



Annual Review for Children with Special Educational Needs

Notes of Guidance

Statutory Assessment and Review Service

September 2023

Contents

1) Introduction	3
2) What is an Annual Review?.....	4
3) The purpose of the Annual Review	4
4) Who carries out the Review?.....	4
5) Requesting involvement from the Educational Psychology Service (EPS) for Annual Review.	4
6) Summary of Annual Review process where a child not aged 14 attends school.....	5
7) Transfer Age Children	8
8) Annual Review Flowchart - where a child not aged 14 attends school or EOTAS.....	9
9) Disabled Persons (NI) Act (1989)	10
10) The Annual Review Documentation (see Appendices)	10
Appendix 1: Annual Review Form AR (versions for all settings).....	Error! Bookmark not defined.
Appendix 2: Monitoring Record for the Annual Review of a Pupil with a Statement of Special Educational Needs	Error! Bookmark not defined.6
Appendix 3: Annual Review Report - Contribution from person with Parental Responsibility	177
Appendix 4: Annual Review Report – Pupil’s Contribution (Version for all settings).....	18-24
Appendix 5: Transfer/ Change of Placement.....	25

1. Introduction

These Notes of Guidance have been agreed regionally and implemented across the offices of the Education Authority (EA). They include standardised Annual Review documentation. They are reflective of the requirements of schools and the 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 can be downloaded from the [Education Authority website](#).

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 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).

2. 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.

3. 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.

4. Who carries out the Review?

The school undertakes the review on behalf of the EA.

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); and
- SEND (NI) Act 2016

Requesting involvement from the Educational Psychology Service (EPS) for Annual Review

One of EA's absolute priorities is to ensure that every child has a place that fully meets their needs. To assist with this process schools are asked to confirm if EPS involvement is required for annual review - priority will be given to transfer age pupils (Nursery, Year 6, and Year 7). This early indication of requested involvement will notify your school's EP immediately, improving the planning and completion of review meetings and create more time to ensure that pupils are correctly placed.

This facility is available on [EA Connect](#) for any pupil that requires a contribution to annual review. Please click on this [User guide](#) to request EPS involvement for transfer annual reviews.

Situations that warrant Educational Psychology involvement are:

- Where school identifies a need for additional information on the child's SEN (i.e. a new SEN);
- School or SARS request it because there is a significant change in the pupil's SEN or there is clear evidence that the current placement type is no longer meeting the child's SEN (i.e. child needs to move from mainstream to special or vice versa);
- An Educational Psychologist (EP) has indicated there is a requirement for a review; or
- There is a difference of opinion between the EP, school and/or parents.

If it is reported that the pupil has a new diagnosis or if there are concerns, it is important that this information is confirmed by the Health & Social Care Trust as it relates to the pupil's continuing need for support. To avoid putting unnecessary pressure on the Health & Social Care Trust, medical/clinical staff should **only** be asked to attend Annual Review **or** contribute where there is evidence of need or concerns. Any evidence received should be attached to the Annual Review documentation.

5. Summary of Annual Review process where a child not aged 14 attends school

5.1. 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.

5.2. 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.

5.3. 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.

5.4. 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?

5.5. **For 23-24, EA Connect is the preferred choice for submission of Annual Reviews.** Further information on how to register your school to use EA Connect, attend online training sessions, access user guides & video tutorials and for any additional information about EA Connect, please follow this link [SEN Annual Reviews \(Schools\) | Education Authority Northern Ireland \(eani.org.uk\)](https://www.eani.org.uk/SEN-Annual-Reviews-Schools).

5.6. Paper copies of review documentation will also be acceptable 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. Separately scanned Annual Review documentation for each child should be saved and sent - please refer to the Annual Review Letter for details.

5.7. 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.

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

5.9. If the EA considers 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.

6. 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.

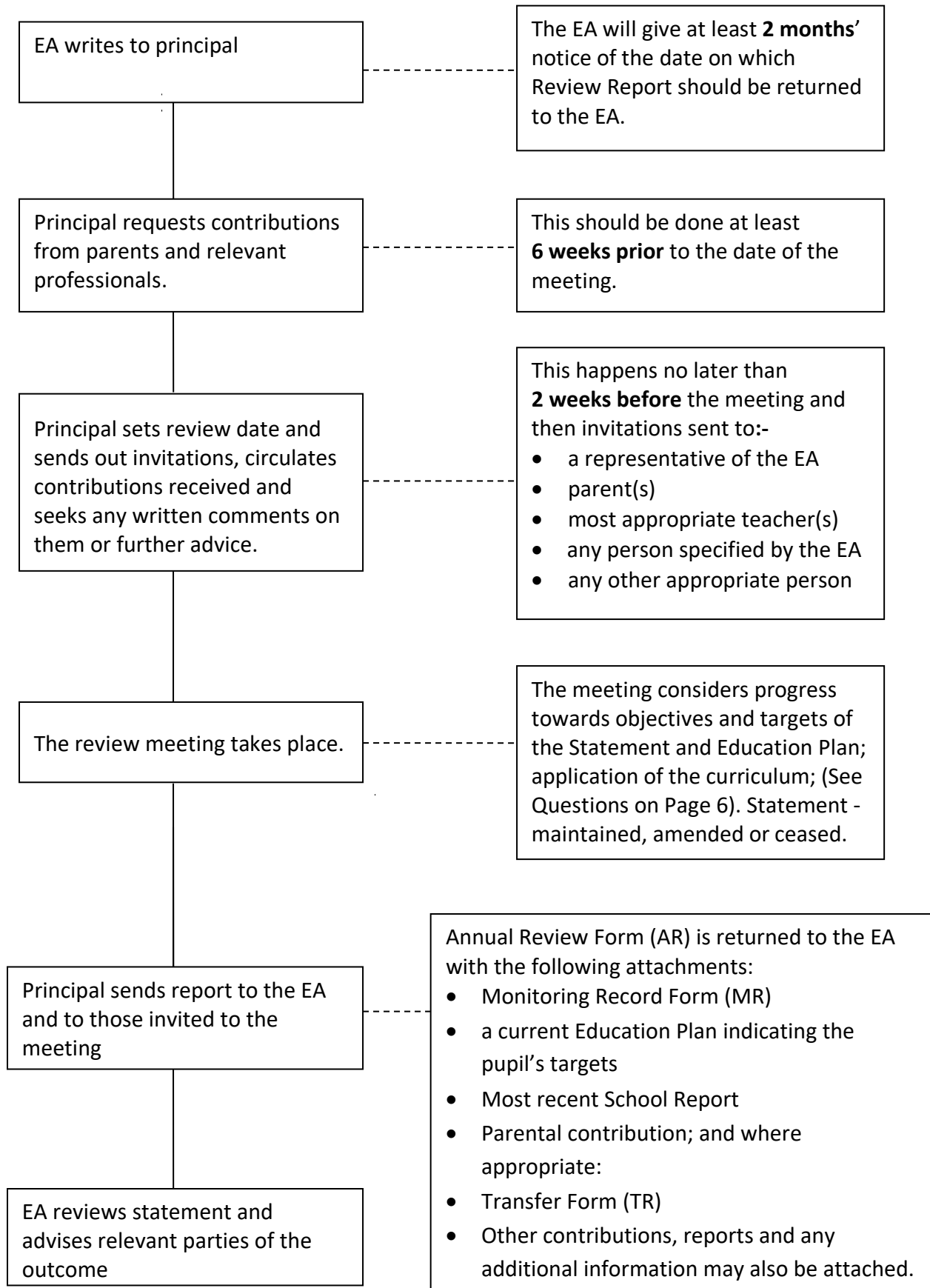
It is strongly recommended that more than one school preference is listed. The school should ensure that parents are aware that this is a preference and not a choice.

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)



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 i.e. 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 where test scores are available.

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)**, 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 Individual Education Plan/Personal Learning Plan (IEP/PLP) 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.

Before completing this form please carefully read the Notes of Guidance ~~Special Educational~~
Needs Annual Review 2023/2024

Action Requested
 Yes
 No

Date of Annual Review meeting: _____

Pupil's Name	_____	School	_____
Date of Birth	_____	Date of Admission	_____
Address	_____	Year Group	_____
	_____	Class Size	_____
	_____	Pupil's SEN	_____

Person(s) with Parental Responsibility

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

Persons invited	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"/>	<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"/> Change of Placement <input type="checkbox"/> Amendment to Statement <input type="checkbox"/> Cease Statement <input type="checkbox"/> No Change	<input type="checkbox"/> School Leaver Leaving Date _____ <input type="checkbox"/> Other (please specify) _____
---	--	--

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

Specialist Equipment (specify)	<input type="checkbox"/>			
Additional Teaching	<input type="checkbox"/>			
Adult Assistance (specify)	<input type="checkbox"/>			
Disability Access requirements	<input type="checkbox"/>			
Therapy	<input type="checkbox"/>	Choose an item.	Choose an item.	
Pupil Support Service (specify)	<input type="checkbox"/>	Choose an item.	Choose an item.	
Examination Concessions	<input type="checkbox"/>	Choose an item.	Choose an item.	Choose an item.

Review of the Statement of Special Educational Needs		Yes	No
Do the objectives of the Statement remain appropriate? <i>If not, please state the reasons.</i>		<input type="checkbox"/>	<input type="checkbox"/>
Does the pupil have access to the full NI Curriculum without exemptions or modifications? <i>If not, please give details.</i>		<input type="checkbox"/>	<input type="checkbox"/>
Are there any significant new needs that are not recorded on the Statement? <i>If yes, please attach appropriate documentary evidence.</i>		<input type="checkbox"/>	<input type="checkbox"/>
Has the pupil made satisfactory progress towards achieving the targets set out in his/her Education Plan during the past year? <i>If not, please give details.</i>		<input type="checkbox"/>	<input type="checkbox"/>
Is there any reason why the provision should be amended to meet the pupil's needs? <i>If yes, please attach appropriate documentary evidence.</i>		<input type="checkbox"/>	<input type="checkbox"/>
Is the present placement appropriate to meet the pupil's Special Educational Needs? <i>If not, please provide details.</i>		<input type="checkbox"/>	<input type="checkbox"/>
Should the Statement continue to be maintained? <i>If not, please state the reasons</i>	Maintained	<input type="checkbox"/>	<input type="checkbox"/>
	Amended	<input type="checkbox"/>	<input type="checkbox"/>
	Ceased	<input type="checkbox"/>	<input type="checkbox"/>

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 (Appendix 5)	<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"/> Pupil Support Service 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

SENCO: _____

Date: _____

Principal: _____

Date: _____

Before completing this form please carefully read the Notes of Guidance Special Educational Needs Annual Review 2023/2024

Date of Annual Review meeting: _____

Pupil's Name _____	School _____
Date of Birth _____	Date of Admission _____
Address _____	Year Group _____
_____	Class Size _____
_____	Pupil's SEN _____
_____	_____

Person(s) with Parental Responsibility

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

Persons invited	Designation	Contribution		Attended		
		Requested	Received	Y	/	N
Name _____	_____	<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"/>		<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"/> Change of Placement <input type="checkbox"/> Amendment to Statement <input type="checkbox"/> Cease Statement <input type="checkbox"/> No Change	<input type="checkbox"/> School Leaver Leaving Date _____ <input type="checkbox"/> Other (please specify) _____
---	--	--

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

Specialist Equipment (specify)	<input type="checkbox"/>			
Additional Teaching	<input type="checkbox"/>			
Adult Assistance (specify)	<input type="checkbox"/>			
Disability Access requirements	<input type="checkbox"/>			
Therapy	<input type="checkbox"/>	Choose an item.	Choose an item.	
Pupil Support Service (specify)	<input type="checkbox"/>	Choose an item.	Choose an item.	
Examination Concessions	<input type="checkbox"/>	Choose an item.	Choose an item.	Choose an item.

Review of the Statement of Special Educational Needs		Yes	No
Do the objectives of the Statement remain appropriate? <i>If not, please state the reasons.</i>		<input type="checkbox"/>	<input type="checkbox"/>
Does the pupil have access to the full NI Curriculum without exemptions or modifications? <i>If not, please give details.</i>		<input type="checkbox"/>	<input type="checkbox"/>
Are there any significant new needs that are not recorded on the Statement? <i>If yes, please attach appropriate documentary evidence.</i>		<input type="checkbox"/>	<input type="checkbox"/>
Has the pupil made satisfactory progress towards achieving the targets set out in his/her Education Plan during the past year? <i>If not, please give details.</i>		<input type="checkbox"/>	<input type="checkbox"/>
Is there any reason why the provision should be amended to meet the pupil's needs? <i>If yes, please attach appropriate documentary evidence.</i>		<input type="checkbox"/>	<input type="checkbox"/>
Is the present placement appropriate to meet the pupil's Special Educational Needs? <i>If not, please provide details.</i>		<input type="checkbox"/>	<input type="checkbox"/>
Should the Statement continue to be maintained? <i>If not, please state the reasons</i>	Maintained	<input type="checkbox"/>	<input type="checkbox"/>
	Amended	<input type="checkbox"/>	<input type="checkbox"/>
	Ceased	<input type="checkbox"/>	<input type="checkbox"/>
If applicable, has a Transition plan (14+) been drawn up?		<input type="checkbox"/>	<input type="checkbox"/>
If applicable has the Transition Plan been reviewed?		<input type="checkbox"/>	<input type="checkbox"/>

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 (Appendix 5)	<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"/> Pupil Support Service 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

SENCO: _____

Date: _____

Principal: _____

Date: _____

APPENDIX 2
MONITORING RECORD FOR THE ANNUAL REVIEW OF A PUPIL WITH A STATEMENT OF SPECIAL EDUCATIONAL NEEDS

Pupil Name:	School:	Primary SEN Category: Choose an item.
Date of Birth Click or tap to enter a date.	Year/class: Choose an item.	Secondary SEN Category/ies (if appropriate): Choose an item.
Pupil ID No:	Percentage attendance in current school year: Please attach attendance record	Medical Category (if appropriate): Choose an item.
Please outline the specific strategies, interventions, and pupil's response to these below:		

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>
_____	Click or tap to enter a date.	_____	_____	_____
_____	Click or tap to enter a date.	_____	_____	_____
_____	Click or tap to enter a date.	_____	_____	_____
_____	Click or tap to enter a date.	_____	_____	_____
_____	Click or tap to enter a date.	_____	_____	_____
_____	Click or tap to enter a date.	_____	_____	_____

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

Signed: _____
Principal/SENCo

Date: _____

Appendix 3: Annual Review Report – Contribution from person with Parental Responsibility

The Code of Practice says that as part of the Annual Review Report, written representation, and views of those with parental responsibility should be sought about the progress of the child.

My views about my child's progress

Pupil name:

DoB:

Q. What are your child's strengths?

Q. How has your child progressed since the last annual review?

Q. Have there been any changes that might affect your child's progress?

Q. What priorities do you see for the incoming year?

Q. Is there anything else that you would like to discuss?

Signed _____ Date _____

Annual Review Report – Early Years Pupil’s Contribution

My Views about my Progress	
<i>Pupil name:</i>	<i>DoB:</i>




Prompt ideas and examples to help the child give their views	Child’s responses
What do you enjoy doing in school? - <i>e.g reading, drawing, colouring, counting, PE, singing, ABL, playing, task time etc.</i>	
What do like to do outside school? - <i>e.g football, Gaelic; guitar; after schools club; gymnastics etc.</i>	
What are you getting better at doing in school? - <i>e.g putting on my coat, lining up, sharing, using the cubes, colouring, saying my sounds, counting etc.</i>	
What is hard for you to do in school? - <i>e.g reading, writing, counting, making friends, listening, etc. you might like to use visuals from the visual timetable to support the child’s choices</i>	
What helps you to learn in school? - <i>playground buddy, social stories; visuals, going over my work with my teacher/CA; Numicon; time to answer; magnetic letters and my whiteboard etc.</i>	

Signed by supporting adult _____ **Date** _____

FORM YPC - Early Years Pupil Views - Scripted by an adult

Annual Review Report – Early Years Pupil’s Contribution

Name _____

Draw or write your answers in the boxes.	
I enjoy.....	
I'm getting better at.....	
I like help with.....	

Signed by supporting adult _____ Date _____

Appendix 4: Annual Review Report – Primary Pupil’s Contribution (Version 1)

My Views about my Progress	
Pupil name:	DoB:

Responses to be either written by pupil or with adult assistance in support of gaining pupil views.

Prompt ideas and examples to help pupils give their views	Pupil’s responses
Q. What do you enjoy doing at school? - e.g. drawing, drama, art, singing, PE, etc.	
Q. What are you getting better at doing in school? <i>e.g. working with my study buddy; going over my work with my teacher/CA; using Numicon, using magnetic letters and my whiteboard; following my visual timetable; reading, numeracy, mental maths etc.</i>	
Q. What do you enjoy doing when you are not at school? - e.g. football, Gaelic, guitar, after schools club; youth club; gymnastics etc.	
Q. What things do you find a bit tricky in school? - e.g. adding, reading, spelling, making friends, listening, concentrating, writing, finishing my work etc.	
Q. How can we help you in school from now on? - e.g. writing frames, Lexia, playground buddy, daily quiet time, spelling mat; extra time to finish numeracy, comic strips, achievements book, pop up tent, calm down and self-talk strategies, role play, having extra time to answer etc.	


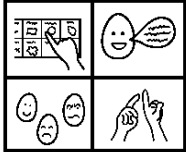


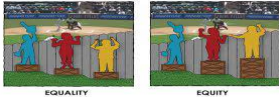
Signed by pupil _____



Signed by supporting adult _____ Date _____

Appendix 4: Annual Review Report – Pupil’s Contribution (Version 2)

Answers can be written and/or drawn.

Questions	Answers
<p>Q. What do you enjoy doing at school?</p> 	
<p>Q. What are you getting better at doing in school?</p> 	
<p>Q. What do you enjoy doing when you are not in school?</p> 	
<p>What things do you find a bit tricky in school?</p> 	
<p>How can we help you in school from now on?</p> 	

Signed by pupil _____

Signed by supporting adult (if relevant) _____

Date _____

Annual Review Report – Post Primary Pupil’s Contribution

Prompt ideas and examples to help pupils give their views	
<i>What are your strengths?</i>	e.g. subjects and/ or skills e.g. conscientious, hardworking
Tell us about a subject, or an area of school life, that you have made progress with.	e.g. working with my study buddy/in a group; going over my work with teachers/CA; answering in class; following my individualised timetable; completing homeworks; maths etc.
<i>What do you enjoy doing in your free time outside of school?</i>	e.g. football, Gaelic; guitar; after school's club; youth club; gymnastics, community groups etc.
<i>What things do you find difficult in school?</i>	e.g. writing essays; having the right books for each lesson; spelling; making friends; listening; concentrating; keeping up in class; maths; keeping calm etc.
<i>Is there anything we can do differently over the next year that would support you in school? (with your work, at break times, with your friends, in classes, with homeworks, in free periods, with any worries you have.)</i>	e.g. writing frames; Lexia; Read, Write Gold; class breaks; comic strips; mentoring/counselling sessions; hand-outs from lessons; reduced timetables; access arrangements; de-escalation strategies; involvement in target setting and tracking etc.

Annual Review Report – Post Primary Pupil’s Contribution

My Views about my Progress	
Pupil name:	DoB:

Responses to be either written by pupil or with adult assistance in support of gaining pupil views.

Q. What are your strengths?

Q. Tell us about a subject, or an area of school life, that you have made progress with.

Q. What do you enjoy doing in your free time outside of school?

Q. What things do you find difficult in school?

Q. Is there anything we can do differently over the next year that would support you in school? (with your work, at break times, with your friends, in classes, with homework, in free periods, with any worries you have).

Signed by pupil _____

Signed by supporting adult (if relevant) _____ Date _____

Form YPC – Post Primary Pupil Views

Appendix 5: Transfer/ Change of Placement

Before completing this form please read carefully the Notes of Guidance

Pupil ID 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

