Some developments in York

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Head of Disability and SEN
Let’s build on good practice

participation of CYP, their parents in decision making
greater choice & control for YP and parents
early identification of CYP’s needs & early intervention
Strong multi agency working E,H,SC
high quality provision to meet the needs
inclusive practice and removing barriers to learning
successful preparation for adulthood, incl. independent living and employment

Let’s not throw the baby out with the bath water.
Working with families and young people
## PART 1: Who I am and what’s in my plan

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<thead>
<tr>
<th>Statutory SECTION ref.</th>
<th>plan page number</th>
<th>date completed</th>
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<tbody>
<tr>
<td>PART 1: Who I am and what’s in my plan</td>
<td>- completed by child/young person</td>
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<tr>
<td>1.1 Who I am – the front cover of my plan.</td>
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<tr>
<td>1.2 What’s in my plan – content sheet</td>
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<tr>
<td>1.3 About me – my views, interests and hopes for the future</td>
<td>Section A</td>
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<td>1.4 My review contribution</td>
<td>Section A</td>
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## PART 2: Information gathered by me and my family

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<tr>
<td>PART 2: Information gathered by me and my family</td>
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<tr>
<td>2.1 What my family thinks is important to and for me</td>
<td>Section A</td>
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<tr>
<td>2.2 Relevant history and additional information</td>
<td>Section A</td>
<td></td>
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<tr>
<td>2.3 My family and significant people in my life</td>
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<tr>
<td>2.4 Key information for looked after children/young people</td>
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<td>2.5 People who can provide support and information</td>
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<tr>
<td>2.6 My family’s review contribution</td>
<td>Section A</td>
<td></td>
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</tbody>
</table>
Listen to me!

I know what I want to do, let ME be involved!

jessica.haslam@york.gov.uk
Listen to Me booklets

Guidance enabling participation and listening to children and young people

Thanks to Aiming High for Disabled Children for funding this booklet

I know what I want to do

Attach a picture of yourself
Being present

Having presence

Contributing and informing

Participating

Shared decision making impacting on plans
The Process

Preparation
- Why?
- Who?
- Where?
- How?

Meeting
- Conducive
- Open
- Honest
- Accessible
- Cake

Feedback
- Accessible
- Meaningful
- Impact made
Getting children’s views, interests, and aspirations

How do you do it?
I can tell PEOPLE what I want to say.

- I can say what I like and don’t like.
- I can show pictures and photos.
- I can tell someone what I want them to say and ask them to say it for me.
- I can show my work.
- I can make a video.
- I can act it out.
- I can use symbols.
- I can make a presentation about me.
- I can sign.
It’s My Annual Review

Date
Time
Place

Please come and see how well I am doing in school

Phone
And let ..................
Know you can come

I am really looking forward to it
2.4 My Contribution

Section 2: Information gathered by me and my family

I enjoy playing with water and sand.

I am interested in small world play and like playing with little characters.

I really enjoy joining in with the wiggle song at nursery.

I love playing outdoors and running around. I also really enjoy Forest School.
How to use scaling
How to use photo story

Colour a week’s timetable as follows
Red (really hated)
Orange (OK)
Green (good lesson)
My skills - Things I am good at

- helping others
- working outside
- cooking
- following instructions
- making friends
- putting my hand up
- tidying up
- writing
- reading
- joining in
- dancing
- sport
- talking
- listening
- meeting new people
What’s important to me in the future – my longer term hopes and dreams:

- I would like to live in the countryside. I like open places and I don’t like a lot of people, especially when they wake me up at night.
- I would like to have lots of money. I would buy a german whip and a Bugatti and a Ferrari.
- I’d buy my own cinema to watch films in.
- I’d buy a mansion and loads of cameras to take pictures.
Your Views
Young Person’s Contribution to Child Protection Conference

We would like everyone at the conference to hear what you think and feel. It is important that you share your views and that we understand them. Please use this form if you feel you have something to say.

Name: __________________________

Date: __________________________

What makes you feel happy or feel good:

What do you worry about:

If you could change anything at home, school or elsewhere, what would they be:
EVALUATING PARTICIPATION WORK
THE TOOLKIT
More about me

I’ll go first
“People talked to me and I talked to them, it made me feel included”

“The best thing about my review is that I talk to people instead of them talking to me. what I mean is I say what I feel about me and not other people saying about me”

“If you show me what other people like about me I might change and think this about me too”
“Just before we get going...... please ask me questions about my slide presentation. As we go along, that way you will get a better idea about My Life and what I like.”
Gathering Young People’s Views

- Being supported out of my classroom in a group
  (with a teaching assistant)
- Being supported out of my classroom in a 1:1
  (Mrs Merchant or Mrs Hillier)
- Resources to support my independence in the classroom

Clubs and activities
I like doing out of school

- Kids club
- Boxing Club
- T.V. playing
- Girls Brigade
- Kids club
- Saint Andrews Church
- Kids Club
- Sainsbury
- Kids club
- Huntingdon
- Sidcup
## Banding

<table>
<thead>
<tr>
<th>Funding Element</th>
<th>Mainstream Schools</th>
<th>Special Schools &amp; ERPs</th>
<th>Alternative Provision (Danesgate)</th>
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<tbody>
<tr>
<td><strong>Element 1:</strong> AWPU</td>
<td>Base</td>
<td>Band 0</td>
<td>£4K</td>
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<tr>
<td><strong>Element 2:</strong> Formula funding</td>
<td>Formula</td>
<td>Band 1, Band 2</td>
<td>&lt;£6,200K</td>
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<tr>
<td><strong>Element 3:</strong> Top-up Funding</td>
<td>SENAP</td>
<td>Band 3, Band 4</td>
<td>&lt;£? for those with complex need</td>
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<td><strong>Element 3 Top up Funding</strong></td>
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<td>Band 6</td>
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Feedback from families

For me it was really straightforward and simple. Very easy. My friend went through the previous system and I thought it was going to be awful.

This is the best meeting I have ever been to. All of the points of concern were covered: Dad I was worried it would be going over the past again and I was really pleased it was focusing on the future; Mum
The family centred and child centred nature of the MSPs and EHCPs is fantastic, and will I'm sure change the focus of how we make provision for children, and give parents ownership, break down barriers etc.

The very positive aspects of the plans are the contributions they facilitate from young people. I have been stunned by the detail and perceptiveness of my students in analysing their own needs and for me this is by far the most positive thing about the EHCPs so far.

I am sure there will be lots more issues as we trial the plans but my verdict is despite the workload they are definitely worth it, a huge improvement and a much more holistic way of working with young people. Thank you to everyone for their support so far.
Parents co-wrote the offer

They wanted it to be

- straightforward
- concise
- simple
- useful
- practical
- basic
- clear

They wanted it to help people

- find support
- take action
- make decisions
- think about future options
- plan next steps
- link to services
- get involved
Engaging parents & young people
Engaging parents & young people

- The information is easy to find and easy to read.
- I like the use of subheadings.
- I would like to see links to each of the secondary schools.
- It would be better with more pictures and if it read it for you.
- I would like to look at this with my family. 
Personal Budgets

Starting with individual families
Accessing element 3 and with high needs
Offering personalised packages: learning and work pathways
building on good practice
<table>
<thead>
<tr>
<th>Timetable</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tr>
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<td>Art</td>
<td>And</td>
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<td>AM</td>
<td>9.30-12 Functional skills Workshop Melbourne Centre</td>
<td>9.30-12 Work placement with Explore Library</td>
<td>9.30-12 Work placement with new Visuality Art and Gallery</td>
<td>9.30-12 Creative Arts and Enterprise</td>
<td>Introduction to York College</td>
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<tr>
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<td>1-3.3 Creative arts and enterprise</td>
<td>1-3.30 Writing skills with Blueberry Academy</td>
<td>1-3.30 Work placement with new Visuality Art and Gallery</td>
<td>1-3.30 Functional skills Workshop Melbourne Centre</td>
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<td>AM</td>
<td>9.30-12</td>
<td>9.30-12</td>
<td>Social care: Cookery group: Burton S. L. Community Centre</td>
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<td>Functional skills Workshop Melbourne Centre</td>
<td>IT and multimedia placement</td>
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<td>1-3.30</td>
<td>1-3.30</td>
<td>Social Care: Bowling</td>
<td>1-3.30</td>
<td>1-3pm</td>
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<td>IT and multimedia placement</td>
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<td>Functional skills Workshop Melbourne Centre</td>
<td>Music Technology</td>
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Continuing to move forwards

Further steps to take