**Report on the Enhanced Annual Review of a Statement**

**HOW TO COMPLETE THIS FORM**

**ALL SECTIONS OF THE REPORT MUST BE COMPLETED**

**Please note that if insufficient information is provided, or if relevant sections have not been completed, the Local Authority may not be able to process this review and it may be returned to you. If you have any questions about how to complete this form, please seek advice.**

**This guidance should be removed from the form before sending the form to the Local Authority and to all attendees**

|  |
| --- |
| **This Enhanced Annual Review, and the documentation provided to inform it, will contribute to the Education, Health and Care Needs Assessment when the Local Authority carries out a Transfer Review later.****Enhanced Annual Reviews must be conducted for children and young people in the following groups:*** **Children moving from infant to junior school at the end of the next academic year; i.e. children in Year 1 who are attending an infant school and who will be leaving the infant school at the end of Year 2.**
* **Children moving from primary to secondary school at the end of the next academic year (ALL YEAR 5).**
* **All Year 9’s – these Enhanced Annual Reviews must take place in the autumn or spring term. The local authority will use this information to carry out a Transfer Review in the spring or summer term of the same academic year.**
* **All children/young people moving from school (including school sixth forms) to a post 16 institution or apprenticeship at the end of the next academic year (this does not include young people continuing in a school sixth form).**
* **Those moving from mainstream to special school or vice versa.**

**The Local Authority will issue formal notification of the Transfer Review at a later date, and will arrange to meet with parents to consider all the outcomes suggested at this Enhanced Annual Review meeting and those suggested by other professionals.** **You may wish to refer to the Person Centred Approaches Brief Guide in planning for your Review.** |

|  |
| --- |
| **The form is designed so that you can use it as an agenda and type straight onto it at the meeting. Settings can pre-populate Sections 1-4 in advance of the meeting to save time.** |

**Sections 1 and 2** - Child/young person information- complete all details including attendance data.

From the end of the academic year in which young people turn 16, the right to make decisions applies to the young person directly rather than to their parents. Parents, or other family members, can continue to support young people in making decisions, or act on their behalf, provided that the young person is happy for them to do so. Please see further information about mental capacity in Section 19 of this guidance and ensure they have completed the Mental Capacity Form.

Young people also have access to advice and support from an Independent Supporter if they prefer. Some young people may wish to access this support even while their parents continue to support them in making decisions, and in this case these young people should be encouraged to do so. You should confirm that the young person has been provided with advice about how to access independent support.

**Section 3** – Parent/carer details- complete all details including whether or not either parent is a member of the armed forces

**Section 4** – Contributors to the Enhanced Annual Review and Appendices - complete all details. You must record details of who was invited to the Review, and who attended. You **must** invite the following people to the Review meeting giving them at least two weeks’ notice:

* Child/young person
* Young person’s representative, if any
* Parents/carers
* A member of staff from the Local Authority with responsibility for SEN, typically the child’s SEN Caseworker or Advisory Teacher.
* Educational Psychologist
* A health representative, even if there are privately commissioned reports such as Speech and Language or Occupational Therapy
* A social care representative must be invited
* Anyone else who is relevant such as youth offending team or job coach.
* Careers Advisory Service for young people in Year 9 and above

You must list **all** the reports that have informed the Review including all professional reports, those from parents/carers/children and young people, and any separate notes or minutes made at the meeting. You must ensure that all these reports are also sent to the Local Authority. Please confirm that you have circulated all the reports at least 2 weeks before the meeting by entering the date of the reports.

If you have already sent these reports to the Local Authority you do not need to send the reports again but you **must** list them here so that we are able to check that we have everything. You should indicate here whether you have sent us the report previously or whether you are including it with the Report of the Enhanced Annual Review form.

You should include Individual Support Plans and the support timetable and you **must** include attainment data in Section 5 or in the school/setting advice. You must also include the Mental Capacity Form for relevant students and record this in section 19.

**Notes of the discussion at the meeting**

**Please note the remainder of the form is used to record the** **discussion** **at the meeting.** The form is designed so that you can use it as an agenda and type straight onto it at the meeting. You may wish to have an additional person doing this so that the Chair of the meeting can focus on the discussion and ensuring an inclusive and person centred approach to the review in the way that is described in the updated guidance document which you can find HERE (INSERT LINK)

**Section 5** –Evidence of attainment. This section is critical to understanding the impact of the child/young person’s SEN on their education and the progress that s/he has made. Please ensure that key information relating to attainment, academic and other progress, preferably over the last 3 years, is included in the summary advice completed by the school/setting. Settings may wish to cut and paste that information from the school/setting advice. Either way, this information must be circulated 2 weeks before the meeting and discussed.

Briefly summarise the views expressed at the meeting relating to the pupil’s attainment and rate of progress.

**Section 6** –Key views- Please record here notes of the key views expressed at the meeting. If you take separate notes or minutes, these **must** include the views and issues discussed, and set out in a similar fashion to the form. If separate notes or minutes are taken, these **must** be attached to the Review document.

**Section 7a**- Summary of Special Educational Needs. Please describe the child/young person’s **current** special educational needs and highlight any new needs in the relevant section. You should include any health and social care needs which are related to their special educational needs only if these are specified by health or social care professionals. If you prefer, you may attach a clearly amended/annotated copy of Part 2 of the Statement, as long as this reflects clearly the current needs and any new needs. Please be aware that, where a need has improved to such an extent that it is no longer significant or relevant, this must be indicated on the copy of Part 2 of the Statement, if you are using this. For example, a child who had severe epilepsy and frequent day time seizures when the Statement was written may now have their epilepsy well controlled and may not have seizures at all anymore.

In describing the special educational needs, it will be helpful to think about the child/young person’s strengths and needs in the following areas, as this is how the Local Authority records these in EHC Plans:

* communication and interaction;
* cognition and learning;
* social, emotional and mental health difficulties;
* sensory and/or physical needs;
* participating in society (friends, relationships and community);
* good health.

**For students in Year 9 at the latest** you **must** think about, and specify any needs in relation to, the following areas:

* preparing for adulthood;
* higher education/employment/meaningful activities;
* independent living (choice and control over your life);
* community engagement and independence;

You must indicate whether everyone agreed with the description of SEN’s. If anyone does not agree you must indicate who this is and why they do not agree. If a view is not expressed, you must not assume this to be agreement. If anyone did not express a view you should record this fact.

**Section 7B –** Record here any health, social care or other needs which are NOT related to the special educational needs, ONLY if these are specified in a professional report which you should also reference.

**Section 8** – Next steps for all pupils. Complete all relevant sections. If not relevant, please put N/A. If there are any key events coming up for this child/young person, please detail these here. For example, a child may be moving to another Local Authority area, moving schools or phase of education, moving on to college, changing foster carer etc.

**NB- maintained schools, academies and free schools have a statutory duty to ensure that pupils from Year 8 onwards are provided with independent careers guidance.**

For students in Year 9 and above complete all details including a brief summary of the discussion that takes place about the progression towards adulthood.

The latest Careers Guidance/progression information must be attached to the Review document. Young people may not have this every year. For example, a young person may have had Careers Guidance in Year 8 but not in Year 9. In this case, the latest careers guidance information that must be attached would be that from Year 8.

**Section 9** – Outcomes and Provision.

**All sections of Part 9 must be completed.**

The Report of the Enhanced Annual Review and accompanying documents will contribute to an Education, Health and Care Needs Assessment that will be made when the Local Authority carries out a Transfer Review. Therefore, it is important that suggested outcomes are discussed at the Enhanced Annual Review meeting to inform this process. Most external professionals are already including outcomes rather than ‘targets’ or ‘objectives’ in their reports.

The intended outcomes should be informed by the special educational needs, professional recommendations and the views of the child/young person and his/her family. **They must be discussed at the meeting in a person-centred way.** They should not simply be lifted from reports already provided and inserted here, unless this is agreed by everyone at the meeting. It may be that, during discussion, a number of suggested outcomes are combined or amended according to the views of the young person and other participants.

**Outcomes:** Taking account of their aspirations, there should be a clear link between the child/young person’s needs, the outcomes related to their needs, and the provision that should be put in place to help them to achieve the outcomes. So, when discussing outcomes, you will need to think about the same areas of need as indicated in Section 7 above.

You can include health or social care outcomes that are NOT related to the special educational needs in Section 9b, and if you do so these **must** be informed from relevant health and social care professional reports and you must specify that these are health or social care outcomes. The provision related to these outcomes must be made by health or social care services and should be recorded in Sections 12 and 13.

Typically there will be 4 or 5 long term outcomes identified, with a number of shorter term outcomes that feed into the longer term ones. Long term outcomes are defined as those to be achieved by the end of the current phase of education, except where children and young people are already in the last year of a Key Stage or phase (e.g. Years 2, 6, 11, and 13). In this case long term outcomes will be relevant to the end of the next phase or key stage. For example, for a pupil in Year 6, you will be developing outcomes to be achieved by the end of Year 9. If you are unsure about how to complete this section please seek advice.

**Provision:** Settings must also specify the educational provision required to support the child or young person to achieve the outcomes. You will already hold information about the provision that is currently being made to support the child/young person to achieve the objectives outlined in their statement. Where appropriate, you may wish to suggest provision that is additional to what is already being made for the child/young person. Provision must be detailed, specific, and normally quantified in terms of the type, hours or frequency of support or level of expertise. It may sometimes help you to consider Part 3 of the Statement to help you with this, but you should not rely wholly on this.

Examples of the kinds of provision you need to consider and specify include:

* Specific strategies and approaches
* Curriculum modifications, differentiation of class, group or curriculum organisation
* A higher level of support/access to small groups
* Specific programmes or activities
* Specialist tuition
* Home/school liaison
* Review and monitoring requirements
* Modifications to the physical environment
* Specialist materials or equipment/use of assistive technology
* Additional pastoral care arrangements
* Specific staff skills and knowledge, for example LSA trained in autism specific approaches or qualified dyslexia teacher
* Need for staff advice/training/support
* Support from other agencies
* Provision to address Independence issues, such as travel training/teaching of independent living skills
* Personal care support
* Access to therapies such as SLT/OT
* Access to specialist services such as EP, specialist teachers, advisory service, supported employment services, CAMHS etc.
* Employability needs and preparation

Heath and social care provision NOT related to education is recorded separately in Sections 12 and 13.

**If this section is not adequately completed the Local Authority will not be able to process the Review and the form will be returned to you.**

**EXAMPLE**

|  |
| --- |
| **Long term outcome** Freddie will use correct spelling and punctuation in his writing independently. |
| **Related short term outcome*** Freddie uses his spelling book, a dictionary or on-line resources with adult support so that he can check his spellings and correct his work.
* Freddie uses capital letters, full stops and commas in the right places in his work.
 |
| **Provision*** A highly structured and individualised literacy programme including spelling, punctuation and other writing skills.
* Multi-sensory teaching methods and approaches
* Freddie will be taught how to use his spelling book, a dictionary and on-line resources for checking spelling and punctuation with support.
 |
| **Who is going to provide it, how often will it be provided, how and when will it be monitored and reviewed, and by whom*** Whole class group for 30 minutes every day
* As part of a small group of 6 children twice a week for 30 minutes and 1:1 sessions for at least 15 minutes prior to written tasks where necessary, to make sure that Freddie knows what resources to use and how to use them.
* The class teacher and teaching assistant will make this provision which will be monitored and reviewed with the SENCo at least termly. Termly targets to support Freddie in achieving his short term outcomes will be included in his Individual Education Plan/Costed Provision Map. These targets will be monitored and reviewed by the class teacher every half term.
 |

**Sections 10** **and 11**– Mobility, travel, transport and assistive technology/equipment

Complete all sections. The expectation is that all children and young people work towards independent travel as far as is possible, particularly once they reach secondary school age. Please specify any specialist equipment used, e.g. hoists, special chairs, communication systems, mobility aids.

**Sections 12 and 13** – Additional health and social care provision NOT related to education. Complete all sections. This provision is **not** related to education, e.g. the provision of medical advice and support to help a child learn how to use their asthma inhaler or to check their blood sugar levels, or Child in Need or Child Protection Plans.

Health and Social Care professionals will normally indicate in their reports which outcomes and provision are related to the special educational needs, and which are not.

If the child/young person has a Health Care Plan, this should be appended to the documentation.

**Section 14** – Personal Budgets. Complete all sections. You should let parents, carers and young people have information about personal budgets before the meeting, either by giving them the details here, or printing off the relevant information and giving it to them.

Information about Personal Budgets can be found here:

<http://www.barnet.gov.uk/info/941041/sen_personal_budgets/1247/sen_personal_budgets>

**Section 15** – Complete all sections as appropriate. If everyone at the meeting feels that the advice already gathered for this Enhanced Annual Review is relevant and sufficient to inform a Transfer Review, then further information will not be required. If anyone thinks that further or more recent advice is needed, please say so here. The Local Authority will consider this and gather further information if this is required.

**Section 16** - Complete all sections if appropriate. Otherwise insert ‘none’ or ‘not applicable’. If actions are identified, the meeting should agree who is going to be responsible for following up and checking that the actions have been completed.

**Section 17** – Record of agreement. You must indicate whether everyone agreed with the amendments and recommendations recorded at the Review meeting. If anyone does not agree you must indicate who this is and why they do not agree. If a view is not expressed, you must not assume this to be agreement. If anyone does not express a view you should record this fact.

**Section 18** –Recommendations to the Local Authority. Complete this section. Please note these are only recommendations. It is for the Local Authority to make decisions as to how to proceed once it has considered the Review documents and attached reports.

**Section 19** – Mental Capacity- Under Section 8:13 of the Code of Practice, from the end of the academic year in which a young person turns 16, the right to make decisions under the Children and Families Act 2014 applies to the young person directly rather than their parents. Parents or other family members can continue to support the young person in making decisions, or act on their behalf, provided that the young person is happy for them to do so, and it is likely that parents will remain closely involved in the great majority of cases.

Some young people may not have the mental capacity to make decisions in relation to their Special Educational Needs, and may need someone else to do this for them. But they will need someone to help them decide if they want someone else to act on their behalf and make their decisions.

One of the main principles of the Act is that a young person must be assumed to have capacity to make their own decisions, unless it is established that they do not. A young person must not be assumed to lack mental capacity to make decisions in relation to their education, simply because they require a lot of support to help them do so.

Sometimes it may not be clear whether a young person has the capacity to make their own decisions. There is helpful guidance in Annex 1 of the Code of Practice (page 273). This explains what mental capacity means, and provides guidance to help professionals decide whether nor not a young person has capacity.

In most cases, the young person’s parent will decide whether the young person has capacity to make their own decisions, and will act on their behalf if the young person lacks mental capacity. If the young person already has a mental health professional or social worker involved, they may already have carried out a Mental Capacity Assessment, and schools should check with these professionals whether they have done so.

In all cases, and especially when there is a difference of opinion about whether or not a young person has capacity, young people should be encouraged to access Independent support such as through Barnardos to help them make their views known. Barnardos can be contacted on ISBarnet@barnardos.org.uk, telephone 0208 555 1880

If the Review is held in the academic year in which the student is 16 or later (i.e. from Year 11 onwards), the young person must complete the Mental Capacity Form which must be included in the appendices to this Review.

Please confirm that the Mental Capacity Form has been completed and included in the appendices, if appropriate.

The Mental Capacity Act 2005 can be found here: http://www.legislation.gov.uk/ukpga/2005/9/contents

The Code of Practice in relation to the Act is here: <http://www.legislation.gov.uk/ukpga/2005/9/resources>

**Section 19** – **Within 10 days of the meeting,** please send a copy of the Report of the Enhanced Annual Review, with all necessary additional reports and information, to the SEN Caseworker.



**Report on the Enhanced Annual Review of a Statement**

**THIS FORM AND ANY SUPPLEMENTARY REPORTS MUST BE SENT TO THE LOCAL AUTHORITY WITHIN 10 DAYS OF THE DATE OF THE MEETING.**

**1.**

|  |
| --- |
| **Name of child/young person** |
|  |

|  |  |
| --- | --- |
| **Date of this Enhanced Annual Review** | **Date of last Enhanced Annual Review** |
|  |  |

|  |  |
| --- | --- |
| **Name and address of setting**  | **Tel** |
|  |  |
| **Type of setting**  | **Email** |
|  |  |
| **Name of person chairing the meeting** | **Role**  |
|  |  |

**2.**

|  |
| --- |
| **Pupil Details** |
| **First name** | **Surname** |
|  |  |
| **Date of Birth** | **Male/Female** |
|  |  |
| **Religion** | **Home language** |
|  |  |
| **Ethnicity** | **Home address and postcode** |
|  |  |
| **Contact number and email address** | **Current Year Group** |
|  |  |
| **Are they educated out of their chronological year group? If so, please specify year group they should be in, and why they are not** |
|  |
| **GP name and contact details** |  |
| **NHS Number** |  |
| **Looked after child Y/N** | **Child in Need Y/N** | **If yes, which LA and Social Worker contact details?** |
|  |  |  |
| **Attendance** | **Have there been significant patterns of absence since last review? If yes, explain reasons** |
| **Actual:**  | **Possible:** |  |
| NB From the end of the academic year in which young people turn 16, the right to make decisions applies to the young person directly rather than to their parents. Parents, or other family members, can continue to support young people in making decisions, or act on their behalf, provided that the young person is happy for them to do so.Young people also have access to advice and support from an Independent Support if they prefer.**All young people of this age must complete the Mental Capacity Form which should be included in the appendices to this Enhanced Annual Review.** |
| **Confirm that the young person has been given information about Independent Support (Y/N)** |  |
| **Insert date that the young person completed the Mental Capacity Form and provide a copy** |  |

**3.**

|  |  |  |
| --- | --- | --- |
| **Parent/Carer details** | **Parent 1** | **Parent 2 (if different)** |
| **Name of parent(s)/carer (s)with legal responsibility**  |  |  |
| **Relationship to child/young person** |  |  |
| **Home language** |  |  |
| **Home address** |  |  |
| **Contact number**  |  |  |
| **Email address** |  |  |
| **Is either parent a serving member of Her Majesty’s armed forces?**  |  |  |

**4.**

|  |
| --- |
| **Contributors to this Review and Appendices** |
|  | **Name and Role** | **Invited** | **Attended** | **Date of report** *(which should be circulated 2 weeks before the meeting***)** | **Attached (A)****Or previously sent (P)** |
| **Child/young person** |  |  |  |  |  |
| **Representative of young person** |  |  |  |  |  |
| **Family member(s)** |  |  |  |  |  |
| **School/Setting** |  |  |  |  |  |
| **Education Professionals** |  |  |  |  |  |
| **Health Professionals**  |  |  |  |  |  |
| **Social Care Professionals** |  |  |  |  |  |
| **Careers Advisory Service (Y9 onwards)** |  |  |  |  |  |
| **Other**  |  |  |  |  |  |

|  |  |
| --- | --- |
| **If separate notes of the meeting were taken, are these included?** |  |
| **Is the support timetable/provision map included?** |  |
| **Are Individual Support Plans included?** |  |
| **Is attainment data included?** |  |
| **Is a Health Care Plan included if appropriate?**  |  |

**Notes of discussion at the meeting**

*Please record the discussion* ***at the meeting*** *using the headings and numbering in the rest of the document below. Settings may prefer to take their own minutes of the meeting, but these* ***must*** *include the views and issues raised under the headings and numbering below and be attached to the completed document.*

**5.**

|  |
| --- |
| **Evidence of Attainment over time** |
| Key information relating to attainment and academic progress over time, and the predicted attainment if known, must be included in the Summary Advice completed by the setting and circulated two weeks before the Review meeting so that it can be discussed.Please briefly summarise the views of the meeting relating to the pupil’s attainment and rate of academic progress. |
|  |

**6.**

|  |
| --- |
| **Pupil’s strengths, skills and any other areas of achievement** |
|  |
| **Child/young person’s views of their progress and any issues raised** |
|  |
| **Parent/Carer’s views of the child/young person’s’ progress and any issues raised** |
|  |
| **Setting’s views of the child/young person’s progress and any issues raised** |
|  |
| **Other professional’s views of the child/young person’s progress and any issues raised. (Please state name and role of professional(s)** |
|  |

**7a.**

|  |
| --- |
| **Summary of Special Educational Needs** |
| What are special educational needs of this child/young person? *(You may wish to attach a clearly amended copy of Part 2 of the Statement)* Include any health or social care needs that are related to the special educational needs if these are identified in health or social care professional reports. |
|  |
| **Describe any new needs identified and specify by whom by referring to relevant documentation/report.** |
|  |
| **Was everyone in agreement with the description of the special educational Needs?** | **Y/N** |
| **If anyone did not agree, please state who this is and the reasons why they do not agree** |
|  |

**7b.**

|  |
| --- |
| **Summary of health, social care and other needs which are NOT related to the special educational needs** |
| **Name of professional(s) and agency providing this information and date of their report** |
| **Needs NOT related to special educational needs** |

**8.**

|  |
| --- |
| **For all Pupils** |
| **Next significant event e.g. leaving school/ moving setting/ next KS etc.,****including any expressed preference for the next school/setting and anticipated date.** |
|  |
| **Year 9 and above – Progression towards Adulthood** |
| **Has the young person identified a career pathway?** | **Have careers guidance and progression routes been discussed with the young person? Y/N** |
|  |  |
| **Please provide a brief summary below including any potential post-16 educational settings/courses that the young person has expressed an interest in** |
|  |
| **Confirm that documentation relating to Careers Guidance/Progression has been included in the documentation** | Y/N |

**9. Outcomes sought and the provision required**

|  |
| --- |
| *Outcomes must be discussed at the meeting in a person centred way as described in Section 9 of the attached Guidance.* *A typical EHC Plan may have around 4 or 5 long term outcomes to be achieved by the end of the current or the end of the next phase of education – obviously there will be more for a pupil with severe and complex needs. Each long term outcome should be accompanied by short term outcomes which indicate ‘steps towards meeting the outcome’ (COP para 9.69) to be achieved within the next twelve months. (See Guidance on how to complete this document)**Settings should identify clearly which outcomes are education and training outcomes and which are not i.e. health and/or social care outcomes. There are specific sections below in which settings should record these-Section 9A and Section 9B.**Settings must also specify the provision that is required to support the child or young person to achieve the outcome. Health and social care provision that is not related to the SENs should be inserted in Sections 12 and 13 as appropriate.**The writer can copy and paste in more tables or delete tables as necessary.* |

1. **EDUCATIONAL OUTCOMES**

|  |
| --- |
| **Long term outcome**   |
| **Related short term outcomes** |
| **Provision and who is going to provide it, how often it will be provided, how and when it will be monitored and reviewed and by whom.** *(This may include Health and Social Care provision related to the special educational needs).**Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this is secured through a Personal Budget. It should be specified for each and every outcome. It must be clear how provision will support the outcomes. See guidance.* |

|  |
| --- |
| **Long term outcome**   |
| **Related short term outcomes** |
| **Provision and who is going to provide it, how often it will be provided, how and when it will be monitored and reviewed and by whom.** *(This may include Health and Social Care provision related to the special educational needs).* |

|  |
| --- |
| **Long term outcome**   |
| **Related short term outcomes** |
| **Provision and who is going to provide it, how often it will be provided, how and when it will be monitored and reviewed and by whom.** *(This may include Health and Social Care provision related to the special educational needs).* |

|  |
| --- |
| **Long term outcome**   |
| **Related short term outcomes** |
| **Provision and who is going to provide it, how often it will be provided, how and when it will be monitored and reviewed and by whom.** *(This may include Health and Social Care provision related to the special educational needs).* |

|  |
| --- |
| **Long term outcome**  |
| **Related short term outcomes** |
| **Provision and who is going to provide it, how often it will be provided, how and when it will be monitored and reviewed and by whom. *(This may include Health and Social Care provision related to the special educational needs).*** |

|  |
| --- |
| **Long term outcome**   |
| **Related short term outcomes** |
|  **Provision and who is going to provide it, how often it will be provided, how and when it will be monitored and reviewed and by whom.** *(This may include Health and Social Care provision related to the special educational needs).* |

**(Add more tables if necessary)**

1. **HEALTH AND SOCIAL CARE OUTCOMES NOT RELATED TO THE SPECIAL EDUCATIONAL NEEDS.** *(Please describe the provision made to support Health or Social Care outcomes not related to education in Sections 12 or 13 below as appropriate)*

|  |
| --- |
| **Long term outcome**   |
| **Related short term outcomes** |

 **(Add more tables if necessary)**

**10.**

|  |  |
| --- | --- |
| **Mobility, travel and transport** | **Y or N** |
| **Is the child/young person currently in receipt of Home to School transport?**  |  |
| **If yes, does an escort travel with the child/young person?**  |  |
| **Is the young person capable of travelling independently?**  |  |
| **If no, what is being done to help the young person to become an independent traveller as part of planning for their adulthood?** |
|  |

**11.**

|  |  |
| --- | --- |
| **Assistive Technology/specialist equipment**  | **Y or N** |
| **Does the child/young person use assistive technology, adaptations or specialist equipment?**  |  |
| **If yes, please describe**E.g. seating/AAC (augmented and alternative communication) hoist/splints/wheelchair etc. |
|  |

**12.**

|  |
| --- |
| **Additional Health Care Provision (not related to education)** |
|  |
| **Does the child/young person have a Health Care Plan?** | **Y/N** |

**13.**

|  |
| --- |
| **Additional Social Care Provision (not related to education)** |
|  |

**14.**

|  |  |
| --- | --- |
| **Personal Budget**  | **Y or N** |
| **Please confirm that the parent/carer/young person is aware of available information about Personal Budgets** |  |
| **Does the young person currently receive any provision through a personal budget?** |  |
| **If YES, please put a X next to the source of the PB** |
| **Education** |  | **Health** |  | **Social Care** |  |
| **Have the parents/carers/young person expressed any view about wanting any services outlined to be delivered through a Personal Budget according to the terms of the Barnet Personal Budget Guidance?** |  |
| **If YES, please outline below** |
|  |

**15.**

|  |
| --- |
| **Actions and Responsibilities arising from the Review***For example, to obtain updated reports, assessments, advice or further information*  |
|  Please ensure that the named person has agreed to undertake the specified action. |
| **Name of person who will monitor completion of the actions** |  |
| **What Action** | **By Whom** | **By When** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**16.**

|  |  |
| --- | --- |
| **Was everyone in agreement with the amendments and recommendations of the Review?**  | **Y or N** |
|  |
| **If NO, please state any disagreement by whom and why** |
|  |

**17.**

|  |
| --- |
| **Any recommendations to the Local Authority following the Enhanced Annual Review** |
| The Local Authority is responsible for making decisions after considering the recommendations of the Enhanced Annual Review |
|  |

**18.**

|  |  |
| --- | --- |
| **Is this Enhanced being held in the academic year in which the student has reached age 16?**  |  |
| **If so, is the Mental Capacity Form included?** |  |

**19.**

|  |
| --- |
| **Please send copies of the Enhanced Annual Review Report, advices and other supporting documents to:*** Young person (if applicable)
* Parent(s)/Carer(s)
* All others invited to the Review meeting

and SEN Casework OfficerSEN Referral and Assessment TeamOr emailed (including attachments) by **secure email** (please speak to Sen Admin) |