



Person Centred Reviews:

Guidance for schools and other services





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What is a person centred review?

A person centred review represents a significant cultural shift for many of us. We often focus on the process and the service rather than the child and what matters to them and their family.

A person centred review involves the child or young person and is facilitated by an adult within the school setting. It is essential that the child is part of the process and participates in the actual review. Participants will be encouraged to give their views in a less formal way for example each member of the review will be asked what they like and admire about the child or young person.

The person centred way gives everyone the opportunity to acknowledge and celebrate what is working well and what their role and contribution to this is, as well as looking at what is difficult and not going well. This can then be addressed and results in jointly agreed actions.

There is a requirement for agencies to write a written report prior to the review for example if an assessment needs to be made by an educational psychologist, a speech and language therapist or a an outreach teacher.

Supporting the child or young person in preparing for the review

Supporting the child or young person to prepare is essential for a **successful and meaningful review**. There are two main areas to consider. Thinking about what to share at the meeting and how the meeting should go. You need to think and discuss what will enable them to contribute as fully as possible for example by using drawings, pictures, photographs, symbols or objects. You can use a variety of media such as a book, a slide show or poster or something they have made that they are proud of.

Some children may be reluctant to contribute to the whole process. help the child or young person to understand this is their meeting. explain the process so that they are confident about what is going to happen.

The focus should be on how they feel about themselves, about school and their learning as well **as** their aspirations for the future and what they need to do to achieve this.

You need to think about and discuss where the meeting will be held and who they wish to invite for example they may wish to invite their best friend or additional members of their family. They may also wish to bring their favourite books or music, which can be played at the start or during the review.

If the child or young person has communication needs ensure that an appropriate level of support is provided in order for the child to be able to contribute to the process for example use of makaton, BSL, PECS, communication profiles and or symbols.

You will need to prepare well in advance and you may need to involve your speech and language therapist for advice on the best way to gather the necessary information from the child or young person.



School preparation for the review

- Following discussion with the child or young person and prior to the review you need to ensure that you put in place what they have requested such as their own music and you need to make the room as welcoming as possible to all those involved.
- You need to think about an appropriate venue for the meeting. The room should be prepared to ensure that it has appropriate resources such as flip chart paper, pens etc. If you are using a presentation media this will need to be ready for use.
- Rather than a formal meeting sitting around a table, think about placing chairs in a semi circle or circle to create an environment where people will feel relaxed and able to share views.
- All reports need to be collated and available to be read by all those attending.
- Refreshments need to be available if requested.
- It is important that there are no interruptions during the review so you may wish to place a sign on the door and advise staff so that they are aware not to use the room;
- You may choose to place headed sheets of flip chart paper around the room following the person centred format or you can use the interactive whiteboard.



Overview of the meeting

- The duration of the meeting should be 1 to 1½ hours as many professionals' time is limited and where possible children's' review meetings should be held in blocks to ensure that professionals' time is used effectively.
- The focus of the meeting is to identify and discuss what is important to the child or young person, what is going well, what is not going well and agree what help and support they need to make progress over the next year.
- The role of the chair/facilitator is to help people to make realistic and positive decisions, help people stay on track and make sure everything is recorded. They should set simple ground rules with everyone such as:
- When a child or young person's family have English as a second language, the timescale for planning the review should take into account possible needs to translate any relevant documents into the family's first language or ensure that interpreters are available to the family at the meeting.
- When a child or young person's family have limited literacy skills this needs to be handled sensitively and you can offer someone to scribe for them. Also some parents may feel inhibited to verbally share their views and you might wish to meet with them prior to the meeting to obtain their views and speak on their behalf during the review.

- **Who's here sheet**
- **Like and admire sheet**
- **Important to and important for sheet (now)**
- **Important to and important for sheet (in the future)**
- **My support sheet - you need to list these prior to the meeting**
- **What is working and what is not working**
- **My outcomes sheet and action plan**

The headteacher/Senco/Inclusion manager will normally chair or facilitate the review. They should introduce themselves and explain further how the review meeting will differ to other reviews. Participants will then be asked to introduce themselves and explain who they are in the child or young person's life. This information should be recorded on the 'who's here sheet'. You can use resources such as flip chart paper with headings placed on walls around the meeting room. This is an alternative to getting people to sign in, alternatively you can use the interactive whiteboard.

- **No jargon – use everyday language;**
- **Everyone's contribution is valued;**
- **Listen without interruption;**
- **Smelling mistakes are o.k.!**
- **Confidentiality – on a need to know basis and decided in partnership with the child or young person or social worker if the child is in care;**
- **Switch off mobile phones!**

- The school may offer direct help or suggest the parents contact the Special Education Needs and Disability Information Advice Service (SENDIAS) and/or Independent Supporters. Parents should also be told that they can bring a friend, relative or advisor to the review meeting.

- To start the chair/facilitator will ask everyone in turn what they like and admire about the child and young person. This information can be recorded under the heading 'like and admire'. This will include things such as abilities, strengths, personal qualities and characteristics. This will focus on all the positive qualities of the child or young person.
- The meeting will then move on to gather everyone's views in turn on what is important to and what is important for the child or young person in terms of their special educational needs. This can be recorded under a heading 'important to and important for (the child or young person) now sheet' and important to and important for (the child or young person) in the future sheet'.
- Look at what is working and not working from everyone's point of view. At this point success can be celebrated and areas of concern discussed.
- The meeting should then look at the support and help the child or young person currently receives.
You will have already listed the objectives/ outcomes and provisions on flip chart paper/ presentation in order for you to go through each one in turn. Everyone should provide their views on how effective and realistic the current provisions are. You can record any suggestions for change.
- Everyone will need to look at what is working and what is not working for the child or young person from the perspective of everyone and this can be recorded on the 'what is working and what is not working' sheets.
- Outcomes for the child or young person for now and for the future are developed. From the outcomes an action plan is generated which reflects strategies, roles and responsibilities.

Model letter

Model letter invitation letter



Dear _____ ,

Please come to my meeting on _____ at _____

People at the meeting will include my family, my teacher and other adults who know me.

At the meeting we will write about and talk about:

- What you like and admire about me;
- What is important for me and my future;
- What is working and what's not working now;
- My support – what's in place and what needs to be put in place for me;

We will also talk about my progress in school and my statement of special educational needs / Education Health Care Plan.

Then we will make an action plan for my future.

Please let _____ know if you can come

Yours sincerely,

Child/young person

My views for my child's annual review meeting

Child name _____ Date of Birth _____

School _____ Date of meeting _____

What things are great about _____ ?

What's important to _____ ?

What you need to know to help support _____ ?



What's working

what's not working

Empty rounded rectangular box for writing 'What's working'.

Empty rounded rectangular box for writing 'what's not working'.

Name _____

Signature _____ **Date** _____

Please send this back to the school



Child or Young Persons Views using a person centred approach

Supporting the child or young person to prepare is a very important part of the review process. We have developed a choice of formats that can be completed either independently or with the support of a trusted adult or friend. You do not have to use the options available as a school you can develop your own but it must follow the principals of the person centred approach.

Some ideas for you to consider are:

- My review document
- One page profile
- Things you need to know
- My circles of support
- Achievement evidence logs

- Multimedia advocacy eg rixmedia.org
- Person Centred Review symbol bank
- Myself this is my life poster / powerpoint / ipad format
- About me 'my talking mat' – for any age children who have severe learning and communication difficulties

Examples are available to download on the North Lincolnshire Local Offer website:

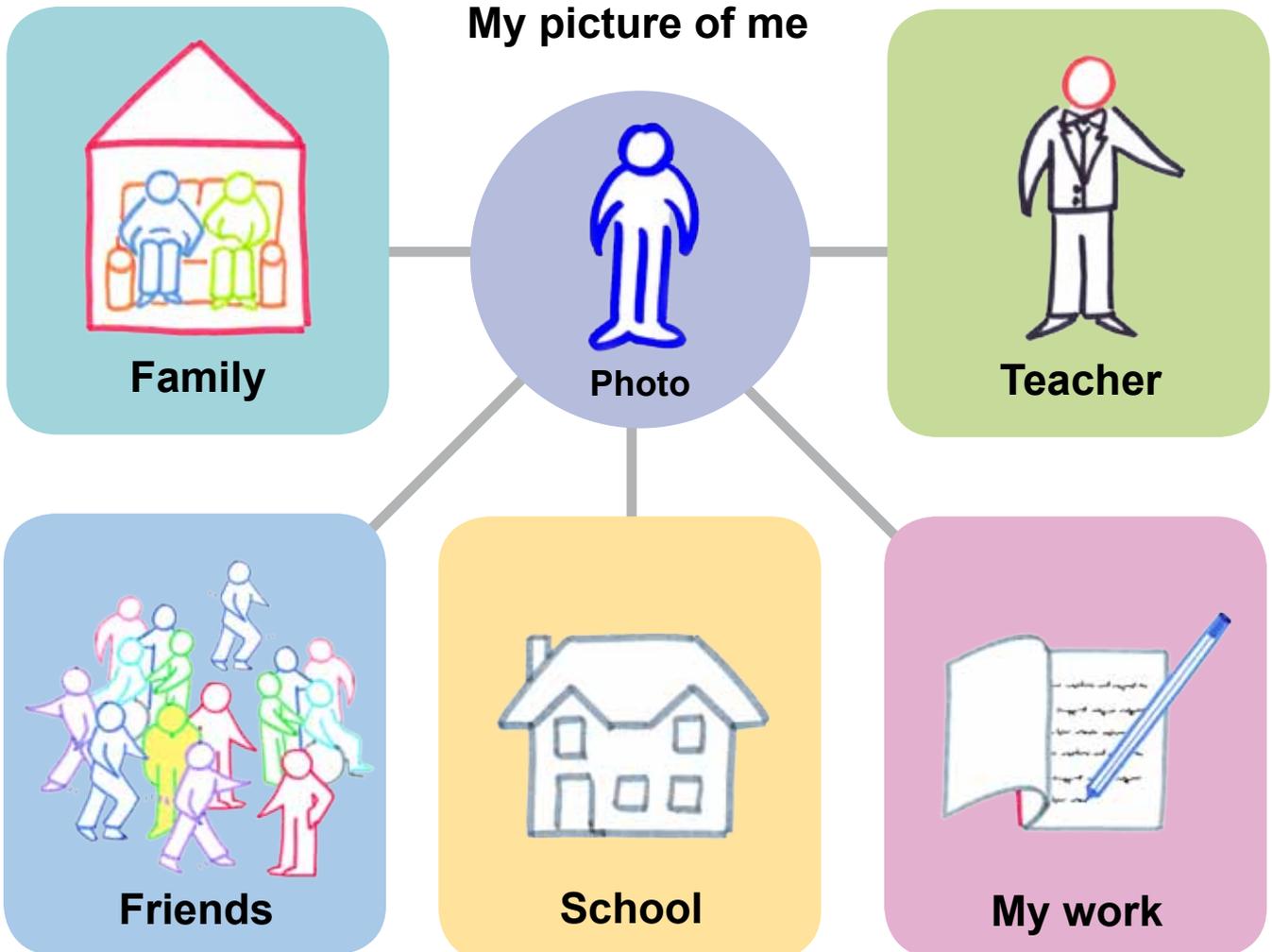
www.northlincslocaloffer.com



My person centred annual review report CONFIDENTIAL

My name:	
My date of birth:	
My parents'/carers' names:	
My school:	
My year group:	
Date of my last review:	
Date of this review:	
Chaired/Facilitated By:	

My picture of me



Overview of my person centred review

1. Who's here?

My family

My teacher

My support assistant

My speech therapist and others who help me.

7. My outcomes and action plan

What needs to be done by who?

2. Like and admire sheet

My family

My teacher

My support assistant

My speech therapist and others who help me.

6. What's working and not working?



ME

3. Important to and important for sheet (now)

What I like, don't like, relationships

4. Important to and important for sheet (in the future)

What I need, what I need to do

5. My current support

2. Like and admire – record of what everyone said that they liked and admired about the child or young person



3. What's important to me and for me – record what everyone says they think is important to me and what is important for me now



4. What's important to me and for me – record what everyone says they think is important to me and what is important for me in the future

5. What support and help that I receive.

6. What's working and what's not working for me – summarise and record what was raised at the meeting

Useful contacts

This is a list of websites for organisations with resources and support for person centred planning

National

<http://helensandersonassociates.co.uk/>

www.valuingpeople.gov.uk/dynamic/valuingpeople136.jsp

www.communicationmatters.org.uk

www.inclusive-solutions.com/pcplanning.asp

www.learningdisabilities.org.uk

www.inclusiononline.co.uk

www.makaton.org

www.talkingmats.com

www.widgit.com/symbols/index.htm

Local

www.northlincslocaloffer.com

special.needssection@northlincs.gov.uk

