

Annual Reviews



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The Annual Review of a statement of Special Educational Needs (SEN) is a legal requirement placed on a Local Authority by the Education Act 1996. Guidance on how Annual Reviews and Transition Reviews should be organised is contained in the SEN Code of Practice 2001 and the SEN Toolkit (see Useful Information at the end of this Section).

1 Planning early



Parents and carers are likely to be familiar with Annual Reviews of statements. The Annual Review in Year 9 is different, as it begins to prepare for the time when the young person leaves school. It is often called the Transition Review.

After this meeting, a Transition Plan will be produced. This Plan sets out the actions needed to help the young person make a successful transition from childhood to adulthood. It should include arrangements for any special educational provision, and cover other areas such as employment, housing and leisure.

2 The Transition Review meeting



You should be given plenty of notice about the date of the meeting. Any reports should be circulated to all those invited to the meeting at least two weeks in advance. The school is responsible for inviting people. The head teacher (or a delegated teacher) must invite:

- the parent/s or person/s responsible for the young person
- a relevant member of staff
- a representative of the Local Authority
- any people specified by the head teacher or Social Services
- the Connexions service (must attend)

If there are other people you or your son or daughter would like to attend, you can ask the head teacher to invite them.

The school may also invite (depending on the young person's needs and the circumstances of the review)

- the pupil
- a Local Authority educational psychologist
- Health Service representatives
- a local college representative

The young person should be told what the meeting is about beforehand, and who will be there.

3 Making the young person's and parents' views heard



The views of the young person should be sought and recorded wherever possible. They may need support to take part in the review and express their views. Where possible, the young person could be supported by school, Connexions, an advocate or parents to prepare for the meeting.

As well as written contributions, there are a number of ways young people can provide their views for the meeting. These include the use of pictures, symbols, or a PowerPoint presentation to communicate their thoughts and feelings.

Schools and families may also develop their own forms to use. For young people who have speech and language difficulties, there is a range of alternative formats.

Parents can bring a friend, relative or advocate with them, such as an Independent Parental Supporter (contact Partnership with Parents to find out more about Independent Parental Supporters).

Parents often find it useful to think about and write down some of the issues they will want to discuss in the Review.

4 What issues should be discussed?



It is important that all relevant information is considered at the review. The following are just a few points that could be disclosed or used in preparing for the meeting:

The Young Person:

- What are the young person's hopes and dreams for the future?
How can these be met?
- How can the young person contribute to their own Transition Plan?
Alternative methods of communication should be considered.

The Parents:

- What are the parents' expectations for their son's or daughter's adult life?
- How can they contribute to the development of their son's or daughter's skills?

The Professionals:

- Will any new professionals need to become involved as the young person transfers to adult services?
- Will the young person need planning or support for any special health or welfare needs, now or in the future?

The School:

- What, if any, key stage 4 National Curriculum flexibilities should be a feature of school provision?
- How can the curriculum help young people play their role in the community, and make use of leisure and recreational facilities?

For a more comprehensive list of questions, see the *SEN Toolkit*, Section 10 (details in Useful Information at the end of this Section).

You might find it useful to discuss some of the issues with staff at school, friends or a support organisation such as Partnership with Parents, before the meeting.

5 What happens after the meeting?



The first Transition Plan must be drawn up following the Year 9 Annual Review meeting. This will be reviewed every year.

The review report and the Transition Plan must be sent to the Local Authority within 10 school days of the meeting or the end of the school term, whichever is the earlier.

The head teacher must also send a copy of both documents to all who were invited to the review, including parents and any relevant professionals.



You may wish to arrange separate meetings for yourself with the professionals after the review.

It is useful to take people's contact details at the meeting, for future reference.

If the young person attends a non-maintained special school or independent school, the Local Authority is responsible for making sure the Transition Plan is produced.

In practice, they often arrange for the head teacher to manage the process.

6 Person-centred planning



The idea of person-centred planning is central to *Valuing People*, the 2001 Government strategy for learning disability (See Useful Contacts), and subsequent reports.

- A person-centred review aims to discover and act on what is important to an individual.
- It focuses on the person's needs, hopes and dreams. Family members and friends are full partners.

At best, it is an empowering experience for all involved.

Person-centred planning should help people work out what they want in their lives and clarify the support needed.



Partnership with Parents has developed resources for schools and other professionals to use to make sure that the Year 9 (and other) Annual Reviews are person-centred - talk to your son's or daughter's school about this, or contact Partnership with Parents for more information.

7 What should happen at each subsequent Annual Review?



2012 2014
2013 2015



The school will arrange all subsequent reviews. The Transition Plan must be reviewed and updated each time.

At 15+

Parents and the young person will be notified of the review and asked if they want to make any changes to the Transition Plan.

The Connexions service may visit the school and should interview the young person about their hopes for the future if they are leaving school at 16.

The young person, and their parents/carers, should visit local college/s to find out if the local college can meet their needs when they leave school, and also think about work experience which may be arranged through the school. In some cases, this will be arranged with support from Employability, who provide a supported employment service in Surrey (see Section 4, Employment).

For young people with profound and complex needs it will be essential to find out about what choices there are, as these might be more limited.

For all parents and young people it will be helpful to talk to others who have been through the process. The Connexions Personal Adviser attached to your son's or daughter's school will be able to help you look at the available options.

At 16+

Are there any changes to the Transition Plan?

If the young person is leaving school and going to college, either at 16 or 19, funding will need to be arranged.

- Your Connexions Personal Adviser will collect the information needed and make an application for funding on your behalf.
- The involvement of Connexions is essential at this stage.

If the young person is going to a local college, a representative from the college should attend the Annual Review. Some young people may not feel that college is appropriate for them.

It will be important to involve the relevant people where other choices need to be made, i.e. social services, health professionals, Employability etc. Children's social workers should begin to talk to the relevant Adult Team about the services and support the young person will need at 18.

At 17+



If the young person has a social worker from the Children with Disabilities Team (formerly the Complex Needs Team) they will be able to give the young person details of the appropriate Adult Services care manager.

If the young person does not have a social worker/care manager, call the Contact Centre for guidance.

Is the Transition Plan still relevant, and do any changes need to be made?

If the Transition Team is involved, they will attend the Annual Review.

At 18+

On the young person's 18th birthday, responsibility transfers from a children's social worker to a care manager from Adult Services.

This is the last review before the School Leaver's Review in the young person's 19th year. The care manager (from Adult Social Care Services or the Transition Team) or the children's service social worker may attend the review. They should be sent a copy of the report by the school or college. Try to involve those agencies and individuals that are likely to support the young person when they leave school. This may include someone from a local supported employment scheme. (See Section 4 - Employment)

Once the young person is 18 they are covered by different legislation in relation to the services and information they should receive.

At 19+

Before the young person is due to leave school they will have their final review:

- this will be a crucial part of the planning process
- it is essential that the care manager attends (if adult social care services are involved).

The Connexions service should attend this Review, together with any other relevant parties.

8 The Connexions service

The Connexions service provides a single point of access for all 13-19 year olds with a statement of special educational needs, with continued support until the age of 25 if needed, to help them prepare for the transition to adult life.

In terms of planning for transition, Connexions should ensure that they know about all young people with special educational needs in Year 8. A representative of Connexions must be invited to the Year 9 review and must attend.

Connexions should assist the young person and their parents to identify the most appropriate post-16 provision and provide support.

The service has responsibility for overseeing the delivery of the Transition Plan once it has been drawn up at the Year 9 review and the Connexions Personal Adviser should co-ordinate its delivery.

Connexions also have responsibility for ensuring that an assessment of need is undertaken in the young person's final year of school. This is called a Section 139a Assessment or Moving On Plan. As a parent, your contribution to this assessment is important.

Connexions should also arrange for information to be transferred from school to any other educational placement the young person may attend, such as a college of further education (FE).

They should ask permission to do this from the student and their parent(s). A copy of the Transition Plan, the most recent Annual Review report and a copy of the statement should also be passed to Adult Services on leaving school. The Connexions service in Surrey is sub-contracted to organisations such as Babcock 4S, youth services and voluntary organisations to provide its service.

9 Pupils educated other than at school



Where a young person with a statement is educated otherwise than at school the general timetable and arrangements for the Annual Review in Year 9 will remain the same as for pupils in schools.

However, in this case the local authority will convene the review meeting and the range of professionals involved may be wider than, and perhaps different from, those involved in a school based review.

The transition planning process may also need to involve consideration of wider issues.

The views of the child's doctor should be sought where a child is educated otherwise than at school because of major difficulties relating to health or a disability.

In such circumstances the attendance of professional advisers from the relevant child health services will be particularly important.

When a child has been excluded from school and is being educated either through home tuition or in a pupil referral unit, the views of the child's teacher and any other professionals who know the young person well should be sought.

Where parents have made suitable arrangements to educate their child at home the Local Education Authority (LEA) will need to work closely with the parents to ensure that all appropriate professionals can attend the review meeting in Year 9 and provide input into transition planning.

Local Education Authority responsibility ceases for young people who have special educational needs but are over 16 and no longer registered at a school.

However, a young person with a disability is entitled to support from Connexions until they are 25, whether they are in formal education or not, if they have or have had a statement of special educational needs.



10 Surrey transition procedures

Surrey has a Transition Protocol, which is currently being updated and which will shortly be available via the Surrey County Council website. The aim and purpose of the Protocol is:

- To ensure a smooth transition for young people with disabilities from Children's to Adult Social Care Services on their 18th birthday
- To identify at an early stage the services that might be needed as the young person moves into adulthood
- To ensure a smooth transition in respect of all aspects of the young person's life, with particular focus on person-centred approaches.

Social Care - attendance at Annual Reviews

If a social worker is currently working with the young person, they will offer to attend the review. If not, someone from the Children with Disabilities team will contact the school and possibly the parent / carer to discuss whether they should attend.

Information about the young person's possible future needs (e.g. housing, supported living, further education) is fed into the long term planning process.

From Year 10 onwards, if one of the following reasons applies, the social worker **must** attend the review:

- If the Year 9 Annual Review has indicated a reason for a social worker to attend
- If the young person is looked after by the Local Authority.

If it has been agreed that a young person will access services after 18 from the Adult and Community Care Service, a care manager must always be invited to the review. If the Transition Team is involved, a care manager from that team will attend.

Otherwise, the care manager may decide it is sufficient to receive a copy of the report.

Useful Contacts



National

SEN Code of Practice and Toolkit

Code of Practice

National guidance for school staff on supporting children with special educational needs. Schools must “have regard” to this guidance.

In other words, if they do not follow any part of it, they must be able to give a good reason for this, and show that they are still meeting the pupil’s special educational needs.

Section 9 is about Annual Reviews. It includes information about the Annual Review in Year 9.

Toolkit

Practical advice for schools about how to implement the SEN Code of Practice. It should be read in conjunction with the Code.

Section 9 is about Annual Reviews and Section 10 is about transition planning.

Both of these documents can be viewed on the Department for Education (DfE) website, or call the DfE Publications Orderline on 0845 602 2260

Website: www.education.gov.uk

Valuing People

The 2001 Government strategy for learning disability.

Section 3 is about Disabled Children and Young People. It includes guidance on transition into adult life and person-centred planning for young people.

Valuing People Now (2009)

A 3 year strategy for people with learning difficulties.

These documents can be viewed on the Department of Health website.

website: www.dh.gov.uk

For a hard copy, contact the Department of Health Publications Orderline:

Address: DH Publications Orderline
PO Box 777
London SE1 6XH

Telephone: 0300 123 1002

Email: dh@prolog.uk.com

To find out about Valuing People in Surrey, including details of your local Learning Disability Partnership Board contact:

Address: Mary Hendrick
Adult Social Care Development Team
Fairmount House
Bull Hill, Leatherhead
Surrey KT22 7AH

Telephone: 01483 517953

Email: learning.disability@surreycc.gov.uk

Website: www.surreypb.org.uk

Advisory Centre for Education (ACE)

Address: 1B Aberdeen Studios
22 Highbury Grove
London N5 2EA

Telephone: 0808 800 5793 (freephone)

Advice service for parents when dealing with schools and education authorities.

Independent Panel for Special Education Advice (IPSEA)

Address: 6 Carlow Mews
Woodbridge
Suffolk IP12 1EA

Telephone: 0800 018 4016

Website: www.ipsea.org.uk

Educational psychologists and other professionals with knowledge of special needs who give direct support to parents and children on a voluntary basis.

Helen Sanderson Associates

Website: www.helensandersonassociates.co.uk

For more information about person-centred planning. The website contains case studies and descriptions of person centred school reviews.

Network 81

Address: 1-7 Woodfield Terrace
Stanstead
Essex CM24 8AJ

Helpline: 0845 077 4055

Email: info@network81.org

Website: www.network81.org

Network 81 offers practical help and support to parents throughout all stages of the assessment and statementing process and produces a range of literature on these and related issues.

A Transition Guide for all Services (2007)

Key information for professionals about the transition process for disabled young people.

Website: www.everychildmatters.gov.uk
www.transitioninfonetwork.org.uk

Contact a Family

Address: 209 - 211 City Road
London EC1V 1JN

Telephone: 0808 808 3555

Email: helpline@cafamily.org.uk

Website: www.cafamily.org.uk

Provides support, advice and information for families with disabled children (up to 19). It also provides information on all medical conditions affecting children, including the rare disorders. Families are directed towards local and national support groups. Contact a Family can also put families of young people with similar conditions in touch with each other.

Transition Information Network

Website: www.transitioninfonetWORK.org.uk

Information for disabled young people in transition to adulthood, their families and people they work with.

The site has an area for young people, and one for parents and professionals.

Young People's Learning Agency (YPLA)

Since April 2010, the YPLA has been responsible for the funding of education and training for all 16 -19 (up to 25 for Learners with Learning Difficulties and Disabilities), funding and support of academies and the financial support for young learners.



Local

Surrey County Council Contact Centre

Telephone: 03456 009 009

Children's social services enquiries: 0300 200 1006

Adult social care enquiries: 0300 200 1005

Website: www.surreycc.gov.uk

Local Education Area Offices:

East Area Office

Address: North East Area (Epsom & Ewell, Elmbridge, Spelthorne)
South East Area (Mole Valley, Reigate & Banstead, Tandridge)
Local Education Office
Omnibus
Lesbourne Road
Reigate RH2 7JA

Telephone: 01737 737600

West Area Office

Address: South West Area (Guildford, Waverley)
North West Area (Runnymede, Woking, Surrey Heath)
Local Education Office
Quadrant Court
35 Guildford Road
Woking
Surrey GU22 7QQ

Telephone: 01483 517900

Partnership with Parents

Address: Noke Drive
Redhill
Surrey RH1 4AX

Telephone: 01737 737300

Email: pwp@surreycc.gov.uk

Website: www.pwpsurrey.org

Information and support for parents of children aged 0-19 with special educational needs.

Support during transition for parents of disabled young people aged 12-25 through Helpline.



Connexions Surrey have produced several information guides for young people with learning difficulties and / or disabilities who are leaving school or college and their parents/carers.

They aim to provide answers to key questions.

You can download them from www.connexionssurrey.co.uk

Connexions now has 2 administrative offices, covering the east and west of the county.

Website: www.connexionssurrey.co.uk

West Surrey Connexions Team

Address: Sutton House
Weyside Park
Catteshall Lane
Godalming GU7 1XJ

Telephone: 01483 413207

East Surrey Connexions Team

Address: 83 East Street
Epsom
Surrey
KT17 1DN

Telephone: 01372 722291

Surrey Children's Disability Register

Address: Redhill Centre
134 Station Road
Redhill
Surrey RH1 1ET

Telephone: 020 8541 8792

Email: SCDR@surreycc.gov.uk

Children with Disabilities Teams (formerly Complex Needs Teams)

East

Address: Redhill Centre
134 Station Rd
Redhill
Surrey RH1 1ET

Telephone: 01737 737828

West

Address: Quadrant Court
35 Guildford Road
Woking
Surrey GU22 7QQ

Telephone: 01483 517950

Adult Services in Surrey

Social Services for adults (18+) in Surrey. There are teams within each area covering physical disability, learning disability and mental health needs.

- North West Surrey - Runnymede, Surrey Heath and Woking
- North East Surrey - Spelthorne, Elmbridge, Epsom and Ewell
- South West Surrey - Guildford and Waverley
- South East Surrey - Tandridge, Reigate and Banstead, Mole Valley

For contact details of your local team, please contact the Surrey County Council Contact Centre on 0300 200 1005 or see the Surrey County Council website at www.surreycc.gov.uk

