

# AIMS OF THE PERSON CENTRED APPROACH

The person centred approach aims to:

- Bring people together to celebrate successes
- Address difficulties with honesty and care
- Make plans which will build towards meaningful outcomes for children and families
- Help children learn how to express their view, how to choose, how to listen and about negotiation and compromise
- Help children feel a sense of acceptance and belonging, by showing them they are part of something bigger
- Show children that they are valued and cared for
- Give adults an insight into the impact they are having on children

Benefits of the person centred approach:

Our ongoing evaluation shows the Tower Hamlets model of person centred planning can lead to:

- Children showing increased motivation and self-confidence
- Children taking more responsibility for their learning and progress, and showing greater maturity
- Improved relationships between children, families and professionals
- Professionals and families developing a shared understanding of the child, how they should be supported and what outcomes should be

Person centred reviews can be used in many situations including:

- Annual Review of a child's Statement of Special Educational Need (SEN) or Education Health and Care (EHC) Plan
- Team Around the Child (TAC) meeting
- CAF review
- Personal Education Plan (PEP)
- Pastoral Support Plan (PSP)
- For transition planning
- For termly reviews of SEN support
- For consultation and information gathering meetings

# PERSON CENTRED REVIEW MEETINGS

The Tower Hamlets  
model



# BEFORE THE REVIEW

If they are able to, the child or young person will prepare something to contribute to the meeting, for example some pictures, a video or a presentation.

## Adults can help by:

- Explaining to the child or young person what to expect in the meeting
- Supporting the child or young person to plan what they want to say
- Designing a sorting activity or prompt sheet for another professional to use
- Giving advice about the child's or young person's preferred communication style
- Acting as an advocate at the meeting

# PREPARING FOR THE REVIEW

## Professionals can do this by:

- Being familiar with the agenda
- Planning how to explain their professional view succinctly and in language that the child will understand. It is not appropriate for professionals to read out lengthy reports
- Coming prepared with ideas for targets and interventions

# GROUND RULES

There are three important ground rules for all adults attending a person centred review.

Following these ground rules makes a person centred review work as an intervention for the child or young person.

## 1. Follow the agenda in order.

If someone brings up a topic too soon, the person leading the review will ask them to come back to it later, at the most appropriate point. This ensures that there is a good balance in the discussion and the meeting does not focus exclusively on problems.

## 2. Address your comments to the child or young person whenever possible,

using language that is thoughtful and clear. This keeps the child involved in the discussion and helps create a supportive atmosphere. Phrase your comments carefully, so they are honest and respectful of the child as a person.

## 3. Every adult at the meeting must say something they like and admire about the child or young person.

Making an appreciative comment here earns you the right to talk about things that are not going well. If you do not know the child well, you should be able to find something to comment on from their contribution.

# AT THE MEETING

If they are attending, the child or young person will be in the room first, and they will welcome you when you arrive. They may have invited a friend to support them. This helps them feel relaxed and happy in the meeting and can make it easier for them to contribute.

Often the child stays for the whole meeting, but they may leave before the end if they need to. If a difference of opinion occurs with another professional, arrange another time to resolve it. Some entrenched issues are beyond the scope of a single review meeting.

## The Tower Hamlets Person Centred agenda

1. Welcome, introductions and ground rules
2. The child or young person's contribution
3. Contributions from adults and peers
3. What do we like and admire about the child/young person?
4. What is important to the child's/young person's?
5. Actions and targets from the last meeting
6. What is working well?
7. What is not working well?
8. Setting targets for the child or young person
9. Making an action plan for the parents and professionals
10. Conclusion and summary