

5) Case Study: Person centred planning to empower



This case study highlights the importance of keeping the communication channels open, listening, supporting, encouraging and empowering families to reach their goals, hopes and aspirations especially during those “low” moments that unfortunately can occur during this process. It also demonstrates the need for effective and positive multi-agency working.

Ricky’s story

When I met Ricky, aged 11, and his mother he was attending a specialist educational provision. Both Ricky and his mum were excited and anxious because Ricky wanted to transfer to a mainstream education placement. Ricky and his mum said that he was progressing well and Ricky said that his main aspiration was “to be like all the other children”.

Ricky and his mum had very little knowledge as to what an EHCP was and were unsure what the transfer process involved and contacted the IS service for some support.

The IS explained in detail what was involved in the transfer process and how the IS could support them throughout. It was also explained what difference an EHCP could mean for Ricky as an individual. Equally as important, the IS spent time listening to Ricky and his mum’s story and building a relationship based on trust with the family, who had experienced difficult relationships with other professionals previously, leaving them feeling let down at times. The IS gained a real understanding of Ricky, as well as insight into his family background and history of SEN. The IS helped them both complete a very detailed “Hopes and Aspirations” form which really helped Ricky to have a voice. The IS also encouraged Ricky to write his own One Page Profile which he was very proud of.

After monitoring the timelines of the transfer process and realising that there seemed to be a delay in providing the draft plan, the IS supported and empowered Ricky’s mum to contact the LA to identify the reason for the delay. Ricky’s mum was told that Ricky’s plan was a priority but the plan did not arrive by the deadline and it was apparent that the transfer review process was running way past the timescale, despite the conversations which had already happened with the team involved. This delay served to increase Ricky and his mum’s anxiety levels. The end of the academic school year was approaching and no transition had started to his desired mainstream secondary school and the plan had still not been received. This was causing panic for Ricky making him reluctant to move schools.

Eventually, after a great deal of correspondence between Ricky’s mum, with continuous support from the IS, and the many agencies involved, the much awaited draft plan was received. Unfortunately despite the long wait, the initial draft plan did not include any of Ricky’s needs, outcomes or required provision.

Ricky’s mum was feeling extremely deflated and upset. The IS had to offer a lot of support mainly around positive thinking, her knowledge base and empowerment, to plan a way forward to ensure that the plan met Ricky’s needs and addressed his aspirations. A number of additional meetings were required and more correspondence with all the agencies involved ensuring that the necessary details would be available to be included in the revised draft.

5) Case Study: Person centred planning to empower



As a result of this, a really thorough final plan was received. Ricky's mum then felt she had been given the opportunity to make sure that Ricky's voice was heard and that his views were part of the planning alongside her own. Ricky and his mum had been fully involved in making the amendments to the draft plan, which were needed to ensure a thorough final plan that is robust in identifying and meeting Ricky's specific needs, whilst recognising his individual aspirations too.

Ricky's mum said that she now feels stronger, more confident and much more able to communicate on many different levels with professionals, which should mean she will be a great advocate for Ricky in the future.

Although this turned out to be a very lengthy and anxious process for Ricky and his mother, the end result means Ricky has an EHCP that they are both happy with. He finally has the necessary support in place for his transition to his preferred mainstream school in September. Ricky is much happier and is able to show "new" people his One Page Profile and is looking forward to his future.