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**Educational Advice to be completed by the school or setting for an Annual Review of an EHC Plan**

*To be circulated to all participants at least two weeks prior to the Annual Review meeting*

The Code of Practice emphasises that teachers are responsible for and accountable for the progress and development of all pupils in their class, including those with SEND where pupils access support from teaching assistants or specialist staff.

Schools will have their own internal forms for collecting information from school staff for an Annual Review and these, together with this form, should be included with the documents circulated in advance of the meeting.

This form represents a summary of the documentation provided by the school or setting. Supporting documentation such as assessment and attainment data and other relevant records should be available at the Review meeting and included in the appendices of the circulated Annual Review Report.

This report will contribute to the Annual Review of the Education, Health and Care Plan.

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| **Details of child/young person** |
| **Name** |
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| **Date of Birth** |  | **Year Group** |  |

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| **Details of person completing this form** |
| **Name of person completing this form** |  |
| **Date completed** | **Role** |
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| **Attainment over time** |

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| **Progress in Key Stages 1,2,3,4 and above****Please fill in relevant columns**NB Assessments might include assessments completed at any time such as SATS, Teacher Assessment, GCSE Functional Skills Assessment, Standard or norm referenced tests, BTEC, NVQ, AS/A Level **Please provide key to any school assessment data provided** |
| Type and date of assessment  | Subject area/Areas of Development | Performance two years previously | Performance one year previously  | Current performance |
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| **The teacher/setting’s view of the child/young person’s progress** |
| Using bullet points please outline the child/young person’s strengths, skills and achievements over the past year any other notable progress e.g. involvement in school life/friendships etc. |
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| **Describe any new needs identified and specify how these impact on access to the curriculum** |
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| **Progress towards meeting outcomes, and provision required****(Please add more tables as needed)*****Please note, this is a record of the school/setting views on progress towards meeting outcomes and the provision required*** |
| **Section E: Outcomes** |
| **Long-term outcome:** (Insert long term outcome exactly as it is written in the EHCP) - NB: There is no expectation that pupils will achieve long term outcomes before the end of a key stage or phase) | **Met** |  |
| **Partly Met**Please record progress asMinor/Some/Positive |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **New long-term outcome:**  |
| **Long Term Outcome:**(Insert long term outcome exactly as it is written in the EHCP) - NB: There is no expectation that pupils will achieve long term outcomes before the end of a key stage or phase) | **Met** |  |
| **Partly Met**Please record progress asMinor/Some/Positive |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **New long-term outcome:**  |
| **Long Term Outcome:**(Insert long term outcome exactly as it is written in the EHCP) - NB: There is no expectation that pupils will achieve long term outcomes before the end of a key stage or phase) | **Met** |  |
| **Partly Met**Please record progress asMinor/Some/Positive |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **New long-term outcome:**  |
| **Long Term Outcome:**(Insert long term outcome exactly as it is written in the EHCP) - NB: There is no expectation that pupils will achieve long term outcomes before the end of a key stage or phase) | **Met** |  |
| **Partly Met**Please record progress asMinor/Some/Positive |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **New long-term outcome:** |

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| **Section E: Outcomes Cont.** |
| **Long-term outcome:** (Insert long term outcome exactly as it is written in the EHCP) - NB: There is no expectation that pupils will achieve long term outcomes before the end of a key stage or phase) | **Met** |  |
| **Partly Met**Please record progress asMinor/Some/Positive |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **New long-term outcome:**  |
| **Long Term Outcome:**(Insert long term outcome exactly as it is written in the EHCP) - NB: There is no expectation that pupils will achieve long term outcomes before the end of a key stage or phase) | **Met** |  |
| **Partly Met**Please record progress asMinor/Some/Positive |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **New long-term outcome:**  |
| **Long Term Outcome:**(Insert long term outcome exactly as it is written in the EHCP) - NB: There is no expectation that pupils will achieve long term outcomes before the end of a key stage or phase) | **Met** |  |
| **Partly Met**Please record progress asMinor/Some/Positive |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **New long-term outcome:**  |
| **Long Term Outcome:**(Insert long term outcome exactly as it is written in the EHCP) - NB: There is no expectation that pupils will achieve long term outcomes before the end of a key stage or phase) | **Met** |  |
| **Partly Met**Please record progress asMinor/Some/Positive |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **New long-term outcome:** |

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| **Section F: Provision** |
| **Is the provision to meet the outcome still appropriate?** Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this is secured through a Personal Budget. It should be specified for each and every outcome. It must be clear how provision will support the outcomes. See guidance. | **(Y/N)** |
| **Please advise what provision is no longer necessary/appropriate** |  |
| **Please indicate what new provision is required and which report this has been obtained from**  |  |

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| **Please describe any suggested significant changes to educational provision to be discussed at the Review** |
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| **For young people in Year 9 / post 16, a Transition Plan is required**NB Maintained schools, Academies and Free schools have a statutory duty to ensure that pupils from Year 8 onwards are provided with independent careers guidance. |
| **Has the young person identified a career pathway?**  | **Y** | **N** |
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| **Have career guidance and progressions routes been discussed with the young person?**  |  |  |
| **A copy of the Transition Plan/Progression towards adulthood document should be included in the documentation - provide a brief summary below:**  |
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| **Any other issues to be raised at the Annual Review meeting** |
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| **Name and Role** |  |
| **Signed** |  |
| **Date**  |  |