Annual Review

Documents
Annual Reviews – summary guidance

All Statements for statutory school aged pupils must be reviewed at least annually. Schools are strongly advised to involve the Educational Psychologist in discussions if it is felt that their presence is required at the Annual Review. This could be especially beneficial for those Annual Reviews where the school feels that the needs of the child have changed significantly.

Schools are responsible for convening the Annual Review for all children with Statements on their school roll. The following people must be invited to contribute and attend the Review:

- Parents
- The pupil (where possible)
- SENCO or relevant teacher
- The TA working with the child
- At least one LEA Officer (e.g. Educational Psychologist, SEN Case Officer, etc.) usually the person who has had most involvement with the child and/or family

Where appropriate the school should also invite:

- Welfare Services
- Health Service
- Other professionals closely involved with the child
- In the year of transfer, a representative from the receiving school (usually the SENCO)

Prior to the Annual Review meeting schools should ensure that the views of parents and the child are received and both these views should be given due consideration at the Review. **All reports and paperwork for the Review must be sent out by the school 2 weeks prior to the meeting.**

The school and other professionals involved (e.g. Speech & Language Therapists) should prepare reports on the progress of the pupil since the previous Annual Review or since the Statement was issued. Copies of the child’s IEP should also be made available for discussion at the Review.

The meeting should also consider:

- The progress of the pupil towards meeting the targets set out in the Statement
- National Curriculum and current attainments in literacy and numeracy
- Comments on difficulties
- Significant changes in the pupils circumstances and/or in their educational needs
- If the educational needs and targets as outlined in the Statement are still appropriate

The Annual Review form must be filled in completely and correctly and returned to the SEN Assessment Section within 10 days of the date of the Review or by the end of term, whichever is the soonest. Forms arriving late
may lead to delays where amendments are needed for the Statement or additional support allocations have been requested. Schools may also be asked to provide updated information where forms have been returned late.

In future the AEO SEN and/or the Assessment Manager may choose to attend a sample of annual reviews. At the beginning of each academic year the SEN Assessment Manager must be informed of the proposed date of each review.

The following flow-chart outlines the Annual Review process, before, during and after the meeting:
**Before the meeting**

Good practice indicates the school sets the annual review calendar, in discussion with other professionals involved, at the beginning of the academic year.

The SEN Assessment Manager writes to the school giving 2 months notice & informs them of the Annual Reviews due during the term.

Approximately 6 weeks before the Annual review the school seeks /requests written advice from:-
- Parents/ carers (See parent Partnership Leaflet)
- Other relevant professionals involved with the pupil.

The school should request that written advice is returned to the school at least 14 days prior to the review.

The school **MUST** invite the following:
- The pupil’s parents/carers
- AEO SEN
- A relevant teacher
- A member of the Careers Service for a Year 9 Transition Review.
- A member of staff from the identified receiving school for a Year 5 Transition Review
- Any other person considered appropriate

The school circulates all reports, including the School Report, to all those invited to the review at least two weeks before the meeting.

**During the meeting**

It is the responsibility of the school to chair the meeting & ensure the views of parents/carers and the pupil are taken into account.

The school should ensure that details on the Annual Review paperwork are correct.

Those involved in the meeting should discuss:
- The pupil’s progress in relation to previous targets & the effectiveness of the IEPs
- Pupil progress in relation to the Statement objectives.
- The pupil’s overall progress in both the academic & social curriculum in relation to inclusion & their special and /or additional need.
- Current and future provision
- and agree proposed amendments to the Statement
- and agree new targets for the following year. These should inform the targets set in the pupil’s next IEP.

**After the meeting**

The school sends a copy of the Annual Review paperwork to all those who contributed to or attended the review.

The school sends the Annual Review paperwork and all reports to the SEN Assessment Team within 10 days or by the end of term whichever is the soonest.

A decision will be made whether to amend or cease to maintain the statement.

All the parties involved will be notified one week after the decision has been made.

SCE SENs will monitor the quality and outcomes of Annual Reviews.
Transition Guidance & Good Practice

Children entering Y5 or Y9 need to have a Transition Plan. This is to ensure that their future school (in the case of a Y5 pupil) or post Statutory school aged options (in the case of a Y9 pupil) are fully explored and the needs of the child will be met. It is also regarded as good practice to have a Transition Review for children transferring from pre-school settings to Infants school and from Y2 to Y3.

Y5 Pupils & Transition Reviews

All Y5 pupils with Statements of SEN must have a Transition Annual Review which should take place in the Autumn Term of Y5. This is to ensure enough time for effective planning to take place and for the receiving school to be made aware of and make preparations to meet the needs of the child. Potential problems should be raised at the meeting where possible, should be resolved between the schools and parents as soon as possible or by the time the child changes school.

It may be necessary to make changes to the Statement in order for the child’s changing needs to be properly reflected. The views of the child and the parent are very important and should be given due consideration (See Parent & Pupils Participation forms). Both the current and receiving schools should discuss at the review how they will provide adequate measures in order to fully support the child through the transition process.

It is recognised good practice to invite a representative from the receiving school to attend the Transitional Review.