



## **Safeguarding young people through person centred planning: To change, we have to change our practice**

### **Principles that lie behind practice**

Everyone will be the best they can be  
Everyone has a voice  
No-one is excluded

Clear impact measures linked to keys to citizenship

Core promise picked apart to develop a service delivery plan – with outcome measures

Core Promise empowers individuals to impact upon service design and delivery; it reliably captures student voice and embeds safeguarding into every aspect of provision.

Learning to listen for what really matters to people is a fundamental person centred thinking skill.

Services integrated from inception

### **The five elements of the Core Promise are:**

#### **1. A person centred planning process and review.**

A person centred review meeting has the person at the centre and all conversations, discussions and decisions focus on what is important to and what is important for that person.

How do we know? How do we gather that information and evidence it?

You ask them.

You ask the family and friends. They often know them best.

You ask people who work with and support them in school, home, respite, clubs etc.

That information is presented by the young person and others at the meeting.

It enables informed decision making and action planning at the meeting.

The meeting is facilitated by a trained facilitator.

Young people can be trained to facilitate their own meetings.

#### **2. A Communication System**

A system that will accurately log, evidence and chart communication, including communication through behaviour, so that the learner is always understood.

#### **3. One Page Profile**

A personal profile captures key information about what matters to a young person. It helps people get to know the person quickly and easily, avoids preconceptions and serves as a reminder about how you can support that person day to day.

1 page profiles appear gentle and positive – but they can also be powerful. They belong to the young person and they can share it with who they want. It must be regularly reviewed, and developed.

'What we like and admire about...' begins the profile with a positive focus on the person's gifts and skills – offering a positive reputation rather than a deficit model.

## **5. A decision making process**

A process to ensure there is a progression route through preferencing, choosing and decision making for all learners

Making decisions may appear easy but demands a high level of skill. In order for a decision to be meaningful, the decision maker needs to understand the context i.e. what choices are available and the consequences i.e. how will the decision change my life?

The goal of personalisation through a person centred approach should be citizenship.

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## **Learning Impact Measures**

Our purpose is to help students to be the best that they can be.

This means providing a curriculum and learning opportunities enabling all young people to become:

### **Confident Individuals**

- become increasingly self confident
- be brave, try new things
- know yourself and like what you find!
- be an effective communicator

### **Successful Learners**

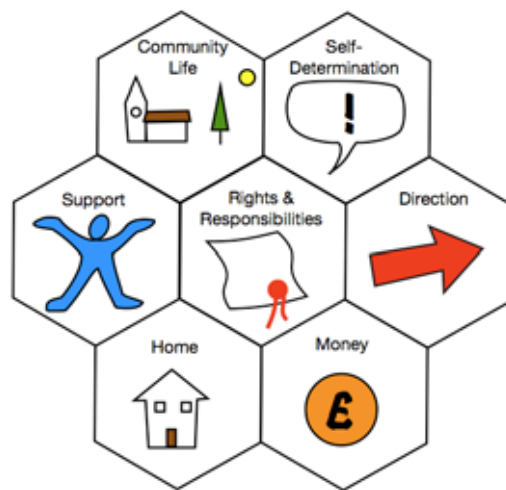
- identify, pursue and extend your own interests
- achieve Nationally recognised accreditation
- set yourself challenging targets and know when you have succeeded
- be able to make decisions that will have a positive outcome for you

### **Responsible Citizens**

- be in control of your life
- have meaningful plans
- have money of your own
- have a home of your own
- have a good system of support
- make an active and valued contribution to your community

**Moderated evidence will demonstrate this for each individual using individual Statements of learning Impact.**

**Statements of Learning Impact can come via the 6 keys (Simon Duffy)\***  
Rights and Responsibilities are threaded through all keys.



### **Self-determination**

I have good friends who support me by talking things through  
I can make choices and understand the consequences of my choice  
I can make decisions and understand the consequences of my decision

### **Community life**

I make a positive contribution to my community:  
Participate in sporting activities  
Have a part time job

### **Support**

I can ask for help with my work when I need it  
I can ask for help with tidying my bedroom

### **Home**

I live at home with my family  
I live in my own home and know what support I will need

### **Money**

I have a part time job  
I have a full time job  
I am in full time education and receive EMA  
I make decisions about how to spend my own money  
I know what my budget is and I can stick to it

### **Direction**

I know what I want to do when I finish college  
I want to do an IT course  
I want to live in a flat with friends

\* Simon Duffy

Keys to Citizenship: A Guide to Getting Good Support Services for People with Learning Difficulties  
Paradigm Consultancy & Development Agency Ltd (5 Jan 2004)

## **Training and development (with reference to NFER impact model)\***

### **Level 1 (changes to inputs, processes and structures)**

1. Personalisation and a person centred approach – changing the culture  
(i) LA (ii) Education staff (iii) Link workers (iii) families and friends
2. Safeguarding young people through Person centred planning – including gathering information for a CAF and a PEP.

### **Level 2 (changes to experiences and attitudes)**

3. Person centred toolkit
4. The Core Promise

### **Level 3 (changes to outcomes for children, young people and their families)**

5. Training for person centred review facilitators

### **Level 4 (Institutional/systemic embedding)**

6. Development/network meetings
7. Continuous training programme; training embedded into CYPS workforce training programme.

\* NFER impact model. Evaluating impact of CPD across Local Authorities.  
Morris, M. and Golden, S. (2005). Evaluation of Aimhigher: Excellence Challenge:  
Interim Report 2005 (DfES Research Report 648). London: DfES.