

Reviewing the SEN Support and Outcomes plan

‘The effectiveness of the support and its impact on the child’s progress should be reviewed in line with the agreed date. The impact and quality of support should be evaluated by the practitioner and the SENCo working with the child’s parents and taking into account the child’s views.’ (SEND Code of Practice 5.43)

Preparing to review the plan

You will want to think about the review meeting in plenty of time so that you can gather together relevant evidence about the child’s progress and invite people to the meeting. ‘Holding a review meeting’ in the Guidance on identifying and supporting SEN may be helpful. Give parents a copy of the template ‘Preparing to review the SEN support plan’ and think about the best ways of finding out the views of the child.

At the review meeting: completing the review paperwork

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|---|--------------------|----------|------------|-----------|--------------------------------------|-----------------------|
| Outcomes/Next steps to aim for by | Review of progress | Emerging | Developing | Achieving | What is working to support progress? | Areas for development |
| will | | | | | | |

This page is designed to be used to record progress at a review meeting with the family and any other professionals involved. It provides an opportunity to celebrate the child’s progress at various levels: emerging, developing and achieved.

As point 5.43 from the COP indicates the review is as much about a review of the quality of the support as it is about the child’s progress towards the outcomes. What is working well?

Think about the areas of development that follow on as next steps from what has been achieved.

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| <p>Parents views/ child's views/ other views</p> | <ul style="list-style-type: none"> • You will have given the parents the template in advance of the meeting. This is an opportunity for them to make sure that they have said what they wanted to about their child's progress. • You will want to find out how the child is feeling about how he/she is getting on. 'Listening to the voice of the child' and 'Recording the views of the child' (EYSEN toolkit) may be helpful. • The views of professionals from outside of the setting should be shared here. There may also be views from other people who are significant to the child. | |
| <p>Impact of use of any additional funding/ resources.</p> | <ul style="list-style-type: none"> • You have a responsibility to ensure that any additional funding awarded to you for a child is being used effectively and is still needed. This needs to be evidenced here. If there are specialist services involved with the child, they also have a duty to work with you in monitoring this and therefore this should be shared with them. | |
| <p>Review original aspirations/hopes - are they still meaningful?</p> | <p>Yes</p> <p>Continuing with previous aspirations/ hopes, usually in a new plan</p> | <p>No</p> <p>Set new aspirations/ hopes and take forward into the new plan.</p> |
| <p>Any other discussions and agreed actions</p> | <p>Comments.</p> | <p>Actions.</p> |

Give parents a copy of the review and any new plan. If you are writing a new support and outcomes plan don't forget to agree a review date. With parents' consent share with the other professionals working with the child.