

ANNUAL REVIEW
NOTES OF GUIDANCE



**FOR CHILDREN WITH
SPECIAL EDUCATIONAL NEEDS**

September 2018

ANNUAL REVIEW

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INTRODUCTION

These Notes of Guidance have been agreed regionally and implemented across the offices of the Education Authority. They include standardised Annual Review documentation. They are reflective of the requirements of schools and the Education Authority (EA) to make arrangements for the Annual Review of children with Special Educational Needs as prescribed in legislation – specifically the Education (NI) Order 1996 (“The 1996 Order”), the Special Educational Needs and Disability Order (SENDO) 2005 and the Education (SEN) Regulations (NI) 2005 No 384.

They have been devised to identify for schools the main elements of the Annual Review process and include more detailed information on Transition Planning and the role of the Education Transitions Co-ordinators within the EA. They are available from the SEN – Statutory Operations Section of each office or can be downloaded from the Authority’s Website at www.eani.org.uk.

These Notes of Guidance are not intended to be a formal interpretation of the statutory legislation governing the education of children and young persons on whom the EA maintains a Statement of Special Educational Needs. Neither do they provide the detail contained in the relevant legislation, the Code of Practice on the Identification and Assessment of Special Educational Needs (1998) or the Supplement to the Code of Practice on the Identification and Assessment of Special Educational Needs (2005).

Article 4 of “the 1996 Order” places a duty on the EA to have regard to the provision of the Code of Practice.

For that reason the guidance in this document should not be viewed as a replacement for or a departure from the legislation or the guidance given in the Code of Practice. The intention in preparing this document is to make explicit the ways in which the EA and schools will put the legislation and the guidance from the Code of Practice into operation.

Boards of Governors and Principals should ensure that they have copies of The Code of Practice and relevant legislation in school for reference purposes.

The Advice and Information Service and the Dispute Avoidance and Resolution Service (DARS) are available to parents and schools and can be contacted through your Education Authority office. Parents also have a right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST) on a range of Statutory Assessment and Statementing processes about which the content and outcomes of Annual Reviews will have a significant bearing.

In this document the term 'parents' should be interpreted to mean 'those with parental responsibility' as defined under the Children (Northern Ireland) Order 1995 (DE Circular 1999/17).

1 WHAT IS AN ANNUAL REVIEW?

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a Statement of Special Educational Needs, whether attending a special or mainstream school, must be reviewed **within the period of twelve months** beginning with the making of the Statement or, as the case may be, with the previous Review, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of the process of continuous assessment of the child's progress.

2 THE PURPOSE OF THE ANNUAL REVIEW

The purpose of an Annual Review is:-

- to assess the child's progress towards meeting the objectives specified in the statement and the targets agreed following the making of the Statement;
- to review the special provision made for the child, including placement;
- to consider the appropriateness of maintaining the statement.

3 WHO CARRIES OUT THE REVIEW?

The school undertakes the Review on behalf of the Education Authority.

The principal may delegate any prescribed duties to a teacher of the school. In these circumstances the principal must be satisfied that this teacher is fully aware of the statutory requirements and has a copy of:-

- the Annual Review Notes of Guidance;
- the Code of Practice on the Identification and Assessment of Special Educational Needs (1998);
- the Supplement to the Code of Practice on the Identification and Assessment of Special Educational Needs (2005).
- SEND (NI) 2016

4 SUMMARY OF ANNUAL REVIEW PROCESS WHERE A CHILD NOT AGED 14 ATTENDS SCHOOL

4.1. The EA will notify the principal, in writing, of those children in his/her school for whom an Annual Review must be undertaken and the date by which the report should be submitted to the EA.

4.2. The principal writes to parents and professionals asking for written contributions and giving notice of the date of the annual review meeting. ***This should be done at least six weeks prior to the date of the meeting.***

NB: In order to avoid putting undue pressure on the Health & Social Care Trust, the medical / clinical staff should only be asked to attend or contribute where there is evidence of need or concerns expressed. Any evidence received should be attached to the annual review documentation. (Letter templates are attached for your convenience)

Those invited to the meeting should include:-

- (a) the representative of the EA
- (b) the child's parent;
- (c) class teacher or subject teachers (it may be that the last school report may be used by the school but all those involved in teaching the child should be given an opportunity to update their assessment (if appropriate) and complete the "Monitoring Record for Annual Review of a Pupil with a Statement of Special Educational Needs" (Form MR) (Appendix 2) for the meeting. This should be completed by the SENCo or class teacher;
- (d) any other person who the principal considers appropriate; and
- (e) any other person whose attendance the EA considers appropriate.

4.3 In accordance with legislation, invitations to attend the Annual Review must be issued by the principal no later than **two weeks** prior to the date of the meeting together with any written contributions that the school has received. The principal must, in writing, request the recipients to submit to him/her before or at the meeting any written comments on that advice and any other advice they think appropriate.

4.4 The Review meeting should normally take place in the school and should be chaired by the principal or the teacher who has been designated to carry out the Review.

The following questions should be considered:-

- *What are the parents' views of the past year's progress and their aspirations for the future?*
- *What are the pupil's views of the past year's progress and his or her aspirations for the future?*
- *What is the school's view of the child's progress over the past year? What has been the child's progress towards meeting the overall objectives in the Statement? What success has the child achieved in meeting the targets set?*
- *Have there been significant changes in the child's circumstances which affect his or her development and progress?*
- *Is current provision, including the Northern Ireland Curriculum or arrangements substituted for it, appropriate to the child's needs?*
- *What educational targets should be adopted against which the child's educational progress will be assessed during the coming year and at the next review?*
- *Is any further action required and if so, by whom?*
- *Does the Statement remain appropriate?*
- *Are any amendments to the Statement required or should the EA be recommended to cease or maintain it?*

4.5 The Annual Review Form (Form AR) (Appendix 1) should be completed to reflect the issues discussed and the outcome of the meeting and should be forwarded to the EA with copies circulated to parents and all attendees and advice givers.

4.6 Upon receipt of the Annual Review Form (Form AR), the Monitoring Record Form (Form MR) and all other relevant documentation, the EA will review the Statement and determine whether to maintain the Statement, amend the Statement or cease to maintain the Statement of Special Educational Needs.

4.7 The decision of the EA will be notified to those with parental responsibility and other relevant parties as soon as possible.

4.8 If the EA—feels that the Annual Review is incomplete and/or appropriate documentation is omitted, for whatever reason, the review documents can be returned to the school for completion.

5 TRANSFER AGE CHILDREN

The Annual Review has particular significance as a child reaches the age to transfer to primary or to post-primary education and requires careful planning.

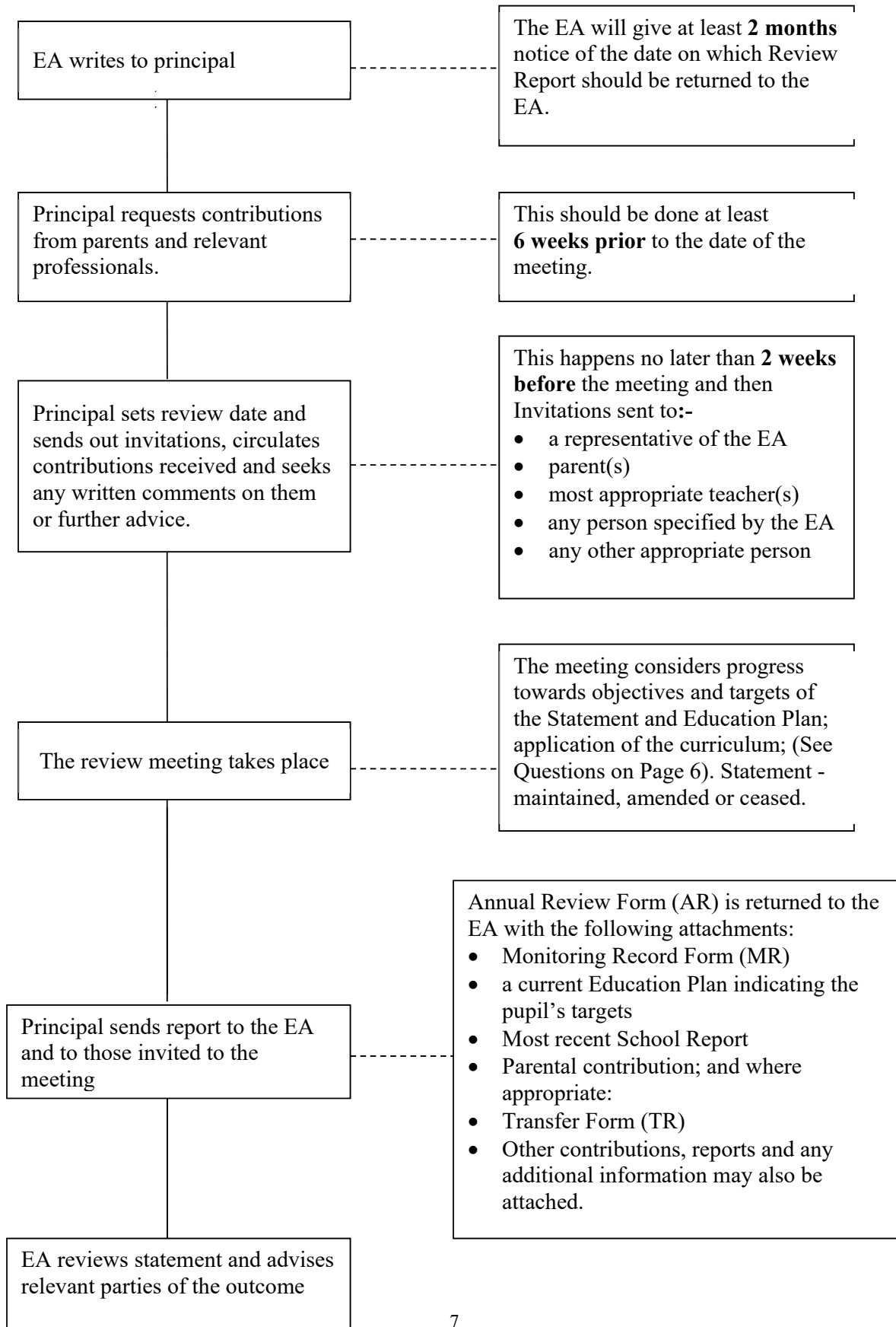
The Annual Review Form (Form AR) together with the Monitoring Record Form (Form MR) and all other relevant documentation should be completed and returned to the EA. Any necessary examination concessions required should be highlighted on Form AR. The EA may also require that a Transfer Form (Form TR) be completed.

It is strongly recommended that more than one school preference is listed. The school should ensure that parents are aware that this is a preference and not a choice.

Parents should also be made aware of the Transport Policy.

The Education Authority has ultimate responsibility to place a child on whom it maintains a Statement.

Annual Review Flowchart
Where a Child Not Aged 14 Attends School OR EOTAS
(Resulting in completion of the Annual Review Form AR)



6 FIRST REVIEW OF A STATEMENT AFTER A CHILD'S 14th BIRTHDAY FOR A CHILD WHO ATTENDS A SCHOOL AND FOR SUBSEQUENT ANNUAL REVIEWS (TRANSITION (14+) ANNUAL REVIEWS)

- 6.1 The First Annual Review after the young person's 14th birthday (and subsequent Annual Reviews) should play a significant role in the planning and preparation for the young person's future and ensure that the young person has a successful transition to adult life/learning and work. All Annual Reviews after the young person's 14th birthday should include a Transition Plan, drawing together information from a range of individuals within and beyond school in order to plan coherently for a young person's transition to adult life. In completing the Transition Plan, schools should consider the Transition Plan Checklist (Appendix 7).

For this reason it is important that adequate and timely preparation is made by schools and other professionals prior to the meeting.

- 6.2 The EA will notify the Principal in writing of those children in his/her school for whom a Transition (14+) Annual Review must be undertaken and the date by which the report should be submitted to the Board.
- 6.3 The EA shall for the purpose of preparing a report require the principal of the young person's school to seek the child's views and advice from:-
- (a) the child's parent;
 - (b) any person whose advice the EA considers appropriate;
 - (c) any person whose advice the principal considers appropriate.
- 6.4 The EA will ask the principal to invite:-
- (a) The child (where appropriate)
 - (b) the child's parent;
 - (c) a member or members of staff of the school who teach the child or who are otherwise responsible for the provision of education for the child whose attendance the principal considers appropriate and whom he has asked the EA to invite;
 - (d) a representative of the Health and Social Care Authority;
 - (e) a person providing careers services under section 1 of the Employment and Training Act (Northern Ireland) 1950(a);

- (f) any person whose attendance the principal considers appropriate; and
- (f) any person whose attendance the Board considers appropriate.

A representative of the EA **shall** attend the first Review of a Statement after a child's 14th birthday.

- 6.5 In accordance with legislation, the principal shall no later than **two weeks** prior to the date of the meeting provide those invited with any written contributions that the school has received. The principal must, in writing, request the recipients to submit to him before or at the meeting any written comments on that advice and any other advice they think appropriate.
- 6.6 The Review meeting should normally take place in the school and should be chaired by the principal or the teacher who has been designated to carry out the Review.
- 6.7 To ensure success at the meeting, prior to the meeting the school, in collaboration with all involved parties, should consider the following:-

- What are the young person's curriculum needs during transition?
- How can the curriculum help the young person contribute to the community and develop new educational and vocational skills?

The school should consider how they might utilise the knowledge, skills and resources of other professionals, statutory bodies and voluntary agencies to assist in the transition process.

The Role of the Family

It is vital that the parents are provided with the opportunity to express the following:-

- Their expectations for their child's future in adult life.
- How they feel they might contribute in terms of helping their child develop personal and social skills and acquire new skills that will be necessary for adult life?
- Any concerns their child may have for the future.
- Do parents expect to experience new care needs that may require practical help and support in preparing for transition and the future?

The Role of the Pupil

The school should give serious consideration to how they can encourage and facilitate the young person to play a meaningful role in the decisions about their future. The revised curriculum provides the ideal vehicle to incorporate such an activity into the thinking skills element and making connections between why we learn and how we learn.

For some pupils the help of an independent advocate or a trusted professional may be required to help them express their views. Eg recording their views on an ipad prior to the meeting.

The Role of the Education Transition Co-ordinator

The Education Transition Co-ordinator plays an important role in acting as an advocate for young people and their parents and in supporting the school through the Transition Planning process and Transition (14+) Annual Reviews from a young person's 14th birthday until leaving school. The EA Officer attending the first Annual Review after a young person's 14th birthday will very often be the Education Transition Co-ordinator who can support young people to participate fully in transition meetings and can also assist the school in drawing up the Transition Plan and in completing the Annual Review Report. The Education Transition Co-ordinator's role also extends to supporting multi-agency links and working closely with colleagues in the Careers Service, Health and Social Care Trusts, colleges, training providers and community-based organisations to assist the ongoing education and social inclusion of young people and to pursue appropriate post-school opportunities.

The Role of the Careers Service

The report of the Transitions Inter-Departmental Working Group (February 2006) highlighted the need for collaboration amongst those involved with the arrangements for transfer from school to adult life. Schools are advised to liaise with the Careers Service early in the academic year.

The Careers Service has a wide range of knowledge, information and advice that will help schools, families and the young person to make informed choices to assist with planning for their future.

Transfer to Further Education and/or Training

Schools should seek to explain the potential benefit to the young person in the transfer of relevant information to the Careers Service, Colleges of Further and Higher Education and other training providers. A Consent Form should be completed at the **final** annual review. A copy should be forwarded to the EA and a further copy retained by the school (Appendix 8).

6.8 The Annual Review (Transition Plan) Meeting

The meeting should consider all the issues that form part of the Annual Review of a Statement of Special Educational Needs. The meeting should also discuss the information and contributions from all parties and reach a consensus on the following:–

- The curriculum and how it can help the young person achieve their potential and aspirations for their future on leaving school;
- The young person's perspective and how the young person can be involved in setting the learning outcomes;
- The family's views;
- Short, medium and long-term plans for school and other relevant bodies/agencies;
- Essential links and transition arrangements and, where the young person is over 14, whether the Transition Plan is helping the young person's progress to adult life;
- Timescales for action; and
- The person/people responsible for monitoring and evaluating progress.

6.9 The Annual Review Form (Form AR) should be completed to reflect the issues discussed and the outcome of the meeting and should be forwarded to the EA with copies circulated to parents and all attendees and advice givers.

The information and actions agreed in Transition Planning as detailed in paragraph 6 should be drawn together in the format shown on the Transition (14+) Plan exemplar provided (Appendix 6). In completing the Transition Plan, schools should consider the Transition Plan Checklist (Appendix 7). If necessary, the school should consult with the Education Transitions Co-ordinator for their school who is based within Special Education Section at the relevant EA Office. Following agreement on the content of the documentation it should be signed by the principal and returned to the EA along with the Monitoring Record Form (Form MR) (Appendix 2) and all other relevant documentation. Schools are reminded that an electronic version is available from the EA which allows for expansion. This can be downloaded from www.eani.org.uk Schools should contact the relevant Education Transition Co-ordinator in regard to this issue if they have any queries.

6.10 EA Action

Following receipt of the information the EA will review the Statement of Special Educational Needs as detailed in paragraphs 4.6 - 4.8, in light of the documentation and any relevant reports and advices received by the school. The EA will make written recommendation(s) as to whether it considers it necessary or not to amend the Statement of Special Educational Needs.

In addition, the EA will consider the information relating to the Transition Planning process and if satisfied, issue its written recommendations together with a Transition Plan to the following:–

- (a) the child's parent;
- (b) the principal;
- (c) the persons from whom the Principal sought advice;
- (d) the persons who were invited to attend the meeting;
- (e) any person to whom it considers it appropriate to send a copy.

Schools should note that if the EA considers plans to be incomplete or lacking in sufficient detail they will be returned to schools for revision purposes.

7. Disabled Persons (NI) Act (1989)

The Board has a statutory duty to seek an opinion from the Health and Social Care Trust as to whether a child with a Statement of Special Educational Needs is a disabled person and may require services from a Health and Social Care Trust after leaving school. In some cases the EA has already been advised that the child has been registered and will make that known to the school. This should be confirmed by the Senior Clinical Medical Officer/Consultant Paediatrician/Designated Medical Officer. **It is important that if, at any time, after the first Review after a child attains 14 years, the young person's circumstances change, a further opinion is sought from the Health and Social Care Trust.**

If a young person is registered disabled, the legislation requires that the EA notifies the Health and Social Care Trust of the expected school leaving age between 8 and 12 months in advance of that date, (if it is known). The EA will be responsible for notifying the Health and Social Care Trust.

8 THE ANNUAL REVIEW DOCUMENTATION (see Appendices)

8.1 The Annual Review Form AR (Appendix 1) should be completed for EVERY Annual Review. The type of Annual Review should be indicated by ticking the 'Type of Review' box on Form AR ie Annual Review, Transfer Review, or Transition (14+ Review).

8.2 The Monitoring Record for Annual Review for a Pupil with a Statement of Special Educational Needs (Appendix 2) should be completed for EVERY Annual Review.

8.3 Pupil and Parent contributions should be sought using Appendices 3 and 4 and submitted with the Annual Review Form.

8.4 Additional forms required due to Transfer/Change of Placement - Form TR (Appendix 5), Transition Plan (14+) - Form TP (Appendix 6), and Consent on Transfer to Further Education, Higher Education or Training (Appendix 8) are also enclosed and should be attached to Form AR as appropriate.

8.5 All written contributions received should be attached to the Form AR and their inclusion indicated in the section 'Annual Review Meeting' by ticking the appropriate box.

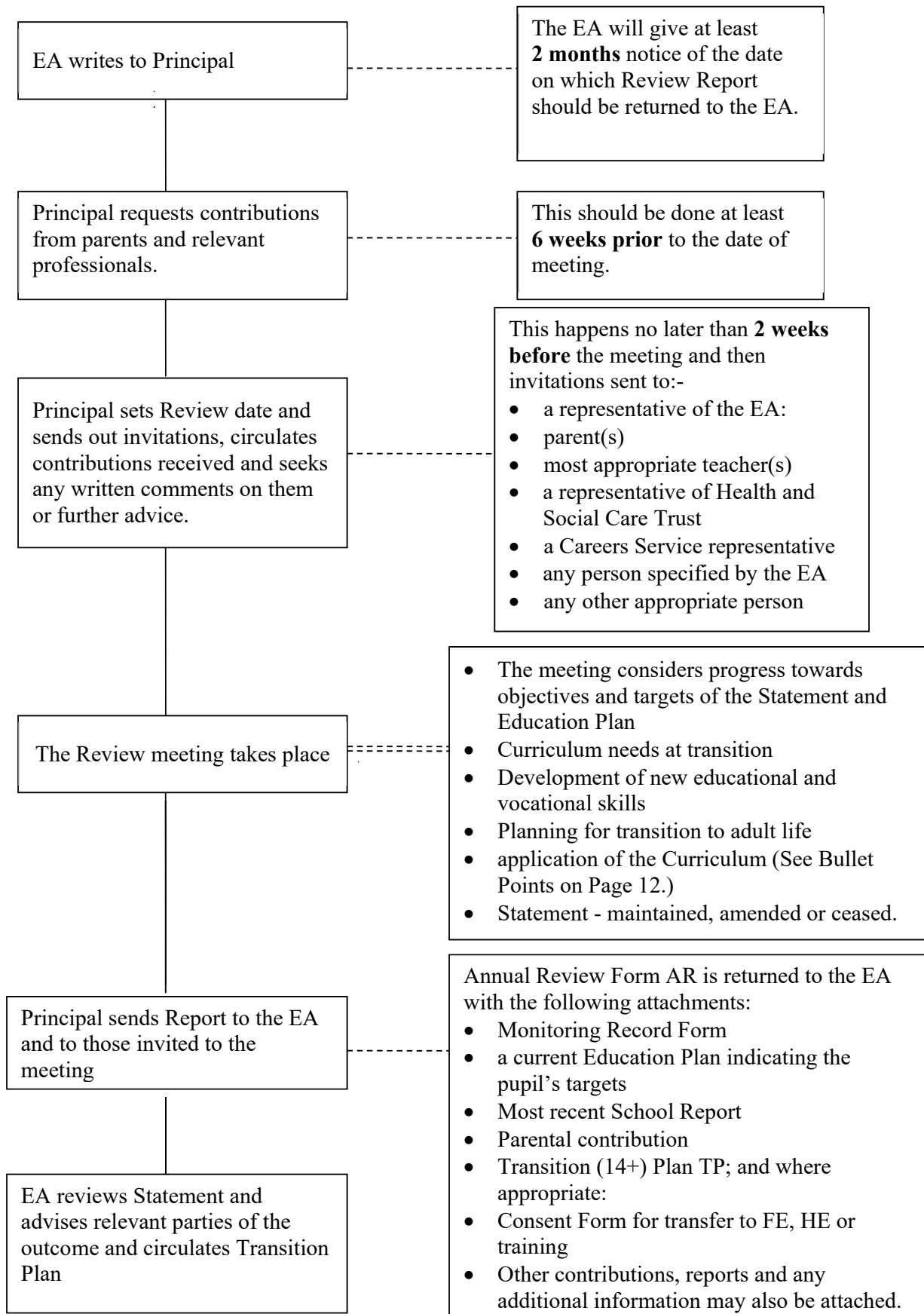
Names of persons invited, their designation, attendance, and whether or not a contribution was received should be recorded in the 'Annual Review Meeting' box of the Annual Review Form AR.

The pupil's current Education Plan and the most recent School Report together with other reports/contributions should be attached and their presence indicated in the 'Reports/Contributions Attached' box of AR.

9 PUPILS TRANSFERRING TO FURTHER EDUCATION

Statements of Special Educational Needs are not maintained for young persons in Further Education Colleges or for young persons attending training courses. The school should explain to the young persons who are moving to Further and Higher Education, and their parents, the potential benefits of passing relevant information to the colleges or other training providers. A Consent Form should be completed at the final annual review. A copy should be forwarded to the EA and a further copy retained by the school. (Appendix 8)

Annual Review Flowchart
For Transition 14+ Annual Reviews
Resulting in completion of Annual Review Form AR and Transition Plan (14+) Form TP



Before completing this form please read carefully the Notes of Guidance
Special Educational Needs Annual Review 2018/2019

Action Requested	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Pupil's Name	_____	School	_____
Date of Birth	_____	Pupil Ref No	_____
Address	_____	Date of Admission	_____
	_____	Year Group	_____
Telephone No	_____	Class Size	_____

Person(s) with Parental Responsibility: _____ Pupil's SEN: _____

Name	_____	_____
Address if different from above	_____	_____
	_____	_____
Telephone No	_____	_____

Annual Review meeting: _____ Date: _____

Persons invited Name	Designation	Contribution		Attended
		Requested	Received	Y / N
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please (✓) as appropriate

Type of Review
<input type="checkbox"/> Annual Review
<input type="checkbox"/> Transfer Review
<input type="checkbox"/> Transition (14+) Review

Action	
<input type="checkbox"/> Other Change of Placement	<input type="checkbox"/> School Leaver
<input type="checkbox"/> Amendment to Statement	<input type="checkbox"/> Leaving Date _____
<input type="checkbox"/> Cease Statement	<input type="checkbox"/> No Change

Current Provision (Please (✓) Give details of each provision eg time)

Specialist Equipment (specify)		
Additional Teaching		
Classroom Assistance		
Other Adult Assistance (specify)		
Outreach/Peripatetic support		
Therapy		
Disability Access requirements		
Examination Concession		

Review of the Statement of Special Educational Needs

1. **Do the objectives of the Statement remain appropriate?** Yes No
If not, please state the reasons.

2. **Does the pupil have access to the full NI Curriculum without exemptions or modifications?** Yes No
If not, please give details.

Are there any examination concessions required? *If yes please give details.*

3. **Are there any significant new needs that are not recorded on the Statement?** Yes No
If yes, please attach appropriate documentary evidence.

4. **Has the pupil made satisfactory progress towards achieving the targets set out in his/her Education Plan during the past year?** Yes No
If not, please give details.

5. **Is there any reason why the provision should be amended to meet the pupil's needs?** Yes No
If yes, please attach appropriate documentary evidence.

6. **Is the present placement appropriate to meet the pupil's Special Educational Needs?** Yes No
If not, please provide details.

7. **Should the Statement continue to be maintained?** *If not, please state the reasons.* Yes No

8. **Has the Transition Plan (if applicable) been drawn up?** *If so please attach copy.* Yes No

Has the Transition Plan (if applicable) been reviewed? Yes No
If the Transition Plan has been revised, please attach a copy of the revised Plan.

Reports/Contributions Attached:-			
<input type="checkbox"/>	Current Education Plan	<input type="checkbox"/>	Speech & Language Report
<input type="checkbox"/>	Most Recent School Report	<input type="checkbox"/>	Physiotherapy Report
<input type="checkbox"/>	Transfer Form	<input type="checkbox"/>	Occupational Therapy Report
<input type="checkbox"/>	Transition (14+) Plan	<input type="checkbox"/>	Social Services Report
<input type="checkbox"/>	Educational Psychology Report	<input type="checkbox"/>	Parental Contribution
<input type="checkbox"/>	Outreach/Peripatetic Report(s)	<input type="checkbox"/>	Pupil Contribution
<input type="checkbox"/>	Medical Report	<input type="checkbox"/>	Other

Are all those attending Review in agreement? *(If not, please attach details.)* Yes No

Principal: _____ Date: _____

MONITORING RECORD FOR THE ANNUAL REVIEW OF A PUPIL WITH A STATEMENT OF SPECIAL EDUCATIONAL NEEDS

NAME OF PUPIL: _____ SCHOOL: _____

DoB: _____ CLASS/YEAR: _____

SEN No: _____ ACADEMIC YEAR: _____

SEN CATEGORY: **PRIMARY NEED**

ADDITIONAL NEEDS (if appropriate): _____

ATTENDANCE IN CURRENT SCHOOL YEAR

Actual: _____

Possible: _____

Comments and Reasons for absences (if known):

FRAMEWORK OF SUPPORT FOR PUPIL (SCHOOL AND BOARD)

1. Direct teaching and all other timetabled support

School provided:

Board provided:

Other:

2. Specific strategies/interventions and progress

3. Please comment on the effectiveness of strategies used to date

MOST RECENT STANDARDISED TEST RESULTS
(Relevant for Pupils with SEN in the Areas of SpLD, MLD or Speech and Language)

	<u>Name of Test</u>	<u>Date of Test</u>	<u>Age at Testing</u>	<u>Age Equivalent</u>	<u>Standardised Score</u>
<u>Cognitive</u>					
<u>Language*</u>					
<u>Reading Accuracy*</u>					
<u>Reading Comprehension*</u>					
<u>Spelling*</u>					
<u>Mathematics*</u>					

**Please provide up-to-date attainment scores, ie within the last 6 months.*

ESTIMATE OF LEVEL OF ATTAINMENT IN NORTHERN IRELAND CURRICULUM

	English	Maths	Science
Child's current level of attainment			
Average level of attainment of class			

This record must be completed by the SENCO or class teacher as part of the pupil's Annual Review Process and forwarded to the EA's Special Education Department along with the Review Report.

Signed: _____
Principal/SENCO

Date: _____

<p>Education Authority Annual Review Parental Contribution</p>

These questions are intended to give us your thoughts about your child’s education. You do not have to answer them.

Child’s Name: Date of Birth:

1. Have there been any major changes which might have affected your child’s progress at school (e.g. medication, family circumstances)?

2. What do you think of the progress your child has made in the past year?

3. What progress would you like to see in the coming year?

4. Is there anything else you would like to discuss at the meeting?

The following refers to 14+ Transition only

Prior to your child’s first 14+ Transition Review (and at every subsequent Review) it would be helpful if you could discuss with him/her their aspirations for their future and bring any ideas to the meeting.

I/We will/will not be able to attend the Annual Review meeting on.....

.....at.....

Relationship to Child.....

Signed:.....

Date:.....

PLEASE RETURN THIS FORM TO THE PRINCIPAL AS SOON AS POSSIBLE

Transfer/Change of Placement

Before completing this form please read carefully the Notes of Guidance

Ref No _____ Pupil's Name _____ Date of Birth _____

Section A School Preferences

1st _____
2nd _____
3rd _____
4th _____

Section B Parents' Remarks – including reasons for choice, special circumstances (if any)

Section C I wish the Education Authority to seek placement for my child in the above school(s) in order of preference listed above.

Signed _____ Date _____
Signed _____ Date _____

This form should be signed by all persons with parental responsibility.

Transition(14+) Plan

Before completing this form please read carefully the Notes of Guidance and the Guidance for SENCOs in completing Transition Plans Checklist

Pupil Ref No: _____ Pupil's Name: _____ Date of Birth: _____ Pupil's SEN: _____

Date of Transition (14+) Annual Review: _____

TRANSITION NEEDS	ACTION <i>(How the young person's needs are being met/will be met)</i>	AGENCIES RESPONSIBLE
<i>Academic (Please include SEN Needs)</i>		
Career/Future		
Health/Therapy		
Personal/Family/Social		
General Action		

Date of Annual Review/TP Meeting _____

School _____

SENCo/
Principal _____

Proposed Leaving Date _____

Transition Plan Check-list

APPENDIX 7

Date of annual review

Academic

Description of SEN and any related provision/equipment or support

Details of subjects, courses or academic programmes studied

Details of accreditation being followed or grades already achieved

Details of any exam concessions or arrangements required

Details of modification of the curriculum

Details of link courses/vocational programme

Details of involvement in Learning for Life and Work i.e. Employability, Citizenship and Personal Development

What does the pupil enjoy within the curriculum/school context

Actual names of all core personnel e.g. Form Teacher, Additional Support Teacher, Classroom Assistant, Link Co-ordinator, etc.

Career/Future

What is the anticipated leaving date of the pupil?

Specify career preparation, e.g. one-to-one interview with careers adviser &/or group-work etc

Name the Careers Adviser, Careers teacher or teacher responsible for the leavers programme

What are the pupil's post school projected pathways?

Provide details of work experience where appropriate – duration, placement & year

Provide details of any voluntary organisations involved

Health/Therapy

Record any underlying medical needs eg diabetes, asthma, allergies etc.

Detail if the pupil is in receipt of any long term medication, who administers it and if there are any side effects

Provide details of any Allied Health Professionals involved

Please indicate if the pupil has no health needs

Personal/Family/Social

Actual names of those with parental responsibility & their contact details

Please indicate if there is involvement with Social Services

Provide details of involvement in activities/sports WITHIN school

Provide details of involvement in activities/sports OUTSIDE school as well as any interests or hobbies the pupil may have

Detail pupil's travel abilities, level of independence and ability to function in group situations

General Action

Indicate if the pupil is in receipt of adult assistance

Indicate how the pupil's independence is being promoted and developed

Has the pupil and parent been asked to contribute to the meeting?

Ensure the parents/pupil are aware that the statement will lapse and all provision, including transport, will cease when the pupil leaves school

Ensure the consent form has been completed & signed

Ensure the transition plan is signed & dated by the principal

N.B.

This checklist will be used by the Transitions Service to monitor the quality of the Transition Plans submitted.

CONSENT FORM

YOUNG PERSONS WHO ARE TRANSFERRING TO FURTHER EDUCATION, HIGHER EDUCATION OR TRAINING PROVIDER

Name of Young Person: Date of Birth:

Address:

School Attended:..... Date of Leaving:.....

*(*Delete as appropriate)*

I ***do/do not** give consent to the undernoted information being forwarded to the relevant body.

- A Statement of Special Educational Needs	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
- Most recent Annual Review	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
- Final Transition Plan	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
- Details of any exam concessions	Yes	<input type="checkbox"/>		<input type="checkbox"/>

Signed:

Date:

This form should be retained by the school and a copy returned to the EA who will subsequently forward information to the relevant bodies on request.

or

This form should be retained by the school and circulated on request to relevant bodies. A further copy should be returned to the EA