

PERSON-CENTRED REVIEW MEETING FOR PROFESSIONALS

Preparation booklet for your meeting



Name of Student: _____

Class: _____

Person-centred reviews – what are they?

Person-centred reviews can be used to develop an Individual Transition Plan, as well as to review them. It is important that students have the right people involved in their review meeting to help them to plan for their future, making sure that they have the things that are important to them, as well as the right support to achieve their aspirations.



Who will be there?

The student can choose who they would like to be there, but there will also be some people who have to be there. For some students, there may be lots of people involved in the review, particularly if there are professionals from health, education and specialist services as well as family and friends. For others, there may be just one or two people there, themselves, a parent and a Transition Planning Officer for example.



Where and when will it be?

It is likely that the person-centred review will be held at the school. It is important to arrange a time and date that is convenient for the student and their family, as well as for others. Each student will have a review annually, but it may be necessary to meet more frequently if things change significantly for them.

What do you need to think about before the meeting?

Whether you are going to be present at the review or have been asked to make a contribution, there are things that you will need to think about in advance. This booklet will help you to think about your contribution to the meeting.



What will happen at the meeting?

A person-centred review is very different to a traditional meeting. You might find a more relaxed atmosphere, which might mean there is music playing of the student's choice, there may be chairs set out informally, no big table, and usually flipcharts pinned up on the walls, each asking different questions.



The process is facilitated to enable everyone to have a conversation, agree on person-centred outcomes/goals, and create targets and actions for change. There may already be a lot of information written up on the flipcharts, or there may be blank sheets which will quickly become full!

The meeting begins with everyone introducing themselves and sharing something that they appreciate, like or admire about the student. If there are actions from a previous meeting, these are checked to see how they are progressing.



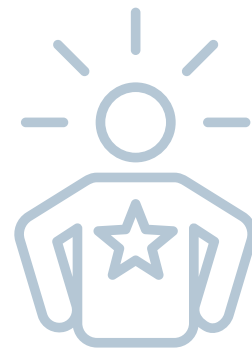
The facilitator will explain the headings, then everyone will be asked to contribute to the flipcharts, using felt tip pens. When everyone has finished writing, the facilitator will help the group to think about their priorities for change, and together, outcomes/goals are agreed, and actions recorded which will support the student to move towards achieving their aspirations.



This booklet helps you to think about the things we will be inviting you to contribute on the day and you can use it to jot down things you want to remember to input on the day. It is really important to that you *take time to think about the questions, record your thoughts in the spaces provided and return the completed booklet to us by the date we have asked for*. This will help us to make sure that your views are fed into the person-centred review and taken into account in the discussions that we have.



WHAT DO YOU **LIKE/ APPRECIATE/ ADMIRE**



ABOUT THE CHILD/ YOUNG PERSON?

What do they do that makes you happy or proud to know them?

What are their gifts, skills or talents?



WHAT DO YOU THINK,
FROM YOUR PERSPECTIVE,
ARE THE CHILD/ YOUNG PERSON'S



ASPIRATIONS?

What have they told you about their hopes and dreams for their future?

What do they want to do?

What kind of person do they want to be?



WHAT HAS HAPPENED



SINCE THE LAST IEP/ITP MEETING?

Were you present, and what actions did you take away?
How did you get on with these actions?



WHAT DO YOU THINK
IS MOST **IMPORTANT**
IN THE CHILD/ YOUNG PERSON'S LIFE
AT THE MOMENT?

Think about the things that you know really matter to them, the things that make them happy, things they enjoy and look forward to



WHAT DO YOU THINK IS **IMPORTANT** **FOR**



THE CHILD/ YOUNG PERSON?

This can be from your assessments.

What is it that is important for the child or young person to be able to do or learn? What keeps them healthy and safe, and to develop and grow?



LOOK LIKE TO THE CHILD/YOUNG PERSON?

How do you think we can support the child/young person?

What are the best ways of doing this?

What do you think other people need to know or do to support them well?



FROM YOUR PERSPECTIVE
WHAT IS WORKING REALLY
WELL AT THE MOMENT

IN THE CHILD/ YOUNG PERSON'S LIFE?

What are the things that are going well and need to stay the same, or to increase? Think about this in terms of learning and skills, moving towards higher education and employment, as well as home and independence, good health and friends, relationships and community inclusion.



WHAT IS **NOT** WORKING SO WELL AT THE MOMENT

FOR THE CHILD/YOUNG PERSON?

What needs to be different or stop?

Think about this in terms of learning and skills, moving towards higher education and employment, as well as home and independence, good health and friends, relationships and community inclusion



ANY QUESTIONS

OR COMMENTS?

If you are not coming to the meeting, please can you return your completed form to us by /..... /..... We will then ensure that your views, thoughts and questions are considered in the meeting.. Thank you for taking the time to make your contribution.