



EHCP Annual Reviews
Toolkit for Schools/Education settings
and those who contribute
(2021 Edition)



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1. Introduction

This toolkit is to help schools and other educational settings fulfil their role as part of an Annual Review of an Education Health Care Plan (EHCP). The role of schools and settings is vital in the Annual Review cycle being a high-quality experience for families and in enabling Norfolk County Council (NCC) to meet its statutory duties. This is because the Annual Review meeting, with its preparation and follow on report, which rests with schools / settings is so important to the overall process.

This toolkit is aimed to provide schools and settings with helpful guidance on the overall Annual Review process and their role within it. It also contains helpful information for those contributing to Annual Reviews. It should be read in conjunction with the SEN Code of Practice, notably Chapter 9.

2. The importance of the Annual Review

The Annual Review meeting and its follow-on report is the primary means by which NCC makes very important decisions regarding the EHCP, namely:

- ✓ Whether to maintain the EHCP without any amendments – i.e., should remain unchanged
- ✓ Whether to maintain and amend the EHCP – i.e., needs to be updated
- ✓ Whether to cease the EHCP – i.e., is no longer required

All such decisions are appealable to the SEND First Tier Tribunal. This means the Annual Review meeting and its follow-on reports are crucial as they form principal documentary evidence on which these decisions, that can be legally challenged, are made.

NCC is therefore reliant on the quality of information provided by schools and settings from the Annual Review meeting. Poor quality documentation which does not cover the key purpose of the meeting and does not provide NCC with the information it needs impedes good decision making and can impact on the ongoing quality of the EHCP.

In addition to its important role in decision making, the Annual Review meeting is crucial to how a child and family can be placed at the centre of the review of their own / child's progress towards their outcomes. It also allows them to see the impact that the special educational, health and social care provision in place for the child through the EHCP is having and to consider their ongoing needs and whether the EHCP is still needed to meet them. Person centred and relationship-based approaches should be central to how Annual Reviews are delivered.

NCC encourages all schools and settings to conduct Annual Reviews under the principles of person-centred and relationship-based approaches.

The Council for Disabled Children has lots of guidance, including video introduction, resources and information about Annual Reviews and person-centred planning. [Go to The Council for Disabled Children's website.](#)

Preparing for Adulthood also has lots of resources and toolkits to support you to deliver person-centred planning. [Go to the Preparing for Adulthood website.](#)

3. Responsibility for Annual Reviews

NCC has the ultimate responsibility for ensuring that an Annual Review takes place. However, legislation emphasises that educational establishments **must** co-operate to ensure a review meeting takes place, including attending a review when requested to do so. The Special Educational Needs and Disability Regulations (or in the case of FE establishments, independent schools not approved under Section 41, and early years settings their contractual funding arrangements) permit NCC to require the settings to convene and hold Annual Review meetings on their behalf.

Given the volume of EHCPs, NCC is reliant on the positive cooperation and contribution of all educational settings in arranging and holding Annual Review meetings on its behalf.

Where a child is not on the roll of an educational establishment (i.e., children missing education, those home educated or under “Education other than at school / college” arrangements or those Not in Education Employment or Training (NEET) at Post 16), NCC officers will convene and hold the Annual Review meeting.

4. When an EHCP should be amended?

There are no set timescales for how often an EHCP should be amended. It is recognised however that an EHCP is a more long-term plan, and the SEND Code of Practice emphasises: *“EHC plans are not expected to be amended on a very frequent basis”*.

NCC will generally seek to amend EHCPs where there are significant changes in a child’s needs and the provision required to meet them, and more routinely, as part of educational transition.

5. NCC Officers attendance at Annual Reviews

Given the volume and spread of EHCP casework, NCC SEND Officers (EHCP Coordinators / Reviewing Officers) unfortunately cannot attend every Annual Review of all children / young people on their caseload. Very often Annual Reviews across settings can clash, or the Officer must prioritise another urgent activity.

NCC SEND Officers will therefore prioritise their attendance at specific reviews, namely:

- For children and young people not on a school roll where they lead the Annual Review meeting;
- Children and young people who are approaching an educational transition (i.e. Nursery Year 2, Year 1/2 in infant settings, Year 5/6 in primary settings, post 16 where a change in educational arrangement is anticipated, those at the Short Stay School for Norfolk);
- Looked after children;

- Where a placement is at risk of breakdown / permanent exclusion or where there are significant concerns regarding current provision.

6. The Purpose of Reviewing an EHCP

The key function of reviewing EHCPs is to **actively monitor children and young people's progress towards the outcomes and longer-term aspirations as set out in their EHCP.**

The Annual Review meeting is central to this process. The meeting should be used to:

- Gather and assess information so that it can be used by the school or setting to support the child/young person's progress and their access to teaching and learning;
- Review the special educational provision made for the child within their EHCP to judge how effective it is in enabling access to teaching and learning and good progress;
- Review the health and social care provision made for the child / young person and its impact on achieving good progress towards outcomes;
- Consider and review interim shorter-term targets which sit below and inform the EHCP;
- Consider the ongoing appropriateness of the EHCP in light of progress or changed circumstances and whether changes are needed to:
 - o The child's **Needs**
 - o The **Provision** needed to meet those needs
 - o The **Outcomes** or intended impact or difference the provision will achieve for the child
 - o The **Educational establishment**, including planning for transition from one setting to another
 - o Whether the EHCP is still needed or should be discontinued.

As EHCPs are mandatory for children attending special schools, the discontinuation of an EHCP will be unique to mainstream school settings (except in cases where there is an intended transition from special to mainstream settings). The consideration of whether an EHCP should be discontinued is a sensitive aspect of the EHCP review process. Parents especially can be very worried that legally enforceable provision made as part of an EHCP may be discontinued.

The legal threshold for an EHCP is whether the special educational provision required to meet the child or young person's needs **can reasonably be provided from within the resources normally available to mainstream settings.**

The Annual Review meeting should therefore actively consider the provision required by the child and whether this can reasonably be provided from within resources normally available to mainstream settings. If the conclusion to this is yes, then the Annual Review report

should identify such with the underpinning evidence of the provision that a mainstream school can reasonably make from its own resources set out in the report. It may be helpful to consider the Provision Expected at SEN Support (PEASS) document when completing this.

Crucial to this is the trust and confidence families have that their child's needs will continue to be well met without an EHCP. Whilst we know some parents may be anxious about the proposal that their child's plan could be ceased, schools and settings can use the EHCP review meeting as a celebration of the progress and achievements made, instilling trust and confidence that appropriate SEN support will still be in place.

EHCPs do not need to identify and specify provision that is a core part of Quality First Teaching. Schools and settings should be discerning in detailing provision to meet identified needs which sits **over and above** resources normally available to mainstream schools. Without this, EHCPs can become very lengthy and unwieldy documents that do not serve their purpose as a functional tool for schools and clear legal document which defines what NCC needs to secure as additional provision for children and young people.

7. Ensuring contribution from all relevant professionals / agencies

It is very important that schools and settings ensure that all relevant agencies / professionals involved with the child are identified and invited to contribute the Annual Review meeting and reporting process. A recent audit sample of Annual Review reports submitted by schools / settings where there was existing and active health needs and provision detailed in the EHCP identified that in 70% of cases the health professionals were not invited to contribute to the Annual Review in any form, either by requesting updated information / advice or being invited to the Annual Review meeting. This meant that the Annual Review focussed exclusively on educational aspects of the EHCP and did not consider the health / social care needs and provision detailed within the EHCP nor provide commentary as to how far those needs had changed and the impact of the provision on the health needs of the child.

Schools / settings can identify involved professionals / agencies from Section A of the EHCP, from considering involved professionals who have provided "Appended advice" detailed in Section K or by checking with families themselves. As detailed below in the Annual Review Timeline, actions to prepare involved professionals to contribute need to start 6-8 weeks ahead of the Annual Review meeting. In inviting contributions from involved professionals, schools and settings should request special emphasis on:

- The current health / social care needs of the child and whether these have changed from the current description in the EHCP;
- A summary of the nature of the health / social care provision delivered to the child since the last Annual Review and the impact this has had on their progress towards outcomes;
- Whether the provision needs to remain unchanged, can be ceased (with rationale provided detailing why) or amended;
- A deadline for their contributions should be included of no later than 2 weeks before invitations to the Annual Review meeting are to be issued.

Templates are available to support schools / settings to request Annual Review contributions. Without Annual Review reports providing written contributions from all involved professionals / agencies, the ongoing quality of the EHCP will be compromised as there is no information on which to base amendments to health and social care sections when this is not provided.

8. The Annual Review Timeline

Timeline	Actions / Activity
<p>STEP 1 2 weeks prior to end of each term</p>	<ul style="list-style-type: none"> • The LA will provide lists of children with Annual Reviews due the next term. The list will provide the date of the latest deadline that the Annual Review report arising from the Annual Review meeting should be received by NCC. • This will enable schools and settings to “plan back” from the date the report is due to identify the latest date the Annual Review meeting can be held (2 weeks prior) and the schedule of activity required prior to the Annual Review meeting. • Settings at this stage should consider the current professional advice underpinning the child’s current EHCP, particularly advice from an Educational Psychologist or Specialist Teacher. If a specialist report from EPSS is more than 2-3 years old, the school should consider whether updated advice is needed from EPSS. <i>This is especially critical if the child is reaching a transition or there is consideration of a change of school place (i.e. to special school or return to mainstream).</i> • Settings at this stage should also consider any other statutory framework the child may be under – for example, Child in Need / Child Protection Planning, Looked after children planning and Continuing Care arrangements and liaise with social workers / NHS to bring the reviews together into a single seamless meeting. This brings enormous benefits to simplify arrangements for families and to reduce administrative burdens for all professionals in contributing to multiple statutory processes. • Where a child is at a transitional educational phase, the school / setting should also consider inviting the onward setting to the child’s Annual Review so that plans for transition can be covered. • For young people Year 9 upwards, settings should also consider engaging with and inviting relevant Post 16 providers based on the young person’s intended destination to support effective transition planning and preparation for adulthood.

Timeline	Actions / Activity
<p>STEP 2 6-8 weeks prior to the Annual Review meeting</p>	<ul style="list-style-type: none"> • Identify all current professionals / specialists involved with the child across education, health and care (i.e. Speech and Language Therapists, Occupational Therapists, paediatrics, social workers, Early Help, specialist teachers etc). • Write to all professionals requesting their advice and information for the purposes of the Annual Review. Their contributions should provide good information about the impact of the provision they are supporting / delivering on progress towards outcomes, their recommendations as to the future provision and whether this needs to change, continue unchanged or is no longer needed. • Seek views from parents and carers. • Enable the child / young person to make contributions to their Annual Review (more guidance is provided about this below) • Advice providers should be informed of the deadline for submission of their advice which should be in advance of the 2 weeks needed by the school / setting to send out invitations to the Annual Review meeting. • There are templates as part of the Annual Review paperwork that schools and settings can use for the purposes of getting updated advice from professionals and the contributions of parents / carers, children, and young people.
<p>STEP 3 2 weeks prior to the meeting</p>	<ul style="list-style-type: none"> • Send out invitations, draft review paperwork and copies of all advice received, including parent / carer views and child / young people's contributions. • Include this invitation to the child's EHCP Coordinator / Reviewing Officer. Due to their caseload sizes, the EHCP Coordinator / Reviewing Officer will not be able to attend every Annual Review – (information is above regarding the Annual Reviews SEND officers prioritise).
<p>STEP 4 The meeting</p>	<ul style="list-style-type: none"> • Annual Review meeting takes place
<p>STEP 5 1 week after Annual Review meeting</p>	<ul style="list-style-type: none"> • Person convening the Annual Review produces their report
<p>STEP 6 By latest 2 weeks after the Annual Review meeting</p>	<ul style="list-style-type: none"> • Send a copy of the Annual Review report and all accompanying advice documents to NCC and all those who were invited to the meeting.
<p>STEP 7 Within 4 weeks of the Annual Review meeting</p>	<ul style="list-style-type: none"> • NCC informs the parent / carer or young person and the educational establishment of its decision whether to amend, cease or maintain the EHCP.
<p>STEP 8 Within 6 weeks of the LA decision being issued</p>	<ul style="list-style-type: none"> • Where a decision is made to amend an EHCP, NCC will send a notice of amendment and a copy of the draft amended EHCP to the parents / carers or young person and the educational setting and other professionals involved with the child.
<p>STEP 9 15 calendar days from issue of the draft amended EHCP</p>	<ul style="list-style-type: none"> • Timeframe for parents / carers or young person to make representations concerning the draft amended EHCP, including meeting with NCC Officers where necessary.

Timeline	Actions / Activity
<p>STEP 10 Within 8 weeks of the notice of amendment</p>	<ul style="list-style-type: none"> NCC issues Final Amended EHCP to the parents / carers or young person, educational setting and other professionals.

9. Early or “Interim” Annual Reviews and Phase Transfer cases

Some Annual Reviews may need to be held earlier than they are due, based on the individual circumstances of each child. NCC Officers will liaise closely with settings in these cases, and we ask that educational settings make contact as early as possible to raise any cases where an early review may be required.

This is particularly relevant to children approaching educational transition to enable NCC to meet the national deadlines to identify and name onward settings which are:

- 15th February for “inter school” transfer (i.e. early years to school, infant to junior, primary / junior to secondary)
- 31st March for Post 16 – i.e. for Year 11 transition and for any change of educational establishment from year 11 up to age 25.

To streamline Phase Transfer arrangements, NCC seeks to also finalise EHCPs for the Post 16 cohort also by 15th February each year.

10. Creative ways to capture views of families and children / young people

The voice of children and young people is vital to the EHCP planning and review process. NCC receives many Annual Review reports where the voice of the child / young person is absent. We are determined to have the voice of the child / young person captured within every EHCP and every Annual Review and schools / settings support is crucial in achieving this ambition.

The Annual Review paperwork provides a written template that can be used with and by children / young people (and one for parents / carers) to help capture their views. **However**, this template is not mandatory and for some children their views can be captured in far more creative ways which better reflects their needs and preferred means of communication.

NCC would welcome more creative and different approaches for capturing child views and voice as part of the Annual Review and would encourage schools and settings to use different media and methods to do this. This can include:

- A short video of the child in and around school / college which can be saved and embedded into the Annual Review report or sent as separate attachment
- Pictures and drawings
- Symbols using the child / young person’s usual communication means or emojis
- Photographs
- Social Media “screen grabs”
- Mind maps, spider charts, other diagrams
- Any other ideas you or your children / young people have!

All the above equally applies to parents and carers also. NCC seeks the support of its schools and settings to help us ensure child and family voice is front and centre of the EHCP planning and review process.

In all cases, NCC requests that schools / settings do not leave these elements blank.

Where an adult has provided views on behalf of a child or young person, please detail how those views were captured and by who (i.e. "Tom Smith talked to his teacher who recorded what he said for him").

11. Cognitive ability, academic progress and attainment

One aspect of the Annual Review process which causes real challenges is the explanation of a child's current progress and attainment and its relationship to age related expectations **and** the child's own cognitive ability. Understanding a child's academic attainment, related to both their ability and age-related expectations is a significant factor in helping NCC to place plan for specialist provision where this is identified for individual children. Unfortunately, there are many instances where cognitive ability is not well understood nor evident from the Annual Review and we seek the help and support of schools and settings to aid NCC with this as it so essential to identifying the right type of specialist setting for children.

In providing your information about academic progress, we request that schools and settings provide jargon free language that can be understood by those who are not educationalists, including parents / carers and young people themselves, which reflects whether children are:

- Far below expected levels
- Just below expected levels
- Meeting expected levels
- Exceeding expected levels
- Significantly exceeding expected levels

When providing context, which is essential to help other professionals understand the circumstances of the child, it is important for settings to advise also whether the child is below, on track or exceeding their own abilities in addition to age related expectations.

We are aware that schools and settings also make use of other useful standardised assessment scores or "reading ages" (i.e. BPVS, WRAT etc). Where these exist, do include them in the Annual Review paperwork.

Where schools / settings do not have an accurate picture of cognitive ability in readiness for transition from one setting to another *where special school provision is being considered*, we would ask schools / settings to engage a specialist teacher or Educational Psychologist well in advance of the Annual Review so that cognitive assessment can take place. This is especially important if current information is over 18 months old.

12. Newly identified needs

This section only needs to be completed when significant amendments or additions are being requested.

Details of any requested amendments or additions can be completed in this section or on an attached Annual Review Recommendations document. Supporting evidence must be referenced and enclosed with the completed report.

If you identify that the child or their family has unmet social care needs the Annual Review should consider:

Parent carer needs assessment

If you are a parent / carer of a child with a disability and have parental responsibility, you have the right to request a parent / carer needs assessment (the Children and Families Act 2014).

The assessment will consider your needs as a parent / carer, but it will not necessarily lead to a direct service or budget for a service. It will help identify support available for you and your family, from NCC or other local agencies.

[Find out more about the parent / carer needs assessment.](#)

Short breaks

Short breaks give children and young people who meet the eligibility criteria the chance to take part in activities, explore new opportunities, form friendships, become more independent and enjoy themselves.

Short breaks activities take place outside of school hours during daytime, evenings, weekends and school holidays.

[Find out more about short breaks.](#)

Early help and family support

If you are experiencing difficulties in your family or are worried about your children, there are people who can offer help and support.

If you need more help than your usual support network - for example your health visitor, child's school, doctor or Children's Centre – the family support process can help.

[Request early help or family support.](#)

13. Reviewing Outcomes

Where outcomes are identified as requiring amendment, the Annual Review meeting should enable all those contributing to collectively identify and agree what the new outcomes should be. It is important to remember that outcomes must be SMART:

- ✓ Specific
- ✓ Measurable
- ✓ Achievable
- ✓ Realistic
- ✓ Timebound

The Council for Disabled Children provides a free e-learning course on developing Holistic Outcomes in EHCPs and we strongly encourage anyone involved in reviewing EHCPs to take it up. [Go to their website to complete the course.](#)

Outcomes should aim to be for the end of a key stage or phase of education.

The outcomes should include forward plans for key changes in a child or young person's life, e.g. aim to cover the end of the next key stage, changing schools, moving from children's to adult care and/or from paediatric services to adult health or moving on from further education to adulthood. For children and young people in Year 9 onwards, the outcomes must reflect the need for young people to prepare for adulthood.

Outcomes should correlate with needs and provisions. It is helpful for those conducting Annual Reviews to consider EHCPs in this simple way:

- What are the special educational, health and social care needs of the child?
- What provision is required to meet those identified needs?
- What are the outcomes – (i.e. the difference or impact) are we seeking / expecting that provision to make?

Where a child has met or exceeded their outcomes, consideration needs to be given as to whether the child / young person's needs require provision over that which is normally available to mainstream schools. In these circumstances, it could be legitimate for a recommendation to be made to discontinue the EHCP.

14. Preparing for Adulthood

Once a pupil has reached year 9 every Annual Review should include preparation for adulthood. There are four areas that you should consider at each review for pupils from year 9 onwards:

- Further education and/or employment – what the child / young person might want to study, what type of job they might like and how to get it;
- Independent living – how to make the child / young person as independent as possible as they become an adult, including where they would like to live;
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community;
- Being as healthy as possible in adult life.

NCC has developed helpful resources which can be found on the Local Offer to use with young people from Year 9 upwards to help them to start planning for the future with a particular focus on PfAL outcomes. These resources will be very beneficial for Annual Reviews from Year 9 upwards and NCC encourages all settings to use them.

15. Personal Budgets

Parents and carers (and young people from 16+) can request a Personal Budget as part of a review of an EHCP. Personal Budgets enable parents, carers and young people to have choice

and control in how provision is made within the EHCP. A Personal Budget could incorporate education, health or care provision and each is subject to specific regulations. Personal budgets can only be requested to deliver provision that is detailed in Sections F, G and H of the EHCP and such provision must be clearly linked to needs detailed in B, C and D of the EHCP. If a family raises Personal Budgets within the Annual Review meeting, we ask that settings make a clear record of this request within that report providing information on:

- The provision the Personal Budget is being asked for;
- Whether this is education, health or care provision;
- The identified needs it relates to;

NCC will then consider the request further on receipt of the Annual Review report. Where a direct payment is requested where the provision would be delivered on the school / setting site, this can only be enacted with the express permission of the school / setting.

16. Transport

Enabling a young person to travel to and from their school / setting with increasing independence can be an extremely positive experience for them and is one way in which we can support them in preparing for adulthood.

In exceptional cases, transport may be provided based on a child's exceptional transport needs. If a child has a SEND exceptional transport need this would be identified within the child's EHCP. Exceptional transport, including where a child is identified for single transport, should be regularly revisited and there should be associated outcomes as part of the EHCP to enable transition to independent travel or into shared transport arrangements.

Families with children on exceptional travel arrangements can be very worried about a transition to shared transport or independent travel. Schools / settings with their strong relationships with families are vital in supporting them to see travel independence as a positive aspiration and essential independent life skill to achieve for children.

Where NCC identifies that a school / setting has a disproportionate or extensive cohort requiring specialised transport, NCC Officers will contact the setting to explore this further.

Travel arrangement might be reconsidered if there is a significant change in the child or young person's special educational, health or social care needs. Independent Travel Training is one-to-one training designed to equip young people who are entitled to home to school transport with the confidence and skills required to travel independently, be it on foot, by cycle or public transport. Schools / settings should access this for all children and young people who require support with independent travel.

Anyone who is entitled to free home to school transport or Post 16 supported home to school/college transport can apply for Independent Travel Training. More information can be found on the Local Offer.

It is very important that you are aware and share with families that they will need to re-apply for post 16 transport if their young person is staying on for post 16 education, either at their

current setting or at a new school/college. Transport entitlement does not automatically continue after Year 11. It is also important to be aware that any home to school transport provided by NCC, either as part of an EHCP or under the Home to School Transport Policy, is subject to a mandatory financial contribution from the family should the young person stay on into post 16 education. The Annual Review should be used to help families and young people understand changes to transport as young people reach Post 16.

17. Educational Placement (Section I)

Where there is a consensus that a change of educational placement to a different *type* of setting (i.e. mainstream to special and vice versa), the Annual Review report should provide information and evidence of:

- The special educational needs that are being met within the child or young person's current school / setting.
- What additional or different special educational provision it is felt the child requires to meet their needs;
- Why this cannot be provided within the current setting with additional support from NCC;
- Evidence to support the above, including recent reports from external professionals;
- The impact a change of placement would have on the child, young person and their family.

18. Reassessments

The Annual Review process enables changes to be made to EHCPs so they remain relevant and current to the needs of the child, the required provision and the intended outcomes. There may be occasions when a full statutory re-assessment may be appropriate, particularly when a child or young person's needs change significantly.

If a school / setting feels a full reassessment is required, they should detail this within the Annual Review report and provide a clear rationale for why it is felt necessary. A reassessment should not be used just to obtain updated advice / information which should be provided by professionals who are involved with the child as part of the Annual Review. A reassessment should only be needed where there are significantly new or different needs which are not already identified and understood.

Parents / carers and young people 16+ can request a re-assessment at any time. Please ensure this is clearly recorded in the Annual Review paperwork where relevant.

19. Signatures

The signatory should be made by the author of the report who should be suitably qualified to complete the report. Where the person signing the document is not the Head Teacher / Principal, NCC will assume that the person has the delegated authority to do so and is acting on behalf of the Head Teacher or Principal.

20. Final “Top Tips” and NCC “pleas”!

- A reminder that for children **0-5 years old**, Reviews should occur more frequently (every 3 to 6 months) to ensure provision continues to be appropriate. They can complement “full reviews” and may not require all professionals to attend.
- The Annual Review report needs to highlight any aspect of the meeting where there is not consensus. This is very important where parents / carers or young people do not agree with recommendations, or where their views regarding needs and provision is different from others in attendance.
- The NCC SEND Service would politely, but strongly ask all schools / settings **not** to store up all their Annual Reviews and send them all in at the end of term! This sometimes happens and causes the service enormous problems with bottlenecks all through the system – from our front-end logging and processing, to decision making, to issuing decisions and amended plans. We therefore urge settings to send through their reviews in trickles as they are completed and within 2 weeks of the date of the Annual Review meeting!
- If a document is password protected, please remember to provide us with the password!
- Finally, it really helps the SEND Teams if documents are labelled in a logical way. This saves us enormous amounts of time renaming documents when they are sent to us. Ideally, if you can label documents with the format, YYYY MM DD Title of document, this will follow our countywide file storage system – i.e.

2021 05 21 John Smith Annual Review Report

2021 05 21 John Smith OT Report for Annual Review

2021 05 21 John Smith Attendance Herringbone

2021 05 21 John Smith Young Person’s views

21. Giving us Feedback!

We hope you find this guide useful. We would love to receive any feedback you have about the guide and for suggestions for any additions / revisions you may have. If you have frequently asked questions that are not covered, do feed those into us and we will incorporate them into future editions. Do please do so by using the “Tell us what you think” section of the Local Offer. You will find this in the Planning SEND service together section!

Thank you all for your support in delivering the EHCP Annual Review system in Norfolk!

NCC High Needs SEND Service