

# SEND Pathfinder Information Pack



Version 6, March 2015 – Engagement & Participation

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A word cloud of UK regions and cities, with words in red and blue. The words are arranged in a roughly circular pattern. The red words include: North Yorkshire, Darlington, SE7, Solihull and partners, Hertfordshire, Leicester City, Manchester, Bexley, and Bromley. The blue words include: Southampton, Portsmouth, City of York, Salford, Calderdale, Lancashire, Enfield, Wigan, Nottinghamshire, Bedford, and Cornwall.

North Yorkshire  
Southampton  
Portsmouth  
City of York  
Hertfordshire  
Leicester City  
Manchester  
Enfield  
Wigan  
Salford  
Calderdale  
Lancashire  
SE7  
Solihull and partners  
Bexley  
Bromley  
Nottinghamshire  
Bedford  
Cornwall

## Background and Context

This final version has been updated to reflect the [Children and Families Act 2014](#)<sup>i</sup>, [Special Educational Needs and Disability \(SEND\) Regulations 2014](#)<sup>ii</sup>, [Code of Practice \(Cop\) \(January 2015\)](#)<sup>iii</sup> and [updated SEND Transitional Guidance \(March 2015\)](#)<sup>iv</sup> and builds on learning from [previous packs](#)<sup>v</sup>. It is designed to draw together useful resources and learning from across England to support all areas in implementing the SEND reforms.

This pack is created for everyone involved in making the reforms work – amongst others, children, young people and families, parent carer forums, local authority children's and adult's services, the health service, early years settings, schools, post 16 institutions and VCS providers. The full set of March 2015 SEND Pathfinder Information Packs cover the following six overarching themes and can be found on the [SEND Pathfinder website](#)<sup>vi</sup>.

- [0-25 Coordinated Assessment and Plan](#)<sup>vii</sup>
- [Personal Budgets](#)<sup>viii</sup>
- [Local Offer](#)<sup>ix</sup>
- [Engagement and Participation of parent carers, children and young people](#)<sup>x</sup>
- [Preparing for Adulthood](#)<sup>xi</sup>
- [Joint Commissioning](#)<sup>xii</sup>

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# Engagement and participation of parent carers, children and young people

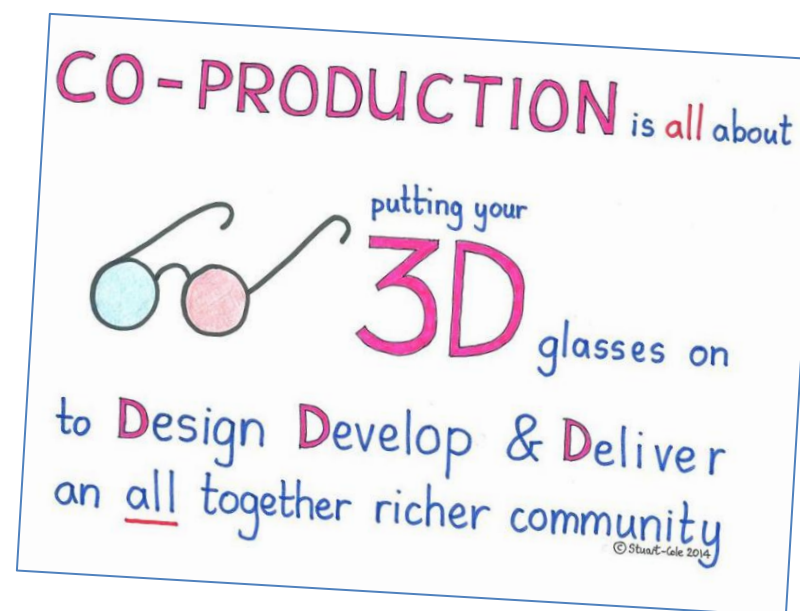
## Introduction (Last updated March 2015)

This information pack includes an overview of the 'engagement and participation of parents carers, children and young people' in the SEND reforms, including links to relevant documentation, case studies and resources. It is based on learning from local areas and other stakeholders including reports and guides that outline the learning from parent carer forums<sup>xiii</sup>.

The 'engagement and participation of parent carers, children, young people' theme is **at the centre of the reforms**. Parent carers, children and young people should all be **active and equal partners** within every local area. This requirement relates to all parent carers, children and young people being **enabled and empowered** to have **clear and active participation** in the implementation of the reforms, such as the 0-25 coordinated assessment process and Education, Health and Care (EHC) plan and the local offer, as an equal partner and strategic voice. **This does not underestimate the importance of professionals but affirms the requirement of a co-produced approach to both individual and strategic decision making.** Throughout this pack there are examples where involvement of children, young people and parent carers has had a positive effect on strategic decisions, local offer development and the individual experience of young people and their families.

Much work has taken place across the country, which is documented on local authority and parent carer forum websites. In addition to this, a **breadth of evidence and good practice is available on a number of voluntary sector organisations' websites** including the [Council for Disabled Children \(CDC\)](#)<sup>xiv</sup>, [Contact a Family \(CaF\)](#)<sup>xv</sup>, [National Network of Parent Carer Forum \(NNPCF\)](#)<sup>xvi</sup>, [EPIC](#)<sup>xvii</sup> and [VIPER](#)<sup>xviii</sup>. A brief description of some of these organisations can be found below:

- **The Council for Disabled Children (CDC) is the umbrella body for the disabled children's sector in England**, with links to other UK nations, bringing together the diverse range of organisations that work with and for disabled children to support the development and



implementation of policy and practice. CDC has developed a number of useful resources, in partnership with other VCS organisations, for parent carers and young people which can be found within the [resources section of their website<sup>xix</sup>](#).

- **Contact a Family (CaF) is a national charity that supports the families of disabled children whatever their condition or disability.** Over the last ten years, Contact a Family has supported the development of the parent carer participation agenda and the development of local parent carer forums across England. Contact a Family has written a 'Parent Carer Forum Handbook to support parent carer forums, commissioners and managers to develop parent carer participation which can be **downloaded in separate sections on their [resources page by clicking here<sup>xx</sup>](#)**. They also publish an annual report that collates feedback and outcomes from parent carer forums and charts progress and development of parent carer participation across England [which can be found here<sup>xxi</sup>](#).
- **The National Network of Parent Carer Forums (NNPCF) is a parent carer led organisation**, whose membership is made up of all of the Parent Carer Forums across England that are in receipt of a parent participation grant from the Department for Education (DfE). In January 2013, NNPCF and CaF jointly produced a report outlining learning from parent carer forums in [Pathfinder areas<sup>xxii</sup>](#). They also publish an annual report, of which the latest version is the [NNPCF Progress Report June 2014<sup>xxiii</sup>](#).
- **Equality, Participation, Influence, Change (EPIC) is a group of disabled young people** funded by Government and supported by the CDC to offer advice, support and challenge at a national level to the Department for Education (DfE) on the implementation of the SEND reforms. [More information on EPIC can be found here<sup>xxiv</sup>](#).
- **VIPER was a three year project, funded by the Big Lottery to research disabled children and young people's participation in decision-making about local services**, with the aim of improving services used by disabled children and young people in England. VIPER has developed targeted resources to support the participation of disabled children and young people in decision making within the SEND reforms.

## The differences between individual and strategic participation *(Last updated March 2015)*

When we discuss the engagement and participation of parent carers, families, children and young people with SEND, there are **four very specific areas** this includes. **It is important that local areas embrace all of these, and not one at the exclusion of others:**

1. <b>Individual participation of parent carers and families of children/ young people with SEND</b>	Working with and enabling meaningful participation of parent carers and families in relation to the assessment, planning and delivery of services for their own individual child or young person with SEND. For examples see <a href="#">Top Tips - Part 2: Individual Participation of parent carers, children and young people.</a>
2. <b>Individual participation of children/ young people with SEND*</b>	Working in a person centred approach to enable children and young people with SEND to actively contribute in their own assessment, planning and service delivery. For examples see <a href="#">Top Tips - Part 2: Individual Participation of parent carers, children and young people.</a>
3. <b>Strategic participation of parent carers and families of children/ young people with SEND</b>	<p>Ensuring parent carer participation in the co-production of strategic planning, decision making, commissioning and service evaluation is important. 'The essential element is that parent carers work as a group in a forum, representing families living with a wider range of experiences and additional needs. Supported by training, governance processes, parent carer colleagues and linked to a wide membership of other families, these parent carer representatives can operate in a proactive way, bringing evidence of patterns where change is needed, and working as critical friends to the local authority'<sup>xxv</sup>.</p> <p>It is essential that parent carer forums are involved in co-producing plans and implementation of the reforms. Over the last five years, the DfE (and previously DCSF) has supported and funded the development of parent carer forums in every region across England. Representatives from the NNPCF and Contact a Family work strategically with the DfE and Department of Health (DH) to strengthen and develop parent carer participation and ensure that parent carers become effective partners in strategic planning, decision making and evaluation. The forums are also members of the NNPCF and provide the opportunity for feedback at regional and national levels. For</p>

examples see [Top Tips - Part 3: Strategic Participation of parent carers, children and young people](#).

#### 4. Strategic participation of children/ young people with SEND\*

Local authorities will need to ensure that there is effective participation with children and young people at the strategic level. In some areas, there are representative groups of children and young people with SEND that are enabled to be involved in strategic decision making. In some areas this is already happening (For examples see [Top Tips - Part 3: Strategic Participation of parent carers, children and young people](#)). EPIC continue to work with the DfE to model and embed this approach.

\*NNPCF importantly note 'As each child develops, parents usually expect to enable their children to develop decision making skills by practicing making choices, developing their own awareness and recognition of possible consequences from taking different choices. This natural process can become more complex or problematic and take longer where the child has additional needs that impact the development of decision-making<sup>xxvi</sup>.

It is therefore crucial that whether a child or young person with SEND is participating at an individual or strategic level, they are given the necessary support and opportunities to express their views and contribute to decision making.

### Act and Supporting Documents *(Last updated March 2015)*

Act, Regulations and Code of Practice			
<a href="#">Children and Families Act 2014<sup>xxvii</sup></a>	<a href="#">Special Educational Needs and Disability (SEND) Regulations 2014<sup>xxviii</sup></a>	<a href="#">SEND Code of Practice (January 2015)<sup>xxix</sup></a>	<a href="#">Updated SEND Transitional Guidance (March 2015)<sup>xxx</sup></a>

## Top Tips for Implementation: Learning from Local Areas *(Last updated March 2015)*

This section provides top tips for implementation based on a combination of key learning from local areas to date, research and learning from [CDC<sup>xxxix</sup>](#), [CaF<sup>xxxix</sup>](#), [NNPCF<sup>xxxix</sup>](#), [EPIC<sup>xxxix</sup>](#) and [VIPER<sup>xxxix</sup>](#), provides examples of how to use these and associated resources.

This section has been split into the following three sections:

- [Part 1: Participation of parent carers, children and young people](#): includes overarching tips that should be undertaken regardless of whether participation is strategic or individual.
- [Part 2: Individual participation of parent carers, children and young people](#): includes tips that should be considered when planning individual participation of parent carers, children and young people.
- [Part 3: Strategic participation of parent carers, children and young people](#): includes tips that should be considered when planning strategic participation of parent carers, children and young people.

**Whilst there are a number of similarities** between the participation of parent carers, children and young people both at an individual and a strategic level, it is important to note that **there are also a number of key differences that should be carefully considered**. In order to reflect these similarities and differences within the table on the following page, ideas and examples of how to implement learning that is similar for both groups have been merged under the heading 'Parents carers, children and young people' and, where different, have been grouped under the appropriate heading of either 'Parent carers' **or** 'Children and young people'.

### **Summary of Top Tips *(please note these are not in sequential order)***

Please click on the links below for further information and resources:

- [Top Tip 1: Embedding sustainable participation and co-production principles and processes takes time and energy](#)
- [Top Tip 2: It is important to understand the existing skills within the workforce and invest in workforce development to support sustainable participation and co-production](#)
- [Top Tip 3: Co-produce a mutual agreement to support individual and strategic participation](#)



- [Top Tip 4: Invest in sustainable engagement processes e.g. guidelines, toolkits and training to develop professionals', parent carers', children's and young people's skills around individual and strategic participation](#)
- [Top Tip 5: Parent carers, children and young people need continuity and a single point of contact](#)
- [Top Tip 6: Parent carers, children and young people need greater choice and control over the support for their child or young person](#)
- [Top Tip 7: Parent carers, children and young people need appropriate support at different stages of a child or young person's development](#)
- [Top Tip 8: It is important to establish clear and transparent strategy and governance arrangements for strategic participation](#)
- [Top Tip 9: It is important to recognise and reward parent carers, children and young people for their contributions](#)
- [Top Tip 10: Shifting parent carers', children's and young people's perspectives takes time and commitment. However, this is crucial to enable them to develop targeted communications to quickly build awareness of the reforms and widen representation](#)

*Part 1: Participation of parent carers, children and young people (Last updated March 2015)*

<b>Top Tip 1: Embedding sustainable participation and co-production principles and processes takes time and energy</b>	
<b>Ideas and examples of how to use and/or embed this learning</b>	<b>Examples/ Resources</b>
<p><b><u>Parents carers, children and young people:</u></b></p> <ul style="list-style-type: none"> <li>• Ensure genuine co-production of work from the start, at every stage, across all partners including parent carers, children and young people so that changes work for all involved and there is a consistent and agreed direction of travel.</li> <li>• Take time to understand how participation and co-production works in practice, both at an individual and strategic level.</li> <li>• It is important to consider how to approach this within the</li> </ul>	<p><b><u>Case Studies:</u></b></p> <ul style="list-style-type: none"> <li>• <b>(New)</b> <a href="#"><u>Contact a Family co-production video<sup>xxxvi</sup></u></a> - forums, local authorities and health providers and commissioners share their experiences of working in co-production and the difference it has and is making in their local areas to improve services for children, young people and families.</li> <li>• <b>(New)</b> <a href="#"><u>Preparing for Adulthood: Kingston Young Champions videos<sup>xxxvii</sup></u></a> - 4 videos on the strategic overview, getting stated, challenges and successes and advice for local authorities</li> <li>• <b>(New)</b> <a href="#"><u>Bedford snapshot</u></a> – details how the parent carer forum has been equal partners in delivering the SEND reforms and some of the key elements they have</li> </ul>

<p>context of your locality.</p> <ul style="list-style-type: none"> <li>• Ensure parent carers, children and young people and partner agencies have time to build relationships, develop trust and establish sustainable and mutual ways of working together.</li> <li>• Ensure parent carers, children and young people and partner agencies are supported to be involved in participation and co-production activities.</li> <li>• Have realistic expectations of what time commitment parent carers, children and young people may be able to offer.</li> </ul>	<p>been involved in.</p> <ul style="list-style-type: none"> <li>• <a href="#">Leeds Snapshot</a> and <a href="#">Enfield Snapshot</a> - provides detail around how the parent carer forum and the local authority and its partners have worked together to plan and implement the SEND reforms.</li> <li>• <a href="#">Short film about Leeds' co-production journey</a><sup>xxxviii</sup> - how the changes brought by the Children and Families Act will happen in Leeds</li> </ul> <p>The following case studies can be found in <a href="#">Version 5, Engagement and participation of parent carers, children and young people Information Pack</a><sup>xxxix</sup></p> <ul style="list-style-type: none"> <li>• <b>Calderdale Case Study</b> - provides detail around how parent carers have been involved in pathfinder work at an individual and strategic level.</li> <li>• <b>Stockport Case Study</b> – provides detail around how the parent carer forum and the local authority and its partners have worked together and taken time to embed co-production practices.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>(New) <a href="#">Contact a Family: Parent carer forum handbook</a></b><sup>xi</sup> – a how to guide for people setting up or running a parent carer forum. Includes information on all aspects of running a forum including getting started, policies, governance, reaching parents, finances including paying parents, managing conflict and working with local authorities &amp; health to improve services</li> <li>• <a href="#">NNPCF &amp; Contact a Family: Parent Carer Forum involvement in shaping health services guide (March 2014)</a><sup>xii</sup> &amp; <a href="#">Contact a Family 'Improving health services' webpage</a><sup>xiii</sup> - resources to help parent carer forums, commissioners and practitioners improve health services.</li> <li>• <a href="#">NNPCF Progress Report June 2014</a><sup>xliii</sup> - provides information about the National</li> </ul>
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	<p>Network of Parent Carer Forums and shares a clear account of their activities, achievements and experiences since their previous report published in March 2013.</p> <ul style="list-style-type: none"> <li>• <a href="#">Contact a Family Parent Carer Participation Success Stories<sup>xliiv</sup></a> - provide detail on how parent carer participation has helped improve services across a number of local areas.</li> <li>• <a href="#">Contact a Family 'Key ingredients for successful parent carer participation' Snapshot</a> – summary of Contact a Family's key elements needed for successful parent carer participation.</li> <li>• <a href="#">NNPCF, Contact a Family &amp; Pathfinder Champions co-production Video<sup>xlv</sup></a> – provides an overview of pathfinder champion experiences of co-production, and the benefits this has had for both professionals and parent carers.</li> </ul>
<p><b>Top Tip 2: It is important to understand the existing skills within the workforce and invest in workforce development to support sustainable participation and co-production</b></p>	
<p><b>Ideas and examples of how to use and/or embed this learning</b></p>	<p><b>Examples/ Resources</b></p>
<p><b><u>Parent carers, children and young people:</u></b></p> <ul style="list-style-type: none"> <li>• Review your current position including workforce skills, processes and existing parent carer/ children/ young person groups that can be drawn upon.</li> <li>• Identify existing expertise and skills already within the workforce that can be drawn upon to facilitate and support participation at an individual/strategic level.</li> <li>• Identify gaps in expertise and skills within your workforce with the aim of investing in the development of sustainable engagement processes to address these.</li> </ul>	<p><b><u>Case Studies:</u></b></p> <ul style="list-style-type: none"> <li>• <b>(New)</b> <a href="#">Leicester city Big Mouth Forum</a> – provides information on the how the forum has evolved and how it accommodates a range of needs and ages</li> <li>• <b>Brighton and Hove Snapshot</b> - please refer to <a href="#">Version 5, Engagement and participation of parent carers, children and young people Information Pack<sup>xlvi</sup></a> – details the approach to consulting with parent carers on an on-going basis to gather feedback around ways to improve provision for children/ young people.</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <b>(New)</b> <a href="#">Contact a Family: Parent carer forum handbook<sup>xlvii</sup></a> – a how to guide for</li> </ul>

<ul style="list-style-type: none"> <li>• It is important to consider the ways in which children and young people are supported to participate. The forums and mechanisms used are often different from those for parent carers (but not always), for example in the form of focus groups as opposed to a dedicated young persons' forums.</li> <li>• Both parties have equal responsibility in making contact and exploring how a relationship can be built upon and developed.</li> <li>• Ensure there is an identified person leading this work who is responsible for acting as the lead coordinator between the parent carer/ children/ young person group, local authority and partners.</li> <li>• Co-produce an action plan across the partnership that sets out key steps towards embedding sustainable participation.</li> </ul>	<p>people setting up or running a parent carer forum. Includes information on all aspects of running a forum including getting started, policies, governance, reaching parents, finances including paying parents, managing conflict and working with local authorities &amp; health to improve services</p> <ul style="list-style-type: none"> <li>• <a href="#">SE7 Pathfinder 'Co-production with parent carers: the SE7 experience'</a><sup>xlvi</sup> - gives an overview of SE7's approach to co-production whereby parent carers were initially brought together to discuss ideas around how they could work together with the LAs, which were later reflected upon to co-produce the SE7 Parent Carer Pathfinder Commitment.</li> </ul>
<b>Top Tip 3: Co-produce a mutual agreement to support individual and strategic participation</b>	
<b>Ideas and examples of how to use and/or embed this learning</b>	<b>Examples/ Resources</b>
<p><b><u>Parent carers, children and young people:</u></b></p> <ul style="list-style-type: none"> <li>• Co-produce a mutual agreement/ commitment across the partnership. This should include details around how the partnership will work including local authority, health and other partner agencies and parent carer responsibilities plus details about the remuneration policy.</li> <li>• When drawing up this agreement demands on parent</li> </ul>	<p><b><u>Parent carers:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">SE7 Regional Parent Carer Participation Statement</a><sup>xlix</sup> - details SE7's parent carer agreement including responsibilities, recruitment, support and training and payment arrangements.</li> <li>• <a href="#">Brighton and Hove Council and Amaze Parent Participation Charter</a><sup>l</sup> - details Brighton and Hove's parent carer agreement.</li> <li>• <a href="#">Wiltshire Pathfinder Parent Agreement</a><sup>li</sup> - these three documents are examples</li> </ul>

<p>carers/ children/ young people should be accounted for especially, for example, when detailing protocols around setting meeting times, sharing information, considering confidentiality and providing quick turnaround of expenses and recognition payments.</p>	<p>of agreements between parent carers and their local authority.</p> <p><b>Children and young people:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SE7 Snapshot</a> – summary of work with SE7’s Young Person’s Engagement Group and link to <a href="#">SE7’s children/ young people’s Participation Framework<sup>lii</sup></a>.</li> <li>• <a href="#">SE7 ‘Thoughts on Involving Children and Young People’<sup>liii</sup></a> – contains a collation from ideas arising from a number of SE7 Pathfinder events and from SE7’s experience of working with the SE7 Young People’s Engagement.</li> <li>• <a href="#">SE7’s Young People’s Engagement Group Participation Charter<sup>liv</sup></a> – details SE7’s young person’s agreement.</li> <li>• <a href="#">SE7 ‘Children and Young People sharing their views on participation’ film<sup>lv</sup></a> (made in partnership with SE7 Children and Young People from SE7 and <a href="#">KIDS<sup>lvi</sup></a>)</li> </ul>
<p><b><i>Top Tip 4: Invest in sustainable engagement processes e.g. guidelines, toolkits and training to develop professionals’, parent carers’, children’s and young people’s skills around individual and strategic participation</i></b></p>	
<p><b><i>Ideas and examples of how to use and/or embed this learning</i></b></p>	<p><b><i>Examples/ Resources</i></b></p>
<p><b><u>Parents carers:</u></b></p> <ul style="list-style-type: none"> <li>• Provide joint training for managers, practitioners and parent carers to help develop a shared sense of values and practices to encourage closer working and problem solving.</li> <li>• Ensure regular training is in place so learning is continuously embedded and refreshed.</li> </ul> <p><b><u>Children and young people:</u></b></p>	<p><b><u>Parent carers:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Enfield’s 2014/15 Training Schedule (Refer to <a href="#">Appendix 1</a>)</b> - provides details on training being rolled out within the local area for professionals and parent carers.</li> <li>• <b>Enfield’s EHC Plan Development Parent Carer Training Definitions (Refer to <a href="#">Appendix 2</a>)</b> – one page document providing key definitions in relation to EHC Plan development for parent carers.</li> <li>• <a href="#">Short film for young people used during consultation in Leeds<sup>lvii</sup></a></li> <li>• <a href="#">Special Educational Needs and Disabilities: a guide for parents and carers -</a></li> </ul>

<ul style="list-style-type: none"> <li>• Provide training for managers and practitioners to help staff understand disabled young people's right to participate.</li> <li>• Ensure staff who support young people with SEND's participation have training in the social model of SEND and inclusive participation methods.</li> <li>• Ensure consideration is given to how person centred tools can be used effectively to engage with the child/young person to ensure they can express themselves and that their views are fully understood and listened to. Disabled children/ young people do not always realise they have a say and therefore need to be supported in doing so. It is the local authority's responsibility to ensure that those who are seeking the views of children/ young people provide accessible information and develop engagement tools or techniques that are relevant to children/ young people's age and type of additional need.</li> <li>• Establish clear accountability about how and where children's/ young people's input will be used and honesty about what is likely to change as a result.</li> <li>• Ensure consideration is given to the difference between engaging with a child/ young person with their parent or carer present and without them present. In most cases parents and carers are able to communicate more effectively with their child/ young person and</li> </ul>	<p><a href="#"><u>August 2014</u></a><sup>lviii</sup></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Contact a Family Information Factsheets for parent carers</u></a><sup>lix</sup> – includes factsheets/ leaflets on the local offer, EHC assessment and plan, Preparing for Adulthood.</li> <li>• <a href="#"><u>Contact a Family 'Consulting Toolkit: Learning from experience'</u></a><sup>lx</sup> – overview of simple way to way of gathering and reporting on people's experience of a service</li> <li>• <a href="#"><u>Contact a Family's 'Learning and Events' webpage</u></a><sup>lxi</sup> – contains information around training opportunities and resources.</li> <li>• <a href="#"><u>Contact a Family's 'Top Tips to help you work with professionals and feel in control'</u></a><sup>lxii</sup> – provides tips for parent carers working with professionals.</li> <li>• <a href="#"><u>Resource document</u></a><sup>lxiii</sup> containing combined good practice tips and guidance from the NNPCF, Contact a Family and 2013/14 Pathfinder Champion areas.</li> </ul> <p><b><u>Children and young people:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>(New) Changing our lives 'How to include young people with disabilities in meetings'</u></a><sup>lxiv</sup> – guide written by young people with disabilities to explain to professionals how to include young people with disabilities in big meetings</li> <li>• <a href="#"><u>Council for Disabled Children and Department for Education information materials on the SEND reforms</u></a><sup>lxv</sup> – series of leaflets, videos and posters explaining important changes to the SEN and disability support system, for children and young people including 'Special educational needs and disability support: what's changing?', 'The Local Offer', 'Making decisions about your SEND support', 'Education, health and care plans' and 'Post-16 choices'.</li> <li>• <a href="#"><u>'The young person's guide to the Children and Families Act 2014' (published September 2014)</u></a><sup>lxvi</sup> – this guide has been produced for children and young people, so they know what is changing in the law about them.</li> </ul>
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consequently the outcomes of these communications can be quite different from those between professionals and young people. Young people may also not want to say some things with their parents present.

- [\*\*Making it Personal: Extended guidance for on personal budgets and direct payments for families\*\*<sup>lxvii</sup>](#) - this guidance is an update to the 2013 parents' guidance and forms part of a suite of new guidance commissioned by the Department for Education (DfE) to support the personalisation agenda and the implementation of the Children and Families Act 2014.
- [\*\*Making Ourselves Heard and Participation Works 'Top Tips for Participation – what disabled young people want'\*\*<sup>lxviii</sup>](#) - poster showing, in young people's own words, what can be done to ensure that disabled young people are able to realise their rights to participate in all decisions and issues that affect them.
- [\*\*VIPER 'About Me' Guide\*\*<sup>lxix</sup>](#) – a useful tool for planning participation, evaluation and exit strategies for young people. VIPER has also linked to some additional useful [\*\*partner resources\*\*<sup>lxx</sup>](#).
- [\*\*VIPER's 'Guide to Participation in Decision Making'\*\*<sup>lxxi</sup>](#) – provides guidance and practical tips for effective participation of disabled children and young people.
- [\*\*Participation Works 'Evaluating Participation Work' Toolkit\*\*<sup>lxxii</sup>](#) - provides useful information on participation techniques for children/ young people and a compilation of sample forms and activities that can be adapted for use.
- [\*\*Participation Works 'How to involve children and young people with communication impairments in decision-making'\*\*<sup>lxxiii</sup>](#) – provides information and ideas about how you can enable children and young people with communication impairments to be involved in decision making.
- [\*\*Participation Works 'How to support disabled and non-disabled children and young people to work together in inclusive groups'\*\*<sup>lxxiv</sup>](#) – aimed at helping workers who want to ensure that the groups they are working with are inclusive by providing support and advice.

	<ul style="list-style-type: none"> <li>• <a href="#">Participation Works 'How to Support Inclusive Groups in schools and Other Educational Settings'</a><sup>lxxv</sup> - provides guidelines and practical suggestions on how to support the on-going work of schools and other educational settings, seeking to achieve inclusive participation for children and young people in schools.</li> <li>• <a href="#">Hertfordshire Children/ young people Engagement Workshop - Example Agenda</a><sup>lxxvi</sup> – example work plan and agenda for Preparing for Adulthood consultation workshop with children/ young people including example questions.</li> </ul>
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## *Part 2: Individual Participation of parent carers, children/ young people (Last updated March 2015)*

<b>Top Tip 5: Parent carers, children and young people need continuity and a single point of contact</b>	
<b><i>Ideas and examples of how to use and/or embed this learning</i></b>	<b><i>Examples/ Resources</i></b>
<b><u>Parents carers, children and young people:</u></b> <ul style="list-style-type: none"> <li>• <b>Provide continuity and a single point of contact</b> for parent carers, children and young people in relation to the assessment, planning and delivery of services for the child or young person.</li> <li>• This person should <b>establish how the parent carer, child or young person wishes to be communicated with</b> and the best times and place for this and have regular contact with them to provide information, links to services and coordination of support across education, health and social care.</li> </ul>	<b><u>Parents and carers, children and young people:</u></b> <ul style="list-style-type: none"> <li>• For examples of how parent carers and children/young people have been involved in provision and outcomes planning please refer to <a href="#">Version 5 of the Coordinated Assessment and Plan</a><sup>lxxvii</sup>, <a href="#">Version 6 of the Personal Budgets Information Pack</a><sup>lxxviii</sup> and</li> </ul>



<ul style="list-style-type: none"> <li>• Whatever the specific function or role that supports the process or the background and experience of the person fulfilling it, they <b>should not be expected to be specialists in all areas</b>, e.g. across education, health and social care, but they do <b>need to be able to have access to the right specialist support and information at the right time</b>. It is important that this person <b>carries out as many aspects of the role as possible to ensure continuity</b> for the parent carer and child or young person.</li> <li>• Involve parent carers in person centred training opportunities too so they are supported to understand what good outcomes look like and can be fully involved in discussions at planning meetings.</li> </ul>	<a href="#">Version 6 of the Preparing for Adulthood Information Pack<sup>lxxxix</sup></a> .
<b>Top Tip 6: Parent carers, children and young people need greater choice and control over the support for their child or young person</b>	
<b>Ideas and examples of how to use and/or embed this learning</b>	<b>Examples/ Resources</b>
<p><b>Parent carers:</b></p> <ul style="list-style-type: none"> <li>• <b>Decisions</b> around EHC plans, the provision to achieve outcomes and the support for a child or young person should be <b>discussed and made in partnership between the professional and parent carer</b>. An environment where all partners work through points of difference and agree aspirational and achievable outcomes is required.</li> <li>• <b>Professionals should provide clear feedback</b> around how and when the parent carer's views and wishes will be acted upon.</li> <li>• Professionals providing advice and support to parent carers should always <b>offer the widest choice of options, ensuring that these are based on available services and support</b>. The types and level of services and support appropriate and available to individual children/ young people is likely to vary based on need and preference.</li> <li>• When discussing options, <b>professionals should discuss the full implications</b> of those options so parent carers can make an <b>informed decision</b>, knowing all of the facts.</li> </ul>	<p><b>Parent carers, children and young people:</b></p> <ul style="list-style-type: none"> <li>• For examples of how parent carers and children/ young people have been involved in provision and outcomes planning please refer to <a href="#">Version 5 of the Coordinated Assessment and Plan<sup>lxxx</sup></a>, <a href="#">Version 6 of the Personal Budgets Information Pack<sup>lxxxi</sup></a> and <a href="#">Version 6 of the Preparing for Adulthood Information Pack<sup>lxxxii</sup></a>.</li> <li>• <a href="#">SE7 Pathfinder Assessment and Planning Framework<sup>lxxxiii</sup></a> - states "parent carer participation is welcoming parent carers to the strategic decision making process as full</li> </ul>

<p><b><u>Children and young people:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Engage directly with children/ young people</b> to discuss their needs, and plan how they can be supported to achieve the best outcomes. This should be integral to all planning for children/ young people with SEND throughout their lives.</li> <li>• Professionals should <b>provide clear feedback</b> on how the child or young person's views and wishes will be acted upon.</li> <li>• <b>If the child is under 16, the child and parent carer must be involved in planning.</b> When a young person reaches the age of 16, as outlined within the Children and Families Act 2014, the local authority is required to <b>engage with the young person directly</b> (please note there are a number of exceptions to this). In this case, identification of and direct contact with this young person should be made. It is important to remember that <b>in most cases the young person and parent carer are both <u>still</u> likely to be involved in discussions.</b></li> <li>• Planning should <b>start with the individual and take account of their wishes and aspirations, the outcomes they seek and the support they need to achieve them.</b> It should enable parents, children/ young people to have <b>more control over decisions about their support.</b></li> <li>• A <b>'person-centred planning' approach should be used</b> to ensure children/ young people are <b>genuinely involved</b> in all aspects of planning and decision making. Drawing up a <b>one-page profile</b> of the child or young person can help to ensure that those working with them and their parents have an <b>accessible summary of the information</b> about them, ensuring that EHC plans are developed with the child, young person and parents and reflect aspirational and achievable outcomes.</li> </ul>	<p>partners from the start”</p> <p><b><u>Children and young people:</u></b></p> <ul style="list-style-type: none"> <li>• <b>(New) <a href="#">Durham Extreme group video</a><sup>lxxxiv</sup></b> in association with Investing in Children CIC - Young people with special needs give advice on how schools and colleges can work with them to fulfil their ambitions.</li> </ul>
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<b>Top Tip 7: Parent carers, children and young people need appropriate support at different stages of a child or young person's development</b>	
<b>Ideas and examples of how to use and/or embed this learning</b>	<b>Examples/ Resources</b>
<p><b><u>Parent carers, children and young people:</u></b></p> <ul style="list-style-type: none"> <li>Ensure those working with the parent carer <b>understand the family and child or young person in the context of their life</b>, to recognise and understand the impact of any transitions they may be going through.</li> <li>Ensure professionals <b>recognise the role of parents and carers in supporting children at points of transition and understand the need for reassurance, advice and support that parents and carers may express at these points</b>, for example, needs will be different for early support and support in preparation for adulthood.</li> <li><b>Provide clear, accessible information and advice via the local offer and designated professionals committed to working closely with these families</b> to support key transitions between these stages of development. These <b>professionals' expertise and experience should be matched, where possible, with the stage of development the child is at.</b></li> </ul>	<p><b><u>Parent carers, children and young people:</u></b></p> <ul style="list-style-type: none"> <li>Please refer to <a href="#">Version 5 of the Coordinated Assessment and Plan<sup>lxxxv</sup></a> which includes example 0-25 pathways illustrating how the EHC plan, along with the associated outcomes, needs, support and services should change over time as the child or young person develops.</li> </ul>

### **Part 3: Strategic Participation of Parent Carers and Children/ young people (Last updated March 2015)**

<b>Top Tip 8: It is important to establish clear and transparent strategy and governance arrangements for strategic participation</b>	
<b>Ideas and examples of how to use and/or embed this learning</b>	<b>Examples/ Resources</b>
<p><b><u>Parent carers:</u></b></p> <p>Contact a Family has provided some practical steps that parent carers and practitioners should take when developing strategic participation:</p> <ul style="list-style-type: none"> <li><b>Work in partnership with the DfE funded parent carer participation forum.</b></li> </ul>	<p><b><u>Parent carers:</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Contact a Family and NNPCF 'Strengthening Parent Carer Participation: July 2014' Report<sup>lxxxvi</sup></a> - report showing an update on the development of Parent Carer Participation in</li> </ul>

Version 6, March 2015

- **Write a clear consultation/ participation/ co-production strategy with clear minimum standards of good practice jointly** with parent carers and incorporate into the annual Children and Young People's Plan.
- Parent carer representation should be considered to be a **normal part of decision-making** and parent carer forums should **always be invited to be represented on boards, committees, working groups, work streams.**
- A task group of parent carers and practitioners could be established to **develop and review a central source of information for parents and professionals.**
- A **permanent task group** of parent carers and practitioners could be set up to **coordinate all consultations in the area and to feed the results to strategic working groups.**

#### **Children and young people:**

- **Strategically involve children/ young people from the start** to enable to impact and shape services and policy decision.
- **Support and empower** children/ young people to take part in strategic participation and feel comfortable in making a contribution.
- Ensure you use a **full spectrum of children/ young people in terms of both age and type of SEND.**
- Create **sustainable local participation structures** for young people with SEND to take part in decision-making about services.
- **Ensure services promote young people with SEND's participation and demonstrate how they have involved disabled young people in their planning and design.**

England. It includes information provided directly from Parent Carer Forums across England. The last year has been one of unprecedented activity for Parent Carer Forums, and parent carer representatives across England.

- [\*\*NNPCF Progress Report June 2014\*\*<sup>lxxxvii</sup>](#) - provides information about the National Network of Parent Carer Forums and shares a clear account of our activities, achievements and experiences since their previous report published in March 2013.
- **Calderdale Case Study** and **Bromley Snapshot** please refer to [Version 5, Engagement and participation of parent carers, children and young people Information Pack](#)<sup>lxxxviii</sup> - these provide detail around how parent carers have been involved in pathfinder work at a strategic level.

#### **Children and young people:**

- **(New) [Surrey Case study](#)** – example of how to involve young people in developing services by including them in work groups but also linking to their college courses.
- **(New) [Isle of Wight Short Breaks 'Young Inspector' Programme](#)**<sup>lxxxix</sup> - aims to involve and empower children and young people with disabilities and/or additional needs in the decision-making and development of particular areas and activities of the Short Breaks service.
- **[VIPER 'Hear us out'](#)**<sup>xc</sup> –VIPER's research findings for

	effective participation of children/ young people.
<b>Top Tip 9: It is important to recognise and reward parent carers, children and young people for their contributions</b>	
<b>Ideas and examples of how to use and/or embed this learning</b>	<b>Examples/ Resources</b>
<p><b>Parents and carers, children and young people:</b></p> <ul style="list-style-type: none"> <li>• ‘A key tool to encourage wider participation and flow-through of parent carers is a clear governance and a transparent written policy for fair and consistent ‘Reward, Recognition and Remuneration’ policy for parent carer engagement in decision making, service planning and delivery and on-going monitoring. The minimum requirement is for a quick and easy system to repay parent carers any out of pocket expenses incurred. A good policy would include clear descriptions of graded tasks and responsibilities and corresponding rates of remuneration for expertise, time and commitment. The remuneration of parent carers should be commensurate with other advisors working on the SEND programmes. It will also enables parent carers who wish to contribute their expertise to do so in a range of ways with consideration for their primary role as parent carers’ (sourced from the <a href="#">NNPCF Progress Report June 2014<sup>xci</sup></a>)</li> <li>• <b>Account and budget for the costs of maintaining effective parent carer, children/ young people participation</b> in the annual children’s service budgets and ensure there are mechanisms in place for this to be <b>reviewed annually to meet extra costs</b> as participation develops.</li> <li>• <b>Pay/reimburse expenses for parent carers, children/ young people for their involvement in strategic decision making.</b> By offering payment for involvement in the process and having an agreement in place demonstrates commitment on both sides and ensures that forums are part of the process.</li> </ul>	<p><b>Parent carers:</b></p> <ul style="list-style-type: none"> <li>• <b>(New) <a href="#">Contact a Family: Parent carer forum handbook<sup>xcii</sup></a></b> – A how to guide for people setting up or running a parent carer forum. Includes information on all aspects of running a forum including getting started, policies, governance, reaching parents, finances including paying parents, managing conflict and working with local authorities &amp; health to improve services.</li> <li>• <b><a href="#">Contact a Family &amp; Lance Racey ‘Consulting ‘Remuneration of Volunteers and Employing Workers’ Webinar Presentation 6th March 2014’<sup>xciii</sup></a></b> – a presentation on the topic of remuneration of volunteers and paying workers which supports the recording of the online session or webinar which took place on 6 March 2014. Presented by Lance Racey.</li> <li>• <b><a href="#">‘Forum remuneration of volunteers’ policy<sup>xciv</sup></a></b> – Example remuneration of volunteers policy as discussed in Lance Racey's webinar on remuneration of volunteers and paying workers which you can consider adapting for use in your forum.</li> <li>• <b><a href="#">SE7 Regional Parent Carer Participation Statement<sup>xcv</sup></a></b> –</li> </ul>

<ul style="list-style-type: none"> <li>It is important to recognise that <b>not all parent carers, children/ young people want to be paid for their involvement.</b></li> <li>Parent carers must always be made aware of the potential impact receiving payments may have on their income and benefits and that it is their responsibility to notify the appropriate agencies such as HMRC or the benefits agency.</li> <li>An overall strategy should be agreed between the local authority and local parent carers, children/ young people forum or group, which <b>treats all parent carers, children/ young people equally.</b></li> </ul>	<p>details SE7's parent carer agreement including responsibilities, recruitment, support and training and <b>payment arrangements.</b></p>
<p><b><i>Top Tip 10: Shifting parent carers', children's and young people's perspectives takes time and commitment. However, this is crucial to enable them to develop targeted communications to quickly build awareness of the reforms and widen representation</i></b></p>	
<p><b><i>Ideas and examples of how to use and/or embed this learning</i></b></p>	<p><b><i>Examples/ Resources</i></b></p>
<p><b><u>Parents carers, children and young people:</u></b></p> <ul style="list-style-type: none"> <li>Where possible <b>involve your local parent carers, children/ young people forums or groups</b> in implementing the reforms rather than selecting individual parents to participate in consultation <b>to ensure balanced feedback.</b></li> <li>Work with and support your local parent carers, children/ young people forums and representative groups to <b>ensure new members are being attracted and existing members are maintained.</b> This will ensure improvements in services are <b>reflective of the needs of parent carers with children/ young people with <u>all</u> disabilities</b> and also to ensure the <b>workload commitments are shared</b> and therefore sustainable.</li> <li>This can be done through a number of different ways including setting up dedicated websites, social media, holding family, parent carer, children or</li> </ul>	<p><b><u>Parent carers children and young people:</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Leeds Snapshot</a> - provides detail on how the local authority has used social media to communicate messages around the SEND reforms.</li> </ul> <p><b><u>Parent carers:</u></b></p> <ul style="list-style-type: none"> <li><b>(New)</b> <a href="#">Contact a Family: Parent carer forum handbook<sup>xvii</sup></a> – A how to guide for people setting up or running a parent carer forum. Includes information on all aspects of running a forum including getting started, policies, governance, reaching parents, finances including paying parents, managing conflict and working with local authorities &amp;</li> </ul>

<p>young people events and activities and developing promotional materials for use within local media.</p>	<p>health to improve services</p> <ul style="list-style-type: none"> <li>• <a href="#">Enfield Snapshot</a> – references co-produced materials and communications for parent carers including: <ul style="list-style-type: none"> <li>○ <b>Our Voice SEN Reforms Leaflet (Spring 2014)</b> [Refer to <a href="#">Appendix 3</a>]</li> <li>○ ‘Developing outcomes’ Parent training Agenda [<a href="#">Appendix 4</a>] and Flyer [<a href="#">Appendix 5</a>]</li> <li>○ Enfield ‘Myth Busters’ Document [Refer to <a href="#">Appendix 6</a>]</li> </ul> </li> <li>• <a href="#">Contact a Family &amp; NNPCF ‘Action Planning: Communicating with Parent carers’<sup>xcvii</sup></a> - template</li> <li>• <a href="#">Contact a Family &amp; NNPCF ‘Tips for communicating with Parent carers’ Presentation Slides<sup>xcviii</sup></a></li> <li>• <a href="#">Contact a Family ‘Health checklist’<sup>xcix</sup></a> - a useful resource for parent groups to help take stock and review the state of the group.</li> </ul> <p>The following case studies can be found in the <a href="#">Version 5, Engagement and participation of parent carers, children and young people Information Pack<sup>c</sup></a></p> <ul style="list-style-type: none"> <li>• <b>Gloucestershire Parent Carer Case Study</b> (<i>sourced from Contact a Family</i>) – example of how a parent carer forum increased its representation.</li> <li>• <b>Leicester City Snapshot</b> - provides an overview of the on-going work between Leicester City Council and the Parent Carer Forum.</li> </ul>
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	<p><b><u>Children and Young People:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Young people's videos on SEN and Disability Reforms<sup>ci</sup></u></a> Four YouTube videos showing young people's views on the SEND reforms including the local offer, making decisions, EHC plans and Post 16 support.</li> <li>• <a href="#"><u>'Children's Point of view of what they want from SEND' video<sup>cii</sup></u></a> - Staffordshire YouTube video showing children's views and wishes around the SEND reforms.</li> </ul>
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## Case studies and Resources: Parent Carer Co-production, Participation and Consultation *(Last updated March 2015)*

The participation and engagement of parent carers has informed and shaped Pathfinder developments both at a **strategic** and **individual** level. The case studies below highlight how a number of local areas have explored this aspect and the associated learning.

### *Contact a Family: Co-production video (New)*

Contact a Family has produced a new co-production video which showcases the co-production journey many local areas have gone on following the SEND reforms.



Representatives from parent carer forums, local authorities, health providers and commissioners share their experiences together of working in co-production and the difference it has and is making in their local areas to improve services for children, young people and families.

[The video can be viewed here<sup>ciii</sup>](#).

### *Bedford Snapshot (New)*



#### **Background/context**

Bedford Borough has been clear from the conception of the SEND reforms project that co-production with parents and carers would be at the heart of our reforms. The relationship between the LA, CCG and the parent carer forum (PCF) is one of mutual respect for each party's expertise. The three organisations have an equal partnership in determining the nature of the project and the work streams that have overseen the implementation.

They have ensured the PCF are an integral part of the SEND Steering Group and also have representation on all of the operational groups. The PCF also meet regularly with the Mayor of Bedford Borough and

the Director of Children and Adults Services to ensure issues and priorities are flagged up at the highest level within the Local Authority.

### **Local Offer**

The development of the Local Offer was one area where co-production was especially prevalent. The project officer from the local authority co-lead on the project alongside the project officer from the PCF. Extensive roadshows and consultation ensured that parent and young people's voice steered the development of the website and continues to do so as it develops further.

### **Keyworking**

Keyworking is a topic which is particularly important to Bedford's PCF. To reflect this, the Steering Group ensured that the project brief allowed for a significant amount of resource be focused on the development of this area. A parent was employed on a consultancy basis to act as Keyworking Development Manager to ensure this vital element of the reforms was embedded in practice within Bedford Borough. The model for Keyworking which is being developed is one of parents and professionals delivering training and acting as Keyworkers alongside one another.

### **Training**

All training to stakeholders and partners around the SEND reforms and the Children and Families Act 2014 was co-produced and co-delivered by the PCF and the Local Authority. The joint presentation was a powerful example to stakeholders of their vision to see parents and

carers as experts in their field. Bedford Borough offered one training course which was widely taken up by schools, considering Parent Participation in school settings and how to effectively include Parent Carers in all aspect of school life.

### **Project Management**

In recognition of the widespread local agreement that Bedford Borough's PCF are integral to the success of the SEND reforms, the PCF are leading on the project management of phase 2 of the implementation of the Children and Families Act 2014. They have also taken a lead on the authorship of the Joint Strategic Needs Analysis for Children with Disabilities for Bedford.

*London Borough of Enfield and 'Our Voice' Parent Forum Snapshot (Last updated March 2015)*

**Area background/context**

Enfield's 'Our Voice' Parent Forum, Enfield National Autistic Society (ENAS) and Parent2Parent have been working with the Joint Service for Disabled Children (JSDC) since 2007. With the implementation of SEND, the impetus for change has accelerated. The Joint Service, SEN services, Health and colleagues in the Voluntary Sector have been on a learning journey with parent forums. This has led to a continuum of parental participation, ranging from consultation to engagement in relation to specific issues including quality and delivery, to full strategic involvement and influence. The strategic involvement of parents has been the most significant 'step-change', but all parents have been supported to actively contribute in any way they can.

**What they did - Consultation and Co-production**

- Enfield are now on the second stage of their journey as they develop wider cultural change across all areas. Parent Forums are not only represented on the SEND Board, they are working to deliver the reforms through a series of work-streams.
- The Local Authority has employed a parent from Enfield's 'Our Voice' Parent Forum as a SEND Change Management Consultant with a remit to support cultural change across all agencies and schools and to work in partnership with their Independent Supporters employed by Enfield's Information, Advice and Support Service.
- Parents have co-produced the Local Offer; Enfield's Myth Buster and other communications **(please see additional resources referenced at the end of this case study)** with professionals from all agencies and are continuing to play a major part in developing and delivering training.

*'This work is enriching everybody's understanding. Parents and professionals are now more able to stand in each other shoes and see the world from a different perspective.'*

**Janet Leach, London Borough of  
Enfield**

*“Having finally had time to read through the Local Offer, I can see what a huge piece of work it has been and how incredibly well written and informative it is. I think the detail, layout, photos colours etc. makes it all the more accessible readable and will help to guide people through it.”*

- 2014/15 Training Schedule [[Appendix 1](#)]
- EHC Plan Development Parent Carer Training Definitions [[Appendix 2](#)]
- ‘Our Voice’ Spring SEN reforms Communication [[Appendix 3](#)]
- ‘Developing outcomes’ Parent training Agenda and Flyer [[Appendix 4](#) and [Appendix 5](#)]
- Myth Buster Document [[Appendix 6](#)]

## Leeds City Snapshot (Last updated March 2015)



### Area background/context

Leeds City Council have engaged families right from the start of the implementation – parents and carers sit on groups at all levels, from those making strategic decisions to the working groups actually producing the new EHC plans and the Local Offer. Part of their role is to provide feedback to wider parents and carers and be a conduit of their views and input.

### What they did - Consultation and Co-production


To engage parents and carers in these groups, Leeds have benefited from having existing relationships with some family groups as the co-production values are something they aspired to and worked on before the reforms. Leeds have a good relationship with their parent carer forum,

*‘The most important thing for Leeds has been having the right ethos and behaviours in their workforce to support co-production. We have had a bit of journey already to develop the right behaviours; we started off having meetings whenever was most useful for professionals, now we limit them to 10-14.00 to avoid school pick up times’.*

**Barbara Newton, Head of Complex Needs, Leeds**

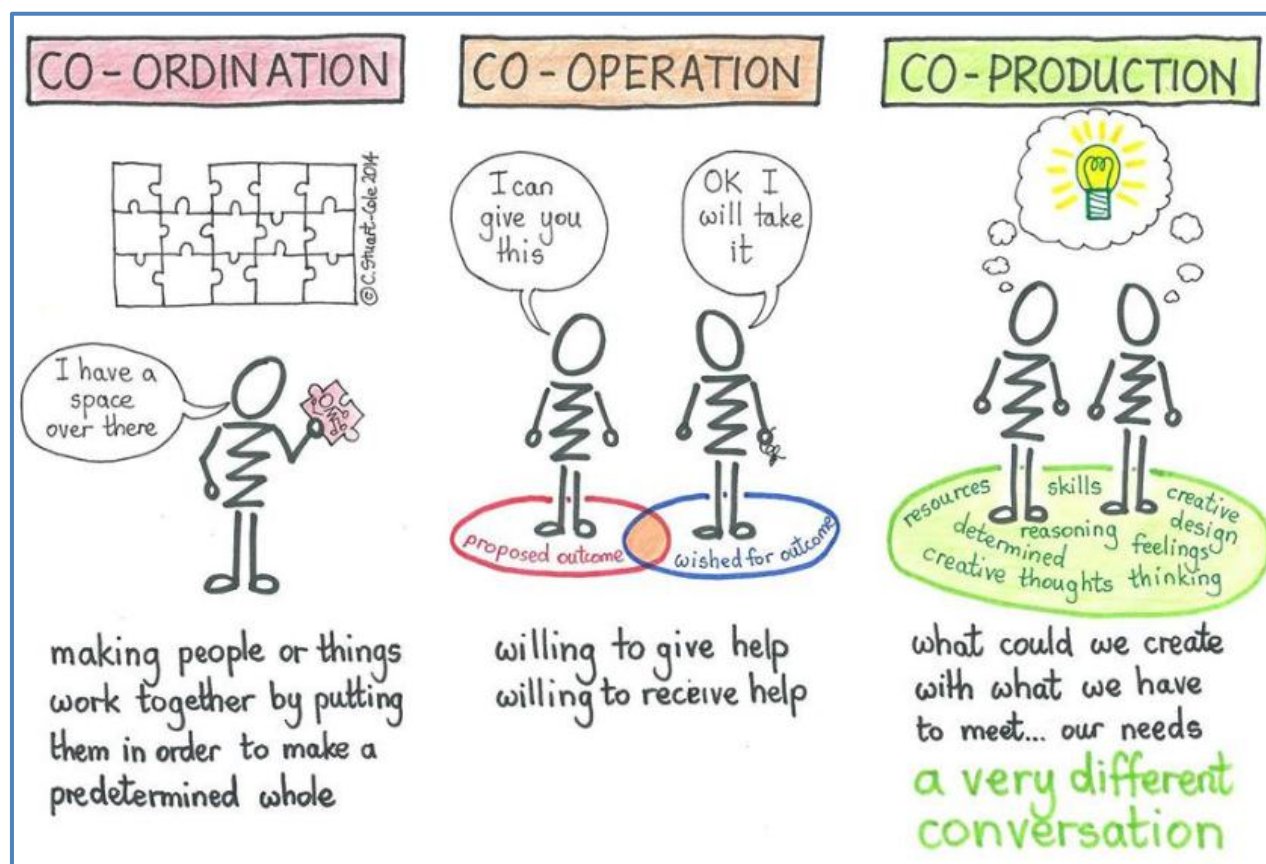
EPIC Leeds, based on support and challenge. They have also formed relationships with other groups beyond their parent carer forum. Despite this, Leeds recognised that not everyone wants to be part of the group (or can get to every meeting). Consequently they provide opportunities for individuals to get involved in other ways, e.g. a virtual 'working group' has been set up that allows people to contribute via email instead if they prefer. This has been more helpful for some working parents and young people with communication needs.

Leeds' 'champions' network of SENCos, youth group leaders and others working with children and young people across the city have supported the council and invited staff to meet groups of children and young people and/or their families and share information about the reforms in schools or youth clubs. They also help to share the newsletters, young person's newsletters, leaflets and posters that Leeds have produced, much more widely than they could do on their own. Additionally, Leeds has made a number of short films about the reforms which people have found really helpful.

Barbara Newton, Head of Complex needs		Useful resources
<p><i><b>"We haven't found perfect solutions to some of the challenges of co-production, it does take a lot of energy and time and it can mean a bit of a shift in behaviour or attitude sometimes. It will take us quite a lot more time to embed a culture where services at an individual level and city wide, are directly influenced by the views of the families that use them. But we have learnt a lot through the implementation processes and we don't intend to stop our co-production work after implementation, we plan for engagement of our families to be priority for 'business as usual'."</b></i></p>		<ul style="list-style-type: none"> <li>• <a href="#"><u>Please click here to view short film for young people used during consultation in Leeds<sup>civ</sup></u></a></li> <li>• <a href="#"><u>Please click here to view short film about Leeds' co-production journey<sup>cv</sup></u></a></li> <li>• <a href="#"><u>Please click here to view the 'Child Friendly' Leeds Blog<sup>cvi</sup></u></a></li> </ul>

## Local Area Snapshot: Graphics on the Go and Parents in Partnership Stockport (PiPs) (Last updated October 2014)

[PiPs<sup>cvii</sup>](#) is a group for parents and carers who have children or young people in Stockport with disabilities or additional needs. PIPS work with local partners to improve services in Stockport for children and young people. Their work has been illustrated by 'Graphics On the Go' artist Caron Stuart-Cole. These illustrations have been used throughout this pack, including the one below:



### Resources

SEND reforms: Phase 2 implementation plans [[Appendix 7](#)] and Local offer: Feedback and review from parent carers- [[Appendix 8](#)]



*Contact a Family's Key Ingredients to Successful Parent Carer Participation (Last updated October 2014)*



Contact a Family notes that there are four essential ingredients to successful parent participation. Each of these ingredients builds on the other:

1. **Good information (one way communication):** parent carers need timely, clear, accessible and relevant information to access the right services and support for their child/ young person. As part of this, it is important for parent carers and children/ young people to be involved in the shaping and development of the local offer to ensure it meets their needs.
2. **Honest consultation (two way communication):** this could, for example, include getting parent carers feedback to inform the development and improvement of services and communicating the outcome of this consultation back to them along with a detailed explanation of the reasoning for the outcome.
3. **Effective participation (involvement in decision making):** Participation is when parents become involved in the decision making process. For example, a number of local authorities have parent carers on their work streams, ensuring they are involved in making decisions around service design, planning and commissioning.
4. **Working together to co-produce solutions (working together collectively):** Co-production tends to evolve from participation and is the process of working together as a collective to shape, improve and design services. For co-production to happen, professionals and parent carers need to trust and respect each other and have an equal footing in decision making.

As noted by NNPCF<sup>cviii</sup> 'co-production is a learning process which:

- Develops over time and is the difficult option
- Blends a range of expertise and perspectives, involves difference
- Is driven by a solution focused approach from all participants and requires:
  - Strong leadership, patience and joint commissioning
  - Communication that is transparent and open
  - Relationships that are equitable and respectful to help the team overcome complex challenges and continue the process of learning together'.

*Coproduction happens when all team members share an understanding of issues, agree outcomes, co-produce plans, actions and materials as a collective' (NNPCF July 2014)*

## Case studies and resources: Children and Young Person Engagement, Participation and Consultation *(Last updated March 2015)*

The participation and engagement of children and young people has informed and shaped Pathfinder developments both at a **strategic** and **individual** level. The case studies below highlight how some of the Pathfinders and non-pathfinders have explored this aspect and the associated learning.

### *Surrey Case study (New)*

#### **Background**

In order to ensure that co-production was embedded in everything that they did as a local authority Surrey wanted to make young people at the heart of the development of their local offer.



An existing workstream group met regularly and included a wide range of stakeholders with professionals from various areas including; health, schools, colleges, social care and also parents with links to family voice and Surrey Parent Partnership. Surrey wanted to expand this group to include young people so that their views could be taken into account and they could be part of the decision making process.

#### **What they did – Engagement, participation and co-production**

One of the ways they involved young people was by inviting a number of students from a local college (NESCOT) to join the workstream



group. In May 2013 it was decided that, as many of the students were taking a BTEC Level 3 IT course, they would support the college by writing one of their course assignments around the local offer. This provided students with a 'real' project to work on and one that allowed them to have huge involvement in shaping the local offer.

The project itself fitted easily into their BTEC curriculum as they were due to complete work on a web design task. An assignment was written and the students began work. During the course the classes received visits from various professionals including the local offer technical lead and a member of the LA's web design team. Student designs were reviewed and feedback was given to help them create the local offer.

Throughout the project various students presented the different stages of their design journey at the workstream meeting.

#### **Outcome**

Having completed the course a number of students went on to take further IT qualifications. Some students continued to stay involved in the local offer and its ongoing development.



All students reported back that the whole experience of being involved was very rewarding and had helped them gain real experience in a large IT project and also built their confidence. Students have also presented to external groups such as the Council for the Disabled and received some excellent feedback.

One student has written a blog about his experiences, which can be viewed [here<sup>cx</sup>](#).

### **Resources**

Initial Assignment Brief [[Appendix 9](#)]

I.T Course Assignment [[Appendix 10](#)]

Student Survey [[Appendix 11](#)]

Student Presentation of Final Design [[Appendix 12](#)]

Student Presentation to the Council for the Disabled [[Appendix 13](#)]

### ***Leicester city: Big Mouth forum (New)***



The forum started in 2008 with the Aiming High Grant and commenced because young people, parent and carers wanted a voice but also the local authority wanted young people to be involved in the development and shaping of services.

The forum has evolved over the years and started with a core group and then more young people have been introduced over the years. Young People who are interested make a referral and are placed on a waiting list. They are then contacted to explain the purpose of the forum, what it does and a risk assessment is completed for each young person to make sure the forum knows how to support them during the session.

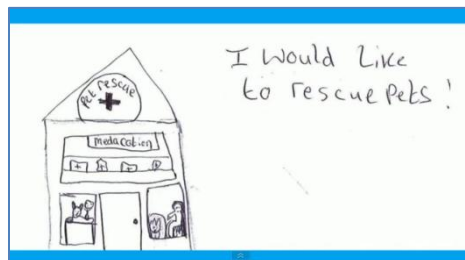
It is recognised that a session can't be delivered in the same way for each individual and therefore the forum is an umbrella group. They organise 3 sessions to accommodate for everyone's needs and ages (particularly support needs).

They continually evaluate their delivery style and have introduced equipment in recent months to ensure everyone can take part. They are now starting to introduce support for young people with moderate to complex support needs and have over 50 forum members, approximately 40 of these are active members and attend sessions on a regular basis.

See [[Appendix 14](#)] for a presentation given by the forum to another Local authority looking to set up a similar forum and see [[Appendix 15](#)] Big Mouth poster for recruiting new members.

Visit the Big Mouth Forum website [here<sup>cx</sup>](#).

## Children and Young People Videos on the SEND Reforms (Last updated October 2014)



A number of videos have been produced showing children's and young people's views on the SEND reforms. These are particularly helpful for communicating and providing information in a different way to make it more accessible, especially for children and young people. They can also be much more engaging compared to printed materials.

Four YouTube videos have been produced showing young people's views on the SEND reforms including the local offer, making decisions, EHC plans and Post 16 support. These can be viewed [by clicking here](#).

Staffordshire have produced a video showing 'Children's points of view of what they want from the SEND reforms' which can be viewed [by clicking here](#).

## SE7 Pathfinder Snapshot (Last Updated July 2013)

Each SE7 area has local arrangements for involving children/ young people. For instance the **East Sussex Young Inspectors undertook research on what supports young people to be included**. To ensure that young people's voices were heard in their regional work **SE7 worked with KIDS<sup>cx</sup>i to undertake a substantial regional consultation** and also to set up the **SE7 Young People's Engagement Group**. This group has **made a film about their hopes and aspirations** for the SEND reforms in SE7. [This film can be viewed by clicking here<sup>cxii</sup>](#). They are now working on two major tasks - to develop an SE7 children/ young people's participation charter and to develop with SE7's Local Offer group the preparation for adulthood section of their Local Offer Framework. **SE7 has also agreed a [children/ young people's Participation Framework<sup>cxiii</sup>](#)**.

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- <sup>i</sup> Children and Families Act (2014), available at <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- <sup>ii</sup> Special Educational Needs and Disability Regulations 2014, available at <http://www.legislation.gov.uk/uksi/2014/1530/contents/made>
- <sup>iii</sup> SEND Code of Practice - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <sup>iv</sup> SEND Transitional Guidance (March 2015), available at <https://www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014>
- <sup>v</sup> Engagement and Participation of parent carers, children and young people, available at <http://www.sendpathfinder.co.uk/engagement-and-participation-information-pack>
- <sup>vi</sup> SEND Pathfinder Website, available at <http://www.sendpathfinder.co.uk/>
- <sup>vii</sup> 0-25 Coordinated Assessment and Plan SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/coordinated-assessment-process>
- <sup>viii</sup> Personal Budgets SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/personal-budget-information>
- <sup>ix</sup> Local Offer SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/local-offer-information-pack-resources>
- <sup>x</sup> Engagement and Participation of parent carers, children and young people SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/engagement-and-participation-information-pack>
- <sup>xi</sup> Preparing for Adulthood SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/preparing-for-adulthood-information-pack>
- <sup>xii</sup> Joint Commissioning SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/joint-commissioning-information-pack>
- <sup>xiii</sup> January 2013 Contact a Family & NNPCF report: 'Findings from Parent Carer Forums in pathfinder areas', available at [http://www.cafamily.org.uk/media/656431/pathfinder\\_parent\\_carer\\_forum\\_report\\_final\\_low\\_res\\_2.pdf](http://www.cafamily.org.uk/media/656431/pathfinder_parent_carer_forum_report_final_low_res_2.pdf), Contact a Family's 'How to guide to parent carer participation', available at (please search 'How to Guide' once you enter webpage) [http://www.cafamily.org.uk/what-we-do/parent-carer-participation/resources-\(general\)](http://www.cafamily.org.uk/what-we-do/parent-carer-participation/resources-(general)) and VIPER research <http://www.councilfordisabledchildren.org.uk/viper>
- <sup>xiv</sup> Council for Disabled Children (CDC) website, available at <http://www.councilfordisabledchildren.org.uk/>
- <sup>xv</sup> Contact a Family website, available at <http://www.cafamily.org.uk/what-we-do/parent-carer-participation/>
- <sup>xvi</sup> National Network of Parent Carer Forums (NNPCF) website, available at <http://www.nnpcf.org.uk/>
- <sup>xvii</sup> EPIC's website, available at <http://www.councilfordisabledchildren.org.uk/epic>
- <sup>xviii</sup> VIPER website, available at <http://viper.councilfordisabledchildren.org.uk/home/>
- <sup>xix</sup> Council for Disabled Children resources available at <http://www.councilfordisabledchildren.org.uk/resources>
- <sup>xx</sup> Contact a Family's 'How to guide to parent carer participation' (please search 'How to Guide' once you enter webpage), available at [http://www.cafamily.org.uk/what-we-do/parent-carer-participation/resources-\(general\)](http://www.cafamily.org.uk/what-we-do/parent-carer-participation/resources-(general))
- <sup>xxi</sup> Contact a Family Annual Report, in partnership with NNPCF, available at [http://www.cafamily.org.uk/media/775085/final\\_strengthening\\_parent\\_carer\\_participation\\_2\\_july.pdf](http://www.cafamily.org.uk/media/775085/final_strengthening_parent_carer_participation_2_july.pdf)
- <sup>xxii</sup> 'Findings from Parent Carer Forums in pathfinder areas' (Contact a Family & NNPCF report) - [http://www.cafamily.org.uk/media/656431/pathfinder\\_parent\\_carer\\_forum\\_report\\_final\\_low\\_res\\_2.pdf](http://www.cafamily.org.uk/media/656431/pathfinder_parent_carer_forum_report_final_low_res_2.pdf)
- <sup>xxiii</sup> NNPCF Progress Report June 2014, available at <http://www.nnpcf.org.uk/wp-content/uploads/2014/07/NNPCF-Annual-Report-2014.pdf>
- <sup>xxiv</sup> EPIC's website, available at <http://www.councilfordisabledchildren.org.uk/epic>

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- <sup>xxv</sup> Quote taken from NNPCF June 2014 Progress Report 'About the NNPCF and Participation' (page 10) available at <http://www.nnpf.org.uk/wp-content/uploads/2014/07/NNPCF-Annual-Report-2014.pdf>
- <sup>xxvi</sup> Quote taken from NNPCF June 2014 Progress Report 'About the NNPCF and Participation' (page 10) available at <http://www.nnpf.org.uk/wp-content/uploads/2014/07/NNPCF-Annual-Report-2014.pdf>
- <sup>xxvii</sup> Children and Families Act (2014), available at <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- <sup>xxviii</sup> Special Educational Needs and Disability Regulations 2014, available at <http://www.legislation.gov.uk/uksi/2014/1530/contents/made>
- <sup>xxix</sup> SEND Code of Practice - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <sup>xxx</sup> SEND Transitional Guidance (March 2015), available at <https://www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014>
- <sup>xxxi</sup> Council for Disabled website, available at <http://www.councilfordisabledchildren.org.uk>
- <sup>xxxii</sup> Contact a Family website, available at <http://www.cafamily.org.uk/>
- <sup>xxxiii</sup> National Network of Parent Carer Forums website, available at <http://www.nnpf.org.uk/>
- <sup>xxxiv</sup> EPIC website, available at <http://www.councilfordisabledchildren.org.uk/epic>
- <sup>xxxv</sup> VIPER website, available at <http://viper.councilfordisabledchildren.org.uk/>
- <sup>xxxvi</sup> Contact a Family Coproduction video, available at [https://www.youtube.com/watch?v=SPa3qrDZWp8&feature=youtu.be&\\_sm\\_au=iQVjW6DMvQJm236F](https://www.youtube.com/watch?v=SPa3qrDZWp8&feature=youtu.be&_sm_au=iQVjW6DMvQJm236F)
- <sup>xxxvii</sup> Preparing for Adulthood: Kingston Young Champions videos, available at:  
[https://www.youtube.com/channel/UCU8HY49378spvPea53oi45Q?\\_sm\\_au=iQVjW6DMvQJm236F](https://www.youtube.com/channel/UCU8HY49378spvPea53oi45Q?_sm_au=iQVjW6DMvQJm236F)
- <sup>xxxviii</sup> Short film about Leeds' co-production journey, available at <https://www.youtube.com/watch?v=D5EO6PSDkt4&feature=youtu.be>
- <sup>xxxix</sup> Version 5, Engagement and Participation of parent carers, children and young people Information pack, can be downloaded from:  
<http://www.sendpathfinder.co.uk/engagement-and-participation-information-pack>
- <sup>xl</sup> Contact a Family: Parent carer forum handbook, available here:  
[http://www.cafamily.org.uk/media/816817/support\\_for\\_parent\\_carer\\_forums\\_parent\\_carer\\_forum\\_handbook.pdf?\\_sm\\_au=iQVjW6DMvQJm236F](http://www.cafamily.org.uk/media/816817/support_for_parent_carer_forums_parent_carer_forum_handbook.pdf?_sm_au=iQVjW6DMvQJm236F)
- <sup>xli</sup> NNPCF & Contact a Family: Parent Carer Forum involvement in shaping health services (March 2014), available at  
[http://www.cafamily.org.uk/media/769034/research\\_and\\_reports\\_parent\\_carer\\_forum\\_involvement\\_in\\_shaping\\_health\\_services.pdf](http://www.cafamily.org.uk/media/769034/research_and_reports_parent_carer_forum_involvement_in_shaping_health_services.pdf)
- <sup>xlii</sup> Contact a Family 'Improving health services' webpage, available at <http://www.cafamily.org.uk/what-we-do/parent-carer-participation/improving-health-services/>
- <sup>xliii</sup> NNPCF Progress Report June 2014, available at <http://www.nnpf.org.uk/wp-content/uploads/2014/07/NNPCF-Annual-Report-2014.pdf>
- <sup>xliv</sup> Contact a Family Parent Participation Success Stories, available at <http://www.cafamily.org.uk/what-we-do/parent-carer-participation/success-stories/>
- <sup>xlv</sup> Contact a Family, NNPCF and Pathfinder Champions Co-production 'Working Together' Video, available at <https://www.youtube.com/watch?v=Ze-gFplpKFw>
- <sup>xlvi</sup> Version 5, Engagement and Participation of parent carers, children and young people Information pack, can be downloaded from:  
<http://www.sendpathfinder.co.uk/engagement-and-participation-information-pack>
- <sup>xlvii</sup> Contact a Family: Parent carer forum handbook, available here:  
[http://www.cafamily.org.uk/media/816817/support\\_for\\_parent\\_carer\\_forums\\_parent\\_carer\\_forum\\_handbook.pdf?\\_sm\\_au=iQVjW6DMvQJm236F](http://www.cafamily.org.uk/media/816817/support_for_parent_carer_forums_parent_carer_forum_handbook.pdf?_sm_au=iQVjW6DMvQJm236F)
- <sup>xlviii</sup> 'Co-production with parent carers: the SE7 experience', available at <http://se7pathfinder.files.wordpress.com/2013/11/se7-coproduction-final-april-2013.pdf>
- <sup>xliv</sup> SE7 Parent Carer Participation Statement, available at [http://se7pathfinder.files.wordpress.com/2013/11/se7\\_send\\_regional\\_parent\\_carer\\_participation\\_statement.pdf](http://se7pathfinder.files.wordpress.com/2013/11/se7_send_regional_parent_carer_participation_statement.pdf)
- <sup>i</sup> Brighton and Hove Council and Amaze Parent Participation Charter, available here: <https://www.mottmac.com/download/file/6638?cultureId=127>

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- <sup>li</sup> Wiltshire Pathfinder Parent Agreement, available at: <https://www.mottmac.com/download/file/6639?cultureId=127>
- <sup>lii</sup> SE7 Children and Young People Regional Participation Framework, available at <http://se7pathfinder.files.wordpress.com/2013/11/se7-cyp-participation-framework.pdf>
- <sup>liii</sup> SE7's Thoughts on involving Children and Young People, available at <http://se7pathfinder.files.wordpress.com/2014/03/thoughts-on-involving-children-and-young-peoples-copy.pdf>
- <sup>liv</sup> SE7's Young People's Engagement Group Participation Charter, available at <http://se7pathfinder.files.wordpress.com/2014/03/draft-se7-young-peoples-charter-march-2014-copy.pdf>
- <sup>lv</sup> SE7 'Children and Young People sharing their views on participation' film, available at <https://www.youtube.com/watch?v=atck5kEixGI&feature=youtu.be>
- <sup>lvi</sup> KIDS is a leading disabled children's charity that has been in existence for over 40 years working to enable disabled children and young people and their families to enjoy their lives. KIDS website available at <http://www.kids.org.uk/about-us>
- <sup>lvii</sup> Short film for young people used during consultation in Leeds, available at [https://www.youtube.com/watch?v=i1CP7scBsiA&list=PLggQFjpTLgpJT80Y4ezLI\\_8pFSAKXjH](https://www.youtube.com/watch?v=i1CP7scBsiA&list=PLggQFjpTLgpJT80Y4ezLI_8pFSAKXjH)
- <sup>lviii</sup> Special Educational Needs and Disabilities: a guide for parents and carers - August 2014, available at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/344424/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)
- <sup>lix</sup> Contact a Family Information Factsheets for parent carers, available at <http://www.cafamily.org.uk/advice-and-support/resource-library/?k=Factsheet&s=all&t=all&f=all&n=all&l=all>
- <sup>lx</sup> Contact a Family's 'Consulting Toolkit: Learning from people's experiences', available at [http://www.cafamily.org.uk/media/689410/parent\\_carer\\_participation\\_consultation\\_toolkit\\_-\\_learning\\_from\\_peoples\\_experience.pdf](http://www.cafamily.org.uk/media/689410/parent_carer_participation_consultation_toolkit_-_learning_from_peoples_experience.pdf)
- <sup>lxi</sup> Contact a Family's learning and events webpage <http://www.cafamily.org.uk/what-we-do/parent-carer-participation/learning-and-events-for-forums/>
- <sup>lxii</sup> Contact a Family's 'Top Tips to help you work with professionals and feel in control', available at [http://www.cafamily.org.uk/media/679153/carers\\_family\\_and\\_friends\\_helping\\_you\\_work\\_with\\_professionals\\_and\\_feel\\_in\\_control\\_-\\_top\\_tips.pdf](http://www.cafamily.org.uk/media/679153/carers_family_and_friends_helping_you_work_with_professionals_and_feel_in_control_-_top_tips.pdf)
- <sup>lxiii</sup> NNPCF, Contact a Family and Pathfinder Champions Co-production Workshop Materials, available at: <https://www.mottmac.com/download/file/6643?cultureId=127>
- <sup>lxiv</sup> Changing our lives 'How to include young people with disabilities in meetings', available at: <http://www.changingourlives.org/resources/category/7-changing-young-lives?download=23:how-to-include-young-people-with-disabilities-in-meetings>
- <sup>lxv</sup> Council for Disabled Children and Department for Education 'SEN and disability support changes: information for young people' Leaflets, available at <https://www.gov.uk/government/publications/sen-and-disability-support-changes-information-for-young-people>
- <sup>lxvi</sup> 'The young person's guide to the Children and Families Act 2014' (published September 2014), available at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/359681/Young\\_Person\\_s\\_Guide\\_to\\_the\\_Children\\_and\\_Families\\_Act.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/359681/Young_Person_s_Guide_to_the_Children_and_Families_Act.pdf)
- <sup>lxvii</sup> A Family Guide to Personalisation, Personal Budgets and Education, Health and Care Plans, Consortium led by KIDS and involving the Office for Public Management (OPM), In Control, Family and Childcare Trust and the National Association of Family Information Services (NAFIS), September 2014, available at <http://www.kids.org.uk/Handlers/Download.ashx?IDMF=3d9a1b43-084c-4210-988b-d957293f2acd>
- <sup>lxviii</sup> Making Ourselves Heard and Participation Works 'Top Tips for Participation – what disabled young people want', available at <http://councilfordisabledchildren.org.uk/resources/top-tips-for-participation>
- <sup>lxix</sup> VIPER 'About Me' Guide [http://viper.councilfordisabledchildren.org.uk/resources/resources-from-this-project/?sm\\_auihVNVQVqtWTvfwFH](http://viper.councilfordisabledchildren.org.uk/resources/resources-from-this-project/?sm_auihVNVQVqtWTvfwFH)
- <sup>lxx</sup> Partner resources on VIPER website, available here: <http://viper.councilfordisabledchildren.org.uk/resources/partner-resources/>
- <sup>lxxi</sup> VIPER's 'Guide to Participation in Decision Making', available at: <https://www.mottmac.com/download/file/6637?cultureId=127>

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- <sup>boxii</sup> Participation Works 'Evaluating Participation Work' Toolkit, available at [http://www.participationworks.org.uk/files/webfm/files/resources/k-items/participationworks/diy\\_evaluation\\_toolkit/diy\\_evaluation\\_toolkit.pdf?sm\\_au=iHVNQvtWTvfqWFH](http://www.participationworks.org.uk/files/webfm/files/resources/k-items/participationworks/diy_evaluation_toolkit/diy_evaluation_toolkit.pdf?sm_au=iHVNQvtWTvfqWFH)
- <sup>boxiii</sup> Participation Works 'How to involve children and young people with communication impairments in decision-making', available at <http://www.participationworks.org.uk/resources/how-to-involve-children-and-young-people-with-communication-impairments-in-decision-making>
- <sup>boxiv</sup> Participation Works 'How to support disabled and non-disabled children and young people to work together in inclusive groups', available at <http://www.participationworks.org.uk/resources/how-to-support-disabled-and-non-disabled-children-and-young-people-to-work-together-in-inc>
- <sup>boxv</sup> Participation Works 'How to Support Inclusive Groups in schools and Other Educational Settings', available at: [http://www.participationworks.org.uk/files/webfm/shop\\_files/How\\_to\\_support\\_inclusive\\_groups\\_v2.pdf](http://www.participationworks.org.uk/files/webfm/shop_files/How_to_support_inclusive_groups_v2.pdf)
- <sup>boxvi</sup> Hertfordshire Children/ young people Engagement Workshop - Example Agenda, available at: <https://www.mottmac.com/download/file/6644?cultureId=127>
- <sup>boxvii</sup> 0-25 Coordinated Assessment and Plan SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/coordinated-assessment-process>
- <sup>boxviii</sup> Personal Budgets SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/personal-budget-information>
- <sup>boxix</sup> Preparing for Adulthood SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/preparing-for-adulthood-information-pack>
- <sup>boxx</sup> 0-25 Coordinated Assessment and Plan SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/coordinated-assessment-process>
- <sup>boxxi</sup> Personal Budgets SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/personal-budget-information>
- <sup>boxxii</sup> Preparing for Adulthood SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/preparing-for-adulthood-information-pack>
- <sup>boxxiii</sup> SE7 SEND Pathfinder Assessment and Planning framework, available at <http://se7pathfinder.files.wordpress.com/2013/12/se7-framework-for-assessment-and-planning-jan-2012.pdf>
- <sup>boxxiv</sup> Durham Extreme group video, can be viewed at: <https://www.youtube.com/watch?v=fVf3xzFHbcc&feature=youtu.be>
- <sup>boxxv</sup> 0-25 Coordinated Assessment and Plan SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/coordinated-assessment-process>
- <sup>boxxvi</sup> Contact a Family Annual Report, in partnership with NNPCF, available at [http://www.cafamily.org.uk/media/775085/final\\_strengthening\\_parent\\_carer\\_participation\\_2\\_july.pdf](http://www.cafamily.org.uk/media/775085/final_strengthening_parent_carer_participation_2_july.pdf)
- <sup>boxxvii</sup> NNPCF Progress Report June 2014, available at <http://www.nnpf.org.uk/wp-content/uploads/2014/07/NNPCF-Annual-Report-2014.pdf>
- <sup>boxxviii</sup> Version 5, Engagement and Participation of parent carers, children and young people Information pack, can be downloaded from: <http://www.sendpathfinder.co.uk/engagement-and-participation-information-pack>
- <sup>boxxix</sup> Isle of Wight Short Breaks 'Young Inspector' Programme, available here: <http://www.iwight.com/Residents/care-and-Support/Short-Breaks/Children-and-Young-People-Participation/Young-Inspectors>
- <sup>xc</sup> VIPER 'Hear us out' report, available at: <http://vipercouncilfordisabledchildren.org.uk/media/7834/hear-us-out.pdf>
- <sup>xc</sup> NNPCF Progress Report June 2014, available at <http://www.nnpf.org.uk/wp-content/uploads/2014/07/NNPCF-Annual-Report-2014.pdf>
- <sup>xcii</sup> Contact a Family: Parent carer forum handbook, available at: [http://www.cafamily.org.uk/media/816817/support\\_for\\_parent\\_carer\\_forums\\_parent\\_carer\\_forum\\_handbook.pdf](http://www.cafamily.org.uk/media/816817/support_for_parent_carer_forums_parent_carer_forum_handbook.pdf)
- <sup>xciii</sup> Contact a Family & Lance Racey Consulting 'Remuneration of Volunteers and Employing Workers Webinar Presentation 6th March 2014', available at [http://www.cafamily.org.uk/media/759553/rview\\_streamlined\\_webinar\\_final.pdf](http://www.cafamily.org.uk/media/759553/rview_streamlined_webinar_final.pdf)
- <sup>xciv</sup> Forum remuneration of volunteers policy, available at [http://www.cafamily.org.uk/media/764517/lance\\_pcf\\_remuneration\\_of\\_volunteers\\_policy\\_2.docx](http://www.cafamily.org.uk/media/764517/lance_pcf_remuneration_of_volunteers_policy_2.docx)
- <sup>xcv</sup> SE7 Parent Carer Participation Statement, available at [http://se7pathfinder.files.wordpress.com/2013/11/se7\\_send\\_regional\\_parent\\_carer\\_participation\\_statement.pdf](http://se7pathfinder.files.wordpress.com/2013/11/se7_send_regional_parent_carer_participation_statement.pdf)

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- <sup>xcvi</sup> Contact a Family: Parent carer forum handbook, available at:  
[http://www.cafamily.org.uk/media/816817/support\\_for\\_parent\\_carer\\_forums\\_parent\\_carer\\_forum\\_handbook.pdf](http://www.cafamily.org.uk/media/816817/support_for_parent_carer_forums_parent_carer_forum_handbook.pdf)
- <sup>xcvii</sup> Contact a Family & NNPCF 'Action Planning: Communicating with Parent carers', available at: <https://www.mottmac.com/download/file/6630?cultureId=127>
- <sup>xcviii</sup> Contact a Family & NNPCF 'Tips for communicating with Parent carers' Presentation Slides, available at: <https://www.mottmac.com/download/file/6694?cultureId=127>
- <sup>xcix</sup> Contact a Family 'Health Checklist' [http://www.cafamily.org.uk/media/746890/goup\\_development\\_information\\_master\\_jan\\_2014\\_pdf.pdf](http://www.cafamily.org.uk/media/746890/goup_development_information_master_jan_2014_pdf.pdf)
- <sup>c</sup> Version 5, Engagement and Participation of parent carers, children and young people Information pack, can be downloaded from:  
<http://www.sendpathfinder.co.uk/engagement-and-participation-information-pack>
- <sup>ci</sup> Young people's videos on SEN and Disability Reforms available at <https://www.youtube.com/playlist?list=PL6gGtLyXoeq--eJH6V-VfEqIO-0Zgbr6N>
- <sup>cii</sup> 'Children's Point of view of what they want from SEND' video available at <https://www.youtube.com/watch?v=fX0PfKaq9LM&feature=youtu.be>
- <sup>ciii</sup> Contact a Family Coproduction video, available at [https://www.youtube.com/watch?v=SPa3qrDZWp8&feature=youtu.be&sm\\_au=iQVjW6DMvQJm236F](https://www.youtube.com/watch?v=SPa3qrDZWp8&feature=youtu.be&sm_au=iQVjW6DMvQJm236F)
- <sup>civ</sup> Leeds' consultation video with young people, available to view at: [https://www.youtube.com/watch?v=i1CP7scBsiA&list=PLggQFjpTLgpJT80Y4ezLI\\_8pFSAKXjhR](https://www.youtube.com/watch?v=i1CP7scBsiA&list=PLggQFjpTLgpJT80Y4ezLI_8pFSAKXjhR)
- <sup>cv</sup> Leeds' co-production journey film, available to view at: <https://www.youtube.com/watch?v=D5EO6PSDkt4&feature=youtu.be>
- <sup>cvi</sup> 'Child Friendly' Leeds Blog, available at: <http://childfriendlyleeds.wordpress.com/2014/06/16/the-children-and-families-act-explained-part-2-the-leeds-local-offer/>
- <sup>cvi</sup> Parents in Partnership Stockport <http://www.pipstockport.org/>
- <sup>cvi</sup> Quote taken from NNPCF June 2014 Progress Report 'About the NNPCF and Participation' (page 11) available at <http://www.nnpcf.org.uk/wp-content/uploads/2014/07/NNPCF-Annual-Report-2014.pdf>
- <sup>cix</sup> Nescot, Surrey student blog, available at: <https://preparingforadulthood.wordpress.com/2015/01/29/my-experiences-within-sen/>
- <sup>cx</sup> Leicester City Big Mouth Forum website: [http://www.bigmouthforum.co.uk/?sm\\_au=iQVjW6DMvQJm236F](http://www.bigmouthforum.co.uk/?sm_au=iQVjW6DMvQJm236F)
- <sup>cx</sup> KIDS is a leading disabled children's charity that has been in existence for over 40 years working to enable disabled children and young people and their families to enjoy their lives. <http://www.kids.org.uk/about-us>
- <sup>cxii</sup> 'SE7 Children and Young People sharing their views on participation' film <http://www.youtube.com/watch?v=atck5kEixGI&feature=youtu.be>
- <sup>cxiii</sup> SE7 Children and Young People Regional Participation Framework <http://se7pathfinder.files.wordpress.com/2013/11/se7-cyp-participation-framework.pdf>