



**Education Health and Care Plan Review**

The purpose of this review is to monitor the progress towards the child or young person’s outcomes set out in the EHC plan.

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| Name of Child/Young Person |  | | | |
| Young Person’s email address (where over 16) |  | | | |
| Parent’s email address |  | | | |
| Date of Birth |  | Year Group  (Please specify if Educated out of chronological year group – specified in Section F) | |  |
| Date of issue of most recent EHC Plan |  | | | |
| Date of Review Meeting |  | Date of previous review (if applicable) | |  |
| If this is an interim review, please explain why. | | | | |
| Current school/college setting | | |  | |
| Course of study (year 12+) | | |  | |
| **Please confirm the ‘Planning for Transition’ section is completed (for pupils in Year 5 and Year 9 and above). This AR documentation will not be accepted if not completed.**  **Please indicate: Yes or Non-applicable** | | | | |

Who attended/contributed to the review? (*Add rows as necessary)*

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| Name and Role | Contact details | Attended Meeting? | Advice or report included? |
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**Summary of meeting**

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| Key discussion points or actions identified during the review including views on transition planning for pupils moving on to secondary school or preparation for adulthood for students in Year 9 onwards. |
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| Summary & Recommendations | |
| Should the Local Authority cease to maintain the child’s EHC Plan? Y/N  If Yes - state the reasons why, including reference to the child or young person’s achievement of outcomes. |  |
| Does the current EHC Plan continue to accurately reflect the child or young person?  Please provide updates in the following sections.  Does the review recommend that the EHCP be amended? Yes/No | Note: The EHCP will only be amended following the Annual Review if there are significant changes to the Child or Young Person’s special educational needs, outcomes or provision.  It is anticipated that the EHCP will not be amended until a key stage transition. |
| Does the current school placement (Section I) remain suitable? If not, please give reasons. |  |
| **From Year 9 onwards**  Will this young person need a social care transition assessment prior to their 18th birthday?  (for CYP with severe or profound disabilities) | **YES NO**  Families should self-refer for social care assessment  0-18 years – [childreferrals@croydon.gov.uk](mailto:childreferrals@croydon.gov.uk)  18+ - [CroydonAdultSupport@croydon.gov.uk](mailto:CroydonAdultSupport@croydon.gov.uk) |
|  |  |
| **Attendance:**  Average attendance of CYP over last academic year: | If below 95% please give brief details of reasons and actions taken to improve attendance. |
| **Exclusions:** | Has the child or young person received any internal or fixed term exclusions, please specify dates? |

**Review of EHC Plan**

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| Personal Details: Are there any changes to the personal information set out in the EHC plan, including ‘My Story’? If yes please include any updates below. |
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| How was the child or young person involved in this review? |
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| **Section A: Views, interests and aspirations – are there any significant changes to be made? If yes give details?** |
| About me  What is important to me:  What I like to do and what I want to do in the future:  How I like to be helped:  My family:  What else you might like to know about me: |

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| **My Parent/Carer’s Views, Hopes & Dreams for me**  This might include: education, play, health, friendships, sixth form, further education, independent living, university and employment: |
| **Any changes or updates:** |

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| **Special educational need category:** |
| Please highlight primary category of need:  Cognition and learning  Social, emotional and mental health  Communication and interaction  Sensory, physical and medical  Independence and Self Help and Preparation for Adulthood |

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| **Section B, E & F: Description of strengths and special educational needs.**  **Are any updates required? Has there been further assessments and/or diagnosis to support identification of underlying difficulties and barriers of learning?** | |
| Areas of Need.  Please provide general update of the description of the child or young person’s special educational needs.  **You may prefer to attach the EHCP and identify changes using track changes.** | |
| Summary  Any changes to overarching special educational needs summary? | |
| **Section B: Cognition and learning**  ***If there is a significant change in need and/or you are recommending that the EHCP is amended*** please give details of what should be removed or added or provide an edited copy of this section from the current EHC plan highlighting any additions in red and striking through any comments that are no longer relevant. | |
| Strengths  Special Educational Needs | |
| **Section E.**  **Outcomes**  Are the current outcomes SMART?  Is the child or young person on track to achieve outcomes by the end of the current Key Stage?  Do the outcomes link to the needs identified?  Should any outcomes be updated on an amended EHCP (identify below)? | **Section F.**  **Provision to enable outcomes to be met.**  ***This should be specific and quantified, and each outcome should have targeted provision.*** |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **Section B: Communication and Interaction;**  ***If there is a significant change in need and/or you are recommending that the EHCP is amended*** please give details of what should be removed or added or provide an edited copy of this section from the current EHC plan highlighting any additions in red and striking through any comments that are no longer relevant. | |
| Strengths  Special Educational Needs | |
| **Section E.**  **Outcomes**  Are the current outcomes SMART?  Is the child or young person on track to achieve outcomes by the end of the current Key Stage?  Do the outcomes link to the needs identified?  Should any outcomes be updated on an amended EHCP (identify below)? | **Section F.**  **Provision to enable outcomes to be met.**  ***This should be specific and quantified, and each outcome should have targeted provision.*** |
| **4.** |  |
| **5.** |  |
| **6.** |  |
| **Section B: Social Emotional Wellbeing and Mental Health Difficulties**  ***If there is a significant change in need and/or you are recommending that the EHCP is amended*** please give details of what should be removed or added or provide an edited copy of this section from the current EHC plan highlighting any additions in red and striking through any comments that are no longer relevant. | |
| Strengths  Special Educational Needs | |
| **Section E.**  **Outcomes**  Are the current outcomes SMART?  Is the child or young person on track to achieve outcomes by the end of the current Key Stage?  Do the outcomes link to the needs identified?  Should any outcomes be updated on an amended EHCP (identify below)? | **Section F.**  **Provision to enable outcomes to be met.**  ***This should be specific and quantified, and each outcome should have targeted provision.*** |
| **7.** |  |
| **8.** |  |
| **9.** |  |
| **Section B: Sensory and/or physical needs;**  ***If there is a significant change in need and/or you are recommending that the EHCP is amended*** please give details of what should be removed or added or provide an edited copy of this section from the current EHC plan highlighting any additions in red and striking through any comments that are no longer relevant. | |
| Strengths  Special Educational Needs | |
| **Section E.**  **Outcomes**  Are the current outcomes SMART?  Is the child or young person on track to achieve outcomes by the end of the current Key Stage?  Do the outcomes link to the needs identified?  Should any outcomes be updated on an amended EHCP (identify below)? | **Section F.**  **Provision to enable outcomes to be met.**  ***This should be specific and quantified, and each outcome should have targeted provision.*** |
| **10.** |  |
| **11.** |  |
| **12.** |  |
| **Section B: Independence and self help &**  **Preparing for Adulthood (from Year 9 and every year thereafter)**  ***If there is a significant change in need and/or you are recommending that the EHCP is amended*** please give details of what should be removed or added or provide an edited copy of this section from the current EHC plan highlighting any additions in red and striking through any comments that are no longer relevant. | |
| Strengths  Special Educational Needs | |
| **Section E.**  **Outcomes**  Are the current outcomes SMART?  Is the child or young person on track to achieve outcomes by the end of the current Key Stage?  Do the outcomes link to the needs identified?  Should any outcomes be updated on an amended EHCP (identify below)? | **Section F.**  **Provision to enable outcomes to be met.**  ***This should be specific and quantified, and each outcome should have targeted provision.*** |
| **13.** |  |
| **14.** |  |
| **15.** |  |

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| **Strategies to support Section F:** |
| **Strategies should not be included within Section F. Are the strategies identified in the plan still current and appropriate, please identify here those to be removed or added?** |

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| **Current Attainment and Progress: Please complete Appendix 1** |
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| **Section C: Are there any changes to health care needs? If yes, give details below?** |
| *Has the child had a recent health assessment or review (in the last year Does the CYP have any health needs which relate to SEND and/or for which he/she is receiving medication or therapy e.g. a CYP with ADHD, epilepsy or orthodontics?* |
| **Section G: Health Provision**  **Are there any changes? Is any action required by health services?** |
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| **Section D: Are there any changes to social care needs? If yes give details below** |
| Please note that if the child or young person is ‘not known’ to social care it does not necessarily mean there are no social care needs described in Section D.  *Things to consider:*   * *Is the CYP safe? Is this CYP looked after? Does the CYP have a CIN or CP plan?* * *Has a recent assessment taken place which supports identification of needs and access in the home environment?* * *For CYP in Year 9 onwards has a transition assessment taken place?* * *What are the outcomes based on the above in terms of the CYP independence and wellbeing? Does the support allow the family to lead an ’ordinary life’?* |
| **Section H1 and H2: Social Care Provision**  **Are there any changes? Is any action required by social care?** |
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**Planning for transition - Secondary School Transition**

The Year 5 Annual Review should take place during the late spring or early summer term so that secondary school placement can be considered. The Local Authority places children in secondary schools that are suitable and an efficient use of resources, having due regard to parental preference. Parents/carers are asked to complete the secondary school preference form which is sent directly to them at the start of the summer term when the child is in Year 5.

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| **Planning for transition to secondary school (please complete each section as relevant)** | |
| **Year 5 EHC Review**:  Have parents or carers been given information to explain arrangements and timescales for applying to secondary schools?  Has consideration been given to the provision that the child will need to support a successful move to secondary school?  Has the local guidance booklet ‘Moving to Secondary School’ been shared with parents or carers? |  |
| **Year 6 EHC Review:**  What arrangements are planned or in place to support the move to the secondary school setting?  How will information be shared between schools? |  |

**Planning for transition - -in/to further education**

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| **Preparation for Adulthood: Year 9 Plus Transition Planning - Complete all sections**  (Please refer to additional guidance -appendix 2) |
| **Careers Advice**  Please give details of the arrangements in place for career, advice and guidance. What plans and actions were agreed as a result of this input?  How has this been followed up? |
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| **KS4/KS5 Programmes of Study**  What programmes of study is the student is currently following?  What are the predicted grades/achievements expected?  What is the next planned programme of study and how long is the programme/due to be completed?  How well suited are these to the student’s ability and post 16/post 19 desired pathways? How long? |
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| **Moving into adulthood**  What other plans are in place to support post 16/post 19 provision including employment and community participation?  Where relevant, outline partnership/joint working with social care and health services to support a move to adult services. |
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| **Views of the young person** How have you involved the student in the review? Have their views, wishes and feelings been recorded in the review? |
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**Personal Budget**

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| Is the child or young person currently receiving a personal budget? If yes, please confirm that this should continue.  If no, have the options of having a personal budget been considered?  Does the child or young person want to make a request for a Personal Budget to fund elements of provision? |
| *A Personal Budget is an amount of money is identified by Croydon Council to fund elements of provision to meet the needs and outcomes set out in this plan or assessed as part of this review. This funding will provide provision for education, health and /or social care needs which is above that available to most children and young people in educational settings or from other local services, for example specialist equipment, home to school transport or short breaks.*  *Further guidance on Personal Budgets can be found on the SEND Local Offer (Croydon Personal Budget Policy).* |

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| Chair of the review: | Parent/Carer or YP as appropriate |
| Name: | Name: |
| Signature | Signature |
| Role: | Role: |
| Date: | Date: |

Checklist of evidence to support the review:

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| --- | --- |
| Evaluated SEND Support Plan showing how the Assess, Plan, Do and Review (APDR) cycle has been used to identify and evaluate progress towards short term targets to support achievement of outcomes set out in plan. |  |
| Reports and updated assessments from external agencies |  |
| Transition planning /preparation for adulthood guidance included in the review for Year 9 onwards? |  |
| Achievement Profile |  |
| Pupil’s comments/views |  |
| Parent’s comments/views |  |

Please return this review report within two weeks of the meeting via secure email to

[SENEnquiries@croydon.gov.uk](mailto:SENEnquiries@croydon.gov.uk)

**Appendix 1: Achievement Profile**  
Academic progress: Please give details of your school’s assessment measures and child’s attainment in respect to age related expectations

**End of Reception (EYFS)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Date assessed | Communication and language development | Physical development | Personal, social and emotional development | Literacy development | Mathematics development | Understanding of the world | Expressive arts and design |
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**Primary School**

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| Year Group | Date Assessed | Reading | writing | Mathematics | Other key assessments relevant to need e.g. Boxall profile | | |
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| 1 |  |  |  |  |  |  |  |
| 2 (SATS) |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |
| 6 (SATS) |  |  |  |  |  |  |  |

**Secondary School**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Year Group | Date Assessed | Reading | Writing | English | Mathematics | Other key assessments relevant to need e.g. Boxall profile | |
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| 7 |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |
| Alternative programmes of study /accreditations? | | | | | | | |
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**Further education**

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| Further educational programmes of study /accreditations? |
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Appendix 2:

**Year 9 EHC Plan Reviews: Transition Planning - Preparing for Adulthood**

All reviews from Year 9 onwards must include a focus on preparing for adulthood and must include employment, independent living and participation in society. Support, provision and outcomes should be agreed that will ensure the young person is supported to make a smooth transition to whatever they will be doing next.

The following is to be used as a guide when carrying out reviews from Year 9 onwards, with a focus on preparing for adulthood.

Preparing for adulthood means preparing for:

* further education, higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed, traineeships, supported internships and supported employment agencies,
* independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living,
* participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community,
* being as healthy as possible in adult life.

Outcomes on the EHCP must reflect preparing for adulthood outlined above and the review must include the following:

* Section A must capture the views and interests of the young person in direct relation to career goals and aspirations,
* Invitations to representatives of post-16 institutions to review meetings, particularly where the child or young person has expressed a desire to attend a particular institution,
* Discussions about their future should focus on what the young person wants to achieve and the best way to support them to achieve,
* Review meetings taking place in Year 9, Year 10, Year 11 and Year 14 should have a particular focus on considering options and choices for the next phase of progression,
* Subject options must be discussed, including vocational subjects, maths and English, where appropriate, to meet needs, interests and career goals identified in Section A
* Discussions to include appropriate post-16 pathways to plan for future progression,
* Ideas for future jobs and work experience should be indicated.

**Preparing for adulthood (young person’s views and actions):**

The following questions are to be considered in EHC Plan reviews concerning post-16s, the aim of which will be to create a holistic and accurate picture of the young person involved. Consider how the young person’s views will be incorporated into the review and documentation. This could be by way of questionnaire, discussion, wiki or presentation.

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| What are your aspirations when you finish education? What would you like to do? Have you thought about where you would like to work? |
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| Have you made an application to college?  Do you know which course you would like to study? |
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| What support do you think you would need in college to help you succeed? |
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| What are you currently studying and what are your predicted course outcomes? |
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| What skills would you like to develop? Would you like to do work experience? |
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| Tell us about friends and interests you have outside of school and college. |
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| Are you an independent traveller? |
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| Have you thought about where you would like to live in the future? |
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Appendix 3: Parent/Carer views and comments for the EHC Plan Review.

Your child’s EHC plan is reviewed regularly, usually once a year to check the progress that has been made and to review the impact of the support that has been put in place to meet your child’s needs.

Your views and comments are an important contribution to this process. This form may help you to consider your views and thoughts or you can send your own report. This will support your discussions at the meeting.

Name of Child: Date of Meeting:

1. What progress has your child made this year? What has been particularly successful?
2. Are there any areas where you feel that progress is not as marked as it could be?
3. What further help and support should be in place to support your child?
4. Do you feel that the school/setting has kept you informed about the progress your child is making and sharing their achievements?

Signed:

Print name:

Date:

Thank you for your time in completing this form. Please return it to the school before the review meeting.

Appendix 4: Child or Young Person’s Views and comments for the EHC Plan Review.

This must be completed and submitted with the review notes.

Your EHC plan is reviewed regularly, usually once a year.

A meeting is held with school staff along with your family and other key people who support you. It is important that you are part of this meeting and have a say on things that are working well for you and any other comments about support now or in the future.

The prompts below will help you prepare for this meeting and you are not obliged to answer all questions if you do not want to. You can write down your thoughts yourself or ask an adult to help you.

1. How would you describe yourself in a few sentences?
2. Do you feel happy at school? What does a good day look like?
3. What do you think you have done best? What helps you to learn and improve? Was there anything you didn’t like or found hard?
4. What things would you like to get better at?
5. Do you have any worries or concerns – especially if you are moving on to a different school or college?
6. How are you supported at school/college - do you want the same or different sort of help?
7. What is important to you, this may be in your family, social life, or education?
8. What do you like doing?
9. What do you want to do in the future?
10. Who is in your family?

If you are over 18 would you like the local authority to speak directly to you or your parents/carers?

1. Is there anything else you would like to tell us about yourself?

Signed:

Print name:

Supported By (name and role) as required: