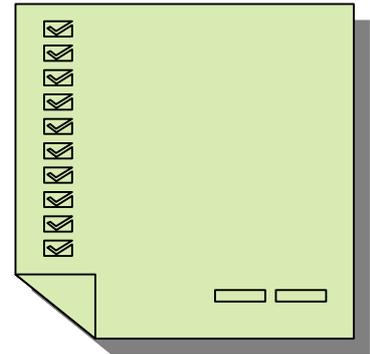


How to Run a Pupil Centred Review Guidance

You'll find this easy to do, worthwhile and very informative. The guidance is divided into the following areas to keep it easy and a checklist to remind you.

1. Planning
2. Preparing the child or young person
3. Holding the review
4. Feedback
5. Frequently asked questions
6. Checklist



1. PLANNING

Throughout the year gather pupil's photos, exemplary pieces of work, filmstrips, evidence of participation in drama productions, fashion shows, voluntary work, certificates from school etc. Save them electronically if possible for easy access.

Send professionals' reports out beforehand to avoid wasting time reading them during the review. Some schools ask parents and others to highlight relevant points for discussion.

Consider sending out copies of part 2 of the Statement and asking for annotations or changes to be made to be written on the copy and returned to you. These can then be collated into a draft and discussed briefly at the meeting.

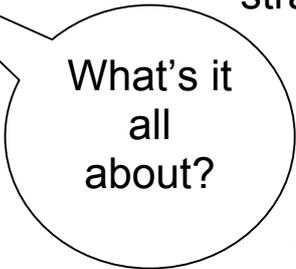
Ensure that all attendees know the format of the review, how reviews are held in your school and expectations. Some schools have made leaflets to send out at this

time. Ensure you mention that this review will be a person centred review and encourage attendees to speak directly to the young person and involve them fully. Discourage professionals from bringing reams of papers and reports, which are most likely inaccessible to the young person and create barriers to the review process.

2.PREPARING FOR THE REVIEW

Start with a short discussion with the child or young person of what the Annual Review is. What is its purpose and how important it is that they have their say? Be open to questions they may have about the meeting and remind them of previous meetings they have had.

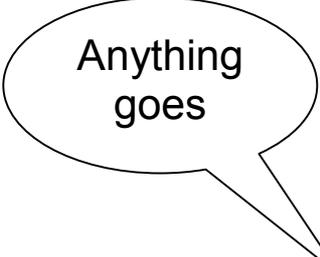
Take time to support the young person in making and sending out invitations to all involved. This allows discussion on who all the outside agencies are and why their input is important. It also ensures that the child or young person will not face a meeting with several strangers unknown to them.



What's it all about?

Support the young person in writing an agenda. What do they want to discuss and in what order? What are their priorities? This will allow the child or young person to take control of the meeting and older pupils can be encouraged to take the meeting through the agenda.

Younger pupils may want to prepare refreshments (baking) to share at the review.



Anything goes

BE CREATIVE

The child or young person will be asked to make and submit a contribution (even if they are unable to attend). Allow the child or young person free choice in making this contribution and support them in this. Use form F1 PCR for ideas but really anything goes. Use the traffic light prompt sheets and resources to guide the contribution, ensuring that worksheets provided are used with caution and real consultation takes place. Use the Listen To Me booklets for ideas.

3. HOLDING THE REVIEW



BEST REVIEW

- ❖ Invitations are sent out in advance
- ❖ Meeting held in comfy relaxed room
- ❖ Warm introductions for child or young person's benefit
- ❖ Reports sent out in advance and read at home
- ❖ Minimum paper flying around
- ❖ Refreshments
- ❖ Agenda and / or welcome lead by child or young Person
- ❖ ALL QUESTIONS directed to child or young person
- ❖ Child or young person talks majority of time
- ❖ All language is accessible to the child or young person
- ❖ Any written material is accessible to the child or young person (consider reading ages, use of differentiated language, symbols)
- ❖ Young person attends throughout and feels welcome (See Pearl's review)



WORSE REVIEW

- ❖ Introductions are not made
- ❖ Held in Head teacher's office or in a board room
- ❖ Time given (embarrassing silence) to read through reports (inaccessible to Child or Young Person)
- ❖ Annual Review form filled in as meeting progresses
- ❖ SENCo typing into lap top as meeting progresses
- ❖ Child or young person spoken about over the top of his or her head eg "Will she be going to college next year?"
- ❖ Child or young person brought in for short contribution then sent back to class or told to wait outside while adults speak more
- ❖ SENCo talks majority of time

4. FEEDBACK

Adults will receive a copy of the Annual Review form in line with Code of Practice. The Local Authority will send out a certificate thanking the child or young person for their contribution. Time should be taken to go through the review with the child or young person and ensure they understood the decisions made, targets set and the outcomes of the review.

5. FREQUENTLY ASKED QUESTIONS

What about the form?

An Annual Review is different to the submission of the Annual review form. The information gathered at the review can / will inform the form filling but reports and school feedback will be gathered before this time.

An Annual Review is a celebration of the child's or young person's progress and a planning tool for them to see what will be happening in the future in their lives and how things can improve.

If the review is so positive does that mean Special Educational Needs Assessment Panel (SENAP) will cut provision?

As above, the review is different to the form. If a child or young person thinks they are doing so well they can manage without support, that needs recording. It can be balanced in your reports and numbers regarding reading ages, behaviour, focus etc. We all want the same thing and recommendations at the meeting by professionals to maintain provision can be recorded on the form, along with pupil view.

How can we update the Statement with a meeting like this?

What about sending photocopies of the old Statement out beforehand and asking adults to annotate and return? This can then be collated by you and very briefly gone through at the meeting.

What about if we want to discuss something without the child or young person?

Many discussions can be had with the child or young person , as long as they are not threatening or going to cause worry for them. They certainly need to be involved in discussions regarding behaviour, although the review can not be the place for a public humiliation by the Head of Year / House. Always start with positives and ensure the young person feels safe. Some sensitive issues may need to be timetabled for after the meeting, but in most cases the child or young person will appreciate the fact that they are being discussed and will want feedback. Their contributions to difficult decisions can be gathered separately by a key worker / parent to ensure they have a say. If you are at all unsure, why not ask the child or young person if they want to stay.

Will a pupil centred review meeting take longer than the allocated time?



I suppose we shouldn't be dictated by time when a young person wants to make a contribution. HOWEVER, realistically, there have been lots of pupil centred Annual Reviews that have taken only an hour and have been seen as being more informative than traditional style reviews. The trick is to not waste time going over reports (that all have already had in advance anyway) and to use the pupil contribution to its maximum effect.

Gathering the pupil contribution before the meeting may take some time, but is certainly more worthwhile than wasting time on minimal answers offered in more

traditional reviews. Some schools have gathered information throughout the year to add to the review, making this less time consuming in the interview prior to the meeting.

6. CHECKLIST FOR HOLDING PUPIL CENTRED REVIEWS

Planning	Tick	Notes
Book a good room		
Have available resources to prompt discussion		
Have copies of Listen To Me guidance for child or young person		
Make time to see child or young person in advance of meeting		
Send out reports in good time		
Ensure attendees know the format of the Annual Review		
Preparing child or young person for review		
Choose / Make invitations		
Discuss purpose / format of review with child or young Person		
Send out invitations with discussion on who everyone is		
Support child or young person in making contribution of their choice (get creative)		
Holding Review		
Discourage paperwork		
Ensure introductions are made		
Monitor all language and written materials are accessible to child or young person		

Monitor that child or young person is involved in all discussion and talked to directly		
Consider environment. Is it comfortable and not intimidating? Refreshments?		
Feedback		
Consider who / how feedback will be given to child / young person		
Consider using differentiated language in feedback or symbols		
Submit pupil contribution to SENAP with coversheet F1 PCR		
Make opportunity to celebrate participation, individually or in assembly as appropriate. Children and young people in York will receive a certificate from SENAP.		