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S | E | N | D | I | A | S | S
HERTFORDSHIRE

Making meetings matter



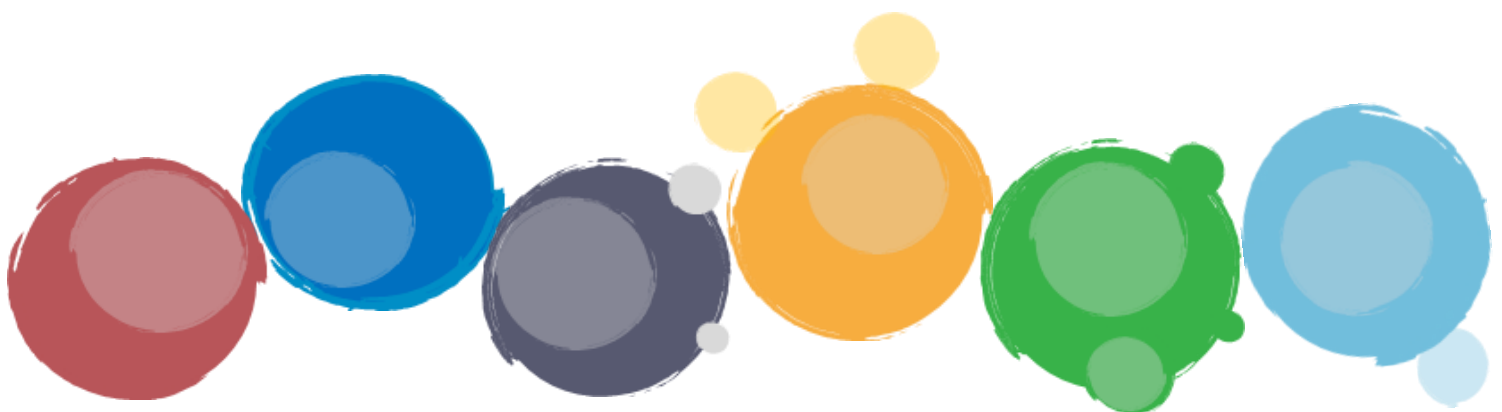
Introduction

You may be invited to meetings at your child's school or setting. You may also want to request a meeting to discuss any issues or concerns you have.

You have the right to request a meeting with any of the team of professionals involved with your child/young person. There are a variety of reasons that you might want to ask for a meeting and these may include concerns about:

- your child's progress
- how any special educational needs/disability your child may have are being met
- your child being bullied
- your child's behaviour, how it is being managed and the impact on their education.

This booklet gives ideas about how to prepare for meetings so that you can get the best out of the meeting. It also explains how SENDIASS may be able to support you at meetings.



Preparing for the meeting

How do I organise a meeting?

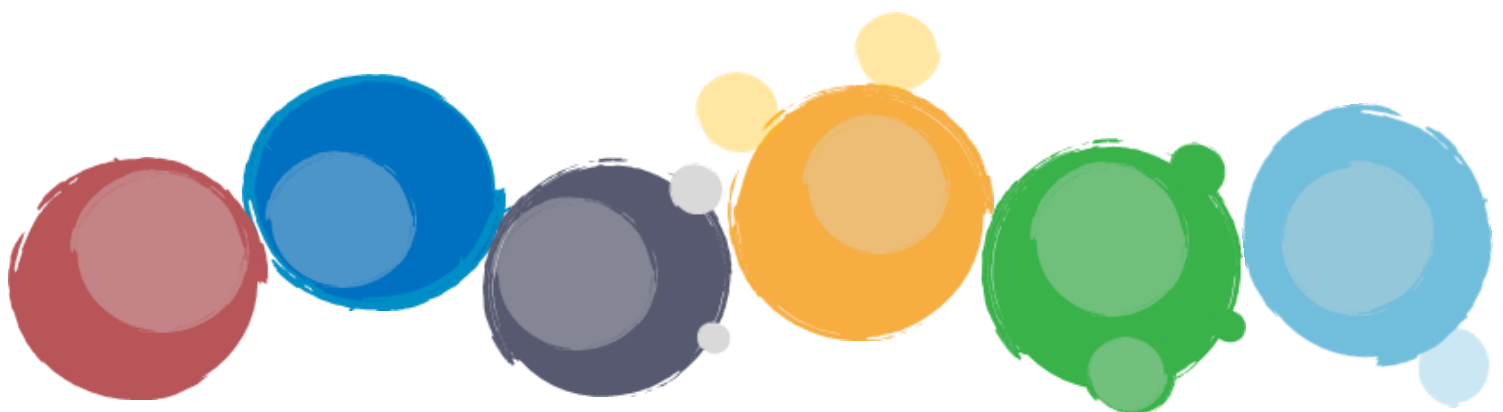
You can:

- request a meeting by calling the relevant people and arranging a date, time and place that convenient to all
- request a meeting by emailing or writing a short letter that includes who you want to meet with, the issues you would like to discuss and times and dates you will be available
- ask the school to arrange the meeting.

Find out who will be at the meeting

If you are invited to a meeting, it may help to find out who will be at the meeting. Ask the person running the meeting what they do and what their role is. Find out what will be discussed at the meeting and how long it will last and where and when the meeting will be held

If you have asked for the meeting be clear why you want to have a meeting. Who do you need to meet with? If the issues are school related, you may want to meet with your child's class teacher or form tutor and the special educational needs coordinator (SENCO) and head teacher.



How to prepare

If you have been invited to a meeting - ask for an agenda and a copy of the most recent paperwork which records and monitors the support that your child is receiving within their education setting. You can have a look at the paperwork before the meeting and make notes

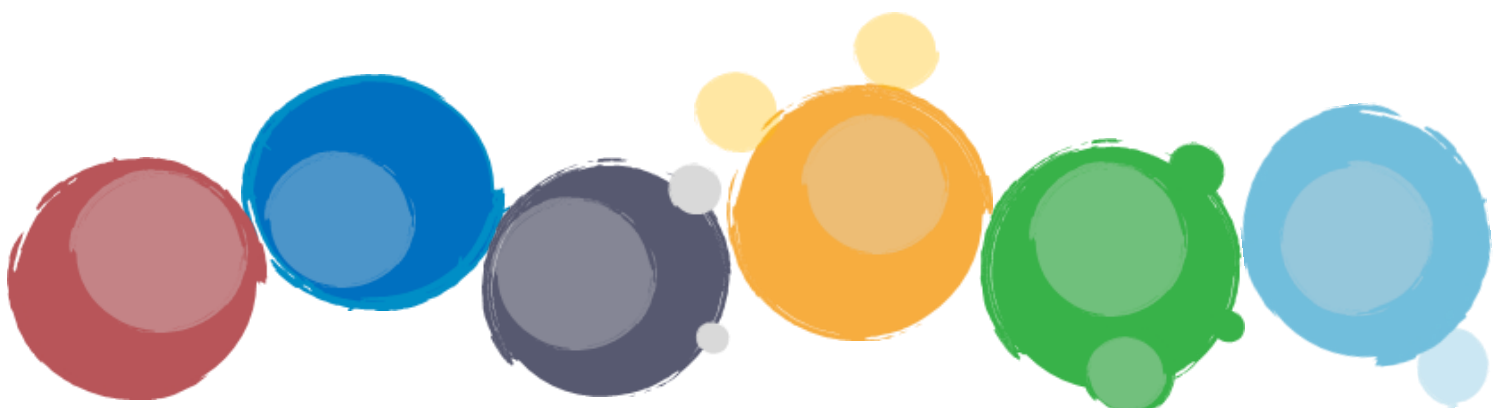
If you have asked for the meeting - think about what you would like to get from the meeting. Is there any information that you need?

Make some notes to help keep you focussed including:

- Your key questions/concerns in order of importance
- Any positive ideas you may have yourself
- Any strategies which are likely to make the situation worse

It can also help to write down your description of your child's abilities and celebrations as well as what difficulties you think he/ she may be having

Take with you any documentation that may be needed e.g. medical letters, reports. This includes any new information you may have received to share with the meeting.



Your child/young person's views

Children/young people should be enabled to express their views and contribute to discussions – in whatever means is appropriate.

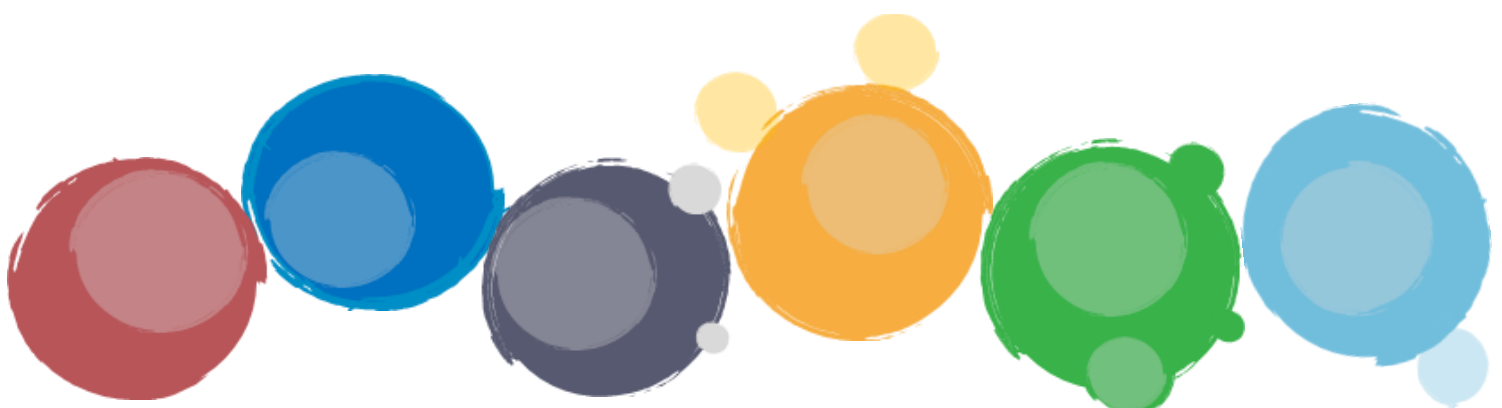
While preparing for a meeting, you could discuss some of the point below with your child:

- What do they enjoy?
- Do they have any worries?
- Is there anything they would like to ask their teacher/s?
- Is there anything they think would help them?
- Is there anything that is not helping them?
- What would they like to change?
- Would your child/ young person prefer to voice their opinions through pictures, posters, drawings etc?

Support for yourself

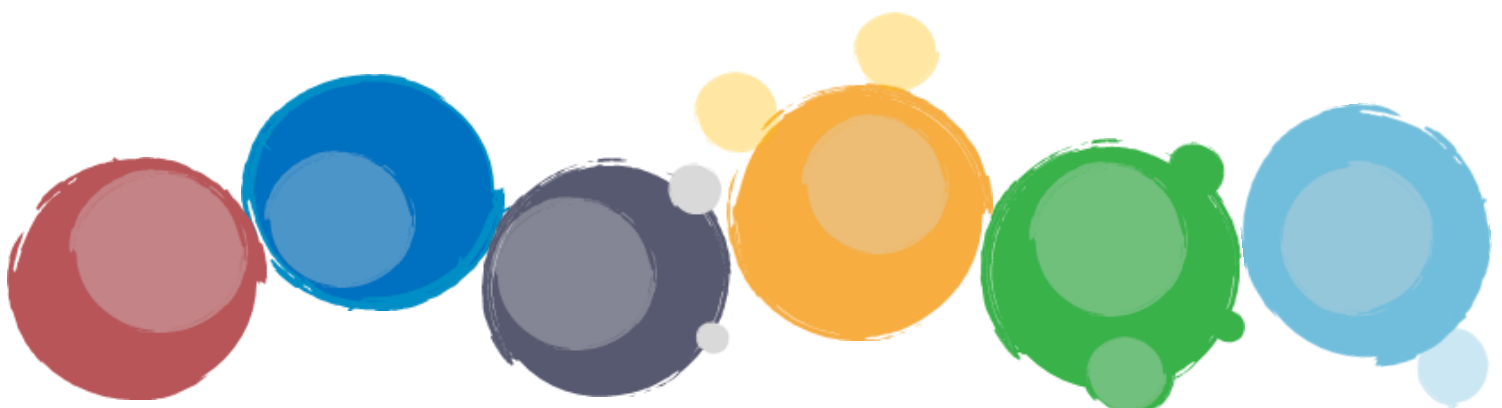
Your emotions are likely to be raised because this involves your child but remember the meeting will go better if you remain calm.

You may wish to take someone with you to the meeting for support (a friend, relative or supporter). Let the person organising the meeting know in advance who you will bring with you.



During the meeting

- Make sure everyone introduces themselves and you are clear about their roles and responsibilities
- If anyone is going to take notes ask for a copy, or take your own notes. Action points particularly should be recorded and agreed before the meeting ends
- If anything is said which you do not understand, ask for an explanation
- Try to focus on solutions, you could use questions such as:
 - What can we do to move this forward?
 - Is there a strategy which could be put in place?
 - Do you have any ideas of what could help?
 - What could make this better?
 - What support could the school offer?
 - What could I/we do to support?
- If your concerns have not all been discussed ask how this might be followed up (phone call? Email? Or further meeting?).
- Agree a date to check on progress and ask for the name of someone you can contact in the future.



***For further free confidential, impartial
information, advice and support please
contact us:***



www.hertssendiass.org.uk



info@hertssendiass.org.uk

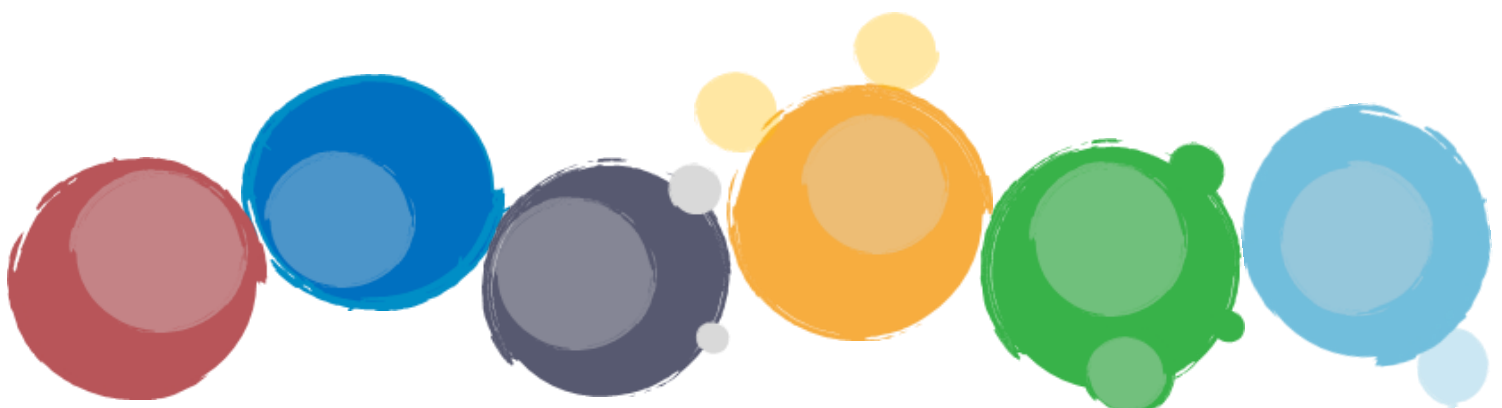


01992 555847

**Telephone
Opening Hours**

Monday - Thursday: 9:30am - 3pm

Friday: 9:30am - 2pm





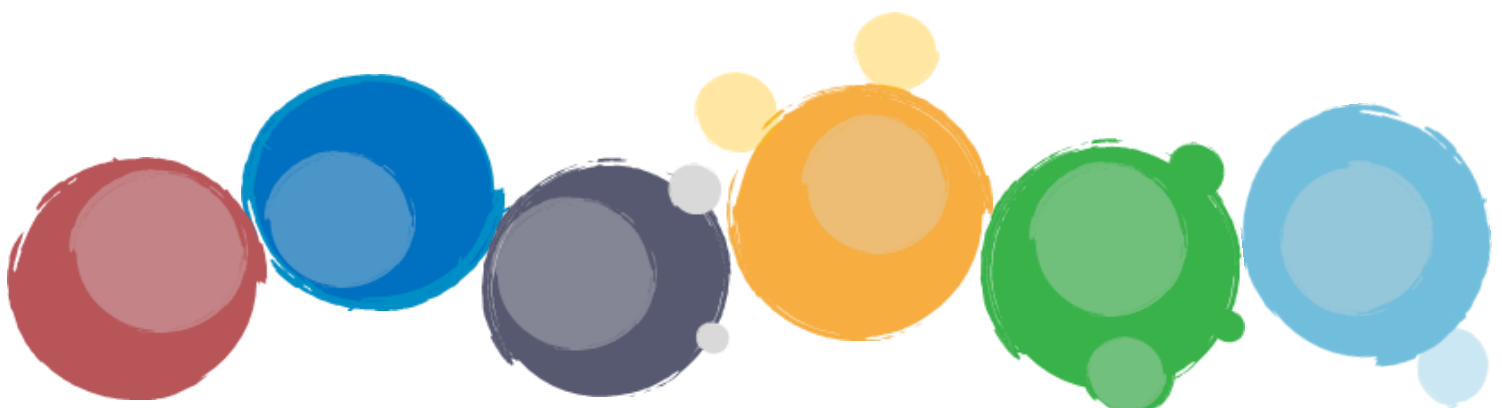
SENDIAS
HERTFORDSHIRE

Making Meetings Matter – Checklist



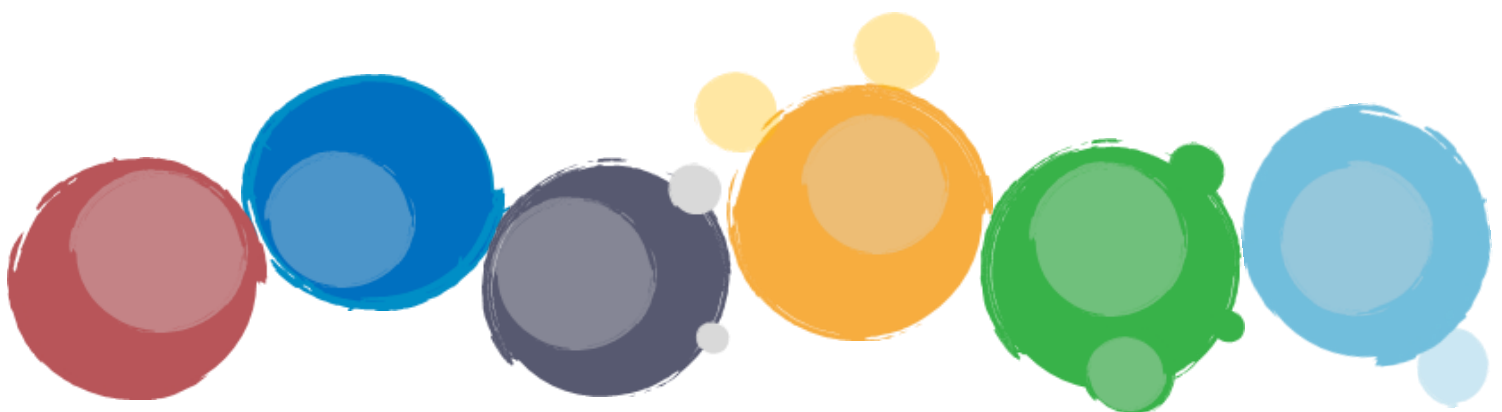
Before the meeting

- ☐ Date of the meeting
- ☐ Where is it? Is the venue appropriate and assessible?
- ☐ What is the purpose of the meeting?
- ☐ How long will it take?
- ☐ Is it convenient to you? Can you get to the meeting – transport?
- ☐ Who will be there? Why will they be there?
- ☐ Is there anyone else you think should be there?
- ☐ Can/Will your child be there? Do you have childcare arrangements?
- ☐ Who will support your child in giving their views?
- ☐ Can you have support at the meeting? Is there a friend/support who can go with you?
- ☐ Will you be sent information before the meeting to look over?
- ☐ Do you need to prepare/take any information to the meeting with you?



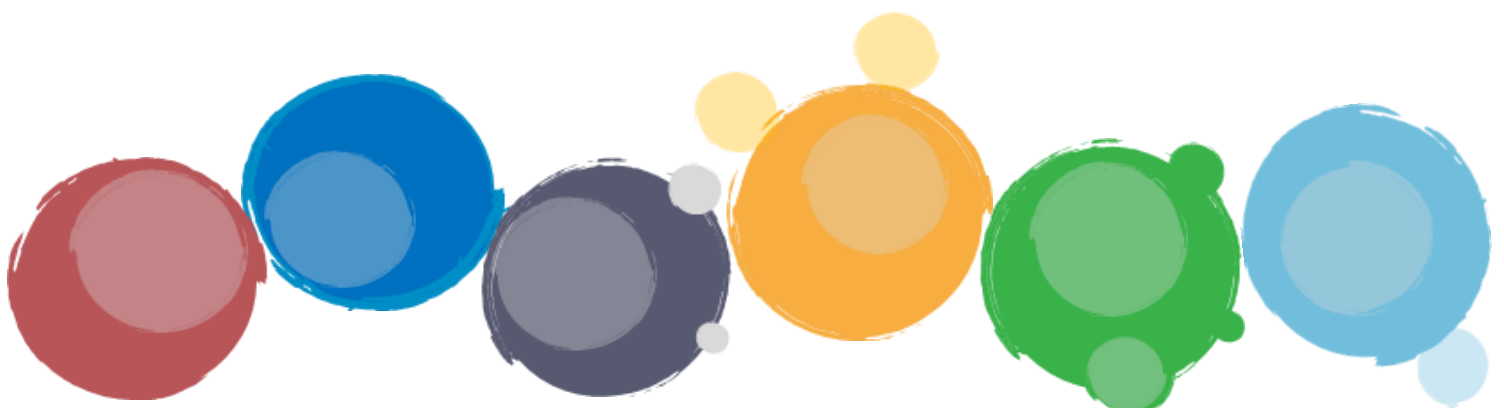
At the meeting

- ☐ Has everyone come who has been invited? If not, will it – and should it – continue?
- ☐ Who is at the meeting and what is their role?
- ☐ Who is chairing the meeting and who will be taking notes?
- ☐ Will everybody get a copy of the notes after the meeting?
- ☐ What is going to happen at the meeting?
- ☐ Will your child be asked for their views or is there an opportunity for you to share these?
- ☐ Will you child attend the whole meeting or part of the meeting at all?



End of the meeting

- ☐ Are you clear about the outcome of the meeting?
- ☐ What follow-up arrangements are there?
- ☐ Do you know what you need to do next?
- ☐ Do you know who to contact if you need help?
- ☐ Who do you contact if you are not clear about anything?
- ☐ Have you had the opportunity to say everything you wanted to say?
- ☐ Has your child had the opportunity to say what they wanted to say?
- ☐ Do you understand what will happen next? Do you know who will be responsible?



Mind of My Own Free Young Person App



[About](#) [Our Apps](#) [Our Community](#) [Meet the Team](#) [News](#) [VoxCon](#) [Contact Us](#) [Login/Register](#)

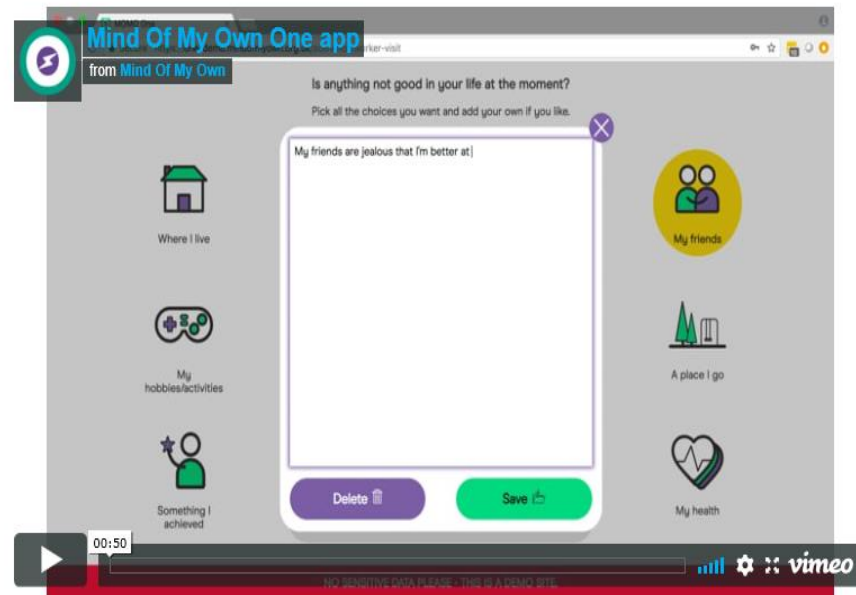
Does anyone listen- really listen- just to you?

If you're finding it hard to talk to a social worker, health professional or teacher, One App is a great way to put down your thoughts and send them to those who need to hear from you.

Thousands of young people like you are using [Mind Of My Own](#) to talk to their workers. What are you waiting for?



[Sign up here](#)



Mind Of My Own apps are designed and conscientiously co-produced **with** young people **for** young people. We embrace the fact that children and young people are experts by experience and harness their

Additional Helpful Tools:

Planning My Future Life



One Page Profile

WHAT PEOPLE LIKE AND ADMIRE ABOUT ME

WHAT MATTERS TO ME (IMPORTANT TO)

HOW BEST TO SUPPORT ME (IMPORTANT FOR)

NAME
DATE

WHAT PEOPLE LIKE ABOUT ME

IF I COULD... I WOULD...



WHAT I WANT IN THE FUTURE

WHAT I'M GOOD AT

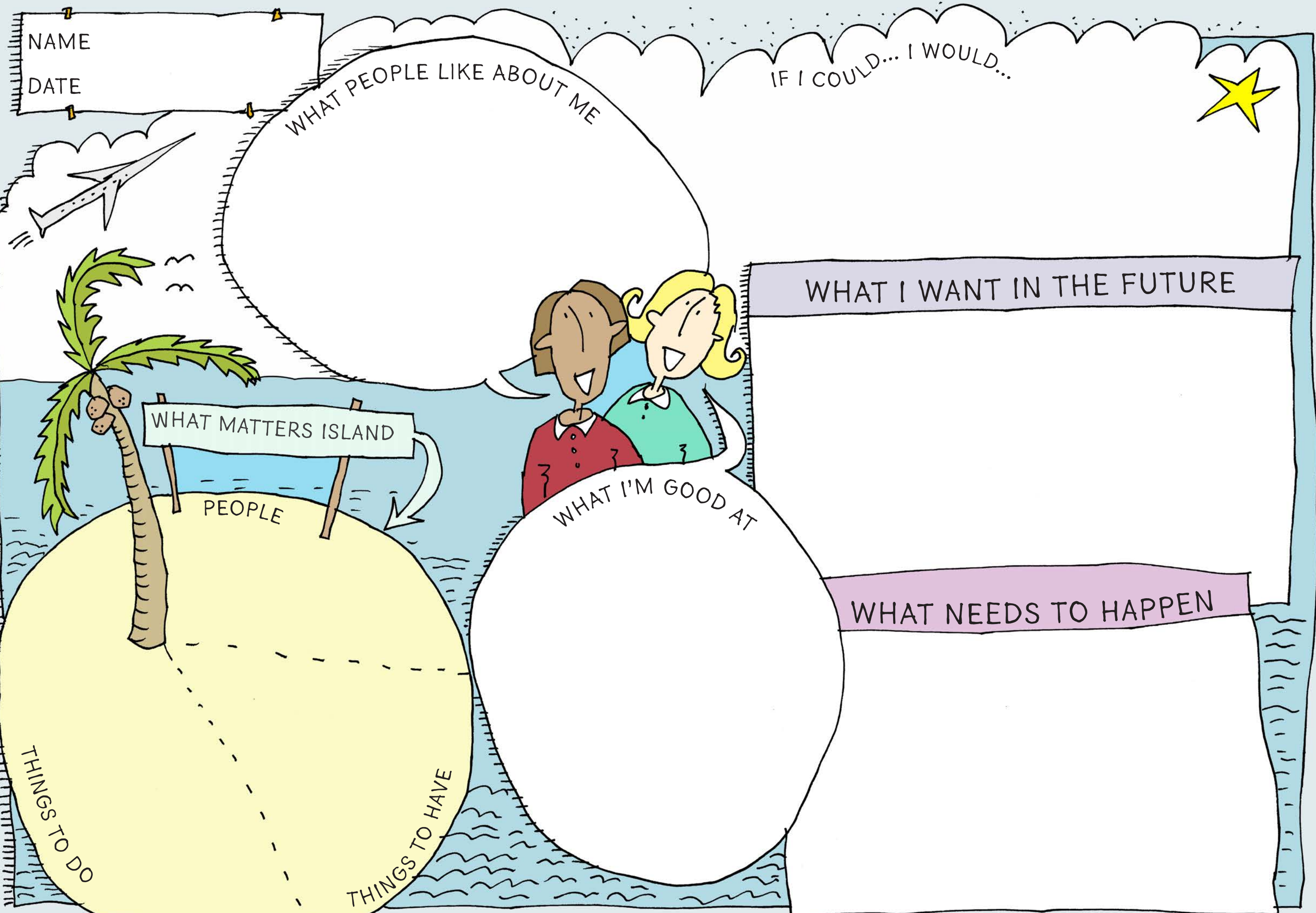
WHAT NEEDS TO HAPPEN

WHAT MATTERS ISLAND

PEOPLE

THINGS TO DO

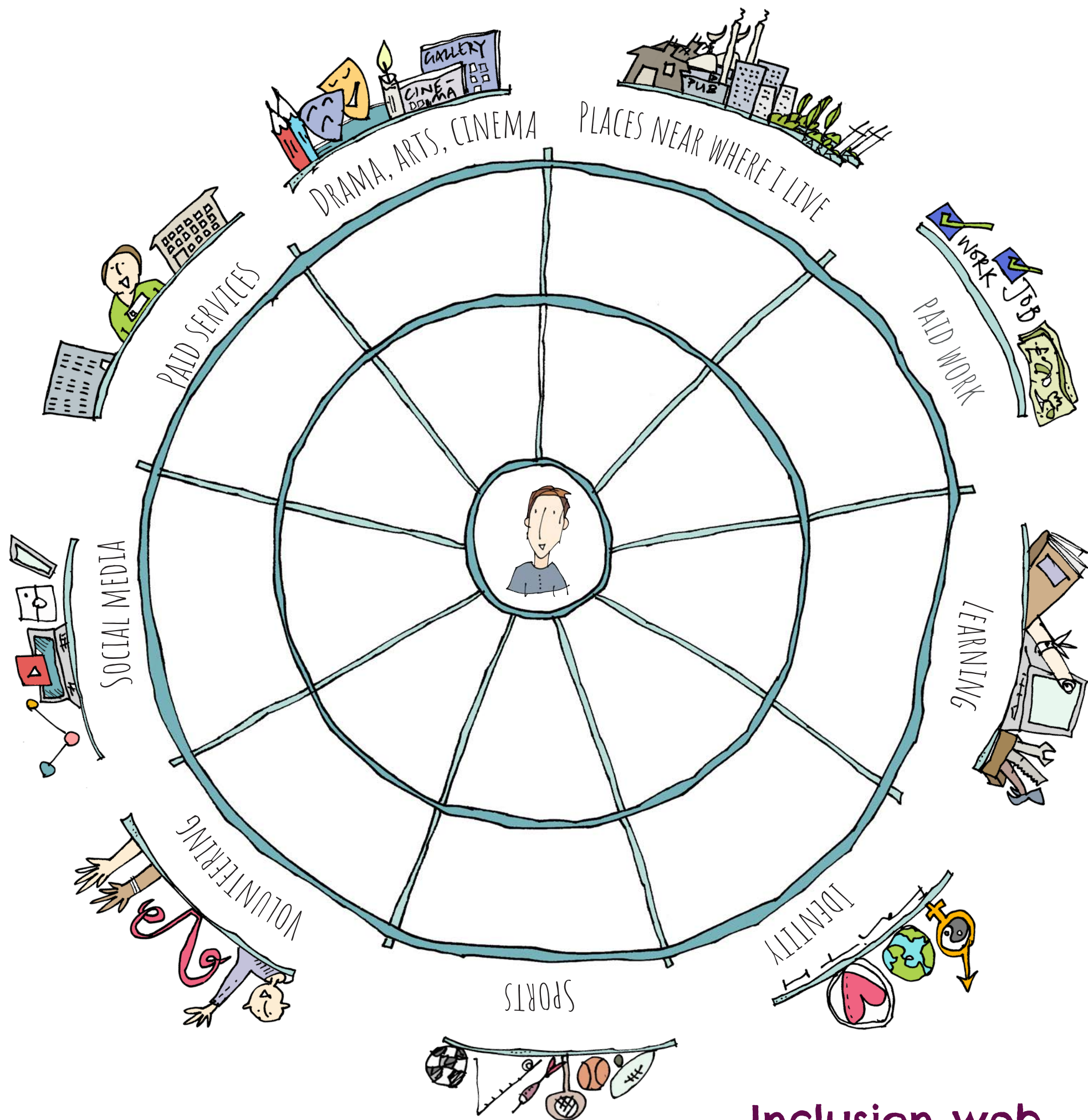
THINGS TO HAVE



PLACES I GO

PEOPLE I KNOW

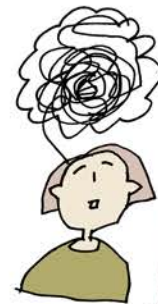
PLACES		
EMPLOYMENT		
LEARNING		
IDENTITY		
SPORTS		
VOLUNTEERING		
SOCIAL MEDIA		
PAID SUPPORT		
DRAMA ARTS		



Inclusion web

GOOD DAY

BAD DAY



WHAT DOES THIS SAY ABOUT WHAT MATTERS TO ME?

WHAT DOES THIS SAY ABOUT THE SUPPORT I NEED?

Perfect Week



MORNING



AFTERNOON



EVENING

MON

TUES

WED

THURS

FRI

SAT

SUN

Decision Making Profile

HOW I LIKE TO GET INFORMATION	HOW TO PRESENT CHOICES TO ME	WAYS YOU CAN HELP ME UNDERSTAND	THE BEST TIME FOR ME TO MAKE DECISIONS	THE WORST TIME FOR ME TO MAKE DECISIONS

Communication Passport



AT THIS TIME



I DO THIS



IT MEANS



YOU NEED TO



SUPPORT WANTED OR NEEDED

SKILLS THAT ARE NEEDED

PERSONALITY CHARACTERISTICS NEEDED

SHARED COMMON INTERESTS (WOULD BE GREAT TO HAVE)

Presence to contribution



OPPORTUNITY TO CONTRIBUTE

OPPORTUNITY TO CONNECT

ACTIVELY PARTICIPATING

HAVING PRESENCE

BEING PRESENT

ACTIVITY



Website

www.preparingforadulthood.org.uk

Contact Information

info@preparingforadulthood.org.uk | 01225 789 135

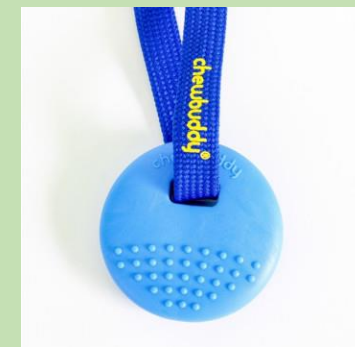
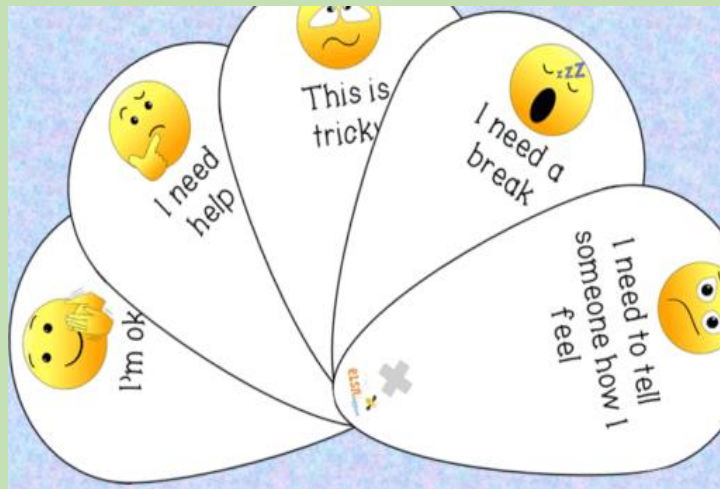
Social Media

@PfA_tweets | | @preparingforadulthood

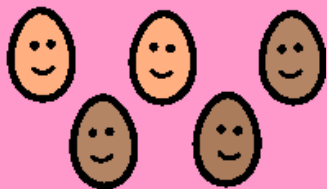
Preparing for
Adulthood



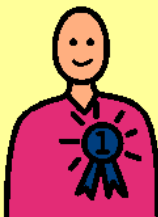
The best ways to help me



Important
people



My Journey So Far



How others
describe me

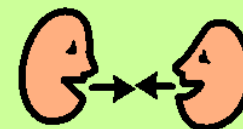


The best ways to
help me



All
About
Me

The best way to
communicate with me



What is important to me



My dreams



Things I like doing



Council for Disabled Children: What is a person centred planning meeting?

<https://www.youtube.com/watch?v=jsnQEAYP8Rk>

Kaylie

What people like and admire about me...

I am light hearted and don't often take offence to things

I don't like to quit - I will work as hard as possible to find a way

I am always up for a challenge

I always have time for others

I am good at crafting which is something I also enjoy

I am a good friend to others



What makes me happy

- **My family** - I live with my husband and two little boys. Talk about being outnumbered!
- **Music** - I love music, it picks me up when I am feeling sad. I love live music and like to go to Gigs & Festivals.
- **Biscuits** - I am literally the office biscuit monster...if there are any in the tin, then I am eating them 😊.
- **My job** - Working for SENDIASS is one of the best jobs I have had! I love supporting others especially young people.

How I want to be supported

- I am a visual person. I like to see things done before attempting them myself
- I struggle with writing long pieces of work, so I like to use a computer
- I often have ideas but find it hard to put them into words, so I like others to be patient with me when I am trying to explain things
- Reassurance from others when I am doing things well really motivates me and helps me to keep going