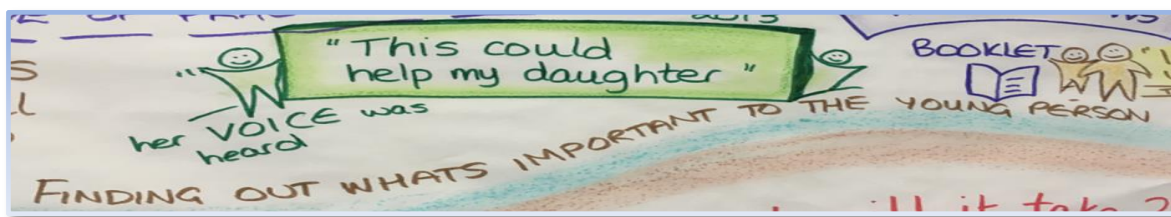


Person Centred Planning - A Facilitators Guide – January 2017



Contents	Page Number
An Overview to this Person Centred Planning Facilitator Guide	2
What is Person Centred Planning? What is a MAP? What is a PATH?	3
How do I know if I / we should develop a MAP or PATH?	3
Who does what when creating a MAP / PATH?	4
Whose PATH or MAPS is it?	4
How do you know who to invite to the meeting?	5
Structure of a MAP	6
Creating a MAP – The Process	8
Structure of a PATH	14
Creating a PATH – The Process	15
Making Effective Use of Props	22
Process Facilitation Top Tips	23
Useful Facilitator Questions	25
Graphic Facilitation Top Tips and Useful Graphics	26
Best Saves – Overcoming Facilitation Challenges	28
Supportive Activities	30
Examples of PCP Practice in West Sussex	31
Acknowledgments	49



Developed in Partnership with

An Overview to this Person Centred Planning (PCP) Facilitator Guide

This Person Centred Planning (PCP) Facilitator guide is part of a training package – although it is great to try out a different technique, it is important that the facilitators have a good understanding of the Person Centred Planning tools and also receive face-to-face support to develop their skills and develop practice.

Person Centred Planning is a demanding but rewarding role for both facilitators. The Person Centred Planning process should be well structured and managed and requires the facilitator and graphicer to guide it carefully. The facilitators will need to use their skills to personalise the process for the audience.

Preparation, planning and practice is key so make sure you:

- read the whole of this guide
- watch the embedded training clips
- observe a session where the tool (e.g. Map or PATH) is being used
- attend a PCP support session
- Have a PATH / MAP created for you before you do it for others – it will help you to understand what a powerful tool it can be.
- Run through the whole process with someone else before you do it 'live'.

Before each session:

- Check the focus person has worked with the session organiser to agree and send out invites. Resources e.g. props, music, the room layout, refreshments should be organised and the outline of PATH / MAP pre-drawn.
- Prepare and try to get to know the audience before the session so they have an idea of what to expect and they feel safe. This helps with empathy and dealing with challenges that may crop up. Session times and information about the meeting should be clear to all.
- The discussion should be positive throughout - always keep the focus person at the centre of the session.
- Put your professional role to one side – you are there to facilitate not problem solve.
- Be clear on PATH / MAP ownership and agree a key person who will take responsibility for supporting the focus person. It is important to do this at the beginning of the session e.g. during the introductions e.g. "Welcome to [focus person name] PATH, I am [organiser name] and will be working with [focus person] to check what we agree today has happened". It is important to do this before the session with the focus person and organiser.

Trust the process, the tool has great benefits...

"It is the first time our son is part of the Annual Review and it is great to have him with us participating and saying what he wants."

"The tool helps us to have a meaningful conversation rather than just call a meeting because it's part of a statutory cycle." SENCO

"Using these PCP approaches helped us to make the most effective use of the resource we had available. Comparing PATHs has helped us to identify common views and themes to inform commissioning." Organisation feedback

What is Person Centred Planning?

Person Centred Planning is a family of approaches for discovering what is most important to a person / group and specifying the opportunities and support required to give them the best chance of experiencing what is most important. MAPs and PATHs are two Person Centred Planning processes that can be used with individuals, groups and organisations.

MAPs and PATHs are effective because they:

- Create alliances.
- Create a belief that positive change is possible.
- Are creative.



What is a MAP? See page 6 for further information

A MAP (Making Action Plans) is a creative planning tool that uses graphic and process facilitation to create a shared vision of a positive future for an individual, family or group and focuses on their gifts, strengths and interests to agree actions that will help them achieve it. The MAP begins with the person's / group's story about their history and milestones on their journey to date so the group can get to know them and then dream with them. The MAP also gives an opportunity to touch briefly upon worries for the future in the form of the "nightmare" before building a rich portrait of the person's gifts and talents to be able to focus on simple actions that move them in the direction of their dream.

What is a PATH? See page 14 for further information

A PATH (Planning Alternative Tomorrows with Hope) is a creative planning tool that uses graphic and process facilitation to create a shared vision of a positive future. It works by visualising a future then working backwards from this vision to plan how it can be brought into being. Research has indicated that the use of a PATH has a positive impact on children and young people's confidence and motivation in achieving their goals. It is also useful for team and organisational action planning.

How do I know if I / we should develop a MAP or PATH?

A MAP allows the story to be told and the future nightmares held in the person / group's minds to be named. A MAP might be particularly useful at a time of transition when the story may need to be told to new members of the team and the nightmare may need to be voiced.

A PATH is a very positive process, which always looks forward, spending no time on the past or the 'nightmare.' It is useful when a situation is complex and will require action, engaging other people and resources, over a longish period in order to make an important vision real.

Who does what when creating a MAP / PATH?

The Focus Person: is the person finding his or her PATH or MAP. They are the centre of attention and primary voice in the process. A group or organisation can also be the focus of a PATH or MAP.

The Planning Team: Planning team members have an interest in the focus person / group and offer support through the quality of their listening and add their voices, at specific points in the process and may choose to make agreements to take action with, or on behalf of, the focus person. A planning team that sticks with a person through time plays an active part in a person's life. Planning team members listen deeply, look for capacity and seek connections. The planning team may also be referred to as a 'planning circle'.

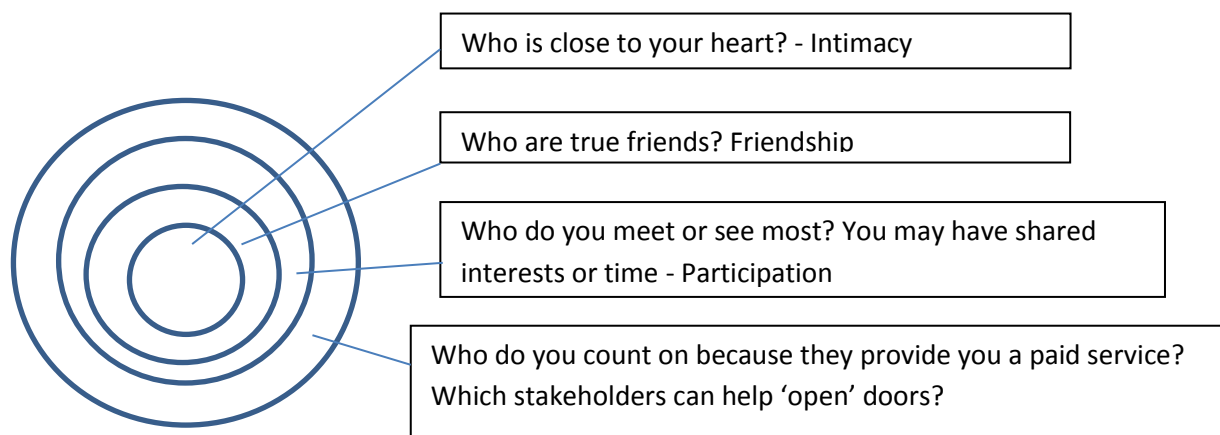
Facilitators: are the skilled team that guide the planning team through the PATH or MAP process. Two facilitators are normally required– a **Process facilitator** guides the planning team through the sequence of questions and paces the discussion, and a **Graphic facilitator** 'listens' with their hands and reflects the work in a graphic record on the wall template to summarise ideas. It is important that the facilitators have good knowledge of person centred planning and have taken their time to develop skills in person centred planning. The role of the facilitators is to ensure the process is well-structured and managed. Person Centred Planning is a demanding process and both facilitators need to be well prepared. If you are using a facilitator who doesn't know the child / young person / group, they must be involved in planning the PCP session – it is important that the facilitators have a good understanding of the focus person / group and what is required to ensure the process is personalised – it is not a case of 'one size fits all'.

Graphics: See page 25 for further details. A template guides the whole process of a PATH and MAP and lets the planning team see where they have been, where they are going and which step they are currently on. It gives shape to the meeting. Graphicing provides an immediate record of the discussion, allows people to see what they are saying and supports reflection and for connections and opportunities to be made. It also provides a visual record of the planning team's work that sets actions and agreements in the context of purpose and strategy. The Graphic facilitator can also ask questions / check in with the person about an idea for example "How would you see that? How do you think we can capture that?"

Whose PATH or MAP is it? The more ownership the focus person / group have, the more the process will strengthen their belief that they do make a difference to the way their lives go. Reminding the group "This is [name] PATH /MAP" can be very useful.

How do you know who to invite to the meeting?

It's helpful to use some charting circles to help the focus / group know who to invite. The example below is pertinent to an individuals' MAP or PATH.



Next consider the purpose of the PATH or MAP (applicable to individual and group). Use the questions below to determine who would be good to be in the planning team.

Who do we want?	What can they contribute?	What do they need?	Who asks them to attend?	When?

Structure of a MAP

A MAP (Making Action Plans) is a creative planning tool that uses graphic and process facilitation to create a shared vision of a positive future for an individual, family or group and focuses on their gifts, strengths and interests to agree actions that will help them achieve it. The MAP begins with the person or group's story- it's about their history and milestones on their journey to date so the group can get to know them and then dream with them. The MAP also gives an opportunity to touch upon worries for the future in the form of the "nightmare" before building a rich portrait of the person / groups gifts and talents to be able to focus on simple daily actions that move them in the direction of their dream. Before the session it is important to have a discussion with the child / young person and their family / organization lead to check that a MAP is an appropriate tool, how much of their story they want to tell and how far to explore their "nightmare."

The MAP session is led by two trained facilitators – a **Process facilitator** who guides people through the stages and ensures that the person is at the centre throughout, and a **Graphic facilitator** who creates a large graphic record of each of the steps in the MAP. The process is structured, managed and requires the facilitator and graphicer to guide and capture the discussion to ensure the focus person feels listened to and supported by the planning team.



Taken from Inclusive Solutions website, please see link below for further information on MAP.

<http://inclusive-solutions.com/person-centred-planning/maps/>

Who should be in the planning session?

A MAP is about creating a vision of a positive and possible future for a person /group so start with the focus person and ask them who they would like to invite - who knows them best and can help support and move them towards their positive future. Essentially you are asking 'who loves / is important to this person?' and your invitation list should flow from that point where people who love them most are the first and most important invitees. People who know the focus person least well may of course be invited but can alternatively input into actions and delivery towards positive outcomes outside the MAP meeting. Their input will still be required but doesn't always have to happen in this meeting. The invitation list and process for the MAP might well be completely different to any meeting you have done before!

What is needed?

A suitable room with a wall where you can place (using masking tape) a very large sheet of paper for the graphics. It is important that the room can be made comfortable for the participants. The room must be of sufficient size for the number of people attending. Chairs are arranged in a horseshoe shape facing the pre-prepared paper template, tables are not normally required. Markers, highlighters and pastels are used to create the graphic - wet

wipes are always handy to clean your hands! Refreshments and music (focus person's choice) can help set the atmosphere. The meeting will take 2 hours so the room needs to be available for this time with 15 mins each side for set up.

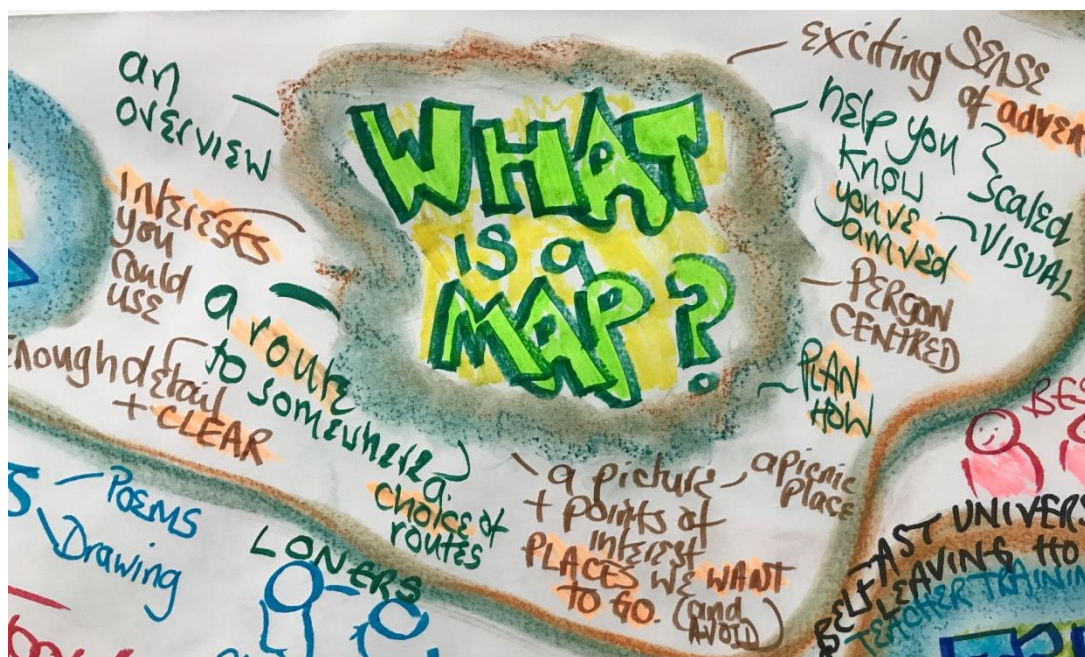
What will happen afterwards?

The MAP graphics belongs to the focus person but facilitators will photograph and send to attendees and relevant others as agreed at the meeting.

It is important to agree and remind participants at the beginning and end of the meeting of the key person and their supporters who will work closely with the focus person to make sure that the actions agreed by the planning team are carried out and when / how the plan will be reviewed.

Creating a MAP - The Process

1. **Welcome, Introductions and Ground Rules:** Introduction are made (those invited share how they know the focus person) and ground round rules are discussed (props can help – see page 22). The prop representing “making judgements” and the “jargon buster” are useful. The prop representing “chains of the past” can be introduced after Step 2 as some of the ‘past story’ will still need to be told. Use this part of the meeting to set the tone and focus on the person / group. Refer to invitation’s that were sent and ask the group to begin thinking about the focus person’s e.g. “X has invited you all here today because you care about X and are very important to them.” It can be useful to have a short discussion on “What is a MAP?” with the group as this can help ‘break the ice’ as most people have an understanding of what a map is (albeit a geographical one) so feel able to contribute.



2. **Hearing the Story:** The focus person (or group if the MAP is for a team) is asked for their story with its key points e.g. milestones, turning points, high and lows. What is the story / journey so far? Who is the ‘legend’ that is...? Where have we come from? What is one thing that this story says to you just now? What are some key events that we have learned from? What are the key things that are important to you? Do you have an image that stands out? What was your first memory? Is there anything else about your story that we need to know? Group members asked to contribute after the focus person ‘What was your first memory of [focus person]? What did you notice about them?’ This may start to highlight some of the focus person’s strengths and gifts. The story is typically recorded in time order from the first to the most recent key points. The use of the ‘chains of the past’ prop can be useful at the end of this step to remind the planning circle that they will now become focused on the future.



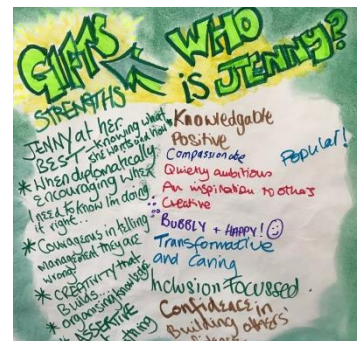
3. **The Dream:** Aim: to identify a motivating future. The focus person (or group if the MAP is for a team) is asked: What is your dream? If you could 'have it all' what would it be? What key elements will give your life purpose, meaning and direction? What is important to you? What does that look like to you? What does the dream tell me about your gifts? If you looked across the water what would you see? What would a world look like that works for you? What would you be doing? What does that bring you? The planning team are asked to contribute. If this type of questioning / dreaming seems too hard to do, try 'What will you see / hear? What will people say about you?' Explore colours, shapes, feelings and concrete items – e.g. pet, where they are living, who with etc.



4. **Recognising the nightmare:** The focus person (or group if the MAP is for a team) is asked: 'What would you hate to see? What do you want to avoid at all costs? Would make you feel trapped and powerless? What does the nightmare teach us about your gifts?' This area of the MAP is drawn in a single colour – for example grey – to avoid it being brought to life.

Preventing the nightmare: Who is this [focus person]? Ask the group to think of words or descriptions that sum up the focus person's character. These things are recorded in the building blocks that surround the nightmare – explain to the focus person 'the qualities captured in these bricks will stay firm and reduce the chance of the nightmare escaping'.

5. **Gifts, strengths and talents:** The planning team are asked: 'When you see the focus person at their best what does he or she bring to others, what do they contribute? How does this person make a positive difference? What makes the focus person feel most alive? What word or phrases would you choose to describe this person's most distinctive gift?' Ask the focus person: 'What's it like to hear these words? What would you add?' Be aware, this section can feel very intense for the focus person.



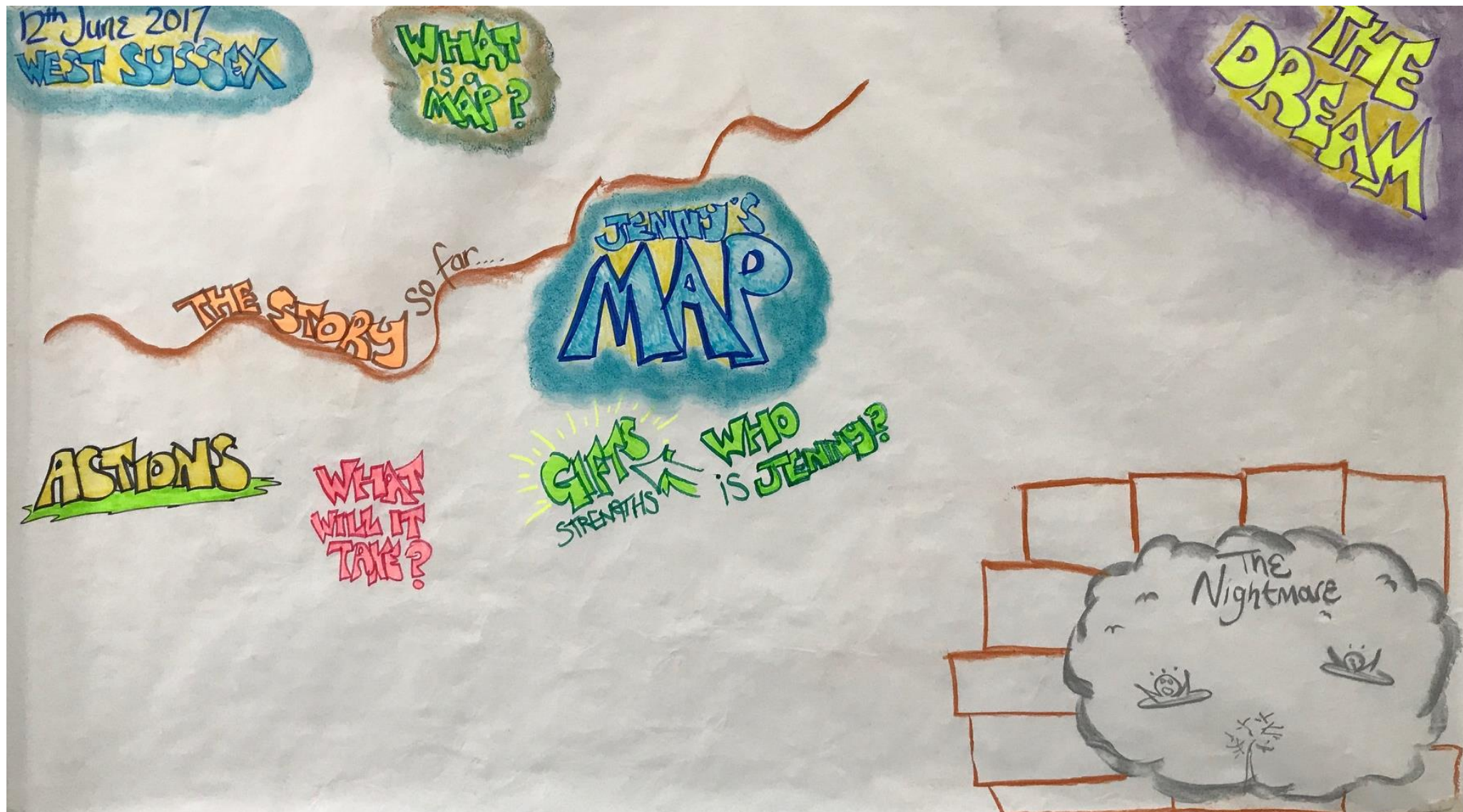
6. **What will it take & need:** Planning team and focus person are asked: 'How do we move towards the dream and away from the nightmare? What will allow the focus person / team to give their gifts? What expectations will best encourage the person to give their gifts? Do they need any assistance?' Focus Person: 'What would make you more confident in giving this gift? What could you learn or practice?'



7. **Action Agreements:** Everyone is asked: 'What will our next steps be? Who will do it (member of planning team)? When will they be done? Who will talk to [focus person] next week to check progress? The focus person and planning team sign the MAP template to indicate their commitment. Take a few minutes to reflect on the whole process.



Here are two examples of MAP templates for use.



2nd June 2017
WEST SUSSEX

WHAT
IS A
MAP?

Perceptive
POSITIVE
P.5 teacher

PROJECTS
POEMS
Drawing

LOVED SCHOOL

CHATS with
DAD

THE STORY

READING
SISTER
UNIVERSITY

RICKY TIME
ALL GIRLS GRAMMAR

FEEDBACK and DIFFERENCE

WHAT
WILL IT
TAKE?

WORK/HOME

BOUNDARY = PRECISION

(Creates time for own resources)

* CONFIDENCE and CLARITY about where the TEAM is going

* A MENTOR to open OPPORTUNITIES

* A LISTENER to her CREATIVITY

* LEADERSHIP to TEAM

* EFFORT into SELF CARE

JENNY'S
MAP

GIFTS
STRENGTHS

WHO
IS JENNY?

JENNY at her BEST

* When diplomatically Encouraging when it's right

* Cowagers in telling management they are wrong

* CREATIVITY that Builds... organisational knowledge

* ASSERTIVE but soothing

Knowing what she wants and how to get it

Positive Compassionate Quietly ambitious An inspiration to others Creative

BUBBLY + HAPPY!

Transformative and Caring

Inclusion Focussed

Confidence in Building others' confidence

exciting sense of adventure help you know you've arrived PERSON CENTRED

ENGLAND to get a JOB COVER

BACK to SUSSEX - teaching

SEN ASSESSMENT

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

exciting sense of adventure help you know you've arrived PERSON CENTRED

ENGLAND to get a JOB COVER

BACK to SUSSEX - teaching

SEN ASSESSMENT

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

exciting sense of adventure help you know you've arrived PERSON CENTRED

ENGLAND to get a JOB COVER

BACK to SUSSEX - teaching

SEN ASSESSMENT

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

exciting sense of adventure help you know you've arrived PERSON CENTRED

ENGLAND to get a JOB COVER

BACK to SUSSEX - teaching

SEN ASSESSMENT

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

exciting sense of adventure help you know you've arrived PERSON CENTRED

ENGLAND to get a JOB COVER

BACK to SUSSEX - teaching

SEN ASSESSMENT

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

exciting sense of adventure help you know you've arrived PERSON CENTRED

ENGLAND to get a JOB COVER

BACK to SUSSEX - teaching

SEN ASSESSMENT

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

exciting sense of adventure help you know you've arrived PERSON CENTRED

ENGLAND to get a JOB COVER

BACK to SUSSEX - teaching

SEN ASSESSMENT

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

leaving Europe

FREEDOM OPPORTUNITIES

TRAVEL

THE DREAM

HOLDING ON I HAVE

THE Nightmare

Stressful sick making job

ACTIONS

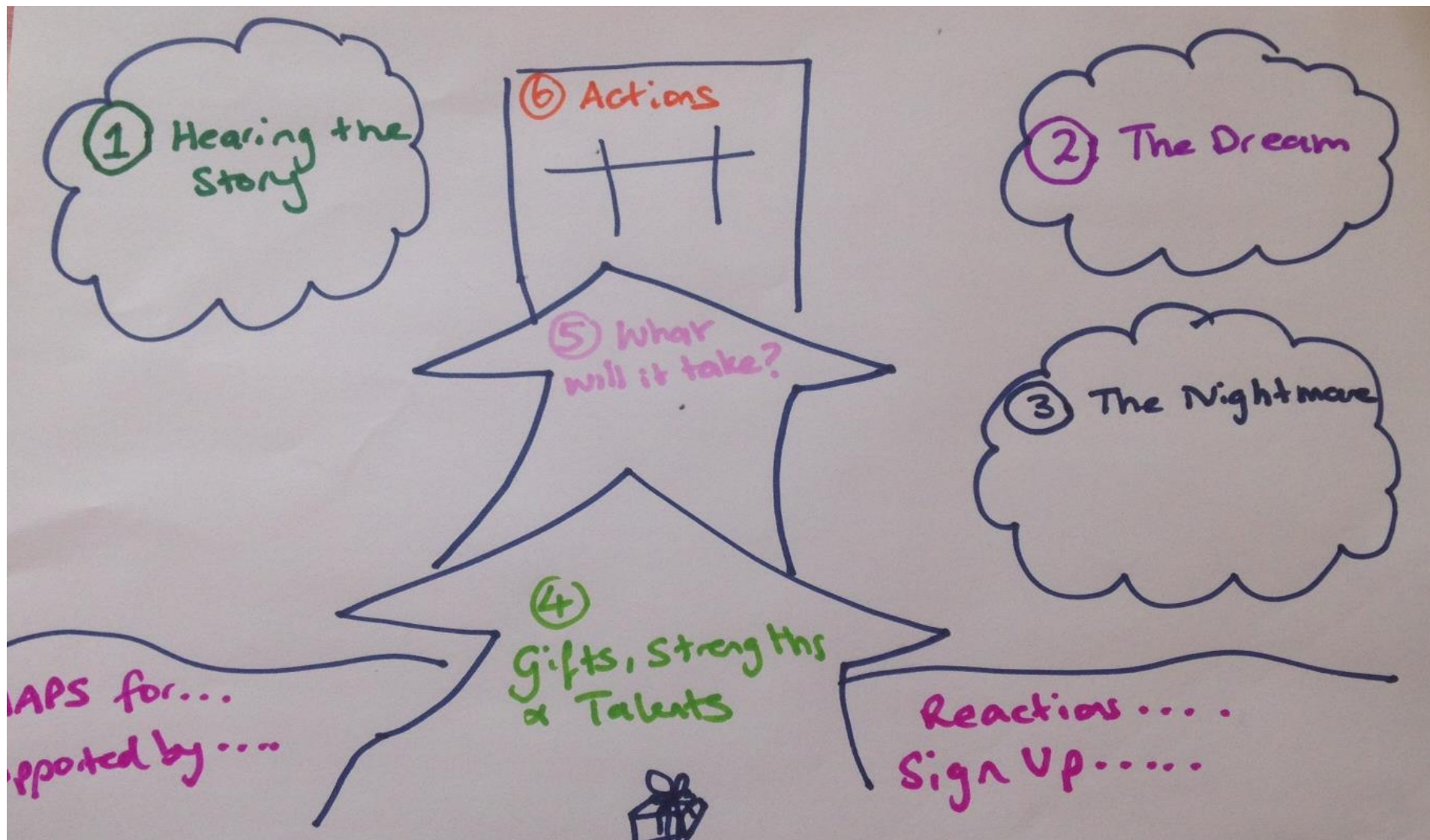
Katie - make sure a more than 20' lunch break x 3 weekly (out of office)

Prompt on leaving laptop at work - "You don't want to be doing that..." (Richard)

Find out about the BSL course (Jennie)

Attend training session for voluntary work (Jenny)

COACH = Rachael



Structure of a PATH

PATH is a creative planning tool that uses both process and graphic facilitation to create a shared vision of a positive future for individuals, families, teams and whole organisations. PATH draws on people's ability to visualize different futures and to plan backwards from a future vision or dream and tell stories about how that vision can come into being. Examples of how West Sussex education settings have been using a PATH can be found [here](#).

The PATH session is led by two trained facilitators – a **Process facilitator** who guides people through the stages and ensures that the person is at the centre throughout, and a **Graphic facilitator** who creates a large graphic record of each of the steps in the PATH.

The key outcomes of a PATH are as follows:

- A shared vision within the group of a positive future for the pathfinder / team – if group focused (the vision is most important part for the focus person to be present for)
- A commitment to invest in moving towards this future
- A sense of how to do this



Taken from Inclusive Solutions website and see site for videos on PATHS. <http://inclusive-solutions.com/person-centred-planning/path/>

Who should be in the planning session?

A PATH is about creating a vision of a positive and possible future for a person / group / idea so start with the focus person and ask them who they would like to invite - who knows them best and can help support them towards their positive and possible future. People who know the focus person least well (e.g paid professionals) can also be invited or can alternatively input their actions outside the meeting. The invitation list and process for the PATH might well be completely different to any meeting you have done before!

What is needed?

A suitable room with a wall where you can place (using masking tape) a very large sheet of paper for the graphics. It is important that the room can be made comfortable for the participants. The room must be of sufficient size for the number of people attending. Chairs are arranged in a horseshoe shape facing the paper. Drinks, food and creature comforts can be to hand if needed. Facilitators provide all materials, the meeting organiser and focus person send out the invites. The meeting will take around 2 hours so the room needs to be available - with 15 mins each side for set up.



What will happen afterwards? The PATH graphics belong to the focus person and it's useful to take photos which can be attached to the documents such as the legal Annual Review paperwork. It is also helpful to agree a date to review / revisit the PATH so progress can be noted.

Creating a PATH – The Process

1. Welcome, Introductions and Ground Rules

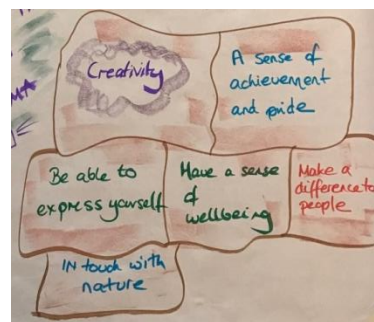
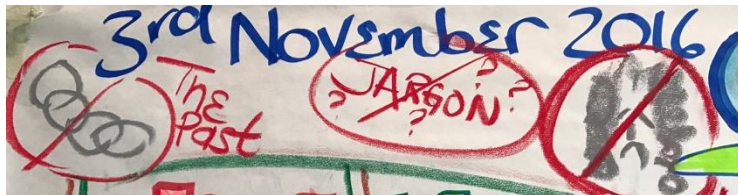
- Introductions are made and ground round rules are discussed (props can help – **see page 22**) and noted onto the template. If the PATH is for a young person they are asked who they want to have next to them to get the best out of the session and each participant highlights how they know the focus person.
- Explain to the room the format of the session and how you will be moving through the template (6 containers each filled one by one) – touch each section as you do this.

2. Visualising the dream

- A brief visualisation can help relax the group. Ask participants to close their eyes / look at a spot on the floor or paper and imagine their best thoughts for the focus person's (or group's) future. Where they will be, who with, what are they doing: think people, places, activities. "If you could have it all what would you see?"
- After the visualisation, the process facilitator asks the focus person: "Describe your future dream / vision? What matters most to you? What will others be noticing about you and your life? Why is that important?". If the PATH is for a team or organisation the team manager or 'natural team leaders' may want to be asked for their views first to get the session started.
- Once the focus person has finished sharing their dream, ask them who they would like to hear from next. Others are then asked what they would like to add. When suggestions are made check back with the focus person "do you like that?". As the dream develops ask the group "What do you notice about [name's] dream?" Also ask the graphic facilitator for their view.
- At the end of the dream section, remember to go back to the focus person (team leader) and ask "Is there anything else you would like me to add?" "Is there anything missing?", "Do you feel drawn to your dream?"
- The building blocks at the bottom of the dream are used to record the 'key values' of the focus person and are likely to be the key words that are most regularly mentioned.
- If the focus person (team) says they want to be doing something that is unachievable e.g. driving instructor for a visually impaired person, still record the conversation but follow up with additional questions e.g. "what does that bring / give to you?" It is important that for all to stay positive in 'The Dream' and the facilitators will need to bring people back to the positive dream if they begin veering off into negativity or into 'the now'.

3. One Year On What's Positive and Possible?

- The facilitator is key to setting the tone and directs the questions to the focus person (group) "Imagine that today is [the date a year from today]. It's been a really good year, when you look back and think how far you have come towards your dream what



do you notice that says positive change has happened for you? What positive steps have you taken towards the dream? What has happened to you? When? How?" Encourage positive action focused points.

- A model brain can help as a prop as it reminds participants that they are 'looking back' at their memories from the imagined last year – describing what happened in past tense. Playing the Dr Who theme tune music, asking for some volunteers to 'work' the time machine or getting participants to turn on the spot or step to a different place in the room can help.
- It is also helpful to ask participants to talk in pairs about the years achievements towards the dream before feeding back. As they feedback, check back with the focus person – "X did this happen to you?" What did that feel like?"
- When parroting back, rephrase in the past tense to reminding people of the 'time' position i.e., a year has passed. As each statement is repeated back, ask the room: **"Is this Positive, Is this Possible?"** Participants respond with their thumbs - up (yes), down (no) or a middle wobble (uncertain / indifferent). The statements may need rewording to make them positive and possible. Don't let this section slip back into dream talking - only positive and possible statements can go in the One Year On.

4. Grounding it in the Now

- “Let’s move back to the present. We are standing and sitting in the ‘now’ and the ‘one year on’ has yet to happen – the ‘one year on’ now becomes our goal. How would you describe where you are now? What facts and figures do we know about the Now? How does it feel to be in the ‘Now’?”
- The key is to capture a snapshot / summary of the present – 5 or 6 positive / negatives are all that is needed. Don’t go too deep.

5. Identifying people to Enrol / Sign-up

- “Who is needed to achieve / get closer to the dream? Who do you need to support you? Who can ‘open doors?’” Encourage the focus person and other to sign the column signalling committing to the journey. Include others (who may not be in the room) that are also needed – use roles if names are not known.

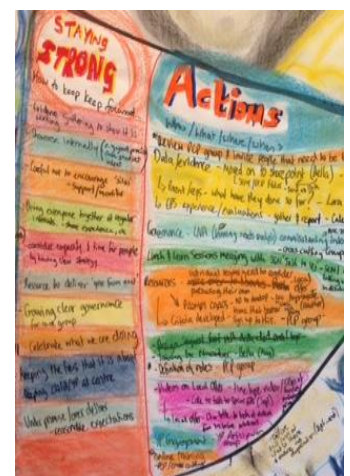


6. Staying Strong – what do we need?

- “Moving from where you are now to where you want to be will take energy and skills – what do you need to do to stay strong as you move along your path? What encourages you to achieve your goal? What weakens you – how can we prevent that happening?”
- “What knowledge and skills do you most need to develop?”
- “How can you stay healthy and well as you move along the journey? When are you at your best?”
- An inner / outer circle rotated discussion can help generate ideas.

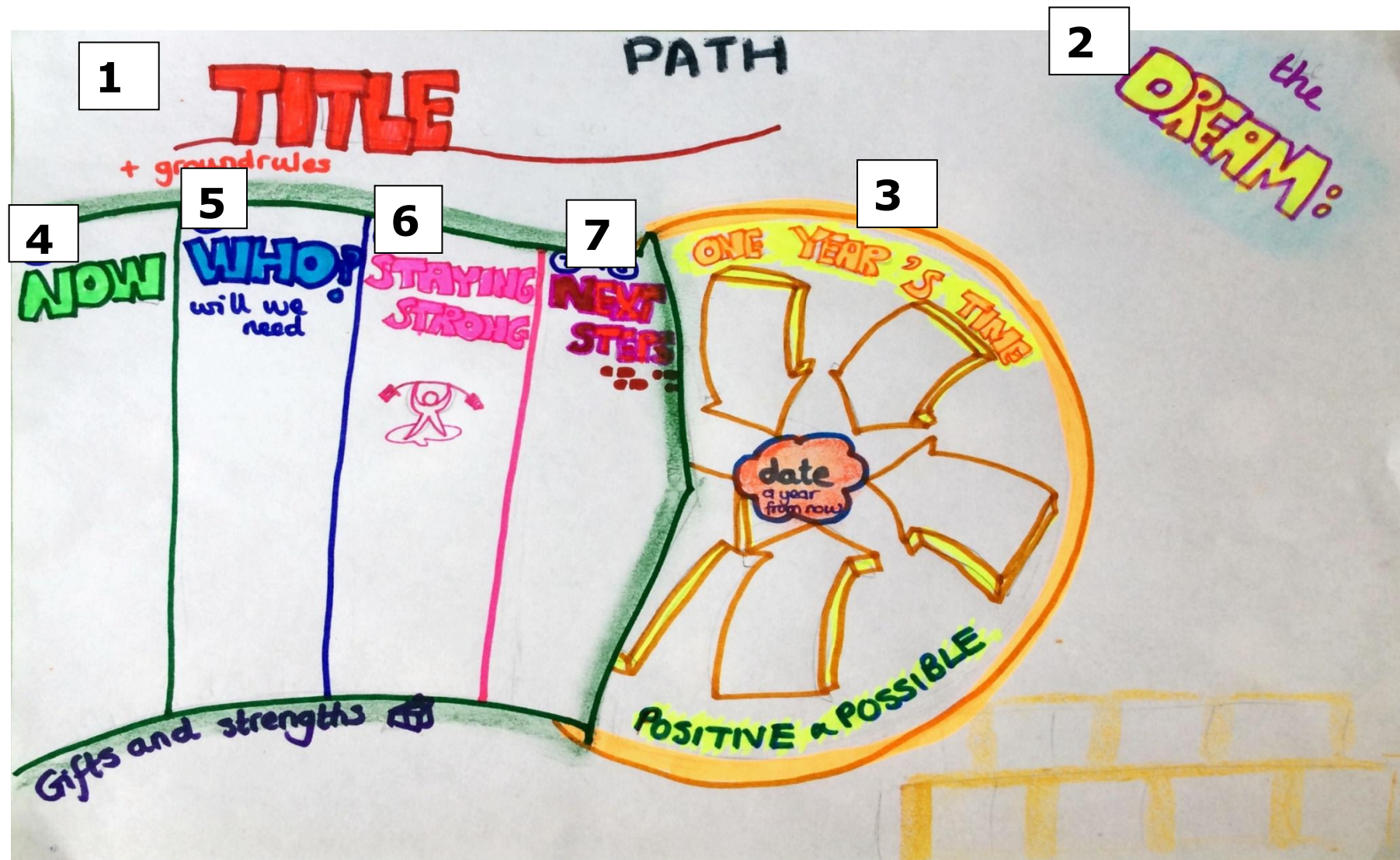
7. Next Steps / Actions

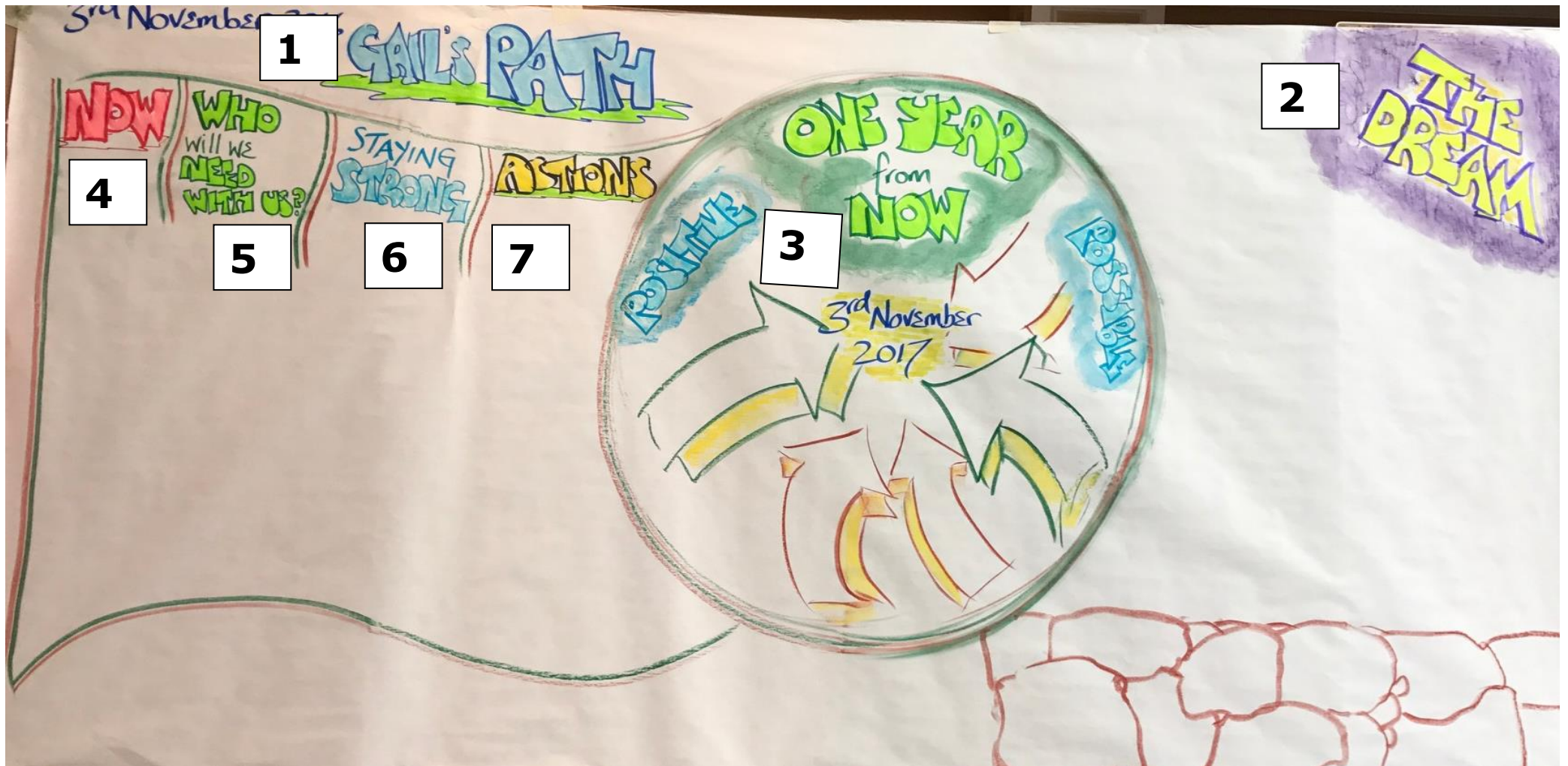
- “Think about the next few days and months – what do you need to do? Be specific and identify who will do what and by.”
- “Who is going to help you do that? When are you going to make that request?”
- The ‘What, When and How’ words are useful.
- “What is the first thing you will need to do?”

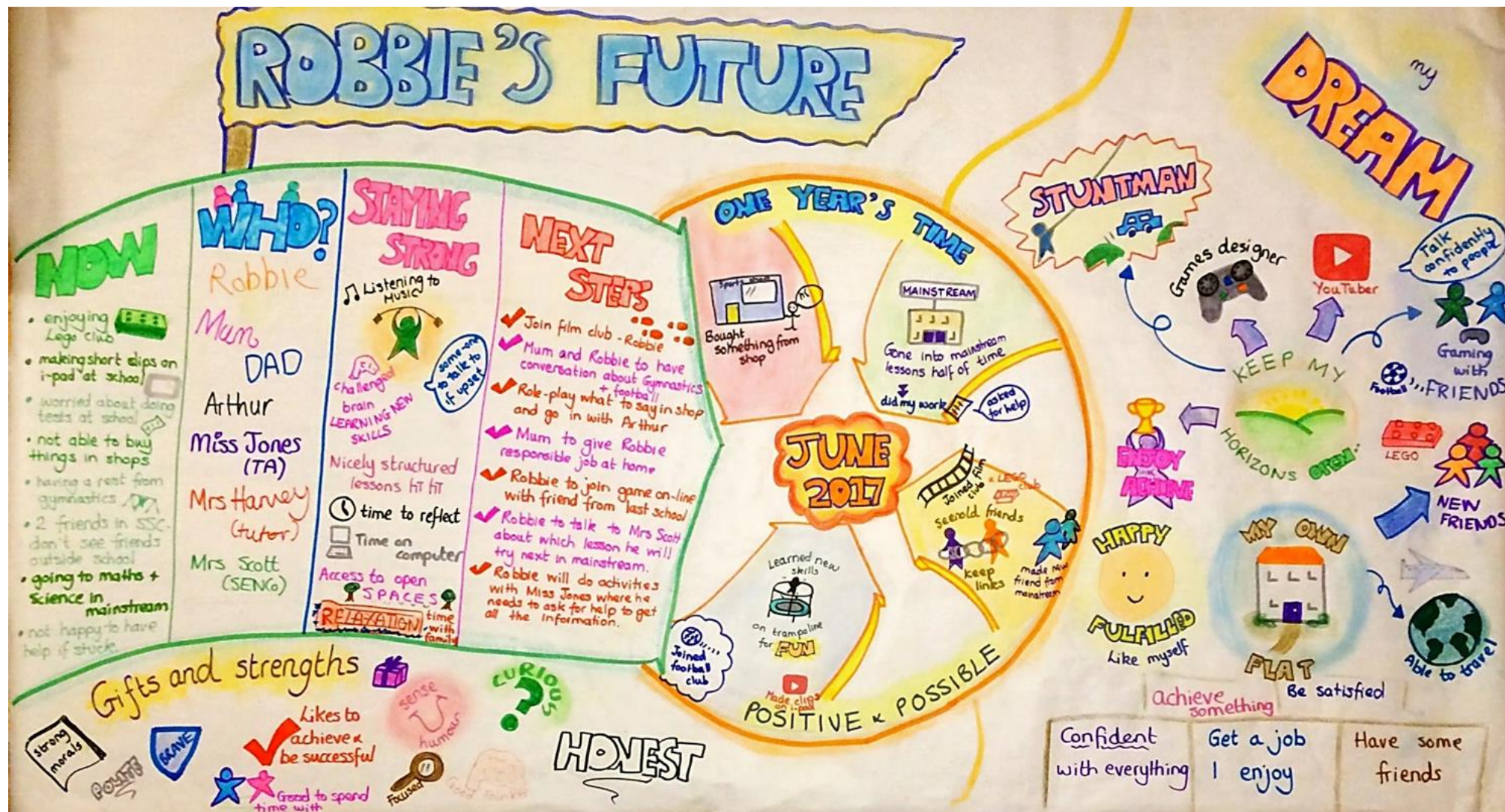


Ending the Session

- What does [individual / team name] PATH mean to you? Ask room participants for their reflections.
- The focus person always has the last word.
- At the end of the session photos of the PATH are taken as a record and a review date agreed.







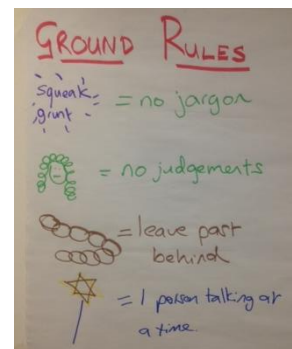
Effective Use of Props – see Ground rules film clip to help

The use of Props is a great way to set the tone of a PATH or MAP and help to provide an effective way of setting ground rules for the session. They also encourage participation and creative thinking. As each prop is introduced it's helpful for the prop holder to turn around and a representative image drawn onto the template.

The table below provide some examples of the props that we have used in West Sussex to date.

Care needs to be taken in selecting props and consideration given to the culture, beliefs and experiences of those present. For example, a chain and judges wig would not be appropriate for a family who has experienced the criminal justice system.

If you are missing or do not have access to a 'prop' consider making your own Picture cards that can be held up whilst discussing the ground rules. Clip Art can be a useful resource for this.



Chains: Representing the 'Pull' of the Past, what keeps us stuck or dragged back to the past.
Alternatives suggestions: Dark glasses



Tibetan Bells: to bring the group back together. Alternative: Triangle



Squeaky Toy: Balls and Chickens have all been used to act as jargon busters and remind people to speak in plain English



Magic Wand: indicates who is talking. One voice. Masking tape can also be introduced if someone is talking over someone else.



Judges Wig: Representing judgemental attitudes. Alternatives have included voting cards / X-Factor judges and a magnifying glass.

Key question to ask participants: "What does it feel like when we are judged?" as it's good for the focus person to hear how others feel.

EASILITATION TIPS

- Welcome!**
 - highlight
 - Use words if unable to draw picture
- Layout**
 - charts
 - What does that bring you?
 - noticeable
 - if really use possible
 - Still but up
- Words**
- Prepare**
 - Template
 - Focus on person not path
 - Process facilitator
 - peeling back
 - 2 people to do path
 - Safe & well managed
- NEVER START**
 - With an apology
 - Ground Rules
 - use props
 - NOT
 - Problem Solving
 - No Fixing
 - Not joining the dots
 - Set the tone
 - Pens ready
 - Speaking wand
- HEADERS**
 - Big
 - check back
 - central top path
- Music choice**
 - ALWAYS BACK TO Focus Person.
 - Active Listening
- Learning Skills**
- Regrets**
 - Checking information
 - Lots of Colours
- Key questions & phrases**
 - give me an image
 - how would
 - verbatim repeat
 - can you expand on
- Body Language**
 - laugh, warm tone
 - open, smile, young person
 - use props to focus on individual or group
 - knowled
 - strand
- Problem Solving**
- Safe & well managed**

- 23 This guide has been written by WSCC. For further information please email localoffer@westsussex.gov.uk

- Getting better – take the time to reflect on your practice as a facilitator – what worked well, what could have been better and what to try next. Have a PATH created for you before you do it for others – it will help you to understand what a powerful tool it can be.
- Remember how your body language and position can be used to change the relationship / atmosphere.
- Rephrase - reminding people of 'time' position, especially for the "One year on" section.
- Parroting – repeating back helps the graphic facilitators keep up and show the focus person you are listening.
- It is helpful to centre people and get them in the 'right time' by encouraging them to observe what is happening in that 'time'. "What do you see when you look around? What are people saying / noticing".
- Time management is key.
- If asking for 'gifts and talents' it can be helpful to ask colleagues / family other about the other person's gifts and talents rather than asking them directly. This supports affirmation and more 'humble' group members.
- Although a facilitator may prefer process or graphic facilitating, they should avoid getting "too comfortable" in a role – you need to have taken on both roles to understand the detail behind the process and challenges of each role to be able to support your fellow facilitator effectively.
- If starting with 'The Dream' for a family is quite a challenge it can be useful to start with 'Gifts and Strengths'.

Some Useful Facilitator Questions

To build engagement

- What colour do you like?
- Where do you want that image?
- What does that look like? Is there any detail you would like to add?

To generate an image for a key idea / value / concept

- What is especially important to you about that?
- What image arises from that story? How do we turn those words into a picture?
- If you could close your eyes and imagine looking at a TV screen that could show you this happening, what would you see?
- Can you help me build a picture? Is there an image that comes to mind?
- What will you be doing? What does that bring to you?
- Give me an image / give me a word.

Bridging a gap between a future and the 'Now / One Year On'.

- What happened to change that?
- What was your very first step?
- What was at the heart of that change?
- What positive difference / change has it made? What have others noticed?

Supporting action and ownership

- When will you do that for the first time? What's the very first step?
- Who is going to help you do that? Who could you ask?
- What are you going to give up / stop in order to make that happen?
- How are you going to remind yourself of that?
- Who and how will someone check in with you "Have you done it yet? How did that go?"

Making transition to the next step in the PCP process

- If you could have one more image, what would it be? Give me one last word.
- Look at what we have put here, does it capture what you mean?

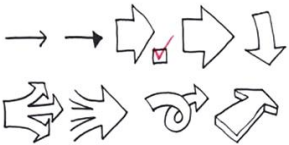
Reminding the group of conditions of success

- Do we believe that the people gathered in this team have the desire to discover opportunities to make the best of this person's gifts?
- Can we say what we think is true and helpful?
- If we feel lost or confused can we trust the team enough to ask for their help?
- How deeply are we listening? Are we using our own words and images or the focus person's words and images?
- Is there anything we need to say 'yes' to at this moment?
- Are we rushing the process or avoiding steps or questions? Can we make adjustments?

For slowing it down

- Repeating / Parroting back / summarising
- Tell me that again.

Graphic Facilitation Top tips

<p>Practice drawing some basic shapes before your first PATH.</p> <p>A useful guide to graphic facilitation can be found here: 7 Elements of Graphic Facilitation by Bigger Picture. These graphic reminders are taken from the Bigger Picture 7 Element Guide.</p>	 <p>1ST ELEMENT PEOPLE</p>	<p>2ND ELEMENT PLACE</p> 
 <p>3RD ELEMENT PROCESS</p>	<p>4TH ELEMENT SPEECH</p> 	<p>MAKE IT EASY TO READ! → Don't write like THIS...</p> <p>USE BULLETS:</p> <p>USE GUIDELINES!</p> <p>HELPS DISPLAY INFORMATION</p> <p>TITLE HEADING 1 Heading 2</p> <p>ANYMORE TO ADD?</p> <p>LISTS:</p> <p><input checked="" type="checkbox"/> DRAW <input checked="" type="checkbox"/> ENGAGE <input type="checkbox"/> ASK</p> <p>5TH ELEMENT TEXT</p>
<p>6TH ELEMENT COLOUR</p> <p>DARK COLOURS:</p> <p>BRIGHT COLOURS:</p> <p>← TEXT</p> <p>← HIGHLIGHTS</p> 	 <p>7TH ELEMENT EFFECTS</p>	

Useful Graphic equipment

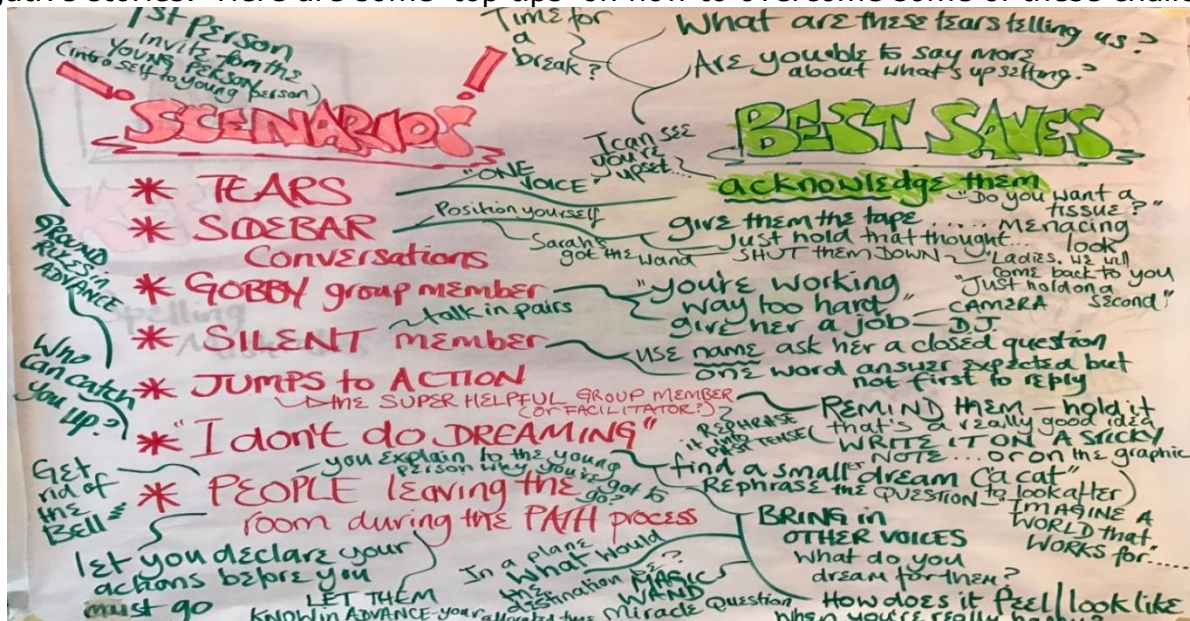
- White sticky labels for covering up errors or making amendments.
- Hair spray or fixing spray to stop the graphics smudging when using pastels.
- Highlighters, marker pens, soft pastels.
- Masking tape to stick the paper to the wall.
- Extra paper to stick behind the template to avoid wall staining.
- A camera / phone for recording the finished graphic.
- Wet / baby wipes for cleaning hands.
- Tissues for smudging pastels.
- Roll of white paper and cardboard storage tube.
- Scissors.
- Your voice: don't forget you can ask a question / ask for an image or word to express an idea or thought.

Some Commonly Used Graphics

		
Buildings – door, roof and window shapes can be altered easily to represent different buildings.	Umbrella or Rainbows – representing overarching themes or outcomes.	Scales – representing balance / choice / options / decisions.
		
Stars – representing goal / dream etc.	Heart representing Love / 'At the heart of'.	Clock – representing time.
		
Star People – alter arm & leg position to convey mood, arrows for movement, weights for strength.	Groups of people representing a Team or Group.	Light Bulb representing an Idea or Key Moment.
		
Window – representing other side / transparent.	Dart Board – representing aim, goal, target.	Dots & lines – representing joined up / together.

Best Saves - Overcoming Facilitator Challenges

There can be challenges for facilitators when planning team members seem stuck or focused on negative stories. Here are some 'top tips' on how to overcome some of these challenges.



High Emotions e.g. Tears / Anger

- Acknowledge the person, offer them a tissue.
- "I can see you are upset, Is it time for a break? If the person wants to leave the room ask for a volunteer to go with them.
- Re focus the group "[name] has just reminded us of what a powerful process this is....if we go back to [name PATH]" and then carry on.

Sidebar Conversations

- Gentle reminder "[name] is holding the wand at the moment".
- "Hold that thought / that sounds really important, we will come back to you".
- Blame yourself "I'm struggling to hear" or "the acoustics are quite difficult in here".
- Props can add humour – e.g. giving someone the masking tape to hold.
- One finger in the air or to the lips with a quiet "one voice".

Loud Group Members

- "Loving it all, but you are working way too hard over there."
- "We are going to take a break – come talk to me in a minute."
- Make them feel important - give the loud or difficult group member a job to do.

Silent Group Members – also see supportive activities section on page 30.

- Use their name and ask a closed question.
- Ask the room to talk in pairs to share their thoughts so the person has the chance to rehearse their answers. When you are asking for a response ask another group first for a one word answer (so the quiet person isn't the first to speak). If the quite person is still reluctant to talk ask their partner "what did [name] say?", then check back with them "Is that right [name]?".

Participants that Jump Straight to Actions or Solutions

- Give a reminder of the PATH section you are in and the current focus.
- "Hold that idea until we are in [name section]."
- "That's a good idea, write it down (give out a post it) until we get to [name section]."
- Rephrase the action if given during 'one year on' into the appropriate tense.
- Note it down as a 'key word' in the action section and come back to it later.

"I don't do dreaming"

- Find a small dream e.g. "have a cat"
- Use alternative language for 'the dream' e.g. "What would a world look like that works for you?" "What would your perfect day look like?", "What does it feel like when you are happy? What would you be doing?"
- Bring in other voices "What do you see for [name]?" with a 'check back' with focus person.
- Create a scenario "If I could take you on a plane, where would you go? What would your destination look like?"
- Ask the room to draw an image to represent the future to share with the group.
- The following can help start the dreaming section "You told me you wanted to be [job]. What do you need in your dream to do this job?"
- If 'the dream' is too challenge it can be useful to start with 'Gifts and Strengths'.

People who leave the room early

- Be clear when arranging the meeting with all those attending about the meeting time expectation of 2 hours.
- It's helpful if personalised invitations to the meeting come from the focus person.
- If someone tries to leave the session early make them accountable to the focus person "When will you touch-base with [name] to pick up on what you have missed", "Who is going to volunteer to spend some time with [name person leaving meeting] to catch up on what has been missed?" "Who can talk to [name] about what they have missed?", "Can you leave your actions with someone else in the room in post-it notes?"

Above all – remember to **Prepare and Practise** and that the graphic facilitator can also provide support when challenges arise.

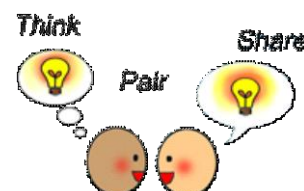
- Investing some time with the focus person and key people who will form the planning team ahead of the meeting. Knowing your audience helps, when working in a group if you know what negative comments might come up you can prepare how you might help to move things forward / change their perspective.
- If the focus person is just beginning to find their voice or has limited experience of what is possible it can be helpful for them to visit or speak to people with similar requirements or do some research. The focus person can then talk about what they saw and heard or liked or disliked.
- Members may become tired and need to re-energise themselves – taking a 10 minute to let things soak in can help. Sometimes acknowledging the difficulty e.g. "we are stuck" or simply stating there are differences in the room can help. Others may feel a bit disorientated in the process and a reminder of where we have been, where we are and next steps is needed.

Supportive Discussion Activities

To support positive discussion it can be helpful to have a few extra activities 'up your sleeve' for when it's hard to generate fresh ideas or the same person is always speaking. If a PATH is being used for team planning these techniques can be useful to enable lots of different people to contribute to the discussion.

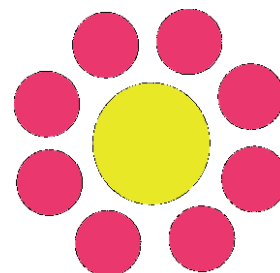
Talking In Pairs (Think, Pair, Share)

Ask participants to think about a question e.g. "What would help [name] stay strong?" and then discuss their views with the person next to them. The pair then share the result of this discussion with the Planning Team. This simple technique gives the individuals some time to reflect and develop initial suggestions before sharing them with the group and for more silent members the chance to rehearse their answers. A "Speed Dating" format can also be used if more energy is needed in the room.



Inner / Outer Discussion Circles (Concentric Circles)

Participants form an inner and outer circle so that one person on the outside and one on the inside are facing each other. A question is put to the group and the pair discuss their responses with each other. The facilitator asks the outer circle to rotate 2 spaces so that they are in front of a new person and the discussion continues. Alternatively a new question can be posed. The ideas are then shared with the main group when this exercise is finished.



There are a few other variations on this idea that work well:

The Train: If space is limited, the group form two lines rather than a circle and continue as above.

Group Pair and Share: Participants form small groups (4 to 6 people) and are given a question or topic to discuss. After thoughts have been shared, two people from each group move to a different group to take the ideas and continue their conversation.

Socratic Circles. As with concentric circles an inner and outer circle are formed and a question is posed. However, the inner person shares their thoughts whilst the outer circle person listens and asks questions or reflects back to help the inner person develop their thinking.

Snowball Discussion

Participants are in pairs and discuss a posed question with their partner. After each person has had a chance to share their ideas, the pair joins another pair, creating a group of four. The pairs share their ideas with each other. Next this group of four joins another to form a group of eight, and so on, until the whole group is reformed.

When using a PATH for strategic group work **Ice-breakers** can also be helpful to kick start a meeting, especially if those present who do not know each other well.

Examples of PCP Practice in West Sussex

The following pages highlight how schools and settings within West Sussex have been using Person Centred Planning approaches in their work.

If you have any examples of work you would like to share please contact The Local Offer email: localoffer@westsussex.gov.uk.

Report Title	Age Phase	Use
Yes, you can use them in Early Years!	Primary School Early Years Foundation Stage	Annual Review
Using a PATH with a pre-school child to inform setting based provision	Pre-School Child in Early Years	Transition Planning to support move to Primary School
Just get started!	Primary School	Six monthly and Annual Reviews
Developing a Person Centred Approach for a young person's Education Health and Care Plan Annual Review	Secondary School	Annual Review
Using a PATH as a 'Preparing for Adulthood' planning and EHCP process tool for a Post 16 Student	Post 16 Provision	Preparing for Adulthood Planning / To support Statutory Assessment Process for EHCP
My PATH - A Young Person's Experience	A young person's view of a PATH	

Person Centred Approaches – Yes, you can use them in Early Years!

November 2016

Contact: Hildi Mitchell, SENCo Northlands Wood Primary School, Haywards Heath, 01444 455653 hmittchell@northlandswood.co.uk

To support schools, parent carers and professionals in the development of person centred approaches the Local Authority arranged for a 2 day training session in Person Centred Planning to learn about creative Person Centred Planning tools such as a PATH.

The SENCo from Northlands Wood Primary attended this course and since then, has been using these tools for EHCP applications, and for meetings with children with significant needs. This report shares our experience of using it for an Early Years Annual Review.

The View of the School's Special Educational Needs Co-ordinator (SENCo)

"I first encountered the idea of Person Centred Planning at a West Sussex meeting run by Inclusive Solutions. I had two immediate responses: first, 'this looks an amazing way to get at children's views', and second, 'how on earth would that fit in with the EHCP paperwork?!'.

"At a further training day I was the guinea pig in having a PATH done on me. Without my family and friends with me, it was slightly artificial, but the fact that the PATH I took home with me was nevertheless representative of me and my goals gave me huge confidence in the process. I was fully committed after this session to try it. However, I wished I'd had another member of staff trained with me as it is a two person job. I volunteered to help another SENCo, and to have a colleague observe. In my first ever PATH, the child actually asked if he could take it home and put it on his wall. What a brilliant introduction for my colleague!

"We went back to school and tried it with a child who did not, and would not, get an EHCP, and it led to some really clear and achievable actions to help her with transition to KS3. We then decided to introduce it into our Annual Reviews – starting with children in Early Years, who previously have not really been able to give us their views and we have relied more on the adults around them."

Bella's* Annual Review

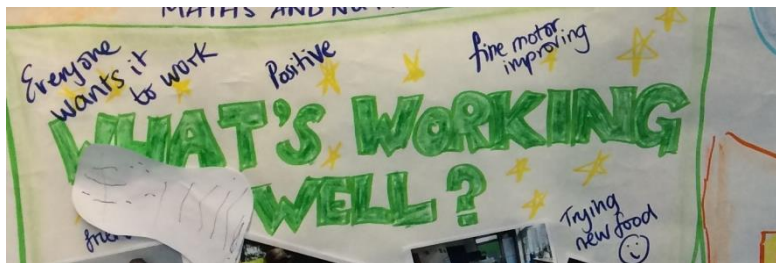
The first part of a person centred review focuses on the child's hopes and dreams. In this section we asked all the grown-ups at the meeting what they wanted for Bella – these were things that were specific and short term (eating lunch in the hall) and more abstract and long term (being independent, being happy). Bella was not really able to participate fully in this section, but she was able to say she wanted friends and so we drew her with friends and love. As the adults stated their hopes and dreams, we checked in with Bella before we included each of them in the graphic.



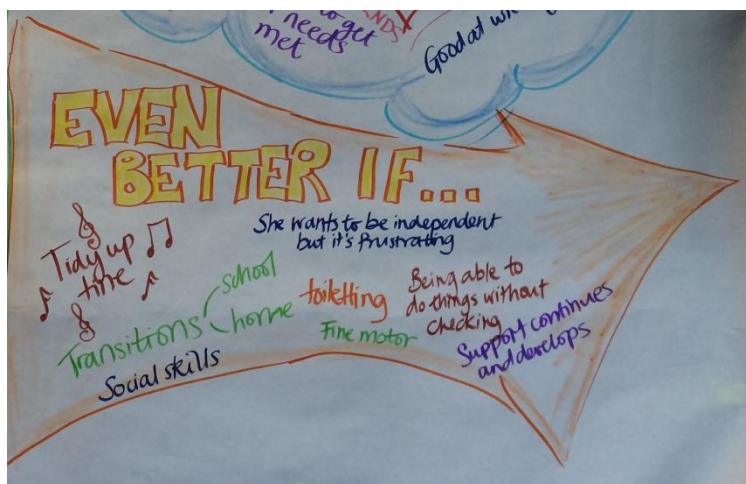


In the second part of the review, we looked at Bella's 'gifts and strengths'. This helps all concerned think about Bella without the lens of a 'deficit model'. This is crucial, not only for the self-esteem of the child, but also for beginning to suggest possible sources of help and support, or of engagement. It was really helpful here to have photos of Bella which both the school adults and her parents had been asked to bring.

A standard part of our reviews for a long time has been discussion of 'what's working well?'. This was made more effective through the inclusion of photos and examples of work. It was particularly helpful for us to include examples from home and school as it helped build a sense of a team around Bella, and develop our shared sense of purpose. As a school we feel this is so important to the success we have with children with SEN.



Bella really enjoyed seeing the photos of herself enjoying activities and with people who are important to her. She was involved in sticking them to the paper.



The 'even better if' section was later used to inform our completion of the short term targets for Bella's plan for the coming year. Coming from the perspective of really knowing Bella and sharing, not only what was working, but why, we were able to get a really clear idea of what success would look like.

We envisage that next year we will be able to illustrate this with examples of success so that Bella will see how she is progressing towards the goals we share.

Reflections on the process

Talking to Bella's parents afterwards, we all felt that this was a really positive way to explore Bella's strengths. It helped us feel that we work together as a team, and see how all our actions contribute to positive outcomes for Bella. Bella was really involved in sticking on her photos and talking about them in a way that has not been the case previously for such young children and we are excited about continuing to develop this approach in our annual reviews.

The key part was the preparation and asking all to bring photos to the review so that Bella could 'see herself' in the review process. Another factor in the success of this approach is the positive feedback given by the West Sussex SEN team in welcoming this kind of evidence as part of the EHCP paperwork.

*The name of the child has been changed to protect identify.

Using a PATH with a pre-school child to inform setting based provision

(May 2016)

For further information please contact Vanessa Wood, Educational Psychology Service. Email: EPSTeamA@westsussex.gov.uk

Context

Early Years Planning & Review Meetings (EY PARM) are held each term to bring together a wide range of professionals from the area. The professionals discuss children with identified needs to ensure they are receiving the appropriate support and provision. To help identify the support a child needs the Panel may recommend that an Educational Psychologist visits the child, their family and setting to conduct a professional assessment.

The Educational Psychologist used a graphic based person centred planning tool, called a PATH to undertake the professional assessment. This report aims to capture the views and benefits of using the PATH from the perspective of the Educational Psychologist and Parent.

Educational Psychologist View:

"The child I was assessing regularly attends a pre-school and is due to transition to primary school in September. I was asked to meet with the parent, child and pre-school setting to identify the support required for a successful transition to primary school. As the child is only 3 years old, it was important to find a tool that enabled her to engage in the process.

The PATH is a visual and personal representation of the child's and families dreams for their future and sets out the support they need to achieve these outcomes. The PATH can be used for all ages and abilities and ensures the child remains the focus of the discussion. Although due to her young age the child wasn't present when developing the PATH, using photos made it accessible to her. After the session the family put the PATH up on their wall, when I visited the child at home she showed me all the photos of herself and commented on them.



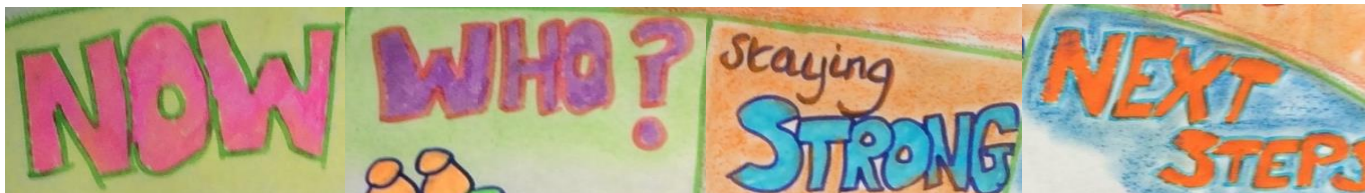
The meeting was so powerful that parent didn't want to leave room after the meeting, he helped with colouring the PATH and wanted to look and talk about the graphics, his hopes and dreams for this daughter and all the things she could do."

Parent View

"You start with your dreams and think about what you want to happen this time next year and then it helps you, as the picture is in front of you, to think you can actually do this and how to do it. You can take part in it and see you can do it. It's a very

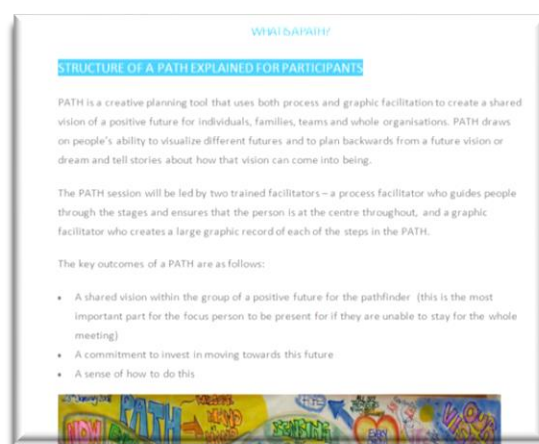
different approach to what has been done before as you only used to talk about the things she can't do.

The fact that everyone was there was useful, as we all have different opinions, those from nursery school, me as I know her at home. Everything was together; if I talked to you on my own I wouldn't of thought of all the things I thought of. Having the views of how people see her in different situations jogs your memory."



Top Tips for making a PATH work

- Ask the child's school to explain about the PATH to parents before the meeting so they know who to invite and what to bring – for examples photos of what the child likes doing / is good at.
- Include photos in the PATH - this really helps if the child finds it a challenge to verbally express themselves because of their age, developmental delay or if English is an additional language.
- Provide refreshments during the meeting, this helps to get a positive and relaxed atmosphere.
- Always use props during the session, even with small number of people. They are a way of facilitating the meeting and ensuring ground rules are in place.
- Use music for each section of the session – downloading the track beforehand and using a small mobile speaker helps so you aren't reliant on the venue's facilities. Find out about favourite.
- Photograph the PATH after the session and use the information within report writing. It's easy to crop the relevant part of a photo straight into a document.
- If used for transition, invite a member of staff from the both feeder and transitioning schools to the meeting. Although this wasn't possible on this occasion, the PATH will be taken to the transition meeting at the primary school and used it as a key discussion tool for discussions.
- Ensure staff are released to attend the sessions – especially those that will be involved in supporting child into the future.
- Two people within the meeting needs to act as facilitator: one to facilitate discussions and one to capture this in graphics.



Person Centred Approaches – Just get started! - July 2016

Contact: Lorraine Phillips, SENCo The Glebe Primary School, Southwick, West Sussex.
Telephone: 01273 592163

To support schools, parent carers and professionals in the development of person centred approaches the Local Authority arranged for a 2 day training session in Person Centred Planning to learn about creative Person Centred Planning tools such as a PATH.

The SENCo from The Glebe Primary School in Southwick attended this course and since then, has been using a PATH for all annual and six monthly reviews for Education Health and Care Plans. This report shares the SENCO and parent carer view of adopting this new approach and highlighting the schools 'journey to date' and 'next steps'.

The View of the School's Special Educational Needs Co-ordinator (SENCo)

"We first heard about Person Centred Planning at a West Sussex County Council conference and had to consider carefully where this approach would benefit our practice in our own school. We could see it being an interactive, pro-active and positive process which could identify what we all needed to work on. The tool helps us to have a meaningful conversation rather than just call a meeting because it's part of a statutory cycle.

The first part of the PATH is a visioning exercise in which we create 'The Dream' This helps sets the tone for the meeting and creates an overview of what we want to want to achieve for the child. It helps you understand the priorities of the child and their family.



The 'One Year On' is useful in generating shared targets to go onto the Annual Review sheet and for the child's Personal Progress Plan. You can lift the wording straight off the PATH from the 'positive and possible section' so parents and staff have a shared understanding of what we are aiming to achieve together.



We are getting better and better at using the PATH – our confidence is growing. By taking one step at a time we have introduced a new way of working. The quality of our Personal Progress Plans has improved along with our home school partnership. The PATH we create together becomes our driver for the year.

We have also used a PATH as a Personal Development Tool for a member of staff who found the whole process “enlightening”. All our Teaching Assistants now want one too! Using the tool in this way provides a great opportunity to practice your skills and for staff to learn about the process so we all know what we are doing when using it with our families.

Parents have enjoyed this new approach and found it “helpful and refreshing”. Here are just a few examples of their feedback.

“Both myself and my husband found this task so helpful and refreshing. For us, having a child with a disability can on occasions be tough. Doctor’s appointments and school meetings can sometimes feel like you’re discussing negative issues - their struggles compared to peers, difficulties, problems, extra support required etc. Completing this task however, helped us to realise that while the one year goals are important, it’s the dream of their long-term happiness and contentment which are of real significance and value.”

Parent of child

“Together we completed XXXX’s Dream. Together we went through and discussed where we see XXXX in a year’s time. I really liked how we all gave a different point of where we see XXXX, all of which is totally possible. Nothing was put on there that I thought would be a problem or a struggle.

The PATH also gives XXXX and I things that are achievable for him and he loves seeing them up. He often talks about when he is in Year 1, when he is a man, so it gives him comfort and support in a way to know that others are with him all the way to help him achieve his dreams.” Parent of child

“It was a really positive and creative experience which we liked. We responded well to this new approach. We weren’t bogged down with what XXXX can’t do, we realised what he could do. We have put his poster on the wall.” Parent of child

Our Top Tips for using a PATH

- Just get started – try out the part of the PATH that captures 'The Dream' and 'One Year On' first. Once you are confident you can add in other sections.
- Letting parent carers and other staff know about the new approach and what is going to happen is key. We talk to the parent before the meeting and then send a letter explaining what we are trying to do. A quick phone call to parents the day before the PATH is a good idea too to remind them to attend.
- Two people are needed to co-ordinate the meeting– one acts as a facilitator to work through the process, one as a graphic recorder to capture the conversation on paper. Our Learning Mentor normally graphics the meetings and I (SENCo) facilitate the discussion.
- Pre-drawing the PATH outline before the meeting starts is really important. Prompt cards are essential too especially while you confidence grows. Our prompt cards are full of key questions to act as reminders.
- Music is used to start the meeting and is also played in between the stages of the PATH, it really helps to 'set the scene' and focus for each section.
- We make sure we have copies of the 'child view' and 'parent carer view' Annual Review sheets in the meeting to make sure all points captured in them have been included in the discussion.
- We always take lots of photographs of the PATH after the meeting for our records. Parents just wanted to take the whole thing home with them once the meeting is finished and pop it up on their wall.

Next Steps for Person Centred Planning in our school

- Introducing person-centred planning props to support the meetings 'ground rules'. We will be using a squeaky ball for 'no jargon', large plastic glasses for 'not judging / leaving the pass behind' and a wand to hold when speaking so everyone gets the chance to have their say.
- Extending the PATH graphic to include an Action's section. At the moment I do this after the meeting when I'm back in my office with the 'One Year On' graphic in front of me. It would be great to develop this section as part of the PATH as we can also agree review points and who is working on each target when we are all together.
- For the child's Class teacher to have a copy of the PATH during Parent meetings so they can check on progress during our Parent Consultation evenings which take place in between our more formal 6 and 12 month EHCP reviews.
- Although some of the older children have joined us already for the PATH meetings, we want to include our younger students too. We are also going to ask families to bring in some photos of what their child likes doing at home to make that home school partnership even stronger."

Developing a Person Centred Approach for a young person's Education Health and Care Plan Annual Review (April 2016)

Report written by:

- Leslie Nielsen, in role as SENCO at the time of writing at The Littlehampton Academy
- Jerricah Holder, Educational Psychologist (jerricah.holder@westsussex.gov.uk)

Context

To support schools, parent carers and professionals in the development of person centred approaches the Local Authority arranged for a 2 day training session in Person Centred Planning. During this training attendees learnt how to use various person centred planning tools such as a PATH. A PATH is a creative person centred planning tool that use graphic facilitation to collect information and develop positive future plans with the young person and the 'team' around them. The SENCO from The Littlehampton Academy, a large mainstream 11-19 Academy on the South Coast of West Sussex, attended this training and has actively embraced the use of the PATH tool for Education Health and Care Plan (or Statements of SEN) Annual Reviews. This is in line with key principles of the SEND Code of Practice 2014.

This report shares a view of the SENCO's journey to date in using the PATH.

"I supported our local Educational Psychologists in our first PATH. Although it was scary doing something new, we worked together as a team. As the process needs one person to guide the discussion and a second to graphically capture the conversation we each had our own role. Co-delivering my first PATH really helped build my confidence in the process. In case you are wondering, you don't need to be an artist - everyone can graphic.

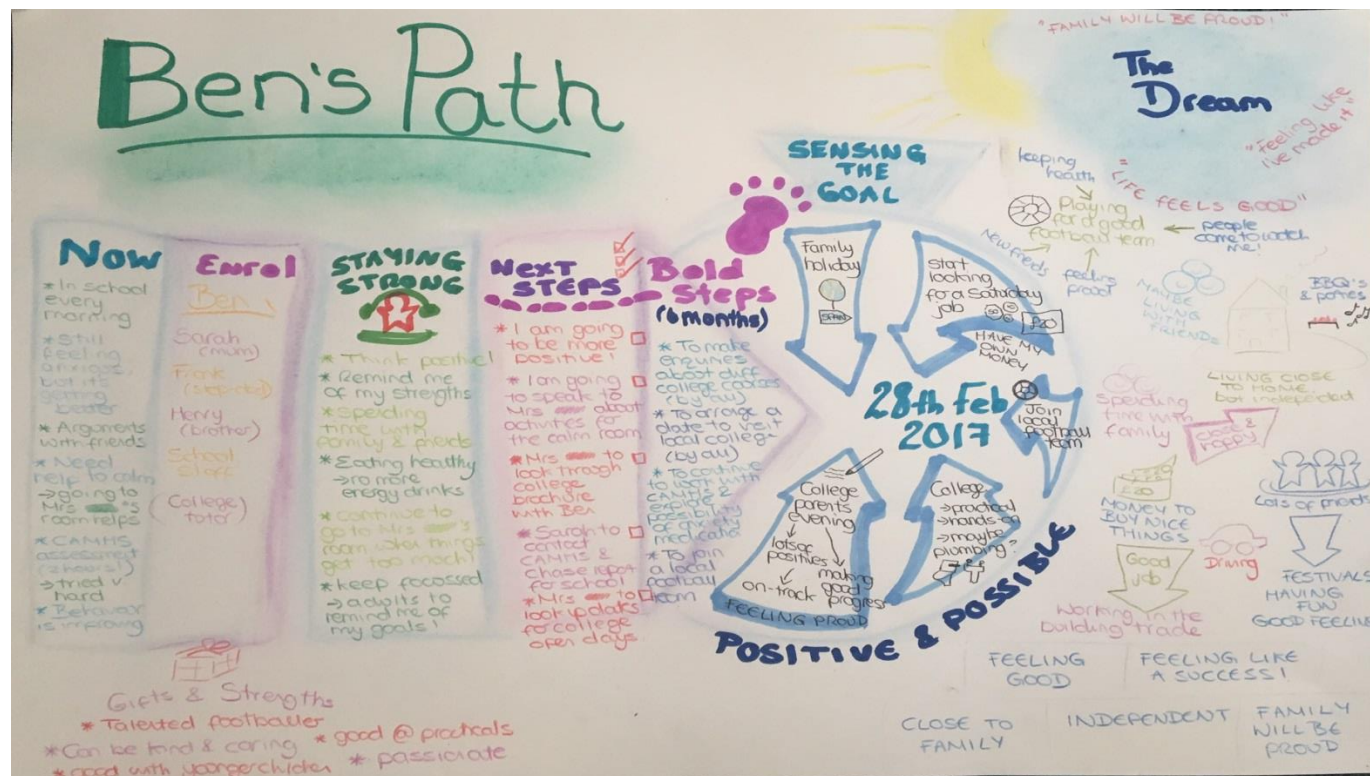
A typical PATH session takes two hours, this is twice as long as our old Annual Review process. I think it is definitely worth the extra time as students really like this new approach as they feel it's about them and it is important for parents to listen to their child's dream especially as it can often be different from their own. The old Annual Review process could create lots of negative emotions – this new person centred approach feels very different, all participants leave the session feeling happy. The student takes on the responsibility for their actions with the support of everyone in the room. At The Littlehampton Academy we currently have 22 students with Education Health and Care Plans or Statements of SEN and it has been so beneficial that the PATH process is being used for all our Annual Reviews, more especially for those transfers into EHCP.

Before the PATH meeting an initial letter is sent to the parent carer about the new approach, explaining who they can invite and what will happen during the meeting. I always follow this up with a telephone call to answer any questions they may have. Typically the parent(s) attend the meeting along with the Student, Learning Support Assistant, Pastoral Lead, Form Tutor and Note Taker. If the student is supported by an external professional such as Speech and Language or Occupational Health Therapist they are also invited. All of the students' subject teachers are asked to provide written input through a round-robin email few weeks prior to the annual review meeting.

Drinks, biscuits and music helps to set the tone at the meeting. Props keep conversation flowing. For example when someone is talking they hold the wand, a squeaky ball is used if anyone starts to talk in jargon. Flash cards (judge / handcuffs) remind us to not make judgements and focus on the future.

The student always talks first about their future 'dreams'. Nothing is too crazy. Parents and other participants then take their turn to share thinking. Next we focus on the positive and possible part of the 'dream' and where the student wants to be a "year from now" - this is the tricky part as it is quite hard for the young person to think of. Together we co-produce a huge graphic of the conversation including actions required to get there.

This is an example of a PATH.




Photos are taken of the PATH, before the student takes them home, for our records as we can cut and paste relevant sections into Annual Review documents.

Information from the Parent and Student booklets (completed in advance of the Annual Review meeting) are also added in the paperwork, as well as the setting report.

*Please ensure a copy of each report is sent to Special Educational Needs Assessment Team (SENAT) with this form.

Hopes and Dreams

What are the hopes and dreams of the child? This could be short term i.e. the next month or long term i.e. something they would like to do in the future. This may include drawings or photos of notes of discussion which took place at the meeting.



Ben:

- I want to spend time with my friends and family.
- I want to be healthy.
- I want to go to college so I can get a Saturday job so I have my own money.

2. What is working well?

Person	Comments
Child/Young	

please give details and attach evidence eg Medical report.

Action	By Whom	Time Scale
Ben to join a local football team	Mum and Ben	By: March 16
Ben to find out what courses the colleges do and arrange a date to visit one.	Tutor and Ben	By: June 16
Sarah to chase CAHMS report for school	Sarah	By: March 16
		By:

Report completed by:

The PATH is such a visual process – visual is vital for SEND – through the graphicking process a young person’s future can be unlocked and visualised.

The feedback from parent carers on the PATH process has also been really positive.”

“It is the first time our son is part of the annual review and it is great to have him with us participating and say what he wants.” Mrs L.

“It’s just brilliant.” Mrs M.

“It is great to have this big drawing of what he chose to talk about in his annual review. Thank you.” Mrs B

Top Tips

- Staff need to be timetabled appropriately so they can attend the meeting.
- As part of the PATH meeting, organise follow up termly meeting (for pastoral lead and student) so actions and progress can be discussed.
- Size of the group at the Annual Review meeting is key – too many people and the session will last too long. 6 people is ideal, although we did run one with 11 people this meant that the session lasted nearly 3 hours.
- You need a room for the meeting with enough flat wall space for white paper graphicking – masking tape helps keep the paper on the wall.
- Book in enough time to prepare for the session - invites need to be sent and the white paper template prepared ahead of the meeting.
- You need to have a named middle / senior leader in your school leading on the approach. Person Centred Planning needs to become part of everyday practice to become embedded – if it’s something you only do once a year you’ll end up not doing it at all.
- A PATH is something you have to try – if you do it ‘wrong’ only you will know! Relax and have fun.

Next Steps to embed this approach at The Littlehampton Academy

- To use this approach with students with challenging behaviour (not all have EHCPs)
- Use MAPS to develop an Early Help Plan. A MAP is similar to a PATH but also gathers information on the history of the person and therefore can be useful for more complex issues.
- Develop and deliver whole school input on Person Centred Planning during an INSET.
- Pairing up with other schools in the local area to facilitate PATHS – for example with a feeder primary school to focus on Year 6 / 7 transition.
- To train up Annual Review note takers and pastoral leads in both graphic and process facilitator roles.

Using a PATH as a 'Preparing for Adulthood' planning and EHCP process tool for a Post 16 Student

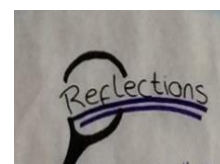
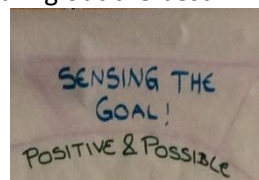
Following the changes in SEND legislation and the 2014 SEND Code of Practice, a young person can now have an Education Health Care Plan (EHCP) until the age of 25. A request for an EHCP was received for a 22 year old who was attending a course at a mainstream Post 16 College. To enable this young person and their family to get the greatest benefit from the statutory process required to obtain an EHCP a PATH approach was used for the following reasons:

- Although the young person had been enjoying their college course, they found it difficult to see how the course could translate into a potential career.
- It was important to capture all the young person's aspirations as they moved into their adult world.
- Over the years the young person and their family had faced a range of traditional assessments – all those involved were keen to try a new approach to feel like something different was happening.

Using a PATH allows a young person to share their future dreams, which includes employment, social, health and independence plans, with their friends and family. The skills of those in the room are then used to develop a realistic and positive plan of the action and support the young person needs to help them get there.

The PATH meeting was facilitated by Local Authority Educational Psychologist. The following are some of their 'Top Tips' in getting the most out of the PATH process.

- **Get the invites right:** Ask the young person who they want to invite and agree how best to do this. On this occasion the young person chose their parent, sibling and college Learning Support Assistant who worked with them on a daily basis. Having their sibling in the meeting enabled the young person to 'dream-big' and avoided boundaries and limitations.
- **Use a visual template:** The PATH template provided a visual cue for the discussion and the drawings added during the session provide a series of key memory hooks which are then enriched by supplementary questions.
- **Props:** The parent and sibling really enjoyed the props as they felt involved throughout the session. The parent said the use of the chains prop was a very helpful reminder to 'leave frustrations of the past behind'.
- **Think about language and key questions:** As a facilitator think of key questions and phrases to bring out the best in the session. For example "preferred future" can work if the person finds the use of the word "dream" difficult. Wondering out loud with comments such as "what might mum / dad wonder about housing?" or, "What would that bring to you?" "What might that look like?" can help deepen the conversation.
- **Use paired / small group discussion tools** to support rehearsing of ideas before individuals share them more widely with the group.
- **Be flexible with the approach:** If the young person finds it difficult to talk in the past tense during "One Year On", change it to "In a year's time, what would I see you do?" matched with a response of "I will see you / you will see me [activity / feeling]" etc.
- **Capture Strengths and Gifts:** The 'Now' section can be used to bring out the young person's strengths and gifts as well as what is going well / needs further work e.g. "What do others admire / like about you?"
- **Time:** Leave enough time for the session: 2 hours is the typical length of time required for a PATH. For this PATH the 'Dream' took 30 minutes and the 'One Year On' section 20 mins.
- **Actions:** This can be broken down into two timescales: 'Bold Steps' being those actions that need completing in 6 months and 'Next Steps' where each person in the room agrees one thing they will do within the next week to make sure all can quickly see that something is happening.
- **Ending the session:** Ask each member of the group if they would like to share a positive reflection about the PATH process / meeting.



My PATH - A Young Person's Experience

Before my PATH meeting I met with my teacher (Mrs MM) to find out what a PATH was and what would happen.

- “Mrs MM asked me what music and colours I like and what mum and dad like to drink. Hearing my favourite music, ‘Happy Mondays’ music makes me feel happy and that the meeting was all about me.”
- I liked seeing a picture of the PATH drawing we were going to use and hearing some of the questions.
- We also talk about who to invite to my PATH meeting - who knows me best, who helps me.

“I love ‘Alice in Wonderland’, my teacher loves Alice too, and she made lots of effort for me.” She thought about some pictures that I might like to have at my PATH meeting.



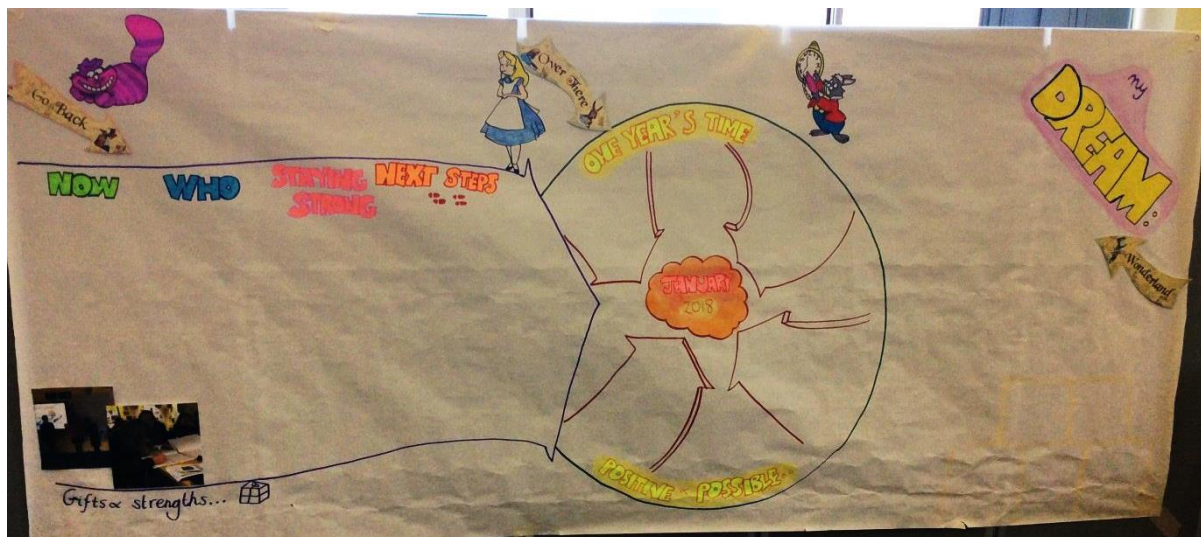
Mrs MM borrowed some Alice in Wonderland themed pictures and props from dance & drama. This made me feel very happy.

When everyone arrived for my PATH meeting I said hello and gave everyone a drink. “My mum likes water and my dad likes Coke”.



Mrs MM showed us the big wall picture she had drawn – this is called the PATH and is where we drew and wrote down what we were all saying.

This is the PATH before we started the meeting. “Photos of me at school were put on the paper as well my Alice drawings”



We sat around the PATH picture and I introduced everyone to each other.



Note: This report is written to help a young person understand what might happen as part of the PATH process. It provides an account of what happened for this young person during their PATH meeting, direct quotes are shown in speech marks.

"I chose 3 people for the 'Ground Rules' – we used some props to help us with this. It was very funny!"



"My dad liked the squeaky toy as he got to make a loud squeaky noise when someone said something we didn't understand. My mum liked the chains – she said it made us all think about all the lovely things that I could do, normally she only gets to hear about the things that I find hard."

We were then asked to 'dream' about me and what we would all like in my future. Some music was played to help us relax and think.

I got to hold the 'Talking Wand' first and tell everyone about my dream future. "Lizzie drew a picture of my dream onto the PATH". I then picked who I wanted to hear from next until we all took our turn.



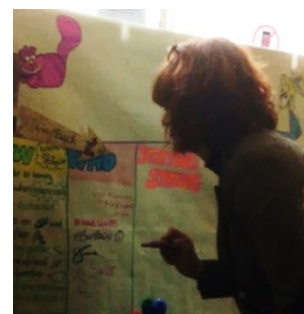
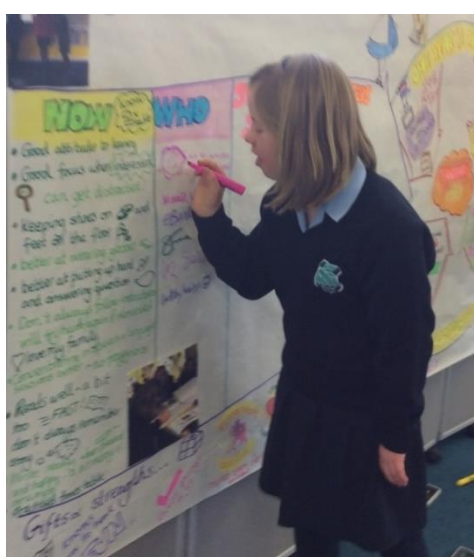
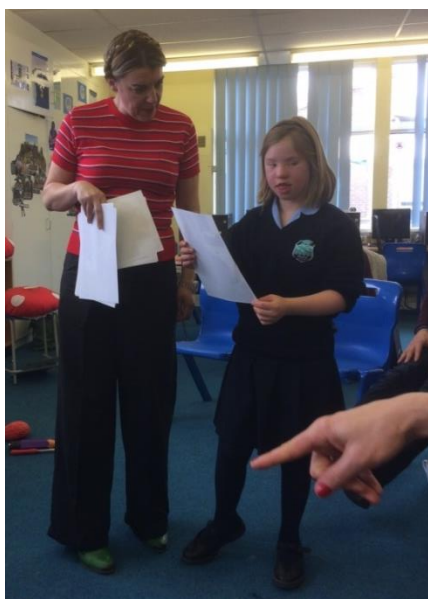
We then did some time travelling to 'One Year's Time'. "I got to use my acting skills". I picked two people to work the controls of my time-travelling machine. When we were in "One Year's Time" we talked about all the things we would have done to get me closer to my dream. I really liked seeing pictures on my PATH of all these things.



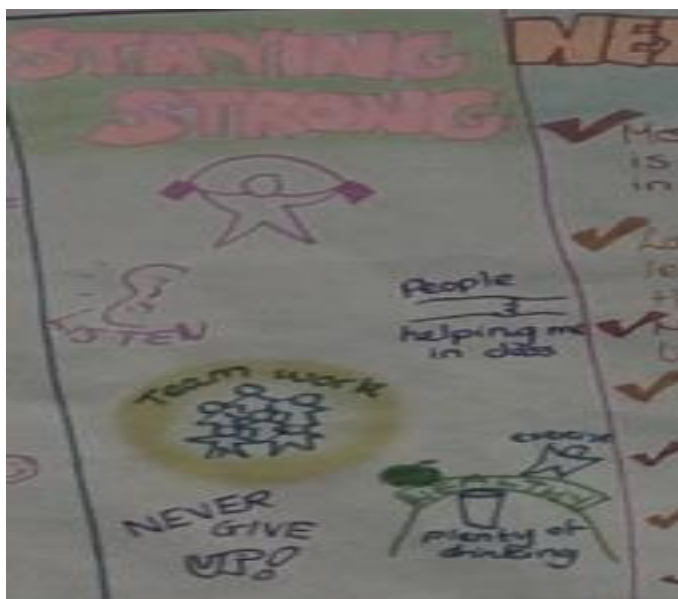
Everyone was invited to say my gifts and strengths.



I looked at the photos of all the things I have done at school and talked about these. Some of these were stuck onto the PATH in the "Now" section. We all signed my PATH and agreed who would help me do my 'One Year Time' goals which will to help make my dream come true.



We also talked about the things that would help me 'Stay Strong' and keep focused and happy. Everyone then talked about 'Next Step' - what we would all need to do to help me get my 'One Year's Time' goals.



I was asked to think of name for my PATH and helped to draw and colour this in.

"My PATH makes me very happy. ☺ It was really good and all about my world so far, there was lots of effort all of me. It makes me want to try my best and learn how to do it all. My PATH shows everyone what's in my head and I can then show my sisters. If my sisters came next time it would be awesome."



What do other people think about my PATH?

“Exciting, effective, fabulous, refreshing, realistic, impressive, creative, interesting.....and the list goes on and on!!

Lara is so lucky to have such an amazing team supporting her. Thank you for believing in her and giving her the opportunity to flourish and grow. It's clear that we all want her to maximise her full and wonderful potential. She continually surprises us with her achievements which in turn empowers us to help her reach her goals.

Thanks for the huge effort you put into today it really showed and was a really positive and proactive meeting. ”

Parent

“It was such a pleasure to be a part of the meeting. I haven't worked with a school before where so much effort has been put into the preparation and delivery of a PATH so it was wonderful to see it. I was also extremely impressed with how Lara was able to continue to contribute for over two and a half hours – testament both to her and the way in which [Mrs MM] involved her at every stage.”

Educational Psychologist

“I have been thinking about the meeting all day. It was so powerful and illuminating.”

Speech and Language Therapist

Acknowledgements

This guide has been written in partnership with Inclusive Solutions, parent carers and colleagues who work across a range of West Sussex schools, education settings and organisations. Their support in developing this approach in West Sussex is invaluable.

Some of the materials have also been adapted from the following sources:

- Inclusive Solutions website (www.inclusive-solutions.com) and training sessions.
- The PATH and MAPS Handbook: Person Centred Ways to Build Community. John O'Brien, Jack Pearpoint, Lynda Kahn
- The 'Virtual' Person Centred Planning Team who are supporting the development of Person Centred Planning Approach across West Sussex.

Other Further Reading and Information Sources

- Reflections **on Current** Threads – Aug 2015. A summary of recent PCP thinking taken from conference:
<http://www.centreforwelfarereform.org/uploads/attachment/431/reflections-on-common-threads.pdf>
- Keys to Inclusion - www.keystoinclusion.co.uk/person-centred-planning-2/?doing_wp_cron=1473859570.5754010677337646484375
- Person Centred Planning Together - www.inclusive-solutions.com/product/person-centred-planning-together

This WSCC PCP Facilitators Guide has been developed in partnership with Inclusive Solutions.

