



## **Social Inclusion Meeting**

**02/12/2010**

**Apologies:** Gill Allen (Ellen Tinkham), Brenda Bartlett (Assistant Director Integrated Children's Services Delivery), Donna Beswick (parent), Susanne Boot (Early Years Inclusion Service, Plymouth), Tony and Marian Gilbert (parents), Becky Hart (parent), Margaret Ladbury (parent), Selina Lingley (Ellen Tinkham), Sheri Ostler (parent), Gwen Pearson (Children and Young Persons Commissioning Lead), Ste Taylor (Torbay Inclusion Project)

**Attended by:** Chris Morris (Chair) Kim Antonio (parent), Liz Carroll (Out of School Inclusion, Devon), Tamzin Gribble (Head of Speech and Language Therapy, Dame Hannah Rogers Trust), Bel MacDonald (parent and Face2Face), Lucy McCance (parent), Camilla McHugh (Cerebra Research Unit), Julia Melliush (Parent, Torbay DCATCH Project Officer (Disabled Children's Access to childcare) and Chair Torbay Parent Participation Forum) Sarah Mumford (Inclusion Services manager, Devon) Jude Odell (Inclusion Team Manager, Plymouth), Val Shilling (Cerebra Research Unit), Mark Tarrant (PCMD), Hannah Thompson (Torbay Inclusion Project)

### **Summary:**

The aims of this meeting were to bring together members of the various inclusion services teams from Devon, Plymouth and Torbay to share practices in promoting social inclusion for disabled children and to further discuss the social inclusion research programme and the possibility of including a piece of research evaluating the inclusion services to provide evidence of how beneficial they are.

Sarah, Hannah, Jude and Liz told us about how their particular services are run and the different challenges they face. As a group we were able to discuss the differences between the services but what was striking were the similarities between the groups; despite having different ways of securing funding and sitting within very different organisational structures the groups shared the same ethos, particularly in being child centred and are similar in terms of offering training and trying to change attitudes.

Although the training provided is essential, the teams felt that often they are preaching to the converted and it is getting the hard to reach groups to have training that is the problem. Furthermore, attending the course won't necessarily lead to attitude change and some people will simply attend to 'tick the box'. Training instils confidence in parents – it is essential that parents are confident in the setting/worker or they will not benefit from the break.

One of the problems raised was that in many cases, parents do not actually know about the services and may not be being consistently referred through CAF or other professions. Similarly although the services provided are excellent, coverage is patchy. This is one reason why it is so important to provide evidence of the benefit so that the services can expand. There are also issues around funding a placement,

particularly for children with ASD or where parents are to meet the costs themselves, through direct payments if applicable.

We also discussed some difficulties within the settings; encouraging a group to become inclusive is not the only battle. Some groups can in fact be too blasé about inclusion and don't pay sufficient attention to the fact that all children are different and have different needs. This can be detrimental to all of the children in the group. Similarly, political correctness can be a barrier in some groups – concerns for the group and the rights of the existing children can be overlooked. Inclusion should be seamless and not felt by any of the children.

Mainstream inclusion is not always right for all children and children and their parents shouldn't feel pushed into it. What is important is to have the choice; parents themselves can feel excluded by mainstream activities – perhaps particularly in a competitive environment. Parents may also need guidance on the choices available to them.

Some key features of each of the services are given at the end of these notes.

### **Modifying attitudes and evaluating services**

One strand of the research programme will consider measuring and modifying attitudes. Key questions in developing this piece of work are what are we trying to change? How do we measure it? Whose attitudes? – do we start with the providers or a bottom up approach with the children to influence the providers. One strategy is to target one key person in the organisation that can then be an exemplar and exert influence on others. It was suggested that SENCOs would be a good group to measure and modify attitudes. SENCOs have far reaching influence and could and should be the exemplars in their schools.

Could there be a core 'package' to change attitudes that could be modified for the relevant group e.g. inclusion workers, SENCOs, peers or health professional?

One piece of this research could evaluate the training of inclusion workers, measuring attitudes before training, after training and after working with a child or young person. The challenge in this piece of work will be to find the appropriate way to measure attitudes without people simply telling us what they think will cast them in a good light (called social desirability).

A different type of evaluation could also be to investigate whether when a child has a placement and then the inclusion worker leaves, does the child continue in that placement? Has the placement been a success if the child stops attending? Involving the young people themselves in the evaluation of services will require careful consideration not to isolate them further by making them aware of the amount of work that goes into making the placement possible.

### **Actions:**

- Mark, Tamzin and Chris to look at different ways to measure attitudes (with the help of anyone else who would like to be involved).
- As a group, work on definition of inclusion to encompass formally provided activities and society as a whole

- Define what the training/intervention that will form the intervention for the research – what are the core elements of the potential training package
- Arrange next meeting: potential dates 8<sup>th</sup> 9<sup>th</sup> or 10<sup>th</sup> February

## **Summaries of different inclusion services:**

### **South Devon**

- Over the past 7 years we have worked hard establishing support services across South Devon.
- Our aim has been to support children with disabilities to become more independent and able to overcome barriers to exclusion.
- We now have many support workers in all areas and have built up a good network of local mainstream activities that we work closely with, enabling everyone involved to work together to reach a positive outcome.
- All of our support workers are CRB checked, fully trained & experienced in dealing with a variety of disabilities. We are able to support many specific individual needs and offer flexibility when designing the individual packages of support.
- We have a variety of services including enabling, befriending, one to one, playscheme support and the stars scheme that is designed to support siblings of children with disabilities.
- In the last year we have been focusing our skills on delivering new parenting support programmes a classroom based one as well as a hands on practical approach within the families home
- Due to these projects receiving no core funding to ensure sustainability the cost of this support is £17.50 per hour for enabling, one to one, and befriending, £10 per trip for the stars scheme and for holiday playscheme support £65 a day for 1:1 support £35 a day for 2:1 ratio support and £20 3:1 ratio support.

For more information about this service contact Sarah Mumford: [s.mumford@nhs.net](mailto:s.mumford@nhs.net)

### **Out of school inclusion – Devon**

#### **Support**

We aim to promote and support the inclusion of all children in their community in locally based holiday play schemes or after school clubs. This support is aimed at helping parents, carers and providers move towards the inclusion of all children, as well as provide more specialist provision where needed. We provide advice and training for all childcare providers for school aged children and information on legal requirements including the Disability Discrimination Act (DDA) 1995.

#### **Funding**

The Sure Start Inclusion Support Grant is available to support the purchase of specialist play equipment or adaptations for children with disabilities. Funding is also available to provide an increased staffing ratio to offer extra support within a childcare setting.

#### **What is the Inclusion Support Grant?**

The Sure Start Out of School Inclusion Support Grant is funded by the Department for Education (DfE)

Sure Start Unit. The Grant should be used to enable disabled children and young people to access activities they would not be able to attend without additional support and resources.

### **Who can apply for funding?**

Support is available to the voluntary, private and maintained sectors; including schools operating their own provision for example breakfast clubs or after school clubs.

### **What will be funded?**

The grant can be used to:

- make adjustments or adaptations to the child's environment
- provide additional equipment to enable a child with complex needs to access provision
- provide transitional support, for example an additional member of staff or a time-limited period to support a specific child or children.

For more information about this service, contact Liz Carroll: [liz.carroll@devon.gov.uk](mailto:liz.carroll@devon.gov.uk) or see [http://www.devon.gov.uk/index/childrenfamilies/early\\_years\\_and\\_childcare/eycsnew/eycs-childcareproviders/eycs-childcareproviders-support/eycs-support-inclusion.htm](http://www.devon.gov.uk/index/childrenfamilies/early_years_and_childcare/eycsnew/eycs-childcareproviders/eycs-childcareproviders-support/eycs-support-inclusion.htm)

### **Inclusion Works (formerly Plymouth Inclusion Childcare Support Service).**

This service supports the inclusion of disabled children and young people (0 to 16) during their transition into play, leisure and extended schools opportunities, wrap-around-care, childminding and early years provisions.

#### **Term time funding for disabled children and young people**

The service provides funding to support the inclusion of disabled children and young people (0 to 16) during their transition into extended schools opportunities, wrap around care, childminding and early years provisions.

Funding is provided:

- during term time for an additional member of staff who is provided by the provision
- for up to 15 hours per week, for one academic term

#### **Holiday activity support for disabled children and young people**

The service supports the inclusion of disabled children and young people (five to 16) during their transition into holiday clubs and activity centres.

The service provides:

- qualified and skilled Inclusion Workers

- the Inclusion Workers for up to 10 days per year, during school holidays

### **Leisure activity support for disabled children and young people**

The service supports the inclusion of disabled children and young people (five to 16) during their transition into leisure opportunities, for example, kayaking, football, dancing, Scouts or youth club.

The service provides:

- qualified and skilled Inclusion Workers
- the Inclusion Workers for up to three hours per week for 12 sessions per activity

All Inclusion Workers hold an Enhanced Criminal Records Bureau disclosure and are committed to safeguarding children and young people.

### **Training**

Training can be commissioned or facilitated by the Inclusion Works team to support the continued attendance and inclusion of children and young people after the transition period.

For further information about this service contact Jude Odell [Judith.odell@plymouth.gov.uk](mailto:Judith.odell@plymouth.gov.uk) or see <http://www.plymouth.gov.uk/homepage/education/allchildrenfirst/inclusionworks.htm>

## **Torbay Inclusion Project**

### **What is the Inclusion Project?**

The service offered by the Inclusion Project is designed to increase opportunities for children and young people with special needs and disabilities to access mainstream play, childcare, sports and leisure activities that would otherwise not be available to them.

### **What are the criteria for access?**

- The child or young person has to be aged 5-17.
- They must live in Torbay and wish to go to a leisure or sports activity/facility in Torbay.
- They must have a statement of educational needs or be receiving support under the S.E.N code of practice.
- It is essential that the ultimate aim is for independent attendance at their chosen leisure or sports facility/activity within an agreed time frame.
- Without this project the child or young person would not be able to gain access to their chosen facility/activity.

### **Who can make a referral?**

Anyone can make a referral - the child or young person themselves, a parent or carer, or a professional such as a teacher or GP - simply by contacting the Inclusion coordinator.

### **What will happen once a referral is made?**

- The child or young person's needs are discussed. Arrangements are then made to discuss these needs with the chosen provision/activity leader. Once any necessary strategies or procedures are in place the child can begin attending.
- The child's attendance is monitored and discussed with all parties and any necessary support is given by the project within an agreed time frame.
- The Inclusion Coordinator can be contacted at any point during this process to answer any queries.
- Support is provided within the agreed time frame. Once the timescale has elapsed a review will take place to ensure the child or young person, their parent or carer and the provider are happy with the child's independent attendance at the provision.

### **Who identifies the provision they are to attend?**

The child or young person can choose their own provision. All they need to do is identify the type of activity they wish to take part in and the inclusion coordinator will consider any discussed barriers and the options that are open to them.

For more information about this service contact Hannah Thompson: [hannah.thompson@torbay.gov.uk](mailto:hannah.thompson@torbay.gov.uk) or see <http://www.torbay.gov.uk/index/education/out-of-school-activities/torbayinclusionproject.htm>