



EAST RIDING
OF YORKSHIRE COUNCIL

Children with Special Educational Needs

Annual Review and Transition Review



Information for parents and those with
parental responsibility

Children with Special Educational Needs

Annual Review and Transition Review

Information for parents and people with parental responsibility.

If your child has a statement of special educational needs at least once a year you will be asked to take part in a review of the statement. The annual review is a check on whether the statement is still right for your child. It takes place at least once every twelve months but for children under five the statement can be reviewed every six months if necessary.

The annual review process is carried out in accordance with the Special Educational Needs Code of Practice (2001). A copy of this Code alongside Special Educational Needs (SEN)-A guide for parents and carers (2009) can be obtained free of charge by telephoning **0845 60 222 60** or by visiting **www.dfe.gov.uk**

Directorate of Children Family and Adult Services

County Hall
Beverley
HU17 9BA

Telephone (01482) 392162

What is an Annual Review?

The annual review is a check on whether the statement is still right for your child. It takes place at least every 12 months but for children under 5, the statement can be reviewed every 6 months if necessary.

The review process is in four parts:

1. The school will gather information by asking for reports from all those involved with your child
2. The annual review meeting
3. The submission of the annual review documents to the Local Authority (LA)
4. The LA's decision, in the light of the report, about whether to amend the statement, cease to maintain it (statement no longer needed) or continue to maintain it unchanged.

What is the purpose of an Annual Review Meeting?

The aim of the review meeting is to bring together different people's views about your child's progress, to look at any changes in their needs in the past year, and to plan for the future. It will look at the special help your child is getting, to make sure it is still appropriate. It may recommend the LA changes the statement, or say that the statement should cease to be maintained (statement no longer needed).

Timing of the Annual Review process

Not less than two weeks before the first day of every school term the LA will write to your child's school, asking the headteacher (which may be delegated to the Special Educational Needs Co-ordinator (SENCO) to organise a review meeting, and to write a report of the

review afterwards. During this term the school should consult with you regarding a mutually convenient date.

If your child is due to move from a primary to a secondary school or into post 16 school provision, the review has to be finished before the end of the autumn term prior to any transfer the following September. This means the review may take place earlier than usual.

The review when your child reaches year 9 is a special one. More information about this special review is given further on in the booklet

If your child is not being educated in a school or on a school roll the LA will arrange the annual review.

Interim Review

It is open to LAs and schools to bring forward an annual review or for parents to ask for an early review. This might be because of a sudden deterioration in a child's health or development, a change to their circumstances such as a new diagnosis or a crisis in which their needs are shown to be much greater than previously recognised. Such a review may be called an interim review, an interim annual review or just an early annual review.

Who contributes to the Annual Review?

The headteacher or SENCO must ask the following people to contribute in writing to the review and invite them to the meeting:

- Parents or those with parental responsibility
- A relevant teacher, which may be your child's teacher, form tutor, head of year, the school's SENCO or some other person responsible for your child's education
- Anyone whom the LA specifies

- Anyone the headteacher or SENCO thinks appropriate e.g. physiotherapist
- The child (if possible dependent on their age and ability)
- Any other relevant person that the parent wishes to be involved.

The headteacher or SENCO will then send a copy of all the advice received to everyone who has been invited to the review meeting. This should happen at least two weeks before the date of the meeting, to allow for any further comments to be sent to the headteacher or SENCO.

Professionals often do not attend routine annual review meetings but may attend if there is a particular issue or problem.

Your views are very important and if possible it would be useful if they were given in writing before the review meeting. Guidance and support is available from the Parent Partnership Service if you would like it.

East Riding Parent Partnership Service is able to offer impartial information, advice and support whenever you need it and can provide information about alternative sources of independent advice. The service can allocate a trained volunteer Independent Parental Supporter (IPS), for more information contact Amanda Ward, Co-ordinator, East Riding of Yorkshire Parent Partnership Service, Children Family and Adult Services, County Hall, Beverley HU17 9BA. Tel: (01482) 392108/9 by email parent.partnership@eastriding.gov.uk

How can your child take part?

It is important that your child (if possible dependent on their age and ability) should have a chance to give their own view of progress during the past year; discuss any difficulties, and talk about expectations for the future. These views should be included in the review report.

What happens in the review meeting?

The review meeting will be as informal as possible. It will normally be held in your child's school. If your child is not attending a school, the LA will arrange a suitable place.

Your child should be encouraged to attend at least part of the review meeting. If this is not possible or appropriate, there may be other ways in which his or her views can be made known perhaps through yourselves, a teacher, or another adult that your child trusts and can talk to.

There will usually be a discussion of the written advice received about your child. You will be able to ask people about reports and get more information.

Someone will act as 'chair' (usually the SENCO, Headteacher or LA) to make sure that everyone has a chance to give their views and that all the important matters are dealt with. Some of the matters which will need to be discussed are:

- the views that you, the school, and your child have about his or her progress in the past year; and the expectations for the future;
- your child's progress towards the targets set out in the statement and the last annual review, as well as progress in the National Curriculum;
- any significant changes in your child's needs;
- any changes which will need to be made in the help your child gets;
- what new educational targets should be set, against which your child's progress will be assessed during the coming year through an Individual Education Plan (IEP) and at the next review.

The meeting will then decide on the recommendations to make to the LA.

What recommendations can review meetings make?

The review meeting may recommend that the statement be changed if;

- Your child's needs have changed;
- Your child needs different or additional help from that already given;
- Your child needs to change schools.

The review meeting can also recommend that your child no longer needs a statement (cease to maintain).

What happens after the Annual Review meeting?

After the meeting the headteacher or SENCO must write a report, which summarises what is decided, and sets out the educational targets for the next year. Copies of this report will be sent to you, the LA, and to all those people involved in the review within 10 school days of the holding of the review meeting or the end of term whichever is earliest.

When the LA receives the report, it will decide what, if anything, should be done, taking into account any other relevant information. The LA will write to you, to the school, and to all those involved in the review, telling them what has been decided within one week of making that decision.

What if you disagree with the Review recommendations?

The aim of the review meeting will be to agree on the recommendations, which should be made to the LA.

Everyone taking part in the review will say what they feel is right for your child. People may have different opinions, but they will want to take your views and wishes into account as far as possible – so be sure to make these clear. Guidance and support is available from the Parent Partnership Service as detailed earlier in the booklet.

The person writing the review report will make sure that your views are also included.

The review meeting may make a recommendation with which you disagree. If you feel strongly about this, you should write or speak to the LA within seven days of receiving the report, saying what you disagree with, and why.

When the LA decides on the recommendations of the report, it will take into account any disagreement you may have expressed.

Changing the statement and ceasing to maintain

If the LA decides to change your child's statement an amended proposed statement would be sent to you. The LA will ask you to respond to the proposed statement within 15 days and will advise you of that date. If you wish to meet with the Education Officer (SN) you will have another 15 days following the meeting to make any further representations or ask for another meeting.

The LA can arrange for more than one meeting if necessary. If any changes are agreed following the discussions you will receive a revised proposed statement. Please note however that the LA is required to

finalise the statement after 8 weeks from the date you received the first proposed statement following the annual review.

If based on the information submitted as part of the review process the LA thinks that your child no longer needs a statement, it will write to let you know, and explain its reasons. If you disagree with the LA, you can appeal to the Special Educational Needs and Disability Tribunal.

The Special Educational Needs Tribunal is an independent tribunal, which hears parents' appeals against certain decisions of the LA about a child's special educational needs and claims of disability discrimination against schools and LAs.

If the LA decides not to amend the statement

If the LA decides not to amend the statement following an annual review you will be given the right to appeal to the Special Educational Needs and Disability Tribunal.

Change of School

Because of your child's age or needs, the LA may consider changing your child's school. You have the right to say which school you prefer your child to go to but the LA must agree to the particular maintained (schools maintained by an LA-any community, foundation, voluntary, community special and foundation special schools), mainstream or special school you want unless it can show one of the following:

- The school is unsuitable for your child's age, ability and aptitude and the special educational needs set out in Part 2 of the statement;
- Your child's attendance would seriously affect the education of other children at the school i.e. the school is full or oversubscribed;
- Your child's attendance would not be a good use of resources (e.g. money, staff, facilities, transport).

If the school you would like for your child is non-maintained (run by charities) or independent, then you have a right to ask the LA to consider this. The LA does not have to agree, however, and it may suggest a maintained school, which it thinks suitable. The LA does not have to name the best school for your child but it does have to name a school that can meet your child's needs.

There are a small number of children whose needs are so complex that they cannot be met in the East Riding of Yorkshire. Following discussions with parents or those with parental responsibility these children may attend early years settings/schools out of county.

Statutory Reassessments

Statutory reassessment is the same process as a statutory assessment which is detailed in our Assessment booklet.

This may come as a recommendation from the annual review meeting if it is felt that your child's needs have changed considerably.

If you feel that your child's needs should be reassessed, you can ask the Headteacher or SENCO about this before contacting the LA. If your child has not already been assessed in the last six months, the LA must consider your request.

If the LA then decides that a further assessment is not necessary, it will write to you and to the school, giving the reasons. A refusal to carry out a statutory reassessment will also give you the right to appeal to the Special Educational Needs and Disability Tribunal.

Annual Reviews in Year 9

The annual review in Year 9 is a special one for your child, to begin planning for his or her education after the age of 16 years, and adult life. Because of this, the review will include those people and organisations that are likely to be involved once your child leaves school.

The LA must inform Social Care (as part of the legal process) about this particular review, whether or not they have been involved with your child in the past. This does not mean they will automatically become involved, if not already.

How is this Review different from other Annual Reviews?

This review will take place in much the same way as other annual reviews, described earlier in the booklet. The main differences will be:

- Social Care are invited to the review meeting
- A Connexions Personal Advisor will attend the review meeting. They should have already done some planning with your child
- The school must write a 'Transition Plan' for your child as well as the usual review.

Options that will be considered are:

- Staying on at school, if possible
- Moving to college, including a specialised college
- Moving into work based training
- Employment
- Returning from out of county provision to local provision
- Out of area placement funded by the LA
- Out of area placement funded by the Young People's Learning Agency
- Supported housing.

What is a 'Transition Plan'?

A Transition Plan looks at the kind of support a young person may need in the move from full time education to adult life. It takes into account information from previous annual reviews, and the targets which were set. It brings together information from various people, to make a clear plan for the future. It states which people and organisations will be involved, and what they will be expected to do to make the plan work.

The Transition Plan will be included in every annual review after this one. It will be brought up to date at the end of each review, to include any changes in your child's needs and future plans.

Review Recommendations

Like other review meetings described earlier in this booklet, this review meeting can make recommendations to the LA. It can recommend that your child's statement should be changed, or that it is no longer needed.

You have the same rights to give your views, and to appeal against the LA's decisions as in the situations described previously.

What happens next?

After this review meeting, the school will write the review report and the Transition Plan. Within 10 school days of the review meeting or the end of term whichever is earliest, it will send copies of the report and Plan to you, to the LA, Social Care and Connexions, and to all the relevant people taking part in the review.

The school may also send copies of the report and Plan to people who may need to become involved in the future.

Summary of the Annual Review Process

1. Not less than two weeks before the first day of every school term the LA must write to remind headteachers of all children with a statement where an annual review is due that term.
2. The headteacher or SENCO must arrange a meeting for each child requiring an annual review and must invite:
 - Parent/carers
 - Members of staff whom the headteacher or SENCO thinks have appropriate knowledge
 - Anyone the LA specifies
 - Anyone involved with your child or whom the headteacher or SENCO thinks appropriate
 - The child (if possible dependent on age and ability)
 - Any other relevant person that the parent wishes to be involved.

The headteacher or SENCO must request written advice about your child's progress and the appropriateness of the statement from:

- Parents/carers
 - Anyone whom the LA specifies
 - Anyone involved with your child or whom the headteacher or SENCO thinks appropriate.
3. At least two weeks before the review meeting the headteacher or SENCO must circulate copies of any written advice, inviting comments, to anyone who has not said they will not be attending.
 4. No later than ten school days after the annual review meeting or the end of that school term, whichever is earlier, the headteacher or SENCO must send a report to the LA, and copies to everyone concerned with the annual review.
 5. The final part of the review process is when the LA decides whether to accept the annual review recommendations. In particular the LA must decide whether to amend or cease to maintain the Statement. The LA must inform you of its decision within one week of making it.

The next pages are some of the most common legal words and jargon used in education

Annual Review: is a check on whether the statement is still right for the child. It takes place at least every 12 months but for children under five, the statement can be reviewed every 6 months if necessary.

Cease to maintain the statement: statement is no longer needed.

Expressing a preference: parents have the right to express a preference for a school and to give their reasons for that preference.

Individual Education Plan (IEP): a document, which explains the extra help, a child with special educational needs is getting and which sets targets for the child's improvement (reviewed at least twice yearly).

Interim Review: an earlier review, which has been brought forward.

Local Authority (LA): the education department of your local council referred to as the local authority now. It is part of the Children Family and Adult Services along with social care.

Named Officer: the person or persons who liaise with parents over all arrangements relating to statutory assessment and the making of a statement.

Parent Partnership Service (PPS): local service who offer impartial information, advice and support to parents and carers of children with special educational needs. The service can allocate an Independent Parental Supporter (IPS) where appropriate. An IPS is a trained volunteer who can help parents by attending meetings, encouraging parental participation and can help to explain the SEN Framework.

Special Educational Needs and Disability Tribunal: an independent appeal tribunal which makes a binding agreement when there is a disagreement between parents and the LA about specific issues relating to statutory assessments and statements, or where there is a claim of disability discrimination.

Special Educational Needs Co-ordinator (SENCO): the teacher responsible for co-ordinating the special educational provision in the early years setting/school.

Special school: only provides education for children with SEN.

Special Educational Needs (SEN) Code of Practice (2001): is statutory guidance written by the Government to ensure children with special educational needs get the right help at the right time at school.

Statement: a statement of special educational needs is a document in 6 parts, which is produced by the LA describing the child's needs and the provision necessary to meet those needs.

Statutory assessment or reassessment: the formal assessment of a child's special educational needs. At the end of the assessment the LA will decide whether to issue a statement of special educational needs.

Personal Advisor: support all young people aged 13-19 and up to 25 if they have a learning difficulty and/or disability.

East Riding of Yorkshire Council will, on request, provide this document in Braille, audio or large print format. If English is not your first language and you would like a translation of this document into any other language, please telephone (01482) 393939.

Jesteśmy tutaj aby Państwu pomóc. Naszym celem jest udostępnienie każdemu naszych usług. Jeśli potrzebują Państwo pomocy tłumacza prosimy dzwonić pod ten numer **0121 377 2880**.

Children with Special Educational Needs

