

Phillips had just started looking at the school's review system with the aim of changing it when Lucille Watts, a person-centred planning co-ordinator for Northamptonshire Council's disabled children's services, asked whether the school would be interested in becoming one of two pilots in special schools to develop person-centred reviews. The pilot was funded by Aiming High for Disabled Children. The school

agreed and Watts placed facilitator Suzi Austin there for a year to mentor and support Phillips through all the pilot reviews.

They identified a pilot group consisting of eight pupils in year 11, aged 15 and 16, and two sixth formers, who would benefit from person-centred reviews because they were at a crucial transitional time in their lives. Additionally, one child in year

10 was included in the pilot group. He is visually impaired and physically disabled and will have his review in the school's sensory studio where he feels able to relax. He is planning his music and light effects and making a PowerPoint presentation in pictures.

As well as the pilot group, Phillips is working on more progressive reviews for the rest of the school, although they're not person-centred reviews in the purest sense quite yet. Previous reviews had been formal, which could be intimidating for parents and children.

Now they are informal and every child in the school has an annual review booklet, which they work on one-to-one with their teacher

