Person Centred Planning

What are Person Centred Approaches?

Person Centred Approaches are about discovering and acting on what is **important to** a person and what is **important for** them and finding the balance between them. It is a process of continual listening and learning, focusing on what is important to someone now and in their future, and acting on this. The listening is used to understand a person's capacities and choices. Person Centred Approaches form a basis for problem solving and negotiation to mobilise the necessary resources to pursue a person's aspirations.

What are Person Centred Tools?

Person Centred Tools support person centred thinking and skills. Person Centred Tools can be used in a variety of situations and help to plan, organise, understand and connect with others.

When should I use Person Centred Planning?

- Help a child/young person to work out what they want in their lives
- Understand better what support a child/young person needs to pursue their dreams and aspirations
- Help to problem solve, shape and clarify contributions made from different services and agencies to ensure they are effective in helping children/young people meet their outcomes and life goals
- Energise and motivate people based upon better understanding of and commitment to a child/young person

Why should I use Person Centred Planning?

The Children and Families Act 2014 sets out clear principles for supporting and involving children and young people in all aspects of the support and planning of their special educational need.

Local Authorities must have regard to the views, wishes and feelings of the child/young person and his or her parent. There is a duty to ensure participation as fully as possible in decisions, and to be provided with the information to ensure the enablement of participation in those decisions.

There must be mechanisms in place which support their parent/carer to facilitate the development of the child/young person, and to help him or her to achieve the best possible outcomes.

The Special Educational Needs and Disability Code of Practice: 0 – 25 years provides the statutory guidance relating to part 3 of the Children and Families Act 2014. Embedded in its principles is the need for a stronger focus on the participation of children, young people and their parents/carers in decision making at both individual and strategic levels. The use of Person Centred Approaches provides the opportunity to fulfil those principles. Working in this way ensures the CYP and their parents/carers are at the centre of all decision making and future planning.

It provides an opportunity to engage directly with children and young people to discuss their needs, and plan how they can achieve the best possible outcomes. This should be integral to all planning for children and young people with Special Educational Need and Disability (SEND) throughout their lives.

Invitation

Dear…….

Please come to my Review/Planning meeting on ……. at …….

People at my meeting will include my family, my teacher and other adults who know me.

At the meeting we will write about and talk about:

- What you like and admire about me
- What is important for me and my future
- What is working and what is not working for me
- My support – what is in place and what needs to be put in place for me

We will also talk about my progress in school and my Education Health Care Plan/Statement of SEN.

Then we will make an Action Plan for my future.

Please let me know if you can attend.

From …….

Amendment of an Education, Health and Care (EHC) Plan

This is a Child or young person and family contribution. It should be submitted with the annual review documents from a school.

This document should be completed by the young person and parent / carer together if appropriate **AND** in partnership with the key worker if parents request it.

Our Hopes and Aspirations

This is a picture of me (Optional)
This can be hand drawn or a photograph sent to us.
We will include this on the front of your plan

My name is:

I like to be known as:

We filled this in on:	Day		Month		Year	

This document should not be shared with anyone other than the people listed without asking the child/young person or their parent/carers first.

Information about me and my family

Full name		Date of birth	
Family Contact address		Parent/carers names	
Gender		Please list anyone else with parental responsibility and the relationship to the young person (eg step-dad)	
Landline Telephone			
Mobile Telephone			
Email		Brothers and Sisters	
NHS number			
School Name (or other Educational Setting)		Do you need an interpreter or other communication aid? If so, what?	
Language used at home		Main communication method	
Religion		Ethnicity:	

This document should not be shared with anyone other than the people listed without asking the child/young person or their parent/carers first.

What is important to me:

What people like and admire about me:

What makes me happy



How I communicate

What I worry about

How you can best help me

This document should not be shared with anyone other than the people listed without asking the child/young person or their parent/carers first.

The important people in my life

(Please give their name, why they were chosen and include photographs if you wish – these might be people in your family, professionals involved or people who have supported you)

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Our hopes and aspirations

Tell us what you hope will happen as a result of this assessment.

Our short term aspirations

What I hope for in the next school term or so	What my parents / carers hope for in the next term or so

Our medium term aspirations/outcomes

What I hope for in the next year.	What my parents / carers hope for in the next years.

Our long term aspirations/outcomes

What I hope for in the future when I am an adult.	What my parents / carers hope for in the future when I am an adult.

This document should not be shared with anyone other than the people listed without asking the child/young person or their parent/carers first.

Where my family and I want me to go to learn? (Early years setting, school, college, apprenticeship or training)
How my family and I want me to get to and from my Early years setting, school, college, apprenticeship or training.
Do my family and I want a personal budget? (Information about this can be found on www.tamesidelocaloffer.co.uk)
Any other information that my family and I want to share

WHAT TIMES ARE BEST TO CONTACT YOU? Make a list of the times that are best for you and your family to be contacted, attend appointments or meet professionals.

WHO CAN WE SHARE YOUR INFORMATION WITH? Make a list below. Include professionals, family members and anyone else that you are happy about.

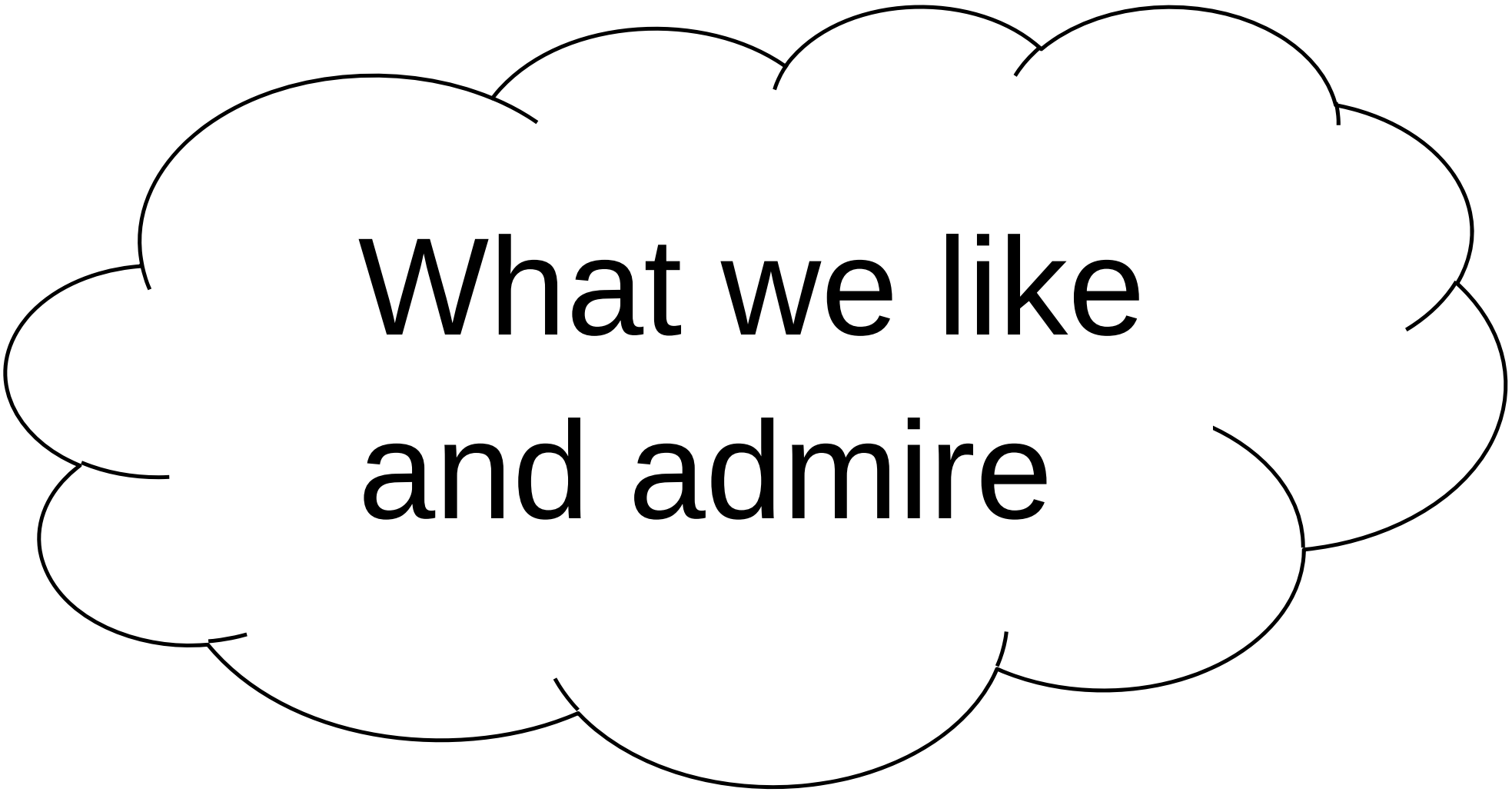
Signed

Child/young person if appropriate	Parent/carer if young person is under 18 years of age
Date	Date

If you and/or your family need help completing this document please contact your Special Educational Needs Co-ordinator (SENCo) or contact Tameside Special Educational Needs and Disability Information, Advice and Support Service (formerly known as Tameside Parent Partnership Service) on 0161 342 3383.

If this form is completed as part of a re-assessment, a transfer from a Statement of Special Educational Needs to an Education Health Care Plan you and/or your family can contact the Independent Support Service, Together Trust on 07557 801954.

This document should not be shared with anyone other than the people listed without asking the child/young person or their parent/carers first.


What we like
and admire

Request for an Education, Health and Care (EHC) Plan

This is a Child or young person and family contribution. It should be submitted as part of the request for statutory assessment with documents from the referrer.

This document should be completed by the young person and parent / carer together if appropriate **AND** in partnership with the key worker if parents request it.

Our Hopes and Aspirations

This is a picture of me (Optional)
This can be hand drawn or a photograph sent to us.
We will include this on the front of your plan

My name is:

I like to be known as:

We filled this in on:	Day		Month		Year	

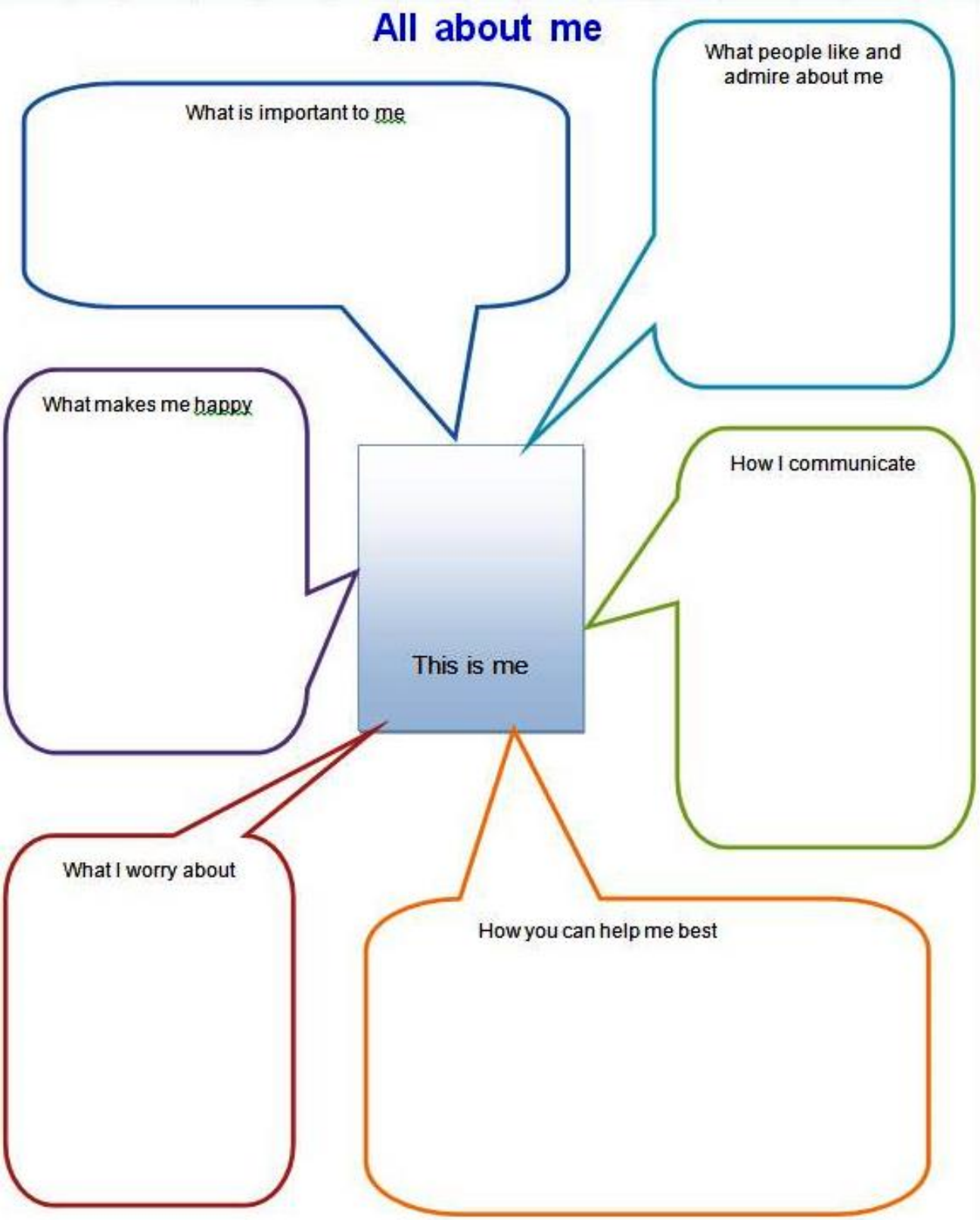
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Mobile Telephone			
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NHS number			
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Language used at home		Main communication method	
Religion		Ethnicity:	

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All about me



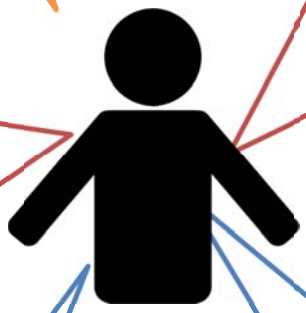
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What people like and admire about me:

What is important to me:

How I communicate

What makes me happy



How you can best help me

What I worry about

This document should not be shared with anyone other than the people listed without asking the child/young person or their parent/carers first.

The important people in my life

(Please give their name, why they were chosen and include photographs if you wish – these might be people in your family, professionals involved or people who have supported you)

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Our hopes and aspirations

Tell us what you hope will happen as a result of this assessment.

Our short term aspirations

What I hope for in the next term or so	What my parents / carers hope for in the next term or so

Our medium term aspirations/outcomes

What I hope for in the next year.	What my parents / carers hope for in the next year.

Our long term aspirations/outcomes

What I hope for in the future when I am an adult.	What my parents / carers hope for in the future when I am an adult.

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How my family and I want me to get to and from my Early years setting, school, college, apprenticeship or training.
Do my family and I want a personal budget? (Information about this can be found on www.tamesidelocaloffer.co.uk)
Any other information that my family and I want to share

WHAT TIMES ARE BEST TO CONTACT YOU? Make a list of the times that are best for you and your family to be contacted, attend appointments or meet professionals.

WHO CAN WE SHARE YOUR INFORMATION WITH? Make a list below. Include professionals, family members and anyone else that you are happy about.

Signed

Child/young person if appropriate	Parent/carer if young person is under 18 years of age
Date	Date

If you and/or your family need help completing this document please contact your Special Educational Needs Co-ordinator (SENCo) or contact Tameside Special Educational Needs and Disability Information, Advice and Support Service (formerly known as Tameside Parent Partnership Service) on 0161 342 3383.

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ANNUAL REVIEW OF EDUCATION, HEALTH & CARE (EHC) PLAN

REVIEW for Reception, Yr 1, 3, 4, 6, 7, 8, 10, 12, 13

OCTOBER 1, 2015

TAMESIDE M.B.C
Inclusive services

Transfer/Annual Review of EHC Plan/Statement – R, Yr 1, 3, 4, 6, 7, 8, 10, 12, 13

Name		Date of Birth		National Curriculum Year		Offset year group	Y/N
Gender		LAC	Y/N	Pupil Premium	Y/N	CAF in place	Y/N
Home Address		Has the home address changed since last review?	Y/N	Name of Parent/Carer		Address if different from home	
				Name of Parent/Carer		Address if different from home	

EHC Plan History

Date of EHC plan /statement		Date of this review		Date of last amendment		Date of last review	

School Placement History

School					
Dates					

Education, Health and Care Plan/Statement Review Summary – please complete at the end of the meeting

		select	comments
Section A	Have the aspirations of the child/YP or Family changed significantly?	Y/N	
Section B/C/D Part II	Have the young person's needs outlined in of the EHC plan changed?	Y/N	
	Is further professional advice required?	Y/N	If yes, please indicate below where advice is required and detail the nature of the advice required in the action plan.
	Educational Psychology ☐ Speech & Language Therapy ☐ Occupational Therapy ☐ Pupil Support Services ☐ Physiotherapy ☐ Other ☐		
Section E/F/G/H/I Part III	Do the objectives/outcomes, provision or monitoring arrangements need to change?	Y/N	
	Has adequate progress been made?	Y/N	
	Has appropriate provision been put in place?	Y/N	
	If adequate progress has not been made, what are the barriers?		
Section I Part IV	Is the placement still appropriate?	Y/N	
Part V (not EHC)	Have the additional non-educational needs of the pupil changed significantly over the last year?	Y/N	
Part VI (not EHC)	Does the non-educational Provision need to change	Y/N	
	Should the EHC plan/statement be withdrawn?	Y/N	Are the parents in agreement with withdrawal Y/N

Transfer/Annual Review of EHC Plan/Statement – R, Yr 1, 3, 4, 6, 7, 8, 10, 12, 13

Overview of termly progress

Where cognition and learning are the concerns it is important that a small steps measure such as PIVATS has been used to measure progress in addition to the general target setting and assessment of the school. We acknowledge that this format will need to change over time as we move beyond National curriculum levels.

	Reception	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Speaking and Listening - Comprehension	If the child is in Foundation Stage or Key Stage 1 please attach a summary of their Foundation Stage Profile																		
Speaking and Listening - Expression																			
Reading																			
Writing																			
Using and Applying Mathematics																			
Number																			
Shape, space and measure																			
Learning Behaviour																			
Conduct Behaviour																			
Emotional Behaviour																			
Attendance																			
Punctuality																			

	Year 7			Year 8			Year 9			Year 10			Year 11		
	1	2	3	1	1	2	3	1	2	3	2	3	1	2	3
Speaking and Listening - Comprehension															
Speaking and Listening - Expression															
Reading															
Writing															
Using and Applying Mathematics															
Number															
Shape, space and measure															
Learning Behaviour															
Conduct Behaviour															
Emotional Behaviour															
Attendance															
Punctuality															

Transfer/Annual Review of EHC Plan/Statement – R, Yr 1, 3, 4, 6, 7, 8, 10, 12, 13

Summary of Information for review: Transfer/EHCP/Statement (delete as appropriate)

Number	Description	Author	Date	New since last review?	Invited to review?	Attending review?	**Report received?**
Parental/young person/child views							
1.	Our Hopes and Aspirations						
2.							
3.							
Educational – school							
1.	School advice/documents						
2.	Plan, do, review cycle/IEP						
3.	One Page Pupil Profile						
4.	Provision Map						
5.	Attendance						
Educational – support service/other							
1.							
2.							
3.							
Health							
1.							
2.							
3.							
Social Care							
1.							
2.							
3.							

Transfer/Annual Review of EHC Plan/Statement – R, Yr 1, 3, 4, 6, 7, 8, 10, 12, 13

Person centred planning
4 + 1 Questions

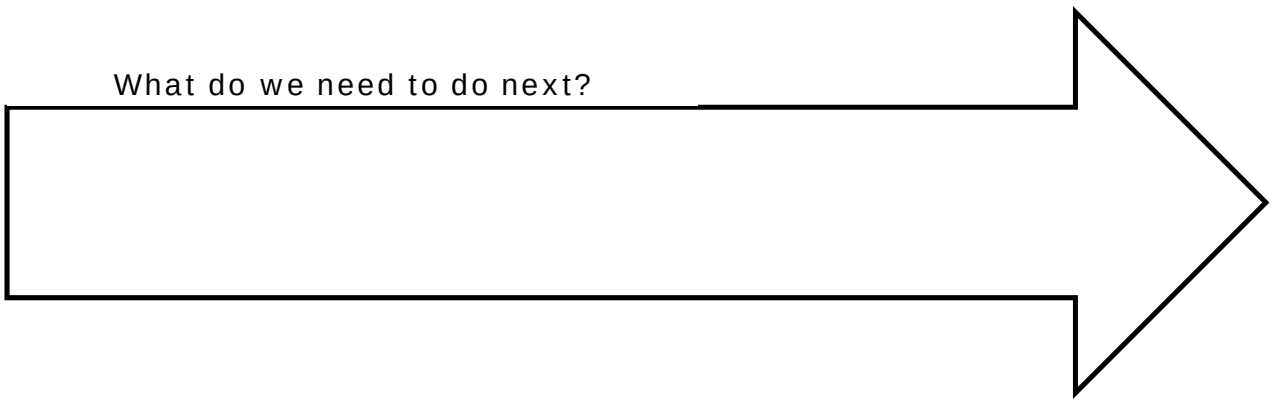
What have we tried?

What have we learned?

What are we pleased about?

What are we concerned about?

What do we need to do next?



Overview of Post <u>Year 9</u> objectives and provision – Preparing for adulthood *(complete as appropriate)*

Education and Employment
Independent Living
Community Inclusion
Being Healthy

Signed by:
Designation:
Date:

Person Centred Planning

Review Meeting – **N, Yr 2, 5, 9 & 11** or when it is felt that the outcomes within the EHCP do not remain appropriate, placement change or funding implications. All other reviews can be completed using the 4 + 1 review paperwork

Reports should be sent in to the SEN Team two weeks before the review date – to senteam@tameside.gov.uk clearly labelled 'pre-review documents' followed by the individuals' name. These emails should be encrypted. Schools holding multiple reviews should send separate emails for each individual.

Who Should We Invite?

- The child/young person and their family.
- A Local Authority representative (as appropriate)
- Representatives from any outside agencies who may be involved e.g. Speech and Language, Occupational Therapist
- If the review meeting is at a transition point a representative from the receiving school, college etc
- Anyone else who is deemed appropriate

Supporting and preparing a child/young person for a Planning/Review Meeting

- Support the child/young person to gather information from their point of view, their likes and dislikes, hopes, dreams and aspirations and what support they need to stay healthy and safe. This will ensure the young person can fully contribute. The child/young person may express this through drawings, pictures, symbols or maybe even a short film/slide show. There are a range of PCP tools you can use to help with this including 'Good Day/Bad Day', 4+1 Questions' and 'One Page Profile' etc
- People invited to the meeting should also be asked to think about questions prior to the meeting. They should share their views/professional judgement, even if they unable to attend the meeting, by answering planned questions sent by the meeting facilitator. These questions could be included in the invitation to the meeting
- A child/young person planning meeting should include the people who they want there and who are important to them eg. Friends, professionals and people they have a close relationship with. A review meeting should include people who are important within the Education Health Care Plan e.g. health, social workers etc. The person-centred tool 'Relationship Circle' could help a child/young person plan if this is difficult for them
- The child/young person and family should be involved encouraging them to positively think about their own learning outcomes, hopes and aspirations for now and the future and what support they will need to achieve this
- It is important that the child/young person should be able to express themselves fully at the Planning/Review meeting. This may include playing their favourite music at the review meeting and sharing their favourite snacks or even bringing along items that are important and meaningful to them

Setting the Scene

- Think about the environment and whether it will meet the needs of the child/young person and if extra support is needed who will be supporting them
- Ensure the headed paper is visible and accessible to everybody
- Music/refreshments as appropriate
- Evidence of child/young person achievements if appropriate

Equipment

- Plenty of extra flip chart paper;
- Different coloured pens;
- Blu tac
- IT – if a slideshow has been prepared

Meeting Overview

- The delivery should take approximately an hour, maybe a little less or more depending on the number of people in attendance
- The focus of the meeting is to identify what is important to and for the child/young person, what's going well and not so well and agree what support is needed to support the child/young person in achieving their goals, targets and aspirations
- It is important to support the child/young person and family prior to the meeting to discuss the appropriate time and place for the meeting and agree on who will facilitate. It is also essential that the child/young person and the family are involved in who will attend the meeting
- Plan and agree which person-centred tools will best support the outcomes hoped to be achieved and suit the needs of the child/young person and their family

Poster Headings used for Review could include

1) Who is here

2) Like and Admire

3) What's Working/Not Working

4) My Outcomes (*prepare prior to the meeting using current EHCP/Statement of SEN)*

5) Important to and for (now)

6) Important to and for (future)

*6a) Preparation for adulthood (yr 9+) should also facilitate discussion around moving to higher education or employment, independent living, community inclusion and being healthy

7) Action Plan/Outcomes

8) Parking board

The Meeting

- Prepare flip chart sheets beforehand with the headings for each element of the meeting written clearly. Graphics and symbols may be used throughout when recording. Keep things colourful and as visual as possible to keep everything person friendly
- It may be helpful for the child/young person if some of the preparatory work done with them is recorded under the headings 'Important To/Important For' (now and in the future), before the meeting (using an appropriate form of recording)
- Participants will be asked to introduce themselves and briefly explain their relationship with the family and CYP. This information will be recorded under the heading *'1. Who's Here'*
- The facilitator will give a brief explanation of all the headings and what they mean
- The facilitator will ensure that all contributions are positive and that everybody stays on track. It is also the facilitator's job to ensure that everybody is included in the discussions. They will also keep time
- Everyone will need to look at '*3.What is Working'* and *'What's not Working'*. The facilitator will ensure everyone is confident to record their issues, comments and suggestions. This will gain an insight and understanding of how things are from all perspectives (child/young person, parent and professionals) and support the next steps
- The facilitator will have already listed *'4. My outcomes'* objectives and provisions that are currently set out in the previous EHC Plan/Statement of SEN. It should be discussed whether these objectives and provisions are still relevant or need to be changed
- It would also be useful to have a separate sheet to record any issues raised which take longer than five minutes to discuss. It is very unlikely that these issues will be resolved in the room and may need future discussions. These would be recorded to ensure there are future discussions and that the issues have been acknowledged. This could be described as the *'Parking Board'*
- The person facilitating the meeting will relay back the information to the participants after each element of the meeting, to ensure clarity of what has been recorded and ensure nothing has been missed or anything further needs to be added

Action Plan

- The 'Action Plan' should be developed together as a group and clearly outline who is going to do what and when. Actions should be SMART (Specific, Measurable, Achievable, Realistic and Time bound). Actions will also need to include dates and timescales
- Identify priorities for discussion. Support people to review, discuss and action from the information gathered under the headings
- It is important to identify who the person is who will pursue the outcomes and check that the action plan is being followed

Closing the Meeting

- The facilitator will finish by asking everybody what they appreciated about the meeting
- Offer people the chance to share their thoughts and feelings about the process and make suggestions for improvement. This will inform the next meeting
- Check who will be putting together the meeting notes and distributing them

- All post review paperwork should be submitted to the Local Authority SEN Team within two weeks of the meeting with any supporting reports that were not distributed before the review – senteam@tameside.gov.uk labelled 'post review documents followed by the individuals name. These emails should be encrypted. Schools holding multiple reviews should send separate emails for each individual.

Additional review information

- Annual reviews held within the key stage, where it is felt outcomes and provision remain appropriate, should be delivered using the review paperwork labelled '**review Yr 1, 3, 4, 6, 7, 8, 10, 12, 13**'. This will incorporate using the '4 + 1 Questions' this should be delivered in a Person Centred way

A meeting is being held to discuss the Education Health Care Plan/Statement of Special Educational Needs for Child's Name & DOB. The meeting will take place at place on date and time.

We would like to take this opportunity to invite you to attend the Person Centred Meeting for Child's Name this will enable you to share your professional views and support us in developing a multi-agency approach. However if you cannot attend the meeting can we request that you complete the sections below to ensure your views are shared and documented.

Please state service – Education Health Social Care

Strengths and abilities – Like and admire

What I consider is important at this point for Child's Name

What is working and what is not working for Child's Name

Desired Outcome for Child's Name ***(****Please include time scales for expected completion of outcomes, how this will be followed up by service and who will be responsible for implementing)*

Please ensure all paperwork is returned by **date.**

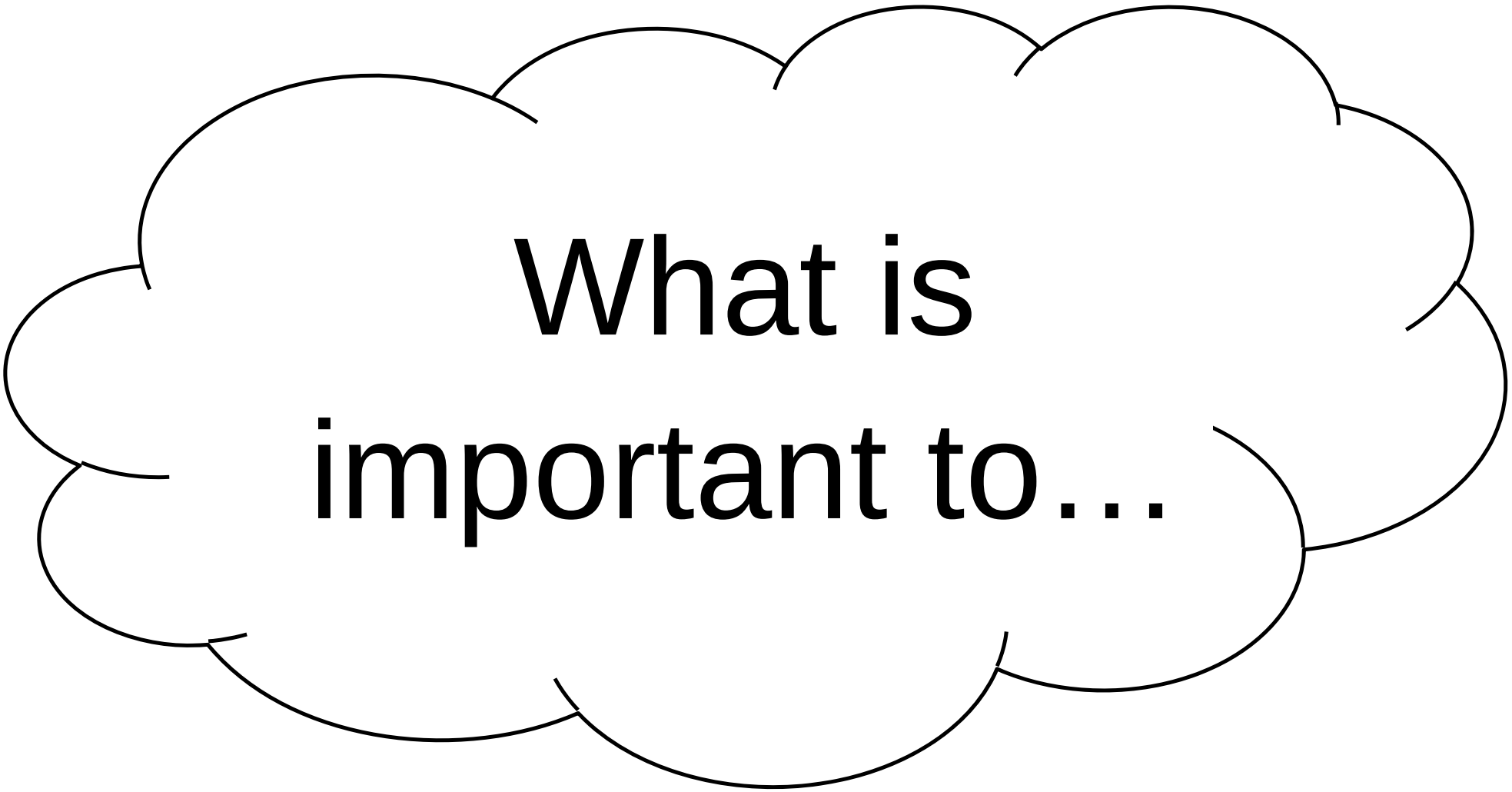
If you are no longer working with Child's name please return this paperwork stating the discharge date and date of last report.

Please return all completed paperwork to: Name and address

Name:

Designation:

Signature: **Date:**


What is
important to…

PROFESSIONALS LETTER – FEEL FREE TO AMEND School's address

Date:

Dear

Child's name Annual review will take the form of a Person Centred Planning Review. Person Centred Planning Reviews focus on creating a framework for the young person to express their own views and opinions alongside those of their parents and the professionals involved in their lives. Child's name will be in attendance and I am working with him/her to prepare for the meeting.

As well as this letter you will have received an invitation from child's name.

Please could you return the enclosed form below to me by_____ so that I can prepare for the review. Please also include any formal reports you would like to submit as part of the review process which I do not already hold on file. The content of these will be included during the review.

You are welcome to email your responses to me at ..... if you prefer to talk through your responses I can be contacted on ....., please leave a message if I am unavailable and I will get back to you as soon as possible.

Many Thanks

SENCo

Name of School

Professional consultation for Annual Review of Statement of Special Educational Needs for Child's name

Name: Role: I will/will not be attending the Review

If attending the meeting you will be asked to contribute your thoughts on '**what you like or admire about ……'** and what you feel **'works well for……'**

Does school already hold a copy of your latest report/involvement with this young person? Y/N

If not please enclose it when you return this form.

How happy are you with the way school has used the advice and recommendations you have provided in the provision for child's name?

The table below gives the objectives and provision for Child's name. Please comment where appropriate with regard to your involvement.

Objective	**School Provision**	**What involvement have you had in helping to meet this objective?**	**What progress do you feel has been made? Do you have any suggestions for future strategies?**
Insert objectives from statement/outcomes from EHCP	*Insert details of school based provision*		

Any other comments

Person Centred Planning

Preparing for Adulthood – Year 9 onwards

From Year 9 the SEND reforms require those supporting young people to focus on ordinary life outcomes such as:

- **Employment –** informing Young People of pathway options such as, continuing within education, further education colleges, supported internships, traineeships, apprenticeships
- **Independent living –** informing Young People to have choice, freedom and control over their lives, their support, and their accommodation and living arrangements, included supported living
- **Community Inclusion –** informing Young People around participating in and contributing to the local community, developing friendships and supportive relationships
- **Being Healthy –** encouraging the Young Person to have good health and wellbeing

The above focus should be incorporated into 'what is working/what is not working' element of the Person Centred Review and should reflect the perspective of the Young Person, Parent and Professionals. This develops information that is shared transparently, and that the Young Person and their family are full fully involved in decision making. A joined up approach including co-production, holistic planning and multi-agency working should be encouraged.

Planning to support Preparing for Adulthood

Year 9 (age 14 +)

- The Year 9 annual review of the Education Health Care Plan, and every review after that, must include a focus on preparing for adulthood
- Schools have a legal duty to provide impartial careers advice to all young people from at least Year 8 (13-14 years of age). They must tailor it to the needs of their pupils with special educational needs and disabilities.
- planning ahead - Schools should work with employers, housing agencies, disability organisations and arts and sports groups to help children understand what their options are as they get older.

Year 11 (age 16+)

- All pupils should be adequately prepared for progression beyond compulsory school age with access to better quality vocational and work-related learning options to enable young people to progress in their learning
- Young people should be supported in planning and preparing for their future post 16 education, with good opportunities and support in order to achieve paid employment
- Schools/colleges should be working with young people understanding their long term aspirations, a transition plan with clear steps outlining how they will be supported in progressing towards achieving this aim in the future

- A well-co-ordinated transition from children's to adult health services should be explored

Supported internships - on the job training plus study in a further education setting to assist young people with complex learning difficulties or disabilities find work

Traineeships - preparation for work through gaining work experience needed to access apprenticeships or other paid employment as well as receiving training in Maths and English by a training provider

Apprenticeships – studying and training through paid employment

ANNUAL REVIEW OF EDUCATION, HEALTH & CARE (EHC) PLAN

REVIEW – N, Yr 2, & 5 or when it is felt that the outcomes within the EHCP do not remain appropriate, possible placement change or funding implications

OCTOBER 14, 2015

TAMESIDE M.B.C
Inclusive services

Transfer/Annual Review of EHC Plan/Statement - REVIEW – N, Yr 2, & 5 or when it is felt that the outcomes within the EHCP do not remain appropriate, possible placement change or funding

Name		Date of Birth		National Curriculum Year		Offset year group	Y/N
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EHC Plan History

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School Placement History

School					
Dates					

Education, Health and Care Plan/Statement Review Summary – please complete at the end of the meeting

		select	comments
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Educational – support service/other							
1.							
2.							
3.							
Health							
1.							
2.							
3.							
Social Care							
1.							
2.							
3.							

‘s Review

+ Child’s photograph/drawing

DOB: School: Yr Group:

Person Centred Review

Who’s here?

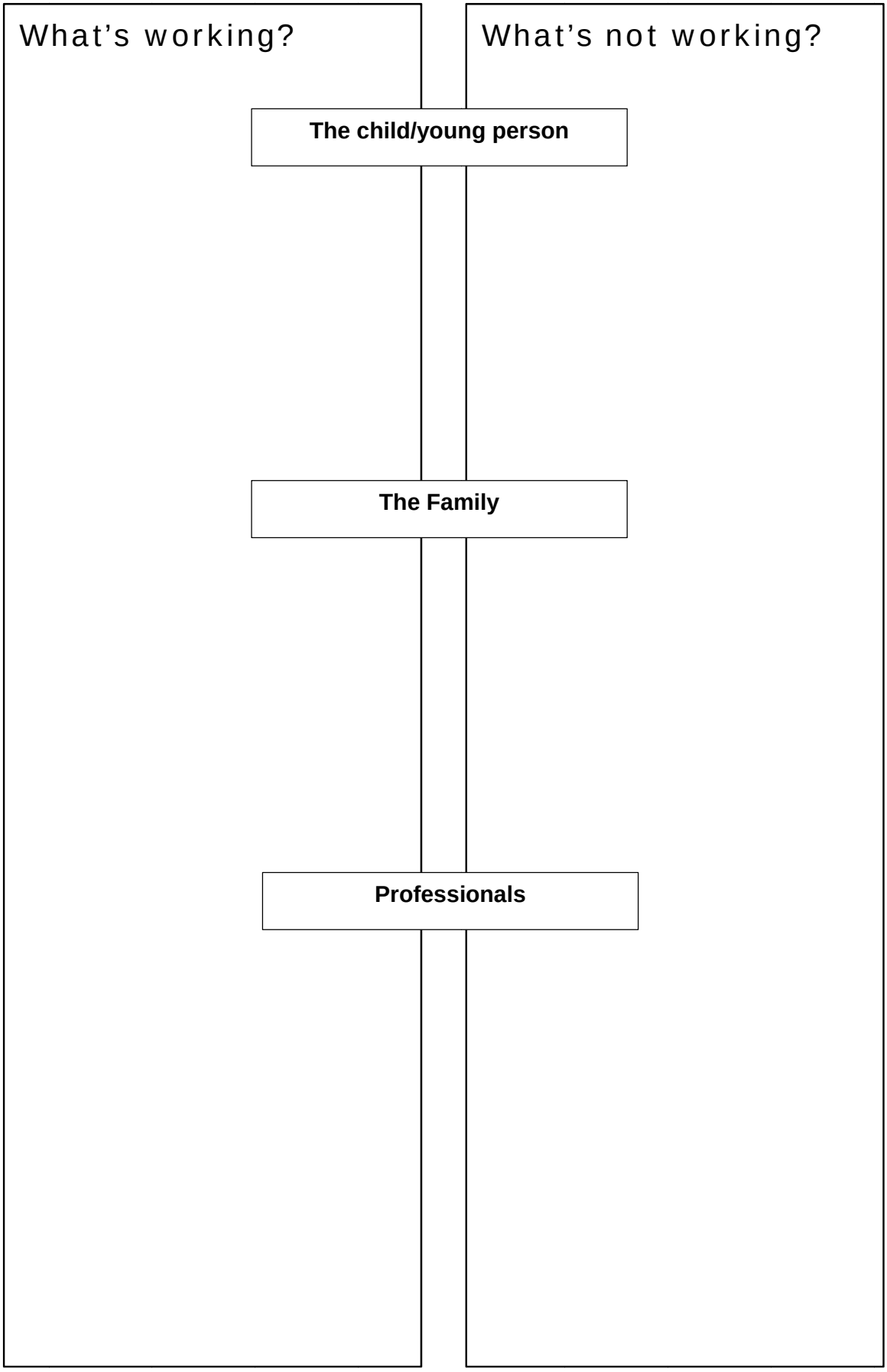
Transfer/Annual Review of EHC Plan/Statement - REVIEW – N, Yr 2, & 5 or when it is felt that the outcomes within the EHCP do not remain appropriate, possible placement change or funding

What we like and admire about ...

Transfer/Annual Review of EHC Plan/Statement - REVIEW – N, Yr 2, & 5 or when it is felt that the outcomes within the EHCP do not remain appropriate, possible placement change or funding

What is important to....	What is important for...

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What's important to ... in the future?

What are our aspirations for...?

-

What are the long term outcomes for ...?

-

What are the medium term outcomes for ...?

-

What are the short term outcomes for ...?

-

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Summary & Next Steps

Parking Board

Questions/Concerns

Action Plan for ...

What needs to happen?	By whom?	By When?

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Please state recommendations, following the review meeting, to the Local Authority for consideration. *(for example, changes to funding, EP involvement etc)*

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Overview of Post <u>Year 9</u> objectives and provision – Preparing for adulthood *(complete as appropriate)*

Education and Employment
Independent Living
Community Inclusion
Being Healthy

Signed by:
Designation:
Date:

Person Centred Planning

4 + 1 Questions

How 4 + 1 Questions work

Set out five sheets of flip chart paper which are headed with the following questions:

1. What have we tried?
2. What have we learned?
3. What are we pleased about?
4. What are we concerned about?
5. What do we need to do next?

The 4 + 1 Questions is a quick way to work out better ways of supporting children/young people. Staff are less likely to continue to do what is on the 'what are we concerned about' list.

This approach may also be used as a way to conduct an interim or follow up review.

When to use 4 + 1 Questions?

- When a more gentle approach is needed, to support ongoing efforts
- When people in the Childs/Young Person's life are stuck and don't know what to try next or lots of different approaches have been tried with little success
- As a reviewing tool to support the ongoing assess, plan, do, review cycle
- When thinking about a particular challenge or situation , to support the planning for change – when completed collectively it empowers different learning perspectives

How it helps?

- Support the updating of a one page profile
- Review outcomes/learning goals
- Quick tool to work out better ways of supporting people or working together

My Annual Review

Name: Date:

What is important to me now

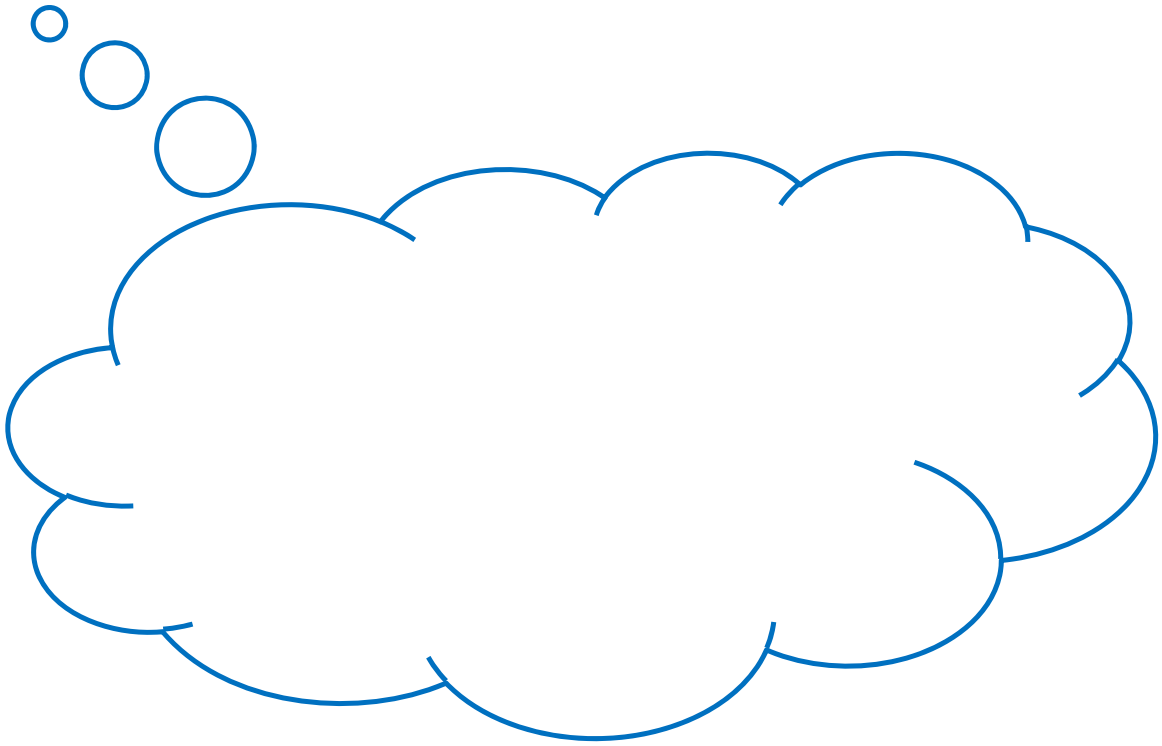
I am good at and like to do…

At school

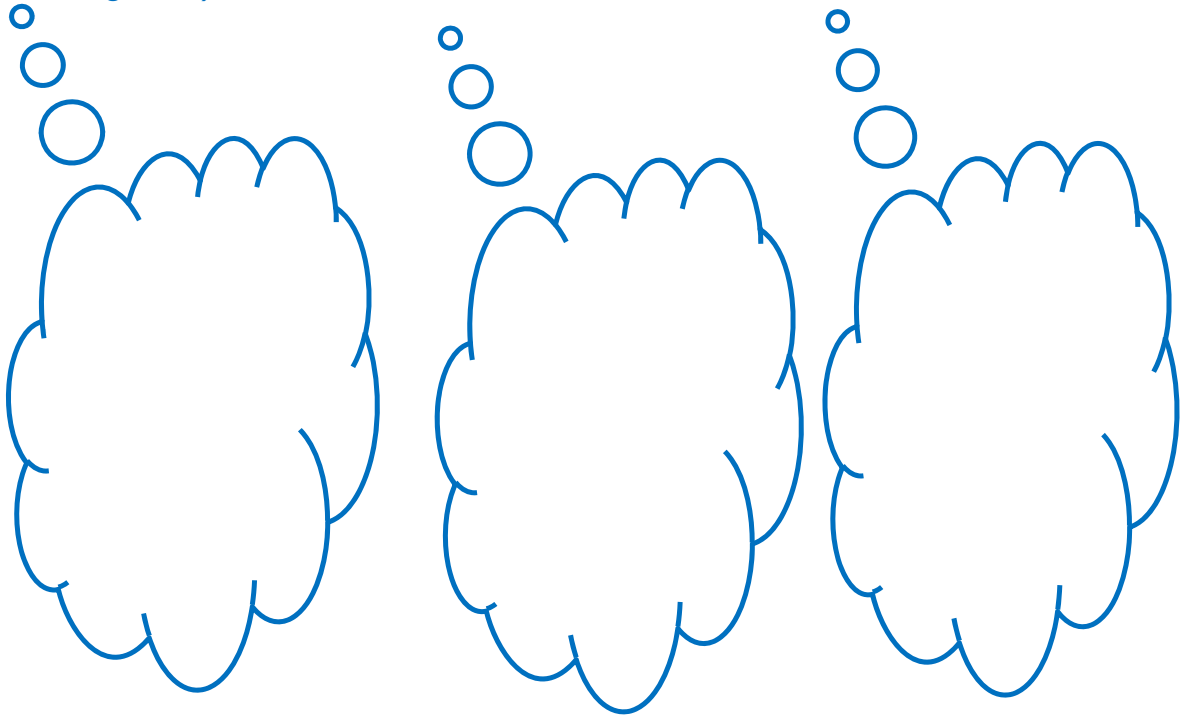
At home

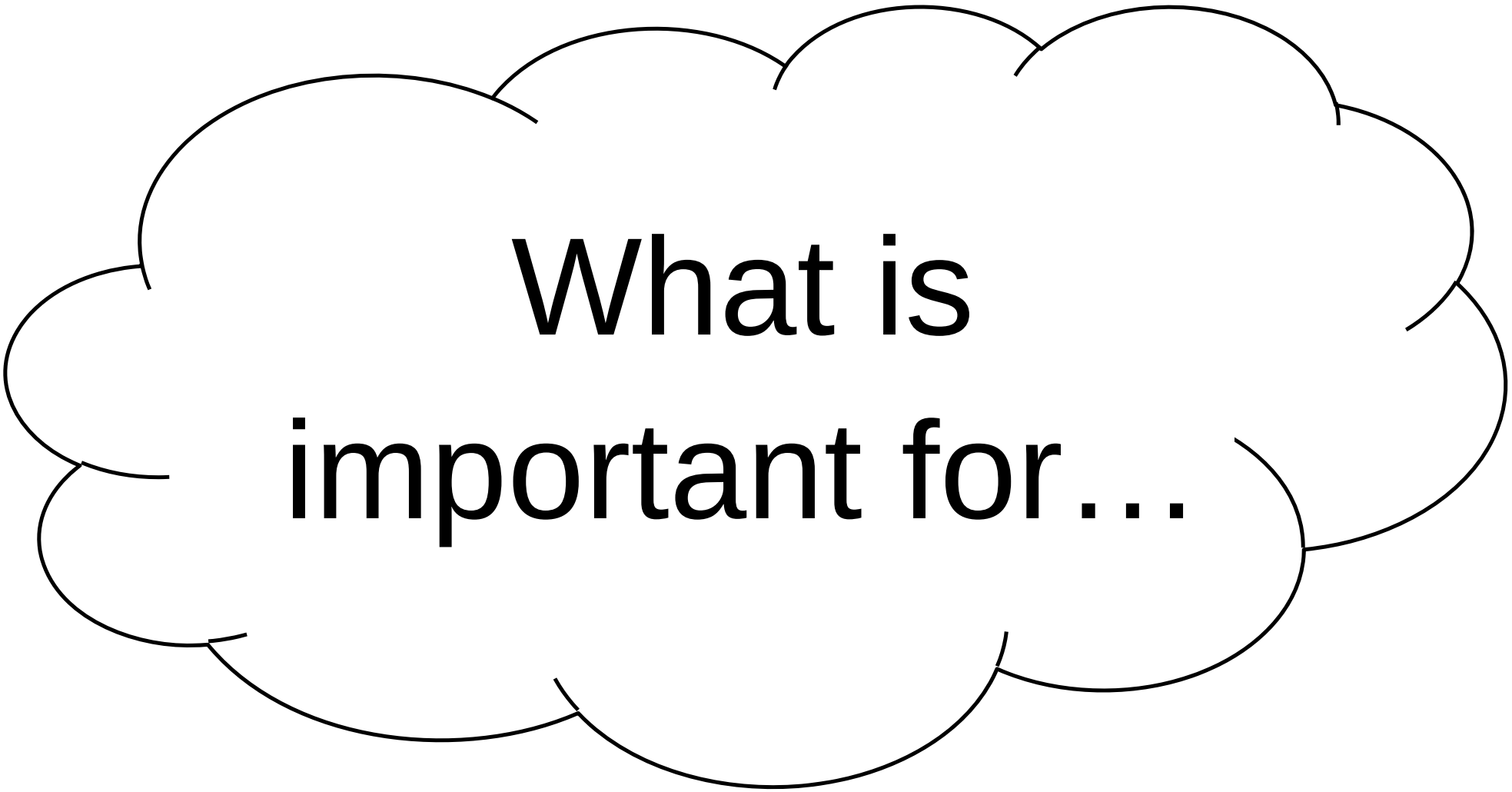
Just for fun

Things I would like to be able to do, but I can’t do yet.



My aspirations, what I dream of doing in the future. *(short term, medium term, long term)*




What is important for…

ANNUAL REVIEW OF EDUCATION, HEALTH & CARE (EHC) PLAN

REVIEW – N, Yr 2, 5, 9, 11 & 14 or when it is felt that the outcomes within the EHCP do not remain appropriate, possible placement change or funding implications

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Person Centred Review

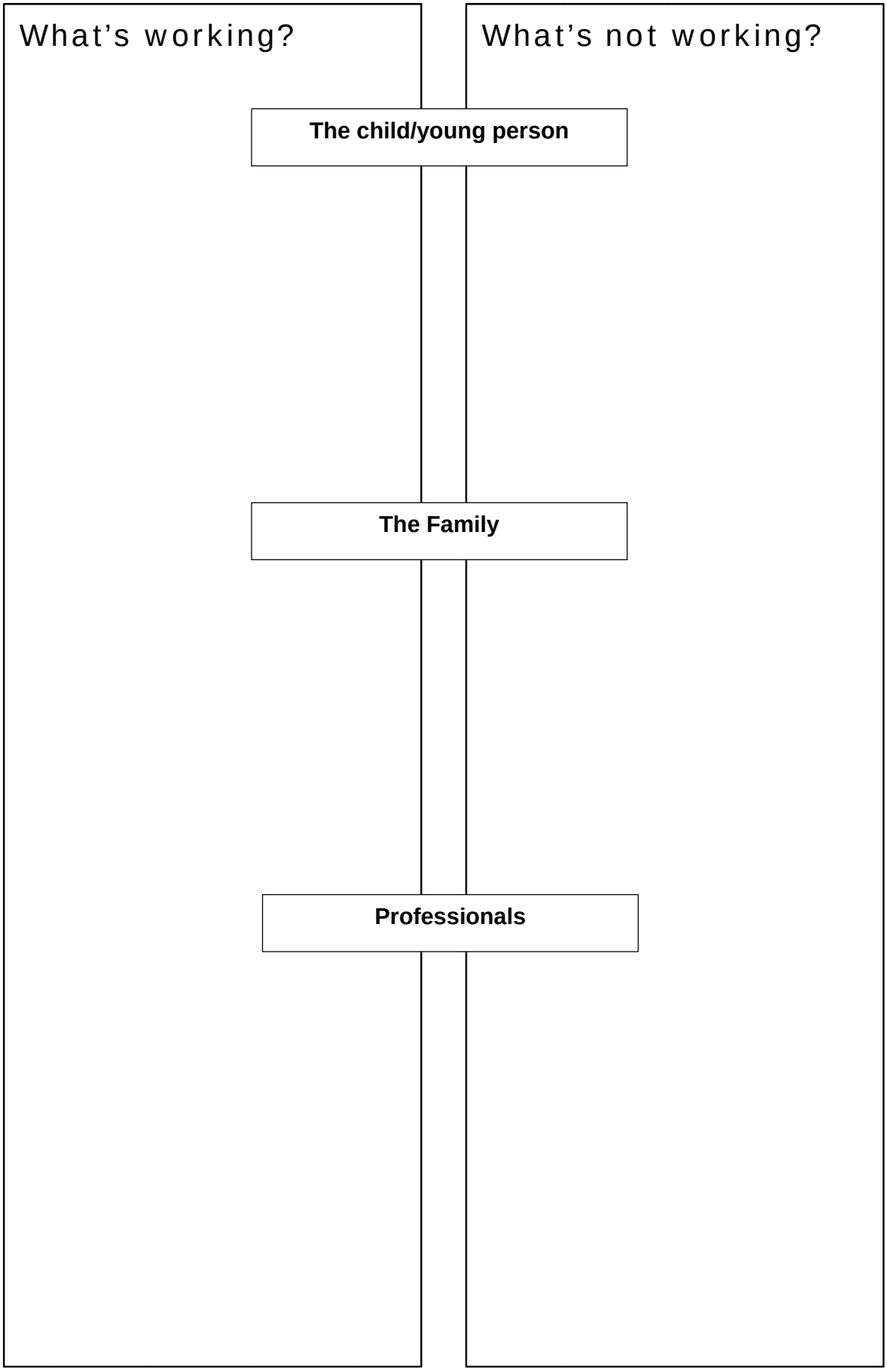
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Designation:
Date:

Person Centred Planning

Planning Tools/approaches

1. What we like and admire about …….
    - Use as part of the welcoming process – ask everybody to write one thing they like and admire about the child/young person on a sticky note, involve the child by asking them to read the comment everybody has written whilst attaching them to the flip chart paper
    - Useful if the child/young person has a negative reputation or poor self-esteem, promotes positivity within the review and within planning

2. What's working/What's not working
    - Ask attendees to write their views of what is working/what is not working for the child/young person at present – this promotes people feeling listened to. When situations are teased apart in enough detail, you can find areas of agreement, this enables common ground to be found
    - Useful to adopt a direct approach to gain different views about wat is the best way forward for the child/young person. Promotes everyone working with the child/young person to see the whole picture rather than seeing an issue from one perspective

3. Important to/Important for
    - The aim is to develop two lists – it is important to get a balance of the two lists in order that effective support can be planned and given. This should reflect education, health needs and social needs.
    - Learning styles and ability of the child/young person should be reflected – use of objects, photographs, pictures, symbols or written words should be used to encourage the child/young person's participation
    - **Important to:** means things that bring quality to life and experiences, what makes the child/young person happy, content and relaxed, make the child/young person's life fulfilling and meaningful
    - **How to look for it** – a child/young person's favourite toy, object, activity, television programme or person. Listening to the child/young person, observe behaviour and body language. Think about a good day, what makes the child/young person happy?
    - **Important for:** means things that keep the child/young person helathy and safe, protects their growth, development and positive engagement with other people
    - **How to look for it –** a child/young person's health needs: procedures, routines, medication etc. A child/young person's safety needs: assistive technology, behaviour management etc. A child/young person's education needs: communication, learning style etc. Think about a bad day, what support do they need on such a day?

4. Good Day/Bad Day
    - Ask the child/young person to think back to the last bad day they had. Ask them to describe what happened and why this was bad. Discuss what could have helped to support them on this bad day.
    - Now ask the child/young person to describe what would make a good day, who helped to make this day good and what did they do.
    - Some children/young people cannot describe what makes a good day or a bad day but they can tell you about the last week in detail, so that you can gently ask which bits of the day were good and which not so good
    - If the child/young person has not had a good day for some time, hey may be able to tell you about a good day from their past or a happy memory
    - When a child/young person cannot tell you directly themselves then family or close adults can help
    - Useful as a person-centred thinking tool that simply asks the child/young person to describe a typical day gathering their view towards challenges they may be faced with and how this makes them feel in order to support, plan and prepare the child to develop resilience and coping mechanisms

5. Relationship circle

A Relationship Circle is a tool that can be used to help learn whom the child/young person knows, how they know them and hw they can support the child/young person achieve their goals and aspirations in life.

- Use flip chart paper
- The child is placed at the centre, use a photograph or self portrait of the child
- Around the child/young person name and photograph add the names or photograph/picture of the people closest to them. This may include professionals alongside family members
- The third circle would be people the child/young person likes
- The outer circle would include people who are paid/professionals but still are significant in the child/young person's life eg. Support staff, health workers, club organisers
- A relationship circle may highlight a child/young persons need to build relationships. It seeks to identify not only who is important to the child/young person but how to stay in contact and strengthen those relationships
- It can be useful in helping a child/young person decide who to invite to a planning/review meeting as well as identifying if other people who may be able to offer support and share ideas

When to use a Relationship Circle?

We can use a relationship circle when we want to:

- Learn more about who is important in the child/young person's life
- Discover any relationship issues

- Develop, strengthen and support relationships
- Identify who is involved with a child/young person, what their role is and how they can be supportive to the child/young person when developing a plan with appropriate outcomes

6. Matching Tool

What is a Matching Tool?

A Matching tool allows a provision/organisation to match existing staff within a team to particular individuals to recruit new people to a team or to recruit personal assistants or find volunteers.

Ask the child/young person to think about the following questions

- Who will these people be?
- What is their personality like?
- What skills do they need?
- What common interests do they have with you?

When using this tool think about the people who enjoy being with the child/young person, who knows them best and is helpful on good days. Also try and think about the people they avoid or are around on bad days.

This tool works best if you have used ‘important to and important for’ first, this will ensure that the person supporting them will have the skills to ensure the child/young person is both healthy and safe.

If staffing has been successful and reallocating workers is not an option, discuss with the child/young person what could the current staff do to be more like the ideal support?

When to use a Matching Tool?

We can use a Matching Tool when we want to:

- Get a good match between the person supporting and the child/young person being supported – whether paid or unpaid can be difficult
- A simple way to record what is needed to give a child/young person the best match between those who use services and those who provide them
- It is important to remember that children and young people are entitled to have support workers who like being with them
- If there is a successful match the child/young people who is being supported will be much happier and the person supporting them will be to

What is working	What is not working
The Child/Young Person	
The Family	
Professionals	

Date:

Outcomes:

What's working.....

What's not working.....

Date:

Outcomes:

Person Centred Planning

One Page profile

What is a One Page Profile?

A One Page Profile is a tool that will tell you great things about a child/young person, what is important to them and for them, what makes them happy and how best they would like you to support them in achieving the things they want to do in a safe and healthy way.

It is a way of parents and professionals sharing their knowledge, understanding and expertise about the child/young person they are planning for. This could include things that have been learnt through experience, observations and from direct communication with the child/young person.

A One Page Profile

- Can be used as a starting point in planning for a child/young person
- Should provide consistency of support and a better understanding of how to engage positively and effectively with a child/young person
- Should be written with the child/young person as well as with people that know them really well, family, friends and professionals who have worked with them for a period of time
- The information can be collated using a collection of Person Centred Tools such as: what people 'Like and Admire', what's 'Important to and Important for' it should reflect the voice of the child/young person, professionals and be written positively – there should be enough detail to show someone who is supporting the child/young person who they are and how to support them effectively
- Should be clear and easy to read and understand. There should be no jargon or acronyms
- Learning styles and ability of the child/young person should be reflected and supported to include visuals and pictures

When to use a One Page Profile?

We can use a One Page Profile when we want to:

- Describe a child/young person and their support needs while within a particular environment eg. School, college, activity club
- Provide up to date information about who the child/young person is now! It is therefore very important to reflect change
- Provide support in times of change for the child/young person and people who may not know them very well eg. New school, transition, activity club, work experience etc

- Share things that are important to the child/young person and things that people who come into contact with the child/young person need to know eg. How they communicate, medical requirements etc
- Get to know a person quickly and introduce them to a new or unfamiliar surrounding

Important to.....

Important for.....

Date:

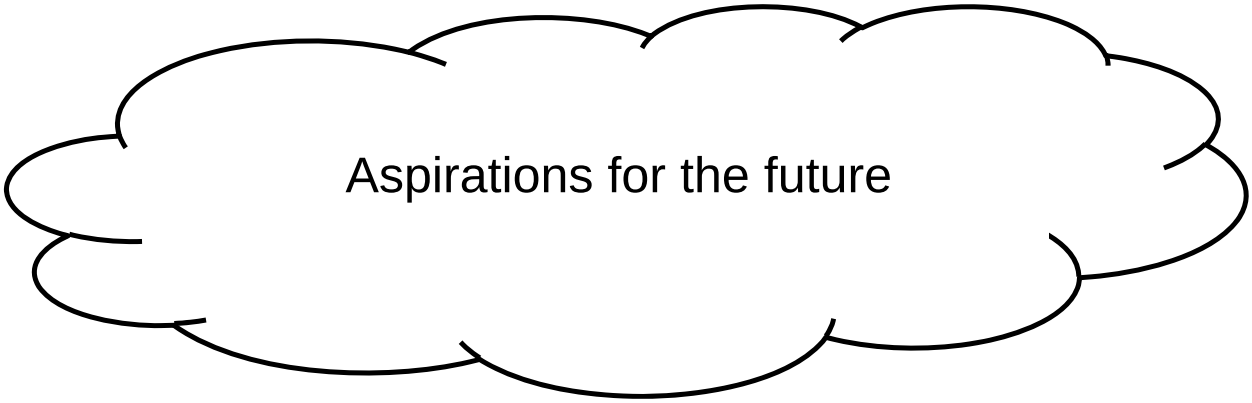
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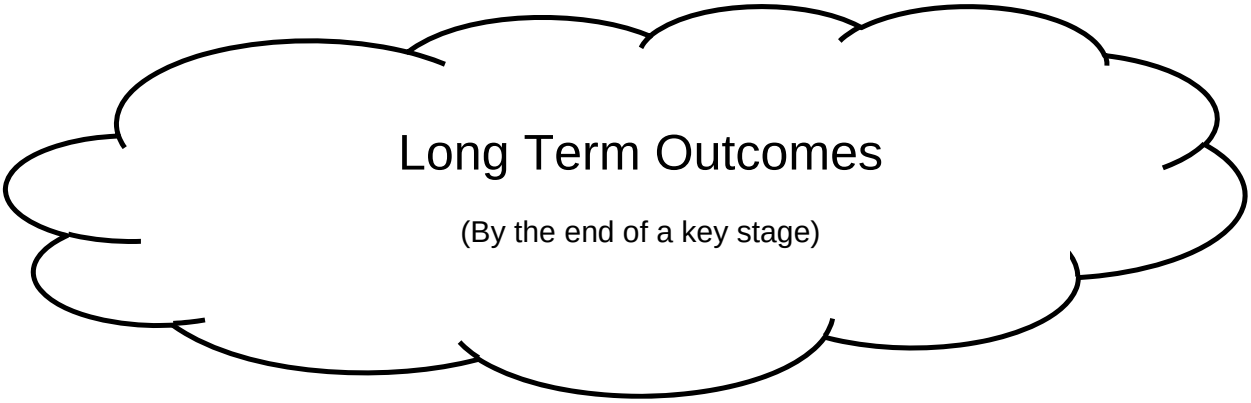
What makes a good day.....

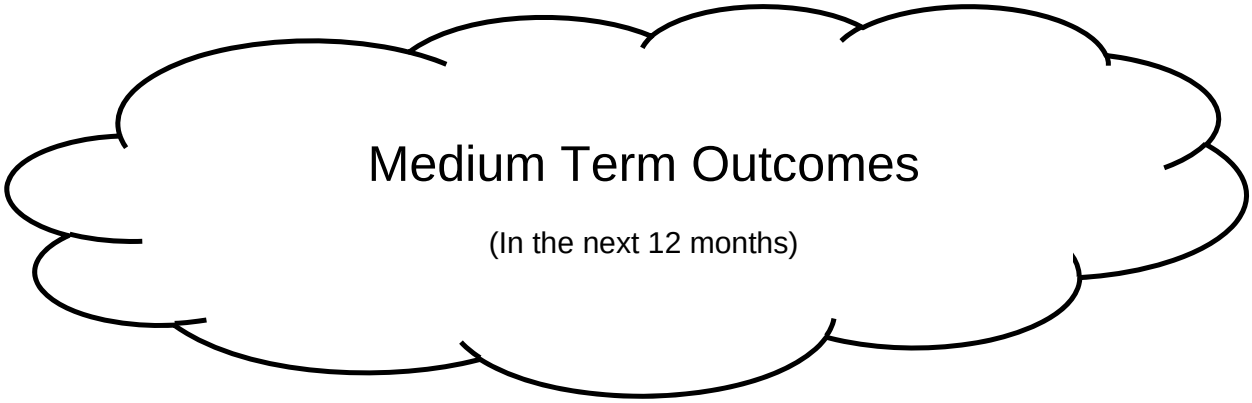
Good day	Bad day

Date:

Outcomes:


Aspirations for the future


Long Term Outcomes
(By the end of a key stage)


Medium Term Outcomes
(In the next 12 months)


Short Term Outcomes
(In the next six months)


Actions
(who is responsible, by when)

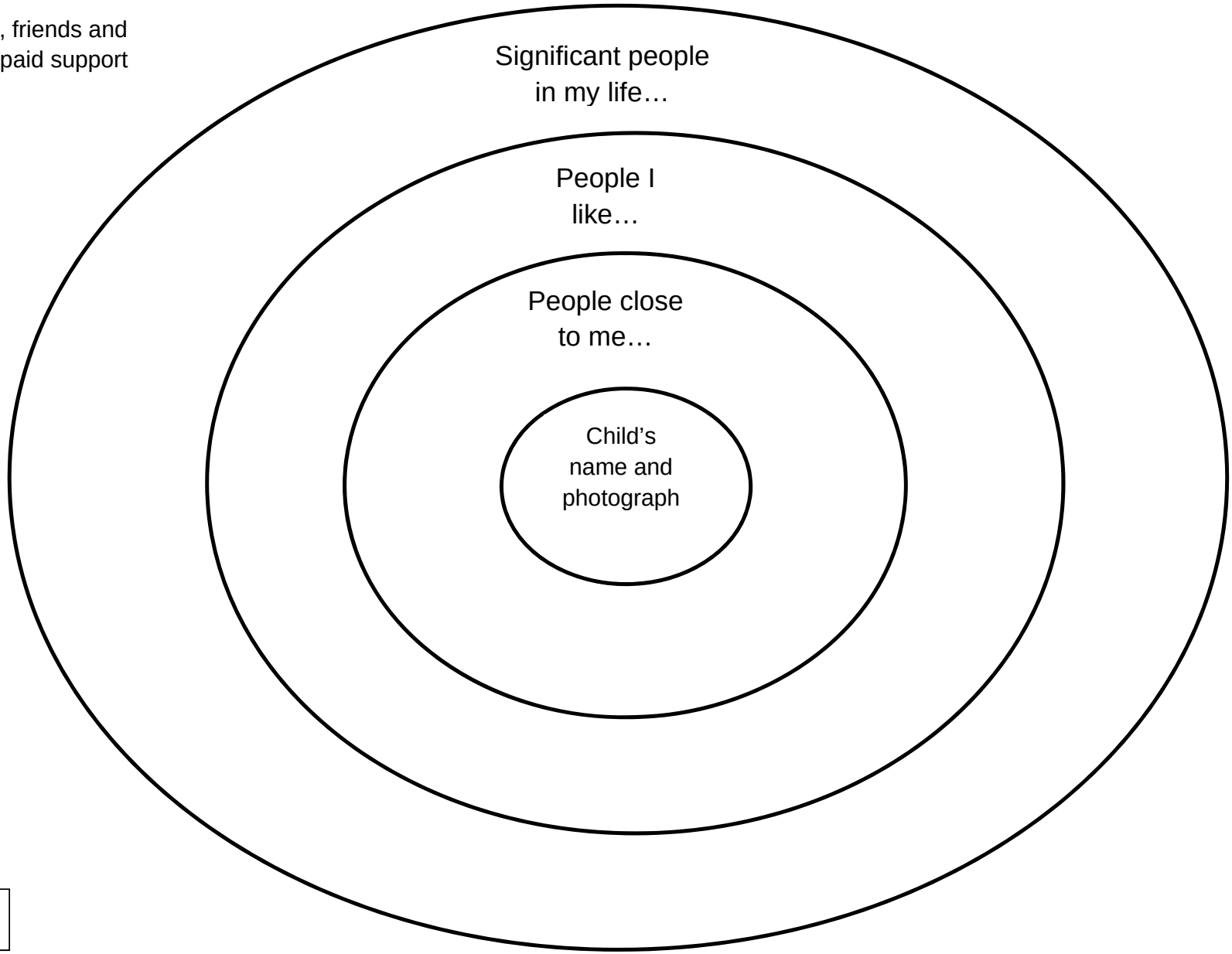
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What skills do they need?	What common interests do they have with you?

Matching Tool – Date: Outcome:


Parking
(Issues to be discussed further outside of this meeting)

Relationship Circle

Include family, friends and professionals/paid support



Date:

..... One Page Profile

Insert picture of the child

What people like and admire about ....

What's important to...

How best to support...

Date: *Date reviewed:*

Termly review to reflect school policies....

Person centred planning for……

Date: 4 + 1 Questions

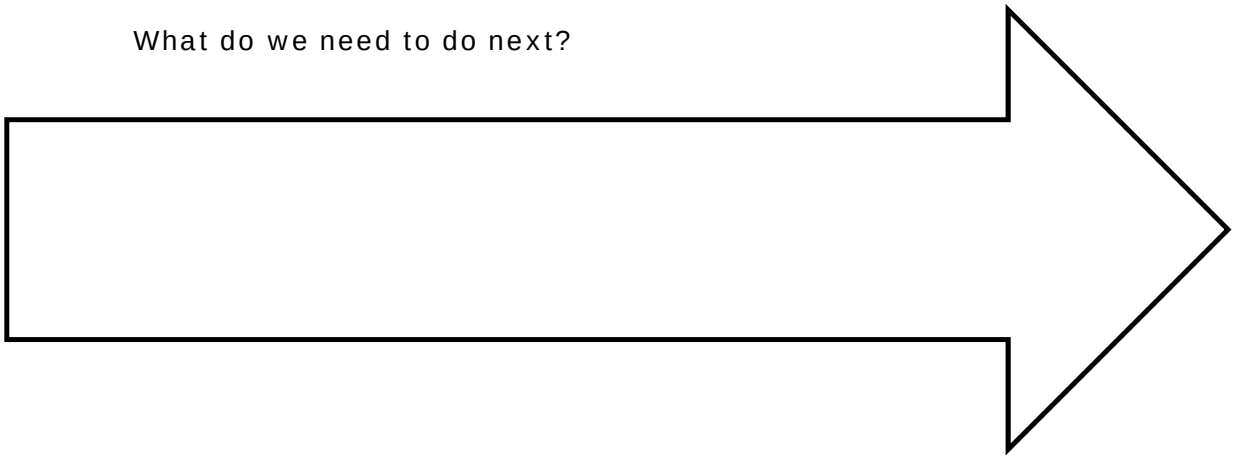
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What do we need to do next?



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Who's here?

Date of review:

What we like and admire about ...

What is important to....

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What's working?	What's not working?

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