

4) Case Study: Person centred planning to empower



This case study illustrates how using person-centred tools reveals important information that may have been overlooked under the old system, and how a parent's confidence grows as their understanding of the new system does.

Kier's Story

Kier is 14 and in the process of having his statement converted to an EHCP. Kier's mum contacted the IS service as she was unsure what the new plans would look like and how to go about the process of completing the "All about Me" section sent to her by her LA.

The IS initially met with Kier's mum and explained the new plans and the emphasis on being led by the young person and their family. She was very anxious about the whole process and had found it quite daunting to be presented with the "All about Me" section. However, she was keen to express her views and to try and support Kier to express his too. The IS introduced some different person-centred tools and explained to Kier's mum how they could be used. She was concerned that Kier wouldn't be comfortable in completing them as he finds it difficult to talk about himself, especially with people he doesn't know very well. It was suggested that she helped him to complete them, as he'd be more comfortable talking to his mum than to anyone else and she was happy to do so. Kier did meet with the IS but with his mum and nan present. As suspected he was reluctant to engage with the process, however, when it was just Kier and his mum, he did contribute to his One Page Profile.

Kier's mum was particularly concerned about Kier's social skills and his anxieties in certain situations. One of the areas that she wanted to focus on was Kier accessing a befriending group at a local centre. He had been reluctant to engage in the group since it moved from a previous familiar setting and she was keen for him to try going there again. She also wanted support with transport as she is unable to drive and relies on family members to take him to places and knew that wasn't sustainable. Working with the IS, Kier's mum was able to explore why this was important for her and for Kier, and the impact it would have on their lives as a family, as well as thinking about the future. It was seen as being important for Kier's confidence; friendships; and in developing some life skills for the future. Kier's mum was also keen for him to do things with people his own age, rather than with her and his nan.

Kier's mum and the IS met several times before the transfer review meeting was held at the school. Over the course of those meetings, mum's confidence seemed to grow in the whole process. She felt nervous before the meeting but was calm and articulate in discussing her views. Kier decided not to attend the whole meeting, as he found it too stressful but his views were shared on his behalf by his mum. She took her time to express exactly what she wanted and a lot of emphasis was put on Kier's emotional health and well-being which is the family's main concern.

The family are still awaiting their draft plan but some of the things that were discussed have already been put into place. For example Kier has been supported to access the befriending group; starting off with visiting the new premises with a trusted adult and gradually building up to attending part of a session. Transport has also been arranged so that he no longer has to rely on family members who aren't local.

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The key to this process being a success was giving Kier's mum the information she needed in a way that suited her and supporting her to adapt the different person-centred tools so that they were relevant to her and Kier. As soon as she had the information she needed, her confidence grew and she felt more empowered to assume her rightful role in the process.