

SECTION 9

Reviews

Annual Reviews of Statements of Special Educational Needs

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1. Context.

This guidance is written following the SEN Code of Practice and the SEN Toolkit, published by the DfES in November 2001, and should be read in conjunction with the following sections:

- SEN Code of Practice chapter 9, "Annual Review"
- SEN Toolkit, section 4, "Enabling Pupil Participation",
- SEN Toolkit, section 9, "Preparing and Conducting Annual Reviews"
- SEN Toolkit, section 10, "Transition Planning".

Schools should also refer to Raising the Profile: Giving a voice to pupils with special needs and listening to what they say, and, in particular, section 4.

All statutory requirements within these guidelines are underlined for ease of reference.

The Annual Review of a child's statement is a statutory requirement. Initiating the review process is the head teacher's responsibility. All statements must be reviewed at least annually. This review ensures that once a year the parents pupil, school, LA and other professionals involved with the pupil, consider both the progress the pupil is making and whether any amendments need to be made to the statement. Whilst such a major review may only occur once a year, the reviewing process should be considered by the school to be continuous.

Changes in provision for a pupil with an SEN Statement should only take place as a result of Annual Review. The involvement of external support services, including the Health Authority and Social Care Colleagues if specified in the Statement, should not cease at any other time.

2. Quick reference: Timescale of the Annual Review Process.

- a) September:
 - Consult Statements and previous Annual Review documents to establish dates by which annual reviews must be held.
 - Consult school Educational Psychologist and other professionals who need to attend certain reviews to establish availability.
 - Plan dates for Annual Review meetings during the school year ahead.
- b) At least two months before meeting dates, advise all those involved of the date and invite written reports/submissions to the school by approximately three weeks before the meeting.
- c) Obtain pupil's contribution approximately three weeks before the meeting.
- d) Two weeks before the meeting, send out all reports/submissions received, including the school's report and pupil's contribution, to all those invited to the meeting.
- e) Hold the meeting.
- f) Within 10 school days of the meeting or the end of term, whichever is earlier, circulate the report, following the format set out below, and if year 9, the Transition Plan as well, to all those involved and to the Assessment, Statementing and Review Service.
- g) Expect a response from the ASRS regarding any actions recommended by the Annual Review within four weeks of their receipt of your report.
- h) Ensure that the pupil and all school staff who work with that pupil are aware of and understand the significant outcomes of the Annual Review, which will be, at the very least, the child's updated IEP.
- i) Remember to update your SENCO module on SIMS.

3. The Purpose of the Annual Review.

The Annual Review should be an essential element in ensuring successful SEN provision and should not be regarded as merely a routine bureaucratic task. Its purpose should be

- a) To ensure that the child's Special Educational Needs are being appropriately met.
- b) To ask whether a Statement is still required and, if it is, to ensure the current wording is still appropriate.
- c) To plan objectives for the child's future educational provision.
- d) To account for any additional financial resources provided by the Statement.
- e) To assist Governing Bodies in making decisions about the appropriate employment of SEN support staff.

4. The Annual Review process

The Annual Review process should be seen as having four distinct parts:

- a) The school's preparation for the review:
- b) setting the date,
- c) sending invitations,
- d) requesting and distributing information
- e) The Annual Review meeting
- f) The school's record of the Annual Review meeting
- g) The LA reviews the statement in the light of the school's record of the review meeting

5. Preparation for the Annual Review meeting

Setting Dates

The LA wishes schools to be broadly free to set their own review dates, but schools should be aware that every pupil in their school with a Statement must have an annual review no later than 12 months after the date of the Statement or of the previous Annual Review. At the beginning of each term the LA will write to schools with a termly update of those pupils whose annual review is due.

It is recommended that annual review dates are established as near to the beginning of the school year as possible and, in consultation with the Education Psychology Service, Support Services and, in the case of reviews in year 9 and above, the Connexions' Service.

At least two months notice of an annual review must be given; this is a statutory requirement.

Schools should then give the proposed dates to the LA, through the Assessment, Statementing and Review Service (ASRS), and to parents and other professionals.

It is unlikely all relevant professionals will be able to attend all review meetings. Schools can, however, assist professionals in prioritising reviews, by indicating if there are particular issues to resolve through the annual review process.

Where a pupil has both a Statement and a Care Plan, advance planning of the dates may enable the two reviews to happen at the same meeting.

Who should be invited?

The school must invite:

- Parents and carers
- The child's class teacher or form/year tutor and/or the SENCO.
- A representative of the placing LA¹. This may be an Officer, an Educational Psychologist or member of the Support Services.

The pupil concerned should also have the choice of attending at least part of the Annual Review meeting. Please see later section on "Pupil Participation".

When inviting parents, schools should note that if a child's parents are living separately then, unless a Court Order has ruled otherwise, both parents will have parental responsibility and both should be invited to the Annual Review have their views sought and be in receipt of all relevant documentation.

In the light of involvement with the pupil over the last year, schools should also invite any other professionals working with the pupil. For example,

- Representatives from Health e.g. the school's designated Medical Officer, Clinical Psychologist.
- Representatives from Social Care².
- If year 9 or above, a representative from Connexions *must* attend.
- If the pupil is changing schools and the review is happening after places have been offered, then a representative of the receiving school should be invited.

Collating information prior to the review

When sending out invitations, the school should, at the same time, request reports from all those invited, including parents allowing time for such reports to be circulated by the school at least two weeks before the date of the meeting.

The contributions received, and comments on those contributions, together with an account of the review meeting form the basis of the annual review report.

Prior to the meeting it is helpful if the SENCO can at least complete sections A, B, D and E of the annual review pro forma in draft and circulate this ahead of the meeting.

Parental Participation in the Review Process

When inviting a written contribution, schools may use a pro forma for parents to complete or choose to offer guidance on headings e.g. Areas of Success, Areas of Difficulty, Planning for the Future etc.

¹ If pupils live outside Warwickshire LA, then their Statement will be maintained and resourced by another LA. In this event, the other LA should be informed of the proposed date of the Annual Review and representatives invited. If Warwickshire support services have been involved with the pupil, then of course they should still be invited in the usual way.

² SEN Toolkit Section 11 advises schools to consult Social Care Colleagues in respect of Children in Public Care to ensure all relevant people are invited. (e.g. foster carers parents etc.)

Some parents may find difficulty in providing their views, but there are a number of ways of offering support:

- This might take the form of a scribed discussion with a member of staff in advance of the meeting or completion, with help, of a pro forma with appropriate headings.
- Referral to the Warwickshire Parent Partnership Service, which offers independent advice and support to parents of pupils with Special Educational Needs (telephone 024 76 588464).
- Referral to the Inter-Cultural Support Service (telephone Liz Khalili on 01788 562841). Parents whose first language is not English may also require translations of correspondence and reports; this should be taken into account in the school's timing of invitations.
- Referral to IDS T & L if a member of the family has a sensory or communication difficulty requiring support before and/or during the meeting (e.g. to prepare review documentation ahead of the meeting in a format that is accessible). Please see paragraph 9:24 of SEN Code for further guidance.

Please remember unless a Court Order has ruled otherwise, both parents will have parental responsibility and both contributions must be sought.

It can be extremely intimidating for parents to participate in a review with a number of unfamiliar people, so please ensure beforehand the parent knows exactly who will be at the review and what each person's role will be. Ensure the parent knows they can bring with them a friend, relative, or representative of the Parent Partnership Service or their local support group. Also encourage parents to prepare for the meeting by writing down any questions they want to ask.

It is a statutory requirement that all reports and written contributions are circulated at least two weeks before the review, no one should be placed at the disadvantage of having to skim read new material in the meeting.

Pupil Participation in the Review Process

Careful consideration should be given to enabling the pupil to make a contribution to their review, regardless of their age or abilities. The greater the difficulties a pupil has with understanding or communication, the more important it is to plan ahead to make that contribution meaningful.

Pupils who require a facilitator, either to communicate in a meeting or to make a written contribution to a meeting, should ideally be able to choose that person.

A written contribution may take the form of a scribed discussion with a member of staff in advance of the meeting or completion, with help, of a pro-forma with appropriate self-review headings and comments on the support received.

The use of video recordings taken on different occasions should also be considered.

The pupil's views should be obtained in time to be part of the documentation circulated two weeks before the meeting.

Careful consideration should be given to enabling the pupil to attend all or at least part of the meeting, possibly the early part, where achievements are reviewed and current support discussed. Preparation for their attendance is vital, for example, explaining what the meeting will be about and who will be there. The school will find helpful information on involving pupils in reviews in Section 4 of Raising the Profile: Giving a voice to pupils with special needs and listening to what they say, and, in particular on page 25. Even if a child declines to attend, every effort should be made to ensure the main messages of the review are communicated to the pupil.

The child should also have an involvement in personal target setting, with an opportunity to record targets in their own words or symbols.

6. The Annual Review Meeting.

The meetings should normally be chaired by the head teacher. The head teacher can, however, delegate this responsibility to a **qualified** teacher at the school, e.g. the SENCO. It is good practice for school staff who are involved in implementing the IEP. e.g. the class teacher and teaching assistant to attend the meeting.

In the case of pupils in residential provision, both in and out-County, the annual review will be convened and chaired by an Independent Reviewing Officer, appointed by the Local Authority. See section 9 for further information.

In the case of pupils who are educated otherwise than at school, please see section 10 for further information.

Conduct of the meeting

- Please remember the purpose of the meeting is to review the statement, not the IEP. The statement should, therefore, be available and should be referred to throughout the meeting.
- The Chair should begin by introducing everyone and then outlining the purpose and agenda of the meeting. The Chair should also give an indication of the possible duration of the meeting. A well conducted and successful annual review should last about an hour (or an hour and a half for a transitional review). It is not necessary, for example, for professionals to go through their written reports as these will have been circulated two weeks before the meeting. There should instead be an opportunity for participants to raise matters arising from those reports.
- The Chair should consider carefully the order of verbal contributions, as far as possible setting a positive tone to the meeting, but anticipating any possible areas of disagreement or dispute. The Chair must ensure that anyone wishing to contribute or comment on what has been said, has the opportunity to do so and should prevent any one person from dominating the discussion.
- It is helpful if the Chair summarises important points throughout the meeting. Action points and any points of disagreement should be clearly minuted. If necessary, these can be appended to the review pro forma.

The Agenda

The following should be the normal agenda,

- 1) Welcome and introductions.
- 2) Review of Section I of statement to ensure personal details are correct.
- 3) Opportunity for participants to raise matters arising from previously circulated reports. This section will include ensuring that the pupil and parental views have been discussed and recorded.
- 4) Review of Progress:
 - a) SENCO to go through the previously drafted Section D of the annual review pro forma. Participants then agree the final contents of this section.
 - b) Discussion of National Curriculum attainment and other standardised assessment outcomes.
- 5) Review of Sections II and III of statement to ensure these remain appropriate.
- 6) Planning for the future:
 - a) Setting success criterion against statement objectives for the next year.
 - b) If year 9 or above, drawing up or reviewing the Transition Plan (see Section 8 below and Appendix C).
- 7) Review of transport (if appropriate), i.e. do they meet the criteria for free transport, (see Appendix B), especially if the pupil has just turned 8 years of age? Have family circumstances changed? Is reimbursement of travel costs to the parents now more appropriate than the transport provided or should the nature of that transport change, (e.g. from taxi to bus), as the pupil grows older?

A copy of this agenda can be found towards the end of this section for schools to photocopy and send out with the review invitations.

The purpose of the Review is to discuss the pupil's needs as expressed in the Statement and the adequacy of the provision made to meet them. Discussions about the funding band and any possible changes to this, should take place between the school and the ASRS outside the Annual Review meeting.

Although it is not for the Annual Review meeting to make recommendations regarding changes of school placement, it is important that the review indicates any shortcomings in the current provision, with reasons given. This is particularly important if the pupil is due to be transferring phases at the end of the next year (e.g. currently in year 5). It is most important and in the pupil's best interests not to raise expectations of changes in school placements which may prove inappropriate, or could be avoided through resource level changes. Decisions about school placements, of course, lie with the ASRS. It may, however, be helpful for schools to ask questions such as: is the pupil fully included within the school community? If not, what needs to be achieved to accomplish this? If the pupil is currently in receipt of specialist provision, is the pupil ready to be included, either partially or in full, in a mainstream environment? Or if in mainstream, would the pupil benefit from more specialist provision?

7. The Annual Review Report.

Content of the report

It is the responsibility of the school to produce a written report of the Annual Review, which follows the LA's annual review pro forma (see Appendix A). Comments from the pupil and parents, along with reports from professionals involved with the pupil, should be appended to this pro forma, along with more detailed minutes, but only if deemed necessary.

Please note that it is **not** necessary for schools to:

- repeat the wording of Statements on their Annual Review reports;
- include subject reports at secondary level;
- attach samples of pupil's work;
- duplicate information which can be found in other professionals' reports which will be attached.

The Annual Review documentation will present the most up to date picture of a pupil's needs, including detailed progress against specific targets, e.g. can read half of the words on the NLS Reception list. Unless there are significant changes in a pupil's needs, schools should try to limit statement amendments to the end of each Key Stage.

Changes in anticipation of secondary transfer, should be made in Year 5 to ensure accurate and up to date information is available when the LA is consulting with secondary schools prior to pupils transferring. In summary, the LA will only usually agree statement amendments following reviews in Years 2, 5 and 9, unless there have been significant changes of need or where pupils have been discharged, for example, from Speech and Language Therapy.

When making recommendations for statement amendments, schools should bear in mind that whenever a need is added to or deleted from part II of the statement, then consideration must be given to the provision detailed in part III and any related objectives, strategies or factors in the environment which will need to be added or deleted. These recommendations should be supported by agencies external to the school and their written reports **must** accompany the Annual Review documentation.

Circulating the Report

Copies of the report should be sent to the Assessment, Statementing and Review Service, as well as parents, the school's EP and any other professionals involved in the Review.

The SEN Code of Practice requires schools to complete review documentation and circulate this within 10 school days of the review meeting or the end of that school term, whichever is earlier.

Schools should regard the Annual Review document as a working document and ensure that all school staff who have significant contact with the child are aware of it and understand its content.

For pupils from other LAs, as well as sending a copy to the Assessment, Statementing and Review Service, a copy must be sent to the placing LA. If in doubt, please telephone your ASRS Contact for names and addresses.

8. What happens to Annual Reviews when they reach the ASRS?

All Annual Reviews are read by your ASRS Officer. This should be regarded as a key part of the LA's vital role in monitoring SEN Statements. Officers plan to read within two weeks of receipt those Reviews requiring action. They aim to read others, within four weeks. If schools endeavour to send in Annual Reviews promptly failures to meet these targets should be avoided.

Officers note examples of good practice and, in particular cases, inform schools of this, as well as the SEN Monitoring Officer. Well conducted and successful Annual Reviews are one indicator of good SEN

practice in schools and are a source of information for the SEN Monitoring Officer about the appropriateness of a school's SEN provision.

If Annual Review documentation is incomplete, staff will contact schools asking for the missing information.

If particular requests involving, for example, changes in funding or changes to the Statement, have been made and the information to support such a request is incomplete, Officers may first request additional information. This may include a proposed costed programme of provision with success criteria and exit strategies, or a request to involve the school EP to provide additional advice or evidence that the school has already sought to restructure its support before considering provision resulting in additional costs.

If, as a result of an Annual Review, action is required by the LA, the ASRS Officer will aim to take such action within a month of receiving the Review document. If the LA decides to amend or cease to maintain the statement within one week of making that decision, the LA is required to write to the parents and the head teacher informing them of this. Parents will at the same time be informed of their right of appeal to the SEN and Disability Tribunal, if they disagree with the LA's decision. Parents will also be given details of Midlands SEN Mediation providers of informal means of settling disagreements between parents and the LA or school.

9. Transitional Reviews

Annual Reviews of Statements in Year 9³ and above contain an additional element. As well as reviewing the young person's statement the purpose of the review in year 9 is to draw up a transition plan and in subsequent years to review that plan. The LA will write to schools at the start of each academic year, alerting them to all those pupils eligible for a Transitional Review during the year ahead. Schools should then set dates for the year and invite both Social Care Colleagues and Connexions to the Review meetings giving more than the usual two months notice.

Transitional Review meetings should be convened and conducted in the same way as other Annual Review meetings. Preparation for the review will take longer as information may need to be pulled together from a wider number of sources, including the Connexions Personal Adviser, Records of Achievement and Progress Files.

Involvement of other agencies

In August of each year the LA will inform Social Care, Health and Connexions of the names of all pupils entitled to a transitional review.

Please note schools have a statutory responsibility to invite Social Care and Connexions.

A representative of Connexions is obliged to attend the Year 9 review. Connexions will also attend the Year 11 review and, post-16, will attend the penultimate review before the young person leaves school.

In respect of Social Care, a specialist social worker will contact the school in the Autumn Term to identify which of those pupils in Year 9 are likely to require ongoing Social Care involvement and who may be entitled to an assessment under the Disabled Persons Act, 1986. Social Services will then use this information to prioritise their attendance at Year 9 and subsequent reviews.

The LA will also write to the parents of all Year 9 pupils with Statements, at the beginning of the academic year, informing them of the process and of the potential involvement of the Social Care Colleagues. They are invited to contact the school if they specifically do not wish a social worker to attend the Review meeting.

³ For a pupil out of year-group, this review must take place in the tenth year of compulsory schooling. I.e. the academic year of the pupil's 14th birthday.

Depending on the pupil's needs and particular circumstances, consideration should also be given to inviting representatives from Health to the Year 9 and subsequent reviews. Involvement may be needed to plan their future transfer to adult health care services.

Under the SEN Code of Practice the school is responsible for facilitating "the transfer of relevant information to ensure that young people receive any necessary specialist help or support during their continuing education and vocational or occupational training after leaving school" (9:49). In practice the LA would suggest that as a minimum Connexions and, if attending, Social Care and/or Health, will require,

- A copy of the young person's statement
- The most recent annual review

In some cases, a copy of any recent psychological advice will also be beneficial. The SEN Toolkit, Section 10, "Transition Planning" provides useful guidance on the role of the Connexions Personal Adviser, Social Care and Health.

Pupil Participation in the Transitional Review Process

As with any review, it is essential that the transitional review process is participative and involves the young person in a meaningful way. General advice on facilitating meaningful participation is included earlier in this document. Schools will also find the SEN Toolkit, Section 4, "Enabling Pupil Participation" and paragraphs 22-31, 39-42 of the SEN Toolkit, Section 10, "Transition Planning", helpful.

Pupils will be most effectively involved when supported by information, careers guidance, counselling, work /college experience and the opportunity to consider a wide range of options. Schools should consider ways to ensure pupil views are listened to and reported, for example, through the use of Connexions, student counsellors, advocates, Mentors etc.

The Transition Plan

The purpose of a Transition Plan is to draw together information from a range of individuals within and beyond school in order to plan coherently for the young person's transition to adult life, including on-going school provision.

A suggested pro forma is included below. The Plan should address the following questions:

For the Young Person:

- What further information is needed in order to make informed choices?
- What local arrangements exist to provide advocacy and advice if required? Does the young person want this support?
- What are their hopes and aspirations for the future and how can these be met? Does the young person's personal action plan cover these issues to their satisfaction?
- And for young people living away from home or in residential provision: are there particular issues relating to the location of services when they leave school that should be discussed in planning?

For the Family:

- What do parents expect of their child's adult life?
- What can they contribute in terms of helping their child to develop personal and social skills, an adult lifestyle and to acquire new skills?
- Will parents experience new care needs and require practical help in terms of aids, adaptations or general support during these years?

For the School:

- What are the young person's curriculum needs during transition?
- What subject options are being considered/have been chosen? What Key Stage 4 curriculum flexibilities, if any, should be considered? Is there a need for any special examination arrangements or concessions?
- How can the curriculum help the young person to: play their role in the community; make use of recreational facilities; assume new roles in the family; develop new educational and vocational skills?
- If a pupil is moving on to further or higher education, what plans are in place to ensure appropriate transfer of information?

For Professionals:

- Which new professionals need to be involved in planning for transition?
- How can professionals currently involved and those involved in the future, work together to ensure effective and coherent plans are made?
- Are assessment arrangements clear to all (e.g. Disabled Person Act assessment)? How will outcomes be shared between all agencies concerned?
- How can information best be transferred from children's to adult services?
- Where a young person requires a particular technological aid, are arrangements in place to ensure appropriate training and ongoing technological support is in place?
- What options are appropriate / available in relation to ongoing school provision, further / higher education, work-based training?

Submitting the Plan to the LA

The first Transition Plan must be drafted following the annual review meeting of the statement held in Year 9. It must then be sent to the Assessment, Statementing & Review Service, along with the other annual review documentation, within 10 school days of the meeting or the end of term, whichever is earlier. Please note this is a statutory requirement.

Subsequent Reviews

Transition planning is a continuous and evolving process and the transition plan should, therefore, change and grow over time. At subsequent reviews until the young person leaves school, the head teacher should ensure the Transition Plan is reviewed and updated. Details of its review must be included in the annual review documentation sent to the school.

Annual Reviews of pupils in residential education and care

In the case of pupils in residential provision, both in and out-County, the annual review will be convened and chaired by an Independent Reviewing Officer, appointed by the Local Authority. This is to ensure there is a coherent review of both the pupil's educational and care provision, and that where possible any Looked After Reviews are combined with Annual Reviews of statements. The head teacher or teacher in charge of the pupil's educational provision will nevertheless be asked to collate reports from school and care staff, as well as seek contributions from the Connexions Service for pupils in year 9 or above.

Annual Reviews of pupils out of school or who are educated otherwise than at school

Where a pupil with a Statement is being educated by the Warwickshire Pupil Reintegration Unit, the annual review / transitional review will be convened by the SEN Co-ordinator of the PRU. An Officer from ASRS should be invited to attend.

Where a pupil with a Statement is dual registered, the school named on the pupil's statement will convene the annual review.

Where a pupil with a Statement is in receipt of medical tuition, the school named on the pupil's statement will convene the annual review.

Where pupils with statements are educated at home or are following home programmes, reviews will be convened and chaired by the area Assessment, Statementing & Review Officer.

Annual Review Pro Forma

Section A: Personal Details

Pupil name:	Date of Birth:	Age:	Gender:																		
UPN:																					
Ethnicity: (Please tick)	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Asian - Bangladeshi <input type="checkbox"/></td> <td style="width: 50%;">Mixed – White & Asian <input type="checkbox"/></td> </tr> <tr> <td>Asian - Indian <input type="checkbox"/></td> <td>Mixed – White & Black African <input type="checkbox"/></td> </tr> <tr> <td>Asian - Pakistani <input type="checkbox"/></td> <td>Mixed – White & Black Caribbean <input type="checkbox"/></td> </tr> <tr> <td>Other Asian Background <input type="checkbox"/></td> <td>Other Mixed Background <input type="checkbox"/></td> </tr> <tr> <td>Black – African <input type="checkbox"/></td> <td>White British <input type="checkbox"/></td> </tr> <tr> <td>Black – Caribbean <input type="checkbox"/></td> <td>White Irish <input type="checkbox"/></td> </tr> <tr> <td>Other Black Background <input type="checkbox"/></td> <td>Traveller of Irish Heritage <input type="checkbox"/></td> </tr> <tr> <td>Chinese <input type="checkbox"/></td> <td>Gypsy/Roma <input type="checkbox"/></td> </tr> <tr> <td></td> <td>Other <input type="checkbox"/></td> </tr> </table>			Asian - Bangladeshi <input type="checkbox"/>	Mixed – White & Asian <input type="checkbox"/>	Asian - Indian <input type="checkbox"/>	Mixed – White & Black African <input type="checkbox"/>	Asian - Pakistani <input type="checkbox"/>	Mixed – White & Black Caribbean <input type="checkbox"/>	Other Asian Background <input type="checkbox"/>	Other Mixed Background <input type="checkbox"/>	Black – African <input type="checkbox"/>	White British <input type="checkbox"/>	Black – Caribbean <input type="checkbox"/>	White Irish <input type="checkbox"/>	Other Black Background <input type="checkbox"/>	Traveller of Irish Heritage <input type="checkbox"/>	Chinese <input type="checkbox"/>	Gypsy/Roma <input type="checkbox"/>		Other <input type="checkbox"/>
Asian - Bangladeshi <input type="checkbox"/>	Mixed – White & Asian <input type="checkbox"/>																				
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Black – Caribbean <input type="checkbox"/>	White Irish <input type="checkbox"/>																				
Other Black Background <input type="checkbox"/>	Traveller of Irish Heritage <input type="checkbox"/>																				
Chinese <input type="checkbox"/>	Gypsy/Roma <input type="checkbox"/>																				
	Other <input type="checkbox"/>																				
School:	NCY:																				
Date of meeting	Date statement first issued:																				
Date of Statement being reviewed today:																					
Pupil address:		Contact no:																			
Parents/Carers Names:		(i)	(ii)																		
Addresses if different from pupil:																					
Are the details in Part 1 of the statement still correct? YES / NO For Looked After Children include name of Social Worker																					

Section B: School Attendance

Percentage of attendance over past year	
Number of fixed term exclusions in past year	
Total number of days excluded	

Section C: Participants in Review (i.e. all those currently involved with the pupil.)

Participant	Names	Present (Tick)	Report Attached (Tick)
Pupil (must attend at least in part)			
Parents/Carers			
Headteacher / Chair			
SENCO			
Class/form teacher			
Support Teacher			
Teaching Assistant			
Educational Psychologist			
Support Service			
Speech Therapist			
Physio/Occupational Therapist			
Medical Officer / Nurse			
CAMHS			
Social Worker			
ESW			
ASRS Officer			
Connexions			
Other			

Annual Review Agenda

1. Welcome & Introductions
2. Review of Part 1 of Statement: is personal information still correct?
3. Issues related to previously circulated reports:
 - a. Pupil
 - b. Parents
 - c. School
 - d. Other Professionals
4. Review of Progress (Sections D & E of the review pro forma)
5. Review of Parts 2 & 3 of Statement
6. Planning for the future:
 - a. Setting success criterion against each statement objective
 - b. Drawing up / reviewing Transition Plan (Year 9+)
7. Review of Transport (if appropriate)

Section D: Progress made against Statement Objectives & Planning for next year

Objectives as listed in Part 3 of the Statement	Related IEP targets	Progress made	What we hope the pupil will be able to do this time next year

Section E: National Curriculum Attainment and other Standardised Assessments⁴

Subjects	Most recent SAT /QCA Date of assessment:	Current Teacher Assessment of NC level child is achieving⁵	Target for end of current Key Stage⁶
English			
Reading			
Writing			
Speaking & Listening			
Mathematics			
Number			
Using/Applying			
Shape/Space			
Science			
Personal/Social (P Scales only)			
Interacting			
Independence			
Attention			

Current standardised attainment tests for reading, spelling, comprehension, numeracy⁷				
Date of Test	Name of test administered	Chronological age	Age equivalent score	Percentile/ Standard score

Standardised attainment tests for reading, spelling, comprehension, numeracy from last annual review of statement or previous year's School/Support Service/ EP assessment				
Date of Test	Name of test administered	Chronological age	Age equivalent score	Percentile/ Standard score
Other Standardised test scores.				
Date of Test	Name of test administered	Chronological age	Age equivalent score	Percentile/ Standard score

⁴ If this information is stored in a different format elsewhere in school records a print-out or photocopy can replace this section.

⁵ Please record differential levels, e.g. P scale, 1A, B, C etc.

⁶ If pupil is approaching end of KS 4 please give expected exam grades.

⁷ This section must be completed if statement objectives include development of literacy and/or numeracy. Assessments should be carried out within 3 months of the review meeting.

Section F: Description of the pupil and the pupil's needs as set out in Part 2 of the Statement (Please refer to Section 9 of the Reference File for guidance on "The Annual Review Report" and amending statements in Years 2, 5 and 9)

Is the description given in Part 2 still accurate? YES/NO

If no, either give suggested changes here or append a photocopy of the statement with suggested amendments indicated.

Section G: Statement Objectives

Are the objectives in Part 3 of the statement still appropriate? YES/NO

With reference to Section D, please indicate those objectives which could now be met at School Action or Action Plus.

Section H: Special Needs' Provision

For pupils in mainstream schools or on split placements, please detail the support being given to the pupil that is additional to, or otherwise different from, the educational provision made generally for pupils of the same age. Please give details of time and resources.

Are the Teaching Strategies in Part 3 A of the statement meeting the child's needs? YES /NO

If not, what changes need to be made?

Is the Learning Environment described in Part 3 B meeting the child's needs? YES/NO

If not, what changes need to be made and why?

Please indicate any special arrangements that are made due to modification/disapplication of the National Curriculum:

Section I: Planning for Next Year

Does the statement need to be maintained (please consider whether needs could now be met at School Action Plus

YES / NO

If yes, please detail the next step the pupil needs to achieve towards independence in learning:

Section J: Non-educational Provision

During the course of the last year, please indicate, where appropriate, if a recommendation has been made to discharge the pupil:

Speech and Language Therapy YES/NO

Physiotherapy YES/NO

Occupational Therapy YES/NO

Is there agreement that the statement can now be amended to delete the above provision if the pupil has been discharged?

YES/NO

If not, please outline any concerns:

Section K: Transport to School

Is the pupil receiving free transport to school? YES / NO

If so, on what grounds?

- a) Pupil lives further than the maximum distance from school and school is the nearest appropriate provision ☐
- b) The nature of the pupil's special needs mean that transport to school is essential ☐
- c) Other.....

Should transport continue? YES / NO

If yes, what steps are being taken to enable the pupil to travel independently in the future?

Section L: Summary of Review Findings

LA to maintain statement	<input type="checkbox"/>
Pupil's special needs to be met at School Action Plus	<input type="checkbox"/>
Objectives of statement no longer appropriate, reassessment indicated⁸	<input type="checkbox"/>
Pupil moves in September	<input type="checkbox"/>
Name of school if known _____	
Pupil leaves school at the end of this academic year	<input type="checkbox"/>
Destination if known _____	
Review includes Transition Plan	<input type="checkbox"/>
Rewrite Statement to reflect updated advice attached to this report	<input type="checkbox"/>

Signed _____ **Date** _____

A copy of this Review report should be sent to the parents the Educational Psychology Service and the Assessment, Statementing and Review Service in the LA within 10 school days of the date of the meeting or the end of term, whichever is earlier.

⁸ School EP must have attended the meeting or be aware and supportive of this request.

Transition Plan Pro-Forma

Name:	DoB:
School:	

Views of the Young Person:

Views of the Family:

Professionals & outside agencies currently involved with the young person:

Professionals & outside agencies who may need to be involved in the future. (Please indicate who will be responsible for making a referral:

Details of curriculum needs during transition:

Options being considered post 16¹:

¹ If the young person agrees, schools may append their Connexions Action Plan to the Transition Plan.

Contact addresses for Transitional Review Invitations

Connexions

Diana Sellwood (Operations Manager) & Donna Kilgour (Transition Coordinator)
Integrated Disability Service
Oakfield Park
32 Bilton Road
Rugby. CV22 7AL

Tel: 01926 476928 & 01926 476849

Email: Diana.sellwood@cswpconnexions.org.uk
Donnakilgour@warwickshire.gov.uk

Social Care / Children's Disability Team

Please note Social Services responsibility depends on the pupil's home address and not on the address of the school.

Donna Kilgour (Transition Coordinator)
Integrated Disability Service
Faraday Hall
Lower Hillmorton Rd
Rugby. CV21 3TU

Tel: 01926 476849

Email: Donnakilgour@warwickshire.gov.uk

Pupils with statements: the process for convening a review meeting where a placement may be inappropriate

Before the meeting

Convening such a review meeting is premature if the school has not:

- sought updated advice from the school EP or in the case of a pupil with ASD the Autism Inclusion Team (AIT);
- sought input from an appropriate specialist teacher and then implemented a revised IEP/PSP over a reasonable period of time.

If this discussion is to take place within an annual review, the school should usually give two months notice of the date of the meeting. If it is an emergency meeting to avoid a permanent exclusion, the school may call it earlier, but must ensure the following can attend in addition to school representatives:

- **Assessment, Statementing & Review Service Officer**
- **Educational Psychologist, Support Service representative**
- **If involved, representatives from Health, Social Care, Connexions, Parents / carers**
- **Pupil**
- **EIS representative**

Paperwork should be prepared by the school and circulated two weeks in advance, including updated Professionals' reports.

If during the course of an annual review the appropriateness of the placement is in question but the school has not previously sought updated advice from the EP Service and the appropriate Support Care, and/or the representatives listed above are not present, the meeting should be reconvened at a later date.

At the meeting

If the meeting is an annual review, the school should follow the guidance and agenda in the Annual Review chapter of the "Reference File for SEN & Inclusion" then complete the LA's review pro forma. If it is an emergency interim meeting, the following agenda is recommended:

- **Description of current provision**
What provision is in place?
- **Effect of provision**
What progress has been made against each of the statement objectives?
- **What are the views on the progress made?**
Child's views
Parents/carers' views
SEN support service, EP and other professionals working with the child
- **Planning for the next year**
 - Does Part 2 of the statement still accurately reflect the pupil's difficulties or have needs changed significantly?
 - Are the current objectives still relevant? Do any new objectives need to be added?
 - Is the current provision still appropriate?
 - If the current school is not appropriate (because it is unable to meet the objectives), what specific features are needed that the school is unable to provide?
 - Does the statement need to be amended or statutory reassessment recommended?
 - What interim provision needs to be made and who will be responsible for making that provision?

Clarification of responsibilities

- The pupil remains on roll until statement is amended to name another school/alternative provision
- Unless the school is responsible for making any interim provision, the statement funding will cease from the day of the review meeting. The school, however, will continue to receive the AWPU and therefore is responsible for
 - making work available and marking work,
 - liaising with any tutors who become involved and
 - allowing access to resources
- If parents and/or pupil were not present, the meeting should decide and then minute who will be responsible for talking to parents and the pupil.
- ASRS Officer should ensure the parent is aware and has contact details of the Parent Partnership.

After the meeting

- The school must send the following to ASRS as soon as possible and within 10 days at the latest:
 - Minutes of the review meeting plus professionals' reports
 - Pastoral Support Plan / last three IEPs
 - Log of incidents/notes of structured observation
- If the meeting is in agreement that the school cannot meet need, the documentation listed above should be forwarded by ASRS for referral to Area Behaviour Management Group's Core Group (to enable arrangements for tuition) and to set up a Placement Identification Meeting.

