

# PCP Troubleshooting and FAQs



\*CYP refers to any child or young person.

\*CiC refers to children in care.

*Person-centred planning resources can be found at:*

[https://www.dropbox.com/sh/ppqfw2jtsgaaxq6/AADKZ\\_WooIVEWyllyVta9woVa?dl=0](https://www.dropbox.com/sh/ppqfw2jtsgaaxq6/AADKZ_WooIVEWyllyVta9woVa?dl=0)

<http://www.myvirtualschool.org/Pages/Person-Centred-Planning-One-Page-Profile.aspx>

## Not believing in the power of PCP one-page profiles in making an impact

Using person-centred planning to create a one-page profile allows a CYP to be at the centre of decision-making around their support. It enables the CYP to think about what is important to them and what could make a difference in the way we support them. It enables us to see things from their viewpoint and can help us to identify even the smallest changes that can make a huge difference to that CYP and their wellbeing.

We may think that we know what is best for that CYP, but until we ask, we cannot know what truly matters to that CYP. We are all so vastly different and we may be surprised with what we find when making a one-page profile.



## Difficulties with child engagement

If a child is reluctant to work on their one-page profile, try to involve the child subtly without putting them under any pressure e.g. the child being present for all of the conversations, only joining in on their terms. Hopefully, a positive conversation about the CYP (talking about the things you admire about them) will encourage the CYP to join you. Starting with the 'what people like and admire about me' section, working on some fun character strength activities can be a great ice-breaker before starting the my good school day or bad school day intervention.

Staff could discuss their own good day/bad day as a way of subtly getting the CYP to divulge information about them self. If the child refuses to be present, try and set the CYP the task of writing their own good day/bad day (giving them appropriate time and support as individually required). At an appropriate time, perhaps when the CYP is engaged with another task, use questioning to try and draw out what is important to the child from what they have written/told you about their good day/bad day. Using these strategies, try as best you can to complete the one-page profile and then share this with them, giving them a pencil to cross things out and add as they see fit in their own time. Using a template design of something they are passionate about (e.g. Liverpool F.C.) might also help to engage the CYP (see PCP web resources for templates).



## Designated teacher (DT) does not know the child or is not the best person to work with the CYP in developing the profile

The training DTs received should ideally be disseminated to school staff to empower all staff in creating one-page profiles for their students. One-page profiles are useful for all children to have, not just CiC and are particularly useful for those with SEMH.

It is also important that the adult who knows the child best is involved in creating the one-page profile as it is likely to become much more meaningful. If you need further support with redelivering this training, contact Jade Charleson (Assistant Psychologist) on [jade.charleson@halton.gov.uk](mailto:jade.charleson@halton.gov.uk).

## Time constraints for DT or CYP

There are no easy answers for time constraints – we know that in schools you are all extremely busy. However, one-page profiles can equip staff with vital knowledge in providing individualised support to CYP that could ultimately save time (due to less disruptions, increased CYP engagement, increased progress etc.). Using the planning tool can really help prioritise and protect time in advance – it is easy for this work to be put on the back burner.

It is mandatory that all CiC have one-page profiles that help to inform PEP targets and so it is important that time is made. DTs should ideally have delivered the necessary training to all or a group of staff; it is the person who knows the CYP best and has a good relationship with the CYP who should be involved in creating the profile. The responsibility for all profiles should not really be on just one person.



## Not confident in producing profile/need additional support

An assistant psychologist will be out to visit DTs in each school to assist with the implementation of one-page profiles. She will be able to provide any additional support that may be needed for you to gain confidence in creating one-page profiles. If you have any queries before your appointment, you can email her on [jade.charleson@halton.gov.uk](mailto:jade.charleson@halton.gov.uk). This support will cease at the end of the 2018/19 academic year (July 2019) so take advantage whilst you can!



## Inability to speak with CYP due to speech and language/communication difficulties

This can be quite tricky as without direct input from the CYP it is difficult to ascertain what is truly important to them. In these cases, input from the people around the CYP (family, friends, teachers etc.) is extremely important. Could good day/bad day be done with parents/carers? When thinking about what makes a good day for this CYP, think about what improves their mood, what alleviates anxiety/stress, when do they seem the most happy? What is it that causes a bad day for this CYP – what causes them frustration? What things do they not cope well with? When do they seem the unhappiest? From the answers to these questions, you should be able to start thinking about ways in which support can be adapted; taking into consideration the things that you believe are important to that CYP.



## Creating one-page profiles for younger children in EYFS and Year 1

As with the above, input from those around the child is vital. Completing good day/bad day with parents/carers can be useful in obtaining information but can also give parents/carers more insight into what is important to and for their children. There are a whole host of PCP strategies and activities that can be used to draw out the information needed for a one-page profile, many of which are in the two guides provided with your PCP resources. These can be adapted as you feel necessary to be age-appropriate for your younger children. Using visuals and drawing pictures may be useful to engage the children.

It is at your professional discretion how you facilitate the creation of one-page profiles and we would not expect a Reception child's one-page profile to be of a similar standard to a Year 6 child. It might be that you are simply thinking about the child using PCP strategies, considering what must be important to them and for them inferring from observations and conversations with those who know them best.