

Person Centred Reviews



Guidance booklet

Arranging the meeting

This Guide Book is to help parents and carers of young people with Education and Health Care Plans understand what is meant by a Person Centred Review. It also aims to help parents and carers prepare for the meeting, so that they can contribute fully to the process, whilst supporting the young person in the best ways, so that they too can contribute fully.

A person centred approach should ensure that the people who use services have positive control over their lives. Using person centred thinking means it is more likely that information gathered will be used and acted on and that the lives of the people who use services will improve.

The meeting will be set up, and managed, by someone who is likely to be known by the young person and the family. Their role is to 'facilitate' the meeting, this means to prepare for the meeting and to make sure that everything happens smoothly on the day. They are referred to in this booklet as 'the facilitator'.

Before the Meeting

The facilitator will support and understand a person centred approach

The process of the meeting should be explained to the young person, including their role in their meeting

Everyone should be informed of the time of the meeting and of the importance of being on time

If the young person has a Person Centred Plan and/or Health Action Plan, the information should be gathered to inform the review

The facilitator will ensure there is enough time for pre-planning

The facilitator will check with the young person how they want to communicate at their meeting and how they want others to communicate with them

The young person should have help to decide on whether to have refreshments and to choose them

Everyone should be informed that the meeting will be a person centred review and that it may be different to previous experiences

The young person should be asked if they would like any background music playing at their review

Getting Started

At the meeting it is the facilitator's job to:

Explain their role at the start of the meeting, and to explain the process of the meeting to the group

Manage the meeting and make sure that everyone is able to take part and give their point of

Agree a time frame with breaks if needed

Use the young person's preferred method of communication e.g. pictures, photo's, graphics

Create an atmosphere that is relaxed and informal

Make sure that the young person has any objects or belongings with them that they want

Have previous actions ready

Prepare seating arrangements

Make sure that the young person has the refreshments of their choice, if any.

If music is used, make sure that is music of the young person's choice



Ground rules

The ground rules for the meeting will have been discussed with the young person beforehand and written on the flip chart, or on paper, ready to be written up at the meeting.

Others can then be invited to add some of their own ground rules to the list. It is important that everyone understands and agrees them.

It's also a good idea to decide who will be responsible for making sure everyone sticks to them. This is not as easy as it sounds especially when people are in full flow.

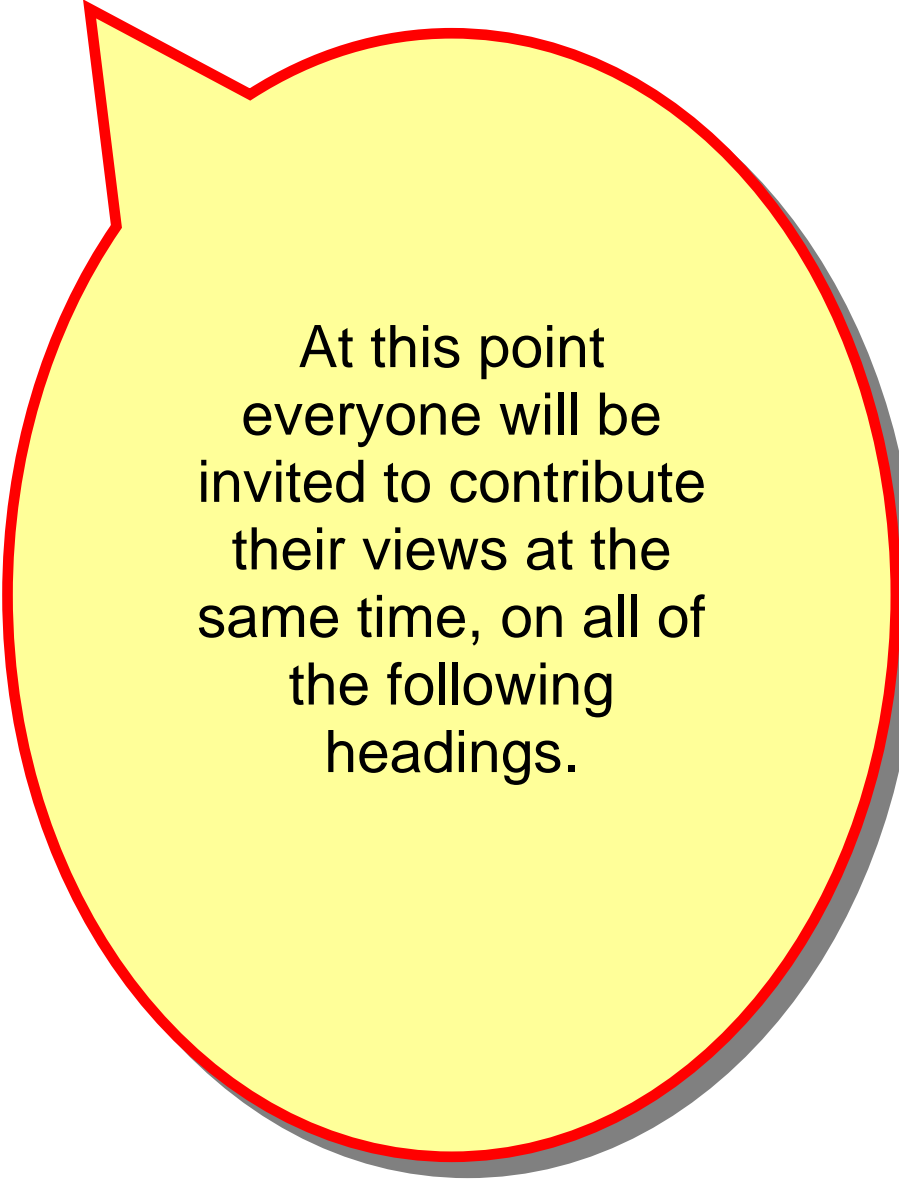
Example rules:

- Smelling mistakes are ok
- Phones off/silent
- Five-minute rule

Who is here?

Whoever is facilitating the meeting will ask people to either say who they are and write their names on the flip chart paper, or invite people to write their names themselves.

Another way of to do this is to ask people to bring a photograph of themselves ready to stick onto the flip chart paper.



At this point
everyone will be
invited to contribute
their views at the
same time, on all of
the following
headings.

What we like and admire about.....

The facilitator may have already written things already said about the young person from a previous person centred plan, or other sources before the meeting.

People will then be invited to add things at the meeting.

It is also important to include the young person's talents and skills as a good way to help others see the young person before the disability.

What is important to.....

The facilitator will take what is important to the young person from their plan and add them here.

The group don't need to ask why they are important but acknowledge them.

They will include the things that the young person wants to happen in the future as well as things that are already happening.

Questions to ask Issues to resolve

This sheet is for anything that people are not sure about.

Things that are not happening for the young person.

Differences between people involved in the young person's life.

Anything that doesn't make sense.

Anything we need to go away and find out about.

What is working?

From:

The young person's perspective.

The family's perspective.

Others' perspective
e.g. Staff, Social Worker, or other
professionals.

What is not working?

From:

The young person's perspective.

The family's perspective.

Others perspective

e.g. Staff, Social Worker, or other professionals.

What support does need to stay healthy & safe?

These are the things that the young person needs support with (important for) and may be recorded in their person centred plan.

Support could be things that people need to know about the young person's health.

It may be useful to refer to the young person's health action plan or how the young person communicates.

Action Plan

Now that information has been recorded it is time to start action planning.

The facilitator will start with:

What is not working?

Then

Questions to ask, issues to resolve

Then

Information under the remaining headings

The Action plan should look like this:

What	Who	When	Check
<i>What needs to be done?</i>	<i>Who will make sure that it happens?</i>	<i>When will it be done by?</i>	<i>Who will check and when?</i>

At the end of the meeting the facilitator will:

- Check who will write up the notes from the meeting and distribute them, including the action plan.
- Ask the group for their reflections on the meeting.
- Carefully take down the flip chart paper and give them to the person who will be writing them up.

It is the Facilitator's responsibility to:

- Check the venue is suitable before the meeting.
- Make sure the room is ready and comfortable before people arrive.
- Make sure the young person and their family/carers are there.
- Make sure “just observers” do not attend the review - everyone present should be contributing.
- Stick to the ground rules.
- Stick to the process.
- Read out what people like and admire.
- Ensure additional important information that emerges is recorded on the appropriate sheet.
- Complete an action plan, including what, who & when.

What do I need to do?

This booklet has been adapted by
Suffolk Learning Disability Partnership Board

In association with Suffolk SENDIASS
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