



Annual reviews for EHCPs are a vital part of ensuring that a child or young person continues to receive the right support for their needs. They provide an opportunity to reflect on what is working well, what may need to change, and whether the plan still meets their current situation. Asking the right questions during the review is crucial, as it helps identify progress, challenges, and any new support that may be required. This careful, thoughtful approach makes sure the EHCP remains meaningful, effective, and truly centred around the child or young person's needs.

20 Questions to ask at an Annual Review

Understanding Progress and Outcomes

1. What specific progress has my child made towards the outcomes in their Education, Health and Care Plan (EHCP) this year? Ask for concrete examples and evidence, not just generalizations.
2. Are the current outcomes still appropriate and ambitious enough? The Children and Families Act 2014 emphasizes outcomes that enable children to make progress toward adulthood, not just academic targets.
3. How is my child's progress being measured, and can I see the evidence? Request data, work samples, and assessment results.

Provision and Support

1. Is all the provision specified in the EHCP being delivered as described? This includes the type, amount, and frequency of support.
2. If any provision hasn't been delivered, why not, and what will be done to address this? Local authorities have a legal duty to arrange the provision in the EHCP.
3. How effective has each type of provision been? Understanding what works helps inform future planning.
4. Does my child need any additional or different provision? Circumstances and needs can change throughout the year.

Preparation for Adulthood

1. How is the school preparing my child for adulthood? From Year 9 onwards, this becomes a statutory requirement in the EHCP.
2. What opportunities has my child had to develop independence and life skills? This includes both in and out of the classroom.

Social and Emotional Wellbeing

1. How is my child's social and emotional wellbeing being supported? Mental health and wellbeing are essential for learning.
2. Does my child have meaningful friendships, and are they included in school life? Social inclusion is a key principle of the Act.
3. How does my child feel about school and their support? Their voice should be heard - ask if their views have been gathered

Resources and Funding

1. Is the current level of funding adequate to meet my child's needs? Be aware that inadequate funding is not a valid reason for not providing specified support.
2. Will there be any changes to staffing or provision next year? Continuity matters, especially for children with SEN.

Communication and Collaboration

1. How are you involving my child in decisions about their education? Section 19 of the Children and Families Act 2014 requires children's views to be considered.
2. How can I better support my child's learning at home? Partnership between home and school is vital.
3. Are all professionals working together effectively? Health, education, and social care should coordinate support.

Looking Ahead

1. What are the priorities for the coming year? Help shape what the focus should be.
2. Are there any transitions coming up, and how will these be managed? This includes moving classes, key stages, or schools.
3. When is the next review, and how can I stay informed about my child's progress in the meantime? Regular communication shouldn't wait until the annual review.

Your Rights

- Remember, under the Children and Families Act 2014, you have the right to:
- Request that the EHCP be amended if it's not meeting your child's needs
 - Be treated as an equal partner in decisions
 - Receive clear information about your child's progress
 - Have your child's views taken into account

Don't be afraid to ask for clarity if you don't understand something, and consider taking someone with you for support. Request that any agreed actions are recorded in writing with clear timescales and responsible persons identified.

