Shropshire Parent & Carer Council

For families who have a child with a disability or additional need aged 0-25 years

Participate

Information and Support, Influence and Change

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Welcome from PACC

Recently while working with Shropshire Council to prepare for the SEND Local Area Inspections, PACC has had the opportunity to focus on how we want to work in the future and what our priorities are. We have produced a 'Plan on a Page' which is available on our new website and we would like your feedback on this. Is there anything missing? Does it capture everything that you want to see PACC doing? You can find the plan on http://www.paccshropshire.org.uk/cd-content/uploads/files/pacc-plan-on-a-page.pdf

We have also been thinking about how we might develop PACC's offer to Shropshire parent carers further. We believe that if you want to support children and young people to be resilient, confident and successful, you also need to support parent carers to be resilient, confident and successful. If a parent feels disempowered and isolated then it is likely that their child will too.

Our observation however, is that there is still too little thought given to how to provide support for parent carers from the very start of the unexpected life that comes with that role.

In most cases none of us expected to be raising a child with a disability or additional need and if you were like me you gave little thought to the possibility. This means that most of us found ourselves in an unknown world, of which we had little knowledge of and for which we were ill prepared.

The problem is that even once we enter this world there are limited opportunities for us to build our knowledge in a proactive way, or support to help us create a plan for the future, to replace the one which we have lost. This is combined with limited opportunities for us to stop and take stock about how we feel about entering this new world and how our life is different to what we had expected.

PACC is currently developing a funding bid to address some of these challenges. We hope that, in partnership with other organisations, such as Shropshire IASS, to create a framework of ongoing training, support and participation opportunities for parent carers in Shropshire. Our vision is the creation of three strands of activity which will be offered as a rolling programme throughout Shropshire.

The first strand will be a training programme, with sessions being offered across Shropshire on a regular basis. This training will cover a range of relevant subjects, including SEND legislation, how local systems work and the process of adjusting to life as a parent carer.

The second strand will focus on the development of peer to peer support activities, enabling parent carers to spend time with others who understand their lives. We are particularly keen to develop informal support networks, in local communities.

The final tier will build on the work that PACC current does around providing participation opportunities, so that Shropshire parent carers can inform and influence local and national decision making.

We have developed these proposals after extended discussions with Shropshire parent carers at a range of events over the last 12 months. We have called this project '**Understanding our Lives'** which reflects what you have told us - life is better when we and others, have an understanding of what our lives are really like and the things that affect our families.

Now that we have firmed up our plans we want to hear from you again and have included an opportunity for you to comment on these proposals in our annual survey.

Please support PACC by taking a few minutes to complete the PACC annual survey form included with this newsletter. We have also included a pre paid return envelope for you to use.

Remember that your voice matters and we want to hear it!

Sarah Thomas
Participation Co-ordinator, PACC

Developing Young People's Engagement

Shropshire Council is developing an approach for engaging children and young people with special educational needs and disabilities. The aim is to ensure consistent and embedded participation of children and young people at an individual, service and strategic level.

Shropshire Council is partnering with Humanly, a research and design studio, to develop this approach. Humanly works with organisations in the public and third sectors to develop new services, systems and ways of working that are human-centred. You can see examples of Humanly's work here www.designhumanly.com

Jenni Parker and Ali Fawkes from Humanly will be working with children and young people in Shropshire over the coming months.

Both Jenni and Ali have experience of working with a wide range of people, including children and adults with disabilities, and have developed a number of creative approaches to meaningful engagement and participation.

Jenni Parker is the Founder and Director of Humanly. Jenni has been a designer for 7 years and was awarded the title of Service Designer of the Year 2015 by the Young Digital Leader Awards.

Ali Fawkes is a Creative Consultant who brings expert skills in user research and co-creation. Ali specialises in working with people with learning disabilities and autism.

If there are any people, groups or activities that you think it would be helpful for Humanly to involve in their work please get in touch with jenni@designhumanly.com or ali@designhumanly.com.

News from the Shropshire SEN Team

All children and young people will be happy, healthy, safe and reach their full potential, supported by their families, friends and the wider community

Free Autism Training for Schools

The **Autism Education Trust** (AET) is a partnership between Ambitious about Autism, the Autism Alliance and the National Autistic Society (NAS). It is supported by the Department for Education (DfE) and provides a modular training programme for professionals in education.

Shropshire Council has recently purchased a licence to deliver face-to-face training for professionals working across all education settings for school aged pupils. The training will be delivered by staff from Woodlands Outreach team in partnership with Shropshire SEN team from September 2017, and uses a range of teaching tools including video, case studies, problem-solving scenarios, presentations and practical resources and activities.

> *"Any understanding of autism should not be approached from a position of 'deficit', but rather from a position of 'difference'. Autistic people are not neuro-typical people with something missing or something extra added on. They are different. If we are serious about* ***equality and inclusion*** *within any area, we must first of all understand that difference."*
>
> **Christine Breakey (2006); The Autistic Spectrum: A Guide to Good Practice**

The **Tier 1 – 'Making Sense of Autism'** training module is designed for use across all types of setting and ability, covering mainstream and specialist settings for pupils aged 5 – 16. It is targeted at **all staff** within a setting to provide a better understanding and awareness of autism and the way it affects pupils in schools. Shropshire Council would like all schools to access this training within the next two years and have therefore made it available to schools **free of charge.** Please encourage your school to access this training.

Further information about the **Autism Education Trust** programme and free information for parents and schools is available on the AET website at: **www.autismeducationtrust.org.uk**

Shropshire's New Graduated SEN Pathway

From September 2017 Shropshire Council are introducing a graduated SEND pathway in Shropshire. This will allow greater flexibility when meeting the additional needs of Shropshire children and young people with SEN, allowing them to more easily access the support they need. It will introduce an additional stage between SEN Support and requesting and Education Health and Care Plan Needs Assessment (EHCNA) and will mean that extra funding will be available for specific higher levels of support, but without an EHCP.

The key aims of the pathway are:

- To improve outcomes by identifying which agencies need to be involved at an early stage
- To allow schools access to timely funding without the necessity to request an Education Health Care Needs Assessment (EHCNA).
- To provide the opportunity to be more flexible and creative in the way that support is delivered
- To support inclusion and equality of opportunity

- To ensure more efficient use of high needs funding by reducing the cost associated with administering the statutory process

How does funding for SEN work in schools and where does the new pathway fit in?

Universal
This is what is available to all children and is funded from the school's core budget

Targeted (SEN Support)
This is additional support and/or intervention that is put in place to meet need and that will be identified within a plan that is personalised to the child or young person. This is funded from funding given to school as part of their core budget to specifically support SEN students

Graduated SEN Pathway – NEW
Additional funding for higher levels of targeted support for those on SEN Support, from the High Needs Funding Block held by the LA. To be available from Sept 2017 as part of the graduated SEN pathway and without requesting an EHCP assessment

Specialist (EHC plan)
This is where a child or young person requires a high level of specialist support that would not normally be available in a mainstream school or specialist support from another agency following an assessment. This is funded from the High Needs Funding Block held by the Local Authority, combined with the SEN element of a school's core budget.

Shropshire will introduce a process, from September 17, whereby schools can request additional top up funding to support children and young people whose special educational needs can be met within a mainstream setting, at SEN Support, but who may require targeted support that would cost more than that which could be provided by the schools core budget, including the SEN specific funding included in that budget. The graduated pathway will allow settings to request financial support for an identified provision or intervention that may be time limited or on-going until the end of a key stage. The application can be made without the need for an Education, Health, Care Needs Assessment (EHCNA) and is therefore will be quicker and more cost effective to deliver. Children and Young people with more complex needs are still expected to need to request on EHCNA. Final details and documentation will be shared with education settings in readiness for September 2017.

Person Centred Approaches

Following the person centred approaches training that has been accessed by many schools in Shropshire, it has been pleasing to receive feedback from both families and settings that it is making a difference. We have received many anecdotal reports from a variety of individuals informing us of the good practice that is being carried out in many settings and the positive impact it is having on those involved.

In order to measure the difference being made to families by person centred training, a evaluation project was commissioned from the Shropshire Council Business Design team:

Parents/carers are asked, following an Annual Review, to complete a questionnaire rating their experience, as indicated below;

Strongly Agree 5
Agree 4
Neither agree or disagree 3
Disagree 2
Strongly disagree 1

	Average Score /5
As a parent/carer you were informed of where you could access support.	3.9
The information you received before the review enabled you to be prepared for the meeting?	4.1
Your son/daughter was supported to contribute to the review meeting	3.7
All relevant practitioners involved in your child's review were invited to attend/contribute to the meeting?	3.7
Overall, did you feel the Annual Review was carried out in a person centred way?	4.0
The person centred review has resulted in outcomes and actions that are more personal to you/your child	4.1

We have received a total of 18 responses and the average scores, out of 5, are detailed in the table above. The responses are largely positive, with the majority of parent carers agreeing that schools are implementing the advice shared at the training, and attempting to ensure the child or young person and their family are empowered to contribute to their review and that schools are adopting an inclusive, person centred approach.

The feedback does highlight, through the disparities in total scores, that not all schools managed to attend the training and that there is a need to provide further training to ensure that person centred practices are embedded in **all** settings across Shropshire.

An additional training session has been arranged for the autumn term. This will be offered free of charge with **£200 available to schools towards the cost of teacher cover**. Please encourage your child's school to attend this training if they have not already done so.

Transferring from Statements of SEN to Education Health and Care Plans

The SEN Team has been working for almost 3 years on the conversion of Shropshire Statements into EHCPs and the entire process must be completed by 31st March 2018.

In order for statutory deadlines to be met, the Transfer Review meeting for all children who still have a Statement of SEN, predominantly those in Years 5 and 9, must be held by 24th November 2017 in order for the final EHCP to be issued by 31st March 2018. SENCOs have also been asked to check their records to ensure that there are no pupils from other year groups who have not yet gone through the conversion process. If your child has a statement and has not yet transferred to an EHCP please speak to your SENCo to confirm that the transfer is being planned.

The Conversion Team has endeavoured to attend as many Transfer Review meetings as possible in order to facilitate the process and contribute to a personalised approach to meeting the needs of pupils with SEND. The final 6 months of the process will be very demanding and therefore, officers will have to prioritise which meetings they are able to attend.

If you anticipate that EP or any other professional advice will be needed to inform the EHCP, please work with your SENCo to request the assessment or other reports as soon as possible so that the process is not delayed.

If you have any questions, please contact the Conversion Team on 01743 254365

Woodlands – Acorns (Bishops Castle)

Shropshire are supporting Woodlands school to develop a specialist provision for 12, key-stage 1 and 2, children who are unable to maintain a placement within a mainstream setting and have a SEN associated with social, emotional and mental health. The hub will be a satellite of the Woodlands School, similar to the Acorns provision located in Oswestry. The proposed development will be located on the site of Community College, Bishop's Castle and will be opening in September 2017. Children will be placed at the setting following a referral.

You can find out more about this provision at http://www.woodlandscentre.org/about-acorns/

Buddies Summer Activities

For SEND teenagers & young adults – all welcome

"PGL activities at Baschurch

Friday 28th July 2.00pm - 4.00pm

Come and join us for Highwire fun and excitement. Only 10 places available. £15 per young person. Please ring or text Annie on 07817 953270 to book your place.

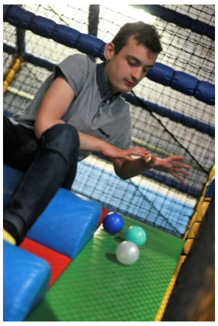
"Born to Move" Dance

Saturday 12th August 11.00am – 12.30pm - Shrewsbury

Dance session followed by a pizza slice. £6 per young person. Please ring or text Annie on 07817 953270 to book your place.

Other sessions being planned include: Climbing Walls, Telford Sailability, Sabrina Boat Trip, Pub lunch. Any ideas very welcome.......

Organised by PACC



A Focus on Health

PACC has recently been increasingly working with health commissioners and services. This reflects a growing focus by NHS England on the improvement of health service for children and young people with SEND. This includes the Transforming Care Programme, the transformation of CAMHS Services and work to reduce health inequalities for those with learning disabilities. With this in mind we decided to place a particular focus on our health work in this edition of Participate. Over the next few pages you will find updates on the key piece of health work that you might be interested in.

Transforming Care Programme

This is a national programme of work that started as a result of the Winterborne House Review and aims to improve the care for individuals with learning disabilities and autism, that results in behaviours that challenge. The programme is focused on reducing the number of individuals with learning disabilities and autism who are admitted to in-patient units (often miles away from their family) and instead offer quality opportunities to live successfully in their own communities.

Shropshire and Telford and Wrekin have come together to create and implement a locally developed Transforming Care Plan. There is a range of work being done under Transforming Care including the development of a Forensic Carers service, which will be able to offer support to the families of young people with learning disabilities and autism who enter the judicial system. This will include additional funding for the community intensive support team for adults. It is recognised that this sort of support is also required at times by younger individuals and discussion are currently taking place with children's services about how this might be delivered.

Locally Shropshire only has a small number of individuals who are supported out of county in secure in patient units, but steps are being taken to reduce that number further. A bid has been submitted to NHS England to refurbish one existing building and create one block of new accommodation which can be used to support individuals locally during times of crisis. The main focus however remains on developing services that will enable individuals to live successfully in their own homes with support.

For Transforming Care to be successful it is clear that there must be a significant focus on prevention and early intervention. PACC has highlighted this in Shropshire and stressed that this needs to be a programme of work that includes improvements in both adults and children's services.

Another element of the Transforming Care Programme is the development of Annual Health Checks for individuals with learning disabilities.

Annual Health Checks are helping to identifying Health issues earlier for people who have difficulty expressing symptoms or knowing how to seek help

It is really important that we think about health needs at the earliest stage in someone's life. GP's are often the gateway to health services in adulthood and getting your son or daughter on the GP Learning Disability register will help them get to know your child and improve the systems understanding of the learning disability population and it's needs.

Only 49% of young people aged 14 years and older with a learning disability and on the GP or health register in England, received an annual health check in 2014-15. Annual health checks can reduce health inequalities, but not enough people with a learning disability current access them.

In Shropshire and Telford the Clinical Commissioning Groups are currently piloting a new version of the annual health check and providing training to GP's to help improve uptake. PACC is also working with the Shropshire CCG and the Shropshire SEN Team to include Annual Health Checks in the transition pathway and EHCP process.

- Do you have a Learning disability?
- Are you over 14?

Ask for a **free** learning disability **health check** at your local GP practice.

Healthwatch Shropshire

Help make health and social care better in Shropshire

Since 2013 Healthwatch Shropshire has been there to listen to your experiences of health and social care services and to share them with those who have the power to make change happen.

As PACC knows, the more people who share their ideas, experiences and concerns, the more services can understand where improvements are needed. Healthwatch Shropshire can represent you at meetings where important issues are discussed, including the future of local services.

During the last 12 months, over 1400 people have shared their stories with us to help identify where things aren't working but also tell us when things go right. We're here to make it easy for people to give feedback about health and care services, requiring no more than a short telephone call, email or even a Tweet.

As well as speaking to people who contact us to share their stories, we also offer signposting and information about services available in the county.

As part of our Enter and View programme our team of 16 volunteers have visited over 30 local NHS or adult social care services this year to see and hear for ourselves if they're meeting your needs. We speak to people using services, their families and carers and the staff who run them. The reports we write following these Enter visits are shared with those in charge of running services to make them aware of any improvements you'd like to see. We make these reports available to you through our website and in all our local libraries.

Healthwatch Shropshire also provides the Independent Health Complaints Advocacy Service (IHCAS) for Shropshire residents and people using NHS services in Shropshire. If you want to raise a concern or make a formal complaint about NHS treatment we can give you the information you need and support you to have your voice heard.

NHS and social care providers, the commissioners and the Care Quality Commission are now actively seeking out information from us about how you are experiencing care in Shropshire.

To talk about IHCAS or let Healthwatch Shropshire know what you think about local services:

Contact us by phone 01743 237884,

Email enquiries@healthwatchshropshire.co.uk

Online www.healthwatchshropshire.co.uk.

EMOTIONAL HEALTH & WELLBEING SERVICE UPDATE

PACC recently meet with Alex Critchell, the General Manger for the new Emotional Health and Wellbeing Service (EHWS) in Shropshire and Telford and Wrekin.

Our main areas of discussions was the need for improved communication about the new service and we were pleased to hear that the EMHS website will have new and more comprehensive information available by the end of July.

Another area of focus for the new service, is the development of a single point of access that will allow both families and professionals to refer directly into the service, rather than having to go through other teams, such as Compass, as they currently do. The new access system is intended to go live by the end of September 17.

A further area of discussion was how the new EHWS will link with other services, such as schools and other SEND pathways. It is essential that we all have a shared understanding of what the new service offers and how, as well as understanding how it links to the other services that SEND families experience. We stressed that a joined- up approach is essential to improve the experience of SEND families and in delivering improved outcomes for our children.

A Basic Guide to Health Care For Children with Down's Syndrome

Below is an article written by Gail Hogan, who is a PACC member, the Secretary of the Shropshire Down's Syndrome Group and mom to Emelia. While the article focuses on health issues that may be experienced by children with Down's Syndrome, many of these health condition will be familiar to families of other disabled children. The article highlights the range of health issues that may need to be considered and provides some guidance on what support might be available and reflects advice provided by the Down's Syndrome Association.

The life expectancy today of someone with Down's syndrome is 60 years of age, compared to 23 years of age in 1983 and sadly just 10 years of age in 1910. This shows the huge advances in medical knowledge into the health matters and social care needs that are associated with Down's syndrome. There are a number of health conditions associated with this syndrome, some may be present from birth whilst others appear later on or come and go with time. Research suggests many people with Down's syndrome have a higher tolerance of pain, add this to communication difficulties and the result can quite easily be unidentified health issues.

The Down's Syndrome Association health chart is great at detailing the main areas to be checked and when, but, like anything, they can't put everything you need to know down as the list has to end somewhere. The chart can be viewed at;

https://www.downs-syndrome.org.uk/for-families-and-carers/health-and-well-being/personal-child-health-record-insert-for-babies-and-children/

This article focuses on some of the potential health issues that haven't made it on to the list:

So what about our children's podiatry needs – feet and lower limbs?

Many children with Down's syndrome have problems with the way that they walk and their feet, generally linked to hyper-flexibility. Orthopaedic problems are associated with low muscle tone and loose ligaments. Common foot and lower limb problems associated with Down's syndrome include:

- Flat feet
- Tip toe walking
- Tripping
- Smaller legs, feet and toes
- Limited ankle movement

These lower limb problems can produce a number of painful symptoms which should be treated by a podiatrist. So the question to ask yourself and your child:

- **Are you concerned about the way they walk?**
- **Is your child experiencing any pain or problems with the lower limb or foot?**

If you are concerned or unsure make a request for an assessment, early help is best.

What about sleep apnoea?

You may be asked frequently if your child snores, Sleep apnoea is more common in those with Down's syndrome due to various physical characteristics associated with the condition including floppy muscles in the throat, enlarged tonsils and adenoids and a smaller upper airway. It is suggested 50 – 80% of children with Down's syndrome have some degree of sleep apnoea.

Night time features of sleep apnoea include combinations of loud snoring or coughing or choking noises, restless sleep, sleeping with the head tipped back (to try to open up the airway), other unusual sleeping positions, repeatedly interrupted breathing, excessive sweating and possibly bedwetting.

It is strongly recommended children with Down's syndrome have a sleep study before age 2. This usually involves an oxygen probe being attached to their toe/ foot for the night which can then monitor what's happening when they are sleeping. Most sleep study's take place at home. The device records the information which is then looked at by a specialist. We all know the feeling and impact of lack of sleep, if your child has sleep apnoea then this is likely to impact on their mood and behaviour, concentration and energy levels. A simple test can help eliminate or identify problems.

Incontinence

Children with Down's syndrome are likely to take longer than other children with toilet training.
So what happens when they become too big for the supermarket stocked nappies? For children aged 4+, the Shropshire incontinence service, currently based in Telford, will conduct an assessment. If it is agreed your child requires incontinence pads (oversized nappies) a prescription will be raised, usually for 4 per day. These will be delivered to your home in bulk quantities. A case can be made for a higher number of nappies per day if there is an identified need for this.

Current contact details for the Continence Advisory Team are 01952 580328.
Further information available on http://www.shropscommunityhealth.nhs.uk/rte.asp?id=10021

Dental

Children and adults with Down's syndrome are prone to experience more dental problems than the rest of the population. This is due to having a smaller mouth cavity, dry mouth (with more viscous saliva), delayed tooth eruption and missing permanent teeth. Developing and maintaining the habit of effective teeth brushing is important to ensure that dental problems are minimised. Dental checkups for children should take place 6 monthly, there is no reason why your family dentist can not offer this to your child. However, if necessary there are dentists who have experience in looking after people with a learning disability.

Further information on http://www.shropscommunityhealth.nhs.uk/routine-dental-treatment

Regular checkups are important to prevent serious health problems because of the heart conditions commonly associated with Down's syndrome.

Digestive system

From constipation to many loose bowel movements a day, the range of problems can vary.
These difficulties can be linked to eating problems, mouth ulcers and hyperthyroidism. Coeliac disease (an allergy to gluten) and lactose intolerance (the sugar found in cow's milk) can also be quite common in those with Down's syndrome.
If in doubt, check it out.

Respiratory System

The winter bugs can really impact children with Down's syndrome. Chest infections and breathing

Health Care for Children with Down's Syndrome Continued………..

problems are common due to the structure and function of the airways. You may want to speak with your child's GP or community paediatrician about a winter course of low dose antibiotics to offer a boost to your child.

Chest infections still remain a major cause of death in adults with Down's syndrome (2014).

Hearing and related issues

Hearing and ear related issues are often life-long issues for people with Down's syndrome; this is related to the structure of the ear. Problems may be difficult to detect and regular screening is therefore important. The earlier the identification of the problem the better the outlook after treatment. Glue ear is a build-up of wax in the ear canal; this can cause mild to moderate hearing loss. Glue ear can come and go, therefore hearing loss can also come and go. This can lead to parents or teachers describing a child as having 'selective hearing'.

If the person with Down's syndrome, you as the parent, or any staff are concerned about a hearing problem then a doctor's opinion should always be sought.

Vision and related issues

A significant number of children with Down's syndrome are reported to have problems with their vision: short- sightedness, long-sightedness, astigmatism and other visual impairments are common.
Everyone with Down's syndrome will have poor visual acuity. This means they will see the world differently, with less fine details, even when wearing glasses; compare reading something written in faint pencil to a **black pen**. There is information from the DSA around 'Think BIG, think BOLD', this gives practical examples of ways to support.

The Sensory Inclusion Service (SIS) supports children and young people with hearing and/or visual difficulties and their families.

http://www.telfordsend.org.uk/localofferservices/info/1/home/18/sensory_inclusion_service

Undiagnosed health problems may add significantly to the level of delay already experienced and also may be misconstrued as part of the child's condition or them just being "difficult".

If in doubt, check it out.

Gail Hogan, Secretary of SDSSG

Shropshire
Down's Syndrome
Support Group

Little Rascals Foundation

Little Rascals Foundation is a charity that has been set up by the directors of Little Rascals Play Centre, Ben Wootton and Dave Edwards. They set the charity up to support children with disabilities, helping them to participate in what is considered 'normal' in their everyday society.

Little Rascals Play Centre worked hard from the start to make the centre accessible for all children. They hold 'Kids Plus' sessions, which enable children with disabilities to play when the centre is quieter and have sole access to the play equipment and their sensory room. The Little Rascals Foundation is now working to expand these services and raise further funds to support children with disabilities throughout the UK.

"The ambition is to make life easier for children with disabilities in any way that we can, and support them and their families. We aim to get the children, the help they need to enhance their lives and increase their independence.
Our vision is to enable these children to recognise their potential, be ambitious, and help to provide them with the opportunities to follow their dreams and in turn live happy and fulfilled lives."

Little Rascals Foundation has held several fundraising events to raise money to support children with disabilities in the local area and have managed to raise enough money to purchase equipment and contribute towards physio for individual children. Their main aim though, is to set up services to support the children and their families. They have gained feedback from the families and from other professionals on what is needed and are now working on getting these invaluable services set up.

Services

They run Kids + sessions from Little Rascals play centre twice a week. These are exclusive play sessions for children with disabilities and their families. These are on a Saturday morning and on a Wednesday evening.

They are also going to be running an additional session every Monday morning from 8.30am until 11am throughout the summer holidays.

They offer an outreach service where they take sensory and/or soft play toys out into the community and deliver interactive and engaging sessions to children with disabilities. They are particularly beneficial to children who are unable to access indoor play centres or sensory rooms, as they take this experience to the children.

They have also set up a Kids + user group for families and people associated with children with disabilities.
This is an excellent networking opportunity and gives the families chance to share some best practices and discuss any concerns.

The Big Goal

The big goal for the charity is to open an exclusive play centre in Shrewsbury for children with disabilities. This is something that they are working towards as they realise what a huge difference something like this could make to the children and their families.
"We will continue to work hard to make this goal a reality."
"Since launching our charity in April we have been overwhelmed by the number of people who have contacted us with support and advice. We would like to say a special thank you to the board members of PACC's who have been particularly supportive and have helped to us to achieve so much already."
"We can see that this little bit that we have done since launching has made a real difference, but we know, that with the support of the local community, there is so much more that we can achieve."

If you would like further information on the Little Rascals Foundation please visit their website www.littlerascalsfoundation.com
Or email them on info@littlerascalsfoundation.com

Fun at a PACC exclusive 'Big Rascals' Session

Person Centred Approaches and One Page Profiles

PACC has been promoting the use of Person Centred Approaches in Shropshire for a number of years and we are pleased to say that they now form the basis of the Shropshire SEND system, and are promted by Shropshire Council as key to delivering effective support for children and young people with SEND. There are a variety of Person Centred Planning tools available but the best and easiest one to start with is probably the one page profile. PACC has run a number of events introducing person centred approaches and one page profiles to parent carers. The information below is based on a presentation given at the PACC AGM 2017 by Dr Jessica Swire – Educational Psychologist, Shropshire Council.

Background

The Children and Families Act 2014 came into force on September 1st 2014 and is heralded the most significant change to the SEN framework for over 30 years.

The SEN Code of Practice issued in January 2015 provides statutory guidance on the Act for all schools, colleges and other educational settings, local authorities and related health and care services.

Both the Act and the Code refer to person centred approaches as an integral part of the changes that were introduced.

Placing the child or young person and their family **at the centre of all planning and decision-making.**

Section 19 of the Children and Families Act states that when planning support there must be regard for:

- the views, wishes and aspirations of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- 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 educational and other outcomes, preparing them effectively for adulthood

Person Centred Approaches are…

- A shared set of beliefs and values that we all have and apply when supporting all children and young people
- A way of continually listening and learning from others
- A selection of tools that can be used to plan and do **WITH** a child and young person and their family **not FOR or To them**
- Personalising individual's experience and supporting inclusion, equality and justice

One Page Profiles

These are produced by families using a number of key person centred approaches.

Like and Admire;

This is the recognition that all of us have strengths as well as challenges. One page profiles recognises this by asking us to think about what people like and admire about us or. We often get so concerned about the things we have worries or concerns about that this blurs our appreciation for things and particularly the things we like and admire about those around us.

Important To & Important For;

This is a way of separating what is important to someone from the what is important for them and is a key element of the person centred review and one page profile.

Important to - These are the things that are important to you and make your life fun and rewarding. For example, favourite places to visit, favourite football teams, favourite colour or special people in your life.

Important for (how best to support) - Think about things that make life easier for you, how to keep you safe and how to help you to learn and communicate. If you have to take medicine on a regular basis or use any particular equipment please tell us all about it; when and how you take medicine and how much, how to use any equipment you need, etc.

The Need for Balance;

It is important that we achieve balance between the things that are important to us and

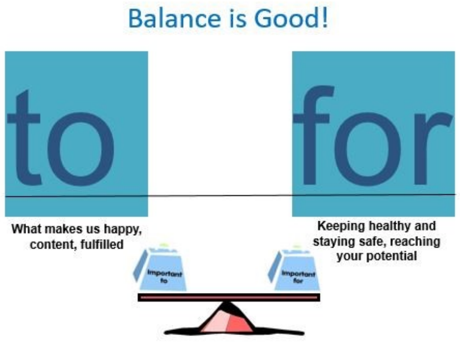
> **“The quality of our lives depends on the presence and absence of things that are important to us.”**

the things that important for us.

If our lives are full of things that are only important to us, then there is lots of choice but no responsibility. One of the mistaken assumptions about person centred planning is that it means that we only listen to what is important to and ignore what is important for and that this can place individuals at risk.

Focusing only on what is important for us however, can be just as damaging and results in situations where health and safety dictates lifestyle and reduces people’s quality of life.

What we are seeking for each person is a balance. Creating lives that include both what makes us happy, content and fulfilled and the things that keep us healthy, safe and enable us to reach our potential



One page profiles are a quick and easy way to share all this information. They can be used to introduce your child in a variety of environments and will help others to understand better how best to work with and support your son or daughter effectively.

Recently PACC ran a workshop to encourage parent carers to also think about producing one page profiles for themselves. The response at the workshop was really positive and those who attended commented how valuable they had found it to take time to think about what was important to and important for themselves. This understanding can help us to work more effectively with others.

Person Centred Reviews

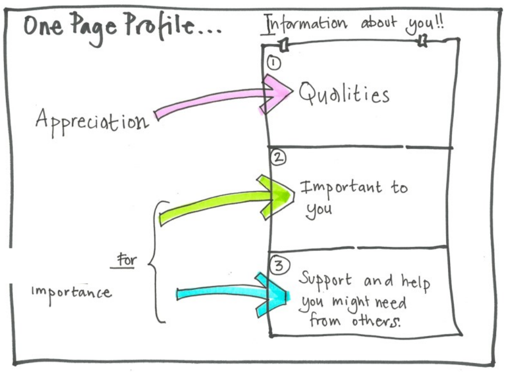
In Shropshire, all nurseries, schools and colleges are being encouraged to implement person centred review meetings. Parent carers can support this by using person centred tools to prepare for reviews.

Below Mike Thomas shares his experience of doing this for his son’s annual review meeting.

On Being Person Centred: Reflections on a different approach

In October 2016 I attended a one day training course hosted by Shropshire Council about adopting a different approach to reviews., using a Person Centred Approach. The training was thought provoking, interesting and introduced me to both a whole new way of thinking as well as tools to help the process. After the training I had the opportunity to reflect on the empowering nature of the approach and moving away from what we have to what we need. The service would be built around the child rather than the child fitting the service. Is this not what we want for all children?

In January 2017 we were to have a review of our son’s statement and progress at his local school placement so what a great opportunity to try out the approach. Trying the approach was somewhat daunting but it helped to receive support and advice from a PACC representative who knew our child well.



So many meetings we attend while reviewing the last year do seem to have a greater focus on the problems rather than the achievements. That is what signals this approach out as being different. Having decided to go with the idea we enlisted the help of others to think about our son. We wanted to avoid our internal biases about the child and enlisted others to help address the key questions.

- What do we appreciate about J ?
- What progress has he made?
- What works/doesn’t work?
- What’s important for him / support does he need?
- What is important to him?
- What are his aspirations?
- What issues are there for the future?
- If I could I would………

These questions prompted a wide variety of answers and enhanced our collective understanding. They were taken from papers circulated at the SCC training and they were discussed by us as adults and with our son.

Continued over page………

Person Centred Approaches continued…….

His comment was telling

"You really know me, don't you!!!"

This comment was a positive affirmation of the process and the time we had taken to engage in the process. It may initially take more time, you will probably need to involve others and work with your school to engage in the process but it is worthwhile and opens up the opportunity to develop a plan for a child centred on the child and their needs and not necessarily the current resources available.

The real sense of the positive nature of the process was actually during the review itself. Our son was an active participant and not just a passive recipient. It was great to hear him make positive statements about himself and his life. As his parent and carer I felt that the review had a positive atmosphere and did not concentrate on difficulties or challenges but had a positive sense of striving for achievement and outlining a planned pathway / route map. There were challenges in the meeting and there will be challenges along the way but this was a great beginning.

Thanks to everyone who participated in an open and honest way and to the school for allowing their meeting to be hijacked.

Mike Thomas

Parent Carer

If you want to know more about person centred approaches more information is available on the websites below and on the Shropshire Local Offer

http://helensandersonassociates.co.uk/person-centred-practice/

http://www.personalisingeducation.org/

Save the Date ………….

Shropshire SEND Community Games & Local Offer Live Event

Sunday 24th September 2017
10am - 3pm
At North Shropshire College Walford Heath Site

Join us to celebrate our SEND Community, **experience** taster sessions of activities available for children and young people with SEND in Shropshire, be **empowered** when visiting the Information zone and be **inspired** by what young people with SEND can achieve when listening to our speakers and visiting our display zone.

More information will be available over the coming weeks