

**Annual Review Meeting Report of**

**Education, Health and Care (EHC) Plan**

***including supporting information and guidance notes for completion***

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| **Childs name** |  | | | | | | |
| **DOB** |  | | | **Year Group** | |  | |
| **Parent/carer names and contact details (phone numbers and email addresses)** |  | | | | | | |
| **Address** |  | | | | | | |
| **Attendance** | | **%** | | **Pupil Premium** | | | **Yes / No** |
| **School or educational setting** |  | | | | | | |
| **Date original EHCP issued** | | | **Date of Annual Review Meeting** | | **Date report returned to SEN** | | |
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| **Primary Area of Need** | | |  | | | | |

**This Annual Review meeting report must be emailed to** [**sendmonitoring@torbay.gov.uk**](mailto:sendmonitoring@torbay.gov.uk) **within 2 weeks of the review being held. This document will only be accepted when emailed from a school email address.**

***It is also the school’s responsibility to send a copy to parents and other contributors to the EHCP***

***The Annual Review is a legal requirement to check the appropriateness of all sections of an EHC plan.***

***From this review the Local Authority will make a decision to either maintain, amend or cease the EHC plan.***

***Therefore key purposes of the information provided within the Annual Review meeting report are to ensure that:***

* ***the child or young person’s aspirations, which may change over time, remain central to their EHC plan;***
* ***the child or young person’s relevant personal and family circumstances, which may change over time, are taken into account;***
* ***the child or young person’s presenting needs are being properly monitored and any new needs arising or original needs ceasing to exist after the creation of the original EHC plan are taken into account and adequately described and understood;***
* ***the child or young person’s needs are being met through appropriate and timely provision;***
* ***the type and delivery of provision is an efficient use of local authority resources;***

***unless the child or young person has already met all of the outcomes and therefore no longer requires the protection on an EHC plan.***

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| ***Maintain*** | ***EHC plan is still required and the placement, provision and outcomes remain appropriate.*** |
| ***Amend*** | ***EHC plan is still required although amendments are needed, being mindful that, “EHC plans are not expected to be amended on a very frequent basis.” Para 9.193 SEND Code of Practice, January 2015***  ***The EHC will be amended at key phase changes (i.e. Y5, Y9, Y11) unless there is a significant need for the EHCP to change.***  ***For example: A change of Primary area of need or new diagnosis or parents request an amendment to a EHCP.*** |
| ***Cease*** | ***EHCP is no longer required because:***   * ***All outcomes have been achieved*** * ***The child/young person has met the identified outcomes and support can be provided from existing SEN Support resources (Element 1 and 2)*** * ***The young person is leaving school and will not require such a high level of support at college/apprenticeship*** * ***The young person is leaving education*** |

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| **CHECKLIST**  ***(Please tick items included)*** | |
| **Child / Young Person views** |  |
| **Parent / Carer views** |  |
| **Professional’s reports**  ***(ensure these are circulated two weeks prior to the Annual Review)*** |  |
| **EHC plan – this must be annotated to reflect any changes**  ***(please see EHCP annotation guidance)*** |  |
| **Intervention Impact Summary or similar** |  |
| **Specific individualised provision map / timetable** |  |
| **Reviewed IEP / ILP / BSP** |  |
| **Updated EHCP implementation plan** |  |
| **Preparing for Adulthood (Yr9 – Yr 11) checklist** |  |
| **Preparing for Adulthood (Post 16) checklist** |  |
| **Personal Budgets review form** |  |

***If you or the parent consider there may be transport needs please refer to the SEN Home to School Transport Policy regarding entitlement. It is not an automatic entitlement and the parent/carer will need to complete and return a transport application form which can be obtained from the Children’s Services Transport Team:***

***Tel: 01803 208240***

***E-mail: cstransport@torbay.gov.uk***

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| **CONTRIBUTORS**  **Everyone who has attend the review and/or is involved with [NAME] and his/her family including all professionals.** |

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| **Name and contact details *(including email addresses)*** | **Title / Role** | **Invited to AR meeting** | **Attended AR meeting** | **Contribution**  **i.e. report attached,**  **at a meeting, phone call** |
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| **CHILD FRIENDLY PROFILE** |

***You may find it useful to look at the One Page Profile (guidance) on the Torbay Annual Review webpage for ideas about what is expected within each box and person centred tool that may aid collection of this information***

**Name of child/young person…………………………………………………**

**Date…………………….**

**Completed by………………………………...**

***this includes method of completion***

**What is important to me...**

***eg. by child unaided / supported by adult /***

***through observation***

**Insert photo (optional and if included must be covered by appropriate consent)**

**What people appreciate about me...**

**How to support me....**

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| **ASPIRATIONS** |

***Aspirations have been checked to see if they remain the same or there are additional aspirations to be included perhaps due to new experiences, interests or circumstances***

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| **Child/Young person’s Aspirations (What would you like to be able to do by the end of term / the next year?)** |
| **Short term** |
| To include information on: education/play/health/friendships |
| **Parent/Carer’s aspirations for Child/Young person (What would you like your child to achieve in the future)** |
| **Short term (by the end of the year or Key Stage)** |
| To include information on: education/play/health/friendships |
| **Child/Young person’s Aspirations (What would you like to be able to do in the future?)** |
| **Long term** |
| To include information on: sixth form/FE/independent living/university/employment |
| **Parent/Carer’s aspirations for Child/Young person** |
| **Long term** |
| To include information on: sixth form/FE/independent living/university/employment |

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| **DEVELOPMENT AND LEARNING, PROGRESS AND ATTAINMENT** |

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| **EYFS Attainment in main curriculum areas**  ***(please delete section if not applicable)*** | | | | | |
| **Assessment date** | **Chronological Age** | **Communication and Language** | **Physical Development** | **Personal, Social and Emotional** | **Understanding the World** |
| **Issue of EHCP or Last review:** |  |  |  |  |  |
| **Current:** |  |  |  |  |  |

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| **Assessment date** | **Chronological Age** | **Literacy** | | **Maths** | | **Expressive Art and Design** |
| **Reading** | **Writing** | **Number** | **Shapes, Space and Measure** |
| **Issue of EHCP or Last review:** |  |  |  |  |  |  |
| **Current:** |  |  |  |  |  |  |

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| **Comments in relation to progress** |
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| **School assessments: *(please delete section if not applicable) Include levels if working towards ELG*** | | | | | | | |
| **Subject** | **Attainment at issue of EHCP previous review**  **(Date)** | | **Current assessment**  **(Date)** | | **Has the progress met predictions?** | **Comments**  eg please note if support was given; if current attainment is below predicted level, please give detailed comments. | |
| **Reading** |  | |  | |  |  | |
| **Writing** |  | |  | |  |  | |
| **Maths** |  | |  | |  |  | |
| **Standard test results and/ or entry assessment for Reading, Spelling and Numeracy and speech and language.** | | | | | | | |
| **Name of test:** | | **Date of test:** | | **Chronological age:** | | | **Result:** |
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| **Details of any courses of study (GCSE/ BTEC/Entry Level etc.):**  ***(please delete section if not applicable)*** | | | | |
| **Subject/ name of course** | **Level being studied** | **Current assessment** | **Predicted** | **Comments** |
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| **Post-16 Courses/internships: *(please delete section if not applicable)*** | | | | |
| **Subject/ name of course** | **Level being studied** | **Current assessment** | **Predicted** | **Comments** |
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**PROGRESS TOWARDS OUTCOMES DURING THE LAST 12 MONTHS AND NEXT STEPS FOLLOWING ANNUAL REVIEW**

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| **COGNITION AND LEARNING** | | | | |
| **Current strengths** in the area of **Cognition and Learning** that have not already been captured in progress made below: | | | | |
| **Long term outcomes (from EHCP): *(Please add as many outcomes as stated on the EHCP)***  **1 *e.g* .*By the end of Key Stage 4 to be able to read a range of everyday texts on a daily basis so that Billy functions in the Community.***  **2 *e.g. By the end of Key Stage 4 Billy will be able to manage money in a range of situations on a daily basis so that he can manage a budget when he is older.***  **3** | | | | |
|  | **Specific intervention and other provision over last 12 months, to include pupil/staff ratio, frequency and duration** | **Impact of intervention data** | **Impact of Intervention narrative** | **Specific intervention and other provision for next 12 months, to include pupil/staff ratio, frequency and duration** |
| 1 | ***e.g. 1:2 x 5 days a week x weekly for 10 minutes a day for 10 weeks*.** | ***e.g. Baseline data***  ***Reading age 6.2 on 10.09.18***  ***Reading age 6.6 on 11.02.19*** | ***e.g. Increase in reading age of 4 months in 5 months.***  ***Billy now more confident and will volunteer to read in the group (would not read out loud before)*** | ***e.g. Introduce Lexia and 1:1 daily reading for 10 minutes*** |
| 2 | ***e.g. Numeracy Intervention 1:6, 3x weekly for 30 minutes for 10 weeks.*** | ***e.g. Entry – Billy can count to 100.***  ***Exit – Billy can use coins up to the value of £1.*** | ***e.g. Billy is now able to count in tens and fives and can work out which coins to use for things costing up to £1. He is able to work out simple change but not more complex.*** | ***e.g. 10 minutes 1:1 daily during morning registration focusing on working out giving change.*** |
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| **SOCIAL, EMOTIONAL AND MENTAL HEALTH** | | | | |
| **Current strengths** in the area of **Social, Emotional and Mental Health** that have not already been captured in progress made below: | | | | |
| **Desired long term outcomes (from EHCP) *(Please add as many outcomes as stated on the EHCP)***  **1 *e.g.* *By the end of Key Stage 4 Billy will to be able to remain in 100% of his lessons so that he can engage with his learning and get the grades he needs to become a plumber.***  **2 *e.g. By the end of Key Stage 4 Billy will be attending school on a regular basis and reach attendance level of 95%***  **3** | | | | |
|  | **Specific intervention and other provision over last 12 months, to include pupil/staff ratio, frequency and duration** | **Impact of intervention data** | **Impact of Intervention narrative** | **Specific intervention and other provision for next 12 months, to include pupil/staff ratio, frequency and duration** |
| 1 | ***e.g. LSA support in class x10 hours a week, 1:1 mentor x1 30 mins per week. Over 10 weeks.*** | ***e.g. Entry – walking out of 45% of lessons every week.***  ***Exit – remaining in 75% of lessons every week.***  ***Increase of 30%*** | ***e.g. Billy able to manage his emotions for most of the time in supported lessons. Humanities still an issue.*** | ***e.g. Continue with LSA support (8 hrs per week) focusing on humanities*** |
| 2 | ***e.g. Pastoral support, daily meet and greet, personalised reward system.*** | ***e.g. Entry – 63%***  ***Exit – 91%*** | ***e.g. Enjoys breakfast club, less lates and on track for earning rewards*** | ***e.g. Continue pastoral support gradually reducing as attendance improves*** |
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| **COMMUNICATION AND INTERACTION** | | | | |
| **Current strengths** in the area of **Communication and Interaction** that have not already been captured in progress made below: | | | | |
| **Desired long term outcomes (from EHCP)*(Please add as many outcomes as stated on the EHCP)***  **1 *e.g.* *By the end of Key Stage 4*** ***Billy will to be able to initiate and maintain a conversation with a peer every week so that he can develop his friendship group.***  **2**  **3** | | | | |
|  | **Specific intervention and other provision over last 12 months, to include pupil/staff ratio, frequency and duration** | **Impact of intervention data** | **Impact of Intervention narrative** | **Specific intervention and other provision for next 12 months, to include pupil/staff ratio, frequency and duration** |
| 1 | ***e.g. Social skills group, 1 hr, x2 weekly, 1:4, 10 weeks*** | ***e.g. Entry – Billy self rated himself as 1/5 for starting conversations and 2/5 for chatting to peers.***  ***Exit – Billy self rated himself as 3/5 for starting conversations and 4/5 for chatting to his peers.*** | ***e.g. Billy is now able to chat to his peers on topics other than his special interest. He has learned a number of positive conversation starters and is able to use them appropriately eg How are you?, Did you have a nice weekend?.***  ***He is still most comfortable talking about Star Wars.*** | ***e.g. Outcome partially met ongoing monitoring of friendships required to ensure outcome is fully met.*** |
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| **PHYSICAL AND/OR SENSORY** | | | | |
| **Current strengths** in the area of **Physical and/or Sensory** that have not already been captured in progress made below: | | | | |
| **Desired long term outcomes (from EHCP) *(Please add as many outcomes as stated on the EHCP)***  **1 *e.g. By* the end of Key Stage 4  *Billy will be able to identify how he is feeling and use his strategies to remain calm so that he can manage his sensory needs when he goes to college***  **2**  **3** | | | | |
|  | **Specific intervention and other provision over last 12 months, to include pupil/staff ratio, frequency and duration** | **Impact of intervention data** | **Impact of Intervention narrative** | **Specific intervention and other provision for next 12 months, to include pupil/staff ratio, frequency and duration** |
| 1 | ***e.g. Zones of Regulation, 1:1, x5 days a week, 10 weeks for 10 minutes.*** | ***e.g. Entry - 10 meltdowns a week (avg)***  ***Exit – 6 meltdowns a week)*** | ***e.g. Billy is able to identify and name how he is feeling for most of the time. He is not always able to use his strategies in time when he is anxious but he is able to name good strategies when he is calm.*** | ***e.g. Reduce Zones of regulation and Introduce exit card for him to use to go to his safe space as necessary*** |
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***For use in Annual reviews for pupils in Yr 9 and above (please delete section if not applicable)***

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| **Preparing for Adulthood** | | | |
| **Current strengths** in the area of **Preparing for adult hood** that have not already been captured in progress made below: | | | |
| **Desired long term outcomes to start considering Preparing for adult hood outcomes**  **1 *Employment: By the end of Key Stage 4 I will have identified at least one area of vocational interest to explore and have experienced some form of work experience, volunteering or paid employment to help form a plan for Post 16.***  **2 *Independent Living: By the end of Key Stage 4 I will have increased my independence inside and outside the home, and have formed an aspiration about where and with whom I wish to live as an adult.***  **3 *Community Inclusion:   By the end of Key Stage 4 I will be able to maintain relationships to participate in a social group and access activities in the community.***  **4 *Health: By the end of Key Stage 4 I will have developed a daily self-care routine and identified key people to support me with my physical and mental health.*** | | | |
|  | **Provision** | **Impact/outcome narrative** | **Next steps** |
| 1 | * ***Work experience, enterprise and employer visits*** * ***Careers information, advice and guidance*** * ***Jobsearch techniques*** * ***Employability skills*** * ***Vocational days*** | ***Eg I have written a CV and I attended my first careers interview.***  ***I have a Saturday job.*** | ***I will be attending my work experience placement***  ***I will prepare for my mock interviews***  ***I will need to consider college courses to support my career path.*** |
| 2 | * ***Daily/weekly tasks identified that increase independence*** * ***Aspirations documented*** * ***Signposting and referral for support if appropriate.*** * ***PHSE lessons (weekly)*** * ***Life Skills*** * ***Supported targets*** | ***Eg. I have been a prefect and I learned about money and budgeting in PHSE.***  ***I pack my own bag every day.***  ***I stay at my grandma’s every weekend.*** | ***I am planning to be part of the Ten tors experience and stay away from home for the first time*** |
| 3 | * ***Activities/hobbies/clubs/groups both in and out of school explored and accessed*** * ***PSHE*** * ***Organisational skills to arrange*** * ***Communications skills to arrange*** * ***PHSE lessons (weekly)*** * ***Extracurricular activities*** * ***Supported targets*** * ***ICT lessons/digital safety*** | ***Eg. I have two close friends that I see in and out of school.***  ***I play football every Saturday.*** | ***I will join the animation club.***  ***I will start to catch the bus to football practice every week.*** |
| 4 | * ***Registration with health professionals*** * ***Knowledge and understanding around key professionals roles and where to*** * ***go for support*** * ***Positive self-care routines and prompts*** * ***PHSE lessons (weekly)*** * ***Mindfulness*** * ***Growth Mindset support*** | ***Eg. I have attended the mindfulness course.***  ***I brush my teeth and shower every day without prompting.*** | ***I am going to download a meditation app to help me relax before exams.*** |

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| **Please indicate impact the additional support is having on Miley child/young person’s progress?** | | | |
| **Primary Area of Need** | | **Academic attainment / progress** | |
|  | **Please Tick** |  | **Please Tick** |
| 1. Made progress |  | 1. Made progress |  |
| 1. Remained the same |  | 1. Remained the same |  |
| 1. Not maintained previous level of skill |  | 1. Not maintained previous level of skill |  |
| If **“C”** then please summarise why not in the space below: | | If **“C”** then please summarise why not in the space below: | |
|  | | ***Miley is moving forward, but it is likely that she will not make age related expectations by the end of her reception year.*** | |

**PARENT/GUARDIAN’S AND CHILD OR YOUNG PERSON’S VIEWS ON PROGRESS**

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| **Parent / Guardian’s Views on progress over the last year** |
| **Parent’s / Guardians or Young Person’s views on [Name’s] progress over the last year and any additional comments** |
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| **Child or young person’s views on progress over the last year** |
| **[Name’s] views on their progress over the last year and any additional comments** |
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**REVIEW OF CURRENT EHCP CONTENT**

***There is an expectation that the narrative within the EHC plan will be reviewed at every Annual Review meeting and annotations made to the electronic copy held by the school using the following key***

**~~Strike through and highlighted in green~~ = no longer relevant**

**Bold green = additional text**

***This does not mean that the EHC plan will be formally amended every year, being mindful that, “EHC plans are not expected to be amended on a very frequent basis.” Para 9.193 SEND Code of Practice, January 2015***

***As a reminder below are examples of situations in which an EHC plan would need to be amended:***

* ***A move of placement (e.g. Yr6 in advance of secondary transfer)***
* ***The primary area of need has changed***
* ***The child has received a new diagnosis which is significant in relation to their identified needs***
* ***The needs descriptions are no longer accurate***
* ***One or more of the long term outcomes have been met***
* ***The provision detailed within the plan is no longer relevant – it has significantly decreased, increased or a request is being made for an increase in element 3 funding***
* ***There are significant changes to the family situation***
* ***Parents request amendments to the plan***

***For Annual Reviews from Year 9 onwards please ensure the relevant PREPARING FOR ADULTHOOD section is completed. There are supporting checklists available on the*** [***Torbay Council Annual Reviews webpage***](https://www.torbay.gov.uk/schools-and-learning/send/annual-reviews/) ***and the*** [***Torbay Local Offer SENCo Handbook webpage***](http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=MKiV_E_-Fo0)***.***

***For requests for amendment please also complete the request for amendment form.***

**REVIEW SUMMARY**

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| Input and involvement from Social Care  *Please state if the Child is Looked after or CIN/CP* |
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| Input and involvement from Health | |
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| *Anyone aged 14 or over who's on their GP's learning disability register can have a free annual health check once a year. Find out more at* [Learning disabilities - Annual health checks - NHS (www.nhs.uk)](https://www.nhs.uk/conditions/learning-disabilities/annual-health-checks/) | Review chair has discussed free annual heath checks for children over 14 or nearing 14 years of age:  **Yes / NA** |

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| Should the EHC plan be **maintained, ceased or amended?** |
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| Personal Budget | Yes/No |
| Is there a personal Budget in place?  ***Any Personal Budget (PB) already in place must be reviewed, particularly where provision has been amended, using the Personal Budgets review form.*** |  |
| Is a new personal Budget being requested?  ***This will need to be discussed further with the child’s Special Educational Needs (SEN) Caseworker.*** |  |

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| Any other discussions / comments generated from the review: |
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| Headteacher’s / SENCO’s Summary: |
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| **Designation of person** undertaking the review |  | | |
| **Printed name** of person undertaking the review |  | | |
| **Signature** of person undertaking the review |  | Date signed |  |