Annual Review of (Name’s) Education Health and Care Plan

Please send this form, annotated EHCP, and associated documents electronically **and in Word Format where possible** within 2 weeks of the review to Statutory Assessment and Review Service and parents. The Equipment checklist must be completed for any child that has specialist equipment in school.

Please refer to Annual Review Guidance for full information <https://www.coventry.gov.uk/downloads/file/24626/annual_review_guidance>

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| Date of this Annual Review  |  |
| Name of Setting |  |
| Name of Child/Young Person  |  |
| Date of Birth  |  |
| Date of next Annual Review  |  |
| Date of EHC Plan being reviewed  |  |
| Name of Person Chairing the Meeting |  |
| Recommendations from the review meeting (select ONE only):The EHCP (Sections B, C, D & F) and Outcomes continue to be appropriate and no significant amendments are recommended. Changes to the EHCP (Sections B, C, D & F) and/or Outcomes are recommended. The current EHCP is annotated in Word format and any supporting professional advice, attainment data, reports and assessment information are attached It is recommended that the Local Authority should cease to maintain the EHCP and this has been discussed with parents at the Annual Review.People and Services invited to this review(please insert more rows as necessary)

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| Name & Role | Attended Y/N | Advice Submitted Y/N | Contact Details |
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Child/Young Person has specialist equipment in school – please complete equipment checklist if yes |
| Current Attainment:

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| --- | --- | --- |
| Curriculum Area & Core Subjects | Current Level of Study (eg. P-Levels, Entry Levels, Level 1/2/3) | Expected level of attainment at end of Key Stage |
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| Are there any other changes for the Local Authority to consider? (for example, banding, placement, provision, change in Key Stage)

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| Are there any changes to the ‘My Personal Details’ section in the EHC Plan?(e.g. address, email, contact details etc)

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| (Name’s) Annual ReviewStep 1: What’s going well, what could be better? Opportunity to share views and professional advices/reports.What is going well? (Views of all)

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| Child/Young Person: |
| Parent: |
| School: |
| Other Professionals: |

What could be better? (Views of all)

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| Child/Young Person: |
| Parent: |
| School: |
| Other Professionals: |

This is how I feel about my life at the moment?(View of the child/young person – include interests, things that are important to me)

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This is what I want for my future(View of the child/young person)

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This is what my family think about my life at the moment(View of the Parents/Carer/Relative – things my parents would like people to know, including support they would like)

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This is what my family want for my future(View of the Parents/Carer/Relative)

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Other information, including further actions if required

(e.g. additional assessment advice required/agreed; further actions for school/parents/other professionals)

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| Step 2: Review Education Health and Care plan: Are there changes to (Sections B, C, D & F) of the EHCP? * No
* Yes – please annotate any changes on the EHCP using ~~strikethrough~~ and highlighted in word format.

Step 3: Record progress towards End of Key Stage Outcomes below. (Copy and paste outcomes from the current EHCP)**At Year 9 onwards** – it is particularly important that reviews in Year 9 and in subsequent years focus on preparations for adulthood (8.9 SEN Disability Code of Practice 2014). Therefore, outcomes and provision should be reviewed and written to support young people in preparation for adulthood. Schools should use the Preparing for Adulthood Framework (Appendix 1) and <https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm>) for examples of how to frame new outcomes and provision. Cognition and Learning / Education, Learning and EmploymentAdd further lines as necessary

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| Outcome at End of Key Stage(copy from current EHCP) | Progress(highlight/select)  | New Suggested Outcome(if achieved or no longer relevant)  | Proposed Provision (all new outcomes must have appropriate intervention/provision) |
|  | Working towards | Partially Achieved | Achieved |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |

Communication and Interaction / Community Participation

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| Outcome at End of Key Stage (copy from current EHCP) | Progress(highlight/select)  | New Suggested Outcome(if achieved or no longer relevant)  | Proposed Provision (all new outcomes must have appropriate intervention/provision) |
|  | Working towards | Partially Achieved | Achieved |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |

Social, Emotional and Mental Health / Health and Well-Being

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| Outcome at End of Key Stage (copy from current EHCP) | Progress(highlight/select)  | New Suggested Outcome(if achieved or no longer relevant)  | Proposed Provision (all new outcomes must have appropriate intervention/provision) |
|  | Working towards | Partially Achieved | Achieved |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |

Sensory, Physical, Independence & Self-Care / Independent Living

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| Outcome at End of Key Stage (copy from current EHCP) | Progress(highlight/select)  | New Suggested Outcome(if achieved or no longer relevant)  | Proposed Provision (all new outcomes must have appropriate intervention/provision) |
|  | Working towards | Partially Achieved | Achieved |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |
|  | Working towards | Partially Achieved | Achieved |  |  |

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Health - must be provided / agreed by relevant Health professional and a report included

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| Outcome(copy from current EHCP) | Progress(highlight/select)  | New Suggested Outcome(if achieved or no longer relevant)  | Proposed Provision (all new outcomes must have appropriate intervention/provision) |
|  | No longer applicable | Working towards | Partially Achieved | Achieved |  |  |
|  | No longer applicable | Working towards | Partially Achieved | Achieved |  |  |

Social Care - must be provided / agreed by relevant Social Care professional and a report included

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| Outcome(copy from current EHCP) | Progress(highlight/select)  | New Suggested Outcome(if achieved or no longer relevant)  | Proposed Provision (all new outcomes must have appropriate intervention/provision) |
|  | No longer applicable | Working towards | Partially Achieved | Achieved |  |  |
|  | No longer applicable | Working towards | Partially Achieved | Achieved |  |  |

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| **ANNUAL REVIEW EQUIPMENT CHECKLIST** |
| **Name:** | **Date of Birth:** |
| **School:** |
| **Address:** |
| **Post Code:** | **School Year Group:** |
| **List of the equipment that is in place at school/college/nursery which has been provided by Health, Social Care or MEG**  |
| **Equipment provided by OT:** | **Equipment provided by Physio:** |
|  | **YES** | **NO** |  | **YES**  | **NO** |
| **Specialist seating**  |  |  | **Standing Frame****Kaye walker****Gait trainer** **Wedge****Side lyer**  |  |  |
| **Clinical Information:** | **Yes** | **No** | **Additional Information** |
| Has moving and handling training been provided and in place? |  |  |  |
| Has a pressure ulcer risk been identified? |  |  |  |
| Is there a 24 hour postural management programme in place at school/college/nursery? |  |  |  |
| Has a formal postural review been completed (< 5 years old 6 monthly review >5+ yearly review) |  |  |  |
| Have outcome measures been discussed with Physio and OT and agreed with home and/or school |  |  |  |
| Has the educational setting been updated with expected time/daily usage for equipment? |  |  |  |
| Has the named OT/Physio attended the annual review? |  |  |  |
| Has up to date advice been received from OT, Physio or both? |  |  |  |
| **Form Completed By:** |
| **Title: Date:** |

Transition Reviews Only

**Years 6, 11 and Post 16 leavers**:

Has the parent has been made aware of the Local Authority Transport Policy?

Useful links can be found at <https://www.coventry.gov.uk/info/256/travel_assistance/3135/travel_assistance>

[Home to School Travel Assistance Policy](http://www.coventry.gov.uk/downloads/file/27695/home_to_school_statutory_school_age_policy) for Pupils from Reception to Year 11.

[The Post 16 Statement](https://www.coventry.gov.uk/downloads/download/3811/travel_assistance_policies) .

**For Year 10, 11 and Post 16 Reviews**:

A copy of the Prospects Carers Advice has been included.

To be signed by Parents and School:

Summary Privacy Statement (this must be read to the parents and young person)

This information will be used to provide you and your child with necessary and appropriate services as required by the law. As part of this, we may also share or get information about your child from other Local Authorities, education settings, internal departments including Social Care, medical providers, health agencies and government departments. More information about how we handle personal information can be found on the Council website.

Signed (School Representative)

Date

Signed (Parent/Carer/Young Person)

Date

Signed (Parent/Carer/Young Person)

Date

Appendix 1 – Preparing for Adulthood Transition Framework - Example

Appendix 2 – Preparing for Adulthood Transition Framework - Blank Document

(Appendix 1 – Preparing for Adulthood Transition Framework Example)

**Link to the PFA Outcomes tool -** <https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm>

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| --- | --- | --- | --- |
| This framework should be used as a guide in identifying need, provision and outcomes for the young person to successfully prepare for adulthood. | Education, Learning and Employment*Think about attainment, ability to follow routines, ability to plan, problem solving, attention, motivation, response to challenge, ability to cooperate, ability to self-direct and use initiative.* | Independent Living*Think about self-help and personal care skills, ability to manage sensory and physical needs, money management, risk management, access to leisure activities, time management.* | Community Participation*Think about interpersonal communication skills, expressive and receptive language, social communication and interaction skills, awareness of social rules, ability to use public transport.* |
| Examples of Key Questions:Is the Young Person currently engaged in education? Does the Young Person have an achievable aspiration of paid employment in the future?What qualifications does the young person need and what work experience would be most helpful? | Examples of Key Questions:How will the Young Person be supported in adulthood?Is there any question about Young Person’s mental capacity? | Examples of Key Questions:Is the Young Personal able to access the community independently? Is the Young Person able to use public transport independently? |
| NeedWhat challenges does the young person face in progressing into adulthood? | Examples:The young person is disengaged with education and have no aspirations for future employment or learning. They are at risk of becoming NEET.The young person is undecided about their Post 16 options and unclear about future job opportunities open to them. | Examples:The young person has personal care needs, and requires on-going support for personal hygiene, daily living skills. The young person struggles to understand and plan for their own future. | Examples:The young person finds it difficult to interact when out in the community. They are unable to keep themselves safe or ask for help in an emergency.The young person is unable to travel independently. |
| ProvisionWhat is required to support the Young Person progressing into adulthood? | Examples:Access to Careers guidance, supported employment information, links to local employment resources (i.e. Job Shop, DES etc)Support to identify a route into further learning, employment; supported Internship, voluntary work, apprenticeship etc. | Examples:Daily living/Life skills programme. Referral to Adult Social Care, Mental Capacity Assessment, Advocacy support | Examples:Social awareness training; PHSE Programmes to develop protective behaviours and awareness of danger. Referral to Independent Travel Training. |
| Outcomes What is the young person aiming to achieve to overcome the identified challenges?  | Examples: The young person will have identified at least one pathway for further learning, apprenticeship or employment. The young person will have successfully completed work placement/job trial and obtained a good reference. | Examples:The young person will have developed skills to manage elements of independent living, such as making food, shopping, managing a budget.The young person will be able to communicate their understanding and preferences for adult life. | Examples:The young person is able to recognise dangers in the community and access help in an emergency. The young person is able to travel to school/college independently. |
| Next StepsWhat will be done over the next 12 months | Examples:Work experience, job trials, applications, referrals to adult services | Examples:Careers support/interview, referral to advocacy service | Examples:Referral to ITT, PHSE programme to support awareness of dangers |

(Appendix 2 – Preparing for Adulthood Transition Blank Document)

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| This framework should be used as a guide in identifying need, provision and outcomes for the young person to successfully prepare for adulthood. | Education, Learning and Employment*Think about attainment, ability to follow routines, time management, ability to plan, problem solving, attention, motivation, response to challenge, ability to cooperate, ability to self-direct and use initiative.* | Independent Living*Think about self-help and personal care skills, ability to manage sensory and physical needs, money management, risk management, access to leisure activities, time management.* | Community Participation*Think about interpersonal communication skills, expressive and receptive language, social communication and interaction skills, awareness of social rules, ability to use public transport.* | Health and Wellbeing*Think about ability to manage medical conditions, ability to make healthy choices, ability to build and maintain relationships, personal strengths, self-confidence.* |
| NeedWhat challenges does the young person face in progressing into adulthood? |  |  |  |  |
| ProvisionWhat is required to support the Young Person progressing into adulthood? |  |  |  |  |
| Outcomes What is the young person aiming to achieve to overcome the identified challenges?  |  |  |  |  |
| Next StepsWhat will be done over the next 12 months |  |  |  |  |