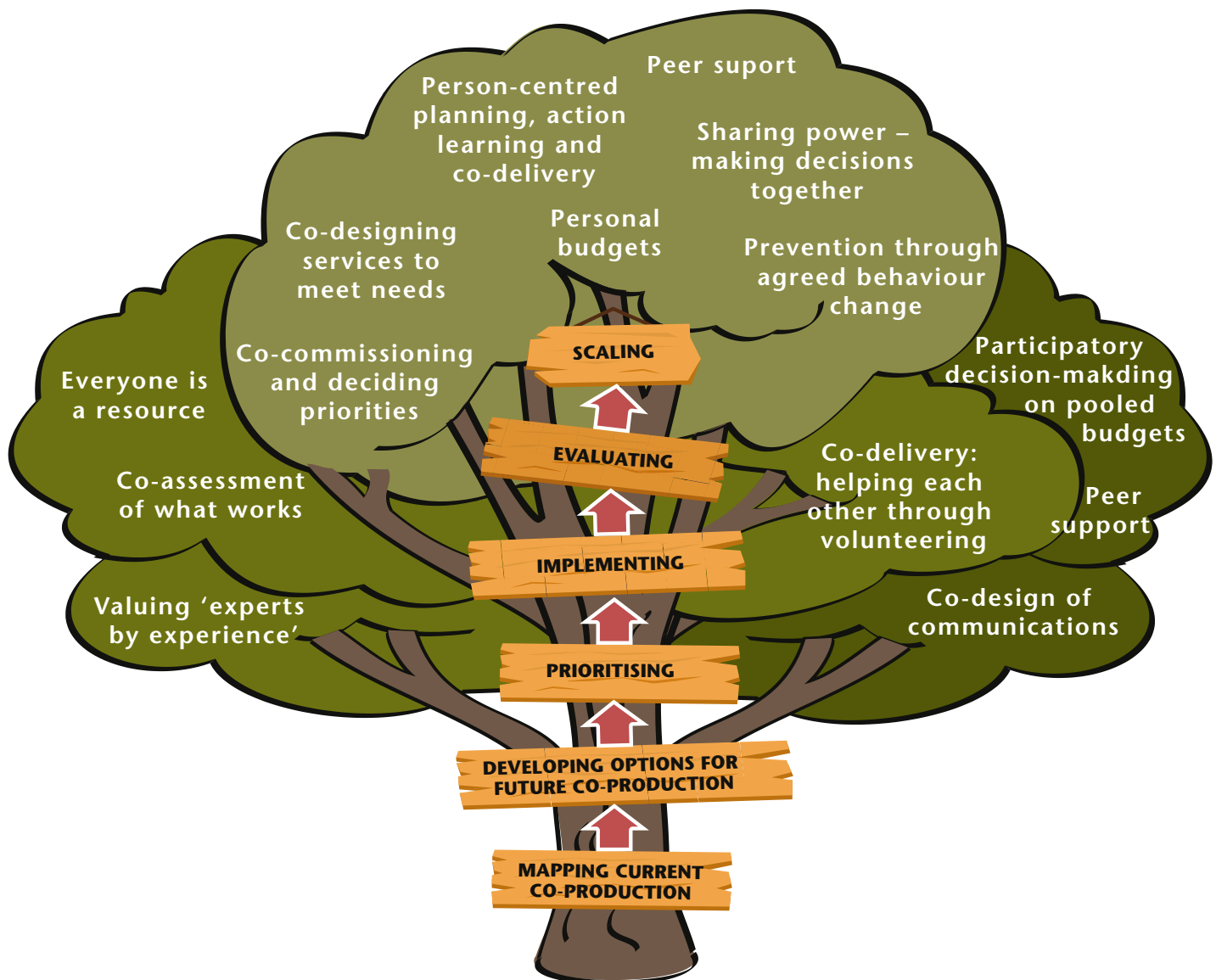


MAPPING SEND CO-PRODUCTION IN BIRMINGHAM: THE CURRENT STATE OF PLAY

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Introduction

This report provides a map of the range of current and recent co-production activities in Birmingham relevant to children and young people (0–25 years) with Special Educational Needs and Disabilities (SEND) and their families. The importance of co-production for the SEND community in Birmingham has been given sharper focus by the recent SEND Inspection revisit in May 2021, in which Ofsted and CQC inspectors determined that insufficient progress had been made in addressing 12 out of the 13 areas of significant weakness identified within its original inspection report of June 2018. In particular, the revisit identified insufficient progress in the following areas around the themes of co-production and parental engagement:

- Co-production was not embedded in the local area
- Parental engagement was weak
- There was a great deal of parental dissatisfaction

As a result of the revisit findings, the area was required to develop and submit an Accelerated Progress Plan (APP) which summarised the 12 areas of significant weakness into 4 Objectives, each with its own plan including objectives, milestones, and performance indicators, under the leadership of Senior Responsible Officers and a Project Lead

This report, mapping the current state of SEND co-production in Birmingham, sits under APP Objective 3 Working Together Well, which aims to address significant weaknesses relating to:

- Co-production
- Parental engagement
- Parental satisfaction

Moreover, the APP stresses that co-production, as the ‘golden thread’ running through all SEND Code of Practice 2015 requirements, should be embedded within all 4 APP Objectives and associated project tasks and outputs to achieve the stated outcomes.

In order to support the achievement of these APP Objective 3 outputs, this Co-production Mapping exercise has been commissioned via the Birmingham City Council Education and Skills Transformation Director and SEND Improvement Programme Manager. Its progress has been monitored by Objective 3 Senior Responsible Officers via the Working Together Well Management Group.

The core team undertaking this project has comprised Tony Bovaird (CEO of the Birmingham-based non-profit organisation *Governance International*) and Maria McCaffrey (SEND Co-production Officer, Birmingham City Council and Objective 3 Project Lead), with the close cooperation of Sabiha Aziz (Chair of Birmingham Parent Care Forum).

Project description – What does the project involve?

The project is intended to have two main outputs:

- **December 2021:** A map of the current and recent co-production activities in Birmingham related to SEND, setting out the range of SEND co-production initiatives currently or recently taking place in Birmingham, broken down into several categories, including:
 - Co-commissioning, co-design, co-delivery, and co-assessment approaches
 - Co-production involving different sub-groups of the SEND community
 - Co-production activities in different services and co-production activities involving different types of organisation (health, social care, education, social enterprises, community groups, etc.).
- **July 2022:** A set of options, based on a further set of interviews with key stakeholders, for how co-production of SEND services and support could look in the short-term and in the long-term future.

Project approach – How has the project been undertaken?

Scoping the project: Before the mapping exercise started, a discussion was co-facilitated with the SEND Local Area Partnership Leaders by the authors and the Chair of the Birmingham Parent Carer Forum, in order to identify the key issues to be included within the project and key stakeholders who should be approached in the first instance.

Establishing what activities would be included as ‘co-production’: The term co-production is used in a variety of ways in different contexts and services. As part of developing a co-production framework for SEND in the next few months, it is hoped to agree between all stakeholders a clear and straightforward definition of SEND co-production in Birmingham. Consequently, the project team asked all participants in this mapping exercise for the working definition of co-production which they use (either formally in their organisation or personally) and what definition they would prefer for the future. The responses will be

incorporated into the process of agreeing the SEND co-production framework. The mapping exercise was not therefore undertaken with a fixed definition of co-production in mind.

However, it was agreed with the SEND Local Area Partnership Leaders that the exercise would focus on co-production of public services and outcomes between public service organisations and citizens (including children, young people, parents, carers, and members of the community), rather than joint working between organisations. Almost all our interviewees agreed that this was a useful distinction to make, although a small number reflected that in their day to day work the term ‘co-production’ was generally used to cover both types of collaboration.

Furthermore, we agreed to include within this exercise the collaboration of citizens with public service organisations across the whole service planning and delivery process, from start to finish, exploring how children, young people, parents, carers, and members of the community took part in:

- Co-commissioning
- Co-design
- Co-delivery
- Co-assessment

Again, almost all our interviewees agreed that it was useful to include all these 4 Co’s within the scope of co-production. It is necessary to recognise, however, that these terms often have different meanings in other contexts—e.g. ‘co-assessment’ can also mean active parental partnership in the statutory assessment process (which in terms of the 4 Co’s is micro-level co-commissioning).

Choosing the target co-production stakeholders: An initial list of key actors in the SEND 0–25 years community was compiled in collaboration with the SEND Local Area Partnership Leaders and the Birmingham Parent Carer Forum. When those included on the list were interviewed, further relevant people were recommended, so that the initial list was ‘snowballed’ into more than 50 interviewees. We are very grateful that virtually everyone on this list agreed to be interviewed within a space of 3 weeks and gave generously of their time. In a very small number of cases, interviews were not possible within the time frame, so we solicited views from these people by email and later interviews.

While the list of interviewees covers a significant proportion of the most prominent organisational actors in the SEND community, we recognise that it inevitably has missed significant numbers of people intensively engaged in SEND co-production on a day-to-day operational level, so it cannot yet present a comprehensive picture of all SEND co-production in Birmingham. However, we believe that it will reflect a large and representative part of the picture and hope it will act as a stimulus to others to come forward and have their initiatives added.

In addition to the interviews carried out, we utilised a diverse range of reports and websites to which we were signposted by interviewees.

Phases of the project: The mapping of current, recent and potential future SEND co-production activities in Birmingham is taking place in four phases:

- **Phase 1—October–November 2021:** Contacting the key Birmingham stakeholders/ ‘influencers’ in SEND to conduct informal conversations about their specific co-production approaches and what they would like to do to extend these. We have gathered short summaries of these initiatives and relevant documents or weblinks.
- **Phase 2—December 2021:** The summary report of the SEND co-production initiatives which were highlighted to us was widely circulated for comment. It was also tested in a range of forums, such as SEND leadership meetings and parent engagement events, where parents and carers were able to contribute directly to the list of current and recent SEND co-production activities.
- **Phase 3—up to February 2022:** This final version of the report incorporated the comments and suggested amendments from Phase 2 and summarised the current state of SEND co-production in Birmingham, highlighting strengths, weaknesses and gaps.
- **Phase 4—up to July 2022:** Based on the Phase 3 report, further discussions will be held with all stakeholders identified in Phases 1–3 to identify their views on how SEND co-production can be deepened, widened, and made more effective. A draft report will be prepared for wide circulation and a final report submitted to the SEND Improvement Board.

Current and recent SEND co-production activities in Birmingham

In Table 1 short summaries are provided of all the SEND co-production initiatives reported to us. The initiatives have been arranged under the headings of the 4 Co’s:

- co-commissioning
- co-design
- co-delivery
- co-assessment

All initiatives under each of the 4 Co's are shown in the same colour (red for co-commissioning, peach for co-design, green for co-delivery, blue for co-assessment). Each initiative has been given a number and a code which indicates to which of the 4 Co's we have assigned it (based on what we take to be its main orientation).

For each initiative we have provided information on the lead organisation and, where known, the other organisations involved. We have also documented briefly what has been delivered by the initiative, how it relates to the SEND community and what types of co-production were involved (in several cases, an initiative covered more than one of the 4 Co's). Where possible, we have also given an indication of the extent of involvement by parents, carers and CYP (at least in outline), the scale of the initiative, and the area of city in which it is located.

In some cases, there are comments, based on the judgement by the lead contact or other contacts, about the effectiveness of the initiative—in some cases backed up by evaluations or KPIs. However, we have not attempted in this mapping to substantiate these judgements of effectiveness.

We have also given the name of the lead contact and, in many cases, the names of other interviewees who made detailed comments on the initiative. These listings are not exhaustive, as quite several interviewees made useful, but brief, references to some initiatives, and we have incorporated these comments but not recorded all the names.

Table 1 has been assembled from a variety of sources—interviews, email correspondence, reports and websites and therefore represents our interpretation of the initiatives, not necessarily the interpretation of those people listed as main contacts

Table 1. SEND Co-Production Initiatives in Birmingham

Code of initiative		Main contacts
	Co-Commissioning	
CoComm1	<p>Preparation for Adulthood—Transition strategy <i>Youth Empowerment Squad (YES!) and Citizen Involvement Team (CIT), DASS (Citizen Involvement Team)</i></p> <p>The Preparation for Adulthood (PFA) service works with young people, aged 14–30 (while the Citizen Involvement Team is focussed on adults from 18+ years), to support those with additional needs to transition to adulthood and to support those whose transition to adulthood has been challenging, resulting in mental health issues, homelessness, or involvement in the criminal justice system.</p> <p>The PfA service is based within Birmingham City Council (BCC) Adult Social Care and works across BCC and Birmingham Children's Trust. In April 2021, the PfA service led on the refresh of the existing multi-agency Transitions Strategy by bringing together a core of citizens and co-production activists, including the YES! group (which covers a wide span of SEND conditions). This has been mainly a co-commissioning and co-design initiative. In August 2021 the PfA team was shortlisted for a Local Government Chronicle award in the 'innovation' category.</p> <p>The Transitions strategy was originally produced at pace and was not co-produced, although it did go through the usual governance process. For the refresh, staff in the PfA service worked with BCC Education Directorate, the CCG; CIT and the <i>People for Public Services Forum</i>, which provided 6 volunteers who gave intensive and highly valuable inputs. The volunteers acted as a focus group, which also included the YES! group. Views on the draft strategy were sought from a range of public sector and VCS stakeholders and the feedback was compiled into a draft which was shared with the focus group members, who then worked on the strategy to ensure that it was accessible, jargon free and written in plain English. The final refreshed Transition strategy was signed off by Cabinet in October 2021 accompanied by a press release and has been subsequently shared nationally.</p>	<p>Caroline Navan Head of Preparation for Adulthood, Birmingham City Council</p> <p>Sarah Kumar Commissioning Officer Integrated Transitions Team Preparation for Adulthood Birmingham City Council</p> <p>Simon Furze Citizen Involvement Officer Birmingham City Council</p>
CoComm2	<p>Involvement of YES! in PfA and other commissioning strategies in Birmingham City Council <i>YES! CIT, PfA and other commissioning units in BCC</i></p> <p>Young Person Vision Statement by YES! group</p> <p>"Our vision is to have a good life as we become adults, for people to see our potential and support us to reach it. We want to be treated equally, no matter what our abilities and experiences. Look at what we can do rather than what we can't. Our roots, our path, our future! YES"</p> <p>When the PfA commissioning statement was being written, the service wanted young people with lived experience and community enterprises as well as partners such as Birmingham Children's Trust, the Citizen Involvement Team (CIT), Adult Social Care (ASC), Education and the NHS to be involved in the co-production process. Members for the task groups were found through various networks. The group of young people who were brought together from different sources became the self-titled YES! (Youth Empowerment Squad), which has worked virtually throughout the Covid-19 lockdown.</p>	<p>Caroline Navan Head of Preparation for Adulthood Birmingham City Council</p> <p>Sarah Kumar Commissioning Officer Integrated Transitions Team Preparation for Adulthood Birmingham City Council</p> <p>Simon Furze Citizen Involvement Officer Birmingham City Council</p>

Code of initiative		Main contacts
	<p>The YES! group has matured and developed so that the group is now involved in all co-production for the PfA service and is described as an integral part of the team. Work is undertaken to support other services within the wider council and charity group setting, who ask for their input. Examples of this include input into the planning and commissioning of the Commonwealth Games, helping to co-produce communication initiatives for the Occupational Therapy and Disabilities Teams, and helping to co-create a customer survey about improving services for people with disabilities. It has also helped in the co-design of PfA leaflets and other communication materials to help to (in their words) ‘decouncilify’ communications and make them accessible to as many people as possible.</p> <p>YES! meet for one hour every week, with a combination of social activities as well as work, and extra focused tasked groups for specific pieces of work (no more than an additional hour a per week). Anyone aged 14–30 can join—the group is not limited only to YP supported by PFA. Currently the youngest member of YES is 19 and the oldest member is 27 yrs.; parents and carers are also welcomed to join in. In total about 30 YP/parents/carers have been involved at some point but currently there are about 20, with a regular core group of 8. The group composition reflects young people with a range of physical and learning disabilities and gender transitioning, as well as lived experience of the care system.</p> <p>If the YES group were to expand, there would not be additional extra cost, given that the meetings are on MS Teams.</p> <p>It also engages in some co-delivery—one member of YES! is also a member of the business support team and YES! members have agreed to help with the co-production of a play that is currently being created.</p>	
CoComm3	<p>Birmingham Parent Carer Forum <i>Independent voluntary group, official representative of the parent carer voice and strategic partner of the Local Authority, Birmingham and Solihull Joint Clinical Commissioning Group and The Children’s Trust</i></p> <p>BPCF is a voluntary group of Parent Carers who live in Birmingham or access Birmingham services with a child or young person aged 0–25. It seeks to become the bridge between services and families and a collective voice representing all members and all disabilities. It aims to build strong and sustainable links between the local authority, Joint Clinical Commissioning Group, and the Children’s Trust.</p> <p>The original Parent Carer Forum was formed in 2003 from other parent carer participation initiatives at that time. It co-produced a protocol for participation that was finalised in 2015 was successful in attracting funding from the Council for Disabled Children on behalf of the Department of Education to run the Independent Support contract in the city.</p> <p>In 2019 the BCPF undertook training on the principles of co-production, then worked together to develop a framework to set out the joint responsibilities of parents, carers, and public service organisations. They discussed each party’s responsibilities and roles and what they can and can’t influence, so that everyone could be clear.</p>	<p>Sabiha Aziz Chair of Birmingham PCF C.I.C</p> <p>Gwilym Evans Participation Officer Birmingham PCF</p>

Code of initiative		Main contacts
	<p>The BPCF worked with the Strategic Birmingham and Solihull PCF to develop a set of cross-border principles—this was born out of the real experience and frustration of parents, carers, families and CYP that things were happening differently when the CYP had to work with other organisations ‘across the border’. These principles have now not only been accepted but embedded within contractual frameworks with all providers—and are being audited.</p> <p>Birmingham PCF helped in the co-production of the PfA Transitions strategy, stressing the need for an emphasis on therapies and has also been active in Early Years, Exclusions and Transport workstreams. The BCPF also works hard to build its membership and ensuring it includes hard to reach families. As BPCF is not a support group itself, it has created good links to a wide range of established support groups in Birmingham and is able to signpost families to the appropriate groups when parents reach out for help.</p> <p>The bulk of the BPCF’s work is to gather information and take the voice and lived experiences of the service user and feed it back to service providers and commissioners by attending high level strategic meetings. In this way it aims to shape services so that they provide the best support possible to families as well as holding services accountable, where they are offering inadequate support. BCPF Members can become as involved as they wish in this process and can choose to be part of information sharing and gathering or can attend meetings, task and finish groups and projects, either as an Expert by Experience or as a Parent Representative.</p>	
CoComm4	<p>Strategic Health Parent and Carer Forum for SEND <i>BPCF, SPCV, BSol CCG and (as required) health providers including Solar, FTB, BSMHFT, UHB, BCHC & UHB.</i></p> <p>Birmingham and Solihull (BSol) Clinical Commissioning Group (CCG) has established a system-wide Strategic Health Parent and Carer forum. The forum acts as the strategic vehicle for improved engagement and co-production with parents and carers of children and young people (CYP) with additional needs. It works in conjunction with the two statutory PCFs in BSOL—Birmingham Parent Carer Forum (BPCF) and Solihull Parent Carer Voice (SPCV)—which in turn form partnerships with the CCG and other co-opted health providers as appropriate. The PCFs act as the coordinating hubs for the range of other parent and carer groups and parents who are not affiliated with any group to improve health provision and design. They provide connections, coordination, and engagement opportunities back into communities to ensure as many representative voices as possible are included.</p> <p>The Strategic Health Parent and Carer Forum complies with the core principles underpinning the 0—25 SEND Code of Practice (part of the Children and Families Act 2014), which gives guidance to professionals in their work with children and young people who have SEN or disabilities and supports them in:</p> <ul style="list-style-type: none"> ■ taking into account the views of children, young people, and families ■ enabling children, young people, and parents to participate in decision-making ■ collaborating with partners in education, health, and social care to provide support ■ identifying children and young people’s needs ■ making high quality provision to meet the needs of children and young people 	<p>Jo Carney Director of Joint Commissioning, Mental Health, Children and Maternity, Personalisation, NHS Birmingham and Solihull CCG</p> <p>Ali Beard Designated Clinical Officer for SEND Birmingham, NHS BSol CCG</p>

Code of initiative		Main contacts
	<ul style="list-style-type: none"> ■ focusing on inclusive practice and removing barriers to learning ■ helping children and young people to prepare for adulthood <p>This forum provides a strategic interface between PCF representatives and members of the clinical health system in BSol as a mechanism to feedback parent/carer experiences, share information and bring understanding to both Parent/Carers and CCG-Provider leads about improvements to the delivery of care. With a focus on improving outcomes for CYP, the forum is used to devise practical solutions to concerns raised about aspects of delivery of care to CYP with health needs and SEND across BSol.</p> <p>The forum also acts as a platform to share best practice and positive experiences across the health system. This has facilitated bringing health providers together in a learning environment, focused on improvement through patient-centred care.</p> <p>The regular meeting of this strategic forum establishes a foundation for greater engagement and co-production with families and directly with CYP so that service users and parents/carers have opportunity to influence the commissioning and provision of health services across the BSol footprint. The forum is currently working on:</p> <p>Agreements for principles to maintain seamless health input when children and young people live on the border of Birmingham and Solihull and receive services from both areas</p> <p>Expanding crisis support for CYP with LDA, especially out of hours</p> <p>Working on autism pathways (pre-post diagnostic support with parent-carer input)</p>	
CoComm5	<p>Parent Survey to Inform Developing Local Provision Project <i>Castle Vale Nursery School, Birmingham City Council</i></p> <p>Through the Developing Local Provision project (for SEND families), there will be Virtual Inclusion Hubs in the 10 districts across Birmingham, so that children can transition to school better prepared to attend mainstream schools where appropriate. In most cases a maintained Nursery School is leading on the DLP project. As part of the DLP application, Castle Vale Nursery undertook two surveys—one survey was sent to other relevant organisations in the area and one to parents. The parents survey showed glowing feedback from parents of Castle Vale Nursery School. Actually, all but one of the responses were from this school—the other response from another school was negative. Currently, Castle Vale Nursery School is offering early support because of delays in getting diagnosis and completing EHCPs.</p>	<p>Sally Leese Head Teacher Castle Vale Nursery & Chair of Early Years Forum 0–5 years</p>

Code of initiative		Main contacts
CoComm6	<p>Short Breaks for Parents and Carers <i>Midland Mencap, Forward Carers Birmingham, Think4Brum, BCP</i></p> <p>Commissioners have sometimes created a list of providers who could deliver yearly plans with ‘clients’. There was too much demand for this activity and some parents were active with many providers, while other parents would have nothing. Consequently, to simplify things and make them fairer, commissioners (effectively) assigned 100 hours per year to each family—and no more, however many providers were used by that family. This is an example of co-commissioning, at the micro scale, where the parents and carers can decide for themselves how to allocate the hours available.</p> <p>The contract, funded by Birmingham Children’s Trust, was awarded in 2009 and evolved over time. The 100 hours approach was introduced during the last eight years and the programme is still running. The feedback from families has been that this is an ‘invaluable resource’ but that 100 hours is not enough, although the formally commissioned short breaks are supplemented by short breaks supplied by local community groups (a form of co-delivery of the service).</p> <p>This approach was used particularly to facilitate short breaks for complex needs, across many providers, which has been successful. However, there was a flaw in the system, which doesn’t fully allow for the complexity of the needs involved. However, from 2014/15, Forward Carers Birmingham (through its Birmingham Carers Hub) built and coordinated a consortium of providers for short breaks for young people with more mild to moderate needs (additional needs), under an additional contract funded by Birmingham Children’s Trust and held by Midland Mencap (who took over full running of the programme in 2018).</p> <p>The short breaks generally consisted of short respite care for parent carers, targeted at personal support needs (given OFSTED registration). Midland Mencap later brought in a £3 charge for the ‘complex needs short breaks’, which has increased capacity—this was agreed with carers. The ‘additional needs’ short breaks make a lower charge.</p> <p>Short breaks in Birmingham at the moment are mainly accessed through self-referral by parents to the variety of providers offering short breaks, and involve activities such as paying for carers to take kids out to engage in leisure and sports activities. Parents are not necessarily creative in the use of short breaks—Forward Carers argue that giving them full control of the budgets would be better (see next co-production initiative in this list). From Midland Mencap’s point of view, it’s difficult for parents to be creative at the moment, as they don’t hold the budgets.</p> <p>However, the original idea was that the community would be able to help in supporting such short breaks. This idea has not worked in Birmingham—in practice, parents and carers don’t have the opportunities to choose between a wide range of interesting short breaks. There are therefore some questions around whether the current design of this initiative is making the most of the potential opportunities and giving each of the partners involved what they most need from it.</p> <p>Furthermore, not all stakeholders have been helpful—for example, some special schools didn’t offer the use of their premises to Forward Carers, even at those times when the premises were not otherwise in use.</p>	<p>Gemma Weston Deputy Director, Operations Manager, Children & Young People, Midlands Mencap</p> <p>Simon Fenton CEO, Forward Carers Birmingham</p> <p>Victor Roman SEND Improvement Programme Manager, Birmingham City Council</p> <p>Alison Montgomery Assistant Director, Disabled Children’s Service, Birmingham Children’s Trust</p>

Code of initiative		Main contacts
CoComm7	<p>Personal Budgets for Carers <i>Forward Carers</i></p> <p>Forward Carers have prioritised the national agenda on personalisation (Care Act 2014) with its emphasis on service user choice and control over care options and finance. Consequently, it undertook a pilot in 2015, using money from its own reserves. 72 parent carers were allocated budgets of approximately £250 for 6 weeks or so to support their wellbeing. (an example of micro-scale co-commissioning),</p> <p>Some spent the money creatively—e.g. one parent carer who had children living with autism bought driving lessons to be able to transport her children more easily to activities and to increase the range of activities they could attend. Others used their budgets to access a diverse range of creative activities, including various wellbeing, fitness, and relaxation services (such as massage, yoga, and other therapies), or on gardening and handyperson services, showing that for many carers some help at home is what they most need.</p> <p>There was a positive evaluation of the initiative by parent carers, so that Forward Carers concluded, with the agreement of the participants, that it was a good approach to build on and expand. However, despite efforts to seek further funding and support for the initiative, Forward Carers were unsuccessful and Birmingham commissioners kept on extending the short breaks initiative year on year.</p> <p>Personal budgets are a key part of the personalisation agenda embedded in both the Care Act 2014 and the SEND Code of Practice 2015 based on Person-Centred Planning (PCP). It requires determined efforts to ensure the appropriate processes and procedures are in place and supported by governance arrangements and accountability. For those who are reluctant to move directly to personal budgets, personal travel budgets for SEND CYP have been suggested.</p>	<p>Simon Fenton CEO, Forward Carers</p> <p>Victor Roman SEND Improvement Programme Manager, Birmingham City Council</p> <p>Jo Carney Director of Joint Commissioning, Mental Health, Children and Maternity, Personalisation, NHS Birmingham and Solihull CCG</p>

Code of initiative		Main contacts
CoComm8	<p>Birmingham Children and Families Vision co-produced by Birmingham Young Researchers <i>Birmingham Children's Partnership (BCP)</i></p> <p>The Birmingham Young Researchers project began in August 2020, when 12 Young Researchers (aged between 14–21 from all walks of life) designed and delivered youth-led participatory research into children & young people's thoughts, feelings and lived experiences of their city. The project heard from 3,829 children and young people aged 5–25 from across Birmingham.</p> <p>Each Young Researcher has a unique experience of one or more of the following services: Police and Youth Justice, Education—formal and informal, Social Care and Advocacy Services, Special Educational Needs and Disabilities Services, Mental Health Services, Physical Health Services & Asylum-Seeking Services.</p> <p>The young people in the survey were asked to help advise Birmingham City senior leaders on the following:</p> <ul style="list-style-type: none"> ■ Young people's priorities for their city ■ What decision makers should invest in ■ Young people's views on mental health, the environment and personal safety. <p>The results were that the highest priority identified by the Young Researchers was having more and better jobs for young people, with having more and better higher education opportunities coming in a close second. Statistically, these stood head and shoulders above the rest. The results of this survey were fed into the production of <i>Birmingham Children and Families Vision: A Draft Vision for All Professionals Working in the City</i> by Birmingham City Partnership, which states (page 3):</p> <p>"We have engaged with children and young people and partners across the city, with research and learning from experience, to co-produce this new vision. What we see in the future is that our services will be more integrated and often delivered in community hubs in each of our localities. Professionals will work more closely together including teachers, GPs and community, voluntary and faith groups, etc. We will be better connected around families".</p>	<p>Rob Willoughby Early Help Programme Lead, Birmingham Children's Trust and Birmingham Children's Partnership</p> <p>Denishae Francis and Connor Allen Transformation and Improvement Apprentices, Birmingham Children's Partnership</p>

Code of initiative		Main contacts
	CO-DESIGN	
CoDesign1	<p>Person-Centred Reviews by Pupil and School Support Service <i>Pupil and School Support Service (PSS), Birmingham City Council</i></p> <p>Several years ago, all team members (currently 38 staff) in Pupil and School Support undertook training with Helen Sanderson Associates on person-centred planning for implementation in EHCP reviews—“based on active listening and doing something about it—that’s the basic rule of thumb for all our teams”. The approach was piloted 7–8 years ago at Ninestiles mainstream Secondary School. Person Centred Reviews (PCRs) are now ‘business as usual’ in the service, including the agreement of EHCPs. While not all schools use this approach all the time, the PCR approach has been adapted into current review practice. Some schools also adopted an ‘enrichment’ session, typically on Friday afternoons, arising from these PCRs, which might involve, for example, young people playing chess, working in a hair salon, etc. It has also led to a range of supplementary activities—e.g. groups of YP with their head teachers have attended conferences. The PSS service trains SENCOs every year (over 2 days) in person-centred tools and holds person-centred events to spread the word. The PSS service would be actively keen to explore how to scale this PCR approach more widely.</p>	<p>Heather Wood Service Lead Teacher, Pupil and School Support Team (PSST), Access to Education, E&S, Birmingham City Council</p>
CoDesign2	<p>Person-centred reviews in EHCP process at Longwill Special School for Deaf Children <i>Longwill Special School for Deaf Children</i></p> <p>Annual reviews at Longwill Special School routinely include parents and young people (i.e. in about 80% of cases), although perhaps not fully ‘PCPs’, as staff have not been trained in the standard PCP model. Where parents or young people cannot attend in person, the school routinely seeks and incorporates their views into the meeting. The school values ‘parents as partners’, it ensures that parents are invited to meetings with advance notice given and rearranges meetings if they cannot attend, as well as sending out relevant paperwork in advance. Moreover, the school provides interpreters (BSL, etc.), if necessary, to facilitate parental attendance for deaf parents (although it receives no funding for this and has to meet it out of its own budget). In this way, the family voice is put first. Throughout COVID the school found that it can do these annual reviews with parents through MS Teams—indeed, attendance at reviews is even better.</p> <p>This approach is supported by a culture of communication with pupils. For example, in Longwill School children are routinely involved in their review meeting, where their views are heard, and they have an opportunity to show their work.</p> <p>The school believes that having parents at these annual reviews improves outcomes and cites some examples which provide qualitative evidence that, where parents are enabled to take an active role in the review, the EHCP process works more effectively and improves outcomes for the child.</p> <p>The school remains confident that the annual review process, undertaken by special schools, in updating the EHCPs is evidence of good practice. However, it is concerned that the rest of the system needs similarly to take seriously the agreement and updating of EHCPs with parents.</p>	<p>Alison Carter Headteacher Longwill School for Deaf Children & Chair, Birmingham Special Schools Head Teachers Management Association & Chair Special Schools Forum.</p>

Code of initiative		Main contacts
	<p>On co-design, there are working parties in Longwill School looking at the Relationships, Personal, Social, Health and Economic (RPSHE) curriculum—this continued all last year, even with Covid. It involved review of the curriculum, with a wide representation, including teachers, teaching assistants, parents, governors, and pupils at all stages in school, representing every sector. The school believes that this is resulting in an effective new RPSHE curriculum, incorporating the voices of everyone involved and reflecting the needs of pupils.</p> <p>There is also a strong School Council, which works in line with the UN Convention on Rights of the Child, so part of Longwill School's interaction with the world is about helping pupils to be active contributors to society—e.g. through the School Council, pupil librarians, and the teaching of 'Deaf Studies' to all its pupils to produce 'rounded confident citizens who can flourish in the hearing and deaf world'.</p> <p>On co-delivery, the school also provides weekly sign language classes to support hearing parents to learn to sign and therefore communicate more freely with their deaf child, thus improving outcomes for deaf children and young people.</p> <p>Furthermore, the school provides six weeks of free provision at home, provided by two deaf staff (the 'Deaf Child at Home' project) for hearing parents. These activities support their understanding of the needs and capabilities of their deaf child (especially with regard to communication within the home) and demonstrate that they can have high expectations for them.</p> <p>In all these ways, the school believes it (and indeed <u>all</u> schools) should be seen by the local authority SEND services as crucial in finding a way to better engage with parents, given that it already has the links and positive relationships with parents, who see schools as 'safe spaces' to advocate for their child. It therefore suggests that schools are a crucial part in the 'jigsaw' of making true co-production work, between parents and SEND services.</p>	
CoDesign3	<p>Birmingham Social Emotional Mental Health (SEMH) Pathfinder for Early Help <i>Birmingham Children's Trust, Birmingham City Council</i></p> <p>The Birmingham SEMH Pathfinder is a multi-agency, collaborative approach to working with children and families with multiple complex needs, building upon several reports that evidenced a pronounced service and client divide in both the education and criminal justice systems, with little real engagement with families. Indeed, families were not generally seen as being a capable, or a strong source of solutions (Wightman and McCabe, 2018, p. 339). Problems were recurring in the same schools repeatedly, where many students were labelled as 'criminal'. Interventions were 'stop-start', and young people were experiencing 'carousel' provision—after the end of each intervention, some reverted to old behaviours involving criminal activities. Therefore one of the primary champions of the Pathfinder in the system has been the West Midlands Police and Crime Commissioner.</p> <p>The Birmingham SEMH Pathfinder is an innovative family support approach. It is based on a relational model of value-led, psychologically informed, sustained support for families, utilising pastoral support school-based workers who receive training, supervision, and co-worked support from Pathfinder Coordinators. The Pathfinder workers act as a conduit between each family and an ecosystem of SEND multi-agency support, thus bridging the gap between home and school. The sustained, relational support provided by Pathfinder workers builds the trust so crucial to the Pathfinder approach, which supports and enables meaningful engagement with other agencies and interventions, at each family's own pace. Links are established with BCC SENAR service.</p>	<p>Rob McCabe Strategic Lead Birmingham SEMH Pathfinder Birmingham Children's Trust</p>

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	<p>Key to the approach is the strength and quality of the relationship between all Pathfinder staff and the family, a relationship characterised by a desire to understand the family's adverse experiences and wider circumstances and to enable them to use their strengths to overcome barriers affecting their lives. A relational approach is adopted so that a family has one regular, named worker, rather than many, with whom the family can develop a longer term and more positive relationship, which can help to create more family capacity and can offer the prospect of sustained change. In addition, there is a parents' network which focuses on enabling parents to influence the decision and policy-making that affect their families' lives.</p> <p>The approach is based on three basic values: shared authority, nurture, and commitment to social justice. It is built on the longer-term aspiration, to 'design professionals out of the system' and introduce more self-governed and self-driven responses to building community resilience and development.</p> <p>Pathfinder Parent Associates work are involved in supporting other parents—e.g. with neighbours and with other parents in the school cohort, so that the resource can be multiplied many-fold.</p> <p>A Rapid Evaluation of the Pathfinder has been undertaken by Social Finance. The evaluation of this shared authority model, which encourages parents to co-design the interventions, shows promising signs from the qualitative results (still too early for quantitative results). The evaluation concluded: "comparison of children involved with the Pathfinder to similar children across Birmingham showed evidence of measurable reductions in fixed term exclusions, referrals to children's services, and the need for a social worker. More widely, we heard examples of the Pathfinder contributing to wider systems change through helping services join-up around families, see needs more holistically, and adopt more relational approaches themselves."</p> <p>An increasing number of schools are backing the model—6 schools in 2016, now 44 schools, mainly mainstream schools (initially mainly secondary schools, but 21 primaries joined recently). The Pathfinder is now targeting early help.</p> <p>Pathfinder Phase 1 schools from 2016: City of Birmingham School, Lindsworth School.</p> <p>Pathfinder Phase 2 schools from 2017: Lumen Christi Multi-Academy—St Thomas Aquinas School, St Paul's School, St Joseph's School, St Columba's School, St James School and St Brigid's School.</p> <p>Pathfinder Phase 3 schools from 2018: St.Thomas More Primary School and University of Birmingham Secondary School</p> <p>Pathfinder Phase 4 from 2019: South City College (Longbridge Campus)</p> <p>Northfield District Mobilisation of Pathfinder from 2021—All schools in the Northfield District</p>	

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CoDesign4	<p>Development of Secondary and Early Years CAT PACs to Support Families' Understanding of Autism—and Updating the Primary Age CAT PAC <i>Communication and Autism Team (CAT) and BPCF</i></p> <p>Communication and Autism Team Parent Awareness Courses (CAT PACs) have for some time been run by the Communications and Autism Team for parents of primary school children. Before these 6-week CAT PAC courses were redeveloped, Wendy Peel met with a group of 5 parents who had expressed an interest in joining together to discuss what messages and themes needed to be in the CAT PACs. These discussions suggested that parents would prefer something more focused on specific age groups—particularly a CAT PAC for secondary pupils facing different challenges to early primary pupils. This was also raised in feedback from parents who had already attended CAT PAC sessions (an example of co-assessment of services).</p> <p>At a meeting with the RISE Youth Forum, facilitated by Keshia Hamilton, its thoughts on messages to be included in the CAT PACs were sought. They stressed how the information which they and their parents needed changes as they grew older. Later, a meeting with a group of 10 young autistic adults who had been through the education system within Birmingham (18–30 age group) also gave their views on important messages needed for parents at different times within their lives and on different themes. The new CAT PAC materials use anonymous quotes from both the RISE Youth Forum members and the autistic adults to ground the materials within real life experiences.</p> <p>In summer 2021, the new Secondary School materials were piloted with a group of 10 parents (different parents from the original group) who were encouraged to feedback thoughts and ideas towards a finalised Secondary CAT PAC. The launch is planned to take place face to face within a Secondary School in the Spring term 2022.</p> <p>Together with BPCF an Early Years CAT PAC is being developed and a pilot is planned for early 2022 with parents of pre-verbal children, with a launch to take place later in 2022.</p>	<p>Wendy Peel, Interim Assistant Team Manager, Access to Education, Birmingham City Council</p> <p>Heather Wood Service Lead Teacher, Pupil and School Support Team (PSST), Access to Education, E&S, Birmingham City Council</p>

Code of initiative		Main contacts
CoDesign5	<p>RISE Youth Forum <i>RISE Youth Forum</i></p> <p>Formerly known as the SEND Youth Forum, RISE was launched in February 2020 to provide a platform for young people aged 12–18 years from mainstream secondary schools in Birmingham. It is intended to promote pupil voice, so that young people can voice their views, and participate in discussions and decisions about policies and practices, which are affecting their life through service delivery, locally and nationally at a strategic and operational level.</p> <p>The Forum has run an #AdditionalNotSpecial campaign and created a petition (which achieved 350 signatures) to lobby central government, proposing that the use of ‘Special Educational Needs by in the Children & Families Act (2014) and Code of Practice (2015) is outdated and should be removed. They argue that it does not accurately describe provision that many children need. It should be replaced with the more appropriate term ‘Additional Needs’. They would like to be referred to as Children and Young People with Additional Needs. The Forum’s suggestion for this change in terminology has already been accepted by many of the organisations involved in SEND, including the SEND Improvement Board. About 17 YP from the Forum were involved in this campaign, meeting once a month. (A similar movement occurred in Solihull, where CYP in Solihull also stressed that they don’t like the phrase SEND, so Solihull now has a JAND Board, rather than a SEND Board—but at national level this has been rejected, with some documents being sent back on the grounds that they had ‘JAND’ written on them, so weren’t relevant to SEND!).</p> <p>In 2020, the RISE group also provided feedback to Heads and teachers on the importance of the main issues that YP may face going back to school during the Covid-19 pandemic. A step-by-step guide was prepared for all schools—feedback suggested that this co-delivered guide was useful, and it was posted on local offer websites, getting a good response.</p> <p>RISE has suggested that it would like a Forum in every secondary school and a representative from every secondary school in the central RISE group.</p> <p>The RISE group also played a role in commenting on the revision of the Birmingham SEND Local Offer (see CoDesign17).</p> <p>The Youth Forum lead acts as the young people’s ‘voice of experience’ within the SEND Improvement programme structure.</p>	<p>Keshia Hamilton Autism Advisor / Youth Forum Lead Communication & Autism Team Birmingham City Council</p>

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CoDesign6	<p>Birmingham Wellbeing Youth Forum <i>Education and Skills Directorate, Birmingham City Council</i></p> <p>The Wellbeing Youth Forum is Birmingham's pupil voice on all issues surrounding 'wellbeing'. It advocates for pupils to ensure the service they are receiving is fitting and has pupil voice at the heart of it.</p> <p>The Forum members are experts by experience and are available to help teaching staff in schools and colleges across Birmingham to support other young people with their wellbeing and mental health across the city. They have created questionnaires to identify gaps in knowledge and training in relation to wellbeing and mental health issues, both on the part of staff and school pupils. Members of the Forum have also co-designed and co-delivered training to upskill all those involved, to ensure the best wellbeing and mental health support for the young people of Birmingham.</p>	<p>Keshia Hamilton Autism Advisor / Youth Forum Lead Communication & Autism Team Birmingham City Council</p> <p>Ellie Bilton Senior Educational Psychologist (West Team) Education and Skills Directorate Birmingham City Council</p>
CoDesign7	<p>Think4Brum <i>Forward Thinking Birmingham</i></p> <p>Think4Brum (T4B) is the youth advisory group for Forward Thinking Birmingham (FTB), which is the Birmingham mental health service for 0–25-year-olds. It gives young people, especially those who have used FTB services, an opportunity to get directly involved in FTB, helping to shape the design and delivery of its services. As well as providing YP with the support and encouragement to have their say, it offers training and opportunities to get involved in lots of different activities. The 21 YP who are members of Think4Brum have been involved in:</p> <ul style="list-style-type: none"> ■ Co-design of a Mental Health Journal/Passport ■ Mental health research within the Trust and with partners including University of Birmingham ■ Supporting staff training ■ Staff recruitment, including sitting on interview panels or sending in questions to be asked to interviewees (which helps to recruit better people, who are more likely to get on well with YP) ■ Providing user voice to the MH service management board within the Trust ■ Taking part in service improvement events ■ Attending and delivering content at national conferences ■ Directorate-level decision-making bodies <p>There is T4B Steering Group (SG) of YP, meeting for 2 hours monthly, attended by senior service managers. The chair is on the autism spectrum and all group members have lived experience of SEND conditions. Other SG activities have included:</p> <ul style="list-style-type: none"> ■ commenting on a Healthwatch report. ■ individual project work (sometimes involving individual YP in 5–7 hours extra inputs per week), e.g. on a suicide prevention online training tool <p>As a rough estimate Think4Brum probably benefits from 800–1000 person hrs per year of YP inputs.</p>	<p>Bob Maxfield Participation & Engagement Lead Forward Thinking Birmingham</p> <p>Carol McCauley-Kiernan Senior Strategic Commissioner Mental Health NHS Birmingham and Solihull Clinical Commissioning Group</p>

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CoDesign8	<p>Young Parent-Carer Support Group <i>Spurgeons, Forward Carers Birmingham</i></p> <p>This group of young carers—from age 10 up to age 18—who are supporting their parents or other family members is funded by Forward Carers from its own reserves and organised by Spurgeons.</p> <p>In 2021, Spurgeons resuscitated its Birmingham Young Carers Unite Committee for young carers aged 12–18 to help it shape the service it provides to young carers, to encourage volunteering and fundraising, and to help young carers to meet new people and gain new skills. In November 2021, one of the Birmingham Young Carers Unite Committee joined 30 young people from Young Carers National Voice to have an online discussion with the Children’s Commissioner, Dame Rachel de Souza to discuss issues facing young carers and how best to deal with them.</p> <p>In connection with the Forum, Spurgeons also provides a monthly young carers respite group, training opportunities (e.g. building self esteem and confidence) and the opportunity to take an activity break, make friends and have some fun—these activities are funded by Birmingham Children’s Trust.</p> <p>Birmingham Forward Carers point out that, as there are issues around the representativeness of all forums which are meant for people who use services and have lived experience, there is an argument by a diversity of such forums. Such diversity allows for more groups to have their views expressed and to have opportunities to contribute. This is especially important where the membership of a forum is subject to explicit or implicit ‘gatekeeping’, so that ‘troublesome’ forum members are either edged off the group or have their views suppressed or smothered.</p>	<p>Liam Tucker Spurgeons</p> <p>Simon Fenton CEO, Forward Carers Birmingham</p>
CoDesign9	<p>Freedom to Fly Parent Carer Support Group <i>Independent Parent Carer facilitator, Forward Carers Birmingham</i></p> <p><i>Freedom to Fly</i> is a support group for parent carers with a son or daughter aged 17–25 years old. The group is run by a parent carer and aims to meet the emotional and practical support needs of other parent carers, as their children transition into adulthood. It is supported by Forward Carers in an organisational capacity but is self-funded.</p> <p>The objectives of the group are:</p> <ul style="list-style-type: none"> ■ To provide a friendship network, that can give emotional support at times of crisis and companionship at all times. ■ To share useful information & experiences about services & equipment that affect the lives of grown-up children. ■ To offer a forum for discussion on matters of concern to the group, with outside speakers, where appropriate. ■ To be involved, as user representatives, in consultations with all relevant organisations across Birmingham <p>(See https://birminghamcarershub.org.uk/event/freedom-to-fly-parent-carer-support-group-10/)</p>	<p>Anne Barnes Independent Parent Carer Facilitator</p>

Code of initiative		Main contacts
CoDesign10	<p>Autism Confident Course <i>Autism West Midlands, Health and Wellbeing Fund</i></p> <p>Autism West Midlands offers a free 8-week programme which aims to help teenagers to understand more about their autism and improve their confidence and provides them with the opportunity to meet other people on the spectrum. It also offers them opportunities to develop their social skills in a supported group setting. This programme involves small group workshops, one-to-one support and supported social groups.</p> <p>This is a 3-year programme up to March 2022, just in Birmingham, funded out of the Health and Wellbeing Fund, with the funding tapering off. It is small scale, with up to 8 young people on each course (3 per year, running for 3 years)—probably reaching up to about 50 people in total.</p> <p>The project has been partly co-designed—the adult model of the programme in Birmingham had been going for some time but it needed to be tailored to the teenage group. So, a series of workshops were held with young people—asking what they would like to see in the programme, differently from the adult programme; and how it should be designed in terms of times, places, etc. Different young people have been involved as the programme has developed, and it has been adapted in line with their suggestions.</p> <p>The programme is also partly co-delivered—in the sessions, a young person shares their experiences with others who are not so far along the line. This has been successful (an evaluation is currently being undertaken).</p>	<p>Hilary McGlynn Operations Manager for Community Services, Autism West Midland</p>
CoDesign11	<p>Birmingham Virtual School <i>Education and Skills, Birmingham City Council</i></p> <p>The Birmingham Virtual School is a statutory service which is focussed on the education and welfare of all the children and young people who are in Birmingham's care or who have previously experienced the care system. It now has extended duties to be an educational champion for all children known to social care.</p> <p>In September 2021, there were 549 Birmingham Children in Care with SEND who were living and being educated in Birmingham (and 42 others with disabilities), with a further 343 Children in Care with SEND (and 34 others with disabilities) being educated outside Birmingham—these were all members of the Virtual School.</p> <p>It works in partnership with the child or young person's school, social worker, family, and other key professionals both within Birmingham and other local authorities where children may be placed. Its role is to monitor the progress of all of Birmingham's children in care as if they were in one school, and to advocate for these children and young people; to make sure they are supported at all stages of their education and have the best opportunities to be successful in their adult lives.</p> <p>The communication and co-production with the Virtual School happens in two ways. First, there is discussion on the child/young person's personal education plan (PEP), with social worker, school, carer, and young person all contributing their views to the PEP and discussing actions, interventions and pupils needs, all of which are recorded in the PEP.</p>	<p>Lisa Marie Smith Headteacher, Virtual School Education & Skills Directorate Birmingham City Council</p>

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	<p>The Virtual School also provides a range of support which enables parents, carers, children, and young people to take part more effectively in co-production activities, although this support may not in itself be co-produced with those parents, carers, children, and young people. These support activities include attending all interagency meetings, including Annual Reviews and discussions of requests to assess, etc.—the Virtual School acts as the child’s educational champion in these conversations. It also advises parents/carers on schools, to support parents in stating their preference for a school place—both SEND and non-SEND—in the city and outside the city. It attends the foster carer forum, writes advice and guidance leaflets around education, has a website of education information. It also supports and advises any families which have children and young people previously in care (including children with SEND) with education queries.</p> <p>There is evidence of significant impact of the Virtual School. The Annual Headteacher report shows year-on-year improvement in attainment, low exclusions, and high attendance. Positive results were reported in the SEND Focussed Inspection of June 2019 and the BCT Foster Care Agency Inspection of August 2021. The Ofsted Focussed visit of October 2021 reported a number of improvements which suggest that key building blocks for co-production are being put in place—it concluded that children in the Virtual School make positive progress and are well supported to have high aspirations and achieve in school and college, while older children are supported to consider their education and employment options, whether these be apprenticeships, college, or university and, moreover, a beneficial range of apprenticeship opportunities have been created within the trust, the council and beyond.</p>	
CoDesign12	<p>SEND Key Worker Pilot <i>Barnardo’s, NHS Birmingham, and Solihull Clinical Commissioning Group (Learning Disabilities and Autism team)</i></p> <p>Barnardo’s are working in partnership with Birmingham and Solihull Clinical Commissioning Group (CCG) to deliver a dynamic local service to support children and young people 0–25 years, with a particular focus on 14–25 years who are living with a learning disability, autism, or both, have the most complex needs and are inpatients or at risk of being admitted to hospital. Keyworker support will also be extended to the most vulnerable children with a learning disability and/or autism, including those who face multiple vulnerabilities such as looked after and adopted children, and children and young people in transition between services. Its design involved parents and carers and CYP right from start, including experts by experience and the formal PCF.</p> <p>Many SEND people and families are facing crisis and don’t feel a sense of progress. Keyworkers will build a relationship with them. It’s intended to be a 12-month pilot but there is every indication that it will roll out further. There are 3 principal Keyworkers and two support workers and a team manager. Each Keyworker will have about 10 people maximum (quite a large number, 10 could be tricky in practice)—and we have about 30 SEND people who are potentially relevant (on the DSR red or amber rating or in hospital). Keyworkers will have a qualification in education or social work—but not necessarily in a SEND specialism.</p>	<p>Tom Parker LD/A Commissioning Manager—Learning Disabilities and Autism NHS Birmingham and Solihull Clinical Commissioning Group</p> <p>Emma Cooper Clinical SEND lead Forward Thinking Birmingham</p> <p>Alison Montgomery Assistant Director, Disabled Children’s Service, Birmingham Children’s Trust</p>

Code of initiative		Main contacts
	<p>The first (unsuccessful) attempt at a Keyworker bid was in 2021. Another (successful) bid was made in March 2021 and presented to a panel of NHS England. The bid had to include local families describing what this would mean to them. Throughout the programme planning, recruitment, etc. we involved families. In July 2021 we held a 'Keyworker Co-production Day', which was successful—we discussed what should be the co-produced local outcomes and what Keyworkers would do (at pace). Families and YP were flexible and worked with us—they were recruited through two PCFs, EVE Solihull, the YES and RISE groups, etc. A member off Solihull PCF now chairs the Keyworker project SG.</p> <p>In the July event, we said that we need more parents, so these forums reached out to parents and CYP—more people have since joined the governance and boards, etc.—and linked us to further people with lived experience. These parents and young people supported the steering group and four task and finish groups meeting weekly (now amalgamated into one), working directly with Barnardo's on further development of person-centred planning tools, and use of digital technology.</p> <p>The service is being run by Barnardo's Service, who have now received the first referral.</p> <p>[A further keyworker project is being developed by BCT Disabled Children's Service, but this is not currently proceeding—it may recommence when SENAR is re-built].</p>	
CoDesign13	<p>Hospital Passports <i>UHB, BWCHT, BCH and Think4Brum</i></p> <p>A lead nurse for vulnerabilities, including Learning Disabilities/Autism, was appointed by UHB to improve and ensure individualised care is delivered for this patient group. Learning Disability /Autism Standards have been developed and implemented, including the use of a Hospital Passport, designed to identify and address the needs of this patient group. The Passport is being used, once admitted to the hospitals, and throughout the patient journey, to support the staff to identify any Reasonable Adjustments and specific care requirements, ensuring positive outcomes and positive patient experience.</p> <p>The Adult, Children and Young Persons Hospital Passports have been co-produced with patients, carers, and families. The Passports are provided to the patients when admitted and are available to download from UHB's website allowing completion before admission. Having a Passport when attending hospital, tells staff about the patient, and allows for a better understanding of their needs; this is particularly important in often busy Emergency Departments (ED). For those who attend without a Passport, the Vulnerabilities Team, from January 2022, will be working with staff in EDs to support Passport completion.</p> <p>The Vulnerabilities Team has worked in the community to promote the use of the Passports for adults. This work will now be replicated within the SEND community, working with Ali Beard, Maria Kidd and GP surgeries to promote the use of the Passports for children and young persons; completion prior to attending EDs, or hospital admission, will provide early identification of patient needs.</p>	<p>Ruth O'Leary Lead Nurse Vulnerabilities UHB</p> <p>Rachel Yeates Paediatric Matron UHB</p> <p>Nicky Pettit Consultant Nurse for Youth and Transition</p> <p>Ali Beard Designated Clinical Officer for SEND Birmingham, NHS BSol CCG</p> <p>Bob Maxfield Participation & Engagement Lead Forward Thinking Birmingham</p>

Code of initiative		Main contacts
	<p>Patient experience is a key driver for UHB in improving care. Patient surveys are provided to adults, children, and young people to obtain feedback on the care received and their experience whilst in hospital. The feedback is utilised to make changes where necessary.</p> <p>There is a parallel initiative stemming from Think4Brum—YP complained about having to retell their story again and again, so they wanted to create a Wellbeing Passport, in which they could tell their story ‘once only’ and outline care issues, etc. This initiative was co-designed—maybe 100 Passports were issued, but there may be only about 10 outstanding at moment. However, funding to create Physical Health-focused pages has been awarded and will allow substantially more Passports to be printed.</p>	
CoDesign14	<p>Co-designing interaction of unaccompanied asylum-seeking children with the health system <i>BCHC</i></p> <p>This 2019 project explored the ways in which unaccompanied asylum-seeking children and young people (CYP) see and interact with doctors, given that this will be different from other children, partly because they typically can’t speak English.</p> <p>DfE guidance highlights that “An unaccompanied child is likely to have developed survival skills and possibly a veneer of being able to cope, which may mask their actual needs. Assessments should be carefully completed before assuming any level of physical, social, and emotional resilience. An assessment of needs should include (but not be limited to) language and communication skills, ability to buy and cook food, ability to care for themselves and keep themselves safe, their understanding of British laws and social customs, and their ability to access education and public services (including GP and dentist)” (https://www.local.gov.uk/sites/default/files/documents/Suitable%20placements%20for%20UASC%20updated%20April%202018%20Final.pdf). These ‘survival skills’ indicate the potential for co-production by these young people, in spite of the difficult circumstances in which they find themselves.</p> <p>The intention of this project was to co-produce a new way of doing health assessments for these children and young people, so they were involved in this project, as well as foster carers, social workers and other professionals involved with them. This project led to important changes in the service—there are now nurse-led appointments before the children see the doctor, TB screening and blood investigations in advance and the children are given the full range of relevant vaccinations in advance. Moreover, they are informed about the importance of these vaccinations and encouraged to be careful to remember the need to repeat these vaccinations after 5 years (or when relevant).</p>	<p>Doug Simkiss Medical Director & SEND Lead, Birmingham Community Healthcare NHS Foundation Trust</p>

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CoDesign15	<p>Open School Houses <i>Women's and Children's Services in West Birmingham ICPP</i></p> <p>The service is developing the concept of Open School Houses, where people, both citizens and professionals, can get to know each other. Schools will host a PCN 'open house' for seeing the school and all the ways students engage in learning about health. From these open sessions, partnership conversations are expected to emerge organically, with a view to helping in the co-design and co-delivery of improvements. The concept is to be piloted with Oasis Schools Academy in December 2021 and a toolkit has been devised to enable any school or PCN to organise this for their neighbourhood.</p> <p>(Similarly, it is hoped that GP practices and dentists near the school will also invite children in to do a field trip). The co-production would be how learning goes back into the service.</p>	<p>Amy Maclean West Birmingham Development Lead, Maternity and Children Ladywood & Perry Barr Integrated Care Partnership</p>
CoDesign16	<p>Transformation and Improvement Apprentices Programme <i>BCP</i></p> <p>As part of the BCP transformation plan and business case in 2020, the BCP Board and Executive agreed to create two 'Transformation and Improvement Apprentice' posts. Denishae Francis and Connor Allen were recruited to these posts in January 2021, as members of staff in Birmingham Children's Trust.</p> <p>Since January 2021, the apprentices have participated in many meetings across the BCP partnership. They have used their lived experiences and been the voice of youth on various occasions, which often prompts constructive thoughts or conversations.</p> <p>Whilst working full-time, the apprentices also attend college once a week. As a part of their college course, they must lead a transformation project and as a part of their assessment, present their project journey.</p> <p>Denishae Francis has chosen to do a project around reducing school exclusions and Connor Allen has chosen to undertake a project mapping co-production in mainstream children's services throughout Birmingham, which will also feed into training opportunities on co-production for managers and staff and the development of co-production champions, with the possibility of aligning with the mainstream SEND Improvement agenda via the APP/WWTMG reference group.</p> <p>Other work in which the apprentices have been involved has included being on a panel for a tender evaluation, reviewing documents and websites (for example the Local Offer website before it was launched), youth mapping, managing social media accounts and conducting surveys, for example a survey of BME young people's attitudes to the Covid-19 vaccination.</p> <p>The programme has recently doubled in size to four posts.</p>	<p>Rob Willoughby Early Help Programme Lead Birmingham Children's Trust and Birmingham Children's Partnership</p> <p>Denishae Francis and Connor Allen Transformation and Improvement Apprentices</p>

Code of initiative		Main contacts
CoDesign17	<p>The SEND Local Offer Website <i>Birmingham City Council, all local public service organisations involved in SEND support and services</i></p> <p>Every local authority in England has a duty to provide children and young people (0–25 years) with support if they have Special Educational Needs and/or Disabilities (SEND)—this is known as the Local Offer. Moreover, every Local Authority has to publish what support is available on a Local Offer Website. The Birmingham Local Offer website includes information about the wide range of services that are available to support all areas of a child's life (0–25 years), with especial focus on those with SEND. This includes support with education, physical and mental health, social care, leisure activities, and moving towards independence and adulthood.</p> <p>In Birmingham, the Local Offer website has been relaunched to make the information in it clearer and easier to find, setting out useful and accessible information and support for a whole family's SEND journey. This relaunch was achieved with the help and guidance of the Birmingham Parent Carer Forum and RISE, the SEND youth forum. Moreover, the Local Offer Focus Group has also been convened to work continuously on and improve the website; the group includes the young people, parents, teachers and SEND professional working in co-production.</p>	<p>Rachel Edwards Communications & Engagement Lead SEND Birmingham City Council</p> <p>Sabiha Aziz Chair, Birmingham Parent Carer Forum</p>
CoDesign18	<p>Co-designing Parent-Friendly Leaflets Across All SEND Advisory Teams <i>SEND Advisory Teams: The Communication & Autism Team, The Pupil & School Support Team and the Sensory and Physical Difficulties Team, Birmingham Education Psychology Service, BCC</i></p> <p>This project built upon on the work done by the CAT team with the Parent Carer Forum in producing a leaflet for families about the team and the offer of support available for children and young people with autism, their families, and schools (see initiative CoDesign4 above). The learning from this initiative has been taken to the SEND advisory team cross-service group to inform the development of parent-friendly leaflets about all the teams. Early discussions are taking place around also capturing the voice, knowledge and experience of parents in shaping the offer of services and effective ways of working</p> <p>Capturing the parent, child and young person voice plays a key role in the early intervention work of the Birmingham Education Psychology Service's work and its statutory role in EHCP assessments. For example, the positive evaluation and feedback it received from its Parent Telephone Help Line during the pandemic lockdowns in 2020 supported ongoing development of its vision for a wider scope for future commissioned services.</p>	<p>Heather Wood Service Lead Teacher, Pupil and School Support Team (PSST), Access to Education, E&S, Birmingham City Council</p> <p>Dr Pauline Bromfield Acting Principal/ Senior Educational Psychologist, Birmingham Educational Psychology Service</p>

Code of initiative		Main contacts
CoDesign19	<p>SEND Accelerated Progress Plan (APP) <i>Birmingham City Council, Birmingham Parent Carer Forum, NHS Birmingham and Solihull Clinical Commissioning Group, Birmingham Children's Trust</i></p> <p>In May 2021, Birmingham received a joint Ofsted/CQC Local Area SEND revisit. As a result of the revisit, Ofsted and CQC issued a report which judged that insufficient progress had been made against 12 out of the 13 Areas of Significant Weakness identified in the 2018 Birmingham Local Area SEND Inspection. This outcome was due to insufficient co-production, engagement and progress across all areas since the Written Statement of Action (WSOA) was approved in January 2019.</p> <p>In July 2021, Birmingham also received a Draft Direction from the Secretary of State, which announced the appointment of the DfE Commissioner, who will consider whether the City Council and partners have the commitment, capability and capacity to lead the changes needed to improve SEND services. As a result, the Local Area has committed to fully co-produce an Accelerated Progress Plan (APP) based on identifying desired outcomes, which will be appropriately scrutinised by the SEND Improvement Board, chaired by the Commissioner.</p> <p>Birmingham City Council, in partnership with the Birmingham Parent Carer Forum, the Clinical Commissioning Group and the Birmingham Children's Trust have agreed the methodology, scoping out the work for the APP and its initial governance, and submitted a draft response to the DfE. A meeting took place to discuss this on 14 September 2021, attended by the Commissioner.</p> <p>Throughout September 2021, the partnership held a series of meetings with parents, carers, young people, education settings and the voluntary and community sector to engage them in the work programme for the APP and to identify the key measures of success for the programme and how the programme will be monitored and held publicly accountable. Over 150 people attended events for parents and carers held online and in person.</p> <p>This programme of work will therefore focus on carrying out the necessary transformation work to improve the quality of service provided to children and families, addressing systemic weaknesses and ensuring that Birmingham is on track to deliver against the APP. The APP was approved by DfE in November 2021.</p>	<p>Victor Roman SEND Improvement Programme Manager Birmingham City Council</p>

Code of initiative		Main contacts
	CO-DELIVERY	
CoDel1	<p>School Nurse Ambassador Programme <i>BCHC</i></p> <p>The Birmingham School Nurse Ambassador Programme (SNAP) was launched in March 2015 to develop engagement and service co-design with children and young people, ensuring that their voice is heard in developing the services that support them within their school and identifying ways to meet the health needs of their school population. The programme aims to recruit and train young people (year 8 & 9) to become School Nurse Ambassadors.</p> <p>This project aims to empower children and young people to develop skills as well as to build confidence and become advocates in the health needs of their school population, benefiting both the pupils involved but also identifying health needs of the wider school community. Moreover, SNAP Ambassadors get the chance to be involved in other school health projects, e.g. being trained as members of recruitment interview panels and gaining presentation and public speaking skills.</p> <p>The School Nurse Ambassadors meet with the School Nurse (in school) once every term and jointly develop an action plan. They then meet twice a year at the School Nurse Ambassador Days to develop their action plan, share their ideas and be involved in co-design workshops on various aspects of the service.</p> <p>Action plans include activities that the School Nurse Ambassadors will carry out in school to meet the health needs of that school's CYP—each school has different needs and therefore different action plans. Some examples of such activities include:</p> <ul style="list-style-type: none"> ■ Working with the school to advertise health issues and/or the school nurse in school planner, plasma screens or school website ■ Working together to produce a 'health board' promoting health issues in school such as smoking cessation, allergies etc ■ Advertising and promoting school nurse drop-ins ■ Participating in school assemblies to promote the school nurse in school and/or a specific health need identified in school <p>In SNAP, schools are normally brought together but Special Schools mainly work separately (e.g. in a recent example in a Special School, an art competition produced great drawings for school nursing leaflets). However, each time the school nursing service has been changed, the SNAP programme has tended to lose some of the engagement momentum. Moreover, because of Covid, it's over 2 years since it could do face-to-face initiatives in schools—the programme used to have two 'SNAP' days per year (although not in Special Schools—it does, however, want to do this in Special Schools in the future).</p>	<p>Jeanette Hill Patient Experience Lead (Children & Families and LD Divisions), Birmingham Community Hospitals NHS Foundation Trust BCH NHS Foundation Trust</p>

Code of initiative		Main contacts
CoDel2	<p>ImROC—Peer Support in Mental Health <i>Think4Brum, Forward Thinking Birmingham</i></p> <p>Early in lockdown, Forward Thinking Birmingham asked YP for their priorities. Almost everyone advocated peer support. Subsequently, YP have set up and delivered a peer support program, working closely with ImROC, a quasi-independent, not-for-profit organisation hosted by Nottinghamshire Healthcare NHS Foundation Trust, with a tried-and-tested methodology and an overarching framework for working in partnerships to support recovery and wellbeing for all. The first cohort is already in place, with the second cohort currently training. Six peer support workers are involved and some of them are themselves SEND YP. The initiative will be researched by University of Birmingham in an evaluation which is currently being set up.</p>	<p>Bob Maxfield Participation & Engagement Lead, Forward Thinking Birmingham</p> <p>Jo Carney Director of Joint Commissioning, Mental Health, Children and Maternity, Personalisation, NHS BSol CCG</p>
CoDel3	<p>Parent Volunteering Opportunities in Nursery Schools and Beyond <i>Castle Vale Nursery</i></p> <p>Castle Vale Nursery School strongly believes in giving parents jobs to do, to help them to identify more with the school—this even applies to parents who might be regarded as amongst the more ‘troublesome’. There are many activities which parents can helpfully undertake, even such simple tasks as acting as parking wardens. Indeed, many of the problems experienced by families stem from the fact that parents and carers don’t have a job, doing such volunteering can be valuable to them in building up their CVs or gaining qualifications. So volunteering helps them—and the school.</p> <p>Some of these parents who have begun by acting as volunteers have gone on to study for and gain childcare qualifications and then gone on to work in childcare. Some of them have joined Castle Value Nursery School as staff, others can go elsewhere. Indeed, most of the Castle Vale Nursery staff are ex-parents. The Nursery is now working with Compass Support, which works with people on their employability issues, trying to spread this approach across the whole Castle Vale estate.</p> <p>Other primary school heads thought it was not sensible to focus on volunteers in this way, given the potential problems of unreliability, etc. But members of staff can also pose problems. The Nursery takes the view that other schools are missing a trick—because of its policy on use of a bank of volunteers, it doesn’t use agency staff, which it believes to be is a great advantage as it saves money (and builds up goodwill).</p> <p>As a different co-delivery approach, Castle Vale Nursery School also trains parents to enable them to contribute more to achieve the outcomes they desire for their children and themselves. Indeed, this is part of the reason that the Head often stands on the school gate in the mornings and afternoons to have the chance to talk about behaviour management, worries, toileting etc. with parents and carers (not only of the Nursery—some parents from the nearby primary school also walk past and drop by from time to time).</p>	<p>Sally Leese Head Teacher Castle Vale Nursery & Chair of Early Years Forum (0–5 years)</p>

Code of initiative		Main contacts
CoDel4	<p>PAUSE <i>Forward Thinking Birmingham/Children's Society</i></p> <p>This initiative is designed to support young people with mental health needs and to communicate about emotions and feelings—it provides 1:1 support sessions in a pioneering service that supports children, young people, and young adults to develop their resilience. It uses the term 'youth-led', rather than co-production but in practice it focuses mainly on co-design, co-delivery, and co-assessment.</p> <p>The service is provided by staff and a volunteer team with mental health experience to provide interventions in comfortable, open-plan safe spaces.</p> <p>PAUSE includes the participation group Hub Squad for young people 15–24 yrs. old. This group is currently city-wide, but it is now seeking to fit into the Early Help locality model—the ambition to be available for young people in every high street, partly through use of on-line sessions and social media. There is normally a group of about 10 (although there are always a few extra at each meeting), meeting monthly, and is generally made up of a group of YP who have engaged previously in the service.</p> <p>The offer to YP is: "Let's learn to speak about our emotions—then you as a YP can help us to communicate with parents and carers and families". Hearing it from a peer is powerful. The Hub Squad created a song (with video) and a book of poetry and provided the funding for use of a music studio. It also set up a mask-making session.</p>	<p>Laura Roden Service Manager, PAUSE (delivered by The Children's Society, in partnership with Forward Thinking Birmingham)</p>
CoDel5	<p>Be Empowered Workshops and Be Empowered Workshops (PfA) <i>Birmingham City Council, Oenca Fontaine for PfA</i></p> <p>The Be Empowered Workshop (BEW) is primarily a support resource for parent carers—written by parent carers in collaboration with professionals, and co-delivered by parent carers and practitioners together, in order to capture and blend parent lived expertise and experience with practitioner skill and knowledge, promoting proactive and effective partnership working. Since 2015/16, the workshops have been open to all parent carers of children and young people with SEND, whatever condition, or disability, whether there is a diagnosis or not. Session 4 of the BEW is often the catalyst for parent carers to start thinking about their own lives beyond the additional need or disability of their children, and because of the process of being listened to, recognised, and supported, several participants volunteer to be trained as BEW facilitators, so they can help and support other parent carers across the city, and continue the work to improve life for children and young people with SEND and their families.</p> <p>The Be Empowered Workshop, Preparation for Adulthood (BEW, PfA) project was commissioned in 2019/20 to build on the success of the Be Empowered Workshop (BEW) programme. The primary focus of the BEW PfA workshops was to support parent carers of young people with SEND, aged 13+, who require information and support for their children as they approach adolescence and in preparation for adulthood. The workshop was adapted and successfully run online, due to the Covid-19 restrictions at that time.</p> <p>There are several parent carers who would welcome the opportunity to support the development of a 'SEND children and young people friendly' strategy and SEND service development more generally, although it is not possible to match parents to co-production projects at this time. A platform is needed to make this matching easier.</p>	<p>Oenca Fontaine Parent Engagement Consultant & Be Empowered Workshop Project Lead, Birmingham City Council</p>

Code of initiative		Main contacts
	<p>Three workshops have benefitted from excellent teamwork—Gulshan Hussain (EYIS) works closely with Oenca to update the BEWs in other languages each year and has reproduced some of materials in Urdu. Ali Beard provides input and supports the annual updates, from a BCHC and health perspective. Oenca worked closely with Cathy Spruce to write the script for the pilot BEW PfA course.</p>	
CoDel6	<p>Support Group for Parents and Carers in Oasis Academy, Blakenhale <i>Christine Spence (independent group organiser), Oasis Academy, Fox Hollies Locality (BCC)</i></p> <p>Christine Spence is a member of Yardley ASD group but this group, like many others, stopped during Covid. As a result, she started a small group with other mums, recognising that there is a need for support, especially during school holidays and while in lockdown.</p> <p>It started off as being able to provide advice and signposting to various other organisations due to the connections that she has collected through the years including Fox Hollies Children's Centre, Midland Mencap, The Home Group, as well as the SENCOs at the local school. During the lockdown Christine was able to provide support by helping with childcare for emergency situations, being at the end of the phone as well as dropping off care packages.</p> <p>By means of Facebook and being known to others as someone who “gets additional needs and who will help if she can”, the group has grown. Initially it met online via Zoom/Teams, then by going out for breakfast/lunch as a group with their CYP, and going to the park with non-judgemental people who “get it”, and sometimes having a picnic together. They've had afternoon tea together, and informal drop-in sessions at Christine's home when they haven't had a venue. But it's also been a place to share information on courses that are being run as well as looking at alternative strategies.</p> <p>As a group they've decided to open a Facebook page to offer support to enable them to widen the support network, and to allow parents/carers of children with/without a diagnosis access to support all year round.</p> <p>While these activities are all largely self-organised, the group has a relationship with various public service organisations in the area, which means that it qualifies as co-production—specifically, as co-delivery of social outcomes. There has been continuing contact with the locality staff in Fox Hollies. Midlands Mencap did a couple of sessions with the group. The Home Group has helped, providing information and support, as well as a session at school. Other courses have been run that have helped to support SEND parents, including looking at behaviour that challenges. Christine and some other parents have also been helped personally by some courses they've been on. Christine has attended some of the Be Empowered Workshops as well as helping to facilitate the latest one. Moreover, the contact with Oasis Community Learning has provided further contacts around the country.</p> <p>After schools reopened the group was given access to school premises, on a limited basis, which has helped to improve the working relationship between the SEND team and the parent carers. For example, the group had an SRE conversation with the leadership team to discuss how the lessons would be delivered and to provide valuable feedback on things that could be done to improve the outcomes for the children and families—these were then put into effect immediately.</p>	<p>Christine Spence Support Group Organiser</p>

Code of initiative		Main contacts
CoDel7	Transitions Hub <i>PfA and St. Basils</i> <p>As part of PFA, a Transitions Hub was commissioned by BCC and is run by St Basils. It became operational in July 2021 and in November there were 3 young people living in the Hub, with an additional 2 on floating support and 2 further referrals. Young people accessing the Hub have complex needs and sometimes their behaviour has presented as very challenging, so the Team has worked hard to maintain relationships and engage them in services. There is a programme of communal activities put into place and staff are exploring community activities/engagement. There have also been communal lunches whereby young people have been supported to cook lunch for others (an example of co-delivery).</p>	Caroline Navan Head of Preparation for Adulthood, Birmingham City Council
CoDel8	Peer support within the home for parents, carers, and families <i>Forward Thinking Birmingham</i> <p>Forward Thinking Birmingham promotes peer support through the Psychological Parenting Support and Intervention Groups based on Non-Violent Resistance (NVR). This helps parents when there is any presenting difficulties that involve controlling, coercive or harmful behaviours which is understood in the context of emotional distress. Parents and carers that have accessed this on line programme are invited back to groups to support new parents through their 'expert by experience' position as 'graduate parents'. These parents have also supported the training delivered to staff on NVR. The group itself fosters an ethos of parents supporting each-other and learning from each-other as well as learning together. Parents have told us that they find the experience of sharing their stories to help others empowering and strengthening.</p>	Lydia Stafford Intensive Residential Outreach Care (IROC), Birmingham Woman's and Children's Hospital Jo Carney Director of Joint Commissioning, Mental Health, Children and Maternity, Personalisation, NHS Birmingham and Solihull CCG

Code of initiative		Main contacts
CoDel9	<p>Young People's Social Enterprise for Digital and Social Media Development <i>Midlands Mencap</i></p> <p>The programme for Learning Disability Week in 2021 contained 22 activities, facilitated by young people and citizens who were empowered to provide content within Mencap's online offer to other families/citizens and young people who were engaging digitally. The majority of these sessions were delivered by the citizens themselves. Indeed, the engagement with Mencap's online offer was much higher when young people/citizens were in control of the platform.</p> <p>This co-production success led Mencap to develop a unique digital and social media enterprise, working with young people to set up a platform which will enable young people to deliver digital and social media services themselves and enable them to reach out to families—e.g. filming videos, producing and disseminating programmes and blogs, running cookery courses, etc. This initiative developed before Covid but its shape has changed because of Covid activities, based on lockdown communication methodologies.</p> <p>Individual young people, as co-producers, will be in control of their 'own' channel, whereby they will be empowered to produce, develop and facilitate information/media to others. This is still very much in development with young people/citizens and their families, with 2022 being the year to really launch the vision.</p>	<p>Gemma Weston Deputy Director, Operations Manager, Children & Young People, Midlands Mencap</p>
	<p>It is difficult to gauge the likely take-up of this new initiative but Midland Mencap's total reach on the internet in 2021 was nearly 1 million hits, comprising over 145,000 individual people (with 115,000 likes, comments, shares, etc., of which 37,000 related to videos on the website), making up over 240,000 minutes of viewing time (with over 22,000 hits lasting more than one minute).</p> <p>This unique digital and social media enterprise will help Individuals to be in control of their 'own' channel. It is due to be launched in 2022.</p>	

Code of initiative		Main contacts
CoDel10	<p>Community Connectors <i>BVSC</i></p> <p>The Community Connectors initiative is an element in 'Early Help', a city-wide approach aiming to connect families with local community services, in a partnership between Birmingham City Council, Birmingham Children's Trust, NHS organisations, West Midlands Police, and BVSC (on behalf of the wider voluntary sector).</p> <p>Community Connectors use their experience and their knowledge of the local community, including the services available, the gaps in support and the 'needs' of local children, young people and families, to connect families and schools with the information and support services they need.</p> <p>Their first task is to asset map what's in the local community, e.g. projects, associations, open spaces, community buildings, etc. The bulk of this work has now been done—4000 community assets have already been mapped and will shortly be available on the RouteToWellbeing website, updated by the relevant community members about every 6 months (so this task won't need the Community Connectors again after this initial phase).</p> <p>The second task is to make all professionals in Birmingham aware of the Early Help system and service—especially how to access it. So, Community Connectors are talking to all relevant people in every community who are likely to come into contact with CYP, parents and carers who may need Early Help. If effective, this will snowball and become embedded, so it won't need to be repeated indefinitely by Community Connectors.</p> <p>The third task is to link with all Social Prescribing Link workers (SPLs), who are associated with the Primary Care Networks. Doctors who identify people with health problems, but no medical condition can refer them to the practice SPL, who can talk to them about other activity options, which can help them to improve their mental and physical health. BVSC believes there are probably around 30–40 such SPLs, although there is no definitive information on this (and the network of SPLs may have been disrupted during Covid, as some may have become stewards for the vaccination process).</p> <p>At the start, it was envisaged that the Community Connectors programme would not last more than 3 years. It has now been running for just over 1 year, funded to employ 20 FTEs (although this has never been reached—there are currently 9 FT + 14 PT Community Connectors). Each locality in Birmingham has a voluntary sector lead organisation, and almost all of these have been assigned at least two Community Connectors.</p>	<p>Gurdeep Hanspaul Community Connector Coordinator, BVSC</p>
	<p>The main role of Community Connectors was intended to be about contacting professionals rather than contacts with parents and carers or children and young people (CYP). However, over time many Community Connectors have become heavily involved in community activities, which has widened their contact network beyond professionals to local people. In practice, Community Connectors have tried to ensure that families get to know a 'trusted face' who can help them at all key points of their lives, from the time they fill in the Family Connect Form to apply for services or support, then staying with them throughout the Early Help process, if only in the background—and also staying with them after crisis interventions are no longer needed, so their case is not 'closed' and they are not left to fend entirely on their own again but can continue to develop themselves to achieve the outcomes they seek for all the members of the family.</p>	

Code of initiative		Main contacts
CoDel11	<p>Supported internships <i>Education and Skills Directorate Birmingham City Council</i></p> <p>This service is available to SEND YP as well as others, with a view to helping them to live independently. It is a new programme for the team in E&S, working with Midland Mencap in the first instance (although some providers, such as Hive have been doing it for some time). DWP job coaches give support to the YP in the internship, while the employer simply benefits from the YP's work.</p> <p>This is seen as an important direction for the future, especially as there has been a lack in Birmingham of businesses supporting SEND, even where the managers themselves may have a SEND background (and may even have graduated through the Birmingham system).</p>	<p>Ilgun Yusuf Acting Assistant Director—Skills & Employability Principal/Head of BAES</p> <p>Hannah Redfern Acting Head of Service, 4–19 Participation and Skills, BCC</p> <p>Pauline Maddison Ass Director for SEND, Inclusion and Wellbeing Birmingham City Council</p>
CoDel12	<p>Early Years Inclusion Service <i>BCC, BCT, BCP, NHS</i></p> <p>In this service, specialist teachers and practitioners provide learning and development support for babies and pre-school children under the age of 5 years, with special educational needs and disabilities, and their families. It seeks to partner with parents/carers, private, voluntary, and independent carer organisations, and other professionals to support babies and pre-school children with emerging or identified learning and development needs.</p>	<p>Oenca Fontaine Parent Engagement Consultant & Be Empowered Workshop Project Lead, Birmingham City Council</p>
	<p>Parents are offered the opportunity (depending on their baby's or child's needs), to join such activities as groups for children with Down Syndrome where parent/carer(s) can meet one another and share experiences, as their child engages in play, or Play, Interact and Communicate (PIC) Groups to support children who need to develop their use of language and their social skills. Other activities can include mapping each child's interests, strengths and needs by observing and interacting with them and speaking with professionals who know them. Ongoing assessment can also take place of each child's needs and they can be met these through play and learning activities. Individual special educational needs support plans can also be developed with relevant professionals, when this is needed. Parents can also be supported through the EHCP assessment process, if this is appropriate for the child's needs.</p> <p>This approach is for children 0–5 yrs. and can even take place in parents' homes. It often involves play therapy, involving full engagement with CYP and with parents. However, it is generally not continued once the child enters school, which can reduce its long-term effectiveness.</p>	

Code of initiative		Main contacts
CoDel13	<p>BFriends <i>Birmingham Children's Trust</i></p> <p>BFriends (formally known as the Friends of Birmingham Children's Trust) is a charity set up by Birmingham Children's Trust (BCT), run by the BCT corporate parent team in conjunction with its city partners, businesses and members of the local community who have donated items and volunteering time. The charity is intended to be a key arm of the Trust, offering young people opportunities they may not have had before.</p> <p>It offers a range of opportunities for young people to engage and develop themselves, including:</p> <ul style="list-style-type: none"> ■ Volunteering and mentoring offer. ■ Fundraising and donations. ■ Life Skills Local Offer. ■ Employment, education, and bespoke training for young people. ■ Practical Volunteering. <p>Two of the 12 trustees on the charity's Board are young adults, and the co-chair role is being undertaken by a young adult with care experience. Young people also developed the logo and branding of the charity. The young co-chair of the charity highlighted that "The core value of Bfriends is to ensure we can support the creation and development of friendships, ones with trust, longevity and true meaning."</p>	<p>Abba Loughran Corporate Parenting Health Mentor, Co-Chair, Bfriends Charity</p> <p>Jake Shaw Head of Service, Rights & Participation and Corporate Parenting Birmingham Children's Trust</p>
CoDel14	<p>Caring for Carers <i>Forward Carers Birmingham</i></p> <p>Caring for Carers is a social enterprise, which has been working for several years with Forward Carers Birmingham (also a social enterprise) to create support for the carers of Birmingham. It provides a matchmaking service for older people who can help to support carers.</p> <p>It has also created a directory of services in Birmingham which can help carers to juggle their busy lives by arranging alternative care when they have other commitments or in order to have a break.</p> <p>It also helps informal carers to care for longer by providing practical support, training, respite and palliative care, improving the health and well-being of carers and those they care for.</p> <p>A specific initiative is the <i>Carers Club</i>, which offers advice and support for all carers across the UK, providing carers with simple, easy to follow, and down to earth information about caring for someone they love and about caring for themselves, partly by offering many exclusive deals and discounts for carers. This is partly achieved through the <i>Carer Friendly Card</i>—is there someone who relies on you for additional support? If so, you are classified as a Carer and the Carer Friendly Card, which provides registered carers with access to discounts and offers.</p>	<p>Simon Fenton CEO, Forward Carers Birmingham</p>

Code of initiative		Main contacts
CoDel15	<p>Parkride <i>Mencap, Sport England</i></p> <p>This is a free, family-accessible service, funded by Sport England, initially set up to encourage families to participate in accessible cycling together as a family in parks across the West Midlands.</p> <p>Each event typically lasts around 4 hours and families can book the project's accessible bikes and trikes for 50 minute sessions, meeting new people and having fun.</p> <p>The project evolved significantly through co-production with families, with sessions extending to activities that include accessible cycling whilst enjoying community activities such as a Halloween Event and Summer festivals, as well as the new project Parkspin, whose 30 minutes sessions combine the fleet of accessible bikes and trikes with stationary rollers used for spin classes, and advertises 'fun, music and activity'.</p> <p>The results achieved to date are that children and young people and their families are creatively engaged in participating in cycling in safe and accessible green spaces (often in conjunction with the short breaks programme, see Co-Comm6). In this way they are encouraged to feel valued and happy as individuals, providing a significant boost to their overall well-being (physical, mental, social and spiritual) whilst building resilience. The project has been used frequently by 20 families, as well as other families on a drop-in basis—and some of these families may be encouraged to use other Mencap services. Moreover, families have really been able to identify with this activity and shape what future service delivery looks like, as, for example, in the development of Parkspin.</p>	<p>Gemma Weston Deputy Director, Operations Manager, Children & Young People, Midlands Mencap</p>
CoDel16	<p>Crafting for All Enterprise Project <i>The Hive, Athac, National Lottery Heritage Fund</i></p> <p>The Hive runs an enterprise project in collaboration with ATHAC CIC called <i>Crafting for All</i> (see https://www.rmlt.org.uk/news/craft-4-all). Its monthly sessions provide an opportunity for people with a learning disability or specific learning need to gain practical enterprise and traditional crafting skills. It is expected that, by the end of the project, the makers will have produced quality hand-made items to sell at a local craft market.</p> <p>Although COVID has got in the way of this project, The Hive is now sending craft kits to its group to make at home, until it will be safe to resume the craft workshops and skills development with makers.</p> <p>The Hive is a community craft and heritage venue with an organic cafe and bakery and exhibition spaces, located in the Jewellery Quarter, Birmingham, run by the Ruskin Mill Land Trust. It currently has funding from the National Lottery Heritage Fund and runs craft projects for a range of different groups.</p> <p>The workshop sessions are coordinated and supported by ATHAC, which provides services to help individuals and their families gain Access To Heritage Arts and Culture, as well as providing training and skill-based learning opportunities.</p>	<p>Carol Reid ATHAC + The Hive website</p>

Code of initiative		Main contacts
CoDel17	<p>Involving Parents and the Community in Co-delivery of Speech, Language and Communication Needs <i>NHS Birmingham and Solihull CCG</i></p> <p>Speech Language and Communication Needs (SLCN) is a priority for the SEND Improvement Programme Board, so a SLCN Design Group was established in 2021 under the Birmingham SEND Local Area Improvement Programme. It seeks to support the transition to a 'balanced system' model within Birmingham, which is completely aligned to the SLCN outcomes and will listen to families, children, and young people throughout. It intends to take a needs-based, community-led approach, where co-production with communities is the golden thread.</p> <p>The models it uses include:</p> <ul style="list-style-type: none"> ■ BCHC Quality Improvement methodology ■ The British Design Council Double Diamond process ■ The Balanced System methodology and design principles <p>The approach starts from an understanding that the impact of poor speech, language and communication can be devastating (e.g. the majority of young offenders have SLCN), both in social and educational impact, and, for some children, potentially a severe medical impact. Moreover, in Birmingham there is a long waiting time (up to two years) for support for SLCN, which is too long for the early years age group of children and frustrating for parents.</p> <p>Consequently, there has recently been a shift in focus, with a move from the approach of routinely referring all children to an "expert" to an approach which develops and facilitates expertise within the context in which the child lives. Most importantly this includes supporting parents and those closest to the child/YP in their setting or school to develop the skills needed to support their child's SLC. In this model, speech and language therapy is delivered through collaborative working, supporting the child within the context of the home, early years and educational settings, and the wider community by working closely with and/or training other people involved.</p> <p>A pilot took place in 2 schools in West Birmingham where a collaborative approach took place between SEND SLTs and CCG funded BCHC SLT staff. An audit was undertaken of the classroom environment in these schools, taking a holistic view, in order to evaluate how the opportunities for communication could be maximised. The children were then assessed in their school setting and thus functional goals were set in partnership with education staff in these settings. The education staff were supported to implement these goals through training and coaching. Parents attended and were integral to the setting of goals and their child's long term outcomes.</p> <p>In a short video, <i>SLT Early Adopter Pilot</i> (by BCHC Comms), parents, teaching staff and SLT staff give their feedback on working in this way.</p>	<p>Sally Ellis Senior Commissioning Manager (SEND and Community), NHS Birmingham and Solihull CCG</p> <p>Raman Kaur Birmingham Community Healthcare NHS Foundation Trust</p>

Code of initiative		Main contacts
	CO-ASSESSMENT	
CoAssess1	Parent surveys <i>SEND Advisory Teams</i> <p>A questionnaire is sent to families after each piece of work to ascertain their views and experience of the support offered. The responses are discussed at parent stakeholder groups, although different teams are at different stages on this. For example, the autism team has developed a CAT pack (see above, initiative CoDesign4) and holds network events. There is also a link with occupational therapists. This approach was evaluated by parents and updated recently. The process is designed to ensure that the service approach reflects changes that parents identify as important.</p>	Heather Wood Service Lead Teacher, Pupil and School Support Team (PSS), E&S, BCC Ali Beard Designated Clinical Officer for SEND Birmingham, NHS BSol CCG
CoAssess2	Evaluation of SEND Local Offer website and Kooth service <i>RISE group</i> <p>RISE group analysed the SEND Local Offer website, highlighting what was working well, and what working badly on the website—and asking, “what if ...?”, as a result of which changes were made. As a follow-up to this activity the website designers involved the young people in evaluation of the first draft of the redesign, which demonstrated significant changes and which RISE assessed as making the Local Offer a lot more accessible.</p> <p>Similarly, RISE evaluated the Kooth service, a new ‘free, safe and anonymous service’ to support young people’s emotional and mental health in Birmingham, aged 11–25 and its report went to Cabinet.</p>	Keshia Hamilton Autism Advisor/ Youth Forum Lead, Communication & Autism Team, BCC
CoAssess3	Tops and Pants project <i>UHB</i> <p>This co-assessment project has been running for 3 years. On the hospital ward, children are given cut-out pictures which they can colour in and make comments on, which therefore illustrate their feelings about the hospital experience. These are collected and collated monthly and developed into a feedback response: ‘You Said, We Did’. This summary is posted on a whiteboard in or near the ward. Children loved this previously, although in the Covid period there has not been so much reaction, as they are generally restricted to remaining in their bedspaces. The initiative supports children having a voice and being able to share their hospital experience and helps to make changes to improve things where necessary. In particular, the children usually write about a nurse, doctor or play team member who has made them feel safe and happy despite being in hospital.</p> <p>One example of how this has worked is that, following feedback in this way and using the children’s feedback booklets, a recent refurbishment was undertaken of a hospital outdoor play area (supported by our hospital charities team), as children wanted somewhere to go off the ward that was fun but safe. Moreover, the hospital added ‘snack rounds’ to its routine, as children were giving feedback that they were not always hungry at meal times and would like to have additional choices.</p>	Rachel Yeates Paediatric Matron, Lead on EHCP processes, UHB

Code of initiative		Main contacts
CoAssess4	<p>Parent evaluation of hospital experience for Children & Young People with learning disabilities and/or autism</p> <p><i>NHSEI, Bham and Solihull SENDIASS, Parent Carer Forums</i></p> <p>Funding from NHSEI was used to commission Birmingham and Solihull SENDIASS to work with Parent-Carer Forums to get parent views on their experiences of accessing hospital-based appointments (outpatient and A & E) for CYP with learning disability and/or autism. This funded a survey which was carried out in early July 2021, leading to two parent-carer focus groups in September 2021 to get recommendations for improvements. Both were attended by representatives from Birmingham Children's Hospital and UHB, which run about 5 hospitals in the city.</p> <p>This has led to recommendations being co-produced between parent carers and the leads for hospital patient experience and Learning Disability, with links to national work on improving health professional's awareness of need for reasonable adjustments. The first workshop was in November, with parent-carers and clinical staff working together to achieve small quick wins to make the experiences better.</p>	<p>Ali Beard Designated Clinical Officer for SEND Birmingham, NHS BSol CCG</p>

Early patterns identified from this map of SEND co-production

While this report documents only those SEND co-production initiatives in Birmingham which were highlighted to us, and the map which it presents of SEND co-production in Birmingham is no doubt incomplete, a number of interesting early patterns have already emerged.

The Four Co's in SEND in Birmingham

In Table 2, we highlight the number of SEND co-production initiatives which fall principally into each of the categories of co-commissioning, co-design, co-delivery, and co-assessment. Further, we highlight initiatives which have some elements of the other co-production categories.

Table 2 clearly shows that the main categories of SEND co-production in Birmingham have been co-design (19 initiatives) and co-delivery (17 initiatives). We have found rather fewer examples of co-commissioning and co-assessment.

Table 2. What is the main type of co-production involved in the initiative (and what secondary types of co-production are also involved)?

	Secondary co-production activity					Total
	Co-commissioning	Co-design	Co-delivery	Co-assessment	Co-design and co-delivery	
Main co-production activity						
Co-commissioning	5	1	1		1	8
Codesign	2	9	8			19
Co-delivery		1	16			17
Co-assessment		3		1		4

Moreover, a high proportion of those SEND initiatives which we have categorised as co-design also have some elements of co-delivery associated with them. This suggests that when parents, carers, children, young people, and community

members are involved in the design process of an initiative, it raises the potential for them also to participate in the delivery process—a double win.

Although the numbers of co-assessment initiatives are small, there is some indication from the pattern shown in Table 2 that most co-assessment initiatives lead on to some co-design activities—again, involving parents, carers, children, young people, and community members in the design process could be a natural corollary of having collected and paid attention to their assessments of existing services and support activities.

Co-commissioning, however, has not often been associated with other categories of co-production. Since senior leadership are most likely to be involved in service commissioning, rather than service design, delivery or assessment, the low number of co-commissioning projects and their lack of interaction with other categories of co-production may mean that senior leaders have limited contact with the co-production which is occurring throughout the SEND system.

The time path of SEND co-production in Birmingham

In Table 3 we highlight the length of time for which the SEND co-production initiatives in Birmingham have been running. Over one-third of initiatives have started in the last year or so, while about a fifth started 5 years or more ago.

Table 3. For how long has this SEND co-production initiative run?

	Co-commissioning	Co-design	Co-delivery	Co-assessment	Total
Under 1 year	CoComm1 CoComm4 CoComm5 CoComm7 CoComm8	CoDesign4 CoDesign8 CoDesign12 CoDesign15 CoDesign18 CoDesign19	CoDel7 CoDel11 CoDel13 CoDel16 CoDel17	CoAssess4	17
1–2 years	CoComm2	CoDesign5 CoDesign6 CoDesign13 CoDesign16 CoDesign17	CoDel2 CoDel6 CoDel8 CoDel9 CoDel10 CoDel14	CoAssess2	13

	Co-commissioning	Co-design	Co-delivery	Co-assessment	Total
2–4 years	CoComm3	CoDesign2 CoDesign9 CoDesign10 CoDesign14	CoDel15	CoAssess1 CoAssess3	8
5 years +	CoComm6	CoDesign1 CoDesign3 CoDesign7 CoDesign11	CoDel1 CoDel3 CoDel4 CoDel5 CoDel12		10
	8	19	17	4	

It is noticeable that most co-commissioning initiatives are relatively recent, which may suggest responsiveness to the SEND inspection revisit. It appears that previously it was relatively uncommon for the commissioning process to involve parents, carers, children, young people, and community members and that the implementation of the SEND Code of Practice 2015 in this regard was low.

However, the pattern in Table 2 suggests that there has been quite a long history of co-design and co-delivery initiatives in the SEND system in Birmingham. This might be seen to indicate that co-production has been stronger at the operational rather than the strategic level in the SEND system in Birmingham and that early key messages from the SEND Code of Practice 2015 were taken on board more operationally. However, the dense pattern of co-production initiatives in the past year may indicate that co-commissioning is now catching up with the other categories of co-production.

SEND co-production in the different public service sectors in Birmingham

In Table 4, we have allocated the different SEND co-production initiatives in Table 1 to the different sectors—health, social care, and education—in which they have primarily worked. This is a crude allocation, as the detail we have on each specific initiative is not always complete and most initiatives will have at least some relevance to each of the sectors. However, the Table helps to illustrate how widely co-production has been undertaken across public services relevant to SEND individuals and families in Birmingham—at least 25 initiatives are recorded as relevant to each of the three sectors.

**Table 4. Individual v. community co-production in the three sectors
(Health and Social Care and Education)**

	Mainly individual co-production	Mainly community co-production	Both individual and community co-production	Total
Mainly health	Think4Brum—CoDes7 Hospital Passports—CoDes13 Co-designing interaction of unaccompanied asylum-seeking children with the health system—Co-Des14 ImROC—Peer Support in Mental Health—CoDel2 PAUSE—CoDel4 Tops and Pants project—CoAssess3 Parent evaluation of hospital experience for CYP with learning disabilities and/or autism—CoAssess4		Strategic Health Parent and Carer Forum for SEND—CoComm4	8
Health & social care	Birmingham Social Emotional Mental Health (SEMH) Pathfinder for Early Help—CoDesign3 SEND Key Worker Pilot—CoDesign12 Be Empowered Workshops (BEW) & Be Empowered Workshops, PfA—CoDel5 Young People's Social Enterprise for Digital and Social Media Development—CoDel9 Park Rides—CoDel15			5
Health & education	School Nurse Ambassador Programme—CoDel1	Open School Houses—CoDesign15		2
Health & social care & education	Freedom to Fly Parent Carer Support Group—CoDesign9 Co-designing Parent-Friendly Leaflets Across All SEND Advisory Teams—CoDesign18 Support group for PC in Oasis Academy, Blakenhale—CoDel6 Evaluation of SEND Local Offer website and Kooth service—CoAssess2 Involving Parents and the Community in Co-delivery of Speech, Language and Communication Needs- CoDel17	Birmingham Children and Families Vision co-produced by Birmingham Young Researchers—CoComm8	Birmingham Parent Carer Forum—CoComm3 Transformation and Improvement Apprentices Programme—CoDesign16 Local Offer Website—CoDesign17 SEND App on Social Media—CoDesign19 Community Connectors—CoDel10 BFriends—CoDel13 Parent surveys—CoAssess1	13
Mainly social care	Short Breaks for Parents and Carers—CoComm6 Personal Budgets for Carers—CoComm7 Parent-Carer Support Forum—CoDesign8 Autism Confident Course—CoDesign10 Transitions Hub—CoDel7 Peer support within the home for parents, carers and families—CoDel8	Preparation for Adulthood—Transition strategy—CoComm1 Caring for Carers—CoDel14		8

	Mainly individual co-production	Mainly community co-production	Both individual and community co-production	Total
Social care & education	Development of Secondary and Early Years CAT PACs to Support Families' Understanding of Autism + Updating the Primary Age CAT PAC—CoDesign4 Person-centred reviews in EHCP process at Longwill Special School for Deaf Children—CoDesign2 Early Years Inclusion Service—CoDel12 Supported internships—CoDel11	Involvement of YES! in PfA and other commissioning strategies in BCC—CoComm2		5
Mainly education	Developing Local Provision Project—CoComm5 Person-Centred Reviews by Pupil and School Support Service—CoDesign1 RISE Youth Forum—CoDesign5 Birmingham Virtual School—CoDesign11 Crafting for All Enterprise Project—CoDel16	Birmingham Well-being Youth Forum—CoDesign6	Parent Volunteering Opportunities in Nursery Schools and Beyond—CoDel3	7

In Table 4 we have also categorised initiatives under the headings of:

- 'Individual co-production'— largely involving people who are themselves intimately involved with the service or the support system, e.g. children and young people with additional educational needs or disabilities; or parents or carers of such children.
- 'Community co-production'—largely involving other citizens from the community who have become co-producers because they wish to help to improve the services and/or outcomes of children and young people who have additional educational needs or disabilities.

Using the above categories of SEND co-production initiatives in Birmingham, only six involve community co-production, while nine involve both individual and community co-production. Clearly a large majority of initiatives involve individual co-production only. This suggests that the potential for tapping community capabilities to help to resource SEND services and support systems may not yet have been fully exploited.

Overall picture of SEND co-production in Birmingham

From the evidence of Table 1, there are already many pockets of co-production practice within the SEND community in Birmingham, most of which appear well-regarded by those involved. These examples are highly revealing and are likely to be significant for determining future priorities.

It was also clear from our interviews that there are many further SEND services and settings where co-production thinking is mature but where, nevertheless, the impact on professional practice and service delivery remains underdeveloped.

Of particular interest was the revelation that very few interviewees doubted the importance of co-production between public service organisations and citizens (children, young people, parents, carers, and members of the community) playing a greater role in the future. The few who were more doubtful about this tended to be further away from frontline experience of services and the quality-of-life outcomes which are being achieved through co-production. Many of the initiatives identified within this mapping exercise appear to have in common that they are associated with having a ‘co-production champion’ who has driven the initiative out of a desire to see change and a belief that the co-production approach will reap important benefits for children and families.

Many of our interviewees also remarked on the relevance of recent experience during the Covid pandemic. It was often suggested that positive learning about co-production has emerged from the experience of the Covid lockdown and its aftermath. This has generated new ways of working and interacting between services and families, which in turn provided new opportunities, post-lockdown and into ‘business as usual’ work. For example, it is now clear that many SEND young people, and their families, might prefer online meetings and the use of social media for communications—indeed, in some services, parental attendance at annual reviews (e.g. in schools) has increased since moving to the online mode.

These are all real and valuable positives. However, there are limitations to the initiatives listed in this report. Most of the initiatives are still relatively small-scale and many are quite local in their impact, e.g. around a school or a nursery or a hospital. Many have only been operated for a limited period, e.g. when funded from a time-limited grant or when terminated by a change of policy or given lower priority by new managers or staff. If co-production is to play a much larger role in improving public services and transforming the quality-of-life outcomes experienced by SEND families, these initiatives need to be deepened and widened, and further co-production initiatives need to be considered.

Appendices

Appendix 1

List of stakeholders who have been interviewed or have sent information

Name	Title	Organisation
Connor Allen	Transformation and Improvement Apprentice	Birmingham Children's Partnership
Sabiha Aziz	Chair	Birmingham Parent Carer Forum
Ali Beard	SEND Designated Clinical Officer	NHS Birmingham & Solihull CCG
Zara Bowden	Communication and Engagement Lead Regional Steering Group member, West Midlands Branch of the National Parent Carer Forum	Parent Carer Forum, Shropshire
Pauline Bromfield	Acting Principal/Senior Educational Psychologist	Birmingham City Council
Deborah Brooks	Transformation Director (Commissioning), Education & Skills	Birmingham City Council
Orlaith Byrne	Designated Medical Officer (SEND)	Birmingham Community Health Trust
Alison Carter	Head teacher	Headteacher Longwill School for Deaf Children & Chair, Birmingham Special Schools Head Teachers Management Association & Chair Special Schools Forum.
Joanne Carney	Director of Joint Commissioning (Mental Health, Children and Maternity, Personalisation)	NHS Birmingham and Solihull CCG
Andy Couldrick	Chief Executive	Birmingham Children's Trust
Kevin Crompton	Director of Education and Skills (up to Nov 2021)	Birmingham City Council
Rachel Edwards	Communications & Engagement Lead for SEND, Wellbeing & Inclusion	Birmingham City Council
Sally Ellis	Senior Commissioning Manager (SEND and Community)	NHS Birmingham and Solihull CCG
Gwilym Evans	Participation Coordinator	Birmingham Parent Carer Forum
Simon Fenton	Chief Executive	Forward Carers Birmingham
Simon Furze	Citizen Involvement Officer, Digital and Customer Services	Birmingham City Council
Oenca Fontaine	Parent Engagement Consultant & Project Lead for Be Empowered Workshops	Independent consultant, working with Birmingham City Council
Denishae Francis	Transformation and Improvement Apprentice	Birmingham Children's Partnership

Name	Title	Organisation
Lisa Fraser	Assistant Director (Education and Early Years), Education & Skills	Birmingham City Council
Marion Gibbon	Assistant Director of Public Health (for Women's and Children's Services)	Birmingham City Council
Keshia Hamilton	Autism Advisory Practitioner/ RISE Youth Forum	Birmingham City Council
Gurdeep Hanspaul	Community Connector Coordinator	Birmingham Voluntary Service Council
Sue Harrison	Director of Education and Skills (from Nov 2021)	Birmingham City Council
Jeanette Hill	Patient Experience Lead (Children & Families and LD Divisions)	Birmingham Community Health Trust
Deborah Holmes	Objective 4 Lead	Birmingham City Council
Sarah Kumar	Commissioning Officer, Integrated Transitions Team, Preparation for Adulthood	Birmingham City Council
Sally Leese	Head Teacher Chair	Castle Vale Nursery Birmingham Early Years Forum
Amy Maclean	West Birmingham Development Lead, Maternity and Children	Ladywood & Perry Barr Integrated Care Partnership
Pauline Maddison	Assistant Director, SEND and Inclusion, Education & Skills	Birmingham City Council
Bob Maxfield	Participation & Engagement Lead	Forward Thinking Birmingham,
Rob McCabe	Strategic Lead, Birmingham Social, Emotional and Mental Health Pathfinder	Birmingham Children's Trust
Clara McDonald	Designated Clinical Officer for SEND (Social and Emotional Health)	NHS Birmingham and Solihull CCG
Carol McCauley-Kiernan	Senior Strategic Commissioner, Mental Health.	NHS Birmingham and Solihull CCG
Hilary McGlynn	Operations Manager, Community Services	Autism West Midlands
Alison Montgomery	Assistant Director	Birmingham Children's Trust
Caroline Naven	Head, Preparation for Adulthood	Birmingham City Council
Ruth O'Leary	Lead Nurse (Vulnerable Young People)	University Hospital Birmingham NHS Foundation Trust
Clare Owen	Head of Service, Disability Children's Social Care	Birmingham Children's Trust
Tom Parker	Commissioning Manager (Learning Disabilities and Autism)	NHS Birmingham and Solihull Clinical Commissioning Group
Nicola Pettitt	Consultant Nurse for Youth and Transition	University Hospital Birmingham NHS Foundation Trust
Hannah Redfern	Acting Head of Service (4–19 Participation and Skills), Education and Skills	Birmingham City Council
Laura Roden	Service Manager (PAUSE)	Forward Thinking Birmingham

Name	Title	Organisation
Victor Roman	SEND Improvement Programme Manager	Birmingham City Council
Lakhvir Sahota	Regional Head of Service (West Midlands)	Resources for Autism
Jake Shaw	Head of Service, Rights & Participation and Corporate Parenting	Birmingham Children's Trust
Doug Simkiss	Medical Director and Caldicott Guardian	Birmingham Community Healthcare NHS Trust
Christine Legore Spence	Co-ordinator of Support Group for Parent Carers in Oasis Academy, Blakenhale	
Garath Symonds	Assistant Commissioner, Children's Services	Birmingham City Council
Gemma Weston	Deputy Director of Operations	Midland Mencap
Rob Willoughby	Improvement Programme Lead	Birmingham Children's Partnership
Heather Wood	Service Lead for Pupil & School Support, Communication & Autism team (interim) & Sensory Support (interim)	Birmingham City Council
Rachel Yeates	Paediatric Matron—Children's Community Nursing (leads on EHCP processes)	University Hospital Birmingham NHS Foundation Trust
Ilgun Yusuf	Acting Assistant Director (Skills & Employability), Education and Skills and Principal/Head of BAES	Birmingham City Council

Appendix 2

List of stakeholders who have not been interviewed but who sent information

Name	Title	Organisation
Eleanor Bilton	Specialist Senior Educational Psychologist	Birmingham City Council
Emma Cooper	Clinical SEND lead in CAMHS	Forward thinking Birmingham
Abba Loughran	Corporate Parenting Health Mentor Co-Chair	Birmingham Children's Trust Bfriends Charity
Clare Yarnall	Co-production Lead in Children, Young People and Maternity Team	NHS Birmingham and Solihull CCG

