress</p> <ul style="list-style-type: none"> Review progress towards achieving outcomes in Section E Review that current outcomes remain appropriate or if required agree new ones Review short term targets and set new ones Review special educational provision in Section F and the arrangement of delivery to ensure that it is still appropriate <i>and</i> is enabling good progress Review health and social care provision and check the effectiveness towards achieving the outcomes Check if aspirations (both child/young person and parent/carer) have changed Check if the parent/carer or young person would like to request a Personal Budget 	All
5.	<p>Other information</p> <ul style="list-style-type: none"> Ensure that personal information is accurate and up to date Note any changes in the child or young person's needs in Section B (strike through for deletions and BOLD type for additions) Does the plan need amendment? Is the plan still required? All reviews from year 9 must include a focus on preparing for adulthood (statutory) 	All
6.	<p>Summarise</p> <ul style="list-style-type: none"> Key actions Any areas of disagreement 	Chair

Annual review actions checklist – example (IPSEA)

Action to be taken	
6 weeks before the meeting	Invite all relevant people to provide updated reports and attend the meeting.
	Support the child or young person to think about and record his/her views and wishes. These can be recorded in drawings, typed word, written word or observation notes.
2 weeks before the meeting	Prepare the school/setting report for the annual review.
	Collate updated reports, the parent and child or young person's views and send to all those attending the meeting
	Ensure that the child or young person knows that it is his/her meeting. Give them choices where possible (seating arrangements, refreshments, music). Check how he/she wishes to contribute.
Within 2 weeks of meeting	Send a complete record of the meeting to senannualreviews@hillingdon.gov.uk along with an annotated copy of the EHCP if you have amended in this way, with any changes proposed and any other supporting other paperwork listed on the meeting record form.
Within 4 weeks of meeting	Your SEND officer will write the child's parents or young person to inform them as to whether the Local Authority proposes to keep the plan as it is, amend it or cease to maintain it.

Updating Health Sections – example

Things to consider when looking at the plan	
Is there any information in Appendix C to evidence existing health needs?	Y/N
Are any health needs described in Section C ? (or is good health described)	Y/N
Is any health provision described in Section G ? (or that none is required)	Y/N
Is there reference to an Individual Healthcare Plan in Section G? (if applicable) Please attach to the EHC Plan	Y/N
Are there any further health needs that are not included in Section C already? Please check paperwork and with the family	Y/N
Is there any further health provision not included in Section G ? Please check paperwork and with the family	Y/N