

PERSON-CENTRED ANNUAL REVIEW GUIDANCE

Hampshire Services



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What is the purpose of an Annual Review?

Education, Health, and Care Plans (EHCPs) are legal documents outlining strengths, needs, outcomes, and provisions for pupils with identified special educational needs who are considered to require additional support beyond the “Core Offer” provided by the school (DfE, 2015). An **annual review** is a review of the education, health, and care plan (EHCP) of a child or young person (CYP). Statutory guidance regarding annual reviews can be found in the [Code of Practice \(2015; page 194 onwards\)](#).

The Code of Practice states that annual reviews **must**:

- ✓ Be held at least every 12 months.
- ✓ Focus on the CYP’s progress towards achieving outcomes specified in the EHCP.
- ✓ Consider whether these outcomes and supporting targets remain appropriate.
- ✓ Be carried out in partnership with the CYP and their family.
- ✓ Take account of the views of the CYP of young person and their family.

The Code of Practice states that it is the local authority’s responsibility to hold annual reviews, however, this is often delegated to school **Special Educational Needs Co-ordinators (SENCoS)**. *Please note*, if a CYP is not in an educational setting, e.g., electively home educated, then references to SENCo should be **SEN Officer** in this case. The process should involve:

- Gathering and assessing information so that it can be used by early years settings, schools, or colleges to support the CYP’s progress and their access to teaching and learning.
- Reviewing the special educational provision made for the CYP to check it is effective in ensuring access to teaching and learning and good progress.
- Reviewing the health and social care provision made for the CYP and its effectiveness in ensuring good progress towards outcomes.
- Considering the continuing appropriateness of the EHCP in the light of the CYP’s progress during the previous year or changed circumstances.
- Considering whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHCP should be discontinued.
- Setting new interim targets for the coming year and, where appropriate, agreeing new outcomes.
- Reviewing interim targets set by the early year’s provider, school or college or other education provider.

For parents/carers and practitioners, more information about what to expect from the annual review process can be found via the [Council for Disabled Children](#).

A **person-centred annual review** must satisfy the above, however, additional aims of an annual review conducted in this way include:

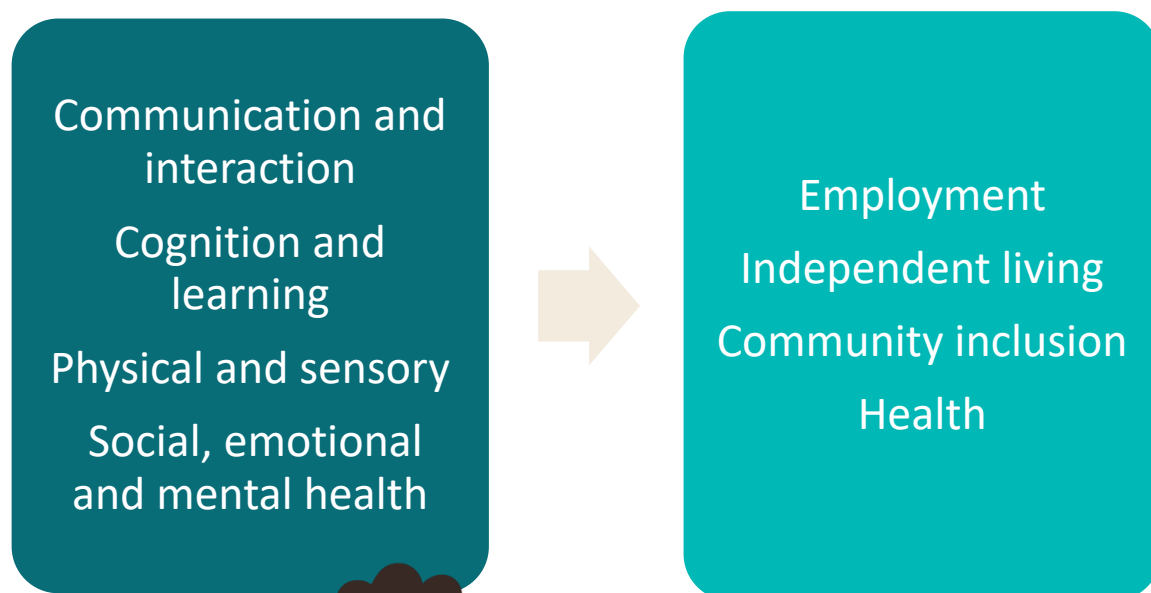
- To think together about a positive, shared future for the CYP.
- To share the CYP’s strengths and what helps them.
- To plan together about how to work towards the CYP’s goals and dreams.

Preparing for Adulthood

Preparing for adulthood is the term used to describe a change in focus of support and planning for young people, as they work towards independence and adulthood. Whilst it is particularly important when planning with young people from Year 9 (age 13-14), professionals and families do not need to wait until this age to start thinking and talking about preparing for adulthood; this can be ongoing. The idea is to focus on the skills needed to support young people later in life. As young people get older, they may feel even more able to engage in the annual review process and should be supported to advocate for themselves. They may even be able to make choices about whether they would still like their EHCP or the goals within it. Principles around person centred planning should remain at the centre of annual reviews throughout childhood and adolescence, into adulthood. There is a wealth of guidance and advice, alongside person-centred planning tools, online:

<https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources>.

When thinking about the Education, Health, and Care plan, headings will change to reflect the change in focus for young people.



Principles of person-centred approaches

Planning with

Taking the time to fully involve the young person, doing *with*, not *to*. This involves the young person being fully at the centre and invested in the process, with an understanding of why the meeting is being held and why it might be helpful. Planning *with* also means involving family and friends who know the young person well, building a network around the young person.

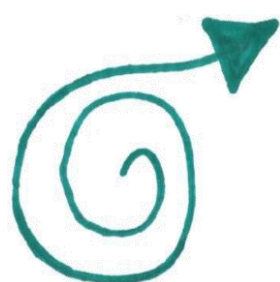


Positive

Focusing on skills and capacities, rather than what they cannot do, and thinking about the best possible future and how we can help them to get there. Person-centred approaches are strengths based, thinking to the future about what is *positive* and *possible*.

Child-led

The meeting should be led by the CYP from the beginning, including in the planning stages (deciding who should be invited, which snacks they would like, considering how we can prepare them, and thinking about how they would like to engage). Any view gathering prior to the meeting, and the meeting itself, should focus on finding out what is important to the individual, their dreams, and their strengths and skills.



Flexible

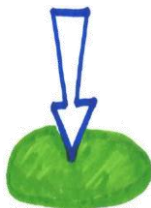
This involves being open-minded and young person led – not steering them in a particular direction (however much we might want to!). Adults taking part in a person-centred planning meeting need to have some level of comfort with not always being fully in control, and not knowing which direction the conversation may go in (within the constraints of the meeting process).

Preplanned

Planning ahead of time so that the annual review meeting takes place in a considered way, supporting the young person to engage and take part meaningfully. This could include consideration of:

- Are there things that will help them engage?
- How much autonomy can they manage?
- How much time can they manage?
- Can we give them questions to think about ahead of time?

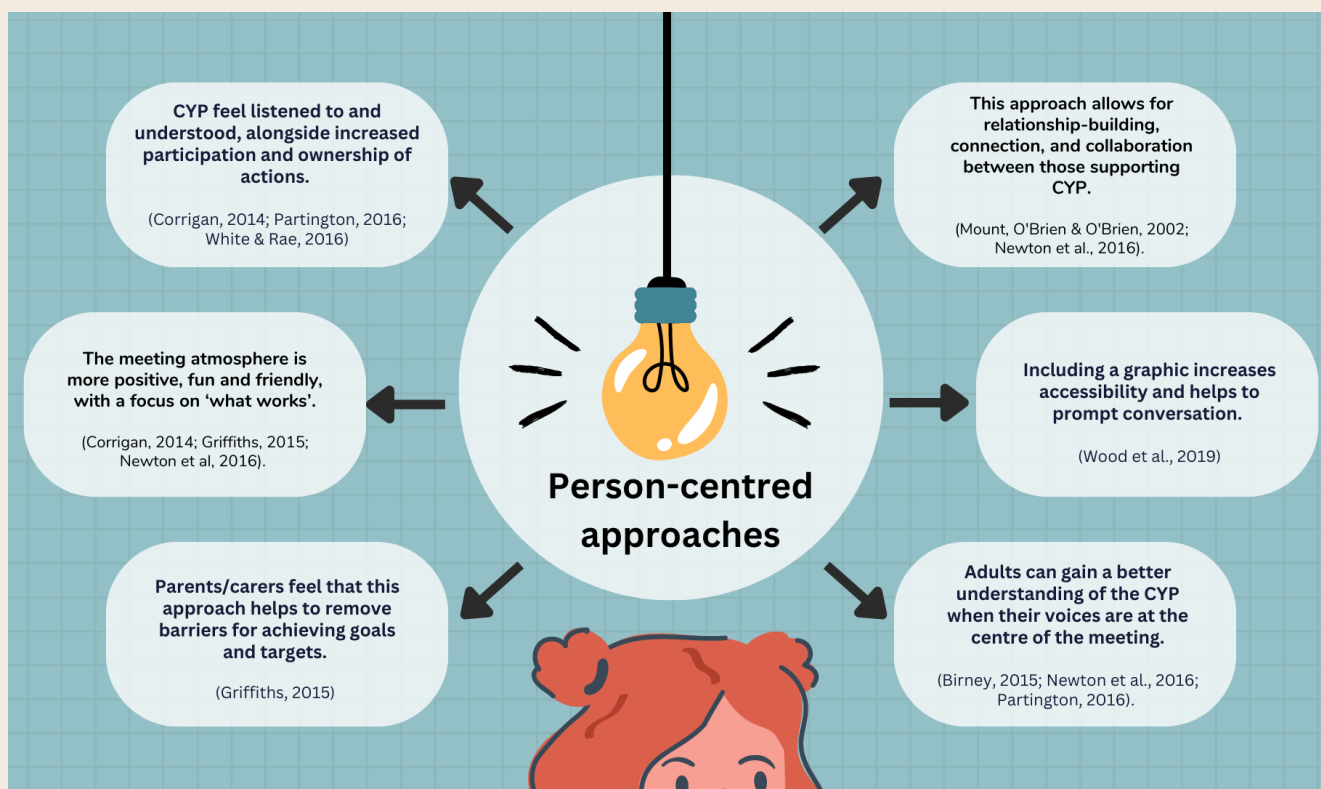
- How can we best prepare them for the meeting?
- How can they be involved in planning?



Focused – a person centered meeting should lead to actions that we can take in the everyday lives of children and young people. Within the meeting there should be clear action planning and an opportunity to sign up to actions. The meeting should lead to a shared goal, and shared ownership.

Benefits of person-centred approaches

Researchers suggest that person-centred practices hold benefits for children, their families, and professionals (including school SENCOs). These have been summarised below, with references available in the appendix for those interested in further reading.



Preparing for the person-centred annual review

SENCoS

- **Must** give all attendees at least two weeks' notice of the planned date of the annual review.
- **Must** seek advice and information about the child or young person prior to the meeting from all invited and relevant parties, and send any information gathered to all those invited at least two weeks prior to the planned date of the annual review (this may need to be sent directly to professionals without SEN Hub access).
- Gather views of the child or young person and prepare them for the meeting, so that they know what they might be asked and what they are going to talk about it in the review (or support parents/carers to).
- Discuss details of the meeting with the child or young person, including where to hold the meeting, who they want to invite, what snacks/refreshments they would like, how they would feel best able to share their views during/before the meeting and whether they would like to have an activity to do during the meeting (e.g., drawing, Lego).
- Provide information to invitees about how the annual review will be structured, its purpose and what should happen.
- Consider whether there is a need to have a brief meeting prior to the annual review to discuss sensitive information that may not be suitable for discussion with the young person present.
- Read through all relevant information regarding the child or young person and identify information that needs to be shared during the review.

Parents/carers/CYP

- Can use resources in the Appendices to support a conversation with your child or young person about what to expect of the annual review and discuss their views.
- Contact the SENCo with any queries or questions prior to the meeting so that they can be dealt with.
- Inform SENCo of all professionals currently involved (so they can be invited).

Other Involved Professionals

- **Must** send, when notified, any information/reports relevant to the child or young person to the SENCo convening the annual review.
- Confirm attendance with SENCo.
- Read and familiarise themselves with any information provided by the SENCo relating to the child or young person.
- Read through materials regarding person-centred annual reviews provided by the SENCo.

The person-centred annual review meeting

SENCOs

- **Must** focus on the child or young person's progress towards achieving the outcomes specified in the EHCP.
- **Must** consider whether these outcomes and supporting targets remain appropriate.
- Make notes to reflect what is discussed during the meeting (to assist completion of annual review paperwork).
- Create a graphic record of the meeting that all attendees can see throughout the meeting.
- Next steps/actions should be SMART, including who is responsible for what.
- Adapt language (avoiding jargon) and communication to support the young person to access and contribute to discussion.
- Keep in mind the principles of person-centred approaches throughout the meeting (see principles).

Parents/carers/CYP

- Contribute views and ask questions about anything that is not clear during the meeting.

Other Professionals

- Adapt language (avoiding jargon) and communication to support the young person to access and contribute to discussion.
- Keep in mind the principles of person-centred approaches throughout the meeting (see principles).

Following the person-centred annual review

SENCoS

- **Must** prepare and send a report of the meeting to everyone invited within two weeks. The report must set out recommendations on any amendments to the EHCP required, and should refer to any difference between the school or other institution's recommendations and those of others attending the meeting.
- Record may need to be sent directly to professionals without SEN Hub access.
- Incorporate graphic record into annual review paperwork.
- Where a SENCo is identified as being responsible for a next step/action they must ensure work towards this is incorporated into any ongoing support they offer.
- Continued communication with parents and child or young person (the case remains open to the family and the SENCo on the hub at all times).

Parents/carers/CYP

- Keep the original graphic from the meeting and refer to it as desired.
- Read through annual review paperwork (once received) and raise any resulting queries/suggested amendments.
- Contact SEN Caseworker if needed regarding the ongoing process.
- Continued communication with SENCo (the case remains open to the family and the SENCo on the hub at all times).

Other Professionals

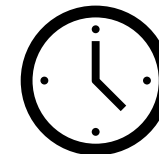
- Read through annual review paperwork (once received) and raise any resulting queries/ suggested amendments.
- Professionals who were unable to attend the annual review should read annual review paperwork and respond with any queries as appropriate.
- Where a professional is identified as being responsible for a next step/action they must ensure work towards this is incorporated into any ongoing support they offer.

How to conduct a person-centred annual review

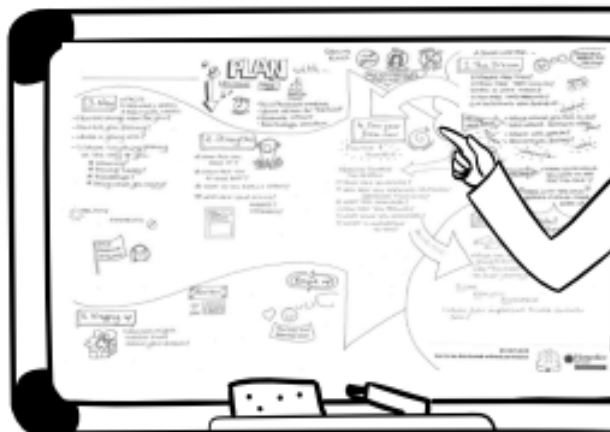
The **graphic** should record the discussion in pictures and words and should be displayed and created throughout the meeting so everyone can see it.

Seating can be arranged however the young person feels most comfortable e.g., could be sitting on the floor, on bean bags or on chairs.

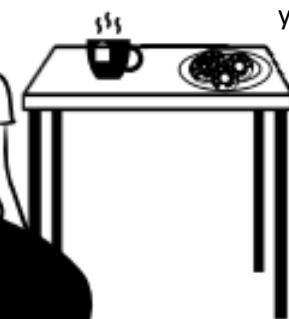
The meeting will take between **1.5 to 2 hours**.



All those who are **important to the young person** can be invited to the meeting e.g., professionals, family, friends, and members of their community, as appropriate.



Snacks/refreshments should be available and chosen by the young person.



The young person may need some **resources** to support engagement during the meeting.

The young person may need support/resources, or AAC so they can **share their views** e.g., written, pictures, drawings or videos prepared in advance.

The meeting **location** should be somewhere in school that the young person has chosen.



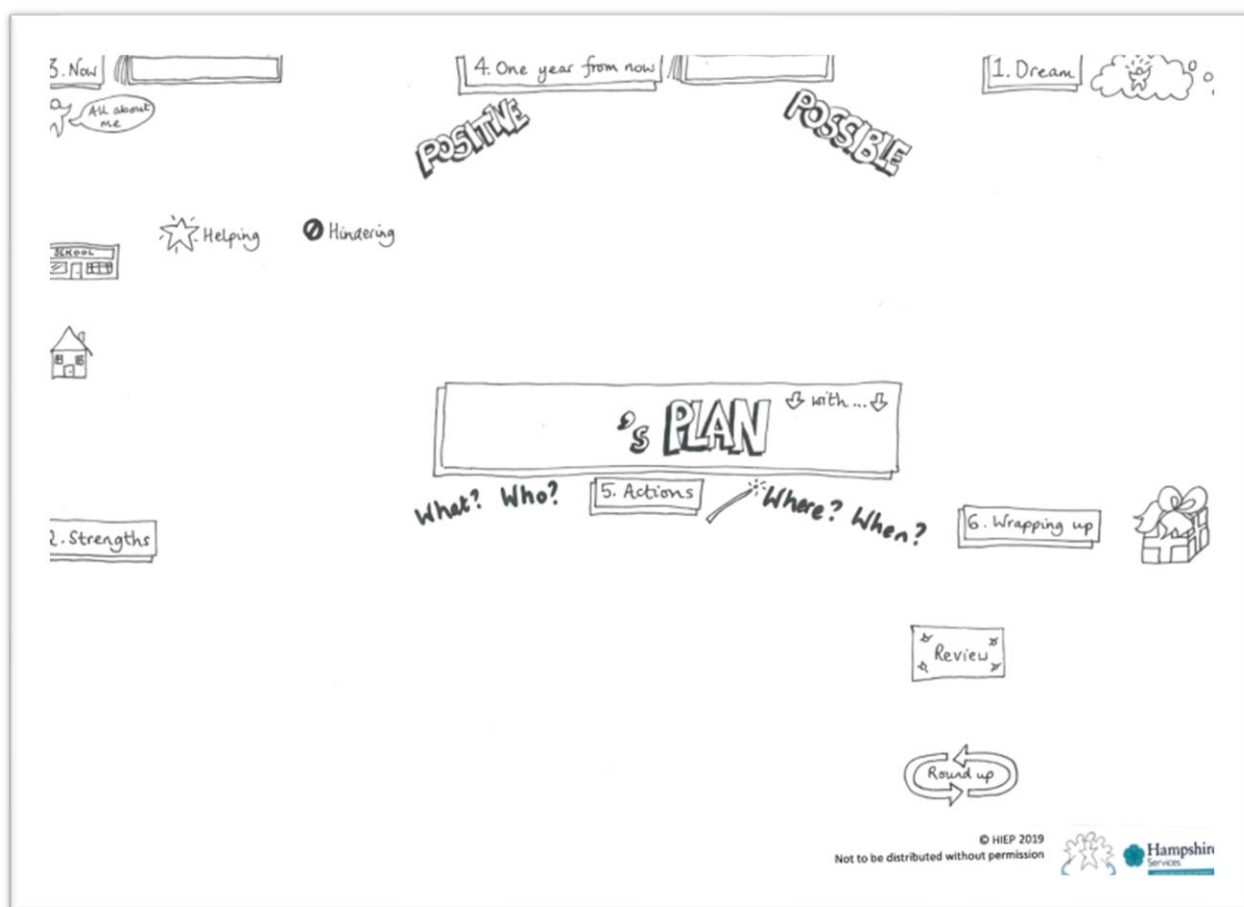
Examples of person-centred annual review graphic structure

The structure followed in a person-centred annual review is flexible and can be adapted to suit the setting and the young person, if the principles of person-centred approaches are applied. It should, however, include:

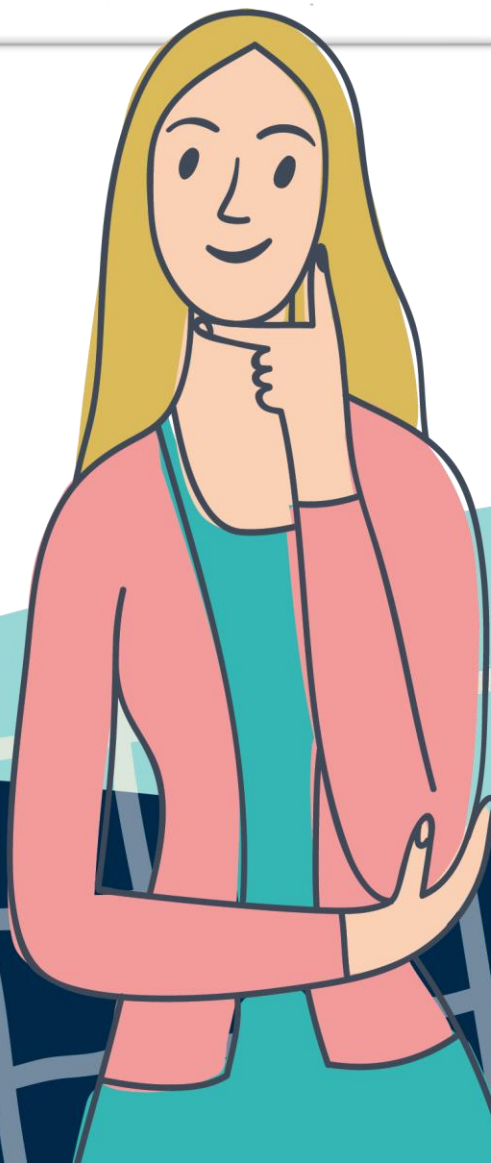
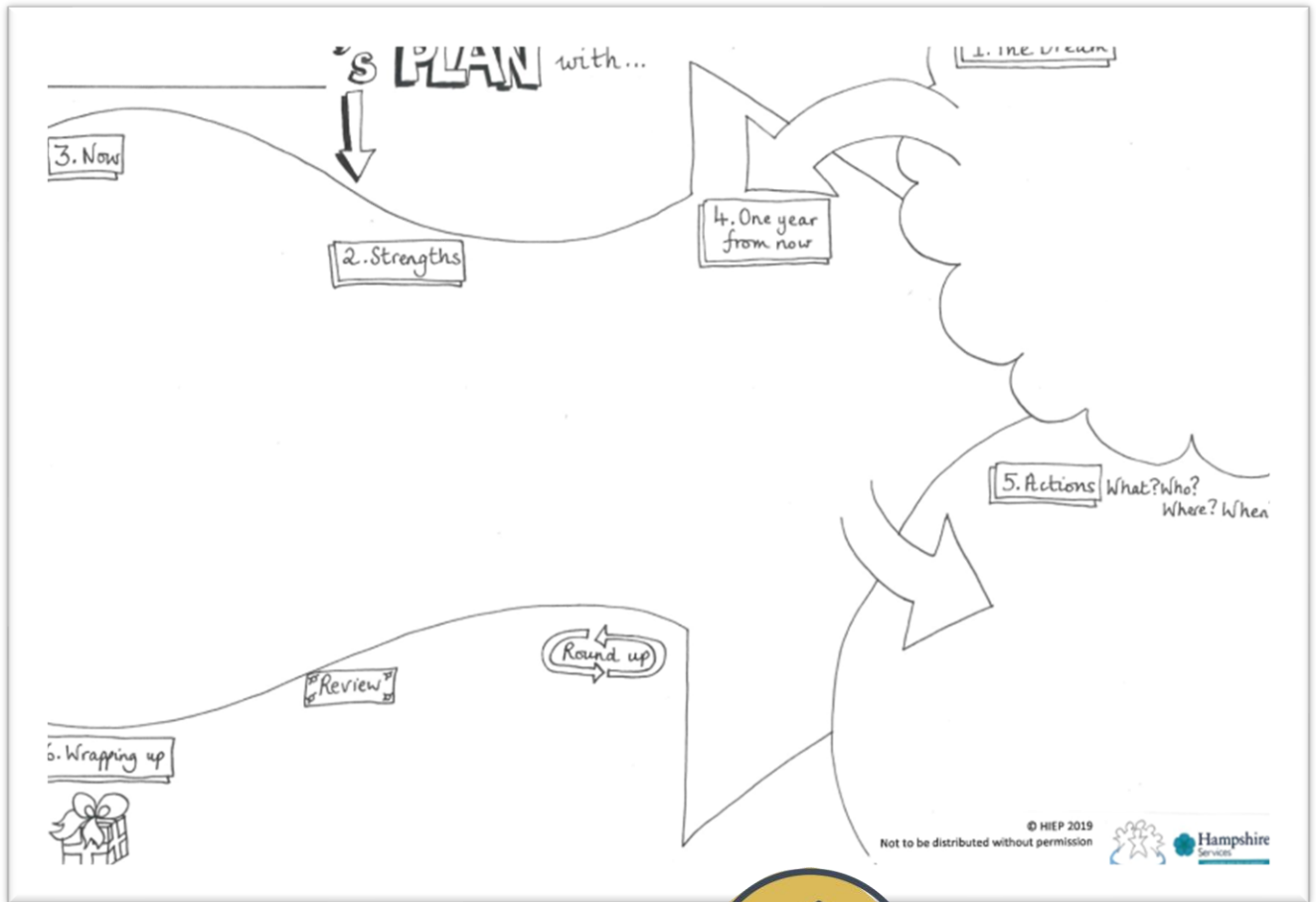
- The **dream** – what a dream future would look like for the CYP if anything was possible.
- **Strengths** – the strengths, skills, and interests of the young person.
- Review of the **current situation** – including what helps and what hinders the CYP's progress.
- **Action planning** –if we are working towards their dream, what might be happening during this time that is positive and achievable. This could include thinking about *One Year from Now* and *Actions* and/or *Next Steps* and these should be SMART wherever possible.

Two examples of such annual review meeting structures are represented by template graphics found below.

Example one:



Example two:



Frequently Asked Questions

What happens if certain professionals cannot attend the meeting (e.g., health professionals)?

If someone has been invited to attend the meeting, regardless of whether they are able to be present at the meeting, they will have the opportunity to provide a written report in advance. Those who are in attendance may decide that a particular issue or question needs to be discussed with someone who wasn't present at the meeting, the chair should take responsibility to share the question/query and seek that person's view on it prior to submitting the final report to the LA.

What happens for a CYP who is electively home educated or educated otherwise than at school?

The SEN Service will be responsible for arranging the annual review meeting. They will take on the role of SENCo regarding the duties they would typically have in relation to a review.

What happens if the SENCo cannot attend the annual review?

If another member of staff has attended or chaired on behalf of an education setting, then they can either upload information to the SEN Hub themselves or pass it to the SENCo for processing afterwards. The meeting does not have to be led by the SENCo and the report written by them, and other staff can be trained by the SEN Service to use the Hub to support with annual reviews.

Which sections of the EHCP can be amended during the annual review?

All sections of an EHC Plan ought to be reviewed during an annual review meeting. Recommendations for amendments/updates can be made for any section.

How long do we get access to the hub once we have been notified?

Professionals have access to a case from when they are invited, until the SEN Service has made a decision following submission of the review report. SENCo's have permanent access to the record, as do families.

Is there a role of the virtual school in annual reviews?

Virtual schools should be invited to annual reviews alongside other professionals. The SEN Code of Practice notes that it is often sensible to run an annual review and a PEP meeting as two parts of one bigger meeting.

What is the role for head teachers?

Often a head teacher will review an annual review report prior to its submission by the SENCo, though this would be an internally agreed process by the education setting as it is not a part of the statutory process.

Who in social care would the invite go to?

Generally, the allocated social worker, if possible, plus the duty inbox. If they aren't open to social care, it will go in through MASH and this will be put through to the team (taking around 20 working days).

How are professionals notified of annual reviews after they've happened?

The EHC Hub will send a notification that a decision has been made to professionals who have access to the hub. For those professionals who do not have access,

school staff need to communicate any relevant information following an annual review.

What happens if a parent/carer is unable to attend a review?

It would be for the chair of the review meeting to decide. A parent/carers attendance at a review is not mandatory, though it is understandably best practice for them to be there. The code of practice states that reviews must take place in collaboration with the CYP and their parent/carer and that their views, wishes and feelings must be taken account of. Therefore, if parents/carers are unable to attend, it will be important for the meeting chair to ensure collaboration and view gathering still takes place.

At what age will the invite go to the young person for them to be able to attend without their parents?

Typically, a young person will begin to receive invitations once they've finished year 11. However, it would be for the young person to decide (provided they have mental capacity) whether they wish for their parent/carer to be involved still or not. A parent/carer can still attend if the young person wants them to.

What if I have difficulty accessing the hub as a parent?

You can contact the SEN Service helpdesk for advice. Alternatively, you can request paper copies and submit information on paper. You can also ask your school for support, as they are likely to be familiar with accessing the hub.

As a professional, what if I don't have access to the hub and previous documentation? Can I access this and who could provide it?

If you are invited to a review via the EHC Hub you will automatically have access to the appropriate documentation. Alternatively, speak to the review organiser to seek information.

What happens after the annual review meeting in terms of provision and placement? Do I need to wait for everything to be finalised before this will be put in place?

If amendments are recommended, and the local authority agrees that the plan requires amending, those who attended the review will be notified of this decision via the EHC Hub. Any changes/amendments to the plan are only enforceable once a new (amended) final EHC Plan has been issued.

Will the hub format change if I hold a person-centred annual review?

At the time of writing this guidance, the format of the hub will remain the same regardless of the type of review that is held and the proformas used for recording. Whilst some information should still transfer directly into the fields on the hub, professionals may also wish to upload documents or the meeting graphic.

Acknowledgements

We would like to thank the professionals and parents who took the time to contribute to the creation of this resource through workshops and feedback. This includes parents/carers of young people who have experienced annual reviews, sharing their own and their young people's experiences, and staff from Hampshire and Isle of Wight services.

The Educational Psychologists who have worked together to write this policy include: Cleo Timney, Abigail Cohman, Becci Murphy, and Julian Radcliffe

Appendices

Appendix 1: Child/young person's view gathering

Below are some resources and templates which can be used to gather the views of children and young people. It would be most useful for CYPs views to be gathered by an adult who knows them well, who can support them to share their views in a way that is accessible to them. The below resources provide some ideas for how this can be done, but there are many more ways that a CYP's views can be gathered.

Additional information and ideas can be found online, such as at

<https://education.gov.scot/media/zzwandoz/highland-council-psychological-service-tools-for-gathering-the-views-of-children-and-young-people-may-2020.pdf>.



One page profile

Additional templates can be found [here](#) and [here](#).

Important things to know about me

Name:
Age:
Year group:
Date:

Photo

My strengths & interests

What is important to me

What helps me

✓

My hopes and goals for the future

THE STORY OF YOU

You can write or draw your story!

In the boxes below, share your story! What is important to you? What are your hobbies? What is your dream for the future?

At home I like...

Important to me is...

People help me by...

My biggest success has been...

My favourite thing at school is...

I find it hard to...

I hope that...

Digital stories

Digital stories are videos created so that others can see the world from the child's perspective. The short videos/stories allow others to see who the child is, through viewing the things they enjoy and the places they like to be, and how they explore the world and interact with objects and those around them. More information and step-by-step guidance on creating digital stories can be found here:

<https://autismtransitions.org/introduction/>.

Likes and dislikes – Early Years

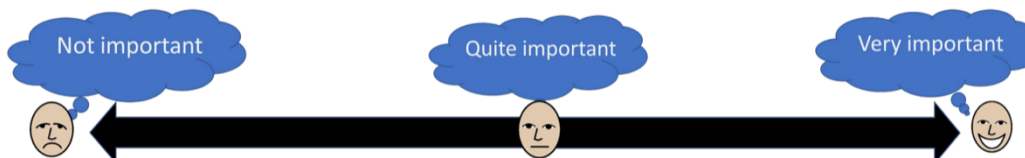
I Like 	I Don't Like 	PLAYGROUND 	OUTSIDE 	WRITING 
GAMES 	LETTERS 	TOYS 	MUSIC 	
MATHS 	BIKES/SCOOTERS 	RUNNING 	JUMPING 	
FRIENDS/CHILDREN 	BOOKS/READING 	DRAWING/ART 		
LEARNING 	ADULTS/HELP 	LIGHTS 	MESSY PLAY 	
NOISE 	TOILET 	SNACKS 	WATER PLAY 	
















Sorting Activities – Secondary School/College

With thanks to the Specialist Teacher Advisory Service -

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/specialistadvisory>.

What things are important to me at college?

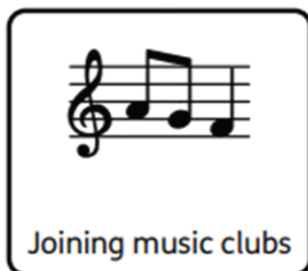
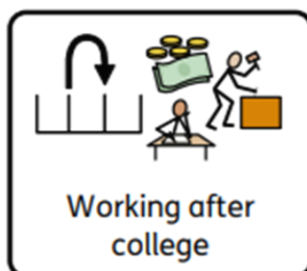
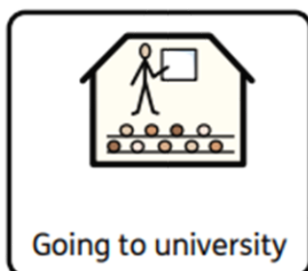
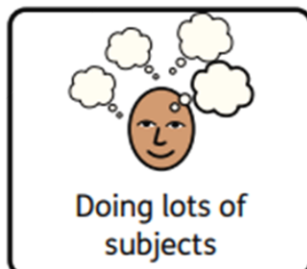
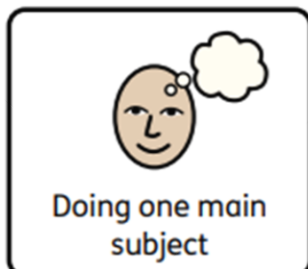
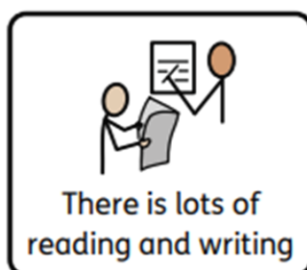
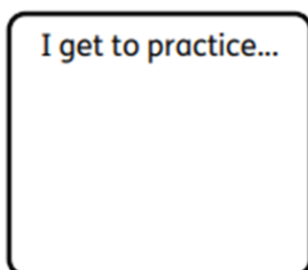


 I can walk	 Someone can take me	 Use public transport
 I can ride my bike	 Lots of staff to help me	 There are quiet spaces I can go
 I have to change rooms a lot	 Most lessons are in the same room	 My friends go there
 There are new people to make friends with	 Staying in college all day	 Free time to choose what I want to do
 I can stay at my current school	 I get to go somewhere new	 I wear uniform

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Most work is
coursework



There are written
exams



There are small
classes



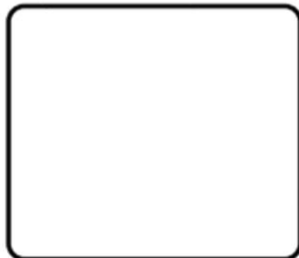
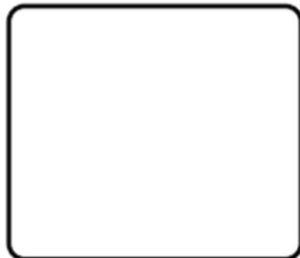
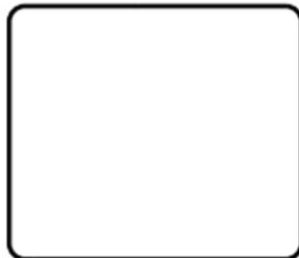
Someone to talk to
about problems



Getting a
qualification



Doing practical
things

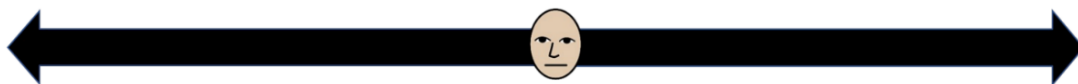

















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What do I like and dislike?

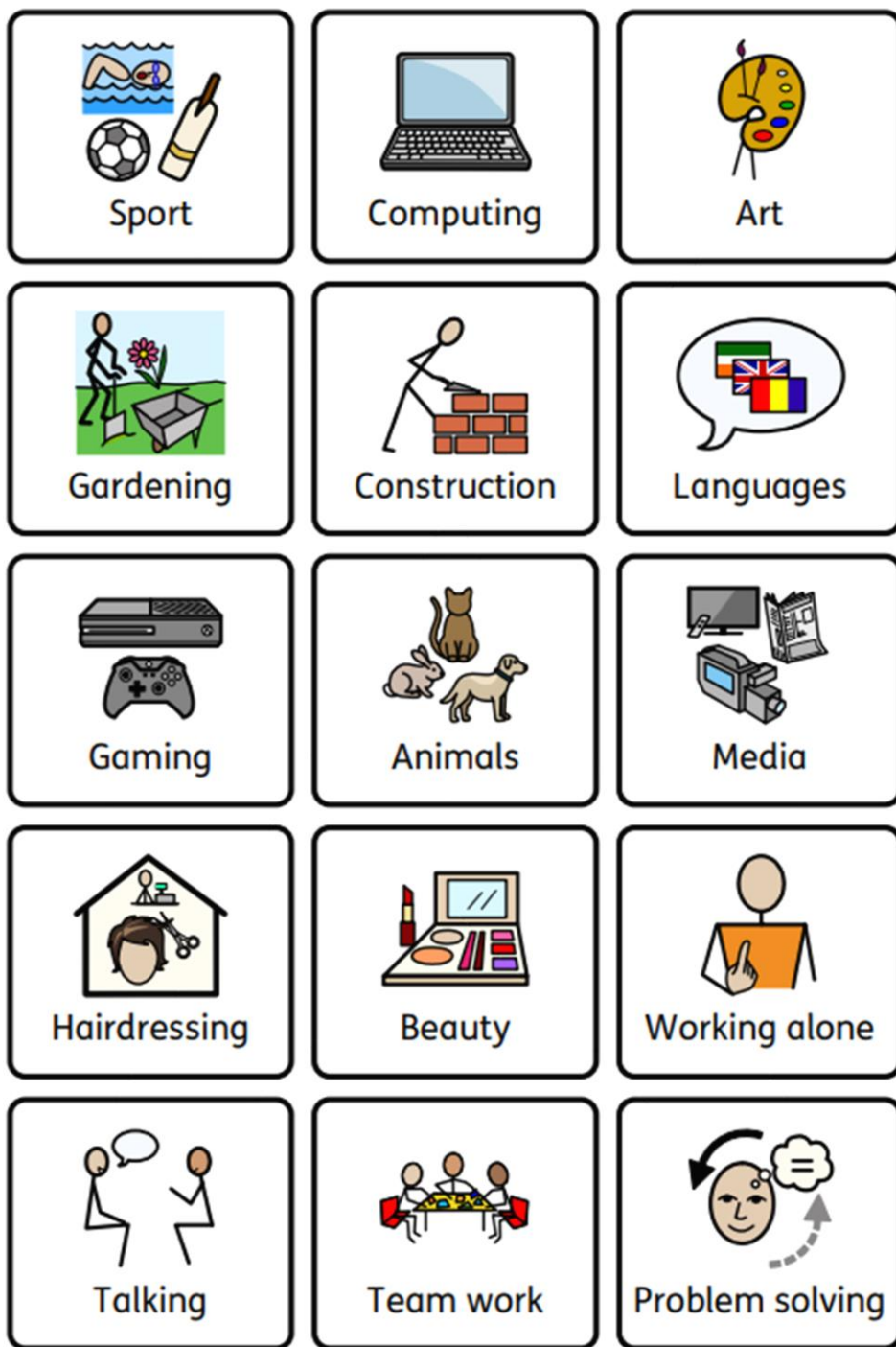


 Maths	 English	 Science
 Textiles	 History	 Music
 Cooking	 Youtube YouTube	 Drama
 Dance	 Singing	 Geography
 PSHE	 RE	 Business

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Hampshire
Services
PROFESSOR TACHE
ANDREW BRUCE



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Busy places



Quiet places



Researching



Reading



Helping others



Listening



Writing



Time alone



Photography



Plumbing



Cars



Making things



Child care



Psychology

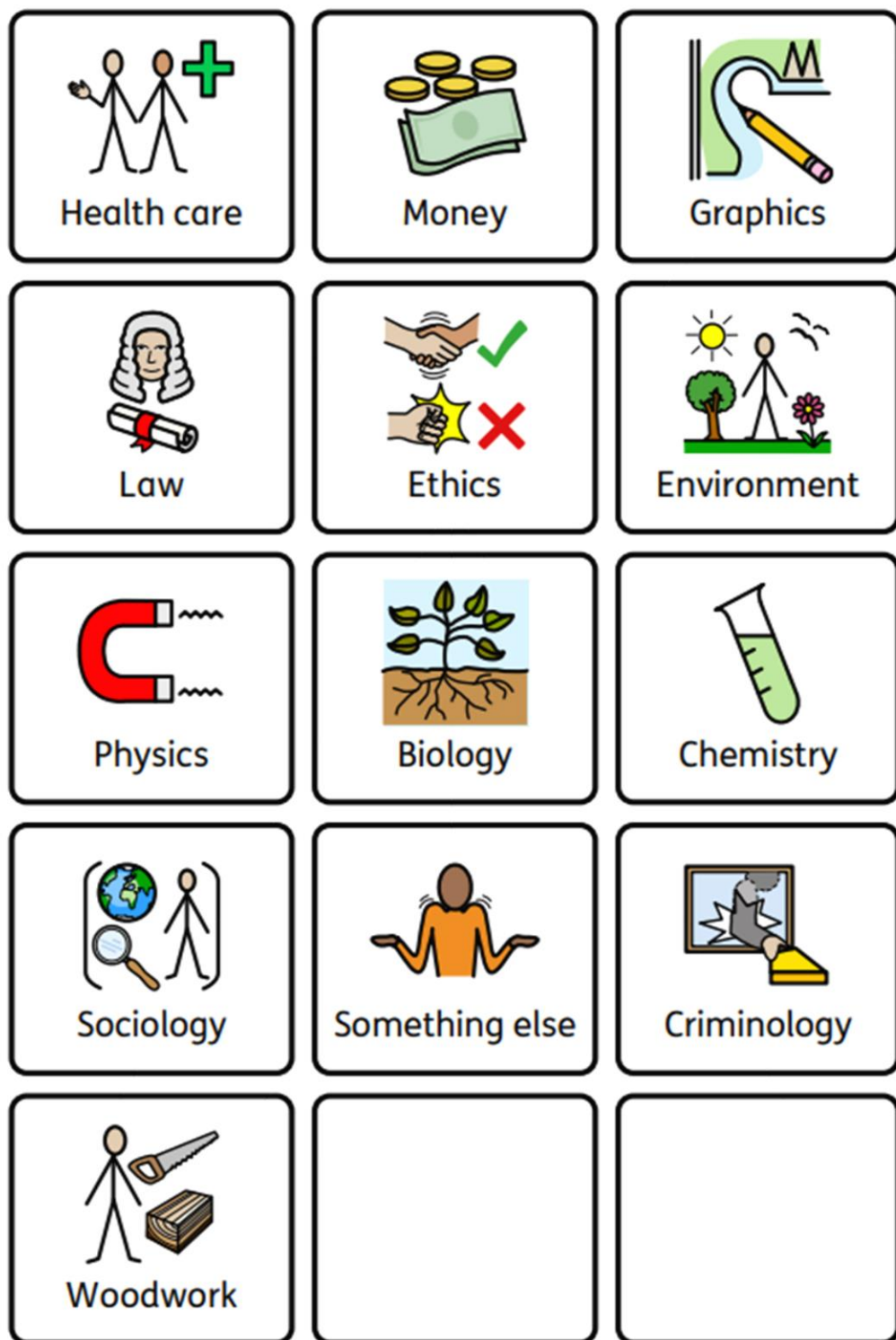


Politics

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Advisory Service



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Preparing for my annual review

My views

Name:	Who has helped me give my views
Age:
Date:	

Information I would like people to know about at my annual review

(Use the way that works best for you to share this information e.g. pictures, words, photos, video)

I enjoy... I am interested in...

I am good at...

When I'm older, I'd like to...

Four thought bubbles are arranged in a 2x2 grid. The top-left bubble is connected to the starburst icon. The top-right bubble is connected to the starburst icon. The bottom-left bubble is connected to the pink figure icon. The bottom-right bubble is connected to the pink figure icon.

Add more thought bubbles if you would like to

This year...

I've done well at:




What/who has helped me:



What I find hard	How hard I find it	Why I find it hard
	😊 ☹️ 1 5 10	
	😊 ☹️ 1 5 10	
	😊 ☹️ 1 5 10	

Next year, I would like to...

(What you would like to learn about, get better at, do more of, get more help with...)




Goals I would like to think about


In your Education, Health, and Care plan (EHCP) there are some goals written down, called outcomes, which people are helping you to work towards. These have been written down in the boxes below.

In your review meeting, we will talk about these outcomes and think about how to help you move towards them. We want to make sure we think about the ones that are most important to you first.

Put a tick or a star next to the ones that are most important to you. If you want to, make some notes about what's been going well, or what you'd like to change or work on next.

Outcomes (Use child-friendly language where possible)	What's been going well	What I'd like to change or do next
		

Let us know if there are any other goals you would like to work towards in this box:



Appendix 2: Professional View Gathering Proforma

Preparing for an annual review

Views of staff and professionals

Child/young person's name:	
Date of birth:	School:
Form being completed by:	
Role:	Date:

The following areas will be covered at the annual review. Please note down any information you feel is important to be shared about the CYP/young person.

Child/young person's strengths, skills & interests:



What is important to the child/young person:

What you would like to see for the child/young person in the future



This can include any area of their development, including learning, friendships, independence, how they are feeling, physical skills etc.

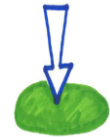
How things are now

Achievements & progress:

What helps the child/young person:

What the child/young person has found harder:

Further areas for support or development:



Ideas for positive & possible targets and goals for the next year:



(Targets should be positive & possible and include their strengths and interests wherever possible)

Appendix 3: Parents/Carers' View Gathering Proforma

Preparing for your CYP's annual review

Parents/Carers' views

My Child's name:	Date of birth:
Form being completed by:	
Relationship to the Child:	
Date today:	

The following areas will be covered at the annual review. Please note down any information you feel is important to be shared about your CYP.

My Child's strengths, skills & interests:



What is important to my Child:

What I/we would like to see for my child in the future



This can include any area of their development, including learning, friendships, independence, how they are feeling, physical skills etc.

How things are now

My child's achievements & progress:



What has helped my child:

What my child is finding harder:

What needs to change:

Hopes and goals for my child in the coming year:



(What you would like them to learn about, get better at, feel more confident at, get more help with...)

Appendix 4: Annual Review Checklist for SENCOs

PCP Checklist for SENCOs

Arranging a PCP Annual Review

Parents, young people, health, social care, SEN and school representatives need to be given at least two weeks' notice of the date of the meeting.

- Arrange a time for the meeting to be held
- Find a location
- MUST seek advice and information about the child/young person from all parties invited
- MUST send any advice/information to all those invited at least two weeks before the meeting
- Think, with the young person, about who else to invite (e.g., family, close friends, school staff)
- Send invites to chosen attendees - with the child/young person if possible
- Consider the environment e.g., snacks, activities, seating layout etc.
- Think about how to best gather with child/young person's views
- Gather views with the child/young person (strengths, needs, dreams, what is important)
- Talk to the child/young person about how they would like the meeting to run
- Let others know what the meeting will look like
- Planning for child/young person engagement - how long will they attend for/which parts/how will they contribute?

PCP Checklist for SENCOs

During a PCP Annual Review

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.

- Ensure the meeting place and time is protected
- Be available to welcome people to the meeting
- Do introductions and ask how people might like to be addressed
- Let everyone know how long the meeting is likely to last
- Outline the purpose of the meeting and suggested structure
- Highlight that this is a person-centred meeting with the child/young person at the centre throughout
- Ensure that people are aware of the principles of PCP in addition to the legal requirements of the meeting
- Invite people to contribute to the meeting and try to ensure that everyone has opportunities to contribute, in a way that is suitable for them
- Create a visual record of the meeting
- Keep clear notes including changes in outcomes and provisions and next steps/actions

Needs

DREAMS

Action Plan

PCP Checklist

After a PCP Annual Review

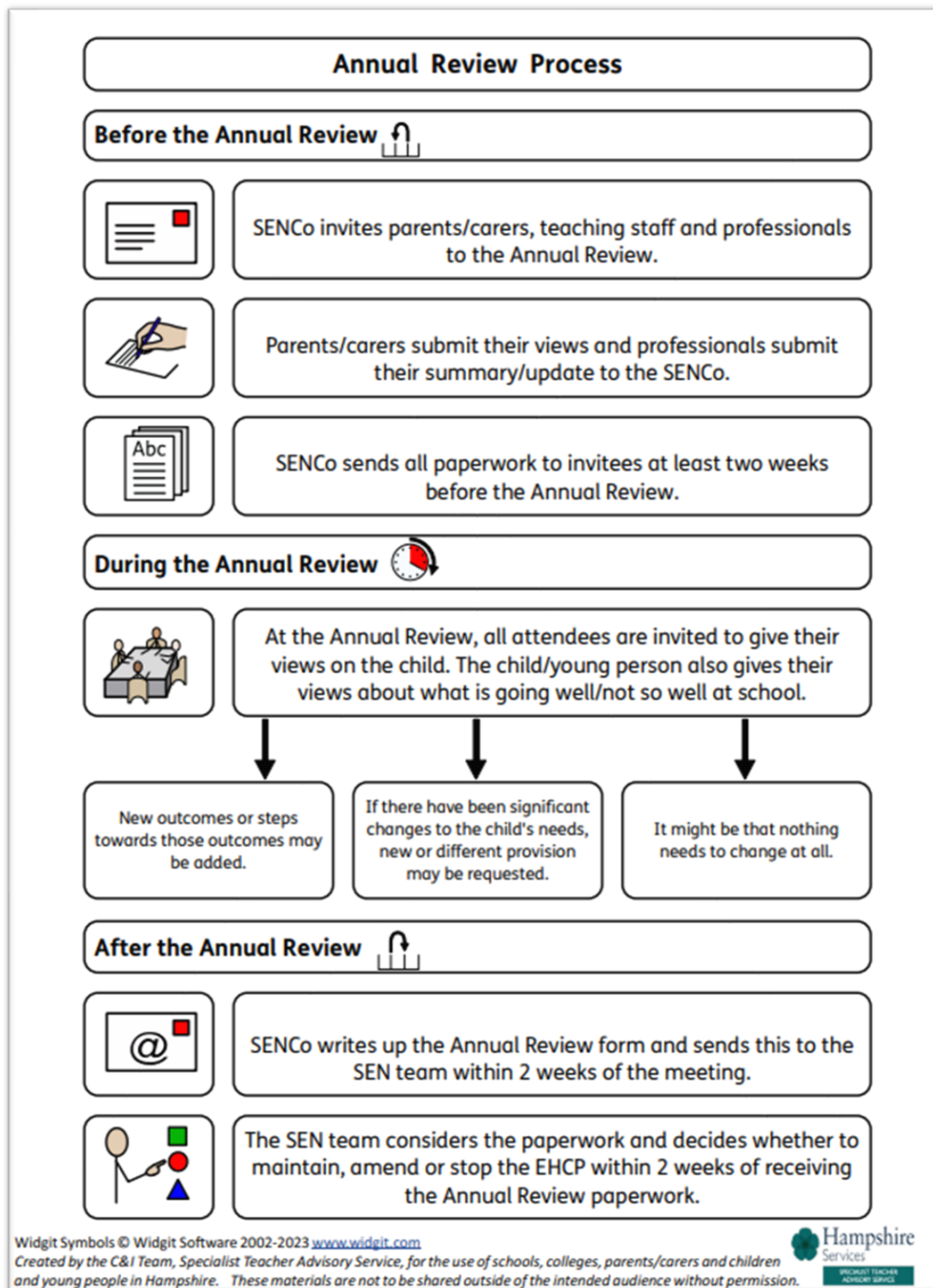
The SENCo must prepare and send a report of the meeting to everyone invited within two weeks. The report must set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school or other institution's recommendations and those of others attending the meeting.

- MUST submit a report of the meeting to those invited, within 2 weeks
- Consider whether there are professionals who cannot access The Hub, who will need the report
- Plan next steps/actions from the meeting
- Speak to other school staff who may have some responsibility in ensuring actions are carried out
- Continue to communicate with the child/young person and their family about the annual review paperwork

Appendix 5: Annual Review Process and Paperwork Visual

With thanks to the Specialist Teacher Advisory Service -

<https://www.hants.gov.uk/socialcareandhealth/Childrenandfamilies/specialneeds/specialistadvisory>



Annual Review - Breakdown of the Paperwork

Section		Title	Purpose
1		Background Information	Check details are correct
2		Progress and Attainment Information	Review child/young person's academic progress over the last year
3		Child/Young Person's Views	Share child/young person's views about school
4		Parents/Carers' Views	Share parents/carers' views about child/young person and school
5		Child/Young Person's Strengths	Share child/young person's strengths, qualities and achievements
6		Review of Child/Young Person's Outcomes	Review child/young person's previous outcomes and identify any new outcomes that are needed
7		Personal Budget	Review child/young person's personal budget (if in place)
8		Transfer between Phases of Education	Complete child/young person's / parents/carers' preference for next educational setting
9		Preparing for Adulthood	Discuss child/young person's aspirations for the future and support needed for independence
10		Transport Assistance	Review child/young person's transport plans (if in place)
11		Recommendations of the Annual Review	Decide if child/young person's EHC Plan should be maintained, reduced or ceased and decide if any amendments are needed to his current EHC Plan
12		Signatures	Child/young person, parents/carers, SENCo and headteacher all need to sign the EHC Plan

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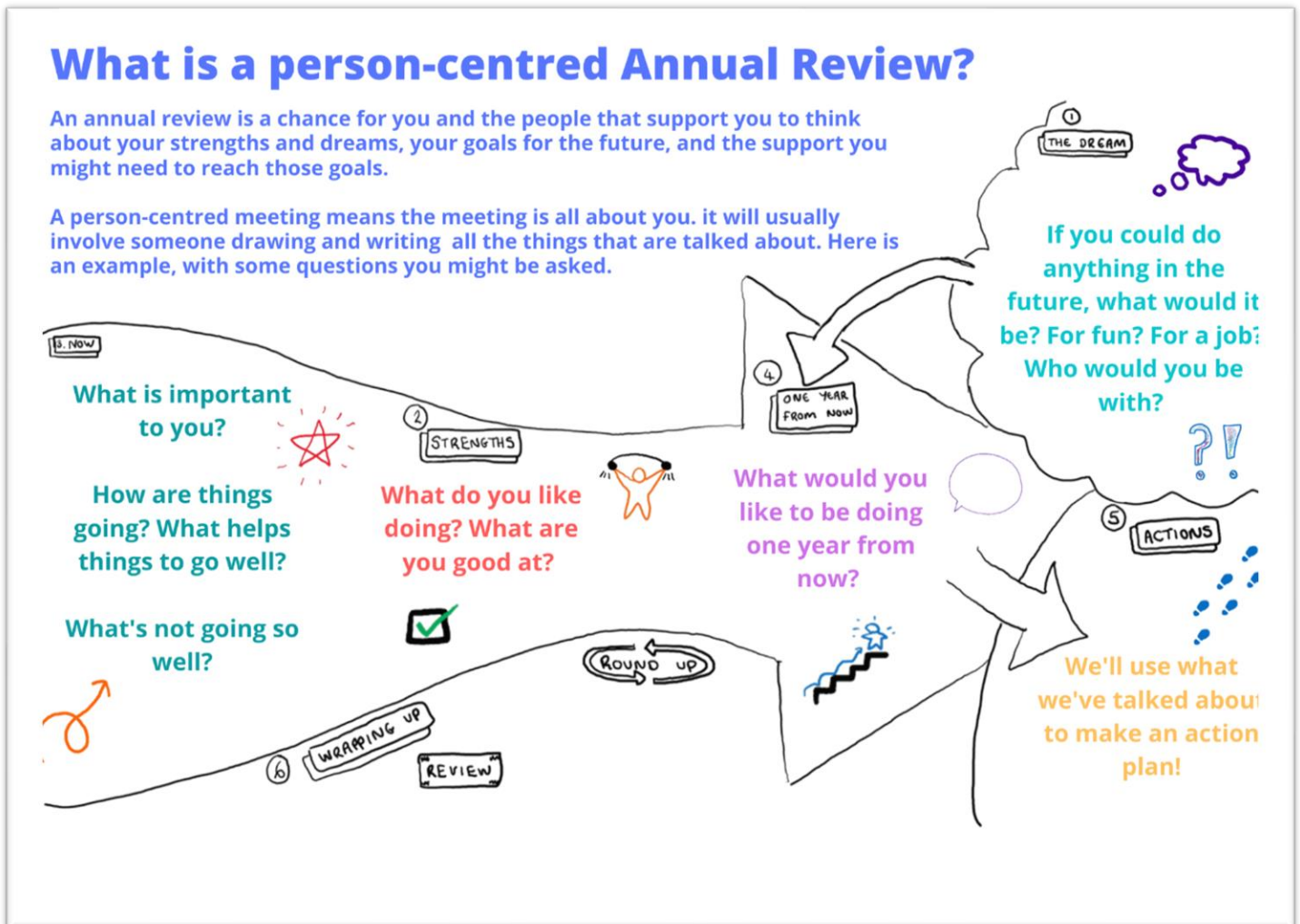
Appendix 6: What Questions Might You be Asked?

Children and young people

What is a person-centred Annual Review?

An annual review is a chance for you and the people that support you to think about your strengths and dreams, your goals for the future, and the support you might need to reach those goals.

A person-centred meeting means the meeting is all about you. It will usually involve someone drawing and writing all the things that are talked about. Here is an example, with some questions you might be asked.



PERSON CENTRED MEETINGS

WHAT TO EXPECT - PARENTS/CARERS

THE DREAM

During your child's meeting it can be helpful to create a clear picture of what the 'dream' future would look like. This can help us to know what we are working towards.

Some example questions may include:

- In a dream future, if anything was possible, what would they love to be doing? For fun? At school? In their spare time? Any future jobs?
- Who would be in this dream future with them?
- Where would they be living? Travelling to?
- If their dream was happening, what would that bring for them?



STRENGTHS & INTERESTS

It can be helpful to think about what is going well and all of your child's strengths and skills. You might be asked:

- What are their character strengths?
- What skills have they developed?
- What progress have they made?



HOW THINGS ARE NOW

As part of the annual review process we will need to think about the progress your child has made towards their outcomes. You might be asked:

- What is going well?
- When is your child at their best?
- What has helped?
- What needs to change?
- Are we still working towards the same goals?



ACTIONS & NEXT STEPS

The aim of this section is to think about what the support for your child will look like moving forward, and any actions we need to take following the meeting. The aim is to think about achievable actions, who will be involved, what they need to do, and when they need to do it by.



FUTURE PLANNING

The annual review provides an opportunity to think about whether your child's outcomes are still relevant. You might be asked:

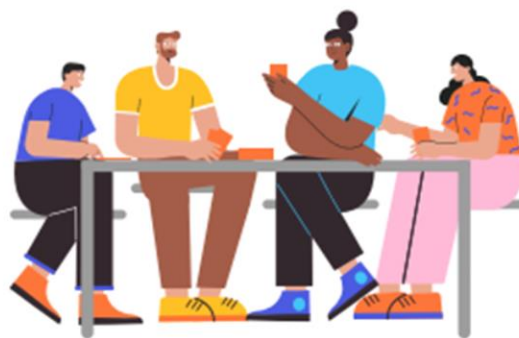
- What would you like to see your child doing a year from now?
- What smaller goal could we work towards to help them achieve their dream?
- How can we build their independence and prepare them for adulthood?



After your meeting you should receive a copy of the report within 2 weeks. You can continue to talk to people involved in your child's annual review, including if you have any concerns with the paperwork. If a visual was created during your meeting, you can also keep a copy of this to refer back to later.

Young person's guide to person-centred annual reviews

Hampshire Services



What is an annual review?

If you are going to have an annual review meeting, it means that you have an Education, Health, and Care Plan (or EHCP).

An EHCP is a document that describes your strengths and the things you are good at, as well as the things you find more difficult and what support you need in school.



Every young person who has an EHCP will have an annual review meeting each year to check that the plan is up to date and to make any changes that need to be made.

It is important that you are able to tell the adults that support you what helps you and what makes things tricky at school.

What is a person-centred annual review?

A person-centred meeting is a meeting that is about you. This means that people who know you well come together to think about your hopes and dreams, your strengths, what is going well, and anything they can support you with. Your thoughts and views should be at the centre of the meeting, and you can be involved in a way that works for you.



You can help to plan your annual review meeting, thinking about the time and place it will happen, and who will be invited. There will usually be things that we need to talk about, but there will also be time to talk about the things that are most important to you.



It might be that you don't want to attend the meeting, so those supporting you will plan how you can share your views and ideas in a different way. They might also think with you about whether you just want to come to some of the meeting.



Finally, the meeting should be focused on thinking about what comes next. When you and those supporting you finish the meeting you should have a clear action plan so that you can all get started with working towards your goals.



Setting up your meeting

This meeting is all about you - your views and what you want is important. Before your annual review meeting, your school SENCo (Special Educational Needs Co-ordinator) will talk to you about it. You might know who this is, but if you don't, you can ask any adult at school. They will help you to decide what the meeting will be like.

Firstly, they will help you to think about who you would like to invite. This may be important people in your family, like your parents or the adults who look after you, it might include your class teacher or another person from school who knows you well. It also might include other people who help you, like a speech and language therapist, a specialist teacher advisor or someone from your community like a sports coach or mentor.



Your SENCo will also help you to decide whether you would like to come along to the meeting or not and what you think is important for other people to know about you. Together you might write, draw or record some of the important things you want other people to know about. If you decide not to come along to the meeting, then the SENCo or someone else who knows you well can share your views for you.



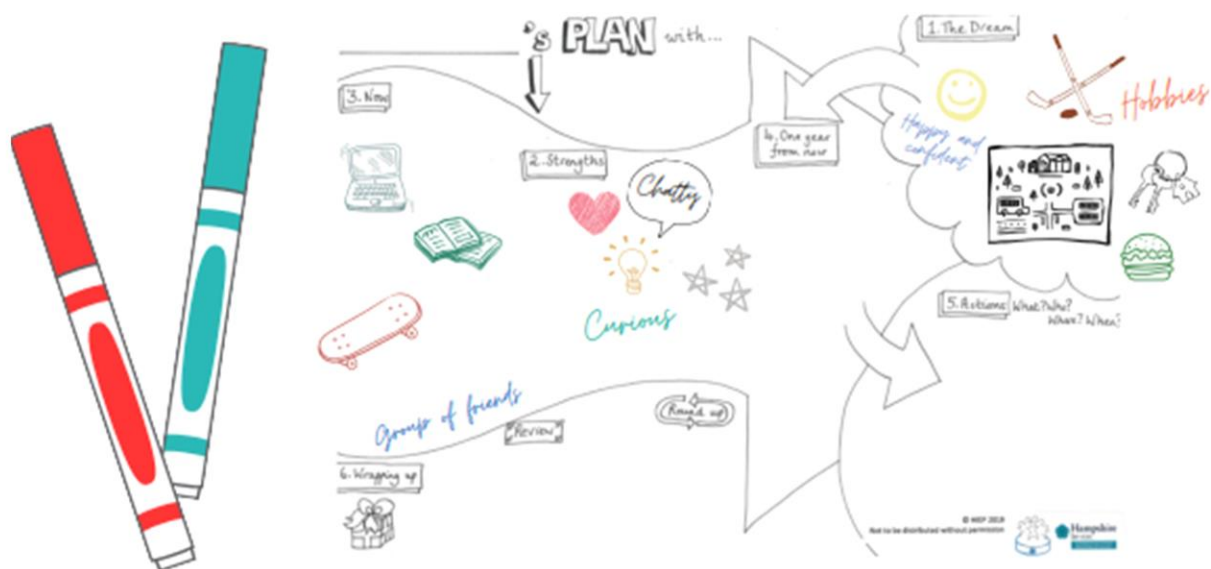
The SENCo will also help you to decide where in school you would like the meeting to take place and what snacks you would like to eat during the meeting. Your SENCo will try to answer any questions you have about the meeting, or you can ask other adults that you trust.

Your meeting

Your meeting should take place like you have planned it, and people supporting you should let you know anything important, like if something has changed. Hopefully the people you have invited will be able to come. There might also be some people you don't know who are there to help run the meeting or find out more about you.



There might be lots of talking at your meeting, but the things that are talked about might also be written and drawn on a large piece of paper. This is so that everyone can see the journey you are on, including the dream future, your strengths, how things are now, and what the next steps or actions are from the meeting. It might look something like this, but you can talk to those supporting you before the meeting to find out more.



Your meeting

Because your annual review meeting is about your EHCP, you might talk about the 4 different areas in your plan. These include thinking about you communication, language, and interaction with others, your learning, your social and emotional health, and any physical or sensory needs you might need some support with.

Communication and interaction



Social and emotional health



Cognition and learning



Physical and sensory



When you are age 13 or 14 (in year 9) the areas in your EHCP will change so that you can start thinking about, and preparing for, growing into adulthood. This means that in the annual review meeting you might talk about the skills you need to help you towards a job or volunteering, becoming more independent, being part of your community, and looking after your health. This shouldn't change the way your meeting runs or how people support you.

Employment



Social and community inclusion



Independent living

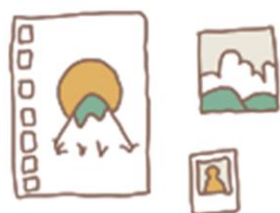


Health and wellbeing



After your meeting

After your meeting, someone from your school will write a report with the information from your meeting, and any changes they and you would like to make to your EHCP. They will share this report with the people who came to your meeting and anyone else involved in supporting you, usually by uploading it to an online hub. You can ask to look at it if you would like, and your parents or carers will look at it to check it is right.



You can keep the picture created in your meeting, you might want to display it at home or look at it again at your next annual review – it's up to you.

You might see some things change as people take action on the things you talked about in the meeting. It's important that people carry on listening to you about what is important to you, so keep sharing your views and ideas.



If you have any questions about your person-centred annual review, you can talk to adults that you trust. This could be people at home or at school. It's good to ask questions, so that people can help you to understand and be fully involved in thinking about your life.

These resources might also be helpful for finding out more or sharing your views:

<https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-programme/useful-resources-publications/what-2>

<https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-programme/useful-resources-publications/what-0>

<https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources/pfa-person-centred-planning-tools>

<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-reviews/>

<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>

Appendix 8: Video Guide for Young People

Link here: <https://www.youtube.com/watch?v=JtE-aXvLAmo>



Appendix 8: Model Agenda

Model agenda for an Annual Review meeting

1	Welcome, introductions and purpose <ul style="list-style-type: none"> Record attendees, non-attendance and reports submitted on the Record of Annual Review form Ensure that everyone has access to all of the papers 	Chair	5 mins
2	The CYP's voice <ul style="list-style-type: none"> Highlight achievements and successes Identify aspirations 	All	10 mins
3.	The parent or carer's views (optional to being at this stage or after 4) <ul style="list-style-type: none"> Highlight achievements and successes Confirm aspirations Identify things that need to improve or change 	Parent/ Carer	10 mins
4	Review progress <i>All reviews from year 9 onwards must include a focus on preparing for adulthood (statutory)</i> For each of the areas of SEN included on EHCP: <ul style="list-style-type: none"> Review and note any changes in the CYP's needs in Section B (striketrough for deletions and red type for additions) Review progress towards achieving outcomes in Section E Review that current outcomes remain appropriate (and in line with aspirations) and ascertain whether to remove, keep or amend outcomes. Review short term targets and set new ones if needed. Review special educational provision in Section F and the arrangement of delivery to ensure that it is still appropriate <i>and</i> is enabling good progress. Consider whether the needs would re-emerge if provision removed or amended. Review health and social care provision and check the effectiveness towards achieving the outcomes. 	All	45 mins
5	Other information <ul style="list-style-type: none"> Ensure that personal information is accurate and up to date Check if the parent/carer or young person would like to request a Personal Budget Does the plan need to be ceased, maintained (i.e. no changes) or amended? 	All	15 mins
6	Summarise <ul style="list-style-type: none"> Key actions Any areas of disagreement with specific reference as to what each attendee's views are. An absence of a view is considered as no view rather than a disagreement with the plan. 	Chair	5 mins
7	Conclusion <ul style="list-style-type: none"> Give out evaluation forms Confirmation of timescales for remaining processes Thanks 	Chair	5 mins

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