



The review process

Special Educational Needs and Disability - Code of Practice: 0 to 25 years (2015)

6.53 The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

6.55 Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

6.65 Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.

Purpose and principles

As part of the Graduated Response, formal reviews of progress and ISP targets should take place at least three times per year. The review meetings could be aligned with typical school-parent discussions, but they will be longer than most parent-teacher meetings.

Review meetings are key to the continual assessment process to evaluate how the child is responding to the support in place. These should be recorded in the Individual Support Plan Review sections of the current ISP.

Review meetings should:

- be person-centred (putting the child at the centre of the discussion)
- have information available to all
- enable everyone to contribute equally
- advocate that everyone has the right to exercise choice and control in directing their lives and support

Reviews should focus on:

- the aspirations of the child and their family

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Defence Children Services (DCS) SEND process:
The review process

- understanding what is important to the child now and in the future
- addressing what is important for the child to develop and progress
- describing what good support looks like
- analysing what is working and not working from different perspectives and evidence gathered
- developing an action plan based on person-centred outcomes