

Putting the Child at the Centre of the Process



Kathy Smith

Thanks to those who took part in the working party, in particular Catherine Waites, and all the parents and children who shared their thoughts

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Putting the Child at the Centre of the Process

‘Local Authorities **must** consult the child, the child’s parent or the young person throughout the process of assessment and production of an EHC plan.’

SEND Code of Practice Sept2014: 9.21

‘Reviews **must** be undertaken in partnership with the child and their parent or the young person and **must** take account of their views, wishes and feelings’

SEND Code of Practice 2014 9.168

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The assessment and planning process should:

- 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

Special Educational Needs Disability Code of Practice Sept2014: 9.22

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Putting the Child at the Centre of the Process

- ‘easy for children, young people and their parents and carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the young persons’ strengths and capabilities
- enable the child or young person, and those who know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future ‘

Putting the Child at the Centre of the Process

By using a **person-centred** approach within a family context, professionals and local authorities can ensure children, young people and parents are involved in all aspects of planning and decision making.

SEND Code of Practice 9.23 June 2014

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Tools

Booklets/PPTs etc

Circles

Path

One page profiles

Achievement Evidence Log



- <http://www.ipadsinprimary.co.uk/self-assessment>
- <http://talksense.weebly.com/talkingphoto.html>
- <http://rixmedia.org/>
- <http://www.talkingmats.com/about-talking-mats>

“ My special meeting”.



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What do people at school like and admire about me?

I make
them
laugh

I am
helpful

I am chatty
and friendly

I am polite

What do people at home like and admire about me?

I am caring

I am funny

I am helpful

What do I like about me ?

I make Rachel
laugh

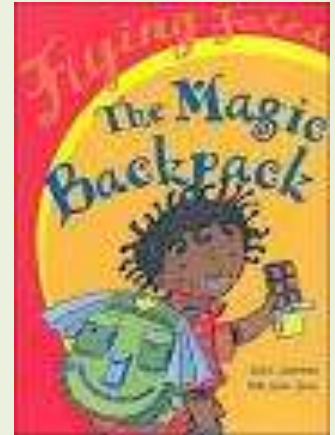
I am a good
friend to
Jordan

I am a good
cleaner.

What am I proud of?



I am proud of
my Magic
Backpack
story!
I had good
ideas!



I know my
doubles to 20!
 $7+7 = ?$



What is working well in my life now....

At Home - having my special space - my bedroom, having Lady Bella to play with and look after. Hoovering when I feel upset or cross.

At School -

Literacy in the unit - I can think better. It is quiet. I like the stories and dvd's.

Reading every day.

Big Maths in a small group. We go slower than in class. I can have more thinking time and play more games.

Friends' Group.



What is not working well in my life now

Sometimes I get into trouble at playtime.
Sometimes I argue with my friends and I push people over or get too rough.
Sometimes I go on amber or red.
Sometimes the work is too hard.
I don't do my homework.



My Hopes and Dreams for the future. Three Wishes I would like to come true.....

I would like everyone to be friends with me.



I would like to be a cleaner.



I would like to spend time relaxing on the settee



Person Centred Workbook

What is important to now



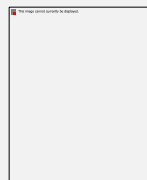
How
gets to and from
school

Things they **like** at
school

Things they
dislike at school

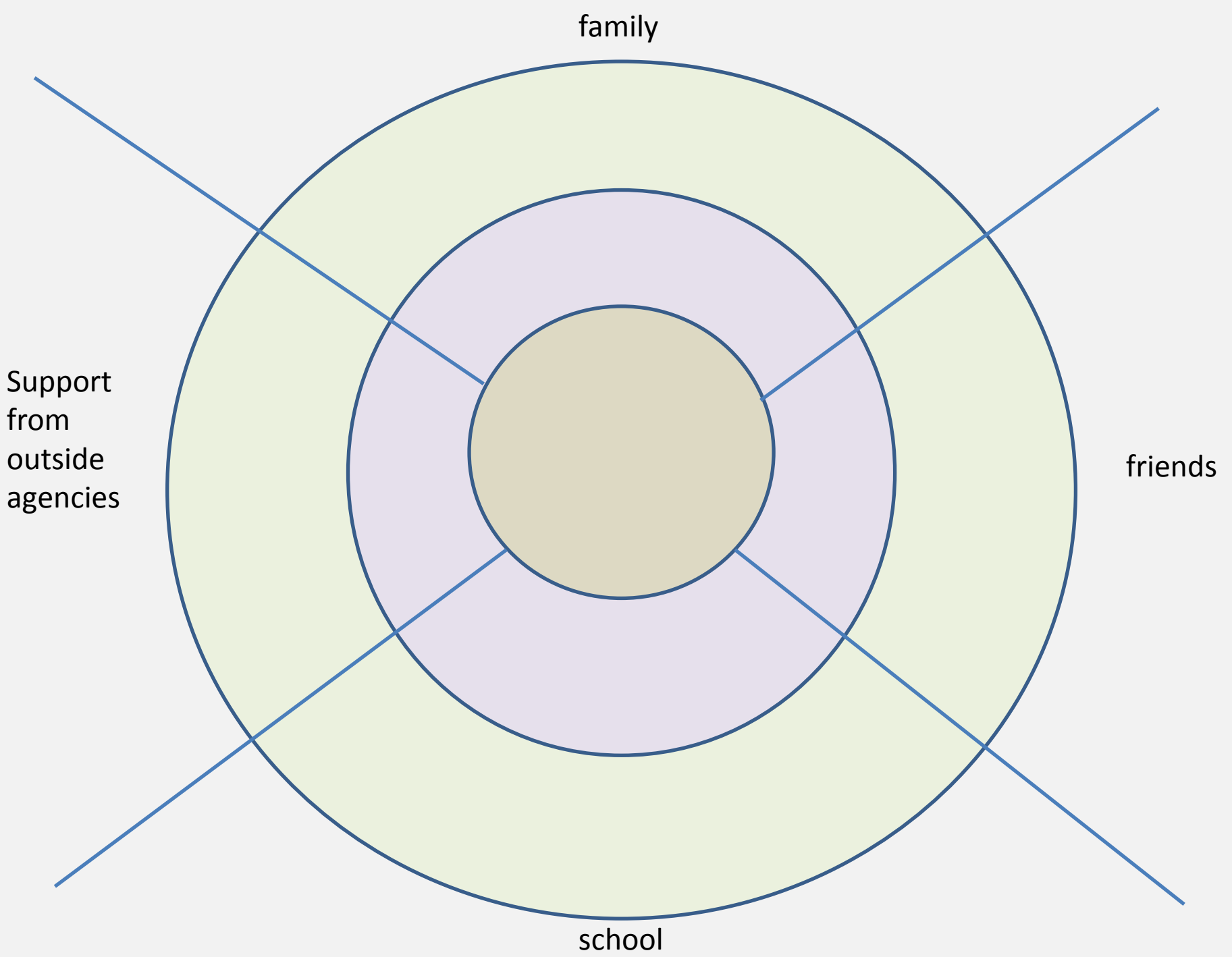
Taken from a Workbook developed by: Niki Marshall,
Diane Staniforth and Ruth Mathiesen based on the year
9 Person Centred Review process by Helen Sanderson.

What is important to
..... now

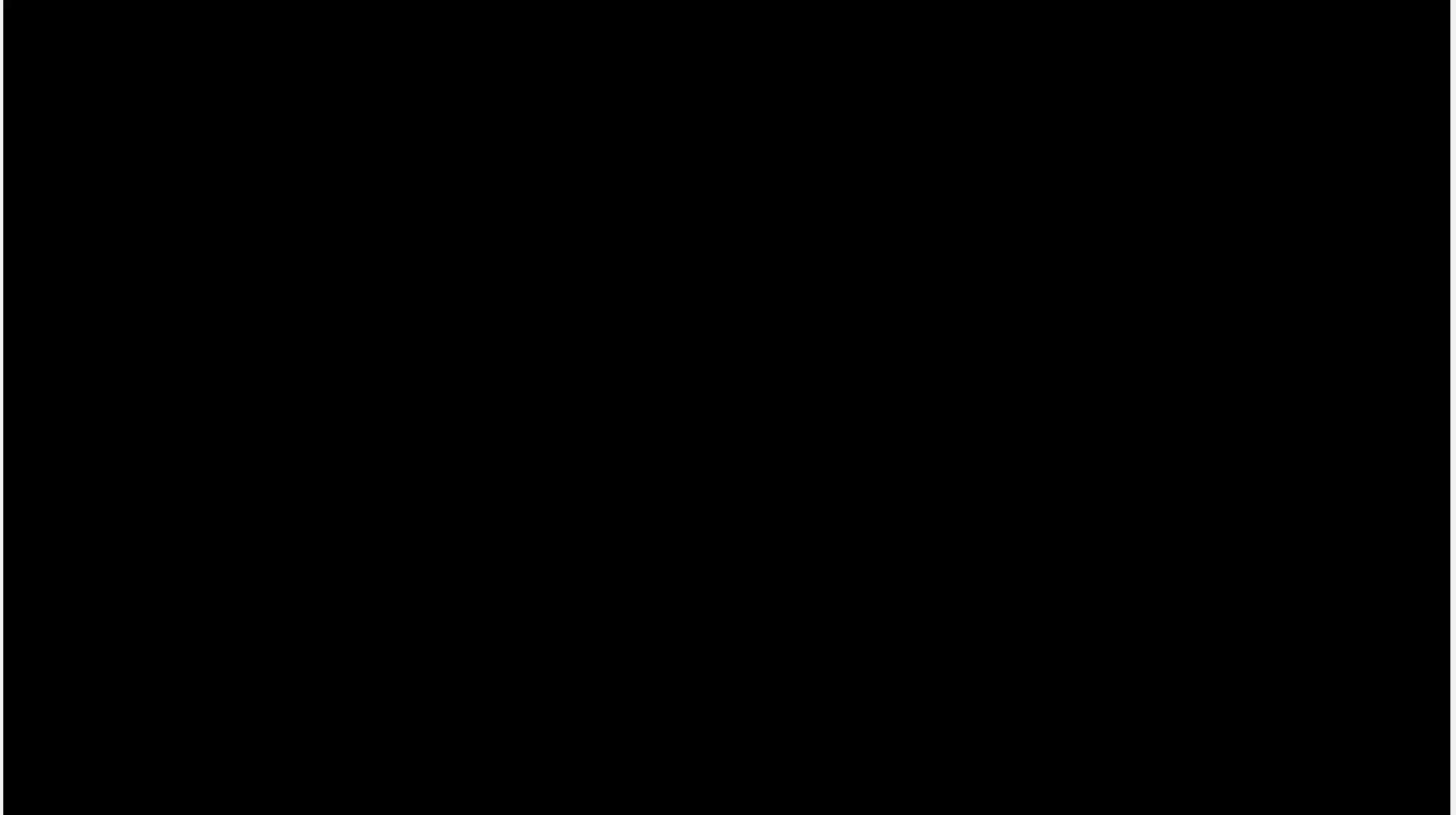


Since the last review
..... has got better at

What would you like
..... to
get better at and what help will
they need to do this



One Page Profiles



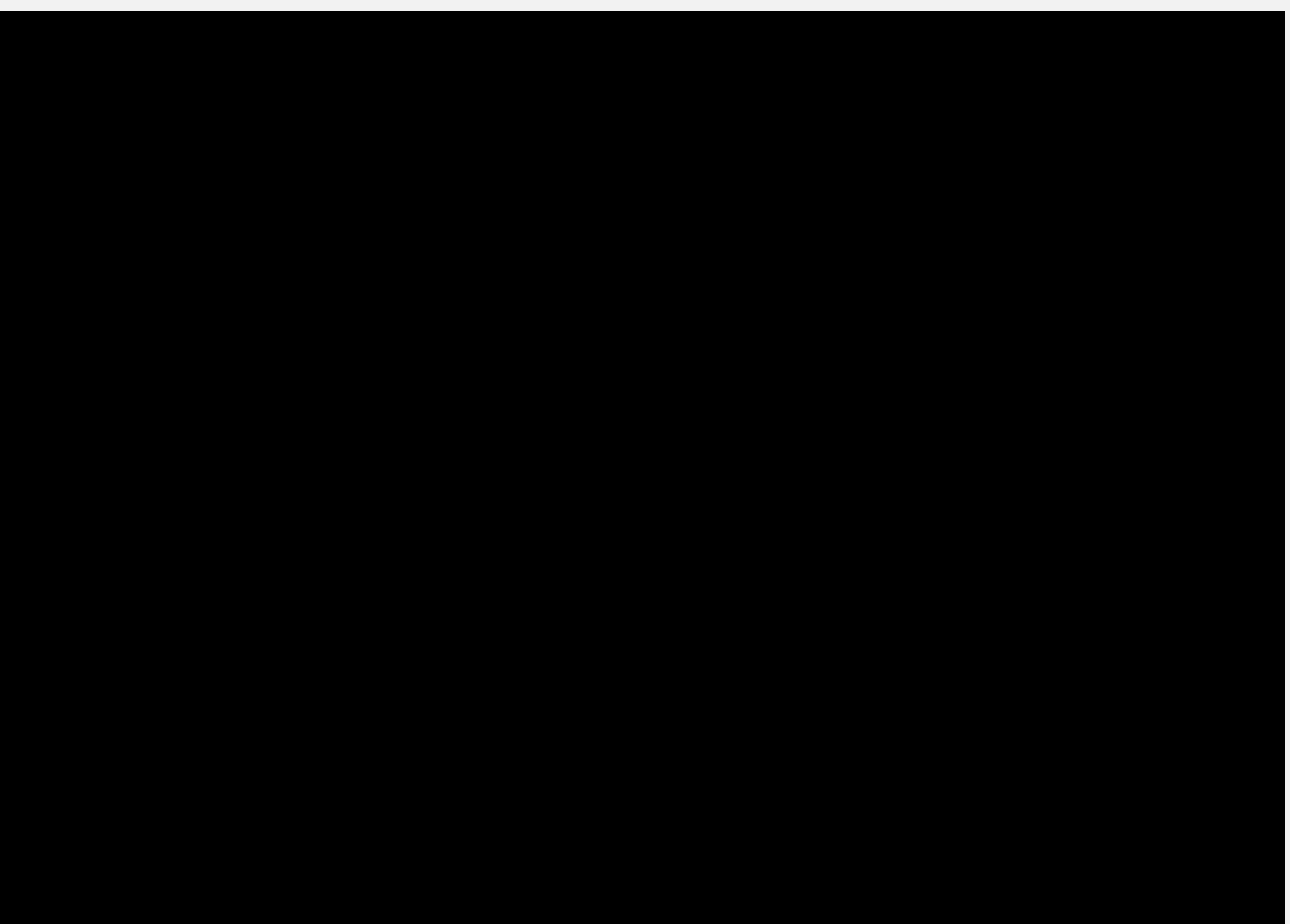
What needs to happen next?

- The formats used to gather the child or young person's views will need to be:

a living document, built up over time

accessible, but not patronising

age appropriate and appropriate to the individual's current developmental level



Questions

Two key areas of focus:

Gathering person centred information and preparing for the review

Facilitating the person centred review

- How will putting the child at the centre look in your schools ?
- What do we do already and what how could this be developed?
- What are likely to be the barriers?