

# **SENCO FORUM – Spring 2**

The Co-Production Charter



# House Keeping



# Agenda

**1:30pm – 2pm**

The Role of the DCO (Tara Harness)

**2pm – 2:15pm**

Developments in the 0-19 Health Service

**2:15pm – 2:25 pm**

SEND Updates

**2:25pm – 3pm**

The Co-Production Charter

## Update

- Local Offer Website
- Neurodiversity Service Front Door – Now Open
- DFE Revisit

“The relationship with schools continues to strengthen with schools feeling they have more of an active voice and role. For instance, they praised the local offer and new EHCP pathway.”

“SENCOs felt that they didn't always have a link into the LA or CCG to discuss continuous improvement or gaps in services”

- EHC Reviews



### **Local Offer Website**

The new local offer website is now live in its final version. Please ensure that links in your SEND Information Reports and from your School Website are correct.

### **Neurodiversity Service Front Door**

The Neurodiversity Service Front Door is now open. Information about the service can be found here and I am seeking an opportunity for colleagues from the service to come and share more information with you. In the mean time initial information about the service and their request for support forms which can be completed by anyone can be found here: [Hull and East Riding Children's](#)

## [Neurodiversity Service \(humber.nhs.uk\)](http://humber.nhs.uk)

### **DFE Revisit**

Thank you to those colleagues who contributed to the DfE Revisit to review progress towards our accelerated progress plan. The slide shows two quotes which demonstrate the progress we have made but also there continues to be work to do. Hopefully following today's presentation from Tara you feel there is a clearer link into the CCG. For links to the LA, it would be really helpful to understand how you feel this could be further improved. Please include any further ideas in the chat or in an email.

### **EHC Reviews**

The Local Authority continue to monitor the proportion of EHC Reviews which are completed and a MAC decision communicated within the statutory time scales. Current data suggests that the LA are communicating the MAC decision within statutory timescales in approximately 14% of cases. This is a concern as it is believed this is a metric that the DfE will monitor in future. There is an important role for schools to play in supporting the LA to improve this metric as we are still awaiting 138 EHC Reviews from the schools in Hull which were due in the Autumn term. Please can all colleagues ensure that EHC Review meeting are being held with sufficient time to allow statutory processes to be completed and that the review meeting documentation is submitted to the LA within 2 weeks of the meeting date as required by the SEND Code of Practice.

# EHC Phase Transfers

## September 2022

- New Children in school
- Year 6's going in to year 7

## September 2023

- Year 5's who have a scheduled review after Easter can be used to inform phase transfer

Usual Date of Annual Review	Date of Phase Transfer Review
Autumn 1	Autumn 1 (Annual Review)
Autumn 2	Summer 1 (Additional Review)
Spring 1	Summer 2 (Additional Review)
Spring 2	Autumn 1 (Additional Review)
Summer 1	Summer 1 (Annual Review)
Summer 2	Summer 2 (Annual Review)

Sept 2022

Year 6's going in to year 7 – where additional reviews were held to inform phase transfer scheduled reviews should include invite to named secondary setting

## Dates for the Diary

### **EHC Banding Consultation Presentation**

Monday 4<sup>th</sup> April 3:30pm

### **Future SENCO Forums**

Summer 1–Tuesday 10<sup>th</sup> May

Summer 2 – Friday 24<sup>th</sup> June

**SEND Team Update** – 16<sup>th</sup> June 3:30pm

### **2022 – 23 SENCO Forums**



#### **EHC Banding Consultation**

The session previously planned for the 17<sup>th</sup> of March has now been rescheduled to Monday 4<sup>th</sup> April at 3:30pm. Those who have already requested the link will be moved to the new booking and the new date will be confirmed as soon as possible.

#### **Future SENCO Forums**

Places can be booked by emailing your name, role and setting to [SEND.Training@HullCC.gov.uk](mailto:SEND.Training@HullCC.gov.uk) and stating which session you wish to book for.

#### **Summer 1 – Tuesday 10<sup>th</sup> May**

The focus of this session will be on parental engagement and is being co-produced with the Parent Carer Forum and school colleagues. If schools have examples of good practice for encouraging parental engagement please do let me know.

#### **Summer 2 – Friday 24<sup>th</sup> June**

In this session we will be joined by a colleague from Whole School SEND who will be sharing some of the resources available to SENCOs and exploring possibilities for working together in the future. Following this we will also look at the golden thread from aspirations to outcomes and provision and ensuring outcomes are SMART.

### **SEND Team Update**

Following the successful appointment of new caseworkers to the SEND Team, these colleagues are due to start with the team following the Easter Holidays. As part of ongoing development work the structures within the SEND Team are also changing and this will see the SEND team move to a locality model of working which will assign caseworkers to pupils based on their home address rather than the school they attend. This will enable many pupils to be supported consistently across all phases of education. In order to share the details of the new structures, contact details and to enable SENCOs to put faces to names the SEND Team will be sharing a virtual update on the 16<sup>th</sup> of June at 3:30pm in preparation for implementation from September.

### **2022-23 SENCO Forums**

Following feedback from the SENCO Survey which was circulated back in January, plans for next academic year will seek to hold a mixture of both virtual briefings and face to face networking collaboration events.

These will alternate with a virtual briefing (similar to current SENCO Forums) and an afternoon face to face event each term. The face to face events will combine sharing of vital updates with opportunities to network and share great practice city wide. It is also hoped that at each face to face session members of the SEND Team will be available to pick up any concerns specific to CYP in the EHC process or with an EHCP. One of the challenges is that there is currently no central budget for such sessions and therefore I am seeking support from colleagues who may be able to provide a venue in which such face to face events could be held.

# Working Together

Children and Families Act (2014)  
Section 19: Children and young people, and their parents and carers;

- **participating as fully as possible** in decisions about their individual care
- **involved in decisions** about local provision

Teachers' Standards (2011, 2021)  
Part 2: "Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: treating pupils with dignity, **building relationships rooted in mutual respect**"

SEND Code of Practice (2015)  
Section 1.3 "Local authorities must ensure that children, their parents and young people are **involved in discussions and decisions** about their individual support and about local provision"

United Nations Convention on the Rights of the Child (1992)  
Art.12: All children have **the right to have their view heard and for it to be taken seriously**

The Nolan Principles (1995)  
Seven Principles of Public Life



## Children and Families Act 2014

The Act says councils must take notice of what the children and their parents say about what help they are given. Their wishes and their feelings about their education, training, hobbies and activities have to be taken into account too.

[Young person's guide to the Children and Families Act 2014 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Teachers' standards - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[UN Convention on the Rights of the Child - UNICEF UK](http://www.unicef.org)

[The Seven Principles of Public Life - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

# The Co-Production Charter

Co-Production is a way of working. Service providers and users work together to achieved a shared outcome.





**'If you want to know  
how well a pair of  
shoes fit you ask the  
person wearing them  
not the person who  
made them, or paid for  
them'**



# How did we get here?



## September 2020

Delivering Better Outcomes Together  
- Informed the Co-Commissioning Strategy



## October 2020

Genuine Partnerships  
- Co-Production now and how to progress  
- Identified the principles of the Co-Production Charter



## March 2021

Making Participation Work  
- Explored practical implementation of the charter





[coproduction-charter-vs-1-0-1.pdf \(mylocaloffer.org\)](https://mylocaloffer.org/coproduction-charter-vs-1-0-1.pdf)

# What does it mean?



## Do what makes a difference

- We build on, and celebrate, strengths
- We move forward together
- We strive for better outcomes, and brighter futures
- We recognise potential
- We create opportunities



## Flexible and responsive

- We give people time, to prepare, to speak, to listen and to act
- We are person-centred, and tailor our approaches
- We are creative and innovative
- We support people to make choices
- We develop people's confidence, especially in controlling their life and claiming their rights







Do what makes a difference:

How do you engage with parents and learners to recognise the positives?  
 Do you record the positive Strengths on a one page profile?  
 How do you use these strengths?

Flexible and Responsive:

Do you give appropriate warning and time to prepare for meetings? – Remember reports must be circulated two weeks ahead of an EHC Review  
 Is documentation which is shared accessible or full of professional jargon?

# What does it mean?

## Listen and Communicate

- We listen without judgement
- We listen and try to understand
- We listen and acknowledge what happened
- We make sure our communication is accessible
- We tell people how they have made a difference
- We share information

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## Value lived experience

- We acknowledge each other's expertise and experience
- We encourage people to speak up, and speak openly
- We want to hear people's experiences
- We want to know how people feel
- We want to talk to everyone involved

### Listen and Communicate

What language do you use?

Do you draw upon other communication professionals when needed? E.g. BSL or interpreter

How do you respond when a parent says something which you find difficult to relate to?

### Value lived Experience

How do you utilise the lived experience of families?

What have you learnt from families or young people?

# What does it mean?



## Open and Honest

- We identify problems together
- We find solutions together
- We make decisions together
- We reflect and learn from mistakes together



## Grow Relationships

- We include, children and young people, parents and carers, professionals and staff.
- We work with each other
- We are equal partners
- We want people to feel they belong







### Open and Honest

How do you deliver messages which may be difficult for families and learners to hear?

Do you highlight concerns/challenges up front to help manage expectations?

How do you face challenges together? Do you give a solution or seek a solution together?

### Grow Relationships

What is your first contact with a family or learner?

What language do you choose?

What informal events do you have which allow for less structured conversations?

# The Ladder of Participation



Co-Production is the top of the Ladder of Participation but the values of the charter can be employed in a range of situations where collaborative working is used.

Explore your school processes and consider where each of the processes currently sits on the ladder of participation. How can you move them up a step on the ladder?

Image from: [Working Together: Co-production and involvement | Independent Age](#)

## **How can we promote this in educational settings?**

- Share within your setting with staff
- Display the charter in prominent places
- Consider how and where you implement the charter
  - At an individual level
  - At a wider strategic level

## **Where do we go next?**

- Co-Production Steering Group
- Co-Production Self Assessment Audit Tool
- Collective Brainstorming
- Development Plan

**How can we work together to embed the Co-Production charter across the city?**

## Before you leave....

Please provide any feedback or unanswered questions in the chat for today's SENCO Forum.

Please include any topics which you would find it helpful to focus on as part of future SENCO Forums.