Person-centred planning tools

These sample person-centred planning tools have been taken from My Independence, ASDAN's flagship course for young people with a range of special educational needs and disabilities.

Exploring Aspirations
Learner record

ASDAN · Name:

Transforming Aspirations
Learner record

ASDAN · Name:

Realising Aspirations
Good health
Understanding my behaviour
Learner record

ASDAN · Name:

Supporting Aspirations
Employment
Tutor guidance and resources

ASDAN

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Person-centred planning

A person-centred approach should be integral to all planning for children and young people with special educational needs and disabilities (SEND) throughout their lives.

When to use person-centred planning

Person-centred planning can be used in education, socially or through work to support someone to plan for their future within a range of different life situations. For example:

- To help people to work out what they want in life
- To better understand what support a person needs to pursue their aspirations
- To help shape and clarify support from different services to ensure they are effective in helping a person
- To bring together people who have a part to play in supporting a person and faciltate shared problem solving
- To energise and motivate someone, based on a better understanding of and commitment to the person
- To demonstrate to service agencies how they can adjust their operations and strategies to better support people
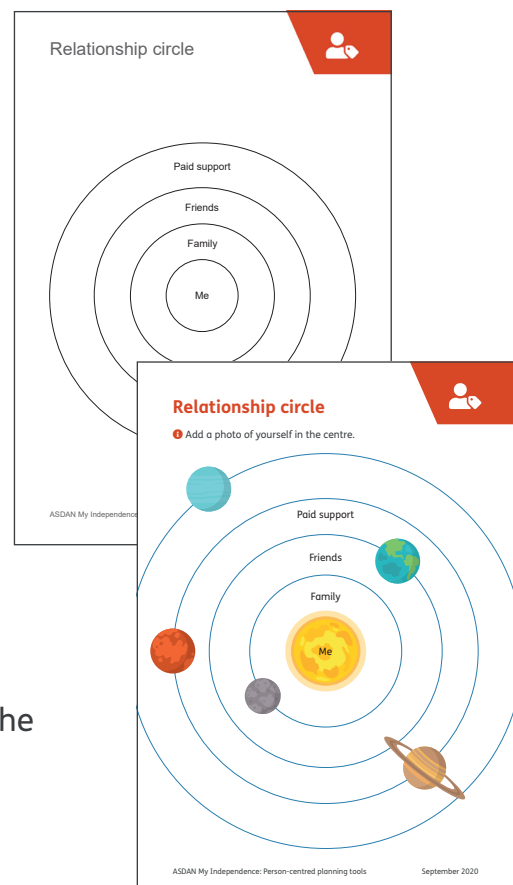
Person-centred planning tools

Person-centred planning tools support person-centred thinking and skills. Person-centred planning tools can be used in a variety of situations to help young people to plan, organise, understand and connect with others.

The My Independence courses contain links to person-centred planning tools that can be used to support the course activities.

This sample includes the following person-centred planning tools:

- Important to, important for
- Like and admire
- Relationship circle
- Working, not working

Guidance on using these templates can be found on the back of each page.

Important to, important for

Important **to**...	Important **for**...

How to use this person-centred planning tool

Important to, important for

When to use this tool:

- If the young person's voice is not being heard in relation to what matters to them
- If a young person is withdrawn or has limited opportunities for self-advocacy
- If there have been changes in the young person's physical or mental health

How to use this tool:

- Develop two lists of important to and important for, to provide a balanced view of what effective support looks like for the young person
- **Important to** means anything that the young person would greatly miss if it was taken away (eg a mobile phone to message my friends, a member of staff I can turn to)
- **Important for** means things that help the young person to stay healthy and safe, whether it is important to them or not (eg giving instructions using the strategies in my communication chart to help me understand)

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Exploring Aspirations

Activities based around PSHE and citizenship.

👤 **Age range:** 11–14 with SLD/MLD

Transforming Aspirations

Linked to curriculum areas (eg English, PSHE).

👤 **Age range:** 14–16 with SLD/MLD

Realising Aspirations

12 modules covering all four Preparing for Adulthood pathways.

👤 **Age range:** 14–25 with SEND

Supporting Aspirations

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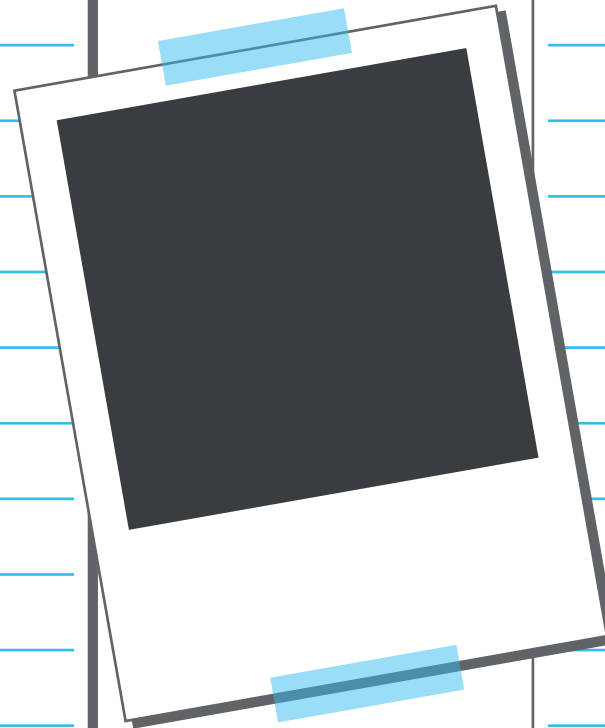# Important to, important for

ⓘ Add a photo of yourself in the centre.

Important **to**...

Important **for**...

How to use this person-centred planning tool

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Like and admire

What we like and admire about: (name)

How to use this person-centred planning tool

Like and admire

When to use this tool:

- If the young person has low self-esteem
- If the young person has a negative reputation, or is viewed by carers as a problem
- As part of the welcoming process to generate positivity

How to use this tool:

- Ask other people to share what they like or admire about the young person
- Add these to the template

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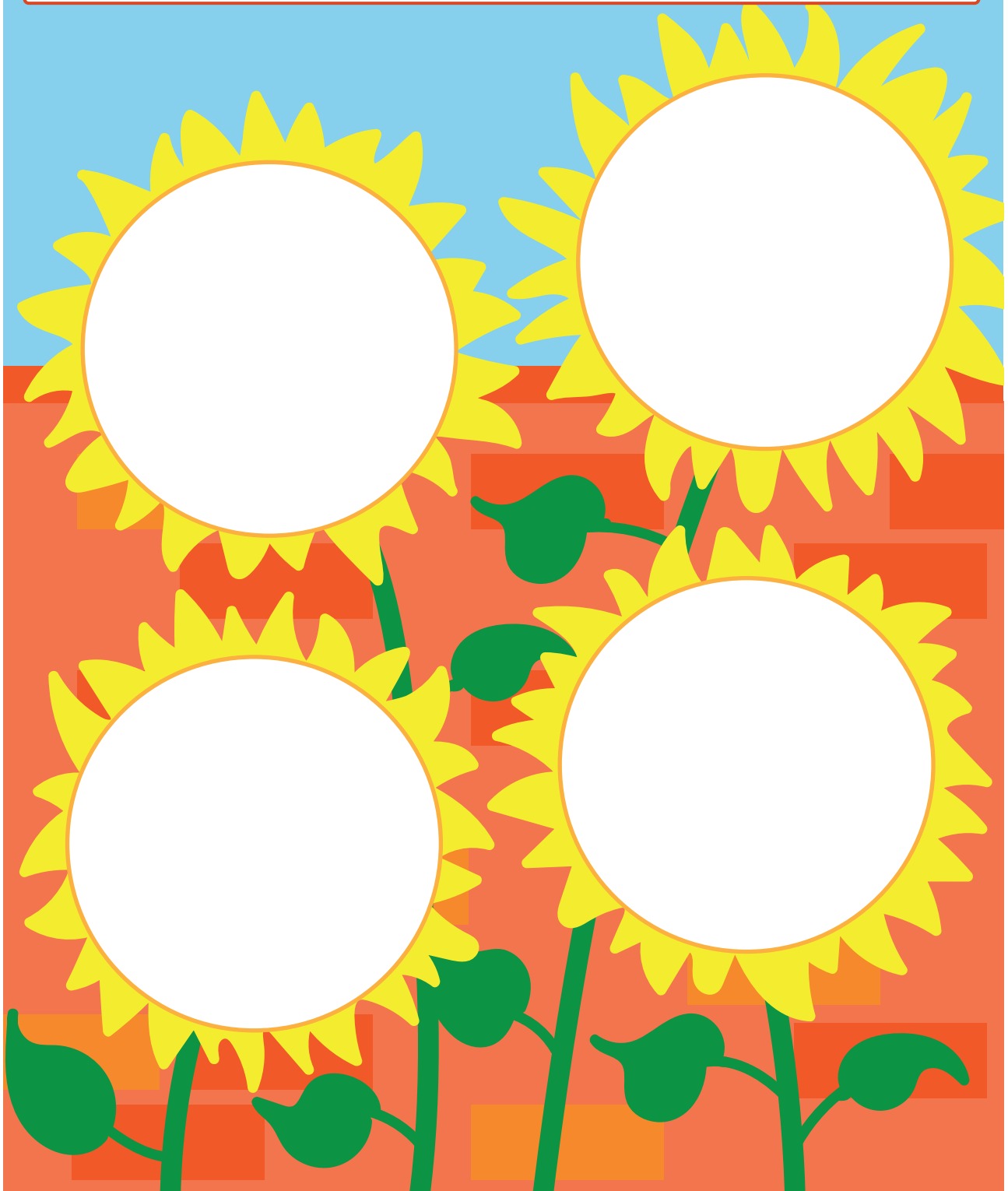
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Exploring Aspirations — Learner record
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Realising Aspirations — Good health — Understanding my behaviour — Learner record
Supporting Aspirations — Employment — Tutor guidance and resources

Relationship circle

ⓘ Add a photo of yourself in the centre.

Paid support

Friends

Family

Me

How to use this person-centred planning tool

Relationship circle

When to use this tool:

- To learn more about who is important in the young person's life and how to maintain those relationships
- To strengthen and support relationships
- To discover any relationship issues; to highlight where a young person might need to build relationships
- To identify people who can support the young person
  (eg who to invite to a planning meeting)

How to use this tool:

- Start with the young person in the centre and work outwards
- The inner circle contains the people closest to the young person; the second circle contains people that the young person likes; the outer circle contains people who offer paid support, but are significant in the young person's life

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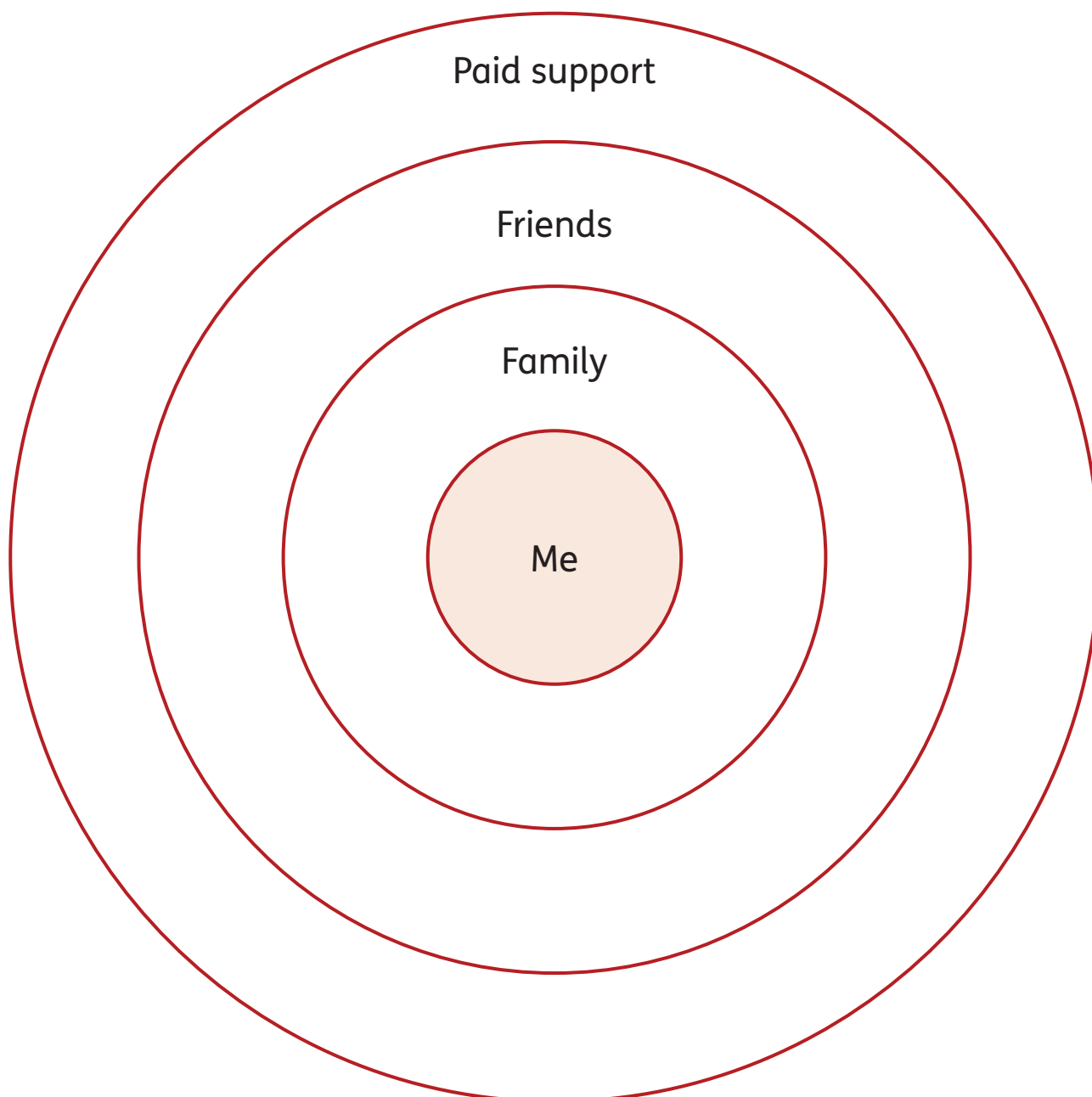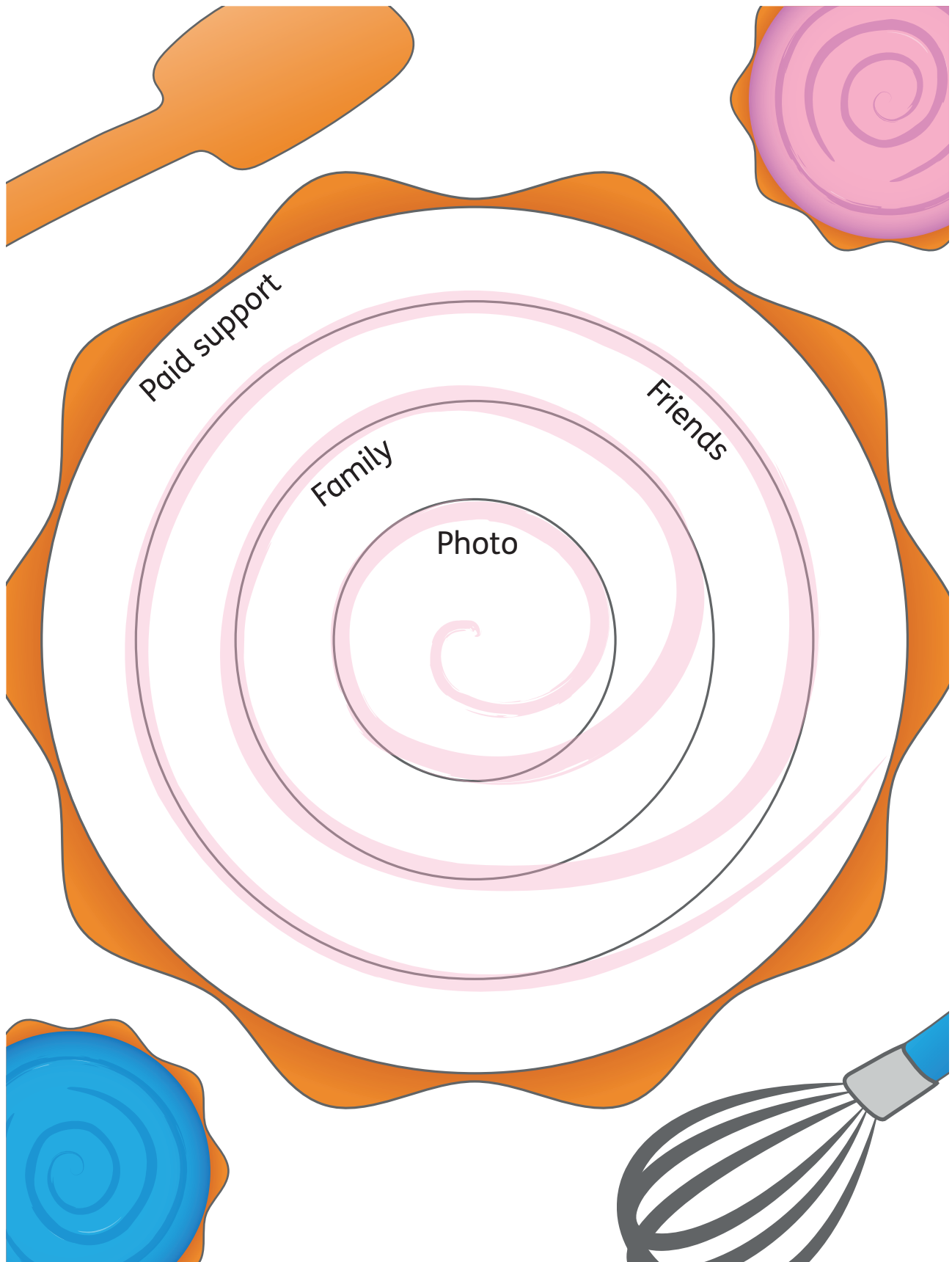
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Family

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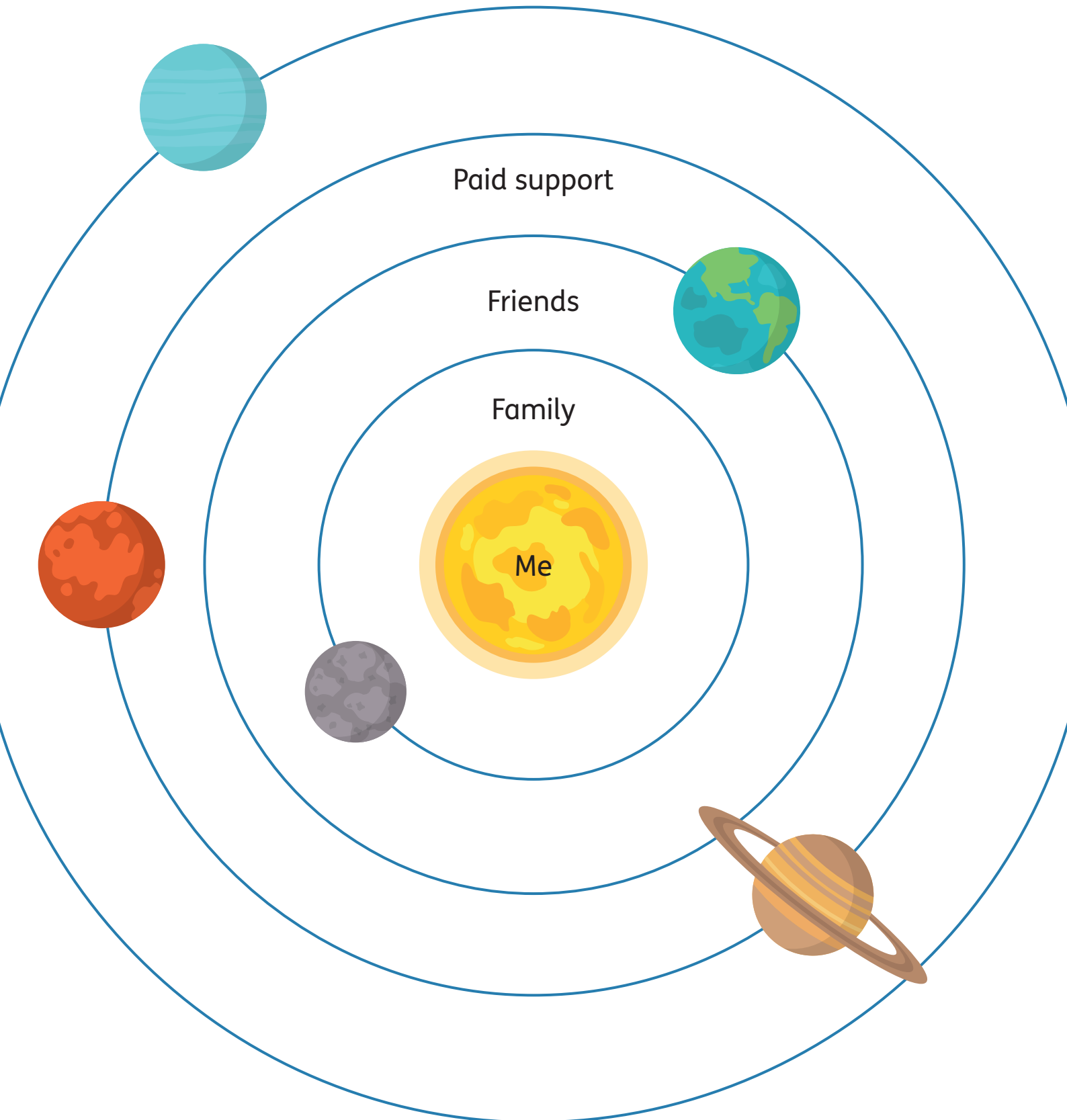
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Working, not working

👍 What's **working**?

Me

Family

Staff

👎 What's **not** working?

Me

Family

Staff

How to use this person-centred planning tool

Working, not working

When to use this tool:

- If there is an issue where those involved may be missing the whole picture
- To gain different views on the best way forward for a young person

How to use this tool:

- Ask the people involved what they feel is working and not working in the current situation
- Record these on the template so that everyone feels their perspective is being listened to
- Use this as basis for finding common ground, which in turn will inform negotiations and agreements

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Working, not working

What's working?

The person:

Family:

Staff:

What's not working?

The person:

Family:

Staff:

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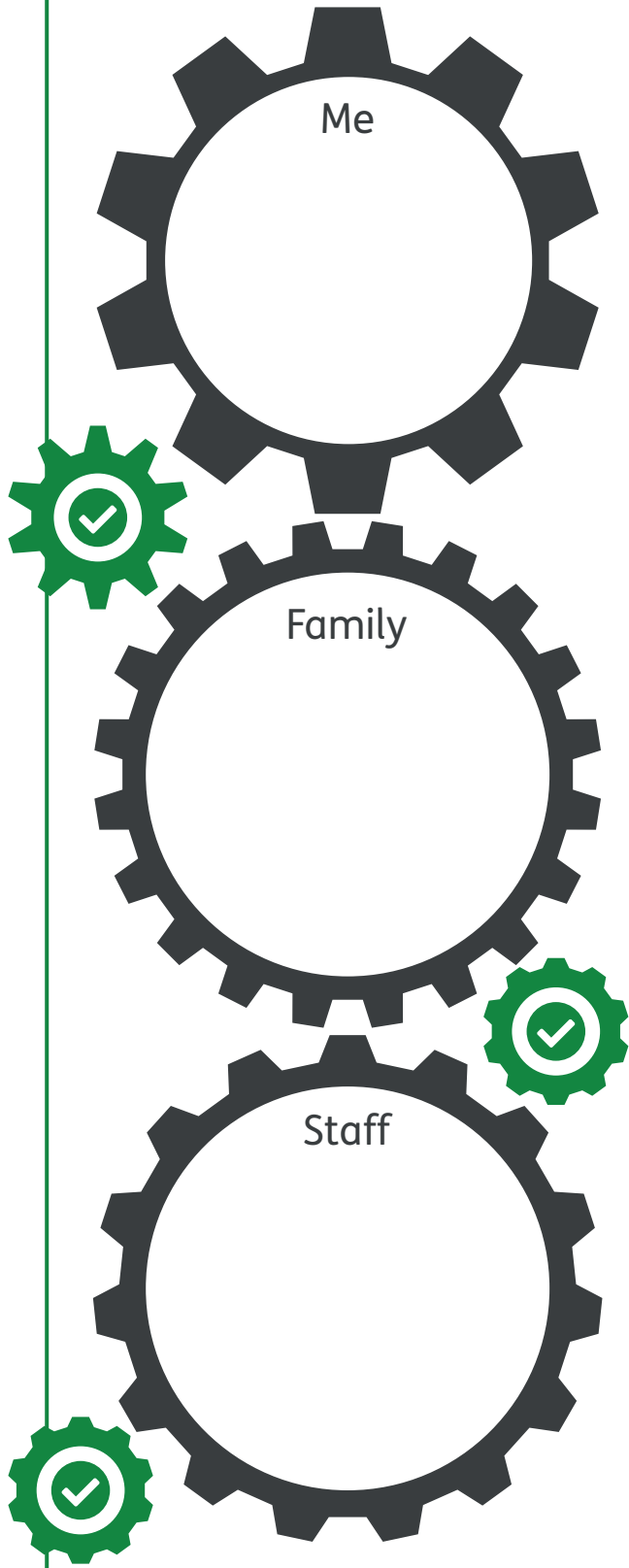
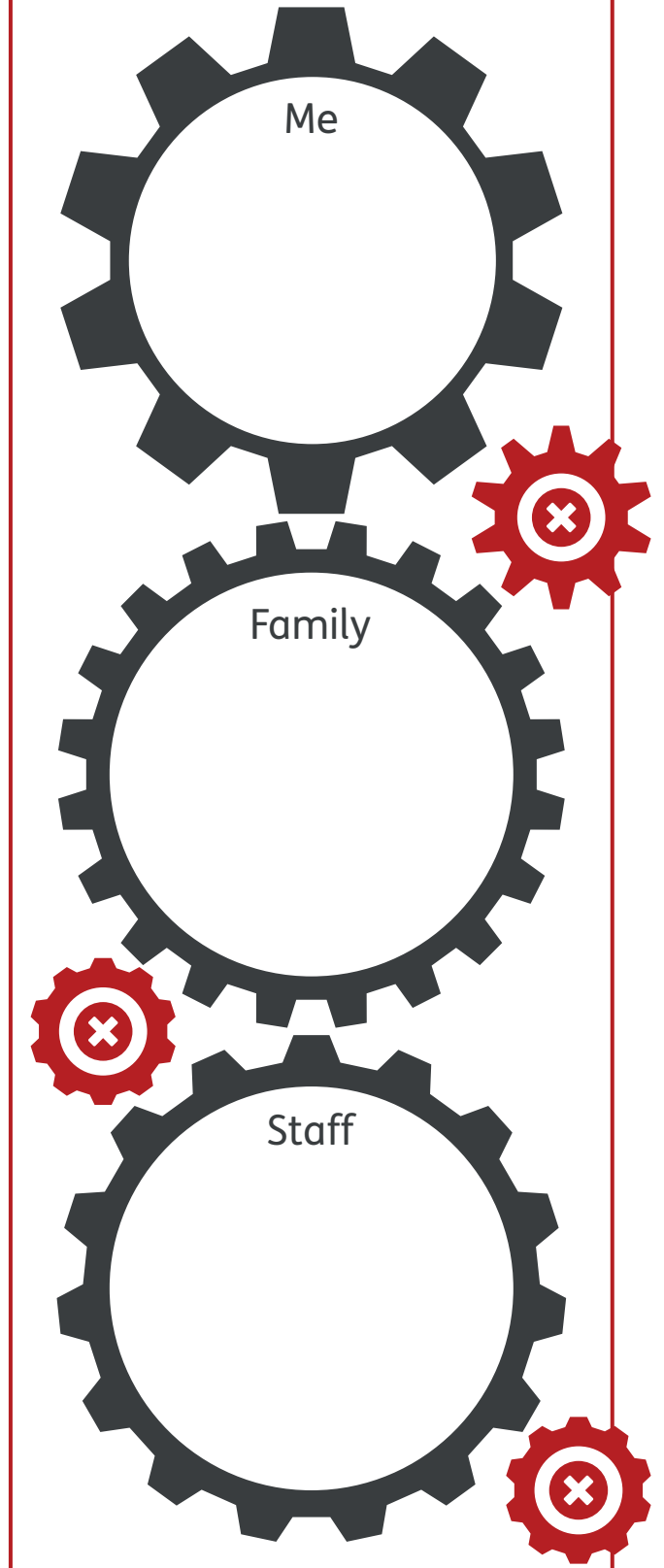**Age range:** 11–25 with PMLD

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Me

Family

Staff

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ASDAN: Person-centred planning tools sample

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Contact us

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➤ **www.asdan.org.uk**

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Engage, elevate, empower