

# An introduction to annual reviews



## Tips for conducting an effective annual review

### Plan ahead

Schedule the review well in advance to give everyone enough time to prepare. It's important to gather relevant information, including reports from professionals involved with the child, academic progress reports, and any relevant medical information.

### Set clear objectives

Before the review, set clear objectives for what you want to achieve. This will help you stay focused during the meeting and ensure that everyone is on the same page.

### Involve the child

Make sure the child is involved in the review process as much as possible. Encourage them to express their views and opinions about their education and support needs.

### Consider the child's progress

Review the child's progress over the past year, considering their strengths, weaknesses, and any areas of development. It's important to celebrate their achievements and identify any areas that need improvement.

### Discuss support needs

Identify any additional support needs that the child may require in the coming year. This may include additional resources, assistive technology, or changes to the curriculum.

### Set goals

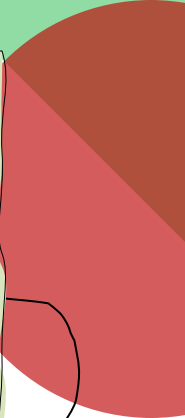
Set clear, measurable goals for the child to work towards in the coming year. These goals should be specific, achievable, and relevant to the child's needs.

### Develop an action plan

Based on the objectives and goals identified during the review, develop an action plan with specific steps and timelines for implementation. Assign responsibilities to relevant individuals and set a follow-up date to review progress.

### Follow up

Regularly review progress towards the goals set during the review, and adjust the action plan if necessary. Keep parents/carers informed of progress and involve them in decision-making.



## Annual reviews FAQ's

Questions	Answers
Who must I invite to the review?	<p>The student, parent/carer, a representative from the educational setting, an officer from the SEN service, a health service representative, and a social care representative.</p> <p>If the student is due to transfer from your provision, you should invite staff from the receiving setting, if known.</p>
Can I hold virtual meetings?	Yes, providing the parent/carer and/or student are happy with this.
How many times can a review meeting be cancelled/rearranged?	As a rule of thumb, three attempts at holding reviews should be made. The meeting should go ahead on the third attempt with the setting completing the paperwork as best it can, either on it's own or with anyone who attends.
What should I do before the meeting?	<ul style="list-style-type: none"> <li>- Consider whether parent/carers may need support before or during the meeting to take part (e.g. will they need a supporter to help them give their views)</li> <li>- Decide who will chair the meeting and who will take minutes</li> <li>- Pre-populate the review report with the student's attainment levels, outcomes/goals, and the settings views on progress</li> <li>- Make sure you have enough copies of the most recent EHC plan, pre-populated review report and submitted views/reports for everyone</li> </ul>
Do reviews for transitioning students need to be held early?	<p><b>Transferring to secondary:</b> Planning for the review should begin in year 5, with the year 6 review taking place as early as possible in the autumn term.</p> <p><b>Transferring in year 11:</b> Planning for the review should begin in year 9 and 10, with the year 11 review taking place in the autumn term.</p>
Should reviews for students in year 9 and above look different?	Yes. These reviews are "Preparing for Adulthood" reviews and focusing on PFA is statutory.