

Transfer/Annual Review of EHC Plan/Statement

Name		Date of Birth		National Curriculum Year		Offset year group	Y/N
Gender		LAC	Y/N	Pupil Premium	Y/N	CAF in place	Y/N
Home Address		Has the home address changed since last review?	Y/N	Name of Parent/Carer		Address if different from home	
				Name of Parent/Carer		Address if different from home	

EHC Plan History

Date of EHC plan /statement		Date of this review		Date of last amendment		Date of last review	
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School Placement History

School					
Dates					

Education, Health and Care Plan Review Summary – please complete at the end of the meeting

		select	comments
Section A	Have the aspirations of the child/YP or Family changed significantly?	Y/N	
Section B/C/D Part II	Have the young person's needs outlined in of the EHC plan changed?	Y/N	
	Is further professional advice required?	Y/N	If yes, please indicate below where advice is required.
	Educational Psychology		Speech & Language Therapy
			Occupational Therapy
			Pupil Support Services
			Physiotherapy
			Other
Section E/F/G/H/I Part III	Do the objectives/outcomes, provision or monitoring arrangements need to change?	Y/N	
	Has adequate progress been made?	Y/N	
	Has appropriate provision been put in place?	Y/N	
	If adequate progress has not been made, what are the barriers?		
Section I Part IV	Is the placement still appropriate?	Y/N	
Part V (not EHC)	Have the additional non-educational needs of the pupil changed significantly over the last year?	Y/N	
Part VI (not EHC)	Does the non-educational Provision need to change	Y/N	
	Should the EHC plan/statement be withdrawn?	Y/N	Are the parents in agreement with withdrawal Y/N

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Documents sent to Local Authority at least 2 weeks before review meeting – please give full details on Summary of Information

IEPs since last review	Timetable of provision	Attendance report (SIMS)	Staff comment (name/role)	Professional Reports (name/role)
Annual Report	Costed provision map	CAF action plan if in place		
Parental Views	Overview of progress	PEP if in place		
Young Person's Views				

Transfer/Annual Review of EHC Plan/Statement

Overview of termly progress

	Year 9			Year 10			Year 11			Year 12			Year 13			Year 14			Year 15			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Speaking and Listening - Comprehension																						
Speaking and Listening - Expression																						
Reading																						
Writing																						
Using and Applying Mathematics																						
Number																						
Shape, space and measure																						
Learning Behaviour																						
Conduct Behaviour																						
Emotional Behaviour																						
Attendance																						
Punctuality																						

	Year 16			Year 17			Year 18			Year 19		
	1	2	3	1	2	3	1	2	3	1	2	3
Speaking and Listening - Comprehension												
Speaking and Listening - Expression												
Reading												
Writing												
Using and Applying Mathematics												
Number												
Shape, space and measure												
Learning Behaviour												
Conduct Behaviour												
Emotional Behaviour												
Attendance												
Punctuality												

Use PIVATS or National curriculum level and sublevel as appropriate and amend to reflect individual curriculum

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Overview of Post Year 9 objectives and provisionn – Preparing for adulthood

Education & Employment
Independent living
Community Inclusion
Being healthy

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People involved in this annual review - parents / carers / agencies / services / professionals involved in the care / support of the child
(please include **all** agencies / services / professionals currently working with the child)

Name	Role	Invited to the meeting / to submit information?	Attended?	Information / report submitted?
	Young person			
	Parent/carer			

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What is going well?

What are the young person's strengths/ achievements?	What does the young person thinks they are good at/improving with?
What we like and admire about.....	What is important to the young person now and in the future?

What's not going quite so well?

What are the young person's worries and concerns?	What is it important happens next for this young person?
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Complete this page with a summary of discussions in the meeting ensuring any supporting evidence is submitted

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Review of Provision – this is lifted directly from the LDA/statement/Education, Health and Care Plan – remove example and replace with child's information

<p>Section E (EHC) Part (A) Objectives</p>	<p>Section F/G/H Part (B) Provision</p>	<p>What has been put in place this year?</p>	<p>What has been the impact?</p>
<p>To further develop Bxxx receptive and expressive language skills.</p>	<p><i>The Communication, Language and Autistic Support Service (CLASS) will provide advice and monitoring and the school's SENCO will ensure that the advice and strategies outlined in that advice, are implemented throughout the school day.</i></p> <p><i>Staff in contact with Bxxx, should have access to CLASS training.</i></p> <p><i>Bxxxx's timetable of support will be made available to parents and will show whether the activity is being taught in a 1-1 situation, within a small group or as a whole class.</i></p> <p><i>There should be liaison with the Speech and Language Therapy Service for programmes to develop a language programme that can be implemented in school and that will focus on the skills around imaginative writing, inference and the storing and retrieval of vocabulary, especially subject specific vocabulary. This will be delivered on a regular basis in line with the recommendations of that service.</i></p>		

Transfer/Annual Review of EHC Plan/Statement

<p>To further develop Bxx's social and communication skills and his understanding of socially accepted norms.</p>	<p><i>Bxxxx will receive a programme of PHSE based work, which will incorporate opportunities to participate, experience and enjoy social communication activities with peers and which will focus on appropriate social communication and interaction. This will reinforce his ability to communicate and show age appropriate behaviour, improve his ability to make good choices and know what to say, and how to behave in different situations at school, at home, or in public.</i></p> <p><i>School should make use of strategies that will improve Bxxx's understanding of situations that he may find unfamiliar or challenging. Strategies such as social stories and comic strips may be particularly useful in this respect.</i></p> <p><i>The Communication, Language and Autistic Support Service (CLASS) will provide advice on the appropriate planning of individual and small group activities as deemed appropriate and as outlined in a carefully constructed plan for Bxxx. The plan will also include arrangements for Bxxx's transition into Secondary School and CLASS will be involved in those transition arrangements. The school's SENCO will ensure that the strategies outlined in that advice, are implemented throughout the school day.</i></p> <p><i>Bxxx should be prepared for any changes to routine in advance of them occurring.</i></p> <p><i>Bxxx will require direct teaching and modelling of appropriate behaviours associated with life skills such as problem solving behaviours, responsibility in the management of personal affairs and other questions commonly encountered in daily life.</i></p>		
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Transfer/Annual Review of EHC Plan/Statement

<p>To develop Bxxx's self-esteem to a level within which he becomes more confident in his approach to all aspects of the curriculum.</p>	<p><i>Bxxx's timetable will include sessions during which work specifically aimed at increasing self-esteem will be undertaken. This will take the form of small group work or individual work with a Teacher or Learning Support Assistant.</i></p> <p><i>The targets prepared for literacy and language skills work will have a particular focus on being achievable in order to impact in a positive way upon self-esteem.</i></p> <p><i>Activities that involve comprehension and understanding should be broken down into small steps with an emphasis on achievability so that Bxxx can see that he is making progress. His system of rewards and positive strokes should be linked closely to progress in these areas so as to increase his confidence.</i></p> <p><i>Homework prepared for Bxxx, should be differentiated to the extent that it is achievable as this has been an area of difficulty for Brandon and success with homework will be a substantial aid to his self-esteem.</i></p>		
<p>Part C Monitoring In addition to the school's usual arrangements for reviewing progress and target setting for all, the following arrangements are necessary:</p>			
	<p>The school, in consultation with Bxxx's parents, will agree short-term educational targets for Bxxx and incorporate them into an individualised learning plan.</p> <p>This plan will be monitored, evaluated and updated at least twice a year.</p>		

Funding/Personal Budget – this should be considered in light of the provision map

Is a personal Budget in place?	Y/N	As it adequately contributed to achieving the outcomes identified?	Y/N
Has the funding band been discussed?	Y/N	Are changes required to ensure outcomes can be met? – If Yes please give details	Y/N

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Planning for the coming year

Anticipated outcomes – what do we want the young person to be able to do in 12 months time?

What are the key priorities to be addressed before the next annual review to achieve these outcomes?

Area of need	Action	Who?	Resourcing	When?

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For office use only

Were papers submitted on time before review date? Y/N

Date agreed for further papers to be submitted

Any further information required form SENCO? Y/N Details

SEN Caseworker further comments

Date passed to Admin

Entered on Database

Letter Required? Y/N

Date letter sent.