CLEARER SUPPORT

Person centred planning

A practical guide and printable workbook

For people with learning disabilities and the people they choose to help

Understand what matters to you.
Choose your next steps.
Check whether your life is changing in the way you want.

App, website and free downloads

Tap a link. On paper, type the web address.

My Life My Say app	clearersupport.org.uk/my-life-my-say/
Clearer Support website	clearersupport.org.uk
Free book and worksheets	clearersupport.org.uk/planning-ebook/

Companion to My Life My Say

Paper, pictures, words, audio and video

England • Edition 1 • 8 November 2026

Using this book

This book helps you describe the life you want and turn your choices into action.

Who it is for

It is for adults with learning disabilities in England and the people they choose to help. Young people can use the ideas, with support that fits their age and their education and transition plans. “You” means the person whose plan it is.

Choose a few pages

You do not need to complete the whole book. Start with something you want to keep or change. The guide explains how to plan. The worksheets give you space to write, draw or add pictures. Each worksheet has instructions and a made-up example.

Use the format that suits you

Print single worksheets, enlarge them to A3, or use extra paper. You can talk, point, sign, use familiar objects, record audio or make a video instead. A supporter can write your words and check them with you. The EPUB edition lets you change text size in an ebook reader.

Keep control

Leave out questions you do not want to answer. Take breaks. Date your pages and decide who can see them. The printable pack has the same 38 worksheets as this book. Blank PDFs are for printing or annotation; they do not automatically save answers to the app.

Plain-language edition 1 • 8 November 2026. Check the words and any pictures with the person using them.

Find your way around

The numbers below are ebook pages. Use the worksheet directories for individual sheets and print-pack pages.

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What person centred planning means

Your plan describes the life you want and the support that could help you live it. You are the starting point.

Start with your life

Think about people you love, places you enjoy, things you do well and things you want to try. Include ordinary pleasures, such as choosing your breakfast or seeing a friend. A plan can include a big dream and a small change that would make tomorrow easier.

Make the plan your own

You can choose who helps you. You can use words, drawings, photographs, objects or recordings. You do not need to complete every worksheet. You can leave a question blank, say that something is private, or change an answer later. There is no single correct way to make a plan.

Use the plan to make changes

A useful plan leads to something happening. Write down the next step, who has agreed to help and when you will check it. Take relevant pages to meetings. Ask people to explain how they will respond to your wishes. Your personal plan can inform an official care or education plan; it does not replace one.

Begin with this question: What would make my life better in a way that matters to me?

Source: Clearer Support guides and worksheets. See source pages.

A simple way to get started

You can begin with five worksheets. Use them across several short conversations, or choose just one today.

Get ready and introduce yourself

Start with worksheet 01, How I want to plan. Choose where, when and how to take part. Agree a way to ask for a break. Then use worksheet 02, My one page profile, to introduce what matters to you and how people can support you well.

Choose one thing to work on

Use worksheet 24 for a hope or goal. Ask: What do I want to be different? Why does it matter to me? A goal might be seeing a friend more often or learning to make a favourite meal. Choose something that is your wish, even if other people have different priorities.

Agree a step and a check

Use worksheet 29 to record one small action. Name the person who has agreed to help and add a date. Then use worksheet 33 to choose when you will look at the plan again. Keep these pages together. You can add more worksheets when they become useful. Do not wait until the whole book is complete before taking an agreed step.

If you feel stuck, ask someone to offer two familiar examples and enough time to think. You can choose neither.

Source: Clearer Support guides and worksheets. See source pages.

Plan at your own pace

Planning should fit your energy, attention, communication and comfort. A short useful conversation is enough to begin.

Choose a good time

Think about when you usually feel most comfortable. You might prefer after breakfast, during a walk or when a trusted person visits. Avoid times when you are tired, in pain or busy with something else. Ask for questions in advance if that helps. Agree how long to spend together.

Do one part at a time

Choose one topic and one question. You can talk, point, draw or show something important. Leave space for silence and thinking. If a question feels too big, make it smaller. Instead of asking about your whole future, ask what you would like to happen next week. Return to other topics another day.

Make stopping easy

Agree how you show stop, no, not sure or I need a break. Supporters should notice these messages and respond. You can keep a page unfinished. At the end, check what you want to keep and what needs changing. Record a possible next conversation only if you want one. Keep any unfinished pages somewhere private and easy to find.

A blank box can mean not today, not relevant or private. It does not mean that planning has failed.

Source: Clearer Support guides and worksheets. See source pages.

Helping without taking over

This page is for anyone helping another person plan. Your role is to make their views easier to express and act on.

Listen before offering answers

Ask open questions in a familiar way. Give enough time. Avoid repeating a question until you receive the answer you prefer. Offer real choices, including neither, something different and not now. A person can show a preference through movement, expression, sound, objects or communication equipment as well as speech.

Keep different views clear

Record the person's words where possible. When describing a response, say what happened before giving your interpretation. For example: Sam moved the cup away. I think Sam wanted a different drink; we need to check. If you have a concern, label it as your concern. Do not write a supporter's wish as though it belongs to the person.

Check what you have recorded

Read, show or play the record back in a way the person understands. Ask what needs changing. Note who helped and how the person contributed. If people disagree, keep each view and the next action for resolving it. Check that anyone named as a helper has agreed to the task. Share only the information needed for its purpose.

A good test is: Could someone reading this tell which views belong to the person and which belong to others?

Source: Clearer Support guides and worksheets. See source pages.

Communication and comfort

Use worksheets 07 and 08 to explain how you communicate and what helps you feel comfortable enough to take part.

Use familiar ways to communicate

You might use speech, signing, pictures, typing, a communication device, sounds or body movements. An object of reference is a familiar object linked with an activity or message. For example, a particular bag might help you understand that you are going swimming. Use meanings that have been learned with you; do not assume an object means the same thing to everyone.

Help people understand your messages

Describe how you show yes, no, stop, uncertainty and discomfort. Give an example from a real situation. Separate what someone saw from what they think it meant. Check possible meanings with you and people who understand your communication. Record a backup method in case equipment is unavailable, and where authorised helpers can find it.

Make the setting work

Think about noise, lighting, smells, seating, temperature and personal space. You may want fewer people, headphones, a familiar room or a fragrance-free supporter. Tell people how much time to allow after a question. A communication aid is useful only when it is available, working and used in a way that suits you.

Show a new supporter how you communicate. A written description alone may miss important details about timing or context.

Source: Clearer Support guides and worksheets. See source pages.

Knowing you as a person

Worksheets 02 to 06 help you show who you are, what you value and what makes everyday life better.

Make a useful introduction

Your one page profile is a short introduction for a particular audience. Include strengths, interests, important people and practical ways to support you. Choose details that help that reader. A new activity leader may need communication tips, while someone helping at home may need more information about routines. Keep private information elsewhere.

Include strengths and your story

Use worksheet 03 to notice skills, achievements and contributions. These can include caring for someone, remembering important dates or making people laugh. Worksheet 04 can hold memories and experiences you choose to share. You can include pictures or leave difficult experiences out. Your story belongs to you; you do not have to explain everything.

Balance enjoyment and support

Worksheet 05 asks what matters to you and what support helps you stay well and safe. Look for ways to support both. Worksheet 06 compares a good day with a difficult day. Notice useful details: who was there, the pace, choices offered and the environment. Turn these observations into specific requests, such as giving information before a change rather than during it.

Describe helpful actions. Please tell me before plans change is more useful than I do not like surprises.

Source: Clearer Support guides and worksheets. See source pages.

Relationships culture and belonging

People, identity and belonging are part of a good life. Worksheets 09 to 11 help you plan the connections you want.

Choose who is in your circle

Your circle can include friends, family, neighbours, supporters and professionals. Some people are close to you; others help with one task. Write down who you want involved and what you would like their help with. Check their agreement. A name on your plan does not automatically give that person permission to see every page.

Make room for private relationships

Think about who you want to spend time with, how often and where. Include friendships, romantic relationships or time alone if you wish. You can plan support with travel, communication or making arrangements. Say what privacy means to you and what boundaries you want people to respect. You can decide that some details are not for this workbook.

Respect your own identity

Record the language, culture, beliefs, traditions and communities that matter to you. Do not assume everyone in a family shares the same wishes. Include food, clothing, important days, prayer or other practices where relevant. Work out practical support for taking part: access, transport, timing and a backup. You can also record activities you do not want to join.

Ask what matters to the individual. Their identity and relationships may change, and the plan should allow that.

Source: Clearer Support guides and worksheets. See source pages.

Home support and daily life

Use worksheets 12 to 14 to describe how you want your home and everyday support to work.

Describe the home you want

Think about where you want to live, who you want to live with and what you need nearby. Include things that make a place feel like your home: privacy, visitors, pets, familiar belongings or a quiet room. Record your preferences before discussing the options currently available. If a move is proposed, write down your questions and what you need to try or see.

Make support specific

Describe how people should offer help. Include knocking, explaining before touching belongings, asking before personal care, using phones and making time for conversations. Think about records written about you. Ask how your views can be included, who can see the records and how to raise a concern about something inaccurate or disrespectful.

Build on what you can do

Choose a daily activity you want to do yourself, share with someone or have help with. Break it into parts. You might choose your meal while someone supports shopping and cooking. Try the right equipment, clearer instructions or more time. Agree what help is needed now and how you will check whether it still suits you.

Independence can mean having control over how help is provided. It does not have to mean doing everything alone.

Source: Clearer Support guides and worksheets. See source pages.

Health comfort and wellbeing

Worksheets 15 to 17 help you explain your needs and prepare questions. They do not provide treatment instructions.

Prepare for appointments

Record what you want the professional to understand, what has changed and the questions you want answered. Think about communication, waiting areas, travel, support and examination preferences. You can take a relevant page or use it alongside an existing hospital or health passport. Ask who will explain the next steps and when you should expect a reply.

Notice what helps you feel well

Include rest, enjoyable activities, relationships and routines. Describe how you show discomfort or distress and what usually helps. Record the difference between something you have said and someone else's interpretation. A new or unexplained change needs appropriate attention; do not assume it is simply part of the person's disability. Keep current professional plans available where needed.

Make everyday care respectful

You can describe preferences about food, drink, clothing and personal care. Record known or suspected allergies clearly. Label uncertain health information and ask the clinician to check it. Record clinically agreed requirements with their source and date. Do not use this book to change medicines, swallowing advice or treatment. If a need conflicts with something you enjoy, ask the relevant professional to explore options with you.

Share only the health information needed for the purpose. You can keep a separate private page for sensitive details.

Source: Clearer Support guides and worksheets. See source pages.

A life beyond care services

Worksheets 18 to 22 explore money, learning, work, leisure, community, travel and technology. Choose what interests you.

Start with an ordinary wish

You might want a paid job, a college course, a club, a pet, a holiday or more time outdoors. Explore several ways to do it. Include local groups and places where people share your interests. Ask what would make you feel welcome and useful. A meaningful role can matter more than simply attending an activity.

Work out practical support

Consider cost, travel, toilets, physical access, communication, timing and energy. Ask whether adjustments, equipment or someone showing you the route would help. Write down what information is still needed and who will find it. If money is a barrier, record the question for the appropriate adviser or service. Do not assume funding has been agreed.

Try and learn

A short visit, conversation or supported trial can help you decide. Agree how you will leave or ask for help if needed. Afterwards, ask what you enjoyed and what you would change. For online activities, include help with privacy and recognising unwanted requests. Keep bank details, passwords and security codes out of worksheets that might be shared.

Check whether the activity helps you feel connected, valued or in control. A busy timetable is not the same as a good life.

Source: Clearer Support guides and worksheets. See source pages.

Turn hopes into small steps

Use worksheet 24 to choose a hope and worksheet 29 to agree an action. Keep the reason for the goal visible.

Describe the change you want

An outcome is the difference you want in your life. I want friends I can meet at weekends is an outcome. Ask someone about a local group is a possible action. Both are useful, but they are different. If someone suggests a goal, check that it reflects your wishes before adding it to your plan.

Choose a manageable first step

Make the action small enough to understand and try. Record what will happen, who has agreed to help and the date. Identify money, transport, equipment or information needed. Mark anything still waiting for agreement. If the step depends on a service decision, name who will ask and when they will follow up. A wish is not a promise of funding.

Notice progress without pressure

You can record not started, tried, needs changing or done. An action may be complete while the wider goal is still ongoing. You can also decide the goal no longer suits you. Ask what you learned and what would help next. Recognise effort and enjoyment, including when a trial shows that a different option would be better.

Choose one useful action first. Saving a goal or writing a date does not mean that the action has happened.

Source: Clearer Support guides and worksheets. See source pages.

Choices opportunities and worries

Worksheets 25 and 26 help you explore a choice and plan support for trying something that matters to you.

Make the options understandable

Describe the choice in a familiar way. Use pictures, visits, objects or a demonstration where helpful. Explain what each option could mean in everyday life. Include keeping things as they are and looking for another option. Allow time for questions. Record what you still need to know before deciding.

Look at benefits and possible harm

Ask what you could gain, what might go wrong and what could happen if you are stopped from trying. Keep worries specific. Record the evidence behind them and whose concern they are. Discuss support that could reduce harm while preserving the part of the activity that matters to you. Avoid treating all uncertainty as a reason to say no.

Agree a practical trial where appropriate

Record who has agreed to help, what they will do and a backup if the plan does not work. Choose how you will ask for help or stop. Set a date to check the experience. If people disagree or the situation needs a formal decision, record the unresolved issue and who will explain the proper next process. The worksheet itself does not authorise restrictions.

Useful planning asks both How can this work? and What support would make it safer? Keep the person's desired outcome in view.

Source: Clearer Support guides and worksheets. See source pages.

Meetings that lead to action

Use worksheet 28 before a meeting. Use worksheets 29 and 37 to record commitments and any disagreement.

Prepare what matters most

Choose the main question you want answered and the change you want to discuss. Decide who you want with you and how you will contribute. You might speak, show pictures, send a recording or ask someone to read your words. Ask for information beforehand and for the communication support, setting and breaks you need.

Keep your views visible

Start with what is going well and what you want to change. Ask people to explain unfamiliar words. If someone gives a different view, record who said it and why. You can ask for more time. Before moving on, check whether an issue is agreed, still being explored or disputed. Do not let silence be recorded as agreement.

Leave with clear next steps

For each action, name someone who has actually agreed to do it. Add a date and how you will hear back. Ask who will send accessible notes. Check these with the person and request corrections where needed. If there is no agreement, record the reason, the next decision or challenge route, and who will help you use it.

Ask at the end: What will happen next, who will do it, and when will I know?

Source: Clearer Support guides and worksheets. See source pages.

Learn from days and review plans

Use worksheets 31 to 33 to notice what is happening and decide whether the plan is making life better.

Keep a useful diary

A diary entry can be a few words, a picture or a short recording. Note what happened, how you felt or responded, and what helped. Include ordinary successes and things you want changed. If someone writes for you, they should identify their observations and check their understanding. You do not have to record every day or share every entry.

Look for patterns

Compare several experiences. Was the activity enjoyable with one type of support but difficult with another? Did timing, noise, travel or choice make a difference? Worksheet 32 separates what is working from what is not working. Include different people's views without merging them into one account. Decide what needs checking rather than treating a single event as a fixed rule.

Review the difference to your life

Use worksheet 33 on the date you chose, or sooner if something changes. Ask whether you are closer to the life you wanted. Check completed actions, unfinished promises and new wishes. Keep what helps, change what does not and agree the next step. Date the new version so people know which copy to use.

Ask Is my life better in the way I wanted? as well as Have the tasks been completed?

Source: Clearer Support guides and worksheets. See source pages.

Changes backup support and the future

Worksheets 23, 35 and 36 help you prepare for changes without expecting you to settle everything at once.

Make change more understandable

A move, new supporter, leaving college or changing routines may need preparation. Record what you want to stay the same and what you hope will improve. Ask for visits, introductions, photographs or a gradual trial where possible. Name the person who will coordinate practical tasks and keep you informed. Include a review after the change.

Plan if usual support is unavailable

Work out what help cannot wait if a carer is ill or delayed. Record people and services who have agreed to help, their contact details and what they can safely do. Check training needs and limits. Note where authorised helpers can find current plans and equipment instructions. Keep passwords and door codes elsewhere. Ask someone to complete any missing arrangements.

Approach later life sensitively

You can discuss getting older, losing someone, funeral wishes or other future concerns when you choose. Take one topic at a time and stop when needed. Record wishes, questions and the support wanted for further conversations. Some choices need professional or legal documents as well. This workbook can help you prepare but does not replace those processes.

Do not name someone as emergency help without asking them. Review contact details and arrangements when circumstances change.

Source: Clearer Support guides and worksheets. See source pages.

An example of planning together

Alex is a fictional person. This example shows how a wish can become an agreed trial and then a better plan.

The wish and the draft

Alex says: I like growing things. I want to help at a garden and meet people. A supporter suggests visiting a community garden. They record this as a draft idea, not an agreed placement. Alex wants a quiet visit first. The supporter agrees to ask about access, toilets, cost and a suitable time, then report back next Tuesday.

The agreed first step

The garden offers a short introductory visit. Alex chooses Thursday morning. The supporter confirms transport and agrees to stay for the visit. Alex will use a familiar card to ask for a break. They record the visit as an agreed action and plan to talk afterwards. The larger goal remains finding an enjoyable way to contribute and make connections.

What the review changes

Alex enjoys planting but finds the crowded indoor break difficult. They record both experiences. Alex chooses another visit with an outdoor break and asks to work alongside the same volunteer. The supporter checks that this can be arranged. The first visit is marked done. The next visit is a new step. Alex can still change their mind.

The review changes the support around Alex's goal. It also keeps unconfirmed ideas separate from arrangements that people have agreed.

Source: Clearer Support guides and worksheets. See source pages.

Support for my decisions

A learning disability does not mean someone cannot make their own choices.

Start with support

Under the Mental Capacity Act, presume a person can decide. Give practical help first: clear information, a familiar communication method, enough time and a suitable setting. A choice others think unwise does not, by itself, show a lack of capacity. [S3, S4]

One decision at a time

Capacity concerns a particular decision at the time it is needed. Someone may need help with one decision and make another themselves. Communication can be through speech, signs, movements or other means. A general “has no capacity” label is not suitable for this workbook. [S3]

If another person must decide

The proper legal process still applies. Where the Mental Capacity Act permits a decision for someone who lacks capacity for it, the decision must be in their best interests and consider whether the aim can be achieved with less restriction. Involve the person and consider their wishes, feelings, beliefs and values. Family membership alone does not give authority over every decision. [S4]

Use the worksheets

Worksheet 25 records options, help and the person’s view. Worksheet 37 records disagreement. They are not capacity assessments, consent forms for treatment or authority to restrict someone.

Ask the responsible professional or an independent advocate to explain a disputed decision in a way the person can understand.

Sources: S3, S4. See source pages.

Advocacy and formal support plans

Your personal plan can help people understand what you want from formal services.

Bring the relevant pages

For an assessment, review or education meeting, choose pages that show your wishes, strengths, needs and what is not working. Ask how the service will reflect them in its written decisions. Record any missing support or funding decision and who will follow it up.

Ask about independent advocacy

For relevant Care Act processes, a council must arrange an independent advocate if you would have substantial difficulty being involved and there is no appropriate person available to support and represent you. An appropriate person is not someone paid or professionally involved in providing your care or treatment. [S5, chapter 7]

Keep plans connected

This workbook does not award funding or replace a council care plan, an education health and care plan, a clinical plan or a required risk assessment. Ask the responsible service to make any agreed changes in its own plan. Record the name and date of that plan so people use the current version.

Review the right plan

For council care and support plans, statutory guidance expects review no later than every 12 months, with an early check considered around 6-8 weeks after agreement. Changes may need an earlier review. This is separate from choosing how often to revisit your personal workbook. [S5, chapters 10 and 13]

Use worksheet 27 for your request and worksheet 28 to prepare for the meeting.

Sources: S5. See source pages.

Choosing who sees my plan

Some pages may be useful to share. Other parts may be private.

Make a clear choice

Use worksheet 34. Name the pages or files, the people, the purpose and a date to check access. Explain what recipients can do with the information. Do not assume that agreeing to one page means agreeing to the whole diary. Check the person’s understanding and decision using their usual communication.

Protect other people too

Ask before including another person’s photo, voice or private information. Remove details that are not needed. Keep sensitive information out of public links. A named-person access setting gives more control than “anyone with the link”. Check the actual cloud account and access settings with the person.

Understand the limits

People may download, copy or forward what they receive. Turning off a link does not retrieve copies. Keep a list of who received the plan and the date of the version. When sharing changes, explain which earlier copy it replaces.

For professionals

Use your organisation’s lawful information-sharing process. Consent is not the only legal basis, and necessary sharing for care or safeguarding may follow other rules. Explain sharing where appropriate, respect and record concerns, and share only relevant information securely. A family relationship alone is not permission. [S6]

Never put passwords, bank PINs, recovery codes or door access codes in a plan that may be shared.

Sources: S6. See source pages.

Start using My Life My Say

These instructions describe the local Android app version 6.

Make it comfortable

In Settings, try larger text and Green, Cream or Dark text on white. Read aloud uses a voice on the device. Choose what helps you. People using another version should check its Help screen because features may differ.

Write and save

Open About me. Choose Write here under a question. Write your answer, or ask someone to record your words. Choose Save. Wait for Saved on this phone before leaving. If saving fails, keep the form open and try again. Saving on the phone is not an online backup.

Add a goal

Open My goals and add a goal. Write What do I want to do? and Why this is important to me. Add a date if useful. Put one small action in each step. Include an agreed helper and date in the wording: “Jo will phone the group with me on Tuesday.” Save the goal.

Keep completion separate

Only tick Tick this if you have done this step after it has happened. Use the diary to record how it went. You can keep a goal and change its steps when you learn what works.

Protect the phone with a screen lock. Someone using an unlocked phone may be able to open the local app.

Sources: A1. See source pages.

Match worksheets to the app

Use the parts of the app that help you. Paper planning is equally valid.

About me and My people

About me holds a short introduction, what matters, help, communication, likes, difficulties and meeting support. Use sheets 1-8, 11 and 28. My people holds names, relationships and people wanted at meetings. Use sheets 9-10. Adding a person does not give them access or send an invitation.

My goals and My calendar

My goals fits sheets 23-26 and 29: chosen change, reasons and steps. My calendar fits sheets 28, 30 and 33: events, dates, places, reminders and chosen companions. Naming a companion does not send an invitation. Arrange attendance separately.

My diary and My voice

My diary records an event, date, feelings, words and chosen media. Use sheets 3, 6, 31-33. My voice holds an idea, something good, something to change, a worry or a question, with progress and what happened next. Use sheets 27, 32 and 37.

My files for other topics

There are no separate health, money or housing planning screens in the inspected app. Keep these as relevant goals, selected About me details or files. Photograph a worksheet and choose My files then Add a photo. For a PDF choose Add a PDF. Files kept inside the app must be 20 MB or smaller each; a diary entry can have up to 10 files.

Keep detailed clinical instructions in current professional plans. Choose carefully before attaching them to a personal planning app.

Sources: A1. See source pages.

Keep a backup of my plan

A backup is a copy you can use to restore your app information.

Make a backup

Open Settings, then Save a backup copy. Choose a password of at least 12 characters and enter it again. Choose Save backup copy. Keep the backup somewhere separate from the phone, such as your own cloud storage. Keep the password safely in a different place.

Check what you have saved

Check that the backup file has finished saving and that you know where it is. Choose a regular time to make a new backup, especially after important changes. The app does not remember the backup password for you. Do not write it in this workbook.

Restore carefully

Use a backup copy replaces the current plan and its files. Save the current version first if it must be kept. Do not try a restore casually to see what happens. Ask a trusted person for help if you are unsure which copy is current.

Know the difference

A backup is password protected and can restore the plan. Save and share makes a reading copy, which cannot restore it. Neither action creates automatic syncing. Files linked from cloud storage stay in that storage: the backup keeps the links, not copies of the linked media.

If you change or delete a cloud file, its old app link may stop working. Keep and check the original cloud file too.

Sources: A1. See source pages.

Share a reading copy

Save and share creates a separate copy of selected parts of your plan.

Choose and check

Open Save and share. Tick the parts you want to include. Choose any files or cloud links separately. Check the content, then confirm I am happy to share these parts and files. Selected sections include the writing within them; check for private details.

Save to your chosen place

On Android choose Choose where to save. Select your cloud storage, the right account and folder. Check that saving finishes. In that cloud service, use Share or Manage access to choose who can open it. Copy the link. Return to the app if you want to paste and copy or send it.

Explain how to open it

The reading copy is a ZIP file. The recipient normally downloads and unzips it, then opens index.html in a browser. The ZIP includes READ_ME.txt instructions. Some phones may need a suitable file manager or a computer. It is not guaranteed to open as a one-tap online plan.

Update it when needed

The reading copy is not password protected and does not update when your plan changes. Make a new copy after important changes. The export leaves out private My notes, contact email addresses and app permissions. Check what is included each time.

Use worksheet 34 before sharing. Revoking cloud access cannot remove a copy someone has already downloaded.

Sources: A1. See source pages.

Upload audio and video to my cloud

The direct upload route avoids the app’s 20 MB limit for files kept inside it.

Choose the original file

Open My files, then Upload straight to my cloud. Choose a video, recording, photo or document, then select the original file. In the next Android window choose your cloud provider, correct account and folder. Choosing Downloads saves on the device, not online.

Check the upload

Keep the app open during transfer. Open the cloud service and check that uploading has finished and the file opens. Set who can access it and copy the link. The app cannot create the provider’s link or verify its permissions for you.

Save the link in the app

Return to the app. Enter Name for this file and Paste your cloud link here. Only tick I have checked that this link opens my cloud file after checking it. Choose Save link in My files. Check access with an intended recipient if you are sharing.

Know where the file lives

The cloud service’s storage quota and limits still apply. It may keep a temporary local copy. Cloud links need internet and suitable access. Deleting the link in My files does not delete the original cloud file. A browser version may instead require you to upload within the cloud service itself.

Use your own cloud account where possible. Agree help without handing over passwords or making sensitive files public.

Sources: A1. See source pages.

Choose a worksheet

Choose what helps today. You can leave every other sheet for later.

SHEET	TITLE	BOOK	PACK
01	How I want to plan	31	4
02	My one page profile	32	5
03	My strengths and achievements	33	6
04	My story	34	7
05	What matters to me	35	8
06	Good and difficult days	36	9
07	How I communicate	37	10
08	My senses and comfort	38	11
09	My circle of support	39	12
10	Friends relationships and boundaries	40	13
11	My culture faith and identity	41	14
12	My home and who I live with	42	15
13	Support and privacy in my home	43	16
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Start small: sheets 01, 02, 24, 29 and 33 make a useful first plan.

Choose a worksheet

Choose what helps today. You can leave every other sheet for later.

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Start small: sheets 01, 02, 24, 29 and 33 make a useful first plan.

Using and printing the worksheets

Every worksheet can be used on its own. Repeat a page whenever it helps.

Before you start

Choose the page together. Read its purpose and three instructions. The example is made up; it is not an answer to copy. Use your own words and experiences. You can leave boxes blank or say “not now”. Use an extra sheet for more space.

While you use a page

Write, draw or add a picture. A supporter can record what you say or show. Write down who helped. Separate your words, what someone observed and their possible interpretation. Check the meaning with you rather than treating a guess as your choice.

At the end

Check: does this say what I mean? What needs changing? What will happen next? Who actually agreed to help? Date the page. Decide who sees it and when to look again. A signature is not needed to make your views matter.

Print settings

Use the separate worksheet pack to save paper. Print A4, portrait, at actual size or 100%. If your printer clips an edge, choose fit to printable area. Print single-sided for writing space. Black and white works. Enlarge to A3 if helpful. The directory shows the pack page for each sheet.

Keep completed pages securely. The worksheet number stays the same in the ebook and the printable pack.

WORKSHEET 01

How I want to plan

Choose how people can help me make my plan.

My name: _____ Date: _____

1. Choose a place, time and person that suit you.
2. Say or show how you want to answer and when you need a break.
3. Choose one topic to start. You can leave any question blank.

Made-up example: I want to talk at home after lunch. Show me one picture at a time.

Where and when I want to plan

Think about quiet, comfort, energy and enough time.

Who I want to help me

You can choose someone, ask for an advocate or plan alone.

How I want to answer

Write, speak, draw, point, use pictures, signs, objects, audio or video.

How I show stop or a break

Include what I want to start with and leave until later.

A supporter should check your meaning with you. A blank space does not mean you have agreed.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 02

My one page profile

Give people a short introduction to me and the support I want.

My name: _____ Date: _____

1. Choose a few things you want people to know first.
2. Include what you enjoy, your strengths and how to support you.
3. Check the page together. Decide who may have a copy.

Made-up example: I love gardening. I notice when plants need water. Give me time to answer questions.

My name and what I want you to know

Add a picture of me if I want one.

What people value about me

My strengths, skills and things I feel proud of.

What matters most to me

People, places, routines and interests I want in my life.

How to support me well

Say what helps and what I want people to avoid.

This introduction does not replace detailed health, care or emergency instructions. Keep those in the right separate plan.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 03

My strengths and achievements

Notice what I can do, what I enjoy and what I want to build on.

My name: _____ Date: _____

1. Think about things you do well in everyday life.
2. Choose something you feel proud of, big or small.
3. Ask someone you trust for ideas, then check whether you agree.

Made-up example: I remember birthdays. I helped a new neighbour feel welcome. I want to help at a community café.

Things I am good at

Include practical skills, kindness, knowledge and ways I solve problems.

Things I have achieved

What happened? Why does it matter to me?

What other people value about me

Write who said this and whether I agree.

A strength I want to use more

Where could I use it? What help would I like?

Achievements belong to you. They do not have to meet someone else's idea of success.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 04

My story

Record parts of my life that help people understand me.

My name: _____ Date: _____

1. Choose memories you want to include.
2. Use words, photos, drawings or recordings. Put them in any order that helps.
3. Say what these experiences mean for your life now.

Made-up example: I used to bake with my aunt. Her recipe book helps me feel connected to her.

People and places in my story

Include the people and places I choose.

Memories I want to keep

Things I enjoyed, learned or felt proud of.

Experiences I want people to understand

Only include difficult experiences if I want to.

What my story means for my support now

What should people remember, respect or do differently?

You do not need to describe painful events. Keep private memories separate from copies you share.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 05

What matters to me

Bring together what makes my life worthwhile and support to stay well and safe.

My name: _____ Date: _____

1. Start with things that make life good for you.
2. Talk about support for your health and safety.
3. Find ways to protect both. Record any disagreement and what needs checking.

Made-up example: I enjoy eating out. I want advice about safe food choices so I can keep going with friends.

What is important to me

My people, choices, interests, routines and hopes.

Support I need to stay well and safe

Include confirmed advice and practical help. Say who gave the advice.

How we can make both work

Look for choices that keep the things I enjoy.

What we still need to agree or check

Whose concern is this? Who will help us find out more?

A concern about safety should lead to a careful discussion, not an automatic ban on something you value.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 06

Good and difficult days

Understand what helps my day go well and what makes it harder.

My name: _____ Date: _____

1. Think about a recent good day and a difficult day.
2. Look at what happened before, during and afterwards.
3. Choose one useful change and decide who will help you try it.

Made-up example: My day goes better when I know who is coming. Last-minute changes make me worried.

What a good day looks like for me

Think about mornings, activities, people, rest and evenings.

What can make my day difficult

Include changes, pain, noise, waiting or feeling left out.

What helps when things are difficult

What do I choose? What has helped before?

One change we will try

Who will do what? When will we check whether it helped?

Record what happened without blaming the person. Check possible pain, illness, communication needs and changes in the environment.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 07

How I communicate

Help people understand me and give me information I can use.

My name: _____ Date: _____

1. Show the ways you communicate and receive information.
2. Describe how you show yes, no, unsure and stop.
3. Ask supporters to check their understanding rather than guess.

Made-up example: I point to pictures. Give me time to look. Turning away may mean I need a break; please check.

How I express myself

Words, movements, sounds, signs, devices, pictures, objects or another way.

How I show yes no unsure and stop

Include signs that need checking rather than assuming.

How to give me information

My language, pace, format, equipment and time to respond.

How to check what I mean

Who knows my communication? What remains uncertain?

Describe an observation separately from its possible meaning. Not speaking does not mean having nothing to say.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 08

My senses and comfort

Identify environments and sensory experiences that help me feel comfortable.

My name: _____ Date: _____

1. Think about sounds, light, smells, touch, movement and temperature.
2. Describe what feels comfortable and what is difficult.
3. Choose changes to try, then ask how they feel for you.

Made-up example: Strong perfume makes me uncomfortable. Please use fragrance-free products when supporting me.

Sensations I enjoy or find calming

Sounds, textures, movement, light or familiar objects.

Sensations I find difficult

Include crowded places, clothing, smells, noise or unexpected touch.

How I show discomfort or overload

Describe what people notice and how they should check with me.

Changes that help me

Space, lighting, breaks, clothing, equipment or asking before touching me.

Check comfort with the person. Seek suitable professional advice before using sensory equipment that could cause harm.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 09

My circle of support

Choose the people I want alongside me and the help I want from them.

My name: _____ Date: _____

1. Write or draw the people who matter to you.
2. Choose who you want involved in your plan.
3. Ask what help each person can offer and record what you agree.

Made-up example: I want my friend to help me choose activities and my advocate to help me prepare for meetings.

People who matter to me

Family, friends, neighbours, community members, advocates or paid supporters.

Who I want involved in this plan

Their names and the part I want them to play.

What each person has agreed to help with

Check they are willing and able to help.

People I want more contact with

How will we make contact? Who can help?

Being family or a supporter does not automatically give someone permission to see all your information.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 10

Friends relationships and boundaries

Plan relationships I value and the respect and support I want.

My name: _____ Date: _____

1. Choose which relationships you want to talk about.
2. Describe the contact, privacy and support you want.
3. Agree a next step and how to get help if something feels wrong.

Made-up example: I want to see my partner in private. I want help arranging travel, not someone joining every conversation.

Relationships I want to keep or develop

Friends, partners, family or new people I would like to meet.

How I want to spend time together

Visits, calls, shared interests, privacy and time alone.

My boundaries and what respect means to me

What is welcome? What is not? How do I say no?

Help I want with relationships

Transport, accessible information, finding activities or talking to someone I trust.

No one should pressure you into affection, sex, marriage or sharing private pictures. You can ask for help.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 11

My culture faith and identity

Show what people need to respect about who I am and how I live.

My name: _____ Date: _____

1. Choose what you want to say about yourself.
2. Describe traditions, beliefs, language or communities that matter to you.
3. Agree practical support that follows your wishes.

Made-up example: My faith matters to me. I want support to attend services and buy food that follows my beliefs.

What I want people to know about me

Only share the parts of my identity I choose.

Beliefs traditions and communities that matter to me

Include having no religion if that is important to me.

How I want this respected every day

Language, food, clothing, celebrations, worship, privacy or personal care.

Support I want to stay connected

People, places, events, transport or information in my preferred language.

Ask about the person's own wishes. Do not assume their choices from their family, background or appearance.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 12

My home and who I live with

Describe the home I want and what would help me live there.

My name: _____ Date: _____

1. Think about where you live now and what works for you.
2. Describe where and with whom you would like to live.
3. Choose questions to explore before anyone makes plans for a move.

Made-up example: I want to live near my friends, with my own front door and support when I need it.

What works or does not work in my home

Location, space, access, privacy, neighbours and feeling at home.

Where and with whom I want to live

Living alone is an option to explore if I want it.

What I need from a home and support

Accessibility, equipment, pets, transport, routines and help nearby.

Questions and next steps

Who will explain options, costs, rights and support arrangements?

These are your wishes, not confirmation that a home or funding is available. Record barriers and actions to explore options.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 13

Support and privacy in my home

Make clear how I want people to behave and support me in my own home.

My name: _____ Date: _____

1. Talk through a usual visit or day at home.
2. Explain what respectful support and privacy look like for you.
3. Agree changes, who will make them and when to check them.

Made-up example: Please knock before entering my room. Ask me what I think before writing notes about my day.

How I want people to enter and use my home

Knocking, keys, visitors, staff areas, notices and personal belongings.

How I want support to be given

Ask first, explain choices, respect my pace and protect private moments.

What I want about phones and records

Attention during support, respectful words, checking facts and who sees notes.

Changes I want us to agree

Who will act, by when, and how will I raise concerns?

Discuss any essential recording duties openly. Your views and disagreements should be recorded accurately and respectfully.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 14

My daily life and independence

Choose everyday routines and the right amount of help for me.

My name: _____ Date: _____

1. Choose one daily activity to explore.
2. Separate what you do yourself from the help you want.
3. Try an agreed small change and check whether it gives you more control.

Made-up example: I want to make my own breakfast. Set out the things I need and let me try before helping.

A daily activity that matters to me

Getting ready, cooking, shopping, cleaning, organising or another activity.

What I do myself and want to keep doing

Include equipment or routines that already help.

The help I want

Show me, remind me, do it with me or help with one part.

Something I want to learn or change

A small step, a helper and a date to check progress.

Independence can mean choosing and directing support. It does not mean having to do everything without help.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 15

My health and appointments

Prepare for appointments and explain the support I need to take part.

My name: _____ Date: _____

1. Write what you want to discuss and how you feel.
2. Choose the adjustments and support you need.
3. After the appointment, ask the clinician to explain and confirm the next steps.

Made-up example: I need a quiet waiting space and extra time. I want the doctor to explain things to me directly.

What I want to discuss at my appointment

My questions, changes I have noticed and what matters to me.

What helps me understand and take part

Communication, access, timing, breaks and a person I choose.

Important information to bring or check

Health passport, medicines list and known or suspected allergies, clearly labelled for checking.

What the clinician explained and agreed

Next steps, who will act, and when. Ask for an accessible copy.

This is a planning sheet, not medical instructions. Check health details with the relevant clinician and keep specialist plans current.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 16

My feelings and support

Explain what helps me feel well and how I want support when I am distressed.

My name: _____ Date: _____

1. Talk when you feel ready and comfortable.
2. Describe how you show feelings and what helps or makes things worse.
3. Agree who can help and where any professional support plan is kept.

Made-up example: When I am upset, sit nearby and speak slowly. Ask before touching me. Give me time to settle.

What helps me feel well

People, rest, routines, activities, places or time alone.

How I show that I am struggling

My words or signs. Separate observations from guesses about what they mean.

Support I want and things to avoid

Ask what helps. Include possible pain, illness or unmet communication needs.

Who can help and where my agreed plan is

Trusted contacts and any current professional plan for urgent support.

This sheet does not replace a clinical crisis plan. Get urgent help when someone is in immediate danger.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 17

Food drink and personal care

Describe my preferences, dignity and support needs in everyday care.

My name: _____ Date: _____

1. Choose which parts you want to discuss privately.
2. Describe your preferences and how you want help offered.
3. Check any clinical instructions with the relevant professional before adding them to support arrangements.

Made-up example: I choose my clothes. Please offer help with buttons and ask before touching me.

My food and drink choices

Likes, dislikes, cultural needs and known or suspected allergies, clearly labelled for checking.

How I want help with personal care

Washing, dressing, toileting, continence, dental care and who supports me.

What protects my comfort and privacy

Ask first, explain, close doors and respect my choices.

Specialist advice we need to check

Name the professional and current plan for any clinical support instructions.

Do not invent or change swallowing, food texture, medicine or other treatment instructions here. Follow the current professional plan.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 18

My money and the help I want

Explore everyday money choices, spending priorities and support.

My name: _____ Date: _____

1. Choose what you want to understand or change about money.
2. If useful, list money coming in and regular costs on a separate private sheet.
3. Agree what help you want and questions to take to a suitable adviser.

Made-up example: I want to save for a trip. Please help me understand my bills and choose an amount I can afford.

What I want my money to help me do

Everyday choices, activities, saving or a future goal.

What I understand and want explained

Bills, benefits, income, costs, accessible statements or budgeting.

Who helps me and what they may do

Check any formal authority and its limits. Record my choices.

A money question or next step

What advice is needed? Who will help me get it?

Do not write passwords, PINs or full bank details here. This worksheet does not give anyone authority over your money.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 19

Learning work and volunteering

Explore activities where I can learn, contribute and use my skills.

My name: _____ Date: _____

1. Start with interests, strengths and things you want to try.
2. Explore a real option and the support or changes you would need.
3. Choose a small first step and check practical details before committing.

Made-up example: I enjoy being outdoors. I want to visit a conservation group and find out what support would help me join.

What I want to learn or contribute

College, a course, paid work, volunteering or community projects.

My strengths and interests

What do I enjoy? What would I like to try?

Support and changes I would need

Travel, hours, accessible information, equipment, breaks and learning at my pace.

My first step and questions to check

A visit, application or conversation. Check costs, pay, benefits and support.

Do not assume unpaid work is the only option. Get suitable benefits advice before changes that could affect your income.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 20

Fun and being part of my community

Find enjoyable things and places where I feel welcome.

My name: _____ Date: _____

1. Think about what I already enjoy.
2. Choose something to keep or try.
3. Find out what support, money or access I need.

Made-up example: I want to join a local gardening group and grow herbs.

Things I enjoy

Include music, sport, art, nature, clubs or time with animals.

Places and people I want to know

What would help me feel welcome?

Something I want to try

What would make it enjoyable for me?

My next step and helper

Check costs, access and whether the helper agrees.

Pets need care, time and money. Plan their needs as well as mine.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 21

Getting out and travelling

Plan a journey that works for me.

My name: _____ Date: _____

1. Choose one journey I want to make.
2. Think through each part, including getting home.
3. Agree support and a backup before trying it.

Made-up example: I want to practise the bus journey to the swimming pool.

Where I want to go and why

Include when I want to arrive and return.

How I will travel

Think about tickets, mobility access, toilets and rest.

Help and practice I want

Who has agreed to help? What will we practise?

If the journey changes

Who can I contact? Where can I wait safely?

Keep important travel contacts somewhere I can find them. Do not put my full address on a public copy.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 22

Technology that helps me

Choose useful technology and ways to protect my privacy.

My name: _____ Date: _____

1. Choose a task I want technology to help with.
2. Try the tool with support if I want it.
3. Agree who can see information and check ongoing costs.

Made-up example: I want spoken reminders for appointments, with help to set them up.

What I want help to do

For example communicate, plan, read, learn or stay in touch.

What I want to try

What access settings, equipment or training would help?

My information and choices

Who can see or change it? Can I stop sharing?

If something goes wrong

Who can help with a worrying message, lost device or failed backup?

Never put passwords, bank PINs or recovery codes on this page. Ask before recording other people.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 23

A change in my life

Prepare for a move, new service or another important change.

My name: _____ Date: _____

1. Talk about what is changing in a way I understand.
2. Keep the things that matter to me in view.
3. Agree a gradual plan and a date to check it.

Made-up example: Before changing college, I want visits and photographs of the new rooms.

What is changing

What do I know? What still needs explaining?

What must stay important

People, routines, belongings, choices or support I want to keep.

What would help me prepare

Visits, pictures, practice, time or a named contact.

Who will do what and when

What happens if the new arrangement is not ready?

A move or service change should not be treated as agreed just because it is written here.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 24

My hopes and chosen goal

Choose one change that matters to me.

My name: _____ Date: _____

1. Imagine something I want to be different.
2. Choose one goal to start with.
3. Say how I will know whether it helps my life.

Made-up example: I want to spend Saturday mornings with people who enjoy gardening.

My hope or dream

Write, draw or add a picture. It can be big or small.

The goal I choose now

What would I like to do or change?

Why this matters to me

What would be better in my life?

How I will know it is helping

What will I notice or feel? When shall we check?

I can change my mind. Use worksheet 29 to turn my chosen goal into a small step.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 25

Help with a choice

Explore one decision and the help I need.

My name: _____ Date: _____

1. Name the decision and when it is needed.
2. Compare real options in a way I understand.
3. Record my choice, or what I still need to find out.

Made-up example: I want to visit both groups before choosing which one to join.

The decision and time available

Can it wait until I have information or feel more comfortable?

My options

Include trying something first or making no change, where possible.

What each option could mean

What do I like, dislike or need explained?

My choice or next question

How did I communicate it? What help did I use?

This page supports a decision. It is not a mental capacity assessment or permission to decide for me.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 26

Trying something with support

Balance what I want to do with support to reduce harm.

My name: _____ Date: _____

1. Start with what I want and why.
2. Discuss possible problems and practical help.
3. Agree a trial, backup and review with the right people.

Made-up example: I want to cook pasta. I want help to practise draining hot water.

What I want to try and gain

What would make this worthwhile for me?

What might go wrong

Be specific. How likely or serious could it be?

Support that could help

Who agrees to help? What training or advice is needed?

Our trial and backup

When will we try? When will we pause and review?

This does not authorise restrictions or replace a required professional risk assessment. Record disagreements on worksheet 37.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 27

Speaking up and getting help

Prepare a question, concern or request for advocacy.

My name: _____ Date: _____

1. Choose the issue I want help with.
2. Say what I want to happen.
3. Agree who will ask, how and by when.

Made-up example: I want an advocate to help me explain why I do not want to move.

What I want to say

A question, worry, idea or something that needs to change.

What I want to happen

What would a useful response look like?

Who I want to help me

An advocate, trusted person or relevant service.

What we will do next

How will we contact them? When will we follow up?

If I am in immediate danger, get urgent help. Do not wait to finish a worksheet.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 28

Getting ready for my meeting

Help me take part in a meeting about my life.

My name: _____ Date: _____

1. Choose what I want the meeting to achieve.
2. Decide who and what will help me.
3. Share only the pages I choose and plan how to hear the result.

Made-up example: I want to speak first, with my pictures and my sister beside me.

What I want to talk about

My most important questions and changes.

People and place I choose

Who should come? Who do I want to speak for me, if anyone?

Help I need before and during

Information early, interpreter, quiet room, time or breaks.

How decisions will be checked with me

How will I get an understandable record and action dates?

Naming someone here does not invite them. Check that invitations and support arrangements have actually been made.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 29

My next small step

Make one agreed action clear.

My name: _____ Date: _____

1. Choose one small action towards my goal.
2. Check who agrees to help and what is needed.
3. Choose when to check progress. Only mark done after it happens.

Made-up example: Jo has agreed to phone the garden group with me on Tuesday.

My goal and this small step

What exactly will happen?

Who has agreed to do what

Include my part, the helper, resources and any permission still needed.

When and how we will check

Action date and review date. What if it gets delayed?

What happened

Not started / trying / changed / done. Tick done only after the action.

☐ Tick this if you have done this step.

Saving a step does not mean I have done it. I can pause, change it or ask for different help.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 30

My week

Make space for things that matter and time to rest.

My name: _____ Week beginning: _____

1. Choose the week and add agreed plans.
2. Include travel, help, rest and time with people.
3. Check that this is the week I want, then change it if needed.

Made-up example: I want a quiet afternoon after my college day.

Monday	Time / plan / travel / help / rest
Tuesday	Time / plan / travel / help / rest
Wednesday	Time / plan / travel / help / rest
Thursday	Time / plan / travel / help / rest
Friday	Time / plan / travel / help / rest
Saturday	Time / plan / travel / help / rest
Sunday	Time / plan / travel / help / rest

A timetable is not a rule that stops me changing my mind. Confirm appointments and support separately.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 31

My diary and what I learned

Keep an experience in my own words or pictures.

My name: _____ Date: _____

1. Choose an event I want to remember.
2. Record what happened and how it felt.
3. Decide whether it suggests a change or another step.

Made-up example: The group was friendly. The room was noisy. I want to try the smaller session.

What happened and when

Date, place and who was there, if I want to include them.

How I felt or what I showed

Use words, a picture or an agreed way of showing feelings.

What helped or made it difficult

Separate what I said from someone else's understanding.

What I want next

Keep it, try again, change something or stop?

Ask before adding photos or recordings of other people. Only keep details needed for my plan.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 32

What is working for me

Find out what to keep and what to change.

My name: _____ Date: _____

1. Look at one part of my life or one goal.
2. Ask me first about what works and what does not.
3. Keep other views separate and agree a next action.

Made-up example: I like my support worker. I want more choice about when we go shopping.

What is working for me

What do I want to keep?

What is not working for me

What do I want to be different?

What other people say

Name whose view it is. What do we still need to check?

What we will change

Who agrees to act, and when will we check?

A service saying something works does not settle whether it works for me.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 33

Checking my plan

Check whether my plan is improving my life.

My name: _____ Date: _____

1. Read, show or talk through the parts I choose.
2. Check changes in my life as well as completed steps.
3. Agree what happens next and when we will look again.

Made-up example: I met someone I like at the group. I want to keep going twice a month.

What I hoped would change

Which goal or part of my life are we checking?

What is different now

What evidence or experience shows this? How do I feel about it?

Keep change pause or stop

What do I choose? What support needs changing?

Next actions and next review

Names, agreed tasks and dates. Update old shared copies.

Review sooner when my wishes, health, support or circumstances change. I do not have to wait for the planned date.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 34

Choosing what to share

Choose which information other people may see.

My name: _____ Date: _____

1. Pick the exact pages, files or recordings.
2. Choose named people and explain why they need them.
3. Check access, record the choice and set a review date.

Made-up example: I want the new worker to see my communication page, not my whole diary.

What I choose to share

Pages, files, dates or parts. What stays private?

Who may see it and why

Named people. Read only or edit, if the service allows it?

How my choice was checked

What was explained? How did I show agreement or refusal?

Where it is shared and review date

Account owner, access setting, who can help stop sharing. No passwords.

Removing a link cannot remove copies already downloaded. Organisations may have lawful duties to share without consent in some circumstances.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 35

If my usual support is unavailable

Agree a practical backup with people who can help.

My name: _____ Date: _____

1. List the support I cannot safely miss.
2. Check who really agrees and is able to help.
3. Make the contacts easy to find and review the plan.

Made-up example: If my usual worker cannot come, the duty team will arrange the agreed replacement.

Support that must continue

What matters today? Where is the current professional plan?

Agreed backup people or services

Names, roles, phone numbers and hours available.

What each person can do

Check training, access and limits. Do not assume someone is available.

If the backup also fails

Who do we contact next? When was this checked?

Keep urgent care instructions in the agreed professional plan. Do not write passwords or key safe codes here.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 36

My future wishes and important changes

Talk about the future only when I want to.

My name: _____ Date: _____

1. Choose one future topic and a trusted helper.
2. Say what matters, what worries me or what I want explained.
3. Agree any specialist advice and when to return to it.

Made-up example: If someone close to me dies, I want a clear explanation and help to remember them.

What I want to talk about

Growing older, relationships, loss, future home, care or another change.

What matters most to me

People, beliefs, places, belongings or ways I want support.

What I need to understand

Questions, information or advice I want. It is okay not to know.

Who will help and what comes next

Name, agreed action and review date.

This records wishes. It is not a will, advance decision to refuse treatment or lasting power of attorney.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 37

When we do not agree

Keep my view clear and find a fair next step.

My name: _____ Date: _____

1. Write my view first, using my communication.
2. Record other views separately, with names and reasons.
3. Agree what needs checking and how I can challenge a decision.

Made-up example: I want to go out in the evening. Staff are worried about transport. I want options explored.

My view and what I want

How I communicated this. What matters to me?

Other views and reasons

Whose view? What facts or assumptions are they using?

Questions and possible solutions

What information, trial, advice or advocacy might help?

Decision follow up and challenge

Who is responsible? What remains disputed? When will I hear back?

Do not write that I agreed when I did not. Ask for an accessible explanation of decisions and routes to challenge.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

WORKSHEET 38

The plan I want to take forward

Bring my key choices and agreed actions together.

My name: _____ Date: _____

1. Choose the few points I want people to remember.
2. Check that helpers agree to their tasks.
3. Keep a dated copy and decide who receives it.

Made-up example: My priority is a quieter home. We will explore options and meet again next month.

What matters most now

My priorities and the change I want.

The next agreed actions

Who will do what, by when? What has not yet been agreed?

How people will check with me

My communication, chosen supporter and review date.

My check and sharing choice

Does this reflect my views? What needs changing? Who can receive it?

An agreement to explore an idea is not approval of funding or a service. Check what is actually confirmed.

Helped by: _____ Checked with me: _____ Write or draw in the boxes.

Words used in this book

Ask people to explain any word that is unclear. You can use different words in your own plan.

Planning words

A goal is something you want to do or change. An outcome is the difference you want it to make in your life. An action is a step towards it. A review is a time to check what is happening and what needs to change.

People and support

An advocate helps you express your views and understand your rights. A clinician is a qualified health professional involved in your care. Adjustments are changes that help you take part, such as more time, a quiet space or information in a different format.

Choices and information

Consent means agreeing to something after understanding what it involves. Mental capacity means being able to make a particular decision at the time it is needed. A formal or statutory plan follows an official process. This personal workbook can help explain your wishes within that process.

App words

Cloud storage keeps files online in an account. A link is an address that opens a page or file. A ZIP is a package containing files that usually needs unpacking. A backup can restore app information. A reading copy is for viewing. Syncing means keeping copies up to date automatically.

In My Life My Say local Android version 6, saving or sharing does not create automatic syncing.

Sources: A1, S3. See source pages.

Clearer Support source guides

Sources checked 8 November 2026. Links open external websites and may use more complex language.

W1 Plan the life you want

Main source for the whole-life approach, participation, action and review.

https://clearersupport.org.uk/guide/person-centred-planning/

W2 Your hopes and goals

Choosing meaningful goals, real experiences and next steps.

https://clearersupport.org.uk/guide/aspirations/

W3 One page profile

Introducing the person and helpful support.

https://clearersupport.org.uk/guide/one-page-profile/

W4 Planning meetings

Preparation, accessible participation and follow-up.

https://clearersupport.org.uk/guide/planning-meeting/

W5 Communication passport

Communication, understanding and checked interpretation.

https://clearersupport.org.uk/guide/communication-passport/

W6 Symbols and alternatives to writing

Pictures, symbols and objects alongside other communication.

https://clearersupport.org.uk/guide/symbols-alternatives-writing/

Clearer Support worksheet sources

Sources checked 8 November 2026. Links open external websites and may use more complex language.

W7 Choosing who to live with

Home preferences and exploring options.

https://clearersupport.org.uk/guide/choosing-who-to-live-with/

W8 My home not your workplace

Privacy, choice and respectful support at home.

https://clearersupport.org.uk/guide/my-home-not-your-workplace/

W9 One page profile worksheet

Strengths, communication and good support.

https://clearersupport.org.uk/worksheet/one-page-profile/

W10 Planning meeting worksheet

Views, disagreements, owners and dates.

https://clearersupport.org.uk/worksheet/planning-meeting/

W11 Communication passport worksheet

Observation, possible meaning and checking.

https://clearersupport.org.uk/worksheet/communication-passport/

W12 Risk and choice worksheet

Benefits, harm, proportionate support and review.

https://clearersupport.org.uk/worksheet/risk-and-choice/

W13 Backup support worksheet

Agreed helpers, practical limits and contingency contacts.

https://clearersupport.org.uk/worksheet/carer-breaks-backup/

W14 Culture and beliefs worksheet

Individual wishes and practical support for participation.

https://clearersupport.org.uk/worksheet/culture-beliefs/

Decisions and formal support sources

Sources checked 8 November 2026. Links open external websites and may use more complex language.

S3 GOV.UK Checking mental capacity

Decision-specific capacity and communication by any means.

https://www.gov.uk/make-decisions-for-someone/assessing-mental-capacity

S4 GOV.UK Making decisions about your health welfare or finances

Mental Capacity Act principles and planning ahead.

https://www.gov.uk/government/publications/making-decisions-who-decides-when-you-cant/making-decisions-about-your-health-welfare-or-finances

S5 Care and support statutory guidance

Chapter 7 advocacy; chapter 10 planning; chapter 13 reviews. Page updated 30 October 2026.

https://www.gov.uk/government/publications/care-act-2014-supporting-implementation/care-and-support-statutory-guidance

S6 NHS England Information sharing in social care

Necessary and secure sharing, consent, concerns and safeguarding.

https://digital.nhs.uk/data-and-information/information-governance/guidance/information-sharing-in-social-care

Further reading and edition notes

Sources checked 8 November 2026. Links open external websites and may use more complex language.

S1 Think Local Act Personal Person centred planning

Whole-life planning, choice, strengths and meaningful outcomes.

https://thinklocalactpersonal.org.uk/our-hubs/choice-and-control/planning-and-making-choices/what-is-person-centred-planning-and-why-is-it-important/

S2 SCIE Co production

Working in partnership and sharing influence over decisions.

https://www.scie.org.uk/co-production/what-how/

S7 SCIE Risk assessment process

Balancing opportunities and potential harm.

https://www.scie.org.uk/social-work/advice-best-practice/risk-assessment-process/

A1 My Life My Say Android local app version 6

Interface text and packaged code inspected on 8 November 2026. Instructions describe that version; no live Android upload or sharing test was performed.

About this edition

Prepared from Clearer Support’s published guides and worksheets and the current My Life My Say Android package. These are original worksheet layouts for this book, informed by established person-centred planning ideas. They are not official assessment forms or reproductions of a named commercial toolkit.

This plain-language edition has not been tested with a group of intended readers. Check wording, layout and any added pictures with each person. It has not had independent clinical or legal review. Use qualified advice for a specific legal, financial or treatment decision.

Later app versions and web versions may differ. No personal case records have been included. All worked examples are fictional.