

Family Leadership Programme 2021



Module 1

Introduction to Family Leadership Programme



Introduction

- Why? Following Focus Groups, Listening Events and feedback from parent carer groups, it was identified that there was a lack of awareness and understanding about the support and options in Bradford.
- The aim of the programme is to ensure that parents and carers are well informed about opportunities and support networks that are available in Bradford. As well as promoting the importance of planning for adulthood as early as possible (Year 9 at the latest)
- Parents and carers will learn about processes and assessments as set out in the [SEND Code of Practice](#). This is to ensure that there is a focus on preparing for work, gaining independence, accessing opportunities in their community and planning for good health.
- The Programme is delivered through six, two hour modules by people with first-hand knowledge of these themes to help you support your young person.

CoProduction Values in Bradford

The Family Leadership Programme has been co-produced by Service Leads in Education, Health and Social Care, SENDIASS, Parent Carer Groups and Voluntary Sector Organisations.



Module 1 Introduction and Rights

To help Parents/Carers understand Person Centred Approaches, the 4 Preparation for Adulthood Outcomes and how they can help support their young person. Describes the key elements of the Person Centred Review and how the resultant plan reflects what is important to and for the young person now and in the future, their capacities and what support they may need. Parents/Carers will also be introduced to the rights of the Child and/or Young Person.



Module 2 Friends, Relationships and Community Opportunities

Participants are introduced to teams and information about social inclusion and accessing community opportunities



Module 3 Independence and Independent Living

Personalises different options towards living independently, including budgeting and the various routes to many housing options including home ownership, renting, shared and supported living. Participants are introduced to a broad range of assistive technologies that support independence and listen to the personal stories of those who have taken the steps to supported independent living.



Module 4 Education, Learning and Work

Drives the vision that with the right support, people with SEND can, achieve their wants, dreams and aspirations. People with SEND can and do work and this module introduces support including signposting to relevant professionals and organisations, routes and outcomes.



Module 5 Planning for Good Health

Parents and carers will hear about what to expect from adult health services and provision, learn about health action plans and the ways we can support young people with a learning difficulty and/or disability in mainstream health services.

5a CYP with LD and Speech and Language Therapies –

An introduction to the support available from both primary care and specialist Learning disabilities health services for young people & adults with learning disabilities. Parents and carers will hear about what to expect from adult health services, including the GP's learning disabilities register, annual health checks & health action plans as well as find out what support there is from more specialist services for those young people who have more complex or unstable health needs.

5b Complex Physical Health –

This module will inform parents and carers about the role of PFA co-ordinators within the hospital setting . It discusses how the Transition health passport will support you through this process and how we use a multidisciplinary approach to ensure an effective transition to adult services.

Module 6 What Happens Next and Feedback

This module draws all five earlier modules together in the context of personalisation which places the young person and their aspirations at the centre of all planning and subsequent actions. To raise parents and carers awareness and how it will impact on their lives and the lives of their young person in the future. Also included Local Offer information



The Family Leadership Programme

All resources will be made available via the Local Offer. This includes all the information covered in the modules and how to stay well-informed by using the Local Offer website.

<https://localoffer.bradford.gov.uk/service/1533-bradfords-family-leadership-programe>



Introduction

The Children and Families Act 2014 came into force on September 1st 2014. The Act makes changes to **help** with many sorts of difficulties or challenges children can face in their lives.

The SEND Code of Practice issued in June 2014 provides statutory guidance on the Act for all schools, colleges and other educational settings, local authorities and related health and care services.

The Care Act 2014 focuses on care and support of adults aged 18 and over so **overlaps** with The Children and Families Act 18-25 years. **Encouraging** caregivers to take a **person-centred approach** when **safeguarding** vulnerable adults.

The Mental Capacity Act 2005 (MCA) protects people over 16 years of age around decision making, every adult has the right to make their own decisions wherever possible.

Acts and the Code refer to **person-centred approaches** and **outcomes** as an integral part of the process.

The Children and Families Act 2014

For children and young people with special educational needs, the Act aims to:

- get education, health care and social care services **working together**
- tell children, young people and their parents **what they need to know** about their disability or special educational needs
- make sure children, young people and families **know what help they can get** when a child or young person has SEND
- make sure that **different organisations work together** to help children and young people with SEND
- give children and young people and their parents **more say** about the help they get
- set up **one overall assessment** to look at what special help a child or young person needs with their education, and their health and social care needs, all at the same time
- give a child or young person just **one plan** for meeting their education, health and social care needs, which can **run from birth to age 25** if councils agree that a young person needs more time to get ready for adulthood
- make sure children, young people and their parents can **choose** some of the help they need
- provide ways to help sort things out if a child or young person or their parent needs to **appeal** about the help they get

PfA in the SEND Code of Practice

1.39 - With **high aspirations**, and the right support, the vast majority of children and young people can go on to **achieve successful long-term outcomes in adult life**. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions in relation to:

- higher education and/or employment
- independent living
- participating in society
- being as healthy as possible in adult life

1.40 - All professionals working with families should look to enable children and young people to make **choices for themselves** from an early age and support them in making friends and staying safe and healthy. As children grow older, and from **Year 9 in school at the latest**, preparing for adult life should be an explicit element of conversations with children and their families as the young person moves into and through post-16 education

7.37 - Being supported towards **greater independence** and **employability** can be life transforming for children and young people with SEND. This support needs to start early, and should **centre** around the child or young person's own aspirations, interests and needs.

General Rights underpinning person centred reviews

Everyone who resides in the UK, are entitled to protection under the **Human Rights Act 1998**. The Act applies to all public or private bodies, (such as Local Authorities, Schools) when they are carrying out public functions.

These are **some** of the Human Rights that may be considered as part of **Preparing for Adulthood**:

- Right to Liberty (see also Deprivation of Liberty Safeguards)
- Right to respect for private and family life, home and correspondence
- Right to marry and have a family (Age and MCA **is** relevant here)
- Right to education
- Right to free elections (Age is relevant. MCA is **not** relevant here)

Mental Capacity Act 2005

Decision and time specific

The 5 principles of the Act

1. Presumption of Capacity: it **must be assumed** that everyone has capacity until proved otherwise. It must not be assumed that someone lacks capacity based on their age, appearance, condition or behaviour.
2. Support to make a decision **all practicable steps must be taken to support** a person to **make the decision for themselves**. Think time, environment, communication method.
3. Unwise decisions, **everyone** has the right to make decision that others may regard as unwise.
4. Best interests. Anything done for or on behalf of someone who lacks mental capacity must be done in **THEIR best interests**.
5. Least restrictive. Anyone making a decision for someone who lacks mental capacity must consider if this can be done in way which **interferes less** with their **rights and freedoms**.

“Example as to how Bradford work in line with the MCA”

I am confident
and able to
achieve my
dreams

My **voice** is
heard and I'm
able to live my
life to the
fullest

I try to remain
positive and
stay **healthy**

- Higher education
and/or employment
- Independent living
- Being as healthy as
possible in adult life
- Participating in
society

I am **loved** and
cared for by
those around
me and
supported if
and when I
need it

I am **valued**
and **accepted**
in **society**

I feel
supported
and **safe**

Participation

- Person centred approaches promotes the **participation** of children and young people and their families and supports them achieving **Bradford's 6 SEND outcomes**

Ways children and young people could participate in a person centred review

Videos:

The meeting can be recorded or CYP recorded prior to the meeting with those they are familiar with

Technology:

The use of apps or social media

Advocate:

a young person may feel comfortable to speak to one person who will take note of their views and record them together. A YP may designate a person to speak on their behalf or read something out.

Participation:

The new SEND reforms have a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels

Makaton/BSL:

The use of BSL & signs together with speech and symbols, supports the development of essential communication skills, enabling people to communicate

Pictures:

These can be photos of the CYP. Pictures of hobbies or things the CYP like doing etc

Write:

Using a this is me template, or using their own preferred format

Person Centred Reviews



Person centred approaches

1. Focus on the child or young person **as an individual**
2. Enable C&YP and parents to **express their views, wishes and feelings**
3. Enable C&YP and parents **to be part of the decision making** process
4. Be easy for children, young people and their parents or carers to understand, and use **clear ordinary language and images** rather than professional jargon
5. Highlight the **child or young person's strengths and capabilities**
6. Enable the child or young person, and those that know them best **to say what they have done, what they are interested in and what outcomes they are seeking** in the future
7. **Tailor support** to the needs of the individual
8. Organise assessments to **minimise demands** on families
9. Bring together relevant professionals to discuss and agree together the overall approach, and **deliver an outcomes-focused and co-ordinated plan** for the child or young person and their parents

Person centred approaches cont.

Person centred approaches will enable the underpinning principles for the Code of Practice to be realised:

Everyone involved **must** have regard for:

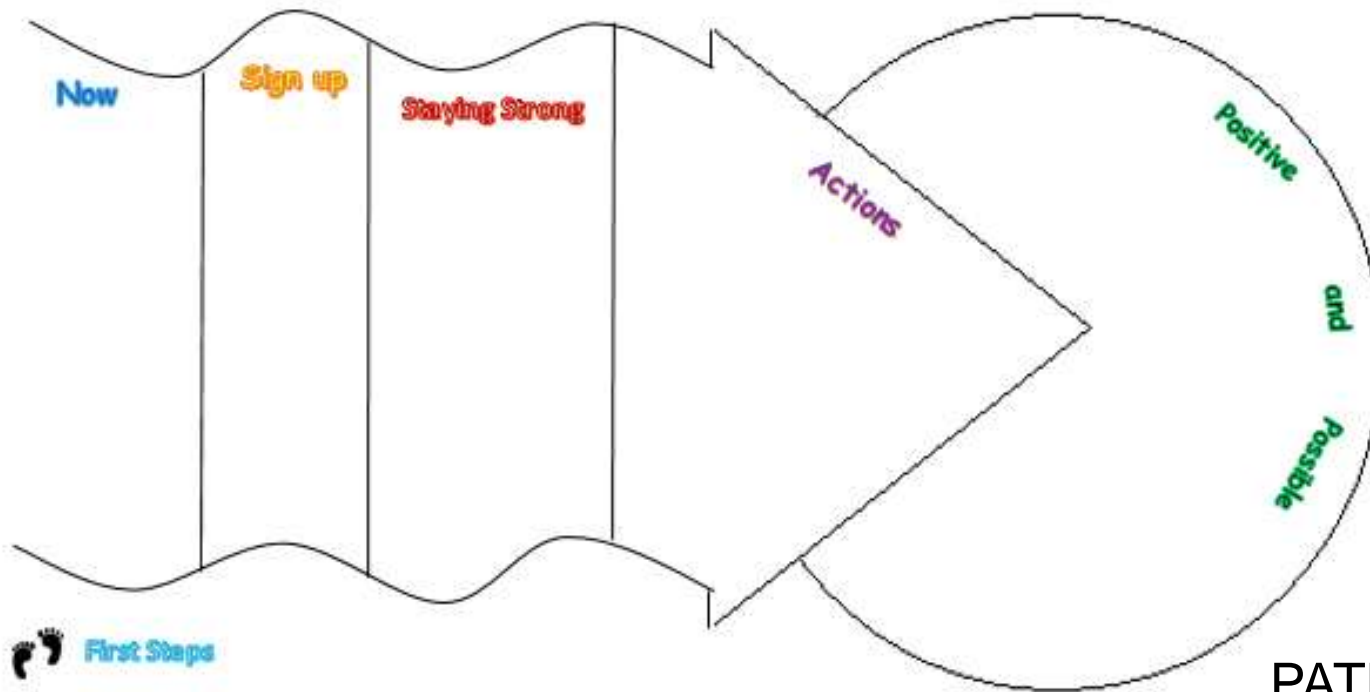
- the **views, wishes and feelings** of the young person, and the child's parents. This has and can cause conflicts between:
 - Child and Parent
 - Parent and School

In line with the SEND Code Of Practice the YP's wishes are at the forefront of decision making and how they are going to **participate as fully as possible**, ensuring they are provided with the information and support necessary.

The parents and carers views hopefully match those of the young persons, but if this isn't the case the CYPs decisions must be adhered to.

- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them **achieve the best possible PfA outcomes, preparing them effectively for adulthood**. Support is always available to ensure that these outcomes are as close to aspirations.

Path



PATH:
Promoting
Alternative
Tomorrows
with Hope

SEN Support

Bradford's One Minute Guide on SEN Support can be found [here](#).

- SEN support is what a school should do in line with legislation, to ensure all children are making expected progress- this is called a **graduated approach** to need.
- To help facilitate the graduated approach the LA recommend a person centred one - the first steps of co-production – by starting a “My Support Plan” (MSP). This approach is personalised each time, capturing the views and thoughts of all involved.
- The MSP process encourages accountability allowing for strong relationships between professionals and families to be fostered, whilst being the platform to gather evidence as part of the ADPR cycle. Schools should meet parents at least three times each year.
Parent Ambassador Quote – “The graduated approach is very important in collecting evidence for the EHCP, or to identify that the school can meet the needs of the child through Graduated Approach and how to navigate that with the school.”

Annual Review Timeline

2 weeks before	School/college to hold a meeting	During meeting – discussion around outcomes	During meeting – Post year 9	Within two weeks of the annual review meeting	Within four weeks of the review meeting
<p>Invitations sent out and obtain all information and evidence from invitees</p>	<p>Each invitee to prepare notes and set out what they think needs to change, so everything is covered.</p>	<p>Consider the child or young person's progress towards outcomes and whether the outcomes remain appropriate for the child or young person</p>	<p>Consider what provision is required to assist the child or young person in preparation for adulthood and independent living.</p> <ul style="list-style-type: none"> - The 3 'ships' - Work experience - Job Coaches 	<p>Prepare and circulate to all invitees a written report setting out:</p> <ul style="list-style-type: none"> - the recommendations on any amendments to be made to the EHCP; - any difference between those recommendations and recommendations of others attending the meeting; - all the information and advice obtained about the child or young person. 	<p>LA decides whether to: - maintain the EHC Plan in its current form; - amend it; - cease to maintain it</p>

Annual reviews for an EHCP

Key features:

- A positive focus for reviewing the child or young person's **progress** by starting with '**what people like and admire about them**' as well as sharing '**progress towards 'preparation for adulthood' outcomes**'.
- But equally pragmatic looking at '**What do they find difficult?**' from the perspective of the child or young person, family, school/setting and others.
- Planning informed by '**What do they like doing? What makes them happy?**' both now and in the future with respect to better life outcomes.
- The person centred review of progress **supports the usual review decision making** where recommendations need to be made to the LA about maintaining, amending or ceasing to maintain the Plan.
- The child or young person and the family should be **supported** as much as possible, to enable them to **lead or participate in the meeting**.

EHCP Review headings

Invited Parties

Name and Role	Contact Details	Invited	Attended	Report/Views received and attached
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Lists ALL the professionals/agencies currently involved with the child/young person and ensure they are invited to the Review. Please refer to the SEN Code of Practice to ensure you invite the appropriate people, secondary schools and post-16 settings must be aware of the transition plan requirements)

Child / young person's views

How were these views captured?
What do people like and admire most about them?
What do they like doing? What makes them happy?
What are they good at?
What do they find difficult?
What helps them learn?
What keeps them healthy?
How I would like people to communicate with them
What would they like to do when they are older?

Parent / carer views

What is my child's history?
What are my child's strengths? What do people like and admire about them?
What is important to, and for, my child?
What's working well for my child?
What is not working so well for my child at the moment?
What are my aspirations and hopes for my child's future?
<ul style="list-style-type: none"> - In the medium term (e.g. 2 to 4 years) - In the long term (e.g. 4 to 6 years, or further in the future)

EHCP Review headings continued...

Progress towards 'preparation for adulthood' outcomes

Section	Outcomes	Progress towards Outcomes
Higher Education and/or Employment		
Independent Living		
Participation in Society		
Being as Healthy as possible in adult life		

These 4 sections are extensions of the **4 main areas (C&L, C&I, SEMH, S&orP)** of need not replacements

These outcomes should include:

Long term outcomes (4-6 years) - which link with CYP aspirations (The Aspirations Pathway should be used to help inform these outcomes)

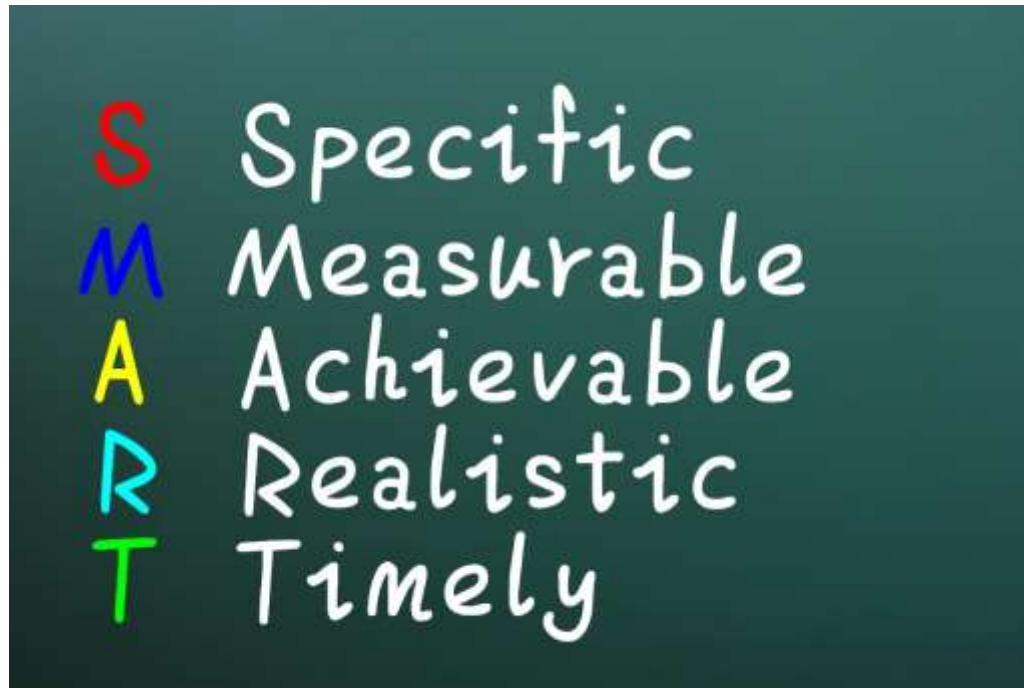
Medium term (2-4 years) – what will be achieved by the child or young person by the end of a particular 'phase':

- Early years
- Primary (Key Stage (KS)1/KS2)
- Secondary (KS3/KS4/KS5)
- Further education.

Medium term outcomes must be an interim step towards a long term outcome usually by the following year.

Outcomes must be SMART

SMART Outcomes



<https://localoffer.bradford.gov.uk/service/1431-smart-outcomes--annual-reviews>

Potential outcomes of review

Amend

In Bradford, we will amend an EHC Plan when the child or young person;

- requires new SMART outcomes to be written, where previous SMART outcomes have been achieved or are no longer suitable.

The Code of Practice states that outcomes should be set for a period of 2 or 3 years and therefore, an EHC Plan must be amended at the end of that period of time.

- moves from one educational setting to another.

- has a significant change of need that requires a significant change of provision.

In this case, needs may have changed so that the child or young person requires additional provision to meet their new needs, such as additional support from a Teaching Assistant or a different type of school, such as a special school.

In each of these cases, the educational setting must hold an annual review to gather advice to inform the amended EHC Plan.

Potential outcomes of review

No Amends

The child or young person will change and experience change from one annual review to another. They will be able to read more common words, develop a new aspiration or take a full part in a lesson for longer, for example. The family may move to a nearby address or have a new family member. These changes will be recorded in the annual review and do not, in themselves mean the EHC Plan needs to be amended.

The SEND Code of Practice states that;

9.193 EHC plans are not expected to be amended on a very frequent basis. However, an EHC plan may need to be amended at other times where, for example, there are changes in health or social care provision resulting from minor or specific changes in the child or young person's circumstances, but where a full review or re-assessment is not necessary.

Questions?

