Person Centred Approaches

One Planning

and

Education, Health

& Care Plans

Handbook and Resources

InterAct, Moulsham Mill, Parkway, Chelmsford, Essex. CM2 7PX  www.interact.org.uk
Charity Registration No. 1048631
Working in partnership with Essex County Council
Introduction

Welcome to the training on Person-Centred Approaches - One Planning and Education, Health & Care Plans. InterAct has developed this training programme for Social Care, Health Care & Education Practitioners who work with children and young people with Special Educational Needs & Disabilities, and parents/carers. It focuses on the assessment and planning processes for the new Education, Health & Care Plans, and the effective use of Person-Centred Approaches within these processes. This is part of what is known as the One Planning Environment in Essex.

The training covers the person-centred One Planning approach, setting outcomes, and effective participation in and/or facilitation of review and transfer meetings for children and young people with Statements of Special Educational Needs or Learning Difficulty Assessments.

We will draw upon nationally-recognised person-centred planning tools and resources developed by Helen Sanderson Associates, InControl, Preparing for Adulthood, the Council for Disabled Children and others. The training material has also been tailored to the local context in Essex, particularly One Planning.
To enable you to explore some of the tools and resources available, the training includes working with the planning tools from the perspective of your own life and experiences - but how much personal information you disclose in the training context, or when using these tools elsewhere, is an individual choice. The use of case studies and scenarios gives opportunities for considering how to use those tools to gain a holistic understanding of a child or young person - their hopes, dreams and their needs, and how everyone can work together in aiming for the best possible outcomes within the One Plan and Education, Health & Care Plan.

The tools and resources used will be available online - please see details on the Essex Local Offer: [www.essexlocaloffer.org.uk/content/interact-training-person-centred-approaches](http://www.essexlocaloffer.org.uk/content/interact-training-person-centred-approaches)

After the initial training session, half-day reflection and action learning sessions are planned. These will bring together larger groups to share and learn from their experiences in using Person-Centred Approaches.

## Setting the Scene: Special Educational Needs and Disability (SEND) Reforms

The Children and Families Act 2014 brought about substantial reforms in the support for children and young people with Special Educational Needs and Disabilities (SEND), and particularly in the processes for assessment, planning and implementation of that support.

On 1st September 2014, the new Special Educational Needs and Disabilities Code of Practice: 0 to 25 years came into effect (this was then updated in January 2015) and holistic Education, Health and Care Plans began to be introduced, whilst Statements of Special Educational Needs, and Learning Difficulty Assessments (LDAs) are being phased out.

### The new Code of Practice is statutory guidance for the following organisations:

- Local authorities (education, social care & relevant housing & employment & other services)
- The governing bodies of schools, including non-maintained special schools
- The governing bodies of further education colleges and sixth form colleges
- The proprietors of academies (including free schools, university technical colleges and studio schools)
- The management committees of pupil referral units
- Independent schools and independent specialist providers approved under Section 41 of the Children and Families Act 2014
- All early years providers in the maintained, private, voluntary and independent sectors that are funded by the local authority
- The National Health Service Commissioning Board
- Clinical Commissioning Groups (CCGs)
- NHS Trusts
- NHS Foundation Trusts
- Local Health Boards
- Youth Offending Teams and relevant youth custodial establishments
- The First-tier Tribunal (Special Educational Needs and Disability)

**SEND Code of Practice**, January 2015 (Paragraph iv)
The main changes from the *SEN Code of Practice* (2001) reflect the changes introduced by the Children and Families Act 2014. These are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005
- There is new guidance on supporting children and young people with SEN who are in youth custody

**SEND Code of Practice**, January 2015 (Paragraph vi)
Education, Health and Care Plans (EHC Plans, EHCPs)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person
- Provide a full description of the child or young person’s special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child or young person’s needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child or young person’s needs and support the achievement of the agreed outcome

SEND Code of Practice, January 2015 (Section 9.2)

Essex as a One Plan Environment

In Essex, planning with children and young people with Special Educational Needs & Disabilities (SEND), whether or not this results in an EHC Plan, uses an approach known as One Planning which is rooted in the principles of Person-Centred Planning, as outlined within the new SEND Code of Practice:

A person-centred approach within a family context can ensure that children, young people and their parents are involved in all aspects of planning and decision-making.

The assessment and planning process should:

- Focus on the child or young person as an individual
- Enable children and young people and their parents to express their views, wishes and feelings
- Enable children and young people and their parents to be part of the decision-making process
- Be easy for children, young people and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- Highlight the child or young person’s strengths and capabilities
- Enable the child or young person, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together the overall approach
- Deliver an outcomes-focused and co-ordinated plan for the child or young person and their parents

SEND Code of Practice, January 2015 (Section 9.22)
One Page Profile: Who am I? What I’d like you to know about me

Me: (Name & Photo)

What people like and admire about me:

What’s important to me

Now:

My hopes and dreams:

How to help and support me:

Date:
Six questions: finding out what you need to know, & other tools to use

1. Who are the most important people in your life? How often do you see them? What do you like to do together? (see also Relationship Map, p7, and Important to/Important for, p8)

2. What things do you do every week, which you would miss if they stopped? (see also Important to/Important for, p8)

3. What makes a happy day for you? What makes an unhappy day? (see Happy Days/Unhappy Days, p10, Important to/Important for, p8)


5. What do you always have with you? And why? (see also Important to/Important for, p8)

6. What would your family or friends say that they like & admire about you?
Important To / Important For - and getting the balance right

**Important TO:** What I like - interests, people, favourite possessions... (preferences)

**Important FOR:** Learning, health, support, safety and wellbeing...... (needs)

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**Important to me**

**Important for me**

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**Notes/Actions:**
Relationship Map or ‘Circle of Support’: the people in my life

Who do I spend my time with? Who do I like being with?
Who helps and supports me?

Name:

My family (and/or foster carers)

School, college, work

Paid support

My friends

Me

To think about: Who is closest, and most important in your life? Why?
Are there any gaps that need to be filled?

Notes/Actions:
Happy Days / Unhappy Days

What makes some days go better or feel happier than others?

What should change to make the unhappy days better for you?

Happy days

Unhappy days

Ways to have more happy days and less unhappy days

Notes:
### What’s Working 😊 / What’s Not Working ☹️

**Gather information from different perspectives:**

<table>
<thead>
<tr>
<th>Child/young person</th>
<th>Family</th>
<th>School</th>
<th>Other people involved</th>
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</table>

#### Areas to think about

<table>
<thead>
<tr>
<th>What’s working well - that we can build on?</th>
<th>What’s not working well - that we need to change?</th>
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<tbody>
<tr>
<td>Language, learning and development/learning skills, moving towards employment</td>
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<td>Home and independence</td>
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<td>Health and wellbeing</td>
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<td>Friends, relationships, community</td>
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Communication - How I* communicate with you

Explore and think about how the child or young person communicates:

*Please note*: Comments noted when planning should only be recorded as “I/me/my” when you are confident that these express the child or young person’s own words, views and preferences.

Is any additional support, equipment or other resources needed to enable them to express themselves as clearly and fully as possible?

| At this time | When this happens | We think it means | We need to do this |

What we need to do next
Communication - How we communicate with you

Explore and think about how people involved in planning with and supporting the child or young person will **communicate with him or her** and **make ourselves understood**.

Is any additional support, equipment or other resources needed to achieve this?

We want to tell/ask you | To do this we | Helped/supported by

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What we need to do next
1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.
To consider - Mental Capacity

The *Mental Capacity Act 2005* (MCA) applies to anyone over 16 who is unable to make all or some decisions for themselves. Adults (over 18) can appoint people to make decisions on their behalf in the event that they become unable to make their own decisions under a Lasting Power of Attorney. Alternatively, if the person does not have capacity to do this, the Court of Protection may appoint a Deputy to make decisions on their behalf. If an adult is believed to lack the capacity to engage in decisions about how their needs will be met, the *Mental Capacity Act Guidance* must be followed.

<table>
<thead>
<tr>
<th>Decision</th>
<th>How I must be involved.</th>
<th>Who makes the final decision?</th>
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Hopes, Dreams and Aspirations

What you want to do or be in the future: Think about the Preparing for Adulthood outcomes:

- Education and Employment
- Independent living
- Being part of the community - having friends and relationships
- Being healthy
- Anything else - Other areas

Learning (School, College or Work-based): [What/Why]
Employment/Work/Volunteering: [What/Why]
Where and How I want to live in the future: [and Why]
Skills, Hobbies and Interests in the Community [What/Why]
Anything else? - Blue Sky Thinking
Being healthy

[Diagram of thought clouds with icons and text areas]
What would success look like? - Developing Outcomes

Using information gathered, e.g. in Hopes, Dreams and Aspirations, Important To / Important For and What’s Working / What’s Not Working, agree priorities for what to include as Outcomes in the Education, Health & Care Plan.

- Why is this a priority? What difference would it make for the child/young person? (i.e. What would success look like when the outcome is achieved?)
- Is the outcome SMART? Specific, Measurable, Achievable, Relevant, Time-bound

Further information on Developing Outcomes

The Delivering Better Outcomes Together consortium has produced a new resource to support the development of good quality outcomes in Education Health and Care Plans (EHC plans). It is available for download at:

http://www.sendpathfinder.co.uk/delivering-better-outcomes-together
Ensuring Meetings and Planning Processes are Person-Centred

During the One Plan Project in 2013-14, the pilot for One Planning in Essex, feedback was gathered on what practitioners considered important for person-centred One Planning meetings. The key points and principles from this (summarised and adapted below) provide good practice guidance for all those who are now involved in the One Planning and EHC Planning processes.

**NOTE: One Planning is a process and not a meeting.** One Planning is to be used both for EHC Planning and for planning and review meetings for children and young people with SEND not directly linked to EHC plans. Although meetings will be convened, the planning process will occur over a period of time leading up to, during and going beyond the meetings which are held, until the EHC Plan and/or One Plan is finalised.

For full details, please see: [http://www.essexlocaloffer.org.uk/content/one-plan-project](http://www.essexlocaloffer.org.uk/content/one-plan-project) and specifically: [http://www.essexlocaloffer.org.uk/node/2811](http://www.essexlocaloffer.org.uk/node/2811)

**Date and Time for the Meeting**
- Is this convenient for the family?
- Is this convenient for the child/young person?
- Can the relevant professionals/practitioners attend?
- Does the date fit with any planned timelines (e.g. local/national timescales for transferring SEN Statements to EHCPs)?

**The Environment for the Meeting**
- Is it essential for the review to be held at the school?
- Is the room accessible, and how will it be laid out for the meeting? (formal/informal)

**Gathering Views and Evidence**
- Follow the procedures and timescales for the assessment and planning processes
- Invite parents/carers to share their views … before, during and after the meeting
- Invite the child/young person to share his/her views … before, during and after the meeting
- Do parents/carers and/or the child/young person need additional support to participate fully in the planning process? (n.b. Throughout the assessment and planning processes for an EHCP, Independent Support is available from iSEssex: [www.isessex.org](http://www.isessex.org))
- Invite professionals to share their views … before and during the meeting. Any assessments should be relevant and up-to-date

**At the meeting - using the Person-Centred Tools and Resources**
(some of which may have been discussed/completed before the meeting - including the One Page Profile)
- Who is here?
- Appreciation – what do we like and admire about the child/young person?
- What’s important to the child/young person (and/or parents)
- What’s important for the child/young person?
• What’s working (from everyone’s perspective) and needs to continue/develop?
• What’s not working (from everyone’s perspective) and needs to change?
• What actions need to be undertaken to achieve the agreed outcomes (educational and other) by the support network around the child/young person?

**Following the meeting (∗ applies to procedures for EHC Plans only)**

• Continue to support parents/carers and the child/young person through the planning/decision-making process

• *Draft EHC Plan* is produced. This details the Aspirations, Outcomes, Needs and Provision - it is sent to Parent(s)/Carer(s) and/or Young Person for checking/comment

• *Final EHC Plan* also details the Educational Placement - this is sent to the parent(s) / carer(s) and or the young person for sign-off

• Are they happy to sign off the Plan?

• Has the child/young person been thanked/rewarded (if appropriate) for their contribution?

• Does the child/young person understand the value of the Plan (e.g. referring back to the outcomes when planning/agreeing targets)?

• Have the implications been explained (e.g. requests for additional support, and how this will be provided, or change of placement)?

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### You and Your Contribution to the *One Planning* Process / Meetings

**To Consider:**

• What is your role or contribution to the *One Planning* process?

• Who else do I need to involve?

• Assessments/preparation needed for meeting/planning

• Communication with child/young person, parent(s) / carer(s), others

• Non-verbal communication/body language

• What will I need to do as follow-up from the meeting/planning?

**Notes / Comments / Actions:**

...
*The EHC Outcomes Pyramid was developed by The Council for Disabled Children: http://www.councilfordisabledchildren.org.uk/resources/ehc-outcomes-pyramid

This gives a diagrammatic view of the key parts of an Education, Health and Care Plan (Sections A-H2) as set out in the SEND Code of Practice, January 2015 (Sections 9.62 and 9.69).

The EHC Plan should also include information on any Personal Budget to be used to secure provision in the EHC plan (Section J), and the advice and information gathered during the EHC needs assessment (Section K).

Details of the Placement (Section I) must be included only in the final EHC plan, not the draft EHC Plan sent to the child’s parent(s) or to the young person.

Targets are not part of the Plan itself, but the EHC Plan should specify arrangements for setting and reviewing shorter-term targets at the school, college or training provider.
Outcomes-Based Planning

**Aspirations / Hopes / Dreams** should be noted first, with clear, achievable *(SMART)* **Outcomes** relating to them. These Outcomes can then be broken down into shorter-term **Steps towards Outcomes**.

The assessed **Special Educational Needs, Health Care Needs** and **Social Care Needs** should be recorded. Appropriate **Provision** is then put in place, to meet those assessed **Needs**, supporting the child/young person to achieve the agreed **Outcomes**.

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*In this version of the *EHC Outcomes Pyramid*, an additional section has been included (shaded), so that **family, community and other resources** can be included and considered when discussing ways to achieve the agreed outcomes in the EHC Plan.*
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Notes / Reflections

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SEND Code of Practice: 0 to 25 years - Statutory guidance:

Essex Local Offer - Web-based portal of services and support available for children and young people in Essex with SEND, and their families: www.essexlocaloffer.org.uk
and specific information on One Planning and Education, Health and Care Plans: http://www.essexlocaloffer.org.uk/categories/one-planning-and-education-health-and-care-plan
and the Training Handbook and other resources used in this course: www.essexlocaloffer.org.uk/content/interact-training-person-centred-approaches

Independent Support Essex (ISEssex) - support for young people and families during the assessment and planning process for an Education. Health and Care Plan: www.isessex.org

The Council for Disabled Children - website has a wide range of information and resources on the Children & Families Act SEND Reforms: http://councilfordisabledchildren.org.uk/resources

Preparing for Adulthood - Factsheets, Tools, Learning Examples, Guides, Toolkits, Videos: http://www.preparingforadulthood.org.uk/

InControl - Information, Resources and Research on Person-Centred Planning: http://www.in-control.org.uk/

Sheffkids - Wide variety of downloadable One Page Profile templates in MS Word format: http://www.sheffkids.co.uk/adultssite/pages/onepageprofilestemplates.html

Sources of Further Information / Resources

People ............... Lives ................. Communities

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We offer a portfolio of training courses and workshops which we deliver in a range of settings. We have over 20 years' experience of working with young people, families, and communities, of person centred approaches and of emotional, mental health and wellbeing, providing us with invaluable experience in shaping our programme of training for practitioners, parents/carers and young people. Our training team is trained and qualified.

Person Centred Approaches, Mental Health First Aid (MHFA), Resilience Training

Not what you are looking for?... We can tailor programmes for your organisation’s needs.

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☎: 01245-608201 training@interact.org.uk www.interact.org.uk Charity Reg. No. 1048631

About InterAct: InterAct supports disabled and disadvantaged adults, children, families, carers and young people, and works with the organisations, individuals and communities who support them. Our overall aim is to inform, support & empower people to increase their independence, choice and control, realise their aspirations and play a full part in society.

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