



## Person Centred Review Checklist

School.....

Date.....

A Person Centred Review puts children / young people and their families at the centre of any meeting held to decide and review the services they receive.

### Planning for a Review

<b>Setting the date</b>	Always	Sometimes	Never	Comments
Are dates and times for the reviews set to take full account of the needs of the child, young person and their family?				
<b>Invitations</b>				
Is consideration given to who needs to be invited?				
Is consideration given as to who sends the invitations? Is the child / young person involved?				
Will all the people attending the meeting know the child / young person?				
<b>Reports</b>				
Do you consider which reports will be needed?				
Is the language in which they are written accessible and user friendly to all at the meeting?				
Are they circulated to all before the meeting to avoid reading out at the review?				
<b>Preparation of Attendees</b>				
Has everyone including the child / young person and their family been made aware of how the meeting will be conducted and had time to consider their input with support if necessary?				Consider providing this information in the invitation letter. Use Listen to Me booklets.
If support is needed for the child / young person and their family to fully participate in the meeting has this been arranged?				Eg Parent Partnership for parents with literacy difficulties.

Does the child / young person contribute to the meeting agenda?				Listen To me booklets
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### Preparing the Environment

Has the room to be used been assessed as suitable?				
Has the seating been arranged informally?				
Are there sufficient post-it notes and pens for everyone to take an active part?				
Are there appropriate refreshments available including those for the child / young person?				
Are the recording sheets accessible to all?				
Has sufficient time been made available for the meeting in accordance with the published guidance?				
Are things available within the meeting to make the process personal to the child / young person and their family e.g. artefacts/ photos/ work folders or books?				

## Conducting The Meeting

Is everybody made welcome? Consider child / young person welcoming and starting introductions.				
Is the facilitator aware of City of York guidance documents, "Listen To Me"?				
Is the format of the meeting explained to everyone?				
Is the child/ young person involved in drawing up / chairing the agenda?				
Are the areas for discussion covered in an appropriate order?				
Is the understanding and involvement of the child / young person and their family checked regularly throughout the meeting?				
Is the child or young person talked <i>to</i> rather than <i>about</i> ?				
Is the facilitator asking good questions and encouraging open discussion?				
Does the facilitator check to see if the Statement of Special Educational Needs remains appropriate and note any suggested amendments?				
Is appropriate and accessible feedback given?				

### Closing the Meeting

Are all action outcomes clearly stated and agreed by all present including the child / young person and their family?				
Have all the desired actionable outcomes been given clear timescales?				
Have all the desired actionable outcomes been assigned to a named responsible person?				
Are all those who have been allocated responsibility for an action been present at the meeting? If not, how will the requirements be communicated to them and by whom?				
Is it made clear how the desired actionable outcomes will be monitored and reviewed?				
Are dates set for the completion of actions and review arrangements agreed (if appropriate)?				
Is it clear to everyone how the documentation recording the meeting will be circulated?				
Is it clear how the child / young person will be given feedback from the meeting (see pupil feedback sheets)?				
Is it clear who is responsible for the feedback and follow through of all the agreed actions with the child / young person and their family?				
Is everyone thanked by the facilitator for their contributions at the meeting?				
Are pupil centred contributions recorded and sent out to all attending and Special Educational Needs Assessment Panel ?				