

Annual Review for: Adam Example
Date: 15/01/21



In order to prevent any data breaches, up-to-date address information should be provided for parents with parental responsibility to ensure they continue to receive copies of letters or EHC Plans. They should sign the information sharing statement at the end of this document.
For looked after children, their parents still hold parental responsibility and should receive copies of plans unless you are informed otherwise. Foster carers DO NOT hold parental responsibility. Parents should be invited to contribute their views to annual reviews

Annual Review

Name	Adam Example	Date of Birth	09/01/13	Gender	Male
Educational setting	Mainstream Primary	Year Group	Year 3	Date Review held	15/01/21
Unique Pupil Number	X884645444454	NHS Number	123 456 7890		
Home Address	1 Home Road, Hereford				
Parent/carers name[s]	Frank Standard (Granddad/ Foster Carer) Mary Example (mum) Dave Example (dad)				
Telephone/Mobile Number	01234 567890	Email address	mary@example.com		
Parental Communication Preference	Email or phone				
GP's Name and Address	Dr Foster, Gloucester St Surgery	GP's Telephone Number	01234 890123		

Is there a known Additional Need or Disability?	Y/N				
Name and date of any diagnoses/identified	Mild Learning Difficulties, October 2019 Autism Spectrum Disorder (ASD), December 2019 Asthma February 2016	Identified/diagnosed by	Mrs Green – educational psychologist Dr Smith – CAMHS Dr Foster - GP		
Any medication being used	Ventolin as required, Clenil – 2 puffs, twice per day				
Any statutory or legal measures in place e.g. Care Order	Interim care order				
Details of any other plans (e.g. Pathway Plan, Early Help, Child in Need Plan)	Looked after child care plan, Personal Education Plan, Looked After Child health plan				

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Date: 15/01/21

Family members and other people who are important to me:

Name	Relationship to me	Address and Email (if different to above)	Telephone Numbers
Frank Standard	Granddad – he looks after me at the moment		
Mary Example	Mum	42 Different Street	
Dave Example	Dad	37 Another Road	
Molly Example	Sister		

Professionals currently involved:

Name	Role	Email	Telephone Numbers	Invited to the Annual Review?	Attended?	Report Provided?
Mr Stevens	Teacher			yes	yes	yes
Mrs Help	Teaching assistant			yes	yes	no
Mrs White	SENCO			yes	yes	yes
Sophie Miles	Social worker	Smiles@socialwork.com	01234 658978	yes	yes	no

Interests, Strengths and Areas of Continuing Difficulty

Interests and what is important to the child / young person

Consider what and who are important to them, what they want to achieve in their life, what are they proud of and what their interests are

Adam loves to spend time with his family at family time including the dog, Patch.

He likes staying with his sister Molly at Granddad's house where they enjoy growing vegetables in the garden. Adam has his own veg patch and grows potatoes and carrots.

Adam enjoys playing with Lego and likes Minecraft on the computer. He likes to go to the park.

Adam is very creative and likes lessons where he can make things.

Adam is very proud of getting his Stage 3 Learn to Swim Badge and Certificate.

Adam says he likes food!

Adam says when he is older he would like to be an inventor, so he can make things and solve problems.

What is working well?

What progress has been made towards the outcomes of the EHC Plan? Consider what is working well in school, at home, in the community. What support is in place that is working well?

Adam is very good at telling adults his ideas. He can give lots of details when describing things.

He engages very well in lessons that are about topics that he finds interesting and is motivated to join in and contribute.

Adam can concentrate on activities that are practical, such as gardening and model building.

He can be very gentle and showed a lot of care for his sister Molly when she fell and broke her arm

He has started to tell people when he is becoming worried about things and now has a 'worry-meter' at home and school where he can show adults how anxious he is feeling.

He enjoys playing with peers at home and the park and is getting better at taking turns in games.

The home-school book has been very helpful to ensure that things that have happened or are going to happen are communicated and everyone can support Adam.

What are we worried about?

What have been the barriers to progress towards the outcomes of the EHC Plan?

Consider the continuing areas of difficulty in school, at home, in the community? Are there any new difficulties?

Adam became looked after in November 2020 following concerns of neglect and domestic violence. Adam and his sister Molly are living with their Granddad who has been approved as their carer. This change was very unsettling for Adam and there were times when he was not able to regulate his behaviour becoming very angry and crying at both home and school. The school have used social stories and comic strip conversation resources to help Adam understand the changes that are happening

Adam is not motivated to engage in lessons if he is not interested in the topic. He finds it difficult to write down his ideas and sometimes refuses to write anything at all.

Sometimes Adam doesn't tell people how he is feeling and then he gets very emotional and is not able to regulate his behaviour. This happens at home and school. If Adam perceives something is unfair, he finds it difficult to tell people how he is feeling and uses behaviour to communicate that he is angry or frustrated.

Adam finds it difficult to play games at playtime that he has not initiated or not going the way he wants them to. Sometimes he has hurt other children as he is not able to communicate how he is feeling.

Adam is very reluctant to say if he is unsure what to do or if he doesn't understand instructions.

Adam finds change very difficult still and gets anxious when he knows things are going to change.

What are the complicating factors?

What is happening that makes the child /young person's experience harder? E.g. consider transitions, changes in people around them, health complications etc.

Adam was being supported by Miss Nice, who has gone on maternity leave. Adam found it difficult at first to accept support from Mrs Help who supports him now. There was a period of time before Miss Nice left to have her baby when Adam was anxious about coming to school. Mrs Help has supported Adam to make a card for Miss Nice and Miss Nice has written Adam a note to say thank you. Adam liked getting the note.

Adam is very anxious as the long term care plan is not yet clear. The care proceedings will end in May and this might mean that Adam returns to live with mum or that he stays living with Granddad.

Special Educational Needs (SEN)

Don't cut and paste from the EHC Plan into these sections. This section should be a description of the progress in each area since the EHC Plan was last reviewed

For each domain, consider:

- What progress has been made and what support has worked well (these are the child/ young person's met needs)?
- What difficulties there are, existing or new (these are the child/ young person's unmet needs)?
- What is needed to be implemented to help the child / young person overcome these difficulties?

Cognition and Learning		
<p>What's working well? The 'shade and fade' approach to support is working well as it means that Adam is able to work independently in lessons where he is interested and engaged with the activity. He has support to help him stay on task and engage in lessons where he is not interested in the topic. Adam has lots of ideas, especially about topics that interest him.</p>	<p>What are we worried about? Without support in some lessons, Adam will not stay on task or even attempt the work. Adam is very reluctant to record any of his ideas in writing as his phonic knowledge is a barrier and he finds writing difficult. Adam does not like to get things wrong so will not attempt activities if he is not sure he will get it right. Sometimes Adam forgets all the steps he needs to do to complete an activity and he is reluctant to ask what he needs to do.</p>	<p>What needs to happen? Continue with the shade and fade approach, stepping up support in lessons where Adam needs more support. Encourage Adam to become as independent as he can be in lessons he finds easier/ less challenging. Adam will be receiving some additional phonics sessions with some other children to increase his confidence with his written work. Alternative ways of recording work to be used when appropriate. Adam to be provided with a step by step guide to set out his work, or steps needed to complete a task.</p>

Communication and Interaction		
<p>What's working well? Adam communicates well with adults and other children. He generally plays well with his peers if it is a game he has instigated or has a particular interest in.</p>	<p>What are we worried about? Adam gets frustrated that others do not want to play his game or play it the way he wants them to. On several occasions he has hurt them as he has not been able to communicate that he is feeling frustrated.</p>	<p>What needs to happen? Support to Adam at playtime (adult shadowing to intervene when necessary) to reduce incidents of Adam hurting other children.</p>

Social, Emotional and Mental Health		
<p>What's working well? He has started to use his 'worry-meter' to indicate when he is feeling anxious and this has led to fewer incidents of him becoming dysregulated. Adam will admit he is wrong and make amends.</p>	<p>What are we worried about? Adam still finds it very difficult when there are changes. He found the change in his teaching assistant very difficult to manage. When he moved to live with his grandfather and he was reluctant to come to school saying he had a bad tummy. Adam is still very anxious about where he might live and this can lead to him becoming very distressed. If Adam thinks something is going to happen, and then it doesn't happen, he becomes very dysregulated</p>	<p>What needs to happen? Home-school book to be used to communicate changes so that everyone can prepare Adam for any upcoming changes. Social stories and comic strip conversations to be used to support Adam with changes and transitions. Adults need to be very clear and honest about what will happen or won't happen so he has clearer expectations of situations</p>

Sensory and/or Physical		
<p>What's working well? Adam likes to sit on a sensory wobble cushion and finds it easier to concentrate when the teacher is speaking if he has the cushion</p>	<p>What are we worried about?</p>	<p>What needs to happen?</p>

Annual Review for: Adam Example
Date: 15/01/21

Ensure that there is some context to what the pupil is currently attaining in relation to others of a similar age. Indicate progress made against their previous attainment – NOT against children of a similar age

Academic attainment and progress

Please attach or insert any progress tracking information the school uses, this table is intended to be used as a guide. Where possible, please provide contextual information to indicate if the child is working below, at, or above age related expectations.

Subject	Previous Attainment (January 2020)	Current Attainment (January 2021)	Progress	Has the expected level of academic progress been made? If 'no', what will be done differently?
English	Reading Level 6 Writing Level 5	Level 9 Level 7	expected progress below expected progress	Adam has made expected progress but remains 2 years behind age related expectations Adam has made below expected progress and remains 2 years behind age related expectations
Maths	Level 12	Level 16	above expected progress	Adam has made above expected progress but remains 1 year behind age related expectations
Science	Level 10	Level 13	expected progress	Adam has made progress but remains 1 year behind age related expectations
Other (specify)				

Current Attendance

97% - all absence is authorised

Annual Review for: Adam Example
Date: 15/01/21

If an outcome has been partially met, indicate what progress has been made. If the outcome feels unachievable the outcome should be amended to one that is more realistic. If the outcome has been met and needs to be removed, consider if the provision is required to continue or be changed to meet a new, more challenging / aspirational outcome or if the provision is no longer required

Review of EHCP Outcomes

Outcome (please copy from the EHCP)	Has this outcome been met? Yes / No / Partially (please detail)	Should this outcome be amended (please detail)	Does the provision detailed in the EHCP remain appropriate for this outcome? Please state if this needs to be amended
Adam recognises when he is becoming anxious or frustrated and applies strategies to help him to calm, for example seeking support from a trusted adult.	Partially – Adam is using his worry-meter at home and school now and he is able to tell an adult some of the time what is worrying him. he still gets frustrated and has hurt other children when they do not play games the way he wants them to	No	Yes
Adam independently maintains his concentration to adult directed learning tasks for 10 minutes and is making progress in his learning, for example, he writes short sentences independently with correctly formed and orientated letters and has a secure knowledge of number bonds to 20.	Partially – Adam still requires support to engage and complete work in some lessons. He is still very reluctant to write any ideas down.	No	Yes
Adam joins his peers during whole class carpet time and remains within the group for the duration of the session and he takes turns during adult mediated games and activities with other children.	Yes	Yes Adam joins his peers during unstructured play time and can accept their ideas and take turns when playing games with adult intervention when necessary	Yes

Annual Review for: Adam Example

Date: 15/01/21

Forward Plan - actions that need to happen in the future e.g. transition planning, change of school, or possible future support

If the child/young person is moving to a new educational setting please outline any transition plans, including actions and timescales. Identify any additional support that may be needed during transition e.g. any adaptations or specialist equipment.

If leaving education, please detail the intended outcomes such as employment etc.

If the young person is Year 9 please include Preparation for Adulthood Outcomes; e.g. employment; independent living; community inclusion; health.

What support is needed in the future?	What does this support look like?	Who will make this happen?	When will this happen?
Adam needs to make a good transition to his year 4 class	Adam will visit his new classroom and teacher and have the opportunity to look where he will put his things. Adam will be provided with a transition book with photos of his teacher and classroom. Mrs Help will remain his teaching assistant and will prepare him for Miss Help's return from maternity leave.	Mrs White (SENCO), Mrs Help (TA)	Summer term
Adam needs support to understand the care proceedings and the potential outcomes	Adam will have access to social stories and comic strip conversations to help prepare him and so he knows what the outcomes might be.	Sophie Miles	April-May 2021

Annual Review for: Adam Example
Date: 15/01/21

If new diagnoses need to be included on the EHC Plan, please send copies of the letter confirming the diagnosis to the SEN Team.
If social care provision has been changed, including short breaks packages, please detail below and ask the social worker or family support worker to send the short break review to the SEN Team

Health Needs related to SEN

Please give details of any new condition / diagnosis and the impact of these on the child / young person's life

No new diagnoses reported

Whilst Adam is a looked after child, his health will be reviewed by the Looked After Children's Health Team annually

Health Provision including, where appropriate, an individual Health Care Plan

Outcome	Provision	Provided by	Arranged by
Symptoms of Adam's Asthma are managed effectively with medication.	Staff to make sure Adam has access to his Ventolin inhaler. Parents to ensure that Adam takes his preventer inhaler as required	School staff and parents under advice from medical professionals	

Outcome	Provision	Provided by	Arranged by

Outcome	Provision	Provided by	Arranged by

Social Care Needs related to the SEN

What is currently being provided; include involvement of social care professionals or Early Help interventions?

Whilst Adam is a looked after child, his care plan will be reviewed every 6 months, he will be provided with a foster placement with his Granddad. He will receive a visit from his social worker every 6 weeks. He will have a personal education plan that is reviewed every term. He will have support to enjoy family time with his parents. He needs support to understand his care plan when it has been decided by the court.

Annual Review for: Adam Example

Date: 15/01/21

Social Care Provision which must be made for a child or young person under 18 as a result of section 2 of the Chronically Sick and Disabled Persons Act 1970

Outcome	Provision	Provided by	Arranged by

Outcome	Provision	Provided by	Arranged by

Outcome	Provision	Provided by	Arranged by

Other Social Care Provision required as a result of the SEN

Outcome	Provision	Provided by	Arranged by
Adam will be cared for safely within his own family	Adam's grandfather is approved as his foster carer	Local Authority	Local authority

Outcome	Provision	Provided by	Arranged by
Adam will enjoy seeing his parents in a safe environment	Adam sees mum for family time every week when she visits for the afternoon at Granddad's house. Adam sees his dad at the family time centre once a week.	Local authority	Local authority

Outcome	Provision	Provided by	Arranged by

Personal Budget

Adam receives tariff C3 funding in addition to funds available to the school. Parents have agreed for school to allocate the funding

Discussion at Annual Review Meeting not recorded elsewhere including Top Up Funding, Transport Provision etc.

Frank Standard (granddad) said he was pleased with how well Adam has come back into school after Christmas as he was so upset when he first moved. Adam has developed a good relationship with Mrs Help and she has been very supportive providing Mr Standard with resources to help Adam understand what is going on. The home-school book has been 'brilliant' as any worries, changes or concerns can be written in the book.

The worry-meter seems to be working well. Adam is able to move the arrow to show how he is feeling and then either granddad at home or Mrs Help at school is able to talk to Adam about how he is feeling. Mrs Help said she is worried that Adam might try and use the worry-meter as a work avoidance tactic to get out of lessons he doesn't find as interesting. Mrs White said that this would be kept under review.

Mary Example (mum) said she was pleased that Adam had made progress in Maths and Science but she was worried that he had not made progress in reading and writing.

Mary asked that the statement that "Adam still has accidents and needs to be reminded to go to the toilet" is removed from the EHCP – this is no longer an issue. Mr Standard and Mr Stevens agreed that this statement was no longer relevant.

Sophie Miles (social worker) asked about borrowing resources to support Adam with the changes the might happen at the end of the care proceedings. Mrs White will share some social stories and comic strip conversations with Sophie. Sophie said Adam will need a life story book to help him understand why he became looked after.

Actions from the Annual Review Meeting

Action	By when	Person responsible
Adam to receive a life story book so he understands how he became looked after	June 2021	Sophie will make a referral to the life story team

Annual Review for: Adam Example

Date: 15/01/21

Recommendations from the Annual Review

Recommendation	Yes	No	Reasons/Details
Should the Plan be maintained?	X		
Should the Plan be amended?	X		Change of social care provision and amended outcome. Removal of statement regarding toileting.
Should the Plan be ceased?		X	
Have the SEN needs changed significantly?		X	
Have the health needs changed significantly?		X	
Have the care needs changed significantly?	X		
Are the outcomes still appropriate?		X	
Are there any other significant recommendations?		X	

We agree with the contents of this Review					
Name	Mary Example	Signed	<i>MExample</i>	Date	15/01/21
Name		Signed		Date	
Parent/Carer	<input checked="" type="checkbox"/>	and/or	Young Person	<input type="checkbox"/>	
School/college/setting		Signed	<i>S White</i>	Date	15/01/21

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Annual Review for: Adam Example

Date: 15/01/21

I agree to information about my child being gathered from and shared with the following agencies listed below where they are involved with your family. Please tick box if you agree or identify any teams you do not want information shared with in the table below. You do not need to complete the table below if you have ticked the “agree”.

Agency/Service	Teams within service	Consent given to gather information from Yes / No	Consent given to share information with Yes / No
Herefordshire Council	Special educational needs/ EHC assessment team		
	Hearing Impairment Team		
	Visual Impairment Team		
	Physical Disability Team		
	Early Years' Service		
	English as an Additional Language		
	Elective Home Education		
	Traveller Education		
	Social Inclusion Team		
	Post-16 Education and Skills		
	Virtual School for looked after and previously looked after children		
	School Admissions		
	Educational Psychology		
	School Transport		
	Independent Travel Training		
	Portage		
Behaviour Support			
Hospital and Home Tuition			
Safeguarding in Education			
Herefordshire Council	Children with Disabilities Social Care Team		
Herefordshire Council	Other children's social care teams		
Herefordshire Council	Early Help Team		

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Annual Review for: Adam Example

Date: 15/01/21

Wye Valley Trust and Herefordshire Council	Teams at the Child Development Centre (CDC) including paediatricians		
Wye Valley Trust	Children's Therapy Services: Speech and language therapy		
	Occupational therapy		
	Physiotherapy		
	Specialist and complex nurses (including. diabetes, asthma etc.)		
Wye Valley Trust	Other Services at Hereford Hospital, e.g., hearing, vision		
Specialist Health Services	Specialist Health Services outside of Herefordshire		
Youth Offending Service	Youth Offending Teams		
Child and Adolescent Mental Health Service (CAMHS)	Child and Adolescent Mental Health Service (CAMHS)		
Herefordshire Council	Adult and Well-being Teams		
Schools, colleges and other educational settings	Your child's current or previous school, college, early years provider or other educational setting		

Please state any specific services not listed that you do not want us to gather information from:

Please state any specific services not listed that you do not want us to share information with:

Parent/carer name	Mary Example
Signature	<i>MExample</i>
Date	15/01/21

For further information on how your personal data will be collected, retained and used, please see visit: [Children and families services \(education\) privacy notice – Herefordshire Council](#)

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Annual Review for: Adam Example
Date: 15/01/21

Annual Review Checklist

Please enclose **Advice and Information** available since the last review

Information	Author	Date

Please return the completed document to the SEN Team, Plough Lane HR4 0LE