

Considerations for Annual Reviews

- Do not underestimate the personal touch, be that a handwritten compliments slip from the SENCO, a note in the planner from the class teacher, a phone call or an invitation designed by their child, all can create that sense of belonging and feeling of importance.
- Check if parents/carers require any reasonable adjustments to be made; this is not always information that is stored and can make a huge difference.
- Check in with parents/carers before the meeting about Section A in the EHC plan. This will allow time for disclosure of any traumatic events that may have happened in the past year and how they can be handled sensitively during the review.
- Reflect on the different ways that you enabled annual reviews to take place during the pandemic and assess which worked for which families/professionals. This can help to personalise the means of engagement as part of your provision.
- Review the many different ways to engage pupil voice and personalise this approach for your students to ensure their views are central to the review in a way that best suits their needs.
- Ensure staff who may be attending are familiar with their role and have time before the meeting to spend with you if they need it. The process can seem especially daunting for newly qualified teachers.
- Check the paperwork the day before. What can be pre-filled ready for the meeting, what are the key areas that warrant the most time, check details against school records to maximise the precious time in the meeting.

- Check in with the child or young person the day before the meeting. They may benefit from seeing the room that the meeting will be held in, discussing the format of the annual review and who may be attending. This may be beneficial even if they have had a review previously as a year is a long time for them to recall.
- Check the room before the meeting. Think about the seating and how to make everyone feel as comfortable as they can. If doing this remotely, check the Wi-Fi signal is strong enough and that a quiet room is available.
- If the child or young person is attending, make sure they are in the room first and allow time before the meeting for the child to meet and be introduced to any professionals and to have a quick check in with parents/carers. This will help the child or young person to feel more in control and included as they are not then overwhelmed by walking into a room full of professionals all looking at them.
- Give time at the end of the meeting for any other business.
- Catch up with the child or young person the next day and congratulate them on their role and check if there is anything further they wish to say when out of the spotlight.