

Annual Review Pro Forma

Section A: Personal Details

Pupil name:	Date of Birth:	Age:	Gender:
UPN:			
Ethnicity:			
(Please tick)	Asian - Bangladeshi <input type="checkbox"/>	Mixed – White & Asian <input type="checkbox"/>	
	Asian - Indian <input type="checkbox"/>	Mixed – White & Black African <input type="checkbox"/>	
	Asian - Pakistani <input type="checkbox"/>	Mixed – White & Black Caribbean <input type="checkbox"/>	
	Other Asian Background <input type="checkbox"/>	Other Mixed Background <input type="checkbox"/>	
	Black – African <input type="checkbox"/>	White British <input type="checkbox"/>	
	Black – Caribbean <input type="checkbox"/>	White Irish <input type="checkbox"/>	
	Other Black Background <input type="checkbox"/>	Traveller of Irish Heritage <input type="checkbox"/>	
	Chinese <input type="checkbox"/>	Gypsy/Roma <input type="checkbox"/>	
		Other <input type="checkbox"/>	
School:		NCY:	
Date of meeting		Date statement first issued:	
Date of Statement being reviewed today:			
Pupil address:		Contact no:	
Parents/Carers Names:			
(i)	(ii)		
Addresses if different from pupil:			
Are the details in Part 1 of the statement still correct? YES / NO			
For Looked After Children include name of Social Worker			

Section B: School Attendance

Percentage of attendance over past year	
Number of fixed term exclusions in past year	
Total number of days excluded	

Section C: Participants in Review (i.e. all those currently involved with the pupil.)

Participant	Names	Present (Tick)	Report Attached (Tick)
Pupil (must attend at least in part)			
Parents/Carers			
Headteacher / Chair			
SENCO			
Class/form teacher			
Support Teacher			
Teaching Assistant			
Educational Psychologist			
Support Service			
Speech Therapist			
Physio/Occupational Therapist			
Medical Officer / Nurse			
CAMHS			
Social Worker			
ESW			
ASRS Officer			
Connexions			
Other			

Annual Review Agenda

1. Welcome & Introductions
2. Review of Part 1 of Statement: is personal information still correct?
3. Issues related to previously circulated reports:
 - a. Pupil
 - b. Parents
 - c. School
 - d. Other Professionals
4. Review of Progress (Sections D & E of the review pro forma)
5. Review of Parts 2 & 3 of Statement
6. Planning for the future:
 - a. Setting success criterion against each statement objective
 - b. Drawing up / reviewing Transition Plan (Year 9+)
7. Review of Transport (if appropriate)

Section D: Progress made against Statement Objectives & Planning for next year

Objectives as listed in Part 3 of the Statement	Related IEP targets	Progress made	What we hope the pupil will be able to do this time next year

Section E: National Curriculum Attainment and other Standardised Assessments¹

Subjects	Most recent SAT /QCA Date of assessment:	Current Teacher Assessment of NC level child is achieving²	Target for end of current Key Stage³
English			
Reading			
Writing			
Speaking & Listening			
Mathematics			
Number			
Using/Applying			
Shape/Space			
Science			
Personal/Social (P Scales only)			
Interacting			
Independence			
Attention			

Current standardised attainment tests for reading, spelling, comprehension, numeracy⁴				
Date of Test	Name of test administered	Chronological age	Age equivalent score	Percentile/ Standard score

Standardised attainment tests for reading, spelling, comprehension, numeracy from last annual review of statement or previous year's School/Support Service/ EP assessment				
Date of Test	Name of test administered	Chronological age	Age equivalent score	Percentile/ Standard score

Other Standardised test scores.				
Date of Test	Name of test administered	Chronological age	Age equivalent score	Percentile/ Standard score

¹ If this information is stored in a different format elsewhere in school records a print-out or photocopy can replace this section.

² Please record differential levels, e.g. P scale, 1A, B, C etc.

³ If pupil is approaching end of KS 4 please give expected exam grades.

⁴ This section must be completed if statement objectives include development of literacy and/or numeracy. Assessments should be carried out within 3 months of the review meeting.

Section F: Description of the pupil and the pupil's needs as set out in Part 2 of the Statement (Please refer to Section 9 of the Reference File for guidance on "The Annual Review Report" and amending statements in Years 2, 5 and 9)

Is the description given in Part 2 still accurate? YES/NO

If no, either give suggested changes here or append a photocopy of the statement with suggested amendments indicated.

Section G: Statement Objectives

Are the objectives in Part 3 of the statement still appropriate? YES/NO

With reference to Section D, please indicate those objectives which could now be met at School Action or Action Plus.

Section H: Special Needs' Provision

For pupils in mainstream schools or on split placements, please detail the support being given to the pupil that is additional to, or otherwise different from, the educational provision made generally for pupils of the same age. Please give details of time and resources.

Are the Teaching Strategies in Part 3 A of the statement meeting the child's needs? YES /NO

If not, what changes need to be made?

Is the Learning Environment described in Part 3 B meeting the child's needs? YES/NO

If not, what changes need to be made and why?

Please indicate any special arrangements that are made due to modification/disapplication of the National Curriculum:

Section I: Planning for Next Year

Does the statement need to be maintained (please consider whether needs could now be met at School Action Plus)
YES / NO

If yes, please detail the next step the pupil needs to achieve towards independence in learning:

Section J: Non-educational Provision

During the course of the last year, please indicate, where appropriate, if a recommendation has been made to discharge the pupil:

Speech and Language Therapy	YES/NO
Physiotherapy	YES/NO
Occupational Therapy	YES/NO

Is there agreement that the statement can now be amended to delete the above provision if the pupil has been discharged?

YES/NO

If not, please outline any concerns:

Section K: Transport to School

Is the pupil receiving free transport to school? YES / NO

If so, on what grounds?

- a) Pupil lives further than the maximum distance from school and school is the nearest appropriate provision
- b) The nature of the pupil's special needs mean that transport to school is essential
- c) Other.....

Should transport continue? YES / NO

If yes, what steps are being taken to enable the pupil to travel independently in the future?

Section L: Summary of Review Findings

LA to maintain statement	<input type="checkbox"/>
Pupil's special needs to be met at School Action Plus	<input type="checkbox"/>
Objectives of statement no longer appropriate, reassessment indicated⁵	<input type="checkbox"/>
Pupil moves in September	<input type="checkbox"/>
Name of school if known _____	
Pupil leaves school at the end of this academic year	<input type="checkbox"/>
Destination if known _____	
Review includes Transition Plan	<input type="checkbox"/>
Rewrite Statement to reflect updated advice attached to this report	<input type="checkbox"/>

Signed _____ **Date** _____

A copy of this Review report should be sent to the parents the Educational Psychology Service and the Assessment, Statementing and Review Service in the LA within 10 school days of the date of the meeting or the end of term, whichever is earlier.

⁵ School EP must have attended the meeting or be aware and supportive of this request.

Transition Plan Pro-Forma

Name:	DoB:
School:	

Views of the Young Person:

Views of the Family:

Professionals & outside agencies currently involved with the young person:

Professionals & outside agencies who may need to be involved in the future. (Please indicate who will be responsible for making a referral:

Details of curriculum needs during transition:

Options being considered post 16¹:

¹ If the young person agrees, schools may append their Connexions Action Plan to the Transition Plan.

Contact addresses for Transitional Review Invitations

Connexions

Diana Sellwood (Operations Manager) & Donna Kilgour (Transition Coordinator)
Integrated Disability Service
Oakfield Park
32 Bilton Road
Rugby. CV22 7AL

Tel: 01926 476928 & 01926 476849

Email: Diana.sellwood@cswpconnexions.org.uk
Donnakilgour@warwickshire.gov.uk

Social Care / Children's Disability Team

Please note Social Services responsibility depends on the pupil's home address and not on the address of the school.

Donna Kilgour (Transition Coordinator)
Integrated Disability Service
Faraday Hall
Lower Hillmorton Rd
Rugby. CV21 3TU

Tel: 01926 476849

Email: Donnakilgour@warwickshire.gov.uk

Pupils with statements: the process for convening a review meeting where a placement may be inappropriate

Before the meeting

Convening such a review meeting is premature if the school has not:

- sought updated advice from the school EP or in the case of a pupil with ASD the Autism Inclusion Team (AIT);
- sought input from an appropriate specialist teacher and then implemented a revised IEP/PSP over a reasonable period of time.

If this discussion is to take place within an annual review, the school should usually give two months notice of the date of the meeting. If it is an emergency meeting to avoid a permanent exclusion, the school may call it earlier, but must ensure the following can attend in addition to school representatives:

- **Assessment, Statementing & Review Service Officer**
- **Educational Psychologist, Support Service representative**
- **If involved, representatives from Health, Social Care, Connexions, Parents / carers**
- **Pupil**
- **EIS representative**

Paperwork should be prepared by the school and circulated two weeks in advance, including updated Professionals' reports.

If during the course of an annual review the appropriateness of the placement is in question but the school has not previously sought updated advice from the EP Service and the appropriate Support Care, and/or the representatives listed above are not present, the meeting should be reconvened at a later date.

At the meeting

If the meeting is an annual review, the school should follow the guidance and agenda in the Annual Review chapter of the "Reference File for SEN & Inclusion" then complete the LA's review pro forma. If it is an emergency interim meeting, the following agenda is recommended:

- **Description of current provision**
What provision is in place?
- **Effect of provision**
What progress has been made against each of the statement objectives?
- **What are the views on the progress made?**
Child's views
Parents/carers' views
SEN support service, EP and other professionals working with the child
- **Planning for the next year**
 - Does Part 2 of the statement still accurately reflect the pupil's difficulties or have needs changed significantly?
 - Are the current objectives still relevant? Do any new objectives need to be added?
 - Is the current provision still appropriate?

- If the current school is not appropriate (because it is unable to meet the objectives), what specific features are needed that the school is unable to provide?
- Does the statement need to be amended or statutory reassessment recommended?
- What interim provision needs to be made and who will be responsible for making that provision?

Clarification of responsibilities

- The pupil remains on roll until statement is amended to name another school/alternative provision
- Unless the school is responsible for making any interim provision, the statement funding will cease from the day of the review meeting. The school, however, will continue to receive the AWPU and therefore is responsible for
 - making work available and marking work,
 - liaising with any tutors who become involved and
 - allowing access to resources
- If parents and/or pupil were not present, the meeting should decide and then minute who will be responsible for talking to parents and the pupil.
- ASRS Officer should ensure the parent is aware and has contact details of the Parent Partnership.

After the meeting

- The school must send the following to ASRS as soon as possible and within 10 days at the latest:
 - Minutes of the review meeting plus professionals' reports
 - Pastoral Support Plan / last three IEPs
 - Log of incidents/notes of structured observation
- If the meeting is in agreement that the school cannot meet need, the documentation listed above should be forwarded by ASRS to Viv Sales for referral to Area Behaviour Management Group's Core Group (to enable arrangements for tuition) and to set up a Placement Identification Meeting.