

# Reviewing the SEND Support and Outcomes plan with parents and carers

*‘The effectiveness of the support and its impact on the child’s progress should be reviewed in line with the agreed date. The impact and quality of support should be evaluated by the practitioner and the SENDCo working with the child’s parents and taking into account the child’s views.’ (SEND Code of Practice 5.43)*

This guidance should be read in conjunction with an [example EY SEND support review](#)

## Preparing to review the plan

You will want to think about the review meeting in plenty of time so that you can gather together relevant evidence about the child’s progress and invite people to the meeting. [Early Years setting guide to SEND support meetings \(pdf format, 2147 KB\)](#)

Give parents/carers a copy of the template ‘[Preparing to review the SEND support plan](#)’ and think about the best ways of finding out the views of the child. Help prepare parents/carers for the meeting using this guide: [Parent Carer guide to Early Years SEND support meetings \(pdf format, 195 KB\)](#)

## At the review meeting:

- Complete the review paperwork

### Page 1

Outcomes to be reviewed	Review of progress	Emerging	Developing	Achieving	What is working to support progress?	Areas for development and/or next steps.
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This page is designed to be used to record progress at a review meeting with the family and any other professionals involved. It provides an opportunity to celebrate the child’s progress at various levels: emerging, developing and achieved.

As point 5.43 from the COP indicates the review is as much about a review of the quality of the support as it is about the child’s progress towards the outcomes. What is working well?

Think about the areas of development that follow on as next steps from what has been achieved.

<b>Additional discussions, views of parent/carers, child and others involved - noted from the review meeting:</b>	<ul style="list-style-type: none"> <li>You will have given the parents/carers the review template in advance of the meeting. This will help parents to plan what they want to say about their child's progress.</li> <li>You will want to find out how the child is feeling about how he/she is getting on. <a href="#">Listening to the views of the child (pdf format, 160Kb)</a> and <a href="#">Recording the views of the child (docx format, 43Kb)</a> may be helpful.</li> <li>The views of professionals from outside of the setting should be shared here. There may also be views from other people who are significant to the child.</li> </ul>
<b>Impact of use of any additional funding/resources.</b>	<ul style="list-style-type: none"> <li>The EY SEND support service has a responsibility to work with the setting to ensure that the funding is being used as agreed, is being used effectively, and is still needed.</li> </ul>
<b>Review original aspirations/hopes - are they still meaningful?</b>	<p>Yes - Continuing with previous aspirations/ hopes, usually in a new plan</p> <p>No - Set new aspirations/ hopes and take forward into the new plan.</p>
<b>Actions discussed/agreed at the review including who and when these will be completed by:</b>	<p>List any actions noted within the review meeting.</p> <p>Ensure that everyone is aware of their role and responsibilities going forward and any actions they need to complete.</p> <p>Give a timeframe or date of when the actions aim to be completed by.</p>
<b>Does the child have an Education, Health and Care Plan? Y/N</b>	<p>If yes, (the child has Education, Health and Care Plan) is the content still relevant and appropriate to meet the child's education, health and care needs? <b>Yes / No or Not applicable</b></p> <p><b>NB.</b> If No (the content of the EHCP is not relevant and appropriate) – This must trigger a review of the Education, Health and Care Plan.</p>

### After the review meeting:

- Give parents/carers a copy of the review and any new plan. If you are writing a new support and outcomes plan don't forget to agree a review date.
- Complete any actions and share with parents and carers.