

# Person-Centred Planning





# Year 4 PATH

## What were we asked to do?

Support the CYP with a PATH to express his hopes and dreams for the future in a strength-based approach to improve self-esteem

## What did we do?

- ✓ Met with the CYP to explain the PATH process, giving them choice and control over whether this was something that they were interested in being supported with.
- ✓ Organised the PATH meeting, inviting supporting adults chosen by the CYP, and including the CYP's preferences (refreshments, colours, music) to tailor the PATH experience to them.
- ✓ Met with the CYP and other invited attendees in the school and collected contributions from those important to CYP.
- ✓ The PATH supported the CYP to express his hopes and dreams by the CYP drawing elements of his future on the graphic, this helped the CYP express himself. The CYP was given the opportunity for movement, breaks, and snacks to maintain involvement.



*"Amazing"... "Terrific"...  
"Eye-opener"...  
"Brilliant"... "Clever"*

*"Achievable... positive... ambitious... goosebumps..."*

## Impact

- CYP had fun and was able to share his hopes and dreams.
- Supporting adults felt it was a positive experience which was needed to celebrate the CYP and what he could achieve.
- Identified CYP's strengths.



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# Parent Mini-PATH

## What were we asked to do?

**Pupil Voice** - support CYP with understanding their barriers to attendance and future thinking.

*"...nice to talk to somebody and celebrate the small steps"*

## What did we do?

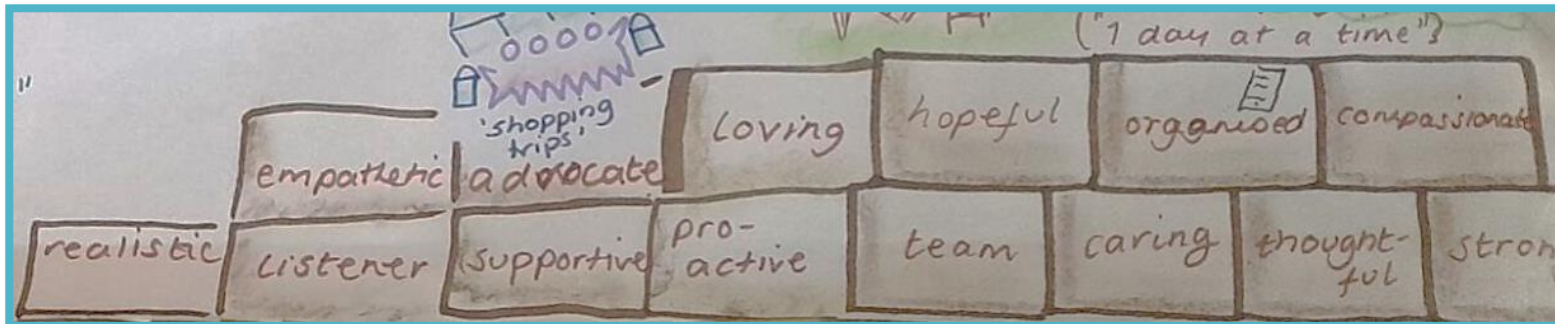
Using the Keys to Inclusion, we listened to the areas of concern of the parent and explored what a good life and future with their family could look like.

Built a picture of the parent's key strengths, support network, and coping tools.

Achievable next steps were identified that supported sense of self, connection, and further Inclusion Facilitation (IF) support for the family.

## Impact

- Parent felt heard; they expressed feeling supported with no judgement.
- There were actionable steps that were completed by the parent and IF, that supported engagement and connection with the CYP; between the parent and CYP, and the IF and CYP.
- This collaboration facilitated the CYP to explore what a positive future could look like and how that can help them with the barriers to their attendance.



## Who else did we support?

Support for parent to connect with their CYP and imagine a positive future for them both.

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