

Voluntary and Community Sector Short Breaks Workshop **11th April 2018**

Attendance

- a. [re-dacted]
- b. [re-dacted]
- c. [re-dacted]
- d. Rob McNroy, Business Transformation Team at ERYC
- e. Lee Walkington, Business Transformation Team at ERYC
- f. Kat Taylor, Business Transformation Team at ERYC
- g. Kim Smith, Business Transformation Team at ERYC
- h. Mark Frampton, 0 – 25 SEND Team at ERYC
- i. Jo Bailey, 0 – 25 SEND Team at ERYC
- j. [re-dacted]
- k. [re-dacted]
- l. [re-dacted]
- m. [re-dacted]
- n. [re-dacted]
- o. [re-dacted]
- p. [re-dacted]
- q. [re-dacted]
- r. [re-dacted]

Apologies

- a. [re-dacted]
- b. [re-dacted]
- c. Adam Swann, Sports, Play and Arts

Workshop Minutes:

1. Welcome and Introductions

RM explained the purpose of the workshop: to develop our understanding of opportunities for developing short breaks for children and young people with SEND. The aim of the session was to discuss different options with mainstream groups. The Council will consult parents, carers, children and young people about the type of provision they would like to access so these options would be considered in more detail.

2. Update from East Riding of Yorkshire Council regarding SEND Services and Support

- a. MF and JB presented information about the new 0 – 25 Team and the restructure that came into effect from January 2018.
- b. Discussions and questions arose around the restructure.
- c. MF and JB presented information on the freedom activity support payments (FASP)

3. East Yorkshire Parent Carer Forum Update

- a. [re-dacted], presented an update from the parent carer forum, discussing the co-production charter and upcoming events.
- b. The presentation is embedded within the document below.

4. Session One: How do we ensure inclusivity?

The session focused on three main points.

- a. What is inclusivity?
 - being treated the same as their peers for children, young people and their parents. This would require adaptations to activities and venues
 - being able to access services, provision and support without a diagnosis
 - services tailored to the needs of children and young people
 - peer support and training so CYP are not treated differently.
 - being transparent and open about the needs group can support
 - ensuring accessibility, both physically accessible, e.g. buildings, but also in staff practice
- b. What practical things can we do to ensure inclusivity?
 - adaptations – ensuring that venues, facilities, resources and activities are adapted
 - staff training – staff have attended disability awareness training and a knowledge of the individual needs of the children and young people that attend
 - peer training – raising an awareness of disabilities for young people
 - looking at volunteers and support where applicable to allow children and young people to attend
 - transport – being able to get to the groups or home from the provision, particularly after-school clubs and in winter
 - ensure the number of staff is appropriate for the needs of the CYP
 - working to people's strengths – looking at ability, not disability
 - small steps approach – setting aims and targets that are achievable
 - staff retention – ensuring there is consistency within the staff and volunteers
 - clear guidance, policies and practice – ensuring that good quality information is available to parents
- c. How can mainstream groups become more inclusive?
 - peer training – raising awareness and reducing the fear factor towards children and young people with disabilities, particularly where disabilities are not visible
 - staff training – training, advice and support needs to be available specifically for SEND. This is not always the case, e.g. within coaching
 - communication – looking at what communication methods are available, e.g. signing (Makaton), PECS
 - adaptations – ensuring facilities (e.g. toilets, changing facilities) are accessible and adapting activities so children and young people with SEND can attend
 - reducing pressure/expectation – groups not to expect consistent attendance, allowing children and young people to forego competitions if wanted, etc
 - understanding individual's abilities – not expecting the same level from all children and young people

5. Session Five: Developing a Local Offer Inclusion Chartermark

Discussions were had on developing a Local Offer Inclusion Chartermark. This would offer parents reassurance that the provision they are attending would be able to support and meet the needs of the children and young people with SEND. Attendees identified the need for:

- a. criteria
 - groups would need to know what level of SEND they can support
 - training for all staff
 - knowledge of SEN Framework
 - internal processes
 - linkages to health, social care, etc
 - training for other children and young people
 - volunteers arrangements
 - accessibility statement
 - arrangements to ensure staff stability – no agency staff
- b. regular monitoring
 - How often should this be reviewed? Annually?
 - Who monitors? Professionals and a mystery shopper element, with children, young people and parents/carers involved
- c. groups to be able to cover different levels of needs
- d. organisations to understand what level of need they can support
- e. inclusion chartermark to be an overall accreditation and then break it down to consider specific SEND
- f. inclusion chartermark not to be over complicated
- g. consider different levels, e.g. Bronze, Silver and Gold

6. Session Three: Update from VCS Groups

- a. Westwood Care Group
 - look after mainly young people aged 18 and over, offering full time and respite places
 - opening a new unit with six beds, one for respite care
- b. Richmond House
 - opened in January to look after children and young people aged 0 – 16 years, primarily for respite care. This is accessed mainly through personal budgets and direct payments
 - hoping to expand this to 25 years
 - looking to build a sensory room within their premises
- c. Beverley Town Disability Football
 - [re-dacted], runs a disability football group for ages 16 and over
 - interested in running a club for lower ages but this would depend on availability and funding
- d. East Riding Special Dance
 - [re-dacted], is a dance therapist and has ran a range of projects
 - The group is looking at developing their next project and is finding out where the needs are

7. Session Four: VCS Participation in Short Breaks

A discussion was held on the VCS becoming part of the provision for short breaks to determine what level of interest there might be, whether it could work and if there were any barriers that could be removed to move it forward further. Several main points were discussed:

- a. multi-agency approach
 - sharing knowledge
 - training for staff and peers
 - knowledge of SEND needs
 - funding
- b. mainstream organisations
 - remove the fear factor
 - chartermark to reassure parents
- c. funding
 - for respite
 - for continuing healthcare
- d. role of the special schools
 - residences and schools should be separate
 - would this determine preference over school choices?
- e. mainstream for day short breaks
- f. voluntary sector funding
- g. assessment of need for short breaks
 - better integration within the EHC Plan
 - difficult to access assessment for a short break
- h. cost
 - premises
 - insurance
 - staff training
- i. Health Closures
 - health closures affecting the pressure of EHC Plans due to a lack of diagnosis services
- j. Transport
 - barrier to accessing short breaks

8. Session Five: Funding for Short Breaks

- a. [re-dacted] talked through funding options and discussed best practice when completing bids
- b. Slides can be seen on presentation.

9. Next Steps/Round Up

- a. RM thanked everyone for attending
- b. Feedback from the session would be circulated