

Person-centred Reviews



Including how they contribute information to the 0-25 Education, Health and Care Plan

This minibook outlines the process and format of a Person-centred Review and illustrates how the information for a Person-centred Review contributes to the 0-25 Education, Health and Care plan. The minibook was developed for Darlington, a SEND pathfinder focusing on preparing for adulthood.

The 0-25 Education, Health and Care Plan uses a range of person-centred thinking tools and the format was developed based on learning and feedback from some of the SEND pathfinder sites, in partnership with Preparing for Adulthood.

Person-centred Reviews were developed by Helen Sanderson Associates based on the person-centred thinking tools developed by The Learning Community for Person-centred Practices.

www.learningcommunity.us
www.helensandersonassociates.co.uk



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PREPARATION

Who to involve and how

The 0-25 Education, Health and Care Plan should record who important people are in the child's life and who supports them.

The relationship circle can be used to help the child decide who to invite. This can include:

- Who the child wants there.
- Who is important in the child's life.
- Who needs to be there.

Arrange the date and time of the review with the child and family.



PREPARATION

How to involve the child

This information is in how to keep the child at the centre section of the 0-25 Education, Health and Care Plan.

Complete communication charts or decision making agreements if required.

Involve the child in developing their own invitations. This can be done through the curriculum.



PREPARATION


How to involve other people

Information gathered from the family's perspective can inform the family one page profile in the 0-25 Education, Health and Care Plan.

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Know how the child and family want to be supported during the review.

Support them and others to gather information to bring to the review, for example which includes:

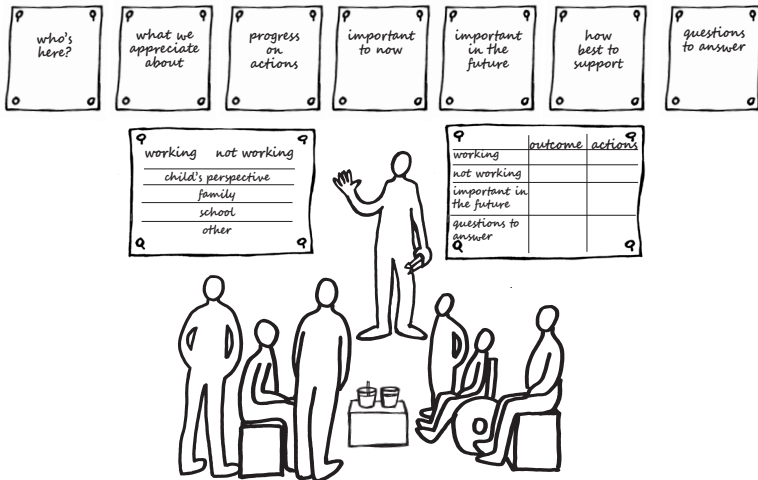
- What's important to them now and in the future.
 - What support they need.
 - What's working and not working.
- 

PREPARATION

Creating a relaxed atmosphere

- Arrange to use a room in school where the child feels comfortable.
- The child should decide on music and refreshments.
- Make sure that you have enough time to set the room up before people arrive.
- Arrange communication aids and any resources such as photos, symbols, video.
- Prepare all necessary resources such as pens, flipchart, large pieces of paper.
- Gain permission where necessary to take photographs or video during the review.
- Agree ground rules with the child and family.

PERSON-CENTRED REVIEW HEADINGS



PERSON-CENTRED REVIEW HEADINGS

Who's here

This provides the information about who is important in the child's life and is required for the administration section.

What we appreciate about the child

These descriptions can be used in the one page profile.

How this contributes to the 0-25 Education, Health and Care Plan

PERSON-CENTRED REVIEW HEADINGS

Progress on actions

This can provide information for various sections, for example, history, experiences and achievements and the outcomes summary sheets.

What is important to the child now

This can inform the one page profile for the child.

How this contributes to the 0-25 Education, Health and Care Plan

PERSON-CENTRED REVIEW HEADINGS

What's
important
in the future

This provides information for the life aspirations section.

How can we
best support
the child

This provides information for various sections of the plan, including the one page profile and the best support section around life outcomes.

How this contributes to the 0-25 Education, Health and Care Plan

PERSON-CENTRED REVIEW HEADINGS

Child
Family
School
Others



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**What's working
and not working
from different
perspectives**

This informs the what's working and not working section around important areas in the child's life. The family perspective will also help to inform the family one page profile.

How this contributes to the 0-25 Education, Health and Care Plan

PERSON-CENTRED REVIEW HEADINGS

Questions to answer



This can inform many sections of the plan, for example, if there are questions about life aspirations, resources, issues or queries as well as addressing any statutory requirements.

How this contributes to the 0-25 Education, Health and Care Plan

Outcomes and action



This links directly to the outcomes summary section of the plan.

Starting the meeting

Introduction

Introduce yourself as the facilitator.

Welcome people to the child's review and ask them to introduce themselves and say who they are in the child's life.

Record this on the 'who's here' sheet.

Groundrules

Explain and agree the groundrules with everyone.

Starting the meeting

What we appreciate about the child

Ask people to contribute this information in a way that the child is comfortable with.

Explanation of process

What will happen in the meeting.
What the headings mean.

Progress on actions

Check progress on actions from previous meetings and record anything that hasn't been completed under what's not working or questions to answer.

THE MEETING

Sharing and recording information

Put the music on.

Invite people to start writing on the flip charts.

Allow between 10-20 minutes for this.

Ensure that the child is supported.

Ensure that the family is supported.

Reviewing the information

Celebrate what's working.

Check if what is important to the child is working or not working. Record anything that is not working if not already there.

Repeat this with information under how best to support the child.

Share what is important in the future.

Share questions that need to be answered.

Identify themes for discussion.

Use multi-dot voting to prioritise where to focus the action planning.

THE MEETING

Outcomes and action planning

Agree outcomes from the themes to keep what's working, change what's not working and move towards aspirations.

Agree SMART actions to help achieve the outcomes, stating who will do what and by when.

Agree how they will know if they have been successful.

Identify a person to be the 'action chaser' and make sure that actions are completed.

THE MEETING

Closing the meeting

Ask everyone in turn to share one thing they have appreciated about the review.

Check who will be responsible for putting the meeting notes together and who will distribute them and make sure that the 0-25 Education, Health and Care Plan is updated.

Take the paper off the walls.



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