

## Review of AHP Support for Children with Statements of Special Educational Needs in Special Schools and Mainstream Education

### Engagement plan for Phase 1

#### **Status**

The current status of this document is: *Final*

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#### **Owner**

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## 1.0 Background, Introduction and Purpose

The purpose of this regional review is to establish the levels and models of AHP provision and support for children with statements of special educational needs in special schools and mainstream schools, with the ultimate aim of agreeing a proposed regional model and implementation plan in order to best meet the needs of these children.

It is envisaged that the review will be carried out in three phases. This engagement plan outlines the communication required for phase 1 of this review.

The 3 phases of the review are outlined below:

- Phase 1 is a scoping exercise to establish the current levels and models of AHP provision and support for children with statements of special education in Special Schools. It will end with identification of common themes and subsequent recommendations for further action.
- Phase 2 is a scoping exercise to establish the current levels and models of AHP provision and support for children with statements of special education in mainstream schools. It will end with identification of common themes and subsequent recommendations for further action.
- Phase 3 will involve an analysis of common themes and recommendations in order to produce a proposed regional model and an implementation plan.

The progression of the 1st and 2<sup>nd</sup> phases will impact on the timelines for the 3rd phase but the envisaged timescales are as follows:

- Phase 1 April 2013- March 2014
- Phase 2 April 2014- March 2015
- Phase 3 April 2015- August 2016

The first phase will require collaboration and a partnership approach with all key stakeholders especially Parents/Carers, Children/Young People, Health & Social Care, Education and Political representatives to ensure that appropriate, relevant and accurate information is gathered, analysed and shared as appropriate.

## 2.0 Purpose of this Document

This paper sets out how the Project Board will ensure communication with all key stakeholders, internal and external, within phase 1 of the Review of AHP Support for Children with Statements of Special Education Needs in Special Schools and Mainstream Education. This plan will provide opportunities for sharing of information and involvement of all in decision making processes. Meaningful engagement of all key stakeholders, especially parents/carers and children/young people as service users is vital to the success of the review. The review will require collaboration and a partnership approach of these key stakeholders in order to ensure the efficacy of the baseline established by the scoping exercise.

- Why do we have this project?
- What does the project deliver, where, when and to whom?
- What benefits does it bring?

The first phase will focus on children/young people in special schools.

The sharing of information regarding the aims, objectives and scope of the review of AHP provision for children/young people with statements of special educational needs is critical to the success of the project. This engagement plan has been designed in such a way that it includes all key stakeholders in order to provide a holistic view of all communication requirements dealing with aspects such as awareness and effective communication.

The Engagement plan's purpose is to serve as a guideline and road map to plan and execute required activities.

Central to this plan and as a first priority is the requirement to develop and communicate the key messages relating to the project, such as:

- The communication activities should align with the distinct activities of the project.
- The plan needs to be viewed in conjunction with the PID and once adopted, needs to be operationalised by the Project Board.

### 3.0 Communication Objectives

The following key communication objectives need to be met:

- To communicate and reinforce the key messages of this project to a large audience of stakeholders and impacted parties
- Inform stakeholders about the purpose, scope, successes and benefits of this service review.
- To gain support for the project through highlighting its benefits to key stakeholders, including children and young people with statements of special educational needs, Parents/Carers, Educators, Health & Social Care Trusts, AHPs, Health & Social Care Board, community and political representatives
- To explain the project process, structure, deliverables and timeframes to all impacted parties
- To inform key stakeholders of the current and future requirements for participation
- To create an environment of effective communication.
- Engage with appropriate Staff side representatives and trade unions

Stakeholders who may be interested in this engagement plan are identified as follows:

Children with statements of special educational needs in special schools
Parents/Carers of children/young people in special schools
Schools (Principals, Teachers, Boards of Governors, other staff)
Allied Health Professions staff (AHPs)
Health and Social Care Board (HSCB)
Health and Social Care Trusts (HSCTs)
Health Intelligence
AHP Professional Bodies
Children's Law Centre

Public Health Agency (PHA)
Department of Health, Social Services, Public Safety Northern Ireland (DHSSPSNI)
Department of Education Northern Ireland (DENI)
Health Care Professions Council (HCPC)
Human Resources (HR)
Staff side representatives and appropriate Trade Unions for AHPs
Education and Library Boards
Patient/Client Council (PCC)
Human Rights Commission
Equality Commission
Children In Northern Ireland (CINI)
Northern Ireland Commissioner for Children and Young People (NICCY)
Community/ Voluntary organisations, which are relevant to children with statements of special educational needs, and/or their parents/carers
Political representatives, including MLAs and council members
Others as identified by Project Board

## 4.0 Legislative Context

As well as the legislative context for Personal and Public Involvement (The Health and Social Care (Reform) Northern Ireland Act 2009), there is increasing recognition of the need and right of service users and stakeholders to be effectively and meaningfully involved in all aspects of health and social care service development and delivery.

The Public Health Agency and the Health and Social Care Board, in their strategy document “Valuing people, valuing their participation” 2011, have stated,

“The PHA and HSCB are committed to embedding Personal and Public Involvement into our culture and practice. Personal and Public Involvement approaches will be embraced and operationalised to encourage more open, accountable and collaborative commissioning, service planning and delivery, with service users, carers and communities supported to actively take part in that process.”

## 5.0 Approach

The success of the scoping exercise in special schools requires collaboration and a partnership approach with all key stakeholders, Consideration of the following principles of PPI and how they should be applied will ensure service users remain the focus of the work and that any recommended changes will be effective and centred on addressing the needs of all our children with statements of special educational needs.

### *PPI Principles*

- I. The Organisational Context**
  - a. Leadership and accountability
  - b. Part of the job
  - c. Supporting involvement
  - d. Valuing Expertise
  
- II. Implementation**
  - a. Creating opportunity
  - b. Clarity of purpose
  - c. Doing it the right way
  - d. Information and communication

### III. Outcomes

- a. Accessible and responsive
- b. Developing understanding and accountability
- c. Building capacity
- d. Improving safety and quality

## 6.0 Communications and Engagement

Communications and engagement activities will run throughout the review. The objectives of the communications and engagement activities within the Review of AHP Support for Children with Statements of Special Educational Needs in Special Schools and Mainstream Education are to:

- Ensure that all communications and engagement focus on what is important for children with statements of educational needs
- Achieve respect, dignity, fair treatment and inclusion through a meaningful communication process
- Provide opportunity for all stakeholders to give their views, and be heard and listened to as part of the decision making processes
- Build confidence in the processes for consultation and decision making about AHP Support for children with statements of Special Educational Needs in special schools and mainstream education

It is expected that there will be a range of channels to involve and engage with these stakeholders in phase 1, including:

- Written information to special schools from Permanent Secretary for the Department of Education regarding imminent commencement of review
- Written information to Health & Social Care Trusts from the Chair of the Project Board seeking participation
- Written information to special schools principals from the chair of the project board with further details on review
- Written information to principals from PHA for sharing with parents/carers
- Visits to schools from Project Board representatives to meet with Principals and hear views
- Questionnaires and online survey monkey to seek views of all parents of children in special schools
- Visits to sample of schools to meet with parents and hear views
- Engagement with children in special schools by 3<sup>rd</sup> party organisation
- Engagement with AHPs
- Engagement with Professional Stakeholders in Health & Education

- Weblink on PHA website made available to public and all stakeholders. This will include agreed documents, e.g. Terms of Reference, Project Initiation Document, Engagement plan.
- Meetings with relevant organisations to keep informed about the review, e.g. NICCY, Children's Law centre, Patient Client Council, Human Rights Commission and the Equality Commission.

## 7.0 Stakeholder Analysis for Phase One

Audience(s)	Information Requirements	Key Messages to be Formulated	Channels/ Mechanisms
<b>Total stakeholder community</b>	Why are we undertaking this project?	This review is in response to communications from Schools, parents and providers in relation to levels of AHP support for children with statements of special educational needs in special schools.	Written communications Parent/Carer engagement Engagement with children/young people Professional Stakeholder reference group Professional stakeholder meetings Engagement with schools, including school visits
<b>Total stakeholder community</b>	What will the project deliver, and when?	This first phase will facilitate the collation of data to baseline the level of AHP provision/support and models of delivery in special schools. •Phase 1 April 2013-March 2014 (focusing on special	Written communications Parent/Carer engagement Engagement with children/young people Engagement with AHPs Professional Stakeholder

		<p>schools)</p> <ul style="list-style-type: none"> <li>•Phase 2 April 2014- March 2015(focusing on mainstream schools)</li> <li>•Phase 3 April 2015- August 2016 (agreement of a proposed regional model and implementation plan)</li> </ul>	<p>reference group</p> <p>Engagement with schools, including school visits</p> <p>Professional stakeholder meetings</p>
<p><b>Total stakeholder community</b></p>	<p>What benefits are derived?</p>	<p>Partnership working</p> <p>Data will allow the agreement of recommendations for further action</p> <p>A proposed regional model will be agreed to best meet the needs of children with statements of special educational needs in special schools</p>	<p>Written communications</p> <p>Parent/Carer engagement</p> <p>Engagement with children/young people</p> <p>Professional Stakeholder reference group</p> <p>Engagement with AHPs</p> <p>Professional Stakeholder meetings</p> <p>Engagement with schools, including school visits</p>

<b>DHSSPSNI</b> <b>HSCB</b> <b>PHA</b> <b>DENI</b> <b>ELBs</b>	Project Progress	Areas requiring agreement and support  Partnership working	Project Board  Progress update reports
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## 8.0 Professional Stakeholder Reference Group

<b>Colm Davis</b>	Tor Bank, Principal
<b>Geri Cameron</b>	Loughshore, Principal
<b>Anne Magee</b>	Jordanstown, Principal
<b>Raymond Mc Feeters</b>	Castle Tower, Principal
<b>Karen Hancock</b>	Fleming Fulton, Principal
<b>Jonny Gray</b>	Arvalee, Principal
<b>Carmel McDermott</b>	Special Education Officer, WELB
<b>Cherry Crozier</b>	Special Education Officer, SELB
<b>Maurice Crozier</b>	Educational Psychologist, NEELB
<b>Mildred Bell</b>	Health Professions forum rep NHSCCT
<b>Dr Mairead Duffy</b>	Community Paediatrician
<b>Paul Rafferty</b>	AHP Lead, WHSCT
<b>Paula Cahalan</b>	AHP Lead, BHSCT
<b>Margaret Moorhead</b>	AHP Lead, SEHSCT
<b>Carmel Harney</b>	AHP Lead, SHSCT
<b>Mary Emerson</b>	AHP Consultant, Project Lead, Public Health Agency
<b>Clare McGartland MBE</b>	Lead AHP Consultant, Public Health Agency
<b>Rachel O'Reilly</b>	Project Support, Public Health Agency

## 9.0 Project Board Members

<b>Dr Eddie Rooney</b>	Chief Executive, Public Health Agency (Chairperson)
<b>Mary Emerson</b>	AHP Consultant Public Health Agency (Project Lead)
<b>Clare McGartland MBE</b>	Lead AHP Consultant (PHA)
<b>Rachel O'Reilly</b>	Project Support, Public Health Agency (PHA)
<b>Adele Graham</b>	Senior Health Intelligence Manager, Public Health Agency (PHA)
<b>Hazel Winning</b>	AHP Lead, Department of Health (DHSSPS)
<b>Caroline Gillan</b>	Director of Access, Inclusion and Wellbeing (DENI)
<b>Frances Curran</b>	Special Education Team, Department of Education (DENI)
<b>Fionnuala Mc Andrew</b>	Director of Social Care and Children's services (HSCB)
<b>Dr Clare Mangan</b>	Chief Executive, Belfast Education Library Board (BELB)
<b>Carol Diffin</b>	Co- Director, Community Child Health & Child Care, (BHSCT)
<b>James McAuley</b>	Intern for AHP/Nursing Directorate (PHA)
<b>Michelle Tennyson</b>	Assistant Director of AHPs and PPI, Public Health Agency

## 10.0 Abbreviation List

<b>PHA</b>	Public Health Agency
<b>AHP</b>	Allied Health Professional
<b>HSCB</b>	Health and Social Care Board
<b>DENI</b>	Department of Education Northern Ireland
<b>SEN</b>	Special Educational Needs
<b>TYC</b>	Transforming Your Care
<b>HCPC</b>	Health Care Professions Council
<b>HR</b>	Human Resources
<b>DHSSPSNI</b>	Department of Health, Social Services, Public Safety Northern Ireland
<b>HSCT</b>	Health and Social Care Trust
<b>NICCY</b>	Northern Ireland Commissioner for Children and Young People
<b>BELB</b>	Belfast Education Library Board
<b>PPI</b>	Personal and Public Involvement

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