

# 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.

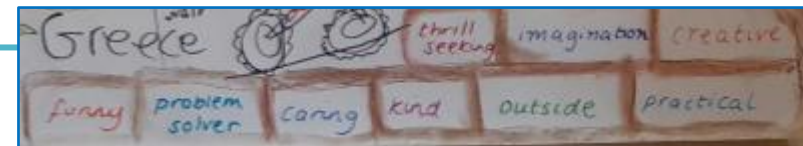


*“Amazing”... “Terrific”...  
“Eye-opener”...  
“Brilliant”... “Clever”*

*“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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# Visualising Ambition - Y11 PATH

## What were we asked to do?

Help the young person (YP) to think about their future and plan what this could be like. Looking ahead, to explore post-16 options.

## What did we do?

- ✓ We met with the young person to explain the PATH process and to see if this is something they were interested in having for themselves.
- ✓ We had a PATH meeting. This helped the young person to plan for their future, with the support of all the people who are important to them.
- ✓ This meeting is for the young person, giving them choice around who they would like to attend, the music playing, and their favourite snack.

"Fun and Good"

"Helpful"

"Exhilarating"

"A privilege"

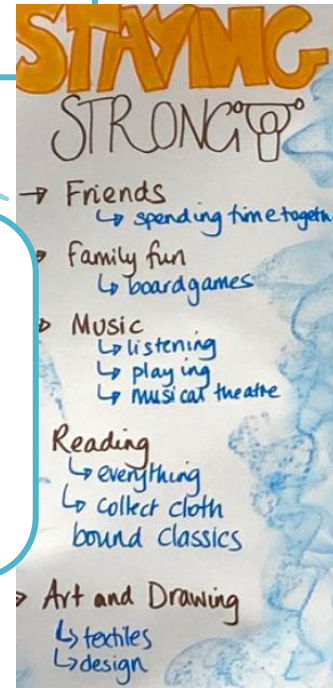
"Excited, a bright future planned"

"Happy"

## Impact

- The YP's sister had a PATH also, and the YP enjoyed being a part of this. By having her own PATH, it enabled them to feel heard.
- She had clear next steps to support her on her journey to an ambitious future.

"Relieved that I have everything written down and a solid plan"



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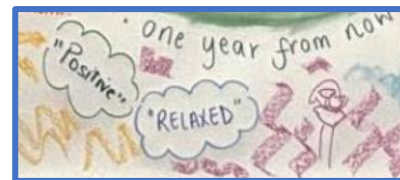
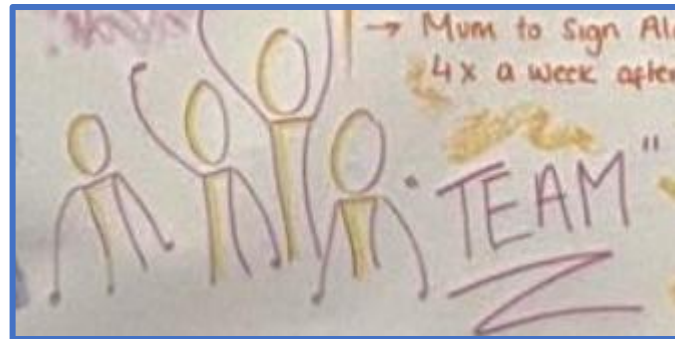
# Early Years (FS) PATH around the child

## What were we asked to do?

Use **person-centred planning** to explore how school could best continue to **support the child (CYP) and family** as they progress throughout their time at school.

## What did we do?

- ✓ Met with school and parent 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 from school and important adults in their life, to facilitate meaningful conversations with those who have the CYP's best interests at heart.
- ✓ The PATH supported the CYP to express some hopes and dreams for her future, using mixed communication styles (CYP communicating verbally, choosing options via a digital communication app, and helping the IF draw directly onto the graphic). The CYP was given the opportunity for movement, breaks, and snacks to maintain involvement.



**Parent:**  
"Thank you all for taking the time to talk about CYP"



## Impact

- The PATH supported school and home to express their hopes and dreams for the CYP, as well as address any challenges and identify next steps in a collaborative way.
- The CYP was able to express herself in a way that was accessible and comfortable for her.

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# Year 9 PATH



## What were we asked to do?

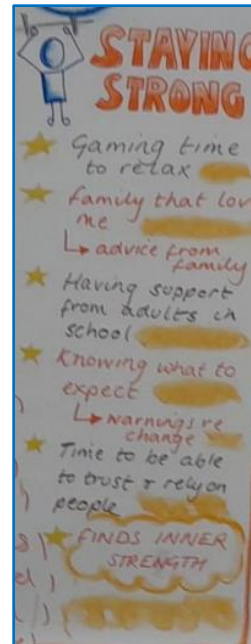
Support the young person (YP) with a PATH. To allow him to express his hopes and dreams for the future using a solution, strength-based approach with a team of support around him.



**The Dream:**  
*"Incredible...brilliant...awesome...limitless...exciting...successful...reality"*

## Impact

- YP was able to share his hopes and dreams with no judgement.
- Supporting adults felt it was a positive experience which was needed to celebrate the YP and what he had achieved so far.
- Identified YP's strengths and next steps.



## What did we do?

- ✓ Met with the YP 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 YP, including parents, grandparent, and uncle. Considering the YP's preferences (refreshments, colours, music) to tailor the PATH experience to them.
- ✓ Met with the YP and other invited attendees in the school and collected contributions from alternative provision.

**Strengths:**  
*"Intelligent, active, supportive, patient, determined, resilient, helpful, caring, humour, family"*

# Family PATH – Years 1, 2, & 4

## What were we asked to do?

Three siblings of different age groups were struggling to access their mainstream provisions, which resulted in permanent exclusion for the two older siblings.

At a time of myriad transitions and changes, it was felt a family PATH could support the parent and children to imagine and begin to plan for a positive future.



### Supporters:

*“Hopeful; Awesome; It would be lovely”.*

## What did we do?

- Extended family members were invited to support the parent through the process and add further insight into the family situation. The Family Support Practitioner (FSP) also joined and supported the parent to share her views and helped to co-ordinate attendance.
- The siblings were encouraged to add to the graphic and several sensory items and opportunities for movement were incorporated throughout the process to support their focus and engagement.



### Parent and Children:

*“Brilliant; Happy; Excellent”.*

## Impact

- Each sibling got an opportunity to add to the picture of their dream future, thinking about how this might look for them individually as well as together as a family.
- The family had an opportunity to come together to think of what a positive future could look like, which gave the parent and extended family members insight into the siblings' aspirations.
- Gifts and strengths were shared between family members, which showcased what they bring and how together they make a great team and can support one another.
- A holistic picture was visually depicted and created a 'blueprint' to share with future settings/key adults regarding the sibling's needs and preferences.
- Some clear achievable next steps were established to positively move things forward.

# Post-16 Mini-PATH

## What were we asked to do?

Support a young person (YP) to share his hopes for the future, where he has been unable to do so previously.

Provide the Statutory SEND Service some direction for future provision options, as this YP was not accessing education.

## What did we do?

- ✓ Met the YP and his Mum where he accesses his Alternative Provision, a place he felt comfortable, respecting his choices and offering control over how he'd like to proceed.
- ✓ Met with the YP at his home to complete his Mini-PATH over two sessions.
- ✓ The Mini-PATH supported the YP to express himself; indicating his preferences and needs, considering a 'Moving-into-Adulthood' lens.



YP: "...Feeling proud and happy" ...  
"It's been nice to talk about it".

## Impact

- The YP was provided a safe space, to feel able to engage with a professional and share his hopes in a way that was accessible to him.
- The YP shared his voice to inform decisions around his future.
- The YP identified actionable next steps that encouraged engagement and connection with his existing support network.
- The Statutory SEND Service and parent were provided with clarity around the YP's wishes.

SSS: "Thank you so much for this. It's the first time I've ever had YP's voice and view. It has made my day to know that YP has had the opportunity and engaged in work around his future."

Parent: "I thought you were fantastic with him. It makes a huge difference. Thank you for making him comfortable. Seeing how well he engaged with you...he worked really well with you. Thank you so much. I really appreciate what you've done with YP".



# 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?

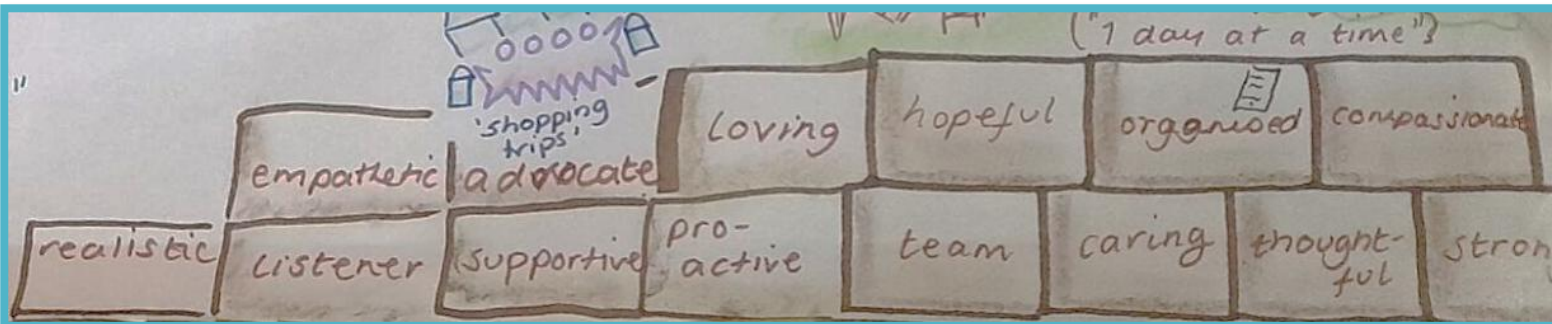
Using the Keys to Inclusion, we listened to the areas of concern of the parent and explored what a good life and future with their family could look like.

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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