

# Annual Review Report Form

For a child/young person subject to an Education Health and Care Plan (EHC Plan)

Date of last final EHCP	15/07/2016
Date of Annual Review	20/10/2019
Date of Last Annual Review	19/09/2018

## My Details

Full Name	Saffron Smith		
Date of Birth		Year Group	Please indicate if child working below chronological age group (this must be agreed by LA)
Ethnicity		Language	English
Home Address	1 Cherry Tree Lane, Swindon, Wiltshire, SN1 1SN		
Parent(s)/Carer(s)/ person responsible	Mr and Mrs Smith		
Address if different to above	As above		
Parent(s)/Carer(s) contact number	01793 123456		
Parent(s)/Carer(s) email address	<a href="mailto:smiths@hotmail.co.uk">smiths@hotmail.co.uk</a>		
Is the child looked after?	Yes / No		
Are these details different from those on the ECHP?	Yes / No		

## My School

Name of current placement	Butterfly Primary School
Date of Admission	01/09/2013
Overall attendance rate at date of review for this academic year %	Attendance certificate should be attached 92%
Current Band/Funding arrangement	Band 3

1. Summary of recommendations	
<b>The Annual Review recommends for the EHC plan to:</b>	
i. <b>Be maintained</b> i.e. child or young person still requires the LA to determine SEN provision via an EHC plan.	✓
ii. <b>Be ceased</b> i.e. the identified outcomes have been met and the child/young person's needs can be met with support available at SEN Support.	<input type="checkbox"/>
iii. <b>Be amended</b> (please specify below)	✓
iv. <b>EHC needs reassessment should be considered</b>	<input type="checkbox"/>
<b>Does the placement remain appropriate?</b>	Yes✓ No <input type="checkbox"/>
<b>Does any person attending this review not agree with the recommendations recorded? If yes, please give details below.</b>	Yes <input type="checkbox"/> No✓
<b>Does the Universal Banding descriptor remain appropriate?</b>	Yes✓ No <input type="checkbox"/>

Please include detail within the Annual Review paperwork about why these changes are being requested and attach relevant reports/evidence supporting requested changes. Annotated EHCP should be included.

Section		Section	
<b>A - The views, interests and aspirations of the child or young person and their parents</b>	Yes	<b>G – Health Provision</b>	No
<b>B – The pupil's areas of strength and special educational need</b>	Yes/	<b>H1 - Social Care Provision (Section 18)</b>	No
<b>C – The pupil's strengths and health needs</b>	Yes	<b>H2 – Social Care Provision (any other)</b>	No
<b>D – The pupil's strengths and social care needs</b>	No	<b>Section I - Placement</b>	Yes (for transfer)
<b>E – Agreed Outcomes</b>	Yes	<b>Section J – Personal Budget</b>	No
<b>F – Special educational provision monitoring and Annual Review arrangements</b>	Yes		

## 2. Who is important to me?

List all those invited. Relevant reports must be included with the annual review (especially if changes to the wording of EHCP are requested)

Name	Details	Attended	Written contribution received (attach)	
			Yes/No	Date of report
	Parents	Yes	Yes	20/10/19
	Class teacher	Yes	No	

	<b>SENCO</b>	<b>Yes</b>	<b>No</b>	
	<b>Secondary School</b>	<b>Yes</b>	<b>No</b>	
	<b>Speech and Language Therapist</b>	<b>No</b>	<b>Yes</b>	<b>29/09/2019</b>

### 3. My contribution

An updated Pupil Passport/One page profile/This is me should be completed for each review and attached to the paperwork

Is this attached? **Yes/No**

If no, please outline what steps have been taken to gain this contribution.

<b>Completed by</b>	<b>Scarlett</b>	<b>Date</b>	<b>12/09/2019</b>
<b>Relationship to CYP</b>	<b>N/A</b>		
<b>Has Planning Live been undertaken?</b>	<b>No</b>		

### 4. My Parent/Carers Contribution

An updated Parent/Carer contribution should be completed and attached to the paperwork.

Is this attached? **Yes/No**

If no, please outline what steps have been taken to gain this contribution. If no Parent/Carer contribution is attached, then this paperwork must be signed by the parent/carer before being returned to SENAT.

### 5. My Educational needs (section B)

Summary of current observations and comments on progress in relation to needs specified in Section B of the EHCP. This may include contextual background information or explanation of any inconsistencies in assessment results.

#### Communication and interaction

##### Strengths

Scarlett is now responding to her name consistently with familiar adults.

Scarlett has started to put her hand up in lessons.

##### Needs

Scarlett has received weekly speech and language intervention and has had three visits from a speech and language therapist this year. She has made progress with her fluency and is now working on being able to say 'b', 'p' 't' 's' on 4/5 occasions in a 1:1 situation (SALT report

January 2018)

Scarlett has two close friends who she plays with every day. It will be important to maintain these friendships on transition into her next phase as she still needs adult support to make and maintain appropriate relationships with her peers. She has had some minor friendship issues this year and can be socially vulnerable.

## **Cognition and learning**

### **Strengths**

She is now willing to accept adult help with the task if this is on her terms

When calm, she can focus well on problem solving tasks and be persistent.

Recent EP report (attached, June 2018) indicates average non-verbal skills (45th centile).

### **Needs**

Recent EP report (attached, June 2019) indicates a score on the 16th centile for her processing speed which places her within the lower end of the average range. This has noticeable impact on her ability to engage in whole class input. It is positive that Scarlett has engaged with formal assessment as this is not something she has been able to do in the past.

She is developing her handwriting and is now willing to record her work.

Scarlett has made real use of her visual timetable this year.

Scarlett is not being set homework at this time as this can cause distress at home. Instead, we now offer Scarlett an opportunity to stay at home work club once a week which appears to be working well and she enjoys the social aspect of this also.

## **Social, emotional and mental health**

### **Strengths**

She will regularly meet and greet familiar adults in an appropriate way so we have provided her with the opportunity to show new parents and pupils around this school this year. She has really enjoyed doing this.

She has developed and maintained two friendship and has been able to start to attend a trampoline club which means she has additional opportunities to interact with other children her age. This type of physical activity appears to calm Scarlett so she engage with her peers in a calm way.

### **Needs**

A recent report from CAMHS (June 2019) highlights that she presents with anxiety disorder and her symptoms and levels of functioning fluctuate considerably. This has impacted significantly on her attendance and therefore progress and attainment. Scarlett needs encouragement to come into school most mornings and is greeted by her TA at the staff entrance. Once in she settles well.

## **Physical and/or sensory (only complete of relevant)**

**Strengths**

She has developed a desire to improve her physical strength and coordination, through Parkour. This has enabled her to apply these skills during the P.E curriculum alongside her Trampoline lessons. PE is one of Scarlett's most successful classes and she has expressed an interest in being a PE teacher when she is an adult.

**Needs**

Scarlett continues to need a safe space outside when her anxiety peaks in class. She is continuing to learn how to identify her triggers and manage these before she gets to the point of needing to leave the classroom. Her TA currently is able to identify when Scarlett needs some quiet space.

Scarlett no longer has personal care needs.

Scarlett can occasionally display minor coordination difficulties however it is thought this is related to her becoming attention and concentration and tiredness as parents report she doesn't always sleep well and not thought to be a new need that requires additional provision.

**Have any new special educational needs been identified? Yes  No**

**If yes, please describe new needs below.** New needs should be underpinned by supporting professional evidence. Please provide the report that evidences the new need.

Name and author of report	Date of report
Marge Bubble - Consultant Psychiatrist CAMHS	22/06/19
Will Blythe – Educational Psychologist	18/06/19

## 6. My Health needs (Section C)

**Summary of current observations and progress of needs as described in Section C of the EHCP:**

Scarlett does not have any health needs described in her EHCP

**Have any new health needs been identified? Yes  No**

**If yes, please describe new needs below.**

Scarlett was diagnosed with anxiety disorder by CAMHS in June 2019. This is shown through her often crying before going to school and not wanting to go to new places or meet new people. Family report that this can be very limiting, time consuming and upsetting for the family and for Scarlett who can take some time (between 5 – 20 minutes) to calm. Scarlett is developing strategies with support in school to self-soothe and reduce her anxiety.

**New needs should be underpinned by supporting professional evidence. Please provide the report that evidences the new need.**

Name and author of report	Date of report
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Marge Bubble - Consultant Psychiatrist CAMHS	22/06/19
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7. My Social Care needs (Section D)	
<p><b>Summary of current observations and progress of needs as described in Section D of the EHCP (if supported by social care please co-ordinate the submission of a social care written contribution prior to the review meeting):</b></p> <p>Scarlett is not open to social care however she does receive 75 hours of Aiming High a year and uses this to attend holiday activities at a special needs group. This provides some support to family for the school holiday periods which they report can be challenging.</p>	
<p><b>Have any new social care needs been identified?</b>                      Yes <input type="checkbox"/>    No <input checked="" type="checkbox"/></p>	
<p><b>If yes, please describe new needs below.</b></p>   	
<p><b>New needs should be underpinned by supporting professional evidence. Please provide the report that evidences the new need.</b></p>	
<b>Name and author of report</b>	<b>Date of report</b>

**9. Attainment** (educational setting should attach an explanation of their assessment methodology /codes used). Attainment levels listed below must be gained independently (without support). This part must be completed in full in all cases

	EY FS -2	EY FS -1	FS	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Evidence for current assessment e.g. SATS/Standardised test/TA evidence
<b>English</b>	X	X	X	X													
<b>Speaking/Listening</b>	X	X	X	X													
<b>Reading</b>	X	X	X	X													
<b>Writing</b>	X	X	X	X													
<b>Mathematics</b>	X	X	X	X													
<b>Science</b>	X	X	X	X													
<b>Overall subject levels</b>	X	X	X	X													

*Standardised test results and/or entry assessment*

<i>Date of test</i>	<i>Name of Test / Assessment</i>	<i>Results</i>	<i>Administered by (name and role)</i>	<i>Comment</i>
July 2019	VERNON Spelling Age	xx	Mrs Green – Class Teacher	
October 2019	Boxall Profile		Mrs Green – Class Teacher	See attached
June 2018	Year 1 Phonic Screening	xx	Mrs Green – Class Teacher	

June 2019	Year 1 Phonic Screening (resit in Year 2)	xx	Mrs Green – Class Teacher	
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### 10.1 Review of Outcomes (section E)

Long Term Outcome (Section E)	Has the outcome been met? (Yes/No/Partially)	Comments (if outcome is not achieved or partly achieved, please comment on issues impacting on the rate of progress)	Please describe the new shorter term learning targets (12 months) to support the cyp in achieving the long term outcome
By the end of Key Stage 2 to be able to fluently read a book of her choice and demonstrate understanding of the text.	Partially	Scarlett is working towards this outcome. Her interest in reading is variable however she does like stories about animals so we are using this to capture her interest.	To use phonic knowledge to be able to blend CVC and generalise skill when reading
By the end of Key Stage 2 to be able to understand and process instructions of increasing length and complexity.	Yes	Scarlett has achieved this outcome and therefore a new outcome needs to be set (below)	Will follow short instructions that are accompanied by pictures, warnings and count downs.
By the end of Key Stage 2 to be able to successfully recognise and regulate her emotions including anger and anxiety in an age appropriate way.	No	Scarlett has not made the progress expected. However CAMHS have recently provided additional advice to the school and new strategies	To be able to use the five-point scale to recognise and indicate to staff how he is feeling.



		are being implemented.	
By the end of Key Stage 2 to meet self-care needs and personal hygiene routines independently.	Yes	This outcome has been fully met.	To begin to recognise when she has wet and communicate this to a familiar adult

**10.2 Suggested new outcomes (complete only if relevant)**

Area of Need (C&L, C&I, SEMH, PS) and/or PfA Pathway	New Long Term Outcome	Please describe the new shorter term learning targets (12 months) to support the cyp in achieving the long term outcome
C&I	By the end of Key Stage 3 Scarlett will use verbal or non-verbal communication to make her thoughts and feelings known to peers.	Scarlett will share her thoughts either in writing or verbally with a trusted adult

**11. STRATEGIES AND SUPPORT FOR THE CHILD/YOUNG PERSON** When completing this part of the following guidance should be taken into account: It is essential for the strategies listed below to be linked with needs and outcomes, the provision should be proportionate to the type and severity of need and it is essential to clarify the evidence of impact

**Section F – Education provision**

Level	What is Provided?	How often	By Whom?	Date Started	Date Reviewed	Evidence of impact against agreed outcomes
Whole Class	Differentiated materials with enlarged font, targeted visuals and clear scaffolding/formats. Delivered on a 2:30 ratio	30 minutes' preparation daily.	Teacher/Additional adult Universal	Sept 18	July 19	Increased independence and level of motivation on tasks. Expected progress and attainment (please see above)
Small Group	LEGO Club  SALT	Weekly/20 minutes  Weekly/30 minutes	TA Targeted  TA Targeted (with SLT reviewed)	June 18  ongoing	Sept 19  June 19	PIVATs levels shows progress across SEMH needs. Was PSD4c now PSD6e.  Evidence of progress applied within the classroom learning and outside. See assessment for improved outcomes. Progress due to teacher successfully embedding SLCN targets and strategies into planning.

Level	What is Provided?	How often	By Whom?	Date Started	Date Reviewed	Evidence of impact against agreed outcomes
Individual	SALT	Weekly/30 minutes	SLT commissioned by LA or SLT commissioned through traded services	Sept 19	To early to review	Agreed at last AR and newly commissioned. This will be reviewed by the SLT termly. New targets in place. Child able to communicate core needs through strategies in place.
Section G – Health provision						
	Family Therapy	Fortnightly / 45 minutes	CAMHS	June 19	Due Dec 19	Evidence of strategies being implemented at home to better be able to manage Scarlett's anxiety resulting in her being calmer when arriving at school at least two days a week.
Section H1, H2 – social care provision						
	Universal services being accessed through the Local Offer (trampoline Club)	Weekly	/			

Level	What is Provided?	How often	By Whom?	Date Started	Date Reviewed	Evidence of impact against agreed outcomes
	75 hours of Aiming High a year and uses this to attend holiday activities at a special needs group	Annually	Aiming High	Aug 15	Aug annually	Scarlett is happy separating from her family with known adults to participate in planned activities in the community
<b>Does the current range of support meet the agreed needs and outcomes for the child/young person? Yes / <u>No</u></b> <b>If no, what needs to be done differently? Please complete the table below.</b>						
<b>Which strategies/support should be discontinued or amended?</b>		<b>What is recommended?</b>		<b>How would this impact on agreed outcomes?</b>		
Personal care provision to be removed		No support now required		Remove personal care outcomes		
Add alternative methods of recording now Scarlett is willing to record her ideas and work		Alternative methods of recording to be offered for her to find her preferred method		No impact		

12. Personal Budget		
	Yes	No
Is there a personal budget already in place? If yes:	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A: Direct Payment	<input type="checkbox"/>	<input type="checkbox"/>
B: Notional Arrangement (LA or educational setting holds budget and commissions the specified support)	<input type="checkbox"/>	<input type="checkbox"/>
C: Third Party Arrangements (Funds are paid to and managed by an individual or organisation on behalf of the parents or young person)	<input type="checkbox"/>	<input type="checkbox"/>
D: A combination of the above	<input type="checkbox"/>	<input type="checkbox"/>
<b>What has been the impact of PB on achieving outcomes?</b>		
/		
<b>Do the parents/young person still wish to request a personal budget?</b>	<input type="checkbox"/>	<input type="checkbox"/>
/		
<b>Do the parents/young person wish to request a new personal budget?</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Please attach a Personal Budget checklist completed by the parent/young person and school to be considered by the Local Authority.		

13. Support with Travel	
In line with the Home to School Travel Policy, support with travel arrangements should be reviewed annually. All travel options should be discussed at the review with an aim to promote independence.	
<b>Does the CYP receive support with travel?</b>	<u>Yes/No</u>
<b>Have there been any changes to circumstances that impact on travel arrangements or eligibility since support with travel was last reviewed?</b> If yes, please provide further details and supporting evidence (please refer to the policy)	<u>Yes/No</u>
<b>Are there any alternative support with travel arrangements that could be made e.g. Personal travel Budget or Independent Travel Training?</b>	Scarlett has the potential to start independently travelling if she transitions to her local secondary school which is close to her family home.

#### 14. Actions

This action plan refers to what needs to be done this year, who is going to do it and by when.		
Action	By Whom	By When
Strategies to manage her anxiety to be shared with Aiming High groups	Parents	Dec School Holidays
SLT review	SLT	Dec 19

#### 15. Signatures

Young Person		Date	
Parent/Carer		Date	
Plan coordinator		Date	
Head Teacher		Date	

### Arrangements for returning this document

**1. Electronically (preferred)**

On completion, please convert this document and any accompanying reports to [senat@swindon.gov.uk](mailto:senat@swindon.gov.uk) **NB:** Please send a scanned copy of the last signature page where hand written signatures are used.

**2. By post**

Please send this by post to:

SEND Assessment Team, Swindon Borough Council, Wat Tyler West, 4<sup>th</sup> Floor, Beckhampton Street, Swindon, SN1 2JG

**Reminder** – the setting must prepare and send a report of the meeting to everyone invited and to the Local Authority within two weeks of the meeting.

Checklist:

After the meeting	Yes	No
• Annual report form completed	✓	
• Additional written contributions collated	✓	
• Annotated copy of EHCP indicating additions and/or deletions attached	✓	
• Completed annual review form together with all relevant reports sent to parents, young person, all present and the LA within two weeks of the meeting	✓	
• Action plan followed up	✓	

**Annex 1: Preparation for Adulthood for Year 9+** (to be completed at all annual reviews from year 9 unless a Planning Live event has taken place in which case please share their booklet from this event)

**1. Preparing for further/higher education / employment**

**1a. What post 16 pathways have been explored and identified for the child/young person? (i.e. Further education, training such as supported internships, apprenticeships, traineeships).**

**1b. What arrangements have been made in the last year regarding support in finding a job? (i.e. work experience, work opportunities, job coaches etc).**

**1c. Summary of the careers advice, information and guidance the young person has received under school's/college's statutory duty to provide independent, impartial IAG.**

**1d. Summary of discussions with young person and family regarding financial support to access the workplace (i.e. Job Centre Plus Access to Work funding; 16-19 bursary, Personal Independent Payments etc).**

**1e. Study programmes for post-16 should provide progression and stretch. Please indicate what study programme the young person is currently taking and what is being proposed for the following academic year?**

**Current:**

**Next Academic Year:**

<b>2. Preparing for independent living</b>
<b>2a. Where does the young person want to live in the future, who with and what support will they need?</b>
<b>2b. Summary of discussions regarding local housing options, support in finding accommodation, housing benefits and social care support.</b>
<b>3. Being as healthy as possible in adult life</b>
<b>3a. Summary of the transition arrangements in place or needed from children's to adult health services.</b>
<b>4. Preparing for participating in society</b>
<b>4a. Summary of planning and arrangements in place for the young person to access social and community activities and support in developing and maintaining friendships and relationships.</b>



## Annex 2: Mental Capacity and carers assessments

<b>Mental Capacity Act and Decision Making (16+)</b>	
<b>Supporting young people aged 16+ with needs relating to making key decisions while preparing for adulthood</b>	
<b>Have any concerns been raised about the young person's capacity to make key decisions?</b>	<input type="radio"/> Yes <input type="radio"/> No
<b>If so, what measures have been put in place to support them to make the required decisions?</b>	
<b>If there are still concerns after this input is there a need for a Mental Capacity Assessment?</b>	<input type="radio"/> Yes <input type="radio"/> No <b>If yes, who will take this forward?:</b>
<b>Where a Mental Capacity Assessment has been completed what was the outcome?</b>	
<b>What support will be provided for future decisions?</b>	

<b>Supporting Carers</b>	
<b>Supporting the needs of carers through the transitions process where they are likely to require support after they or the young person they support turns 18</b>	
<b><u>Carers of Children and Young People</u></b>	
<b>Would the carer like a separate Carer's Assessment to discuss their own needs as the young person they care for moves in to adult life?</b>	<input type="radio"/> Yes <input type="radio"/> No <b>If yes, who will complete the assessment?:</b>
<b>Where a Carer's Assessment has been completed what support will be provided to meet the needs/outcomes identified?</b>	
<b><u>Adult Social Care Assessment</u></b>	
<b>Would the young person benefit from having an assessment for adult social care services?</b>	<input type="radio"/> Yes <input type="radio"/> No <b>If yes, who will make the referral?:</b>
<b><u>Independent Advocacy</u></b>	

If the young person or carer is being assessed for adult social care services would they benefit from having an independent advocate?	<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>  <b>If yes, who will make the referral?:</b>
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\* Refer to preparing for adulthood transitions protocol quick reference guide