**GUIDANCE TO SCHOOLS FOR ANNUAL REVIEW PROCESS**

**Purpose of the Review**

**How does the review fit into the assessment and planning process?**

The review process enables practitioners to work with families to progress the child’s Education Health and Care Plan (EHCP) or Statement. The review process is about learning, change and accountability. Review meetings are a way of ensuring that the practitioners involved with the family come together with the family in a Team Around the Child (TAC) arrangement to keep working towards the outcomes/objectives agreed in the Plan/Statement. The review process helps people to reflect on progress, problem solve and plan next steps.

The review should reflect what is important **to** the child and their family and also what is important **for** the child and their family.

**What makes a good review?**

* Child and family centred and ensure that everyone is treated equally and everyone has an equal contribution to make
* Children/young people are able to participate and contribute to the review
* Well prepared and keep the child and the family at the centre of all decisions made
* Transparent, prioritised and clear
* Focused on finding out about what is important to and important for the child and family now and in the future, what help and support they need to get there and check out if what’s important to them is working or not working
* Focused on working collaboratively to find creative solutions

**Who should be invited?**

The educational setting co-ordinates and arranges the TAC to review the Plan/Statement. This is usually led by the SENCo. Attendance at the review meeting should be discussed and negotiated with the family and ***may*** include:

* SENCo/Headteacher (Chair)
* Parents (Essential at Review Meeting)
* Child/Young Person (Essential that they contribute/participate)
* Any other relevant family members
* Relevant Health practitioners supporting the child (e.g. Paediatrician, Occupational Therapist, Speech and Language Therapist, Physiotherapist)
* Planning Co-ordinator
* Social Worker
* Team Manager (SEN Assessment Team)
* Educational Psychologist and/or Advisory Teacher
* Special Needs Officer
* Any other person the parents and SENCo agree as appropriate

**How should you prepare for the review meeting?**

* The SENCo should prepare for the meeting with parents and agree who will be invited to the review
* Invitations to the review meeting need to be sent well in advance of the meeting (*suggest 6 weeks before).* A copy of the current Plan/Statement should be included with the meeting invitation.
* People who are unable to attend should send the SENCo a written report on progress at least two weeks before the meeting
* The SENCo should discuss with parents what their best hopes for the review meeting are and the outcomes they want to achieve from the meeting (this could be achieved in the meeting to prepare the Parent Views Booklet)
* The SENCo should agree with parents how they want to participate in the review meeting (this could be achieved in the meeting to prepare the Parent Views Booklet)
* SENCos may want to consider using tools or materials within the review meeting to support the process. For example it may be appropriate to use scaling techniques to consider progress made towards outcomes outlined in the Plan/Statement.
* If the child is about to undergo a transition, e.g. starting a new school, it will be necessary to invite new practitioners who will be working with the child

**What do you need to cover in the meeting?**

* What is important for the child and the family
* What is working well and are there any concerns or challenges
* What outcomes they want to achieve
* What progress is being made towards the agreed outcomes
* How they are being supported/what provision is being made
* The impact of the support being offered
* What is going to happen next, who will do it and when

The result should be a clear set of actions that reflect the child and family as a whole. The process should feel positive and clearly outcomes focused.

In every review practitioners should also be reassured that risks are well managed and the safety aspects of how the plan is progressing are thought through.

**Timeframes**

The Plan/Statement must be reviewed at least annually and at least once every six months for children under the age of 5. It may be appropriate to hold more frequent informal review meetings to support the child and family at particular times, for example during transition phases.