



# EYAR & Annual Review

Lorraine Price  
Wendy Froggatt

# EYAR process

In readiness for a child moving into reception, an application for Early Years Additional Resources can be made if:

- Has been in receipt of TIS 1
- Needs support over and above what the setting is able to provide through their resources
- Needs are long term, severe and persistent complex

Most children with additional needs will have those needs met from within the resources of their educational setting

## Application for Early Years Additional Resources (EYAR)

**This form can be used to consider:**

- a) Targeted Individual Support (TIS) 2**
- b) If an Education, Health and Care needs Assessment maybe required**
- c) Specialist provision (Observation and Assessment places, Resourced places, Special School places)**

### Assessments, Reports and Information

| Report checklist (please tick report included within this application)                                  | Report included (please tick) |
|---|-------------------------------|
| Evidence of impact of TIS1b support for a minimum of 2 terms (TSW summary)                              |                               |
| Tracker Data (EYFS Scores)  |                               |
| At least 2 SEN support plans showing interventions overtime   |                               |
| Medical/Therapy Report(s)   |                               |
| Educational Psychology Involvement  |                               |
| Parent/carer medical questionnaire  |                               |
| Sensory   |                               |
| * If a social care are involved the applications <b>MUST</b> include advice from the social worker      |                               |
| * If Child is Looked After (CLA) the application <b>MUST</b> include PEP <b>and</b> social worker views |                               |
| EMAS  |                               |
|   |                               |
|   |                               |

# Like and admire

Questions to ask...

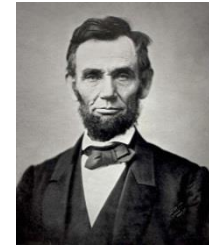
- What kind of personality does the child have?
- How would you describe the child to other people?
- What are the child's strengths?
- What qualities does the child have?
- How was the child when you saw/observed them?
- How does the child view themselves?
- What does the child present like on a good day?



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USE VISUALS!

# Likes and interests

*“Give me six hours to chop down a tree and I will spend the first four sharpening the axe.” – Abraham Lincoln*



Questions to ask...

- What does the child like/enjoy doing?
- What would be the child's idea of a good day?
- If you were to go somewhere for the day were would the child like to go?
- What has the child enjoyed doing when being observed?
- What has the child told you they enjoy doing?
- What does the child dislike/not enjoy doing?



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# Voice of the child (Child views/aspirations)

*“The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them.”*

— Ralph G. Nichols

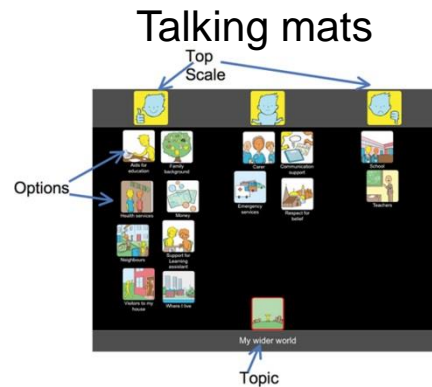
*“We have two ears and one mouth and we should use them proportionally.”*

— Susan Cain

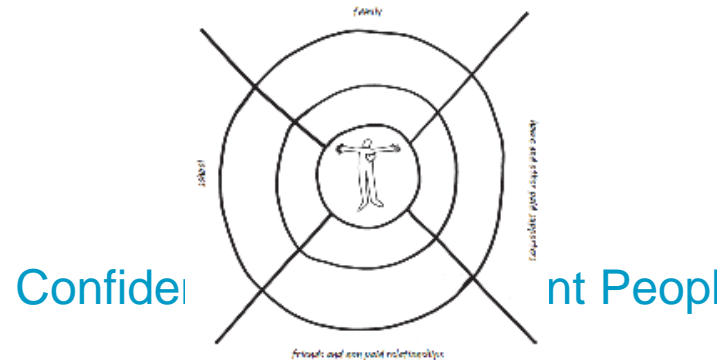
## Voice of the child form

|  |   |  |
|--|---|--|
|  | How I like to communicate with others?            |  |
|  | I will give my views in my review meeting by..... |  |
|  | What am I good at / what are my strengths?        |  |
|  | What do I like doing?                             |  |
|  | Who are my family and friends?                    |  |

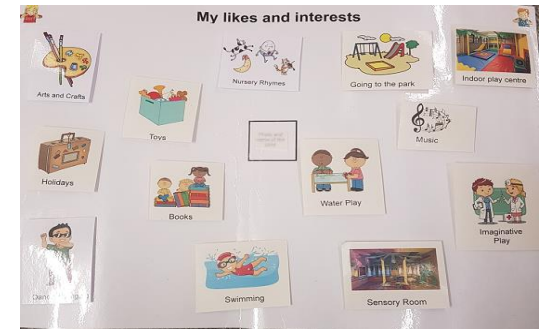
|  |  |  |
|--|--|--|
|  | What makes me happy?                       |  |
|  | Things I enjoy most in school are....      |  |
|  | Things I find difficult in school are..... |  |
|  | People can help me by.....                 |  |
|  | What is working well?                      |  |



## Relationship Circle



## Other visuals



## **Cognition and Learning**

### **Strengths**

- Tom is able to count up to five without prompts or support
- Tom is able to focus on an activity of his choosing for 5 minutes without redirection
- Tom shows an interest in books and is able to demonstrate his understanding by respond appropriately to anticipated actions

### **Area's of difficulty**

- Due to Tom's developmental delay he is currently working at 16-26E months across most areas of the EYFS curriculum
- Tom is unable to remain focused on group activities without support and supervision

## **Communication and Interaction**

### **Strengths**

- Tom is able to use a range of non-verbal methods i.e. gestures, pointing and leading others to communicate his wants and needs
- Tom shows an interest in his peers and likes to be in the company of others
- Tom has a good level of understanding and is able to follow simple instructions to complete tasks

### **Area's of difficulty**

- Tom's social communication skills are in the early stages of development and skills such as sharing and turn taking are limited
- Tom's responses to people are often inconsistent and sometimes out of the context of the interaction

## **Social, Emotional & Mental Health**

### **Strengths**

- Tom is a happy and well liked member of his peer group and amongst the staff team who support him
- Tom can show concern for his peers when they hurt themselves

### **Area's of difficulty**

- Tom can experience heightened emotional responses and can find it difficult to regulate his emotions
- Tom can become frustrated when his attempts to communicate are misunderstood and can display some challenging behaviours e.g. Hitting out, throwing objects etc

## **Physical/Sensory**

### **Strengths**

- Tom's gross motor and physical skills are perceived to be an area of strength and he is working at age expected levels for moving and handling
- Tom is generally in good health and recovers readily from common illnesses
- Tom follows a balanced diet and a healthy sleep pattern

### **Area's of difficulty**

- Tom is hypersensitive to noise and doesn't cope well in loud and noisy environments
- Tom is required to wear glasses for short sightedness and can be intolerant of these without constant prompts
- Tom has poor fine motor skills and is unable to manipulate buttons and fastenings or use cutlery independently

# Supporting Documents

Remember to enclose relevant, up to date reports to support your application. These might include:

- Educational Psychology reports
- Speech and language therapy reports
- Physiotherapy and Occupational Therapy reports
- SSET reports
- Paediatrician clinic letters
- Other health reports – learning disability nursing team, CCNT, dietician, audiology, ophthalmology
- TIS1 summaries
- Parent medical questionnaire
- IEP's and SEN support plans
- Tracking information



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# EYAR

- The applications are completed by the all Early Years providers.
- A multi-agency panel meet once a month to present, and discuss the cases and decide what support can be offered
  - Support will be offered by the ELCC team.
  - Referral to services such as TESS, or Outreach.
  - Can the needs of the child be met within the schools resources
  - Does the child require an additional level of funding in school
  - Do we need to initiate an EHC

# Annual Review

**What does a good review look like?**



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## Reviewing an EHC plan

Local authorities have a duty to review EHC plans as a minimum every twelve months, and early years providers must co-operate in these reviews. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan and must also consider whether these outcomes and supporting targets remain appropriate.

In most cases, reviews should normally be held at the educational institution attended by the child or young person. Reviews are generally most effective when led by the educational institution. They know the child best, will have the closest contact with them and their family and will have the clearest information about progress and next steps. Reviews led by the educational institution will bring about the greatest confidence with the child and their family.

Under statutory guidance accompanying the Autism Strategy, SEN Co-ordinators (SENCOs) should inform young people with autism of their right to a community care assessment and their parents of the right to a carer's assessment. This should be built into preparing for adulthood review meetings for those with EHC plans

<https://youtu.be/D9n5EzYIwKA>

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# The Purpose

- Review progress against the EHC outcomes
- seeks views, from setting, professionals, family members the young person/child
- Progression towards their aspirations
- Agree short term actions to meet the outcomes

# Preparation for Review

- Completing the paperwork
  - AR1 Setting the Scene
  - AR2 Young person views
  - AR3 Parents views
  - AR4 The summary

# AR1 Setting the Scene

- What information should be included in/with the AR1 document?
- Who should be invited to a young person's annual review meeting?
- When should the AR1 be sent out to invitees?



# AR4: The Review Meeting

- What information needs to be available for the annual review?
- What needs to be discussed at the review meeting?
- What needs to be discussed as part of Transition Planning at the annual review?
- What recommendations about the EHC Plan can you make at the end of the review meeting?
- What do you need to do if you feel that the EHC Plan should be amended?
- When do you need to send the AR4 out following the review?

# Summary and close

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>



**Thank you for your time  
and attention.**

**Questions and Answers**