

TRANSCRIPT: Person centred reviews: planning for the future

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The person-centred planning process builds on a shared commitment of everybody involved in that young person's life to enable that young person to move forward, to achieve their dreams and aspirations.

So, for example, somebody may say at their transitional review that they want to be an actor when they leave school, which is fantastic. So what do we do as a group of professionals and family members to support that young person in achieving that aspiration? So, it might be identifying community theatre groups that they can access. It might be that we identify a drama college course that they can access when they leave school or get them involved in productions at school.

If somebody said they wanted to be a vet and they had moderate learning difficulties it's not realistic, however, what is realistic is the desire to work with animals so it might be that they find a job working in a dog kennels, a cattery or a pet shop and setting out very clear stepping stones, through this person-centred approach, that will enable them to achieve their ambition.

It's an ongoing process because that young person's life may change. It might be for example, they needed a long period of hospitalisation following surgery, which means that their action plan needs to be adjusted slightly. So yes, we're going towards, that young person achieving their dream of being an actor but because they've been in hospital for an extended period of time, they've no longer been able to access the Saturday drama club. So what are we going to do instead for them?

Running alongside that we have the statutory duty to make sure that the statement still reflects the needs and provisions to meet those needs. There's a balance between identifying what 'I want' and what 'I need'. So, for example, the young person may not want to have physiotherapy on a daily basis but it may be important for them to have physiotherapies because it prevents contractures. So it's finding a balance between the two and working, again with the young person, to realise that and achieve the targets and goals of professionals as well.