

0-25 Coordinated Assessment and Education, Health
and Care (EHC) Plan (Version 6 – March 2015)

Appendix 3 – Portsmouth Person Centred Annual
Review forms and guide



Name:

Date:

Person Centred Annual Review Meeting

Purpose

A person centred annual review is an opportunity to gather information about what is important to the person, now and in the future, what support the person needs and what is working and not working in their life. This will include areas of education, health and care.

This will be an important part of your Education Health and Care Plan (EHCP) and will enable you and those supporting you to check you are getting the correct support and set actions for the following year.

Setting the Scene

It is best if you can be supported to think about what is important now and in the future and what is working/not working before the meeting, and that you can bring this information in a way you feel able to explain confidently, such as photos, symbols and pictures.

To prepare you for the meeting you will be asked to complete the 'This Is Me Now' sheets. This will enable you to have your say about what is going on in your life and put down your thoughts about what you want to discuss at the review meeting.

This will usually be done with your Plan Co-ordinator or someone else who knows you well and you feel comfortable talking to. This may happen in school or at home before your annual review meeting.

Flip charts will be attached to the wall for everyone to add information to during the "gathering information" time under the following headings:

- **What do we like and admire about you?**
 - **What is important to you now?**
 - **What is important to you for the future?**
 - **What support do you need to stay healthy and safe?**
 - **Questions to ask & issues to resolve**
- **What is working well? • What isn't working well?**

From your view

From Family's view

From School's view

From Others' View

Please note that the categories entitled "What is important...?" are intended to show things from **your** perspective. It might be a school activity, an interest, friends, or a hope for the future etc.

1. At the start of the meeting

- **Introductions**

Everyone will be asked to write their names on the sheet and indicate who they are in your life.

- **Like & admire**

Everyone will be asked to write something they like and admire about (things that make them smile, laugh or feel proud). Sometimes people bring qualities that other people have said, such as friends in class and other people who work with them.

- **The Plan Co-ordinator**

This will usually be your school SENCO or equivalent if you are in college. They will facilitate the meeting and will explain what will happen at the meeting and what the headings mean. Simple ground rules for the meeting will be agreed.

2. Gathering information

Your choice of music may be played if you wish.

Everyone will be invited to write on the flip charts. This will take around 10 to 15 minutes.

You will be supported to be at the centre of the meeting.

3. Reviewing the information/Action planning.

Copies of the Action Plan from last year will be available to check progress

Everyone will be asked to name priorities for discussion.

Everyone will be invited to discuss the information gathered.

Actions will be developed that are possible, positive and practical.

All actions should detail what, who and when.

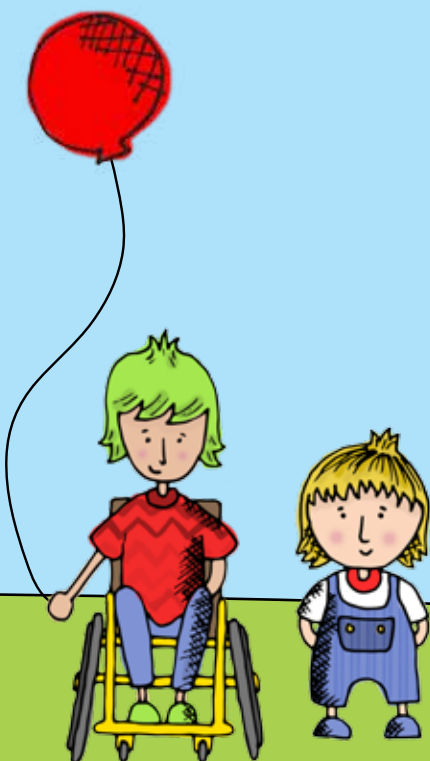
Your Plan Co-ordinator will be responsible for checking that the "Action Plan" is implemented.

4. At the end of the meeting

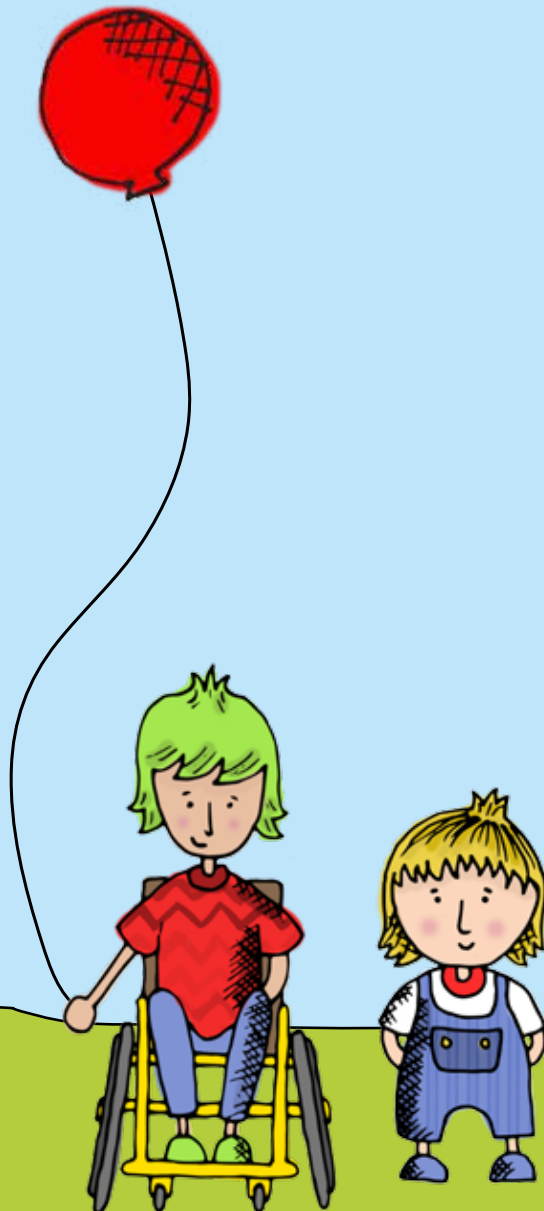
Everyone in turn will be asked to share what they appreciated about the meeting.

The Plan Co-ordinator will be responsible for putting the meeting notes together and distributing them.

You and/or your parents will be asked to sign these notes to make sure you agree with the content and the actions for the following year.



Thinking about...
person centred reviews?



1. Timetable the review and book a date/time

Are they unsettled in the morning/ tired in the afternoon?

Will they be missing their favourite lesson?

Is this the best time for the young person?

Will they be too distracted (e.g. looking forward to lunch/their favourite lesson) to take part effectively?

Will it allow their EHCP to be completed in time?

Do parents / carers work?

Are there other children to consider?

Is this a good time for the family?

Who in the family needs to be included?

Are they able to get to the meeting on time?

Will there be time for any reports/ assessments to be done?

Can all the professionals attend?

Are there new professionals who need to be invited e.g. adult services?

2. Plan the environment

Is there somewhere more convenient for everyone?

Is this a comfortable place for parents/ carers?

Is school/college the best place for the review?

Would parents/ carers be happy to hold the meeting at home?

Is there a place in school/ college where the young person is most comfortable/ can show what they are good at? skills?



If you have any queries, or would like to discuss the review process, please do not hesitate to contact:

Inclusion Service – SEND Team, Floor 2 Core 2,
Civic Offices, Guildhall Square, Portsmouth
PO1 2EA

Tel: 023 9284 1238

What room layout would be most welcoming for this young person and their parents/carers?

Is this accessible for parents?

Do you have to walk through the school to get to the meeting room? Will anyone feel anxious about this?

What does the room look like?

Does anyone have mobility issues?

Can everyone use the materials available?

Is the room / outside the room too noisy?

3. Start to gather views and evidence

Are they happy to complete a form? Would they prefer another method e.g. PowerPoint / poster / pictures?

How will the young person to share their views?

Is the young person able to complete their input on their own, or will they require support?

Are they confident with reading and writing?

Does the process make clear how important their contribution is?

How will the parents/carers to share their views?

Who is best to support them? e.g. teacher, SENCO, TA, parent? Will they say the same thing to their parents as they would to a member of support staff?

Do they need a translator or signer?

Would they benefit from the support of a SENCO / Home Link Worker / Plan Co-ordinator / Parent Partnership?

Does the process invite views and discussion in the best way for this young person? What will they respond to best? How are they best able to express themselves?

4. Prepare draft Annual Review Report and distribute with paperwork

Do all recipients have enough time to read the paperwork before the review meeting?

Does it need to be in a special format e.g. braille, large print?

Distribute paperwork

Will everyone be able to understand it? Does it need translating? If it has technical terms, who could explain it?

5. Hold Annual Review

Are the parents/carers comfortable with arrangements and able to give their input to the review process?

Is the young person at the heart of the meeting? Do they feel a key part of discussions?

Is it staying Person Centred?

Do you have all necessary information, in order to ensure a thorough and worthwhile review process?

Is everyone present who should be or else have they been involved in the process in another way? Does this include those requested by the family e.g. advocate, Parent Partnership, family friend?

6. Distribute final Annual Review Report

Are parents/carers/ the young person happy to sign it off?

Does anyone need help to understand the report? How can this be done?

The person-centred approach continues...

Has the young person been thanked / rewarded for their contribution? How will its value be reinforced, e.g. by referring back to it for work or transition planning or agreeing targets with the young person?

Does everyone understand the implications of any recommendations e.g. request for additional support, change of placement, etc.? Parents/carers and the young person must continue to be supported through the decision-making process

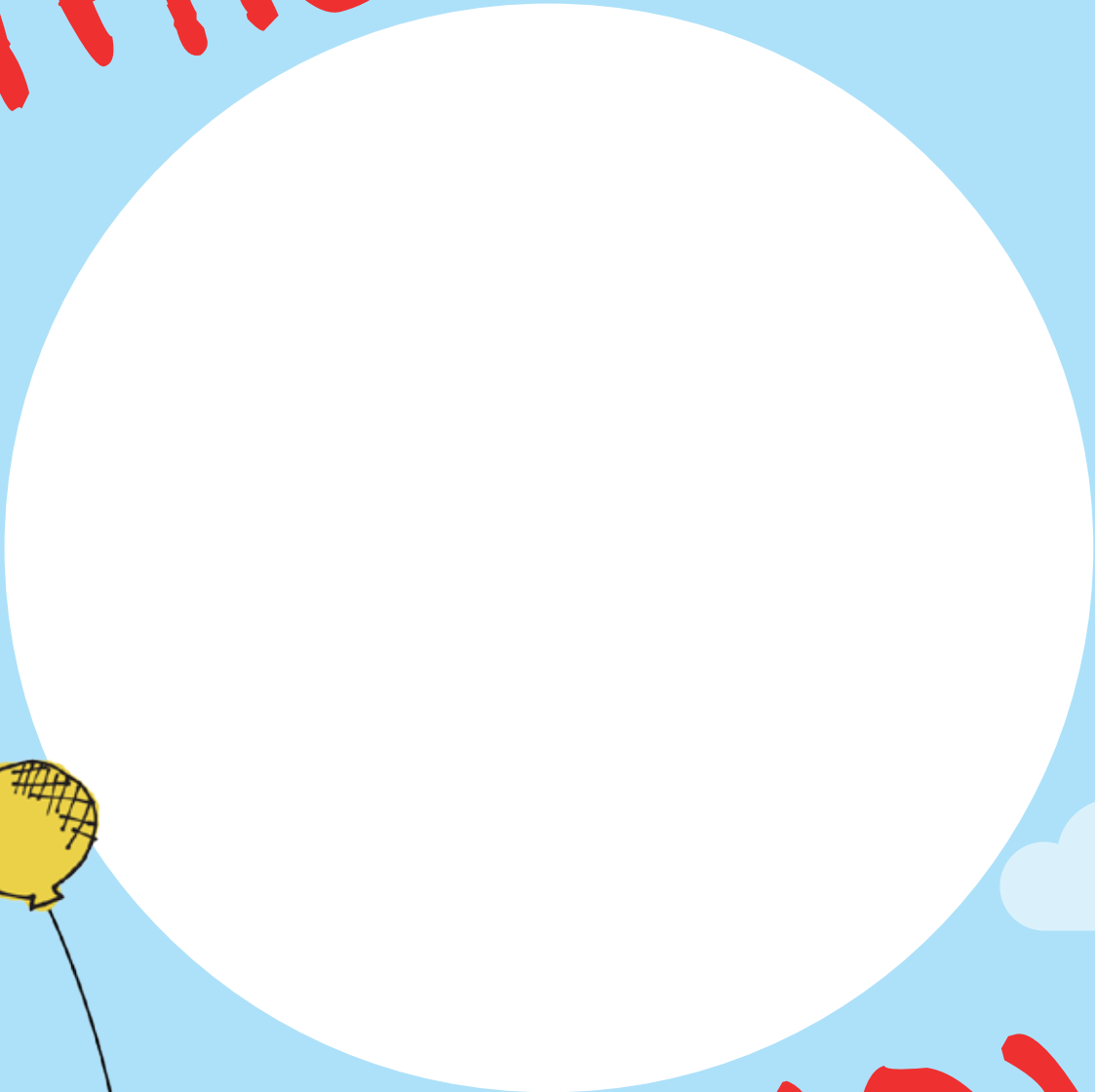
Was there anyone else identified at the annual review that the report should be shared with?

End of review process

THIS IS



Portsmouth
CITY COUNCIL



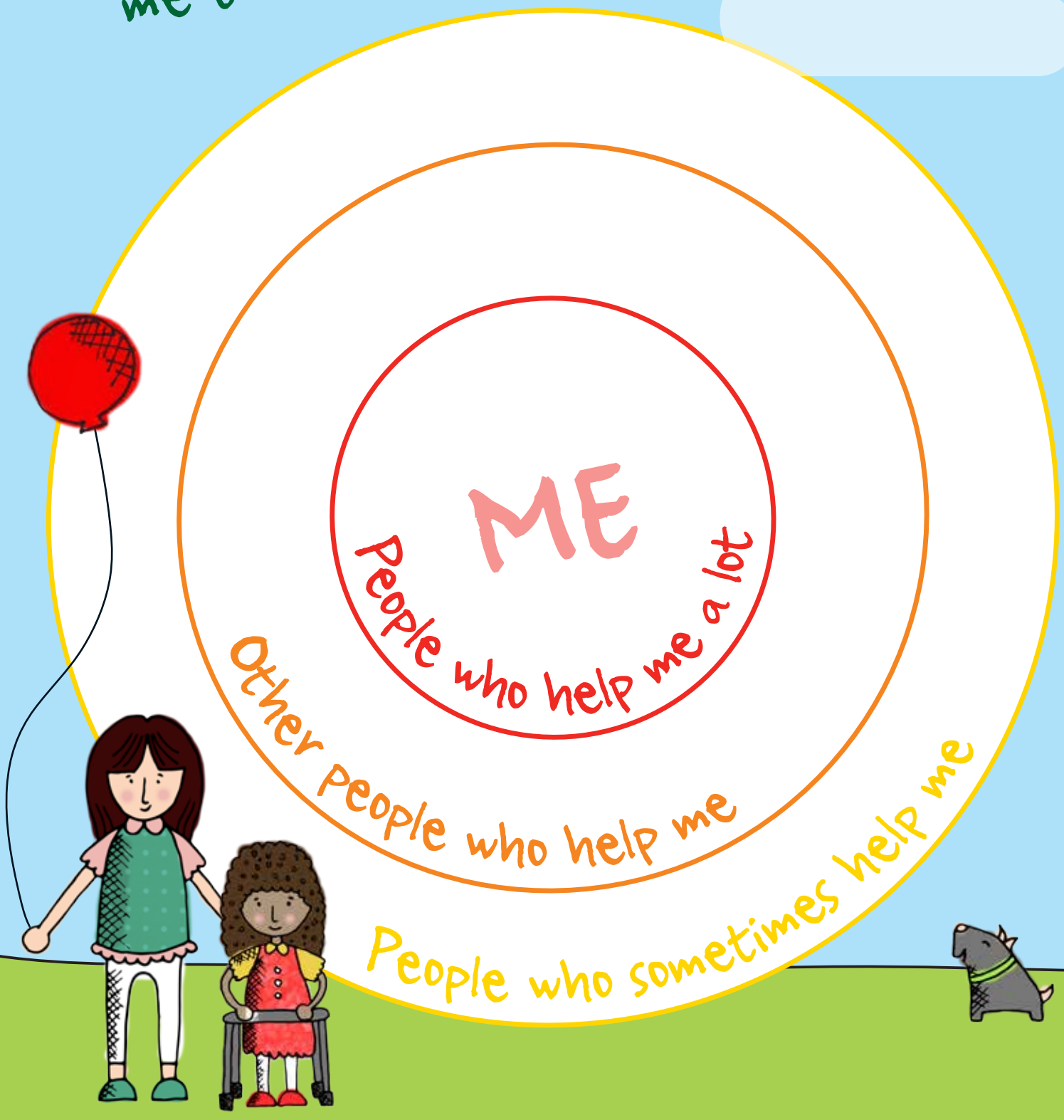
ME NOW

My name is

Education Health and Social Care

About me... NOW

People who have been important to me this year



Things I have done
and LIKED this year



Things that have
HELPED me this year



Things I have
found HARD this year



Things I would like to
ACHIEVE next year



One day I would like to...



This is me now

My Family:

Blank space for writing about family.

My Friends are:

Blank space for writing about friends.

In my spare time I like to:

Blank space for writing about hobbies.

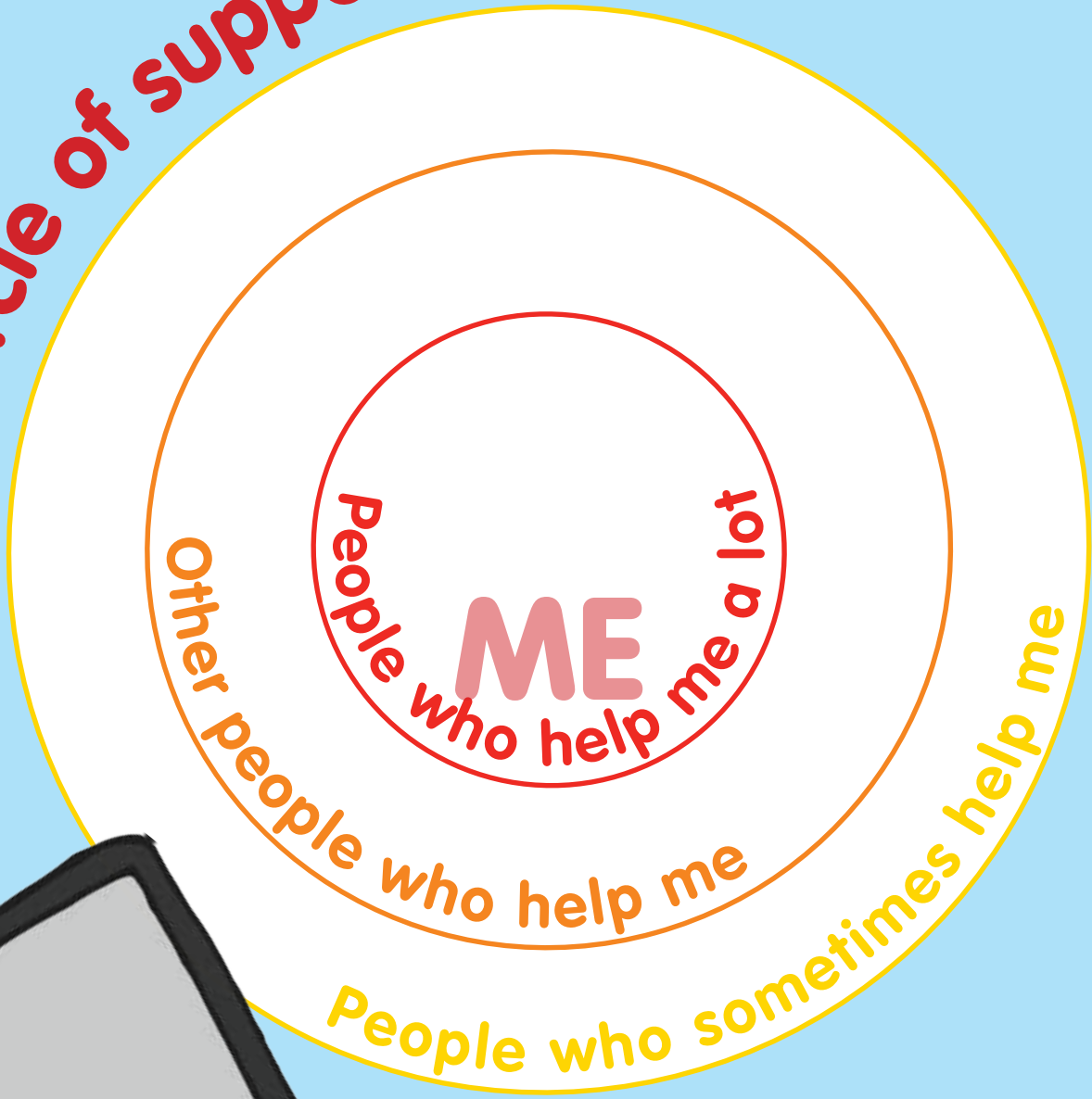
My Name is:

Blank space for writing a name.

Image of me
in here



Circle of support



Things I have done and enjoyed this year:

Things that have helped me this year:

Things I have found difficult this year:

Things I would like to achieve next year:

