



## Core Promise

Our core promise is to enable all children and young people to understand and communicate what is important to them, thus allowing individualised learning to be provided.

Our core promise provides effective partnership between children and young people, families, schools and other agencies.

Our core promise includes individual:

- Person centred reviews
- One page profiles
- Communication chart
- Decision making agreement
- Home school agreement

## Why core promise?

Learning driving curriculum

Provides wide, creative, exploratory curriculum

Empowering young people and families to be in control

Offers opportunity for research on evidence and impact

What are we educating our children for?

Value for money

Raising expectations and aspirations

Changing outside perceptions of our students

Whose school is it anyway?

What constitutes learning?

Responsibility on school to provide means to meet realistic expectations

Bringing together building blocks for independence

Supports aspirational government initiatives (best practice) and links to agenda for adult services

Potential to transform special education

Education is an investment in students' future  
Education is investment in society's future  
Lifelong learning – broad definition of education  
Preparing for personalisation agenda

## **Why Person Centred Reviews?**

Looking at students as whole beings – every aspect of their lives

Giving all students a voice – hearing and acting on that voice  
Informs curriculum  
Encouraging families  
Acknowledging school is just a small part of whole life  
Model of good practice  
Bringing together different perspectives – challenging where appropriate and needed  
Challenging availability of services  
Permissions – young person sees everybody coming together (e.g. parents, key workers etc)  
Inclusive  
Promoting partnerships  
Significant role in consultation, leading to strategic development and commissioning  
Centres on student – shift of emphasis

## **Why One Page Profiles?**

Gives real understanding of students  
Saves time  
Gives info on students  
Helpful as checklist for support  
Gives instant picture of child  
Allows students to participate in decision making in their lives  
Gives instant view of child  
Allows for problem solving before problem  
Allows for consistency across settings  
Information for strategic development and commissioning  
Helps at points of change in school  
Gives history  
Helps allied professionals  
Accessible  
Manageable and easy to read  
Smooths the way  
Useful information

## **Why decision making agreement?**

- Empowering young people
- Unlocks potential – assumes young people can make choices
- Conflict management tool
- Gives clarity about who is making decisions
- Key element in making transition work
- Acknowledging there will be conflict in people's lives
- Providing broad opportunities in curriculum to make choices
- Problem solving
- Partnership working
- Learning about choices, preferences and decisions. Link to Mental Capacity Act
- Promotes value of disabled children and young people
- Safeguarding element
- Highlights need for independent advocacy
- Preparing parents to let go
- Highlights who is making decisions
- Potential to inform service design and commissioning

## **Why communication charts?**

- Enables people to learn how young person communicates and how to communicate with them
- Gives voice and allows child to be heard
- Fundamental human right
- Leads to decision making
- Community coherence – understanding of whole community
- Huge impact on avoiding and managing challenging behaviour
- Access to learning
- Safeguarding element
- Says communication is important
- Tightens up good practice
- Gives information for development of service
- Aggregated information provides ideas of what we need with regards to strategic development and commissioning
- Knock on effect on all communication
- Promotes value of disabled children
- Helps and informs risk assessments
- Recognises challenges of communication
- Helps understand a child
- Gives instant view of a child

## **Why home: school: child/young person agreement?**

Working in partnership

Streamlining teachers work – gets rid of superfluous documentation

Connects to reviews – helps parents make sense of process

Gives responsibility and self direction

Allows us to find gaps and problem solve

Individualised service level agreement

Sets precedent for agreements and how to negotiate services

Helps think about outcomes – commissioning role

IEP

Informs curriculum

Meaningful document

Provides history

Gives insight into what is important to families

Tightens up the way we work – provides link between reviews, profiles etc

Creates opportunity for respectful challenge and dialogue

Leads to accountability

Risk management

Live document

Makes everybody equal – parents, student and school