



— Cynghrai Anghenion —
Ychwanegol y Trydydd Sector
Third Sector Additional
Needs Alliance —

PARTICIPATION AND PERSON CENTRED PRACTICE



Ariennir gan
Lywodraeth Cymru
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Participation of children, their parents and young people

A person exercising functions under the Act which relate to an individual child or young person must have regard to –

- the views, wishes and feelings of the child and the child's parent or the young person,
- the importance of the child and the child's parent or the young person participating as fully as possible in decisions relation to the exercise of the function concerned,
- the importance of the child and the child's parent or young person being provided with the information and support necessary to enable participation in those decisions.

Section 6 of the Act.



This duty reflects the ethos of the person-centered practice

Person-centered practice puts the child, child's parent or young person at the center of decisions.

Supporting children, their parents and young people to participate meaningfully will help them to :

- feel confident that their views, wishes and feelings are listened to and values, even if they find it difficult to get these across.
- have an awareness of their rights and the support and services available to them.
- develop a sense of responsibility for, and control over, their learning.

As a result of this, a child or young person's needs are more likely to be accurately identified and the provision decided upon to meet them is more likely to be effective, which in turn should lead to better outcomes for the child or young person.



The duty applies irrespective of capacity of the child or young person concerned.

Even if, for example, a child lacks capacity to understand what it means to exercise their rights under the Act, their contribution to the process is important for ensuring that their needs are correctly identified and that the right provision is put in place, which is effective at meeting their needs.



In order to satisfy the duty, local authorities, maintained schools and FEIs should, when making decisions about a child or young person's ALN, ALP or other matters related to an IDP (including whether one is necessary):

- seek the child, their parent or young person's views on how they wish to participate in the decisions ahead of those decisions being made.
- provide information relevant to the decision to the child, their parent or young person in a way which enables that child, their parent or young person to understand it.
- encourage the child, their parent or young person to participate fully in the process.
- use the child, their parent or young person's views to inform the decisions;
- ensure the child, their parent or young person has access to information and advice about ALN and the ALN system.

Providing information and support

Local authorities, maintained schools and FEIs are subject to duties in the Act and requirements in the Code about providing information about the ALN system.

These bodies can use this information to explain the ALN system when undertaking their duty to involve and support individual children, their parents and young people.

Local authorities, maintained schools, FEIs and NHS bodies should use the information about communication requirements and preferences to ensure appropriate arrangements are put in place to support children and young people to fully participate in decisions which relate to them and to express their views, wishes and feelings. In addition, local authorities, maintained schools, FEIs and NHS bodies should use that information to ensure inappropriate arrangements are avoided.

Similarly in providing information to, and having discussions with, the child or young person to facilitate their participation, the maintained school, FEI or local authority, should communicate using the communication requirements and preferences of the child or young person and in a way the child or young person can understand.



A school, FEI or local authority should do these things at an early stage in the process for making such decisions and continue to do them during that process as may be necessary, to enable the child, their parent or the young person to be fully involved in the process.

To involve children and young people in the decision making process all bodies exercising functions under the Act should consider how a child or young person would like to communicate and participate, the suitable means of engagement for them and how to support them to participate.





Identifying how a child or young person would like to communicate and participate

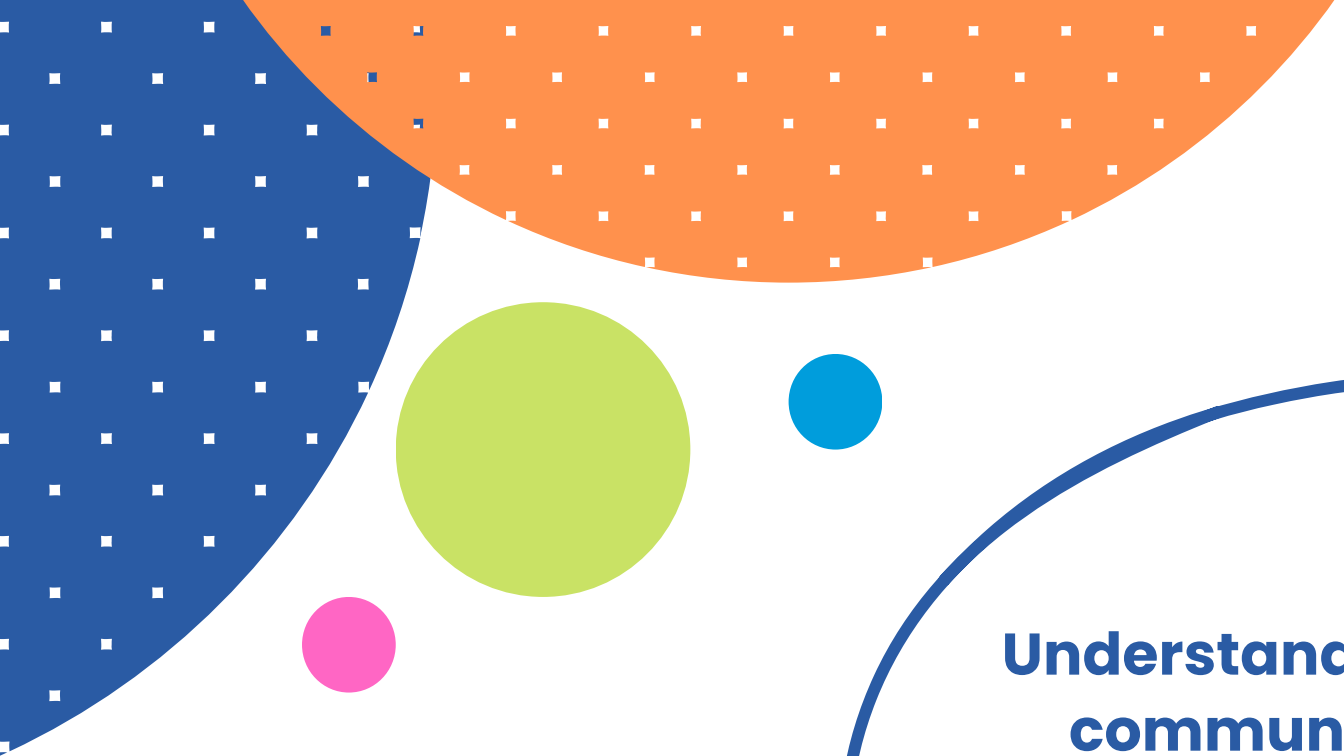
The starting point for involving children and young people is to understand how the child or young person wants to communicate their views and to understand any support which may be required to facilitate the child or young person to do so.

It is essential to understand how the child or young person wishes to participate.

This includes the language of communication, the means of communication and engagement, and in the case of a young person, whether and how they wish to involve others in those communications.

Understanding the communication requirements and the preferences of the child or young person is important to facilitate their attendance at, and participate in, meetings held as part of the decision-making process.

In cases where it might not be appropriate for them to attend such meetings, understanding their communication requirements and preferences is necessary in order to ascertain their views in other ways.



Understanding my preference of communication will help me participate in 'My meetings' and make decisions on 'My future'



Plans – to support my anxiety – who can help me?





What is Person Centred Planning?

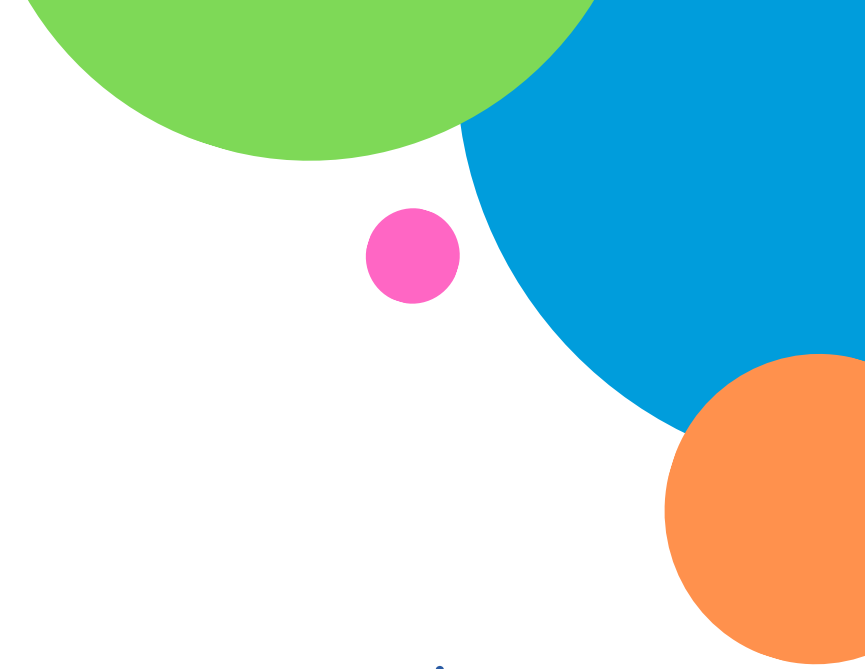
A continual process of listening and learning about what is important to and for the person, now and in the future with Family, friends and professionals working together to make this happen.

It's an approach that considers what's important to them now, what they want for the future and the support required to get them there. This will be achieved with a team or circle of people to support them, including parents/carers and professionals.



Key principles

- Young people, Children and their Parents/Carers are partners in the planning.
- Considers the whole young person and not simply what they can't do or their diagnosis
- Sessions are active events that include highlighting the things that everyone likes and admires about the child/young person
- Actions are allocated to individuals who have been involved in the planning
- Everyone relevant to be involved



Person Centered Planning Guidance Documents:



- Person-centred Practice in Education: a guide for early years, schools and colleges in Wales



- Developing as a Person-centred Organisation: a self-assessment tool and practical steps for progress



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

Person Centred Planning Tools

Person-centred thinking tools offer powerful and flexible ways to work with every learner individually.

They can be used in any order. Most education settings will start with the One Page Profile and the Appreciation Tool.

- One page profile
- Appreciation tool.
- Good day bad day
- Aspirations
- Decision making profile.
- What's working & not working
- Communication chart
- Relationship circle
- Learning log
- 4 plus 1



One-page profiles

The foundation of person-centred support, a one-page profile contains key information about an individual's character, gifts and talents; what is important to them; and the best way to support them.

Appreciation tool

This tool is used to gather information on what others like and admire about an individual; their gifts, talents and interests.

Good day – bad day

This tool is used to gather information on what makes an individual's day good or bad, and what you can do to make sure they have more good days than bad days.

Aspirations

Helps you to find out, based on an individual's gifts and talents, what is important to them, what they want to be, and what they want to do.

What's working and not working

A snapshot from different people's perspectives of how things are, what's working well, and what needs to be different. It can focus on one small area of the learner's education or be more general.

Communication chart

What is this individual communicating through their behaviour, and how do they want you to respond

Decision-making profiles and agreements

A picture of the decisions a learner makes, how they make them, and the support and information they need.

Relationship circle

A visual summary of who is important in an individual's life.

Learning log

A record of an individual's learning that helps you see what needs to stay the same and what needs to change.

4 plus 1

A thinking tool that helps you reflect on what has happened by looking at what you've tried and learned, are pleased about and concerned about – and then helps you decide what you'll do next.



Working with parents through a person-centred approach always begins in a positive way with a celebration of what makes the child unique and valued. Target-setting is close to the actual needs of the child and therefore more easily attainable, with all present fully accountable and committed to success. Parents, learners and professionals are equal partners and the approach is carried out with the child at the centre.

At our school, we have a number of families who have been involved in this approach for some time. They now have strong relationships with professionals that promote open dialogue and problem solving for the success of the child.

Parents have commented positively on the approach, in particular the way that it builds trust and strong relationships across professions and communities. In many cases, it has empowered parents and ensured their full understanding of the support in place and the progress their child is making.

Head Teacher



I usually use good day – bad day to try to ascertain what is important to someone, and how to support them, although I also find relationship circle particularly useful when trying to identify a key individual who may be able to effect change.

Appreciation. Important to/for. What's working and not working. What could be better

I have found that I can record the majority of information I need under these headings, and that actively applying them in my consultations helps me to focus on the needs and wishes of the child. I also wanted to ensure that I was involving the child's work with as much as possible in identifying the support they feel they need

Parents also appear to be happier with this way of reporting, particularly with the focus shifting towards the positive, i.e. what the child can do, and the development of practical interventions which take into consideration the child's viewpoints, and the parents' viewpoints.

Educational Psychologist

The good day – bad day thinking tool lets us find out specifically what makes a good day and a bad day for each learner.

With this information, you can understand more about what is important to the person, and you can make sure they have exactly the right support they need each day in school or college.



Molly's good day

- ✓ Mum drops me off in the morning.
- ✓ I say a proper goodbye to mum and dad in the morning, have a hug and kiss.
- ✓ I get to walk for at least 5 minutes to school.
- ✓ Have lessons that let you be creative and take a chance – experiment and it doesn't matter if you get it wrong.
- ✓ Lots of laughing with my friends.
- ✓ Our 'huddle' all play together.
- ✓ Mum or dad picks me up at the end of the day.
- ✓ I have a job from the teacher with a friend.
- ✓ Mum or dad are at home when I get back from school.
- ✓ We do writing and drawing, posters are best.
- ✓ Reading good adventure books.
- ✓ I walk part of the way home after school

Molly's bad day

- ✗ Mum has to go to work early and can't take me to school.
- ✗ A teacher is stressed and shouty.
- ✗ I see on the board that there is something I don't like.
- ✗ A teacher shouts at someone, makes me feel stressed and uncomfortable.
- ✗ Feel like I've done something bad like not done homework or filled in reading record.
- ✗ The teacher does check-ups on reading records – makes me worried.
- ✗ My work gets shown to the class without asking. Have to sit for a long in assembly.
- ✗ We don't get a break or it's shorter.
- ✗ I feel 'off target' – I've not done what someone expected of me or I've done it wrong.
- ✗ A test is sprung on you – don't get any warning.
- ✗ The teacher reads out test results.

Benefits of the aspirations thinking tool

This thinking tool demonstrates to the child or young person some of the things others like and admire about them are qualities they aspire to have.

This thinking tool also encourages children and young people to think not only about what career they would like to have, but also what kind of person they would like to be.

Because of Nan's comment we went back to Jake's one-page profile. What could the person he is now tell us about future aspirations for Jake?

We looked at what we like and admire about him and talked about the kind of person he would want to be in the future, rather than focusing on what he would do. Looking at what was important to Jake would also help in mapping future aspirations for him. – school

This thinking tool enables adults in the child or young persons life to identify opportunities to nurture the child or young persons strengths, and find ways for the child or young person to use their strengths in work experience and in future roles. **–School and parents**

The what's working and not working tool takes different perspectives into account and the clear sections focus on the person who is talking.

We formulate action plans and identify the person who is responsible for each action, plus the date by which it is to be achieved.

The actions are not always things the school needs to do; responsibility ownership can be placed with the child and young person and parents and other people where appropriate.

Some of the actions can be achieved very quickly, which is excellent as it means the child and young person and their family will have more faith in the process.

School



Why use communication charts?

We all communicate in a variety of ways and communication charts are a simple but powerful tool to discover and record how a child and young person communicates through their actions as well as their words.

Through using this thinking tool you can listen to the child and young person, no matter how they communicate, and your management strategies will have a far greater success rate because you can focus on changing the right thing, whether it relates to what is happening or the child and young person's perception of it.

You will also be able to ensure that everyone who works with a child and young person gets to know them and responds consistently to their communications.

'What am I communicating to you?' and 'What are you communicating to me?'

There are two types of communication charts:

The first is a clear, powerful description of how the person communicates.

In the second, instead of recording what the person does, we record what we are trying to communicate to them, and then what we are encouraging them to do.

What do we want to tell William?	To do this	Supported by
That it is mealtime	Make sure that William is looking at you and say the word 'breakfast', 'lunch' or dinner	Showing William his plate.
That it is time to go.	Make sure that William is looking at you and say the word 'go'.	Showing William the green traffic light symbol.
That he needs to choose an activity.	Make sure that William is looking at you and say the word 'choose'.	Showing William what he can choose from, giving no more than two choices. You can use objects of reference or pictures to do this.



More benefits of communication charts

- A person's **behaviour** is understood as communication, and staff can support them far more effectively.
- Communication charts let people share what works best for them when they feel upset or angry.
- New and supply staff can use the information immediately to give support with insight and understanding.
- Other people can also use the information on the communication chart to build better relationships, as well as an understanding that everyone is different and communicates in a variety of ways.
- Parents can share the insights they have about their child's communication strategies and know that they will be understood and shared.
- Staff and school or college: The day is smoother: staff are more aware of when a person feels anxious or upset, and can respond promptly and appropriately.

Behaviour communication chart:

At this time	When it Happens	We think it means	We need to do this
Playtimes	He looks back at adults repeatedly	He doesn't want to play independently	Keep hold of his hand unless he asks. Use cards to enable him to show if he is happy or sad with what is happening
Changes in routine	Asking consistently where he is going	Too much choice, he struggles to make a decision as to where to go	Provide an activity board so he can choose between two activities
Activity time	Repeating phrases from TV programme or adult phrases	He wants to socialise with the person	Encourage socialisation by modelling appropriately

Decision-making thinking tools



The decision-making thinking tool has two parts:

The decision making profile, which shares the persons preferences in decision making; and

The decision-making agreement, which specifies the important decisions the person needs to make and how they want to be supported as they make them.

Persons can make well-informed decisions themselves, with support. Persons and staff can use the tools to think about how to build their ability to make decisions and increase their responsibility.

When parents are involved in a persons decision making (e.g. parents and teachers), this thinking tool creates clarity about who is involved in decision making and how the final decision is made.



Some parents might need support in seeing their children as partners in decisions relating to their education.

They may be concerned, for example, that their child is ill-equipped to consider all the relevant factors.

Support and encouragement for the parents in this situation could help overcome difficulties and ensure the full participation of their child.

The person exercising the function must have regard to both the child and the parent's views, wishes and feelings, including where their views differ.

Parents may need support in appreciating that their child may, over time, begin to form their own views about their education, support and how they wish to participate in decisions about their ALN.

These views may differ from those of their parents. With support, parents may come to understand that this is an important step on their child's journey to increased independence and will help them to take control of their learning.



Activity- One Page Profile

Looking at the case study, thinking of the how it works model (6 questions) –

Pull out all the important information & develop the one page profile

Joe



Independent advocacy services

- Local authorities **MUST** make arrangements for the provision of independent advocacy services for the children and young people for whom it is responsible;
- refer any child or young person for whom it is responsible who requests independent advocacy services to an independent advocacy service provider; and
- refer any person who is a case friend for a child for whom it is responsible and who requests independent advocacy services to an independent advocacy service provider.

Local authorities **MUST** ensure independent advocacy services are known to:

- children and young people for whom it is responsible;
- parents of children for whom it is responsible;
- head teachers and governing bodies of the schools it maintains;
- and other persons it considers appropriate, e.g. case friends, representatives, Health Boards, early years education settings, FEI

Snap Cymru's Advocacy Service

SNAP Cymru's Independent **advocacy service** provides: information, advice, advocacy, representation and support to children and young people with ALN.

Advocacy is crucial in ensuring their wishes and views are heard at all times, safeguarding children and young people and empowering them to speak up for themselves.

SNAP Cymru have adopted the following core principles –

- Our advocates value and respect children and young people as individuals.
- Our advocates work to ensure that children and young people can understand what is happening to them, can make their views known and, where possible exercise choice when decisions about them and their future are being made.
- Our advocates help children and young people raise issues and concerns about things they are unhappy about. This will also include making formal and informal complaints under Section 26 of The Children's Act 1989.
- Children and young people's active participation in the information gathering, planning and decision making process can help to avoid disagreements and conflict.

We can support a child or young person to understand the relevant processes to understand their rights and provide reliable impartial information to help them understand their options and make informed decisions.



When can a young person get an advocate?

- If a young person feels their views are not being listened to and want someone on their side
- If they are unhappy with the way they are being cared for
- If they are angry or upset about something that is happening to them
- If they feel they haven't been treated fairly
- If no one is telling them what is happening about their situation
- To help them take part in meetings and reviews
- To help young people make decisions at times of transition from school to college
- If they want to make a complaint, make a claim of discrimination or an appeal to the tribunal.
- If they need a 'Case Friend' to support them with an appeal or claim
- If they lack capacity – some people will not be able to make decisions. This is called lacking capacity.

Parents lacking in capacity can also have an advocate from SNAP Cymru.



Keep up to date with all things SNAP Cymru

Our SNAP Cymru website has lots of helpful information and resources that you can access and share at any time :

snapcymru.org



You can follow us on social media to keep up to date with legislation and events:



www.facebook.com/SNAPCymru



[@SNAPCymru](https://twitter.com/SNAPCymru)





— Cynghrais Anghenion —
Ychwanegol y Trydydd Sector
Third Sector Additional
Needs Alliance —

TSANA is a coalition of third sector organisations working with, supporting and representing a broad range of children and young people with additional learning needs.

This Alliance is facilitated by Children in Wales

To learn more about what we do and who our members are, visit our [web pages](#)

Clymblaid o gyrff trydydd sector yw TSANA, sy'n gweithio gydag ystod eang o blant a phobl ifanc sydd ag anghenion dysgu ychwanegol, yn eu cefnogi ac yn eu cynrychioli.

Caiff y Gynghrais hon ei hwyluso gan Plant yng Nghymru

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