

Pupil Centred planning Reviews



What are they?

- It is a different way of conducting reviews.
 - The focus is on the young person rather than statutory form filling
 - Everyone at the review has an opportunity to take part
 - It results in clear Action Planning



An Explanation of the Process

- At present the focus is within KS2, 3 and 4.
- The pupil is involved with the planning and who will be invited. Flip charts are put up around the room with the following headings:

- What is important tonow?
- What is important toin the future?
- What we like and admire about.....
- What is working?
- What is not working? From pupil's perspective, family perspective and school perspective.
- Action Plan What? By whom? When?

Why have PCP?

- This initiative forms part of the whole picture in terms of Tameside's inclusion policy – Inclusion Standards, Tameside's Participation Strategy for Children and Young People, Transition review and the promotion of good practice, the impetus to improve the voice of the child and the 14 – 19 agenda

- It is responding to recent legislation and guidance which places emphasis upon pupil involvement.
- It is upholding a belief that people should be in control of their own lives and at the centre of any meeting held to decide the services they need.
- It offers opportunities to examine life aspirations
- Services and support shift towards a better match

- It addresses the feelings of parents/ carers and school staff which are reflected in comments such as :
- “I hate going to reviews. I get nervous beforehand, and I cry after. Without exception this has happened every year”.
[Parent of school leaver]
- “We invite all our pupils to their review, but quite honestly much of it goes over their head. I would like to find a better way.”
[Head Teacher]

Feedback

- “The introduction of child-centred planning reviews is proving especially successful. Pupils say they really appreciate being able to choose when and where their review is held. They report they are made to feel their future really matters.”
- Bridgeway PRU Ofsted Report April 2007

- “Everyone had an opportunity to speak about positive aspects and concerns.”
- “I feel this was really good for S, he has the ability to vocalise his feelings in a comfortable group.”
- “Observing S in the review he gained confidence, self- esteem and was able to inform those present of concerns he had. We were able to identify areas to work towards achieving a positive outcome in the weeks ahead.”

- “Relaxed, informed of details I had never known” DAD
- “ I have been to a lot of meetings with M....and with my other children. I have felt intimidated by professionals and by the language used. It has always made me go on the defensive – feeling I am being attacked even though I haven’t.

But this meeting was relaxed. I felt everyone there was there to support M.....and I have not felt intimidated at all. It felt different. I have had no confidence in the past but I feel something positive will come out of this. M... and I knew what was going on. I was provided with information about the meeting and knew what to expect. The whole thing provided points of conversation with M... prior to the meeting. There were lots of positives. I felt my needs were met because I have a hearing impairment.”

- “Very positive and more student centred. Nice to focus on such positive comments.”
- “How fantastic to see the change in J just over the course of an hour. After hearing the positives , he felt able to tackle the “negatives”. SENCO
- “I like the way the positives were stressed but issues were also addressed so we all got a positive but realistic picture.”

Issues

- Time
- Statutory paperwork
- Appropriateness of pupils attending the whole meeting.
- Adaptations required for some pupils.

The Way Forward

- Work in 2 Tameside High Schools over the next academic year.
- Conduct reviews in 2 feeder primary schools.
- BLIS reviews