

Person Centred Reviews for children and young people who have Education Health and Care Plans

A guide for families and professionals

Reviews are an important opportunity to take stock. A good review will celebrate what is going well in the child or young person's life, and consider anything that is not going so well.

The family and the child or young person are most important throughout the review process. It is possible to have a good review, even if things are not going so well. A good review is one where:

- The child or young person's voice is heard and taken into account when decisions are made
- The family and child or young person has a say about the invitation list, the venue, and any sorts of support they might need to make sure they can contribute to the best of their abilities
- No-one hogs the agenda – professionals and families and children or young people have an equal voice and an equal say during the meetings
- Anyone who cannot attend gives a legitimate reason – and no-one turns up at reviews unannounced
- If a professional cannot make the date and the family and child or young person thinks that person is critical to the review, the family can ask for the date to be re-scheduled
- The review is facilitated by someone whose role it is to make sure all the above things happen

The One page Review:

One Page Reviews are sent to everyone who is coming to the review three to four weeks before the date of the meeting. The people who should complete a One Page Review are:

- The child or young person
- The Family or carers
- The key professionals who are named in the child or young person's Education Health and Care Plan

They must be filled in using normal language, not professional jargon.

They must be kept to one page **UNLESS:**

- You feel that an important report must be considered in detail. When this happens, that person can attach the longer report but must also summarise the key points on the One Page Review using normal language
- The family and child or young person wants to make it longer or put pictures in it. When this happens, they can simply use additional blank sheets or attach another file

How to fill in the sections on the One Page Review document:

Section 1:

Details of who the review is for, who you are, and what your relationship is towards the child or young person.

Section 2: These are the outcomes identified in the EHCP

These will be pre-filled in by the person facilitating the review. They must be the same as they are set out in the EHCP. All the outcomes will be listed so that each person contributing can see the full picture of what the Education, Health and Care Plan is trying to achieve. It is likely that some people will only be responsible for contributing to one or some, not all of the outcomes.

Section 3: What did I try?

Please list the efforts you have made to help the child or young person achieve the outcomes identified in the EHCP. For example:

- Six sessions at home to help Maisie and her parents with starting simple British Sign Language
- Twelve hours / week support to Jason in the classroom to help with attention and focus
- One session a week physio for Lukasz to develop his ability to sit upright

Section 4: What worked?

Think carefully about what parts of your support or input have worked well. If this is difficult, remember, that even small steps can be worth celebrating. This is where you list what has been achieved. For example:

- Maisie and her parents were keen and enthusiastic. Mum and Maisie have both developed about 50 – 60 useful signs in a short space of time. Mum has keenly followed up our sessions by looking at Youtube tutorials and ordering a book.
- There were times when Jason made good, sustained eye contact with me, and he is beginning to understand that keeping his anger under control is something he is capable of doing. He has started greeting me with a cheerful “hello” in the mornings
- Lukasz came to all of the sessions and he is showing signs of improved strength and coordination when sitting at a desk for two to five minutes.

Section 5: What didn't work?

Think about anything that didn't go according to plan. Being open and honest about what doesn't work is a critical part of getting things right. For example:

- Maisie's dad has not enjoyed the sessions, he told us that signing is a bit embarrassing and that he is worried that she will never learn to speak or read or write if the family relies on signing. He is very committed to making sure Maisie experiences the best of both the deaf and hearing worlds
- Jason doesn't enjoy me working with him. He tells me to go away and refuses to sit down if I am nearby. He mostly ignores me when I am near him.
- Lukasz missed six sessions after the holidays because his new chair is too big for the family car. I tried to organise transport but I have not been able to find anything yet.

SECTION 6: Is the provision doing what we want it to do?

Is the educational provision supporting the child or young person to achieve their outcomes? For example:

- Yes. Maisie's school is making efforts to provide her with a more sign supported environment. The LSA now uses signs and speech. This is helping her to express herself and feel more confident.
- Partly – Jason is very focused on leaving school as soon as he can and taking on an apprenticeship. He has given up on school – but the school has not given up on him and will continue to try to engage him with his studies.
- Yes – Lukasz' school constantly adapts to his changing needs.

Supporting the child or young person to contribute to some or all of the review

If the child or young person is not interested in completing their own one page review, they are positively encouraged to contribute to the review by bringing photographs, music, scrapbook or by any other way.

If a child would like a friend to come to the review, this should be encouraged wherever possible. If a child cannot or does not want to attend (after efforts have been made to include them) the review meeting should make photographs of the child or young person available to the attendees during the meeting.

During the meeting

The agenda for person centred reviews is below so that you know what to expect.

Please come prepared to share words of encouragement, and things that you particularly like and admire about the child or young person.

The review meeting agenda

- Introductions:
 - Name
 - Relationship to the child or young person
 - What do we like and admire about the child or young person?
- Celebrations:
 - Since the EHCP was implemented, what has worked well? (highlights from one page reviews)
- Review:
 - Since the EHCP was implemented, what did not work well? (highlights from one page reviews, all views heard)
- What have we learned?
 - Is the provision doing what we want it to do?
 - About the child or young person and their needs?
- Next steps:
 - If the plan requires substantial changes, refer to SEN team for re-assessment
 - If the plan requires minor changes which do not impact resources, recommendations for amendments are sent to SEN who will process it
 - If no changes required, continue support as before and send recommendation for no change to the SEN team
- Final words: The opportunity for all attendees to share final words of encouragement for the next six to twelve months.