

Design a person-centred service for vulnerable children. Include a critical evaluation of different types of person-centred planning.

Person Centred Planning was introduced in the 1980's as a way to enable children and adults to move out of segregated places such as schools and hospitals, and into mainstream life (Helen Sanderson Associates, 2015). The need for person-centred planning came from flaws in the medical model of disability. The medical model was set up to make for decisions regarding how they lived and the treatment for people, rather than make decisions with them (Mercer, 2003). Person-centred planning sees a shift towards the social model of disability which places an emphasis on improved services and provision. The Social Model of Disability highlights that people are disabled by barriers in society, such as a building not having wheelchair access, rather being disabled by their impairment (Scope, no date). The model also helps us see that social barriers can make everyday tasks difficult for disabled individuals and removing these barriers allows for more independence, equality and control of their life (Scope, no date). Person Centered Planning allows the individual to Be part of their local community, maintain positive relationships, make life choices based on personal preferences and to allow them to live with dignity (Kincaid 1996 cited in Holburn & Vietze, 2002). Self-advocacy was developed in the 1950's and changed the role of the professional from decision makers to advisors (Mercer, 2003). Choices were given to the individual and the professional would then advise the individual on what was available and what was most appropriate (Mercer, 2003). The National Youth Advocacy Service in Wales provides independent advocacy to children in Wales and ensures the rights of the child are upheld at all times (NYAS, 2017). Every child in Wales has the right to an advocate, who will represent the views of the child, without having a conflict of interest.

There are many different types of person-centred planning and one of these is the MAP's planning style. MAP's were first used to help integrate disabled children into mainstream education but are now more widely used with children and adults (Helen Sanderson Associates, 2015). The planning takes place in a meeting where there are two facilitators, one leads the process and one records it (Helen Sanderson Associates, 2015). There are eight steps involved in the MAP's planning process.

The first step is the warm up stage and the point of the meeting is summed up. The second stage will involve the discussion of the history of the individual and discuss key milestones, both positive and negative. The third stage will see the discussion of the individual's dreams and give the team something to work towards, whereas the next stage, the nightmare stage will give the team something to work away from (Helen Sanderson Associates, 2015). The fifth stage sees the group discuss the individual and give words to describe their character which is closely linked to the sixth stage which is the discussion of the individual's strengths, gifts and talents (Helen Sanderson Associates, 2015). The seventh stage identifies the people and resources needed to achieve the individual's goals and the eighth and final stage is where an action plan is drawn up and specific goals are set and time frames are given, in which to achieve these goals (Helen Sanderson Associates, 2015). There are critiques to the MAP'S planning process which include difficulty in creating individual plans for a large number of people and there is a chance of the children engaging with people they are not familiar with, resulting in an inattention to detail (Holburn and Vietze, 2002).

Another type of person-centred planning is a one-page profile, and these provide an at-a-glance way of recognising what matters to individuals and can be brought with the individuals as they come into contact with different professionals (Helen Sanderson Associates, 2015). A one-page profile has 3 main areas which are 'What people appreciate about me', 'What's important to me' and 'How best to support me' (Helen Sanderson Associates, 2015). The benefits to a one-page profile include fully understanding what matters to the individual, a record that stays with the individual to help professionals e.g. a supply teacher looking at a one-page profile to get to know the child quickly and a one-page profile can be regularly updated as the individual's situation changes (Helen Sanderson Associates, (2015). Barriers to one-page profiles include the difficulty in providing enough specific detail onto one page and the process of making the profile can be constrained due to the professionals behaving according to their previous jobs.

Person centred reviews have been used across schools in Wales since 2006 and the focus on the aspirations of the individual and their family, what is important to the individual, identifying what support is needed, analyse what works and what does not work and then create an action plan (Welsh Government, 2015). As with all person-

centred approaches, the focus of the meeting is on the individual and the meeting will also involve those that the individuals want to be there and those that have to be there in a professional capacity (Welsh Government, 2015). Benefits of a person-centred review for the individual include allowing the individual to give their opinion on what is or is not working for them, allowing the individual to feel listened to and be a part of working towards their own future (Welsh Government, 2015). There are also benefits to the parents such as being able to contribute and give valuable information about the individual and be involved in the planning of the individual's future (Welsh Government, 2015). Critiques of a person-centred review include the focus on present needs, the varying attitudes and skills of workers, often used as a performance indicator and reviews can be viewed as a way of saving resources (Bennett, Cattermole and Sanderson, 2009).

Another type of person-centred planning is PATH, and this is used with both individuals and organisations. In the PATH planning process, the individual gets to choose who to invite to the meeting, and this group of individuals needs to be fully committed to making things happen for the individual (Sanderson, 2015). Similarly, to the MAP's process, the PATH process involves multiple steps, with the first being the introduction and setting ground rules. The second step involves identifying the dream of the individual and asking others in the group what future they see for the individual (Inclusive Solutions, 2015). The third step allows the individual to imagine one year has passed and to describe what has changed, and then creating goals that are positive and possible (Inclusive Solutions, 2015). The fourth step is discussing the situation at present, allowing the group to get a good idea of where they are starting from (Inclusive Solutions, 2015). The fifth step involves identifying those individuals that will be involved in achieving the individual's dreams and recognising if there were any individuals not in attendance of the meeting that may be important to the child (Inclusive Solutions, 2015). The sixth step will allow the individual and group to identify the skills that need to be developed to achieve the goals and what the individual, and group, needs to do to stay focused on achieving the goal (Inclusive Solutions, 2015). The seventh and final stage will see both smaller and larger goals be set, and the timeframes in which they can be achieved. Holburn and Vietze (2002) highlight some of the critiques of the PATH planning approach as the difficulty in providing adequate staffing, the need for a highly active

support group, too much pressure on direct care staff to implement the plan and the frequent use of bank staff can affect stability.

The term Additional Learning Needs has replaced the term Special Educational Needs in Wales. The term additional learning needs refers to 'children and young people with learning, physical or sensory needs that make it harder to learn than most children of the same age' (Dewis Cymru, 2018, para.3). In addition, the term is also to be used for young people up to the age of 25 who are currently said to have Learning Difficulties and Disabilities (LDD). The Additional Learning Needs (ALN) and Educational Tribunal Act was passed in January 2018 and will begin to be rolled out from the start of the new school year in September 2020 (Snap Cymru, 2019). The provisions in this Act will be supported by a new Additional Learning Needs Code, which will set out practical guidance on how to carry out duties. The ALN Code recommends that all schools introduce a robust ALN policy, which will outline how pupils with ALN are identified and how they will monitor their progress (Special Needs Jungle, 2018). Evidence needs to be provided to support the identification of ALN, and this involves the school providing differentiated teaching and if this does not improve the performance of the child then the teacher will work with the ALN coordinator to establish if the child has ALN (Special Needs Jungle, 2018). When it has been identified that a child has ALN the school will develop an Individual Development Plan and every child with a recognised Additional Learning Need will be issued with an Individual Development Plan, which will continue until the child is 25 years of age, if the individual goes onto further education (Snap Cymru, 2019). The individual development plan will include the individual's needs, agreed outcomes, additional provisions needed, an action plan, how the success of interventions will be measured, success criteria and a review date (Snap Cymru, 2019). If a school decides that the child does not have ALN and refuse to prepare an Individual Development Plan, then the parents can appeal to the Special Educational Needs Tribunal for Wales under certain circumstances (Special Needs Jungle, 2018).

The service designed will bring together a number of professionals to identify Additional Learning Needs and the support needed. The service will run after-school

and in attendance there will be Speech and Language Therapists, the designated Additional Learning Needs Coordinator for local schools, Social Workers, Class Teachers along with the individual and their family and friends. Then ALN Bill highlights the importance of person-centred planning and how individuals views should always be considered when planning and Individual Development Plan. Under the new ALN Bill health bodies have a duty to assist the local authority in securing relevant treatment and provision and assessing the individual (Welsh Government). Speech and language therapists will be in attendance to identify any communication difficulties, allowing for early intervention. Early intervention is essential to give the individual the best chance of communicating well, and make progress socially, emotionally and educationally (Afasic, no date). The Support for Learners Division is responsible for ensuring that barriers are addressed that can inhibit a learner from reaching their full potential (Afasic, no date). This specifically includes planning of services for learners that have additional learning needs. The Speech and Language Therapists can work with the parents and other professionals to implement effective communication methods that can meet the individuals specific needs (National Assembly for Wales). Speech and Language Therapists can also provide training to teachers and support staff to help them identify signs of speech and language difficulties and ways in which to provide effective support (IWA, 2017). Speech and language therapists are vital in any person-centred approach as they can ensure the individual can communicate with the facilitators, in whichever way possible. If Speech and Language difficulties are left untreated then there is a risk of difficulty in socialising, reduced educational attainment, low self-esteem and difficulty developing life skills in both childhood and adulthood. The role of the Additional Learning Needs coordinator will be communicating in the service with other professionals about issues already identified in school, focus on opportunities to help the individual in the classroom and work with the parents to create a plan for learning both in school and at home (Welsh Government, 2017). Class teachers will be in attendance to be involved in creating a plan for the individual to help them reach their full potential, liaise with other professionals and get advice and work with specific professionals to ensure they are continuously developing professionally (Welsh Government, 2017). Parents will be able to provide key information to the professionals and have a unique insight as to how the child behaves and is supported at home (Welsh Government, 2017). Parents can work with the

professionals in attendance of the after-school club and set up a meeting to develop a person centred plan, specifically a PATH. Both the individual and adult will be able to decide who they would like in attendance of the meeting, and an appropriate time and place for the meeting will be set up. There may be difficulty in establishing who needs to attend the PATH meeting as not all professionals will be able to attend the after school sessions due to other commitments, or there might be a variation of staff, meaning the child cannot rely on one specific member of staff for that area. Both the service and PATH meeting will involve multi-agency work which is where a group of professionals all work together to benefit the individual. A multi-agency is panel is used, whereby all the professionals are still employed by their home agency, but meet regularly to carry out assessments and to share information and ideas (Walker, 2008). Benefits of this include not needing to recruit staff as they are already employed, specific knowledge in different areas from different professionals however the disadvantages in this service can include difficulty in finding a time that everyone is available for the PATH meeting, lack of frequent contact and the difference in opinions between the practitioners and between the parents (Walker, 2008).

The Special Educational Needs System will remain in place until 2020, from then learners with Additional Learning Needs will be supported under the arrangements of the Additional Learning Needs and Education Tribunal Act (Dauncey, 2018). The definition of ALN remains the same as that of SEN, but the new act will apply to those up to the age of 25. There are three overarching objectives for the intensions of the act, the first of which is to create a unified legislative framework for those of compulsory school age and those in further education, rather than there being two separate systems and legislation (Dauncey, 2018). The second is an integrated collaborative approach to assessment and planning, and facilitate effective, early intervention (Dauncey, 2018). The third overarching objective is to create a fair and transparent system for providing information and dealing with appeals (Dauncey, 2018). According to Debenham (2018) individuals with learning difficulties often previously lived a life with limited opportunity, largely due to the, having to attend a special school rather than a mainstream school and due to the prejudice and stigma surrounding learning difficulties. However there has been many positive steps to allow those with learning difficulties to be educated alongside others in a mainstream

school, largely due to person centred planning. Assistance is now provided in all schools for those with learning difficulties, allowing individuals to live a more independent life and play a more active role in society and the school community. Despite governments and schools taking action against social exclusion, not all those with learning difficulties are seeing the effect. There are still misconceptions regarding those with learning difficulties such as some parents thinking they will disrupt the class or will receive all of the attention from the teacher. More action needs to be taken to ensure these issues are addressed and to create a society that is more inclusive for everyone (Debenham, 2018).

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