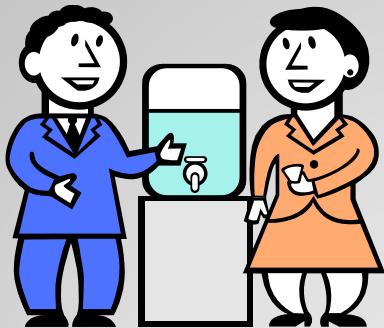


Planning and Undertaking a Person-Centred Annual Review

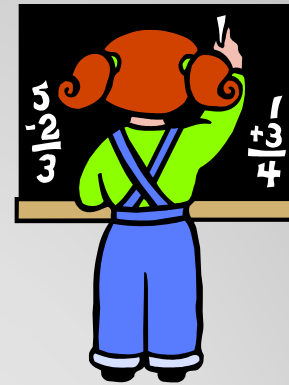
Guidance for planning and arranging a person centred
review for children and young people with an
Education Health and Care Plan

Timetable the review and book a date and time

Do Parent(s)/ Carer(s) work?
Do they drive? Are they able to get to a meeting on time?



Are there other children to take to/collect from school?

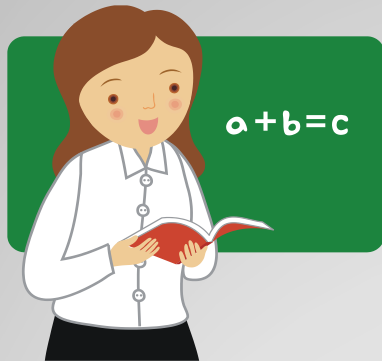


Is this convenient for the family?

Is this convenient for the young person?

Will they be missing their favourite lesson?

Are they too tired in the afternoon to contribute well?



Will they be too distracted (e.g. looking forward to their favourite lesson) to contribute effectively?



Can all Professionals attend?

Does the time fit within planned timelines (e.g. conversion Timetable)?

Plan The Environment.

Is it essential that the review is held at school?
Is it accessible for parents?



Would parent(s)/ carer(s) be happy to hold the meeting at home?



Is there somewhere that is more convenient for all professionals?

What does the room look like?

Is it accessible for parents/carer/young person?

Does it need to be a formal layout?
(e.g. would it be too overwhelming
for the young person or parent(s)/
carer(s) ?)

Do any attendees have mobility
issues?

Is the room or outside the room too
noisy?

Are all materials accessible to the
young person and
Parent(s)/carer(s)? (e.g. whiteboard
/ projector / enlarge print)

Do people have to walk through
school to reach the meeting room
(e.g. would the young person feel
anxious about this?)

**Start to gather views and evidence.
Invite the parent(s)/ carer(s) to share their views.**

Are they able to read and write?

Do they need a translator?

Do they understand what is required
/ the value of their contribution?

Would they benefit from the support
of a SENCO / Home link worker /
SENAT Officer / Parent Partnership?



Are they happy to complete a form? Would they prefer to use PowerPoint / create a Poster / use pictures?



Who is best to support them? (e.g. class teacher, SENCO, TA? Will they say the same thing to their parents as they would to a member of support staff?)

Is the young person able to complete their views on their own, or will they require support?



Think about questions used: do set questions invite enough of a view? Will the young person be willing to answer questions, or respond better to the invitation of 'free speech'?

Invite the young person to share their views.

Distribute Final Annual Review Report The person-centred approach continues! Do parent(s)/carer(s) need someone to explain the report to them? Are they happy to sign it?

Has the young person been thanked/rewarded (where appropriate) for their contribution? Do they understand the value (e.g. throughout the academic year, refer back to the Annual Review outcomes when work planning / agreeing targets with the young person)?



Have you explained the implications for any Annual Review recommendations (e.g. request for additional support, change of placement, etc.)? Parent(s)/carer(s) and the young person must continue to be supported through the decision making process.

