



## **Education, Health and Care (EHC)**

Annual Review Guidance for Early Years Settings,  
Schools and Post 16 providers



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## 1. What is an Annual Review

Where a child or young person has an EHC Plan it must be reviewed at least once a year by the Local Authority (LA). This is to ensure that it stays up to date and continues to provide the support the child or young person needs. Where a child or young person is in an education setting, the annual review preparation and meeting is undertaken within the setting, and recommendations are sent to SENDACT to consider on behalf of the LA. The 12 month cycle of the EHC is not fulfilled at the point of the meeting being held, the annual review is complete when the LA makes one of three decisions:

1. To maintain the EHC plan in its current form (the review meeting recommendation is acknowledged with with the intension of no changes to be made)
2. To amend the EHC plan (SENDACT issue an Amendment Notice)
3. To cease the EHC plan (a proposal to cease the plan as a result of it no longer being required).

## 2. Legislation and Local Guidance

All those involved in the annual review process must be familiar with the following national legislation and guidance.

- Children and Families Act (2014)
- SEND Regulations 2014
- Special educational needs and disability Code of Practice: 0 - 25 years (January 2015)

Within Kirklees, this is the main guidance that relates directly to EHC Annual Reviews in Kirklees. The annual review report template itself provides some guidance within each section of the form.

The Annual Review Toolkit includes other helpful resources and other local guidance which complements the annual review process.

If you have any queries or questions that are not supported in this guidance or the toolkit, please contact a member of your SENDACT area team or the office SENACT [www.kirklees.gov.uk](http://www.kirklees.gov.uk) or 01484 456888.

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### 3. Participation and Person Centred Approaches (PCA) Principles

- Person Centred Approaches (PCA) put the child, young person and family at the centre of the EHC assessment and review process as a means to support their right to exercise choice and control over their lives and support.
- PCA are practical ways to ensure the underpinning principles of the Children and Families Act are maintained.
- The EHC review process must have regard to the views, wishes and feelings of the child.
- Using a person-centred approach is best practice.
- Some example PCA tools can be found within the Annual Review Toolkit.

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## 4. Participation and Person Centred Approaches (PCA) PATH Reviews

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## 5. Participation and Person Centred Approaches (PCA) Contribution and Participation of Children and Young People

All children and young people should be participate as fully as possible in discussions and decisions as part of the annual review process. What this looks like is individual to each child and young person.

This would typically include contribution to the planning of the review meeting (Who, When Where etc), developing **My Profile** and being present at the meeting itself.

Some examples PCA tools can be found within the Annual Review Toolkit.

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## My Profile

- The My Profile is a tool to capture the aspirations, wishes, thoughts and feelings of the child or young person at the centre of the process.
- It includes things like; What's important to me now and in the future, Whats working well and not working well, how I communicate best, what is good support for me.
- A template is available in the Annual Review Toolkit although the format can be flexible to what works for each individual child or young person.
- The My Profile supports the child or young persons voice to be heard on matters relevant across the EHCP.
- **The My Profile should be circulated with the review reports 2 weeks before the meeting is due to be held and should contribute to the review of Section A of the EHCP.**

## Some tips for developing My Profile

- It's my My Profile: The child or young person is the author but they
- may need support from someone who knows them well and they feel secure with.  
It's not a one off My Profiles need to be developed over time as there is a lot to capture to fully represent the child or young person, and things change.
- Listen to the child or young person: Include what they say, use their body language and tone to support what is written into the My Profile.
- Be specific: Check back what they have said or your interpretation and support them to expand the detail e.g they like to have fun things, but what do they actually find fun.



## 6. Participation and Person Centred Approaches (PCA) Contribution and Participation of Parents and Carers

All Parents and Carers should participate as fully as possible in discussions and decisions as part of the annual review process. What this looks like is individual to each family.

Typically this would include contributing their views on what's going well, not so well, what could make things better and any changes in their goals and aspirations for their child. **These views should be circulated with the review reports 2 weeks before the meeting is due to be held and should contribute to the review of Section A of the EHCP.**

Parents and Carers should always be invited, encouraged and supported to attend, contribute and participate at the annual review meeting.

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## 8. Annual Review Preparation Planning the Meeting

- Annual Reviews must be completed within 12 months; the meeting itself is an element of the annual review but NOT the end point.
- **To ensure compliance with the statutory process the meeting should be planned so that it is held and the paperwork submitted to the LA by the 11 month point.**
- If the child or young person is designated as a Child in Need or Looked After, it can be useful to combine the review with the CIN or PEP review.

### Review meeting invitations

- The child or young person and family should be included when deciding who to invite to the meeting.
- Invites should include the child or young person, parents or carers, the local authority (SENDACT), any education, health and social care professionals who are where involved and any other relevant individuals.
- **You must seek advice and information about the child or young person in advance of the meeting from all parties. (See Review reports section).**
- **The invites must be sent at least 2 weeks before the intended date.**

### SENDACT Attendance at the meeting

- It is a statutory requirement that the LA are invited to all annual reviews however this does not mean that the LA must or will attend all annual reviews.
- It is not always necessary, appropriate or a good use of time for SENDACT to attend the review meeting.
- SENDACT will prioritise attendance at Change of Phase Review meetings, where there has been a permanent exclusion and other exceptional/complex circumstances.
- Your SENDACT area team can provide support and advice in advance or following the meeting.

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## 9. Annual Review Preparation The Annual Review Report Part 1 and supporting information

- The School or setting must provide a report in advance of the review meeting; the Annual Review Report Part 1 is the set format for this.
- Advice and information must be sought from all those invited to the review.
- There is no set format for other professionals contributions however the Annual Review Resource Toolkit offers some useful templates for this.
- The reports must be circulated to all parties at least 2 weeks before the meeting is held.

### The Annual Review Report - Part 1

In order to prepare the Annual Review Report Part 1 ready for circulation, you must complete all red sections of the template.

#### Section 1 - General Information

Ensure all personal details are accurate and up to date.

Ensure all information on education, health and social care and other people involved with the child / young person is accurate and up to date.

Please ensure all information is included as detailed in the red sections of the information checklist.

#### Section 2 - Child & Young Person and Parents contribution

The annual review must be a child and family centred process. This information is fundamental to all reviews and must not be overlooked.

#### Section 3 - Levels of Attainment & Progress

Ensure all current and previous attainment data is included in this section, the LA needs to understand the impact of the EHC on access to learning and this information (although not the complete story) is key. Without this information any decisions regarding changes to the EHC provision, funding levels and placements cannot be made.

#### Section 4 - Reviewing Outcomes

Be clear on progress towards outcomes and based on this progress whether you are recommending discussion at the meeting with regard to the current outcomes or steps remaining the same, being amended or new outcomes set.

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The target setting sheet or PATH is a useful tool to develop short term targets which can form part of your monitoring and review in between annual reviews and contribute to the annual review discussion reports. (Available in the Annual Review Toolkit)  
Please do not complete the Blue column within this section (this is part of the Part 2 report).

### **Section 5 - Special Educational Needs**

Be clear on any significant changes you feel in the child / young persons strengths and special educational needs and related health and social care needs. This will form the foundation of information which will be built upon by the reports received and through the discussion at the annual review meeting.  
Please do not complete the Blue column within this section (this is part of the Part 2 report).

### **Sections 6-9**

These sections do not need to be completed as part of the Annual Review Report Part 1.

### **Finalising and Circulating the report**

Complete the Report by Signing and dating the blue section on the final page.

- Copies must be sent to the parents, young person and to all who are invited to attend the review meeting.
- The review report and supporting information must be submitted to the LA at least 2 weeks before the review meeting is scheduled.
- To submit to the LA please follow the guidance at the end of the review template. Failure to submit in line with the guidance may mean the LA is not notified of your submission.

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## 12. The Annual Review Meeting Structure

The annual review meeting should be held in a Person centred manner. The contributions of the child, young person and parents should be central to all discussions.

Focus should be on progress towards the outcomes in the EHCP, and what changes might need to be made to the support in place to achieve these outcomes or whether changes are needed to the outcomes themselves.

It is the responsibility for the school or setting to chair or facilitate the review meeting. Anyone can chair or facilitate the annual review however this is usually undertaken by the SENCO. Reviews are generally most effective when led by the education setting as you know the child well, have the closest contact with them and their family and will have the clearest information about progress and next steps.



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## **13. The Annual Review Meeting, Recording the meeting and the Annual Review Report Part 2**

Clear and accurate recording must be made in the meeting to support the completion of The Annual Review Report Part 2 and an annotated EHC reflecting any proposed amendments to the plan.

How this information is recorded within the meeting has no set format and may depend on the structure and content of the meeting. Some of the PCA templates in the Annual Review Resource Toolkit which is available on the intranet, may be useful to consider.

### **The Annual Review Report Part 2**

Annual Review Report Part 2 is the post meeting report and builds upon the information already collated in the Part 1 report. The blue sections relate to Part 2.

#### **Section 1 - General Information**

Ensure all personal and involvement details are accurate and up to date.

#### **Section 2 - Child & Young Person and Parents contribution**

The contribution of the child, young person and parents will have been completed and shared with all attendees before the meeting.

The information within these sections should form a central the basis of discussion throughout the meeting.

A short discussion to make sure the contributions are accurate and understood by all is important for a person-centred approach to considering the outcomes, progress, needs and provision within the plan.

Any changes in the child, young person and parent views must be reflected in Section A of the annotated EHCP (annotated as per the agreed key).

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### **Section 3 - Levels of attainment and progress**

The attainment and progress information will have been completed and shared with all attendees before the meeting.

A short discussion is useful to make sure that this information is accurate, up to date and understood by all.

This information is important to inform discussions regarding outcomes, needs and provision throughout the meeting.

### **Section 4 - Reviewing the Outcomes**

The majority of information within this section will have been completed and shared with all attendees within the Part 1 report.

The blue column must be completed as a summary of the meeting discussion, building upon the Part 1 report, My Profile and any new reports, providing a brief and specific analysis of progress towards outcomes and detailing the reasoning behind any proposed changes to the outcomes in the EHC.

**Any proposed amendments to the outcomes within Section E of the EHC Plan must be reflected in the annotated EHC, not copied and pasted into this section of the report.**

### **Section 5 - Special Educational Needs**

The majority information within this section will have been completed and shared with all attendees within the Part 1 report.

The blue column must be completed as a summary of the discussion in the meeting building upon the Part 1 report, My Profile and any new reports, providing a brief and specific analysis of the child / young persons strengths and needs and detailing the reasoning behind any proposed changes to the special educational needs (and related health and social care needs) detailed in sections, B, C and D of the EHC.

**Any proposed amendments to the EHC Plan must be reflected in the annotated EHC, not copied and pasted into this section of the report.**

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## Section 6 - Reviewing provision and support

This section focuses on the detailed provisions within Sections F, G and H1/2 of the EHC plan.

Any suggested amendments should be informed by the views, progress, outcomes and needs already discussed and provide a summary and analysis of if any / what changes in provision are required and why. Discussions should keep the child at the centre, be creative and solution focused.

**Any proposed amendments to the EHC Plan must be reflected in the annotated EHC (the EHC should not be copied and pasted into the report) ensuring provision is clearly specified and quantified. Without this information any decisions regarding changes to the EHC provision, funding levels and placements cannot be made.**

If a Personal Budget is in place or has been requested, please see the additional guidance available within the Annual Review Toolkit.

## Section 7 - Change of Phase Review

Ensure detailed discussions are had regarding phase transfer with a clear summary provided within this section. This summary must include the parent and young person's views on which school or further education provision they would like to be considered for placement at or type of school / further education provision being considered.

Further guidance is available within the Annual Review Toolkit.



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## Section 8 - Additional Information

This section can include anything not covered within the rest of the report, for example:

- Differences in views and opinions of those at the meeting
- Funding change requests
- Change in placement requests (outside of phase transfer)

Request for changes in funding would only be considered if there is a change in need or lack of progress, therefore requested changes in provision which would require a change in funding to support.

Requests for a change in placements need to be thoroughly considered in the context the child, young person and parent views, attainment and progress, identified SEN, an understanding of gaps within provision, comprehensive and creative planning and implementation to address any gaps, available resources, involvement and view of relevant external professionals eg EP, specialist provision and SALT.

**Any request for a change in placement or change in funding would not be considered without the full range of information and submission without this will lead to a delay consideration and decision.**

Please note, the decisions made, can only be as good as the information provided.

## Section 9 - Recommendations

Recommendations must be provided to maintain, amend or cease the EHC. **Any recommended amendments must be detailed and submitted as an annotated EHC.**

## Finalise and Submit

Complete the report by signing and dating the blue section on the final page.

**Copies must be sent to the parents, young person and to all who are invited to attend the review meeting and submitted to the LA 2 weeks of the review meeting.**

**To submit to the LA please follow the guidance at the end of the review template. Failure to submit in line with the guidance may mean the LA is not notified of receipt.**

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## 14. Completing the annual review LA Actions

The 12 month cycle of the EHC is not fulfilled at the point of the meeting being held, the annual review is complete when the LA make one of three decisions:

1. To maintain the EHC plan in its current form (the review meeting recommendation is acknowledged with the intention of no changes to be made)
2. To amend the EHC plan (SENDACT issue an Amendment Notice)
3. To cease the EHC plan (a proposal to cease the plan as a result of it no longer being required).

### **Maintaining the EHC (No Changes)**

Where no changes are requested of the EHC, and the local authority is in agreement with this proposal, the LA will issue an acknowledgment of this to both the school / setting and young person or parent.

Where changes are requested of the EHC, but are not considered by the LA as necessary in order for the EHC to remain accurate, the LA will issue an acknowledgment of this to both the school / setting and young person or parent.

Where an acknowledgment of no changes is issued, the young person or parent will be provided with details of their right of appeal and mediation in line with legislation.

**The subsequent annual review cycle starts from the date of the acknowledgment.**

### **Amendment Notice**

Where the LA intend to amend an EHC following a review, the LA will issue an Amendment Notice detailing the changes proposed to the plan.

**The subsequent annual review cycle starts from the date of the first Amendment Notice.**

The young person or parents and education setting have 15 calendar days to make representations regarding the proposed changes.

SENDACT will consider the representations made, this may result in a further Amendment Notice or issue of the Final Amended EHC.

When the Final Amended EHC is issued the young person or parent will be provided with details of their right of appeal and mediation in line with legislation.

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## Cease to Maintain the EHC

Where the review evidences that a child or young person has progressed well towards their outcomes and it is judged that the level of provision required to work towards the current / review outcomes does not require provision through an EHC Plan, the local authority will consult with the young person, parents and education setting regarding ceasing the EHC.

Where there are concerns about ceasing, the LA may agree to instruct updated advice or agree to a further year with the EHC in place with a view to ceasing the following year if progress is maintained with the reviewed provision.

Where a decision is made to cease the EHC, the young person or parent will be provided with details of their right of appeal and mediation in line with legislation.



# Education, Health and Care (EHC) Annual Review Guidance for Early Years Settings, Schools and Post 16 providers

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