

**Children and Young
People’s response
to the SEND and
Alternative Provision
Green Paper**

July 2022



Department
for Education



**COUNCIL
FOR DISABLED
CHILDREN**

**NATIONAL
CHILDREN’S
BUREAU**

Part of the family

Acknowledgements

This report has been made possible by the involvement of children, young people, parents and practitioners from across England.

We would like to thank everyone for their time and contribution to this project. A full list of organisations that took part can be found in Appendix 1.

We would like to give special thanks to the FLARE group, who co-designed the consultation materials, and who continue to share invaluable insights in their role as young advisors to the Department for Education (DfE) on the SEND reforms and review.

For more information about FLARE, see <https://councilfordisabledchildren.org.uk/what-we-do-0/evidence/involving-young-people/our-projects-and-programmes/making-participation-1>. Thank you also to Kaizen who were commissioned by Council for Disabled Children (CDC) to oversee the fieldwork phase of this consultation.

About Kaizen

Founded in 2000, Kaizen is an award-winning social business that specialises in designing, delivering and facilitating cutting edge projects. Kaizen deliver work across the community sector in the areas of regeneration, education, employment, housing and health. Kaizen are a leading organisation in the development of engagement theory and practice and our engagement models and delivery have been recognised as best practice. We have delivered dozens of consultations with tens of thousands of people including thousands of children and young people. For more about Kaizen, see www.kaizen.org.uk.

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1 Introduction

The Council for Disabled Children (CDC) believe that all children and young people have a right to be involved in decisions that affect them, and the children and young people who engaged with this consultation are pleased that government want to listen to the views and lived experiences of disabled children and young people, and those with special educational needs, at such an important time. In particular we welcome government's commitment to co-production and the proposals for inclusion within the Green Paper.

However, the Green Paper's definition of co-production and their plans for inclusion of children and young people in decision making remain unclear, and therefore this children and young people's consultation response should be just the beginning of their involvement in the SEND Review process. An improved SEND system can only be achieved if the voices of children and young people and their families are at the heart of change.

This report presents the combined findings and key messages arising from 121 children and young people who took part in focus groups and 2 who contributed their views and experiences through the online survey. The consultation took place during July 2022.

There are some balances to be struck between national and local responsibilities that are going to be key, as is the development and power of the co-production levels needed to support a local inclusion plan, which ensures effective support for children, young people and families whilst enabling professionals within the system to deliver their duties and implement a programme of significant change.

As highlighted by some children and young people during our consultation, plans to improve the SEND system should not happen in isolation. Children and young people rely on a range of services to support them to adulthood and beyond. We urge the government to consider other draft legislation, including the emerging integration work in children's health as well as the needs of children with SEN and disability reflected in the Independent Review of Children's Social Care (CSC) and the changes to Multi Academy Trusts.

1.1 Background and context

On 29 March 2022 the government published a [Review of the SEND system](#) in England as a Green Paper focussing on the SEND and Alternative Provision system in England. The Green Paper makes a series of recommendations for improving the SEND and Alternative Provision system in England, as well as setting out a series of consultation questions. There is reference to working in co-production with children and young people and their families, however the proposals around children and young people's strategic decision-making need much further thought.



CDC has been at the forefront of the disability sector calling for a SEND system that is fit for purpose and supports children and young people to thrive and lead happy and meaningful lives. Through our children and young people's participation work, including [Making Participation Work](#) and our [FLARE young advisors](#), we know that children and young people want to be a part of the decision-making process and share their ideas for a new and better system. We therefore conducted this consultation to hear directly from children and young people.

Organisations across the sector were contacted about the upcoming consultation and invited to have their children and young people participate. 123 children and young people shared their views either through taking part in focus groups or by completing an online survey. The children and young people who shared their views came from across the country, and 21 schools, colleges, and youth organisations took part.

CDC want to create a space for as many disabled children and young people, and those with special education needs, as possible to share their thoughts on what a positive and progressive SEND and Alternative Provision system looks like. We know that children and young people who are properly supported are rightly ambitious for themselves. We hope that by reading the views and experiences of the children and young people who use SEND services and participated in this consultation, and working with them to co-design and deliver changes to the system, the government is equally ambitious.

Now more than ever we need to create spaces for children and young people with SEND to influence decision making at a strategic level. This national consultation gave opportunities to children and young people, including those who are seldom heard within the SEND sector, to share their experiences and voices and contribute to the SEND Review Green Paper discussions.

The findings from all of the focus groups have been analysed and the outputs of the consultation will be submitted to a range of stakeholders, including the Department for Education, our Making Participation Work consortium partners, and stakeholders, key participation organisations, and other stakeholders within the disability sector.

The output includes children and young people's recommendations for support and what they feel are the next steps local and national government should be focussing on. These recommendations will include key asks of policy and decision makers about how services will work together to deliver a sustainable system of support with long-term positive impact for disabled children and young people, and children and young people with special educational needs.

1.2 Language used within this report

Throughout this report we have referred to special educational needs by its acronym SEN. This report includes the views of disabled children and young people (CYP) and those with special educational needs aged 5-25 years old, but to make it easier to read we have referred to them as *disabled young people* or *young people* or *SEND* throughout the report. Where we have used the term *accessible* or *accessibility*, we mean not only physical access but also documents and information presented in a format that is suitable to a young person's disability and uses language that is easy for them to understand. The acronym EHCP refers to Education, Health and Care Plan.

The groups who participated in submitting views to this report were drawn from across a range of settings including schools, councils and youth groups supported by national and local charities; we refer to them all in this report as young people's groups.

2 What we did

CDC co-designed the consultation session plan and resources with our FLARE group with the aim to focus on the issues raised in the Green Paper that the young FLARE members felt were most urgent to the ongoing engagement of children and young people in the review process.

CDC designed an engagement and delivery strategy to ensure that a wide range of individuals and organisations could take part. We wanted to hear from as many voices as possible and were especially keen to engage with young people and groups who have not previously been able to strategically engage at a national level. This includes children and young people usually unable to participate in traditional advisory group set ups. This required bespoke design and planning that supports accessibility as well as tailored support to enable a wide range of people to participate and engage.

Organisations who wanted to take part were given individual support both over email and the phone so as to support them in being involved in the ways that worked best for their children and young people. All the children and young people were remunerated for the involvement in line with CDC's remuneration policy.



During July 2022 we spoke with children and young people following the questions in the co-designed session plan. The same questions were also used in an online survey for children and young people who wanted could give their views that way. The focus groups were recruited based on the engagement strategy to hear from a diverse group of young people (see the section on *Who we heard from* for more details). A combination of Kaizen staff and local professionals facilitated the focus group sessions which were online or face to face. All staff delivering focus groups used the same broad session outline with the young people, which was designed to be able to be adapted to fit their needs.

The session plan and resources were sent ahead of the delivery dates so that children and young people and professionals could familiarise themselves. We had numerous emails with each participating organisation, and we also spoke ahead of time with almost every organisation whether we were delivering the session or they were to ensure consistency and answer any questions. This all helped as ahead of the sessions children and young people could pre-answer the questions and not feel overwhelmed in a group. Feedback from group facilitators was overwhelmingly positive:

“ Just to say thank you for the chance to be involved in this opportunity, particularly as this is a group in its early days and there’s a lot of work to do with it. Our young people really appreciated the opportunity to be able to take part in something important like this, and I’m grateful for the support received from Anita at the Kaizen team. ”

(Professional)

“ The group enjoyed the process. If there is any other voice needed from young people, please do not hesitate to contact. ”

(Professional)

“ It was by far the most enjoyable piece of work I’ve done in a while. ”

(Professional)

A wide range of organisations participated from County Councils to schools to youth-based charities with SEND youth forums (see Appendix 1). Everything that has been said is included anonymously.

3 Who we heard from

In order to gain as wide a range of views as possible, the following criteria were considered when developing our engagement strategy:

- ▶ A wide geographical and socio-economic range and reflecting the pan-disability focus of CDC
- ▶ 11-25 years age range
- ▶ Diverse ethnic backgrounds
- ▶ Experience of different academic settings
- ▶ Living in a range of settings, for example towns, cities and villages

123 children and young people participated in the consultation over a wide geographical spread (see Appendix 2) and with a very wide range of different disabilities, health or learning support needs.

The vast majority of children and young people who took part in the consultation identified as White. However, a small number of young people who took part in the focus groups came from Black, Asian or other ethnic minority backgrounds.

20% of participants completed Equal Opportunities Monitoring Forms. Of those forms received from facilitators (which were encouraged but not compulsory to complete, therefore not all groups completed it) and slightly more young men participated than young women with an almost even split between 11-19 year olds and 20-25 year olds. The most popular region that participants are living in is the North East of England and then the North West.

The groups that participated had a variety of different purposes. Some that participated were groups with a focus on participation opportunities for children and young people with SEND, such as youth forums or inclusion projects. Other groups came from schools and some are run by local authorities.

Some groups had their focus groups led and facilitated by Kaizen, whilst others chose to run their sessions themselves with the group's lead delivering the session and recording the outputs. The option of these two approaches has meant that sessions can be delivered in a way that is accessible and engaging for the children and young people in a specific group.

3.1 Ensuring the consultation was inclusive and accessible

The consultation was designed to be accessible to any young person with SEND between ages 5-25 including those who are non-verbal.

There was a range of ways that young people, parents and practitioners could share their views:

- ▶ Focus Group workshops (virtual) with children and young people, facilitated by Kaizen.
- ▶ Focus Group and individual discussions facilitated by practitioners in their organisation.
- ▶ Online survey for children and young people to complete themselves with support as needed from practitioners/parents.

The session plan had 8 questions that could be asked and answered in whatever way was best given the needs of the children and young people.

Every child and young person is an individual and the questions were a direct fit for some more than others. They were there as a guide and those supporting the children and young people in answering could adapt them in whatever way was best for the child or young person which could include answering all or some of the questions and through words or any other means - practitioners fed back that they used various different methods of communication.

As well as the question set there were various resources for practitioners to choose which were most appropriate for their group to use as a visual aid if they wanted whilst they had the conversations. Practitioners fed back that these were appropriate and easy to use:

“ The session plan is very well put together and I think it will be really helpful in delivering the focus group. The resources attached are really useful. ”

The practitioners were also able to adapt the session plan and resources to meet the needs of their children and young people, which some practitioners chose to do. The session plan and resources are included as Appendix 3.

“ I've made up the tools I plan to use for the session - I've created a mentimetre with the questions on that I hopefully will use to facilitate most of the session. I've also made a back-up padlet ”

that I can use instead just in case the Menti doesn't work properly, or if we want to capture any additional feedback. I've just adapted the relevant questions to hopefully make it engaging/interesting for the young person.))

« The session was hosted on Microsoft Teams, and the JamBoard resources were used to collect responses from young people.))

« The focus group was held on zoom, I created a PowerPoint presentation based on the session plan provided. The group needed quite a bit of prompting, but conversations were free flowing, and all the young people engaged in the consultation.))

3.2 About the Data

We are aware that whilst the levels of engagement have been high, the views of these young people are by no means able to represent all young people with SEND in England.

All the questions were open questions on which we completed a thematic analysis, hand coding for themes that emerged using the principles and approach of Grounded Theory. The phrase 'grounded theory' refers to theory that is developed inductively from a body of data, rather than from the preconceptions of the researchers.

This enabled us to draw out the common issues amongst those who responded. To give an indication of roughly how many people expressed the same point we use some specific phrases to indicate the of popularity of a theme:

- ▶ "Many people" is used to describe a very popular theme that that was mentioned in the majority of conversations.
- ▶ "Quite a lot of people" refers to a popular theme.
- ▶ "Some people" is an indication that it was mentioned in less than half of conversations but in enough conversations that it is important to mention.
- ▶ "A few people said" may just apply to a few people but it may be their experience is of particular significance or that they had an interesting idea.

4 Feedback from the Children and Young People

4.1 National SEND Standards

We began our focus group sessions asking the young people what they thought of the government's plans to introduce national SEND standards, and what should be included.

- ▶ In most discussions, the group said better, more genuine training and support for and from teachers should be included in the list of rules, along with better information sharing awareness, awareness of disabilities and providing support in all settings.
- ▶ In some conversations, participants said consistent reporting should be provided to new teachers when young people change school schools or class, but they should meet with teachers and parents before term starts and that there should be a consistent procedure for young people to inform teachers discreetly of issues.
- ▶ In some conversations, participants said there needs to be more awareness of sensory needs and that there should be designated sensory safe support rooms in schools along with more space in general.
- ▶ Some people said they need to be more social clubs and groups along with better amenities including transport.
- ▶ In a number of groups bullying was a big concern. The young people suggested better support for those who have been bullied and abused and transparency and training around bullying and abuse. They also said that there needs to be more available and quicker access to counselling and mental health support for young people with SEND.
- ▶ A few young people said more SEND representation at Board and government level and more groups we need to feed into decision-making.
- ▶ A few young people asked for consistent regular review and support with EHCP's and other types of support, with the opportunity for young people to have as much input as possible.
- ▶ A few young people asked for more funding and resources in schools and more clarity over bursaries.

► Other suggestions raised by young people included:

▮ Better SEND resource in 'mainstream' schools

▮ Give young people more time to process information and the infrastructure to support that

▮ Shorter classes to support attention span

▮ Council accountability to government for deliverables with clear timescales

« All teachers should have a certain amount of training to give the best support. Anybody working with any young people should always read the young people's profile first to better understand how to give support. »»

« Every adult should be able to access your EHCP to see what kind of other support you are getting to cut back on having to explain yourself over and over. Teachers should take the time to support everyone in their classes. They should support wellbeing and notice if anyone is falling behind in class. »»

« Need more training for teachers on how they treat students with disabilities. »»

« Every school should have a sensory room, a dedicated calm down space so when you get overwhelmed you can calm down away from people and questions, e.g. a room with low lighting and bean bags. »»

« To decide on EHCP/support you should sit down with someone you know so you feel safe to talk about it, you should be involved, so you know what you're doing and why, give you a feeling of independence, and power to change it. »»

« Activities should be designed about me not around someone's idea of what all 'autistic' people need. »»

« The government has disowned us. »

« There need to be more schools that respect people's disability. »

« Need more resources, there's a shortage of counsellors and psychologists, staff don't grow on trees but we just need more workers. »

« Mainstream schools are pushed to one side, SEND schools get all the attention, when in fact mainstream schools are the ones that need most support. »

« there's a huge background of people going through mental health problems, and there's not enough support. »

« as young people, we're more likely to need mental health support than health support. »

« They should listen to our wishes to where we want to go at each stage of transition, as long as it meets our needs. »

« The resources/reports are too long in the papers, they're really hard for people with ADHD to focus on. One size fits all for exams, there's no understanding, no effort to make some things a little easier. »

« They expect you to act like an adult but they treat you like children, they don't give you respect. »

« More space in class and in changing rooms, so no one is in your personal space, makes it easier to concentrate. The same classrooms are used for year 7 and year 11, obviously there's far less space when you're in year 11. »

« Put the young person and their needs at the centre of all decisions. Every school should have a sensory space/safe zone for students. »

4.2 Naming a setting within an EHCP

We asked children and young people what they thought of the proposal to provide parents with a list of school settings to choose from for their child. **We explained that this proposal would apply to those with an EHCP but not other types of SEN support.**

- ▶ A few groups said a list might be useful but only as a recommendation.
- ▶ In many discussions, young people said they would not like having their choices be limited, and that they should be able to choose the school that would suit them best in terms of location, culture, facilities and reputation.
- ▶ Young people in about half of the conversations stated that the decision of what school they went to should be their and their parents' decision alone.
- ▶ In some focus groups, young people expressed unease at the principle of only some schools accepting SEND students, with a few young people saying it felt like segregation.

“ If that is included I would protest... it's the parent's choice and OUR choice, not the government's. ”

“ It would take away the option for us to go to the same school as our friends. ”

“ Don't limit schools and colleges ever. ”

“ All schools should be open to all young people with disabilities. ”

“ I'd be shocked if I wasn't able to go the school I wanted to go to. ”

“ I don't think we should be separate from the rest of society. It wouldn't be good for their psychology. ”

“ Not happy, we should have the same offer open to as to any other young person. ”

4.3 Education, Health and Care plans and SEN Support

The SEND Review Green Paper proposes a move towards a standardised version of EHCPs in order to provide consistent access to specialist provision by addressing the inconsistencies between local areas' versions of the EHCP template. Current differences between EHCPs include:

- ▶ How outcomes are defined
- ▶ Their length and formatting
- ▶ The processes by which information is input into them.

We asked participants which of them have an EHCP in order to identify how many children and young people have had direct experiences with EHCP templates and processes. In many cases the young people had an EHCP but some did not, some were able to confidently say that they had a plan whilst some were aware of what an EHCP is but do not know if they have one.

« **I don't have a plan because I don't struggle as much as others. I ask for support but it's inconsistent across different teachers and subjects.** »

« **I had an EHCP at school, and that was carried through to college, but realised that the young people's opinion isn't really represented on it. It's the parents that get to make the decisions. Need to make sure that the young people's voice is heard in drawing it up. I really made sure that I was the one making decisions, my parents wouldn't have known what was best.** »



In response to being asked whether it was a good or bad idea for all EHCPs to look the same and be filled in using the same rules the young people expressed, in roughly equal proportion, wanting standardised EHCP's and not wanting them standardised, with some saying they weren't sure. A key concern that was raised was a worry that standardisation would mean that EHCPs wouldn't be easily personalised, and regardless of format many of the young people thought that EHCP's should be developed for the individual or have the ability to be adapted for the individual.

The points that came up frequently in discussions around support plans, whether they be EHCP's or other SEN Support included:

- ▶ Standardisation could make EHCPs easier to read and understand the language
- ▶ The most important aspect of an EHCP and support plans is what the young person needs
- ▶ That young people should have a say on who is involved in their EHCPs
- ▶ Professionals, parent/carers and young people should all be able to, and know how to, access EHCPs
- ▶ Families and young people should be communicated with.

Some other comments young people made around the EHCP's were:

- ▶ Case worker should be independent from the council and more hands on
- ▶ Need more 1-1 support with EHCP
- ▶ Should be consistent across boroughs
- ▶ Plan should cover broader services

“If you keep the same format it allows everyone to be familiar with it and not let people like us slip through the net.”

“They need to be open about EHCPs with young people. If they are talking about us, they should tell us a little bit about it so we are included.”

“All young people want to be included in discussions at school. However, it is mostly just the parents.”

“ You don't know them [EHP officers] they just appear once a year to update the document. ”

“ It's great but not everyone looks at it. ”

Question 3 – at the moment all EHCP's look different depending on where you live and the government wants them to all look the same. Do you think it is a good or bad idea for all EHCP's to look the same and to be filled in using the same rules?

“ Good idea – as long as the content was the same as it is currently – same sections. ”

“ I don't think it would make a difference to me but it would to staff working with me, and it might well young people. ”

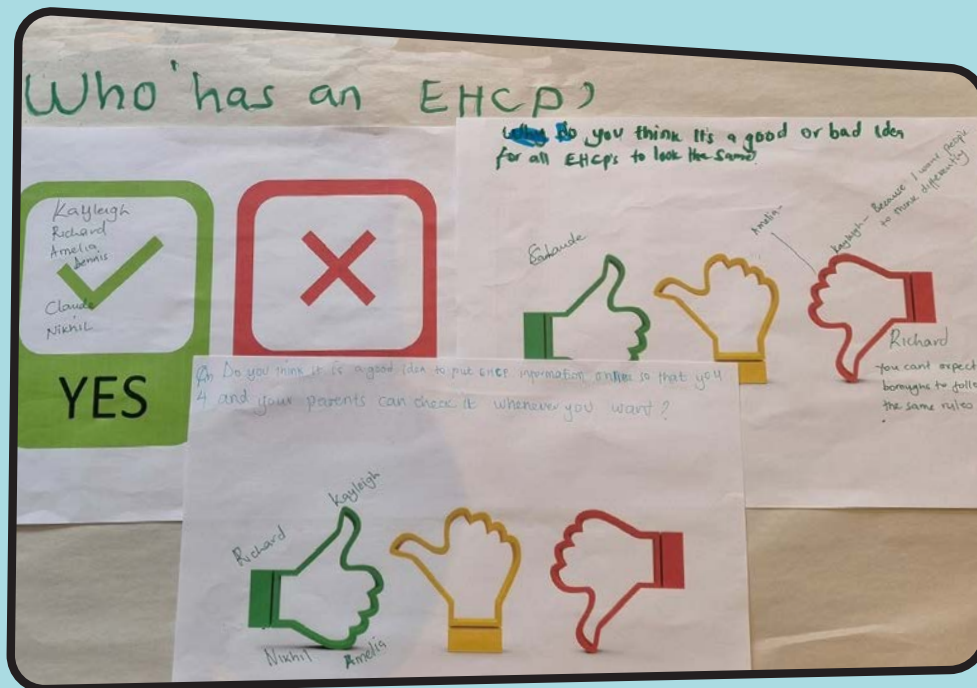
“ There should be an example for staff to learn how to check over a plan. ”

What do you think is the most important information to include in an EHCP and why?

“ What I want teacher/ staff to know about me. ”

“ ways to work with a young person – in their own words. Things to avoid saying – Not 'triggers' just things to not say to get the best response. ”

“ The needs of the young person. ”



4.4 Digitisation of education, health and care plans

As well as the standardisation of EHCPs the green paper recommends that digitisation with a new digital EHCP template accessible by parents, carers and professionals to upload and review key information. We asked the young people how they would feel about being able to access their EHCPs online, when they thought this could be helpful and when I thought it wouldn't work. If the participant didn't have an EHCP they were asked to think about whether they would want their support documents stored in this way.

The key points raised included:

- ▶ The main benefits of an online EHCP voiced in the focus groups was easier access at any time, making it simpler to track changes and check the details of the plan.
- ▶ One of the biggest concerns raised was access, some young people and their families don't have the technology or knowledge required to use an online system. Digital poverty was also flagged as a barrier to accessing EHCPs in this way.
- ▶ Issues around confidentiality were present in discussions. It was suggested that some young people may not be happy for their parents to see their plan because, for example, it might expose their preferred name/pronouns. Many groups discuss a wider fear about privacy and security of information online, potential data leaks and he would have access to their EHCPs.
- ▶ Another issue was that of choice. Young people suggested they would only be happy with the new system if it was optional, and if they, not just their parents, had a say in that choice.

- « It could be positive that the family can access the online process if and when it is done right. »
- « Make sure the young person is happy and signs it off. »
- « We should be able to opt out. »
- « If it was online I would want to keep it private... I would only show people I trusted to keep a secret with me. »
- « I'm a bit worried that all the EHCPs could get leaked. »
- « It would be helpful if you wanted to just check something and jog your memory. »
- « You should be able to give access to certain pages but keep others private. »
- « How will things be handled if someone has something they are not ready to share with family, such as gender? »





Useful

It would be good to help track changes - would make the process easy

Accessible to new staff working with a new person

Access at any time

Would still want a paper copy

Not Useful

Some parents are older and aren't confident using technology

Not accessible at all

Some people don't have technology

If this was mandatory it would not be a good idea, if it's a choice then yes

4.5 Strengthening Earlier Redress

To ensure that the proposal to strengthen earlier redress through clear national standards and the introduction of mandatory mediation was accessible to young people involved we asked, 'If you and your family disagrees with the school or Local Authority about what support you are receiving, what should be done to support you and your family?'.

For young people it is essential to feel heard and included in these conversations and for communication to be clear and transparent, in doing so centring their needs to be informed and to input into the decision making which affects them. Clear and consistent communication regarding timescales and reasoning around decisions were shared as being of fundamental importance to manage expectations and support understanding of rights within the process.

Further key themes emerged:

- ▶ Many young people said it was important to have a dedicated named contact at the council to manage this process and the related communication with them.
- ▶ Young people said it was important to feel listened to and centred throughout this process.
- ▶ Young people asked for quicker response times and clear communication of timescales.
- ▶ Young people said it was important to have timely and transparent communication, this is particularly important when things cannot happen. Young people need to understand why not.

- ▶ Young people need the ability to feed into decision making so that decisions are made jointly.
- ▶ Young people need to be able to disagree with decisions.
- ▶ Young people said that their needs should be centred throughout, care should be taken to ensure they are supported from all directions at difficult times of dispute.
- ▶ Young people suggested conducting an annual review.
- ▶ Young people need to understand their rights clearly, this is especially important in relation to timescales around mediation.
- ▶ Some other suggestions which would support young people and families involvement in the process were:
 - ▮ Bursaries improved to match needs
 - ▮ Better transport

« Speak and LISTEN to the young people. »

« Have a named contact at ** Council for the young people and family to be able to contact. »

« We need to be able to disagree with support, all decisions should be jointly made with us and our families and if something cannot happen it needs to be explained. »

« Parents and young people need to be given information about their rights. »

« Listen to the experiences of young people or their family. »

« Need to have champions of the young people's voice. »

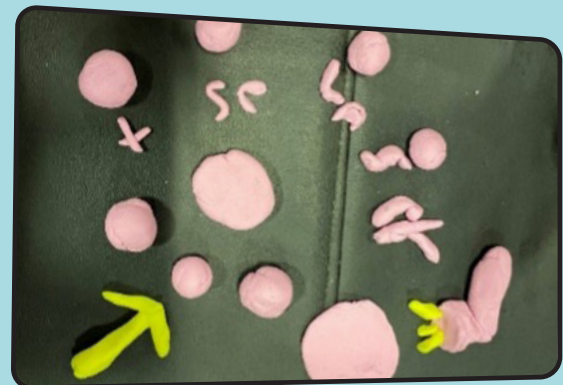
« Make sure the young person is surrounded by support, love and care. »

Using PlayDoh one group created models to help them reflect on their answers to this question:



“ Point of contact – make sure that the young person has someone they speak to if they need to know what is happening during the disagreement of EHCP. ”

“ Need to have champions of the young people's voice (loud speaker), make sure there is an annual review (yellow arrow), make sure ALL round the table (all circles are people) e.g. health, social care, education, youth, local authority. ”



“ Make sure the young person is in the middle of the circle, that they are made to feel supported from all avenues and organisations while they are in dispute. ”



4.6 Common Transfer Files and Adjustment Passports

To seek young people's views on the potential of Common Transfer Files and Adjustment Passports improving transition to further and higher education, we asked young people 'What are the good and bad things about Common Transfer Files and Adjustment Passports?'

Young people shared a combination of strengths and weaknesses of each format that should remain central considerations. Overarching themes included the importance of these being optional, jointly written and shared only with young person's consent. This would support young people's concerns about being prejudged and not being able to make a fresh start. It was recognised that these formats would reduce repetition in information sharing for young people and it would be important for both to be editable. Further points breakdown specific responses against each format.

COMMON TRANSFER FILES

- ▶ The main positives of common transfer files mentioned in discussions with the benefits of standardisation, that it would ease transition between educational institutions and hopefully ensure that young people immediately receive the support they need, and that it would be useful since ECHPs don't extend to college.
- ▶ Some conditions were also raised. The files would be most beneficial if they were jointly written to give a rounded and holistic picture, were editable, and only shared with the young person's consent on a case by case basis. In addition, they should be legally binding, i.e. it should be guaranteed that young people would receive the recommended support.
- ▶ Common negative themes were that they might lead to pre-judgements, or a one sided understanding of the young person in their new environment, and that some young people were uncomfortable with the idea of such personal details being shared beyond their control.
- ▶ Also discussed were the risks of such a policy preventing young people from having a fresh start, that it might further the gap between SEND and other students, and there was the potential for inaccurate or prejudicial things to be recorded without the young person's consent.

“ Don't include too much personal information, I don't want people pre-judging me. ”

“ It feels like I would essentially become a show. I just don't like that because it's personal. It's not for everyone to know. ”

“ We are real people, you need to include positive things we can do as well as the support we need. ”

“ It would be useful if it leads to accountability otherwise it's just more paperwork. ”

“ It wouldn't let you have a fresh start. ”

“ I don't like this at all. It feels like what I talked about before. It feels like they are trying to segregate students with SEND from other students. It feels like they are trying to get employers to go - This is a normal person and this is a person with SEND. It just feels like it's going to further the gaps. I feel

feel like difference is specifically around work. It's potentially ok at school.))

ADJUSTMENT PASSPORTS

- ▶ Many benefits of Adjustment Passports were considered in discussions, including that it would save young people from having to repeat themselves, as well as from the anxiety and stress of having those conversations. The fact that they would be co-written by the young people themselves was received very positively, with young people commenting that it would give them an opportunity to share what they have achieved.
- ▶ Some suggestions during the conversations included that it be optional, jointly written, editable, and accessible in different forms - e.g. audio, braille, easy read.
- ▶ Among the criticisms were that it was unnecessary since other documents already cover this information, that it could become just more paperwork if it were mandatory, and that some young people would prefer to have the conversation in person.

« This sounds like a life saver, and means I wouldn't have to share things over and over again.))

« Would make transitions so much easier.))

« Good idea if someone would find it useful - I wouldn't. A lot of stuff is forced on young people that isn't of any interest.))

« It would make me less anxious.))

« It would include my views.))

« They would know about some of the good things you have done at school and college.))

« Isn't this what an EHCP already does? Or the All About Me form young people complete as part of the annual review?))

« I'd like to be involved in that discussion first and not have information shared before.))

4.7 Participation in decision making processes for service provision

As service users, young people have the right to be involved in decision making regarding the services they use.

« Disabled people have rights. Give respect to people with disabilities. »

With this right in mind, the young people were given a list of services which included:

- ▶ School support
- ▶ Transport services
- ▶ Youth groups
- ▶ Health services
- ▶ After-school activities
- ▶ Mental health services
- ▶ Employment schemes
- ▶ Local facilities
- ▶ Supported apprenticeships

The young people were asked to rank the services in order of which services they wanted to be involved in the decision-making process for, from most (1) to least (9). Whilst some young people ranked all the services listed, some young people only ranked the services they were interested in.

It is important to note that several young people said that it is important that they have a voice in ALL services and they therefore found it difficult to order them by preference; nonetheless it is evident from the results that most young people are particularly interested in participating in decision making regarding education and health-based services. Two services received a significantly higher ranking from most young people, these services included school support which received the highest overall ranking followed closely by mental health. Youth groups services came third in the overall ranking, which was also followed closely by health care services. Supported apprenticeships and after-school activities came next in the young people's rankings, making the top six services that young people were interested in being part of the decision-making process, linked to education, youth services or health.

« **Support in school is highly important.** »

« **Health services are also highly important especially for people here.** »

« **After school activities are probably the most interesting so the most important as well.** »

Although employment schemes and supported apprenticeships had the least engagement from the young people, the ranking of both sets of services ranged across the whole scale. Despite transport receiving the lowest ranking overall discussion amongst the young people revealed that they felt it was an important service to have a role in.

« **Whenever there is a busy bus I tend to panic because there are all these people in the way.** »

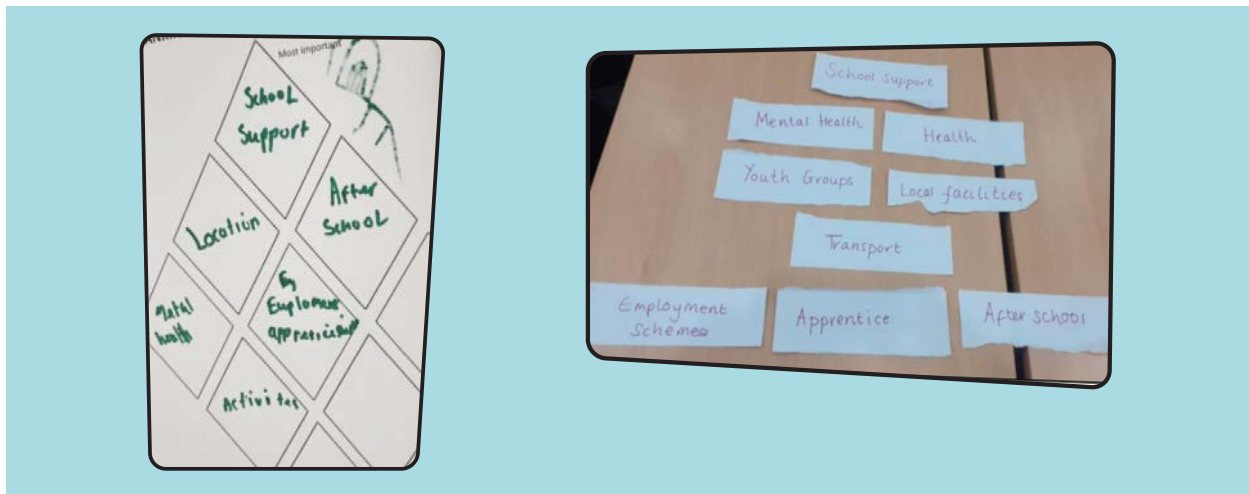


It is noticeable that the three services that received the lowest overall ranking may be more relevant to older young people as one young person pointed out;

« **Different for people still at school vs those not at school anymore. They're all important but more or less for different people. Most of us don't have a physical disability, so transport is less of an issue, if people can't afford outside support, then after-school activities a more important.** »

The young people were asked to include suggestions of any services they felt were missing from the list for which they would want to be involved in the decision-making process, these included:

- ▶ Rights for people with disabilities and public awareness
- ▶ Holiday camps
- ▶ Sports clubs



Young people were asked how they would want to be involved in decision making.

The young people suggested a variety of mechanisms most of which involved meetings and considering online options:

- ▶ Virtual meetings
- ▶ In person
- ▶ Phone calls
- ▶ Youth group meetings
- ▶ Online events
- ▶ Surveys (short and concise)

- ▶ One to one conversations
- ▶ Surveys aren't always easy to follow
- ▶ Incentives always help
- ▶ Lots more online as more accessible and easier to attend

4.8 Participation and Co-Production with children and young people

Involving families, children and young people is an important part of the SEND Review Green Paper. However, the Green Paper does not explain how this will be achieved. We therefore asked young people to picture what this participation might look like.

To assist the young people to answer this question we gave them a case study in which we asked the young people to imagine that they had been asked by their Local Authority to make a brand-new youth centre and were given three key questions; How would you like to be involved? What would decision makers need to do to make sure you are included? How would you like to stay updated?

HOW WOULD YOU LIKE TO BE INVOLVED?

- ▶ In a large majority of discussions, young people expressed enthusiasm for being consulted in person by decision makers/designers and being able to feedback after a presentation of plans.
- ▶ In a majority of groups, young people mentioned that they would want to be involved from the very beginning, and have their say on the design, layout and types of spaces in the centre, for example through a competition to submit their own designs and discuss them with the team.
- ▶ Also, in a majority of conversations, young people said they would want to be central to decision making around the staff hiring process and the types of activities, programs and services available in order to ensure that they were relevant and accessible.
- ▶ In about half of the focus groups, young people expressed an interest in being involved in the interior design of the centre, the colours, decoration, artwork, seating and lighting.
- ▶ In a few discussions, young people said they would want to be actively involved in construction, for example painting and decorating, and that it could be a form of work experience - adding that they should get credit for their contributions and expertise at all levels of the project.
- ▶ A few groups mentioned wanted to visit the site in person to give their feedback and test the space out at various stages.

« I like this idea that we should tell them what we want. I doubt they know children as well as actual children do. »

« We don't want to read a long report, we want to see it and sit down with the actual people. »

« We could use the project as work experience to get jobs in future. »

« Make sure the people who are hired are really friendly and knowledgeable. »

« Designing the building - making the right decisions from the very beginning - choice of services led by young people. »



Imagine you've been asked by your local authority to make a new youth 'centre'

How would you like to be involved?

Plan process, I want to be involved in the planning, the monetary the hiring and the general progress throughout the project.

More of like the interior design business

I would like to do the decorating and like putting it together like wallpaper and stuff

involved in the planning and decision-making.

Involved in decision-making (e.g. Planning and Management)

WHAT WOULD DECISION MAKERS NEED TO DO TO MAKE SURE YOU ARE INCLUDED?

A majority of groups emphasised the importance of outreach and many different types of engagement to involve the biggest number of young people possible. Among the suggestions were focus groups of different sizes, committees, interview panels, young people's representatives, leaflets, local advertisements, polls on social media, surveys to be sent round schools, online chat rooms for those less comfortable face to face and having awards to motivate engagement.

In around half the conversations, young people raised the question of accessibility and comfort of in-person meetings, suggesting having interpreters and support staff present, creating an informal environment for feedback with activities or crafts for younger children, having some meetings where adults aren't present, and having some smaller meetings for people who aren't confident in large groups.

The attitude of decision makers was also mentioned by about half of the groups. They highlighted the need for openness and clarity about the project's goals and what is and isn't achievable, as well as the importance of creating an equal, collaborative and non-patronising environment in which their contributions are heard and taken seriously, without assumptions.

« We don't want you to stereotype us. »

« Don't dumb down the decision process, find creative ways of making us understand. »

« Accessibility - communicate through as many things as you can: speaking, writing, films, discussions. »

« Give us lots of choices to choose from. »

« Come to us, or make it easy to come to you. »

« It would be nice to have adults leave you alone a bit so you can just chat, make it less interview-y and awkward - we could be making something, doing crafts while we talk. »

HOW WOULD YOU LIKE TO STAY UPDATED?

A majority of groups suggested using email or social media to stay updated, including live streams, Facebook groups, WhatsApp group chats, YouTube videos, and making use of Instagram, Snapchat and TikTok (although a small number of young people suggested they would prefer to keep social media for socialising).

In about half the discussions, printed updates were recommended through newsletters, youth magazines, progress reports that could be posted to homes or directly to groups.

In around half the groups, young people expressed a preference for in-person meetings and follow up discussion groups.

Some groups mentioned that they would want to be kept updated regularly throughout the process, through frequent emails, posts on social media or monthly or fortnightly meetings.

« Put things online so we could give feedback as things happen. »

« Emails - it's not the same thing as someone telling you something. »

« There should be info sent AND a follow up group. »

« Send regular updates on social media with questions to be answered. »

« Allow responses in different formats. »

« Use something interactive - start trends! »

Imagine you've been asked by your local authority to make a new youth 'centre'

How would you like to be involved?

Face-to-Face meetings

I don't know if I would want to be

How would you like to stay updated?

Leaflets/Posters

Local offer

Newsletters

Social media

In person events

Online events

What would decision makers need to do to make sure you are included?

Don't make people feel powerless

Come up with commitments and stick to them

Come to us, or make it easy to go to them

5 Recommendations

NATIONAL SEND STANDARDS

- ▶ Children and young people must be involved in the development of the Standards, with a diverse range of children and young people, including those who are seldom heard being engaged.
- ▶ Standards must be ambitious and go beyond the minimum, strengthening to existing duties outlined in the Children and Families Act 2014.
- ▶ All Standards must take a 'whole child' approach, engaging a joined-up system that supports children and young people with SEND to thrive.
- ▶ Standards should focus on developing a workforce of education, health and care professions that are skilled and knowledgeable of the support disabled children and young people, and those with SEND need to achieve their fullest potential.

NAMING A SETTING WITHIN AN EHCP

- ▶ Any list of educational settings should be a recommendation only and should not restrict choice for students.
- ▶ Recommended schools should be ambitious with a range of academic and pastoral options.
- ▶ Families facing barriers from schools that increase the difficulty for their child to attend should be made aware of all options to raise complaints and redress.



EDUCATION, HEALTH AND CARE PLANS AND SEN SUPPORT

- ▶ The EHCP process and language used in the plan should be understandable, or explained thoroughly, to young people. Easy read versions should be available for those who need them.
- ▶ Standardising EHCPs shouldn't prevent their personalisation by the individual whose support they detail. This could mean ensuring young people's involvement in producing, maintaining and reviewing the plans, this could be done also by using an advocate if necessary. The value of young people's input shouldn't be understated.
- ▶ Ensure the involvement of families and carers in EHCPs, though the young person should have a say in the extent of this.
- ▶ If required young people should be provided with the support to meaningfully access their EHCPs.

DIGITISATION OF EDUCATION, HEALTH AND CARE PLANS

- ▶ Digitisation would require the young people and families with EHCPs to be educated in digital literacy and provide the tech in order to access them.
- ▶ Any digitisation plans must take note that digital poverty will be a barrier for some families and any changes to templates, standardisation and access should also be available in hard format.
- ▶ The subsequent data collection and progress tracking from digitisation would require young people and their families/carers to have the confidentiality of digital EHCPs laid out clearly. The rights of the young person to privacy would need to be explained to them.

STRENGTHENING EARLIER REDRESS

- ▶ Young people should be centred and heard in decision making meetings by being offered appropriate and accessible mechanisms to feedback and disagree.
- ▶ Children, young people and families should be communicated with clearly and regularly throughout the process of mandatory mediation, it should occur in a timely manner.
- ▶ Communication should come from a consistent named contact and should include timescales and transparent reasoning on why decisions have been taken.

COMMON TRANSFER FILES AND ADJUSTMENT PASSPORTS

- ▶ The use of these information sharing formats should be optional to young people and shared with their consent only.
- ▶ Information should be jointly written with young people to ensure the most important information is clear and that it remains a positive representation of the young person's skills and attributes as well as their needs. These formats should remain editable.

DECISION-MAKING

- ▶ Children and young people need to be included in the decision-making processes for all the services of which they are users with the priority being education, youth and health services.
- ▶ Youth advisory group or forum meetings are a useful way to engage young people and making them online makes them more inclusive for some.
- ▶ Children and young people must be involved in decision-making on all levels - individual, service, and strategic - and be equipped with the skills.

CO-PRODUCTION

- ▶ Children and young people need to be included in the decision making processes from the beginning and throughout the whole process.
- ▶ They would like to be included in the designing of spaces they will be using and in the hiring of staff.
- ▶ A variety of engagement mechanisms need to be used to be as inclusive as possible of as many young people as possible.
- ▶ Openness and clarity from decision makers is essential.
- ▶ Children and young people should be kept updated about the process, this can be done in a variety of ways: online, newsletters, meetings.

6 Conclusion

Both CDC and the children and young people taking part in our consultation welcome this opportunity to address the challenges of the current SEND system. We are also pleased that the Green Paper outlines ambitious proposals such as the National SEND Standards, and that co-production is mentioned in several sections as being necessary to address challenges and create real change.

As previously mentioned, our consultation with children and young people has focussed on areas of the Green Paper that young people themselves feel are priority areas and where the voices and lived experiences of children and young people are a must. However, the young people who co-designed our consultation also acknowledge that there are several other areas of the Green Paper where children and young people's co-production is vital and necessary, and the lack of discussion of those areas in this report are due only to time constraints of the consultation. Children and young people must continue to be engaged and treated as equal partners in the developing the policy areas outlined in the Green Paper.

From our conversations in focus groups and our advisory work with FLARE, disabled children and young people, and those with SEN, are clear that real change will happen only when there is a shift in culture that includes:

- ▶ An ambitious system that actively challenges stereotypes and disadvantage.
- ▶ Disability inclusion and awareness training for the workforce, including teachers, support and pastoral staff, health staff, and care staff.
- ▶ Person centred support plans where children and young people's voices and ambitions are at the heart.
- ▶ More inclusive school settings.

Throughout our engagement work for this consultation children and young people have told us that they need support that crosses systems and is joined up in ways that allows the sharing of information to cut waiting times and create services that truly meets need. For this to happen children and young people say that targeted funding is needed to help fill the gaps in accessing support. In particular, early access to mental health and well-being services that understand disability and how having a disability or SEN may impact mental health diagnosis, engaging in services, and receiving treatment. Young people have told us that:

- ▶ Accessing health services and educational support at the earliest opportunity is necessary for children and young people to thrive.

- ▶ Children and young people need to be listened to and believed.
- ▶ Children and young people with SEN&D need to be included in the designing of services.
- ▶ There needs to be investment in specialist health and care services.

As has been often raised, and again during this consultation, children and young people tell us that they need access to the right information at the right time, including clear information about their Rights. This must include the support and services they are entitled to and who is able to help them to access it. The participants in this consultation have clearly stated that:

- ▶ Educational support plans, including but not limited to EHCP's, have young people at the heart and are written in plain, accessible language that focuses on achievement.
- ▶ Support plans and service entitlements are easy to access in a range of formats. The government's proposal to digitise EHCP's is welcomed but those who cannot afford devices or connectivity to access digital plans should not be disadvantaged or left behind.
- ▶ Information, advice and support for young people needs to be easily accessed and in a range of formats.
- ▶ Financial information and support services need to be easy to access and understand; this includes access to higher education funding.

Central to this consultation has been co-production and the voices and lived experiences of children and young people. As co-ordinators of the FLARE group and champions for youth voice, CDC would like to see a real and ambitious commitment to children and young people's co-production in the SEND system going forward. Both we and young people welcome the government's development of Inclusion plans but these must be co-produced with children and young people for them to effectively deliver. We feel that plans outlined in the Green Paper to hear the voices of children and young people do not go far enough and there is a lack of recognition of how vital youth voice is.

Young people tell us that there needs to be designated funding to support children and young people to take part in co-production, and this needs to be embedded, sustainable and meaningful in every local area. This includes supporting children and young people who are seldom heard in co-production, specifically children and young who:

- ▶ Are from ethnically and culturally diverse background
- ▶ Have a range of support needs, including those who are non-verbal or have sensory support needs
- ▶ Experience social, emotional and mental health needs
- ▶ Are care experienced
- ▶ Are from low income households
- ▶ Live away from home

We look forward to working with DfE to keep children and young people's voice front and centre as we move through this process, and to support children and young people to understand and engage in these proposals through to completion.



Appendix 1

Participating schools, colleges and youth organisations

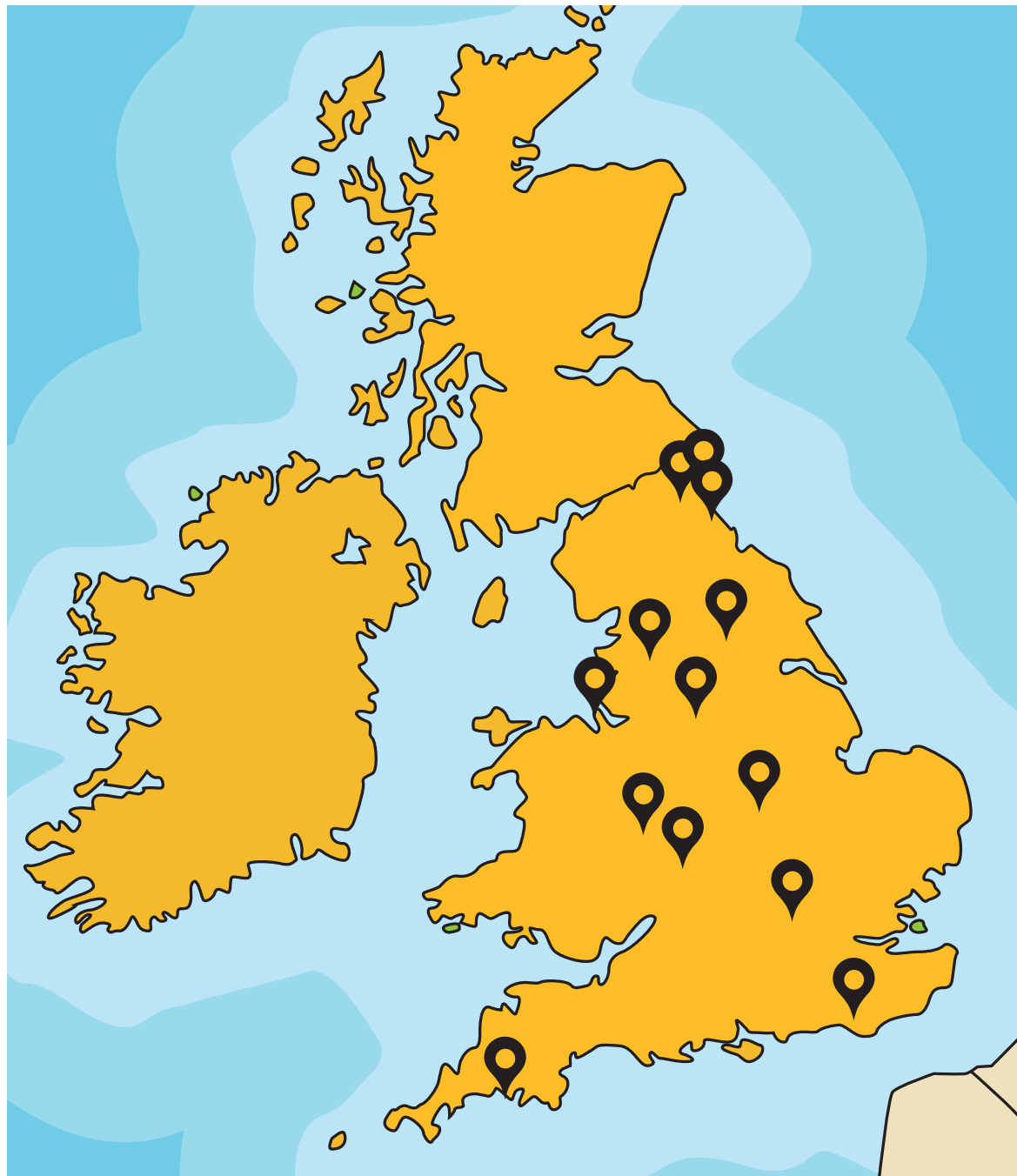
NB: In each case, as well as giving us the feedback from the children and young people, the practitioners also gave us feedback on the process of how they involved their young people in the consultation and how it was for the young people to participate as well as any learning for the professionals.

- Advocacy for All
- Bannockburn Primary School, Royal Borough of Greenwich
- Blackburn with Darwen Borough Council, SEND Inclusion Project
- City of Wolverhampton Council, HY5 Youth Forum
- City of York Council, Access4all
- East Sussex County Council
- Flare, Council for Disabled Children
- Gateshead Council, SEND Youth Forum
- George Shearing Centre, Richmond and Wandsworth
- Hackney Council
- Leeds City Council, SEND Youth Forum
- Leigh Academy Blackheath, Royal Borough of Greenwich
- North Tyneside SEND Youth Forum
- Nottingham City Council
- Oldham Council, Barrier Breakers
- Our Voice Surrey / ATLAS
- Our Voices Heard / Solihull
- Rutland Disabled Youth Forum
- South Tyneside, SEND Youth Forum (SENDIASS)
- Youth Ascends Plymouth
- Wirral Council, SEND Youth Voice Group

Appendix 2

Where the young people who participated in the consultation were located

- Blackburn
- East Sussex
- Gateshead
- London
- North Tyneside
- Nottingham
- Oldham
- Plymouth
- Rutland
- Solihull
- South Tyneside
- Surrey
- Wirral
- Wolverhampton
- York



Note: FLARE is a national group and have not been included in the above map.

Appendix 3

Session Plan and Resources

SEND review consultation – Session Plan

NOTES TO FACILITATORS:

You know your young people best, so please make sure to adapt the questions and activities to suit their needs so we have provided some alternative activities as ideas.

Time and sections

- ▶ We suggest a session of no longer than one hour and 30 minutes. The current session plan runs for longer than this. However, we know that not everyone will want to participate in a focus group of this length and there may be sections that are not relevant to your young people, you are not obliged to complete all the sections, except the 5 questions highlighted in yellow, these are necessary. The rest of the session plan is designed for you to pick and choose the sections to most relevant to your young people.
- ▶ We have provided an estimated time lengths for each activity to help you choose which sections to include. These are estimates and will change depending on how many young people you have in your group. Please take breaks where you feel is most appropriate.

Accurate recording

- ▶ It is important that all contributions are made from participants are not facilitators or parent/carers. Some questions may need to be explained or developed but it is essential that facilitated do not influence answers given. We have provided a [glossary of terms](#) to help with explanations.
- ▶ You will need to send all content and discussion back to Anita at ncbconsultation@kaizen.org.uk as soon as possible and latest by July 4.
- ▶ Please be mindful to record the information accurately and quotes verbatim.
You can record these answers in the way that works best for your group, some options include:
 - ▮ Use a Dictaphone
 - ▮ Take photographs or scan the young people's contributions
 - ▮ Have someone dictate your answers
 - ▮ Get young people to put their answers straight into an online format

Time	Activity	Alternatives	Facilitator Notes/Resources
Welcome			
5 mins	<p>Welcome and Introduction</p> <p>1. Facilitator to read out/use to give context to the session:</p> <p>The government has looked at how children and young people with special educational needs and disabilities are supported. They think some changes are needed and they have written a Special Educational Needs & Disabilities (SEND) Review Green Paper to share their thoughts on the changes that they want to make in England.</p> <p>A Green Paper is a document that discusses new laws that the government is considering. This means that the changes talked about in the SEND Review are suggestions (these are not changes that are definitely happening, they are changes that could happen).</p> <p>We want to know what you think about the changes the government has suggested in the SEND Review Green Paper so we can give feedback to the government. It is really important that children and young people get to have their voices heard too.</p> <p>2. Set boundaries and expectations of how we share and contribute in the session.</p>		<p>To help give context you should have received a young person's information sheet which you can also find here:</p> <ul style="list-style-type: none"> • Young Person's Information Sheet • Young Person's Easy Read Information Sheet

Time	Activity	Alternatives	Facilitator Notes/Resources
5 mins	<p>Icebreaker</p> <p>Each person to come up with an adjective to describe themselves that starts with the same letter as their first name:</p> <ul style="list-style-type: none"> • Happy Harriet • Awesome Amar • Fearless Farah <p>If they get stuck their peers can help or they could use one of the other letters in their name</p>	<p>Please remember that you know your young people best. If you do not think they need the icebreaker, it is optional. You may also have an icebreaker that may work better for your group.</p>	
What is your support like now?			
10 mins	<p>Introductory Question: Scale of happiness</p> <p>Facilitator to explain: “The first thing we want to find out is how happy you are with the level of support you receive at the moment.”</p> <p>Show the young people an emoji scale from 1-5. 1=very unhappy, 2=somewhat unhappy, 3=not sure, 4=somewhat happy, 5=very happy.</p> <p>Ask the young person to choose where they feel they are on the scale, how happy they are with the support they currently receive.</p> <p>Ask the young person to explain why they have chosen that emoji (Remember to record their answers).</p>	<p>To make sure the activity is accessible to your young people here are some options:</p> <ol style="list-style-type: none"> 1. Print out the emojis, place them along the floor/wall and ask the young people to go stand/sit next to their choice. 2. Print off the emojis and each young person can lift their chosen emoji in the air. 3. Print off a group/individual scale(s) and young people can mark their chosen emoji on paper using pens or post it notes. 4. On a Jamboard (or other interactive board), you or the young people can put their name on a post it notes next to their choice. 	<p>Resources:</p> <ul style="list-style-type: none"> • Emoji print out • Jamboard

Time	Activity	Alternatives	Facilitator Notes/Resources
Local Authorities			
15 mins	<p>Question 1:</p> <p>The government wants to write a new list of rules that your local authority (LA) will have to follow to make it easier for children and young people to get the support they need.</p> <p>The government would like to call these rules 'The National SEND Standards'. What do you think should be included in the list of rules? Facilitator can provide some examples as prompts, these might include:</p> <ul style="list-style-type: none"> • The LA should have a set number of days to write a new EHCP • The LA should have to consult young people before they make any new services • Young people should be included in decisions about their support. 		<p>See glossary for explanation of</p> <ul style="list-style-type: none"> • Local Authority • Government • SEND • Alternative Provision • System • National SEND Standards
10 mins	<p>Question 2:</p> <p>The Government thinks it would help if families are given a set list of schools and colleges that their children can choose from. This would mean that the family could only choose a school or college from this list.</p>	<p>This activity can be done:</p> <ul style="list-style-type: none"> • On a Jamboard with virtual/real post-it notes • Print off of the options, young people to write directly onto the sheet or use post-it notes • Put emojis in different sections of the room and young people go stand/sit next to them 	<p>See glossary for explanation of</p> <ul style="list-style-type: none"> • Local Authority • Government • SEND <p>Resources: Jamboard link Printable link white background Printable link green background</p>

Time	Activity	Alternatives	Facilitator Notes/Resources
	<p>How would you feel if you were given a list of schools and colleges that you had to choose from?</p> <p>Facilitators to share a screen with different emojis. Young people choose which emoji they would feel like and explain why.</p> <p>Possible follow up question: What would parents/carers and local authorities and you need to consider if they were deciding which schools and colleges children and young people with SEND would want to go to?</p>	<p>and write their reasons on post-it notes.</p>	

Support documents and getting the right support

15 mins	<p>Question 3</p> <p>3a. Who actually has an EHCP?</p> <p>Facilitator to ask for a show of hands for who has an EHCP. Facilitators make sure you record this number.</p> <p>3b. At the moment all EHCPs look different depending on where you live and the government wants them to all look the same. Do you think it is a good or bad idea for all EHCPs to look the same and to be filled in using the same rules?</p>	<p>3a. alternatives:</p> <ul style="list-style-type: none"> • Stand on different sides of the room • Have yes/no cards that they can raise • Stand up/sit down • Thumbs up/thumbs down • Other forms of voting that your group uses. <p>3b Alternatives:</p> <ul style="list-style-type: none"> • Young people can use their actual thumbs • Young people can use printed thumbs • Use red/green cards • Use yes/no cards • Stand up/sit down 	<p>If you have young people that do not have EHCPs, please adapt the question to be able to include them.</p> <p>See glossary for explanation of</p> <ul style="list-style-type: none"> • EHCPs • Government • SEND <p>Resources:</p> <ul style="list-style-type: none"> Yes/No Cards Thumbs Jamboard Thumbs printable
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Time	Activity	Alternatives	Facilitator Notes/Resources
	<p>Facilitator to explain that this would mean that young people's EHCPs would have the same information in the same order as all other young people in England, wherever they lived in the country but that the content would be unique to the young person.</p> <p>Facilitator to ask young people to do a thumbs up / thumbs sideways / thumbs down. Make sure to record how many young people do each thumb type.</p> <ul style="list-style-type: none"> • Up = you think it is a good idea • Horizontal = you not sure/ it's not good or bad • Down = you think it is a bad idea <p>Get young people to explain their choice, either by writing it down (potentially in the matching printed thumb) or sharing verbally.</p> <p>Possible follow up question: What do you think is the most important information to include in an EHCP and why?</p> <p>Facilitator to explain that we are not asking about which sections of the EHCP should be included but instead what information or content about and for the child or young person should be included. For example:</p> <ul style="list-style-type: none"> • What would the CYP want teachers, supporters and health and care staff to know about them. 	<ul style="list-style-type: none"> • Stand in different corners of the room 	

Time	Activity	Alternatives	Facilitator Notes/Resources
	<ul style="list-style-type: none"> • What information about learning does the CYP think should be included • Is there any info that the group thinks a teacher should include? What should not be included? • Same for health and care – what should be included and what is not important or what doesn't help a young person learn? 		
15 mins	<p>Question 4.</p> <p>A new idea is that EHCPs (or support documents if your young people do not have EHCPs) will be kept online and you and your families will be able to look at them whenever you want to.</p> <p>How do you feel about that? Can you give some examples of when this would be helpful? Can you give some examples of when this would not work?</p> <p>Facilitator to ask young people to do a thumbs up / thumbs sideways / thumbs down. Make sure to record how many young people do each thumb type.</p> <ul style="list-style-type: none"> • Up = you think it is a good idea • Horizontal = you not sure/ it's not good or bad 	<p>Alternatives:</p> <ul style="list-style-type: none"> • Young people can use their actual thumbs • Young people can use printed thumbs • Use red/green cards • Use yes/no cards • Stand up/sit down • Stand in different corners of the room 	<p>See glossary for explanation of</p> <ul style="list-style-type: none"> • EHCPs • Digitise <p>Resources: Yes/No Cards Thumbs Jamboard Thumbs printable</p>

Time	Activity	Alternatives	Facilitator Notes/Resources
	<ul style="list-style-type: none"> • Down = you think it is a bad idea <p>Get young people to explain their choice, either by writing it down (potentially in the matching printed thumb) or sharing.</p> <p>Possible follow up question: How would you like to access information about your support plan?</p>		
	<p>Question 5.</p> <p>If a young person and their family disagrees with the school or Local Authority about what support the young person is receiving, what should be done to support the young person and their family?</p> <p>Facilitator to ask the young people what they think and to get the young people to explain their answers.</p> <p>Possible follow up question: Who are the people that should be able to help?</p>	<p>As long as answers are recorded - this question could be:</p> <ul style="list-style-type: none"> • Discussed as a whole group, one person speaks at a time • Young people given time to write their answers down • A large group can be split into smaller groups and they can make a mind map 	<p>See glossary for explanation of</p> <ul style="list-style-type: none"> • 'Local Authority'
15 mins	<p>Question 6.</p> <p>To improve transition to further and higher education the government would like to introduce common transfer files and adjustment passports (see glossary).</p> <p>What are the good and bad</p>		<p>See glossary for explanation of:</p> <ul style="list-style-type: none"> • Transition • Common transfer files • Adjustment passport • Further education • Higher education • Government • Employment

Time	Activity	Alternatives	Facilitator Notes/Resources
	<p>things about</p> <ul style="list-style-type: none"> • Common transfer files • Adjustment passports <p>Facilitator can help the young people fill in the pros and cons either on a Jamboard as a group or individually on paper.</p> <p>Possible follow up question: How would you like information to be shared across educational and employment settings?</p>		<p>See glossary for explanation of:</p> <ul style="list-style-type: none"> • Transition • Common transfer files • Adjustment passport • Further education • Higher education • Government • Employment <p>Resources: Good and Bad Thing Jamboard Good and Bad Things Printable</p>
Youth Voice			
15 mins	<p>Question 7.</p> <p>Facilitator to emphasize that young people have the right to be involved in decision making. Some examples of what young people have been involved in might include:</p> <ul style="list-style-type: none"> • Young people have helped to design and produce mental health services for young people in Cumbria • In Dorset, young people worked with Dorset council to make a policy about how young people will be consulted in future about Dorset services. <p>Here is a list of options. Please rank them by which ones you would most like to have a say about. If you would like to swap some with areas you are more interested in please do!</p>	<p>Alternatives: Any form of ranking task</p> <ul style="list-style-type: none"> • Numbering them by importance • Print off the words in large and order them importance on the floor or the wall • Give each young person a title and ask them to order themselves in level of importance. 	<p>See glossary for explanation of:</p> <ul style="list-style-type: none"> • Transition • Employment • Supported apprenticeships • Policy • Consultation • Advisory Group • Employment <p>Resources: Diamond Ranking Template</p>

Time	Activity	Alternatives	Facilitator Notes/Resources
	<ul style="list-style-type: none"> • School support • Youth groups • After-school activities • Employment schemes • Supported apprenticeships • Transport services • Health services • Mental health services • Local facilities • Any not on this list <p>Facilitators to show young people a diamond grid with nine empty diamonds. The top diamond is the most important and the bottom diamond is the least important. Ask/support the young people to put each option into the diamond template depending on how much they want decision makers to hear their ideas about it.</p> <p>Follow up question: How would you like to have your voice heard? Facilitator to explain that young people can have their voice heard by decision makers in different ways; as part of an advisory group, as part of a consultation (like this one), as part of a survey. Ask the young people as a group to come up with a list of ways they would like to get their voices heard by decision makers.</p>		

Time	Activity	Alternatives	Facilitator Notes/Resources
20 mins	<p>Question 8.</p> <p>Involving families, children and young people is a big part of the government's new suggestions. We are going to picture what that might look like.</p> <p>Imagine you've been asked by your Local Authority to make a brand-new youth centre.</p> <ul style="list-style-type: none"> • How would you like to be involved? • What would decision makers need to do to make sure you are included? • How would you like to stay updated? 		<p>See glossary for explanation of:</p> <ul style="list-style-type: none"> • Government • Advisory Group • Local Authority <p>Resources:</p> <p>For an example of how young people have been involved in decision making we recommend watching the second video on this webpage. The Greenwich Youth Advisory Group ACE share how they were consulted by their Local Authority on different activities and projects. Watching the video until minute 02.17 will show who ACE are and how they were consulted on how to build the new leisure centre. You may find it helpful to skip from 0.44 to 1.24 which lists all the schools involved. There is also an easy read which provides other examples of how ACE have been consulted and had an impact on Greenwich council.</p>

SEND Review Consultation: Practitioners Glossary of Terms

This glossary is intended to support you to ensure the understanding of your group of young people while responding to the questions in this consultation session.

Please refer to this glossary while preparing for and/or during the delivery of your consultation session.

You know your young people best, please feel free to re-word questions and offer additional explanations to ensure access for your group.

Accountability: To be accountable for something means to be responsible for it or in charge of it.

Adjustment passport: An Adjustment Passport is a document which introduces a young person and allows them to share details of the support they need. It may be used to introduce a young person to school staff, teachers and employers.

Advisory Group: An advisory group is a group of people brought together to give their views and ideas on a subject.

Advocate: To advocate for something or someone means to stand up for its rights or their rights.

Alternative Provision: Alternative Provision means a different type of education place from a mainstream school. There are lots of different types of alternative provision, they include hospital schools and pupil referral units.

Anonymous: Being anonymous means that no one knows your identity, for example your name, your age and what you look like. If you share your views anonymously, it means that your views are heard, but that no one knows that they were shared by you.

Apprenticeship: An apprenticeship is a paid job where people can learn new skills and have new experiences.

Assessment: Assessment is when you check something and make a judgement or decision about it.

Common Transfer File: A Common Transfer File allows schools to pass on information about pupils and their needs to their next school. The idea of a Common Transfer File is that it helps schools to have the correct support in place from day 1 of a new pupil joining.

Consultation: To consult means to check. A consultation means to check with a lot of people what they think about a subject or an idea.

Co-production: Co-production means to work together to produce change. In co-production all of the people involved should be equal and included at all stages.

Digitise: Digitise means to make something digital. This could mean turning a paper

document into an online document which is completed on a computer and shared using the internet.

Education provision: Provision means to provide something. Education provision means the way that education is provided. There are different types of education provision as there are different ways that education can be provided.

Education Setting: A setting is a place. An education setting is a place where a type of education is provided.

EHC Plans: EHC stands for Education Health and Care. An Education Health and Care Plan is a plan for children and young people aged up to 25. An EHC Plan contains the educational, health and social needs of a person and the additional support to meet those needs.

Employment: Employment means work. A person's employment is their job.

Further Education: Further education is education for people who have left school but are not at university or college.

Focus Group: A focus group is a group of people brought together to share their views on a subject, this may be by answering a set of questions and completing activities.

Government: The Government is the group of people who are in charge of running a country.

Green paper: A green paper is a document which shares ideas about a certain subject that is published by the government. A green paper means people can see and discuss the ideas before the government make final decisions about them. The SEND Review is a green paper.

Higher Education: Higher education is education at universities or colleges.

Local Authority: A local authority is responsible for all of the public services and facilities in a particular area. Facilities include buildings and equipment.

Mandatory: When something is mandatory it means that it must happen.

Mediation: Mediation is a process used to try and solve disagreements. It involves a person or group of people who are not on either side and can help others to agree.

National: National means across the whole country.

National Framework: A framework is a set of rules, ideas or beliefs. A national framework means the same set of rules, ideas or beliefs are used across the whole country.

National SEND Standards: National SEND Standards means a set of rules which would be used to try and make sure that the same quality of support is available to children and young people with special educational needs and disabilities wherever they live in the country.

Participate: Participate means to take part in something.

Policy: A policy is action or activity which is suggested by someone or by a group of people. Policies can tell us what will happen in different situations.

Reform: Reform means to change something.

Report: A report is a collection of information which aims to answer a question or a set of questions.

Review: Review means to check whether something is working.

SEND: SEND stands for special educational needs and disabilities.

SEND Review: The SEND Review is the document created by the government which shares ideas for changes which could be made to the SEND System to make it work better for children, young people and families. The SEND Review is a green paper.

SEND Standards: Standards means different levels of quality. SEND Standards means a set of levels that are agreed and need to be met to make sure a good quality of experience is had by all children and young people with special educational needs and disabilities wherever they live in England.

SEND System: The SEND System means all of the services, people and processes (the way things work) that are in place to support children and young people with special educational needs and disabilities and their families.

Support: Support means to assist or to help. Support can change to meet different needs of different people.

Supported Apprenticeships: Supported Apprenticeships are apprenticeships designed for young people aged 16-24 who have an EHC Plan, live in England and are not in full time education.

Support plans: Support plans show the support required by a person to meet their needs.

Training: Training helps people to prepare for different jobs or challenges by learning new things.

Transition: Transition means a time of change. For example, young people transition from their secondary school when they reach the end of year 11.



Introductory Question Resources:



Question 1: List of Rules for Local Authorities

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

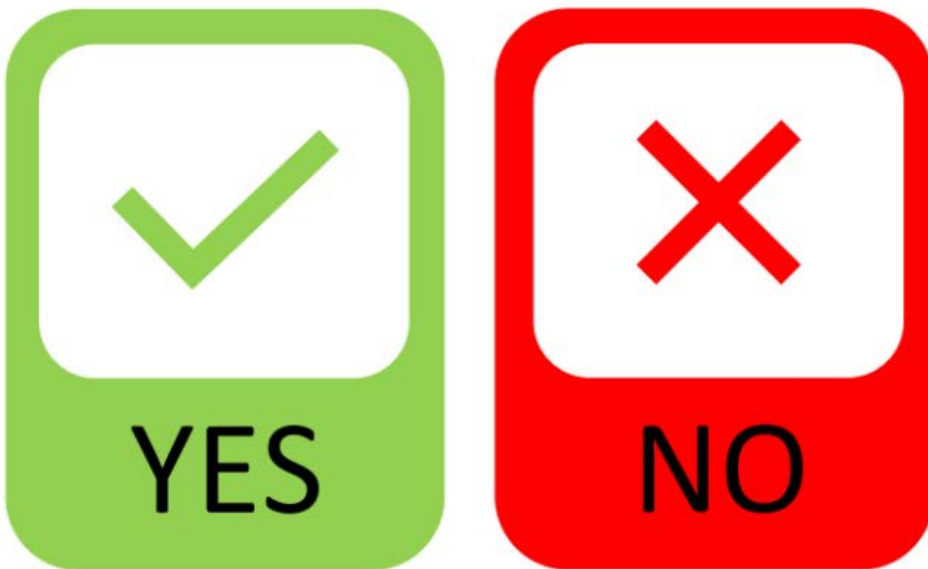
Question 2: Emoji Options





Questions 3 and 4: Thumbs up, thumbs down



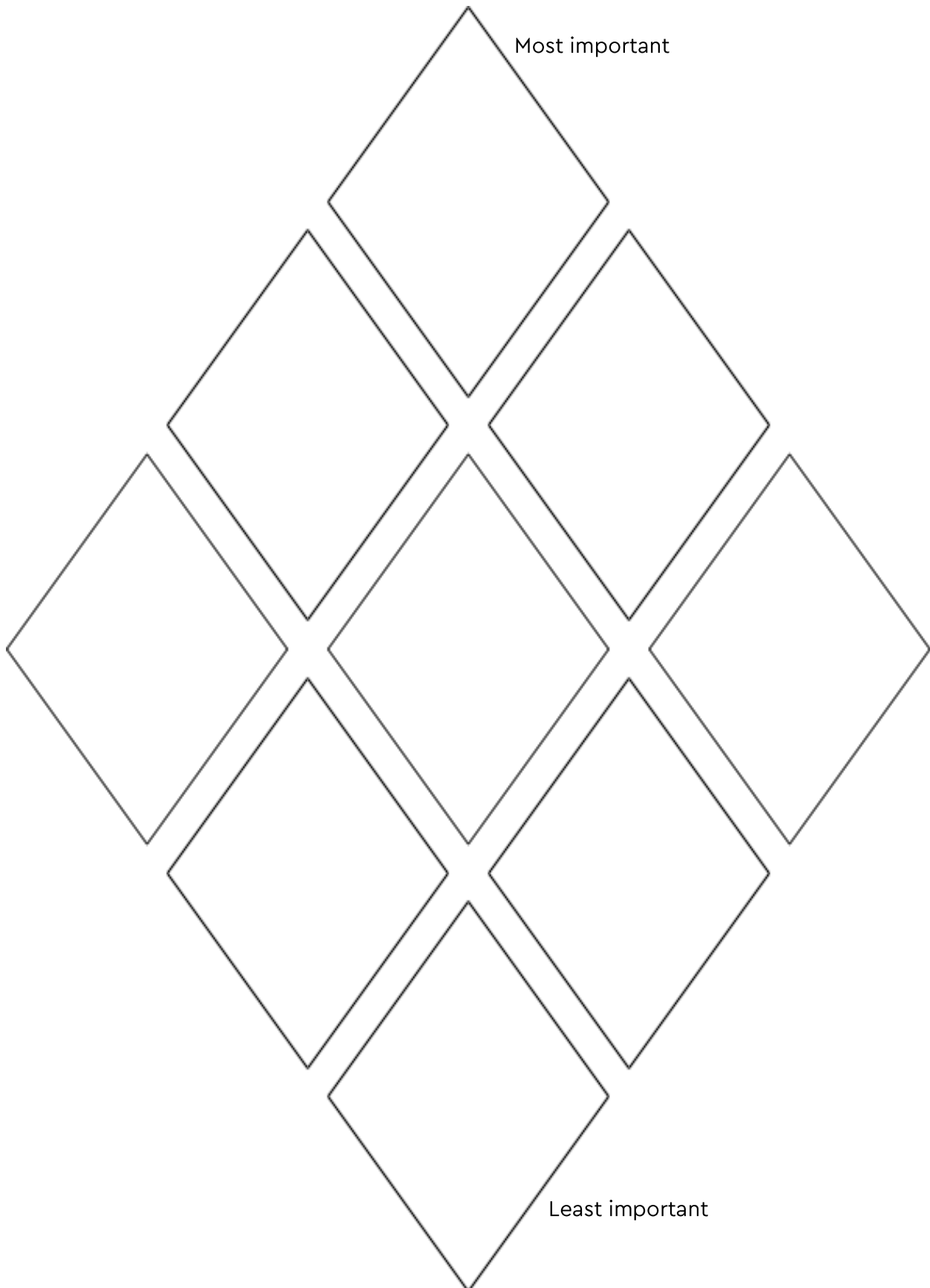
Question 3 and 4: Yes/No Cards



Question 6: Pro and Cons / Good and Bad

Good 	Bad 

Question 7: Diamond Ranking



Question 8: Greenwich Co-Production Example



ACE group You said, We did 2021



This is to tell you what ACE has achieved. In this guide:
You said = ACE groups
We did = Royal Borough of Greenwich



1. Short breaks



You said:

- We would like our short breaks to have fun activities like:
- trips
- sport
- Art and crafts



You said:

- We would like short breaks information to:
- be easy to read
- have lots of pictures and photos



We did:

- We chose short breaks that had clear and easy to read info
- We chose short breaks that offer trips, fun activities, art and crafts



2. Making a local youth club better for young people



You said:

- We need:
- easy access
- disabled changing rooms.
- pastel colours for calm



You said:

- We would need:
- easy read signs
- sensory lighting
- music, cushions



You said:

- We would need:
- punchbag for stress.
- sport, IT and Art & Crafts.
- cafe



**3. Design of the new
Leisure Centre & The
Tramshed**



You said:

- The buildings looked easy to use.
- The buildings looked nice and are child friendly



You said:

- We would like to see a water slide and also lifts.
- We would like to see after school clubs and an education centre



We did:

- We gave your views to the planners
- They used your ideas in the design
- They would like to gain your views in the future.



4. Improving a web page for keeping young people safe

You said:

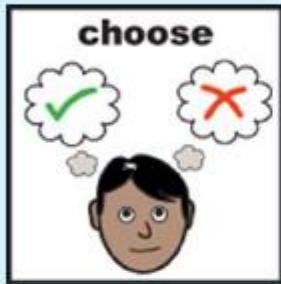


- We think the software is easy to access but difficult to understand:
- All of us feel able to approach school staff if we are unsafe.



You said:

- We would like to see:
- read aloud software



You said:

- We would also like to see:
- more symbols and pictures
- list of simple definitions



We did:

- We made changes to the web page to include what you needed.



We did:

- We let you know that we found your ideas really helpful.



5. Choosing a new SENDIASS service



You said:

- You gave scores for the bid:
- 8 out of 10 overall
- 7 out of 10 for how it looked



You said:

- More scores:
- 7 out of 10 for being easy to read
- 4 out of 10 would recommend the service



We did:

- We added your scores into ours
- We took notice of your comments



6: Youth Leader event



You said:

- After lockdown we need support with:
- keeping safe
- good mental health
- friendship groups
- travel training



You said:

- To be a youth leader we need support with:
- communication
- social skills
- team work
- Easy Read



We did:

- We passed your ideas back to Metro GAVs
- They used your ideas in a London meeting about youth leaders



7: How to cope during the COVID pandemic



You said:

- Important things to help are:
- having a hobby
- spending time outside
- supporting the NHS



You said:

- you need hope for the future
- try to express yourself
- make wishes
- do things that you enjoy



Friend

You said:

- keep busy
- appreciate your loved ones
- contact your friends



We did:

- We put your ideas on display in the Woolwich library
- We also put your work up in council offices..



- Thanks for letting your voices be heard.
- We are listening to you!



For more information:

- Email ACE:
youth-voice@royalgreenwich.gov.uk



- Call ACE:
020 8921 3311

Appendix 4

Equality, Diversity and Inclusion

Equal Opportunities Monitoring Form

The information you provide will be anonymous. That means we will not know who you are.

You do not have to answer these questions if you don't want to.

This information lets us see which groups of children and young people we work with, such as people from different religious groups.

This information also lets us see which groups we have not worked with so we can make sure we work with them

Age	<input type="checkbox"/> 10 or under	<input type="checkbox"/> 11-16	<input type="checkbox"/> 17-19	<input type="checkbox"/> 20-25
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What best describes your gender?	<input type="checkbox"/> Man	<input type="checkbox"/> Non-binary	<input type="checkbox"/> Woman	<input type="checkbox"/> Prefer not to say
	<input type="checkbox"/> Other	I use another term:		

Are you trans?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure	<input type="checkbox"/> Prefer not to say
-----------------------	------------------------------	-----------------------------	---------------------------------	--

What best describes your sexual orientation?	<input type="checkbox"/> Bi	<input type="checkbox"/> Gay/Lesbian	<input type="checkbox"/> Heterosexual/Straight
	<input type="checkbox"/> Prefer not to say	I use another term:	

What is your ethnicity? Ethnic origin is not about nationality, place of birth or citizenship. It is about the group to which you perceive you belong. Please tick the appropriate box.

<p>White</p>	<p><input type="checkbox"/> English <input type="checkbox"/> British</p> <p><input type="checkbox"/> Welsh <input type="checkbox"/> Gypsy/Irish Traveller</p> <p><input type="checkbox"/> Scottish <input type="checkbox"/> Northern Irish</p> <p><input type="checkbox"/> Irish <input type="checkbox"/> Prefer not to say</p> <p>Other</p>
<p>Mixed/ Multiple</p>	<p><input type="checkbox"/> White + Black Caribbean</p> <p><input type="checkbox"/> White + Asian</p> <p><input type="checkbox"/> White + Black African</p> <p><input type="checkbox"/> Prefer not to say</p> <p>Other</p>
<p>Asian/ Asian British</p>	<p><input type="checkbox"/> Indian <input type="checkbox"/> Pakistani</p> <p><input type="checkbox"/> Bangladeshi <input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Japanese <input type="checkbox"/> Prefer not to say</p> <p>Other</p>
<p>Black/ African/ Black British/ Caribbean</p>	<p><input type="checkbox"/> African</p> <p><input type="checkbox"/> Caribbean</p> <p><input type="checkbox"/> Prefer not to say</p> <p>Other</p>
<p>Other</p>	<p><input type="checkbox"/> Arab</p> <p><input type="checkbox"/> Prefer not to say</p> <p>Other</p>
<p>Please select any of these you have</p>	<p><input type="checkbox"/> A problem with mobility <input type="checkbox"/> A sight difference</p> <p><input type="checkbox"/> Hearing loss <input type="checkbox"/> A mental health condition</p> <p><input type="checkbox"/> A learning disability <input type="checkbox"/> A health condition you have had for a long time</p> <p><input type="checkbox"/> Prefer not to say</p> <p>Other</p>

What is your religion or belief	<input type="checkbox"/> No religion/belief <input type="checkbox"/> Buddhist <input type="checkbox"/> Christian <input type="checkbox"/> Hindu <input type="checkbox"/> Jewish <input type="checkbox"/> Muslim <input type="checkbox"/> Sikh <input type="checkbox"/> Prefer not to say Other
--	--

What region of the UK do you live in?	<input type="checkbox"/> East Midlands <input type="checkbox"/> East of England <input type="checkbox"/> London <input type="checkbox"/> North East <input type="checkbox"/> North West <input type="checkbox"/> South East <input type="checkbox"/> South West <input type="checkbox"/> West Midlands <input type="checkbox"/> Yorkshire and the Humber <input type="checkbox"/> Prefer not to say Other
--	--

Select which one you live in	<input type="checkbox"/> City <input type="checkbox"/> Town <input type="checkbox"/> Village <input type="checkbox"/> Prefer not to say Other
-------------------------------------	---

Are you care experienced?	<input type="checkbox"/> Yes – I am currently in care <input type="checkbox"/> Yes – I have left care <input type="checkbox"/> No – I am not care experienced <input type="checkbox"/> Prefer not to say
----------------------------------	---

Are you a young carer – do you have caring responsibilities for any children and/or adults?	<input type="checkbox"/> Yes – I am currently in care <input type="checkbox"/> Yes – I have left care <input type="checkbox"/> No – I am not care experienced <input type="checkbox"/> Prefer not to say
--	---



Department
for Education



**COUNCIL
FOR DISABLED
CHILDREN**

**NATIONAL
CHILDREN'S
BUREAU**

Part of the family