Person-Centred Approaches for Class Teachers

Annabel Evans
• Putting children and families at the centre through responsive planning
• Moving away from using IEPs
• Developing personalised learning
Person-Centred Approaches

Aims of the Session

• Tell you why they are important now
• Raise awareness about what this means
• Offer some person-centred frameworks for you to use
• Think about how they fit into your practice
Key workers should:
- be alert to emerging difficulties and respond early
- respond to parents’ concerns about their child
- address any concerns raised by children themselves

“The early years practitioner, usually the child’s key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support.”

Graduated approach for identification and support (replacing EYA and EYA+) – Assess – Plan – Do - Review
What does it mean to work in a person-centred way?
Finding a balance

NB. This approach does not mean that everyone gets to do what they want.

Doing more of what already works well and identifying the best ways to support an child do what needs to be done or must be done.
These tools describe a way of:

• Gathering information about what is important to a person, and what is important for them, now and in the future
• Finding out what works and does not work well
• Doing this in partnership with the child/young person and family alongside professionals
Person-Centred Approaches

WORK WITH

NOT TO
IEP: what was their purpose?

• **WHAT:** Targets to include success/exit criteria (3-4 targets)

• **HOW:** Strategies/activities/material

• **WHO/WHEN/WHERE:** Input by/frequency/duration/group size/location

• **Achieved:** ?
Photo

Appreciation-strengths

What’s important to the young person

How to best support the child
• Develop through conversations with the child
• Talking to people who care about the child and know them well
• Using Person-Centred Tools to gather information
  Ask, Guess, Check back, Add

How can you do this with pupils who don’t use words to communicate?
Person-Centred Approaches

The Templates

http://www.helensandersonassociates.co.uk/
Who am I?
Relationship Circle
MAPS

Using MAPS process to record the story so far........
Communication Charts

What am I communicating to you?

<table>
<thead>
<tr>
<th>When this is happening (or just happened)</th>
<th>...... does this</th>
<th>We think it means</th>
<th>And we should</th>
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<tr>
<td>Date</td>
<td>Activity: (What, where, when, how long?)</td>
<td>Who was there: (Staff, others, etc)</td>
<td>What worked well about the activity? What should continue? What did you learn?</td>
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Person-Centred Approaches

Person centred reviews

http://www.youtube.com/watch?v=w-pKowisRoc
As an alternative to IEP’s?

1 What have we tried?
2 What have we learned?

3 What are we pleased about?
4 What are we concerned about?

Following reflection
5 What do we do next?

This last question - forms the basis of action planning.
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How do we do this well?

» Use the tools in your daily practice
» Don’t just listen and record
» Ask for details
» Check back to see if you’ve got it right
» Share the learning gained
» Act to make changes based on what you learn
Person-Centred Approaches

How will we know when we've got it right?

- Templates used in day to day practice to inform provision, practice and planning
- Information gathered shared at review meetings with child, family/carers
- Termly updating One Page Profiles
- Information ready for Education Health & Care Plans
Positive Outcomes
One Page Profile

One Page Profile - Video
http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-thinking/one-page-profiles.aspx

Developing One Page Profiles
(For People who don’t use words to communicate)
https://www.youtube.com/watch?v=-VYE9cVofTg

100 One Page Profiles
onepageprofiles.wordpress.com
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