

One Planning for Emotional & Mental Health & Wellbeing

A Person-Centred Approach to meeting the Emotional & Mental Health needs of Children & Young People with SEND through *One Planning* & EHC Plans

Appreciation: What people like and admire about ...
Things I'm good at - My strengths, skills and talents
My character and personality - good/positive qualities
(Who says what about me? And what do I think?)
Strengths - What I'm good at
Character and personality - What other people like about me

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Happy Days / Unhappy Days
What makes some days go better or feel happier than others?
What should change to make the unhappy days better for you?

Happy days ☀️ 😊

Unhappy days ☁️ ☹️

Ways to have more happy days and less unhappy days
☺️ → ☹️

Notes:

11

Five Ways to Wellbeing (developed by the New Economics Foundation & Mind)

1: **Connect**
Feeling close to, and valued by, other people is a fundamental human need and one that contributes to functioning well in the world.

2: **Be Active**
Regular physical activity is associated with lower rates of depression and anxiety across all age groups. Exercise is essential for promoting well-being.

3: **Take Notice**
Being aware of what is taking place in the present directly enhances your well-being and ensuring 'the moment' can help to reaffirm your life priorities.

4: **Learn**
Continued learning enhances self-esteem and encourages social interaction and a more active life. Setting goals has been strongly associated with higher levels of wellbeing.

5: **Give**
Participation in social and community life - helping others are more likely to rate themselves as happy.

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<http://www.ood.co.uk/news/physical-health-at-workplace-care-of-young@five-ways-to-wellbeing>

Handbook and Resources

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Working in partnership with Essex County Council

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Introduction

Welcome to the training module on *One Planning for Emotional & Mental Health & Wellbeing*. This has been developed by InterAct as an additional resource linked to the continuing training programme on *Person-Centred Approaches - One Planning and Education, Health & Care Plans*. This is intended for parents/carers & for Social Care, Health Care & Education Practitioners who work with children and young people with Special Educational Needs & Disabilities.

The training focuses on the effective use of Person-Centred Approaches, and planning tools specifically tailored to those with Emotional & Mental Health needs, to support the assessment and planning processes for the new *Education, Health & Care Plans* (EHC Plans), and/or effective *SEN Support* in schools. This is part of what is known as the *One Planning Environment in Essex*.

During the training we refer to nationally-recognised person-centred planning tools and other resources developed by Helen Sanderson Associates, InControl, Preparing for Adulthood, the Council for Disabled Children, Mind, Action for Happiness and others. The training material has also been tailored to the local context in Essex, particularly the *One Planning approach*.

To enable you to explore some of the tools and resources available, the training includes working with some of the planning tools from the perspective of your own life and experiences, but how much personal information you disclose during the training, or when using these tools elsewhere, is an individual choice. The use of case studies gives opportunities for considering how to use those tools to gain a holistic understanding of a child or young person - their hopes, dreams and their needs, and how everyone can work together in aiming for the best possible outcomes within the *One Plan and Education, Health & Care Plan*.

The tools and resources used will be available online - please see details on the Essex Local Offer: www.essexlocaloffer.org.uk/content/interact-training-person-centred-approaches

Background: Special Educational Needs and Disability (SEND) Reforms

The *Children and Families Act 2014* brought about substantial reforms in the support for children and young people with Special Educational Needs and Disabilities (SEND), and particularly in the processes for assessment, planning and implementation of that support.

On 1st September 2014, the new *Special Educational Needs and Disabilities Code of Practice: 0 to 25 years* came into effect (this was then updated in January 2015) and holistic *Education, Health and Care Plans* (EHC Plans), began to be introduced. Statements of Special Educational Needs, and Learning Difficulty Assessments (LDAs) are all being phased out.

Not everyone child or young person with Special Educational Needs and Disabilities will require an *Education, Health and Care Plan* (since schools and colleges have some resources allocated to them for providing what is known as *SEN Support* for students (This is similar to the support previously available via *School Action/School Action Plus*).

However, in all cases it is important to use person-centred approaches, with a cyclical and developmental '**Assess - Plan - Do - Review**' process, and with a clear focus on the child's/ young person's hopes, dreams and aspirations, to ensure that barriers and obstacles to progress are identified, that needs are met, and that outcomes are being achieved, with the child/young person being supported to progress towards realising their individual goals and aspirations.

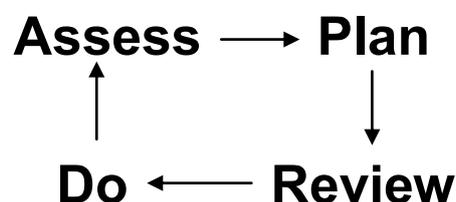
The 'golden thread':

Aspirations ↔ Outcomes ↔ Needs ↔ Provision

All are interlinked

In particular, when addressing Emotional & Mental Health needs, sensitivity is required to enable the child/young person (and parents/carers) to identify the individual challenges and obstacles they face in engaging in their learning and development, and the strengths and resilience factors which they can build upon. Support and strategies can then be planned and put in place, which will be based upon their needs and preferences, and which enable more positive engagement and progress.

The Planning Cycle:



Essex as a *One Plan Environment*

In Essex, planning with children and young people with Special Educational Needs & Disabilities (SEND), whether or not this results in an EHC Plan, uses an approach known as *One Planning* which is rooted in the principles of Person-Centred Planning, as outlined within the new *SEND Code of Practice*:

A person-centred approach within a family context can ensure that children, young people and their parents are involved in all aspects of planning and decision-making.

The assessment and planning process should:

- Focus on the child or young person as an individual
- Enable children and young people and their parents to express their views, wishes and feelings
- Enable children and young people and their parents to be part of the decision-making process
- Be easy for children, young people and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- Highlight the child or young person's strengths and capabilities
- Enable the child or young person, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together the overall approach
- Deliver an outcomes-focused and co-ordinated plan for the child or young person and their parents

SEND Code of Practice, January 2015 (Section 9.22)

Person-Centred Planning tools - the One Page Profile

Developing a **One Page Profile** usually forms a key part of the *One Planning* process - various templates are available, which can be selected to reflect the child's/young person's individual interests, a profile can be designed from scratch. Whatever the One Page Profile looks like, the aim is to summarise the child's/young person's personality and preferences positively, and in a clear, concise and accessible format.

Deciding upon what to include on the One Page Profile can seem daunting, so various other person-centred planning tools can be used to explore some of the underlying questions in more detail, before completing the One Page Profile itself. These other person-centred planning tools can also point towards potential solutions, appropriate forms of support and coping strategies.

Independent Support for Parents/Carers and Children/Young People

Some parents/carers and children/young people may find the new EHCP planning and assessment processes confusing and hard to follow, making it difficult to participate fully. To ensure that everyone has access to FREE and impartial information and support throughout the EHCP process, a specialist Independent Support service is available, funded nationally by the Department for Education, via the Council for Disabled Children.

In Essex, this service is known as Independent Support Essex, (iSEssex). This is a partnership of local organisations, and led by InterAct.

iSEssex helpline: 01245-608300

www.isessex.org info@isessex.org



One Page Profile: Who am I? What I'd like you to know about me

Me: (Name & Photo)

What people like and admire about me:

What's important to me

Now:

How to help and support me:

My hopes and dreams::

Date:

Building the Profile: Ways to gather specific, useable information

Six key questions: finding out what you need to know, other tools to use

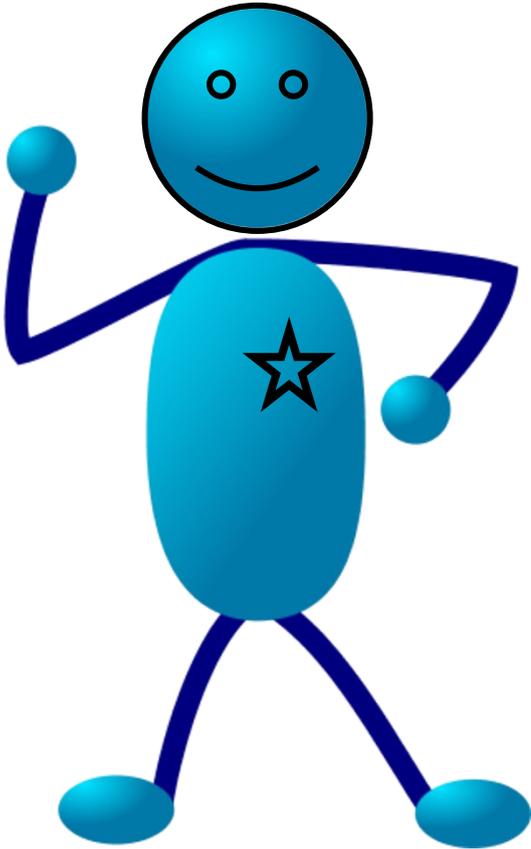
1. What would your family or friends say that they like & admire about you?
(See *Appreciation*, p7)
2. Who are the most important people in your life?
How often do you see them? What do you like to do together?
(see also *Relationship Map*, p9, and *Important to / Important for*, p8)
3. What activities do you do every week, which you would miss if they stopped? (see also *Important to / Important for*, p8)
4. What things/possessions do you always have with you? And why?
(see also *Important to / Important for*, p8)
5. What makes a happy day for you? What makes an unhappy day?
(see *Important to / Important for*, p8, *Happy Days / Unhappy Days*, p10, *Perfect Day*, p11, *What's Working / What's Not Working*, p14/15)
6. What makes you unhappy or stressed? What helps make things better?
(*Happy Days / Unhappy Days*, p10, *Perfect Day*, p11, *What's Working / What's Not Working*, p14/15)

Appreciation: What people like and admire about ...

Things I'm good at - My strengths, skills and talents

My character and personality - good/positive qualities

(Who says what about me? And what do I think?)



Strengths - What I'm good at



...

Character and personality - What other people like about me



...

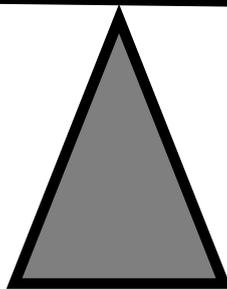
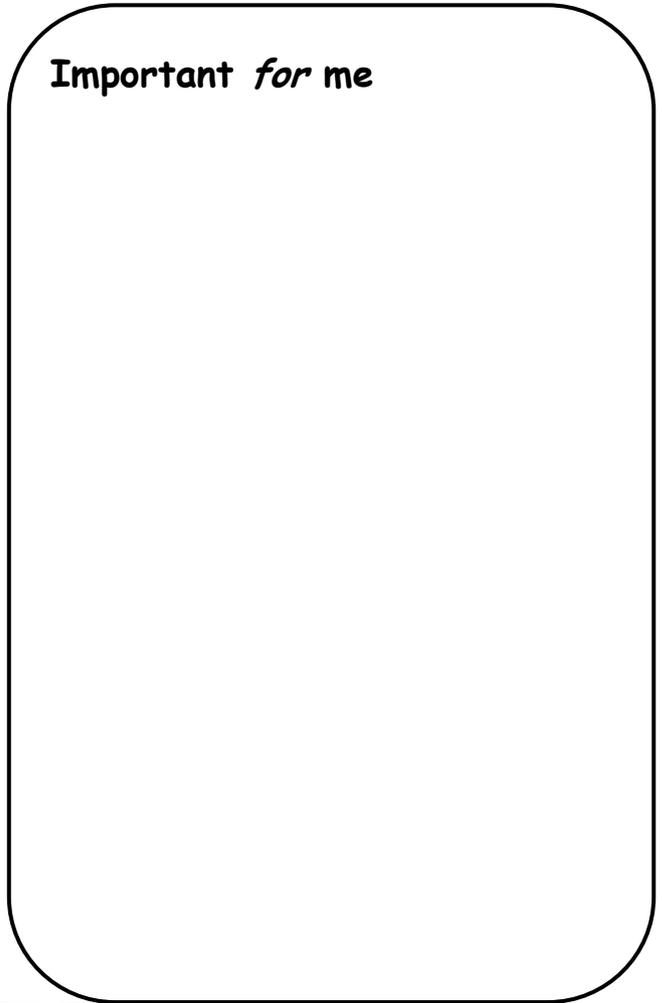
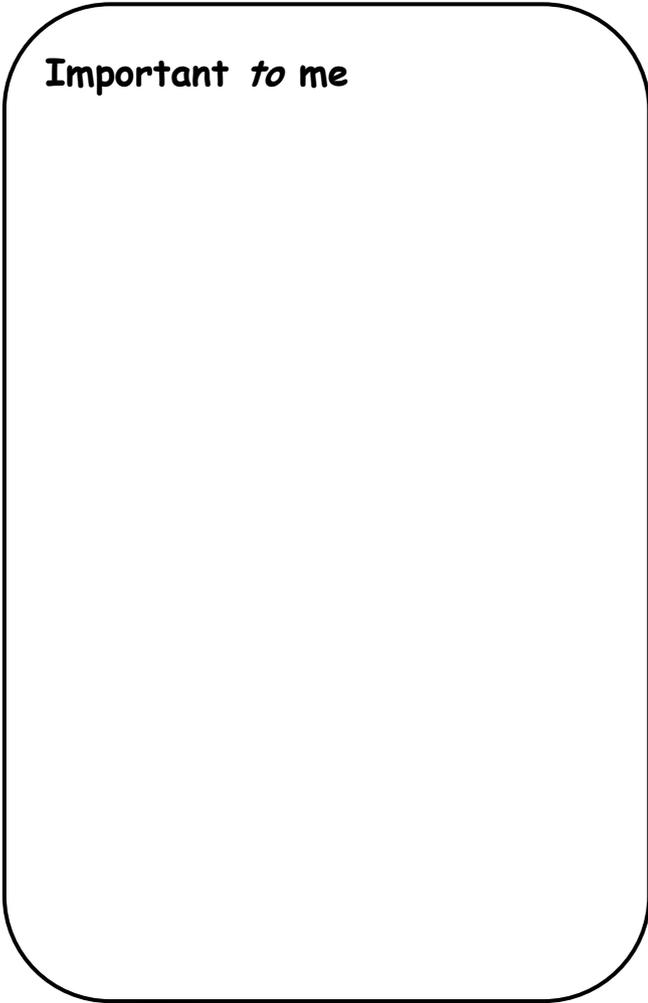
Important To / Important For - and getting the balance right

Important TO (a good life, and/or 'what makes me happy'): interests, people, possessions..... (likes and preferences)

Important FOR (a safe and healthy life): Learning, health, support, safety and wellbeing..... (needs)

Important *to* me

Important *for* me



Notes/Actions:



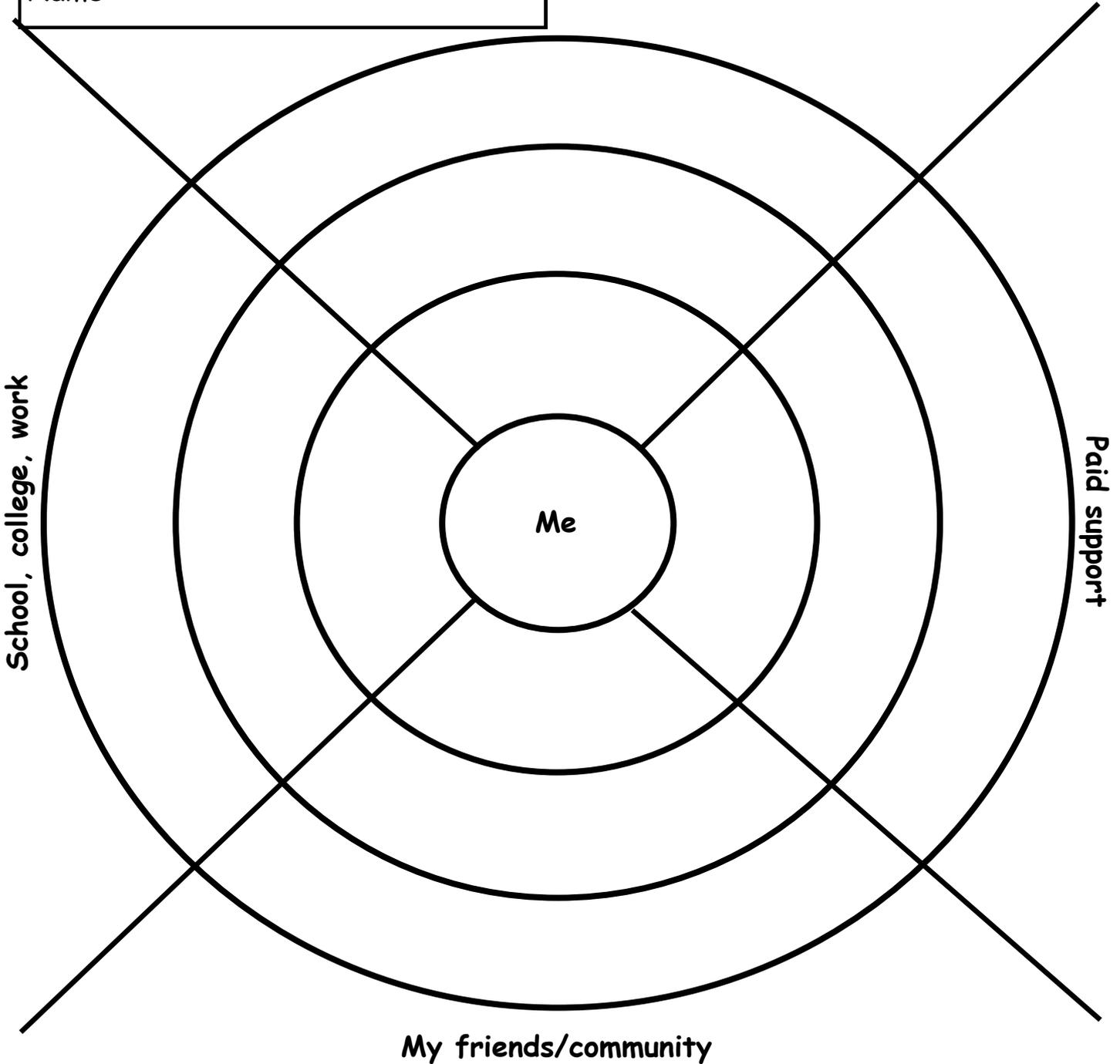
Relationship Map or 'Circle of Support': the people in my life

Who do I spend my time with? Who do I like being with?

Who helps and supports me? Who do I trust? Who can I count on?

Name:

My family (and/or my foster carers)



To think about: Who is closest, and most important in your life? Why?

Are there any gaps that need to be filled?

Notes/

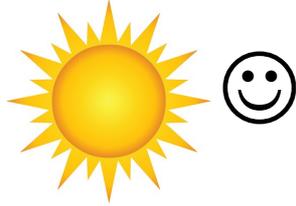
Actions:

What's working for you? - Happy Days / Unhappy Days

What makes some days go better or feel happier than others?

What should change to make the unhappy days better for you?

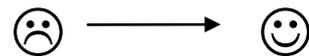
Happy days



Unhappy or stressful days



Ways to have more
happy days and less
unhappy days



Notes:

‘Perfect Day’ - a daily routine that would be best for me 😊

Times	What happens now that is good and works for me	What happens now that I'm less happy about, or what I'd like to change	What could be changed to work better for me
(When I wake up)			
(going to sleep)			

(If more detail is needed on routines on specific days, use additional sheets)

What are the high points? What are the obstacles and low points?

Do the child/young person & the parent/carer worry about different things?

Five Ways to Wellbeing (developed by the New Economics Foundation & Mind)

1: Connect

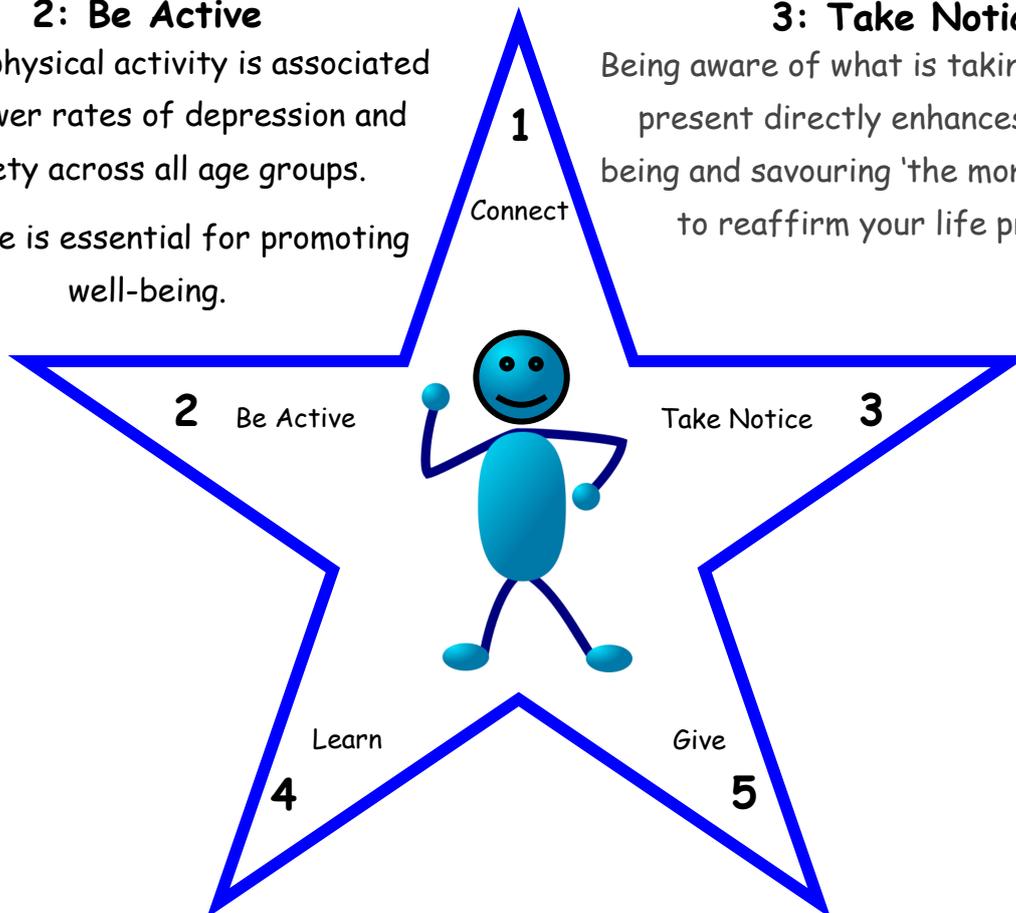
Feeling close to, and valued by, other people is a fundamental human need and one that contributes to functioning well in the world.

2: Be Active

Regular physical activity is associated with lower rates of depression and anxiety across all age groups. Exercise is essential for promoting well-being.

3: Take Notice

Being aware of what is taking place in the present directly enhances your well-being and savouring 'the moment' can help to reaffirm your life priorities.



4: Learn

Continued learning enhances self-esteem and encourages social interaction and a more active life.

5: Give

Participation in social and community life - Individuals with a greater interest in helping others are more likely to rate themselves as happy.

Setting goals has been strongly associated with higher levels of wellbeing

		BASICS	BELONGING	LEARNING	COPING	CORE SELF	
SPECIFIC APPROACHES		Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instill a sense of hope	
			Help child/YP understand their place in the world				
		Enough money to live	Tap into good influences	Engage mentors for children/YP	Being brave	Solving problems	Support the child/YP to understand other people's feelings
			Keep relationships going				
		Being safe	The more healthy relationships the better	Map out career or life plan	Putting on rose-tinted glasses	Helping their interests	Help the child/YP to know her/himself
		Access & transport	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Calming down & self-soothing	Remember tomorrow is another day	Foster their talents
		Exercise and fresh air	Focus on good times and places	Highlight achievements	Lean on others when necessary	Have a laugh	There are tried and tested treatments for specific problems, use them
Enough sleep	Predict a good experience of someone or something new	Develop life skills					
						Make friends and mix with other children/YPs	
Play & leisure							
NOBLE TRUTHS							
ACCEPTING	CONSERVING	COMMITMENT	ENLISTING				

Moving ahead - What's Working 😊 / What's Not Working ☹️

Listen to different people's views and perspectives:

Child/young person Family School/College Other people involved

Areas to think about	What's working well 😊 that we can build on?	Who is involved?
Language, learning and development/ learning skills, moving towards employment		
Home and independence		
Health and wellbeing		
Friends, relationships, my community		

Moving ahead - What's Working 😊 / What's Not Working ☹️

And Find ways to build wellbeing strengths and resilience

(Use the Five ways to Wellbeing and the Resilience Framework on the previous pages for some ideas/pointers)

Areas to think about	What's not working well ☹️ that needs to change?, And how?	Who needs to be involved?
Language, learning and development/ learning skills, moving towards employment		
Home and independence		
Health and wellbeing		
Friends, relationships, my community		

GREAT DREAM

Ten keys to happier living

- GIVING**  Do things for others
- RELATING**  Connect with people
- EXERCISING**  Take care of your body
- AWARENESS**  Live life mindfully
- TRYING OUT**  Keep learning new things

- DIRECTION**  Have goals to look forward to
- RESILIENCE**  Find ways to bounce back
- EMOTIONS**  Look for what's good
- ACCEPTANCE**  Be comfortable with who you are
- MEANING**  Be part of something bigger

ACTION FOR HAPPINESS

www.actionforhappiness.org

Hopes, Dreams and Aspirations - What you want to do or be *in the future*?

(This links to goals that are known as the *Preparing for Adulthood* pathways):

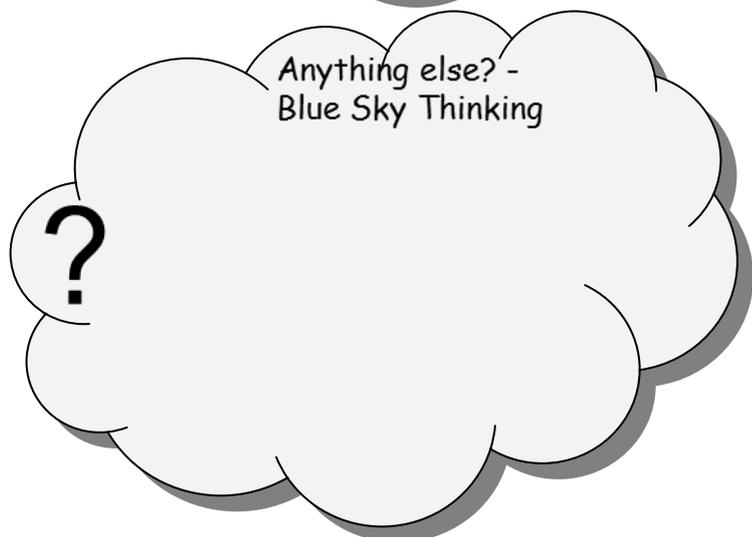
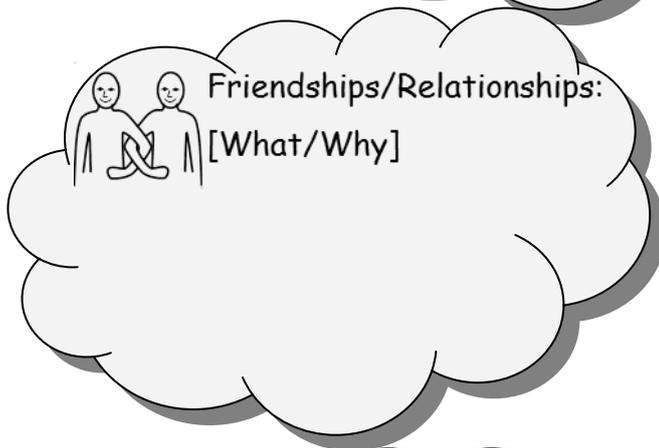
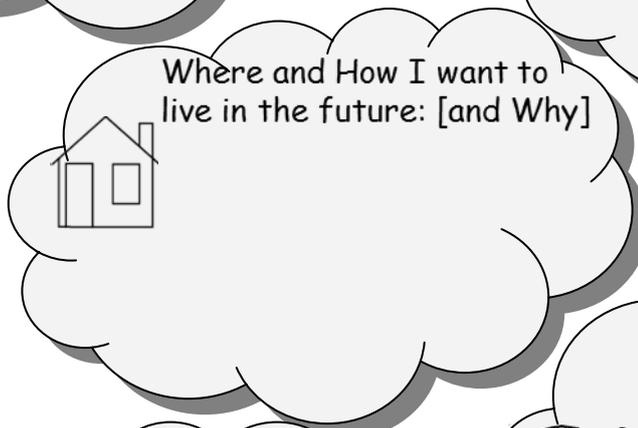
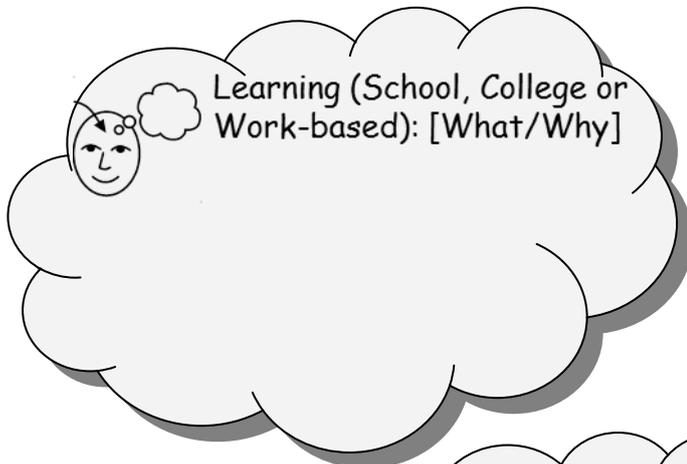
Education and Employment

Independent living

Being part of the community - having friends and relationships

Being healthy

Anything else - Other areas



Developing Outcomes - What would success look like?

Using information gathered, e.g. agree priorities for what to include as **Outcomes** in the *Education, Health & Care Plan* or *One Plan*.

- Why is this a priority **for the child/young person**?
- What **difference** would it make? (i.e. What would success look like when this outcome has been achieved?)
- Is the outcome **SMART**? **S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound

Priority (and why?)	What would success look like? (Outcome)	What needs to happen? (actions/support needed)

Further information on Developing Outcomes

The Delivering Better Outcomes Together consortium has produced a new resource to support the development of good quality outcomes in Education Health and Care Plans (EHC plans). It is available for download at:

<http://www.sendpathfinder.co.uk/delivering-better-outcomes-together>

Notes and Reflections: Journal / Diary / What's changing



Sources of Further Information / Resources

SEND Code of Practice: 0 to 25 years - Statutory guidance:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Essex Local Offer - Web-based portal of services and support available for children and young people in Essex with SEND, and their families: www.essexlocaloffer.org.uk

and specific information on One Planning and Education, Health and Care Plans:

<http://www.essexlocaloffer.org.uk/categories/one-planning-and-education-health-and-care-plan>

and the **Training Handbook and other resources used in this course**:

www.essexlocaloffer.org.uk/content/interact-training-person-centred-approaches

Independent Support Essex (iSEssex) - support for young people and families during the assessment and planning process for an Education, Health and Care Plan: www.isessex.org

The Council for Disabled Children - website has a wide range of information and resources on the Children & Families Act SEND Reforms: <http://councilfordisabledchildren.org.uk/resources>

including the booklet **Education, Health and Care Plans: Examples of good practice**

Preparing for Adulthood - Factsheets, Tools, Learning Examples, Guides, Toolkits, Videos:

<http://www.preparingforadulthood.org.uk/>

InControl - Information, Resources and Research on Person-Centred Planning:

<http://www.in-control.org.uk/>

Sheffkids - Wide variety of downloadable One Page Profile templates in MS Word format:

<http://www.sheffkids.co.uk/adultsite/pages/onepageprofiletemplates.html>

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We offer a portfolio of training courses and workshops which we deliver in a range of settings. We have over 20 years' experience of working with young people, families, and communities, of person centred approaches and of emotional, mental health and wellbeing, providing us with invaluable experience in shaping our programme of training for practitioners, parents/carers and young people. Our training team is trained and qualified.

Person Centred Approaches, Mental Health First Aid (MHFA), Resilience Training

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Charity Reg. No. 1048631

About InterAct: InterAct supports disabled and disadvantaged adults, children, families, carers and young people, and works with the organisations, individuals and communities who support them. Our overall aim is to inform, support & empower people to increase their independence, choice and control, realise their aspirations and play a full part in society.