

Annual Reviews

The purpose of a review is quite specific it is to make sure that at least once a year the parents, the pupil, the LEA, the school and all the professionals involved monitor and evaluate the continued effectiveness and relevance of the provision set out in the statement.

(SEN Toolkit: 9 Preparing for and Conducting Annual Reviews).

If there are any issues that are likely to be brought to an Annual Review which are not strictly concerned with a child's statement, it may be appropriate to remind parents/carers that they can contact Parent Partnership (01924 303662). Every parent/carer of a child with a statement is given information by the LEA about the local parent partnership services from which parents/carers can obtain information, support and advice about disagreement resolution services. (Code of Practice 2:16).

The Meeting Should

Consider progress by the pupil towards statement objectives.

Consider if the Statement needs amending, if so how?

Discuss and set new targets.

Year 9 transition requirements considered and followed.

Step by step guide to the normal Annual Review process can be found in the Tool Kit - Section 9, para 35

- 1) At the start of each term, the LEA sends each school a list of all pupils who will require an annual review that term. (Code of Practice 9:10).
- 2) Headteacher, or representative such as the SENCO, seeks written advice from parents and professionals (Code of Practice 9:13), seeks the pupil's views and convenes a meeting. (Code of Practice 9:12)

The school must invite (Code of Practice 9:16):
the parent(s);
a relevant teacher;
a representative of the LEA;

and may also invite:
the pupil;
representatives of the health services;
representatives of social services

other relevant professionals;
a representative from a receiving school in the year of transfer.

It is good practice to involve the pupil.

- 3) Written advice received should be circulated at least two weeks before the meeting. (Code of Practice 9:17)
- 4) Review meeting held; Head teacher or representative chairs. (Code of Practice 9:18 - 9:24/9:28 - 9:31)
- 5) Head teacher (or representative) writes and sends a Review report (Code of Practice 9:32 - 9:33) which:
 - summarizes recommendations;
 - sets educational targets;
 - is circulated to all concerned.

It is good practice to involve an LEA Officer if the statement may need amending. (See Code of Practice 9:30)

- 6) The LEA considers the summary of recommendations (Code of Practice 9:34 - 9:35) and:
 - issues amended statement;
 - decides not to change the statement;
 - ceases the statement.
- 7) It is good practice to involve the child throughout.
- 8) An LEA officer should be involved. If schools have major issues to discuss SENG should be contacted and informed that it is essential for an officer to attend.

An Annual Review Meeting Should

Consider progress by the pupil towards the objectives of the statement.

Reach a decision as to whether the pupil's needs remain the same.

Reach a decision about whether the statement needs to be amended and if so what the proposed amendments should be.

Discuss the next set of targets that the pupil ought to be working towards.

If the pupil is year 5 discussions around transfer at year 6 should start.

If the pupil is year 9 or above a transition review should be completed.

When is an Annual Review held?

A school needs to hold an Annual Review for each child with a statement of SEN who is on the roll of a school. (The LEA is responsible for holding reviews for children who are excluded from school or educated otherwise than at school.)

A Review of a child's Statement of Special Educational Need must take place:

within 12 months of the LEA making the first (Final) statement (Code of Practice 9:1);

within 12 months of the previous annual review (Code of Practice 9:1);

where a school identifies a pupil at serious risk of disaffection or exclusion (Code of Practice 9:44);

when a child has special needs that change significantly or rapidly (Code of Practice 9:8)

if the statement specifies an earlier date than 12 months;

if a previous annual review recommended an earlier date than 12 months.

A review can also be arranged to take place at the same time as a Social Services review of a 'looked after child' or 'child in need' where a child is in Local Authority care. (Code of Practice 9:6)

What does the school do before a review?

- 1) Fix a date for the review. If it is important for a particular person to be present, such as an Officer of the LEA or an Educational Psychologist, you should phone that person first to arrange a date (or dates) on which

they can attend, (this should include all agencies e.g. Special Educational Needs Support Service, Educational Psychology, SEN Officer, Social Services, Medical Personnel).

- 2) You should send out invitations at least four weeks before the meeting, to allow for advice to be written, received, copied and sent out before the review (all reports should be distributed prior to the meeting being held, to all those invited to attend).

Send out an invitation to the child's parents/carers, a relevant teacher, the LEA and, for a review before a child transfers to another school, a representative from the receiving school. You can also invite the child, representatives of the health and/or social services, and any other professionals whose advice will be relevant.

Some schools send out the Annual Review Report form (AR 10) with the first two pages filled in with information to date; however, there is no legal requirement to do this. A school, often in discussion with parents/ carers, will decide if it is appropriate for the child to attend all or part of the review.

It is often useful for a child to attend just the beginning of a review to give his or her views. Older pupils may well attend the whole review. The Code of Practice says that the child should always be involved. Wakefield LEA training will be available around this area, as well as information relating to giving the child 'a voice'.

Parents/carers should be told that it might not be possible for every professional invited to attend the review.

The only people who should be present at a review are people who can make a direct contribution to reviewing a statement – the child, the parents/carers, professionals who can comment on their assessments of a child, an LEA Officer who can comment on the wording of a statement and the LEA's range of provision, and a person supporting the parent/carer (e.g. Parent Partnership).

The only person who could be invited, but who would not be able to contribute to reviewing the statement, is a person who acts as a translator of a spoken or signed language (Code of Practice 9:23; 9:24).

Under no circumstances should a school governor be invited (except, of course, where the parent/carer of the child whose statement is under review happens to be a school governor). A statement is a confidential legal document and showing a child's statement to anyone who is not entitled to read the statement, as part of their professional duties, contravenes the Data Protection Act unless the parents/carers have given their explicit permission, preferably in writing (Code of Practice 8:11).

- 3) The invitations will have requested written advice so, if advice is received, the Code of Practice states that advice is sent to all who are invited to attend the review. (Only one copy needs to be sent to the child and his/her family). Advice should be circulated two weeks prior to the meeting. (Code of Practice 9:13)

Before the meeting:

Obtain the views of the child. (Code of Practice 3:3; 9:19) You can seek advice from Educational Psychology Service Pre 5 Service, SEN Group or Parent Partnership about techniques for seeking the views of very young children and children with communication difficulties.

Make sure you have copies of the current statement available before the meeting. Remember, an Annual Review is a review of the statement. (Code of Practice 9:1) It may also be useful to have a copy of the previous Annual Review Report (Summary of recommendations) to refer to and the current Individual Education Plan.

Consider if the parents/carers will benefit from the support of Parent Partnership, an EWO, a social worker or a translator and any other organization with information related to the progress of the pupil. make arrangements accordingly.

Decide who will chair the meeting (Headteacher, SENCO or other staff member).

What happens at an Annual Review?

Meetings should generally follow the pattern: Welcome and introductions, including roles and responsibilities.

The chair welcomes and introduces everyone, or invites people to introduce themselves.

The chair should explain the purpose of the meeting (to review the statement) and make sure that all contributors explain how they interact with the pupil so that parents/carers understand their roles and responsibilities in relation to their child and the review process. The chair should also make sure that parents/ carers know who was invited and unable to attend.

Review of the pupil's progress:

The chair should confirm that reports have been received and read.

The meeting should review the pupil's progress. (Ensure that everyone has a copy of the statement for reference.) If the pupil is present they should be encouraged to tell the meeting how they think they have progressed and how they feel. (The pupil should have the format of the meeting explained beforehand.)

The meeting should consider (Tool Kit 9:24):

- the pupil's views;
- the parents' views;
- a pupil's progress over the past year, in relation to each special educational need;
- a pupil's progress towards meeting the objectives set out in the statement;
- the successes the pupil has achieved in meeting the targets in the IEP and the objectives set out in the statement;
- National Curriculum levels and key stage assessments, particularly in literacy and mathematics;
- comments upon any continuing difficulties, noting successful strategies;
- significant changes in a pupil's circumstances;
- changes in a pupil's special educational needs;
- any changes to requirements for equipment, aids and access.

Agree recommendations for the Annual Review Report:

The meeting should decide what its recommendations would be. (Tool Kit 9:25) An Annual Review does not, and cannot, make decisions – it can make recommendations to the LEA, which then decides what changes to make to the statement. For example, if an Annual Review considers that a different type of provision would better meet a child's needs, the meeting cannot name another school or provision – it can recommend that the LEA consider a type of provision, such as “special school for children with severe learning difficulties” or “school resourced for pupils with physical difficulties”, rather than “Sunnyview School” or “St Jude High School”. (Code of Practice 9:30)

The meeting may make recommendations concerning the following issues:

- Does the statement remain appropriate?
- Is the pupil fully included within the school community?
- How can inclusion be accomplished?
- Is the pupil ready to be included in a mainstream environment (if a pupil is in specialist resourced provision)?
- Is it appropriate to move the pupil to specialist provision (if a pupil is in a mainstream school)?
- Is the statement still needed to achieve inclusion?
- What does the pupil need in order to be included successfully?
- Is further action required and by whom?
- Have the pupil's needs changed?
- Should the statement cease to be maintained?
- Should the statement be amended? If so, why and how?
- Are there any other recommendations?
- If transport is specified, is it still needed? In Wakefield statements, transport is specified in Parts 5 and 6 if a child requires a specially modified vehicle (e.g. with a chair lift) or a specially trained escort. In all other cases, transport is not normally specified in a statement as all children come under the LEA's general transport policy. (Code of Practice 8:89)
- What targets are agreed for each special educational need identified in the statement or at the review? The first IEP for the forthcoming year could also be discussed.
- Should the child be referred to an external agency not already involved? If this is the

case, the Headteacher should make such a referral.

- When should the next review be held? The next review will usually be in twelve months but an earlier date can be recommended.

It is not necessary for an Annual Review to achieve a consensus. Any disagreements should be recorded, so that the LEA is aware of the views of those present. (Tool Kit 9:25)

The views expressed will help the LEA to make a decision on what are appropriate amendments.

When a child is due to move to another school the review should consider which type of school the child is to move to. (Tool Kit 9:25) For a child moving to secondary school, the Annual Review in Y5 should consider both the appropriate type of school and the parental preference. The review in Y6 should further consider the proposed secondary placement and should have a representative of the secondary school present at the review (Tool Kit 9:6). Similarly, the Annual Review should plan a child's move from infant to junior school, or from nursery to primary school, where the two schools are separate. Ideally, such moves should be considered at both the last review and the penultimate review before transfer. (Code of Practice 5:69 to 5:73 and 9:30)

Remember that at phase transfers (except from early education settings to primary phase) there is a duty on the LEA to amend the statement, naming the school to which the child will transfer, no later than 15th February in the year of transfer. (Code of Practice 8:132). It is expected that where a child or young person is in a mainstream setting, there would need to be a significant reason for a movement to a special school.

What do I write in an Annual Review Report?

You need to fill in Wakefield form AR10 to give a report of the meeting and a summary of the recommendations. The report must be sent to the LEA no later than ten days after the meeting or by the end of that term, whichever is earlier, Copies of the report must be sent to parents / carers and all other appropriate people (normally those people

originally invited to the meeting). Prior to the meeting.

Page 3 of the AR10 is headed: D. SUMMARY OF RECOMMENDATIONS. You could go through each of these questions as part of the review meeting:

1. Should the LEA consider changes to the statement?

If the meeting has suggested any changes to the statement, answer, "yes" to this question. Only answer "no" if the meeting has agreed that no change at all is needed to the statement.

2. Should the LEA cease to maintain the statement?

Every review should consider if there is a need for a child to continue to have a statement. Most of the financial support for SEN has now been devolved to schools (e.g. for pupils with moderate learning difficulties. Some older children have statements, which were originally written before devolution of funding. There may be little point in a statement continuing if it no longer provides any specific benefit.

3. Are the pupil, parent/carer and school details correct?

During the Annual Review, you should check with the parents/carers that the details of Part 1 of the Statement are correct. Also check that telephone numbers are current, especially if the contact number is a mobile phone.

4. Have the pupil's special educational needs changed?

Write in any changes to Part 2 of the statement, which were recommended by the review meeting. As well as adding new information, it is important to remove anything in the statement, which is out of date or no longer correct.

5. In Part 3 of the statement, should the LEA consider changing the Objectives?

If "yes", write in the new objectives.

6. Should the LEA consider changing the Provision to meet the Objectives?

If "yes", write in the recommended provision.

7. Are the additional resources provided by the statement above the WMDC standard level?

"Standard levels" are as follows:

Autistic Spectrum Disorder	Up to 15 hours
Hearing Impairment	Up to 15 hours
Visual Impairment	Up to 15 hours
Physical Difficulties	Up to 12.5 hours
Speech, Language/Communication	Up to 6 hours
Emotional, Social and Behavioural Difficulties	Devolved
Moderate Learning Difficulties	Devolved
Specific Learning Difficulties	Devolved

8. Is the pupil currently in Year 5?

If the answer is "Yes", please indicate the type of provision which would appear suitable for the pupil's secondary phase of education, (e.g. mainstream, special or resourced provision) . If a child is in a mainstream setting, there should be a significant reason for the provision to be changed.

9. Is the pupil working towards independence?

- (a) Consider this in relation to any additional ESA support provided. Could a reduction in support help to develop independence skills?
- (b) If transport is provided, is it still required?
- (c) If yes, please give reasons.

A brief answer will do, unless specially modified transport is specified on the statement, in which case you may need to provide more detail.

10. Were all those at the meeting in agreement with the above recommendations?

Answer, "Yes" or give details of disagreements indicating majority and the minority views:

The Annual Review in year 9

When a pupil is in year 9, their annual review has an important additional function – it must draw up a Transition Plan, (Code of Practice 9:45; Tool Kit 10:14) which is a document

drawing together information from a range of individuals within and beyond the school to provide a coherent plan for the young person's transition to adult life.

The organization and conduct of a Y9 review is the same as any other review, but in addition:

The Headteacher must invite the Connexions Service to provide written advice (Code of Practice 9:46, 9:50).

The Connexions Service must be invited to the annual review (Code of Practice 9:50).

A representative of the Connexions Service is obliged to attend the review. (Code of Practice 9:50).

The Headteacher must invite the Social Services Department to attend the review (Code of Practice 9:50).

Other agencies (e.g. health authority), which will be relevant to post-school years, are invited to the review, as appropriate.

A transition plan must be drawn up, in consultation with the Connexions Service (Code of Practice 9:50).

The Transition Plan is first drawn up in Y9 and must be reviewed and updated at every subsequent annual review.

Detailed information on the annual review in year 9 and transition planning can be found in section 10 of the SEN Toolkit and sections 9:45 to 9:69 of the SEN Code of Practice.

For Annual Review forms (AR 10) or Transition Plan forms, ring Sian Edwards or Jackie Petrou on:

306711 or 306712 or 305656

or email us on sengroup@wakefield.gov.uk

For any queries about annual reviews, ring SEN Group on 5656 (FeatureNet) or 01924 305656 (BT).