

Version: 5 FOI Status: Public	This is Me – Supporting Clients with Assessments and Reviews	Issued: Nov 2019 Review Due: Nov 2021
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Derbyshire County Council Adult Social Care Practice Guidance

This Is Me - Supporting Clients with Assessments and Reviews

Name	Job Title	Date
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Change History

Version	Date	Name	Reason
V1	October 2014		Development of new practice guidance
V2	May 2015	Melita Tooher	Guidance has been altered to ensure that it is Care Act 2014 compliant.
V3	May 2016	Melita Tooher	Review and update following feedback from clients and staff
V4 Draft for consultation	August 2018	Melita Tooher	Review and update to accompany revised Draft V4 for consultation
V5	November 2019	Melita Tooher	Revised incorporating feedback from consultation

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This document will be reviewed on a regular basis – if you would like to make any comments, amendments, additions etc. please email Phil Robson – Policies and Procedures, Phil.Robson@derbyshire.gov.uk

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Introduction

The '**This is Me**' template is a tool to assist people with learning disabilities (and also other cognitive impairments) to have a voice in their assessment, care and support planning and review process.

While it can and should be used in conjunction with a range of different person centred tools, what it does offer is a consistent approach to capturing important information about the person in keeping with the Care Act (2014) outcome domains. In addition this version has been aligned to better identify compliance with the Association of Directors of Adult Social Services (ADASS) (reference) key priorities for people with learning disabilities:

In each domain the relevant information is recorded under three distinct headings

1. What is important **to** the person
2. What they want to achieve (be able to do)
3. What is important **for** the person in order for this to happen

Important To

These are the things that the person themselves or their carer or representative identifies as having meaning to them. Identifying what is important to the individual is therefore fundamental and should underpin every social care interaction.

This is likely to be shaped by the present i.e. people, places and routines that they are familiar with and value and may include family, friends and things the person likes doing.

For all of us, including people with learning disabilities, what is **important to** us at any given moment in time is shaped by what and who we know and what we have experienced (the information we have been exposed to, the support to understand this, the people we meet, positive and negative experiences, and the opportunities we might have enjoyed).

Consequently, what is important to a person typically changes over time as they grow, develop, and are exposed to new information and experiences. However, people who have had limited life experience and opportunities may find that there is less change in what is important to them, and as a result their aspirations may be more limited in scope than those of someone who has had more life experiences, opportunities and support.

This does not make things that are **important to** someone any less valid but require an understanding that these may be based on very limited information or understanding of their own potential. Consequently, in these circumstances the **important for** section should highlight what needs to be done to enable that person to better explore ideas, understand information and gain experiences which will ultimately assist them to develop personal goals (such as employment, work, relationships, how and where to live) and have a clearer idea of how this might be achieved.

What I want to be able to do (the person's goals)

This is fairly self-explanatory and should record the aspirations of the person concerned. These may be broad/high level outcomes without concrete timescales or be much more focused. This will be down to the individual.

There should be no restriction on what the person might record they wish to achieve. It is important we record a person's goals regardless of whether others might consider these realistic or not. However, if these goals are to be anything other than unrealized dreams, it is important that the individuals personal potential, strengths, and resources are mobilized, barriers overcome and actions identified which can inform a progression based care and support plan. This is where the **Important for** section comes into play.

Important For

Typically this section has been used to record those things that contribute to the person's safety such as timing of their medication, level of supervision or those things that promote participation such as the need for an advocate. However in line with the progression model, these sections should be used to set out the approach and/or actions that are necessary to turn the persons dreams and goals into achievements.

These actions may be undertaken by anyone contributing to the care and support plan including the person themselves, other professionals and/or their informal carers, networks or communities. This may also include some of the smaller outcomes/goals the person may need to be able achieve in order to build the skills and confidence necessary to achieve their longer term goals. These are often interlinked with **important for's** identified in the other outcome domains,

E.g. For a person wanting to get a job this may be fairly straightforward but for others this may be more complex and require much more in the way of preparation, planning and support.

In this situation the **important for's** might first seek to support the person with things that will help their interactions with others and in turn improve their potential for employment. This could include supporting personal hygiene, being appropriately dressed, time keeping and understanding how to keep themselves safe.

Additional **important for's** might include having information, or experiential opportunities such as supporting visits to potential employers/tasters to get an idea of what they might like to do. In turn, this might inform the type of workplace they might be best suited to (e.g. someone may not like crowds or might prefer something that was task rather than people orientated). This will also help identify the support the person will need in the workplace and where this will come from, what support needs to be available in emergency/contingency situations and how this might be reviewed.

This type of approach would equally apply to all the other outcomes domains.

Consequently, the **important for's** are the 'must have's'; the 'red lines', without which what the person wishes to achieve will not happen and without which we are potentially setting them up to fail.

Please note: While the **important to** section should always capture the views of the person with learning disabilities, the contents of the **important for** section may not always coincide with this (or those of their family/carers). This is particularly relevant where actions that may be required to keep someone safe are diametrically opposite to what the person wishes to happen or are necessary to have a quality of life. Achieving the right balance of risk versus opportunity is the key consideration to enable people with learning disabilities to have a good life, and there needs to be a pragmatic approach that recognizes that while nothing is without risk the approach should always be one of risk management rather than risk prevention. There will also be circumstances, particularly when supporting a person who is particularly vulnerable, or has challenging or offending behaviors, where risk and opportunity may need to be seen in the context of safeguarding, deprivation of liberty, or best interest protocols.

A common error made on ‘**This is Me**’ documents is to confuse what is **important to** the person with what is **important for** that individual.

For example: to record a person going to a particular resource including Derbyshire County Council (DCC) day opportunity as **important for** them is incorrect. If they have articulated that they like going to a particular place this is something that at first sight might be considered as **important to** them. However just putting this is insufficient and it is essential to know the reason why someone values a particular activity. Typically it may be that they meet their friends there, it’s an opportunity to get out the house or they can undertake an activity they enjoy.

Consequently it is not the building or location that is important but the relationships and stimuli that they receive there, and this is what we should be recording as this is not building or service specific.

In turn:

What may be **important for them** is that in order to meet their outcomes they:

- have access to the support they need
- can engage in meaningful activities which meet their individual outcomes
- have the opportunity to build relationships
- have the opportunity to practice skills
- have a balance between safety and opportunity is maintained

Again this can be achieved in a variety of ways which will vary according to the person’s needs and goals, but is not dependent on any specific building.

Completing the ‘This is me’ Template

The ‘This is Me’ template at the end of the document is just one representation of how the information in the ‘**This is Me**’ might be presented. It may well be that people choose to modify this or even choose a completely different format or media to tell us what they want us to know. Whatever the format, the ‘**This is Me**’ must always cover the same outcome domains (communication, health, life skills.... etc.) and include the three steps identified above.

It is also essential that:

- the document must be completed as part of **all** assessments and reviews (including as part of the transition workflow step) undertaken with people with a learning disability - it is also recommended for use with people with other cognitive impairments such as dementia
- it should be completed in conjunction with the person themselves and those who know them well including parents, carers, college tutors, key workers, etc.
- completion of the '**This is Me**' should commence approximately four to six weeks prior to the **assessment process starting** or the date of the persons **review** (though for some people this timescale may need to vary) - the completed document should be uploaded into the person's assessment or review **workflow step** so both documents sit side by side
- it should contain sufficient detail to support the person's assessment or review and be legible - preferably this should be typed, but this does not prevent additional written statements/drawings/photos from the person themselves being attached to the document, or indeed the use of alternative formats

The 'This is Me' Sections

Introduction

What People Like and Admire about Me and what I like about myself!

This should include a range of positive comments made by people who know the person well such as family, friends, care staff or other clients. This should include what the person themselves feel they are good at/like about themselves and the things they are interested in. A photo of the person can be included in the main star if they would like.

What I Like and Admire about Other People!

This section is to promote discussion and get a greater sense of who the individual is. People identified can be anyone from a family member, friend or person in the local shop, to a favourite film or music star. It is important to capture why that person is liked as it promotes conversations which can be revealing about the person and can enable exploration of meaningful issues for them, including their own potential to contribute to society. Examples might be:

I like x because they listen to me
I like x as they don't pick on me
I like x as they give me time
I like x as they let me help them

These can easily be turned round to explore how others might feel the same way about them and assist in their identifying strengths, aspiration, or their potential contribution to others, and / or their community.

About Me

This should include a brief introduction to the person and their current situation. It may include some overall outcomes they want to achieve (such as moving out or getting a job), but the details of these should be recorded in the relevant sections below. Most people may already have a pen picture recorded in other documents, such as existing person centred tools or personal profiles held at colleges or day centres which can be used to inform this section. It is important that information in '**This is Me**' reflects potential and aspirations and is not focused solely on risk prevention, or services in the here and now.

Outcomes

The different sections reflect the 10 outcomes identified in the Care Act (2014) and are the areas which many people might need help to ensure they have a good life.

These are:

Communication

This might include:

- that they are listened to
- that people don't talk over them
- they are treated with respect
- privacy

What I want to achieve

This might include improving skills such as reading or computer/IT skills. It could also include things like being more confident or self-assertive.

Important for Me

This might include:

- the things people need to know or do to maximise that persons opportunity to communicate, including the person's existing preferred communication method (e.g. symbols, MAKATON®, objects of reference, BSL, advocacy)
- specific things to maximise communication for a person with autism
- a communication passport which would describe how the person communicates they are 'happy, sad, angry, in pain etc.
- a quiet room with no distractions
- having an advocate

My Health

Important to Me

The person may be very aware of what keeps them healthy and enables them to manage specific conditions. Alternatively they may have less or no insight into this and others need to be aware of those things to keep the person healthy and well.

What I want to achieve

This might include taking greater responsibility for management of conditions, self-management of medication, losing weight, taking more exercise

Important For Me

This could include:

- whether the person requires a health action plan or if they would like support to complete one
- any support to manage known health conditions/disabilities/any allergies
- appointments that need to be attended and who supports with these
- any medications required, how often and who supports with this
- whether they have had a recent eye test/visit to the dentist/hearing test and who supports them with these appointments/visits
- information could also be included about what support would be needed if the person is unwell
- support around eating and drinking e.g. swallowing, PEG feed

Personal Care

Important to

This might include things such as the preference for a bath or shower, whether the person has a fear of water, the time of day they may like to bathe, how they like their hair/makeup, style of clothes.

What I want to achieve

This might include being able to choose their own clothes, greater control over time of support, types of toiletries, managing personal hygiene or incontinence better.

Important for

This might include:

- information and support to reinforce positive body image and establish their own personal style
- exploration of the link between being clean and presentable and social and employment opportunities
- types of toiletries for particular skin conditions, equipment or clothes that will enable greater independence
- arrangements that will improve autonomy (e.g. have summer wardrobe out in summer and winter wardrobe out in winter)
- the practical support someone needs to maintain their personal care and enable progression toward greater choice and control
- the approach/reassurance/encouragement/emotional support someone might need

Life Skills

Important To

This might include whether they have existing skills such as:

- making drinks/snacks
- baking
- helping with the laundry
- budgeting

We would always work on the basis that if someone has an existing skill this is something that they wish to continue to practice.

What I want to achieve

Typically this might include:

- learning new skills
- opportunities to practice existing skills
- opportunities to take more control over their own affairs

Important For

This might highlight:

- learning or experiential opportunities
- the practical support someone requires now
- prompts or support
- referral to other professionals such as occupational therapists to work on specific aspects such as sequencing
- support to ensure the person stays safe
- other important routines that need to be undertaken throughout the week and support / preferences relating to these

Having a job and things to do:

Important to Me

The person may have very clear ideas of what is important to them in this area but it may also be limited in scope due to lack of information or opportunities.

What I want to achieve

Again this may be limited by experience or be seen as others as unrealistic but people should be encouraged in their dreams and these should still be recorded.

Important For Me

This should include identifying potential support to achieve the above including what is necessary to:

- gain and sustain employment
- enable them to access experiential opportunities including work based activity
- mobilise the persons own resources and networks to engage in preferred social

- activities in their local communities
- address barriers

Looking After my Money

Important to Me

The person may express satisfaction with current arrangements, want access to a small amount to spend each week on specific items important to them (e.g. cigarettes or a particular magazine) or complete control of their own money

What I want to achieve

This may depend of other goals the person may have such as moving to a place of their own, gaining employment, saving up for something such as a holiday or new computer or just wanting more control

Important for Me

This might include:

- how much support they need
- who currently supports the person to manage this
- does a relative hold lasting power of attorney
- what might be done to improve their understanding/control of their money
- what benefits does the person receive and are they aware of this

Home and Living

Important to

This might include:

- having my own space
- having my own front door
- somewhere I can see friends or conduct a relationship
- being close to family
- feeling safe
- being close to shops or bus routes
- having a pet
- sharing with others

Important for

This might include:

- information and experiences to enable decisions
- level access
- adapted bathroom or toilet
- community alarm
- environmental controls
- sufficient space for my wheelchair or other equipment
- support

Family Friends and Important Relationships

Important to

This might include:

- current people in the person's life, their roles and contribution to the persons wellbeing
- what the person themselves contributes to others (sister, brother, friend, carer)
- being able to make or see friends
- having a sexual relationship
- expressing their sexual or gender identity

Important for

This might include:

- information regarding social opportunities
- information regarding their rights
- sex education
- information to support sexual orientation or gender identity
- counselling
- places to meet someone safely
- advocacy

Keeping Safe

This should include information about what support the person needs to keep safe and feel safe. There may be particular vulnerabilities around e.g. lack of traffic awareness, sexualised behavior, and hate crime. Does the person understand the 'Safe Place' scheme and do they have a Keep Safe Card?

This should also include information about what support the person would need to keep safe in an emergency i.e. who would they want to be contacted/to support them, is there a detailed plan of what to do, do they need rescue medication or something to help them feel better. Who or what provides the best way to reassure them?

This section might include more detail about a specific safety issue that may have been highlighted in one of the other sections. It is not necessary to repeat the information if it is fully covered in another section but it is important to signpost to where it is.

Planning My Review

This should include details of any specific arrangements needed for the person at the review, such as advocacy, preferred location, time or day to support, participation. The person may have people they would like to invite/not invite to their review and agenda items that they would like discussed or not discussed.

If despite being encouraged to do so, the individual chooses not to attend their review, reasons for this should be included along with plans to support future involvement.

Review Guidance

- four to six weeks prior to review of **This is Me**, the persons case coordinator will contact the service provider to request that the This is Me is either started or reviewed
- if it is a review the case coordinator(day centre worker/ DSW in DCC establishments) uses the 'What's Working – What's Not Working' review tool to support the client to relook at their existing **This is Me**
- the case coordinator can also send the 'What's Working – What's Not Working' questions to others agencies, family etc. for additional input if appropriate
- if only a few changes are required, these can be written on the form, ensuring that the date is updated on the front
- if major changes are required a new **This is Me** plan is created
- the form is then to be uploaded to the Case Management System documents in either the review workflow step or for new people the assessment and the case coordinator alerted
- at the review the case coordinator will complete the 'What we need to do next' section - this will identify outcomes for the next year which will be incorporated into the care and support plan
- if significant changes are required a new assessment will be need to be completed