Guidance for supporting children and young people to contribute to a request for assessment

The purpose of the pupil's views booklets

Why do these need to be completed and what is the information used for?

Whilst the views of the child/young person will be taken into account by the Considerations Panel as part of a request for an Education, Health and Care Needs assessment, this is not just a paper exercise for the purpose of initiating the request. Ultimately the purpose of completing a pupil's views booklet is to gain the views, wishes and needs of the child or young person, in order to have a better understanding of how to support them. It is important that we really get to know the child/young person in a holistic way if we are to involve them in their development; this is about promoting their independence and getting them to take ownership of their support with or without an Education, Health and Care Plan. It's about keeping the child/young person at the heart of our work!

We would recommend that you use these booklets however, if you do use your own format, please ensure that you include exactly the same information.

How the booklets were designed

The booklets were designed in collaboration with a group of 12 young people (aged 11-16), with support from Daniel Cheeseman, SEND Commissioning Manager. Others involved included a young person's supporter, educational psychology assistants, special needs officers, and post-16 senior planning co-ordinators.

Feedback from the young people: 'Colourful', 'Easy to understand', 'Age appropriate'.

How to gather the child/young person's views

The booklets are a recording device to summarize all the important information given to us by the child/young person. The way in which you gather the information needed for the sections in the booklet is very much up to you.

Use the booklet that you feel is most appropriate for the child/young person's age and/ or ability.

Be creative; for example you could use planning maps, videos, collages etc. to engage the child/young person in providing the information, and then transfer this to the booklets by way of bullet points.

Be flexible; think about what works for the individual; it may be that they prefer to complete the booklet on their own on a computer, or as part of a group, or with a friend; perhaps think about buddying up pupils to talk about the sections in the booklets.

Support the child/young person by asking open questions; some <u>suggested</u> questions are given in booklet 'B' as prompts. Try to encourage the child/young person to give more than one word answers wherever possible. Rephrase questions if they don't quite understand what is being asked. We do appreciate that it may be difficult to expand on short answers where the child/young person uses PECS or Eye Gaze Technology.

If you are using booklet 'C' – symbols, please provide us with a guide to your symbols.

The booklet can be completed over a few weeks; give the child/young person time to prepare and inform their parents about what is happening. Ensure they are given a quiet environment with little or no distractions in which to work; try not to use break times or to take the child/young person out of their favourite class!

Who should support the child/young person to give their views?

Wherever possible a trusted adult is best placed to support the child/young person give their views. This should be a member of staff who knows the child/young person well and may have already worked with them on a one page profile or similar.

If some of the information is already available this can be used to populate the booklet however you should meet with the child/young person to ensure that the information is still up to date and to record any new information.

Preparing for Adulthood

In gathering the views of a young person in year 9 onwards, you should also aim to cover the areas in the preparing for adulthood programme. These are; employment, independent living, community inclusion, and health. Suggested questions are given throughout the sections in Booklet 'B'.