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| **Post 16 Annual Review Guidance Document** |
| Prior to holding the annual review:   * documents collected or created in advance of the review meeting, including reports, should be circulated to all people invited to attend 2 weeks prior to the review meeting. * the PfA skills audit should be completed with the young person and submitted with the annual review document. |
| **Section One** |
| Please include contact details for the young person as well as their parents. Ideally a telephone number, email and postal address will be included.  For professional contributors, please ensure contact details are included.  Ensure any reports are submitted along with the annual review paperwork. |
| **Section Two** |
| Ideally, this section will be completed before the review.  Please record the views of the young person in their voice.  In this section it is important to get a sense of how the young person spends their free time, how well they are able to manage their time, their organisational skills and their independence at home as well as in education.  Ask them to reflect on what has and hasn’t worked in previous education settings. |
| **Section Three** |
| Please complete all sections with as much information as possible. Refer to the original EHCP for previous strengths, needs and outcomes.  Describe the interventions that have been put in pace to support the achievement of the outcome. For example:  *“X has a key adult who meets weekly to support with the development of social skills.”*  Give details of the impact of this intervention. Ideally this will include data and narrative. For example:  *“When X started at college, he was having verbal altercations with peers on a weekly basis, due to miscommunication. Following his weekly key worker sessions, these have reduced in frequency and now only has occasional misunderstandings (approx. half termly). X is also better at managing these misunderstandings and will attempt to rephrase comments.”*  The SEN Education team will write a new outcome if a previous one has been achieved. Please indicate if a new outcome is required and where possible, give guidance on what you think that outcome should be. For example:  *“X could work towards building a friendship up with another student. There are a couple of other people with similar interests and the key worker could support X to strike up conversations with them.”*  Please note that the areas of need have been changed to reflect the Preparation for Adulthood pathways. See below for guidance on how to map existing areas of need across to the PfA headings.   |  |  |  | | --- | --- | --- | | Pre-16 Heading | PfA Heading | Areas of need | | Employment | Cognition and Learning | * Literacy * Numeracy * Engagement in Learning * Working Independently * Ability to generalise and apply knowledge * Attainment * Expressive language * Receptive Language | | Community Inclusion | Communication and Interaction | * Social Communication * Attention and Listening * Understanding of non-verbal communication * Social Skills * Regulation (behaviour) | | Health and Wellbeing | Social, Emotional and Mental Health /  Physical/Sensory | * Mental Health * Regulation (emotional) * Confidence and self-esteem * Attachment * Hearing * Vision * Bladder and/or Bowel * Mobility * Sensory Sensitivity * Sleep | | Independent Living | Cognition and Learning / Communication and Interaction | * Managing Money * Travel * Housing * Personal Organisation * Personal Care | |
| **Section Four** |
| Please provide a summary of agreed actions, who will complete them and by when. Ensure all attendees get a copy of these actions.  Indicate if you think the plan should be maintained, amended or ceased:   |  |  | | --- | --- | | **Maintain** | * The outcomes and content remain relevant | | **Amend** | * This young person is in year 11 * The outcomes are no longer relevant * There is a change of primary area of need * There is a change of placement | | **Cease** | * The young person no longer requires the support of an EHC Plan (start ceasing process immediately) * The young person is progressing on to employment or HE once the course finishes (start ceasing process 2 months before the end of the academic year) * The young person is aged 18 or over, is planning to leave/has now left education and no longer wishes to engage in further learning * The young person is planning to move out of area and has requested and EHCP transfer to their new Local Authority.   \*If the young person will be NEET, include the steps being taken to reduce the risk of becoming NEET in the agreed action.\* | |