

## Person Centred Approaches: All About Me

### 1. Introduction

We all think about, and plan our lives in different ways. Some people have very clear ideas about what they want and how to achieve it; others take opportunities as they arise. Some people dream and then see how they can match their dreams to reality.

Person centred approaches should be at the heart of everything thing we do with children and young people with special educational needs and disabilities. It can help them to become more independent and can help them to achieve their personal goals.

Person centred planning is now evidenced based practice. Recent research has shown that person centred planning led to significant changes in the areas of social development, learning, relationships with family members, contact with friends, community based activities and levels of choice.

#### There are five key principles of Person Centred Planning:

1. The person is at the centre
2. Family members and friends are partners in planning
3. The plan reflects what is important to the person now (and for the future) their capacities and what support they require
4. The plan helps build the person's place in the community and helps the community to welcome them. It is not just about services, and reflects what is possible, not just what is available
5. The plan results in on-going listening, learning, and further action. Putting the plan into action helps the person to achieve what they want out of life.

Person centred planning is about	Person centred planning is not
✓ Listening and learning about what people want from their lives	✗ The same as assessment and care planning
✓ Helping people to think about what they want now and in the future	✗ The same as reviews
✓ Family, friends, professionals and services all working together with the person to make this happen	✗ Owned by services
✓ A commitment to keep learning about the person	✗ Just a new type of meeting

## 2. Person Centred Planning Tools

For some people it is useful to plan in a structured way and there are many tools to support Person Centred Planning, to suit the age and needs of the child or young person.

Thinking '*person centred*', i.e. from the person's perspective is as essential aspect of person centred planning. It helps you to find out what is important to them and how they want to live their life. It enables you to look deeper and in more detail about what makes individuals "tick".

Parents and carers have a key role in helping others to understand the detail in their child's lives. There are a many tools to help. Person centred thinking tools are simple and effective tools to help with planning, organising and reviewing a person's life.

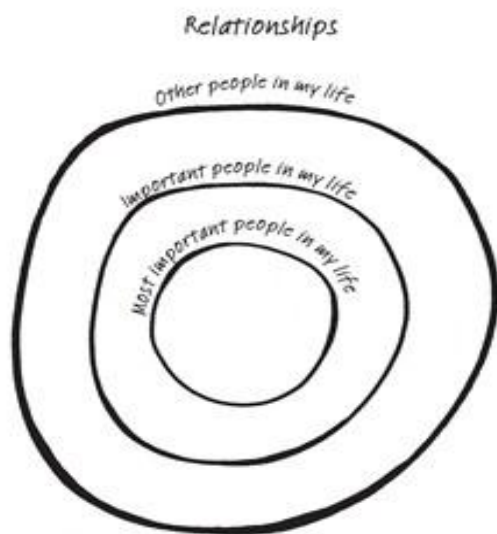
To begin it is helpful for family members to think about the points below and gather some key information to help with planning.

- What is important to them
- What is important for them (to keep them healthy and safe)
- What do others like and admire about the person?
- What are their likes and dislikes?
- What makes them happy or sad?
- How do they communicate with others?
- How do others communicate with them?
- Do they have any significant routines or rituals?
- What places do they like to go to?
- Who are the important people in their life?
- What are their gifts, qualities and skills?
- What would the perfect week look like?

There are a range of tools that can be used to gather the child or young person's views. These can be used selectively and used at different times. For example, some children prefer to use the same tool several times, whereas others prefer a variety of tools. The tools can help to build the child's **One page profile**.

All the person centred planning tool templates are included in the appendix.

## A Relationship circle



A Relationship Circle is a tool to help map who are the important people in a person's life. Who is the closest to them, family and friends, who do they enjoy spending time with and who are the people who share the same interests.

People with SEN and disabilities often need help in staying in touch with friends and a relationship circle can help to identify who those people are as well as looking at where there are gaps, i.e. do they have more paid staff in their circle but very few friends? A relationship circle can also help to identify who can help with developing a person centred plan.

*"When my son left school I realised that he was leaving behind lots of people who were important to him. Unlike his sisters he couldn't pick up the phone and call them, email or text them himself. While their social life and friendship group was getting bigger and changing, his circle of friends was getting smaller. We couldn't explain to him why he didn't see these people anymore but by mapping who was important to him it made it easier for us to ensure he maintained these friendships. Seeing how happy he is when he meets up with old friends now makes the effort of doing this totally worthwhile" (parent)*

## What is important to me? What makes me happy?

A fundamental person centred thinking skill is to be able to separate what is important **to** someone from what is important **for** them. **Important to** is what really matters to the person from their perspective. This should include only what people are saying with their words or behaviour, the things that really matter, things that make them feel happy, content and fulfilled, and things that they look forward to. **Important for** is about the help and support a person needs to stay healthy, safe and well. While this is clearly essential, families and professionals often put the main focus on 'important for' and sometimes fail to ensure that there is equal balance between the two. If we only focus on keeping people healthy and safe we may ignore the things that are important to them and life can become very unhappy and frustrating. Equally if we only focus on what is important to people then it becomes all choice and no responsibility. So getting the balance right is key.

PERSON CENTRED THINKING | COMMUNITY CONNECTIONS | ONE PAGE PROFILES | PERSON CENTRED REVIEWS | SUPPORT PLANNING

Important to  
To

Important for  
For

What do we need to do to get a balance between what is important to and for?

ACTIONS

## What am I good at? What do I find difficult?

There are several tools to help the child or young person think about what they are good at or find difficult.

### Good day/Bad day

Good day?

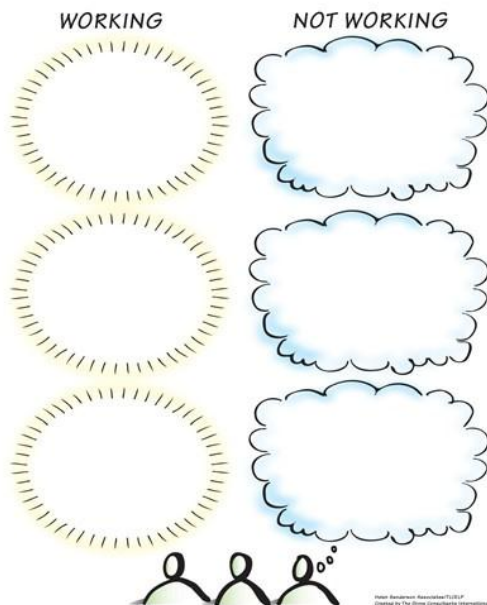
Bad day?

What will it take to have more good days and less bad days?

What does a good day look like, what are the things that need to happen to make it a good day? What does a bad day look like?

What needs to change to make sure the person has more good days than bad days?

## Working/not working



This tool is used to find out what's working, what's going well in a person's life from their perspective and what's not working, not going well in their lives.

It should also be used to see what's working and not working from the perspective of others, such as from the parent /carer, other family members and others who work closely with the person e.g. teacher, support worker/staff.

## Learning log

**Learning log**

Date	What did the person do?	Who was there?	What did you learn about what worked well?	What did you learn about what didn't work?

What does this mean we need to keep doing or do differently?

Learning logs are an opportunity for reflection. Recording what works makes it more likely that the activity or event will happen again. They are most useful when people are trying out new things, or being supported by new staff. It is crucial that someone reviews the learning logs and for those supporting the child or young person to think about what they are learning about the person and the support they provide. This results in doing things differently.

- Those things that are working need to be maintained.
- Those things that are not working need acting on to change them.

### 3. Decision making

Person centred decision making tools can help:

- To think about how much power and control children and young people have in their lives.
- To clarify how decisions are made.
- To increase the choice and control that children and young people have in their lives.

When supporting someone in their decision-making, here are some important questions to consider:

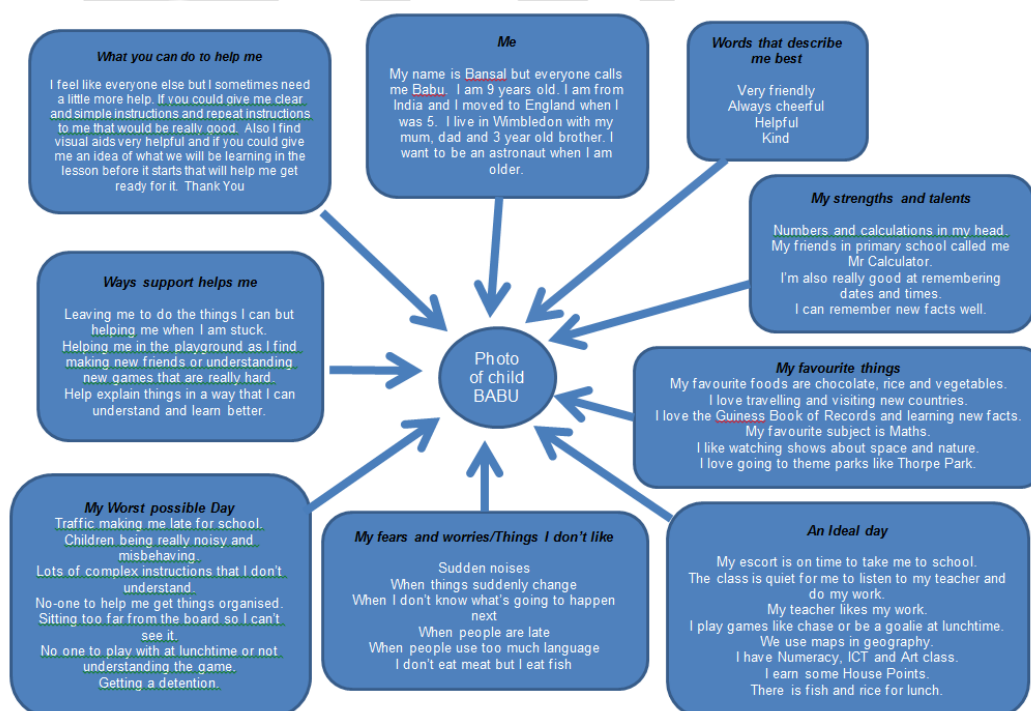
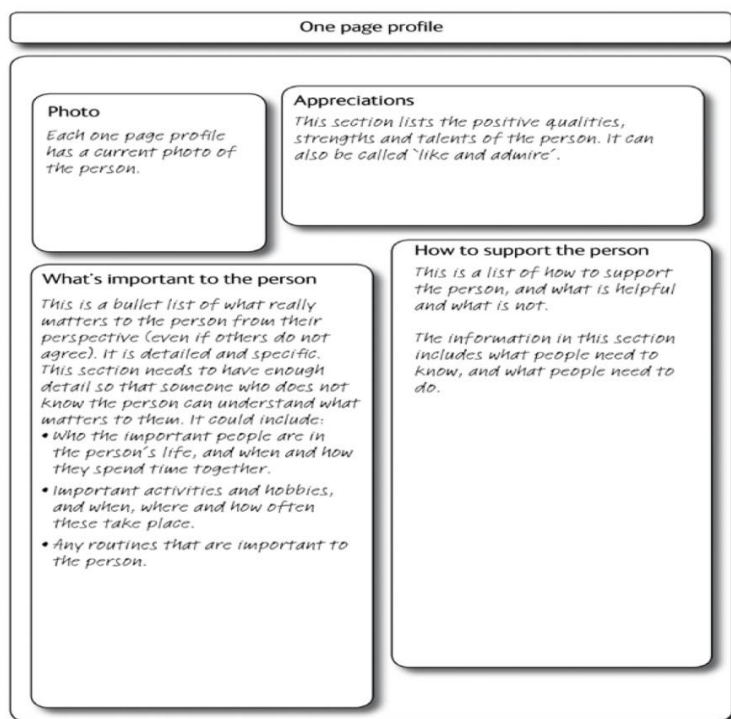
- Do I fully understand what is important to the person and their communication?
- Am I the best person to support this decision-making?
- Is the information that I have and am giving the person relevant to the decision?
- Am I presenting it in a way that the person can understand?
- Am I giving the information in the right place and time?
- Have I given the person the best chance to make the decision themselves?

The Decision making agreement tool is a way to reflect how decisions are made. It works by helping us to think about decision making and increasing the number and significance of the decisions people make.

Decision Making Agreement		
Important decisions in my life	How I must be involved	Who makes the final decision?

## 4. One Page Profiles

One-page profiles are a simple and versatile tool that capture and summarise key information about the person. Information is structured under headings that enable everyone to understand what is important to the person and how best to support them. Person centred planning tools can help you to build and review a One Page Profile. There are many different formats to suit a child or young person's preferences:





One Page Profiles can merge into information used in education settings to help children and young people achieve their personal goals.

## Pupil Profile



<b>Name– SJ</b> <b>Year Group– 5</b> <b>Teacher/ Key worker– LF</b> <b>Start Date– Oct 2013</b> <b>Review Date– February 2014</b>		<b>SEN status– SA+</b> <b>Primary Need– Speech and Language</b> <b>Secondary Needs (if applicable)- MLD</b> <b>TAF/ TAC? - None</b>		<b>External Support-</b> ACAT– SV
<b>Strengths-</b> SJ is so eager to please and loves to be praised. She is so helpful and thoughtful to staff and her peers. She will always offer to help. She has a wide circle of friends. SJ has settled into year 5 very well. When working, SJ is becoming more independent. She has been completing her reading diary and bringing this in weekly. Her phonic knowledge has really improved. She is becoming more confident and has been an excellent buddy reader to year 1 children. Engages well and listens attentively in lessons. Tries her very best all of the time. Seems to enjoy school and learning. She is beginning to use more descriptive language in her writing.		<b>2) Analysis of needs-</b> SJ has a significant gap in her English attainment. She struggles with reading (Reading accuracy 6y11m and comprehension 7y.08m) (level 2a) Her writing is sometimes hard to read and does not always make sense. She forgets basic punctuation (writing level 2c). From a detailed maths assessment (Sandwell) value/computation, oral counting are areas that need to be developed (current level 2a) SJ needs to read more regularly to an adult at home. She can find it hard to articulate herself. SJ can find it hard to remember information. She can find it hard to follow instructions when there is lots to remember.		
<b>3) Strategies to support (who, what, when, where, why)-</b> Better Reading Partnership weekly with TA and buddy reading to year 1 children daily. Daily phonics group with SN. Wave 1 classroom teaching- guided reading work with LF. Language and communication intervention (including verbal comprehension) weekly with TA SJ to be given opportunities to communicate in different contexts. To have the job as messenger. Talk partners and group work used regularly to encourage communication. SJ to continue to make sure she talks to people at home as much as possible and tells them about her day to encourage her to communicate as much as she can. SJ to read out loud with an adult at home at least 3 times per week. A signature to be written in her reading diary or SJ to write that she has shown this to Mum. Use of talking tin in class. Instructions given in small chunks. SJ to repeat instructions to show that she understanding expectations.		<b>4) Anticipated outcomes by the next review-</b> Her maths level will progress to 3c. She will become a more enthusiastic and confident writer and her progress to a 3c. Her writing will be structured thoughtfully and it will make sense. SJ will be able to read it out loud to herself or a partner and to hear the mistakes. She will be able to remember what she has learnt and use this information to help her move on in her learning. She will become a more confident reader and her reading ability will improve to level 3c. SJ will be able to explain her ideas and thoughts more easily using the correct words.		
<b>Review (of the above)</b>				
<b>Date-</b>		<b>People present-</b>		
<b>Parent Comment</b>	<b>Teacher Comment</b>		<b>Agreed action</b>	
Signed	Signed		Date	

## 5. Planning how to achieve personal outcomes

Profiles should be person centred, evidence-based and focussed on outcomes (both short term outcomes and longer term aspirations for children and young people). Outcomes need to be specific, measurable, achievable and time-bound.

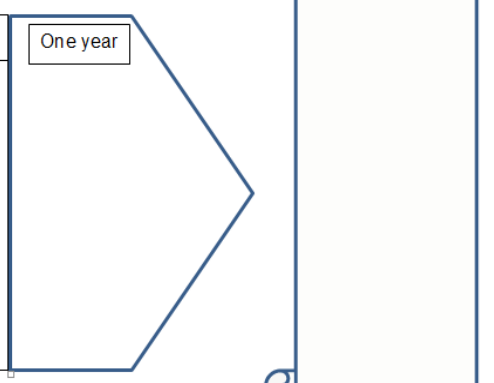
A simple planning tool has been developed to support this process. It is based on PATH developed by Jack Pearpoint, Marsha Forest and John O'Brien in the 1990's. It can be used as a person centred planning tool. The child or young person invites the people he or she would like to help and a facilitator is needed to help work through the process.



Goals / Aspirations

**Planning**

Now	Who can help me	Three months	Six months	One year



Outcomes planning works well when an individual has a group of people around them who are committed to making things happen.

*Step 1 Goals and aspirations*

The facilitator asks the person to describe her personal vision for the future. She might talk very generally about how she would like life to be different, or much more specifically about how she would like to live day to day. The facilitator takes notes of draws this up as the person talks. The facilitators may ask other people to make suggestions but will always check back with the person. The goals and aspirations gives direction to the rest of the meeting.

*Step 2 Sensing the goal: One Year on*

The next step demands that participants imagine that a year has passed and that they are back in the same room recollecting what has happened. They tell the facilitators what it is like to live in a better future, what events have taken place and what they have done to make the dream more of a reality. There are two rules to this stage - all goals recorded have to be both positive and possible.

*Step 3 Now*

Step 3 examines the situation now and analyses the tension between where the group is now and where they want to be in a year's time. It is this tension that gives energy and dynamism to the process.

*Step 4 Who can help me?*

None of the goals are achievable by the person working on her own. Step 4 looks at who needs to help. This could be people at the meeting but also those who are not present. Sometimes there are people who could stand in the way of the goals. Their names are recorded so that a strategy can be developed for winning them over.

*Step 6 Three/six month goals*

The facilitator asks the group to pick a date within the next year, normally either three or six months later, and to set interim goals.

Key points from this outcomes planning process can be incorporated into **One Page Profiles**.

## Appendix

All templates in word form to be added

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