Person Centred Approaches

Dr Emma Miller and Dr Gillian Shotton
Educational Psychologists

SENCO conference 2019

www.northumberland.gov.uk
‘I like it when I’m asked if I understand’

‘I have lot of input in my support plan’

‘I have been involved with my pupil passport’

‘Mostly teachers know about my needs’

Quotes from Northumberland CYP obtained from
a recent piece of work carried out by SENDIASS
Aims and Objectives

– Background – What it is
– Why use Person Centered
– Facilitating a Person Centred Review
– Helpful tools
What is Person Centred Planning?

Person Centred Planning is not one defined process, but a range of processes all sharing the same underpinning values base and goal. Its aim is to help a person to move toward the life that they want and to get the right support in doing this.
Your experiences

• What are your experiences of person centred working?
  – Reviews?
  – Planning?
  – Other ways of being person centred?
Why person centred?

- Being person centred is an approach which puts the child/young person and their family at the heart of the process and is meant to make a more relaxed, informal experience.

- It is founded on the belief that people should be in control of their lives and at the centre of any meeting held to decide the services they receive.

- The emphasis is on ensuring that everyone participates and has their say and their views are respected and recorded.

- Approach advocated throughout the SEN Code of Practice and the Children and Families Act 2014.
A: Aspirations

E: Outcomes

& steps towards outcomes

B: Special educational need

Special educational need

Special educational need

F: Special educational need

Special educational provision

Special educational provision

D: Social care needs

Social care provision

Social care needs

H1: Social care provision (CSDPA 1970)

H2: Social care provision (any other)

C: Health care needs

Health care provision

G: Health care needs

Health care provision

Targets

# For young people over 17, the education and training outcomes need to be separately identified.

# EHC plan should specify the arrangements for setting shorter term targets at school, service or institutional level.
Research: Advantages

- Greater participation
- Improved collaboration
- Greater understanding of needs
- Higher achievement of targets
Research: Barriers/difficulties

• Too little focus on pupil's difficulties
• Time consuming
• Facilitators and participants feeling daunted as not adequately prepared
What helps or makes it difficult

• Experienced, skilled facilitator

• Preparing participants

• Writing in front of others may cause anxiety (White and Rae 2016)

• Time
Before the Meeting

- Arrange the room comfortably
- Have a supply of post-it notes and pens available
- Put the headed posters on the wall
- Provide refreshments for the adults and the young person

Ensure the child/young person is present before the adults arrive. This makes it easier for them rather than entering a room full of people, some of whom they will not know well. Young children may leave the meeting at an appropriate point, depending on levels of concentration, understanding etc.
In each area the pupil should be asked to comment on what they enjoy, what they are good at, what they find difficult, and what they dislike, in a way appropriate to their understanding.

<table>
<thead>
<tr>
<th>School</th>
<th>Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy...</td>
<td>I enjoy...</td>
</tr>
<tr>
<td>I am good at...</td>
<td>I am good at...</td>
</tr>
<tr>
<td>The most difficult thing is...</td>
<td>The most difficult thing is...</td>
</tr>
<tr>
<td>I dislike...</td>
<td>I dislike...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other people</th>
<th>Next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy...</td>
<td>I enjoy...</td>
</tr>
<tr>
<td>I am good at...</td>
<td>I am good at...</td>
</tr>
<tr>
<td>The most difficult thing is...</td>
<td>The most difficult thing is...</td>
</tr>
<tr>
<td>I dislike...</td>
<td>I dislike...</td>
</tr>
</tbody>
</table>
Dear ...........

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

People at the 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’s not working now;
- My support – what’s in place and what needs to be put in place for me?

We will also talk about my progress in school and my Individual Assessment Plan/ Education, Health and Social Care Plan.

Then we will make an Action Plan for my future.

Please let me know if you can come.

Yours sincerely,

CYP
Person Centred Reviews

- Who is here?
- What we like and admire about.....?
- What is working well?
- What is not working so well?
- What is important to the child/YP now?
- What is important to the child/YP in the future?
- Action plan
A clear action plan

• Does the action plan make you feel like you know the child / young person?

• Does it give you enough information that you could support the child / young person well even in a new situation?

• Is the plan written in everyday language that is inviting and easy to read, does it include words used by the participants?

• Has the child / young person had an opportunity to shape what is said and what is shared?
1. Dream
   - North Star
   - Desirable Achievements
   - Lifestyle/Vision
   - An ideal world
   - With no barriers

2. The Goal
   - God's dream
   - Reflect on the goal
   - The next few 6 months
   - Possible or possible outcomes achievable
   - Outcomes leaving forward
   - What will it feel like?

3. Enrol
   - Describe in words how you feel about life situations and feelings now
   - Enrol
   - How are you feeling now?
   - Enrol everyone in the group
   - What resources do you need and who can help?

4. Stronger
   - Immediate access to named persons
   - Simple action statements
   - For the next 2 months
   - How to bullied
   - Brandon

5. First Steps
   - Immediate access to named persons
   - Simple action statements
   - For the next 2 months
   - How to bullied

6. Next Month
   - Reflect on the goal
   - The next few 6 months

7. Enrol
   - Describe in words how you feel about life situations and feelings now
   - Enrol everyone in the group
   - What resources do you need and who can help?

8. Stronger
   - Immediate access to named persons
   - Simple action statements
   - For the next 2 months
   - How to bullied
   - Brandon

9. Invite the group to name the pain.
   - Establish personal identity

10. Invite everyone to write or draw a description of how they felt at the start.
    - Paying how the finished PATH will be used.
Resources

https://www.oldham.gov.uk/downloads/file/3779/send_guidance_person_centred_planning_toolkit

https://linwood.bournemouth.sch.uk/linwood/files/2018/05/Person-Centred-Reviews-booklet.pdf

https://inclusive-solutions.com/person-centred-planning/
References


• Person-centered and environment-centered interventions. The Journal of Primary Prevention, 30(1), pp. 43-59.


• White and Rae (2016) Person Centred Reviews and Transition: An exploration of the views of the students and their parents/carers, Educational Psychology in Practice 32(1), 38-53