

Supporting parents and carers of children with special educational needs



**Norfolk Parent
Partnership**

Annual Reviews



What is the Annual Review?

If your child has a Statement of special educational needs, the Local Authority (LA) must review the Statement at least once a year. At this review your child's progress will be discussed to ensure the Statement continues to meet his/her needs. If there is concern about a child's progress, the annual review may be brought forward. For children under five, a review may take place every six months.

Why does there need to be an Annual Review?

The purpose of the meeting is to review your child's statement by:

- II bringing together the views of you, your child and all those involved in helping your child;
- II reviewing the special provision made for your child;
- II ensuring that targets set previously are being achieved and to set new targets for the next year;
- II recommending amendments to the statement;
- II considering whether a statement is still required.

Who may attend?

Your child's headteacher must invite:

- Π you - parents'/carers' views are very important and you can discuss what your child is like at home, how he/she manages homework, friends, family;
- Π a relevant teacher;
- Π a representative from the LA;
- Π anyone else the headteacher considers appropriate.

It is unlikely that everyone invited will be able to attend the review meeting. The headteacher will try to ensure that the date of the meeting is convenient for you and for those people who have had most contact with your child.



What happens before the meeting?

The headteacher must ask for written reports from:

- Π you (the school may give you a form to use if you wish);
- Π your child's teachers;
- Π all others invited to the review meeting.

The headteacher must then:

- Π send copies of the written reports to all those invited to the review meeting at least two weeks before it takes place;
- Π invite further views, including comments from those who are unable to attend the meeting.



What should I include in my report?

Comments on:

- Π your child's progress over the last year;
- Π what has pleased you and also any concerns;
- Π what you feel your child's needs are in school for the coming year;
- Π what you think you and the school can do to help meet those needs;

- Π your child's views about school.

You may also like to include some information about how you feel your child is coping both at school and at home (pages 8 - 10 of our booklet about statutory assessment and statements may help).

Is my child involved?

Pupils should be encouraged to give their views in the review process. Wherever possible your child should attend all or part of the annual review meeting. You may wish to talk to the school about your child's involvement in the review process.



What happens at the review meeting?

The meeting will normally include the following:

- Π views from you, your child and the school about the past year's progress;
- Π the extent to which the objectives in the statement, or those agreed at the previous annual review, have been met;
- Π objectives for the next year;
- Π planning the support from school and parents to help achieve these objectives;
- Π any further action required and who will be responsible for this;
- Π whether the statement needs amending or is no longer needed.

You may also discuss how your child is coping in general and what can be done to help.



What happens next?

The school prepares a report summarising the results of the review meeting and setting out objectives for the following year. This should be completed within 10 days.

The report must be sent to all those involved in the review. The LA must then:

- Π review the statement in light of the report;
- Π decide whether to accept the headteacher's recommendations;
- Π tell you, the headteacher and anyone else they think appropriate, their decision.

If the LA proposes to amend the statement, they will let you know in writing of any changes they are planning to make and the reasons for them. You then have **15 days** to consider these changes.

If you agree, the LA will produce an amended final statement. If you do not agree with the changes you can discuss this with your LA Caseworker.

If you still cannot agree, you have the right to use ConSENsus, the disagreement resolution service.

This will involve the help of an independent mediator. A mediator can help two parties to try and reach an agreement. You can ring Parent Partnership on 01603 704070 for more information.

You can also appeal to the Special Educational Needs and Disability Tribunal (Tel: 01325 392555).

Reviews before transition

Statement reviews in the year before the last year at any school will be used to start making plans about which school your child will move on to. This is so that children with special educational needs can be told which school they have a place in at the same time as other children.



Annual Reviews in Year 9

What is a transition plan?

When your child is in Year 9, a transition plan will be drawn up as part of the annual review. This plan looks at your child's needs as adult life approaches. It is updated at each annual review meeting until your child leaves school.



Who will be involved?

The school:

- II who will provide information about learning programmes to support your child.

You and your family:

- II to give your views on what you would like for your child after he or she leaves school;
- II to discuss what practical help you may need and how you can support your child in developing the personal and social skills needed in adult life.

Your child:

- II who will be able to say what they feel their needs are and what they would like to do after leaving school.

The Connexions Service:

- II who will be responsible for making sure the transition plan is carried out. A Connexions Personal Adviser must attend the Year 9 review and should help the young person and their family in identifying the most appropriate post-16 provision.

Social Care:

- II so that arrangements can be made for any Assessment under the Disabled Persons Act 1986;
- II where a young person is in public care or a 'child in need'.

Health Service:

- II who will provide advice on the services that are likely to be required.

What happens next?



There will be other planning meetings to oversee progress on the transition plan, including regular meetings to discuss your child's IEP (Individual Education Plan). Page 4 of our booklets about helping children in pre-school/school tell you about IEPs.



School staff should keep you fully informed and you should contact them if you have any concerns about your child.

Other booklets available for parents and carers of children with special educational needs

- II Norfolk Parent Partnership
- II Information and support for parents and carers
- II The Independent Parental Supporter
- II Helping children in pre-school, nursery and playgroup
- II Finding out about a school
- II Helping children in school
- II Working together to help your child
- II Statutory Assessment and Statements
- II What if we cannot agree
- II Jargon Buster
- II Useful Contacts
- II Funding in mainstream school
- II Exclusions from school
- II Parent Partnership Management Group
- II Volunteers Needed

If you would like this booklet in large print, audio, Braille, alternative format or in a different language please contact us at Parent Partnership and we will do our best to help you.

For more information about anything in this booklet, or copies of any of the above titles please contact:

Norfolk Parent Partnership on 01603 704070

email: parent.partnership@norfolk.gov.uk

website: www.norfolkparentpartnership.org.uk