

Making Formal Processes Child and Young Person Friendly

Aims

To support the development of a philosophy, culture and practice across Rotherham that makes children and young people's voices as important as everybody else's no matter how formal the processes. Where possible the child or young person should be invited and prepared for meetings and given time and support to have meaningful participation. Personalised and accessible ways of working and documentation that looks different for individual children and young people may be needed. Examples of local, regional and national best practice have been collated here to support practitioners in developing a genuine approach to implementing this key priority.

Philosophy

"Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously."

Article 12

"The child shall have the right to freedom of expression: this right shall include the freedom to seek, receive and impart information and ideas of all kind, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice"

Article 13

The United Nations Convention on the Rights of the Child.

Principles

Section 19 of the Children and Families Act and the SEND Code of Practice set out general principles that local authorities must have regard to when supporting children and young people with special educational needs and disabilities (SEND). Particular attention must be paid to:

- the views, wishes and feelings of children and their parents, and young people
- the importance of them participating as fully as possible in decision-making and providing the information and support to enable them to do so

The Rotherham Charter recognises that the foundation for putting principles like these into practice involves building relationships, and therefore trust, through the genuine implementation of the Four Cornerstones: Welcome and Care, Value and Include, Communication and Partnership. However, making a commitment to the voice of children and young people yet also adhering to the legal obligations involved in Annual Reviews of Education, Health and Care (EHC) Plans and other formal meetings can feel challenging. It is therefore recommended that these seven adapted and still highly relevant principles from the guidance *Involving Children and Young People in Meetings and Reviews* (Barnardos, 2006) be adopted:

- ✓ The child or young person's view should be prioritised, not seen as an afterthought
- ✓ Children and young people should understand that their views are as important as everyone else's, in whatever way these views are expressed
- ✓ Children and young people should understand the purposes and processes of the meetings and reviews in which they are involved
- ✓ Children and young people should be given genuine options about how to communicate their views (including who to and in what format)
- ✓ If children and young people attend their reviews, the agenda and the manner in which the meeting is run should be child-centred
- ✓ Children and young people should be given an honest and realistic understanding of the remit of the review and what decisions their views can change or have an impact on
- ✓ Children and young people should be involved in the outcome of any review in a manner that is meaningful to them, and be able to voice any disagreement

Glossary of materials, training and resources

Books and booklets including resources

East Sussex (2007) <https://czone.eastsussex.gov.uk/media/4886/escc-pupil-voice-booklet.pdf>

Pupil Voice, an Individual to Whole School Approach.

Taking Part, Hannah Mortimer, QED (2000)

Helping young children take part in a statutory assessment of their special educational needs.

Keys to Inclusion, Derek Wilson and Colin Newton, Inclusive Solutions (2011).

How to put into practice key principles when working towards inclusion.

Person-Centred Planning Together, Colin Newton, Derek Wilson and Claire Darwin (2016), Inclusive Solutions

A resource to develop person-centred planning skills.

Rotherham Charter Toolkit (2011), Genuine Partnerships.

Toolkit including examples of local good practice focusing on the Charter principles (Cornerstones of Co-production) and appendix of resources to support working in this way.

SENCO Box of Tricks Section 5 Pupil and Parent Participation, RMBC.

Supporting documents, exemplars and photocopiable masters.

The Evaluator's Cookbook, NECF (2005)

Participatory evaluation exercises - a resource for work with children and young people.

Guidance tools

Guidance for Child or Young Person Friendly Annual Reviews and Meetings, Genuine Partnerships/Rotherham EPS and partners (2019)

Top tips for preparing for meetings and reviews, what needs to happen during and afterwards.

Involving children and young people in meetings and reviews, Yorkshire and Humberside Regional Partnerships (2006)

Guidance document setting out key principles for involving children and young people in meetings and reviews together with examples of resources and good practice.

Learning to listen, DfES (2001)
Core Principles for the Involvement of Children and Young People.

SENDCo Induction Pack DfE (2019)
Section 9: Working with Children and Young People
Section 10: Working in Partnership with Parents, Carers and Others

Papers also including methodology examples

Experiences of disabled children and their families, Professor Ann Lewis, Christopher Robertson and Dr. Sarah Parsons (2004/5), Disability Rights Commission, University of Birmingham.

Paper exploring the educational experiences of disabled students and their families which included trialling appropriate research methodologies; for children and young people this included individual and small group interviews using a range of methods including puppets, photographs, drawings, cue cards and diamond ranking.

Papers outlining rationale, evaluating usefulness and evidence base

Involving children in assessment and decision-making, Helen Whincup (Scottish Child Care and Protection Network)

Briefing paper.

Literature Review: Eliciting Children and Young People's Views, Abdul Yafai (Rotherham Educational Psychology Service)

Academic overview of literature relating to child and young person voice.

Visual annual reviews: how to include pupils with learning difficulties in their educational reviews, Julia Hayes (2004)

Academic paper analysing the usefulness of MAPS, PATHS etc.

Voice of the child: Meaningful engagement with children and young people, Mark Ivory (ed.) Dartington (2015)

Academic essays across disciplines focusing on how to make gathering children and young people's voice meaningful.

Rotherham schools and settings good practice examples

Abbey School

Person-centred planning and use of PATH for Annual Reviews

contact lshimwell@nexusmat.org

Badsley Primary School

Child friendly reviews and templates

contact BPSKMarsh@rgfl.org

Bramley Sunnyside Infant School

Pen Portraits and child-centred power-point presentations examples

contact bsi@rotherham.school

Kelford School

Communication Policy: enabling communication for children and young people with severe and complex communication needs including the use of AAC - Alternative and Augmented Communication

contact cbentley@nexusmat.org

St. Pius X Catholic High School

Personalised approaches to Annual Reviews including use of powerpoint presentations.

contact sroberts@saintpiusx.school

Training and support

Genuine Partnerships

The Listening Package - full day training session focusing on the core listening and relationship skills needed when working in partnership with children, young people and families.

Pat Bullen, NASEN

Personalisation and person-centred approaches, what does it look like in practice? Powerpoint presentation.

Rotherham Educational Psychology Service

MAPS, PATHS and Person Centred Planning (PCP), One Page Profiles (OPP) and action planning.

Rotherham Virtual School

MAPS, PATHS and Person-Centred Planning

Websites to support the involvement of children and young people with speech, language and communication needs

Communication Trust

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/involving-children-and-young-people-with-slcn-a-brief-guide/>

Involving Children and Young People with SLCN - resources for education settings.

Talking Mats <https://www.talkingmats.com/>

Improving the lives of people with communication difficulties by increasing their capacity to communicate effectively about things that matter to them using this talking mats evidence based communication tool.

Websites including tools, training and resources to support person centred practice

Helen Sanderson and Associates <http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>

Person-centred thinking tools and resources.

Inclusive Solutions - person-centred planning experts <https://inclusive-solutions.com/>

Includes downloadable videos, free and purchasable resources on person-centred planning, MAPS, PATHS, Circle of Adults and Circle of friends.

Council for Disabled Children <https://councilfordisabledchildren.org.uk/information-advice-and-support-programme/useful-resources-publications-animations/what-person-centred-planning>

Person-centred planning.