

My Personal Plan

Version 3 – March 2022

The Right to Live Independently and be Included in the Community

Article 19 UNCRPD

Contents

Explaining this Personal Plan

Collecting information for the Personal Plan

Being safe

1. About me

2. You need to know....

3. My Home

4. My Support

5. The Community

6. Action, Contacts and Agreement

Bringing everything into one Personal Plan

Notes

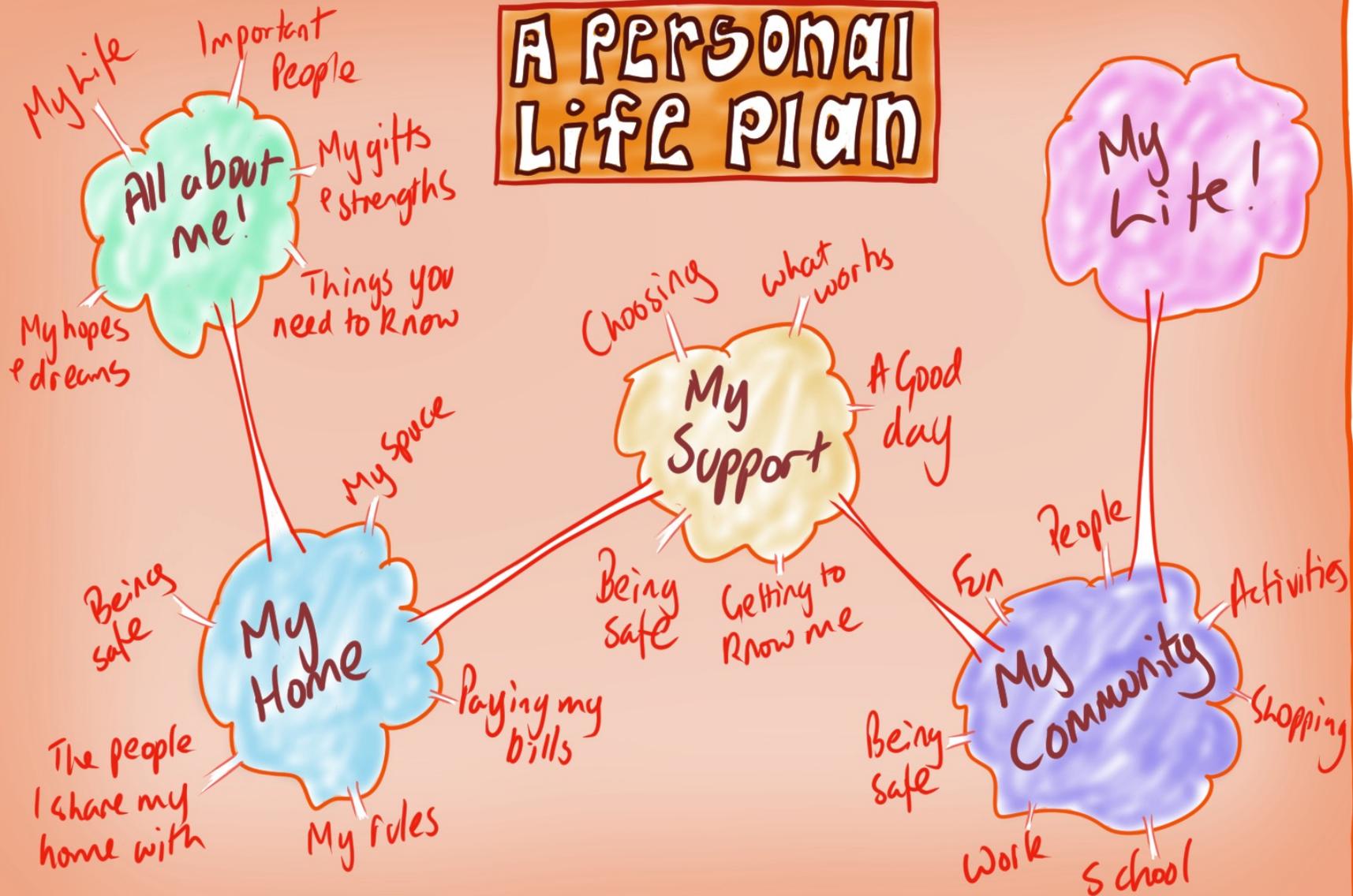
Explaining this Personal Plan

- The United Nations Convention on the Rights of People with Disabilities (UNCRPD) Article 19 states that **people with disabilities have the right to live independently and be included in the community.**
- The UNCRPD identifies three areas that this right applies to:
 - Housing / Home
 - Support and care
 - Community inclusion
- This Personal Plan sets out how the Right to live independently and be included in the community can be made real for the individual person.
- This Personal Plan starts by introducing the person, and what matters most to them.
- Each of the three areas then provides a set of conversations that enable the person to share their thoughts, experience and choices. A guide to the provision of information from services (social care, health, welfare) and explains what the Personal Plan needs to put in place.

Explaining this Personal Plan - Trauma

- The base for all conversations and discussions held to complete a personal Life Plan start from the take a 'trauma-informed approach'.
- In simple terms a trauma-informed approach (or 'trauma informed practice') recognizes the fact that each and everyone of us has experienced trauma in some form early in our lives and how that trauma has gone on to impact on our daily life and relationships is both individual and different.
- Planning with people of any age who have experienced trauma, whether through separation, exclusion, abuse, crisis or prejudice / intolerance does not mean you need to understand every instance and every impact, it simply means that you will be encountering the impact of trauma in all your interactions and conversations. That much of the difficulties people may be experiencing in their daily life will in some way be impacted upon by trauma in their early lives.
- Institutionalisation is traumatic; prolonged institutionalisation will fundamentally alter people's experience of the world, regardless of specific instances during life in an institution, for example physical, emotional, mental or sexual abuse. Personal Life Planning has to acknowledge trauma as part of the reasons a person will need support, acknowledge the trauma of institutionalisation and provide support and space for that trauma to heal in the long term future.
- For more information: <https://theinnovateproject.co.uk/trauma-informed-practice/>

A PERSONAL LIFE PLAN



Collecting information for the Personal Plan

The voice of the person and those who know them best – the foundation of the plan, without this the plan will be meaningless and is unlikely to provide the support the person needs to live independently and be included in the community. Effort will need to be made to ensure the person is supported to communicate their thoughts, desires and needs and to participate in a meaningful way. The simple conversations listed in this guide should form the basis for gathering information from the person and those who know them best.

Statutory needs assessments – assessments are not plans. There will be many different types of assessments; strength based, deficit based, covering social care, welfare, housing and/or health. They inform the development of the plan, make clear eligibility for funding and support and document key information like the person's history with services, important professionals, doctors, teachers and others in the life of the person.

Healthcare records and plans – these may be separate to the Statutory assessments depending on the way services are organised in a country. The names of the person's doctor, their psychiatrist or therapist, the medication a person takes, whether they can self-administer or not, particular issues around diet, exercise, general health and any specific health conditions or illnesses the person may have had or currently has will all be necessary information to inform the plan.

Education and Employment – every one has a right to learn and have the support they need to learn, attend school if that works for them and to be able to think of a future that includes paid work and the opportunity to contribute. Education records, assessments and plans are often separate from other assessments and plans. They will provide insight into important things like communication, skills, abilities and socializing and if they can be accessed then they should inform the Personal Plan.

Welfare payments, funding and eligibility – Often assessments for welfare payments are separate. They will inform the plan as they will indicate eligibility for payments related to the level of support a person may need, housing provision, support to work

All this information will come together based on the foundation of what the person and those who know them best say. The Personal Plan will explain in detail how the **Right to Live Independently and be Included in the Community** will be made real for the person.

Being safe is important for each and everyone of us

- Feeling safe, being safe and staying safe is really important to us all.
- Hate crime and discrimination need always to be considered, this can be a daily and frequent experience for the people we are planning alongside.
- Being safe means considering risk, and setting out clear and agreed ways of managing risk.
- In its simplest terms this means 'risk to self' and 'risk to others', whether at home, with support or out in and about in the community.
- For people who we are planning with the consideration of risk is an imperative, a non-negotiable part of a plan.
- Risk management can impact on people's ability to make choices, see their liberty deprived, shape staff support, restrict activity.
- Positive approaches to manage risk can preserve dignity, can cherish relationships, can make a big difference to people's experience of community living.
- The most important thing is always to talk, always to involve the person and always to think about their rights to independent living and being included in the community.
- Our ambition has to be to support someone to have the best life they can.

Each section includes a specific discussion about being safe ...at home, with support, and out and about in the community.

At the heart of each discussion has to be honesty, transparency and a commitment to participation, providing the communication support each person needs to be able to take part in a meaningful way

The intention that any management of risk is inclusive and agreed by all parties

The shared expertise of the multi-agency team will be imperative as will a very good understanding of life history

Think creatively about solutions that can minimize risks, for example of someone is a fast runner ensure the support team are fit healthy and active and able to keep up with them, this is much safer than starting to explore restricting someone's liberty. Restrictions may be needed however such a start is a positive approach to supporting a person be themselves.

1. About me

- My gifts and strengths
- My hopes and dreams for my future
- Important (to me, for you to know, people in my life)

2. You need to know....

- My history
- How I got to where I am
- Important people in my life now and in the past
- My Well-being – physical health, mental health and emotional health
- The labels given to me by others to describe my support needs

Each of us is an individual. To support a person to live independently and be included it is essential to start by finding out about the person, their life and to hear what those who love and care for the person think.

These topics provide a basis for conversation and gathering information from the person.

It will be important to find out how they communicate and make their wishes, thoughts and choices known. It will also be important to hear from those who know the person best.

This is the foundation upon which the whole plan is built. Without this information the plan will not deliver the support the person needs to live independently and be included. This information will inform the provision of a home, of the right support and the opportunities to be included.

3. My Home

UNCRPD Article 19 says 'Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement.'

The person and those who know them best:

- My room
- Sharing space
- Where?
- Money to pay for my home
- Space for support workers

Professional / Practitioner / Services: To provide learning from supporting the person when it comes to accommodation, access requirements, any personal funding, eligibility for state benefit.

The Personal Life Plan will explain what is needed for housing and the person having a home. It will explain how this is paid for, who owns the house, who else may be living there, arrangements for paying bills and maintenance

Being safe, for example, privacy, things I may find difficult, caring for myself, hurting myself, sharp objects, keeping warm, eating well, sharing space, what works and what does not work, access, keys, stairs.....

3. My Home and My Family

The importance of family, for children, young people and adults is recognised in both the United Nations Convention on the Rights of the Child and in the UNCRC (Article 23). For all of us home is as much about who we share the space with as it is about a building; for children and young people especially this means family. For adults too contact with family and sharing home with loved ones and thinking about starting their own family are all important.

The person and those who know them best:

- My family, who are they, what is important to them, favourite times and memories
- What makes for good family times, and what can make things difficult
- What works and what does not work?
- Sharing space, sharing time together
- Having a break from each other

Professional / Practitioner / Services: Support to family members, having a break from each other, young carers and siblings, keeping a safe and healthy home, other people in the family who may need support

The Personal Life Plan will explain how best to support the whole family to provide a healthy loving and safe place for the child, young person or adult.

Being safe, for example, privacy, safe space, things we may find difficult, caring for ourselves, sharing food, sharing space, what works and what does not work, support to young carers and having a break

3. My Home...this means....

- My home is warm, dry and comfortable
- I feel safe and happy in my home, it is my space
- I feel safe and happy in the local community where my home is
- My home means 'my rules'
- I can enjoy looking after my home, with the support I need
- I have enough money to pay my rent, this means I don't worry about the future
- I have a bedroom, a kitchen and a bathroom
- If I share my home with other people then I have chosen to share my home and I like sharing this space with others. Others call it their home too.
- There is space for my support worker to sleep overnight if they need to.

3. Our Home – Our Family ...this means

- Our home is warm, dry and comfortable
- I feel safe and happy in our home, we share the home and we each have our own space
- We feel safe and happy in the local community where my home is
- My family look after our home, keeping it clean, tidy and a good place to live
- We have enough money to pay my rent, this means we don't worry about our future
- We enjoy family times, family meal and sharing our home with friends and other family members
- There is space for my support worker to sleep overnight if they need to.

4. My Support

UNCRPD Article 19 says ‘Persons with disabilities have access to a range of in-home, residential and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community’

The person and those who know them best:

- A good day and a difficult day – understanding how to help me have better days and what happens on difficult days
- Good support for me
- Don’t do these things if you want to support me well
- Communication – This is how I communicate
- Making decisions – I need help in making some decisions
- Managing my money – I need help with these things
- Food, diet – I need help with these things
- Personal Care – I need help with these things

Professional / Practitioner / Services: Learning and experience along with life history of services will be provided, this will include records, assessments and plans completed for childhood support alongside support for the person as an adult.

The Personal Life Plan will explain what support is needed, how this should be provided, the characteristics of the support workers, the budget available to provide support and how this support will enable the person to live independently and be included

Being safe, for example, when I’m having a difficult day, feeling anxious, the things you need to manage for me, the decisions I can make and those I need help with, sharing space with others, important people and things that help when life is difficult, when I feel angry what helps, helping me have more good days

4. My Support – My Health

UNCRPD Article 25 recognises the rights of persons with disabilities to health services on an equal basis with the wider population. Many people with disabilities rely on their support to ensure they have access to doctors, nurses, dentists and any specialist health support they need. The person's support will also need to ensure they support the person with good daily health, including food and also any daily medication the person may need.

The person and those who know them best:

- Eating well
- Well-being – things that help me feel happy, feel calm, feel loved and supported
- Medicines that I need
- Communication – This is how I communicate
- Who helps me make decisions about my health
- Who is my doctor, my dentist, who are the other important people from health services in my life
- Keeping active, fit and as healthy as I can be

Professional / Practitioner / Services: What good health means to the person, the key health professionals including doctor and dentist in the person's life, who helps with health related decisions

The Personal Life Plan will include all key health contacts, will include information about medication and will explain what good health means to the person and the specific support needed to make this real.

Being safe, for example, eating good food and diet, alcohol, illegal substances, cleanliness, medication, mental health and well-being

4. My Support ...this means...

- I have been involved in choosing the people who support me, I like the people who support me
- My support helps me feel safe in my home and in my local community
- My support helps me get up and get ready for the day ahead, and my support helps me end the day and get a good night's sleep
- My support helps me eat good food, keep clean and tidy and wear the clothes I choose
- My support helps me manage my money so that I have enough to buy the food I want, pay my bills and have some fun
- My support helps me when I am finding things difficult and a challenge, they support me in ways that we have discussed and that help me if I am feeling anxious or unhappy
- My support helps me get out and about, do the shopping, visit the doctor or dentist, spend times with important people and take part in activities and work
- My support team enjoy spending time with me and I with them, we have good times together

5. My Community

UNCRPD Article 19 says ‘Community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs.’

The person and those who know them best:

- Places I want to visit
- People I want to meet
- Things I like to do
- A community map?
- Using transport
- Holidays

Professional / Practitioner / Services: Information about building relationships and friendships, supporting someone to be safe when out and about, using public transport, road safety, how to support the person if things get difficult.

The Personal Life Plan will explain how the person will be able to take part in local community life, how they may travel, their use of shops and community facilities and what support is needed to enable them to feel safe and a valued member of the community.

Being safe, for example, being able to build healthy relationships, road safety, using transport, what to do if I get anxious whilst I’m out and about, things that happened in my past that might make things difficult for me, people to avoid, noise, busy places, bright lights, mobility, safe spaces

5. My Community – Learning and Work

Being included in your community extends to school, college, life long learning and employment. There are specific UNCRPD Articles covering these, for this Personal Life Plan; Education, Employment and Work are part of 'Being Included in My Community'.

- Article 24 – Education
 - The right of persons with disabilities to education;
 - Inclusion in learning – support to participate and learn
 - The opportunity to learn and achieve
 - The purpose of learning – contribution through work and employment
- Article 27 – Work and Employment
 - The right of persons with disabilities to work, on an equal basis with others;
 - Skills talents, ambitions and learning opportunities needed and sought
 - Access to work – support in the work place

Professional / Practitioner / Services: Learning and communication, support to participate, to dream and have ambitions, additional funding and support, individual education or work plans

The Personal Life Plan will explain the hopes and ambitions for learning and work a person has, it will explain what additional support is available and how this can work alongside other support to enable a person whatever their age to learn, aspire to employment and participate in work.

5. My Community...this means....

- I can choose to get out and about and away from my home
- I know people in the local community and there are places I can go to meet them and make new friends
- There are places that I enjoy visiting
- I go to the shops to get food and other things I need
- I go to school, participate in learning and get the support I need to achieve and learn new things
- I visit my doctor, my dentist and keep my appointments
- I am learning skills and new things that can help me find work and paid employment
- With support I am able to have a job and earn a wage
- I know my way around my local community
- I feel safe when I am out and about with my support

6. Action, Contacts and Agreement

- To make the Plan happen there will need to a number of actions taken by different people. It should be clear what needs to be achieved, what actions are to be taken, by whom and when these will be completed
- A list of the important people and their contact details is necessary for the plan.
- It is necessary to confirm that everyone is in agreement with the plan. This includes the person and those who know them best. This needs to be recorded and dated. It will be important to keep a brief note about how the person was involved in completing the plan.
- It will be very important to name the person who will be responsible for making the plan work and take the necessary decisions about funding, support and housing.

Bringing everything into one Personal Life Plan

- Section 1 & 2 provide the foundation for the Personal Plan.
- Sections 3,4 and 5 set out how the three areas that Article 19 identifies as necessary to deliver the Right to Independent Living and to be Included in the Community will be delivered for the person and those who love and care for them.
- This Personal Plan will enable a person to move towards living independently and being included; it should also be structured around the individuals' hopes and dreams for their future. When the Plan is written up Section 3, Section 4 and Section 5 should all start with what the person says, their hopes and dreams for their life and the hopes of those who know them best.
- Then each Section should document what services say. Finally each section should set out the funding and support needed.
- The final Section of the Plan – Action, Contacts and Agreements will explain what is going to be done to provide the support and housing needed, who the important people are and it will record that everyone including the person are in agreement with the plan. It will also be useful to describe how the person was involved in the work to develop the plan.

Notes

- If it works for you then its good enough for another person, conversely, if you wouldn't accept something for yourself or your family then why should someone else
- Transparency – everyone understands what is happening, why and how decisions are made (this doesn't mean everyone has to agree on the finer detail)
- Participation – empowering in itself, everyone is supported to participate in a meaningful way. This includes communication support.
- Being honest may feel brutal at times, however, its better that things are said and recorded than withheld. Sensitivity is important, let people take the lead with what they are comfortable discussing.....let people lead. Listen.
- Being 'trauma informed' means understanding that each and everyone of us has experienced trauma at some point in our life, how this has impacted on our life and sense of self will be very individual. Start with this in mind and respect the fact that for many trauma and its impact may be something difficult to talk openly about....remember 'you do not know' ...you can only guess. If you don't listen then the plan will be full of guesses.