



Guidance for Education Providers

2017 - 2018

Reviewing an Education, Health & Care Plan

Reviewing an EHCP

Please use this guidance in conjunction with refer [‘Special educational needs and disability code of practice: 0 to 25 years’](#) (CoP 9.166 onwards)

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 their right to request a Personal Budget. (CoP 9.168)

An EHC plan must be reviewed and amended in sufficient time prior to a child or young person moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new institution. The review and any amendments must be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools. (CoP 9.179)

The annual review should focus on needs and outcomes for the child rather than focusing on a specific provision - it is therefore important to consider the role of additional invitees within transition review meetings.

All reviews taking place from Year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society. (CoP 9.179)

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 towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate. (CoP 9.166)

In most cases, reviews should normally be held at the educational institution attended by the child or young person. Reviews are generally most effective when led by the educational institution. They know the child or young person best, will have the closest contact with them and their family and will have the clearest information about progress and next steps. Reviews led by the educational institution will engender the greatest confidence amongst the child, young person and their family. (CoP 9.175)

The review should:

- 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 to ensure it is being effective 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
- 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 (CoP 9.167)

Summary of the review process

Timescale	Education Provider	Others	Local Authority
Prior to the review meeting	<p>Establish review date with plenty of notice for all concerned (2 week minimum) and trying to accommodate availability of parent(s)/carer(s)- invitations</p> <p>Discussions with the family and with school/setting staff.</p> <p>One to one session(s) with the young person to facilitate their input into the review.</p> <p>Approaches/requests to all parties for summary advice and information.</p> <p>Collation of information and preparation of school report/ review paperwork.</p> <p>Circulation of all review paperwork at least 2 weeks prior to the meeting.</p>	<p>Parent(s)/carer(s) and or Child/Young Person</p> <p>Consideration about input into discussions and decisions at the review meeting</p> <p>Other Professionals</p> <p>Response to requests for advice and information.</p> <p>SENDIASS support to parent (s)/carer(s) for process if requested.</p>	<p>At least two weeks before start of term the Local Authority informs the education provider of which plans should be reviewed that term.</p> <p>ARO supports the review process as necessary (where there may be potentially more complicated or contentious aspects to discuss e.g at significant transition points.)</p>
The Review Meeting	<p>Ensure that children and young people and parent(s)/ carer(s) are facilitated to contribute to the meeting.</p> <p>Take a record of the meeting, recording any proposed amendments directly onto the EHC plan.</p> <p>Review documentation must be forwarded to the local authority and to all invited to the meeting within two weeks of the meeting.</p>	<p>Parent(s)/carer(s) and/or Young Person</p> <p>Input</p> <p>Other Professionals</p> <p>Input</p>	<p>ARO and other officer attendance at, and professional input into, the meeting if attendance is required.</p>
On receipt of Review Documentation		<p>Parent(s)/carer(s) and /or Young Person (16-25)</p> <p>If amendments are proposed, 15 days to consider amendments and respond to proposed amendments following the issue of the amendment notice</p> <p>Family has the right of appeal following a final decision by the local authority</p>	<p>Parent(s)/carer(s) and education provider informed of local authority decision by letter (within 4 weeks of review meeting)</p> <p>No amendments proposed</p> <p>letter</p> <p>Minor amendments proposed</p> <p>Amendment notice issued</p> <p>Major amendments proposed</p> <p>As necessary - further discussion with school/ family/SEN team until agreed decision regarding changes to be included within a draft amended plan</p> <p>ARO highlights agreed changes - draft amended plan issued</p> <p>(An 8 week timescale from issue of amendment notice to the issue of the final amended plan)</p>

review checklist for Education Providers: *have you...*

- | | | |
|----|--|--------------------------|
| 1 | referred to the information provided by the LA and scheduled a cycle of review meetings? | <input type="checkbox"/> |
| 2 | checked that transition' reviews take place within the required timescales? (CoP 9.179-183) | <input type="checkbox"/> |
| 3 | read the relevant sections of Chapter 9 in the 'Code of Practice'? | <input type="checkbox"/> |
| 4 | referred to the annotated version of an EHC plan review form? | <input type="checkbox"/> |
| 5 | drawn up a list of who needs to be invited and sent out invites? (CoP 9.176 - bullet 1) | <input type="checkbox"/> |
| 6 | checked if parent(s)/carer(s) need any additional support to attend the meeting/facilitated? | <input type="checkbox"/> |
| 7 | sought advice and information from all parties invited? | <input type="checkbox"/> |
| 8 | ensured that careers information and guidance features from Year 9 onwards? | <input type="checkbox"/> |
| 9 | collated information received and circulated this to all those invited - at least 2 weeks before | <input type="checkbox"/> |
| 10 | supported the child or young person to prepare for the meeting? ditto parent(s)/carer(s)? | <input type="checkbox"/> |
| 11 | made all the internal arrangements for the meeting and informed reception staff etc? | <input type="checkbox"/> |
| 12 | pre-populated sections of the review proforma as appropriate and have access to the EHCP? | <input type="checkbox"/> |
| 13 | encouraged the child or young person to attend and engage in the meeting? | <input type="checkbox"/> |
| 14 | ensured that the meeting focuses on progress towards EHCP outcomes? | <input type="checkbox"/> |
| 15 | ensured that the meeting identifies if any changes to the EHCP are required? | <input type="checkbox"/> |
| 16 | made a CanDo re-submission - if there are significant changes to needs? | <input type="checkbox"/> |
| 17 | used the review proforma to produce a summary of the meeting? | <input type="checkbox"/> |
| 18 | made any proposed amendments directly onto a copy of the EHC Plan? | <input type="checkbox"/> |
| 19 | discussed Personal Budget/Direct Payment requests within the meeting? | <input type="checkbox"/> |
| 20 | ensured that preparation for adulthood/developing independence features within discussions? | <input type="checkbox"/> |
| 21 | reviewed transport arrangements within the meeting? | <input type="checkbox"/> |
| 22 | discussed whether or not it should be recommended that the EHC Plan is maintained? | <input type="checkbox"/> |
| 23 | agreed the detail of any follow-up actions arising from the meeting and recorded these? | <input type="checkbox"/> |
| 24 | checked, at the end of the meeting, that there is clarity/agreement re. proposals? | <input type="checkbox"/> |
| 25 | forwarded the record of the meeting (and amended plan) to all invited within two weeks? | <input type="checkbox"/> |
| 26 | emailed to sen@northyorks.gov.uk - email via Egress (no more than 10 megabyte filesize)? | <input type="checkbox"/> |

Any queries to your ARO or the SEN admin team (sen@northyorks.gov.uk Tel: 01609 535002)