



WOKINGHAM
BOROUGH COUNCIL

Meeting the needs of children and young people with Special Educational Needs and Disability in Wokingham

Person-Centred Reviews:

Guidance for Schools and other Services

Contents

Introduction	page 3
What is a Person-Centred Review?	page 4
Preparation for the Annual Review	page 5
Overview of the Review	page 8
Following the Meeting	page 12
Appendices	page 14

Introduction: Annual Reviews using a more Person-Centred Approach

Person-centred approaches are a practical way of ensuring that the principles that underpin the Code of Practice are upheld. A person-centred way of working puts children, young people and families at the centre and advocates that everyone has the right to exercise choice and control in directing their lives and support.

Schools continue to be responsible for arranging and facilitating Annual Reviews. The expectation is that these will now be facilitated using a person-centred approach. In order to support school, Transfer Reviews will be facilitated by a member of the SEN Team.

This document provides guidance around how to use a more person-centred approach specifically for Annual Reviews of Statements of Special Educational Needs (SEN) /Education, Health and Care plans.

With regards to the identification and assessment of special educational needs, the SEND Code of Practice 2014 states that during the transfer period to Education Health and Care Plans, Statements of SEN/Education, Health and Care plans will continue to be reviewed on an annual basis.

The SEND Code of Practice and the Children and Families Act 2014 states that Local Authorities, in carrying out their functions in relation to disabled children and young people and those with SEN, **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

What is a Person-Centred Review?

A person-centred review represents a significant cultural shift for many of us. We often focus on the process and the service, rather than the child and what matters to them and their family.

A person-centred review involves the child or young person but is facilitated by an adult within the school setting rather than being service led. It is essential that the child or young person is part of the process and participates in the ~~actual~~ review. Participants will be encouraged to give their views in a less formal way, for example, each member of the review will be asked what they like and admire about the child or young person.

The person-centred way of working gives everyone the opportunity to acknowledge and celebrate what is working well and what their role and contribution to this is, as well as looking at what is difficult and not going well. This can then be addressed and results in jointly agreed actions.

Preparation for the Annual Review

The Local Authority (LA) will write to all schools to remind them about the reviews that are due to be held termly for the academic year, in the usual manner. Schools will also be able to access the document: 'Guidance for schools on transferring Statements to Education Health and Care Plans' from the Wokingham Schools Hub. This document informs schools that they continue to be responsible for arranging the date of Annual Review meetings including the Transfer Review meeting and for sending out invites to parents and practitioners.

As the Transfer Reviews will be facilitated by a member of the SEN Team schools will appreciate the **need to liaise with the SEN Team** when scheduling the meeting to ensure attendance.

Who should the school invite to the meeting?

The school should always invite to the Annual Review the following:

- the child or young person
- the parents/carers
- an LA representative (e.g. an SEN officer)
- any outside agencies involved (e.g. Educational Psychologist, Speech and Language Therapist)

For pupils transferring between schools, the receiving school should be invited, where this is known.

In Year 9, the review should be held as a Transition Review, so key agencies should be invited, who will provide information and support for pathways to adulthood. Paperwork detailing the Transition Plans should be completed in addition to the standard paperwork, and sent to the LA (all documents are on the Wokingham School Hub).

Attendance at the meeting

The Code of Practice states that a representative from the LA should be invited to each review, however because of the number of reviews involved, SEN officers and other professionals (e.g. Speech and Language Therapists, Educational Psychologists etc.), are likely to be unable to attend all Annual Reviews. Reviews where LA attendance is required will be prioritised for:

- a pupil's needs have changed extensively
- a change of school or type of placement being requested
- Year 5 transition reviews, if a change of type of school (e.g. from mainstream to special or vice versa) is requested or there are major concerns about the transition
- there are major concerns regarding the current placement

If the child or young person is in the care of the LA, the Headteacher must always invite a representative from the appropriate Social Care department. It is good practice to try and bring together the Personal Education Plan Review and Annual Review to avoid the child or young person, carers/family members having to attend too many reviews when much of the review information is the same.

For Annual Reviews for pupils in Year 5, the LA will ask primary schools to hold an early review in the spring term in order that the secondary school placement can be named in the amended Statement of SEN/Education, Health and Care plan by the 15th February in the calendar year of the transfer.

It is a requirement that schools request a report from all those invited to the review meeting (including the child/young person and parents). These should be submitted and circulated at least two weeks before the meeting. Using a person-centred approach, the difference will be that the young person's and parents' views will be the key focus during the review.

Once a child or young person has an Educational Health and Care plan in place, a report should be requested from representatives from Health and Social Care, where appropriate. There may be reports already available that could be used to inform the meeting so a new report may not be required.

Supporting the child or young person in preparing for the review

Support for the child or young person to prepare for the meeting is essential to ensure that the principles outlined in the SEND Code of Practice 2014 are upheld. It is important to consider:

1. *What to share at the meeting*
2. *How the meeting should be conducted*

1. What to share at the meeting

To enable the child or young person to fully contribute, the following are examples of approaches that could be considered: drawings, photographs, symbols or objects, and a variety of media such as a scrapbook, a diary, a slide show/PowerPoint presentation, 'This is my life' poster, or something that they have made that they are proud of. The child or young person should be allowed to choose whichever approach they wish to share their views.

It needs to be remembered that some children will be reluctant to contribute or take part in the review. In gathering the child or young person's views, the emphasis should be on how they feel about themselves, about school and their learning, as well as their aspirations for the future and what they need to do to achieve this.

2. The child or young person should be encouraged to think about where they would like the meeting to be held (it would be appropriate to give them a choice), and who they wish to invite, for example they may wish to invite a

friend or additional members of their family. It would be appropriate to ask them if they would like to bring their favourite book, a game on their phone, or a piece of music which can be played at the start or during the review meeting.

If the child or young person has communication needs, it is important to provide alternative methods of communicating, for example: Talking Mats; Makaton; BSL; PECS; communication profiles and/or symbols.

The child or young person can choose to stay for as much or as little of the meeting as they would like. There is not a requirement for them to stay for the whole meeting, although if they would like to do this, they should be supported to do so.

School preparation for the review

- ✓ In advance of the review and following discussion with the child or young person, it will be necessary to put in place what the child or young person has requested, such as facility to play their own music, and make the room as welcoming as possible to all involved.
- ✓ Rather than a formal meeting sitting around a table, it may be appropriate to consider placing chairs in a semi-circle or circle to create an environment where people feel relaxed and able to share their views.
- ✓ It is important that there are no interruptions during the review so it would be appropriate to place a sign on the door and advise staff so that they are aware not to use the room.
- ✓ All reports need to be collated and available to be read by all those attending
- ✓ Refreshments need to be available
- ✓ One of the person-centred approaches that could be used would be to place headed sheets or flip-chart paper around the room (e.g. 'What people like and admire about X?', 'What is working well/not working?') so that individuals can make their contributions on these papers during the review. An interactive whiteboard could also be used

Overview of the Review

The review meeting should last between one to one and a half hours. It may be appropriate to hold 'blocks' of review meetings (e.g. in one afternoon) to allow professionals to attend multiple meetings, where time is limited.

The core aspects to be discussed at the review meeting are:

- what is important to and for the child or young person
- what is going well
- what needs changing
- agree what help and support they need to make progress over the next year

If you are using flip chart papers, the following headings could be used:

Who's here

Like and admire

Important to and important for (now)

Important to and important for (future)

What is working and needs changing

My outcomes

Action Plan (IEP)

The Head Teacher or SENCO/Inclusion Manager will facilitate/chair the review. Following introductions, it would be appropriate to explain how the review meeting will be held in a different way, using person-centred approaches. Simple ground rules should be set out.

The role of the chair/facilitator is to help people make realistic and positive decisions, help people stay on track, and make sure everything is recorded.

When thinking about the 'Important to and important for (future)' sheet, it would be appropriate to ask the child or young person for their aspirations (longer-term dreams/hopes/wishes).

Outcomes will need to be reviewed and updated at the end of the current Key Stage. An outcome can be defined as "the benefit or difference made to an individual as a result of an intervention" (Code of Practice 2014, 9.66). When considering the 'Outcomes' sheet, base the planning on the objectives in the child or young person's Statement/Education, Health and Care plan. The outcomes generated will then form the basis for the child or young person's IEP (or similar), for example an objective may be: '*for X to develop social skills*', and an outcome could be: 'X will wait his turn before making his contribution in a class discussion' or 'for X to use eye contact during a conversation with a peer'.

V8: revised May 2016

Outcomes need to be SMART:

- Specific
- Measurable
- Achievable
- Realistic
- Time bound

Provision/support strategies for each outcome should be recorded on the IEP (or similar), as well as in the Annual Review report.

The IEP/Action Plan will be written using the outcomes and taking into consideration the ongoing SEN of the child or young person. It will also include who is responsible for each action and an appropriate time-frame.

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 parents that they can bring a friend, relative or advisor to the review meeting

Do I still need a Statement of SEN /Education, Health and Care plan?

When a Statement of SEN or EHC plan is issued, it should not necessarily be regarded as being in place for the rest of the child or young person's time at school/college. In many cases, intervention using the resources and programmes provided through the Statement of SEN or EHC plan will be successful in enabling the child or young person to progress to a level at which he or she can access curriculum and learning experiences using the school's/college's existing resources and normal arrangements.

The progress of children and young people with Statements of SEN/EHC plans are monitored through the Annual Review process. At each Annual Review, the child/young person's needs and progress will be reviewed against the outcomes set out in the document and with reference to the question of whether the needs can be

V8: revised May 2016

met within the resources ordinarily available or whether additional resources are still required.

Where it is judged that the child or young person no longer requires a Statement of SEN or EHC plan, the local authority will consult with the parents and the school about ceasing the Statement of SEN/EHC plan. This judgment should be made on the basis of the child or young person's needs being able to be met within the resources ordinarily available from school or college.

Where there are parental concerns about the intention to cease a Statement of SEN/EHC plan, Wokingham LA will consider the following:

- obtaining updated advice from appropriate professional/s
- maintaining it for monitoring purposes for a further year with a view to it ceasing the following year if progress is maintained.

When a Statement of SEN/EHC plan is ceased before the student finishes their education, the event should be celebrated in some way with the child/young person and his or her parents.

Following the Meeting

The information that is gathered at the meeting will need to be recorded and returned to the SEN department **within 2 weeks** of the review meeting.

A provision map needs to be included which is specific about the interventions that are in place. This should be transparent and shared with the family at the review meeting.

A copy of the post-review report should be sent to all those invited to the review.

The LA will consider the recommendations in light of the report and write to the parents about the recommendations, copying the letter to the school and other professionals.

The LA, in reviewing the recommendations, will make a decision about whether to:

- ❖ Maintain the Statement/Education, Health and Care plan with no changes
- ❖ Amend the Statement/Education, Health and Care plan
- ❖ Increase/decrease the support
- ❖ Progress alternative placement
- ❖ Cease to maintain the Statement/Education, Health and Care plan
- ❖ Start a new Education, Health and Care needs assessment

Planning for the next review

The Outcomes sheet should give targets for the next twelve months or whatever period is appropriate, for example six months for children under 5 years old. Outcomes must be Specific, Measurable, Achievable, Realistic and Time bound (SMART).