

## FAQs - for schools running Y9 Annual Review

### **1. How do I involve the different workers from different agencies i.e. family support worker, speech therapy worker? How do I know who they are?**

If there are professionals already involved with the pupil, you should invite them to contribute to the annual review. If you need to request involvement from a specific agency, please use the contact list in the guidance document. Please give a minimum of 2 weeks' notice of the review date.

### **2. How do I involve parents in the annual review process?**

You will know your parents/carers and should use this knowledge to help you in planning the annual review. We advise sending out the form for collecting parent's views at least two weeks before the meeting. You should try to make the meeting as comfortable as possible for parents/carers. This might mean inviting them to bring a friend; being sensitive to their needs in arranging the time of the meeting; offering to provide an interpreter. Your Parent Link officer may be able to help with this. Additionally, you may want to invite the parent/carer to use the Rix Wiki tool (leaflet for parents can be found

[www.birmingham.gov.uk/info/50224/birmingham\\_children\\_s\\_partnership/1994/rix\\_wiki\\_pilot\\_scheme](http://www.birmingham.gov.uk/info/50224/birmingham_children_s_partnership/1994/rix_wiki_pilot_scheme))

### **3. Do I involve young people in the annual review process?**

Use your knowledge of the pupil to help you to decide how best to involve them. Some may want to attend the meeting; some may prefer to give their views to a trusted adult who can represent them at the meeting. Some may prefer to give their views as responses to written questions. You should explore the use of technology to engage pupils who may have difficulty with reading, writing and speaking.

### **4. How do I get the views of YP if they have high communications needs?**

You should employ the technology and strategies that you ordinarily use to enable the pupil to communicate. Parents/carers may also be able to advise you on how they communicate with their child. You can also contact members of support services who might be able to advise you on how to support the young person to communicate.

**5. What do I do if the student is new to the school and has an EHCP from another local authority?**

You can use the annual review to make any necessary amendments to the EHCP so that it reflects your knowledge of the young person. The annual review also provides you with an opportunity to discuss future hopes and aspirations with the pupil and his/her parents and to begin to focus on the Preparation for Adulthood outcomes.

**6. What can I expect from SENAR?**

SENAR will provide you with the latest EHCP that will include tracked changes. SENAR will aim to process and amend the EHCP following an annual review within 8 weeks.

**7. Where do I send the annual review paperwork once the review has been undertaken?**

Details of where to send the annual review paperwork are included in the annual review form [EHCPReviews@birmingham.gov.uk](mailto:EHCPReviews@birmingham.gov.uk)

**8. What paperwork do I need to send to SENAR?**

Please send the annual review form and most recent parent and pupil views (collected for this annual review). Please only send professional reports that have been obtained in the past six months and that have relevance for the review.

**9. When will I get the plan returned once the paperwork has been sent?**

The plan will be returned to you in line with statutory timescales; within 4 weeks of receiving the paperwork from the annual review SENAR will issue a notice to amend the EHCP, and within 8 weeks of this notice, they will issue the final EHCP. This process can be found at:

[www.birmingham.gov.uk/downloads/file/8286/timeline\\_on\\_the\\_review\\_process\\_for\\_an\\_education\\_health\\_and\\_care\\_plan](http://www.birmingham.gov.uk/downloads/file/8286/timeline_on_the_review_process_for_an_education_health_and_care_plan)

**10. What will happen if we think the student needs a change of placement additional funding to meet their needs?**

We would expect outside agencies to have been involved prior to the annual review to advise on changes that might help to ensure that the pupil young person can continue to have his/her needs met from the provision specified in the EHCP.

The annual review should provide evidence of the graduated response and of how the resources available currently have been used to address the young person's pupil's needs. The evidence will be considered by the locality panel which will decide about the need for change of placement or additional funding.

**11. What further steps do I take if the outcomes have been met?**

If the outcomes specified in the EHCP have been met, the local authority may cease to maintain the plan – if it determines that it is no longer necessary for the plan to be maintained. If you are considering recommending ceasing to maintain the plan, you must consult with the young person and his/her parents. Please see paragraphs 9.205 -9.209 of the Code of Practice for further guidance.

**12. If the student is not ready to prepare for adulthood, what do I do?**

It is never too early to begin to help young people to develop the skills that they will need in adult life. The PfA Outcomes document can help you with setting PfA outcomes for young people at all stages of development. See:

<https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf>

**13. What if I cannot figure out where the student fits in the decision-making process?**

It won't always be possible to find an exact fit. You should consult with support service colleagues who know the young person well to help you with the decision-making process.

**14. What if I do not know which preparation for adulthood outcomes to add into the EHCP?**

You should try to set outcomes for all 4 areas, especially where the young person has involvement from social care and health agencies. The PfA Outcomes Tool will help you with this.

<https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf>

**15. What if I am not sure which professionals to invite to annual review meeting?**

You should invite professionals that have had recent involvement with the young person as well as any specialists relevant to the young person's specific needs. You should also ask the young person and their family if there are professionals that they would like to be invited to the review or to contribute to the review e.g. by submitting a report. SENAR will also have provided you with a spreadsheet highlighting which services a young person is known to. This will help you consider who to invite.

**16. What if I do not know which professionals to get advice from prior to annual review meeting?**

You should seek advice from specialists who have knowledge and expertise relevant to the young person's specific needs. You should also seek advice from any professionals who have had recent direct involvement with the young person. SENAR will also have provided you with a spreadsheet highlighting which services a young person is known to. This will help you consider who to ask advice from for this process.

**17. What happens if I do not complete the Year 9 review by the end of the summer term?**

It is more important to carry out a review that will help the young person and their family to set clear outcomes and aspirations for the future than it is to meet deadlines. Whilst every effort should be made to complete all Year 9 reviews by the end of the summer term, any that cannot be completed by that date should be scheduled for as early as possible in the autumn term 2020.

**18. Does the annual review take place, or should it be rearranged if I do not get advice from other agencies?**

You need to ensure that agencies have enough notice of the annual review to allow them to contribute. If there is a professional whose contribution is critical in helping you to plan for their outcomes and provision post Year 9, then it may be necessary to re-arrange the annual review. If multiple professionals are involved, you should go ahead with the review if most of them are able to attend and/or contribute.

**19. What do I do to prepare parents for the new framework?**

The parent views form and young person views form have been updated to reflect the PfA outcomes. You know your families best, so considering what support they might need in terms of a pre-meeting, to outline the PfA outcomes, or any support they need at the meeting can be considered beforehand. You may wish to share with them the Outcomes Planning tool, which can be found at:

[www.birmingham.gov.uk/info/50224/birmingham\\_children\\_s\\_partnership/1994/rix\\_wiki\\_pilot\\_scheme](http://www.birmingham.gov.uk/info/50224/birmingham_children_s_partnership/1994/rix_wiki_pilot_scheme)

Families may also find it helpful to look at the Preparation for Adulthood website

<https://www.preparingforadulthood.org.uk>

Additionally, you may want to invite the parent/carer to use the Rix Wiki tool (leaflet for parents can be found at:

[https://www.birmingham.gov.uk/info/50224/birmingham\\_children\\_s\\_partnership/1994/rix\\_wiki\\_pilot\\_scheme](https://www.birmingham.gov.uk/info/50224/birmingham_children_s_partnership/1994/rix_wiki_pilot_scheme)

**20. What if through the review I think we need more resources to support the learner?**

The process for requesting additional resources will be the same as it is for any annual review. You will need to provide evidence of how the currently available resources are being used to support the young person and of outside agency involvement over time. It is important to remember that we are aiming to prepare young people to be as independent as possible in adult life.

**21. What if we think the young person requires residential provision?**

The annual review should focus on the outcomes that the young person wants to achieve, and the provision required to enable them to achieve those outcomes. The final section of Chapter 9 of the Code of Practice includes information about the provision that might be included in Section H of the EHC plan to address care needs. It would be vital for a professional from social care to be involved in the annual review to support the planning and decision making around this specific issue.

**22. How do I find about supported internships and apprenticeships?**

Please see the guidance document in the information pack for information about supported internships, apprenticeships and other opportunities

<https://www.apprenticeships.gov.uk/> The provision available in the city can be found at <https://www.birmingham.gov.uk/SEN-Post-16>

There is also information and additional links at:

[https://www.birmingham.gov.uk/info/50034/birminghams\\_local\\_offer\\_send/1964/transition\\_to\\_post\\_16\\_placement/5](https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send/1964/transition_to_post_16_placement/5)

**23. How are we supporting the young person to travel independently?**

The ability to travel independently is key to enabling the young person to lead a fulfilling adult life. There are many skills that must be learnt to enable a young person to do this – everything from reading timetables to knowing how to manage on busy public transport. You should begin to build the teaching of skills that will support independent travel into the young person's curriculum as soon as possible and work closely with the family so that they can reinforce those skills at home and in their local community.

**24. How do I support a parent to support move their young person towards increased independence?**

Helping a young person to become independent can create anxiety for some parents and they may require a lot of support and reassurance to engage with this. If you start with the preparation for adulthood outcomes and help the parents to focus on their hopes and aspirations for the young person, most parents will be keen to work with you on developing independence.

**25. How do I find about PFA?**

The Preparation for Adulthood website provides a wealth of useful information.

<https://www.preparingforadulthood.org.uk/>

**26. Should we be doing more as a school to support the preparation for adulthood outcomes for our students?**

You should ask the young person and their family if there is more that they would like school to do. You may also want to consult support services who may be able to advise you on strategies and interventions that you can use to help to support Preparation for Adulthood.

**27. Who can support us in preparing for the annual review and running the meeting?**

The support services involved with the young person will help you to plan and prepare for the annual review meeting. They may also be prepared to help you to chair the meeting.

**28. Is there an expectation that there needs to be a careers plan? If so, who pays for it?**

Since 2012 schools have had a statutory duty to provide independent careers guidance from Years 8 to 13. Statutory guidance can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf)

**29. How does the annual review link to careers guidance?**

The SEN Code of Practice states that young people need to understand what is available to them as they get older, and what it is possible for them to achieve. It also states: Planning must be centred around the individual and explore the child or young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition (see points 8.7 onwards in the SEN COP). Therefore, to achieve this, opportunities to plan a career path is vital. Since 2012 schools have had a statutory duty to provide independent careers guidance from Years 8 to 13. Statutory guidance can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf)

**30. Do I need a Health professional at every Yr9 review, seeing as we are commenting on the section 'Health'?**

No; only if it requires additional health provision that would not normally be available. You may not need to have an outcome under 'health' if the young person is healthy and does not have any physical or mental health needs at the time of the review.

**31. How do I split up mental health and physical health, seeing as Social Emotional and mental health is under Educational provision, in the EHCP?**

Using the Preparation for Adulthood outcomes, you can refer to both physical and mental health as part of the health outcomes or where it feels more appropriate within the EHCP.

**32. If the Year 9 Reviews have already taken place before the 25<sup>th</sup> February 2020 (The date the new year 9 review documents were sent to ALL Secondary Schools) do Schools need to hold them again using the new paperwork.**

No, they do not – however they will need to use this paperwork at the students next annual review which **MUST** be held in the Autumn term as they will be year 10 students and will fall into the 'preparation for year 11 process'

**33. When do schools need to start using the new documents?**

Start using them from 25<sup>th</sup> February 2020.