

Guidance for Child or Young Person Friendly Annual Reviews and Meetings

Top Tips for Preparation Before the Annual Review or Meeting:

- ❖ Consider all plans from the child, young person and family perspective and whenever possible prioritise their needs and wishes. This may include: mutually convenient timings, venue and childcare for siblings.
- ❖ Plan well ahead to manage time within often very busy schedules. Refer to the timescale flow chart for key timings. Consider IT apps to generate digital timings. Create a job list of key adults supporting the process.
- ❖ From the beginning provide time for friendly communication with the child or young person and parent carers. Have face-to-face discussion or telephone communication to begin plans, answer queries and provide reassurance. Ask the child or young person and their family, "Who should be invited?" This may include practitioners, friends and family. Set a mutually convenient date and confirm this in writing (see sample letters).
- ❖ If the Annual Review is prior to transition to another class or setting involve relevant people from both settings.
- ❖ For a child or young person with more complex needs it may be necessary to have more than one meeting to ensure that all practitioners from Education, Health and Care have involvement.
- ❖ Ask the child or young person, "What will make the meeting more comfortable?" E.g. venue, video clips of the child or young person, favourite music and snacks.
- ❖ Support the child or young person in giving their views using person centred resources; these may include: talking, art, visual resources, card sorts, videos, PowerPoint etc.
- ❖ Gather reports and information from practitioners involved and create a child and young person friendly summary.



Top Tips for During the Annual Review:

- ❖ The meeting should aim to be friendly, celebratory and enjoyable. Be prepared to adjust how the meeting will be run based on the views of the child or young person and provide regular breaks.
- ❖ The child or young person and their family may prefer to arrive first in the meeting room, with practitioners arriving later.
- ❖ Allocate key adults to ensure the meeting runs smoothly. For example: a chairperson, minute taker and child or young person advocate or supporter.
- ❖ Begin the meeting with friendly introductions and a clear outline of the purpose.



- ❖ Discuss progress, next steps and support using 'child or young person and family friendly' language and the use of photos, videos and graphics. The child or young person and their family should feel proud of progress, and enthusiastic about future goals. Next steps should be realistic, achievable and based on the child or young person's wishes.
- ❖ Ensure that the review of progress and targets are directly related to their Education Health and Care or other Plan. Colour coding can help to make amendments clear.
- ❖ Meetings can sometimes become stressful for the child or young person and their family: provide breaks and space to talk to a key adult away from the meeting. An Annual Review should not be the venue for 'surprise' new information; this should be discussed with the child or young person and their family beforehand. They should be aware of all possible outcomes so they are aware of their rights and choices. Take time to allow individual reflection before concluding the meeting.
- ❖ The child or young person may choose not to attend or to partially attend; ensure a key adult provides feedback in a child or young person-friendly format.

Top Tips for After the Annual Review:

- ❖ Complete paperwork within the time frame and feedback to those who couldn't attend.
- ❖ A key adult should meet with the child or young person and their family to de-brief and explain key actions and outcomes. The child or young person should be encouraged to voice views including disagreements.
- ❖ Make short term goals clear and be realistic with time-frames.
- ❖ If the review involves a transition, agree a plan of induction with the child or young person and their family.
- ❖ If amendments have been requested explain this clearly with the child or young person and their family and provide on-going communication.
- ❖ Gain feedback to inform future practice. Ask the child or young person and their family, "What went well?" "What could be better?" "How shall we begin gathering views for the next meeting."

