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Developing as a person-centred organisation

A self-assessment tool and practical steps for progress



Guidance

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Developing as a person-centred organisation

Audience	All schools, colleges and pre-school settings.
Overview	This document provides guidance on how education settings can develop person-centred skills and knowledge. It provides a self-evaluation tool and ideas for planning the next steps of development. It can be used by organisations with no experience of person-centred practice or those who have already made some progress.
Action required	This is recommended good practice.
Further information	Enquiries about this document should be directed to: Infrastructure, Curriculum, Qualifications and Learner Support Support for Learners Division Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 029 2082 5789 e-mail: AdditionalLearningNeedsBranch@wales.gsi.gov.uk
Additional copies	This document can be accessed from the Learning Wales website at gov.wales/learning
Related documents	<i>Person-centred reviews toolkit</i> http://learning.gov.wales/resources/browse-all/person-centred-reviews-toolkit/?lang=en <i>Person-centred practice in education</i> http://learning.gov.wales/resources/browse-all/person-centred-practice-guide/?lang=en

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Forewords



Huw Lewis AM – Minister for Education and Skills

This Welsh Government is determined to build an education system that works for all learners at all levels. More than that, the success of our reform of additional learning needs requires everyone involved to embrace the new person-centred ethos which is the cornerstone of what we are trying to do.

We want more than just legislative compliance for children and young people with additional learning needs. We want professionals working in early years and in our schools and colleges to embrace their needs in a meaningful and holistic way, not just within the confines of what is legally required.

Evidence from the Additional Learning Needs pilot projects, the Young People's Rights to Appeal and Claim to the SENTW project in Carmarthenshire and the Real Opportunities projects have all shown that taking a person-centred approach can make a positive and lasting difference for learners and their families, as well as facilitating more effective multi-agency working.

The publication of this guide and two associated documents will provide resources and further momentum to help develop this essential aspect of our reforms.

A handwritten signature in black ink that reads "Huw Lewis". The signature is written in a cursive, flowing style.



Medwen Edwards – parent

As a mother of a child with severe and complex conditions and needs, I was very aware of the need for parental input to this document, and was grateful of the opportunity I had to do so. It has been a worthwhile opportunity, when creating this document, to share information and explain situations from a family's perspective, and most importantly the child's.

I strongly believe that in every situation, the needs and aspirations of the child should always be central to all aspects of discussions and decisions.

I trust that this document will be a very valuable operational tool and above all, that it will assist organisations to cooperate with the child and their family. Also, that it will ensure the best possible support and help identify the aspirations, strengths and hopes of all children.

Medwen M. Edwards.



Arwyn Thomas – Head of Education

Here in Gwynedd we are presently in the process of restructuring our additional learning needs provision. We believe that *Developing as a person-centred organisation* will provide an invaluable tool in order to ensure that person-centred practice is embedded in our schools as we develop our new service.

Parents want services which keep their children and young people at the heart of the decision-making process, and which looks at the whole child and not just one aspect.

Organisations using this resource will be able to demonstrate their own commitment to person-centred practices. *Developing as a person-centred organisation* will be a means of benchmarking how well they are doing in relation to providing personalised support and education to children and young people. It is also an opportunity for them to provide evidence of their ability to reflect on their own effectiveness and quality.

Here at Gwynedd Council we appreciate the experience of being involved in this work and wish you well when using it in your organisation.

Arwyn H Thomas

Introduction

This publication is one of a set of three that has been commissioned by the Welsh Government to promote and support the development of person-centred practice in early years, schools and colleges.

All these publications are available as free downloads from the Learning Wales website at gov.wales/learning

Who this tool is for and how it was developed

This publication is a self-assessment tool for early years settings, schools and colleges to check how far they have travelled on the journey to becoming a person-centred organisation.

Delivering effective and holistic support is the key aim and means tailoring support to the individual, and enabling them to have as much choice and control over their support and life as possible, rather than supporting everyone in the same way.

The tool was developed by parents, SENCOs, educational psychologists, representatives of higher education colleges, social services, the Welsh Government and the Gwynedd Education Department.

How to use the tool

The self-assessment tool asks you to look at your practices, policies, skills and the knowledge of those you are working with and the experience of the children and young people and their parents and families.

It takes about 40 minutes to complete the self-assessment.

Each topic enables you to score yourself on a scale of 1 to 5.

If you tick box 1 **you haven't started to use person-centred practice** in that aspect of your work.

Tick box 2 if **you are starting to look at operating in a person-centred way** in that aspect of your work.

Tick boxes 3 or 4 if **you have a plan to or already operate in a person-centred way** in that area.

Tick box 5 if **you are operating using person-centred practices** in that area and sharing good practice with other organisations.

Once you have scored yourself on these criteria, you can transfer the scores to the summary sheet on page 30 which provides an overview of how you are doing.

You can use this assessment tool: by yourself, for individual self-reflection to identify training and development needs with your manager, to agree goals with your team, and to agree team and individual goals with other managers, e.g. as part of an organisational development programme.

When specific person-centred thinking tools and approaches are mentioned these are highlighted in bold type.

What next?

Once you have assessed your practice you can use this information to develop an action plan. The action plan should describe how you are going to develop, change and move towards statement 5 (excellent practice) for each topic. There is a blank action plan template on page 32.

You can check on your progress by doing the assessment on a regular basis and tracking your scores over time. This will give you an overview of where you have improved and where you need to progress further. Even if progress is slow it's important for you and the whole staff team to record and celebrate your achievements.

1. Outcomes

1a. Learning outcomes

1	Outcomes are generally quite broad, focusing on a general achievable set of targets rather than on individual learners' needs or what they want to achieve.	
2	We are aware that we need to involve learners, parents and supporting agencies when setting learning outcomes for individuals, but we are unsure how to do this. We plan to actively look at how other settings are using person-centred practice to do this both locally and nationally.	
3	We have established a plan to move forward, are starting to involve some learners, parents and agencies in developing person-centred learning outcomes , which are specific and measurable through the person-centred review process. Some staff members understand how to do this.	
4	We have a good system for sharing information immediately before (in preparation for) and after (in response to) the person-centred review . All staff involved understand their role in making this happen. All learners, parents and agencies take an active part in setting person-centred learning outcomes .	
5	The senior leadership team ensures that there is a full cooperation between all staff at the setting to support each learner to reach their full potential. The learners, parents, staff and agencies understand and contribute to developing these outcomes and there is an excellent system for sharing information regularly. All parents and agencies work towards the learner's person-centred learning outcomes . We share our learning with others.	

2. Provision

2a. Using person-centred practices to personalise learning

1	Lessons are differentiated according to learners' needs but we don't take individual preferences in terms of learning styles and methods into account.	
2	We are starting to think about how we can be more personalised in our approaches. We plan to find out how other settings are using person-centred practice to do this both locally and nationally.	
3	We have a plan about how to use person-centred practices to personalise learning and have started to gather information about how learners want to be educated and what best support looks like for them by using one-page profiles . We are trying to incorporate this into our planning.	
4	Information about learners' preferences is shared between staff. Staff gather regular feedback from learners about what's working and not working from their perspective. All learners have a one-page profile which informs our planning process, and helps us deliver personalised learning.	
5	Staff use the person-centred thinking tools that belong to each learner (e.g. one-page profile, communication chart) when planning lessons. We regularly review and reflect on this and share what's working and not working for each learner. We ensure that what we have learned informs the review process and what is included in the person-centred plan, for example, by using a learning log . Strategies exist to include learners in this process.	

2b. Seeing the learner as an individual and celebrating what we like and admire about them

1	We don't gather information about the learner's strengths we focus on their support needs.	
2	We recognise the importance of describing the learner's strengths in a positive way, but our processes get in the way of this. We are finding out how other settings use person-centred practice to do this both locally and nationally.	
3	We have a commitment to gather and record a range of information about each learner, including what people like and admire about them. We are starting to record this for some learners, e.g. in their one-page profile .	
4	We try to use our appreciations of learners' strengths in our day-to-day interactions with learners and in planning support. We record what we like and admire about all of our learners with special educational needs, e.g. in a one-page profile .	
5	We recognise, record and communicate what we like and admire about the learner, describing positive gifts, skills and qualities. We have a variety of ways to communicate this to them and people important to them (e.g. using one-page profiles). We use this information in order for the learner to develop a positive self-awareness and in our planning to support them to use these qualities to contribute to community life. All staff feel comfortable describing learners' strengths and they encourage others to do the same (e.g. during person-centred reviews).	

2c. How we know what's important to a learner now

1	We know and focus on the education or training needs of the learner. We do not know or record what is important to the learner.	
2	We know we need to recognise and record what's important to learners. We are looking at how we can do this and incorporate it into our planning and support by looking at how others are doing this both locally and nationally.	
3	We have started to find out about and record what is important to the learner, and some staff members are using some person-centred thinking tools to help us do this (e.g. good day – bad day, relationship circles and learning about people's routines). This information is starting to change how we support some learners.	
4	Most learners have a record of what's important to them now (e.g. a one-page profile). All staff members use this information in conversations and in how they support learners. New staff or supply staff use this to get to know learners quickly.	
5	We know what is important to each learner. This is clearly recorded and includes specific, detailed information, including relationships, routines and interests . Each learner has a one-page profile . Staff intentionally work to make sure that what is important to the learner is happening purposefully in every aspect of their education and training. Staff identify where there are barriers to achieving this and work with others to find ways to reduce them. We share what we have learned with other settings.	

2d. How we know what a learner’s aspirations are for the future

1	We provide support that will help the learner reach their targets for the coming year.	
2	We realise that in order to support learners effectively we should understand their aspirations for the future. However, we are not sure how to do this, or whether it is really our role.	
3	We try to help some learners to think about their future. We have recorded measurable and specific person-centred outcomes for some learners to achieve their aspirations and we are working on our role in achieving these.	
4	We help our learners to think about their future aspirations , what they may like to try or do. Our curriculum supports staff to do this. We have a record of this and there are clear, measurable and specific person-centred outcomes that we are working towards.	
5	We know what each learner wants for their future – their dreams, hopes and aspirations. We have gathered this information from the learner and those who know them best (using person-centred thinking, planning or person-centred reviews). It is recorded in the learner’s person-centred plan. There are specific, measurable and achievable outcomes that move towards these aspirations and we work with the learner to achieve these. We are clear about our role in this and review progress with the learner. We share what we have learned with other settings.	

2e. How we understand how a learner wants to be supported

1	We have established policies and procedures for how we support learners. We provide the same support for everyone, it is not personalised.	
2	Some staff members know that to support learners effectively we need to find out how they would like to be supported. We are unsure how to do this and record the information. Currently our approach is not flexible enough to allow this to happen. We plan to see how other settings are using person-centred practice to do this both locally and nationally.	
3	We acknowledge the importance of finding out from learners what good support looks like for them individually and we have begun to explore this with them, e.g. by using good day – bad day and relationship circles . We have developed a plan for some staff members to gather this information from everyone, using some of the person-centred thinking tools and practices, e.g. one-page profiles .	
4	Most staff members are clear about what good support looks like for each learner. We have started to record this (e.g. in one-page profiles). Staff understand what this means for their practice on a day-to-day basis and are using this information to inform how they support learners.	
5	We all know and act on how the learner wants to be supported. This is clearly recorded and easily available to all staff (e.g. in one-page profiles) with detail specific to the learner, and the information is used when delivering individual support for learning. The information includes the support that learners' want in their education, relationships and interests. It describes any equipment they use or the access they need to help them learn and, when relevant, may contain information on how to help them stay healthy and safe. We share what we have learned about the learner with other settings.	

2f. How we act on what's working and not working for a learner

1	We do not know what's working or not working for the learner.	
2	We want to know what learners think is working and not working in their lives. We are not sure how to do this and whether we will be able to respond and make the changes they want.	
3	We have started to routinely ask some learners what's working or not working , from their perspective, about their life and the support they receive (e.g. as part of a person-centred review).	
4	We are confident in supporting learners to tell us what's working or not working . This happens for everyone at least once a year, at a person-centred review . An action plan is developed from this and is reviewed regularly.	
5	We have a system for asking and recording what's working and not working for all learners from their perspective. This information is used to develop intervention and input in the future and also to inform change in the setting. We have created a system that will gather this information from learners so that we can plan strategically what needs to happen in the setting. We share our learning with other settings.	

2g. How we enable learners to communicate

1	We support learners following our policies and procedures; we do not specifically record how people communicate.	
2	We know that we need to understand more about how learners communicate and what they are trying to tell us with their words or behaviour.	
3	We have started to introduce communication charts where appropriate as a first step. Some staff members are now beginning to understand that all behaviour (including 'challenging behaviour') is communication and are developing their skills in observing, recording and communicating with people.	
4	We use communication charts where appropriate to record a learner's communication. Staff understand their own role in effective listening and communication and know how to respond to people.	
5	We all know and respond to how the learner communicates through their words or behaviour. This is clearly recorded (e.g. on communication charts) and staff know what a learner means when they behave in certain ways and how to respond. These are up to date and used consistently by all staff. We share what we have learned with other settings.	

2h. How we identify the way a learner makes decisions

1	We do not involve learners in decisions about their lives.	
2	We realise that learners should be involved and included in any decisions about their life. We also recognise that this could help learners feel more in control. We do not know how to do this yet but we plan to find out how other settings are using person-centred practice to do this both locally and nationally, e.g. using decision-making agreements .	
3	We have started to involve some learners in decision-making and tried out different approaches to help learners to make decisions, e.g. by using decision-making agreements. We have a plan to engage families to assist in the decision-making process.	
4	We have many examples of learners making decisions about what is important to them and these are recorded, e.g. in decision-making agreements . We ensure that this includes learners with capacity or communication issues.	
5	We ensure that all our learners are involved in decision-making about themselves and we have supported some learners to make decisions that we didn't agree with. We share our learning with other settings.	

2i. How we support learners in their social and emotional development to be an independent person

1	It is not our responsibility to develop learners' social and emotional skills outside the establishment.	
2	We think it would benefit learners to be active in their community, but we can't see how to support this within our current resources. We are looking at how other settings use person-centred practices to address this, both locally and nationally.	
3	We are committed to exploring ways for learners to be part of their communities, and we have developed a plan about how to do this with some of our learners.	
4	We use some of the person-centred thinking tools to support some learners to go out and be part of their community. We do this, for example, by finding out about the people and places that are important to the learner, and the best way to support them to be part of their community. This information is recorded, e.g. in the one-page profile or relationship circle .	
5	We know the places that are important to the learner and other places they may like to be part of, and we know how to support learners to develop social and emotional skills within their community. We record these as person-centred outcomes , and have specific and measurable ways to enable learners to be fully part of their community and make a contribution. This is regularly reviewed by using what's working and not working or in the person-centred review . There is evidence that learners are becoming part of their community. This is recorded in their person-centred plan and it is shared with our partner agencies where appropriate.	

3. Leadership

Working with staff

3a. Skills, knowledge and understanding of the senior leadership team

1	No one in the senior leadership team has any understanding or experience of using person-centred thinking tools or practices.	
2	We know that as a senior leadership team we need to develop our skills, knowledge and understanding of person-centred thinking tools but have not developed any plans to do this and we are not sure where to begin. We are looking for opportunities to find out how others are using these tools within their settings locally and nationally.	
3	As a senior leadership team we have a plan to develop our understanding of person-centred thinking tools and how these can be used to support staff as well as learners. We have started to look at some of the information available on person-centred thinking and have seen some good practice from other establishments locally, e.g. how these are used in staff meetings. We are starting to share our learning with other key members of staff.	
4	As a senior leadership team we are using person-centred thinking tools and practices in our day-to-day running of the setting. All members of the team know and are successfully using several of the tools and using our one-page profiles to support our work together. Some of the team have begun to use person-centred thinking tools to inform staff supervision, appraisal and meetings, for example. We aim to develop our role as leaders in person-centred practices by modelling best practice within the setting.	
5	The senior leadership team enables all staff to have opportunities to develop their skills, knowledge and understanding of person-centred practices through coaching and modelling good practice. We use person-centred practices to inform all of our work from recruitment to timetabling support staff. We are all confident and competent in using person-centred thinking tools and practices in all areas of our work.	

3b. Skills, knowledge and understanding of the staff in using person-centred practices

1	Members of staff have no understanding or experience of using person-centred thinking tools or practices.	
2	We have introduced the idea of working in a person-centred way to a few core members of staff, those responsible for special educational needs. We know that staff need to develop their skills, knowledge and understanding of person-centred thinking tools. We plan to find out how other settings both locally and nationally have done this.	
3	The SENCo and support staff know that they are expected to use person-centred practices to support learners with special education needs. We have a plan to develop understanding of person-centred thinking throughout the setting which is supported by the senior leadership team.	
4	Most staff members know what is expected from them in terms of using person-centred practices. They know, for example, how to contribute to the development of the one-page profile and the person-centred review , and know how to share their learning with other staff members. The senior leadership team are supporting this through modelling best practice.	
5	All staff members have their own one-page profile and these are used to inform our practice. Staff are confident in contributing information to learners' person-centred plans, and use this information to inform the support of learners in the classroom. Staff regularly share information with others and know that they are expected to model best practice in person-centred practices with others inside and outside of the setting.	

3c. Professional learning

1	All training is based on statutory requirements. Staff have no responsibility or opportunity to identify their own training needs or make decisions about what they would like to develop or learn or how they would like to do so.	
2	We recognise that we need to find a way for training and development opportunities to motivate the staff to use person-centred practices. We have begun to think about how we might talk to staff about becoming a person-centred organisation, their role in this and what new skills we might need to develop to meet new demands.	
3	We have started planning to become a more person-centred organisation and want to develop a programme of training that helps staff and their managers to understand what they can do to make sure learners have more personalised learning. This has included person-centred thinking tools.	
4	Person-centred thinking and practices are central to our staff training. All staff are asked to reflect on what they have tried, what they have learned, what they are pleased about and whether they have any concerns (4 plus 1 tool). We then agree what actions need to be taken from all the information gathered.	
5	As part of the school's performance management process all staff have a professional development plan with clear goals that build on strengths and focus on working in a person-centred way. The plan is informed by how they enhance their use of person-centred practice with learners and others, as well as relevant professional standards and the priorities and targets of the school development plan. Training provided enables staff to be up to date with best practice in personalising learning. Staff members are confident in identifying their own training needs and are able to share this with managers.	

3d. Evaluate professional development plans and staff performance management

1	Teaching staff have an appraisal which forms part of the annual cycle set out in the setting's performance management policy.	
2	We recognise that all staff should have an opportunity to contribute to professional development plans as part of their appraisal and to the formulation and delivery of the school development plan. We are not sure how to go about this, but would like to use person-centred practices to do so. We intend to look at how other settings are doing this both locally and nationally.	
3	We have a performance management policy in place to ensure that all staff participate in an appraisal at least annually. We have recognised that learners and their families should be given an opportunity to feed back on the support they receive from the setting. Where possible, we seek the views of learners and their families through using person-centred thinking tools such as what's working and not working .	
4	All staff are asked to reflect on what they have tried, what they have learned, what they are pleased about and whether they have any concerns (4 plus 1 tool). We reflect as an organisation on learners' and parents' experiences to inform professional development plans.	
5	In formulating development plans and associated professional development provision we take account of a wide range of information including the views of learners and parents. All staff regularly have constructive feedback from line managers about their work, and professional development plans and staff performance are reviewed and appraised at least annually. Appraisal focuses on what's working and not working, and establishes clear goals that build on strengths in order to further develop skills. Areas identified as not working inform future development priorities for the staff member.	

3e. How we involve staff in planning and decision making

1	The senior leadership team makes all decisions; staff aren't actively included in decisions about future plans.	
2	We recognise the need to find a way to listen to the staff team, value their opinions and engage them with the development of the setting. We are trying to improve how we do this and think about how we would use person-centred practices to do this. We intend to see how others are doing this both locally and nationally.	
3	Staff have some involvement in setting team meeting agendas. The senior leadership team still make most of the decisions. Staff contribute to the development of the setting by being regularly asked what's working and not working from their perspective.	
4	We have regular opportunities to discuss issues raised by staff and we use some of the person-centred thinking tools to listen to each other. Staff contribute to team meeting agendas and make suggestions for supervision discussions. All staff members have a one-page profile , and these are used in supervision and shared. Some staff make suggestions for new ideas or change.	
5	All staff members feel confident in suggesting new ideas or changes. We regularly use person-centred thinking tools within teams to listen to one another's views and experience (e.g. 4 plus 1 tool and what's working and not working).	

3f. Staff know what is important to each other and how best to support each other

1	Staff members do not know each other very well.	
2	We are aware that person-centred practices can enable staff to know more about each other as individuals and how they can support each other at work (e.g. starting with one-page profiles for everyone).	
3	We are learning what is important to each other and how best to support each other. We are all working at putting this information into practice by using one-page profiles .	
4	As teams we know what is important to each other and the best ways to support each other, and this is documented. We know how we make decisions together and the best ways to communicate together, e.g. by using team decision-making agreements and communication charts . We regularly reflect on what's working and not working for us as a team, and what we can do about this.	
5	As a staff team we use the person-centred information gathered to inform our team plan. We use the plan to inform our development, to support each other and to develop our culture of appreciation of one another's gifts and strengths, and use these in our work wherever we can.	

Working with others

3g. How we involve learners in decision making about the establishment

1	Learners are not involved in decisions about the setting.	
2	We realise that learners should be involved and included in any decisions about the setting and how it supports them. We also recognise that this could help learners feel more in control. We do not know how person-centred practices could support us in doing this yet, but plan to see how other settings are doing this both locally and nationally.	
3	We have started to try out different approaches to involve some learners in decisions about the setting. We give them opportunities to share their views with us by using person-centred thinking tools such as what's working and not working and the 4 plus 1 tool .	
4	We use person-centred thinking tools (e.g. what's working and not working and 4 plus 1 tool) to gather learners' views on the establishment, how it is run, the support they receive and any upcoming changes.	
5	All learners are fully involved in decision making about their establishment and we regularly use person-centred thinking tools (e.g. what's working and not working, decision-making profiles, decision-making agreements) to ensure we capture everyone's views. We use what they have told us to review and improve how we work as an establishment.	

3h. How we are involving governors in person-centred practice

1	We have not made our governors aware that there will be developments in our establishment around person-centred thinking.	
2	Some of our governing body have an awareness of person-centred thinking and practices.	
3	We are proactive in the way we work with governors to involve them in the development of person-centred practices within the establishment, including giving them opportunities to attend training.	
4	Every governor has a one-page profile . We actively encourage them to contribute and share their views about what's working and not working about personalising learning in our establishment.	
5	Governors are fully engaged in the development and implementation of person-centred thinking and practices within the setting and share our vision. This is reflected in the school development plan.	

3i. Working with other agencies that support children and young people

1	We engage with outside agencies when necessary to support learners with different aspects of their lives.	
2	We make sure we are aware of any other agencies involved in a learner's life and seek to communicate with them if there are any issues where we feel a joined-up approach is required. We support the learner to address any problems or queries with those agencies directly.	
3	We actively ensure that we have up-to-date knowledge of other agencies and a full understanding of what they offer and how they can support our learners. We are starting to build up our relationship with them, sharing person-centred information and referring learners and their families to relevant agencies where needed.	
4	We have a good relationship with other agencies. We actively encourage them to have training in and use person-centred thinking and practices and share our own learning with them when we can. When appropriate members of outside agencies sometimes attend and contribute information to our person-centred reviews .	
5	We have excellent relationships with other agencies. They always contribute and attend when appropriate to our person-centred reviews . We share our learning with other agencies and actively look to learn from others. We work with our partners to address the well-being and aspirations of our children and work together to deliver joined-up programmes to achieve this. Information gathered from person-centred practices is used to inform strategic planning with other agencies.	

3j. Our role in sharing good practice (school, cross-sector and authority)

1	We have no links about person-centred practices with other organisations.	
2	We are aware of good practice that is happening across the authority with regards to using person-centred practices, including within our establishment. We are not sure how to coordinate our efforts to ensure consistency but plan to look at what others are doing locally and nationally.	
3	We have a plan to share our knowledge and good practice with other establishments and to incorporate what we can learn from others into our own practice.	
4	We have developed an effective system of co-working between establishments and across sectors in order to develop a consistent use of person-centred practice across the authority.	
5	Our setting has remarkable person-centred practice to disseminate. We are innovative in our person-centred practice in a variety of ways. Person-centred practices are active at all levels (e.g. individual learner, policy level, etc.). Our setting takes a purposeful and valuable part in formal co-working arrangements and the positive effect this co-working has on practice is evident within all establishments.	

3k. How we provide good information and support to families

1	We share information with families when we see them at specific events such as parents' evenings, or open days, and we send out general information letters to everyone.	
2	Families can make appointments to see staff members if they need more information, but only once the learners have gone home. If the person they want to speak to isn't available, they can talk to someone else and we will make sure that messages get passed on.	
3	Family members can speak to us when they want, within reason. Staff are friendly and welcoming and will do their best to be available for families. Staff provide information through our website and newsletters.	
4	We are proactive in making families welcome. We have good information about the setting and the education of the learner to share with families. We know where other information can be found locally and signpost families accordingly.	
5	Family members have a good relationship with key staff members and feel confident in approaching them for advice and information. Family members know what is happening in the setting generally, and in the education of their child. We support families to find other advice and guidance from other agencies where appropriate. We share what we have learned with others.	

31. How families' aspirations are encouraged and supported

1	Our job means focusing on the here and now and on short-term goals. We don't have time to think about future aspirations.	
2	We know that families have aspirations for their children, but are worried about raising expectations and leaving families feeling disappointed when things don't happen. We want to help them plan towards the future in a positive way, and we are aware that person-centred practices can support this but we are unsure how to proceed. We plan to see how other settings are doing this locally and nationally.	
3	We plan to help families think about their child's future and what support they may need with this. We plan to do this in preparation for the person-centred review.	
4	We support all families to think about their child's future. We include families in all discussions, provide them with clear information regarding available options and help them feel positive about the future. We plan for this in the person-centred review , and we know what our role will be in supporting families with this. We have a record of clear person-centred outcomes that we are working towards.	
5	We know what families want in the future for their child. We have gathered this information during person-centred reviews . We help families think about what is positive and possible, encourage them to have bigger aspirations and look at the specific, measurable and achievable person-centred outcomes that will move their child towards these aspirations. Where there is a conflict between the learner's aspirations and what the family wants for them, we work together to resolve this. We share what we have learned with others.	

3m. How we support families to contribute their knowledge and expertise

1	We invite families to meetings and reviews, but they don't always attend.	
2	We realise the importance of having family members present at meetings and person-centred reviews , and also giving them opportunities to contribute. We are unsure about how to make this happen. Currently our approach is not flexible enough to accommodate families' needs but we want to change this. We plan to look at how other settings are using person-centred practices locally and nationally.	
3	We have plans to encourage family members to attend meetings or person-centred reviews regarding their child. We plan to provide information and support to families to enable them to contribute.	
4	Most families attend and actively contribute to the meeting or person-centred review . We provide them with information to enable them to prepare for the meetings and answer any questions they have regarding this. We encourage them to evaluate the support their child is receiving by looking at what's working and not working .	
5	All families contribute to person-centred reviews or any other meetings or discussions regarding their child. Families feel confident in contributing their knowledge and expertise to the school development plan. Some of our families are also confident in sharing their knowledge and expertise with other families locally and nationally.	

Summary of actions

1. Outcomes

- a. Learning outcomes

2. Provision

- a. Using person-centred practices to personalise learning
- b. Seeing the learner as an individual and celebrating what we like and admire about them
- c. How we know what's important to a learner now
- d. How we know what a learner's aspirations are for the future
- e. How we understand how a learner wants to be supported
- f. How we act on what's working and not working for a learner
- g. How we enable learners to communicate
- h. How we identify the way a learner makes decisions
- i. How we support learners in their social and emotional development to be an independent person

3. Leadership

Working with staff

- a. Skills, knowledge and understanding of the senior leadership team
- b. Skills, knowledge and understanding of the staff in using person-centred practices
- c. Professional learning
- d. Evaluate professional development plans and staff performance management
- e. How we involve staff in planning and decision making
- f. Staff know what is important to each other and how best to support each other

Working with others

- g. How we involve learners in decision making about the establishment
- h. How we are involving governors in person-centred practice
- i. Working with other agencies that support children and young people
- j. Our role in sharing good practice (school, cross-sector and authority)
- k. How we provide good information and support to families
- l. How families' aspirations are encouraged and supported
- m. How we support families to contribute their knowledge and expertise

Action plan template

Top priority

Why is this your top priority?

First steps

Who

by when

Who else needs to know/help this to happen?

How will I get their help?

What support will I/we need?

From inside the organisation

From outside the organisation

How will I know I have been successful?

What will have changed? What will you see? What will you feel? What will you hear?

Other resources

Other free resources from Welsh Government on person-centred practice include the following.

Person-centred practice in education: a guide for early years, schools and colleges in Wales

<http://learning.gov.wales/resources/browse-all/person-centred-practice-guide/?lang=en>

Person-centred reviews toolkit: a guide for early years, schools and colleges in Wales

<http://learning.gov.wales/resources/browse-all/person-centred-reviews-toolkit/?lang=en>

Organisations that provide information or training on person-centred reviews and practice include the following.

Helen Sanderson Associates

<http://www.helensandersonassociates.co.uk/reading-room/?topic=person-centred-reviews>

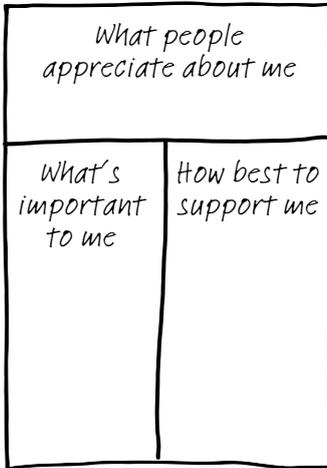
Learning Disability Wales

www.ldw.org.uk

Personalising Education

www.personalisingeducation.org/

Summary of person-centred thinking tools



One-page profile

What it does

Separates what is important **to** someone (what makes the person happy, content and increases well-being) from what is important **for** them (the help or support they need to stay healthy, safe and well) while working towards a balance between the two.

How this person-centred thinking tool helps

- It identifies what must be present, or absent, in the person's life to ensure they are supported in ways that make sense to them, while staying healthy and safe.
- It provides a quick summary of who the person is and how to support them for all staff and others.
- It provides the basis for making changes using a one-page profile with what's working and not working.



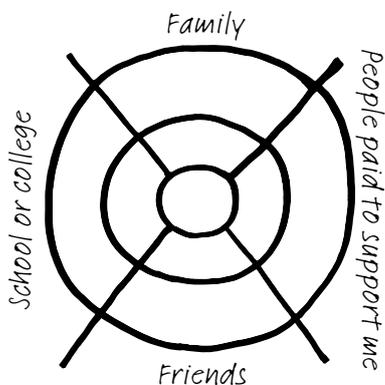
Appreciation tool

What it does

- It identifies the qualities that people value and admire about the person.
- It helps supporters to see what makes the person unique.

How this person-centred thinking tool helps

- It acknowledges and appreciates a person's gifts and qualities.
- It ensures we see people for who they are and counters the frequent focus on what is wrong.
- It identifies those who have a personal connection with the person and those who really know what is important to them.
- It form part of a one-page profile.



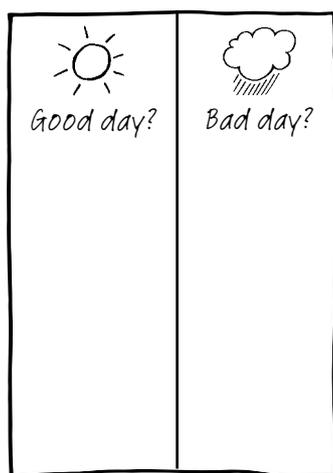
Relationship circle

What it does

- It identifies who the important people are in a person's life.

How this person-centred thinking tool helps

- It helps to find out who is most important to the person.
- It helps to find out if there are any important issues around relationships.
- It helps to identify who to talk to when gathering information.
- It identifies relationships that can be strengthened or supported.



Good day – bad day

What it does

- It explores what makes a good day and what makes a bad day.
- It enables the person and their supporters to make changes which will result in more good days.
- It helps us explore what the information we capture reflects about what is important to someone and how best to support them from their perspective.

How this person-centred thinking tool helps

- It allows us to see what needs to be present and what needs to be absent in someone's life.
- It provides information to someone who may not know the person well.
- It gives us ideas for ensuring lots of good moments and experiences that lift a person's spirit are present on a daily basis.
- It provides information for a one-page profile.

We want to tell	To do this we	Helped/ supported by	
At this time	When this happens	We think it means	We need to do this

Communication chart

What it does

- It gives a quick snapshot of how someone communicates.
- It provides a way to understand what has been communicated by a person in addition to what they are saying.

How this person-centred thinking tool helps

- It helps us focus on people's communication whether they use words to speak or not.
- It provides clear information about how to respond to the way the person communicates.

Important decisions in my life	How I must be involved	Who makes the final decision?
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What would it take for me to have more control in my life?

Decision-making profiles

What it does

- It helps us to think about decision making and increasing the number and significance of decisions people make.

How this person-centred thinking tool helps

- It enables people to be in control and to make decisions.
- It helps inform best interest decision making and advanced decision making.

 Working?	 Not working?
person	
family	

What's working and not working

What it does

- It helps us to think about decision making and increasing the number and significance of decisions people make.

How this person-centred thinking tool helps

- It enables people to be in control and to make decisions.
- It helps inform best interest decision making and advanced decision making.

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?
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Learning log

What it does

- It directs people to look for ongoing learning through recording specific activities and experiences.

How this person-centred thinking tool helps

- It provides a way for people to record ongoing learning (focused on what worked well and what didn't work well) for any event or activity.
- It tells us what is important to and for individuals and families.
- It can replace traditional notes or records to help us see the importance of moving away from focusing on getting tasks done, to truly supporting people to have a good life based on our continual listening and learning.
- It can be used to focus on someone's whole life or specific areas of their life, e.g. someone's health, how people like to spend their time.

1. What have we tried?
2. What have we learned?
3. What are we pleased about?
4. What are we concerned about?
5. Given what we now know, what next?

4 plus 1 tool

What it does

- It helps people to focus on what they are learning from their efforts, and given this learning, what needs to happen next.

How this person-centred thinking tool helps

- It gives a structured way for everyone to be listened to and to describe what they have learned.
- It can be used to prepare for review meetings and individual work with learners and families.
- It helps when reviewing actions from plans and developing further actions.