

ANNUAL REVIEW EDUCATION, HEALTH AND CARE PLAN School contribution

Details of Child or Young Person

Family name:				Given names:	
Date of birth:		YR group		Gender:	Male

About Me – Child/Young Person’s Views (EHCP Section A)

<p>This section should be completed by or with the child/young person prior to the review. Questions may be differentiated, and visual aids used where required. Please outline how the student’s views have been obtained e.g. discussion with the child, parent’s view of the child; views taken over time (observation). You may also use a separate form - Child/ young person’s contribution to the Annual Review of an Education, Health and Care plan (if used please attach to the annual review)</p>
This year I am proud of achieving...
Next year I want to be able to...
Important things that happened this year:
Summary of views expressed at review meeting:

My Family’s Views (EHCP Section A)

<p>This section should be completed prior to the review. You may also use a separate form - Family/parents/carers contribution to the Annual Review of an Education, Health and Care Plan (if used please attach to the annual review)</p>
What has worked well over the past year:
What hasn’t worked well over the past year:
Our hopes for our child now and into the future:
Summary of views expressed at review meeting:

My Special Educational Needs (EHCP Section B)

Summary of current strengths and needs:	
Communication and Interaction	
Identified strengths and areas of improvement:	Summary of needs and areas giving concern:
Cognition and Learning	
Identified strengths and areas of improvement:	Summary of needs and areas giving concern:
Social, Emotional and Mental Health	
Identified strengths and areas of improvement:	Summary of needs and areas giving concern:
Physical and/or Sensory	
Identified strengths and areas of improvement:	Summary of needs and areas giving concern:

<p>Analysis of academic progress: Please comment on facts that have had an impact on progress over the last 12-month period. For example, mention specific interventions that escalated progress, contextual background information, explain any inconsistencies in assessment results.</p>
<p>Analysis of other progress: Please comment on progress that has been made in other areas, for example: social development, independence, confidence.</p>

Assessments (unaided) carried out in line with the child or young person's individual needs.

Area Assessed	Previous Results			Current Results		
	Assessment Used	Date	Raw Score, Percentile, Standardised score	Assessment Used	Date	Raw Score, Percentile, Standardised score
<i>e.g. Reading Accuracy</i>						

Information on child/young person's attendance

Attendance %, please attach attendance certificate	Attendance comments	No. of fixed term exclusions for last academic year	Fixed term exclusions comments

Note: please delete sections which are not relevant to child/young person's age

Early Years Foundation Stage progress tracker – age 0 - 5 years																		
		Prime Areas (Months)								Specific Areas (Months)								
		Personal Social and Emotional			Communication and Learning			Physical Development		Literacy		Maths		Understanding the World			Expressive Art and Design	
Date	Chronological age in months	MR	SCS A	MFB	LA	U	S	MH	HSC	R	W	N	SSM	PC	W	T	EMM	BI

MR	Making Relationships	LA	Listening and Attention	MH	Moving and Handling	W	Writing	PC	People and Communities	EMM	Exploring and using Media and Materials
SCSA	Self-Confidence and Self-Awareness	U	Understanding	HSC	Health and Self-Care	N	Numbers	W	The World	BI	Being Imaginative
MFB	Managing Feelings and Behaviour	S	Speaking	R	Reading	SSM	Shape, Space and Measure	T	Technology		

School assessments - age 5 – 11 years						
Subject	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English Overall subject level	Choose an item.					
Speaking						
Listening						
Reading						
Writing						
Maths Overall subject level						
Science Overall subject level						
Other school assessments						
Reading Age						
Test Used						
Spelling Age						
Other Assessments						
Note: please explain your school's assessment methodology						

School Assessments - age 11 – 16 years.					
	KS3			KS4	
	Year 7	Year 8	Year 9	Year 10	Year 11
English					
Speaking					
Listening					
Reading					
Writing					
Maths					
Science					
Other assessments					
Note: please explain your school's assessment methodology					

Post-16 courses				
Subject/name of course	Level being studied	Current assessment	Predicted	Comments

My Health Needs (EHCP Section C)

Please comment on the current health needs, including the involvement of Health Professionals if applicable. Change of medical need has to be supported by relevant medical advice.

My Social Care Needs (EHCP Section D)

Please comment on the current social care needs, including the involvement of Social Care or Early Professionals if applicable

My Outcomes (EHCP Section E)

Current EHCP Outcomes	Has the outcome been met? <i>Yes/ No/ Partially</i>	Evidence and details of achievement towards outcomes <i>Degree to which the outcome has been achieved, what progress has been made and whether the outcome remains appropriate</i>

New outcomes (complete only if applicable). <i>Outcomes will usually set out what needs to be achieved by the end of a phase or stage of education</i>		

Planning for the coming year (EHCP - Section F, G, H)

Current support arrangements for Education (Section F): <ul style="list-style-type: none"> - please attach provision map - comment on what is working well and what should be changed and why - reflect on discussion at the review meeting including parent/carer and child/young person's views - include advice from professionals involved with the child/young person 					
Level	What is provided?	By whom?	How often	Impact	Strategies/support to be discontinued or amended?
Whole Class					
Small groups					
Individual					
Current support arrangements for health (Section G) <ul style="list-style-type: none"> - please ensure that any comments reflect contribution from the relevant medical professional 					
Empty space for health arrangements					

Current support arrangements for social Care (Section H1 and/or 2)

- please ensure that any comments reflect contribution from the relevant social care professional

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Preparing for adulthood (Year 9 onwards):

This section must be completed for all pupils in Year 9 and above. Include a focus on preparing for adulthood, including employment, independent living and participation in society.

Year 9/10	The child or young person's aspirations for when they leave education or training:	
	What are provisional plans and specific courses being explored:	
What support and advice are required for the young person to achieve their aspirations?		
Year 11	In addition to the above: Appropriate Post-16 pathways: <i>Details of applications made to colleges/sixth forms/apprenticeships</i>	
	Contingency planning: <i>What to do if plans change (because of exam results for example)</i>	
What steps need to be taken to support the young person as they move towards independence?		

Personal budget (Section J)

A **personal budget** is a statement of the funding identified by the local authority to deliver provision set out in an EHC plan where a parent or young person is involved in securing their own provision.

Have parents or young person requested Personal Budget?	Choose an item.
If yes, Is the personal budget managed by direct payments or third party?	
If yes, has a financial audit been undertaken?	Choose an item.
If yes, please provide date of audit:	Click here to enter a date.

Travel to school/college

<p><i>Children and Young People with special educational needs and disabilities may be eligible for help with travel to the school or college. Eligibility and the type of support should be discussed at the annual review meeting..</i></p>	
<p>Briefly describe current transport arrangements (type of vehicle, seating, restraints, pick-up point, escort)</p>	
<p>Is the pupil involved in South Gloucestershire's Travel Training Scheme?</p>	<p>No</p>

Signatures

	Name (<i>Please Print</i>)	Signature	Date
Author/Lead Professional			
Head Teacher			