

Following the meeting

The school will send all the gathered information to the Local Authority who will convert your child's statement into an Education Health Care Plan.

If you disagree with the LA's response

You have the right to appeal against the decisions made. The LA will look at your appeal and if a joint plan is not agreed you can go to **Mediation** where a third party can assist you and the LA in coming up with an agreed plan. If you are still not happy you have the right to appeal to a tribunal.

If you would like any more about please speak to:

Derby SEND Team specialeducationalneeds@derby.gov.uk Tel: 01332 256666.

Special Educational Needs and Disabilities

Your Child, Your Family Your Annual Review

What to expect at an Annual Review

Leaflet for Parents
and Carers



The Children and Families Act 2014 has

- Placed a bigger focus on involving Children and their Families in making decisions about their future plans and how they are supported
- Made the review process more positive: looking at hopes for the future and the support your child will need to achieve their goals
- Planned a transition from Statements of special educational needs and Learning Difficulty Assessments to new **Education, Health and Care plans**
- Required the Local Authority to publish under **the Local Offer** services that it is able to offer to children and young people with Special Needs and Disabilities
- Extended the support for young people up to 25 years who remain in education – giving more information, advice and support to help them move into adulthood.

The Education Health Care Plan (EHCP) is the document which will replace your child’s Statement of Special Educational Needs (SEN) if the SEND needs remain significant.

Over the next three years those children and young people who still need additional support for their educational needs and /or disabilities will have their statement of SEN converted into an EHCP.

At least two weeks before the review your son or daughter will invite people who matter and are involved in supporting them and you, to their Annual Review.

Reviews will be carried out in a person centred way, which means Your child/Young Person should feel as though the meeting is all about valuing them, their skills and finding ways to help them meet their goals.

Areas of SEND

The areas of SEND are listed below. It may help you to prepare for the meeting by thinking about any needs your child may have in these areas and any outcomes you are hoping for.

Area of Need	Need	Outcome
Communication and Language		
Cognition and Learning		
Social Emotional and Mental Health		
Sensory and Physical		
Community Involvement		

Plus possible additional needs:

Additional Need	Need	Outcome
Social		
Health		

A Statement of SEND had objectives which were mostly about school work.

The outcomes in an EHCP are about what we all hope your child will be able to do in the future.

They should help your child beyond school into life.

Who has a say on Outcomes?

- Parents
- School
- other people who work with the child
- the child or young person

An objective may say “Mary will access numeracy work”

An outcome will say “Mary will count and take part without support in board games with her friends in class by the end of Key Stage 1.”

An objective may say “Learn to hop”

An outcome may say “will be able to hop and kick a football at break in games with friends by end of Key Stage 2.

An outcome has a real life element and a time limit.

It doesn't matter if the Child or Young Person doesn't get to the target. What matters is that we have something to aim for. Some people call it cloud thinking!

We want children and young people to aim as high as they can

We want all those working with children and young people to support them with high expectations and encouraging support.

Before the meeting

You will be asked for your views. These can be written down on the forms sent by school or recorded on a phone or tablet. Please speak to a member of staff if you want these shared at the meeting so that they can set up the technology.

We want to encourage Families to:

- Share stories to help us learn about their Child or Young Person's strengths
- Celebrate their achievements
- Work with us to plan future actions

During the Annual review:

We want to gather:

Shared information

You will be asked for your views about your son/daughter:

- What are their strengths?
- What is working well?

Shared differences or concerns...

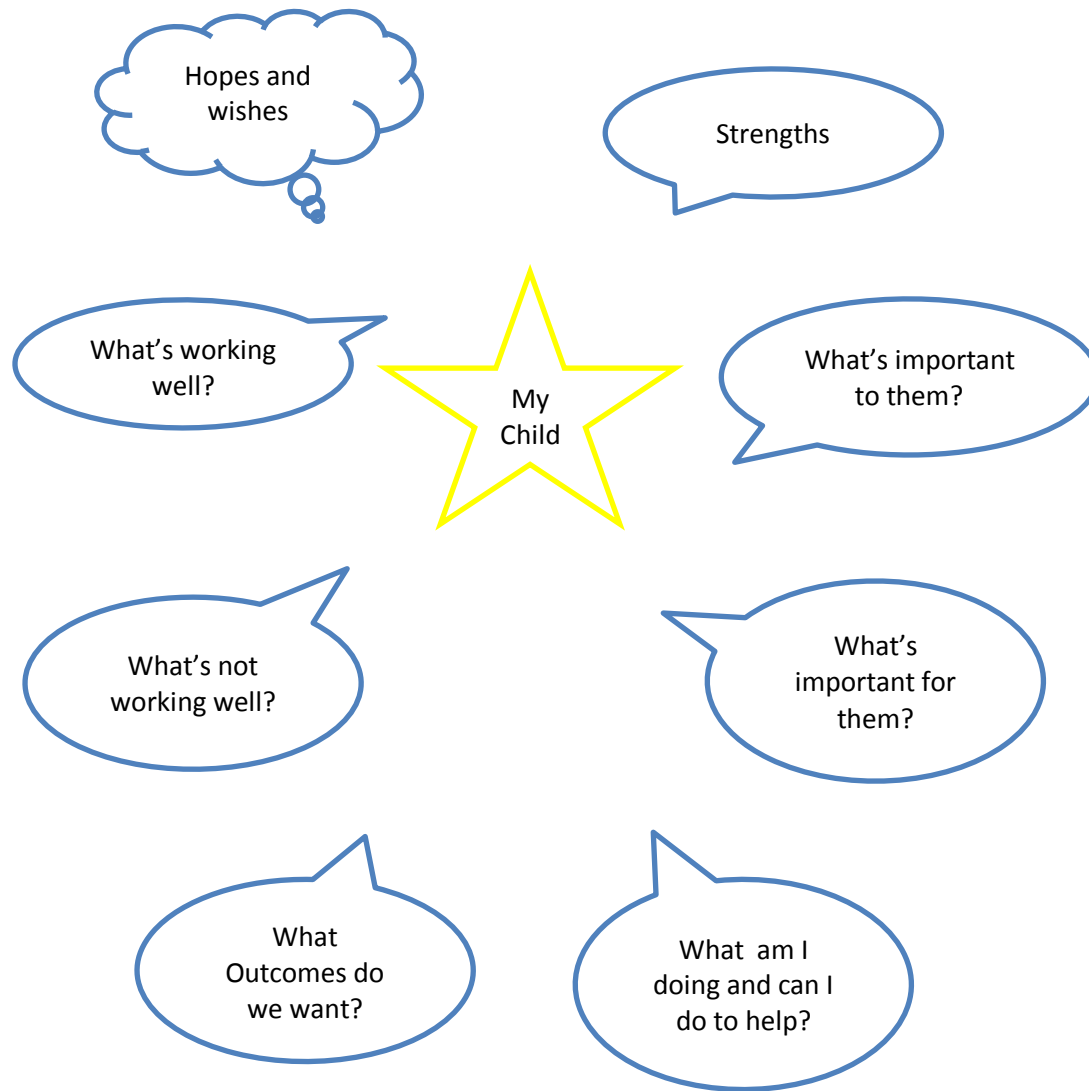
- What is not working well?
- What is important for them?

Develop Shared understanding...

- What do they need to achieve their outcomes?
- How can we all work together to make this happen?

When your child is 14 years old the review will need to start making plans for adulthood. This might involve discussions about employment and housing. A transition plan will set out everything that needs to be done in the coming years to prepare your child for life after school. This will be reviewed every year until they leave full time education.

In your Parental contribution you will be asked to comment on your Child's:



School will share a one page profile about your child with you. It might look like this:

Jack's Profile

Great Things about Jack:
Jack has a very good sense of humour and enjoys jokes and laughing around. He is a good fun and likes to pull funny faces. He enjoys making and telling jokes that he can make as well as coming up with them.

Jack is a confident and likes to engage in role activities like the wheelchair riding, table tennis swimming and trampolining. He is a motivational BMX rider and loves for the Suspension BMX club.

Jack loves the water and has a natural knowledge of all things water. He enjoys drawing, particularly when it is related to his interests. He will use things to create abstract pieces of things he would like to create and will change or swap the one he made to give something new. He likes and works well with others, getting the most things done and likes to help others. Jack likes to work well with others and will work well with others. He is a good listener, helpful and will help others. Jack likes to work well with others.

Important to Jack:
Time with Dad that is in the morning - having a nice and a chat about things that are coming up. Things that are going on - being able to get up early to make sure the day isn't too busy.

Knowing what is happening around him to meet, and clearly feeling clear about what is happening about a week in advance. To see how plans change, especially on short notice.

People understanding what he is trying to say, taking notice and acknowledging them.

Tasks being presented to him in small steps, with visuals in the form of lists to help him stay focused. He has a good understanding of what he is doing and what he is doing, and is able to explain it clearly, and if needed, repeat it.

People taking time to talk to Jack about the things he's interested in - eg. Star Wars, BMX, Soccer, Crazy Cars.

Time for doing things with friends for a chat about their own day - eg. Building things - Lego, making things with wood, drawing, making things apart and putting them back together again.

Not being late - having time to feel prepared, organized and ready for what is happening next - never having to rush.

Having his own space - not having someone else around that he has them breathing on him (unless he is invited to do so).

Having something to hold in his hand & fiddle with, to help calm himself and feel focused.

How to Best Support Jack:
From that Jack needs to be a connector (between members of the team) - eg. He has been all the members that he has been involved in to help, especially if someone is having trouble with the instructions and the person's understanding. He will often use things that are used as a reward. Always check that he has understood, that he knows what is expected of him and what is going to happen.

Jack doesn't seem to be able when he talks over others. Giving him a visual signal that you and he understand will help him to remember to wait for a turn in conversation.

Provide a schedule with things listed off including other things are going to occur, so that he can see what things and know what is coming up next.

It's very difficult for Jack to understand instructions that don't build on any existing knowledge or experience that he has had.

If there have been changes to plans, reassure Jack that it will be ok. Talk through the plan with him, then reduce his attention to something good that has happened or about to happen in the day.

Plan ahead using things already in use to make sure he has a good understanding of what is going to happen in the future - eg. He has been used to go to school, or if you can, let him know the whole thing by using things to go to school by using things that are used for school. About 10 minutes before he has to hold other people's hands. Encourage him to try, but give him a cue if it's about to be hard.

JORDAN HARRY'S HIGH SCHOOL PROFILE

What Others Admire about Me

- Kind
- Caring
- Good friend
- Good with children
- Determined
- Good music
- A leader

What is Important to Me

Getting to know the school quickly

Knowing where to go if I need help

Having time to be with friends and just relax

Access to a telephone when stressed

Taking classes that are fun but also help me work toward a career in childcare

Getting through compulsory courses

Help with Math when I need it

Staying away from situations where I might be embarrassed to make poor choices

The help of my parents are involved in my education.

A consistent person to go to for emotional, stress management

Learning good study habits

How to Support Me Best

I don't like to ask for help, please offer it to me if you feel I need it after a year in my class. I have a hard time getting back into the swing of things, be patient and offer your support.

If I get overwhelmed I need to go up, please encourage me to stay on track. I like to write stories or journals when I am frustrated or sad. Sometimes I need freedom to do this.

I like to be a leader but sometimes get caught up in the drama of situations. I might need a motivational reminder.

In elementary school I did not have a lot of homework or studying. I had mostly one or two due to small classes. This will be a huge adjustment for me, support me in developing good strategies.

Stress is not my friend. My anxiety level rises and I need reassurance or relief from someone I love or an unconditional love.

Public speaking makes me physically ill, my anxiety level rises until I am sick and cannot function. Please limit this when possible.

VISION

- Work toward a career in childcare
- Traveling the world
- Volunteering
- Showing great friends and family out
- Working great classes
- Being on school team (volunteering)

Photo

What makes me happy

How I like to be supported...