

Delivering Quality Annual Reviews

e-learning

Level 1

Learning Log



Throughout this e-learning module, you will be prompted to use this Learning Log to reflect on practices in your local area, as well as completing activities. You may wish to use this to note down other thoughts as you go through the e-learning, as it will be a useful resource for conversations with colleagues about strengthening local processes and templates.

Lesson One: Introduction

Reflecting on the local context (slide 10)

What is going well regarding Annual Reviews in your area?

What changes would you like to see?

Lesson Two: The importance of the Annual Review

The Annual Review as a celebration (slide 8)

Do Annual Reviews that you have been involved in have this celebratory element?

Reflect on the local enablers and barriers (slide 10)

Reflect on the local enablers and barriers to children, young people, parent carers and practitioners using the Annual Review to address these questions.

Enablers:

Barriers:

A person centred process

In order to live up to its full purpose, an annual review must be person centred. What do you think are the elements of making a review person centred?

Lesson Three: The requirements of the process

The stages in detail (slide 10)

Reflect on the strengths and challenges in your local area at each step of the process.

	Local strengths	Local challenges
1: Obtaining updated information		
2: Invitations and reports sent		

3: The meeting		
4: The report		
5: The decision		

What positive steps could be taken to overcome these challenges? Who can be the driver for change?

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Lesson four: The features of good quality Annual Reviews

How children and young people feel about their Annual Reviews (slide 3)

How does reading their views make you feel?

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We asked FLARE what an Annual Review should feel like (slide 4)

What do you think can make the difference between a negative experience for a child or young person and a positive one?

Common problems from parent carers' perspectives (slide 5)

Does this reflect parent carer experiences in your area?

Stage 1 – Chloe and Nandlal (slide 9)

Think about how Nandlal, Chloe and their parents might be supported to using these or other approaches to think about Stage 1

How would children and young people like to be supported to understand the reports? (slide 12)

Reflect on reports that you have sent or seen. Are they accessible to non-specialists, including children and young people? How might they be improved?

Reflect on the support children, young people and parent carers in your local area receive in Stages 1 and 2 to prepare for their annual review? (slide 13)

What is going well?

What are the challenges?

What could you do differently to make improvements for families?

FLARE's suggestions (slide 16)

Think about how each barrier might be overcome.

A brief note on outcomes (slide 21)

Reflect on the outcomes discussed in Annual Reviews that you have been part of.

Are they holistic, or are they more service led?

Nandlal's Annual Review meeting (slide 22)

If you were facilitating the meeting, what could you do to meet Nandlal's access needs?

How might you work with him to plan the meeting so he has ownership and feels comfortable?

Nandlal and Chloe's annual review meeting (slide 26)

How could Nandlal and Chloe's views be included, without them being present?

Reflect on the strengths and challenges that you face regarding professional participation in annual reviews (slide 30)

What would you like to see done differently in the future?

After the meeting (slide 31)

Reflect on the experiences of children, young people and families after the annual review meeting.

Lesson five: Annual Reviews in Year 9: Additional considerations

Can you think of evidence that supports young people with the following (slide 10)

Employment	
Friends, relationships and community	
Independent living	
Good health	

Vocational profile

Write down what you think a vocational profile is and what it should include

Next steps

Review your learning log in preparation for conversations with other stakeholders, including:

- Senior leaders
- Service managers
- Practitioners
- Parent carers

Notes

Thank you for completing the course