

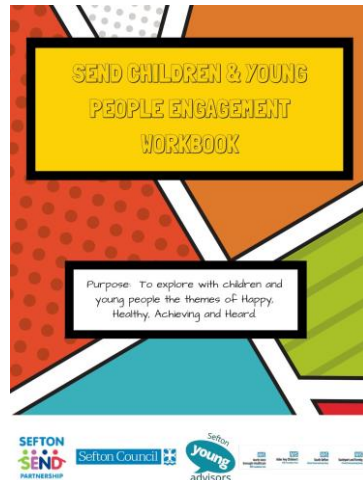


SEND JOINT COMMISSIONING STRATEGY 2020-2025

CHILDREN AND YOUNG PEOPLE CONSULTATION FEEDBACK REPORT

January 2020

Background



As part of the governance of the SEND Continuous Improvement Board, a sub group has been established for co-production, communication and consultation to provide assurance to the Board that:

- i) the voices of children and young people are heard
- ii) regular engagement sessions are being held with the Parent and Carer Forum and partners
- iii) parents and carers are involved in the identification of joint activity
- iv) trust and confidence in the system is growing and that corrective action is put in place where necessary
- v) Parents and Children and Young People have had input into the Performance and Quality Framework

A multi-agency co-production Task & Finish Group, that also includes parent and carer representatives was established to co-produce the engagement process for the SEND Joint Commissioning Strategy. In addition to this, the Consultation and Engagement Lead and the SEN & Inclusion Policy Development Officer met with several specialist practitioners who routinely engage with children and young people to seek their advice on how best to engage with children and young people. They recommended that the engagement methods for children and young people should be appropriate and were happy to help design the methodology and support the delivery of engagement activity.

At a subsequent meeting with practitioners, it was agreed to produce a workbook that could be used to engage children and young people to focus on the four identified themes of the Children and Young People's Plan that are also within the Joint Commissioning Strategy: Happy, Healthy, Achieving and Heard. The workbook was designed by the Sefton Young Advisors and was adapted into an easy read version. Practitioners were also informed that they could adapt the information further to suit the needs of the children & young people, i.e. non-verbal. To accompany the workbook there was a template to capture case study examples around the four themes.

The workbooks were distributed through partners identified in a stakeholder map, including Schools, Sefton Youth Service, Aiming High, Carers Centre and Young Carers, SENSIS, Buddy Up, Sefton Healthwatch and the Children with Additional Needs (CWAN) Network to be completed over a four-week period.

Results

Please note for the purposes of the results in this report, n = the number of respondents.

108 workbooks were returned from the following settings:

- Buddy Up (Sefton CVS) – Mentoring project for young people aged 15 – 18 with additional needs and disabilities
- Sefton Youth Service - (Queens Road / Stanley Road sessions and the New Beginnings LGBTQ group)
- Impact Pupil Referral Unit
- Waterloo Primary School ASD (Autism Unit)
- Hudson Primary School ASD (Autism Unit)
- St. Benedicts Catholic Primary School
- Prestfield High School & Specialist College
- St. Oswalds Church of England Primary School

Thirteen of the 108 responses did not indicate where they were completed, and 5 responses used the Easy Read version of the workbook. There were no case study templates returned. Not all children and young people completed all the questions and the results below are based on where a response has been provided.

Happy

Rather than a 'Yes' or 'No' answer, some children and young people answered that they were happy 'sometimes', however, most children and young people are happy at home (n=93), school (n=74) and after school (n=56). The majority are also happy in their community (n=88).

When asked what would make them happier, the prevalent response focussed on socialising - seeing family and friends and spending time with them as well as having friends and making new friends. The children and young people also said that having more activities to do/take part in would make them happier and would like people to listen and accept them. A few children and young people also said that going to mainstream school would make them happier as would a cleaner and safer environment.

"Spend more time with family and friends. E.g. going out with them".

"Get more things going on around the area".

"Having nicer friends. Being more included in things. People accepting me".

"To go to an after-school club. Being friends with everyone. Reading, football, cricket, hockey".

"Less litter".

Healthy

Again, rather than just answer a 'Yes' or 'No' response, some children responded 'sometimes' or 'middle', but most children and young people (n=76) said that they eat healthy food and more than three quarters of children and young people that responded (n=75) said that someone teaches them about healthy food and about being healthy (n=79). Just under two thirds of respondents (n=65) said they exercise at home, with just under a third (n=33) saying that they didn't exercise at home. Children and young people are exercising at school, with 90 positive responses to this question.

When asked about what they could do to be healthier, the responses focussed, in the main, around eating healthier – more fruit and vegetables, drinking water and exercising more, going to the gym and getting fit.

“Exercise, eating healthy foods, drinking water”.

“If I eat vegetables for my dinner”.

“I eat apples, water and milk. I play in the park. I do PE - the golden mile. To be healthier, I can do more running around, having PE for a full day each week. More swimming and not smoking”.

Achieving

We wanted to understand from children and young people about what they felt they had already achieved and what they wanted to achieve.

A small number of children (n=4) do not feel that they have achieved anything, however, most children and young people have achieved a lot already. Some have become members of voluntary organisations, such as Air Cadets, dancing, gymnastics, performing arts, swimming clubs, Duke of Edinburgh, football, choir and horse riding and achieved awards associated with those clubs. Other children and young people have taken steps to become more independent, for example, travelling independently, taking part in the National Citizen Service, getting a part time job and developing cooking skills. Children and young people also report that they have developed their confidence and are willing to go on residential with their peers.

Some children and young people have described how they started to attend school and others stated they have achieved 100% attendance in school, whilst others are pleased about passing their SATS and GCSE's and making academic progress in school/college. Children and young people also stated that they have developed friendships as one of their achievements and they also represent their school/college at sporting events.

“Passed air cadet test so I'm now first-class cadet. I got a job at Farmer Teds over the summer. Passed ICT GCSE. I can now horse ride - walk, trot and canter. I spent 3 hours tidying my room today”.

“Jumping a cross pole in horse riding. Getting public transport alone”.

“Made new friends”.

“Stayed in school and learning”.

"I represent school in sports teams. I also achieved the bronze medal in table tennis".

When asked what they wanted to achieve in the future, most children and young people want to build on what they have already achieved including returning to mainstream school, obtaining their exams and awards, improve their sporting abilities and independent skills and would like to be employed and aspire to become camera operator, teaching assistants, cabin crew, inventors and a successful YouTuber. The children and young people also aspire to learn to drive, raise money for charity and have a family of their own.

"A job as a cameraman in the future and/or be a successful gaming YouTuber and make my mum and dad proud".

"A family of my own and have fun with them".

"More GCSEs to earn my course at college".

"To get back into mainstream, bonus stars, reward trips".

"Raise money for charity. Black belt"

Heard

Children and young people were asked if they felt they were listened to at home and at school. Most children and young people felt they were listened to both at home (n=82) and at school (n=73); a small number reported that they felt they weren't listened to at home (n=14) and a fifth felt they weren't listened to at school.

Children and young people were able to identify who they would speak to if they were upset. They named a range of people including parents/carers/guardians and other family members, staff in school, friends and anti-bullying ambassadors, youth workers and staff at the voluntary organisations they attend. Seven children and young people said that they are listened to at home and at school 'sometimes'.

Children and young people were asked if speaking to someone helps them and the majority (n=72) said it does help them, a fifth (n=21) said it doesn't and a small number (n=7) said 'sometimes'. When asked if there was anything else that is needed to make them feel listened to, a few children and young people answered 'nothing' or 'not sure', however, some children and young people stated that they

would like staff and family members to spend time with them and listen to them more. One young person suggested that all the anti-bullying ambassadors wear their vests to identify themselves.

“Nothing. I am listened to by my mum and dad. Also, by school”.

“More staff need to listen”.

“I don't really know to be honest. I don't know honestly”.

“I like to be alone when I am upset. For people to look at me when I am talking. When people respond to what I have said”.

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- Staff and pupils at Impact Pupil Referral Unit
- Staff and pupils at Waterloo Primary School ASD (Autism Unit)
- Staff and pupils at Hudson Primary School ASD (Autism Unit)
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