CLEARER SUPPORT

Printable planning worksheets

38 worksheets to use at your own pace

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

Print the pages you need. Write, draw or add pictures. Every sheet includes instructions and a fictional example.

Print A4 portrait at 100%. If edges are clipped, fit to printable area. Black and white is fine. Enlarge to A3 for more space.

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

Worksheets 01 to 19

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.

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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.

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.