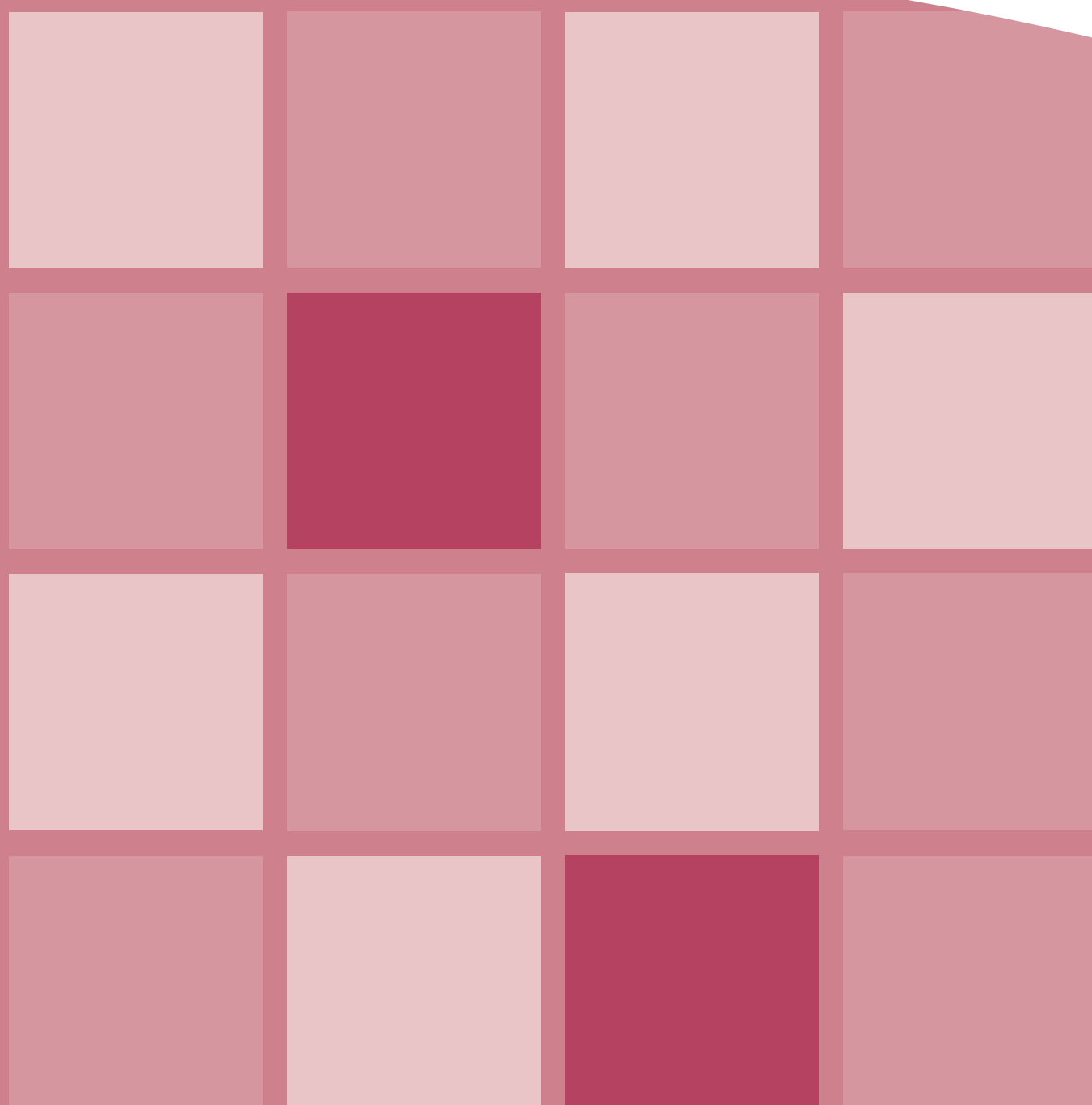




Person Centred Planning

Advice for using person-centred thinking, planning and reviews in schools and transition



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Advice for using person-centred thinking, planning and reviews in schools and transition

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Introduction

This workbook describes good practice in using person-centred approaches with young people as they move into adulthood.

It is intended to show how person-centred thinking, planning and reviews can be useful in schools and in transition, to ensure that young people with disabilities are listened to and leave school or college for paid employment and full lives.

The Independent Living Strategy, the cross-government strategy on independent living for disabled people, stated that '16 to 17 year old young disabled people are twice as likely, and 18 to 19 year old disabled people three times as likely, as young non-disabled people, to be not in education, employment or training. By the age of 26, young disabled people are nearly four times as likely to be unemployed or economically inactive, as young non-disabled people.'¹

In particular, we know that people with learning disabilities do not have equal life chances. For example:

- Only 7.5% of adults with learning disabilities aged 18–64 and known to councils with adult social services responsibilities were in paid employment at

the time of their assessment or latest review.²

- Only 65% of adults with learning disabilities are in settled accommodation, and few of these live in their own homes. Most live with their families. Most of the remaining 35% are in residential care.³
- Health outcomes for people with learning disabilities are comparatively poor. A number of reports have highlighted the problems. *Equal Treatment: Closing the Gap*⁴ and *Death by Indifference*⁵ respectively described failings in ensuring access to healthcare and appropriate treatment, and the circumstances around the deaths of six people with learning disabilities while in the care of the NHS.
- Many people with learning disabilities report isolation and a lack of opportunities to make and sustain friendships and other relationships.⁶

Person-centred planning and approaches offer powerful ways of listening to young people and enabling them to plan their futures. Person-centred planning is rooted in inclusion and equal rights and can be used to enable

1 *Youth Cohort Study, Parliamentary Briefing* (2007), Disability Rights Commission, quoted in *Independent Living Strategy* (2008), Office for Disability Issues.

2 *Social Care and Mental Health Indicators from the National Indicator Set: Further Analysis 2008/09* (2009), Health and Social Care Information Centre.

3 *Valuing People Now* (2009), Department of Health.

4 *Equal Treatment: Closing the Gap*, Disability Rights Commission (2006), quoted in *Valuing People Now* (2009), Department of Health.

5 *Death by Indifference*, Mencap (2007), quoted in *Valuing People Now* (2009), Department of Health.

6 *Valuing People Now* (2009), Department of Health.

disabled young people to have the same life chances as their non-disabled peers.

Good person-centred transition planning provides young people and their families with information about how they can be supported to move into adulthood and to do the things they want. When used in conjunction with personal budgets and the right support in key areas such as employment, it enables people to have equal life chances and full lives.

Person-centred planning is most successful when used within organisations that have embedded a person-centred culture that raises the expectations and aspirations of young people, their families and the staff who work with them. These organisations learn from and use information from person-centred reviews to improve the way they deliver services for children and adults. The workbook therefore includes examples of how person-centred approaches can be used to inform the performance of organisations (for example through school development plans) and inform commissioning and delivery.

While this workbook focuses mainly on transition, it acknowledges that person-centred approaches are most effective when used from birth. When used in the early years and in schools, person-centred thinking and approaches enable agencies to listen to what is important to each individual person and what that person brings to society. They help children and families learn how to determine their lives and they challenge stereotypes of low expectations.

Setting the context

Research has shown that the statutory special educational needs processes, designed to support young people, are experienced as 'confusing and complex and that there are too few opportunities for young people leaving school'.⁷

Aiming High for Disabled Children launched a transformation programme for disabled children's services and introduced the Transition Support Programme.⁸ The Transition Support Programme will help disabled children and their families benefit from intensive, co-ordinated support and person-centred planning. There is a particular emphasis on the involvement of young people and their families in review meetings so that young people's aspirations can be explored. *Aiming High* cites the *Valuing People* person-centred transition review programme as one example of best practice.

Research into good practice in transition planning for young people with disabilities suggests that:

- the process for managing transition needs to be individual to the needs and aspirations of the young person;
- the process needs to be spread out over a number of years, starting at the transition review following the young person's 14th birthday, with reviews held annually;
- statutory processes for transition need to be used consistently; and

7 *Bridging the Divide at Transition* (2002), British Institute of Learning Disability.

8 *Aiming High for Disabled Children (AHDC): Better Support for Families* (2007), HM Treasury and Department for Education and Skills.

- adult and children's services need to work together to ensure that young people maximise their life chances as they enter young adulthood.⁹

Aiming High also emphasises that 'Transition planning and transition services need to be seen as a way to enable and support disabled young people to move towards and onto a new stage of life rather than from one service to another. Much good practice exists – but it needs to be pulled together and made consistent.'¹⁰

The effectiveness of personalised approaches is one of the five overarching themes of the second year of the Transition Support Programme. The other focus areas are:

- the participation of disabled young people and their families;
- joint assessment processes within children's trusts and adult services;
- realistic post-16 opportunities for living life; and
- strategic joint partnership working.

Person-centred thinking and planning, and person-centred reviews, have been shown to help to support these focus areas.

Valuing People Now is the updated national strategy for people with learning disabilities.¹¹ It sets out what is expected of local learning

disability partnership boards. In relation to young people moving into adulthood, it recommends that every young person with a learning disability and with a statement has regular person-centred reviews between the ages of 14 and 19.

It also recommends that the transition plan has clear actions around health, housing, employment and friends.

Valuing Employment Now sets out the ambitious vision of radically increasing the number of people with moderate and severe learning disabilities in employment by 2025.¹² The Government aspires to closing the gap between the employment rate of people with learning disabilities and that of disabled people generally. If that gap were closed today, 48% of people with moderate to severe learning disabilities in England would be in real jobs. This means that around 45,000 additional people with learning disabilities would be in employment.

The strategy recognises the importance of supporting young people with learning disabilities in planning for work while they are at school. This means providing good person-centred transition planning, work experience, part-time work and support for employment. It also recognises the importance of raising aspirations and expectations.

Person-centred thinking and planning and person-centred reviews are important ways

9 *Aiming High for Disabled Children (AHDC): Better Support for Families* (2007), HM Treasury and Department for Education and Skills.

10 *Aiming High for Disabled Children (AHDC): Better Support for Families* (2007), HM Treasury and Department for Education and Skills.

11 *Valuing People Now* (2009), Department of Health.

12 *Valuing Employment Now: Real Jobs for People with Learning Disabilities* (2009), Department of Health.

to make the values of *Valuing Employment*
Now a reality and increase life chances.
They provide a way of increasing the
participation and voice of children and young
people and of making children's and adult
services more responsive to individual needs.
Person-centred transition planning also
provides a context for joined-up assessment
and for using various funding streams to help
people lead fulfilled lives.

CHAPTER 1

Using person-centred approaches in schools and in transition

The *Every Child Matters: Change for Children* programme is focused on giving every child the support they require, whatever their needs, abilities, background or circumstances.¹³ This objective ties in closely with the emerging emphasis on personalised learning, which is a key aspect of the New Relationship with Schools. *Every Child Matters* and the government's personalisation agenda require schools to explore ways to focus on keeping the child at the centre of the curriculum and of school life as a whole. If *Every Child Matters* is to be an integral part of the curriculum, it needs to be built into every aspect of school life. There needs to be an emphasis on personal development, promoting learners' well-being and enabling them to develop their potential as healthy, enterprising and responsible citizens.

One of the ways in which people can contribute to society is through paid work. Personalised learning is central to raising standards and is critical in working towards a society where a child's chances of success are not limited by socio-economic background, gender, ethnicity or any disability. The new personal learning and thinking skills framework seeks to develop the qualities and skills that learners need for success in learning and in life. One way to deliver this is through using person-centred thinking. Person-centred thinking tools have emerged from person-centred planning, which the government wants to make available for everyone.¹⁴

The following table summarises some of the most common person-centred thinking tools and how they can be used with children and young people.

Person-centred thinking tool	What this tool can do	How it can be used with children and young people	How it can be used within schools and colleges
What is important to you and what is important for you?	Identify what matters to the young person and what is important for them to stay healthy and safe, and find a balance between them.	To create a one-page profile that captures what matters to them and how best to support them, along with what people like and admire about the young person. This can then form the basis of a person-centred plan.	To create one-page profiles for staff as part of supervision and appraisal as the basis of a person-centred team plan. ¹⁵

¹³ *Every Child Matters: Change for Children* (2004), HM Government.

¹⁴ *Putting People First: A Shared Vision and Commitment to the Transformation of Adult Social Care* (2007), HM Government.

¹⁵ Helen Sanderson and Tabitha Smith. *Creating One Page Profiles in Schools*, SEN Magazine 2009. Available at www.senmagazine.co.uk.

Person-centred thinking tool	What this tool can do	How it can be used with children and young people	How it can be used within schools and colleges
What is important in the future?	Capture young people's ideas and aspirations about their future.	As an opportunity to share information about what is possible (e.g. paid work) and an important part of a person-centred review.	To develop a vision of what is important in the future for the school. To develop a display of dreams and aspirations. ¹⁶
What is important about work?	Explain the importance of contributing through work.	To build a personal profile that can be used and added to throughout the young person's journey through work experience and paid jobs to a life-changing career.	To discover and record individual strengths, interests and skills that will be useful to a future employer; and to provide information about funding and support to facilitate successful entry into work.
What is working/not working?	Help young people to reflect on their life and school experience and to agree on actions to continue what is working and change what is not working. Help to prevent us from inadvertently changing aspects of a young person's life that are working and are important to them.	As a way to look at issues from different perspectives, including those of the young person, families, staff and other professionals. To enable us to share and build on what is working and to identify what is not working, who it is not working for, and what can be done about it, as part of a person-centred review.	To inform the school's improvement plan (see description of <i>Working together for change</i> on page 26) and its Disability Equality Scheme and Access Plan. As a part of consultation process – asking young people and families what is working and not working about elements of school life.

16 www.helensandersonassociates.co.uk/norrisbankschool/2009/10/

Person-centred thinking tool	What this tool can do	How it can be used with children and young people	How it can be used within schools and colleges
Like and admire	Provide a way to appreciate the positive qualities of a young person.	To create 'feel good' folders for young people that describe what other people appreciate about them. This helps staff working with the young person to understand what other people like and admire about the young person and counter a focus on what is 'wrong with' them, as part of a one-page profile and person-centred review.	To recognise and appreciate the qualities of team members.
Relationship circle	Provide a way to identify who is in a young person's life.	To identify relationships that can be strengthened and developed.	To identify key stakeholders in connection to the school, as part of strategic planning.
Communication charts	Provide a way to describe in a simple chart how the young person communicates through their behaviour, and how people communicate with them.	To provide vital information where young people do not use words to communicate.	Helps the class explore the different ways that they communicate with one another.
The doughnut	Identify specific responsibilities – what is core, where people can use their judgement and creativity, and what is not part of the job of paid staff.	As a way to clarify who is responsible for what in a young person's life. Helps learning support assistants, teachers and other staff to know what their core responsibilities are and where they can use creativity and judgement in relation to an individual young person.	As the basis of home-school agreements. To clarify roles and responsibilities in a staff team.

Person-centred thinking tool	What this tool can do	How it can be used with children and young people	How it can be used within schools and colleges
Learning log	Record what happened and what was learned.	As a way of recording situations that focus on learning. Could be used as a structure for communication books with families, recording, for example, what the young person did, who was there, what did the young person like/not like about the activity, and what needs to be different next time.	For reflection on and evaluation of progress and learning with a young person around a specific issue (e.g. for a young person who is having difficulties at lunchtime).

'Using person-centred thinking in mainstream schools enables staff to understand and respond to the needs of the young person as an individual and enables working partnerships with greater understanding. Person-centred thinking puts us in a position to shape and have influence over our own lives.'

Linda Jones, teacher consultant, Birmingham Educational Psychology Service

CHAPTER 2

One-page profiles

As well as improving the review process, person-centred reviews also generate enough person-centred information to compile a one-page profile. A one-page profile is one way to begin a person-centred plan.

This information can be useful for beginning work around a person's employment, housing and health plans, as required by *Valuing People Now*.

A one-page profile is simply a written description of what people appreciate about the young person (for example, what they like and admire about them), what is important to the young person (from their perspective) and how to support them. It can be developed through a person-centred review, or by using person-centred thinking within the curriculum. See 'One-page profiles in school' (Smith and Sanderson, 2009) for a detailed description of how to develop one-page profiles in schools, and in partnership with parents.

Jennie's one-page profile appears here. Jennie is fun-loving and has a great sense of humour. She enjoys an active and busy social life. Jennie has autism and learning disabilities. Jennie's mum, Suzi, went on a course for family members to learn about person-centred

thinking and planning, and she developed Jennie's plan. The plan has been used in school and now college, and added to and updated over the last five years.



JENNIE'S ONE PAGE PROFILE

WHAT PEOPLE LIKE AND ADMIRE ABOUT JENNIE

Great sense of humour, infectious laugh, mischievous, lovely nature, vibrant, entertaining, determined, sociable, always finds a way to make you laugh, everything about her!

WHAT'S IMPORTANT TO JENNIE

- To spend time with her friends Alex and Rhian at weekends and in the school holidays.
- To draw, colour, stick and glue to make pictures from magazines, leaflets and boxes etc
- Loves to collect, flap and chew on straws.
- To watch one of her favourite Disney DVD's most days.
- When out and about Jennie loves to collect leaflets/magazines.
- Loves to listen to music, particularly in her room and in the car. Radio stations that play pop music, compilation pop CDs, 80's music and Disney CDs.
- Going to Chester Zoo, McDonalds, the cinema, the seaside, trampolining and horse riding.
- Going to Etherow and Bramhall Park as she loves walking near water and waterfalls
- Jennie mustn't hear canned laughter/clapping on the television as this really upsets her. She sometimes gets upset when she hears crying babies.
- Jennie may need preparation before going to unfamiliar places (using visual supports or photographs).
- Needs time to process instructions, make sure you give her plenty of time to respond.

TO BE SUCCESSFUL IN SUPPORTING JENNIE...

Jennie must be encouraged to hold hands/link arms at all times when outside, as she has very little understanding of danger, particularly traffic.

If Jennie doesn't want to stop doing something or if she doesn't know what is expected of her, give short clear instructions and use pictures and symbols to support what you are saying. Try 'First/Later' rule eg 'tea time first, horse riding later'.

Should Jennie get stressed use short, clear instructions and key words. It may sometimes be advisable to use no language at all and show Jennie visually what is expected of her with pictures and symbols. Make sure you keep language positive tell her what you want her to do.

If you need to move Jennie onto or away from an activity it is best to warn her and count down e.g. "Swimming finished 5 minutes", "4 minutes", "3 minutes", "2 minutes" and "1 minute" and then, "Swimming finished".

Jennie has in the past become very upset near dogs, however, she seems to be coping much better around them now.

Jennie needs support and prompting with personal care routines and to ensure she eats a healthy diet.

'I like to see my friends outside of school and I like playing basketball with them. Everyone knows this now because of my profile. Also, my friends read my profile so it helps them understand me better.'

Adam, a young person who has a one-page profile

'One-page profiles have taught me how to really listen. Beforehand I thought I was listening to young people but I wasn't. One-page profiles are about really getting to the core of what makes young people tick and then takes that and moves it forward. This work also throws up things you would have never known about the young person and would never have thought of.'

Deputy head, Abbey Hill School,
Stoke-on-Trent

Person-centred thinking and Individual Education Plans

One-page profiles are also beginning to form the basis of Individual Education Plans (IEPs), providing a stronger focus on what matters to the young person's education from their point of view. The IEP is then built on as the young person moves towards transition.

Jack Tizard School in London has made one-page profiles a formal target in its school development plan. Strategic target 2 is 'To enable pupils to develop personally' and this year's target is 'to develop one-page profiles to feed into the school development plan as the learner's voice'.

Linda Jones, a **teacher consultant** with Birmingham Educational Psychology Service, has been working with a member of staff from the Behaviour Support Service to train staff from the Pupil Referral Units. They are using the person-centred thinking tools 'What is important to you and what is important for you?' and 'What is working/not working?' to include young people's views in their IEPs. They have also introduced the idea of using one-page profiles to replace IEPs and developed ideas with staff in the units about using person-centred thinking to work with children and young people as they come to the centres and as they are supported back into mainstream school.

Using one-page profiles to contribute to personalised learning

Abbey Hill School in Stoke-on-Trent uses one-page profiles in the planning and delivery of the school curriculum. Each child's profile is posted on the wall, with actions related to it highlighted. The actions form the basis of some of the children's school targets.

At **Jack Tizard School**, staff have been linking person-centred thinking to their curriculum. For example, in the personal, social, health, citizenship, environmental education (PSHCEE) curriculum they have been using the information from a young person's one-page profile about what they love to do in their local community. As young people experience different learning opportunities and try different things in their PSHCEE modules, the learning is also fed into their one-page profile.

*In a mainstream **school in Stockport**, the deputy head and inclusion adviser have been using one-page profiles and person-centred thinking as part of the social and emotional aspects of learning (SEAL) curriculum.*


Growing and developing the information from a one-page profile

One-page profiles are not a replacement for a person-centred plan but a way to get started. They can be started in class or based on a person-centred review. They can be developed

through the curriculum and further person-centred reviews. Person-centred plans and one-page profiles address fundamental questions: What do people like and admire about the person? What is important to the person now and in the future? What is the best way to support them? Other headings and information can be added to the profile in relation to what is important to and for the child or young person from a range of perspectives. Julie's 9.00 – 3.15 plan (see below) is an example of a more detailed plan that includes other person-centred thinking tools and describes what is important to Julie and how best to support her during the school day.

JULIE
9 – 3.15 Person Centred Plan

First draft – April 2006, for review in June 2006



WHAT IS IMPORTANT TO JULIE

Julie has done something well
 s, Kate, Lucy and Anna every day, and playing with them at play
 te at lunchtime.
 f a group in class for some time every day
 sends her time...

Lucas on Monday
 of colours in the lunch club on Tuesdays
 ainting and clay work
 mputer twice a week and using the touch screen
 Move' cushion during the day
 time on a Wednesday
 ry Friday

WHAT IS IMPORTANT FOR JULIE? WHAT DO WE NEED TO KNOW OR DO TO SUPPORT JULIE?

About relationships...

Sometimes Julie will 'copy' the behaviour of other children (even negative) You need to know that she often sees this as a game. If you see her doing this, distract her with an activity that she likes.

About staying healthy and safe...

Julie needs someone with her at all times (both indoors and outside)
 Julie needs you to help her across the road. She also can find it difficult to distinguish between the road and the pavement. Therefore if you are walking with Julie, make sure that you are walking on the road side, and that she is close to you.

Julie currently takes medication – Thyroxine, Seprin, Beclothemason, Ventolin, Omeprazole and Mottilium (see medication chart for more details)
 Julie in the past has had lung disease and has chest problems.
 When she is 'chesty' she needs prophylactic antibiotics and inhalers daily.
 You need to know that this can make her breathless, especially on exertion.
 Julie has poor circulation especially in cold weather. This means that when she outside her extremities can be purple. This can result in severe pain in her hands and feet. Julie can obviously find this very upsetting. Ensure that she has gloves and her hat on in cold weather.

Julie has a wide gait and can be unsteady on her feet.

About feeling tired...

Julie sometimes finds it difficult to sleep which means she can feel tired during the day. When she feels tired things like walking can be difficult for Julie (see communication chart)
 When tired Julie can also get upset and won't respond to what you would like her to do.
 Julie has hypothyroidism which means she experiences lethargy and tiredness sometimes.

About Julie's communication... (see communication chart for more information)
 At school Julie uses visual timetables, which help her work out what is coming next. This outlines what Julie will be doing for the day and what sessions she will be attending.
 As she completes each item Julie posts it away.

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CHAPTER 3

Person-centred reviews

Person-centred reviews were initially developed in education to transform the Year 9 transition review by ensuring that the young person was fully at the centre of the review, and that it identified actions that made a difference to their life. Person-centred reviews were originally designed to replace the existing Year 9 reviews. After the first person-centred reviews at a school in Hull, the Department of Health's (DH's) Valuing People Support Team (VPST) organised successful pilots in four London boroughs that led to a national roll-out of the approach to every local authority in England (funded by DH and the then Department of Education and Skills).

Evaluation of Year 9 person-centred reviews demonstrated that young people felt at the centre of the process, family members were fully included and the process met statutory requirements:

'This process not only meets statutory requirements, it greatly exceeds them, in that you are exploring the young person in a much more holistic way and listening more closely to what matters to them.'

A head teacher¹⁷

A **person-centred review**, then, can be a person-centred form of the annual review that takes place in schools and colleges from Year 9. Individual Education Plan (IEP) reviews can also be person-centred. Person-centred reviews can generate information (one-page profiles) and create action plans that improve young people's lives, as well as meeting

Person Centred Transition Reviews

What people said

"It's an inclusive, transparent process."
a parent

"I like the way the action plan gets generated, very specific and linked to discussion."
a professional

"One dad liked hearing all the positive things."
a family member

"The person centred process facilitated the production of a far more comprehensive plan than is usual, as there was a thorough look at all the important points."
a professional

"Using flip charts is a good way of capturing everyone's contributions all in one go! I never normally speak - this is the first time I've contributed to a review.

Being able to write on the flip chart enabled me to say something I wouldn't have been confident to raise verbally."
a parent

"The preparation work that was done prior to the review was vital to its smooth running; it meant that no one would be put in an embarrassing situation and everyone felt safe.

Everyone present knew what to expect and could therefore participate fully."

"Throughout the meeting he was smiling and appeared relaxed and interested in what people were saying about him and his achievements; at times he was encouraging others to write more about him by giving them pens!"
a young person

"The paediatrician felt it was useful to target specific actions related to the whole of the person's life."
a professional

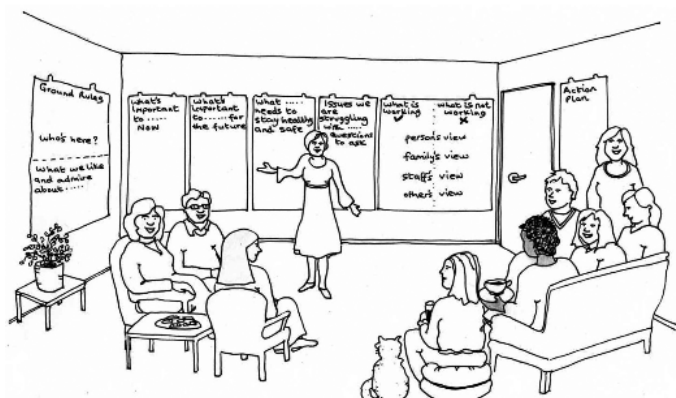
"Excited - had a brilliant experience."
a young person

"It was relaxed and much more open; you could see what was happening and the interest that people have in my son."
a parent

"It was the first time in many years of attending reviews that I have remembered the young person hours later. It helped to identify accurate information, good needs profile and was client-centred and at all times enlightening."
a professional

"Getting the trust of the head teachers to allow us to facilitate the meetings [was important]."
a professional

17 Wertheimer A, *Persons Centred Transition Reviews* (2007), Valuing People Support Team.



statutory requirements. It is effectively directed by the young person and addresses the issues that matter most to them, because it is based on what they say is important to them; it shows what good support looks like and discovers what is working and not working. Aggregating information from person-centred reviews can provide essential information for school improvement plans (see Chapter 6 for more information about *Working together for change*).¹⁸

A person-centred review is a specific process that takes between an hour and a quarter and an hour and a half. It requires a trained facilitator, who facilitates the meeting using the following headings:

- What do we appreciate about the person? (This may be called 'Like and Admire'.)
- What is important to the person now?
- What is important to the person in the future?
- What is 'best support' for the person, to enable them to stay healthy and well?

- What questions to answer/issues to resolve are there?
- What is working and not working from the person's perspective?
- What is working and not working from the family's carer's perspective?
- What is working and not working from the staff's and managers' perspective?
- What is working and not working from others' perspectives (e.g. those of health professionals and/or Connexions workers)?

The review involves the young person, key people who have to be present to meet statutory requirements, and other people whom the young person chooses to invite.

The meeting generates person-centred information which can be used to create a transition plan and a one-page profile. It can initiate a person-centred plan and most importantly, identifies actions that will positively change the young person's life and contribute to a more person-centred experience of school or college.

The headings used are important, as they are used by commissioners to inform strategic commissioning around transition and can also be used by schools to inform the school improvement plan. This approach is described more fully in recently published DH guidance.¹⁹

Person-centred reviews are opportunities to explore and act on what is possible for young people. The Valuing People Support Team (VPST) commissioned a DVD called *After*

¹⁸ *Working together for change: using person-centred information for commissioning* (2009), Department of Health.

¹⁹ *Working together for change: using person-centred information for commissioning* (2009), Department of Health.

School – What's Possible specifically for young people and their families to watch before their Year 10 reviews.²⁰ The DVD shows young people and their families talking about their lives, and what it is like to have paid work, go to mainstream college, use person-centred thinking and planning, employ a support broker and have your own home.

Jennie (see Chapter 2), her mum Suzi and her circle of support are featured on the DVD. At Jennie's Year 10 review, one of the actions identified was to create a circle of support for Jennie. The circle met with Jennie and her family every few months to discuss her future, and what was possible for her. They used a person-centred planning tool called Planning Alternative Tomorrows with Hope (PATH), which focuses on the future. Jennie now has her own flat (and mortgage!), and is leaving college shortly after her 19th birthday next year. She is using her personal budget to purchase support from a local provider, who will employ her staff and work with her circle. Her one-page profile has grown into a detailed person-centred plan over the last five years. Her circle used her person-centred reviews to begin to put together a support plan for her personal budget.

discussed and agreed by everyone, and therefore the targets would pinpoint the real areas of concern. The meeting can be summed up in the words of the class teacher who stated, "I found the meeting amazing. I feel like I have turned a corner with him." After the meeting, the minutes have to be typed up on the official paperwork and submitted to the authority. But more important for us is the immediate impact the meeting had on all of us. Having this opportunity to really open up was very liberating. It means that targets are really personalised and meaningful, as well as being clearly understood by all involved with the pupil. We will develop a more detailed one-page profile from the review information to support the pupil on a daily basis, and especially for when new teachers and adults come in to work with him. This one-page profile will clearly reflect the strategies that do work best, and gives adults and the pupil the chance to work at their very best.'

Innovative special and mainstream schools are now delivering person-centred reviews for all their pupils.

Person-centred reviews can be used to replace traditional IEP review meetings. *Tabitha Smith, the deputy head and inclusion co-ordinator at mainstream primary school **Norris Bank in Stockport**, describes her first experience of person-centred review for an IEP: 'Usually, the targets would be decided before the meeting; this was a real departure to go into the meeting without targets. In fact, it is far more sensible as then these targets can be*

20 *After School – What's possible? Person Centred Transition Reviews*, Helen Sanderson Associates, CSIP, Valuing People, In Control, London Borough of Newham. Available from Inclusion Distribution at: www.inclusiononline.co.uk/videos_aone.html.

'The person-centred review process gives you very rich information about the young person and a one-page profile is an excellent way of recording this information to use on a daily basis as a focus for supporting the young person. I think it's an essential tool in schools.

It helps us to focus on the young person, to support them in a very real and practical way and to help them make meaningful changes in their lives. There are so many different professionals who work with these young people; it really helps to have the continuity of information. Just one page can sum up what's most important to the young person and how best to support them.'

Teacher

Hillcrest School in Bedfordshire has started to use person-centred thinking throughout the curriculum and to extend person-centred reviews throughout the school, for children and young people in all years.

'We were running the person-centred reviews and using them to develop a one-page profile for each pupil. We had an INSET day with staff and the head was keen to get the benefits of person-centredness across to all staff.'

Jon, local person-centred planning co-ordinator for Hillcrest School

All the children, some as young as four, are developing their own one-page profiles, to which they then continue to add more information. The profile forms the basis for transition planning and informs the person-centred review when the young person is 14. Now, each young person is more likely to have a full person-centred plan as the basis for transition planning as they leave school and become a citizen.

CHAPTER 4

Person-centred reviews and indicative allocations

Person-centred transition planning helps young people and their families prepare for the future. Young people with disabilities can have a direct payment from age 16. Direct payments are received instead of social services, and individuals can use them to pay for the services and support they need. This could include paying for someone to help them with a job plan or support plan. Once 18, they may be eligible for a personal budget from the local authority along with funding from Department for Work and Pensions (DWP) funding streams (for example, Access to Work).

Ideally, a young person and their family will be informed about their indicative resource allocation before their Year 10 person-centred review. The Year 10 review can therefore trigger the formation of a support plan, which will be developed and then agreed as the young person leaves school with their personal budget. This approach has been piloted in Lambeth, where young people and their families began to develop their support plans on the basis of the person-centred information gathered at their Year 10 reviews. Families then had the opportunity to use the 'Planning Live!' process to complete their support plans in real time over two days alongside other young people and families.²¹

Learning and Living Now project

*The **Learning and Living Now** project, funded by the Learning and Skills Council (LSC), aimed to explore and pilot a holistic approach to supporting young people with a learning disability between the ages of 16 and 25 that would help them to plan and manage the funding they are entitled to from a range of sources. The project was based on the seven-step Self Directed Support model, and focused on linking the resource allocation system and support planning process to the individual's learning aspirations and needs (see diagram on page 18).*

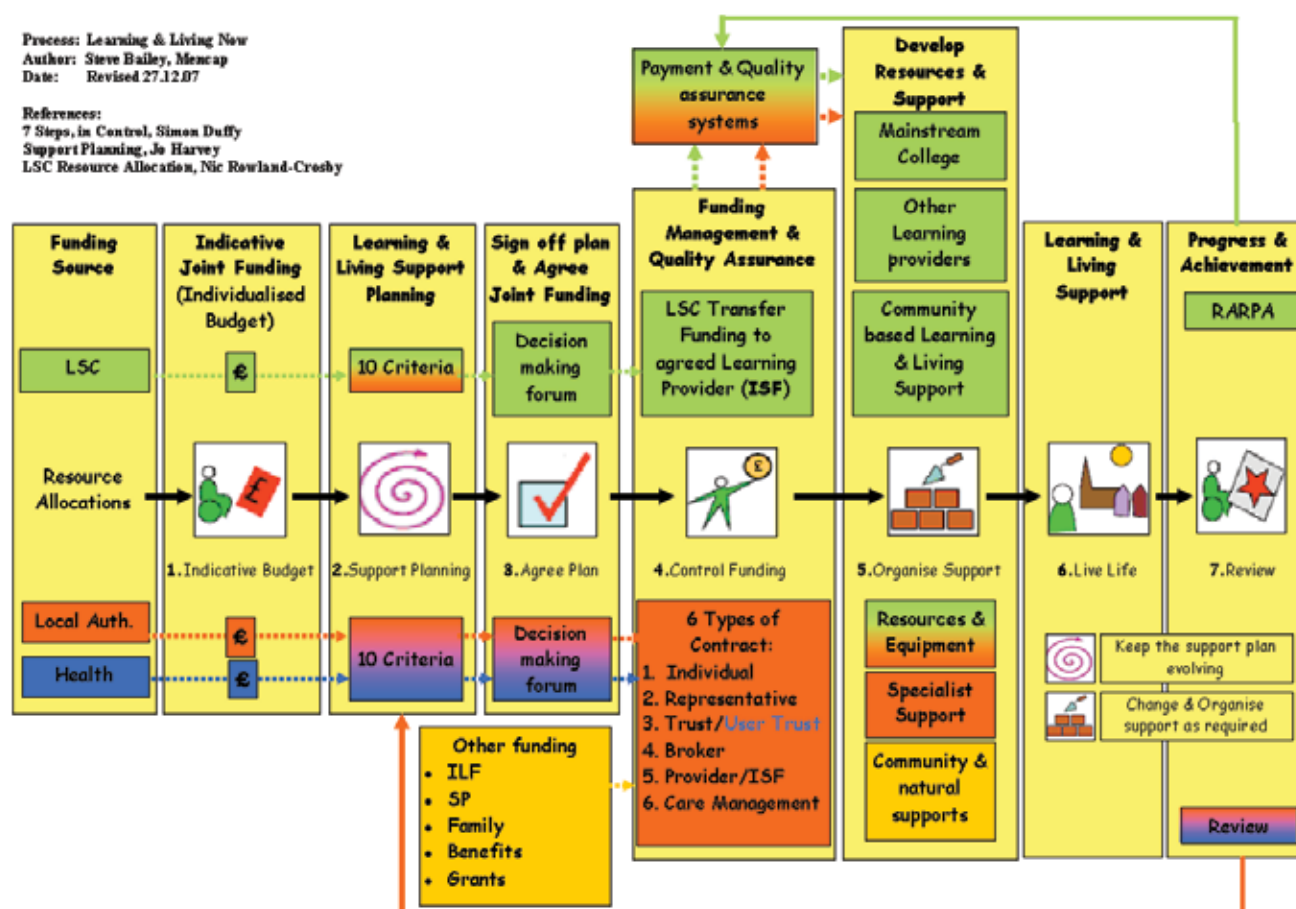
This model enabled young people to use their combined social care, health and learning budgets (including LSC funding, health funding, Independent Living Fund (ILF) and other funding streams) in the best way for them, while also meeting the expectations of the funding agencies. This created a personalised and cost-effective approach to learning and living support.

The project was delivered in two LSC regional areas, and was co-ordinated by Mencap working with national and local partners as well as young people and their families. The project focused on three key areas:

²¹ See *Introduction to Planning Live!*, http://helensandersonassociates.co.uk/PDFs/SP_20_Intro-to-PlanningLive.pdf

Process: Learning & Living Now
 Author: Steve Bailey, Mencap
 Date: Revised 27.12.07

References:
 7 Steps, in Control, Simon Duffy
 Support Planning, Jo Harvey
 LSC Resource Allocation, Nic Rowland-Crosby



1. Testing an LSC resource allocation

- Identifying young people's additional learning support needs and allocating funding that the LSC is able to offer to fund these needs.

2. Developing a learning and living support plan

- Developing existing support planning templates and a planning criteria tool to show the young person's learning needs and LSC sign-off requirements.

3. Developing personalised learning and living support, resources and services

- Supporting young people and their families to access existing community-based resources and to develop personalised opportunities.
- Supporting young people to identify and secure the resources, support and services they require through creative brokerage (support from others to plan, organise and manage support), service development and new approaches to managing and using funding.

Jamie is 19 years old and is one of the young people being supported by the Hamelin Trust, a small local support provider in Essex, as part of the Learning and Living Now project. His family, with the support of the Connexions service, applied to out-of-county specialist residential colleges because of the lack of local specialist learning provision. Jamie was turned down by these colleges because they felt unable to meet his everyday personal support needs.

With the help of a support planner, Jamie, his family and people who knew him well developed a support plan and agreed a number of actions to make the life that he wanted a reality.

Jamie now goes to a local mainstream college, Thurrock College, for four days a week on an entry-level course and is supported by Hamelin in accessing his college course and pursuing the other things that he said he wanted to do and learn. His support worker was employed specifically for him, chosen on the basis of information collected through the support planning process.

The Hamelin Trust developed a service agreement based specifically on Jamie's needs with Thurrock College, which holds and manages LSC funding for him. This agreement ensures that learning is delivered effectively in the college and in the community.

The support planning process helped Jamie and his family to get all the funding he was entitled to, and he now receives funding from the local authority, LSC and the ILF as well as an income through his benefits. The Hamelin Trust and Thurrock College developed an Individual Service Fund for Jamie to make sure that his funding is used flexibly and cost-effectively to provide the learning and living support he wants and needs.

CHAPTER 5

Person-centred transition planning and employment

The person-centred approach provides a framework within which we can increase the life chances of disabled young people. In relation to employment, it is vital that transition planning is combined with best practice in terms of supported employment. If schools and colleges as well as families include in young people's activities specific tasks and skills in areas such as good time management, team working, completing/finishing work and/or problem solving, and record what they can do in these areas, they will be well on the way to supporting these young people in planning for an ideal employer and job. Many of these young people, however, will still require some support to get and keep the career they want.

Supported employment

Supported employment refers to systematic ways of listening to individuals and supporting them in getting paid jobs. The supported employment process includes developing a vocational profile, individualised job searching, matching jobs to individual strengths and interests, and helping the person to learn and perform the job successfully. It may include systematic instruction.

For those people who are furthest from employment, supported employment services need to be able to deliver **customised supported employment**. This combines supported employment with techniques from person-centred planning, and is based on the

premise that severely disabled people can work, but are unlikely to be able to compete in the open labour market, even with adjustments. Instead of trying to find a suitable existing vacancy, a job coach analyses job descriptions to identify unmet employer need. During a process of 'discovery', the job coach finds out which tasks the individual could do and enjoy. They look for unmet employer need in these areas and broker a job, then supporting the person in work.²²

Customised supported employment is based on sound supported employment practice. It involves using additional person-centred and employer-led approaches to discover and negotiate new job descriptions based on the strengths of the individual job seeker and of the particular needs of the employer.

For a variety of reasons, some people may prefer to become self-employed after discovering what they are really good at and what they have to contribute through employment. Self-employment involves running your own business and taking responsibility for its success or failure. It includes having several customers at the same time, deciding how, when and where you do your work, hiring other people to work for you or help you and providing the main items of equipment to do your work.²³

Research has indicated that the combination of well-structured work awareness training provided through schools and/or colleges, and

22 Definition of customised supported employment taken from *Valuing Employment Now: Real Jobs for People with Learning Disabilities* (2009), Department of Health.

23 Bates K, *In Business: Quick guide to self-employment* (2009), Foundation for People with Learning Disabilities.

supported work experience provided through external employment agencies in the last year of school, has an impact on the likelihood of a young person's gaining employment.²⁴ The most important aspect of this for a young person with a learning disability is to plan for them to take part in work experience in Year 10.

At the Year 9 review meeting it will need to be decided who will support the young person in working out what their aspirations for the future are, what they really enjoy doing, what their strengths and skills are, what would be a good type of work experience and who will support them doing that work experience. This process of investigation and work experience can be carried out by a range of people and in a variety of ways:

- within the school curriculum;
- by the Connexions personal adviser;
- by the young person's family;
- by a supported employment service;
- By a young person using a direct payment to buy their own support to carry out the work; and/or
- through a combination of all of these, with each participant taking a share of the effort.

Veronica's story

*I am the **mum** of two delightful boys aged 18 and 20, Chris and Rob. Chris is the younger. He was born with Down's Syndrome and associated problems.*

I had never dared think about work for Chris; I didn't have the confidence to even mention it at school reviews. At school reviews, we talk about Chris's progress with the care manager, The Connexions personal adviser and others, and I am asked about the plans for his future, – for example is he staying at school another year or moving on to college? At the transition review meetings, work experience might have been mentioned briefly, but it was felt that Chris wasn't mature enough.

*I knew that Chris didn't really think ahead and didn't share his thoughts for his future. This is so different from Rob (my elder son), who has a dream and **with our support** is going for it.*

This made me think: what are Chris's real choices? Will he benefit from more 'education'? When he was 16 I had a meeting at home to discuss benefits for him now that he was an adult. His disability living allowance was lowered but he could have incapacity benefit. Funny, Chris has no understanding of money and never asks for anything really. Everyone else in the house goes to work, but Chris at 16 is getting money in for free!

A dear friend invited me to join her in Taunton for a meeting with Anne O'Bryan about family-led jobs. Well; it has made me look at a new road for Chris.

24 Beyer S, Kaehne J, Sheppard K, Meak A, What works? Transition to Employment for Young People with Learning Disabilities (2008), Shaw Trust.

It made me think: why did Rob get work at when he was 14 or 15? Well, he wanted guitar lessons and with our help and contacts he started various jobs. In the beginning he made mistakes and there were a few tears, but we supported him and helped him make decisions – we never said he couldn't work and that he wasn't mature enough. The work over the next few years, especially the full-time work after leaving school, really brought out the best in him, and I saw him mature and become more confident with others – he started having conversations with us at the table! He then changed paths and decided to go to music college. He chose – and he got the help and advice he needed to do this and live away from home.

So then I thought, Chris doesn't really ask for things, but when he did want, say, a Playstation game, why didn't he work for it? Why don't we all try to help Chris think ahead and about the future? What is the point of reviews, and what does Chris gain at these meetings where we are filling in a form for the local authority?

At the meeting in Taunton, Mark from Pluss (a supported employment service) was on my table and he has helped me ever since to stay positive about Chris working. With Anne's help, we wrote a profile – and this was such a positive thing to do, because as a parent of a teenager with special educational needs you can easily get 'bogged down' at this stage of life and focus on all that they can't do.

Through the Getting a Life programme, we were able to change the next school review and make it more person-centred – and so the journey to paid work and adulthood started.

At the review, we got a few dreams from Chris:

- *to go to America;*
- *to see the wrestlers; and*
- *to be a drummer.*

Why don't we all take it seriously? – Why did we say, 'Wouldn't we all like to go to America'? Why does he have to be limited to Butlins and drumming on the Wii (though we did suffer wrestling at Butlins one year; which he loved). We need to make sure that we revisit these person-centred plans – and act on them.

*Now Rob wants to go to see Berkeley College in Boston – and he will go one day – because he will keep talking about it in conversations and **he will make it happen.***

Chris still needs lots of support – he is still learning. I am not going to be unrealistic: his speech is unclear, he doesn't like to answer questions to unfamiliar people, he can still only count from 1 to 20 (but he loves grid references!), he doesn't know how to sort out problems/challenges... the list is endless.

But he has brightened my day for 18 years with his smile, and he could do this in a workplace.

The Getting a Life programme

Getting a Life is a cross-government programme, funded by the Department of Health (DH), the Department of Children, Schools and Families (DCSF), the Department for Business, Innovation and Skills (BIS), the Department for Work and Pensions (DWP) and the Office for Disability Issues. It was set up in April 2008 to find out about the barriers

facing young people with learning disabilities leaving school or college and getting paid jobs and full lives.

Getting a Life is working in 12 local authority areas around the country. Each demonstration site has a multi-agency project team, which includes people with learning disabilities and their families, and representatives from children's and adult services, Jobcentre Plus, Connexions, Learning and Skills Councils and supported employment agencies.

Each team is working with 30 young people with severe learning disabilities between the ages of 14 and 25 who are helping the system to learn about what needs to change. The teams are working directly with young people and their families to plan their careers and lives so that they can go into full-time employment and have equal life opportunities. The programme aims to open up effective local pathways into employment and full lives.

The following are some of the key messages from the programme:

- It is important that young people (and their families) know that they are expected to work, and that adulthood, work, friendships and independent living are part of the curriculum and planned for throughout school.
- Schools and other children's services need to give young people and their families information about what is possible in terms of employment and about the positive outcomes of having a job.
- Supported employment services and Jobcentre Plus need to work together to produce accessible information about benefits, funding streams and the support

available to enable young people to move into work.

All of the young people in the Getting a Life programme have person-centred reviews from Year 9 onwards, and are thinking about what type of jobs they want. The employment pathway, which is based on the experience of local sites, recommends that once this planning is done, young people have meaningful, community-based work experience in Year 10, chosen on the basis of their career choices. Their career plans are then amended and developed in the light of the work experience.

It is vital that in Year 11 there is a thorough exploration of what the young person will do next to maximise their chances of getting a job that they want. It is important that local services work to enable young people to access the full range of college curricula and especially courses that are linked to the jobs that they plan to do. The Getting a Life sites are looking at how to develop the range of post-16 options. Possibilities include:

- supporting/enabling young people to go into workplaces and to gain access to mainstream college courses, to enable them to gain the skills they need to do the jobs they want;
- working with training providers to develop career opportunities;
- exploring how young people can access apprenticeships;

Some sites are also Project Search demonstration sites. Project Search is a joint initiative between DWP, the Office for Disability Issues, DCSF, BIS and DH which was set up to help people with moderate and

severe learning disabilities to secure and keep full-time paid permanent jobs.

Young people can use their personal budgets to pay for support from a local supported employment service such as a job coach. The job coach can then help them to plan for their employment after school. In order for this to be successful, supported employment agencies need to be able to work with young people during transition. In addition, local systems have to identify how the individual's person-centred transition plan and career plan will inform the support plan for their personal budget and other funding streams that can be used for training and employment support, such as Access to Work and Additional Learning Support. The Getting a Life sites are identifying ways to make this happen at a local level.

Work and work experience

Sharon's one-page profile shows how knowing what young people with learning disabilities find important and what support they want can help them to lead meaningful and enjoyable working lives.

Young people can use their personal budgets to pay for support from a local supported employment service job coach. The job coach can then help them to continue planning for their employment after school.

MY ONE PAGE PROFILE FOR WORK

IMPORTANT TO ME

- Working on the Person Centred Planning Team.
- To know what I am doing each day.
- For you to let me know if you need to cancel any arrangements that you have made with me.
- To make a brew whenever I want to, coffee with milk and 2 sugars.
- To have plenty of time to eat my lunch, I don't like to rush.
- My mobile phone, I take it with me wherever I go.
- If you say you are going to phone me please do, because I will be waiting for your call.
- To have a Mc Donald's strawberry milkshake at the end of the day.
- Check dates in my diary with Gail and discuss what we will be doing next.



WHAT PEOPLE WHO KNOW SHARON LIKE AND ADMIRE ABOUT HER.

- Brilliant memory for names.
- Her enthusiasm and passion for the work that she does.
- How confident she is when delivering training.
- Sharon's friendly disposition, she is easy to get along with.
- Caring nature and concern for people if they are not feeling well.
- Her lively bubbly personality.
- Her sense of fun and adventure.
- I really admire her honesty.



HOW BEST TO SUPPORT ME

- Make any travel arrangements with me so I know the time, date, journey and who I will be travelling with.
- If I am going out anywhere help me to work out how much money I will need for the day.
- Talk me through our plans for the day.
- Read through my decision making agreements with me when necessary.
- Ensure that I have plenty of time to eat my lunch at least 45 minutes.
- To have a healthy diet, if you are out with me give me a little reminder of what I have had during the day e.g. drinks and snacks.
- To ring me and let me know if you need to cancel or rearrange any appointments you have made with me.
- Ring me or send me a text message when you say you will.
- Check with me that I have written all my appointments in my diary and on the calendar at home.
- Talk through what we will be doing next time we meet.





Sharon has been sharing the work that she has done, telling other people with learning disabilities about person-centred thinking and planning. She works on the Person Centred Planning Team, co-presenting training. She would love to do this work full-time. The person-centred description helps members of the team give her great support. You will see from Sharon's one-page profile for work on page 25 that she needs to know exactly what she will be doing each day she is working, and that her mobile phone is one of her most important possessions and she keeps it close at hand constantly. Going to McDonald's for a strawberry milkshake (her favourite flavour) is a treat when she has been working hard. When at McDonald's, Sharon likes to plan and check the dates of the next time she will meet with her support worker Gail, and find out what they will be doing. She records this in her diary.

Sharon eats slowly and likes plenty of time to eat her lunch. When planning anything with her you need to consider this. She also watches her weight and needs support in the form of gentle reminders of what high-calorie snacks and drinks she has had, so that she can make choices for herself and not eat and drink too many of these.

Although Sharon understands money, she needs support to budget her money for the day.

When arriving home with Sharon, it is good to ensure that she writes her appointments on the calendar in the kitchen, so that her sister can check when Sharon will be working next and remind her.

CHAPTER 6

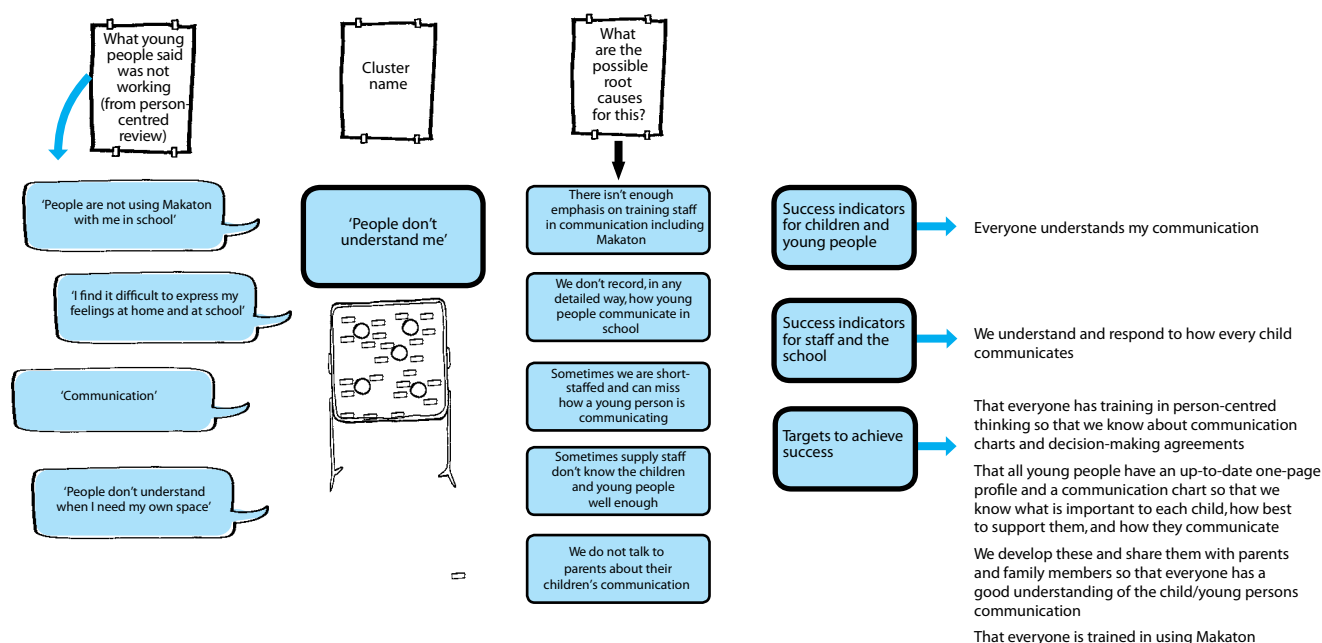
Using person-centred information to inform school development plans, transition strategies and local services

Person-centred reviews can create change for young people, provide the information needed as the foundation for support plans and for getting work, and contribute information for strategic change in schools and colleges. This process is known as *Working together for change*.²⁵ In addition, it has been used in several schools to inform transition planning and contribute to school development plans.

Every Child Matters: Change for Children states that true participation with children and

young people is about. *Every Child Matters: Change for Children* talks about participation with children and young people. This means asking them what works and doesn't work and what could be better in involving them in the design, delivering and evaluation of services on an ongoing basis.²⁶ *Working together for change* is one way to achieve this. The process uses information from person-centred reviews under the following headings:

Working together for change in school: example



²⁵ *Working together for change: using person-centred information for commissioning* (2009), Department of Health.

²⁶ *Every Child Matters: Change for Children* (2004), HM Government.

‘What works?’, ‘What doesn’t work?’ and ‘What is important to you in the future?’.

The example opposite shows what some young people said was not working about communication, and how this information was used to agree targets for change.

The Getting a Life programme demonstration sites are using the *Working together for change* model to find out how local services and systems need to change in order to ensure that young people go into paid employment and lead full lives when they leave school or college.

The team in North Tyneside looked at the person-centred transition reviews of 30 young people aged between 14 and 25, and identified key themes in each case: what was working for the person; what needed to change; and what was important for them in the future in relation to employment. Young people, families and senior decision-makers responsible for supporting young people in gaining jobs (for example in education, Connexions, Jobcentre Plus, local authority children’s and adults’ services, employment services and LSC) shared this information at a co-production event.

All the participants worked as a group to identify:

- how to build on what was working;
- what they needed to do to address the things that were not working; and
- what services they would need to commission to support young people in planning their careers and finding paid employment.

One of the issues raised was that employment was not often mentioned in reviews, and the group spent time thinking about the reasons for this. Some feedback indicated that people involved in Year 9 and Year 10 reviews didn’t know what was possible in terms of supported employment or understand the positive impacts of having a job.

The group identified actions to address this problem, including:

- employing a transition support employment officer who would attend reviews from Year 9;
- reviewing the person-centred planning process in Year 9 to initiate a career plan; and
- working with the local multi-agency Getting a Life team to provide accessible information for young people and families about the possibilities and positive aspects of work and how to get help locally.

Ellen Tinkham Special School, Exeter

Ellen Tinkham Special School was the first school to use the process of Working together for change. From the outcomes of this process the school and its head teacher, Jacqui Warne, worked on a 'core promise' for all children and their families. The promise is that each child will have an up-to-date one-page profile, a communication chart, a decision-making agreement, a home-school agreement and a person-centred review as they go through their school life.

The core promise is designed to create 'effective partnership between the child or young person, family, school and other agencies'. It provides the school with a process which allows staff to 'keep listening' to what works for children/young people as their one-page profiles grow and develop with them throughout their school life. This information forms the basis of transition planning when the young people leave school.

The staff also recognise that one-page profiles provide great information for teachers and school staff as they get to know new children in their class. Some of the comments from staff about using one-page profiles were:

'It gives us real understanding of the students and tells us so much.'

'Students can participate in decision-making in their lives.'

'It allows for problem-solving before the problem.'

'It provides information for strategic development and commissioning and consistency across services.'

CHAPTER 7

How will you know if you are successful?

The information for this section has been developed through the Getting a Life programme.

Perspective	What does success look like?
Children and young people	<ul style="list-style-type: none">● People involve me in decisions made about my life as far as possible.● People in my life know what is important to me and how to support me well, and how to communicate with me.● I attend my person-centred reviews, and I am supported in thinking about what information I want to share and how to share it.● My person-centred review results in good changes in my life.● I am given information that I can understand about what is possible for my future, especially about getting paid work.● People in my life expect that I will get a job when I leave school or college, and are preparing me for this.● I am encouraged to have a Saturday job or holiday job so that I can experience what it is like to work.
Families and carers	<ul style="list-style-type: none">● The people who support my child know them well and like them. They know what matters to them, and how to support them.● I have information about what is possible as my child gets older, including the possibilities of them getting a job.● I actively contribute to decisions, through person-centred reviews and in the partnership I have with the school/college.● My child's education reflects what matters to them and how to support them – it is personalised.

Perspective	What does success look like?
School and college staff	<ul style="list-style-type: none"> ● We know the young people in the school as individuals – we know what matters to each young person, and how best to support them. ● We record what we learn on a one-page profile which grows into a person-centred plan. ● Our curriculum is person-centred. Person-centred thinking is not an ‘add-on’ but is embedded in the curriculum. ● Person-centred reviews take place for every child or young person, right from when they join the school or college. ● Person-centred reviews lead to positive change for the young person, and often for the family and the school. ● We use information from person-centred reviews to inform our school development plan, and in our partnerships with parents. ● Many young people leave our school and go into paid jobs.
Employment services	<ul style="list-style-type: none"> ● We get to know the young people we work with, and attending their person-centred reviews gives us important information about what they want in the future. ● We work in partnership with each young person, their school and their family, to make sure that they are supported in thinking about the kind of work they would like to do, and what it will take to get them that kind of work when they leave school or college. ● We are successful in supporting young people into paid employment.
Commissioners	<ul style="list-style-type: none"> ● We get information, in good time, from schools about what young people who will be leaving want. ● We use the <i>Working together for change</i> process with young people, school and families to explore what young people want in the future and what this means for our commissioning strategies. ● We fund supported and customised employment services to ensure that there is support for young people to find paid work on leaving school or college.

Links to useful resources

Books

Sanderson H, Murray P, *Developing Person Centred Approaches in Schools* (2007), HSA Press. Available from Inclusion Distribution at: www.inclusiononline.co.uk

Person-centred Reviews (in press)

Websites and downloads

Person-centred thinking for schools and nurseries (minibook), free download from the Valuing People Now (VPN) website at: www.valuingpeople.gov.uk

Erwin L, *Person-centred Teams in Schools* (VPN website).

Smith T, Sanderson H, *Introducing Person-centred Thinking in a Primary School* (VPN website).

Erwin L, *One-page Profiles in Schools* (VPN website).

Erwin L, *Using 'Working Together for Change' in Schools* (VPN website).

Erwin L, Warne J, *Person-centred Reviews for Everyone* (VPN website).

Getting a Life programme

www.gettingalife.org.uk

The website of the Getting a Life programme gives more information about the programme, along with news and stories of young people who are getting a job and getting a life.

Valuing People Now

www.valuingpeople.gov.uk

This website provides information about Valuing People Now and what people are doing to make Valuing People Now happen for everyone, everywhere. It also contains details of resources about person-centred planning in schools and through transition.

In Control

www.in-control.org.uk

This website includes details of resources for self-directed support, including information and fact sheets about getting a job as an important aspect of taking control of one's own life.

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Anna and Flo Waugh and family



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