Person Centred Practice

Pembrokeshire Inclusion Service

(With thanks and acknowledgement to Inclusive Solutions and Helen Sanderson)
Aims

• What is Person Centred Planning – a refresher.
• Key aspects in facilitating Person Centred Review meetings.
• Person Centred planning – the practical tools.
• One Page Profiles – an overview.
CROESO WELCOME
Testing...
Deficit Model

What’s wrong?

Diagnosis

Case

Client

Treatment
Person Centred

Gifts

Capacity

Contribution

Aspirations & Dreams

Skills
Identifying Gifts

• Where do they ‘make sense’?

• What is Positive

• What is Possible

• Use of natural supports
“I have a dream...”
• Person Centred Review – introduction

• Script/tone

• Resources

• http://helensandersonassociates.co.uk/person-centred-practice/person-centred-reviews/
Factors to consider when planning to do a Person Centred review...

- WHO
- WHERE
- WHEN
- WHAT
• How do we prepare?

• PCP tool – Communication Chart

• Relationship Circle -
• What do you need to think about before the meeting?

• Will the room be big enough?
• Has it got blank walls?
• Will it be possible to play music?
• Who will send invitations out?
• Good Day Bad Day tool

• Perfect week

• What’s working/not working

• 4+1
BREAK
• What are the key points so far.....
The information gathered in a Person Centred Review will form the basis of the Individual Development Plan.

In particular the outcomes, actions and action plan will form the basis of the ALP.

Activity: Look at the sections of the IDP – which headings might feed into which sections... (use appendix 2 of the Toolkit on page 30 to help)

Checklists appear in the Person Centred Reviews Toolkit which can provide a practical aid memoire when planning. (eg. page 31 and 32)
ALNCOs Thoughts on PCP

- Child felt supported and that they could achieve their dream knowing who would be there to support them.
- Family Focus
- Use of the PCP meeting to inform targets for IDP.
- Able to focus on curriculum targets which have been identified by the pupil.
- Focus on aspirations gives a positive feel
- Empowering/Engaging - Parents feel valued and part of the process.
- Used for enhanced transition plans
- Changed perceptions - Teachers perception of the process
- ALNCOs perception of child
One Page Profiles:

• What are they?
• Where do they come from?
• Why are they good for children?
• Why are they good for school staff?
• How do “we” create them?
• What does a good (or bad) one look like?
A Whole School Approach

- https://www.youtube.com/watch?v=u5ft4Hbyoes
• Who would be the most appropriate member of staff for:
  * **facilitating** the development of the OPP?
  * **sharing** the OPP?
  * **updating** the OPP?
• How would the following use the OPP?:
  * class teacher
  * TA/LSA/ELSA
  * head of year
  * ALNCO
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“positive rounded picture”

“can be quickly shared and understood”

“key information”

“active involvement of the child”

“an evolving document”
“style and language should reflect the individuality of the child”

“enough detail ... anyone can use the information straightaway”

“parents can help to provide the information about ... interests and support needs”

involves those who know the child best

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Draft Code of Practice (Feb 2017):

“One way of having regard to the views, wishes and feelings of the child or young person is through the creation of a one-page profile”
Benefits of One Page Profiles:

• Help children find out about themselves
• Are about relationships as well as individuals
• Help all children to get the right support
• Involve parents in thinking about their children’s strengths
• Help adults to start conversations with children
• Make transitions and changes easier
• Inform planning
• Link to PSE curriculum...
Personal & Social Education:

- "self-esteem"
- "a sense of personal responsibility"
- "to understand their own potential and capabilities"
- "self-respect and respect for others"
- "prepare for the choices and opportunities of lifelong learning"
- "empower learners to participate"
- "prepare learners for the challenges, choices and responsibilities of work and adult life"
Whole class – writing on paper on backs

**Like and Admire:**

Class say what they like and admire about child holding balloon

Class write on slips of paper and put in named envelopes/paper bags

Send postcard home asking for 5 things that the family likes and admires about the child

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What’s Important To Me:

- Sentence completion – e.g.
  - “It makes me happy when...”/ “I like to spend time with...”
- The child/adult taking/drawing/cutting out pictures
- Asking parents
- Checking with adults in school
How Best to Support Me:

• ASK PARENTS!!
• Ask pupil - What makes you feel better when you are unhappy, angry or upset? Who are the most important people to you? How do they support you?
• Ask the ELSA, the favourite lunch supervisor, the caretaker ...
• Circle time – role play good and bad days - problem solving for common situations
• Pupils interview each other
• More individual work with some children
Involving Parents:

• Ask parents and pupils to bring their OPP during transition visits
• Share the OPP during parents’ evening as a focus for discussion
• Send the OPP home with the school report
As part of a timetabled review for all children but also ...
• Following parents’ evening or other contact with parents
• Following the involvement of other professionals
• Ad hoc – whenever a child has something to add… because that makes it person-centred...
Quality Control:

- Does the child like it?
- Would an adult covering the class for the first time find it useful?
- Like and admire – 100% positive – no “sometimes” or “usually”
- Important to – things chosen by the child
- How best to support – a balance of detailed and brief so a new adult knows what to do and what not to do straightaway
Resources:

• Person-centred practice in education:
  • http://learning.gov.wales/resources/browse-all/person-centredpractice-guide/?lang=en

• Person-centred reviews toolkit:
  • http://learning.gov.wales/resources/browse-all/person-centred-reviewstoolkit/?lang=en
Resources:

• Helen Sanderson Associates:
  • http://helensandersonassociates.co.uk/
• Personalising Education:
  • http://www.personalisingeducation.org/
• SheffKids:
  • http://www.sheffkids.co.uk/
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