

# **Integrated Prevention and Earliest Help Service**

## **Person Centred Planning Pack**



The Person Centred approach is based on the values of inclusion and helps adults to plan the support a child needs to be included and involved in their community e.g. their childcare setting.

The approach used in this pack supports settings to meet the principles of the Special Educational Needs and Disability Code of Practice (Jan 2015), for example, providing opportunities for - the child's voice to be included in the planning process; the parent/carer to be invited to be fully involved in the planning process; the appropriate support and resources to be planned effectively.

When planning for very young children, the adults will work together to use their observations of the child to identify what is important to and for the child, what they appreciate about the child and what steps of support need to be in place to help the child make progress towards long term dreams/goals/aspirations. In planning the child's support adults should take a proactive approach, focussing on overcoming obstacles to support being given quickly and effectively, so that the desired outcomes are achieved.

This pack is intended to provide the tools you will need to plan for children who have an identified Special Educational Need or Disability (SEND), or where there is a concern about the child's learning and development.

### **Updated January 2017**

This pack, and adaptable Word versions of these proformas, is available on the 'Including all Children' webpage at [www.westsussex.gov.uk/ecsgoodpractice](http://www.westsussex.gov.uk/ecsgoodpractice)

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These documents are intended as guidance for practitioners, other versions can also be used.

\*adaptable Word version available for download

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# **What is a One Page Profile?**

## **Guidance for participants**

The One Page profile is a Person Centred planning tool used to gather information about a child/young person who may require additional support in their setting e.g. a childcare setting. The child may have an identified Special Educational Need or Disability or the parent/carer may be worried about their child's learning and development. The information captured in the One Page Profile will be more specific compared to the general information gathered in the 'All About Me' pages of the child's Learning Journal.

### **What do I need to do?**

- Talk to the child's parent/carer and find out if any other professionals are supporting the child/family with their needs.
- Arrange a meeting and use the guidance below to support your planning success.

### **Who should be involved in creating a One Page Profile?**

The meeting should include a 'circle of support' for the child consisting of:

- The parent/carer (they should be invited to every planning meeting/discussion).
- The child should be involved through observations from the people who care for the child and know the child well. Essentially you are asking 'who loves this child?' and your invitation list should flow from that point where people who know them the most are the first and most important invitees. People who know the child least well (such as paid professionals) may of course be invited but can alternatively input into the One Page Profile outside of the meeting (this may be by phone/email/through their reports). Their input will still be required but doesn't always have to happen in this meeting.
- The setting practitioner (e.g. the child's key person).
- Input from other people who support the child e.g. health professionals.
- A family member/friend that could attend to support and share their knowledge of the child.

### **What is needed?**

- Space and time for the meeting to take place.
- A circle of people who know the child well ('circle of support').
- A positive, calm environment to discuss the child from a 'can do' approach.
- A facilitator to record the information about the child on the One Page Profile\*, or on a similar proforma created by the setting.
- A photograph of the child to make the profile individual to the child.

## **What will happen afterwards?**

- The One Page Profile should be copied and the original given to the parents/carers.
- The One Page Profile should be shared with all who work with and support the child to give them a clear concise understanding of the everyday wishes and needs for the child. Decide where the plan will be accessible to all who need it (see notes below).
- It will be used to create an Individual Plan\*, to provide focused support for the child.
- It will be reviewed and updated regularly to ensure it reflects the child's current strengths, interests and needs.

\*Word versions available on the 'Including All Children' webpage at [www.westsussex.gov.uk/ecsgoodpractice](http://www.westsussex.gov.uk/ecsgoodpractice))

## **Format:**

The One Page Profile follows the format below with questions at each stage which are directed both to the family and others who are supporting the child – please share the profile proforma with the parent/carer before the meeting and explain that the purpose of planning is to make sure the child's needs are met positively by all adults working alongside the child in the setting.

### **Step 1 - My gifts, strengths and talents**

The meeting facilitator invites everyone to share and celebrate the gifts, strengths and talents the child brings e.g. to the home, to the setting – what do people really appreciate and value about the child? For example, James shows his lovely smile when he feels settled; Abbie shows determination when she is learning a new skill; Bobby makes his sister smile; Fred perseveres with his walker. The statements are recorded on the One Page Profile by the facilitator.

### **Step 2 - What's important to me?**

The meeting facilitator initiates a discussion about the things that are important to the child e.g. James needs his comforter toy; Abbie enjoys a particular song sung while she is having her nappy changed; Bobby needs to know what is going to happen next; Fred needs to be able to move freely in the room and to be able to access outside space in his walker; Jessica uses a quiet/cosy space at home to withdraw to when she is feeling overwhelmed. The people in the planning meeting decide together how to word the statements to ensure they capture the important messages about and for the child.

### **Step 3 - How to support me**

The meeting facilitator invites everyone to think about and discuss the support strategies/changes that need to be made that will ensure that the

child is included in the setting. For example, all adults will make sure James's comforter is accessible to him; adults will sing Abbie's favourite song during nappy changing - where possible this will be Abbie's key person or key person buddy; Bobby's key person will create visual prompt cards and a 'now and next' sheet, and all adults will use these resources to ensure Bobby knows what is happening next; all adults will monitor the environment and make sure the walkways are accessible, and they will partner Fred at the door threshold and assist where needed; Jessica's key person will work with her to identify a quiet/cosy space in the setting and to support her with her feelings – all adults will use consistent strategies once identified and shared.

#### **Step 4 - The review**

The One Page Profile is reviewed regularly with the child's parent/carer to ensure the information is current for the child. Other people will be invited to input into the One Page Profile – following the guidance above. The revised One Page Profile is shared with all adults who support the child and continues to reflect the child's current strengths, interests and needs. Minor changes can be recorded and dated on the original One Page Profile; significant changes and updates will need a new One Page Profile to be created.

#### **A commitment to Inclusion**

The One Page Profile should be copied or photographed and the original given to the family. The One Page profile is shared with the staff team by the child's key person and made available for all adults to enable them to provide appropriate support every day. (Suggestion: to stick the One Page Profile to the inside of a cupboard door so that it is confidential but accessible to all who need to work from it; placed on a noticeboard behind a roller blind for privacy; or in a folder that is kept in the room).

# MY ONE PAGE PROFILE

Child's Name:

Date completed with parent/carer:

DOB:



# MY ONE PAGE PROFILE

Child's Name:

Date completed with parent/carer:

DOB:

This is ME



Photo of me



# What is an Individual Plan?

## Guidance for participants

An Individual Plan creates a shared vision using a Person Centred approach to enable a child with identified Special Educational Needs or Disability (SEND) to be positively supported in achieving their outcomes. The Individual Plan can also be used to support a child where you or the parents are concerned about and monitoring their learning and development. The Individual Plan focuses on a future dream for a child and connects that long term dream to positive outcomes for the child in the short term. The Individual Plan builds on what the child can do now and also specifies how the outcomes can be supported by adults. The steps are numbered on the plan proforma to help you record in line with the numbered steps in the process. Firstly create a One Page Profile\* for the child, then with the information gathered, arrange a meeting and use this guidance to support your planning success.

### Who should be involved in creating an Individual Plan?

The meeting should include a 'circle of support' consisting of:

- The parent/carer (they should be invited to every planning meeting).
- The child should be involved through observations from the people who care for the child and know the child well. Essentially you are asking 'who loves this child?' and your invitation list should flow from that point where people who know them the most are the first and most important invitees. People who know the child least well (such as paid professionals) may of course be invited but can alternatively input into the Individual Plan outside of the meeting (this may be by phone/email/through their reports). Their input will still be required but doesn't always have to happen in this meeting.
- The setting practitioner (e.g. the key person).
- Input from other people who support the child e.g. health professionals.
- A family member/friend that could attend to support and share their knowledge of the child.

### What is needed?

- Space and time for the meeting to take place.
- A circle of people who know the child well ('circle of support').
- A positive, calm environment to discuss the child from a 'can do' approach.
- A facilitator to record the agreed statements on the Individual Plan\* or on a similar proforma created by the setting.
- A photograph of the child to make the plan individual to the child.
- Reports from other professionals if they cannot be present at the meeting.

### What will happen afterwards?

- The Individual Plan should be copied and the original given to the parents/carers.
- The Individual Plan should be shared with all who work with and support the child.
- It will be used to plan deployment of people, the physical environment, and resources, and to provide focused support for the child.
- It will give everyone a clear and concise understanding of the long and short term dreams and outcomes to ensure the child is included in their setting.
- It will be reviewed and updated regularly to ensure it reflects the child's current strengths, interests and needs.

\*Word versions available on the 'Including All Children' webpage at [www.westsussex.gov.uk/ecsgoodpractice](http://www.westsussex.gov.uk/ecsgoodpractice)



**Format:**

The planning discussion follows the numbered format below with questions at each stage which are directed both to the family and others who are supporting the child – please share the Individual Plan proforma with the parent/carer before the meeting and explain that the purpose of planning is to make sure the child's needs are met positively by all adults working alongside the child in the setting. Suggest to the parent/carer that they may want to invite a friend/family member as a supporter for them in the meeting. A facilitator will need to be identified to lead the meeting, this may be the child's key person, the Inclusion Coordinator, the setting manager etc.

**Step 1 - My Dreams**

The meeting facilitator invites everyone in the meeting to use their observations/knowledge of the child to create dream statements that relate to the child's interests/things that are important to him or her. This is a dream for the long term e.g. the child is showing interest by observing her peers in play – the long term dream could be 'to have friends'; or a child who is showing an interest in technology – their long term dream could be 'to have a job in IT'. There are no right or wrong statements here, it should be focused on the child, and be a positive aspiration for them. These conversations are important to enable dreaming beyond the present time and to enable professionals to hear the parent/carers views and feelings. The adults may need help to consider the long term view, particularly for a child with a life-limiting illness – the intention is to have positive aspirations for the child for the life they will lead.

**Step 2 – What is going well now?**

The meeting facilitator invites the group to share their thoughts/positive statements for the child and records these in bullet form on the planning sheet. The statements may be a mix of the voice of the child and the adults' e.g. 'I can...' or 'Mum says Freddie is now....' If this is not the first Individual Plan for the child, this section will provide space to review previous outcomes and actions including feedback from professionals.

**Step 3 - Any worries?**

The meeting facilitator checks with the group to see if there are any worries or concerns that may need addressing at this stage, and records these (if any) on the Individual Plan proforma. Worries or concerns need to be addressed in the plan e.g. as an outcome or strategy. For example, a parent may have a concern that their child is not understood by anyone – the outcome for the child could be 'I will begin to use simple signs and gestures to be able to communicate with my peers'; the strategies could include - adults modelling signs and gestures, praising attempts at sign and gesture from the child, partnering the child's play to support communication with his/her peers.

**Step 4 - My Outcomes**

Please see outcomes guidance sheets \* The outcomes are based on an action for the child and must also provide a benefit to the child. They are a balance of what is important to and for the child. They will be the small steps that help the child towards their long term dream. The facilitator will invite suggestions from the group and gain agreement for each statement to ensure it captures an action for the child based on their interests and also provides a benefit to the child. The outcomes will be recorded in the child's voice e.g. 'I' statements.

### **Step 5 - What can you do to help me?**

This is where the adult's actions and strategies will be visible. Any resources that may be needed or changes to the environment will also be noted. This is where you may also note strategies advised by other professionals.

### **Step 6 - The review**

The Individual Plan should be reviewed regularly to monitor the child's progress towards their outcomes and the long term dream. A brief summary can be added to the plan in this section before creating a new plan – this will minimise repetition of information. Another meeting should be planned following the guidance above and a revised long term dream may be identified and new or revised outcomes made following feedback from the group supporting the child (including the parent/carer). The revised Individual Plan is shared with all staff and should continue to reflect the child's current strengths, interests and needs.

### **A commitment to Inclusion**

At the end of each meeting the Individual Plan needs to be copied or photographed and the original given to the family. The Individual Plan is shared with the staff team by the child's key person and made available for all adults to use as a current planning document. (Suggestion: to stick the Individual Plan to the inside of a cupboard door so that it is confidential but accessible to all who need to work from it; placed on a noticeboard behind a roller blind for privacy; or in a folder that is kept in the room).

Date completed with parent/carer:

DOB:

Individual Plan

School start date:

→ 5. What can you do to help me? (Next Steps)

→

→  
Review Notes:

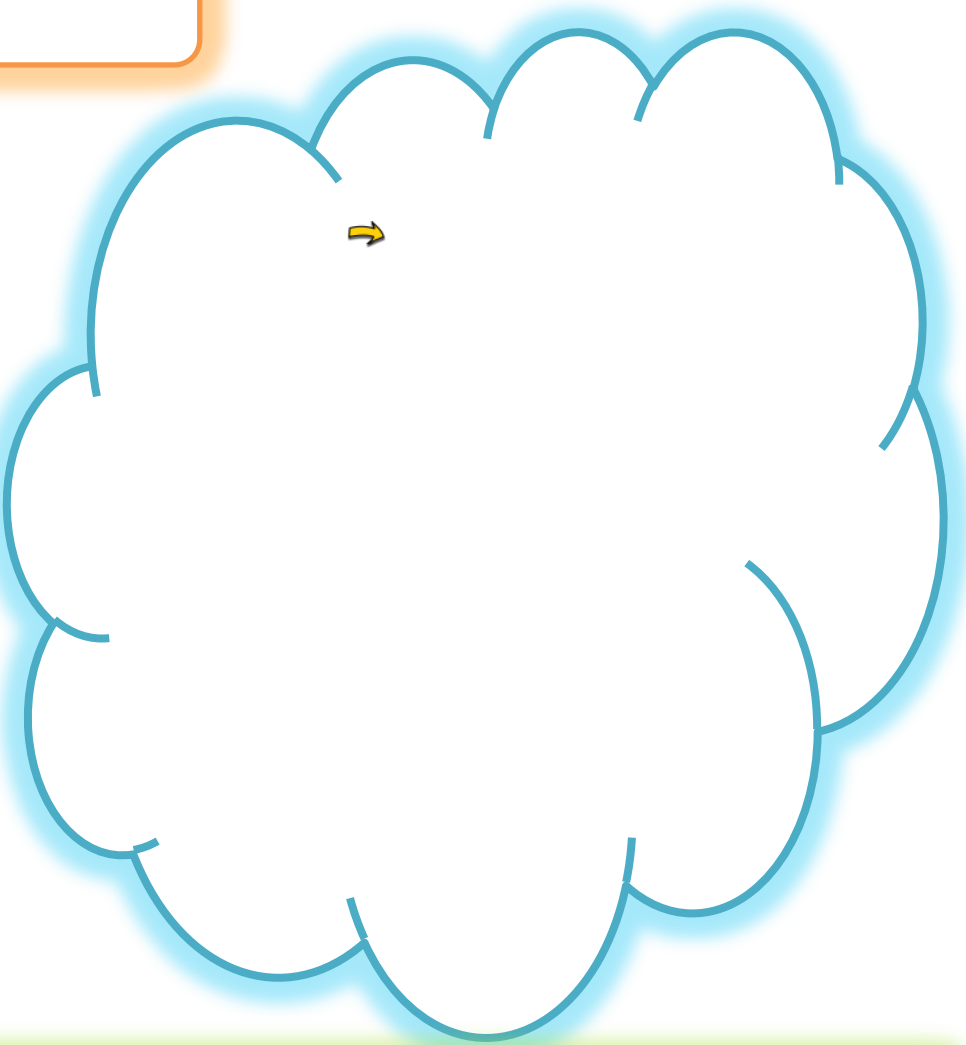
Date completed with

Parent/ carer:

DOB:



School start date:



## Outcome statement examples

This document provides you with some example statements to use on a child's Individual Plan and would include an action or response for the child and a benefit to the child. The adult's actions (grey box) should be recorded in the 'What can you do to help me?' section on the Individual Plan.

Child's action/response	Benefit to the child	Adult's action
I can settle easily at nursery	and spend time away from my mum	provide my favourite toys and plan to spend focused time with me.
I can use pictures at home	to help me go to nursery	create photo prompts of favourite places/experiences in nursery parent - talk through photos to promote nursery to me
I can leave my coat and shoes in my special place	to help me find them later to help me access the outside environment	parent/carer or key person - support me with reminders, photos of me in the special place, photo now and next prompt card
I can point/sign/lead/use my voice or eyes	to show what I want have to show what I want to do	give two choices using objects/pictures/signing/verbal communication respond to my preferred communication
I can be ready for changes	to calmly move onto the next activity/routine	use objects, pictures, now and next board, signing or language to prepare me
I can listen and respond	to find out information/join in	say my name and get down to my level/use picture or photo prompts/use clear language and short phrases

I am beginning to understand my feelings	to help me feel calmer, more confident, happier	talk to me about basic emotions happy, sad, cross, and scared – use photos, pictures, books and stories, small world during my play and in small group
I can use my special place/bag/box when I feel cross/scared/sad/tired	to help me feel calm/safe/happier	help me locate a place/objects in preparation for when I feel cross/scared/sad/tired and help me during those times when I need this space/resource
I can join a small group activity	I feel part of the group	plan the activity from my interests and strengths e.g. physical activity/sound-making etc. prepare me by using now and next prompt cards
I can use my words/voice/objects/gestures	to let others know what I want or how I feel	be aware of my communication style/capacity and help me with props/getting down to my level/using short phrases/gesture

(These are examples and not an exhaustive list – you and the people in the child's 'circle of support' will know the child and their next steps)

How does the individual plan reflect the wishes, needs and feelings of this child, (the Child's Voice)?

How do you ensure that this child's parents are fully involved and their wishes, needs and feelings are reflected in the plan?

How do your systems ensure effective communication between this child's parents, staff and other professionals (where applicable)?

How do you ensure your planning for this child is outcome focussed? Progress/development/behaviour.

How do the actions of adults in your setting support this child's progress?

## Planning Prompts for Individual Plans

A graduated Approach: Assess/Plan/Do/Review - (Refer to CoP. 5.36 – 5.46)

How do you incorporate other professionals' advice and support for this child?

How does your plan represent the observations of ALL adults supporting this child?

How does the plan for this child evolve over time?  
Is it responsive to this child's needs?

What systems are in place to monitor the effectiveness of the plan for this child? (both individual and day to day)

**An Individual Plan** creates a shared vision using a Person Centred approach to enable a child with identified Special Educational Needs or Disability (SEND) to be positively supported in achieving their outcomes. The Individual Plan can also be used to support a child where you or the parents are concerned about and monitoring their learning and development. The CoP does not require the use of any prescribed format for planning. The EYCA may discuss or provide written examples that providers might wish to consider or adapt. They illustrate approaches already taken by practitioners when recording their planning. They are not intended to prescribe how planning should be recorded.