

SEND Guidance: Person Centred Planning Toolkit

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Acknowledgements:

Illustrations by Valerie Bayley

1 Person Centred Planning. What is it?

What are Person Centred Approaches?

Person Centred Approaches are about discovering and acting on what is important **to** a person and what is important **for** them and finding the balance between them. It is a process of continual listening and learning, focusing on what is important to someone now and in their future, and acting on this. The listening is used to understand a person's capacities and choices. Person Centred Approaches form a basis for problem solving and negotiation to mobilise the necessary resources to pursue a person's aspirations. These resources may be obtained from someone's own network, service providers offer non-specialist, non-service sources (Department of Health 2001).

The principles of Person Centred Practice are fundamental to the use of Person Centred Tools. These principles are about listening, sharing power, responsive action and connecting with citizenship. In writing about these principles Thompson et al (2008) suggest they are written with an implicit hierarchy and that each principle underpins and interconnects with the others. As an example they suggest it is not possible to share professional power effectively without listening to what is important to a person first. Each of these four principles is described below.

Listening

Listening in person centred planning and approaches involves earnest attention and intention. Attention to body language, words, meaning, inspirations and aspirations. There is an intention to understand, to know, to connect with, to make possible, to be alongside and to support a person. Listening with intention and attention is important to create conditions that give voice to those who are at risk of or have been silenced or ignored.

Listening in person centred practice involves listening both to what is important **to** someone and what is important **for** them.

Sharing power

Person centred planning supports self-determination by offering ways to listen to what is important to act upon these things. Person centred approaches challenges power balances between people with learning disabilities and professionals. In the past the power to know what a person needs was located with professionals who then figured out how to meet this professionally identified need using service structures. Person centred approaches focus on working with people and not doing things to them.

Responsive action

Listening alone is insufficient if there is not a sense of a clear intention of acting on what is heard. Responsive action involves being clear about what we are responsible for in our professional roles with people and what is outside our sphere of influence or none of our business. In the exchange model there is a core assumption that the person is the expert on their own life problems, and professional expertise lies in helping to create a shared understanding of the person in the situation, to go shaking, problem-solving and co-designing solutions.

What are Person Centred Tools?

Person Centred Tools support person centred thinking and skills. Person Centred Tools can be used in a variety of situations and help to plan, organise, understand and connect with others.

When should I use Person Centred Planning?

Person Centred Planning can be used in a variety of situations such as when you are supporting someone to plan for their future within a range of different life situations e.g. in education, socially or through work.

- Help people to work out what they want in their lives.
- Understand better what support a person needs to pursue their dreams and aspirations.
- Help to shape and clarify contributions made from different services and agencies to ensure they are effective in helping people meet their goals.
- Bring together people who have a part to play in supporting people for joint problem solving.
- Energise and motivate people based upon better understanding of and commitment to a person.
- Show service agencies how they can adjust their activities at both operational and strategic level in order to better support people to achieve their goals.

2 Why should I use Person Centred Planning?

The Children and Families Act 2014

The Children and Families Act sets out clear principles for supporting and involving children and young people in all aspects of the support and planning of their special educational need. Local Authorities must have regard to the views, wishes and feelings of the CYP and his or her parent. There is a duty to ensure participation as fully as possible in decisions, and to be provided with the information to ensure the enablement of participation in those decisions.

There must be mechanisms in place which support their parent/carer to facilitate the development of the CYP, and to help him or her to achieve the best possible outcomes.

The Special Educational Needs and Disability Code of Practice: 0 – 25 years provides the statutory guidance relating to part 3 of the Children and Families Act 2014. Embedded in its principles is the need for a stronger focus on the participation of children, young people and their parents/carers in decision making at both individual and strategic levels. The use of Person Centred Approaches provides the opportunity to fulfil those principles. Working in this way ensures the CYP and their parents/carers are at the centre of all decision making and future planning.

It provides an opportunity to engage directly with children and young people to discuss their needs, and plan how they can achieve the best possible outcomes. This should be integral to all planning for children and young people with Special Educational Need and Disability (SEND) throughout their lives.

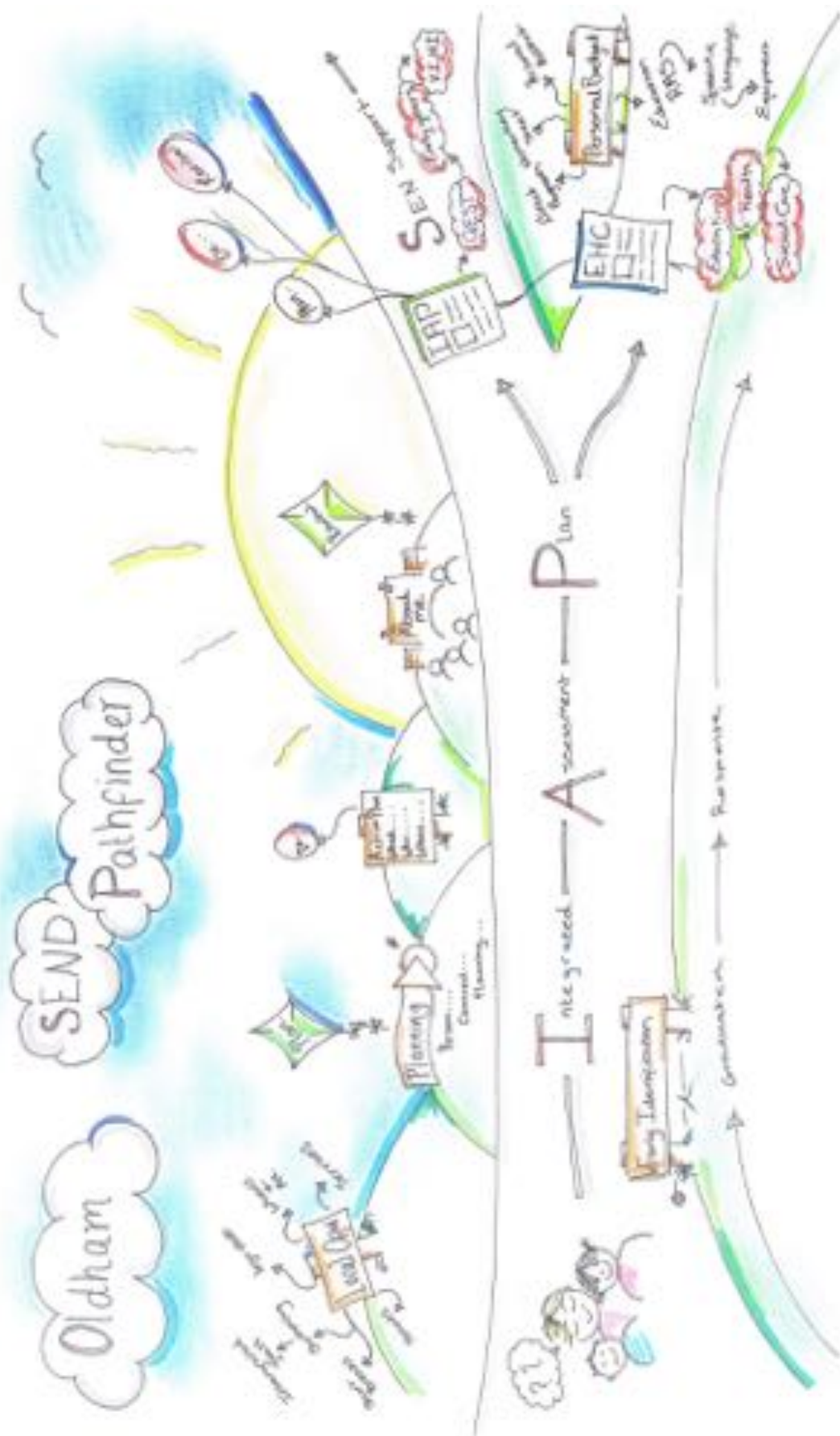


Illustration by Victoria Bayley

3 Planning

P.A.T.H.

What is P.A.T.H? (Planning Alternative Tomorrows with Hope)

PATH was developed by John O'Brien, Marsha Forest and Jack Pearpoint. It is a graphical model for planning that helps people find direction and build strength.

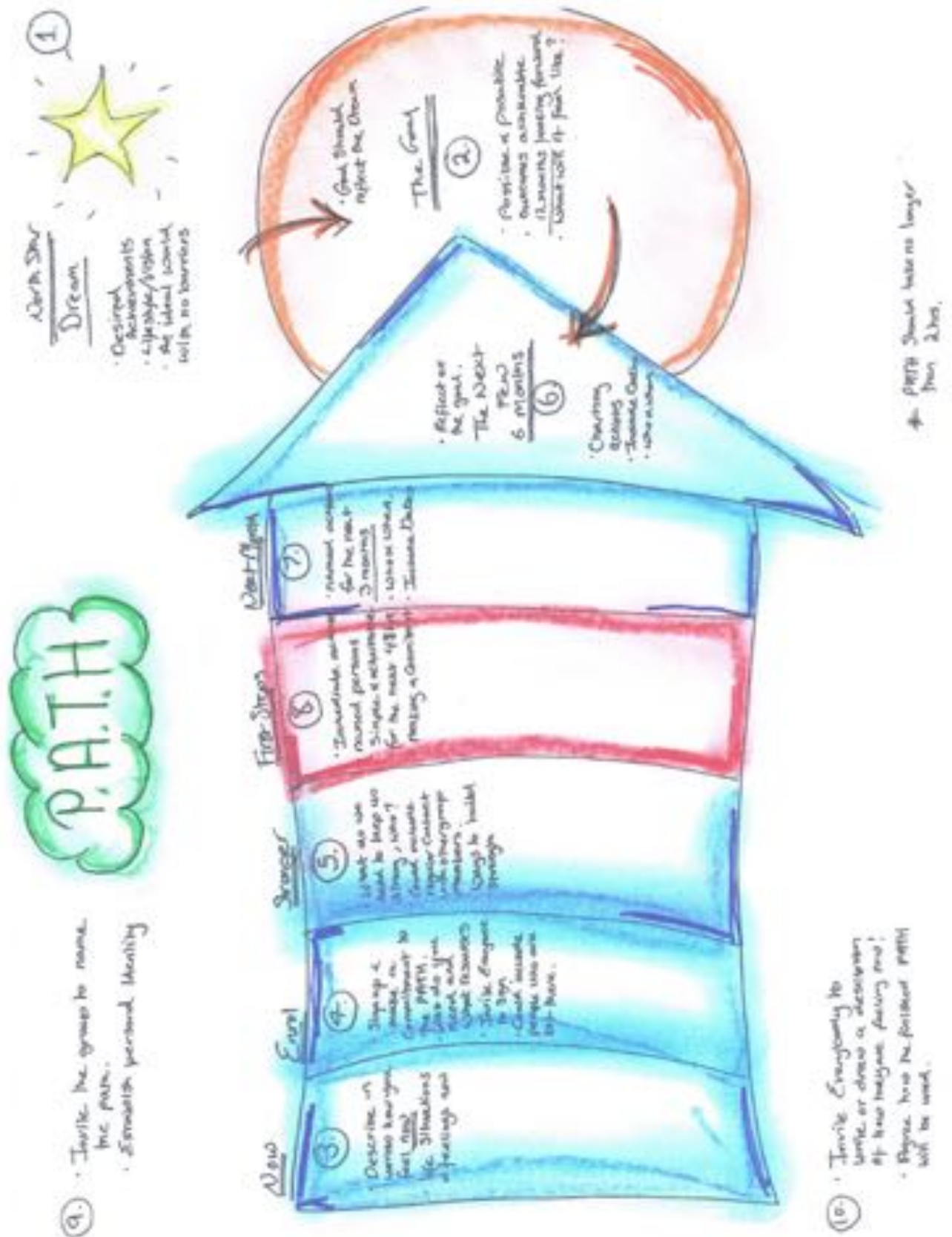
When to use PATH?

- You are stuck and have nothing to look forward to.
- You have people who care about you but don't know how to help.
- You have a sense of a better future, but need help to say what it is.
- You like the idea of a planning event for you, your family and friends.

How PATH. Works?

Steps:-

- 1) The Dream – Always start with the dream, also known as the North Star.
- 2) The Goal – This is where we think of possible of positive outcomes looking forward to 12 months in the future.
- 3) Now – Describe in words how you feel now, think about current situations and how they make you feel.
- 4) Enrol – All the people in the room are invited to sign up and make a commitment to the PATH. Think about people who are important to the cause who may not be there. You can sign on their behalf.
- 5) Stronger – What are the things we need to keep us strong and motivate us to keep up our commitment to the PATH?
- 6) Six months in the future.
- 7) Next Month – Named actions for the next three months. Include who and when.
- 8) First Steps – Immediate actions, preferably in the next 24 to 48 hours. Naming who has made the commitment. This must include the person for whom the PATH is for. Ensure the actions are realistic and manageable.
- 9) Invite people to name the PATH. This will establish ownership and identity.
- 10) Finally invite everybody to say in one word how they are feeling right now.

$P\varepsilon_{\sim}$ 

M.A.P.S.

What is M.A.P.S? (Map Action Planning System)

MAPS was developed by John O'Brien, Marsha Forest, Jack Pearpoint, Judith Snow and David Hasbury. It asks a series of questions which individuals can use to develop a plan of action to head towards their dream and away from the nightmare.

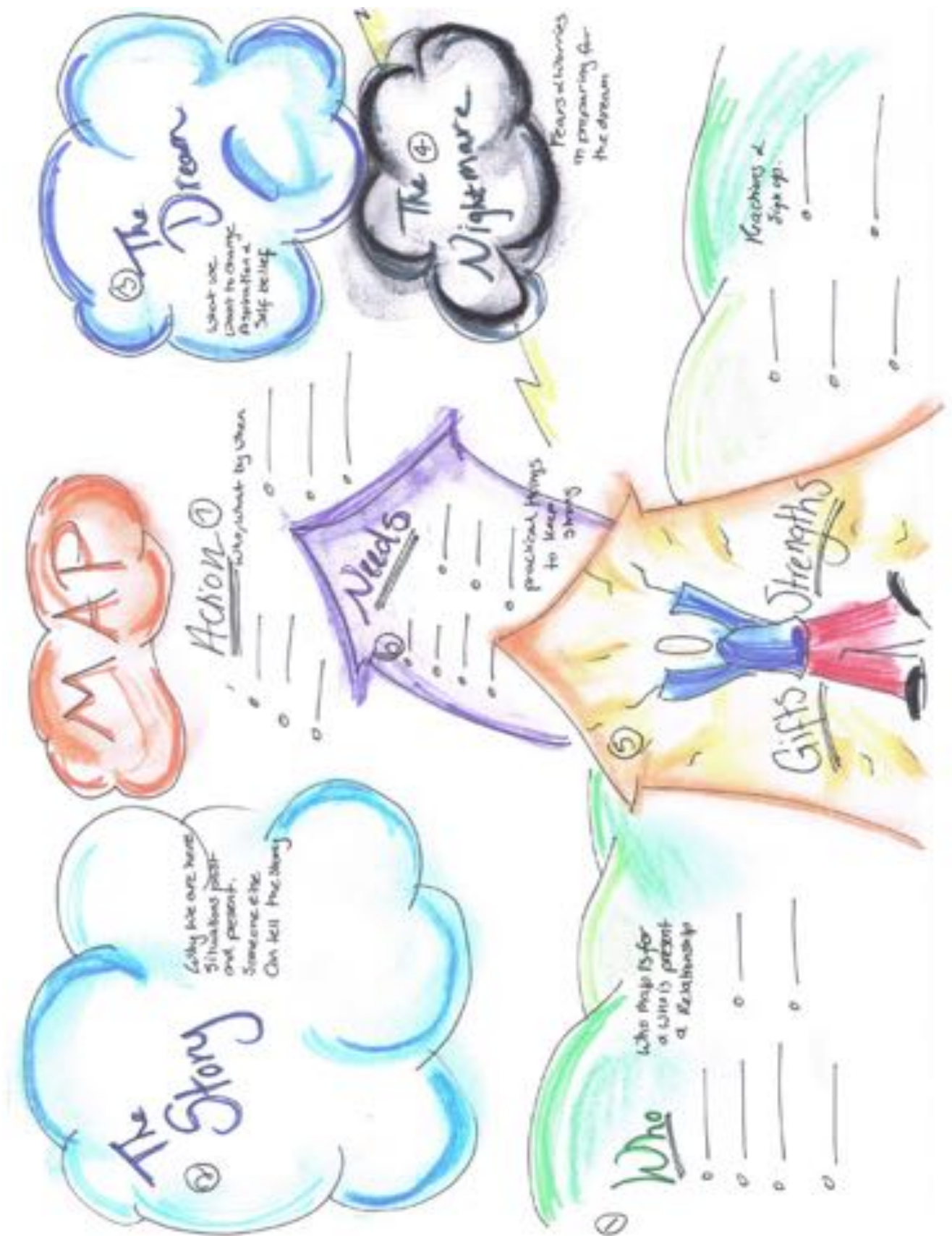
When to use MAPS?

- You need to see whether you have been in the past to see where you are going next.
- You want people to recognise your gifts and strengths.
- You want people to look at your fears.

How MAPS Works?

Steps:-

- 1) Identify who the MAP is for and invite all in the room to introduce themselves and describe their relationship with the person.
- 2) This is where the person tells their story and why they are here. The person can describe in detail situations past and present. If this is difficult the person can nominate someone to tell their story. The story should be recorded and then agreed by the person. This will allow the person to tell the story once.
- 3) The dream is an opportunity for the person to say what they want to change about their life and express what their aspirations, hopes and dreams are.
- 4) The person is then asked to talk through their fears and worries in preparing for the dream. This is referred to as the nightmare.
- 5) The group then support the person by identifying and listing their gifts, strengths and talents.
- 6) The group then thinks about the best way to move forward towards the dream and away from the nightmare for the person.
- 7) The next stage of the process is to develop the action plan, listing who will do what, where and when.



4. Planning Tools

4+1 Questions

When to Use 4+1 Questions?

- We can use 4+1 Questions when a more gentle approach is needed, to support ongoing efforts.
- People in the CYP's life are stuck and don't know what to try next or lots of different approaches have been tried with little success.

How 4+1 Questions Work?

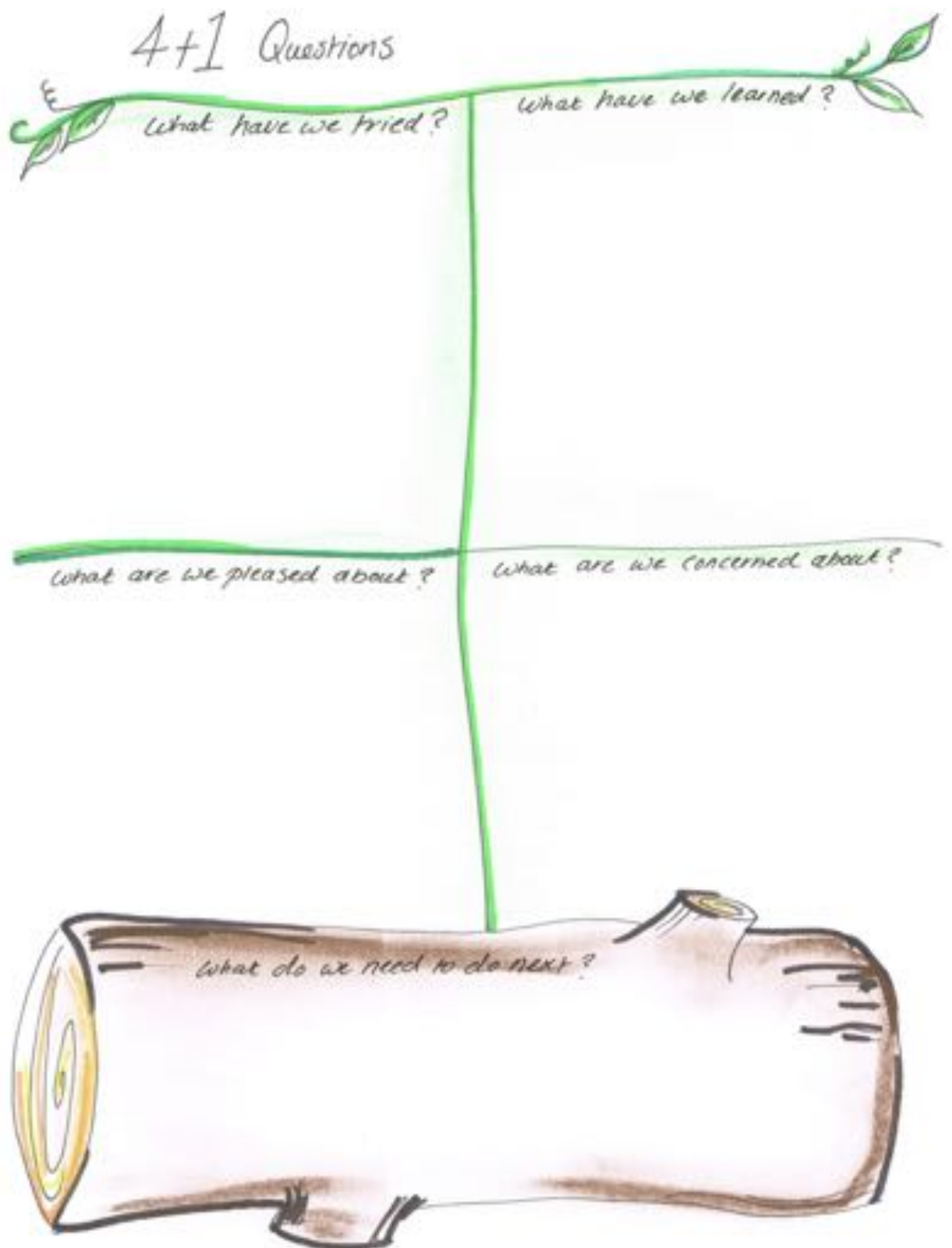
Set out four sheets of paper which are headed with the following questions:-

- What's been tried?
- What we've learnt?
- What we are pleased about?
- What we are concerned about?
- Based on what we know what should we do next?

The 4+1 questions are a quick way to work out better ways of supporting people, and staff are less likely to continue to do what is on the 'what are we concerned about' list.

This method may also be used as a way to conduct an interim or follow up review.

4+1 Questions Template



Like and Admire

When Suitable to Use?

- The CYP has a negative reputation or has very low self esteem.
- Care-givers and others view the CYP as a problem first.
- This is also a great way for evoking positivity for the CYP and everybody involved in planning and reviewing.

How to Deliver?

- Use as part of the welcoming process by asking people to write what they 'like or admire' about the CYP on a flipchart.
- You could also ask everybody in the room to write one thing they like or admire about the CYP on a sticky note and ask the CYP to read out in turn what everybody has written whilst attaching them to the flip chart paper.

What I **like** and **Admire**
about.....

Hand-drawn worksheet for a writing exercise. The title is "What I like and Admire about.....". The word "like" is inside a yellow cloud, "Admire" is inside a green cloud, and "and" is underlined. To the left of the title is a drawing of a potted plant with purple flowers. Below the title is a large area with horizontal lines and vertical red lines forming a grid of boxes for writing. A dashed line starts from the "about....." part of the title and winds through the grid boxes. At the bottom right of the grid, there is a small drawing of a flower.

What's Working / What's Not Working

When Suitable to Use?

- A direct approach to gain different views about what is the best way forward for the CYP.
- Where those involved are just seeing an issue from one side and are missing the whole view.

How to Deliver?

- On a flipchart.
- Ask each person to write on their row what they feel is working/not working for the CYP at the moment.
- Working and not working from different perspectives contains two of the core principles of negotiation.
- When you get each person's perspective on paper, they feel listened to.
- When you tease situations apart in enough detail, you can find areas of agreement. This enables you to start on common ground.

What's Working / What's Not Working Template

What's Working	What's Not Working

Important To / Important For

What Suitable to Use?

- The CYP is not being 'heard' about what matters to them.
- Where the CYP is withdrawn and has limited opportunities for self-advocacy.
- Where there have been changes in the CYP's physical or mental health.

How to Deliver?

To:-

- Depending on the learning style and ability of the CYP this can be a written exercise or could use images.
- The aim is to develop two lists.
- Firstly, gather information on what is 'important to...' them. Important to... means anything that if it was taken away then the person would greatly miss it. These are the things that are necessary for that person to have a good quality of life. It is important to be mindful that children and young people don't always have the voice, power or control to ensure these things are present. Examples of this are: a mobile to text friends when down, DVD collection to relax or a teacher they can turn to.

For:-

- What is important for people are the things that help people become or stay healthy and safe, whether it is important to them or not. An example:- It is important for me that when people are asking me to do something that they use my communication dictionary and signs that are contained within it, to help me to understand what they are saying.

It is important to get a balance of the two lists in order that effective support is given.

Important To/Important For Template

The image shows a hand-drawn template for a worksheet. It consists of two identical rectangular sections stacked vertically. Each section is defined by a thick, wavy brown border. In the top right corner of each section, there is a handwritten label: 'Important to.....' for the top section and 'Important for.....' for the bottom section. At each of the four corners of the rectangular sections, there is a small, hand-drawn yellow tab with a black outline, intended for marking or labeling. The entire drawing is done in a simple, sketchy style with brown ink for the borders and yellow for the tabs.

Good Day / Bad Day

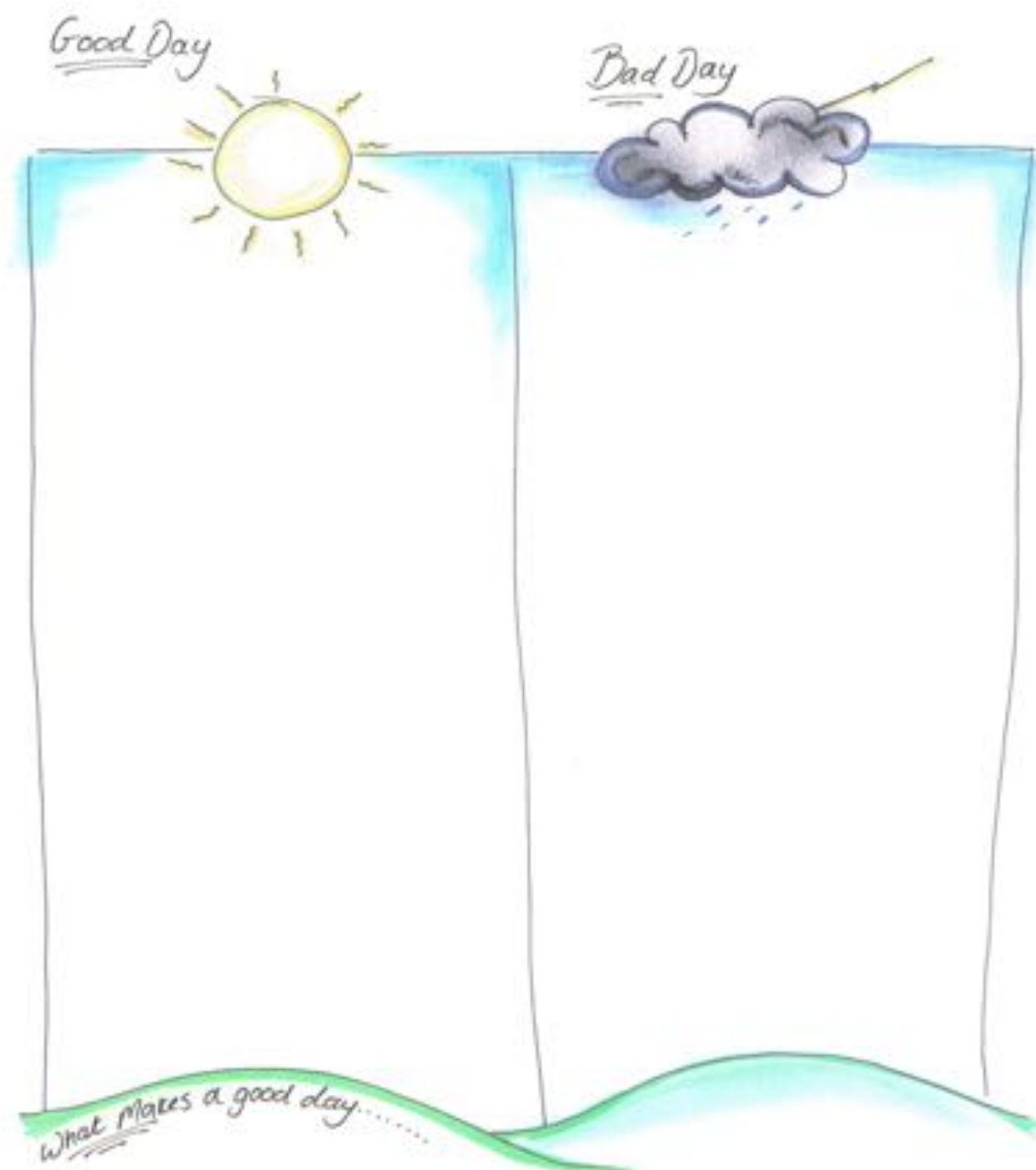
When Suitable to Use?

- Good day/bad day is a person-centred thinking tool that simply asks the CYP to describe what a typical day is like, starting with when they wake up and continuing until they go to bed.
- Then you can ask for the same detailed information about what an especially good day is like and a particularly bad day.

How to Deliver?

- Ask the CYP to think back to the last bad day they had.
- Ask them to describe what happened and why this was bad.
- Discuss with them what could have helped to support them on this bad day.
- Now ask the CYP to describe what would make a good day?
- Who helped to make this day good and what did they do?
- Some people cannot describe a good day or a bad day, but can tell you about the last week in detail, so that you can gently ask which bits of the day were good and which not so good.
- If the CYP has not had good days for some time, they may be able to tell you about a good day from their past.
- When the CYP cannot tell you directly themselves, then family or support staff can help.

Good Day / Bad Day Template



Matching Tool

When Suitable to Use?

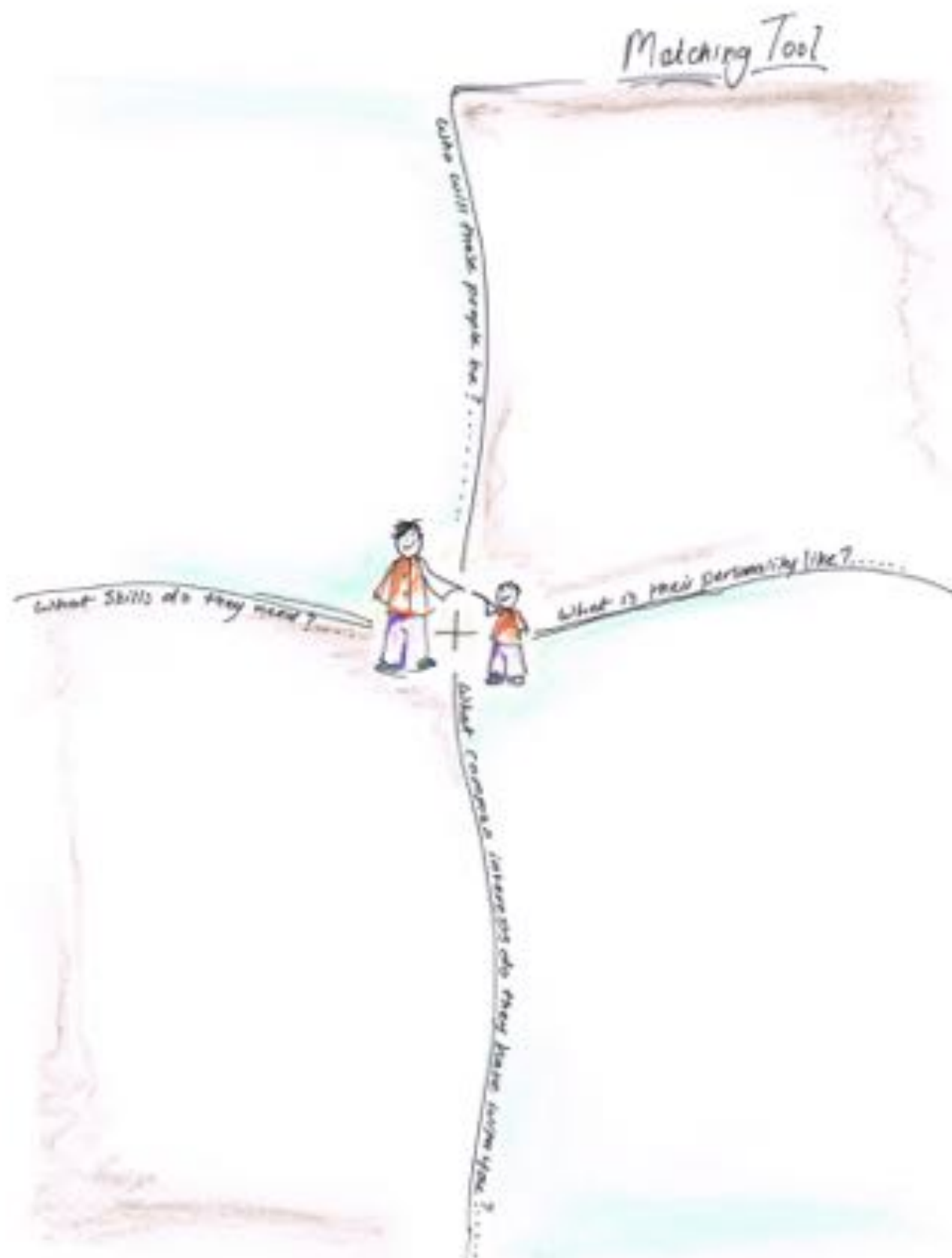
- Getting a good match between the person supporting and the CYP being supported – whether paid or unpaid can be difficult.
- This matching tool is a simple way to record what is needed to give a CYP the best match between those who use services and those who provide them.
- It is important to remember that children and young people are entitled to have support workers who like being with them.
- If there is a successful match the CYP who is being supported will be much happier and the person supporting them will be to.
- This tool can be used to match existing staff within a team to particular individuals to recruit new people to a team or to recruit personal assistants or find volunteers.

How to Deliver?

Ask the CYP to think about the following questions:-

- 1) Who will these people be?
 - 2) What is their personality like?
 - 3) What skills do they need?
 - 4) What common interests do they have with you?
- When using this tool think about the people who enjoy being with the CYP, who knows them best and is helpful on good days. Also try and think about the people they avoid or are around on bad days.
 - This tool works best if you have used **'important to and important for' (4.4.3)** first, this will ensure that the person supporting them will have the skills to ensure the CYP is both healthy and safe.
 - If staffing has been unsuccessful and reallocating workers is not an option, discuss with the CYP what could the current staff do to be more like the ideal support?

Matching Tool Template



Relationship Circles

What is a Relationship Circle?

A Relationship Circle is a tool that can be used to help learn whom the CYP knows, how they know them and how they can support the CYP to achieve their goals and aspirations.

When to use a Relationship Circle?

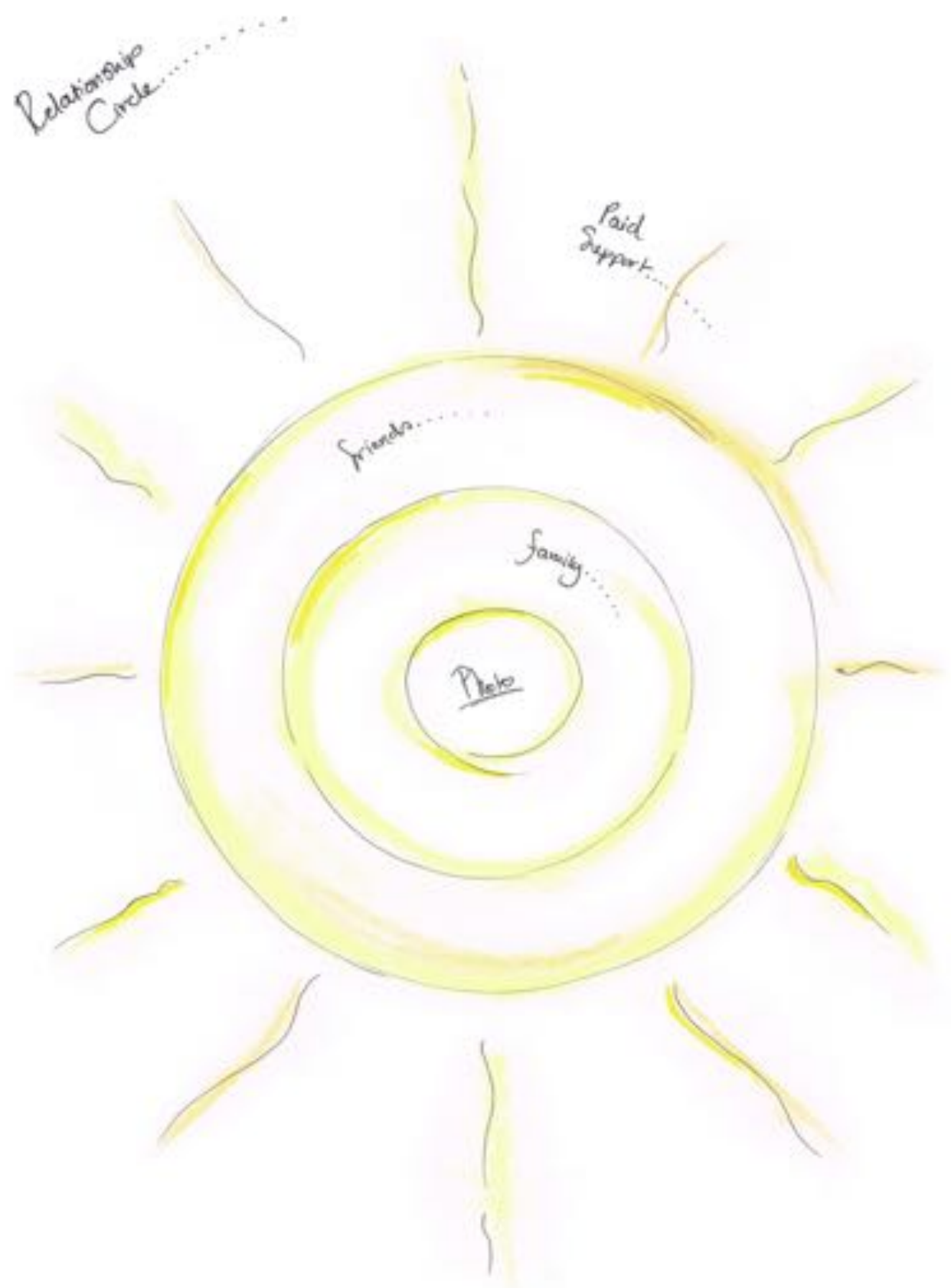
We can use a Relationship Circle when we want to:-

- Learn more about who is important in the CYP's life.
- Discover any relationship issues.
- Who can be supportive to the CYP in developing a plan.
- Strengthen and support relationships.

How a Relationship Circle Works?

- Relationships can be represented as a circle with the name or picture of the CYP in the middle.
- Around their name or picture you would add the names or pictures of the people closest to them. This may not always mean family, it could be a professional or friend.
- The second circle would be people the CYP likes.
- The outer circle would include people who are paid but still are significant in the CYP's life i.e. support staff, health workers or GPs.
- A Relationship Circle may highlight a CYP's need to build relationships.
- It can be useful in helping a CYP decide who to invite to a planning/review meeting.
- The Relationship Circle seeks to identify not only who is important to them but how to stay in contact and strengthen those relationships.
- It can also show you if other people can offer support and share ideas.

Relationship Circle Template



5. One Page Profile

What is a One Page Profile?

- It can be used as a starting point in planning for a person.
- A way of parents and professionals to share their knowledge, understanding and expertise about the CYP they are planning for. This could include things that have been learnt through experience, observations and from direct communication with the CYP.
- A one page profile will tell you great things about a person, what is important to them and for them, what makes them happy and how best they would like you to support them in achieving the things they want to do and achieve in a safe and healthy way.

When to Use a One Page Profile?

- A one page profile can be used to get to know a person quickly and introduce them to new or unfamiliar surrounds.
- It can describe a person and their support needs while within a particular environment i.e. school, college, home or the workplace.
- It can be extremely supportive in times of change for the CYP and people who may not know them well e.g. new school, social activity or workplace.
- To share things that are important to the CYP and things that people who work or come into contact with the CYP needs to know e.g. how they communicate?, medical needs etc.
- The one page profile should also provide up to date information about who the CYP is now. It is important for this reason that it is updated regularly.

How it Works?

- The one page profile provides consistency of support and a better understanding of how to engage positively and effectively with a CYP.
- It is written with the CYP as well as with people that know them really well, family, professionals who have worked with them for a period of time, work colleagues or friends.
- They can be produced without the need for a facilitator or outside help.

Bringing Together a One Page Profile

The information gathering within a one page profile can be collated using a collection of Person Centred Tools, things that should be included in a one page profile are:

- What people '**Like and Admire**' about a CYP. (Positive)
- What's '**Important to**' a CYP. (In their own words)
- How best to support the CYP. (Using the balance of '**Important to and Important for**' what we have learned)

The presentation of a one page profile should always be produced with the CYP and they should be supported to include visuals and pictures. You can involve them in uploading pictures and information on to their profile page. You should always enlist the help of people who know them well or are close to them i.e. family, school teacher and professionals.

- Write positively and respectfully, there should be enough detail to show someone who is supporting the CYP who they are and how to support them effectively.
- Be specific. (**Who, What and When**)
- The One Page Profile should be clear and easy to read and understand. No jargon or acronyms.
- Include illustrations and photographs relevant to the CYP. Ideally this should be led as much as possible by the CYP themselves.

One Page Profile Template

What People....

Like and Admire

My Wishes for the Future

About Me...

People who know me well...


How I like to be supported...

Written by.....

On.....

One Page Profile Template (example)

Charlie



My Wishes for the Future

"To go camping with the cub scouts."

"To go to assembly on my own with George and Alex."

What People...

Like

and

Admire


A good goal scorer

Kind to his

Always tries

Extremely Helpful

Makes everybody happy with his smile



When I am playing football with my friends Alex and George.

Pizza and apple sandwiches

When Mrs Hope tells me I have done a good job!

When I get a badge at cub scouts.

Playing on my trampoline

Playing with my puppy Lou

About Me...

People who know me like...

- Charlie doesn't like change and needs lots of reassurance when meeting new people or going to new places.
- A routine is important and Charlie needs to know what he is doing next in advance.
- Charlie communicates using a communication dictionary. There is one kept in his school drawer and one in his school bag for home.
- Charlie becomes agitated in busy load environments and may need a quiet space.
- If Charlie spins round or flaps his hands up and down he may need to relax in a quiet space with his football cards, this means he is anxious. Mrs Gibbson can help Charlie with this.

Written by..... Mrs Hope and Charlie

On..... 24/01/14

How I like to be supported...

I don't like shouting and loud noises."

"I like doing jobs for Mrs Hope."

"Sometimes I like time on my own, but sometimes I like George to come with me too."

Mum (Angelica) and Dad (Robin)
225 7756

Mrs Hope (Class Teacher) Mrs Gibbson (Learning support Assistant)
Nadia Hobbs (Speech and Language Therapist)
343 6743

6. Person Centred Planning/Review Meeting

Who Should We Invite?

- The CYP and their family.
- A Local Authority representative.
- Representatives from any outside agencies who may be involved e.g. Speech and Language, Occupational Therapist.
- If the review meeting is at a transition point a representative from the receiving school, college etc.
- If the meeting is for planning the young person and their family decide who attends. For the purpose of the review the people who are important for the young person also need to attend.

Supporting and Preparing a CYP for a Planning/Review Meeting

- Support the CYP to gather information from their point of view, their likes and dislikes, hopes, dreams and aspirations and what support they need to stay healthy and safe. This will ensure the young person can fully contribute. The CYP may express this through drawings, pictures, symbols or maybe even a short film/slide show. There are a range of PCP tools you can use to help with this including **'Good Day/Bad Day'**, **4+1 Questions** and **'One Page Profile'** etc.
- People invited to the meeting should also be asked to think about questions prior to the meeting. These could include what do you **'Like and Admire'** about the person and what is **'Important To'** and **'Important For'** them now. These questions could be included in the invitation to the meeting.
- The focus should be on how they feel about themselves, school and their learning. Focus should be on the CYP's aspirations and what they want to achieve in the future and what support they will need to achieve this.
- The CYP and family should be involved from the outset in deciding where the meeting should be held and when. This may not necessarily mean at school or during school time. They should also be fully involved in preparing the meeting invitations and deciding who the attendees should be. It is important that a CYP's planning meeting should include the people who they want there and who are important to the young person e.g. friends, professionals or PAs they may have a close relationship with. A review meeting would include people who are important for the CYP e.g. Social Workers, Health Workers etc. You can use the PCT tool **'Relationship Circle'** if this is difficult for them.
- It is important that the CYP should be able to express themselves fully at the Planning/Review meeting. This may include playing their favourite music at the review meeting and sharing their favourite snacks or even bringing along items that are important and meaningful to them.

- If the CYP has communication needs involve the communication support specialist for advice i.e. Speech and Language, and seek advice from them on how best to support the CYP in being as involved as possible with their plan, this could include the use of Makaton, British Sign Language, Picture Exchange Communication System etc.

Setting the Scene

- Think about the environment and whether it will meet the needs of the person and if extra support is needed who will be supporting them.
- Ensure the headed paper is visible and accessible to everybody.
- Music/refreshments.
- If you are conducting the meeting in someone's home ask permission to use any wall space. Alternatively, portable freeze boards can be used.

Equipment:

- Plenty of extra flip chart paper;
- Different colour pens;
- Masking tape.

Meeting Overview

- The delivery should take approximately an hour and half, maybe a little less or more depending on the number of people in attendance.
- Always allow extra time for interpretation if needed.
- The focus of the meeting is to identify what is important to and for the CYP, what's going well and not so well and agree what support is needed to support the CYP in achieving their goals, targets and aspirations.
- It is important to meet with the CYP and family prior to discuss the appropriate time and place for the meeting and agree on who will facilitate. It is also essential that the CYP and the family are involved in who will attend the meeting. Ensure that the CYP is supported in writing their own invitations.
- If you are conducting a Planning Meeting this would also be a good time to discuss with the family the differing PCP tools and identify which is the most appropriate tool to use. There are lots of different tools you can use for planning including P.A.T.H. and M.A.P. (See toolkit for more information)
- It is important that you consider all options and possibilities with the family to ensure you are using the right Person Centred Tool. Be mindful that they can be adapted and are there to help guide you in planning for a CYP's future.

Poster Headings used for Review could include:-

- 1) Ground Rules
- 2) Parking
- 3) Who is here
- 4) Like and Admire
- 5) What's Working/Not Working
- 6) My Outcomes (prepare prior to the meeting)
- 7) Important to and for (now)
- 8) Important to and for (future)
- 9) Action Plan/Outcomes

The Meeting

- Prepare flip chart sheets beforehand with the headings for each element of the meeting written clearly. Graphics and symbols may be used throughout when recording. Keep things colourful and as visual as possible to keep everything person friendly.
- Participants will be asked to introduce themselves and briefly explain their relationship with the family and CYP. This information will be recorded under the heading '**Who's Here**'. The facilitator records all the information on the headed paper sheets which should be clearly visible to all in the room. This should happen throughout the whole meeting with the facilitator relaying back the information to the participants after each element of the meeting, to ensure clarity of what has been recorded and ensure nothing has been missed or anything further needs to be added.
- The facilitator will ensure that all contributions are positive and possible and that everybody stays on track. It is also the facilitator's job to ensure that everybody is included in the discussions.
- It would also be useful to have a separate sheet to record any issues raised which take longer than five minutes to discuss. It is very unlikely that these issues will be resolved in the room and may need future discussions. These would be recorded to ensure there are future discussions and that the issues have been acknowledged. This could be described as the '**Parking Board**'.
- Following the introductions the facilitator will introduce the '**Ground Rules**'. Once the facilitator has explained the ground rules there should be an opportunity offered to everybody to add to the ground rules. The ground rules can be adapted to the environment of the meeting and also to the needs and wishes of the family i.e. time allowed for interpretation, personal wishes if meeting is within someone's home etc.

Ground Rules

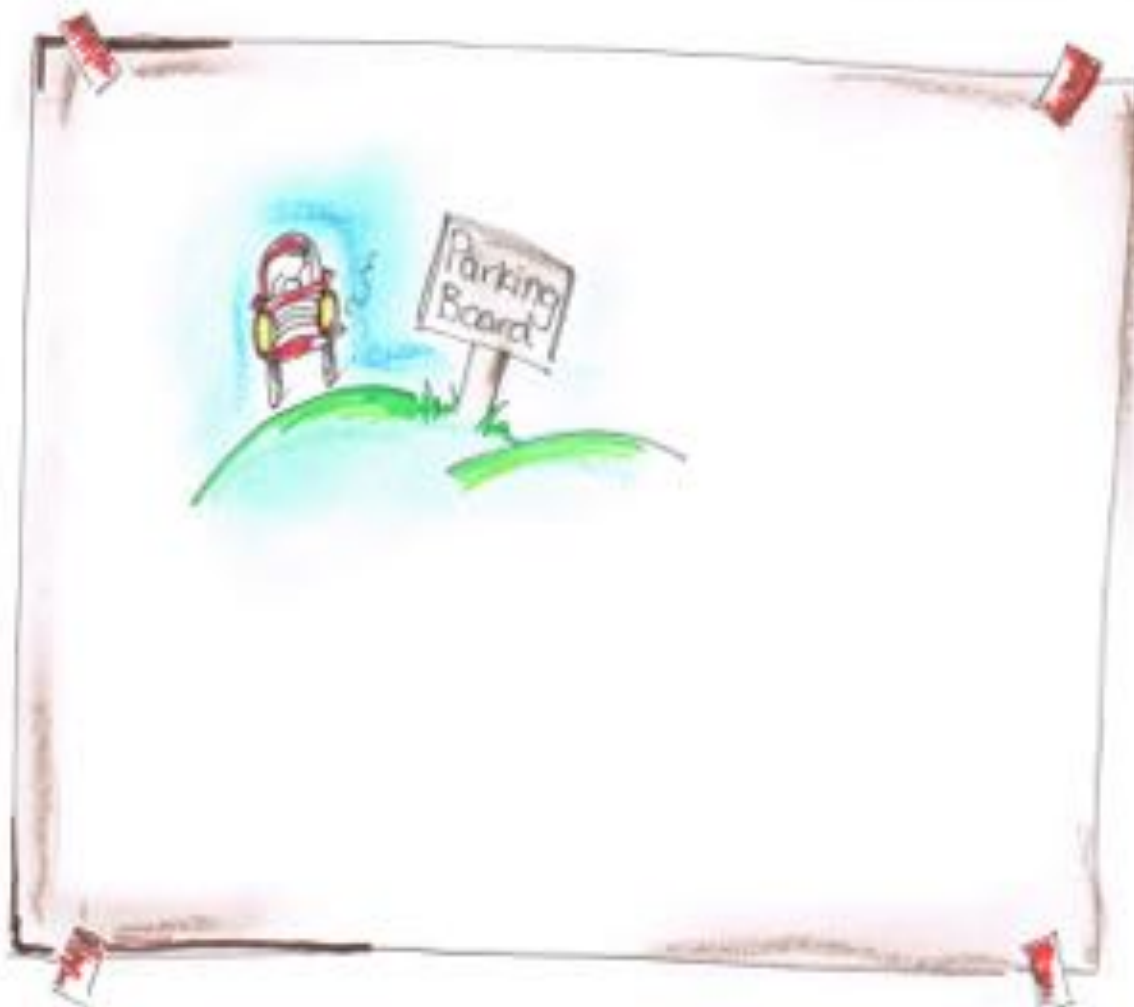
- 1) No Jargon – avoid professional terminology (everyday language);
 - 2) All contributions are valued;
 - 3) Spelling misSTOOKs are ok;
 - 4) Confidentiality;
 - 5) Switch off phones;
 - 6) Commit to the time allocated for the meeting.
- The facilitator will give a brief explanation of all the headings and what they mean.
 - The facilitator will ask everybody in turn what they **'Like and Admire'** about the CYP. This introduction will be recorded under Like and Admire. This should include abilities, strengths, personal qualities, characteristics and all have a positive focus.
 - It may be helpful for the CYP if some of the preparatory work done with the young person is recorded under the headings 'Important To/Important For' (now and in the future), before the meeting. This should also include 'My Outcomes' as outlined in the current EHC Plan if one has been issued or their current Statement of Educational Needs.
 - The next stage is about what is **'Important To'** and **'Important For'** the young person. This should reflect what is important to and for the CYP through education, socially and include any health needs. This should be asked of all the people attending the meeting including the CYP.

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look at the support the CYP currently receives and what progress they have made and what support is needed for future progress. The facilitator can support this by drawing on suggestions and statements made throughout the meeting under the previous headings. All suggestions and comments should be recorded. The facilitator will have already listed objectives and provisions that are currently set out in the previous EHC Plan. It should be discussed whether these objectives and provisions are still relevant or need to be changed.

- Everyone will need to look at **'What is Working'** and **'What's not Working'**. The facilitator will record all issues, comments and suggestions. Remember the option at any time to relay issues that may be discussed longer than five minutes can be recorded on the **'Parking Board'**. This will gain an insight and understanding of how things are from all perspectives and support the next step.



Action Plan

- The **‘Action Plan’** should be developed together as a group and clearly outline who is going to do what and when. Actions should be SMART (Specific, Measurable, Achievable, Realistic and Timebound). Actions will also need to include dates and timescales.
- Identify priorities for discussion. Support people to review, discuss and action from the information gathered under the headings.
- It is important to identify who the person is who will pursue the outcomes and check that the action plan is being followed.



Closing the Meeting

- The facilitator will finish by asking everybody what they appreciated about the meeting.
- Offer people the chance to share their thoughts and feelings about the process and make suggestions for improvement. This will inform the next meeting.
- Check who will be putting together the meeting notes and distributing them.
- Follow up or interim reviews can often be led using the '4 + 1' tool. The four questions can be a good indicator of progress and also inform any next steps which may be needed.

Invitation Letter

Why the Invitation Letter is Important?

- Giving the CYP the opportunity to make choices.
- Putting the CYP in control.
- Making plans/first steps to planning and reviewing.
- Creating an opportunity for discussion.
- Setting the scene, an explanation of what is going to happen next.

How it Works?

The letter should be written by the CYP offering the opportunity to the family to support them in writing it. It may be that the CYP is supported by someone close or who knows them well i.e. class teacher or teaching assistant, close friend or colleague.

Preparing the Invitation Letter

The invitation letter is an opportunity for the CYP to express who they are and the invitation should reflect their identity. Support the CYP to be creative in personalising their invitation i.e. using symbols or pictures that represent the things they like or that are important to them.

Invitation Letter Template



Dear,

Please come to my Review/Planning meeting on at.....

People at the meeting will include my family, my teacher and other adults who know me.

At the meeting we will write about and talk about:

- What you like and admire about me;
- What is important for me and my future?
- What is working and what's not working now;
- My support – what's in place and what needs to be put in place for me?

We will also talk about my progress in school and my Individual Assessment Plan/ Education, Health and Social Care Plan.

Then we will make an Action Plan for my future.

Please let me know if you can come.

Yours sincerely,

CYP



Review/Agenda

- **Introduction/Ground Rules:**

The facilitators should introduce themselves and explain how the review will be held. Everyone in turn should introduce themselves and agree the ground rules.

- **Record who is at the meeting:**

Everyone should record their names on the who's here sheet.

- **Like and Admire:**

Everyone in turn to say what they like and admire about the CYP. This includes strengths, personal qualities and characteristics.

- **What's Important To the CYP and What's Important For the CYP:**

Everyone to say what they think is important to the CYP and what they think is important for them.

- **What's Working and What's Not Working:**

The chair/facilitator will summarise what is working and what is not working from the issues raised, for everyone to agree.

- **Reviewing and Action Planning:**

This is the time to develop the actions that need to be taken and describe what the action is, who will take it and by when. It is important to date the actions giving an indication as to when the actions are to be reviewed regarding progress.

- **Closing the Meeting:**

The facilitator will finish by asking everyone what they appreciated about the meeting. Clarify who will be putting together notes and distributing them.