

PREPARING FOR AN ANNUAL REVIEW

(RELEVANT FOR ENHANCED ANNUAL REVIEWS, AND REVIEWS OF AN EHCP)

To ensure that all the relevant information is gathered prior to the Review meeting taking place, and to comply with the Code of Practice, certain actions must be taken prior to the Review meeting. The timetable below gives school/settings a process to follow to support them in preparing for the Review meeting.

When	Action
At least 2 weeks before the start of each term	<ul style="list-style-type: none"> The Local Authority provides a list of all children and young people who will require an Annual Review of their Statement or EHC Plan to all Headteachers and principles of schools, colleges and other institutions, and to the CCG and Local Authority officers responsible for social care for children and young people with SEN or disabilities.
Beginning of Autumn Term	<ul style="list-style-type: none"> All children and young people with a Statement or an EHC Plan will need to have an Annual Review of their Plan or Statement. The Local Authority will contact schools and other education providers at the beginning of each term to let them know which Statements or Plans need to be reviewed that term. As reviews will need to be conducted for all relevant children and young people at some time during the year, schools should plan for these reviews now, at the beginning of the autumn term, including making arrangements for the gathering of information and setting meetings. Contact all relevant parties to set date for Review meeting if not already set. Advise the Local Authority what date the meeting is to be held and what kind of review it is by email SENDData@barnet.gov.uk
Beginning of Autumn Term	<ul style="list-style-type: none"> Compile a list of reports that are already available and relevant. You can use the Annual Review Reports audit form template to help you do this. Establish what updated reports/assessments are required and let the relevant professionals know that updated reports/advice will be required for the Review meeting and that these should be sent to the school/setting at least 4 weeks before the meeting.

	<p>Professionals across education, health and care must co-operate with Local Authorities during Reviews. These professionals may wish to see the child or young person before providing an updated report/assessment. This is why we ask that school/settings alert external professionals to the date of the Review meeting so that they can ensure they have time to provide updated information if required for the Review.</p> <p>Professionals can see details of the kind of information required by looking at the form you send them.</p>
Beginning of Autumn Term and ongoing	<p>If the Review is likely to be contentious, or you know that a change of placement or provision is likely to be requested, you should contact the SEN Caseworker separately to invite them to the meeting.</p> <p>Advising the Authority that a meeting will be held is NOT the same as inviting someone from the Local Authority to attend.</p>
8 weeks before the meeting	<p>The school/setting considers the documents used for collecting the views of parent/carers/children and young people, in light of their age, developmental stage, special educational needs, or other needs, to ensure a person-centred approach to collecting this information. The school/setting then makes any adaptations to the layout, wording, or the way that the information is collected to ensure accessibility.</p> <p>The school sends the following to the parents and young person, adapted as required above where necessary:</p> <ul style="list-style-type: none"> • Formal invitation to the Review meeting using the relevant pro-forma/letter • The parent/carer views form and the 'My Views' form to the young person. School/settings must complete the first section of these forms before sending them. School/settings may wish to adapt these forms to the needs of the individuals concerned. • If necessary, school/setting supports the child/young person to complete the child/young person's views. Young people must also be given information about how to get independent support for this.
6 weeks before the meeting	<ul style="list-style-type: none"> • Parent/carer and/or young person must let the school/setting know which additional people they would like to come to the review meeting.

	<ul style="list-style-type: none"> • School/setting completes the first section of the forms for each external agency and sends it to all professionals involved, including where appropriate, Educational Psychologist, Speech and Language Therapist, Occupational Therapist/Physiotherapist, Social Worker, other medical practitioners involved and so on, and asks them to complete and return this to the school/setting within 2 weeks and to attend the person-centred review meeting. It is very important that up to date advice is provided for Enhanced Annual Reviews as this will contribute to the Transfer Review when the Local Authority initiates this. • School/setting requests any internal information required, for example from subject teachers, course tutors, support staff through school systems such as 'round robin' or similar • School/setting collates attainment data over last 3 years and other information required in the Summary Advice template. • School/setting analyses the information gathered and completes the Summary Advice template with this information.
4 weeks before the meeting	<p>By this date:</p> <ul style="list-style-type: none"> • Parents and young people have returned their completed views to the school/setting • Professionals have returned updated reports/assessments/advice to the school/setting and confirmed their attendance at the Review meeting
3 weeks before the meeting	<p>School/setting collates the following information</p> <ul style="list-style-type: none"> • The views of the child/young person • The views of the parent/carer • All updated reports/assessments/advice • The school/setting advice/report (Summary Advice) • Attainment data and other documents that have informed the School/setting Summary Advice • A review of the special educational needs support such as a costed provision map (if available), IEP or similar <p>The school/setting sends all the collated information, with a letter confirming the date of the meeting and details of who will be attending, to the following people:</p> <p>a) the parents/young person,</p>

	<ul style="list-style-type: none"> b) the Local Authority and c) all those invited to the meeting
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