

# Person-centred Reviews



**Including how they contribute information to  
the 0-25 Education, Health and Care Plan**

This minibook outlines the process and format of a Person-centred Review and illustrates how the information for a Person-centred Review contributes to the 0-25 Education, Health and Care plan. The minibook was developed for Darlington, a SEND pathfinder focusing on preparing for adulthood.

The 0-25 Education, Health and Care Plan uses a range of person-centred thinking tools and the format was developed based on learning and feedback from some of the SEND pathfinder sites, in partnership with Preparing for Adulthood.

Person-centred Reviews were developed by Helen Sanderson Associates based on the person-centred thinking tools developed by The Learning Community for Person-centred Practices.

[www.learningcommunity.us](http://www.learningcommunity.us)  
[www.helensandersonassociates.co.uk](http://www.helensandersonassociates.co.uk)



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## **CONTENTS**

<b>How to prepare for a Person-centred Review .....</b>	<b>4</b>
<b>The headings used in the Person-centred Review and how they contribute to the 0-25 Education, Health and Care Plan.....</b>	<b>8</b>
<b>The Person-centred Review meeting .....</b>	<b>14</b>

## PREPARATION

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# Who to involve and how

*The 0-25 Education, Health and Care Plan should record who important people are in the young person's life and who supports them.*

The relationship circle can be used to help the young person decide who to invite. This can include:

- Who the young person wants there.
- Who is important in the young person's life.
- Who needs to be there.

Arrange the date and time of the review with the young person and family.



## PREPARATION

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# How to involve the young person

*This information is in how to keep the young person at the centre section of the 0-25 Education, Health and Care Plan.*

Complete communication charts or decision making agreements if required.

Involve the young person in developing their own invitations. This can be done through the curriculum.



## PREPARATION

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# How to involve other people

*Information gathered from the family's perspective can inform the family one page profile in the 0-25 Education, Health and Care Plan.*

6 Person-centred Reviews

Know how the young person and family want to be supported during the review.

Support them and others to gather information to bring to the review, for example which includes:

- What's important to them now and in the future.
  - What support they need.
  - What's working and not working.
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## PREPARATION

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# Creating a relaxed atmosphere

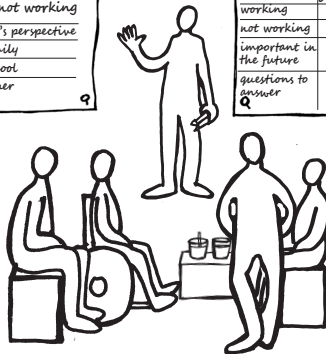
- Arrange to use a room in school where the young person feels comfortable.
- The young person should decide on music and refreshments.
- Make sure that you have enough time to set the room up before people arrive.
- Arrange communication aids and any resources such as photos, symbols, video.
- Prepare all necessary resources such as pens, flipchart, large pieces of paper.
- Gain permission where necessary to take photographs or video during the review.
- Agree ground rules with the young person and family.

# PERSON-CENTRED REVIEW HEADINGS



working	not working
young person's perspective	
family	
school	
other	

	outcome	actions
working		
not working		
important in the future		
questions to answer		





## PERSON-CENTRED REVIEW HEADINGS

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Who's here

*This provides the information about who is important in the young person's life and is required for the administration section.*

What we appreciate about the young person

*These descriptions can be used in the one page profile.*

**How this contributes to the 0-25 Education, Health and Care Plan**

## PERSON-CENTRED REVIEW HEADINGS

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*This can provide information for various sections, for example, history, experiences and achievements and the outcomes summary sheets.*



*This can inform the one page profile for the young person.*

**How this contributes to the 0-25 Education, Health and Care Plan**

## PERSON-CENTRED REVIEW HEADINGS

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What's  
important  
in the future

*This provides information for the life aspirations section.*

How can we  
best support  
the young person

*This provides information for various sections of the plan, including the one page profile and the best support section around life outcomes.*

**How this contributes to the 0-25 Education, Health and Care Plan**

## PERSON-CENTRED REVIEW HEADINGS

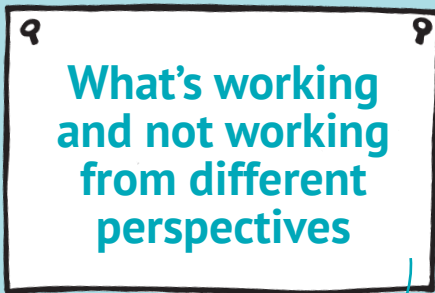
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Young person

Family

School

Others



*This informs the what's working and not working section around important areas in the young person's life. The family perspective will also help to inform the family one page profile.*

**How this contributes to the 0-25 Education, Health and Care Plan**

## PERSON-CENTRED REVIEW HEADINGS

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### Questions to answer



*This can inform many sections of the plan, for example, if there are questions about life aspirations, resources, issues or queries as well as addressing any statutory requirements.*

**How this contributes to the 0-25 Education, Health and Care Plan**

### Outcomes and action



*This links directly to the outcomes summary section of the plan.*

## THE MEETING

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# Starting the meeting

### Introduction

Introduce yourself as the facilitator.

Welcome people to the young person's review and ask them to introduce themselves and say who they are in the young person's life.

Record this on the 'who's here' sheet.

### Groundrules

Explain and agree the groundrules with everyone.

# Starting the meeting

**What we appreciate about the young person**  
Ask people to contribute this information in a way that the young person is comfortable with.

**Explanation of process**  
What will happen in the meeting.  
What the headings mean.

**Progress on actions**  
Check progress on actions from previous meetings and record anything that hasn't been completed under what's not working or questions to answer.

## THE MEETING

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# Sharing and recording information

Put the music on.

Invite people to start writing on the flip charts.

Allow between 10-20 minutes for this.

Ensure that the young person is supported.

Ensure that the family is supported.



## THE MEETING

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# Reviewing the information

Celebrate what's working.

Check if what is important to the young person is working or not working. Record anything that is not working if not already there.

Repeat this with information under how best to support the young person.

Share what is important in the future.

Share questions that need to be answered.

Identify themes for discussion.

Use multi-dot voting to prioritise where to focus the action planning.

# Outcomes and action planning

Agree outcomes from the themes to keep what's working, change what's not working and move towards aspirations.

Agree SMART actions to help achieve the outcomes, stating who will do what and by when.

Agree how they will know if they have been successful.

Identify a person to be the 'action chaser' and make sure that actions are completed.

## THE MEETING

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# Closing the meeting

Ask everyone in turn to share one thing they have appreciated about the review.

Check who will be responsible for putting the meeting notes together and who will distribute them and make sure that the 0-25 Education, Health and Care Plan is updated.

Take the paper off the walls.



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