

London Borough of Hounslow
Annual Review of Education, Health and Care Plan (EHCP)
Year 10 and Above - Preparation for Adulthood

Child/Young Person's Name

Date of birth: dd/mm/yyyy

Photograph, drawing or other contribution from the
 child or young person
(chosen by them, not for them)

Education Provider:		
Provider address and postcode:		
Date of person-centred meeting:		
Type of Review: √ as appropriate	<input type="checkbox"/>	Annual Review
	<input type="checkbox"/>	Early Review
	<input type="checkbox"/>	Phase Transfer Review
	<input type="checkbox"/>	Summer of year 10: Secondary to Post 16 transfer
	<input type="checkbox"/>	Summer of year 12,13, 14 or above: Post 19 transfers

Contents of the Review	
Section 1	Who took part
Section 2	Child or young person's information
Section 3	Summary of the person-centred meeting
Section 4	Progress towards outcomes
Section 5	Other notes
Section 6	Summary of recommendations
Section 7	Attainment and Regulated Qualification Levels
Section 8	Exam access arrangements approved by the JCQ
Section 9	Transport

Section 1: Who took part				
Name/s	Role	Invited	Attended	Report Attached
	<i>Teacher / education staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Parent / Child or Young Person</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>School / College SEN Coordinator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Social Care / please specify</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Health / please specify</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Local Authority (please specify)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Other (please add extra rows as necessary)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Child or Young Person's Information			
<i>ONLY enter information that has changed or amend directly on the EHCP & attach (see guidance notes)</i>			
1. Child or Young Person's details			
Home Address and Postcode:			
If address has changed, to which borough is Council Tax paid?			
Child or Young Person's Contact Details (if appropriate)	Home phone Mobile Email		
Primary Language used at home:		Other Languages used at home:	

2. Parents / Carer's details			
Parent / Carer Name:		Relationship to Child or Young Person:	
Address if different from child or young person:			
Parent / Carer contact details:	Home phone Mobile Email		
Parent / Carer Name:		Relationship to Child or Young Person:	
Address if different from child or young person:			
Parent / Carer contact details:	Home phone Mobile Email		
If a child, parental responsibility lies with:			
If over 16, who does the child or young person wish the Local Authority to contact regarding their EHCP?		<i>If blank, we will continue to engage both the young person and their parents</i>	
3. Health Information			
Name of GP Practice:		GP Contact No.	
GP Address		CCG, if known (Clinical Commissioning Group)	
4. Social care information			
Is the child looked after (LAC) or young person a care leaver	Y/N	If yes, Local Authority responsible	
Is there currently an allocated worker in social care?	Y/N	Name, Team & Contact details:	
5. Other review information			
Attendance since last review or for current year %		Period:	
Comments regarding attendance			
Any exclusions and/or reduced timetable since the last annual review			Y/N
<i>If yes, more details are required in Section 5 (see guidance notes)</i>			
Translation requirements and/or any other barriers to family's engagement or attendance at meetings			

Section 3: Summary of the person-centred meeting: Preparation for Adulthood

Please see guidance on the Hounslow Local Offer about how to run person-centred meetings.

Like, admire, strengths, achievements and interests – things I can build on to achieve my aspirations

Summary of discussions: •	Date: Date:
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What is important to me and for me – key priorities for me and steps needed to achieve aspirations

Summary of discussions: •	Date: Date:
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Progress towards outcomes – outcomes that will help me to make progress towards my aspirations

Summary of discussions: •	Date: Date:
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Actions – support needed so that I can achieve my preparation for adulthood outcomes

Summary of discussions: •	Date: Date:
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Aspirations – long term vision and key goals for adult life

Independence (self-care, travel, housing, money, cooking, communication, safety) •	Date: Date:
Preparing for employment (skills, qualifications, work preparation & readiness, communication) •	Date: Date:
Participating in society (voting, going to events, leisure activities, friends & support networks) •	Date: Date:
Health (healthy diet, exercise, access to health care/checks, self-medication, mental health) •	Date: Date:

Documents that should be attached, if available

- Career Plan - all young people have a right to individual career guidance and planning in school/college
- Pathway Plan - care leavers
- Transition Plan - young people expected to move from children to adult social care services at 18
- Health Transition Plan - young people expected to transition to adult Continuing Health Care services

How did the child or young person and their family participate in the review?	Date: Date:
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Section 4: Progress towards outcomes

Section 4: Progress towards outcomes					
Section E: Outcomes	Section F: Special Educational Needs Provision				
<ul style="list-style-type: none"> • Column 1: from EHCP (or as amended last year, if applicable) • Columns 2 – 4: items from EHCP needing amendment or deletion • During phase transfers or for significant updates: amend the EHCP document itself (bold / strikeout) & then attach 	Provision based on identified need to meet outcome	Amount and frequency of input	Who will deliver this?	Progress A. Achieved B. Remains appropriate C. No longer appropriate (amend /replace /remove)	Further information (if different from Section 3 above)
Independent Living					
a)	<u>Reasonable Adjustments, SEN Support/Element 2</u>			e.g. 1/12/17 B e.g. 25/11/18 A	
	<u>High Needs Support/Element 3</u>				
Preparing for Employment or Higher Education					
b) e.g. by the time x leaves college, he will have passed level 2 plumbing, maths and English level 1, and will be ready to apply for work or an apprenticeship	<u>e.g. Reasonable Adjustments: x uses a laptop with voice-controlled software for literacy tasks</u> <u>SEN Support/Element 2: x attends extra literacy classes and maths sessions, and has a mentor</u>			e.g. B remains appropriate (1 1 19)	
	<u>High Needs Support/Element 3: x is losing confidence due to his difficulties in literacy and will require 1:1 support for all literacy tasks to provide positive encouragement, learn new vocabulary and pre-learn new concepts</u>	All literacy-based lessons, 6 hrs pw	1:1 TA		
Participation in Society					
c)					
Health					
d)					

Section E: Outcomes	Section G: Health Provision				
	Provision based on identified need to meet outcome	Amount and frequency of input	Who will deliver this?	Progress A. <i>Achieved</i> B. <i>Remains appropriate</i> C. <i>No longer appropriate (amend /replace /remove)</i>	Further information (if different from 3.3 above)
e)					

Section E: Outcomes	Section H1: Social Care Provision				
	Provision based on identified need to meet outcome	Amount and frequency of input	Who will deliver this?	Progress A. <i>Achieved</i> B. <i>Remains appropriate</i> C. <i>No longer appropriate (amend /replace /remove)</i>	Further information (if different from 3.3 above)
f)					

Section E: Outcomes	Section H2: Social Care Provision				
	Provision based on identified need to meet outcome	Amount and frequency of input	Who will deliver this?	Progress A. <i>Achieved</i> B. <i>Remains appropriate</i> C. <i>No longer appropriate (amend /replace /remove)</i>	Further information (if different from 3.3 above)
g)					

Sections B, C or D: Significant changes to special educational needs, health needs or social care needs		
New or different need	Provision required to meet the need	SMART Outcomes provision will achieve

Section J: Personal Budget		
Is a personal budget currently in place? <i>If yes, please set out any changes required</i>	Y/N	
Is a new personal budget being requested? <i>If yes, please state the outcome/s to be achieved (from section E), how provision will be delivered, by whom and cost information (if known)</i>	Y/N	

Section 5: Other notes	
	Date:

Section 6: Summary of recommendations			
It is recommended that the Hounslow Local Authority <u>ceases</u> to maintain the EHCP <ul style="list-style-type: none"> Local Authority top-up provision is no longer required, the young person is making progress with element 1 & 2 support The EHCP is not required to access further ESFA funding or Apprenticeship support The young person is over 18 and no longer wishes to engage in formal education or training but may continue in adult education & life-long learning The young person is moving to higher education (university or a course at Level 4 or above) The young person is over 18, they are in work, applying for work, moving to adult services, or planning to access community-based activities Consideration has been given to the young persons' aspirations during the person-centred meeting and the views of their parents 			Y/N
Amendments are needed to Part A: Parent/s and/or child or young person's views	Y/N		
	Education (E & F)	Health (E & G)	Social Care (E & H)
Amendments are needed to Part E: outcomes	Y/N	Y/N	Y/N

Amendments are needed to Parts F, G, H1 or H2: provision	Y/N	Y/N	Y/N
	Education (B)	Health (C)	Social Care (D)
Amendments are need to Part B, C or D: child's needs <i>If you believe a full EHC reassessment is needed, please set out reasons in 5 above</i>	Y/N	Y/N	Y/N
Amendments are needed to Part J: personal budget arrangements	Y/N		
A change of placement is requested: Part I	Y/N		

Pathway Discussions

Next placements that were discussed at the meeting, if relevant	
Child or Young Person's preferred placement, if stated (and preferred subjects / course, if applicable)	
Please summarise the pathway/s that could support the young person to move towards their adulthood goals as per section 3 <i>(or attach a personalised career plan, summary of career advice, transition or pathway plan)</i>	<i>e.g. x may do supported learning course at West Thames College with a view to Pre-Project Search then Project Search followed by employment, y will live with his parents. e.g. Y will move to Great Oaks College, then a community programme including supported work & supported living (0 – 25 Social Care Team)</i>

The following sections are not applicable for all children or young people (please see guidance notes)

Section 7: Qualification levels or evidence of progress towards learning outcome/s in Part E

Area of learning (subject or programme)	End of previous academic year (Level)	Expected levels at end of academic year (Level) (Including predicted exam/assessment grades, if relevant)
<i>Basic school attainment, maths, reading, writing</i>		
<i>e.g. functional maths</i>	<i>Entry 1</i>	<i>Entry 2</i>
<i>e.g. BTEC Business</i>	<i>N/A</i>	<i>Level 1 Merit</i>
<i>e.g. GCSEs</i>	<i>5 at 4+</i>	<i>AS level grades C to E</i>
<i>e.g. City & Guilds Extended Certificate in Essential Skills for Work and Life</i>	<i>Entry 1</i>	<i>Entry 1/2</i>

Section 8: Exam Access Arrangements (if already approved in line with JCQ requirements)		
Type of assistance or adjustment	Date of approval	Details
e.g. 25% extra time		e.g. evidence used, test scores, how adjustments are shown as normal way of working
e.g. Scribe /Reader/ Prompter		
e.g. BSL signer		

Section 9: Travel Assistance			
Is the child /young person a candidate for independent travel training?	Y/N	If no, age/date expected to become suitable	
If the child or young person is currently receiving SEN travel assistance, please complete the following:			
Do they attend school outings in shared transport? <i>e.g. on a school bus or accompanied on public transport</i>	Y/N	If yes, what is the staff ratio required?	
	Y/N	Are there any limitations on the types of places the child/young person can travel to safely?	
Would parents/carers consider receiving a direct payment to make their own arrangements for transport?	Yes, the Local Authority will provide further details when available		<input type="checkbox"/>
	No, this is not something I would consider doing		<input type="checkbox"/>

Name of person completing this form:

Role of person completing this form:

Date:

Latest date for next annual review:

Please return this form **securely encrypted** to the SEN case officer. The current list of Case Officers by surname is available at www.hounslow.gov.uk/localoffer on the SEN Team page. Alternatively, please return to sen@hounslow.gov.uk.

Privacy statements can be found on the school / Hounslow Council websites and explain how personal data is used and protected, and the subject's data protection rights.

Guidance notes for professionals

GENERAL

The form is the **only** formal output from an annual review meeting apart from:

- Person-centred materials completed at the meeting with parents and professionals e.g. child or young person's contribution, post-its, flipchart or whiteboard notes
- A career plan and other statutory pathway or transition plans, if available
- An amended EHCP in Word if you prefer to record your suggested changes this way e.g. at a phase transfer. Please use red or bold for additions and strikethrough for deletions
- A risk assessment, incident log, and/or care plan, if appropriate
- If you wish to review and set short term targets with the parent, you may attach these for ease of administration but the Local Authority does not require them.

We do **not** require any additional minutes.

PAGE 1

Contribution from the child can include

- **photograph** (can be used during the person-centred meeting)
- **drawing/picture** of something that is important to the child or **work** that they are proud of
- photograph of a friend/object/pet that makes them **happy or calm**
- anything else e.g. Vimeo secure website address for a **video** the child has made
- ANY written contribution from the child or young person or 'about me' form above

Date of person-centred meeting

- The date of the main Annual Review session which is normally the main discussion session with the child, young person, and/or their parents or carers and any professionals involved

Type of Review

- | | |
|-----------------------|---|
| Annual Review | – must be arranged at least every 12 months by the school/provider |
| Early Review | – held early due to an emergency or sudden change in circumstances
<i>e.g. behaviours challenging the setting, can no longer meet needs, family crisis affecting attendance, serious illness: health involvement necessary</i>
– next review will be 1 year after the interim review
– same person-centred process and agenda as other reviews |
| Phase Transfer Review | – The SEN Team must issue amended final EHCPs by March 31 st prior to phase transfers or any move between post 16 institutions. To achieve this, we must receive proposed updates by November, so we ask settings to hold their review meetings in the summer term of the previous year or at the very start of the current one |

Please note that that a review should be held 1 year from the previous review meeting. The timing does not begin from the date of an amended EHCP or the date minutes are issued.

SECTION 1: WHO TOOK PART

- **health** and **social care** professionals should be invited to all annual reviews
- professionals listed in **Part K** of the EHCP should be invited unless no longer relevant / involved

- the **Local Authority** may be represented by someone from the SEN team, social care teams, Connexions, SENSS, an Educational Psychologist, or another Local Authority service involved with the child or young person, but the Local Authority will not attend all annual review meetings

SECTION 2: CHILD'S INFORMATION

sections 1 – 4

- only enter information that needs to be changed in the EHCP

OR

- copy paste content from child's EHCP and make amendments in bold or red and strikeout for deletions

OR

- make all suggested amendments into a Word version of the EHCP using bold/red and strikeout (we cannot accept a proposed amended plan in which the changes are not clearly marked)

Attendance since last review or for current school year: provide the most convenient figure but the period it covers must illustrate recent patterns of attendance.

Comments regarding attendance:

- if attendance is **below 95%** or persistently unauthorised, provide full details in Section 5 Other Notes (*e.g. recurring illnesses, anxiety*)
- if a low attendance figure is caused by exclusions or reduced timetables, please provide full details

Any exclusions and/or reduced timetable since the last annual review: if yes, please provide

- number and length of any **fixed term exclusions** (if in school, parent/s will have received a letter detailing their right of appeal)
- a list of all '**informal**' exclusions e.g. child sent home early, **reduced timetables**, even if agreed with parents or young person
- details of additional measures provided to support a successful return to the setting
- details about permanent exclusion (*a child or young person with an EHCP should not be permanently excluded or removed from a course without an interim review taking place unless there are exceptional circumstances. A person-centred review must then take place during the appeal period*).

Translation requirements / barriers to family's engagement or attendance at meetings

This may include hearing impaired parents who require a BSL signer, learning disabled parents who may require an advocate or help from staff to understand documents, visually impaired parents who may require large print or other accessible formats etc.

SECTION 3: SUMMARY OF PERSON-CENTRED MEETING

General Principles:

- do not complete the Annual Review Form during the meeting. It should be an open session with all participants taking an equal part. No professional jargon should be used. In this form, please summarise the main points agreed and any areas of disagreement.

Aspirations and Preparation for Adulthood

- look forward to adulthood which is when the child or young person will no longer be in full time education (although they may be in adult education, higher education, or skills-based/professional learning or training)
- use a person-centred agenda to develop a realistic vision and aspiration for a positive adult life

like and admire, strengths and skills:

- things to build on: preparing for adulthood is about **developing strengths** and creating strategies to achieve specific functions for independence and less about resolving deficits or tackling needs.
- Example 1: a young person is not able to follow a complex set of verbal instructions. This should not prevent them from doing a job that involves following a series of complex steps if a strength is that they can read and use a phone; they need an IT solution to record and follow each step. The EHCP outcome would not be to improve their ability to follow a complex set of verbal instructions, it would be able to use an app to record the steps they need to remember.
- Example 2: a young person cannot calculate how much change they have been given in a shop or how much their shopping adds up to. This should not mean that they cannot go shopping independently if a strength is that they can learn to use a contactless card. They also need to learn to take a receipt which someone can check when they get home. The outcome will be to be able to go shopping on their own. The provision will be about practising using a contactless card and checking a receipt.

important to me and for me

- the **majority of effort** will be focussed towards outcomes which reflect the young person's own priorities: these outcomes should reflect what a good quality of life is for them and the young person will be self-motivated to achieve these outcomes.
- Example 1: the young person really wants to do a job in a shop. They will need to be able to record and then follow the instructions on how to greet customers, offer help and use a till.
- if the child does not have the capacity to make a key decision such as where they will live, their views are still important, and they should be supported to express them in whatever way they can

working / not working:

- support needed to move forward to adulthood should be based on **support that will deliver the priorities and outcomes** that are really important for the child or young person
- look for strategies and technology that will help the child or young person to achieve their vision/aspirations for adulthood despite their needs and disabilities and barriers to progress

actions

- steps needed to form a pathway around the 4 categories of preparing for adulthood below

This process should generate a vision of the child or young person's adult life, their aspirations.

Example 1: x wishes to achieve employment in a shop. His next placement will be in supported learning at college. The EHCP shows the college that their curriculum **must** include work experience in a shop and regular practise using his app/phone as a reminder of the steps needed to do each part of a job successfully. This can be practised with any series of tasks.

The following questions can be asked in order to focus meetings on key priorities in adulthood for the young person.

Where will the young person be living and how independent will they be?

will they be able to travel on their own, cook meals, go shopping, make simple choices, determine their own daily schedule, dress and care for themselves, arrange health appointments, decide what activities to do, recognise danger, handle money including applying for benefits, use a contactless card and so on. WHAT COULD THE YOUNG PERSON ACHIEVE USING THEIR STENGTHS AND HOW DO WE GET THEM THERE?

What will they be doing every day and how will they be positively employed?

will they be at university, working, volunteering, part-time work supported by a job coach or personal assistant, running their own enterprise, attending daytime activities in the community, attending a day placement funded by adult social care, attending a voluntary sector employability programme, living in an institution cared for by paid staff and so on. WHAT DOES THE YOUNG PERSON NEED TO LEARN IN ORDER TO ACHIEVE THIS AND BE AS INDEPENDENT AND SAFE AS POSSIBLE?

How will they be part of their community, who will be their friends and their support network?

which leisure activities could they access, can they use social media to contact friends or family, can they vote, join a library, go to public events, make their views heard and so on. WHAT CAN BE DONE TO ENSURE THAT THE YOUNG PERSON TAKES A FULL AND EQUAL PART IN SOCIETY?

Will they remain as healthy as possible?

- how will they maintain good physical and mental health make healthy food choices, do enough exercise, self-medicate, access preventative and emergency healthcare/dentists, go to an annual health check with the GP, seek help if depressed or anxious and so on. WHAT KIND OF SKILLS MIGHT THE YOUNG PERSON LEARN NOW THAT WILL HELP THEM TO LEAD A HEALTHY ADULT LIFE?

Other information

- parents should be made aware of **significant changes** that occur at ages 16 and 18 such as transition to adult services, changes to welfare benefits, change in eligibility for transport assistance, and matters such as deputyship and mental capacity, if appropriate.
- all schools and colleges have an obligation to provide **personalised careers advice** and guidance to children and young people from year 9 including those with special educational needs. This does **not** mean setting out standard options for the next placement but should involve careful planning around aspirations and developing outcomes the child or young person wishes to achieve which help them to achieve their important longer-term goals (see example 1 above)
- The 4 categories (pathway to employment, independent living, participation in society and health) are designed to help you and the young person to set these goals. Career plans should contain **possible pathways** starting from adulthood (no longer in formal education or training) and working backwards to establish the interventions needed and possible pathways

Year 10: Preparation for Adulthood headings **must** now replace the 4 broad areas of need (cognition, communication, SEMH and physical/sensory) although these can be used as subheadings in the EHCP, if appropriate. Outcomes should be amended based on discussions around possible pathways to adulthood.

Further details about Preparation for Adulthood can be found on the Hounslow Local Offer

Person-centred meeting general points

- record a summary of the **key points** from the meeting in this section of the form. Other materials from the meeting may be attached and we suggest that a copy is retained by the child or young person and their family
- **proposed amendments** to the EHCP should arise directly from these person-centred discussions
- at this age, most children or young people will attend their review meeting, and many will be able to lead or chair the meeting with support
- it is acceptable to use media such as apps, survey-monkey, photos, pictures or video. It is acceptable for them to write or type views on any topic that they wish if it shows something about their state of mind or views about their special educational needs or disability. If their communication illustrates significant anxiety or disengagement (for example, many pupils find thinking about the future extremely difficult), this is valuable feedback from the review
- a person-centred meeting should take place in the education setting even if outside agencies and parents do not attend
- children should not be ‘led’ to an aspiration or long-term goal if not ready or if they do not understand the implications. We do not want children or young people with SEN to be asked for life choices earlier than their non-disabled peers would have to do; this would constitute discrimination (many young people do not make key decisions until they are 25 or older. Career planning includes helping to identify general areas of interest or just personal qualities and strengths to build on)
- a young person may not have a career aspiration but are very clear on how independent they want to be and what leisure activities they want to do – reflecting both these certainties and uncertainties makes the process **person-centred**
- children and young people should not be ‘led’ to preferences about placements. The process starts with aspirations and what is important, then strengths and challenges, and arrives at the provision needed to meet person-centred outcomes. It does **not** begin with provision or funding available. Meetings are **not** simply about educational progress then a list of college courses available next year
- if the child or young person attends, the meeting must be made accessible to them. Small but significant changes can help the child or young person to feel that this is their plan and meeting. For example, offer refreshments they have made, and create the agenda themselves
- the dates in each section allow settings to create a rolling annual review document that is amended each year without the need to repeat previously agreed items

participation in the review:

- record any comments from the child/young person or family and detail how the **child or young person’s perspective** was obtained e.g. pictures, video, role play, written communication

SECTION 4: PROGRESS TOWARDS OUTCOMES, AND PROVISION

- The first 4 columns can be **copy and pasted from the EHCP** or you can simply copy in the outcomes and add this year’s progress marks
- at phase transfer, list outcomes and amend for end of next key stage, and redraft provision, if necessary.
- Changes to provision will need to be based on evidence set out in the reports provided

- proposed updates can be made directly into the EHCP Word document (bold/red and strikethrough) and attached
- record a progress mark for each outcome alongside the date of the review
 - **A: achieved** – the outcome can be removed or replaced when the plan is next updated
 - **B: remains appropriate.** Some outcomes may not be on target to be achieved in full by the end of key stage, but nevertheless remain a good target for the child or young person to work towards; in these cases, the outcome would remain appropriate
 - **C: no longer appropriate** – at the end of key stage, it will be removed or replaced. It should no longer be used to form short term targets – please consider if this also implies a change to provision

If most outcomes have been achieved or are no longer appropriate, or to achieve them the child or young person will not require high needs funding, please consider whether the plan should be ceased. Parents and young people need support to understand that SEN Support and Reasonable Adjustments will continue after the plan is ceased, and that most social care and health provision will also continue.

It is only high needs funded provision/element 3 provision that will cease.

A new EHCP can be requested up to the age of 25.

Writing or updating provision

The purpose of the Annual Review is to check if outcomes remain appropriate. If most are still relevant and reflect the person-centred feedback, then there is no need to copy provision content from the EHCP to the form, these sections can be left blank.

IF YOU ARE RECOMMENDING AMENDMENTS TO PROVISION, COPY THE RELEVANT PARTS FROM THE EHCP OR AMEND IN A WORD VERSION OF THE EHCP AND USE STRIKEOUT, BOLD / RED TO AMEND.

It would be helpful for our SEN panel if you also attach a provision map showing current provision and future provision.

- For mainstream settings, sub-headings are recommended for new or amended provision as follows:
 - reasonable adjustments and SEN support / in-setting support (provision met from delegated schools funding, inclusion funding or element 2)
 - Local Authority / high needs provision / Element 3

Reasonable adjustments include any special consideration given that is different to other children or young people, and any adaptation of rules to take account of a disability (all rules must be adaptable if this is necessary for the child or young person to access learning)

SEN Support may include interventions listed in the 'Hounslow SEN Support in Schools, Colleges and Early Years Settings' document on the Hounslow Local Offer and interventions detailed on the setting's own website on an SEN Information Report or Supported Learning section.

High needs / Element 3 EHCP provision is that which triggered the need for an EHCP e.g. additional TA hours, a speech and language therapy package, CAMHS tier 3 or 4 provision, NHS funded interventions etc.

- please note that requests for additional high needs provision must be accompanied by **evidence** e.g. a request for additional speech and language therapy should be accompanied by a report from the speech and language therapist working with the child (and their report must contain evidence

of the level of provision delivered to date, progress made, needs that are not being met, suggested SMART outcomes, and quantification of provision requested)

- when replacing all or most outcomes ahead of phase transfer or in year 10 (preparation for adulthood), we recommend a **small number** of outcomes (between 2 and 10) and these should reflect the things that are most important to or for the child or young person as agreed in Section 3
- EHCP content should mainly be in the form of **bullet points** and as short, concise and accessible as possible (no jargon)
- Section G is completed only if there are health needs set out in Part C. It can contain provision funded by the NHS in which case content would be provided by the CCG commissioner or specialist practitioner, or it can contain medical provision delivered by a setting or by universal health services (such as a GP), and reasonable adjustments (e.g. poor vision in left eye and needs to sit on the right-hand side of the classroom)
- Section H1 is completed only if there are children’s social care needs set out in Part D. It is exclusively for the use of social care and would be provided in a care plan by a designated social worker
- Section H2 is completed only if there are social care needs set out in Part D and, if the family is known to social care, contribution should be provided by a social worker. It can also include short breaks or services that are listed on the Hounslow Local Offer in which case it would be helpful to record here the kinds of targeted or universal services that are particularly suitable for the child or young person e.g. martial arts may be more suitable for an ASD child who cannot participate in team sports

Significant changes to special educational needs:

- a child or young person’s needs are not expected to change annually, these not the focus of the annual review
- there may be a change in need when a **health condition** changes, new diagnoses are made as a result of changes to the child’s **stage of development** (e.g. mental health conditions that develop during adolescence), or a more debilitating impact of an existing condition occurs such as the development of selective mutism in an anxious child. In these cases, **new needs** should be recorded with associated outcomes and provision. A report should be attached that provides advice or evidence for any new or change to the needs section of an EHCP (Section F)
- Sometimes needs should be **removed** alongside associated outcomes and provision e.g. when a child’s toileting needs are met, or a child is able to walk or travel independently. Please record this in the comments column next to the outcome concerned which will be marked as *A achieved*.

Personal budgets:

- if a family requests a personal budget, please enter the details in the form. The Local Authority will respond in writing to this request. If the parent/carers wishes to deliver provision via a personal budget on school premises, they must first ask for the permission of the school or setting concerned.

SECTION 5: OTHER NOTES

- please record anything else that could not be properly included elsewhere, for example, if an urgent **placement change** is requested, reasons and suggested type of placement may be set out here
- detailed **exclusions** or attendance information should be in this section

SECTION 6: SUMMARY OF RECOMMENDATIONS

Pathway discussions

If you have attached a personalised career plan, summary of career advice, transition or pathway plan, this does not need to be completed.

Placements discussed will **not** be interpreted as a formal parental preference, but it gives the Local Authority a helpful idea of the options being considered. Final parental preference for each new placement is sought with a draft amended EHCP or via a Post 16 Choices letter.

SECTION 7: QUALIFICATION LEVELS OR EVIDENCE OF PROGRESS TOWARDS LEARNING OUTCOME/S IN PART E

- If there are clear learning and skills outcomes in Section E against which attainment progress is recorded, this section can be left blank
- A school or setting may attach their own progress tracking report instead of completing this table, and they have included this in a previous section. All tracking information must clearly show Regulated Qualification Framework (RQF) Level information.
- Progress evidence information should show the Local Authority clearly and concisely at what level the child or young person is working, and the level they are working towards. Use age-equivalent or another assessment level if in school in years 9,10 or 11 but if a child is about to move to a post 16 setting, you **must** use RQF levels to indicate the young person's expected working level for year 12+: pre-entry level, Entry level 1, 2 or 3, GCSE grades 1 – 3, GCSE grades 4 – 9, Level 1, 2 or 3 in a vocational/BTEC course, A' Levels.
- Where appropriate, please record subjects studied and examination details (predicted or actual grades, for example).
- Looked after children (LAC), please attach the **Personal Education Plan (PEP)** from virtual school/college or a Pathway Plan from the Leaving Care Personal Advisor. Aim to combine the annual review meeting with one of the child's PEP/LAC/Pathway Planning meetings
- If a child is over 16 and expected to transition to adult social care or to adult health services please summarise any decisions made, and attach a **transition plan**, if one is already available (normally just before a young person becomes 18)

SECTION 8: EXAM ACCESS ARRANGEMENTS (WHERE RELEVANT)

- It is helpful if current, approved exam access arrangements are recorded for the benefit of the next setting. Please attach any assessments and reports that other settings may wish to have available
- **Note:** the EHCP may be provided to the JCQ (Joint Council for Qualifications) as evidence of the child's disability but it does not contain exam access details. Tests necessary to establish eligibility for access arrangements are not funded by the Local Authority from high needs funding allocations.

SECTION 9: TRANSPORT

- Whilst not part of an EHCP nor the statutory review process, it is helpful to spend 1 or 2 minutes at the end of a meeting to look forward to plan independent travel training which can be one of the most life-changing achievements for a young person with SEN

Checklist		
1	Were representatives from education, health, social care, the Local Authority, and other relevant statutory agencies invited to the meeting? (e.g. Youth Offending Service)	<input type="checkbox"/>
2	Were reports received from those who could not attend?	<input type="checkbox"/>
3	Were reports distributed at least 2 weeks before the meeting?	<input type="checkbox"/>
4	Has a person-centred review meeting taken place in accordance with the agenda included in the guidelines and based on guidance on the Hounslow Local Offer?	<input type="checkbox"/>
5	Is this report informed by and consistent with the person-centred meeting?	<input type="checkbox"/>
6	Have you reflected everyone's views in this report and noted any disagreements?	<input type="checkbox"/>
7	Have you provided preparation for adulthood outcomes instead of broad areas of need, and attached a personalised career or pathway plan?	<input type="checkbox"/>
8	Have you explained the RQF Levels that the young person will be working at and ways in which the placement will help the young person to achieve their EHCP outcomes and prepare for adulthood?	<input type="checkbox"/>
9	Is the child/young person (and their parent/carers) in agreement with the summary recommendations?	<input type="checkbox"/>

Helpful documents:

Preparation for Adulthood Guidance for Parents

Employment

Education, training, skills, steps needed to achieve employment, supported employment, or self-employment, volunteering, or positive daytime activities which can include:

- Life-long learning through adult education, short job-related qualifications (such as CSCS, SIA, AAT, City and Guilds)
- Self-employment, for example, paid to walk neighbours' dogs with a PA funded initially by Access to Work, a business offering IT trouble-shooting for neighbours or charities
- An adult in a supported living setting may be paid to vacuum the home each day or support other residents with their washing
- Volunteering e.g. disability advisor to local police, handing out leaflets for a charity

Communication skills, self-awareness, public safety, and task completion skills may enable someone to access employment

Independent Living

Development of skills that give individuals the maximum control and choice over their everyday lives

- Road safety, travel, driving, communicating pain/needs/choices, recognising abuse
- Managing money, managing self-care, moving to supported or independent living

Participating in society / community engagement

Friendships, support networks, voting, attending public events, accessing leisure and recreation facilities, being an equal member of the community

- Using phones, tablets, online shopping and banking, social media/txt, joining a local gym, finding an art club
- Attending local events, finding friendship groups, keeping in touch, accessing a support network
- Access to religious worship, representation

Healthy living

Access to all levels of health care and maintaining a healthy lifestyle

- Screening, annual health checks, mental health assessments, emergency services, primary care, regular reviews of medication
- Supplementation, self-medication such as with pain relief, good eating choices, access to regular exercise