

Person Centred Approaches to Transition Reviews Hints and Tips to Make Reviews Person Centred

Two schools, based in Stoke and Staffordshire, together with Connexions Staffordshire have been involved in a national pilot to develop person centred reviews with Year 9 and Year 10 pupils. Following an evaluation of this work this guide has been produced to share some of the good practice developed on the pilot projects.

What Are Person Centred Reviews?

- Person Centred Reviews involve listening to what people want from their lives.
- Helping people think about what they want now and in the future
- Family, friends and professionals and services working together with the person to make this happen.

About This Guide

Some schools already hold very good reviews and this guide does not seek to replace this. The aim of the guide is to build on this and provide practical ideas for all schools to make reviews more person centred. The guide suggests some small changes that can be made as well as ideas that will involve investing more time.

This approach can be adopted within the Transition Review process as well as other reviews. All ideas can be used alongside the Transition Pathway resources.

	Small Changes	Further Changes
Preparation	<p><u>With Young Person</u> Gain the young person's views:</p> <ul style="list-style-type: none"> - Talk to the young person about their hopes and dreams for the future - Complete 'Getting Ready' Forms <p>Explain the purpose of the review meeting to the young person/group of pupils.</p> <p>Explain some of the terminology that may be used in the review.</p> <p>Explain who will be invited to the review and why.</p> <p><u>With Parents/Carers</u> Hold a meeting with parents/carers to explain the importance of transition reviews, who will be there and the important role of parents/carers (involve Connexions).</p> <p>Encourage parents/carers to talk to the young person about their hopes and dreams for the future.</p>	<p><u>With Young Person</u> Consider the most appropriate way to record and present the young person's views at the review meeting e.g. video, photos, drawings.</p> <p>Support the young person to produce a pictorial flip chart/booklet to bring to the meeting - providing information about themselves, their hopes and dreams for the future - see 'My Life My Future' resource in Transition Pathway.</p> <p>Provide the opportunity for young people to practice participating in a review/meeting.</p> <p>Embed preparation for the review/future into the curriculum.</p>

Planning

Involve the young person in writing and sending out the invitations to their review- see sample letter in the Transition Pathway pack.

Think about where the review is held e.g. the Head's room isn't the most welcoming for young people! , if parents do not attend appointments at school consider a neutral venue (the Connexions centre or the family home).

Consider timings of the review e.g. would after school be better for working parents?

Ask the young person to consider who they would like to invite to the review.

Allow the young person to invite a friend/buddy to their review.

Consider what would make the review more comfortable for the young person e.g. music, snacks, inviting a friend.

Involve the young person in deciding the layout of the room.

Consider who will take the role of supporting the young person at the meeting.

Speak to other professionals about combining other reviews with this meeting e.g. PEP review, LAC review - to avoid the young person having to attend lots of meetings.

<p>During the Review</p>	<p>Outline timings of the meeting to everyone.</p> <p>Consider if a break is required.</p> <p>Give the young person the option of attending all or part of the meeting.</p> <p>Consider seating arrangements. Allow the young person to decide who they sit next to?</p> <p>Start with the positives ask everyone to say what they like and admire about the young person.</p> <p>Share any work the young person is proud of.</p> <p>Focus on the long term. What are the young person's hopes and dreams for the future, not just what they want to do at the end of Year 11.</p> <p>Cover the holistic needs of the young person don't just focus on education.</p>	<p>Agree ground rules.</p> <p>If the young person has completed a profile of themselves share this with the meeting first of all.</p> <p>Get the young person to Chair their review.</p> <p>Consider the most appropriate way to record information at the review e.g. video, flipchart paper, drawing, diagrams.</p> <p>Involve the young person in recording the information.</p>
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<p>Standard Questions to ask at the review</p>	<ul style="list-style-type: none"> ➤ What do you like and admire about ? ➤ What's working well? <ul style="list-style-type: none"> - for the young person - the parents - anyone else ➤ What isn't working well? <ul style="list-style-type: none"> - for the young person - the parents - anyone else ➤ What do you need for the future? ➤ What support and help do you need to stay safe and healthy? <p>The Action Plan developed at the end of the meeting should state:</p> <ul style="list-style-type: none"> - what needs to happen - how it will happen - by when - who is responsible for this action. <p>Agree how actions will be followed up.</p>	
<p>After the Review</p>	<p>Ask the young person how they felt about the review meeting.</p> <p>Follow up action points from the review/Transition Plan with the young person and other relevant professionals.</p>	<p>Give the young person feedback on their input at the meeting.</p>