This leaflet has been produced by the Bournemouth SEN Team

Any Questions?
If you have questions about the process please ask your school for help. If they are unable to help please contact:
The SEN Team on 01202 456166. 
Email: senteam@bournemouth.gov.uk

WHAT IS A TRANSFER REVIEW?
A transfer review is an annual review meeting, and part of the process for transferring Statements of SEN into an Education, Health and Care Plan (EHCP). At the meeting, your child’s needs, hopes and plans for the future will be discussed and outcomes and resources agreed for the next year.

A member of the Bournemouth SEN Inclusion Team will attend the meeting as the Planning Co-ordinator for your child’s EHCP Plan.

The criteria for having an EHC Plan are the same as those for a statement.

If children and young people are still eligible for a statement they will be eligible for an EHC Plan.

HOW DOES A TRANSFER REVIEW WORK?
Before the review meeting
• The school will invite you to the transfer review meeting. This invitation will also be sent to people who work with or support your child.
• The Bournemouth SEN Inclusion Team will also write to you to inform you that a transfer review will take place, usually up to 1 month in advance of the meeting date.
• The letter from the school inviting you to the review will also ask you, and those involved in supporting your child, to send in your thoughts in writing to the school.

• The school will use this information to complete the first part of the form.
• The school will send out the completed first part of the form 2 weeks before the meeting, with all the information sent in to everyone involved.

THE REVIEW MEETING
• Someone from school will lead the meeting, usually the SENCO / INCO.
• The meeting is likely to last between 1 to 1 ½ hours.
• The focus of the meeting is to discuss what is important to the child or young person, what is going well and what is not going well and to agree what help and support they need to make progress over the next year (see agenda).

• The objectives that are still appropriate are re-written as ‘outcomes’.
• New outcomes are discussed.
• An action plan is developed.

• For young people in Year 9 and above, the young person’s likely future educational, health and care needs are discussed as well as any preferred educational setting identified by the young person and/or their family.

• You are welcome to bring a friend, relative or adviser, such as Parent Partnership Service to the meeting. If you decide to do this, please would you let the school know before the meeting?

AFTER THE MEETING
• The school will complete Part 2 of the Transfer Review paperwork and send it to everyone involved.
• The Local Authority will consider the recommendations of the review and write to parents, copying the letter to those involved.
• If it has been agreed to issue a statutory plan, a proposed EHC Plan will be included with the letter. If it has not been agreed to issue a statutory plan the letter will propose to end the existing Statement. If this happens the letter will say why, offer you a further meeting and include your rights of appeal to SEND Tribunal.

For Parents, Carers and Young People

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HOW IS THE CHILD OR YOUNG PERSON SUPPORTED?
- Before the meeting the school work with the child or young person to find out their views about the topics to be talked about. Schools can use a range of methods for this, to suit the age and ability of the child or young person.
- The child or young person’s views are likely to have been recorded on the ‘One Page Profile’.
- If the child or young person has decided to come to the meeting, they may choose to state their views and can use their ‘One Page Profile’ to remind them of what they wanted to say.
- This information should be sent to the school or setting. You can invite a friend, relative or adviser to the meeting or chat to someone in school. Please let us and the school know if you have any additional needs that we can support you with or which should be considered.
- You can think about the things that are going to be discussed (See Transfer Review Agenda on the following page).
- The grid below may be helpful in thinking about what is working and what’s not working.

HOW CAN I PREPARE? (PARENTS & CARERS)
You can write about how things are going since the last review. This can include information on all sorts of things such as: your child’s interests and any clubs they attend, friendships, their behaviour at home, their levels of energy and any health issues, their attitudes towards learning and their educational setting, their progress, and any key changes in family circumstances, that might have affected them.

You may also like to comment on your long term hopes and goals.
- The child or young person may choose:
  - To speak at the review and, if wanted, have a familiar adult to support them.
  - To come to the review and just listen.
  - Come to part of the review.
  - Have a familiar adult from school come to the meeting on their behalf.

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<thead>
<tr>
<th>Area of child or young person’s life</th>
<th>What is going well?</th>
<th>What’s not going well?</th>
<th>What could be improved?</th>
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<td>Education</td>
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<td>Friendships, Relationships and Behaviour</td>
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TRANSFER REVIEW AGENDA

1. Introductions:
- The person leading the meeting welcomes everyone and explains how the review will be held.
- Everyone introduces themselves and says how they are involved with the child or young person.

2. Like and admire
- Everyone in turn says what they like and admire about the child or young person. This may include; strengths, personal qualities and talents

3. What is important to the child or young person now?
- The child or young person says what is important to them now or their recorded views are discussed.
- Everyone says what they think is important to the child or young person now.

4. What is important to the child or young person in the future?
- The child or young person talks about their goals, hopes and dreams - or their recorded views are discussed
- Family members, school staff and other people who know the child or young person are asked their views.

5. What is important for the child or young person in order to stay happy, safe and to achieve?
- The child or young person says what they think is important for them to stay happy, safe and to achieve - or their recorded views are discussed
- Family members, school staff and other people present are asked their views.

6. What significant achievements has the child or young person made?
- The child or young person talks about their successes or their recorded views are discussed.
- Family members, school staff and other people present are asked their views.

7. What is working well and what is not working for everybody
- The child or young person, family members, school staff and other people present talk about or write down what is working and not working from their point of view.
- The person leading the meeting summarises the issues.

8. Questions to answer and issues to sort out
- The issues that have come up are discussed.
- Lessons from what is working well are used to improve ‘what is not working well’.

9. Reviewing and Action Planning
- Progress towards previous statement objectives is discussed
- The objectives that are still appropriate are written as ‘outcomes’
- New outcomes are suggested
- Steps towards the outcomes are proposed
- An action plan is discussed.