



# Person-Centred Future Plans:

A multi-agency approach to supporting young people with SEND and their families through transition.

# St. Nicholas School PCP Team



- Stephen King (DHT) - Transition Manager
- Sally Long – 14-19 Phase, Work-Related Learning and Accreditation Manager
- Emma Wellard – Family Support Worker

# Multi-Agency Work at St. Nicholas



- Team Around The Child (TAC) – transition / general
- Taster days - Transition to college, Work Placement, Social Care etc.
- Transition meetings to keep updated as to progress for our leavers
- MOVE Teams and Shared Goal
- Positive Support Group
- Person-Centred Review

# A History of PCP Work



- Transition Core Group in consultation with CAMHS / LD & CB Team (2004)
- KCC Transition Select Committee Report (2007)
- Kent Transition Protocols – TIG group (HT part of steering group & launch)
- Getting A life: 2008-2011 South Eastern Site - Kent and Medway: to work and plan together to implement Valuing People

# Who are our PCP Partners?



- Connexions
- Canterbury College
- Disabled Children's Service
- Kent Adult Social Services
- Therapy and Health – Physio, OT, SALT, CAMHS and Nursing Team (medication, health needs & SRE)



# What information do we provide?



The Yellow Folder – A Transition Information Folder to help students and parents:

- Person-Centred Planning Book
- Guidance for parents / students (easy-read)
- Local Service and Support information, (gathered by the school)
- Partner Guidance – Social Services, Connexions, Local Service Providers
- Hopes and Dreams for the future
- PCP Action Plan

# Future Options Conferences

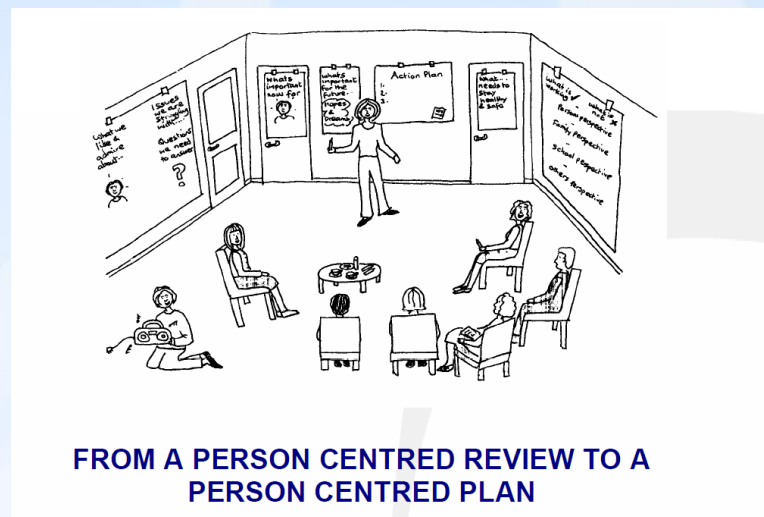


- Bi-annual – Large presentation Trade Fayre, in partnership with Connexions, where local FE College, Adult & Child Respite, Adult & Child Day Service and Residential Providers for all parents yrs 9+ in school / local areas.
- Annual and newly introduced PCP Introduction Meeting (pre-yr 9 Person-Centred Transition Review mtg)

# Helen Sanderson Assoc. Approach



- The school has 3 Qualified HSA Person-Centred Planners, as per government advice and guidance
- Have adapted our PCR practices and PCP book to include many elements of the approach e.g.
  - like and admire
  - what's working / not working
  - circle of support: layers of who helps them and is part of their life
  - Facilitation of the student-chaired meeting





# Local Outcomes from Getting A Life



- Individualised Equipment Loan Store (ICES) opened to adults and post-19 students can take their mobility and communication special equipment when they leave us.
- PCR and Citizenship Reviews are now enshrined in county policy for students with SEN
- S139a refined locally to meet Transition Protocol aims
- Future aim (currently developing) to make S139a review, like a statement, reviewed annually – alongside the PCP action plan

# Activity – Hopes and Dreams



What are your Hopes and Dreams?

Get into 2 groups and discuss / decide the ambitions you would have, for:

- a) You personally – try to remember being 16, what **did** you want for your future?
- b) If you had SEND, what **would you** want? *(5 mins)*

# Feedback



- Share amongst your table what you did, are there any common themes?
- Put the findings on the large Hopes and Dreams Sheet *(10 mins)*
- Group Feed back from what was found? *(5 mins)*

# Real-Life Hopes and Dreams from students with SEND



- Action plans and PCP sheets from individual students...
- Likes: - “something on toast”; “play on my Xbox 360”, “Spiders, dogs, the yard, snakes, horses and cats”
- Dislikes – “the greenhouse and digging the garden”; “tonic water and fried tomatoes” ; “maggots and itching powder”

# Real-Life Hopes and Dreams from students with SEND



- Action plans and PCP sheets from individual students...
- Goals / Hopes & Dreams – Work and Education:

Education – “to do media”; “a hairdressing course independently”; a building course” – Not just skills for life course.

Work – “grow flowers”; “work with animals”; “work in a shop”; “Work with sheep”; “have my own cattle and pigs”



# Real-Life Hopes and Dreams from students with SEND



- Action plans and PCP sheets from individual students...
- Goals / Hopes & Dreams – Ambitions and aspirations:  
  
“to adopt or foster children”; “have a good job and a long term girlfriend”; “have a good job in building, a happy marriage and children”; “to learn to use the bus”; “to use the phone more”; “pop star”.

# Real-Life Hopes and Dreams from students with SEND



- Action plans and PCP sheets from individual students...
- Goals / Hopes & Dreams – Housing:
  - “A flat, with someone to help me”; “to have a house with a garden”; “to begin with, I will need help to learn how to live by myself”
  - “Eventually I would like to live in a flat in Hemel Hempstead”; “have a flat in Herne Bay, at the seaside”; “I would like to live with my mum and dad forever”;
  - “to have a flat with a garden, and be in charge of my own keys”.

# Real-Life Hopes and Dreams from students with SEND



- Action plans and PCP sheets from individual students...
- Goals / Hopes & Dreams – Hobbies and daily life:
  - “play dodgeball”; “watch glee”; “lay in”; “go for a run and then eat sausage & chips”;
  - “trampolining”; “learn to drive”; “movies”;
  - “reading and singing”; “shopping”;
  - “I can’t remember”;

# Real-Life Hopes and Dreams from students with SEND



- Action plans and PCP sheets from individual students...
- **What is stopping me from achieving this now:**

“I would like to see my friends more”; “my foster mum is finding hard to find youth clubs for me in my area”; “I need to learn to budget my money”; “I need life skills”;

“I need to learn how to be independent”; “I want to meet up wif my friends more”;

“I don’t get a lie-in”.

# Where do we go in the future?



- What are the outstanding “big issues” for us as a school – Sally: anxieties, Emma: video to prepare students, Steve: Personalised information for areas and switch operated photo records.
- What other outstanding issues to you want to raise?
- What the remaining gaps in provision – Social / Educational?
- What are the remaining barriers to inclusion & implementation that still need to be overcome?
- Who and where can we contact to help direct the change needed?
- What are our individual action plans for PCP?