



This form and an amended EHCP in WORD must be returned to the EHCP Service within 10 days of the review. The LA will make a decision on whether they will amend the EHCP within 4 weeks of the review.

EHC Annual Review for:

Name: [Joe Bloggs](#)

D.O.B: [01.01.2010](#)

Placement: [Jane Smith Academy](#)

Year group: [9](#)

Date of this review: 07/12/2021

Date of last review:

06/01/2021

Date of current EHCP: 15th February 2021

SEND Code of Practice 2015 9.176 states that reports from relevant parties must sought, as well as a report from the nursery/school/college, and must be circulated to all invitees a minimum of two weeks prior to the review. Was this done YES/NO If not, why not?

The expectation is that the child/young person attend their own review, even if only for part of it. Did the child/young person attend the Annual Review? Yes/No – if not why not? Joe came into half an hour of his review, shared his aspirations and discussed the support he wanted. He then left to go to PE as he was stressed about missing it .

If the child/young person didn't attend how have their views been collected? See above

Invited	Name	Contact Details	Attended Y/N	Report Attached Y/N
Child/Young Person	Joe Bloggs		Y	Y – views and aspirations document
Parents/Carers	Brenda Bloggs	Brenda.bloggs@hotmail.com 0787123456	Y	N
SENCO	Mary Brown	Mary.brown@janemithacademy.sch.gov.uk	Y	Y – school info
School Staff	Represented by Mary Bropwn		N	
EHCP Officer	Sarah Black	Sarah.black@solihull.gov.uk 0121 6451234	N	N
Other				
Health	Dr Abdul Rahimi	Abdul.rahimi@camhs.nhs.net	N	Y – ADHD diagnostic report
Social care			N	N

Are there any updates to Section A of the EHCP – this Section should come directly from parents and child/YP. It should not include the opinion of professionals unless asked for by parents

Please go through Section A and reflect any changes on the EHCP...

See changes on attached EHCP

Please record here the child/young person’s aspirations and their current views about school and the support they receive

<p>Child/YP’s Aspirations (please say how these have been gathered)</p>	<p>Discussed in review and on views document attached:</p> <ul style="list-style-type: none"> - To own a Lamborghini and be able to drive - To be a famous you tuber - To be a pathologist - To get married but never to have children
<p>Parents’ Aspirations for the child/YP</p>	<p>Discussed in review;</p> <ul style="list-style-type: none"> - To be happy and contented - To reach his aspirations - To complete his education at this school and not be excluded
<p>Child/ young person’s current view on school – what is working well, what they would like more support with etc ...</p>	<p>I like school especially science and maths cos I am good at it. I don’t like having a TA in these lessons I find English hard and pretty boring – I need some more help. Why can’t I do my writing on a computer? There are some really annoying children in this school and teachers don’t understand that when I get cross or swear or walk out of class its because they are annoying</p>
<p>Parents current view on school – what is</p>	<p>The TAs are working well. He needs some help with his anger and getting on with the other children.</p>

working well, what they would like more support with etc....	I want to be sure he can pass his GCSEs
Summary of school views on what is working well and current challenges	<p>Joe is doing really well in science and maths. He does find English harder and we know this, but Joe is also reluctant to engage in these lessons and resists writing.</p> <p>We are worried about Joe's swearing and levels of frustrations with peers. We are going to consult the SISS ASD Team for support with this.</p>

Please include here the child/young person's current attainment and progress levels, and please ensure these are explained if your levels are school specific and not generally known

Current Levels	Progress Information	Any comments
Maths and science – ARE	Joe is making good and steady progress, excelling in some areas	He is on course for a Level 2 GCSE (predicted) in these subjects
English - Joe's reading and reading comp are good (ARE or above) Spelling age 10:6	Limited progress as Joe does not engage and reluctant to write	We have concerns around GCSE – we would like to offer Functional Skills as well to ensure he leaves us with an English qualification

Section B – Are there any changes in the needs or strengths of this child/YP? Please annotate EHCP accordingly. **Bold** for additions, ~~strike through~~ for deletions. See EHCP – new dx of ADHD added

Please remember that any new needs must be covered by one of the outcomes and must have related provision.

SEND Code of Practice 2015 9.166 states that Annual Reviews must focus on the child/young person's progress towards achieving the outcomes specified in the EHCP and whether these outcomes remain appropriate, therefore: *(add more rows if needed)*

Current Outcome (<i>cut and paste from EHCP</i>)	Progress towards this outcome	Does this outcome remain appropriate Y/N	Any new educational provision suggested to meet this outcome. (<i>Any provision no longer needed should be struck through in the EHCP document</i>)	Is this outcome a Prepare of Adulthood outcome?
To record his work in a timely manner to the best of his ability	This is limited as Joe does not like to write and his writing is not legible. His spelling is also poor	Y	Use of a laptop for all extended writing tasks	Employment and Higher Education
To complete science experiments safely without breaking equipment	Joe is now very focused in these lessons and is achieving well	N		Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.

If outcomes have been met and are no longer required can this child/young person now be supported without an EHCP? **Y/N**

If not please include new outcomes below – **Outcomes MUST be SMART (including clear success criteria) and should be set for the end of the following key stage.** Each child/YP should have an average of 4 – 6 outcomes dependent on need.

Provision must be suggested for new outcomes and must be quantified and specified

SMART Outcome	Educational Provision suggested to meet this outcome	Is this outcome a PfA outcome? Which area?
By the end of key stage 4:		
Joe will work independently in Maths and Science lessons without this impacting on his grade	Class teacher will monitor progress and engagement. TA no longer required in these classes	<i>Employment and Higher Education</i>
To reduce incidents of swearing at staff and peers by 75% , measured from a baseline taken in January 2022	Involvement from SISS ASD Team Mentor support 1 hr a week Time out card – usage to be monitored Allow Joe to be in the SEND area if he needs to ‘chill out’ Social stories and comic strip conversations about social situations Careful seating in lessons, away from those peers that are the most challenging for Joe	<i>Community Inclusion</i>
To identify and apply for a post 16 course of his choosing	Careers advice Support to complete applications Planning for extended transition to chosen provider	<i>Employment and Higher Education</i>
To achieve at least 5 grade 4 or above GCSE or equivalent passes	Monitoring of progress Support in English lessons, overlearning and spelling programme 1:1 , 1 hr weekly Use of IT for recording work Exam concessions assessment to be completed	<i>Employment and Higher Education</i>

For Key Stage 4 and POST 16: n/a

What course (and level) is the young person currently studying ? Are they on track to achieve (what grades?)

What course (and level) is the young person planning to study in the next academic year?

Is the child/young person known to social care? Y/n

If yes, have you requested updated advice ? Y/N If not why not?

(remember to circulate 14 days prior to meeting)

Date Requested:

Date Received:

Please attach the updated social advice to this form when returning to the LA

If this child/young person is not known to social care, are there now new social care needs that cannot be met through the local offer/universal service and warrant a referral, or is this young person at a transition point to adulthood and has needs of a level that may require social care provision?

Y/N Date referral completed by setting:

Have you requested new health advice from any known involved professionals Y/N/NA If not why not?

(remember to circulate 14 days prior to meeting)

Date Requested:

Date Received:

01.10.21

01.11.21

Are there new health needs that that cannot be met through the local offer/universal services and warrant a referral? no

If yes to which service?

Date referral done?

Are there any new health needs (e.g. new diagnoses) Please attach evidence of these to this form when returning to the LA *(without evidence these needs cannot be added)*

ADHD – report attached

Please inform the YP and parents/carers that the YP is entitled to an annual health check through their GP if they are aged 14 or over and have ASD and/or a Learning Disability Please confirm that this has been done or write Not Applicable as appropriate Yes

Summary of recommendations from review (tick as appropriate)

- The EHCP continues to be appropriate and no significant amendments are recommended
- The EHCP is still required but significant amendments are recommended to the content
- This child/young person can now be supported through the local offer/graduated response and no longer requires an EHCP
- This young person has met all their outcomes, or is no longer remaining in education, and therefore no longer requires an EHCP
- There has been an evidenced significant change in need that means a different educational placement should be considered
- The child is in a transition year so will be moving to the next phase of education, the parental/YP preference for next placement is (if known)
- The child's/YP's needs have changed so significantly that a full re-assessment under CoP 9.187 is being requested

Signed (school)

Parent

Child/YP (recommended but mandatory if 16 or over).....

What happens next?

- This document and the amended EHCP document is shared with everyone who everyone invited to this

SAMPLE