



6.1 Best practice annual reviews

Best Practice Annual Reviews

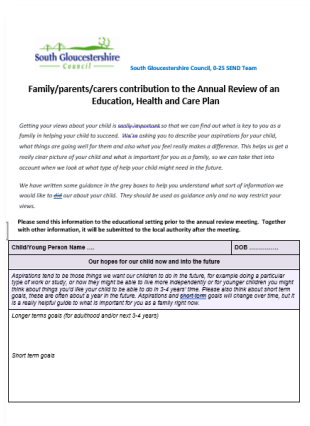
Local authorities should consider reviewing an EHC plan for a **child under five** at least **every three to six months** to ensure that the provision continues to be appropriate. Such reviews would complement the duty to carry out a review at least annually, but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the First Tier Tribunal (CoP 9.178).

Annual Review Key Points

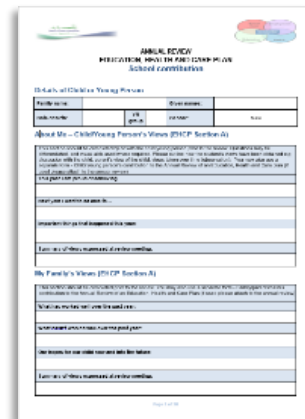
- Plan well in advance and send the settings report **2 weeks before the meeting date** (see school contribution for an annual review below)
- Use secure emails to send out EHC Plan with the report for the professionals to read prior to the annual review
- Ask the parents for their views and contribution (see forms below)
- Ask parents who they would like to attend/which agency
- Identify the key people and plan date around their commitments e.g. Paediatrician avoiding set clinic times. A phone call to their admin can be really useful. Also utilising parent power to ensure the attendance of key agencies
- Provide plenty of notice for key professionals
- When in contact with professionals stress the value of their presence and advice
- Consider what would be the right space in the setting

If professionals can't attend the meeting, ask for a contribution to the review meeting, e.g. up to date report. If there isn't an updated report refer to previous reports. Settings can contact their EIO to liaise with the EP service if settings feel the child's needs have changed and are different from what is in the plan and they need additional support to meet the child's needs.

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

A document titled 'Family/parents/carers contribution to the Annual Review of an Education, Health and Care Plan'. It contains text explaining the purpose of the document and providing a form for parents to complete. The form includes sections for 'Child/Young Person Name', 'DOB', 'Our hopes for our child now and into the future', and 'Short term goals'.

Parents contribution document

A document titled 'FAMILY REVIEW: CONTRIBUTION FROM THE EDUCATION, HEALTH AND CARE PLAN'. It contains a table for recording 'Child/Young Person's Views' and 'Family's Views'. The table has columns for 'Child/Young Person's Views', 'Family's Views', and 'Notes'. There are also sections for 'Child/Young Person's Views' and 'Family's Views' with text boxes for additional information.

School/setting contribution document

The family at the heart of the EHCP process

Capturing the child and young person's views

Use an adult who knows the child well in the setting (Key Person, SENCO) to mediate and support.

This can be done through:

- Photographs and videos of the child at various activities and experiences.
- Recording observations in the child's learning journal.
- Using the Child contribution form (see below) where the child's interests and play, communications, and how they learn can be recorded.



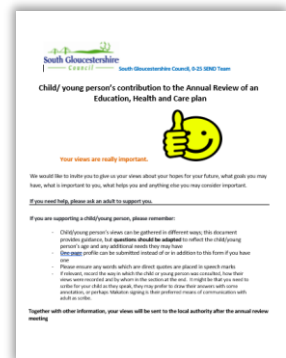
Engaging Parents and Carers, capturing their views

- Build your relationships with parents so that you can communicate effectively and work together to make arrangements for the review.
- Make sure that they know that they can bring along an advocate, friend or family member for support.
- Let parents know of the help of **Supportive Parents** (who can support them through the process and attend a pre/meeting with them).
- Holding a pre-meeting a couple of days beforehand to read through the paperwork together can be reassuring: this can help the parents understand the process, listen to what is being talked about, and think of a few questions they may like to ask.

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

Some prompts may help parents describe and to talk about their child, for example:

- What are they like at home, when they get up, and when they arrive home from the setting?
- What are their interest's hobbies, friendships, what do they like to do when they go outdoors?
- Which jobs do they do or help with in and around the home?
- What do the parents love about their child?
- What are the parent's hopes and aspirations for their child?



Child Contribution Form (The South Glos Way 6.11)

Facilitating an annual review meeting

- Set a clear timeframe (1-1 ½ hour max) have an agenda e.g. on a white board and tick off as you work through the agenda.
- Arrange a meeting at a convenient time for parents at the setting to ensure the meeting is not rushed and you have a designated area to sit in.
- Provide refreshments and tissues.
- The SENCO usually facilitates/chairs the meeting.
- Avoid sitting in front of the parents with the laptop open (a barrier in itself as eye contact is really important).
- If at all possible, use another member of staff to record the notes of the conversations and minutes of the meeting. Many meetings are delicate to balance and SENCOs will need their skills and talents to effectively manage the meeting.
- Start with the positives: the child's progress and skills, say 3 from the setting and home to give a positive and constructive tone.
- Read out summaries of the agencies reports or recommendations /ask professionals to summarise their involvement. Do not read entire reports.

EHC Plan Annual Review and Guidance Form