**Annual Review of Education Health and Care Plan Guidance**

The Annual Review of an Education Health and Care plan (EHCP) is the process by which the outcomes set out in the plan and the effectiveness of provision are reviewed. The child or young person is at the centre of this process and is involved in discussion and decisions along with parents and professionals. At each Annual Review steps towards achieving the outcomes in the plan are discussed and recorded as being ‘achieved’, ‘updated’ or ‘changed’ on the Record of Annual Review (ROAR) form.

**What the SEND Code of Practice (2015) says: The importance of working with the family:**

* 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 (ROAR) form.
* 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 <https://www2.oxfordshire.gov.uk/cms/content/education-health-and-care-plan-assessment> for guidance)

**What should be reviewed:**

* The review must focus on progress towards the outcomes specified in part E of the plan
* The review must consider whether these outcomes and steps towards them remain appropriate
* The review should consider if the special educational provision that is being made, continues to be effective and allows the child/young person to make progress towards their agreed outcomes.
* The review should also consider whether the health and social care provision stated in the EHC plan is accurate and continues to support progress towards the agreed outcomes.
* Next steps should be reviewed and progress recorded in the Record of Annual Review (ROAR) form. If outcomes require amending, this should be recorded on the EHC directly using the key below. If a child/young person has achieved their outcomes and support can now be met within delegated resources, a discussion with the child/young person/family should take place and a recommendation made to the LA on whether to cease the EHC plan.

**Forward planning:**

* 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
* All reviews from year 9 onward must include a focus on **Preparing for Adulthood** as a statutory requirement.

 **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.
* The Local Authority will provide a list of children and young people requiring an Annual Review to all Headteachers or Principals of the identified provision attended by them at least 2 weeks before the start of each half term break (May, October and February) The list will also include a CSC key worker if one is involved with the case.
* The school/setting or college provider will arrange and conduct the Annual Review process
* The child’s parents or young person, a representative of the school/college/setting, health service (if involved), social care (if involved) and the SEN Officer, must be invited and given at least six weeks’ notice of the review meeting. Professionals can telephone in or Skype in to the meeting if they are unable to attend in person but **must** submit a report to inform 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 SEN 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 ~~strikethrough~~ text for deletions and red type for additions.
* **Within four weeks** of the review meeting the Local Authority 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 Local Authority must issue the amended EHC plan **within 8 weeks** of the decision to amend letter.

**Good practice guidance**

The attached activity schedule and model agenda set out the actions, roles and responsibilities in preparing for and carrying out an Annual Review. It can be used as a checklist for each child/young person. The paperwork and examples referred to **in bold text** in the schedule are available on the Insite: Schools website and on Oxfordshire County Council’s Local Offer webpages: <https://www.oxfordshire.gov.uk/cms/public-site/education-health-and-care-plans>. <https://www.oxfordshire.gov.uk/residentschildren-education-and-familieseducation-and-learningspecial-educational-needs-and/reviewing-ehc-plan>

The Council for Disabled Children (CDC) have developed the following guidance:

* Annual Review timeline for professionals <https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/independent_support/ARtimetable.cleancopy.final.pdf>
* Annual Review factsheet <https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/independent_support/ARfactsheets.general.cleancopy.FINAL.pdf>
* An animation explaining the Annual Review process <https://councilfordisabledchildren.org.uk/independent-support/resources/annual-review-process-guidance-and-training>
* A short E-learning training module explaining the Annual Review Process is available on the CDC website. Please follow the link for the animation and look beneath the picture, to access this training you will need to complete a quick and simple signing up process (please note that the target audience is Independent Supporters)

**Getting help**

Further guidance and advice can be obtained from the SEN casework team:

**Central (Oxford)** Tel: 01865 815275

SENCentralTeam@oxfordshire.gov.uk

**North** **(Cherwell and West Oxfordshire)** Tel: 01865 816681

SENNorthTeam@oxfordshire.gov.uk

**South (South and Vale of the White Horse)** Tel: 01865 815354

SENSouthTeam@oxfordshire.gov.uk

**Annual Review Actions (AR) Actions checklist**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Action to be taken | Action date | Date of action |
| 8 weeks prior to the AR meeting | If you have significant concerns about a child or young person please discuss these with your SEN officer at this point. |  |  |
| Write to the parents/young person inviting them to the meeting.The **letter** asks parents/young people to name anyone that they would like to invite to the review and gives information about getting support. With the letter include the **form** for them to record their views and wishes. Parents are asked to respond within two weeks.  |  |  |
| 6 weeks prior to the AR meeting | As soon as the meeting is confirmed, send your SEN Officer **notification** of the meeting date and time, highlighting if and why their attendance is requested. Upon receipt, the SEN officer will provide current information held by the authority on transport or a personal budget if appropriate, to the school/setting, at least 3 weeks before the Annual Review 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. |  |  |
| Check parents know that they can ask for support from SENDIASS |  |  |
| Prepare for the best participation at the meeting: allow sufficient time, choose a space where people have enough space to sit and write comfortably and see and hear each other. |  |  |
| 4 weeks prior  | Prepare the **school/setting report** for the annual review.  |  |  |
| 3 weeks prior to the AR meeting | The parent, child/young person returns a record of their views |  |  |
| Practitioners return updated reports and confirm whether they are attending |  |  |
| Collate updated reports, the parent and child or young person’s views and send to all those attending the meeting |  |  |
| 1 week prior to the AR 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. |  |  |
| Agree chairing and recording roles. |  |  |
| Prepare what to say and take any information required to the meeting. Be clear what is important for the child/ young person. |  |  |
| Check the support the family wants (if any) |  |  |
| Print a copy of the **Parent (and young person) evaluation forms** to give out at the meeting. |  |  |
| See the AR meeting agenda attached for how to structure the meeting |
| Within 2 weeks of meeting  | Send a **complete record of the meeting** to the relevant North/Central/South SEN Area Team e-mail address along with an annotated copy of the EHCP with any changes proposed and any other supporting other paperwork listed on the meeting record form. |  |  |
| Within 4 weeks of meeting | Your SEN 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. |  |  |
| Within 8 weeks of the notice letter  | Where we propose to amend the plan the SEN team will send a copy of the EHC plan with the proposed amendments highlighted to the parents/ young person. Parents may wish to request a meeting to discuss the changes. They then have 15 days to comment. |  |  |
| Following the comments from parents /young person the Local Authority will decide whether to issue a further amended plan, or notify the parents or young person why amendments are not being made. |  |  |
|  | A final EHC plan will be then be issued. |  |  |

**N.B. From the 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.*

**Model agenda for an Annual Review meeting**

Please remember to check whether there are any safeguarding concerns at an appropriate point in the meeting.

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| --- | --- | --- | --- |
| 1 | **Welcome, introductions and purpose*** Record attendees, non-attendance and reports submitted on the Record of Annual Review form (RoAR)
* Ensure that everyone has access to all of the papers
 | Chair | 5 mins |
| 2 | **The child or young person’s voice*** Highlight achievements and successes
* Identify aspirations
 | All | 10 mins |
| 3. | **The parent or carer’s views*** Highlight achievements and successes
* Confirm aspirations
* Identify things that need to improve or change
 | Parent/Carer | 10 mins |
| 3 | **Review progress** * 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 *and* 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 | 45 mins |
| 4 | **Other information*** Ensure that personal information is accurate and up to date
* Note any changes in the child or young person’s needs in ***Section B*** (~~strikethrough~~ for deletions and red 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 | 15 mins |
| 8 | **Summarise** * Key actions
* Any areas of disagreement
 | Chair | 5 mins |
| 9 | **Conclusion** * Give out **evaluation forms**
* Confirmation of timescales for remaining processes
* Thanks
 | Chair | 5 mins |