

Barnsley MBC

Educational, Child and Community Psychology Service (BECCPS)

**Guidance for EP attendance at Annual
Reviews-through traded services**



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Contents

	Page
Introduction	1
Purpose of document	1
When to use ECCP?	1
When not to use ECCP?	2
Timing	2
What might the EP do?	2

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Introduction

According to SEN Code of Practice the purpose of reviews is to ‘consider the continuing appropriateness of the EHC plan in the light of the child or young person’s progress during the previous year or changed circumstances and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHC plan should be discontinued.’

There are a wide range of professionals including Educational Psychologists (EPs) who are well placed to provide support and advice to schools about the changing needs of and associated provision for pupils with EHCs or statements.

Purpose of document

The purpose of this document is to provide guidance about when it is appropriate to involve an EP within the annual review process for a child with an EHC or statement whose needs have changed. It also serves to outline factors which might influence the decision to involve an EP and what can be expected in terms of EP contribution to the Annual Review process.

When to use ECCP?

The decision to involve an educational psychologist in Annual Reviews will be informed by guidance within the SEN Code of practice and by key values and principles that underpin all of our work. As such, we would expect that that our involvement:

- has the potential to make a difference or influence positive change
- has a purpose that requires psychological insight
- is centred around the child and their family
- pays due attention to any ethical considerations

Educational psychologist input is often but not always required where it is considered that there is a change in need that is significant enough to warrant an amendment to the child’s statement or EHCP.

Educational psychologist input should be considered when:

- There are significant concerns by key adults about whether the child’s current educational setting is meeting his or her needs with reference to the provision and resources outlined in the EHCP or statement. It is expected that any such concerns would be discussed by staff with parents or vice versa prior to the annual review.
- A change of placement from one type of setting to another (mainstream/specialist) is under consideration.
- When the school placement is at risk of breaking down, for example the child is vulnerable to permanent exclusion or is on a significantly reduced timetable and there is no clear plan for developing this

- In some exceptional circumstances, there has been a significant change of need, for example an acquired brain injury.

When not to use an ECCP

EP involvement would not be appropriate or needed for example where the primary focus of the annual review is to request an increase in funding, or where the proposed amendment relates solely to a clinical diagnosis e.g. ASD.

Timing

It is important in every case where school staff or parents consider that EP attendance at an Annual Review may be required, that the SENCo discusses this with school EP. This discussion should take place wherever possible within a termly planning meeting. It is also important that this discussion takes place prior to arranging the date and time for the Annual Review. This is to ensure that EP attendance is both appropriate and possible in terms of diary scheduling.

Furthermore, if the SENCo, EP, parent carer and child are in agreement that the EP should be involved in whatever capacity, it is vital that sufficient time is given for the EP to complete and record the work. Thus ensuring that advice/information can be given to all parties at least two weeks before the meeting.

What might the EP do as part of the Annual Review process?

The EP will need to elicit information to decide whether his or her attendance is likely to be beneficial which could include details of:

- attainment levels and rate of progress
- existing provision
- whether changes have been discussed with the child's family
- other recent professional involvement.

The EP may require further information from schools or other professionals for example:

- SEN Support Plans
- progress data
- minutes from meeting
- recent professional reports

He or she may also need to gain information from the child's educational psychology service file to guide their decision as to whether or not assessment and/or attendance is necessary.

If an EP's attendance is necessary at an annual review and based on discussion with SENCo, he or she will use professional judgement to decide whether:

- to carry out assessment (e.g. observation, eliciting child's views, consultation with parents and/or staff) prior to the annual review meeting in order to directly inform discussion at outcomes, provision at the annual review

- that where sufficient information about change in need and necessary provision already seems to exist such that attendance at the Annual Review in and of itself will allow him/her to avoid duplication and to make a positive contribution

In the latter situation where it becomes apparent that there is indeed a role for EP in terms of identifying need or provision, the EP will carry out an assessment following the Annual Review with parent/staff agreement. In either case the EP will provide a brief record of involvement outlining key recommendations, as well as changes in need and provision identified. This record would be intended to supplement Annual Review documentation already provided by the school.

If you require further clarification regarding any information within this document, Please do not hesitate to contact Ben Powell, Principal Educational, Child and Community Psychologist.

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