

**Review of Allied Health Professions (AHP) Support for
Children/Young People with Statements of Special Educational
Needs in Special schools and Mainstream Education**

Engagement plan for Phase 2

Status

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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/young people with statements of special educational needs enrolled in special and mainstream schools, with the ultimate aim of agreeing a proposed regional model and implementation plan in order to best meet the AHP assessed needs of these children/young people.

It is envisaged that the review will be carried out in three phases. This engagement plan outlines the communication required for phase 2 of this review. The 3 phases of the review are outlined below:

- Phase 1 involved a scoping exercise to establish the current levels and models of AHP provision and support for children/young people with statements of special educational needs enrolled in special schools. This stage has been completed. A summary report is being developed outlining the interim themes identified in phase 1 and a paper will be produced proposing how we intend to proceed in relation to these themes.
- Phase 2 is a scoping exercise to establish the current levels and models of AHP provision and support for children/young people with statements of special educational needs enrolled in mainstream schools. It will end with identification of common themes/issues and how we intend to proceed on these.
- Phase 3 will involve an analysis of the identified themes/issues and how we intend to proceed on these in order to agree a proposed regional model and an implementation plan.

The progression of phases 1 and 2 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 review 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 2 of the Review of AHP Support for Children/Young People with Statements of Special Education Needs enrolled in special and mainstream schools. 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 review?
- What does the review deliver, where, when and to whom?
- What benefits does it bring?

Phase 2 will focus on children/young people with statements of special educational needs enrolled in mainstream schools.

The sharing of information regarding the purpose, aims 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 review. 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 review.

The communication activities should align with the distinct activities of the review.

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 review 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 review 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 review 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/Young people with statements of special educational needs enrolled in mainstream schools
Parents/Carers of children/young people with statements of special educational needs enrolled in mainstream schools
Mainstream Schools (Principals, Teachers, 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/young people 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 mainstream 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 AHP assessed needs of all our children/young people 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/Young People 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/young people with statements of special 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/young people 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 2 in order to provide information and hear their views, including:

- Written communication from Chair of Project Board to Trust Chief Executives regarding the commencement of phase 2 of the review
- Written communication from Chair of Project Board to Education Board Chief Executives regarding the commencement of phase 2 of the review
- Written communication to mainstream schools from Deputy Secretary for the Department of Education regarding commencement of phase 2 of review
- Written communication to mainstream schools Principals from the chair of the Project Board with further details on review
- Communication with mainstream school Principals and SENCOs

- Communication with parents/carers of children/young people with statements of special educational needs enrolled in mainstream schools
- Communication with AHPs working with these children/young people
- Communication with Teachers working with these children/young people
- Communication with Professional Stakeholders in Health & Education
- Communication 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.
- Documents on phase 2 to be made available on PHA website to public and all stakeholders. This will include Terms of Reference, Project Initiation Document, Engagement plan.

We are also keen to get views from children/young people with statements of special educational needs enrolled in mainstream schools but do not feel that questionnaires are an appropriate method of seeking their views and also recognise that direct engagement can be difficult to fit into the school day. Therefore we will seek guidance from parents/carers, AHPs and Teachers on how best to engage with these children/young people enrolled in mainstream schools.

7.0 Stakeholder Analysis for Phase 2

Audience(s)	Information Requirements	Key Messages to be Formulated	Channels/ Mechanisms
<p>Total stakeholder community</p>	<p>Why are we undertaking this review?</p>	<p>This review was initiated in response to communications from Schools, parents and providers in relation to levels of AHP support for children/young people with statements of special educational needs in special schools.</p> <p>The decision was taken to also review AHP provision for children/young people with statements of special educational needs attending mainstream schools.</p> <p>The ultimate aim of the review is to agree a proposed regional model and implementation plan in</p>	<p>Mechanisms of communication in phase 2 will include providing written information and seeking views through questionnaires</p> <p>After we have received completed questionnaires, we intend to have further discussions with key stakeholders regarding the views captured.</p> <p>There will be communication with</p> <ul style="list-style-type: none"> • Parents/Carers of children/young people with statements of special educational needs enrolled in mainstream schools.

		<p>order to best meet the AHP assessed needs of these children/young people.</p>	<ul style="list-style-type: none"> • AHPs working with these children/young people • Mainstream school staff working with these children/young people • Professional Stakeholder reference group • Other stakeholders as appropriate <p>Guidance will be sought from Parents/Carers, AHPs and Teachers on how best to hear the views of children/young people with statements of special educational needs enrolled in mainstream schools</p>
Total stakeholder	What will the review		

community	deliver, and when?	<p>Phase 2 will facilitate the collation of qualitative and quantitative data to baseline the level of AHP provision/support and models of delivery for children/young people with statements of special educational needs enrolled in mainstream schools.</p> <ul style="list-style-type: none"> •Phase 1 April 2013-March 2014 (focused on special schools). It will end with identification of common themes •Phase 2 April 2014- March 2015 (focusing on mainstream schools). It will end with identification of common themes. •Phase 3 April 2015- August 2016 (agreement of a proposed regional model, based on identified themes, and implementation plan) 	<p>Mechanisms of communications will be the same as outlined above.</p> <p>Communication will include providing written information and seeking views through questionnaires. After we have received completed questionnaires, we intend to have further discussions with key stakeholders regarding the views captured.</p>
Total stakeholder	What benefits are		Mechanisms of

<p>community</p>	<p>derived?</p>	<p>Partnership working</p> <p>Data will allow identification of common themes and issues and how to proceed with each of these.</p> <p>A proposed regional model will be agreed to best meet the AHP assessed needs of children/young people with statements of special educational needs enrolled in special and mainstream schools</p>	<p>communications will be the same as outlined above.</p>
<p>DHSSPSNI HSCB PHA DENI ELBs</p>	<p>Review Progress</p>	<p>Areas requiring agreement and support</p> <p>Partnership working</p>	<p>Project Board</p> <p>Progress update reports</p>

8.0 Professional Stakeholder Reference Group

Colm Davis	Tor Bank, Principal
Geri Cameron	Loughshore, Principal
Anne Magee	Jordanstown, Principal
Raymond Mc Feeters	Castle Tower, Principal
Karen Hancock	Fleming Fulton, Principal
Jonny Gray	Arvalee, Principal
Carmel McDermott	Special Education Officer, WELB
Cherry Crozier	Special Education Officer, SELB
Maurice Crozier	Educational Psychologist, NEELB
Jill Bradley	Health Professions forum rep NHSCCT
Dr Mairead Duffy	Community Paediatrician
Paul Rafferty	AHP Lead, WHSCT
Paula Cahalan	AHP Lead, BHSCT
Rachel Gibbs	AHP Rep, SEHSCT
Carmel Harney	AHP Lead, SHSCT
Mary Emerson	AHP Consultant, Project Lead, Public Health Agency
Clare McGartland MBE	Lead AHP Consultant, Public Health Agency
James McAuley	Project Support Manager, Public Health Agency

Representatives from Mainstream schools: To be confirmed

9.0 Project Board Members

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

10.0 Abbreviation List

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

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