

Quality Standards for Children and young people's participation in Surrey

SEND (Special Educational Needs & Disabilities)

Rights and Participation Team for CAMHS & SEND

2016

This document has been created to show the standards for children and young people's participation in Surrey's SEND services. These standards are to be reviewed by a range of professionals and young people quarterly using the rating scale for each section. These standards have been adapted from the



national health and social care advisory services (HASCAS) to be more specific for Surrey services.

Information on SEND Voices

SEND Voices are a group of young people who have experiences of accessing SEND services in either schools or college. The young people use their experiences of accessing SEND services in Surrey. The young people use their experiences to develop, improve and complement the services.

We work in partnership with key professionals towards better outcomes for children and young people. The young people of SEND Voices have an active role in decision making and are regularly initiating new projects to further participation in SEND Voices.

Participation

Every child, young person or parent/carer is a member of society. Organisations provide services for people living in that community or society so it's important that they are consulted and involved in the provision of services. Services need to be inclusive, relevant, and cost effective, meet their user's needs, improve things, and be accessible. Since the passing of the Children Act in 2004, there has been a growing emphasis on services actively involving children, young people and parents/carers in the commissioning, development and evaluation of services.

Benefits to participation

The benefits of participation can be seen from two aspects:

- Benefits for children and young people and parents
- Success of projects and initiatives develop sustainability.
- Improved skills and knowledge ranging from practical skills such as presenting ideas, speaking in and to groups, writing and preparing reports, newsletters, letters, posters, negotiation and public speaking.
- Improved confidence, in feeling valued, being of some worth to friends and peers, and feeling successful (not all young people can be academically successful, arty or sporty).
- Developing relationships with other children and young people and parents/carers.
- A feeling of ownership over the services they access.
- Greater awareness of children and young people's rights.
- Greater awareness of participation and decision making
- Benefits for projects, organisations and management boards.
- Improved, better targeted and more effective services for children and young people and their families.
- It supports and complements service planning, development and evaluation.
- Meets user's needs more effectively.
- Improved partnership working.
- Best use of financial resources.
- Meets government objectives and inspection processes.

Quality Standards for Children and young people's participation in Surrey

SEND (Special Educational Needs & Disabilities) Review

Date of review:

Next review date:

Name, position and host organisation of all persons completing the matrix:

(Identifying young participants)

Name	Position	Organisation

Please summarise the score for each element of participation in the table below.

Element of children and young people's participation in SEND	Not Achieved 0	Working Towards 1	Good Progress 3	Fully Achieved 4
1. Shared Values				
2. Strategies				
3. Structures				
4. Systems				
5. Staff				
6. Skills and knowledge				
7. Style of leadership				

Elements of children and young people's participation in SEND

KEY ISSUE

1. Shared values

Level	What to score	Guidance notes/ what to look for	Score 0-3 (only Complete one box)
Not Achieved	0	Minimal or no shared values around children and young people's participation.	
Started working towards	1	<p>1.1 The active involvement of children and young people is a central commitment of the SEND service, involving SEND Voices</p> <p>1.2 The SEND service adopts shared values for the active involvement of children and young people (See Hear by Right Shared Values).</p> <p>1.3 The SEND service adopts the 'Convention on the Rights of the Child, recognising Articles 12-13's central role.</p>	
Good progress	2	<p>1.4 SEND Voices to take part in reviewing and agreeing the shared values for the active involvement of children and young people.</p> <p>1.5 The shared values are made available and accessible to a wide range of staff, children and young people by for example;</p> <ul style="list-style-type: none"> • Mission statement • Charter • Pledge • Entitlement card 	
Achieved fully	3	<p>1.6 Shared values are agreed through the SEND Partnership and fed in to SEND Voices consultation groups for children and young people to provide feedback and agree on.</p> <p>1.7 The agreed shared values are used to set policy and review performance across the SEND service and form part of the commissioning contract/service level agreement. Rights and Participation team for CAMHS and SEND to attend service contract meetings to take back actions to SEND Voices for children and young people to consult on.</p> <p>1.8 Every policy and performance review will go through SEND Voices before becoming agreed.</p>	

KEY ISSUE

2. Strategies

Level	What to score	Guidance notes/ what to look for	Score 0-3 (only Complete one box)
Not Achieved	0	Minimal or no children and young people's participation strategy	
Started working towards	1	<p>2.1 An audit of resources and expertise is conducted as the basis for building the participation of children and young people.</p> <p>2.2 The strategic plan for active involvement is agreed and integrated with the SEND strategy.</p> <p>2.3 Key staff, roles and resources are identified within the SEND workforce plan for implementation of the strategy.</p>	
Good progress	2	<p>2.4 Children and young people contribute to developing and reviewing the strategic plan for active involvement, agreeing objectives, boundaries and benefits through SEND Voices consultation meetings.</p> <p>2.5 Other plans in the SEND service are complementary and refer to the active involvement strategy.</p>	
Achieved fully	3	<p>2.6 The strategy identifies and includes SEND Voices and other key local partnerships to promote children and young people's active involvement.</p> <p>2.7 The strategy includes resources to sustain, develop and regenerate children and young people's involvement.</p> <p>2.8 The strategy develops strong links between SEND Voices, CYA and other key local partnerships (e.g. Care Council) and any other regional or national structures and initiatives for children and young people's active involvement. This occurs at both commissioner and provider level.</p>	

KEY ISSUE

3. Structures

Level	What to score	Guidance notes/ what to look for	Score 0-3 (only Complete one box)
Not Achieved	0	Minimal or no supporting structure for children and young peoples structure.	
Started working towards	1	<p>3.1 Children and young people are consulted on and help review structures fro their active involvement in SEND through SEND Voices.</p> <p>3.2 A range of approaches are in place, both formal and non formal, that encourage and enable the participation of children and young people on their own terms and in ways they feel comfortable with.</p>	
Good progress	2	<p>3.3 There are structures that make sure a range of children and young people, including service users, non service users and hard to reach or excluded groups are able to participate in decision-making. This could be through The Rights and Participation team (CAMHS & SEND).</p> <p>3.4 Links with other relevant organisations, including education, social care, youth justice and the voluntary sector are established and maintained to ensure the inclusion of marginal groups</p>	
Achieved fully	3	<p>3.5 Children and young people are joint partners in decision-making and scrutiny structures.</p> <p>3.6 Children and young people have effective representation on or an appropriate input into the SEND partnership.</p> <p>3.7 Links with a range of regional and national SEND services and initiatives are established, maintained and resourced. These might include Disability Challengers, Barnardos, Schools/Colleges, SEND Voices and local young people's groups in children's services or voluntary organisations.</p>	

KEY ISSUE

4. Systems

Level	What to score	Guidance notes/ what to look for	Score 0-3 (only Complete one box)
Not Achieved	0	Minimal or no relevant policies, protocols or procedures to facilitate children and young people's participation.	
Started working towards	1	<p>4.1 Policies are in place to make sure children and young people's participation in SEND is safe, sound and effective, covering consent, protection, safety, access, transport, complaints, incentives and rewards.</p> <p>4.2 Budgeting and financial systems are in place for supporting the active involvement of children and young people, facilitating meetings and expenses.</p> <p>4.3 Recording and evaluation systems are in place to identify and share learning and evidence of change arising from children and young people's participation.</p>	
Good progress	2	<p>4.4 Communication systems are in place for recording, reporting and celebrating children and young people's active involvement (for example, newsletters, web, radio, articles, and commissioning). Including supporting the promotion of SEND Voices and their projects.</p> <p>4.5 Children and young people and partners are involved in reviewing and updating relevant policies and systems.</p>	
Achieved fully	3	<p>4.6 Children and young people (through SEND Voices) help decide appropriate rewards for their active involvement and/or have direct control over identified budgets.</p> <p>4.7 Systems, such as compacts and agreements with partner organisations, reflect the commitment to active involvement. This occurs at both commissioner and provider level.</p> <p>4.8 Children and young people have a say in every structure change or development with in Surrey SEND through consultation at SEND Voices meetings.</p>	

KEY ISSUE
5. Staff

Level	What to score	Guidance notes/ what to look for	Score 0-3 (only Complete one box)
Not Achieved	0	Minimal or no commitment to children and young people's participation reflected in job descriptions, recruitment, education and training.	
Started working towards	1	<p>5.1 Job descriptions specify skills and commitment to active involvement.</p> <p>5.2 Children and young people contribute to the recruitment and selection of all staff through SEND Voices Recruit Crew project.</p> <p>5.3 Supervision and appraisal of relevant staff include reviewing their contribution to enabling the effective influence of children and young people in the SEND service.</p>	
Good progress	2	<p>5.4 Recruitment information and induction of all staff and managers identify the importance of the voice and influence of children and young people for the SEND Services.</p> <p>5.5 Children and young people are involved in the induction of all staff through SEND Voices.</p>	
Achieved fully	3	<p>5.6 Children and young people take an active part in the recruitment, selection and induction of all staff and managers across the SEND service or partnerships, and this is recorded in the workforce plan. Including short listing, reviewing job descriptions and adverts, and interviews.</p> <p>5.7 Children and young people take an active part in the induction of elected members or trustees and this is recorded in the workforce plan. This occurs at both commissioner and provider level.</p> <p>5.8 Children and young people to feedback and contribute to job descriptions and adverts through SEND Voices.</p>	

Recruit Crew

Recruit is one of the projects that the Rights and participation (CAMHS & SEND) facilitate to enable service user participation. The young people of SEND Voices/CYA (CAMHS Youth Advisors) who have successfully completed recruit crew training are able to be present at interviews for new members of staff in the children's services and are able to provide a young persons point of view on the candidates being interviewed. The young people that sit on the panel have an equal weighting as other interview panel members. In some interviews the young person may sit on the panel with other professionals and other times there may be an entire panel of young people, this will depend on the position being interviewed for.

KEY ISSUE

6. Skills and knowledge

Level	What to score	Guidance notes/ what to look for	Score 0-3 (only Complete one box)
Not Achieved	0	Minimal or no training involving children and young people in building capacity and competence	
Started working towards	1	<p>6.1 There is accredited capability building for children and young people to develop skills and knowledge to make change happen, including in negotiation, presentation and finance.</p> <p>6.2 There is capacity building for staff to gain skills for the safe, sound and effective participation of children and young people.</p> <p>6.3 Children and young people have access to information to allow them to participate fully in issues of importance to them and age appropriate advocacy is made available.</p>	
Good progress	2	<p>6.4 Children and young people help plan, deliver and evaluate active involvement training to staff and leaders.</p> <p>6.5 Children and young people help develop the capacity of other children and young people to participate and are able to train as advocates.</p>	
Achieved fully	3	<p>6.6 Children and young people deliver training which is mandatory to all children and young people's service professionals, and capacity building to partner services.</p> <p>6.7 Consultancy and mentoring arrangements that support children and young people's active involvement are in place. This occurs at both commissioner and provider level.</p>	

KEY ISSUE

7. Style of leadership

Not Achieved	0	Minimal or no involvement of managers and leaders in children and young peoples participation	
Started working towards	1	<p>7.1 Sector managers and team managers are effective champions for the active involvement of children and young people in SEND Voices, with clearly identified responsibilities and regularly communication with the Rights and Participation team (CAMHS & SEND)</p> <p>7.2 Managers and leaders support innovation on active involvement, accepting risks of mistakes and are committed to reflection and learning.</p> <p>7.3 Managers and leaders in the SEND services publicly acknowledge and celebrate the active involvement of children and young people in SEND Voices and take an active part in key consultation and participation events.</p>	
Good progress	2	<p>7.4 A leadership programme for managers and children and young people is established, based on the principles of active involvement.</p> <p>7.5 Children and young people have a range of opportunities to meet senior staff, elected members or trustees to be included in decision making and promote active involvement.</p>	
Achieved fully	3	<p>7.6 The SEND service demonstrates to partner services an open style of leadership, collaboration and shared objectives on the active involvement of children and young people.</p> <p>7.7 Leadership of specific projects and appropriate services involves both children and young people and adults. This occurs at both commissioner and provider level.</p>	