Progress for Providers

Checking your progress in using person centred approaches

Managers

Acknowledgements

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We are happy for you to copy and use Progress for Providers freely, but please contact us first if you are planning to make any changes to the text or design (Helen@helensandersonassociates.co.uk).

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Checking your progress in using person centred approaches (managers)

Introduction

Progress for Providers – checking your progress in using person centred approaches (managers) is a self–assessment tool is for managers to use individually and with their team. It accompanies the original *Progress for Providers – checking your progress in delivering personalised services* (2010) and was developed following feedback from managers and commissioners for more detail on how managers use person–centred approaches with individuals receiving support, and their teams.

Using person–centred thinking and approaches helps the people you support to have more choice and control in their lives, and for staff to provide the best support they can in ways that reflect what is important to the person. Working in this way is not about doing more, but doing things differently. In difficult economic times, our experience is that implementing person–centred thinking and approaches makes it more likely that people will want to buy your services, and that good staff will stay with you.

Progress for Providers – checking your progress in using person centred approaches (managers) reflects the Department of Health's guidance *Personalisation through Person–Centred Planning (2010)*. Using person–centred approaches with individuals and teams directly contributes to achieving the Care Quality Commission's regulatory outcome framework; Supporting People (Quality Assurance Framework); the Health and Social Care Diploma; the Reach standards and other quality assurance and development frameworks (see the resources section at the back for more details).

The group who developed this are commissioners and providers from local and national providers for any service supporting people who use health and social care. They consulted with a wide international group of providers and commissioners during the drafting process.

Progress for Providers – checking your progress in using person centred approaches (managers) is divided into four sections looking at:

- The knowledge and skills required for person–centred thinking and approaches.
- How to help people have choice and control in their lives.
- Creating a person–centred culture within a team.
- Action planning tools and resources.

How to use it

If you are a first line manager, then all the sections will be relevant to you.

If you are a middle or senior manager, then the first, third and fourth sections will be relevant.

Progress for Providers – checking your progress in using person centred approaches (managers) can be used:

- By yourself, for individual self reflection.
- With your manager, to agree goals within supervision.
- With your team to agree team and individual goals.
- With other managers, for example as a practice group, or as part of an organisational development programme.
- As a follow up to using *Progress for Providers – checking your progress in delivering personalised services.*

As with the first *Progress for Providers*, you choose the statement in each section that best corresponds with your progress to date (statement 1, 2, 3, 4 or 5).

For example:

- If you are Getting started you are likely to tick the first one or two statements.
- If you are making Some progress, then perhaps the third statement.
- Good progress is likely to mean that you would tick the fourth box.
- Excellent progress would mean that you are ticking the fifth statement.

Actions and resources

Once you have assessed your progress you can use this information to develop an action plan. At the end of the book is a list of resources that could help inform your actions. These resources include publications, examples from providers and commissioners, podcasts and web resources, courses and free downloads.

The action plan should describe how you are going to develop and change to move towards statement 5 (excellent progress). There is a blank action summary on page 22. You may want to focus on a few actions in more depth. There are three more detailed action planning pages for this on pages 24 to 26.

You might want to record your scores electronically, to compare them over time, or see a summary from several managers. We can send you a free format to use on Excel so that you can create pivot tables from your scores. Please email Kerry@helensandersonassociates.co.uk if you are interested in this.

Please also contact Kerry if you want any support implementing this within your organisation or training and support to achieve your action plans.

I hope you find this useful as a way of thinking about the progress you are making using person centred approaches to achieve change.

Helen Sanderson

Section 1
Person centred thinking tools and approaches
Knowledge, skills and understanding

Tick one box ✓

1	No one in my team has any understanding or experience of using person centred thinking tools or approaches.	
2	I know that we need to develop our skills, knowledge and understanding of person centred thinking tools but have not developed any plans to do this and I am not sure how to begin.	
3	I have a plan to develop our understanding of person centred thinking and some of the team have begun to use person centred thinking tools and approaches. We have started to look at some of the information available on person centred thinking (for example Michael Smulls podcasts on You Tube).	
4	I am using person centred thinking tools and approaches myself, and all the team know and are successfully using several of the tools. I have a one page profile and so do each of the team, and we are using this in our work together.	
5	We all have our own one page profile and we use this to inform our practice, and we are all confident and competent in using person centred thinking tools. Everyone can describe at least 5 person centred thinking tools (why and how you can use them and the benefits to the person) and talk about their experience of using them and the outcomes doing so achieved. As a manager I demonstrate enabling people supported to have as much choice and control as possible in their lives; working in a consistently person centred way and proactively and competently using person centred thinking tools in all areas of my work.	

Supporting team members individually

1	No one in the team has a personal development plan and we are not using any process to reflect on how we work and how to develop our skills.	
2	I recognise that all staff need ongoing support and opportunities for development to build their skills and knowledge and a way for their progress to be monitored. I am not sure how to go about this.	
3	I have started to talk to each team member about how they are doing in using person centred thinking tools and approaches in their work. This is on an adhoc basis.	

Tick one box ✓

4	I talk to each team member on a regular planned basis about how they are developing their skills in using person centred thinking and approaches and how I can support them in this. I have a record of the progress that team members are making (for example, using the person centred thinking rating scale).	
5	Each staff member has a regularly reviewed individual development plan that includes how they are developing their competence in using the person centred thinking tools and approaches. This includes celebrating successes and problem solving difficulties. I ensure that each team members reflect on their own practice and are accountable for this. We use a range of ways to ensure each team member has individual support in using person centred thinking tools and approaches (for example peer support, mentoring, and person centred thinking as a standing agenda item for supervision). There is a mechanism for recording and sharing best practice across the organisation.	

Support and development as a team

1	We don't meet as a team and or when we do meet, we solely focus on processes and procedures.	
2	I recognise that it is important that we meet and reflect about the teams ongoing development but were struggling to prioritise this or find the resources to allow this to happen.	
3	I make sure that we set aside time during team meeting to reflect on practice and sometimes this includes how we are using person centred thinking tools and approaches.	
4	I use person centred thinking tools and approaches in our team meetings. I also have other ways that we work together to develop our understanding of person centred thinking tools and approaches, and to reflect on successes and challenges together.	
5	We have a strong culture of reflective practice around our experience of using person centred thinking tools and approaches. In the team we have a variety of ways (e.g. standing agenda item in team meetings, sharing best practices and problem solving, practice groups, person centred thinking tool of the month) to support team members to develop their skills in using person centred thinking and approaches. The information is gathered and collected to inform organisational training and development planning.	

Section 2

Using person centred thinking tools and approaches to support individuals to have choice and control in their lives

Seeing the person as an individual and appreciating gifts and qualities

Tick one box ✓

1	We have information about the person support needs – this is usually provided by the person that commissioned the service. This information is focused on their needs. Staff struggle to describe the person in a positive way and feel uncomfortable doing this.	
2	We recognise the importance of seeing the person a whole person including their gifts and qualities but we don't record this.	
3	We have a commitment to see the person as a whole person and to develop ways of gathering a range of information in our care plans about the person including recognising their gifts and attributes.	
4	We collect person centred information about each person we support. This includes recording the person's gifts and skills (for example in a one page profile). We don't just record this information, we try to use it, for example in conversations with the person.	
5	We know and recording each individual's gifts and qualities and we have found a variety of ways to communicate this to them and people important to them (for example appreciation books, one page profiles). We actively use this information to support people to develop relationships and become contributing citizens. People are described positively, and individually, as a matter of course, and encourage others to do the same.	

Understanding the person's history

1	All we know about person comes from the care plan, commissioners or our recent experience of supporting them. If we know anything about their history it is more likely to be in the context of negative experiences or behaviour.	
2	We understand the value of knowing the person's history and background in a balanced way, so we can support them better but do not have any way to do this at the moment.	

Tick one box ✓

3	We've a commitment to finding out about the person's history and have started to work with a few people to talk about their history and record this.	
4	We have recorded histories for some of the people we support. We have different ways to share this information, and are working to having recorded histories for everyone we support.	
5	We know and have a record of each individual's personal history. This is recorded in a way that works for the person, for example on a history map, life story book, timeline, scrapbook, memory box or DVD. We always use this information as the foundation of current and future approaches to support.	

What matters to the person now

1	We know and focus on how to keep people healthy and safe, but do not know or record what is important to each person as an individual.	
2	We know we need to recognise what's important to people and support people to have what is important to them, and to record this. We are looking at how we can do this.	
3	We have started to use some person centred thinking tools to gather information about what is important to each individual we support (for example good day and bad day, relationship maps and learning about peoples routines). This information is starting to change how we support people.	
4	We have information about what matters to most of the people we support and this is recorded (for example in a one page profile). Team members use this to support people.	
5	We know what is important to each individual we support. This is clearly recorded and includes specific, detailed information including relationships, routines and interests. Everybody we support has a one page profile. Staff intentionally work to make sure what is important to the person is happening in their day to day life and identify where there are obstacles to achieving this (including where it is our organisations own procedures and practices that cause these obstacles).	

Working towards the outcomes that the person wants for the future

Tick one box ✓

1	We provide support based on the care plan and commissioning, we are unsure what people want for the future.	
2	We realise that in order to support people effectively we should understand their aspirations for the future. However we are not sure how to do this or whether it is really our role.	
3	We are trying different person centred approaches to enable people to think about their future and we have recorded goals for some people, and we are working on our role in achieving these goals.	
4	We have made good progress in ensuring that everyone we support has an opportunity to think about their future by using person centred thinking and planning. This is recorded for most people, and there are clear outcomes that we are working towards.	
5	We know what individual wants for their future – their dream, hopes or aspirations, we have gathered this information from the person and those who know and care about them (using person centred thinking, planning or person centred reviews). There are specific, measurable and achievable outcomes that move in the direction of these future aspirations and we are working with the person to achieve these. We are clear about our role in this, and review progress with the person and our manager. The information is used to develop a strategic plan and to hold the organization to account. All the people we support have outcome focused reviews.	

How the person wants to be supported

1	We have established policies and procedures for how we support people and we support everyone in the same way.	
2	We know that to support people effectively we need to find out how people would like to be supported, we are unsure how to do this and record the information. Currently our approach is not flexible enough to allow this to happen. We are task orientated rather than people orientated but we want to change this.	

Tick one box ✓

3	We acknowledge the importance of finding out from people what good support looks like for them individually, and we have began to explore with people what this looks like and have developed a plan to gather this information for everyone, using person centred thinking tools and approaches.	
4	Everyone in the team is clear about what good support looks like for each person they support. We have started to record this (for example in one page profiles), staff understand what this means for their practice on a day to day basis, and are using this information to inform how they support people.	
5	We know and act on how the person wants to be supported. This is clearly recorded, is detailed, specific to the person and staff use this to deliver individual support. The information includes the support people want in their routines, in their relationships and interests, and how to help people be healthy and safe. We review team members performance on their ability to provide support in the way that someone wants.	

How the person communicates

1	We support people following our policies and procedures; we do not specifically record how people communicate.	
2	We realise that we need to understand more about how people communicate and what they are trying to tell us.	
3	We have started to introduce communication charts as a first step, staff are now beginning to understand that all behaviour is communication and are developing their skills in observing recording and communicating with people.	
4	We use communication charts with the majority of the people we support, increasingly staff understand their own role ineffective listening and communication.	
5	We know and respond to how the person communicates (particularly if they don't use words to communicate). This is clearly recorded, for example on communication charts, or communication passports, and staff know what the person means when they behave in certain ways and how staff should respond. All staff consistently use this on a day to day basis and update regularly.	

How the person makes decisions

Tick one box ✓

1	The people we support are not involved in significant decisions about their life.	
2	We realise that people should be involved and included in any decisions about their life, we also recognise that this could help people feel more in control. We do not know how to do this yet. We use best interest meetings.	
3	We have started to develop decision making agreements with people and tried out different approaches to help people to make decisions. We are using best interest meetings and engaging families to assist in the process.	
4	The use of decision making agreements is common, and we have many examples of people making decisions about what is important to them. We are struggling to ensure that this is for all people with capacity or communication issues. Staff are engaged and support people to record their decisions.	
5	Staff know the decisions that are important to the person, how to support the person with these decisions and how the final decision is made. This is recorded, for example, in a decision making agreement. We make sure people get representation if they need it. We have supported some people to make decisions that we didn't agree with and manage the tension in this.	

Acting on what is working and not working

1	We do not know what is working or not working for the people we support.	
2	We want to learn what people are think is working and not in their lives. We are not sure how to do this and are fearful we will not be able to respond and make the changes they want.	
3	We have started to routinely asking people what is working and not working from their perspective about their life and the service they receive (for example as part of a person centred review).	

Tick one box ✓

4	Staff are confident in supporting people to tell us what is working and not This happens for everyone at least once a year. There is an action plan developed from this, we have created a system that will gather this information from people so that we can plan strategically what needs to happen in the service.	
5	We have a process for asking and recording what is working and not working from the person's perspective. We have actions (with a date and a named person responsible) to change what is not working. The action plan is regularly reviewed and this information is shared to inform change in the organisation.	

Supporting people in their friendships and relationships

1	The only people in the person's life are paid staff. We don't see it as our responsibility to support people with relationships.	
2	We realise that people might want to meet and make more friends but we are fearful that this could expose people to harm and risk and we are not prepared to accept the responsibility for this. We are not sure how we would begin to find out who is important in the persons life.	
3	We have started to work out how we can support people to build and maintain relationships; we are still worried about the risk and how to manage this. We have started to understand what's in the local community and developing relationship maps. Staff are putting a greater focus on peoples interests and friendships.	
4	We have tried a number of approaches to support people with their friendships and relationships. We know who is already important in the person's life (for example by using a relationship map) and people are now having opportunities to meet new people (who are not paid to be with them). We are gathering the learning and sharing good practice.	
5	We support people to meet new people and make new relationships and friendships in their community (outside of staff and any other people who live with the person). We know who is important to the person and support them to maintain these relationships. This is recorded, for example on a relationship circle or Inclusion Web. We have a strategic approach to friendships and relationships staff see this as a main purpose in their role.	

Being part of their community

Tick one box ✓

1	It is not our job to connect people in the community.	
2	I think it would be good if people we support were out and about in the community more but I can't see how we can do this within our current resources.	
3	We are committed to exploring ways of people being part of their communities, and we have started thinking about how to do this with a few people we support (for example using community maps, recording gifts and 'presence to contribution').	
4	We support some people to go out and be part of their community and we use person centred thinking tools in the way that we approach this.	
5	We know the places in the community that are important to the person, and other places they may like to be part of. This is recorded, for example on a community map. We have a specific, measurable plan to enable the person to be fully part of their community, and making a contribution (for example through using 'presence to contribution'). This is regularly reviewed and there is evidence that people are becoming part of their community.	

Section 3

Using person centred thinking tools and approaches to create a person centred culture within teams

Clear purpose

1	We have an organisational mission statement created by the senior manager/ management team/owner. This complies with requirements. We have not considered how this should be reflected in the way we work.	
2	We think it would be helpful for the team to think about our purpose as a team but I am not sure how to go about this.	
3	We have begun to talk with staff about what our purpose is and to think about how we can record this.	
4	We are clear about our team's purpose and how this fits with the organisations mission statement. We have developed this together as a team and with people using the service.	
5	The organisations mission statement informs the team's purpose. Everyone understands the connection between the mission and their individual purpose and role. The team know what their team purpose is – what we are trying to achieve together and all team members know their purpose in relation to the people they support, their team and the rest of the organisation. This is recorded, for example in a purpose poster or team purpose statement. The team's purpose informs the work of the team, and there is evidence of this in practice.	

An agreed way of working that reflects values

1	We don't really think about values, we just get on with the job.	
2	We realise that we need to explore our values and beliefs as a team and how this can inform our practice.	
3	We have started to think together about our team values and how we work together. We know what is working and what needs to change.	
4	We have agreed our values and team principles and developed an action plan that addresses what needs to change, in partnership with people we support.	

Tick one box ✓

5	The team has a shared set of beliefs or values that underpin their work, and agreed ways of working that reflect these. These reflect working in a person centred way and include working in ways that ensure people have maximum choice and control in their lives, as part of their local community. The team principles and ways of working are clearly documented (e.g. ground rules, team charter, person centred team plan, team procedure file etc). The team regularly evaluates how they are doing against these agreed ways of working (for example, by using what is working and not working from different perspectives).	

People know what is important to each other and how to support each other

1	My team do not know each other very well.	
2	I have started to work on ways that I can help them team know more each other – about what matters to them as people and how they can support each other at work (for example starting with one page profiles for everyone).	
3	I am learning what is important to my team and how best to support them. We are all aware of how to support each other and what is important to each other and we are working at putting this into practice.	
4	My team and I have all documented how best to support each other and what is important to each of us. We know how we make decisions as a team, and the best ways to communicate together,	
5	As a team we know and act on what 'good support' means to each person. This information is recorded, for example, in a person centred team plan. We regularly reflect on what is working and not working for them as a team, and what they can do about this. We have a culture where we appreciate each others gifts and strengths and use these in our work wherever we can.	

Staff know what is expected of them

1	I think that each team member has a general sense of what is expected of them.	
2	All staff have a generic job description and work to organisational policies and procedures.	

Tick one box ✓

3	I know that staff need to be clearer about what their important or core responsibilities are and where they can try out ideas and use their own judgement. We have started to have discussions in the team about this.	
4	Some staff are clear about what is expected of them and where they can make decisions themselves. There are still some grey areas that we need to explore more. We are using person centred thinking tools (for example the doughnut) in clarifying expectations and decision making.	
5	Staff know what is expected of them – they are clear about their core responsibilities are and where they can try new ideas in their day to day work. Staff are clear about their role in peoples lives and know what they must do in their work – around the people they support, and any team, admin or finance responsibilities. Staff know how to use person centred thinking to deliver their core responsibilities Staff know where they can use their own judgment and try new ideas or approaches and record what they are learning about what works and does not work when they use their own judgment. Roles and responsibilities are clearly recorded (for example in a doughnut) and this is reflected in job descriptions.	

Staff feel that their opinions matter

1	I make all decisions I don't involve my team. I chair team meetings and set the agenda. I set the agenda for supervision and appraisal.	
2	I recognise the need to find a way to listen to my staff team, value their opinions and engage them in decision making. I am trying to improve how I do this.	
3	My team have some involvement in setting team meeting agenda's. I still make most of the decisions.	
4	I regularly meet with my team and discuss issues that they raise (in team meetings and other day to day opportunities). They contribute to team meeting agenda's and make suggestions for supervision discussions. Some staff make suggestions for new idea's or changes. We are starting to use person centred thinking tools to listen to each other.	
5	Staff feel that their opinions are listened to. Team members are asked for their opinions and consulted on issues that affect them. Team members feel confident in suggesting new ideas or changes to me. We regularly use person centred thinking tools in the team to listen to each other's views and experience (for example the 4 plus 1 tool).	

Tick one box ✓

Rotas - staff are thoughtfully matched to people and rotas are personalised to people who are supported

1	I write staff rotas based upon staff availability. The rota meets the requirements of the service. There is a system for staff and people who use the service to make requests of the rota.	
2	I have identified the preferences of people who are supported and the staff (for example using the matching tool/one page profile). I write the rotas and take these preferences into consideration where possible.	
3	Sometimes people who are supported are matched to people with similar interests but service need still takes priority.	
4	My team and I know what peoples preferences are, how they like to be supported and what is important them. These preferences are acknowledged in the way that the rota is developed, so that we get a good match between the person and the staff who support them. The rota times are based around how people want to be supported.	
5	Decisions about who works with whom are based on who the person supported wants to support them. Where the team leader makes this decision, it is based on which staff get on the best with different individuals, taking into account what people and individual staff members have in common (e.g. a shared love of country music) as well as personality characteristics, (e.g. gregarious people and quieter people) necessary skills and experience. Rotas are developed around people using the service based on the support they want and the activities they want to do, and who they want to support them.	

Recruitment and selection

1	Staff are recruited to the team based on formal job descriptions that have been developed by the organisation.	
2	I know I should involve the people who receive a service in recruitment but I am not sure how to go about this.	
3	I have started to look at 'good practice' examples of ways to involve people in recruiting their support staff. We have started to explore how we can develop job descriptions that reflect what is important to people we support.	

Tick one box ✓

4	We have worked with people and identified ways for them and their families to be involved in recruitment and selection of their staff. This happens some of the time. We have developed personalised job descriptions and adverts based on what is important to the person and how they want to be supported. We use the matching tool in our recruitment processes.	
5	Our recruitment and selection process demonstrates a person centred approach. We recruit people who can deliver our purpose by selecting people for their values and beliefs, and characteristics, not just their experience and knowledge. Job descriptions are individualised to the people who are supported wherever possible, using information from 'matching staff'. It is a common practice for people to be involved in recruiting their own staff, in a way that works for them.	

Enabling risk

1	I encourage my team to make sure people are safe and do not take risks. We adhere to all required legislation.	
2	I am aware that I need to encourage my team to become less risk averse. I am not sure how to do this.	
3	I am working with the team to help them take a responsive and person centred approach to risk. We are starting to use this in some situations.	
4	We use a person centred approach to risk most of the time. We involve the people, family and others in thinking this through. I ensure everything is documented and adheres to the relevant legislation.	
5	We ensure that risks are thought through in a person centred way that reflects what is important to the person and decisions are clearly recorded. The person, and their family are centrally involved in the way that we do this.	

Tick one box ✓

Training and development

1	All training is based on statutory requirements. I make sure that we meet minimum legal and statutory requirements.	
2	I recognise that I need to find a way for training and development opportunities to reflect the needs of the service we provide to people and motivate the staff.	
3	I have started to think about how I can introduce learning and development opportunities to staff that will reflect people who receive a service needs and also engage and develop the team member. I have begun to look at what is working and what is not working for individuals and also researching what is available.	
4	We have identified all training needs, learning and development opportunities and have a plan in place. Training and development opportunities reflect the needs and wishes of people who receive a service and have been agreed with team members. Person centred thinking and approaches are central to our approaches to training. We are compliant with all legal and statutory requirements.	
5	We provide development and training opportunities to all staff that focus on increasing choice and control for people we support and delivering an individual, person centred service. Within a few months of starting with the organisation, new staff have induction training that includes using person centred thinking and approaches to deliver our purpose. Our training enables staff to be up to date with best practice in delivering choice and control, and using person centred thinking to enable people to live the lives they want. We know that the first line managers are key to delivering a person centred service, and we have specific training and support to enable them to use a person centred approach in all aspects of their role, and to be able to coach their staff in using person centred thinking skills.	

Supervision

1	I set the agenda and make the arrangements for staff supervision. I meet the minimum requirement.	
2	I am aware that staff support and supervision practice needs to be reviewed. I am not sure how I can change the current arrangements.	

Tick one box ✓

3	I have started to think about involving people who receive a service in staff supervision. I have talked to people and staff about we might go about this. Most members of staff have supervision meetings.	
4	All staff are supervised, and people who staff support usually contribute through sharing their views with me before the supervision session. Supervision results in actions and the meetings are documented. I have started to use person centred thinking tools in supervision sessions.	
5	Each team member has regular, planned, individual supervision. Supervision includes giving staff individual feedback on what they do well, as well as what they can improve on (e.g. coaching staff to develop their skills in working in a person centred way). There is a clear link between training and supervision and what people do when they are at work (i.e. when people attend training, managers expect to see a difference in their work, and this is discussed in their individual supervision). The views of people supported are very important in the supervision process, that people are asked their views before supervision.	

Appraisal and individual development plans

1	Most of my staff have an appraisal. I set the agenda and assign objectives.	
2	I have recognised that people who receive a service and their families should be given the opportunity to feedback on the support they receive from staff. I am not sure how I should go about this. Staff have an appraisal but do not really contribute to the agenda or any development plan.	
3	I have a plan in place to ensure that each member of staff receives an annual appraisal. Where possible I try to seek the views of people who receive a service and their families.	
4	We have a variety of ways for people who receive a service and their families to contribute their views to staff appraisals. All staff are asked to reflect on what they have tried, what they have learnt, what they are pleased about and if they have any concerns. We then agree what actions need to be taken from the all the information gathered.	
5	Team members get positive feedback about their work and have annual appraisals and individual development plans. Annual appraisals include feedback from people supported about what is working and not working about the support they receive and results in an individual development plan with clear goals that build on strengths, focus on working in a person centred way, and further developing skills.	

Tick one box ✓

Meetings

1	We have occasional team meetings but not everyone attends or contributes.	
2	There are frequent team meetings. I set the agenda and chair the meeting. There is little structure to the meeting and they are not as well attended as they could be.	
3	I schedule regular team meetings. The meeting tends to be an information giving forum and does not often include problem solving or celebrating successes.	
4	We have regular structured team meetings which are documented. Actions are agreed, recorded and followed up on. They are well attended and most people contribute.	
5	Our team has regular, productive team meetings that are opportunities to hear everyone's views, and everyone contributes. Team meetings include sharing what is going well and problem solving difficulties (for example practicing using person centred thinking tools to solve problems).	

Action plan

Top priority

Why is this your top priority?

First steps

Who

By when

Who else needs to know/help this to happen?

How will I get their help?

What support will I/we need?

From inside the organisation

From outside the organisation

How will I know I have been successful?

What will have changed? What will you see? What will you feel? What will you hear?

Action plan

Next priority

Why is this your next priority?

First steps

Who

By when

Who else needs to know/help this to happen?

How will I get their help?

What support will I/we need?

From inside the organisation

From outside the organisation

How will I know I have been successful?

What will have changed? What will you see? What will you feel? What will you hear?

Action plan

Next priority

Why is this your next priority?

First steps

Who

By when

Who else needs to know/help this to happen?

How will I get their help?

What support will I/we need?

From inside the organisation

From outside the organisation

How will I know I have been successful?

What will have changed? What will you see? What will you feel? What will you hear?

Action planning summary

Section	What do we want to work towards? (the next statement in the section)
1 Person centred thinking tools and approaches Knowledge, skills and understanding	
Supporting team members individually	
Support and development as a team	
2 Using person centred thinking tools and approaches to support individuals to have choice and control in their lives Seeing the person as an individual and appreciating gifts and qualities	
Understanding the person's history	
What matters to the person now	
Working towards the outcomes that the person wants for the future	
How the person wants to be supported	
How the person communicates	
How the person makes decisions	
Acting on what is working and not working	
Supporting people in their friendships and relationships	
Being part of their community	
3 Using person centred thinking tools and approaches to create a person centred culture within teams Clear purpose	
An agreed way of working that reflects values	
People know what is important to each other and how to support them	
Staff know what is expected of them	
Staff feel that their opinions matter	
Rotas - staff are thoughtfully matched to people and rotas are personalised to people who are supported	
Recruitment and selection	
Enabling risk	
Training and development	
Supervision	
Appraisal and individual development plans	
Meetings	

	What we are going to do? (action)	When this will be achieved? (date)	How will we know that this has been achieved?

How this Progress for Providers relates to the Outcomes and regulations from the Health and Social Care Act 2008 (Regulated activities) and Regulations 2010

Outcome 1 (Regulation 17) Respecting and involving people who use services.

Outcome 2 (Regulation 18) Consent to care and treatment.

Outcome 4 (Regulation 9) Care and welfare of people who use services.

Outcome 13 (Regulation 22) Staffing.

Outcome 14 (Regulation 23) Support workers.

Outcome 16 (Regulation 10) Assessing and monitoring the quality of service provision.

Outcome 17 (Regulation 10) Complaints.

Outcome 21 (Regulation 20) Records.

How this Progress for Providers relates to Supporting People (QAF)

C1.1 Assessment and support planning

All clients receive an assessment of their support needs and any associated risks. All clients have an up–to–date support and risk management plan. Assessment and support planning procedures place clients' views at the centre are managed by skilled staff and involve other professional and/or carers as appropriate.

Standard	Performance level	Essential requirements (C) or indicative evidence (A/B)	Evidence

This standard supports the service to meet outcomes in the following outcome domains: Achieve economic well–being, enjoy and achieve, be healthy, stay safe and make a positive contribution.

C1.2 Security, health and safety

The security, health and safety of all individual clients, staff and the wider community are protected.

Standard	Performance level	Essential requirements (C) or indicative evidence (A/B)	Evidence

This standard supports the service to meet outcomes in the following outcome domains: Be healthy, stay safe and make a positive contribution.

C1.3 Safeguarding and protection from abuse

There is a commitment to safeguarding the welfare of adults and children using or visiting the service and to working in partnership to protect vulnerable groups from abuse.

There is a difference between safeguarding vulnerable adults/children and adult/child protection. Safeguarding is everybody's responsibility, and includes measures to prevent or minimise the potential for abuse occurring. Protection is a statutory responsibility in response to individual cases where risk of harm has been identified.

When it comes to a service's safeguarding responsibilities towards children, it may be helpful to think of services as one of four types:

- Services where children are known to live.
- Services where children may live.
- Services where children may visit
- Services where children neither live or visit, but clients may have access to children.

While we recognise the variable degree of contact different services will have with children, all the following standards are relevant to all services. How you implement them, and how detailed your policies are, may depend on the nature of this contact.

Standard	Performance level	Essential requirements (C) or indicative evidence (A/B)	Evidence

This standard supports the service to meet outcomes in the following outcome domains: Be healthy, Stay safe and Make a positive contribution (at level A only).

C1.4 Fair access, diversity and inclusion

There is a demonstrable commitment to fair access, fair exit, diversity and inclusion. The service acts within the law and ensures clients are well–informed about their rights and responsibilities.

Standard	Performance level	Essential requirements (C) or indicative evidence (A/B)	Evidence

This standard supports the service to meet outcomes in the following outcome domains: Enjoy and achieve, be healthy, stay safe and make a positive contribution.

C1.5 Client Involvement and Empowerment

There is a commitment to empowering clients and supporting their independence. Clients are well informed so that they can communicate their needs and views and make informed choices. Clients are consulted about the services provided and are offered opportunities to be involved in their running. Clients are empowered in their engagement in the wider community and the development of social networks.

Involvement and empowerment will mean different things to different people. Some clients wish not to get involved at all and some wish to play a very active role, for example in future planning and governance. It is the responsibility of each provider to offer an opportunity to each individual to get involved.

Standard	Performance level	Essential requirements (C) or indicative evidence (A/B)	Evidence

This standard supports the service to meet outcomes in the following outcome domains: Enjoy and achieve and make a positive contribution.

How this Progress for Providers relates to the Health and Social Care Diploma

The new health and social care diploma is well equipped for supporting staff in gaining knowledge and skills in person centred approaches and thinking.

There are a variety of optional units which may support a full diploma, or could be used as individual units towards a programme of continuing professional development.

The initial mandatory units are generic across both adult and childcare.

Table 2 group A mandatory units

SHC21 Introduction to communication in health, social care or children's and young people's settings.

SHC22 Introduction to personal development in health, social care or children's and young people's settings.

SHC23 Introduction to equality and inclusion in health, social care or children's and young people's settings.

SHC24 Introduction to duty of care in health, social care or children's and young people's settings.

The following five units are mandatory for all learners undertaking the health and social care Diploma at level 2 in England.

HSC024 Principles of safeguarding and protection in health and social care.

HSC025 The role of the health and social care worker.

HSC026 Implement person centred approaches in health and social care.

HSC027 Contribute to health and safety in health and social care.

HSC028 Handle information in health and social care settings.

Section B (possible units for showing knowledge and understanding)
HSC 3046 Introduction to personalisation in social care.

Section C (Possible units for showing competence)
LD 202 Support person–centred thinking and planning.

LD 203 Provide active support.

LD 314 C Support individuals with self–directed support.

HSC3020 Facilitate person centred assessment, planning, implementation and review.

HSC2031 Contribute to support of positive risk– taking for individuals.

HSC 3019 Support individuals in their relationships.

Area	Publication	Example
Section 1 **Person centred thinking tools and approaches**	Habits for highly effective staff – making person centred thinking a habit www.helensandersonassociates.co.uk Practicalities and possibilities – using person centred thinking with older people www.helensandersonassociates.co.uk	There is a course in Hull for managers to develop their skills in person centred thinking and support their staff to make person centred thinking a day to day habit. Contact: Tracy Meyerhoff – tracy.meyerhoff@hullcc.gov.uk In IAS managers use the 'Achievement Tool' to think about successes in using person centred thinking. Teams have a 'person centred thinking tool of the month' and focus on this within team meetings and supervision. Contact: Ruth Gorman – RGorman@iasservices.co.uk In Dimensions managers use the person centred thinking rating scale to self assess how well they know the person centred tools and how they want to develop. Contact: Jackie Fletcher – jackie.fletcher@dimensions-uk.org
Section 2 **Using person centred thinking tools and approaches to support individuals to have choice and control in their lives**	Department of Health Guidance (2010), Personalisation through person centred planning www.dh.gov.uk	In United Response they have built their capacity in person centred thinking by training their own person centred trainers. As well as making sure all the staff and managers are trained in person centred thinking, the trainers are local champions for person centred thinking and offer support for managers to develop their skills and implement change. There are regular 'surgeries' for managers; to think together about how they are using and implementing person centred thinking. United Response won a National Training Award for the difference that person centred thinking had made in the lives of people they support and the way staff worked. Contact: Ben Harriosn – Ben.Harrison@unitedresponse.org.uk Commissioners in Lancashire worked with a range of providers to enable them to develop their skills and knowledge in person centred thinking and approaches through a programme called 'Good2Great'. This was linked to their 'Preferred Providers' programme. Contact: Kim – Kim.Haworth@lancashire.gov.uk
Section 3 **Using person centred thinking tools and approaches to create a person centred culture within teams**	Person centred organisations – what are we learning? www.helensandersonassociates.co.uk Making it Personal for Everyone www.dimensions.org.uk	In Dimensions all staff are expected to have one page profiles. This started with the Executive Team and the Trustees. They also produced one page of guidance on what a great one page profile needs to have in it. Contact: Jackie Fletcher – jackie.fletcher@dimensions-uk.org Commissioners in Lancashire expect providers to talk about how they are using person centred thinking in tender interviews. Contact: Kim Haworth – Kim.Haworth@lancashire.gov.uk

Web resources

Michael Smull. A series of films on each person centred thinking tool. www.youtube.com/user/helensandersonHSA

Think and Plan – a free website for people to use person centred thinking online. www.thinkandplan.com/

Mary Beth Lepkowsky. A series of films on person centred coaching. www.youtube.com/user/helensandersonHSA

Courses/consultancy

Person centred thinking. www.helensandersonassociates.co.uk

Managers – making person centred thinking a habit. www.helensandersonassociates.co.uk

Coaching for managers. www.helensandersonassociates.co.uk

Free downloads

Person centred thinking minibook. www.helensandersonassociates.co.uk

Habits pack for managers and staff (this includes the Achievement Tool and the Person centred thinking rating scale). www.helensandersonassociates.co.uk

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Think and Plan – a free website for people to use person centred thinking on line. www.thinkandplan.com/

Michael Smull. A series of films on each person centred thinking tool. www.youtube.com/user/helensandersonHSA

Person centred thinking.
Person centred reviews.
www.helensandersonassociates.co.uk

Person centred thinking minibook.
www.helensandersonassociates.co.uk

Community connecting minibook.
www.helensandersonassociates.co.uk

in Community Standards.
www.helensandersonassociates.co.uk

Michael Smull films for managers, 'A Rock in a Pond' and 'Person centred plans that make a difference'. www.youtube.com/user/helensandersonHSA

Transforming teams.
Person centred teams.
Positive and productive meetings.
Person centred supervision.
Person centred risk.
Person centred recruitment.
www.helensandersonassociates.co.uk

Examples of person centred team plans.
www.helensandersonassociates.co.uk