

READING ROOM

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[Person Centred Planning and Care Management](#)

Using person centred planning to support day service modernisation

Helen Sanderson and Martin Routledge

Introduction

These ideas will be of use to those responsible for day service modernisation and for groups implementing person centred planning frameworks. Indeed it is vital these two initiatives be closely linked. Plans for implementing person centred planning should show how it will influence in the key priority areas, including day supports.

For information about the approaches and resources noted below please see the person centred planning page of the Valuing People Support Team website.

Principles

These principles flow from the DH guidance on person centred planning (*Planning with People – Towards Person Centred Approaches* 2002):

1. A depth and breadth approach to training
2. Supporting families and self advocates to lead planning where they choose to
3. Equal emphasis on training and ongoing support/problem solving
4. Person centred approaches – enabling everyone to consider how they can make their work more person centred.
5. Leadership, specifically, managers developing person centred practices e.g. person centred teams
6. Evaluating outcomes
7. Learning from person centred planning to direct change/inform strategy
8. Working in partnership across agencies and within communities

Planning with People stressed the importance of a depth and breadth approach. There are real dangers that the *Valuing People* requirement to use person centred planning to support day service modernisation will be implemented in ways which mean lots of plans but lives changing little. We are already seeing examples of assessment and person centred planning being confused, re-labelling of existing non-person centred practice and over ambitious attempts to get everyone a plan in too short a time.

A depth and breadth approach offers the opportunity for large numbers of people to be heard and to influence what happens to them, using person centred *approaches* (see below, eg learning logs or communication charts). This is feasible for services to support and will allow them to take learning to influence their wider plans. At the same time, local systems can gradually build their ability to support people to have person centred *plans*. Probably starting with modest numbers and gradually increasing, some people can start to take significant control of their lives, while the local system learns about both how to do planning right and obtains a richer understanding about what it takes to provide truly individualised supports. This way of working also allows people to build on their use of person centred *approaches* over time and develop full person centred *plans*.

In practice

The above principles applied to the individual day centre scenario might look like this (number is the principle that it refers to):

- ④ Breadth training – either releasing staff to attend centrally organised (e.g. provider/ or regionally based) one day person centred approaches training or, shutting the centre for the day to bring the training in (1)
- ④ Making decisions with the manager about which person centred approaches staff are going to systematically use, eg agreeing to all use learning logs with some people, identifying who to start using communication charts with (1,4).
- ④ Asking which staff would be interested in becoming facilitators (ensuring that these are likely to be naturals) and sending say 2 staff on ELP facilitator training and negotiating from 0.25 - 0.5 of their time to be dedicated to developing person centred planning and approaches (1)
- ④ Facilitators join Action Learning Set (again organised centrally) and meet with it every 6 weeks. Also receive coaching/mentoring (eg person centred planning co-ordinator/ bought in/ swop with another organisation) (3)
- ④ Managers attend 4 day implementing plans/person centred team training (5)
- ④ Facilitators undertake about 4 plans a year each and also: (2,4)
- ④ Run or support other staff to run *Listen to Me* sessions for people to develop their own plans
- ④ Run or support other staff to run 'developing personal portfolio sessions'
- ④ Run or support other staff to run 'taking control of meetings using *Our Plan for Planning* sessions
- ④ Run or support other staff to run 'dreaming' sessions
- ④ Support some families to use *Families Planning Together*



- ⊙ Work with staff using the different ways of getting started (eg learning logs/communication sections) to develop these into first plans that describe what is important to/important for and future focus for the person
- ⊙ Work with people using the service to develop their work (eg portfolios, dreaming) into first plans
- ⊙ Facilitators and managers liase with self-advocacy groups, parents groups, learning disability teams, care managers, staff in residential services to support this work eg how people can be involved in this planning? where people live in residential services and attend they day centre who will take the lead responsibility for planning? can we support people from the self advocacy groups to lead/train the groups exploring *Listen to Me* etc and begin to develop mentors?(8)
- ⊙ Manager reviews with facilitators and staff what plans tell us about what needs to stay the same change and links what is being learned with modernisation programme/strategic change etc. (7,6,5)
- ⊙ Day centre part of evaluation of outcomes of pcp programme organised by partnership board (7,6).

Such a programme for an individual service can be expanded into a sub part of the overall modernisation programme. In this way local systems can make person centred approaches central to strategies for change as opposed to something that happens tangentially to such elements as financial modelling and human resource strategies

Useful reading

Department of Health (2002) *Planning with People – Towards Person Centred Approaches – Guidance for Implementation Groups*. London DoH

Ritchie, Sanderson, Kilbane, Routledge (2003) *People Plans and Practicalities – Achieving Change through Person Centred Planning*. Edinburgh. SHS

Jo Kennedy and Helen Sanderson with Helen Wilson (2002). *Friendship and Community*. Manchester. North West Training and Development Team

