

# **NORTH LINCOLNSHIRE LOCAL OFFER CONSULTATION AND FEEDBACK FOURTH ANNUAL REPORT 2017-2018 'YOU SAID, WE DID'**

This fourth annual report provides detailed information on how North Lincolnshire Local Authority has consulted and sought view of its stakeholders, especially parents & carers and children & young people with regards to the Local Offer. It also provides information on how the Local Offer has evolved and been shaped by the findings of feedback provided.



## TABLE OF CONTENTS

|  |    |
|--|----|
| STATEMENT BY PIP FORUM .....   | 2  |
| INTRODUCTION .....   | 4  |
| KEY STRENGTHS .....  | 4  |
| HOW WE CONSULT WITH AND SEEK VIEWS FROM STAKEHOLDERS, INCLUDING PARENTS & CARERS AND CHILDREN & YOUNG PEOPLE .....         | 6  |
| ENGAGEMENT WITH YOUNG PEOPLE .....   | 8  |
| EXAMPLES OF HOW WE ENGAGE WITH PARENTS/CARERS AND YOUNG PEOPLE ..  | 14 |
| ✓ AT A STRATEGIC LEVEL .....   | 15 |
| ✓ AT A TEAM/SERVICE LEVEL .....  | 24 |
| ✓ AT AN INDIVIDUAL LEVEL .....   | 34 |
| CO-PRODUCTION AND ENGAGEMENT ACTIVITIES WITH NORTH LINCOLNSHIRE'S PARENTS' INVOLVEMENT AND PARTICIPATION (PIP) FORUM ..... | 48 |
| ✓ SEND PARENTS AND CARERS CONFERENCE .....   | 48 |
| ✓ PIP FORUM ANNUAL GENERAL MEETING AND WIKI EVENT .....  | 53 |
| ✓ PREPARING FOR ADULTHOOD EVENTS .....   | 54 |
| ✓ CONFERENCE FOR SCHOOLS – EXCELLENCE IN ACHIEVEMENT .....   | 55 |
| ✓ MAXIMISING THE IMPACT OF TEACHING ASSISTANTS (MITA) CONFERENCE ..  | 58 |
| ✓ SEND ROADSHOW – 'TELL US WHAT YOU THINK' .....   | 62 |
| CO-PRODUCTION OF OUR NEW LOOK LOCAL OFFER WEBSITE .....  | 63 |
| ✓ DEDICATED CONSULTATION SESSIONS WITH PIP FORUM .....   | 64 |
| ✓ CO-PRODUCTION SESSION .....  | 64 |
| ✓ DEDICATED YOUNG PEOPLE'S SESSION .....   | 67 |
| E-LEARNING MODULE ON THE SEND REFORMS AND THE LOCAL OFFER .....  | 70 |
| UPDATE ON SEND PEER CHALLENGE .....  | 71 |
| PARTNERSHIPS AND GOVERNANCE .....  | 71 |
| SEND ANNUAL REPORTS .....  | 72 |
| YOU SAID, WE DID .....   | 73 |
| GOOGLE ANALYTICS .....   | 75 |
| THE LOCAL OFFER APP .....  | 79 |
| KEY AREAS FOR DEVELOPMENT 2018-2019 .....  | 80 |

## STATEMENT BY PIP FORUM

### A National Forum of Parents Involvement and Participation

Your local parent/carer Forum of children with Special Education Needs and Disability (SEND) has continued to deliver the views of our member's voice to the local authority (LA) on an increased number of topics affecting our children.

This positive robust working partnership with the LA has seen us working together in coproduction on a number of events and consultations and furthered our participation in the community and holding a strong presence on decision making groups.

Examples of our development, engagement and participation during the last year are:

- Our first AGM in collaboration with LA and RiX Media (Wiki)
- Shaping the All Age Carers Strategy (recommissioning of carer service)
- Representation on the SEND Standard's Board
- Representation Supported Housing & Vulnerable Adults Steering group
- BIG Coffee Morning in co-production with Shortbreaks
- Wider engagement with hard to reach communities
- SENSORY Framework Focus Group
- Short breaks Task and Finishing Group
- Representation on the Learning Disability Partnership Board
- Representation on the Hub Steering Group
- Representation on CAP
- Annual Schools conference

We are families helping families to produce positive outcomes for our children from birth to 25 years of age. The emphasis is on all aspects of life which can support our parents and carers. We are committed to working well in partnership, commissioning and co-production to encourage changes for the parents and carers of children with SEND helping to produce a united outcome that is reflected in this report.





# NORTH LINCOLNSHIRE LOCAL OFFER

## CONSULTATION AND FEEDBACK FOURTH ANNUAL REPORT

### 'YOU SAID, WE DID'

## INTRODUCTION

This fourth annual report provides detailed information on how North Lincolnshire Local Authority (LA) has consulted and sought the view of its partners, especially parents & carers and children & young people with special educational needs and disabilities (SEND) with regards to the Local Offer. It also provides information on how the Local Offer has evolved and been shaped by the findings of the feedback which has been provided.

As an LA we are required to publish details of services and provisions in the area available to support families with a child or young person with special educational needs (SEN) and/or a disability.<sup>1</sup> This is called the 'Local Offer'. North Lincolnshire's Local Offer is available at [www.northlincslocaloffer.com](http://www.northlincslocaloffer.com)

Furthermore, there is a requirement on local authorities to publish the comments received on the Local Offer on an annual basis. This fourth report sets out how we have done this for the past year 2017 - 2018 building on the work that was undertaken during 2016-2017 and previous years.

## KEY STRENGTHS

As you read through we hope that you will note the key strengths from this report:

- The co-production of our local offer so that is even more responsive to the needs of young people with special educational needs and disabilities and their families. This has been done through close partnership working with PIP Forum as well as wider groups of parents and working sessions with young people. This has resulted in the newly revamped Local Offer looking quite different to the previous one with three

<sup>1</sup> The Children and Families Act 2014 which came into force on the 1st September 2014 was the most significant transformation of the system for children and young people with special education needs and disabilities (SEND) in over 30 years. Within the Children and Families Act 2014, Part 3, there is a duty on all local authorities to publish details of services and provisions in the area available to support families with a child or young person with special educational needs (SEN) and/or a disability. This is called the 'Local Offer'. The Local Offer is intended to be more than just a website or services directory - it must be "co-produced" with local families so it reflects the issues that are important to them, and the information must be accurate, consistent and easy to access. The Children and Families Act 2014, its associated regulations called 'The Special Educational Needs (Local Offer) Regulations 2014 Clause 30' and the new SEND Code of Practice puts greater emphasis on the need to consult with a wide range of stakeholders (paragraph 4) and the need to involve children, their parents and young people in preparation and review of local offer (paragraph 5). There is also a requirement on local authorities to publish the comments received on the Local Offer on an annual basis (paragraph 6).

dedicated portals for parents and carers; children and young people and professionals. In recognition for it to be even more responsive and organic to their needs we will be continuing to co-produce the portals further this academic year.

- ✓ The building on of our existing strong and partnerships the local authority has with our key partners following the effective implementation of the SEND reforms locally. This and previous Local Offer annual reports demonstrate the effective partnership working arrangements we have with our young people and families of children with special educational needs and disabilities so that their needs are understood and met. Last year we continued our strong partnership working with PIP Forum with an emphasis on improving outcomes. To achieve these improved outcomes we work closely with our social care and health colleagues as well a wide range of other partners, including those in the voluntary and community sector and of course in schools and educational settings such as colleges and early years settings. These wide partnerships are facilitated and brought together through our SEND Children and Young People's Partnership as well as the Education Inclusion Partnership. Both of these groups meet on a termly basis to ensure that the needs of children and young people are identified, understood and met to the high standard, with all key partners playing an important role and demonstrating a commitment to working together to improve outcomes collectively.
- ✓ A relentless focus on improving outcomes for children and young people with special educational needs and disabilities is demonstrated through our progress in following through on our key priority areas and actions identified in our SEND Inclusion and Delivery Plans for 2017-2020. Updated progress is outlined in our SEND Annual Reports. These documents are available to view a <http://www.northlincslocaloffer.com/professionals/strategic-documents/>

In our ambition and endeavour for continuous improvement, we will be using the findings from this report to further refine and improve our provision and services locally for children and young people with special educational needs for this forthcoming year.

This report provides information on our approach to engagement with children and young people with SEND and their families at every level. It provides information regarding the systems, processes, mechanisms and opportunities for engagement and voice.



## HOW WE CONSULT WITH AND SEEK VIEWS FROM STAKEHOLDERS, INCLUDING PARENTS & CARERS AND CHILDREN & YOUNG PEOPLE

In North Lincolnshire we are completely committed to our children and young people, especially the most vulnerable. As a council, as an employer, as a place-shaper, and systems leader, as a partner and stakeholder, as a provider of services, a commissioner, and as a corporate parent – we are proud to be obsessive and completely focused upon making sure that our children, young people and families are:

**Safe**

**Well**

**Prosperous**

**Connected**

Within the whole political, strategic, partnership, and organisational contexts that we operate within, perhaps the most important factor, the thing that defines us most clearly and uniquely, that shapes and drives our thinking and decision-making every day, is our **values**.

It is easy to write a list of values, but in North Lincolnshire we know ourselves and what we believe in. We maintain a focus upon those beliefs, and we challenge and support each other to ensure that our thinking, our decisions, our language, and our practice embodies them.

We **believe**:

- Children should be at the heart of what we do
- Children should live within their family network
- People can be empowered and enabled to change
- Everyone has strengths
- Relationships matter
- Language changes behaviour

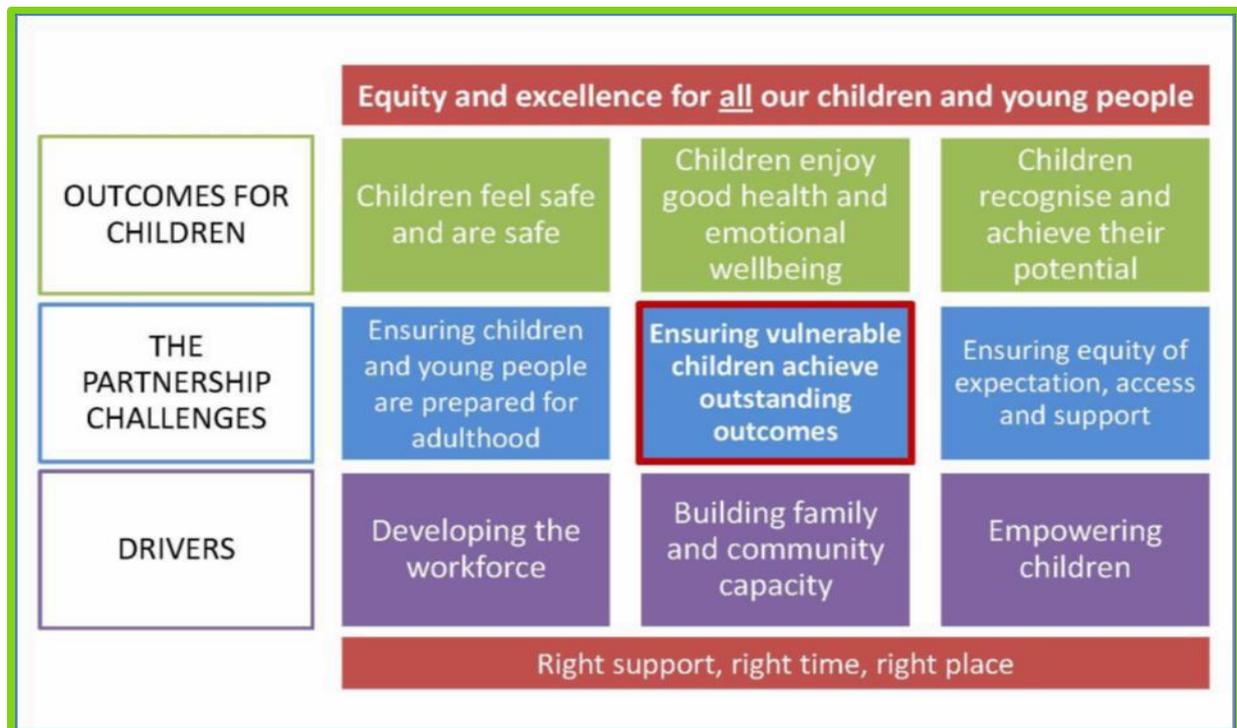
In relation to the specific needs of children and young people with special educational needs and disabilities, not only do we fully embody the beliefs outlined previously in everything we do, we also have a set of clear key principles which underpin our strategic approach to SEND and these play an integral part in our SEND Inclusion Plan 2017-2020. These key principles are:

- ✓ We are driven by improving outcomes for all children and young people.
- ✓ 'Nothing for us without us' – children, young people and their families are central to planning for improved outcomes both at individual level and also in terms of developing and co-producing the wider SEND Local Offer.
- ✓ We individually and collectively value every child and every young person for who they are – we demand equality of opportunity and equality of access to provision that meets the needs, aspirations and potential of each individual.
- ✓ Each child and young person must feel safe and be emotionally resilient if they are to recognise and achieve their potential.
- ✓ There are ambitions within North Lincolnshire that can only be addressed through deep and effective partnership working.

- People drive improvement – families, communities, professionals and most importantly children and young people – the more enabled people are, the better outcomes will be.
- A culture of high-support and high challenge drives continuous improvement.
- It is recognised that every child and young person is unique and that some children and young people do require additional help and support in order to achieve their individual potential and to realise their goals and aspirations.
- Some children and families will need more help at certain times to access their universal entitlements – education, health and care providers are all well placed to contribute to this *early help* so that families get the support they need, when they need it.
- All our children and young people are central to the on-going social, economic and environmental development and regeneration of North Lincolnshire.

In short, we understand that what we believe drives what we say, how we come across, and what we do – therefore our values are absolutely central to understanding the systemic, organisational, and cultural context that provide the conditions for effective practice which positively impacts upon the experiences and progress of children and young people with SEND.

Our SEND Inclusion plan 2017-2020 outlines our strategic framework for improving outcomes for children and young people with SEND. Within this our overriding aim is to ensure we have ‘Equity and Excellence for all our children and young people with SEND’. Our outcomes for children, the partnership challenges and drives to ensure that families’ receive the ‘right support, at the right time, in the right place’ as illustrated in the accompanying chart shows our commitment to children and young people and their families being at the heart of everything we do.



## ENGAGEMENT WITH YOUNG PEOPLE

Our *Service User Engagement Statement* demonstrates our commitment in engaging with children, young people, parents and carers at an individual, service and strategic level.

- ✓ **Individual** – children and young people are involved in decisions that affect their lives (including assessments, plans and reviews)
- ✓ **Service** – children and young people have an opportunity to feedback on services and are consulted on service changes (including service review and service redesign)
- ✓ **Strategic** – information gathered from individual and service level engagement is fed into priority setting, strategies and plans and children and young people and their parents and carers are supported and encouraged to get involved in things that matter to them

And we continue to use a range of mechanisms to empower children, young people, parents and carers to have a voice. These include use of feedback frameworks, surveys, groups, social media, forums, wider networks, partnerships and events. There are also many examples of collaborative working including co-production and involvement in decision making, including recruitment and commissioning processes.



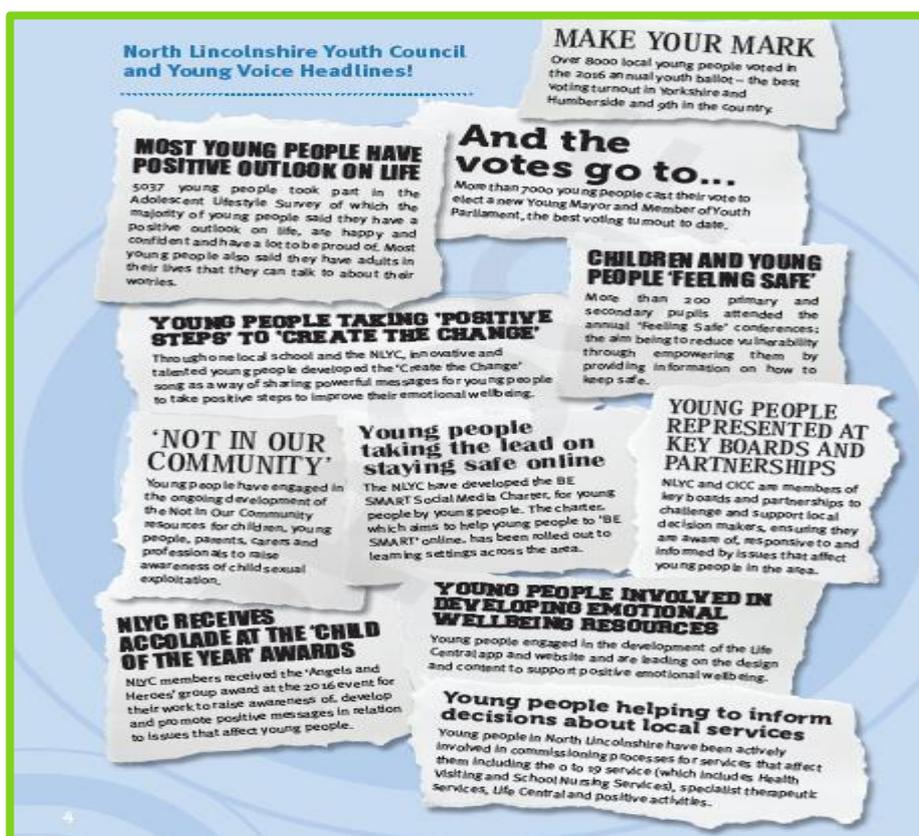
The North Lincolnshire Youth Council (NLYC) is open to all young people aged 11 to 20 (or 25 for young people with additional needs) who live, work or go to school or college in North Lincolnshire

The NLYC aims to:

- communicate and promote the views of young people
- raise the profile of young people in a positive way
- encourage young people to be good citizens, so they act with understanding and communicate between themselves and their communities
- highlight issues affecting young people
- shape and influence priority setting, service planning and delivery and ensure the views of young people are taken into account by North Lincolnshire Council and its partners.

Our Youth Council continues to become even more representative of the needs of groups of pupils, including those with special educational needs and disabilities as our primary aim is to ensure all our children are able to be take an active part in

engagement activities and enable their voices to be heard in an inclusive way so that they are an integral part of mainstream.



The [North Lincolnshire Council Young Voice Annual Report 2016-2017](#) provided a detailed account of the significant amount of engagement during the year and highlighted the opportunities for young people to have a voice, get involved and make a difference as individuals and to the wider community. Examples of such activities include:



- ✓ **Make Your Mark** is the British Youth Council's annual youth ballot where young people across the county have their say on issues that matter to them. The top five issues identified by young people across the local area were:
  - A curriculum to prepare us for life (England only campaign)
  - First Aid Education for all young people
  - Votes at 16 (national campaign)

- Tackling racism and religious discrimination
- Transport



- ✓ **The Young Reporters initiative**, launched at the start of 2015, gives the young people of North Lincolnshire the opportunity to have an independent voice about issues that matter to them, and develop their literacy skills in the process.



- ✓ **The Young Inspectors programme** gives young people the opportunity to scrutinise, challenge and influence the services they access. The process also enables agencies to reflect on and improve their provision to better meet the needs of young people. Currently young inspectors are recruited from the NLYC and Children in Care. Recently links have been made with staff from the Disability Team and work is ongoing to recruit a young person with special educational needs and disabilities (SEND) to get involved in the team. As part of this work the team have inspected the Kingsway Suite Gym at North Lindsey College and the North Lincolnshire Children and Adolescent Mental Health Service (CAMHS)



- ✓ **Young People's Emotional Wellbeing and Mental Health - Positive steps working group.** The NLYC continues to have a focus on emotional wellbeing and mental health issues and led through the Positive Steps Working Group, local young people are dedicated to raising awareness and promoting positive emotional wellbeing and mental health in young people. In addition to organising events with a

focus on emotional wellbeing and mental health the working group has been heavily involved in the launch and update of the Life Central App over the year.



[www.life-central.org](http://www.life-central.org) offers valuable advice and information around emotional health and wellbeing and we would encourage everybody to take a look and install the app on their devices.

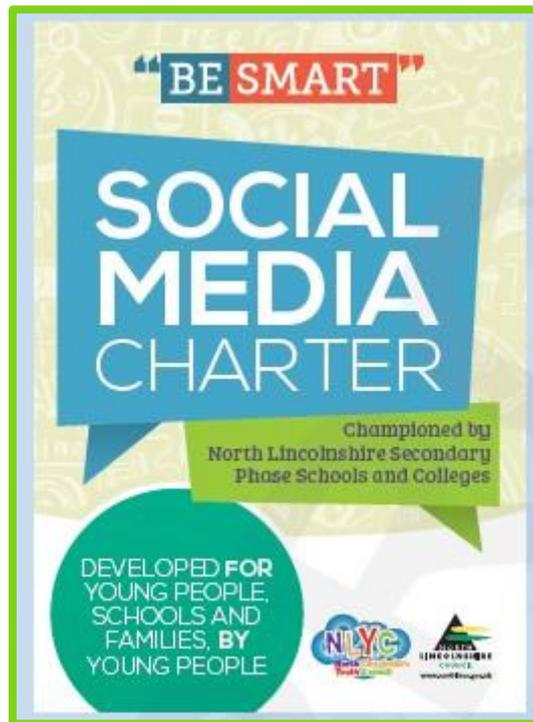
Members of the Positive Steps Working Group have taken on the responsibility for quality assuring and rewording young people's pages on Life Central.

As a result of the young people's involvement in Life Central, the project as a whole has been named at a regional level as an example of good practice for other Local Authorities to use (Yorkshire and Humber Core Competency mental health framework).

Life Central has 100% retention. 55% of users are from within the North Lincolnshire area. The most common time to access Life Central is during 8am and 10pm on a weekday and 2pm-midnight at the weekend. The emotional health and wellbeing page currently receives the most 'hits.' People have spent the most time on the eating well page (6 minutes) and the self-harm page (4 minutes). Key areas for development for Life Central over the forthcoming year is to use a range of media to share messages such as games, quizzes and films and to re-launch Life Central on the council social media platforms to increase traffic.

The [North Lincolnshire Children and Young People's Emotional Health and Wellbeing Transformation Plan \(Transformation Plan\)](#) was developed to outline key priorities and actions to transform the design and delivery of information, services and support for children and young people's emotional wellbeing and mental health. The Transformation Plan focuses on collaborative working between health services, the Local Authority, educational settings and partner agencies, with children and young people as key stakeholders. It is due to be refreshed in the new academic year.

Young people from the Positive Steps Working Group have led and contributed to the development of a children and young people's version of the Transformation Plan. [The children and young people's version, known as 'A Future in Mind'](#), is an engaging document that explains the Transformation Plan and future priorities. Young people advised on the content as well as the design.



- **'BE SMART' Online and Social Media** - North Lincolnshire Youth Council's 'BE SMART' Social Media Charter has been running since 2016. 'BE SMART' aims to guide young people on the safe use of social media. It recognises the many benefits of social media platforms and encourages young people to be aware of the benefits and pitfalls of social media. The charter offers suggestions as to how to 'BE SMART' online and reminds adults that they also have an important part to play, for example modelling online behaviours. The Social Media Charter and its associated resources are available to view at <http://www.northlincs.gov.uk/people-health-and-care/children-and-young-people/services-for-young-people/be-smart/>



- **Positive activities** - Led through the Positive Activities Steering Group, young people have been working with local decision makers to raise awareness of and develop access to a wide range of positive activities.



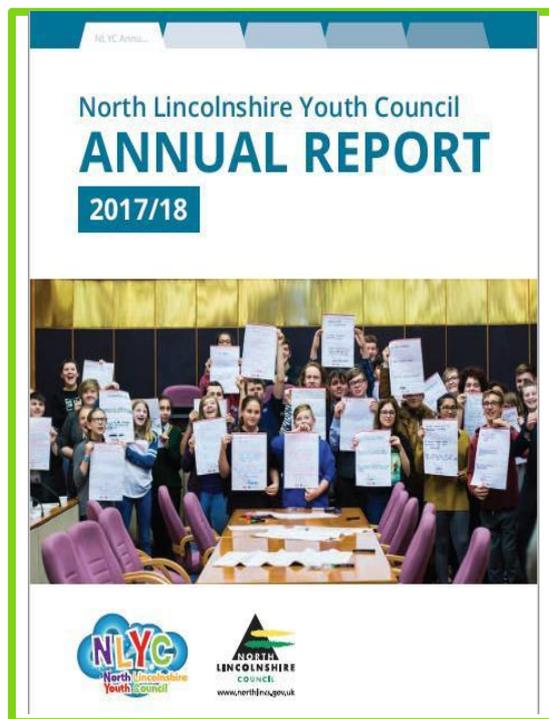
- ✓ **How to Save a Life – Defib Project** - The focus of this is that all young people should learn basic First Aid, on a regular basis, including CPR, and specifically that all schools in the UK should have a defibrillator. Pupils from both the primary and secondary have already taken part in a First Aid workshop. This concentrated on actions to be taken at the scene of an incident, prioritisation of injuries, keeping yourself safe, CPR and the use of a defibrillator. The session was practical and young people were encouraged to perform CPR on mannequins and make use of a defibrillator. The young people taking part in the workshop recognised the importance of defibrillators and the role they play in increasing survival in the case of heart failure. They acknowledged the need to find out which schools, colleges and other community buildings have access to defibrillators as well as promoting awareness of and safe use of this equipment.



- ✓ **Disability Champions** – This is a new project initiated by members Jack Marshall, Rosie Parkin and Charlotte Williams, the aim of disability champions is to:
  - Promote inclusion of people with disabilities
  - Raise awareness and educate people about different disabilities
  - To help prevent discrimination against people with disabilitiesPlans are afoot to deliver workshops to young people and two young people are also volunteering at a local club for young people with learning disabilities.

Overall, the relationship between NLYC and the Local Safeguarding Children’s Board (LSCB) continues to go from strength to strength by building on the existing positive relationships. Furthermore, young people from north Lincolnshire continue to be actively involved in regional and national activities thereby extending their influence and voice. Full details of all the activities and the positive impact young people in North

Lincolnshire are making are available to read in the [North Lincolnshire Youth Council Annual Report 2017-2018](#)



Focussing specifically on children and young people with SEND and their parents and carers, the previous annual *Local Offer 'You Said, We Did' reports for 2014-2015, 2015-2016 and 2016-2017* reports provide detailed information regarding engagement activity, impact and outcomes as does this report. Furthermore, there is a commitment to involving young people within the commissioning cycle and there is evidence that young people's views have helped to shape and influence service specifications. Young people are also encouraged and supported to be involved in path planning events and evaluation panels.

## EXAMPLES OF HOW WE ENGAGE WITH PARENTS/CARERS AND YOUNG PEOPLE

There have been significant progress in the way we capture the views of parents and carers so that they are active partners in influencing the local offer in North Lincolnshire.

As already mentioned parents and carers and children and young people with special educational needs and disabilities are engaged on three levels:

- **Strategic** - information gathered from individual and service level engagement is fed into priority setting, strategies and plans and children and young people and their parents/ carers are supported and encouraged to get involved in things that matter to them
- **Team** - children and young people and their parents /carers have an opportunity to feedback on services and are consulted on service changes (including service review and service redesign)
- **Individual** – children and young people and their parents/ carers are involved in decisions that affect their lives (including assessments, plans and reviews)

Examples of how **teams and services** use established processes to engaging with and seeking the views parents and carers and children and young people at a strategic, team and individual level are outlined in the following charts: Please note these activities outlined are not in any area of priority or seniority.

## • AT A STRATEGIC LEVEL

|  |   |
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| <p><b>0-19 (25 SEND) Health and Wellbeing Team</b></p> | <p>The 0-19 (25 SEND) Health and Wellbeing Service is a universal service providing information, support and advice from pregnancy through to age 25 for Children and Young People with SEND and their families. Consultation facilitated by the North Lincolnshire Council Public Health Commissioner shaped the overall provision of the service and the service has worked hard to shape the SEND provision. The service seeks feedback from children, Young People and their families on a one 2 one basis or in small groups which can influence change and adapt our service delivery and detailed below are examples that are used to inform and improve the service for all our children and young people.</p> <div data-bbox="699 1406 1070 1912" data-label="Image"> <p>The image is a screenshot of a tweet from the account 'NLSchoolNurses'. The tweet text reads: 'Celebrating our award for being recognised as a partner agency supports young people in accessing the get going programme #getgoing #schoolnurses #jointworking #makingadifference #healthychanges @NLSchoolSport'. Below the text is a photograph of two women, one holding an award certificate. The tweet shows 2 replies, 4 retweets, and 10 likes.</p> </div> <p>The service took part in an award event to celebrate partner agency working and the successful support to children and young</p> |
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|  | <p>people as part of the weight management service. Service to service meetings take place to share good practice and service developments to improve and enhance strategies for care and delivery. Children and Young People with SEND are often at greater risk of experiencing health and wellbeing issues linked to weight and the service works closely with commissioned services to offer support on a one 2 one or family basis.</p> <p><b>Health Visitor Champion for SEND</b></p> <p>The service has identified a Health Visitor as the SEND lead for the whole 0-19 (25 SEND) service, who acts as a resource to support both practitioners and Children, Young People and their families. This Lead role works closely with education and partner health agencies to focus on the more vulnerable cohort within the service, to streamline both services and care for effective support. The Intensive Family Support Service links in closely with the SEND lead role to support this vulnerable group of clients. Patient feedback is encouraged at every contact/completion of care to influence and facilitate service change and improvements.</p> |
| <p><b>Carers Support Service</b></p>                                 | <ul style="list-style-type: none"> <li>✓ Regular monitoring meetings where information is fed back to commissioners.</li> <li>✓ Meetings with Children’s Services</li> <li>✓ Evaluations following Siblings (SIBS) Group sessions.</li> </ul>   |
| <p><b>Northern Lincolnshire Integrated Sexual Health (NLISH)</b></p> | <ul style="list-style-type: none"> <li>✓ Continued to ensure parents and carers are given a voice to influence policy change for the improvement of healthcare to SEND and disabilities clients.</li> <li>✓ Continued to consider the needs of carers and ensure national Carers Club promoted and support given.</li> <li>✓ NLISHS continued to monitor FFT and customer services information to ensure we continue to meet the needs of our clients including those vulnerable clients such as SEND.</li> <li>✓ NLISHS provided by Virgin Care uses the National Virtual Hub <a href="http://www.thesexualhealthhub.co.uk">www.thesexualhealthhub.co.uk</a> . This is regularly updated to ensure all the information remains updated and evidence based and provides information for the general population, hard to reach, diverse and young people. The Virtual Hub keeps local information up-to-date and relevant.</li> </ul> <p><b>Next Steps: NLISHS:</b></p>  |

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|   | <ul style="list-style-type: none"> <li>✓ To build on the voice work developed with the Youth Council by ISHS to extend this to include consultation with Parents through PIP to understand how these NLISHS can support preparation for adulthood</li> <li>✓ To ensure that all feedback processes and surveys are designed to be accessible to those who are SEND.</li> <li>✓ To explore how NLISHS can support the specialist post 16 years provision</li> <li>✓ To explore how NLISHS can contribute to the 4 domains in the preparing for Adulthood EHCPs to address healthy lifestyle choices and promote health prevention approaches</li> </ul>   |
| <p><b>Special Educational Needs and Disability Information and Support Service (SENDIASS)</b></p> | <p>This service is provided in house within the portfolio of Public Health to ensure its independence from disability services provision. It offers independent and impartial advice, information and support to parents of children with SEND and to young people over the age of 16 on a range of issues including: special educational need and disability; disability discrimination; medical needs, school admission, exclusion and transition.</p> <p>Examples of strategic engagement undertaken with parents and carers are as follows:</p> <ul style="list-style-type: none"> <li>✓ Steering group in partnership with PIP group, Kaleidoscope and Family information service 21/9/18, to ensure we have an impartial view of the service and allow input from other key agencies. We continue to develop this group and have invited various services from the LA, health and social care, to ensure we have a variety of views and opinions to allow a rounded route of progression for the service.</li> <li>✓ Pip group involved and consulted on changes.<br/><a href="#">North Lincolnshire's Parents' Involvement and Participation (PIP) Forum</a></li> <li>✓ Regional IAS meeting 12/10/18 and 9/5/18, to ensure links with other services and allow regional development to take place.<br/><a href="http://www.northlincslocaloffer.com/s4s/WhereILive/Council?pageld=3178">http://www.northlincslocaloffer.com/s4s/WhereILive/Council?pageld=3178</a></li> <li>✓ Focus group at LDC with Local authority services 12/1/18.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>✓ Independent Support exit strategy in partnership with Kaleidoscope and the Local authority to ensure a smooth transition period.</li> <li>✓ Feeding 'themes' back through 6 weekly reports to inform and shape practice.</li> <li>✓ Young people are involved in the recruitment process and consulted on changes to the service.</li> </ul>   |
| <b>Behaviour Support Team 2-12</b>                                   | <ul style="list-style-type: none"> <li>✓ Data collected daily from Capita, Care First, Behaviour drive and SEND to create cohort spreadsheets.</li> <li>✓ Information used to identify areas of need across LA primary schools. Training targeted at specific schools e.g. TA training. Courses offered to specific parents e.g. Parent Pitstop</li> <li>✓ Information used to identify areas of need across LA primary schools.</li> </ul> |
| <b>Educational Inclusion SEND Teams</b>                              | <ul style="list-style-type: none"> <li>✓ Presented at the annual parent SEND conference in November 2017: workshops on Personal Budgets, SEN Support and the Use of Wiki's, as well as a key note delivery entitled 'Strengthening the Voice in Education Health and Care Plan'..</li> </ul>  |
| <b>Educational Psychology and Emotional Health and Wellbeing</b>     | <ul style="list-style-type: none"> <li>✓ Information from our case work is used a part of our planning and do involve parents and carers and young people as part of focus groups to seek their views. For example, we have had parents part of sensory differentiation group.</li> </ul>   |
| <b>NL NLAG Children's Therapy Team</b>                               | <ul style="list-style-type: none"> <li>✓ Previous service user forums where comments from service users were feedback within team meetings/considered within service development.</li> <li>✓ Planned annual event for service users/families</li> </ul>   |
| <b>Disability Services Short Breaks and external provisions Team</b> | <ul style="list-style-type: none"> <li>✓ "You Said, We Did" is a document that embeds the work that we do. We are clear on how changes are made and that we have consulted with parent/carers. A copy of the 2016 'You Said, We did' document is available to read with a further work planned for this forthcoming year <a href="http://www.northlincslocaloffer.com/short-">http://www.northlincslocaloffer.com/short-</a></li> </ul>     |

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- Children and young people are engaged at all levels in gathering their views and feedback.

**PIP Forum** The PIP Forum has continued its robust relations with the Local Authority and furthered its participation in the community by engaging with the Hard to Reach community in North Lincolnshire. Key areas of strategic partnership working over the past year are as follows:

- PIP Forum continues its presence on key strategic groups such as North Lincolnshire SEND Board - reviewing governance: taken part in All Age Carers Strategy (recommissioning of carer services linking All Age Groups as one and facilitating in the transition of parent/carers to this group including sitting on The Carers Steering Group), along with intense work on The Sensory Framework SEND assessment correspondence and development of the new refreshed Local Offer website.
- In addition PIP Forum held their first AGM in collaboration with the Local Authority and RIX Media introducing Wiki to our parents.
- Throughout the year PIP Forum have engaged with other Parent Forums on a Regional and National basis attending the National Conference in London.
- PIP forum has been involved in revising the terms of reference of the old learning disabilities sub supported housing group which has been changed to include all disabilities (physical, older people, mental health). This has resulted in influencing the housing needs assessment leading to more appropriate housing for all needs and a focus on young people. There is now more supported housing. The Forum has influenced this group greatly since attending.
- Being part of the All Ages Commissioning. The PIP Forum had direct input into the writing of the tender offer, interview process and selection. This meant that the wishes and needs of parent/carers and their families were listened too, actioned & implemented into All Ages Commissioning for North Lincs. This was a very powerful piece of work & influenced outcomes. This development of the new service will allow carers to access a wide range of support across the area & will also mean that as a child becomes an adult the support as a carer will remain within the same service.
- Participation as stakeholders on SEND partnership, CYP Partnership and Learning Disability Board including

Partnership & Governance on the North Lincolnshire SEND Board, the engagement and co- production, participation & co production that the PIP have with the Local Authority are in key evidence documents.

- ✓ Co-production success has resulted in Annual SEND Roadshows and Parent Conference.
- ✓ Co-completed Council for Disabled Children (CDC) and Department for Education (DfE) Spring & Autumn Implementation Surveys with the Local Authority.
- ✓ Participated in coproduction of SEND e-learning module on SEND reforms & Local Offer. This has now been rolled out across North Lincolnshire staff and has become a required certification within their working role.
- ✓ PIP Forum's first AGM since independence 2 years ago was held on Feb 6th 2018 in collaboration with the Local Authority and held at the LDC (local authority building). They were joined by existing members and welcomed new members. The first part of the morning was a reflection of the PIP journey over the last 12 months by a power point presentation and each Steering Group member speaking. They shared with all that attended their personal profiles, our participation, the work we do with the Local Authority and all other partners and groups that we work with and all the commitments we take on as a parent forum. Fiona Beard, Co-Chair and Yorkshire & Humber representative for Parent Forums spoke about the 152 Parent Carer Forums in England that PIP Forum are a part of and how although they are all different, they share a united picture of making an impact in helping families with children and young adults who have SEND. It was a very informative morning with lots of positive interaction from parents. After lunch the SEND Lead Teacher went on to introduce Sam Goncalves & Craig Wilkie who took over the days event to deliver Wiki, a tool to share children's voices, skills, aspirations & needs. Sam shared her experiences of using Wiki and the benefits it brought her son & the whole family. Parents were able to sign up and start their families' journey on Wiki.

*"Thank you for hosting yesterday I feel that the whole day was a great success. It was wonderful to celebrate your first AGM with you all"* Sam Goncalves RixMedia.

- ✓ In addition to this PIP Forum has been actively engaged on work on the Sensory Framework. This has proved to have been invaluable as part of the pilot scheme as they were able to detail what their children go through with

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|   | <p>sensory needs. The process and action for this was brought to the LA by our Steering Group. This brief meeting with the LA to discuss sensory assessment has led to the full development of a Sensory Framework looking at areas for improvement and to create a more holistic approach. This work is on-going, and the group are currently in the stages of formalizing a Sensory Framework Documentation that will be used as the bedrock for all our children with sensory needs.</p> <p>The Local Authority acknowledge that much has been achieved in relation to child, young person and family voice and indeed, in relation to the involvement, participation and co-produced opportunities that exist to ensure that families are fully included.</p>   |
| <p><b>Participation Team</b></p>              | <ul style="list-style-type: none"> <li>✓ North Lincolnshire Children in Care Council (CiCC) members are on the Corporate Parenting Board, which meets quarterly, where they put forward their ideas &amp; issues, and comment on the progress of the Corporate Parenting Promises to children in care. During the period, representatives from the CiCC presented the film “I thought you were happy here”, introduced the concept of the promises challenge to the corporate parents, plans for the Tour of Britain and considered how children and young people want their corporate parents to support them in education, leisure and health.</li> <li>✓ Themed Creative Conversations are held regularly, hosted by the CiCC, and including interested young people The CC in this period related to Mental Health and Well Being, with 28 questions and suggestions about changes to practice posed by around 12 young people to relevant senior corporate parents in a “Question Time” format. It has been agreed that there will be a follow up event to discuss what has been accomplished after this Creative Conversation event.</li> </ul> |
| <p><b>NL NLAG Children’s Therapy Team</b></p> | <ul style="list-style-type: none"> <li>✓ Previous service user forums where comments from service users within team meetings/considered within service development.</li> <li>✓ Planned annual event for service users/families</li> </ul>   |
| <p><b>Commissioning of All Age</b></p>        | <p>Prior to the new contract being awarded to the Carer Support Service, North Lincolnshire Council and North Lincolnshire Clinical</p>   |

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| <p><b>Carers Strategy</b></p> | <p>Commissioning Group commissioned a range of support services from:</p> <ul style="list-style-type: none"> <li>· <i>The Carers Support Centre</i> to provide support to adults who care for adults and</li> <li>· <i>Action for Children</i> to provide support for parents/ carers who care for disabled children and young people.</li> </ul> <p>The contract term for these two services concluded on 22nd December 2017. To ensure continuity of service, a recommissioning and procurement exercise was undertaken to appoint a single 'all-age service' to offer carers support to both 'adults who support and care for adults' and 'parents / carers of disabled children and young people'.</p> <p>Consultation was undertaken with the PIP (Parents Involvement and Participation) forum, people who use services and providers, using a variety of consultation methods including questionnaires and face-to-face meetings. As part of the consultation parent carers were asked to identify what they felt they required to help fulfil their caring duties. The questionnaires identified a number of positive features which will remain in the current specification.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>• Good service provision</li> <li>• Good source of information for parents / carers</li> <li>• Good networking arrangements / opportunities</li> <li>• Access to resources (e.g. resource library)</li> <li>• A familiar place</li> <li>• Activities are popular and well attended</li> </ul> <p>The feedback has been used to help improve the new service specification. Examples include:</p> <ul style="list-style-type: none"> <li>• Improved service flexibility will be enhanced by making services accessible across North Lincolnshire aligned to the 3 Care Networks (East, West and South).</li> <li>• A greater focus on support to siblings. The provider will be required to deliver support for siblings of disabled children and young people and ensure they are included in the service design and delivery of programmes.</li> <li>• A Single Point of Access for information and advice - Parent/ Carers will continue to be provided with the information, advice and guidance using a variety of appropriate methods and accessible formats.</li> <li>• A focus on enabling support groups to become independent and self-sustaining.</li> </ul> |
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The service successfully commenced on 23 December 2017.

The benefits of commissioning a service that provides support for all age carers includes:

- Improved early identification of carers and their needs
- Improved arrangements to support smooth transitions to adulthood
- improved opportunities to plan across the different age ranges
- Improved consistency of service provision
- Carers only having to describe their circumstances once with an all age carer's service.

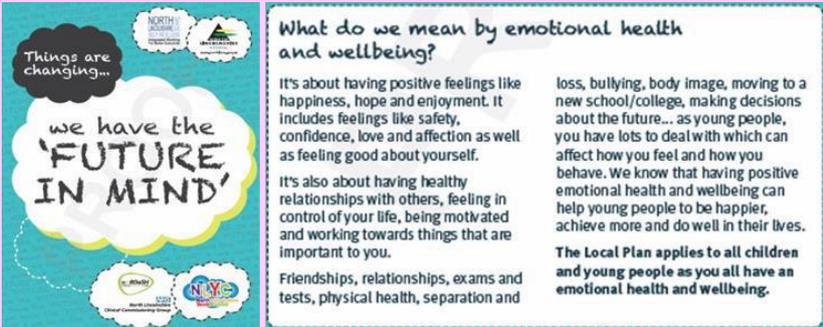
**North  
Lincolnshire  
Children and  
Young**

**People's  
Emotional  
Health and  
Wellbeing**

**Transformation  
Plan 2015 –2020  
(Refresh)**

**Feedback from Transformation Plan**

Young People told us that the Transformation Plan was too long and not accessible to Children and Young People. To address this, the local Positive Steps Group worked with key professionals to develop a 'User Friendly Version' of The Plan, which involved developing a leaflet which summarised the Transformation Plan in the words of the young people. This version of the plan has been distributed and promoted amongst the community. The images below detail how Children and Young People have interpreted the plan and made it their own. The full plan is available <http://www.life-central.org/wp-content/uploads/2017/05/CYP-version-Transformation-Plan-FINAL-Feb-2017.pdf>



**Other Forms of Consultation**

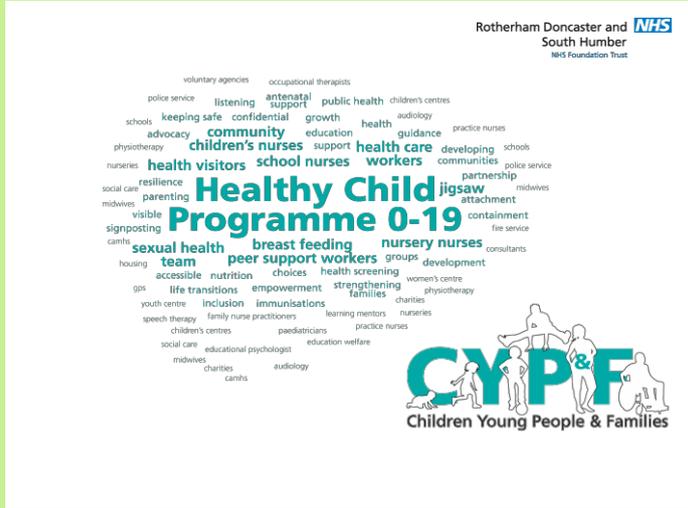
North Lincolnshire is committed to continually listening to children and young people, parents/carers, practitioners and partner agencies feedback on Emotional Wellbeing and Mental Health Issues for Children and Young People. Feedback is gained and utilised from a variety of sources

including complaints compliments and engagement events such as Health Matters; a local CCG hosted event. Regular feedback is received from a variety of networks across health and social care, and an open dialogue between practitioners and the Clinical Commissioning Group, enables feedback to be received on a regular basis. In 2017/2018 work is planned to be initiated with North Lincolnshire Health Watch, to further expand consultation networks.

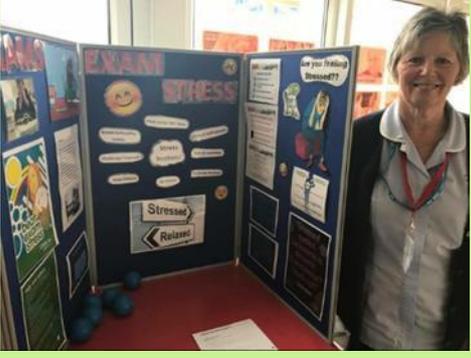
**AT A TEAM/SERVICE LEVEL**

**0-19 (25 SEND) Health and Wellbeing Team**

School Nurses have attended the Youth Council to promote the service and to collect service user feedback



The service attends the Youth Council meetings 2-3 times a year. The last attendance was in June 2018 where the Youth Council members requested we cover exam stress during mock exams in November as well as during the Summer months. The service has added this additional topic to the schedule - a 'You Said – We did' action completed.



**Children’s Disability Service**

Through the formal feedback framework, the views of children, young people and carers in receipt of a service through the Children’s Disability Service is gathered on a minimum 3 monthly basis. Based around Munroe’s 5 questions, views are sought and feedback is recorded on child and family feedback form. Staff are skilled in employing alternative techniques to gain feedback, including interpretation, from those children and young people with the greatest communication needs.

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|  | <ul style="list-style-type: none"> <li>✓ Children and young people and their families open to a social worker are seen and spoken with a minimum of twice in a 12 week period. Their views are recorded within case notes.</li> <li>✓ Direct work is undertaken with children and young people. This includes work in relation to their wishes and feelings, aspirations for the future and views in relation to the services that they receive.</li> <li>✓ Social workers take a key role in being the champion of the child or young person and ensuring that their views are heard.</li> <li>✓ Participation at reviews is encouraged and supported.</li> <li>✓ Holistic assessments of need are carried out by specialist workers skilled in working with disabled children and young people.</li> <li>✓ The visual and hearing impaired service have supported parents to set up and develop a parent support group. This was to allow parents a forum to support themselves and build on family and community capacity. The service also engages with families in a variety of ways.</li> <li>✓ Reviews within the service are child and family centred. The family actively participate with minimal lead from professionals unless required.</li> <li>✓ The service attends parent and carer forums to gather their views in relation to the support in place and what they want to see moving forward.</li> </ul> |
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| <b>Carers Support Service</b> | <ul style="list-style-type: none"> <li>✓ Parent/Carers have access to range of services including peer support groups, counselling, training, health &amp; wellbeing activities.</li> <li>✓ Offers Early Help Offer to all Parent/Carers including support at meetings.</li> <li>✓ Consultation via commissioners &amp; PIP Forum.</li> </ul> |
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| <b>Northern Lincolnshire Integrated Sexual Health (NLISH)</b> |  |  |
|   | carers_club_2017_fa   | CarerSupportGuide.p   |
|   | ct_file.pdf   | df  |

All patients who attend the Sexual Health Service are asked to participate in the Friends and Family Test age 13 and above, the information is pseudonymous but has revealed consistently good responses in respect of recommending friends and family to the Northern Lincolnshire Sexual Health Service.

North Lincolnshire:

|                  | Dec 17 | Jan 18 | Feb 18 | Mar 18 | Apr 18 | May 18 |
|------------------|--------|--------|--------|--------|--------|--------|
| <b>Total</b>     | 116    | 169    | 136    | 121    | 141    | 179    |
| <b>Paper</b>     | 43     | 83     | 60     | 43     | 59     | 98     |
| <b>Web</b>       | 0      | 0      | 0      | 0      | 0      | 0      |
| <b>SMS</b>       | 43     | 86     | 76     | 78     | 82     | 81     |
| <b>Recommend</b> | 90%    | 93.54  | 97.1%  | 89%    | 95%    | 95.53% |

**Special Educational Needs and Disability Information and Support Service (SENDIASS)**

- Joint parent training with partnership agencies, training events and community groups.
- Information advice and support provided to families via Local authority events and feedback taken to inform future practice, PIP and parent community groups. The local authority SEND conference 17/11/18. ASD support group meeting 14/9/18. SCIP Course in partnership with ASET 19/3/18 and 20/11/18.
- Preparation for adulthood event at North Lindsey college 14/11/18, where young people had a chance to access Information, advice and support and also to give feedback on the service that SENDIASS provide.

**Behaviour Support Team 2-12**

- Parents / carers asked to complete evaluation forms during and after both in-reach and outreach work with their child.
- Daily contact with parents/carers where children access in-reach provision.
- Children asked to complete evaluation forms during and after

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|  | both in-reach and outreach work with their child.  |
| <b>Education Inclusion SEND Teams</b>                                | <ul style="list-style-type: none"> <li>✓ Delivered a session on Preparing for Adulthood (P4A) at the November parents' conference and captured their views on the 4 domains within P4A and support needed from C&amp;P team</li> <li>✓ Met with PIP parent members and discussed how the C&amp;P could support families in general – they wanted to know more about the activities at the hubs and therefore we have promoted the hub activities which has led to better transitions from short breaks to hubs</li> <li>✓ Feedback above led to the C&amp;P team undertaking a series of CPD sessions with input from short breaks, transitions officer, complex disability team and locality provision including the hubs</li> <li>✓ Feb and March 2018, Co-hosted a parent training event with the PIP Forum to develop Wiki as a multi-media platform for sharing family and young people's views.</li> <li>✓ March 2018, facilitated opportunities for the PIP Forum to meet SENCo's at both the Primary and Secondary SENCo Networks.</li> <li>✓ Meeting with SENDIASS and PIP parent representative in the spring term to discuss changes to the EHC needs assessment process letters – letter changes made in April 18</li> </ul> |
| <b>Disability Services Short breaks and external provisions team</b> | <ul style="list-style-type: none"> <li>✓ Consultation events are held periodically to ensure views are captured. Parent/carers are represented on the Short Breaks Working Group by the PIP Forum members and information fed back.</li> <li>✓ Children and young people are engaged at all levels in gathering their views and feedback</li> </ul>  |
| <b>Commissioning</b>   | <p>Prior to the new contract being awarded to the Carer Support Service, North Lincolnshire Council and North Lincolnshire Clinical Commissioning Group commissioned a range of support services from:</p> <ul style="list-style-type: none"> <li>✓ The Carers Support Centre to provide support to adults who care for adults and</li> <li>✓ Action for Children to provide support for parents/ carers who care for disabled children and young people.</li> </ul>   |

The contract term for these two services concluded on 22nd December 2017. To ensure continuity of service, a recommissioning and procurement exercise was undertaken to appoint a single 'all-age service' to offer carers support to both 'adults who support and care for adults' and 'parents / carers of disabled children and young people'.

Consultation was undertaken with the PIP (Parents Involvement and Participation) forum, people who use services and providers, using a variety of consultation methods including questionnaires and face-to-face meetings. As part of the consultation parent carers were asked to identify what they felt they required to help fulfil their caring duties. The questionnaires identified a number of positive features which will remain in the current specification.

These include:

- Good service provision
- Good source of information for parents / carers
- Good networking arrangements / opportunities
- Access to resources (e.g. resource library)
- A familiar place
- Activities are popular and well attended

The feedback has been used to help improve the new service specification. Examples include:

- ✓ Improved service flexibility will be enhanced by making services accessible across North Lincolnshire aligned to the 3 Care Networks (East, West and South).
- ✓ A greater focus on support to siblings. The provider will be required to deliver support for siblings of disabled children and young people and ensure they are included in the service design and delivery of programmes.
- ✓ A Single Point of Access for information and advice - Parent/ Carers will continue to be provided with the information, advice and guidance using a variety of appropriate methods and accessible formats.
- ✓ A focus on enabling support groups to become independent and self-sustaining.

The service successfully commenced on 23 December 2017.

The benefits of commissioning a service that provides support for all age carers includes:

- ✓ Improved early identification of carers and their needs
- ✓ Improved arrangements to support smooth transitions

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|  | <p>to adulthood</p> <ul style="list-style-type: none"> <li>✓ improved opportunities to plan across the different age ranges</li> <li>✓ Improved consistency of service provision</li> <li>✓ Carers only having to describe their circumstances once with an all age carer's service.</li> </ul> |
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| <p><b>Do Something different</b></p> | <p>“Do Something Different” is a programme of sport, leisure and cultural activities for anyone aged 16yrs+ with a disability. The aim of ‘Do Something Different’ is to encourage and motivate people with a disability to become more active and take part in activities in their community. Promote independence and social skills and improve people's overall health and well-being.</p> <ul style="list-style-type: none"> <li>✓ In 2017 the Disability Summer Games took place with a great attendance of 117 and the Disability Winter Games getting 77 attendances. Excellent feedback was received and as a result of the success of the taster activities offered at the event, the timetable expanded to be able to offer these on a regular basis.</li> <li>✓ Evaluation forms were handed out to carers/PA's and young people to gain their feedback</li> <li>✓ Carers/parents/PA's regularly approach staff at the sessions and feedback to staff to ensure individuals needs/wants are met. Often simple adaptation of equipment enables individuals to take part in an activity.</li> <li>✓ Quotes from the Disability Games - “Absolutely fantastic well done everyone”, “amazing afternoon lots of different activities to do this year, love the concept of mixing arts and crafts with sport and the addition of drama and forest school was fantastic thank you ☐”, “great day, lots of fun, nice to see my friends”, “it was run &amp; delivered fantastically”.</li> <li>✓ Pictures/Smiley Faces/Thumbs up/down are used to get feedback from participants.</li> <li>✓ Informal verbal feedback is ongoing from participants at the weekly sessions influencing what activities take place each week. Staff always ask the participants if they have enjoyed the session and what other activities they would like to try.</li> </ul> <p>A number of workshops took place in 2017 including African Drumming, Digital Music Making, Painting, Textiles, Photography, Dance, Forest School. All have added to the programme of activities and broadened the appeal of DSD to a wider audience.</p> <p>A professional exhibition was created and on show at 20-21 Visual Arts</p> |
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Centre showcasing some of the work produced at the DSD workshops.



**PIP Forum** PIP Forum has continued to be engaged with and work in partnership with key teams and services within North Lincolnshire. Examples of this are as follows.

- Participation in new groups such as the SENDIASS Steering group, Supported Housing and Vulnerable Adults. The funding received paid for the Forum administration and coordination allowing a wider engagement with parent/carers of North Lincs.
- The PIP Forum in the past 12 months has had an impact

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|   | <p>in Short Breaks Task and Finish group seeing outcomes for a better more proactive &amp; engaged Short break facilities that has been renamed locally as POB (Parent Buzz OFF - as suggested by the Forum &amp; members ).</p> <ul style="list-style-type: none"> <li>✓ The Steering Group are a supportive Forum that communicates regularly (1 Steering Group meeting per month plus regular text, email &amp; Whats App contact) , we have recognized capacity, shared responsibilities and listened to the parent/carers voice resulting in a continual presence on or working with <ul style="list-style-type: none"> <li>○ SENDIASS Steering Group</li> <li>○ Family Information Centre</li> <li>○ Community Team Learning Disabilities Team , Ironstone Centre</li> <li>○ Preparation for Adulthood</li> <li>○ The Autism Show Birmingham <ul style="list-style-type: none"> <li>○ Jobs Fair</li> </ul> </li> <li>○ North Lincolnshire Public health Conference</li> </ul> </li> </ul>                                       |
| <p><b>School Improvement</b></p>              | <ul style="list-style-type: none"> <li>✓ ‘Creating Poverty Resilient Schools’ - based on ‘Poverty Proofing the School Day’.<br/> <a href="http://www.povertyproofing.co.uk/">http://www.povertyproofing.co.uk/</a><br/> <a href="http://www.cpag.org.uk/cost-school-day">http://www.cpag.org.uk/cost-school-day</a><br/> <a href="http://www.cpag.org.uk/content/impact-poverty">http://www.cpag.org.uk/content/impact-poverty</a> </li> <li>✓ Westwoodside Church of England Academy - w/c 4th June 2018</li> <li>✓ Epworth Primary Academy - w/c 2nd July 2018</li> <li>✓ Parents/carers completed a survey (on-line or on paper) about their experience of school life and how it caters for the needs of families whose income/resources may be lower than others. Parents/carers were also spoken to informally at the end of the school day in the playground. This information was added to surveys from/interviews with staff, governors and children to produce a bespoke report and action plan for each school.</li> </ul> |
| <p><b>NL NLAG Children’s Therapy Team</b></p> | <ul style="list-style-type: none"> <li>✓ Friends and Family Test – anonymous surveys collected from parents, carers and support staff within school at review &amp; discharge appointments and following a block of intervention.</li> <li>✓ Between April and June 2018 25 surveys were collected with the following results:<br/> ‘How likely are you to recommend this service?’ – 100%</li> </ul>   |

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|  | <p>'I feel involved in the plan/programme that has been put together for my child'- 100%</p> <p>Staff have treated me and my child with dignity and respect' - 100%</p> <p><b>Comments:</b></p> <p><i>'It's a supportive service giving you recommendations that can easily be used at home.'</i></p> <p><i>'Good services and patience with children with disabilities.'</i></p> <p><i>'Positive and reassuring.'</i></p> <p><i>'The therapist listens well and is really good with their students to identify things that need to be worked on. I am happy with my child's progress.'</i></p> <p><i>'I feel this service is vital to our pupils. The expertise when the speech therapists come into school and show the LSAs what to do is very important.'</i></p> <p><i>Comments on the service/suggestions for service improvement:</i></p> <p><i>'Reduced waiting times but aware that this is out of the teams hands.'</i></p> <p><i>'Limited flexibility of appointment time so parent unable to attend sessions as she had to drop younger child at nursery.'</i></p> |
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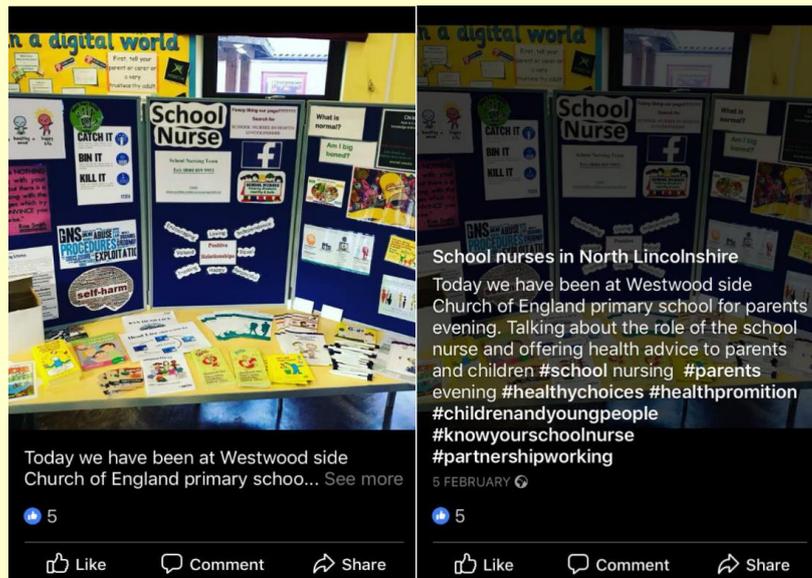
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| <p><b>Education Inclusion SEND Teams</b></p> | <ul style="list-style-type: none"> <li>✓ Delivered a session on Preparing for Adulthood (P4A) at the November parents' conference and captured their views on the 4 domains within P4A and support needed from Careers &amp; Progression (C&amp;P) team</li> <li>✓ Met with PIP parent members and discussed how the C&amp;P could support families in general – they wanted to know more about the activities at the hubs and therefore we have promoted the hub activities which has led to better transitions from short breaks to hubs</li> <li>✓ Feedback above led to the C&amp;P team undertaking a series of CPD sessions with input from short breaks, transitions officer, complex disability team and locality provision including the hubs</li> <li>✓ Feb and March 2018, Co-hosted a parent training event with the PIP Forum to develop Wiki as a multi-media platform for sharing family and young people's views.</li> <li>✓ March 2018, facilitated opportunities for the PIP Forum to meet SENCo's at both the Primary and Secondary SENCo Networks.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>Meeting with SENDIASS and PIP parent representative in the spring term to discuss changes to the EHC needs assessment process letters – letter changes made in April 18</li> <li>As a part of the Independent Provision Monitoring process all parents have been sent letters signposting them to a Survey Monkey page. Part of the survey covers how the service provision is executed.</li> </ul> |
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✓ **AT AN INDIVIDUAL LEVEL**

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| <p><b>1-19 (25 SEND)<br/>Health and Wellbeing Team</b></p> | <p>Through discussion with the school, drop – in sessions are now held in St Hughes to promote healthy lifestyles and offer the opportunity for young people to have access to universal school nursing. The drop-in session themes are guided by the teaching staff who identify need within their cohort – a ‘You Said- We did’ opportunity.</p> <ul style="list-style-type: none"> <li>Detailed below is evidence from a hygiene session delivered to KS4 pupils. Feedback in the form of a ‘smiley face’ was gained to confirm the session was delivered at the correct level of understanding and was enjoyed by the pupils.</li> <li>Verbal feedback was given by the teaching staff. These sessions are delivered on a regular basis and we work with the school to identify other opportunities to provide information support and advice</li> </ul> <div data-bbox="671 1373 1093 1659" data-label="Image"> </div> <ul style="list-style-type: none"> <li><b>Elective Home Education</b> - The service was invited to attend an event at Glandford Park Football Stadium for an event inviting EHE children and young people to attend to network with agencies. The service reported back that they received numerous enquiries about immunisations, in particular HPV, which were shared with the Immunisation Team as feedback from the event.</li> </ul> |
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✓ **The School Nursing service** has a Facebook page where key public health messages can be delivered and to promote the service. An example below is from the service attending a parents evening at a primary school – an opportunity to consult with parents, share information about the service and to identify children who may need further support. It gave parents who have children with additional needs the opportunity to discuss issues and for support to be offered, and to build on relationships as their child enters into full time education. Contact details for the service were shared with parents. This is a 'You Said – We Did' opportunity to informally consult with parents, education and children to shape and influence the service as well as meeting individual needs. The service is working to create a Health Visitor/Integrated service 0-19 (25 SEND) Facebook page, with consideration for all social media platforms to be given for users who have disabilities to be able to access.



✓ The service is also active on Twitter, promoting the service and events such as parent's evenings and drop-ins, providing an opportunity to engagement and feedback for young people, parents and carers. The service is working to create a Health Visitor/Integrated service 0-19 (25 SEND) Twitter account



Following

**NLSchoolNurses**  
 @NorthLincs\_SN Follows you  
 Julie Lodge, Childrens Care Group, and 7 others follow  
 As part of the 0-19 Health and Wellbeing team School Nurses supporting Children, Young People and their Families in North Lincolnshire 🤝  
 269 Following 120 Followers

Tweets Tweets & replies Media Likes

NLSchoolNurses · 05/02/2018  
 Today we have been at Westwood side Church of England primary school for parents evening. Talking about the role of the school nurse and offering health advice to parents and children  
 #schoolnursing #parents evening #healthychoices #healthpromotion #knowyourschoolnurse



2 replies 2 likes



- ✓ **Attendance at partner events including celebrations.**  
The service took part in an award event to celebrate partner agency working and the successful support to children and young people as part of the weight management service. Service to service meetings take place to share good practice and service developments to improve and enhance strategies for care and delivery. Children and Young People with SEND are often at greater risk of experiencing health and wellbeing issues linked to weight and the service works closely with commissioned services to offer support on a one 2 one or family basis.
- ✓ **Health Visitor Champion for SEND**  
The service has identified a Health Visitor as the SEND lead for the whole 0-19 (25 SEND) service, who acts as a resource to support both practitioners and Children, Young People and their families. This Lead role works closely with education and partner health agencies to focus on the more vulnerable cohort within the service, to streamline both services and care for effective support. The Intensive Family Support Service links in closely with the SEND lead role to support this vulnerable group of clients. Patient feedback is encouraged at every contact/completion of care to influence and facilitate service change and improvements.

**Children's**

- ✓ Through the formal feedback framework, the views of

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| <p><b>Disability Service</b></p>     | <p>children, young people and carers in receipt of a service through the Children's Disability Service is gathered on a minimum 3 monthly basis. Based around Munroe's 5 questions, views are sought and feedback is recorded on child and family feedback form. Staff are skilled in employing alternative techniques to gain feedback, including interpretation, from those children and young people with the greatest communication needs.</p> <ul style="list-style-type: none"> <li>✓ Children and young people and their families open to a social worker are seen and spoken with a minimum of twice in a 12 week period. Their views are recorded within case notes.</li> <li>✓ Direct work is undertaken with children and young people. This includes work in relation to their wishes and feelings, aspirations for the future and views in relation to the services that they receive.</li> <li>✓ Social workers take a key role in being the champion of the child or young person and ensuring that their views are heard.</li> <li>✓ Participation at reviews is encouraged and supported.</li> <li>✓ Holistic assessments of need are carried out by specialist workers skilled in working with disabled children and young people.</li> <li>✓ The visual and hearing impaired service have supported parents to set up and develop a parent support group. This was to allow parents a forum to support themselves and build on family and community capacity. The service also engages with families in a variety of ways.</li> <li>✓ Reviews within the service are child and family centred. The family actively participate with minimal lead from professionals unless required.</li> <li>✓ The service attends parent and carer forums to gather their views in relation to the support in place and what they want to see moving forward.</li> </ul> |
| <p><b>Carers Support Service</b></p> | <ul style="list-style-type: none"> <li>✓ Consultation with Parent/Carers at Launch Event on 27<sup>th</sup> March 2018.</li> <li>✓ Ongoing consultation via Facebook.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>✓ Meetings with PIP Forum.</li> <li>✓ Questionnaire in quarterly newsletter sent to all Parent/Carers registered with Carers' Support Centre.</li> </ul>   |
| <p><b>Northern Lincolnshire Integrated Sexual Health (NLISH)</b></p>                              | <ul style="list-style-type: none"> <li>✓ Every under 18 is assessed using the Spotting the Signs and Vulnerabilities Checklist to identify specific needs including SEND. Identified vulnerabilities are placed as an alert on the individual's patient electronic records to ensure an extra 15 minutes is allocated and appropriate care and management can be provided to cater for specific needs. Referral pathways are in place for vulnerable young people.</li> <li>✓ 2018 – SEND &amp; Disability training provided to all staff by Disability Team (Anne Marie Thompson – provided cross-site training).</li> <li>✓ NLISHS provides sexual health information sessions in tutorials at the NL Colleges these are recorded in the monthly marketing plans.</li> <li>✓ SEND &amp; Disability care plans in place for named young people</li> <li>✓ NLISHS uses national Family Planning Association Leaflets to provide specialist information for patients with educational needs and disability to address issues linked to puberty and sexual healthcare &amp; contraception.</li> <li>✓ Staff use and recommend <a href="http://www.thesexualhealthhub.co.uk">www.thesexualhealthhub.co.uk</a> Sexwise, Terence Higgins Trust, MESMAC, FPA &amp; Zanzu-de (patient information in different languages) for clients.</li> <li>✓ Parents and Carers are welcome to sit in the waiting area and attend the appointment with client's consent.</li> </ul> |
| <p><b>Special Educational Needs and Disability Information and Support Service (SENDIASS)</b></p> | <p>Over the past academic year the following engagement activities have been undertaken by SENDIASS with families on an individual level:</p> <ul style="list-style-type: none"> <li>• Parents/carers accessing service: 305 families supported over the last year.</li> <li>• Ensuring good communication and best practice to allow parents/carers to have their views, wishes and feelings included in EHCP and through other platforms. Empowering parents through information, advice and support.</li> </ul>  |

- Empowering parents/carers to access DfE guidance and legislation, to ensure they have the correct information regarding education processes and health/social carer processes in relation to education. Department for Education (DfE) Parents' Guide <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Feedback from parents/carers regarding the quality of the service and outcomes; Feeds into reports to CDC to ensure we are meeting and exceeding national minimum standards. Council for Disabled Children <https://councilfordisabledchildren.org.uk/independent-support>
- *"My child now has a school, and her EHCP has been smoothly transferred by N.Lincs authority"*
- *"I now feel I have the experience to deal with school and the LA through advice and support given. I am now able to attend meetings by myself and make my voice heard"*
- The SENDIASS booklets continue to be available on the Local offer website and new booklets are being developed giving information on key areas that have been highlighted in parent feedback. <https://www.research.net/r/sendiaass-booklet-consultation>.
- Ensuring communication tools that were developed in co-production with other services are used to support child/young to have their views, wishes and feelings heard in a variety of ways. These views can be included in various platforms, including EHC needs assessments and plans.
- Offering a service to young people, to empower them to take ownership of their future and progress their long term goals. Developing awareness that young people can access our service independently.
- Easy read versions of the SENDIASS booklets are available, to make them more accessible to children/young people.  
e.g. Education, Health and Care Needs Assessment <http://www.northlincslocaloffer.com/special-educational-needs-and-disability-sendiaass/#1530179473931-23dad294-8c82>

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| <p><b>Behaviour Support Team 2-12.</b></p>                                  | <ul style="list-style-type: none"> <li>• Views gathered at times of transition (Y2/3 Y6/7) ensuring the child/young person's views are being represented in any transition plans e.g. 'My Plan' (behaviour and positive handling plan).</li> <li>• Views gathered at Early Help meetings.</li> <li>• Views gathered through meetings as part of outreach work with schools and settings.</li> </ul>   |
| <p><b>Education Inclusion SEND Team</b></p>                                 | <ul style="list-style-type: none"> <li>• As part of the EHC needs assessment and annual review process seek parent/carers views on their hopes and dreams for their child and the outcomes they want to see and how transition/Preparation for Adulthood (PfA) can be supported</li> <li>• Parents invited to P4A event</li> <li>• Use of Child and Family feedback forms re case work interventions as appropriate</li> <li>• EHCP Coordinators contact parents to discuss EHC needs assessment outcomes, and offer meetings to discuss decisions and draft EHCPs as required</li> <li>•</li> </ul>  |
| <p><b>Disability Services Short breaks and external provisions team</b></p> | <ul style="list-style-type: none"> <li>✓ Where services are provided as a result of an assessment, parent/carers are fully involved in reviews which are held 6 monthly and in line with procedures. For local offer provision parent/carers are represented by the PIP forum, they are always invited to consultation events and have opportunity at the activities to discuss anything with staff there.</li> <li>✓ Children and young people are invited to reviews about the services that they receive. Family Feedback forms are completed following a review of service provision; this includes the views of children and young people.</li> <li>✓ Feedback from an event in April which celebrated the first year anniversary of group based activities being brought in house.</li> <li>✓ Children and young people are invited to their review of service and their views and any feedback is gathered wherever possible.</li> <li>✓ The following is feedback received from the Complex Needs Play scheme which was held in August 2018.</li> </ul> |

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|  | <p>Children who attend have been nominated by professionals involved in their care and they are those children with the most complex of needs.</p> <p><i>'I just want to say a massive thank you to all you lovely ladies XX has loved every day'</i></p> <p><i>'Thank you for the play scheme. It gave us some valuable family time to spend with my other children. This is a very helpful service and the staff are friendly and caring'.</i></p> <p><i>'I only have basic knowledge of the play scheme, as my little grandson attends it. However, I can say that we all (including his mum and dad) appreciate the facility and the obvious dedication of the staff who work there. XXX really enjoys the play scheme and we are grateful this facility exists - please keep up the good work.'</i></p> <p>✓ <i>'As ever it was a godsend, giving me breathing space and XXX entertainment. Well done everyone. Though I got the last of his nail polish off this morning before school'</i></p> |
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| <p><b>Education Inclusion SEND Team</b></p> | <ul style="list-style-type: none"> <li>✓ As part of the EHC needs assessment and annual review process seek parent/carers views on their hopes and dreams for their child and the outcomes they want to see and how transition/P4A can be supported</li> <li>✓ Parents invited to P4A event</li> <li>✓ Use of Child and Family feedback forms re case work interventions as appropriate</li> <li>✓ EHCP Coordinators contact parents to discuss EHC needs assessment outcomes, and offer meetings to discuss decisions and draft EHCPs as required</li> <li>✓ As part of the EHC needs assessment and annual review process seek young people's views on their hopes and dreams for the future, the outcomes they want to see in the EHC plan, their aspirations and how transition/P4A can be supported by an EIOC&amp;P</li> <li>✓ P4A event put on for young people</li> <li>✓ Use of Child and Family feedback forms re case work interventions as appropriate</li> </ul> |
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| <p><b>Do Something different</b></p> | <ul style="list-style-type: none"> <li>✓ <b>Independently visiting venues</b> - As a direct result of attending the Get Crafty sessions at 20- 21 Visual Arts Centre many of the participants confidence has grown and they are now visiting the venue at other times during the week which they didn't do prior to attending these sessions.</li> <li>✓ <b>Increased Independence</b> - When DN started attending the session he was very anxious. For the first few sessions DN's mum stayed with him, but after a few weeks his confidence had grown enough for him to attend sessions independently. This allowed DN to have some independence whilst also giving his mum some free time. DN has now started attending different sessions on a regular basis, these sessions include: Foam Archery, Chair Based Exercise and Multi Sports. DN's mum has been very surprised by how much DN has enjoyed himself at the sessions as he had not previously shown an interest in sport or physical activity.</li> <li>✓ Do Something Different Film link - <a href="https://vimeo.com/121773868">https://vimeo.com/121773868</a></li> </ul>  |
| <p><b>PIP Forum</b></p>              | <p>Core to the work of PIP forum is to proactively engage with families. To action this PIP Forum have:</p> <ul style="list-style-type: none"> <li>✓ Participated in coffee mornings, 2 Big coffee mornings, Family events and Co-produced events with the Local Authority and other stakeholders, (Three Roadshows, an Annual Conference and participation in the SEND Conference for Schools in North Lincolnshire).</li> <li>✓ As demonstration of impact and since going Independent when our data base started with just 3 Steering Group members we have grown and are still growing with a 25% increase in 2017.</li> <li>✓ The elected Steering Group members has a role that plays to their strengths creating a greater impact on communication, participation and capacity building with particular strengths in Out Reach and Hard to reach communities. e.g. attending events such as Appleby Country Fayre and creating events in the region such as the Easter Egg Hunt at Hall Farm Eastoft &amp; The Big Coffee morning at Normanby Hall Country Park, which has raised awareness of the facilities and contribution they have towards children with SEND and their families.</li> <li>✓ Over the year coffee drop in mornings have extended to weekly with additional areas across North Lincolnshire</li> </ul> |

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|   | <p>covered <i>"I have been to several coffee mornings since joining PIP and find the information folder very useful and there's always someone who knows the answer to any question. Great. See you next week"</i> quote by a parent carer. The information folder they refer to is what we call a coffee library which is a well-stocked set of 6 folders comprising invaluable information of matters such as PIP benefits, welfare benefits, meeting dates, events across the region for our families and children, access to other parent groups and forums, Max card and other important information that our parents/carers need to navigate. Implementation of this has had an increase in Parent/Carer confidence &amp; understanding and a greater reduction of isolation.</p> <ul style="list-style-type: none"> <li>✓ We now focusing our joint energies with the local authority to engage with parents more directly and from more diverse backgrounds, such as single parents &amp; ethnic minorities which is a key area for development over the forthcoming year.</li> </ul>  |
| <p><b>Educational Psychology Service</b></p>  | <ul style="list-style-type: none"> <li>✓ 289 cases were opened from Sept 18 to today by EPs. In line with our practice we aim to see parents / carers.</li> <li>✓ Altogether we were engaged with 124 referrals that were submitted for EHCP to SENDAP. Of these 31 were no to assessments, 2 resulted in no plan being issued, 33 have reached the 20 week date and had plans issued and the remaining referrals (58) are still in process. Again in line with our practice we do meet with parents and carers to discuss our work, findings and these are part of reports submitted to SENDAP.</li> <li>✓ In line with our practice we meet with Children and Young people as part of assessment and to seek their views as part of plan. In reports we write young people's views are included and for those reported submitted to SENDAP views are part of reports submitted.</li> <li>✓ For non-verbal pre 5 children</li> <li>✓ Due to age and communication difficulties, it is not always possible to ascertain their views directly. However, a pen picture is created to capture child's views and it is included with our reports and plans.</li> </ul> |
| <p><b>NL NLAG Children's Therapy Team</b></p> | <ul style="list-style-type: none"> <li>✓ Discussion with parents/carers at each session on the impact of intervention on their lives</li> <li>✓ Voice of the Child – data about preferences and opinions expressed within face-to-face sessions collected within clinical notes (in 'Voice of the Child' section of the clinical template)</li> </ul>  |

## Engagement in Recruitment

There is a continued commitment to engaging young people in recruitment processes, particularly for posts where there is direct contact with children, young people and families. Through meaningful involvement, young people are empowered to shape and influence decisions while staff leading the process are assisted to make informed decisions and contribute to improved outcomes. Children and young people with SEND have been involved in interviewing candidates for roles, for example:

- ✓ Young people with autism were involved in the appointment of the new lead teacher for the Autism Spectrum Education Team (ASET) who took up post in April 2017.
- ✓ At St Luke's, children are involved in the appointment of teachers and school leaders. For the appointment of teachers, they are asked to teach a lesson to a small group of children. After all the teachers have taught the lesson to the children, the children's views of the lesson are gathered e.g. what they liked about the lesson, what they think they learnt in the lesson and their views of the activities. For school leader appointments members of the school council are asked to interview the candidates. The children decide what questions they would like to ask and then ask each candidate the questions. The children then discuss what they liked or disliked about each candidate and decide which candidate they like the best. These views are then considered when making appointments.

## Engagement Groups

There are a range of established engagement groups for specific population groups, which include children and young people with SEND, that help to inform service delivery. Examples of these include:

- ✓ **Children in Care Council** – The role of the CICC is to represent the views of children and young people in care and leaving care, to provide views on life in care, service delivery, strategy, plans and other specific issues to inform service planning and policy making, to be involved in decision making processes and to help deliver training.
- ✓ **Young Carers** – This is a forum for young carers to come together for mutual support and assistance. Young carers meet for peer support, activities and consultation work.
- ✓ **Cool Kidz Group** – This group represents the views of children and young people who are, or have been, the subject of a child in need or child protection plan. The group meets for a mixture of social activity and consultation work.
- ✓ **Feeling Safe Group** – This group represents children and young people in learning settings who have the opportunity to meet on a termly basis to discuss issues relating to their safety – in and out of their learning setting.

- ✓ **Student Voice** – North Lincolnshire has a strong reputation for listening to student voice. There are established student voice networks and peer mentor systems in schools and colleges for young people to have their say and contribute to their own learning and their wider learning environment as well as providing support and information to their peers.



## Lifestyle Surveys

Through lifestyle surveys, there are established processes for gathering the views of children and young people from 5 to 19 regarding their health and wellbeing. The information gathered from these surveys, which is detailed in the *Adolescent Lifestyle Survey summary document* and the *Primary Lifestyle Survey summary document*, informs service planning and commissioning, as well as specific actions within learning settings. This year *North Lincolnshire College Adolescent Lifestyle Survey, 2017/18 Special report: Children with disabilities/long term health needs* was undertaken and its findings published in July 2018. This report compares and presents some key findings from the 2017/18 College Adolescent Lifestyle Survey, specifically for pupils who self-reported as having a 'disability, medical condition or long term health problem diagnosed by a doctor'.

Overall in summary the findings were as follows:

**'Approximately one in five of the respondents to the North Lincolnshire College LifeStyle Survey reported as having a disability, medical condition or long term health problem diagnosed or self diagnosed by a doctor. Compared with the other respondents, these young people were more likely to be living in their own families and reported that they care for someone. This group reported lower levels of wellbeing than other respondents. They were more likely to say they worried a lot about being bullied, about how they look, and that they never or rarely feel good about themselves. They also find it harder to talk to parents or carers about their worries than other respondents. This group were as likely as others to seek help related to mental health. They had similar aspirations for post 18 education. However, they were less likely to feel prepared for employment, or to feel confident they would get the right advice to help them make their own decisions about the future from their parents'.**

The issues raised by young people through the survey are covered in our SEND Inclusion Plan 2017-2020 and are being addressed as part of our SEND Delivery Plan.

## Citizen Voice

Through the **Learning Disability Partnership (LDP)**, there are opportunities for service users, self-advocates and their carers to have a voice about things that affect their lives and their communities in order to help improve outcomes for people with learning disabilities. The **Learning Disability Partnership Work Plan Review 2017/18** provides information regarding activity, impact and outcomes. The **Learning Disability Partnership Work Plan 2017-2018** sets out the areas for action which have been identified following a period of consultation with key stakeholders including service users, self-advocates and their carers. These consist of the following priority areas:

1. Supported Housing
2. Health and wellbeing
3. Journey to employment
4. Safe at home, online and in the community
5. Community activities
6. Effective communication
7. Having their say

Learning Disability Awareness Week took place from 18 June to 26 June 2018. North Lincolnshire Council Partners on the Learning Disability Partnership - included Carers Support Centre, North Rotherham Doncaster and South Humber NHS Foundation Trust, Cloverleaf, Ongo, and others are working together to host a range of events and activities. The Learning Disability Awareness Week 2018 was a great opportunity to hold specific events and raise awareness of some of the information, support and activities available in the area for people with learning disabilities and their families and carers. The wide range of activities that took place are available to view at <http://www.northlincs.gov.uk/people-health-and-care/information-for-professionals/policies-procedures/learning-disability-partnership/>

## **CO-PRODUCTION AND ENGAGEMENT ACTIVITIES WITH NORTH LINCOLNSHIRE'S PARENTS' INVOLVEMENT AND PARTICIPATION (PIP) FORUM.**

The PIP Forum is made up of a dedicated group of parents who have children with special educational needs and/or disabilities. PIP has its own *PIP Forum Website* <http://northlincspipforum.co.uk/> and undertakes a number of important roles:

- ✓ Act as forum for the views of parents and carers of disabled children and those with special needs
- ✓ Made up of parents and carers who know on a practical daily basis just how challenging caring for a child with special educational needs and disability
- ✓ Represent parents and carers views on Forums and as part of consultation processes to shape local services
- ✓ Hold an annual conference to give feedback and report on what has been achieved the previous year

There are well established and strong working relationships between the Local Authority and the PIP Forum, which is recognised as a strategic partner which has been at the heart of firstly implementing the SEND reforms and now embedding best practice. There is significant evidence of the positive impact arising out of the collaborative working with the PIP Forum and wider parents and carers. Examples of this over the past academic year include:

### **✓ SEND PARENTS AND CARERS CONFERENCE**

Jointly co-produced and delivered our third successful Parents and Carers SEND conference on the 17<sup>th</sup> November 2017 at the Learning Development Centre. Over a 100 delegates including approximately 74 parents and carers attended the conference. The SEND conference was once again chaired by Kay Mitchell-Gough in the morning and Fiona Beard in the afternoon, who are co-chairs of the PIP Forum.

The aims of the conference were:

- To provide an update on what we have been doing over the past year
- To share our SEND Inclusion Plan 2017-2020
- To provide information on a range of identified specialist areas to meet the needs of children and young people with SEND through a range of workshops and the market place
- To support parents and carers by giving them an opportunity to talk, share ideas and life experiences
- To contribute to Children in Need Day.

## Special Educational Needs and Disability (SEND) Conference 2017 for Parents and Carers

**Friday 17th November 2017**

at the Learning Development Centre, Scunthorpe  
Enderby Road, Scunthorpe, DN17 2JL

**9.30am to 2.45pm (registration from 9.00am)**





The event coincides with Children in Need day and there will be various fund raising activities at the Learning Development Centre

An opportunity to share ideas and find out more about how we are improving outcomes for children and young people with special educational needs and disabilities.

**The day includes:**

- National speakers
- Local young people and parents' perspectives
- Networking
- Lunch and refreshments provided for the day
- Parking available
- Interactive workshops
- Exhibits and marketplace stalls
- Information to support parents
- Opportunity to ask questions, make comments and share ideas

The conference will have national and local speakers, including parents, with a choice of two workshops during the day.

You can book your place by one of the following methods by the 10 November 2017:

- Online at <https://bitly.imps2017>
- E-mail: [courses.team@northlincs.gov.uk](mailto:courses.team@northlincs.gov.uk)
- Tel: 01724 297281
- Or complete the booking form and send back to Courses Team, The Learning Development Centre, Enderby Road, Scunthorpe, DN16 3GU

We hope you can join us for this event – the costs of which are supported by the Local Authority and partner agencies

The video 'Create the change' produced by The St Lawrence Academy (TSLA) was played at the conference. The students at TSLA produced this song which includes powerful messages to reflect on and consider positive steps towards wellbeing. The idea for the song originated from the national Unlocking Potential project being delivered in TSLA, with four students who wanted to raise awareness of emotional wellbeing and mental health. The development of Create the Change showcased the innovation and talent of local young people and the power of working together to develop positive messages in a creative way. The premise of the song was built around the 'Positive Steps' leaflet and the lyrics were originated by year groups in TSLA and finalised by the Positive Steps Working Group. A local young musician developed the music and the song was launched at the TSLA in Mental Health Awareness Week. The NLYC subsequently wrote to all learning settings to distribute the link to the song and took the opportunity to remind them of the Positive Steps resources and Life Central app and website. The song can be listened to via the following link:

[www.youtube.com/watch?v=lbvApidEeng](http://www.youtube.com/watch?v=lbvApidEeng) Unfortunately, students were themselves going to perform this song live but at the last minute due to sickness were unable to attend but it was still possible to play the video which was greatly appreciated by the delegates.

At the conference there was a choice of four different workshops in the morning covering:

- ✓ General strategies to support your child at home
- ✓ Supporting children with medical needs in schools and settings
- ✓ Emotional Health and Wellbeing
- ✓ Ordinarily available in schools

and in the afternoon:

- ✓ Personal Budgets
- ✓ Sensory Needs
- ✓ Use of Wiki's for Person Centred planning
- ✓ Special Educational Needs and Disability Information, Advice Support Service (SENDIASS)

The conference had three keynotes, of which were two external professions Amjad Ali whose keynote was '5 top misconceptions that need to be removed to build effective partnership working with schools' in the morning and Joanna Grace on Sensory Needs in the afternoon. In addition and importantly one of our young people Jack Marshall and his mother who were involved in the production of a video entitled 'Jack's Story Personal Budget's – Using personal budget's to achieve education, health and care outcomes' came to launch the video to parents and carers and shared their perspectives on how personal budget had enabled them to have greater choice and control. Another one of our parents Lisa Watchorn also provided an illuminating and inspirational keynote called 'A parent's experience of navigating the SEND system' highlighting her and her sons positive experiences in North Lincolnshire.

In summary the evaluations of the conference show that the keynotes and workshops were very much appreciated, engaging and pitched at the right level with many comments about taking away skills and information and information about positive teaching and advice. Parents and carers felt empowered to use new skills at home but would have welcomed more time wanted to network and visit the market place. Overall the conference was enjoyed by all with parents and carers gaining knowledge and skills to take away and use to support their own families.



The evaluations of the parents and carers conference showed that parents and carers felt the following were the successful parts of the day:

- ✓ *Jack Marshall – Inspiring*
- ✓ *All of it*
- ✓ *Visiting speakers, Guest Speakers - Loved the sensory stuff presented by Joanna Grace, Joanna's talk, Joanna Grace(excellent and thought provoking), Joanna Grace workshop – amazing, Amjad Ali excellent, Amjad Ali (wish he taught at my sons school), Amjad Ali, a burst of positive energy around teaching, Keynote speakers External keynotes, Keynote 1 and Keynote 3 – particularly engaging, Keynote 1 and 3 extremely engaging*
- ✓ *St Laurence's song video, very moving*
- ✓ *So informative and powerful*
- ✓ *All information given was very useful, whole day was a success*
- ✓ *Jacks story*
- ✓ *EHC plans excellent idea for NLC*
- ✓ *Just the right length*
- ✓ *Workshops*
- ✓ *Sensory ideas*
- ✓ *Loved the real life experience speakers*

The main area identified for improvement was to have more time for the various activities throughout the day which is a fine balance when trying to ensure parents can also have time to drop off their children in the morning and pick them up from school in the afternoon. Nevertheless this issue will be taken into consideration when co-producing future events.

- ✓ *Not enough time for Market Place*
- ✓ *Timing*
- ✓ *A lot to take in, prefer over a 2 day session to allow more parental interaction*
- ✓ *A little more time to network*

- *Workshops too short*
- *Too much content to be fitted in throughout the day*
- *Longer*
- *As a parent – strategies for emotional health and wellbeing would have been welcomed (but appreciate not enough time) very informative presentation anyway*

The following areas were identified for future events or conferences

- *Health and care aspect of EHCP*
- *Direction on personal budget, how to manage the process, guidance notes would be very helpful*
- *Specific areas reflecting to autism e.g., social skills/cause effect etc.*
- *More speakers like Joanna regarding sensory issues and what can be done.*
- *Information*
- *Personal budgets – more success stories*
- *Similar inspirational national speakers and other services and other services which are local.*
- *Sensory and behavioural issues*
- *Practical sessions – workshops to choose are helpful*
- *Autistic speaker always very interesting*
- *Use of IT systems/EHC hub, as per Q and A session*
- *More practical strategies for parents*
- *Education and Health*

This feedback is being used to co-produce future events and conferences in partnership with PIP Forum

The difference this conference has made to parents and carers attending is highlighted by the responses to this question – ‘How will you use the information from today’s conference to support your child?’

- *Joanna Grace - fabulous will expand on sensory box at home as I now have a far better understanding of her needs*
- *The sensory workshop*
- *To try to get support for my child to enhance his limited social interaction as becoming very isolated effecting his emotional well being*
- *Consult with contacts made – invaluable*
- *Taken on board was of helping my child to control his mood swings and give him help with materials available.*
- *Loads of ideas now for sensory engagement*
- *To support and guide families*
- *All info will be used to help my son with his everyday life.*
- *Training mostly and general info.*
- *Access on line*
- *A lot*
- *Annual Review*
- *Sensory processing – creating stimulus on a budget*

- ✓ *Amjad Ali advice on teaching children*
  - ✓ *Access online*
  - ✓ *By getting more info I can support them more*
  - ✓ *I will use some of the sensory information*
  - ✓ *Sensory toys/stories and 'anchoring' language*
  - ✓ *Develop a WIKI for each*
  - ✓ *Contact with CAMHS/follow up*
  - ✓ *I will look at sensory stories and other resources*
  - ✓ *School, our home*
  - ✓ *Feel more empowered to be my child's advocate when necessary and to access support/services available*
- ✓ **PIP FORUM ANNUAL GENERAL MEETING AND WIKI EVENT FOR PARENTS AND CARERS**

Special Educational Needs and Disability (SEND)  
**PIP Forum AGM and Wiki Event**  
 for parents and carers

Tuesday 6th  
 February 2018  
 9:30am-2pm  
 (registration from  
 9am)

Learning  
 Development  
 Centre,  
 Enderby Road,  
 Scunthorpe,  
 DN17 2JL

Come along to the PIP Forum Annual General Meeting!  
 Then find out more about developing a Wiki to share your  
 child's voice, skills, aspirations and needs.

**THE DAY INCLUDES**

- Lunch & refreshments
- PIP Forum AGM
- All the training you'll need to create your Wiki
- See a real Wiki in use and listen to a parent's experiences of using the Wiki and the benefits it brings to her son and the whole family
- A showcase session demonstrating the power of having your own Wiki
- Opportunity to ask questions, make comments and share ideas
- Parking available
- Information about ongoing support to help you keep your Wiki going

Book your place by one of the following methods by Friday 2nd February 2018:  
 - Email: SEND@northlincs.gov.uk or courses.team@northlincs.gov.uk  
 - Telephone: 01724 297668 or 01724 297281  
 - Complete the booking form and send back to Courses Team, The Learning Development Centre, Enderby Road, Scunthorpe, DN17 2JL

We hope you can join us for this event!

This was a co-produced event on the 6<sup>th</sup> February 2018 between the local authority and PIP Forum which enabled parents and carers to meet at the Learning Development Centre. It enabled parents and carers to participate in the Parents in Partnership (PIP) Annual General Meeting (AGM) and then stay on to enjoy an opportunity to develop their own multi-media platforms for sharing their needs.

Twenty two parents and carers attended the AGM, met members of the PIP Forum, heard about the work of PIP, shared ideas and discussed future events. Nominations were

received for membership of the Forum and vacancies were duly filled through an election process.

The remainder of the event was set aside for the parents and carers to meet colleagues from Rix Research and Media and learn more about developing a [Wiki](#). A showcase session was delivered to demonstrate the power of a Wiki and training was provided for parents and carers to be able to create and maintain their own Wikis.

By the end of the day many parents and carers had embraced the value of a Wiki as a platform for sharing their own child's voice and they were looking forward to returning home to continue building their Wiki.

As a result of the event the PIP Forum has continued to implement its plans for increasing parent and carer involvement and participation in education. One of the many actions undertaken has been the attendance of Forum members at local network meetings for Special Educational Needs Co-ordinators, where they have been able to discuss and agree ways forward to enable schools to work more closely with PIP.

With regard to Wikis, there are now more families in North Lincolnshire with their own Wiki, which they are using to share key information with schools and professionals. North Lincolnshire will be continuing to promote Wikis as effective family multi-media platforms on its [Local Offer website](#).

## PREPARING FOR ADULTHOOD EVENTS

**Preparation for Adulthood Event**

**Tuesday 14<sup>th</sup> November 2017**  
**Drop in 14:00 -18:00**

**The Events Centre**  
North Lindsey College, Kingsway, Scunthorpe, North Lincolnshire,  
DN17 1AJ

The Preparation for Adulthood event is an opportunity to improve parents, carers, professionals and young people's knowledge around services in the area, which support and promote Preparation for Adulthood and work with young people who have Special Educational Needs and Disabilities (SEND).

**TRANSITION**  
**ADULTHOOD**  
**OPPORTUNITY**  
**PARTICIPATION**  
**HEALTH**  
**CONTROL**  
**PERSON CENTRED**  
**DREAMS**  
**EMPLOYMENT**  
**ASPIRATIONS**  
**COMMUNITY**  
**INDEPENDENCE**  
**FRIENDSHIPS**  
**TRAVEL**  
**HOPES**

For further information please contact the Careers & Progression team  
Telephone: 01724 298554 e-mail: [connexions@northlincs.gov.uk](mailto:connexions@northlincs.gov.uk)

The careers and Progression team hosted Preparation for Adulthood Events in conjunction with North Lindsey College on Friday 17th March 2017 and Wednesday 14th November 2017. The event was set up for young people, carers, parents and professionals to share information and experiences regarding Post 16 and Post 18 services within the authority.

A range of professional and agencies attended each event with a varied mix of local authority services such as social care, health, residential services, education, charities and employment support. Over 25 agencies attended each event and this gave them the opportunity to share knowledge between professionals and discuss services with the young people and their parents/carers. It was also an opportunity to showcase our local offer and the universal services that can be accessed for young people with additional needs.

Various professionals, young people, parents and carers was invited to the event, letters was sent to all the young people with an EHCP to inform them of the event and flyers was created and distributed. We had over 150 professionals, young people, parents, carers and students attended each event. The majority of the attendees were young people who was supported by the college and professionals who was able to network and create an index of local services.

## CONFERENCE FOR SCHOOLS – EXCELLENCE IN ACHIEVEMENT

**Special Educational Needs and Disabilities (SEND) Conference 2018**  
*Excellence in Achievement*  
**20<sup>th</sup> June 2018 - LDC**

**Aims**

- To provide an update on progress in relation to SEND over the past year and outline our key priorities for the forthcoming year
- To share strategies to meet the needs of pupils with a range of additional needs, with a particular focus on sensory needs, pupil voice and the effective use of Teaching Assistants
- To provide a market place of information on the support and provision available in schools and academies in the local area to meet the needs of children and young people with SEND

|                    |   |  |  |
|--------------------|---|--|--|
| 9.00am-9.30 am     | Refreshments and registration   |  |  |
| 9.30am - 9.35 am   | Welcome and housekeeping  |  |  |
| 9.35am - 9.50 am   | Key Mitchell-Gough, Co-Chair PIP Forum  |  |  |
| 9.50am - 10.30 am  | Opening remarks   | Cllr Rose, Cabinet Member for Children, Families and Learning                                |  |
| 10.30am - 11.15 am | SEND Inclusion Plan 2017 - 2020   | Darren Chaplin   |  |
| 11.15am - 11.30 am | Keynote 1: Whole school strategic deployment and preparedness of Teaching Assistants. Delivered by Sally Franklin, University of Central London Institute of Education. |  |  |
| 11.30am - 12.30pm  | Tea/coffee  |  |  |
|                    | <b>Workshops</b>  |  |  |
|                    | Workshop 1  | Workshop 2   | Workshop 3   |
|                    | Use your emotional intelligence to identify and prevent behaviour.  | Supporting children with physical disabilities in schools and settings: Policy and Practice. | Emotional Health and Well-Being  |
|                    | Joanna Grace  | Stuart Pattison  | Dr Marianne Smith and Dr April Frearson  |
|                    |   |  | Sally Franklin   |
|                    |   |  | Teaching Assistants in Inclusive Classrooms.   |
| 12.30pm - 1.30pm   | Lunch and market place  |  |  |
| 1.30pm - 1.35pm    | Welcome to the afternoon, Kay Mitchell-Gough, Co-Chair PIP Forum  |  |  |
| 1.35pm - 2.15pm    | Keynote 2: Sensory - Behaviour Delivered by Joanna Grace, Sensory Engagement for Mental Well-Being.   |  |  |
| 2.15pm - 3.15pm    | <b>Workshops</b>  |  |  |
|                    | Workshop 1  | Workshop 2   | Workshop 3   |
|                    | Use your emotional intelligence to identify and prevent behaviour.  | Ordinarily Available Education Provision.  | Education, Health and Care Plans: Managing successful transitions into adulthood for young people with SEND. |
|                    | Joanna Grace  | Julie Frost  | Lisa Hanson  |
|                    |   |  | Sally Franklin   |
|                    |   |  | Teaching Assistants in Inclusive Classrooms.   |
| 3.15pm - 3.30 pm   | Tea/ coffee   |  |  |
| 3.30pm - 3.45 pm   | Keynote 3 Lisa Watchorn – A parent's experience of navigating the SEND system   |  |  |
| 3.45pm - 3.55 pm   | Question and Answer Session   |  |  |
| 3.55pm - 4.00pm    | Closing remarks   |  |  |
|                    |   | Darren Chaplin   |  |

**Morning Workshops**

**Workshop 1:** Employing your emotional literacy as a tool for supporting and addressing behaviour.

*Learn about a thought structure to enable you to use your own emotional intelligence to identify the hidden causes of behaviour. Identifying the underlying cause of behaviour can enable you to prevent it. Understanding the cause of behaviour opens new avenues of communication when intervening and enables educative, rather than punitive, interventions.*

Joanna Grace, Special Educational Needs Consultant and Founder of the Sensory Project

**Workshop 2:** Supporting children with physical disabilities in schools and settings.

*This session will be led by Stuart Pattison, North Lincolnshire Teacher for Physical Disability, and will focus on developing your policy and practice to ensure children have their medical needs met.*

**Workshop 3:** Developing emotional health and well-being

*Engage in the importance of developing voice, creating opportunities for listening and articulating actions, and how these can link to improving emotional health and well-being.*

Dr Marianne Smith, Principal Clinical Psychologist, North Lincolnshire CAMHS  
Dr April Frearson, Senior Specialist Educational and Child Psychologist

**Workshop 4:** Teaching Assistants in Inclusive Classrooms

*Delivered by Sally Franklin, MITA Co-ordinator, UCL Institute of Education, this workshop will focus on supporting Teaching Assistant (TA) practice, using the scaffolding frameworks and promoting pupil independence. It will provide senior leaders with an awareness of the input TAs will be receiving at their training day in July.*

**Afternoon Workshops**

**Workshop 1:** Employing your emotional literacy as a tool for supporting and addressing behaviour

*A repeat of the morning workshop delivered by Joanna Grace*

**Workshop 2:** Ordinarily Available Educational Provision

*This session will draw together the consultation work undertaken by key partners in North Lincolnshire and will share the co-produced guidance on what should ordinarily be available in settings, schools and colleges to support professionals in meeting the needs of children and young people with SEND.*

Julie Frost, Education Inclusion Lead Officer (SEND)

**Workshop 3:** Education, Health and Care Plans: Managing successful transitions into adulthood for young people with SEND

*Led by Lisa Hanson, Education Inclusion Senior Officer (Careers and Progression), this session will focus on careers progression for young people. It will discuss the range of provisions available and the opportunities that these can create to enable outcomes to be met.*

**Workshop 4:** Teaching Assistants in Inclusive Classrooms

*A repeat of the morning workshop delivered by Sally Franklin*

Our annual SEND conference for schools took place on the 28<sup>th</sup> June 2018. The main focus of this year's conference was:

- To provide an update on progress in relation to SEND over the past year and outline our key priorities for the forthcoming year
- To share strategies to meet the needs of pupils with a range of additional needs, with a particular focus on sensory needs, pupil voice and the effective use of Teaching Assistants
- To provide a market place of information on the support and provision available in schools and academies in the local area to meet the needs of children and young people with SEND

We had three keynote speakers – 'Whole school strategic deployment and preparedness of Teaching Assistants' delivered by Sally Franklin, Institute of Education University of London, and 'Sensory – Behaviour' delivered by Joanna Grace, Sensory Engagement for Mental Well-Being; and our third speaker – 'A parent's experience of navigating the SEND system' – delivered by Lisa Watchorn who is one of our parents.



In addition, delegates were given an opportunity of two workshops covering a range of areas and phases for the morning and afternoon sessions.

Over 100 delegates attended the conference and the evaluations for the day showed it was well received with the following comments:

***Were there any parts of the day you felt were particularly successful?***

- ✓ Keynote speakers
- ✓ Workshop 1 using emotional intelligence to identify and prevent behaviour
- ✓ Sensory behaviour – Keynote 2
- ✓ The sensory speaker was amazing
- ✓ Keynote speakers very good!
- ✓ Keynote speakers were amazing
- ✓ Keynote speakers – food for thought
- ✓ Joanna Grace –inspirational
- ✓ Loved Joanna Grace
- ✓ Workshops were great
- ✓ Really enjoyed both keynote speakers and workshops
- ✓ Inspiring key note and workshops
- ✓ Workshops – Sally/Joanna were excellent, Lisa very passionate
- ✓ Key speakers were interesting and informative
- ✓ Very engaging keynote speakers especially Joanne Grace
- ✓ Emotional intelligence
- ✓ Clarification of ordinarily available provision

As can be seen from the above comments the keynote speakers input was very well received, along with lots of positive feedback on the workshops, use of case studies and having the opportunity to listen to parents' perspectives.

**Where there any parts of the day you felt needed improving? If so, how would you like to see them improved?**

- ✓ Opportunity to access a third workshop – Joanna Grace
- ✓ More info at Marketplaces
- ✓ Missed Julie's workshop, will there be CPD around this next term?
- ✓ Orange juice for non-tea and coffee drinkers
- ✓ Longer for the 2 main speakers
- ✓ PowerPoint handouts
- ✓ 3<sup>rd</sup> workshop would be good
- ✓ Didn't see the Market place, where was it?
- ✓ Too long for dinner, 30 minutes would be plenty

The points made above will be taken into consideration to help plan the next schools annual conference in the summer of 2019. Furthermore the PowerPoints are made available on the

local offer website after the event to save unnecessary printing. Delegates were informed of this on the day and the particular colleagues making this point has been reminded of this.

## ✓ **MAXIMISING THE IMPACT OF TEACHING ASSISTANTS (MITA) CONFERENCE**

**Maximising the Impact of Teaching Assistants (MITA) Conference 2018**  
**'Effective Interaction'**  
**Friday 13 July 2018**  
**9.00am - 3.30pm**  
**Learning Development Centre**  
**'What happens when Teaching Assistants are supported to fulfil their potential?'**

**About the Conference**  
 This is an exciting follow-up day to our SEND Conference. It is specifically designed for Teaching Assistants from all schools and colleges and is intended to support them to further develop their skills and knowledge in helping children and young people to achieve outstanding outcomes.

**Conference Aims**

- To better understand learning theory and mind-sets as a concept
- To be able to use scaffolding as a framework for developing pupil independence
- To Reflect on practice and developing specific scaffolding strategies
- To link the scaffolding framework to assessment for learning
- To begin planning changes to practice.

**Guest Speaker**  
 Kelly Golding from the University of Central London Institute of Education will lead the day. She is a Project Co-ordinator for Maximising the Impact of Teaching Assistants (MITA). Kelly will be using the latest research and guidance on the complementary roles of teachers and TAs to underpin the programme of learning. Kelly has 12 years' experience as an English Teacher and senior leader in a large secondary school, where she gained experience of the effective deployment and impact of teaching assistants.

**Benefits of Attending**

- Children will be better supported in schools and colleges
- Teaching staff will be more effective
- Teaching staff will have more knowledge around children and young people with SEND
- Teaching staff will have improved confidence in their abilities' to meet the needs of children and young people with SEND

**Cost of Conference**  
 This conference is FREE of charge for all delegates and is funded by the Local Authority.

**Who should attend?**  
 Teaching Assistants

**BOOK NOW!**  
 Secure your place today by logging onto [www.servicesforeducation.org.uk/Event/71710](http://www.servicesforeducation.org.uk/Event/71710)  
 Places are first come first served.

Our focus this year has been on ensuring high quality teaching and learning for all and this includes maximising the impact of our teaching assistants who can and do play an invaluable role in ensuring inclusive practices and improved educational outcomes. As a result a dedicated conference for Teaching Assistants on the 13<sup>th</sup> July 2018 following the schools conference in June. The conference was intended to support them to further develop their skills and knowledge in helping children and young people to achieve outstanding outcomes and was entitled 'What happens when Teaching Assistants are supported to fulfil their potential?'. The aims of the conference were to:

- ✓ To better understand learning theory and mind-sets as a concept
- ✓ To be able to use scaffolding as a framework for developing pupil independence
- ✓ To Reflect on practice and developing specific scaffolding strategies
- ✓ To link the scaffolding framework to assessment for learning
- ✓ To begin planning changes to practice.

Over a 100 teaching assistants from a range of schools across the area attended and provided the following feedback after the event in response to the following questions:

### **1. Is there anything that has been particularly helpful?**

- ✓ The scaffolding framework
- ✓ Making me think how I interact at the right time giving time and space for the child/children to think independently.
- ✓ Mini tasks keeping it in small chunks
- ✓ Discussions with staff from other schools
- ✓ Understanding of terminology and how scaffolding model works
- ✓ Looking at the different theories and the notes within school practice.
- ✓ Least help first more visual prompts
- ✓ TA taking notes – ideas/prompts
- ✓ Highlighting communication between TA and teacher and understanding planning
- ✓ Biggest impact on me today was the concept of least amount of help first
- ✓ Gaining planning early enough can reduce confusion for TA's as well as children
- ✓ Thinking about what strategies need to be implemented within the school.
- ✓ How we communicate with pupils think of mini goals.
- ✓ Realisation and reflection to speak with the teacher more regularly.
- ✓ Remembering first person
- ✓ Scaffolding frame
- ✓ Mini goals
- ✓ Reflecting on practice
- ✓ Finding out the exact role and stepping back
- ✓ Scaffolding framework – to be able to help the pupil – use the framework to show progression in interventions.
- ✓ The scaffolding strategies will help me promote independence.
- ✓ The strategy of putting instructions in 1st person
- ✓ Lots of very good information I didn't know, scaffolding, talking in 1st person, schema theory, taking a step back using visual prompts and giving them time.
- ✓ Understand thinking time if needed
- ✓ Understanding scaffolding as a theory
- ✓ Ideas given to me develop my practise, giving least help at the beginning (after teacher input) encouraging use of dictionaries and other resources in classroom (3 before me). Modelling in 1st person.
- ✓ Learning strategies such as: instructions in 1st person, giving more waiting/thinking time and 3b4me.
- ✓ Understanding how talk can support a child and how scaffolding can help independence.
- ✓ Not to be afraid to give a child thinking and processing time.
- ✓ Understanding the complementary roles and responsibilities of the Teacher and TA in the classroom.
- ✓ Using the prompting theory successfully
- ✓ Gaining more knowledge regards assessment for learning.
- ✓ Applying theory and other knowledge into classroom examples
- ✓ Effective, clear presentation
- ✓ Discussion around the table.
- ✓ Difference between prompts, clues and correcting
- ✓ Just checking my own practice and knowing that I am doing all I should be doing

- ✓ Being on a table with other teaching assistant's from different schools.
- ✓ That I need to give them a chance before stepping in with support, and to not ask too many questions at once.
- ✓ Role playing support and considering the waiting time given by the TA I liked the idea of recording a session and reflecting on my own practice.

## **2. Is there anything that would have improved your understanding?**

- ✓ More examples of good practice.
- ✓ More videos of excellent TA practice to show how it should be done.
- ✓ Understanding schemas and how they develop
- ✓ More visual examples of classroom practice
- ✓ I found discussions about video clips helpful and would have liked to have seen more of these.
- ✓ Smaller group would have been better
- ✓ Smaller group would encourage people to share more practices.
- ✓ Putting it in to practice
- ✓ More practical/interactive activities
- ✓ Visual examples

As one of the intended aims was to change practice for the better the responses to the following question were worthy to note:

### **Two examples of how you would change your practice**

- ✓ I will resist the way I over help the children
- ✓ I will make sure I use more visual prompts for the children
- ✓ Put into practice the use of the assessment tool
- ✓ To discuss with class teacher planning ahead of lessons
- ✓ To have specific checklists to support children's individual needs to improve independence.
- ✓ Introduce small steps/mini goals
- ✓ Use more questioning and prompts to help a child rather than giving answers (doing the work for the child)
- ✓ Think how I communicate, give the evidence more time to think for themselves.
- ✓ Using visual timetables
- ✓ Trying to create time to liaise with my teacher about planning
- ✓ Thinking more carefully about what type of support to give, e.g. prompts or modelling/clues etc.
- ✓ Identify what type of support to give group or child
- ✓ Least help first has really stuck with me during the training session and that will be my first immediate change.
- ✓ Liaise more closely with the class teacher.
- ✓ Reflect on cause and effect of sessions-mini goals using the scaffolding
- ✓ Use assessment learning sheet

- ✓ Reflect on information given and make adaptations especially in prompting and clueing sections.
- ✓ Work towards proformas for reasoning pupil's performance using scaffolding model
- ✓ Use scaffolding framework code of assessment for learning
- ✓ Promote problem solving
- ✓ Giving time pauses for the child/children to be independent to think and answer
- ✓ Recording the pupil performance on an assessment sheet with IPCM
- ✓ Listen and pause – when working with students be mindful of time needed for the process
- ✓ Scaffolding – mini goals, smaller achievable tasks modelling
- ✓ Prompt more and give more clues
- ✓ I would like to use the scaffolding framework marking scheme.
- ✓ I would like to have more prompt cards around the classroom or for individual children
- ✓ I will change my practice by encouraging independence and giving appropriate clues promoting to help the children achieve
- ✓ Promote and encourage independence
- ✓ I will change my practice by giving children more time and being independent.
- ✓ Also by giving the appropriate clues and being up to date with the knowledge to help the children in that area.
- ✓ Using first person
- ✓ Time with teacher
- ✓ Card with scaffold on – constantly going back to it.
- ✓ Model in 1st person when needed
- ✓ Build in extra time to allow a child to think before answering a question
- ✓ Problem solving
- ✓ Talking in 1st person when modelling
- ✓ Try to pilot the triangle in marking work
- ✓ We will have to push to get time with teachers during our contracted hours to discuss lessons and feedback
- ✓ Try to engage/liaise with teaching staff more
- ✓ Time needs to be given to discuss TA role in specific lessons (within contracted hours)
- ✓ Use scaffolding carefully i.e. aim for least support possible in first instance –gradually increasing level of support
- ✓ More patient approach in the classroom
- ✓ Work closer with teachers to not go in the lesson blind and to enhance relationships
- ✓ I will be more aware of using the scaffolding triangle with my SEN children and not step in and give too much help to start with
- ✓ When I mark work for teacher I will not just put supported by TA I will write more comments as to how.
- ✓ I will use the wait strategy much more and resist the urge to fill the silence with prompts, questions etc.
- ✓ I will resist the urge to 'over help' the children who are struggling
- ✓ Let children be more independent
- ✓ Prompt cards for home time to remind the children of what they need to take home.

- ✓ To encourage children to take notes as a clue/prompt for instructions
- ✓ Remembering to give the right amount of time for answers
- ✓ More prompt cards
- ✓ We are very well trained and have a good relationship with all the staff.
- ✓ Giving children time to process input/task
- ✓ Standing back after input so pupils can foster independence.
- ✓ Try to get more time to have discussions with class teachers when covering – to feedback
- ✓ Think about how I am providing support during interventions – clues/prompts
- ✓ Try to encourage note taking for age appropriate groups
- ✓ Implement mini goal sheets for desk
- ✓ Increase communication – ask for planning

## ✓ SEND ROADSHOW – ‘TELL US WHAT YOU THINK’

**Special Educational Needs and Disability (SEND)  
Event for Parents and Carers**  
Wednesday 6th June 2018, 10—12 noon, Learning Development Centre,  
Enderby Road, Scunthorpe, North Lincolnshire, DN17 2JL.



**Tell us what you think and share your views over  
Tea/Coffee and cake at our next SEND Event**



**The Event will enable you to:**

- Know more about North Lincolnshire's Parents' Involvement and Participation (PIP) Forum and how you can get involved to ensure your views are heard.
- Find out more about our refreshed SEND Local Offer and how this can help you find about the support and provision that is available locally.
- Find out about the role of Special Educational Needs Coordinator (SENCo) and how they support children and young people in schools.
- Find out more about what support is available for children and young people and their families from the Autism Spectrum Education Team (ASET).

You will also have the opportunity to ask questions about what we are doing locally for children and young people with SEND and network with other parents and carers.

We look forward to seeing you.

Please note all bookings should be made by **30 May 2018** at the latest

**Please provide details of who will be attending:**

|           |                 |
|-----------|-----------------|
| Name..... | Contact no..... |

**Please return this slip to:**

SEND@northlincs.gov.uk  
or  
SEND Team, Education Division,  
North Lincolnshire Council, Hewson House, Brigg, DN20 8XB  
or  
Alternatively contact the SEND Team on 01724 297668 to book your place[s].







The aims of the SEND Roadshow this year on the 6<sup>th</sup> June 2018 was to enable parents and carers to:

- ✓ Know more about North Lincolnshire's Parents' Involvement and Participation (PIP) Forum and how you can get involved to ensure your views are heard.
- ✓ Find out more about our refreshed SEND Local Offer and how this can help you find about the support and provision that is available locally.
- ✓ Find out about the role of Special Educational Needs Coordinator (SENCo) and how they support children and young people in schools.
- ✓ Find out more about what support is available for children and young people and their families from the Autism Spectrum Education Team (ASET).

Parents and carers also had the opportunity to ask questions about what we are doing locally for children and young people with SEND and network with other parents and carers. The content of the SEND Roadshow was co-produced with PIP and was in response to feedback received from parents and carers of areas that they wanted focusing on at the SEND conference in November 2017.

Altogether about 23 parents and carers altogether for the SEND Roadshow and their views were taken into consideration for both the development of the newly refreshed Local offer website which is currently being constructed and to be launched later this academic year. The feedback received at the Roadshow consisted of the following:

- Info on Learning Difficult and Learning Disability – what is the difference – when does a child fall into this?
- Instead of + on accordions, can it say 'more' not clear that you click on the plus for more info
- Flow chart, start here etc, Guided search, top 10 FAQs
- Area for recently diagnosed, also what are we entitled to even as working parents – not means tested
- Cares stories, case studies, what other parents and cares have been through
- Contact list of professionals with photos if possible
- ASET training courses on the website

The points raised in the feedback session proved to be very useful and have been incorporated into the development of the new local offer website. In addition, one of our Primary SENCo's provided an overview of the role of the SENCo and our Lead Officer for the Autism Spectrum Education Team (ASET) provided an overview of the support available in North Lincolnshire for children and young people with Autism. As a result of the Roadshow a number of parents also volunteered to join the parent and carers local offer co-production group to advice and work with officers to develop the new local offer website.

## **CO-PRODUCTION OF OUR NEW LOOK LOCAL OFFER WEBSITE**

Since the launch of our Local offer website in September 2014, it was recently felt that it was now time to refresh and take stock of the positives of the existing one to develop a new one in-house that is even better and responsive to the needs of families with SEND. As a result a number of activities and consultation activities have continued to

take place over this academic year to get feedback from a range of stakeholders such as:

## ✓ **DEDICATED CONSULTATION SESSIONS WITH PIP FORUM**

A number of dedicated consultation and co-production working sessions with PIP Forum steering group members took place over the year focusing on the development of the new local offer website.

## ✓ **CO-PRODUCTION SESSION**

A co-production working session with PIP Forum, children and young people from the Youth Council and facilitated by our participation officer and the team from the local authority working on developing the local offer took place on the 16<sup>th</sup> March 2018 and consisted of the following working together in the session:

- Kay Mitchell-Gough, parent and Chair of the PIP Forum
- Katy Wilks, parent and member of the PIP Forum
- John Batty, JLC student and member of the Youth Council
- Amanda Williams, university student and member of the Youth Council
- Harrison Lawrence, St Bede's student and member of the Youth Council
- Sarah Eales, Lead Officer for the Youth Council, NLC
- Sameena Choudry, Lead Officer, EMTAS
- Suzanne Watson, Customer Information & Engagement Officer
- Caroline Harris, Customer Information & Engagement Officer
- Fiona Laminman, Customer Information & Engagement Officer
- Sam Ryder, ICT Business Partner, NL Business Connect



The group was shown the existing Local Offer website and the context was explained. The proposed new website was presented to the group and it was explained how the current version had evolved as a result of many previous consultation and taking on board their comments. The new improved website shown at that stage reflected this.

Feedback from the parents and young people were as follows:

- The early years information on the current website has too much text. Suggest breaking the text into smaller chunks and having pictures of the activities.
- The colours on the new website are a lot better – more vibrant
- It is easier to find information on the new website and I like the simple layout
- The text on the top toolbar is too small – needs to be much bigger
- Could a forum be built into the website?
- The logos need tidying up at the bottom of the homepage
- The smiley faces look good
- Report problem button needs to be on the homepage
- The survey needs to be more prominent as parents don't scroll right down to the bottom of pages – could it be in the carousel?
- Education pages should have Ofsted ratings for schools
- Day nurseries should also include Ofsted ratings
- The Quick Links are all different sizes – all need to be uniform
- The fonts on the homepage are all different – Open Sans is easier to read
- The wording for SEND Local Offer in North Lincs (under carousel) needs to be bigger and bolder – the explanation of the Local Offer is good as many people will be new to the website
- The gap on the homepage needs filling in - either make the slideshow bigger or the text longer to fill in the gap
- Can the quick links be in alphabetical order?
- It was explained that the a that the Quick Links will be those pages that receive the most hits (from Google Analytics)
- There needs to be a Search bar at the top
- Most of the activities are sport and art related – need a range of activities including internet cafes
- The website has lots of different contact numbers for different areas, but could it also have a general helpline number in a prominent place on the homepage

The group looked at different options for the pictures. They felt that the circle with shading around was the best option. They all agreed they would like them to have the zoom effect as seen on another local offer website.

The group discussed the colours of the tabs for Children & Young People, Parents & Carers and Professionals sections. It was felt that the Parents and Carers tab should be purple to

be consistent with PIP colours. Also it was highlighted that orange is not a good colour for people with autism.

### **Parents and carers section**

It was explained that this section will be interactive and will include short animation video clips – part of ongoing development. Feedback received:

- There is too much text on this page
- The age range should be added under the tabs for Early Years, Primary, Secondary and Preparing for Adulthood
- The Welcome text at the top of the page is not easy to read. The text needs to be larger, clearer and more prominent
- Consultations needs to have “your opportunity to feedback” added
- Parents want concise information not loads of text as they don’t have the time to read through it all
- Add helpful contact numbers to the Quick Links
- The photos need to be there to visually see the next step
- The welcome text should have buttons instead of words and links – parents use phones and iPads and don’t want to scroll down
- Photos need to zoom out like the homepage

### **Primary Section**

- The primary page looks good
- The text at the top needs to be bigger

### **Directory section**

An example of a Directory page was showed to the group. All agreed it looks too clinical and needs more colour definition. They felt it just looked like a long list of records at present. The entries need a larger space between them. A suggestion was made of having a logo next to each section or a coloured bullet.

The background was changed by illustration to show what the coloured background would look like. The group agreed this looked much better. It was agreed to style each page to show which section it is in.

### **Children and young people page**

- The headings “my money, my work, my housing etc” sound too childish – suggest getting rid of the word “my”
- Re the link to the Life Central website – this website is never finished and too many pages state “coming soon”
- Add links to Staying Safe and Activity Guide
- Link to internet cafes and café indie

### **Contents Section**

An example content page “What are SEND” was shown to the group.

- There is too much text – needs reducing / adding to accordions

## Photos

The group either selected photos from possible selection or where these were not deemed suitable new photos were chosen altogether for the following sections:

- ✓ Children and Young People – need group photo showing different ages
- ✓ Parents and Carers
- ✓ Professionals
- ✓ Early Years
- ✓ Primary
- ✓ Secondary – keep the current one
- ✓ Activities
- ✓ Care
- ✓ Childcare
- ✓ Children's Centres – keep the current one
- ✓ Early Help
- ✓ Education – keep the current one
- ✓ Getting Around – keep the current one
- ✓ Health
- ✓ Young adults
- ✓ Preparing for adulthood

The group was shown alternative backgrounds in different shades for the homepage, but they preferred the splash of colour currently on the new website.

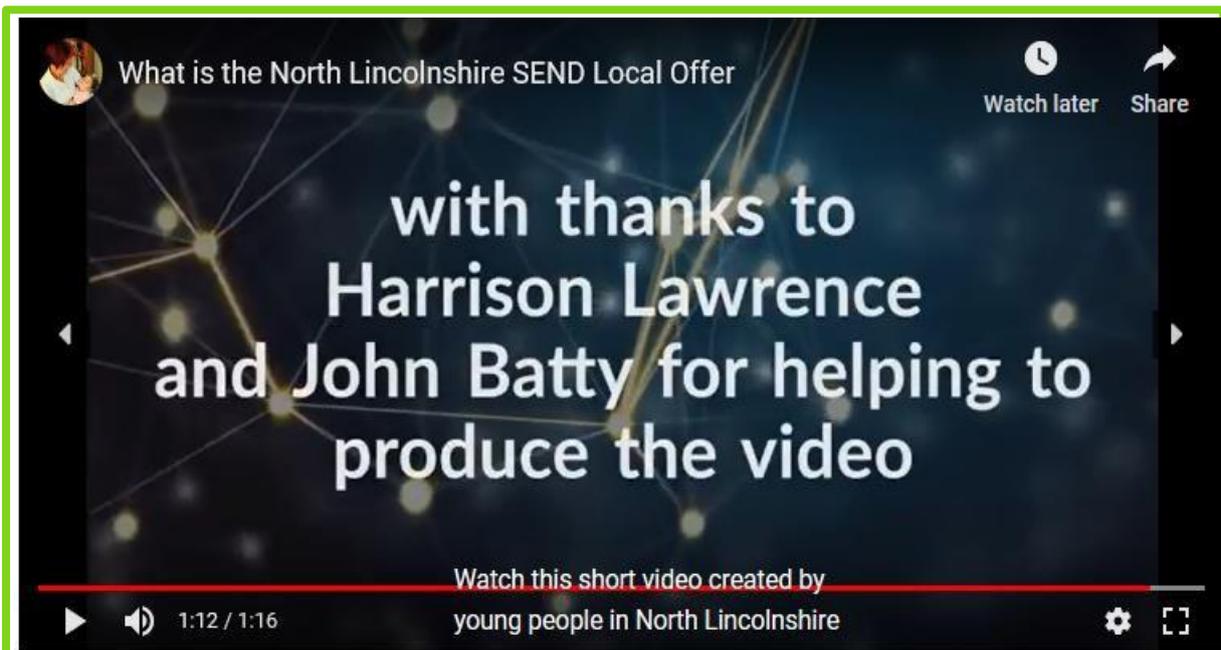
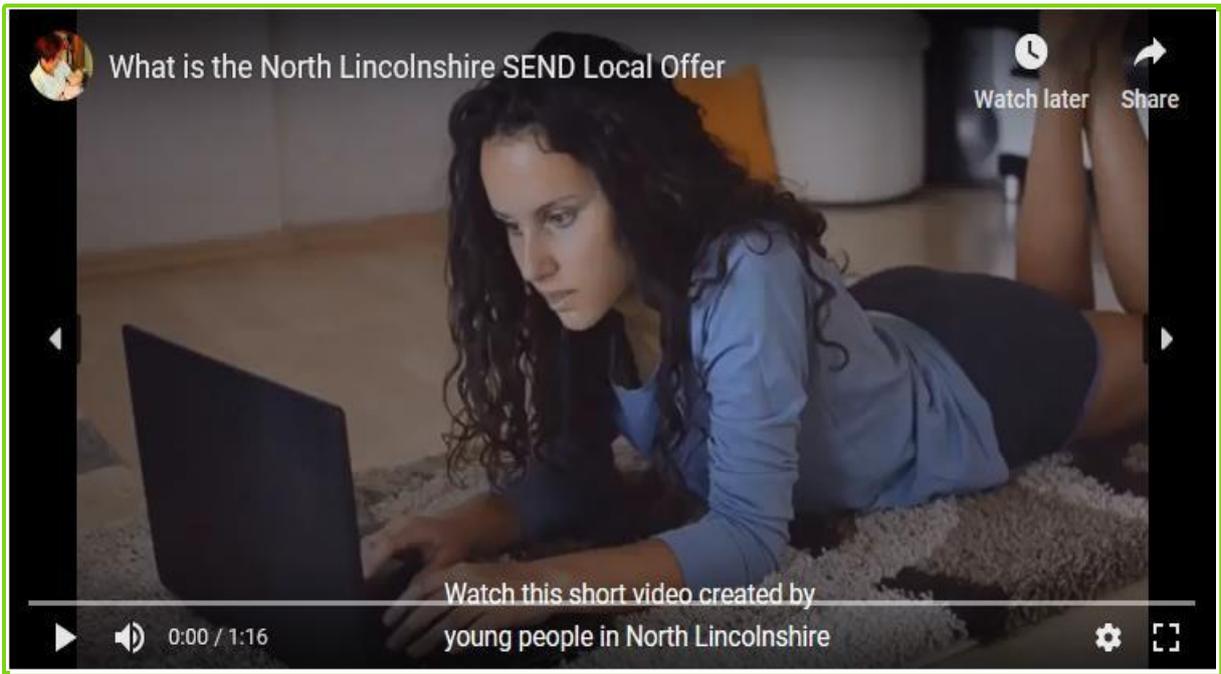
## Videos

It was reported that the pages will include more video clips rather than lots of text. These would be produced by young people in North Lincs. The young people present were asked would like to be involved in making the videos. They confirmed they would. Amanda would and a follow up session was arranged for this purpose in the Easter holidays at a mutually convenient time for the young people.

### ✓ **DEDICATED YOUNG PEOPLE'S SESSION**

A dedicated session for young people to work on the children and young people's section of the new local offer website took place on the 4<sup>th</sup> April 2018.

Young people worked together on the video to introduce the local offer to young people and the first one was completed by the end of the session. The video covered preparing for adulthood – money, work, housing, education / further education, life central, staying safe, activities and health. The video clip was produced by older young people. Harrison suggested having a similar one from a child's perspective which will be followed up. The young people's video is available to view on <http://www.northlincslocaloffer.com/children-and-young-people/>



The impact of getting young people co-producing our local offer website has been so powerful and fully appreciated by their parents. The following case studies extracts from our [National Youth Council Annual Report 2017-2018](#) of two young people who have been involved in the co-production of our local offer and who are active in the Youth Council illustrate this effectively:



11.45am | Feeling: Helpful

## Youth Council Changing Lives!



### Harrison Lawrence A Helping Hand

*As a parent, you want your child to embrace every opportunity that they come across and actively encourage them to be brave and demonstrate a 'have a go' attitude, to build their confidence, determination and self-resilience. However, this is easier said than done with a child with special needs.*

*My son Harrison has Cerebral Palsy and Asperger's Syndrome, which, at times creates barriers and challenges, which he has to face and overcome, on a daily basis. Yet, he strives for independence like any teenage boy and just wants to fit in and be accepted for who he is and enjoy being him. Joining the North Lincolnshire Youth Council has really helped him to open up and feel part of the community. Harrison has never been a 'sporty' child - even hopping on one leg is an almighty challenge, yet he loves to chat and has a great sense of humour and likes to have people around him. But, for many people, interacting with others who are without a disability seems impossible, as they tend to back away, either through lack of knowledge and understanding or through rudeness and selfishness. This over time, impacts on the child, as they become further isolated and withdrawn from society. Yet, I am pleased to say that the members of the NLYC have embraced Harrison's quirky ways and have openly included him as a member of the team.*

*Harrison looks forward to the monthly meetings and eagerly reviews the points on the agenda to ensure that he can actively contribute during the session. He seems to have come alive and takes the role very seriously. His self-confidence has grown and his understanding of what's happening within the community has increased vastly. He now feels part of the community, knowing that the points that he and the other team members discuss, play a role, even though small, towards making Scunthorpe a better place to live.*

*Sarah Eales (Participation Officer) has been involved in helping Harrison to settle and interact within the group. This demonstrates the open-minded approach North Lincolnshire Council have in accepting everyone, no matter what his or her personal challenges are. Sarah quickly identified that Harrison enjoys IT and is able to confidently talk to adults. As such, Harrison was one of the children selected to work with Sameena Choudry and her team members to review and enhance the Special Education Need and Disability (SEND) Local Offer website to make it more user-friendly in providing key information for people with special needs, as well as for the parents and professionals.*

*As a parent to see my son engage with people and smile, is so heart-warming. I know that this is only one step towards helping Harrison develop his social skills and self-confidence, but as they say Rome wasn't built in a day!*

Maxine Lawrence, Harrison's Mum



### Amanda Williams

*Amanda is now 20 years old and after more than 6 years will be stepping down from the NLYC to concentrate on her university studies.*

*Amanda first joined Youth Council to stand as a candidate in the youth elections. At the time her confidence was low, and she was struggling with bullying at secondary school. Amanda is a passionate advocate for young people's emotional health and wellbeing, and is the chair of our Positive Steps group. She has delivered workshops to young people, helped with the production of a young people's version of the Child and*

*Adolescent Mental Health Service (CAMHS) Transformation Plan and with the relaunch of the Be Unique Positive Body Image project.*

*'I can't believe how much I've grown. NLYC has really boosted my confidence and people believed in me when I couldn't believe in me. I can't thank everyone enough. I've made so many new friends not only from North Lincolnshire but from all the regions. I'm sad that I will be leaving, but I hope that I can still come and visit every now and again!'*  
- Amanda Williams

## E-LEARNING MODULE ON THE SEND REFORMS AND THE LOCAL OFFER

An e-learning module on the SEND Reforms and the Local Offer was developed for colleagues working across education, health and care to ensure everyone has a basic and common understanding.



An interactive e-learning module for staff across education, health and care was developed in 2016. It is intended to ensure that all staff working with children and young people with SEND and their families are aware of the Children and Families Act 2014, the SEND Code of Practice and the Local Offer and the practical implications for families. It includes an introduction by the chair of the PIP Forum and interactive activities to apply the knowledge gained into a practical context. Altogether more than 256 colleagues have completed this e-learning module already. This includes colleagues from across education, health, care, early years, prevention and commissioning. Follow up work is currently being undertaken to ascertain how the SEND e-learning module has supported professionals in their role, as well as identify any further development needs that may be supported through the development of possible new e-learning modules to complement our extensive CPD programme for SEND.

## UPDATE ON SEND PEER CHALLENGE

The SEND Peer Challenge took place over 2.5 days on the 17<sup>th</sup>, 28<sup>th</sup> and 24<sup>th</sup> May 2017. The scope of the SEND Peer Challenge was to:

- ✓ Evaluate the local area effectiveness for:
  - identifying children with SEND
  - assessing SEND
  - meeting SEND so that children and young people achieve good outcomes
- ✓ With specific focus on:
  - Strategic oversight (JSNA, governance, planning).
  - Comprehensiveness of the Local Offer – shaped by family voice.
  - Strategic commissioning and impact upon outcomes.
  - Coherence of decision-making across education, health and care, effectiveness of plans and transitions.
  - Effectiveness of local systems to monitor, challenge, support and intervene with providers re quality of SEND outcomes (child and provider level).
  - Capacity and coherence of specialist interventions (e.g. mental health).

Details of the headline strengths and areas for development were outlined in last year's Local Offer Annual Report 'You Said, We Did. One of the major strengths in relation to the local offer as previously highlighted was that ***'The Local Offer is strong and is evolving continuously and creatively. Recent events to raise awareness of the Local Offer to parents, children and professionals have been well received. The Local Offer website is well presented and accessible. An app has been developed for emotional health and wellbeing. There is a clear understanding across all staff of the need to signpost, share information and enable parents to access the Local Offer. Examples of engagement and commitment include: parents have co-produced a video about families and EHCPs / Personal Budgets.'***

In relation to the local offer specifically one area for consideration was to ***'Enhance the Young Adults section of the Local Offer.*** 'As can be seen from this report this has been followed up and further ongoing work will continue over the next few years in the spirit of genuine co-production. Other areas highlighted as areas for consideration by the SEND Peer Review have also been followed up and further details are available on request.

## PARTNERSHIPS AND GOVERNANCE

- ✓ Through the **Strategic Engagement Group**, there is an opportunity for council officers with engagement responsibilities to come together to share information, impacts, outcomes and best practice. Through membership on the **Equality**

**and Inclusion Forum**, this provides further opportunities to share information at a partnership level, particularly in relation to diversity characteristics.

- ✓ More specifically, the multi-agency North Lincolnshire **SEND Board** has been established to oversee the integrated approach to improving outcomes for children and young people up to 25 with SEND. Among others, the SEND Board has strategic oversight of the effectiveness of arrangements that enable children and young people with SEND and their parents and carers to be heard and to influence decisions that affect their lives. The co-chairs of PIP forum are members of the SEND Standards Board.
- ✓ In addition, the **Children and Young People with SEND Partnership** is a stakeholder reference group which specifically with a specific focus on the activity that requires cross-partner working to deliver improved outcomes for SEND children, young people and their parents and carers. One of the main functions of the partnership, which is identified in the terms of reference, is to promote the voice of children and young people with SEND and their parents and carers. PIP Forum members are represented at the SEND/Disabled Children's and Young People's Partnership and there is also specific young voice representation through a member of the Participation Team. The group is also looking into possibilities of engaging young people with SEND into the meetings for the next year so that there is a two way communication channel to find out about Youth Council activities that they are engaged with and the work of the SEND Partnership so that there is more effective cross collaborative working.
- ✓ There are other partnership arrangements which provide opportunities for enhanced governance, relationships and collaborative working in relation to children and young people with SEND, including the **Education Improvement Partnership**, **SEND Provider Network** and the **Engagement Panel**.

## SEND ANNUAL REPORTS

In addition, our three ***SEND Annual Reports 2015-2016, 2016-2017 and 2017-2018*** provide detailed information on the actions and impact on outcomes for children and young. The annual reports provide detailed information on the progress in relation to educational outcomes and progress made in relation to our previous SEND Inclusion Plan 2014-2017 and our current SEND Inclusion PLAN 2017-2020. Copies of all of these annual reports are available to read at <https://www.northlincslocaloffer.com/professionals/strategic-documents>



## YOU SAID, WE DID

# You Said, We Did

This section includes details of feedback we have received from stakeholders and in particularly parents and carers, as well as young people. It also provides responses to how the comments received have been used to further refine and improve the Local Offer.

## LOCAL OFFER QUESTIONNAIRES

North Lincolnshire Local Authority continues to provide the opportunity for stakeholders, parents and carers and young people to provide feedback through the Local Offer website. They are able to provide instant feedback through the ratings option which is displayed on the home page at the bottom.

The screenshot shows the home page of the SEND Local Offer website for North Lincolnshire. At the top, there is a navigation menu with links: Home, What are Special Educational Needs and Disability?, What is the Children and Families Act 2014?, What is the SEND Local Offer?, What is Early Help?, What is an Education, Health and Care Assessment?, and Where can I find Independent Help and Support?. Below the menu is a search bar. The main content area features a welcome message: "Welcome to the SEND Local Offer - North Lincolnshire". It states that the website aims to provide information on resources, services, support, activities, and events for children and young people with Special Educational Needs and/or Disabilities and their families. Information is organized by age group: Early Years (0-5 year olds), Primary (5-11 year olds), Secondary (11-16 year olds), and Young Adults (16-25 year olds). Below this are four colored boxes representing different sections: Information, Consultations and Events; Training and Development; Staying Safe and North Lincolnshire's Safeguarding Children's Board; and Please consider completing our survey to help us improve this website. At the bottom, there is a rating scale: "How would you rate this site?" with buttons for Very Good, Good, Neutral, Poor, and Very Poor.

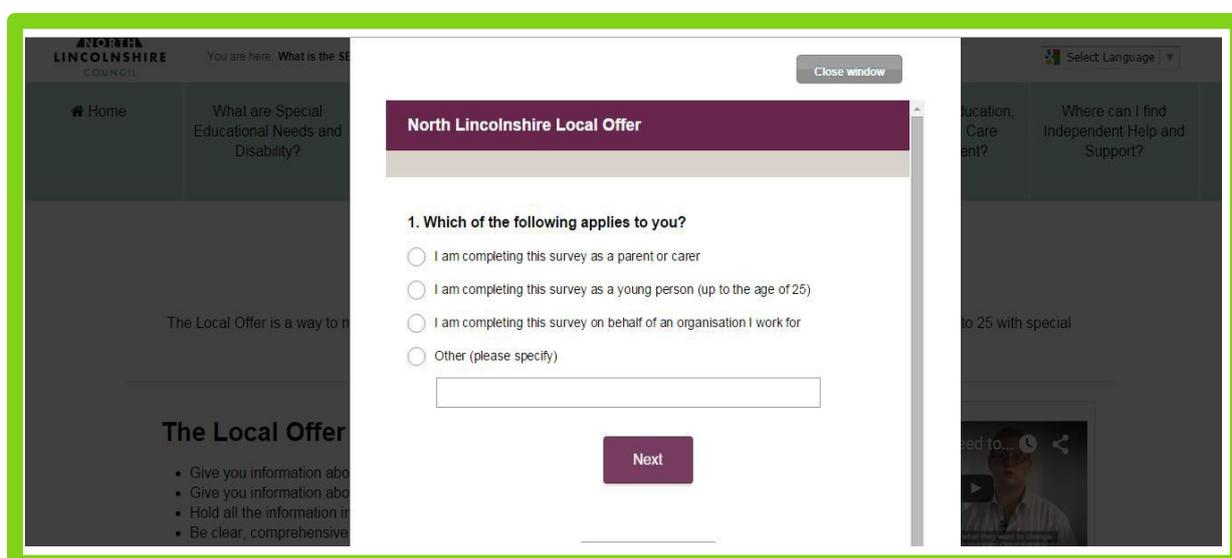
When an option on feedback is clicked an opportunity to provide more detailed feedback by including comments appears automatically.

The screenshot shows the feedback form on the website. At the top, there is a navigation menu with links: Home, What are Special Educational Needs and Disability?, What is the Children and Families Act 2014?, What is the SEND Local Offer?, What is Early Help?, What is an Education, Health and Care Assessment?, and Where can I find Independent Help and Support?. Below the menu is a search bar. The main content area features the heading "North Lincolnshire Local Offer feedback". Below the heading are three input fields: "Your name", "Email", and "Feedback". Below the "Feedback" field is a "Submit" button.

This year we received three feedback comments via this method,

| Rating    | Date          | Feedback                                | Our comment |
|-----------|---------------|---|-------------|
| Very Good | November 2017 | Very clear & easy to access information | N/A         |
| Very Good | January 2018  | None                                    | N/A.        |
| Good      | January 2018  | None                                    | N/A         |

In addition, there is a detailed Local Offer survey that can be completed. Again the option to complete this is given on the Home page of the Local Offer website by clicking on the pale green box on the button right hand side. By clicking on this box the Local Offer survey appears as follows:



This year we received 5 replies this way. Due to the small number of return and in order to prevent their identification a summary overall is provided of their feedback follows:

The returns were from a combination of parents, professional and others, with a small percentage considering themselves to have special educational needs and / or disability themselves. None of the users completing the survey used any adaptations themselves and less than half had a child with SEND or disabilities. They had find out about the local offer through the local authority SEND team and the PIP Forum. The vast majority had a positive experience using the local offer website and no comments were provided to follow up either as evidence of strengths or areas for development of the local offer website.

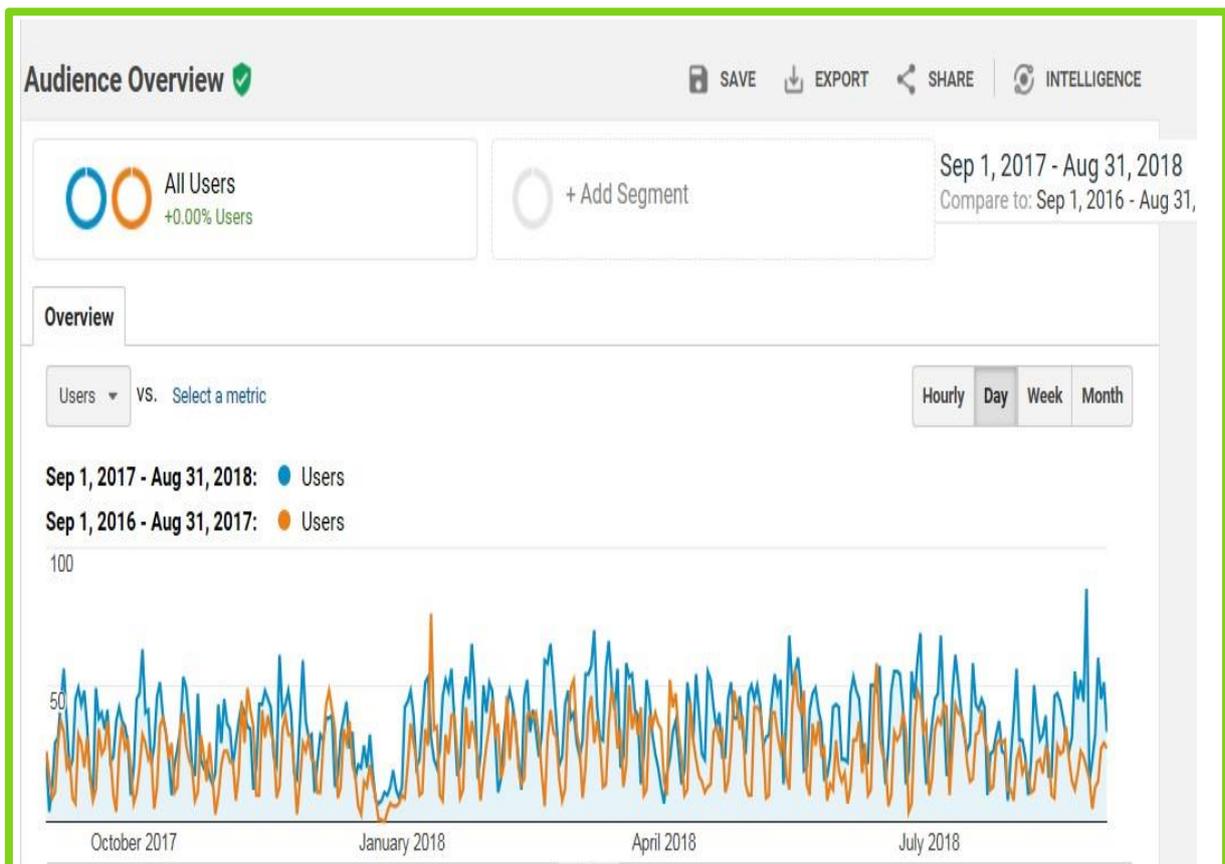
## GOOGLE ANALYTICS

# Google Analytics

For the fourth year running we have also analysed Google Analytics to find out more about how our Local offer website is being used as a way of improving it further. Google Analytics is a web analytics service which tracks and reports website traffic.

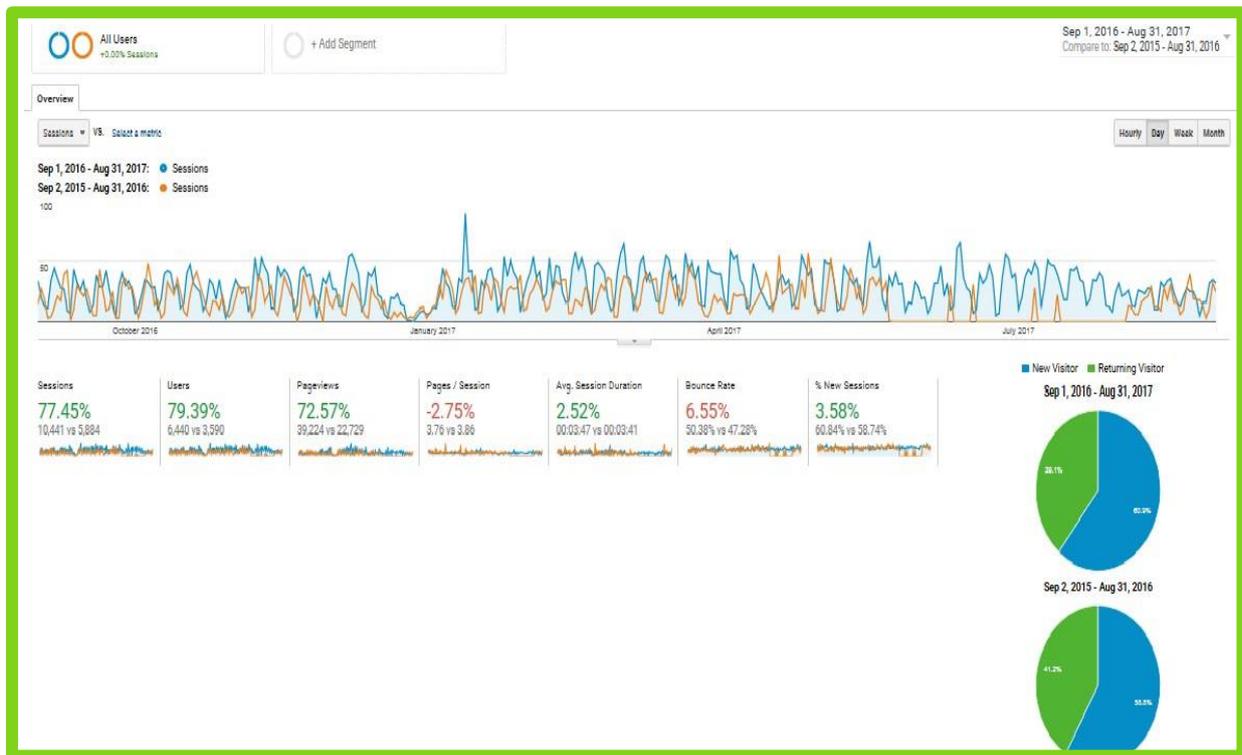
Last academic year 2017-2018 the data shows a growing year on year use of the local offer website. The following chart compared the usage from the 1 September 2017 to 31<sup>st</sup> August 2018 on a month by month basis compared to the same period for the previous academic year 2016-2017.

### Audience overview 1 September 2017 to 31 August 2018 compared to 1 September 2016 to 31 August 2017



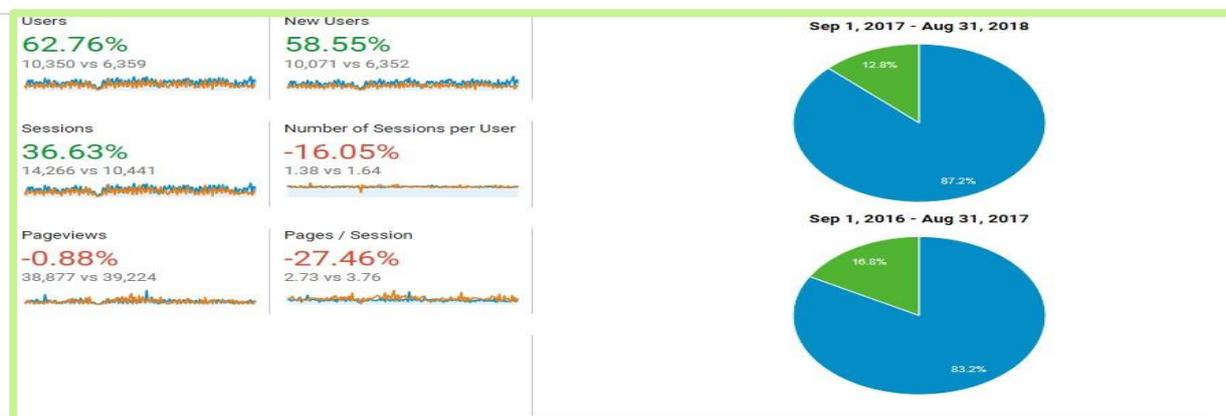
This shows a continuing increase in the number of users compared to the previous years as shown in the following chart:

## Audience overview 1 September 2016 to 31 August 2017 compared to 1 September 2015 to 31 August 2016



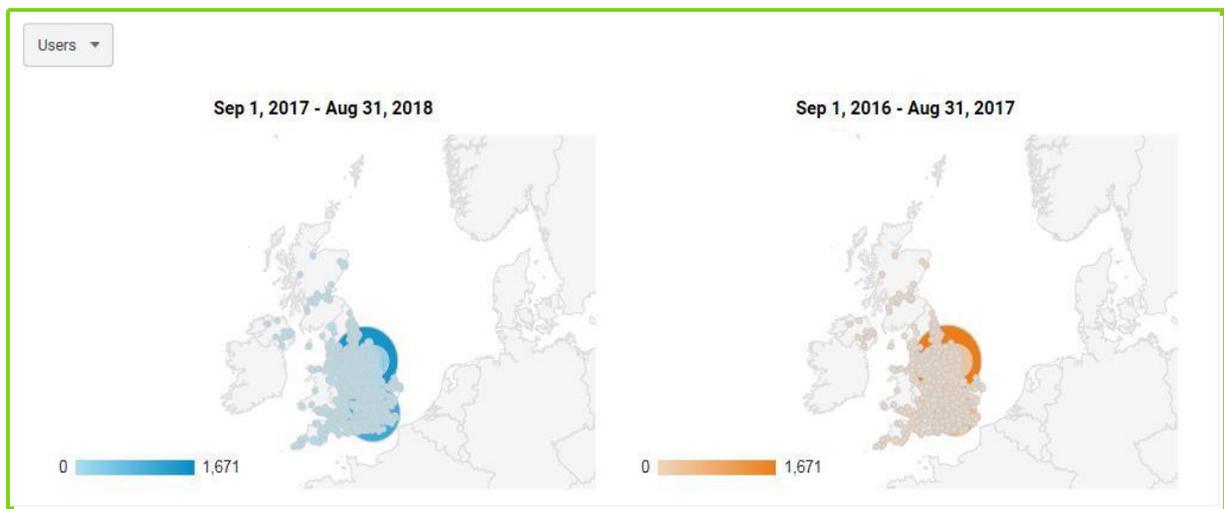
In the period 2017-2018 there was a 62.76% increase in users which went from 6,350 users the previous year to 10,350 last year. There was a corresponding increase of 36.63% in the number of sessions which rose from 10,441 in 2016-2017 to 14,266 2017-2018. Altogether a significant number of pages at 38,877 continued to be viewed last year compared to 39,224 the previous year. On average 2.73 pages were viewed for a period of 2.28 minutes showing that users focused more on relevant pages suited to them for slightly shorter periods of time. This is likely to be a result of improving the search function on the site and enabling users to get to the pages they needed rather than having to browse before finding.

Furthermore, the number of new visitors increased significantly last year too. This is down to the campaigning and promotional work we undertook to ensure families were aware of the local offer and how it can support choice and control.



Therefore, overall we can see that there has been a tremendous increase in the number of users of the local offer website. In 2015-2016 there were 3615 users 10,350 last year which is nearly a threefold increase over three years. Similarly the number of pages viewed over the same period has increased from 23,087 to 38,877. We have also been able to attract new visitors over time thereby extending our reach to families, although there is a caveat which is that the local offer website continues to attract attention of others beyond our families and sometimes even beyond England. This seems to be a growing trend whereby possibly companies touting for business look at the website from a number of areas across the globe. Last year the following countries, in order of frequency of usage, looked at the website - United States, India, Spain, Nigeria, Zambia etc.

Of the visitors from the United Kingdom a significant majority continue to be from north Lincolnshire or its surrounding areas as expected, with the exception of London, which can often be a default setting of devices used for searching the internet. Also it is worth bearing in mind that it is often not always possible to tell where users are located if they turn off their location settings which happens quite frequently too.



The frequency of users, who used the local offer last year, as identified by the top 10 cities, is as follows: Scunthorpe, London, Sheffield, Grimsby, Barton upon Humber, Lincoln, Leeds, Birmingham, Doncaster, not set and Hull.

This year it has not been possible to look at the gender or age profile of users due to GDPR regulations which prevents the identification of users based on these characteristics. An analysis of users last year had shown that slightly more males used the site at 54.15% compared to females at 45.85% which was the same as the previous year. Similarly the age profile of users in previous years tended to be weighted more towards younger adults as is to be expected with the 25-34 year old age group being the most keen users at 33.50 % closely followed by the 18-25 year old age group.

The top 10 pages viewed by users remain largely the same as last year with the exception of 'What are special educational needs?' which was the fourth most popular previously and has now jumped to third place overtaking Early Years Childcare, with the views for this page more than doubling. There has also been a significant increase in views for the 'What is the Children and Families Act?' page too. Otherwise the order of popularity remains the same as last year with a slight decrease in page views for some, as well as the page 'What is an

education health and care assessment dropping out of the top wo for the first time in three years. This is due to the fact that all conversions from statements to EHC plans were undertaken on time by the end of March 2018 so users were quite familiar with the process. and what this entailed. The following chart provides details of the top ten most viewed pages last academic year.

### Top ten pages viewed on the local offer website

| Site Content   | Page Title  | Pageviews      | % Pageviews    |
|----------------|---|----------------|----------------|
| Page           | 1. <a href="#">Event detail</a>                       |                |                |
| Page Title     | Sep 1, 2017 - Aug 31, 2018                            | 6,530          | 16.80%         |
|                | Sep 1, 2016 - Aug 31, 2017                            | 7,641          | 19.48%         |
|                | <b>% Change</b>                                       | <b>-14.54%</b> | <b>-13.78%</b> |
| Site Search    | 2. <a href="#">North Lincs Local Offer</a>            |                |                |
| Search Term    | Sep 1, 2017 - Aug 31, 2018                            | 6,210          | 15.97%         |
|                | Sep 1, 2016 - Aug 31, 2017                            | 7,241          | 18.46%         |
|                | <b>% Change</b>                                       | <b>-14.24%</b> | <b>-13.47%</b> |
| Events         | 3. <a href="#">What are special educational needs</a> |                |                |
| Event Category | Sep 1, 2017 - Aug 31, 2018                            | 4,895          | 12.59%         |
|                | Sep 1, 2016 - Aug 31, 2017                            | 2,074          | 5.29%          |
|                | <b>% Change</b>                                       | <b>136.02%</b> | <b>138.12%</b> |
|                | 4. <a href="#">Early years childcare</a>              |                |                |
|                | Sep 1, 2017 - Aug 31, 2018                            | 3,650          | 9.39%          |
|                | Sep 1, 2016 - Aug 31, 2017                            | 4,256          | 10.85%         |
|                | <b>% Change</b>                                       | <b>-14.24%</b> | <b>-13.47%</b> |

|  |  |                |                |
|--|--|----------------|----------------|
|  | 5. <a href="#">Search results</a>            |                |                |
|  | Sep 1, 2017 - Aug 31, 2018                   | 2,176          | 5.60%          |
|  | Sep 1, 2016 - Aug 31, 2017                   | 2,938          | 7.49%          |
|  | <b>% Change</b>                              | <b>-25.94%</b> | <b>-25.27%</b> |
|  | 6. <a href="#">Children and Families Act</a> |                |                |
|  | Sep 1, 2017 - Aug 31, 2018                   | 1,259          | 3.24%          |
|  | Sep 1, 2016 - Aug 31, 2017                   | 461            | 1.18%          |
|  | <b>% Change</b>                              | <b>173.10%</b> | <b>175.54%</b> |
|  | 7. <a href="#">Primary years</a>             |                |                |
|  | Sep 1, 2017 - Aug 31, 2018                   | 954            | 2.45%          |
|  | Sep 1, 2016 - Aug 31, 2017                   | 1,219          | 3.11%          |
|  | <b>% Change</b>                              | <b>-21.74%</b> | <b>-21.04%</b> |
|  | 8. <a href="#">Early years</a>               |                |                |
|  | Sep 1, 2017 - Aug 31, 2018                   | 914            | 2.35%          |
|  | Sep 1, 2016 - Aug 31, 2017                   | 1,182          | 3.01%          |
|  | <b>% Change</b>                              | <b>-22.67%</b> | <b>-21.98%</b> |

|  |  |               |               |
|--|--|---------------|---------------|
|  | 9. <a href="#">Documents for implementing SEND reforms</a> |               |               |
|  | Sep 1, 2017 - Aug 31, 2018                                 | 911           | 2.34%         |
|  | Sep 1, 2016 - Aug 31, 2017                                 | 542           | 1.38%         |
|  | <b>% Change</b>  | <b>68.08%</b> | <b>69.58%</b> |
|  | 10. <a href="#">What is early help</a>                     |               |               |
|  | Sep 1, 2017 - Aug 31, 2018                                 | 838           | 2.16%         |
|  | Sep 1, 2016 - Aug 31, 2017                                 | 820           | 2.09%         |
|  | <b>% Change</b>  | <b>2.20%</b>  | <b>3.11%</b>  |

This shows that all pages are visited to a certain extent dependent on need and interest, with a mixture of pages being visited which provide general information to more specific pages which are pertinent to users.

We are also know that our users of the Local Offer have access to and use a variety of devices, with desktops continuing to be the most popular, followed by mobile phones and then tablets.

| Device Category            | Users  | New Users  | Sessions  | Bounce Rate   | Pages / Session   | Avg. Session Duration   | Goal Conversion Rate | Goal Completions |
|----------------------------|--|--|---|---|---|---|----------------------|------------------|
|                            | 62.76% <span style="color: green;">▲</span><br>10,350 vs 6,359 | 58.53% <span style="color: green;">▲</span><br>10,073 vs 6,354 | 36.63% <span style="color: green;">▲</span><br>14,266 vs 10,441 | 25.66% <span style="color: red;">▲</span><br>63.30% vs 50.38% | 27.46% <span style="color: red;">▼</span><br>2.73 vs 3.76 | 34.52% <span style="color: red;">▼</span><br>00:02:28 vs 00:03:47 | 0.00% vs 0.00%       | 0 vs 0           |
| 1. desktop                 |  |  |   |   |   |   |                      |                  |
| Sep 1, 2017 - Aug 31, 2018 | 5,573 (54.54%)   | 5,471 (54.31%)   | 8,193 (57.43%)  | 60.56%  | 3.01  | 00:02:58  | 0.00%                | 0 (0.00%)        |
| Sep 1, 2016 - Aug 31, 2017 | 3,398 (53.04%)   | 3,355 (52.80%)   | 6,150 (58.90%)  | 44.29%  | 4.32  | 00:04:34  | 0.00%                | 0 (0.00%)        |
| % Change                   | 64.01%   | 63.07%   | 33.22%  | 36.74%  | -30.22%   | -34.84%   | 0.00%                | 0.00%            |
| 2. mobile                  |  |  |   |   |   |   |                      |                  |
| Sep 1, 2017 - Aug 31, 2018 | 3,888 (38.05%)   | 3,853 (38.25%)   | 5,040 (35.33%)  | 68.27%  | 2.29  | 00:01:47  | 0.00%                | 0 (0.00%)        |
| Sep 1, 2016 - Aug 31, 2017 | 2,483 (38.76%)   | 2,477 (38.98%)   | 3,460 (33.14%)  | 61.10%  | 2.84  | 00:02:26  | 0.00%                | 0 (0.00%)        |
| % Change                   | 56.58%   | 55.55%   | 45.66%  | 11.74%  | -19.60%   | -26.59%   | 0.00%                | 0.00%            |
| 3. tablet                  |  |  |   |   |   |   |                      |                  |
| Sep 1, 2017 - Aug 31, 2018 | 757 (7.41%)  | 749 (7.44%)  | 1,033 (7.24%)   | 60.79%  | 2.57  | 00:01:54  | 0.00%                | 0 (0.00%)        |
| Sep 1, 2016 - Aug 31, 2017 | 525 (8.20%)  | 522 (8.22%)  | 831 (7.96%)   | 50.78%  | 3.39  | 00:03:37  | 0.00%                | 0 (0.00%)        |
| % Change                   | 44.19%   | 43.49%   | 24.31%  | 19.71%  | -24.15%   | -47.32%   | 0.00%                | 0.00%            |

This is slightly different to the results from the findings of the annual Local Offer questionnaire from parents and carers whereby mobiles and tablets were more popular than PCs.

The findings from Google Analytics reports as well as more in depth information which is available through this means, as well as through extensive consultation and feedback, has been used by us to significantly develop the new local offer.

## THE LOCAL OFFER APP

North Lincolnshire LA commissioned an App of the Local Offer website in 2015 with a view to making it easier for users to access the Local Offer on a range of devices, particularly bearing in mind that findings of our questionnaires which showed a high percentage of parents and carers as well as young people either had the own mobile device or access to it. Our analysis of the use of App shows that there continues to have been more downloads of the App again this year compared to previous years, with users having more sessions from apps. The amount of time spent on the app had reduced slightly over the year but is still higher then 2015-2016, with an average pages being viewed slightly increasing on last year to 6.7. Full details of usage of the App are is provided in the following chart.

### Usage of the Local Offer App.

|  | 2015-2016         | 2016-2017         | 2017-2018         |
|--|-------------------|-------------------|-------------------|
| <b>Total downloads:</b>                        | 293               | 343               | 461               |
| <b>Total user session from apps:</b>           | 1203              | 1183              | 2431              |
| <b>Average user session using apps:</b>        | 4 minutes 33 secs | 5 minutes 22 secs | 4 minutes 55 secs |
| <b>Average user page views during session:</b> | 7.4 pages.        | 6.3 pages.        | 6.7 pages         |

### KEY AREAS FOR DEVELOPMENT 2018-2019

In conclusion the findings of this report highlight a number of key priority areas for development for this forthcoming academic year. These areas are:

- ✓ Launch the new Local Offer website in the autumn term 2018 which has been co-produced after extensive consultation and feedback from parents and carers, young people and a range of stakeholders.
- ✓ Facilitate the continued development of the local offer so that families and their children can be empowered to be as independent as possible with the right support, at the right time and right place for all that need it.
- ✓ Continue to work with groups of young people to develop the young people's portal on the Local Offer website so that it is responsive to their needs. Although work on this area has been ongoing this will be picked up significantly in 2018-2019 to ensure that a wider group of young people with SEND are actively engaged with co-producing materials and raising matters that are pertinent to them so that the local offer is further refined and tailored to meet their needs. In terms of the local offer website specifically our aim is to develop resources in a variety of different mediums that are engaging and interactive. Much of this work has already been identified for development and is outlined as actions over the next two years in our SEND Inclusion Plan 2017-2020.
- ✓ Continue to work with PIP Forum and a wider group of parents and carers on the development of the local offer overall and in particular the parent and carer section of the new local offer website. Again, much of this activity has already been outlined in our SEND Inclusion Plan 2017-2020 as a key priority area for continued development.
- ✓ Continue to work with key professionals and partners across education, health and care and beyond so that the local offer is organically meeting the needs of our families and their children. A professional's portal has been developed on the new local offer website. Through further consultation and feedback high quality materials and resources to support professionals will continue to be developed and shared with the aim of ensuring high quality delivery by all and greater understanding of how the local offer is shaped by the needs of local families.

- ✓ Continue to emphasise the importance of all services across education, health and care ensuring that the voice of families with SEND are at the heart of what they deliver so that they are active partners in their child's provision and support. We will continue to remind professionals that they must be proactive in listening to the voice of families and publish on annual basis on their section of the Local Offer what they are doing in relation to engagement with families and what has changed as a result of the feedback they have received.

We hope these and other actions outlined in our SEND Strategy and Inclusion Plan for 2017-2020 demonstrate our commitment and desire to further improve the experience and outcomes of children with SEND in North Lincolnshire. This is in line with our overall aim to ensure equity and excellence for all our children and young people so that they receive the right support, at the right time in the right place. It also fits in with our key principles underpinning our strategic approach, particularly 'Nothing for us, without us' – with children, young people and their families being central to planning for improved outcomes both at individual, service and strategic levels and also in terms of developing and co-producing the wider SEND Local Offer.

We actively encourage feedback and comments on our Local Offer either via the Local Offer website [www.northlincslocaloffer.com](http://www.northlincslocaloffer.com) or by contacting the Special Education Needs Team

Hewson House, Station Road,

Brigg,

DN20 8XJ.

Telephone 01724 277665 or by e-mail [special.needssection@northlincs.gov.uk](mailto:special.needssection@northlincs.gov.uk)

