

This content is no longer current and was archived on 23 June 2016.

For latest information from SCE please visit:

<https://www.gov.uk/government/collections/service-childrens-education>.

For the statutory guidance on the

special educational needs and disability (SEND) system please visit:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

# Annual Review

## Documents



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### **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

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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:

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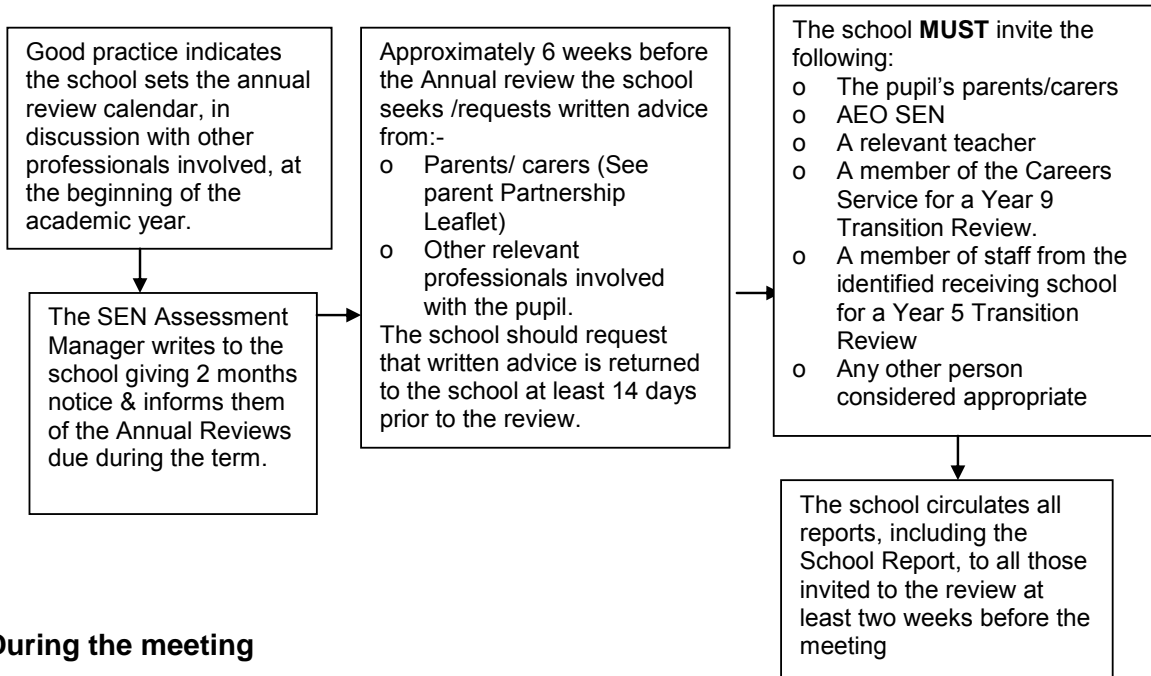
<https://www.gov.uk/government/collections/service-childrens-education>.

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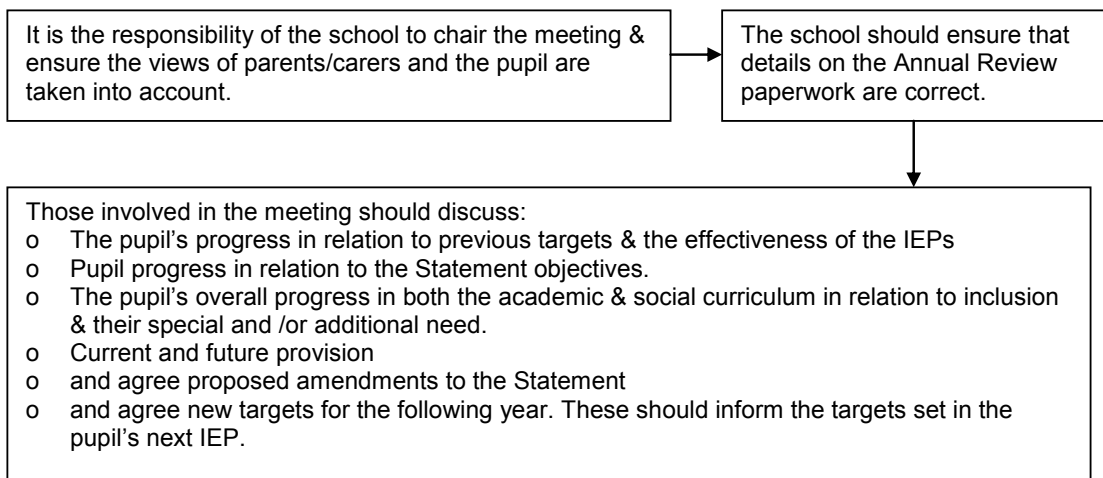
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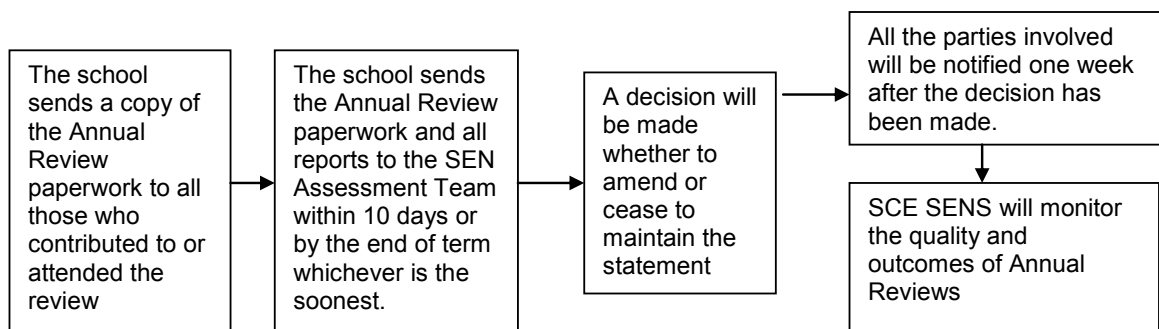
### Before the meeting



### During the meeting



### After the meeting



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### **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.