

How to guide on EHCP/Annual Review

EHC plans should be clear, concise, understandable and accessible to parents, children, young people, providers and practitioners. Decisions about the content of EHC plans should be made openly and collaboratively with parents, children and young people during the annual review. It is important where possible that the students have their input and it should be clear how they have contributed to the plan and how their views are reflected in it.

When writing annual review you must look at the student's latest EHCP.

Section A- The views, interests and aspirations of the child and their parents, or of the young person

This section should be completed by the student if possible, parent/carer and teaching staff. If the student is nonverbal you can use various resources such as PECS to enable them to have some input.

This section should include:

Details about the child or young person's aspirations and goals for the future agreeing the aspirations, consideration should be given to the child or young person's aspirations for paid employment, independent living and community participation.

Details about play, health, schooling, independence, friendships, further education and future plans including employment (where practical)

A summary of how to communicate with the child or young person and engage them in decision-making.

The child or young person's history

If written in the first person, the plan should make clear whether the child or young person is being quoted directly, or if the views of parents or professionals are being represented.

Section B- The child or young person's special educational needs (SEN)

Should be completed using advice provided by parents and practitioner e.g. Teachers, Speech and Language Therapist and Occupational Therapist.

All of the child or young person's identified special educational needs must be specified SEN may include needs for health and social care provision that are treated as special educational provision

The latest EHCP paperwork will be provided at the meeting, so you can clearly point out:

- If you are request that something is to be removed.
- If you are requesting that something is to be amended.
- If you are requesting additional information is to be added.

If you are requesting that something is to be removed or amended please make it clear what of the four areas of learning it is in and the sentence or paragraph it is.

If suggested amendments are being requested they must be discussed during the meeting.

Section C- The child or young person's health needs which relate to their SEN

The EHC plan must specify any health needs identified through the EHC needs assessment which relate to the child or young person's SEN. Some health care needs, such as routine dental health needs, are unlikely to be related.

If the student has a new diagnosis of a medical condition paperwork confirming this needs to be sent to the local authoring along with the annual review.

Section D- The child or young person's social care needs which relate to their SEN

The EHC plan must specify any social care needs identified through the EHC needs assessment which relate to the child or young person's SEN or which require provision for a child or young person under 18 under section 2 of the Chronically Sick and Disabled Persons Act 1970.

If the student has an allocated social worker/ short breaks practitioner they should attend the meeting, however this is not always possible. The student may have care package in place, therefore if the professional is unable to attend Lindsey will request a report and add any additional information and request amendments if necessary.

The local authority may also choose to specify other social care needs which are not linked to the child or young person's SEN or to a disability. This could include reference to any child in need or child protection plan which a child may have relating to other family issues such as neglect. Such an approach could help the child and their parents manage the different plans and bring greater co-ordination of services. Inclusion must only be with the consent of the child and their parents.

Section E- The outcomes sought for the child or the young person

Outcomes should always enable children and young people to move towards the long-term aspirations of employment or higher education, independent.

An outcome should include the following:

- A distinction between the outcome itself and provision. The provision should help the child or young person achieve an outcome, it is not an outcome in itself
- Steps towards meeting the outcomes
- The arrangements for monitoring progress, including review and transition review arrangements and the arrangements for setting and monitoring shorter term targets by the early years provider, school, college or other education or training provider.

Writing a SMART Outcome

A SMART Outcome should be the following:

Specific – will start to use his chat board

Measurable – during whole class activities

Achievable – for at least 50% of the allocated time

Realistic – at least 5 times per week

Time bonded –

Outcomes should not be short term and should cover at least a key stage

Short term targets, school based targets should not be applied as an Outcome. These are usually shorter term and more appropriate in an Individual Education Plan (IEP).

Outcomes should lead from the aspirations for the child or young person – what they want to achieve and how it will be achieved longer term

Where appropriate, outcomes should be joint across education, health and social care. The best Outcomes are those that are the result of joint planning between all services

Example of an outcome:

By the end of KS4, will be supported by his LSA to be able to identify and make healthy food choices when presented with 3 different choices at least 75% of the time

Example of an outcome with detailed provision.

By the end of KS4, will be able to identify and make healthy food choices when presented with 3 different choices at least 75% of the time. John will receive 3 sessions per week for at least 20 minutes to directly instruct him on healthy choices and lifestyle. This can be delivered by a teaching assistant

Section F- The special educational provision required by the child or the young person

Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this support is secured through a Personal Budget

- Provision must be specified for each and every need specified in section B. It should be clear how the provision will support achievement of the outcomes
- Where health or social care provision educates or trains a child or young person, it must appear in this section
- There should be clarity as to how advice and information gathered has informed the provision specified.
- In some cases, flexibility will be required to meet the changing needs of the child or young person including flexibility in the use of a Personal Budget
- The plan should specify:
 - Any appropriate facilities and equipment, staffing arrangements and curriculum
 - Any appropriate modifications to the application of the National Curriculum, where relevant
 - Any appropriate exclusions from the application of the National Curriculum or the course being studied in a post-16 setting, in detail, and the provision which it is proposed to substitute for any such exclusions in order to maintain a balanced and broadly based curriculum
 - Where residential accommodation is appropriate,
 - Where there is a Personal Budget, the outcomes to which it is intended to contribute (detail of the arrangements for a Personal Budget, including any direct payment, must be included in the plan and these should be set out in section J)

Section-G Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN

If required this outcome will be added by Lindsey when provided with a report by health professional.

This should include:

Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.

Any Health Provision should be detailed and specific and should normally be quantified, for example, in terms of the type of support and who will provide it

- It should be clear how the provision will support achievement of the outcomes, including the health needs to be met and the outcomes to be achieved through provision secured through a personal (health) budget
- Clarity as to how advice and information gathered has informed the provision specified
- Health care provision reasonably required may include specialist support and therapies, such as medical treatments and delivery of medications, occupational therapy and physiotherapy, a range of nursing support, specialist equipment, wheelchairs and continence supplies. It could include highly specialist services needed by only a small number of children which are commissioned centrally by NHS England (for example therapeutic provision for young offenders in the secure estate)

Section (HA1) (H1) Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970 (CSDPA)

Social Care Outcome- If the student has a social work/short breaks practitioner they may want to add an outcome, if so Lindsey will complete this section during the annual review meeting with the professional or when provided with a report.

This should include:

- Provision should be detailed and specific and should normally be quantified, for example, in terms of the type of support and who will provide it (including where this is to be secured through a social care direct payment)
- It should be clear how the provision will support achievement of the outcomes, including any provision secured through a Personal Budget. There should be clarity as to how advice and information gathered has informed the provision specified

Section H1 of the EHC plan must specify all services assessed as being needed for a disabled child or young person under 18, under section 2 of the CSDPA. These services include:

- o practical assistance in the home
- o provision or assistance in obtaining recreational and educational facilities at home and outside the home
- o assistance in travelling to facilities
- o adaptations to the home
- o facilitating the taking of holidays
- o provision of meals at home or elsewhere
- o provision or assistance in obtaining a telephone and any special equipment necessary
- o non-residential short breaks (included in Section H1 on the basis that the child as well as his or her parent will benefit from the short break)

Section H2 Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN

If the student has a social work/short breaks practitioner they may want to add an outcome, if so Lindsey will complete this section during the annual review meeting with the professional or when provided with a report.

This should include:

Social care provision reasonably required may include provision identified through early help and children in need assessments and safeguarding assessments for children. Section H2 must only include services which are not provided under Section 2 of the CSDPA. For children and young people under 18 this includes residential short breaks and services provided to children arising from their SEN but unrelated to a disability. This should include any provision secured through a social care direct payment. See chapter 10 for more information on children's social care assessments

- Social care provision reasonably required will include any adult social care provision to meet eligible needs for young people over 18 (set out in an adult care and support plan) under the Care Act 2014.
- The local authority may also choose to specify in section H2 other social care provision reasonably required by the child or young person, which is not linked to their learning difficulties or disabilities. This will enable the local authority to include in the EHC plan social care provision such as child in need or child protection plans, or provision meeting eligible needs set out in an adult care plan where it is unrelated to the SEN but appropriate to include in the EHC plan.

Annual Review Process

Lindsey will prepare the annual review dates before we break for the summer holidays. This is so teachers can prepare for the early annual reviews.

On this spread sheet you will have three different dates which are:

- Date the paper work is due
- Date of the meeting
- Date the paperwork is sent to the Local Authority

It is imperative that we stick to these dates unless it is amended.

It is a legal requirement that the annual review document is sent two weeks prior to the meeting. The paperwork is sent to parents and professionals working with the student which Lindsey will do.

Lindsey will prepare all annual reviews will highlight all areas that teachers need to complete. They will be saved in the students' individual file in the relevant academic year.

If an outcome is 60% or more achieved at the very least the steps will need amending or the outcome may need changing. If this is the case please ask Lindsey to send you blank outcome boxes, so you come to the meeting prepared and it can be discussed. It is a legal requirement that we discuss the outcomes, steps towards and provision during the meeting, therefore previously I would meet with teachers to complete the outcome boxes or teachers would complete them themselves should not be happening.

It is also a legal requirement that Lindsey sends the annual review and all reports provided to the local authority within 10 working days after the meeting.