Llywodraeth Cymru
Welsh Government

www.gov.wales

Person-centred reviews toolkit

A guide for early years, schools and colleges in Wales

Guidance

Guidance document no: 181/2015
Date published: August 2015

Person-centred reviews toolkit

Audience

All schools, colleges and pre-school settings.

Overview

This document provides guidance on how to prepare for, organise and carry out person-centred reviews. Person-centred reviews can be used to create action plans for delivering effective support for learners (aged 0–25), as well as reviewing the effectiveness of those plans.

Action required

This is recommended good practice.

Further information

Enquiries about this document should be directed to:
Support for Learners Division
Infrastructure, Curriculum, Qualifications and Learner Support Directorate
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 learning.gov.wales

Related documents

Two other guidance documents on person-centred practice documents are available from the Learning Wales website.

Developing as a person-centred organisation (2015)
http://learning.gov.wales/resources/browse-all/developing-as-a-person-centred-organisation/?lang=en

Person-centred practice in education (2015)
http://learning.gov.wales/resources/browse-all/person-centred-practice-guide/?lang=en

Images reproduced by permission of Julie Barclay and Jon Ralphs (page 33).

OGL © Crown copyright 2015 WG25368 Digital ISBN 978 1 4734 4268 9

Contents

Ministerial foreword	**2**
Introduction	**3**
Person-centred reviews: what are they?	**4**
Benefits of person-centred reviews	**5**
How is a person-centred review different to a traditional review?	**6**
The person-centred review: a summary of the process	**8**
Developing outcomes by starting with aspirations	**15**
Developing a workforce that can deliver person-centred reviews	**19**
Who can facilitate, and what do they need to know?	**21**
Appendix 1: Summary of person-centred thinking tools	**24**
Appendix 2: Checklist for developing person-centred outcomes	**30**
Appendix 3: Checklist for facilitators	**31**
Appendix 4: How can person-centred practices help to inform the review process?	**32**
Appendix 5: Aspirations tool	**33**
Appendix 6: Eight-step process to develop person-centred outcomes	**34**
Appendix 7: Example outcomes	**42**

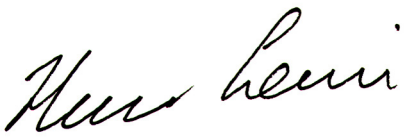
Ministerial foreword

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 Reform 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.



Huw Lewis AM
Minister for Education and Skills

Introduction

Effective support for a learner with any level of special education needs (SEN) requires planning. Once a plan is in place for a learner it needs to be reviewed at an appropriate interval to ensure what has been agreed is being delivered, and that the support provided is making a positive difference.

Using a person-centred approach to create and review such plans offers a way to make sure the voices and needs of learners are heard and acted on in the planning and delivery of their support.

Person-centred reviews are not new, and have been used in schools and colleges in many local authorities across Wales since 2006.

To improve the outcomes of learners with special educational needs, information from the person-centred reviews can be used to inform school development plans. Information from aspirations, outcomes and needs of learners can be used to plan the development of the curriculum and the school, as well as the types of courses offered in post-16 educational settings.

Person-centred reviews: what are they?

A person-centred review is exactly that – it puts the learner at the centre of the discussion and focuses on:

- the aspirations of the learner and their family
- understanding what is important to the learner
- addressing what is important for the learner to develop and progress
- describing what good support looks like
- analysing what is working and not working from different perspectives
- developing an action plan based on person-centred outcomes.

The principles of person-centred reviews are to keep the learner at the centre, have information available to all and to enable everyone to contribute on an equal footing. As long as you adhere to those principles, then the way the review happens can be as varied as the learners you support.

The process and the meeting must include the learner, people they would like to be there and any key people who have to be there. It is a facilitated meeting which shares and records information in an open and transparent way.

The facilitator guides everyone at the review through a conversation to develop person-centred outcomes which move the learner towards their aspirations, change what isn't working, and build on or maintain what is working.

Person-centred reviews will be held in different ways for different learners. They can be small events with only the learner, a parent and a teacher or SENCo taking part, with contributions being recorded on standard-size paper; or they can involve people from a number of other agencies as well as the learner, their parents and teachers. In these larger meetings, contributions would be recorded so that they are clearly visible to all attending, e.g. on large pieces of paper on the walls, a whiteboard, or on a laptop projected onto the wall.

The important thing is making the review suitable and workable for the learner involved as one size does not fit all.

Although it is called a review, this process can be used to develop a new plan of support as well as to review an existing plan.

Benefits of person-centred reviews

For the learner

- The learner is central to the meeting. It gives them the opportunity to tell people about themselves and to express what's working and not working from their perspective.
- Learners will have the opportunity to feel listened to.
- Learners can share their aspirations and be part of developing the person-centred outcomes they need to help them move towards their future.

For parents

- Parents have the opportunity to contribute on equal terms with professionals, sharing the information they have about their child.
- Parents have the opportunity to be involved in planning for the future with their child.

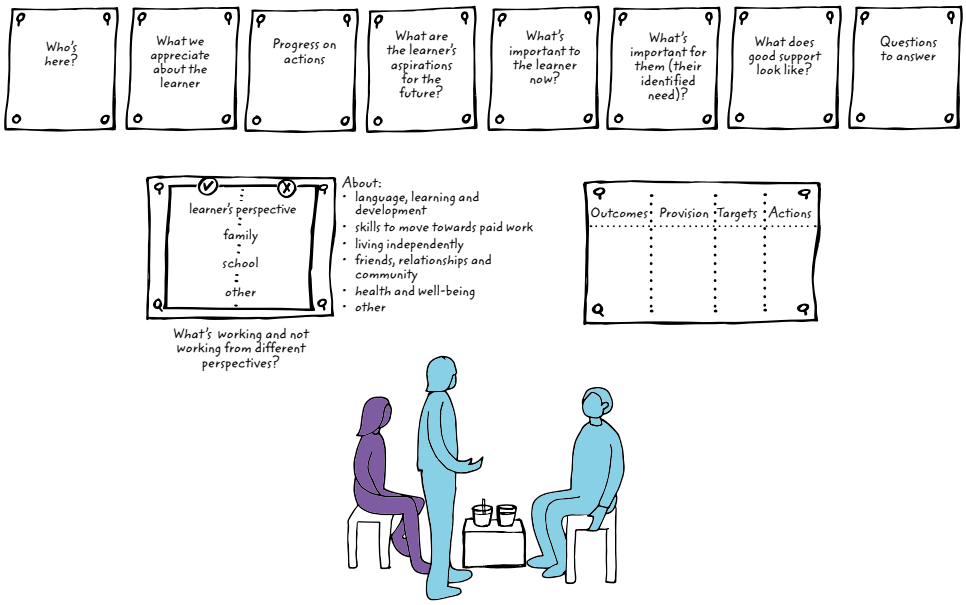
For staff and school/college

- Schools and colleges can show how they empower and listen to the voices of learners and their families.
- Information from the reviews can be used to inform organisational planning, e.g. school development plan.

Benefits for others

- All appropriate people can be involved in developing a holistic plan for each learner.
- Governing bodies have the opportunity to hear and act on contributions to development plans from learners, parents and school staff.

How is a person-centred review different to a traditional review?



Any plan which is developed to support a learner needs to be reviewed regularly to keep up with their changes as they learn and grow. Traditionally, these reviews have been quite formal, listening to a range of professional reports describing what has happened throughout the year. Sometimes this has meant that things haven't moved forward, and families feel they haven't been listened to.

A person-centred review provides a different approach to reviewing plans and planning for the future. It has a clear focus on aspirations and person-centred outcomes, is focused on the future rather than the past, and includes the learner and their family on equal terms with professionals.

The flexibility of person-centred reviews allows them to be creative and visual events, using videos, presentations, photographs or symbols. Or they can be a simple meeting between a few people.

However a review is organised, it will always be a conversation based around the following headings.

- What do other people appreciate about the learner?
- Progress on previous actions.
- What are the learner's aspirations for the future?
- What is important **to** them now?
- What is important **for** them (assessed need)?

- How best to support the learner?
- What's working and not working from different perspectives?
- Questions to answer.

To watch a film about what a person-centred review can look like, see: https://youtu.be/bkwBSF0nxiY

The person-centred review: a summary of the process

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

See Appendix 1 for a summary of person-centred thinking tools.

Gathering information

Preparation for the person-centred review meeting is vital. Lack of preparation for a review meeting will result in poor outcomes and a poor experience for those involved.

The first steps in organising the review is to think about how the learner can be at the centre of the process, to make sure all the necessary information is available to everyone and to ensure that everyone attending is able to prepare and fully participate.

When gathering information for the person-centred review, it is important to find out what information already exists within the school or college, from other agencies or professionals, as well as from the learner and family themselves. It is unlikely that anyone will start with a blank piece of paper.

You can gather information in preparation for the person-centred reviews in a number of ways.

Learners

The learner needs to know what to expect at the review. It is also important that they have been helped ahead of the review to gather information that can be shared at the meeting.

Here are some ways learners have been supported to prepare.

- The school or college supports the learner to develop their one-page profile.
- A short PowerPoint presentation is presented by the learner at the beginning of the meeting to introduce what matters to them and their aspirations.
- The learner uses photographs, symbols or other pictures that describe what they want to say.
- The learner presents booklets that they have completed as part of their day-to-day work in school.

- The school or college works with the learner to create videos, storyboards or other types of information that reflect the young person's communication ability.

When needed, it is very important to use a communication chart and decision-making profiles to make sure everyone can hear the views of the learner during the review.

You can use this preparation booklet to help to think about how to involve and prepare the learner. http://learning.gov.wales/resources/browse-all/person-centred-reviews-toolkit/?lang=en

Families

Families have had different experiences of meetings and reviews. Some families will have been content to have a very passive role: perhaps just listening to reports and saying little or nothing. Others will have had a more frustrating experience, where they felt that they weren't being listened to, and will begin from a defensive position.

Families need to know what will happen at the meeting and be given the opportunity to think about the headings and about the contribution they want to make.

Families will need to think about:

- what they appreciate about the learner
- what they know is important to the learner
- what is important for the learner
- what the learner's aspirations are for the future
- what's working and not working, from their perspective, relating to the learner's:
  - learning
  - skills for work and preparation to live independently
  - friendships, relationships and community inclusion
  - health, and anything else important to them
- what good support looks like.

Here are some ways that families have been supported to prepare and contribute.

- Given help to complete the preparation booklet for families, perhaps with other parents – see http://learning.gov.wales/resources/browse-all/person-centred-reviews-toolkit/?lang=en.
- Received phone support from a practitioner experienced in person-centred reviews, who provided them with a record of the discussion held.
- Invited to workshops or drop-in sessions which provided the opportunity to think about what they wanted to share at a review.
- Provided with opportunities to attend sessions with other families to share what was positive and possible for learners to achieve good life outcomes, and what evidence-based support looked like.

School or college

Practicalities such as resources, time and space need to be considered.

It is also important that the right people are invited to the review. Whoever takes responsibility for inviting people needs to know who is involved in the learner's life not only relating to education, but also any health and social care involvement.

For older learners, it is also crucial to think about how to engage with local colleges as early as possible to plan for the learner's possible transition at 16, as well as to look at more vocational options and support from 14.

Staff members and other professionals attending the meeting need to know the process and how and when they will be expected to contribute. They also need to go into the meeting with a good understanding of what helps learners to achieve a fulfilling life.

There may be contributions from a number of staff members. Whether or not these staff are attending, they should prepare the information they want to contribute under the headings of the review. The preparation booklet for professionals (http://learning.gov.wales/resources/browse-all/person-centred-reviews-toolkit/?lang=en) can help with this.

This may be written up prior to the review and should be written in a way that makes sense to the learner, which may include using photographs or symbols.

Gathering information from professionals outside the school/ college

For some learners there will be a need to involve professionals from other agencies. They will need to understand how to prepare for, what to expect during and the process of the person-centred review.

To support professionals to prepare, use the preparation booklet for professionals (http://learning.gov.wales/resources/browse-all/person-centred-reviews-toolkit/?lang=en). It also may be helpful to include these professionals in any training sessions you are running.

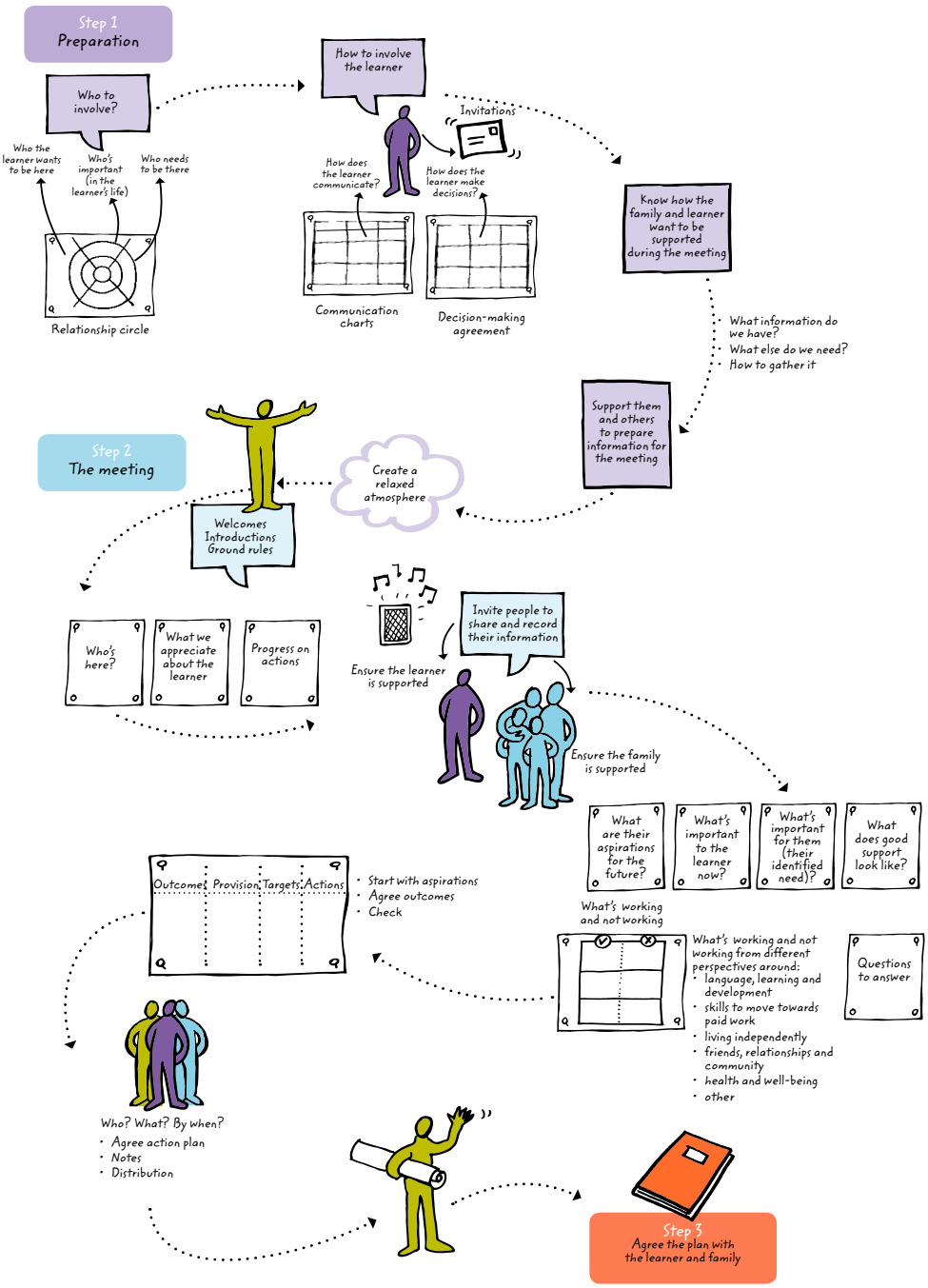
If professionals are unable to attend the review, they can provide their information written in a way that will help those in the meeting to use it to agree the outcomes. The information from professionals should include:

- a clear statement of needs
- any specific information to help those who are supporting the learner – what do others know or need to know?
- what's working and not working from their perspective
- their recommendations about outcomes and provision.

This may be written up prior to the review in a way that makes sense to the learner, e.g. using photographs or symbols.

See 'Appendix 4: How can person-centred practices help to inform the review process?'

The person-centred review meeting



Remember

All contributions at the meeting will be recorded under the following headings.

- What do other people appreciate about the learner?
- Progress on previous actions.
- What are the learner's aspirations for the future?
- What is important to them now?
- What is important for them (assessed need)?
- How best to support the learner?
- What's working and not working from different perspectives.
- Questions to answer.

Introduction

- Introduce yourself as the facilitator.
- Welcome people to the young person's review. Ask them to introduce themselves and say who they are in the young person's life.
- Record this on the 'who's here' sheet.
- Explain and agree the ground rules with everyone.

Sharing and recording information

- Recap information that is already gathered through preparation (this may be recorded under the headings in advance of the meeting).
- Review all information and check everyone agrees it is accurate.
- Record additional information (allow between 10–20 minutes for this).

  At large meetings, invite people to start writing on the flip charts to add to the information.

  For smaller meetings information may just be recorded by one person as the conversation progresses.

- Ensure that the young person is supported.
- Ensure that the family is supported.

Outcomes and action planning

- Start with the aspirations and identify the outcomes that will move in this direction. These can be new outcomes, or can be the same as before if they have not yet been achieved (as long as they are realistic and person-centred).
- Identify, prioritise and agree person-centred outcomes.
- Identify potential provision to meet each outcome.

See Appendix 2 for a checklist for developing person-centred outcomes.

Closing the meeting

- Make sure everyone knows what the next steps are and how and when information from the meeting will be shared.
- Ask everyone in turn to share one thing they have appreciated about the meeting.

More useful information to help you run successful person-centred reviews can be found in:

- Appendix 3 for a checklist for facilitators
- Appendix 4 for how person-centred practices can inform the person-centred review process.

Developing outcomes by starting with aspirations

The person-centred review is a great way to involve learners and their families in developing outcomes together with schools and other professionals. To do this, everyone at the review must have the information they need to make decisions on outcomes – aspirations are the starting point for this.

The importance of aspirations

The quality of thinking in reviews and the planning process will depend on what the learner and people around them (including parents) believe is positive and possible, and on their knowledge of what works.

There needs to be a strong focus on raising aspirations and ensuring these are reflected in the outcomes and provision in the learner's person-centred plan.

To achieve this, it is important that families, support staff and professionals are comfortable listening to the learner's aspirations and know how to support them to achieve their ambitions. Families, support staff and professionals need to know what is positive and possible about the learner's:

- language, learning and development
- future employment
- independent living
- community participation
- health and well-being and what helps people (especially young people with complex needs) achieve full lives.

Changing the conversation and raising aspirations for life takes time.

Here are some ideas to get started.

- Support learners and families to look at information (such as websites) that share positive stories about achieving good outcomes.
- Run workshops throughout the year for learners, families and everyone who works with them to provide information about what is possible, and what type of support helps all learners to achieve fulfilled lives.

- Use after-school clubs, summer schools, weekend workshops and open evenings to raise aspirations and share what works.
- Share stories and examples of other learners achieving good life outcomes using posters around school/college.
- Market places to share what is possible locally.
- Organise presentations from young people who have paid jobs and full lives, or from families who have supported this to happen.
- Support learners to become more aware of adult life, e.g. using the curriculum and work experience to enable people to become work aware.
- Collect local stories and share them in a wide variety of ways.

Raising aspiration needs to start early. It should begin with early years staff sharing positive stories of how other learners have achieved their goals and are leading full adult lives. It's hard for learners and their families to believe that employment and independent living are possible if they only hear about this during transition.

See Appendix 5 for information on the aspirations tool.

Developing person-centred outcomes

Outcomes are developed by starting with the learner's aspirations. They need to describe what the learner will have achieved or experienced over the next one to three years to move them towards the life they want in the future.

Visit https://youtu.be/XH_bBMAKXKE to see how this process works.

What is an outcome?

There is much debate and sometimes confusion about what we mean by an outcome. Definitions of the word 'outcome' include:

- a final product or end result; a consequence
- a conclusion reached through a process of logical thinking
- something that results from an action.

Sometimes there is confusion between aspirations and outcomes. Aspirations describe where a learner wants their life to be in the long-term, e.g. living in their own home, having a job and going out with friends.

Outcomes describe the specific things the learner will do over a two- to three-year period to help them achieve their long-term aspirations. An example might be trying out different types of jobs to help them decide what work they would like in the future.

A good outcome can be described as:

- building on something that is working well
- changing something that doesn't work well
- moving the learner towards their future aspirations.

If the outcome being considered doesn't address any of these issues then it probably isn't a good one.

A person-centred outcome can be described as:

- expressed from a personal perspective, not a service perspective
- within the control and influence of the learner and/or those involved
- specific to the learner and measurable.

What mistakes do we make with developing outcomes?

Apart from confusing outcomes with aspirations, two further common mistakes often made when developing outcomes are:

- embedding the solution or provision into the outcome
- not being specific enough to be able to measure whether it has been successfully achieved.

Embedding the solution

Often you will see outcomes that describe the solution to achieving the outcome as part of the outcome, or describe the provision that will help the outcome be achieved. For example, 'to have three hours of speech and language therapy every week'.

A solution is the resource (provision) you need to achieve the outcome. It can be an item or an activity. It may have a cost attached to it, or it may be free.

In the eight-step process described in Appendix 6, you can see some tools to help you explore whether the outcomes you are developing have the solution embedded in them.

Not being specific enough

If an outcome is not specific enough, it becomes really hard to measure whether it has been achieved and has made a difference in the learner's life. For example, 'to improve my fitness and stamina'.

This outcome statement is not specific to the individual, so you have no way of measuring if it has been achieved. You don't know what 'to be fit' looks or feels like to this person, or what's important to them about improving their fitness and stamina.

In the eight-step process described Appendix 6 you can see some tools to help you explore how to make outcomes more specific and measurable.

Developing a workforce that can deliver person-centred reviews

The implications for workforce development are significant, as they represent not just a change in process but also a change in thinking.

What staff need to know	What staff need to be able to do	How to achieve this
The difference between a traditional review and a person-centred review	Describe what a person-centred review is, and what their role is in the review	Organise awareness sessions for person-centred reviews Provide clear information about the person-centred review and their role in it
How to prepare for and contribute to a person-centred review; how to provide information that everyone can understand	Create summaries that include the statement of need, what's working and not working from their perspective and recommendations for outcomes – for presentation in person or in writing at reviews	Provide clear information about the person-centred review and their role in it Organise discussion and feedback sessions with facilitators after the review Share and use the range of free resources available Provide feedback on summaries Develop and share best practice examples

What staff need to know	What staff need to be able to do	How to achieve this
What person-centred practices are, and how they can be used within their role	Use person-centred practices in their role. Share examples of best practice	Provide training in person-centred practices Include person-centred practices in induction Provide examples of person-centred tools being used in the classroom Develop training skills in person-centred practice Develop a coaching or mentor role in person-centred practices
What one-page profiles are and how to develop and update them as part of the academic year and curriculum. What makes a good one-page profile	Use person-centred practices within the day-to-day life of the learner	Learn from other establishments who have done this – a range of materials and videos are available Invest in programmes for teachers/tutors and use twilight sessions and inset days Support teachers and school staff to develop their own one-page profiles as part of the process of learning about them Identify champion schools and colleges who have made progress and can support others

Who can facilitate, and what do they need to know?

Each setting – whether it's a mainstream school, special school or college – will need to decide who the best people are to facilitate person-centred reviews. In many schools it is currently the SENCo, the headteacher, or someone in a key working role. However, it doesn't have to be one of the people in these roles – it can be anybody with the right skills and competencies.

The essence of the role is:

- to ensure the learner and family are fully supported throughout the meeting, and that information is available in a way the learner, the family and others can understand
- to facilitate a conversation in a way that makes sense to the learner and the people in the meeting, and concludes with agreed outcomes and actions that enable the learner to have better life chances.

Here is a summary of the skills and knowledge required of a facilitator.

- Shares good practice.
- Promotes and supports the use of person-centred practices.
- Facilitates the review in a format appropriate to each learner.
- Makes people feel at ease.
- Deals effectively with any tensions or disagreements and moves the review to action.
- Listens well and summarises conversations verbally.
- Keeps the review to time.
- Uses facilitation techniques to encourage people to think creatively and contribute equally.
- Provides written records of reviews that are facilitated as conversations.
- Uses the principles of person-centred thinking to help the group make decisions, develop person-centred outcomes and SMART action plans.

- Develops good person-centred outcomes with those participating in the review.
- Encourages the participants to think creatively about what is positive and possible to support the learner to achieve their outcomes.

What do they need to know?

- They should have a good overview of all of the person-centred thinking tools.
- They should be competent in the use of the important to/for, appreciation and what's working and not working tools in relation to the review process.
- They should know what makes a great one-page profile.
- They should know how the person-centred review process works and how it can be used creatively to meet the needs of individual learners.
- They should be able to explain the headings and the process to others clearly.
- They should know how to involve everyone in the review meeting and make sure they contribute in a meaningful way.
- They should be able to use opening and closing rounds, and establish ground rules.
- They should know how to involve the learners in decision making.
- They should be able to deal with conflict in a constructive manner and move conversations to a safe place.
- They should be able to develop and agree person-centred outcomes that keep or build on what's working, change what isn't working and move the learner towards their aspirations.
- They should know how to support the group to think creatively to determine actions to support the learner to achieve their outcomes.

- They should be able to write a SMART action plan that supports the learner to achieve their outcomes.

What does good look like?

- The learner is well supported to contribute and stay involved. The correct communication methods are used for the learner.
- The family and others are well supported.
- Information is transparent and accessible for everyone.
- The learner remains the focus of the meeting.
- All questions are answered, and issues recorded.
- Good person-centred outcomes have been developed which cover all areas of the learner's life.
- The agreed outcomes reflect how the learner wants their life to be.
- There is a comprehensive SMART action plan with a record of the people assigned to actions, and dates for completion, and everyone understands their role in delivering the plan.
- The meeting is kept to time.
- Different communication methods are used to involve the learner.
- The review is meaningful to the learner and their family.
- Different facilitation techniques are used to involve everyone and get meaningful contributions.
- Everyone's contributions are recorded.
- The group are challenged to think creatively.

Appendix 1: Summary of person-centred thinking tools

Person-centred practices refers to a range of practical thinking tools which are established good practice in transition and adult social care, and are being used by innovative schools and colleges.

Here is a summary of person-centred thinking tools and how to use them for planning support.

Person-centred thinking tool	How it can be used to develop a person-centred plan
Appreciation tool	This person-centred thinking tool involves listing all the learner'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 you to think about how they can use their gifts every day to make a positive contribution to and benefit others in the school, college or community.
One-page profile	• What people like and admire about the learner • 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 a learner 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 learner. Everyone needs a balance in their lives of what is important **to** them (being happy, content and fulfilled) and what is important **for** them (being healthy, safe, valued and having every opportunity to learn). In working with learners you are looking to discover what support they need to have in order to balance what is important **to** and important **for** them at home and at school or college.

Person-centred thinking tool	How it can be used to develop a person-centred plan
Communication charts – how the learner communicates with you	Communication charts are a simple but powerful way to record how someone communicates through their actions as well as their words. People communicate in a variety of ways. This chart gives an opportunity to describe these ways of communicating and how others should respond.
Communication charts – how you communicate with the learner	Communication charts can also record how you can communicate effectively with the learner.
History map	This involves describing the learner's history and key milestones.
Aspirations	Thinking about hopes and dreams for the future can help when describing the kind of person the learner would like to be, as well as the things they would like to do.

Person-centred thinking tool	How it can be used to develop a person-centred plan
Learning log	A learning log is a simple way to record learning and information about a learner to continuously improve how you deliver personalised learning and support to that learner. It can replace other daily records and can be used to structure home–school/college books. Learning logs help you think about what needs to stay the same and what needs to change to support the learner in different situations. A learning log can be used in a formative way, helping people understand how best to support the learner on a day-to-day basis, therefore enhancing the learner's effective learning opportunities and optimising progress. Learning logs can also be used in a summative way, to help gather information together for 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 learner. Then by asking specific questions, you can use this information to begin to understand what is important to them and learn how best to support them.

Person-centred thinking tool	How it can be used to develop a person-centred plan
4 plus 1 tool	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 and 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.

Person-centred thinking tool	How it can be used to develop a person-centred plan
What's working and 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 who must ensure that the leaner is at the centre of their thinking. It gives you: • 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 • part of a person-centred review.
Relationship circle	This person-centred thinking tool is a visual summary of who is important in the learner's life. It is a way of understanding the number, spread and depth of their relationships. It can be used to help all involved to think about how to strengthen existing relationships and develop new ones. The information about who is important to the learner can then be added to their one-page profile. It can include photos or drawings of people, and can be represented as circles or as a map.
Decision-making	This person-centred thinking tool creates a clear picture of how learners make decisions, the range of decisions they make, and what information and support they need in decision making. The tool consists of: • the decision-making profile, which shares the learner's preferences in decision making • the decision-making agreement, which specifies the important decisions and how the learner wants to be supported with them.

Appendix 2: Checklist for developing person-centred outcomes

a. For every issue you have prioritised:

- ask what success would look like
- ask what is **important to** the learner specifically about this issue
- consider what you must pay good attention to in order to keep them healthy and safe in relation to this issue (**how best to support the learner**)
- write the first draft of the outcome based on the answers to these questions.

b. Test the outcome if necessary by asking:

- what would it give you?
- what would it do for you?
- what would it make possible for you?

c. Rewrite the outcome if needed.

d. Once the outcome is written, ask what is stopping it from happening now. Then think creatively about how to meet these outcomes, setting targets and actions and identifying provision where appropriate.

e. Check the outcomes and provision. Do the outcomes and provision:

- address the learner's needs?
- reflect what is important to the learner?
- help change what is not working?
- take the learner closer to their aspirations?

f. Create an action plan to deliver the provision and targets.

- Check if it is clear what is to be provided and by whom, and how it will be delivered.
- Check if the targets are specific, measurable, and accountable and that they will support the learner to achieve their outcomes.

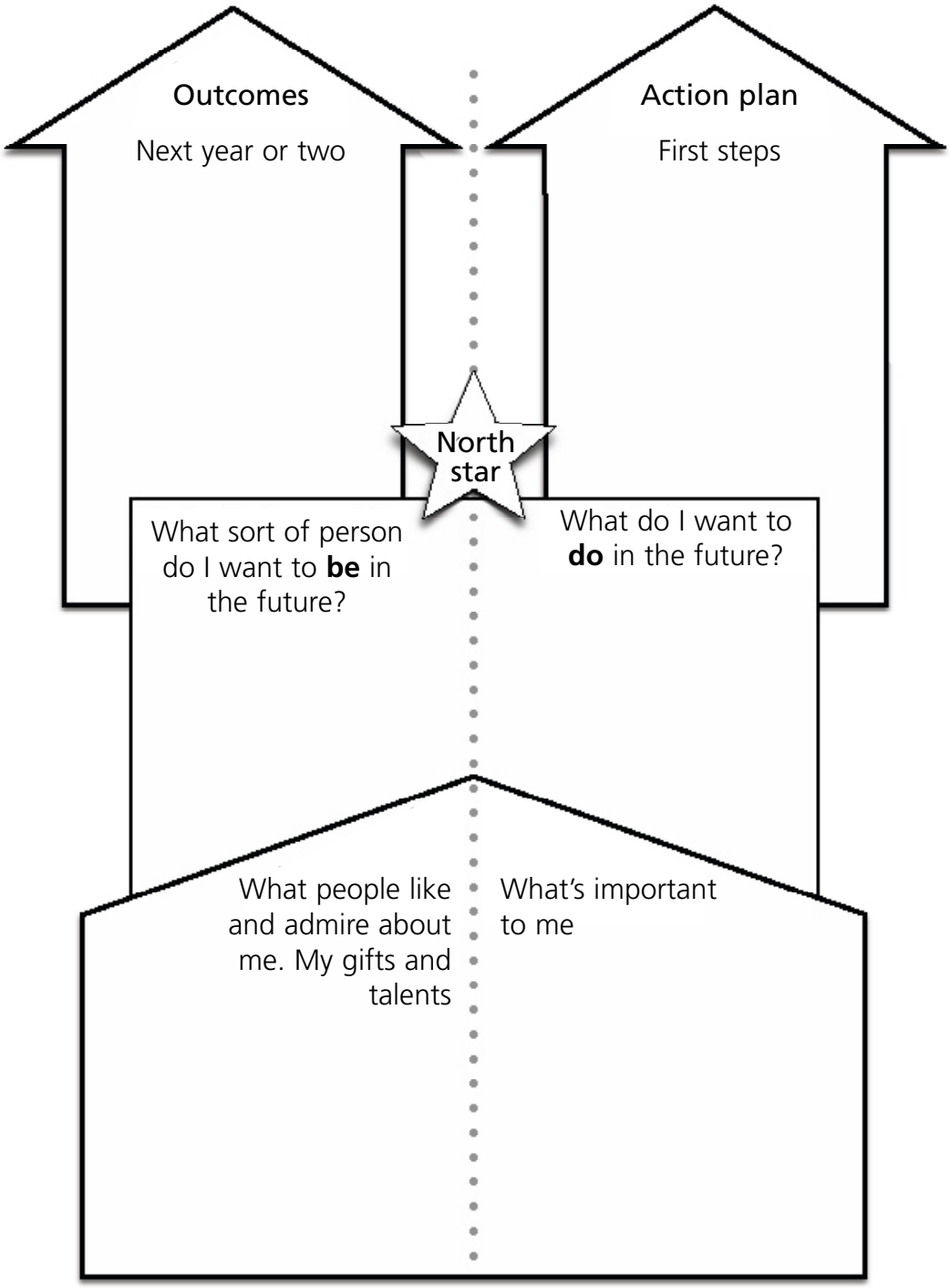
Appendix 3: Checklist for facilitators

- The date and time of the review has been arranged with the learner and family. ☐
- You know what information you have, what information you need, and how to get this in a family-friendly way. ☐
- Where appropriate, you have used the preparation booklets to help prepare the learner, family and professionals attending. ☐
- Everyone attending the review has been asked to prepare, e.g. by using the preparation booklets. ☐
- You have checked who has replied to the invitations, and know who is able to attend. ☐
- You have information from all professionals who are not able to attend. ☐
- Where appropriate, the learner has been involved in developing and sending invitations to the review. ☐
- A suitable room has been organised for the review, and the learner knows which room it is. ☐
- You know what music the learner wants, and have a means to play it (if this is appropriate). ☐
- You have enough paper, pens and other resources needed. ☐
- You have arranged for a laptop and projector to be available if necessary. ☐
- You have gained permission to take photographs or video if necessary. ☐
- You know whether there is certain information the learner doesn't want to share in the review. ☐
- You have agreed ground rules with the learner. ☐

Appendix 4: How can person-centred practices help to inform the review process

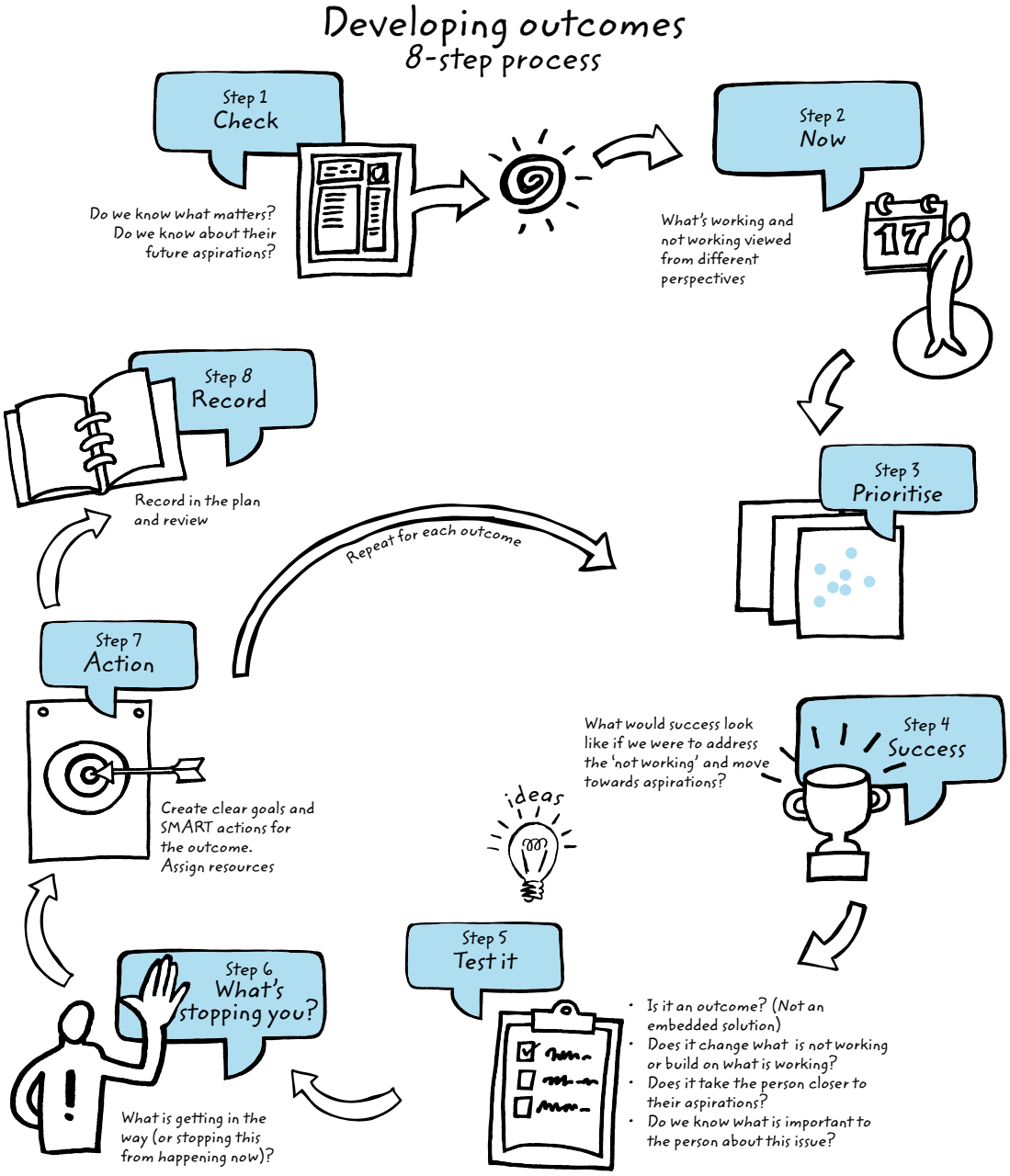
What needs to happen	Person-centred practices that can help
Think how the learner and family can fully participate in the review and process	Relationship circle – shows who else may need to be involved Communication chart – shows how the learner can communicate and contribute Decision-making agreement – identifies what decisions the learner will be involved in and how they can be supported in making them One-page profile – provides an overview of how to support the learner well Family one-page profile – provides an overview of how to support the family
Gather existing information	One-page profiles Existing person-centred information Assessments and other information shared Plans from other agencies
Gather any new information	Read the one-page profile before any further assessments Share information under what's working and not working if the professional is not at the review
Support the learner, family, professionals and school or college to prepare for the review	Identifies: • what they are proud of/appreciate about the learner • what is important **to** them • what their hopes, dreams and aspirations are for the future • what is important **for** them (assessed needs) • what is working and not working, from their perspective • what good support looks like to them

Appendix 5: Aspirations tool

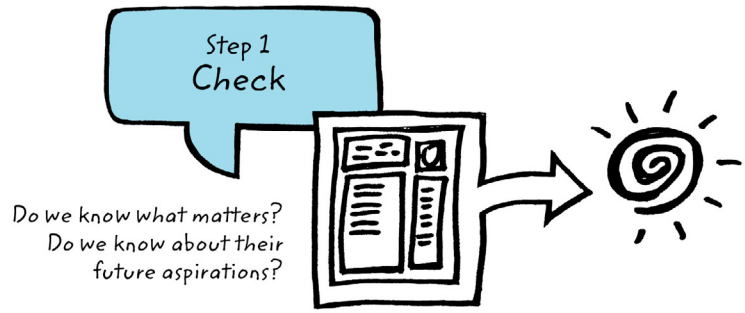


Appendix 6: Eight-step process to develop person-centred outcomes

The eight-step process described in detail below can help you develop person-centred outcomes.



Step 1: Check



Developing outcomes has to start with the learner themselves. This should always be your very first port of call. You cannot support people to develop person-centred outcomes if you don't first understand at least two key things: what matters to them, and what their future aspirations might be. This ensures your starting point is rooted in the things that are important to them, not to others, and sets the direction of travel.

Not having this understanding puts you in danger of imposing your own ideas and often developing service-driven outcomes. To gain this understanding you need to have a person-centred conversation. The outcome of this conversation can be recorded in lots of different ways. It is the quality of the conversation that matters.

You can use person-centred thinking and approaches as a framework for the conversations, and record the information in a one-page profile.

Step 2: Now

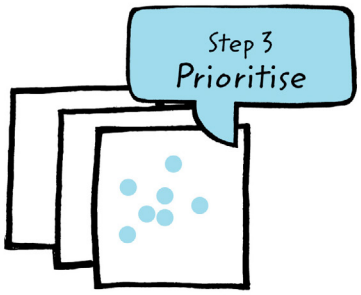
Once you have checked that you have a good understanding of what matters to the learner, you need to establish a clear idea of current reality. This helps establish the issues that are a priority for them, and those who know them, to focus on.

If you use the what's working and not working tool to identify these issues, the outcomes that are developed will be relevant to the learner. The tool will also give others that know and care about the learner the opportunity to create a clearer picture of current reality and priorities.

It will be helpful for the learner to identify what's working or not working across four areas.

- Learning and employment.
- Home and independence.
- Friends, relationships and community.
- Health and well-being.

Step 3: Prioritise



You know what matters to the learner, and you have a clear idea of what is currently working and not working. It is now important to make sure the outcomes that are developed are important to the learner and their family.

Again taking the person-centred approach, priorities should be agreed in partnership with the learner and their family. An agenda created collaboratively is far more likely to lead to successful outcomes which are successfully achieved. Often the same people who are supporting the learner to develop the information will also be involved in making sure actions are achieved.

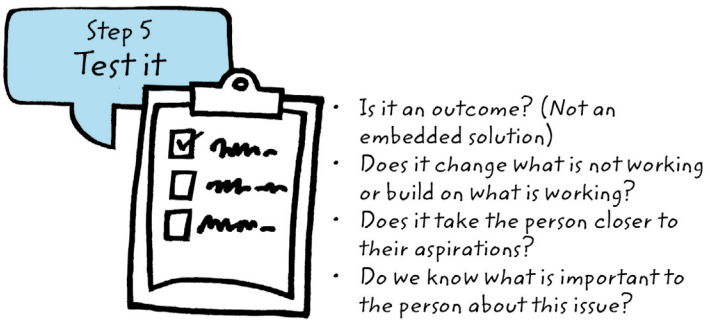
If you are working with a group of people to develop outcomes, then it can be helpful to use the 'multi-dot voting' technique. It can also be useful to check how important the issue is to the learner and how confident they feel to address it.

Step 4: Success

It is important to reach agreement on what success looks like for the learner. This step is about being clear of your broad long-term aim for each priority area that has been identified. It doesn't have to be detailed or specific at this point.

By asking the learner what success looks like for them, you are likely to make sure the outcome is specific to them. You should not assume that a well-trodden path that would be successful for others in a similar situation would automatically work here.

Step 5: Test it



You now need to get clear and specific by asking some questions. There are two main things to check.

- Are your ideas so far actually outcomes? Or in fact, solutions disguised as outcomes?

- Have you drifted too far off the initial starting point? Or are you keeping close to what is important to the learner?

The problem with confusing solutions with outcomes is that it shuts out alternative possibilities and other solutions too early. For example, 'To have three hours of speech and language therapy every week' may be a solution, but you don't really know what the learner wants to achieve, or whether the speech and language therapy is the best or only way to help them achieve that.

To test if you really have articulated an outcome, the following questions can be asked (in no particular order or number of times).

- What would it give the learner?
- What would it do for the learner?
- What would it make possible for the learner?

When you get to the point where you lose clarity and start talking about overarching aspirations, you need to focus back down to the last clear point you reached. So, exploring the 'speech and language therapy' example:

- what would it give the learner?

  (Answer: Time with a speech therapist.)
- what would it do for the learner?

  (Answer: Help me be more easily understood by my friends when we are playing.)
- what would it make possible for the learner?

  (Answer: Friendships, taking part in things, feeling more confident with others.)

You can then take this information and develop a more detailed and specific outcome. For example, 'I am understood by my friends. I can play with them in the playground and at the after-school club every day.'

A second way to test the outcome is to check that you have really understood what is important to the learner about this specific issue. You can do this by using the 'important to/important for' tool. The following example explores the 'fitness and stamina' outcome.

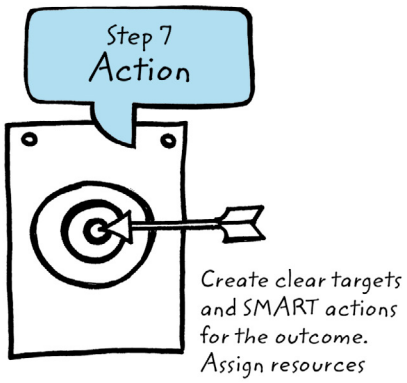
Priority issue	
Improving my fitness and stamina	
Important to me about this issue	**Important for me about this issue**
To be strong enough to use a manual wheelchair all the time	To improve my general health through exercise
To be able to do more than one thing per day without getting too tired	Not to get socially isolated because I am too tired to see family and friends
Not being too tired to go out in the evenings with my friends.	
My outcome	
I use my manual wheelchair 12–14 hours per day. I am not too tired and having to go to bed in the afternoon. I am going out 2–3 evenings each week with my friends.	

You now have a robust, clear and truly person-centred outcome.

Step 6: What's stopping you?

You have your outcome, but at this point it would be useful to ask what some of the barriers and obstacles to achieving this outcome might be so you can take these into account when you identify the next steps.

Step 7: Action



Having identified the overall outcome and what's getting in the way, the next thing is to identify the steps you need to take to achieve the outcome and overcome those obstacles. Try to think creatively and not jump to the obvious (like service options).

This is where you can identify small targets or goals to help achieve the broader outcome. Different places will do this in different ways and use different language to describe this. That is fine, as long as there is clarity about what the outcome is.

Having identified the goals and targets, you can then identify the first steps or actions to get started. These must be SMART, of course, with timescales, names of people responsible, and resources required.

Step 8: Record

When thinking about outcomes, the starting point for organisations is sometimes to initially focus on what recording methods are being used at the time, and equip employees to be able to fill this in appropriately.

The energy and focus can be on whether the paper is capturing the right information so you become absorbed in data collection rather than knowing what you do is making a real difference to people's lives.

If you always take your starting point as the learner themselves, the recording you do should and could be led from that. The information you have collected needs to be recorded in the person-centred plan.

In summary

Start with the learner: Know what matters to them, what's working and not working, and their aspirations for the future.

Make sure you find out what the priorities are, and what it looks like when they are achieved.

Check you have developed robust and clear outcomes to address the priorities, know what barriers you need to overcome and set clear actions to deliver these outcomes. Record them all in a transparent and meaningful way.

Appendix 7: Example outcomes

Language, learning and development/moving to further education/employment		
What to aim for	What to avoid	Why?
To be able to write my name so I can write my own Christmas cards this year.	To be able to form letters correctly.	This has no meaning to the individual. It is also not specific enough or measurable. Being able to write their name gives focus and meaning, and will interest the learner as they love making Christmas cards.
To improve my level of reading so I can read on my own like the others in my class. This will mean I can read my favourite book or football magazine. It will also help me with my other class activities.	To be able to access all areas of learning.	This is very broad, not specific or measurable, and doesn't reflect what's important to the learner.
To learn the skills to get a paid job working with cars, working at least 16 hours per week.	Go to college to do a car mechanics course.	This is an example of provision, not an outcome. The purpose of going to college is to get paid work – it is not an end in itself.
I will understand my homework every night and be able to complete it.	To have 1:1 support from teaching assistants I like and who understand how best to support me.	This is a solution as the teaching assistant's support is a provision or resource.

Home and independence		
What to aim for	What to avoid	Why?
To feel confident to catch the bus to college with my friend Jon, and know how to get support if I need to.	To develop independent living skills.	This is too broad, making it hard to measure. It doesn't reflect the kind of person the learner is or wants to be, which is to be confident. It also doesn't set the context of the goal, which is getting to college with Jon. Confidence can be hard to measure. But you can use a scale of 0–10 to check how confident somebody feels to address this issue, and to check later on if they are more confident.
To live with my friends Hannah and Paula in a flat in town, and to have the support we need to feel happy and safe.	To move into supported accommodation.	This is a limiting statement and not positive. It has looked at risk and support without considering the context of how and with whom the person wants to live. It is a service response to an accommodation issue.
Health and well-being		
What to aim for	What to avoid	Why?
I will wear my hearing aid every day at school at story time so that I can hear the story and talk about it with my friends.	To wear his hearing aid at all times.	This is very broad and needs to be specific and measurable. It also only addresses something that is important for him to do. It doesn't connect to what is important to him (i.e. taking part in story time and talking to his friends).

Friends, relationships and community inclusion		
What to aim for	What to avoid	Why?
I want to be able to play/go out with my friends at least one or two evenings a week and at the weekends, and be understood by them so I can join in the fun.	Three hours of speech and language therapy each week.	You can complete a six-week course of speech and language therapy and may not be able to communicate with your friends. Speech and language therapy may be part of the provision to achieve the outcome, but it is a 'how' not a 'what'.

Other resources

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

Developing as a person-centred organisation
http://learning.gov.wales/resources/browse-all/developing-as-a-person-centred-organisation/?lang=en

Person-centred practice in education
http://learning.gov.wales/resources/browse-all/person-centred-practice-guide/?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/