

**Exploring the perceptions of Educational Psychologists, Additional Learning Needs  
Co-ordinators and pupils involved in person centred reviews in one Welsh Local  
Authority.**

**Emma Emanuel**

*Doctorate in Educational Psychology (DEdPsy)*

2015

## **Abstract**

The aim of the research was to explore the perceptions of educational psychologists (EPs), additional needs learning co-ordinators (ALNCo's) and pupils of their involvement in person centred reviews (PCRs). The aim was to explore their role and preparation for the PCRs, advantages and disadvantages of the PCRs and the extent to which the PCRs were person-centred. Semi-structured interviews, a group interview and focus group were used to gather the perceptions of five EPs, eight ALNCo's and four pupils in Authority A.

Findings highlight that EPs and ALNCo's both undertake co-ordinator and contributor roles within the PCRs, occasionally undertaking dual roles within the same review. ALNCo's predominately undertake the preparation for PCRs with the majority of the EPs' preparation falling within their regular practice. Advantages of PCRs included their equal, transparent and co-operative nature, their productivity and positivity. Disadvantages included logistical factors, e.g. length of reviews, difficulties bringing professionals together, and parental negativity. The PCRs were predominantly person-centred, with pupils enjoying making a contribution. However, the EPs, ALNCo's and pupils highlighted that pupil participation could be further increased.

Overall findings are potentially informative for fellow EPs and ALNCo's and indicate the potential impact of engaging in PCRs on professionals' workloads. The extent to which the PCRs were person-centred is encouraging. Despite the informative findings, they are not generalizable due to the constructivist nature. Previous research has not explicitly explored EPs perceptions of PCRs. Therefore the research addresses this gap in the literature.

## **Summary**

The aim of the research is to explore the perceptions of educational psychologists (EPs), additional learning needs co-ordinators (ALNCo's) and pupils involved in person centred reviews. A comprehensive review of the literature in this area has been undertaken and both the theoretical literature and research literature has been discussed and critiqued. The literature review highlighted gaps in the literature that the current research aims to explore and address. An empirical study was undertaken with the perceptions of EPs, ALNCo's and pupils being explored through semi-structured interviews, a focus group and a group interview. The findings were insightful and offer an important contribution to the literature and an informative insight for the professionals and pupils involved in PCRs.

## **Acknowledgements**

Firstly, I would like to thank all of the participants for their contribution to the research.

Secondly, I would like to thank Jean for all her calming words of wisdom.

Thirdly, I would like to thank Catrin and Natalie for their advice and support.

My final and biggest thanks go to my Mum, Dad and brothers for being my biggest source of encouragement and support. I will be forever grateful to you all and I cannot thank you enough for your support.

## Contents Page

<b>Title Page</b>	1
<b>Declarations</b>	2
<b>Abstract</b>	3
<b>Summary</b>	4
<b>Acknowledgments</b>	5
<b>Contents Page</b>	6-8
<b>List of Abbreviations</b>	9
<b>List of Figures</b>	10

### **Part 1**

#### **Introduction & Literature Review (9,744 words)**

<b>1.1 Introduction</b>	11-12
<b>2.1 Literature Review</b>	13
Amplification of the title	13
<b>2.2 Rationale</b>	13-14
<b>2.3 Relevance to Psychology</b>	14
<b>2.4 Relevance to Educational Psychology</b>	14-15
<b>2.5 Theoretical Significance of the topic</b>	15
Person Centred Theory	15-16
Positive Psychology	16
<b>3.1 Introduction to the Literature Review</b>	16-17
3.1.1 A description of the sources used	17
<b>3.2 Legislative Changes in Wales</b>	17-19
<b>3.3 Research and Theoretical Literature</b>	19
<b>3.4 'Person Centred'</b>	19
<b>3.5 Origin of Person Centred Planning and Person Centred Reviews</b>	19-21
3.5.1 Research literature relating to Person Centred Planning	21-23
<b>3.6 One Page Profiles and Person Centred Reviews</b>	23-24
<b>3.7 Person Centred Reviews</b>	24

3.7.1 Preparation	24-26
3.7.2 Roles	26-28
3.7.3 Advantages and Disadvantages	29-32
3.7.4 Research looking at the IDP process in Wales	32-33
3.7.5 Pupil Participation	33-36
3.7.6 Person Centred Reviews at times of Transition	37-38
<b>3.8 Conclusions and Current Research</b>	38-39
<b>3.9 Research Questions</b>	39-40
<b>4.0 References</b>	41-48

**Part 2** 49

**Empirical Study (5,434 words)**

<b>1.1 Abstract</b>	50
<b>2.1 Introduction</b>	51
2.1.1 Overview	51
2.1.2 Person Centred Reviews	51
2.1.3 Legislative Changes	51
2.1.4 Theory	52
2.1.5 Roles	52
2.1.6 Preparation	52-53
2.1.7 Advantages and Disadvantages	53
2.1.8 Pupil involvement	54
2.1.9 Conclusions and Current Research	54-55
2.2.1 Research Questions	55
<b>3.1 Methodology</b>	56
3.1.1 Ethical Considerations	56
3.1.2 Epistemology and Paradigm	56
3.1.3 Participants	56-57
3.1.4 Measures	57
3.1.5 Pilot	57

3.1.6 Reliability and Validity	58
3.1.7 Procedure	58-59
3.1.8 Materials	59
3.1.9 Data Analysis	59-60
<b>4.1 Results</b>	61
Research Question 1	62-63
Research Question 2	63-64
Research Question 3	64-66
Research Question 4	66-67
<b>5.1 Discussion</b>	68-71
5.1.1 Conclusions	71
5.1.2 Research Strengths and Limitations	72
5.1.3 Future Research	72
5.1.4 Implications for Educational Psychology	72-73
<b>6.1 References</b>	74-77
<b>Critical Appraisal (5,859 words)</b>	78
<b>1.1 Critical Appraisal</b>	79-96
<b>1.2. References</b>	97-99
<b>1.3 Appendices</b>	100-101

### **List of Abbreviations**

AEP – Association of Educational Psychologists

ALN – Additional Learning Needs

ALNCo – Additional Learning Needs Co-ordinator

BPS – British Psychological Society

EP – Educational Psychologist

ELLS – Education, Lifelong Learning and Skills

FSW – Family Support Worker

IDP – Individual Development Plan

LA – Local Authority

MAP – Making Action Plans

OPP – One Page Profile

PATH – Planning Alternative Tomorrows with Hope

PC - Person Centred

PCP – Person Centred Planning

PCR – Person Centred Review

PCT – Person Centred Thinking

PCTR - Person-Centred Transition Review

PEP – Principal Educational Psychologist

SEBD – Social, Emotional and Behavioural Difficulties

SEN – Special Educational Needs

SFA – Solution Focused Approach

VPS – Valuing People Support



## List of Figures

**Figure 1: Thematic Map - Overall Themes**

## Introduction

The aim of the research was to explore the perceptions of educational psychologists (EPs), additional learning needs co-ordinators (ALNCo's) and pupils involved in person centred reviews (PCRs). The recent White Paper introduced by the Welsh Government (2014) will result in all pupils with additional learning needs having an Individual Development Plan (IDP). The aim is to develop and subsequently review the IDP, based on person centred principles (Sanderson, 2000), within a PCR. All IDP and other reviews will be undertaken in a PCR format (Welsh Government, 2014, p.18).

Within a PCR the pupil is central to the process and is encouraged to contribute and be listened to (Sanderson, 2000, p.3). The aim is to focus on the pupils strengths and needs, (Lee, 2010, p.5) and to emphasise the positive factors, e.g. people are asked within the PCR what they like and admire about the pupil and what is working for the pupil (SNAP Cymru, 2012, p.5).

EPs and ALNCo's have regularly been involved in reviews of different natures, e.g. transition and annual reviews and may therefore be likely to be involved in PCRs (Fallon, Woods & Rooney, 2010, p.10). The pupil will also now be predominantly involved in their PCRs. Therefore, the aim is to explore the perceptions of all three stakeholders of PCRs. An in-depth exploration of the literature influenced the research questions formulated relating to this topic.

There is limited literature looking at the role and contribution of EPs and ALNCo's in PCRs (Hayes, 2004), although there is literature highlighting that both professions will be expected to undertake a role within the reviews (Warner, 2012; Holtom & Lloyd-Jones, 2013). Similarly, there is research highlighting the importance of preparing for PCRs (Carnaby, Lewis, Martin, Naylor & Stewart, 2003) although only limited literature has explored the preparation undertaken by those involved (Wertheimer, 2007). Therefore, it will be informative to explore these topics in the current research.

In previous literature there has been mixed findings relating to the advantages and disadvantages of PCRs (Kendall, 2011; Warner, 2012) and similarly mixed findings

relating to the extent in which PCRs have been person-centred (Thomas & O’Kane, 1999; Taylor, 2011). Therefore, the research aims to explore these factors further due to the emphasis placed on the pupil being central to the review and the potential for the findings to be informative for professionals yet to engage in PCRs. Previous research has not explicitly explored the perceptions of EPs of PCRs and therefore the current research aims to address this gap in the literature.

The research will be undertaken within a constructivist paradigm (Charmaz, 2006), and in keeping with this paradigm, qualitative methods will be used to gather the data (Ratner, 2008). Previous research has used qualitative methods, resulting in insightful and informative findings (Warner, 2012; Taylor, 2011). Therefore semi-structured interviews, a focus group and a group-interview will be used to explore the perceptions of EPs, ALNCo’s and pupils of PCRs.

## **Chapter 2: Literature Review**

### **2.1. Amplification of the title**

The research aims to explore the perceptions of Educational Psychologists (EPs), Additional Learning Needs Co-ordinator's (ALNCo's) and pupils involved in Person Centred Reviews (PCRs). These three populations are likely to be increasingly involved in PCRs. Therefore, the aim of the research is to explore their perceptions of their roles and preparation within the PCRs, the advantages and disadvantages of the PCRs, and the person-centred nature of the PCRs. The research aims to explore the perceptions of professionals and pupils from one Welsh Authority (Authority A), who have been part of a pilot project in Wales focusing on the introduction of Individual Development Plans (IDP) and the subsequent implementation of PCRs.

The term 'perception' has been used in the title and throughout the research. 'Perception' can be defined as an individual's introspective thoughts on a topic (Schultz & Schultz, 2011, p.72). Perception is described as involving the method of introspection. Introspection has been described as an "examination of one's own mind to inspect and report on personal thoughts and feelings" (p.72).

This term is used in the research, as the aim is to use dialogue to explore the participants' introspective thoughts about the PCRs. The aim is to explore the participants' conscious thoughts and feelings about a reality they have been part of. The participants' thoughts and beliefs about the advantages and disadvantages of the PCRs, their preparation beforehand, their role within them, and the person-centred nature of the PCRs will be explored within the research.

### **2.2 Rationale**

The current introduction of the White Paper (Welsh Government, 2014) is likely to result in an increase in EPs, ALNCo's and pupils' engagement in PCRs. Limited research has explored the perceptions of ALNCo's of PCRs and no research has explicitly explored the perceptions of EPs of PCRs. There is a small amount of literature relating to professionals' roles in PCRs and their preparation beforehand. There is also mixed findings relating to the advantages and disadvantages of PCRs and the degree in which

the PCRs are 'person-centred'. This literature will be explored in detail further on in the literature review.

Therefore, the research aims to explore the EPs, ALNCo's and pupils' perceptions of the PCRs, their preparation beforehand, their roles within them and the advantages and disadvantages. Similarly, with the emphasis on the person-centred nature of the reviews the research aims to explore the EPs, ALNCo's and pupils' perceptions of the 'person-centeredness' of the PCRs. Principles of person-centred theory (Rogers, 1942) underpin PCRs and the extent to which the theory is evident in PCRs will be explored. Similarly, the benefits of positive psychology, which is apparent in PCRs, will be discussed and it will be relevant to see if its principles are also evident in the PCRs.

### **2.3 Relevance to Psychology**

Psychology can be considered a study of people's behaviour, thinking patterns and interpersonal-relationships. This research is very much focused upon exploring the views and interpersonal-relationships of those involved in PCRs. Two key psychological approaches and theories either underpin PCRs (Dowling, Manthorpe & Cowley, 2006) or are apparent in PCRs when exploring them in depth. It will be relevant to explore whether the current participants felt that the psychology was apparent in the PCRs they experienced. The research will hopefully contribute to the psychological literature by exploring the psychology that underpins PCRs and discussing how this impacts on the review process.

### **2.4 Relevance to educational psychology and the educational psychology profession**

Due to the recent introduction of the White paper (Welsh Government, 2014) all educational professionals working with pupils with ALN including EPs will be expected to be involved in developing and reviewing IDPs, which involves engaging in PCRs. EPs have historically attended annual reviews and transition reviews and will continue to do so (Fallon, Woods & Rooney, 2010, p.10). As a result EPs are likely to be increasingly involved in PCRs. The current research therefore aims to explore the involvement of EPs in PCRs and their perceptions of them.

Although based on participants' constructions, the findings will hopefully be informative for EPs yet to engage in this way of working as it will highlight the role the EPs undertake within the PCRs, their preparation beforehand and the advantages and disadvantages of engaging in them. EPs may be enlightened to factors that they can consider before engaging in PCRs. EPs are also advocates for children and young people and therefore it will be relevant to explore EPs perceptions of the extent in which the PCRs are person-centred. EPs are in a good position to encourage the involvement of pupils in PCRs and ensure that their voice is heard (Harding & Atkinson, 2009, p.126).

## **2.5 Theoretical Significance of the topic**

PCRs were designed with person-centred theory (Rogers, 1942) underpinning them. When exploring the literature, it became clear that other psychological principles are apparent within PCRs. These psychological principles were applied post-hoc and will be considered in the current research alongside the underpinning theory. The nature and format of PCRs allows for different psychological theories and principles to be considered and applied. The dominant theory and principles will now be discussed.

### **Person Centred Theory**

One aspect of psychology most notably underpinning PCRs is Humanistic Psychology and 'Person-Centred Theory'. Carl Rogers pioneered this theory and was a great believer in focusing on the client's experience of themselves and supporting client's to lead the therapeutic process (Rogers, 1942, p.7; 12). He encouraged the client to be central to the process and supported them to grow as individuals (p.12). As a humanistic psychologist, Rogers (1942) highlighted that individuals are motivated and have the ability to direct their lives (p.7).

These ideas are prominent in PCRs, in which pupils are encouraged to voice their opinions and direct their lives by being central to the reviews (Sanderson, 2000, p.3). Similarly, pupils are encouraged to make their own decisions and to not be solely told by those around them what must happen (Rasheed, Fore & Miller, 2006, p.48). This is apparent in the language used within PCRs such as the question "what is important to

the pupil?" The adults involved in the PCRs support the pupil to make decisions and to contribute (Sanderson, 2000, p.3). This could therefore be viewed, in humanistic terms, as supporting the pupil to grow.

Person-centred theory also promotes a supportive atmosphere, with a sense of positive regard between individuals and professionals (Becker and Pallin, 2001, p.6). The emphasis is on individuals guiding the process, feeling empowered and determining goals (p.6). However, the extent in which pupils can realistically direct the review process is questionable and Rasheed et al, (2006) highlighted the importance of considering the pupils' age when asking them to discuss their future goals and objectives.

### **Positive Psychology**

Principles of positive psychology are also evident in PCRs. Positive psychology is very relevant in the field of Educational Psychology (Joseph, 2008, p.186). Seligman and Csikszentmihalyi (2000), pioneers of positive psychology report that the aim is to focus on the positives (p.5) and to build upon individuals' motives and potentials (Sheldon & King, 2001, p.216). The positive notion of this approach is evident in PCRs as the 'like and admire' and the 'what's working' questions focus on the capacities and potentials of the pupils (Welsh Government, 2014, p.18).

Positive psychology aims to enhance people's happiness and wellbeing (Carr, 2011, p.1) and has been suggested to do so (Steen, Park & Peterson, 2005, p.410). However, it is important to highlight that it is difficult to measure wellbeing in a concrete way. Taking a PC approach can enrich the atmosphere of the reviews (Warner, 2012, p.99) and can facilitate the application of positive psychology.

A Solution Focused Approach (SFA) is 'strength-based' and focuses on what is working and looking towards the future (BRIEF, 2008). Encouraging pupils' to be actively involved in PCRs by asking them what they feel people like about them and what is working encourages them to recognise their own strengths. It will be relevant to explore if aspects of positive psychology and SFA emerge in the analysis.

### **3.1 Introduction to the literature review**

This chapter will explore the theoretical and research literature relating to PCP and PCRs. It will also highlight the Governmental changes in Wales that have led to the use of PCP and the introduction of PCRs in Authority A. This chapter will also describe the way in which PCRs are undertaken in Authority A, offering an important context to the research. Previous research on PCRs and the wider context in which they are used will also be discussed and critiqued. This literature was included as it is relevant to the theme of the research, the aims of the research and the research questions. Literature relating to legislative changes in England has been excluded from the literature review as the focus is on PCRs in Wales.

### **3.1.1 A description of the sources used.**

A systematic search of the databases was carried out focusing upon PCP and PCRs within the context of education, health and social care and the theoretical underpinnings. A search of the Welsh Government websites was also conducted in order to obtain relevant legislation and policies. Local Authority Guides were also considered. The sources used to identify and obtain relevant research papers included PsychInfo, PsychArticles, Web of Science, Google Scholar and ERIC. The journals that were considered and used include Educational Psychology in Practice, Educational Psychology Review, The Journal for Vocational Special Needs Education, Journal of Intellectual Disability Research and Pupil and Family Social Work.

### **3.2 Legislative changes in Wales**

Recent changes in Welsh Legislation and the introduction of the new White paper has highlighted that all Welsh Authorities must now develop Individual Development Plans (IDPs) for pupils with Additional Learning Needs (ALN) (Welsh Government, 2014). As part of this new process, which is based on the principles of PCP (Sanderson, 2000) the IDPs will be developed and reviewed in a PCR (Welsh Government, 2014, p.18).

Between 2004 and 2007 the former Education, Lifelong Learning and Skills (ELLS) Committee undertook a review of the ways in which the Special Educational Needs (SEN) of pupils in Wales were being addressed (ELLS, 2007 p.1). Weaknesses were



found in each review and recommendations were made to improve the process (ELLS, 2007).

Following consultations with parents and professionals relating to the statutory framework in Wales four pilot projects were introduced across eight Welsh Authorities. The pilots were used to introduce the ALN statutory reform, which included the implementation of the IDP process (Holtom, Lloyd-Jones & Watkins, 2012, p.7-8).

In 2012, the Welsh Government created a consultation document called “Forward in Partnership for Children and Young People with Additional Needs” which gave details of the proposed reform of the SEN legislation. The Welsh Government highlighted that they aimed to ensure that the IDP process and all collaborative working is underpinned by principles of PCP and person-centred (PC) methodology, e.g. gathering a holistic picture of pupils (p.2; 21).

Following the above consultation the Welsh Government issued a White Paper (2014) titled “Legislative proposal for additional learning needs”. The proposals in the white paper aimed to introduce IDPs to replace statements for pupils with ALN (Welsh Government, 2014, p.4-6).

All IDPs will contain the pupils’ biographical information, a ‘one page profile’ and contributions from family members and professionals under the following headings: ‘what we like and admire’ about the pupil, what’s ‘important to’ the pupil, ‘how to support’ the pupil, what’s ‘working’, what’s ‘not working’, and any current challenges (SNAP Cymru, 2012, p.5).

These headings will be discussed in an initial PCR meeting and an action plan will be developed. Those involved will offer to undertake specific actions before the next PCR. The action plan will be reviewed six monthly in the format of a PCR (Welsh Government, 2014, p.18). These reviews may alternatively be known as IDP reviews or IDP meetings due to the first meeting in which the initial plan is developed. However, for the purpose of this research they will be solely referred to as PCRs. The IDP process is underpinned by PCP.

The changes proposed in the White Paper will require all professionals, pupils and parents to become familiar with the PC approach and will involve an increase in PCRs, as all reviews will be undertaken in a PC format. As well as IDP reviews, all other reviews will also be undertaken in the format of a PCR (Welsh Government, 2014, p.18). The IDP aims to integrate numerous plans, e.g. individual behaviour plans and individual education plans. EPs and ALNCo's are both greatly involved in the current statutory process and attend different reviews for pupils with ALN. Therefore, it is important to gather their perceptions of PCRs. This background information is relevant, offering a context to the current research.

### **3.3 Research and Theoretical Literature**

#### **3.4 'Person-Centred'**

If an approach or plan is deemed 'person-centred' it ensures that the person with the difficulty or disability is central to the process (Dowling, et al. 2006, p.5). Therefore 'Person-centred approaches' (PCA) and 'person-centred planning' (PCP) ensures that the individual is at the heart of the process and all decisions are made with the individual at the forefront (Sanderson, 2000, p.3). Lee (2010) describes PCP as a process that empowers individuals and focuses on their strengths and needs (p.5). Holtom, Lloyd-Jones and Watkins (2012) highlighted that PCP meets people's needs in a 'person-centred' rather than a 'service centred' way (p.27).

The researcher perceives 'person centred planning' to be an approach that ensures that the pupil is central to the process. The researcher believes that in order to engage in PCP, it is important that the pupil is given the opportunity to contribute, and that their contribution is listened to and considered, whilst planning a way forward. It is beneficial for the professionals involved to work together to support the pupil in the best possible way, whilst also acknowledging the pupil's views. This allows for the pupil to be central to the process, whilst also giving professionals the opportunity to contribute and to plan an appropriate way forward.

#### **3.5 Origin of Person Centred Planning and Person Centred Reviews (PCRs)**

PCR's developed from the PCP approach, which originated in the profession of social care to support those with learning disabilities (Dowling et al, 2006, p.3). PCP is now seen in education, health and social care. PCP is considered to be an approach in which systems work around the individual rather than the individual fitting into the systems (Dowling, et al. 2006, p.5). PCP is reported to encourage individuals to feel empowered and focuses on individuals' strengths rather than their difficulties (Mansell & Beadle Brown, 2004, p.1). However, poor commitment to this approach can be a barrier to its implementation (Robertson, 2007, p.302).

PCRs are underpinned by principles of PCP. PCRs aim to jointly explore the child's strengths and needs with the child and those closest to them, and to support them through developing an action plan. PCRs have different formats and different names, e.g. Planning Alternative Tomorrows with Hope (PATHs), Making Action Plans (MAPs), Joint Person-Centred Transition reviews and IDP reviews (Holtom & Lloyd-Jones, 2014; Wertheimer, 2011; Sanderson, 2000). All these PCRs are visual in nature, although the visual format differs. Irrespective of the PCRs' format the key principles include the child being central to the process, the child having the opportunity to contribute and be listened to, the child's needs being at the forefront and the child's family and relevant professionals taking part. In some reviews the child's friends are also invited to attend.

The format of the PCRs explored in the current research take a particular visual format. Everyone involved, including the child, write under particular headings on large pieces of paper placed around the room. The headings include: what people 'like and admire' about the pupil, what is 'important to' the pupil now and in the future, 'how to support' the pupil, what is 'working', what is 'not working' and any 'questions or challenges' (SNAP Cymru, 2012, p.5). An action plan is then formulated. The heading 'how to support' the pupil is also referred to as 'what is important for' the pupil (Etherington, 2013).

The aim of gathering information under these headings is to develop a better understanding of the child and to consider how best to support them. One Page Profiles (OPPs) are PCP tools and they allow those working with the pupil to gather

information relating to what the pupil feels “people like and admire about them”, what is “important to them” and “how to support them” (Sanderson, Smith & Wilson, 2010, p.5). This information can then inform the discussions had in PCRs and can be used to offer the pupils’ perspectives if they cannot contribute in the PCR itself. However, the extent to which OPPs are used to inform PCRs is unclear.

Sanderson (2000) first introduced a PCP approach to education and ensured that the principles above continued to underpin the approach. PCRs were initially introduced in schools focusing on the year nine reviews (Sanderson, et al. p.31).

PCP tools, including PCRs and OPPs are described as being effective in collecting important information from individuals which can be used to facilitate meaningful change that addresses their needs (Robbins, 2013, p.7). The importance of embracing the PCP ethos was highlighted by Robbins who emphasised that PCP tools should only be utilised by individuals who are actively involved and enthusiastic about the process (p.7). However, this may be difficult as some professionals are directed to work in this way. It will be informative to see if embracing the PC ethos and approach emerges as a factor in the current research. As well as embracing this approach it is also important to think in a PC way. Person-centred thinking (PCT) underpins PCP and is reported in some respects to be more important (Sanderson & Smull, 2001, p.1).

Sanderson, et al. (2012) developed a guidance booklet which discussed different PCP tools and how to apply PC approaches in schools. One of the main areas they focused on was introducing PCRs to support pupils at times of transition (p.31). They reported that PCRs were created to ensure that the pupil was at the heart of the review and the key aim was to develop an action plan that effectively supported the pupil (p.31).

### **3.5.1 Research literature relating to Person Centred Planning**

The impact of PCP has been discussed by many in the literature (Artesani & Mallar, 1998; Whitney-Thomas, Shaw, Honey & Butterworth, 1998). A case study was carried out by Artesani and Mallar (1998) in which PCP and functional analysis were used to address the challenging behaviour of a six year old boy. The young boy had difficulties with his behaviour, receptive and expressive language and fine motor skills. Using PCP,

individual's viewed the boy's behaviour against the context of his dreams, strengths and needs (p.35). An action plan was then developed.

The outcomes noted included improvements in his challenging behaviour, improvements in the quality of his academic work and enhanced participation in group activities (p.37). The pupil, parents and professionals reported developing a clearer vision of future actions for this young boy as a result of using PCP (p.37). One limitation is that the external validity of the research is questionable as it is unclear if other causal factors were considered as contributing to the positive outcomes. However, the finding that highlighted that using PCP allowed for a holistic picture of the boy to be developed is informative.

The external validity of the following research by Robertson, et al. (2005) was good as the researchers spent time considering other causal factors and any changes that had taken place before the implementation of PCP (p.33). A longitudinal large-scale research project was carried out exploring the outcomes of PCP. The life experiences of ninety-three adults who had intellectual disabilities were collected over a two-year period (p.24).

The information was gathered from a key informant close to the individuals, self-completion questionnaires and structured interviews (p.27). A number of statistically significant changes were observed following the implementation of PCP, including positive changes in the individuals' contact with family and friends, improved social networks and their opportunities to make choices (p.44).

The sample was large and therefore the findings could be considered generalizable to this particular adult population. However, it is important to highlight that the majority of the information was gathered from a key informant and not from the individuals themselves. Therefore, the reliability of the information and the research's PC ethos is questionable.

Despite the support for PCP (Robertson, et al. 2005), barriers to its implementation have also been reported. Robertson, et al. (2007) used the same sample as above to explore potential barriers. The barriers found included a lack of trained facilitators,

some professionals' reluctance to engage, and a lack of time (p.297). These findings highlight some of the factors that can potentially facilitate or inhibit the implementation of PCP. Data-collection instruments were evidence-based, enhancing the reliability of the findings. These findings also add to the limited literature in this area.

Barriers were also reported by Everson and Zhang (2000) which included difficulties organising meetings with all relevant people attending, difficulties involving the individuals' peers in the process and differing opinions held by family members and professionals, which impacted negatively on the process (p.298 in Robertson et, al. 2007). A focus group was used, allowing in-depth information to be gathered. However, the findings were based on a small sample (n=9) and are therefore not generalizable. It will be relevant to see if similar barriers emerge relating to PCRs in the analysis.

### **3.6 One Page Profiles and Person Centred Reviews**

One Page Profiles (OPPs) are described by Sanderson, Smith and Wilson (2010) as a "... summary of what matters to the young person and how to support them well" (p.5). They are a common PCP tool used with pupils, giving them a voice and a sense of ownership (p.5). The OPP allows teachers to understand pupils' perspectives on what they feel people like and admire about them, what is important to them and the support that they require (p.5). In many cases OPPs can inform the PCR and vice versa (p.24).

Some teachers who have supported pupils in developing OPPs reported that it encourages pupils to engage in decision making; it allows for early problem-solving and offers a better understanding of the pupil (Erwin & Sanderson, 2010, p.13). One deputy head-teacher also highlighted how it allows for previously unknown information to be gathered (p.13).

However, these comments were individually reported and therefore cannot be considered representative of other professionals. The benefit of OPPs has also been raised by pupils. One pupil reported that he liked Basketball and people came to know

this as it was written in his OPP (Sanderson, Smith & Wilson, p.17). This highlights the potential benefits of using OPPs in the PCRs, particularly if the pupil is unable to attend.

This literature above is informative when considering the focus of the current research. However, it must be highlighted that this information is anecdotal. Information was not obtained from a full research study and therefore the sample, the validity and the reliability of the findings cannot be commented on. It will be relevant to see if OPPs are discussed in the current research.

### **3.7 Person Centred Reviews: An Overview**

There is additional literature focusing on PCRs, including the format (Sanderson & Mathieson, 2003), the advantages and disadvantages (Kendall, 2011, Warner, 2012, Wertheimer, 2007), the involvement of pupils (Taylor, 2011; Hayes 2004, Thomas and O’Kane, 1999) the preparation involved (Wertheimer, 2007; Keyes & Owen-Johnson, 2003) and the role of those involved (Warner, 2012; Holtom & Lloyd-Jones, 2013). However, the literature focuses on PCRs within different contexts and in different formats. Some research has explored PCRs adopting the same format as Authority A.

PCRs encourage information of a person-centred nature to be shared by the pupil, family and professionals present at the review (SNAP Cymru, 2012, p.5). The pupil’s attributes and strengths are celebrated and things important “to” and “for” the pupil are discussed (Mansell & Beadle-Brown, 2004, p.1). Focus is placed upon the factors that are working and not working and an action plan is formulated (Sanderson, Goodwin, Kinsella, et al, 2012, p.31).

#### **3.7.1 Preparation**

One factor that has continuously been raised throughout the literature in this area is the preparation needed before the PCR takes place (Wertheimer, 2011; Taylor, 2011, Carnaby et al, 2003). Guidance developed by Waltham Forest (Hughes, 2010) included guidance on preparing pupils for the reviews and the actions the school should undertake to prepare for the review. These included preparing the pupil as to what to expect from the meeting, arranging any communication support that the pupil

required, e.g. PECS, arranging an appropriate venue and resources, placing the paper sheets on the wall, and ensuring that all reports were available (p.6-7). It therefore appears that comprehensive preparation is sometimes required before the PCRs. However, the extent to which this preparation is actually undertaken requires further exploration.

A stakeholder in research by Holtom and Lloyd-Jones (2013) highlighted that despite there being a lot of preparation before the reviews, the time taken is a “worthy” investment as a clear picture of the pupil can be developed (p.42). Considering the extent of preparation potentially required of school staff or external facilitators, it will be relevant to explore if the ALNCo’s and EPs had to undertake any preparation before the reviews and to see if any concerns regarding workload are raised (Holtom & Lloyd-Jones, 2013, p.65).

Wertheimer (2011) supported Holtom and Lloyd-Jones, reporting that engaging in preparation before the PCR potentially resulted in more productive and successful reviews, e.g. “everyone present knew what to expect and could therefore participate fully” (p.30). She also reported that pupils were actively involved in preparing for the PCR, e.g. deciding who to invite, etc. (p.18) and everyone involved was given some form of preparation before the review (p.31). This ensured that everyone knew exactly what they needed to do (p.31).

Preparation was also carried out with school staff and resulted in a positive mind-shift, with staff becoming increasingly enthusiastic about the process (Wertheimer, p.32). Another interesting insight by Wertheimer was that children felt more comfortable in certain environments and this factor could be considered when planning PCRs (p.33). This was supported in her research with one pupil reporting that the room was “too small” (p.37). However, it is unclear how many participants discussed each factor. Therefore, the findings cannot be considered representative. Despite the anecdotal nature of the information it is still relevant to consider and focuses attention on the potential importance of preparation, which may otherwise have been overlooked.

However, not all pupils and parents are fully prepared for the PCRs (Warner, 2012). The lack of pupil-preparation in Warner’s research resulted in feelings of anxiety as



participants were unsure of what to expect (p.99). Some pupils also reported feeling “nervous” prior to the meeting (p.99). However, it could be argued that other factors may have contributed to their feelings of anxiety and therefore it cannot be said that these feelings were directly linked to lack of preparation. It will be informative to see if the pupils make reference to this in the current research.

Carnaby, et al. (2003) discussed that as well as developing pupils’ confidence and understanding of the reviews, engaging pupils in preparation also ensures that the discussions from the outset includes the perspectives of the pupils (p.191). Despite the importance of preparation being discussed, all pupils may not receive enough. Thomas and O’Kane (1999) highlighted that 72% of the pupils included in their research reported that they would have liked more preparation before their review (p.225). These findings are based on sound methods of data-collection, enhancing their reliability.

### **3.7.2 Roles**

Amongst many other roles, EPs and ALNCo’s have historically been involved in reviews, both annual and transitional reviews (Fallon, Woods & Rooney, 2010, p.10). Gaskell and Leadbetter (2009) highlighted the important psychological contribution EPs can offer in multi-agency meetings, e.g. applying their psychological skills and evidence-based practice (p.104). This is important given that most PCRs are multi-agency (Hayes, 2004). EPs’ presence at annual reviews is particularly important when the pupil is ‘Looked After’ (Norwich, Richards & Nash, 2010, p.381). Therefore, EPs may be increasingly involved in PCRs for looked after children who also have ALN.

EPs play an important role in transitional reviews as they can offer a perspective on the on-going needs of the pupil and monitor their educational progress (Ball & Howe, 2013, p.76). As EPs and ALNCo’s undertake a role within both transitional and annual reviews, which are both going to be implemented in the format of a PCR, EPs and ALNCo’s may benefit from becoming familiar with the format of PCRs.

It will be relevant to consider the roles undertaken by EPs and ALNCo’s within the PCRs as there is limited literature exploring this. Within the available literature it appears

that EP's and ALNCo's engage in different roles within the reviews. Guidance on PCRs indicated that the ALNCo or head-teacher undertook the role of the facilitator within the review (Hughes, 2010, p.8). However, this comment is unsubstantiated and therefore must be carefully considered.

This was also reported by Holtom and Lloyd-Jones (2013) who stated that the aim is for the ALNCo to co-ordinate the IDP process, including the PCRs. This was evident in their research (p.65). The impact of this role on the ALNCo's workload was raised as a concern in the research (p.65). Although informative, this finding is not representative. Therefore, it will be relevant to see if the current ALNCo's also raise this as a concern.

However, Warner (2012) highlighted that the facilitator role could be undertaken by a member of school staff or an outside professional (p.1). Therefore, the ALNCo, EP, Local Authority representative or another professional could undertake the facilitator role within the PCRs. Warner also highlighted that facilitator's may have difficulty "balancing the roles" they have in the reviews as neutral facilitators, contributors and advocates (p.22). Although only reported by one researcher this insight highlights the sometimes complex role of facilitators within PCRs.

The skills held by the facilitator were also noted as important in Warner's research. Parents appreciated the informal yet structured nature of the PCRs and this was attributed, in part, to the facilitator's skills (p.99-100). Although based on the individual parents' constructions it still highlights the potential benefits of undertaking the facilitator role effectively.

Taylor (2011) also highlighted that it would be beneficial for facilitators to be skilled and experienced to address the anxiety felt by pupils in the reviews (p.72), and to be familiar with person-centred psychology (p.76). Although informative, these constructions were deduced by Taylor based on her findings. However, it still appears that EPs are in a good position to undertake the facilitator role as they are likely to possess the appropriate skills and knowledge (Fallon, Woods & Rooney, 2010). However, ALNCo's may know the pupils better and may have a better understanding of the factors that cause them anxiety.

Warner's research was undertaken as part of her doctorate in Educational Psychology. Therefore she discussed the roles EPs could potentially undertake within PCRs, reporting that EPs could be the facilitator, they could train the facilitators or they could support pupils and parents to contribute in the reviews (p. ii). It will be relevant to explore exactly what was the role of the EPs within the PCRs in the current research.

The only research to have explicitly highlighted the role actually undertaken by an EP within a PC formatted review was conducted by Hayes (2004). The review took a Making Action Plans (MAP) format and all contributions were noted on one large graphic on the wall, therefore taking a different format to the PCRs in Authority A. However, the information is still important to consider.

Within the visual review, the EP undertook the role of the graphic facilitator. This role involved minuting the information on the large graphic in the form of symbols and pictures (p.176). It was reported that EPs undertake the role in the first instance and then the ALNCo undertakes the role in subsequent reviews (p.177). This indicates that EPs have been involved in visual PCRs and offers an insight into the role that they played. However, this highlights the role of one EP in one review and therefore further exploration will be beneficial.

The importance of training those involved in PCRs has been raised in the literature (Hagner, Helm and Butterworth, 1996; Warner, 2012). Encouragingly, many of the professionals engaged in PCRs in the literature have received training in PCP, PCRs and PC approaches by EPs, Helen Sanderson Associates and National consultants (Warner, 2012; Taylor, 2011; Wertheimer, 2007; Kaehne & Beyer, 2013).

Due to the mixed views in the literature regarding the roles undertaken by different people and the fact that only one study explicitly discussed the role of the EP in a PC formatted review, it will be appropriate to explore the roles of the EPs and ALNCo's in the current PCRs. The findings would hopefully add to the literature in this area and may be informative for those professionals yet to engage in PCRs. EPs are equipped with many skills that would be beneficial when undertaking the role of facilitator or contributor, e.g. knowledge of the pupils areas of strength and difficulty. The role of EPs and ALNCo's within the PCRs will be explored in the current research.

### 3.7.3 Advantages and Disadvantages

Different research studies have been undertaken exploring PCRs, particularly looking at the advantages, disadvantages and pupil involvement. With PCP and PCRs being a relatively new area of research many of the studies are doctoral theses, university based research projects or research undertaken to inform guidance on the implementation of PCRs. This research literature will now be discussed in depth.

One key piece of research relating to PCRs was undertaken by Warner (2012) for her doctoral thesis. Warner explored pupils' and parents' perceptions of PCRs and explored pupils' locus of control before and after the review (p. ii). Warner used a mixed method design, using semi-structured interviews to gather pupils' and parents' perceptions and scaling questions to explore pupils' locus of control (p. ii). A sample of 16 pupils and 21 parents, including some grandparents were used in the research. The data was analysed using thematic analysis (p. ii).

The overall findings of the research were very positive. The positive aspects included the way the nature of PCRs offered reassurance to those involved, open and honest information being shared and parents and pupils feeling that their contributions were being acknowledged (p. ii). It was reported that pupils enjoyed making a contribution, a holistic picture of the child was gathered and some adults felt that the process was constructive, allowing for in-depth action plans to be developed (p.125-126).

Finally, it was reported that the pupils and parents felt "empowered to contribute" during the process, resulting in increased self-esteem for the pupils (p.125-126). However, some negative factors included PCRs being too long, pupils' having difficulty understanding the content of the review and lack of preparation, for both parents and pupils resulting in feelings of anxiety, (p.68;103). Lack of preparation was also highlighted by Wertheimer (2011).

As two methods of data gathering were used the research can be considered to have good validity. Warner also described in detail the ways in which the construct validity and internal reliability of the research had been ensured (p.53). This allows for the reader to have confidence in the findings. A disadvantage of a small sample is that the

findings cannot be generalised. However, due to the limited research in this area these findings still contribute greatly to the literature. Some of the factors discussed above will also be explored in the current research and it will be relevant to explore if the findings support those found by Warner.

Wertheimer (2007) produced a report focusing upon the use of a Person-Centred Transition Review (PCTR) Programme, undertaken by the Valuing People Support (VPS) team in England between 2005 and 2006. The sample was drawn from 70 local authorities, in which 140 young people's year nine transition reviews were underpinned by PC approaches. The findings of the report were based on accounts given by pupils, families, school staff and professionals involved in the PCRs. Findings were also drawn from "celebration day" reports and feedback from local authorities (p.17).

All participants were asked what they 'liked' about the reviews and what had 'worked well'; what they 'did not like' about the reviews and what had 'not worked well'; and 'any questions' they had about the PCRs (p.5). The findings were extensive and therefore the focus will be solely upon the findings relating to the pupils and professionals involved, as they are most relevant to this research study.

It was reported that the young people were actively involved in preparing for the PCRs and contributing within the PCRs, with their views being represented on the posters on the walls (p.18-19). It was reported that the pupils were relaxed and they enjoyed hearing the positive comments people made about them (p.19). A limitation of the findings was that the comments were not directly sought from the pupils themselves. Therefore, the findings cannot be considered representative of the population. The current research aims to address this limitation by exploring the perceptions of pupils directly.

The professionals' views were sought from the professionals themselves, including professionals involved in the PCRs from education, health and social services. Some advantages of the PCRs included the fact that professionals could gather important information regarding the pupil, as well as share relevant information, the way pupils were actively involved and contributed in the reviews; the comprehensive action plan

that was developed; the review's relaxed and informal nature and the way the process allowed the professionals to develop a good understanding of the pupil (p.23-24). This final factor supported similar findings by Sanderson, Smith and Wilson (2010) and Kendall (2011).

Some of the negative aspects reported by pupils to staff were that the PCR was "scary" and "too long" (p.37). Another negative factor included the lack of support given to the pupils by staff before the review (p.37). From the professionals' perspective some of the limitations included the lack of understanding of PCRs by some members of school staff, the lack of commitment from members of staff to this way of working, inappropriate space being allocated to the PCR and the PCR being too short or too long (p.38-39).

The qualitative findings reported above are informative and show that both positive and negative factors were reported by those involved in the PCR. Direct quotes were gathered from a range of stakeholders which allowed for in-depth information to be gathered. However, the authors of the stakeholder quotes were not specified, the sample size was not disclosed and the pupils' accounts were indirectly sought. Therefore, the findings cannot be considered trustworthy. Unlike the research by Warner (2012) the method of data collection was not specified in detail and therefore the validity and reliability of the research is questionable.

In a similar fashion Kendall (2011) carried out an evaluation of the Joint Person-Centred Transition Project in Northumberland, which included the implementation of PCRs. Compared to the data collection techniques employed by Wertheimer (2007) those used by Kendall were more vigorous and were described in depth in the report. Kendall used a brief questionnaire; semi-structured telephone interviews, a semi-structured group discussion and face to face semi-structured interviews (p.8). She also obtained pupil views from leaflets and a video animation the pupils created (p.17). The sample size and inclusion criteria were specified in the research which allowed the findings to be discussed in relation to the specific sample population. However, similar to other research in this area the sample size was small and therefore findings cannot be considered generalizable.

The overall reports from those involved were very positive. The positive aspects included the comfortable, interactive and forward thinking nature of the PCRs, relevant outcomes, important information being discussed that may otherwise have been overlooked (p.9), improved relationships between stakeholders and increased joint-working (p.13-14). Some negative factors included logistical factors, e.g. needing extra resources such as support to prepare people for the reviews, extra training for school staff and money to cover travel costs (p.15). The sometimes emotional and tiring nature of the PCR was also raised as a negative factor, as well as the difficulty ensuring that people understand the nature of the PCR and ensuring commitment from senior managers (p.15).

Similar to the findings of Wertheimer (2007) and Warner (2011), further positive aspects included the contribution made by the pupils, pupils feeling more confident, more positive and realistic views of the pupil being discussed and people being more inclined to carry out actions agreed upon and included in the action plan (p.13-14). The qualitative nature of the research was beneficial as it allowed for an in-depth exploration of PCRs. A benefit of this research in comparison to Wertheimer (2007) was that the information was sought directly from the pupils and the pupils were given the opportunity to create their own leaflets expressing their views. As a result the trustworthiness of the information gathered may be greater.

Many of the advantages and disadvantages of PCRs have been consistent across the literature. However, individual factors have also been raised in the different studies. Research on the perceptions of ALNCo's is limited and the perceptions of EPs are yet to be explicitly explored within the available literature. The current research aims to address this gap and it will be important to consider if the perceptions of the EPs and ALNCo's support the findings discussed above.

#### **3.7.4 Research looking at the IDP process in Wales**

The most recent research available relating to PCRs was undertaken in 2014. However, the research explored the effectiveness of the IDP process as a whole not only the PCRs (Holtom & Lloyd- Jones, 2014, p.10). Semi-structured interviews were carried out and information was gathered from self-evaluations (p.11). The sample consisted of

twenty five professionals, sixteen families and nine stakeholders (p.11). The number of completed self-evaluations was not specified.

It was reported that the majority of the parents and many professionals felt that the PC approach allowed for important information about the pupil to be gathered, allowing for a more holistic picture of the pupil (p.21). Professionals particularly liked the focus on pupils' strengths, the holistic nature of the PCRs and the revelation of new information (p.29).

The attendance of a range of professionals and the PC nature of the PCRs were viewed positively (p.33). Parents felt the process was "more personal", it focused on the pupils' strengths and it gave parents a voice (p.33). Despite being informative, some of the parent information was based on professionals' accounts of parents' thoughts and feelings. Therefore, the reliability of some of the parental accounts is questionable.

However, limitations were raised regarding the time aspect of the PCRs. Participants reported that the PCR itself had been longer than existing ones and considerable time was needed to prepare for and organise the review (p.46). Other participants, however, did not feel that the length of the PCR was problematic (p.47). These findings relating to time are relevant when considering that the current research is exploring the perceptions of EPs and ALNCo's, who both have increasing demands on their time. It will be informative to explore whether this concern is raised in the current research.

Despite the informative nature of the research the authors of the professional's accounts were not specified. Therefore, the findings cannot be considered representative. The research also did not identify the information gathered explicitly from EPs. Therefore, it will be relevant to explore EPs perceptions in more depth and EPs, ALNCo's and pupils' perceptions of the same reviews.

### **3.7.5 Pupil Participation**

One of the key principles underpinning PCRs is the emphasis on ensuring that the pupil is central and that they have the opportunity to contribute and be listened to (Sanderson, 2000, p.3). Legislation has emphasised the importance of allowing children and young people to have a voice. The Children Act (1989) and the United Nations



Conventions on the Rights of the Child (1989, Article 12) highlight the importance of allowing children and young people to have a voice, and that adults ensure that they are considerate of children's contributions when making decisions. This is known to positively impact on pupils' self-esteem (Warner, 2012, p.125). The SEN Code of Practice (2015) also highlights that pupils' views should be accounted for in matters affecting them (p.20).

The importance of the voice of the child is highlighted in the literature in education and social care (Thomas & O'Kane, 1998; Shier, 2001; Harding & Atkinson, 2009). More specifically, ensuring the pupil has a voice in PCRs is also largely emphasised in the literature (Roller, 1998, Hayes, 2004, Lee, 1999). This literature is of key importance as the aim within PCRs is to encourage the pupil to discuss things that are important to them and what they feel is currently working (SNAP Cymru, 2012, p.5).

However, not all pupils will have the capacity to contribute in the reviews. Methods of gathering the views of these pupils are also discussed in the literature (Norwich & Kelly, 2007; Hayes, 2004). Pupils with ALN may find it difficult to contribute to the PCRs and considering alternative ways in which pupils' views can be sought and shared is important in maintaining the PCRs' PC ethos (Norwich & Kelly, 2007, p.256)

Ensuring that the pupil has the opportunity to participate is one of the fundamental factors of PCP (Sanderson, 2000, p.3). Davey (2010) reported that in recent years there has been an increase in the tools used to facilitate pupils' engagement in decision making (p.7). However, there are still barriers in place that restrict pupils from participating, e.g. the lack of respect given to their participation in decision-making (p.12). The importance of ensuring pupil participation in reviews, whether annual reviews or transition reviews has been highlighted throughout the literature (SEN Code of Practice; Norwich & Kelly, 2006; Gersch, Holgate and Sigston, 1993).

Roller (1998) highlighted that encouraging pupils to participate in reviews can impact positively on pupils' independence and motivation (p.272). The association of Educational Psychologists (AEP, 2010) stated that EPs will

“... always ensure that they promote the pupil’s views within any forum but will also encourage parents and other professionals to listen to pupils and enhance their participation within their own lives and communities.” (p.3)

This could indicate a role EPs may have in PCRs, which includes encouraging the active participation of pupils and emphasising the importance of this to parents and fellow professionals. The current research will explore EPs’ roles in PCRs in more depth. Pupils themselves have reported that they would like more opportunity to contribute and be listened to (Roller, 1998, p.133).

Thomas and O’Kane (1998) aimed to look at the participation of 225 ‘looked after’ pupils, aged between eight and twelve, in their review meetings from the perspectives of the pupils and their social workers (p.221). Findings highlight that only 36% of the pupils attended their review meetings with more pupils attending as they got older. (p.222). The social workers reported that 44% of pupils contributed ‘freely’ in the reviews, compared to only 28% of pupils reporting that they “spoke a lot” (p.225). 67% of the pupils felt that they were listened to (p.226), compared to the social workers view that 87% of the pupils were listened to (p.224).

The findings highlight that the pupils involved did have the opportunity to contribute in the review and many felt ‘listened to’ (p.226). However, there was a discrepancy between the pupils’ and social workers’ accounts of pupil participation. This may indicate a possible mixed view of what constitutes ‘contributing’ and being ‘listened to’. It will be relevant to see if there is a difference in the pupils and adults accounts in the current research. Most research has been qualitative. Therefore, this research was different as it allowed for the quantitative findings from the pupils and social workers to be compared and discussed. The use of mixed methods, including interviews and quantitative surveys raised the validity of the findings.

Carnaby, et al (2004) reported similar findings when they explored the participation of fifteen young people with learning difficulties in their transition reviews, which used a PC approach (Pathways) (p.188). They found an increase in pupil participation in their reviews over a four year period, with all the pupils participating in at least 80% of the reviews by the fourth year (p.191). The inclusion criteria for this study was rigid (p.188) and it appears, from the findings, that the researchers measured exactly what they set

out to measure at the beginning of the study, improving the validity of the research. Unfortunately, due to sample size the findings are not generalizable.

However, although research by Kaehne and Beyer (2013) found an increase in pupil participation (p.1) they also reported on the ways in which some pupil and parent choices were overlooked at times (p.9). This indicates that the contributions may have been gathered in a tokenistic way. The researchers conducted semi-structured interviews with the families involved and a documentary analysis of the transition plans developed in the PCRs was undertaken (p.1).

Similarly, research by Whitney-Thomas, et al. (1998) undertook participation observations and found that the participation of pupils in a PCP transition process varied greatly from very involved to no involvement at all (p.119). The method used improves the research's ecological validity. The overall literature offers a mixed picture of pupil involvement and therefore it will be pertinent to see the extent in which pupils are included in the PCRs in the current research.

One informative piece of research in this area was conducted by Hayes (2004) who used a child-centred visual planning tool to facilitate the involvement of one pupil with learning difficulties in her review (p.175). The minutes of the meeting were drawn on a graphic using pictures or symbols (p.178). A short structured questionnaire was given to the five adults who attended the review and the pupil was asked for her feedback verbally and through pointing at pictures before, following the review and one week later (p.179).

Some positive comments included that the process was more "relevant" and more "child-centred" (p.178), the visual pictures supported the pupil to contribute and the process was "more fun" (p.178). The pupil reported that she was happy before the review, she liked that she had been listened too and she felt happy that she had spoken in the meeting (p.179). The qualitative approach was beneficial as it allowed important pupil insights to be gathered. The reliability of the findings was greater as the pupil feedback was obtained before and after the review and clarified a week later. However, the findings were based on the perceptions of the individual pupil, parents and professionals involved in one review and therefore are not representative.

### **3.7.6 Person Centred Reviews at times of Transition**

Transition has always been a time of importance, especially for pupils with ALN. As a result great consideration has been given to ensuring effective transitions for pupils at all key transition points (Vogler, Crivello & Woodhead, 2008). The literature in this area also highlights the importance of involving families at times of transition (Ward, Mallet, Heslop & Simons, 2003, p.123). This literature is important to consider as transition reviews are now undertaken in a PC way and one underpinning principle of PCRs is that the family is actively involved in the process (Sanderson, 2000, p.3). However, including family members in the process may have drawbacks. Disagreements can sometimes arise between family members and professionals, which may be detrimental to the process (Everson and Zhang, 2000, in Roberston, 2007, p.298).

For years PCP approaches and tools have been used in the transition of young people and adults with disabilities (King, Baldwin, Currie & Evans, 2005). More recently PCRs have been increasingly introduced at times of transition for pupils (Taylor, 2011; Kaehne & Beyer, 2013).

The Department of Health (2010) introduced a guide on the use of PCP and PCRs at times of transition. They discussed the use of PCP, OPPs and PCRs to support children and young people with disabilities. The authors reported that PCRs encourage the development of action plans that have the ability to enhance pupils' circumstances, and allow for young people to be listened to and to be involved in planning for their future (p.3,14).

PCRs are regularly used at times of transition (Wertheimer, 2007; Taylor, 2011; Preparing for Adulthood, 2013). Transition is a very important time for pupils, especially with regards to their education and well-being (Zeedyk, et al. 2003, p.68). Keyes and Owen-Johnson (2003) highlighted that those involved in reviews underpinned by PCP reported feeling more satisfied and had increased efficacy (p.151).

A key piece of literature to consider here is research by Taylor (2011). Taylor explored the perceptions of three boys with Social, Emotional and Behavioural difficulties (SEBD) of their year nine person-centred transition review. Semi-structured interviews were used to gather the data (p.58). The findings highlighted that the young boys found the process to be “fun” and “reassuring” (p.67) and they liked having the opportunity to contribute (p.67). They also liked the fact that positive factors were discussed and the visual nature of the PCR (p.67). A negative factor noted was that some of the pupils displayed some anxiety during the PCR which was attributed to the unfamiliar environment (p.77). However, the cause of the anxiety was not explicitly measured and therefore cause and effect cannot be determined. The findings indicate that the boys enjoyed being part of the PCR (p.67).

The qualitative findings are very similar to those of Hayes (2004) particularly the benefits of the visual nature of the process (p.67). The trustworthiness of the findings was enhanced as the research was carried out within the school context and within a week of the reviews taking place (p.64). Compared to Hayes’ research, the data-collection methods had the advantage of allowing the researcher to explore the pupils’ perceptions in more depth.

Due to the mixed picture regarding the involvement of pupils in all reviews and the fact that the research has not always looked at both the pupil and adult perceptions of the ‘person-centeredness’ of the PCR, the current research aims to explore this further.

### **3.8 Conclusions and Current Research**

The literature relating to PCP is vast and is discussed in relation to education, health and social care. The literature relating to PCRs in particular is smaller. Much of the current literature is based upon reviews of a PC nature and there are a small number of studies exploring PCRs specifically, many of which explore the perceptions of those involved. There is fragmented information in different studies that refer to EPs; however none of them explicitly explore the perceptions of EPs of PCRs. Therefore, the aim of the current research is to address this gap in the literature.

Having decided to focus on PCRs, aspects of the literature review gave rise to the research questions formulated. The literature has shown a little uncertainty as to the specific role of EPs and ALNCo's within PCRs. With the implementation of PCRs in Wales it will be informative for professionals to hear what their roles within the PCRs could potentially be. The aim therefore is to explore the roles undertaken by the EPs and ALNCo's within the PCRs. Despite the highlighted importance of preparation there is limited literature exploring the preparation engaged in by those involved in PCRs. Therefore, the research also aims to explore any preparation the EPs, ALNCo's and pupils may have engaged in before the PCRs. Therefore, research questions one and two were developed to explore these factors in more depth.

Within the literature, arguments for both the advantages and disadvantages of PCRs have been given. The current research aims to explore this further as the findings may give rise to factors that could potentially be considered by professionals prior to engaging in the PCRs. The degree in which the PCRs have been person-centred has also varied in the literature and previous research hasn't always sought the views of the pupils directly. The views of the pupils and adults involved in the same PCRs have also not been greatly explored. With the implementation of PCRs across Wales and the emphasis on the pupil being central to the process the aim is to explore these factors in more depth. Therefore, research questions three and four relate to the advantages and disadvantages of the PCRs and the person-centred nature of the PCRs, from the perspective of the EPs, ALNCo's and pupils involved.

The aim is also to gather a new perspective on these above factors and address a gap in the literature by exploring the perceptions of the EPs involved in PCRs. The qualitative nature of the previous research has allowed for a complex picture of PCRs to be gathered. Therefore, the current research will also be of a qualitative nature, allowing for participants' socially constructed perceptions of PCRs to be explored in depth. The literature review resulted in the following research questions:

1. What do the EPs and ALNCo's perceive to be their role and contribution in person centred reviews?

2. To what extent and in what way do the EPs, ALNCo's and pupils prepare for person centred reviews?
3. What do the EPS, ALNCo's and pupils perceive to be the advantages and disadvantages of person centred reviews?
4. From the perspectives of the EPs, ALNCo's and pupils involved – how person-centred are the reviews?

## References

- Association of Educational Psychologists. (2010). The contribution of Educational Psychologists to the delivery of local services for children. *Association of Educational Psychologists*, p. 1-5.
- Artesani, A.J., & Mallar, L. (1998). Positive behavioural supports in general education settings: Combining person-centred planning and functional analysis. *Intervention*, 34, 33- 38.
- Ball, H., & Howe, J. (2013). How can educational psychologists support the reintegration of children with an acquired brain injury upon their return to school? *Educational Psychology in Practice: theory, research and practice in educational psychology*, 29, 69-78.
- Beaver, R. (1996). *Educational Psychology Casework*. London: Jessica Kingsley Publications.
- Becker, C., & Pallin, R. (2001). *Person-Centred Planning Approaches*. Retrieved December 19<sup>th</sup>, 2014 from <http://humanservices.alberta.ca/documents/pdd/pdd-central-person-centered-planning-literature-review.pdf>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77- 101.
- Breakwell, G.M., Hammond, S., Fife- Schaw, C., & Smith, J.A. (2006). *Research Methods in Psychology*. London: Sage Publications.
- BRIEF. (2008). *What is the solution focused approach?* Retrieved February 4<sup>th</sup>, 2014 from [http://www.brief.org.uk/view.php?item\\_id=108](http://www.brief.org.uk/view.php?item_id=108)
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, Massachusetts: Harvard University Press
- Carnaby, S., Lewis, P., Martin. D., Naylor, J., & Stewart, D. (2003). Participation in transition review meetings: a case study of young people with learning disabilities



- leaving a special school. *British Journal of Special Education*, 30, 187-193.
- Carr, A. (2011). *Positive Psychology. The Science of Happiness and Human Strengths*. London: Routledge.
- Casemore, R. (2011). *Person-Centred Counselling in a Nutshell*. SAGE Publications: London.
- Creswell, J.W. (2009). *Research Design. Qualitative, Quantitative and Mixed Methods Approaches*. California: SAGE Publications, Inc.
- Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. London: SAGE Publications.
- Children Act 1989* (Ldn) (Eng.)
- Davey, C. (2010). *Children's participation in decision-making: A Summary Report on progress made up to 2010*. London: Participation Works.
- Department of Education. (2015). *Special Education Needs and Disability Code of Practice: 0-25*. London: Department of Education
- Department of Health. (2010). *Person Centred Planning. Advice for using person-centred thinking, planning and reviews in school and transition*. London: Department of Health.
- DiCicco- Bloom, B., & Crabtree, B.J. (2006). The qualitative research interview. *Medical Education*, 40, 314- 321.
- Dowling, S., Manthorpe, J., & Cowley, S. in association with King, S., Raymond, V., Perez, W., & Weinstein, P. (2006). *Person- Centred Planning in Social Care*. King's College London. Joseph Rowndtree Foundation.
- Education, Lifelong Learning and Skills Committee (2007). *Policy Review of Additional Educational Needs. Part 3: Transition*. Cardiff: National Assembly for Wales.
- Etherington, H. (2013). *The Individual Development Planning (IDP) Process and Early Support*. [PowerPoint slides]. St Asaph: Early Support Conference.

- Erwin, L., & Sanderson, H. (2010). *One-Page Profiles with children and young people*. Cheshire: Helen Sanderson Associates.
- Everson, J., & Zhang, D. (2000). Person-centered planning: Characteristics, inhibitors, and supports. *Education and Training in Mental Retardation and Developmental Disabilities, 35*, 36-43.
- Fallon, K., Woods, K., & Rooney, S. (2010). A discussion of the developing role of educational psychologists within Children's Services. *Educational Psychology in Practice: theory, research and practice in educational psychology, 26*, 1-23.
- Gaskell, S., & Leadbetter, J. (2009). Educational psychologists and multi-agency working: exploring professional identity. *Educational Psychology in Practice: theory, research and practice in educational psychology, 25*, 97-111.
- Gersch, I.S., Holgate, A., & Sigston, A. (1993). Valuing the Child's Perspective: A revised student report and other practical initiatives. *Educational Psychology in Practice: theory, research and practice, 9*, 36-46.
- Hagner, D., Helm, D.T., & Butterworth, J. (1996). "This is your meeting": A qualitative study of person-centred planning. *Mental Retardation, 34*, 159-171.
- Harding, E., & Atkinson, C. (2009). How EP's record the voice of the child. *Educational Psychology in Practice, theory, research and practice in educational psychology, 25*, 125-137.
- Hayes, J. (2004). Visual Annual Reviews: how to include pupils with learning difficulties in their educational review. *Support for Learning, 19*, 175- 180.
- Holtom, D., Lloyd- Jones, S., & Watkins, J. (2012). *Programme of Action Research to Inform Evaluation of the Additional Learning Needs Pilot Development Phase: Final Report*. Cardiff: Welsh Government Social Research.
- Holtom, D., & Lloyd-Jones, S. (2013). *Programme of Action Research to Inform the Evaluation of the Additional Learning Needs Pilots: Robust Trialling Phase*. Cardiff:

- Welsh Government Social Research.
- Holtom, D., & Lloyd-Jones, S. (2014). *Research on the IDP Expanded Testing Phase. Main Report*. Cardiff: Welsh Government Social Research.
- Hughes, R. (2010). *Person Centred Transition Planning: Guidance for schools and other services*. Waltham Forest: SEN Team.
- Kaehne, A., & Beyer, S. (2013). Person centred reviews as mechanisms for planning the post school transition of young people with intellectual disabilities. *Journal of Intellectual Disability Research, 58*, 603-613.
- Kendall, P. (2012). *The Joint Person-Centered Transition Project*. Northumberland: Northumberland County Council.
- Keyes, M.W., & Owens-Johnson, L. (2003). Developing Person Centered IEPs. *Intervention in School and Clinic, 38*, 145-152.
- King, G.A., Baldwin, P.J., Currie M., & Evans, J. (2005). Planning successful transitions from school to adult roles for youth with disabilities. *Children's Health Care, 34*, 193-216.
- Kitsinger, J. (1994). The methodology of Focus Groups: the importance of interaction between research participants. *Sociology of Health and Illness, 16*, 103-121.
- Lee, H. (2010). *Comparison of Perceptions towards Person-Centered Planning (PCP) of Secondary Special Educators in the US and Korea*. Unpublished Masters: University of Kansas.
- Leech, B.L. (2002). Asking Questions: Techniques for Semistructured Interviews. *PS: Political Science and Politics, 35*, 665-668.
- Mansell, J., & Beadle-Brown, J. (2004). Person-Centred Planning or person-centred action? Policy and practice in intellectual disability services. *Journal of Applied Research in Intellectual Disability, 17*, 1-19.
- Norwich, B., Kelly, N., & Educational Psychologists in Training, (2006). Evaluating

- Children's Participation in SEN Procedures: Lessons for educational psychologists. *Educational psychologist in Practice: theory, research and practice in educational psychology*, 22, 255-271.
- Norwich, B., Richards, A., & Nash, T. (2010). Educational psychologists and children in care: practices and issues. *Educational Psychology in Practice: theory, research and practice in educational psychology*, 26, 375-390.
- Preparing for Adulthood. (2013). *Person Centred Approaches*. Retrieved April 18<sup>th</sup>, 2014 from [www.preparingforadulthood.org.uk](http://www.preparingforadulthood.org.uk)
- Ratner, C. (2008). Cultural Psychology and Qualitative Methodology: Scientific and Political Considerations. *Culture and Psychology*, 14, 259-288.
- Rasheed, S.A., Fore. C., & Miller, S. (2006). Person- Centered Planning: Practices, Promises, and Provisos. *The Journal for Vocational Special Needs Education*, 28, 47-59.
- Robertson, J., Emerson, E., Hatton, C., Elliott, J., McIntosh, B., Swift, P., Krinjen- Kimp, E., Towers, C., Romeo, R., Knapp, M., Sanderson, H., Routledge, M., Oakes, P., & Joyce, T. (2005). *The Impact of Person Centred Planning*. Lancaster University: Institute for Health Research.
- Robertson, J., Emerson, E., Hatton, C., Elliott, J., McIntosh, B., Swift, P., Krinjen- Kimp, E., Towers, C., Romeo, R., Knapp, M., Sanderson, H., Routledge, M., Oakes, P., & Joyce, T. (2007). Person –Centred Planning: factors associated with successful outcomes for people with intellectual disabilities. *Journal of Intellectual Disability research*, 51, 232- 243.
- Robbins, R. (2013). *It's All About Me: A fresh approach to person centred thinking in Wolverhampton*. Wolverhampton: Wolverhampton Transition Support Group.
- Rogers, C. (1942). *Counselling and Psychotherapy: Newer Concepts in Practice*. New York: Houghton, Mifflin and Co.

- Roller, J. (1998). Facilitating Pupil Involvement in Assessment, Planning and Review Processes. *Educational Psychology in Practice: theory, research and practice in educational psychology*, 35, 266-273.
- Sanderson, H. (2000). *Person Centred Planning: Key Features and Approaches*. Kings College London: Joseph Rowntree Foundation. Retrieved October 10<sup>th</sup>, 2013 from: <http://www.familiesleadingplanning.co.uk/Documents/PCP%20Key%20Features%20and%20Styles.pdf>
- Sanderson, H., Goodwin, G., Kinsella, E., Smith, T., Jones, V., Higgins, K., Ralphs, J., & Byatt, L. (2012). *A guide to using person- centred practices in school*. Personalising Education. Retrieved January 14<sup>th</sup>, 2014 from: <http://www.personalisingeducation.org/wp-content/uploads/2012/09/Person-centredpracticesinschools.pdf>.
- Sanderson, H., & Mathieson (2003). *Person Centred Reviews Adult Pack*. Cheshire: Helen Sanderson Associates. Retrieved December 12<sup>th</sup>, 2013 from: [http://www.dorsetforyou.com/media/pdf/f/n/Person\\_Centred\\_Reviews\\_Adult\\_Pack.pdf](http://www.dorsetforyou.com/media/pdf/f/n/Person_Centred_Reviews_Adult_Pack.pdf)
- Sanderson, H., Smith, T., & Wilson. T. (2010). *One Page Profiles in School: A Guide*. Cheshire: HSA Press.
- Sanderson, H., & Smull, M. (2001). *Person Thinking and Planning*. Cheshire: HSA Press. Retrieved December 16<sup>th</sup>, 2013 from <http://www.helensandersonassociates.co.uk/media/14130/what%20is%20person%20centred%20thinking%20and%20planning.pdf>
- Schultz, D.P., & Schultz, S.Y. (2011). *A History of Modern Psychology* (10th ed.). Belmont: Wadsworth, Cengage Learning.
- Seligman, M.E.P., & Csikszentmihalyi, M. (2000). Positive Psychology. *American Psychologist*, 55, 5-14.

- Sheldon, K.M., & King, L. (2001). Why Positive Psychology is Necessary. *American Psychologist*, 56, 216-217.
- Shier, H. (2001). Pathways to participation: openings, opportunities and obligations. *Children and Society*, 15, 107-117.
- Snap Cymru (2012). *Person Centred Planning* (Leaflet). Retrieved January 2<sup>nd</sup>, 2013 from [http://www.snapcymru.org/USERFILES/FILE/HELP\\_AND\\_ADVICE/PCP%20BOOKLET.PDF](http://www.snapcymru.org/USERFILES/FILE/HELP_AND_ADVICE/PCP%20BOOKLET.PDF)
- Steen, T.A., Park, N., & Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. *American Psychologist*, 60, 410-421.
- Taylor, M. (2011). *Transitions of young people identified as showing social, emotional and behavioural difficulties from education to adult life: a person centred approach*. Unpublished Thesis: University of Newcastle.
- Thomas, N., & O’Kane, C. (1999). Children’s Participation in Reviews. *Child and Family Social Work*, 4, 221- 230.
- United Nations Conventions on the Rights of the Child*. (1989). Retrieved September 2<sup>nd</sup>, 2013 from <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>
- Vogler, P., Crivello, G., & Woodhead, M. (2008). Early childhood transitions research: A review of concepts, theory, and practice. *Working Papers in Early childhood Development*. The Netherlands: Bernard Van Leer Foundation.
- Ward, L., Mallett, R., Heslop, P., & Simons, K. (2003). Transition planning: how well does it work for young people with learning disabilities and their families. *British Journal of Special Education*, 30, 132-137.
- Warner, J. (2012). *Person- Centred Reviews: An exploration of the views of students and their parents/ carers*. Unpublished Thesis: University of East London.
- Welsh Assembly Government. (2008). *Statements or Something Better? Summary of Progress To Date and The Next Steps*. Cardiff: Welsh Assembly Government.

- Welsh Assembly Government. (2013). *Education (Wales) Bill (Proposed)*. Cardiff: Welsh Assembly Government.
- Welsh Government. (2014). *White Paper*. Cardiff: Welsh Government.
- Wertheimer, A. (2007). *Person Centred Transition Reviews. A national programme for developing person centred approaches to transition planning for young people with special educational needs*. London: The Valuing People Support Team.
- Whitney- Thomas, J., Shaw, D., Honey, K., & Butterworth, J. (1998). Building a future: A study of student participation in person-centred planning. *Journal of the Association for Persons with Severe Handicaps*, 23, 119- 133.
- Zeedyk, S.M., Gallacher, J., Henderson, M., Hope, G., Husband, B., & Lindsay, K. (2003). Negotiating the Transition from Primary to Secondary School: Perceptions of Pupils, Parents and Teachers. *School Psychology International*, 24, 67-79.

## **EMPIRICAL STUDY**



## Abstract

The aim of the research was to explore the perceptions of educational psychologists (EPs), additional needs learning co-ordinators (ALNCo's) and pupils of their involvement in person centred reviews (PCRs). The aim was to explore their role and preparation for the PCRs, advantages and disadvantages of the PCRs and the extent to which the PCRs were person-centred. Semi-structured interviews, a group interview and focus group were used to gather the perceptions of five EPs, eight ALNCo's and four pupils in Authority A.

Findings highlight that EPs and ALNCo's both undertake co-ordinator and contributor roles within the PCRs, occasionally undertaking dual roles within the same review. ALNCo's predominately undertake the preparation for PCRs with the majority of the EPs' preparation falling within their regular practice. Advantages of PCRs included their equal, transparent and co-operative nature, their productivity and positivity. Disadvantages included logistical factors, e.g. length of reviews, difficulties bringing professionals together, and parental negativity. The PCRs were predominantly person-centred, with pupils enjoying making a contribution. However, the EPs, ALNCo's and pupils highlighted that pupil participation could be further increased.

Overall findings are potentially informative for fellow EPs and ALNCo's and indicate the potential impact of engaging in PCRs on professionals' workloads. The extent to which the PCRs were person-centred is encouraging. Despite the informative findings, they are not generalizable due to the constructivist nature. Previous research has not explicitly explored EPs perceptions of PCRs. Therefore the research addresses this gap in the literature.

## **Introduction**

Person centred reviews (PCRs) are reviews underpinned by principles of 'person-centred planning' (PCP) which aim to promote positive outcomes for the pupil at the centre of the review (Sanderson, 2000, p.3). PCRs are currently used in Wales, addressing the needs of pupils with additional learning needs as part of the Individual Development Plan (IDP) process (Welsh Government, 2014). The term 'person-centred' refers to the concept that the pupil is central to the PCR and the aim is to plan with and not for the pupil (SNAP Cymru, 2012, p.3).

### **Person Centred Reviews (PCRs)**

Dowling, Manthorpe and Cowley (2005) reported that a PCR is a less formal review in which everyone must work together, addressing factors important to the pupil and their family (p.5, 7). Rasheed, Fore and Miller (2009) highlighted that the aim is to empower the pupil to be involved and to contribute to decisions being made (p.48). The focus is upon the child's strengths and needs, with particular emphasis on positive factors (Lee, 2007, p.6-7).

Reviews undertaken as part of the IDP process will be in the format of a PCR. Within the focus authority this involves everyone recording on large sheets of paper what they 'like and admire' about the pupil, what is 'important to' and 'how to support' the pupil, 'what is currently working' and 'not working' and any challenges. An action plan is then formulated with individuals agreeing to undertake different actions (SNAP, 2012, p.5).

### **Legislative Changes**

The recent Welsh Government White Paper (2014) will facilitate the implementation of PCP and PCRs within Welsh authorities. It proposes to replace statements with IDPs (Welsh Government, 2014). IDPs will be developed and reviewed in a PCR and all other reviews will also take this format. Eight Welsh Authorities piloted the IDP process. EPs, ALNCo's and pupils have all been involved in the pilot PCRs and the current research aims to explore their perceptions of them.

## **Theory**

Person-centred theory (Rogers, 1942) underpins PCRs and highlights that the individual is central and should be supported to 'grow', direct their lives and guide the therapeutic process in a supportive environment (p.12). PCRs encourage pupils to be central, to contribute and guide the process. The extent to which pupils are involved and guide the PCR will be relevant to explore.

According to Seligman and Csikszentmihalyi (2000), the aim of positive psychology is to build upon an individual's positive qualities and promote their wellbeing (Carr, 2011, p.1). This is suggested to increase happiness (Steen, Park & Peterson, 2005, p.410). Building upon the positives and looking towards the future is the aim of PCRs. Whether participants welcome this positive approach will be relevant to explore (Everson & Zhang, 2000).

## **Roles**

All PCRs require a co-ordinator. Warner (2012) highlighted that the co-ordinator role can be undertaken by school staff or outside professionals (p.1). ALNCo's regularly undertake the co-ordinator role (Hughes, 2010, p.12). In research by Hayes (2004) the ALNCo was the co-ordinator and the EP was the graphic facilitator who 'minuted' the visual review (p.176). No further research has explored this in depth. Warner (2012) discussed the EP role within PCRs as possibly being the facilitator, delivering training and supporting individuals to participate (p. ii).

EPs and ALNCo's have historically attended annual reviews and EPs are important contributors at transitional reviews (Ball & Howe, 2013). EPs' roles predominantly involve offering a distinct psychological contribution (Gaskell & Leadbetter, 2009, p.104). With a particular format to PCRs it will be informative to explore whether the EPs still feel that they can offer this psychological contribution.

## **Preparation**

The importance of preparing for PCRs has been highlighted (Hayes, 2004; Warner, 2012). Wertheimer (2007) reported that preparation increased the success and productivity of reviews and helped pupils feel more comfortable (p.31, 37). Thomas

and O’Kane (1998) found that pupils would like more preparation before reviews (p.225). Lack of preparation can sometimes result in anxiety (Warner, 2012, p.99).

PCRs can require extensive preparation (Hughes, 2010) and it will be insightful to explore if EPs and ALNCo’s undertake any preparation before reviews (Holtom & Lloyd-Jones, 2013). Roles undertaken by EPs within PCRs and the involvement of EPs and ALNCo’s in preparing for PCRs has not been previously explored in detail. It will therefore be informative to explore this further, as well as exploring any pupil-preparation.

### **Advantages and Disadvantages**

Warner (2012) explored the perceptions of parents and pupils of PCRs. Findings were generally positive with positive aspects including reassuring, transparent and honest discussions, a holistic picture of the child being gathered and constructive plans being developed (p.125-126). Warner discussed how the construct validity and internal reliability had been ensured, allowing for confidence in her findings (p.65). Similar benefits were discussed by Kendall (2011) including important information being shared that may have been previously overlooked; the comfortable nature of the reviews, improved relationships and better joint-working (p.9). Kendall’s findings were based on a large sample and are therefore more generalizable.

Similar research by Wertheimer (2007) explored the participation and perceptions of pupils and professionals involved in transition PCRs. Findings highlighted that pupils were actively involved before and during reviews (p.18-19). It was reported that pupils felt relaxed and enjoyed hearing positive comments made about them (p.19). The professionals discussed advantages such as really getting to know the pupil and everyone being “equal” (p.19).

Negative aspects of the PCRs included the lack of pupil-preparation, reviews being too long or too short and some professionals’ lack of commitment to this way of working (Wertheimer, p.24). Despite the informative findings, data collection methods were not specified and pupils’ views were indirectly sought. Therefore unlike the research by Warner (2012) the research’s reliability and validity cannot be ensured.

## **Pupil Involvement**

One key principle of 'person-centeredness' is that the pupil has the opportunity to contribute and be listened to (Lee, 1999, p.5-6). One Page Profiles (OPPs), completed by the pupil can be used to inform PCRs. Sanderson, Smith & Wilson (2010) describe OPPs as a "... summary of what matters to the young person and how to support them well" (p.5).

Taylor (2011) explored the perceptions of three boys of their year nine transition PCRs. Findings from semi-structured interviews carried out within the school were that the boys enjoyed contributing, enjoyed discussing positive factors and felt that the process was "fun" and "reassuring" (p.67,77). These findings support those of Hayes (2004). Despite their informative nature both studies had small samples and findings are not generalizable. The current research also has a small sample. However, an in-depth exploration of participants personal perceptions of PCRs is aimed for and not generalisability.

Unlike the research above, Thomas and O'Kane (1999) took a quantitative approach to exploring the contribution of 225 'looked after children' in their reviews. They found that only 28% of the children felt they "spoke a lot" in the review and 67% felt that they were listened to (p.225). However, the social workers reported that 44% of the children 'contributed' and 87% of the children were listened to (p.224). It is relevant to note the difference between the adults and pupils' perceptions of pupil-participation. This will be further explored in the research.

## **Conclusions and Current Research**

The research aims to extend the literature by explicitly exploring EPs perceptions of PCRs, which has not been previously done, as well as ALNCo's and pupils' perceptions. With the introduction of PCRs in Wales it is relevant to explore the roles that have been undertaken by the EPs and ALNCo's. Research relating to the roles undertaken in PCRs is limited (Hayes, 2004). Similarly, there is limited research looking at the preparation undertaken by everyone involved in PCRs despite its highlighted importance (Wertheimer, 2011).

There have been mixed views on the advantages, disadvantages and person-centeredness of PCRs. It will therefore be pertinent to explore the perceptions of those currently involved. Unlike previous research, the current research aims to explore the perceptions of pupils and EPs directly. The main principle of PCRs is that the pupil is central and the perceptions of all participants regarding the person-centred nature of the same PCRs will be gathered. The above literature led to the following research questions:

1. What do the EPs and ALNCo's perceive to be their role and contribution in person centred reviews?
2. To what extent and in what way do the EPs, ALNCo's and pupils prepare for person centred reviews?
3. What do the EPS, ALNCo's and pupils perceive to be the advantages and disadvantages of person centred reviews?
4. From the perspectives of the EPs, ALNCo's and pupils involved – how person-centred are the reviews?

## **Methodology**

### **Ethical Considerations**

Ethical approval was obtained and the ethical guidelines set out by the British Psychological Society and the Health Care Professionals Council were adhered to throughout the research. Participants received information sheets detailing the aims and their role in the study. Participants gave informed consent and informed parental consent was gathered for pupils taking part. Participants were told of their right to withdraw and were fully debriefed. Information gathered was confidential, with pseudo-names being used. The data was stored anonymously and securely.

### **Epistemology and Paradigm**

Due to the research topic and the research aims working within a constructivist paradigm and taking a relativist ontological and subjective epistemological perspective was deemed appropriate (Creswell, 2009). Due to the interactional nature of PCRs, working within this paradigm was considered appropriate, allowing for the exploration of the participants' socially constructed reality of PCRs (Charmaz, 2006, p.187). Qualitative data is subjective and fits within a constructivist paradigm (Ratner, 2008, p.34). Therefore, qualitative data-collection methods were chosen. A potential weakness of this approach is that findings must be considered within the social context in which they arose and are therefore not generalizable.

### **Participants**

Eight ALNCO's involved in PCRs within one Welsh local authority (LA) took part in the study. One ALNCo was based in a Comprehensive school and seven were based in primary schools. Seven females took part and one male. One EP and one Family Support Worker (FSW) also attended the ALNCo meeting, taking part in the research. Both participants were female and based in the same LA. Five EPs, involved in at least one PCR within the last year took part in the study. All EPs were female and worked in the same LA. Four pupils took part. Pupils were primary school aged, ranging from 8-11 years of age. Three were male and one was female. The pupils' additional learning

needs included Specific learning difficulties, Speech and language difficulties and Social Emotional and Behavioural Difficulties.

Participants were included due to their involvement in piloted PCRs in the past year. Fortunately, many EPs in the authority had been involved, offering a good sub-section of the EP population in Authority A. However, due to the small sample of ALNCo's and pupils, they are only a small sub-section of these two populations. Pupils below junior-school age were excluded from the sample.

### **Measures**

Individual semi-structured interviews, a focus group and a group-interview were used to obtain qualitative data. Methods chosen allowed for in-depth data to be obtained. DiCiccio, Bloom and Crabtree (2006) highlighted that semi-structured interviews allow the researcher to expand on the information shared (p.315) and peer support within a group situation can result in more honest responses being given by participants (Kitsinger, 1994, p.112). Therefore, semi-structured interviews, a focus group and a group-interview were undertaken. Researcher bias can be a potential disadvantage of these methods and the researcher was mindful of this. Given the gaps and mixed findings in previous research the interview schedules and focus group agenda were developed to explore and clarify different factors. When developing the measures the researcher considered potential prompts that could be utilised (Leech, 2002).

### **Pilot**

A pilot group-interview was held with pupils, ensuring that questions were worded in a way they understood and questions elicited appropriate responses. One pupil misunderstood the term PCR. Therefore, an in-depth explanation of 'PCRs' was given in subsequent interviews. As the pilot study did not include all research questions used in the main study, the information gathered was excluded from the main pool of data. The EP interview-schedule was deliberated with a fellow EP.



## **Reliability and Validity**

Undertaking the pilot enhanced the face validity of the research. As the interview schedules and focus group agenda were developed for this study, reliability and validity data is unavailable and therefore cannot be discussed.

## **Procedure**

Initial gatekeeper letters were sent to the Principal EP (PEP) and head-teachers of the schools in which the ALNCo's worked. Five EPs contacted the researcher, arranging a time and date to undertake the interviews. All EPs engaged in an individual semi-structured interview, lasting 35-65 minutes. EPs were given a consent form to complete and a debrief form following their participation.

The researcher attended the termly ALNCo meeting to undertake the focus group. Each participant was given a consent form to complete and a debrief form following their participation. The focus group lasted one hour. A brief explanation of what is meant by 'person-centred' was given at the beginning of the interviews and focus group. The researcher briefly discussed 'person-centred' as being an approach in which the pupil is central and the aim is to give pupils the opportunity to contribute and be listened to.

A phone call was held with the head-teachers of the schools the pupils attended. Consent forms were sent to parents of pupils who had engaged in PCRs within the schools. Two consent forms were returned and the researcher undertook a group interview with the pupils. Pupils gave informed consent and were debriefed following their participation. Two parents returned subsequent consent forms at different times. Therefore, two individual semi-structured interviews were also undertaken, resulting in four pupil participants overall.

At the beginning of the pupil interviews a brief explanation of 'Person Centred Reviews' was given to the pupils. The researcher discussed with the pupils that the PCRs were the reviews that they had attended, in which their parents, teachers and other professionals may also have been present. It was discussed that those involved

may have written under headings, on large pieces of paper, and that they, as pupils, may have been asked different questions about school and how school was going.

### **Materials**

Materials used include: PEP and Head-teacher gatekeeper letters (appendix A & B), information sheets for EPs, ALNCO's, parents and pupils (appendix C1,C2,C3 & C4), consent forms (appendix D1,D2,D3 & D4), debrief forms (appendix E1,E2,E3 & E4), an EP semi-structured interview schedule (appendix F), an ALNCo focus group agenda (appendix G), and a pupil group-interview schedule (appendix H). Pilot study materials included: a group interview schedule (I1), information sheets (appendix J1 & J2), consent forms (appendix K1 & K2) and debrief forms (appendix L1 & L2). An audio digital recorder was used to record the data.

### **Data Analysis**

Thematic analysis was the method chosen to analyse the data (Braun & Clarke, 2006). It was felt that this method would allow the researcher to explore the data set fully, ensuring that the most dominant and relevant themes were reported and discussed. The flexible nature of thematic analysis allowed the researcher the opportunity to move back and forth through the data set, ensuring that a holistic picture of the themes was obtained.

The data was transcribed and thematically analysed. Braun and Clarke's (2006) guidelines were followed, allowing for themes to be identified and analysed (p.6). The flexible analysis allowed the researcher to identify themes by moving freely between the different stages (p.86). This method of analysis lends itself to a constructivist approach and allowed for an in-depth exploration of the emerging themes.

Thematic analysis was also chosen as it allowed the researcher to be aware of the underpinning theory whilst undertaking the analysis. An inductive and deductive approach to the analysis was taken. The researcher kept an open mind, identifying new themes emerging from the data whilst also using her knowledge of the theoretical literature to guide some of the analysis (p.83). The stages of analysis undertaken included:

1. Becoming familiar with the data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the report (p.87).

The researcher moved flexibly through the different stages of analysis, beginning with the researcher reading through the transcriptions to familiarise herself with the data. The researcher analysed the whole data set together, in order to ensure that the reader was offered a holistic picture of the themes constructed across all three data sets. The researcher then analysed the data and a number of codes were generated across the whole data set. Different codes were then arranged and placed together under different themes. These themes were then reviewed and similar themes were combined under larger themes. These larger themes were then defined and discussed in more depth.

The researcher moved through the stages of analysis more than once, reviewing the themes. Smaller subthemes were also given consideration. The aim was to ensure that the reader had a good understanding of the themes constructed across the data set for all three populations, whilst also ensuring that the most dominant themes were discussed. It was hoped that this would provide an informative insight into an area that has not been previously explored in depth (p. 83).

**Results**



**Figure 1: Thematic Map-Overall themes**

Following a thematic analysis of the data set, the following themes and subthemes emerged (Appendix O). The following themes are based on the frequency they appeared, their relevance to the research questions and the fact that they emerged across the EPs, ALNCo's and pupils' data.

## **1. What do the EPs and ALNCo's perceive to be their role and contribution in person centred reviews?**

### **Mixed Roles**

Findings suggest that EPs and ALNCO's undertook mixed roles in the PCRs. All EP's and ALNCo's were either co-ordinators or contributors in the PCRs; with three EPs being both within the same PCR, "I've got two hats on." (EP2)

"I can go in to co-ordinate a review..." (EP2)

"...we all contribute."(EP4)

EP2 reported "I'm more involved in the actual process as an EP", indicating that some EPs may engage more as contributors. However, some EPs may have less of a role generally with EP5 reporting sometimes being "... a little bit of a spare part...." This may suggest that some EPs may not need to attend all PCRs.

ALNCo's also appear to have undertaken mixed roles. Three ALNCo's undertook dual roles, potentially encouraging a holistic picture of pupils to be developed.

"...in primary school where we're the ALNCo we might...be the class teacher as well so we've got a few different roles within that meeting..."(ALNCo5)

### *Psychological Contribution*

All five EPs discussed drawing on their psychology within the PCRs. EP5 reported

"I'm...formulating in my head some psychological formulation..."

Findings imply that some ALNCo's may potentially offer multiple perspectives on pupils whereas EPs may utilise their psychology, undertaking a distinct role.

## **Impact on Practice**

The analysis implies that engaging in PCRs facilitated the effective use of PCP more generally, with all the EPs utilising the PCR headings in their everyday practice.

“I’ve actually taken those headings and put those in my consultations now...”  
(EP5)

Engaging in PCRs doesn’t appear to have necessarily increased the EPs’ workloads “I didn’t have to do anything that was outside my normal practice.” (EP3) Three EPs discussed the impact on their practice, “It hasn’t shifted my practice...” (EP3) This indicates that some EPs could be well-suited to contributing to PCRs as some are practicing in a similar way already, e.g. using solution-focused approaches.

Some ALNCo’s highlighted that the PCRs had reduced their workload. ALNCo4 reported “...rather than more work it’s less work...once you get into the swing of it.” Therefore, increased experience may potentially decrease workloads.

### *New Information*

Three EPs and three ALNCo’s learnt new things about pupils through the PCR. EP2 reported “They might mention something in the review that you were absolutely unaware of...” ALNCo6 reported thinking “right, I didn’t know that until now.”

This suggests that new information emerged, that the professionals could potentially utilise when supporting pupils.

## **2. To what extent and in what way do the EPs, ALNCo’s and pupils prepare for person centred reviews?**

### **Physical Preparation**

It appears that the EPs do not engage in extensive preparation for the PCRs. EP1’s preparation involved “...the big sheets of paper...getting those ready...writing the headings.” The EPs’ preparation appears to be in line with the work they already undertake. EP4 reported “...not anymore additional preparation than you would do within your usual role.” This might be reassuring for fellow EPs.

It appears that the ALNCo's are most involved in preparation, with five ALNCo's reportedly undertaking various tasks before the PCRs, e.g. "...preparing the paperwork..." (ALNCo3) and "...if an outside agency can't make it, it's making sure you've checked the last assessment or last review..." (ALNCo1). ALNCo's who are also class teachers also support pupils to prepare their One Page Profiles (OPPs) before the PCR.

"I'm part of that process...when they produce their one page profile." (ALNCo6)

ALNCo's appear to have particular roles before and within PCRs.

Apart from completing his OPP, pupil2 reported that he was told "there's going to be a meeting...at whatever date and...time." All pupils did not appear to be involved in other preparation. Completing OPPs was the only form of preparation raised by the four pupils, potentially highlighting their importance.

"I did a one page profile."

"All the reviews I took the...one page profile" (P3)

### **Mental Preparation**

Two pupils appeared unaware of information that may potentially be discussed in the PCRs and appeared to perceive sharing certain information as breaking their trust. Pupil1 reported that the 18+ games he plays at home were discussed and stated "Since the games I don't really trust them so I don't tell them anything anymore." Although not raised by all pupils, some pupils may benefit from being told beforehand what will be discussed.

The ALNCo's appear to play a more dominant role in preparing for PCRs than the EPs, possibly a result of their everyday role and daily access to pupils. The EPs also generally prepare by building upon their everyday role, e.g. sending reports beforehand. Increased pupil-preparation may prevent certain negative outcomes, e.g. loss of trust.

### **3. What do the EPs, ALNCo's and pupils perceive to be the advantages and disadvantages of person centred reviews?**

#### **Advantage: Nature and Productivity**

The effective nature and productivity of the PCRs emerged from all EPs and five ALNCo's. PCRs were reported as "...very transparent..." (EP4) and "...very productive" (EP3). ALNCo3 stated the PCRs ensure "equal-weighting". The PCR process was described as "co-operative" (EP2) and "more of a partnership" (ALNCo4). Over half the professionals discussed these advantages, indicating that these were particularly facilitating factors. Pupil1 described PCRs as "helpful", indicating their potential productivity for adults and pupils.

### **Advantage: A sense of positivity**

A theme that emerged strongly from all EPs and four ALNCo's was the PCRs' positive and solution-focused environment, highlighting the apparent psychology. EP4 reported "It just lends itself to being much more solution-focused..." and "much more positive". ALNCo1 reported "This feels more of a celebration..." EP4 discussed the way the positivity benefitted the pupils, "...just to see that...beaming face..." Therefore, participants positively discussed principles of Positive Psychology and a solution-focused approach. The positive, solution-focused process may increase people's engagement as it focuses on ways forward. Unfortunately, the PCRs were not always positive. EP5 reported, sometimes it "...slips into problem-focused talk".

This theme was dominant, indicating that celebrating pupils' strengths and focusing on solutions may have been a welcome change for participants. However, findings suggest that some people chose to discuss the problem.

### **Disadvantage: Negative Logistics**

Logistical factors were raised as barriers by three EPs and three ALNCo's. EP5 reported the PCRs to be "...very time-consuming" and ALNCo8 reported "It's very difficult" to get some professionals to attend due to their workload. However, EP3 reported PCRs as "time-effective", suggesting that logistical barriers may not arise in all PCRs.

It appears that logistical factors impacted on Pupil3's enjoyment, "...sometimes it's a little bit boring because I have to miss my play and it's boiling in the room..." She also appeared wary about sharing information with unfamiliar people, "...it may be going to



the person who I don't know...I don't want to put my name...initials and my road..." This is insightful information and raises ethical factors that may warrant addressing.

#### **Disadvantage: Parental Negativity**

Parental negativity emerged as a disadvantage by two EPs and two ALNCo's. EP2 reported "Sometimes we've had instances where parents have spoken quite negatively about their children and their child is sitting next to them..." ALNCo1 reported "I have had to ask a parent once...don't say that".

Findings suggest that pupils raised ethical issues that adults may not have considered. It appears that some parents voiced their opinions, regardless of the nature of their statements. Therefore, professionals may have a role in addressing parental contribution.

#### **4. From the perspectives of the EPs, ALNCo's and pupils involved—how person-centred are the reviews?**

##### **Child-Centred**

The person-centred theory underpinning PCR's was highlighted, as the PCR's' child-centred nature strongly emerged as a theme from adult participants' data. ALNCo1 reported "I've had a bereaved pupil who has led every review..." EP1 described the PCR's as "Very child-focused". This indicates a potential adherence to principles of person-centred theory, e.g. supporting pupils to 'grow', by participants.

However, it appears that the PCR's could have been more person-centred, with EP5 reporting "...I don't think it's as person-centred as it should be..." EP5 also questioned "...I don't know...if we are getting enough...of the child's views in there...or whether it's still a little bit tokenistic..." The pupils' perceptions are reported below.

The majority of professionals reported the PCR's to be child-centred, making it the most dominant theme. However, some PCR's appeared to be child-centred in format, although not necessarily child-centred in ethos.

## **Pupil Involvement**

Another theme that emerged from four EPs and all ALNCo's was pupil involvement. EP4 reported that pupils "...were very happy to give their viewpoint." Pupils were reported to have contributed and been listened to with ALNCo6 reporting "they've commented on what they feel works for them and how best to support them". This indicates that pupils felt comfortable to share their perceptions and principles of person-centred theory were apparent.

All four pupils concurred, reporting that they had contributed and been listened to. Pupil3 reported "...the best thing is, um I get to discuss my own things and people listen to me." Hearing this directly from pupil3 is reassuring and appears to be an advantage of PCRs for her.

However, pupil involvement may not always be ensured. Pupil3 reported "...sometimes I'm thinking of a word, then they talking and take too long...and I can't say anything." EP5 also reported "None of the children have attended." Pupils' non-attendance was due to various factors, e.g. EP3 reported pupils were "young" and "...their autism was a real barrier."

Although barriers appear to be logistical, the extent to which pupil-participation is encouraged may warrant consideration.

## Discussion

Themes emerging from the data offer insights into participating EPs, ALNCo's and pupils' perceptions' of PCRs and answer the four research questions. Some themes were relevant to multiple questions. The findings are discussed below in relation to the research topic and previous literature.

Limited research has discussed professionals' roles in PCRs (Warner, 2012; Hughes, 2010). Importantly, one emerging theme highlighted the mixed roles undertaken by the EPs and ALNCo's in PCRs. Some professionals reported undertaking co-ordinator and 'contributor' roles within PCRs. Some ALNCo's were also class teachers, contributing from two perspectives. Half the professionals undertook dual roles, reinforcing statements by Warner (2012) and indicating that both professions played integral roles within the PCRs. One EP felt more involved as a contributor, offering a novel insight into one EPs view of their role.

However, one EP reported sometimes feeling like a 'spare part'. Although reported by one EP, EPs may want to consider, beforehand what they feel they can contribute to the PCR. Informatively, the psychological contribution given by all the EPs in PCRs emerged as a subtheme, indicating that EPs may be able to offer a distinct contribution to all PCRs as Gaskell and Leadbetter (2009) discussed. However, EPs' attendance at every PCR may warrant consideration.

For these EPs, engagement in PCRs appears to have positively impacted on their everyday practice and does not appear to have particularly increased their workloads. Utilising PCR headings in consultations suggests this is an effective way of working for the participating EPs. A novel finding was that EPs undertook additional preparation tasks for the PCR, although most tasks fell within their usual practice. Although fellow EPs may not experience the same, this may be insightful for them given the pressures on EPs' time. This insight also extends the literature.

It appears that the PCRs resulted in a decreased workload for two ALNCo's. This is insightful considering Holtom and Lloyd-Jones' (2013) research that discussed the potential negative impact ALNCo's' roles as co-ordinators could have on their

workload. However, it emerged that ALNCo's were regularly involved in preparing for PCRs, engaging in various preparatory tasks similar to those discussed by Hughes (2010). If these ALNCo's undertake this high level of preparation for every review it will be informative to see if the increase in PCRs results in an increase in their workload. EPs and ALNCo's learnt new information about pupils, supporting Wertheimer's (2007) findings.

Previous literature highlights the importance of preparing pupils for PCRs (Warner, 2012). However, the only preparation reported by all pupils was the completion of their one page profiles (OPP). This information, however, is solely based on four pupils' accounts. One pupil in particular may have benefitted from increased preparation before the PCR. With the emphasis on preparation in the literature one could argue that increased preparation could be beneficial for all pupils (Wertheimer, 2007).

This is informative considering Thomas and O'Kane's (1998) research in which pupils reported wanting more preparation. Also, unlike Warner (2012) reported, feelings of anxiety resulting from limited pupil-preparation were not explicitly raised. In support of Sanderson, Smith and Wilson (2010) all participants discussed the use of OPPs, highlighting their importance.

Advantages and disadvantages of PCRs were reported by the EPs, ALNCo's and pupils. Key advantages emerging from the data were the nature, e.g. equal and transparent and productivity of the PCRs. These advantages were also reported by Hayes (2004) and Warner (2012). In support of previous findings (Kendall, 2011) the professionals reported positively on the PCRs co-operative and supportive environment, potentially highlighting principles of person-centred theory (Becker & Pallin, 2001). These factors ensure that everyone is fully informed and may facilitate joint-working and the implementation of agreed actions. Although based on individual accounts these findings could potentially raise the status of PCRs as being effective, resulting in positive outcomes.

In support of theoretical literature an advantage raised was the PCRs positive and solution-focused nature. Aspects of positive psychology and a solution-focused approach were reported and the ways the PCR was a celebration of pupils' strengths

was highlighted (Seligman and Csikszentmihalyi, 2000). Previous (Taylor, 2011; Hayes, 2004) and current research highlight the encouraging influence the positivity may have on pupils and the process. These will hopefully be facilitating factors in future PCRs. However, it appears that some people felt it necessary to discuss the problem.

Despite the positive focus, one theme that arose was parental negativity with parents being openly negative about their children in front of them. This could potentially be extremely detrimental for the child and conflicts with the PCRs' intended positive child-centred nature. This could potentially be addressed through improved parental preparation regarding the PCR format. This negativity may be due to the parents' experiences of a deficit-led approach. Parental negativity has not extensively emerged in previous literature and is therefore important to highlight.

Previous research highlighted various disadvantages and the logistical barriers raised by current participants, e.g. review length and bringing professionals together, were also reported by Wertheimer (2007). These appear to be consistent issues that could potentially decrease as people's familiarity with engaging in PCRs increases. However, encouragingly, not all professionals found the PCRs to be time-consuming. Therefore logistical barriers may depend on the context of the review. Although raised by one pupil, the ethical disadvantage regarding unfamiliar people in PCRs may raise awareness of familiarising pupils with adults present.

A key theme to emerge from the data was the extent to which the PCRs were person-centred. Adult participants reported that the PCRs were very child-centred and child-focused, with some pupils leading the reviews. This may be indicative of the underpinning person-centred theory (Rogers, 1942). This supports theoretical literature by Becker and Pallin (2001) and substantiates previous findings regarding positive pupil-involvement (Taylor, 2011). However, this information is solely based on nine professionals' accounts.

However, one EP questioned the potentially 'tokenistic' contribution of pupils, somewhat supporting Wertheimer (2007) who discussed professionals' lack of commitment to a PC approach. Although based on one EP's constructs this highlights

the potential importance of ensuring that those involved in PCRs value pupils' contributions and fully embrace the PC ethos.

Despite this, all four pupils felt they had sufficient opportunity to contribute and had been listened to. This is in-keeping with person-centred theory and a PC ethos. Previous research highlighted the importance of pupil-contribution (Roller, 1998). Findings are reinforced as they were obtained directly from the pupils. The pupils' accounts substantiated the adults' accounts, unlike Thomas and O'Kane's (1999) research, in which professionals reported higher rates of pupil contribution. This may indicate genuine participation by the pupils involved.

However, it was reported that not all pupils attended PCRs and some pupils' contributions were overlooked, indicating that despite the reported increase in pupil-participation, improvements may still be necessary. These findings support Kaehne and Beyer's (2013) research. However, the above concerns were only raised by a minority of participants. Barriers to engagement were highlighted, e.g. pupils' age. These factors may warrant consideration when promoting pupil engagement.

### **Conclusion**

Themes emerging from the research offer an insight into the perceptions of EPs, ALNCo's and pupils of PCRs, although the findings are not generalizable. Encouragingly, overall the PCRs were found to be very person-centred. It appears that EPs and ALNCo's undertook both co-ordinator and contributor roles within the PCRs. Doing so does not appear to have resulted in an increased workload. Preparation for PCRs appeared to be predominantly undertaken by ALNCo's, with the majority of EPs' preparation falling within their usual practice. Advantages and disadvantages of PCRs were highlighted and it appears that the disadvantages could potentially be addressed through thorough preparation and experience. The insight into the EP role and contribution in PCRs, and EPs perceptions of the advantages, disadvantages and person-centred nature of PCRs, may be informative for fellow professionals as they are novel and address an important gap in the literature.

### **Research Strengths and Limitations**

Methods chosen allowed for an in-depth exploration of participants' perceptions which addresses gaps in the literature. The researcher showed a good degree of 'understanding' of participants' constructions of PCRs (Maxwell, 1992, p.221). Piloting the group-interview allowed for meaningful data to be subsequently gathered. Taking a constructivist approach was appropriate, allowing for participants' socially constructed realities to be explored. The flexibility of the data-collection methods was effective, allowing participants responses to be built upon.

Given the constructivist nature of the research, all data is subjective and therefore findings cannot be generalised. The breadth of the research was wide and it may have been more effective to have focused solely on the EP population. It also would have been beneficial to have piloted the EP interviews and focus group in order to improve the validity of the findings.

### **Future Research**

Due to the scale and qualitative nature of the research the sample included was quite small. Future research on a larger scale may be beneficial so that findings are more representative of the population. The EPs offered an important insight into PCRs and future research focusing solely on EPs may be beneficial in providing a more in-depth look at their perceptions. The 'tokenistic' nature of pupil-involvement raised, may require further exploration to ensure that pupils' contributions are acknowledged and valued.

### **Implications for Educational Psychology**

A key aim of the research was to explore the perceptions of EPs involved in PCRs as there is no explicit literature exploring the role and perceptions of EPs in this area. Due to the recent implementation of the White Paper (Welsh Government, 2014) and the nature of the EPs role (Fallon, Woods & Rooney, 2010), EPs are likely to be increasingly involved in PCRs. The factors raised in the current research may be informative for EPs to consider before and during their involvement in PCRs and for those EPs yet to engage in PCRs. Due to pressures on EPs' time, the findings relating to the preparation

undertaken and the impact of engagement in PCRs on EPs' workloads may be of particular interest. As EPs advocate for pupils and ensure that pupils are effectively supported (Harding & Atkinson, 2009, p.126), they are in a good position to promote the child-centred nature of PCRs, whilst ensuring pupils' needs are being met.



## References

- Ball, H., & Howe, J. (2013). How can educational psychologists support the reintegration of children with an acquired brain injury upon their return to school? *Educational psychology in Practice: theory, research and practice in educational psychology, 29*, 69- 78.
- Becker, C., & Pallin, R. (2001). Person-Centred Planning Approaches. Retrieved December 19<sup>th</sup>, 2014 from <http://humanservices.alberta.ca/documents/pdd/pdd-central-person-centered-planning-literature-review.pdf>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77- 101.
- British Psychological Society (2014). *Code of Human Research Ethics*. Leicester: The British Psychological Society.
- Carr, A. (2011). *Positive Psychology. The Science of Happiness and Human Strengths*. London: Routledge.
- Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. London: SAGE Publications.
- Creswell, J.W. (2009). *Research Design. Qualitative, Quantitative and Mixed Methods Approaches*. California: SAGE Publications, Inc.
- DiCicco- Bloom, B., & Crabtree, B.J. (2006). The qualitative research interview. *Medical Education, 40*, 314- 321.
- Dowling, S., Manthorpe, J., & Cowley, S. in association with King, S., Raymond, V., Perez, W., & Weinstein, P. (2006). *Person- Centred Planning in Social Care*. King's College London. Joseph Rowndtree Foundation.
- Everson, J ., & Zhang, D. (2000). Person-centered planning: Characteristics, inhibitors, and supports. *Education and Training in Mental Retardation and Developmental Disabilities, 35*, 36-43.

- Fallon, K., Woods, K., & Rooney, S. (2010). A discussion of the developing role of educational psychologists within Children's Services. *Educational Psychology in Practice: theory, research and practice in educational psychology*, 26, 1-23.
- Gaskell, S., & Leadbetter, J. (2009). Educational psychologists and multi-agency working: exploring professional identity. *Educational Psychology in Practice: theory, research and practice in educational psychology*, 25, 97-111.
- Golafshani, F. (2003). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, 8, 597-607.
- Harding, E., & Atkinson, C. (2009). How EP's record the voice of the child. *Educational Psychology in Practice, theory, research and practice in educational psychology*, 25, 125-137.
- Hayes, J. (2004). Visual Annual Reviews: how to include pupils with learning difficulties in their educational review. *Support for Learning*, 19, 175- 180.
- Health and Care Professionals Council. (2008). *Standards of conduct, performance and ethics*. London: Health and Care Professionals Council.
- Holtom, D., & Lloyd-Jones, S. (2013). *Programme of Action Research to Inform the Evaluation of the Additional Learning Needs Pilots: Robust Trialling Phase*. Cardiff: Welsh Government Social Research.
- Hughes, R. (2010). *Person Centred Transition Planning: Guidance for schools and other services*. Waltham Forest: SEN Team.
- Kaehne, A., & Beyer, S. (2013). Person centred reviews as mechanisms for planning the post school transition of young people with intellectual disabilities. *Journal of Intellectual Disability Research*, 58, 603-613.
- Kendall, P. (2012). *The Joint Person- Centered Transition Project*. Northumberland: Northumberland County Council.
- Kitsinger, J. (1994). The methodology of Focus Groups: the importance of interaction

- between research participants. *Sociology of Health and Illness*, 16, 103-121.
- Lee, H. (2010). *Comparison of Perceptions towards Person-Centered Planning (PCP) of Secondary Special Educators in the US and Korea*. Unpublished Masters: University of Kansas.
- Leech, B.L. (2002). Asking Questions: Techniques for Semistructured Interviews. *PS: Political Science and Politics*, 35, 665-668.
- Maxwell, J.A. (2002). *Designing a Qualitative Study*. In Bickman, L., & Rog, D.J. (Eds.), *The SAGE Handbook of Applied Social Research Methods* (pp. 214-253). Thousand Oaks, California: SAGE Publications.
- Ratner, C. (2008). Cultural Psychology and Qualitative Methodology: Scientific and Political Considerations. *Culture and Psychology*, 14, 259-288.
- Rasheed, S.A., Fore. C., & Miller, S. (2006). Person- Centered Planning: Practices, Promises, and Provisos. *The Journal for Vocational Special Needs Education*, 28, 47-59.
- Rogers, C. (1942). *Counselling and Psychotherapy: Newer Concepts in Practice*. New York: Houghton, Mifflin and Co.
- Roller, J. (1998). Facilitating Pupil Involvement in Assessment, Planning and Review Processes. *Educational Psychology in Practice: theory, research and practice in educational psychology*, 35, 266-273.
- Sanderson, H. (2000). *Person Centred Planning: Key Features and Approaches*. Kings College London: Joseph Rowntree Foundation. Retrieved October 10<sup>th</sup>, 2013 from <http://www.familiesleadingplanning.co.uk/Documents/PCP%20Key%20Features%20and%20Styles.pdf>
- Sanderson, H., Smith, T., & Wilson. T. (2010). *One Page Profiles in School: A Guide*. Cheshire: HSA Press.
- Seligman, M.E.P., & Csikszentmihalyi, M. (2000). Positive Psychology. *American*

*Psychologist*, 55, 5-14.

Snap Cymru (2012). Person Centred Planning (Leaflet). Retrieved January 2<sup>nd</sup>, 2013

from <http://www.snapcymru.org/USERFILES/FILE/>

[HELP\\_AND\\_ADVICE/PCP%20BOOKLET.PDF](http://www.snapcymru.org/USERFILES/FILE/HELP_AND_ADVICE/PCP%20BOOKLET.PDF)

Steen, T.A., Park, N., & Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. *American Psychologist*, 60, 410-421.

Taylor, M. (2011). *Transitions of young people identified as showing social, emotional and behavioural difficulties from education to adult life: a person centred approach*. Unpublished Thesis: University of Newcastle.

Thomas, N., & O’Kane, C. (1999). Children’s Participation in Reviews. *Child and Family Social Work*, 4, 221- 230.

Warner, J. (2012). *Person- Centred Reviews: An exploration of the views of students and their parents/ carers*. Unpublished Thesis: University of East London.

Welsh Government. (2014). *White Paper*. Cardiff: Welsh Government.

Wertheimer, A. (2007). *Person Centred Transition Reviews. A national programme for developing person centred approaches to transition planning for young people with special educational needs*. London: The Valuing People Support Team.

## **Critical Appraisal**

## **Critical Appraisal**

### **Part 1**

#### Summary of Research

The research aimed to explore the perceptions of Educational Psychologists (EPs), Additional Learning Needs Co-ordinators and pupils of person centred reviews (PCRs). With the current emphasis on the use of person centred planning (Sanderson, 2000) and the implementation of the Individual Development Plans (IDPs) in Wales, which includes developing and reviewing IDPs in PCRs (Welsh Government, 2014) all three of these populations are going to be increasingly involved in PCRs. As many professionals are yet to engage in PCRs the research aimed to be informative in highlighting the role and contribution of the EPs and ALNCo's involved in the reviews. The research also aimed to explore the pupils and professionals' perceptions of the preparation engaged in, the advantages and disadvantages and the person-centred nature of the reviews. It was hoped that the perceptions of the EPs and ALNCo's may be informative for their colleagues and fellow professionals. The findings addressed a gap in the literature as no previous research had explicitly explored the perceptions of EPs of PCRs.

#### **Summary of Methodology**

The researcher decided to work within a constructivist paradigm as she felt that this would allow her to explore the socially constructed realities of those involved in PCRs. As the perceptions of participants are socially constructed the researcher felt that this was an appropriate paradigm in which to undertake the research (Charmaz, 2006, p.187). The paradigm chosen also influenced the methods used to gather the data. The use of a focus group, group interview and semi-structured interviews allowed the researcher to obtain qualitative data that explored participants socially constructed realities in more depth (Kitzinger, 1995). The relativist ontological perspective and subjective epistemological perspectives taken by the researcher fit well within a constructivist paradigm. The researcher recognises that the data is subjective and people's constructions are relevant to the social context in which they developed. Therefore, the findings are not generalizable.

## **Summary of Findings**

The research paradigm and data collection methods allowed the researcher to explore the socially constructed perceptions of EPs, ALNCo's and pupils of PCRs. The themes that emerged from the data offered an insight into the realities of the participants. The findings indicate that EPs and ALNCo's have undertaken mixed roles within the PCRs, including the roles of co-ordinators and contributors. An important finding was that the roles they undertook did not necessarily increase their workloads and engaging in the PCRs had a positive impact on the EPs' practice. It appears from the research that the ALNCo's are more involved in preparing for the PCRs. They undertake numerous tasks, which involves preparing pupils by supporting them to complete their one page profiles.

A number of advantages and disadvantages were raised, many of which corresponded with those highlighted in previous research (Warner, 2012; Wertheimer, 2007; Kendall, 2011). Advantages included the equal and transparent nature of the reviews, the supportive and collaborative environment and the positivity and solution-focused approach. The disadvantages included parental negativity and ethical and logistical factors, e.g. length of reviews and getting professionals together. An important finding was that the PCRs were generally very person-centred, which is a key principle and is indicative of the person-centred theory underpinning the process. A particularly important theme to have emerged was pupil involvement, with pupils feeling that they contributed within the PCRs and had been listened to. However, despite the potentially informative nature of the findings for fellow professionals, they can only be considered representative of the participants involved.

### **Impact on researchers thought process**

One particular finding that impacted on the researchers' thought process was the finding relating to parental negativity. Both the EPs and ALNCo's reported that they had experienced parents discussing their child in a negative manner in the reviews, despite the child being present. Within previous PCR literature this negative factor has not emerged. It was insightful to find that some parents did not feel able to discuss their child in a positive light. The researcher reflected on the extent to which some

parents may find it difficult to move from a deficit-led approach to a positive approach and will now be mindful of this potential disadvantage. Although based on participants' constructions this was an important novel finding regarding a particularly salient issue.

Another aspect that impacted on the researcher's thought process was the insightful contributions the pupils offered in the research. The researcher was unsure of the extent to which pupils would contribute given that they were primary school age. Encouragingly pupils raised mature and important factors that can now potentially be considered and addressed in future reviews, if felt necessary. Upon reflection a larger pupil sample may have provided more insights into pupils' perceptions of PCRs, further contributing to the literature.

One particular ethical factor that the researcher reflected upon was one pupil's unhappiness at unfamiliar people in the PCR seeing her personal information. The researcher reflected upon whether this may have been due to parental influence. Although based on one pupils' construct, it raises awareness that in some PCRs it may be necessary to properly introduce pupils to professionals attending the PCRs so that pupils feel more comfortable.

### **Impact on researcher**

#### *Impact on Practice*

As the researcher is also a trainee Educational Psychologist (TEP) this area of research was particularly relevant to explore. The researcher currently uses PC principles within her practice and therefore it was relevant to explore how the involvement of EPs in PCRs had impacted on their practice. Of particular relevance were the ways in which some of the EPs are now utilising the PCR headings within their consultations. Although based on individual constructions of five EPs, the researcher feels that this had a positive impact on the EPs' practice and the researcher is eager to use the headings within her own practice.

Also of relevance to the researcher is the finding that for the participating EPs' their involvement in PCRs has not necessarily increased their workloads. This is informative



to know given the already increasing pressures on EPs' time. This finding is also novel, offering an informative insight. A sub-theme that emerged from the research was the psychological contribution the EPs felt they could make within the PCRs. This highlights that as an EP the researcher may still be able to utilise her psychological knowledge within the particular format of the PCRs. This is positive given that EPs aim to utilise their psychology and the emphasis on EPs to offer a distinct contribution. However, it is important to recognise that these findings are based on the constructions of five EPs and may be experienced differently by the researcher.

Another important finding was the reported productivity of the PCRs. Although based on individuals' constructions, this may be encouraging for some professionals as EPs aim to ensure that the work they engage in results in positive outcomes. Also, knowing that this was an efficient way of working for those involved is potentially reassuring for the researcher in her role as a TEP. However, the researcher is fully aware that not all PCRs may be as efficient as those in the current research were perceived to be.

#### *Use of psychology*

As the researcher applies psychology within her everyday practice it was important to explore the psychology underpinning the research. The key psychological theories and principles apparent in PCRs are person-centred theory and positive psychology. These aspects of psychology are relevant to the role of the EP and limited literature has previously discussed the underpinning psychology.

It is useful for the researcher to be aware of the underpinning theory and psychology as she can potentially draw upon it when she engages in PCRs herself. It is important to highlight that person-centred theory has always underpinned PCRs. However, positive psychology became apparent when exploring the PCR literature in more depth and was therefore applied post hoc. Therefore, positive psychology may not be as apparent in all PCRs. However, seeing the positive impact the psychology had in the current PCRs, as raised by the participants, the researcher can potentially facilitate its application in subsequent reviews, if it is not explicitly apparent. However, the researcher is aware that the positive psychology may not have the same beneficial impact in all PCRs.

In hindsight it may have been beneficial for the researcher to have also explored additional theory in the research, potentially extending the theoretical literature. Principles of self-esteem and empowerment appeared sporadically within the literature and in hindsight the researcher could have potentially explored these principles further. The researcher reflected that this could have potentially been done by including a measure, e.g. a questionnaire, which explored any changes in participants' self-esteem or sense of empowerment following the PCR.

This may have added another dimension to the research and through using a robust measure it could have potentially enhanced the reliability of the findings. This would also have allowed for the findings to be more generalizable, offering a greater contribution to the literature. However, this would not have been in keeping with a constructivist approach and would have potentially warranted a mixed-method approach to the research.

### **Origin of research interest**

Following an exploration of the literature, previous life experiences and previous experiences on placement in different authorities, there were two main areas of research interest that the researcher had. One area of interest was Autism. Having had a lot of experience of working with children with Autism and focusing upon ways of supporting them, the researcher was particularly interested in the use of Social Stories. However, exploring the literature in this area indicated that considerable research had already been undertaken exploring the implementation and benefits of social stories. As one of the researcher's main aims was to extend the current literature by focusing on a novel area, she felt that this was not the most appropriate topic to explore.

The researcher's second area of interest was Person Centred Planning (PCP). With the current emphasis on PCP and the implementation of Individual Development Plans (IDPs) in Wales the researcher decided that this was an area that she wanted to explore further. Therefore, she did an in-depth exploration of the literature. In doing so, the researcher felt that this would ensure that her research focused upon an issue or area that had not been previously explored.

A lot of research had been undertaken with regards to PCP, person-centred approaches and person-centred thinking in health and social care, with less research exploring PCP in educational contexts and even less research exploring PCRs in educational contexts. Upon further exploration the researcher found that although reference had been made to EPs, when discussing PCRs no research had explicitly explored the perceptions of EPs of PCRs. As IDPs are developed in an initial person-centred IDP meeting and subsequently reviewed in PCRs, and EPs are increasingly involved in the IDP process and subsequently involved in PCRs, the researcher decided that this was the area in which she wanted to undertake her research. Not only was this a novel area to explore but it was also particularly relevant to EPs and the practice of educational psychology.

The researcher felt that the study was relevant to both the research literature and the literature pertaining to the profession of Educational Psychology. It was felt that the study was appropriate in exploring the perceptions of those involved in PCRs which could extend the current literature available. It could be argued that the findings are based on the constructions of individual participants and fellow EPs', ALNCo's' and pupils' constructions will be different. However, the researcher feels that despite the constructions being personal to the participants, the research still gives rise to factors that may be relevant for fellow professionals to be aware of.

### **Literature Review**

The extensive literature search carried out was informative as it highlighted what PCRs are and how those involved, perceive them. It also highlighted the gaps in the literature and the mixed findings relating to different aspects of PCRs. The literature review was an important aspect of the thesis as it highlighted the research that had already been undertaken, whilst also informing the reader of the underpinning review process being explored in the current research. Therefore, the literature review offered good foundations in which to build the current research upon. It also highlighted the theoretical underpinnings of the research and any psychology that could be applied to PCRs.

The theories underpinning the research are relevant to consider as they are key to the research process. It was relevant for the researcher to explore the theories in depth and consider their relevance to the research topic. The most dominant theory was 'person-centred theory' (Rogers, 1942) which is particularly evident as it underpins PCRs. Positive psychology (Seligman & Csikszentmihalyi, 2000) is particularly relevant to the research given the PCRs proposed positive nature and the focus on pupils' strengths and what people like and admire about them. The researcher felt that the theories offered an important insight into PCRs.

### **Previous Research**

The previous research in this area was given great consideration. The data collection methods, sample size and sample population were all considered and informed the decisions made regarding the current research. The research studies in this area had used a range of data-collection methods and most methods had been qualitative in nature. A qualitative approach had been appropriate and effective in the studies discussed and had yielded some insightful findings.

The researcher used previous research, particularly the gaps in the literature as a guide for the current research. She gave great consideration to the information emerging from previous research and what she wanted to explore in the current research. This, alongside her decision to work within a constructivist paradigm guided her decisions on what methods to use. The researcher felt that taking a qualitative approach was more appropriate; allowing her the opportunity to explore participants' constructions in more depth and build upon them. (DiCiccio, Bloom & Crabtree, 2006, p.315).

### **Contribution of Findings**

The researcher feels that the research questions were relevant and effective in gathering important information. The findings offered an in-depth insight into PCRs and many of the findings highlight relevant information that fellow professionals may want to consider before and during their engagement in PCRs. There were many novel findings, particularly relating to EPs. Although the findings cannot be generalised they

are still informative. This is particularly pertinent in relation to the EPs' perceptions as their perceptions have not been previously explored.

Some professionals are not familiar with PCRs and their format. A benefit of exploring the EPs and ALNCo's role, contribution and the preparation undertaken is that the findings may be informative for those professionals yet to engage in PCRs. Similarly, with the pressures on EPs' and fellow professionals' time it's informative to know that engaging in PCRs did not increase the workload of the professional participants.

Despite being based on participants' constructions and the fact that each PCR will be different in some way it may still be encouraging for professionals to hear that the majority of participants perceived the PCRs to be an efficient way of working.

EPs highlighted the benefits of utilising the headings in other aspects of their practice. Although fellow EPs may not choose to further utilise the headings, it may be informative for them to know about the potential alternative benefits of engaging in PCRs.

An informative finding was the extent to which the underpinning theory emerged from the data. Principles of person-centred theory, including pupils being central, pupils guiding the process and the PCRs supportive nature emerged from the analysis. It is relevant to see that the participants perceived the PCRs to adhere to their underpinning theoretical principles. As there is movement towards more positive psychology and solution-focused ways of working in Educational Psychology and other professions, it is relevant to highlight that many participants commented on the effectiveness of the psychology apparent in the PCRs. The emergence of the underpinning theory and psychology from the data indicates its potential importance to the PCRs from the participants' perspectives.

The findings relating to the advantages and disadvantages are informative as consideration could potentially be given to them when planning and implementing future PCRs. It appears, from the pupils' perspectives that they were not fully aware of what could be potentially discussed in the PCRs. This resulted in one pupil losing trust in professionals. Although based on the participating pupils' constructions this finding highlights that the ways in which pupils are prepared for the PCRs may warrant

consideration. It cannot be said that all pupils would require increased preparation. However, for some pupils this may be beneficial in ensuring that they fully understand what to expect in the review.

Although the findings highlight that the pupils contributed in the PCRs, the degree in which their contributions were accounted for and acted upon remains unclear. Therefore, it may be beneficial for this critique to be explored in future research. The novel findings that emerged from the current research will hopefully extend the current literature.

However, some of the findings further substantiated the important information gathered in previous research. In hindsight the researcher feels that she could have attempted to explore more novel areas, e.g. the impact of engaging in PCRs on pupils' self-esteem. Although the findings are not generalizable, the findings relating to EPs' perceptions are novel and are therefore potentially informative for fellow professionals. Therefore, if the researcher had explored further novel areas then she may have been able to further contribute to peoples' knowledge of PCRs, through exploring the perceptions of those who have been involved in them. The researcher is fully aware that individuals' constructions of PCRs are unique and therefore, although the findings may be informative they cannot be generalised.

## **Part Two**

### **Ethics**

Gaining ethical approval was a vitally important part of the research process. Not only did it ensure that the researcher worked in an ethical way but it also made the researcher reflect on the research as a whole. Considering the ethical factors throughout the research is important (Hesse-Biber & Leavy, 2011, p.59). The researcher was very aware of this and took measures to ensure that the research was undertaken in an ethical manner at all times.

Ethical approval was granted and a risk assessment was completed as part of the process. This ensured both the safety of the participants and the researcher. Informed consent was gathered from every participant and from the parents of the pupils. The

importance of this is highlighted by the British Psychological Society (BPS) (Code of Human Research Ethics, 2014, p.15). Everyone involved was debriefed following the study. Pseudo names were used throughout the research to ensure the anonymity of all participants. The data was gathered confidentially and was stored securely and anonymously. This ensured that nobody knew the source of the data apart from the researcher. Participants were told of their right to withdraw from the study and that they did not have to answer every question. The researcher abided by the ethical guidelines of the BPS and the Health Care Professionals Council throughout the research.

The researcher spent time considering all potential ethical factors that could arise within the research and put measures in place to address them, e.g. if a pupil wanted to leave the study the researcher ensured that there was somewhere that they could go and the researcher could meet with them after. Upon reflection the researcher felt that the reassurance given regarding their right to withdraw and their autonomy to not answer any questions they did not want to, made the pupils feel more comfortable, which in turn may have resulted in them offering more information. The researcher felt that no ethical issues were raised during the research.

### **Sample**

A review of the literature and the current legislative changes influenced the research sample. Given the researcher's role as a TEP and the lack of previous literature exploring EPs perceptions of PCRs, the researcher felt it important that EPs be included in the research. Similarly, a limited number of studies have explicitly explored ALNCo's perceptions of PCRs. Given the fact that the new IDP process will involve EPs, ALNCo's and pupils the researcher felt that it would be appropriate to include all three populations in the research.

Given that the focus of PCRs is that the pupil is central, the researcher wanted to explore the perceptions of pupils regarding the person-centred nature of the PCR and the PCR itself. Previous literature has not always directly sought the views of pupils, especially with regards to the person-centred nature of PCRs. Therefore, the researcher was eager to include pupils in her sample.

Upon reflection, the researcher felt that the EP and ALNCo sample was appropriate and although the sample from both populations was small it still offered an informative insight into their perceptions. However, the sample of pupils was very small and the researcher has reflected a lot upon their engagement. The pupils engaged well in the research and offered some important insights into the PCRs, offering information that may be relevant for professionals to consider.

However, at times the pupils' contributions were one word answers, making it difficult to gather in-depth information. The researcher reflected on the possible reasons for the pupils mixed contributions. She felt that one of the reasons may have been the age of the pupils. The researcher thought about the requirements of the pupils' involvement and whether the pupils were able to reflect back upon their involvement in PCRs in order to answer the questions. Reflection can be a difficult skill for some and the researcher considered if the pupils age may have impacted on their ability to reflect, which may have subsequently impacted on their answers.

Upon reflection, the wording of some of the questions could potentially have invited one word responses from participants, although this was only apparent for one question in the pilot. In hindsight, the researcher could have been stricter with the wording of some of the other questions and adhered more to the interview-schedule. This may have resulted in more extensive answers. The researcher also recognised that one pupil's level of understanding may have impacted slightly on his ability to offer more comprehensive answers.

Using this sample gave a clear account of individuals who actually engage in PCRs. It also allowed the researcher to explore the similarities and differences between the perceptions of the three populations. However, the researcher feels that exploring the perceptions of all three populations didn't necessarily allow her to explore the perceptions of any one population in substantial depth.

Therefore, in hindsight it may have been beneficial for the researcher to have given greater consideration to the scale of the research. In doing so she may have recognised the benefits of only exploring the perceptions of two populations. This would have allowed her to discuss the findings in more depth and may have resulted in a greater



contribution to the literature. Upon reflection, it may have been beneficial for the researcher to have solely explored the perceptions of EPs. This would have resulted in novel research that would offer an in-depth insight into the EPs' experiences of PCRs.

### **Participant Accessibility**

One difficulty the researcher had within the research was accessing pupil participants. As the pupils were minors the researcher had to obtain informed parental consent before pupils participated. The researcher sent consent forms home numerous times and arranged to meet with parents in school to discuss the research, in which no parents attended. Unfortunately, despite repeated attempts only four parents returned the consent forms. This resulted in a small sample of pupils and was the reason that no secondary aged pupils took part. In future, the researcher would ask to potentially visit during parents evening and talk to parents at that time in order to gain consent.

### **Pilot**

One benefit of the pilot was that one pupil was unsure of what the researcher meant when she asked about the 'PCR'. This therefore ensured that the researcher fully discussed what a PCR was and what was meant by 'person-centred' with the other pupils, so that they fully understood the questions. The pilot also highlighted that one question resulted in a yes/no answer. As the aim was to undertake an in-depth exploration of participants' constructions the researcher changed the wording of the question to encourage an extended answer.

The EP interview-schedule was discussed with a colleague in the EP profession. In hindsight, the researcher recognises that it would have been beneficial for her to have piloted the interview-schedule with more EPs. This may have ensured that the researcher adhered more strictly to the interview-schedule.

### **Paradigm/Ontology/ Epistemology**

An exploration of the methodological literature helped the researcher decide on the paradigm in which the research would be undertaken. It also helped to inform her

decisions regarding the ontological and epistemological perspectives she would take in the research (Creswell, 2009, p.6). The researcher explored the paradigms used within other research studies in this area in order to inform her decision (Warner, 2012; Taylor, 2011). Considering the methodological literature and the research literature, the researcher decided to work within a constructivist paradigm and to take a relativist ontological perspective and a subjective epistemological perspective to the research.

As was previously discussed, the researcher based the research within a constructivist paradigm (Laukner, Paterson & Krupa, 2006). A constructivist paradigm was defined as a paradigm that people “construct the realities in which they participate” (Charmaz, 2006, p.187). Considering this quote the researcher felt that the paradigm was appropriate as she aimed to explore the perceptions of those involved in PCRs, which in turn are their constructions of a reality in which they participate in.

However, this also means that the realities that are constructed only relate to that particular context at that particular time. As a result it could mean that the reliability of the findings is poor as it would be difficult to replicate that exact reality again. It could also be argued that it is not possible to generalise the findings as the data emerged from the constructions of the participants at the time in which they were involved in the research. As a result of the constructions being based on social interactions and the context in which they are involved, the data gathered in a different focus group, with different people could have resulted in different themes and findings. However, the aim of the researcher was not on producing generalizable findings but on undertaking an in-depth exploration of participants’ personal perceptions of PCRs.

The researcher chose to take a relativist ontological perspective and a subjective epistemological perspective, which can be considered appropriate whilst working within a constructivist paradigm (Guba & Lincoln, 1994, p.109). A subjectivist approach is concerned with creating constructions of the world (Ratner, 2008, p.280). The researcher aimed to develop a construction of PCRs by exploring how the participants perceived them. A relativist approach highlights that there are “multiple realities”,

(Johnson & Onwuegbuzie, 2004, p.16). Taking this stance allowed the researcher to explore the participants' realities of the PCRs.

## **Methodology**

A thorough exploration of the methodological literature was undertaken and informed the decisions made regarding the current research. The methodological literature (Cohen, Manion & Morrison, 2007; DiCiccio Bloom and Crabtree, 2006) was used to source the most appropriate methods of gathering data when working within a constructivist paradigm.

### *Semi-Structured Interviews*

As the researcher was working within a constructivist paradigm it was felt that in order to thoroughly explore the constructions of the EPs it would be beneficial to undertake semi-structured interviews. DiCiccio, Bloom and Crabtree (2006) highlighted that one of the benefits of semi-structured interviews is that they allow for more in-depth information to be gathered and for the information gathered to be built upon (p.365).

The researcher perceived the benefits of using semi-structured interviews as ensuring that she could engage in an in-depth exploration of the EPs' perceptions. Having completed the empirical study the researcher was pleased that she had used semi-structured interviews as she was able to explore the EPs constructions relating to all four research questions. Also the flexible nature of the interviews allowed for new ideas emerging to be further explored.

However, despite the informative nature of the findings the researcher feels that the interviews were a little more structured than she would have liked. The researcher has reflected a lot on this and feels that this was due to the fact that she asked more questions than she originally planned to. Upon reflection the researcher recognised why this was done.

The main reason was the fact that the participants discussed many relevant constructions that the researcher wanted to further explore. Secondly, some participants were hesitant to engage. Therefore the researcher may have asked more

questions in order to facilitate their engagement. Finally, the researcher was very interested in the topic and had recently carried out her literature review, which had revealed a lot of pertinent factors. As a result, she may have asked more questions as she was interested in building upon the constructions shared by participants. Although this led to informative findings, in future the researcher would ask fewer questions and adhere more to the interview-schedule.

Upon reflection, it could be argued that by using semi-structured interviews the researcher was potentially guiding some of the constructs explored within the research. However, the researcher felt that it was appropriate to ask questions to a certain extent as it allowed participants to freely offer their perceptions regarding different aspects of the PCRs. Therefore, the researcher feels that a semi-structured interview was most appropriate as the research questions were answered whilst participants were still able to freely discuss their constructions of PCRs.

#### *Focus Group*

Literature written by Gibbs (1997) highlighted the benefits of using focus groups when obtaining information from a range of people. One of the benefits highlighted is the way in which the format of the focus group encourages people to contribute to the discussion (p.1). Undertaking a focus group also allows for a great amount of data to be gathered in a relatively short amount of time (p.1). The researcher felt that the supportive environment in which people knew each other would encourage the participants to contribute.

The focus group undertaken with the ALNCo's was productive and the researcher felt that the participants' constructions became very apparent. The familiarity of the setting and the people present appeared to facilitate the participants' engagement. This method was effective as it allowed for the socially constructed perspectives of the ALNCo's to be explored in an atmosphere in which they felt comfortable.

Kitsinger (1994) highlighted that focus groups are beneficial as they encourage people to ask questions of others, which facilitates the sharing of information (p.114). This

was observed in the ALNCo focus group and was effective as it encouraged further exploration into participants' constructions.

### *Group interview*

Due to the success of the pilot and having only two pupil participants the researcher decided to use a group interview with the pupils instead of a focus group. An effective focus group has a minimum of 6 people (Remenyi, 2011). The researcher felt that the familiarity and supportive nature may facilitate pupil engagement (Kitsinger, 1994, p.112). The group interview worked particularly well and a lot of insightful perceptions emerged. The dynamic of the group interview was effective in facilitating the dialogue between pupils and allowed for the participants' sometimes opposing constructions to emerge.

An unfortunate aspect of the research was that due to the pupils' availability and the lack of parental consent forms returned only two further pupils were available to participate in the research. As the two pupils were from different schools, individual semi-structured interviews were undertaken.

Upon reflection, although mindful of this factor, the researcher reflected on whether the researcher bias may have been higher in the individual pupil interviews due to the direct dialogue between the researcher and the pupil. Researcher bias can be a limitation of interviews and is usually addressed in the pilot study (Chenail, 2011, p.255). Unfortunately as a group interview was undertaken in the pilot study this factor could not be addressed.

### **Analysis**

Having explored the previous research literature the researcher decided to use thematic analysis to analyse the data. The researcher used Braun and Clarke's (2006) method of thematic analysis and their guide was used to inform the process of analysis. Braun and Clarke argued that thematic analysis "offers an accessible and theoretically-flexible approach to analysing qualitative data" (p.2). The researcher therefore felt that this analysis would allow for the data to be analysed effectively. The researcher also felt that the five-step analysis undertaken would encourage the most

prominent themes to emerge from the data, giving a good understanding of the participant's perceptions of PCRs. Of particular relevance were the themes that emerged that had not been previously considered and addressed in the literature. These themes were insightful and offered an important contribution to the literature. However, they are not representative of the wider population.

#### *Inductive-Deductive approach*

The researcher feels that she engaged in an inductive and deductive analysis of the data (Braun & Clarke, 2006, p.83). When analysing the data the researcher recognised that her knowledge of the theories that emerged in the literature review guided her analysis to a certain extent, e.g. she was aware of particular key words. However, the researcher also ensured that she kept an open mind and embraced the theory that emerged from the data. At the end of the analysis the researcher felt that this had worked well, as she had been able to follow the theory through the research from the literature review to the discussion, whilst also uncovering new theory.

#### *Themes*

The themes that emerged from the data went beyond the research questions and highlighted a range of factors that could be considered relevant whilst exploring PCRs. The researcher spent time reviewing and defining the themes (Braun and Clarke, 2006, p.87) in order to be able to discuss the important themes within the research paper. In hindsight, the researcher feels that she may have been too broad in her research aims, looking at the perceptions of EPs, ALNCo's and pupils in relation to four research questions.

Upon reflection, the researcher feels that it would have been advantageous to have discussed the themes in even further depth in the research. However, the researcher found it a little difficult to go in to as much depth as she would have liked. The researcher feels that she should have potentially given greater consideration to the scale of the research when deciding to use thematic analysis with three sample populations and four research questions.

The researcher wanted to ensure that the themes discussed in the paper were the most relevant themes as well as being the most dominant themes. Therefore, the researcher chose to predominantly include the themes that emerged across the data, from all three participant populations. This ensured that an insight into the perceptions of all three populations was evident in the results, whilst also ensuring that the dominant themes were discussed. As well as including the themes that emerged across the whole data set, the researcher also included relevant subthemes that related to one participant population. This ensured that a holistic picture of the themes was given and was informative for the reader.

### **Conclusion**

Upon reflection the researcher feels that despite the inability to generalise the findings due to the constructivist nature of the research, the research resulted in some informative findings that contribute to the literature and can be potentially considered by those involved in PCRs. However, there are aspects of the research that the researcher would have done differently in hindsight. Engaging in this research has helped the author grow as a researcher and as a practitioner.

## References

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77- 101.
- British Psychological Society. (2014). *Code of Human Research Ethics*. Leicester: The British Psychological Society.
- Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. London: SAGE Publications.
- Chenail, R.J. (2011). Interviewing the Investigator: Strategies for Addressing Instrumentation and Researcher Bias Concerns in Qualitative Research. *The Qualitative Report, 16*, 255-262.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. Oxon: Routledge.
- Creswell, J.W. (2009). *Research Design. Qualitative, Quantitative and Mixed Methods Approaches*. California: SAGE Publications, Inc.
- DiCicco- Bloom, B., & Crabtree, B.J. (2006). The qualitative research interview. *Medical Education, 40*, 314- 321.
- Gibbs, A. (1997). *Focus Groups*. Surrey: Social Research Update. Retrieved December 14<sup>th</sup>, 2013 from <http://sru.soc.surrey.ac.uk/SRU19.html>
- Guba, E.G., & Lincoln, Y.S. (1997). *Competing Paradigms in Qualitative Research*. In Denzin, N.K. & Lincoln, Y.S. (Eds.), *Handbook of Qualitative Research* (pp. 105-117). Thousand Oaks, CA: SAGE.
- Health and Care Professionals Council. (2008). *Standards of conduct, performance and ethics*. London: Health and Care Professionals Council.
- Hesse-Biber, S.N. & Leavy, P.L. (2011). *The Practice of Qualitative Research*. California: SAGE Publications.
- Johnson. R.B., & Onwuegbuzie, A.J. (2004). *Mixed Methods Research: A Paradigm*



- Whose Time Has Come. *Educational Researcher*, 33, 14-26.
- Kendall, P. (2012). *The Joint Person- Centered Transition Project*. Northumberland County Council.
- Kitsinger, J. (1994). The methodology of Focus Groups: the importance of interaction between research participants. *Sociology of Health and Illness*, 16, 103-121.
- Laukner, H., Paterson, H. & Krupa, T. (2012). Using Constructivist Case Study Methodology to Understand Community Development Processes: Proposed Methodological Questions to Guide the Research Process. *The Qualitative Report*, 17, 1-22.
- Powell, R.A., & Single, H.M. (1996). Focus Groups. *International Journey for Quality in Health Care*, 8, 499-504.
- Ratner, C. (2008). Cultural Psychology and Qualitative Methodology: Scientific and Political Considerations. *Culture and Psychology*, 14, 259-288.
- Remenyi, D. (2011). *Field Methods for Academic Research: Interviews, Focus Groups and Questionnaires*. Reading, UK: Academic Publishing International.
- Rogers, C. (1942). *Counselling and Psychotherapy: Newer Concepts in Practice*. New York: Houghton, Mifflin and Co.
- Sanderson, H. (2000). *Person Centred Planning: Key Features and Approaches*. Kings College London: Joseph Rowntree Foundation. Retrieved October 10<sup>th</sup>, 2013 from <http://www.familiesleadingplanning.co.uk/Documents/PCP%20Key%20Features%20and%20Styles.pdf>
- Seligman, M.E.P., & Csikszentmihalyi, M. (2000). Positive Psychology. *American Psychologist*, 55, 5-14.
- Taylor, M. (2011). *Transitions of young people identified as showing social, emotional and behavioural difficulties from education to adult life: a person centred approach*. Unpublished Thesis: University of Newcastle.

Warner, J. (2012). *Person- Centred Reviews: An exploration of the views of students and their parents/ carers*. Unpublished Thesis: University of East London.

Welsh Government. (2014). *White Paper*. Cardiff: Welsh Government.

Wertheimer, A. (2007). *Person Centred Transition Reviews. A national programme for developing person centred approaches to transition planning for young people with special educational needs*. London: The Valuing People Support Team.

## Appendices

- Appendix A – PEP Gatekeeper Letter
- Appendix B – Head-teacher Gatekeeper Letter
- Appendix C1 – Information Sheet – EPs
- Appendix C2 – Information Sheet – ALNCo’s
- Appendix C3 – Information Sheet – Parents
- Appendix C1 – Information Sheet – Pupils
- Appendix D1 – Consent Form- EPs
- Appendix D2 – Consent Form – ALNCo’s
- Appendix D3 – Consent Form - Parents
- Appendix D4 – Consent Form – Pupils
- Appendix E1 – Debrief Form – EPs
- Appendix E2 – Debrief Form – ALNCo’s
- Appendix E3 – Debrief Form – Parents
- Appendix E4 – Debrief Form - Pupils
- Appendix F - EP semi-structured interview schedule
- Appendix G - ALNCo focus group agenda
- Appendix H – Pupil group interview schedule
- Appendix I – Pilot group interview schedule
- Appendix J1 – Information Sheet – Parents
- Appendix J2 – Information Sheet – Pupils
- Appendix K1 – Consent Form – Parents
- Appendix K2 – Consent Form – Pupils
- Appendix L1 – Debrief Form – Parents
- Appendix L2 – Debrief Form – Pupils

Appendix M – Transcriptions (Codes and Themes) – Thematic Analysis

Appendix N – Data Codes & An electronic copy of Thematic Analysis

Appendix O – Examples of Thematic Maps

Appendix P – Data Extracts Table

## Gatekeeper Letter Principal Educational Psychologist

Name of Principal Educational Psychologist  
Address  
Postcode

05.01.2014

Dear *PEP*,

As part of my doctorate I am carrying out a study exploring the perceptions of pupils and professionals, including EPs, regarding their involvement in Person Centred Reviews (PCRs). I am writing to enquire whether you would be willing to give me permission to undertake this research in your authority and whether you would give permission for me to talk to the EPs within your service. I will also be asking the permission of the EPs.

The research will be looking at the perceptions of the EPs regarding their role and contribution in PCRs. The EPs will be asked about the advantages and disadvantages of PCRs. The research will also be exploring the extent to which the review was perceived to be person-centred by the EPs and will be exploring their views on whether the person centred nature of the review made a difference for the pupil involved.

The research will be beneficial as a number of authorities in Wales are already engaging in PCRs and therefore the information gathered will be informative for EPs in authorities yet to do so. As your authority has also been part of the Statements or Something Better pilot project in which PCRs and EP involvement have been important aspects, then it will be interesting to gather the perceptions of the EPs, ALNCo's and pupils regarding their involvement in these reviews.

I will be working under the supervision of Dr Jean Parry, Professional Tutor on the DEdPsy Course. Would you therefore be willing for the EPs in your service to take part in the research and take part in an interview which should take approximately 45 minutes? Many thanks in advance for your consideration of this project. Please let me know if you require further information.

Regards,

*Emma Emanuel*

Emma Emanuel  
Educational Psychologist in Training

Emma Emanuel  
Postgraduate Student DEdPsy  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT

Dr Jean Parry  
Professional Tutor  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT

02920 875393  
emanuelee@cardiff.ac.uk

02920 875393  
[ParryJI@cardiff.ac.uk](mailto:ParryJI@cardiff.ac.uk)

**Gatekeeper Letter - Head teacher**

School Name  
Address  
Postcode

05.01.2014

Dear *Head teacher*,

I am a postgraduate student in the School of Psychology, Cardiff University. As part of my doctorate I am carrying out a study exploring the perceptions of professionals and pupils who have been part of Person Centred Reviews (PCRs). I am hoping to explore ALNCo's perceptions of their involvement in PCRs. I am writing to enquire whether you would be willing to give permission for the ALNCo in your school to take part in this research and to take part in a focus group that will last approximately one hour. I will also be asking for informed consent from the ALNCo.

The research will be looking at the perceptions of the ALNCo regarding their preparation for the review and their perceptions of their role and contribution within the review. The ALNCo will be asked about the advantages and disadvantages of PCRs. The research will also be exploring the extent to which the review was perceived to be person-centred by the ALNCo and will be exploring their views on whether the person centred nature of the review made a difference for the pupil.

The research will be beneficial as a number of authorities in Wales are already engaging in PCRs and therefore the information gathered will be informative for ALNCo's in authorities yet to do so. As your authority has also been part of the Statements or Something Better pilot project in which PCRs have been an important aspect, then it will be interesting to gather the perceptions of the EPs, ALNCo's and pupils regarding their involvement in these reviews.

I will be working under the supervision of Dr Jean Parry, Professional Tutor on the DEdPsy Course. Therefore, would you be willing to give permission for the ALNCo in your school to take part in the research and also to allow them to be part of a focus group which will take approximately one hour.

Many thanks in advance for your consideration of this project. Please let me know if you require further information.

Regards,

*Emma Emanuel*

Educational Psychologist in Training

Emma Emanuel  
Postgraduate Student DEdPsy  
School of Psychology  
Cardiff University  
Tower Building  
Park Place

Dr Jean Parry  
Professional Tutor  
School of Psychology  
Cardiff University  
Tower Building  
Park Place

Cardiff  
CF10 3AT  
02920 875393  
emanuelee@cardiff.ac.uk

Cardiff  
CF10 3AT  
02920 875393  
[ParryJL@cardiff.ac.uk](mailto:ParryJL@cardiff.ac.uk)



### Information Sheet - EPs

Dear participant,

I am a postgraduate student studying Educational Psychology at Cardiff University. I am currently undertaking a research project in your authority. I would like to invite you, as an Educational Psychologist, to take part in my research project. I thank you in advance for taking the time to read this sheet.

The aim of the research is to look at the perceptions of pupils and professionals regarding their involvement in person centred reviews (PCRs). The research will be exploring the perceptions of EPs regarding their role and contribution within the review. Participants will be asked to comment on the advantages and disadvantages of the PCRs. The research will also be exploring the extent to which the review was perceived as person-centred by the EPs and will be exploring their views on whether the person-centred nature of the review made a difference for the pupil involved.

As part of the research I would like you to take part in a semi –structured interview which will explore your perceptions of the factors highlighted above. The interview will take approximately 45 minutes to complete and will be carried out within the setting you are based at. The interview will be audio-recorded and the recording will be destroyed at the end of the project.

As the authority you are working in has been part of the Statements or Something Better pilot project, in which Person Centred reviews have been an important aspect, the researcher thought it would be a good opportunity to gather the perceptions of different professionals and pupils who have been involved. As a number of EPs within your service have been involved in PCRs the researcher felt it was a very good opportunity to explore the views of a number of EPs in one authority in Wales as no previous research has been conducted in this area with EPs.

Taking part in this research is voluntary and you can withdraw from the research at any time. The decision to not take part or to withdraw from the research will not have any negative consequences whatsoever in relation to your employment.

As a number of authorities are beginning to engage in PCRs the information gathered will be very informative for professionals involved and may go some way in informing them on aspects of the reviews that are particularly beneficial and the role in which EPs undertake within PCRs.

The information collected from the interview will be gathered and held anonymously. The information gathered will only be accessed by my research supervisor Dr Jean Parry and myself. The findings of the research will be shared with the schools and EPS involved. However, no one will be able to identify the participants involved and no one's individual input will be known. This research has been reviewed and ethically approved by SREC. If there are any complaints, please contact Dr Simon Claridge at [ClaridgeS@Cardiff.ac.uk](mailto:ClaridgeS@Cardiff.ac.uk).

If you have any further questions please feel free to contact me at [emanuelee@cardiff.ac.uk](mailto:emanuelee@cardiff.ac.uk) or my supervisor, Dr Jean Parry at [ParryJI@cardiff.ac.uk](mailto:ParryJI@cardiff.ac.uk).

Thank you again for taking the time to read this information sheet.

## Information Sheet – ALNCo’s

Dear participant,

I am a postgraduate student studying Educational Psychology at Cardiff University. I am currently undertaking a research project in the authority. I would like to invite you, as an ALNCo, to take part in my research project. I thank you in advance for taking the time to read this sheet.

The aim of the research is to look at the perceptions of professionals, including ALNCO’s regarding their involvement in Person Centred Reviews (PCRs). The research will be exploring ALNCo’s perceptions of their role and contribution within the review, their preparation for the review, the advantages and disadvantages of PCRs, the extent to which they perceived the review as being person-centred and whether they felt the person centred nature of the review made a difference for the pupil involved.

As part of the research I would like you to take part in a focus group with your fellow ALNCo’s which will explore your perceptions of the factors highlighted above. The focus group will last approximately one hour and will be carried out within one of the school settings. The interview will be audio-recorded and the recordings will be destroyed at the end of the project.

As a number of ALNCo’s within the authority have been involved in PCRs the researcher felt it was a good opportunity to explore the views of a number of ALNCo’s in one authority in Wales. As a number of authorities are beginning to engage in PCRs the information gathered will be informative for the professionals involved.

Taking part in this research is voluntary and you can withdraw from the research at any time. The decision to not take part or to withdraw from the research will not have any negative consequences whatsoever in relation to your employment.

The information collected from the focus group will be gathered and held anonymously. The information gathered will only be accessed by my supervisor Dr Jean Parry and myself. The findings of the research will be shared with the schools and EPS involved. However, no one will be able to identify the participants involved and no one’s individual input will be known. This research has been reviewed and ethically approved by SREC. If there are any complaints, please contact Dr Simon Claridge at [ClaridgeS@cardiff.ac.uk](mailto:ClaridgeS@cardiff.ac.uk).

If you have any further questions please feel free to contact me at [emanuelee@cardiff.ac.uk](mailto:emanuelee@cardiff.ac.uk) or my supervisor, Dr Jean Parry at [ParryJI@cardiff.ac.uk](mailto:ParryJI@cardiff.ac.uk).

Thank you again for taking the time to read this information sheet.

## Information Sheet – Parents

Dear parent/guardian,

I am a postgraduate student studying Educational Psychology at Cardiff University. I am currently carrying out a research project in the authority. I would like to invite your child to take part in my research project. I thank you in advance for taking the time to read this sheet.

The aim of the research is to explore the views of pupils and professionals regarding their involvement in person centred reviews. The research aims to look at pupil's views regarding:

- Who was at the review?
- Whether they did anything to get ready for their review, e.g. decide who they wanted to attend their review?
- What they liked about the review?
- What they didn't like about the review?
- If they felt that they had the opportunity to talk and did they feel that the adults listened to what they had to say?

As your child has been part of a person centred review I would like to hear what he/she thought about the review. It will be interesting for other children and young people to hear more about the review and how it works.

I would like your child to take part in a group discussion with their peers, which will be carried out by me and will last approximately one hour. The group discussion will be carried out in school and will be audio- recorded. I will also be obtaining consent from your child to take part.

Your child will be able to leave the group discussion at any time and they do not have to answer any question that they do not want to. I will be there to explain any questions that they may not understand. The information collected from the group discussion will be gathered and held anonymously. The information gathered will only be accessed by my supervisor Dr Jean Parry and myself. The findings of the research will be shared with the schools and EPS involved. However, no one will be able to identify the participants involved and no one's individual input will be known. The recording of the group discussion will be destroyed at the end of the project.


This research has been reviewed and ethically approved by SREC. If there are any complaints, please contact Dr Simon Claridge at [ClaridgeS@cardiff.ac.uk](mailto:ClaridgeS@cardiff.ac.uk).


If you have any further questions please feel free to contact me at [emanuelee@cardiff.ac.uk](mailto:emanuelee@cardiff.ac.uk) or my supervisor, Dr Jean Parry at [ParryJI@cardiff.ac.uk](mailto:ParryJI@cardiff.ac.uk).

Thank you again for taking the time to read this information sheet.

## Information Sheet – Pupils

Dear participant,


 I would like to talk to you about your review.


 I would like you to talk to me with other children in a group for 1 hour.

 This will be carried out in school.


 I will ask your parents if I can talk to you.

 The chat will be recorded.

 You can leave the group at any time if you need to.

 You don't have to answer any question that you do not want to.

If you have any questions please ask your parents to email me at [emanuelee@cardiff.ac.uk](mailto:emanuelee@cardiff.ac.uk) or to email my supervisor, Dr Jean Parry at [ParryJI@cardiff.ac.uk](mailto:ParryJI@cardiff.ac.uk). This research has been reviewed and ethically approved by SREC. If there are any complaints, please contact Dr Simon Claridge at [ClaridgeS@cardiff.ac.uk](mailto:ClaridgeS@cardiff.ac.uk).

 Thank you

**Consent Form - EPs**

**School of Psychology, Cardiff University**

**Consent Form - Anonymous data**

I understand that my participation in this project will involve taking part in a semi-structured interview relating to my perceptions regarding my role and contribution in Person Centred reviews, my perceptions of my preparation for the review, my perceptions of the advantages and disadvantages of PCRs, the extent to which I felt that the review was person centred and whether I felt that the person centred nature of the review made a difference for the pupil involved. The interview will take approximately 45 minutes.

I understand that participation in this study is entirely voluntary and that I can withdraw from the study at any time without giving a reason. I understand that I am free to leave the interview at any time without explanation.

I understand that I am free to ask any questions at any time. I am free to withdraw or discuss my concerns with Dr Jean Parry.

I understand that the information provided by me will be held totally anonymously, so that it is impossible to trace this information back to me individually.

I understand that all data gathered will be anonymous and therefore it will not be possible to return individuals' own data.

I also understand that at the end of the study I will be provided with additional information and feedback about the purpose of the study.

I, \_\_\_\_\_(NAME) consent to participate in the study conducted by Emma Emanuel, School of Psychology, Cardiff University with the supervision of Dr Jean Parry.

Signed:

Date:

## Consent Form - ALNCo

### School of Psychology, Cardiff University

#### Consent Form - Anonymous data

I understand that my participation in this project will involve taking part in a focus group relating to my perceptions regarding my role and contribution in Person Centred reviews, my perceptions regarding my preparation for the review, my perceptions of the advantages and disadvantages of the PCR, the extent to which I felt that the review was person centred in nature and whether I felt that the person-centred nature of the review made a difference for the pupil involved. The focus group will last approximately 1 hour.

I understand that participation in this study is entirely voluntary and that I can withdraw from the study at any time without giving a reason. I understand that I am free to leave the focus group at any time without explanation.

I understand that I am free to ask any questions at any time. I am free to withdraw or discuss my concerns with Dr Jean Parry.

I understand that the information provided by me will be held totally anonymously, so that it is impossible to trace this information back to me individually.

I understand that all data gathered will be anonymous and therefore it will not be possible to return individuals' own data.

I also understand that at the end of the study I will be provided with additional information and feedback about the purpose of the study.

I, \_\_\_\_\_(NAME) consent to participate in the study conducted by Emma Emanuel, School of Psychology, Cardiff University with the supervision of Dr Jean Parry.

Signed:

Date:

## Consent Form - Parents

School of Psychology, Cardiff University

### Consent Form - Anonymous data - Parents

I understand that my child's participation in this project will involve taking part in a group discussion that will be looking at his/ her thoughts about:

- Who was at their review?
- Whether they did anything to get ready for their review, e.g. decide who they wanted to attend their review?
- What they liked and didn't like about the review?
- Whether they felt they got to say what they wanted to say?
- Whether they felt that the adults were listening to what they had to say?

I understand that the group discussion will take approximately 1 hour.

I understand that my child's participation in this study is entirely voluntary and that he/she can withdraw from the study at any time without giving a reason. I understand that my child is free to leave the group discussion at any time without explanation.

I understand that my child and I are free to ask any questions at any time and are free to discuss any concerns we have with Dr Jean Parry.

I understand that the information provided by my child will be held totally anonymously, so that it is impossible to trace this information back to him/her individually.

I understand that all data gathered will be anonymous and therefore it will not be possible to return my child's data.

I also understand that at the end of the study my child and I will be provided with additional information and feedback about the purpose of the study.

I, \_\_\_\_\_ consent for my child to participate in the study conducted by Emma Emanuel, School of Psychology, Cardiff University with the supervision of Dr Jean Parry.

Signed:


Date:




Consent Form - Pupils  
School of Psychology, Cardiff University

Consent Form - Anonymous data

I understand that:

 I will be talking about my review in a group with other children for 1 hour.

 I can leave the group when I want.

 I don't have to take part in the group.

 I can ask questions when I want.

I, \_\_\_\_\_ am happy to take part in the group.

Signed:

Date:

## Debrief Form - EPs

### **Exploring the perceptions of Educational Psychologists, Additional Learning Needs Coordinators and pupils involved in person centred reviews in one Welsh Local Authority.**

Thank you for taking part in this research project.

The aim of the research was to look at the perceptions of EPs regarding their role and contribution in person centred reviews and their preparation for the review. The aim was also to gather EPs perceptions of the advantages and disadvantages of PCR, to explore the extent to which the review was perceived as person-centred by the EPs and to gather their views on whether the person-centred nature of the review made a difference for the pupil involved.

As a participant you were asked to take part in a semi-structured interview that explored your perceptions of the above factors. The hypotheses I held was that different professionals would have had different roles to play within the review, professionals may have had different experiences of the reviews and the extent to which the review was person-centred in nature may have differed between reviews.

As a number of authorities are beginning to engage in PCRs the information gathered will be very informative for the professionals involved. The information gathered during the research will be held anonymously. The recording of the interview will be destroyed at the end of the project.

If you have any questions or concerns please feel free to contact me or my supervisor at:

Emma Emanuel  
Postgraduate Student DEdPsy  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT  
02920 875393  
emanuelee@cardiff.ac.uk

Dr Jean Parry  
Professional Tutor  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT  
02920 875393  
ParryJl@cardiff.ac.uk

If you have any complaints, please contact:

Dr Simon Claridge  
Research Director  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT  
Tel: 029 2087 0360  
Email: [ClaridgeS@cardiff.ac.uk](mailto:ClaridgeS@cardiff.ac.uk)

### Debrief Form - ALNCO's

#### **Exploring the perceptions of Educational Psychologists, Additional Learning Needs Co-ordinators and pupils involved in person centred reviews in one Welsh Local Authority.**

Thank you for taking part in this research project.

The aim of the research was to look at the perceptions of ALNCO's regarding their role and contribution within person centred reviews and their preparation for the review. The aim was also to explore ALNCO's perceptions of the advantages and disadvantages of PCRs, to explore the extent to which the review was perceived as being person-centred by the ALNCO's and to explore their views on whether the person-centred nature of the review made a difference for the pupil.

As a participant you were asked to take part in a focus group that explored the factors above. The hypotheses I held was that different professionals would have had different roles to play within the review, professionals may have had different experiences of the reviews and the extent to which the review was person-centred in nature may have differed between reviews.

As a number of authorities are beginning to engage in PCRs the information gathered will be very informative for the professionals involved. The information gathered during the research will be held anonymously. The recording of the focus group will be destroyed at the end of the project.

If you have any questions or concerns please feel free to contact me or my supervisor at:

Emma Emanuel  
Postgraduate Student DEdPsy  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT  
02920 875393  
emanuelee@cardiff.ac.uk

Dr Jean Parry  
Professional Tutor  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT  
02920 875393  
ParryJI@cardiff.ac.uk

If you have any complaints, please contact:

Dr Simon Claridge  
Research Director  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT

Tel: 029 2087 0360

Email: [ClaridgeS@cardiff.ac.uk](mailto:ClaridgeS@cardiff.ac.uk)

## Debrief Form - Parents

### **Exploring the perceptions of Educational Psychologists, Additional Learning Needs Co-ordinators and pupils involved in person centred reviews in one Welsh Local Authority.**

Thank you for allowing your child to take part in this research project.

The aim of the research was to look at the views of pupils and professionals involved in person centred reviews. Your child was asked about:

- Who was at their review?
- Whether they did anything to get ready for their review, e.g. decide who they wanted to attend their review?
- What they liked and didn't like about the review?
- Whether they felt they got to say what they wanted to say?
- Whether they felt that the adults were listening to them, e.g. were they looking at them, nodding or smiling?

As a participant they were asked to take part in a group discussion which looked at the factors above. I thought that the children involved in the research will have had different experiences of person centred reviews. As a number of children and young people are beginning to take part in PCRs the information gathered will be informative for them.

The information gathered during the research will be held anonymously. The recording of the group discussion will be destroyed at the end of the project. If you or your child has any questions or concerns please feel free to contact me or my supervisor at:

Emma Emanuel  
Postgraduate Student DEdPsy  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT

02920 875393  
emanuelee@cardiff.ac.uk

Dr Jean Parry  
Professional Tutor  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT






02920 875393  
ParryJI@cardiff.ac.uk

If you have any complaints, please contact:

Dr Simon Claridge  
Research Director  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT  
Tel: 029 2087 0360  
Email: [ClaridgeS@cardiff.ac.uk](mailto:ClaridgeS@cardiff.ac.uk)

### Debrief Form – Pupils

Thank you for taking part in the group.

-  I wanted to find out about your review.
-  You spoke in a group with other children about your review.
-  You said what you liked and didn't like about your review.
-  You talked about how much you spoke and how much people listened to you in your review.
-  Your answers will be kept safe and your name won't be used.

If you have any questions you would like to ask me please ask your parents to contact me or my supervisor at:

Emma Emanuel  
Postgraduate Student DEdPsy  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT  
02920 875393  
[emanuelee@cardiff.ac.uk](mailto:emanuelee@cardiff.ac.uk)

Dr Jean Parry  
Professional Tutor  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT  
02920 875393  
[ParryJI@cardiff.ac.uk](mailto:ParryJI@cardiff.ac.uk)

If you have any complaints, please contact:

Dr Simon Claridge  
Research Director  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT  
Tel: 029 2087 0360  
Email: [ClaridgeS@cardiff.ac.uk](mailto:ClaridgeS@cardiff.ac.uk)

### Semi Structured Interview Schedule – EPs

**An explanation of what is meant by ‘person centred’ will be given at the beginning of the interview.**

1. Did you engage in any preparation for the review? If so, what kind of preparation did you engage in?
2. What do you feel your role was in the review?
3. What did you contribute in the review?
4. What were the advantages of the PCR?
5. What were the disadvantages of the PCR?
6. How person centred was the review?
7. In what ways did/could the review make a difference for the pupils involved?
8. Did engaging in a PCR require any changes in your way of working?

## Focus Group Agenda - ALNCo

### **1. Welcome and Introductions**

- I will welcome all of the participants and thank them for coming.
- I will ensure that everybody is introduced.
- I will then remind them of the aim of the research and the purpose of the focus group.
- I will ensure that everyone signs the informed consent form and is happy to take part.

### **2. Explaining the procedure**

- I will discuss the focus group procedure and discuss the rules of the group, e.g. confidentiality.
- I will highlight the fact that the participants are free to leave the focus group at any time without explanation and that they do not have to answer any questions that they do not wish to.
- I will explain that the participants will be debriefed at the end of the session and that they will be free to ask any questions or raise any concerns that they may have.
- I will give an explanation of what is meant by 'person centred'. I will also explain that in some situations ALNCo's are involved in preparing pupils for their reviews.
- I will then discuss the questions that will be discussed as part of the process.

### **3. Questions and Discussion**

- I will begin the discussion by stating the first question to be discussed.
- I will keep time and prompt if the participants do not naturally start conversing.
- The questions will relate to:

1. Who was involved in the review?

2. Did you engage in any preparation for the review or have any involvement in preparing pupils for

the review? If so, in what ways did you prepare for the review or help the pupils to prepare?

3. What do you feel your role was in the review?

4. What did you contribute in the review?

5. What were the advantages of a PCR?



6. What were the disadvantages of a PCR?

7. How person- centred was the review?

8. In what ways did/ could the person centred nature of the review make a difference for the pupil?

#### **4. Debriefing and Thank You**

- I will debrief the participants on the nature of the research and the questions discussed in the focus group.
- I will give the participants the debrief form and highlight that they are welcome to contact me with any concerns or queries they may have.
- I will thank them all for attending the focus group.

## Group Interview Schedule - Pupils

### **1. Welcome and Introductions**

- I will welcome the pupils and thank them for coming.
- I will ensure that everybody is introduced.
- I will carry out a warm-up activity in order to build rapport between the pupils and also between the pupils and the researcher. Games such as 'fruit salad' and 'splat' will be used as they allow the pupils get to know each other, e.g. they learn each other's names, ages, favourite animals, etc. These games will be appropriate for pupils of all abilities.
- I will read out the information sheet and consent form to ensure that the pupils understand what they will be doing. I will ensure that everyone signs the informed consent form and is happy to take part.
- I will then explain to the pupils what they will be doing.
- I will also ensure that there is a member of staff available to supervise any pupils who want to leave the focus group and I will ensure that there is a room that they can go to with the member of staff. I will then meet with them at the end of the focus group.

### **2. Explaining the procedure**

- I will discuss the limits of confidentiality and explain that I will have to pass on any information of concern.
- I will discuss the focus group procedure and discuss the rules of the group.
- I will highlight the fact that the participants are free to leave the focus group at any time without explanation and that they do not have to answer any questions that they do not wish to. I will explain that if they want to leave the focus group, a member of staff will take them to another room and I will meet with them at the end of the session.
- I will explain that the participants will be debriefed at the end of the session and that they will be free to ask any questions or raise any concerns that they may have.
- I will then explain that they will be having a discussion about the reviews that they have been part of.

### **3. Questions and Discussion**

- I will begin the discussion by stating the first question to be discussed.
- I will keep time and prompt if the participants do not naturally start conversing.

- The questions will relate to:

1. Who was involved in your review? Did you know the people in your review?
2. Were you asked who should be in your review?
3. Did you do anything to get ready for the review, e.g. choose your music?
4. What did you like about your review?
5. What did you not like about your review?
6. Did you get to say what you wanted to in your review?
7. Do you think the adults listened to what you had to say, e.g. were they looking at you, nodding, smiling?

#### **4. Debriefing and Thank You**

- I will debrief the pupils on the nature of the research and the questions discussed in the focus group.
- I will give the pupils the debrief form and read it out loud to them to ensure that they understand what they have done. I will also highlight that they are welcome to contact me with any concerns or queries they may have.
- I will thank them all for attending the focus group.

## Pilot Study – Group Interview Schedule

### **1. Welcome and Introductions**

- I will welcome the pupils and thank them for coming.
- I will ensure that everybody is introduced.
- I will carry out a warm-up activity in order to build rapport between the pupils and also between the pupils and the researcher. Games such as ‘fruit salad’ and ‘splat’ will be used as they allow the pupils get to know each other, e.g. they learn each other’s names, ages, favourite animals, etc. These games will be appropriate for pupils of all abilities.
- I will read out the information sheet and the consent form so that the pupils know exactly what they will be doing. I will ensure that everyone signs the informed consent form and is happy to take part.
- I will then explain to the pupils what they will be doing.
- I will also ensure that there is a member of staff available to supervise any pupils who want to leave the focus group and I will ensure that there is a room that they can go to with the member of staff. I will then meet with them at the end of the focus group.

### **2. Explaining the procedure**

- I will discuss the limits of confidentiality and explain that I will have to pass on any information of concern.
- I will discuss the focus group procedure and discuss the rules of the group.
- I will highlight the fact that the participants are free to leave the focus group at any time without explanation and that they do not have to answer any questions that they do not wish to. I will explain that if they want to leave the focus group, a member of staff will take them to another room and I will meet with them at the end of the session.
- I will then explain that they will be having a discussion about the reviews that they have been part of.

### **3. Questions and Discussion**

- I will begin the discussion by stating the first question to be discussed.
- I will keep time and prompt if the participants do not naturally start conversing.
- The questions will relate to:

1. Who was involved in your review?
2. Did you do anything to get ready for your review like chose who you wanted to come to your review?
3. What did you like about your review?
4. What did you not like about your review?

#### **4. Debriefing and Thank You**

- I will debrief the pupils on the nature of the research and the questions discussed in the focus group.
- I will give the pupils the debrief form and read it out loud for them to ensure that they understand what they have done. I will also highlight that they are welcome to contact me with any concerns or queries they may have.
- I will thank them all for attending the focus group.

## Pilot - Information Sheet – Parents

Dear parent/guardian,

I am a postgraduate student studying Educational Psychology at Cardiff University. I am currently carrying out a research project in the authority. I would like to invite your child to take part in a pilot study for my project. I thank you in advance for taking the time to read this sheet.

The aim of the research is to look at the views of pupils and professionals about their involvement in person centred reviews. The aims of the pilot study are to look at pupil's views about:

- Who was at their review?
- If they did anything to get ready for their review, e.g. decide who they wanted to attend their review?
- What they liked about the review?
- What they didn't like about the review?

I would like your child to take part in a group discussion with other children, which will be carried out by me and will last approximately 30 minutes. The group discussion will be carried out in school and will be audio-recorded. I will also be obtaining consent from your child to take part.

Your child will be able to leave the group discussion at any time and they do not have to answer any question that they do not want to. I will be there to explain any questions that they may not understand. The information collected from the group discussion will be gathered and held anonymously. The information gathered will only be accessed by my supervisor Dr Jean Parry and myself. The recording of the focus group will be destroyed at the end of the project.


This research has been reviewed and ethically approved by SREC. If there are any complaints, please contact Dr Simon Claridge at [ClaridgeS@cardiff.ac.uk](mailto:ClaridgeS@cardiff.ac.uk).


If you have any further questions please feel free to contact me at [emanuelee@cardiff.ac.uk](mailto:emanuelee@cardiff.ac.uk) or my supervisor, Dr Jean Parry at [ParryJI@cardiff.ac.uk](mailto:ParryJI@cardiff.ac.uk).

Thank you again for taking the time to read this information sheet.


## Pilot - Information Sheet – Pupils

Dear participant,


 I would like to talk to you about your review.


 I would like you to talk to me in a group with other children for 30 minutes.

 This will be carried out in school.


 I will ask your parents if I can talk to you.

 The chat will be recorded.

 You can leave the group at any time if you need to.

 You don't have to answer any question that you do not want to.

If you have any questions please ask your parents to email me at [emanuelee@cardiff.ac.uk](mailto:emanuelee@cardiff.ac.uk) or to email my supervisor, Dr Jean Parry at [ParryJI@cardiff.ac.uk](mailto:ParryJI@cardiff.ac.uk). This research has been reviewed and ethically approved by SREC. If there are any complaints, please contact Dr Simon Claridge at [ClaridgeS@cardiff.ac.uk](mailto:ClaridgeS@cardiff.ac.uk).

 Thank you

## **Pilot – Consent Form – Parents**

**School of Psychology, Cardiff University**

### **Consent Form - Anonymous data - Parents**

I understand that my child's participation in this pilot study will involve taking part in a group discussion that will be looking at his/ her thoughts about:

- Who was at their review?
- Whether they did anything to get ready for their review, e.g. decide who they wanted to attend their review?
- What they liked and didn't like about the review?

I understand that the group discussion will take approximately 30 minutes.

I understand that my child's participation in this study is entirely voluntary and that he/she can withdraw from the study at any time without giving a reason. I understand that my child is free to leave the group discussion at any time without explanation.

I understand that my child and I are free to ask any questions at any time and are free to discuss any concerns we have with Dr Jean Parry.

I understand that the information provided by my child will be held totally anonymously, so that it is impossible to trace this information back to him/her individually.

I understand that all data gathered will be anonymous and therefore it will not be possible to return my child's data.

I also understand that at the end of the study my child and I will be provided with additional information and feedback about the purpose of the study.

I, \_\_\_\_\_ consent for my child to participate in the study conducted by Emma Emanuel, School of Psychology, Cardiff University with the supervision of Dr Jean Parry.

Signed:


Date:




Pilot – Consent Form – Pupils  
School of Psychology, Cardiff University

Consent Form - Anonymous data

I understand that:

 I will be talking with other children about my review for 30 minutes.

 I can leave the group when I want

 I don't have to take part in the group

 I can ask questions when I want.

I, \_\_\_\_\_ am happy to take part in the group.

Signed:

Date:

### Pilot - Debrief Form - Parents

Thank you for allowing your child to take part in this pilot study.

The pilot study explored your child's views of:

- Who was at their review?
- Whether they did anything to get ready for their review, e.g. decide who they wanted to attend their review?
- What they liked and didn't like about the review?

As a participant your child was asked to take part in a group discussion which looked at the factors above. The information gathered will allow me to report on the ways in which person centred reviews (PCRs) are being carried out and the advantages and disadvantages of the PCRs. As a number of children and young people are beginning to engage in PCRs the information gathered will be informative for them.

The information gathered during the study will be held anonymously. The recording of the group discussion will be destroyed at the end of the project. If you or your child has any questions or concerns please feel free to contact me or my supervisor at:

Emma Emanuel  
Postgraduate Student DEdPsy  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT

02920 875393  
emanuelee@cardiff.ac.uk

Dr Jean Parry  
Professional Tutor  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT





02920 875393  
ParryJl@cardiff.ac.uk

If you have any complaints, please contact:

Dr Simon Claridge  
Research Director  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT  
Tel: 029 2087 0360  
Email: ClaridgeS@cardiff.ac.uk

### Pilot - Debrief Form – Pupils

Thank you for taking part.

-  I wanted to find out about your review.
-  You spoke in a group with other children about your review.
-  You said what you liked and didn't like about your review.
-  Your answers will be kept safe and your name won't be used.

If you have any questions you would like to ask me please ask your parents to contact me or my supervisor at:

Emma Emanuel  
Postgraduate Student DEdPsy  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT

02920 875393  
emanuelee@cardiff.ac.uk

Dr Jean Parry  
Professional Tutor  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT

02920 875393  
ParryJI@cardiff.ac.uk

If you have any complaints, please contact:

Dr Simon Claridge  
Research Director  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT  
Tel: 029 2087 0360  
Email: [ClaridgeS@cardiff.ac.uk](mailto:ClaridgeS@cardiff.ac.uk)

## Transcription

-- **Cut Across**

... **Brief pause in the sentence**

(Pause) **Lengthy pause in the conversation**

(Laugh) **Nonverbal sounds**

### **Interview 1**

**A semi-structured interview was carried out with Educational Psychologist 1 (EP1). The interview was held within the Educational Psychology Services' office. The interview was carried out by Emma Emanuel (EE).**

**EE – So just a little bit first of all about the, kind of the background of the reviews you've been involved in, so who's there, what kind of format did it take?**

EP1 – I'm trying to think now, um, ... right... what, a couple we've done, um, around a child in one school. Why was that? He wasn't, he wasn't being statutory assessed and I think we're exploring the issues and we wanted to do that in a multi-disciplinary way.

EE – Ye

EP1 - ... and, um, I think the SENCo has just been on a training course --.

EE – Right, okay, ye.

EP1 – and I think she was keen to have a go. Although I think I may have... been the one to actually facilitate it I think in that case, I can't remember properly.

EE – Ye.

EP1 – So that was one, another one was where I was definitely asked to chair one and that was because it was, um, the head-teacher had and the parent, the head- teacher was quite scared of the parents actually in that situation, --.

EE – Right, okay.

EP1 – um, and had withheld some information from her.

EE – Right.

EP1 – Um, so there were some issues going on, which he, and the head, and the parents had been very upset and cross by something the pupil progress officer had said previously...

EE – Right okay.

EP1 - Because there was an underlying issue that she had wanted her child to stay an extra year at school.

EE – Right.

EP1 – And um, anyway I was asked to chair the meeting and I decided, we had loads of professionals there, that the best way to do that was through person centred approach --.

EE – Ye.

EP1 – So that was another one. And then, doing it a few times now, I suppose, not fully, not with the, not, not with the little dots, do you know what I'm referring to there, --.

EE – Ye.

EP1 - but using it as um, a, a skeleton I suppose for doing exit sort of multi-disciplinary meetings with the parents from the observation and the assessment unit.

EE – Right okay, lovely.

**EE – So what kind of people have been involved then in the reviews that you have done?**

EP1 – Right, um, the first they have included health...

EE – Right, okay, lovely.

EP1 – Um, apart from the contentious one they've all included speech therapists and I think there's been a physio (sic) as well in one of them.

EE – Ye, okay.

EP1 – Um, the O and A ones is the speech and language therapist, myself, and the class teacher and the parents.

EE – Ye, ye.

EP1 – And um, oh no there's another one I've been involved in as well, the contentious one there were all sorts of people from, um, team around the family and people like that there.

EE – Okay, okay.

EP1 - And another one I've been to in the school, again it was a school that had been onto training, were keen to have a meeting around this child. I think we were waiting for his statutory assessment to come through but that one was practically run by the child --.

EE – Oh brilliant.

EP1 – That's the only one I've had the child in it. And it was, ye it was very good, yes very funny actually, it became very clear how Aspergers he was, it was good.

**EE – Ye. Okay, so with the pupil led one then, you know, why was it different then? He was the one who was deciding --.**

EP1 – I don't know. He just... He can't have been deciding what topics we... but he certainly took a very active part in it, and that was... quite funny --.

EE – ...Nice --.

EP1 – Ye.

**EE – Lovely, before any of the reviews then, have you felt that you’ve had to do any kind of preparation for them? Have you been involved in, you know... preparing paperwork or anything like that?**

EP1 – Only, only the... I’ve probably for all of them have assessed the children at some point.

EE – Right, okay.

EP1 – And have done so for the exit ones from the O and A. Um, and obviously where I’ve been preparing the only other things to actually get the big sheets of paper and put them...

EE – Right, so you’ve been involved in some of that?

EP1 – Ye, yes. Getting those ready, ... writing the headings.

**EE – Because I know that some parents and schools have had like, the headings before they went kind of just to have a little thing about what they were going to say --.**

EP1 – Right.

**EE - ...Have you done...? Do you tend to think about the headings before you go or there hasn’t really been --.**

EP1 – Well I know --.

EE - ...much prep (sic) work to do really.

EP1 – No. Well obviously I know the headings. In fact... when I first tried it out with the O and A’s I’d written, I tended to write some of my consultation using those headings anyway so...

EE – So you used that information then in the...

EP1 – Ye.

**EE – Lovely, have you been involved in preparing parents or pupils for the reviews or have you not really done that.**

EP1 – No.

EE – Okay, lovely.

EE – Within the review then you’ve said so you’ve been both the coordinator and then just someone who’s there (coughing). Are those the two roles you’ve taken within the reviews then?

EP1 – Yes.

EE – So what did you, how did you feel about being the coordinator? How did you feel about that role?

EP1 – Fine.

EE – Fine, ye.

EP1 - In the contention one, contentious one it worked absolutely beautifully.

EE – Okay, lovely.

EP1 - I think.

EE - Did you feel that despite being the coordinator you could still contribute the information you wanted to share --.

EP1 – Yes. Yes.

EE - ... within the meeting?

EP1 – The only thought that struck me sometimes about them, as a parent, if you have a large meeting, I wonder if parents has got a strong view point I wonder sometimes whether they will suddenly realise, you know if you are using the dot system, that they could be outnumbered...

EE – Right, okay.

EP1 - ...you know, quite --.

EE – Ye, ye, quite a lot against --.

EP1 – And if I was a parent, I would think well actually I deserve to have more dots...

EE – Right, okay.

EP1 - ...or you know, than other people because I'm so outnumbered. It's just a thought I've had.

EE – Ye I can see --.

EP1 – But up, to date it hasn't been an issue and actually parents have felt very involved and, you know, that they are very much part of the system.

**EE – Right, okay lovely. Um, so when you contribute in the reviews then is it just the information under the headings then that you bring to that meeting?**

EP1 – Yes. Although I have felt sometimes, well, like with the O and A last week, I've felt that we need to have a discussion about our assessments first.

EE – Right, okay.

EP1 - You know, because, um, well for instance they've been, two of them, um you know, we are looking towards placement and we need to be able to say that both my findings and the

speech and language therapist findings are pointing strongly towards a language unit being an option.

EE – Right, okay lovely.

EP1 - So I think they need to have that information.

EE- Ye, ye, okay.

EP1 - Um, you know, they need to be armed with the same information as us really don't they.

EE – So you don't feel that that's able to be shared in that in that meeting is it, or...?

EP1 - Yes it can but we just said, you know, before we go to the pieces of paper --.

EE – (Same time) Oh right, okay, sorry, you've shared that first. Lovely...

EP1 - (Same time) you know, it's kind of updated, we (are) kind of updated on our involvement.

EE – So that's done in the meeting. Oh brilliant. Okay, so like you said then everyone is aware of exactly what's happening and that.

**EE – So do you tend, do you ever write reports before you go and people have seen them before or do you just bring the information to the meeting?**

EP1 - Well I haven't done enough. I mean I suppose ideally you would have written it before. For the O and A ones I have done the assessment, I've got that information with me but I haven't actually the report.

EE – Lovely so you share that in the, information in the meeting.

**EE - I was just wondering, like I was asking the others, you know do you feel that you can still bring that psychological perspective then to the meeting?**

EP1 – Um... (Pause) I think, certainly a few meetings more than... well the exit meetings, mmm... I think there could be an issue...

EE – okay.

EP1 - ...with that, unless you do it as a front end thing as I said with (Undecipherable word). Mmm, because comparing those meetings to a statutory assessment I think you know I am very clear that my role in writing advice is almost to get the holistic picture...

EE – Mmm

EP1 - ...and hypothesise, you know and draw the evidence together...

EE - Ye

EP1 - ...and... I'm not sure, if you were just doing a review meeting with those headings that you'd be able to do that.



EE – Okay, ye I can see what, you know, what you mean. Okay lovely.

**EE – Um, so within the meetings then do you feel like you have the opportunity, especially if they're, you know, quite a multi-agency that you still get to contribute everything you want in that meeting? Do you feel that you have the opportunity to share everything?**

EP1 – Yes I think so.

EE – Because I know that some people like you said, you know could feel overpowered or but you still feel that you've got that opportunity.

EP1 – Yes I think so, yes.

EE – Um, do you feel that you contribute anything different in these reviews to maybe what you would in a traditional review then? How do they differ? Is there any way that you feel that they really differ from each other?

EP1 (Pause) I think the danger is possibly that you're contributing less...

EE – Right okay.

EP1 - ... than traditionally, possibly. Unless you have a sort of... discussion first before you get to the, you know...

EE – Paper?

EP1 – I think that bit about people updating on what they've been doing and where, what they're thinking is probably important.

EE – Right yes.

EP1 - ...and I'm not sure that's been explicit in the guidance we've had on how to do it really.

EE - So that meeting at the beginning is quite important --.

EP1 – I think so yes.

EE - ... for sharing relevant information then.

EP1 – Or where school would update their reports or... ye. (Coughing) ye, ... Because otherwise it's... ye, I don't know, ye.

**EE – (Laughing) Ye, okay, I'm just thinking, you know, with the traditional reviews then what do you feel is different in these type of reviews, is it that child- focused nature of it?**

EP1 – I think its participation, I think it's much better at getting parental participation and getting the parents feeling involved and making them feel equal partners hopefully apart from that issue I mentioned where actually are they equal partners or are they outnumbered.

EE - Ye that's a really, actually, you know interesting point to raise as I hadn't thought about that before, especially with the dot system like you said.

EE – Okay, lovely. On that note, you now then what do you feel are the advantages of working in a person centred way, doing a person centred review then?

EP1 – Um... well I hope the reviews have always been person centred, so I think, you know, I think the names a bit misleading in that sense. Um, what are the advantages, I think that just, hopefully feeling more equal partnership, status really to it, um... I find, I find the questions are good questions... but I think we'll have to be careful that it doesn't become so automatic that it loses its meaning, you know, that you're not just doing it for the sake of doing it, and um, really are thinking about what's working and what isn't working.

EE – So not just filling in the headings because they're there?

EP1 – Ye, I think so.

**EE – Okay, anything else on the advantages?**

EP1 - Um... Well again if it does mean, eventually (laughing) that we don't have to write fourteen page advices obviously that's an advantage, but I think we've also got to be careful that we don't 'throw out the baby with the bath water', and end up not contributing anything, other than sitting there with our two liners.

EE – Filling it in?

EP1 – Yes.

**EE - Okay, how about then, you know, any disadvantages or things that maybe you feel don't work as well or are overlooked as part of the process?**

EP1 - Um (pause) I've been to LAC reviews as well I think they work well there um I'm not sure (pause). Sometimes I'm not sure about the way they're recorded; whether they have..., I haven't been part of the project, um... so I've found it different people are recording in different ways really.

EE – Okay.

EP1 - Um and sometimes its photographs isn't it, of the sheets which I think is probably good but I haven't really been involved in that type, only once, I visited one in that DA was running

EE – Yes.

EP1 - So I think, I'm just interested to know whether that will have the same status as, um, you know, as something that's very typed or whatever.

EE – Yes, okay, yes, that's interesting.

EP1 - Um but I use the headings a lot in my consultations as well and I find them, I find them useful and I've kind of, I don't know, prettified how I do them with big speech bubbles, and you know and I like that making it more friendly, more user friendly, I like that aspect.

**EE – Okay, I was going to lead on actually to what part of the review do you most enjoy, is there an aspect or one of the sheets that you particularly enjoy about the process?**

EP1 – Hm, it's not always done but I think, I think there's something that feels different about using the dots actually and I feel that the parents probably enjoy that. The fact that they're prioritising.

EE – Ye.

(Person entered room accidentally).

EP1 – Um, so yes, the dots...

EP1 - It's different at the moment isn't it?

EE – And I can see, like you said, it gives parents that bit of --.

EP1 - I mean I do wonder again... if they've been given, I mean people really, to do it, that properly, you need a lot of time don't you, to be able to read all the things.

EE – Yes.

EP1 – And I'm wondering if people are having that time and whether it's enough time for the parents or, you know, whether people are just putting dots on their own.

EE – Right, okay yes and not actually reading and thinking about it. Okay.

EP1 – So I think we need to think how we do that actually, so whether we should be reading them all out.

EE- Right.

EP1 - Do you know what I mean?

EE - Yes and highlighting everything that's been said kind of thing.

EP1 - Yes because, you know not all parents can read...

EE – No, no, of course, we were just discussing that.

EP1 – ...or not sufficiently.

EE – Yes, no, no. It's a very relevant point really isn't it? Whether they are actually understanding what they are putting the dots by.

EE – Okay. How about from --.

EP1 – Have you asked, sorry, are you interviewing parents as well?

EE - No I'm not doing parents. I was going to but two of the trainees above me are doing research on parents. So like, you know, they said you know, you don't want three researches on the same thing that's why I'm doing professionals and pupils.

EP1 - So you are doing pupils

EE - Yes, yes I'm doing pupils, so that will be interesting.

EP1 - How often have they been in the meetings?

EE - Um, the one I was just taking too, EP2, the majority of hers they've been in. EP3's only done three and they, um, they had ASD and they were four years old so they weren't part of it. But I think EP2 was saying that a lot of hers have been involved in the process. Um, so DD has said that she is aware of a number of pupils who have been involved so I could talk to so that will be interesting to see their perspective.

EP1 - Yes, yes.

**EE - Um, so from an EP's perspective then, what part, is there a part of the process that is most beneficial for your work? You know, is it that the 'important to' or the action plan or is it just the process in general?**

EP1 - (Pause) I think... we should, it should be a responsibility on us, isn't it, to make sure that we are, we've got something useful to say in how to support, which is the 'important for' isn't it?

EE - Yes. So that's where...

EP1 - Well, I think, you know, if we're going to go sit around a table it would be bad if we didn't have something useful to say.

EE - Yes, of course.

EE - Um, so from, did you say that only one of your reviews has had the pupil in?

EP1 - Yes, that was one organised by the school.

EE - Right okay, so how child focused, I'm guessing you'd say very child focused that meeting was then?

EP1 - Very.

EE - Very because he was taking control of it.

EP1 - Yes.

**EE - So I was just wondering, you know, was there ever kind of a time where the meeting, kind of, deferred away from him and people were talking about him rather than, or was it always very child focused?**

EP1 – Very child focused that one. Actually the contentious one the pupil did come in as well to that one at some point as well.

EE – And was that then very child focused with him central.

EP1 – Yes that one was fine, it was very, yes.

EE – Okay, lovely.

EP1 - The observation class ones, same issue really, they're three years old so...

EE – Yes. So do you still believe the nature of the review though was still very related to the pupil then or, it was still very focused on it?

EP1 – Yes.

EE – Lovely. With the ones --.

EP1 - They do have a sort of... um I suppose they've got an aim, a definite aim of seeing where the child goes next because they are temporarily placements.

EE – Right.

EP1 - So that is another focus that has to be there. I mean it's obviously pupil focused but maybe that's more of a focus than in other reviews where any issue could be the focus at the time couldn't it?

EE – But there's another bit of an area that needs to be considered then.

EP1 – I mean I suppose it would be interesting to know, I haven't , in a way I haven't done any where they're just routine. You now, where they're reviews that are happening because 6, 9, 12 months have passed.

EE – Right, so there's always been a --.

EP1 - So I don't know what they're like when there isn't an issue of some sorts.

EE – Right, okay, yes.

EP1 - There's always been an issue that's triggered it really.

EE – Ye, ye, okay. So it would be interesting, like, to see then what it's like just to be an annual review then.

EE – So do you feel that when the pupils were involved that they were listened to?

EP1 – Oh yes.

EE - ... and that they could contribute and that everyone was talking to them?

EP1 – Yes.

EE – So that wasn't a concern then?

EP1 - And I think, you know I think the whole process is very good at making you be careful of your language really.

EE – Right, okay.

EP1 - and make it, make things more accessible.

EE – Okay.

EP1 - ... and I think when the pupils are there that's even more the case.

EE – Okay. So for the ones where the pupils didn't attend were they too young then or didn't have the capacity to be able to share information.

EP1 – Too young.

EE – Right, lovely. Um, so what kind of...

EP1 – And they couldn't speak.

**EE – Yes. So what kind of difference do you think it's made for the pupils being part of that process, you know the ones that could contribute then?**

EP1 – I would imagine they um ... I'd imagine it would have felt quite powerful. I think it might have been quite a shock for the one, the conten..., the more contentious case one to see quite how many people there were around the table thinking about him.

EE – Yes, yes. So it had positive kind of --.

EP1 – And that one was nice because by then, no that was, I can't remember now, whether that was a review of the review. I can't remember, you know, but it was a transition meeting as well.

EE – Right okay.

EP1 – So the people who he would be going to were there as well.

EE – So it was nice for him to see the people taking an interest.

EP1 – Yes, yes. But in fact we'd already done quite a bit of work with him so I'm losing the plot now...

EE – It is hard to keep track of them all isn't it... (Laughing).

**EE – So I was just wondering what your thoughts are on the long term impact of these types of reviews? Do you feel there has more long term outcomes working in that kind of way where there's an action plan and everyone has a designated role? Or do you think it doesn't really differ from the old reviews?**

EP1 – So what are you comparing them too? To annual reviews or statements?

EE – Yes, you know, where you'd come and you'd share information --.

EP1 – Because mine aren't necessarily the same thing cause they're not necessarily stated pupils.

EP1 - Yes, I'm thinking of that kind of general, traditional review then where you'd come and share your information and you didn't necessarily have an action plan where there was a designated person going to do the different things then. I was just wondering if this one has more long term outcomes do you feel because people are saying I'm going to do this, I'm going to do this...

EP1 – Ye probably. Just but we're used to our consultation having those sort of action plans aren't we? So...

EE – There's not that much difference then?

EP1 – Well not from a consultation I don't think or maybe from an annual review but then we wouldn't attend them that often really.

EE – Yes. Right, okay.

**EE - So I was just wondering if you've been involved in, kind of, any training other people for person centred approaches? Or like the schools, do they come to you to ask for advice on that, kind of way of working?**

EP1 - Um I've given advice to schools on one page profiles.

EE – Right, okay. So then you shared the different top..., the headings and how to, kind of do them? Did any of --.

EP1 – And I've advised you know I'm thinking pre inspection and things I've suggested to schools that they have, for all children really, that on one side and targets on the other side.

EE - Brilliant, so just kind of introducing them to that kind of approach. So did you find that any of them brought their one page profiles to the review meetings or were they not needed?

EP1 – Ye they all have.

EE – They all brought them along with them.

EP1 – All but one I think, yes.

EE - Ok lovely, so they're definitely using them within that meeting. Lovely.

**EE – Do you feel that kind of, it's difficult because like you said were already using person centred approaches but do you feel it's impacted on your work at all or your practice? Do you consider, like you said you use it in consultation a bit more now. Has it impacted...?**

EP1 - I use it almost invariably in my consultations actually so yes it has and it's made me um ... I hope, present them in a more child friendly fashion. I've also... I don't know if it's a direct impact... but it happens to coincide in time so maybe it is. Um you know if I have done an

assessment I've got a different way of presenting that now as well so that it's almost like a cartoon strip showing much more clearly what the child was actually asked to do.

EE – Oh that's interesting, yes. It's kind of changed the way you kind of record stuff and present stuff. That's really interesting. I'd like to see that. If you've got a copy just for me to look to see how that's done that's lovely.

**EE – I was just wondering, you know, about any kind of... can you see the person centred review then being used more widely in the authority, you know future implications now for the authority?**

EP1 – I don't think we're going to have a choice are we?

EE – No, well --.

EP1 – The bill's just come out hasn't it?

EE – Yes. So you can just see more schools using it?

EP1 – Yes.

EE – Do you feel that this way of working is more work for you, or less work or is the same kind of level of work?

EP1 – Hmm, watch this space I think.

EE – Right, (laughing) okay, yes, see how things go.

EP1 – Yes.

EE – Okay brilliant is there anything --.

EP1 – I think the challenge, I think will be to get people around the table, particularly from health.

EE – Right, okay.

EP1 - You know.

EE – So having them attend the meetings and the reviews.

EP1 – It's that balance between them working with the children and actually going just around the table. You know there's got to be a balance hasn't there?

EE – Okay, lovely, is there anything else that you wanted to bring up that maybe I haven't covered or something --.

EP1 – Gosh we've been very quick haven't we?

EE – I know. I think maybe I've been speaking slower in the others or something. (Laughter) We've gone through the same questions. I think --.



EP1 – It's because we were both speaking in our second language.

EE – Yes exactly.

EP1 – We started off in the other language.

EE – Anything else that you thought that I missed or that you think is important to raise?

EP1 – Um... (pause) nope.

EE – Covered everything that --.

EP1 – I think so. I mean it will be interesting... as I say I've only dabbled, so um... yes it will be important that they keep their meaning I think that's...

EE - And they are governed by the principles and not, like you said just filling in the boxes because they're there kind of thing.

EP1 – Yes, so “what do we like about so and so” and people are just doing it for the sake of doing it do you know what I mean?

EE – Yes that they are actually engaged in the process. Yes, no I can definitely... especially if it is going to be authority wide and everyone has to do it...

EP1 - And I think, I think you've got a good point there about preparing parents for the meetings as well to make sure that they understand what the process will be.

EE – Yes.

EP1 - ...so they can think beforehand.

EE – Yes, especially, like you said a lot of them are deficit led and you know, and that's what they've always been used to, I'm just wondering if they're going to require the preparation to think in a more positive way about, about the pupils, about their children then. No, it's really interesting. Well, that's what I've decided to do the research on.

EP1 – Ye but I think also there's going to be different purposes aren't there? ... I suppose at times the focus is going to be around provision or change, when there is a change needed. Other times it might be just around a... it might be problem solving or other times it's just going to be routine. So I think time will tell how it adapts to all those different situations.

EE – Okay, yes. No, I think it's definitely, it's really at the beginning isn't it and I think it will be really interesting to see how it kind of --.

EP1 – I mean one of the things, one of the things that I feel about having that ... start up discussion as well ... is that you could have an outcome from a meeting like this that isn't telling anybody what the child's needs are.

EE – Right, okay.

EP1 – You know where you haven’t actually specified what the needs are. So that’s an interesting one.

EE – Ye, so that’s why --.

EP1 – I think that, I mean I think they didn’t want that, “they” being EP2, (laugh) I guess.

EE – Yes.

EP1 – No, Welsh Government didn’t want that. But you know there’s always that sort of “in a nutshell” about the child might be missing or...

EE – Right, okay.

EP1 - or how, that’s, how it’s all going to attach. And, you know, I could see how it would work when it was going to be an IT system. Bit I’m a bit concerned if that’s gone now and I’m getting the impression that that has, it isn’t going to happen.

EE – Right, okay. And that aspect of the puzzle will be missing then really, that initial information about the pupil...

EP1 – Or the accessibility really, knowing what the doctor said because I don’t know if we’re going to get doctors coming to these at all.

EE – Right, okay.

EP1 – Really...

EE – So not having that information then is which could be quite relevant to the situation. Okay, so like you said there is a lot to happen isn’t there and a lot of things to consider.

EP1 – But I think it will become clearer, but as a ... as a process I think it is different... and it is more positive.

EE – Lovely, thank you.

(Recording ends)

(EP1 wanted to add an extra piece of information.)

(Recording begins again)

EP1 – The one thing that I’ve added when I’m using it as a consultation method, I know that’s not what you’re researching, is at the beginning again a sort of concerns box, you know, like problem talk really.

EE - Right, okay.

EP1 - Giving them the opportunity for that.

EE – Giving them the opportunity so they do feel like they can bring up some of their concerns as well as looking at the positives.

EP1 – Yes, but that is in the consultation as I wouldn't be there would I if there wasn't a concern.

EE – No, yes, yes.

EP1 – So.

EE – Just giving them that opportunity.

EP1 – Yes. When I say concerned just describing you know what the issues are really.

EE – Yes, yes. And I think parents appreciate that sometimes don't they.

EP1 – And then it's followed straight with, you know, what we like and admire.

EE – Right.

EP1 – So, it's a bit like problem talk, problem free, do you know what I mean?

EE – Yes, yes.

EP1 – That sort of thing.

EE – Okay.

EP1 – Yes.

EE – Brilliant. Thank you very much.

## Transcription EP2

- .           **Cut Across**
- ...           **Brief pause in the sentence**
- (Pause)   **Lengthy pause in the conversation**
- (Laugh)   **Nonverbal sounds**

### **Interview 2**

**A semi-structured interview was carried out with Educational Psychologist 2 (EP2). The interview was held within the Educational Psychology Services' office. The interview was carried out by Emma Emanuel (EE).**

**EE – So first thing is just a little bit of background of the reviews you've been part of, you know, what's the format? Who attended?**

EP2 – OK, um, well obviously I'm the person centred planning trainer as well so um myself and a colleague who has now left the authority were responsible for training the schools that were involved in the project in the process of the reviews in the first instance. Um, so I've got a relatively good knowledge of how, how it's supposed to work in theory. It doesn't always work in practice quite the same way. Um, but my experience of the reviews that I've attended, um, we started off... I think schools were a little bit, um unsure, a little bit worried about how to run the reviews so we co-ordinated a few of them. Um, and modelled really how they expect them to then carry out the reviews and from there they sort of quite... they took off in that particular family of schools. Um, reviews themselves I find they can, they start off a little bit more time consuming perhaps than an ordinary review would be. But I think and I think there has been a concern, um about them being a bit woolly and being a little bit sort of, around the sort of wellbeing, sort of fluffy side of things rather than on the, on the sort of nitty gritty educational targets. But the ones I've been involved with where they've gone over, a series of reviews have occurred then, then by the time you get to the sort of second or the third review they get really in to the educational targets. I think you have to go through the holistic, what's happening, um around the whole picture at home as well before you can get to that level. That's certainly my experience of it. Um and they speed up as well because you become very ofay with what you're going to be doing, um not just from the point of view of the coordinator but also from the parental perspective. They know exactly as time goes on what it is they are supposed to be doing and people just come in and get on with it. And sort of put the comments on the walls and all the rest of it.

**EE – Yes, okay. So all the reviews have taken that same format where the papers are up on the walls.**

EP1 – Um, well on the whole. We done one, well I'm sure people have done different versions of it (pause) but I've done one in somebody's kitchen. Um, it was a looked after child as it happens and um that was a review that was at a kitchen table where the bits of paper were basically on the table and we did it that way. Um, I think the whole process is quite flexible. I

think others have done it using bits of paper rather than stick paper on the wall they've had individual sheets.

EE – Right, yes.

EP2 – We've tried to implement some of it into our early years and CDT which is our child development team meetings. We've tried to use some elements of it there but we've got way to go with that one yet. So we're starting to talk, use the language of person centred approaches so were using sort of the important to, how to support and all the rest of it but we've got a long way to go before we can run a review in that way. I think it's quite simplistic and I think people think it's going to be a lot harder than it actually is. I don't think, it's just something that you have to practice and you have to be quite firm because a few of the reviews I have attended have... um a lot of staff might say when you ask to talk about support they'll say 1:1 support. You have to break that down and say "ye hang on a second, what do you mean by that?"

EE – Yes.

EP2 – Um... so ye, I think with school staff it's a little bit of a change. I think for us, for education it's a bigger change than it is for perhaps social care.

EE – Right.

EP2 – Where I think they are more ofay with working in a far more sort of person friendly way than perhaps we have been in the past.

**EE – Right, okay. I was just wondering, you know obviously every review is going to be different, but just generally who has been attending the reviews?**

EP2 – Um... right, well usually if an Educational Psychologists been involved then they'll attend. Um, we've had social workers attend some of the reviews. Obviously if there's... if that child has got a social worker involvement or a looked after child we... I always have parents, I've never been to one where parents had never or refused to attend or couldn't attend. Well, others might have but I haven't.

EE – Yes.

EP2 – Um, and we've had speech and language therapists come along. I think, I think I've been in one where there's been an OT involved as well. So, yes, it tends to be, um we ... because the project I was working in was around my family of schools we've perhaps had more, um, more professionals attend those than perhaps further afield because they're more ofay with the whole system. We trained I think some of the physio's (SIC) and speech and language therapists we actually trained in PCP as well so they were very aware of the process and sort of on board with it as well.

**EE – Okay. I was just wondering if you... do you have to, do you feel that you engage in any kind of preparation for the reviews beforehand?**

EP2 – Um... ye I think, well what I think, I've got two hats on. When I'm coordinating it, no I can go in to co-ordinate a review then because I'm so used to running them now without having to think about it. I haven't got to know the child, I haven't got to know anything about it, because it's just the process, you're just managing the process, that's fine. I think if you're, if I'm the link EP then it depends really, I tend to, you know, I know what the posters are going to be asking and I sat and to be honest now I do think in those terms of person centeredness, I do tend to think, you know, what is this child's interest, how are we going to support them? So the whole, I've adapted... although I haven't written an appendix d for many, for a couple of years now as I've been on secondment. I adapted my appendix d to reflect the headings of person centeredness. I try to work in that way all the time so in preparation if it depends, if it's a child I haven't known before then obviously I... I may never have met the child before in which case there's very little I can really do apart from think in those sort of um, sort of... under those headings. If it's a child I've already worked with I may already have a one page profile or I already sort of identified what's important to, what's important for them then I'll obviously get that in my head.

EE – Right, okay.

EP2 – But actually, I don't think, there's no need for lengthy reports unless you actually want, unless you want to write a report on a cognitive assessment or you want to write a report on a speech and language issue then there's nothing stopping you doing that. But I think the whole thing it's about the process when you're in the room really.

EE – Yes.

EP2 - And also the fact that if you can't attend you might want to send something, but you can't be action..., if you're not in the room you can't be actioned. So um, if it's something you really feel you want to put, which is why we sort of looked at the online tool to see if we could kind of support that process. But never mind, maybe in the future with that one.

**EE – I was just wondering, like you just said, you feel like you've got two roles, what do you feel are your roles within that process then?**

EP2 - Um, I think I mean obviously if I'm the coordinator then it's my sort of job to make sure everybody understands the process and to, um... link the themes. So I'd be the one who would feedback, would look at all the themes that have been identified and feedback and manage the action plan.

EE – Right.

EP2- Um, because I'm the coordinator would take that role on and summarise the action plan. Take on board every viewpoint. If I'm the Ed Psych I'm part of the whole process so um, I would put on what I like and admire, I would put my, identify what themes I would want to bring out from there and I would work with the others then. So I suppose I'm more involved in the actual process as an EP. As a coordinator you tend to step back a little bit and I think for me, um, I don't know whether you could do both, you probably could but it's quite... I think the role for me falls to the... perhaps the SENCo of the school to run the meeting. I feel that sort of, a bit more, um... I don't know it just fits nicely within the school setting. Obviously in other

settings where, if it's pre-school or it's not in the school then there's different issues. And anybody can take the coordinator role on; I think it's quite a simple role to do but it's quite nice to sit on the side of it if u can but I think you can do both but I think if you can sit on the side it's nicer really.

**EE - So do you have to have specific training to be a facilitator/ coordinator?**

EP2 – Well you're supposed to yes. You're supposed to have um basically yes in order to run a review you have to have um training in how to use the review process and actually be quite ofay with the person centred approaches as well.

EE – Yes.

EP2 - Um, because I think one of the issues we have is people saying they run a review in a person centred way or saying its person centred when actually they are not using the tools and things that have been developed to get there.

EE – Right, okay.

EP2 – Yes it part, my personal feeling is it's not a difficult process but it could easily go wrong if you're not sort of trained in that way --.

EE – ... used to it?

EP1 – used to it, yes.

**EE – Okay, lovely. So you know what kind of information do you share, is it based on those headings like you said?**

EP2 – Yes there's the four headings, what's important to, what's important for, which we usually call "how to support" because it helps people to see the difference

EE – Right.

EP2 – Um, we do what's working, what's not working, we do like and admire which is obviously the very first thing. There's also an issues board so if there's anything that comes up that anybody wants to raise that perhaps doesn't fall under any of those headings then you can address that as well.

EE – Okay.

EP2 – Um, so ye you don't lose anything through it you capture as much as you possibly can in that meeting. It's just not... it diffuses, I've seen situations diffused as parents come in with, sometimes with real angst and real fight in their minds and, then because you've got this way of working, where you're... I think one parent said it was lovely to see this child's name all across the room because the whole room was dedicated to their child. Um, I know some reviews when they've been run in some of the special schools not in our county but in other counties they've actually had you know videos of the children, DVD's playing. You can make it, I mean we haven't got to that level yet because it's not as embedded here as it is in some other perhaps authorities and schools but actually that is a lovely way of working. You've got a

bit of planning to do, of course you have to get all that together at a school but um and then you've got the children can, we've all said that you can actually have the children serving squash and biscuits or whatever it is they want to, whatever is important to them to do.

EE – Yes.

EP2 – So, but we, ye we haven't, the thing with that it becomes a time consumption as well, there's a balance between how much is doable within a certain timeframe and how much you want to involve the child and I think as time goes on the children are becoming more and more involved.

**EE – Lovely. So on average um, how long do the reviews tend to take or do they all differ?**

EP2 – I think it depends; the first reviews I think are the lengthy ones the first ones I reckon would take about an hour and a half, possibly two hours depending on the complexity, that's the other thing, the complexity of the child. And how many people you've got around the table because the more you've got there the longer or the better it is though. Um but I think if you, once you get sort of really slick at doing it I think you can get it down to about 45 minutes.

EE – Right, okay.

EP2 – Um, but the whole process is not meant to be a rushed, let's get through as many as we can in a day kind of process and I think that's the problem. I think we've got a huge mind-set to change in that schools are very very busy, they've got all this being put on them by welsh government by other sort of um, strategic, national things happening, you've got data collection and they, you know at the end of the day they've got to teach the children as well and then were asking them to do a review that's quite a time consuming process. You can sort of, there's lots of tensions there that have to be worked through I think but I think I, you know, you can do it, you can do it, but you have to be care, it almost becomes like an automatic process and once you've got that under your belt it goes quite smoothly.

**EE – Lovely, one thing I was asking EP3 about is with..., you know despite having the headings do you feel that you can still bring that psychological contribution then, that distinct --?**

EP2 – Yes I think so, yes I think so. I..., it's quite interesting because I think it's in a way its like live psychology because um, I've been in reviews where parents haven't been able to read or write. Where the head- teachers have been very... because we do have head-teachers in quite a few of the reviews, for primary schools anyway.

EE – Yes.

EP2 - Um have been very thoughtful and very sort of... um thought on their feet really where they've sort of said ooh Mrs so and so could you please read that out to me. And it's... it's just a very supportive environment and I think we can... there's no reason why you can't have a psychological discussion around a particular um, issue if you feel under, I don't know, say for example under what's not working or whatever um there no reason why you can't, it doesn't prevent you from working as a psychologist at all. And I think the skills that we bring, because



we're very averse in that sort of, um, what is it, conflict resolution, sort of, sort of management you can diffuse situations quite quickly. And you can see why parents, or when they get sort of upset and concerned. Um and also, what is lovely though is when you see a difference between what the parents thinks is really important and then the child. So I think, the only thing I would say is I think it's really important, as much as possible to have the child in the reviews and the ones that have been most effective is when the child has been there.

EE - Yes, lovely.

EP2 – Although, saying that um I know some schools felt pressured into getting, bringing the children and they're not. Because if the child doesn't want to be in the review that's absolutely fine, that's absolutely fine. So it's flexible, you just adapt it however way.

**EE – Lovely, so do you feel, you know, like you said some meetings can be quite a lot of professionals do you get the opportunity to contribute everything you feel needs to be said?**

EP2 – Yes, oh definitely, definitely. Um beca... --, it's seems to, I don't know, it seems to reflect a very um, cooperative way of working and people aren't afraid to say oh I can do that or I can go and sort that one out or leave that with me. People seem to volunteer to do things, um and I suppose its human nature isn't it, because if you go to a meeting and you've got an action and an action comes out of a meeting that you've not been attended, you haven't attended, then you feel you know, you're not in charge of your own diary, you feel a little bit pressured, you feel a bit cross beca... --, whereas if you're there um and you, you just say to yourself, well okay, that's my bit of work I'll go and do it. Um, so I think it just reflects human nature better, it's quite a supportive way of working.

**EE – Lovely, one thing I was wondering is, you know like you said, sometimes you don't know the child who's review it is, do you still feel then that you're able to contribute to those different headings?**

EP2 – Um I tend to, if I'm acting either as the coordinator of a review of a child I don't know, or I've..., I mean I think in practice it's unlikely that the..., well of course it could happen, the EP could be invited to an IDP or PCP review, um or the initial meeting without knowing the child... um I tend to then say well I don't really know, whatever little Johnny or whatever, so um I won't put any comments on but I'll you know listen and reflect on what you're all saying. Um, or I might say, even though I don't know the child I've heard a lot about um, about them from other people or we've got documentation or whatever on them, it could be another EP who's been --, who's the person who's been involved in the past, then I might put some things then that I've gleaned but I would really --, I'd probably just say, I'll just, you know, I'll --, for this meeting I'll sit back and reflect on what everybody else is saying and then in the next meeting I'll you know become more involved.

EE – Yes because I was reading an article where an EP was saying they hadn't been involved but they'd learnt so much from the meeting.

EP2 – Yes, yes. Its again, you know if you read a report about a child, um its only, you know you can only take from that bit of paper what's on that bit of paper, where as if you're in a room and your discussing things and something might be raised as an issue an then somebody else will say straight away, um well actually that's been resolved or where looking in to that, then it's live, so you get so much information.

EE - A richer picture of the actual situation.

EP2 – Absolutely.

**EP2 - Um I was just wondering, you know, how do you feel that these reviews differ to the traditional, more traditional reviews then?**

EP2 – Um well there far, I think the atmosphere is far more pleasant, there's a lot of review I've been to in the past where people have gone around the table and shared the reports sort of just reading out reports.

EE – Yes.

EP2 - Um I think there's a lot, this really allows you to um think about, and I know we do think about the best interest of the child, that's part of the job, but I think it allows you really to --, really to think about um why it isn't being done and the reason for it. Um and I just think it's far more, its' far more cooperative and collaborative and brings the parents, I mean the parents, in one instance we had one um, mum, I mean you may come, you somebody else will probably mention this, the same review when you speak to them, but a young mum came in to one of the reviews, a first review and was very quiet, and very um, withdrawn, very concerned and um then as the reviews went on she become far more confident and as times gone on she's now, you know, emailing professionals herself and she's taken things on board so actually I think, I think it's a process where some of the parents sit in there and being told all the deficits about their child and this --, my child can't do this and my child can't do that and that's the impression they get. It's about what the child can do, because it's very positive language so it's; you never talk about what the child can't do. You might address that in an issues, on an issues board and sort of talk through the support, or through the how to support board but um, you talk about, it's a celebration of the child really and I think it gives parents the confidence to see that it's not all bad you know, there's lots of good things. And I think--, for them it's a huge mind-shift for parents as well, they're so used to having that battle.

EE – Yes.

EP2 - Um, an even if they say well he's not doing that at home you can say, well that's fine but he is showing those behaviours in school, he is tying his shoelaces in school, if he's not at home fine, how can we support you to help him to do that at home then.

EE – Okay.

EP2 - So I think um, I just think the whole ethos is far more, its feels very different, it feels very, it feels far less professional led and far more involving the parents and if the young person or child, if they can be there, which is even better then.

**EE – Lovely that just made me think really about, we always work in a person centred natured way anyway but do you feel that it’s, you know, changed your way of working at all?**

EP2 – Yes, definitely, I mean yes without a shadow of a doubt. Um, because sometimes I now think when I’m sort of, if I’m thinking about an intervention, actually what will this --, what will this actually mean, how will this young person or child actually cope with it?

EE – Right.

EP2 - Um and you sort of think about their interests and I know, like you said we do work in that way and we do try and work and find out what the motivators are and try and work out why but because there’s certain things that you may never have found out from a normal way of working if you, or a usual way of working.

EE – Yes.

EP2 - It’s not invasive but it’s just the tools and things that you use when you talk about routines and you talk to parents about things like that, outside of the reviews this is really now. You learn so much more about the whole family and the whole set up and that helps you to think about intervention really. They might mention something in the review that you were absolutely unaware of and it comes up when you do the--, when you put down the important to, you know you suddenly find out that the, I don’t know, the family pet is of great importance to this young person for whatever reason and then you can think, okay well if I do an intervention then I could think about using this so ye I think it’s really informative.... things you would never get out of a real formal, sort of, strict, sort of, um pen- pushing sort of review.

**EE – Okay, lovely. On that note, what do you feel are the advantages of this way of working then?**

EP2 – Um, well I think first of all, having sat around a table, where the child, obviously the usual annual reviews don’t tend to have the child there anyway, some do some don’t, um and I think it just, it just, it reminds everyone that there is a child in the middle of the whole process I think.

EE – Yes.

EP2 - It’s about this young person and what this young person can do and what this young person needs. I think it, it also encourages multi- agency working, um because we’re always, were forever chasing each other, trying to sort of ring up and find out who’s the speech and language therapist and all the rest of it. I know they might be in the annual review meetings anyway but it just, you can almost sort of talk through a solution, its very solution focused I think.

EE – Right, yes.

EP2 - You sort of talk through the solution whilst you're there and then you might sort of do some work together or somebody may go off and do something.

EE – Yes.

EP2 – But the action, I just find the --, because the action plan is a joint decided action plan where everyone's coming together it's not about filling in a form and saying, you know, this person will do this, this, this or we'll refer to this, this, this. It's not a referral; it seems a little bit when you're doing annual reviews almost like you going to it one end and you come out the other end, with more, with more things to do but not many problems solved. Whereas this seems to be you do it there, in the, you don't go... with problems to solve you get a lot of the problems solved within that kind of meeting.

EE – Right, okay, lovely.

EP2 – So I think that's a bit different.

**EE – Ye, ye. So they're the kind of the advantages, anything that may be, any disadvantages or things that maybe don't work as well?**

EP2 – Um, I think it's, its, obviously, the time element can, you know initially can be an issue. Um, I think that for some parents it can be an issue, I've had situations where I've had a parent say that they couldn't think of one thing they liked or admired about their child, which is awful.

EE – Gosh.

EP2 – So you know you have to work fast, bring the psychology in to it, you have to work through that you know. So there is that, that can happen and it's being aware of those kinds of things really. You've got to think on your feet a little bit. Um and it's not, it's not for..., It's, I suppose it's a change, I've lived and breathed it now for a few years, but for some people, I think initially may feel a bit uncomfortable because it's, they want to talk about the pain, they want to talk about the problems that their child, they want to talk, somebody actually said that, we had some feedback from parents after the project has ended and they were saying but I didn't want to talk about what he could do, I wanted to talk about what he couldn't do. And some, you know, you have to accept the fact that that is, the way they've worked for many years you know.

EE – Yes.

EP2 – So you know it is a bit of a change. Also, schools you know it's sometimes about what we can get in terms of support when actually we're not really celebrating the successes of these young people. So, um, but that's not the system itself, that's really the perceptions of the people who are in the room. I don't think there's anything wrong with the actual system; I think the system works very well. The language is very positive and I think, I can't, I see no reason why you can't adapt it to suit your own, you know, you're own setting or whatever but I think as long as you keep to that sort of way of working and putting the child in the centre of it all, then usually it will run quite smoothly.

EE- Okay.

EP2 – Um, ye, so I think, I think people have got --, are a little bit worried because they think, they feel it's going to fall to them as being coordinators but that in itself is not a difficult role either.

EE – Right.

EP2 - I think it's just a training issue really. I think we have --, there is a training issue then that's one of the disadvantages really in a way is that we have to get everybody across Wales eventually, you know, to be completely ofay with attending these reviews as professionals and also the number of people, who could well be the educational psychologist, um, chairing a review.

EE - Ye

EP2 - You know so, not a difficult role but it's just, you know, --.

EE - Getting people prepared for that --.

EP2 – Yes, de-mystifying it a bit I think.

EE – Yes, of course.

**EE – Um I was just wondering do you feel like there's more work involved from an EP perspective, less work or the same kind of balance?**

EP2 – Um, I think it's just different. I think, um I don't think there's a need for excessive paper work around it. There's no reason that you can't if you want to do a full blown report that's fine. I think it's more useful to have, um, documentation that supports you're thought process rather than documentation that's just filling under titles you know.

EE – Yes.

EP2 – Um, its ye it's because of, obviously with the changes there will not be appendix d's as such doesn't mean there's not going to be psychological reports, there may be other forms, or other forms of report writing that will have to happen, I'm not saying that. But I think, I think you can record it in a way that doesn't have to be word heavy and actually, you know, having written sort of 13, 14 page appendix d's in the past, you think what you wrote --. I think what it does is helps you think about the audience. I, you know, you think a parent has to read through that, a parent who's got literacy difficulties has to read through that. Because one of the issues that was thrown up about IT systems and things was well, ye but not everybody's computer literate, well not everybody's literate. And actually statements were coming out and going to homes and they're full of jargon and you know, parents who've got difficulties --. I mean I've read reports and statements and I've had difficulties deciphering what exactly it is they're talking about so heaven knows what parents must be thinking. So I just think from more that perspective, it leads you to change you're language and makes you think all the time about the audience you're writing for. Um and it's not about the filling in a bit of paper, it's about putting that bit of paper together supports the child and supports – so anyone can pick it up and say right, okay, this is what we need to do and it can as visual as you want it to be. I

have no issue with it being as, you know, as visual as you want it to be really. Not full of words unless you really want it to be.

(Laughter)

**EE – Yes, okay. Um that’s, you know it’s interesting, what part do you most enjoy of the review process?**

EP2 – Ummmm.

**EE - Is there one part?**

EP2 – I would say, if the child is there then its listening to what they have to say, I love it when they go and put their little stickers on to the bits they think is important to them and for them. Um that for me is, is and also because, it’s, they are confident enough to do it, it’s even those children where they’ve been really quite, um worried about coming in. You know, you don’t force them to do anything; you know you don’t force them to come in to the room if they don’t want to, but actually after a little while they get quite comfortable. I think that for me is the most --, I think it must be lovely for a mum or a dad to sit there and have professionals directly talk to their child and for the child themselves rather than talk to mum or to dad, which I think particularly if you have a child with a disability tends to happen. You don’t see past the disability, you speak straight to the parents, and actually this is a child who has got a viewpoint, and even if they may not have a verbal viewpoint, you know, you know you can try your utmost to get their viewpoint over. So for me that’s the most important bit of it, yes.

**EE – Yes. Is there an aspect then that you feel is most beneficial for you as an EP? Like getting information or is it the whole process?**

EP2 – I think its ye the information sharing. Um I think also it its I don’t know I think it’s the whole watching how people interact with each other and I think from a parental perspective it’s, the journey is interesting to watch. You know if you’ve been to a review, several reviews, they might come in in the first review very anxious, very worried, very concerned which is understandable and used to this process of where we’re going to learn about all things my son or daughter can’t do. And then they go through this this sort of transition almost where they come out the other end where it’s more of, as I say a celebration and I think that for me is really powerful. And I think as an EP a system that is so simple um but it’s a different kind of mind-set and it’s, you know, we talk about error – free learning, we talk about praising and positive rewards and all the rest but actually our educations system doesn’t do that. We are constantly knocking those children who don’t get this level, don’t get that level and why is that any different to, to, um, to you know, to a great big cross on your work really, you know. So I think the whole thing for me is just --, it makes far more sense, is far more in line with human nature and makes people feel good about themselves. So, it’s not rocket science but I think to do it properly you’ve got to be relatively skilled.

EE – Yes. To get those --.

EP2 – Yes to get those, and to come, it’s not just parents who’ve got that fight culture, you’ve got professionals who also have a very distinct way of working and they have very strong

viewpoints about um whether a child is a naughty boy or a... so you've got all that to go through haven't you as well you know to sort of try and unpick things, so it's a huge change of mind-set and some people will I'm sure do it over night and will be fine with it and others are really going to struggle because it's not the way they've worked for thirty years plus perhaps.

**EE – Yes that's interesting actually, I hadn't thought about that as a question but have you found it being a trainer, have you found it difficult to shift professionals mind-sets?**

EP2 – Yes, some. Some, um not all, some have been very good, a lot of health colleagues have been very positive, I think, ye they've been very positive, whether that's, I suppose different ways of working possibly. Um, ye I think in some cases it is difficult, we've had you know members of staff, school staff, authority staff who are um, who have their view points and find it very difficult to move from them.

EE – Yes.

EP2 - And I think there will always be those who will find it very difficult to shift. Um I think part of it has been... I think in a way the fact that it was a, with my side of things anyway, because it was a project in the first instance people sort of thought it was just an experimental thing,

EE - Right

EP2 - That would never really go anywhere and I suspect that, I'm still possibly thinking that might, people might think that. But I think they you know, looking at the white paper now I think it's becoming more of a reality and I think people are going to start to need to think actually we are going to have to change and the sooner we do it the better really.

EE – Yes.

EP2 - So, um ye I think it's not, I think it's a whole, it's not just the reviews, the whole person centred way of working, for social care it will be much easier because they work in that way anyway. Um, but I think for education, where we are weight and measures, um I think we've got lots of things to resolve, how we bring together the pupil tracking, which of course we have to do and pupil attainment with actually, we talk about well-being, we talk about the sort of softer, sort of focuses, this actually brings it all together which I think is a good thing but I think we've got some work to do about changing professional attitudes.

**EE – Yes. As you've been speaking I can see that its very child centred but have you found that all your meetings have been very pupil- focused?**

EP2 – Um, on the whole the ones I've been to yes I think... we have had circumstances where the old ways have slipped in and I've thought I'm going to a review to find out, I think on one occasion um a colleague of mine thought we were going to a PCP review and found out actually it was run as an ordinary annual review which was quite disappointing.

EE – Yes, yes.

EP2 – But on the whole yes, yes.

EE – Because I'm just wondering like you said, you know, are they talking about the pupils as if the pupils not there. Has that happened even when the pupil has been there?

EP2 – It has happened and actually I'm, where it's become more evident I think the professionals are pretty good at that in fairness, I think professionals are pretty good at acknowledging that there's a child in the room and that they, they direct their, um their, sort of any thoughts or any um, reflections they have towards the particular child, and they're very good at that. I think parents sometimes we've had instances where parents have spoken quite negatively about their children and their child is sitting next to them and that's maybe that's something, maybe that's something we need to do you know with, with getting parents more aware of this way of working. Or maybe it's something we need to do anyway because a lot of parents will speak about their children negatively in front of them and maybe something we need to do I don't know as a training issue across the board, nothing to do with if you've got an ALN or not, you know it's to do with you don't say anything negative about your child when they're sitting next to you because you know how damning that can be and maybe it's just that understanding the parents haven't quite grasped. Some of them are really good but you do get the occasional parents who you know will talk about and you just think well what if this child's got low self-esteem you know.

**EE – Yes. Have parents been trained?**

EP2 – Um, well that's --, not really. That's --, a couple of them were --, when we did a training for the schools, we did a couple, it was up to the schools how they did it, we had a couple of schools within our family of schools who went for the whole school training. Um and we trained all members of staff there and I think I think they did open it up to, in some instances we've had a couple of parents attend. Um and not just in these schools but also elsewhere. But I think on the whole no, we didn't really, we didn't really, we just --, it was time constraints more than anything else but I think that's impacting, I think it is important. Personally now I think what the authorities need to do is to have parent forums set up where they talk about, you know about the reforms and what they're going to look like and talk about and possibly show models of the PCP review again. You know you're not going to reach all parents.

EE – No, but to some. When I was speaking to your colleague she was saying that some, there's been an information sheet for parents created but she's not sure if all parents received them.

EP2 – Ye we had, we had, I mean my colleague who used to work here before she, Denise\* produced a, some inform --, paper information then for parents --,

EE – Right.

EP2 – To talk through the reviews but that was for the parents. They didn't have any formal training, if they, if their child was coming to a PCP review then they would be provided with that information so they knew what it was going to entail. Um so yes I think, it depends, it's really now for authorities to decided, how they're going to, it's about the PCP training now and how they decide to role that out. I think Welsh Government will have some views on that and



authorities themselves need to think about how they prepare for the reforms now. It's quite a large job.

**EE - Yes, yes I can imagine. Um so when the pupils, so are the pupils invited --, have they always been invited to the reviews you've been part of?**

EP2 – For the PCP reviews?

EE – Yes.

EP2 – Yes, yes, um I know that actually if, if, um the reviews are run completely person centred then it's up to the young person themselves to send out the invites. But we didn't, we didn't really get to that stage because again we were time constrained and um, but I think that's the way you would do it ideally you know.

**EE – Yes. So the ones who have attended their reviews then do you feel that they have had the opportunity to contribute and be listened to?**

EP2 – Yes, yes I think so and I think they, I ... most of the children, I think all of the children actually who attended the reviews were very happy to give their view point, put over what they wanted I don't think anybody went away feeling that they hadn't done that. I mean that's something that we haven't, we didn't, we didn't do any post review sort of discussions with any of the children but um, I think they quite like that way of working. Um and I think it demystifies things because I don't think a lot of the children... when I worked with children in the past they're not even aware that they've got a statement let alone anything else. So at least they think, if, we, you know we speak about it to them in that were all here to support them, and they may need a little bit of help with their work or whatever it they need a little bit of help with. Um and they are okay with that because it, it, it's not threatening.

EE – No.

EP2 – Where as they haven't got a clue what a statement is I don't think you know.

EE – No, of course ye and like you said especially if professionals are talking to them as well, it's going to help them to understand.

EP2 – Yes, and I think they feel, it puts them back in the driving seat doesn't it because um, they're so 'done to' through education at the minute, I mean, no children have very little voice really in saying, you know, what it is they really want to be doing. I mean they've got a national curriculum that's enforced upon them, they've got um, all these tests forced upon them and actually nobody really listens to what, actually what they, you know what they really want.

EE – Yes, and they get that opportunity then in that.

EP2 – Yes, yes, I think so, yes.

**EE – Lovely, So, on that kind of note then what difference do you feel it makes for pupils being involved in the process?**

EP2 – I think it improves their self-esteem. I think it makes them feel valued. Um, I think it gives them a voice. I think it allows them to talk about things they may never talk about in school otherwise. So, you know when it comes to the ‘important to’ they might discuss hobbies and things they’ve never discussed in school before. Um I think it puts names to faces because sometimes I don’t know that they will know everybody in the room because not everybody will have worked with them individually. Um... ye and I think, I think it gives that kind of cohesion that people are working together to support them. And I think in, as a child it must feel really fragmented when you’ve got this person’s name and that person’s name and this one’s doing this and this one’s doing that and they get very confused. I think it clarifies for them as well.

**EE – Okay. I was just wondering as well do you feel that it has a, more of a long term outcome working in this kind of way.**

EP2 – I think so, I mean, I, I, I would like to think so anyway. I think it puts the child, as I say puts the child in the driving seat, the expectations are realistic, you don’t set up expectations that the child can’t achieve. But I think it helps them to break things down in to achievable goals and it helps us to see what we need to do to support them to get those achievable goals. So it almost breaks this whole process down into small achievable steps really which I think is better. Um and yes I think so, it certainly, young people who have been, who’ve got person centred plans and um have gone through the process and now at the, with the transition phase or with our real opps [sic] teams I think they have really found it beneficial with the support they’ve been having. So I would have said yes, long term it’s a far better --, it’s because it’s realistic and it takes into consideration every aspect of their lives, not just their education. And also I think it puts the --, we talk about more able and talented pupils and I think it makes us realise that more able and talented can be in many, many different areas and I know we think of it as being educational or as being a good sports person or being a good musician, but --, or an artist but actually it gives the young people who, possibly would never fall in to that category, I think you can then highlight where they are more able and talented.

EE – Yes of course, yes. So it’s that confidence then as well and that self-esteem isn’t it.

EP2 – Yes absolutely.

**EE – Okay, um, I was just wondering where, you know, do you feel it’s kind of going to next, you know within the authority.**

EP2 – Um, I don’t not really that’s up to the auth... --, the managers to really decide. I mean obviously the white paper is out there, there’s plans for a new code of practice and at, from what I can gather a lot of that’s going to be based on, the whole reform’s based on person centred approaches. Um, so I think there, there are two aspects, it depends on the Welsh Government and how, what they decide to do in terms of raising awareness I think they, what they’ll probably do is, um, probably release guidance I should think on person centred approaches but whether they commission somebody I don’t know, what their feel is on that but as an authority we have, um, got I think it’s a 144 schools which we need to make sure are trained in all these aspect. So really for me I think the most --, although I can’t speak for the managers, for me the most effective way of training is to do whole school training rather than

bring in, we've brought lots of people out from schools, but I think you've got to get the whole ethos in the schools. Having gone to a, um ... meeting of, the UK person centred sort of, requested trainers gathering quite recently, colleagues there were saying for them where it works best is when you've got --, when the whole way of working is person centred, the whole authority becomes person centred so everything in the authority becomes that way which is fair enough because how can you, how can you, um really approach... how you work with children if you're not, if you don't do those things for yourself you know, so that's quite challenging as well. Um, but it's really it's, it's not, it's not a small task it's quite a considerable task, like I say it's not rocket science, it's quite, it's not a difficult approach but you've got to make sure it's done properly so we need to make sure there are standards, across, across, um, across the authority and across Wales. Um, and to make sure that there's competencies in it and that maybe eventually ESTYN perhaps will, it will fall into the ESTYN framework, I can't see why it shouldn't really because --, or a quality mark type thing. I don't know but I mean there's lots of things, one of the ideas is possibly to have, perhaps a flagship, have flagship schools around where they can actually be used to train other schools up.

EE – Oh, okay.

EP2 - But I don't know which way the authority will likely to go on that one.

EE – I'm not sure if it was you were saying or EP3 that it's also moving to the younger children and the older children. Hopefully that's --,

EP2 – Well the makes sense to, to work with the pre-school children because if you've got, if you've got an IDP in school 0-25, um then to get the system embedded within the early years is --, where they have had IDPs coming through, it makes more sense.

EE – Yes.

EP2 - ...but you've then got health and social care professionals who also need to be trained up so it, it again it depends on where the focus of the authorities are going to be. Um, and we, ye we'll have to sort of wait and see on that one I think because it's, it's sort of outside what I've got any control over (laugh).

EE – Yes, no of course.

EP2 – I know what I would like to happen but that might not be, what --, how it would --, we'll see.

**EE – Yes, and I was just thinking as well, you know with the, the fact that, like you said it's a collaborative action plan do you feel that is beneficial the more people do what they say they're going to do?**

EP2 – Yes, absolutely. And because it's got strict time scales, I mean you, you don't put down ASAP you put down a particular date and actually the coordinator, there's no reason why the coordinator shouldn't chase that person up if possible, you know, if needs be. Um, but by as that date comes up. But actually when I, when I've been involved as a EP and had an action I've kept a check on what it is I'm supposed to be doing and I always make sure that I do

because you know, your accountable, it's there on the date for --, and actually that's, that's --, its far many, I think that's one of the big advantages of this review again compared to another review, quite often I've seen review documentation that have said um needs to be referred to the speech and language therapist or needs to be, needs to be --, or speech needs to be contacted to see 'blad bi blah blah' but it doesn't say who's supposed to do it. So actually, the next time when you come to the review some of these things haven't been done because nobody's name is against them and this insists that you have to, you take account, you know it's your, you've said you can do it, it hasn't been put upon you, you haven't been forced to do it so therefore you must do it. So I think that, I think it develops, um, sort of professional ethos and professional respect really because I think the fact you're not telling somebody they have to do something and their , their , volunteering, makes it feel so much better --,

EE – and they're taking ownership then of that action.

EP2 – Yes, absolutely.

EE – Ok um finally I just wanted to ask, you know if the pupils say I don't want to attend the review how is that information shared?

EP2 – Yes, that's fine. I mean if they don't want to attend, and I think that was a bit of a problem with the project, in the, in that some school, not necessarily in this authority, I think it was across the eight authorities, some schools were under the impression that they almost had to sort of, you know drag the children, kicking and screaming in and we said, we said, no, no that's not the case. I mean you, you've got all the tools for person centred approaches, the schools who were involved in the projects were all trained. You can use those to work with the children, you can bring to the meetings the 'what's important to', 'what's important for' and somebody can act as the child advocate and put that forward. You can have somebody independent if you wish or it can be a member of school staff or it can be somebody else. I mean, advocates would, who's independent, would be --, is probably the best scenario because obviously you're trying to get the child's viewpoint as best as possible then. But there's no reason why the child has to be there if they don't want to be. I mean that, some children will never want to be there, some young people will never want to be there. Um, but others will so, um, so ye, ye there's --, you don't have to be there --, (undecipherable word).

EE - And sometimes they bring the one page profiles in then as well, to share?

EP2 – One page profile, yes, one page profiles yes, because exactly and um ... again we reinforce that the one page profile has to be developed with the child, there's been, there's been a problem I think in some areas where they are one page profiles, but the school teacher, or class teacher has made up the one page profile and that's not a one page profile that's just a visual IEP almost then. And even in the IEP they should be involving the child anyway.

**EE – Yes, yes. I was just wondering, I was reading up and in some of the reviews I've read about then the pupils brought a friend with them. Has that happened in any of yours?**

EP2 – I haven't I haven't had a friend, I don't think so I can't, I can't recall anybody bringing a friend in. That's fine, I mean that's absolutely fine.

EE – I just thought that that was really interesting and a lovely way of doing it.

EP2 - I mean, you know, we, we parents quite often bring, you know, family, family member don't they, you know to reviews and or they might bring somebody as an advocate. So there's no reason why a child, and actually we've talked about when we've thought about training, we've thought about okay if this child is um it's important to the child that they play rugby and should the rugby coach be involved, you know you don't know what --. I mean it's one of those things of should they, are they part of the review, or again that's the accessibility of it, I think it's up to people to decide and the child, the family to decide who they're comfortable having in the review and also the confidentiality issues of you know, that basically what's discussed doesn't go beyond those four walls and that sort of thing, but if that, if the rugby coach has the biggest influence in that child's life, a positive influence then why should they not be there? So it is, is open up --,

EE – Flexible?

EP2 – Yes. A different way of thinking, things you've never thought of before you know, a drama teacher perhaps, a particular teacher in a Secondary school who would never be in an annual review but is actually had the most positive impact on this child's life.

EE – Yes, I've never thought of it like that before.

EP2 – It just, you don't really, as you go along you sort of think, you start thinking about, well actually, or you start thinking about scenarios around children and you think about who is the most influential person in this child's life or interested in this child's life and suddenly you start thinking it's not the class teacher actually, or it's not the mum, its actually this person here so we need to bring this person in --.

EE – And it's the "important to" then is where that information would --.

EP2 - Yes, and that's the flexibility of it, I think in the past when we did things you know strictly with the professionals and all the rest of it you miss the people perhaps who really could make a difference, it could be a big --, it could be an older sister, it could be who knows but, um yes.

**EE – Wonderful. Lovely, is there anything else that I've missed that you think --.**

EP2 – No I think we've talked, ye, no I think we've covered everything about the reviews, yes definitely. Um we've got perhaps some paper work um on, um that we developed on the reviews which you, which I can let you have.

EE –Okay, lovely,

EP2 - I can forward that, just the one we give to the parents talking about the process. It's not a complicated process but the most effective ones are the ones who, which are, you've got a skilled coordinator basically and I don't mean just skilled in sort of running the review but also in, sort of intervening and diffusing and all those kind of things. Um, so for me, I mean psychologists are well placed to do the reviews. But I think in schools it makes more sense for

it to be the SENCo to chair and then--, but then who knows, it's all sort of, it's quite flexible so we'll see.

**EE – That's interesting actually. So when you've been a coordinator and you've also know the pupil do you feel you can still contribute to the meeting?**

EP2 - Yes, absolutely, yes. I mean you've obviously got --, because its objective I mean in the way that people identify the themes themselves so, so, you that's yes so its relatively objective, you don't impose you know your views. That's the whole thing you know you can write down what you like without imposing you're viewpoint on anybody else. You might disagree but it gives you that sort of safe forum to disagree almost so it's not such a thing as well I completely disagree with you. You can sort of, sort of unpick it and see why --.

EE – Go through the discussion.

EP2 – Yes, why is there a disagreement, ye absolutely.

EE – Brilliant, thank you ever so much.

EP2 – That's okay.

### Transcription EP3

--. **Cut Across**

... **Brief pause in the sentence**

(Pause) **Lengthy pause in the conversation**

(Laugh) **Nonverbal sounds**

#### **Interview 3**

**A semi-structured interview was carried out with Educational Psychologist 3 (EP3). The interview was held within the Educational Psychology Services' office. The interview was carried out by Emma Emanuel (EE).**

**EE – Just to start then, if could you just give me a bit of background about the kind of reviews that you've been involved in then, the different ones that you've taken part in?**

EP3 – Okay, I really only one, um, uh, but it was for three brothers. Um, triplets (laugh)

EE – Oh wow.

EP3 – So, um, it was quite complicated because we had to think about each child individually. Um, but we did do them on the same day because it meant that all the key people were there. So, ye, because I'm --, I was --, because I'm the principle I don't normally do casework so that's why I've not been involved in very many. But I was, covering for the link psychologist for the observation and assessment unit. So, the three boys who um, um, all appeared to be on the Autistic spectrum to varying degrees but we were looking exactly in that time what their needs were more closely in the observation and assessment unit. And then the um person centred review was held um, coordinated by the school but also supported at the time by the um, Denise Davies\* who was working on the complex needs project at the time. Um, because there is it was two years ago and it was a time when um schools had had some training if they were involved in the pilot and were also being supported to apply quality assured process. So I was there as an um, the link educational psychologist.

EE – Okay.

EP3 – So um, that's the only, um, sort o working person centred planning review meeting that ive been in.

**EE – Okay, so who else was in that meeting?**

EP3 – Okay, Denise was facilitating, um, the SENCo um for the school and two class teachers, um, the teaching assistant who also knew the boys as well, um the complex needs officer attended, um the paediatrician wasn't able to be there, the pupil progress officer, that's somebody from the local authority who works in Inclusion, um attended, um the speech and language therapist attended, I don't think we had the Occupational Therapist um, there although we did have a report. Um, is that, mum attended, um, I think that was everybody.

EE – Gosh that’s a large group then there which is good.

EP3 – Yes, quite a large group.

**EE – Did you feel that because it was a person centred review, that maybe more agencies were involved or do you feel that that’s the norm anyway for that kind of review?**

EP3 – Um I think more agencies were involved because of the nature of the children’s difficulties so um, um, they were aged 4 I think. Um, so um, thy had been picked up through the health process and had been planned for early, before they went in to school through our child development meetings which is health led paediatrician coordinated so normally there complex needs and um likely to have SEN when they start school so um some of those people had um been part of that early planning before the boys came into the observation and assessment unit. I find from that process that um the educational psychologist got involved in doing pre-school assessment work and then made a recommendation for them to attend an observation and assessment unit. So that we could become clearer about their needs and um whether we should place them in special provision or mainstream and then if in special, what type. So um the other thing that had happened was that, um, the specialist health visitor that wasn’t at this meeting but was at previous planning meetings had been trained in person centred planning approaches and had worked with mum to help her to contribute in the child development team meetings that we had had earlier. So mum was already a little bit prepared in that she brought one page profile information in to the meetings before coming to this person centred review meeting which was held by the school because once that process hands over, as to who coordinates once they are in school. The school will take, um the coordination of reviews forward.

EE – Right.

EP3 - So um, so mum had had some preparation with this specialist health visitor around one page profiles and had said to us, I was in a child development team meeting the first time I met mum and she said that she had felt that that meeting was very helpful, that we had listened really well to her and that we, we, she had a chance to talk about each of her three children individually. Um, and that the person, the one page profile had really helped in that process.

EE – Lovely.

EP3 - So that was the sort of um involvement before in the sense of using person centred planning approaches for meetings. Um, but then when professionals were working with the boys, um in the observation and assessment unit I think they were using person centred planning tools to gather information to record, report, in report writing as well. So there would have been, there were assessment reports that informed the review meeting that were circulated beforehand as well. And then most of the professionals were able to actually attend the review meeting as well. Not all.

EE – Oh, brilliant. Um, so did it take the format of um, as I was speaking to the SENCo’s about where it was started with the like and admire, is that the format that that meeting took?

EP3 – It did, yes, yes, it did.



**EE – Ok, I was just wondering did you feel like you needed to do any preparation before the review meeting? Did you have to complete any forms or do anything?**

EP3 – I didn't have to complete any forms but I had done assessment um and written consultation records on the three boys, so um that was used to inform --, um so I didn't have to do anything that was outside my normal practice.

**EE – Okay. Um were you kind of involved in, like you said, that mum had already received some kind of information on person centred reviews, were you involved in kind of supporting her with any of that preparation for the review or were you, just attended that meeting with her then?**

EP3 – I didn't, not in preparing her for that meeting um but I had met with mum um when I did my assessment work, when the boys were in the observation and assessment unit then. Um, I met with mum as well each time to get information from her and to share information and she had copies of the records as well. Um, so, uh, with regards to ... preparation I think the school would have um ... spoken to mum about the format of the meeting, um and what to expect. Um, but I don't know that they did anything additional to or give, gave her any um, I don't know if they gave her any written information. From the project we had, we had prepared --, the local authority had prepared information sheets for parents on um, process, but I'm not sure whether mum was given that by the school or not.

**EE – Okay. Lovely. Ok so you said that you didn't actually facilitate the meeting so what did you feel your role was then within the meeting?**

EP3 – I was a participant (Laugh) and um took part in um information sharing from my perspective from the information, assessment information that I had. And, so um, we completed, everybody in the meeting completed um flip charts that went up around what we liked and admired about each of the children, um we completed information about what we felt was important to and important for each one. And um, also what was working, what we felt wasn't working so well and also um, we spoke about any --, had a flip chart where we could identify any challenges. So my information was based --, in putting that up, was based on the assessment work that I had already undertaken. So wasn't influenced by what other people were presenting or portraying at that time because we all did that at the same time and then we came back in the circle to then be taken through and have a look. The other thing we were asked to do was prioritise um uh, we had dots that we could put on what we felt were the most important pieces of information in taking forward a plan.

EE – Right, okay.

EP3 – In taking forward an action plan. So um, again um, with a lot of people there was quite good use of time in fact that we were actually talking about three different children.

EE - Yes

EP3 - So um ... and then um, the chair then asked us to look at each one, in each in --, very importantly he asked mum to give her view on what he thought about what, what she saw on each of the flip charts. I think mum um, I think there was a lot of agreement amongst mum and

with professionals about the things that were important um, the things that were working um, and at that point the big question really was, what next in the sense of planning for um, long term educational provision because the observation and assessment is only a two term, can placement --, It can go on longer if the process takes longer to finalise but it's only a short term placement so we knew that in the review that that was it was a transitional planning review and um I'm sure that um, because we knew that at the beginning that focused what everybody, um ... you know was putting forward really.

EE - Offering.

EP3 – Um, and so for mum I think she could see that there was agreement that she could also see and she was pleased, I think she mentioned that you can see that my boys are all different and although they've got some overlapping needs you can see that the difference is.

EE – They are all individuals.

EP3 – Yes. So...

**EE – Did you feel that it was quite a reassuring process for mum then as well to kind of see all that information and to see that people were listening to her concerns?**

EP3 – Definitely, definitely. I mean she said so. Um, I think for this mum it's particularly and one of the things he said was that it's difficult for her to have to talk to so many different people about her three triplets so there all the same age, there all different, and um, uh she found and she has to go to lots of meetings and she also has to manage three young children with quite challenging behaviour at times. So I think she also said shed found it very sort of good use of time um, and I think the fact that everybody, nearly everybody could be at the meeting was helpful as well. Um, the pupil progress officer it would have been the first time that she'd met that person but I think that was reassuring to mum because they're the person that would make sure that certain things like transport were arranged in the local authority, admission processes were followed through and so on. So... yes, I think I think for mum it was, um ... the feedback she gave, in, in the meeting and at the end of the meeting was that it was very helpful.

EE - And it sounds like there was relevant agencies there then as well for her to kind of ask questions and to kind of sort out that action plan.

EP3 – Yes, yes.

**EE – Brilliant. Um, I was just wondering did you feel as a psychologist, you know, that you were still, despite having the headings, that you were still able to bring that psychological distinct contribution then to the meeting? Do you still feel that you were able to do that?**

EP3 – Yes because there was a ... questions that need to be, for one boy there was something to be teased out really and there was um discussion amongst professionals about how we saw, um, that child and that child's needs in particular. Um, uh, they were very different, they had very different cognitive um, profiles, um but also they had very different sensory profiles as well. Um and it was really teasing out what are the main barriers to their progress and can we

say that how they've done on a cognitive assessment is going to stay the same if we were able to um, help them to engage in learning better in their environment better would we get different outcomes? So we so certainly we had that discussion and that was, I feel that that was my contribution around a psychological understanding of their cognitive needs. I feel that that was very helpful to mum to hear as well because I think she um ... she had a few um, that that maybe the child that seemed to be doing the least well actually had some unknown potential.

EE – Right, okay.

EP3 – So I think it was picked up by different people um, and um, yes I mean the actual decision was around placement as well um, were, was something where we professionals needed to put forward their view, um and shape the decision for mum and the authority because one of the lads you could have, um met the criteria for severe learning difficulties. None of them had yet been formally diagnosed as being on the Autistic spectrum they were still going through that process. The waiting list with health leading on that multi-agency diagnosis --, in fact the paediatrician had been very circumspect in the beginning and had said, you know, he didn't feel he wanted to rush them forward, he thought that there was complexities. The fact that they are triplets, they have an older brother and sister in the family and looking at, all of their behaviours looked as though they were --, could be on the Autistic spectrum but acknowledging that maybe they had picked up behaviours from each other.

EE – From each other, yes.

EP3 - So there were lots of psychological um, aspects to have a view on, to tease through, um, amongst you know to give a view amongst other professionals as well. Um, and um, we were able to do that in the meeting. I mean it was there in our report but then there was the differences and um, um, so we were able to discuss the differences. Myself and um, one, one of the boys, myself and the speech and language, um assessment were bringing slightly different information...

EE – Right, okay.

EP3 - ... so there was that professional discussion and then the “well yes, yes, this could change then” that agreement was reached in --, a professional agreement was reached in that meeting. We might have had the opportunity to meet and do that outside but in actual fact we hadn't so that was the first time we'd had that opportunity and we did have that conversation. Um so in the end um, the mum was very clear there was thinking that at least one of her triplets had the potential to perhaps over time move towards mainstream education.

EE – Right, okay.

EE – It was unclear about the two others. Well we didn't rule that out but one boy was certainly progressing faster than the others and engaging more um in his social and communication. So um, mum felt that she wanted them to be placed in the, in special provision now but she wanted those opportunities and she didn't mind if we didn't have a clear diagnosis around ASD and that we took some time with that.

EE – Yes.

EP3 – If they um were met in um, sp --, class that was mixed with severe learning difficulties and Autistic spectrum. Um so that was the outcome of those discussions but they were quite important discussions about, okay what's important for each child and what's working, what do we need and what are the challenges. Um, because certainly for some, two of them there was still quite a significant challenge around their sensory defensiveness and bringing them to engage in the learning environment.

EE – Yes.

EP3 – Um and also one of the challenges is for mum to manage... three...

EE – Children with, --, children on the, ye...

EP3 - ... potentially all on the autistic spectrum. So, I mean, I had already... in my thinking identified that each of those triplets were on the autistic spectrum. I didn't think it was a behavioural

EE – Yes, yes.

EP3 - ... um, issue, but... definitely that they had different degrees of barriers to engage in learning so um

EE – So working through that process, like you said had been good then at actually finalising that action plan then and looking at the ways forward.

EP3 – Yes.

**EE – Okay, brilliant. I was just wondering like you said you'd met the children previously, did you feel that you had info or new them well enough to contribute to each form that was up on the wall? You felt that you had enough information then to do that?**

EP2 – Definitely.

EE – Lovely. So did you--, you felt that you had the opportunity, by the sounds of it to contribute as much information as you felt was relevant in that meeting then despite having a number of professionals there you were still able to give your information.

EP3 – Yes, yes, especially because I think, I think if we would have had, that meeting three boys and we hadn't had the flip chart situation where we could all go, I think that meeting would have --, I don't think you could have done it in one session. We did it in a morning, it was a longer, perhaps a longer meeting than a normal but it was three children. And no I don't think --, and I think it brought people to think, talk about what mattered in the sense of moving forward um ... quite quickly, because everybody had at the same time put key information forward and it was up there visually and you could refer to it.

EE – Yes.

EP3 - Um... and certainly you know I keep coming back to it mums involvement being --, her being able to say that's really important for that, that boy, my boy, this one and perhaps... to be fair it was a very good opportunity to consider the three together because mum's um, needs as a family was um, she, the last thing she wanted was for all of them to be in different schools because logistically for her to manage that was going to be more than she could think about.

EE – Yes.

EP3 - So um, ... so the fact that we were able to consider each boys individual needs but also as a group and as a family through that process I think was really helpful as well. I think person centred planning approaches makes you think about that, that's the standpoint that you're --,

EE – Taking...

EP3 – ...coming from. And the bit about what's important to mum, what's important to the teacher what's important to a professional who's seeing the speech and language communication needs in a particular way or psychologists who's trying to look at the whole development.

EE – Yes.

EP3 - Ye, no, very ... very productive meeting and approach I would say for this difficult challenging circumstance really.

EE – Yes, yes, of course.

**EE – I was just wondering, you know did you feel like, you know, what kind of aspect then makes this process unique compared to the traditional reviews then that you used to take part in. Do you feel that there's anything that really makes them, you know, distinctly different then? Is it the person centred nature?**

EP3 - I do think, I do think the person centred planning approach and, and tools that we use um, I think you add in the things that you used to do um, but I think that um, you start from the perspective of the pupil or the child or the young person and look at the things that you may otherwise not have considered.

EE- Right.

EP3 – Because they're actually important elements for the young person and I mean are you, --, um, in my consultation work I always had in talking to a child or a young person always what do you like, what don't --, what do you like to do um, now, yes so you pick up some things from there but the bits about maybe what's important to you um, adds in things that um, I mean do, you do I would do family, who's in your family, have you got any pets and normally those things open up but you can miss those things. But if the child says to you yes it's really important that I see my dog when I go home and spend some time with them in the garden, um ... that's what I like to do and actually when you look at that, well why is that really important to that child and you can see how that's really beneficial and may meet some of the needs as well.

EE – yes, yes.

EP3 - And some of those things are things are at home which don't, are very important which don't always, can get overlooked... if you're thinking about them if you're thinking about them in the context of supporting them in school. So I do think, um starting from ... what's important to them um, probably ... ye, adds a richness and um ... a ... and probably shapes actually the outcomes. Um same thing for when parents are contributing um, ... I think it's a really powerful I mean I, again I would to work with parents, parents know their children really well you pick up a lot of information from them. Um, but you --, in consultation when you're looking at things not working and not progressing very well sometimes you can --, with parents they can talk to you a lot about the things that aren't going well, again this makes sure that you get good balance in the things that work, the things that are important to... and also what--, how a person sees what's important to support the child as well. Um, and um, so I think you get to a lot of rich information about the strategies, approaches that are going to help.

EE - Yes

EP3 - And you can work with that. Um, and the fact that other people have identified them um, as a psychologist, you know, you do work with what other people identify but sometimes you're putting on the table approaches which aren't going to necessarily fit very well.

EE - Yes

EP3 - And if they're not going to fit then there unlikely to be done.

EE – To be carried out.

EP3 – So again um, um, and very quickly you get lots of people, if you've got a lot of people in a review you get lots of people's perspectives and you can see which ones come up quite often um, and normally, you know they're going to be really important elements but then there's one or two that only one persons mentioned but actually that could be a really important element as well. So I think, I think I don't know one of the things I think we have to be careful about when we prioritise with our stickers, what we think are the key things, um yes they may be key um we need to make sure they're in the plan but I think we mustn't lose sight of everything that's been --,

EE – Mentioned --,

EP3 - Mentioned because sometimes I think there's some real.. powerful --,

EE - Information there...

EP3 – Yes, yes. I think so. Um, how different so, so it's different in the quality um, perhaps of the information that you can get in a short time. Um, it's not always easy to get everybody around the table, uh contributing in the same way. Um, I sat in lots of meetings before where you might have quite a number of multi-agencies with the parent um, ... we must also, go round and say our bit um but there isn't as much discussion and synergy around you know working out the full, the next steps and we, what we do together. I think, I think that's probably a difference when you come to action planning, um your i think what happens just

before your action planning is um, ... there's a bit more of shaping each other's thinking together and some discussion around that before agreeing on the action plan.

EE – Yes, yes.

EP3 - I think there is. Not, not, I'm not saying that it's not possible in other multi-agency meetings in different styles but I think this lends itself well to that.

EE – To it. Okay, lovely. That kind of leads on to just what do you feel are the advantages of this way of working? What works well as part of person centred reviews?

EP3 – Um, kind of some of the things that I just said. Some of the elements of the information that's picked up I think are very helpful. Um, um, certainly I think I do think I haven't had a lot of experience but I don't think that this mum felt very empowered felt listened to by everybody, felt that she could get over the differences about her three boys and felt that we recognised them to --, took that in to consideration and built on that. Rather than we just told her I do, I do think that the starting point that she with the one page profile was able to say there's lots of similarities, and differences and here they are.

EE – Yes.

EP3 - Um, um and I think that's very important to the parents trust because she aid at the , at the, not at this meeting but at the end of the child development meeting I feel that I can trust you

EE - Right, okay

EP3 – So... um, is a strong thing to articulate, I haven't heard many parents say that to a meeting.

EE - Yes

EP3 - Um, so I think that's what it adds, I think um, I think parents feel different about these, this and i think it's the person centred approach and the tools that we use and the way we build the information. And then I think, you know, coming to the review meeting um and again how ... the chair ensures that actually from checks with the parent because these are young children, if the child was there checking with the child as well um, that this is um, ... what, you know we are staying with what's important...

EE - Ye

EP3 - ...to you and your family. Um, and um because you've, because the reviews got a particular transitional focus and it's planning, for this one it was planning for education, but um ... you know it might be planning moving on to school, it might be planning moving from primary to secondary, but it might just be planning next steps to make progress depending, its quite... it can pick up what other key issues as well and the key, the most important things that we need to be thinking about. Um, and I think again that's very reassuring for, um parents um,

that the people that know their child can all contribute to that. And that they're really part of, key part of contributing to that as well. Other advantages, it's an advantage if you can get everybody around the table then I think there's an advantage in shaping um ... the action plan well, um also in hearing different professional perspectives I think you add to your own picture of the child and the child's needs and what will help. Um or what's possible, or what directions you might go in to target the next steps. Um, and I think that's helpful for professionals to hear as well. So I think we're all learning in that --,

EE - ... from each other.

EP3 - ... in that process as well. Um, and um, I mean I do think that's a challenge is to get all the key people around the table at the key times.

EE – Yes.

EP3 – Um, but I think if you can do that then that's a real advantage as well. Um,... for school I, I think there's quite a bit of validation as well about what, what each one is doing and contributing and the fact that we've got things that --, what's working up there um ... there's a lot of validation about oh that's good and we can do more of that then and what's not working then is where --, you problem solve that then, you either, you either link it in and say well that's not working so we don't need to do that, what do we need to do differently or is it not important, do we not need to do it?

EE – Right, yes.

EP3 - Um so, the actual ... questions that we ask I think are really, are really helpful to um helping us decide what do we need to do. I think ... for me um, as well and I, and I would like to test this out with more experience over time with lots of different reviews but I think there's a real potential to not have too much in an action plan. Um, but to --, actually what's written in your action plan are your key things that you think are really going to need to be done to help that child make progress or to move on or um... Um, but you don't have to have everything there because its behind and it's not lost as well. So um sometimes in a meeting or say in a, a statement you've got a long list of things that are recommendations, approaches that you might you need to be considering putting into place. Um, and sometimes you know you need that distilling process of okay is that going to work, is it working, is it working together, is there one thing that can do all four of those things really well for this child. Um it's not working so how might we tweak it using what --, is the child, is motivating for the child or is important or other thing you know mum at home, is it important for her so... um... so I think um, I think ... you can really focus down in your action plan on some things that really matter and therefore if you can do a few things really well that really matter, a lot of the other elements will follow on--,

EE – Be addressed?

EP3 - be addressed, yes, yes. Um, but again I sort of thing and that's my experience in this, in this, in these three but it needs to be tested further. Um but I think the process leads us to that.



EE - Yes, yes, I agree.

EP3 - And all the assessment information is there for people to read and refer to as well and go back to and review, um doesn't have to all be done and gone through in the meeting down to detail.

**EE – So you know your report then the other professionals would have had a copy of that and would have had a look at it before the meeting?**

EP3 – Yes.

**EE – Oh right okay so they have all that information as well?**

EP3 – Yes, but it might have been the first time that they had a chance, if we had a difference of opinion to work that through, yes.

**EE – Well as you were saying one of the challenges is like you say getting everyone around the table, I know you've only done these three, but have you seen any other challenges or disadvantages in the sense to that way of working?**

EP3 – Um, (pause) that is the real challenge (laughs)

EE – It's just getting everyone together? (laugh)

EP3 – Yes, yes, I can imagine it was it could have been really helpful to have the occupational therapy representative there given that um, sensory processing issues for one of the children was the main barrier. So too have had perhaps a little bit more of a conversation around that um I think you know, there was, there was enough expertise and knowledge around the table anyway, you know we could still address it. But um, um, ... I don't know maybe we would have had a few more actions for that particular child around that which we didn't have so I do think you might miss by not having the professional there... It doesn't mean you can't go forward but it does mean you may miss a really helpful --,

EE – Contributions?

EP3 - Yes and decision that are actions that are agreed as follow ups. Um, any other ... the --, I don't know, another thing I think I haven't been able to see that through long term because I was then not the link anymore and in fact the boys moved to a different provision and um, but I don't know EP5 who, they're in a provision that she's with now so I don't know if she's been involved in anything since but I think my question would be um, ... if reviews are happening six monthly or annually um, what's the quality of what goes in between if there, if we've still got complexity and were still needing to review and refine our section plan to make sure it's as effective sit needs to be um, you know how well does that happen? Um, in the interim if you like until there's another next big multi agency review, I mean it should, it should work and happen quite well but um, I guess that's the test really because how does that information transfer over to another set of --, a new school, new set of teachers. Um, hopefully it's there and they can pick it all up and run with it well but I guess that's a question about the transferability of what is recorded.

EE – Right, okay.

EP3 - Because the action plan um, um ... I think a lot of the learning is the in the actual process, a lot of the thinking, developing thinking in the process, which not be recorded uh, overtly.

EE - Yes

EP3 - Or it might be looked at by a new person and thought about differently.

EE – Right okay, yes, yes.

EP3 – Um, so the question about how that translates if it's, if it becomes a new set of professionals and schools. I mean obviously the common denominator in that is mum in that and there will be maybe a few of the health professionals that remain the same. I mean you wouldn't, wouldn't, norm --, wouldn't transfer in to a new setting that often but sometimes that's what we're planning, we're planning the transition. So, um, what we didn't have at that meeting because we weren't at that point was the people, we didn't know where --, the decision hadn't been made about where they were going yet. This was this to help and inform the --, and shape that. And then we did shape that and then we had to put them forward to an admissions panel for them to gain a place. So we couldn't invite or we didn't invite the school that then received them later on.

EE – Right, okay, yes.

EP3 - So, so just questions like that then, in the sense of um so what would we do, would you just leave that up to the school and the parent to share that information over or ideally would you have another review meeting just before they transferred or once they've transferred. There's nothing to stop you having a review meeting in the way of professionals who've previously been involved could --, particularly key professionals like school could be part of that discussion, a fresh discussion again. So, yes, again that's just sort of raising a question, thinking through um on this particular experience. Um but I've got quite a lot of hope that it would give, would give some information.

**EE – One thing that I was going to ask, you know do you feel that this process lends itself to not better long term outcomes but you know for those outcomes, like you said because everyone agrees on the action plan do you feel that it's more likely then to have longer term outcomes and to continue with the process then?**

EP3 – Yes, yes, I do and thinking about the thing that should really inform the placement well is the one page profile information because you know that can be updated as things change for a child and um you know that doesn't need a full blown person centred planning review meeting so the tools that follow with the children as part of this person centred planning um, which share really key information very quickly but I'm just thinking about an action plan then and what's important to really work on with them, with each of those pupils is how well that's understood.

EE - Yes

EP3 - Therefore, um, implemented in a new setting if they haven't been part of that review just beforehand.

EE – Yes I can see that's something to consider isn't it is how that process continues then in a new setting with new staff.

EP3 - Yes. I mean I think they have continued but um, I don't know to what effect (laugh). Yes.

**EE - Yes. Um it might be a bit difficult actually because the pupils themselves weren't involved in the meeting because they were young but you know I was just wondering--,**

EP3 - Young and also their autism was a real barrier.

**EE – ... they couldn't contribute, yes. I was just wondering you know how person centred was it for them like you said it was all related then and it all stemmed from them, they were the focus of the meeting throughout?**

EP3 – Yes. I um, ... yes it was and it was definitely and it you know did talk about each child with their very you know individual profile and that was very clear and... so... their nature, their difficulties and their age meant that they weren't very involved in um, really couldn't be very involved in building a one page –profile um, it was the people that know them that work with them and then mum that really built that. Um ... you know, sort of even to the point of understanding that they had a one page profile and this was their photo and these were their interests and choosing what might be on there, they weren't at a stage where they could engage with that either. So um, they um, you know we could have, that process could have gone, been gone through but it wouldn't hold very much meaning for them at that point. Um, but I do think it really reflected them as individuals and I do think it was very person centred for each of those children, the one page profile. Um, then the actual process of the review again um, ye I think we really homed in on each individual and their needs and their differences. Um ... ye so I think, I think it really kept um, ye kept them at the centre yes.

**EE – I was just wondering what kind of difference do you think it will make for the pupils now having been part of that, well not being part, but being the centre of that process then? What do you think will be the outcomes then for them?**

EP3 – Um, yes, I, I think ... there are lots of things in that which um, make them feel --, that were identified that make --, will make them feel comfortable, settled, safe, at times they don't because of the nature of their difficulties, they might be sensory overwhelmed or --, but there are a lot of things that um, key information that shared so I think there will be quite a bit of personalised response to each of those children based on the information that's been brought forward. Yes. Um, and um, also in the areas where we really need to focus um, to ring to reduce the barrier that they have to interact with their environment, other people, learning, um, dealing with um, yes some things they find a bit more difficult. Even dealing with their interactions as three brothers because they do interact and that can sometimes work well but sometimes doesn't. (Laugh) It can cause conflict. Um, so I, I do think yes I think I think it should add quite a bit of difference um in the outcomes for them And I think right from the beginning people have seen them --, because it's difficult sometimes to see triplets with some common needs, you could just treat them all the sae but I think from the beginning there's been an

expectation there are different expectations already about what each child is likely to be able to achieve. Um, um, and I think as we go on in time I think what happens is someone Plato's and somebody does some more to catch up in an area and so even with that there's um a bit about "Oh well okay we may have had this view about this child and what they'll likely achieve but we can adjust that maybe".

EE - Yes

EP3 - So um, I think that's again when you look at them as three, as well. So you do go back to looking at them as three.

EE – Yes.

EP3 - Um, yes so I do think, I do think it will have a difference in how they feel, in, in what's put in place, what's put in place for them and how comfortable that makes them feel and different approaches, um that are going to be more helpful to them I think will help them.

EE - And quite individualised then for their individual needs. Okay

**EE – I was just wondering you know one of the final questions is have you been involved in any training for staff or parents or anything to do with the person centred approaches?**

EP3 – Um the tr --, no I haven't done training for staff or um, originally we were going to um, so we done, I done, the psychology team and one of them has done three days with the Helen Sanderson trainers on person centred approaches. Um, oh sorry two days it was um, and then as a follow up um, I've done training for --, to beginning to be trained to train others in um, running person centred planning reviews.

EE – Okay.

EP3 - But we needed to do that in a um, then join with another trainer and actually that stopped, that process was just --, it decided until Welsh Government were clear about what they wanted in the person centred planning reviews around IDPs um, we would put a hold on that. So I never got to go forward but the intention was that um, I would be trained amongst a group of psychologists then to um, train schools staff. Um, and potentially other professionals as well. Um, so a number of other professionals have attended those first two days in person centred planning approaches as well, um some speech therapists, progress officer, um, so I'm not sure that everybody in that meeting but the majority would have had --, done some training.

EE - Okay.

EP3 - But it was only Denise\* then who was involved in she helped facilitate, helped --, that was part of training the schools to quality assure. Um, and because it was the first time they had done that Denise\* was the only trainer then involved in that meeting but the modelling is actually part of your --, you become --, train (undecipherable word) it's, it's not --, once you know the principles once you know the tools, one you then know a structure of a good review, it's, you've got it really.

EE – Yes.

EP3 – I think the main thing to do is to keep coming back to the principles and not just think there's a risk to just rush through to get an action plan

EE - Yes

EP3 - And you can then be in danger of not listening to what might be very important for the family and it might just be all a potential to be biased to be a school focused plan. So I think that's the danger, one of the quality assurance issues that if we don't um, return each time to what are the principles of person centred planning and then equally I think a challenge will be with young people that are able to be much more involved in the process. Um, if a young person says um, I think my --, what I want to work on in the next six months is we --, you know professionals are saying literacy but I want to work on my project in --, interest in volcanoes you know then okay, you know and if you don't, and why is it important for you to do that X, Y and Z, you know they tell us and then if people don't listen and use that --, because you can build your literacy and other things in to that. Um I, I think that's the danger then that people if it's meant to be person centred planning um, then it doesn't mean that we have to do everything that they like because you do have to come down to what's important in the sense of your progression, um that's why were hear to plan for you but if you can use the things that's a young --, really important then why would you not because it's going, you know, to be motivating and again feel empowered and feel able to influence

EE - Yes

EP3 - Um, more independent and you know raise their self -esteem, raise their confidence, raise their trust, with those who are working with them. So, um, again I think that's um, going to be, potentially a, a very powerful tool, an element but it's how well we do that, in the process. And my concern would be that um, ye, we don't see it as very different to what we've always done...

EE – Right, yes, yes.

EP3 - ... because then I think we lose the power of it.

EE – The principles, yes.

EP3 – Yes.

EE – Lovely.

**EE – One final thing, I was just wondering, you know, do you that being involved in the person centred reviews has impacted on your practice at all or the way that you engage in your practice?**

EP3 – Um not really because um, these are principles that I've always practiced as a psychologist. Um, I very much like it because they really do --, they really do bring those principles to the fore um ... um, ...

EE – It is quite a difficult question, I just thought about it last night --,

EP3 - Yes.

EE - ... because I was thinking we use them all the time anyway. I was just wondering if there was any kind of --,

EP3 – I mean solution focused is another sort of mainstay that we use so concentrating on what works um concentrating on what people identify as um you know their strengths, their tool kit, what they bring um again you know that's something that's in our practice. So it hasn't shifted my practice, I think because those were parts of my practice but it does bring it together so that it's everybody's practice. And that's, that's very ... again that's more powerful. Um...

EE – That everyone's kind of aware of those principles.

EP3 – Yes. Yes, and I think it will help our consultation over time as um, you know, other professionals that we work with and through, and to support, actually get used to thinking in these ways more.

EE - Yes.

EP3 - Because it's the way, it joins with consultation um thinking that we use so um, ye and will it maybe one thing then it might do is make me think more clearly about prioritising what I think might be a key action to make a difference rather than a number. Um, because holistic, we look holistically and then we try and bring lots of things to the table but maybe it will help in the distillation to say, well if there's one thing that we're going to do and put a lot of resource and effort in to as an action what will it be. What do we think would really shift, move this up and that's really important to have when you're stuck, to think you can have a bit of time to think about, um what's going to get us unstuck.

EE - Ye

EP3 - Or what's going to address the thing that's most important at this point because it might be getting ready to go to secondary school, so transition becomes a sharp focus and that you know threatens the emotional well-being of the young person and the family get very anxious and um, so, if we recognise that what's the key challenge, we therefore put our efforts in to that. Then that might that is likely to support all the other progress because that could really undermine if that wasn't addressed. So maybe, maybe I'm hopeful that um, the process --, because a lot of people around the table with a lot of things to --, that they might want to contribute and having to come to an agreement about what's important in the action plan maybe that will help that.

EE –Okay.

EP3 – I don't know. And help me think about that more because I would want to use my psychological knowledge and aspects to really influence that.

EE – That aspect of it?

EP3 – Yes. Yes, but I haven't had lot of experience to know whether that's likely but I think that's maybe something that would come from it.

**EE – Okay, so lastly, the future directions, is it the focus to then use more PC re and processes throughout the authority really.**

EP3 – Yes, and we've just got the white paper now which is endorsing person centred planning approaches and um, yes so um, there will need to be a big push in training and going wider than where we've gone so far with our schools. It's not across all of our schools um, ye but we'll just, we'll start to build that across our schools.

EE – So you'll be involved in that, the psychology service, in training others?

EP3 – Yes. The models to be --, is being worked on now to be finalised but ye that's likely.

EE – So that's the next step then?

EP3 – Yes. I mean we've certainly in our own consultation practice over the last couple of years since we were trained in person centred planning tools um, the whole service, my --, the whole psychology servid3e has as its development targets to begin to use person centred planning tools in their consultations, in their practice etc., So people are being, they're adapting how they record in consultation records even in writing psychological advice, you'll see um, different um, um, the way the information's presented, assessment information's presented is looking at what's working, looking at what's important to, using some of those headings to draw, to draw out again, um, you know we need to model those --, there needs --, you know for this to work well there needs to be, everybody needs to understand and use the framework and so we need to model that so we tried to push ahead with that because that's something, there was nothing stopping us doing that. So, ye...

EE – Lovely, is there anything else?

EP3 – No thank you for the opportunity to reflect on what was a little while ago (laugh but the questions are good in thinking about um, ye tease out some of the... those sort of evaluative questions aren't they, what do you think is going to influence outcomes and how, does it change our practice at all? What might we need to be thinking about when we're going in to the reviews and things I think just that process of asking those questions made me reflect on. Okay so do I want to (cough) really in the action planning, really thinking hard about before I go in and also when I'm in the review listening to everybody what I think would really make a positive difference of it was an act --, an agreed action because that's, that's what we try and do normally...

EE - Ye

EP3 - Um, and if there's not going to be too many actions agreed I mean I think the other thing that might change is we might end up being an intervention in some of the actions...

EE – Right.

EP3 - Most of our work is consultation, problem solving with others but sometimes you're identify in the action plan you've got to identify what needs to happen but who and sometimes there are some gaps as to who is able to do that and if we, if we --, our hope is if we have to do less assessment, or less time on assessment processes in the statutory process as that changes that some of that time will be free up to do some of the intervention. Not, not you know, not low level but where its complex and whether --, where it's really stuck and we might --, there's always a tension on our time um ... our big pull on the time that we allocate to schools is on assessment and understanding a child's needs.

EE – Yes.

EP3 - Um, we seek to do capacity building work for whole schools so that they're using more inclusive and better practices which provide a range of needs at --, on whole school level and then there's a bit about intervention and very often the interventions what really gets squeezed out because intervention can be --, we can do a lot of those other things in one offs, or one off and a revisit 18 month down the line to build --, but sometimes the intervention work needs to be half hour on bit of a regular basis. And it gets squeezed out so maybe that will, again I'll be hopeful (laugh) we might be able to do a little bit more intervention work for, --, where there's complexity.

EE - Okay, so at the moment you don't feel it's adding any more work, at the moment, this process?

EP3 – No, not yet but it's not fully embedded out there and I think that um, I do think there's a lot of work for us, I think um, the white paper' widening up to 25 so I think um, I think psych will not need to be involved in um, all person centred planning reviews, even of children with complex needs but I think we will, at key point it will be important to have psychologists there, or if there's difficult circumstances, challenging behaviour, so when you're teasing out what are the difficulties I see psychologists as really important. When they're at transition points, going --, planning to go in to school, planning transitions from school, when there's things get stuck or challenging I see psychologist's being really important in um --, and then we've got a new transition point if you like where um, um, for sixteen plus. So that's going to be new work assessment work, new --, and then if that goes on to twenty five, for some of our young people we would expect challenges to come in that period you know there's a lot more independence, a lot more expectation to function on your own, issues around mental health, especially if you're not fitting in so well because of your difficulties and you've got less support. So kind of see that there's going to be more work there as well. So, um, ye that's going to be the challenge is how do we --, with the same level of resourcing...

EE – Yes, address those needs as well.

EP3 – Yes, yes so, um yes, so there's still be, I still think there'll be pressures and pulls on our time

EE – Yes, lovely, fab, thank you.



## Transcription EP4

--,	Cut across
...	Brief pause
(Pause)	Lengthy pause
(Cough)	Nonverbal sound

### Interview 4

**A semi-structured interview was carried out with Educational Psychologist 4 (EP4). The interview was held within the Educational Psychology Services' office. The interview was carried out by Emma Emanuel (EE).**

**EE: Um yeah, so if you can just tell me a little bit about the background of the ones you've been involved in so like who was there? Did it take the format of the pictures? Just a little bit about that.**

EP4: Okay, um I'm trying to think now. So, yeah, most of them are, have been school based um and it would vary from school to school I guess within the project, depending on where they were... with their own sort of development. So the ones um...initially when I started in post we had somebody who was---, we had Tina in post who was kind of coordinating the project, but she's no longer, she's retired. So in a lot of the earlier meetings of Person Centred Reviews, um when she could come she would be there as a... doing as much or as little as people would need her to do, so um sometimes she might just get a feel, so sometimes she might think okay I'll facilitate this and put the sheets round and other time she just would let the ALNCO kind of do it, get on with it. Again that varied, so you might have some of your ALNCOs like um DA um who is very you know and comfortable confident so she could just do it and (undecipherable word) others so it was a little, so a bit of a mixed, a bit of a mixture.

EE: Right, okay.

EP4: Um, but...generally if somebody was either, had been doing it a while then was confident and or somebody was there to support the process, so either Tina or DA or EP2 ... the senior EP at that time, um I can't, it, yeah it usually would follow the similar format. I can't think of many occasions where it wouldn't. Um, I think, maybe... possibly on the very odd occasion perhaps where it was somebody quite new to the ---,

(Somebody entering the room and leaving again)

EP4: So perhaps somebody who might have been very new to the process, or perhaps if it was a head teacher was there, who wanted to uh... take charge of what was happening--,

EE: Right, okay. Yeah.

EP4: It might have gotten off on a different footing. But I'd say on the vast majority it followed the, yeah, it followed pretty much the same format.

EE: Lovely okay. So who was, whose been roughly involved then, in the different ones?

EP4: So, who would be at the meeting?

EE: Yeah.

EP4: Um usually, um, you would have um, so the school ALNCo, the SENCo, um possibly a class teacher or TA or somebody that perhaps knew the child or young person well. Uh possibly a parent or a carer, usually maybe two both parents were there, or a grandparent. Sometimes you get a grandparent coming along, um sometimes obviously I was at the ones where there would be an EP there, so depended on you know whether um it was felt their input might be useful. Um and --, trying to think if I've missed anyone. Sometimes there would be somebody from other agencies, so there might be Speech and Language; there might be someone from say Psych, or a Social worker or uh an Education Welfare Officer or somebody from uh or a Teacher Adviser, Literacy and or Dyslexia or Speech and Language teacher or some you know --

EE: All different?

EP4: So all different array--, a health visitor.

EE: Right okay, so you had quite a few?

EP4: So quite a few, yeah different, different um... sometimes you might have obviously if it's um their kind of a transition person sent, you knew you might have somebody, you might have the secondary SENCO or ALNCO there as well. That's happened quite a lot. And then you'd have the E--, it varies, for most I'd say the child or young person would have been there.

EE: Okay, lovely.

EP4: And that's varied how much time, whether they would be there the whole or whether they'd come for a little bit and then... go.

EE: Right, okay. So what would that depend on? How they felt in the meeting or?

EP4: Uh a mixture really. Because I'm not, not necessarily involved in the nitty gritty of the meeting, um but I get the impression it could be that the child or young person is being asked and depending on what they want to do. Or it might be that the parent has a particular view. Or it might be that the, somebody in school might know them well, and has a feeling for --,

EE: Yeah, that they don't want to be there--.

EP4: Well this is, it might be, you're right but actually the whole meeting--,

EE: The whole meeting is a bit too much or--.

EP4: So there's a sense of--,

EE: Okay, yeah.

EP4: Um, sometimes again very ---, on the very rare occasion, it might be that um if it's not being facilitated so well, which again is, it would be rare, that they might not have come at all.

EE: Right okay.

EP4: Um, but again that might have been in that scenario where it was described (undecipherable word), so perhaps the head teacher will facilitate.

EE: Right okay.

EP4: But again, that was rare, so you would notice it if it happened, you would notice it because it wasn't, it wasn't the norm.

EE: the norm kind of, yeah.

EP4: Um and then of course you'd have um --, we have our kind of pupil voice questionnaire as well. And sometimes that might... if the child or young person for whatever reason didn't want to come to the meeting, they, somebody will have gone through that to get their views. Or they might bring it with them, they might have to sort of plan and prepare kind of thing.

EE: So is that based on the headings then used in the review, or is that just their --,

EP4: Um it's similar. So, it's kind of much more um, our um it (Sigh) Family Support Workers put that together, which is part of her kind of child's right to appeal project work. So I don't know if you've seen it, it just sort of does um it's almost like sym--, like it's, it's done on visual symbols and different areas.

EE: Oh okay, no she said she'd send me a copy but she hasn't had chance. Yeah.

EP4: So similar, yeah. But much more visual --,

EE: Pupil friendly kind of?

EP4: Pupil friendly, yeah.

EE: Okay lovely. So you know the um kind of other agencies that come along then, have they been trained in this way of working or is it new to them as well?

EP4: I think it varies. I'm not sure. I think some people might have been trained and some people haven't been. I'm not, I couldn't say, I'm not sure.

EE: But some have --,

EP4: But some have and some haven't.

EE: Oh okay, so some would be more aware of the principles, were as it would be new to some of them who come into the meeting.

EP4: Yeah.

EE: Right ok. But did they all, do you feel that they all could contribute and that?

EP4: Yeah I think so, I think it's a little--, it's slightly unusual to perhaps have a meeting or a review it would normally be so I think they might kind of think, oh okay well (laugh) what's going on here?

EE: Yeah.

EP4: But you know it's, it's fine, they kind of contributed. I can't think of an occasion where somebody hasn't because of an issue. Sometimes somebody might have done a recent review or and might have some you know paperwork with them as well as part of that process, to give a sort of an update or give people a copy of their consultation or their report or something as well.

**EE: Oh, okay lovely. I was just wondering, do, do you feel you have to do any preparation for any of the reviews, like did you do any prep work before you went to any of them?**

EP4: If it, only in terms of... depending I guess as an EP, in terms of how much input I might have had with that child or young person. Sometimes I might have been coming to something quite fresh so I don't really know the context so there's not much in terms of preparation and for others it might be you know around a child or young person that I might have done some work around. So then you would make sure that you've, because you've worked with so many... um children and young people, you just get a sense of have I you know, has everyone seen a copy of my consultation record or do I need to bring it, do I need to kind of talk through it, do I need to just check you know to see where--,

EE: So it's just like mentally checklist of what you might--,

EP4: Yeah, but in terms of um ---, or it might just give you a um kind of a kick in I need to write my consultation record and I know I've got the review coming up and so I need to make sure it's all...

EE: Ready to, yeah.

EP4: But not any more additional preparation than you would do within your usual role, yeah.

**EE: Lovely, okay. Um have you been involved in kind of preparing any parents or pupils for these kind of reviews?**

EP4: Um I'm trying to think now... uh not really because probably in our role most of the time that would come through the ALNCO or perhaps somebody else that was working. It would be rare that we would need to have that.

EE: Okay.

EP4: Um, I guess the only um one I can think of was where it, where they were, it was a preschool child, so they hadn't come through the school system. And it was kind of, they were asked if they wanted to go down that kind of process, um... and I guess because I had worked on the preschool assessment and it kind of made sense that I was a key a you know whatever a lead for them. So I could prepare them a little bit for that, but that was probably an exception I would say.

EE: So that was just explaining how the process would work is it?

EP4: Yeah.

EE: Okay, so it's not necessarily then any work over and above what you'd usually do for the process?

EP4: No, no.

**EE: Lovely okay um so what has your role been within the reviews then? Have you, you know have you been a facilitator and an information sharer, or have you been one or the other or both or?**

EP4: Both, so sometimes a facilitator sometimes facilitated the process and sometimes just as an information sharer.

EE: Right okay.

EP4: Um, and sometimes as someone that perhaps it might have come as an action at the end of the uh, of the review that there might be an action that I would do that has come out of the review.

EE: Right okay, so, even if you weren't there or were you there?

EP4: I would need to be there to be actioned.

EE: Yeah, I thought so.

EP4: Or it could be that somebody would action themselves to contact me.

EE: Right okay.

EP4: So...

EE: So sometimes you're the next person...

EP4: Yeah, but if I'm there then something could come up or it might be some just some information, uh so it could be some information sharing about the, the process or something's that we had done around assessments, or it could be information sharing in terms of perhaps some psychology, or just give them some information about a particular area or something, that kind of thing.

**EE: Yeah, yeah okay, I was just going to ask what you feel your contribution is when you're sharing information. Is it kind of under the headings? Is that the kind of information you bring?**

(Pause)

EP4: Yeah, possibly or maybe if we're just um...perhaps just exploring something or we might be thinking about maybe looking at what's not working or we might be just constructing or thinking about some hypothesis as to why that might be maybe...

EE: And then sharing that?

EP4: ...some, some will be sharing that or just that kind of, that kind of thing.

EE: Okay, yeah.

(Pause)

EP4: Or maybe, just thinking of, if there's again areas that might not be working, thinking about um... strategies or other kind of people that might be able to support with that. Or maybe again coming back to an action point and might come back into school and have a discussion around something that's come up from that. Um, or with what's working... um maybe to just uh help expand where it is working, getting a bit more information about the detail about the kind of exceptions.

EE: Okay, lovely. So do you feel you can bring your kind of psychological contribution to the meeting?

EP4: Yeah, yeah and again it's as and when and when it fits and if it does you do see an opportunity to make, it seems appropriate to make a psychological contribution, you, you would do so. But it's just part of the process; it doesn't kind of feel like you're...

EE: No, kind you're offloading to them...

EP4: Yeah, so it just all fits really.

**EE: Okay, lovely. So when you're kind of a facilitator, do you feel then that you have the opportunity to contribute what you need to, or do you feel preoccupied by actually facilitating the process or?**

EP4: Yeah, I don't see why not, I think again it's quite.... it's quite sort of flexible though you follow a sort of a process. But I don't see, I can't think it's been a problem with facilitating, and also contributing, because then even when where everybody kind of written on the sheets and then you've kind of sat back down then we kind of all looked, looked round and then done our, you know our, put our stickers on and there's still lots of opportunity just to informally kind of add or ask a question or pose something or...

EE: So quite a flexible process?

EP4: Yeah, I'd still like to think it's still.

**EE: Okay, lovely. I was just wondering as well you know when you're kind of doing the different headings then, do you feel that you know you can kind of, you know the child well enough then to be able to put stuff under each heading?**

EP4: It varies again, so sometimes if I've just come and um I've been invited um and I haven't done any work around that child, then it's different you know it's--, so sometimes I might say that I don't feel that I know this child or young person very well--, So I'm just going to sit and you know I'm happy to I will probably say that in case people think why is she just, actually you know, because it's a bit rude to just sit there um so I'll say I'll see what comes out. Um, and

sometimes I might, because I probably won't know you know I'm not going to know what's important to that child or young person, um but I might be able to add something to like and admire if I've met them at that uh met them at the review, and sometimes you can add something possibly to what's important for, and again the action plan. But not necessarily because it might be that it's come out from--, it might be that there is nothing for me to, to add.

EE: Yeah, yeah so but it just depends on the situation.

EP4: So it depends on the situation.

EE: Okay.

EP4: And other times if I, I might have done um similar consultation work around a pupil then I might have quite a few things that I might add you know, particularly if you think of you know strategies to facilitate or things that facilitate change then I might have a copy of my and then put that as down on the important for...just to make sure they are there, because sometimes you think oh actually. Just to make sure it's included as well.

EE: Yeah so it's there.

EP4: And then it's there and everybody can see what you've put.

**EE: Okay, lovely. So, you know in what ways if anything, but I'm sure there are, you know do you think that this kind of review then differs to more traditional review then that aren't necessary person centred?**

EP4: Um, I think probably the main thing for me is that it's...not necessarily that you don't do problem talk but that the process is much more kind of, it just lends itself to being much more solution focused. There's something about the process, and to be much more less about a deficit... As a model it just seems to allow a kind of a different way of working I think to some extent um I think it can help the sort of relationship to some extent within a meeting because I've been to meetings before where there you could see a very difficult relationship between perhaps a parent and a head or a teacher.

EE: Right, okay.

EP4: There's something about going through that process and not---, that it's, doesn't

EE: Open (Undecipherable word)

EP4: Yeah, and the fact that everybody's--, everything is just transparent because everybody's view is down and everybody can see it and everybody hopefully feels like they've been heard and valued. It's not like somebody is there, sometimes if you're taking notes it seems quite, that you know what are they writing, yeah. So nothing is--, So that's really, I think that's probably quite different to a you know a traditional... um (pause) yeah and I guess having the, having your action plan and hopefully, I know that you don't always have success, there's not always a success criteria but it does help you to, to prioritise three, it does help you to be quite

focused on what, what--, again to be quite solution focused and what is, what, where is it they are heading next rather than that rambling, yeah.

EE: Okay.

EP4: I think also because you probably meet more, you can meet more regular if you, if you need to meet more regularly, and you can see that there's nothing quite so visual as seeing what's working and what's not working. And then suddenly you've gone from what's not working, and there's a huge list of things and then suddenly a few meetings down the, reviews down the line you've gone on what's--,

EE: And things have been addressed?

EP4: Yeah, and that's really, that's quite hard hitting, and makes for an impact for everybody I think round the room to think, well actually.

EE: To see the difference?

EP4: And you can see.

EE: Oh, lovely.

EP4: Yeah.

**EE: Well that kind of leads on to what you know, what do you think are the advantages then, what works in this kind of review then?**

EP4: Yeah, I think that some for me about transparency and fair process, and for me transparency and fair process is that thing around, we all contribute but we are all contributing in the same way so it's not like a traditional meeting and I've chaired it and you know the professionals are talking, doing the talking and you know what I mean.

EE: Yeah definitely.

EP4: And so there's the um fact that it's the same and everyone knows what to expect, it's the same, it's that fair, it's that transparent process and everybody can see it's open and honest, so it's much more um... strength focused rather than defect focused and it, that it's the solution. It has the feel of being much more solution focused to it but I think it does give people the opportunity, I think they do need to have some of their concerns validated and listened to, that you are able to do that but uh--,

EE: Then positives, yeah.

EP4: They can move on, and they can see again they can see that things are working.

EE: Yeah, yeah it's reinforcing then I suppose isn't it, as well.

EP4: Yeah.

EE: Yeah.



EP4: And of course it gives... I think the thing is that it's more person centred, or person friendly process than a traditional meeting particularly with the child or young person coming along, because it just feels, it just auto---, I know even though you might have a few people there it just feels much more informal with the flipchart and the big pens and everybody's going around, when they can draw it and, it's not.

EE: Yeah I know there's --,

EP4: There's a more of an informal, an informality about it. And I guess it's the same with the notes, you haven't got sort of you know secretive notes. Everything that is written is there, everybody can see it, you've agreed your action.

EE: Lovely, yeah.

EP4: Yeah, it just seems to be a much more uh... I'm not sure what the word is really, a much more sort of friendly way of doing it and I think and again seeing it sometimes compared with a more traditional methods or traditional meetings it seems to uh, people seem to get less kind of emotionally aroused or charged and then you know the heckles come up and the defences come up, whoever that might be, teacher, parent or whoever.

EE: Yeah.

EP4: There's something about that--,

EE: A bit more calm in the situation, yeah?

EP4: Yeah.

**EE: Yeah because I went to one, it was lovely a really nice atmosphere, it was... Okay, fab, anything else or?**

EP4: I think then because you've got the paperwork then and there, so it's there, photo or it um what DA's does now, is she just does it to sizing, you can put it straight through the photocopier so it's there, paperwork done.

EE: Everyone's got a copy.

EP4: You know everybody's got it, yeah it's very clear.

EE: And I suppose everybody has got the action plan then as well.

EP4: Yeah, there's nothing kind of mysterious about what's, what the plan is.

**EE: Okay, brilliant, on that note, is there anything you know, maybe not necessarily disadvantages but anything that doesn't work as well or anything that's overlooked or you feel as part of this process?**

EP4: I think, I'm going to guess it's partly in terms of who you might be able to get to attend in meeting because not all...in terms of practitioners not everybody is going to be able to attend. So then it's just making sure you've got their contribution.

EE: Right okay.

EP4: Which isn't always easy to, to be able to do. So just to make sure that things aren't, things aren't missing and you are making sure that you are doing justice to that child or young person to make sure that everything, all the, it's there and considered.

EE: Yeah.

EP4: And (pause) whether that's, that's a bit hard, sometimes a bit harder to do if there's person's not there, but if they are providing their, you know that would be the same I guess with the traditional meeting but it's just --, I guess whoever's coordinating it just to be mindful of what is there.

EE: Yeah.

EP4: And that people of, need to be, need to have consideration of it. Just to make sure that that's--,

EE: Raised and that?

EP4: Yeah, that's what I would.

EE: Okay.

EP4: Um (pause) what else would I --, I think I guess it's, with the pupil view, where they, where you get the pupil voice, it's just to keep making sure that we can do that in a meaningful way, maybe keep reviewing that back and checking that back with pupils about that. So they are not feeling under pressure. Just think with somebody from school sitting with you and asking you to fill out a questionnaire, you know.

EE: Yeah, it might influence, yeah.

EP4: So it's...being mindful of that or maybe, other ways that we can do things that as well, maybe we could take in the build, lead up to it, or maybe over, it doesn't even, maybe if we are consulting with pupils all the time, every day during the week and they've got --,

EE: There's not that pressure, yeah.

EP4: And maybe just doing an iPad video or showing, or taking snaps of their favourite areas, to just get some sort of multi modal. Um like I say, kind of being not to get too taken for granted that that is the view, that's what I think we just need to be mindful of, of that, and how they might be anxious about, of what will school say if I say that or what will parents say if I say that. But as I say that's not necessarily down to the process in itself but that's actually much more ground grass roots isn't it. What we do day in day out, saying look whatever your view is we want to hear it, and we've shown that we've responded to it and made a difference to things.

**EE: Okay lovely, okay. I was just wondering from you know a personal perspective, is there a part of the review that you particularly enjoy, like whether it's one of the sheets or the whole process or?**

EP4: Um (pause) oh I don't know really, I quite like the um 'What's important to?'

EE: Okay.

EP4: Um, because...I think if we are getting to the heart of what's important to that child or young person we are getting to the heart of the meaning for them so that's for me the you know um an important one. Like and admire is always, always going to be a positive one and just to see that sort of beaming face when they can see, um which is uh which is nice. So there, so those probably are the two ones that resonate.

**EE: From an EP perspective then, is there a part of it you know that is really good for you, gets you information or helps your practice or?**

EP4: Yeah for me again the 'What's important to?'

EE: Right okay.

EP4: Yeah because sometimes that just might, again those are those if we can get meanings to those.

EE: Understanding, yeah.

EP4: For me as an EP that, they are quite often the key to whatever work to do in terms of.

EE: Okay, yeah and I can see how that um because--, Oh go on sorry.

EP4: However kind of um incidental it might seem actually this is something that's really, and sometimes something might come up that, again it might have seemed you know, you might have overlooked it or it might have, you might not have assumed that was the case. So one of the reviews that we had quite recently, one of the things that came up was, well funnily enough it wasn't 'What's important to' but it is something that's important to, I think it was under 'What's not working' and what the, the boy didn't like. He, he said bullying, he doesn't get bullied but he doesn't like it when other people are bullied.

EE: Oh, okay.

EP4: And that for me as a psychologist stuck in my head, because that was a really important value to him and how can we, because obviously we are looking at uh we are looking at building on his strengths and it, it enabled, it enabled a conversation around, there must be an opportunity for him to maybe do a piece of work or a project on, about younger people on how that sense of fair play. Let's use, use his strengths, what's important to him--,

EE: On something you may not have known.

EP4: Yeah, just to, those things, those little gems I think that sometimes that might not come out.

EE: Ad I think that's what a lot of the EP's have said is that getting that information you never would have known otherwise, yeah.

EP4: That's it yeah, yeah. That might not have come out in conversation but yeah.

EE: Yeah, definitely.

EP4: So that was, yeah, those little gems.

EE: Okay, fab. Um, oh from you know, considering that it is Person Centred, how Person Centred do you feel the reviews you've been to have been then, you know has the focus been on the pupil for the, the whole kind of review or has there been times you know where maybe they speak about the pupil even though he's there but don't speak to him you know, or has it been very Person Centred?

EP4: I think it's depended on who has facilitated it.

EE: Right okay.

EP4: I think, I would say when it's facilitated well in my view then yes I think it is fairly cen--, it's person centred um and it is very much reading the situation and um having that kind of dialogue with that child or young person and when it's not I suppose it might be a bit of a line or a bit of a spectrum and when it's not probably not done so well, maybe they are, or it might go off onto other tangents.

EE: Right okay.

EP4: That sort of--, but I think that's to do with the... I think that's to do with the skill of the person facilitating it.

EE: Yeah, okay, yeah.

EP4: And understanding, because I think for me being Person Centred isn't just necessarily going through the process, because though the process helps us, because for me its hearts and minds, it's an ethos and those people who do well, are also those people they get, they get that. Sometimes that's not, that's not always something you can just learn.

**EE: Lovely, so you know, do you feel the pupils who've been in the reviews you've been in have been listened to and have been able to contribute and?**

EP4: Yeah I'd say for most, yeah again for most um they've been done, done well. They've probably um you know surpassed our expectations in the way you've thought, oh not sure is this going to be too much, you know they don't particularly like writing in class and they've literally gone over with pens and just so carefully and thoughtfully spent ages and sometimes we've gone back and chatting and they are still you know really--,

EE: Yeah, that's lovely to see.

EP4: Yeah, and doing, and doing little drawings and just...

EE: Okay, yeah, so taking ownership in a sense of what they are doing.

EP4: Yeah, that's it yeah.

**EE: Okay brilliant, so you know those who can't attend then, like I think we spoke earlier, so people will bring information for them then will they, and they get the opportunity to complete something?**

EP4: Yeah, and then um and then again hopefully if the person that's facilitating, or it doesn't have to be or somebody within the review would just put their view on the sheets. So you just kind of go for them to make sure they are down.

**EE: Okay, lovely. So I was just wondering on that note then, you know what kind of difference do you feel that having a person centred review makes for the pupils involved then. You know what kind of difference does it have for them being part of that process, if any?**

EP4: I think again it depends, if it's done well...it does I'm imagining it does feel person centred that they are at the heart of this, this isn't people doing stuff to them, this is, we really want to listen you know we want to know what's important to you, but we really want to know what's important to you, um, you know we really want to know your views, but not just that I guess we are actually going to respond to that, build on those, whatever it is, and I think that's, I think in terms of a you know as a psychologist for me when that works well then that's, I think that's, that can be transformative.

EE: Right okay, yeah.

EP4: To have that process.

EE: Yeah, yeah, to be part of it.

EP4: And again if it's part of it then they can see I've been listened to, this has happened, it's made a difference, I think that's, that's really powerful.

**EE: Yeah, no, definitely, and how about things like you know self-esteem or confidence, do you think it builds upon that then?**

EP4: Yeah, I think so, um again their views, they are being valued, their view's important, what they are saying is important, um again it's what, it's you know that (undecipherable word) strength, space to, not just a you know a list, a list of all the things you can't do. It's got a positive--,

EE: Kind of feel to it.

EP4: Yeah.

**EE: Lovely, I was just wondering have you been involved in training anyone else in these approaches or?**

EP4 – I haven't been involved in training but I might just facilitate just of someone's not very confident to facilitate it but I'm not actually trained, I might just model the process but not the training.

**EE – Okay and how about the schools that you’re involved in do they come to you sometimes to ask for advice on the best way to do it?**

EP4 – Yes they might, if I’m there in a meeting they might sort of ask a couple of things. Um, maybe just about even you know the precise wording of the sheets, or when should we do the action, how should we do that? Or we might split it and I might say do you want me to, shall I write up the action plan, do you want to... so we’ll just...

EE – Work together.

EP4 – Work together and if they’ve got a... you know other people that they can, um so they can ask DA because DA does it so frequently and she’s so skilled that she’ll ... and they know that they can, she’ll know, she’ll be able to ...

EE – help them out?

EP4 – Yes, yes.

**EE – Okay I was just wondering like we work in a person centred way anyway but has working, doing these reviews had any kind of impact on your practice in other areas or the way you work?**

EP4 – Um, ... sometimes I might use the headings in which I probably did to some extent in consultations anyway, so I do always kind of think about what’s working, the strengths, agreed actions, um... but I think it might sometimes formalise that a bit for me so even if I’m doing a, so if I’m doing a statutory assessment I’ll still do, I will still do ‘important to’ and ‘important for’, I still use the, I won’t always necessarily use ‘what’s working’ and ‘not working’ it depends but I’ll do ‘like and admire’ so I use them headings within my written work. Um, and also in terms of other maybe other bits of work I might do so I might do, I’ve done, we’ve done class one page profiles so you just kind of work with the class teacher and just thought about again the person centred headings, so we’d use ‘what’s working, ‘what’s not working’, ‘what’s important to’ and ‘what’s important for’, what you like and admire about your class and that’s given an, I think that’s given a sort of action that’s focused them rather, it’s just facilitated them to think ‘oh okay’. Things are going well, actually it’s not quite as but this is--,

EE – kind of using this in different ways you’ve been using this and adapting--,

EP4 – Yes we’ve done that as well. Um and it, you know, other things, so if you’re just at a meeting so say we might have a we’ve got a positive play meeting of the TAs that do positive play so we might again use the headings, so how are things going, so they might just review it using those.

EE – So they can be used in different ways.

EP4 – Yes, yes.

**EE – Okay lovely. I was just wondering finally you know any kind of future directions or developments you can see happening at the moment. I know it will depend on the authority in general but kind of...**

EP4 – I think there's a, there's a huge training and development...

EE – That's next then?

EP4 – That's massive, because that, if you're going to do it you need to do it properly. There's no point in... you need to have the understanding of the underlying principles and you need to make, really skill people up and for them to see like that model to take it, really embrace it in their own practice and that's, that is a huge undertaking. When you think our pilot project is quite a small group and it's what, three years maybe after and you can feel it beginning to settle and people have found their, you know and are tweaking and refining it but you think how long that, you know with a hundred...

EE - and forty four I think EP1 was saying. (Laughing)

EP4 – ... or whatever, ye, that's a big, a big process. (Laughing)

EE – It's kind of just getting that ethos out there then around the authority?

EP4 – Yes, yes.

EE – Some people really know what's involved?

EP4 – Yes and I think some people, some schools have already done some elements of person centred planning training. Um, so they might be doing some things so they might be doing one page profiles for their year 6 or for their transitions. So there may be pockets of it already but um ... I still think it's going to, it's a big, we've got a long way to go.

EE – Yes, but like you said it is positive that it is in little areas but its building upon that then?

EP4 – Yes. And having enough people to, you need suitably qualified people to you know to have the competencies to try and run it --,

EE – run it effectively.

EP4 - ... and whether we've got those people in the authority at the moment or enough people with... that there's a um... there's a plan in place... I don't think there is.

EE – Watch this space. (Laughter)

EP4 - But watch this space yes. (Laughter)That's a matter for Senior Management I suppose to...

**EE – Okay is there anything else that you know, you think is important that I haven't asked about or anything you would like to bring up about the reviews?**

(Pause)

EP4 – Um, I'm trying to think now. I think we've probably covered most things. I guess because there's a bit of, because we've been talking about the reviews but what we've also been doing in our pilot area is kind of alternative to statements so we've been having individual development plans using Person centred processes so sometimes I think there is still a

confusion about what an individual development plan is and what the person centred plan is – does that kind of make sense?

EE – Yes, making that distinction.

EP4 – I think there's a bit of confusion there, um, but with the, in the projects with using person centred approaches but also using individual development plans as opposed to statements um, it, I guess it may have given me a taste of things as they might be in the future when um when we will have an alternative to statements and actually for me as an EP it's really freed up my time because where as I use two of my visits for an appendix D, I've done hardly any so actually my times been, been able to do so much more flexible work and work in a really different way and I think the cluster have embraced that as well which has been good. Um, my slight concern around again is not necessarily around the person centred planning review around but thinking about the individual development plan, um is a little bit around what I was saying earlier, it's just making sure that we've got everything that we need to have if we don't have a statutory process that we're doing justice to those and you've got that flexibility. If you don't need that's fine and if you do need it then make sure and sometimes say I've had a couple of um quite complex issues where I've thought well actually I think something, a psychological advice might actually be and its come out of an action, it's not been a problem but it's just a, because it's not coming through again as statutory process its making sure that we address that and make sure it's that paper, all that rich information is there, available somewhere, whether it's a paper form I don't know how it will--,

EE – but people can be aware of it

EP4 –whether it will be, it will be there. (Pause). Ye that's it I think.

EE – Lovely, well thank you for coming again. (Laughter).



## Transcription EP5

--. **Cut Across**

... **Brief pause in the sentence**

(Pause) **Lengthy pause in the conversation**

(Laugh) **Nonverbal sounds**

### Interview

**A semi-structured interview was carried out with Educational Psychologist 5 (EP5). The interview was held within the Educational Psychology Services' office. The interview was carried out by Emma Emanuel (EE).**

EE: The first one is just, if you can just give me a little bit of background about the reviews you've been involved in. So like who was there, um and did it --, did you use the bits on the wall or --,

EP5: Ok...Um so the... I haven't been in a lot I've only been in a couple, and the um particular case that is most prominent in my mind is a young lady who is in uh year 4 in a SLD placed special school placement.

EE: Okay.

EP5: So she's got very complex needs, she's got Down's syndrome and complex needs. Um, family have been having a really difficult time managing her so that, that primarily was the case that springs to mind. I've been involved in a couple of others as well where we've done Person Centred Reviews. Um...in uh the little girl's, let's call her Nia (Pseudo name).

EE: Yeah.

EP5: Then uh... Nia's review... we did very much stick to the plan. We used all the uh the person centred um notes, notes on the wall and uh everything like that. And we did it properly according to plan--,

EE: Right.

EP5: We had somebody from the authority facilitate that for us because I think we knew it was going to be quite a complex meeting, so we wanted...almost somebody independent to be running it so we were freed up to kind of contribute really.

EE: Lovely.

EP5: Yeah, so --,

EE: Okay.

EP5: Yeah, that's, that's primarily the, the main one I've done. And then I've just done a few others where... I think we've actually tended to not always use the posters on the wall, wall and we tend maybe to have some paper on the table or --,

EE: Okay

EP5: Or somebody has said things and we've decided somebody will scribe and we've added them to the different--,

EE: Okay, so the same headings, but just in a different kind of format?

EP5: Yes.

**EE: Lovely. Um, so who roughly then has attended those meetings?**

EP5: Uh, it's the school, myself, parents...the young lady didn't attend that one and actually hasn't attended--, none of the children have attended the Person Centred Reviews which is interesting.

EE: Yeah, that is.

EP5: Yeah um... and that could be about their ability but that could also be about um people not moving away from...

EE: Okay yeah.

EP5: You know moving away from all the adults talk about the child but the child doesn't talk.

EE: Right okay.

EP5: Um having said that there was a DVD of the little girl at the beginning, just so everybody could focus on her initially before the conversations happened.

EE: Okay

EP5: So, um, there has been... somebody from the, what we call the Children's Disability Team. So um I think it was a specialist health visitor that came to that. (Pause) And I think... I think that was it. I don't think there was any other therapist there.

EE: Okay.

EP5: But in other ones they've had therapists, speech and language therapists and physiotherapists sometimes.

EE: Okay so they've contributed then?

EP5: Yeah.

EE: Okay, so do you know, were they kind of, do they, were they aware of that way of working or was that their first time or?

EP5: No, everybody that came was aware, I think the person it was most--, people it was most new to was probably the parents. So a lot of the professionals had actually already been skilled up and trained.

EE: Right, lovely.

EP5: I think--, well varying degrees of skilled to be fair. Because I think everybody feels quite new to it... um... so yeah the parents I think it was the... it was new to.

**EE: Okay, lovely. So with the reviews then, have you done any preparation, have you felt you've had to do any preparation before them?**

EP5: I uh yeah --, interesting, I was just talking about this now in supervision. I think I've had to rethink about--, I've had to think about my psychological understanding of the child but under the headings. So I'm trying to think through um how do I translate my kind of --, I wouldn't have necessarily done a report but in my engagement with the child how do I select the bits that go under the what's working, the what's not working, the what, what we like and admire. And interestingly the what we like and admire bit, heading um I think quite often we forget to put that in sometimes. Um we talk about you know what doesn't work and maybe what is working but we, we don't actually centre what's good for the, what's particular about the child. So, so I think that's been quite nice to actually make myself think about some of those things, and think about those headings. And I've actually taken those headings and put those in my consultations now and I write those consultations with those headings in, because it's quite good for um, I guess more of a holistic view really. So, so I quite like the headings of them.

**EE: Okay, because that's one of the questions later on actually. But, um has it impacted on your work in any way then, doing these reviews?**

EP5: I... for a consultation in a school, um yeah I use the headings a lot of the time now, I use the headings when I'm writing up my consultation. So the way, the way it's evolved with me is that I used to write my consultations in a like very standard way. And then I devised this, um, like one page--, it's not a one page profile because that's not what it is. But it's a one page with the heading, boxes um with all the headings with the IDP on it.

EE: Yeah, yeah.

EP5: Um, and my schools would so--, so the schools and myself through consultation would add into that and I would normally attach that to the back of my consultation.

EE: Right.

EP5: And then it's moved on where as I have put the headings in my consultation now so now I write my consultation with those headings in. Um, and my schools pretty much have taken that, that sheet, and now when we come to a consultation they have already had a think about that.

EE: Oh lovely.

EP5: So that's quite good--, In terms of my psychological advice, my formal advice for statutory assessment or updated um psychological advice um (pause) I don't, I don't think it's robust enough.

EE: Okay.

EP5: I have to um--, there are bits I've put in, so what, what's working, or um how best to meet the child's needs is one bit I've, I've called it now. So...um I've put that in, in the section about um we used to say you know basically what the list of everything that was wrong with the child. (Laugh) So um--, or, or provision suggested. So we've, we've changed that now to, we've said how best to meet the child's needs. So that, that's a much nicer way of saying it really. Yes that was better. Um the, and the, what's really good in the important, the important two heading I put that in Children's Views section of psychological advice and I really like that because...it's not me making the judgement about what is important to that child, it's the child, you know, it's like everybody's review. So I put a bit in about what um the child might have told me but I'll also put a bit in about what's important to the child so... which is a slightly different flavour. But I really--, yeah so that's really good. Um, I'm just thinking about how else it would have impacted really. (Pause) I think just using the terminology --, using the language.

EE: Yeah.

EP5: So if I'm, when I'm talking to school, if I say oh um...you know, the what--, if I said to them well what's working, how can we best support this child. So I think, I just think that there's little phrases that have just slipped in actually. It's...it's been quite nice, I think parents have quite liked that as well.

EE: Yeah, and you're consciously aware of it.

EP5: Yeah, I think they--, Yeah I think it's nice, It's become less... problem focused...um I think there is an issue with it in sometimes you don't, sometimes you just want to nail what it is that's not working. (Laugh)

EE: Yeah...yeah.

EP5: And you just want to say the elephant in the room and it doesn't always allow you to do that and I know that's like a big conflict for us at the minute, we are trying to figure out how we do that and how and grapple with saying it or not saying it or talking around it, so...

EE: Yeah, okay, yeah.

EP5: So yeah, well that's mainly how it's influenced it.

**EE: Yeah, so going back to like the preparation. Have you been involved in like preparing parents or pupils... or has the school kind of taken that--,**

EP5: School has done all that um I've not been involved at all really. Occasionally I might have had a consultation... um just as part of my normal work and then...obviously if I've, if I've recorded things under any of those headings then that feeds into--, it's usually in an annual review, something like that is when I've been involved. So um if I've had a consultation

beforehand and I've written things under those headings in my consultation then they might feed into... the annual review in that sense where, where it's run as a, as a Person Centred Planning.

EE: Okay lovely.

EP5: Yeah.

**EE: Um, I'm just wondering you know what do you feel when you've been in these reviews then has been your role? Have you been the facilitator? Have you been the information sharer?**

EP5: Oh, I don't know. (Laugh) I haven't been the facilitator yet, um (Pause) it's funny. I think... I think...I get looked at or looked to when it's about what not, what's not working.

EE: Right okay.

EP5: So when we're having--, so everybody has kind of said oh you know um, filled in all the charts and we sit down and we start talking about different aspects of it and then when we come, when we have the conversation about the what's not working bit...I, I have a feeling that the eyes are on me as if I'm there to...to solve that or to, to, to strongly contribute. So that's probably where I've been most involved.

EE: Okay.

EP5: Um, I'm a little bit of a spare part (laugh) I would say the rest of the time. It's, it's actually quite tricky then that you... you---, you know in that bit sometimes that can slip back then into quite problem focused talk.

EE: Yeah.

EP5: Um, which is one of the criticisms actually that one of my schools, um a special school has got of it is that they feel it, it slips into problem focused talk um and we don't---, and what's um and all the stuff that's not working well for that child.

EE: Right, okay.

EP5: So particularly in a school with children with severe learning difficulties there's a lot that's not particularly working well for that child...and what they like to do in annual reviews is celebrate the little bits that are going really well for that child. So they feel that Person Centred Planning, some aspects have been great but actually there's been a bit of a tendency to uh---,

EE: So there has been that opportunity to kind of like---, right okay.

EP5: Yeah.

EE: Okay.

EP5: And it's very time consuming.

EE: Yeah.

EP5: Yeah

**EE: So I'm just wondering you know so the information you do contribute then, you know what do you feel is your contribution then? Is it under the headings or do you feel you can bring other information or--,**

EP5: There's a lot of reframing so when, I think when people are looking to me so there's a lot of exploration about okay so that bit isn't working so why isn't that bit working. So, then as a psychologist I, I do a lot of unpicking and reframing and getting other people to rethink things and a lot of wondering aloud really. So, um I wouldn't necessarily say that we get to a, a final conclusion about right we'll do this, this and this and that's perfect. But I think I get them to try and think in a different way, if that leads to an actual action... great.

EE: Brilliant...Okay lovely and kind of, so that's kind of like your contribution then, because I was going to say do you feel you can still bring that psychology in to these kind of meetings.

EP5: I think (Pause) yeah, uh... it's interesting because the, the flavour of it is different to a normal consultation and I think---, this could be a personal thing, it might be a service thing, it might be more general for EP's but I find that in consultations I've become a little bit um an information seeker... so I'm, I'm kind of formulating in my head some psychological formulation and I've got people there where I'm sucking information from them because I'm trying to make sense of this in my head. And I might be reframing things along the way and getting them to think differently but in a way what I'm doing is trying to create some formulation in my head. So... so that's in, in a way I think a Person Centred Review is, it kind of lightens the tone, lightens the air a little bit, you know it lightens, lightens things a little bit for a while.

EE: Right

EP5: Particularly where you're talking about the positive aspects...because you do, I guess you're being forced to talk about the positive things whereas when you have a normal consultation it doesn't matter how solution focused you are or whatever...particularly parents will suck it back to what's not working.

EE: Yeah

EP5: So...um...yeah

EE: Yeah, no, yeah I can understand that. Um, so do you feel that you know with these headings that you know the children well enough to be able to answer and to, offer information?

EP5: I don't actually. That's a really good question. I, uh, there are times when I feel a bit fraudulent being there because... you know, if I've only had one consultation occasionally I get asked to go to a review where I've not had any consultations for a couple of years. And I do feel a bit fraudulent because I don't ---, all I know about the child might be based on what I've talked to the adults about or what I've talked to the teacher about just prior to the review or if I've read something recently from a medic that sent or copied me into a letter. So, sometimes

yeah I do feel---, because it's very in detail a Person Centred Review isn't it? You really need to you know--,

EE: know them, yeah

EP5: ...that child really, really well. And sometimes I do feel a little bit...fraudulent, because I do think---,

EE: You haven't got that understanding of them?

EP5: Yeah, I don't, I just don't know that child well enough.

EE: Yeah, okay.

EP5: Yeah.

EE: So what do you do in that situation then? Do you just explain you know that you don't feel comfortable or---,

EP5: Yes, I probably just wouldn't add anything in.

EE: Yeah, Yeah.

EP5: Um... and I normally would in introductions as well would, would always state what involvement or not I had so everybody is clear that I have been asked to attend to get a better understanding, that I don't know, I haven't necessarily worked with this child or whatever. Um...yeah, yeah. So I think that is a big issue actually, because that's the other thing (laugh) with Person Centred Reviews is that...you don't necessarily have to know that child really, really well...um to help solve the problem.

EE: Right

EP5: You do need to know them really well to, to kind of keep, you know to input in to some of the headings, yeah.

EE: Okay, it's interesting isn't it how different people have had more involvement with the children than others, so?

EP5: Yeah.

**EE: Okay, brilliant. So, but do you feel you have the opportunity to contribute as much as you want in those meetings?**

EP5: Yeah, I think the way they've been run, I think everybody--, I like the idea that everybody can just write on the boards... you know on the, under the, the headings um... and as long as there are no, you know you have to be mindful of any literacy difficulties for the adults and whatever, whatever. Um, but I think that it's been a far more relaxed tone initially... um in those meetings. So I think people have felt...quite happy to write---,

EE: Comfortable and that?

EP5: Yeah.

**EE: That was what I was going to ask next actually is you know how do you feel, if anything, that these kind of reviews differ then from other reviews that you've been involved in, more traditional ones maybe?**

EP5: Yeah, I think there is a massive contrast. I think traditional reviews are very much talk at the parent um...all the professionals and the school talk at the parent, tell them what it you know, what their view is. Um, occasionally there is a tokenistic gesture at the end of asking what the parent's views are, unless the parent is very vocal and kind of insists on having their, their um views known. So, whereas um a Person Centred Planning approach is, yeah it is far more equal and with a facilitator, if you've got a good facilitator and I think that's the difference. If you've got a good facilitator, I think everybody can feel...far more---, it will never be equal I don't think but I think far more involved in the process.

EE: Yeah.

EP5: Um, yeah, yeah, and a much more positive, much more positive... I think parents particularly would feel much more that they've been involved and contributed to those... to person centred planning.

**EE: Ok...lovely, that kind of leads on to you know what you think are the advantages then of Person Centred Reviews and this way of working?**

EP5: Okay....um, primarily I think....I think you really capture the child, you can really see the child, and, and you don't necessarily in other approaches. So, I really like that. And you get a real essence of their character and personality and I think that's lovely. Um... other advantages I think... it's much more personalised. It's much more --, As a parent I would much, much prefer to read that about my child than a report from school that's you know pages and pages of... probably things that aren't working, and everything that's going wrong. So I quite like that. I think the language is much better in a Person Centred Review than a report or um something like that, so I quite like that. I quite like the language it's much more accessible and much less specialist a lot of the time, because I think old, old sort of reports can tend to get very uh, use specialist language to baffle people with. Um what are the other advantages? (Pause) I like, I really like ascetically I really like to... you know when you get all of these put together in a review when it's finally written up. I really like the fact you see the child, there's a picture, it's very um you just feel that really does show that child, totally... I like the way that it makes you think about um the important two, I quite often think that gets forgotten and the important two bit um actually hold the clues for maybe some of the actions um and how to intervene for the what's not working. So I think that bit is really important and I think people could quite easily miss out that bit because they think it's not important. They just want to say what they think is important but they don't actually --, you know it forces them to really think from the child's perspective. So I think that's a really good thing as well.

EE: Okay

EP5: Um, just trying to think if there's anything else that I think is particularly good about them.



EE: Because you said you like it, about the writing as well, like that opportunity.

EP5: Yeah, I like the fact that everybody feels they can contribute. Or pretty much, like I don't know what parents would feel but my sense is that they are far more involved. So the fact that they are getting up, they are moving around, they are writing things, they can then use the spots to highlight which is most important or whatever. So um yeah I feel they have more of a contribution, yeah.

**EE: Okay, brilliant. That kind of, you know---, is there a part that you think, you know that you particularly enjoy then, as a, just personally of the process?**

EP5: Um, it's lovely when you see everybody smile when they talk about what everybody likes and admires about me. Because there's nothing nicer when you, when you know a child to hear everybody saying lovely things about that child because actually it kind of refocuses you and makes you think about yeah that's why, that's why we are here talking. And it kind of lets you get away from all the crappy things that aren't working at the minute you know which you know often because you're having a review it's oft--, there are often still things that are unmet or, or need to be um worked through. So that, that just little opportunity to I think...to really, to really think about the lovely qualities that all children have. And you know, unfortunately we can forget them sometimes can't we... When we you know in the, the kind of ocean of all the other things that are going wrong.

**EE: Yeah, yeah definitely. From a professional, from an EP's point then, is there any aspects, particular aspects of the process you think really helps you as a professional to gather information, or, or is it just the process in general or? (Pause) There, you know there may not be, I just thought that was interesting if there was an aspect that you think?**

EP5: I think it's tricky, I think you get... you tend to get everybody's view. It's, it's, it's tricky as an EP because some---, there are two aspects to being an EP I guess. One is to, to be able to hypothesise and formulate, and for that you really need to dig at the detail, and, and pick at people's perceptions and views and concepts and everything else. So sometimes it's not in depth enough for me to really unpick those things. But the other aspect of helping to, to kind of come to conclusions and actions um... it's probably good enough... you know, there's probably enough information there for me to help with the actions and stuff like that. But if I was really having to write a psychological report or like an Appendix D or something like that, I don't think there's enough information there because I think you...it... in some aspects it's, it's quite surface...

EE: Okay, yeah.

EP5: You know and sometimes as an EP I would really want to dig down to the complexity and why...rather than just talk about the behaviours that are observable but talk about why they have originated; where they have come from; what's the purpose of them and the drive of them and everything else. And sometimes I'm not sure if Person Centred Planning really does that enough. So it's, it's good... it's probably good enough if you want to look at problem solving and moving things on but if you really want to kind of get a really in depth understanding of somebody and um and, and really understand what's making them tick and

their process and psychological stuff then I, I'm not sure it's, it's kind of, is, is good enough for me then, if that makes sense.

**EE: Well, that, yeah that leads on because I was going to say is there any aspects of it that maybe you don't work as well, or there any disadvantages to this way of working?**

EP5: I think that's, so I think that would probably be a disadvantage in the sense that it doesn't, you know, it works for some aspects of being an EP but it doesn't work for every aspect of being an EP, particularly like the in depth stuff. The other thing is that um, well two things. One it's very, very time consuming... and um when you've got lots of professionals round the table, that's good in theory um but...everybody wants to kind of ask their own questions to get their own hypothesis going I guess. And sometimes you feel like you've got, you're limited, maybe you've got a bit of a limited number of questions you can ask. Whereas if you've just got that parent one to one and you're trying to um you know dig, dig down a bit deeper, at least you've got um, you just feel you've got them and their total attention for a while whereas you're almost sharing them (laugh) in a Person Centred Review. So, you've got lots of professionals so they're quite time consuming they are very um you can't ask...maybe as personal or as in depth questions as you would normally ask.

EE: Okay.

EP5: Um remind me of your question again.

**EE: Just was there any kind of disadvantages or things that don't work as well or things that are overlooked or?**

EP5: Yeah, I think at the minute we are not involved in the child enough in it.

EE: Okay, that's interesting, yeah.

EP5: Which is, you know, because it is meant to be Person Centred and we have got lots of the information there. Um I don't know if, I don't know the answer to if we are getting enough um enough of the child's views in there...um or whether it's still a little bit tokenistic. I'm not sure. Um the other thing as well is, is trying to get everybody, all the professionals to actually be in the same room, at the same time. And that's just a nightmare, it must be a nightmare everywhere, but um that's really, really tricky. Yeah.

EE: Okay.

EP5: So, I... yeah, I'm not sure, you know everybody has to arrange their stuff how best they can arrange it but... I guess a perfect Person Centred Review would be where you have unlimited time (laugh), where you have a nominated time ahead of time where you've put it in your diary and you've you know you've sectioned off an afternoon where you're going to do this, and where you've had opportunity to go in and do a kind of your own digging and in depth assessment so you can contribute. I guess that would make a Person Centred Review really good for me professionally. So when time is a problem, when... sitting round a table with lots of professionals, the right professionals is a problem, um when you haven't done an assessment yourself then actually the value kind of drops for each of those things really.

EE: Yeah, yeah okay.

EP5: If that makes sense.

EE: No, yeah, definitely. And I was just wondering, you know, how, sorry, how long have the reviews tended to be?

EP5: Oh, they've been quite long; they've been about two hours.

**EE: Right okay, because I was going to say you know, apart from the length of the reviews, do you feel they have, it's given you any extra work, or any less work or the same amount as you have would have usually?**

EP5: (Pause) Ah, that's a tricky question actually. I don't know is the answer.

EE: Okay, no, yeah that's ---,

EP5: I'm not sure, because I don't know if through, it I'd gone done a normal, if, if it had been a normal review, whether I would have been asked to do work in the same way that's come from...

EE: Yeah, so it depends on the situation then?

EP5: Yeah, I think it does really.

EE: Okay.

EP5: Yeah, I think you just--, I think that's down to you as a person as well really, about how much you say...you know I can or I can't do this.

EE: Okay, I just thought it was interesting to see if it was---, if it had increased your workload or if it hadn't, so... um but like you said it's going to differ depending on the situation as well.

EP5: Yeah.

**EE: Okay. Um I was just wondering as well, you know the, the fact is it's supposed to be person centred and it's interesting that you said that you don't feel it is enough because how person centred have the reviews actually been do you think, the ones that you've been part of?**

EP5: Well it's really tricky, but again I think what I've seen, my experience has been that it's all the adults around that child are all talking...about that child and yes somebody is trying to gain views and obviously these children have got difficulties with communicating so that's an issue but um (Pause) I don't know. I just, I just feel there should be a presence of a child, even if it's just at the beginning when they come in you know and obviously that's an issue because some children couldn't cope with that, all those people and um everything else, so that's, that's tricky. I guess I would want to see more mainstream ones run, you know children in mainstream schools run, um to see how much they are involved there. So maybe it's actually appropriate in, in the you know, the children I know that have been through it in the special unit, for them not to be so heavily, directly heavily involved in the actual meeting. Whereas

maybe in mainstream... it might be, it might be different you know where a child is more confident maybe---

EE: to attend.

EP5: Yeah.

EE: So of those ones where they haven't attended, have they been invited to attend and they haven't or they haven't been--,

EP5: No, I don't think they've been invited, I think the views have been kind of gathered prior.

**EE: I was going to say, so did they share any information from the pupils in the meeting?**

EP5: Yeah, so I... (Pause) actually I don't know. It's funny isn't it? In the 'what's important to', I think the adults again have made judgements about what that child, what's important to that child based on their observations of that child.

EE: Right okay.

EP5: And maybe through discussion and working with that child. But I don't know that somebody has directly asked that child...their views. That's really interesting, I don't... I guess I don't know really.

**EE: No, okay, yeah. It's just you know because I was thinking about what questions to ask and I was thinking you know it is Person Centred Review but actually how person centred have they been you know? So it's interesting to hear that, you know that some information was shared but is it actually from their perspective or is it you know the adults---**

EP5: And it's that whole informed, informed consent stuff isn't it, you know, like everybody is talking about that child and there is, you know, we know in terms of capability and ability of children that uh how much they actually could con---, you know how much they can contribute and... how much the adults have to contribute for them you know. And that balance changes as they get older or more able. Um.... I don't know is, is the answer to that question, I'm not sure.

EE: Ye, no, that's fine.

EP5: It probably isn't, I don't think it's as person centred as it should be but I don't know, I haven't got um ideas about how, what you would do with different types of pupils to get them more engaged really.

**EE: Okay, because the next question is kind of, what do you think the person, uh the child gets you know, how do they benefit from being part of that review? But if you haven't worked with anybody who has been part of that review---**

(Mobile phone ringing)

EP5: Um, I, I think because of their ability I don't think that they have had a sense, an awareness that there was a review about them really.

**EE: Right okay, yeah, okay...so but maybe if they'd been aware, and been part of it then it may have had more of an impact, but--,**

EP5: Yeah, maybe. Again I think I would want a kind of, want more experience of doing person Centred Reviews with pupils in mainstream classes really.

EE: Yeah, yeah, to see how it works and that.

EP5: Um, because I think, yeah I think there's more of an opportunity really to figure out how much they can contribute and... yeah.

**EE: Okay, with regards to like, you know the action plan at the end then, you know, do you feel this kind of way of working then you know lends itself to more, you know better outcomes or long term impact than the traditional review, or do you think it doesn't really make?**

EP5: I think it's much better for planning in terms of what's going to happening, who's going to do what, when, how. So I think that's far better, um... does it actually lead to those actions being done... I don't know.

EE: Not sure, yeah.

EP5: Yeah, I don't know, because I guess I've only been in one. Uh, this one was a review and I haven't had another review since, so I don't actually now, if, if--,

EE: If they've been carried out?

EP5: Yeah, so um yeah, I'm not entirely sure about that one. Yeah. But I like, I do, I definitely think that the action plan where it's very specific and time limited and nominates a person is, is definitely better than lots of professionals writing a report and recommending things but, you know.

**EE: But you're not actually sure how that might translate. Okay, lovely. Um just--, oh we've spoken about you know how you feel it's impacted on your practice and that. Um, I was just wondering if you've been involved in any kind of you know training other people in this approach, or if um your schools have kind of asked you about advice in this way, and have you been involved in any--,**

EP5: I haven't formally done any training, giving any training um but like I said earlier I developed, just because I think my level of understanding with it as I went on. I developed this one page sheet that had the, the um five key areas on it and on the back then is an action plan. So, so I've trained my schools I guess to start to think under those headings and a lot of them have really taken that on board and now use it, and you know I think actually some of them have, have really changed it and personalised it and made it more of a school, a school specific copy which is great.

EE: Yeah, document and that, yeah.

EP5: Yeah.

EE: Okay, lovely.

EP5: So yeah that's it really.

EE: So they definitely, so the approaches are kind of out there then in the schools?

EP5: Yeah, I think the approach is out there. I think the trouble--, I think a lot of schools seem to like it as well, they, they quite --, yeah and so a lot of my SENCOs particularly are really keen to always make sure they've done one or are doing one around a child where there are concerns. Because I think it's really helpful to bring together, um but I think there's been so much confusion in Wales and in Authority 1 about oh whether we are doing Person Centred Planning or not or which way, what's the direction and, and the direction of change.

EE: And where's it going to go?

EP5: Yeah, so I think we've done a lot of um stalling and halting. Now we've kind of gone ahead, trained everybody that was brilliant, we were all going to do it. Then for whatever reason that got halted for a while so people then took a step back, and I think people have got out of practice of it a bit. So I definitely feel like I would want to refresh myself in terms of how to facilitate a Person Centred Review before the next one um because you know we've, we kind of just moved away---, Not moved away, we just stopped.

EE: Yeah, yeah.

EP5: (Laugh)

EE: You haven't just continued with it so it's second nature then, yeah.

EP5: Yeah, so we just need to get ourselves back on flow again really.

**EE: Okay lovely, and that's actually you know just one of my questions is, I know it's difficult because it's obviously authority level, but where do you feel it's going then, you know do you feel it's more--,**

EP5: Well now that we've had the white paper out from, from uh Welsh Government I think it's very clear now that's where the direction changes. So I think that now we can all get back on the bus and start heading in that direction um and I think that's really really helpful um because whether you like it or not that is the way we are going to go. So now we can get all our schools on board and we can start to really invest in making that change, so I think that's really good.

EE: Brilliant.

EP5: Um, so I just think you know we just have now need to have an audit of who's trained, who's not trained, who needs a refresher course. Um, and then each professional um or area need to think about you know how, how, how we going to manage it? How are we going to get all those people round a table, who needs to be there, who doesn't need to be there? Yeah, but it's worked, it's worked well in the pilot area here. Um although I haven't heard, really in depth stuff about it but...

**EE: I did um a focus group with the ALNCOS who've been part of, of the project. Um I haven't transcribed it yet but they seemed generally positive about it. Um, I was just wondering, I should have asked this really to everyone but what training have you as EPs had, in this?**

EP5: So we've had, um so EP2 who's our um senior here and Tina who's not here anymore, um she uh retired. So Tina and EP2 went and did the Helen Sanderson training on um Person Centred Planning and they...they trained as Helen Sanderson trainers and then they've adapted it as a Authority 1 thing, so those two have trained all of us as EPs. I think, that's all I've had, I think other people have also been trained to train.

EE: Yeah okay.

EP5: But I haven't. And again that was, that was going to be some big roll out programme that EPs were going to be leading on training people and all the rest of it, but then we halted.

EE: Because it halted, yeah okay.

EP5: Yeah, so we didn't go further forward with that. Um so yeah that's it really. I don't, I don't think there's been --, and I, I think lots of, when that training happened you know, Speech and language thera--, loads of, everybody from health was invited, Social Services, Education obviously. All those people were invited so there was a real mix of people so lots of people across different things would have been trained up in Person Centred Planning. Um but to the ext --, what extent they've actually used it, I don't know.

EE: Okay, so the kind of principles are out there but whether they are actually being used?

EP5: Yeah, yeah.

**EE: Okay, lovely. Is there anything else that I haven't covered, or that you'd like to you know that's come up in one of your things you'd like to discuss or do you think I've covered most?**

EP5: No, I think the only thing that and I think I said this earlier and I can't remember but the only thing I think the feedback I've had from my school who, who have run a formal one, a formal Person Centred Review is just this issue that the balance of it, you have to be quite careful that it doesn't become to problem focused.

EE: Okay yeah.

EP5: So um and that, that was their ---, so they've actually adapted theirs so that they you know they, they kind of limit the amount that you can get sucked into talking about what's not working...um because they just felt that that could be really negative and, and destructive for the child and the family.

EE: Yeah, and goes against the principles in a sense, yeah.

EP5: Yeah, so yeah that was the the key thing. But no the headings I really like the phrases, I think they are really helpful phrases and they do make you think in a different way so I, I, and I, I, in a really helpful way as well. So yeah no that's it really.

**EE: Lovely and I was going to say it's good you know because it seems it's lent itself to other aspects of you practice as well which is lovely, brilliant.**

EP5: And it's not just applicable to children you know, if you think about --, so we did it where we thought about our service.

EE: Oh okay.

EP5: So we said in our service, 'What's important to our service?', 'What's important for our service?', 'What's working in our service?' and 'What's not working in our service?', you know and 'What we like and admire about our service?' So actually you can do it with organisation you know, it does lend itself ... to groups, to organisations, to children. So it's quite --, those headings actually are really flexible aren't they? They are really good.

EE: Yeah definitely.

EP5: Yeah.

**EE: So lovely is that everything?**

EP5: Diolch yn fawr.

EE: Diolch, oh that's fab, thank you.



## Transcription Focus Group 1 ALNCo's

--. **Cut Across**

... **Brief pause in the sentence**

(Pause) **Lengthy pause in the conversation**

(Laugh) **Nonverbal sounds**

### Focus Group 1

The focus group was held with eight Additional Learning Needs Co-ordinator's (A1-8), one educational psychologist (EP4) and one Family Support Worker (FSW). One ALNCo was from a Comprehensive school and the rest were from Primary schools. Three schools sent the two ALNCo's from the school that job share. The focus group lasted approximately one hour and nine minutes. The focus group was held in a room in one of the Comprehensive schools. The focus group was chaired by EE.

EE – So the first bit is just you know I you could give me a bit of background of the format the reviews have been taking then, an who's been involved, like outside agencies, in school, who's been part of the reviews you've been doing?

(Pause)

A3 - Some reviews are straightforward and you have, you know, there's no need for external agencies because the parents and the school work very well together and it's a quick one. But then sometimes you do have to involve external agencies. Anybody working with a child, like you now, for century always get invited but sometimes you might you know want the help of you know or support of other people maybe social services or something like that, sometimes youth offending for secondary, police, something like that.

EE – Okay.

A4 – Speech and language are quite heavily involved in a lot of the reviews that we do. And the therapists have really take on the person centred planning in all fairness because it been very difficult in the past to get them to annual reviews because of their commitment to their clinics and things but its --, that's seems to be going really well, they're making good effort to come, you know and give their feedback.

A1 – I think initially it was difficult because we felt we had to invite everyone around the child then we realised they'd come and weren't part of it and then it felt like you were wasting their time. So it's about only inviting them when there's a need to invite them. So that it's a needs must. Same as the school nurse, they can't come to everyone but if you know you have a referral you're going to request and that's the same with the Educational Psychologist. You know we'd love to have an Educational Psychologist in every meeting but it's not practical with the work load. It's when you need that, when you've tried everything through a graduated response, it needs to be graduated.

A5 – Sometimes I've asked EP4 and Jane\* to come to some of the meetings to sort of lead them if we know there are some tricky situations to discuss because it takes the owns off the school to have to deal with those situations directly and it doesn't break down relationships or we can, it looks more like were working together rather than the school, you know having this problem with the parent and that --, that seems to have worked really well.

EP4 – On the whole there's, there's a fairly, in my experience been quite a good sort of attendance across kind of multi- professions. I think probably an area where it's very difficult in terms of say paediatricians, well I think that's an area perhaps that we could perhaps improve a little bit on because sometimes, particularly when there's complex cases it would be useful to have them in those sessions as well.

A1 – There has been a stumbling block lately hasn't it. They haven't had personnel.

EP4 – Yes.

A1 – I know in the past we've gone on to the paediatricians office where there's been a tricky case but we haven't been able to do that in this process, which I thought we would be able to but we haven't.

**EE – Ok, lovely. So how long did the reviews generally take or were they different in all the different schools.**

A1 – Depends on the individual case, I've had ones that took over an hour and I've had some twenty minutes. It depends on the need of the pupil and the amount of people there. And I think the more you do them the more you can make the plan individual. You have a format to follow; you've got the titles on the sheet but certain times you can see when you come in to the review bit after --, the fourth review you can see it just needs tweaking. Looking at the action plan, where we're going next rather than starting fresh all the time. So again, its individual cases and its knowing your pupils.

A5 – And I think the more we have done them as well the better we are at channelling and focusing people you know. Right last time we said "so what do we now think" and moving things on. Sometimes um, annual reviews can be very general, everybody gets their chance to speak and then everybody talks around issues. And you need somebody really strong to just pull everyone back in and just stick to the point because they could go on... and on (laugh), and on --,

A6 – It's like therapy for some --,

A5 – Yes, exactly.

A6 - ... isn't it, it's a chance to offload.

A5 – Yes, and it is pulling that rains back in and sticking to, to the plan.

A1 – And sometimes like you saying it's the therapy for some its again knowing the case, sometimes you can see providing the therapy for that parent isn't constructive for the child. But other times I felt in one this week where we could see the stumbling block, second review

was the parent wasn't coping, professional family and I knew it wasn't an issue and now therapy for that mother I felt was always needed out of that review. So then you can provide it through that and again its knowing your families isn't it.

A3 – Yes, yes its' knowing your families well and it's the needs of the child. Yes it's always the positive; they're doing so well so now let's tackle this. You know, not going back to...

EP4 - It does give you --, the process does give you a colourful opportunity I think to do that better than perhaps more traditional ways. Um, so as Jane\*, sorry shouldn't have mentioned your name, was saying that um, it kind of depends on the kind of the family really but you do seem to again in my experience of kind of watching them, you do seem to be able to get that balance between parents being able to talk about their concerns, and have their concerns heard and noted but also its very kind of solution focused as well and constraints based. So it does --, most of the time I think they're able to sort of balance that --,

A1 – And mostly its eases what I see as the stumbling blocks for parents when they've got an issue with the school it just tends to be that they're not involved and they don't know what's happening, they don't know what you're already doing so they are demanding more. And when they can see in that way, they can see the action plan, they can see the steps, they know they're going to come back it eases their anxiousness which then eases the child as well.

A3 – It, ye, it, it does, it gives the..., I don't know, it gives parents confidence that we know the child, we know what's wrong, were tackling it and then they feel more ... confident with the school and then the issues become less.

A4 – I think being involved as well. They feel less, they have some ownership over what's going to happen because the action plan will focus on. Individual people doing certain things by a certain time so when you review that, everybody's got a responsibility to account for what they've had to do and it gives parents ownership... and responsibility as well and for some parents that's all they've needed. It's a lack of spi... --, you know the feeling of spiralling out of control, my children's got all these needs, there's --, there's all of this to tackle, I don't know where to start and then seeing "right I can do this" and they've got something concrete then to work on.

A1 – And it gives them an action so you also, also you do tackle, although you can't refer tem -- ,

A4 – Responsibility.

A1 - ... for maybe parenting your also sharing activities you do in school which they can do at home. So you're providing that structure as well. But I think out of doing a person centred planning review I think what has been a common part, everyone's been very confident doing the review and I think, I'd say the action plan is where it takes a while to feel, right I can come up with those ideas. That I think comes from doing it lots of times. More confidence --,

A3 – From a secondary point of view the children take ownership of their one page profiles. So they now how best to support them, don't confront me or give me time t think. They write that down so when parents are coming in saying "you're not helping, you're not helping, the

children are saying well I don't need it now, you know and so it is that balance between the child and the parents and school.

**EE – So as part of the meetings then do you all follow the same --, because I came to a review the other day and it followed the like and admire and the ... so do you all follow the same things then?**

All – Yes, yes, yes.

**EE – Um one thing that was interesting that I've been reading up on it is sometimes a friend of the child is invited have any of you experienced that, have any of you asked a friend of the pupils to come along?**

(Murmuring – “no, no”)

A1 – They've all been very happy to come. They've never requested that. Once, someone wanted to bring their bird (laughter by all) but no, nobody's ever wanted to bring their friend.

**EE - Okay, sometimes --, I was just reading that they, you know bring them along just for them to say what we like and admire as well so I was just wondering if that was something --**

⌘

A1 – They tend to have done that activity because they've got the one page profile --,

A3 – They've done that before.

A1 ... they've done that in class.

**EE – I was just going to ask, you know what --, could you just tell me a little bit about the preparation you have to do before the meetings? So do you, as ALNCO's do you do any preparation work before the meetings or do you just support the children to prepare?**

A1 – I have done like a little guide things just making sure that you've got all the information you need. So it's having, especially with the class teachers, making sure they're going to come to the meeting knowing, because when you see those titles, it can be a bit “oh I don't know” so it's making sure that the class teacher knows that --, has the one page profile been updated? So has the child's views been collated and has a neutral person really --, or someone attached to the child been able to help them gather their views. If it's a child who's you know, they say is too young, can't read, can't do that how else could you gather them, how do you find out what's important to them just through an observation, things like that. Making sure you've got up to date information to do with um, academic progress as well. That's important so it's not just you know how everyone's feeling or what everyone's feeling but were looking at tracking as well. So it's making sure you've looked at teachers' assessment, any tests you've done to make sure they're brought as well.

EP3 – So from a secondary point of view then because the class teacher can't come because they have so many subject teachers I se--, I do send out a blank proforma with um you know some statements on it that every subject teacher then will fill in so I've got that information to put in and of course with tracking data in secondary school you've got all their childhood

grades and things like that in place and other than that preparing the paperwork, sending invites to the parents, inviting them to it --,

A1 – Making sure the parents views are heard --,

A3 – Send the sheets to them and asking them to fill it in to bring it in because it focuses the, the parents then on what is going to be discussed at the meeting. So they have a chance to have a little think at home instead of coming in “oh my god, what do about...” you know.

A1 – Or, coming in with questions rather than sharing--,

A3 – Solutions.

A1 - ... what they know as well. Cuz (sic) you'll answer the questions during that meeting where as in the old format they've bring, maybe a list of questions or complaints and you go through them. Whereas if you wait to go through the whole process usually all those questions have been answered haven't they?

A4 - From my sort of children's point of view none, some of them are verbal but they're not at a level where they'd be able to do the one page profile themselves so it's all from general observations. We have sent one page profiles once they're done home to the parents, is there anything you feel that are important to them at home, that way so they have an input in that respect. Because trying to get them in because they all come in on school transport we don't see them. So home school link books it's easier to send them home and they can put their views in that way then.

A8 - And I think with the parents view sheets, last week we had a review and the one of the parents couldn't come so she wrote her views you know what I mean so that was shared...

A3 – Read out?

A8 – Yes.

**EE – So do you feel that preparation beforehand is quite invaluable then to the actual review meeting as well?**

A1 – Checking, you know if you know an outside agency can't make it its making sure you've checked the last assessment or last review or if you've got a question you know might come up you can link it maybe to the EP or you can email the speech therapist, things like that as well.

**EE – How do the pupils feel about doing the one page profiles and that, are they quite engaged in that process?**

A3 – They love it. They do like doing it, they do. Mine in Secondary enjoy doing it as then they say don't confront me, tick, you know what I mean (laugh).

(Everyone talking over each other and laughing)

A3 – They do, to be fair enough, they do take ownership of it.

A6 – It's important to them to know that they've got a voice you know.

All – (murmured agreement)

A6 - You're all as teacher you know and you do actually consider them and their feelings in everything as well.

EE – Okay, fab. Um, the next thing I just wanted to speak about, what do you feel is your role in the meetings, because sometimes people are facilitators, some are there to give information, some are scribes, you know, do you all have different roles then or are you all facilitators?

A1 – Depends again. You know your parents, you know if you have, need to say “do you want me to write for you” because they may have an issue in that way. I think it's to make everyone at ease, to bring it, to move it on if it needs to be moved on, to encourage people... to put their ideas down because you can go to a meeting and everyone, it can become like an annual review straight away, everyone just going in to that flow. So sometimes, in some meetings I've ended up just standing and listening to people chatting and filling everything in because I can see it's not going to flow and you've got, and encourage it that way and then in others people just get up went they and they just go and do it themselves and you haven't got much of a part, so it depends.

A3 – And It depends if it's an initial one or a review because in an initial one there's much more writing and going on but in a review sometimes you can look at the sheets because things are going so you know here's what we said last time do we want to add anything? You know and you can use a different coloured pen then so it's new. So it's much quicker and easier and it's knowing the parents.

A5 – And it depends as well um in primary school where the ALNCo we might possibly be the class teacher as well so we've got a few different roles within that meeting anyway. You know the scribe quite often, drawing things together plus also putting, giving our own input with the child as the class teacher. So mixed (laughing) mixed roles.

**EE – So you know if you are, like you were saying, sometimes your just listening do you still feel that you still get to contribute, especially in the first meeting --,**

A5 – Yes, yes.

**EE- ...where it's, you know you've got a lot of things going on do you still feel that you get the opportunity to contribute as much as you want to the reviews?**

A3 – Yes, we write down on the sheet what we want to say.

A? – Undecipherable words

A1 – I've never come away or felt that not everyone has had a part of the meeting and their views haven't been put down.

EE – So it's kind of similar to what you were saying earlier but you know, what kind of information do you bring to the reviews? Especially if you're the class teacher and ALNCo is it academic, social, and emotional or is it everything?

A5 – Everything, everything, yes.

A1 – It can be about the dog, it can be about something in class, it can be about a friend of theirs Anything you observe... or been part of.

(The Family Support Worker entered the room and joined the focus group).

A3 - Hello...

**EE – So something you said earlier then, something I wanted to ask you about, what are your thoughts really about how the person centred reviews differ from the reviews you used to do which weren't necessarily known as person centred reviews. You know what's the difference, what makes the person centred ones more unique then if there's anything you feel makes it more unique?**

A1 – The person centred. The old reviews were negative and it was as if parents had to prove what their child couldn't do in order to keep the statement. So it's --,

A5 – Yes, definitely.

A1 - ... so everyone came armed with why they should keep the statement rather than look how much progress they've made. They were always scared if they've made much progress they're going to take away, and it was focused on the one-to-one, it was never focused on a range of interventions it was just focused on --,

A5 – Very, very old- fashioned really.

A1 – Yes, very formal.

A4 – Extremely formal.

A5 – Very formal, and also they could meander aimlessly down many routes without actually getting anything done or said --,

A1 – And I thought there was an action plan out of them, we were instructed to write an action plan but it was a struggle.

A5 - ... or achieving. The action plan use --, was very difficult --,

A1 – It was send the report in --,

A4 - but then parents never used to get that action plan it was just sent off.

A5 – Yes.

A1 – It was just a paperwork exercise I felt.

A5 – It was very much a paperwork exercise, tick the box, I've done the annual review for that child.

A1 – Put the statement back in the file and wait and see till next year unfortunately.

A5 – Definitely. This feels more of a celebration doesn't it of the child, look at all these wonderful things this child, yes they've got problems, they've got this issue but how are we going to deal with that because they do all these beautiful wonderful things and it is much more positive. Much more positive, the old way used to just be um, a sounding board often for parents gripes and complaints and it's not fair, they're not getting enough speech and language, why isn't this happening, he came home yesterday and said this has happened in school... it was very, very much like that, just mediating between everybody, (laughing).

A1 – And not expecting progress I felt.

A5 - Yes

A1 – It's an annual reviews, they've got a statement so ye they're not going to make any progress.

A5 – No.

EP4 – There's something really I don't know what it is particularly, I think it makes if feel like more of a partnership because the process is very transparent and it seems to be fair and it's the same so everybody kind of knows what it's going to be so you don't get, hopefully people don't feel so much --, you can't help some of power relations, you can't help --, but it's much more of an equitable process I feel. Everybody's views are heard, everybody's views are valued ... --,

A5 – The school's not trained to hide something almost isn't it?

A3 – And for those more negative parents, it um you know the IDP process actually shows how much support the child is having and what it's got access to, and what its enjoying and how much process it's made...

A1 – and what is working.

A3 – And what is working.

A1 – Seeing that balance and seeing things moving from the not working over, that's nice.

**EE – Okay. Um so quite similar, you know we were discussing the difference, what are, would you say if you were to tell other people who are not doing person centred reviews what are the advantages, what do you feel that works well, the positive things about this kind of review?**

A4 – Less paperwork.

A3 – Improved relationships between homes and school



A5 - And it really is all about the child. It's brought you back to the main focus, it's about this child, it's not about --,

A1 - No jargon either.

A5 - No, it's not about how many hours can we get on the statement, um, you know send them off for speech and language, it's just about that child and making it very, very individual --,

A1 - And making changes when you need to make changes and not waiting a whole year for the annual review.

A5 - (Same time) Not waiting for the annual review.

A1 - You need to make changes now, and able to call a meeting, a review sooner and knowing you can change tracks straight away.

A3 - And I would say as well the need might go and then it goes dormant, you can re-visit it anytime but you're not every year pulling out something that's no problem but you've got to fill in these twenty eight pages. That's a plus.

A1 - You can end the reviews and tell them look the doors open and we can have one at any time but now they are just going to go into the monitoring process again.

A4 - Because for mine being able to call a meeting because circumstances change so quickly, you know you can have a feeding problem one week and then a toilet training program --, problem the next. You've got no problem in school but they've got major problems at home so being able to pull that together is, call a meeting whenever has been a big thing.

A3 - And there's trust as well because a parent might say oh this works at home try this in school so we might say this is working at, in school why don't you try this at home. So we're both singing from the same hymn sheet. At any time, not just every year, once a year.

A1 - And getting to know outside agencies more I'd say the way and my and relationship with the EP changed,

A3 - It did, definitely.

A1 - Because I don't know you take advice at all times but is able to come to a meeting and put something in place rather than waiting for that --, thinking you've got to go through an assessment or a consultation process. Also, I'd say speech and language, that relationship changed it became less formal, less them and us.

A4 - OT'S are quite difficult because of the workloads they've got. You know, I've got to see the OT once every three months and for some of my children that's crazy.

A8 - They're very, it's very difficult.

A4 - But, so that getting them to come to the meetings is quite difficult because of their work loads.

A1 – They're the same as health haven't they? They've had a --, so we've been lucky lately, we've seen them twice a week sometimes haven't we?

A4 – We have.

A1 – But, there'd been a big gap before that.

EP4 – And actually, I think again, depending on the individual sometimes if you can be flexible and initially perhaps meet you know, maybe even every few weeks, just thinking about a particular pre-school child, who was a pre-school child in my head, there was something about that process, I mean being able to meet regularly with everyone around the table that just provided that, a real reassurance for parents at quite a worrying time and there's just something about that just keep reviewing, what's working, what else could we kind of that should be --, by the time we got to the time that the child was starting school because everybody had really got around the table because it was very transparent I think they felt ready and happy for their child to start school but in terms of how much time people can devote to that, for me that's the ideal, and you guys do more of it like that but how realistic that is with peoples time pressures I don't know.

A1 – It's because its needs –led isn't it? It's necessary at that time, the time you put in to that would prevent when they start school it all going wrong, how much of your time would go in to it then, its balancing up. You've seen we got to do a lot of person centred reviews recently haven't we... --,

FSW1 – We have, anything that's coming back from panel at the moment and the decision is at the moment not to assess we do a person centred review with the school and the parents just to see what's available. Um and it does put the parents minds at rest because they used to go out with a formal letter saying sorry the authority has decided not to assess, you have the right to appeal and that was the only option given at that point. Now we go into a school we do a person centred review with the parents and the school, show the family what's available to their child in the school, guide the school in some places and it seems to be working. We don't have any tribunals at the moment but we've gone down from about twelve a few years ago so it, I think the process has changed that as well. Parents are a lot happier...

EE – They've got something coming out then rather than them just being told that's, that's it kind of thing.

FSW1 – It's like a solution isn't it --,

A1 – The relationship between school and parent, it does change it, you know.

EE – Just thinking about the actual, the forms that you all fill in at the time, is there anything that you feel really particularly works, you know the like and admire or what's working, what's not, is there anything or do they all, you know, have their roles then within the process and kind of help to move things along, or is there anything that the pupils particularly enjoy doing?

A6 – That's the bit I find --, 'what's working' and 'what's not working' but getting the children and they're in on it and they write down what they feel is working and what's not working.

From, not just the ALNCo role but from a teacher's role that's, that's the eye opener for me. Cuz quite often in a large class you don't get the opportunity to just speak to them so personally and as an individual and say you know 'how are things going then' but in that review you do get to talk to them and they do get to write it down and ye it can surprise you.

A1 - From a teacher, I shouldn't ask the questions should I...

All – (Laughter)

A1 – From a teacher point of view when you first see something going in the 'not working' from a pupil does it make you think 'oh'... any emotion come in to it first and think 'oh I thought that was working'... --,

A6 – Ye you do get that.

A1 - does any defensiveness come in to it at first?

A6 – At first, well a lot of the time you're surprised, I mean you think "well I thought that was working but it clearly isn't for them otherwise they wouldn't write it down but it certainly sort of alters your train of thought. And you know you can't help but think right "well what can I do to change it". So it affects your own practice.

A1 – I, when I go into the meeting I home in on the important to and for because I don't feel I could form an action plan without those two columns. They're the key columns to me, to motivate the child to then go on to the 'what's not working'.

A3 – I also like the, the needs of the child, you know the what's important for the child from a secondary pint of view, for me I have to look at that and that then helps me then make an action plan for what's not working. I do use that more so in secondary school...

A6 - I think... --,

A3 – Sometimes you know they've got an idea, I don't need this, I don't have to do that, you know what I mean but it's important that they do.

A1 – It's probably powerful for them to see isn't it?

A3 – It is.

A1 – Say look we don't, in the 'important to' you like this but, can you see how many people are saying what you need and for them then to be part of the action plan is quite powerful because they're taking on the responsibility. And if --, like sometimes you might get someone 'I don't want to come in to the meeting' and then they come in after and read through their plan. They may add --, say they don't like or something they don't agree with you read the action plan to them and they're like right, I might not have liked that but yes I'll do it.

EE – Because sometimes they get to realise through coming in and looking at it what everyone else has said.

A1 – Ye I think it's important if they've chosen not to be in or sometimes you want to discuss something that isn't in their benefit to be part of that meeting so you would do all those, you might form an action and then they might go. But I still think it's important for them to see the rest of the action plan because it's their plan.

A6 – Personally again going back to the teacher role when it comes to the part of 'important for', um and 'to the child' personally I'm part of that process in class with them when they produce their one page profiles so that point I, I know, I really do have a good idea, I know this is important and what they see and they've commented on what they feel works for them and how best to support them. So throughout the year I'm consciously aware of that and at the times various stages throughout the year when they update it I know what need to be change, you're still on top of it but in the actual reviews themselves when they get to say what's working and what's not working that's the moment for me then when I think 'ah right I didn't know that until now'.

(Murmurs of agreement)

EE – And that then kind of facilitates your actions then and you can address those things they've brought up?

A6 – Yes.

EE – Okay, anything else?

FSW - In preparation for the meetings as well I do think a lot of parents need to be prepared so it's not just a case of going in to a person centred review. A lot of them will be prepared because a lot of parents and children that will need the preparation before going in and like you say you do that in class with a lot of children and that's great but then parents as well because I think what we like and admire about children throws a lot of parents because they're not used to the positivity.

EP4 – And it's really important that people feel that they can be open and honest otherwise it's, what you don't want is it to be a tick box, a tick box exercise so actually keeping you know reviewing and saying that I was smile the other day, the questionnaire that a chi --, a child had done and he'd put they, the adult had kind of scribed that he had wanted to tick that he was quite enjoying school but he'd , although he wasn't enjoying school that much he didn't want to get in to trouble but this was his honest view was that he wasn't... (Laughter) mum thought that was really... but that's quite, that --, to create that space that they feel able to was --, just to be a bit mindful of really.

A3 – The like and admire for children who have um you know behavioural difficulties it's nice to see that they have a sense of humour or they are liked by their friends you know because if they're ever in trouble by the teachers, you know what I mean, it's always their fault you know. It is nice to actually see that they actually are liked, you know.

A1 – It's not something we all tend to is it.

A3 – We don't.

A1 – We don't either and that's the one point when you read it back to them they're just glowing.

A3 – Even something simple as a lovely smile --,

(Murmured agreement)

A3 - ... that you might never see in class...

**EE – We spoke a little bit earlier about preparing for the reviews, so are you involved more with parents then?**

FSW1 – I am.

**EE - So what kind of things do you do then?**

FSW1 – I support families, well it has been throughout the statutory process um obviously things are changing now so preparation um, their rights, legal rights in the process, facilitate meetings in schools, if necessary mediate.

**EE - So you prepare for the reviews with them then. So do they fill in sheets or is it just getting their views?**

FWS – We can do it that way yes, it depends on the parents. I work with some parents who have learning disability --, difficulties themselves. Um, others who may have anxiety and I think preparing them is very good because in the past maybe they haven't gone to meetings because they've been unable to read or prepare anything to go. It's much better, always, I'll scribe for them so it's that expectation of being there and sort of writing things down. A lot of parents don't like that so if somebody else can do it for them. So yes, it's either a paper exercise or just talking through it before the meeting.

**EE – Thank you for that. I was just wondering, there may not be but are there any kind of disadvantages or things that maybe don't work as well or are a little bit harder with this kind of review that maybe you would have had previously then?**

EP4 - I guess in terms of um, just being able to access other bits of information that other meetings just thinking, if somebody couldn't come to the meeting to feedback on something I guess because the web-based um, documentation isn't, there was lots of kind of issues with getting that set up so sometimes its just being able to have that access to other bits of information and the other thing for me as a psychologist is again in terms of the logistics of some of the --, because you don't want to go back to that, the other system sometimes if there's um perhaps a very complex case it's just ... facilitating that action that perhaps if there is a need for some further assessment that that's... there's a --,you're able to do that and provide that when it's --, it's not always necessary, it might be quite rare but sometimes... does that make sense? (Laughter)

A1 – I tend to say to everyone 'look...', if they've got an IDP it is a legal plan, we do have to follow it, but maybe not everyone feels that way. It might come to a review and someone says

'oh I haven't done that' or 'Oh no I couldn't find it'. It's trying to make sure it has the importance that it needs to have.

A3 – Because some parents wait for statement, it's a legal binding document, it comes with funding, 'my child will have a TA', they will have speech and language, its written on the statement. Whereas it's to reassure parents that although they haven't got a statement we can still support the child through the IDP. You know what I mean, it's trying to persuade the parents that you don't actually need you know a legal binding document to get the support for the child. That would be a drawback. Adjusting parents mind.

A5 – I think that's the main thing. We've come across this as well you know with parents who've said we've gone through the IDP process providing you know the support we thought was but not enough, without the statement, that's a legally binding document 'my child will have the support and there's nothing you can do about it'. We still come across that and there is no quick fix for that really. It's either; it's going to come from pre-education for parents on the way that the system works which I think will happen because there will be fewer and fewer statements being issued anyway and realising that the statement is still only a piece of paper and if the child is getting what they actually need it doesn't matter whether it's a document or not.

A6 – It's developing their trust in the school.

A5 – It's the trust.

A3 – It is that.

FSW – In terms of the legal side of it I was having this conversation before I left the office about the quality act, disability discrimination act, um, being there if you know there weren't statements the parents could still bring a claim against the school if they weren't meeting their needs. Um, they don't necessarily have to have a statement for that and --,

A1 – I don't think people understand, I don't think schools, the disadvantage is getting all schools to understand the legalities of the disability, the equality act, and SEN code of practice, 'oh the SENCo reads that, will know that, that's their job', well no it's every teachers job and every heads job to make sure that all children's needs are met and that's the point we've got to.

A5 – And I think you're talking here as well about who you know a group of people who've been involved from the outset really of this process by trialling it and I think, I've had um, convo with other ALNCo's in schools that haven't been using this system and been they've been very negative about it 'oh it's more work'...

A1 – Change.

A5 – Its' change, um, it's very different when you've been in the process from the outset and you've seen it for yourself.

A1 – I couldn't imagine going back.

A5 – No.

A1 – I couldn't do the reviews in the other way.

A5 - No

A1 - But ye it's going to take time to get it out there for everyone.

A3 – Yes the only thing that ...--,

A5 – There's a lot of negativity with other ALNCo's I think who perhaps don't know enough you know, not saying they wouldn't be responsive to it but they haven't had the same input. Their mind-set hasn't really been changed like ours had.

A3 - In, in the pilot we did, we did, um, the IDP and statements side by side and I had statemented children as did our feeder primaries on the IDP process as we trialled it and the parents said they much preferred the IDP version. They did prefer it, it was open, it was you know um, pupil centred you know everybody you know could have a say, it was equal weighting you know, they and this is parents who have gone to secondary school who've had a statement for many, many year and we did the IDP way and they did prefer it.

EP4 – Just, just contradicting probably what I just said earlier in terms of those sort of highly complex cases when perhaps you might be thinking 'oh I just want to make sure we're not missing out on appropriate assessment, but it's also in terms of for me from an Educational Psychologist's perspective if you're not required to do an Appendix D, if you're not going down the traditional statement route then we, we um, give two consultation visits for every appendix D that we have to do for a school, obviously it's a legal requirement. So actually being freed up from that gives you so much flexibility if you're working with the same two, three visit school ye, you've got so much --, you can do work in a different way...

A5 – (Same time) It's much more purposeful.

EP4 - ...so that's been...

A1 – You can have an impact more on the whole school as well because you can, you can see that through and IDP there might be a need in quite a few classes that are similar so you know then you need whole school training and you need to change your whole school provision because you can see it's impacting on a lot of needs.

A1 - So I think that's had a big change.

A5 - It has made us look at children who are not statemented and we know wouldn't get a statement but we know there's --, they just , they need something more and it focuses you on those children you now it brings everybody around the table to discuss it. It's not just left to the class teacher to cope or use the ALNCo to "oh can you decide what to do with this child (Laugh) you know, what do I need to do?" Everybody get a chance to have a look.

A3 – No, you're right because I've got statements where they shouldn't be statemented to be fair but no ALNCo is going to de-statement because the funding goes right, and that's the

bottom line. But then you, you have parents that are pushing the whole time to get that statement and then you've got other parents who don't do that, yet in the class you can see a need, let's just call an IDP. You know you don't have to go to the LEA or anything like that, you can just get everybody around that child and have an IDP for that child, to support that child, which is a plus.

A1 – We've done a class IDP as well so at the beginning of the year you can see a lot of needs so you think I'm not going to call five IDP meetings, is it pupil, is it the transition, is it a new member of staff, is it a new team and then we did a class IDP to look at okay, what strategies are you putting in the class, and I think that was really useful as well and you can do that as well. That helps with the whole class maybe training; we looked at individual children, patterns, relationships and planning, and things like that. I thought that was quite powerful.

EP4 – and then again, hopefully in a --, because there's, because of the process hopefully it's safe and it's transparent and it's not, you know, sort of deficit lead because that would be horrible place for any teacher to be and hopefully that might be quite useful and I think it might be--, I'd also be interested in looking in terms of maybe doing it as a whole class with the whole class.

A1 – Yes.

EP4 – To maybe extend that.

A1 – We done it and its come up you can see all of a sudden there's bullying going on in this spot, we're then using exactly the same person centred profile for children to look at themselves and also as a role, um, the new ALNCo training we did it 'right let's look at person centred planning around ALNCo role, so you can do it around a job role. I think you could do it pretty much around anything to get a problem- solving approach.

**EE – It was interesting you know what you were saying that maybe because people haven't been involved necessarily they don't really know what the process is. So if I was to ask you how has the process gone, has it been exciting, has it been challenging to move to this kind of way --, has it involved a lot of change in your practice or has it been quite a --, not an easy, but quite a soft transition in to this kind of format then?**

A1 – I can remember the first few meetings and I was in to the unknown really nervous.

A5 – Nervous, just --,

A1 – Just watching and thinking --,

A5 – It felt really 'on the spot' ...

A1 – ... what's my part in this?

A5 - ... I think. Rather than --, you've got the safety of you seat here with you now you're in charge because there are parents there, you're taking the meeting, they know you're talking the meeting and you're sitting there, you know, with your pen and your paper but all of a sudden you're exposed, you're up on your feet, you're pointing to things, you have to direct



people towards posters to write on them when they're not used to doing that and ye (laugh) very nerve-wracking.

A3 – I was nervous, I remember I organised five in one day and I was jammed.

All – (Laughter)

A3 – Diane\* came in for the day. I wanted a (undecipherable word) So she came, to be fair she came in and we sat through, she initially, you know, took the charge maybe of the first or second and then she said right do you want a go, I'm here and we did, we did five in one day then, of the initial review. But Diane\* was there to be fair. And I think once --,

A4? - I think you'd get in to the swing of it then, with five in one day wouldn't you. You'd get...

A3 – You do...

A1 – I feel ill if I do too many in one day.

A3 – Well I just wanted to get --, do five out of my ten with somebody there.

All – (Laughter.)

A3 – But um I I after that you do become more confident don't you?

A5 – Yes, yes, just getting the first few under your belt.

A3 – I have notes to myself, 'do this first, do this, action plan', you know but you know, ye get it under your belt, you feel more confident and so do parents to be fair.

A1 – And I think after you do the first few you think oh right, I've got this but then when you've reviewed them all of a sudden you think 'where am I going?', and it does take experience then to push it on because you will hit a point where you do have to not just support but a bit of challenge as well because you might have to tackle something that's' not comfortable for everybody. Whether it's the teacher, whether it's the parents, there are going to be tricky points as well.

A5 – It's much more exposing this system, actually --,

A1 – It's making it safe in the challenge as well.

A5 – There's nowhere, there's nowhere to hide basically.

A1 – No, and making them feel and I, you know, I haven't come up across where a parent hasn't been able to then open up. Because I've had to link safeguarding in some as well and I've felt that process much better than when you're calling a social services meetings threatening a parent, bring in it up in a person centred review and adding it to the plan they've felt more supported rather than threatened.

(Murmured agreement)

A3 – And other agencies have taken it on board as well because Tina\* you know, she's the LAC Co-ordinator for LAC children, we're going to do now instead of having an IDP meeting and a PEP meeting --,

A5 – Yes we done one of those.

A3 - ... we do do them together now because they cover the same ground and it prevents social services and parents coming back twice. You know so that's positive.

A5 – Because we had a LAC, IDP and annual review...

A3 – In one hit?

A5 – All in one hit. Just you know, it's exactly the same people, exactly the same questions --,

A3 – It just makes sense.

A5 - ... formats, everything.

A1 – One plan, all done.

A3 - ...and again, in the PEP it's what's working, what's not working --,

A5 – Yes, its person centred now.

A3 - ... you know what's gone wrong and an action plan is formed and the action plan is the same.

A4 – And it's all the same. So rather than more work its less work but once you get in to the swing of it I think and once people start realising oh we don't need two meetings this one will cover it all. I think that's the way forward.

A3 - Yes I realised that, instead of having two meetings because it is the same people, the same actions you know can be dealt with in one...

A5 - People having to take time off work, or re-arrange shifts you know parents and things trying to get to meetings, so it's much better.

A1 – The only time it's been actually tricky is when schools who have different people are in charge of these roles and that's where you need to see that not everyone needs to come together one approach. Except it's quite disjointed and they do still have different meetings.

**EE – So how are you all kind of feeling now that you've had some experience of it, are you feeling a lot more confident and feeling like you say it's the way forward?**

A1 – You've got a range of people here. You've got people; ALNCo's who've been doing it from the start. But I think it's important as well where you've got ALNCo's then you can see maybe ... are going to leave so it's important that you bring in someone else so they start shadowing and training by the side. So you've got someone who's come on board lately and done a few meetings compared to people who've been doing them... you know everyone's at different stages. You are quite new to them aren't you?

A6 – Very.

A1 – And you’ve done your own, you’ve been...?

A6 – Yes. Again like you mentioned before I was fortunate that I sat in on a few with you to lead and you get the general gist of how things should be done and you in a short space of time I already done one on my own as well.

A4 - I think the action plan seems to be the most daunting bit...

(Murmured agreement)

A4 - ... it’s when there’s people --, people who can’t come and aren’t there --, there’s that voice of experience to sort of throw in the extra what’s the next step kind of thing...

A1 – I would say if you are unsure you just action ‘self to contact someone’... --,

A3 – That’s what I do.

(Undecipherable content – participants talking over each other)

A4 - There’s a lot of contacting people

A1 – I can see the need is here, I’m going to contact this person and ask them that.

(Laughter)

**EE – Okay, this is quite a wordy question – to what degree do you feel, the ones you have been whether there’s been a few or a lot, you know, to what degree are they, do you feel they have been person centred, the child has been the focus, you know, everything has been around the child? Have they all been like that or have you found some where it’s been difficult to make sure that was how it worked?**

A1 – Ye, sometimes, the child isn’t because it’s more of a parent need.

A3 – Parent need.

A6 – Mmm.

A1 - It takes a long time to get to the child for some but with some you know I’ve had a bereaved pupil who she has led every review, it has been her review from the start. So again, it all depends...

FSW – I came to a very big review here with Sarah\* where one of your students, visually impaired, he led the whole review and that was fantastic to see.

A3 – When they get to like year 10 or year 11 and going in to college then it is their review because they’ve got to, obviously the support then, the IDP it goes in to college now, it’s up to 25, they can say what their needs are now going in to college. You know so it can be binding so that the um, who are they in College, they’re support staff are they, special needs support staff in college, what’s their title?

FSW – LSA?

A3 – There is a support, you know in The Room upstairs in the library, there is a ---,

A1 – Student support?

A3 - ... student support is it? It goes to them you know what I mean so they can meet with the child, go through the IDP and then change it within the first month if need be.

A1 – Sometimes you know that the review is going to be detrimental for them to hear what the parents are going to say. You’ve got to judge that.

A3 – Yes you do.

**EE – So is that why sometimes they are only invited to part of the meeting?**

A3 – Yes.

**EE – You judge that before the meeting kind of takes place?**

A5 – Yes.

A1 – And sometimes, mostly I’ve found some LAC children can’t cope with it, just because it’s too much stress. That’s why then the pupils views forms, it gives them preparation, they’re not forced to do anything.

EE – And that’s always brought then the pupils views if there not present they are brought?

Murmured “yes”.

A3 – And often you get the pupils’ views different to the parents views.

A1 – That’s why it’s important that we do them with that neutral person because if you send them home sometimes you just get the parents views and sometimes if you give them to what’s deemed a 1:1 there protecting their role so you get their views. So you do need it to be done sensitively.

A3 – Ours being older they can you know do it themselves and sometimes they make me laugh.

(Laughter)

A3 – You know the things they write down which isn’t realistic but that’s my view and I’m putting it in.

(Laughter)

A3 – To be discussed at the meeting but um ye... I mean it’s good for parents to hear pupils’ views you know what I mean, to say actually my child --, you know they are happy in school and realise I’m not the happy one.

(Murmured agreement)

**EE – So do you feel you know that most of the time then if the pupil is present they do get the opportunity to contribute and they are listened to and they really get the opportunity to say what they want to say? Or is that difficult sometimes? Are they always given that opportunity to say what they want to say?**

Murmured “mm” and “ye”

A1 – And I think then ... no I have had to ask a parent once you know stop and don't say that. Sometime you will get a parent who can be a bit inappropriate in front... --,

A3 – or they answer for the child and you have to say well “hang on you've had your say”.

**EE – So, if they don't attend then they, the sheet is brought to the meeting but then they are given the opportunity like you said at the end if they want to come in, do you ever get some who half way through will say, actually I've changed my mind, I'd like to be part of the meeting or do you tend to know before the meeting if they're going to be involved or not?**

A1 - I haven't had anyone decide half way through, somebody has said no they don't want come but nobody who wants to --, but I'll go see them after its over to say you know do you want to go through this.

EE – Okay, so do you feedback everything to the pupil if they don't come to the meeting?

A1 – Yes, I do.

A6 – I've had one where a mum was expected to be there but couldn't show up but there was another family member instead.

A5 – Yes.

FSW – I have designed invitations for all children as well. Um so parents will get a letter sometimes so that important for the children also being invited. They're available on Computer Site\* but they're not required to send out, it would be up to you really if you did that but having that invite or letter as well as parents I think is important.

A1 – I think when they get --, what might be nice is, as they get older and it's their review is if they are inviting the people rather than us inviting them.

A3 – They do, they tell their mothers when it is you know and you know that they want them there.

A1 – Would you like to come to my review rather than asking would you like to come to your review? (Laughter)

**EE – I was going to ask that because in some of the research I've been reading up the child themselves decides where it's going to be, who is going to be there, you know they sometimes have music or a slide show or something. Is that something that's currently happening or at the moment is it quite...**

A1 – I'd say... --,

A5 – Not really

A4 – I'd say with us, not really

A1 - Long term no, I think logistically to get the formatting I think how they're going to change and evolve I think that's going to be important. I think that will come with the confidence of letting go as well.

A5 - And gain it depends on the child, that perhaps is more relevant to Secondary settings and it would depend on the child's --, in a primary school, the older children possibly. Um, younger children especially if the needed this input would prob --, would need a lot of modelling and leading in preparation... --,

A1 – I think as we come to the end of key stage 2 we could apply it. I know a comprehensive school has started...

A5 – Yes, years 5 and 6 possibly.

A1 - ... yes they've made a slideshow. So it's like a celebration of what I've been doing.

A3 – If the ALNCo is IT literate you know what I mean or can support the child or they can go to someone it's nice. Sometimes mine bring certificates that they've got, you know what I mean and that they want to, to show everybody, although we've all seen them umpteen times.  
(Laughter) Nice, good, lovely.

**EE – So that's one of the things, one of the final things I was going to ask actually is how do you see it progressing from here, you know do you see it being used in different ways or with younger children, older children you know, how do you see it all, in your schools, how do you see it progressing?**

EP4 – I see a one page profile coming on, it will be quite nice wouldn't it to just do a person centred around I don't know maybe you've don't that already in the cluster, think about what's ... --,

A3 – I think DA has tried.

(Laughter)

EP4 - ... what's coming, what the next steps are?

All – Yes, yes.

EP4 – What's worked well?

A3 – Ye definitely, that would be ye.

A1 – And it's using the approach and not thinking of it you know, we've trialled it up this end as an IDP, taking it now if I see contention between school and home ... I use it to maybe stop a complaint procedure straight away, at an early --, so I use it across the board. From early

intervention, from just a bullying incident all the way over to an IDP where it becomes more multi-agency and education, tracking, so for different needs.

A3 – Um, for me I'm quite excited about it carrying on now in to college because the statement ceased at 16 and then a skills learning plan that they went in to college with. So this --, you know they take ownership of it; they can bring their one page profile to college. That's what I'm looking forward to so they get the most appropriate support for them to meet their needs.

A3 - And we've tried to, with the one page profile, every child has got a one page profile that links so when it comes to parents evening trying to encourage the dialogue in parents evening because they can be exactly the same can't they? They just want to talk about themselves...

A6 – Yes.

A5 – Oh yes.

A1 - Trying to --, I ask the staff to share the one page profile so you're updating it in parents evening and phrasing what you think it is working, what you think isn't working, so the terms are used, to focus even those type of discussions.

EP4 – Just thinking about the other end of what you were just saying in terms of kind of pre-school and maybe that beginning, that start of school you know it probably varies quite a lot using person centred review, I can like --, if we could do again --, it's just like building on that, we could do some more of that couldn't we?

A1 - Two of the cluster schools, your school, and your staff are doing the pre-school one page profile so getting the nursery teacher, goes to the home to start that process. You know it's not a formal meeting but you're developing a one page profile before they enter school.

A4 – From a sort of unit type thing, coming from an assessment unit that would be a big help to us because even though they're assessed there, they're assessed to be given their statement or whatever. They come to us and we have to re-assess everything anyway.

A5 - It doesn't give you --,

A4 - It's nothing.

A5 - A pen-picture of the child does it.

A4 - No. Yes they know their colours and their numbers great but what do they need and want? Yes, you know having a list of reinforces and what's important to them is huge.

A1 – And it's vital when they are coming from somewhere new. Finding out that they like is your key...--,

A5 – Way in.

A7 – Motivator.

A1 - ...to talk to a child.

A4 – When we've got a new children coming in we can spend three weeks just finding out what they like, what they don't like, whereas that could already be there. So that would be quite useful.

**EE – Okay and one of the last things is just you know what are your thoughts really about how, I'm sure it has, how has it made a difference for the pupil doing it in this way? How has it benefitted the pupils themselves being at the centre of the process do you think knowing the pupils the best?**

A1 – knowing what to do next. In the other process they never knew what they were doing next.

FSW – Giving them a voice.

A1 – Yes.

A5 - Sometimes there wasn't even a next to be honest. It was just a case of tick the box on the statement, yes, statement stays the same, keep statement, yes, continue all provisions it says here yes. Send the paperwork in and put it away so yes you've got IEP's which give you targets you know to monitor but with regards to real in depth interventions or anything really different the often wasn't, it was that meandering aimlessly around.

A1 – Interventions were never discussed. We never used to sit and think have we tried this approach and have we used this --,

A5 – It was just...

A1 – Have we worked on this scheme? You didn't discuss things like that in an annual review.

A4 – It was just stated child, usually 1:1, there's their support, the 1:1's their support.

A1 – And what were the 1:1's doing with them? Well they never went and had a look ... --,

A5 - Ye, it was always a little bit... wasn't it?

A1 - ... just all come out, we used to come out of the classroom once a year to do the annual reviews, ye. I think it's changed the role. We just used to do those... --,

A5 – Much more involved

A1 - ... do the paperwork or come out to apply for funding and that was the role.

A3 – And secondary school the children take ownership as well and responsibility for their actions because there could have been a target in that they were going to do, you know what I mean say look you've done this or not or remember what we agreed. You put it back on them then you know.

Murmured "yes"

A3 – And they're part of that rather than saying you know at them.



A5 – Yes. Yes, targets are sort of discussed now and very much --,

A3 – Agreed.

A5 - ... and agreed.

A3 - ... and said “right, I’ll agree that you can have half hour on the computer at the end of the day as long as you do your homework for the entire week you know.

A5 – And you say --,

A3 – So it does give you ownership and respon --, ye responsibility for the older ones now.

**EE – So have you seen that kind of you know --, what are the more long term impact of this type of review then? So do they tend to agree to that action and then carry it out more likely because they’ve been part of that decision process then?**

A3 – I would say for me yes.

A1 – Um, they become more confident to, “hang on, no I’ve got something to say” and “I don’t agree.” They will say that...

A4 - And the thing with that, it reflects as well, the changes in teaching. Um, the assessment for learning which is always been there but you know a strong, strong focus coming through the last I don’t know five years been very, very prominent putting the owns back on the children. The children know the next step in their learning so I just think this reflects really for - -, for those children who need support what were; we should be doing as good classroom practice anyway. I think it’s going hand in hand with all of the new, it’s not new thinking, it’s not at all new thinking but it’s coming in to vogue again now, I think it’s the right way.

A1 – Class teachers becoming more important, they’ve always been the important ones but showing it’s not just the person funded to be with the child it’s what you’re doing as the class teacher. I think the ownership has become more there.

EE – So it’s impacting on the wider school as well as being from the individual child and the family who are involved and teachers.

(Murmured agreement)

A1 – And, but also given the IDP gives action and support around that and ideas, in steps so you don’t just tell them ‘you should be doing all’, its right there’s this need, here’s the action and in the review let’s see if we’re ready for the next step.

EE – So it’s kind of those long term goals that can be reviews so it’s having a longer term impact rather than like you said you just came to the meeting and there wouldn’t necessarily be an action plan but now there’s always something to work on and build upon.

A1 – Yes.

**EE – Okay lovely. Just really then just to unless anyone has anything else that maybe I haven't covered that you think actually I'd like to say about that, something you know that's worked well or anything?**

A6 – The only thing I would say is that in the experiences I've had so far is that everybody seems to leave happy.

(Murmured agreement)

A6 – You know everybody has the chance to say what they want to say, can air their views but it's done in such an informal way that everybody leaves really clear on how things have gone, where things are going and ye they just leave happier.

A1 – And irons out sometimes, and parents think right I'm coming in and there will be someone from the Authority or I'm going to see the ALNCo or the head in this meeting and I'm going to tell them all the things this teacher hasn't done, you're able to deal with that as it is and just Put things in.

EP4 – Thinking of that, um a particular case and just seeing the difference in a parent over time in just her confidence, just thinking a couple of years back and her being very kind of upset and quite worried about her child kind of being at school and starting school and feeling that maybe he, didn't feel that he belonged in that school. And know her confidence to, she virtually kind of facilitates the meeting in a way, she'll, she'll join in, she'll kind of feel much more confident and I think possibly that's enabled that child I think to remain in that school where as perhaps we might have been looking at other options for him. So that I think was really powerful to see that over a couple of years.

A1 – I think the pupil coming to the meeting builds relationships with the people there as well because you do, you're not the same as you are in the class room are you? You're forming a different relationship with them.

(Murmured agreement)

**EE – Okay, lovely. Just to finish you know if you don't want to then you don't have to but just one thing that you particularly enjoy about doing these type of reviews? Or something that you feel particularly works well, that's a good thing to come out of these kind of reviews then?**

A1 – I come out of them feeling... you've made a difference, you come away thinking hopefully that you've had a little bit of an impact on something.

A4 - I think it's giving the parents an ownership of a target and they know what they've got to do. Especially for us we've got parents coming in saying well we've got issues with this at home but then it's not an issue in school so it's linking that up and then them knowing well I've got to do that because that's going to be reviewed so it's, and then it builds on that relationship.

EE – Anything else?

A5 – I think it's getting to know the child better even if as I have been with some of the children the class teacher as well as the ALNCo, but hearing other peoples' views about what they like and admire and how they are in different situations, you just feel you really understand a bit more about that child, where they're coming from, who they are, um and celebrating that because when they've got needs we tend to focus on them as a statistic within our data or whatever and focus on the negatives, what we're going to do to improve this and it just brings it back again, this little child or this young person--,

A1 - is an individual.

A5 - ... and as an individual and really getting to grips with that, getting to know them a bit more.

A3 – And for the child there's loads and loads of positives that come out of that meeting that they're quite surprised, 'oh I can do that', and you know rather than knowing that they're going in for a negative meeting.

FSW1 - I was going to say solution focused isn't it, it comes out with solutions

A3 – It does.

FSW1 – As opposed to just looking at what's wrong...

A3 – problems.

FSW1 – Yes.

A1 – You don't come out thinking ... no we still haven't got anywhere, you always come out thinking right okay, there is a way to go and that's because you've had so many different people around the table coming up with so many different ideas, time to think, that it's not just one person, its everyone together thinking.

A3 – It can be an eye opener as well like you've said in the past before like something that they do at home like, for secondary they might be doing that I didn't know outside school who are doing really, really well in. It could be Sea Cadets or something and they've got rank or something an in school I see them totally different so you know you learn about things.

EP – Yes, it can definitely, it might just give you that little hook, sometimes it's just that stiff hook that you might just think okay let's build on this and I think it's much more holistic and it gives you a whole picture. Similar really its much less than the deficit model and however complex the child's needs are there are a--,

FSW1 – There's always a positive.

EP4 - ... there are concerns and there's always lots of really positive things about them and it's just about focusing on that and then just thinking what are their needs and how can we meet them rather than listing--,

(Murmured agreement)

A3 – What it does as well is, there's issues in school that they want to do much better say academically but they've got underlying issues that's not going to happen until this is addressed s start with this and that will improve. You know what I mean. So all work together then to get rid of the low level stuff. So the high order things can move up.

A1 – Yes and sometimes you come out of there thinking gosh how does that child learn at all.

A2 – Yes.

A3 – Yes. And isn't that child doing well.

(Murmured agreement)

A1 – Just coming in every day.

(Murmured agreement)

EE – Okay thank you very much.

## Transcription Focus Group 1 – Pupils

-- **Cut Across**

... **Brief pause in the sentence**

(Pause) **Lengthy pause in the conversation**

(Laugh) **Nonverbal sounds**

The focus group was held with two pupils, both of whom were in year 6. They are coded in the transcript as P1 and P2. The focus group lasted approximately 24 minutes. The focus group was held in a room in the primary school. The focus group was chaired by EE. At the beginning of the focus group both pupils read the information sheet and signed the consent form. They were told that they could leave at any time and did not have to answer any questions that they did not want to.

EE – The first thing I want to know is basically you know what the review is ye?

P1 – Ye.

EE – Like I said to you earlier you know that you've been part of it because I spoke to some children a while back and they didn't know that they'd even been part of the review. So you know what, the review I'm talking about yes?

P1 – Ye.

EE – Ok, so take it in turns, you know who was involved in the review? How many reviews have you been involved in first of all?

P1 – Five, six?

EE- Right, so quite a few.

P2 – Quite a few.

EE – Quite a few as well. Okay, so generally who has been at these reviews that you've had, can you remember?

P1 – Um, Tom Davies\* he's in X school. He's a youth worker and um, oh what's that place called...

P2 – X Hall

P1 – Yes, X Hall. And he's um, and then um, the heads there, Miss B is there...

EE – Okay, who is she?

P1 – Um our class teacher and Miss X, the lady who brought us up...

EE – Do you know what her role is?

P1 – No, don't know. Oh ye...

P2 – She's like a staff member, a helper.

P1 – 1:1

P2 – She's like a supply teacher, like say like Miss B's not there, we've got three – Miss X, Miss C and Mr D and one of those take over Miss B.

EE – So, she's like a support worker is she?

P2 – It's normally Mr D.

EE – Okay so if she's not your class teacher for the day is she a support worker the rest for the time?

P2 – Yes.

EE – Okay, fab. Who else was there?

P1 – Um, ... um, what's that lady's name up in the top block that we go in the afternoon? What her name? Oh what's her name?

P2 – Oh Miss R?

P1 – Ye, the other one though, cuz there's another one but I don't know her name?

EE - What does she do? Don't worry about the names if you can't remember them.

P2 – I think it's Miss F.

P1- One second, I'll be back now, I'll just go see.

EE – Oh it's alright, don't worry.

P1 – There's a board outside and you can see everyone's names.

EE – Oh right. I don't need to know the names. So she's a support worker as well is she?

P1 – Ye she takes us out in the afternoon and then um... she takes us... and she just lets us play and whatever really.

EE – Okay, she works in the school does she?

P1 – Yes.

EE – Okay fab. Anyone else that was there?

P1 – Um, I don't know. Oh my youth worker.

EE – Youth worker.

P1 – Oh I forgot his name now.

EE – Oh that’s okay.

P1 – I keep forgetting everyone’s names. (Laugh)

EE – (Laugh). Names are terrible, don’t worry. I’m terrible with names. So parents, were your parents there?

P1 – Yes, my nan and my mum, and Kevin, my mum’s boyfriend, but they are married, don’t know.

EE – Okay so family. Anyone else or is that it?

P1 – In the one that I went too in X school, there was the head teacher there.

P2 – Oh ye, I had one in X school and Miss X was there --,

P1 – Yes.

P2 - ... Miss D, um...another staff member.

EE – So they are all staff members are they, all school staff?

P2 – Yes, and my mum was there and my sister.

P1 – And I’ve already known a fact that the lady was, one of the ladies who was in X school, I don’t know what her name is, she’s really annoying.

EE – Oh was she?

P1 – Yes because, what you call, my brother said oh I was in class with her and she’s odd... (laugh)

EE – Oh okay.

P1 – But he’s moved now...

EE - so he doesn’t see her anymore.

P1- No.

EE Okay, who was at yours? School staff you said, your mum and your sister, anyone else?

P2 – Sometimes the head, head-teacher, um... I think Miss Nicholas...

EE – She’s the SENCO, ALNCO, isn’t she?

P2 – She comes to my one. And um, someone else, I can’t remember.

EE – You can’t remember, that’s fine. So anyone form like hospital or anything come?

P1 – No.

P2 – My mum.

EE – Oh your mum works in the hospital does she? But she comes as your mum does she?

P2 – Yes.

**EE – So did you know everyone who was at your reviews?**

(P1 and P2 nodding)

P1 – Mostly

P2 – First of all I didn't.

P1 – You didn't know them at first did you?

P2 – No, except my mam and my teachers.

**EE – Okay so who was there that you didn't know then?**

P2 – Miss N and then I met her and then the more times I've been to the meetings the more I've got to know her.

EE – Okay lovely, so you now know everyone who's at your reviews do you?

P2 – Yes.

P1 – Yes.

**EE – Okay, so was there anyone you would have liked to have been there who wasn't or was everyone you wanted there?**

P2 – Ye.

P1 – Ye, it's just a meeting isn't it.

**EE – Okay, so were you asked before the meeting who you felt should be there or did you just turn up and they were there?**

P1 – Turn up.

(P2 nodding)

EE – You just turned up as well did you?

P2 – Yes.

**EE – Okay so you weren't asked who you think should be there or nothing like that no? You just turned up?**

P1 – Yes.

**EE – Okay, lovely. So, did you know anything about your review before you went? Did anyone explain what was going to happen?**



P1 – Um, when I got there they said we had to have like, say like, we was having it in this room they would have like little pieces of paper on the wall, what is good for me, what I need --,

P2 – Yes, pieces of paper...

P1 – What's important to me and...

P2 – What's not important--,

P1 – Ye.

P2 – What's working, what's not working...

P1 – Ye, on the walls and that, so yes.

**EE – So is that how all your reviews have been, with the paper up on the walls?**

P1 – Um, three or four of them.

P2 – Well I think there's like five...

P1 – Oh ye, ye , like X school one, ye.

**EE – Okay so most of them have been the papers up on the wall have they?**

P1 – Yes.

**EE – So did anyone explain what was going to happen before you went in or did you just go in and then they said this is what's going to happen?**

P1 – Ye

P2 – Ye.

**EE – So who told you what was going to happen?**

P2 – Um either the teachers or my mum.

EE – Okay so what did they say to you?

P2 – They said there's going to be a meeting coning at whatever date and um what time.

EE – Okay, so did they say there was going to be paper up on the walls?

P2- No.

EE – No, you just found that out when you got here did you.

(P2 – Nodding)

**EE – Okay so did you do anything then to prepare for your review? Did you have to do anything before you went?**

P2 – I don't.

EE – No? You just turn up do you?

P2 – Yes.

EE – How about like one page profiles, things like that, have you done any of them?

P1 – I have don't those--,

P2 – Yes.

P1 - ... but not in the meetings.

EE – Not in the meetings so beforehand is it?

P1 – Yes.

P2 – Yes.

P1 – And Miss X prints them and give it to them in the meeting.

EE – Okay so who do you fill in those one page profiles with?

P1 – Um, you do --,

P2 – You do them on the laptop.

P1 – Yes, most of the time we do them with Miss X--,

EE – Who's your class teacher ye?

P1 – Ye, she well not um, like, support worker, and she shows us how to do it, even though we know more than them.

**EE – Okay, so you fill them in and then Miss X takes them to the meeting then does she?**

P1 – yes.

EE – And gives a copy out to everyone?

(P1 and P2 nodding)

**EE – Okay, so everyone's got a copy in the meeting then. So you know with your meetings then, do you get to say anything before the meeting? Like do you have any music in yours?**

P1 – No.

EE – Because I know some people have music and that.

P1 – That would be amazing.

EE – So you don't have to make any choices before you go, you just turn up do you?

(P1 and P2 nodding)

**EE – Okay. So how did you feel in the review then? Did you enjoy them?**

P2 – Yes.

P1 – No, I just like to get out as quick as possible.

**EE – So in and out is it?**

P1 – Yes.

EE – Okay, so how did you feel about going to your meetings?

P2 – Glad.

EE – Okay, so why were you glad?

P2 – To get out of work.

EE – (Laugh) Okay, and how about you? Were you glad to get out of doing work as well?

P1 – No, I like work.

P2 – Its story writing were doing and that's--,

P1 – Ye that's one thing I don't like because we done that in my old school.

P2 – Maths and story writing I don't mind.

P1 - We done it in--,

P2 – It's the writing that I hate.

P1 – I did it in my other school, X, when I was in Year 4 but then I had to move because I was naughty.

EE – Oh right okay, so you don't mind doing the work here now then.

P1 – I'm used to it know because they just do the same thing over and over and over again.

P2 – Where, in X school?

P1 – Yes, that's why I was, you know when I was in X school when I just moved here that's why I was so naughty because I'd already done the work and I wanted harder work, that's why I was so naughty at the start.

EE – Right, so you didn't really have to do anything to prepare for your reviews then you kind of just turned up on the day apart from doing your one page profiles before the meeting yes?

P2 – Ye, that was way, way before.

EE – Right okay so its not necessarily for the meeting you just do them anyway?

P1 – Yes.

P2 – Yes.

EE – They are just brought to your meeting?

P1 – Just ready for Comprehensive school so because in year 4 we all had the same one page profile, or the same setting, where the picture was, we like um, miss said right you're going do your one page profile and we all said we'd already done it, and then miss said well they are all the dame so why don't you change it and make it your own one page profile and they showed us some of the previous year 6, the year 6 before us when we were n year 5 and they'd done like cool ones and they'd put like picture in the middle and put speech bubbles coming out.

**EE – Oh nice. So how did you feel about that? Was that something good that you got to choose?**

P2 – Choose what you want on there.

EE – So that was good then was it?

P1 – Yes.

EE – So what did you choose?

P1 – Colours, a photo of me and my mates, writing.

P2 – Yes. I did the colours and the big writing, lettering.

P1 – Yes that's what I done.

P2 – The big bubbles so I could move it around and like put them in an arch shape and things.

**EE – So it was really your own thing then.**

**P2 – Yes.**

**EE - Oh that's lovely. Okay, so what did you do in your review? So once you'd come in what did you do first?**

P1 and P2 – We sat down.

P2 – Just talked, just talking

P1 – Well, to start off with you get like um an inky pen or whatever...

P2 – Yes, a pen.

P1 – And then you have to write down your name--,

P2 – Yes write your name...

P1- ... on a piece of paper.

P2 – And what you are, so we just write pupil or child. I write pupil.

EE – okay, so you go in and write your name down, lovely. What happens then?

P2 – We just talk a little...

P1 – Ye.

P2 - ... and like a couple minutes after we write on these pieces of paper. We've got separate ones though--,

P1 – After, after, they've you've written on the pieces of paper what's important and all that um you get like two stickers --,

P2 – No three, three I do.

P21 ... Three stickers and then um --,

P2 – We place it like um ...

P1 –For like wherever, wherever you want like say if I wrote down what's important to me, my mates and school I could, I put one of them on one, put two stickers --,

P2 – And everybody does it --,

P1 – ... I put one sticker on one --,

P2 - ... because they, so you think what you think and then the other people, family stuff and all sorts, they put what they think is best for you.

**EE – Right so you've all got individual stickers that you can put on whatever you think is most important.**

P1 – Yes.

P2 – Yes. So what I choose is mostly um, family, Xbox and friends really.

EE – Lovely.

P2 – Same things.

**EE – Okay, so you go in, you write your name down; you have a little chat about how things are going? Is that what you have a chat about?**

P2 – yes.

**EE – Then you fill in the pieces of paper and put your little sticky notes on is it?**

(P1 and P2 nodding)

**EE – And is that it then? Anything else happens in it?**

P2 – Not really.

**EE – So what do you think your role is in that meeting then?**

P1 – Um, nothing (laugh). You just go there and ...

**EE – And give your opinions is it?**

P1 – Yes.

**EE – So that's your role you think then is it, talking? Like you said earlier, saying how things are going?**

P1 – Yes. That's my role all the time. (Laugh)

P2 – Just go in there and get it done with.

**EE – In and out is it?**

P1 – Ye.

**EE – Okay, lovely. So what do you like about this type of review then?**

P2 – Um, ...

(Pause)

**EE – Is there anything you like about that sort of review?**

P2 – I like going to it.

**EE – You like going to it ye? So why do you like going to it.**

P2 – So I can just skip class.

**EE – Okay, so apart from getting to miss work what about the actual review? Is there a good bit in the review, like a bit you actually enjoy about the review?**

P2 – Um, sometimes we play a game.

P1 – I don't like it--,

P2 - A game sheet...

**EE – Okay so you sometimes have games. Anything you like about it? (Directed at P2)**

P2 – No, it just makes stuff worse for me, always.

EE – Okay, we'll come on to that in a minute. So is there any but, do you like talking, do you like having the opportunity to talk?

P2 – Um, in the middle.

**EE – In the middle, okay. What about you, do you like having the opportunity to talk.**

P1 – Yes, I wouldn't survive without talking. (Laugh)

**EE – Okay, there’s the talking bit and the, actually getting to go to your meeting. They are the two things that are alright about it, ye. Anything else that you like about it or that’s okay about it?**

P1 – No.

P2 – Um... no not really.

**EE – No, okay, so is there anything that maybe you don’t like about it or ...?**

P1 – Yes.

**EE – Okay, so what don’t you like about it?**

P1 – Say, if um, this is what’s happened before. I was naughty all the time because the games, the eighteen games and that but they’ve like taken them off me now, like the eighteen games, like ‘Black Opps’ (sic) and that so now I’ve got nothing to do, and since then it’s just been...

**EE – And that was because of the review was it?**

P1 – Yes, because um, the youth worker saw it and told the school and then they said about it in the review and then my mums taken it off me and since then it’s been terrible.

**EE – So there are some things that come up in the review that you think isn’t very positive then is it?**

P1 – Yes, cuz (sic) it’s just --,

P2 – Lucky my eighteen games didn’t come up.

**EE – So is there any part of the review then that you don’t --,**

P1 – Well done P1, P1, you’re such a daft one, that’s on record.

P2 – I no, it gets deleted though.

EE – yes, it’s okay.

P1 – Ye but still, you shouldn’t because you shouldn’t tell anyone because like...

P2 – Ye, but my mum lets me, my brother plays it and all. My mum doesn’t really mind only if we don’t copy it.

EE – Yep that’s important isn’t it?

P2 – Only if we do that, not copying the bad words and that we’re fine with them.

**EE – Right, okay. So just no copying what’s on it. Okay. So is there anything else that you like or don’t like about the actual review, about how it’s set out, about the pieces of paper or anything?**

P2 – No.

P1 – It's alright sometimes, like sometimes there... like it does help you sometimes if it doesn't involve something that you like at home.

**EE – Okay, so how does it help you?**

P1 – Um, it helps if um... if say like me and my mum are having an argument at home, like always now, but if we have an argument they will do something to help like put a chart up for us and all that but um we sort of can't do that anymore... (laughs) ... because about the games, I smashed it up, I chucked it out my door.

**EE – Oh gosh, so some good things come out of it then, they actually put some things into place then as a result of the meeting then is it, the review?**

P1 – Yes.

**EE – Okay, that's good then. Anything else like that, anything else positive that comes out of it like that?**

P2 – No.

**EE – Okay, if you think of anything else just let me know.**

P1 – Actually, um, ye. They can tell you about stuff like, stuff that you like doing, say, I like free running and all that, they say, like if you say you like free running they'll find a place somewhere for you and then you can go. So, like there's one, they told me there's one in X.

**EE – Oh right, so they listen to what you like?**

P1 –Yes.

**EE – And then do something about it that will help you?**

P1 – Yes.

**EE – Oh that's brilliant isn't it. Have you found anything like that?**

P2 – Um, no not really.

**EE – So yours have been more straightforward have they, just go in like you said, talk and then go?**

P2 – Yes.

**EE – Okay, fab. Well if you think of anything else, that's brilliant.**

**EE – So, is there anything that could be better about your reviews do you think, or are they quite straightforward like you said?**

P1 – Um, no I don't think so.

EE – Okay, how about you?



P2 – (Shaking his head)

**EE – No, okay. So do you feel that you got to say everything you wanted to in your reviews?**

P2 – Yes.

P1 – Um, no not really, not anymore. Since the games I don't really trust them so I don't tell them anything anymore.

**EE – So you don't tell them anything anymore.**

P1 – No.

**EE – Okay, so about before the whole game thing happened did you feel that were able to say everything that you wanted to say?**

P1 – Yes.

**EE – Okay, so how were you given the opportunity to tell them what you want?**

P2 – They just ask you.

P1 – Yes, they ask you and then if you say... they say oh I can help you or whatever to do that and this.

**EE – Okay so they just say boys, boy, P1,P2, tell us what you think is it?**

P1 – Yes.

P2 – Yes.

**EE – So you feel you get plenty of opportunity to talk in your reviews?**

P1 – Yes

P2 – Yes.

P1 – We're not actually in the same one.

EE – No, I know you have separate ones.

P2 – At different times or same time.

P1 – In different rooms.

P2 – On different days.

**EE – Yes, so everyone individual has an individual review.**

P2 - Ye but sometimes it's in one day at different times.

**EE – On after each other, so you always get to say what you want. Is there any times when you don't get to say what you want or are you always asked?**

P2 – Always asked.

P1 – Always asked.

**EE – Oh that’s lovely. So, do you feel, so you get to say what you want to say but do you feel you’re listened to by the adults?**

P1 – Yes.

P2 – Yes.

**EE – Yes, so how do you know that they are listening to you?**

P2 – Because they um... like--,

(Someone entered the room)

P2 – ... well they always like, answer back after it, not like a bad way.

**EE – So they acknowledge what you’re saying it and they respond to it do they?**

P2 – Yes, respond to it.

P1 – Oh, I’ll answer back anyway and you know that.

**EE – Do they listen to you as well; do you feel you are listened to?**

P1 – Yes.

**EE – In the same way, they respond to you?**

P2 – Ye, well they better listen to me otherwise they just keep talking.

**EE – So you do get the opportunity to talk and they do listen to you?**

P1 – Yes.

P2 – Yes.

**EE – So is there anything that you know that they could do in the review to make it better for you or is it, do you feel you are listened to enough and you are listened to and everything you want to say, you get to say?**

P2 – Yes.

P1 – Well I don’t know because I don’t tell them anything. (laugh)

**EE – No, but before then?**

P1 – Yes.

**EE – You got to say everything you wanted to say?**

P1 – Yes.

**EE – Okay, so is there anything else you want to say about your reviews in general, anything about them you think, because some of this information, what I’m going to do as part of my research, I get to write up about what everyone thinks, so I’ve spoken to teachers, I’ve spoken to a lot of different people and pupils and what you know, what’s going to be good is for children who haven’t been part of these reviews, they get to find out what pupils like you two think about them. So is there anything else you think they need to know or do you think you’ve covered everything?**

P1 – Yes I think they need to know stuff. Don’t tell them anything, you just make your life worse.

**EE – So don’t tell the meeting, right. So, that’s what you think?**

P1 – Yes.

**EE – Right anything else? Have we covered everything or is there anything you would like to add about the reviews generally?**

P2 – No.

P1 – Um, they’re good actually. Like, if it’s anything about home don’t tell them but if its anything outside school and your allowed, able, like allowed to do them and its legal you can say, but if it’s illegal then don’t say (laugh).

**EE – Okay, so they’re good at listening to when something they think is important ye?**

P1 – Yes.

**EE – Anything else you would like to add?**

(P2 shaking head)

**EE – No, you think everything is covered?**

P1 – Mm-hm.

P2 – Yes.

**EE – Okay, that’s brilliant.**

## Transcription

-- **Cut Across**

... **Brief pause in the sentence**

(Pause) **Lengthy pause in the conversation**

(Laugh) **Nonverbal sounds**

### **Interview 1**

**A semi-structured interview was carried out with Pupil 3 (P3). The interview was held within the Primary school she attends. The interview was carried out by Emma Emanuel (EE). A initial discussion was had with P3 that clarified that she was fully aware of what a person centred review was and that she understood fully that she had attended one or more of these type of reviews.**

#### **EE – So how many reviews have you had like that?**

P3 – Three or four times.

EE – So what were they like, what did you do in those reviews?

P3 – Um just talk and sign stuff.

EE – Okay, is it the reviews that have got the papers up on the wall?

P3 – Um, some of them. We put, we, they used to get paper and stick them on the wall and we used to write on them.

EE – So you've had a few of them have you?

P3 – Yes.

#### **EE – What have the other ones been like then?**

P3 – We just have, just put them on the table and just been writing.

**EE – Oh so it's the same papers they are just on the table instead of on the wall?**

**P3 – Ye.**

**EE – Okay I understand. So who came to those reviews then?**

**P3 – My teachers and these people. Um, this person and um, my mum.**

**EE – And your mum, oh that's lovely. So do you know who those people were, in your review? Do you know where they were from?**

**P3 – No.**

**EE – You’re not sure are you? That’s okay. Lovely so did you know who was going to be coming to your reviews?**

P3 – Um... I didn’t know my mum was coming, I knew my teachers was coming but I didn’t know this person was coming.

**EE – Okay, so has that been the same for all of the reviews? Has it always been the same people there?**

P3 – No, some of them there was more people but one of them, some of them it was.

**EE - So do you know, in the other ones, did you know the other people that were there, or were you not sure where they came from?**

P3 – I wasn’t sure where they came from either.

**EE – Right, so the only ones you knew was your mam and the class teachers is it?**

P3 – Yes.

**EE – Lovely. So is there anyone else you would have liked to have been in the reviews that wasn’t there?**

P3 - No

**EE - No, you were happy with it were you?**

P3 – Yes.

**EE – Lovely, So did you do anything to prepare for the reviews? Did you have to do anything before you went to the reviews?**

P3 - ... mmmm... work and do work and then I went.

**EE – Right, so you were in class doing work and then you went to the review?**

P3 – Or do, the one what’s been this week I was doing PE and then we went.

**EE – Right, so did you have to do anything for the review, did you have to take anything to the review with you ?**

P3 – Um, no.

**EE - You just turned up on your own with nothing in your hand did you?**

P3 – Mmm.

**EE – So have you had to do any kind of things like one page profiles?**

P3 – Yes I did a one page profile.

**EE – Right did they talk about that in the review?**

P3 – I don't remember, I think, maybe, or maybe not.

**EE – Maybe or maybe not, you can't remember can you?**

P3 – No.

**EE – Have you taken your one page profiles to the other reviews?**

P3 – Um, yes. All the reviews I took the um... um one page profile.

**EE – Lovely, and then did you talk about that in your review then?**

P3 – Some of them.

**EE – Okay so some of them had a look at your one page profile did they?**

P3 – Yes.

**EE – So did you have to decide on anything before the review? Like did you have any music or anything like that in the review?**

P3 – (Shakes head back and forth)

**EE – You didn't have to make any decisions like that did you?**

P3 – No... but some of them I used to. They used to ask me did you like the music in it or didn't you like the music when it's going on?

**EE – So in some of them you did have music in them did you?**

P3 – Ye they asked me because we when we work, um in, when I used to be in year 4 Sir used to put music at the back and I, some of them I used to get frustrated when I was writing.

**EE – Oh, because you couldn't concentrate could you?**

P3 - Yes

**EE - So they asked you about that in the review did they?**

P3 – Yes and in year 5 the music a little bit disturbing me as well.

**EE – Oh that's important then isn't it for you to be able to say. So did you jave music in your reviews as well?**

P3 – Um, no.

**EE – No, no music in your reviews they just asked you about the music in the class is it?**

P3 – Yes.

**EE – Lovely. Brilliant. So how did you feel before you went in to your review? Were you happy, were you excited, were you looking forward or were you nervous?**

P3 – I was happy because some of the reviews I get to go home earlier, that's why.

**EE – That's why you were happy is it?**

P3 – Yes, but um when its club I don't like going home...

**EE – Because you want to stay for club?**

P3 – Ye.

**EE – So why were you happy for any other reasons about going to the review?**

P3 - Ye, to see my mum and that's all.

EE – That's all is it?

P3 – Yes.

**EE – Okay, lovely. So what did you do in your reviews then?**

P3 – We sit down, then Miss will say some stuff about me and then she gets these papers out and then we write in them. Um then... that's all.

**EE – That's all. So does everyone write something on the paper?**

P3 – Yes.

**EE – And do you get to write on the paper?**

P3 – Yes, my name and my mum asks me what do you want to write down and then she writes it down for me.

**EE – Right, that's lovely. So you get to, you tell Mammy what you want her to write down for you is it?**

P3 – Yes.

**EE – That's lovely. So everyone gets to write down stuff and then they write stuff down about you and how you're getting on in school is it?**

P3 – Yes (Nodding).

**EE – How do you feel about that when they are writing things about you?**

P3 - Um... I feel a little bit okay but sometimes I, sometimes I don't want people to sign it because they people what I don't know – it may be going to the person who I don't know and I don't want to put my name and my initials and my road and all that.

**EE – So you don't want people who you don't know to see it sometimes?**

P3 – Yes, yes.

**EE – Okie doke. So you do the sheets, so do you get to share your ideas then?**

P3 – Yes.

**EE – Right, so what do you feel is your role in the review?**

P3 – Um... I don't know.

**EE – No, so you just go in.,**

P3 – Yes.

**EE - ... and you write down and you tell mam what you want her to write down.,**

P3 – Yes.

**EE - anything else, do you do anything else?**

P3 – We talk a lot.

**EE – You talk a lot, lovely. So what do you like about your reviews?**

P3 – I get to go home early, and um I get to see my mum, I get to discuss all about myself and I don't want people to know my road and my full name and all that.

**EE – Right so you don't say your full name or where you live is it?**

P3 – Yes.

**EE – So anything else you like about you're reviews?**

P3 – Um... I get to go home early.

**EE – So what's the best bit of the review, apart from going home early and seeing your mam?**

P3 – When my baby sister comes in and annoys me.

**EE – Oh you like that bit do you, you like it when your sister comes in do you?**

P3 – Oh no, I thought you said what you don't like. No, the best thing is um I get to discuss my own things and people to listen to me but the bad thing is when my baby sister comes in and annoys me.

**EE – Oh right so the bad things is when she comes in and annoys you.**

P3 – Yes.

**EE – Right, so the best bit then is getting to talk about yourself and people listening to you.**

P3 – Yes.

**EE – So what do you talk about then, you don't have to tell me what exactly, do you talk about school and things?**

P3 – Yes.



**EE – Yes, anything else or just how you're getting on in school?**

P3 – I don't know.

**EE – Just school is it?**

P3 – I thought that went off then. (Discussion about the tape recorder)

**EE – So is there anything you don't like about the review?**

P3 – Hmm... ummm... don't like?

**EE – Don't like.**

P3 – When my baby sister comes in and annoys me and when I have to do my name and initials and all that and it goes to a person who I don't know and when my mum says you can't come home early.

**EE – Okay so they are the things you don't like is it?**

P3 – Mmm, no.

**EE – Lovely. Are there any bits of the review where you've got to speak about anything that you don't like or is that all okay?**

P3 – It's all okay.

**EE – Is there anything that could make the reviews better?**

P3 – Mmm, don't know.

**EE – Don't know. Have a little think? Is there anything that would make it better?**

P3 – Yes.

**EE – What?**

P3 – My baby sister not coming in.

**EE – Right, not interrupting you is it?**

P3 – Yes. That's only sometimes when she comes in. She can come in if she wants but I don't want her to annoy me.

**EE – No, I understand that.**

P3- Yes.

**EE – Anything else that you'd like to be better? Anything they could do in the review to make it better?**

P3 – I don't want anybody to see my initials and all that who I don't know.

**EE – Okay, lovely any..,**

P3 – In case they do and I um I if I miss my play and I'm still doing the thing I should get, I should get play.

**EE – You should get to go out to play?**

P3 – Yes.

**EE – Anything else that could make it better?**

P3 – Nope.

**EE – Nope, that's it. Okie doke. So do you feel in the review that you get to say everything that you want to say?**

P3 – Mmm, yes, a little bit.

**EE – A little bit?**

P3 – Yes.

**EE – Okay so, is there sometimes where you don't get to say what you want?**

P3 – No, I do get, I don't say that much um Miss asks me the questions.

**EE – Okie doke and you answer then?**

P3 – Yes.

**EE – So do you feel you get to say everything you wanted to say?**

P3 – Yes.

**EE – So how do you get the chance then, Miss asks you the questions? Do you ever get chance to just say something?**

P3 – Um... I don't know.

**EE – Usually Miss asks you the questions does she?**

P3 – Yes.

**EE - Ok lovely. So would you like more chance to talk in your reviews?**

P3 – I don't know what to say for that one?

**EE – That's okay, that's fine. So, do you get to speak as much as you want?**

P3 – Yes.

**EE – So you always get chance to talk do you?**

P3 – YES.

**EE – Brilliant. So how do you feel about that when you get chance to talk about what you want to talk about?**

P3 – I don't know.

**EE – Does it make you feel good or nice or are you not sure?**

P3 – (Pause) In the middle.

**EE – And why is it in the middle or you not sure?**

P3 – I'm not sure.

**EE – Okay so sometimes you like it and sometimes do you not like it or...?**

P3 – Sometime I like it a lot all the time but sometimes it is a little bit boring because I have to miss my play and it's boiling in the room and I don't get fresh air.

**EE – So that's the bit you don't like.**

P3 – Yes.

**EE – Do you feel that you always get chance to talk and tell them what you want?**

P3 – (Pause) - Mmhmm.

**EE – So do you feel that all the adults there listen to you?**

P3 – Yep.

**EE – And how do you know they are listening to you?**

P3 – Um, because um ... they talk to me and I talk to them back.

**EE – Right, so do they talk back then, do they respond to you?**

P3 – They talk to me, then I talk to them, then I talk to them, then they talk to me.

EE – Oh so they respond to you.

P3 – Yes.

**EE – And is there any other signs do they nod and smile to show they are listening.**

P3 – Mm, when I say something about my mum she goes like that (Nodding head).

**EE – So she nods?**

P3 – Ye

**EE – And do the other adults do that as well?**

P3 – Some of them.

**EE – Some of them. Okay, lovely. So do you think the adults could listen more to you?**

P3 – Yep.

**EE – In what way do you think?**

P3 – Um... (pause)

**EE – Why do you think they could listen more?**

P3 – Um, when I try to say something sometimes, I don't say it all the time, sometimes, I'm thinking of a word, then they talking and take too long and I can't say anything. Then the meetings over and I don't get to say my words sometimes.

**EE – Sometimes, okay that's important to know isn't it? So sometimes ...**

P3 – Sometimes it is a little bit annoying because it may be something important.

**EE – Okay and you don't get chance to say it?**

P3- No.

**EE – So would you like them to listen more then?**

P3 – Yes.

**EE – So was there anyone in the meeting who didn't listen to you or did they all listen?**

P3 – They all listened to me.

**EE – Excellent.**

P3 – (Discussed that the teddy in the room used to be hers) That used to be my teddy. We had, we needed to bring teddies in and no one won my teddy.

**EE – So now it's in this lovely room so lots of children can play with it.**

**EE – So is there anything else about your review that you would like to tell me about?**

P3 – Um... no.

**EE – Nothing more you can think of?**

P3 – Nothing

**EE –So last question – what is the best bit you think about the reviews?**

P3 – Don't know.

**EE – You like it all do you?**

P3 – Yep.

**EE – Okay lovely, so what I do is, I am going to write up my research now and then I think it will be interesting for other children who are going to these reviews to know what children think about them. So is there anything else you want to say or is that it?**

P3 – That's it.

## Transcription Pupil 4 - Interview

-- **Cut Across**

... **Brief pause in the sentence**

(Pause) **Lengthy pause in the conversation**

(Laugh) **Nonverbal sounds**

### Interview 2

A semi-structured interview was carried out with Pupil 4 (P4). The interview was held within the Primary school he attends. The interview was carried out by Emma Emanuel (EE). An initial discussion was had with P4 that clarified that he was fully aware of what a person centred review was and that he understood fully that he had attended one or more of these type of reviews. Pupil 4 has a general developmental delay. The Learning Support Officer (LSO) who works with Pupil 4 also attended the meeting in order to support him.

**EE – Can you remember how many of these reviews have you been involved in?**

P4 – One.

**EE – Just one. Yes?**

P4 – Yes.

**LSO – Have you been to lots of those meetings?**

P4 – Oh ye. (Nodding)

**EE – Lots of them is it?**

P4 – Yes.

**EE – Oh lovely that's good. So do you know who was there? Can you tell me who was there?**

P4 – Me, my mum, Sarah\*, my sister and I don't know, (laughed), and Kayleigh\* I think, I don't know.

**EE – Who's Katie?**

P4 – My um...

**LSO – Your niece?**

P4 – Niece, yes.

**EE – Okay. So family was there with you were they?**

P4 – Yes.

**EE – What about other people? Were there other people there?**

P4- Yes.

EE- Yes, but you don't know what they were there for do you?

P4 – No.

**LSO – Was I there?**

P4 – Yes.

**LSO – What other teachers was there?**

P4 – Mrs Davies\*, and you the other teacher who does speech and language.

**LSO – The lady Diane\*.**

P4 – Yes. That's it.

**LSO - For the last one, yes.**

EE – Okay, lovely. So there's been a few different people there then has there?

**P4 – Yes.**

**EE – Lovely, excellent. So was there anyone who wasn't there that you would have liked to have been there? Was there anyone else you would have liked to have been there?**

P4 (Shaking his head)

**EE – No?**

P4 – No. (laughing)

**EE – You were happy with who was there were you?**

P4 – Yes.

EE – Lovely, so did you have to do anything before you went to this meeting?

P4 – Mmm, no.

**EE – No? Did you have to fill in any pieces of paper or anything?**

(Looked at LSO)

**LSO- Yes we do, do pieces of paper don't we, where we ask you um things you like about school --,**

P4 – Oh ye, ye, ye, ye.

**LSO – Do you remember?**

P4 – Yes.

**EE – So you answered a few questions before you went did you?**

P4 – Yes.

**EE – Oh that’s good. Is that the One Page Profile?**

LSO – Yes.

P4 – Yes.

**EE – Lovely, oh that’s good isn’t it? Excellent**

**EE – So how did you feel before the meeting? Did you know what they were going to talk about?**

P4 – No.

**EE – Did anyone tell you what you might be talking about?**

P4 – No. I don’t know.

**LSO – P4 usually goes with flow don’t you?**

P4 – Yes. (Laughing)

**EE – So you felt okay going to the meeting did you?**

P4 – (Nodding)

**EE – Excellent, that’s lovely.**

**EE – SO can you remember, what did you do in the meetings?**

P4 – Had these stars, three stars and what do you like put it on three.

**EE – Oh I know what you mean. You liked doing that did you?**

P4 – (Nodding)

**EE – What else did you do in the meeting?**

P4 - ... I forgot now. (Laughing)

**EE – You’ve forgotten have you? Did you talk?**

P4 – Yes.

**EE – Yes you talked a lot. Did people ask you questions?**

P4 – (Nodding)

**EE – Did you say what you like about school?**

P4 – (Nodding and smiling)



**EE – Did you say what you didn't like about school?**

P4 – (Laughing) No.

**EE - No there was nothing you didn't like about school was there?**

P4 – No.

**EE – So the main thing you did was talk was it and put your little stars on the pieces of paper was it?**

P4 – (Nodding)

**EE – Oh lovely, so did you enjoy that meeting?**

P4 – Yes.

**EE – Lovely. Excellent. So was there anything you didn't like about that meeting?**

P4 – Uh, no. (laughing) No.

**EE – Nothing. Like Miss said you go with the flow do you?**

P4 – (Nodding)

LS0 – He does, don't you?

**EE – Lovely, what was the best bit about the meeting?**

**P4 - ... Um... I don't know, I forgot.**

**EE – How about the sticker bit was that your favourite bit?**

P4 – Yes.

**EE – Or was it talking?**

P4 – Um, sticker bit.

**EE – A lot of children like that bit. Excellent. So, did you feel you got to speak as much as you wanted in that meeting?**

P4 – Yes.

**EE – Did people ask you questions?**

P4 – Yes.

**EE – Did you like having that chance to talk to people?**

P4 – (Nodding)

**EE – Yes, excellent. So do you feel the people in the meeting were listening to you?**

P4 – Yes.

**EE – So how do you know the people in the meeting were listening to you? Do you know?**

**(Pause)**

**EE – Were they nodding at you?**

P4 – Yes (laughing)

**EE – and smiling?**

P4 – Yes.

**EE – Oh that’s lovely. So how did you feel in the meeting?**

P4 – Alright.

EE – Alright, ye.

**LSO – Were you happy in the meeting P4 or sad?**

P4 – Happy.

**EE – Happy. Was there anything you would like to change about the meeting?**

P4 – (Shaking head back and forth)

**EE – No. Lovely, is there anything else you would like to tell me about those meetings?**

P4 – No.

**EE – You can’t remember can you?**

P4 – Yes (laughing)

**EE – Is there anything that Miss wants to say about how he was in the meeting?**

**LSO – Do you like having all the grownups talking about you and how wonderful you are?**

P4 – Nodding.

**LSO – I think you like that don’t you?**

P4 – Nodding.

**EE – Is that your favourite bit?**

P4 – Yes.

**LSO – And we talked about what you like at home as well didn’t we?**

P4 – Yes.

**LSO – Did you like that bit?**

P4 – (Shaking head)

**LSO – And why not, can you remember?**

P4 – No, I forgot now.

**LSO – (Laughing) I bet you have.**

P4 – Yes, yes (laughing)

**LSO – We were trying to find out how he behaved at home weren't we? We got a little insight there didn't we?**

P4 – Yes.

**EE – So there are some bits you didn't want to talk about was there?**

**LSO – A little bit.**

P4 – Yes.

**EE – So they were okay were they the meetings were good --,**

P4 – Yes.

**EE – And you got chance to talk and people listened to you?**

P4 – (Nodding) Yes.

**EE – And that was your favourite bit was it, having everyone talk about all the nice things about you?**

P4 – Yes.

**LSO – We got to play some games as well didn't we, can you remember?**

P4 – What?

**LSO – Diane\* was playing little games with you and asking you to fetch things...**

P4 – Oh yes.

**LSO – And put things on the table? I think she had something else that she put out; I can't remember what it was? Was it word games, button cards, it was something --,**

P4- Oh yes, I don't know. Yes, button cards.

**LSO – You quite enjoyed that didn't you?**

P4 - Yes.

**EE – Did you feel like you were the boss in that meeting?**

P4 – (Shaking his head and smiling)

**EE – No? You still felt like the adults were the boss did you?**

P4 – Yes.

**EE – Yes, but you got chance to say what you wanted?**

P4 – Yes.

**EE – Excellent, anything else you want to tell me?**

P4 – (Shaking his head)

**EE – No. That's it is it?**

P4 – Yes.

**EE – Well, thank you very much for coming to speak to me today.**

## Electronic Copy of Thematic Analysis

The full thematic analysis was undertaken in paper format and has been included in the appendices. This document has been created so that there is an electronic document offering an insight into the process undertaken. Comprehensive thematic maps have also been created on paper. However, these have not been created electronically. The colours used below do not correspond to the colours used in the full paper version of the thematic analysis.

### EP Codes and Initial Themes

- Mixed Roles
- Roles – Varied
- No role/ Spare part
- More involved as a contributor
- Multi Agency
- Child Centred
- Not child Centred
- Preparation – Think about headings beforehand/ put up sheets
- Preparation – send reports beforehand
- Preparation- Nothing outside normal practice
- Previous use of PCP
- No change to way of working
- No work outside usual practice
- Positive Impact on practice
- Think under headings in general practice
- Positive language
- Children have OPP with these headings
- Use of OPP
- Inform PCRs
- Barriers to engagement
- No need for lengthy reports
- More involved as EP
- Increased pupil involvement
- Most effective when child present
- Co-operative
- Parental Involvement
- Holistic
- Psychological Contribution
- Effective
- Contributing less
- Equal
- Less Work
- Same amount of work – no change
- Not deep enough
- Children contributing
- Effective
- Builds relationships (outcome)
- Children listened to
- Adult influence on pupils
- Less status
- Supportive/ Safe
- Good use of time
- Faster over time
- More user friendly/Informal
- Parental Literacy
- Comfortable/ Powerful
- Difficult to get people around the table
- Keeps meaning
- Problem talk required
- Training
- More intervention as an outcome
- Positive
- Productive
- Learnt new information
- Mind Shift
- Parental Negativity
- Benefits Pupils
- Solution Focused/ Problem-solving
- Knowing when to hold a review
- Awareness of PC principles
- Keep PC principles in mind
- Facilitator role is important
- Action Plan

- Tokenistic
- Children not involved enough
- Pupils views gathered beforehand through questionnaire
- Reviews are regular
- Friendly
- Celebration
- Know format of the review
- Visual
- Format can differ
- Headings are good
- Focus on strengths
- Pleasant
- Valued
- Accessible and Comfortable
- Open and Honest
- Time Consuming

### Key for above Themes

- Role - Various
- Problem Talk
- Preparation
- Multi Agency
- Positive
- Parents
- Process
- Negative Factors/ Disadvantages
- Outcomes
- Use of OPP
- Format
- Psychological Contribution
- Child Centred/ Child Involvement
- Training
- Ethos
- Environment
- Positive Logistics
- Learn new Information
- Impact on Practice
- Literacy

### Reviewed Themes

- Dual Role
- No Role
- Child-Centred
- Way of Working
- Preparation
- Effective Process
- Positive Outcomes
- Environment
- Positive/ Solution Focused
- Learn new information
- Ethos
- Disadvantages
- Training
- Parental Involvement
- Literacy

### Reviewed Themes

- Roles
- Child-centred
- Preparation
- Advantages – Process, Outcomes & Environment
- Positive and Solution Focused
- Logistics
- Personality
- Multi agency
- Factors to Consider – Ethos, Literacy levels
- Learn new information
- Impact on Practice

### Defining and Naming Themes

- Mixed Roles
- Impact on Practice
- Physical Preparation
- Learn New Information
- Nature and Productivity  
(Incorporating Process, Outcomes  
and Environment)
- A sense of Positivity (Incorporating  
positivity and solution-focused  
approaches)
- Negative Logistics
- Parental Negativity
- Child-Centred
- Pupil involvement

## ALNCO's Codes and Initial Themes

- Multi Agency
- Commitment of agencies
- Only invite those necessary
- EPs not at every review
- Builds relationships
- Some multi agencies cannot attend
- Easier as it goes along
- Length/time
- Knowing pupils families
- Follow format
- Need a strict facilitator
- Therapy for parents
- Positive
- Better way of working
- Needs of the child
- Balancing problems and solution
- Solution-focused
- Holistic
- Open and transparent
- Listen to pupils
- Parents benefit
- Action plan
- Accountability
- Confidence grows with experience
- Pupil ownership
- Pupils happy to come
- OPP
- Preparation - numerous roles
- Preparing pupils
- Preparing Parents
- Parental involvement
- Answers questions
- Capacity of pupils
- Voice of the child
- Mixed roles
- Written contribution/ Scribe
- Roles – Teacher and ALNCO
- Celebration
- Person centred nature is different
- Positive/less deficit
- Partnership
- Transparent
- Fair
- Equitable
- Less paperwork
- Improved relationships
- Language
- Child Centred
- Regularity
- Hard to get agencies together
- Flexible
- Learn new information
- Impact on practice
- Powerful
- Listen to pupils
- Pupils preparation in class – OPP
- Impact of adult presence
- Mind set
- Legalities
- Negative perceptions of colleagues
- Couldn't go back to old format
- Purposeful
- "Makes a difference"
- Nervous initially
- "On the spot"
- Increased confidence over time
- Supportive
- Brings plans together
- Training
- Child-led
- Parental Negativity
- Pupils views shared
- Pupils show off achievements
- Use of headings
- Things discussed with pupils
- Pupils take onus
- Knock on positive impact on pupils



### Key for above themes

- Outcomes
- Process
- Productive way of working
- Impact on Practice
- Positive
- Child –Centred
- Role – Dual/ Mixed
- Preparation
- Format
- Inhibitors to process
- Inhibitors to pupil engagement
- Factors to consider
- OPP
- Facilitating Factors
- Parental Involvement
- Involvement of agencies
- Negative Logistics
- Training
- Pupil Involvement

### Reviewed Themes

- Dual Role
- Mixed Roles
- Child-Centred
- Preparation
- Effective Process
- Positive Outcomes
- Environment
- OPP
- Positive/ Solution Focused
- Learn new information
- Ethos
- Inhibitors
- Negative logistics
- Parents
- Impact on practice
- Pupil Involvement

### Reviewed Themes

- Roles
- Preparation – OPP
- Child Centred
- Process, Outcomes & Environment
- Positive & Solution Focused
- Learnt New Information
- Impact on Practice
- Logistics
- Inhibitors to process
- Pupil Involvement

### Defining and Naming Themes

- Mixed Roles
- Impact on Practice
- Physical Preparation
- Learn New Information
- Nature and Productivity (Incorporating Process, Outcomes and Environment)
- A sense of Positivity (Incorporating positivity and solution-focused approaches)
- Negative Logistics
- Parental Negativity
- Child-Centred
- Pupil involvement

## Pupils Codes and Initial Themes

- Multi-Disciplinary
- Didn't know people present
- Told that there would be a meeting  
– Preparation
- Didn't know who would be present
- No preparation "just turned up"
- Unconcerned about meeting
- Everyone present that they wanted
- Format – Stickers
- Enjoy review
- Glad they could go home early
- Enjoyed talking and being listened to
- Lots of talking
- Negative outcomes of PCRs at home
- Loss of trust in professionals
- Review is good
- Say everything they want
- Talk and listened to
- Pupil Contribution scribed by mum
- Child-centred
- Negative Logistics (Time/ Room)
- Helpful
- OPP – preparation
- Enjoyed completing OPP
- Nothing better
- Unfamiliarity of People present
- Unwillingness to share information

## Key for above themes

- Pupil Involvement
- Preparation
- OPP
- Positive Outcomes
- Negative factors
- Format
- Process
- Multi-Disciplinary
- Ethical Factors
- Logistics

## Reviewing Themes

- Preparation
- One Page Profiles
- Positive Outcomes
- Negative Factors
- Pupil Involvement
- Ethical Factors

## Reviewing Themes

- Preparation
- Pupil Involvement
- Positive Outcomes
- Negative and Ethical Factors

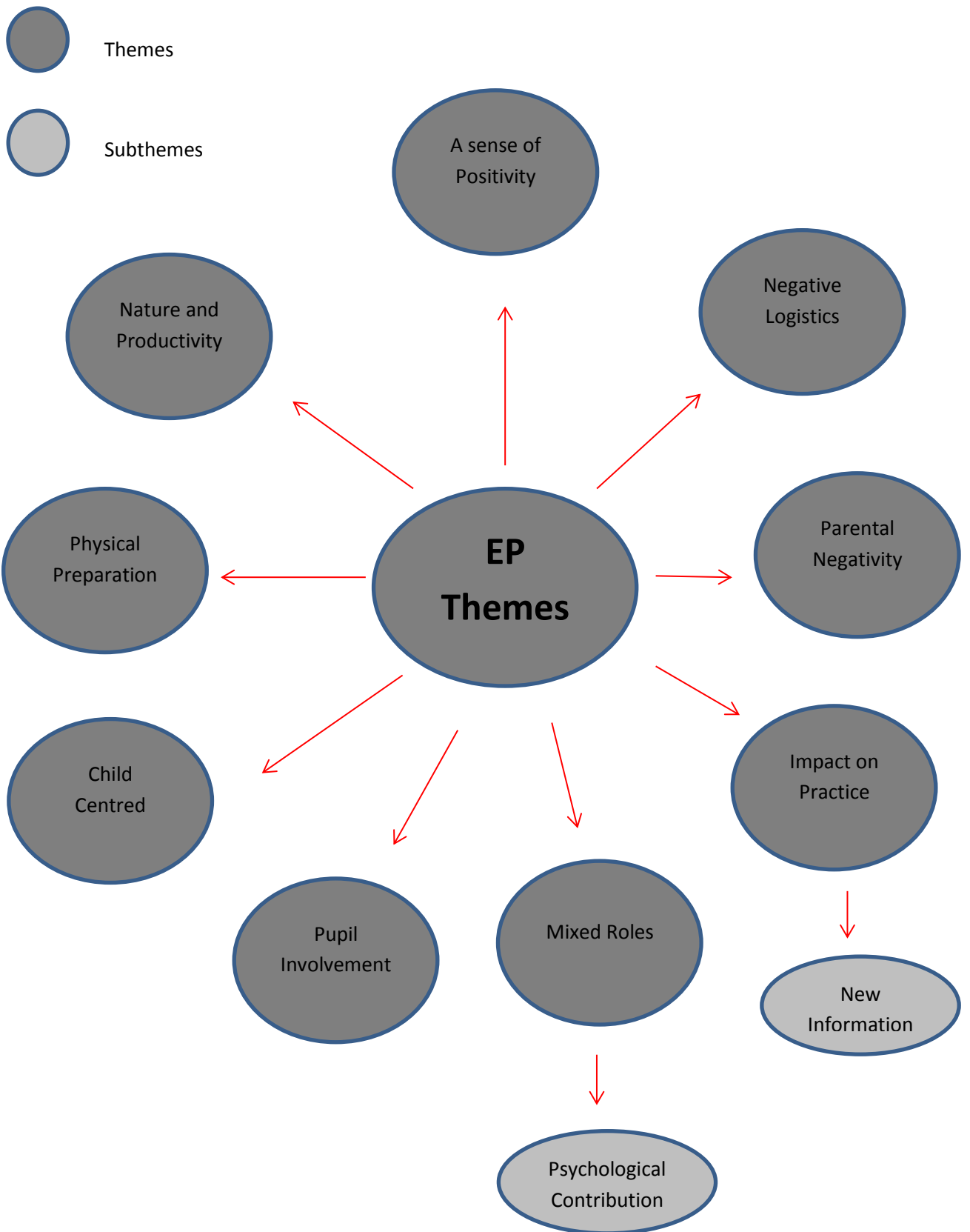
### **Defining and Naming Themes**

- Mental Preparation
- Logistical and ethical factors
- Nature and Productivity
- Pupil Involvement

### **Defining and Naming Themes and Subthemes (Emerging across EP, ALNCo and Pupil data)**

- Mixed Roles  
Subtheme: Psychological Contributions
- Impact on Practice  
Subtheme: Learn new information
- Physical and Mental Preparation
- Nature and Productivity (Incorporating Process, Outcomes and Environment)
- A sense of Positivity (Incorporating positivity and solution-focused approaches)
- Negative Logistics
- Parental Negativity
- Child-Centred
- Pupil involvement

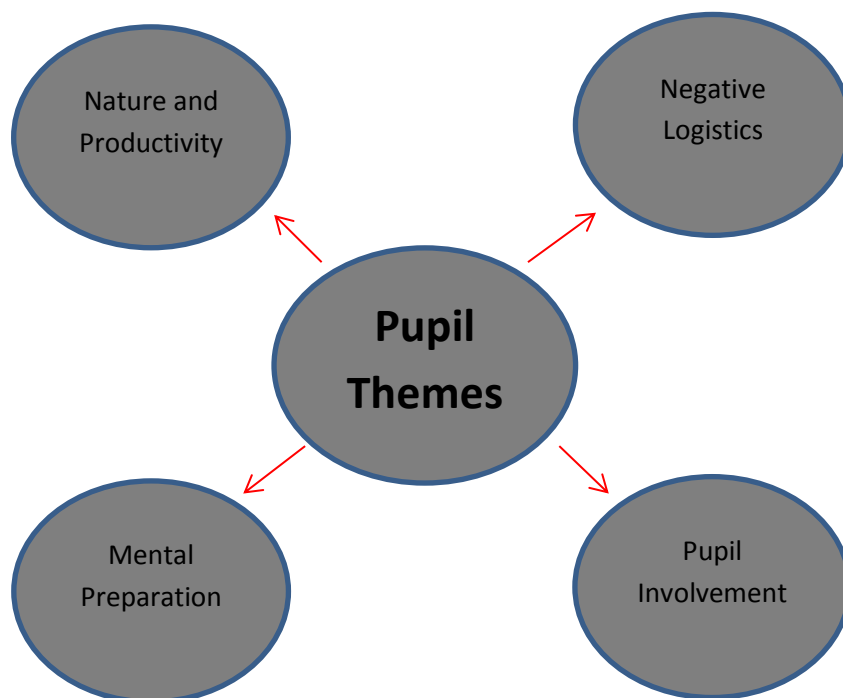
**Thematic Map – Final EP Themes**



Thematic Map – Final ALNCo Themes



### Thematic Map – Final Pupil Themes



## Data Extracts

**Research Question 1:** What do the EPs and ALNCO's perceive to be their role and contribution in person centred reviews?

**Theme: Mixed Roles**

### EP Extracts

"Although I think I may have... been the one to actually facilitate it I think in that case, I can't remember properly."

"So that was one, another one was where I was definitely asked to chair one and that was because it was, um, the head-teacher had and the parent, the head- teacher was quite scared of the parents actually in that situation, --."

"I think... we should, it should be a responsibility on us, isn't it, to make sure that we are, we've got something useful to say in how to support, which is the 'important for' isn't it?"

"When I'm coordinating it, no I can go in to co-ordinate a review then because I'm so used to running them now without having to think about it."

"I think if you're, if I'm the link EP then it depends really, I tend to, you know, I know what the posters are going to be asking and I sat and to be honest now I do think in those terms of person centeredness."

"Um, I think I mean obviously if I'm the coordinator then it's my sort of job to make sure everybody understands the process and to, um... link the themes. So I'd be the one who would feedback, would look at all the themes that have been identified and feedback and manage the action plan."

"If I'm the Ed Psych I'm part of the whole process so um, I would put on what I like and admire, I would put my, identify what themes I would want to bring out from there and I would work with the others then. So I suppose I'm more involved in the actual process as an EP."

"As a coordinator you tend to step back a little bit and I think for me, um, I don't know whether you could do both, you probably could but it's quite... I think the role for me falls to the... perhaps the SENCO of the school to run the meeting. I feel that sort of, a bit more, um... I don't know it just fits nicely within the school setting."

"Obviously in other settings where, if it's pre-school or it's not in the school then there's different issues. And anybody can take the coordinator role on; I think it's quite a simple role to do but it's quite nice to sit on the side of it if you can but I think you can do both but I think if you can sit on the side it's nicer really."

"Um, so for me, I mean psychologists are well placed to do the reviews. But I think in



schools it makes more sense for it to be the SENCo to chair and then--, but then who knows, it's all sort of, it's quite flexible so we'll see."

"I was a participant (Laugh) and um took part in um information sharing from my perspective from the information, assessment information that I had. And, so um, we completed, everybody in the meeting completed um flip charts that went up... So my information was based --, in putting that up, was based on the assessment work that I had already undertaken."

"The other thing we were asked to do was prioritise um uh, we had dots that we could put on what we felt were the most important pieces of information in taking forward a plan."

"So um sometimes she (EP) might just get a feel, so sometimes she might think okay I'll facilitate this and put the sheets round and other time she just would let the ALNCO kind of do it, get on with it."

"Both, so sometimes a facilitator, I sometimes facilitated the process and sometimes just as an information sharer."

"Yeah, but if I'm there then something could come up or it might be some just some information, uh so it could be some information sharing about the, the process or something's that we had done around assessments, or it could be information sharing in terms of perhaps some psychology, or just give them some information about a particular area or something, that kind of thing."

"But I don't see, I can't think it's been a problem with facilitating, and also contributing..."

"Oh, I don't know. (Laugh) I haven't been the facilitator yet, um (Pause) it's funny. I think... I think...I get looked at or looked to when it's about what not, what's not working."

"When we have the conversation about the what's not working bit...I, I have a feeling that the eyes are on me as if I'm there to...to solve that or to, to, to strongly contribute. So that's probably where I've been most involved."

"Um, I'm a little bit of a spare part (laugh) I would say the rest of the time. It's, it's actually quite tricky then that you... you--, you know in that bit sometimes that can slip back then into quite problem focused talk."

### **ALNCo Extracts**

"And it depends as well um in primary school where the ALNCo we might possibly be the class teacher as well so we've got a few different roles within that meeting anyway. You know the scribe quite often, drawing things together plus also putting, giving our own input with the child as the class teacher. So mixed, mixed roles."

“Yes, we write down on the sheet what we want to say. It can be about the dog, it can be about something in class, it can be about a friend of theirs. Anything you observe... or been part of.”

“You know your parents, you know if you have, need to say “do you want me to write for you” because they may have an issue in that way. I think it’s to make everyone at ease, to bring it, to move it on if it needs to be moved on, to encourage people... to put their ideas down.”

“So sometimes, in some meetings I’ve ended up just standing and listening to people chatting and filling everything in because I can see it’s not going to flow and you’ve got, and encourage it that way and then in others people just get up went they and they just go and do it themselves and you haven’t got much of a part, so it depends.”

“You have a format to follow; you’ve got the titles on the sheet but certain times you can see when you come in to the review bit after --, the fourth review you can see it just needs tweaking. Looking at the action plan, where we’re going next rather than starting fresh all the time.”

#### *Subtheme: Psychological Contribution*

“So we so certainly we had that discussion and that was, I feel that that was my contribution around a psychological understanding of their cognitive needs.”

“So there were lots of psychological um, aspects to have a view on, to tease through, um, amongst you know to give a view amongst other professionals as well. Um, and um, we were able to do that in the meeting.”

“Yeah, possibly or maybe if we’re just um...perhaps just exploring something or we might be thinking about maybe looking at what’s not working or we might be just constructing or thinking about some hypothesis as to why that might be maybe...”

“Yeah, yeah and again it’s as and when and when it fits and if it does you do see an opportunity to make, it seems appropriate to make a psychological contribution, you, you would do so. But it’s just part of the process.”

“So, then as a psychologist I, I do a lot of unpicking and reframing and getting other people to rethink things and a lot of wondering aloud really.”

“I’m kind of formulating in my head some psychological formulation and I’ve got people there where I’m sucking information from them because I’m trying to make sense of this in my head. And I might be reframing things along the way and getting them to think differently but in a way what I’m doing is trying to create some formulation in my head.”

“So you know you have to work fast, bring the psychology in to it, you have to work

through that you know.”

### **Theme: Impact on Practice**

#### **EP Extracts**

“Well again if it does mean, eventually (laughing) that we don’t have to write fourteen page advices obviously that’s an advantage.”

“But actually, I don’t think, there’s no need for lengthy reports unless you actually want, unless you want to write a report on a cognitive assessment.”

“I think, um I don’t think there’s a need for excessive paper work around it.”

“So I didn’t have to do anything that was outside my normal practice.”

“So um, again um, with a lot of people there was quite good use of time in fact that we were actually talking about three different children.”

“You start from the perspective of the pupil or the child or the young person and look at the things that you may otherwise not have considered.”

“Occasionally I might have had a consultation... um just as part of my normal work.”

“So actually being freed up from that gives you so much flexibility if you’re working with the same two, three visit school ye, you’ve got so much --, you can do work in a different way...”

“I guess it may have given me a taste of things as they might be in the future when um when we will have an alternative to statements and actually for me as an EP it’s really freed up my time because where as I use two of my visits for an appendix D, I’ve done hardly any so actually my times been, been able to do so much more flexible work and work in a really different way and I think the cluster have embraced that as well which has been good.”

“I use it almost invariably in my consultations actually so yes it has and it’s made me um ... I hope, present them in a more child friendly fashion. I’ve also... I don’t know if it’s a direct impact... but it happens to coincide in time so maybe it is. Um you know if I have done an assessment I’ve got a different way of presenting that now as well so that it’s almost like a cartoon strip showing much more clearly what the child was actually asked to do.”

“Um but I use the headings a lot in my consultations as well and I find them, I find them useful and I’ve kind of, I don’t know, prettified how I do them with big speech bubbles, and you know and I like that making it more friendly, more user friendly, I like that aspect.”

"Yes, definitely, I mean yes without a shadow of a doubt. Um, because sometimes I now think when I'm sort of, if I'm thinking about an intervention, actually what will this --, what will this actually mean, how will this young person or child actually cope with it?"

"Um and you sort of think about their interests and I know, like you said we do work in that way and we do try and work and find out what the motivators are and try and work out why but because there's certain things that you may never have found out from a normal way of working if you, or a usual way of working."

"Um not really because um, these are principles that I've always practiced as a psychologist. Um, I very much like it because they really do --, they really do bring those principles to the fore."

"So it hasn't shifted my practice, I think because those were parts of my practice but it does bring it together so that it's everybody's practice. And that's, that's very ... again that's more powerful."

"Yes. Yes, and I think it will help our consultation over time as um, you know, other professionals that we work with and through, and to support, actually get used to thinking in these ways more."

"Because it's the way, it joins with consultation um thinking that we use so um, ye and will it maybe one thing then it might do is make me think more clearly about prioritising what I think might be a key action to make a difference rather than a number."

"So people are being, they're adapting how they record in consultation records even in writing psychological advice, you'll see um, different um, um, the way the information's presented, assessment information's presented is looking at what's working, looking at what's important to, using some of those headings to draw, to draw out again, um, you know we need to model those --, there needs --, you know for this to work well there needs to be, everybody needs to understand and use the framework and so we need to model that so we tried to push ahead with that because that's something, there was nothing stopping us doing that."

"Um, ... sometimes I might use the headings in which I probably did to some extent in consultations anyway, so I do always kind of think about what's working, the strengths, agreed actions."

"I think it might sometimes formalise that a bit for me so even if I'm doing a, so if I'm doing a statutory assessment I'll still do, I will still do 'important to' and 'important for', I still use the, I won't always necessarily use 'what's working' and 'not working' it depends but I'll do 'like and admire' so I use them headings within my written work. Um, and also in terms of other maybe other bits of work I might do so I might do, I've done, we've done class one page profiles so you just kind of work with the class teacher and just thought about again the person centred headings."

"I was just talking about this now in supervision. I think I've had to rethink about--, I've had to think about my psychological understanding of the child but under the headings. So I'm trying to think through um how do I translate my kind of --, I wouldn't have necessarily done a report but in my engagement with the child how do I select the bits that go under the what's working, the what's not working, the what, what we like and admire."

"And I've actually taken those headings and put those in my consultations now and I write those consultations with those headings in, because it's quite good for um, I guess more of a holistic view really. So, so I quite like the headings of them."

"I... for a consultation in a school, um yeah I use the headings a lot of the time now, I use the headings when I'm writing up my consultation. So the way, the way it's evolved with me is that I used to write my consultations in a like very standard way. And then I devised this, um, like one page--, it's not a one page profile because that's not what it is. But it's a one page with the heading, boxes um with all the headings with the IDP on it."

"So, so I think that's been quite nice to actually make myself think about some of those things, and think about those headings."

#### **ALNCo Extracts**

"And it's all the same. So rather than more work its less work but once you get in to the swing of it I think and once people start realising oh we don't need two meetings this one will cover it all. I think that's the way forward."

"Less paperwork."

#### *Subtheme: New Information*

#### **EP Extracts**

"Yeah, just to, those things, those little gems I think that sometimes that might not come out."

"However kind of um incidental it might seem actually this is something that's really, and sometimes something might come up that, again it might have seemed you know, you might have overlooked it or it might have, you might not have assumed that was the case."

"You learn so much more about the whole family and the whole set up and that helps you to think about intervention really. They might mention something in the review that you were absolutely unaware of and it comes up when you do the--, when you put down the important to... ye I think it's really informative.... things you would never get out of a real formal, sort of, strict, sort of, um pen- pushing sort of review."

### **ALNCo Extracts**

“That’s the bit I find --, ‘what’s working’ and ‘what’s not working’ but getting the children and they’re in on it and they write down what they feel is working and what’s not working. From, not just the ALNCo role but from a teacher’s role that’s, that’s the eye opener for me. Cuz [sic] quite often in a large class you don’t get the opportunity to just speak to them so personally and as an individual and say you know ‘how are things going then’ but in that review you do get to talk to them and they do get to write it down and ye it can surprise you.”

“In the actual reviews themselves when they get to say what’s working and what’s not working that’s the moment for me then when I think ‘ah right I didn’t know that until now’.”

“It can be an eye opener as well like you’ve said in the past before like something that they do at home like, for secondary they might be doing that I didn’t know outside school who are doing really, really well in. It could be Sea Cadets or something and they’ve got rank or something an in school I see them totally different so you know you learn about things.”

“At first, well a lot of the time you’re surprised, I mean you think “well I thought that was working but it clearly isn’t for them otherwise they wouldn’t write it down but it certainly sort of alters your train of thought. And you know you can’t help but think right “well what can I do to change it”.”

**Research Question 2:** To what extent and in what way do the EPs, ALNCo's and pupils prepare for person centred reviews?

**Theme: Physical Preparation**

**EP Extracts**

"If it, only in terms of... depending I guess as an EP, in terms of how much input I might have had with that child or young person. Sometimes I might have been coming to something quite fresh so I don't really know the context so there's not much in terms of preparation and for others it might be you know around a child or young person that I might have done some work around. So then you would make sure that you've, because you've worked with so many... um children and young people, you just get a sense of have I you know, has everyone seen a copy of my consultation record or do I need to bring it, do I need to kind of talk through it, do I need to just check you know to see where..."

"Yeah, but in terms of um ---, or it might just give you a um kind of a kick in I need to write my consultation record and I know I've got the review coming up and so I need to make sure it's all... but not any more additional preparation than you would do within your usual role, yeah."

"So um if I've had a consultation beforehand and I've written things under those headings in my consultation then they might feed into... the annual review in that sense where, where it's run as a, as a Person Centred Planning."

"I didn't have to complete any forms but I had done assessment um and written consultation records on the three boys, so um that was used to inform --, um so I didn't have to do anything that was outside my normal practice."

"No I can go in to co-ordinate a review then because I'm so used to running them now without having to think about it. I haven't got to know the child, I haven't got to know anything about it, because it's just the process, you're just managing the process, that's fine."

"If I'm the link EP then it depends really, I tend to, you know, I know what the posters are going to be asking and I sat and to be honest now I do think in those terms of person centeredness, I do tend to think, you know, what is this child's interest, how are we going to support them?"

"... I may never have met the child before in which case there's very little I can really do apart from think in those sort of um, sort of... under those headings. If it's a child I've already worked with I may already have a one page profile or I already sort of identified what's important to, what's important for them then I'll obviously get that in my head."

"And also the fact that if you can't attend you might want to send something."

"Only, only the... I've probably for all of them have assessed the children at some point."

"And have done so for the exit ones from the O and A. Um, and obviously where I've been preparing the only other things to actually get the big sheets of paper and put them... getting those ready, ... writing the headings."

### **ALNCo Extracts**

"Checking, you know if you know an outside agency can't make it its making sure you've checked the last assessment or last review or if you've got a question you know might come up you can link it maybe to the EP or you can email the speech therapist, things like that as well."

"Two of the cluster schools, your school, and your staff are doing the pre-school one page profile so getting the nursery teacher, goes to the home to start that process. You know it's not a formal meeting but you're developing a one page profile before they enter school."

"Has the one page profile been updated? So has the child's views been collated and has a neutral person really --, or someone attached to the child been able to help them gather their views. If it's a child who you know, they say is too young, can't read, can't do that how else could you gather them, how do you find out what's important to them just through an observation, things like that."

"Making sure the parents views are heard --,"

"Send the sheets to them and asking them to fill it in to bring it in because it focuses the, the parents then on what is going to be discussed at the meeting. So they have a chance to have a little think at home instead of coming in "oh my god, what do about..." you know."

"I have done like a little guide things just making sure that you've got all the information you need. So it's having, especially with the class teachers, making sure they're going to come to the meeting knowing, because when you see those titles, it can be a bit "oh I don't know" so it's making sure that the class teacher knows that."

"Making sure you've got up to date information to do with um, academic progress as well. That's important so it's not just you know how everyone's feeling or what everyone's feeling but were looking at tracking as well. So it's making sure you've looked at teachers' assessment, any tests you've done to make sure they're brought as well."

"So from a secondary point of view then because the class teacher can't come because they have so many subject teachers I se--, I do send out a blank proforma with um you know some statements on it that every subject teacher then will fill in so I've got that information to put in and of course with tracking data in secondary school you've got



all their childhood grades and things like that in place and other than that preparing the paperwork, sending invites to the parents, inviting them to it -."

### **Pupils Extracts**

"Turn up."

"Um, when I got there they said we had to have like, say like, we was having it in this room they would have like little pieces of paper on the wall, what is good for me, what I need --,"

"They said there's going to be a meeting coming at whatever date and um what time."

(OPP) "I have done those but not in the meetings."

"Yes I did a one page profile."

"Um, yes. All the reviews I took the um... um one page profile."

(Do anything before review) "Mmm, no."

(Complete one page profile) "Oh ye, ye, ye, ye."

### **Theme: Mental Preparation**

"Um, no not really, not anymore. Since the games I don't really trust them so I don't tell them anything anymore."

"Say, if um, this is what's happened before. I was naughty all the time because the games, the eighteen games and that but they've like taken them off me now, like the eighteen games, like 'Black Opps' and that so now I've got nothing to do, and since then it's just been... Yes, because um, the youth worker saw it and told the school and then they said about it in the review and then my mums taken it off me and since then it's been terrible."

"Well I don't know because I don't tell them anything."

**Research Question 3:** What do the EPS, ALNCo's and pupils perceive to be the advantages and disadvantages of person centred reviews?

**Theme: Advantage - Nature and Productivity**

**EP Extracts**

"I think again it's quite.... it's quite sort of flexible though you follow a sort of a process."

"Everything is just transparent because everybody's view is down and everybody can see it and everybody hopefully feels like they've been heard and valued."

"Yeah, I think that some for me about transparency and fair process, and for me transparency and fair process is that thing around, we all contribute but we are all contributing in the same way."

"And so there's the um fact that it's the same and everyone knows what to expect, it's the same, it's that fair, it's that transparent process and everybody can see it's open and honest, so it's much more um..."

"Ye, no, very ... very productive meeting and approach I would say for this difficult challenging circumstance really."

"Some of the elements of the information that's picked up I think are very helpful."

"Yes, and that's the flexibility of it, I think in the past when we did things you know strictly with the professionals and all the rest of it you miss the people perhaps who really could make a difference, it could be a big --, it could be an older sister, it could be who knows but, um yes."

"Um, so I think it just reflects human nature better, it's quite a supportive way of working."

"Um and I just think it's far more, its' far more cooperative and collaborative."

"I think that just, hopefully feeling more equal partnership, status really to it."

**ALNCo Extracts**

"If you're in a room and your discussing things and something might be raised as an issue an then somebody else will say straight away, um well actually that's been resolved or where looking in to that, then it's live, so you get so much information."

"By the time we got to the time that the child was starting school because everybody had really got around the table because it was very transparent I think they felt ready and happy for their child to start school."

“And it’s really important that people feel that they can be open and honest.”

“I come out of them feeling... you’ve made a difference, you come away thinking hopefully that you’ve had a little bit of an impact on something.”

“There’s something really I don’t know what it is particularly, I think it makes if feel like more of a partnership because the process is very transparent and it seems to be fair and it’s the same so everybody kind of knows what it’s going to be so you don’t get, hopefully people don’t feel so much --, you can’t help some of power relations, you can’t help --, but it’s much more of an equitable process I feel. Everybody’s views are heard, everybody’s views are valued ... --,”

“Less paperwork.”

“Improved relationships between homes and school.”

“You don’t come out thinking ... no we still haven’t got anywhere, you always come out thinking right okay, there is a way to go and that’s because you’ve had so many different people around the table coming up with so many different ideas, time to think, that it’s not just one person, its everyone together thinking.”

“Because of the process hopefully it’s safe and it’s transparent and it’s not, you know, sort of deficit lead because that would be horrible place for any teacher to be...”

### **Theme: Advantage - A sense of positivity**

#### **EP Extracts**

“... you can almost sort of talk through a solution, its very solution focused I think.”

“Whereas this seems to be you do it there, in the, you don’t go... with problems to solve you get a lot of the problems solved within that kind of meeting.”

“I think you can then highlight where they are more able and talented.”

“But I think it will become clearer, but as a ... as a process I think it is different... and it is more positive.”

“I mean solution focused is another sort of mainstay that we use so concentrating on what works um concentrating on what people identify as um you know their strengths, their tool kit, what they bring um again you know that’s something that’s in our practice.”

“It just lends itself to being much more solution focused. There’s something about the process, and to be much more less about a deficit...”

“They can move on, and they can see again they can see that things are working.”

“It’s more um... strength focused rather than deficit focused and it, that it’s the solution. It has the feel of being much more solution focused to it but I think it does give people the opportunity, I think they do need to have some of their concerns validated and listened to, that you are able to do that...”

“Like and admire is always, always going to be a positive one and just to see that sort of beaming face when they can see, um which is uh which is nice.”

“So we’ve, we’ve changed that now to, we’ve said how best to meet the child’s needs. So that, that’s a much nicer way of saying it really.”

“Yeah I think it’s nice, It’s become less... problem focused.”

“Particularly where you’re talking about the positive aspects...because you do, I guess you’re being forced to talk about the positive things whereas when you have a normal consultation it doesn’t matter how solution focused you are or whatever...particularly parents will suck it back to what’s not working.”

“Um, yeah, yeah, and a much more positive, much more positive...”

“And it kind of lets you get away from all the crappy things that aren’t working at the minute...”

“Um, it’s lovely when you see everybody smile when they talk about what everybody likes and admires about me. Because there’s nothing nicer when you, when you know a child to hear everybody saying lovely things about that child because actually it kind of refocuses you and makes you think about yeah that’s why, that’s why we are here talking.”

### **ALNCo Extracts**

“Yes it’s always the positive; they’re doing so well so now let’s tackle this.”

“This feels more of a celebration doesn’t it of the child, look at all these wonderful things this child, yes they’ve got problems, they’ve got this issue but how are we going to deal with that because they do all these beautiful wonderful things and it is much more positive.”

“Much more positive, the old way used to just be um, a sounding board often for parents gripes and complaints...”

“And for those more negative parents, it um you know the IDP process actually shows how much support the child is having and what it’s got access to, and what its enjoying and how much process it’s made... and what is working.”

“The ‘like and admire’ for children who have um you know behavioural difficulties it’s nice to see that they have a sense of humour or they are liked by their friends you know because if they’re ever in trouble by the teachers, you know what I mean, it’s always their fault you know. It is nice to actually see that they actually are liked, you know.”

“Similar really its much less than the deficit model and however complex the child’s needs are there are a--,”

“There’s always a positive.”

“The only thing I would say is that in the experiences I’ve had so far is that everybody seems to leave happy.”

“And for the child there’s loads and loads of positives that come out of that meeting that they’re quite surprised, ‘oh I can do that’ ...”

“Yes. And isn’t that child doing well.”

“...there’s always lots of really positive things about them and it’s just about focusing on that and then just thinking what are their needs and how can we meet them rather than listing--,”

“Like and admire is always, always going to be a positive one and just to see that sort of beaming face when they can see, um which is uh which is nice. So there, so those probably are the two ones that resonate.”

“You know in that bit sometimes that can slip back then into quite problem focused talk.”

“No, I think the only thing that and I think I said this earlier and I can’t remember but the only thing I think the feedback I’ve had from my school who, who have run a formal one, a formal Person Centred Review is just this issue that the balance of it, you have to be quite careful that it doesn’t become to problem focused.”

### **Theme: Disadvantage – Negative Logistics**

#### **EP Extracts**

“I think the challenge, I think will be to get people around the table, particularly from health.”

“It’s that balance between them working with the children and actually going just around the table. You know there’s got to be a balance hasn’t there?”

“Or the accessibility really, knowing what the doctor said because I don’t know if we’re going to get doctors coming to these at all.”

“No, Welsh Government didn’t want that. But you know there’s always that sort of “in a nutshell” about the child might be missing or... or how, that’s, how it’s all going to attach. And, you know, I could see how it would work when it was going to be an IT system. But I’m a bit concerned if that’s gone now and I’m getting the impression that that has, it isn’t going to happen.”

“Um, and um, I mean I do think that’s a challenge is to get all the key people around the table at the key times.”

“I do think you might miss by not having the professional there... It doesn’t mean you can’t go forward but it does mean you may miss a really helpful comment.”

“I think, I’m going to guess it’s partly in terms of who you might be able to get to attend in meeting because not all...in terms of practitioners not everybody is going to be able to attend. So then it’s just making sure you’ve got their contribution.”

“Which isn’t always easy to, to be able to do. So just to make sure that things aren’t, things aren’t missing and you are making sure that you are doing justice to that child or young person to make sure that everything, all the, it’s there and considered.”

“So, but we, ye we haven’t, the thing with that it becomes a time consumption as well, there’s a balance between how much is doable within a certain timeframe and how much you want to involve the child and I think as time goes on the children are becoming more and more involved. I think it depends; the first reviews I think are the lengthy ones the first ones I reckon would take about an hour and a half, possibly two hours depending on the complexity, that’s the other thing, the complexity of the child. And how many people you’ve got around the table because the more you’ve got there the longer or the better it is though. Um but I think if you, once you get sort of really slick at doing it I think you can get it down to about 45 minutes.”

“Um, I think it’s, its, obviously, the time element can, you know initially can be an issue.”

“I mean I do wonder again... if they’ve been given, I mean people really, to do it, that properly, you need a lot of time don’t you, to be able to read all the things.”

“So sometimes it’s not in depth enough for me to really unpick those things. But if I was really having to write a psychological report or like an Appendix D or something like that, I don’t think there’s enough information there because I think you...it... in some aspects it’s, it’s quite surface...”

“You know and sometimes as an EP I would really want to dig down to the complexity and why...rather than just talk about the behaviours that are observable but talk about why they have originated; where they have come from; what’s the purpose of them and the drive of them and everything else. And sometimes I’m not sure if Person Centred Planning really does that enough.”

“And it’s very time consuming.”

“One it’s very, very time consuming... and um when you’ve got lots of professionals round the table, that’s good in theory um but...everybody wants to kind of ask their own questions to get their own hypothesis going I guess. And sometimes you feel like you’ve got, you’re limited, maybe you’ve got a bit of a limited number of questions you can ask.”

“So, you’ve got lots of professionals so they’re quite time consuming they are very um you can’t ask...maybe as personal or as in depth questions as you would normally ask.”

“So when time is a problem, when... sitting round a table with lots of professionals, the right professionals is a problem, um when you haven’t done an assessment yourself then actually the value kind of drops for each of those things really.”

“So, but we, ye we haven’t, the thing with that it becomes a time consumption as well, there’s a balance between how much is doable within a certain timeframe and how much you want to involve the child and I think as time goes on the children are becoming more and more involved. I think it depends; the first reviews I think are the lengthy ones the first ones I reckon would take about an hour and a half, possibly two hours depending on the complexity, that’s the other thing, the complexity of the child. And how many people you’ve got around the table because the more you’ve got there the longer or the better it is though. Um but I think if you, once you get sort of really slick at doing it I think you can get it down to about 45 minutes.”

“Um, I think it’s, its, obviously, the time element can, you know initially can be an issue.”

### **ALNCo Extracts**

“I think probably an area where it’s very difficult in terms of say paediatricians, well I think that’s an area perhaps that we could perhaps improve a little bit on because sometimes, particularly when there’s complex cases it would be useful to have them in those sessions as well.”

“... but in terms of how much time people can devote to that, for me that’s the ideal, and you guys do more of it like that but how realistic that is with peoples time pressures I don’t know.

“OT’S are quite difficult because of the workloads they’ve got. You know, I’ve got to see the OT once every three months and for some of my children that’s crazy.”

“They’re very, it’s very difficult.”

“But, so that getting them to come to the meetings is quite difficult because of their work loads.”

“I think probably an area where it’s very difficult in terms of say paediatricians, well I think that’s an area perhaps that we could perhaps improve a little bit on because sometimes, particularly when there’s complex cases it would be useful to have them in those sessions as well.”

“I guess in terms of um, just being able to access other bits of information that other meetings just thinking, if somebody couldn’t come to the meeting to feedback on something.”

“I guess because the web-based um, documentation isn’t, there was lots of kind of issues with getting that set up so sometimes it’s just being able to have that access to other bits of information.”

“... but in terms of how much time people can devote to that, for me that’s the ideal, and you guys do more of it like that but how realistic that is with peoples time pressures I don’t know.”

### **Pupil Extracts**

“In case they do and I um I if I miss my play and I’m still doing the thing I should get, I should get play.”

“Sometimes I like it a lot all the time but sometimes it is a little bit boring because I have to miss my play and it’s boiling in the room and I don’t get fresh air.”

“I don’t want anybody to see my initials and all that who I don’t know.”

“Sometimes I, sometimes I don’t want people to sign it because they people what I don’t know – it may be going to the person who I don’t know and I don’t want to put my name and my initials and my road and all that.”

### **Theme: Parental Negativity**

#### **EP Extracts**

“Um, I think that for some parents it can be an issue, I’ve had situations where I’ve had a parent say that they couldn’t think of one thing they liked or admired about their child, which is awful.”

“I think parents sometimes we’ve had instances where parents have spoken quite negatively about their children and their child is sitting next to them and that’s maybe that’s something, maybe that’s something we need to do you know with, with getting parents more aware of this way of working.”

“Or maybe it’s something we need to do anyway because a lot of parents will speak about their children negatively in front of them and maybe something we need to do I



don't know as a training issue across the board, nothing to do with if you've got an ALN or not, you know it's to do with you don't say anything negative about your child when they're sitting next to you because you know how damming that can be and maybe it's just that understanding the parents haven't quite grasped."

"Some of them are really good but you do get the occasional parents who you know will talk about and you just think well what if this child's got low self-esteem you know."

### **ALNCo Extracts**

"Sometimes you know that the review is going to be detrimental for them to hear what the parents are going to say. You've got to judge that."

"No I have had to ask a parent once you know stop and don't say that. Sometime you will get a parent who can be a bit inappropriate in front... --,"

"I think initially may feel a bit uncomfortable because it's, they want to talk about the pain, they want to talk about the problems that their child, they want to talk, somebody actually said that, we had some feedback from parents after the project has ended and they were saying but I didn't want to talk about what he could do, I wanted to talk about what he couldn't do. And some, you know, you have to accept the fact that that is, the way they've worked for many years you know."

**Research Question 4:** From the perspectives of the EPs, ALNCo's and pupils involved – how person-centred are the reviews?

**Theme: Child-Centred**

**EP Extracts**

“And it was, ye it was very good, yes very funny actually, it became very clear how Aspergers he was, it was good.”

“I don't know. He just... He can't have been deciding what topics we... but he certainly took a very active part in it, and that was... quite funny --.”

“Very because he was taking control of it.”

“Very child focused that one. Actually the contentious one the pupil did come in as well to that one at some point as well.”

“So I think, the only thing I would say is I think it's really important, as much as possible to have the child in the reviews and the ones that have been most effective is when the child has been there.”

“... and if the young person or child, if they can be there, which is even better then.”

“Yes, yes I think so and I think they, I ... most of the children, I think all of the children actually who attended the reviews were very happy to give their view point, put over what they wanted I don't think anybody went away feeling that they hadn't done that.”

“Yes. I um, ... yes it was and it was definitely and it you know did talk about each child with their very you know individual profile and that was very clear and... so... their nature, their difficulties and their age meant that they weren't very involved in um, really couldn't be very involved in building a one page –profile um, it was the people that know them that work with them and then mum that really built that.”

“Key information that shared so I think there will be quite a bit of personalised response to each of those children based on the information that's been brought forward.”

“... for most I'd say the child or young person would have been there. And that's varied how much time, whether they would be there the whole or whether they'd come for a little bit and then... go. Because I'm not, not necessarily involved in the nitty gritty of the meeting, um but I get the impression it could be that the child or young person is being asked and depending on what they want to do.”

“Um and then of course you'd have um --, we have our kind of pupil voice questionnaire as well. And sometimes that might... if the child or young person for whatever reason didn't want to come to the meeting, they, somebody will have gone

through that to get their views. Or they might bring it with them, they might have to sort of plan and prepare kind of thing.”

“I think the thing is that it’s more person centred, or person friendly process than a traditional meeting particularly with the child or young person coming along.”

“Um I don’t know if, I don’t know the answer to if we are getting enough um enough of the child’s views in there...um or whether it’s still a little bit **tokenistic**. I’m not sure.”

“It probably isn’t, I don’t think it’s as person centred as it should be but I don’t know.”

“Yeah um... and that could be about their ability but that could also be about um people not moving away from... you know moving away from all the adults talk about the child but the child doesn’t talk.”

“Young and also their autism was a real barrier.”

### **ALNCo Extracts**

“Yes, its person centred now.”

“And it really is all about the child. It’s brought you back to the main focus, it’s about this child.”

“It’s just about that child and making it very, very individual --,”

“Yes they know their colours and their numbers great but what do they need and want? Yes, you know having a list of reinforces and what’s important to them is huge.”

“... yes they’ve made a slideshow. So it’s like a celebration of what I’ve been doing.”

“From a secondary point of view the children take ownership of their one page profiles”

“They do, to be fair enough, they do take ownership of it.”

“We don’t either and that’s the one point when you read it back to them they’re just glowing.”

“And sometimes, mostly I’ve found some LAC children can’t cope with it, just because it’s too much stress. That’s why then the pupils views forms, it gives them preparation, they’re not forced to do anything.”

### **Theme: Pupil Involvement**

### **EP Extracts**

"I think as time goes on the children are becoming more and more involved"

"Because if the child doesn't want to be in the review that's absolutely fine, that's absolutely fine."

"I would say, if the child is there then its listening to what they have to say, I love it when they go and put their little stickers on to the bits they think is important to them and for them."

"Um that for me is, is and also because, it's, they are confident enough to do it, it's even those children where they've been really quite, um worried about coming in."

"You know, you don't force them to do anything; you know you don't force them to come in to the room if they don't want to, but actually after a little while they get quite comfortable."

"I think professionals are pretty good at acknowledging that there's a child in the room and that they, they direct their, um their, sort of any thoughts or any um, reflections they have towards the particular child, and they're very good at that."

"... but I think that um, you start from the perspective of the pupil or the child or the young person and look at the things that you may otherwise not have considered."

"I think, I would say when it's facilitated well in my view then yes I think it is fairly cen-- , it's person centred um and it is very much reading the situation and um having that kind of dialogue with that child or young person."

"Yeah I'd say for most, yeah again for most um they've been done, done well. They've probably um you know surpassed our expectations in the way you've thought, oh not sure is this going to be too much, you know they don't particularly like writing in class and they've literally gone over with pens and just so carefully and thoughtfully spent ages and sometimes we've gone back and chatting and they are still you know really-- ,"

### **ALNCo Extracts**

"They've all been very happy to come."

"Sometimes you know they've got an idea, I don't need this, I don't have to do that, you know what I mean but it's important that they do."

"And if --, like sometimes you might get someone 'I don't want to come in to the meeting' and then they come in after and read through their plan. They may add --, say they don't like or something they don't agree with you read the action plan to them and they're like right, I might not have liked that but yes I'll do it."

"... they've commented on what they feel works for them and how best to support

them.”

“It takes a long time to get to the child for some but with some you know I’ve had a bereaved pupil who she has led every review, it has been her review from the start. So again, it all depends...”

“I came to a very big review here with Sarah\* where one of your students, visually impaired, she led the whole review and that was fantastic to see.”

“Ours being older they can you know do it themselves and sometimes they make me laugh. You know the things they write down which isn’t realistic but that’s my view and I’m putting it in.”

“And they’re part of that rather than saying you know at them.”

“Yes. Yes, targets are sort of discussed now and very much agreed.”

### **Pupils Extracts**

“Yes, my name and my mum asks me what do you want to write down and then she writes it down for me.”

“They used to ask me did you like the music in it or didn’t you like the music when it’s going on?”

“Ye they asked me because we when we work, um in, when I used to be in year 4 Sir used to put music at the back and I, some of them I used to get frustrated when I was writing.”

“No, I do get, I don’t say that much um Miss asks me the questions.”

“Yes. They talk to me, then I talk to them, then I talk to them, then they talk to me.”

“Mm, when I say something about my mum she goes like that (Nodding head).”

“They all listened to me.”

“Um, when I try to say something sometimes, I don’t say it all the time, sometimes, I’m thinking of a word, then they talking and take too long and I can’t say anything. Then the meetings over and I don’t get to say my words sometimes.”

“Sometimes it is a little bit annoying because it may be something important.”

“They just ask you.”

“Because they um... like... well they always like, answer back after it, not like a bad way.”

“Yes, respond to it.”

“Yes, they ask you and then if you say... they say oh I can help you or whatever to do that and this.”

(Asked to contribute) “Always asked.”