

WORKING DRAFT



Education Provider Guide to Person Centred Review Meetings

Planning and arranging a Person-Centred review for Children and Young People with Education, Health and Care Plans

A Person Centred annual review is a process and not a meeting. Although a meeting will be convened, the review process will occur over a period of time and incurs a number of steps leading up to the annual review meeting. This guide has been produced to inform and encourage all Bournemouth Education providers to better understand and adopt Person Centred approaches to annual review meetings.

Preparation

1. Timetable the review and book a date and time for the meeting

- ❖ Arrange the time and date of the review with the child/young person/family. Who would they like there? Do the parent/carers work? **TIP:** *Involve the child/young person in arranging their own annual review invitations – this could be done using the curriculum.*
- ❖ Work with the child/young person/family to agree who they would like to attend the annual review meeting. Are there specific professionals the family would like there? If they are unable to attend how will their contribution be gathered?
- ❖ Is the meeting being held at a time which is convenient for the child/young person? Will they be missing a favourite lesson or be too tired to contribute? It is very important that children/young people are able to participate as much as possible in the meeting.

2. Consider and plan the environment

- Where is the best place to hold the meeting that the child/young person will feel most comfortable? Does it have to be held in school or is there another location that is more suitable for everyone? How do you support parent/carers who find attending school a barrier?
- Encourage and involve the child/young person in setting up the meeting. Is there a room they prefer? Would they like to play any music or have any refreshments? Think of creative ways that can make the child/young person/family feel comfortable and enabled to attend the review meeting.
- Prepare the meeting room in advance and make sure all equipment and resources are ready.
- Think about any accessibility issues. Is a formal layout necessary - might it be intimidating for the parents or child/young person? Does anybody attending have any mobility issues? Arrange communication aids and any resources such as photos, symbols, video.

Preparation

3. Information gathering before the meeting

- ❖ Invite the Child/Young Person/Parent/Carer to share any views before the meeting and complete the annual review contribution paperwork. Think about the type of support the family might need to complete this. Don't forget to signpost to outside support agencies such as SENDIASS or Independent Support (Rose Road association).
- ❖ Invite professionals to contribute and share any views before the meeting.
- ❖ Education settings should complete part 1 of the Annual review paperwork and distribute this in good time before the meeting, along with any other paperwork and an agenda.

Example of a Person-Centred Review Agenda

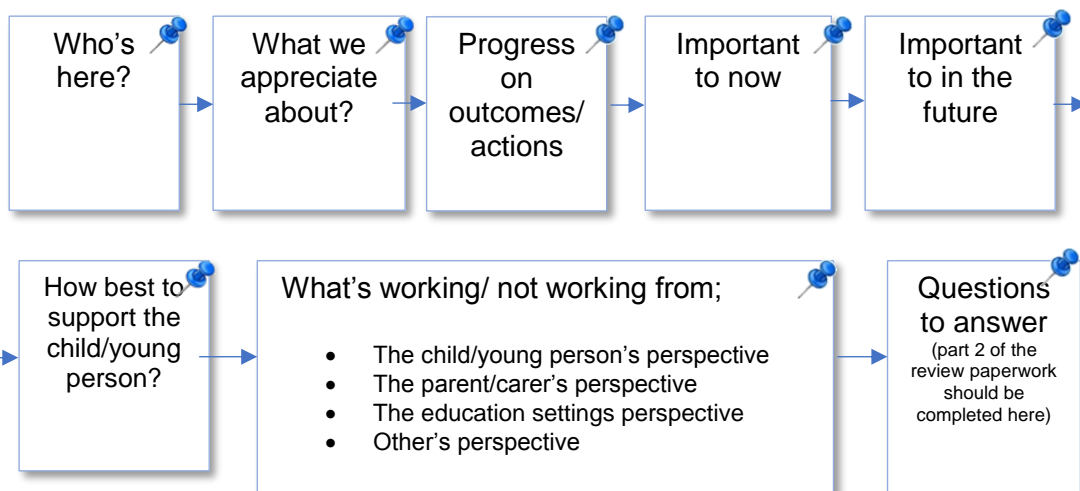
- ✓ Who is here?
- ✓ Appreciation – what do we like and admire about the child/young person?
- ✓ What's important to the child/young person (and/or parent/carers)
- ✓ What's important for the child/young person?
- ✓ What's working (from everyone's perspective) and needs to continue?
- ✓ What's not working (from everyone's perspective) and needs to change?
- ✓ What actions need to be undertaken to achieve the agreed outcomes (educational and other) by the support network around the child/young person?

The Meeting

1. Starting the meeting

- ❖ Everyone at the meeting should sign the attendance sheet at the back of part 2 of the annual review form.
- ❖ The meeting host/facilitator introduces the meeting and welcomes everyone. Each attendee is encouraged to introduce themselves and say how they are involved in the child/young person's life.
- ❖ Ground rules should be agreed so that everyone feels comfortable and "safe" to participate in the meeting.
- ❖ **We what we like and admire about the child/young person?** – Ask people to contribute but in a way, that makes the child/young person comfortable.
- ❖ Introduce the key headings within the meeting:

The Meeting




1. Sharing and Recording Information

- ❖ The most effective way to capture information during a Person-Centred review meeting is to use flip chart paper and coloured pens. There should be one piece of paper per heading. The meeting host/facilitator and attendees will all be invited to write their views/thoughts on to the paper.
- ❖ Consider what support may need to be put in place to enable children/young people/parent/carers to participate in this activity. Any needs should've been considered prior to the start of the meeting.
- ❖ Allow 20-30 minutes for everyone to complete this activity. It is during this point that any chosen music can be played.

2. During the Meeting

During the review, it is important to remember:

- ❖ Use everyday language (no jargon)
- ❖ Everyone's contribution is valued
- ❖ Listen without interruption
- ❖ Spelling mistakes are OK
- ❖ Confidentiality – information shared at the review is shared on a need to know basis and decided in partnership with the child or young person/parent or social worker if the child is in care
- ❖ Mobile phones on silent
- ❖ Remind parent/carers/Young People that they can bring a friend, relative or advisor to the review meeting

	<p>3. Reviewing the Information</p> <ul style="list-style-type: none"> ❖ The meeting host will feedback the information from each heading, starting with celebrations and successes. ❖ Work through each heading and identify what is important in the future, any questions that need to be answered and any themes for discussion. Ensure that anything identified as “not working” is captured as the discussion moves along. This will form the basis of any action planning and everyone should agree where the focus of the action planning should start. <p>4. Outcomes and Action planning</p> <ul style="list-style-type: none"> ❖ Explore the outcomes set previously and agree future ones using the themes/discussion. ❖ Agree SMART actions to help achieve the outcomes, stating who will do what and by when. ❖ Agree how everyone will know if they have been successful. ❖ Identify a person to follow up any actions and make sure that actions are completed.
<p>The Meeting</p>	<p>5. Further Questions</p> <ul style="list-style-type: none"> ❖ Use this opportunity to cover anything left within part 2 of the annual review document. You will be able to use the information gathered on the flip chart to inform completion of the paperwork once the meeting is over. ❖ Before closing the meeting please direct parent/carer/young people to complete the POET feedback form. You can direct them to the electronic link below. <p>https://www.bournemouth.gov.uk/childreducation/LocalOffer/EducationHealthCarePlans/tell-us-what-you-think-about-education-health-care-plans.aspx</p> 

<p>Post-Meeting</p>	<p>1. Finalising and distributing paperwork</p> <ul style="list-style-type: none"> ❖ Person centred approaches continue after the meeting. Using, the information gathered during the meeting, the annual review paperwork will need to be completed and sent to Bournemouth Local authority, within 5 working days of the Annual Review Meeting. ❖ How accessible is the paperwork to parent/carers/young people? Will they need someone to explain the report to them? ❖ Follow up successes of the meeting with the child/young person and thank them for their contribution. Check they understand the purpose and the value of the annual review and any agreed outcomes/actions. ❖ Check that you have explained to parent/carer/young people any implications of recommendations discussed at the Review (for example change of placement, additional resources, moving back into SEN support). ❖ Offer ongoing support to parent/carers/young people through the decision-making processes.
<p>Further Info</p>	<p>More information on Person Centred Review Meetings can be found:</p> <p>http://helensandersonassociates.co.uk/person-centred-practice/person-centred-reviews/ - Helen Sanderson: Approaches to all Person Centred Reviews</p> <p>Preparing Young People for a Person Centred Review- Helen Sanderson Associates – link to a short video</p>