Person Centred Planning

**Review Meeting – N, Yr 2, 5, 9 & 11** or when it is felt that the outcomes within the EHCP do not remain appropriate, placement change or funding implications. All other reviews can be completed using the 4 + 1 review paperwork

Reports should be sent in to the SEN Team two weeks before the review date – to senteam@tameside.gov.uk clearly labelled ‘pre-review documents’ followed by the individuals’ name. These emails should be encrypted. Schools holding multiple reviews should send separate emails for each individual.

**Who Should We Invite?**

* The child/young person and their family.
* A Local Authority representative (as appropriate)
* Representatives from any outside agencies who may be involved e.g. Speech and Language, Occupational Therapist
* If the review meeting is at a transition point a representative from the receiving school, college etc
* Anyone else who is deemed appropriate

**Supporting and preparing a child/young person for a Planning/Review Meeting**

* Support the child/young person to gather information from their point of view, their likes and dislikes, hopes, dreams and aspirations and what support they need to stay healthy and safe. This will ensure the young person can fully contribute. The child/young person may express this through drawings, pictures, symbols or maybe even a short film/slide show. There are a range of PCP tools you can use to help with this including ‘Good Day/Bad Day’, 4+1 Questions’ and ‘One Page Profile’ etc
* People invited to the meeting should also be asked to think about questions prior to the meeting. They should share their views/professional judgement, even if they unable to attend the meeting, by answering planned questions sent by the meeting facilitator. These questions could be included in the invitation to the meeting
* A child/young person planning meeting should include the people who they want there and who are important to them eg. Friends, professionals and people they have a close relationship with. A review meeting should include people who are important within the Education Health Care Plan e.g. health, social workers etc. The person-centred tool ‘Relationship Circle’ could help a child/young person plan if this is difficult for them
* The child/young person and family should be involved encouraging them to positively think about their own learning outcomes, hopes and aspirations for now and the future and what support they will need to achieve this
* It is important that the child/young person should be able to express themselves fully at the Planning/Review meeting. This may include playing their favourite music at the review meeting and sharing their favourite snacks or even bringing along items that are important and meaningful to them

**Setting the Scene**

* Think about the environment and whether it will meet the needs of the child/young person and if extra support is needed who will be supporting them
* Ensure the headed paper is visible and accessible to everybody
* Music/refreshments as appropriate
* Evidence of child/young person achievements if appropriate

**Equipment**

* Plenty of extra flip chart paper;
* Different coloured pens;
* Blu tac
* IT – if a slideshow has been prepared

**Meeting Overview**

* The delivery should take approximately an hour, maybe a little less or more depending on the number of people in attendance
* The focus of the meeting is to identify what is important to and for the child/young person, what’s going well and not so well and agree what support is needed to support the child/young person in achieving their goals, targets and aspirations
* It is important to support the child/young person and family prior to the meeting to discuss the appropriate time and place for the meeting and agree on who will facilitate. It is also essential that the child/young person and the family are involved in who will attend the meeting
* Plan and agree which person-centred tools will best support the outcomes hoped to be achieved and suit the needs of the child/young person and their family

**Poster Headings used for Review could include**

1) Who is here

2) Like and Admire

3) What’s Working/Not Working

4) My Outcomes (*prepare prior to the meeting using current EHCP/Statement of SEN)*

5) Important to and for (now)

6) Important to and for (future)

\*6a) Preparation for adulthood (yr 9+) should also facilitate discussion around moving to higher education or employment, independent living, community inclusion and being healthy

7) Action Plan/Outcomes

8) Parking board

**The Meeting**

* Prepare flip chart sheets beforehand with the headings for each element of the meeting written clearly. Graphics and symbols may be used throughout when recording. Keep things colourful and as visual as possible to keep everything person friendly
* It may be helpful for the child/young person if some of the preparatory work done with them is recorded under the headings ‘Important To/Important For’ (now and in the future), before the meeting (using an appropriate form of recording)
* Participants will be asked to introduce themselves and briefly explain their relationship with the family and CYP. This information will be recorded under the heading *‘1. Who’s Here’*
* The facilitator will give a brief explanation of all the headings and what they mean
* The facilitator will ensure that all contributions are positive and that everybody stays on track. It is also the facilitator’s job to ensure that everybody is included in the discussions. They will also keep time
* Everyone will need to look at ‘*3.What is Working’* and *‘What’s not Working’*. The facilitator will ensure everyone is confident to record their issues, comments and suggestions. This will gain an insight and understanding of how things are from all perspectives (child/young person, parent and professionals) and support the next steps
* The facilitator will have already listed *‘4. My outcomes’* objectives and provisions that are currently set out in the previous EHC Plan/Statement of SEN. It should be discussed whether these objectives and provisions are still relevant or need to be changed
* It would also be useful to have a separate sheet to record any issues raised which take longer than five minutes to discuss. It is very unlikely that these issues will be resolved in the room and may need future discussions. These would be recorded to ensure there are future discussions and that the issues have been acknowledged. This could be described as the *‘Parking Board’*
* The person facilitating the meeting will relay back the information to the participants after each element of the meeting, to ensure clarity of what has been recorded and ensure nothing has been missed or anything further needs to be added

**Action Plan**

* The ‘Action Plan’ should be developed together as a group and clearly outline who is going to do what and when. Actions should be SMART (Specific, Measurable, Achievable, Realistic and Time bound). Actions will also need to include dates and timescales
* Identify priorities for discussion. Support people to review, discuss and action from the information gathered under the headings
* It is important to identify who the person is who will pursue the outcomes and check that the action plan is being followed

**Closing the Meeting**

* The facilitator will finish by asking everybody what they appreciated about the meeting
* Offer people the chance to share their thoughts and feelings about the process and make suggestions for improvement. This will inform the next meeting
* Check who will be putting together the meeting notes and distributing them
* All post review paperwork should be submitted to the Local Authority SEN Team within two weeks of the meeting with any supporting reports that were not distributed before the review – senteam@tameside.gov.uk labelled ‘post review documents followed by the individuals name. These emails should be encrypted. Schools holding multiple reviews should send separate emails for each individual.

**Additional review information**

* Annual reviews held within the key stage, where it is felt outcomes and provision remain appropriate, should be delivered using the review paperwork labelled ‘**review Yr 1, 3, 4, 6, 7, 8, 10, 12, 13**’. This will incorporate using the ‘4 + 1 Questions’ this should be delivered in a Person Centred way