

SENCO Guide to the EHC Pathway



EHC Needs Assessment Applications

Context

Most children and young people with special educational needs or disabilities will have their needs met in mainstream early years settings, schools, and colleges. Some children and young people may require an EHC needs assessment to see if their needs are considered complex and require provision over and above resources ordinarily available to schools. The purpose of an EHC plan is to make additional provision available to meet additional needs and to secure the best possible outcomes as the child or young person prepares for adulthood.

To ensure Walsall EHC team can make a robust decision, we require information that:

- establishes and records the views, interests and aspirations of the parents and child or young person.
- provides a full description of the child or young person's special educational needs and any health and social care needs.
- establishes outcomes across education, health and social care based on the child or young person's needs and aspirations.
- specifies the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

In considering whether an EHC needs assessment is necessary, Walsall SEND services will look at evidence that shows despite the school having taken

relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress or requires a high level of support to make progress.

Graduated Approach and Assess, Plan, Do, review

The EHC needs assessment should not normally be the first step in the process. It should follow on from planning already undertaken with families in conjunction with the school. Schools should continue to follow Walsall's Graduated Approach Guidance [Walsall-Right-for-Children-Inclusion-Strategy](#)

Schools should follow chapter 6 of the SEND Code of Practice to ensure they are following statutory duties. An easy read guide is also available [Schools guide to SEND Code of Practice](#)

Under the Equality Act of 2010, schools have obligations to all disabled children and young people to make reasonable adjustments and avoid putting them at a significant disadvantage. These responsibilities are anticipatory in nature which means that schools should not wait to receive an EHC plan to meet needs. All children and young people should expect to receive an education that will prepare them to achieve the best possible educational outcomes, enable them to communicate their own opinions, and prepare them for a successful transition into adulthood. All mainstream schools have an obligation to use their best efforts to support all children with additional needs regardless of whether they have an EHC plan or not. The SENCO has oversight of planning and coordinating effective provision for these children. Teachers are in responsible of and answerable for how their students develop and change.

The first step in helping pupils who have or may have SEN is always to provide high-quality, differentiated teaching which focuses on removing barriers to learning and ensures effective special educational provision. This is called SEN support. Planning within this stage should be delivered in a four-part cycle (assess, plan,

do, review) in which earlier interventions, support and outcomes are improved as more is learned about the child or young person's needs and progress. It is known as the Graduated Approach.

The Graduated Approach uses detailed plans, reviews, and expert knowledge to put carefully planned interventions into action that meet the child's needs. Parents need to know about the help, the interventions, and plans that are being followed. They should also know exactly how the support and interventions have helped, so they can help plan what comes next.

When a student isn't making as much progress as expected, even with evidence-based support and interventions that are tailored to the student's needs, the school should think about bringing in specialists, either from the school or from outside agencies. This could include speech and language therapists, education psychologists, occupational therapists, or physiotherapists, for example. Schools can bring in experts at any time to help them identify and meet SEN through effective help and interventions. The parents of the student should always be a part of any decision to bring in specialists.

The SENCO, class teacher, specialists, and parents should talk about the child's progress and what equipment, strategies, and interventions could help. Professionals should add to and improve what is known about outcomes and services. SEN support should be changed or kept the same depending on how much progress has been made. Applications for EHC assessments are always stronger when the Graduated Approach, including specialist advice, has been implemented and is well documented.

Where the school has taken relevant and purposeful steps to identify, assess, and meet the SEN of the child or young person, including professionals, and the child or young person has not made the expected progress, an Education, Health, and Care needs assessment can be requested. The local authority needs evidence of what the school has done to help the child or young person before they are able to make a decision. An EHC assessment should follow cycles of carefully planned assess, plan, do review with involvement of relevant professionals.

Applying for a Statutory EHC Needs Assessment

The EHC needs assessment is the first step on the EHC pathway. The first decision the LA must make is whether to carry out the assessment. If this is agreed, several weeks later another decision is made whether to issue an EHC plan or not. It is important to understand the statutory needs assessment does not mean that the child or young person will automatically get an EHC plan.

There are three routes to apply for a statutory assessment. All three routes are measured on the same basis, and one is not considerable favourably over another. All applications are considered on their own merits and the EHC team do not have thresholds to support decision making.

- Parent, Young Person or family advocate
- School
- Professionals – In Walsall we call this Mutual Partner Referral Route

Applications from Parent, Young People, Family Advocate etc.

Parents and young people can make their application via the Hub. The link can be found on the Local Offer or email the SEND team (sen@walsall.gov.uk). If a parent is not able to complete this process, they can

find help with SENDIAS or alternatively, a representative from the EHC team can take this information verbally and complete the Hub application on their behalf.

Schools must not direct parents to make applications on their behalf. Where a school has worked through the graduated approach and has sufficient evidence that would support an EHC, the application should come from school. This is always stronger as it includes relevant and detailed information. During a parental application, school will be asked to submit their part of the assessment including detailed context, information, and evidence within 10 days of the application. This is known as the App B (see appendix). It is expected that when a parent makes an application, it is because either school are not ready to proceed or do not agree. Where school are in full agreement, the LA will request information as to why the application has not been submitted by the setting.

Professional Applications known as Mutual Partner Referral Route

This pathway is for children and young people who already have a TAC, Early Help, or other high level professional involvement. It is designed to expedite assessment for children who are vulnerable and have obvious high-level needs. When a child is involved with multiple professionals, their family is supported by specialists from education, health, and social care, and it is recognised that, despite relevant and purposeful planning, the child or young person requires further assessment, a multi-agency group can agree to proceed for a statutory assessment without requiring panel approval. This pathway will ensure a tighter and, where possible, quicker 20 week procedure by achieving statutory assessment agreement without the necessity for a panel or decision group.

Important information to know about this pathway

- Without exception, all professionals, must agree that a statutory assessment is required.
- It would be beneficial for one of these professionals to be an educational psychologist.
- School should have completed cycles of assess, plan, do and review which demonstrates involvement and advice of professionals and recognises the rising SEND of the child or young person.
- The forms should be completed with signatures to confirm agreement. This should be returned to the local authority via the Hub where involvement and agreement will be confirmed before being passed straight to statutory assessment without requiring a panel decision.
- At this stage, it is an agreement to a statutory needs assessment and not an EHC plan. This should be made explicit to all involved.
- This form must be completed with all relevant information and supporting documentation. Where the form is not completed in full, it will be returned.
- Where there is not sufficient evidence to confirm multi agency involvement, the form will be returned, and SENCO will be redirected to apply via the school route.
- Professionals will still be needed to submit additional information through the agreed service templates during the 20-week process
- SENCO will need to submit an App B with relevant advice as part of the statutory assessment.

Instructions for Completion and loading on the Hub

1. At a multi-agency meeting or through communication with professionals, agree that a statutory assessment is required.
2. Obtain confirmation and agreement from professionals.
3. Complete Multi Partner Referral Route Form
4. Create a new request on the Hub

5. Complete application details such as school, parent and professionals' details
6. Under section titled What information about the child or young person's Special Educational Needs is relevant (SENCO/Education Setting) type in *Multi Agency Partner Referral*
7. Attached the MARR form, all SEN support plans and any relevant advice to the Hub
8. This will be checked by the EHC team before proceeding to statutory assessment
9. At this stage you will need to attach the **App B** to the education request within the timescales set out by the Hub
10. We will send out requests to all the professionals for their advice and information. We combine these together to make a Coproduction Booklet which is all the information we have gathered during the assessment.
11. Depending on the level of EP involvement, we may request further information and support.
12. Once the assessment is complete, the child or young person's coproduction booklet will be listed for a decision to issue and if agreed, relevant funding.

School Applications

The legal test to apply to consider whether a child has special needs is

*“A child or young person has a special educational need if they have a learning difficulty or disability **which** calls for special educational provision to be made for them”*

School should consider this when they place children on the SEND register and recognise the support that is required through individualised provision mapping and SEN support plans. Therefore, the EHC needs assessment should not normally be the first step in the process. It should follow on from planning already undertaken with families in conjunction with the school. Schools should implement carefully planned cycles of assess, plan, do and review. The purpose of an EHC plan is to secure **additional** provision that is above what is ordinarily available within schools' resources and to achieve the best possible outcomes as the child or young person prepares for adulthood.

In considering whether an EHC needs assessment is necessary, Walsall will consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

Walsall EHC decision making groups consist of an initial triage, followed by a quality and compliance group. Please see decision overview for more details. The groups require evidence that demonstrates

- the views, interests and aspirations of the parents and child or young person.
- a full description of the child or young person's special educational needs and any health and social care needs.
- outcomes across education, health and social care based on the child or young person's needs and aspirations.
- The amount of provision required
- how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

An EHC plan will provide top up funding in addition to SEN resources above those normally available within the school budget and therefore it is important to demonstrate this within evidence. School should submit this evidence on the 'App B'. It must be completed in full, without exception and with as much detail and evidence that can be supplied to demonstrate how additional provision has been put into place to meet the difficulty or disability. Evidence will show how this provision is above that which is ordinarily available within schools resources and where actions have been taken through the graduated approach but are insufficient to meet the SEN requirements of the child or young person.

Important Need to Knows in the EHC application

- APDR does not need to be fixed to a term. Once the outcome has been agreed, the provision may be different amounts of time.
- We do not need 3 terms worth of ADPR, although we do need to see actions 'over time' and this is why it is recommended to send three completed cycles.
- There should be a clear 'golden thread' linking needs, outcomes and provision

- Review and impact is often overlooked. APDR is a four-part cycle and each area is of equal importance. Without a clear review, there is no justification for the next actions or steps.
- School based applications are the strongest as they can demonstrate clear evidence of these actions and progress over time
- School should take purposeful actions to remove barriers to learning. These are important and is the basis of the graduated approach.
- Although any diagnosis is an important consideration, the ‘legal test’ clearly recognises that it is important to identify the provision that is required to meet the need.
- The EHC team would not decide to assess based purely on diagnosed needs. The SENCO should demonstrate the educational impact of these needs and provision required to support.
- SENCOs and schools should only comment on difficulties within education. It is important not to make judgements or statements about medical or health needs such as “Child A shows signs of ASC”.
- It is a common misconception that children should be working at least two years behind their peers to justify an EHC needs assessment. We do not set thresholds for levels or rates of progress. We need to see the provision that has been put into place to meet an outcome and the progress which has been made
- Another misconception is 12 hours or £6000 of 1-1 support. We do not need evidence of certain number of hours or money to justify a decision. School should use their best endeavours to exhaust resources and interventions available at SEN support in order to justify requiring ‘top up’ through an EHC Plan
- All requests must be made via the EHC Hub. Please contact the sen@walsal.gov.uk if you need training or are unsure how to use this.

Relevant Advice

To inform our decision, Walsall will consider a wide range of evidence from schools and relevant professionals. The evidence should all be within the last 12 to 18 months and confirm the following

- The child or young person’s academic attainment and rate of progress.
- Information about the nature, extent and context of the additional needs, considering all 4 broad areas of needs.
- Details of action already being taken by the setting or school.
- Where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- The child or young person’s physical, emotional and social development and health needs.
- Relevant information from clinicians and other health professionals and what has been done to meet additional needs.
- where a young person is aged over 18, Walsall must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.

Good applications could include

- Views of the child or young person.
- Views of parent, carer or responsible adult
- Family context, developmental history, and background of CYP

- Chronology and analysis that describes the rationale for requesting an EHC assessment
- Details of all reasonable adjustments, steps taken to remove barriers overtime
- Involvement and agreement of parents.
- Class-based approaches and QFT.
- Details highly personalised materials and equipment
- Attendance record with reasons if below 90%
- Summaries of impact of small group, individual or targeted interventions
- Clear progress data and summary of data explaining assessment levels/grades.
- Cycles of APDR on Individual SEN plans with clear reviews and impact
- Provision Maps detailing a variety of interventions matched to need and outcomes.
- Incorporation of SMART targets to support progression monitoring with impact
- Advice from Educational Psychology service with advice implemented and reviewed in plans
- Specific SEMH Interventions and support for pupils who require this
- Advice from appropriate health agencies sought and implemented
- Involvement of support if there is a risk of exclusion
- Involvement of social care through Early Help or TAC
- Implementation and review of advice and strategies recommended by private professionals
- Where the child or young person has EAL, evidence that their needs are unrelated to their language development.
- Causal factors behind behavioural issues
- Catch up interventions to demonstrate that additional needs extend beyond this.

Evidence we don't need to see

- Appointment letters or referral letters for paediatrics, therapists or CAMHS
- Reports that are over 2 years old.
- CPOMS or daily behaviour logs.
- Class teaching plans
- Timetables

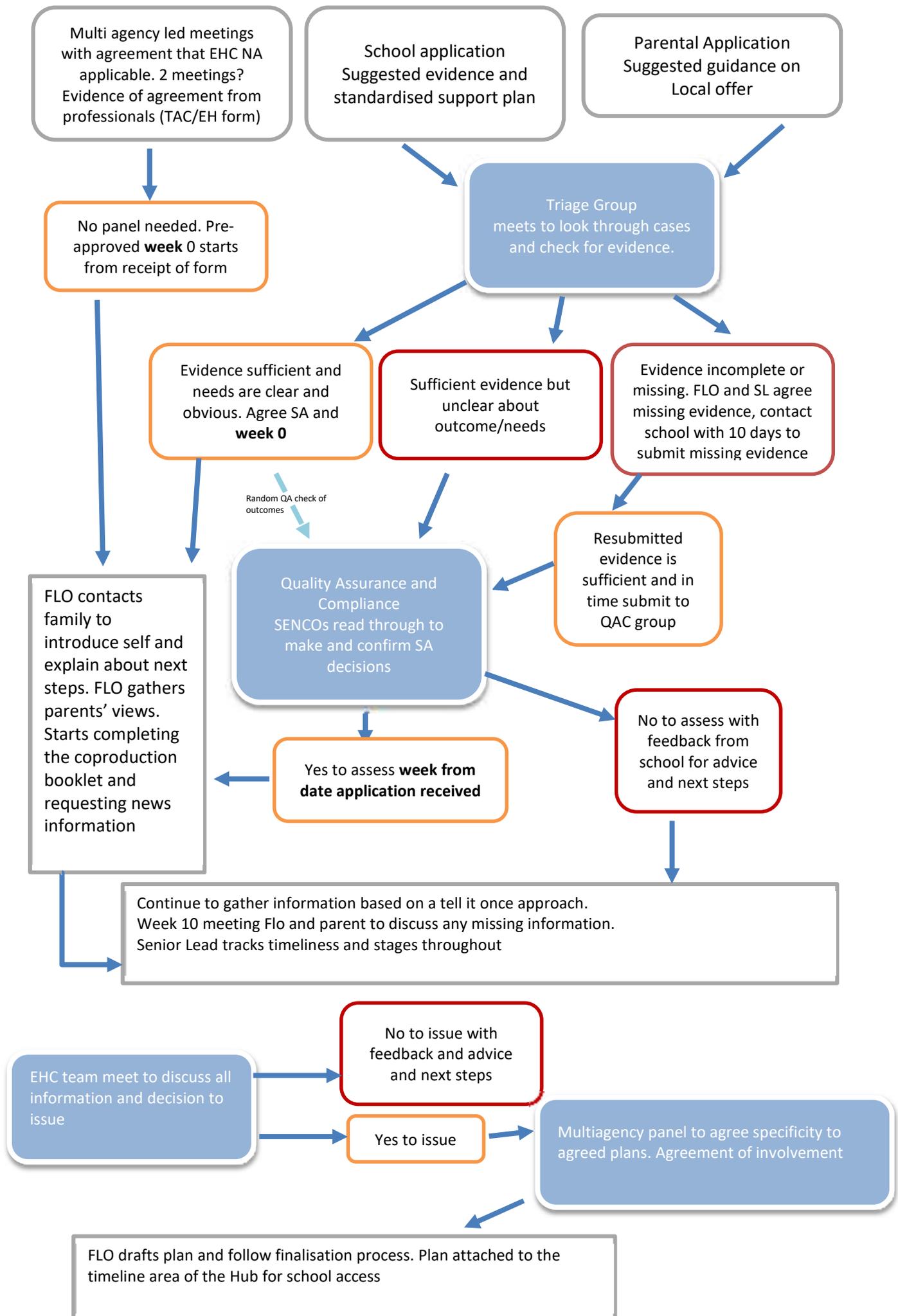
Instructions for applying via the hub

1. Open a new request on the Hub
2. Complete the application page with as much detail as possible
3. Attach App B to the documents
4. Attach any reports from professionals
5. Attach SEN support plans (3) and reviewed provision maps (3)

The EHC team aim to make decisions by week 2 of the pathway. Parents will be notified then confirmation coming to SENCO via the Hub.

What to expect and when during the Statutory Assessment

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|---------------------|--|
| Week 1 | Application received |
| Week 2 – 6 | The decision to assess group meets and decides whether to agree to assess or not based on information submitted |
| Week 4 – 12 | The Family Link Officer will introduce themselves to parent and school. If the App B has not been submitted or if more information is needed, they will contact the school. They will also ask for additional information from parents and other professionals involved. During this time, the FLO will be completing a coproduction booklet from all the reports that are submitted and arranging if more assessments are needed. Around week 10, there may be a planning meeting with Family Link Officer and parent. This is the opportunity to make sure we have the right information. This could be done via the telephone or virtually. Schools could be invited to this meeting as well as any professionals if parents would like them there. It is an informal meeting and will not have any impact on potential future decisions. |
| Week 12 – 16 | The coproduction booklet is submitted along with all the reports and evidence to a decision-making group. The group decides whether to issue an EHC plan and if so, agree the content. It is then passed to the planning and preparation group to allocate an amount of funding so that the support in the plan can be carried out. They will name an appropriate placement. School will see the draft EHC plan and decide if they are able to meet the CYP additional needs within the proposed setting. The official 'draft plan' is sent to parents for final amendments. This is done on the hub and is attached to the timeline. It is also sent to parents via email. |
| Week 17 | If parents are happy with the draft plan, we will consult for places and confirm the setting. The plan will become marked as final and will be reviewed within the next 10 to 12 months. The draft plan is sent to governing body and head teacher to decide if they can meet the provision outlined in the plan |
| Week 20 | Final plan is sent to parents then schools |



Statutory EHC Needs Assessment Schools Information App B

PARENTAL AGREEMENT TO STATUTORY ASSESSMENT

I/We agree/do not agree* to a formal statutory assessment of my/our child's special educational needs and to the involvement, assessment and information sharing from Social Care, Health, Education Psychology, and other relevant professionals for such an assessment.

(*Please delete as appropriate and sign the form here.)

Signature

Date

Summary of Recommended Evidence

| | |
|------------|--|
| C1 | Views of the child or young person. |
| C2 | Views of parent, carer or responsible adult |
| C3 | Family context, developmental history, and background of CYP |
| C4 | Chronology and analysis that describes the rationale for requesting an EHC assessment |
| C5 | Details of all reasonable adjustments, steps taken to remove barriers overtime |
| C7 | Involvement and agreement of parents. |
| C8 | Class-based approaches and QFT. |
| C9 | Details highly personalised materials and equipment |
| C10 | Attendance record with reasons if below 90% |
| C11 | Summaries of impact of small group, individual or targeted interventions |
| C12 | Clear progress data and summary of data explaining assessment levels/grades. |
| C13 | Cycles of APDR on Individual SEN plans with clear reviews and impact |
| C14 | Provision Maps detailing a variety of interventions matched to need and outcomes. |
| C15 | Incorporation of SMART targets to support progression monitoring with impact |
| C16 | Advice from Educational Psychology service with advice implemented and reviewed in plans |
| C17 | Specific SEMH Interventions and support for pupils who require this |
| C18 | Advice from appropriate health agencies sought and implemented |
| C19 | Involvement of school attendance service if there is a risk of exclusion |
| C20 | Involvement of social care |
| C21 | Implementation and review of advice and strategies recommended by private professionals |

Contact Details

| | | | | |
|--|----------------|--|--------------------------------|----------------|
| First Names | | Surname | | |
| Home Address | | Date of Birth | | |
| | | Telephone | | |
| | | Email | | |
| Educational Setting | | Year group | SENCO | |
| Gender | First Language | Ethnicity | NHS Number | CAF / EHA /CIN |
| GP contact details | | | | |
| Persons with Parental Responsibility | | Relationship | Contact Details (if different) | |
| | | | | |
| | | | | |
| Best person (family member) to contact (name) | | Name and method of contact | | |
| How would they like to be referred to | | How would they like to be contact and best times | | |
| LAC Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | Social Worker name and contact | | |
| If YES, which authority is responsible for this child / young person? /Contact details | | | | |
| Details of any interpretation/access support needed for the family | | | | |

Relevant professionals involved or professionals who can help with the assessment

| | Name | Role | Level of involvement | How long have they known the CYP | Do you have a report? |
|--------------------|------|------|----------------------|----------------------------------|-----------------------|
| Education | | | | | |
| | | | | | |
| | | | | | |
| Healthcare | | | | | |
| | | | | | |
| | | | | | |
| Social Care | | | | | |
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| | | | | | |
| | | | | | |
| Other | | | | | |
| | | | | | |
| | | | | | |

Information and advice from the educational setting

| | |
|---|--|
| <p>Summary of child/young person's SEND:</p> | |
| <p>Previous settings including dates of transitions:</p> | |
| <p>Current attendance:</p> | |
| <p>Reasons for non-attendance (below 85%):</p> | |
| <p>Number of fixed term exclusions (days per year) with reasons (please do not send in daily logs or diaries)</p> | |
| <p>Summarise the child/young person's strengths, interests, and aspirations:</p> | |
| <p>Context and Background Include relevant home information and community context</p> | |

| | |
|--|---|
| <p>Description of the child's current skills and attainment Please explain any levels to give understanding behind progress etc.</p> | |
| <p>Aims of provision (outcomes)</p> | <p><i>These should also be on SEN support plans</i></p> |
| <p>Summarise actions taken as a result of discussions/advice with parents/carers, other professionals. (This can be Quality First Teaching; Assess, Plan, Do, Review Cycle; Home/School communication book; Informal discussion with SALT; OT; EP etc)</p> | |
| <p>Summarise where more advice is required: (This can be additional assessment, advice, guidance, resources, environmental changes)</p> | |
| <p>What will and EHC plan give the child. What will top up funding give additional to existing support</p> | |

Individual Needs Analysis

| | Strengths | Barriers | Outcomes | Provision | Strategies that would help (adapted QFT) |
|--|------------------|-----------------|-----------------|------------------|---|
| Communication and Interaction | | | | | |
| Cognition and Learning | | | | | |
| Social, Emotional and Mental Health | | | | | |
| Sensory and/or Physical | | | | | |

Preparation for Adulthood for year 9 onwards.

| | | |
|--|------------|--|
| Higher Education and / or Employment | Strengths: | |
| | Needs: | |
| Independent Living | Strengths: | |
| | Needs: | |
| Participation in Society | Strengths: | |
| | Needs: | |
| Being as healthy as possible in adult life | Strengths: | |
| | Needs | |

| Notes and Important Information |
|--------------------------------------|
| |
| Dates of SEN support review meetings |
| |

Completing an Annual Review

Reviews should be carried out using person-centered planning principles and 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. Reviews should also:

- gather and assess information so that it can be used by early years settings, schools or colleges to support the child or young person's progress and their access to teaching and learning
- review the special educational provision made for the child or young person and its effectiveness in ensuring access to teaching and learning and good progress
- review the health and social care provision made for the child or young person and its effectiveness in ensuring good progress towards outcomes
- consider the continuing appropriateness of the EHC plan in the light of the child or young person's progress during the previous year or changed circumstances and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHC plan should be discontinued
- review any steps to achieve (short term steps) set by the early years provider, school or college or other education provider
- set new steps to achieve and the provision required.
- If the child is under 5 years old Reviews should be 6 monthly.

It is a school's responsibility to conduct the Annual Review, early years settings and colleges are expected to follow the same processes and should contact the LA if there is any problems. It is important that:

- Dates for reviews are planned well in advance
- The process of gathering information should start at least 8 to 10 weeks before the date of review.
- Parents must be kept updated so they can prepare and contribute for the review. We ask all information to be shared with parent at least 6 to 8 weeks before the meeting
- Sufficient time must be allowed to complete the review meeting. A suggested agenda is attached
- The Review Meeting must be completed at least four weeks prior to the anniversary of the issue of a plan or last annual review
- The EHC plan must be amended either before or during the meeting
- School must complete the Amendment matrix to show where changes have been made
- Use the EHC plan writing guide to help support quality and consistency between plans

- Ensure any reports being used as evidence for changes are dated within the last 12 months
- The same recommendations apply to annual review evidence and to EHC applications. Check this section in this guide for help.

The Preparation Stage

Preparation for meetings can start at any time that fits in with the school calendar. We recommend that in September the SENCO looks at which children are due and confirms dates with the EHC team. There is a form to help complete this. It should be completed in September and sent to sen@walsall.gov.uk. The LA will also send a list to the school each term of the children with EHC plans who are due a review. This two should match. Any problems contact your locality senior representative.

The SENCO should ensure the family are kept updated regarding support and progress so they can be well informed and prepared for the annual review meeting. Walsall EHC team recommended that a SENCO report is sent to the family the family at least once a year at the same time as normal class reports.

Before the meeting the SENCO should ask the professionals involved for a report. This could take several weeks and so it is best to gather this well before the meeting. EP reports may take longer so factor this into preparation. Reports used as a basis for evidence to suggest amendments should only be from within the previous 12 months.

Parents form should be completed before the review meeting and circulated with any additional information at least 10 days before. You may want to complete this with parents or allow them to return it to you before the meeting. We would suggest this is completed at least 4 weeks before to allow for better preparation. You can collect this information in any way which supports the family

Child's views can be submitted in whatever format best suits the child or young person. You may want to consider alternatives to writing such as mood boards, paintings or photos. We can accept power point presentations, videos or any other media platform. This is a fully open section of the review pack. These should be gathered and sent at least 4 weeks before the meeting but no later than 10 days before to allow for better preparation.

Amending the EHC Plan

About 4 to 6 weeks before the meeting but no later than 10 days before, the SENCO should look at the EHC plan and decide if there are any amendments to be made. EHC plans are not designed to be updated every year, however it is important they remain relevant and purposeful. Outcomes should be until the end of the key stage and specific dates avoided as these can quickly render the plan outdated.

If amendments are being recommended, consider how much of the plan needs to be changed. Where there are significant changes, we recommend this is done before the meeting. If these are minor updates, they could be completed in the meeting with parents

present. The SENCO should consult the amendment matrix to confirm which group the changes are likely to fall within.

Instructions for amending

1. The most recent EHC plan should be within the 'timeline' area of the Hub. Schools and parents can download this prior to the meeting. If it is not here, please contact sen@walsall.gov.uk
2. Amendments must be made directly into the plan and saved in a new copy.
3. Do not upload the changed draft to the Hub until after the meeting.
4. Highlight any new wording changes by using a coloured or highlighted font.
5. Strikethrough any text that needs to be removed
6. Ensure there is sufficient evidence to support any changes or amendments

The Meeting Stage

Within four weeks from date of last review (with the exception of year 6 and year 11), the SENCO should host the annual review meeting. At this meeting it is important to agree the content of the EHC plan with any changes.

The Annual Review meeting must enable full involvement of the parent, child or young person and consider their views, wishes and feelings especially when making decisions. It is important to check all sections of the EHCP not just the educational targets and provision. The meeting must provide an opportunity for parents and young people to request changes and updates to the plan if not already done so.

The meeting: must focus on progress made towards achieving outcomes and must establish whether the current outcomes remain appropriate and if required agree new ones. It must review the special educational provision, how it is delivered, ensuring it is still appropriate and enables good progress. It is important to review any health and social care provision. The family, young person and child's aspirations should be central, and a discussion should focus on whether these have changed. The SENCO must check if the parent/YP would like to request a Personal Budget.

The meeting should focus on future planning and how things have gone in the past year in school. All present at the meeting, especially child/young person and the parents/ carers should be given opportunities to express their views about all aspects of the review.

Special Educational Provision

When discussing provision, it is important to focus on curriculum delivery and support required, not on location. It is expected that the meeting may centre on a type of provision and parental preferences, but it must be made explicit that this will need to go through a robust multiagency decision group and can not be presumed as a definite outcome.

What happens next?

Maintain

For plans that are no change, the school will need to attach the Annual Review Report and EHC plan to the timeline area no later than 10 days after the meeting. This will then be processed by the Local Authority in line with the quality assurance systems.

Cease

For plans that are proposed to cease, (as the support is no longer required by the young person's SEND, and not because of relocation or change of school), the school will need to attach the Annual Review Report and EHC plan to the timeline area of the Hub no later than 10 days after the meeting. This will then be processed by the Local Authority and the proposal to cease looked at by a central based decision-making group. If proposal to cease agreed, the Local Authority will then issue notice to young person/ family, in line with Code of Practice.

Amendments

The SENCO should attach the Annual Review Report, EHC plan and all relevant evidence to the timeline area of the Hub Up no later than 10 days after the meeting.

Up to 4 weeks after the meeting, the proposed changes are checked, and quality assured against the evidence provided and a letter confirming any agreed changes will be sent to parents.

Up to 8 weeks after the meeting but ideally sooner, the parent will receive the confirmed draft EHC plan. This is also uploaded to the timeline area of the Hub. They have 15 days to make representations before the plan is issued as final via email and on the Hub.

EHC Annual Reviews Attendance

An EHC officer will attend cease, Group B amendments, year 6 and year 11 annual reviews. They may not attend maintain EHC plans or group A amendments as these decisions can be made without an officer present. It is important to invite an LA professionals to Group C amendment meetings to confirm proposed changes and outcomes. This may not be a member of the SEND team as these decisions are based on evidence and must be processed at a multiagency decision group. Decisions for group C can not be decided at school. Decisions for group A and B can be.

SEND Annual Review Yearly Agenda

School name

SENCO Name and Contact

| Name of Child | Date of Birth | Year group | Date of last review | <p style="text-align: center;">EP report due</p> <p style="text-align: center;"><i>Children should have an updated EP report within every key stage separated at regular intervals. If needs remain unchanged then this does not need to be prioritised.</i></p> | Anticipated review date | <p style="text-align: center;">Likely Outcomes</p> <p style="text-align: center;"><i>maintain, cease, or amend. If amend with group will the changes fall into.</i></p> <p style="text-align: center;"><i>A low level, B mid-level, C high level changes. This can be a mixture of 2 or even all 3</i></p> |
|---------------|---------------|------------|---------------------|---|-------------------------|---|
| | | | | | | |
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SENCO Annual Progress Report

Name:

Year group:

Class/Form/Teacher:

SENCO:

| |
|--|
| Summary of identified Special Educational Needs |
| |
| Summary of provision that is in place in school (please see attached provision maps) |
| |
| Strategies that have helped |
| |
| Summary of progress that has been made this year |
| |
| Things that are working well |
| |
| Things that could be better |
| |
| Friendships and social development |
| |
| Special recognitions and achievements |
| |
| What we are planning to do now, next and later |
| |
| SENCO Date..... |

Special Educational Needs Family and Young Person's Views

Young Person Name:

Parent/ Carer Name:

What do you think is working well at home or school

What do you think is not working well? What could be better?

How successful has the EHC plan been this year? Are the outcomes appropriate and has the provision helped?

Has there been any changes to special educational needs over the past 12 months?

Are there any unmet social or health needs that should be supported?

What are your aspirations for the future? What would you like to see in the next 12 months?

Anything else you would like to tell us?

Special Educational Needs Family and Young Person's Views

This is a holding page and can be submitted in whatever format best suits the child or young person. You may want to consider alternative to writing such as mood boards, paintings or photos. We can accept power point presentations, videos or any other media platform. The following conversation starters may be useful in gathering views

What things have you enjoyed doing most this year? What activities did you do really well in?/ Who or what helps you in school?

What has gone well for you this year?/ What are you pleased about?/ What has made a difference to your family?

What is your proudest moment?

What are your aspirations?

What is really important to you?

What would you like to do more of?

Is there anything you are concerned about?

What has been a challenge you this year?

What do you feel needs to change?

What would you like to do outside of school

What would you like to do in the future?

What job would you like?/ Where would you like to live?

What might you need help with to do this?

What have you not enjoyed doing this year?

What have you found hard this year?

What could make things easier?

What do you currently do with your friends and what would you like to do?

Is there anything you are worried about?

What do you do outside of school and what would you like to do?

Do you need help with this?

Are you happy with your friends? Do you find making friends difficult? Would you like more help with this

Proposed Amendment Matrix

Highlight which amends have been suggested on the EHC plan using the grid below

| | Group A Proposed Changes | Group B Proposed Changes | Group C proposed Changes |
|---|---|---|--|
| | These changes are wording changes and are required to keep the EHC plan up to date and relevant to the child, young person and their family. Relevant professionals should be invited to this meeting. An EHC officer may attend this meeting | These changes have moderate provision and placement implications and possible wording changes to some areas. These proposals must be supported with detailed evidence and reports to demonstrate why the changes are required. Local authority representatives and relevant professionals should be invited to this meeting. An EHC officer may attend this meeting | These changes have moderate provision and placement implications and possible wording changes to some areas. These proposals must be supported with detailed evidence and reports to demonstrate why the changes are required. Local authority representatives and relevant professionals should be invited to this meeting. An EHC officer will attend this meeting |
| Decision to cease following Annual review | Agree to cease following agreement from parent, YP or professionals | | |
| Decision to maintain following Annual review | Agree to maintain following annual review with no provision or placement changes | | |
| General wording changes in EHCP Sections A, B, C, D E and K | Any wording changes to sections A, B, C, D, E or K that ensure the EHC plan remains relevant and up to date. Relevant evidence to support must be submitted | | Any wording changes to section I and J |
| Section F – Increase in mainstream provision | | Provision maps and evidence to support recommendation for an increase in mainstream provision up to one band. | All other increase requests |
| Section F – increase in special provision | | Provision maps and evidence to support recommendation for an increase in specialist provision up to one band | Provision maps and evidence to support recommendation for an increase in specialist provision at all other costs |
| Section F - Equipment, training, and resources | | Relevant evidence to support required equipment, training, or resources | Relevant evidence to support required equipment, training, or resources above £500 for total package |
| Section F - Additional educational therapies | | Reports from relevant professionals to support additional therapies up to £250 in additional costs | Reports from relevant professionals to support additional therapies greater than £500 in additional costs |
| Section G and H – Changes to social and health provision | Reports from relevant professionals to demonstrate changes in social and health care provision | | |
| Section I - Suggesting change of placements | Request for a placement change in a same type placement (mainstream to mainstream) | | Request for change of placement to specialist or any other type |
| Section J – Requesting Personal budgets | | | Recommendations for all personal budgets in section J with detailed evidence to support. |
| Transport | | | All transport requests must be referred to the relevant team before any recommendations can be made |
| Recommendation for continuation of post 16 provision | Any additional years to ongoing course with no extra costs | Any additional years to ongoing course with costs up to £500 | Agree full course length and all costs |

Special Educational Needs EHC Annual Review Report

| | | | | | | | | | | | |
|--|-----|----------------|--|---------------------------------------|------|---|------------------|--------------------------------|---|------------------|------|
| First and any middle names | | | | Family Name | | | | | | | |
| Home Address | | | | Date of Birth | | | | Telephone | | | |
| | | | | Email | | | | | | | |
| | | | | | | | | | | | |
| Educational Setting | | | | Year group | | | | SENCO | | | |
| Gender | | First Language | | Ethnicity | | | | Attendance | | HNF funding/band | |
| GP contact details | | | | | | | | | | | |
| Persons with Parental Responsibility | | | | Relationship | | | | Contact Details (if different) | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| Best person (family member) to contact | | | | Name and method of contact | | | | | | | |
| How would parent like to be addressed <i>(mum, Miss Mrs, name etc)</i> | | | | | | | | | | | |
| LAC Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | Social Worker <i>name and contact</i> | | | | | | | |
| Primary Need (Broad Areas) | | | | | | | | | | | |
| Cognition and Learning <input type="checkbox"/> | | | Communication and interaction <input type="checkbox"/> | | | Social Emotional and Mental Health <input type="checkbox"/> | | | Physical and Sensory <input type="checkbox"/> | | |
| SpID | MLD | SLD | SLCN | ASD | SEMH | Depression Anxiety disorders | Eating disorders | VI | HI | MSI | PMLD |
| Details of any interpretation/access support needed for the family at the review meeting | | | | | | | | | | | |

Annual Review Report

| | | | | |
|---|------------------|---------|----------|-----------------|
| Date of Last review meeting | | | | |
| Date of current review meeting | | | | |
| Persons who attended the review meeting | | | | |
| Name | Designation/Role | Invited | Attended | Report Attached |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

In line with the SEND Code of Practice 2015 and the child's / young person's progress, does the Education, Health and Care Plan need to:

| | | |
|---|--|---|
| <p>Maintained</p> <p><i>There are no changes required to the plan at this time. It is not anticipated that every review will require amendments to be made to the EHC plan</i></p> | <p>Ceased</p> <p>the identified outcomes have been met and the child/young person's needs can be met from the SEND support arrangements within the setting.</p> | <p>Amended</p> <p><i>The plan requires some changes</i></p> <p><i>(Proposed changes should have been completed 10 days before meeting)</i></p> |
|---|--|---|

Was everyone at the meeting in agreement? Please list any areas which were not agreed during the meeting

Please list any actions or tasks agreed during the meeting. Only assign tasks with agreement of person responsible

| Task or action required | Person responsible for completing action | Date action will be completed by |
|-------------------------|--|----------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

| Transfer between phases of education | | | |
|--|---------------------------|------------------------------|----------------------------------|
| Transition Year Group | Preferred Type of Setting | Parent's/Guardian's comments | Child or Young Person's comments |
| EYFS to KS1 | | | |
| *If applicable KS1 to KS2 (if separate settings) <i>To be compiled for Yr. 1 pupils</i> | | | |
| KS2 to KS3 <i>To be compiled for Yr. 4 pupils</i> | | | |
| Post 16 education, employment or training. <i>To be compiled for Yr. 10 pupils</i> | | | |
| <p><i>Children and young people with special educational needs and disabilities needs <u>may</u> be eligible for help with transport to the school or college which is the most appropriate for their needs. Where an alternative school is chosen by parental preference - which may not be the most local school to the home address - transport may not be provided. Please refer to School travel for children with special educational, disability or mobility needs (SEND) for the most up to date transport policy and information.</i></p> | | | |

| Details of the person completing this form | |
|--|------|
| Name | Role |
| Name of setting | |
| Email | |
| Signature | Date |

