



Monitoring, Reviewing & Reporting Policy

SIGNED - HILARY HOULT (GOVERNOR)

H Hoult

Ratification Date: -

June 2018

Review Date: -

June 2020

individuals matter.



Aims of the Policy:

- To ensure that all processes for monitoring, reviewing and reporting are working within the statutory guidance as set out in the SEN Code of Practice Jan 2015.
- To ensure that all students are supported to make progress in all areas; cognitive & learning, communication & interaction, social & emotional, physical & sensory.
- To ensure there is robust review process in place for all students.
- To inform parents/ carers how we will report on student progress throughout the school year.

Review & Report Calendar

Tutor Personal Profile Reviews (TPPR)	Parents Evenings
<p>TPPR are written by Form Tutors and reviewed and amended 3 times per year (Oct, Feb, May) and in preparation for Annual Review meeting. Tutors will assess progress towards EHC outcomes.</p>	<p>Parents evenings are held 3 times per year and parents / carers will discuss the TPPR document with Tutor. Once a year parents/ carers will have an opportunity to meet with subject teachers and to celebrate success of student's achievements.</p>
Annual Review	School Report
<p>Annual Review meetings are held each year. Chaired by a member of SLT and supported by a member of the Tutor Team. Parents/ carers are invited to attend and any other relevant agencies. The aim of the meeting is to review the EHC Plan and to ensure that student's needs are being met as set out in plan.</p>	<p>In the summer term parents/ carers will receive a written report which provides a summary of students achievements and progress towards the EHC outcomes.</p>

This policy should be read in conjunction with other school policies and documents regarding:

Teaching & Learning Policy

Evidence for Learning

Marking and Feedback



Statutory Guidance on the Annual Review Process taken from the SEN Code of Practice Jan 2015

The following requirements apply to reviews where a child or young person attends a school or other institution:

- The child's parents or young person, a representative of the school or other institution attended, a local authority SEN officer, a health service representative and a local authority social care representative must be invited and given **at least two weeks' notice** of the date of the meeting. Other individuals relevant to the review should also be invited, including youth offending teams and job coaches where relevant
- The school (or, for children and young people attending another institution, the local authority) must seek advice and information about the child or young person prior to the meeting from all parties invited, and send any advice and information gathered to all those invited **at least two weeks** before the meeting
- The meeting must focus on the child or young person's **progress towards achieving the outcomes specified in the EHC plan**, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves.
Children, parents and young people should be supported to engage fully in the review meeting
- The school (or, for children and young people attending another institution, the local authority) **must prepare and send a report of the meeting to everyone invited within two weeks of the meeting**. The report must set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school or other institution's recommendations and those of others attending the meeting
- **Within four weeks of the review meeting**, the local authority must decide whether it proposes to **keep the EHC plan as it is, amend the plan, or cease** to maintain the plan, and notify the child's parent or the young person and the school or other institution attended
- If the plan needs to be amended, the local authority should start the process of amendment without delay



Transition

An EHC plan must be reviewed and amended in sufficient time prior to a child or young person moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new institution. The review and any amendments must be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

For young people moving from secondary school to a post-16 institution or apprenticeship, the review and any amendments to the EHC plan – including specifying the post-16 provision and naming the institution – must be completed by the 31 March in the calendar year of the transfer.

Preparing for adulthood in reviews

All reviews taking place from Year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society. This transition planning must be built into the EHC plan and where relevant should include effective planning for young people moving from children's to adult care and health services. It is particularly important in these reviews to seek and to record the views, wishes and feelings of the child or young person. The review meeting organiser should invite representatives of post-16 institutions to these review meetings, particularly where the child or young person has expressed a desire to attend a particular institution. Review meetings taking place in Year 9 should have a particular focus on considering options and choices for the next phase of education. As the young person is nearing the end of their time in formal education and the plan is likely to be ceased within the next 12 months, the annual review should consider good exit planning. Support, provision and outcomes should be agreed that will ensure the young person is supported to make a smooth transition to whatever they will be doing next – for example, moving on to higher education, employment, independent living or adult care.

Roles and Responsibilities

Headteacher will

Ensure all processes are followed as set out below

Deputy Headteacher / SENCO will:

- Chair annual review meetings (see AH role)
- Quality assure AR documentation.
- Review all new EHC Plans to ensure accuracy of information with relevant and robust outcomes.
- Ensure provision written into the EHC Plan is delivered and is supported by the curriculum.
- Respond to any parent /carer concerns or complaint regarding provision provided.
- Make recommendations about any potential changes to provision, placement or outcomes.
- Attend AR meetings for Y5/ Y6 students as appropriate
- Quality Assure annual review meetings across all sites
- Review feedback from parents/ carers about the AR process.

Assistant Headteachers will:

- Chair annual review meetings.
- Check all documentation is accurate prior to it being sent out to parents/ carers.
- Ensure that any external agencies involved with the student are invited to attend the AR or can provide a written report to help inform the meeting.
- Invite a representative from the local authority to attend the meeting if there is a risk of placement breakdown.
- Ensure AR meetings run smoothly and timely and the views of students, parents/ carers and staff are all heard and recorded during the meeting.
- Ensure all ARs are child centred in their approach, putting the needs of the student as the focus of the meeting.
- Ensure that students in Y9, Y11 and Post 16 have robust transition plan in place to support the next stage in their education and development.

Form Tutors will:

- Read the current EHC Plan for each student in their group
- Ensure the Pupil Profile reflects the student's strengths and needs and is personalised to represent the needs of each student.
- Ensure all Pupil Profiles are updated regularly (at least 3 per year and prior to the AR meeting) by a member of the Tutor Team.
- Write a Tutor Personal Pupil Review (TPPR) which will assess progress towards outcomes and steps towards in the EHC Plan.
- Tutors will make suggestions for additional 'steps towards' or personalised targets, to reflect the changing needs of each student.
- Tutors will review, amend and update Tutor Profiles (TPPR) at least 3 per year, meeting agreed deadlines and 2 weeks prior to the AR date.
- Tutors will continue to monitor and assess student progress using the Evidence for Learning app.
- Be invited to attend AR meetings to feedback to parents/ carers using the updated TPPR.
- Raise any issues or concerns that they feel needs addressing in the AR meeting with the SLT member chairing the meeting, prior to the meeting taking place.

Teaching Assistants will:

- Be aware of the Annual Review date and arrange time to spend with the student to collect their thoughts and wishes prior to the meeting.
- Update Pupil Profiles 3 times a year (meeting agreed deadlines) and prior to the annual review meeting.
- Contribute the Tutor Profile review and assessment of students' progress in relation to the EHC outcomes and steps.
- Be invited to attend the annual review meeting if the tutor is not able to attend or it is felt that they are the most appropriate person to attend the meeting or at the request of parents / carers.
- Raise any issues or concerns that they feel needs addressing in the AR meeting with the Tutor or SLT member chairing the meeting, prior to the meeting taking place.

Year Team Admin Support will:

- Send an invitation to parents / carers (and any other agencies involved with student) 6 weeks prior to annual review date and ask for confirmation of attendance.
- Inform Tutor Teams of date of review meeting and send a copy of the TPR and Pupil Profile for amending.
- Ensure all annual review documentation, including Tutor profile and current assessment data is checked with the SLT member who will be chairing the annual review and then shared with parents/ carers.
- Contact parents / carers 3 days prior to the AR to confirm attendance.
- Attend annual review meetings and provide administrative support as required.
- Record any information regarding changes to 'strengths and needs' section and 'outcomes' review.
- Ensure all documentation is sent to parents/ carers and the local authority within 15 working days of the review date.
- Ensure that all EHC Outcomes and Steps are pre populated onto Tutor Personal Profile Review documents and updated if any changes to the EHC Plan are made by the Local Authority.
- Ensure all Tutor Teams have access to the Final EHC Plan for each student in the group.

Parents / Carers should:

- Confirm attendance to AR or contact the school to re arrange at the earliest opportunity.
- Read annual documentation prior to the meeting and record their views on the documentation provided and bring to the AR meeting.
- Check that the EHC Plan is still accurate in describing the strengths and needs of their child.
- If parents / carers need support with any aspect of the annual review documentation they should contact the school and ask to speak to the SLT member chairing the review.



- Attend the annual review meeting, feel supported and engaged in the process and able to ask questions or raise any issues of concern during the meeting.
- Provide feedback if required regarding their views on the annual review process.

Students should:

- Be invited to attend the annual review meeting as appropriate to do so.
- Have their views and wishes gathered prior to the meeting. This should be recorded on the updated pupil profile by a member of the Tutor team.
- Be able to share their thoughts on what is working well at school and identify any issues that they feel needs addressing.
- Be able to ask for help and support to achieve their goals and aspirations.



