



Adult Social Care

This is Me – Supporting Clients with Assessments and Reviews Practice Guidance

Version 6

Version: 6 FOI Status: Public	Derbyshire County Council Adult Social Care This is Me – Supporting Clients with Assessments and Reviews Practice Guidance	Originally issued: October 2014 Issued: August 2023 Review Due: August 2024 Author: Marcel Van Der Venne
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This document will be reviewed on a regular basis – if you would like to make any comments, amendments or additions please email ASCH.AdultCare.Policy@derbyshire.gov.uk

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Introduction

The ‘**This is Me**’ template is a tool to assist people with learning disabilities and or who are autistic, to have a voice in their assessment, care and support planning, and review process.

It is a person-centred tool offering consistent approach aimed to capture what matters to the person, not just what the matter is with them.

In relation to 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) key priorities for people with learning disabilities.

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

- what is important **to** the person
- what they want to achieve (be able to do)
- what is important **for** the person in order for this to happen

Important To

‘Important to’ are the things that the person themselves or key people in their lives identify as having meaning to them or matter to them, essential to every social care interaction.

This is likely to be shaped by people, places and routines that they are familiar with and value such as family, friends and things the person likes doing, and in general to have access to opportunities, both positive and negative to contribute to learning and personal growth.

This typically changes over time as people grow, develop, and are exposed to new information and experiences. Although some people might have had limited life experience and opportunities 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 it is essential to give the same value and consideration to less aspirational goals and outcomes.

It is key to realise that that the things that are important to people with less experiences or opportunities may affect their understanding of their own potential, and therefore 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 and outcomes and how this could be and should be achieved.

What I want to be able to do (the person’s goals and outcomes)

This section in the ‘This is Me’ should record the aspirations of the person concerned. These may be broad/high level outcomes without concrete timescales or be much more focused and specific. This will be down to the individual and should be reflected in the formal assessment/support- planning and review documents

It is essential as part of a person-centred approach that we record a person’s goals, dreams and aspirations regardless of the fact they may seem farfetched 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 individual’s personal potential, strengths, and resources are mobilized, barriers overcome, and

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actions identified as part of an outcome focused strength-based care and support plan. This is where the **Important for** section comes into play.

Important For

Typically, in this section we record the things that contribute to the person’s safety and wellbeing such as timing of their medication, level of supervision things that promote participation such as the need for advocacy.

However, in line with the progression model and strength-based approaches, 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 by considering:

- what is preventing the individual from doing what they would like to do or seeing who they would like to see?
- what do they think they can do to change this?
- who do they think can help to change it?

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 achieve to build the skills and confidence necessary to achieve their longer-term goals. These are often interlinked with **important for** identified in the other outcome domains, where the **important for** might first seek to support the person with things that will help their interactions with others and in turn improve their potential to achieve their ultimate goal. This could include supporting personal hygiene, being appropriately dressed, time keeping and understanding how to keep themselves safe.

Additional **important for** might include having information, or experiential opportunities such as supporting visits to potential opportunities /tasters to get an idea of what they might like to do. In turn, this might inform the type of environment 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 requires and where this will come from, including arrangements relating to emergency/contingency situations and how this might be timely reviewed.

Consequently, the **important for** 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 fulfilling and inclusive lives. This requires a pragmatic approach, with the emphasis on enablement, focusing on risk management rather than risk prevention.

However, it is recognized that there will be some circumstances, 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.

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For example: to record a person going to a particular resource, including a day centre 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:

- this document should be considered as part of the assessment and review process (including transition and all adults with a cognitive impairment), to ensure that a person-centered approach is achieved.
- it should be completed in conjunction with the person themselves and those who know them well including parents, carers, college tutors, key workers, etc.
- efforts should be made to complete or review the 'This is me'. Therefore, the cascading of the document 4 to 6 weeks prior to the assessment or review taking place, is recommended.
- it should contain specific information directly from the person whenever possible, to enable a strength-based, person-centred assessment / review to take place. This may also include images of reference, pictures or photographs and any information that may be relevant for the review, which they were unable to convey.

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- once received, the completed 'This is me' should be uploaded into documents and referred to in the assessment /review, so the persons' views are acknowledged.

Author History

Approval and Authorisation History

Authored by	This is Me Review Group	October 2014
Approved by	Sue Knowles Group Manager	October 2014
Authorised by	SMT	October 2014

Change History

Version 1	October 2014		New Document
Version 2	May 2015	Melita Tooher	Review and update
Version 3	May 2016	Melita Tooher	Review and update
Version 4	August 2018	Melita Tooher	Review and update
Version 5	November 2019	Melita Tooher	Review and update
Version 5a	January 2020	Laura Morson	Review and update
Version 6	June 2023	Marcel van der Venne	Review and update