

Engagement with children & young people and their families



Accessibility & Belonging



- Pilot activity with 12 pupils at Carrwood Primary School to co-produce a school's Accessibility Plan

Engaging children and young people. Let's take a walk ...



Includes a brief visit to classrooms!

What helps everyone learn?

What does the teacher do to support pupils with SEND?

Informing actions for the school ...

- What helps?
- What doesn't?
- What does my school need to do?

Key priority areas for Carrwood:

- Welcoming messages in the reception area in different languages;
- Makaton training for all staff and pupils; and
- Greater consideration of the sensory needs of some pupils.

SEND Strategy 2018-2022

Consultations (in October 2018) highlighted:

- The strategy was overly-focused on education and school places; and
- Whilst the overall vision for SEND provision in the district is sound there was not enough on the specific actions that will enable the vision to be realised.

Who we have met with ...

- Listening event (July 2019) – attended by 118 people, largely parents and families.
- In August 2019, 25 families were consulted on their hopes for SEND provision in the district (at two summer activities events).



Children and young people

40 students from 3 secondary schools:

- Oasis Lister Park Academy
- Hanson Academy
- Co-op Academy Grange

Plus one of our SEND Ambassadors!

Children and young people – how we engage

- Work with small groups.
- Connect (what's it like growing up in Bradford with SEND?).
- What do you want it to be like?
- Focus on 'I' Statements (based on their hopes and aspirations).

What families want:

- Children and young people being enabled to be as independent as possible;
- SEMH (social, emotional and mental health) difficulties to be better addressed in mainstream secondary schools;
- More options for young adults with SEND in the district (learning and employment) post 19;
- More out of school activities and provision;
- Increased school places in order to better meet need; and
- An improved assessment process.

What young people want (1):

- More clubs and out of school activities accessible for disabled young people (for deaf young people to have interpreters) and close to home;
- Being able to go to their local school (all schools inclusive schools!);
- More braille labels and maps across the District;
- More BSL interpreters in hospitals, surgeries, shopping centres, etc.
- Greater accessibility to work (reducing barriers to getting a job);
- Making information more accessible (e.g. at railway stations where deaf people are unable to hear Tannoy announcements);
- Have a GCSE in BSL (equivalent to other languages); and
- BSL level one on the curriculum for everyone.

What young people want (2):

- Great relationships with the people that help them but not an overly friendly one – they want them to be professional and do a good job!
- Great help from professionals but not from too many different people!
- Better access to our Local Offer.
- Highly skilled staff in schools with the right qualities – kind, friendly and helpful.
- Easier access to GPs.
- More information about college and work (pathways to adulthood)

The 'I' Statements



Shaped and informed by the young people!

Some examples ...

I will have confidence in the professionals working with me, knowing that they are doing their job right.

I will not have to deal with too many different professionals.

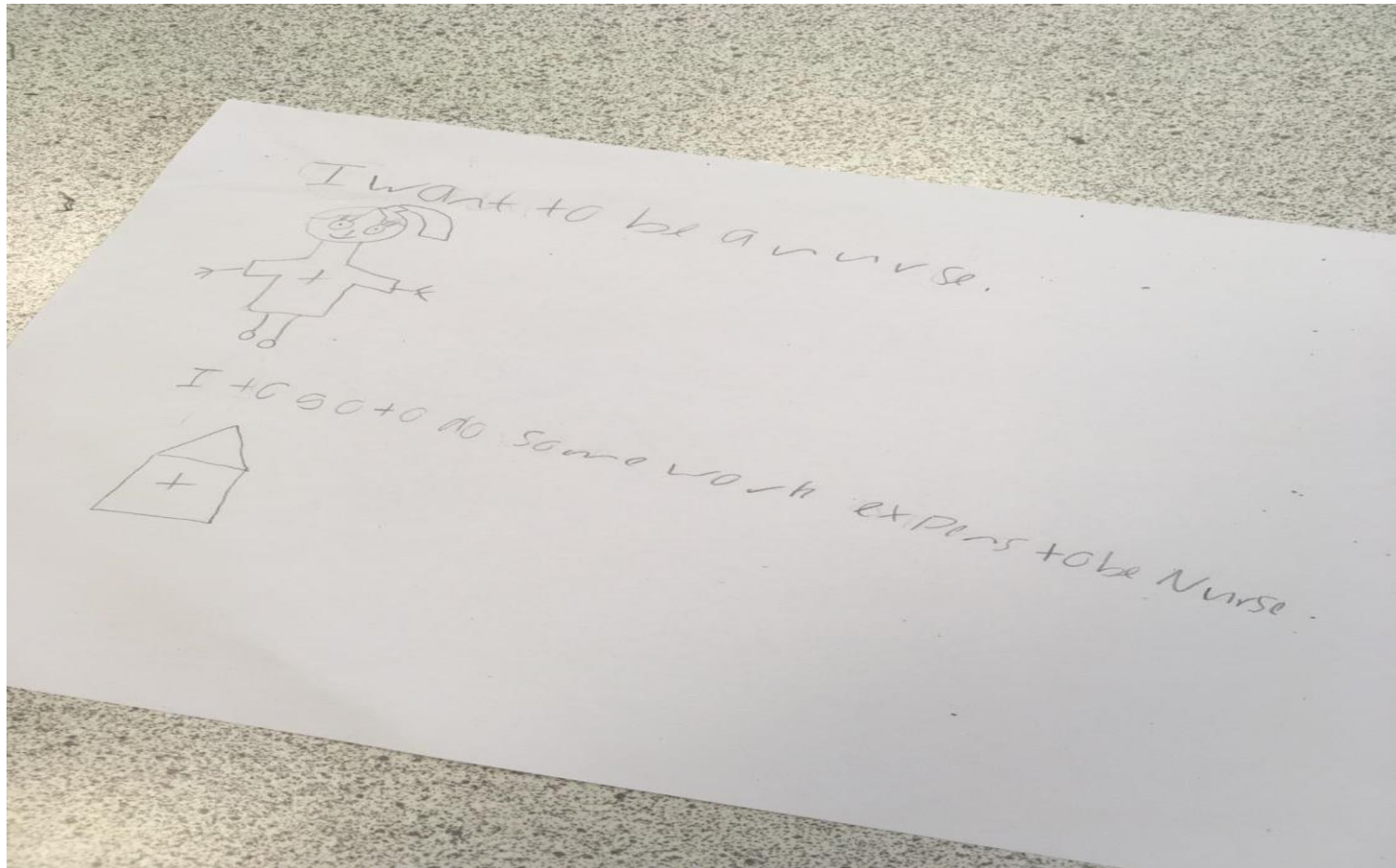
I can go to school near to my home.

I can access the services and activities I need where I live.

How has our engagement shaped our objectives? Some examples ...

- Commission more out-of-school activities for children and young people with SEND so that they are included in their community.
- Continue to increase accessibility of the Local Offer website and alternative ways to access Local Offer information which complement the website and increase accessibility.
- Further develop the voice of children and young people in order to empower them to inform their individual plans and help shape services and provision.
- Develop the training and support for education and other service providers to become more skilled in supporting children and young people with SEND and their families (informed by the children and young people and their families).
- Strengthen the opportunities for young people with SEND to prepare for and move into work.

Ayesha wants to be a nurse. What do we need to do to make it happen? Whatever it takes!



Sohail wants to help out at the self-service checkouts at ASDA. What do we need to do to make it happen? Whatever it takes!



What next?

- Engage further with disabled children to identify what behaviours by staff make them feel they belong in their school, so that council/school staff have a heightened awareness of disability/inclusive issues; and
- Engage with children (both disabled and non-disabled) to identify access issues within the school environment.

And ...

... continue to **really** listen to children and young people!

- Connect with young people in schools and colleges;
- Develop our SEND Ambassadors; and
- Seek help in making our Local Offer more accessible.