12. Appendix 1

Appendix 1

Summary of the person-centred thinking tools that can be used in developing EHC plans and within schools and colleges

Person-centred thinking tool	Summary
Appreciation	This person-centred thinking tool involves listing all the young person's positive characteristics, gifts and capacities by learning what others like, admire or value about them. This informs their One-Page Profile, can be used in person-centred reviews, and helps us to think about how they can use their gifts every day to make a positive contribution and benefit others in the school, college or community.
One-page profile	• What people like and admire about the young person • What is important to them • How best to support them These profiles are a way of getting started with person-centred practices by gathering specific information about individuals that can inform the foundation of personalised school and college support. One-Page profiles can be used to record information about what is important to young people in a particular setting, such as in school, college or the community. It is important to remember that this approach isn't only about delivering what is important to the young person; we all have a balance in our lives of what is important TO us (being happy, content and fulfilled) and what is important FOR us (being healthy, safe, valued and having every opportunity to learn). In working with young people we are looking to discover what support they need to have in order to balances what is important TO and important FOR them at home and at school or college.
Communication Charts - How the young person communicates with us	Communication charts are a simple but powerful way to record how someone communicates through their actions as well as their words. We all communicate in a variety of ways. This chart gives an opportunity to describe these ways of communicating and how others should respond.
Communication Chart - How we communicate with the young person	Communication charts can also record how we can communicate effectively with the young person.

History map	This involves describing the young person's history and key milestones.
Aspirations	Thinking about hopes and dreams, particularly in the context of the four Preparing for Adulthood outcomes.
Learning Log	A Learning Log is a simple way to record learning and information about a young person, to continuously improve how we deliver personalised learning and support. It can replace other daily records, and can be used to structure home-school/college books. Learning Logs help us think about what needs to stay the same and what needs to change to support the young person in different situations. It can be used in a formative way, helping people understand how best to support the young person on a day-to-day basis and therefore to enhance their effective learning opportunities and optimise progress. Learning Logs can also 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.
Good Day/ Bad Day	This involves gathering information about what makes a good day and what makes a bad day for each young person. Then, by asking specific questions, we can use this information to begin to understand what is important to them and learn how best to support them.
Four plus One questions	This tool is a way of reflecting on what has been happening and what has been learned in relation to any situation. It first asks four questions: 1. What have we tried? 2. What have we learned? 3. What are we pleased about? 4. What are we concerned about? It offers an opportunity to acknowledge what has been working well but also gives participants in the discussion a way to share their worries about any issue. Following reflection, the next question is: 5. Given what we know now, what next? This last question then forms the basis of action planning.

Working/ not working from different perspectives	This can be used in different ways to identify where things are working well and where things need to be different (not working) by looking at an issue from different perspectives. It can include the views of a number of people while remembering that the young person is at the centre. It gives us: ● A snapshot of how things are now. ● An opportunity to acknowledge what is working well. ● A clear way of highlighting what needs to be different, to build into actions. It is part of person-centred reviews and the Preparing for Adulthood review.
Relationship Circle	This person-centred thinking tool is a visual summary of who is important in the young person's life. It is a way of understanding the number, spread and depth of their relationships and to then think about how to strengthen existing relationships and develop new ones. The information about who is important can then be added to the One-Page Profile. It can use photos or draw the people in their life. It can be represented as circles or as a map.
Decision-Making	This person-centred thinking tool creates a clear picture of how young people make decisions, the range of decisions they make, and what information and support they need in decision-making. This person-centred thinking tool has two parts – the decision-making profile, which shares the pupil's preferences in decision-making, and the decision-making agreement, which specifies the important decisions and how the young person wants to be supported with them.
Community Contributions	This person-centred thinking tool is a way to map out how connected young people are within their local community and the nature of their connection. This provides an opportunity to look at where the person spends their time (outside their home) and explore whether they are simply present, or participating, connecting and contributing.
Roles and Responsibilities (The Doughnut)	The doughnut is a tool that helps people understand not only what they must do (core responsibilities) but also where they can try things using their own judgment and creativity. It also identifies what is not their responsibility. It is often known as the Doughnut because it is a visual tool with an inner ring, where core responsibilities are recorded, a second ring showing where people can use their judgment and be creative, and an outer ring which reflects areas that are not the person's responsibility.

Matching	This is a structured way of thinking about the best matches for the young person with other people – for example other young people or support staff. It works across four areas; support needed, skills wanted and needed, personality characteristics and shared common interests.
Person-centred Reviews	Person-centred reviews were initially developed in education to transform Year 9 transition reviews, as a way of ensuring that the young person was at the centre. The annual review process is a way of learning what is important to and for the young person, together with the people who are important in a their life. The focus of the review is on creating action plans. It is now widely used across all ages of education. The information from person-centred reviews can be aggregated to inform school development plans through a process called Working Together for Change. The review looks at: • What we appreciate/like and admire about the young person. • What is important to them now? • What is important to them for the future? • What do we need to know or do to support them? • Questions to answer/issues we are struggling with. • What is working and not working from different perspectives. • Action plan. The review thus brings together the information from all the other person-centred tools. The review process includes the young person and their family. The Preparing for Adulthood review is built on this foundation and differs in four ways: 1. The working and not working section focuses on the four Preparing for Adulthood outcome areas, as well as anything else that is working or not working from different perspectives. 2. Developing outcomes starts with aspirations. 3. As well as developing clear outcomes, the process includes thinking about provision and targets. 4. There is a process for checking that the outcomes move the young person closer to their aspirations.

Appendix 2

Excellence in Developing Education, Health and Care Plans
Education, Health and Care Plans in Manchester

This is the summary of each heading in the Education, Health and Care Plan, with issues to consider in relation to this. Practitioners and a parent representative in Manchester developed an earlier version of this document, based on the CDC draft checklist, and this is now being tested further with their health and social care staff.

This version is a revision of the original based on the A-K sections of the Education, Health and Care Plan. www.preparingforadulthood.org.uk/resources/pfa-resources/the-preparing-for-adulthood-review/appendices

Appendix 3

The EHC Outcomes Pyramid www.councilfordisabledchildren.org.uk/resources/cdcs-resources/ehc-outcomes-pyramid

The Council for Disabled Children has developed a tool to help professionals and parents identify outcomes for children and young people with special educational needs.

It is based on a piece of work carried out as part of the CHUMS research study into health outcomes, led by researchers from the Peninsula Cerebra Research Unit. CDC spoke with over 100 children, young people and parents about the outcomes that mattered to them and found that they could be visualised as a hierarchy and the EHC outcomes pyramid was developed as a tool to help bring that process to life

Appendix 4

Delivering support and aspiration for disabled young people aged 14-25 www.preparingforadulthood.org.uk/resources/pfa-resources/delivering-support-and-aspiration

This publication sets out the learning from the Preparing for Adulthood programme and is a guide for all local areas in implementing the **SEND reforms**.

Appendix 5

Pathfinder Information Packs, Mott Macdonald www.sendpathfinder.co.uk/infopacks/pb/

Personal budgets should be seen as an integral part of the coordinated assessment and EHC planning process. Pathfinder learning has demonstrated that a personal budget is one of a number of ways to achieve increased personalisation of services for children and young people.

Version 5 (October 2014) of the Personal Budgets information pack has been updated to include useful top tips for implementation and draws together a number of helpful resources and case study learning from the pathfinder programme to support local areas in implementing personal budgets as part of the **SEND reforms**. Version 3 published in December 2013 and version 4 published in April 2014 is also available.

Appendix 6

Person-centred Reviews - Valuing People Now 2009
www.helensandersonassociates.co.uk/media/40405/valuingpeoplenow.pdf

Person-centred planning, advocacy and direct payments to give people more choice and control in their lives were at the heart of the original valuing people. When done properly, person centred approaches, support planning and personal budgets can make a significant difference in people's lives.

Appendix 7

Person-centred Reviews – Helen Sanderson Associates
www.helensandersonassociates.co.uk/reading-room/how/person-centred-reviews.aspx

A person centred review uses person centred thinking tools to explore what is happening from the person and other peoples perspectives, and to agree actions for change.

Appendix 8

Pathways to Getting a Life www.gettingalife.org.uk/downloads/2011-Pathways-to-getting-a-life.pdf

This document sets out the best of what we know about how to help young people to have the lives they really want. It is based on the transition work undertaken by Valuing People Now, and on the work carried out by the Getting a Life demonstration sites.

Appendix 9

Personalising education www.personalisingeducation.org/
Personalising education is based on person-centred practices. These are a range of practical person-centred thinking tools and practices that are used with pupils, teachers, parents and governors to create a person-centred and personalised culture.

Appendix 10

Finished at School programme – Ambitious About Autism
www.ambitiousaboutautism.org.uk/page/what_we_do/campaigning_change/
fasprogramme.cfm

The Finished at School programme aims to develop new and innovative models of support to enable young people with autism, including those with complex autism, to access education beyond school, particularly in general further education colleges.

Glossary of Terms www.preparingforadulthood.org.uk/resources/pfa-resources/the-preparing-for-adulthood-review/appendices
For more information about the terms highlighted in purple throughout this document please download our Glossary of Terms.

Glossary of terms

Compulsory school age The end of compulsory school age is the end of the academic year in which a young person turns 16.

EHC Needs Assessment The legal definition of an EHC needs assessment is contained in Section 36 (2) of the Children and Families Act 2014: (2) An "EHC needs assessment" is an assessment of the educational, health care and social care needs of a child or young person."

EHC Plans/ EHC Plan The statutory 0-25 education, health and care plan introduced by the Children and Families Act 2014 which will replace Statements of SEN and Learning Difficulty Assessments.

LDA/ LDAs Learning Difficulty Assessments under section 139A of the Learning and Skills Act 2000.

Local Offer sets out in one place information about provision the local authority expects to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those without an EHC plan.

SEND Code of Practice This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England.

SEND Pathfinder programme The SEND pathfinder programme, which was followed by the SEND pathfinder champion programme (from September 2013), are a number of local authorities who have been trialling the SEND reforms and providing support to local areas. www.sendpathfinder.co.uk

SEND reforms Part 3 of The Children and Families Act 2014.

Transfer review An EHC Needs Assessment for a young person transferring from a Statement of SEN to an EHC plan.