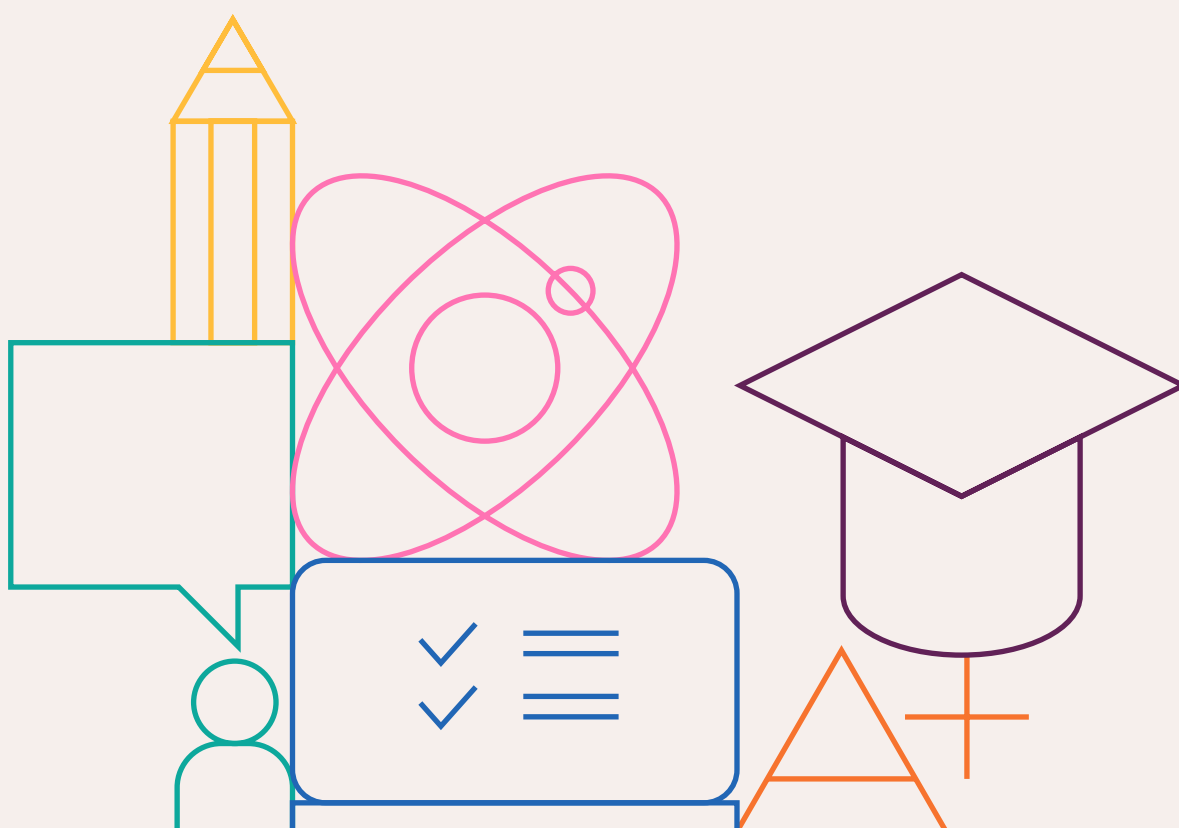


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1. Purpose of an Annual Review

EHCPs should be actively used to monitor progress towards the outcomes and longer-term aspirations of the child/young person they are written for. The outcomes must be reviewed at least annually. This review should also consider whether the outcomes remain appropriate and if the identified provision continues to be effective.

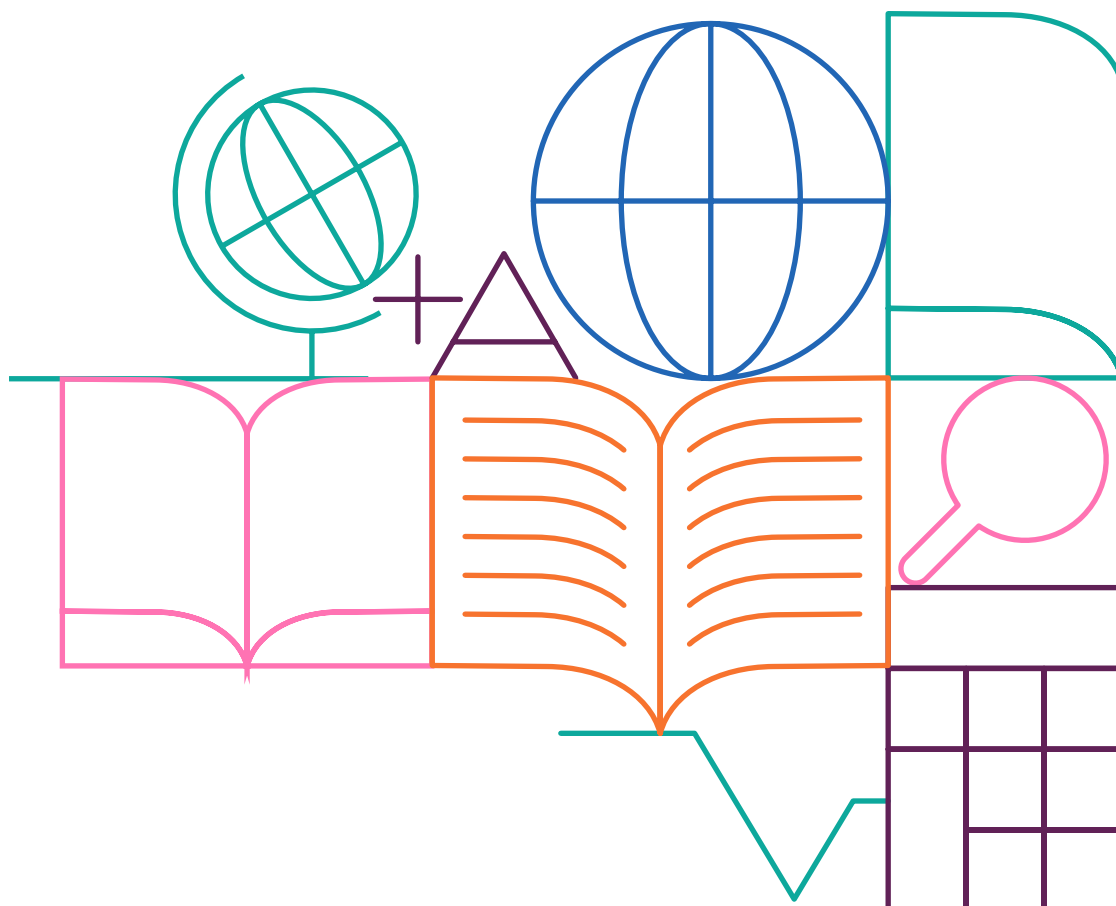
2. Annual Review forms and documents

The Annual Review forms can be found here:

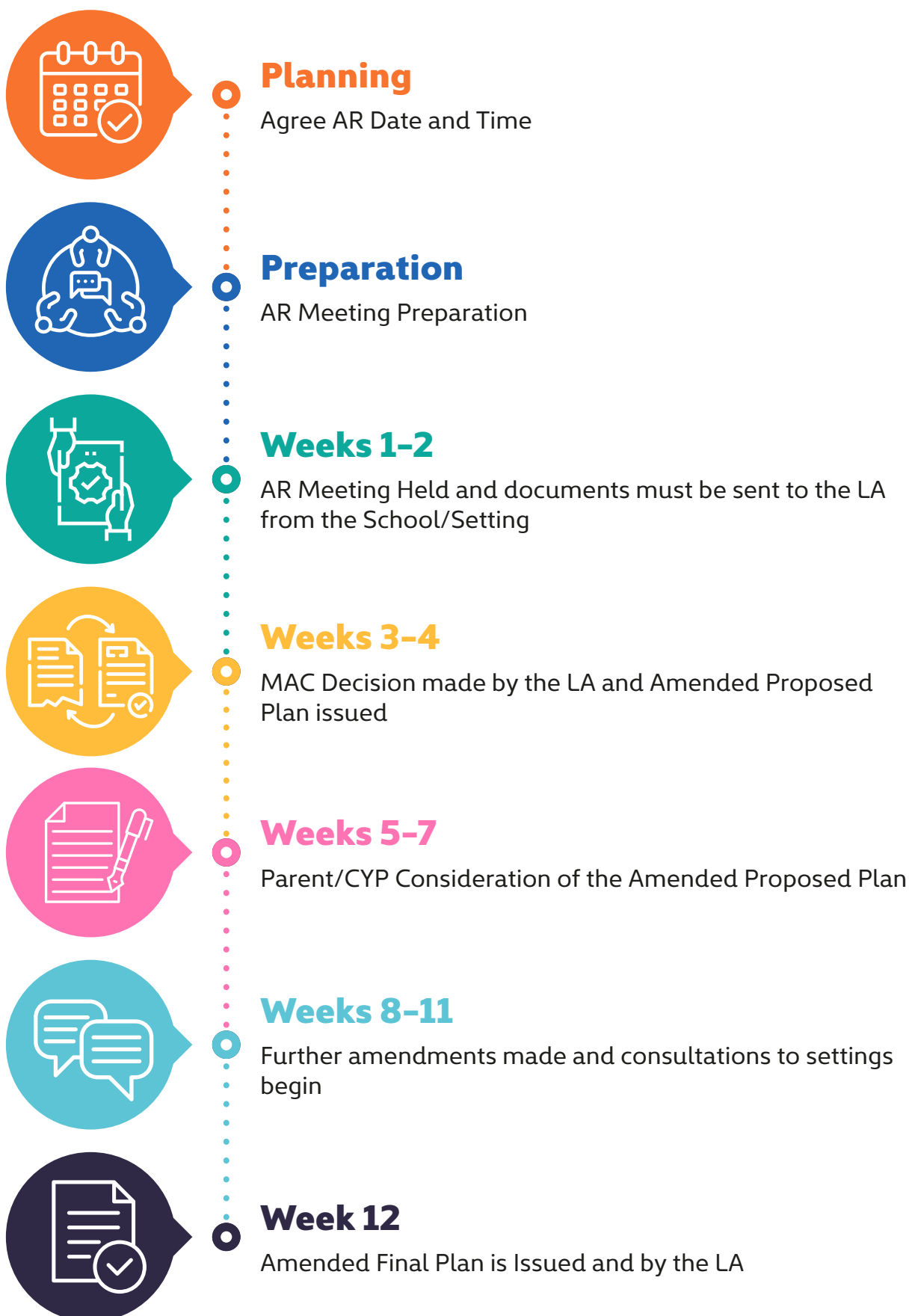
- [Pre 14 Annual Review Template for EYFS – KS3](#)
- [Post 14 Annual Review Template for KS4 and KS5](#)
- [Blank Section A Template](#)

Templates that could be used to ascertain children and young people's views can be found here:

- [Pupil Views editable](#)
- [Pupil Views printable](#)
- [Vocational Profile summary](#)
- [Vocational Profile detailed](#)



3. The 12-week Annual Review Process



3.1. AR Planning

Discuss and agree Annual Review date with Case Coordinator, Parent/Carer and Young Person. Book a suitable room or set up a Zoom/Teams link. Consider if a translator is required and make arrangements for this.

3.2. AR Meeting Preparation

At least 2 weeks before the meeting, Annual Review invitations must be sent to:

- Parent or young person
- EY provider, headteacher or principal
- Enfield SEN
- Health care professional (if relevant)
- Enfield Social Care (if relevant)
- Any other individuals or professionals relevant to the review

Information submitted by the invitees should be shared 2 weeks in advance of the Annual Review meeting. For example, where a change of placement request is being made a report from an Educational Psychologist may be shared 2 weeks before the meeting (Please note that we are not advising that EP reports must be provided as part of a change of placement request).

Where external professional agency advice/reports are required for an Annual Review, it is essential that professionals are consulted prior to the request being made to enable them to have enough notice to conduct assessments and to produce reports. For most professionals 2 weeks' notice would not be sufficient and the setting should consider giving at least 6 weeks of notice.

Please note that any required assessments should be completed before the annual review meeting. Further assessments cannot be requested from the Local Authority once the annual review meeting has taken place.

3.3. The Annual Review Meeting

The Annual Review meeting must focus on:

- i The child or young person's progress towards achieving the outcomes specified in the EHC plan.
- ii What changes might need to be made to the support that is provided to help them achieve those outcomes.
- iii Whether changes are needed to the outcomes themselves. Children, parents/carers and young people must be supported to engage fully in the review meeting and the resulting document must be written in simple and clear language using their words and language.
- iv Preparing for Adulthood (PfA), including employment, health, independent living and participation in society.
- v The child or young person's progress towards achieving the short-term outcomes specified in their IEPs.

3.4. MAC decision and issuing of Amended Proposed Plan

- i Within 4 weeks: The local authority must notify the parent or young person of its decision to:
 - a. Maintain the EHCP as is,
 - b. Amend it, or
 - c. Cease it.
- ii If amending: The local authority must issue an Amended Proposed Plan within 4 weeks of the Annual Review meeting.
- iii Within 8 weeks of issuing the APP the Amended Final Plan (AFP) must be issued. This means the full process must be completed within 12 weeks of the Annual Review.

3.5. Amendments and the Consultation Process

The SEND Code of Practice advises that “EHC plans are not expected to be amended on a very frequent basis”. Therefore, we will only usually amend EHCPs in very specific circumstances such as:

- The child or young person is approaching a phase transfer, such as:
 - i Primary to Secondary: EHCP must be amended by 15 February of the year of transfer.
 - ii Secondary to Post-16: EHCP must be amended by 31 March of the year of transfer.

Or

- There is a significant change in needs, such as:
 - i New diagnoses (with medical evidence or a professional report).
 - ii A change in the type or level of support required.
 - iii A change in educational placement or setting.
 - iv The Annual Review identifies that the current EHCP is no longer suitable.

  	
Special Educational Needs and Provision (B-F-E)	
Communication and interaction Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. More information is provided at paragraphs 6.28-6.29 of the SEND Code of Practice.	
B - Special Educational Needs Kaan has a diagnosis of Autism and ADHD and experiences differences in social understanding, communication, and flexible thinking. He has speech, language, and communication needs (SLCN), including difficulties with understanding and using language, following 32 step instructions, and retaining new vocabulary. Kaan sometimes needs prompting to add more information to his speech, and his pronunciation can be unclear to unfamiliar listeners . He finds it challenging to interpret and respond to social cues, struggles with conversational turn-taking, and often redirects conversations to his own interests. These needs impact his ability to form and sustain relationships, participate fully in classroom activities, and access the curriculum Independently.	
F - Special Educational Provision Kaan will need: Structured social skills interventions using visual activities, comic strips, and social stories to develop conversational skills, social understanding, and boundaries. Provided by: a key adult/LSA/TA with Autism Education Trust training. Frequency and duration: twice weekly for 30 minutes in a small group, plus daily 15-minute Individual sessions.	E - Outcomes By the end of Year 7, Kaan will be able to correctly identify at least three types of social cues including facial expressions, tone of voice, and body language in 4 out of 5 structured role-play or real-life scenarios. He will use this

We recommend that schools use IEPs to set interim targets which are linked to the long-term outcomes in the child/young person's EHCP.

We have received feedback from some SENCOs that they were expected to track changes and amend every EHCP during review meetings. This is not the expectation. You only need to use the Track Changes function in Microsoft Word for plans that require amendments, as described above.

If a decision is made to amend the EHCP, Enfield SEN must within 4 weeks of the annual review meeting:

- Send a copy of an amended draft EHCP (via email unless a hard copy has been specifically requested) to the parent or young person showing the proposed amendments and any evidence that supports the amendment
- Inform the parent or young person of their rights to make representations about the content of the draft plan and to request a school or institution
- Give at least 15 calendar days for the parent or young person to comment and make representations on the proposed changes

Once the draft EHCP has been issued, Enfield SEN will then issue a final EHCP within a further 8 weeks.

4. Annual Reviews for Post-14 (Year 9 and above)

From Year 9 onwards, Annual Reviews must include Preparing for Adulthood (PfA) planning covering employment, health, independent living, and community participation. This transition planning must be embedded in the EHCP and, where applicable, include coordination with adult care and health services (Care Act 2014).

Reviews must also capture the views, wishes, and feelings of the child or young person, in line with the Children and Families Act 2014 and the SEND Code of Practice (2015).

4.1. Preparing for Adulthood

All young people with SEN should have access to Careers Advice as part of their next steps. This advice can be provided to Enfield schools and is organised by the Careers Team. Contact should be made with this team to ensure that young people have this support by contacting the team at: careersservice@enfield.gov.uk.

A [preparing for adulthood booklet](#) has been co-produced to make sure that you have all the information you need to support children/young people through the process and the [Local Offer](#) also contains detailed up to date information on:

- Preparing for adulthood events
- Transition to adult health and social care
- Finding support
- Day services

Review meetings taking place in Year 9 should have a particular focus on considering options and choices for the next phase of education.

As a young person is nearing the end of their time in formal education and the plan is likely to be ceased within the next 12 months, the Annual Review should consider good exit planning. Support, provision and outcomes should be agreed that will ensure the young person is supported to make a smooth transition to whatever they will be doing next – for example, moving on to higher education, employment, independent living or adult care.

4.2. Early Notification Form

When the young person reaches the age of 16 and it is felt that they are likely to meet the Care Act 2014 criteria for needing additional support from Adult Social Care at the age of 18, an [Early Notification Form \(ENF\)](#) must be completed. The ENF should be emailed to transitions@enfield.gov.uk. Please note that even if the young person is going to remain in education post 18, they can still receive services and support if they are eligible.

The conversation should be started with parents/carers and young people from the age of 14 during the Year 9 EHCP Annual Review. This can then be revisited at subsequent reviews. At this stage we ask that you signpost families to the information on the [Local Offer](#) so they can be informed about what is going to happen.

5. Phase Transfers

When a child or young person has a EHCP and is due to move to a new phase of education (such as from primary to secondary education), their EHCP must be reviewed and amended well before they move to their new education phase.

There is a legal duty to review and amend an EHCP when a child or young person transfers from one phase of education to another.

Phase transfer is the moving between particular stages of education:

- early years education to school
- infant to junior school
- primary to secondary school
- secondary school to a post 16 institution

This process must start within 12 months of a transfer to a new phase of education.

For those transferring from secondary school to a post-16 institution, the EHC plan must be reviewed and amended by 31 March in the year of transfer.

For all other phases of transfer, the deadline is 15 February in the year of transfer.

5.1. School/setting responsibilities for phase transfers

For any children who will be transitioning into a new setting the following September as part of phase transfer (Reception admissions, infant to junior admissions, Secondary admissions and Post-16 admissions), Annual Reviews will need to be held at the following times:

- Between 1st September and 15th October for all Nursery 2 children, all Year 6 children and all Year 2 children who attend an infant school or federated infant school.
- Between 1st September and 31st December for all Year 11 students (Early Notification Form must be completed for those who may require Adult Social Care).

These meetings are essential in informing the Local Authority of any changes that may need to be made to any section of the EHCP so that it can be updated for consultations to schools/colleges.

When an amended EHCP is issued for a phase transfer, it will include the name of the current setting until the end of the academic year, and in Section I, it will state the name and type of the setting (or just the type of setting) that the child or young person will attend from the start of the next academic year.

For example:

SECTION I: Placement

Until July 2025:

Name of Educational Placement	Salmons Brook School
Type of Placement	Special School

Starting September 2025:

Name of Educational Placement	West Lea Sixth Form
Type of Placement	A day placement at a maintained special school for pupils with complex needs

When a young person is already attending a post-16 institution and it is proposed that they move from one post-16 institution to another at any time, the LA must review and amend the EHC plan at least five months before that transfer takes place.

In addition, to the Annual Review meetings held at the start of the school year, a transition meeting should be held in the summer term with the named school/college. This is not an Annual Review meeting and will not require the associated paperwork.

In some cases, young people attending a Post-16 setting may not meet the entry requirements for their chosen course or change their minds about what they want to do after the 31st March or five-month deadline. Where this is the case, the LA will review the EHCP with the young person as soon as possible, to ensure that alternative options are agreed and new arrangements are in place as far in advance of the start date as practicable.

The process must be carried out for **all** children and young people with EHC plans moving from one phase of education to another. For example, regardless of whether the child attends a mainstream or special school, or if they go to an 'all-through' school (for example, a school which covers primary and secondary education) – this process must still be completed. If the child or young person attends an all-through setting, the LA must still carry out a phase transfer review, even if the child will stay in the same setting. This is because they will be moving from one phase of education to another.

6. Responding to consultations

For children and young people who are the subject of an EHCP the Local Authority SEN Service is responsible for the decision to place the child or young person.

The Local Authority must consult the governing body, principal or proprietor of the school or college concerned and consider their comments very carefully before deciding whether to name it in the child or young person's EHC plan, sending the school or college a copy of the draft plan.

Once the representations have been carefully considered the SEN Service will make a final decision.

Settings have 15 calendar days to respond (please note this includes public holidays and school holidays). It is imperative that settings provide up to date contact details for consultation to be sent to. We would recommend that a shared mailbox is used for these consultations to be sent to.

6.1. Lawful consultations

A lawful consultation from the LA must include the below:

- i Consultation must be at a formative stage. In practice this means that the Local Authority must not make their decision before they have sent a formal consultation and must allow schools/settings to have a genuine opportunity to influence the outcome.
- ii Sufficient information must be provided. In practice, the Local Authority will share the CYP's EHCP and relevant reports.
- iii Consultees must be given enough detail to understand the issue and respond meaningfully. The Local Authority provides setting 15 days to respond as per the SEND CoP 2015.
- iv Conscientious consideration – The Local Authority must demonstrate that they have listened, reflected, and incorporated views where appropriate before making a final decision.

6.2. Setting responses to the LA

When consulted by the Local Authority, settings must:

- i **Respond within 15 calendar days**
- ii **Review the EHCP thoroughly**
- iii **Assess suitability** using the legal test:
 - Is the school **unsuitable** for the child's age, ability, aptitude, or SEN?
 - Would attendance be **incompatible** with the efficient education of others or the efficient use of resources?

In responding to the Local Authority, schools should consider that the response should be lawful i.e. not in breach of the Equality Act 2010 and should be written in a way that would not cause offence. The Local Authority has a duty to share these responses should a request be made. These responses must be provided to parents/young person where a subject access request is made and must be shared without redaction.

The responses below are real examples from Enfield schools that are inappropriately phrased and would not constitute legal grounds for the Local Authority to deny parental preference:

- “We don’t have any spaces”
- “The child is too big”
- “We have too many children with EHCPs in the year group”
- “We cannot make adaptations to meet the needs of the child”
- “The space in the school is not appropriate for the child”
- “The child is not eating or drinking”.
- “We do not allow children to attend interventions outside of their classroom”
- “The child is nonverbal and is in nappies”

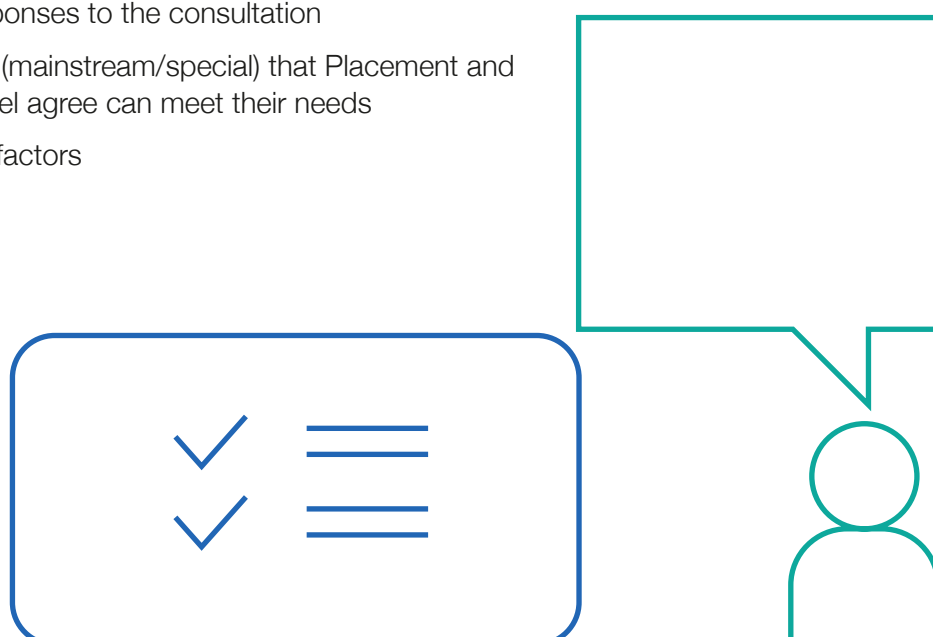
7. Reviewing Consultation Responses from schools

The Local Authority must carefully consider the setting’s responses before making a decision about naming a school.

Mainstream education **cannot** be refused by a local authority on the grounds that it is **not suitable**. The law is very clear on this matter and the only ground upon which the LA can refuse mainstream is on the grounds of incompatibility with the efficient education of others. ‘Others’ is intended to mean the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis i.e. their class group.

The LA is required to name a school to admit a child or young person and will take the following into consideration:

- The parental preference
- The school’s timeliness in responding and whether the response meets the legal test
- The most local school
- Other school’s responses to the consultation
- The type of school (mainstream/special) that Placement and Provision/SEN Panel agree can meet their needs
- Any other relevant factors



8. Process for applying for additional funding

When settings respond to consultations from the LA, requests for additional funding can be submitted where exceptional circumstances apply. These requests are then considered by a multi-agency panel.

Schools can also request additional funding at an Annual Review.

All requests for additional funding should include:

- A costed and evidence-based provision map
- 2 reviewed IEPs or equivalent
- Completed template for [Request for Additional Hours](#) or [Request for Alternative Banding](#).

When the request has been considered by the panel, the outcome will be communicated to the school by the case co-ordinator.

9. Process for a change of placement

For children and young people with SEN, a change of placement may be challenging and can cause anxiety and distress. Any decisions the LA make regarding changes of placement will consider the child or young person's best interests and in line with the legal framework.

Information and professional advice should be gathered to support why a change of placement is necessary.

Examples of this include:

- Assess Plan Do Review Cycle
- Costed Provision Map
- Clear narrative of why the placement is no longer suitable
- Evidence of reasonable adaptations made
- Reports from any professionals who have had involvement

Parental engagement should be at the heart of any recommendations, and parents should not feel pressured into requesting a change of placement. It is recommended that all requests for a change of placement are discussed with your case coordinator before an annual review is held and the request is made.

An Early Annual Review can be held if there is significant change in need or presentation or if it is clear that a different provision or placement is required that cannot be implemented within the current setting. This should only be held 6 or more months after the previous Annual Review or Final EHCP being issued. However, if there are exceptional circumstances then this should be discussed with the school's case coordinator in the first instance. Exceptional circumstances may include where a child/young person is at risk of permanent exclusion.

All changes of placement to specialist provision are considered by the Placement and Provision Panel. To change a placement requires the amending of the EHCP setting out any changes within the plan and amending Section I.

10. General guidance

We expect discussions to take place between case coordinators and school SENCOs at the start of every academic year to discuss the upcoming academic year these discussions should include:

- Discussions of any outstanding actions from the previous academic year such as any outstanding MAC decisions or annual reviews that have not yet been received.
- When planning for Annual Reviews for the upcoming academic year, it is recommended that a discussion take place at this meeting about which plans may need amendment, in year changes of placement and pupils moving through key phases of education (e.g. primary to secondary transition).
- Schools/settings should not hold large batches of reviews in one day as this will mean that the Local Authority will not be able to action these reviews in a timely manner. If you are considering doing this please ensure you have had a discussion with your case-coordinator.

