

## **TRANSCRIPT: Person centred review: preparation**

Brandon Mills

The young people at this school are involved in the process of planning for their person-centred review at a very early stage. It's embedded in the PSHE curriculum and the careers programme.

All young people are encouraged to make a contribution to their review, at various levels. They're involved in the planning and the organisation of their meeting right from the beginning. We're very much open to the young person having control of who comes along to that meeting. It might be that they would like to invite a friend who would be able to talk about them as an individual, or a respite carer to come along to support them, or grandparents, or their next door neighbour.

In addition to that, they're involved in the preparation for it - so how they want the room set up, are they going to offer biscuits and what drinks would they like to offer people at their meeting?

On the actual day of the meeting, the young person welcomes everybody in, sits them down. It might be that we've got social workers, physiotherapists, occupational therapists, speech therapists there, but the young person will know that they're coming there and what they're going to be doing.

In order to get person-centred reviews off the ground, it's taken a long time. We've done a lot of training with staff and with a range of professionals so that they know what their roles and responsibilities are within the person-centred approach, because what we're doing is taking the action plan that's arrived at and feeding that back into the young person's individualised curriculum and timetable, and also a lot of work with the pupils as well, in supporting them so that they understand what it's about and what's expected of them.