

PERSON-CENTRED APPROACHES

A BRIEF GUIDE FOR SCHOOLS AND OTHER SETTINGS

Like our schools in Haringey, the SEND Service is committed to ensuring that our work is person-centred, and this includes the way that Parents/Carers, children and young people are supported to participate and be involved in the Annual Review process in whatever form this takes.

We know that schools and other settings as well as professional groups are well placed to adapt their approaches to ensure a true focus on the individual, their needs, and what they require as individuals to ensure that they are supported to make their views known. We have attended Annual Review meetings and witnessed practice in schools that demonstrate how well many professionals are meeting the requirement to make their approaches person-centred. Schools and other settings can, and should, adapt our standard forms to meet individual needs so that these are truly personalised to the individual.

Person-centred approaches will:

- focus on the child or young person as an individual;
- enable children and young people and their Parents to express their views, wishes and feelings;
- enable children and young people and their Parents to be part of the decision-making process;
- make it easier for children, young people and their Parents or Carers to understand, and use, clear ordinary language and images rather than professional jargon;
- highlight the child or young person's strengths and capabilities;
- enable the child or young person, and those that know them best, to say what they have done, what they are interested in, and what outcomes they are seeking in future;
- organise assessments to try to minimise demands on families;
- tailor support to the needs of the individual;
- bring together relevant professionals to discuss and agree the overall approach; and
- deliver an outcomes-focused and co-ordinated plan for the child or young person and their Parents/Carers.

Examples of good person-centred practice

- Adapting materials to support the needs of the family and child/young person;
- Enlarging font or a whole document;
- Finding an alternative way to gather views, such as by talking with the child/young person, drawing pictures, play activities, using a computer;
- Adapting the forms to gather the Parent/Carer and child/young person's views to make these into a booklet in which photographs, pictures and so on can be included. This can be especially helpful to meet the special educational, language or visual needs, or the age or stage of development of the contributor;
- supporting Parents and Carers and children/young people to make these contributions and encouraging them to seek independent support from Markfield SENDIASS;
- encouraging Parents/Carers, children and young people to bring along to the Annual Review meeting photographs, examples of the child or young person's achievements and anything else they might want to include and share with professionals;
- having flip charts in the room for an Annual Review meeting so that everyone has an opportunity to share their views. Flip chart paper can be stuck to walls, written on, referred to and amended during the course of the meeting in light of the discussion that takes place. This can be a particularly dynamic and successful way to ensure everyone's participation and has proven popular with Parents and schools who have tried this approach;
- adapting professional and/or parental pre-considered outcomes to support a young person in achieving the outcomes that THEY want to achieve;
- having a note-taker at the Review meeting to complete the Report of the Annual Review form, so that the SENCo and/or others can focus on facilitating a person-centred approach and discussion.

We welcome any other suggestions that you may have or feedback about things you have already tried at Annual Review meetings to make them as person-centred as possible. Please do let us know if there is anything that you have tried that you have found particularly successful.

You can share your experience or suggestions by speaking to any educational professional visiting your school, speaking to the SEND Statutory Assessment Team or emailing SENDQA@haringey.gov.uk