

Annual Review – Views of the child

A. School

- How are you getting on at school?
- What is going well?
- What is not going so well?
- Do you like going to school?

B. Resources

- What special help are you getting at school?
- Are you getting the kind of help that you want?
- If not, what kind of help would you like?

C. Attainments

	How are you getting on with....?
• Reading	
• Writing	
• Maths	
• Science	
• Other subjects	

- What would help you to do even better?
- What activities or lessons do you like best?
- What activities or lessons do you not like doing?

D. Annual targets set at the last Annual Review

- Please list the Annual targets set at the last Annual Review

Target	How are you getting on? What is the next step you need to take with....? What help do you need to do it?
1.	
2.	
3.	
4.	

E. Social, emotional, behavioural development

- Do you have some friends at this school?
- Do you wish that you had more friends?
- Do you have any problems with any of the children in this school e.g. teasing / bullying?
- Do you have any worries at the moment about school or about home?
- Is anything making you feel unhappy in school or out of school?
- If you have a problem whom do you talk to in school and out of school?
- Is your behaviour a worry to anybody in school or at home?
- Is there anything that you would like to change about how you behave?
- What do you think you could do to improve your behaviour?
- What help do you need so that you can make this change?

F. Transport, if provided

- Are you happy with the transport arrangements?

G. Annual Review Meeting

- Would you like to come to the AR meeting?
- If not, what would you like me to say for you?

H. Anything else

- Is there anything else that you would like to talk about?

Guidance for school staff in using the questionnaire to elicit views of the child for the Annual review

The questionnaire is quite long so enough time will need to be set aside for the interview, in a private room, with a minimum of interruptions.

The child / young person should be prepared beforehand as to the purpose, time and place of the interview.

Ideally, chairs should be placed at angles to one another and toys and crayons provided for younger children. Before starting the interview the child / young person should be reminded of the purpose and given the opportunity to relax. The teacher completing the interview may like to spend a few minutes talking about the problem free areas to put the child / young person at their ease. The interviewer should remind the child / young person that their replies are confidential (the exception would be if they disclosed themselves to be at risk in some way).

After each question the interviewer should leave enough time for the child / young person to answer. Understanding should be checked by reflecting back the answers. The interviewer's non-verbal cues should be reassuring.

Finish the interview with some further problem free discussion and check that the child / young person is happy to go back to class.