

## **Parent Guide to Annual Reviews**

***“EHC plans should be used to actively monitor children and young people’s progress towards their outcomes and longer term aspirations. An EHCP must be reviewed by the local authority as a minimum every 12 months. 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” (SEND Code of Practice 9.166)***

### **What is an annual review?**

An annual review is an opportunity to come together and celebrate the success of your child/young person.

They are normally led by the nursery, school or college (who will be the annual review chair), who know your child/young person best, and then other professionals who are involved will be invited (such as Speech and Language Therapists, Social Workers). Professionals may not attend every annual review but should try and contribute an update and/or report if they are not able to attend.

The annual review will review all of the information in the most recent EHCP, this includes strengths, needs, outcomes, progress towards outcomes, and provision. If things need to be amended, the annual review chair will advise the Local Authority of this when they send the paperwork afterwards and the Local Authority will then make a decision on this.

### **What happens before the meeting?**

The annual review chair (normally your nursery, school or college) will invite you at least two weeks prior to the meeting. This is a statutory requirement to give at least two weeks’ notice, but most will work with you in advance to arrange a date and time that works for you.

You will be sent pre-review paperwork at least two weeks before the review takes place. It would be good to read this before the meeting, as well as the current EHCP so you can consider whether you think any changes are needed.

You will be given the opportunity to complete a parent views form and share your views throughout the annual review. Your views are important to the process, so please speak openly.

Your child/young person should be offered the opportunity to attend all, part or none of the review and share their views in a way that feels comfortable for them. Their views can be captured in a range of ways, from drawing a picture, to answering questions with support from an adult, to recording a video, to attending their whole review. It is about making sure they are involved in their decision making and their review as much as they are confident to, and they feel able to.



### **What should I think about before the meeting?**

- Read through the most recent version of the EHCP. Does this still represent your child/young person? Would someone who doesn't know them understand their strengths, needs and outcomes from reading it?
- If not, what changes do you think are needed?
- How do you feel this academic year has gone for your child/young person?
- Are there any important updates in their life over the last year that professionals need to know about? This may include diagnoses, change in home circumstances, significant life events.
- Are your contact details still correct?
- Is your child/young person due to transition to a new setting in the next two years? (e.g. if they are in Year 5 or Year 10) Start thinking about next steps as you should consider this at least two years ahead, in their final year of their current setting the Local Authority discussions with potential next schools and colleges starts from September of their final year. What schools or colleges might you want to consider? Have you visited them? What is your child/young person interested in? Do you have any questions? Do they have any questions?
- What would you like your child/young person to achieve in the future? Sometimes we need to think further ahead to help us plan the stepping stones in between, what about when they are 25? Where do you want them to be? What help might they need to achieve this?
- Do you need any further support at home? If so, you can request social care support at the annual review. There is information about our local offer, so please look through this if you would like to see what is available locally. You don't have to decide there and then, but it is a good forum for discussion if you have any concerns as it can take time for assessments and support to be put in place.

### **What happens at the meeting?**

At the meeting you will work through the annual review document to review each section of the EHCP.

The school, nursery or college will share their views on your child/young person's progress, and you will also be given the opportunity to share your views. Your child/young person may be in attendance, depending on what they prefer.

It will be a chance to celebrate their achievements and think about their next steps. You can discuss future schools/colleges if they are due to transition or the school placement is no longer suitable.

You may amend their outcomes (targets) if they have achieved or partially achieved them, so that they are applicable to their new goals.

It is important you share your views throughout so that these are captured in the annual review paperwork.

### **What happens after the meeting? Including timescales for decisions**

The annual review chair will send the paperwork to the Local Authority (Hillingdon SEND Team) within 2 weeks of the date of the review.

Within 4 weeks of the date of the review, the SEND Team will advise if they are maintaining the plan (not making any changes), ceasing the plan (stopping the plan – e.g. if leaving education or met all their targets) or amending the plan (editing any part of the plan).

The SEND Team do not have capacity to amend every EHCP every year, so will make an informed decision based on the paperwork, stage of education and how significant the changes are.

**If maintaining the plan:** You will get a letter advising this which includes a right of appeal if you are not happy with the decision.

**If ceasing the plan:** You will get a propose to cease letter advising this, with at least 15 days to respond to the letter if you disagree. After the 15 days, if the cease goes ahead, you will be provided with a cease letter which provides your right of appeal.

**If amending the plan:** You will be sent a draft amended plan within 4 weeks of the annual review. A copy will also be sent to your nursery, school and college. You have 15 days to review the plan and let us know you are happy with it, or if you have any further proposed changes.

If you are requesting a change of placement outside of the traditional phase transfers (e.g. for immediate transfer) then we will need to send consultations (your child/young person's paperwork) to your preference schools and/or colleges and will also send Local Authority option consultations if these are different to the ones you have requested. Please give us your preferences as soon as possible, as to not delay the process.

We are legally required to give the schools and colleges 15 days to respond to the consultation, they will then advise whether they can meet the needs of your child/young person and offer them a place.

We will keep you updated on any responses. Some changes may need to go to our SEND Panel for consideration, but we will advise if this is the case.

Within 12 weeks of the annual review, we will send a final amended plan.



## **Transition reviews and Phase Transfer**

Some annual reviews are especially important because they help plan for a move to the next stage of education (known as *phase transfer*), such as moving from primary to secondary school.

Phase transfer occurs at the following points in your child/young person's educational journey, and we normally discuss this at the annual review the year before. This ensures the new school/college have the most up to date information when we send their paperwork:

- Nursery to Primary, Year -1 to Reception
- Infant to Junior, Year 2 to Year 3, if in an infant school
- Primary to Secondary, Year 6 to Year 7
- Secondary to Post 16, Year 11 to Post 16
- Post 16 transitions come at various stages depending on your educational pathway, this may include:
  - Year 14 if you are leaving a specialist school
  - Year 13 if you are leaving a mainstream sixth form
  - The end of your college course
  - When you want to move from one Post 16 setting to another (e.g. college to a supported internship)

## **Deadlines for the Local Authority to name September placements for phase transfer:**

|                           |   |
|---------------------------|---|
| 15 <sup>th</sup> February | <ul style="list-style-type: none"> <li>• Nursery to Primary, Year -1 to Reception</li> <li>• Infant to Junior, Year 2 to Year 3, if in an infant school</li> <li>• Primary to Secondary, Year 6 to Year 7</li> </ul>  |
| 31 <sup>st</sup> March    | <ul style="list-style-type: none"> <li>• Secondary to Post 16, Year 11 to Post 16</li> <li>• Post 16 transitions come at various stages depending on your educational pathway, this may include:           <ul style="list-style-type: none"> <li>○ Year 14 if you are leaving a specialist school</li> <li>○ Year 13 if you are leaving a mainstream sixth form</li> <li>○ The end of your college course</li> <li>○ When you want to move from one Post 16 setting to another (e.g. college to a supported internship)</li> </ul> </li> </ul> |

## **Primary to Secondary Transition**

When preparing for secondary school, it's helpful to consider:

- Secondary schools are often larger, with different teachers, classrooms and routines
- How your child manages change, independence and organisation
- Whether their support or provision may need to change as they get older



- The type of setting that may best meet their needs for the next stage

#### Timing and planning:

- Phase transfer planning usually happens through the annual review in Year 5
- This review should focus on the next stage of education and future needs
- The Local Authority must name a secondary school in the EHCP by 15 February of the calendar year your child is due to move

#### School preferences:

- Parents are asked to share their school preferences as part of this process but will also be given an opportunity through a preference form letter that will be sent to your child's school and then given to you to complete.
- Preferences should be schools you would like to be considered, and feel could meet your child's needs

The annual review helps ensure planning starts early and that everyone understands the support your child will need for a successful transition.

### Secondary to Post 16 Transition

When preparing to move after Year 11 it is helpful to think about:

- If your young person wants to remain at the same school, do they know what they need in order to do this. E.g. Does the school require 4 GCSEs achieved at least Grade 4 to 9? Have they looked at what pathways their school offers for Post 16?
- If they want to move to another school 6<sup>th</sup> form the above would also be applicable.
- Have they looked at what is offered in colleges? Have they attended any Open Days? Try to start doing this in Year 10 so they have longer to think about what options are open to them.
- Make sure there is a discussion about this at the Year 10 Annual Review.
- Have they had their Careers advice? Every young person should receive this in Year 11 if they have not already in Year 10.
- Have they thought about other Post 16 pathways e.g. Apprenticeships, Employment etc.

### Post 16 Transitions

If you're not sure when your Post 16 transition will be, please speak to your EHC Co-ordinator who can provide guidance on when it will be and when to start looking at other settings.

When preparing for a Post 16 transition it is helpful to think about:

- What is the end goal for my young person and what do they need to get there?
- Have you visited a range of settings? Every college is very different, so we recommend visiting as many as possible.
- Is there an entry requirement for the course and are these achievable?





- Have you considered pathways other than college, such as Supported Internships, Apprenticeships?
- Do they need more careers advice? If so, speak to their college who should be able to provide this.
- Will this change the number of days they are in education (most colleges are 3-4 days a week) and will you need support from Children's or Adults Social Care?
- How would you like your young person's life to look when they are 30? What do you they need to get there? This may include support from external agencies.

Sometimes at a Post 16 transition they are ready to move to work, university or an Adult Social Care package and no longer need their EHCP. It is good to be prepared for this. We are always available for open and honest discussions to ensure you receive the support you need, whether this is from us or other agencies.

Hillingdon SEND & AP Strategy 2023-28



## Preparing for Adulthood

*“Being supported towards greater independence and employability can be life-transforming for children and young people with SEN. This support needs to start early and **should centre around the child/young person’s own aspirations, interests and needs**. All professionals working with them should **share high aspirations** and have a good understanding of **what support is effective in enabling children and young people to achieve their ambitions**.” - SEND Code of Practice (7.37)*

From Year 9 onwards it is a requirement that your young person is supported to prepare for adulthood, however this can often start earlier.

Preparing for adulthood means preparing for:

- **higher education and/or employment** – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- **independent living** – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- **participating in society**, including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as **healthy** as possible in adult life

(SEND Code of Practice 7.38)

In practice, this means discussing how the 4 key areas of preparing for adulthood can support your young person, how ready they are and what support they need in the future.

This will mean different things for everyone, depending on their age, stage, ability and aspirations, but the goal is to know what they want and ensure they are supported.

We have devised a table with some prompts to help you think about these areas:

### **Employment**

- How can they be supported into employment?
- What would meaningful employment mean to them? (This may include voluntary or paid work)
- How far on the path to employment are they?
- What areas of employment are they interested in? Are there any areas they are definitely not interested in? (Sometimes it's easier to know what you don't want to do, than what you do!)
- What qualifications and/or skills do they need to build on?
- Have they had careers advice?
- Do they have an up to date CV?
- Is the curriculum supporting them to develop skills needed for these areas?
- Do they need support from any external services? (e.g. SEND specific job finding support, interview training, Access to Work)



### Independent Living

- Where does your young person want to live when they are older?
- Where do you want them to live when they are older?
- Have they learnt skills at school/college or home to support them to live independently?
- Are they going to need support to be independent and build on those skills longer than the EHCP will offer?
- Do you need information on what different types of support can look like? (e.g. supported living, housing registers)
- Have you got a social worker? If not, this may be worth considering for longer term support

### Community Inclusion

- Do they have a circle of friends and socialise inside and outside of education?
- Do they participate in any community activities? Would they like to?
- What things do they do outside of school?
- How else can they be involved in the community?
- What clubs and external services are there to help them broaden their community involvement?

### Health

- Are they currently involved in their health appointments?
- How can we make sure they are involved in their health appointments?
- What support might they need to be involved with their own health? E.g. easy read information
- Are you and your young person aware of the transition to Adult Health at the age of 18?
- Do they understand what a healthy lifestyle is?
- Are you aware of annual health checks being available?
- Are any of their physical and mental health needs currently not met? What support do they need?

Remember, we are working towards a long-term goal. Though it may be daunting, try to consider where you want your child/young person to be when they are 25, 30 years old so that we can help you and them plan a pathway of how to achieve this. Remember your child/young person's views are central to this process – they need to be engaged with the pathway and involved in decision making as much as possible.





### **Do you need further advice and support?**

If you feel you need further advice and support around any matters concerning your child/young person's annual review or any other concerns you may have you can speak to SENDIASS for free and impartial advice and support.

[sendiass@hillington.gov.uk](mailto:sendiass@hillington.gov.uk)

01895 277001

<https://www.hillingdonsendiass.co.uk/>

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