



From mountain to sea

Review Meetings for Children and Young People with Additional Support Needs Guidance

September 2017



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The guidance has been written by the Additional Support Needs team

Version	Status	Date	Reason for update
1.0	Guidance	August 2017	New guidance
1.1	Guidance	September 2017	Enable contents table and hyperlinks

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Introduction

There are a variety of reasons for meeting to review the progress of children and young people with additional support needs such as:

- Updating a Child's Plan created through the multi-agency or single agency action planning process
- Looked After Child's review the Child's plan
- Consideration / review for redrafting of a co-ordinated support plan
- Drafting/updating Individual education plans, managing accessibility plans, risk assessments, personal emergency evacuation plans, medical protocols, dietary requirements, intimate care plans
- Informal/formal referrals to the Educational Psychologist
- Settling into a new school
- Review following exclusion and return to education

The review meeting may be annual, termly or more often or a 'one off' depending upon needs.

The review process may be determined by the focus of the meeting: for example, single or multi-agency action planning meetings will follow a specific format determined by the planning documents which are available on the [Aberdeenshire GIRFEC website](#). If a co-ordinated support plan is being reviewed, the requisite documentation and detail of the process is available [online](#).

This guidance is to support staff to review planning with the appropriate personnel in instances where there is not a prescribed format for the process.

All assessments should be completed before a meeting is convened, as the purpose of the meeting should be that of contributing to planning.

GIRFEC

Children and young people have their needs assessed on an individual basis and support will be provided as required in line with [GIRFEC](#). The Getting it Right for Every Child (GIRFEC) is a national approach to improving the Wellbeing of children and young people in Scotland.

Please refer to [Appendix 1](#) for more information about GIRFEC and the 5 questions, together with [website links](#).

Allied Health Professionals provide targeted interventions to secure outcomes as detailed in [Ready to Act](#) (participation and engagement, early intervention and prevention, partnership and integration, access, and leadership for quality improvement). There is a statutory requirement for education authorities and their partners to work together to ensure the wellbeing needs of the child/young person as detailed in the [Children and Young People \(Scotland\) Act 2014](#).

Good practice

It is good practice for a minute to be taken of all meetings for children/young people with additional support needs in order to evidence agreements. The minute details planning with clear outcomes, timescales and specific personnel designated to assist the child/young person to achieve goals.

The provision of a minute for a review meeting may also assist parents/carers to be confident that their youngster's needs are being met, therefore reducing anxiety and misunderstandings.

Actions before a meeting

Personnel to attend

A list of those who are needed at the meeting should be drawn up, and a check made with family, child/young person, colleagues and partner agencies to ensure that everyone who needs to contribute has been included.

Date, time and venue

The date and time for a meeting should be identified well in advance (at least 6-8 weeks or longer if possible) and communicated clearly to all who are required to attend. A check should be made in the first instance with parents/carers, the child/young person and any other contributors whose attendance is critical that they are available on the specified date.

In the event of family and other important contributors being unavailable, an alternative date should be offered.

Communication

Emails and/or letters should be sent out to the participants inviting them to the meeting with clear information about the date, time and venue and with a request for a timely response. An agenda for the meeting can be circulated at this time.

Care must be taken with the use of emails for correspondence, and confidential information should only be sent in encrypted form to any insecure addresses. Email addresses for council employees (@aberdeenshire.gov.uk) are Secure Email Blueprint (SEB) accredited. The following organisations are also SEB accredited:

- NHS (including NHS Grampian)
 - Scottish Children's Reporter Association (SCRA)
 - Department of Work and Pensions
 - Fife Council
 - North Ayrshire Council
 - Police Scotland
 - Scottish Prison Service
 - Crown Office and Procurator Fiscal Service
-

- Scottish Courts
- Tribunals Service

The above list may be extended, and is available online through [Office 365 SharePoint](#).

For organisations or individuals who do not have SEB accredited emails the procedure for encryption may be sourced on [Arcadia](#) (Aberdeenshire Council Intranet).

Reports

When reports are required to inform the meeting, this would be an appropriate time to request information with a clear date specified for their return. Reports obtained in advance of the meeting can be circulated beforehand so that all participants have had the opportunity to study them and can be prepared with any questions and offers of support. If documentation is to be reviewed (such as an IEP or medical protocol) then this should be shared ahead of the meeting, but the sharing of any correspondence must be in line with authority policy on [confidentiality and data protection](#).

Reviews may be attended by some of the following depending upon the child/young person's needs and the focus of the meeting:

- Parents / carers
- The child / young person
- The head teacher or a senior manager who is deputising
- Relevant school staff (additional support for learning teacher, guidance teacher, class and/or subject teacher, intervention and prevention teacher, pupil support assistants etc.)
- Allied health professionals, community paediatrician, school nurse, health visitor, dietician etc.
- Social workers, family support workers etc.
- Sensory support services, English as an additional language, ASPECTS staff, authority moving and handling advisor etc.
- Educational psychologist
- Careers services staff
- Third sector providers when a service has been commissioned by the authority

Due to demands upon working time, please ensure that if you request personnel to attend a meeting, that participation is really necessary.

Room preparation

Please consider the following:

- For inclusion of a child in the meeting, what venue would be most appropriate? The meeting could convene in a life skills area or family centre, and once the child/young person has made their contribution (if they do not
-

wish to be involved in the entire meeting) relocate to another meeting room if desired.

- Glasses and a jug of water and/or tea and coffee should be available in the meeting room.
- The room chosen should be well ventilated and warm/cool enough for comfort.
- If in a meeting room sufficient chairs should be provided, preferably around a large table for participants to view documents and make notes
- A TV, SMART board or projector and screen may be required to share video/photographic information about the child/young person's views

Consideration must be given to any accessibility requirement of participants, including for example, ramps for wheelchair users or use of an interpreter.

Minute taker and documents

A member of staff should have been selected to take the minute of the meeting, and any copies of reports duplicated in preparation for the review. If reports were circulated electronically in advance of the meeting, it would be appropriate to have a few copies available for those who have not brought them.

During the review meeting

Welcome

The chair should greet all participants and invite everyone to introduce themselves, including mention of their role with supporting the child/young person. The minute taker may record names and designations, or pass around a list of attendees for those present to check.

Contributions

Attendees will be invited to contribute to the meeting in turn. The order of contributions will be determined by the focus of the meeting – parents/carers may wish to speak first, or offer comments during/after hearing others. It is important for the chair to ensure that everyone has the opportunity to share their information, contribute to planning and to question others as required. The agenda should be followed unless those present agree to variation, this also assists the minute taker with recording the information. The chair is responsible for ensuring that the meeting stays on track and for time keeping.

An example of a template for minute taking is provided in [Appendix 2](#)

Child/young person's views

If the child/young person is unable or does not wish to attend, a record of their views should be presented if possible at the meeting. Views may be sought using a variety of formats such as verbal and written questionnaires and symbol supported

materials. On occasion video recording of the child/young person participating in school based activities may communicate information about their preferences.

Minute

There should be clarity within the minute about actions to be taken by named persons within a specific timescale and the desired outcomes for the child/young person.

At the end of the meeting, the chair should summarise agreed actions, thank attendees and agree a future date for the next meeting if required. Information should also be given about how and when the minute will be circulated.

After the meeting

The minute should be circulated as soon as possible after the meeting together with any updated documents. Participants must be offered the opportunity to make amendments to the minute to reflect a common understanding of the content and agreements made. Once the minute has been finalised, it should be resent to all participants.

Record keeping

A copy of the minute of the meeting and any updated reports/documentation should be retained within the pupil's profile record. An electronic copy may also be retained for future use within a secure folder on the school shared drive. Access to information is on a 'need to know' basis, but should be available to staff supporting the child/young person.



Appendix 1: GIRFEC information and the 5 questions

GIRFEC sets out a vision which aims to:

- Improve outcomes for children, young people and their families.
- Put the child or young person at the centre of any assessment, planning and support, actively promoting their participation and engagement in any processes.
- Proactively seek the views of children, young people and their families, providing information and support which encourages involvement.
- Promote shared language through a [National Practice Model](#) providing a consistent approach to safeguard, ensure and promote the Wellbeing of children and young people.
- Streamline assessment, planning and decision-making processes via a single planning framework – called the Child’s Plan – to ensure a consistent approach to how a range of extra support that is not generally available should be planned, delivered and coordinated around an individual child’s needs and circumstances.
- Increase prevention and earlier intervention so all children and young people are supported to achieve their potential
- Achieve high standards of multi-agency working, based on a co-ordinated approach to identifying Wellbeing concerns, assessing need, and agreeing outcomes and actions.
- Maximise the skills of the Universal Services workforce, and focus targeted and specialist services to meet the needs of children and young people where higher thresholds of risk and need exist
- Embed individual and unique professional responsibility and accountability towards supporting children and young people
- Support proportionate and considered sharing of Wellbeing information, in line with Data Protection, other legislative requirements, confidentiality and the views of families.
- Ensure a [Named Person](#) is available as a central point of contact for children, young people and parents, to provide advice, information, and support, and help to access other services if and when needed
- Identify a [Lead Professional](#) where a Child’s Plan is in place, to co-ordinate and monitor progress of actions and improved outcomes.

The Five GIRFEC Questions

A child or young person’s Wellbeing is influenced by everything around them, and by different needs they will have at different points of their life. Wellbeing concerns may arise from a child or young person’s individual experiences or circumstance, or be posed by the impact of a family member or significant person’s situation (this could include a non-resident partner of a parent/carer, or a peer).

When a Wellbeing concern is identified or raised for a child or young person, you should ask yourself the 5 GIRFEC questions:

1. **What is getting in the way of this child or young person's wellbeing?**
2. **Do I have all the information I need to help this child or young person?**
3. **What can I do now to help this child or young person?**
4. **What can my service or organisation do to help this child or young person?**
5. **What additional help, if any, may be needed from others?**

If you don't have all the information you need, you may need to gather further information either by speaking with the child or young person themselves, their parents or carers, or from other people within your own, or other agencies. This will ensure you have as full a picture as possible to inform your own assessment, and informs any Request for Assistance made to other agencies if needed.

Findings from recent Significant Case Reviews tell us that sharing the right information at the right time can help improve outcomes for children, young people and their families. It can often help prevent low level concerns growing into more serious or entrenched difficulties. In the majority of cases, Wellbeing concerns should be openly discussed with the child, young person, family members or other person, including explicit discussions* around what information may need to be shared, why, and with whom.

**Unless there are child protection concerns*.*

Child Protection Prompt: If at any point concerns are raised which suggests a child or young person is at risk, of harm or neglect, or potentially at risk of harm or neglect, Child Protection Procedures must be followed without delay.

Please refer to the [Aberdeenshire GIRFEC](#) website for more information.

Appendix 2: Example template for a minute of a review meeting

CHILD/YOUNG PERSON'S NAME:

Date of Birth:

Title of the meeting:

Date:

Time:

Venue:

List of attendees:

Name	Designation

Apologies:

Name	Designation

Agenda:

1. Welcome and introductions
2. Reports and contributions
3. Discussion and recommendations including action plans
4. AOB

Date for next meeting

Agenda item	Content	Action	By whom and date
1.			
2.			
3.			
4.			

Date of next meeting:
