

# Warwickshire County Council



## Person-Centred Annual review of an Education Health and Care (EHC) Plan - guidance for educational settings

*This guidance is written in accordance with Section 44 of the Children and Families Act 2014 and Regulations 2, 18, 19, 20, and 21 of the SEND Regulations 2014 and should be viewed alongside the Annual Review Form.*

## 1. Introduction

Where a child or young person has an Education, Health and Care (EHC) plan it should be used to actively monitor their progress towards their outcomes and longer term aspirations. Reviews must be undertaken in partnership with the child and their parent or the young person, and must take account of their views, wishes and feelings.

EHC plans must be reviewed by the local authority as a minimum **every 12 months**. The first review **must** be held **within 12 months** of the date when the EHC plan was issued, and then **within 12 months** of any previous review (**within 6 months** if the child is aged 0-5) and the local authority's decision following the review meeting **must** be notified to the child's parent or the young person **within four weeks** of the review meeting (and **within 12 months** of the date of issue of the EHC plan or previous review).

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. For a young person aged over 18 a local authority must have regard to whether the educational or training outcomes specified in the plan have been achieved.

Local authorities must also review and maintain an EHC plan when a child or young person has been released from custody. The responsible local authority must involve the child's parent or the young person in reviewing whether the EHC plan still reflects their needs accurately and should involve the youth offending team in agreeing appropriate support and opportunities.

### **Preparing for adulthood in reviews**

All reviews taking place from Year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living, participation in society and planning for good health. This transition planning must be built into the EHC plan and where relevant should include effective planning for young people moving from children's to adult care and health services.

The review meeting organiser should invite representatives of post-16 institutions to these review meetings and should have a particular focus on considering options and choices for the next phase of education.

## **2. Key Review Dates**

An EHC plan must be reviewed and amended in sufficient time prior to a child or young person moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new institution.

### **Transfer between phases of education**

- a) For transfers into or between schools, the review and any amendments **must** be completed at the latest by **15 February** in the calendar year of the transfer. The key 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
- b) For young people moving from **secondary school to a post-16 institution or apprenticeship**, the review and any amendments to the EHC plan – including specifying the post-16 provision and naming the institution – **must** be completed by the **31 March** in the calendar year of the transfer.
- c) For young people **moving between post-16 institutions**, the review process should normally be completed by **31 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 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 EHC plan at least **five months** before the transfer takes place.
- d) In some cases, young people may not meet the entry requirements for their chosen course or change their minds about what they want to do after the 31 March or five-month deadline. Where this is the case, local authorities should review the EHC plan

with the young person as soon as possible, to ensure that alternative options are agreed and new arrangements are in place as far in advance of the start date as practicable.

### **3. Conduct of Reviews**

When undertaking a review of an EHC plan, a local authority must:

- Consult with the child and the child's parents or the young person and take account of their views, wishes and feelings;
- Consider the child or young person's progress towards achieving the outcomes specified in the EHC plan and whether these outcomes remain appropriate for the child or young person;
- Consult the school or other institution attended by the child or young person;
- Information must be gathered from parents and young people and from professionals about the EHC plan and then circulated two weeks before the meeting;
- After the meeting a report of what happened must be prepared and circulated to everyone who attended or submitted information to be discussed;
- After the meeting the local authority reviews the EHC plan;
- The local authority **must** notify the parent of the child or young person of their decision within **four weeks** of the meeting.

#### **Person Centred Reviews**

A person centred review is a different type of meeting from the conventional annual review meeting in that it strives to place the child or young person and their family at the centre of the meeting process.

It does this by using a positive focus for reviewing the child or young person's progress by starting with 'what people like and admire about the child or young person' as well as sharing 'good things have happened since the last review'.

However, this review of progress is equally pragmatic in that it goes on to look at 'what is working' as well as 'what is not working' from the perspective of the child or young person, family, school/setting and others. The meeting concludes with a consideration of 'what is

important to the child or young person' both now and in the future with respect to better life outcomes and a final section which addresses questions to answer and issues to be resolved. This is then carried forward into action planning for the future.

This person centred review of progress supports the usual review decision making where recommendations need to be made to the Local Authority about maintaining, amending or ceasing to maintain the Plan.

The format and feel of a person centred review is also different in that it is much more informal, interactive and visual. Where appropriate, the child or young person begins by providing their views and this usually works best as part of a prepared presentation. This information can be recorded on flipchart paper arranged around the room and then participants are then invited to contribute their views under each of the review headings after which actions and the planning to further support the child or young person's progress towards their outcomes is agreed.

A further major difference is the change in role from the person who previously chaired the meeting to someone who now acts as a facilitator with the aim of supporting the child or young person and the family to participate in the meeting.

Using a person centred approach to review ensures that the first four of the bullets in the conduct of review are addressed effectively. It is strongly recommended that schools use a person centred process in annual reviews. This is described in more detail below. The annual review paperwork supports this process and further training is available.

#### **4. Preparation for a Person Centred Annual Review**

Annual reviews should be planned into the calendar in line with the guidance for the timing of reviews given above. Dates should be agreed at least one term before the review in order to allow the following timetable to be followed and appropriate professionals to be involved. To help settings plan their reviews, SENDAR will send each setting a 'Due Date Report' each term that tells them when each young person's EHCP is due for a review.

Preparation for the annual review needs to begin **at least 8 week prior** to the review itself.

- 1) Parents and child need to be invited to the review and to say who they want to invite to the review. The CYP could be involved in sending out invitations. Parents should complete the parent information sheet and be prepared to contribute to the review.
- 2) Professionals who are invited to attend should be requested to compile information in preparation for the review .
- 3) The views of the CYP should be gathered – over a period of time using the supplied resources or using a way that might suit that young person better. The CYP should be prepared for what will happen in the annual review.
- 4) The SENCO should collate information on the child's progress towards previous outcomes, their National Curriculum progress and any other information or assessments recorded over the previous 12 months.
- 5) The requested information should be returned to the SENCO 3 weeks before the review and all information circulated to SENDAR and all attendees 2 weeks before the annual review.
- 6) The review paperwork should be prepopulated with previous outcomes and provision.

### **On the day**

- 1) Prepare and arrange the room in such a way to help the child or young person and the family to feel comfortable and so as to support their participation (eg, display examples of the child or young person's work, refreshments, etc).
- 2) Have copies of the EHC plan available
- 3) Prepopulate appropriate areas of the review paperwork
- 4) Place the following headings on flip chart paper around the room.



Who's at the meeting

What we like and admire about .....

Good things that have happened since the last review

What's working	What's not working
	Child
	Family
	School
	Others

Important now	Important for the future
	Good Health
	Education, learning and work
	Independent living
	Friends, relationships and community

Questions to answer / issues to resolve

Review of the EHC Plan (section 3, EHCP AR proforma)

Previous Outcome	Has the outcome been met? (Yes/No/Partially)	Evidence

Planning for any other actions

## 5. Conducting an Annual Review

The SENCo should collate the appropriate documents detailed above and use the EHC Review paperwork as a guide/agenda for the order and discussion of the meeting. Guidance on how to complete each section is as follows:

### A. *At the start of the meeting (10 minutes)*

- Everyone will be asked to write their names on the sheet 'Who's at the meeting?'
- Everyone will be asked to write on something they like and admire about the young person (things that make them smile, laugh or feel proud).
- The meeting co-ordinator – usually the school SENCO or head teacher – will facilitate the meeting and support the agreement of ground rules. E.g.

*The purpose of the meeting is to:*

- *Review the child or young person's progress towards achieving the outcomes specified in the EHC Plan*
- *Consider the continuing appropriateness of the EHC Plan and to recommend any changes to this that might be necessary*
- *Set new targets for the coming year and to do this in a person centred way focusing on positives about the child and their progress as well as looking at*

*what is working and not working from the point of view of the child or young person, family, school/setting and others. This concludes with a consideration of what is important to the child or young person both now and in the future with respect to better life outcomes and remaining questions to answer and issues to be resolved. This is then carried forward into future planning.*

*The ground rules for meeting should include the following:*

*Everyone's view is valuable*

*There is no such thing as a silly question*

*No jargon*

*Mobiles switched off or onto silent*

*Don't worry about spelling mistakes*

*Don't interrupt*

*5 minute rule*

*Respect confidentiality*

**B. *Gathering Information (10-15 minutes)***

- Everyone is invited to choose a coloured pen and to write on the flip charts (or use post it notes if this is logistically challenging). Initials could be used to identify the source of the information. Sheets can be pre-populated if someone is unable to attend the meeting. The meeting facilitator may find it helpful to have pre-populated the sheet.
- Everyone will be given sticky dots which they can use to prioritise the information gathered.

**C. *Reviewing the information / future planning (30 minutes)***

- Progress in relation to existing outcomes will be discussed in reference to the information shared and the relevance of continuing these outcomes agreed.
- Priorities should be discussed and used in the planning of new outcomes if appropriate.
- Outcomes should be SMART and described clearly.
- Every need should have an associated outcome.
- Action plans should be developed which describe what needs to be done, by whom

**D. *At the end of the meeting (5 minutes)***

- The SENCO will provide a positive summation of the annual review and the next steps moving forward.

*E. After the meeting*

- The review form is completed and the wall charts are either typed up or photographed to add to the review form. This information is sent to SENDAR within 2 weeks of the meeting.
- The provision is developed in response to what was agreed in the review meeting – there is no need to wait for the issue of a new plan.

**6. Completing the annual review paperwork**

**SECTION 1: PERSONAL DETAILS, SCHOOL INFORMATION & PROFESSIONAL INVOLVEMENT**

The information in this section needs to be checked to ensure that it is accurate. For year 9 and above ensure the Preparing for Adulthood section is complete. For aged 16 and above if the young person is known to social care they must be referred to the transitions team.

The section referring to the personal budget should only be completed if a direct payment or third party arrangement is in place

**SECTION 2: PERSON CENTRED REVIEW**

In this section include information under the key questions. This can include photographs of the wall sheets used in the annual review as long as they are clearly legible and understandable.

**SECTION 3: REVIEW OF THE PLAN**

- Please complete the table and indicate whether or not the outcomes have been achieved.

- Comments, particularly if the outcome has not been achieved please include; *details on what was in place, the child or young person's progress and whether the outcome remains appropriate.*

It is suggested that this table is prepopulated with outcomes prior to the review. Again the use of a photograph is acceptable.

#### **SECTION 4: AMENDMENTS TO EHCP SECTIONS A,B,C,D,**

Based upon the information shared in the review consider if the child/ young person's **needs** have significantly changed over the year, either in response to intervention, provision or due to other factors. **Where there is no change record this as *none*.** Significant changes means changes that are additional to and/or different from that which has already been identified.

Amendments may be recorded in the boxes provided or annotated on to the existing plan.

#### **SECTION 5: MOVING FORWARDS (EHCP Part E, F, G,H and I)**

**Section E** Based on the information shared at the Person Centered Review, agree any new outcomes and amendments to the child or young person's existing outcomes, as appropriate, and complete the table or annotate the existing plan (You may also attach an annotated copy of the EHCP to indicate deletions / amendments) .

Outcomes should be SMART

**Section F, G, H** Based on the information shared at the Person Centered Review What provision to needs to be added, removed or changed? (You may also attach an annotated copy of the EHCP to indicate deletions / amendments)

#### **Section I**

Use this section to detail information relating to next year's education placement in particular when the child or young person is transferring between phases of , including where possible:

- If a school has already agreed to offer a place for September
- If parents have an educational placement preference and would like SENDAR to consult with a setting following a meeting
- If parents are exploring alternative educational placements
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## **SECTION 6: PERSONAL BUDGET (EHCP Part J)**

Only complete this section if a direct payment or third party arrangement is in place.

### **7. Concluding the Annual Review Process**

Please complete the front cover recommendations of the annual review to support the local authority to identify whether the child or young person's EHC plan should be amended, maintained, ceased or a reassessment is required.

Educational settings will need to collate all of the necessary information, in electronic form, and send to [sendannualreviews@warwickshire.gov.uk](mailto:sendannualreviews@warwickshire.gov.uk) within 10 working days of the review, as well as to parents. SENDAR will then analyse the information and will notify the parents or young person of their decision within 4 weeks of the meeting.