

### Action Plan for engagement with Young People

Objectives from SEND reforms	Evidence					
	Local Offer	Date	Personal Budget	Date	Education Health Care Plan	Date
<ul style="list-style-type: none"> <li>Gain insights into how to improve services and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Survey – young Inspectors</li> <li>Youth Offer Survey</li> <li>Survey Monkey</li> <li>School/College Councils</li> <li>Parent Voice directly with their children/young people</li> <li>Social Media Twitter/Facebook</li> <li>Using local agencies/providers i.e. WISE, Branstone Farm, FIZ, IW CHYPS, Health Centres, Youth Centres, UKSA, IWAC, Challenge and Adventure, Isle of Wight Community Action, Isle of Wight Community Rail Partnership, Southern Vectis etc.</li> <li>Youth Council/Youth Parliament</li> </ul>	<p>30/09/14</p> <p>January 15</p> <p>January 15</p> <p>January 15</p> <p>Dec 14</p> <p>Dec 14</p>	<ul style="list-style-type: none"> <li>Survey – young Inspectors</li> <li>Survey Monkey</li> <li>School/College Councils</li> <li>Parent Voice directly with their children/young people</li> <li>Seeking advice from young people on designing the personal budget policy</li> <li>Social Media Twitter/Facebook</li> <li>Using local agencies/providers i.e. WISE, Branstone Farm, FIZ, IW CHYPS, Health Centres, Youth Centres, UKSA, IWAC, Challenge and Adventure, Isle of Wight Community Action, Isle of Wight Community Rail Partnership, Southern Vectis etc.</li> <li>Youth Council/Youth Parliament</li> </ul>	<p>Dec 14</p> <p>Dec 14</p>	<ul style="list-style-type: none"> <li>Survey – young Inspectors</li> <li>Youth Offer Survey</li> <li>Survey Monkey</li> <li>School/College Councils</li> <li>Parent Voice directly with their children/young people</li> <li>Seeking advice on designing “My Story”/“Our Story”</li> <li>Social Media Twitter/Facebook</li> <li>Using local agencies/providers i.e. WISE, Branstone Farm, FIZ, IW CHYPS, Health Centres, Youth Centres, UKSA, IWAC, Challenge and Adventure, Isle of Wight Community Action, Isle of Wight Community Rail Partnership, Southern Vectis etc.</li> <li>Youth Council/Youth Parliament</li> </ul>	<p>30/09/14</p> <p>Jan 15</p> <p>Dec 14</p> <p>Dec 14</p> <p>Dec 14</p>
<ul style="list-style-type: none"> <li>Base commissioning decisions on service</li> </ul>	<ul style="list-style-type: none"> <li>Provide young people’s quotes/case stories</li> </ul>	<p>Nov 14</p>	<ul style="list-style-type: none"> <li>Provide examples/case studies of how</li> </ul>		<ul style="list-style-type: none"> <li>Provide young people’s quotes/case</li> </ul>	<p>Nov 14</p>

needs to be shaped by users experiences	<ul style="list-style-type: none"> <li>• Web Page design</li> <li>• Produce a young person's local offer (what to do and see on the island)</li> </ul>	Jan 15	children/young people could spend their personal budget		<p>stories</p> <ul style="list-style-type: none"> <li>• SEN Young Persons Entitlement (Embracing Education, Social Care and Health)</li> <li>• Web page design</li> </ul>	Jan 15
<ul style="list-style-type: none"> <li>• Service users must be involved in planning and commissioning arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Piloting materials</li> <li>• Pilot the local offer from a child's view</li> </ul>	Jan 15	<ul style="list-style-type: none"> <li>• Listing equipment to aid children and young people</li> </ul>		<ul style="list-style-type: none"> <li>• Launch events</li> <li>• Pilot the "My Story"/"Our Story" documents</li> </ul>	Nov 14 Nov 14
<ul style="list-style-type: none"> <li>• Service users must have an impact on the manner in which services are delivered (or the range)</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting local events/societies/support i.e. transport training</li> </ul>	Jan 15	<ul style="list-style-type: none"> <li>• Designing leaflets/pamphlets around the personal policy</li> </ul>	Jan 15	<ul style="list-style-type: none"> <li>• Designing leaflets/pamphlets</li> <li>• Designing young person guide</li> </ul>	Jan 15 Jan 15
<ul style="list-style-type: none"> <li>• What do service users identify as key issues regarding these and how have we acted on this feedback</li> </ul>	<ul style="list-style-type: none"> <li>• See evaluation below</li> <li>• Young Inspector report</li> <li>• Independent support programme Parent Voice</li> </ul>	Dec 14 October 14 2014 Dec 9 2014	<ul style="list-style-type: none"> <li>• See evaluation below</li> <li>• Independent support programme Parent Voice</li> </ul>	Dec 14 Dec 9 2014	<ul style="list-style-type: none"> <li>• See evaluation below</li> <li>• Young Inspector report</li> <li>• Independent support programme Parent Voice</li> </ul>	Dec 14 October 14 2014 Dec 9 2014

## Developing the Local Offer – Children and Young People

Things to think about	Evaluation 1-4	Evaluation comments	Next Steps
<p>A. How effective are the processes for involving children and young people in designing the local offer?</p> <ul style="list-style-type: none"> <li>a. the information to be included?</li> <li>b. the look and feel of the Local Offer?</li> <li>c. where and how the Local Offer is published?</li> </ul>	<p><b>2/3</b> <b>Red/Amber</b></p>	<p>The processes in place are in the initial stages of effectiveness.</p> <ul style="list-style-type: none"> <li>a) Parents and carers from the Local Offer work stream were asked to review the information with their children at the early stages. We have also produced a template to ask young people what they think should be included.</li> <li>b) The Young Inspectors were asked to review and evaluate the Local Offer. They produced a comprehensive and helpful report, facilitated by a member of the Short Breaks team.</li> <li>c) To be done.</li> </ul>	<ul style="list-style-type: none"> <li>1) Wider consultation of the local offer within schools/college template being devised</li> <li>2) Production of a child/young person's local offer</li> </ul>
<p>B. Has this been a broadly representative group of children and young people?</p> <ul style="list-style-type: none"> <li>a. how representative has the involvement been?</li> <li>b. how have younger children</li> </ul>	<p><b>1/2</b> <b>Red</b></p>	<p>Although Young Inspectors have evaluated the Local Offer, more work needs to be carried out to capture the views of a wider group of young people</p> <ul style="list-style-type: none"> <li>a) Children and young people between the ages of 11 and 16 years have been</li> </ul>	<ul style="list-style-type: none"> <li>1) Wider consultation of the local offer within schools/college template being devised</li> <li>2) Production of a</li> </ul>

<p>been involved?</p> <p>c. how have children and young people with communication needs or other complex needs been supported to be involved?</p> <p>d. how have children and young people on SEN Support been involved?</p>		<p>part of the evaluation process. These are from a mix of mainstream schools, special schools</p> <p>b) To be done</p> <p>c) To be done</p> <p>d) To be done</p>	<p>child/young person's local offer</p>
<p>C. How fully do children and young people feel they have been involved and do they feel a sense of co-ownership of the Local Offer? (Co-production)</p>	<p><b>1/2</b> <b>Red</b></p>	<p>There is still work to be done in this area however, the Young Inspectors report was positive in that they were asked to be part of the changes.</p>	<p>1) Wider consultation of the local offer within schools/college template being devised</p> <p>2) Production of a child/young person's local offer</p>

## Developing the Local Offer – Children and Young People continued

Things to think about	Evaluation 1-4	Evaluation comments	Next Steps
<p>D. How have children and young people been supported to take part in this type of strategic decision making?</p> <ul style="list-style-type: none"> <li>a. is there participation training?</li> <li>b. are they clear about their role and how they can contribute?</li> <li>c. is there is an established policy for recognising and rewarding them for their contribution?</li> <li>d. how fully does their involvement meet the criteria for coproduction?</li> </ul>	<p><b>1/2</b> <b>Red</b></p>	<ul style="list-style-type: none"> <li>a) No, there is no participation training at this time</li> <li>b) Still work to be done in this area.</li> <li>c) No, there is not an established policy at this time although each person receives a financial reward from the Young Inspector scheme</li> <li>d) Still work to be done in this area.</li> </ul>	<ul style="list-style-type: none"> <li>1) Consider participation training for children/young people</li> <li>2) Production of a child/young person's local offer making clear their role and how they can contribute</li> <li>3) Creation of a policy that recognises and rewards their contribution derived from the work carried out by Young Inspector</li> <li>4) Consider the criteria for co-production and include these points in the policy referred to in point 3 above.</li> </ul>

## Reviewing the Local Offer – Children and Young People

Things to think about	Evaluation 1-4	Evaluation comments	Next Steps
A. How will the strategic involvement of children and young people in overseeing the Local Offer be supported to continue?	3	This will be through the Implementation Board and the Engagement of Children and Young Peoples Group.	Arrange further meetings for these groups
B. How will children and young people who are not involved in the strategic work be involved in reviewing the Local Offer?	3	There is an Action Plan to engage all young people on the island this will involve consultations and surveys	Review Action Plan in line with the timeframe roll out consultations and surveys with Providers
C. What steps will you take to get the views of a wide range of children and young people including those on SEN Support?	3	Consultations with all education providers underway. This will also be rolled out to other local providers on the island through Young Inspectors programme	
D. How have children and young people been involved in establishing the processes for seeking, collecting and publishing comments on the Local Offer?	3	Through the Young Inspector programme. Feedback from all groups including parents has resulted in a new look Local Offer	Continue the Young Inspector programme and review the new “Local Offer”

## Developing the SEND Personal Budget – Children and Young People

Things to think about	Evaluation 1-4	Evaluation comments	Next Steps
<p>A. How effective are the processes for involving children and young people in designing the SEND Personal Budget?</p> <ul style="list-style-type: none"> <li>d. the information to be included?</li> <li>e. the look and feel of the documents?</li> <li>f. where and how the SEND personal budget is published?</li> </ul>			
<p>B. Has this been a broadly representative group of children and young people?</p> <ul style="list-style-type: none"> <li>e. how representative has the involvement been?</li> <li>f. how have younger children been involved?</li> <li>g. how have children and young people with communication needs or</li> </ul>			

<p>other complex needs been supported to be involved?</p> <p>h. how have children and young people on SEN Support been involved?</p>			
<p>C. How fully do children and young people feel they have been involved and do they feel a sense of co-ownership of the SEND personal budget? (Co-production)</p>			

## Developing the Personal Budget – Children and Young People continued

Things to think about	Evaluation 1-4	Evaluation comments	Next Steps
<p>D. How have children and young people been supported to take part in this type of strategic decision making?</p> <ul style="list-style-type: none"> <li>e. is there participation training?</li> <li>f. are they clear about their role and how they can contribute?</li> <li>g. is there is an established policy for recognising and rewarding them for their contribution?</li> <li>h. how fully does their involvement meet the criteria for coproduction?</li> </ul>			

## Reviewing the SEND Personal Budget – Children and Young People

Things to think about	Evaluation 1-4	Evaluation comments	Next Steps
A. How will the strategic involvement of children and young people in overseeing the SEND Personal Budget be supported to continue?	3	This will be through the Implementation Board and the Engagement of Children and Young Peoples Group.	Arrange further meetings for these groups
B. How will children and young people who are not involved in the strategic work be involved in reviewing the SEND Personal Budget?	3	There is an Action Plan to engage all young people on the island this will involve consultations and surveys	Review Action Plan in line with the timeframe roll out consultations and surveys with Providers
C. What steps will you take to get the views of a wide range of children and young people including those on SEN Support?	3	Consultations with all education providers underway. This will also be rolled out to other local providers on the island through Young Inspectors programme	Roll out Consultation and Survey to all island children
D. How have children and young people been involved in establishing the processes for seeking, collecting and publishing comments on the SEND Personal Budget?	3	Through the Young Inspector programme. Feedback from all groups including parents has resulted in updates for the personal budget including the eligibility criteria	Continue the Young Inspector programme and review the personal budget offer

## Developing the Education Health Care Plan (EHCP) – Children and Young People

Things to think about	Evaluation 1-4	Evaluation comments	Next Steps
<p>A. How effective are the processes for involving children and young people in designing the EHCP?</p> <ul style="list-style-type: none"> <li>g. the information to be included?</li> <li>h. the look and feel of the documents?</li> <li>i. where and how the EHCP is published?</li> </ul>	<p><b>2/3</b> <b>Red/Amber</b></p>	<p>The processes in place are in the initial stages of effectiveness.</p> <p>d) Children and young people from Greenmount Primary, Carisbrooke College, Medina House School, St George's School and the IW College were involved in designing the 'My Story' formats. This feedback was facilitated by the school's SENCO who then feedback comments to the EHCP work stream. In addition, some of the paperwork was presented to children by the parents from their work on the EHCP work stream.</p> <p>e) The Young Inspectors were asked to review and evaluate the EHCP. They produced a comprehensive and helpful report, facilitated by a member of the Short Breaks team.</p> <p>f) To be done.</p>	<ul style="list-style-type: none"> <li>3) Consider participation training for children/young people</li> <li>4) Production of a child/young person's guide to the EHCP and process making clear their role and how they can contribute</li> </ul>
<p>B. Has this been a broadly representative group of children</p>	<p><b>1/2</b> <b>Red</b></p>	<p>Yes, this has been a broadly representative group of children/young</p>	<ul style="list-style-type: none"> <li>1) Consider participation training for</li> </ul>

<p>and young people?</p> <ul style="list-style-type: none"> <li>i. how representative has the involvement been?</li> <li>j. how have younger children been involved?</li> <li>k. how have children and young people with communication needs or other complex needs been supported to be involved?</li> <li>l. how have children and young people on SEN Support been involved?</li> </ul>		<p>people.</p> <ul style="list-style-type: none"> <li>e) Children and young people between the ages of 5 and 19+years have been part of the 'My Story' process. These are from a mix of mainstream schools, special schools and an FE institute.</li> <li>f) Work was facilitated by the SENCO to those children in primary school (mainstream and special).</li> <li>g) Work was facilitated by members of school who know the children/young people well and are experienced in supporting these types of need.</li> <li>h) To be done</li> </ul>	<p>children/young people</p> <ul style="list-style-type: none"> <li>2) Production of a child/young person's guide to the EHCP and process making clear their role and how they can contribute</li> </ul>
<p>C. How fully do children and young people feel they have been involved and do they feel a sense of co-ownership of the EHCP? (Co-production)</p>	<p><b>1/2</b> <b>Red</b></p>	<p>There is still work to be done in this area however, the Young Inspectors report was positive in that they were asked to be part of the changes.</p>	<ul style="list-style-type: none"> <li>3) Consider participation training for children/young people</li> <li>4) Production of a child/young person's guide to the EHCP and process making clear their role and how they can contribute</li> </ul>

## Developing the Educational Health Care Plan (EHCP) – Children and Young People continued

Things to think about	Evaluation 1-4	Evaluation comments	Next Steps
<p>D. How have children and young people been supported to take part in this type of strategic decision making?</p> <ul style="list-style-type: none"> <li>i. is there participation training?</li> <li>j. are they clear about their role and how they can contribute?</li> <li>k. is there is an established policy for recognising and rewarding them for their contribution?</li> <li>l. how fully does their involvement meet the criteria for coproduction?</li> </ul>	<p><b>1/2</b> <b>Red</b></p>	<ul style="list-style-type: none"> <li>e) No, there is no participation training at this time</li> <li>f) Although school SENCOs have discussed the child/young person's role in the EHC needs assessment when seeking the information for 'My Story', there could be better clarity of their role and how they contribute.</li> <li>g) No, there is not an established policy at this time.</li> <li>h) Still work to be done in this area.</li> </ul>	<ul style="list-style-type: none"> <li>5) Consider participation training for children/young people</li> <li>6) Production of a child/young person's guide to the EHCP and process making clear their role and how they can contribute</li> <li>7) Creation of a policy that recognises and rewards their contribution</li> <li>8) Consider the criteria for co-production and include these points in the policy referred to in point 3 above.</li> </ul>

## Reviewing the Educational Health Care Plan (EHCP) – Children and Young People

Things to think about	Evaluation 1-4	Evaluation comments	Next Steps
A. How will the strategic involvement of children and young people in overseeing the EHCP be supported to continue?	3	This will be through the Implementation Board and the Engagement of Children and Young Peoples Group.	Arrange further meetings for these groups
B. How will children and young people who are not involved in the strategic work be involved in reviewing the EHCP?	3	There is an Action Plan to engage all young people on the island this will involve consultations and surveys	Review Action Plan in line with the timeframe roll out consultations and surveys with Providers
C. What steps will you take to get the views of a wide range of children and young people including those on SEN Support?	3	Consultations with all education providers underway. This will also be rolled out to other local providers on the island through Young Inspectors programme	Roll out Consultation and Survey to all island children
D. How have children and young people been involved in establishing the processes for seeking, collecting and publishing comments on the EHCP?	3	Through the Young Inspector programme. Feedback from all groups including parents has resulted in a new documentation/wording	Continue the Young Inspector programme and review the EHCP documents