



1.8 Person Centred Planning.

Person centred approach

The Children and Families Act 2014 sets out clear principles for supporting and involving children and young people in all aspects of the support and planning of their special educational need. Person centred approaches are about discovering and acting on what is important *to* a person and what is important *for* them and finding the balance between them.

The Special Educational Needs and Disability Code of Practice: 0 – 25 years (2015) provides the statutory guidance relating to part 3 of the Children and Families Act 2014. Embedded in its principles is the need for a stronger focus on the participation of children, young people and their parents/carers in decision making at both individual and strategic levels. The use of Person-Centred Approaches provides the opportunity to fulfil those principles. Working in this way ensures the CYP and their parents/carers are at the centre of all decision making and future planning. It provides an opportunity to engage directly with children and young people to discuss their needs, and plan how they can achieve the best possible outcomes. This should be integral to all planning for children and young people with Special Educational Need and Disability (SEND) throughout their lives.

A key strategy for drawing out the voice of the child or young person is the person-centred approach to planning. This process is underpinned by the principles outlined below

Person-Centred Planning should:

- focus on the child as an individual
- enable children and their parents to express their views, wishes and feelings
- enable children and their parents to be part of the decision-making process
- be easy for children and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the child's strengths and capabilities
- enable the child and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach
- deliver an outcomes-focused and co-ordinated plan for the child and their parents.

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The Children and Families Act 2014 underpin the SEND code of Practice and make it clear that when working with disabled children or those with special educational needs regard must be given to:

The views, wishes and feeling of the child young person, and the child's parents

The importance of the child's or young persons, and child's parents participating as fully as possible in decision, and being provided with the information and support necessary to enable participation in decision making

The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them for adulthood.

EYFS 2021

“Every child is a unique individual with their own characteristics and temperament” and “what children can do is the starting point for learning”.

Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning.....if a child's progress in any prime area gives cause concern, practitioners must discuss this with child's parents and/or carers and agree how to support the child. (The EYFS 1.11 & 1.12)

The key questions in a person-centred review should focus on:

- Appreciation – What is appreciated about the child (i.e. what are the child's qualities and characteristics?)
- What is important to the child at present?
- Important in the future – What is important to the child in the future and what must be present in the future?
- Best support – Identify what is the best support (i.e. what do others need to know and do to meet this child's needs in a way that makes sense to them and fulfils the statutory requirements)?
- Working/not working – Focusing on the multiple perspectives of those attending the meeting, what is working and not working for the child at the centre of the review?
- Questions – In relation to the child at the centre of the review, what questions need answering?
- Outcomes and Actions – In relation to the child at the centre of the review, what outcomes and actions are desirable?

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Further information

[EYs SEND Handbook](#) (See *VLE > Early Years Providers > 11. SEND*)

[A Celebratory Approach to SEND Assessment in the Early Years | Pen Green Children's Centre](#)

[Involving your child in their care and reviews](#) is a helpful resource within the South Glos SEND Local Offer. [SEND Local Offer | South Gloucestershire \(southglos.gov.uk\)](#)