


Cheshire West & Chester Council

SEND Summit

30 June 2025



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check in

 Play **your** part towards
a **Stronger Future**



AGENDA

Arrival - Networking/Tea and Coffee

Welcome and Setting the Scene – Cllr Louise Gittins

Introductions – **Amanda Perraton / Sal Thirlway / Debbie Edwards**

SEND Strategic Partnership Board Update – **Edwina Grant**

SEND Strategy 2025/26 – **Debbie Edwards**

Culture and Practice Session - **Janet Richmond**

Tea/Coffee Break

Culture and Practice Session Continued – **Janet Richmond**

This is Me – **Gill Tyler**

Lived Experience – **Karen Cove**

The Co-Production Pledge (PCF) – **Julie Duff**

Feedback– **Robert Berrie**

Wrap up Session and Closing Comments – **Cllr Adam Langan**

CLOSE



Welcome



Cllr Louise Gittins

Leader of Cheshire West and Chester Council







WORKING TOGETHER





Introductions



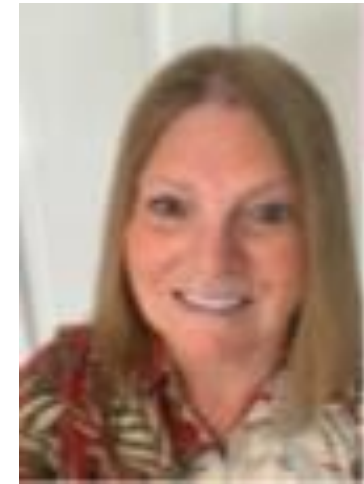
Amanda Perraton

Executive Director for
Children and Families



Sal Thirlway

Director of
Education and Inclusion



Debbie Edwards

Head of
Education and Inclusion





Cheshire West
and Chester

Amanda Perraton
Executive Director
for Children and
Families





Attendance & Inclusion

Sal Thirlway

Director of Education & Inclusion

Cheshire West & Chester – Children and Families





Why does School Attendance & Inclusion Matter?

Driving Success for All Children and Young People

•Improved Life Outcomes

Regular attendance is strongly linked to higher academic achievement, better social skills, and stronger mental health.

•SEND Inclusion Builds Equity

Inclusive schools nurture belonging, reduce stigma, and support tailored interventions—enabling young people with SEND to thrive.

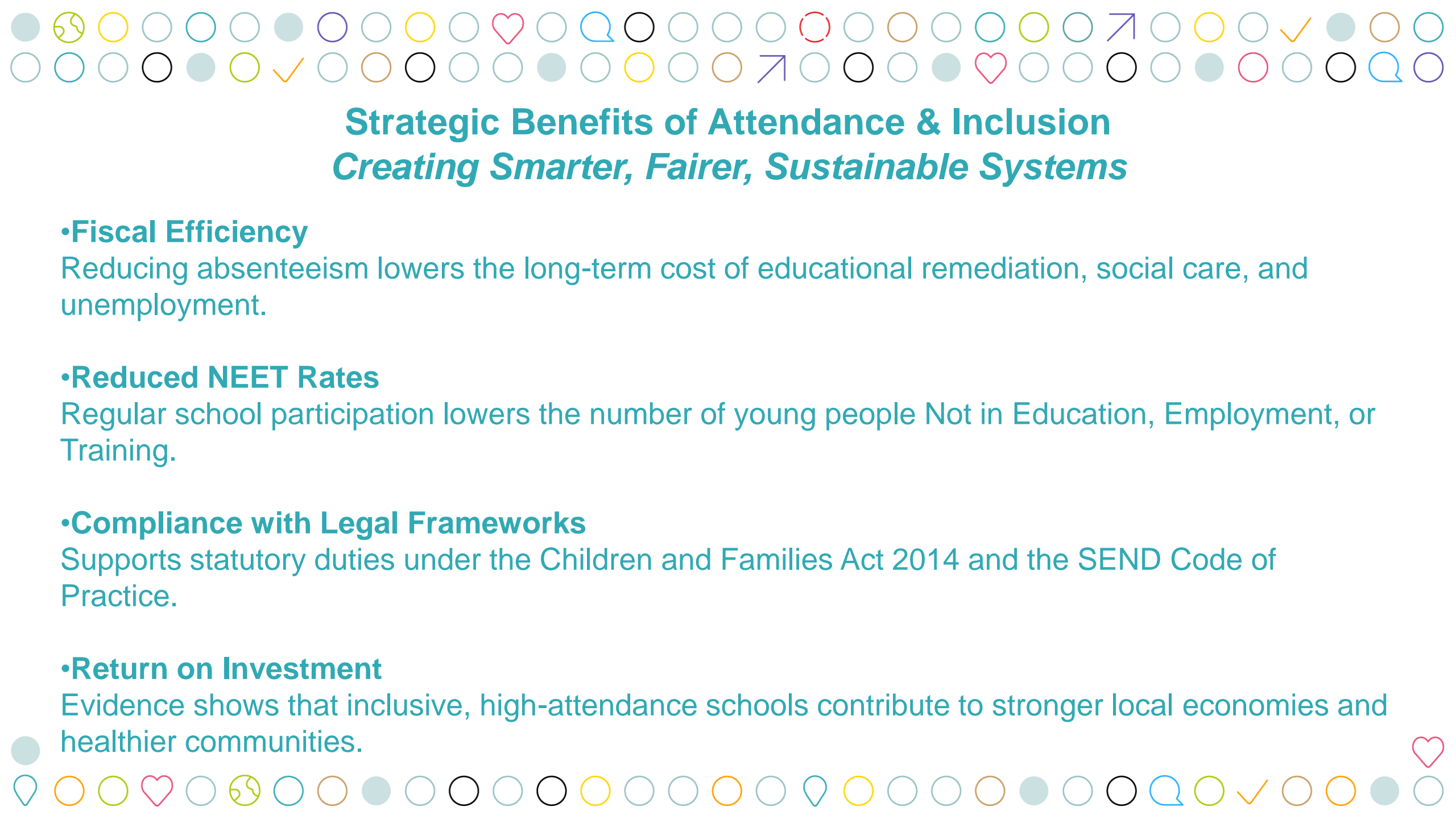
•Foundation for Adulthood

Consistent engagement supports smoother transitions to employment, further education, and independent living.

•Community and Belonging

Inclusive practices foster empathy, collaboration, and peer support—benefiting all students, not just those with identified needs.





Strategic Benefits of Attendance & Inclusion

Creating Smarter, Fairer, Sustainable Systems

•Fiscal Efficiency

Reducing absenteeism lowers the long-term cost of educational remediation, social care, and unemployment.

•Reduced NEET Rates

Regular school participation lowers the number of young people Not in Education, Employment, or Training.

•Compliance with Legal Frameworks

Supports statutory duties under the Children and Families Act 2014 and the SEND Code of Practice.

•Return on Investment

Evidence shows that inclusive, high-attendance schools contribute to stronger local economies and healthier communities.



Debbie Edwards

Head of Education and Inclusion

Cheshire West & Chester – Children and Families





SEND Strategic Partnership Board Update

Edwina Grant

<https://youtu.be/d-wTeE6Pwv0>

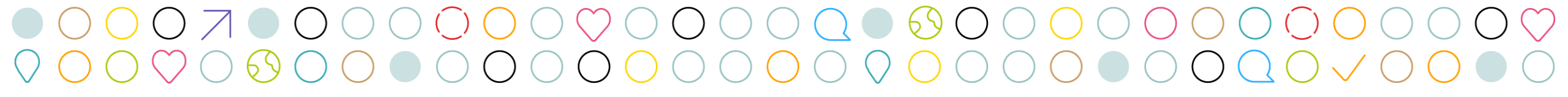




SEND Strategy 2025/26

Debbie Edwards

<https://www.cheshirewestandchester.gov.uk/asset-library/cwac-send-strategy-2025-26.pdf>





SEND Priorities for 2025 onwards

The SEND Strategy is based on evidence from past performance, needs assessments, and shaped through consultations with children, young people, parents, carers and professionals who work with them.

When setting the priorities for 2025 onwards the findings from the SEND Joint Strategic Needs Assessment (2025) have been included, the areas for improvement highlighted in the local area SEND Inspection (February 2022), priority areas from the SEND High Needs Sustainability Programme, priorities within the Inclusion Matters Strategy 2023-2027, recommendations with regard to SEND from People and Overview Scrutiny, engagement findings as well as the Perceived Gaps report from the Parent Carer Forum (PCF) and PCF survey 2024.

Based on the above findings our agreed priorities are as follows.

1. Inclusion. Enable children and young people to access an appropriate and effective full-time curriculum and environment suitable to their needs.
2. Increased focus on early intervention and Identification of needs.
3. Further developing Preparing for Adulthood to support effective transition (PfA).
4. Co-production, Culture and Communication (12 month).
5. Sufficiency and Commissioning.
6. Quality and Timeliness of Education, Health and Care plans.



Delivery Group – Inclusion. Enable children and young people to access an appropriate and effective full-time curriculum and environment suitable to their need

<u>What we will do:</u>	<u>What difference we will make (Key Performance Indicators KPIs)</u>
<ul style="list-style-type: none">• Promote positive relationships between all partners and stakeholders.• Improve rates of Attendance.• Agree Ordinarily Available Provision (OAP).• Develop an annual training programme with all partners and stakeholders identifying any gaps in training required.• Develop improved understanding of best practice transition between key stages and in-year.• Deliver the Inclusion Matters Communication Plan	<ul style="list-style-type: none">• Improved working between partners. (Parent Carer Forum survey). Q9 Health, Education and Social Care understand my child/young person's needs. Q10. My child’s needs are regularly monitored and assessed. Q11. My child’s needs are met by the following service areas. Q14. I am involved in setting targets and outcomes for my child/young person. Q16. I find it easy to get the relevant information about services. Q18. I am satisfied with Communication about my Child/Young Person. Q22. I find it easy to access services.• Increase the attendance of children and young people. KPI - National annual data (end March) and local termly data. Reduction in the number of SEND children and young people on part time timetable (PTT). KPI - local termly data. Reduction in the number of SEND children and young people who are excluded and suspension. KPI - Annual national data and local termly data. Children and young people are educated in the right school or setting, with the right support at the right time. To see an increase in the number of children with an EHCP attending a mainstream local setting. KPI - Number of children on Education Otherwise Than At School (EOTAS) and the number of children without a named place• OAP framework document completed. KPI – SEND Inclusion Specialist Support Service (SENDISS) data

How going to achieve/Action Plan

- 1.1 Ensure all Cheshire West and Chester education settings adopt the Inclusion Matters Strategy.
- 1.2 Implement the new statutory attendance guidance and develop resources to support.
- 1.3 Embed the Part Time Timetable (PTT) Policy.
- 1.4 Implement Education Otherwise Than At School (EOTAS) Policy
- 1.5 Ordinarily Available Provision Framework Social, Emotional and Mental Health (SEMH) document finalised and informing practice.
- 1.6 OAP frameworks for cognition and learning, communication interaction and sensory and physical needs to be agreed.
- 1.7 Publish an annual co-ordinated multi-agency training plan based on feedback.
- 1.8 Communicate regularly with stakeholders

Delivery Group – Increased focus on Early Intervention and Identification of needs

<u>What we will do</u>	<u>What difference we will make (KPIs)</u>
<ul style="list-style-type: none">• We will have a pro-active needs led Neurodevelopmental (ND) offer.- whilst waiting for diagnosis, parents are informed of support and progress and children and young people receive support as identified through the profiling tool.- Promote an increased understanding of the early help offer from all partners.- Ordinarily Available Provision (OAP) document will be produced which will include the graduated approach.• Improve the Emotional Literacy of our children and young people.- Mental Health Support Team (MHST) Wave 11 roll out.- Investigate the impact of Early Years Emotional Literacy Support Assistants (ELSAS) following this year’s training.• Embed the Early Years Inclusion Plan/graduated approach.• Targeted early intervention response to complex cases.	<p><u>CYP to have their needs met at the earliest point</u></p> <ul style="list-style-type: none">• Children and young people will have needs identified through the profiling tool and identified support given. There will be a co-ordinated response to needs.• Families and settings will have an increased understanding of what is available.• Settings will all know what is expected through the OAP and deliver support.• Our Sixth form provision and colleagues will have access to trained mental health practitioners.• Impact of EY ELSAS will inform future commissioning.• Children’s needs will be identified early and targeted interventions will be implemented accordingly. <p>KPIs</p> <ul style="list-style-type: none">- PCF survey results will show an increase in satisfaction about early support.<ul style="list-style-type: none">Q13. Health: My child's needs are being met.Q14. I am involved in setting targets and outcomes for my child/young person.Q16. I find it easy to get the relevant information about services.Q18. I am satisfied with Communication about my Child/Young Person.- Decrease in EHCP requests in Yr 6, Yr 2 and Yr 11.- Health service surveys show over 70% satisfaction on accessing support strategies.- MHST’s.

How going to achieve/Action Plan

2.1 Partnership to introduce ND profiling tool. Pilot first.

2.3 Lessons from the Partnership for Inclusion of Neurodiversity in Schools (PINS) project to develop practice in supporting staff to provide provision for ND children and young people

2.4 Increased use of Family Hubs by families who are on waiting lists.

2.5 Mental Health Support Teams Wave 11.

2.6 All teams promote communication of their offer. Using websites, helplines and QR codes so that parents, carers and teaching staff can easily access the offer.

2.7 OAP document to describe provision for children and young people of statutory school age in Cheshire West and Chester will be co-produced with providers. The section describing support for children and young people who experience Social, Emotional and Mental Health (SEMH) will be available from April 2025. The other 3 areas i.e. Cognition and Learning, Communication and Interaction and sensory and medical needs will be produced by April 2026. This document will inform professionals and parents about what children and young people can access to support them at both universal and SEND Support in other words, what is ‘ordinarily available’ within Schools, the Council, Trust and community.

2.8 Emotional Literacy 2024/5 reintroduced EY ELSA for non-maintained settings and there are currently 19 receiving supervision to design programmes for children and young people. Evaluate early impact of this and maintain excellent evaluations

2.9 Early Years Inclusion Plan: Training and feedback given by the EY and SEND Services. Use and quality monitored through EY SEND Panel

Delivery Group – Further developing Preparing for Adulthood to support effective transition (PfA)	
<p><u>What we will do</u></p> <ul style="list-style-type: none"> • We will explore and align Preparation for Adulthood (PfA) across the local authority ensuring consistency, definition and reduce duplication. • Ensure there is a co-produced PfA strategy that is fit for purpose and reflects the needs of the Children and Young People of the borough. • Develop the understanding of the impact of positive transitions of the outcomes of Children and Young People with SEND. • Develop an Enhanced transition pathway for vulnerable learners. 	<p><u>What difference we will make (KPIs)</u></p> <ul style="list-style-type: none"> • The number of young people with SEND and/or an Education, Health and Care Plan (EHCP) remaining in Education, Employment and Training (EET) increases. • The number of children and young people with SEND and/or an EHCP have PfA recorded in their EHCP’s and Annual Reviews increase. From year 9. • PCF Survey Results <ul style="list-style-type: none"> Q14. I am involved in setting targets and outcomes for my child/young person split data from Year7 onwards. Q15 I feel confident that my child's needs will be met when transitioning to adulthood? Q16. I find it easy to get the relevant information about services. Q18. I am satisfied with Communication about my Child/Young Person.

<p><u>How going to achieve/Action Plan</u></p> <p>3.1 Review out-going PfA strategy via partner and stakeholder workshop.</p> <p>3.2 Co-produce and develop a new PfA Strategy.</p> <p>3.3 Review governance structures for PfA and SEND Employment Forum.</p> <p>3.4 Review SEND dashboard to include PfA and transition data.</p> <p>3.5 Establish Children and Young People Voice Feedback mechanism (11-25) to ensure impact and correct direction of travel.</p>

Delivery Group – Co-production, Culture and Communication	
<p><u>What we will do</u></p> <ul style="list-style-type: none"> • Define and agree principles for co-production in the SEND community. • Refresh the partnership Co-production Charter, which will detail a series of commitments (‘pledges’), which set the tone for the way we work across the SEND system. • Develop a shared framework to embed a culture of co-production, which will underpin the work of the partnership and future strategic developments beyond the term of this strategy, and negate the need of a separate Co-Production, Culture and Communication delivery group in the future. • Renew membership of the Co-production Charter annually • Review the content of the Council / Local Offer webpages and work with stakeholders to ensure all communication is accessible and relevant. 	<p><u>What difference we will make (KPIs)</u></p> <ul style="list-style-type: none"> • Number of partners and stakeholders signed up to the Co-production Charter. • Co-production is embedded as culture and practice across all partners and stakeholders (e.g. staff inductions). • Confidence in co-production increases – individual and strategic. • Parent Carer Forum survey – positive responses regarding voice being heard. <ul style="list-style-type: none"> Q16. I find it easy to get the relevant information about services. Q18. I am satisfied with Communication about my Child/Young Person. Q19. If you have used Cheshire West and Chester Local Offer. Q21. I have found the complaints procedure easy to access. Q26. Do you know what the EHCP Hub is? Q27. If you have used the used the EHCP hub, please rate how satisfied you are with it?

<p><u>How going to achieve/Action Plan</u></p> <p>4.1 Working group to be set up.</p> <p>4.2 Working group pull together all co-production plans (Local Voices Framework (LVF), Integrated Care Board (ICB), existing Parent Carer Forum (PCF) Charter) and agree common definition and principles.</p> <p>4.3 Focus groups to invite partners, stakeholders and wider SEND community to share their voices</p> <p>4.4 Focus group event to co-design refreshed charter and outcomes framework – what does good look like?</p> <p>4.5 Parent Carer in person forums to communicate.</p> <p>4.6 PCF survey Jan 2026 – interrogate results to understand distance travelled.</p>

Delivery Group – Sufficiency and Commissioning

What we will do	What difference we will make (KPIs)
<p>Develop a sufficiency plan for the next 5 years to support the development of places in the borough depending on need. These will include:</p> <ul style="list-style-type: none">• Short Breaks• Wrap Around• Pinewood plus• Home to School Transport• Residential places• Accommodation and support places• Education places, including independent non - maintained• Tutoring• Micro (personalised) commissioning <p>Joint commissioning – a shared commitment of all key partners who commission services for children and young people in Cheshire West to a joint commissioning approach. Joint commissioning will support the best use of available resources to improve outcomes for children, young people, and their families by delivering personalised and integrated care.</p> <ul style="list-style-type: none">• Review annual commissioning cycle.	<ul style="list-style-type: none">• Parents tell us they can access an appropriate break from caring for their child.• Parents tell us they can access employment and/or training.• Children and young people have an appropriate overnight short break which meets their assessed needs, Schools have appropriate Service Level Agreements (SLA's) in place for overnight education placements.• There are sufficient educational places in the borough providing good levels of education to meet the child or young persons assessed need and provides the council with value for money.• Commissioned services support the Tribunal process and provide appropriate evidence and recommendations.• There is the capacity or a framework to provide spot purchased services through existing commissioned services to support children and young people when they need it.• Staff tell us they have a better awareness of commissioning, procurement legislation and sufficiency.• Positive outcomes for children and young people are at the heart of the strategic planning and commissioning process.• Decisions are based on a robust needs assessment.• Children, young people, families and carers actively participate in our decisions about commissioning services at all stages of the commissioning cycle.• PCF Survey Results - Q12. My child's needs are met by Short Breaks e.g. Community Connections / Endorphins etc Direct Payments Mainstream Activities with Support e.g. Guides / Scouts. Q16. I find it easy to get the relevant information about services. Q18. I am satisfied with Communication about my Child/Young Person. Q22. I find it easy to access services. Q28. If your child accesses transport how satisfied are you with the service? <p>KPIs from workstream 1. Increase in number of places available.</p>

How going to achieve/Action Plan

5.1 Sufficiency Working Group to be set up.

5.2 Develop draft sufficiency plan, co-produced with parents.

5.3 Consult on the draft sufficiency plan.

5.4 Finalise sufficiency plan.

5.5 Develop action plan to monitor progress.

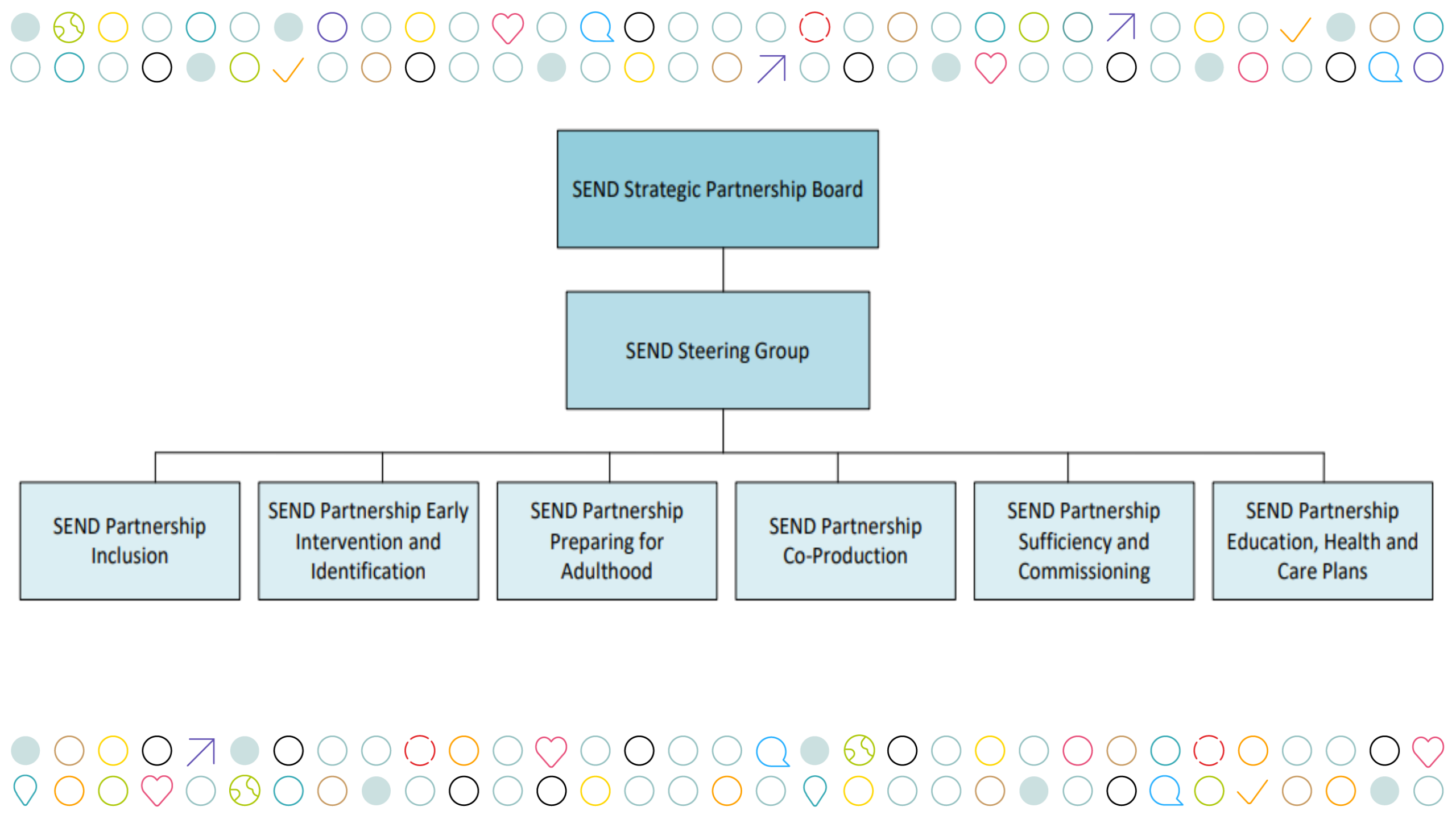
5.6 Develop Joint Commissioning Working Group.

5.7 Review the Joint Commissioning Framework and report progress to Children's Trust.

5.8 Develop action plan to deliver the remaining priorities within the Joint Commissioning Framework.

Delivery Group – Quality and Timeliness of Education, Health and Care Plans (EHCPs) including the annual review of EHCPs	
<u>What we will do</u> <ul style="list-style-type: none"> • Ensure timescales are met throughout the statutory process by all partners. • Co-produce high quality, person centred EHCP's. • Ensure transparency and understanding of the Education, Health and Care Needs Assessment (EHCNA)/EHCP process. • Ensure the statutory EHCP process is understood by all stakeholders and partners. • Quality Assurance (QA) Framework (multi-agency audits). • Children and young people will receive the right support, in the right school or setting, at the right time. • Start to develop an outcomes framework. • Ensure reviews are moderated • Pathway through Resourced Provision 	<u>What difference we will make (KPIs)</u> <ul style="list-style-type: none"> • Performance data for timeliness is consistently/above in line with national expectations. KPI - National data. • Reports from all professionals are completed within expected timeframes. • Quality of EHCP audits are good or outstanding. • Parental feedback demonstrates satisfaction with the assessment process (PCF Survey) KPI – received improved positive feedback from parents with communication through the PCF. <ul style="list-style-type: none"> PCF Survey - Q16. I find it easy to get the relevant information about services. Q18. I am satisfied with Communication about my Child/Young Person. Q21. I have found the complaints procedure easy to access. Q24. My experience of the EHCP: Needs assessment was positive. Q25. My experience of the EHCP: Annual review process was positive. • How measure progress of outcomes.

<u>How going to achieve/Action Plan</u> <p>6.1 Compliance with the statutory timescales.</p> <p>6.2 Use of accurate and up to date data and share with partners and stakeholders.</p> <p>6.3 Review policies and procedures to ensure transparency, using co-production, engagement where appropriate.</p> <p>6.4 Develop a QA framework to ensure EHC Plans are of a high quality and person centred.</p> <p>6.5 Re-establish an improved multi-agency audit process to improve the quality of EHC plans.</p> <p>6.6 Develop procedures to capture the voice of children and young people and parent/carers views and they are reflected in all plans.</p> <p>6.7 Promote role of IASS.</p> <p>6.8 Learning from QA audits are shared to improve performance/practice.</p>





Culture and Practice Session

Janet Richmond



CLARITY



Where we started focus groups to explore and understand the reality:

- experienced by employees when engaging with customers.
- experienced by Head teachers and SENCOs when engaging with the SEND team.
- the customer experience when engaging with the SEND team.
- how clear are Customers, Head teachers and SENCOs about what is expected when they engage with the SEND team.
- identify what is working well and what could be improved.



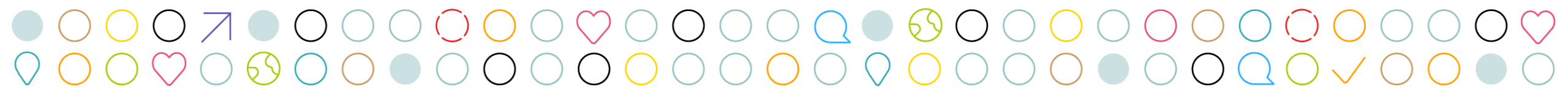


What's happening

Kickstart cultural
change

Coaching and
development

Develop customer
service skills and
behaviours



CLARITY



Focus

Defining your
Customer Service
Fingerprint

Developing new skills
and competencies

Enhance and ensure
consistency of
approach

Outcomes


Improved customer
experience

Queries resolved at
first point of contact

Consistency of
approach

Demonstrate positive
customer focused
behaviours





Facilitate understanding of the culture of service and customer expectations

To improve the quality and levels of service provided

To engage with customers/service users to achieve positive outcomes for them and SEND

Provide clarity about what is required tenants need to maintain rental and arrears payments

Understand the behaviours and mindset required

Taking personal responsibility & ownership

Adopting a solution focussed approach

Make a difference for self and customers/service users

Provide new skills and techniques to develop levels of competence

To be able to hold 'powerful' conversations with customers & service users

Build a tool kit to be able to influence and achieve positive outcomes

Sustaining excellent levels of customer service





SEND and Inclusion

Our vision in Cheshire West and Chester is to support children & young people with SEND, and their families, to have inclusive opportunities and to have their needs met at the right place, at the right time and to ensure they are happy, healthy and safe.

It is our commitment that children, young people and their family's voices are heard and listened to.



CLARITY



To be able to make a significant difference for your customers, it is critical CW&C has and can clearly articulate what delivering a create customer service means to the SEND team.

To know what is expected and understand the role everyone in the SEND team plays

To be clear about standards and expectations

Engaging with customers to gain clarity and understand the reason for their contact





CONNECTION

Creating a powerful and emotional connection with a customer and employees means being able to identify and understand their needs.

It goes beyond identifying the technical request and involves the ability to understand what the customers' needs are and what the impact of the customer contacting the SEND team has on them.

Engaging with the customer by listening and demonstrating empathy treating all everyone individuals.



CHOICE



Engaging with customers to understand the reason for their contact, what they need and priorities.

Analysing this information to diagnose what is required, identifying options, and providing appropriate choices to customers.

Individuals being able to choose their own behaviour and how they react to customers and colleagues.

Taking personal responsibility to see things through and achieve successful outcomes.



COMMITMENT



Commitment is following through; it is the golden thread from frontline employees, phone, written or face-to-face, to those who must carry out the agreed actions for the customer.

The SEND team will build trust and their reputation through doing what they say they will do and within the agreed timeframe.





CONSISTENCY

Consistency is about making the right decisions for the right reasons to get the right outcomes. It requires everyone who is a 'touch point' in the end-to-end service process completing the required action and maintaining the standards in meeting legal requirements.

Being transparent and communicating clearly, internally, and externally, is critical to building confidence and trust when managing customer and schools' expectations.





Culture and Practice Session

Janet Richmond



To drive cultural change, we need to challenge attitudes and influence people to change their behaviour



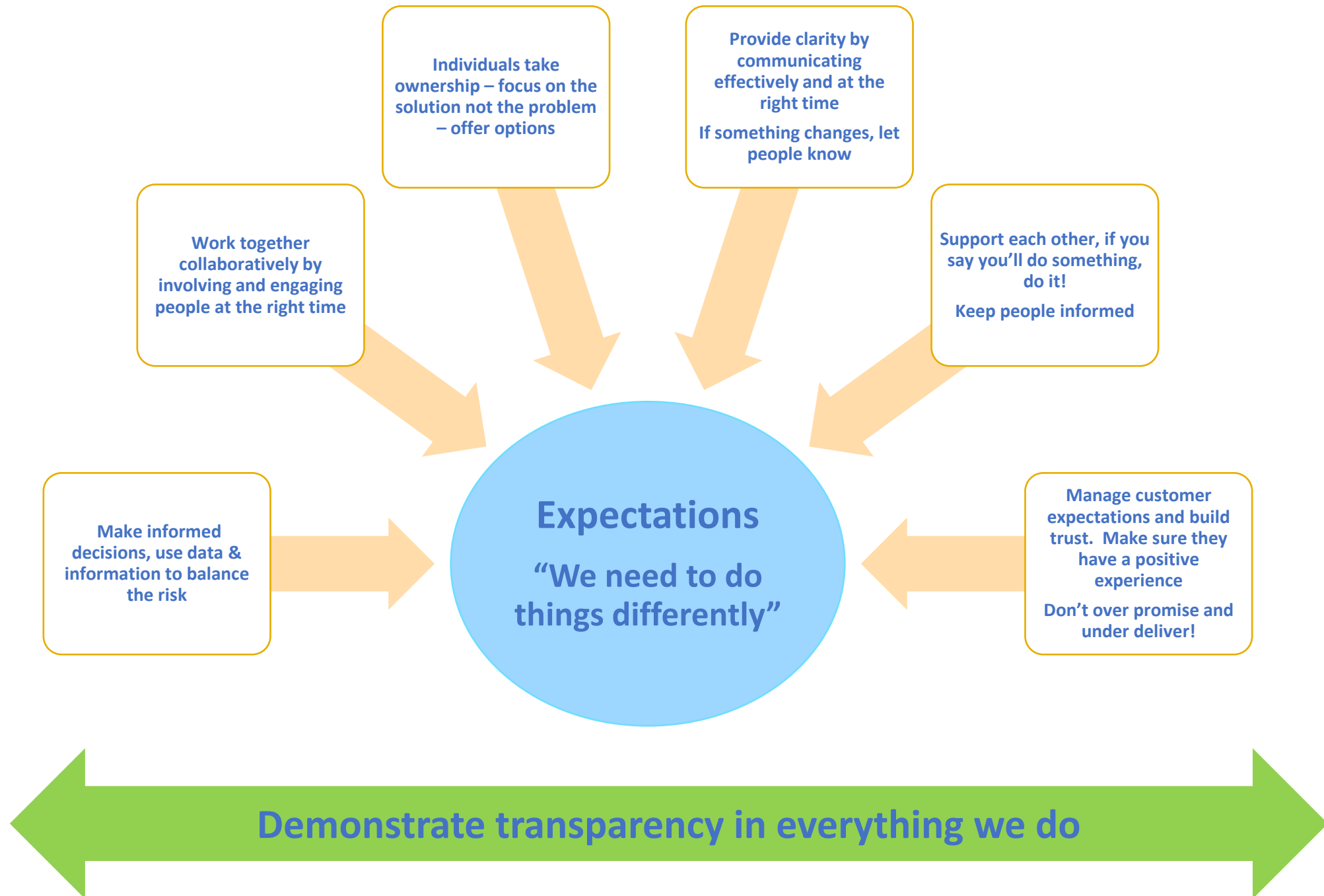
Behaviours are what people see, the actions you demonstrate



Can have a positive or negative impact on individuals and teams



Have a massive impact on the workplace





Customer Charter

Why the SEND team exists – their reason for being

- This is what matter to the Customer
- It's your commitment



THRIVE

- The Values are what you will reflect to your customers, each other and everyone you work with
- They are what the Council believe in



Culture –How you display the Values and bring THRIVE to life – ‘it’s how you do things in the SEND team

- This is what you think and feel about things
- It's how you express yourself It's what everyone will experience when they deal with you



Teamwork

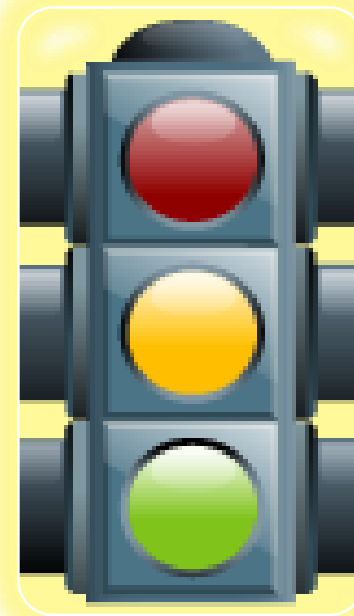
Honesty

Respect

Innovation

Value for Money

Empowerment



What's your core purpose?

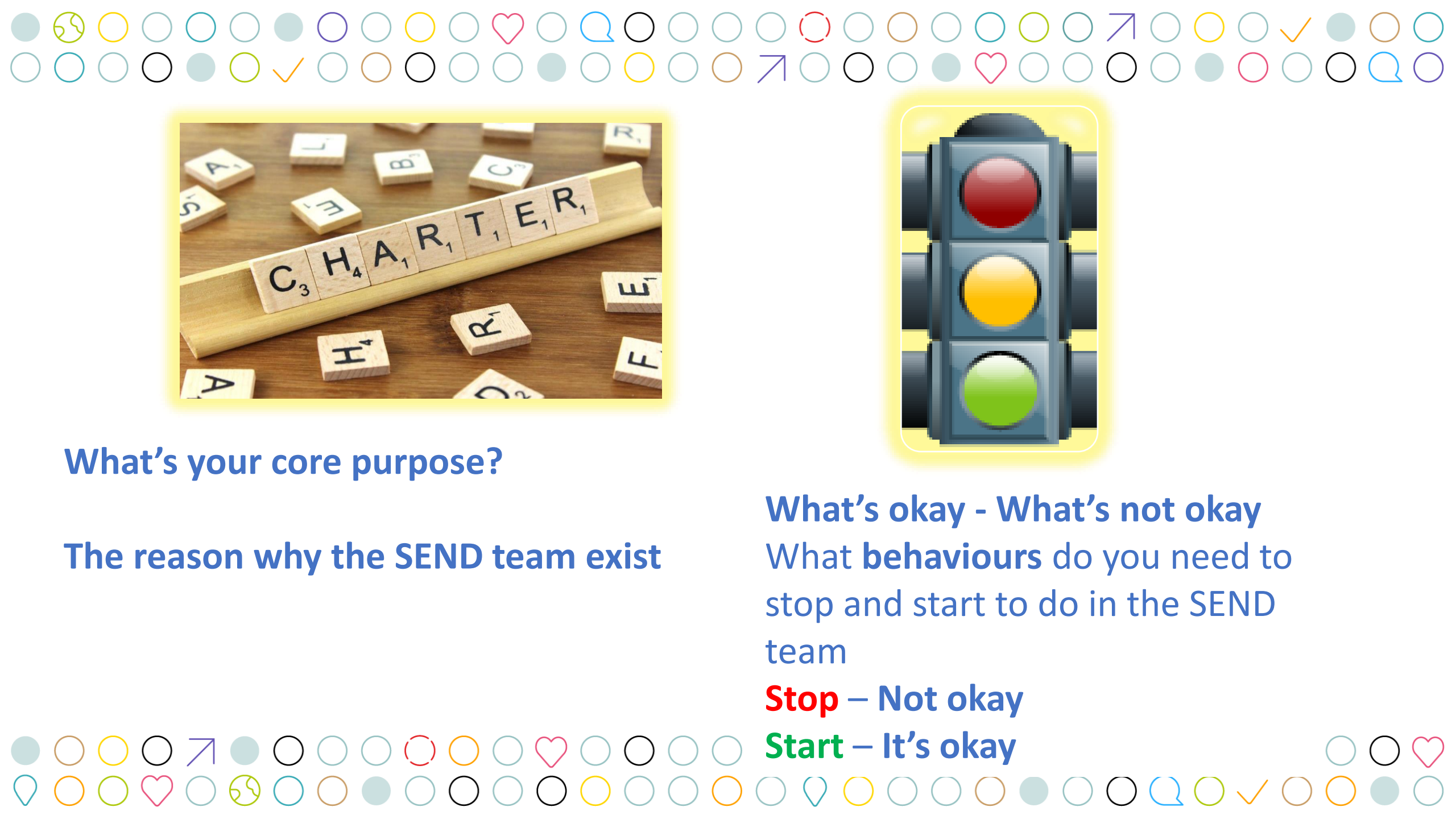
The reason why the SEND team exist

What's okay - What's not okay

What behaviours do you need to stop and start to do in the SEND team

Stop – Not okay

Start – It's okay





Collate input
from today
and use in
design of
framework



Collate and
signoff
behaviours
What's Okay,
What's not
okay - The
HOW by end
July



Facilitate Play
Your Part
Charter with
Management
team
August



Coaching
programme
commences
July/August



Your Service
Fingerprint
delivery
September



This is Me (Neurodiversity Toolkit)



SEND SUMMIT

Neurodiversity Pathway
Update

Gill Tyler Designated Clinical Officer, SEND



C&M CYP Neurodevelopment Programme

C&M CYP Committee

C&M CYP ND Pathway Oversight Group
Chairs: L Marsh (ICB) R O'Hare (DCS)

Early Support and Empowerment
Working Group

Clinical and Professional Reference
Group

Evaluation Working Group

Communications
subgroup

Profiling tool Early
adopter sites working
groups

CYP ND Population by Place



Cohort Views

Number of Patients

Rate per 1,000

Patients by Place/PCN/Practice

Filters Clear all filters

Select Table View:

Place

Select Place/PCN/Practice:

All

Select Age:

Multiple selections

Select Ethnicity:

All

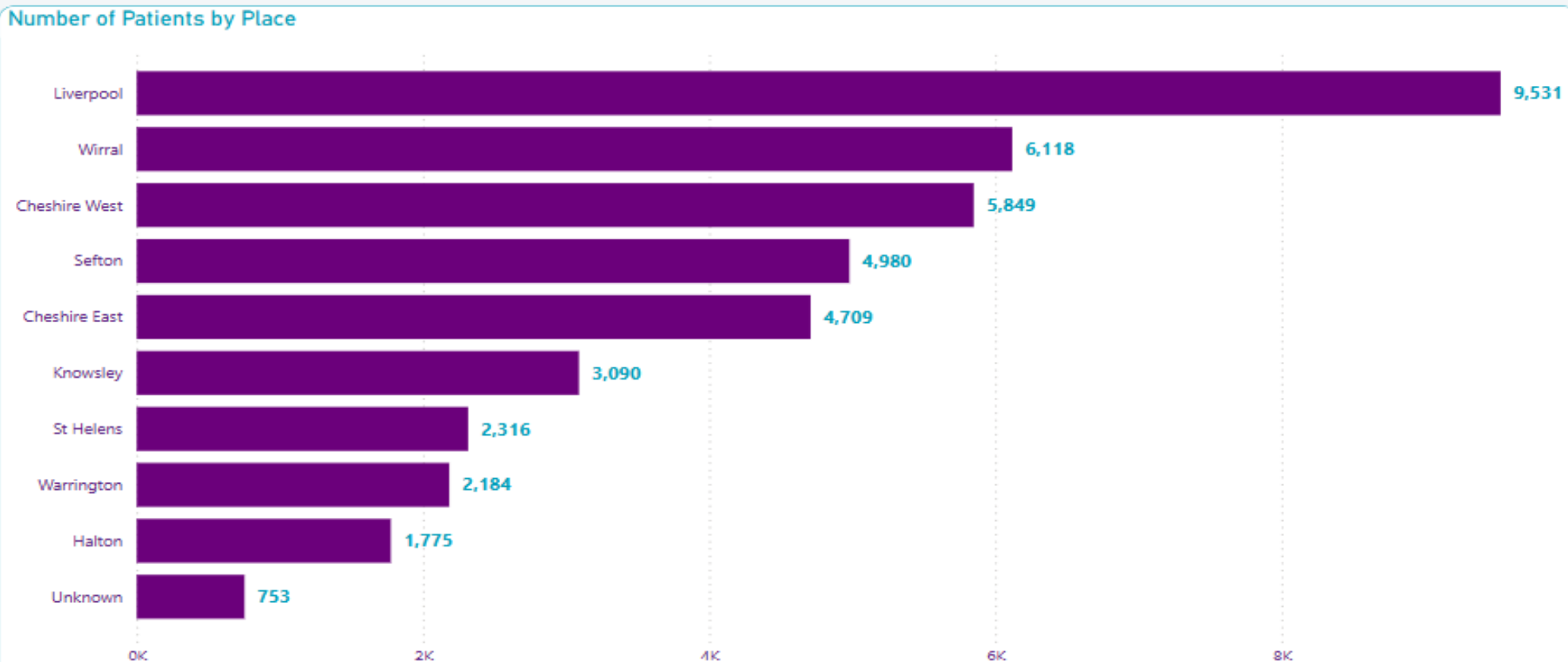
Select IMD:

All

Select Cohort:

All

ASD and ADHD Patients	ASD Only Patients	ADHD Only Patients	All ASD Patients	All ADHD Patients	All ND Patients
6,360	20,650	14,295	27,010	20,655	41,305



List size data is not available for Ethnicity and IMD so please ensure filters are cleared for these fields before viewing Rate per 1,000 data

C&M Children and Young People Neurodevelopment Pathway



Empowerment & Early Support

CHANGE 1: THIS IS ME profiling tool

CHANGE 2: C&M Standardised early support across 9 'dimensions'

CHANGE 3: Place based Neurodevelopment team

CHANGE 4: Standardised risk stratification/prioritisation tool

CHANGE 5: Multi-disciplinary approach and Streamlined/combined ADHD & autism assessment

CHANGE 6: Shared care for ADHD medications

CHANGE 7: C&M Standardised ongoing support across 9 'dimensions'

CHANGE 8: Integrated Mental health/neurodevelopment offer

Supported by:

Training for education/family professionals on tool

Training for families on tool/neurodiversity

Clear signposting and resources for families



Assessment and Diagnosis



Ongoing Support

CYP expectations and Improvement priorities 25/26

- Improved access to early support
- Learn from Early adopters of profiling tool
- Incorporate learning from PINS projects
- Standardise Cheshire & Merseyside approach to stratifying and prioritising the waiting list
- Improve communication with families on how to get help and while they wait
- More consistent use of neuroaffirmative language
- Reduce waiting times particularly for those with complex needs
- Address concerns regarding medication issues

“Early intervention, getting support from the moment barriers appear to education, healthcare or a happy family life, is key. The sooner those barriers are overcome, the more well-adjusted that child and their family are going to be. You don’t always need a diagnosis for that. You can start interventions from the moment a family raises concerns.”
Claire

“This is all about education. There are really simple things that children can be doing on a daily basis and that parents can be encouraging on a daily basis, significantly reducing the impact that neurodiversity is having on their families. I don’t believe that we need to wait for an assessment or diagnosis to start that learning.” Mark

“We need professionals thinking differently and getting the best out of us as a family so Jack thrives as he moves into teenage years and adulthood. Every kid is individual – they’re all unique – so definitely we need a tool that is tailored to each person. We just want Jack to have the best day everyday.” Jack’s family



"This is me" Tool

The nine areas explored are:

1. Speech and language ability
2. Energy levels
3. Attention skills and impulse control (how we focus and how we stop ourselves from actions)
4. Emotion regulation skills (how we express and manage how we feel)
5. Motor skills (ability to make co-ordinated movements)
6. Sensory needs (response to sensory input e.g. sight/taste/sound)
7. Flexibility and adaptability
8. Empathising and systemising (how we respond and interact with others)
9. Cognitive abilities (how are brain processes and manages tasks)

	Actions
April	<ul style="list-style-type: none">• Agreement of 12 months investment for VCFSE delivery of 'profiling tool' training across C&M health, education and communities. Utilising Train the Trainer model from Cornwall NHS for professionals and shorter version for parents.• Agreement to adopt 'This is Me' narrative (Kent model) for profiling tool training.
May	<ul style="list-style-type: none">• Service spec outlining background, criteria and competencies for 2 contracts - ensuring light touch.• VCFSE call out across networks closing date 22nd May• 14 strong applications from across C&M representing diversity across VCFSE.• 27th May - ICB/VCFSE scoring panel• 30th May - Koala CIC (based in Cheshire West & Wirral) - awarded 2 contracts
June	<ul style="list-style-type: none">• Koala CIC to undertake Train the Trainer sessions and mobilise at pace.• Commence delivery of two 3-hour training sessions per week for professionals and one 1-hour session per week for families and carers to commence.• Flexible 12-month programme of training dates to include mornings/evenings and weekends

BY	<div> <div>NHS</div> <div>Cheshire and Merseyside</div> </div> <div>Actions</div>
June	<div>Introduce This is me and the re designed Pathway.</div> <div>Identify First cohort of schools for training and implementation</div>
July	<div>Finalise initial school selection</div> <div>Share training details</div> <div>Introduce This is me and the re designed Pathway</div>
September	<div>Training and implementation</div> <div>Communicate the universal, targeted and specialist offer available</div> <div>Identify and agree plan for training for the remainder of schools across Cheshire West and Chester</div> <div>Identify professional to support completing “This is me “for those who are EHE</div>
End Autumn Term	<div>Training</div> <div>Drop in clinics</div> <div>Evaluate</div> <div>Continue to develop the ongoing support offer so that it continues to be personalised and adjusted as/if a child or young person’s needs change.</div> <div>Identify areas for improvement / gaps</div>

BY	<div> <div>NHS</div> <div>Cheshire and Merseyside</div> </div> <div>Actions</div>
End Spring Term	<div> <div>Training</div> <div>Drop in Clinics</div> <div>Referral routes using “ This is me”</div> <div>Continue to develop the ongoing support offer so that it continues to be personalised and adjusted as/if a child or young person’s needs change.</div> <div>Evaluate</div> </div>
Summer Term	<div> <div>Last Training sessions</div> <div>BAU</div> </div>

Children and Young People's View of new ND Pathway



For more information about 'This is Me', visit the [NHS Cheshire and Merseyside website](https://www.nhs.uk/healthcare/children-and-young-people/mental-health/nd-pathway/).

The website above includes a video in which children and young people from Cheshire and Merseyside describe the new pathway:

<https://youtu.be/BBIt-2r7yPY>



Please scan the QR code if
you would like to sign up for
more information about the
‘This is Me’ toolkit

Links below:

["This is me" Tool - sign up](#)

[Cheshire and Merseyside
neurodevelopment pathway - NHS](#)
[Cheshire and Merseyside](#)





Lived Experience

Karen Cove

Senior Manager- Special Educational Needs

The video link below shares the real-life journey of two children in Cheshire West and Chester

<https://youtu.be/bvyeMS83w0I>





The Co-Production Pledge (PCF)

Julie Duff - Chair of the PCF

Katy Ellison - Coproduction Development Manager

The Journey of Co- Production



Parent Carer Forum
Cheshire West & Chester



The Journey So Far ...



Survey 2024

Results Summary

Recommendations

1. Develop a new Co-production Charter:

- Establish a Co-production Charter between the PCF and professionals, where the PCF have representations at the top table for all decision-making regarding current and future SEND services
- Outline service level agreements and accountability measures
- Ensure commitment to hearing parents' voices in decision-making
- Agree upon terms of reference for the steering group
- Co-produce, implement, and frequently review the Co-production strategy

2. Culture change commitment

- Establish a commitment to a culture change where parents and children are prioritised in decision-making
- Promote a culture where staff demonstrate empathy and respect towards parents and children
- Provide staff training on effective co-production practices
- Ensure professionals have the right knowledge and expertise to inform, advise and support families

3. Communication

- Form a task and finish group to review all SEN team communication channels.
- Collaborate with the PCF to identify areas for improvement
- Implement strategies to enhance transparency in service delivery
- Establish collaborative communication channels with PCF and all sectors
- Commit to sharing PCF communication among established networks/databases

4 Key Pieces of work

- Set up a workstream in collaboration with PCF and ICB to address issues surrounding the "waiting well" process
- Re-establish the "Preparation for Adulthood" event for parents, carers and young people



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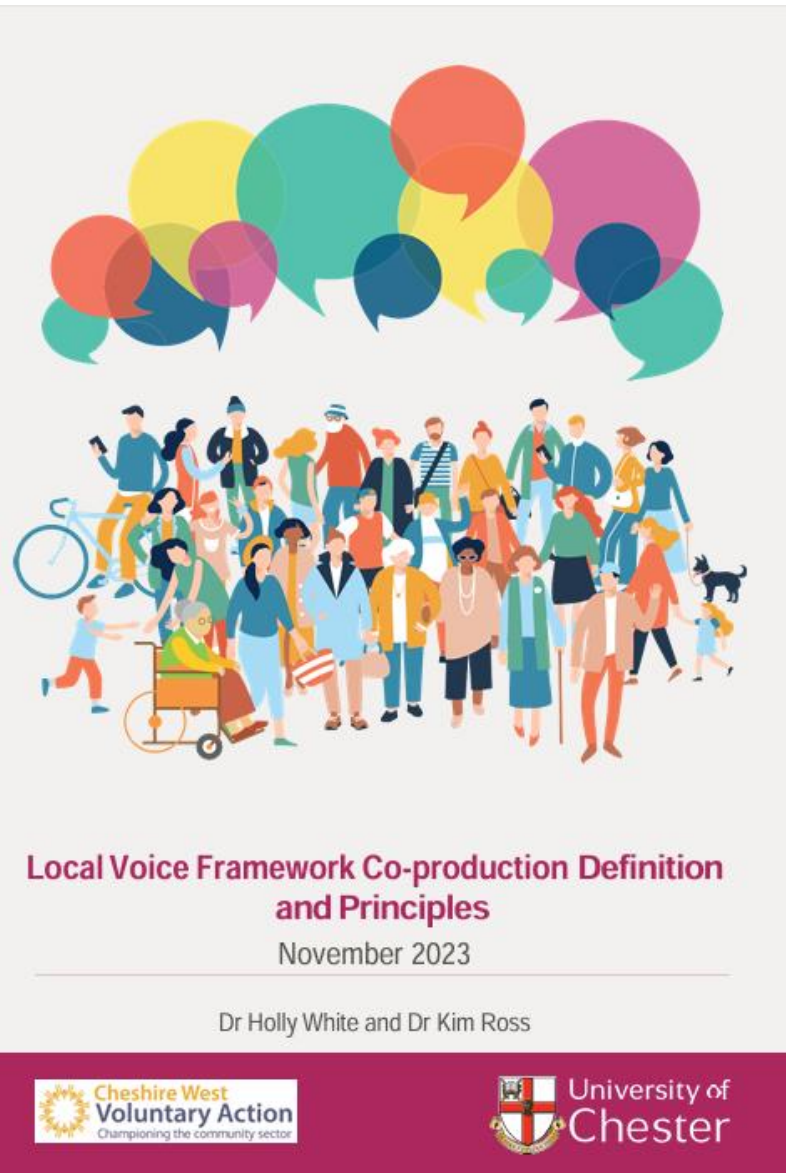



The Journey So Far ...

- Develop a new Co-Production Charter
 - Establish a new Co-Production Charter between PCF and professionals where PCF have representation at the top table for all decision making
 - Outline Accountability Measures
 - Agree a new Terms of Reference
 - Co-produce, implement and frequently review Co Production Strategy



➤ New Co-Production Charter





Cheshire and Merseyside

Cheshire and Merseyside Parent Carer Forum Cluster Group SEND Co-production Charter

Our overall aim is to make sure that Special Educational Needs and Disabilities (SEND) services across Cheshire and Merseyside meet the needs of children, young people, and their families.

We will deliver better outcomes for families living with SEND by listening to those with lived experience.

We will create a culture of participation and co-production.



Outline Accountability Measures

accountability



LOADING...

Q15: I feel confident that my child's needs will be met when transitioning to adulthood?

Education



63

Health



54

Social Care



15

Employment



20

agree/strongly agree

Education



148

Health



124

Social Care



95

Employment



123

disagree /strongly disagree

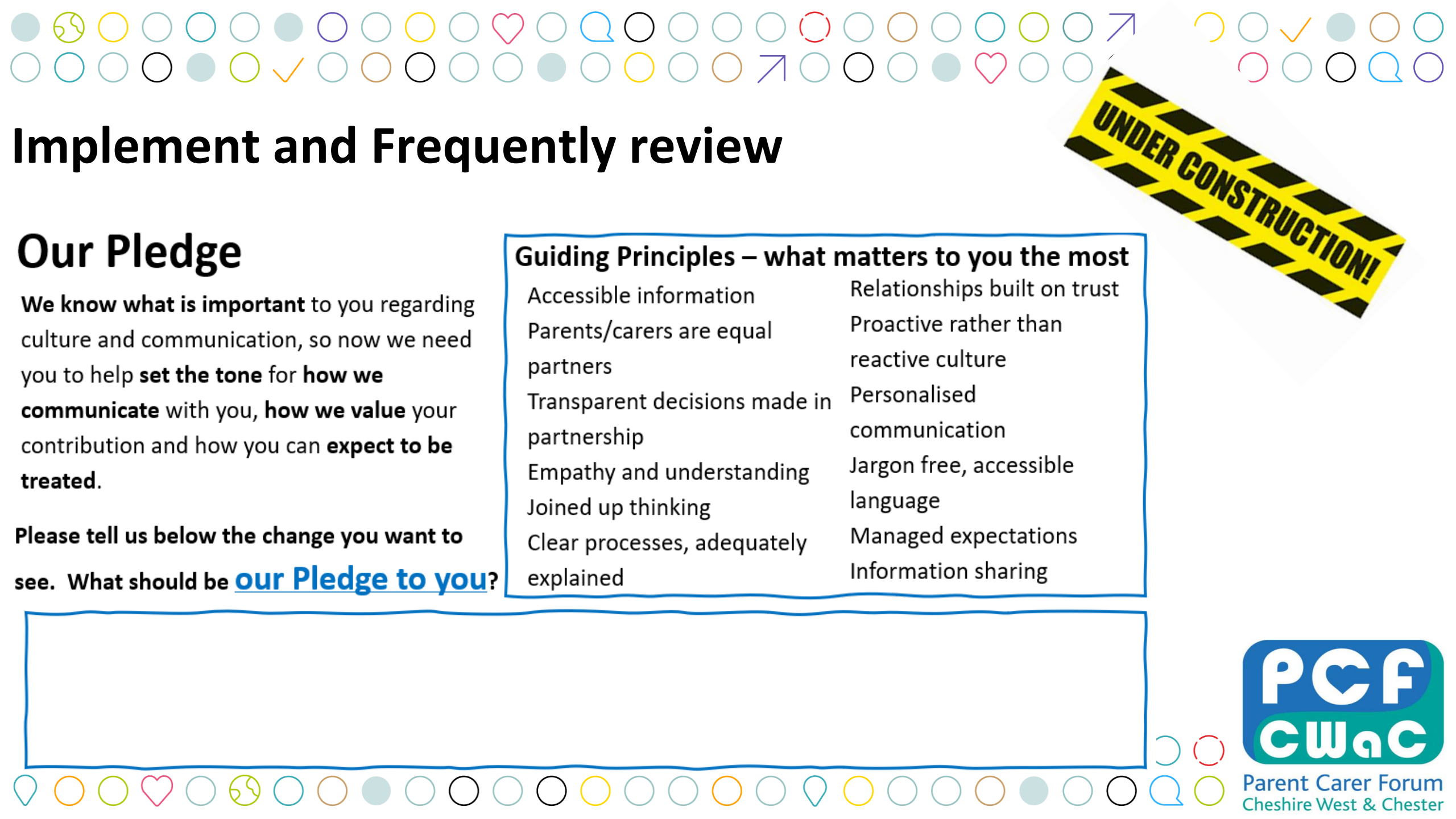


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Agree new Terms of Reference





Implement and Frequently review

Our Pledge

We know what is important to you regarding culture and communication, so now we need you to help **set the tone** for **how we communicate** with you, **how we value** your contribution and how you can **expect to be treated**.

Please tell us below the change you want to see. What should be **our Pledge to you?**

Guiding Principles – what matters to you the most

Accessible information	Relationships built on trust
Parents/carers are equal partners	Proactive rather than reactive culture
Transparent decisions made in partnership	Personalised communication
Empathy and understanding	Jargon free, accessible language
Joined up thinking	Managed expectations
Clear processes, adequately explained	Information sharing





The Journey So Far

- Culture change and commitment
 - Establish a commitment to culture change where parents and children are prioritised
 - Promote culture change, provide staff training
 - Inform that staff have the right knowledge and expertise



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Committed to **improving the customer experience.**

Allow individuals to **take ownership**

Positive attitude - Everyone **committed and focussed** on WHAT and HOW the service is delivered

Be the best at what we do – **high levels of customer satisfaction**

Improved communication and clarity about why we need to change and adapt

Working collaboratively across all teams

Demonstrate **transparency**

Culture ambitions



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Cheshire West & Chester



Culture Change – Our Pledge



Our Pledge

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The Journey So Far

- Communication

- Form a task and finish group to review all SEND communication
- Collaborate with the PCF to identify areas of improvement
- Establish collaborative communication channels with PCF and other sectors
- Commit to sharing PCF communications amongst established networks



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padlet



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explained

Relationships built on trust

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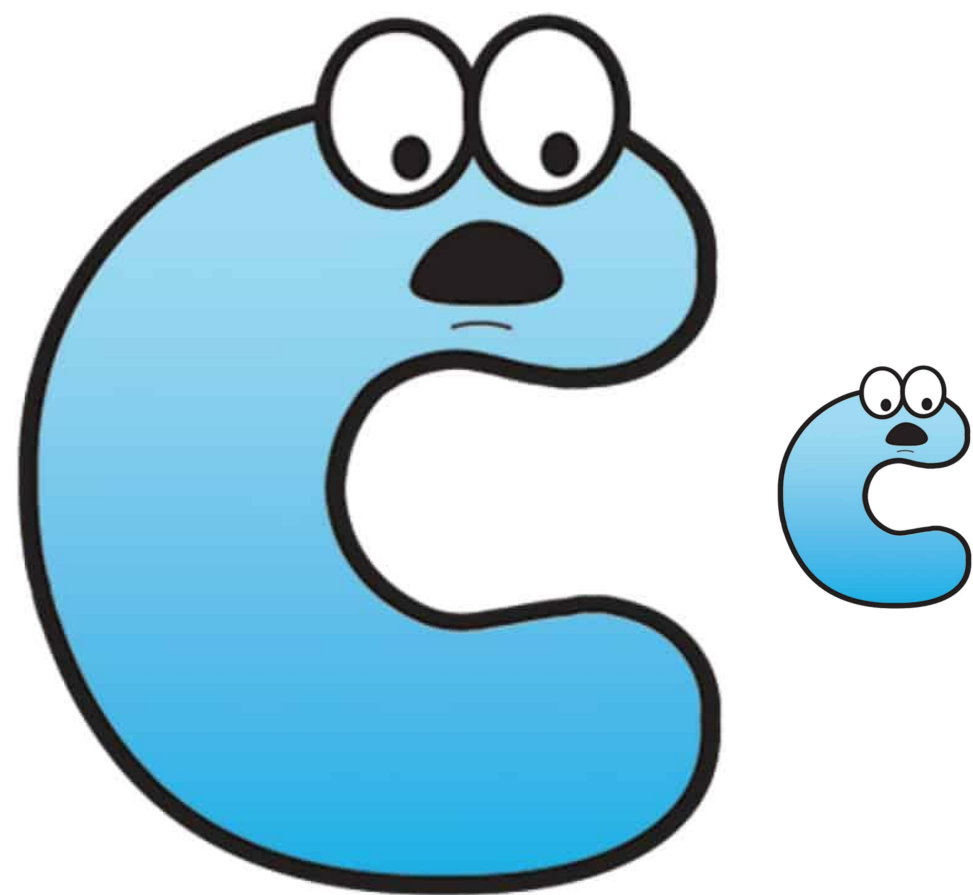
Information sharing



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The Journey So Far



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The Journey So Far

- Key Pieces of work

- Look at the waiting well process- This is me tool
- Re-establish Preparation for Adulthood event for parent carers





Parent Carer Forum
Cheshire West & Chester

Hartford Golf Club
Tues 11th February
10am – 2pm

Neurodevelopmental Forum
All Welcome - Come along for the whole event or just drop in for a coffee.


We are planning to have a range of services and charities present who will be able to share with you what's on offer in our area.

More details to follow...
Includes Lunch & Refreshments.

Hartford Golf Club, Burrows Hill, Hartford, Northwich CW8 3AP

Free Event - Free Parking - Wheelchair Accessible.

Book online on our website
www.pcfcheshirewest.org/whats-on



Parent Carer Forum
Cheshire West & Chester

Free Parent/Carer Event
Wed 14th May 2025
10am – 2pm

Preparation for Adulthood
Do you want to learn more about Post 16 support and services?
Want to know more about what is available after year 10 for your young person?

Marketplace: Stands & Information on activities, groups and services in your area will also be available.

ALL WELCOME - Includes Lunch & Refreshments.

At: Holiday Inn Ellesmere Port - Cheshire Oaks
Lower Mersey Street Ellesmere Port CH65 2AL

Free Event - Free Parking - Wheelchair Accessible



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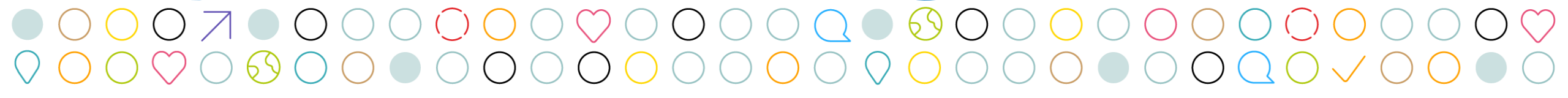


Our Pledge

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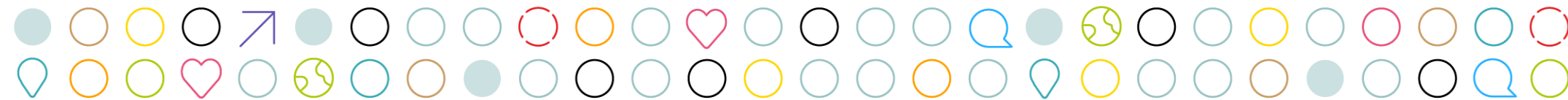
Guiding Principles – what matters to you the most

- | | |
|-------------------------------------------|----------------------------------------|
| Accessible information | Relationships built on trust |
| Parents/carers are equal partners | Proactive rather than reactive culture |
| Transparent decisions made in partnership | Personalised communication |
| Empathy and understanding | Jargon free, accessible language |
| Joined up thinking | Managed expectations |
| Clear processes, adequately explained | Information sharing |
- 



Snapshot of Pledges Received

- What is just a ‘booked in 1 hour call’ in a busy professionals’ diary can be for a parent something that has huge meaning, it is long awaited and can have huge consequences. **Help that parent feel that you recognise the importance of each meeting / call**
- Clarity of processes – **who's doing what, when** – who is the point of contact for each stage
- I appreciate **not having to have to choose my words carefully and always be on guard**
- I want to have **all the information I need and take it away to process** and have an open door to return to with any questions that arise
- Build **transparent and trusting relationships** with parents / carers
- **Don't overpromise** things. **Manage expectations** and be realistic
- Invite the voices of parents / carers and **treat us as equal partners**
- Provide **honest timescales**, tell us the timescale you hope to achieve and communicate it clearly



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Engagement Opportunities

- PCF PFA event: Wednesday 14th May (invite only)
- PCF coffee morning LIVE! Cheshire, **Chester**: Thursday 22nd May (open)
- PCF Planning meeting: Wednesday 18th June (closed group)
- SENCo's Cluster Meeting: Thursday 26th June (closed group)
- SEND Summit, **Northwich**: Monday 30th June, 30 places for people with lived experience (invite only)
- Coffee morning SPACE Cheshire, **Chester**: Friday 20th June (open)
- Evening **online** drop in event: Thursday 26th June (open)
- Drop in event Stanlaw Childrens Centre, **Ellesmere Port**: Friday 27th June (open)

More dates being added as venues are identified



Parent Carer Forum
Cheshire West & Chester





Thank you

The Journey of Co Production





Wrap Up Session and Closing Comments



Cllr Adam Langan

Cabinet Member for Children and Young People





Please scan the QR
code to let us know
how you have found
today's events

