

Case study: How the Annual Review improved current support arrangements, helped plan for the future and addressed breakdown in communication between parent and school.

Deena is 10 yrs old and had received her EHCP during the early Summer term of 2017. Despite receiving support from a local parents group, her mother had not accessed IASS during the formulation of the plan. The impact of this was that despite the process beginning in June of Y4, the final plan wasn't issued until April of Y5.

As well as the time delay, there had also been very poor communication with the primary school, who were unaware the EHCP should have been issued much earlier, due to the SENCo being on maternity leave. The culmination of this was that Deena had received a number of fixed-term exclusions and her mother had been banned from the school site.

The IASS, having been contacted for support by Deena's mother around the EHCP, prioritised the need for communication between the school and parent to improve so that less emotive and meaningful, constructive conversations could take place. The school confirmed an Annual Review would be held early in the Autumn term. The IASS then worked with the parent to ensure that she understood the detail included in the EHCP, identifying a number of issues mainly in Section A and section F. The IASS, with Deena's mother's permission, worked closely with the family's CAF worker to ensure Deena's views were gathered for the review so they could be added to Section A.

The IASS also had discussions with Deena's mother around school placement moving forward, including identifying her key concerns. They assisted her in preparing questions when conducting school visits to find out how they would address and manage these issues. The IASS also supported Deena's mother to visit a special school, something she was particularly nervous about as this would be an entirely new experience for her and she didn't know what to expect.

The Annual Review itself was supported by the IASS who enabled Deena's mother to raise the important queries about the way the EHCP had been finalised and the lack of detail, meaning it was difficult for the school to know exactly what support they were supposed to be providing. Unfortunately, the review was not attended by any of the professionals requested but the SENCo having returned from maternity leave was keen to get things on track. The IASS supported the school in preparing the paperwork following the Annual Review for the LA. This included recommendations for numerous changes to Section F to ensure that provision was quantified and specified, and that the outcomes in Section E were person centred and relevant to Deena.

Without the intervention of the IASS, it is likely Deena's EHCP would have remained with many errors in it, instead it now includes meaningful person-centred outcomes and provision clearly written, defined that is being delivered and monitored. The school and Deena's mother are now working together to ensure Deena is able to attend school, make progress and engage in all elements of school life. The school say she is a much happier and less anxious girl than she was at the start and her mother shares this view.