

# **SENCO FORUM – Summer 2**

Children's Neurodiversity Service

EHC Reviews

# House Keeping



# Agenda

2:00pm – 2:25pm – Jane Collinson  
Children’s Neurodiversity Service Developments

2:25pm – 2:40pm – SEND Update

2:40pm – 3pm – Annual Review Process and  
Documentation

## Update

- Local Offer Website (SEND Handbook)
- Deadline for My Support Plans – 31<sup>st</sup> July 2021
- EHC Needs Assessment Requests (Summer Holidays)
- Speech and Language Therapy waiting lists
- SEND Information Reports



### Local Offer

Thank you to those colleagues who have recently checked their local offer information. Please can all schools ensure that their information on the local offer is correct. If there are any changes to make please email [localoffer@hullcc.gov.uk](mailto:localoffer@hullcc.gov.uk)

The Local Offer Website continues to be developed and we are working on a professionals area which it is hoped will provide a “one stop shop” for SEND Guidance. The SEND Handbook has been converted to an electronic format and this version will be updated moving forward. The SEND Handbook can be found here: [Senco Handbook \(mylocaloffer.org\)](http://Senco Handbook (mylocaloffer.org))

### Deadline for My Support Plans – 31<sup>st</sup> July 2021

Requests for EHC Needs Assessments which are being made by the submission of the My Support Plan paperwork, must be received by the SEND Assessment and Review Team by the 31<sup>st</sup> of July. After this date

any requests for EHC Needs Assessment will need to be submitted on the new documentation.

### **EHC Needs Assessment Requests (Summer Holidays)**

As we approach the summer holidays I feel it is important to remind you of the challenges this brings with regards to statutory assessment. As you may or may not be aware the Code of practice details that the Local Authority may apply an exception to the 20 weeks process in circumstances when schools are closed for more than 4 weeks. (In this case the summer holidays). Therefore please be aware any new EHC Assessment requests received between the 19<sup>th</sup> of July and 30<sup>st</sup> of August 2021 may have this exception applied. Despite this there remains an expectation that any delay in the 20 week process is kept to a minimum and therefore we ask schools and SEND leads to support us to minimise disruption to the process as much as possible by firstly being mindful of when they submit requests for assessment but also by responding to requests for advice as soon as they are able to.

In addition to this it is also important to note that any requests being made between now and the 19<sup>th</sup> of July will not be recognised within the exception of the summer holiday rule and therefore we ask for school support to respond to requests in a timely manner to ensure that the local area performance is not negatively impacted.

### **Speech and Language Therapy waiting lists**

Some schools may have recently received an email detailing the names of pupils from their settings who remain on the SALT waiting list for support. This email requests a brief detail on what support/provision is in place for these learners while they await SLT involvement. Some schools may have their own SALT who is offering support and guidance, others may be being supported by a small group intervention such as NELI or Lego Therapy. I am also aware that some schools believe that learners have already been seen by SALT and strategies have been recommended. Please respond to the email with any feedback and if you have any questions do not hesitate to contact me.

### **SEND Information Reports**

With the new academic year just around the corner many of you will be at a point where your SEND Information Report requires its annual update. Please ensure that this meets the requirements set out in the SEND Code of Practice. I will circulate a SEND Information Report Checklist which will allow you to check your information report is compliant.

## Learners with EHCPs

- All Learners with an EHCP will need an annual review focused on their phase transfer
- This may require an additional (interim) review of the EHCP to be held

### Learners transitioning to Primary or Secondary School

Usual Date of Annual Review	Date of Phase Transfer Review
Autumn 1	Autumn 1 (Annual Review)
Autumn 2	Summer 1 (Interim Review)
Spring 1	Summer 2 (Interim Review)
Spring 2	Autumn 1 (Interim Review)
Summer 1	Summer 1 (Annual Review)
Summer 2	Summer 2 (Annual Review)

## **Deadlines**

EHC Reviews for Transfer submitted to the LA SEND Team by:

Year Group September 2021	Deadline for Annual Review Documentation to be submitted to the Local Authority
Nursery/pre-school due to commence school in September 2022	Friday 22 <sup>nd</sup> October 2021
Year 6	Friday 22 <sup>nd</sup> October 2021

Phase transfers must be finalised by:

- EYFS to KS1: 15<sup>th</sup> February
- KS2 to KS3: 15<sup>th</sup> February

# Annual Reviews

## Aims

- Strengthen knowledge on the EHC Review Process
- Share new EHC Review Paperwork for comments and feedback

## Annual Reviews – part of the statutory EHC process

- As important as new EHC needs assessment.
- EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations.
- EHC reviews can help to drive up the quality of EHC plans.
- LAs responsibilities / process for undertaking annual reviews can be challenged through the Ombudsman complaints or Judicial Review if they are not deemed to be legal.

## When to complete an EHC Review

### **Scheduled**

- Annually
- or 6 monthly

### **An Additional Review**

- Phase transfer
- Parental request
- Change of need or provision

EHC Reviews can be held for a number of reasons. These can be because the EHC Review meeting is due as part of the statutory timescales or an additional review can be completed as a result of a range of reasons.

## Organising an EHC Review Meeting

The EHC Review Meeting must be held at least 4 weeks before the Annual Review needs to be completed.

An annual review is only complete once a MAC Decision has been communicated

M - Maintain

A – Amend

C – Cease

## Organising an EHC Review Meeting

- Agree the date
- Consider where the meeting will take place to get the best outcomes
- Circulate an invite letter and request for reports in preparation
- **Circulate all reports and reminder invite 2 weeks ahead of the meeting**



**Agree the date** of the EHC Review Meeting with parents well in advance  
Remember that some professionals will need time to arrange a visit as well as to write an up to date report.

Consider where the meeting will take place to get the best outcomes  
This should be discussed with the family and learner.

**Circulate an invite letter and request for reports in preparation** (recommended 6 weeks in advance of the meeting with a deadline of 3 weeks before the meeting)  
Enable parents and the child or young person to have their say  
Do parents and young people know how they can be supported?  
When advice is requested from professionals parents views should also be collected in order to share them 2 weeks in advance. Some parents may require support to do this and could be directed to SENDIASS or the school should offer support.  
Pupils contributions should also be gathered with consideration on how this will be shared with others attending the meeting. This may be a video, powerpoint presentation, a series of photographs (Further ideas can be found in the Spring 1 SENCO Forum information)

**Circulate all reports and invite reminder 2 weeks ahead of the meeting – This is a clear duty in the SEND Code of Practice**

## Organising an EHC Review Meeting

### Who to invite:

- Parent and/or learner
- Educational Setting
- LA SEND Caseworker
- Health care professional
- LA Officer (social care)
- Any other individuals relevant to the review

### Other Evidence/Reports:

- Copy of Current EHCP
- Attendance Reports
- Latest Academic Report
- Teachers Feedback
- Support Staff Feedback

- **Note - not everyone is required to attend.**



### Who to invite:

- Parent and/or learner
- Educational Setting
- LA SEND Caseworker – Cannot attend all but will prioritise complex cases.
- Health care professional– If you know the name send direct and additional copy to, if you do not know who send to we are seeking further confirmation of a central contact which will be updated.
- LA Officer (social care) - If you know the name send direct and additional copy to, seeking further confirmation of a central contact which will be updated. Due to high turnover in social care.
- Any other individuals relevant to the review

Those in red must be invited to all annual reviews.

When pulling together information don't forget to include information and reports from school.

This may include:

Copy of current EHCP

Attendance Reports

Latest Academic Report  
Teachers Feedback  
Support Staff Feedback

This can be supported by admin staff as it can be time intensive. As SENCO you may need to provide teaching and support staff with some prompting questions to ensure you gather the most appropriate and useful information.

## The meeting is an important part so what do parents say sometimes goes wrong?

- Meetings set for inconvenient times without consultation with the parents.
- Reports are not prepared and/ or distributed in enough time for proper consideration and comment before the meeting
- Surprises sprung on parents at meeting
- Parents' views not recorded or listened too
- The annual review report goes to the LA but the LA either does nothing or does not inform the parent/young person of their decision

This feedback has been pulled from recent listening events with Hull Parent Carer Forum and generally aligns with trends which have been identified nationally.

## Holding an EHC Review Meeting

Ensure you have read all reports including parental and pupil views in advance

New Documentation should support a person centred approach.

# EHC Review Meeting Documentation

## Meeting to inform the Review of the Education, Health and Care (EHC) Plan

<b>Learner's Current Year Group:</b>		
<b>Current Educational Setting:</b>		
<b>Date of this Review meeting:</b>		<b>Date of last Review meeting:</b>
<b>What type of review is this?</b> 	Scheduled (Annual/6 monthly) Review <input type="checkbox"/> Additional Review <input type="checkbox"/>	
<b><u>Additional Review:</u></b> Please provide a brief summary of the reason(s) it has been felt necessary to call an additional review: <input type="checkbox"/> Review to inform Phase Transfer <input type="checkbox"/> Change to Learners Needs or Provision <input type="checkbox"/> Parental Request <input type="checkbox"/> Other: Please Specify:		
<b>Office use:</b> Date review documentation received by the Local Authority DD/MM/YYYY		



This section should be prepopulated and circulated 2 weeks in advance of the EHC Review Meeting

## EHC Review Meeting Documentation

Parent/Carer Details			
Relationship to child:		Title:	
First name:		Surname:	
Home address:			
Telephone:		E-mail:	
Does this person have Parental Responsibility?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Preferred method of communication?	Letter <input type="checkbox"/>	Email <input type="checkbox"/>	Telephone <input type="checkbox"/>
First Language			
Any support needs?			

This section should be prepopulated and circulated 2 weeks in advance of the EHC Review Meeting

## EHC Review Meeting Documentation

People involved in this review meeting				
Name:	Role:	Contact Details:	Invited to meeting (Y/N):	Attended meeting (Y/N):



This section should be prepopulated and circulated 2 weeks in advance of the EHC Review Meeting

# EHC Review Meeting Documentation

## Reports and assessments included with this Annual Review

Please include any professional advice received within the last 12 months/last review, including Personal Educational Plan (PEP) for Children Looked After, including review reports from health or social care.

	Report / assessment	Written by	Date
1	Child/young person's views must be included with information on how these were sought. <b>FOR YOUNG PEOPLE OVER 16, REVIEW DOCUMENTATION WITHOUT THIS WILL NOT BE ACCEPTED</b>		
2	Parental/carer views must be included for all children and young people up to their 16 <sup>th</sup> birthday. <b>FOR YOUNG PEOPLE OVER 16, PROVIDING THE YOUNG PERSON HAS CAPACITY, the inclusion of PARENT / CARER VIEWS ARE AT THE WISH OF THE YOUNG PERSON</b>		
3	Careers advice must be included from Y9 onwards		

 City Council

This section should be prepopulated and circulated 2 weeks in advance of the EHC Review Meeting

This should include all reports which have been received to inform the review meeting as well as any additional reports which have been written in the last 12 months.

## EHC Review Meeting Documentation

Attendance	
(% - last academic year & current academic year so far)	
Academic year	Attendance %
19/20	
20/21	
Have there been significant periods or patterns of absence?      Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, please explain:	
Exclusion	
(Sessions - last academic year & current academic year so far)	
Academic year	Sessions
19/20	
20/21	
Have there been significant periods or patterns of exclusion?      Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, please explain:	
Educational Offer	
Does the child or young person have a full-time offer of education?      Yes <input type="checkbox"/> No <input type="checkbox"/>	
If no, please describe what the offer of educational provision is and explain the reasoning for this, including planned steps back to full entitlement	



This section should be prepopulated and circulated 2 weeks in advance of the EHC Review Meeting

Attendance – Where Attendance is below 90% this must be commented upon as this is the threshold for Persistent Absentees.

Educational Offer – A learner may not be accessing a full time education offer for a number of reasons. Remember if the learner is currently following a part time timetable the LA should be notified using the Part Time Timetable notification form.

# EHC Review Meeting Documentation

Developing Independence			
Please summarise key discussion points:			
Area for Consideration	Current plans in place or thoughts of the child or young person	Areas of concern	Support and Provision to encourage development
<b>Education and Organisation</b> What skills are being developed to help access education? - Developing Routine - Packing School Bag - Remembering Equipment - Accessing the environment	<b>Independent Living Skills</b> What skills will the learner need to live independently in the future? - Awareness of danger - Road Safety - Toileting - Dressing - Self-Care - Mobility in the home - Use of mobility equipment safely	<b>Maintaining Good Health</b> - Feeding/Eating skills - Eating a balanced diet - Any Health concerns - Managing own medication - Managing independent management plan E.g. Physiotherapy - Sleep	<b>Participation in Society and Friendships</b> - Awareness of safe relationships - Stranger danger - Peer relationships - Conversations with others - Involvement in out of school activities

This is one of the most significant changes.

This information will be included on the EHC Review Paperwork for pupils below year 9, with similar content for those year 9 and above.

This page should be used to support a person centred conversation looking at the aspirations of the learner. This will be filled in based on the conversation at the EHC Review meeting

# EHC Review Meeting Documentation

Outcomes and Progress	
<b>Current Educational Attainment/ Developmental milestones. Details of progress.</b> 	(Please reference baseline assessments or attainment levels at the last annual review to summarise progress, giving a clear indication of current levels of educational attainment and stating assessment systems used. It might be useful to include comparisons to NC year group expectations.)
<b>Other Areas of Celebration</b> 	Have there been other significant areas of achievement or development since the last review?

 Hull City Council

Current Educational Attainment – This should be the most up to date academic report from the setting. This may be a screen shot of a learners latest report however schools should ensure that any appropriate key is provided to explain their reporting system. It is also important to understand how this compares to a learners predicted academic progress and age related expectations.

Other areas of celebration – This should be used to identify key areas of celebration from both within and outside of school. It might be that the child can now fasten their own shoe laces, a particularly good piece of work in English or a sporting achievement for example.

## EHC Review Meeting Documentation

### Progress towards Outcomes

#### Outcome 1:

	By when:	
<b>Has this outcome been met?</b>	Achieved <input type="checkbox"/>	Ongoing <input type="checkbox"/>
<b>Comment on progress towards meeting this outcome</b> <i>(Include information about short-term outcomes that have been achieved)</i>		

This section would be used to monitor progress towards the outcomes detailed in the EHCPs. En

The outcome should be copied from the EHCP and can be prepopulated.

The outcome can be achieved or remain ongoing.

It will be important particularly when an outcome is identified as ongoing that comments are made to detail what progress has been made and what small steps are being worked on to be able to move towards the long term outcome.

EHC Review Meeting Documentation	
<b>Any other changes in needs or circumstances</b> (e.g. the need for modifications to application of the National Curriculum, specific facilities etc.)	
★	
<b>Summary of any other key discussion points</b> (and by whom they were raised)	
★	
	

**Any other changes**

- This section should be used to detail any key changes in needs or circumstance that is different to the information contained in the EHCP. This may include things such as a recent newly identified need or diagnosis, any changes to provision which are required or any other key changes relevant to the learner such as changes to family make up.

**Summary of other key discussion points**

- This section should be used to summarise the key discussion points. It is important to note who raised each point of the discussion it is also important to note where there is a difference of opinion which is clearly identified within these notes.

## EHC Review Meeting Documentation

Travel Planning 	
Is the learner currently accessing local authority funded transport?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, is this still considered appropriate?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, what steps are being taken to help the child/young person become an independent traveller? <i>Please provide details:</i>	
Has the child or young person an up-to-date transport risk assessment?	Attached <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Has the child or young person an up-to-date medical care plan for transport?	Attached <input type="checkbox"/> Not Applicable <input type="checkbox"/>

This area remains under review, we are working with the transport team in order to align their processes with the annual review process in order to avoid additional meetings being called.

## EHC Review Meeting Documentation

Funding Arrangements	Amount
SEN Element 2 (mainstream)	£
SEN Element 3 (Banding)	£
Other: (E.g. PP, LAC)	£
Have needs changed sufficiently that you feel an alternative band is required?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes – please state which band you feel more accurately reflects needs	Current Band: Suggested new band:
Please highlight evidence included in annual review indicating new band required	
Is there a need for one off financial support to support the learner's needs?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please provide details below:	

This section of the form will allow schools to identify when they feel additional banding is required in order to provide the support identified for a learner. Where an increase in banding is requested the reasons for this should be clear along with the details of what the additional funding would provide. These requests should be supported by the appropriate evidence to demonstrate these changes.

This will replace the EHC Banding Increase Request Form

Additionally it is acknowledged that in some cases learners with EHCPs may require a one off additional payment to ensure their effective support. This may be for things such as equipment. As a result the EHC Review Form also allows settings to identify this.

## EHC Review Meeting Documentation

**Personal Budget/Direct Payment** (discussions about direct payments should feature within the review meeting)

Are parents/young person in receipt of a personal budget to deliver provision set out in the EHC Plan <i>"Personal budgets are an individuals overall support package which may include a direct payment element"</i>	Yes – Education <input type="checkbox"/> Yes – Social Care <input type="checkbox"/> Yes - Health <input type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/>
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If yes, give details and recommendations for ongoing arrangements:

Would the parent or young person like to request a personal budget? <i>Please ensure parents have a copy of the personal budget leaflet</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
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If yes, for which element of provision?



This information should be completed for any families who are in receipt of a personal budget or direct payment.

If parents would like to request a personal budget then settings will be able to share an information leaflet with them. This will be updated for September.

## EHC Review Meeting Documentation

### Recommendations to the Local Authority following the review meeting:

<b>Request a change of banding?</b>	<input type="checkbox"/> <b>Yes</b> – If the recommendation is to <b>change</b> band, please ensure that reasons for this are explained clearly within the in 'Funding Arrangements' section. <input type="checkbox"/> <b>No</b> – Current band remains appropriate
<b>Continue with the EHCP?</b>	<input type="checkbox"/> <b>Yes</b> – Continue <input type="checkbox"/> <b>No</b> – Cease to maintain If the recommendation is to <b>cease</b> the plan, please ensure that reasons for this are explained clearly within the in 'Any other changes in needs or circumstances?' section.
<b>Are amendments proposed?</b> Note: EHC plans are designed to be read in conjunction with the most recent annual review. The Local Authority will only consider amending where there have been significant changes to the child / young person's needs and/or provision	<input type="checkbox"/> <b>No amendments</b> The current plan will be maintained as it stands <input type="checkbox"/> <b>Minor amendments</b> Minor changes with regard to updating factual accuracy of information. E.g. year group. Contact details. <input type="checkbox"/> <b>Significant amendments</b> Significant changes proposed, such as changing level of need, revised outcomes and/or changes to resources/provision.

Where amendments are proposed the school should provide an annotated EHC Plan with their recommendations.  
 If it is believed the EHC Plan is accurate and no amendments are required then the school do not need to provide an annotated EHC Plan.

## Annotated EHC Plans

Strikethrough anything you recommend should be deleted



Highlight yellow anything you recommend should be added in



Annotated plans are the way in which professionals will be able to communicate any recommended changes to the EHCP.

It is important these changes are communicated to the LA SEND team to ensure that EHCPs are as accurate and current as possible. Particularly where information may be outdated.

## Annotated EHC Plans

### Example

Josephine has a diagnosis of ADHD, Dyslexia and there are also concerns over Dyspraxia traits. Additionally, Josephine has a mild tic disorder.

**Josephine received a diagnosis of autism in August 2016**

~~Josephine scored lowly with the Educational Psychologist on verbal reasoning/use of language indicating a Speech And Language Issue which impacts significantly upon her learning.~~

**In an assessment by the Clinical Psychologist in November 2019 Josephine was shown to have strengths in the area of visual spatial and visual construction skills. Verbal reasoning tasks and generation of language is significantly more difficult for Josephine. In addition, in January 2020, Josephine was assessed by Dyslexia Sparks which identified her as being severely dyslexic.**

Strikethrough anything you recommend should be deleted

Highlight yellow anything you recommend should be added in



## Annotated EHC Plans

### Example

Joe is keen for others to like him and as a result can be quite vulnerable in doing things that are inappropriate. Joe is beginning to seek friendships but lacks understanding of social conventions. He struggles managing new situations as a result of his anxiety.

He can be easily led making him vulnerable. He will fixate on one thing and not let go.

He will shout out in class, make inappropriate comments and suggestions and has no respect for other people's personal boundaries. Joe will make inappropriate comments ~~often~~ **sometimes** of a sexual nature.

~~Joe does not like going to the toilet on his own, he wants his TA to keep the door open and he rushes out, he does not like it when the light is off. Not comfortable if a lot of children are in the toilets.~~

Strikethrough anything you recommend should be deleted

Highlight yellow anything you recommend should be added in

ab



## EHC Review Meeting Documentation

Are you submitting an annotated EHCP with recommended amendments?	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <i>Please note these amendments are recommendations and any final decision will be made by the LA SEND Assessment and Review Team.</i>
<b>If yes</b> to which sections of the EHCP are you recommending amendments?	
A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/>	
If the placement in section I is no longer deemed appropriate complete the checklist below:	
<input type="checkbox"/> Discussion held with SEND Caseworker prior to review	
<input type="checkbox"/> Evidence from outreach services/EP recommending change of provision included	
<input type="checkbox"/> Parent and YP view regarding placement is included	
<input type="checkbox"/> Significant changes required in needs and provision indicated on annotated plan	
We confirm that we have checked with parent / carer / young person that ALL demographic details stated on page 1 of the EHCP are still correct. NB: Any changes are to be updated on the existing EHCP and forwarded <input type="checkbox"/>	

If you are submitting an annotated plan then this should be clearly noted on the ECH Review documentation.

It is also important to note which sections of the EHCP you have recommended changes to.

If there are concerns about the placement named in an EHCP then this should be noted in the discussion notes and the 4 steps identified should be followed. The SEND Assessment and Review Team should not receive requests for changes of setting without prior contact being made (unless the change of setting is due to a phase transfer)

It is also vitally important that the meeting confirm the contact details of the learner on the EHCP.

## EHC Review Meeting Documentation

This is an accurate note of the Annual Review meeting chaired by:		
Signature:		
Name:		
Position Held:	(SENCO or Other)	
Authorisations and consents		
Are parents/carers or the young person* happy that all aspects they wished to raise have been discussed at the meeting?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
★ Are parents/carers or the young person* clear about, and in agreement with, proposed recommendations?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
★ Do parents/carers or the young person* give consent for the review information/ reports to be shared? (as per the original information-sharing agreement)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
As required, is there consent from the author(s) of professional reports that this information can be shared?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Headteacher/Principal Signature:		
Print Name:		
Date:		

These final questions should be clearly asked and completed with parents.

If parents are not in agreement it is important that this is noted in the discussions section with individuals comments clearly noted.

While many parents will be happy to continue to provide consent there may be occasions where they request certain information (such as parental views or information relating to social circumstances) are not shared with others (for example where there are concerns for the welfare of others)

## After the EHC Review Meeting

Notes from the EHC Review Meeting should be included on the EHC Review Documentation

All Reports informing the EHC Review should be clearly numbered to match the Review Documentation

**EHC Review Meeting Notes and Supporting Reports should be sent securely (Either via the EDT or SFX) to the SEND Team, parents, learner and others who attended within 2 weeks of the EHC Review Meeting.**



All supporting evidence and reports should be numbered to match the list of reports included detailed at the start of the meeting notes.

Documentation should be sent securely to the SEND Assessment and Review Team using EDT or SFX. Please avoid password protected documents via email as this can result in documents being difficult to open.

Two weeks after the review meeting is a statutory deadline set out in the SEND Code of Practice

## After the EHC Review Meeting

The SEND Assessment and Review Team will date the Annual Review Form with the date it was received, ensuring all information listed in the reports section is included.

The SEND Assessment and Review Team must communicate the MAC decision based on the information shared within 2 weeks of the paperwork being received and 4 weeks of the EHC Review Meeting

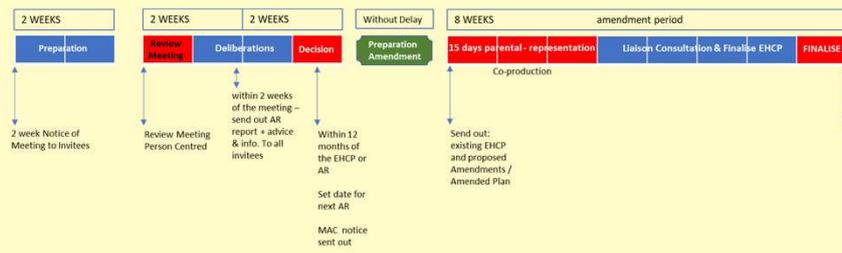
Two weeks after the review meeting documentation is received or 4 weeks after the review meeting is monitored closely.

## Decision to Amend

Where the SEND Assessment and Review Team make the decision to amend the EHC Plan they should prepare the Notice of Amendment without delay.

The amended Plan should be finalised as the Amended Plan within 8 weeks of the notice of amendment being issued.

# The Annual Review Timeline



## Key points for annual reviews

- They must be held at least every 12 months (CoP 9.166)
- The LA can require maintained nurseries and all schools to hold a review meeting on behalf of the LA
- The meeting that takes place is NOT the annual review...it is a PART of the LA's annual review of the EHCP.
- It is the date of the decision letter from the LA which dictates the date by which the next annual review must be completed. ( CoP 9.169)

## Before you leave....

Please provide any feedback or unanswered questions in the chat for todays SENCO Forum.

Please include any topics which you would find it helpful to focus on as part of future SENCO Forums.