

GUIDANCE NOTES FOR THE EDUCATION, HEALTH AND CARE PLAN (EHCP) REVIEW PROCESS

THIS DOCUMENT DESCRIBES THE LOCAL ARRANGEMENTS TO BE UNDERTAKEN AS PART OF THE ANNUAL REVIEW PROCESS FOR EDUCATION, HEALTH AND CARE PLANS DESCRIBED IN SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE (SEND COP). 9.166 – 9.185



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Lambeth SEND team is now aiming to administer all EHC plan processes, from assessment request to annual reviews, through our online EHC HUB. Here you can securely input all the information you need to send to us. The child or young person, their parents and all professionals working with them can also input and access information. Watch these videos that can help you and families use the Hub: <https://www.lambeth.gov.uk/lambeths-send-local-offer/im-professional/sendcos-area/using-ehc-hub>

Contents

1. Background

2. The Annual Review Process

A: The Purpose of the Annual Review

B: Frequency of Annual Reviews

C: Timescales - What to do and when

D: Secondary Transition Reviews

3. Preparing for and conducting Annual Reviews

A: Planning for the Review

B: The Annual Review Meeting

C: The Annual Review Report

D: The Local Authority receives the completed review of the EHC Plan

5. Timescales for the Annual Review Cycle

6. Templates

E: Addendum – Preparing for Adulthood

Guidance for Reviewing an Education Health Care Plan

1. Background:

This guidance has been written to support professionals in education, health and social care, who are involved with the delivery and monitoring of statutory services to children and young people with Special Educational Needs & Disability.

This document describes the local arrangements to be undertaken as part of the Annual Review process for Education, Health and Care Plans described in Special Educational Needs Code of Practice (SEND CoP) 9.166 – 9.185

2. The Annual Review Process

The review process should involve the pupil, parents/carers, the education setting and all professionals from other services who are involved. The Local Authority Education SEND Officer should be invited to attend the review meeting but it is not always possible they are able to attend.

In most cases, the responsibility for organising and facilitating the meeting should be undertaken by the school or educational setting which the child or young person attends.

A: The Purpose of the Annual Review

The Annual Review process is statutory and as such is governed by SEND CoP 2015.

'EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed by the local authority as a minimum every 12 months. Reviews must focus on the child or young person's progress toward achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.' SEND CoP 2015 9.166

The timescales for completing the Annual Review process apply to all schools and settings and to the Local Authority. The review of the EHC Plan should include the review of any existing Personal Budget arrangements and arrangements for direct payments where this is necessary.

For Looked After Children (LAC) the Annual Review should, if possible and appropriate, coincide with one of the reviews in the Care Plan and in particular the Personal Education Plan (PEP) element of the Care Plan.

For children who are electively home educated the Annual Review may take place in the home. An Educational psychologist may also attend these meetings.

Annual Reviews should:

- gather and assess information so that it can be used by early years' settings, school or colleges to support the child or young person's progress towards EHC Plan outcomes and their access to teaching and learning.
- review the special educational provision made for the child or young person to ensure it is being effective in ensuring access to teaching and learning and good progress towards outcomes

- 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, provision, change of educational establishment or whether the EHC plan should be discontinued.
- set new interim targets for the coming year and where appropriate, agree new outcomes
- review any interim targets set by the early years provider, school or college or other education provider. Any change recommended must be made by providing the appropriate evidence base or report. Verbal changes are difficult to implement if there is no evidence base to substantiate them.

B: Frequency of Annual Reviews

'The first review must be held within 12 months of the date when the EHC plan was issued and then within 12 months of any previous review' SEND CoP 9.169

***'For children between the ages of 0-5 the Local Authority should consider reviewing the EHC Plan every 3 to 6 months to ensure the provision remains appropriate. Any changes determined must involve consultation with parents and or carers.'* SEND CoP 9.178**

Interim or early reviews may be needed: -

- If a child has needs that are known to change rapidly
- It was the recommendation from the previous review.
- To reassure parents, professionals particularly when there was a disagreement at a previous review meetings on a particular course of action. If the child or young person is at risk of exclusion.
- If attendance has reduced to an unacceptable level and therefore impacting on educational progress.

C: Timescales

Timescales allow a maximum of 12 weeks to complete an Annual Review which means that the process will need to be started in month 10 and the Local Authority has only 4 weeks from the date of the Annual Review to make a decision and inform parents (carers and young people) on whether it will maintain, cease or amend the EHC Plan. This must be done within a year of the original issue date of the EHC Plan.

Annual Review Timescales - What to do and when:

Activity	Timeline
Review the reports available and arrange for updates from specialists where these are necessary.	At least 2-3 months in advance.
Arrange Annual Review dates with professionals involved, including the Local Authority to ensure attendance where possible or necessary. Parents and pupils must be encouraged to attend.	At least 3 months in advance. However many SENCOS plan for the whole year ahead.
All reports collated and circulated before the Annual Review meeting and formal invitations sent out. Ensure that the Local Authority is aware of the date.	At least 2 weeks before the meeting date.
Annual Review meeting.	The LA suggest that the Annual Review is arranged at the beginning of the 10th month of the date of issue of the EHC Plan or in line with previous review if it is not the first Annual Review.
Annual Review submitted to the Local Authority via the Hub.	Report MUST be returned no later than 2 weeks after the meeting date.
Parents informed about the Local Authority decision to cease, amend, or keep the EHCP as it is.	4 weeks after the date of the Annual Review meeting (and within 12 months of the date of issue of the EHC plan or previous review)
If amendment agreed, proposed EHCP is sent to parents and education placement.	4 weeks after the date of the Review Meeting (and within 12 months of the date of issue of the EHC plan or previous review) Parents have 15 working days only to consider the changes.
Final amendments agreed, final amended EHCP issued.	8 weeks from the proposed EHCP – no longer.

When the reviews should take place for different Year groups:

Type of EHCP Review	Comment / Timeline
Early Years EHCP Reviews 0-5	Reviews should take place every 3 -6 months as appropriate.
<u>Transition between phases of education: Primary School to Secondary School</u>	<p>Year 5 Transfer Reviews need to take place in the summer term.</p> <p>Final EHCP/amended final EHCP must be issued by the Local Authority no later than 15th February (in the calendar year of the transfer between schools)</p> <p>Transition Annual Reviews need to take place in years 2 (only if moving from Infant to Junior) 5, 9, 11 and 14.</p>
<u>Secondary school to post 16 institution, apprenticeship.</u>	<p>Final EHCP/Amended EHCP must be issued by the LA by 31st March in the calendar year of the transfer.</p> <p>In some cases, young people may not meet the entry requirements for their chosen course or may change their minds about what they want to do after 31st March. Where this is the case the Local Authority should review the EHCP with the young person as soon as possible, to ensure that alternative options are agreed.</p>
On release from custody	<p>An EHC Plan must be reviewed and maintained by the LA when CYP has been released from custody.</p> <p>The child, parent and YP must be involved as well as Youth Offending Service (YOS)</p>

D: Secondary Transition Reviews

Year 5

For a pupil attending a mainstream primary school, a secondary transition annual review should be held no later than the Summer Term of Year 5. This is to ensure that careful thought is given to the type of setting and the support arrangements that the pupil will require for the next phase of their education.

The law requires that an EHC Plan must be amended to name the intended placement by February 15th in the calendar year of transition and in order to do this, parental preferences need to be with the SEN Team by 30 September in the year preceding transfer.

Once amended for secondary transfer, further amendments should not be needed in Year 6, prior to secondary school admission. In cases where pupil needs have significantly changed, an Interim Review managed by the secondary school, after transfer, is more appropriate.

Head teachers and SENCOs should also be familiar with the Secondary Admissions Booklet and The Specialist Education Provision Booklet in Lambeth. **These can be found the Lambeth Local Offer.** Parents should always be encouraged to complete the relevant admissions paperwork as it is not a foregone conclusion that any EHC Plan following the Annual Review will be maintained.

Year 9 Annual Reviews

All Annual Reviews taking place from Year 9 onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society.

This transition planning must be built into the EHC Plan and where relevant should include effective planning for young people moving from children's to adult social care and health services.

It is particularly important in Transition Reviews for the young person's voice to be heard and for their views and wishes to be recorded within the annual review paperwork. They should also attend the annual review where appropriate.

The SEND CoP recommends that the school should invite representatives of post-16 institutions to these review meetings, particularly where the child or young person has expressed a desire to attend a particular provision.

As the young person is nearing the end of their time in formal education and the plan is likely to be ceased within the next 12 months, the Annual Review should consider good exit planning/next steps.

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 – for example, moving on to higher education, employment, independent living or adult care. (CoP 9.185)

3. Preparing for and conducting Annual Reviews

Preparing for and conducting Annual Reviews should be seen as a four part process:

A: Planning the Annual Review. Preparing for the review meeting, including the collection, collation and circulation of information and reports

B: The Annual Review Meeting

C: Completing the notes of the Annual Review Meeting and returning these electronically to the Local Authority within 2 weeks

D: The Local Authority considers the EHC Plan in the light of the Annual Review received and issues its decision whether to cease to maintain, maintain or amend the EHC Plan.

A: Planning for the Annual Review

'Reviews must be undertaken in partnership with the child and their parent, or the young person and must take account of their views, wishes and feelings, including the right to request a personal budget' SEND CoP 9.168

With very few exceptions, the young person should take part in the review and contribute to relevant sections. The expectation is that all pupils are enabled and empowered to take part in their review in a meaningful way. This will enable informed decisions to be made with them and by them for their future as they approach maturity and prepare for adulthood.

Post 16 young people may attend without their parents though it is likely that a young person will still want their parents/ carers to be involved in planning for the future.

Dates for the first Annual Review should be set for a date within 10 months of the anniversary of the issue of the original EHC Plan to enable timescales to be met in line with the statutory guidance. Thereafter the date can be set in line with the first Annual Review.

Ideally all Annual Review dates will be set at the beginning of the academic year or at least in plenty of time for professionals to update their reports and plan to attend. It is important to consult parents and professionals to make sure that, as far as possible, the arrangements are convenient to all.

At least a term before the Annual Review is due, the school or setting responsible for arranging the review will consider whether any updated information is required and seek this for circulation 2 weeks before the date of the meeting.

'The school must seek advice and information about the child or young person prior to the meeting from all parties invited and send any advice and information gathered to all those invited at least two weeks before the meeting' SEND CoP 9.176

Invitations to the Annual Review

The School or Setting must;

- Convene the EHCP review and along with relevant school/setting staff and invite the following to attend with at least two weeks' notice of the date of the meeting, although this should ideally be a minimum of 4 weeks' notice:
 - the pupil's parents, ensuring that all those with parental responsibility are informed or involved, this will include a relevant social worker if the child is Looked After
 - the young person parents should be invited to bring a representative or support
 - LA EHC Coordinator
 - health service representative where they are involved
 - LA social care representative where they are involved
 - other individuals, considered relevant to the review by the Head teacher or the LA should also be invited, including CAMHS, Youth Offending Teams. This could include a representative from the receiving secondary school for a pupil in Year 6

Where there is social care involvement with a child/young person the review date should be aligned with the care plan review to ensure that a complete holistic view of the individual can be considered appropriately by all professionals.

Prior collection, collation and circulation of Information

Prior to the Annual Review meeting, and alongside the updating of other reports, the school should complete the school's annual review report to be circulated 2 weeks before the Annual Review meeting.

The school report should be completed by someone who knows the child well and agreed by the head teacher or the SENCO. A template is available for this and will indicate:

- any significant changes in the pupil's educational needs which may result in amendments to Section B of the EHC Plan
- significant changes in health needs affecting Section C or care needs affecting Section D
- overall progress over the past year towards each outcome identified in the EHC Plan. There will always be outcomes for education (Section C) and usually health and care
- what success the pupil has achieved in meeting the short and long term targets set as steps towards the EHC Plan objectives
- evidence of the pupil's current levels of attainment as measured by standardised tests, criterion referenced assessments or other internal measures as appropriate
- comments on any continuing difficulties with some insights into methods of teaching and support strategies that have proved effective
- whether the pupil is fully included in the life of the school, or how this can be achieved.

- 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.

The school should seek advice and information from every one invited to the review meeting about the child or young person's progress towards achieving the outcomes specified in the EHC Plan review and any other matters relating to their progress. These should be circulated to everyone invited to the review meeting at least two weeks before the meeting.

When submitting evidence for statutory assessment professionals should be mindful of guidance in CoP 9.51 to ensure they remain within professional bound

What paperwork is involved?

Lambeth SEND team is now aiming to administer all EHC plan processes, from assessment request to annual reviews, through our online EHC HUB. Here you can securely input all the information you need to send to us. The child or young person, their parents and all professionals working with them can also input and access information.

Watch these videos that can help you and families use the Hub:

<https://www.lambeth.gov.uk/lambeths-send-local-offer/im-professional/sendcos-area/using-ehc-hub>

Settings are also asked to provide:

- Attendance figures
- Academic progress reports e.g. Early Years Foundation Stage achievements, age expected progress assessments, accredited course grades (e.g. GCSE, ASDAN etc), end of year school reports (most recent)
- SEND Profiles being used indicating progress made
- Provision Map for the Year

B: The Annual Review Meeting

A person centred review process



What do we mean by a Person Centred Approach?

When a child or young person has a special educational need and/or disability, it is very easy for people in a position of authority, such as a local authority, a school or even a parent, to make lots of decisions for them. We do this because we want to see progress for the child/young person and a lot of the time we think we know best. However, by not involving the family or the child/young person in their own planning and decision making for their future, we often fail to see the progress we hope for and the child/young person as they grow into adulthood finds him/herself unprepared for taking up their own authority.

A person centred approach is different and it is the way we want to approach our annual reviews of EHC Plans. By person centred we mean that the child/young person and their family are central to all planning and decision making. This means regularly checking with the child/young person to find out how they feel about their progress, their targets, the kind of strategies being used, what's bothering them most and what they'd like to happen differently. Family views on this are equally important. We believe that if a child and his/her family are fully involved in thinking about planning their future, then there will be a much better outcome for that child/young person.

What does a person centred annual review look like?

The way in which children and young people communicate should always be respected. For those who do not communicate verbally, it is vital to prepare support for their preferred method ahead of the annual review meeting. This could be through DVD clips, photographs with the child's comments or an adult's comments, use of Talking Mats and other SEND specific strategies.

Annual Review meetings have traditionally been quite formal and paper-driven. We hope that the new formats for reporting on annual progress will be less about reading and writing information during the annual review meeting and more about talking and sharing. Across the year we will ask for feedback from our educational settings our children and our parents/carers on how well we are achieving this in Lambeth.

When preparing for, organising or being invited to an annual review meeting ask yourself these questions:

1. Who are the important people in the child/young person's life who would be useful and comforting for the child/young person to have at the meeting?

Too many people at an annual review can be daunting for a child and make the meeting really long, but not having the people there who can give ideas or make things happen would mean a missed opportunity to make things better. Remember it is also a celebration of what the child/young person has achieved over the year, so it could be they want to invite someone who is important to them to share this.

2. What are the child/young person's strengths (or gifts?)

The child/young person's strengths are the key to making progress. These will already be written into the EHC Plan, but need to be given a strong focus in the meeting to see if new talents/skills have emerged and how the strengths have been used to help with progress in areas of difficulty.

Finding out what the child/young person is good at and what other people consider their strengths to be can help people think about future planning, e.g. the kinds of employment, educational course, career paths, day or social activities they may wish to pursue should be based on the person's strengths.

3. What is important to the person now and in the future (their dreams?)

This helps the person think about what is important to them in their life. Some things will already be present and will need to continue, whilst other things will need to be planned for.

Learning about what is important to children and young people can also help others to understand their preferences. Similarly, blue sky thinking (asking what a person's dreams are) can provide ideas about what to pursue in the future.

4. What kinds of support will the person need to achieve the future they want?

Young People will need to identify key areas in which support is needed, and to talk about how they can get that support.

Looking after health needs will be particularly important for some children and young people and person centred plans should incorporate the person's health and social care support needs.

5. What do we need to do?

This is also called action planning. This is a way to ensure what has been identified as needing to happen either in the meeting or before the meeting when gathering views actually happens and it is clear who will carry out the action/s.

Lambeth SEND recommends that Annual Review meetings should follow the below format:

Annual Review Agenda

- Welcome and introductions (Invite the child / young person to Annual Review)
- Celebration of success, what's working well? (share pupil's work/photographs)
- Child/young person's views
 - What the child/young person thinks they are good at
 - What is important to the child/young person now and in the future?
- Parents views – hopes and aspirations
- Evaluation of progress against Education, Health and Care Plan outcomes and appropriateness of provision including:
- Review of provision map/IEP, showing in-school support and input from other agencies
- Review any data available from professionals – levels, standardised scores, attendance
 - Strategies that are working
 - What's not working?
- Plan anticipated outcomes and priorities for the coming year (Secondary - Pathway to the future?)
- Transport Arrangements
- Health Care Needs
- Social Care Needs
- Review of Personal Budget
- Action planning – what are the next steps and who will take them forward
- Summary of meeting – recommended outcome for this Annual Review

The Annual Review should be a friendly but formal meeting which accurately records the discussion and recommendations made.

Chairing the Meeting

The Annual Review should be chaired by the Head teacher, SENCO or a senior teacher.

Introductions:

- The chairperson should introduce and welcome everyone.

The Purpose of the Meeting:

- The chairperson should explain the purpose of the meeting and make sure that each person explains their role with the pupil so that parents have a clear understanding of their responsibilities in relation to their child and the review process.
- It is important that the parents are clear that the meeting is to review progress, determine whether the EHCP is still required, and determine whether any evidenced significant changes are required to the end of key stage outcomes or the provision required, or whether the EHCP should remain as it is or whether it should be ceased.
- The chair should also make sure that parents know who was invited and unable to attend.
- It is expected that the pupil will be present for all or part of the meeting, where s/he is cognitively able to cope with the demands of participation. His/her views should have been sought and recorded prior to the meeting by a known and trusted adult, preferably using the template provided.

Confirmation of reports received:

- The chair should check that all present have read the reports, this will reassure parents that everyone has the same information. It will, of course, also highlight any discrepancies in the reports, which should have been circulated 2 weeks before the meeting. The chair should consider beforehand how to ensure equity of access for all parties to information presented, for example, language or special educational needs, and to overcome any barriers (e.g. visual impairment, physical disability) that steps are taken before the meeting to ensure full participation of all present.
- If it is considered that a parent or carer may feel more confident or able to fully participate in the meeting with a companion, then this can be suggested to them beforehand. The hosting school or setting has a responsibility to enable parent/carers to participate fully and this may mean providing the resources to enable them to manage carer responsibilities for younger siblings at the meeting.

Parent and Child's Views:

- These will have already be collected and circulated prior to the Annual Review meeting and both parties should be asked to summarise their views at the start of the meeting.

Review of progress towards outcomes:

- Using the pupil views and parent's views provided and taking a personalised approach the school should be able to record comments regarding section A of the existing EHC Plan. Changes in this section will not necessarily trigger an amendment to the EHC plan but allow the opportunity for parents and the young person to contribute their views.
- The parent/ carer and child and young person's views should be considered first.
- Each of the outcomes in the EHC plan should be reviewed, drawing on professional reports as they relate to that outcome.
- The Annual Review must take into account the pupil's progress, achievement and any other actions agreed at the last Annual Review. This should include looking at school based targets

and the outcomes of any standardised testing especially where relating to literacy and numeracy.

- The meeting should examine strategies successfully employed to meet the pupil's special needs.

Planning for the next twelve months:

- There should be a discussion of the education, health and social care school based targets for the following year and how they will be recorded and developed to meet the outcomes outlined in the plan.
- The outcomes within the plan are likely to be set by the professionals up to the end of each key stage. However the arrangements in school to meet those outcomes are likely to change.
- If action is required this should also be agreed and the person responsible for the action should be named in the 'Action Planning' section of the Annual Review Report filled out in the meeting.

Summary and Recommendations from the Annual Review:

- As the meeting draws to a close, a summary will be prepared which will lead to recommendations to be made to the Local Authority. The recommendations should be supported by the evidence discussed during the meeting.
- Any disagreement about the recommendation and the details should be recorded.

The outcome of the meeting will result in a recommendation for one of the following:

- **Maintain the EHCP**

The EHC Plan continues to be appropriate there are no significant amendments and it should be kept as it is. Discussion may elicit that all outcomes on the Statement/EHC Plan are likely to be met within the next year. Should this be the case, the parent/carer and child/young person will have the opportunity to ensure that outcomes are set which will enable independent to be gained over the intervening period to prepare for ceasing of the statement/plan at the next review.

- **Amend the EHCP**

The school remains appropriate but there are some very significant changes to outcomes required across education, health or social care for example a new diagnosis.

The EHC Plan requires amendment for secondary school placement. This is part of a phase transfer process which takes place primarily year 5 and Year 11. (The parental preference for secondary placement should be noted.)

- **Cease the EHCP**

The learning objectives have largely been achieved and EHC plan is no longer required. The remaining learning outcomes are able to be met within the resources normally available to the school or setting – the SEN notional budget.

- **Other recommendations with reasons.**

You should ensure that parents of Year 5 pupils have expressed a secondary school preference and are aware of the admissions arrangements.

The chairperson should make it clear that although the meeting can agree recommendations, the LA will make the final decision on whether to maintain, amend or to cease to maintain the EHC Plan or indeed take any other decision or action necessary.

It should be noted that review meetings make recommendations in relation to a child or young person. Any decision relating to the recommendations is made by the Local Authority.

Date of next review

The date for the next Annual Review will be within twelve months and this should be recorded on the form. This will be noted by the Local Authority as part of tracking and any changes of date must be notified to the Local Authority. However, if there is a need for an earlier (interim) review this should also be recorded in the note of the meeting under 'recommendations'.

Travel Arrangements

If travel, to and from school, is supported by the Local Authority, this should also be reviewed. Consideration should be given to ways of accessing school which safely maximise independence for the child or young person. Specific attention should be drawn to Lambeth's Independent travel training programme.

Actions following the review

Any decision made by the Local Authority following a review meeting will result in the child's parents, or young person, being given the statutory right to appeal the decision to the Special Educational Needs and Disability Tribunal (SENDIST.) This includes advising of the right of mediation, if preferable. The SEND service remains committed to resolving complaints, concerns or disputes through direct meetings or mediation

C The Annual Review Report

The school/ setting (usually the Head teacher/SENCO) must send, to the LA and to all those invited to attend the review, a copy of the Annual Review Report of the meeting together with copies of all the pupil and parent views, advices and information received.

The Local Authority MUST communicate its decision within 4 weeks of the meeting and the school MUST return all the paperwork electronically within 2 weeks to the Local Authority.

The Annual Review Report must contain sufficient evidence and information to allow the LA to make an informed decision in respect of maintaining, amending or ceasing the EHC plan.

D The Local Authority receives the completed review of the EHC Plan

The LA concludes the review process by considering the Annual Review Report, the accompanying advices and the recommendations of the Annual Review.

Amendments will ONLY be made at the end of each Key Stage - unless there is a significant change outside this time. The LA will make the decision around whether to amend an EHCP.

'EHC plans are not expected to be amended on a very frequent basis' SEND CoP 9.193

Maintaining a plan

Where the EHC Plan provides a good overview of the child's needs, the outcomes required until the end of the next Key Stage and the provision necessary to meet the needs identified, the LA will maintain the plan. The Local Authority will aim to update the EHCP at the end of each Key Stage whilst the child is in school.

Amending a plan to reflect significant changes

Changes to administrative details do not constitute a significant change and can be dealt with without a formal amendment to the EHC Plan.

The following examples may be regarded as a significant change:

- Changes to a diagnosis or a new medical diagnosis that is supported by written evidence from a suitably qualified medical professional
- Deteriorating or degenerative conditions which may affect the provision described in the plan.
- Improvement in learning skills or abilities requiring outcomes to be removed or significantly altered.
- Changes to the social care arrangements
- Changes to the health arrangements

Meeting outcomes on EHCP:

There is an expectation that schools/settings and colleges have their own arrangements to ensure that provision is in place to enable CYP to meet outcomes on their EHC Plan. This may be a school based plan, IEP or provision map. The 'assess, plan, do review' approach is applicable for pupils with an EHC Plan

Ceasing a plan:

The Local Authority may cease an EHCP only if it determines that it is no longer necessary for a plan to be maintained. The EHCP may not need to be maintained because any remaining needs can be met from within the resources available to the school and in line with local agreements. Careful consideration will be given to whether there are further educational outcomes to be met within the plan, and discussion for pupils in year 11 and above will focus on whether alternative pathways which promote independent living and appropriate opportunities for economic and social development may be the next stage for a young person. This discussion should be informed by the voice of the young person and much knowledge will have been gained since the year 9 review to inform decision making for a young person at this point in their life.

Parents or the young person may not be happy with the Local Authority decision and are encouraged, where this is the case, to contact their EHCP Officer to discuss any concerns they may have. There are opportunities for independent dispute resolution and external mediation.

If these independent processes are unsuccessful for any reason, parents have the right to appeal Local Authority decisions through the SENDIST appeal process.

5. Timescales for the Annual Review Cycle

Termly notification to schools by the LA to head teachers and principals, colleges and other institutions, the CCG and the local authority officers responsible for social care at least two weeks before the beginning of each term. The LA will send one list of all students to be reviewed throughout the year termly. This way schools, colleges and other institutions can ensure that the information on students to be reviewed within their establishment is correct.

The review cycle is triggered by the date of the initial Final EHC Plan. The review arrangements have to be planned.

Addendum

The Preparing for Adulthood Review

Reviews of EHC Plans for young people aged 14+ (Y9)

The review of an EHC Plan of a young person in the school year in which they turn 14 years of age (Year 9) and every review thereafter must include a focus on preparing for adulthood including employment, independent living and participation in society. This transition planning must be built into EHC Plans and where relevant should include effective planning for young people moving from children's to adult care and health services. Planning must be centred around the individual and explore the young person's aspirations and abilities and what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition.

Developing Preparation for Adulthood Outcomes from Early Years to Post 16

It is important that at all reviews of Education, Health and Care plans that consideration is given towards developing outcomes across all areas of the preparation for adulthood (PFA) framework. The tables on pages below provide guidance in developing appropriate outcomes.

You should remember the following when using this guidance: -

The outcomes will need to be personalised and focused on the young person's aspirations, supporting as independent a life as possible;

Children develop at different rates. For some young people indicators included in early childhood may continue to be outcomes they are progressing toward as they get older. Therefore it is important that each new age/stage continues to develop and build on the previous ones;

At annual review meetings the tool can be used to support development of imaginative yet achievable ways to support progress under each outcome;

This tool should be used as part of a personalised approach and can therefore be used as a starting point to develop EHC plans across a wide range of need. If you are supporting a young person with a life-limiting condition this tool can be used to focus on progress in a sensitive and personalised way;

Use creative approaches to embed activities in the curriculum and in everyday activities outside of the classroom;

Raise aspirations and expectations and encourage thinking about what the future might look like for children from an early age;

Promote a focus on outcomes that are transferable to the real world.

Practical ways to build the PFA outcomes into Education, Health and Care Plans

Age/Stage of Development	Employment/HE	Independent Living	Community Participation	Good Health
Early Years (age 0-4)	Adapting to new environments Playing with other children Following instructions Real world play (builder/nurse/doctor)	Feeding and drinking Toileting Getting dressed Making Choices Real world play (kitchens/DIY/cleaning)	Making friends Social interaction Visits / day trips	Checks at births (hearing etc.) Diet and food variety Immunisations 2 year old development check
Primary (age 5-7) Reception—Y2 Key Stage 1	'What do you want to be when you grow up?'. Meeting role models Real world visits (fire stations, farms etc.) Numeracy	Washing/brushing teeth Telling the time Paying in shops (supervised)	Team playing Developing friendships/friendship groups After school clubs Weekend activities	Child obesity checks Diet - making choices Dentist School visit Immunisations Physical exercise
Primary (age 8-11) Y3-Y6 Key Stage 2	Talk about different careers and higher education options Access to career related role models Start to build a personal vocational profile of interests and ambitions School sessions from visitors on their careers	Understanding money – paying for snacks Learning to be safe on and offline Knowing the local area Walking short distances alone Friendships Understanding bullying	Youth and after-school clubs in school Sleep-overs and residential trips Cooking at school and home Shopping Moving around the school independently Travel training Managing change Transport and road signs	Managing minor health needs e.g. asthma Starting puberty Immunisations (BCG) Obesity check Articulating pain / health problems

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Secondary (age 12-14) Y7-Y9 Key Stage 3	<p>Subject option choices - thinking about university and college, picking the right subjects for future career goals</p> <p>Exploring different career options</p> <p>Understanding requirements for HE</p> <p>Structured careers advisory sessions</p> <p>Planning for employment: <ul style="list-style-type: none"> what qualifications do you need what study programme should you be on what work experience would be most helpful </p> <p>Work experience, starting with tasters and building up to increasing time in the workplace - with support were needed</p>	<p>Travel training</p> <p>Making decisions about what to spend money on</p> <p>Making own food</p> <p>Socialising unsupervised in the local community</p> <p>Independent living skills</p>	<p>Making decisions about how to spend free time</p> <p>Managing social media and other technology</p> <p>Online gaming and staying safe</p> <p>Belonging to different groups</p> <p>Friendships and relationships</p> <p>Understanding the bigger picture and building resilience</p>	<p>Sex education</p> <p>Immunisation - tetanus</p> <p>Managing more complex health needs</p> <p>Understanding what the GP can help you with</p> <p>Annual health check with GP if registered</p> <p>Learning Disability</p> <p>Mental health and wellbeing</p> <p>Drug and alcohol education</p> <p>Switching technology off and getting a good night's sleep</p>
Secondary (age 15-16) Y10-Y11 Key Stage 4	<p>GCSEs/NVQs/Entry level qualifications</p> <p>Vocational options</p> <p>Continue to build personal/vocational profile – use in careers sessions</p> <p>After school/Saturday jobs/part-time employment</p> <p>Understanding supported employment options</p>			

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<p>Post-16 (age 16-19) In schools and post-16 provider</p>	<p>Build on strengths and interests highlighted in personal/vocational profile</p> <p>Apprenticeships Supported internships Traineeships</p> <p>Further work on academic and vocational qualifications</p> <p>A-levels and planning for university including sharing EHC plan with disabled students allowance study needs assessor</p> <p>CV writing</p> <p>Skills in applying for jobs or higher education</p> <p>Interviewing</p> <p>Understanding support from the LA, e.g. do they have a supported employment service</p>	<p>Managing bills (e.g. mobile phone)</p> <p>Managing potential income including Personal Independence Payments</p> <p>Residential and local learning options</p> <p>Mental capacity - supported decision making</p> <p>Understanding consent and best interest</p> <p>Life skills</p> <p>Managing your time</p> <p>Transition to adult care</p> <p>Being safe in your home</p> <p>Understanding different types of living arrangements - what arrangements are positive and possible for each YP</p> <p>Actively planning for future living arrangements with family, LA etc.</p>	<p>Developing new friendships</p> <p>Personal budgets - how could they be spent post-16 to further PfA aspirations</p> <p>Managing your time</p> <p>Being safe on the streets</p> <p>Understanding alcohol and drugs</p> <p>Volunteering</p> <p>Understanding the criminal justice system</p> <p>Knowing where to go for help and how to use the emergency services</p>	<p>Taking responsibility for dental and optical appointments</p> <p>Managing own health</p> <p>Transition to adult health services</p> <p>Knowing when you need to see the GP</p> <p>Staying physically active and healthy</p> <p>Understanding relationships, including: sexual relationships choice and consent safety and good health</p>

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Post-19 (age 19-25)	Consolidate or finish learning Taking part in adult education/community learning Completing outcomes in EHC plan Voluntary work Knowing how to access support from Job Centre post-education Paid work or higher education Understanding benefits	Arranging potential independent/supporter d living options Planning other living arrangements Understanding correspondence/bills Continuing to develop independent living skills as part of a study programme	Accessing adult social care post-18 Maintaining friendships outside of an education setting	Managing health appointments

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