**Individual Programme Plans**

CONTEXT

There are certain accepted basic requirements concerned with health and well-being:

* **physical needs,** without which life itself cannot continue and
* **psychological needs**, without which an individual cannot attain contentment, self-reliance and good relationships with other people.

It is therefore essential to consider these needs when looking at providing a programme of activities designed to promote the health and well-being of our students.

# Basic Physical Needs

Physical essentials for existence:

* Shelter and protective care.
* Food.
* Warmth and clothing.
* Fresh air and sunlight.
* Activity and rest.
* Prevention of illness and injury.
* Training in habits and skills necessary for the maintenance of life.

# Basic Psychological Needs

These include:

* Affection and continuity of individual care.
* Security rooted in a knowledge of belonging, in stable personal relationships and in familiar environmental conditions.
* A sense of personal identity, dignity as a human being, and self-respect derived from knowledge of being valued as an individual
* Opportunity to learn from experience.
* Opportunity to achieve success in some field of endeavour, however small.
* Opportunity to achieve independence, personal and so far as possible, financial.
* Opportunity to take responsibility, however slight, and to be of service to others.

**Consider these also in relation to Parity’s philosophy:**

**Equality, Dignity and Rights.**

Values that underpin all services provided by Parity for Disability.

**The Care Act 2014** adopts a ‘principled approach’ to adult social care, detailing from the outset that ‘the general duty of a local authority... in the case of an individual, is to promote that individual’s wellbeing’ (section 1:1)

The act defines ‘wellbeing’ in relation to any of the following:

a) personal dignity (including treatment of the individual with respect);

b) physical and mental health and emotional wellbeing;

c) protection from abuse and neglect;

d) control by the individual over day-to-day life (including over care and support, or support, provided to the individual and the way in which it is provided);

e) participation in work, education, training or recreation;

f) social and economic wellbeing;

g) domestic, family and personal relationships;

h) suitability of living accommodation;

i) the individual’s contribution to society.

**John O'Brien's five major accomplishments**:

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| **Community presence** | people should live, work and spend their leisure time in the community |
| **Community participation** | the service should offer real opportunities and ways for people with disability to participate in their local community and widen their network of personal relationships |
| **Choice** | the service should act as a creator and provider of maximum opportunity and choice and encourage the exercise of that choice |
| **Competence** | the service should always help and encourage people with disability to learn new skills and take on as much responsibility for themselves as possible |
| **Respect** | the service should strive to enhance the reputation of people with disability and present them in good light to others, so that they are viewed as having a valued role in the community and society as a whole. |

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### INDIVIDUAL PROGRAMME PLANS

**(IPP)**

#### Learning skills

Objectives should

Develop skills which help people to make sense of the world around them, ie develop learning skills.

##### Social and communication skills

Objectives should

Develop skills which help people to interact, form and maintain relationships

##### Independence skills

Objectives should

Develop skills which help people to operate effectively and as independently as possible in daily life (including decision making)

##### Leisure Activities

Objectives should

Identify opportunities for a wide selection of activities, to enable people to make constructive decisions about leisure activities.