



Parent Partnership Service

Annual Review

of the Statement of SEN

You can contact us at:

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The proposed statement of special educational needs (SEN) for my child has now been agreed. What happens next?

When the final statement has been issued, the Local Authority (LA) will provide copies for both you and your child's school. Arrangements for the special educational provision specified in the statement will be made from the date that the statement is finalised by the LA.

Who makes sure that the educational provision specified in the statement is put in place?

Within your child's school the governing body and the Headteacher are responsible for educational provision, but the LA has a legal responsibility to ensure that the statement is properly carried out. As soon as the LA has informed the school that the statement has been finalised, the Headteacher or a designated Governor will ensure that all those who teach your child are aware of her/his special educational needs.

The school is required to revise the Individual Education Plan (IEP) to show how the provision specified in the statement will be made. This IEP should be sent to SEN Services at the Local Authority (LA) within two months of the date of the final statement.

What happens if the needs of my child change after the statement has been made?

Your child's school will have a Special Educational Needs Policy that describes the process they use to monitor and review statements. The policy should also explain parental involvement in this process and how the school reports back to parents and carers on the provision for, and progress of, children with special educational needs.

What is an annual review?

The LA must review a statement at least once every year, this is known as the annual review. The LA starts this process by writing to the school, who will organise the annual review. The annual review process provides an opportunity for those involved in the educational provision of your child to make sure that the statement still meets her/his needs. It will highlight any significant changes and make recommendations for changes to the statement if (and only if) a major change of needs has been identified through the review process.

Will I know when the Annual Review takes place?

Parents and carers should be fully involved in the annual review process and must be invited to the annual review meeting. The meeting usually takes place in your child's school and all the people who have been involved with your child will be invited to attend. You can take a friend, an advisor or a Befriender to the review and your child can also attend for at least part of the meeting.

Will I know what the people involved in my child's education think about her/his progress before I go to the meeting?

All the professionals working with your child will be asked to write a report before the meeting. You should receive copies of these reports two weeks before the meeting takes place.

Can I give my views about my child's progress?

Your views are a very important part of the review process and when the school requests reports from the people involved with your child's education you will also be invited to make written comments for discussion during the meeting. The views of your child are also important and these are often sought via the school; your child's class teacher or the school's Special Educational Needs Co-ordinator (SENCO) will be able to tell you more about how this is done in your child's school.

What sorts of things should I consider when giving my views on my child's progress?

You can say anything that you feel is relevant or important but you may find the questions below provide a helpful starting point.

- What progress has your child made since the last annual review. Or if this is the first review, since the statement was put in place.
- In what way do you think your child's difficulties have changed since the last Annual Review (or, if this is the first review, since the statement was put in place)?
- Do you think that the provision or help described in your child's statement needs changing in any way? If so, explain what provision you would like your child to receive.
- From your perspective, do you think that the statement should be maintained as it now stands or amended? If you think that amendments should be made, clearly state what you think those amendments should be and why you feel that they are necessary. If you can, provide evidence to support any amendments that you request.
- Has your child made so much progress that s/he now no longer needs a statement?
- Add any other information that you think is relevant or supports any changes that you feel ought to be made.

Will I be asked to say anything at the review meeting itself?

You will have the opportunity to discuss your views about the SEN provision being made for your child and the progress that s/he is making. It is important to be well prepared for the meeting.

In addition to your written comments, you should also make sure that you have read through all the professionals' reports and understand what they have said about your child and the progress that s/he has made.

I am not very familiar with some of the words used in the professionals' reports that the school has sent me. Is there anyone who could go through these reports with me?

If you would like help with any aspect of the annual review process you can contact the Parent Partnership Service on the number given at the back of this leaflet. They can:

- Explain the review process
- Help you put your comments for the review meeting in writing
- Go through the professionals' written reports with you.

Are there any other reports that I should look at before the review meeting?

The review meeting will focus on Part 3 of your child's statement and the educational provision that is being made. It is important, therefore, that you look carefully at this part of the statement and at your child's Individual Education Plans (IEPs) when you put together your comments for the review.

The targets set in the IEP, the teaching strategies being used and the provision being made will all be considered during the review meeting. Also the targets set at the last annual review will be discussed.

The IEPs, which the SEN Code of Practice suggests are reviewed twice a year, are important because they are written to help achieve the objectives outlined in Part 3 of the statement. The school SENCO or your child's class teacher should have gone through the IEPs with you during the school year. If you don't have copies of the IEPs you can ask the school to provide them for you.

Will my child's statement change after the review meeting?

The statement will only be changed if there has been a significant change since the last time that it was reviewed. The purpose of the Annual Review is to:

- Gather information from everyone significantly involved in your child's educational provision
- Assess the progress that s/he has made in relation to the objectives set in Part 3 of the statement
- Review the provision that is being made
- Consider whether the statement is still appropriate or whether any amendments are needed or whether the LA should cease to maintain the statement
- Set new targets for the coming year.

The whole process is aimed at enabling those involved with the educational provision of your child to assess whether her/his needs (as outlined in Part 2 of the statement) have changed. If they have changed, consideration will be given to how the description of her/his needs should be read.

There could be, therefore, a number of possible outcomes. The statement could remain unchanged, provision could be changed to meet a change in your child's needs or the statement could cease to be maintained because your child no longer requires the support outlined in the statement. As a result of the review the school will have a clear set of targets to work to and the Headteacher will send a copy of any recommendations made to you and to the LA.

What if I disagree with the recommendations that the Headteacher makes?

If you are not happy with the outcome of the review and there are no plans to amend the statement then you should ask the SENCO to keep in close contact with you regarding the progress that your child is making.

If recommendations to change or cease the statement have been made and you are unhappy with this you should state this at the meeting and this should be written on the report of the meeting that is sent to the LA.

Will the LA automatically make changes to the statement if they are recommended at the review meeting?

No, the LA will consider all the available evidence before making a decision to amend the statement. If the LA decides not to amend the statement it must write to you within one week of making the decision to explain why this decision has been reached.

There is no right of appeal against a refusal to amend a statement **except** where a parental request to change the named school is refused. See Parent Partnership Service '**Disagreement Resolution**' leaflet.

What happens if the LA does decide to amend the statement?

The LA will write to you, your child's school and the professionals involved in the Annual Review explaining any changes that they want to make and the reasons for making them. They will also ask you for your views on the proposed changes. If you would like to discuss these changes you will have 15 working days following the receipt of this letter to request a meeting with the LA. The LA must tell you their final decision and any changes that they have made within eight weeks of suggesting the change.

The LA wants to change the named school in Part 4 of my child's statement. Can I say which school I would like my child to go to?

You have the same right to express a preference for a school as you had when your child's statement was originally written. If your child is due to move school (e.g. from Primary School to Middle School or Middle School to High School) you will receive admissions information and a list of schools from the Pupil Admissions and Transfers Section at the LA. However, if the school change is for a reason other than this type of school transfer then the process will be different. For example, if a place in a Special School is being considered then the Special School Placement Panel will be involved and you may only be offered a visit to the nearest designated Special School.

If you need to know more about the process or the extent to which you can be involved in deciding on your child's school, the LA and the Parent Partnership Service will be happy to discuss the options open to you.

If you would like more information about special educational needs, you can contact the Parent Partnership Service.

The Parent Partnership Service

Children's Services, PO Box 73, Worcester, WR5 2YA
Tel: 01905 727940 Fax: 01905 727949
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SEN Services

Children's Services, County Hall, PO Box 73, Worcester, WR5 2YA
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Special Educational Needs Code of Practice

Ref: DFES 0581/2001 ISBN 1 84185 5294
Copies obtained from DCSF Publications
Department for Children, Schools & Families
Sanctuary Buildings, Great Smith Street, London, SW1P3BJ
Tel: 0870 000 2288
Email: info@dcsf.gsi.gov.uk
www.dcsf.gov.uk

ACE – The Advisory Centre for Education
Unit 1c, Aberdeen Studios, 22 Highbury Grove,
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Exclusions Advice: 0808 800 0327
www.ace-ed.org.uk

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If you need help understanding this document in your own language, please contact Ethnic Access Link. Tel: 01905 25121 (English)

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To the best of our knowledge all information is correct at time of printing. Sept 2008