**Best Practice for Gaining the Views of Children and Young People**

The SEND Code of Practice (CoP) 2015 sets out the importance of the child or young person (CYP) participating as fully as possible in decision making processes and being provided with the information and support necessary to enable them to participate. There must be high regard given to the views, wishes and feelings of the child or young person.

*Section 19 of the Children and Families Act 2014*

In order to support settings in gathering the views of CYP with SEND, Birmingham City Council have developed a practical toolkit. (See Appendix 4) The toolkit provides examples of Person-centred Thinking Tools and Resources to help support rich conversations with CYP about their thoughts, wishes and feelings.

**When should I gain the views of CYP with SEND?**

**CYP should be considered at every point in the decision-making process** so that CYP sit at the heart of the assess plan do review process.

**Rich conversations** should take place regularly (not just at Annual Reviews). This will ensure that the needs of children and young people are responded to in a timely manner and with full consideration of young person’s wishes, views and feelings.

**Education, Health and Care Plan Reviews**

**EHCPs should show clearly the contributions made by the child or young person**. Settings should consider ways to gather the views of CYP regularly (ideally termly) in order to build up a record of views throughout the year, to be used as contributions towards the review.

**Making time for rich and meaningful conversations with CYP is the best way to gain their views**. To help engage CYP in these conversations, the following resources are suggested:

* **‘PfA Aspect Cards’ -** It is important to consider the views of CYP in relation to Preparing for Adulthood (PfA), even from an early age. There are four ‘**PfA Aspect Cards’** in the **Toolkit Resources** related to the four PfA themes. All four aspects should be considered when talking to a CYP about their views, wishes and feelings. However, you may feel that the rich conversations you have with the young person lead more toward one aspect than another.
* **Question prompts** and **person-centred resources** are provided for each aspect card.
* **Opportunities to support conversations document –** Thesesuggest ways to facilitate conversations with children and young people and help to gain their views, wishes and feelings. The ideas include both planned activities and ideas for incidental opportunities.

**How can I record the views of the child or young person?**

It is important to gather the child or young person’s contributions about:

* **‘What people like and admire about’ them**
* **‘What’s important to’ them, now and their aspirations for the future.**
* **What’s working / what’s not working for them currently**
* **‘How best to support’ them**

**Structured conversations** ensure that their views are considered fully and lead to meaningful contributions. The information that is gathered should inform decisions about potential outcomes, provision and, more generally, how they are supported.

* **Person-Centred Thinking Tools (PC Tools) –** A number of PC Tools have been included in the **‘resources’ folder**. These include ‘Good Day / Bad Day’, ‘4+1
* Questions’, ‘Perfect School’, ‘Communication Charts’ and ‘Working / Not Working’ formats.
* **Template - ‘Record of young person’s views’ –** This document, included in the **‘resources’ folder,** can be used to recordconversations, observations and other contributions made by the child or young person. However, you may record these in any format that you find useful.

**EHCP Review**

**Suggested Tools for gaining views of CYP:**

* What’s Working / What’s Not Working
* Person-Centred Review (PCR)
* The Children & Young People’s Views Toolkit
* Planning Alternative Tomorrows with Hope (PATH)