

Person-Centred Approach & Recognition of Valued Status

Autism Spectrum Australia (Aspect) is committed to recognising, respecting and promoting the valued role and status of people we work with by using a person-centred approach in the provision of all services and supports. The Aspect Comprehensive Approach (ACA) (see Attachment) and all policies, procedures and work instructions focus on improving the quality of life for people on the autism spectrum by working together with people and their families to develop individual plans and collaborative service provision.

At the centre of the ACA is the Five Point Star (adapted from Autism Initiatives UK) which supports Aspect staff to develop an understanding of autism and the individual they work with, with a particular focus on; thinking, communication, expectation, motivation and sensory. The Five Point Star supports staff to consider the perspective of the person to shape positive interactions and to achieve progress towards individual goals and aspirations.

The Individual Planning element of the ACA supports each person to define and work towards achieving their own goals and personal lifestyle choices with support and input from those who care about them. The process is used for planning the life that the person aspires to have by taking the person's goals, hopes, strengths, interests and preferences and weaving them into plans for a life with meaning. Individual plans form the basis of service delivery and focus on developing a person's skills and capacities to participate in activities that support them to achieve valued status and their best opportunities as a valued member of their chosen community.

The adoption of a person-centred approach and the promotion of self-determination, autonomy, and the right to individual expression underscore Aspect's commitment to providing responsive and individualised services.

Principles underpinning the person-centred approach to individual planning

1. Individual plans are always person-centred, family-focused and promote collaborative decision making. They focus on the whole person with respect to their life course and bio/psycho/social factors so that it reflects their attitudes, values, culture and the communities of which they are part, enhancing opportunities to partake in valued roles. A person's strengths and interests underpin all individual planning.
2. Individual Plans are always goal directed and focus on achieving the best opportunities and outcomes for each person. When a person has developed a plan prior to entering Aspect's schools or services and is engaging Aspect to achieve a specific goal or element of their existing individual plan, Aspect will respect the plan in its entirety and participate in the reviews and facilitation of the plan as appropriate to the Aspect service, support or school the person accesses.

3. Aspect recognises the importance of families and circles of support in supporting people on the spectrum and they are seen as integral to the individual planning process, especially with children, and therefore maintains collaborative relationships with family / carers and circles of support as appropriate to the individual. This includes providing appropriate supports and accommodations to help the person, their family, and other people who are important to the person be present and participate in the individual planning.
4. Individual Education Plans for school aged children will address goals related to particular skill development and may include a focus on behaviour, health and wellbeing and transition. Individual goals are linked to the curriculum and incorporated within the class program.
5. Individual plans are written in plain English, free of professional jargon wherever possible or clearly explained when jargon has to be used and written in a way that helps the reader get to know the person. The key reading audience for a plan is the person who is the subject of the plan.
6. Plans are regularly reviewed, particularly at significant times of change such as transitions, life events, or anytime an individual's goals, desires, circumstances, preferences or needs change.
7. Aspect recognises that people on the autism spectrum may require particular support in the communication, social, positive behaviour and sensory areas and these are considered in setting individual goals.

Principles underpinning the person-centred approach to service provision

1. All procedural decisions are undertaken in the best interest of the person accessing Aspect services and supports. Involvement of other stakeholders, with the individual's consent, and the organisational and strategic priorities acknowledge the importance of inherent dignity and respect of the person involved.
2. Aspect's programs, services and supports are structured in a way to permit maximum flexibility and responsiveness to individual preferences and choices.
3. Information about Aspect's full range of schools, services and supports is freely available in a variety of accessible formats and to anyone in the community.
4. Individual services and supports reflect an agreed approach to person-centred planning, including the presence of an active consultation process with all stakeholders.
5. Planning processes are guided by relevant legislation, departmental policies and sector frameworks, and take into account people's age, ability, gender, sexual identity, culture, religion, spirituality, health and wellbeing.
6. The planning process is underpinned by the rights of each person to exercise control over their lives, and all Aspect services and supports actively advocate for service options that best meet a person's needs, preferences and diversity. This includes facilitating access to a support person or advocacy service where desired.

External Framework

The Person-Centred Approach and Recognition of Valued Status policy illustrates Aspect's adherence to the:

- NDIS Practice Standards (2018) and NDIS Code of Conduct, specifically within the NDIS Practice Standards & Quality Indicators:
 - Core Module: 1. Rights and Responsibilities, under all Outcomes;
 - Core Module: 2. Provider Governance and Operational Management, under the relevant Outcomes;
 - Core Module: 3. Provision of Supports, under all Outcomes;
 - Core Module: 4. Support Provision Environment, under all Outcomes;
 - Supplementary Module: 2. Specialist Behaviour Support Module, under the relevant Outcomes;
 - Supplementary Module: 2a. Implementing Behaviour Support Plans, under the relevant Outcomes;
 - Supplementary Module: 3. Early Childhood Supports, under all Outcomes;
 - Supplementary Module: 4. Specialist Support Coordination, under all Outcomes.
- Disability Standards for Education (2005), specifically:
 - Part 3: Making Reasonable Adjustments;
 - Part 5: Standards for Participation;
 - Part 6: Standards for Curriculum Development, Accreditation and Delivery;
 - Part 7: Standards for Student Support Services.
- NESA Registered and Accredited Individual Non-government Schools (NSW Manual), specifically:
 - 3. Requirements for Registered Non-government Schools, under requirements for Curriculum; and Safe and Supportive Environments.
- Standards for Registration and Review of Registration of Schools in South Australia, specifically the relevant quality related criteria for:
 - Standard 2 Student Learning and Assessment;
 - Standard 3 Student Safety, Health and Welfare.

Critical Definitions

Person-centred - describes service and supports that are centred on an individual and their strengths, needs, interests and goals. Person-centred service delivery ensures that people with disability lead and direct the services and supports they use.

Valued Status - refers to the moral and social value owed to all people, and the dignity and respect which should be accorded to them, without discrimination.

Legislation References

International

Convention on the Rights of the Child (UN)

International Convention on the Rights of Persons with Disabilities 2006 (UN)

Universal Declaration of Human Rights

National

Australian Human Rights Commission Act 1986 (Cth)

Carer Recognition Act 2010 (Cth)

Disability Discrimination Act 1992 (Cth)

Disability Services Act 1986 (Cth)

Disability Services (Principles & Objectives) Instrument 2018 (Cth)

Disability Standards for Education 2005 (Cth)

National Disability Insurance Scheme Act 2013 (Cth)

National Disability Insurance Scheme Amendment (Quality and Safeguards Commission and other measures) Bill 2017 (Cth)

National Disability Service Standards 2013 (Cth)

New South Wales

Carers (Recognition) Act 2010 (NSW)

Children and Young Persons (Care and Protection) Act 1998 (NSW)

Community Services (Complaints, Reviews and Monitoring) Act 1993 (NSW)

Disability Inclusion Act 2014 (NSW)

Guardianship Act 1987 (NSW)

Mental Health Act 2007 (NSW)

Victoria

Carers Recognition Act 2012 (VIC)

Charter of Human Rights and Responsibilities Act 2006 (VIC)

Children, Youth and Families Act 2005 (VIC)

Disability Act 2006 (VIC)

Guardianship and Administration Act 1986 (VIC)

Mental Health Act 2014 (VIC)

Australian Capital Territory

Children and Young People Act 2008 (ACT)

Disability Services Act 1991 (ACT)

Guardianship and Management of Property Act 1991 (ACT)

Human Rights Act 2004 (ACT)

Human Rights Commission Act 2005 (ACT)

Mental Health Act 2015 (ACT)



South Australia

Carers Recognition Act 2005 (SA)

Children's services Act 1985 (SA)

Consent to Medical Treatment and Palliative Care Act 1995 (SA)

Disability Services (Rights, Protection and Inclusion) Amendment Act 2013 (SA)

Disability Services Act 1993 (SA)

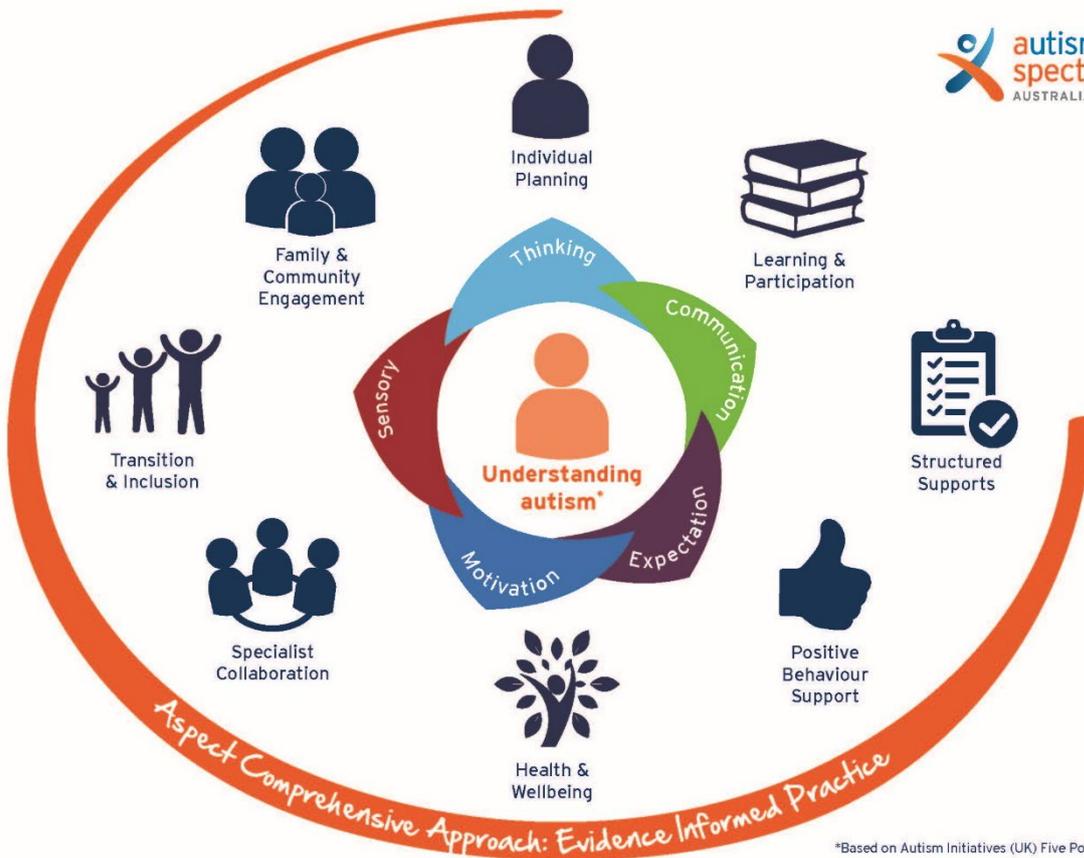
Guardianship and Administration Act 1993 (SA)

Mental Health Act 2009 (SA)

Supported Residential Facilities Act 1992 (SA)



Attachment:



*Based on Autism Initiatives (UK) Five Point Star