Annual Reviews and Transfer Reviews

TOOLKIT

Essential information for schools, settings SENCO’s and SEN Leads.
1. INTRODUCTION AND BACKGROUND
This guidance helps schools to manage the Transfer Review process in particular, and is also relevant for Annual Reviews of EHC Plans for all settings.

This guidance is part of a suite of documents, all of them working drafts. Guidance as to where you can find further information, FAQs, documents, templates and the relevant legislation is provided throughout.

Feedback will be welcomed either through your link EHCP Coordinator and their Inclusion Locality Team or via email to the Local Offer.


Until a statement is transferred to an Education Health and Care Plan it remains subject to the timescales and processes in the 2001 SEN Code of Practice. This will mean that during the transition period to March 2018, schools and settings could be operating 3 distinct types of review process:

- Annual review of statements of SEND (under the usual processes and using the existing paperwork)
- A Transfer Review – a “conversion” of a statement to an EHC plan underpinned by an EHC needs assessment. This review is co-delivered by the local authority with the school.
- Annual review of an EHC Plan – within 12 months of the transfer review plan taking place where an EHC plan is issued

The DfE issued updated statutory guidance in September 2015 to explain how the new legislation will operate to transfer statements to EHC plans between 1st September 2014 and 31 March 2018. Local Authorities and schools/settings must comply with this guidance.

2. THE ROLE OF THE LOCAL AUTHORITY
By 1st April 2018, Local Authorities must have transferred all children and young people who have statements to the new system following a ‘Transfer Review’. All existing Learning Difficulty Assessments for young people will be transferred to an Education, Health and Care Plan by 1st September 2016, where this is necessary and the young person requests it.

Norfolk’s Local Transition Plan indicates which year groups we will be focusing on over the next 3 years and can be found on the local offer. This has already been communicated to all parents of children and young people in Norfolk by letter.

The Authority is required to facilitate, encourage and support approaches for person centred planning (see section 5). Information about the support that is available for parents to encourage this can be found later in this document (see section 6).
The Authority is also required to provide guidance to schools, setting, colleges and parents. This document forms part of this guidance.

3. THE TRANSFER REVIEW OR ANNUAL REVIEW OF AN EHC PLAN/STATEMENT

The Transfer or Annual Review is an important aspect of the statutory process and will need careful planning at school/setting level to ensure that the right advice is available when it is needed. It needs to take place within a new statutory time frame and be person centred. There is more information about this later in this guidance.

The purpose of the Transfer/ Annual Review is to:

- To identify the long term aspirations of the child/young person and their family
- Gather and assess information
- Review outcomes.
- Set or review interim targets (For example, those in IEPs)
- Review the special educational provision so that it is effective
- Review health and social care provision where it relates to the SEN and/or the special educational provision
- Consider whether or not the Plan/Statement needs to be continued
- Set new long term and short term outcomes
- Review any personal budget arrangements in place.
- From year 9 every review must include a focus on preparing for adulthood and transition planning.
- Have regard to education and training outcomes for young people over the age of 18.

In most cases, reviews should normally be held at the educational institution attended by the child or young person. Reviews are generally most effective when led by the educational institution. They know the child or young person best, will have the closest contact with them and their family and will have the clearest information about progress and next steps. There may be exceptional circumstances where it will be appropriate for the review meeting to be held by the local authority in a different location, for example where a young person attends programmes of study at more than one institution.

FOR ANY TYPE OF REVIEW ANY REPORTS OR DOCUMENTATION PREPARED TO CONTRIBUTE TO THE REVIEW MUST BE CIRCULATED TO ALL ATTENDEES A MINIMUM OF 2 WEEKS BEFORE THE MEETING.

4. PREPARATION FOR A TRANSFER REVIEW OR ANNUAL REVIEW OF AN EHC PLAN/STATEMENT

To help us all to meet the timescales there is a lot of work that can, and should, be done prior to the school and/or local authority sending the formal letter that invites parents to the meeting. The better your preparation the more effective the review meeting will be.

4.1 - Identifying the type of review required

Norfolk’s Transition Plan provides details of which children and cohorts of children will be undergoing a transfer review in any given year. The school should familiarise itself with this transfer timeline and identify year by year and term by term which children this applies to. It is important to note that for young people Year 11 upwards, we are planning to transfer young
people to an EHC plan in their last planned academic year of school/school 6th form. In some cases, it may be difficult to categorically identify who those young people are as multiple post 16 options are explored by young people including remaining in their school 6th form. Our approach for Year 11+ young people therefore is to target all young people for transfer except for those where there is no question to their continued attendance at their current school/6th form the following academic year.

We have asked EHCP Coordinators to work with schools in agreeing the timings of individual children’s transfer reviews collectively. On some occasions we may therefore ask schools to change the dates of reviews already scheduled to enable the EHCP Coordinator to attend and lead the transfer review meeting with the school. We seek school’s support, flexibility and understanding with this as our EHCP Coordinators juggle multiple reviews across multiple schools.

From September 2015, children in state funded special schools and non- maintained schools located within Norfolk will be allocated an EHCP Coordinator team based on the geography of the school rather than by the home postcode address of the child, (with some small exceptions i.e. Looked after children). This has been designed to enable EHCP Coordinators to work more effectively with schools in coordinating and delivering on the transfer review requirements. We are hopeful that this new arrangement coming to force will facilitate a smoother experience for both schools and families and we are asking schools to support us in managing the impact of a change of EHCP Coordinator with families who had the same allocated EHCP Coordinator, in some cases, for years where change may cause anxiety.

EHCP Coordinators will be in touch with their assigned schools early in each new academic year and, from then on, regularly, to review and arrange the approach to delivering the transfer reviews for the children in that school.

4.2 – Arranging the review

4.2.1 Transfer Reviews

The transfer review will take the place of the annual review of a statement that you would usually do. The school and the EHCP Coordinator should co- arrange this meeting in full collaboration since the transfer review meeting comprises in most cases the local authority’s statutory requirement to meet with the parents / young person as part of the process.

If the child already has an EHCP in place then an annual review of the EHCP needs to take place – but still in the appropriate set term for when any significant amendments including the naming of the next school will be made.

A transfer review incorporates an EHC needs assessment under Section 36 of the Children and Families Act. From September 2015, the transfer review must take no longer than 20 weeks from the date formal notice is provided to the family and to the school. The transfer review meeting should take place within this 20 weeks and ideally at about week 6-8 of the timeline. It is therefore imperative that the school works together with the EHCP coordinator in setting and agreeing dates of meetings as this has a key impact on the scheduling of the whole 20 week timescale. There is a chart to help you with this at the end of this document.

The 20 week timescale is triggered by the local authority’s formal written notice of commencement of the transfer review process to parents/carers and schools. Where the
transfer review meeting date has already been agreed and scheduled, we will also communicate the meeting date at the same time as giving notice of our intention to start the transfer review process. It is a statutory requirement that parents must be informed 2 weeks before the meeting. A date should be agreed between school, parent and EHCP coordinator therefore ideally well in advance of the letter being sent out – it is vital that both the parents/carers and an EHCP Coordinator can attend the transfer review meeting. You may need to deviate from your normal pattern of review meetings to give parents the best possible opportunity to attend.

There is a template schools invite letter with explanatory notes for parents which can be found in the supporting documents and should be used by schools as either a complementary communication to parents alongside our own communication or, where we have written with our notice to start the transfer review before the date of the meeting has been finalised, as the family’s only invite.

There is a lot of work to be completed within a 20 week timescale, and the emphasis in the legislation is on the word ‘within’. So these timescales are the latest by which certain stages must be completed, and they should be completed in advance of this wherever possible – especially for LAC.

**Who to invite**

The school, together with the EHCP Coordinator and family should agree which professionals should be invited to the transfer review. EHCP Coordinators will have discussions with parents about this and we would ask schools to do the same. The EHCP Coordinator will agree with the school who will take the lead role in managing the invitations to professionals for attendance at the transfer review meeting; however, given the large volume of transfer reviews our 22 EHCP Coordinators will be responsible for overseeing we would ask very much for schools’ support in doing this. Statutory guidance does afford the local authority powers to require schools to arrange and hold transfer review meetings on our behalf but we would be hopeful that the intricacies of managing the administrative burden of this can be shared and we seek schools’ support with this.

Professional attendance at transfer reviews needs greater consideration and preparation because the transfer review incorporates an EHC needs assessment. Professional advice may be needed to inform the EHC needs assessment, particularly where the statement or professional advice is very old. The local authority is required to consider new advice carefully and only seek this where necessary. It is useful however for schools to consider the range of professionals described below with the EHCP Coordinator to be invited to the transfer review depending on the specific needs of the child / young person.

**4.2.2 - Annual Reviews**

For annual reviews of EHC Plans, the Code says at Section 9:176 that schools/settings must prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting taking place. In turn the local authority must inform the parents of any changes it intends to make to the plan within the next 2 weeks (i.e. within a month of the meeting). We would request all schools/settings to be prompt in returning their annual review paperwork to us.
and to avoid sending these to us en masse and in bulk at the end of half terms – this approach places inordinate pressures onto our systems and creates significant backlogs impacting on our capacity to meet statutory timescales. We would ask all schools/Settings therefore to send paperwork to us promptly following the meeting and in manageable volumes.

**Who to invite**

Information about this can be found in the Code of Practice at Section 9:176. Schools must invite the following people and give them at least 2 weeks’ notice to attend the meeting:

- The child/young person’s parents or carers
- A school/setting representative
- A Local Authority SEN Officer
- A Health Service representative (if involved)
- A Local Authority Social Care representative (if involved)
- Other individuals involved, for example, Youth Offending Teams, Early Intervention Key worker

For young people reaching a transitional stage, their onward setting should also be invited to the review to ensure outcomes and provision can be considered in the context of transition and the new setting’s local offer.

**The Child/Young Person**

Remember this is their meeting and they should be involved in the planning of it as far as possible – jointly preparing and sending out invitations can be a good way to do this, there is further guidance on ways to meaningfully involve them in the meeting later in this document.

**Family**

You should agree the meeting date with the family at an early stage, take into account, anything which might impact on the family being able to attend, for example work patterns or caring responsibilities for other children. We would suggest that you try to do this for all relevant pupils as early as possible. The statutory guidance says that schools/Settings must invite parents to the meeting at least 2 weeks beforehand and we think that schools should aim to send the formal invitation letter no more than 2 weeks before the meeting as a reminder about the date already set.

**PLEASE REMEMBER** educational settings should have already agreed this date well in advance of the meeting so that it is convenient for the family and they are able to attend. We would hope that it is highly unlikely that a review would take place without parental attendance and participation. If such a situation occurs educational settings should look to the possibility of rescheduling the meeting. We would strongly advise against proceeding with an annual review without the family present as it does not reflect the essence of the new code of practice.

**Professionals**
It is important that all those currently involved with the child/young person are given the opportunity to contribute. Many professionals now have restrictions which mean that they are not always able to provide written information and attend meetings. However if you have particular concerns it is important to ensure the relevant professional is given the best opportunity to contribute to the meeting with plenty of notice.

**EHCP Coordinators**

EHCP Coordinators will be focusing attendance at transfer reviews, you must make sure that they are available for general annual reviews before confirming the date with parents.

If you feel that significant changes to needs, provision or placement need to be discussed you should contact your assigned EHCP Coordinator(s) well before the meeting who will endeavour to attend.

### 4.3 – Preparing for the review

#### Gathering Information

For all the children in your educational setting with statements or EHCPs, we advise that you undertake an audit of the reports and advice you already have for each child for whom you will be completing a review as early as possible. This will help you to see which reports you need to have updated. For transfer reviews, please discuss the matter of professional advice/reports at the early stages with the EHCP Coordinator so effort is not duplicated in seeking advice for the EHC needs assessment. The law is quite clear that the local authority must not ask for further advice if everyone agrees (including the parent / young person) that what we already have is recent and relevant.

Any preparation for a year 9 review upwards MUST include looking at the Preparing for Adulthood outcomes. More information can be found at [www.preparingforadulthood.org.uk](http://www.preparingforadulthood.org.uk). The code asks that these outcomes are considered from the earliest years. Schools and settings might choose to use the areas to help focus and engage family aspirations.

If you do require additional or updated reports, you should obtain this prior to the review meeting. For annual reviews, as per Section 9:176 of the SEN Code of Practice: you must also send all reports, whether previously held or which you have recently requested, to the parents and other professionals with the meeting invitation letter. Some schools already do this as part of the annual reviews of statements and this is good practice.

**School advice for the Transfer or Annual Review**

New report templates have been created for use within transfer reviews and annual reviews and school will therefore need to be careful to ensure that they are using the correct review paperwork for the type of review being conducted (i.e. statement, transfer or EHCP).

Some schools like to take a ‘round robin’ approach to collating information on progress from teachers and teaching assistants to contribute to the review and other types of setting may wish to also adopt this approach. This can be a good idea, provided that the person convening the meeting has asked for specific and relevant information to inform the review meeting. If settings do take this approach, they must still provide a summary of this information in the annual review or transfer review report. The original information collected should also be
included with the review documents, even where it has been summarised in the educational setting advice.

For transfer reviews, the transfer review report that schools complete instead of an annual review is also treated as school advice for the purposes of the EHC needs assessment; it is recommended that appropriate elements of this paperwork is completed ahead of the meeting so that the meeting itself can be appropriately focussed on considering the needs, outcomes and provision for the child / young person as part of person centred planning to support the EHC needs assessment and composition of an EHC plan where one is required.

**Child/young person and Family views**

These are central to a person centred review and every effort must be made to ensure that there is appropriate support available to help with this - see sections below on a person centred approach and additional support.

For transfer reviews, the parent and for young people Year 12 upward, will be asked to prepare their views by the local authority. We would request that schools support us with this by following up with parents and young people and securing the views ahead of the transfer review meeting. Parents and young people will be asked by the local authority to provide SENCos with copies of their views.

For annual reviews, parental and child / young person’s advice are no longer integrated within the annual review paperwork as they were for annual reviews of statements. This is to enable the information to be sought and gained in advance and captured as a stand-alone document. These views must accompany the annual review report when it is returned to the local authority. A One Page Profile comprises the child / young person’s views in all cases.

**Educational Psychology input**

Statutory Educational psychology input is provided for annual reviews where there is a risk to the current educational placement and the child is at risk of permanent exclusion or where it is identified that a specialist educational placement may be required. Schools are able to commission educational psychology input where this is not part of the local authority’s core statutory EPSS offer.

For annual reviews, statutory EP advice is not normally provided prior to a review meeting. If the meeting feels that the child/young person’s needs have changed significantly (and the child falls in the categories mentioned above) this should be discussed at the review and as an action it should be noted that psychological advice is required with clear evidence of why the statutory advice is required and the nature of the advice required. On receiving the meeting report the EHCP Coordinator will seek this advice from our psychology service. It is not anticipated that psychologists will attend annual review meetings but they may attend transfer review meetings. In the case of transfer reviews, EHCP Coordinators will lead on the consideration of EPSS input into the process, seeking advice and consultation from EPSS where this is identified as necessary.
For annual reviews of EHC plans or statements (rather than transfer reviews) educational settings must seek written information about the child/young person from all those invited. However, professionals may refer you to existing reports or may feel that it is not necessary to provide an updated report. Therefore, if there is already recent, relevant information from a particular professional, then the requirement to have sought advice is satisfied. However, schools may wish to indicate in their invitation to external professionals that, if they wish to provide any information in addition to that already provided, they may do so. Forms are available for external professionals to record this information.

5. A PERSON CENTRED APPROACH
The new legislation places a greater emphasis than previously on a person-centred approach. A person centred approach is about listening and acting on what has been heard. It is about co-production and equalizing power. It’s not about ‘telling’ which is disempowering but about ‘asking’. When you first start to adopt this approach many professionals find it difficult to move from an ‘expert’ approach to a ‘partnership and enabling’ approach, the more you do it the easier it gets!

Some parents may need to provide their views in a different format, or orally, or may need other support to help them make their contributions. While most parents will be comfortable submitting their views using the form, schools must consider their requirements for support or alternative ways of making their views known at an early stage, and talk to parents about how they can do this. Many will be happy to have a conversation with a trusted member of staff, while others may prefer to receive help from other sources.

The views of children and young people are also very important and you will need to think about how best to support them in expressing these. In Norfolk we advocate the use of the One Page Profile for all children and young people, not just those with SEN. Annual review and transfer reviews are a great opportunity to empower the child or young person to create or review their One Page Profile and this is an essential part of the person centred approach to reviews. There is a section in the Local Offer for One Page Profiles with a link to a broad range of templates that can be used with children and young people, or they may wish to create their own or use multi-media approaches (i.e. digital media).

6. INFORMATION ADVICE AND SUPPORT AND INDEPENDENT SUPPORT

From 1st September 2014 Parent Partnership Services evolved into information advice and support services (IAS). In Norfolk, this is delivered by Norfolk SEND Partnership. More information about what they provide can be found on their website. Schools are well placed to inform parents and young people about the independent and impartial information and advice services they can access and we encourage this to be discussed at each annual review, particularly where there are difficulties or differences of opinion.

Independent support

As part of the reforms arising from the Children and Families Act, the government has commissioned nationwide a broad range of services to provide Independent Supporters to
parents and young people who travel through the reforms, either with a fresh new assessment or via a transfer review. In Norfolk, Independent Supporters are provided by both Norfolk SEND Partnership and Scope. Their information is found within the Local Offer. The local authority will signpost parents and young people to this support and it would be beneficial for settings to also encourage parents and young people to access this free and independent support. Our experiences have shown that young people have particularly benefited from the input of independent supporters in person centred planning and in the creation of One Page profiles. Where settings are developing their approaches to One Page Profiles as part of EHC needs assessments or transfer reviews we would strongly recommend schools support parents and young people to access this service that is free for them to use.

7. NEW RIGHTS FOR YOUNG PEOPLE OVER THE AGE OF 16
Schools and other settings will need to have regard to the Children and Families Act 2014 and Section 1:8 of the 2014 SEN Code of Practice which highlights the significant new rights afforded to young people once they reach the end of the academic year in which they are 16. In particular, local authorities, schools and other agencies should normally engage directly with the young person rather than their parent. However, it is recognised that most young people will continue to want their parents involved in discussions and planning, and some young people may not have the capacity to make their view known or to make certain decisions. There is further information about this in Chapter 8 and Annex 1 of the Code, and Section 80 of the Children and Families Act.

8. THE TRANSFER REVIEW MEETING
The transfer review meeting can be chaired by either the EHCP Coordinator or the school and agreement should be reached in advance of how this will be undertaken. However, it is important that the meeting is recognised as an equal partnership with all voices having equal weight. Parents / young people should be supported by an Independent Supporter or Key Worker or other advocate at the meeting at their choosing.

A suggested agenda for person centred planning meetings is available and can also be used for transfer reviews to support the structure of the meeting. The transfer review template will also provide a clear structure to the meeting and any elements that the school have not been able to complete should be done so during the meeting itself. Short and long term outcomes will need to be identified to put into the new plan. Please note that for children and young people in the last year of a phase of education (Year 2, Year 6 and Year 11 and school leavers) the outcomes set must be applicable to the next phase of education.

The transfer review meeting should be focussed on establishing between parents / young people and professionals the outcomes for the child / young person, their SEN and a full exploration of the provision needed to meet them. For young people approaching the end of statutory education good consideration needs to be made to the onward transition of the young person. Where there is emerging evidence that indicates that an EHCP may not be required for the child or young person because their needs are being well met at SEN support level and there is a view that, were the transfer review a usual annual review of a statement that the recommendations would be for the statement to cease, this should be openly and honestly discussed at the meeting and the views of the professionals, parents and young
person sought. There is a section within the transfer review paperwork which considers the issue of ceasing a statement and whether an EHCP is still needed. Any differences of opinion must be clearly recorded.

It may be identified and agreed at the meeting that further new advice is needed that has not already been requested earlier in the process. Where this happens, the EHCP Coordinator and school will need to work together to arrange for this advice to be gained as soon as possible.

9. THE EHCP ANNUAL REVIEW MEETING
By now, all reports (with the exception of Psychology), whether previously held or recently requested and produced, including parent/carers and child/young person views, will have been collected. You will already have agreed the meeting date, and sent a letter inviting parents to attend the meeting at least 2 weeks beforehand. You will also have sent the parents and child/young person and all the professionals involved, including the local authority, a copy of all the advice you have received. You may already have pre-populated some of the review document, for example with levels of progress etc. to save time at the meeting and afterwards.

Section 3 of this guidance (above) explains the purpose of the review.

The meeting must focus on the following areas:

- The views of the child and parent/carers.
- The long term aspirations of the family and child/young person
- The child or young person’s progress towards achieving outcomes specified in the EHCP Plan.
- Whether there are any changes needed to the outcomes/objectives themselves
- Consideration of the provision that the child/young person receives and whether any changes are required to help them achieve these outcomes/objectives – including consideration of funding

An agenda is available in the supporting documents if this is required or you can use your own agenda however, you must ensure that all the information required for the report of the annual review is gathered and recorded accurately on the form, ideally in the presence of others at the meeting.

When you record recommendations or decisions from the review you must also record whether there is anyone who does not agree with these recommendations/decisions and their reasons for this.

The notes of the discussion and other information need to be provided on the review document. Some schools like to take minutes of the meeting which can be helpful, but is not a requirement. If schools or settings decide to take minutes, they must still summarise the views of all attendees on the report of the annual review form and ensure that the views of everyone involved are accurately recorded - it is not acceptable to write see attached minutes/reports. Any additional notes do not need to be lengthy because everyone will have had an opportunity to provide written information which will also be considered. It is best to
do this at the meeting itself so that everyone is confident that their views are accurately recorded.

10. SETTING OUTCOMES
There is a strong emphasis on setting and reviewing outcomes in Education, Health and Care Plans and there will need to be a clear link between the shorter term targets in IEPs or learning plans, medium term outcomes and then long term outcomes. IEP targets tend to be termly targets rather than annual ones, and as such would not normally be considered short term outcomes to be achieved over a year as indicated in an EHC Plan.

Outcomes are not provision but are a clear description of what a child or young person will be doing at a specific point of time in the future. They may be steps to aspirations but should be clear and **Specific** **Measurable** **Achievable** **Realistic** **Timebound**.

See the CDC resources at [http://www.councilfordisabledchildren.org.uk/resources/ehc-outcomes-pyramid](http://www.councilfordisabledchildren.org.uk/resources/ehc-outcomes-pyramid) for more support.

11. PERSONAL BUDGETS
Section 9.98 of the code of practice states that: *The child’s parent or the young person has a right to request a Personal Budget, when the local authority has completed an EHC needs assessment and confirmed that it will prepare an EHC plan. They may also request a Personal Budget during a statutory review of an existing EHC plan.*

This means that a parent or young person has the right to request a Personal Budget as part of the transfer review where it is confirmed that the local authority will prepare an EHC plan and during a statutory review of an existing plan.

Information on Personal Budgets and arrangements for requests for Personal Budgets is contained within the Local Offer.

Where a parent or young person is in receipt of a personal budget, the personal budget should be reviewed during the annual review of an EHCP and particularly consideration will need to be given to:

- Whether the outcomes for which the provision delivered through a personal budget has been agreed have been met and hence whether there is an amendment required for that provision
- What that new provision should look like
- Whether this will continue to be arranged by a personal budget

Any proportion of the personal budget delivered by health or social care delivering provision detailed in Sections G or H of the EHCP will need to be agreed with them for any continuation or extension and it is therefore important that relevant health and social care professionals are invited to the review in those circumstances.
12. AFTER THE ANNUAL REVIEW OR TRANSFER REVIEW

Within two weeks of the review meeting taking place, you must send the completed review form to the relevant inclusion locality team and to everyone that you invited to the meeting. You do not need to send any documents which have previously been circulated, but you must include any new documents or reports that were not circulated before the meeting.

We then have different things to do depending on whether it is an Annual review or a Transfer review. Next steps are explained in the relevant timelines and in the flowchart below.
### Timeline

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<th>The term prior to review</th>
<th>Transfer Reviews</th>
<th>Timeline</th>
<th>Annual Reviews of EHCPs</th>
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| **WEEK -4** (Week 1 of the LA transfer review process) | • Review the reports that you already have for the child/young person.  
• Agree the date with the EHCP Coordinator and parents. For Looked After Children combine the PEP with the review where possible.  
• Work with the EHCP Coordinator and parent / young person to identify and request updated reports if necessary.  
• Consider how parents, children and young people can be supported to make their views known, and discuss with them as appropriate. | **The term prior to the review** | • Review the reports that you already have for the child/young person.  
• Request updated reports if necessary.  
• Agree a date for the Annual Review meeting with parents and other professionals. For Looked After Children combine the PEP with the review where possible.  
• Consider how parents, children and young people can be supported to make their views known, and discuss with them as appropriate. |
| **WEEK -2** (Week 4 of the LA transfer review process) | • Local Authority formally initiates transfer review process with family and school in writing (including date of transfer review meeting where known) | **WEEK -2** | • Send the formal meeting invitation letter and summary of information to the parents/young person and other professionals INCLUDING THE LOCAL AUTHORITY.  
• Include copies of the reports that will be included in the review. |
| **WEEK -1** (Week 6 of the LA transfer review process) | • School’s send school confirmation letter of the date of the review and summary of information to the parents/young person and other professionals including the EHCP Coordinator.  
• Include copies of the reports that will be included in the review. | **WEEK -1** | • Reports are already gathered  
• Parents, children’s and young people’s views are sought, with support where necessary |
| **WEEK 1** (Week 7 of LA transfer review process) | • Reports are already gathered  
• Parents, children’s and young people’s views are sought, with support where necessary | **WEEK 1** | • Annual Review meeting takes place |
<p>| <strong>WEEK 2-3</strong> | • Transfer Review meeting takes place | <strong>WEEK 2-3</strong> | • The report of the Annual Review meeting is sent to the local authority |</p>
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<th>(Week 8-9 of LA transfer review process)</th>
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<td><strong>WEEK 4-5</strong> (Week 9-10 of LA transfer review process)</td>
<td>• Local authority notifies parent / young person formally is decision is taken to propose to cease the statement and not to issue an EHCP</td>
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| **WEEK 6-10** (Week 10-14 of LA transfer review process) | • Work with EHCP Coordinator to follow up on actions / seek advice identified at the transfer review meeting essential for the composition of the draft EHCP.  
• Requests for personal budgets made and consideration given  
• EHCP Coordinator starts to compose draft EHCP  
• Consultations with onward schools/establishments for children / young people transferring to a new setting (if not already initiated) |
| **WEEK 11-12** (Week 15-16 of LA transfer review process) | • EHCP Coordinator send first draft of EHCP to parents / young person |
| **WEEK 14-15** (Week 17-18 of LA transfer review process) | Parent and young person consider draft EHC Plan and send comments to EHCP Coordinator or request meeting where required (15 days) |
| **WEEK 16-17** (Week 19-20 of LA transfer review process) | Final EHC Plan issued (or new drafts issued where amendments agreed before Final plan issued). |
| **WEEK 4-5** | • The local authority notifies the child’s parent / young person and the school or other institution attended whether it proposes to a) keep the EHC plan as it is, b) amend the plan, or c) cease to maintain the plan  
• If the decision is not to amend or to cease the EHC Plan, Parents and carers are given right of appeal |
| **WEEK 6 - 10** | • Where a decision is to amend a plan, EHCP Coordinators produce an amendment notice and despatch a copy of this along with the existing (non-amended) plan and any evidence to support the proposed changes to the parent / young person.  
• Parents given 15 days to comment and make representations on the proposed changes (including requesting a meeting with the EHCP Coordinator) and to request a particular educational establishment to be named in the EHC Plan.  
• EHCP Coordinators consider requests within a maximum timescale of 8 weeks from receipt of parental / young person views. |
| **WEEK 14-18** | • EHCP Coordinator finalises the EHC Plan in light of consultation with parents / young person.  
• Parents / young person provided with right of appeal. |