



THE LONDON BOROUGH
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DATE: 5 September 2022

CHILDREN, EDUCATION AND FAMILIES INFORMATION BRIEFING

Meeting to be held on Tuesday 13 September 2022

This briefing will only be debated if a member of the Committee requests a discussion be held, in which case please inform the Clerk 24 hours in advance indicating the aspects of the information item you wish to discuss. In addition, questions on the briefing should also be sent to the Clerk at least 24 hours before the meeting.

QUESTIONS ON THE INFORMATION BRIEFING

The Briefing comprises:

1 CHILDREN'S VOICE HUB (Pages 3 - 18)

Members and Co-opted Members have been provided with advanced copies of the Part 1 (Public) briefing via email. The Part 1 (Public) briefing is also available on the Council website at the following link: <http://cds.bromley.gov.uk/ieListMeetings.aspx?CId=559&Year=0>

Printed copies of the briefing are available to Members and Co-opted Members on request by contacting Kerry Nicholls on 020 8461 7840 or by e-mail at kerry.nicholls@bromley.gov.uk.

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Report No.
CEF22056

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: CHILDREN, EDUCATION AND FAMILIES POLICY
DEVELOPMENT AND SCRUTINY COMMITTEE

Date: 13 September 2022

Decision Type: Non-Urgent Non-Executive Non-Key

Title: CHILDREN'S VOICE HUB

Contact Officer: Naheed Chaudhry, Assistant Director Strategy, Performance and Corporate Transformation

Michael Watts, Engagement Strategy Manager
Tel: 020 8461 7608 E-mail: michael.watts@bromley.gov.uk

Chief Officer: Richard Baldwin, Director of Children's Services

Ward: All Wards

1. Reason for decision/report and options

1.1 This report presents the Children, Education and Families Policy, Development and Scrutiny Committee with details of The Child's Voice, a regular highlight report presented to the Children's Executive Board, along with sight of the emerging The Child's Voice Hub.

2. **RECOMMENDATION(S)**

- 2.1 Members are asked to note the impact of the child's voice in this thematic review of the engagement of children who have special educational needs and disabilities and their parents and carers in Appendix A.
- 2.2 Members are asked to note the emerging The 'Child's Voice Hub' – a single digital place for all things 'child's voice' in Bromley.

Impact on Vulnerable Adults and Children

1. Summary of Impact: The Child's Voice reports seek to capture how the Council and our partners are hearing, learning from and responding to what children and their families are telling us, with a particular focus on vulnerable children.
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Transformation Policy

1. Policy Status: Existing Policy
 2. Making Bromley Even Better Priority:
 - (1) For children and young People to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home.
 - (5) To manage our resources well, providing value for money, and efficient and effective services for Bromley's residents.
-

Financial

1. Cost of proposal: No Cost
 2. Ongoing costs: Not Applicable
-

Personnel

1. Number of staff (current and additional):
 2. If from existing staff resources, number of staff hours:
-

Legal

1. Legal Requirement: Statutory Requirement
 2. Call-in: Not Applicable: No Executive Decision
-

Procurement

1. Summary of Procurement Implications: N/A
-

Property

1. Summary of Property Implications: N/A
-

Carbon Reduction and Social Value

1. Summary of Carbon Reduction/Sustainability Implications: N/A
-

Customer Impact

1. Estimated number of users or customers (current and projected): All children and their families in the borough.
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments: N/A

3. COMMENTARY

- 3.1 To help us shape our services to meet the needs of all our children and young people and their families across Bromley, we want to put their voice at the heart of our decisions.
- 3.2 The borough's Children and Young People's Plan for 2021 to 2024, Bromley's partnership strategy includes a clear priority regarding 'engaging with children, young people and families' with a simple action focused on ensuring the full engagement of all service users in improving and shaping services, and in the commissioning of new services.
- 3.3 In November 2018 we developed and implemented a User Voice Framework shaped around the following five promises:
- Promise 1 - You will be able to influence how we support you
 - Promise 2 - You will be able to influence our processes and systems
 - Promise 3 - You will be able to influence 'Bromley the place'
 - Promise 4 - We will involve and engage with your support network
 - Promise 5 - We will build our own skills and improve our learning

The Child's Voice Highlight Reports

- 3.4 A regular "Child's Voice Highlight report" is presented to partners at the Children's Executive Board to provide a summary of key engagement activity with children, their families and carers. These reports provide an illustration of some of the methods that the Council and partners use to enable children, young people and their families to influence services.
- 3.5 During the early part of 2022, we strengthened these highlight reports by focusing on impact and a specific service areas. We felt there was value in learning from one cohort of children to others. This report is the first thematic review focused on showcasing the good practice in services for children who have special educational needs and disabilities (Appendix A).

The Child's Voice Hub

- 3.6 We have also developed a central library, a "digital hub" for capturing and sharing how the Council and its partners are hearing the voice of the child.
- 3.7 The Hub creates a single place for professionals to find out about:
- planned engagement activities
 - ongoing engagement opportunities
 - outputs and outcomes from engagement activities
- 3.8 This digital hub, is being hosted by Bromley Education Matters website:
<https://bromleyeducationmatters.uk/childsvoicehub>
- 3.9 The emerging design has a simple information architecture:
- Our reports – the highlight reports presented to the Children's Executive Board
 - Our framework and toolkit

- What's happening – live consultations, co-production opportunities and other engagement activities that are happening now
- Outputs, outcomes and impact – the ‘so what’ from the different engagement activities that have been undertaken
- Useful resources
- Local organisations

3.10 The Hub will be developed and enhanced as new engagement activities occur.

4. IMPACT ON VULNERABLE ADULTS AND CHILDREN

4.1 The Child’s Voice seeks to capture, share and illustrate the impact from the feedback collected from children and their families. This has a particular focus on those who use our statutory services.

Non-Applicable Headings:	<ul style="list-style-type: none"> • Transformation/Policy Implications • Financial Implications • Personnel Implications • Legal Implications • Procurement Implications • Property Implications • Carbon Reduction/Social Value Implications • Ward Councillor Views • Customer Impact
Background Documents: (Access via Contact Officer)	The Child’s Voice Highlight reports covering 2018 to 2021. Children and Young People’s Plan for 2021 to 2024.

Children's Voices in Bromley 2021 to 2022: Thematic review

Children with special educational needs and disabilities



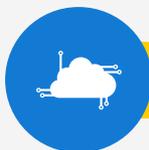
In Bromley we actively seek to hear the voice of our children and that of their parents and families in everything that we do.

Our Children and Young People's Plan for 2021 to 2024 includes a clear priority regarding 'engaging with children, young people and families' with a simple action focused on ensuring the full engagement of all service users in improving and shaping services, and in the commissioning of new services.

To support us to achieve this priority, we have embedded our user voice framework since November 2018 which is shaped around five clear promises:



Promise 1 - You will be able to influence how we support you



Promise 2 - You will be able to influence our processes and systems



Promise 3 - You will be able to influence 'Bromley the place'



Promise 4 - We will involve and engage with your support network



Promise 5 - We will build our own skills and improve our learning

Over the past few years, we have produced a regular report to provide a summary of some of the key highlights of our engagement activity during the previous few months. Those reports provided an illustration of some of the methods that the Council and our partners are using to give children and their families a voice.

This report takes a different approach. It is the first thematic review focused on showcasing the good practice that is happening in our services for children who have special educational needs and disabilities (or SEND for short) and their parents and carers.

The aim of this approach is to spark a discussion and to encourage other service areas to consider how the 'You said, we did' approach can be used to illustrate the impact of the child's voice in their own services.

We would welcome any feedback or contributions for the next issue. Simply email them to engagement@bromley.gov.uk.

Michael Watts

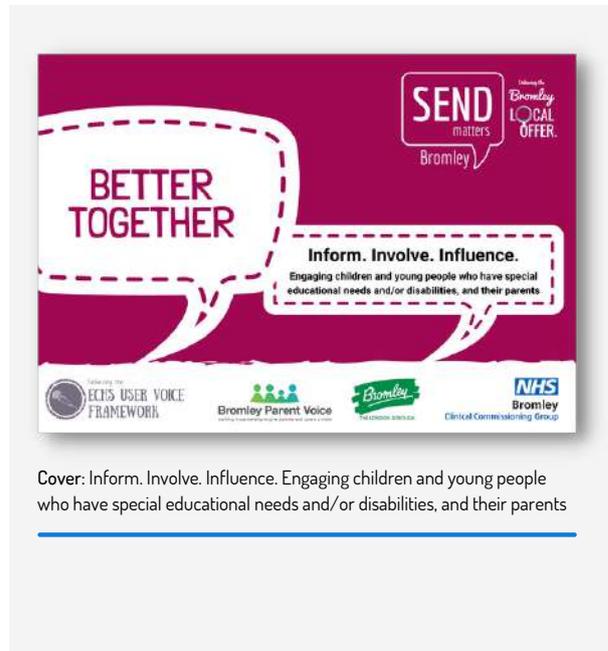
Engagement Strategy Manager
Bromley Council



The approach

In March 2019 the SEND Governance Board published a specific framework for how our services can engage with children who have SEND – called Inform. Involve. Influence.

Inform. Involve. Influence. describes ways of working which engage children and their parents and carers in discussions and decisions relating to them, shaping the services they need. The framework was informed by our User Voice Framework along with the engagement principles underpinning the Children and Families Act 2014.



Since the Inform. Involve. Influence. framework was implemented, the SEND Governance Board has received a quarterly 'You said, we did' report from the Council's Children, Young Person and Parent SEND Lead. The quarterly report provides a holistic overview of the impact of engagement activities across:



These reports are shared publicly on the Council's website (within the Local Offer section) – go to bromley.gov.uk/localoffersshareyourviews.

The reports are further supported by a 'storyboard' of the impact – a one page poster which can quickly and easily share the key messages.

This approach helps to collate the impact of the engagement in real time and illustrates the difference that the voice of our children and their families have made. This helps to foster a culture of openness and positive engagement where our residents feel that it is worth taking the time to share their thoughts.

The impact

Over the past year the voice of the child and their families has had a direct impact on numerous service developments – both large scale and individual casework.

Below are 10 examples of this impact:

Impact 1 – Changing Places toilet



You said...

Families of disabled children who require specialist toileting facilities are struggling to access the local community and enjoy the same opportunities as their peers.



We did...

We have asked those who require specialist toileting facilities and their families where they would most like to see a new Changing Places toilet locally and what difference it would make. These views have informed our Expression of Interest which we have submitted to the Government for funding to build more registered Changing Places facilities in the borough.

Impact 2 – COVID-19 vaccinations



You said...

Some families have told us that they have concerns about the COVID-19 vaccination for those aged 12 to 15 years with specific underlying conditions.



We did...

We have worked with our partners to deliver the COVID-19 vaccination programme, including developing pop-up clinics at Riverside School, Marjorie McClure School and the Phoenix Centre.

We have published Frequently Asked Questions and co-produced Reasonable Adjustment Guides for health care practitioners and for parent and carers to make the COVID-19 vaccination experience as positive as possible.

Impact 3 – Speech therapy



You said...

You would like your child to be able to access speech and language therapy in a timely way.



We did...

We have held engagement sessions with parents and carers following the Speech and Language Therapy Review report undertaken by Better Communications Limited. This feedback is directly shaping and helping to design the joint Speech, Language and Communication Needs (SLCN) strategy and therapy offer.

Impact 4 – The annual review process



You said...

The Annual Review process can be confusing and inconsistent. Some families have told us that they feel 'left in the dark'.



We did...

We have introduced information sessions for parents and carers each term to help them to understand the Annual Review process and how they and their child can get involved.

Impact 5 – Equality and inclusion



You said...

Families from a Black, Asian and other ethnic heritage sometimes struggle to engage with the services that their child requires.



We did...

Through the Embracing Diversity Project we are listening to the experiences of individuals who are from a Black, Asian and other ethnic heritage and who have a child who has SEND. We are working with parents and carers to help to foster a wider understanding of cultural differences so that we can better engage with and tailor our support towards those families.

Impact 6 – Educational transition points

You said...

Starting school, moving to secondary school or college can be a worrying time for children who have SEND and their families.

We did...

We know that due to the pandemic planning the next steps for children who have SEND has not been straight forward. We have published new pages regarding 'Transition through Education' on the Local Offer website to help parents to plan for the next phase of their child's education.

Impact 7 – Specific Learning Difficulties (SpLD)

You said...

Some families have expressed concerns that children who have a specific learning difficulty, including dyslexia, may find it difficult to access the support that they need in school.

We did...

We have recently established a Specific Learning Difficulties (SpLD) strategy group. The strategy group is addressing several important issues including a more comprehensive Continued Professional Development (CPD) offer for all Bromley mainstream schools, which started in the Autumn Term 2021.

The aim is to develop professional confidence and competencies (including SENCOs, teachers and teaching assistants) and improve parental confidence and understanding in what schools can and should do as part of 'ordinarily available' SEN provision and the graduated approach to SpLD.

The SENCO Hub on the Bromley Education Matters has been expanded to offer more information, advice and guidance for those working in schools. This is supported by an interactive padlet of resources and information to support pupils who have SpLD.

Impact 8 – Annual health checks

You said...

Some families told us that when visiting their GP for a Learning Disability Annual Health Check for their children, their GP had been asking parents what their thoughts are regarding resuscitation in the event of being admitted to hospital with a serious (acute) health condition. You said that this had been upsetting and distressing for you and your family.

We did...

A message was sent out urgently to inform GPs that this question was not necessary for children who do not have a life-threatening condition and should not be asked.

We investigated this further and found some practices were using a new template to record the Learning Disability Health Check. The new template provides the opportunity to record the patient's thoughts on resuscitation (known as their Do Not Resuscitate status).

The software company responsible for this template have been contacted and they have agreed to reword the template so that it is clear to GPs that this question is not a mandatory question. This issue will also be included in any future training sessions for GP surgeries.

Impact 9 – Employment and training opportunities

You said...

You are concerned about employment and training opportunities for young people who have SEND.

We did...

We have launched our Increasing Employment Opportunities 100 day challenge which seeking to develop more employment opportunities for young people and adults with disabilities in Bromley.

Impact 10 – 0-25 Transformation project



You said...

You are worried about the future for your young person as they approach adulthood.



We did...

We have held engagement sessions with parents and carers as part of the 0-25 Transformation Project to understand how we can improve the pathway for preparing for adulthood from the age of 14.

We held a Transition Day in October 2021 and have a second event scheduled for April 2022 to inform and empower young people and their parents and carers.

We have created a new SEND Information Officer post from September 2021. Their role is to provide information and advice to young people and their families regarding preparation for adulthood.



The implementation

We know that it can be difficult to capture engagement outputs and outcomes in simple terms. Quite often the detail is required. It can also be quite daunting to sit down and think about how to define the impact.

To help with the process, we have developed the 'You said, we did cards'.

You Said – Capturing what you have learnt

Use the 'You Said' section to capture the summarised key messages from the engagement activity.

Try to use fewer than 20 words for this. Think about how you would describe your message to your family over the dinner table.

If you need more details, this can be in addition to the cards.

We Did – Capturing what you have done

Use the 'We Did' section to capture actions that you have taken to make improvements or changes.

Use the same approach as in You Said.

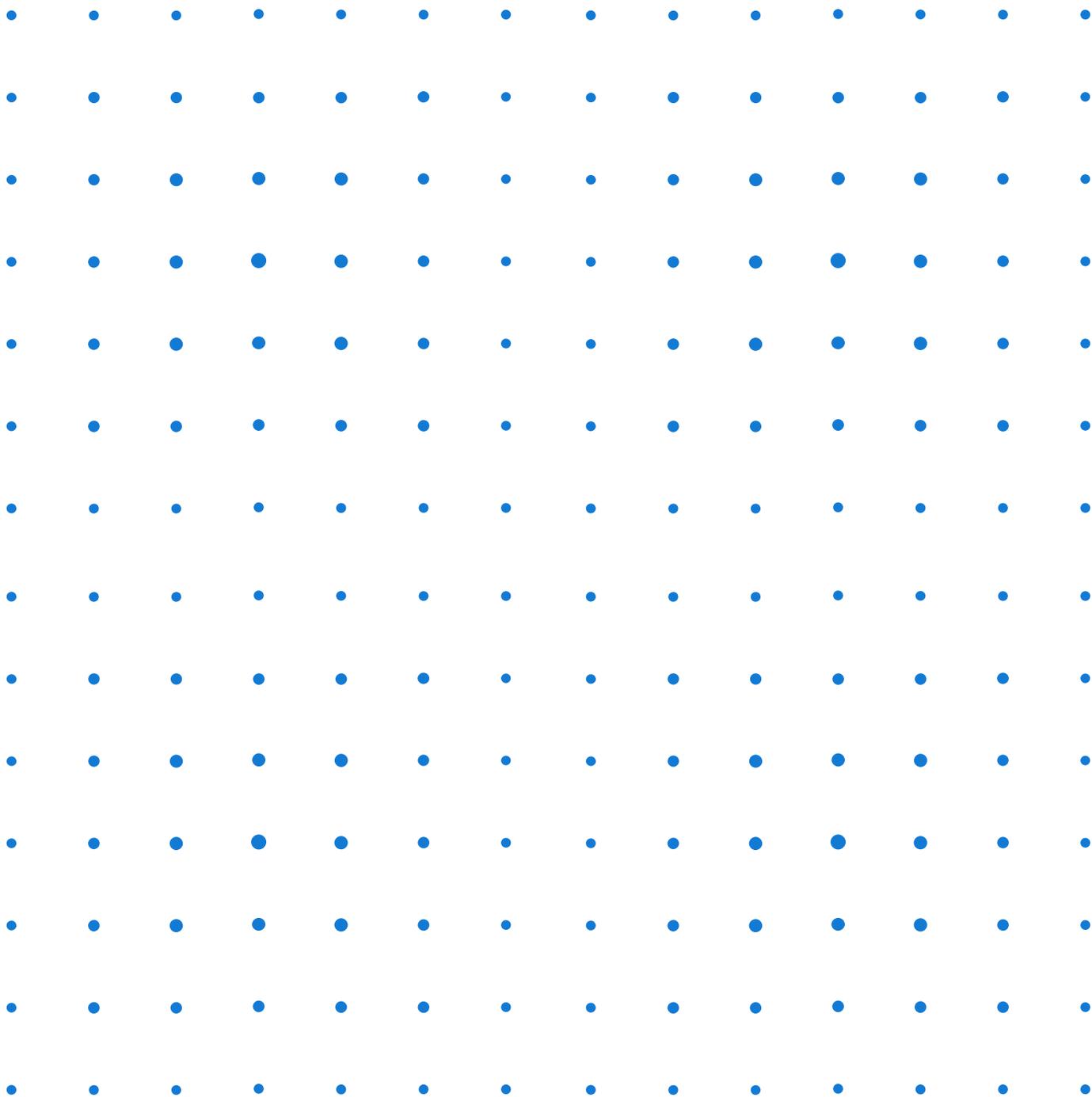
Sharing the learning

We would always encourage you to share your learning directly with those who took part as well as with the wider public and workforce. Our emerging 'The Child's Voice Hub' can help share the message across the CEB partners.



You said, we did capture cards: printable page

   <p>You told us... Try to use use fewer than 20 words</p> <p>----- ----- -----</p>	   <p>You told us... Try to use use fewer than 20 words</p> <p>----- ----- -----</p>
 <p>So we have... Try to use use fewer than 20 words</p> <p>----- ----- -----</p> 	 <p>So we have... Try to use use fewer than 20 words</p> <p>----- ----- -----</p> 
   <p>You told us... Try to use use fewer than 20 words</p> <p>----- ----- -----</p>	   <p>You told us... Try to use use fewer than 20 words</p> <p>----- ----- -----</p>
 <p>So we have... Try to use use fewer than 20 words</p> <p>----- ----- -----</p> 	 <p>So we have... Try to use use fewer than 20 words</p> <p>----- ----- -----</p> 



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