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Person-centred reviews for professionals

A booklet to help professionals prepare for the meeting



Guidance

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Person-centred reviews for professionals

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| Audience | Any professional contributing to a person-centred review. |
| Overview | This document provides a template that can be used to consolidate information in preparation for a person-centred review. |
| Action required | To consider using this template in preparation for person centred reviews. |
| Further information | <p>Enquiries about this document should be directed to:</p> <p>Infrastructure, Curriculum, Qualifications and Learner Support Directorate Support for Learners Division Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 029 2082 5789 e-mail: AdditionalLearningNeedsBranch@wales.gsi.gov.uk</p> |
| Additional copies | This document can be accessed from the Learning Wales website at gov.wales/learning |
| Related documents | <p><i>Person-centred reviews toolkit</i> http://learning.gov.wales/resources/browse-all/person-centred-reviews-toolkit/?lang=en</p> |

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What is a person-centred review?

Person-centred reviews are a way of deciding what support is needed for a learner with special educational needs, whether this is building on what is already in place or looking at what changes need to be made.

It is important that learners have the right people involved in their review meeting to help them to plan for their future. This means that those participating in the review can make sure that the learner has the things that are important to them, as well as the right support to help achieve their aspirations.

Who will be there?

The learner can choose who they would like to be there but there will also, of course, be some people who have to be there such as key school or college staff, local authority staff or health professionals.

The numbers attending the review should reflect the learner's needs – there is no set list of practitioners who should be there in every meeting.

For some learners there may be lots of people involved in the review, such as health, social care and education professionals as well as family and friends.

For others, there might be just the learner, family members and someone from the school or college.

For those learners over 16 it may be just them and someone from the school or college.

Where and when will it be?

It will probably be at the school or college. The time and date should suit the learner and their family, as well as any other people who are coming.

Each learner should have at least one review a year: it will be the school or college's responsibility to arrange the dates.

For some learners it will be appropriate to review the support and interventions they are receiving more regularly, e.g. each term. This will depend on the needs of the learner and the school or college's practice.

What do you need to think about before the meeting?

There are a number of things to think about before the meeting. This booklet will help you to think about what you need to say and do.

You will not be required to read out any professional reports you have written about the learner at the meeting, but it helps if you can summarise this information using the headings for review meetings (which are also described in this booklet).

If you are not going to be at the review, then it is still important to the learner that your views are heard at the meeting. In this case, it is really important to them that you take time to think about the questions, record your thoughts in the spaces provided and return them to the person organising the review by the specified date. This will help to make sure that your views are listened to at the meeting.

What will happen at the meeting?

You will find a person-centred review has a relaxed atmosphere – very different to other traditional planning meetings. Everything is set out to be as welcoming as possible for all concerned, creating an opportunity for everyone to be heard.

The meeting could be small, just a relaxed talk, with the learner, their parents and a SENCo.

Even if there are lots of people at the meeting, there may be no big table, but there could be music playing and flip chart paper pinned up on the walls.

A facilitator will ensure that everyone has the opportunity to share information, and will guide people through a process to develop and agree person-centred outcomes.

Participants will then agree on the targets and actions needed to support the learner to meet their aspirations.

If you aren't able to attend the meeting but are sending a report in instead, it should ideally be organised under person-centred headings, as this will mean that it is easy for someone else to share this information at the meeting.

Any report should be shared with the learner and/or the parents before the meeting, and if you aren't able to attend ideally send it to the person organising the meeting as well.

You won't need to read out your report but you will be expected to include relevant information from it under the appropriate headings and in discussions.

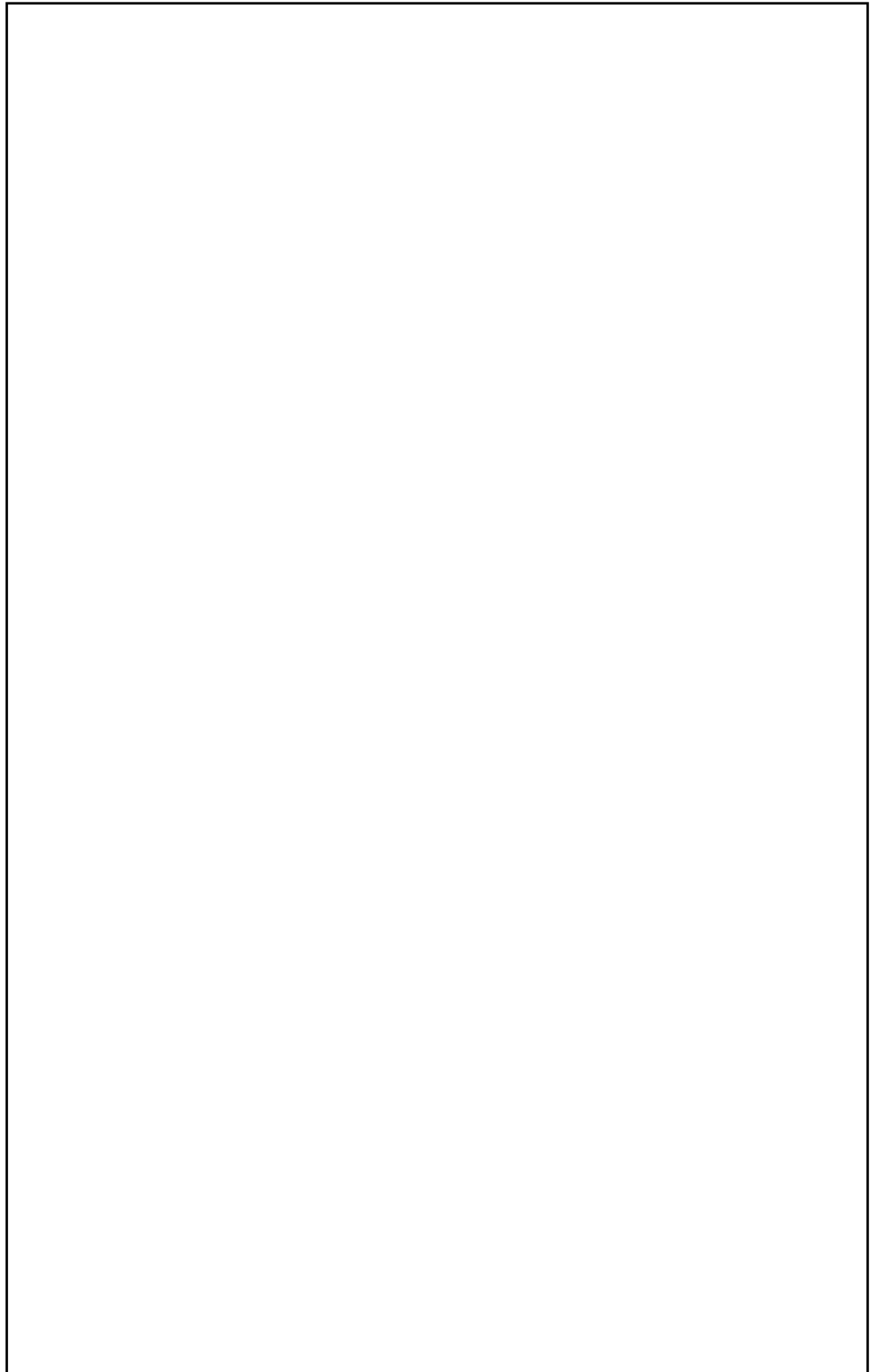
At the end of a review

By the end of the review the facilitator will ensure that an agreed Action Plan has been created.

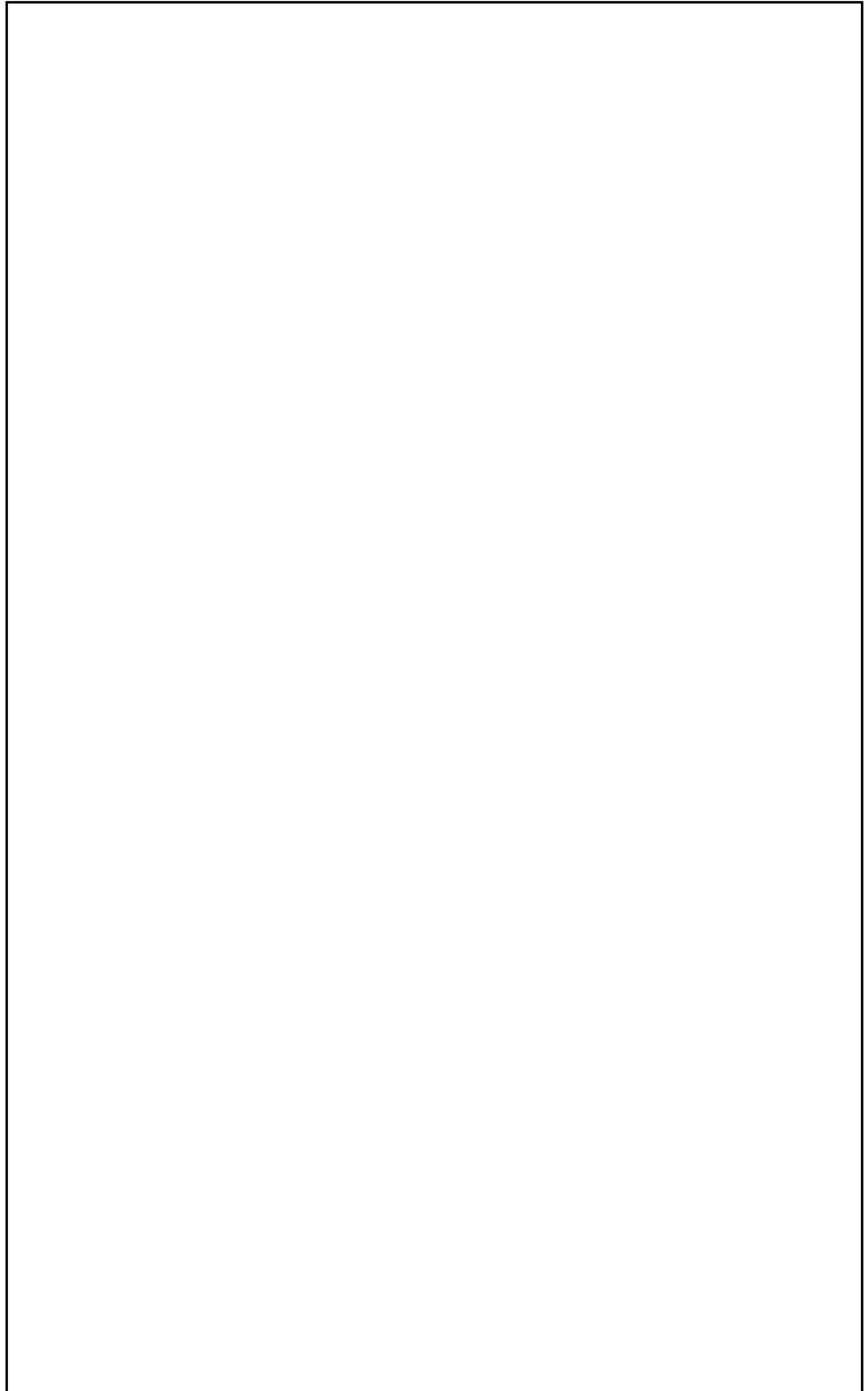
This Action Plan will address the issues raised and prioritised during the meeting and will cover:

- what needs to be done to support the learner in their education and development
- who is responsible for making sure this happens (a named person and their organisation, if appropriate)
- when it is going to happen (at least a start date, plus an end date if appropriate)
- what the measure of success is for each action (a clearly defined and measurable outcome).

What do you like most, admire or appreciate about the learner?

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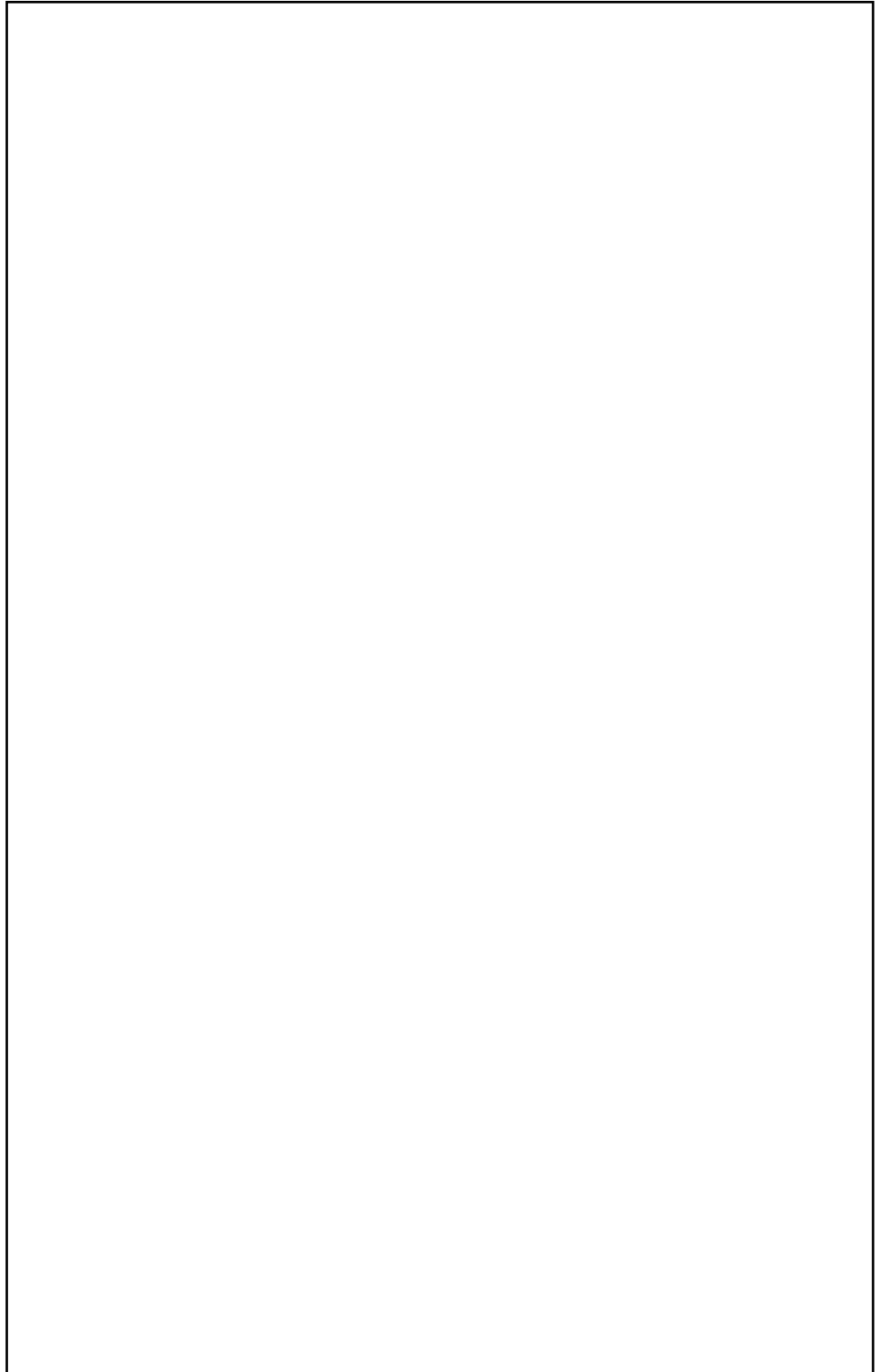
What has happened since the last review?

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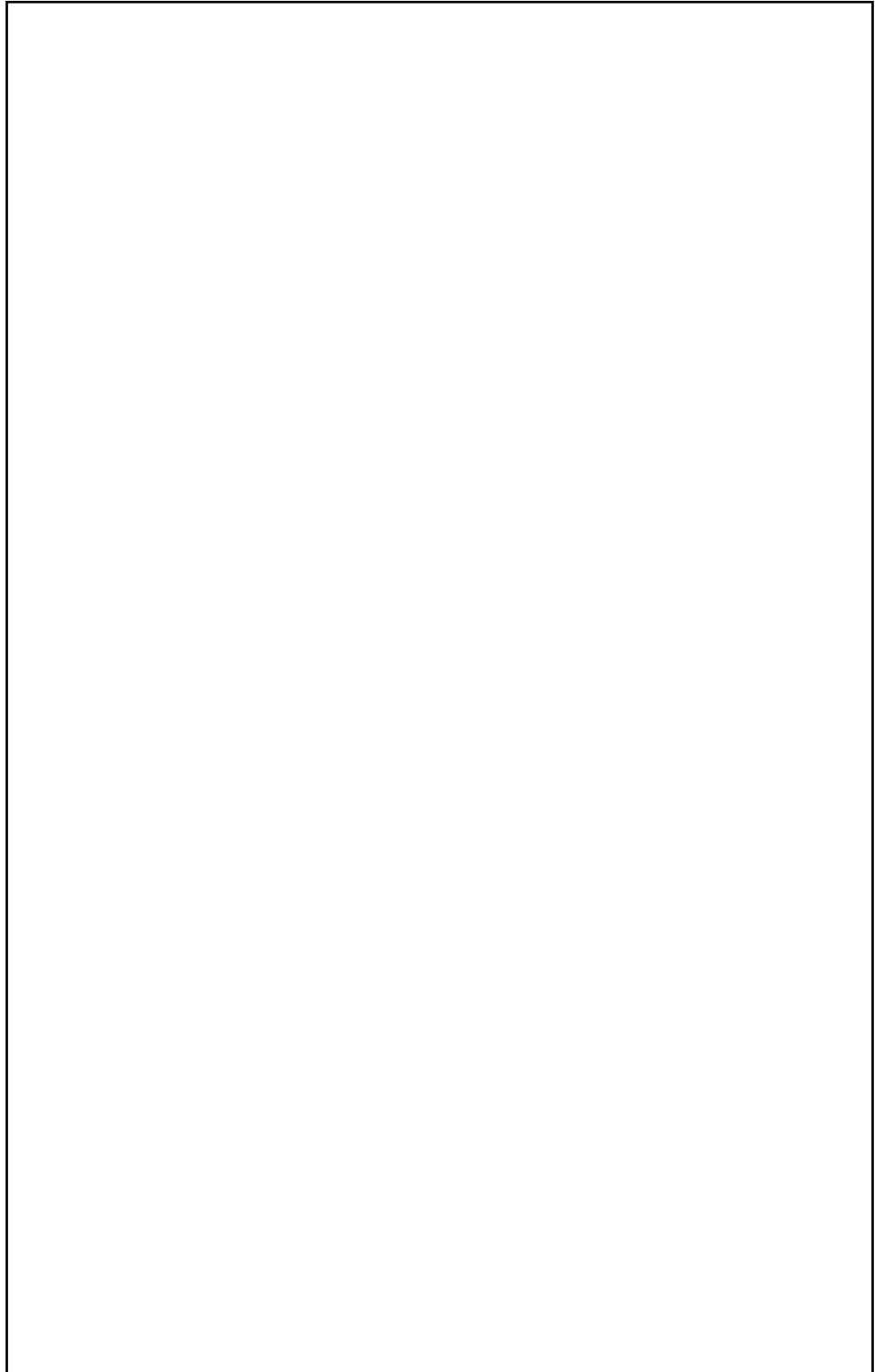
What do you think, from your perspective, are the learner's aspirations for the future?

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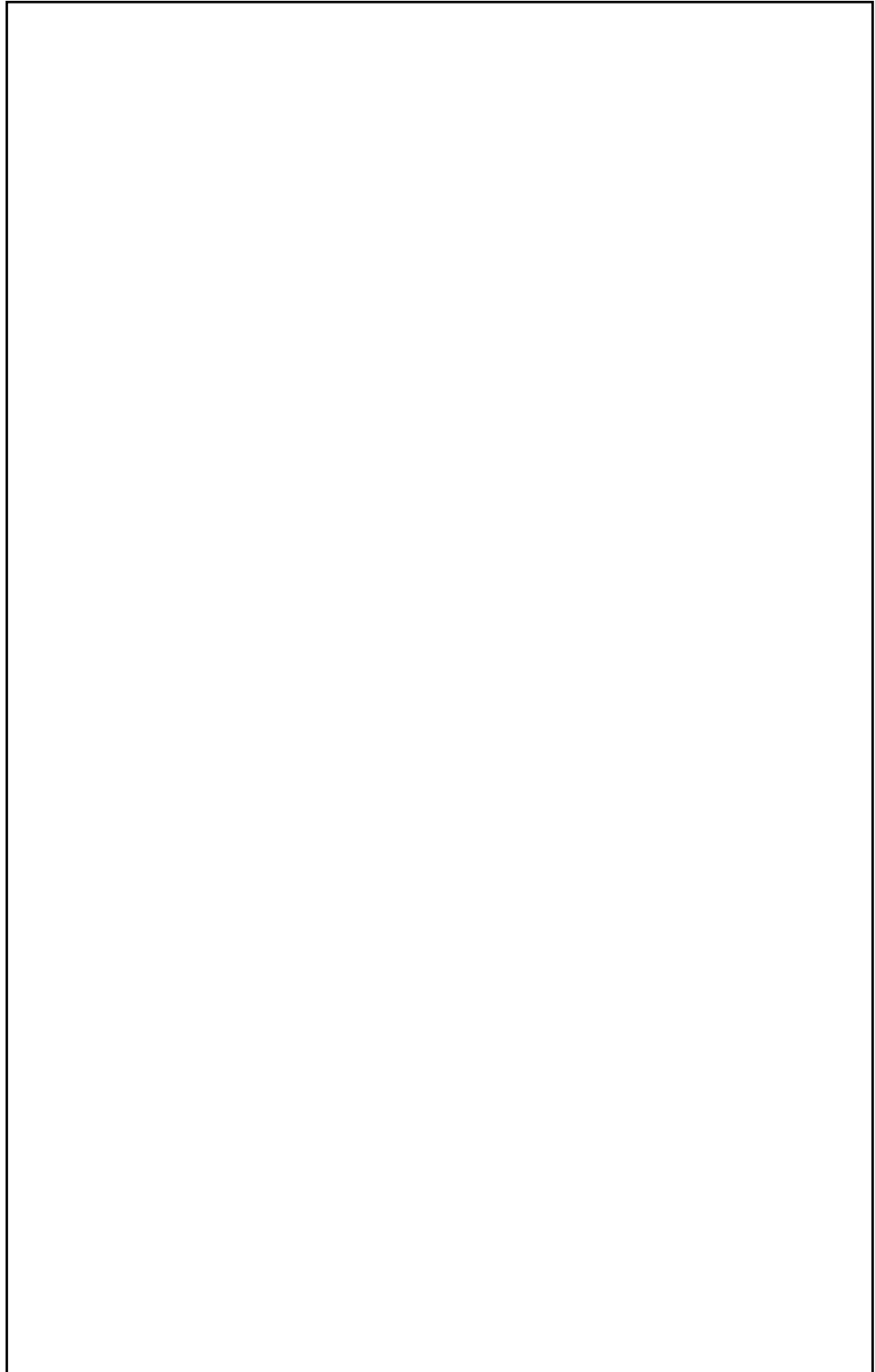
What do you think is most important in the learner's life at the moment?

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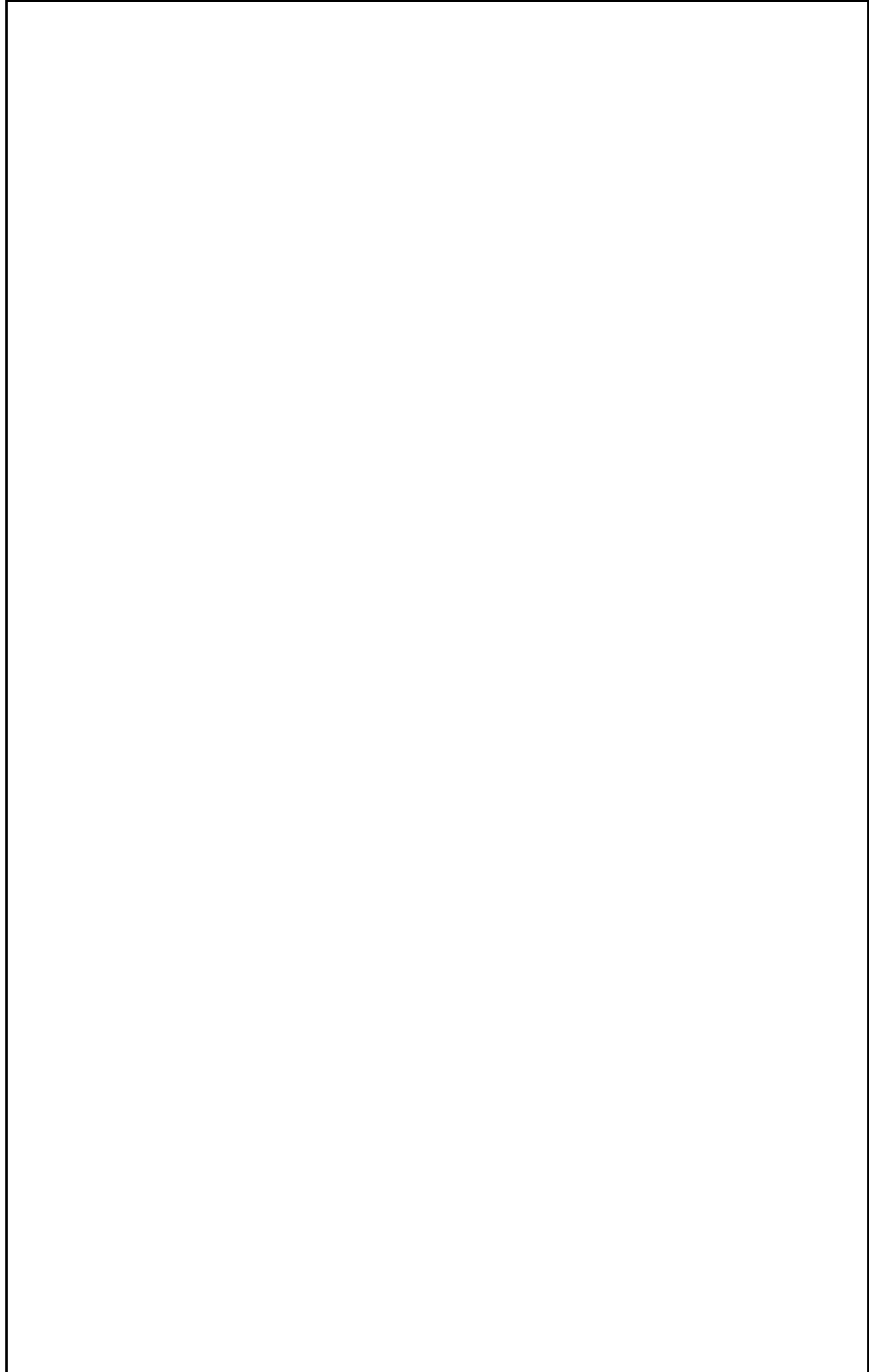
What do you think is important for the learner to help them develop and progress?

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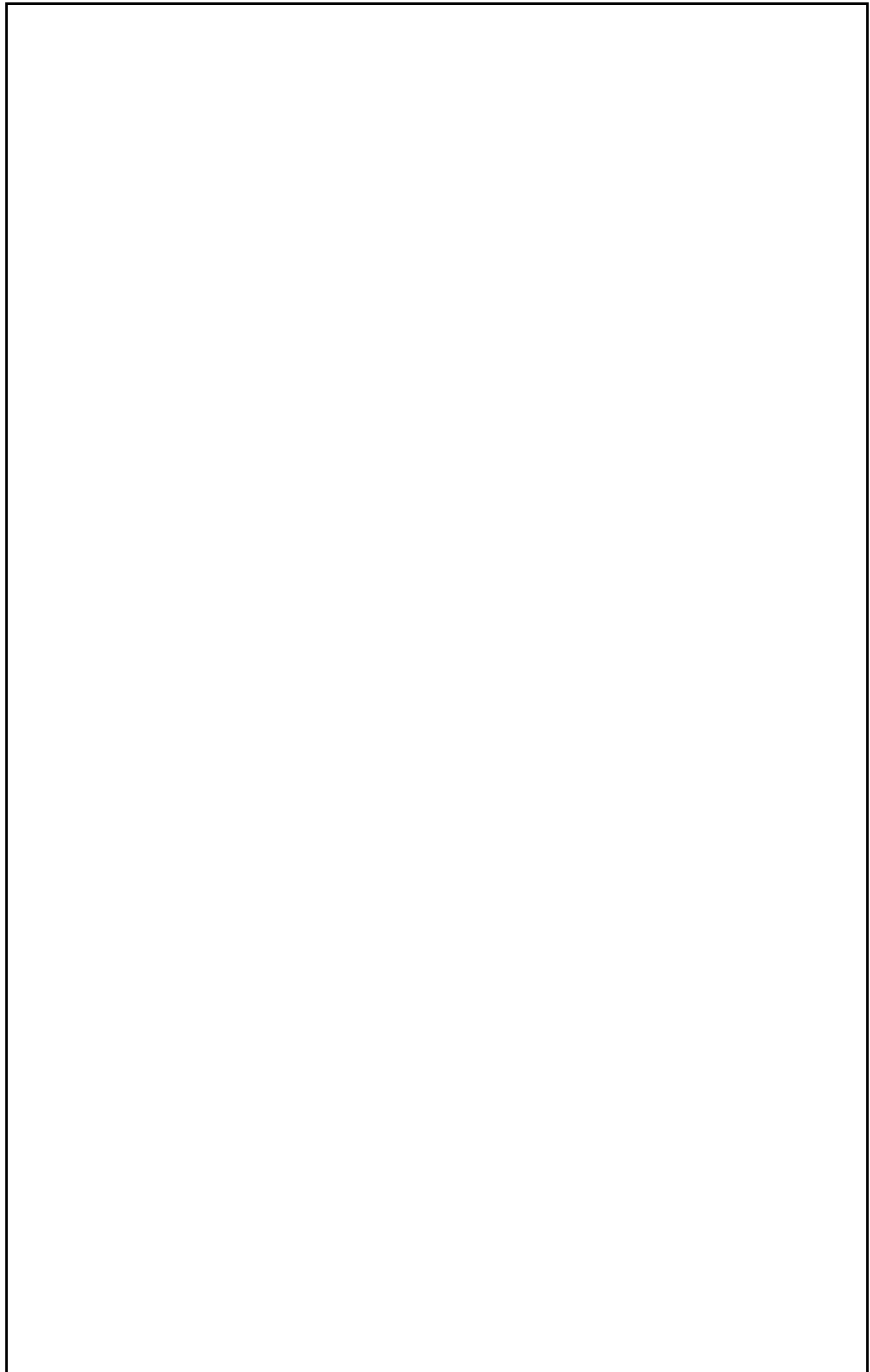
What do other people need to know or do to help the learner?

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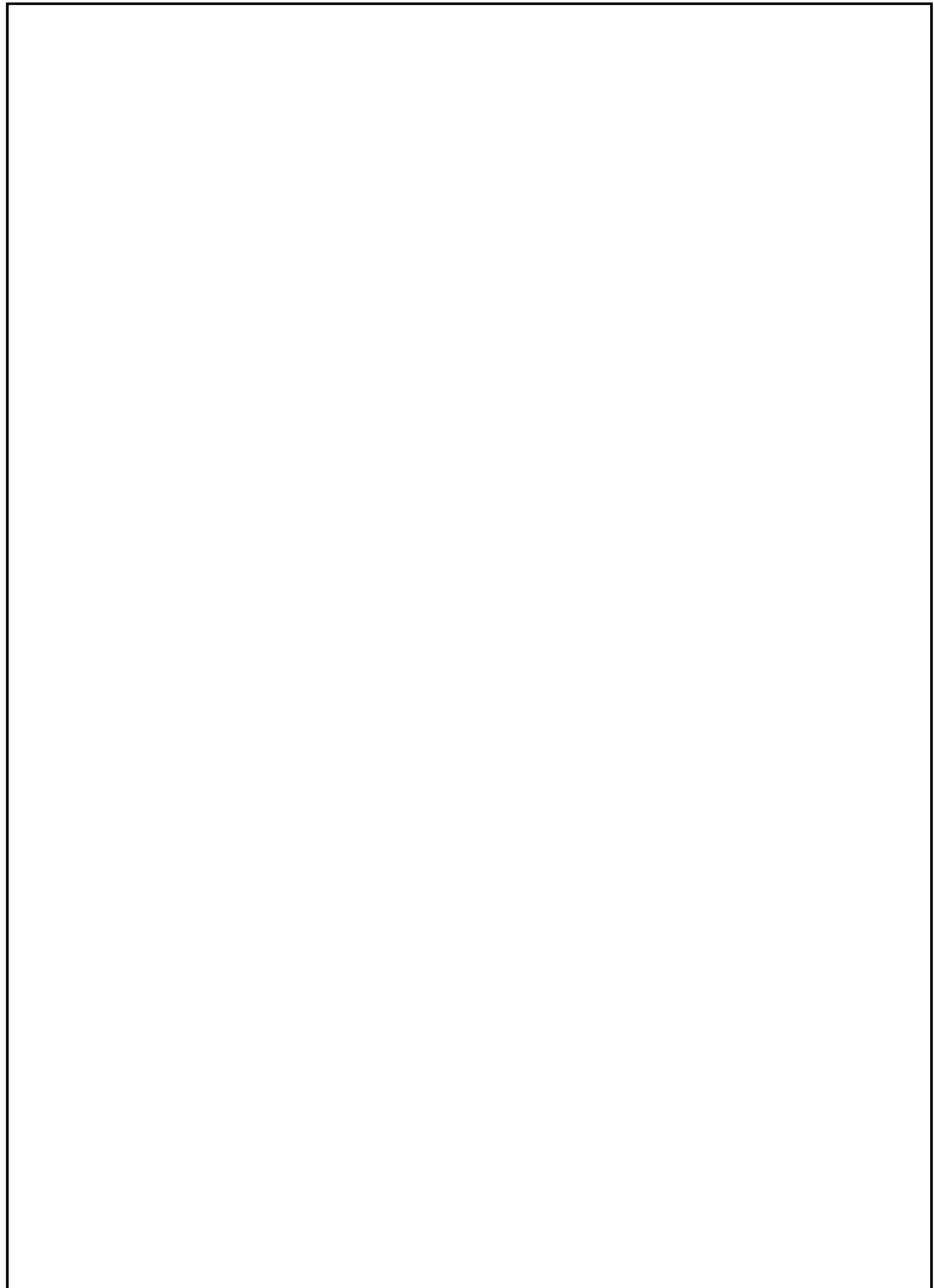
What is going really well from your perspective at the moment?

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What is not going so well at the moment from your perspective?

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Do you have any questions you would like to ask?

A large, empty rectangular box with a thin black border, intended for the respondent to write down any questions they have.

If you are not coming to the review, please return your completed form to us by /..... /..... We will then ensure that your views, thoughts and questions are fed into the review.

Thank you for taking the time to make your contribution to this person-centred review.