

SEND Review Consultation – Session Plan

Notes to Facilitators:

You know your young people best, so please make sure to adapt the questions and activities to suit their needs. We have provided some alternative activities as ideas.

Time and Sections

- We suggest a session of no longer than 1 hour and 30 minutes. The current session plan runs for longer than this. However, we know that not everyone will want to participate in a focus group of this length and there may be sections that are not relevant to your young people, **you are not obliged to complete all the sections, except the 5 questions highlighted in yellow, these are necessary. The rest of the session plan is designed for you to pick and choose the sections that are most relevant to your young people.**
- We have provided estimated time lengths for each activity to help you choose which sections to include. These are estimates and will change depending on how many young people you have in your group. Please take breaks where you feel is most appropriate.

Accurate recording

- **It is important that all contributions are made from participants and not facilitators or parents/carers.** Some questions may need to be explained or developed but it is essential that facilitators do not influence answers given. We have provided a [glossary of terms](#) to help with explanations.
- You will need to send all content and discussion back to Anita at ncbconsultation@kaizen.org.uk as soon as possible and **latest by July 4**
- Please be mindful to **record the information accurately and quotes verbatim.** You can record these answers in the way that works best for your group, some options include:
 - Use a Dictaphone
 - Take photographs of or scan the young people's contributions

- Have someone dictate their answers
- Get young people to put their answers straight into an online format

Time	Activity	Alternatives	Facilitator Notes/Resources
Welcome			
5 mins	<p>Welcome and Introduction</p> <p>1. Facilitator to read out/use to give context to the session:</p> <p>The government has looked at how children and young people with special educational needs and disabilities are supported. They think some changes are needed and they have written a Special Educational Needs & Disabilities (SEND) Review Green Paper to share their thoughts on the changes that they want to make in England.</p> <p>A Green Paper is a document that discusses new laws that the government is considering. This means that the changes talked about in the SEND Review are suggestions (these are not changes that are definitely happening, they are changes that could happen).</p> <p>We want to know what you think about the changes the government has suggested in the SEND Review Green Paper so we can give feedback to the government. It is really important that children and young people get to have their voices heard too.</p>		<p>To help give context you should have received a young person's information sheet which you can also find here:</p> <ul style="list-style-type: none"> • Young Person's Information Sheet • Young Person's Easy Read Information Sheet

	2. Set boundaries and expectations of how we share and contribute in the session.		
5 mins	<p>Icebreaker</p> <p>Each person to come up with an adjective to describe themselves that starts with the same letter as their first name:</p> <ul style="list-style-type: none"> • Happy Harriet • Awesome Amar • Fearless Farah <p>If they get stuck their peers can help or they could use one of the other letters in their name.</p>	Please remember that you know your young people best. If you do not think they need the icebreaker, it is optional. You may also have an icebreaker that may work better for your group.	
What is your support like now?			
10 mins	<p>Introductory Question: Scale of happiness</p> <p>Facilitator to explain:</p> <p>“The first thing we want to find out is how happy you are with the level of support that you receive at the moment.”</p> <p>Show the young people an emoji scale from 1-5. 1=very unhappy, 2=somewhat unhappy, 3=not sure, 4=somewhat happy, 5=very happy.</p>	<p>To make sure the activity is accessible to your young people here are some options:</p> <ol style="list-style-type: none"> 1. Print out the emojis, place them along the floor/wall and ask the young people to go stand/sit next to their choice. 2. Print off the emojis and each young person can lift their chosen emoji in the air. 3. Print off a group/individual scale(s) and young people can mark their chosen emoji on paper using pens or post it notes. 	<p>Resources:</p> <ul style="list-style-type: none"> • Emoji print out • Jamboard

	<p>Ask the young person to choose where they feel they are on the scale, in terms of how happy they are with the support they currently receive.</p> <p>Ask the young person to explain why they have chosen that emoji. (Remember to record their answers).</p>	<p>4. On a Jamboard (or other interactive board), you or the young people can put their name on a post it notes next to their choice.</p>	
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Local Authorities

<p>15 mins</p>	<p>Question 1:</p> <p>The government wants to write a new list of rules that your local authority (LA) will have to follow to make it easier for children and young people to get the support they need. The government would like to call these rules ‘The National SEND Standards’.</p> <p>What do you think should be included in the list of rules?</p> <p>Facilitator can provide some examples as prompts, these might include:</p> <ul style="list-style-type: none"> ● The LA should have a set number of days to write a new EHCP ● The LA should have to consult young people before they make any new services 		<p>See glossary for explanation of</p> <ul style="list-style-type: none"> ● Local Authority ● Government ● SEND ● Alternative Provision ● System ● National SEND Standards
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	<ul style="list-style-type: none"> Young people should be included in decisions about their support. 		
10 mins	<p>Question 2</p> <p>The Government thinks it would help if families are given a set list of schools and colleges that their children can choose from. This would mean that the family could only choose a school or college from this list.</p> <p>How would you feel if you were given a list of schools and colleges that you had to choose from?</p> <p>Facilitators to share a screen with different emojis. Young people choose which emoji they would feel like and explain why.</p> <p>Possible follow up question: What would parents/carers and local authorities and you need to consider if they were deciding which schools and colleges children and young people with SEND would want to go to?</p>	<p>This activity can be done:</p> <ul style="list-style-type: none"> On a Jamboard with virtual/real post-it notes Print off of the options, young people to write directly onto the sheet or use post-it notes Put emojis in different sections of the room and young people go stand/sit next to them and write their reasons on post-it notes. 	<p>See glossary for explanation of</p> <ul style="list-style-type: none"> Local Authority Government SEND <p>Resources: Jamboard link Printable link white background Printable link green background</p>
Support documents and getting the right support			
15 mins	<p>Question 3</p>	<p>3a. alternatives:</p> <ul style="list-style-type: none"> Stand on different sides of the room Have yes/no cards that they can 	<p>If you have young people that do not have EHCPs, please adapt the question to be able to include them.</p>

3a. Who actually has an EHCP?

Facilitator to ask for a show of hands for who has an EHCP. Facilitators make sure you record this number.

3b. At the moment all EHCPs look different depending on where you live and the government wants them to all look the same. Do you think it is a good or bad idea for all EHCPs to look the same and to be filled in using the same rules?

Facilitator to explain that this would mean that young people's EHCPs would have the same information in the same order as all other young people in England, wherever they lived in the country but that the content would be unique to the young person.

Facilitator to ask young people to do a thumbs up / thumbs sideways / thumbs down. Make sure to record how many young people do each thumb type.

- Up = you think it is a good idea
- Horizontal = you not sure/it's not good or bad
- Down = you think it is a bad idea

raise

- Stand up/sit down
- Thumbs up/thumbs down
- Other forms of voting that your group uses.

3b. Alternatives:

- Young people can use their actual thumbs
- Young people can use printed thumbs
- Use red/green cards
- Use yes/no cards
- Stand up/sit down
- Stand in different corners of the room

See [glossary](#) for explanation of

- EHCPs
- Government
- SEND

Resources:

[Yes/No Cards](#)

[Thumbs Jamboard](#)

[Thumbs printable](#)

	<p>Get young people to explain their choice, either by writing it down (potentially in the matching printed thumb) or sharing verbally.</p> <p>Possible follow up question:</p> <p>What do you think is the most important information to include in an EHCP and why?</p> <p>Facilitator to explain that we are not asking about which sections of the EHCP should be included but instead what information or content about and for the child or young person should be included.</p> <p>For example:</p> <ul style="list-style-type: none"> • What would the CYP want teachers, supporters and health and care staff to know about them. • What information about learning does the CYP think should be included • Is there any info that the group thinks a teacher should include? What should not be included? • Same for health and care – what should be included and what is not important or what doesn't help a young person learn? 		
15 mins	<p>Question 4.</p> <p>A new idea is that EHCPs (or support documents if your young people do not have EHCPs) will be kept online and you and your</p>	<p>Alternatives:</p> <ul style="list-style-type: none"> • Young people can use their actual thumbs • Young people can use printed thumbs • Use red/green cards • Use yes/no cards 	<p>See glossary for explanation of</p> <ul style="list-style-type: none"> • EHCPs • Digitise <p>Resources: Yes/No Cards</p>

	<p>families will be able to look at them whenever you want to.</p> <p>How do you feel about that? Can you give some examples of when this would be helpful? Can you give some examples of when this would not work?</p> <p>Facilitator to ask young people to do a thumbs up / thumbs sideways / thumbs down. Make sure to record how many young people do each thumb type.</p> <ul style="list-style-type: none"> ● Up = you think it is a good idea ● Horizontal = you not sure/it's not good or bad ● Down = you think it is a bad idea <p>Get young people to explain their choice, either by writing it down (potentially in the matching printed thumb) or sharing.</p> <p>Possible follow up question: How would you like to access information about your support plan?</p>	<ul style="list-style-type: none"> ● Stand up/sit down ● Stand in different corners of the room 	<p>Thumbs Jamboard Thumbs printable</p>
15 mins	<p>Question 5.</p> <p>If a young person and their family disagrees with the school or Local Authority about what support the young person is receiving, what</p>	<p>As long as answers are recorded - this question could be:</p> <ul style="list-style-type: none"> ● Discussed as a whole group, one person speaks at a time ● Young people given time to write 	<p>See glossary for explanation of</p> <ul style="list-style-type: none"> ● 'Local Authority'

	<p>should be done to support the young person and their family?</p> <p>Facilitator to ask the young people what they think and to get the young people to explain their answers.</p> <p>Possible follow up question: Who are the people that should be able to help?</p>	<p>their answers down</p> <ul style="list-style-type: none"> • A large group can be split into smaller groups and they can make a mind map 	
15 mins	<p>Question 6.</p> <p>To improve transition to further and higher education the government would like to introduce common transfer files and adjustment passports (see glossary).</p> <p>What are the good and bad things about</p> <ul style="list-style-type: none"> • Common transfer files • Adjustment passports <p>Facilitator can help the young people fill in the pros and cons either on a Jamboard as a group or individually on paper.</p> <p>Possible follow up question: How would you like information to be shared across educational and employment settings?</p>		<p>See glossary for explanation of:</p> <ul style="list-style-type: none"> • Transition • Common transfer files • Adjustment passport • Further education • Higher education • Government • Employment <p>Resources: Good and Bad Thing Jamboard Good and Bad Things Printable</p>

Youth Voice

15 mins

Question 7.

Facilitator to emphasize that young people have the right to be involved in decision making. Some examples of what young people have been involved in might include:

- Young people have helped to design and produce mental health services for young people in Cumbria
- In Dorset, young people worked with Dorset council to make a policy about how young people will be consulted in future about Dorset services.

Here is a list of options. Please rank them by which ones you would most like to have a say about. If you would like to swap some with areas you are more interested in please do!

- **School support**
- **Youth groups**
- **After-school activities**
- **Employment schemes**
- **Supported apprenticeships**
- **Transport services**
- **Health services**
- **Mental health services**
- **Local facilities**
- **Any not on this list**

Alternatives:

Any form of ranking task

- Numbering them by importance
- Print off the words in large and order them importance on the floor or the wall
- Give each young person a title and ask them to order themselves in level of importance.

See [glossary](#) for explanation of:

- Transition
- Employment
- Supported apprenticeships
- Policy
- Consultation
- Advisory Group

Resources:

[Diamond Ranking Template](#)

	<p>Facilitators to show young people a diamond grid with nine empty diamonds. The top diamond is the most important and the bottom diamond is the least important. Ask/support the young people to put each option into the diamond template depending on how much they want decision makers to hear their ideas about it.</p> <p>Follow up question:</p> <p>How would you like to have your voice heard?</p> <p>Facilitator to explain that young people can have their voice heard by decision makers in different ways; as part of an advisory group, as part of a consultation (like this one), as part of a survey. Ask the young people as a group to come up with a list of ways they would like to get their voices heard by decision makers.</p>		
20 mins	<p>Question 8.</p> <p>Involving families, children and young people is a big part of the government's new suggestions. We are going to picture what that might look like.</p> <p>Imagine you've been asked by your Local Authority to make a brand-new youth centre.</p> <ul style="list-style-type: none"> ● How would you like to be involved? ● What would decision makers need to do to make sure you are included? ● How would you like to stay updated? 		<p>See glossary for explanation of:</p> <ul style="list-style-type: none"> ● Government ● Advisory Group ● Local Authority <p>Resources:</p> <p>For an example of how young people have been involved in decision making we recommend watching the second video on this webpage. The Greenwich Youth Advisory Group ACE share how they were consulted by their Local Authority on different activities and projects. Watching the video until</p>

			<p>minute 02.17 will show who ACE are and how they were consulted on how to build the new leisure centre. You may find it helpful to skip from 0.44 to 1.24 which lists all the schools involved. There is also an easy read which provides other examples of how ACE have been consulted and had an impact on Greenwich council.</p>
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SEND Review Consultation: Practitioners Glossary of Terms

This glossary is intended to support you to ensure the understanding of your group of young people while responding to the questions in this consultation session.

Please refer to this glossary while preparing for and/or during the delivery of your consultation session.

You know your young people best, please feel free to re-word questions and offer additional explanations to ensure access for your group.

Accountability: To be accountable for something means to be responsible for it or in charge of it.

Adjustment passport: An Adjustment Passport is a document which introduces a young person and allows them to share details of the support they need. It may be used to introduce a young person to school staff, teachers and employers.

Advisory Group: An advisory group is a group of people brought together to give their views and ideas on a subject.

Advocate: To advocate for something or someone means to stand up for its rights or their rights.

Alternative Provision: Alternative Provision means a different type of education place from a mainstream school. There are lots of different types of alternative provision, they include hospital schools and pupil referral units.

Anonymous: Being anonymous means that no one knows your identity, for example your name, your age and what you look like. If you share your views anonymously, it means that your views are heard, but that no one knows that they were shared by you.

Apprenticeship: An apprenticeship is a paid job where people can learn new skills and have new experiences.

Assessment: Assessment is when you check something and make a judgement or decision about it.

Common Transfer File: A Common Transfer File allows schools to pass on information about pupils and their needs to their next school. The idea of a Common Transfer File is that it helps schools to have the correct support in place from day 1 of a new pupil joining.

Consultation: To consult means to check. A consultation means to check with a lot of people what they think about a subject or an idea.

Co-production: Co-production means to work together to produce change. In co-production all of the people involved should be equal and included at all stages.

Digitise: Digitise means to make something digital. This could mean turning a paper document into an online document which is completed on a computer and shared using the internet.

Education provision: Provision means to provide something. Education provision means the way that education is provided. There are different types of education provision as there are different ways that education can be provided.

Education Setting: A setting is a place. An education setting is a place where a type of education is provided.

EHC Plans: EHC stands for Education Health and Care. An Education Health and Care Plan is a plan for children and young people aged up to 25. An EHC Plan contains the educational, health and social needs of a person and the additional support to meet those needs.

Employment: Employment means work. A persons employment is their job.

Further Education: Further education is education for people who have left school but are not at university or college.

Focus Group: A focus group is a group of people brought together to share their views on a subject, this may be by answering a set of questions and completing activities.

Government: The Government is the group of people who are in charge of running a country.

Green paper: A green paper is a document which shares ideas about a certain subject that is published by the government. A green paper means people can see and discuss the ideas before the government make final decisions about them. The SEND Review is a green paper.

Higher Education: Higher education is education at universities or colleges.

Local Authority: A local authority is responsible for all of the public services and facilities in a particular area. Facilities include buildings and equipment.

Mandatory: When something is mandatory it means that it must happen.

Mediation: Mediation is a process used to try and solve disagreements. It involves a person or group of people who are not on either side and can help others to agree.

National: National means across the whole country.

National Framework: A framework is a set of rules, ideas or beliefs. A national framework means the same set of rules, ideas or beliefs are used across the whole country.

National SEND Standards: National SEND Standards means a set of rules which would be used to try and make sure that the same quality of support is available to children and young people with special educational needs and disabilities wherever they live in the country.

Participate: Participate means to take part in something.

Policy: A policy is action or activity which is suggested by someone or by a group of people. Policies can tell us what will happen in different situations.

Reform: Reform means to change something.

Report: A report is a collection of information which aims to answer a question or a set of questions.

Review: Review means to check whether something is working.

SEND: SEND stands for special educational needs and disabilities.

SEND Review: The SEND Review is the document created by the government which shares ideas for changes which could be made to the SEND System to make it work better for children, young people and families. The SEND Review is a green paper.

SEND Standards: Standards means different levels of quality. SEND Standards means a set of levels that are agreed and need to be met to make sure a good quality of experience is had by all children and young people with special educational needs and disabilities wherever they live in England.

SEND System: The SEND System means all of the services, people and processes (the way things work) that are in place to support children and young people with special educational needs and disabilities and their families.

Support: Support means to assist or to help. Support can change to meet different needs of different people.

Supported Apprenticeships: Supported Apprenticeships are apprenticeships designed for young people aged 16-24 who have an EHC Plan, live in England and are not in full time education.

Support plans: Support plans show the support required by a person to meet their needs.

Training: Training helps people to prepare for different jobs or challenges by learning new things.

Transition: Transition means a time of change. For example, young people transition from their secondary school when they reach the end of year 11.