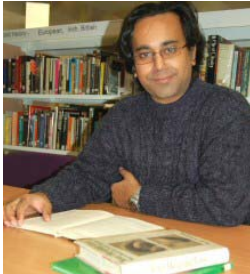


NIACE Research and Development



Key Findings



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Person- Centred Planning and Post-16 Education

Abstract

Person-centred planning is a key principle of *Valuing People* (2001, Department of Health), the cross-government framework for improving services for people with learning difficulties. It is a planning process that takes place across services and puts the individual at the centre, to focus on what is important to them from their own perspective.

Previous work indicated that there was a need to raise the awareness of post-16 education and training providers about person-centred planning and the implications it has for work with students with learning difficulties.

This project examined the ways in which some staff in post-16 education are engaging with person-centred planning. It looked at what has helped to develop and support this work.

Research methodology:

Four fieldwork visits and semi-structured interviews conducted with key staff. Visits were made to:

- two Adult Education colleges both involved in partnership work to develop person-centred approaches.
- a meeting of a countywide Person-Centred Approaches Working Group.
- a Social Services based person-centred planning co-ordinator.

Telephone interviews, email exchanges and desk research provided material that informed the work of the project.

The experience of one of the Development Officers involved in the project research was particularly relevant as she is a trained person-centred planning Facilitator. This experience was key to informing the work of the project.

Key Findings

The main conclusions of the project are:

- ❖ Some providers are engaging with person-centred planning in creative and dynamic ways.

- ❖ Involvement with the local Learning Disability Partnership Board and participation in the person-centred planning training courses that they offer, are key to supporting this work.
- ❖ More post-16 education providers need to avail themselves of these and similar training opportunities and become involved in the work of the local partnership board.
- ❖ There needs to be a better understanding by other services and people responsible for co-ordinating person-centred planning training, about what education has to offer in this area of work.
- ❖ There is, worryingly, a sense of mistrust between services, and perceptions of other services can be negative. Such barriers have to be overcome if services are to work together effectively to support person-centred planning.
- ❖ There is considerable overlap between the principles of person person-centred planning and Inclusive Learning.
- ❖ Involving learners in the planning and content of provision is recognised as integral to the development of person-centred approaches.

Recommendations

- ❖ A report was submitted to the national LSC Steering group for the Strategic Review of Planning and Funding of Provision for Learners with Learning Difficulties and/or Disabilities. The recommendations included support for providers to develop partnership work, a lead for this work to be taken at a regional and national level and guidance materials and training to be developed.

Output

- ❖ Report to the national LSC Steering group for the Strategic Review of Planning and Funding of Provision for Learners with Learning Difficulties and/or Disabilities.

Funder: National Learning and Skills Council

Duration: March 2005 to July 2005

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Requests for 'Key Findings' in other formats, such as large print, are welcome. We would be pleased to consider your request.



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