

Education, Health and Care (EHC) Plans

Person Centred Annual Review

Guidance for Education Settings

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How to use this guide

This guide has been developed to provide information for schools, settings and other interested parties on person centred annual reviews. It will be updated periodically to reflect learning through working with local families, children/young people and education settings.

Introduction

The Government issued the Children and Families Act in 2014, this contains new special educational needs and disability (SEND) legislation and a new SEN and Disability Code of Practice. This is statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities aged from birth to 25.

The Code of Practice gives guidance on duties, policies and procedures relating to part 3 of the Children and Families Act 2014 and associated regulations.

Changes from the SEN Code of Practice 2001 to the SEND Code of Practice 2015

The main changes from the SEN Code of Practice 2001 reflect the changes introduced by the Children and Families Act 2014.

The Code of Practice (2015) covers the 0-25 age range for those still in education and includes guidance relating to disabled children and young people as well as those with SEN

There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels

There is a stronger focus on high aspirations and on improving outcomes for children and young people

It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care

It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities

There is new guidance for education and training settings (nurseries, playgroups, schools and colleges etc.) on taking a graduated approach to identifying and supporting pupils and students with SEND (to replace School Action and School Action Plus)

For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs) for young people still in education after school up to a maximum age of 25

There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Information is provided on relevant duties under the Equality Act 2010 and relevant provisions of the Mental Capacity Act 2005

Principles

Underpinning the keeping children and families at the centre of everything we do are the 10 key principles of Early Support which are:

Principle	Explanation
Valued uniqueness	The uniqueness of children, young people and families is provided for
Planning partnerships	An integrated assessment, planning and review process in partnership with children, young people and families
Key Working	Service delivery is holistic, co-ordinated, seamless and supported by key working principles
Birth to Adulthood	Continuity of care is maintained through different stages of a child's development
Learning and Development	Children and young people's learning and development is monitored and promoted
Informed Choices	Children, young people and their families are able to make informed choices
Ordinary Lives	Wherever possible children, young people and their families can live 'ordinary lives'
Participation	Children, young people and their families are involved in shaping, developing and evaluating the services they use
Working Together	Multi-agency working practices and systems are integrated
Workforce Development	Children, young people and families can be confident the people working with them have appropriate training, skills, knowledge and experience

The Annual Review

This offers all partners the opportunity to meet and reflect on the success of the EHC Plan through a person centred review. The EHC plan will require reviewing annually or more regularly if necessary. If a child/young person's needs change significantly at any time a review can be called.

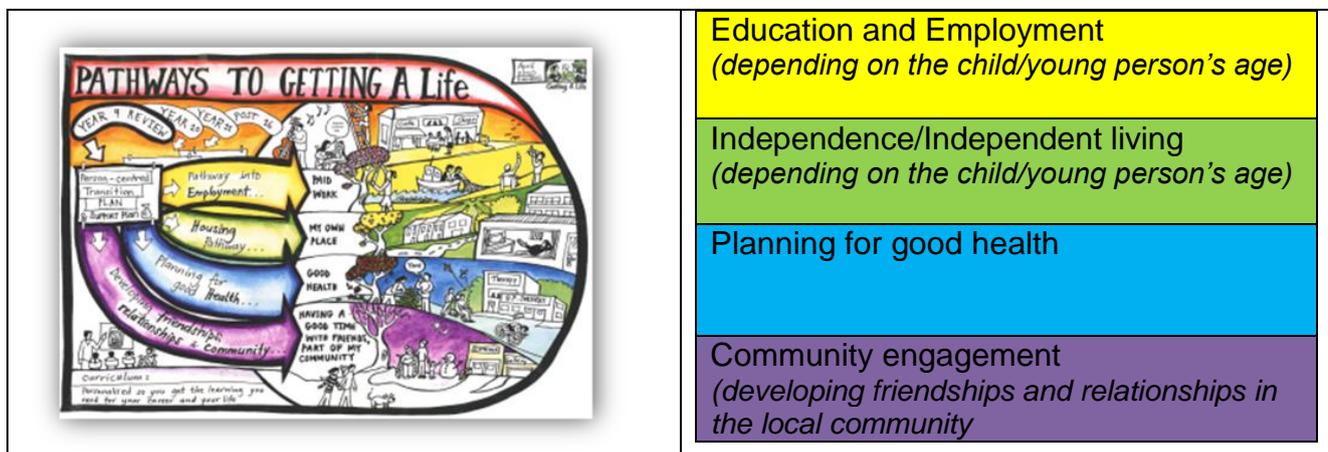
Reviews for children aged 0 – 5 years

Early Years reviews should take place every three to six months to ensure that the provision remains appropriate. These reviews can be linked into termly reviews and not necessarily require the attendance of a full range of professionals.

Preparing for adulthood reviews 14 – 25 years

All reviews taking place from year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living, good health and community inclusion. This transition planning must build into the EHC Plan and where relevant should include effective planning for young people moving from children's social care and health services.

Pathways for getting a life



What is a Person centred review?

A person centred review involves the child or young person but is facilitated by an adult within the school or setting rather than service led. It is essential that the child is part of the process and participates in the actual review. Participants will be encouraged to give their views in a less formal way for example, each member of the review will be asked what they like and admire about the child or young person.

The person centred way gives everyone the opportunity to acknowledge and celebrate what is working and not working so well. This results in jointly agreed outcomes.

More information and resources can be found on Hackney Local Offer website on the following link:
<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/advice.page?id=LTygXFqJ08A>

Who Schools should invite

The school or setting must arrange the reviews and invite the appropriate agencies to attend:

- The child or young person
- The parents
- A representative from the L.A (EHC Plan Coordinator , Educational Psychologist, Specialist Teacher, Social Worker)
- Any health agencies involved (Paediatrician, Speech and Language Therapist, Occupational Therapist)

- For young people in Year 11, and Year 13 upwards they should invite a representative to give careers advice because the young person will be preparing for further education, employment or training. Schools should also invite representatives from post 16 institutions when the young person has expressed a desire to attend that institution.

Local Authority priority attendance

Because of the large numbers of reviews and transfer reviews EHC Plan Coordinators will prioritise attendance at review meetings. Local Authority attendance can be a specialist teacher, an educational psychologist or a social worker.

What is the difference between an annual review and transfer review?

The main difference with a transfer review is that a discussion will take place about whether there is a need to seek up to date professional advice to help support writing a good quality EHC Plan. In addition, outcomes and the support to meet the outcomes will be considered by all who attend.

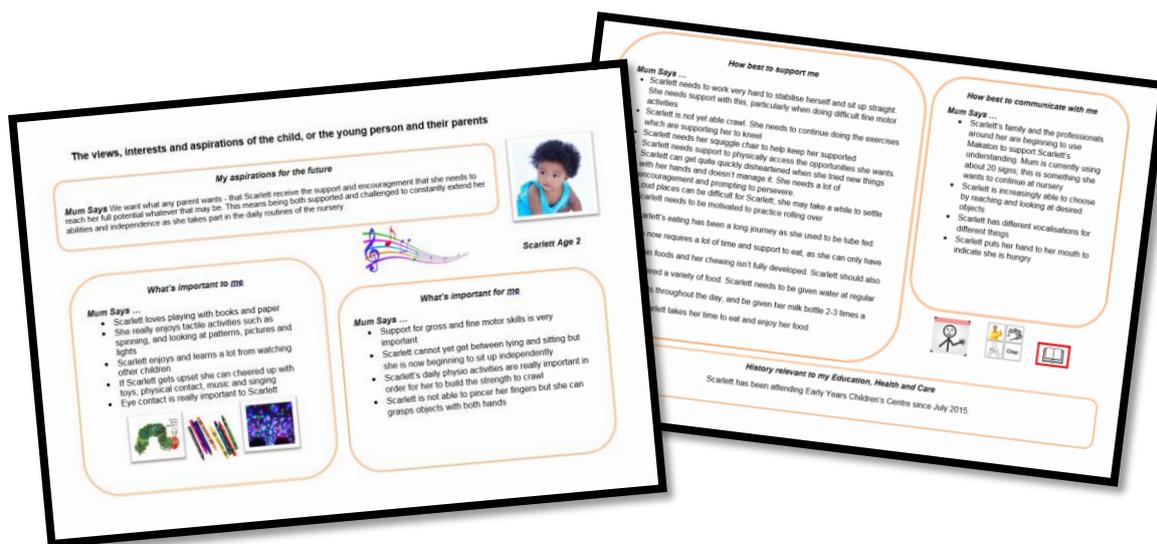
Supporting the child or young person in preparing for the review

It is essential to prepare the child or the young person for their review to ensure the best outcomes from the meeting. Children and young people can be encouraged to contribute as fully as possible for example, by using drawings, pictures, photographs, symbols or objects. They can use multi-media tools such as a wiki website, a book, a slide show or poster or something they have made that they are proud of. Please refer to the pupil voice guidance for ideas.

The school should explain to the child or young person that the focus of the review will be to celebrate their successes, and look at how they feel about themselves, school, their learning and their aspirations for the future. This can be recorded in the 'All about Me' child/young person's tool. Depending on the age and ability of the child e.g. if they are over 16 the 'All about Me' report can be completed by them, or by the family.

Supporting the parents in preparing for the review

Parents can complete an updated 'all about me' (Section A) report prior to the review meeting. This captures good quality person centred information from the family about the child or young person and provides a holistic view for all to discuss at the meeting.



School preparation for the review

The school needs to consider the location of the meeting and tell the child/young person they can invite their best friend or additional members of their family. If appropriate they can also bring their favourite food, or music which can be played at the start, or during the review.

The room needs to be as welcoming as possible to all those involved. Rather than a formal meeting sitting around a table, chairs should be placed in a semi-circle or circle, to create an environment where people will feel relaxed and able to share views. It is important that there are no interruptions during the review so the school can place a sign on the door and advise staff so that they are aware not to use the room

The atmosphere of the meeting should be informal relaxed and welcoming. This allows everyone to feel comfortable in contributing to the review. Good preparation is essential in ensuring a positive review experience for all concerned.

The school needs to request reports from all of the key staff involved in the child's life. They need to ask staff to think about outcomes for the future that will be discussed at the meeting. It is good practice for all reports to be collated and available to be read by all those attending. Headed sheets of flip chart paper will need to be placed around the room following the person centred format or an interactive whiteboard can be used.

Overview of the meeting

The duration of the meeting should be 1 to 1½ hours. The school will normally facilitate the review, however in some cases the review can be facilitated by an external professional. Participants will then be asked to introduce themselves and explain who they are in the child, or young person's life. This information should be recorded on the 'who's here sheet'.

Person Centred Review Headings



The meeting rules should be explained.

Meeting Rules

1. No jargon – use everyday language
2. Everyone's contribution is valued
3. Listen without interruption
4. Smelling mistakes are o.k.!
5. Confidentiality – on a need to know basis and decided in partnership with the child, or young person, or social worker if the child is in care
6. Switch off mobile phones!

The Role of the facilitator

The role of the chair/facilitator is to help people to make realistic and positive decisions, help people stay on track and make sure everything is recorded for the review report.

When a child or young person's family have English as a second language, the timescale for planning the review should take into account possible needs to translate any relevant documents into the family's first language or ensure that interpreters are available to the family at the meeting. When a child, or young person's family have limited literacy skills this needs to be handled sensitively by offering someone to scribe for them. Also, some parents may feel inhibited to verbally share their views, therefore you might wish to meet with them prior to the meeting to obtain their views and speak on their behalf during the review.

The school may offer direct help or suggest that the parents contact SEN Information, Advice and Guidance Services e.g. KIDS or SENDIAG's. Parents should also be told that they can bring a friend, relative or Independent Supporter to the review meeting.

What happens in the meeting?

1. To start the meeting, the chair/facilitator will ask everyone in turn what they like and admire about the child and young person. This information can be recorded under the heading 'like and admire'. This will include things such as abilities, strengths, personal qualities and characteristics. This will focus on all the positive qualities of the child, or young person.
2. The meeting will then move on to gather everyone's views in turn on what really matters to the child and is important to them as well as what is important for the child, or young person in terms of their special educational needs, health and care support. This can be recorded under a heading 'important to (what matters to me) and important for (good support) sheet'.
3. Everyone will need to look at what is working and what is not working for the child or young person from their perspective and this can be recorded on the 'what is working and what is not working' sheet.
4. Everyone present will decide whether to seek further advice for example, an up to date speech therapy report or a specialist teacher report. Further advice will not be needed if there is up to date advice because much of the existing information will, in many cases, be recent and remain relevant.
5. Everyone will need to consider the child/young person's aspirations and needs to jointly develop an outcomes action plan. This should show medium term and long-term outcomes with the interventions and support to help achieve the outcomes.
6. Consideration needs to be given about whether there is still a need for an EHC Plan. Have the outcomes been achieved? Everyone should give views on progress made.
7. If the review is to change an existing EHC Plan everyone will give views on the sections that need to be amended so that the plan remains current.

After the review - writing the report

Schools need to use the information gathered and transfer this into the person centred review template. The annual review form has been designed to ensure that all the appropriate information is captured about the child or young person. The report needs to be sent to all the people who contributed to the meeting. It also needs to be emailed to the Local Authority to take any necessary actions. The LA will review the recommendations and make a decision about whether to:

- change the EHC Plan
- change the support in the EHC plan
- continue to maintain or cease the plan e.g. if the child or young person is leaving education
- complete a further assessment
- maintain the support level in the EHC plan

Where to send the report

Please send the completed annual review report by email to:

Email: SEND.admin@learningtrust.co.uk

The EHC Planning Team
Hackney Learning Trust
1 Reading Lane
Hackney
E8 1GQ

For any queries please call us on 0208 820 7000, choose option 4 and then option 2.

Amending the EHC Plan

The EHC Plan Coordinator will amend the EHC Plan following receipt of the review report. The draft amended plan will be sent to the family for further views. Once they have confirmed that they are happy with the EHC Plan it will be issued as the final amended EHC Plan.

Supporting Information

Education settings can access annual review forms and templates on the following EHC Planning wiki website link: www.rixwiki.org/hackney/home/ehcp-wiki/

This is also available on Hackney Local Offer:

www.hackneylocaloffer.co.uk

Information Advice and Guidance for Parents and Professionals

Hackney 0-25 Education, Health and Care Pathway Wiki Website:

<https://www.rixwiki.org/hackney/home/ehcp-wiki/>



Independent Forum for Parents/Carers of Children with Disabilities

Website: <http://www.hiphackney.org.uk/home.html>

Email: <mailto:info@hiphackney.org.uk>

Telephone: 07985 739851



Special Educational Needs Information, Advice and Guidance Service

Website: <https://www.learningtrust.co.uk/SEND/Pages/SENDIAGS.aspx>

Address: Ann Taylor Children's Centre
1-13 Triangle Road, off Westgate Street

London E8 3RP

Tel: 020 7275 6036



KIDS Independent Support

Website: <http://www.kids.org.uk/Event/independent-supporters-hackney>

Address: 7-9 Elliott's Place
London N1 8HX

Tel: 020 7288 7175

Email: IS.london@kids.org.uk