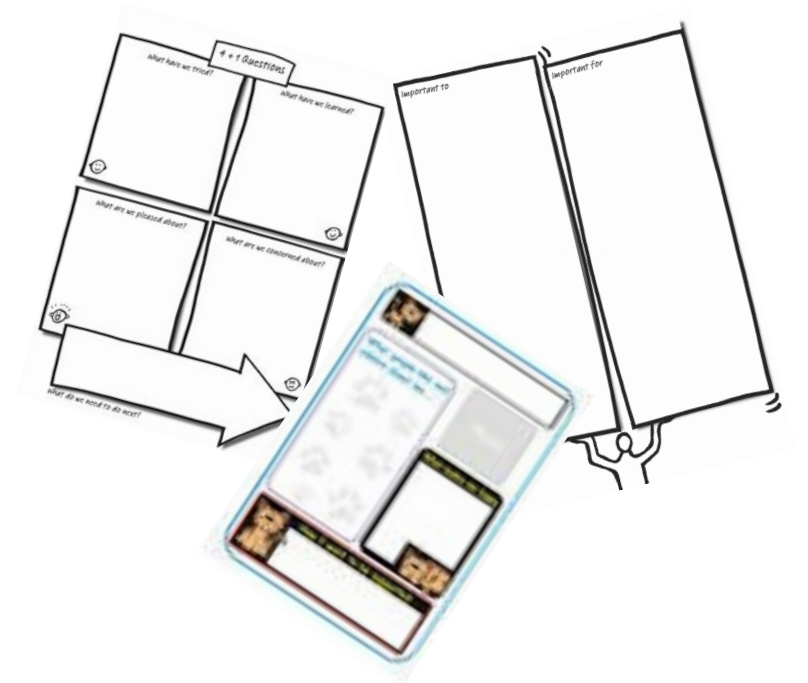


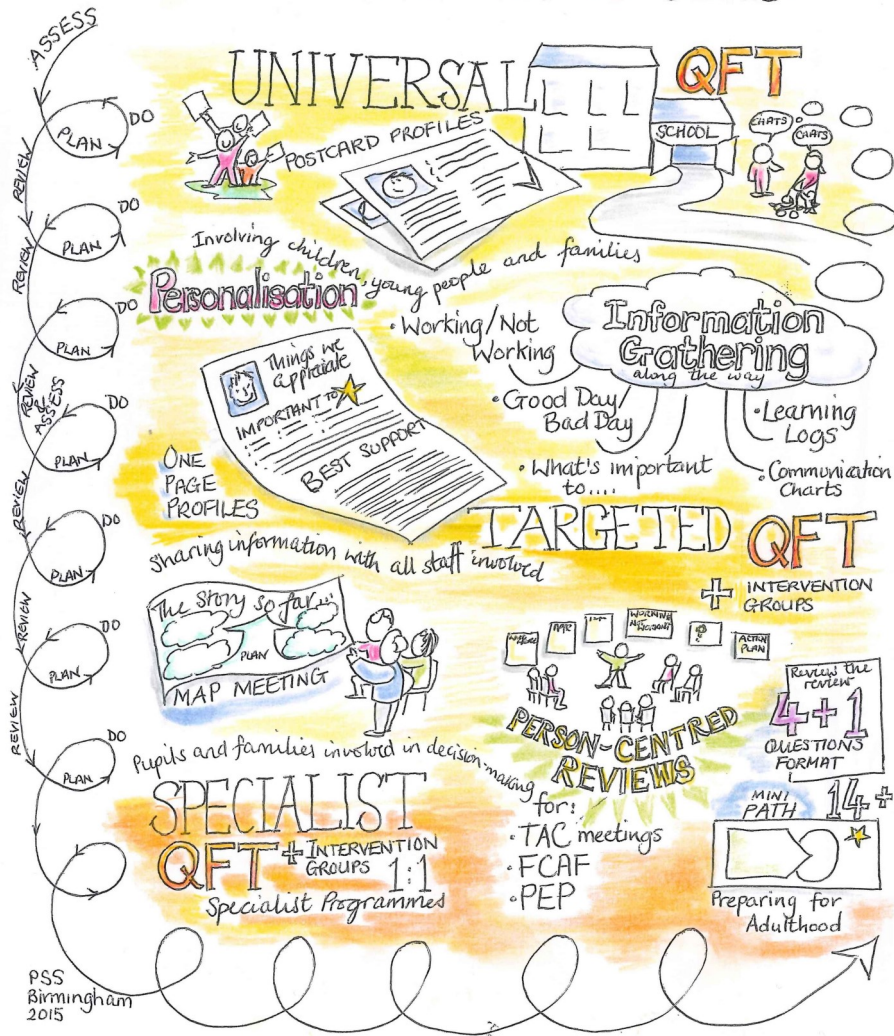
Person-Centred Tools

Benefits of each Tool and When to Use Them



Using Person-Centred Practice Throughout The Graduated Approach to SEND

USING PERSON-CENTRED PRACTICE THROUGHOUT THE GRADUATED APPROACH TO SEND



Mini — PATH

Summary:

A facilitator guided session that involves a pupil working alongside friends, family and professionals to plan for their future. The process follows key steps to consider the long term aims and then the shorter term achievable goals and actions to achieve these.

When? Supports transition and future planning for students 14+

Benefits:

1. The structured planning approach using key words, phrases and pictures to record ideas which supports the understanding of participants.
2. Achieves a clear plan, timeline and responsibilities for actions.
3. A Mini-PATH for a student can be delivered in the time normally allocated for a lesson in Secondary schools.

MAP (Making Action Plans)

Summary:

This tool invites the pupil and their family to tell their story and records the information gathered using key words and drawings. The process offers a structure to a session and results in an action plan agreed by all participants. (approx. 1-1 hour 30 mins)

When? At a point when considering submission of EHC Plan Gives scope for family to tell their story and plan for future.

Benefits:

1. Supports discussions with families when decision-making re submission of request for EHC plans and gathers information relevant to EHC forms.
2. Seeing the story develop on the graphic helps participants identify connections and patterns.
3. All participants consider what it would be like if things were going well or the young person.
4. Family and professionals think about what support will be needed to acknowledge difficulties with a section allocated to thinking about the 'nightmare.'
5. Encourages people to think about their strengths, capacities and future.
6. Helps everyone involved identify the needs of the person, as well as what they may need to do towards achieving their aspirations.
7. Results in an action plan.

Person-Centred Skills to support the Graduated Approach to Special Educational Needs

The **Code of Practice** references the use of Person-Centred Approaches for engaging and involving children, young people and families in the planning and delivery of provision. Schools are urged to involve pupils and families in meaningful discussions and decision-making.

The tools in this booklet offer a framework for conversations when working with children, young people and their families.

We include an overview of the most relevant tools for schools to use, offering guidance regarding **what, when** and **how** best to use them.

Person-Centred Thinking Tools can be used with all children to support schools with personalising learning.

As pupils and students with SEND move through the graduated approach the information we gather needs to include the bigger picture and an even better understanding of what works and what supports the child/young person to make progress, be healthy, safe and happy.

By applying the principle of 'Ask, Guess, Check, Record'* to conversations around these frameworks, Sencos and those in a key working role, will be able to gather detailed information to inform planning and provision.

(* see page18 for more information)

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The following questions can be asked in informal meetings or part of a person-centred review:

1. Appreciation – asking what they like/love about the pupil, then **Guess/Check Record** to draft a OPP. *At a meeting, ask a family member/friend to share a good time they'd had together.*
2. Best Day – asking family member/friend what they would do to create the best day for that pupil, *what would they do, who would they involve, where would they go, what would they see, eat, drink, what would the pace of the day be like*, then use these answers to **Guess** what this tells us is important to the pupil and what support they need, **Check** with the person/people we're having the conversation with and **Record** on the draft OPP – *ask the friend/family member what would need to happen to ensure the pupil had more good days than bad.. then set actions around that.*
3. Worst Day – same as above, after explaining this would obviously never happen..!! **Guess/Check/Record..** – *what would it take now for the pupil to have fewer bad days?*
4. Typical day/week – each week day, evening, weekend.. Ask the family to describe favourite things which happen that the pupil would never want to miss? **Guess/Check/Record ..** - *tv programmes, clubs, family..*
5. What makes the pupil feel better if they're having a bad day? **Guess/Check/Record ..***how does the pupil let the friend/family member know when they're unhappy/upset? What can they do about it? Learn what the friend/family member would do to help the pupil feel better.*
6. Possessions – ask friends/family what they would make sure they had packed to take with them if they were planning a day out for that pupil. **Guess/Check/Record..**

*Finally, before publishing and sharing the completed profile **check back with the pupil**, (as far as possible), and the friend/family to find out if they are happy with the final version.*

QAsk ?Guess ✓ Check ✍ Record

We know that **One-Page Profiles** capture information about a pupil that helps people working with them get to know them quickly. Referencing the OPP ensures that schools and settings can provide consistent support in the way that works best for the pupil.

How do we ensure that they really do demonstrate the **pupil voice**?

The 'Ask, Guess, Check, Record' Approach

This technique is fundamental to all the tools described in this booklet. It is good practice to apply this technique when working with any individual or group. Putting into words your best guess at what a person likes, what is working well or not well for them is the way to go. Avoid making assumptions. Check back to see what the pupil's response might be to your best guess. This means listening to what they may say and what their body language or actions tell you.

In the main, if there is a difference between what a pupil says and what their behavior indicates- listen to the behaviour!

One Page Profiles highlight actions that make a real difference to a pupil's life but how do we go about gathering this information **when the pupil does not communicate using words**?

We learn so much from observation- think how quickly you learn to read the behaviour of babies and pets! Consult with those who care about the pupil-family, friends and staff, record what you learn and where possible, check back with the pupil to confirm you have got it right.

Summary of Ask, Guess, Check, Record:

Best Guesses – **LOOK** ing for clues, talking to people who know the pupil well, (family, friends, teachers), finding ways to check and review this information. – so looking & listening to their behaviour as well as their words, to see what this tells us is important to them.

Ask Six questions we use to get started

Guess Guessing/thinking about what the information tells us about the person – re: important to them /help + support needed

Check Does the family member/friend agree? How would they phrase it?

Record Adding as much detail about who/where/how as possible and avoiding ambiguous language (regularly).

1.

Postcard Profiles

Summary:

A Postcard Profile is a succinct form of One Page Profile— a way of gathering information about **all** pupils. Families can be invited to school to participate or involved through completing tasks sheets at home. Cards are kept on desks and shared with others.



When? At beginning of school year to get to know pupils/End of year transition preparation

How It Supports Personalisation:

- ◆ Uses tools listed in this booklet to record and share what others like, admire or value about them.
- ◆ Helps in learning what's important to them in terms of people in their lives, places they like to visit and activities they enjoy doing.
- ◆ Encourages conversations about when times are good or bad at school and what needs to happen in order to have fewer bad days.

Benefits:

1. Relevant to **all** pupils, can be easily created in whole class sessions, where the language of reflection, self-confidence, resilience and making positive changes can be introduced and developed—gathers principles and values to support the development of a whole-school approach towards personalisation.
2. Enables pupils to hear what their friends and classmates like and admire about them, can have a positive effect on self-esteem and well-being.
3. Prioritises a pupil's strengths rather than just focusing on difficulties or areas to develop, so a holistic understanding of the pupil which includes strengths.
4. Opportunities for families to have conversations around what they appreciate about each other.

2.

Good Day/ Bad Day

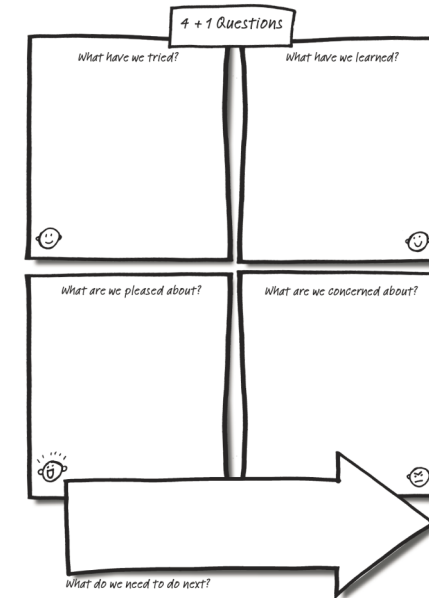
Summary:

Involves gathering information about what makes a good day and what makes a bad day for each pupil. Then, by asking specific questions, (see page 18) from this we can learn how best to support them in school: and identify what it may take to ensure more good days and fewer bad days.

When? Before a formal review meeting/to inform a One Page Profile

How It Supports Personalisation:

- ◆ Can be used to start a One Page Profile.
- ◆ Reassures parents that staff in school have a better understanding of their child and what impacts on their day in school.
- ◆ Supports staff to consider their own role in creating the best learning days.
- ◆ Used with the whole class, can help pupils appreciate each others perspectives on life in school.
- ◆ Informs additional support work, (such as ITPs, IEPs, Provision Plans and reviews.)
- ◆ Develops/changes strategies within school, (i.e if pupils were saying a Bad Day related to break times, staff could establish strategies to address this, such as providing buddy support or access to clubs.



Benefits:

1. Offers chance for structured reflection for participants meeting to reflect on:
 - Intervention/learning programme
 - Effectiveness of QFT planning
2. Provides a format for follow up meetings intended to review a formal Review Meeting e.g.
 - EHC plan draft
 - FCAF actions
3. Gives a chance to share concerns and issues and prompts the group to focus on forward planning
4. Recognises and celebrates what has been working well.

7.

4 + 1 Questions

Summary:

This tool is a way of reflecting on what has been happening and what has been learned in relation to any situation.

It asks four questions: of participants

- 1 What have we tried?
- 2 What have we learned?
- 3 What are we pleased about?
- 4 What are we concerned about?

Following reflection, the next question is:

Given what we know now, what next?

(This last question forms the basis of action planning.)

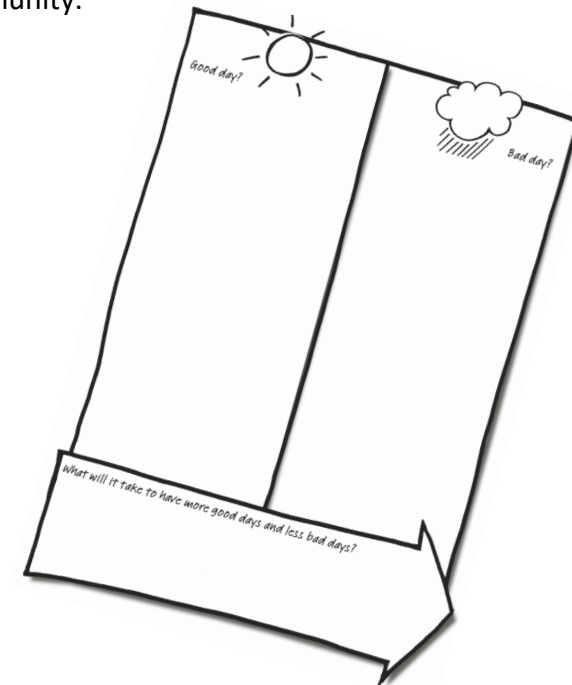
When? Anytime reflection required/review meetings

How It Supports Personalisation:

- ◆ Provides opportunity to acknowledge what has been working well and gives participants a way to share their worries about any issue.
- ◆ Can be used at any point to review pupil progress and to help professionals reflect on their practice.
- ◆ Can be used within a pupil's family to shape information that is being recorded and shared, as part of a team approach to support.. Use as a basis for action planning.
- ◆ Helps to evaluate any new intervention a school may be trying out to measure the impact qualitatively and set actions based on it.
- ◆ Provides a structure for gathering pupils' views

Benefits:

1. Supports pupils' sense of belonging within the school setting as contribution they could make to support their child to have more good days.
2. Demonstrates staff are listening to them and supporting them to have more Good Days.
3. Helps pupils to understand what matters to them in school and what makes them a better learner.
4. Enables parents to think about what makes a Good Day and Bad day for their child in school and possibly identify any further hat the school listens and responds to its community.



Summary:

A single page which includes information about:

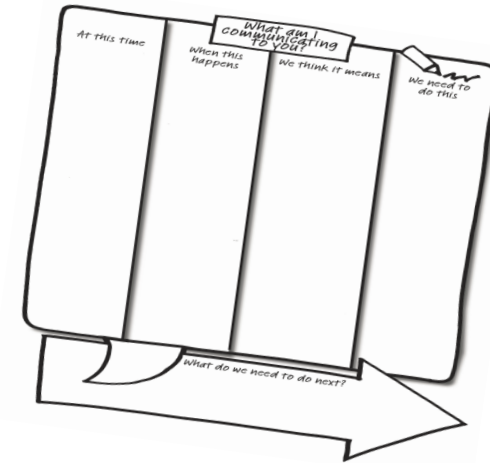
- What people like and admire about the pupil.
- What is important to them from their own perspective.
- How best to support them, using tips gathered from the child, people who know the child well and people who have worked with them.

When? Before a formal review meeting in order to inform discussion/to summarise learning gained at a review meeting

How It Supports Personalisation:

- ◆ Use during times of transition to enable the new teaching staff/school support team/supply teachers, to get to know the pupil quickly - offers reassurance to parents at any time of transition – e.g changing class/school/setting.
- ◆ Gives staff strategies to ensure appropriate support and provision is in place right from the start.
- ◆ Leads to looking at what is working and not working for the pupil and what needs to happen to change what is not working.
- ◆ Enables information about a pupil to be shared easily across all departments and with all staff supporting the pupil.
- ◆ Sets out a menu of support for staff.
- ◆ Enables staff to ensure information gathered on pupils remains relevant and useful by regularly updating it.

Benefits:



1. Improves behaviour management strategies because they centre on changing the right thing, whether that is the environment or the pupil's perception.
2. Enables everyone to understand and respond consistently to how and what the pupil communicates.
3. Promotes a smoother lesson/school day, as staff are more aware of when pupils are feeling anxious or upset; it provides a way to recognise the signs earlier.
4. Helps staff to spot signs or behaviours that may otherwise be missed.
5. Gives school staff confidence because they know how to respond to the child effectively.
6. Builds better relationships as information can be shared with peers to support the way they communicate with the pupil.

6. Communication Charts

Summary:

Simple but powerful way to record how someone communicates through their actions and behaviours. This chart gives staff the opportunity to record what they observe, reflect on the reasons, discuss options and agree how to respond to achieve the best outcome

When? For a focused period (1 or 2 weeks) to resolve an issue, agree strategy. To prompt staff thinking around communication through behaviour.

How It Supports Personalisation:

- ◆ Can be used to record detailed information for pupils who use words to speak but particularly for those who do not.
- ◆ Supports better understanding of behaviour as a form of communication.
- ◆ Helps in including the pupil in sharing what works best for them when they feel upset or angry.
- ◆ Reassures parents at times of transition.
- ◆ Supports staff to become more aware of how pupils are communicating, when they are presenting with behaviours which are difficult or challenging.
- ◆ Can be used to add more information to the chart as they get to know the pupil and gain a better understanding of how the pupil communicates.
- ◆ Helps teachers to focus on how a pupil communicates and what they think different behaviours mean and how they should respond.

Benefits:

1. Creates a full picture of the pupil which provides invaluable information for all those involved with the child

2. Enables the school to identify any adjustments that could help the pupil have a 'better day' these are often small adjustments that can make a big difference

3. Identifies how to provide the right support at the right time in the right way, in order for pupils to make optimum progress, irrespective of their starting point – everyone involved then learns what is working and not working to create actions for positive change.

4. Ensures parents feel listened to, and respected, for their expertise in their child's life.

The diagram shows a 'One page profile' form with four main sections:

- Photo:** Each one page profile has a current photo of the person.
- Appreciations:** This section lists the positive qualities, strengths and talents of the person. It can also be called 'like and admire'.
- What's important to the person:** This is a bullet list of what really matters to the person from their perspective (even if others do not agree). It is detailed and specific. This section needs to have enough detail so that someone who does not know the person can understand what matters to them. It could include:
 - Who the important people are in the person's life, and when and how they spend time together.
 - Important activities and hobbies, and when, where and how often these take place.
 - Any routines that are important to the person.
- How to support the person:** This is a list of how to support the person, and what is helpful and what is not. The information in this section includes what people need to know, and what people need to do.

4. Working / Not Working

Summary:

This helps to analyse an issue or situation across different perspectives, providing a picture of how things are right now informing next step planning.

It can be used in different ways to identify where things are working well and where things need to be changed. Pupil 's views, the family's perspective and those of the setting can be recorded at separate times and shared at a review.

When? Anytime to inform planning

How It Supports Personalisation:

- ◆ Gives a snapshot of how things are now, an opportunity to acknowledge what is working well and a clear way of highlighting what needs to be different, to build into action planning and target setting.
- ◆ Use with a One-Page Profile to agree actions.
- ◆ Discovers what needs to be put in place at times of transition from one class or school to another.
- ◆ Gathers different perspectives and views, for example in parents' evenings or Person-Centred Reviews.
- ◆ Helps when reviewing additional provision in school from the child's perspective, for example for a termly ITP/IEP/IBP review.
- ◆ Supports consultation with parents on an issue – by asking them what they think is currently working and not working and to plan actions with them.

Benefits:

1. Encourages parents' involvement as they can add their knowledge to the Learning Log and contribute to staff getting to know their child and planning the best support for them.
2. Enables parents to learn what support works best for their child in school and find out what staff have learned about their child as they have got to know them over time.
3. Enables staff to record the rich detailed information they often have in their heads, so that others can benefit from this and it can be passed on.
4. Promotes reflection on activities from the perspective of the whole school community.

Date	What did the person do?	Who was there?	What did you learn about what worked well?	What did you learn about what didn't work?

5. Learning Logs

Summary:

A Learning Log is a simple way to record learning and information about a pupil, to continuously improve how personalised learning and support is delivered. Thinking and recording information is structured to capture details of what worked well, what didn't work well during specific activities and experiences:

What did the pupil do?

Who was there?

What was learnt about what worked well?

What was learnt about what didn't work?

What needs to keep happening/do differently?

When? Anytime for focused period 1 or 2 weeks/to Inform reviews

How It Supports Personalisation:

- ◆ Helps staff understand what is important to a pupil.
- ◆ Can replace other daily records and structure home-school books.
- ◆ Can be used in a summative way, helping people put all the information together on a new One-Page Profile or to help review a current one, or in a formative way, helping staff understand how best to support pupils on a day-to-day basis.
- ◆ Helps to think about what needs to stay the same and what needs to change to support the pupil in different situations.
- ◆ Enables schools to identify any adjustments that could help the pupil to have better support or learning opportunities.

Benefits:

1. Helps pupils and adults to clarify what they want and what they don't want now and can help them to look to the future in terms of what would work or not work for them.
2. Focuses on what is working, so helps people think about the skills and tasks that need to be maintained, and helps prioritise what support is needed and what needs to change.
3. Informs staff of what is working and not working for the pupil about a subject in particular, or about school life generally.
4. Helps staff/parents gain an understanding of the pupil's perspective, if they are distressed in school so that a targeted plan can be developed to support them.
5. Supports parents in contributing their perspectives on issues or their child's progress, for example in parents' evenings, or Person-Centred Reviews.

