

FAQs for EHCP Annual Reviews

General Queries

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What do I need to include in an invitation to parents and professionals?	You need to ensure the date sent is on any invitation (if by email, this will be in the outgoing message information anyway). For parents, you must include the information around on how to contact SIAS.
How far before do I need to invite parents and professionals?	You need to invite all professionals at least FOUR WEEKS before the meeting to ensure that reports can be written etc. Parents must be invited at least TWO WEEKS before the meeting. It would be best to plan at least half a term ahead (longer if there are health professionals associated).
Do I need to invite health professionals?	If there is any health provision in section G of the EHCP, the health service providing that MUST be invited and SHOULD attend as far as is practical. They MUST provide an update on health needs and provision.
Do I need to invite social care?	It is best to check with MASH if you are unsure whether there is any involvement with social care. If there is a family help practitioner or social worker involved with the child/young person, they MUST be invited and SHOULD attend. They MUST provide an update on social care needs and provision.
What do I need to share before the meeting?	TWO WEEKS before the meeting, you MUST share any reports which have been submitted, along with the in-progress annual review document which should have at least parts 1- 5 filled out (these may be amended or added to in the meeting). This MUST be sent to the EHCP caseworker, along with the parents and any associated professionals.

The Southwark Annual Review Form

My Personal Information

What does this mean? "Is the Child/Young person educated in their National Curriculum year group?"	This is specifically about how they are registered – it does not matter whether they are learning in line with their class group. If they are on the register of the Reception class and they are Year 1 aged, then the answer is 'no'. If they are on the register of the Reception class and they are Reception aged, then the answer is 'yes'.
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How do I find out the primary need?	If you are unsure, check with the EHCP caseworker. This is a very important piece of data which is shared with the DfE and other bodies. For example, if a child is on the waiting list for an assessment for Autism, this MUST NOT be put as their primary need (until they are diagnosed).
What if I don't know the UPN?	Nursery-aged children, as well as most children who have only attended independent schools, will not have this code – just leave it blank.
There are two parent/carers but only one has information in the current EHCP – what should I do?	As far as possible, information should be given for both parents/carers. If one parent is worried about sharing information, this information should be captured on the form (EHCPs can still be shared, without sensitive information, e.g. the address).

Section A

What do I do if the child/young person can't answer the prompts?	The child/young person's voice is vital during the writing of an EHCP – schools need to use all best efforts to capture their views. The phrases on the annual review are highly likely to need interpreting and will need the person talking to them to delve deeper and ask additional questions. If the child/young person is non-verbal, think about who might be able to help interpret their responses. Do they use signs or symbols which could help? Are there activities in the classroom which they are drawn to? If a child/young person is unable to respond in any way we can describe how their behaviour/emotional responses lead us to make some assumptions about their aspirations (wants and needs) e.g. they become distressed when they cannot see a familiar adult so we think that they want to be supported by familiar adults who understand their needs / they get very excited when we go outside, so we think they would want to have daily access to an outside space. Please explain what accommodations were made to elicit the CYPs views e.g. use of visuals, simplified language or as the CYP was unable to communicate their aspirations, we thought carefully about how they show us what they want/like and dislike and used this to support us to think about what their wishes might be.
Year 5 upwards – How can I help the child/young person to answer the prompt effectively? <i>What I'd like to next - Friendships and Relationships</i>	What would they like to be able to do with their friends? Are there some peers they are drawn to? Are there things they find difficult about having friends? Are they worried about meeting new people? (If they want to discuss sexual relationships, they should have this opportunity)
Year 5 upwards – How can I help the child/young person to answer the prompt effectively? <i>What I'd like to next - Interests</i>	Are there any hobbies they would like to be able to get more involved in? Any clubs after school or at the weekends they would like to join?

Year 5 upwards - <i>What I'd like to next – Education/Training</i>	What would they like to study next? Are there particular ways they have enjoyed studying? Are there any resources/activities that they really enjoy? Do they like working alone or with others? Do they want to be more independent in their learning? Work more with peers?
Year 5 upwards - <i>What I'd like to next – Employment and Volunteering</i>	Have they done any work experience? What did they like about it? What would they like to improve on? If they say "I want to be a youtuber" or other career – delve deeper. Why is that something that they want? Are there skills they think they would need to develop to achieve that goal? (NOTE: the question is returned to in the meeting for Year 9 and above – after the review of outcomes - as it is vital that the EHCP is leading to employment if that is possible for the CYP)
Year 5 upwards - How can I help the child/young person to answer the prompt effectively? <i>What I'd like to next – to become more independent</i>	This area isn't just about living on their own – it is about being able to live without the support of others, as far as possible. What would they be able to have more control over? What choices would they like to be able to make? Are there things they are not allowed to do yet because of safety or ability?

Progress Since the Last Review (or since EHCP was created)

How should I capture this information? Who should be completing this?	Ideally, this section should be completed by the teacher/s of the child/young person – the focus should be on progress and what positive changes have happened since the last review.
What does this mean? "Any changes to Name of the child/young person's special educational needs?"	The teacher completing this section should have access to the EHCP – they should look at section B and see if there are changes, e.g. is the child/young person now able to attend for longer? Do they no longer have certain difficulties? There may be new needs here – if a child/young person is now experiencing difficulties in an area they didn't before because of the challenge of the curriculum for example. (This should help the SENCo amend in Part 8, if needed).
Health – what changes should be listed here?	This is not about the child/young person's general health. This is specifically related to sections C and G of the EHCP. Are there any new diagnoses? Has any health provision closed? Is there any new provision? Check the EHCP – if there is no provision in section G (and there has not been any new health information), then this section is N/A
Social care – what changes should be listed here?	This is about sections D, H1 and H2 – is the child/young person supported through a social care plan? Are they receiving respite care? Think carefully about whether professionals/parent and young person feel that social care provision could be helpful going forward. If this is a consideration, then a MASH referral for assessment should be made. If there is no current intervention provided by social care and the professionals and family reviewing the plan feel this continues to be appropriate, put N/A.

Review of the Year: Attainment and Attendance

Can I share an attendance certificate?	Yes – this is an easy way to share attendance information. Please make sure that if attendance is less than 90%, then there is an explanation and a plan for improving attendance if necessary.
Can I share my school's assessment information sheet?	Yes - this can be appended to the document instead – but please make sure that this can be understood in terms of age-related expectations. Please do not write 'below age-related' or 'working towards' as this is not clear enough. How far below are they?
How do I organise independent travel training?	If the child/young person is not entitled to SEN transport, then this can be arranged through Transport for London. There is a free educational programme: https://tfl.gov.uk/info-for/schools-and-young-people/travel-for-life TfL also provides 1:1 mentors for some travellers for their first few journeys: https://tfl.gov.uk/transport-accessibility/learn-to-use-public-transport If the child/young person is entitled to SEN transport, check the guidance here: https://localoffer.southwark.gov.uk/transport/helping-you-get-there/
Careers Advice	This is a requirement from Year 9 onwards but many schools start careers work earlier. This can include visits from professionals, work experience, visits to different work settings, discussions of different types of jobs.
From Year 9: Has a supported internship been discussed?	This must have been discussed with the young people and their parents – if more information is required, speak to the EHCP coordinator or see: https://www.ndti.org.uk/resources/publication/what-are-supported-internships https://localoffer.southwark.gov.uk/youth-offer/employment/supported-internships/
From Year 9: (if appropriate) Has a vocational profile been completed? (attach if Yes)	This is likely to be created with the support of the careers advisor. Examples can be found: https://www.ambitiousaboutautism.org.uk/sites/default/files/campaigns/careers-education-framework-template-supported-internship-vocational-profile.pdf https://www.ndti.org.uk/resources/publication/vocational-profile

Annual Review Meeting Information

How do I complete the invitations list?	Add everyone you have invited – this must include the child/young person, even if they are unlikely to attend. Add any other key people who are invited but not on the list provided. Make sure you delete any professionals who are not part of the child/young person's plan (e.g. if the young person does not have any CAMHS involvement, delete that row). At the meeting, make sure you mark who has/has not attended with a Y or N, and the same with reports.
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Review of Outcomes in Current EHCP

What outcomes do we need to report on?	These are the longer-term outcomes only, not yearly or medium-term targets. On the older format EHCPs, these are the outcomes on the left-hand side of section E.
Isn't this section the same as Part 4?	This is less about overall progress over the last year (Part 4) and more about whether the child/young person is likely to achieve their outcomes by the end of the key stage (or when they are indicated to end). This is a judgement which should be agreed by everyone involved in the annual review.

EHCP changes (if requested); costed provision map

It is a Year 5 review, but the people in the meeting think the plan is still appropriate. Do I need to suggest amendments?	Yes – for Year 5 and Year 10, then is very important as the plan is going to be used to consult with the next setting. Consider carefully the listed strengths – are they still strengths for someone of that age? Look very carefully at the needs – are there changes which need to be made? If the plan was written multiple years ago, it would be very surprising for there to be no changes. Even if the plan was written a short time previously, if it is being amended for a new key stage then consider very carefully what needs amending. Check that information given (e.g. through professional reports) does not contradict the strengths/needs in Section B.
Can I just annotate/amend the current EHCP?	Sorry - the new EHCP format is very different from the previous one so unless you already have the new format, this will not help the person amending the plan unfortunately.
The review indicated changes are needed to the provision – what information do I need to share?	If you are requesting changes to provision, make it clear which professional is recommending this and ensure it is quantified and specified (exactly what needs to happen, how often, for how long and who is to run the provision). If the change in provision is because of the current usual practise in the setting, you must demonstrate a good use of APDR which is showing the impact of this changed provision.
Why are there only 6 'holistic' outcomes? And what does that mean?	There should be between 6-8 outcomes on the EHCP (generally a maximum of 2 per area of need). Any more than this is unrealistic – remember, these will be broken down by the school and other professionals into shorter targets. 'Holistic' outcomes should be based around the 'golden thread' of the child/young person's aspirations, considered through the lens of their needs. Ideally, these will be agreed by the multi-agency team supporting the child/young person. At a minimum, they must be SMART.
Do I need to include a costed provision map?	This only needs to be included if additional funding is being requested. If additional funding is being requested, the costed provision map must be accompanied by evidence of the graduated response being used (see 'post EHCP graduated response' template for evidence of how this can be done).

Summary

What can be covered through a personal budget?	The only things that can be delivered through a personal budget are those listed in section F. They must happen within the school day. Most of the time, a personal budget will not be agreed where a school/setting is able to deliver the provision (e.g. speech and language). Provision which forms part of advice for section F but which the school cannot deliver (e.g. specialist therapeutic advice) may be agreed as part of the personal budget but this budget will come from the overall funding. It is rare that a personal budget will be appropriate for a child/young person within a school setting. It may be appropriate for post-16 support or for those engaging with EOTAS (Education Other Than At School).
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If you need more help

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