

PERSON-CENTRED REVIEWS:
AN EXPLORATION OF THE VIEWS OF STUDENTS AND
THEIR PARENTS/CARERS

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STUDENT DECLARATION

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Declaration

This work has not previously been accepted for any degree and it is not being concurrently submitted for any degree.

This research is being submitted in partial fulfilment of the requirements of the Doctorate in Educational and Child Psychology.

This thesis is the result of my own work and investigation, except where otherwise stated. Other sources are acknowledged by explicit references in the text. A full reference list is appended.

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Abstract

The person-centred review (PCR) is a model for the review of a young person's special educational needs (SEN), advocated for use at transition. The young person and their family are placed at the centre of the process, which adopts principles relating to humanistic and positive psychology, and utilises visual strategies for information sharing and planning.

This exploratory study investigated the views of 16 students with SEN, and their parents/carers. A mixed-methods design was employed. The views of the participants were gathered through semi-structured interviews as the dominant qualitative method. A thematic analysis was conducted separately for parents and young people. Quantitative data were gathered from the young people before and after their PCR to explore changes in the young people's locus of control, feelings of positivity towards school and motivation.

The findings indicate that the PCR is a constructive and reassuring process for parents and young people. Parents shared views on the wealth of detailed information shared openly and honestly within a relaxed and informal, yet organised and structured process. Parents and young people felt they had contributed to the process as equal partners, feeling their voices were heard.

Child-friendly strategies ensured the young people could access the meeting, although some parents felt that the meeting was too long and parts were not understood by the child. The young people were generally positive about the process, although many felt daunted beforehand, possibly due to a lack of preparation. No change was found in the young people's locus of control or feelings of motivation. Many young people indicated higher ratings of positivity towards school following the PCR.

Implications for schools and education professionals are outlined, highlighting the role of the Educational Psychologist in facilitating PCRs, delivering facilitator training, and promoting meaningful pupil and parent participation.

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List of Terms and Abbreviations

DCSF: Department for Children, Schools and Families

DfES: Department for Education and Skills

DH: Department of Health

EP: Educational Psychologist

IEP: individual education plan

LBH: London Borough of Havering

LOC: locus of control

OPP: one page profile

'Parent' is used to refer to all the parents/carers interviewed in the study.

PCP: person-centred planning

PCR: person-centred reviews

SCIEP: student-centered individualized education planning

SEN: special educational needs

SENCo: Special Educational Needs Coordinator

SES: socio-economic status

SSI: semi-structured interview

TEP: Trainee Educational Psychologist

UK: United Kingdom

USA: United States of America

Chapter 1: Introduction

1.1 Chapter Overview

Person-centred reviews (PCRs) are the focus of this research, and they will be defined and described in detail in this chapter. The national context is also outlined in terms of government initiatives and the promotion of person-centred planning (PCP).

PCRs are most commonly arranged to support students at times of transition. Literature on the topic of transition in education is therefore discussed. The local context in which the current study is undertaken is described and local initiatives relating to PCRs are explained. The chapter closes with a rationale for the current study.

1.2 Definition of Person-Centred Reviews

The PCR provides a model for conducting the review of a student's special educational needs (SEN). They are often used at points of transition, for example in year six in preparation for a child's transfer to secondary school, and in year nine in advanced preparation for a young person's move into post-16 education, adult services and employment.

The student is supported to invite possible attendees, and is present throughout the review itself. In advance of the meeting, the young person develops a One Page Profile (OPP). This provides a method for sharing information about themselves and preparing the young person for the review. The meeting is designed around the interests and preferences of the student. There should be an option for them to play music and share refreshments before the meeting starts, or bring along artefacts that help them to share something about their interests.

The meeting is chaired by a facilitator. This might be a school staff member, or an external agency. Eight large blank sheets are pinned to the walls of the room. These sheets are entitled: 'Who is here', 'what we like and admire about (student)'; 'what support does (student) need to stay healthy and safe?'; 'what is important to (student) now?'; 'what is important to (student) in the future?'; 'what

is working well?'; 'what isn't working well?'; 'questions to answer/ issues to resolve'. Attendees are invited to write on these sheets during an information-gathering stage, which lasts approximately 15 minutes. Following this, the facilitator leads a discussion around the information shared on the sheets and an action plan is formulated (Sanderson, Mathiesen, & Erwin, 2006).

The meeting should remain child-friendly throughout. The PCR process: -

keeps the young person at the centre, supports positive and productive review outcomes and helps people go away feeling their contribution is valued (Sanderson et al. 2006, p.3).

There is a specific focus on what is important to the young person, what support is working for them, and what changes are needed. The process develops an holistic profile of the child through discussion about their life outside of school as well as their education, drawing on the perspectives of the student and their parents.

PCRs have been developed within the wider paradigm of 'Person-Centred Planning' (PCP). This is an approach to care which has developed in health, social care, and education sectors. An axiom of PCP is that the needs of the client are often lost to demands of the system that is supposed to serve them (Holburn, 1997). The professionals around the client therefore need to consider the person as a whole, focusing on their skills, interests and relationships, rather than their deficits and problems (Holburn, 1997).

The PCR is in contrast with meetings that students and parents may have previously attended to review the child's progress in school. Children with special educational needs who are placed at School Action Plus of the Code of Practice are required to have an Individual Provision Plan which should be reviewed at a meeting at least twice a year. Children with a statement of SEN should have their statement reviewed at a meeting at least once a year (Department for Education and Skills, 2001). Each meeting will be described below with reference to guidance in the SEN Code of Practice and from the London Borough of Havering (LBH), the local authority in which this study is conducted.

Ahead of a review of a child's individual plan, the SEN Code of Practice (DfES, 2001) states that parents' views on their child's progress should be sought and that parents should be consulted as part of the review process. It also advises that the school should involve the student in the setting and reviewing of targets. The pro forma provided by LBH for the review of an Individual Provision Plan (for students as School Action Plus) features details on attendance, national curriculum levels, a review of targets, changes in provision, pupil's view, parent's view, the school's view and new targets.

The SEN Code of Practice states that ahead of the annual review of a statement, written advice must be requested from the child's parents, local authority officers and anyone else involved with the child. This written advice is said to be used as a basis for discussion at the review meeting. In the meeting the school are advised to review the child's statement and annotate amendments on the copy of the statement. They are required to highlight the student's strengths and interests and include the views of the student and their parents/ carers.

Similarly to the Person Centred Review, LBH advises that secondary SENCOs are invited to year 6 reviews.

The main contrasting feature of the PCR with the processes described here is the visual approach used, in which all attendees write their views on large sheets of paper. The PCR is also less focused on reviewing paperwork, attendance and achievement levels, but more concerned with discussing the interests and preferences of the student and planning for the future.

1.3 National Context

'The Valuing People' white paper (Department of Health, 2001) states that people with learning disabilities can feel as if they have little control over their lives and little involvement in decisions that affect them. The paper advocates the use of person-centred approaches to ensure people with learning disabilities and their families are central to planning processes. In the follow-up, "Valuing People Now" (DH, 2009) government strategy, transition is discussed, stating that people's own lack of expectation and aspiration for their adult lives provides an obstacle. The Department of Health has produced guidance as part of the

'Putting People First' public service reform programme, which is intended to move away from marginalisation towards inclusion, and move from people being the objects of care to 'contributing citizens'. 'Personalisation through Person-Centred Planning' (DH, 2010) is described as an empowering philosophy that shifts power from professionals to those who use services, to ensure personalised and self-directed support. PCRs and OPPs are both advocated as person-centred tools in adult social care.

In the 2005 document, 'Improving the Life Chances of Disabled People' (Prime Minister's Strategy Unit, 2005), it is highlighted that disabled people are considerably more likely to be 'not in education, employment or training' (NEET), are less satisfied with their lives, and have lower subjective well-being than non-disabled people. It is also reported that disabled young people are much less likely to feel control over their lives than non-disabled young people. It is suggested in this document that PCP is incorporated into transition planning processes to ensure young people have the opportunity to direct their own support in order to overcome these issues.

'Aiming High For Disabled Children: Better support for families' (Department for Education and Skills, 2007) outlines actions and proposals to promote the life chances of children with disabilities. Disabled young people are described as experts in their impairment. It is therefore suggested that support designed in partnership with them will be better suited to their needs. This review highlights transition as a key area for development and PCP is outlined as a model of best practice.

This growing emphasis on person-centred approaches in health and social services documentation is mirrored in education guidance. The Special Educational Needs Code of Practice (2001) guides schools in their management of children with special educational needs (SEN). These guidelines highlight the importance of understanding the views of the student and their parents. The document states that children who feel confident that their views are valued will be more secure and effective pupils. It advises that children should participate in the formation of an Individual Education Plan, the setting of targets, choice of school, overall needs assessment, annual reviews and transition planning.

A recent 2010 National Strategy on statements of SEN focuses on PCP, (Department for Children, Schools and Families, 2010). This document states that PCP will help the young person know what they want, help them feel stronger and more confident. The year nine transition review is recognised as an opportunity for a person-centred approach.

1.4 Transition

In accordance with government recommendations, PCRs are being employed in the local authority in which the study was conducted for children at the end of primary school in year six and the end of Key Stage three in year nine.

Tobbell (2004) highlights the changes a child experiences upon transition to secondary school, including the size of the school, distance from home, longer working day, larger pupil and teacher population and learning environment. Participants in Tobbell's study identified friendship changes, weaker relationships with teachers and the change in status from the oldest in the school to the youngest. The participants talked about heightened feelings of responsibility and pressure in secondary school. They also described faster-paced, less flexible lessons and less inclusive teaching styles.

Hudson has explored the discontinuity between secondary education and adult education services for young people with learning disabilities (Hudson, 2006). This transition was addressed through interviews with young people, their parents and professionals. The author reveals that young people and their parents experience a great deal of frustration, confusion and desperation at this time. Underlying problems described by the author included short-term, reactive planning.

Dann (2011) highlights a number of factors that can be considered supportive in the transitions of students with Autism. Year-six students, their parents and teachers discussed the importance of planning, information sharing and home-school liaison to facilitate smooth transition. Parents and students valued helpful and understanding staff, describing 'understanding' both in terms of the staff's skills and training, and in terms of their knowledge of the young person's individual strengths and difficulties.

Transition for looked-after children was the subject of a study by Brewin and Stratham (2011). The authors discuss the primary to secondary transition and its coincidence with puberty, changes in cognitive capacity, emotional development, personal identity and increasing independence. The study concludes that an holistic, individualised package is required to support the transition of looked-after children from primary to secondary school. A number of principles are recommended for consideration, including an emphasis on planning and information-sharing between stakeholders, and a combination of holistic and personalised support.

Given the changes which occur at transition and the discontinuity and frustration that can be experienced regarding support and services, it seems the PCR presents a potentially useful tool to ensure the student is able to move from one stage to the next with appropriate support and information.

1.5 Local Context

1.5.1 The Local Population

This study was conducted in the London Borough of Havering (LBH). LBH is the third largest Outer-London Borough and is positioned in North-East London. Statistics were obtained from 'Public Sector Equality Duty: Havering communities equality data' (London Borough of Havering, 2012), and the Department for Education (2011a), and are presented in appendix 1.

Statistics show that the percentage of all residents, and school-aged children from ethnic minorities, is below that for England. Levels of deprivation do not appear to be higher than the rest of England. The percentage of children eligible for free school meals is below that for England as a whole. The percentage of children using English as an additional language is also lower than the average for England.

These statistics indicate that LBH is not an ethnically diverse local authority, and has less deprivation compared to the English average. There are fewer children living in poverty and fewer using English as an additional language than in the average local authority.

1.5.2 The Delivery of PCRs

In LBH, training based on Helen Sanderson's model of PCRs (Sanderson, et al. 2006) was delivered to secondary school Special Educational Needs Coordinators (SENCOs) in March 2010 by a trained Educational Psychologist and Learning Support Advisory Teacher. Following this, SENCOs were expected to hold PCRs for all students with a statement of SEN in year nine, and other vulnerable year nine children with complex needs. The following year, in March 2011, training was delivered to primary SENCOs who were advised that they would be expected to hold PCRs for their vulnerable year six children (including children with statements and other children with complex needs).

1.6 Researcher's Position

It was important that the author remained reflexive about her position throughout the study. The process of reflexion developed an awareness of the researcher's attributions, roles, personal beliefs and motivations, and the potential impact these elements could have on the data.

This research was undertaken in LBH, where the researcher is employed as a Trainee Educational Psychologist (TEP). It was felt to be not only useful, but also interesting and motivating for the researcher to carry out research which would be relevant and beneficial in the local context. There was strong support in LBH for the study to be undertaken given the prominence of PCRs in local initiatives, and it was felt that this support would facilitate the research process.

In contrast to these benefits, the researcher had to be aware that she was researching an area in which her employers had a vested interest. LBH have promoted the use of PCRs; training has been offered to all primary and secondary schools, and it is requested that all vulnerable year six and year nine students' reviews are person-centred. The employing borough would no doubt be hopeful that the findings from this study would support PCRs.

The initiative was mainly led by a Learning Support advisory teacher, and an Educational Psychologist (EP), who is also the researcher's professional supervisor, providing a further potential conflict of interest. It was important for the researcher to be conscious of how she might be influenced by these professionals and their commitment to the initiative.

The researcher observed a small number of PCRs before data collection began in order to develop an understanding of the processes described by the participants. Throughout the time allocated to completing the study, the researcher was also required to facilitate a number of PCRs in her professional role as a TEP. This experience of PCRs may have developed personal beliefs about the process. The researcher's role as a local authority professional might have impacted on the relationships developed with the participants as they might, for example, have been more reluctant to share criticisms of the process.

The researcher also reflected upon how her life experiences might have contrasted with those of the participants. As an educated, white, middle-class woman, and a professional working in the borough, it was necessary to develop an awareness of the position of authority held and the possible power imbalance between the researcher and participants. Being younger than most of the parents involved, and not a parent, the experiences of the researcher differed from those of the parent participants. Having had no personal experience of SEN or meetings in school as a child, the researcher was also unable to identify with experiences of the young participants.

Throughout the study, the researcher maintained a reflective research journal. This supported reflections on the study in an attempt to minimise the impact of the researcher's personal position on the research.

1.7 Research Rationale

Chapter Two will review literature relevant to PCRs and will highlight the lack of research that has been conducted on this topic specifically. LBH has committed to this approach and advocates the use of PCRs in its schools. EPs place great importance in evidence-based practice, referring to their role as 'scientist practitioners'. It therefore seems a necessity that this process, in which EPs are very much involved, is investigated. This study was therefore directly relevant and useful to the context in which it was conducted. It was hoped the study would inform the future use of PCRs in LBH and nationally.

As no study found to date has specifically investigated PCRs, it was appropriate that the study took an exploratory approach. This allowed for a broad investigation of the process.

As much of the legislation encourages the use of person-centred approaches due to the reported benefits for the client and family, it seems important that the views of the parents and children that have actually experienced PCRs are explored.

The following Chapter presents a detailed summary and critique of studies in areas relevant to PCRs, including PCP, pupil participation and parent participation. The rationale for the current study is discussed in the context of this previous research.

Chapter 2: Literature Review

2.1 Overview of The Chapter

The previous chapter provided background information regarding this study, outlining the local and national context as well as the research rationale and main aims of the study. It set the scene by outlining relevant government strategies which have led to the implementation of Person-Centred Reviews (PCRs). The PCR process was described and some information shared on the researcher's position as a Trainee Educational Psychologist (TEP), and on the local authority within which the research was conducted.

This chapter will discuss the psychological underpinnings of PCRs and will provide a summary and a critique of previous research in areas relevant to the topic. The articles included in this literature review were identified via a systematic search, conducted in areas of psychological and educational research, and chosen according to inclusion criteria. This process is detailed within this chapter both for transparency and to ensure that the search can be replicated. The findings and critique of the studies reviewed is considered in the context of aims and implications for the current research.

2.2 Psychological Theories Underpinning Person-Centred Reviews

Sanderson, et al. (2006) highlight three questions which are raised in the application of person-centred approaches to transition; 1) What is important to the young person now and for the future, and what support do they want and need? 2) What is the best that could happen? 3) What is practical and possible for the young person? The PCR is largely based on two main areas of psychology: humanistic psychology, which underlies the first question, and positive psychology, which seems to influence the second question. These frameworks and their influence on the PCR process are outlined below.

2.2.1 Humanistic Psychology

Person-centred approaches have developed from a psychological framework known as humanistic psychology. Humanistic psychologists are guided by the following principles: People are motivated by the wish to actualise (grow and

fulfil their potential); people have the capacity to choose what is best for them; we are influenced by how we are treated by others; people should be helped to choose what they want in order to fulfil their potential (Jarvis, 2000). It is argued that humans have vast resources for self-understanding (Rogers, 1979) and are guided towards actualisation through a 'valuing process' which enables them to develop a clear self-concept and self-esteem. This valuing process incorporates unconditional positive regard from others, through acceptance, focusing on the person as a whole, rather than a set of psychological processes and deficits. This allows the client freedom to become himself (Rogers, 1963).

Merry (1995) describes person-centred psychology in relation to educating children. It is suggested that professionals should see the whole child, not just the problematic elements of a child's situation, demonstrating unconditional positive regard. It is suggested that adults try to accept and understand the world from the child's point of view by listening to them. Merry advocates democratic, cooperative values in schools, asserting that social responsibility and self-knowledge are important.

PCRs seek to ensure that the child is actively involved in their review meeting and that their views are listened to. Language used in the PCR evidences the focus on the child's viewpoint. For example, the meeting focuses on what is 'important to' the young person. The child is asked to express their views on a One Page Profile (OPP) beforehand, which they use to help them contribute in the meeting. Unconditional positive regard is incorporated into the meeting through the titles 'What we like and admire about (student)'. By asking 'what is important' to the young person both now and in the future, an opportunity is built into the meeting to develop a picture of the child as a whole person, rather than focusing on their educational needs.

2.2.2 Positive Psychology

Positive psychology is an approach to studying human behaviour and cognitive processes that focuses on strengths and resources (Joseph, 2008). This framework was first developed by Martin Seligman who had discovered that pessimistic prophecies such as 'I can't achieve anything' and 'I am helpless', can be self-fulfilling. In turn, a positive outlook can be very powerful in mobilising action, leading to positive outcomes (Seligman, 1991).

Positive Psychology has impacted on Educational Psychology in recent years, leading to a shift from deficit-based definitions of learning difficulties to a focus on success and mastery (Thompson-Prout, 2009). Joseph (2008) explains how Educational Psychologists (EPs) might focus and build upon the child's positive qualities, in order to promote learning, development and well-being. This can be supportive and empowering for the child as they start to recognise their own strengths and resources and develop a sense of autonomy (Benard & Slade, 2009). The PCR adopts this process by asking attendees to identify what they 'Like and admire' about the young person. As well as identifying what is not working in terms of support for the student, attendees at the meeting are also asked to identify 'what is working', to ensure these positive processes are recognised and built upon.

2.3 Systematic Search

Following this investigation into the psychological underpinnings of PCRs, a systematic search of research relevant to this area was undertaken.

PCRs have developed from an approach to planning in health and education known as person-centred planning (PCP). It is the intention of the PCR to place the child and their family at the centre of the meeting, ensuring their participation in the planning process. The following areas of literature were therefore investigated; person-centred reviews, person-centred planning, pupil participation and parent participation. The systematic search was completed in sections to investigate these relevant topic areas.

EBSCO Host was used as an engine to search the following databases: - Academic Search complete, CINAHL Plus, Education Research Complete, Family Studies Abstracts, PsycARTICLES, PsycINFO, Teacher Reference Center. Articles were included that were published in peer-reviewed journals and that were written in the English language. Studies were excluded which focused on adults as clients, apart from one article which it was felt important to include due to its longitudinal nature and large sample size. Table 1 details the terms searched, refinements and notes on inclusion and exclusion criteria used in each search area.

Table 1

Systematic Search

Topics Searched	Terms Searched	Refinements	Number of articles found	Notes on inclusion criteria
Person-centred reviews	“person centred reviews”	none	3	Articles found describe and advocate use of the process rather than evaluating how and why it works and were therefore excluded.
	“person-centered reviews”	none	0	n/a
Person-centred planning	“person-centred planning”	Children and Adolescents only	9	<p>Articles were included which appeared to investigate the impact or usefulness of PCP, rather than describe the approach and detail PCP tools and procedures.</p> <p>Articles were included which focused on an education perspective, featured PCP for children only, with mild to moderate learning difficulties. An exception was made for Robertson et al.</p>

				(2007) due to the large-scale nature of the study.
	“person-centered planning”	As above	19	As above
Pupil participation	pupil participation	In title or subject terms for childhood, school age, adolescents.	22	<p>Included studies that examined the impact or views on pupil participation-impact on child’s education, personal development.</p> <p>Included studies that investigated pupil/parent’s/school’s views on pupil participation.</p> <p>Excluded discursive articles and those which focused on mechanisms for pupil participation and potential barriers.</p> <p>Excluded articles which focused on social inclusion or class participation.</p> <p>Excluded articles which examine how much it is happening.</p> <p>Excluded case studies.</p>
	Children’s	and	8	As above

	participation	educational psychology		
	Pupil voice	In subject terms	10	As above
Parent participation	Parent participation	In title, with 'education' in the source.	53	<p>Excluded studies in which parent involvement was described in terms of general parenting.</p> <p>Included studies on parental involvement in school-based activities related to their child's education.</p> <p>Studies were included which investigated predictors or mechanisms for promoting school-based parent participation in their children's learning.</p> <p>Included studies which explored parent views on parent-participation processes.</p>
	Parent participation	In subject terms, with 'educational psychology' in the source.	44	As above

Table 2

Articles Included for Critique

Author(s)	Title	Year of Publication	Country	Participants
Robertson, Emerson, Hattton, Elliott, McIntosh, Swift, Krinjen-Kemp, Towers, Romeo, Knapp, Sanderson, Routledge, Oakes, & Joyce	Person-centred planning: factors associated with successful outcomes for people with intellectual disabilities	2007	United Kingdom	N=93 participants with learning disabilities (aged 16-86)
Hagner, Helm & Butterworth	"This is your meeting": a qualitative study of person-centered planning.	1996	United States of America	six students, aged 14-21, their parents, teachers and PCP facilitators
Miner & Bates	The effect of person-centred planning activities on the IEP/ transition planning process.	1997	United States of America	N=22 adolescents and their parents
Childre & Chamber	Family perceptions of student centered planning and IEP meetings	2005	United States of America	six children with disabilities and their families

Hagner, Kurtz, Cloutier, Arakelian, Bricker & May	Outcomes of a family-centred transition process for students with autism spectrum disorders	2012	United States of America	47 adolescents with autistic spectrum disorders and their parents
Hayes	Visual annual reviews: how to include pupils with learning difficulties in their educational reviews	2004	United Kingdom	One year six girl with moderate learning difficulties her mother, the SENCO, the EP, the TA and the support teacher for children with learning difficulties.
Goepel	Constructing the individual education plan: confusion or collaboration?	2009	United Kingdom	four year-six children with SEN, their parents and teachers
Norwich & Kelly	Evaluating children's participation in SEN procedures: lessons for educational psychologists	2006	United Kingdom	91 students with SEN, 12 SENCOs, 10 head teachers, five teachers and 20 teaching assistants
Emilsson & Folkson	Children's participation and teacher control	2004	Sweden	N=2 Pre-school children

Beveridge	Pupil participation and the home-school relationship	2004	United Kingdom	28 parents, 19 pupils aged 6-16 years and six school staff members
Fantuzzo, Tighe & Childs	Family involvement questionnaire: A multivariate assessment of family participation in early childhood education	2000	United States of America	The primary care providers of 641 children aged between from 19 to 72 years, 94% mothers
Sykes	Home-school agreements: a tool for parental control or for partnership?	2001	United Kingdom	n=179 parents, children and teachers
Green, Walker, Hoover-Dempsey & Sandler	Parents' motivations for involvement in children's education: an empirical test of a theoretical model of parental involvement	2007	United States of America	N=853 parents of first-sixth-grade children

Following this systematic search, further articles were identified through an organic process. For example, inspection of the references of articles identified led to the discovery of additional studies which also met the inclusion criteria. A total of 13 studies were chosen for in-depth, critical analysis. A summary of the articles included is detailed in Table 2. A number of other articles, which were discovered in the systematic search, are also referenced in this chapter as part of a more general discussion, and to give background information on topics discussed. The findings of this systematic search are detailed below under the relevant section headings.

2.4 Person-Centred Planning

2.4.1 Introduction

Billington, McNally & McNally (2000) describe approaches taken by a local authority to assess and educate a child with special educational needs. They describe procedures which seek to measure individual deficits and pathologies by defining the deviance from normality, assuming that abilities and needs are static and located within the child. It is argued that this approach to assessment seeks to organise and regulate students, serving the needs of the government, rather than children and families. The authors argue for a more child-centred assessment process, focusing on abilities and acute insights into the child, and a curriculum that meets the child's needs rather than the teacher's, thus emphasising individuality.

Common features found in most PCP procedures include direction from the client in planning, a focus on strengths and resources, an emphasis on community settings and support, and a tolerance of uncertainty, set-backs and disagreements (Hagner, Helm & Butterworth, 1996). Very little appears to have been published on the general impact or usefulness of PCP with young people. The study detailed below evaluated PCP procedures for a sample of older adolescents and adults. Following this, a number of studies are detailed and critiqued, which studied various PCP procedures for young people which bear closer resemblance to PCRs.

2.4.2 General Impact of PCP Procedures

(Robertson, et al. 2005) conducted a large scale longitudinal study of 93 participants with learning disabilities (aged 16-86) from four local authorities in the United Kingdom (UK). A control group was not included, but data were collected from participants at a number of points before and after the implementation of PCP procedures. Professionals in the four local authorities received training in the principles and values of PCP, a key policy framework and some PCP tools such as planning approaches, 'Making Action Plans' (MAPs) and 'Planning Alternative Tomorrows with Hope' (PATH). This study therefore presents the possible impact of a thorough and holistic introduction of PCP, where the approach was integrated into the workings of a local authority through different avenues.

Data were gathered from participants at the point of consent, and every three months over the following two years. Information was gathered on a range of life experience factors from participants' key workers using self-completion questionnaires and structured interviews.

The researchers reported findings which show that PCP had a positive effect on the life experiences of the participants. These life experiences included measures of community involvement, contact with friends, contact with family and choice. These findings varied across domains of 'quality of life'. For example, there was no impact on some areas, including employment and physical activity. Some domains, including physical health and emotional and behavioural needs, changed negatively. These findings also varied across people and across living contexts. The authors describe the results as an 'evolutionary step in the long standing trend towards the increasing individualisation of supports and services' (Robertson et al., 2005, p.iii).

A number of data gathering techniques were utilised, including informant-completed questionnaires, qualitative interviews, and organisational analysis. This triangulation, as well as the large sample size and numerous data-collection points validates the conclusions drawn, though the two-year time span indicates the findings are limited to the medium-term impact of PCP in England. Although there was no control group, information from participants was gathered at a number of time points before their person-centred plan was

developed, so the researchers could take into account life changes not related to PCP that might confound results.

The generalisation of these results is limited to older adolescents and adult participants with learning disabilities, due to the sample studied. The authors increased generalisability of these findings by choosing four localities that varied widely in terms of location in England, affluence, and ethnic diversity. The study was conducted during the early stages of implementation of PCP. It could therefore be expected that the impact of PCP may change as the approach becomes more embedded in a service. Local authorities were selected for participation based on their commitment to PCP, therefore different results may have been gained from local authorities with less inclination to 'person-centred' approaches. Finally it should be recognised that the authors implemented the change in the local authorities which they were later to evaluate. This raises concerns about researcher bias, as their potential motivation to find supporting data was enhanced.

2.4.3 Person-Centred Planning with Children and Young People

Increased Parent Involvement

A PCP process, described by the authors as 'whole life planning', was implemented for students with learning disabilities as part of a large scale project in Massachusetts, United States of America (USA), (Hagner, Helm & Butterworth, 1996). This process was developed over time, and involves planning with a young person, developing a personal profile, a future vision, specific action steps and support for ongoing implementation, and networking. The process for six students, aged 14-21 was studied in depth over six months. The planning meetings were observed, study-generated documents analysed and in-depth interviews were carried out with the participants, their parents, teachers and PCP facilitators. The PCP procedures were not facilitated by the researchers, but a professional working with the participants who had been trained in the approach. This avoided the risk of the researcher developing personal biases through the facilitation processes.

Family members were found to play an active role during the planning meetings, speaking for the young person when they were unable to respond

and reinforcing comments they had made. The researchers noted that professionals defied a rule of the meeting to 'keep it positive' on a number of occasions, particularly when the family was not present. Student participation was found to be limited to answering questions or confirming suggestions made by adults, which did not always appear sincere. The researchers also suggested that the students' comments were dismissed when they were not in line with the current topic and agenda. Some of the adults involved in the meetings expressed concern that too much time was spent asking the student questions which put them under pressure.

Five students stated that they found the process enjoyable and useful. One found it boring and stated that nothing came of it. Some of the adult participants felt that not enough was done to involve the student. It was noted that discussion seemed restrained by the facilitator's agenda. The meetings seemed to lay a foundation for planning, but many parents felt that few of the planned outcomes had been achieved six months after the meeting. However, some mentioned other positive events that had occurred following the meetings which were attributable to the PCP process.

The researchers explain the difficult job the facilitator has in balancing the roles of advocate, neutral facilitator, and an involved party. They argue for better training and preparation for facilitators to ensure integrity is maintained in the larger system. It is also stated that self-advocacy training for students with disabilities would support increased participation.

This research provides some interesting insights into PCP processes for young people with learning disabilities, however, the small sample size makes it very difficult to generalise to the wider population. For example, the results may simply reflect the skills of the small number of professionals who facilitated the meetings, or the quality of the training they received, rather than the impact of PCP as such.

The lack of a control group makes it difficult to assert that the interactions of the meetings observed were impacted specifically by the person-centred style. The author's comments on the skills of the facilitator and the flouting of rules during PCP meetings indicate fidelity to the person-centred framework in this project may have been poor. It could therefore be suggested that if the PCP processes

were delivered with more consistency, then they may have yielded different outcomes.

Parent Satisfaction

A more positive account of a PCP process is detailed by Miner and Bates (1997). This small-scale project in the US included a slightly larger sample of 22 participants, split into an intervention group of adolescents and their parents, who had experienced PCP procedures, and a control group who had not. The PCP and control group were matched according to programme placement, IQ, year of school exit, and communication skills. The PCP intervention involved a facilitator working with the families to develop a personal profile of the student and their family, detailing their circle of support, the student's community activities and preferences, their qualities, and desired future. The subsequent Individual Education Plan (IEP) meetings were observed by people trained by the primary researcher. Satisfaction surveys were completed by all participants straight after the meeting, and again one month later.

The parents who had developed a 'personal profile' of their child were found to be significantly more involved in the IEP meetings than the control group. The two groups expressed similar levels of satisfaction immediately after the meeting. However, in the follow-up questionnaire, those in the PCP group perceived the IEP meeting to have been more useful than in previous years. Nine of the eleven families of the PCP group rated the personal profiling procedure as 'extremely valuable' or 'valuable'. Beneficial outcomes from the PCP were mentioned by all the families in the PCP group.

The authors conclude that PCP procedures can provide the means to increase the active participation of parents and their families, which will help to change planning meetings and increase students' feelings of success and satisfaction in the long term. Although this study did include a matched control group, that group did not receive an intervention of any kind. Therefore it is difficult to assert that outcomes were a result of the PCP techniques specifically, rather than simply the additional support received by the intervention group. The authors highlight the suitability of PCP processes for students with disabilities in the approach to transition, asserting that it promotes active participation and empowerment of students. However, no findings were presented which focused

specifically on impact on the students themselves. The primary researcher also facilitated the PCP procedures. This raises concerns of researcher bias.

A More Collaborative, Holistic Approach

Similarly supportive findings for PCP with young people are presented by Childre and Chambers (2005). A person-centred tool, named 'Student Centered Individualized Education Planning' (SCIEP), was developed by the first author, incorporating a person-centred approach into IEP meetings. The study investigated how the process impacted on family perceptions of IEP meetings and their participation. The US-based study included six children with disabilities and their families. The families were chosen to be representative of the ethnicities, family structures, and the spread of different types of disabilities within the school population. The families' views and experiences of IEP processes were explored through interviews, both before and after the SCIEP.

Families declared that the focus on the future in the SCIEP process had encouraged more purposeful discussions than previous IEP meetings. They felt the process provided structure, clarity and focus, ensuring that discussions remained on track. Parents reported that the communication in the meeting was more in-depth, open and collaborative than previous meetings. They also felt it allowed for a more holistic view of their child to be developed, considering aspects of the child's life outside their education. Parents found the information shared about their children to be more accurate and more ability-focused. Families also noted benefits of their child's involvement, including new insights provided by the pupil into their goals and dreams, and informing the pupil of adults' expectations of them. They felt this would increase their motivation to achieve goals that they had been involved in creating. The meeting did not completely alleviate families' concerns regarding transition, although three families reported the process allowed for an information exchange that they felt would make the transition more successful.

Although efforts were made to ensure the sample was representative, it was small, making it difficult to generalise findings to the wider population. The first author also took the dual role of interviewer and facilitator of the SCIEP, which may have impacted on the participant's willingness to criticise the process, and allowed potential for researcher bias. It is argued that both positive and negative

data were gathered about the process, evidencing the researcher's neutrality. However, the findings reported in the article are largely supportive of the SCIEP process. The parents shared some very interesting insights into the use of PCP approaches within a school meeting, very relevant to the current study. It could therefore possibly be deduced that parents will also find that a PCR allows for a more holistic, accurate and ability-focused view of the child. They may also feel that the involvement of the students in the PCR allows an opportunity for insights to be shared and expectations clarified, fostering pupil motivation.

Impact on Student Self-Determination

The impact of PCP on 47 adolescents with autistic spectrum disorders and their parents has also been studied. Hagner, Kurtz, Cloutier, Arakelian, Bricker & May (2012) investigated how a family-centred intervention impacted on the participants' self determination, career decision-making ability, and their families' expectations across transition. Participants were randomly assigned to one of two groups: an intervention group and a delayed exposure group (a control group who received the intervention after pre and post measures were taken). The groups were matched for gender, ethnicity, and measures of adaptive behaviour. Parents participated in a three-day group training session on PCP strategies, networking and utilising adult service options and resources. Between three and five PCP sessions were conducted with the families and professionals and the fidelity of the processes to PCP principles was audited by the researchers. Facilitators met with the young people to prepare them for this meeting. The facilitators supported the families to implement the plan in the four to six months following its development. Survey data were collected at two time points twelve months apart before and after the intervention, in which measures of students' and parents' expectations, students' self-determination and students' career decision making ability were taken. Surveys were administered by the planning facilitators in family homes. Students completed the surveys in the presence of, and with support from, the facilitators and their parents.

Paired t-tests, run separately for the two groups, showed that significantly higher student and parent expectations, self determination and decision making were reported following the intervention. No changes were found for the control group. The authors argue the process allowed the student to become more

aware of their interests and preferences and develop the skills to communicate them to others.

The first and second authors co-directed the transition programme, although planning was facilitated by trained, experienced, masters-level professionals. This study describes a very comprehensive intervention featuring a number of components. It is therefore unclear precisely which components impacted on the three separate dependant variables, and how. The findings of the study are weakened by the use of self-report data and the fact that some students needed lots of support from both their parents and facilitators to complete the measures. Perceived desirability bias may therefore have affected their responses. The authors also mention the fact that the study sample was small and homogenous, making it difficult to generalise to wider populations.

Each of the studies outlined here were US-based. The results may therefore not be as applicable to educating young people in the UK. The following article details the only study identified from the UK, which investigated a PCP process used for a young person in a school setting.

Visual Approaches

Hayes (2004) advocates the use of visual strategies to ensure young people with learning difficulties are able to access their educational reviews and make contributions. The visual annual review approach, outlined in this study is described as a child-centred process which gathers the views of the young person, their family, school and outside agencies, presenting them visually on a large diagram on the wall. Beforehand, classmates are asked for comments about the young person in question, which are also presented on a large diagram. Hayes asserts that the use of a graphic presentation provides a visually interesting cue for the young person; it helps them to understand what is discussed, maintains their concentration and illustrates to them that they have been heard. The importance of preparing the young people for their reviews is highlighted in this article: the young person is asked about their likes and dislikes, strengths and difficulties, independence, friendships, inclusion and learning, and is supported to decide who should be at the meeting. The author explains that a graphic facilitator is required, along with another professional to lead the review.

This researcher adopted a case-study approach to report feedback from the visual annual review of a year six girl with moderate learning difficulties, due to transfer to a mainstream secondary school. A questionnaire was used to gather the views of the attendees of this meeting on the perceived effectiveness of the process, the involvement of the child and parents, and the practicalities of the method. The pupil gave feedback both verbally and through pointing to symbols, at the time of the review, and one week later. Feedback from the participants indicated that the tool facilitated a child-centred, fun, informal and child-friendly meeting which promoted child and parent involvement and facilitated the child's understanding. The student reported feeling happy before the meeting and shared that she knew what she was going to say.

This small study is obviously restricted by the inclusion of participants who all attended the same review, making it difficult to assert broad conclusions on its basis. The views shared by the participants are reasonably limited, as only one questionnaire was utilised. It is difficult to attribute outcomes to this specific style of review as no control or comparison is offered. In this small study, the author did not further explore how the outcomes of the meeting might be impacted by the style of the review, and specific outcomes for the child were not objectively measured.

2.4.4 Summary of PCP Studies

Data gathered by Robertson et al. (2005) gives us an indication of the possible impact of PCP procedures on the lives of clients with learning disabilities. The findings cannot be directly applied to understanding how a PCR might impact on the education of young people with special educational needs. However, it might be hypothesised that the increased social inclusion seen in the adult clients (increased community involvement and increased contact with friends and family) might translate to this different client group. It might be assumed that following a PCR, children feel higher levels of social inclusion in the school community. The increased level of 'choice' the adult participants rated in their lives might also be expected for young people following a PCR, who might also feel they have participated in decisions made about their lives and education.

A number of positive outcomes of PCP procedures on a review/ planning meeting have been identified, including increased parental involvement in the

meeting and increased parent satisfaction ratings a month after the meeting (Miner & Bates, 1997). A child-centred meeting was found to be described by families as more purposeful, structured, clear and focused, open, in-depth and collaborative, and more successful in providing a more holistic view of the child (Childre & Chambers, 2005). The reliability of both studies cited here is confounded by the dual role of the PCP facilitator and researcher. The findings of Hagner et al. (1996), who investigated PCP processes which were facilitated by another party, drew some more sceptical conclusions about the efficacy of PCP processes. Their findings indicated that, although family participation in the review meeting increased, student participation remained limited and did not appear to be valued by professionals. These findings might be restricted by poor fidelity to the intervention, and implications for facilitator training have been discussed. Hagner et al. (2012) argue PCP can impact on student's self-determination as they become more aware of their preferences and more able to communicate them. A study describing visual approaches in child-centred planning ensures the child remains more engaged in the meeting and may feel their voice is heard (Hayes, 2004).

General findings have been presented on PCP and a few small-scale studies have investigated PCP in relation to planning meetings. However, some findings were found to be contradictory, some researchers were also facilitators of the PCP processes, and no studies were found to investigate stakeholders' views on PCRs specifically. Although many studies included small samples, some rich insights have been gained into the possible experiences of children, parents and professionals subject to PCP procedures. The next section will consider the emergence of pupil participation in education, and articles are reviewed which analyse the possible impact on the child's approach to learning.

2.5 Pupil Participation

2.5.1 Introduction

The importance of involving students in their education has been identified, discussed and researched in education. A trend in education known as 'pupil participation', 'listening to children' or the 'voice of the child' emphasises the importance of listening to children's views and encouraging their participation in decisions made about their education. There appear to be three main

motivators for this movement: 1) Children's rights; the moral obligation to give children a voice, 2) children may contribute useful information about themselves which leads to better-informed decisions, 3) children may experience personal benefits as a result of participation.

Children's Rights and the Ideology of Participation

The United Nations Convention on the Rights of the Child (United Nations, 1989) is considered a landmark in the development of children's rights, promoting the view of children as rights-holders. Listening to children talk about their experiences and express their views on decisions that affect them was recognised as having a protective function, as well as being a moral imperative. As a result, gaining children's perspectives has become an important part of practice and research with young people.

Opportunities for pupil participation are built into school life through citizenship education, student representation on school councils and consultation on school improvement (Rudduck & Flutter, 2000). Gersch (1996) found many teachers feel that listening to children should be encouraged, they felt it was an increasing trend, and many wanted to do it more. The importance of pupil participation for young people with special educational needs (SEN) is outlined by the SEN Code of Practice (DfES, 2001). These guidelines detail the requirement to involve young people in decisions about their education through participation in the development of IEPs, target setting and review meetings.

Participation as an Informative Process

Roller (1998) attributes the increased focus on pupil participation and listening to children to the personal construct psychology of George Kelly. Kelly suggested that to understand a person, we must gain an idea of how they construct the world and the underlying basis of these constructs (Kelly, 1991). Roller highlights the likelihood of a mismatch of understanding arising between the very different perspectives of an adult and a child, as adults may incorrectly assume the child sees the world as they do. It could be assumed that this mismatch may inhibit an adult's understanding of the child's experiences and needs, restricting their ability to help the child make progress in education.

The Impact of Participation on Approach to Learning

A range of possible benefits of pupil participation for the child have been discussed. It is recognised that listening to children has a positive impact on their self confidence. Engaging the 'pupil's voice' may ensure they feel valued, respected and treated like adults, which in turn raises confidence, aspirations and motivation (Cheminais, 2008). Cheminais also asserts that this consultation develops pupils' understanding and ownership of their learning.

Test, Mason, Hughes, Konrad, Neale, & Wood, (2004) argue the importance of children developing self-determination and self-advocacy skills. 'Self-determination' has been defined as people gaining control over their lives (Laragy, 2004), feeling like a primary causal agent, making choices and decisions, free from external influence or interference (Thoma, 2005). It is suggested that involving children in their individualized education program (IEP) meetings (the US equivalent of the UK's individual education plan review) supports the development of such skills as choice-making, goal setting, problem solving, self-regulation, participation and self-awareness. Test et al. argue that these skills would lead to students becoming better self-advocates and assuming more responsibility for their lives. Their meta-analysis of studies focusing on IEP participation and self-determination indicates that students who are subject to interventions to increase their involvement in education planning, score higher on measures of self-determination. Wehmeyer, Palmer, Soukup, Garner & Lawrence (2007) describe active student involvement in transition planning as being widely considered as best practice in promoting self-determination.

The following section will review studies which appear to investigate the outcomes of encouraging young people to participate in decisions about their education.

2.5.2 Critique of Studies

An Informative Process

Goepel (2009) investigated the extent to which individual education plans were drawn up in partnership with four year-six children with SEN in a mainstream junior school. Parallel questionnaires were completed by parents, teachers and

pupils to investigate their views on the child's strengths and difficulties, and what would support their progress. The pupils were then interviewed about their IEPs. Whilst the researcher found some overlapping perspectives between these stakeholders, there were also reported differences between the views of parents, pupil and teachers. It was found that where the needs of the child were perceived differently by the child, parent and teacher, there was more likely to be confusion around the targets set. It was argued that this confusion and differing perspectives would make the IEP less useful. The author found that one child had been particularly excluded from the process. They suggest that he was less engaged in his learning and less motivated to comply with the targets set as a result of this, although no empirical evidence for a causal relationship was presented.

The data in this study was collected from a small homogenous sample. The findings could not therefore be argued to be generalisable. As the study is dependent on self-report questionnaires and interviews, and no outcome measures were taken, it is difficult to conclude that a causal relationship between participation and engagement has been proven. However, the author argues for the possible impact of pupil participation, on both the informed and accurate formation of an education plan, and possibly on the child's engagement with their learning.

Norwich and Kelly (2006) used interviews to gain the perspectives of students, SENCOs, head teachers, teachers and teaching assistants. Their sample represented both boys and girls with different special educational needs, and adults with a range of roles within both rural and urban schools and schools with different self-ratings for participation. Their findings from this broad sample illustrated positive outcomes of pupil participation including, 'to inform and influence learning targets, teaching strategies and rewards', 'to inform staff attempts to identify the nature of child's concerns and possible problem resolutions' and 'to inform agenda for future parent/ teacher/ professional meetings'. Interestingly, no personal benefits for the child were identified in this study. The adult participants suggested the process may be onerous on the child, may threaten the child's self-esteem and draw attention to their needs. However, these issues were not identified by the children themselves. The children identified barriers relating more to trusting adults and believing that

what they contribute will be represented accurately and will be acted upon. The triangulation of data from different perspectives provides an interesting insight into the views of different stakeholders on the outcomes of pupil participation. However, these outcomes were not specifically measured and so the findings merely represent the self-reported views of the participants.

Encouraging Independent Thinking

In addition to being an informative process, beneficial outcomes of pupil participation in terms of child development have been identified. Emilson & Folkson (2004) assert that the process allows opportunities for children to develop the confidence to express their thoughts and ideas and the empowerment to influence their situation. They focused on pupil participation in a teaching situation. Teacher-child interactions were studied in a Swedish pre-school setting. Video observations of two situations were chosen for analysis from 24 hours of video, recorded within three schools during a period of 13 months. Two situations were chosen that demonstrated extreme differences in teacher control and child participation. They found that the child whose views and input had been encouraged asked more questions, made decisions and took initiative. The child in the weak participation context was observed to resign themselves to adjusting to the power of the authority. It is argued that strong teacher control risks restricting children's participation and opportunities to take initiative and choose, whilst weak teacher control might encourage children to participate on their own terms, ask questions, give proposals and develop their own ideas and resources.

The two situations were purposefully chosen to demonstrate extreme differences in participation. The lack of systematic or random sampling of data to be analysed raises the concern that situations may have been chosen which supported the authors pre-existing views. This analysis of two situations provides only a snapshot of pre-school participation. Such a study would need to be replicated with a greater number of participants and less interpretive measures to make wider assertions about participation and its links to autonomy.

A positive process which fosters students' feeling of control over their learning

A larger study investigated the views of 28 parents, 19 pupils aged 6-16 years and six school staff in a range of school settings (including a special, primary, secondary school and visual impairment resource unit), (Beveridge, 2004). The research revealed that the younger children, and those with the highest level of SEN, made the fewest decisions and choices at home. Whilst some parents were more endorsing of the concept of children's involvement in family decision-making, others found it difficult to consider alongside the practicalities of parental discipline. Parents expressed concerns that children's decisions would be in contrast with adult judgement, and safety issues were mentioned. When children's needs were more complex, parents expressed a difficulty moving on from advocating for the child, and supporting their child to develop their own voice. Older children stated clearly that they wanted more active participation for both themselves and their parents. School staff identified pupil participation to be a positive process that fostered children's feelings of control over their learning, although they felt it should be dealt with sensitively, to avoid putting additional and unnecessary pressure on pupils.

The schools were chosen based on their commitment to partnership with parents. Pupils and parents were interviewed in school settings and often in the presence of school staff. The author considers the possible bearing this could have on the participants' responses. The small sample size of each participant group makes it difficult to generalise the result to the wider populations although the findings here are generally in line with other studies, which highlight adult reservations about child participation, despite the view that the process may foster a more positive approach to learning.

Views expressed in this literature seem to assert that involving students in their education and encouraging participation in both teaching and learning, and planning processes may lead to positive outcomes. However, strong evidence to support the assertion that pupil participation might lead to positive personal outcomes for the student, such as increased self esteem, motivation and self-determination, is yet to be discovered. In the context of pupil participation, Lindsay (2004) argues for the clear separation of discussions of evidence and those of principles and rights. He outlines here that often evidence can lag

behind the development of principles and ethics which can affect policy and legislation before evidence has accumulated.

2.5.3 Summary of Pupil Participation

To summarise, the moral and ethical obligations to allow children opportunities to participate in their education are outlined in the United Nations Conventions on the Rights of the Child. Despite this, reservations have been expressed by adults and scepticism of the authenticity of the participation expressed by young people (Norwich & Kelly, 2006).

Alongside the moral arguments for listening to children, the process also appears to develop more accurate and consistent shared knowledge between students, their parents, and school staff, which in turn, it is argued, fosters student engagement (Goepel, 2009). Researchers have reported that participation helps to develop students' initiative and feeling of choice (Emilson & Folkson, 2006) and control over their learning (Beveridge, 2004). The research outlined here is largely based on interview data, mainly reflecting the opinions of adults. A study has not been found which measures the change in these skills and feelings as a result of participation. Other authors have suggested listening to children fosters confidence, aspirations and motivation, although research to support this claim was not discovered in the systematic literature search.

2.6 Parent Participation

2.6.1 Introduction

Parent participation in student's education is advocated by the SEN Code of Practice (DfES, 2001). The Code of Practice provides a framework for school-based support for children with SEN. This guidance document commits a whole chapter to working in partnership with parents. This suggests that they should be given the opportunity to contribute their knowledge and experience in order for a better understanding of children's needs to develop. This document more specifically advises clear communication to ensure that parents are well-informed about their child's progress and given a good understanding of planned interventions in school, and what support they have the right to access.

The Lamb Inquiry (DCSF, 2009) investigated parental confidence within SEN systems by gathering the views of parents, children and young people. It found that many parents felt they were not listened to and many felt they had to battle to get the needs of their children met. They expressed their desire for open and honest communication with professionals in order to foster good relationships and confidence. This report advocates that parents should be treated as equal partners with expertise. Recommendation 17 states that annual review meetings for children with a statement should include the consideration of information from parents and young people.

A quantitative meta-analytic study (Fan & Chen, 2001) showed that parental involvement is positively related to general measures of academic achievement. They postulate that without controlling for socio-economic status (SES), they cannot confidently argue that this relationship does not merely reflect that between SES and achievement. A literature review conducted by Desforges and Abouchar (2003) concludes that satisfactory evidence has been collected to assert that parental involvement (through parent's interest in the child and parent-child discussions) can have a significant positive effect on student achievement. This effect is found even when confounding variables such as SES and family size are factored out. A model has been developed by the authors indicating factors which facilitate and inhibit parental involvement based on their review of the evidence base. The factors highlighted in this model which lead to parent-child interaction include parental capacity for involvement (parental role definition and self-efficacy), schools as active and reactive agents (minimising barriers, initiating contacts and affording opportunities) which leads to parent/ school interface, which leads to informed parents and increased parent/ child interactions.

Billington et al. (2000) describe parents as the child's best resource, highlighting the acute insights that are provided by parents into their child as a person. The mother and father in this article describe their feelings of frustration that their observations and suggestions were not valued or incorporated into teaching practices. Power relations between parents and professionals are discussed and partnership models are described as futile and a sinister tactic if they do not lead to a comprehensive and meaningful exchange of experience and expertise.

The importance of parent participation and the possible impact on student achievement has now been discussed. The following section provides a critique of research into factors predicting and facilitating parent participation. Implications for PCRs are explored.

2.6.2 Encouraging Parent Participation

The Family Involvement Questionnaire (FIQ) was developed by Fantuzzo, Tighe & Childs (2000) to measure three factors of parent involvement in early childhood education: school-based involvement, home-based involvement, and home school conferencing (a high reliability of these three constructs as measured by the questionnaire, was found through a factor analysis). Home-school conferencing and school-based involvement relate most closely to PCRs. Demographic variables were also measured to investigate variance within these three constructs. The authors found that parents with a higher level of education were more involved in school based activities and home-school conferencing. Married parents engaged in more home-school conferencing. In contrast, no significant differences were found across child genders, employment status or number of children in the household. The authors explore the possibilities that parents with less education are less familiar with educational terminology and concepts which are used by school staff, leading to communication barriers. Parent involvement declined as children got older. This study was conducted in the US. It is reliant on the single measure of parental reports through the FIQ and does not tell us anything more about why these patterns occur.

Sykes (2001) explored the notion of power in parent partnership and questions whether partnership may promote power sharing and equality, or whether it can mask power structures that naturally exist between parents and professionals. Specifically, the home-school contract is investigated through a participatory action research process to gather the perspectives of parents, children and teachers. Results from questionnaires and focus groups, gathered during the intervention and evaluation phases, are presented. It was found that parents and children were positive about the home-school agreements, whilst teachers were less certain. The researcher also encountered a lack of interest and some

resistance from education professionals towards the project. Some expressed that they felt it was a way of controlling parents.

The researcher highlights the control the schools have over the implementation of home-school contracts and argues that the home-school agreement allowed an opportunity for concerns to be raised and addressed. Concerns are made explicit and discussion, negotiations and planning occur through the agreement. Parent participation is very dependent on the views and willingness of the school staff. Meaningful participation will not occur if school staff members do not whole-heartedly invest in it. It is interesting therefore to investigate whether parents felt their participation through the PCR process was encouraged by school staff.

The views of 179 stakeholders were gained through a range of strategies, including focus groups, questionnaires, and semi-structured interviews, although only 65 participated in the evaluation stage of the project. The validity of the findings was enhanced by the triangulation of the data collection methods. The schools included in this project are described as diverse both ethnically and in terms of SES, although the researcher states that family from ethnic-minority and low-income families were targeted for involvement. This purposeful approach to sampling limits the generalisability of the data to the groups from which data was collected.

Predictors of school-based parental involvement have been analysed (Green, Walker, Hoover-Dempsey & Sandler, 2007). It was found that parental role-activity beliefs (Parents' beliefs about how they should be involved in their child's education), parental self-efficacy (parents' belief that their involvement can produce desired outcomes), specific teacher invitations, specific child invitations, and parental reports of time and energy for involvement were significant predictors of their school-based involvement in their children's education. Invitations from school staff and children were the most notable predictors. These findings remained true when the effects of parental education and income were accounted for. This study used a large sample of 853 parents of first- through to sixth-grade children from a socio-economically and ethnically diverse population. This strengthens the validity of the conclusions drawn in respect of a wider population. Data were solely based on parent questionnaires

and were therefore subject to the parents' interpretations and perceptions, and a possible social desirability bias. The study only includes quantitative measures based on questionnaire responses and a rich picture of parents' views on school-based involvement is not provided.

2.6.3 Summary of Parent Participation

Government publications such as the SEN Code of Practice (2001) and the Lamb Inquiry (2009) stress the importance of parent participation. It seems that the impact of parent participation is widely recognised as having a positive effect on student's educational achievements (Fen & Chan, 2001; Desforges & Abouchar, 2003). Despite this, some parents continue to feel undervalued by professionals (Billington et al. 2000).

The evidence suggests that less empowered groups of parents who are less educated, unmarried and from lower socio-economic groups are less likely to participate in their children's schooling, (Fantuzzo et al., 2000). Parents were also found to participate less in their child's education as the student grew older. Educational professionals have been found to be reluctant to engage in a home-school contract project, promoting parent participation, despite positive comments about the project from parents and children (Sykes, 2001). Parents have been found to be most likely to participate in their children's education if they feel it is part of their role, they feel they have the capacity and the time and energy to do so, whilst invitations from the school were found to be the most notable predictors in this particular study (Green et al. 2007).

These insights into the decreased participation of less empowered, marginalised families is important to note, as these families may be more likely to have children with special educational needs. The literature concludes that outcomes for students are positively affected by parent participation, and it is therefore important that schools identify ways to encourage these processes. It could be argued that the PCR process provides the structured opportunity for the parent to be invited to participate, sending the message that others see decision-making and information-sharing regarding their child's education as part of the parents' role. Their participation in this process might encourage their feelings of self-efficacy in this area. It seems important to gain the parents' views on this matter.

2.7 Chapter Summary and Research Questions

In this chapter, the psychological underpinnings of PCRs have been explored and humanistic psychology and positive psychology have been described and linked to the process. A detailed account of the systematic literature search was provided. Key studies were highlighted for a more in-depth analysis and critique, and other studies were also referenced for more discursive purposes.

PCP has been found to promote social inclusion for adolescents and adults (Robertson et al. 2005). PCP tools have also been found to promote parent involvement in school meetings and raise their subsequent ratings of satisfaction with the meeting (Miner & Bates, 1997). Parents have reported that PCP tools can make meetings more structured, collaborative and allow a more holistic approach to be developed (Childre & Chambers, 2005). Parents also expected pupils to be more motivated to achieve the goals they had been involved in creating. Another study reported children's participation in the meetings to be limited (Hagner, et al., 1996). These authors comment on negativity in the PCP meetings and a focus on the professionals' agenda. This led to discussions about facilitator training and intervention fidelity. Hagner et al. (2012) also present findings that suggest PCP can positively affect student self determination. PCRs have not been specifically investigated.

Pupil participation was discussed in terms of children's rights and moral and ethical obligations. Adults have expressed reservations about pupil participation, although it is also recognised that pupils can contribute to professionals' knowledge and understanding (Norwich & Kelly, 2006). It has been postulated that pupil participation may foster student engagement (Goepel, 2009), initiative and choice (Emilson & Folkson, 2006), and feelings of control over their learning (Beveridge, 2004), although no conclusive empirical evidence was found to support these claims.

Parent participation has been found to be more limited amongst disempowered families (Fantuzzo et al., 2000), and parents may continue to feel undervalued by education professionals (Billington et al. 2000). Parents need to feel able to contribute in this way and have been found to do so more often if they are invited to by schools (Green et al. 2007). Some reluctance towards parent

participation has been discovered amongst education professionals (Sykes, 2001).

An investigation into the PCR process seemed necessary to fill a gap in the research, particularly as this process is currently being implemented in a number of local authorities in the UK. Due to the lack of previous research in this particular area, this study adopted an exploratory paradigm. As the PCR process focuses on pupil and parent participation, it seemed important to explore the views of these two groups to ascertain whether they felt they had participated in the process in a meaningful way, feeling valued and listened to. It was also an aim of this study to explore whether the process impacted on the child personally.

2.7.1 Research questions

Although other person-centred planning (PCP) tools similar to the person-centred review (PCR) have been investigated, the PCR has not been specifically studied. Therefore, little could be ascertained about the views of young people and their parents on this process. The main research question was therefore broad and exploratory: -

- 1) What are the views of young people with special educational needs and their parents/carers on person centred reviews?

The literature indicates that family members have been found to play a more active role in planning through PCP processes (Hagner et al. 1996, Miner & Bates, 1996), to express higher levels of satisfaction a month after the meeting (Miner & Bates, 1996), and have expressed greater feelings of involvement and collaboration with professionals (Childre & Chambers, 2005). In contrast, one study reported tokenistic pupil participation through PCP and the researchers concluded that the facilitators did not encourage meaningful contributions from the student, but were focused on their own agenda. Sykes (2001) found that some professionals showed reluctance towards encouraging parent participation and it has been suggested that parents can feel undervalued by professionals (Billington et al. 2001). It therefore seems necessary to investigate whether parents and young people feel that they are listened to in the PCR. This is addressed by the second research question: -

2) Do the young people and their parents/carers feel they are listened to?

The third research question focuses on outcomes of the PCR for the young people. The literature shows that PCP processes were found to lead to greater community involvement for adults with learning disabilities (Robertson et al., 2005). Adults in one study suggest that pupil participation fosters students' feelings of control over their learning (Beveridge, 2004) and in another, suggest that it encourages feelings of empowerment (Emilson & Folkson, 2004). Hagner et al. (2012) suggest that PCP processes enhance students' self determination. Locus of control, a construct closely linked to these findings was therefore selected as an outcome variable.

Parents in one study suggested that children would be more motivated to achieve if they had been involved in a person-centred planning process (Childre & Chamber, 2004). Therefore motivation was selected as a second outcome variable.

Some adult participants have suggested that processes encouraging child participation might be onerous on young people and threaten their self-esteem (Norwich & Kelly, 2006), although other studies have suggested pupil participation leads to raised confidence (Emilson & Folkson, 2004). Young people's positivity towards their education was therefore selected as a third outcome variable to explore how the young people's feelings towards their education changed following the PCR.

These three outcome variables were addresses by the third research question: -

3) Does the process impact on the young person's locus of control, their feelings of motivation and positivity towards school?

Goepel (2009) also argued that pupil participation increases' children's engagement in their education (Goepel, 2009). The third research question therefore investigated the impact of the PCR on the young people's knowledge of their learning: -

4) Do the young people display greater knowledge of their learning targets following the review?

Chapter 3: Methodology

3.1 Overview of The Chapter

This chapter will outline the aims of this research and the purpose of the current study. There will be an explanation of the paradigm used and a description of the design and methods of data collection. The epistemological and ontological position will be outlined in order to explain the methodological decisions made. Detail will be provided regarding the participants selected and the sampling method used, and ethical issues will be considered in some depth. The author will provide a detailed description of procedures used for data analysis and explain how the approach fits with the ontology and epistemology adopted, and the aims of the research. Attention will also be given to the importance of reflexivity throughout the research process.

3.2 Research Aims, Paradigm and Design

3.2.1 Purpose

This study aimed to explore the views of parents and young people on PCRs. Particular attention was paid to the impact of the process on a child's LOC, their feelings of motivation and positivity towards school, and knowledge about their learning. The first, and dominant, research question was broad, allowing the researcher to study parents' and children's views on the process in a general and open way, without direction or bias from pre-formed hypotheses. This allowed topics to be discussed and opinions to be uncovered that the interviewer had not previously considered. Within this broad exploration of participants' views, particular interest was paid to whether the young people and their parents felt listened to, whether the young people's LOC, feelings of motivation and positivity towards school, or knowledge about their learning had changed following the meeting.

3.2.2 Design

The author used two different methodological approaches, employing a mixed-methods research design. Onwuegbuzie, Johnson and Collins (2009) identify five purposes for using a mixed-methodology: triangulation, complementarity,

development, initiation and expansion. Mixed methods were used in this study for complementarity. The researcher sought to enhance the findings of the interviews with objective measurements. Although the two methods were mainly used to answer different research questions, they were also used to complement each other and contribute to the overall exploratory purpose of the study, as detailed below.

Using more than one method to answer a research question helps to validate conclusions drawn from the research and explain the underlying phenomena. In addition, it helps to prove conclusions are not changed by the particular method used (Onwuegbuzie, et al., 2009). Both qualitative and quantitative techniques were used to gather and corroborate different forms of information for a more thorough and comprehensive exploration of PCRs, to investigate both the process and its outcomes. A concurrent and embedded mixed-methods design was employed. Qualitative methods were the dominant and primary means of gathering data, which addressed the main purpose of the study: to explore the views of young people and their parents/carers on PCRs. Quantitative methods took a secondary, supporting role, to explore more specific areas of the impact of PCRs on young people.

Research question 1

Semi-structured interviews (SSIs) allowed a rich picture to form, detailing the parents' and young people's experiences of the PCR. Parents were interviewed after the review and young people were interviewed both before and after the review.

Research question 2

A scaling question was used in the post-PCR interview to objectify the young people's responses as to whether they had felt listened to.

Research question 3

A scale was completed by the children both before and after the PCR which gave a measure of the child's LOC. This measure contributed to the investigation of whether feelings of control might change following a PCR.

Further scaling questions provided an objective measure to explore whether young people's responses to questions relating to feelings of control, motivation and positivity towards their education changed following the PCR.

Further qualitative data was gathered around the scaling questions through SSI questions. This gave the child an opportunity to elaborate on their quantitative answers and complement the quantitative data.

Research question 4

SSI questions about the young person's education were asked both before and after the PCR to investigate any change in their knowledge of their education.

A visual representation of how these methods contributed to the four research questions can be found in appendix 2.

The data collection methods were used concurrently at two time points. Time 1 was as close to one week before the PCR as was possible. At this time point, qualitative methods (SSIs) were used to explore the young person's expectations of the PCR. Quantitative methods (scaling questions, and the LOC scale) were employed to gain a measure of the child's LOC, feelings of motivation and positivity towards school, with further interview questions to supplement these answers and investigate the young person's knowledge of their education.

Time 2 was as close to one week after the PCR as was practically possible. Qualitative methods (SSIs) were employed to explore both parents and young people's views about the PCR they had recently attended. Quantitative methods (scaling questions and the LOC scale) and the supplementary interview questions were repeated at time 2 to provide a comparison to data collected at Time 1. This design is shown in Table 1.

The researcher decided not to interview the parents before the PCR. This was for two reasons. A 'before and after' measure was required from the young people as the final two research questions focused on whether there was a change in the young people's LOC, feelings of positivity towards school, control and motivation. It was outside the scope of this study to investigate whether the

PCR impacted personally on the parents as well. Therefore, before and after data collection was not required.

Table 1

Research Design

PARTICIPANT	TIME 1 (approx 1 week before PCR)	PCR	TIME 2 (approx one week after PCR)
YOUNG PERSON	Qualitative data collection (SSI) Quantitative and qualitative data collection (scaling questions and LOC scale and further interview questions).	Attends PCR	Qualitative data collection (SSI) Quantitative and qualitative data collection (scaling questions and LOC scale and further interview questions).
PARENT	No data collection	Attends PCR	Qualitative data collection (SSI)

3.3 Epistemological and Ontological Position

The research paradigm was chosen to fit both the research questions and the epistemological position of the researcher. A mixed-methods design fits the researcher’s pragmatic approach (Tashakkori & Teddlie, 1998). The researcher felt it was more important to fit the design of the study around the research questions rather than their preferred methods, and so ensured the paradigm fitted the aims of the research.

The mixed-methods design was chosen to fit not only with the researcher’s pragmatic epistemological position, but also a critical realist ontological standpoint. Critical realism rejects the perceived dualism separating positivism and hermeneutics, opting for methodological dualism utilising both quantitative and qualitative approaches. Critical realists agree with positivists in the assertion that there is a truth and a reality which exists independently of our

own minds. Understanding of studied phenomena is therefore not entirely constructed by the researcher (Lund, 2008). However, the researcher's understanding of phenomena is based on fallible inferences. Reality can only be understood imperfectly and probabilistically (Tashakkori & Teddlie, 1998) and knowledge should be considered partly constructed rather than as direct pictures of reality. Truth and causal relationships cannot be neatly defined. Instead, generalising claims may be made about social phenomena (Danermark, Ekström, Jakobsen, Karlsson, 1997).

This idiographic approach suits the complexity and diversity of the topics studied in the social sciences. The current study sought to make generalising claims about the views of parents and young people on PCRs and their impact on the young person's feelings. In choosing a mixed-methods approach from a critical realist standpoint, the researcher intended to find some imperfect causal relationships between the process and the views and feelings of the parents and young people, in the context of the complexities and interacting factors of a social world.

3.4 Research Procedure

3.4.1 Sample

The wider population from which the sample was drawn was children and young people with special educational needs (SEN) at mainstream schools in the London Borough of Havering (LBH), and their parents/carers. All the young people in the sample had needs that were met at the School Action Plus level of the SEN Code of Practice (2001), or by a statement of SEN. The children's year of education ranged from year six to year nine. A description of the participants is outlined in the next section.

The following inclusion criteria were used to identify the population from which a sample was drawn:

- The young person has special educational needs that require their school to hold a PCR.

- The young person has a PCR scheduled for some time between May 2011 (when ethical consent was gained) and July 2011 (when the school holidays commenced).
- The young person's special educational needs do not impact on their communication and attention skills to the extent that they could not participate in an interview lasting half an hour.
- The speech and language skills of the young person and their parents enable them to participate in an interview of this nature, understanding and responding to the questions posed.
- The young person and their parents gave informed consent to participate in the study.
- The young person's school agrees to data being collected in their setting.

The researcher considered including families with English as an additional language through use of an interpreter. However, due to financial constraints, this was found not to be possible. There was no funding available to employ interpreters for this study.

A convenience sampling method was used to obtain participants. The sample was developed opportunistically. As the local authority had requested that all year nine annual reviews be person-centred, a list of year nine children with statements was obtained from the SEN department. This list was then reduced to those children whose reviews were due to be undertaken between May and July. An email was sent out to all Educational Psychologists (EPs) in LBH in March 2011, asking that they email the author names of potentially suitable participants. This email stated the inclusion criteria. The lead advisory teacher for PCRs in the borough was also approached for names of children she was aware of that might fit the criteria. A long list of potential participants was compiled in this way. The next stage of the process involved the researcher contacting the Special Educational Needs Coordinators (SENCOs) of the schools. The suitability of the potential participants was further checked with the SENCOs in light of the inclusion criteria. The parent information sheet/consent form (appendix 9) was sent out to SENCOs for each potential participant and

was passed on to parents. After obtaining informed consent, interviews were booked.

An outcome of the convenience sampling process adopted was that certain participants could not be involved in the study. Participants were excluded from the final list for the following reasons: -

- Some EPs/ SENCOs felt that the child's speech and language needs made them unsuitable for interview.
- Some parents refused consent.
- Some SENCOs/ EPs felt there were contentious and additional issues that the school/ family were dealing with which made the school/ the young person/ the parents unsuitable for participation.
- Some SENCOs were not contactable in the time allocated to gaining a sample.
- Some PCRs were held outside of the researcher's timescales, i.e. before ethical consent was gained and some were postponed until after the summer holidays.

3.4.2 Participants

Within the sample, 14 of the young people were in year six, one was in year eight and one was in year nine. Eleven mothers on their own, three mothers and fathers together, one mother and sister together, and one grandmother and grandfather together were interviewed. This information is summarised in table 2 below. All participants could be described as 'White British' and all spoke English as a first language. The homogenous ethnicity of the sample may have been impacted by the inclusion criteria which stipulated families' use of the English language must be of a standard which enables them to participate in the interviews. For example, there was one potential participant with an Asian background who was not included for this reason.

Table 2

Table of Participants

Young person	Gender	Parents/ carers	Young person's year of schooling	Young person's SEN classification
1	M	Mother	6	Physical Disability
2	M	Mother	6	MLD
3	F	Mother & father	9	ASD
4	F	Grandmother & grandfather	8	SPLD
5	M	Mother	6	ASD
6	M	Mother	6	BESD
7	M	Mother	6	ASD
8	M	Mother & father	6	MLD
9	M	Mother	6	MLD & ASD
10	M	Mother & sister	6	BESD & MLD
11	F	Mother	6	SPLD
12	M	Mother & father	6	MLD, SPLD, BESD
13	M	Mother	6	Physical Disability
14	M	Mother	6	MLD
15	M	Mother	6	ASD
16	F	Mother	6	MLD & ASD

3.4.3 Semi-Structured Interviews (SSIs)

The qualitative nature of a SSI allows for an exploration of the meanings the interviewee attaches to the PCR process, allowing the participants to share their views using their own words. It also acknowledges the subjective and fluid natures of perspectives and views (Warren, 2001) as the interview process allows the interviewer to explore a participant's sometimes multiple, contradictory standpoints, which may develop throughout the interview process itself.

The flexibility of a SSI gives opportunities for specific clarification of the participants' views. This allows the interviewer to check their interpretations of what is shared directly with the interviewee, as well as opportunities to probe with further questioning to gather rich and detailed descriptions. This flexibility also avoids restricting lines of questioning. A SSI leaves the interviewer open to explore unexpected areas, rather than imposing the researcher's structured topics and expectations completely (Kvale, 2007). This data-collection method is well suited to this study. The allowance of flexibility accommodates the exploratory nature of the main research question. Given the lack of direct research on this topic, there were few expectations regarding the data to be collected. Flexibility allowed the interviewer to investigate unexpected topics. The changeable structure acts as a supportive resource for the interviewer, to ensure the interview yields information that is relevant to the remaining, more focused research questions.

The technique of opening the interview with more open, general questions, leading to more specific questioning later on is suggested by Drever (2006). This approach was adopted in the current study. Interviews opened with questions such as 'How did you find the review?' (question 1, young person's post interview, appendix 4) and led on to more specific questions such as 'What did you contribute?' and 'Did you feel listened to?' (questions 8 and 9, young person's post interview, appendix 4). The interviewer ended each interview with a 'sweeper' question such as 'is there anything else you'd like to tell me about the review?', giving the participant opportunity to share anything else that may have been missed by the interview schedule.

Interview questions fall within three categories; open, closed/fix alternative, and scale items (Robson, 2002). In this study, a mixture of the three question types was used for different purposes, including exploration, clarification, and measurement. Open questions such as 'How did you find the review?' (Parent Interview question 1, appendix 5) were used for exploratory purposes. Scaling questions such as 'On a scale of 0-10, how in control do you feel of your education?' (Child pre-interview, Question 20, appendix 3) were used for measurement purposes. Other scaling questions such as number five on the pre-PCR interview and number four on the post-PCR interview gave the young

person the chance to quantify their feelings using a visual scale. This was particularly useful for children who found it difficult to verbalise their feelings.

Techniques suggested by Robson were used, such as 'probes' to encourage the participant to expand (eg, non-verbal cue, repetition) and 'prompts' (giving the interviewee possible answers if they appear stuck). An example of this can be seen in the transcript below.

M: [heh heh] I did go blank for a little while but then obviously you start thinking and watching what other people are writing, little things pop up in your-

J: it starts triggering off ideas

M: yeah. So not too bad yeah

P9.52-55

Robson also suggests a sequence whereby the interviewer begins with 'easy', non-threatening questions, and follows the main body of the interview with straightforward comments to diffuse any tensions, finishing with some closing comments. It is suggested that a set of headings and prompts are used in the SSI. This advice was considered in the formulation of the SSI schedule. The interview was divided into sections through the use of subheadings. This helped the interviewer to stay on track during the SSI, ensuring all topics the interviewer intended to explore were covered.

Developing Rapport

It was in the interest of the researcher to ensure the interviewees felt as relaxed as possible to ensure communication remained open and undistorted (Silverman, 2001). The researcher remained sensitive to the non-verbal communicative messages from the participants during interviews and adjusted her interpersonal style accordingly. For example, techniques such as 'mirroring' were used to match the participants' communication so as to put them at ease. The researcher attempted to match the interviewee's tone, volume and pace of speech.

Carl Rogers' (1963) humanistic or person-centred counselling advocates a non-directive approach to therapy. Rogerian approaches were used such as repetition, paraphrasing and active listening. These active listening techniques, convey empathy, congruence (remaining genuine) and unconditional positive regard, which in therapy allows the client to self-actualise. In an interview setting, the researcher used this approach to encourage the participant to feel safe and to explore and share their own views. An example of this can be seen in the following quote:

J: yeah, so you feel a bit worried about leaving here, yeah I can understand that (YP9.pre.61)

3.4.4 Locus of Control Scale

In order to obtain information to address part of the third research question; 'Does the process impact on the young person's LOC, their feelings of motivation and positivity towards school?', 'The Locus of Control Scale for Children' (Nowicki & Strickland, 1973) was used (see appendix 6). This scale has recently been published in the Assessment Portfolio entitled 'Measures of Children's Mental Health and Psychological Well-Being' (Frederickson, & Dusnmuir, 2009), within the 'Resilience' chapter, (McCroy & Cameron, 2009).

The 40-item scale is a paper-and-pencil measure, requiring the child to mark in the 'yes' or 'no' column in response to each question. The questions were constructed based on Rotter's definition of the internal-external LOC reinforcement dimension (1966). The scale produces a quantified measure of the extent to which the child's LOC is 'external', defined by McCroy & Cameron (1999) as:

The individual holds the general belief that his/her behaviour and the outcomes of such behaviour are the result of luck, or a (rare) combination of helpful circumstances, or fate or some other external factors beyond his or her control (p. 27)

Or 'internal', defined as:

The individual holds the general belief that his/her behaviour and the outcomes of such behaviour are guided by his/her personal decisions

or planning or hard work and effort. In other words outcomes are the result of internal/personal factors (p. 27)

A point is given for 'external' answers. No points are given for 'internal' answers. Therefore a high score indicates an external LOC.

Validity and Reliability

In the development and refinement of the scale, construct validity was tested by asking clinical psychologists to complete the scale in an 'external' direction. Items on which there was not agreement were excluded. The researchers then compared results of the scale to other measures of LOC and found significant correlations with the Intellectual Achievement Responsibility scale and the Bialer-Cromwell score (Nowicki & Strickland, 1973).

Construct validity was further tested in the relationship between LOC (as tested by the scale) and age (as age increases, scores of internal LOC should increase), achievement (should increase with internal LOC) and intelligence and social desirability (there should be no relationship), (Nowicki & Strickland, 1973). In a sample of 1017 children ranging from 3rd-12th grade, the researchers found that scores indicated a more external orientation as age increased. When controlled for IQ, children with a more internal orientation performed significantly better on achievement tests. Scores were not found to be related to a social desirability effect (answers were not affected by what the children believed to be socially desirable answers).

Internal consistency reliability was tested using the split-half method, and found to be at $r = .63$ (for Grades 3, 4, 5); $r = .68$ (for Grades 6, 7, 8); $r = .74$ (for Grades 9, 10, 11); and $r = .81$ (for Grade 12). Test re-test reliability was measured with the same sample over a six week period and was found to be at .63 for the third grade, .66 for the seventh grade, and .71 for the tenth grade (Nowicki & Strickland, 1973).

Administration

A short verbally presented explanation of the scale was given to the young people. This was based on a script suggested by the authors of the scale, as follows: -

I am trying to find out what young people think about certain things. I want you to answer the following questions about the way you feel with a 'yes' or a 'no'. There are no right or wrong answers. If you don't understand one of the questions, just let me know and I will try to explain.

The researcher decided to read each statement to the participant and ask them to provide a verbal 'yes' or 'no' answer. The researcher recorded answers on the scale record sheet. The participants were encouraged to seek clarification about the questions wherever needed and this was provided by the researcher when sought. When a participant suggested their answer was both 'yes' and 'no', they were encouraged to decide whether their answer might be more one way than the other. On these occasions, the interviewer used the following script: -

I know it is sometimes difficult to choose one or the other, but if you HAD to choose, would your answer be a 'yes' or a 'no'?

3.4.5 Scaling Questions

Scaling questions were included in the young people's interviews. This allowed the researcher to gain an objective measure of the young people's feelings of control, motivation and positivity towards their education. Scaling questions can be seen on the pre-PCR interview schedule (questions 16, 20 and 25, appendix 3) and the post-PCR interview schedule (questions 17, 21 and 26, appendix 4). These measures allowed for objective comparisons to be made between time 1 (before the PCR) and time 2 (after the PCR) to investigate whether the PCR may have impacted on the young person's reported feelings. The wording of the scaling questions depicted in the interview schedules was adhered to as far as possible for reliability. On a number of occasions, the researcher needed to provide an alternative wording to facilitate the young participant's understanding of the question.

Further semi-structured questioning occurred around these scaling questions to allow the participants to elaborate on these subjects further.

3.4.6 Recording

The interviews were recorded on a digital audio recorder and later transcribed by the researcher. The participants were made aware of the device. On one occasion, a young person did not agree to be recorded for her pre-PCR interview, so the interviewer made a note of the participant's responses. The audio recordings and transcriptions were filed on the researcher's laptop with password protection. An example of one transcribed interview can be found in appendix 12. The rest of the transcripts can be found in appendix 20. The young people's responses to the LOC scale questions were recorded on the scale forms, taken from the Assessment Portfolio entitled 'Measures of Children's Mental Health and Psychological Well-Being' (Frederickson, & Dusnmuir), within the 'Resilience' chapter, (McCrory & Cameron, 2009). These were stored in a locked cabinet.

3.5 Data Analysis

This mixed-methods design was analysed in two different ways. The qualitative data were mainly gained from the initial part of the interviews, namely questions 1-9 on the pre child interview, questions 1-11 on the post child interview, and the entire parent interview. This part of the analysis gathered information to answer the main, broad research question: 'What are the views of young people with special educational needs and their parents/carers on person centred reviews?' and the second research question: 'Do the young people and their parents/carers feel they are listened to?'

The more focused, quantitative data collection intended to answer the final two research questions: 'Does the process impact on the young person's locus of control, their feelings of motivation and positivity towards school?' and 'Do the young people display greater knowledge of their learning targets following the review?'

These questions focused on what kind of impact the PCR might have had on the child personally. Data to answer these questions were gathered in the LOC scale and through scaling questions in the child-pre interview (questions 16, 20 and 25) and child-post interviews (questions 17, 21 and 26).

3.5.1 Qualitative Analysis

Thematic analysis was identified as a suitable process to analyse the interview transcripts, as it was felt that it fitted with the critical realist ontology. The critical realist standpoint asserts that generalising claims may be made about complex and diverse social phenomena, such as participants' views. It acknowledges that although each individual may construct their own diverse, complex and fluid meanings about PCR's, patterns and commonalities may be found in these, and the focus remains in a common reality. Through use of a thematic analysis, the researcher explored the complex and dynamic perspectives found through interviewing. The researcher identified commonalities amongst the participants' views in order to assert some understandings about the shared experiences and opinions of the populations. This fits readily with a critical realist ontological position, which asserts that there is one reality and there are findable truths, but this reality and these truths can only be understood imperfectly and probabilistically (Tashakkori & Teddlie, 1998).

Braun, and Clarke (2006) describe thematic analysis as a flexible qualitative analysis tool that can be used across different paradigms, theoretical perspectives, and epistemological approaches. It provides a rich and detailed analysis of qualitative data, highlighting recurring themes or patterns. The process involves organising a large, complex set of data to make it accessible and communicable to others (Boyatzis, 1998). The researcher familiarises herself with the data and begins to develop codes of meaning, which are slowly grouped together to form themes depending on their prevalence in the data and keyness to the research questions. The process is described as recursive, as the researcher moves back and forth through the stages and between the data set, the coded extracts of data, and the analysis.

As the present study is an exploratory investigation in an area that has not previously been researched, the analysis was 'data-driven'. It was conducted without guidance from theories or a framework. It was felt that this technique was less likely to constrain the analysis and limit the themes that were developed, staying true to the exploratory approach. Although the whole data set was explored and coded, particular attention was paid to the first sections of the interviews that focused on the parents' and children's general views about

PCRs. This first part of the interviews focused on more general exploratory questions about the PCR, which intended to address the first research question. Rather than risking interpretation of latent themes, which may confound the data gathered, the researcher focused on semantic themes, which are found in the interviews, using the language of the participants wherever possible to code data extracts.

Boyatzis highlights the importance of using a systematic process for analysing the data (1998). Braun and Clark's stages of thematic analysis (2006) were followed, and are outlined below:

- 1. Familiarizing yourself with your data: Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.*
- 2. Generating initial codes: Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.*
- 3. Searching for themes: Collating codes into potential themes, gathering all data relevant to each potential theme.*
- 4. Reviewing themes: Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.*
- 5. Defining and naming themes: Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.*
- 6. Producing the report: The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis. (p. 87)*

The interviews were conducted, recorded and transcribed by the author. It is suggested that a thematic analysis requires a less rigorously detailed account of an interview than discourse, conversational or narrative analysis. Transcription should however include a *'thorough 'orthographic' transcript - a 'verbatim' account of all verbal (and sometimes nonverbal- eg, coughs) utterance.'* (Braun

& Clarke, 2006, p. 88). The researcher therefore used punctuation to convey the meanings communicated through non-verbal communication such as intonation and pauses. All the interview transcripts can be found in appendix 20. The key for the transcripts can be found at the start of parent interview 1.

Following transcription, further repeated reading allowed ample opportunity for familiarisation and immersion in the data. The qualitative analysis began during the transcription phase. As the researcher transcribed the interviews, passages were highlighted that seemed pertinent to the researcher and relevant to the research questions. Richards (2009) asserts that it is important to take advantage of this opportunity to see the data with fresh eyes, and so ideas were recorded at this early stage.

Initial codes were developed in phase two. At this stage, codes, which represent the most basic segments of meaning interpreted from the data, were recorded. These segments of meaning reflected semantic content extracted from the interviews. All data extracts demonstrating the same code were grouped together on a separate computer file (appendix 21). This was checked over to ensure each extract grouped under the same code represented the same meaning. In the next phase, codes were analysed and repeating patterns of meaning were grouped together to form candidate 'themes'. Codes were used for as many themes as they would fit into, developing main over-arching themes and sub-themes. These candidate themes were reviewed and a thematic map developed. Once the thematic map was satisfactorily reviewed, the themes were further analysed for the researcher to decide on their 'essence' and name and define them. A more detailed description of this process is included in the next chapter with references to the list of codes and themes which can be found in appendices 13-18.

Strategies for Ensuring Rigour/ Trustworthiness in Qualitative Methods

The term 'rigour' has been used to describe the trustworthiness of qualitative data; the extent to which consistent study methods have developed an accurate representation of the population studied (Thomas & Magilvy, 2011). Thomas & Magilvy (2011) and Baxter & Eyles (1997), describe four criteria for establishing rigour in qualitative research: credibility, transferability, dependability and

confirmability. Each will be explained in turn with reference to strategies employed in this study.

Credibility is compared with internal validity (a positivist concept) as the extent to which the account developed by the researcher would be recognised by those within the sample population, and understood by those outside of the experience. The findings should be an authentic representation of the experiences of the participants. Baxter & Eyles (1997) suggest this is ensured through development of rapport with the participants throughout the data collection, and the empathetic skills of the researcher. The SSIs in this study allowed the researcher to develop rapport with the participants through this relaxed, informal style of interview. Attention should be paid to a previous section in this chapter outlining how the researcher developed rapport with the participants in the interviews.

Transferability is analogous to generalisability, as the extent to which the findings would explain contexts outside the study. In this study the sampling technique purposely sought participants of the population to be studied. A thick description of the sampling method, the participants chosen, and the local context of the study has been provided (see sections on 'sampling' in this chapter, and 'local context' in the Introduction) to ensure the reader is made aware of the limitations of the study in terms of transferability.

The dependability of this study (relates to reliability in quantitative data collection) refers to the extent to which idiosyncrasies in the data are a result of the multiple and changing realities explored, rather than the researcher's inconsistent research techniques and interpretation. The dependability of this study has been guarded in a number of ways. The findings chapter features low inference descriptions; quotes from the raw data to support interpretations of the analysis. Elements of the researcher's approach to analysing the data were checked both by other EPs, Trainee EPs (TEPs), and a teacher to support the researcher's reflections on her analysis. In chapter four, the researcher has also provided a detailed step-by-step description of the analysis conducted to ensure the decisions made at every stage are transparent.

Confirmability relates to objectivity. The impact of the motivations, values and biases of the researcher should be minimised. This is also guarded by

transparency of the analysis process. The researcher adopted strategies to promote reflexivity throughout the study in order to self-disclose and bracket off her own biases as the study proceeded. This allowed the researcher to maintain awareness and openness to potentially unexpected or unwanted findings. Boyatzis (1998) discusses the impact of becoming over-familiar with the research topic. It is suggested that too much familiarity with research phenomena may encourage the researcher to develop their own values and interpretations which may be projected onto the participants. For this reason, the researcher decided not to attend any of the PCRs of the participants included in this study.

3.5.2 Quantitative Analysis

Descriptive statistics were used to present the quantitative findings from the scaling questions and the LOC scale. The score for each young person's LOC scale and scaling questions were compared from time 1 (before the PCR) to time 2 (after the PCR) and are presented in a table in Chapter Four. This quantitative data is complemented by some rich qualitative quotes from the interviews, which support and elaborate on the scores.

The process of analysis in the current study could be best described as cross-over mixed analysis (Onwuegbuzie, et al., 2009). Although the data for each were collected and analysed in parallel, the information was consolidated to address the main exploratory research question.

3.6 Reflexivity

The interactive, two-way nature of interviews results in meanings developed that are influenced, shaped and interpreted by the participant, the researcher, and the interaction of the two. This data collection method, in which the influence of the interviewer is clearly recognised, requires a level of reflexivity from the researcher. The same is true for the thematic analysis, in which the responsibility of choosing data extracts, interpreting meaning and organising into meaningful themes, lies with the researcher. Minichiello, Aroni, Timewell, and Alexander (1990) point out that every piece of behaviour has infinite possible interpretations. This is particularly important as the interviews were conducted by the researcher, who entered the data collection with pre-existing

views on the research topic and motivations relating to the outcomes of the research.

The interviewer is described by Kvale (2007) as a professional with scientific competence. They dictate the purpose of the interview, the line of questioning and they initiate, define and terminate the meeting. It was in the researcher's interest to reflect on the power asymmetry of the interview situation, and the possible impact of this on the information shared by the interviewee. For example, parents may have been reluctant to share information which criticised the process or the professionals involved. Kvale (2007) also speculates that the interviewee might make attempts at 'counter-control', through withholding information, asking questions, and diverting the subject.

The process of remaining reflexive throughout the study involved the researcher meeting for weekly professional supervision and for monthly supervision with an academic tutor. A 'research journal' was also kept throughout the study, in which the researcher reflected upon a number of stages of the process, including the researcher's aims and hopes for the study, the interview process, and influencing factors on the participants responses, and the meanings interpreted in the analysis. Other psychologists, and a teacher, were asked to check whether the researcher's coding reflected the interviews. The feedback from these professionals supported the researcher's reflection on the consistency of her analysis.

Finally, throughout the study, the researcher was continually mindful of ethical practice, and the impact of the research on the participants was constantly monitored. This ensured the researcher's practice adhered to the commitments and measures which the researcher agreed to take in order to gain ethical approval for the study to be conducted.

3.7 Ethical Considerations

Permission was sought from the London Borough of Havering (LBH) to gather data within this local authority. The Principle Educational Psychologist was approached, and the subject of the study and methodology was outlined. It was formally agreed that schools could be approached to consider involvement in the research. As it fitted with the local authority's priorities for developing the

use of PCRs for year six and year nine students, LBH welcomed the opportunity to learn more about the views of young people and their parents, and agreed to support this research.

An application for ethical approval for the study was made to the University of East London Graduate School. Notice that approval was granted can be found in appendix 11.

The researcher recognised the importance of obtaining informed consent. The parents and young people were informed of the purpose of the study. They were told what participating in the study would involve. Participants were informed that there was no obligation to take part in the project, and that they could withdraw at any point until the data were anonymised. The participants were assured that their anonymity was protected; all names and any other identifiable information was removed or changed. The data were saved under a coded file name and all names were removed in the transcription. The researcher also informed participants that the data would be stored in locked premises, and destroyed once the project was completed. Participants were also informed how and where the final thesis could be accessed. The conditions under which confidentiality and anonymity would be broken were also explained. This information was detailed on the Parent Information Sheet/Consent Form (appendix 9), and on the Participant Information Sheet for the young people (appendix 7). Informed consent was gained from all participants and their parents.

A procedure was planned for the eventuality of a participant sharing information which caused the researcher concern about the child's safety: -

- 1) Explain to the participant (and their parent, if young person) why confidentiality must be broken.
- 2) Researcher to discuss concerns with the member of staff responsible for safeguarding and Child Protection in the school.
- 3) Researcher to reflect upon concerns with placement supervisor and personal academic tutor.

As concerns of this nature did not arise, this procedure was not carried out at any point during the study.

The participants were interviewed by the researcher. The researcher has considerable experience working with children and young people of a range of ages and abilities, in both group and individual contexts. In addition to this, the researcher has extensive experience of working with parents. The interviewer sought to ensure participants were made to feel safe and comfortable sharing their views. The researcher felt confident that involvement would not be distressing for the participants. If at any point, a participant appeared unhappy or uncomfortable, the researcher offered to terminate the process. This happened on one occasion. The participant (a year-six student) stated that she had been feeling unhappy about something that day. The recording was paused while the young person was allowed to discuss something unrelated to the interview that had been concerning her. After that discussion, the young person assured the researcher they were happy to continue with the recorded interview which was then resumed.

Kvale (2007) highlights the importance of debriefing participants at the end of their interview, acknowledging how the subject matter of the interviews can leave interviewees feeling anxious. Therefore at the end of each interview an opportunity was given to each participant to ask questions or discuss anything further (see interview schedules, appendices 3, 4 & 5). Once all the data were collected, each family was sent a debriefing sheet (appendix 10). This explained what would happen to the information they shared, informed them of the last date they could withdraw their data from the study, and provided contact details for the researcher and for Parents in Partnership, in case they had any questions about the research, or about their child's needs and education.

All the interviews were conducted in the school setting. The school's SENCOs were always available while the interviews were being conducted. There was therefore always someone present in the school that was known to the participants should they want to discuss anything further with someone they were more familiar with, and who knew more about that particular young person's education than the researcher. However, a situation did not appear to arise where that was required.

Chapter 4: Findings

4.1 Introduction

This chapter details the qualitative and quantitative analysis results of the research. The qualitative method was dominant, as it addressed the first, and main, research question. Interviews with parents and young people were analysed separately and presented in separate sections. A data-driven thematic analysis was conducted on both sets of interview data to match the broad and exploratory nature of the first and main research question: 'What are the views of young people with special educational needs and their parents/carers on person centred reviews?', and the second research question: 'Do the young people and their parents/carers feel they are listened to?'. Themes identified in the data can also be matched with the third more focused research question: 'Does the process impact on the young person's locus of control, their feelings of motivation and positivity towards school?'.

The quantitative data is presented in the second part of this chapter, through descriptive statistics. This analysis addresses the third research question: 'Does the process impact on the young person's locus of control, their feelings of motivation and positivity towards school?'. This data was gathered through pre and post measures. 'The Locus of Control Scale for Children' (Nowicki & Strickland, 1973) was used to obtain a score for locus of control (LOC) before and after the PCR. Scaling questions were also embedded in the interviews. Before and after the review, participants were asked to rate on a scale of 0-10, to indicate their feelings of control, motivation and positivity towards school. These findings might be considered to give an indication of whether these feelings had changed as a result of the PCR process.

4.2 Thematic Analysis

A thematic analysis was conducted for both interview data sets (the parents, and the young people). A six-stage process was followed, as outlined by Braun and Clarke (2006). In phase 1 (familiarising yourself with your data) the interviews were transcribed by the researcher and re-read a number of times. In this phase, key quotes were highlighted and initial ideas were noted about

possible themes that appeared to run through the data set. In phase 2 (generating initial codes) the researcher read through the whole data set, coding data extracts which related to the three research questions. The following section of a parent transcript will be used here as an example to demonstrate the process. The highlighted sections are data extracts which were coded. The name of the code given to each data extract is written in bold in brackets.

M: So that was that was very good really but at least with everybody being there it brought certain points forward that perhaps I wouldn't have thought to ask or my husband

J: Yeah

M: or LST wouldn't have thought perhaps we needed to know or we wouldn't wanted to ask a question of. So I think from that respect it

J: yeah

M: it did work really

(P13. Questions/ topics were raised that others wouldn't have thought of.)

J: thorough

M: yeah very thorough

(P16. Meeting was thorough/ detailed.)

J: yeah ok. What what do you think made it so thorough was it coz you had that time to just write things yourselves.

M: yeah and I think that the lady who was sort of sort of taking the meeting really that she had done this before and she perhaps from experience knew what needed to be addressed first (P1.74-86)

(P17. Facilitator knew which issues should be addressed first.)

An example of a transcript for one parent interview can be found in appendix 10. The rest of the coded transcripts can be found in appendix 20.

The coding of one parent interview was initially completed and checked by two Educational Psychologists (EPs), who are both academic personal tutors on the Professional Doctorate Training. Advice was taken and the researcher then coded the rest of the parent interviews. These codes were checked by another Trainee Educational Psychologist (TEP), and also by an education professional who does not work in the field of psychology.

The feedback received suggested that the language used in the codes could more accurately reflect the data extracts. The second coders also suggested that similar codes could be merged. The researcher reflected on this advice and on her own coding methods, and adjusted the codes by changing some of the language used and merging some codes that were similar. In this phase, 277 codes were generated, and data extracts and their location were recorded as in table 3.

Please see appendices 13 and 14 for a full list of the codes. The full list of codes with the related data extracts and their locations can be found in appendix 21.

Phase 3 (searching for themes) involved the researcher re-reading the codes and organising them into themes to represent the broad meanings running through the data set. A visual strategy was used, whereby the codes (with their related data extracts) were printed out on paper and arranged into groups representing overarching themes. Notes were made where a code was organised in more than one theme.

In phase 4 (reviewing the themes) the researcher checked the themes identified against the coded data extracts to ensure the meanings in the data were represented accurately. Each theme was then more carefully analysed, and sub-themes were identified to describe the meanings in the data more specifically (This was phase 5- defining and naming themes). Code 16, Meeting was thorough/detailed, was organised into Theme 6: Information was shared in the review, Subtheme 6a: Parents found the PCR informative. Code 17 was organised into Theme 2: The organised nature of the review was containing, Subtheme 2a. Facilitator played a role in organisation of the meeting. This code was also organised into Theme 3: The role of the facilitator, subtheme 3c.

Facilitator influenced what was discussed. A full list of the codes, organised by theme and subtheme, can be found in appendices 15 and 16.

Table 3

Example of Coding

Code	Data Extract	Location (Interview.line numbers)
P13. Questions/ topics were raised that others wouldn't have thought of.)	<p><i>M: So that was that was very good really but at least with everybody being there it brought certain points forward that perhaps I wouldn't have thought to ask or my husband</i></p> <p><i>J: Yeah</i></p> <p><i>M: or LST wouldn't have thought perhaps we needed to know or we wouldn't wanted to ask a question of. So I think from that respect it</i></p> <p><i>J: yeah</i></p> <p><i>M: it did work really</i></p>	P1.74-80
P16. Meeting was thorough/ detailed.	<p><i>J: thorough</i></p> <p><i>M: yeah very thorough</i></p>	P1.81-82
P17. Facilitator knew which issues should be addressed first.	<p><i>the lady who was sort of sort of taking the meeting really that she had done this before and she perhaps from experience knew what needed to be addressed first</i></p>	P1.85-86

The themes are described in this chapter with data extracts carefully chosen to illustrate the rich and compelling views of the participants (phase 6, producing the report).

4.3 Analysis of parent interviews

In this analysis the whole data set was analysed, guided by the broad, exploratory, main research question, and the three sub-questions. Transcription and re-reading of the interview data gave the researcher an indication of the relative richness of the parent interviews. More time and focus was therefore paid to this data set to ensure the analysis and findings remained representative of the views shared by the participants.

The themes identified by the researcher are set out below. Appendix 17 provides a visual representation of the themes and subthemes developed. A description of each subtheme is also given below, alongside quotes from transcripts to illustrate the views of the participants.

4.3.1 Theme P1: The PCR was an emotional process.

P1a. Parent and child felt apprehensive before and at the start of the meeting.

A number of the parents commented on their feelings of nervousness and apprehension, both before, and at the start of, the meeting: *“a bit apprehensive really just thinking ‘what are they going to be talking about in the meeting?’ erm ‘what things are going to sort of say?’”* (P9.352-354). This may relate to their lack of knowledge of the process and its efficacy. A lack of preparation for the PCR seemed to be a particular cause of discomfort (see Subtheme P3d).

P1b. The process was reassuring for the parents and children.

Parents mentioned feeling less nervous and more confident as the meeting went on. They liked hearing the information shared and the planning that happened during the meeting. They were reassured by the facilitator, shown the care and support that was in place for their child, and enjoyed the focus on positive aspects.

...it gave me a lot more confidence a HELL of a lot more confidence in the fact that they really do understand how important this is....yeah no it's given me a lot of confidence (P6.75-78)

P1c. The meeting felt relaxed and informal.

Parents mentioned the informal and relaxed feeling of the PCR, in contrast with previous reviews which had felt mechanical. They seemed to feel this approach helped to put them and their child at ease. They also commented on the child-friendly nature of this style of meeting.

M: um [p] no I did like it, like I said I thought it was very relaxed and I think S felt relaxed...and it was sort of kept as informal as you could keep it and I think when you're dealing with a child that's the best way to be (P13.45-48)

This relaxed and informal style seemed to contribute to the reassurance they experienced (see Subtheme P1b).

P1d. Aspects of the process were daunting.

Parents talked about aspects of the PCR which were daunting both for themselves and the young people: *"anytime he was the spotlight was put on him I could see him sort of cowering into his seat and not wanting to be that centre of attention"* (P1.253-254). They explained how in particular, writing and speaking in front of others had caused them, and their children some discomfort.

I used 'of' instead of 'if' do know what I mean....I thought 'oh no' I felt embarrassed do you know what I mean.....[you're looking] at your spelling mistakes and that's how you feel do know what I mean (P11.329-335)

P1e. Transition is an emotional process.

As 14 of the 16 parents had children in year six, transition was a topic that was frequently discussed. They expressed their concerns around their child transferring to a new setting, in particular bullying in secondary school and the support their child would receive: *"um obviously just probably my fears and*

worries for my son that I had and you know what I was worried about with the transition to the senior school” (P13.68-69).

All parents interviewed had children with special educational needs who were given extra support in school. It could be expected, therefore, that parents were anxious that adequate support would be allocated to the child in the new setting.

Parents shared sadness that their relationship with the school was ending. The parent quoted below has a child with a long-term medical illness. It seemed that her relationships within the school had been a source of emotional and practical support.

I felt quite emotional especially as everybody was saying ‘oh we’ll be sorry when he’s gone’ [heh heh]. It was a bit emotional....That’s made um with S’s illness everything’s difficult so the fact that when you come to school and things are as easy as they possibly can be because of the support from from people on the front desk, class teacher, TA, everybody is so helpful you never feel like a nuisance again, you’re never made to feel like that which is very very good (P1.490-497)

4.3.2 Theme P2: The role of the facilitator.

This theme represents the discussion in the interviews about the role of the facilitator and their influence on the meeting.

P2a: Chaired the meeting.

Parents commented on the facilitator’s efforts to lead the meeting, guiding the attendees through the stages of the process, keeping time and keeping discussions focused: “*she sort of lead everybody through sort of step by step through the meeting really*” (P1.37). This seemed to enable lots of topics and issues to be covered in a short, manageable meeting (see Subtheme 4a).

P2b: Was a reassuring influence.

The facilitator was also described as having a calming, reassuring influence on the meeting. Some parents directly commented on the facilitator being calming:

“the facilitator she put everybody at ease” (P9.83). Others gave the impression of gaining reassurance through her organisation and containment of the meeting. This seemed to contribute to the reassurance parents experienced through the process (see subtheme P1b).

P2c: Facilitator influenced what was discussed.

Parents commented on the facilitator’s role in directing the meeting, ensuring discussions stayed focused on the child and on the most important topics: *“um she was just there to make sure that um we all sort of talked about S”* (P15.174). They commented on her experience and knowledge of what should be prioritised for discussion: *“the lady who was sort of sort of taking the meeting really that she had done this before and she perhaps from experience knew what needed to be addressed first”* (P1.85-86). Again, this seemed to result in the meeting feeling contained, and links to theme 3, ‘The organised nature of the review was containing’.

P2d: Facilitator’s neutral position allowed them to ask difficult questions.

Some parents mentioned the difficult questions the facilitator posed to the professionals at the meeting. It seemed that the facilitator’s neutral position allowed them to hold professionals to account by asking difficult questions about the support to be arranged for the child. This seemed to be information the parents were keen to hear. The parent below comments on her reluctance to pressurise the secondary school staff in that way, as she was aware of her ongoing future relationship with them. She expressed her relief that the facilitator adopted that role on her behalf.

...maybe put her on the spot and go away and not worry whereas I'd be a little bit like kind of because obviously S is going to that school and I'm going to be seeing this woman I'd probably be not wanting to do that [heh heh]...I was quite relieved that she was asking questions that maybe I would have felt a little bit uncomfortable sort of- she sort of definitely had a good sort of pick and er I was kind of cringing at some points (P16.317-324)

4.3.3 Theme P3: The organised nature of the review was containing.

Parents seemed to appreciate how organised the meeting felt: *"I was a bit stunned... about how organised it was and how precise"* (P6.70-72). Parents mentioned the anxiety they experienced around transition and the meeting itself (see theme P1). The organisation of the meeting may have played a role in containing these feelings.

P3a: Facilitator played a role in the organisation of the meeting.

Parents discussed the role the facilitator played in ensuring the meeting was organised and focused. They seemed to appreciate the facilitator clarifying expectations for the meeting and keeping discussions focused: *"the facilitator she stood up at the front of the meeting and explained to everybody... what was going to happen and what everybody was expected of them"* (P1.33-35).

P3b: Points for discussion were covered efficiently.

Comments were made about the large amount of information that was covered in the meeting (see theme P4a). The process of writing down contributions seemed to be an efficient method of sharing views, as all attendees were able to contribute simultaneously. This seemed to save time and allowed the main points to be drawn from the sheets and prioritised for discussion.

I think that was a good idea because everyone gets to have their say and it's an easier method of everyone listening to everyone and somebody talking and then you're just, because after a while you don't want to listen and things like that it's an easier method of short snappy things (P10.92-96)

P3c: The meeting was well-structured.

Comments were made about the structured feel of the meeting, particularly compared to reviews the parents had experienced in the past.

um there not being a great deal of structure to previous meetings we've gone through S's um IEP.....um gone through different things that we think um he's done well since the last meeting.....things we think he should try to work harder on

J: this meeting was more structured.

M: yes (P1.168-174)

However, there were also comments made that suggested the meeting ended abruptly, and was perhaps too short, which seemed to unsettle parents: *“it did sort of wrap up suddenly and what have you but I think that’s probably because of the amount of time that was input in all of the discussions anyway”* (P7.593-595).

P3d: Preparation for the review is important.

Parents talked about feeling surprised by the review as the style and format is very different from reviews they had previously experienced. They didn’t seem to have been well briefed on the PCR process. Although they generally seemed happy with the PCR, it seemed that it would have been useful for parents to have had some preparation. Preparation may have helped to ensure they were not disconcerted by the style of the review, which was different from those they might have previously experienced (as mentioned in theme P1). It may have also given parents the chance to prepare a list of points they wanted to cover.

um, I wasn't expecting that at all.... I felt very um, disorganised and like I hadn't planned any, you know. It probably would have been helpful if they'd have said you know maybe, how how- what would happen because I guess I could have organised-but I guess that's down to me actually. I should have organised myself a bit better but I just did not think it would be anything like that (P6.80-85)

4.3.4 Theme P4: Information was shared in the review.

P4a: Parents found the PCR informative.

Comments indicated that detailed information about their child’s progress was shared in the review, compared to meetings they had previously experienced. Some parents suggested they learned something new about their children:

well like he says it was just so thorough.... you only get minimal detail of what he’s doing, like how well he’s doing, compared to what was wrote in there, how much more detailed it is (P12.38-41)

P4b: Information was shared clearly.

Many commented on the clarity of the information shared. This parent felt that sharing information in written form provided more clarity than a general discussion would have achieved. This parent might feel that she had been able to put her points across more clearly in writing, possibly due to the extra time that affords as opposed to speaking in a meeting, which might put a person under pressure.

I think that was it, to physically see it it gave you things think about...

I don't know, focus on and it just- by writing it down instead of just talking about it, it made things clearer (P6.65-68)

P4c: Information was shared openly and honestly.

Some parents said the PCR felt transparent; they felt that everyone in the meeting contributed openly and honestly. Writing points down seemed to help parents feel that professionals were open and honest, as their views were placed on the wall for everyone to see. It is often the case that professionals write in private notepads during meetings. It could therefore be expected that the PCR felt much more transparent as these notes were recorded openly. The following mother seems to find it reassuring to see the teacher's thoughts and discover that they corresponded with her own ideas about the child.

and to see, you were seeing people writing things down so you could actually see what people were thinking, like his teacher was writing things down and you think actually yeah you do know. I know he, he understands him very well but to physically see it (P6.61-63)

This mother also felt that writing fostered honesty in the meeting. She seemed to suggest that when speaking under pressure in a meeting it is more difficult to share thoughts honestly. However, writing thoughts on paper may allow more time to phrase something carefully. Writing comments down in the PCR may also provide some distance and anonymity to allow a person to share difficult views honestly.

I thought it being up actually on the flipcharts was a good, it gave people the chance to say what they really wanted to say whereas

sometimes opening your mouth in front of people looking at you....maybe you sort of feel sometimes if like things are maybe a little bit off the ticket or, not inappropriate but you know what I mean.....

J: so you don't feel as as sort of worried about what you're saying because you're writing it down

M: no because you're writing it down (P7.307-316)

P4d: Child gained information at the review which was beneficial.

Parents generally seemed to like the fact that their children, particularly those who were transferring to a new school, had the opportunity to ask questions. The child was given the opportunity in the PCR to hear about what would be happening, and the support they would receive, directly from professionals, rather than second-hand, via parents. Parents felt this ensured the child fully believed in, understood, and was reassured by, what was going to be happening.

oh I think that's important that he's there as well because it's for him it's no good us telling him at least he can hear it first-hand rather than me, him thinking I'm making it sound nicer than it is (P2.90-94)

P4e: New school were given a rich picture of the child, which was seen as important.

Parents seemed to suggest that discussion in the PCR encouraged a more holistic focus on the child, which gave the secondary school SENCo a richer insight into the child's interests and achievements out of school, as well as their learning profile.

J: okay, so in that review you were kind of giving the SENCo from the secondary school um a better picture of

M: more of an insight into S as a whole rather than just the work side of it (P5.48-50)

This mother shared that her daughter's needs cannot be easily classified. She explained the importance that the new school has an understanding of her daughter, so that they know how to respond to her and support her.

with S and her health and her needs it IS hard because you can't go to the library and get a book about S. If she was labelled dyslexic, down syndrome or whatever yes you can read up on it and know what to do and know how to act you know when the kids lazy and when they can't be bothered to know what, unfortunately it is hard with S because sometimes yeah you think 'is it lazy path or is there problems'. It's what path to take

J: yeah. So you need to know S

M: yeah it's the understanding sometimes and not just assume 'oh she's lazy, she can't be bothered' (P11.111-118)

4.3.5 Theme P5: Outcomes of the PCR.

P5a: PCR was constructive.

There were many data extracts which indicated that parents were pleased with the outcomes of the meeting. Parents talked a lot about actions that had been agreed and support that would be put in place for their child, emphasising in particular that a lot of outcomes were agreed in the PCR: *"...and made an action plan at the same time so I think that's- a massive action plan it was the whole sheet....yeah she was squeezing things in at the end"* (P16.37-40).

P5b. Parents feel reassured the outcomes agreed will happen

Parents seemed to feel reassured by hearing what support would be put in place. They seemed to like seeing points written down, as it assured them that nothing would 'get lost'. One parent also enjoyed hearing professionals planning, as it seemed to convince him that agreed actions would be carried through.

there were three or four good points I felt when I came out of there that any actions that were gonna be done, would be carried through....because one teacher was saying to the other one 'right you

that's gotta be actioned in how long, when's the school finishing, right two weeks, so we can get something done in the last two weeks of their school (P4.414-419)

4.3.6 Theme P6: The process was collaborative.

Information shared by the parents indicated they found the PCR to be a collaborative process. They commented on the benefits of bringing people with lots of different perspectives together to discuss and contribute equally to the review, as well as on the relationships that facilitate the process.

that's good to have some have some questions in front of you and to get answers maybe you know I think 'ah I never thought of that' you know so we are all sharing our own- all sharing our opinions each other's opinions because other people see it from different sides. People can see S from different sides because I don't know what he's like in school because he's away from me. I only get what he's like a home (P5.266-270)

P6a: It is useful to have lots of different perspectives together at the meeting.

Parents mentioned the benefits of having a number of attendees at the meeting in contrast to previous meetings. It seemed to be reassuring for parents to bring everyone that has been involved with their child together in one room. It may also be beneficial for the child to ensure information is shared between these various professionals. Parents described the benefits of having information shared from different perspectives. They seemed to feel that a broad range of attendees ensured more issues were raised that would not otherwise have been considered.

I think because everybody was writing down on the paper, it wasn't just maybe from mum's point of view or one of the teacher's point of view. We was actually writing things down. Or maybe questions that another person has thought of that I wouldn't think of so I think it was such a broad range of erm people asking questions and putting information down (P16.27-30)

Parents also commented that seeing points written on paper prompted further ideas for contributions from other people: *“BUT you could see what other people had put and sometimes it would jog things that you perhaps wanted to say and put down”* (P13.17-18). This suggests that the whole was more than the sum of its parts: the collaboration between the individuals at the meeting generated ideas for discussion.

P6b: Parents felt involved and equal to professionals in the meeting.

Parents suggested that they felt they were treated as equal to professionals and given equal opportunity for input as others at the meeting *“I thought it was good because everyone was there....and listening to what everyone had to say”* (P11.54-56). This may have been facilitated by the process of everyone writing on the sheets at the same time and in the same manner. The facilitator may also have played a role ensuring everyone in the meeting had equal opportunities to contribute.

we was all treated the same really....we could all write things down you wanted and asked questions so everyone was treated the same there was no difference because you're that person, you're that person (P11.87-90)

Despite this, some parents indicated feelings of inadequacy relating to their own literacy skills. The following parent mentioned their relative lack of experience of writing in comparison to the professionals and described the embarrassment this caused her when writing in the meeting: *“obviously the teachers it comes across easier to them doesn't it writing on- writing them down and. They write neater and better than you and you think 'oh'”* (P11.328-329).

P6c: Relationships are important in the process.

Parents discussed their relationships with professionals. They mentioned their desire for a strong relationship and effective communication, and acknowledged how their relationships facilitated the PCR process. It seems that relationships with school staff are important to parents, and they understand how this can facilitate communication, and ultimately support, for their child: *“to be honest I've got such a good relationship erm with every member of staff that the*

meetings just flow and I've got nothing to hide so we just talk about everything” (P5.305-306).

P6d: Shared understanding and agreement.

Parents also talked about shared understanding in the reviews. They commented on their realisation in the PCR that other professionals have a good understanding of their child. This seemed to be reassuring. They also felt that agreement in the meeting emphasised points or issues raised: *“seeing other people ticking things that someone else had written sort of enforces what's being said doesn't it” (P7.304-305).*

4.3.7 Theme P7: How the child-centredness of the PCR impacted on the young person.

P7a: Child-friendly aspects of the PCR supported child's engagement.

Many parents commented on aspects of the PCR that were well-suited to ensuring children could be included. This parent, amongst others, mentioned that their child benefitted from having the chance to contribute on paper, feeling that their child found it daunting to speak in front of a number of adults.

so but yeah I think that is a difficult one really because she didn't really want to speak up....but like again that's when writing on the boards come in handy because obviously TA went round to her and she managed to come up with a few things that you know and then it was obviously then relayed (P16.281-285)

In contrast, some data extracts indicate that parents felt their child found the meeting difficult to access. They commented that their child did not understand some of what was discussed. It seemed that the process of writing was active and engaging for the children, but in the general discussion that followed, the children lost focus. Perhaps towards the end of the meeting the adult's focus on keeping the language child-friendly decreased as they became pre-occupied with covering and resolving the important issues quickly and efficiently.

J: do you think he understood everything that was going on in the meeting? Was he engaged?

M: I think a some of it

F: I think he got bored after a while, it yeah. Once we sat down and was listening to individual people. When there was a lot of people talking he got, do you know what I mean

J: yes sure

*F: once they was actually focusing and talking to him he was alright
(P8.165-170)*

P7b: The meeting was child-focused.

Many comments indicated the PCR was focused on the child's views and issues, ensuring they were prioritised and adequately addressed and the discussions stayed focused on them: "very pupil-centred, definitely the right word. Focusing on what makes S happy and what what he's his he could see the problems could be" (P6.8-9).

P7c: The review provided an important opportunity for the child to share their views.

The PCR seemed to provide adequate opportunities for the young people to share information about themselves, share their views on their progress, what they find supportive, and any concerns they had. The following parent explained her feelings on the importance of asking children their views on transition, as it is in fact they who are at the centre of the process. She seemed grateful that this was done, and surprised, as if it had not happened before.

then she said 'we'll bring S in' and then it was more like you know you kind if you weren't there- then S it was like he was the main- which he would be- the main focus of attention of how it's going to be better view on how you feel and it's just like 'wow, blimey!' For once someone is actually just ASKING him really you know.... asking HIM because it is, it's him that's going to be going through it all (P6.44-49)

P7d: Involving the child in the review will impact positively on them.

Parents discussed whether the child might be personally affected by being included in this meeting. A focus within this subtheme was on the positive

feedback from everyone in the meeting, and how this might impact positively on the young person's confidence and self esteem.

I think the reviews have really made him, boosted his confidence, boosted his morale, it's just gives him you know because he, we boost him when he's in there so he must come out and he's walking tall (P5.400-402)

This mother remarked on how the very process of contributing to the PCR meeting alongside a group of professionals might impact positively on the young person's confidence.

I think the meeting actually helped him I think um give, he had quite a bit of confidence going up and writing on them boards so erm that probably helped him obviously he's going to have to be doing things like that in senior school in front of strangers because there will be strangers up there there won't be you know people that he knows so (P9.276-279)

4.3.8 Summary of Parent Themes

It seems that transition is an emotional and anxiety-provoking time for parents of young people with special educational needs. Parents often went into the PCR feeling apprehensive and nervous. It seems that the nature of the PCR process was reassuring, and to some extent contained this anxiety. The facilitator was described as calming and organised. The structure and organisation of the meeting seemed to allow for lots of issues to be covered and lots of information to be shared. Parents seemed to find that the writing process facilitated clarity, transparency and honesty. They felt a rich picture of the child was developed and parents felt confident that the large number of agreed actions would be put in place. It seems that the equal collaboration between a number of different perspectives in the meeting allowed for a constructive process. Parents appeared to feel empowered; they felt equal to professionals and reassured that the schools would be held to account. Parents seemed impressed by the child-centredness of the PCR; they liked the fact that their child had the chance to contribute, and felt this would impact positively on them.

It is useful to note that parents seemed to feel unprepared for the PCR. Planning and preparation might be important for the organisation of the meeting and for containment of parents' anxieties. Parents also commented on aspects of the meeting that they felt failed to ensure the child remained included and engaged.

4.4 Analysis of Young People's interviews

The results of the thematic analysis of the young people's interviews are presented in this section. The same process was followed as with the parent interviews, which is outlined at the beginning of this chapter. The children's interviews were found to be more focused on factual information about PCR process than the parent interviews. The researcher coded the data to address the research questions, and therefore coded extracts which demonstrated the child's views and opinions on PCRs, rather than their accounts of the process.

The themes identified in this analysis address the first and second research questions: 'What are the views of young people with special educational needs and their parents/carers on person centred reviews?', and: 'Do the young people and their parents/carers feel they are listened to?'

Appendix 18 provides a visual account of the themes and subthemes developed. Each theme and subtheme is described below with example quotes from the transcripts.

4.4.1 Theme YP1: Young people liked gaining information through the PCR.

YP1a: Young person liked hearing about secondary school.

Lots of the young people moving on to secondary school seemed to feel both excited and nervous about their transition. Both before and after their PCR, the young people commented on hearing about secondary school. Before the PCR, they talked about wanting to gain information in the PCR. In the post interviews, they seemed to have enjoyed hearing about the secondary school and the support they will receive there. Having this information may have been both reassuring and exciting for them.

J: What helped you to feel comfortable?

S: because I knew how what, like just get getting a little bit more information about what the school will be like (YP13.post.74-76)

YP 1b: Young person liked hearing about support.

In the interviews, a number of young people explained what the secondary school were planning to do to support them. This particular young person shared that he had experienced bullying in his primary school. He was therefore hoping to be reassured by staff from the secondary school about the support that he would be offered if this was an issue following transition.

J: ... and what you do you hope you'll talk about?

S: how they are how they like will help me if something goes wrong or something....like if I'm getting bullied or something (YP6.pre.8-11)

4.4.2 Theme YP 2: Young people liked the opportunity for their voices to be heard.

YP 2a: Young people want to share their views.

The young people seemed keen to share information about themselves, difficulties they had experienced in school and their views on what would support them. The following young person had very clear views on what he needed in order to achieve in school, and was hopeful that he would be able to share these views in the PCR.

J: is there anything that you HOPE will happen at the review?

S: um something that will make my life at school a bit easier

J: mhmm yeah.... What would make your life of school a bit easier?

S: if I could see the whiteboard properly.....

J: yeah. Is there anything else you want to talk about at the review?

S: yes um, if I had some home work they could write down exactly what I needed to do on the piece of paper

J: mhmm okay and that would help you as well?

S: yeah

J: okay, so these are all things you want to, who do want to tell those things to? Who do want to say those things to?

S: um people in the meeting (YP14.pre.43-59)

YP 2b: Young people expect to share their views in the PCR.

Young people discussed their expectations of being asked questions about themselves and the progress they have made in school. It seems they were expecting to share their views in the PCR. This may be because they had been prepared for the process by their parents or the school staff. The school is usually required to support the child in completing a one page profile (OPP), which details what is important to the young person and what they believe supports them. Completing the OPP may also have given the child an idea of what to expect.

J: yeah? How do you think you'll be involved?

S: erm like erm 'S, like erm, do you think you've done well in school?' and I'm like 'yeah'. Erm and that and they'll probably be saying erm 'can you go and write on piece of paper how well, how well you think you've done and everything'....erm, I want to say a couple of things erm, I do well in school, I'm polite, helpful, help people and when everyone needs help with their work I'll be erm polite and say 'yes, I can help you if you want it' (YP12.pre.92-102)

YP2c: Young people felt their voice was heard in the PCR.

Young people indicated that they felt listened to in the PCR and were happy with the amount they contributed. This particular young person felt that writing her points down ensured they could not be ignored. This process helped her to feel that others had focused on and considered the points she made during the review. She may have felt that points she had made in previous meetings had been ignored. The PCR may therefore be an empowering process for young people who want their views to be taken into account.

erm at least people get to like take notice of you like instead of you saying, instead of you saying a point because some people can ignore you and that's not that's not right. So if they see what you wrote then at least they can think 'well this person's made a good point, why do you think they made that point?' So they can ask these questions in the minds and that way they'll be able to understand what you've said (YP3.post.26-30)

4.4.3 Theme YP 3: Child-friendliness of the review.

YP3a: The PCR can be a daunting process for a young person.

Many young people talked about feeling nervous and shy both before and during the PCR process. They particularly mentioned feeling nervous about speaking. This young person explained the pressure he felt talking about himself with a number of adults, comparing it to being interviewed by Piers Morgan.

well I I felt quite shy but most most things you wouldn't actually worry is the erm is like how how many people are in like the room it's like a quiz show like there's like more than like hundred and 50 people in the audience so it's like it's like saying like your life stories with erm Piers Morgan (YP5.post.71-73)

YP3b: Young-person was not well-prepared for the PCR.

Many of the young participants were not able to anticipate beforehand, what might happen in the review, or what it was for. The following quote indicates the possible importance of properly preparing the young person for what they describe as a daunting process.

about a five so you feel in the middle of happy and not happy? Yeah. What could- what could make you a six?

S: if I knew what would be going on....um maybe if I understood more of what they would say and what would happen, why I would be there (YP14.pre.65-72)

YP3c: Aspects of the PCR were not child-friendly.

A number of data extracts suggested some children experienced feelings of boredom in the review and did not always understand what was being discussed: *"I didn't really know what they were talking about"* (YP1.post.44). It may be the case that at certain points of the process, the adults were not using sufficiently child-friendly language and the young person became excluded from discussions, leading to disengagement and boredom.

YP3d: The PCR was generally child-friendly.

A number of child-friendly aspects of the meeting were mentioned by young people. They particularly seemed to enjoy the process of moving around the room and writing on sheets. This young person liked the fact that the adults explained things in a way she understood.

I liked when, where they were taking- where they didn't do too much talking and the the um- oh I can't think now- where they were more in control like there was less talking like there was a bit of talking but not too much and there was- they didn't make the meeting boring or anything

J: so did you understand everything that was being talked about in the meeting?

S: um they made it clear so I understood it (YP16.post.172-177)

This young person comments positively on the informality of the environment and the possible effect this had on putting people at ease. This corroborates subtheme P4c from the parent interviews: The meeting felt relaxed and informal.

I thought it would be in like some staffroom or in here

J: okay....why do you think it was in a room like the music room?

S: to make it- to make it not- to make it not under like a load of pressure....I'd rather be in somewhere like the music room it was all just like sitting in a circle (YP7.post.39-44)

4.4.4 Theme YP 4: A positive experience for the young people.

YP4a: Generally positive about the PCR.

Generally, the young people seemed to be positive about their PCRs in the post-PCR interviews. The girl quoted below had begun to school-refuse shortly before the review was held, due to anxiety experienced following a bullying issue. She described her experience of the PCR very positively.

J: okay, okay so how did the review go?

S: perfect (YP16.post.1-2)

YP4b: PCR can be a reassuring process.

The young people seemed to expect to be reassured in the review, and they seemed to find it a reassuring process. This corroborates subtheme P4b from the parent interviews: The process was reassuring for the parents and children. The young people liked hearing positive feedback, and reassurance about the support they will receive in school. Through the PCR, this particular child seemed to realise the support they had around them. It seems that the young person would not have felt this reassurance had they not been included in the review to witness this first-hand.

J: did you like being there?

S: yeah, it was good....er I liked about everyone that, they were all caring for me (YP6.post.19-22)

YP4c: Young person felt important.

The young people felt the PCR was all about them. They were made to feel important. They felt listened to and involved. This may link with the parents' views that the meeting was child-focused (subtheme P7b), and that the PCR provided an opportunity for the child to share their views (subtheme P7c).

being able to address my opinions and views on certain, on different things being discussed in the review.... yes I feel I was involved. Actually I was quite involved because some of the stuff I would, kind of like applied to me the most because I was like the most important

person to be at the meeting because it was all about me so I got to address my points and opinions and things (YP3.post.79-84)

4.4.5 Summary of Young People's Themes

The young participants were generally positive about the PCR. They felt important in the meeting and found it reassuring. They particularly mentioned information gained about their future secondary school and the support they would receive there. The young people enjoyed contributing, and felt their voices were heard. They mentioned aspects of the review that allowed their inclusion.

However, many young people found it a daunting process, and some did not appear to be well-prepared for their PCR. Sometimes the child-friendliness of the review was not maintained throughout the meeting, and some young people described not understanding what was being discussed, which may have led to their feelings of boredom.

4.5 Impact of the PCR on the Young Person

In this section, findings from the LOC measure are presented, indicating whether there was a change in scores following the PCR. Responses to the scaling questions are presented. These indicate whether the young people felt listened to, and whether their feelings of positivity towards school, control, and motivation changed following the PCR. Finally, further quotes from the transcripts are used to indicate whether the young participants' knowledge of their learning targets changed following the PCR.

4.5.1 Locus of Control Scale Scores

The LOC scale was completed by the young participants approximately one week before their PCR, and again approximately one week after. The scale measured the extent to which the young people felt they had control over what happened in their lives. Scores from the scale are detailed below. The scale (appendix 6) included 40 questions to which the young person was asked to respond with 'yes' or 'no'. An item was scored one point if the young person's answer indicated an external LOC. For example, if the young person answered 'yes' to the following question: 'Do you believe that most problems will solve

themselves if you just leave them', they would be given a score. This suggests the young person is more likely to believe that events in their life are attributable to external causes, such as luck, than to their own actions.

Table 4

Locus of Control Scale Scores

Participant	Pre-PCR score	Post-PCR score	Change in Score
1	16.5	10	-6.5
2	10	8	-2
3	10.5	11	+0.5
4	19	16	-3
5	15	19	+4
6	21	24	+3
7	14.5	12	-2.5
8	15	21	+6
9	14.5	17	+2.5
10	18	17	-1
11	18	17.5	-0.5
12	23	24	+1
13	19.5	15.5	-4
14	29	26.5	-2.5
15	17.5	19	+1.5
16	20	19.5	-0.5
Mean	17.6	17.3	-0.3

Answers received no points if they indicated an internal LOC, suggesting they are more likely to believe that they are in control of events in their lives. For example, if a young person answered 'yes' to the following question: 'Do you believe you can stop yourself from catching a cold?' they were scored no points. 40 was the maximum score a young person could obtain. A high score indicated an external LOC, a low score indicated an internal LOC. Half points were given when a child could not understand the question, or felt unable to choose either a 'yes' or a 'no'. Table 4 details the young people's LOC scale scores from

before and after the PCR. The last column indicates the value and direction of the change in score. The mean averages of the pre-PCR and the post-PCR scores, and the change between these two values, are displayed at the bottom of the table.

These scores show that nine of 16 young people's scores were lower after review, indicating a more internal LOC. Seven of 16 young people's scores were higher, indicating a more external LOC. The mean pre-PCR score was found to be 17.6 and mean post-PCR score, 17.3, indicating a change of -0.3 between the two means. As these two scores are so similar, and the change is so minimal, it could not be suggested from this data that the PCR process impacts on a young person's LOC.

4.5.2 Scaling questions

Table 5 displays the young people's responses to scaling question 10 in the post-PCR interview, appendix 4: 'On a scale of 0-10, how much did you feel listened to?' (10 indicated 'very much' and 0 indicated 'not at all'). Responses to the pre-and post-PCR scaling questions related to control, positivity and motivation are also detailed. Again, '10' indicates greater feelings of positivity, control and motivation, '0' indicates a lower rating. Means from the whole group are included, alongside the change in scores.

Table 5

Scaling Questions Responses and Means

Scaling Question	Child	Pre-PCR score	Post-PCR score	Change
Feels Listened to	1	-	9	-
	2	-	5	-
	3	-	6.5	-
	4	-	10	-
	5	-	10	-
	6	-	6	-
	7	-	10	-
	8	-	10	-

	9	-	8	-
	10	-	10	-
	11	-	5	-
	12	-	10	-
	13	-	9	-
	14	-	10	-
	15	-	10	-
	16	-	10	-
Mean	-	-	8.7	-
Positivity	1	7	8.5	+1.5
	2	7.5	8	+0.5
	3	6.5	8	+1.5
	4	0	10	+10
	5	10	8	-2
	6	6	5	-1
	7	9	10	+1
	8	9.5	10	+0.5
	9	9	4	-5
	10	10	10	0
	11	5	0	-5
	12	10	10	0
	13	7.5	9	+1.5
	14	2.5	2.5	0
	15	8	10	+2
	16	7	10	+3
Mean	-	7.2	7.7	+0.5
Control	1	3	4.5	+1.5
	2	6	7	+1
	3	5	6.5	+1.5
	4	10	0	-10
	5	7.5	1	-6.5

	6	3	2	-1
	7	7.5	7.5	0
	8	3	3	0
	9	5	5	0
	10	10	0	-10
	11	0	0	0
	12	5	5	0
	13	5	6	+1
	14	2.5	3	+0.5
	15	4	5	+1
	16	5	10	+5
Mean	-	5.6	4.1	-1.5
Motivation	1	8	7.5	-0.5
	2	9	8	-1
	3	6.5	7	+0.5
	4	10	10	0
	5	10	9	-1
	6	9	7	-2
	7	9.75	9.875	+0.125
	8	10	10	0
	9	6	8.5	-2.5
	10	10	10	0
	11	5	5	0
	12	10	10	0
	13	7.5	9	+1.5
	14	6.5	9	+2.5
	15	9	9	0
	16	10	10	0
Mean	-	8.5	8.7	+0.2

Did the young people feel listened to?

Nine of the 16 young people rated a 10/10, suggesting they felt they were listened to. The mean score for this scaling question was 8.7. It can therefore

be assumed that young people generally felt they were listened to in their PCR. This is matched by the thematic analysis, in which the following theme was identified in the children's interviews: 'Young people felt their voice was heard in the PCR' (subtheme YP2c).

J: And did you feel that the adults listen to you?

S: yes they did listen to me

J: yeah?

S: yeah because my parents, SENCO, PT, Connexions, and EP so they so they listened to me, listened to what I had to say like they never ignored ME they just, they just listened to me and tried to understand what I was trying to say (3.post.85-90)

Do the young people's ratings indicate increased positivity towards their education following the PCR?

Nine of the 16 participants rated higher levels of positivity following their PCR. Four rated lower on the scale. The mean of the pre-PCR scores rose from 7.2 to 7.7 after the PCR, showing a difference of +0.5 between the two means. It is interesting to note that the majority of the young participants rated higher scores of positivity following their PCR. Again, this corroborates the parents' views that 'Involving the child in the review will impact positively on them' (subtheme 7d). Some young people talked about the positive things that were shared about their progress, which may have impacted upon their feelings about school, as below: -

and my mum, my dad and some other people writ on all the other papers how I've improved through year 5 to year 6 (12.post.8-9)

However, further statistical evidence beyond the scope of this study is needed to assert reliably that the PCR impacts positively on children's attitudes towards school, particularly given the minimal change in the mean scores shown here following the PCR.

Do the young people's ratings indicate increased feelings of control relating to their education following the PCR?

For the control scaling question, seven young people chose a higher score on the scale following the PCR; four rated a lower score, and five rated the same score. There was a difference of -1.5 between the pre- and post- PCR scores. These results do not give a strong suggestion that the PCR impacts on a young person's feelings of control. This is in line with the results of the LOC scale.

Do the young people's ratings indicate increased motivation relating to their education following the PCR?

Four young people gave higher ratings of motivation following their PCR; four rated lower and seven rated the same. The difference between the two means indicates a change of +0.2 between the pre- and post- PCR rating. Again, these results do not suggest there was a significant change in the young people's feelings of motivation after their PCR.

Do the young people display more knowledge of their learning targets following the review?

Finally, a number of young participants were asked about their learning targets before and after the PCR, in order to explore whether their knowledge about their education was enhanced through being included in the review. Each child's responses in the pre- and post- PCR interviews are detailed in table 6.

Table 6

Young People's Knowledge of their Learning Targets

Participant	Pre-PCR response	Post-PCR response
1	S: Not really sure. S: Well I need to practice my times-tables.	S: um, to look at people when they're talking and don't be so shy.
2	S: Me in particular no, no.	S: no not really

3	<p>I do have level targets like things like erm like erm like like targets [inaudible] and targets like erm if you need any help, ask somebody like</p> <p>J: okay</p> <p>S:erm what else [inaudible] erm if you need any help ask somebody like things like be a bit more like open about like in terms like terms of reading books etcetera like have experience in reading different genres and things</p>	<p>like to ask like if I need any help, to ask for support if you need it</p>
4	<p>S: mm yeah I'm not sure</p>	<p>S: not sure</p>
5	<p>I think one is I have to use my punctuations and all of that properly and erm, make sure my sentences are right or wrong.</p>	<p>there is one- place- I can place fullstops, capital letters erm, speech marks in the right order</p>
7	<p>What do you, what do you mean like targets that, I don't think I have any targets no</p>	<p>S: not really</p>
8	<p>S: erm, I can't remember</p>	<p>S: erm, I um I did have a target but I don't know where it's gone</p>
9	<p>S: no</p>	<p>S: mm [shrugs]</p>
13	<p>S: one's about my maths...one's my literacy... and the other one's just concentrating I think</p>	<p>S: maths, literacy and I can't remember the other</p>

It is interesting to note that this data suggests very few young people are aware of what their learning targets are. Only one participant was able to name specifically all three of his targets. It is clear from this table that there is not a great deal of change in the young people's knowledge of their learning targets following the PCR, suggesting the young people do not necessarily learn anything new about their education in the meeting. However, it seems that learning targets were not discussed in the meeting. Had this study focused on another aspect of young people's knowledge of their learning, such as their strengths, a change in their knowledge might have been found.

4.5.3 Summary

The data collected from the young people suggest they generally felt they were listened to in the PCR. This is in line with findings from the qualitative analysis, which identified themes suggesting the young people felt their voice was heard. The quantitative data suggest there are minimal changes in young people's feelings of control and motivation following the PCR. There is slightly more of an indication that the PCR may impact on some young people's feelings of positivity about how things are going at school. The majority of the young participants rated higher scores after their PCR for this question. This may suggest that the PCR impacts positively on young people's self esteem, particularly in relation to their education. This corroborates the views of the parents, which suggested the PCR may impact positively on the young people's feelings of self esteem.

These findings have also highlighted the lack of knowledge young people have of their own learning targets. No change in this knowledge was apparent following the PCR, indicating the process did not necessarily teach the young people anything new about their learning.

4.6 Chapter Summary

In this chapter, the two methods used in the research were addressed separately, and the analyses explained in detail. Reference was made to how the two methods addressed the research questions, and the dominance of the qualitative data was explained.

The findings from two separate thematic analyses are presented, outlining the views of the parents and young people in themes and subthemes. The quantitative data were presented through descriptive statistics, and the relevance of these findings is discussed. These findings, and their implications, are further discussed in the next chapter.

Chapter 5: Discussion

5.1 Chapter Overview

This chapter will discuss in more depth the findings outlined in the Chapter 4, embedding these new ideas in the context of the previous research detailed in Chapter Two. The limitations of this study and the impact on the validity of the findings will be considered, alongside implications for future research. The author will then consider the relevance of these findings nationally, locally, and in relation to the profession of Educational Psychology prior to reflecting on the process of personal learning. Finally, there will be a summary to conclude what might be learned from the study.

5.2 Commentary on Findings

5.2.1 Research Question 1: What are the views of young people with special educational needs and their parents/carers on person centred reviews?

Transition is an emotional and daunting process

Fourteen of the sixteen families included in this study were preparing for the young person's transition to secondary school. The findings show that families can find this an emotional time (subtheme P1e). The relationship between the family and the current school is ending, and they are embarking on a move to a less familiar setting. Parents hoped that the new school would develop an understanding of their child, and arrange appropriate support to ensure they achieve.

Many parents seemed to feel initially daunted by the PCR meeting itself (subtheme P1d). They were apprehensive about the unfamiliar methods of PCP, and felt nervous about speaking and writing in front of others. This is interesting to note, given that previous literature has asserted that parents with a lower socio-economic status (SES) are less likely to be involved in their child's education (Desforges & Abouchar, 2003), and findings from a study which stated that the same is true for less educated parents (Fantuzzo et al. 2000). Schools will need to be aware of parent's level of education and possible

feelings of disempowerment when expecting them to engage in a meeting involving speaking and writing in front of others. Parents also seemed to feel some pressure that the PCR might present a single opportunity to raise and resolve issues and plan. Their anxieties appeared to be exacerbated by the lack of preparation for the meeting, as many had not known what to expect.

Similarly, parents felt the process was daunting for their children (subtheme P1a). The number of adults present in the meeting was intimidating for many young people, and some parents reported their child did not speak during the review. This was echoed by the young people, who talked about feeling nervous and shy before the meeting (Subtheme YP3a). Adult participants in a previous study also voiced concerns that PCP processes may place additional pressure on children (Hagner et al. 1996). Many young people did not appear to know what to expect from the review, and some were not aware that a meeting had been planned (subtheme YP3b). Hayes (2004) reports that the young participant in that study, for whom the review meeting was held, felt happy before the meeting because she knew what she was going to say. It therefore seems important that for young people to contribute to a meeting such as this, some preparatory work may need to be done to ensure they are informed and reassured about the process and can prepare their contributions.

The PCR contains anxieties and reassures parents and young people

Although many participants described feeling nervous and apprehensive before, and at the start of the review, they seemed to be reassured by the process and described feeling more relaxed towards the end of the meeting (subthemes P1b, YP4b). This reassurance appeared to be fostered by a number of factors, including the informal style of the meeting (subtheme P1c), generated by the environment and the skills of the facilitator. Some mentioned they were in a less formal environment for the meeting, with chairs arranged in a circle. The writing section was described as a fun process where spelling did not matter. These factors may have contributed to the informality of the PCR, reflecting Hayes' findings (2004) that adopting visual approaches in a review meeting may contribute to a fun, informal atmosphere.

Despite this informality, the PCR gave parents the impression of being structured (Theme P3). This seemed to be largely due to the skills of the

facilitator, who was described as in control and organised (subtheme P3a), whilst simultaneously acting as a reassuring influence in the meeting (subtheme P2b). The professional who facilitated the majority of the PCRs in the London Borough of Havering (LBH) is an extremely experienced and skilled practitioner. She has a wealth of experience in facilitating PCRs, and has perhaps developed a good understanding of parents' perspectives and the emotions experienced in the process. Participants seemed to be reassured by the wealth of transparent information that was shared in the PCR (theme P4) and the comprehensive action plan that was developed as a result (theme P5). They also enjoyed the shared agreement (subtheme P6d), which was made clear through the visual processes used in the meeting.

The involvement of young people in the meeting created opportunities for them to be directly reassured by professionals and school staff (subtheme YP4b). Young people liked having the opportunity to hear information about their future education (theme YP1), and parents seemed to appreciate not having to relay details that might not be as believable and reassuring second-hand (subtheme P4d).

Information is shared with clarity and transparency

It seems that the structure of the PCR, the chairing skills of the facilitator, and the strategy of asking everyone to write their views at the same time, ensures a wealth of open and honest information can be shared in one meeting (theme P4). This reflects the findings of Childre and Chambers (2005), who also concluded that parents found the PCP process provided clarity and in-depth, open communication. In the PCR, views and ideas are shared on large pieces of paper, to be viewed by all attendees, rather than in professionals' private notebooks. The organised nature of the PCR and the open written record of everything discussed seemed to ensure information and planning were shared with clarity. Again this might have played a role in promoting the feelings of reassurance that were experienced by parents and young people.

Both parents and young people mentioned the importance of the young person's opportunity to hear information in the review. Hayes (2004) argues that visual approaches provide a visually interesting cue for young people, facilitating their engagement and understanding in the meeting. The young

people's understanding of the information shared in the PCR may therefore have been facilitated by the visual approaches used.

The PCR is a constructive process

The organisation of the PCR, and the skills of the facilitator, seemed to ensure discussions in the PCR meetings remained focused on solutions. Therefore the attendees in the meetings were able to construct a comprehensive list of agreed actions, which parents generally seemed to believe would be acted upon (theme 5).

A large study with adult participants with learning disabilities focused on the outcomes for the participants following PCP processes (Robertson et al. 2005). It was found that a number of outcomes resulting in positive life experiences for the participants arose from the PCP processes, including community involvement, contact with friends, contact with family, and choice. Parent participants in the study by Miner and Baters (1997) also described PCP processes as being 'valuable' and leading to 'beneficial outcomes'.

The findings presented in this study are consistent with those of Childre and Chambers (2005), who investigated a person-centred meeting named the SCIEP (Student Centred Individualised Education Plan). They concluded that parents found the process facilitated purposeful discussions. Manifestations of positive psychology in PCR headings such as 'What is working?', and 'What do we like and admire about....' may encourage a solution-focused dialogue, leading to a wealth of outcomes through mobilising action (Seligman, 1991). Findings from the study by Hagner et al. (1996) suggest that the presence of the family in PCP meetings ensures the discussions remain positively focused. It could therefore be argued that the presence of the families in the PCR contributes to the focus on solutions, rather than problems. This links with the appreciation of the parents in this study that the PCR did not purely focus on the child's needs, but also explored their strengths and interests.

The PCR is a collaborative and empowering process for parents and children

Goepel's study (2009) highlighted how the stakeholders in a child's education can develop differing perspectives and understanding about a child's needs, which can lead to confusion around their targets and support. This emphasises

the importance of partnership and shared understanding between parents, students, the school, and other professionals. The PCR process seems to ensure families are privy to honest and transparent information about the young person's progress in school and plans for the future, which leads to shared understanding and agreement (subtheme P6d). Parents liked to have different perspectives at the meeting and felt that the visual process aided the production of ideas.

The role and contributions of parents and young people in the meeting seemed to be similar to others in the meeting (subtheme P6b), and they were made to feel like equal partners in the process with the opportunity to negotiate outcomes with professionals. This approach to conducting a review meeting appears to address the power structures highlighted by Sykes (2001), ensuring parents felt like true partners in the planning process, feeling that their contributions were heard and that agreed outcomes would happen.

It seems that the findings from this study support the assertion that person-centred planning (PCP) processes, specifically PCRs, promote meaningful parental participation. It may be that the visual writing process used in the meeting ensures everyone is given the same method and time to communicate their views and ask questions, and information is communicated openly. These findings support Desforges and Abouchaar's (2003) conclusions that parental involvement increases when the school minimises barriers and promotes opportunities. Similarly Green et al. (2007) found that specific teacher invitations also increased parental involvement.

Parental views gathered by Childre and Chambers (2005) also supported the idea that PCP can encourage collaborative planning between professionals and the parents of students with SEN. One parent described their feeling of being a contributing team member, rather than a visitor in the school. Findings from Miner and Bates (1997) also reflected this, showing parents who had experienced PCP processes were significantly more involved in a subsequent Individualised Education Planning (IEP) meeting than a control group. Similarly, Hagner et al. (1996) studied the outcomes of a large scale project, implementing PCP processes for students with learning disabilities. They also

found the families involved in the project played an active role in planning meetings.

Hagner et al. (1996) found the students' participation in the same meetings to be limited, and researchers suggest student comments were often dismissed. Adults in this study felt the young people were put under pressure by being involved in the PCR process. This is reflected by the findings of the current study that some young people felt shy and were daunted by the process (subtheme YP3a). However, it seemed that the One Page Profile (OPP) and opportunities to record their views on large pieces of paper in the PCR provided child-centred methods of contributing (subtheme P7a), which parents and children considered important (subtheme P7c and theme YP2).

Child-centredness is an important part of the PCR

Participants mentioned many strategies that appear to support the young people to participate: they were supported by an adult (often their teaching assistant), writing points down avoided anxiety around contributing verbally, and the OPP prepared them for the meeting (subtheme P7a). The relaxed nature of the meeting and child-friendly language (subtheme YP3d) used also ensured children could access the discussions. The young people and their parents seemed to find it important that the young people were included and given the opportunity to share their views (subtheme YP2a, P7c). This is in contrast to previous research that has highlighted parents' concerns about pupil participation, and the conflict with their role as carers, disciplinarians and authority figures (Beveridge, 2004). It is also in contrast to a study that stated that adults felt pupil participation might be onerous on young people (Norwich & Kelly, 2006).

Some parents and young people identified elements of the PCR that were not child-friendly. Some felt the meeting was too long, that the child had difficulty understanding discussions (subthemes P7a, YP1c). This seemed to be particularly true towards the end of the meeting, after the child had been actively involved in writing on the sheets. Perhaps the child-friendliness of the meeting deteriorates as the dominant adults become more focused on their discussions and moving the meeting forward to develop an action plan. Perhaps

the meeting (most were restricted to between 1 hour and 1½ hours) was too lengthy for young people to maintain their focus and engagement.

Young people reported that they appreciated the opportunity to share their views (theme YP2) and they felt they were listened to in the PCR (subtheme YP2c). Parents felt the PCR gave opportunities for a rich picture to develop, which gave their new school information on the child's strengths and interests, as well as their academic abilities (subtheme P4e). These findings are in line with views shared by parent participants in Childre and Chambers' study (1997). Parents felt a more holistic, ability-focused view of the child was developed through PCP processes. Norwich and Kelly (2006) also found that school staff believed pupil participation was useful in informing the development of learning targets and teaching strategies.

The focus on the child's abilities in the PCR reflects the positive psychological underpinnings. Positive psychology adjusts focus in education from the child's needs to their strengths and resources in order to build on their qualities (Joseph, 2008). The holistic picture of the child that seems to be developed in the PCR reflects the humanistic psychology framework. Merry explains that humanistic psychology encourages professionals to work with the 'whole child' rather than the problematic elements of a child's situation in order to accept and understand the child's world view.

5.2.2 Research Question 2: Do the young people and their parents/carers feel they are listened to?

Findings from this study suggest that PCRs ensure that young people and their parents feel listened to. This was revealed in both the qualitative and quantitative data. Both parents and young people stated in the interviews that they felt they were given the opportunity to share their views, and reported that they felt listened to.

In the PCR process, it seems that the focus on the family, and in particular on the child, portrays the impression that their views are valued. Perhaps the writing section of the meeting ensures parents and young people have the time to share their views (in written form), without them being interrupted. In the current study, parents and children commented that writing points down

ensured they could not be ignored or overlooked. This is in line with the suggestion made by Hayes (2004) that recording children's views in a visual format illustrates to them that they have been heard. Both parents and young people in this study felt that the visual written record provided reassurance that nothing would get 'lost'.

The PCR and OPP, which many young participants had developed, perhaps give professionals a clear framework through which to elicit the young people's views by, for example, allocating time for everyone to write on the sheets in the review meeting. The visual written presentation may also show the families in a clear, visual way that everyone's ideas have been heard, and will be acted upon.

This result is in line with what would be expected from a person-centred approach, which stems from humanistic principles that assert that clients have the capacity to choose what is best for them in order to self-actualise. Within this framework, the process of listening to the client is deemed of utmost importance.

5.2.3 Research Question 3: Does the process impact on the young person's locus of control, their feelings of motivation and positivity towards school?

The majority of the young participants gave higher ratings of feelings of positivity about their education after the PCR. The PCR process might facilitate increased self esteem relating to a young person's education, although further statistical evidence is needed to make a more definite assertion of this nature. The qualitative data also suggested that parents felt that participating in the process would impact positively on their children (subtheme P7d) and particularly felt it would boost their self-esteem. This idea contrasts with the concerns of school staff in a previous study (Norwich & Kelly, 2006) that pupil participation might draw attention to the pupil's needs and thereby impact negatively on their self-esteem.

The solution-focused nature of the PCR seemed to ensure the young people's difficulties were not the main concentration of the meeting, and thus they were more able to leave the PCR feeling positive about their education. Parents liked the fact that the young person was able to hear feedback on their progress, and

believed they would leave the meeting feeling positive about themselves. This ties in with the humanistic assertion that showing a client unconditional positive regard, acceptance, and understanding will support them to grow and achieve their potential. Although the longer-term impact of the PCR on the young people was outside the scope of this study, and the scaling measure used can only give us an indication of a change in the young people's feelings, it seems possible that the young people may have left the PCR feeling more positive about themselves and their education.

No evidence was found from the interviews to suggest that parents felt their children believed there would be any change in the young people's feelings of control and motivation following the PCR. This is corroborated by the quantitative data, which revealed that there was no meaningful change in scores and ratings following the PCR.

It could perhaps be considered that a one hour-long meeting does not provide sufficient opportunity to influence the feelings and behaviours of young people, which may be based on constructs or core beliefs developed over many years. For example, the education and family culture the young person experiences every day may not be child-centred, and so the PCR is an isolated experience of the young person feeling included, listened to and empowered.

It might therefore be suggested that a longer-term child-centred approach to educating children is needed to assess properly the impact on young people's feelings of positivity towards school, control and motivation. It was found that a child who was excluded from the process of developing their education plan was less engaged and motivated in education (Goepel, 2009). This finding may have reflected differences in pupil participation between a child who was excluded from the process, and those who had experienced long-standing participation.

Hagner et al. (2012) presented findings that indicated students scored higher in levels of self-determination and decision-making skills following an intervention based on PCP principles. Self-determination can be defined as people gaining control over their lives (Laragy, 2004), feeling like a primary causal agent, making choices and decisions free from external influence or interference

(Thoma, 2005). It could therefore be argued to be a very similar construct to an internal locus of control (LOC) defined by McCrory and Cameron (1999) as: -

The individual holds the general belief that his/her behaviour and the outcomes of such behaviour are the result of luck, or a (rare) combination of helpful circumstances, or fate or some other external factors beyond his or her control (p. 27)

It might therefore be expected that LOC becomes more internal as self-determination increases. Hagner et al. (2012) presented findings from a study which employed a multi-faceted programme of intervention. This is in contrast to the current study, which sought to explore the impact of one PCR meeting. It might therefore be expected that a more comprehensive intervention of PCP processes, including the PCR, might result in increased self-determination and a more internal LOC as there will be more scope for impact.

5.2.4 Research Question 4: Do the young people display greater knowledge of their learning targets following the review?

Due to the limited time in which this study had to be conducted, the researcher was only able to conduct a very limited exploration of the young people's knowledge of their learning before and after the PCR. Attention was paid to the young people's knowledge of their learning targets. No change was found in the young people's knowledge of these targets following the review.

However, it seems that the PCR perhaps does not specifically review the student's targets, and had the researcher decided to compare the students' knowledge of other factors, such as their relative strengths in school, a bigger change may have been detected. More detail regarding the limitations of the findings are presented and addressed in the next section.

5.3 Limitations of Findings and Implications for Future Research

Having discussed the findings from the current study, the limitations of this research, and the impact on findings will now be considered through a critique of decisions made by the researcher.

5.3.1 Person-Centred Reviews

The researcher attempted to include participants whose PCRs had been facilitated by different professionals by engaging possible participants from a range of schools. However, this proved to be difficult as the majority of the PCRs in the time period allocated for data collection were facilitated by the same professional. This brings into question whether the data gathered reflects the participants' views on PCRs, or their views on the skills of the facilitator. Would the participants have made the same comments about PCRs had their meeting been facilitated by a different professional?

It is useful to note again here that the facilitator in question is trained and experienced in facilitating PCRs. She attended a three-day training course in July 2008, delivered by Helen Sanderson. In 2009 she facilitated 25 year-nine PCRs as a pilot for LBH. She has delivered training on PCRs and has facilitated PCRs in most of the schools in the borough. It is estimated that she has facilitated over 150 PCRs. It might therefore be considered that her approach shows good fidelity to the Helen Sanderson model (Sanderson et al., 2006), which is espoused by the Local Authority. This makes the data gathered more important in terms of contributing to the development of training for facilitators, to ensure this fidelity continues across LBH as the approach is adopted more widely.

It is suggested that fidelity to the Sanderson model might have been good, given the experience and training of the facilitator. However, fidelity to the model was not monitored and therefore the meeting experienced by the participants, might not have accurately represented PCP approaches. A process for monitoring the reviews to ensure the fidelity to the PCR model would have increased the certainty that the findings are a valid reflection of the views of young people with SEN and their parents on PCRs. Although on the whole, information shared suggested the reviews reflected a truly person-centred approach, some participants felt some discussions were not understood by the child. This indicates that the approach may have become diluted in places, possibly as the adults became engrossed in more complex discussions.

5.3.2 Design

A mixed-methods design was chosen for this study to fit with the research questions and the researcher's pragmatic, critical-realist position. The qualitative methods were dominant and matched the main purpose of the study: to explore the participants' views on PCRs. The quantitative methods sought to complement and corroborate the findings of the qualitative data and focus more specifically on the impact of the PCR on the young people. The semi-structured interviews and thematic analysis proved to be appropriate methods of data collection and analysis for developing a broad and rich exploration of the participants' views. Whilst there were issues with the quantitative data collection methods which will be discussed later in this chapter, the quantitative methods provided an opportunity to gain an insight into whether PCRs might possibly impact on young people's locus of control, and feelings of motivation and positivity towards school. The critical realist stance posits that there is an objective reality that exists outside of the researcher's constructions that can be investigated, but only imperfectly. The quantitative methods used in this study provided imperfect but objective measures which complemented the more interpretive and subjective qualitative data. This ensured that the findings were more likely to reflect reality and were less confounded by the particular method used.

Miner and Bates (1997) measured parent satisfaction levels with an IEP meeting immediately after the meeting, and again one month later. They found that parents who had been involved in PCP processes rated similar levels of satisfaction directly after the meeting, but significantly greater levels one month later, when compared with a control group. The current study reports data gathered from participants approximately one week before and approximately one week after the review. Only short-term outcomes could be measured and participant views were gained only a short time after the meeting. Therefore, this study cannot reveal anything about the potential longer-term outcomes of a PCR. This would have been interesting to investigate, particularly as the PCR focuses very much on planning outcomes for the future, and a previous study found that participants reported that few planned outcomes had occurred six-months after the PCP meeting, although they did attribute extra positive outcomes to the process, which had not actually been planned for in the PCP

meeting (Hagner et al. 1996). Future studies investigating PCRs might consider using longer-term measures.

As was argued in the previous section, it may be naïve to suggest that one meeting might result in significant changes in a young person's feelings of positivity towards their education, control and motivation. Data collected in the longer term, gathered after more extensive involvement of the families in person-centred approaches might have been more useful. This assertion is supported by the fact that, in contrast with the current study, Hagner et al. (2012) discovered significant positive changes in young people's self-determination following a comprehensive intervention based on PCP approaches in comparison with a control group, for which no change was found. Therefore, the insignificant change in LOC scale scores in the current study may not indicate evidence of a lack of impact of the PCR on LOC, but rather a lack of evidence of impact, or a lack of impact in the short term.

No control group was included in this study. It might be suggested that a control group would have given a comparison, highlighting the views of participants which resulted from their experience of a PCR. However, it was not felt necessary by the researcher to employ use of such a comparison group. As the purpose of this study was exploratory, the study focused on the rich insights of those who had experienced the process. Should future research endeavour to measure further the impact of such a process on young people's feelings of positivity towards school, control, and motivation, it might be deemed more important to gain an objective comparison of data from a matched control group.

5.3.3 Sample

The generalisability or transferability of these findings is restricted by the representativeness of the sample. Participants were selected through a process of convenience sampling. The researcher pursued participants for whom a PCR was due to be held by contacting their SENCOs. In many cases, SENCOs were not contactable: they were not available to speak with the researcher, and did not respond to messages left. In other cases, SENCOs did not agree to the research being undertaken with certain families, and a number of parents did not give consent. Exclusion of these participants may have skewed the sample.

It could be that those families and SENCoS that agreed to participate in the study did so because they had stronger views on the PCR process which they wished to share.

Certain participants were excluded from the sample due to their special educational needs (SEN), particularly those with speech and language difficulties. One family with English as an additional language was excluded because it was thought they would not have the English language capabilities to participate in semi-structured interviews. These exclusions were reliant on the judgements of the child's EP or SENCo, and therefore lacked objectivity and systematisation. This may have further skewed the sample in unknown ways.

Brewster (2004) highlights that people with learning difficulties that make them unable to speak are often excluded from research. A method for gaining the views of people with speech and language difficulties is outlined through the use of 'Talking Mats'. This technique involves moving graphic symbols around on a matt to facilitate communication. If this study were to be replicated, it might be useful to employ such a technique to ensure participants from this group are included.

The sample consisted of twelve boys and four girls. This is largely representative of the population of children with SEN. It is stated by the Department for Education (2010) that boys are between two and a half and three times more likely to have a statement of SEN. However, consequently the views of girls with SEN are less well represented and the findings are less transferable to this group. Similarly, the over-representation of mothers in the sample means the views of fathers on PCRs have not been as thoroughly explored.

LBH has a predominantly white population. The population of those from ethnic minority groups is 11.4%, which falls well below the London average and slightly below the average for England (Department for Education, 2011). Although this study's sample of white-British participants might not be surprising given the convenience sampling method that was used in this predominantly white-British Borough, it must be taken into consideration. The views of parents and young people from ethnic minority groups have not been gathered in this study which places great restraints on the transferability of the findings,

particularly given that children from certain ethnic minority groups are more likely to be identified as having some classifications of SEN than others (Department for Education and Skills, 2005).

In future studies, a different sample of participants might be used to gain the views of those excluded from this study, for example, children with speech and language difficulties, English as an Additional Language, and children with moderate, severe, profound and multiple learning disabilities and their parents. It seems particularly important to investigate the views of these groups given the apparent reliance on language and focus on rich discussion within the PCR. Future researchers might also consider replicating the study using a more ethnically-diverse sample, and might also include a greater focus on gaining the views of fathers of children with SEN, and girls with SEN on PCRs.

Given the reservations expressed by professionals about pupil participation (Norwich & Kelly, 2006), it might also be useful to triangulate further the data by collecting the views of school staff. Replication of the study with the collection of the views of professionals would provide a different perspective on the process and perhaps highlight the concerns of this group about the process and the barriers to implementing PCRs.

5.3.4 Qualitative Data Collection

Semi-structured interviews require the interviewer to play an active role in what is discussed. In this study, the interviewer was able to change the direction of the interview as she saw fit in order to gather the most interesting and relevant data possible. Although this style of interviewing could be argued to yield richer discussions, the lack of standardisation inevitably impacts on the confirmability of the results, as the process is more vulnerable to influence from the researcher's motivations. The researcher attempted to overcome these risks by remaining reflexive throughout the data collection process. The researcher utilised both academic and professional supervision and a research journal to explore and maintain an awareness of personal views and prejudices and how they might impact on the interviewing technique.

It is argued in this study that the semi-structured qualitative interview allowed for a thorough exploration of participants' views through two-way interaction,

yielding detailed and interesting data. Silverman (2001) suggests a contrasting view, arguing that in interviews cultural scripts are regurgitated. Silverman compares this to a commentary on a football match, in which the commentator follows a script reflecting what he is expected to say. Participants in the current study may have only commented on the PCR in a way they felt they were expected to, rather than contributing genuine personal insights into the process.

It might be expected that the young participants in particular may have regurgitated scripts they heard in the process. For example, a number of the young people used the words 'it was all about me', which is known to be part of the facilitator's script stated at the beginning of the meeting: 'this meeting is all about you'. Further triangulation with other data collection methods such as forced-choice questions may have minimised this effect. Although this was outside the scope of the current study, it may be considered for future research.

Interviews with parents

The researcher found it interesting to compare data from the interviews with parents and their children, and discover that reports of how the child experienced the review did not always match their parent's views. Generally parents thought that the process had been more daunting and uncomfortable for the young people than the child reported themselves. It could also be expected that parents projected their ideas about transition and about the review onto their children. The following quote interestingly demonstrates how the parent does not seem clear herself about whether certain worries belonged to her or her child.

er my issues and concerns um for him, knowing what he's like um that was mainly it, you know the worries that I had, um I mean because every child is different aren't they, so my-his worries, his, my concerns would be different to someone else's (P6.137-140)

It is important to consider the possibility that the parents may have projected their views onto their children. This consideration affects the conclusions drawn from the parent interviews regarding the impact of the review on the young people, as they may only be discussed as 'parent's views', rather than absolute truths.

Parents were often interviewed immediately after their PCR, and so were not given time to reflect on what had happened in the process. Had they had more time to think about it, their thoughts and ideas might have been more developed and more closely reflective of what they actually thought about the process. On occasion, parents' views seemed to change as the interview went on as they reflected on what had happened through discussion. For example, one mother, who had begun by saying she felt she was spoken to as a child, decided later in the interview that child-friendly language was probably used for her daughter's benefit (interview P16).

Interviews with young people

The interviews with the young people did not provide as detailed and interesting a data set as the parent interviews did. This might be attributed to a number of causes. Every young person met the interviewer for the first time at the first interview. Although the interviewer is experienced at working with young people and gaining their views, very little time was available for the interviewer to develop the rapport and trust that is often needed. The young participants tended to answer questions positively, or in a way that they seemed to feel would please the interviewer. This was reflected upon throughout the data collection process, and the interviewer took more time than planned talking with the participant about unrelated topics before the interview began for rapport and trust to develop which might have encouraged the participants to share their views.

Some of the young participants included in the study found it difficult to contribute, possibly due to their special educational needs. The researcher reflected that the adoption of alternative methods of gathering their views, such as Talking Mats, mentioned above (Brewster, 2004), might have been appropriate. A preliminary pilot study might have been useful in this research to identify and resolve potential issues such as this. However, the time scales of this study made conducting a pilot very difficult.

For some young people, a number of days had lapsed between the PCR and the interview, and they found it difficult to share what had happened in the review and what they thought of it, perhaps because they had forgotten. It might therefore have been more useful to have interviewed young people sooner after

their meeting, although the practicalities and time restrictions prevented this from happening.

During some of the interviews with young people, the room used was occupied by members of school staff who were working or photocopying. Although this was found to be unavoidable at the time, it was not desirable, as the young people may not have felt as comfortable being open and honest whilst their interview could be heard by others. Although the digital recorder was a necessity in the data collection process, again it may have hindered the participants' willingness to relax and talk openly and honestly.

5.3.5 Quantitative Data Collection

Administration of the LOC scale used in this study was found to be problematic for some of the participants selected. The reversal items were particularly difficult to understand due to the complex sentence structure. The researcher found the participants often needed a re-worded explanation of many items, which compromised the standardisation, and therefore reliability, of the measure. For example, "*Do you feel that when someone your age decides to hit you, there is little you can do to stop him or her*", was rephrased on occasion as "*Do you feel that when someone your age decides to hit you, you could do something to stop them?*". Even with further explanation, some participants were still unable to answer some items. The researcher noted that some young people appeared to lose interest towards the end of the 40-item scale, and appeared not to think as carefully about their answers. They completed the scale with support from the researcher, and so may have been affected by their perception of what the researcher wanted to hear. One child answered nearly all the questions with a 'yes', and so may have felt a positive answer was more desirable.

Many young people felt unable to choose a 'yes' or a 'no' and continued to state 'I don't know' or 'in the middle', even when asked again to choose. Items that were left unanswered were scored with half a point (a point was scored for answers indicating an external LOC and no points were scored for an answer indicating an internal LOC). While this was the best option available, the validity of the scale scores as a reflection of the young people's LOC was compromised. It seems for this population of young people with SEN, the scale

was not appropriate due to the complexity of the language used in scale items. An alternative measure of LOC, which is shorter and features items with a less complex sentence structure might be more appropriate for use in future research with this population.

Although the researcher was interested in measuring how PCRs might impact on young people's self-esteem and motivation, it was outside the scope of this study to complete complex and comprehensive measures of these constructs, as greater focus was afforded to the exploratory elements of the study (the semi-structured interviews and qualitative analysis). The scaling questions therefore represented very simple exploratory measures of the young people's feelings of positivity towards school, control, and motivation. It was useful to gain objective measures, both before and after, to corroborate the qualitative data, and explore the notion that there might be a change in these feelings following the PCR.

The scaling questions were embedded in the semi-structured interviews, and some needed to be re-worded to aid the participants' understanding. Therefore, they were not always presented in a standardised way. Although the interviewer had scripted these questions, and attempted to stay close to the script, this was sometimes difficult, and the wording of the scaling questions may have changed between pre-and post-interviews and between participants. This impacts on the reliability of the scaling questions as a measure, and on the conclusions that can be drawn from them.

The young people responded to the interviewer's verbal presentation of the scaling questions, rather than answering these questions in private. It is therefore necessary to consider once again the impact of the interviewer's presence on the responses given by the participants. The first scaling question posed related to how positive the young people felt about their education, with 10 being very positive. It could be considered that this attached some desirability to the high end of the scale, encouraging the participants to rate higher scores. However, as it was the change in scores between the first and second interview, rather than the scores themselves, that was of note, this might be an irrelevant criticism.

The current study gave little indication that there might be changes in young people's motivation or LOC. However, the findings suggest the young people's feelings of positivity towards their education might be enhanced by the process. No concrete conclusions on this subject can be drawn based on the data collected, and further research to explore and measure more thoroughly the impact of the PCR is needed.

In many interviews, the young people displayed poor memory of the events of the PCR. One parent echoed this in their suggestion that their child would forget much of the review by the next day.

I think that at his age he'll probably forget about the meeting by tomorrow do know what I mean [heh heh]

J: yeah sure yeah

M: it's not something that's going to stay on his mind [heh heh]
(P13.165-168)

As previously suggested, it might therefore have been a bold claim that one school meeting could impact on the feelings of positivity, control and motivation of a school-aged child. Future research might therefore focus data collection on smaller changes in the young people's attitudes towards school following the PCR.

5.3.6 Data Analysis

The thematic analyses of the interviews with parents and young people were conducted by the researcher. The themes that were highlighted were actively created from the analysed data. They therefore do not represent statements of fact, but were subject to the researcher's interpretation (Boyatzis, 1998). A number of techniques were employed to attempt to establish rigour and trustworthiness in the data analysis, and in order to ensure consistent and systematic methods were employed, and the impact of the researcher's biases and motivations were thereby reduced.

The researcher used reflexivity through supervision and a research journal to ensure her biases and motivations were acknowledged and bounded. For example, a difficulty arose with one particular father, who continually talked over

his wife. He presented as defensive and negative about some aspects of the PCR process. The researcher developed ideas about his experience of the PCR which conflicted with his statements in the interview. Supervision was utilised to support the researcher's reflections on her feelings towards this father and to help separate the views she had developed about his experience of the PCR, from the views he presented. This supported the researcher to ensure the analysis remained true to the views shared by the participant.

As detailed in the fourth chapter, second coders were employed for the parent interviews to ensure the coding language fairly represented the transcripts. This helped the researcher to reflect on whether the language used in the codes could more closely represent the data. The themes were also verified by two other Trainee Educational Psychologists (TEPs) for confirmability, to ensure the researcher's biases were minimised. A process of member checking, whereby a group of participants checks whether the themes corresponded closely with their views, might also have improved the credibility of the findings. However, time restrictions imposed on the completion of this study made it difficult to complete such a process.

Future studies might consider investigating PCRs using more highly standardised and objective data-collection techniques and statistical analyses in order to complement the findings of this predominantly qualitative mixed-methods study.

5.3.7 Researcher's Position

The researcher reflected on her role and position throughout the study to ensure the potential impact of this on the data collected and the findings was minimised.

The researcher was a TEP, employed by LBH. The researcher worked closely with those most involved in the promotion of PCRs, and attended a PCR focus group. This placed some pressure on the researcher to focus on the positive aspects of the process, thereby validating the value of the time and money spent on the initiative. However, once again the researcher utilised methods for maintaining reflexivity and objectivity. The efforts spent on promoting PCRs in LBH were witnessed first-hand by the researcher and provided a motivation to

gain an objective account from the families to feed back to LBH. The researcher was motivated to ensure PCRs were as constructive as possible and therefore acknowledged the value of highlighting criticisms mentioned by participants as a way of refining the process. The researcher did not attend any of the PCRs, and maintained a distance from the families and the schools involved prior to the research interviews. This helped to minimise the researcher's pre-conceptions.

In the collection and analysis of the data, it was vital that the researcher retained a reflexive stance regarding her own position as an educated LBH professional, a woman, and a non-parent, with no personal experience of SEN processes. Participants were made aware that the interviewer was a LBH professional, and this may have made it difficult for parents to feel entirely comfortable sharing their views in an open and honest manner. All of the young participants were at school action plus, or had a statement of SEN. The parents in particular may, therefore, have been keen to maintain a good relationship with local authority professionals, particularly during a time of transition, when the parents are unsure of whom they might be working with in the future.

The interviewer needed to consider the dynamics of power in the interviews, as suggested by Kvale (2007). Many participants were perhaps less educated and from a different socio-economic group, creating a power imbalance between the interviewer and interviewee. In addition to this, the younger participants may have attributed additional authority to the interviewer due to their age. The interviewer has extensive experience of working with disadvantaged and marginalised parents and young people. Well-developed interpersonal and listening skills, detailed in chapter three, were therefore employed to ensure the participants were made to feel comfortable to share their views openly and honestly. However, it must be considered that the participants might have found it difficult being completely open and honest with the interviewer, given the relative positions. The participants might therefore have portrayed a more favourable view of the PCR process than they otherwise would have done.

5.4 Implications of Findings

In the summer term of 2012, primary, secondary, special schools, and early years settings in LBH were required to conduct all transition meetings (between early years setting and primary, at the end of key stage 2 and key stage 3) in

the form of PCRs. This topic was specifically chosen for research due to its relevance locally. Most primary schools experienced PCRs for the first time in the summer term of 2011 (when the data were collected). Most early years settings will experience a PCR for the first time in the summer term of 2012. The findings from this study are therefore timely, as training is currently taking place for staff. The researcher has been able to feed back findings from this study in three different training sessions for Early Years, Primary and Secondary SENCOs, and professionals from other local authority teams, such as the Community and Child Psychology Service, Learning Support Service, and Under Fives Inclusion Service.

The majority of participants attended a review facilitated by a particular professional, who is highly trained and extremely experienced in this area. It is therefore important that her skills are shared with other potential facilitators. Of particular relevance to training for facilitators will be parents' thoughts on the skills and role of the facilitator, the organisation of the meeting, and the informal style and reassuring attitude of the facilitator. They will need to have an awareness of the emotions parents and young people experience around transition and the review itself, and parents' and young people's views on the child-friendliness of the process. There might be a role for EPs in training for facilitators, given the psychological underpinnings of the process, and the skills of EPs, including listening to, and acting upon, the voices of parents and young people.

In the professional practice of the researcher as a TEP, it has been found that some professionals in the local authority, in particular school SENCOs, have expressed their reluctance to adapt their review processes to incorporate this approach. The findings from this research should give these professionals more confidence about the usefulness of PCP approaches, and the parents and young people's favourable views on their experience of the PCR meeting. The findings are to be collated in a feedback sheet, which will be sent to all the schools in which this study was conducted.

This study is also relevant more generally in terms of promoting person-centred practice, listening to children and promoting their views, collaborative planning with parents and young people, and the use of visual approaches and skills in

facilitating and chairing meetings. The findings are in line with the recommendations of the Lamb Inquiry, which advocates partnership with parents and honest and transparent communication (Department for Children, Schools and Families, 2009), and with the guidance in the SEN Code of Practice, (DfES, 2001), which states that students should participate in decisions made about their education.

The feedback sheet will be developed to ensure it can be accessed by a wide range of parents and professionals. It will then be sent to all the families who participated in this study. This should give participants the understanding that their views have been heard and acknowledged. This feedback will outline how the findings have been presented to the local authority.

The findings will also be presented at a University of East London conference to other TEPs and the tutor team. The trainees and tutors are working in local authorities around the UK, many of which are promoting the use of PCRs.

The current study was undertaken to fill a gap in the research which directly explored the views of young people and parents on PCRs. The study therefore plays an important role in taking steps towards developing an evidence base to support the use of PCRs. If central government and local authorities, such as LBH, are to continue to promote the use of PCRs, it is important that a comprehensive evidence base is developed which aids professional's understanding of the process.

Hagner et al. (1996) found that young people's contributions in PCP meetings were minimal, often merely in agreement with adults, and sometimes overlooked altogether. Although many students expressed their desire for their voices to be heard in the interviews, many parents shared that their child did more listening than speaking in the PCR. The PCR process seemed to account for this, by giving them the chance to record their views in written form. However, we may need to consider that young people are not used to being listened to and may need support to develop self-advocacy skills.

Finally, this study investigated the views of white British participants, with English as a first language in LBH. Therefore the implications of conducting PCRs in more culturally diverse communities cannot be described. As

previously mentioned, this might be an important issue for future research to address. Professionals will need to consider how the PCR process, which currently relies heavily on use of language through the attendee's rich discussions, might need to be adapted for these families.

5.5 Implications for Educational Psychologists (EPs)

The findings from this study indicate a number of implications for the profession of Educational Psychology. EPs in LBH have been trained to facilitate PCRs. Therefore, the views shared by the parents on the role of the facilitator are directly relevant for EPs fulfilling this role. In LBH, EPs regularly chair both meetings for professionals, such as multi-agency planning meetings, and those which involve parents and young people, such as annual reviews. Interesting views were shared by parents about the organisation and structure of the PCR meeting, the skills of the facilitator and the child-friendliness of the meeting. These findings might therefore be generalised to other chairing activities in the work of an EP as appropriate.

The findings detailed the range of complex skills displayed by the facilitators of the PCR meetings. It seems that creating a relaxed and informal environment, organisation and structure, and a focus on the child, contributed to the constructive, child-focused nature of the meeting. It is therefore important that these skills are developed in other potential facilitators. There might be a role for EPs in the delivery of this training, especially given their understanding of the psychological underpinnings of the process. EPs are trained to understand, and be informed by, both humanistic, and positive psychology frameworks in their practice.

This study supports the view that pupil participation in education planning is not only possible, but is also beneficial, as asserted by the Code of Practice (Department for Education and Skills, 2001). Young people with SEN in this study stated that they liked hearing information about their future education, liked the opportunity for their voices to be heard, and were generally positive about being involved in the meeting. A number of young people had very clear ideas about what supported them in school. It seems the PCRs developed a rich picture of the child, and valuable information which may lead to more appropriate planning for their educational provision. This is extremely relevant

to EPs, who are very involved in planning and designing provision to meet the SEN of these young people. More can be learned from this study about how to ensure a meeting is child friendly in a way that encourages young people to develop their own views, and the skills to communicate them.

Similarly, this study provides support for collaborative working and partnership with parents. EPs can learn something about the emotions parents experience around transition, and when in planning meetings with professionals generally. This may impact on EPs' approaches to working with parents in terms of providing reassurance and preparing them for meetings. Use of visual processes to aid clarity and transparency might be considered by EPs as they seek to work even more effectively in partnership with parents. This is a key role for EPs, who seek to promote inclusion and access to support through empowering families.

These findings are also relevant to the SEN and Disability Green Paper, 'Support and Aspiration: A new approach to Special Educational Needs and Disability' (DfE, 2011b), and the recent response to consultation on this paper (DfE, 2012), in which the government's plans to promote parent control and empowerment were outlined. Plans include increasing the availability of transparent information about the support available, increased parent control and choice over the services families receive, and the schools their children attend, and the option of a personal budget for support. It is argued that through these changes, parents will obtain more control over the support their children receive, which will be more individualised and therefore better designed to meet the needs of the family.

5.6 Self-Reflection and Personal Learning

Completing this doctoral research has been a process of considerable development and learning for the researcher, both academically and professionally.

This thesis has taught the researcher a great deal about research practice. Through the process of choosing a research design, methodology and analysis, a greater understanding of her epistemological and ontological position has developed. Methods of data collection and analysis were designed and

implemented to fit with, and reflect, her stance as a pragmatic psychologist, and a critical realist. This process has in turn influenced the researcher's work as an EP, as a mixture of assessment methods are selected to fit the needs of the assessment and the questions which need to be answered. Often, a mixture of qualitative information gathering partnered with more standardised measures are used to triangulate rich information with objective scoring. The researcher tries to reflect constantly on the purposes of these methods.

Conducting the interviews in this research was found to be an enlightening process. This process honed the researcher's skills in working in partnership with parents through listening and adopting a non-judgemental stance in order to reduce barriers and promote trust. The process has given the researcher an insight into, and greater understanding of, the feelings parents may experience at transition, and when working with professionals to plan for their child's future education more generally.

The researcher has learned from the interviews that not all young people are able or willing to share their views on certain topics. This was reflected both in their contributions to the PCRs and to the research interviews. More work might need to be done with young people with SEN to promote systems to facilitate their self-advocacy skills. The value of preparation for both parents and young people before engaging them in participatory activities such as the PCR has been noted.

The researcher has valued the opportunity to research an area which is relevant to her work in LBH. The findings in this study have influenced the researcher's approach to facilitating PCRs. The lessons learned have also been applied to the frequent meetings both with other professionals, and with families, attended and chaired by the researcher.

The researcher's practice has also been impacted by what has been learned about parent and pupil participation and empowerment. Very often, EPs work with families from marginalised, socially disadvantaged backgrounds. The researcher has learned the value of empowering families to take an active role in the child's education, advocating their views and contributing their expert and knowledgeable perspectives. Something has been learned about listening to

these stakeholders in a meaningful way, and the importance of transparency and trust in building collaborative partnerships.

5.7 Conclusions

This section of chapter five will provide a summary of the findings in this study, and the implications for the context in which the topic was investigated.

PCRs were investigated through a predominantly qualitative inquiry, which focused on the views of young people with SEN and their parents/ carers. Quantitative methods supplemented this exploration in the measurement of the change in young people's LOC, feelings of positivity towards their education, control, and motivation following their PCR.

It seems that many parents and young people approached the PCR meeting feeling anxious about the transition, and apprehensive and daunted by the meeting itself. A lack of preparation for the PCR may contribute to these difficult feelings, and this suggests that is an area for improvement for schools and professionals.

PCRs seem to act as a reassuring process for young people and their parents. A relaxed and informal atmosphere is created by reassurance from the facilitator, the environment, and the visual approaches used. The facilitator's control and organisation in the meeting, and the structure of the process also seem to contain families' anxieties. These findings have implications for the training of facilitators of PCRs. They are also relevant to professionals who chair meetings in education settings more generally, particularly those involving families.

The visual process used in the PCR appears to facilitate the open and honest exchange of clear, in-depth information. It also reassures families that contributions have been heard and cannot be lost. The process is described as constructive, leading to detailed action plans. Due to the short-term nature of the study, nothing could be asserted about whether the meeting helped to ensure these actions were carried out.

The PCR appears to foster collaborative planning, ensuring parents and young people are empowered to contribute and feel that they are listened to, and that

their contributions are valued. Young people are supported to contribute in written form, and through good preparation and the development of a OPP. Their inclusion in the meeting is promoted through the use of child-friendly language, although for some the meeting can go on for too long and discussions can become difficult for the child to access. Generally young people enjoyed sharing in the PCR, and their presence, along with ability-focused discussions, allowed a rich holistic picture of the student to develop which was useful for the professionals in the meeting and may have impacted positively on the young person's self-esteem.

The PCR might impact on young people's feelings of positivity towards school, although further research in this area is needed to confirm this suggestion with more certainty. No change in LOC following the PCR was observed in this study. Research which explores a change in these constructs following a more comprehensive PCP intervention would be useful. There does not appear to be any change in young people's knowledge of their learning targets following the PCR, although further research which investigates young people's knowledge of their education is needed to address this area more thoroughly.

Generally, much has been learned which supports the promotion of PCRs for young people with SEN in schools. Schools might adopt this approach to support the contributions of students, to ensure parents participate in planning in meaningful ways and to allow a rich, ability-focused picture of the young person to be developed. In turn, this might lead to positive relationships with the family, more appropriate, child-centred outcomes, and the young person developing more positive feelings about their education.

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Appendix 1- Population Data

Population	236,100
Percentage from ethnic minority groups	11.4% (well below the London average and slightly below the average for England.)
Percentage of working age people in employment.	70%
Weekly average earning rate	£536.90.
Ranking for deprivation out of 326 local authorities (1st being most deprived, 326th being least deprived).	177th

Statistics obtained from 'Public Sector Equality Duty: Havering communities equality data', London Borough of Havering (2012)

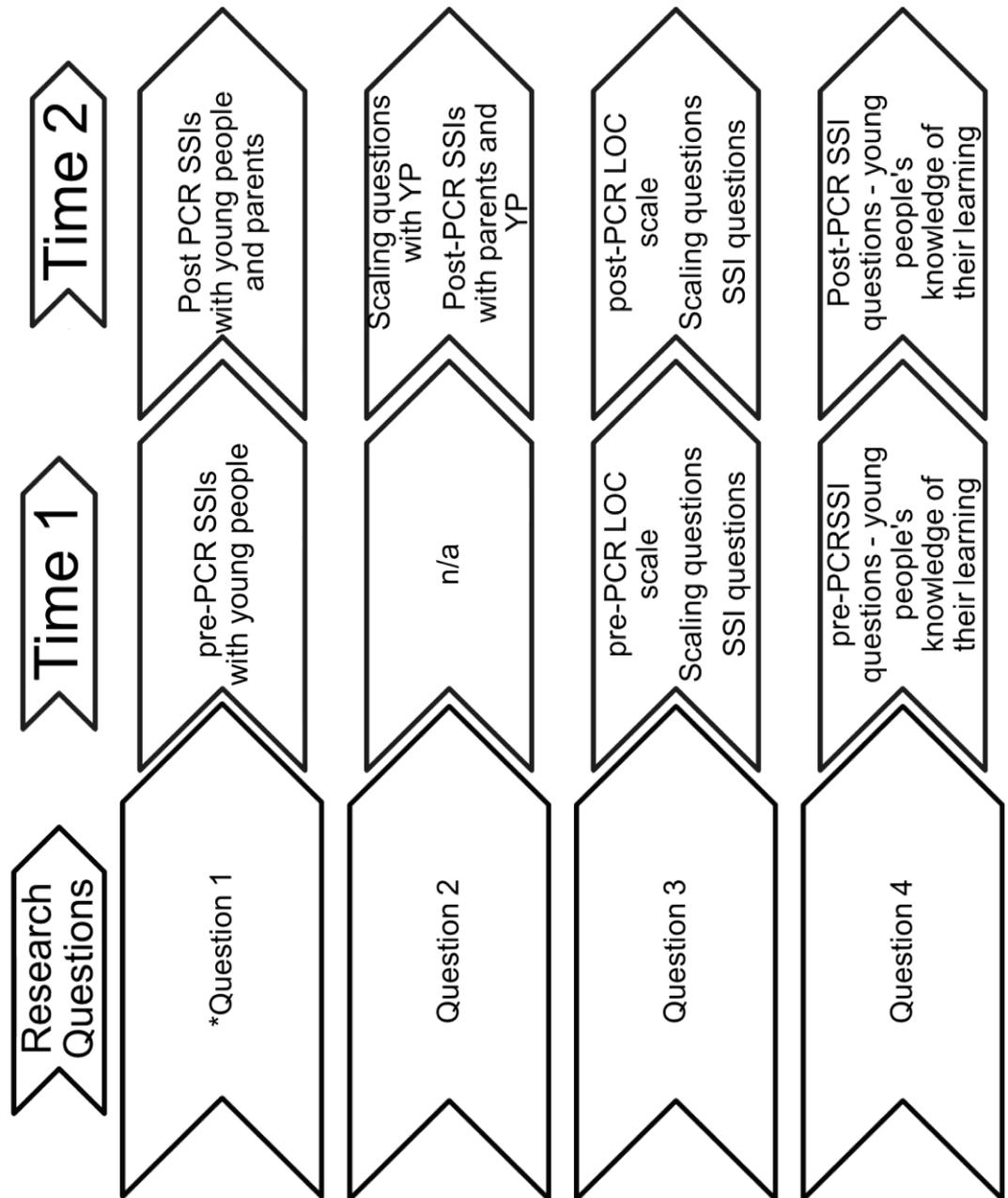
Children in State-Funded schools at compulsory school age and above		
	Percentage of children eligible for free school meals- Primary	Percentage of children eligible for free school meals- Secondary
England	18.0%	14.6%
London Borough of Havering	14.6%	10.2%

Children in State-Funded schools at compulsory school age and above						
	Primary School			Secondary school		
	Total number	No. Ethnic Minority	% Ethnic Minority	Total Number	No. Ethnic Minority	% Ethnic Minority
England	3,256,015	862,735	26.5	3,258,805	723,605	22.2
London Borough of Havering	15,780	3678	23.3	16,700	3495	20.9

Children in State-Funded schools at compulsory school age and above		
	Percentage of pupils whose first language is known or believed to be other than English- Primary	Percentage of pupils whose first language is known or believed to be other than English- Secondary
England	16.8%	12.3%
London Borough of Havering	9.6%	6.3%

Statistics obtained from Department for Education (2011a).

Appendix 2- Research design diagram



* All data collected contributes to the broad, exploratory question 1.

SSI= Semi-structured interviews.

Young Person's Pre-PCR Interview Schedule

One week before review

**Before starting the interview, talk through the 'Participant Information Sheet' to ensure they understand the details of the research. Talk the participant through and ask them to complete and sign the 'Consent Form'.*

General Knowledge about the Review

1. When will you have your annual review?
2. Can you tell me what will happen in the review?
3. Has someone talked to you about what will happen in the review?

Feelings about the Review

4. How are you feeling about the review?
- 5. On a scale of 0-10, how happy to you feel about the review?**
6. What do you hope will happen in the review?
7. Is there anything you're nervous about with the review?
8. How do you think you'll be involved in the review?
9. What would you like to say in the review?

Knowledge of Education/ Plan

10. How are things for you in school at the moment?
11. What could be better?
12. Do you have specific targets? Do you know what they are?
13. How do you learn best?
14. What are your strengths/ what do you find difficult?

Self Esteem Relating to Education

15. How well do you think things are going at school?
- 16. On a scale of 0-10, how positive do you feel about your education?**
17. Would you like to improve how things are at school?
18. How do you think things could improve?

Control/ Autonomy

19. Could you make changes to make things better at school?
- 20. On a scale of 0-10, how in control do you feel of your education?**
21. Who do you think should make decisions about your education?
22. Would you like to be more or less involved in these decisions?
23. In what way?

Motivation

24. Do you feel you try hard at school?
- 25. On a scale of 0-10, how much do you feel you try at school?**
26. Do you want to try harder?
27. What would help you to try harder

Is there anything else you'd like to tell me about school or about your review?

**after the interview give participant the opportunity to discuss anything further, ask questions etc without recording.*

Young Person's Post-PCR Interview Schedule

One week after the review

General Experience of the Review

1. How did you find the review?
2. What happened in the review?
3. How did you feel during the review?
- 4. On a scale of 0-10, how comfortable did you feel during the review?**
5. What did you like about the review?
6. Was there anything that could have been better about the review?

Feelings of Involvement

7. How were you involved in the review?
8. What did you contribute?
9. Did you feel listened to?
- 10. On a scale of 0-10, how much did you feel listened to?**
11. Could this have been better?

Knowledge of Education/ Plan

12. What were the outcomes of the review: what will happen next?
13. Do you have specific targets? Do you know what they are?
14. How do you learn best?
15. What are your strengths/ what do you find difficult?

Self Esteem Relating to Education

16. How do you feel things are for you in school now?
- 17. On a scale of 0-10, how positive do you feel about your education?**
18. Would you like to improve how things are at school?
19. How do you think things could improve?

Autonomy/ Control

20. Could you make changes to make things better at school?
- 21. On a scale of 0-10, how in control do you feel of your education?**
22. Who do you think should make decisions about your education?
23. Would you like to be more or less involved in these decisions?
24. In what way?

Motivation

25. Do you feel you try hard at school?
- 26. On a scale of 0-10, how much do you feel you try at school?**
27. Do you want to try harder?
28. What would help you to try harder?

Is there anything else you'd like to tell me about school or about your review?

**after the interview give participant the opportunity to discuss anything further, ask questions etc without recording.*

Parent's Interview Schedule

**Before starting the interview, talk through the 'Parent Information Sheet/ Consent Form' to ensure they understand the details of the research. This should already have been signed by the parent.*

General Experience of the Review

1. How did you find the review?
2. What happened in the review?
3. How did you feel during the review?
4. What did you like about the review?
5. Was there anything that could have been better about the review?
6. How did you find it different to reviews you have experienced in the past?
7. How do you think your son/ daughter found the review?

Feelings of Involvement

8. How were you involved in the review?
9. What did you contribute?
10. Did you feel listened to?
11. Could this have been better?
12. Do you feel your son/ daughter was involved and listened to?
13. Could this have been better?

Knowledge of Education/ Plan

14. What were the outcomes of the review: what will happen next?
15. Does your child have specific targets? Do you know what they are?
16. Does your child have better knowledge of their learning following the review?

Young person's experience

17. How do you think the review might impact on your son/ daughter's self esteem? Feelings of control and autonomy? Motivation?
18. How do you think your son/ daughter's attitude towards school might change following the review?
19. In what ways do you think the review might have helped your son/ daughter?

Is there anything else you'd like to tell me about your son/ daughters Person-Centred Review?

**after the interview give participant the opportunity to discuss anything further, ask questions etc without recording.*

Appendix 6- Locus of control scale

		Yes	No
1.	Do you believe that most problems will solve themselves if you just leave them?		
2.	Do you believe that you can stop yourself from catching a cold?		
3.	Are some people just born lucky?		
4.	Most of the time do you feel that getting good marks at school means a great deal to you?		
5.	Are you often blamed for things that aren't your fault?		
6.	Do you believe that if somebody studies hard enough, he or she can pass any subject?		
7.	Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?		
8.	Do you feel that if things start out well in the morning it is going to be a good day no matter what you do?		
9.	Do you feel that most of the time parents listen to what their children have to say?		
10.	Do you believe that wishing can make good things happen?		

Appendix 6- Locus of control scale

11.	When you get punished, does it usually seem it is for no good reason at all?		
12.	Most of the time do you find it hard to change a friend's (mind) opinion?		
13.	Do you feel that cheering, more than luck, helps a team to win?		
14.	Do you feel that it is nearly impossible to change your parents' mind about anything?		
15.	Do you believe that your parents should allow you to make most of your own decisions?		
16.	Do you feel that when you do something wrong there is very little you can do to make it right?		
17.	Do you believe that most people are just born good at sports?		
18.	Are most of the other people your age stronger than you are?		
19.	Do you feel that one of the best ways to handle most problems is just not to think about them?		
20.	Do you feel you have a lot of choice in deciding who your friends are?		
21.	If you find a four-leaf clover, do you believe that it might bring you good luck?		
22.	Do you often feel that whether you do your homework has much to do with what kind of marks you get?		
23.	Do you feel that when someone your age decides to hit you, there is little you can do to stop him or her?		
24.	Have you ever had a good luck charm?		
25.	Do you believe that whether or not people like you depends on how you behave?		

Appendix 6- Locus of control scale

		Yes	No
26.	Will your parents usually help you if you ask them to?		
27.	Have you felt that when people were mean to you it was usually for no reason at all?		
28.	Most of the time do you feel that you can change what might happen tomorrow by what you do today?		
29.	Do you believe that when bad things are going to happen they are going to happen no matter what you try to do to stop them?		
30.	Do you think that people can get their own way if they just keep trying?		
31.	Most of the time do you find it useless to try to get your own way at home?		
32.	Do you feel that when good things happen they happen because of hard work?		
33.	Do you feel that when somebody your age wants to be your enemy there is little that you can do to change matters?		
34.	Do you feel that it is easy to get friends to do what you want them to do?		
35.	Do you usually feel that you have little to say about what you eat at home?		
36.	Do you feel that when someone doesn't like you there is little you can do about it?		
37.	Do you usually feel that it is almost useless to try in school because most other children are cleverer?		
38.	Are you the kind of person who believes that planning ahead makes things turn out better?		
39.	Most of the time, do you feel that you have little to say about what your family decides to do?		
40.	Do you feel it is better to be clever than to be lucky?		

Participant Information Sheet

This gives you information about a research project you are invited to be involved in.

Date:

Dear.....

Hello, my name is Julie. I am training to be an Educational Psychologist (someone who works with children and young people in schools) at the University of East London. As part of my training I'm doing some research into what young people think about their year 9 transition review meeting.

I hope that with your help, I can learn about what you think of your review meetings: what you like and what you think could be better. I also hope to find out more about what you think about your life and education.

If you agree to working with me on this research project I will meet with you twice: -

1. I will visit you in school one week before your transition review. I will help you to fill in a **questionnaire** about how much control you feel over things in your life. Then we will have a **discussion** about what you expect to happen at the review.
2. I will visit you again one week after your review. I help you to fill in a **questionnaire** again and then we can **talk** about how your review went

If you agree, I will record our discussion on audio-tape to help me remember everything you share with me. If you feel nervous about this we can talk about it on our first meeting.

Appendix 7

What you will say will be kept between us. I will only talk to someone else about what you say if I am worried about you or someone else. If you feel uncomfortable at any point, we can stop talking straight away.

After I have spoken to you and other young people, I will be writing about what I have learned. But I won't use your name at all in my writing and I will make sure no-one can find out what you've said.

When I have finished my project, I will write to you and your family and school to tell you what I learned in my research.

Your Decision

- If you would like to be involved in my research, please tell your teacher and I can plan to come and visit you.
- If you have more questions, I will be happy to talk to you more when we meet.
- Remember, you don't have to take part in this study so if you don't want to, just say no.

Thanks for your time,

Julie

Appendix 8

Consent Form

This is the form you need to fill in to agree to take part in my research project.

If you want to take part, please fill in this form. We can work through this together.

Please choose a box to ✓ to answer each question.

1. I have looked at the information about the project and I understand what it is about.

YES 

NO 

2. I understand that I can stop talking about something if I want to.

YES 

NO 

3. I understand that I do not have to answer any questions I don't like or am not sure about.

YES 

NO 

4. I understand that our discussions will be recorded on audio tape to help Julie remember what I've said.

YES 

NO 

Appendix 8

5. I understand that what I say will be kept private. I know that when the project is written about, Julie will remove my name and other details. Julie would only share information about me with other people if she was worried about me, or someone else.

YES 

NO 

6. I understand that I can change my mind about taking part at any time during the interview and that will be OK.

YES 

NO 

7. I agree to take part in this research about young people's experiences of their review meetings.

Signature: _____

Date: _____

Thank you very much!

Julie

Parent Information Sheet/ Consent Form

My name is Julie Warner. I am a Trainee Educational Psychologist, working in Havering and studying at the University of East London. As part of my training I am required to complete a research project. You and your son/daughter are invited to help me with this project.

My Research

My research will focus on young people's experience of their annual review of special educational needs. I would like to talk to parents and young people that have experienced a 'Person-Centred' annual review. In particular I would like to look at whether young people feel involved in the process and whether they feel their voices have been heard. I would like to find out whether these young people feel more in control of their education, and of their lives in general as a result of the review.

What Will It Involve?

I will visit each young person one week before their review and one week after. On each visit, I will help them to fill in a questionnaire, which will give me an indication of how in control they feel of their education and their life in general. I will then have a discussion with them about their review; what they are expecting to happen, or how they found the meeting. I would also like to speak to you one week after the review to explore how you experienced the process. I will be recording these interviews on an audio digital recorder to ensure I don't forget anything that is shared. Once the project is finished I will write to you, your son/ daughter and their school to feedback what I have found.

Important Things to Know

- Young people and parents are not obliged to take part in this project.
- Young people and parents can withdraw from the interview at any time. If you choose to withdraw from the interview, you may also request that data collected up to that point is not used, in which case any data you have given will be immediately destroyed and not used in the research.
- I will change all names when I write up the project. What is discussed will be kept between me and the interviewees.
- I will need to break this confidentiality if the interviewee shares something that makes me worried about them or someone else.
- Notes and audiotapes will be destroyed once the project is written up and my doctoral programme completed in September 2012. If the research is to be published, anonymised, processed data will be securely kept for a maximum of five years.
- The thesis will be held in the library of the University of East London and I will also hope to have this research published in an academic journal which can be accessed by the general public.

Appendix 9

Any Questions?

If you would like to speak to me about my research project before agreeing for you and your son/ daughter to take part, please feel free to contact me on: -

01708 433955

Julie.Warner@havering.gov.uk

If you have any queries regarding the ethics of this project, please contact the Secretary of the University Research Ethics Committee, Ms Debbie Dada, Admissions and Ethics Officer, Graduate School, University of East London, Docklands Campus, London E16 2RD (Tel 020 8223 2976, Email: d.dada@uel.ac.uk).

Thank you for taking the time to consider this project.

.....
.....

Please tick to indicate you agree with the statements: -

- **I have read this information sheet and understand the nature of the research.**
- **I understand parents and young people are not obliged to take part.**
- **I understand I or my son/ daughter can change my mind at any point during the interviews.**
- **I understand the project findings will be written up, but names and identifying details will be removed.**
- **I understand confidentiality will be broken if concerning information is shared.**
- **I understand that all notes and audiotapes will be destroyed once the project has been written up by September 2012, or within five years if it is published.**

I agree to take part and agree to my son/ daughter taking part in this project.

name_____

signed_____

date_____

Debriefing Sheet

Dear Participant,

I am writing to thank you for participating in my research project. I am very grateful for your time and your contribution will be extremely valuable.

I will now be listening to all the interviews I conducted and will think about what information parents and young people gave me about their Person-Centred Reviews. I will hope to have finished the project by September 2012. I will contact you again by post to feedback what conclusions I have drawn from the research. I will also be feeding this information back to your child's school and local authority.

If you decide you would like to withdraw your interviews from my project you may do so at any point before 30th July 2011, at which point all data will be anonymised and amalgamated. To withdraw, please contact me on the number below.

If you have any further questions to ask me about the project, or if there is anything that we discussed in the interview, that you'd like to discuss further, feel free to contact me on: -

01708 433955

Julie.Warner@havering.gov.uk

If you feel you would like further support relating to special educational needs, please contact Parents in Partnership Service on: -

01708 433885

pips@havering.gov.uk

They are able to offer guidance and assistance to parents/carers of children with special educational needs living in Havering on matters relating to education and schools.

Thank you again for your time.

Kind regards,

Julie Warner

Trainee Educational Psychologist

Appendix 11- Ethical approval

EXTERNAL AND STRATEGIC DEVELOPMENT SERVICES

uel.ac.uk/qa

Quality Assurance and Enhancement



MISS JULIE WARNER
FLAT 16A, PARK EAST BUILDING,
BOW QUARTER,
LONDON.
E3 2UT

Date: 9 May 2011

Dear Julie,

Project Title:	WHAT ARE YOUNG PEOPLE'S EXPERIENCES OF PERSON-CENTRED REVIEWS AND HOW DOES THE PROCESS IMPACT ON LOCUS OF CONTROL?
Researcher(s):	JULIE WARNER
Supervisor(s):	MARK FOX

I am writing to confirm that the review panel appointed to your application have now granted ethical approval to your research project on behalf of University Research Ethics Committee (UREC).

Should any significant adverse events or considerable changes occur in connection with this research project that may consequently alter relevant ethical considerations, this must be reported immediately to UREC. Subsequent to such changes an Ethical Amendment Form should be completed and submitted to UREC.

Approval is given on the understanding that the 'UEL Code of Good Practice in Research' (www.uel.ac.uk/qa/manual/documents/codeofgoodpracticeinresearch.doc) is adhered to.

Yours sincerely,

Merlin Harries
University Research Ethics Committee
Email: m.harries@uel.ac.uk

Docklands Campus, University Way, London E16 2RD
Tel: +44 (0)20 8223 3322 Fax: +44 (0)20 8223 3394 MINICOM 020 8223 2853
Email: r.carter@uel.ac.uk



Appendix 12- Example of one interview transcript

KEY

J: Interviewer

M: mother

F: father

S: student

GM: grandmother

GF: grandfather

SS: secondary school

B: brother

SIS: sister

F: friend's name

SENCo: SENCo's name

LST: Learning Support Teacher

HT: Head Teacher

PT: Pastoral Teacher

EP: Educational Psychologist

[p]: pause

[overlapping speech]

[heh heh]: laughter

Capitalised words: emphasised speech

Appendix 12- Example of one interview transcript

J: OK, so, the review was yesterday.

M: Yes

J: Yeah, how did it go?

M: Very very good

J: Yeah

M: Much more beneficial I think than um other reviews we've had

J: Mmm

M: when it's just been me and my husband

J: Mmm

M: and SENCo

J: Mm

M: which has been very good you know but we haven't had a chance to see S in one of these meetings because he's spoken to separately

J: Yeah

M: But I think having it the way it was it worked so well

J: Yeah she's fine

M: because well I think having everybody in the same room. Being able to write what they think on a chart so it's not like everybody trying to get their own opinion forward

J: Mmmhmm

M: everything you thought you could write down on all these different charts around the room

J: Yeah

M: and one person at the end going over main points and I found it a lot more beneficial I thought it was really good.

J: OK

M: that fact that we've got S sitting there with us as well we could watch his face

J: Yeah

M: and see how he was engaging in it

Appendix 12- Example of one interview transcript

J: OK

M: He seemed to be quite okay with it not that he said very much to us about it

J: Yeah, yeah that's good. So what do you want to go through what sort of happened in the review- in the process.

M: yeah we got in there everybody sat wherever they wanted to er the facilitator she stood up at the front of the meeting and explained to everybody

J: [Mhmm]

M: what was going to happen and what everybody was expected of them

J: Mhmm

M: and she sort of lead everybody through sort of step by step through the meeting really and

J: Mhmm

M: told everybody the headings on all the charts round the wall and the things people like about S, things that we should do to support him etc

J: [yeah]

M: um and yeah so she gave us ten to fifteen minutes to everybody to write down what they wanted, asked is everybody happy to stop at that point and then she went through, read every single thing that was on all of the charts um and then went through each part I mean one of the main one was um questions to ask about his new school.

J: mm

M: and there was lots of things written on there that varying people had all written and that was the chart that she addressed first

J: okay yeah

M: Which I thought that was better for S

J: that worked well

M: because they're the questions that was more interesting for him really

J: yeah yeah

M: although some of the questions he wouldn't have thought to have asked

J: sure yeah

Appendix 12- Example of one interview transcript

M: but the fact that he's hearing the answer to the questions from the two ladies that work at the school

J: Yeah

M: I think that was very good

J: Yeah

M: for him and there was a couple of other points that we perhaps wouldn't been able to have got through everything

J: Yeah

M: In the meeting but some of those everybody didn't need to be involved in so perhaps LST spoke to us and said perhaps we could have another meeting about that so it wasn't wasting everybody's time talking about everything

J: yeah yeah yeah

M: So

J: So that went on the list for future

M: Yeah

J: actions sort of thing

M: Yeah

J: Ok, yeah

M: So that was that was very good really but at least with everybody being there it brought certain points forward that perhaps I wouldn't have thought to ask or my husband

J: Yeah

M: or LST wouldn't have thought perhaps we needed to know or we wouldn't wanted to ask a question of. So I think from that respect it

J: yeah

M: it did work really

J: thorough

M: yeah very thorough

J: yeah ok. What what do you think made it so thorough was it coz you had that time to just write things yourselves.

Appendix 12- Example of one interview transcript

M: yeah and I think that the lady who was sort of sort of taking the meeting really that she had done this before and she perhaps from experience knew what needed to be addressed first

J: okay yeah

M: um

J: so she knew where to start

M: Yeah so she sort of at the start of it said like 'we'll have ten fifteen minutes to write on the charts and we'll say is an hour okay for the meeting' and everybody said 'yes' and it stopped it because it could quite easily have gone on for two hours with everybody talking about everything but perhaps everybody didn't need to talk about everything it was just odd people

J: so it was well well chaired I suppose

M: yes

J: well contained

M: Yes very much so

J: okay good ok, and how did you feel during the meeting? What sort of feelings were you having during the meeting?

M: before we went to the meeting I was quite apprehensive

J:Mm

M: I wondered what this was all going to achieve but when we was in there I felt very relaxed

J: Mhmm

M: and comfortable and I didn't feel that any questions I would ask would be thought of as being 'that's a silly question' or anything like that

J: Mmm

L: and um yeah I just I felt very happy throughout the meeting, very pleased and I was very pleased that S was included in that.

J: Oh good

M: He was sitting there with us and he was hearing everything that everybody was saying

J: Mmmh

Appendix 12- Example of one interview transcript

M: Um you know most things being quite you know positive things. So yeah I felt quite happy about how everything was going really

J: is it- what what had made you apprehensive beforehand?

M: um [p] partly I I think um I don't like standing up and being centre of attention

J: Yeah

M: and I was I mean this is only from a sort of personal point of view that I was 'why do I have to stand up and say' you know under all these headings on the charts and say 'ooh I'm going to write this because'

J: Mmm, mmm

M: and I was a bit apprehensive about that and also I was thinking 'what if all these issues, every questions that S's got to ask or everything any concerns we've got, what if it doesn't get addressed in this

J: Yeah

M: this situation is it going to be our one and only chance to

J: I see

M: talk to all these people

J: yeah

M: But that didn't prove to be the case at all.

J: OK. So you felt that you got through everything

M: Yes

J: and you felt comfortable with sharing your concerns or questions or

M: yes definitely, felt very comfortable with um saying whatever I felt like saying really

J: Mmm, mm , mm

M: and nobody was going to um criticise or

J: yeah

M: anything

J: ok

M: it was just er

J: yeah OK. Is there anything that could've been better about the review?

Appendix 12- Example of one interview transcript

M: erm, [p] no I don't that is the only one I've been to with lots of people so it's hard to sort of think what could be different. Everybody who well I think. What could've made it better I think we could've needed his OT or physio there

J: OK

M: not perhaps the physio but we could've done with the OT being there

J: yeah

M: I think that would've put a bit of input towards

J: Yeah

M: You know, asking questions about his seating in the classroom

J: yeah sure

M: and how often he would have to get in and out the wheelchair and would there be something he cause the teachers are not allowed to actually lift him out of his wheelchair

J: [Yeah]

M: so you know that could've perhaps been answered but I can talk to the OT another time

J: OK, yeah

M: but with other people being there

J: mm

M: the teachers who've dealt with children with special needs before

J: Mmm

M: that and know what their school is like. They would perhaps have dealt with that a bit better

J: yeah yeah. Is there anything about the process that could've been better? The process of the review. The way it was structured

M: [No I don't think so.] No I think it was structured very well.

J: OK. And what were the main differences between that review and the ones you've been to in the past?

M: Erm. A lot less people being the main one

J: Mmm

Appendix 12- Example of one interview transcript

M: um there not being a great deal of structure to previous meetings we've gone through S's um IEP

J: Mmm

M: um gone through different things that we think um he's done well since the last meeting

J: mmhmm

M: things we think he should try to work harder on

J: this meeting was more structured.

M: yes

J: Yeah OK

M: so I think that the other meetings have not been so important I guess because this time it's- he's leaving the school and he's going to a school with people that who don't know him

J: sure

M: and the whole structure of the day will be different to how it is at a junior school

J: yeah

M: compared to a secondary school so it had to be a lot more structured and a lot more informative and there is obviously his other meetings that we have every term or whatever and

J: OK

M: they don't necessarily have to be so because if we've got any problems at any time

J: Yeah

M: we can just

J: can always come back yeah

M: and say oh S's got a problem with this as I do regularly anyway

J: yeah

M: if there's something he's got a problem with or I need to ask about I know I can always pop in and see HT, SENCo

J: Yeah

Appendix 12- Example of one interview transcript

M: and they're always very willing with their time to answer

J: Yeah

M: questions but

J: so it felt like you felt that this was sort of your one chance and so you felt quite and so you were pleased for the structure and you got to cover everything that you needed to

M: yes I think you know. In a reasonably limited amount of time I guess an hour and but it was very well-structured I think.

J: yeah

M: very good

J: and how do you think um S found the review?

M: okay, I spoke to him I asked this morning I said 'How do you think it was yesterday?' and he said it was ok. You know, never one to really say a great deal he is

J: [yeah sure]

M: um, and I said, 'did you think it was interesting?' and he said 'a bit' and then he said 'but I needed to go to the toilet' he said

J: oh bless him

M: which he did so he was taken out by the TA for well it seemed like forever but it was probably only ten minutes or so

J: yeah

M: um but yeah he seemed quite positive and sometimes if he's a bit concerned about something he'll get home in the evening and he'll be a bit grumpy or something like that

J: okay

M: and he wasn't at all he was really upbeat and he didn't really have anything to say other than 'it was okay'

J: yeah okay, so it was positive

M: so it was a positive thing

J: okay, alright, and how, how er how involved did you feel in the review?

M: um, as involved as I wanted to be

Appendix 12- Example of one interview transcript

J: Yeah, okay

M: Um, I think if I'd have wanted to say anymore um I could've done

J: you could've yeah

M: um but I didn't feel under pressure to speak because I was his mum

J: Yeah

M: but there was lots of other people doing speaking you know saying things they wanted to say

J: mhhm

M: and I found that very interesting to hear what everybody else had to say

J: Mmmhm

M: but yeah, I liked that

J: Yeah, so you contributed what you wanted to

M: Yes, yes exactly

J: and did you feel listened to in the review

M: yes definitely yeah

J: could that have been better at all?

M: Um, no I don't think so really. I mean if I wanted to say any more or had anything specific I needed to say I felt like I could definitely have said it. My husband definitely did he sort of started talking about something or another and everybody was listening to him um and when somebody else wanted to say something we was listening to them

J: Yeah yeah

M: so you know the lady at the front of the meeting she did say at the start of it just one thing to mention, when somebody's talking we're all listening

J: yeah okay

M: so even little things like that it just made it very very well organised

J: Yeah okay good. And how about S, how was S involved?

M: um, he could write down his feelings or his er comments on this charts the same as everybody else could but he couldn't get up and do that so the the TA was helping him, she was saying 'what do you want to write on this one' and he

Appendix 12- Example of one interview transcript

was telling her so he was through her he was writing down what he wanted to through the TA so um he was involved but he's a very quiet child anyway

J:

[Mmm]

M: he'd never do anything to draw attention to himself so he was sitting there, listening

J: yeah

M: and er anytime he was the spotlight was put on him I could see him sort of cowering into his seat and not wanting to be that centre of attention

J: yeah OK, so so he um he maybe found the talking a bit difficult to everybody

M: Mmm

J: but um do you think he was okay with the TA writing things down on his behalf

M: yes. I think another thing that worked quite well at the start, one of the charts um was what do we like and admire about S

J: mmhm

M: and that was the one that er the lady at the meeting, she stood at the front and said 'right I'll start off with this one' and asked everybody to put comments forward so it started off on a very positive note

J: mmhmm

M: for S, he was hearing everybody not saying 'how can we do things to help S'

J: yeah

M: it was everybody was saying about things they liked about him so it put him in a very confident position to start with

J: Yeah yeah, so it was a good starting point

M: yeah a very good starting point. okay

J: okay, and could it have been any better is there any better way to have involved S do you think?

M: Um I don't, I don't know how else he could've been more involved really I mean he was asked to do a one page profile before we went into the meeting like a week before or something where he was asked, asking some of his friends to write down things they liked about him and things that he could say um [p] can't remember what the other things were now. But um it was based on

Appendix 12- Example of one interview transcript

the same. Having a heading and him having to think of things to write under that heading

J: Yeah

M: So he'd kind of been a bit prepared of what to expect

J: Yeah, what was coming up

M: Mm

J: okay, okay. And what what were the sort of main outcomes of the review?

M: Um, oh goodness there were so many um. [p] Really asking questions about um, the canteen, how accessible is that, how many lifts there are, how many disabled toilets there are um, [p] how he would be getting to, actually no that wasn't covered we got to talk about that at a later date. There was no real major important parts it was lots of little things

J: Questions

M: that contributed to um things um like homework club for instance because that school sort of comes out a three o'clock. The school now comes out at twenty past three and I've got a daughter here

J: Yeah yeah

M: so, asking things like that like is there a homework club so S could stay behind

J: Yeah

M: After school in the homework club so S could stay behind after school in the homework club so S can get his homework done and I don't have to worry about having to be in two places at once picking the children up

J: yeah

M: lots of things like that which um just practicalities really

J: Mmm

M: was all covered

J: Mmm

M: But um, S loves art and we spoke, one of the teachers at his new school spoke about the art um department and the possibility of him doing an art club when everyone else is doing PE

J: yeah

Appendix 12- Example of one interview transcript

M: because he can't do PE so for him to be able to do something he enjoys and can get some benefit from

J: OK

M: rather than just sitting there doing nothing

J: okay so it was mainly you getting information from the secondary school

M: Yes

J: yeah

M: That was the very important thing um

J: Were there any sort of action points did you have a

M: [Yes there was a] page um of action points things which we'll get a letter about with all sort of written out in full really all the action points that um everyone's going to

J: Yeah

M: Be doing but um, I don't think there was anything major for me to action on really other than speak to the OT

J: Yeah

M: Um, a meeting we've got to organise with the um LST about um transport to and from school

J: Yep

M: er [p] and um toileting, we didn't cover that in the meeting

J: yeah

M: because we felt that that would probably be a bit embarrassing for H

J: Oh okay yeah

M: lots of people there discussing something personal

J: Yeah, so that's for another time that's been actioned so you you

M: yeah yeah, different action points

J: yeah okay and does er S have um sort of specific targets do you know do you know sort of IEP targets or

M: Yes he has, [p] I don't know off the top of my head

J: did you cover those in the meeting?

Appendix 12- Example of one interview transcript

M: no

J: no you didn't okay so it was more focussing on the transition

M: yes

J: yeah

M: yeah that's exactly what it was about

J: okay, do you think erm, you talked about, did you talk a bit about what sort of helps S in school and what support he needs

M: on one of the charts we spoke about what um supports him yes on one of the charts there was what we can do to support him so yeah those things was covered although there was a couple of conflicting points on there like he'd written 'I will ask for help when I need it' um then I'd written on there 'he doesn't always ask for help'

J: I see okay

M: So from his new teacher or the teachers at his new school they see 'oh that's conflicting' um but it just shows that S thinks differently to I do sometimes and

J: yeah yeah yeah

M: from being his parent knowing sometimes he can be quite stubborn or very shy won't ask for help because he's too shy to ask for help

J: mm. So it's useful to have those different perspectives there

M: yes

J: all in one room I suppose

M: yes because it forces the issue to actually speak about it rather than thinking 'that says this and this one says this'. If you're forced to speak about it they understand why I think differently to him

J: sure

M: where as he says 'no no I'll ask for help if I need it' because he's too shy to ask

J: yeah yeah

M: so

J: OK, OK. Do you think S has a better knowledge of sort of how things are for him at school following the review?

M: um, what do you mean not the transition or things in general

Appendix 12- Example of one interview transcript

J: yeah yeah the transition and secondary school and what support he might need in secondary school

M: I think he's understood it a little bit better now having heard what everybody's said and I get I mean he's not really said very much to me it's only yesterday that um I get the feeling he feels like happy that there's all these people talking about him

J: mm

M: with a view to do the very best for him

J: yeah

M: and help him so um I think he's it's made him feel lot very sort of well much more confident than he was I mean he's still nervous about going to secondary school

J: mhmm

M: but knowing that there's lots of people there whose trying to make it as easy for him as possible it's definitely helped him

J: okay so it was a supportive process

M: Yes

J: yeah yeah okay, and how do you think the review might have um impacted on S's sort of self esteem or positive feelings about school do you think he might

M: um [p] I think it's made him sort of happier made him quite like 'my opinion does count' rather than having mum and dad tell me what to do all the time

J: mhmm

M: so I think it's that's worked

J: Yeah

M: made him feel more happier about that

J: more involved

M: yes

J: um do you think that that might have had an impact on his feelings of sort of um independence or sort of control

M: um [p] no I I I don't um. In some respects he likes to be independent but he's very much wants to feel that safety net of an adult being there to help him

Appendix 12- Example of one interview transcript

J: Mmm yeah, so it's more that he's feeling supported

M: mm

J: Yeah, OK. And um how about sort of motivation so do you think he might feel more motivated after the review or just the same, or less?

M: er I don't think less um I'd like to think that he would feel more motivated

J: mhmmm

M: with just the feeling that everybody's trying to help me

J: yeah

M: everyone's being nice so I'll try my hardest

J: okay yeah

M: Which I know a lot of children do, you know their minds do work like that if I like the person I'll work harder for the person

J: sure

M: so if he knows everybody's trying to help him

J: yeah

M: it should make him feel more motivated

J: yeah okay and is there, do you think there might be any other kind of changes um in S's sort of attitude towards school following the review?

M: well hopefully he'll feel a lot more happier about going there

J: mm

M: rather than feeling of absolute dread that he's going somewhere different

J:mm

M: I'm I think he'll just feel a bit more happier about going there

J: yeah

M: a bit more sort of less nervous

J: okay yeah

M: especially as you know we've seen, he's been to the school a couple of times but the fact that he's seen the SENCo of the new school and the other inclusions lady um the two of them there very friendly talking directly to S asking him things so he knows that when he goes to school

Appendix 12- Example of one interview transcript

J: yeah

M: that he knows he's got these two familiar faces who he can go to for

J: yeah

M: help almost

J: they they were they were asking him direct questions

M: yeah

J: yeah I see yeah so they were very friendly. Okay. And are there any other ways that you feel the review might have helped S in any way.

M: um I know this probably couldn't have happened but if he could've met his form teacher

J: yeah

M: if he could have or he um could've been at the meeting

J: Yeah

M: but I mean it's too far ahead to plan such things but um, I think that would've been very beneficial

J: Even better yeah sure.

M: um I mean he knows, we've already asked his best friend be put in the same form as him

J: mhmm

M: they're different um, different abilities so they won't be in the same classes

J: I see

M: or lessons but the fact that they both go into class together then they'll go their separate ways

J: Yeah

M: and that's good so we asked about that and they were very accommodating as far as that was concerned so things like that have been very helpful really

J: [mm, mm]

M: and the ladies asked about that in the meeting 'is there anything like that we can do to' I said 'ooh, I've already rang and requested'. So they were willing to put that forward if they hadn't done it already

Appendix 12- Example of one interview transcript

J: I see yeah ok

M: which is useful

J: okay, that's great. Is there anything else anything- else you wanted to say about the review that you've that you liked or didn't like about anything at all about that review progress?

M: No I liked it very much I found it very informative, very um useful for us as parents

J: mm

M: and more importantly for S that I felt that it was good for him um if it had been a little bit longer I don't think that would've done any harm

J: yeah

M: but saying that you could carry on chatting about various things for quite some time

J: yeah

M: and the things that we perhaps didn't have time to talk about they will, they're gonna be organised for other meetings with the one or two people directly involved because you know if you're talking to one person about something everybody else is not involved they're just sitting there wasting their time listening to those two people but um so there's two ways to look at that but it probably wouldn't have done any harm to be a bit longer but it didn't be any less informative being the length of time it was

J: [the length yeah] and S's dad, did he have any other sort of thoughts?

M: um no he he agreed he thought it was [p] thought it was very useful um and just felt very positively about it and same same as me really I mean you probably say different, not that differently but um probably have more to add perhaps if he was here he definitely found it useful

J: mm

M: and we both walked out of there feeling very happy about the outcome

J: good, is there anything in particular he might have added if he were here today?

M: um, I can't say [heh heh]

J: [yeah no that's ok], that's alright. That's been really great. Yeah that's good. Anything else are you

Appendix 12- Example of one interview transcript

M: no no I'll um

J: okay lovely

M: um it did give um my husband an opportunity. The school has been absolutely fantastic

J: yeah

M: to S and to us, um you know teachers, SENCo, head teacher all been brilliant towards him and helped him um so my husband did say at the end, he'd like to have the address of the board of governors or whoever to write to to show his thanks yeah so um. If he'd not have been in the meeting I don't know if he'd have done that so he did ask that and HT gave him the addresses that he needed so

J: oh lovely. okay

M: good

J: it all sounds really positive. Nice way to end his time at the school.

M: yeah that's what HT said no not HT the other lady said it was a positive note to end the meeting on

J: yeah

M: and it was definitely but um I can't speak highly enough of how I felt about it. I felt quite emotional especially as everybody was saying 'oh we'll be sorry when he's gone' [heh heh]. It was a bit emotional

J: Yeah sure. Well I suppose you've come to know these people for a number of years as well and trust them and um

M: yeah mm. That's made um with S's illness everything's difficult so the fact that when you come to school and things are as easy as they possibly can be because of the support from from people on the front desk, class teacher, TA, everybody is so helpful you never feel like a nuisance again, you're never made to feel like that which is very very good. But that's not about the meaning, that's about the school so

J: yeah sure

M: so I'll shut up

J: No it's ok. That's lovely

Appendix 13- Parent codes

	Codes
1	Parent is generally positive about the PCR.
2	Additional attendees made review better than previous ones.
3	Liked the chance to see how their child engaged in the review
4	Everyone was involved.
5	Liked facilitator drawing out the main points for discussion.
6	Child 'okay' with the review
7	People could choose where to sit in the review
8	Facilitator explained the process.
9	Facilitator guided everyone through the meeting.
10	Facilitator managed time in the meeting.
11	Facilitator read through all the written contributions.
12	Questions to ask about new school was a main topic.
13	Questions/ topics were raised that others wouldn't have thought of.
14	Likes the child to hear information directly from professionals.
15	Delayed topic discussion for future meeting.
16	Meeting was thorough/ detailed.
17	Facilitator knew which issues should be addressed first.
18	Meeting was well-chaired and organised.
19	Felt apprehensive before the meeting.
20	Felt relaxed during the review.
21	Felt comfortable asking questions/ contributing.
22	Felt positive during the meeting
23	Liked child being in the review.
24	Liked that the child could hear positive things about them.
25	Apprehensive about being 'centre of attention'.
26	Beforehand, worried that not everything would be covered.
27	Certain topics couldn't be covered because OT and physio were absent.
28	Well-structured.
29	More attendees than in previous reviews.
30	PCR was more structured than previous reviews
31	Felt they were as involved as they wanted to be in the PCR.
32	Parent liked hearing other's views
33	Felt they said what they wanted to say.
34	Felt listened to.
35	Everyone listened to each other.
36	Facilitator encouraged everyone to listen to each other
37	Child contributed in the same way as everyone else.
38	A professional supported the child's involvement in the meeting.
39	Child didn't want to draw attention to himself.
40	Writing points down (with support) was easier for the child than speaking.

Appendix 13- Parent codes

41	Start of the meeting was very positive which put child in a confident position.
42	One page profile prepared child for the PCR.
43	Lots of outcomes from the review.
44	Information was shared about the new school.
45	Parent negotiated support/ special arrangements for child in new school.
46	Didn't want to discuss personal topics in the meeting.
47	IEP targets were not discussed in the meeting
48	Meeting focused on transition.
49	Conflicting views were raised which was seen as useful
50	Helpful for the child to see the support they've got.
51	The review may make child more confident.
52	Child feels more like their opinion is valued
53	Child may feel motivated by seeing the support in place for him.
54	Hopes the child will feel better about transition following PCR.
55	Child gets a chance to become familiar with staff at new school.
56	Wanted form tutor to have attended.
57	PCR was informative
58	Might have preferred it to have been a bit longer
59	Left review feeling positive.
60	Gave parents the chance to give the old school positive feedback.
61	Parent felt emotional that her relationship with the school was ending.
62	Child will look forward to SS more now.
63	Felt happy because they had planned what they had wanted to say.
64	Liked having a professional support the child
65	Child seemed quite happy in the review.
66	Child liked hearing about support/ arrangements at SS.
67	Felt their opinions were valued.
68	Felt child was listened to.
69	Child will have a point of contact in new school.
70	Didn't discuss child's learning.
71	Issues were explained clearly.
72	Everyone contributed their point of view.
73	Everyone is clear about the outcomes.
74	Connexions worker was present.
75	Connexions provided useful information.
76	Different support was agreed to be arranged in the same school.
77	Child shared views on their needs.
78	Current support in school was discussed.
79	Writing comments put views out in the open.
80	Main issues could be drawn out from sheets.
81	EP chaired the meeting.

Appendix 13- Parent codes

82	Child shared their views.
83	People were open and honest.
84	Liked hearing positives about their child.
85	Parents' presence relaxed child
86	More constructive
87	Parents felt involved
88	Felt child's views were valued.
89	Saw that others cared about their child.
90	Feels 'only time will tell' whether the outcomes discussed are put in place.
91	Connexions arranged to share career information.
92	Child's progress was discussed.
93	Think that hearing positives in the review may have boosted child's self esteem.
94	Involving child in the review raises their confidence.
95	Child would feel upset if they were not involved.
96	Gives child opportunity to share their views.
97	Important to hear child's views.
98	Child will remember the praise they heard.
99	Facilitator knew what to focus on because they knew the child.
100	Lots of information was shared in the review.
101	During the review, people became less worried about what everyone else was contributing.
102	It was all about the child.
103	Parent learned new things about child.
104	Review didn't cover one particular concern.
105	Parents wanted to discuss a concern but there wasn't a place in the meeting for it to be raised.
106	Having points written down avoids things getting forgotten/ lost.
107	Child enjoyed hearing people talk about them
108	Parent contributed positive comments to boost child's confidence.
109	Parent is shy and so didn't share certain things.
110	Hearing the professionals planning reassured parents actions would be carried out.
111	Child was engaged throughout the review
112	No personal impact on child
113	The action points will help child.
114	People were initially nervous but then felt comfortable contributing honestly.
115	Facilitator reassured about writing.
116	Meeting was too short
117	Information on child was shared with new school
118	Talked about child as a whole person.
119	Parent mentions change in social relationships.

Appendix 13- Parent codes

120	Parent mentions bullying.
121	Child only attended part of the review as parent felt he may find it embarrassing.
122	Child was asked questions
123	New school got a direct insight into child.
124	SENCo led the meeting
125	Liked having TA present- because was felt they know the child.
126	Child asked questions about new school.
127	Felt the process could be daunting for a child.
128	Child shared information about himself.
129	Having their questions answered made the child feel better.
130	Parent mentions their relationships with the professionals.
131	Parent shared they wanted good contact with new school
132	Child seemed uncomfortable at first.
133	Review didn't end until child was happy.
134	Reassuring process for the child
135	Adults are open with the child.
136	Helps child move on.
137	Meeting felt informal.
138	Involving children in the PCR prepares them for secondary school.
139	Focus on child's views and issues.
140	Writing made parents feel they and the child had more input.
141	Surprised to see paper on the walls.
142	Facilitator was calming.
143	Contributed more than in previous meetings
144	Other professionals know their child.
145	Writing points down made them clearer.
146	Felt confident that professionals understand how important transition is.
147	Parent would have liked opportunity to have planned for the review.
148	Child was shocked to be so involved.
149	Made parent feel better.
150	Parent provided information about child from a home/ family perspective.
151	Everyone was writing at the same time so they weren't watching each other.
152	Facilitator was neutral.
153	Useful strategies were shared with parents.
154	Meeting emphasised to parent what they needed to do to plan for transition.
155	Liked having lots of people there together.
156	Parent felt emotional
157	Previous reviews have felt mechanical.
158	Child involvement in reviews has previously been tokenistic.

Appendix 13- Parent codes

159	Review gave the child a chance to reflect on himself.
160	Child felt nervous in the review.
161	Hearing positive things helped child feel more confident in the meeting.
162	Child needed support in the review.
163	TA wrote down one point as the child's but it was her own.
164	Adults didn't realise when child wanted to speak.
165	Others agreeing with comments enforces the issue.
166	Felt they could be more open when writing than when speaking.
167	Liked others agreeing with what she was saying.
168	Child lost focus after the writing part of the meeting.
169	SS agreed to pass on information about child to school staff.
170	Meeting ended suddenly.
171	Parents don't seem certain they knew who everyone at the meeting was.
172	Would have preferred the facilitator to do all the writing.
173	Writing led to repetitions.
174	Liked having different perspectives there.
175	Liked having someone from new school there.
176	Child liked being involved.
177	Wanted a cup of tea.
178	Liked questions asked.
179	Expressed their views on support.
180	Child hadn't been prepared for the meeting.
181	Information was communicated to child well.
182	SS SENCo took written notes.
183	Child learned positive things about himself.
184	Child might be more motivated now he knows what he needs to work on.
185	Child won't mention review again.
186	Child will forget about the review.
187	Child should have been better prepared for the meeting
188	Parent didn't know what was going to happen beforehand.
189	Felt uncomfortable at the start of the meeting.
190	Feels parents need to know more about the review beforehand.
191	More of a focus on the future than previous reviews.
192	Initially went blank when writing.
193	Seeing other's points written down gave parent ideas.
194	When writing, felt inferior to professionals.
195	Child didn't understand some things in the review.
196	Child asked about sports clubs
197	Child asked about knowing where to go.
198	Child will only remember topics discussed that were important to him.

Appendix 13- Parent codes

199	Child might feel more important following the meeting.
200	Important for SS to know the child's needs.
201	Important for the child to know what their needs are.
202	Parent agreed with what was said.
203	Liked hearing about support child will receive in new school.
204	First meeting the child has attended.
205	Child listened more than spoke in the meeting.
206	Meeting was too long for the child.
207	Writing was a quick and easy way of hearing everyone's views.
208	Writing kept the meeting focused on main points.
209	Parent needed support with writing.
210	Everyone interacted.
211	Casual, relaxed meeting suited the child.
212	Seemed well planned.
213	Parent got their questions answered.
214	An hour was the right length.
215	Felt equal.
216	Teachers need to understand child to support her.
217	Child had prepared written contributions before the meeting.
218	It was a lot for the child to take in.
219	Opportunity to meet everyone.
220	Heard about how transition works.
221	Felt embarrassed when writing.
222	Felt professionals know each other more than you.
223	Would rather have not done any writing.
224	Felt nervous before the review.
225	People in review put parent at ease.
226	Felt nervous about speaking in front of others.
227	Writing gave more time to think about what you want to contribute. Less on the spot.
228	Child was excited before the review.
229	Child shared one-page profile in review.
230	Discussed what supports child in school.
231	Child will be more motivated following the review.
232	Meeting felt relaxed.
233	SS SENCo got lots of information.
234	Parent knew roughly what the meeting would be like.
235	Informality helped openness.
236	Child seemed happy after the review.
237	Parent shared concerns about transition.
238	Parent shared information about the child.
239	Child liked chocolate biscuits.
240	Child wants to share views.
241	Child will feel more that he has a voice following meeting.

Appendix 13- Parent codes

242	SS SENCo now has a better understanding of the child.
243	Writing on sheets of paper helped build a good picture of the child.
244	School shared information about child's needs.
245	Felt confident in the review that child would be happy.
246	Important that child feels listened to.
247	Facilitator put SS SENCo under pressure.
248	Parent wouldn't have felt comfortable asking the questions that the facilitator asked.
249	Better for child not to be warned about meeting in advance.
250	Important for school to hear from child what their needs are.
251	Process gives everyone a good insight.
252	Review helped everyone to be clear about next steps for the child.
253	Liked writing.
254	Child has been at the school for a long time.
255	People got emotional in the review.
256	Facilitator maintained focus on child.
257	Talked about what support child needs in class.
258	Child has reached an age where he knows what he needs.
259	Useful for teachers to hear child's point of view.
260	Child is becoming more independent.
261	Liked seeing everything written down.
262	At the start of the meeting, parent questioned whether it would be useful.
263	Parent felt treated 'like a child'.
264	Felt apprehensive at the beginning.
265	The facilitator used child-friendly language.
266	Facilitator asked SS SENCo questions.
267	Lots was covered in the meeting.
268	Felt happy with the outcome.
269	Would have liked to have been told more about the review beforehand.
270	Child seemed uncomfortable in the review.
271	Child seemed to like support from her TA.
272	It would have helped child for them to have been better prepared.
273	It would have helped the child for them to have met people first.
274	Child shouldn't have been there for the start of the meeting.
275	Child was more involved than she wanted to be.
276	Didn't cover what happens at home.
277	Support/ special arrangements in new school were agreed.

Appendix 14-Young people codes

Codes
1. Doesn't know what's going to happen in the PCR.
2. Beforehand feels shy about the review.
3. Beforehand feels scared about talking in the review.
4. Found the review to be okay.
5. Liked that adults talked about them.
6. Got bored when the adults were talking.
7. Didn't understand everything in the review.
8. Felt shy during the review.
9. Having people they knew there made them more comfortable.
10. Sitting next to their mum and dad made them more comfortable.
11. Preferred having an adult write their views to speaking.
12. Felt shy about speaking.
13. Felt listened to.
14. Doesn't know what PCR is for.
15. Feels alright about the review.
16. Positive about how they found the review.
17. Would have rather just spoken in the review
18. Felt happy with the amount they spoke.
19. Felt happy in the review.
20. Felt involved.
21. There is a particular issue they want to address in the review.
22. Not feeling nervous about the review.
23. Feels this review is more important because of transition.
24. Hopes they will be asked their views.
25. Feels nervous about the questions they might be asked.
26. Thinks writing is better than speaking because it's more visual.
27. Writing views ensures others take notice and understand.
28. Meeting felt informal.
29. Felt comfortable sharing views.
30. Liked writing ideas down on the sheets.
31. Felt uncomfortable discussing personal topics.
32. Liked hearing positive things about them.
33. 'It was all about me'.
34. Felt important.
35. Made similar points to others.
36. Others felt proud of them at the meeting.
37. Adults should check that the young person is happy with everything.
38. Enjoyed review.
39. Didn't know much about the review.
40. Beforehand, young person doesn't want to talk too much in the review.
41. Liked having parents present.
42. Liked being supported with writing.
43. Beforehand expects to be talking about their life and school.

Appendix 14-Young people codes

44. Beforehand expects to discuss support for them in school.
45. Likes that they will hear things about new school.
46. Looking forward to meeting people from new school.
47. Wants to ask about new school.
48. Felt under pressure about what to ask in the review.
49. Felt under pressure because of the number of adults in the room.
50. Felt like they were in a quiz show.
51. Liked asking questions.
52. Expects to talk about the future.
53. Hopes they'll talk about support.
54. Beforehand feels good about the review.
55. Hopes they'll talk about SS.
56. Feels confident about PCR.
57. Hopes they will be asked questions.
58. Wants to share difficulties experienced in school at the meeting.
59. Liked seeing that others cared in the PCR.
60. Understood everything.
61. Got bored in the review.
62. Writing avoided feeling shy.
63. Felt shy about sharing things about themselves.
64. Doing more talking would have made it less boring.
65. Adults interrupted while they were talking.
66. Feels nervous about the review.
67. Wants to share what subjects they want to do.
68. PCR felt relaxed.
69. It was the right length.
70. Liked being able to ask questions about new school.
71. Covered everything they wanted to talk about.
72. Writing views saved time.
73. Should have been shorter.
74. Expects to hear about SS.
75. Nervous about hearing of new things.
76. Doesn't want to go to the review.
77. Doesn't want to talk in the review.
78. Writing was less boring than talking.
79. Liked people discussing what everyone liked about them.
80. Felt worse about transition after the review.
81. Felt good during the review.
82. Beforehand, felt worried about the PCR.
83. Felt scared in the meeting.
84. Expects to discuss their progress in school.
85. Expects to be reassured by SS SENCo.
86. Hopes the adults will say positive things about them.
87. Hopes the SS SENCo will be supportive.

Appendix 14-Young people codes

88. Hopes the SS SENCo will be encouraging.
89. Hopes the adults don't say anything negative about them.
90. Expects to be asked questions about their progress.
91. Wants to share positive things about himself.
92. Wants to ask if SS is nerve-wracking.
93. Hopes to be asked about their interests.
94. Felt nervous in the review.
95. Liked the biscuits.
96. Wanted to speak more.
97. Adults spoke while they were speaking.
98. Hopes to talk about their progress.
99. Feels okay about speaking in the PCR.
100. Liked hearing about SS.
101. Liked telling adults best ways to support them.
102. Felt okay about being asked questions.
103. Liked that everyone got a chance to share views.
104. Liked that they got a chance to share their views.
105. Wants to share views on how to support them.
106. Would feel happier if they knew what was going to happen.
107. Expects to share views on what will support them.
108. Liked moving around.
109. Liked that adults spoke nicely.
110. Felt good about speaking.
111. Didn't feel nervous in the review.
112. Nervous only at the start of the review.
113. Liked hearing about support in SS.
114. Liked sharing information about themselves.
115. The questions asked made them feel less nervous.

Theme P1- The process was collaborative

1a. It is useful to have lots of different perspectives together at the meeting.

- 2. Additional attendees made review better than previous ones.
- 13. Questions/ topics were raised that others wouldn't have thought of.
- 27. Certain topics couldn't be covered because OT and physio were absent.
- 29. More attendees than in previous reviews.
- 32. Parent liked hearing other's views
- 49. Conflicting views were raised which was seen as useful
- 56. Wanted form tutor to have attended.
- 72. Everyone contributed their point of view.
- 74. Connexions worker was present.
- 155. Liked having lots of people there together.
- 174. Liked having different perspectives there.
- 175. Liked having someone from new school there.
- 193. Seeing other's points written down gave parent ideas.
- 150. Parent provided information about child from a home/ family perspective.
- 4. Everyone was involved.

1b. Parents felt involved and equal to professionals in the meeting.

- 7. People could choose where to sit in the review
- 31. Felt they were as involved as they wanted to be in the PCR.
- 33. Felt they said what they wanted to say.
- 34. Felt listened to.
- 35. Everyone listened to each other.
- 45. Parent negotiated support/ special arrangements for child in new school.
- 67. Felt their opinions were valued.
- 87. Parents felt involved
- 140. Writing made parents feel they and the child had more input.
- 143. Contributed more than in previous meetings
- 179. Expressed their views on support.
- 215. Felt equal.

Contradicting codes:

- 194. When writing, felt inferior to professionals.
- 177. Wanted a cup of tea.
- 209. Parent needed support with writing.

1c. Relationships are important in the process.

- 130. Parent mentions their relationships with the professionals.
- 131. Parent shared they wanted good contact with new school
- 171. Parents don't seem certain they knew who everyone at the meeting was.
- 219. Opportunity to meet everyone.
- 210. Everyone interacted.

1d. Shared understanding and agreement.

125. Liked having TA present- because was felt they know the child.

144. Other professionals know their child.

165. Others agreeing with comments enforces the issue.

167. Liked others agreeing with what she was saying.

202. Parent agreed with what was said.

Theme P2- The organised nature of the review was containing

2a. Facilitator played a role in organisation of the meeting.

- 5. Liked facilitator drawing out the main points for discussion.
- 8. Facilitator explained the process.
- 9. Facilitator guided everyone through the meeting.
- 10. Facilitator managed time in the meeting.
- 18. Meeting was well-chaired and organised.
- 17. Facilitator knew which issues should be addressed first.
- 36. Facilitator encouraged everyone to listen to each other

2b. Points for discussion were covered efficiently.

- 207. Writing was a quick and easy way of hearing everyone's views.
- 208. Writing kept the meeting focused on main points.
- 267. Lots was covered in the meeting.
- 80. Main issues could be drawn out from sheets.

2c. The meeting was well-structured.

- 28. Well-structured.
- 30. PCR was more structured than previous reviews
- 214. An hour was the right length.

Contradicting codes:

- 116. Meeting was too short
- 170. Meeting ended suddenly.
- 58. Might have preferred it to have been a bit longer

2d. Preparation for the review is important.

- 63. Felt happy because they had planned what they had wanted to say.
- 212. Seemed well planned.
- 147. Parent would have liked opportunity to have planned for the review.
- 180. Child hadn't been prepared for the meeting.
- 187. Child should have been better prepared for the meeting
- 188. Parent didn't know what was going to happen beforehand.
- 190. Feels parents need to know more about the review beforehand.
- 217. Child had prepared written contributions before the meeting.
- 234. Parent knew roughly what the meeting would be like.
- 249. Better for child not to be warned about meeting in advance.
- 269. Would have liked to have been told more about the review beforehand.
- 272. It would have helped child for them to have been better prepared.
- 141. Surprised to see paper on the walls.
- 148. Child was shocked to be so involved.

Theme P3. The role of the facilitator.

Theme 3a. Chaired the meeting.

- 81. EP chaired the meeting.
- 8. Facilitator explained the process.
- 9. Facilitator guided everyone through the meeting.
- 10. Facilitator managed time in the meeting.
- 124. SENCo led the meeting
- 11. Facilitator read through all the written contributions.
- 36. Facilitator encouraged everyone to listen to each other

3b. Was a reassuring influence.

- 142. Facilitator was calming.
- 115. Facilitator reassured about writing.
- 8. Facilitator explained the process.

3c. Facilitator influenced what was discussed.

- 99. Facilitator knew what to focus on because they knew the child.
- 256. Facilitator maintained focus on child.
- 247. Facilitator put SS SENCo under pressure.
- 17. Facilitator knew which issues should be addressed first.
- 5. Liked facilitator drawing out the main points for discussion.

3d. Facilitator's neutral position allowed them to ask difficult questions.

- 152. Facilitator was neutral.
- 266. Facilitator asked SS SENCo questions.
- 247. Facilitator put SS SENCo under pressure.
- 248. Parent wouldn't have felt comfortable asking the questions that the facilitator asked.

Theme P4- The PCR was an emotional process.

4a. Parent and child felt apprehensive before and at the start of the meeting.

- 19. Felt apprehensive before the meeting.
- 25. Apprehensive about being 'centre of attention'.
- 26. Beforehand, worried that not everything would be covered.
- 114. People were initially nervous but then felt comfortable contributing honestly.
- 132. Child seemed uncomfortable at first.
- 189. Felt uncomfortable at the start of the meeting.
- 192. Initially went blank when writing.
- 264. Felt apprehensive at the beginning.
- 262. At the start of the meeting, parent questioned whether it would be useful.
- 224. Felt nervous before the review.

Contradicting codes:

- 228. Child was excited before the review.

4b. The process was reassuring for the parents and children.

- 54. Hopes the child will feel better about transition following PCR.
- 62. Child will look forward to SS more now.
- 89. Saw that others cared about their child.
- 101. During the review, people became less worried about what everyone else was contributing.
- 114. People were initially nervous but then felt comfortable contributing honestly.
- 129. Having their questions answered made the child feel better.
- 146. Felt confident that professionals understand how important transition is.
- 149. Made parent feel better.
- 161. Hearing positive things helped child feel more confident in the meeting.
- 225. People in review put parent at ease.
- 134. Reassuring process for the child
- 84. Liked hearing positives about their child.
- 115. Facilitator reassured about writing.
- 142. Facilitator was calming.
- 167. Liked others agreeing with what she was saying.
- 203. Liked hearing about support child will receive in new school.
- 41. Start of the meeting was very positive which put child in a confident position.
- 59. Left review feeling positive.
- 236. Child seemed happy after the review.
- 85. Parents' presence relaxed child
- 245. Felt confident in the review that child would be happy.
- 22. Felt positive during the meeting
- 65. Child seemed quite happy in the review.

4c. The meeting felt relaxed and informal.

- 20. Felt relaxed during the review.
- 85. Parents' presence relaxed child
- 232. Meeting felt relaxed.
- 137. Meeting felt informal.
- 157. Previous reviews have felt mechanical.

4d. Aspects of the process were daunting.

- 39. Child didn't want to draw attention to himself.
- 109. Parent is shy and so didn't share certain things.
- 127. Felt the process could be daunting for a child.
- 160. Child felt nervous in the review.
- 194. When writing, felt inferior to professionals.
- 221. Felt embarrassed when writing.
- 222. Felt professionals know each other more than you.
- 226. Felt nervous about speaking in front of others.
- 263. Parent felt treated 'like a child'.
- 270. Child seemed uncomfortable in the review.

4e. Transition is an emotional process.

- 61. Parent felt emotional that her relationship with the school was ending.
- 156. Parent felt emotional
- 255. People got emotional in the review.
- 90. Feels 'only time will tell' whether the outcomes discussed are put in place.
- 120. Parent mentions bullying.
- 237. Parent shared concerns about transition.

Theme P5- Outcomes of the PCR.

5a. PCR was constructive

- 43. Lots of outcomes from the review.
- 76. Different support was agreed to be arranged in the same school.
- 86. More constructive
- 113. The action points will help child.
- 154. Meeting emphasised to parent what they needed to do to plan for transition.
- 268. Felt happy with the outcome.
- 278. Support/ special arrangements in new school were agreed.
- 252. Review helped everyone to be clear about next steps for the child.
- 73. Everyone is clear about the outcomes.

5b. Parents feel reassured the outcomes agreed will happen

- 110. Hearing the professionals planning reassured parents actions would be carried out.
- 247. Facilitator put SS SENCo under pressure.
- 182. SS SENCo took written notes.
- 203. Liked hearing about support child will receive in new school.
- 106. Having points written down avoids things getting forgotten/ lost.

Contradicting codes:

- 90. Feels 'only time will tell' whether the outcomes discussed are put in place.

Theme P6- Information was shared in the review

6a. Parents found the PCR informative.

- 16. Meeting was thorough/ detailed.
- 44. Information was shared about the new school.
- 57. PCR was informative
- 75. Connexions provided useful information.
- 91. Connexions arranged to share career information.
- 92. Child's progress was discussed.
- 100. Lots of information was shared in the review.
- 103. Parent learned new things about child.
- 153. Useful strategies were shared with parents.
- 203. Liked hearing about support child will receive in new school.
- 213. Parent got their questions answered.
- 220. Heard about how transition works.
- 230. Discussed what supports child in school.
- 267. Lots was covered in the meeting.
- 178. Liked questions asked.
- 12. Questions to ask about new school was a main topic.

6b. Information was shared clearly.

- 71. Issues were explained clearly.
- 73. Everyone is clear about the outcomes.
- 106. Having points written down avoids things getting forgotten/ lost.
- 145. Writing points down made them clearer.
- 227. Writing gave more time to think about what you want to contribute. Less on the spot.
- 252. Review helped everyone to be clear about next steps for the child.
- 261. Liked seeing everything written down.

6c. Information was shared openly and honestly.

- 21. Felt comfortable asking questions/ contributing.
- 79. Writing comments put views out in the open.
- 83. People were open and honest.
- 135. Adults are open with the child.
- 235. Informality helped openness.
- 114. People were initially nervous but then felt comfortable contributing honestly.

Contradicting codes:

- 46. Didn't want to discuss personal topics in the meeting.
- 109. Parent is shy and so didn't share certain things.

6d. Child gained information at the review which was beneficial.

- 184. Child might be more motivated now he knows what he needs to work on.
- 196. Child asked about sports clubs
- 197. Child asked about knowing where to go.
- 126. Child asked questions about new school.
- 14. Likes the child to hear information directly from professionals.
- 50. Helpful for the child to see the support they've got.
- 66. Child liked hearing about support/ arrangements at SS.
- 126. Child asked questions about new school.
- 183. Child learned positive things about himself.
- 201. Important for the child to know what their needs are.
- 24. Liked that the child could hear positive things about them.
- 205. Child listened more than spoke in the meeting.

6e. New school were given a rich picture of the child which was seen as important.

- 117. Information on child was shared with new school
- 118. Talked about child as a whole person.
- 150. Parent provided information about child from a home/ family perspective.
- 169. SS agreed to pass on information about child to school staff.
- 200. Important for SS to know the child's needs.
- 216. Teachers need to understand child to support her.
- 238. Parent shared information about the child.
- 242. SS SENCo now has a better understanding of the child.
- 243. Writing on sheets of paper helped build a good picture of the child.
- 244. School shared information about child's needs.
- 251. Process gives everyone a good insight.
- 257. Talked about what support child needs in class.
- 123. New school got a direct insight into child.
- 128. Child shared information about himself.
- 250. Important for school to hear from child what their needs are.
- 259. Useful for teachers to hear child's point of view.
- 78. Current support in school was discussed.

Theme P7- How the child-centredness of the PCR impacted on the young person.

7a. Child-friendly aspects of the PCR supported child's engagement.

- 38. A professional supported the child's involvement in the meeting.
- 40. Writing points down (with support) was easier for the child than speaking.
- 42. One page profile prepared child for the PCR.
- 64. Liked having a professional support the child
- 111. Child was engaged throughout the review
- 176. Child liked being involved.
- 211. Casual, relaxed meeting suited the child.
- 265. The facilitator used child-friendly language.
- 271. Child seemed to like support from her TA.
- 239. Child liked chocolate biscuits.
- 140. Writing made parents feel they and the child had more input.
- 181. Information was communicated to child well.

Contradicting codes:

- 168. Child lost focus after the writing part of the meeting.
- 195. Child didn't understand some things in the review.
- 206. Meeting was too long for the child.
- 218. It was a lot for the child to take in.
- 273. It would have helped the child for them to have met people first.
- 274. Child shouldn't have been there for the start of the meeting.
- 275. Child was more involved than she wanted to be.
- 121. Child only attended part of the review as parent felt he may find it embarrassing.

7b. The meeting was child-focused.

- 102. It was all about the child.
- 133. Review didn't end until child was happy.
- 139. Focus on child's views and issues.
- 158. Child involvement in reviews has previously been tokenistic.
- 162. Child needed support in the review.
- 164. Adults didn't realise when child wanted to speak.
- 256. Facilitator maintained focus on child.
- 107. Child enjoyed hearing people talk about them

7c. The review provided an important opportunity for the child to share their views.

- 37. Child contributed in the same way as everyone else.
- 68. Felt child was listened to.
- 82. Child shared their views.
- 77. Child shared views on their needs.
- 88. Felt child's views were valued.
- 95. Child would feel upset if they were not involved.
- 96. Gives child opportunity to share their views.
- 97. Important to hear child's views.
- 122. Child was asked questions
- 240. Child wants to share views.
- 241. Child will feel more that he has a voice following meeting.
- 246. Important that child feels listened to.
- 128. Child shared information about himself.
- 229. Child shared one-page profile in review.
- 250. Important for school to hear from child what their needs are.
- 259. Useful for teachers to hear child's point of view.
- 246. Important that child feels listened to.

Contradicting Codes:

- 163. TA wrote down one point as the child's but it was her own.

7d. Involving the child in the review will impact positively on them.

- 93. Think that hearing positives in the review may have boosted child's self esteem.
- 94. Involving child in the review raises their confidence.
- 98. Child will remember the praise they heard.
- 138. Involving children in the PCR prepares them for secondary school.
- 159. Review gave the child a chance to reflect on himself.
- 183. Child learned positive things about himself.
- 241. Child will feel more that he has a voice following meeting.
- 136. Helps child move on.
- 231. Child will be more motivated following the review.
- 129. Having their questions answered made the child feel better.
- 51. The review may make child more confident.
- 199. Child might feel more important following the meeting.
- 108. Parent contributed positive comments to boost child's confidence.
- 24. Liked that the child could hear positive things about them.
- 53. Child may feel motivated by seeing the support in place for him.

Contradicting codes:

- 112. No personal impact on child

Theme YP1- Young person liked gaining information through the PCR.

51. Liked asking questions.

1a: Young person liked hearing about secondary school.

45. Likes that they will hear things about new school.

46. Looking forward to meeting people from new school.

47. Wants to ask about new school.

55. Hopes they'll talk about SS.

70. Liked being able to ask questions about new school.

74. Expects to hear about SS.

100. Liked hearing about SS.

113. Liked hearing about support in SS.

1b: Hearing about the support they will receive is important to the young person.

113. Liked hearing about support in SS.

53. Hopes they'll talk about support.

Theme YP2- Young people liked the opportunity for their voices to be heard.

2a- Young people want to share their views

- 24. Hopes they will be asked their views.
- 57. Hopes they will be asked questions.
- 58. Wants to share difficulties experienced in school at the meeting.
- 67. Wants to share what subjects they want to do.
- 91. Wants to share positive things about himself.
- 93. Hopes to be asked about their interests.
- 96. Wanted to speak more.
- 101. Liked telling adults best ways to support them.
- 102. Felt okay about being asked questions.
- 104. Liked that they got a chance to share their views.
- 105. Wants to share views on how to support them.
- 110. Felt good about speaking.
- 114. Liked sharing information about themselves.
- 115. The questions asked made them feel less nervous.
- 21. There is a particular issue they want to address in the review.
- 29. Felt comfortable sharing views.

Contradicting codes:

- 31. Felt uncomfortable discussing personal topics.

2b- Young people expect to share their views in the PCR

- 25. Feels nervous about the questions they might be asked.
- 90. Expects to be asked questions about their progress.
- 107. Expects to share views on what will support them.
- 58. Wants to share difficulties experienced in school at the meeting.
- 67. Wants to share what subjects they want to do.
- 91. Wants to share positive things about himself.
- 105. Wants to share views on how to support them.
- 21. There is a particular issue they want to address in the review.

2c- Young people felt their voice was heard in the PCR

- 13. Felt listened to.
- 18. Felt happy with the amount they spoke.
- 20. Felt involved.
- 27. Writing views ensures others take notice and understand.
- 71. Covered everything they wanted to talk about.

Contradicting Codes:

- 65. Adults interrupted while they were talking.
- 97. Adults spoke while they were speaking.

Theme YP3- Child-friendliness of the review.

3a- The PCR can be a daunting process for a young person.

- 31. Felt uncomfortable discussing personal topics.
- 48. Felt under pressure about what to ask in the review.
- 49. Felt under pressure because of the number of adults in the room.
- 50. Felt like they were in a quiz show.
- 77. Doesn't want to talk in the review.
- 8. Felt shy during the review.
- 112. Nervous only at the start of the review.
- 12. Felt shy about speaking.
- 94. Felt nervous in the review.
- 83. Felt scared in the meeting.
- 2. Beforehand feels shy about the review.
- 3. Beforehand feels scared about talking in the review.
- 25. Feels nervous about the questions they might be asked.
- 40. Beforehand young person doesn't want to talk too much in the review.
- 66. Feels nervous about the review.
- 75. Nervous about hearing of new things.
- 76. Doesn't want to go to the review.
- 82. Beforehand felt worried about the PCR.
- 89. Hopes the adults don't say anything negative about them.
- 63. Felt shy about sharing things about themselves.

Contradicting Codes:

- 22. Not feeling nervous about the review.
- 54. Beforehand feels good about the review.
- 56. Feels confident about PCR.
- 99. Feels okay about speaking in the PCR.
- 111. Didn't feel nervous in the review.

3b-Young-person was not well-prepared for the PCR.

- 1. Doesn't know what's going to happen in the PCR.
- 14. Doesn't know what PCR is for.
- 39. Didn't know much about the review.
- 106. Would feel happier if they knew what was going to happen.

3c-Aspects of the PCR were not child-friendly.

- 61. Got bored in the review.
- 6. Got bored when the adults were talking.
- 7. Didn't understand everything in the review.
- 64. Doing more talking would have made it less boring.
- 73. Should have been shorter.

3d-The PCR was generally child-friendly

- 26. Thinks writing is better than speaking because it's more visual.
- 62. Writing avoided feeling shy.
- 11. Preferred having an adult write their views to speaking.
- 108. Liked moving around.
- 109. Liked that adults spoke nicely.
- 69. It was the right length.
- 28. Meeting felt informal.
- 95. Liked the biscuits.
- 30. Liked writing ideas down on the sheets.
- 42. Liked being supported with writing.
- 78. Writing was less boring than talking.
- 72. Writing views saved time.
- 68. PCR felt relaxed.
- 9. Having people they knew there made them more comfortable.
- 10. Sitting next to their mum and dad made them more comfortable.
- 41. Liked having parents present.
- 60. Understood everything.

Contradicting Codes:

- 17. Would have rather just spoken in the review.

Theme YP4-A positive experience for the young people.

4a-Generally positive about the PCR.

- 4. Found the review to be okay.
- 15. Feels alright about the review.
- 16. Positive about how they found the review.
- 19. Felt happy in the review.
- 38. Enjoyed review.
- 81. Felt good during the review.
- 5. Liked that adults talked about them.

4b- PCR can be a reassuring process.

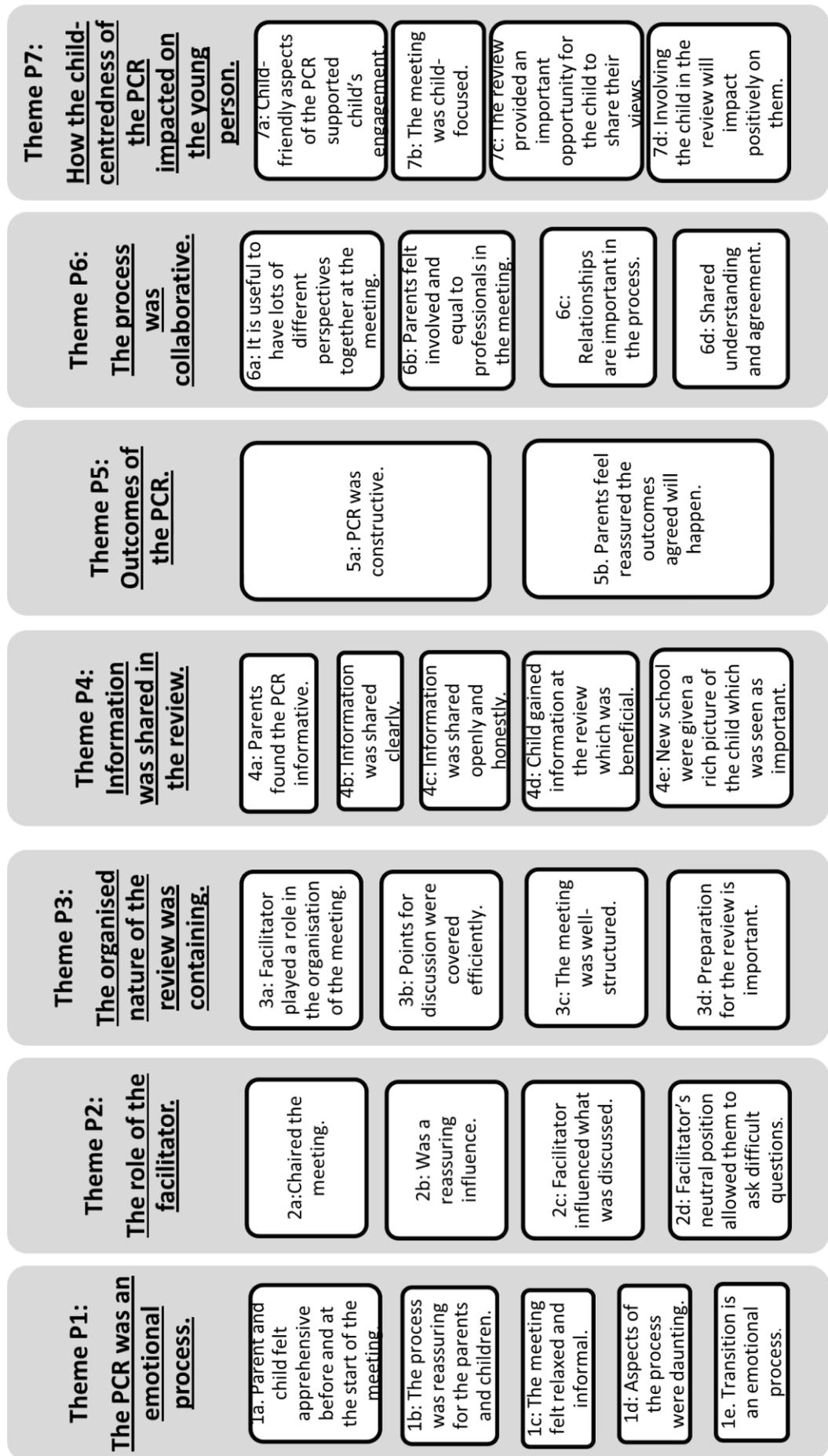
- 59. Liked seeing that others cared in the PCR.
- 85. Expects to be reassured by SS SENCo.
- 87. Hopes the SS SENCo will be supportive.
- 88. Hopes the SS SENCo will be encouraging.
- 92. Wants to ask if SS is nerve-wracking.
- 32. Liked hearing positive things about them.
- 86. Hopes the adults will say positive things about them.
- 79. Liked people discussing what everyone liked about them.
- 36. Others felt proud of them at the meeting.

Contradicting Codes:

- 80. Felt worse about transition after the review.

4c-Young person felt important.

- 33. 'It was all about me'.
- 34. Felt important.
- 20. Felt involved.
- 13. Felt listened to.



Theme YP1:
Young people liked
gaining information
through the PCR.

1a: Young person liked hearing about secondary school.

1b: Young person liked hearing about support.

Theme YP2:
Young people liked
the opportunity for
their voices to be
heard.

2a: Young people want to share their views.

2b: Young people expect to share their views in the PCR.

2c: Young people felt their voice was heard in the PCR.

Theme YP3:
Child-friendliness of
the review.

3a: The PCR can be a daunting process for a young person.

3b: Young-person was not well-prepared for the PCR.

3c: Aspects of the PCR were not child-friendly.

3d: The PCR was generally child-friendly.

Theme YP4:
A positive
experience for the
young people.

4a: Generally positive about the PCR.

4b: PCR can be a reassuring process.

4c: Young person felt important.

