



Champion Toolkit Section 1 -

About this toolkit.



Acknowledgment:

The Champion Toolkit is authored by Martin Goodwin (D.I.C.E – Disability Inclusion Community Education) and Tony Phillips-Jones (The Champion for Disabled Children and Young People)

Reference:

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1. About the Champion Toolkit

This toolkit is about how to create opportunities that include disabled children and young people through engagement and participation activities. This will support the development of services and enable individuals to have choice and control over matters that affect their lives.

The toolkit is intended to help you to support disabled children and young people to participate in the design and delivery of services by having their say and taking part. The toolkit is a starting point for services with useful references. It will introduce key concepts and approaches to inclusion, engagement and participation.

This toolkit includes:

- Background information on the inclusion, engagement and participation of disabled children and young people.
- Techniques for supporting disabled children and young people with engagement and participation.
- Information regarding communication, choice and control and safe participation for individuals and groups.
- Recent developments that have been happening in Birmingham.
- Some examples of good practice.
- Resources and further links that can support and evidence how adults positively include disabled children and young people.

The pack was created with the belief that *all* children and young people should:

- **Be listened to and included.**
- **Feel confident to express themselves.**
- **Have choice and control over matters that affect their lives.**
- **Have increased pro-social skills - i.e. building and sustaining relationships, positive self-identity and esteem.**

Champion Toolkit

Section 2 -

Communicating with Disabled Children and Young People.

2. Communicating with disabled children & young people.

This chapter supports practitioners to further develop their skills in communicating with disabled children and young people who use alternative and augmentative forms of communication. The chapter will provide information on:

- The importance of communicating with disabled children and young people.
- Approaches to support communication.
- Intensive interaction.
- Resources to support communication with disabled children and young people.
- Further reading to support communication with disabled children and young people.
- Training available to support communication with disabled children and young people.
- Organisations to support communication with disabled children and young people.

2.1 The importance of communicating with disabled children and young people

It is essential that people working with or supporting disabled children and young people are equipped to explore the various ways in which disabled children and young people communicate. This section will support you to communicate with disabled children and young people who do not use words to communicate and who may use augmentative and alternative communication.

We should not be bound by using one technique or package, as we are all individual. Achieving good communication is about getting to know the individual, learning from them about their ways of communicating and then ensuring that you communicate through their preferred way at every opportunity.

It is our responsibility to explore with the individual their preferences for communicating and it is up to us to remove the barriers that prevent communication. This takes time, support and investment in getting to know the individual and those people who are important in their lives and where needed, advocacy support to the individual disabled child or young person.

'J' uses few words to communicate and at first they do not appear to mean anything. We see his communication as attempting to express something. Over time it is important to find out what this communication means by observing him in different situations establishing if he communicates in the same way with others or when using different services. It is important to establish the patterns of communication and their meanings.

Most disabled children and young people can communicate and make choices. With some children, how they communicate may not be obvious at first and we have to listen very closely and speak to others who know the child. Importantly, we should not be bound by one package or communication style to determine how we communicate with disabled children and should adopt a range of communication methods that enable communication with the child. This approach is more commonly called 'Total Communication'. For examples of total communication please visit

<http://www.totalcommunication.org.uk/>

Communication is just as individual as the disabled child or young person themselves, in that every child and young person is unique. Therefore, we need to respond through a range of communication styles to ensure that every effort is made to communicate, interact and engage with the child.

We have to be creative and have communication resources to hand to enable as many opportunities to communicate as possible. Lack of resources and awareness in how you communicate with disabled children and young people will, in turn, impact on the opportunities to positively engage and limit their full participation. Developing our skills in communication will mean that disabled children and young people will have the chance to explore a wide range of options to express themselves and to actively participate in decisions about them and be involved in the planning, delivery and evaluation of services. It is our role to ensure that meaningful and accessible ways to communicate are available to disabled children and young people. This will increase their opportunities for engagement and participation opportunities that include a greater range of children with different impairments and experiences.

Information has to be presented in a clear, straightforward, accessible and relevant language to enable disabled children and young people to understand the context of what is being communicated.

The ways in which we communicate must be respectful to the age, background, abilities and culture of those it aims to reach. An essential starting point is to know how the person communicates and what the person uses to communicate i.e. symbols, pictures, objects of reference.

The consequence of not enabling communication is that engagement and participation will less likely happen and we will be less likely to hear important messages that the disabled child or young person has.

2.2 Approaches to support communication.

Approaches often used are:

British Sign Language.

The following website is a useful tool for staff and also utilises online sessions to help learn finger spelling. A CD is also available.

<http://www.british-sign.co.uk/>

Picture/Symbol Software

Picture/Symbol Software such as 'Communicate In 2 print' (Widgit Software). This is a flexible, symbol-supported desktop publishing package for creating books, worksheets, newsletters and posters. It meets the diverse needs of disabled children and young people working in inclusive settings as well as those in specialised centres. This software can use widget literacy symbols, PCS symbols and photographs.

<http://www.widgit.com/products/inprint/index.htm>

Makaton.

Is a unique language programme offering a structured, multi-modal approach, using signs and symbols, for the teaching of communication, language, learning and engagement.

<http://www.makaton.org/>

P.E.C.S

P.E.C.S. (Picture Exchange Communication System) was developed over 20 years ago as a unique augmentative, alternative training package that allows children and adults with autism and other communication difficulties to initiate communication. First used in the United States, P.E.C.S. has received worldwide recognition for focusing on the initiation component of communication. P.E.C.S. uses symbols so that the person can learn to exchange and understand the function of communication.

<http://www.pecs.org.uk/>

Talking Mats.

Can help people arrive at a decision by providing a structure where information is presented in small chunks supported by symbols. It gives people time and space to think about information, work out what it means and say what they feel in a visual way that can be easily recorded.

<http://www.talkingmats.com/>

Signalong.

Is based on British Sign Language, using unaltered BSL signs wherever possible. The difference between Signalong manuals and other sources of signs, apart from our much wider range, is the way that they are presented.

Objects of reference

Objects of reference are all around us. It is simply using objects to support children and young people to communicate. An object library is built up with the child so that the person has resources that have meaning and can be utilised to enable the person to communicate functionally.

Hi tech aids

There are many examples of computerised aids that use simple and more complex forms of communication. Many can be adapted to use grids of symbols. Hi tech aids often use, pictures or words and most have speech outputs that communicate what has been keyed in. Adaptations are available to accommodate cognitive & physical impairments that some children and young people may have.

Big Mack www.bigmack.org /

Communication Passports/ Portfolios

Communication passports and profiles document the person's communication in a way that illustrates who the person is and what is important to them. Communication passports are compiled with the disabled child and young person and are transported with them to ensure that key things they want you to know are shared with relevant people.

The following websites are also useful to find information about specific resources and software to create easier to understand information:

Change picture bank: <http://www.changepeople.co.uk/>

2.3 Intensive Interaction.

'There are no people who can't communicate...just people whose language we don't understand'

(John O'Brien)

Disabled children and young people may not use formalised communication methods such as P.E.C.S., Makaton or objects of reference to communicate as they may not yet understand that communication can be functional (i.e. to ask, request) or expressive (to emote). Communication is not just about our ability to speak with or without the use of communication tools, it is about our ability to express ourselves.

There are children and young people who use non-conventional methods of communication, but some do not yet have an intentional way to communicate i.e. they respond to others by actively communicating a gesture or expression where others may communicate pre-intentionally. Pre-intentional communicators are where the person's body may not be consciously communicating so it is not intended to have a communicative response and may be involuntary. Therefore not all outputs from the person are to communicate to others.

Children and young people may find their own way to communicate such as through their behaviour, expressions and actions. They may communicate through their:

- Body movements
- Breathing
- Pulse rate
- Facial expressions
- Behaviour
- Eye contact
- Actions they take
- Gestures

Our ability to express ourselves and to communicate to others depends on our ability to build a relationship with other people or feel secure and comfortable with another person. Interaction skills may be limited in some disabled children and young people, especially if they have a severe learning disability, autism combined with severe learning disability and/or children with profound and multiple learning disabilities. Due to communication being limited, Nind and Hewitt and Phoebe Caldwell have worked on a technique called Intensive Interaction which they suggest is a fundamental building block to communicating. David Hewitt describes the fundamentals of communication at <http://www.intensiveinteraction.co.uk/about/fundamentals.php> which places emphasis on interaction and sustained engagement.

Intensive interaction is a process of making contact and building relationships with individuals who do not use words to communicate. The process shows respect to who the person is and how they communicate using their bodies, face, mind and spirit. Lots of time is spent engaging with the person and the aim is that the person responds to and actively enjoys the process of interaction and communication with another person. This process should be led by the disabled child or young person, by looking closely at what motivates them. This process must be person centred in that we as adults do not force the interaction agenda, but gently build and progress opportunities for interaction. Intensive Interaction is a process of making contact. It will take large investment of time and gentle steps that will need to be carefully built up.

Key parts of the process are about:

- Mirroring and joining the person – i.e. movements, facial expressions, sounds
- Progressing – i.e. utilising motivations into shared interactions that are meaningful and into shared games and activities

Phoebe Caldwell describes the process as:

Looking for the 'correct key', the one that fits

Searching for the correct stimulus, the one the person recognises

Opening the door

Using the stimulus – the one the person recognises

Exploring the room

Engaging with the person and building mutual confidence through listening and sharing

Looking out of the window

Moving beyond ourselves to the worlds outside

(Caldwell, P 1996)

Key to understanding disabled children and young people's communication is spending time observing the person, documenting and reflecting. Moments of time that are shared can give us understanding of disabled children and young people we work with. Through a framework called 'the listening and responding cycle' (M Goodwin D.I.C.E. 2009, available at www.disabilitydice.co.uk) it may be possible to utilise observations that we have about a person and build them into messages that inform services, regarding who the person is and what is important to them.

(Adapted from Communicate with Me: Communication Guidelines (D.I.C.E. 2009) and Listening and Responding to People who do not communicate using words to communicate M Goodwin D.I.C.E. 2009)

It is important to remember that in most situations we display our reactions through non verbal communication. It is our role to interpret how individuals express themselves and how we assume meanings to such reactions. Whether this leads to intentional or unintentional communication has to be further distinguished as the relationship and understanding of the individual develops with us.

Enabling effective communication should be part and parcel of disabled children and young people's daily experience. It is the essential building block to making choices, being involved in decisions about their lives and participating in service design and delivery.

2.4 Resources about communicating with disabled children and young people.

Champion for Disabled Children & Young People – spearheaded cultural change and establish standards for engagement and participation of disabled children and young people across Birmingham.

Disability Toolkit - information for agencies within the organisation and across the country. The Disability Toolkit website is designed as a one-stop information hub, providing essential resources, information and support that are needed by professionals supporting disabled children in decision-making and participation activities. www.disabilitytoolkit.org.uk

PACT Consultancy Service - The Children's Society York, telephone 01904 639056, email: pact-yorkshire@childrenssociety.org.uk

I'll Go First - a Planning and Review Toolkit for use with children with disabilities. March 1999 ISBN 1 89978313X, The Children's Society 020 7841 4415. www.childrenssociety.org.uk

British Sign Language - the following website is a useful tool for staff and also utilises online sessions to help learn finger spelling. A CD is also available.
<http://www.british-sign.co.uk/>

Communicate In 2 Print (Widgit Software) - a flexible, symbol-supported desktop publishing package for creating books, worksheets, newsletters and posters. It meets the diverse needs of disabled children and young people working in inclusive settings as well as those in specialised centres.
<http://www.widgit.com/products/inprint/index.htm>

Makaton - a language programme offering a structured, multi-modal approach, using signs and symbols, for the teaching of communication, language, learning and engagement.
<http://www.makaton.org/>

P.E.C.S. (Picture Exchange Communication System) - developed over 20 years ago as a unique augmentative, alternative training package that allows children and adults with autism and other communication difficulties to initiate communication. First used in the United States, PECS has received worldwide recognition for focusing on the initiation component of communication.
<http://www.pecs.org.uk/>

Talking Mats - can help people arrive at a decision by providing a structure where information is presented in small chunks supported by symbols. It gives people time and space to think about information, work out what it means and say what they feel in a visual way that can be easily recorded.

<http://www.talkingmats.com/>

Signalong - is based on British Sign Language, using unaltered BSL signs wherever possible. The difference between Signalong manuals and other sources of signs, apart from our much wider range, is the way that they are presented.

Communicate With Me - a pack supported by an online portal that provides standards to support services to communicate with disabled children and young people who do not use words to communicate. The standards are for Play, Residential Services, Youth Services, Education, Leisure and Early Years environments. On successful completion of the Communicate with Me framework, a kite-mark will be awarded. www.disabilitydice.co.uk

The Listening and Responding Cycle - an article with a poster and practical ideas for involving and consulting with children and young people who do not use formalized communication systems. www.disabilitydice.co.uk

How to involve children and young people with communication impairments in decision making -

www.participationworks.org.uk

In my shoes -

www.inmyshoes.org.uk

Two way street: Communicating with disabled children and young people -

www.triangle-services.co.uk

BSL Finger Spelling -

http://www.british-sign.co.uk/fingerspelling_machine1.php

Communication Resource -

<http://www.communicationcookbook.org.uk/>

Communication Matters -

<http://www.communicationmatters.org.uk/>

Inclusive Technology -

http://www.inclusive.co.uk/reports/2009/comm_in_every_classroom.shtml

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children’s Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

Widget -

<http://www.widgit.com/>

Change picture bank -

<http://www.changepeople.co.uk/>

Intensive Interaction -

<http://www.intensiveinteraction.co.uk/>

Total Communication -

<http://www.totalcommunication.org.uk/>

Ability Net -

<http://www.abilitynet.org.uk/>

Working with words -

http://www.workingwithwords.org/pages/why_important.html

2.5 Further reading about communicating with disabled children and young people.

Detheridge, M & T. (1998). Literacy Through Symbols. Improving access for children and adults. Practical book full of ideas and examples of the ways in which access to literacy can be enhanced through the use of symbols. ISBN 1-85346-483-X.

Hewett, D and Nind M. (1988). Interaction in Action. Reflections on the use of Intensive Interaction. ISBN 1-85346-461-9.

Lacey, P and Ouvry. (1988). People with profound and multiple learning difficulties. A collaborative approach to meeting complex needs. ISBN 1-85346-553-4.

Johnson, R. (1995). The Picture Communication Symbols Guide. ISBN 1-884135-15-3.

Jones, J. Robertson, C. (2007). Partnerships for training. Workbook and DVD-ROM an easy access pack for developing equal training partnership with people with a learning disability. ISBN 1-905218-02-8.

Marchant, R and Jones, M (2003) Getting It Right: Involving disabled children in assessment, planning and review processes. Brighton, Triangle.

Morris, J. (2002). A Lot To Say. A guide for social workers, personal advisors and others working with disabled children and young people with communication impairments. ISBN 0946828423.

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children’s Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

Morris, J. (1998). Don't Leave Us Out. Involving disabled children and young people with communication impairments. ISBN 1-899987-80-0.

R.N.I.B. – Right to Read. Examines the impact on children and adults being denied the right to read, findings from research and illustrates how individual lives and aspirations can be affected.

R.N.I.B. – See it Right. Resource pack exploring principles and solutions for using large print, making information accessible, Braille, information for all, e-text, handwriting, signs, websites, tape, videos, information matters and clear print.

The Good Practice Guide for Support Workers and Personal Assistants Working with Disabled People with Communication Impairments, Scope and Essex Coalition of Disabled People ISBN: 0946828474 (b) Communication Passport Template – A Guide to Making Communication Passports – www.scope.org.uk/publications or email publications@scope.org.uk

'Two Way Street' Training pack – NSPCC Tel 0116 234 7223, email: sferrar@nspcc.org.uk

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

2.6 Communicating with disabled children & young people training.

Name of Course:	Communicating with people who do not use words to communicate
Provider:	DICE
Course duration:	2/3 days
Email:	info@disabilitydice.co.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Using Makaton
Provider:	DICE
Course duration:	5 days (delivered as half or full days over desired period of time)
Email:	info@disabilitydice.co.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Empowering Communication with ICT
Provider:	DICE
Course duration:	1 day
Email:	info@disabilitydice.co.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Communicating with Disabled Children and Young People
Provider:	The Children's Society
Course duration:	2 ½ days
Email:	pact-consultacy@childrenssociety.org.uk
Website:	www.childrenssociety.org.uk

Name of Course:	Introduction to Communication and Consultation
Provider:	Triangle
Course duration:	2 days
Email:	info@triangle-services.co.uk
Website:	www.triangle-services.co.uk

Name of Course:	Advanced Communication and Consultation
Provider:	Triangle
Course duration:	2 days
Email:	info@triangle-services.co.uk
Website:	www.triangle-services.co.uk

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children’s Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

2.7 Useful organisations for communicating with disabled children and young people

The Children's Society
www.childrensociety.org.uk

D.I.C.E. (Disability Inclusion Community Education)
www.disabilitydice.co.uk

The ACE Centre
www.ace-centre.org.uk

Triangle
info@triangle-services.co.uk

Call Centre
www.callcentre.education.ed.ac.uk

Disability Toolkit
www.disabilitytoolkit.org.uk

Champion Toolkit

Section 3 -

Participation and Engagement with Disabled Children and Young People.

3. Participation and Engagement with disabled children & young people.

This chapter provides background information regarding participation and engagement with disabled children and young people.

In this chapter you will find information on:

- Why disabled children are excluded from participation and engagement opportunities.
- Introductory methods that you can use to effectively consult with disabled children and young people.
- Definitions of participation, consultation, involvement and disability.
- Participation values.
- Why consulting with disabled children and young people is important.
- Benefits to consulting with disabled children and young people.
- Potential outcomes for disabled children and young people.
- Resources to support participation and engagement with disabled children and young people.
- Further reading to support participation and engagement with disabled children and young people.
- Training available to support participation and engagement with disabled children and young people.
- Organisations to support participation and engagement with disabled children and young people.

3.1 Introduction to Participation and Engagement.

As part of the integrated strategy for disabled children and young people, a clear focus is needed for the creation of opportunities to facilitate consultation, participation, engagement and inclusion of disabled children and young people across Birmingham.

Disabled children and young people are socially excluded through attitudes and social barriers that permeate society. On a daily basis, disabled children and young people are more often than not denied the opportunity to make decisions about their lives and make daily choices to influence their routine.

Disabled children and young people are further disabled by the way society treats them and the barriers that we create. Feelings that disabled children and young people lack any capacity and assumptions that people without disabilities know best and have their best interests at heart (so, therefore, there is no need to consult and involve disabled children) have meant that they have been excluded from many opportunities to participate. Opportunities that other children may take for granted.

There are many ways in which you can make sure that disabled children and young people are involved and that they participate in your service. You can make it happen at a planning level right down to day-to-day interaction with adults who support, care or work with disabled children and young people.

It is very important to ensure that individuals have a person who knows them well and supports their voice in being heard, in whatever manner that is suitable to the individual. Our overall aim in working with the disabled child or young person is that with support and adaptations the individual can self-advocate as much as possible.

There are different ways in which we can ensure that disabled children and young people are included:

- Talking things through with people they know.
- Using picture/word exchange methods – i.e. British Sign Language, Makaton, Widgit Software and PECS.
- Use of activities – writing, drawing / use of art skills, graffiti, murals, dance, music, radio and media.
- Recognition of communication via body language.
- Drama skills.
- Use of technologies – computers, communication-assisted technologies, speech synthesisers, etc.
- Web pages/online polls-surveys/access to information electronically.
- Leaflets, posters and newsletters.
- Text messages.
- Notice boards.
- Campaigns, media publicity and key publications that give messages from disabled children and young people.
- Events in communities, regional, national and international.

Participation Works have published a particularly good guide exploring creative methods to engage and enable participation called “How to use creative methods for participation”, found at:
<http://www.participationworks.org.uk/resources/how-to-use-creative-methods-for-participation>

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3.2 Definitions.

The terms "participation", "consultation", and "involvement" tend to be used interchangeably in common parlance.

Our definition of "participation" encompasses the progressively more participatory stages of:

- **Information exchanging** - where adults give disabled children and young people information. By giving information we will need to negotiate and develop a shared view with disabled children and young people.
- **Consultation** – disabled children and young people have a range of opportunities to express their views. These views inform on how agencies make decisions and decide on developments.
- **Support** – disabled children and young people have choice and control on the support they need and what to do to enable it to happen.
- **Deciding together** – disabled children and young people and professionals put plans and actions together.
- **Acting together** – disabled children and young people and professionals put plans into action together.
- **Independent action** – disabled children and young people develop their own plans and have the capacity to deliver them independently.

It is also important to understand the definition of disability. At present the definition that is commonly accepted is from the Disability Discrimination Act DDA (1995) / (2005).

‘A person with a physical or mental impairment which has a substantial and long term effect on their ability to carry out normal day to day activities’.

Another important definition of disability is the social model of disability that supports us to understand that the major restrictions placed on disabled people’s lives are not necessarily due to the persons impairment but the weight of barriers that exist and oppress disabled children and young people on a personal, cultural and structural level such as attitudes, stigmatisation, prejudice and physical and environmental factors such as inaccessibility and segregation.

‘Disability is not a condition of the individual. The experiences of disabled people are of social restrictions in the world around them, not of being a person with a disabling condition’. This is not to say that individuals do not experience ‘disability’; rather it is to assert that the individuals’ experience of disability is created by a physical and social world designed for non – disabled people’

(Sanderson 1997 describes Vic Vinkelstien, Sally French and Mike Oliver)

You may be wondering why we are terming the children and young people we are talking about as disabled children ... rather than children with disabilities. Whilst children should be seen as children first with the same rights, opportunities and life chances as any other child the term ‘children *with* disabilities’ locates the problem of disability and impairment as being caused by the child.

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Where the problem for disabled children and young people is from within society e.g. further disability by societal attitudes, prejudice, lack of resources or structuring of services then the Social Model of Disability will assist in removing those barriers when professionals review, design & commission services.

Useful information about the Social Model of Disability, language and etiquette towards disabled children and young people can be found at:
http://www.childrenssociety.org.uk/resources/documents/Policy/Understanding_Disability_and_Language_2825_full.pdf

3.3 Key Values.

- Active participation of disabled children and young people will be developed as a quality standard of public accountability.
- Mechanisms for engaging disabled children and young people will themselves be quality assured and be developed from evidence based practice.
- Diversity of disabled children and young people is recognised and valued.
- Adequate resources in terms of expertise, money and organisational systems and processes will underpin their involvement.
- We will progressively seek to achieve a level of participation where disabled children and young people are independently developing plans with the ability to act.
- Disabled children and young people are directly engaged to scrutinise the process and evaluate our successes.
- Approaches need to be multi-faceted, providing opportunities for disabled children and young people to be involved at a group level to impact on policy and planning, and for individuals to be able to shape services as they are received. It must also include opportunities for disabled children and young people to be involved independently or with appropriate support to facilitate their views being articulated and listened to.

3.4 Why Consult?

We have a legal responsibility under the United Nations Convention on the Rights of the Child to ensure that all children and young people everywhere have a good life.

In particular, Article 12 states that:

- 'Every child and young person has the right to express his or her views freely – about everything that affects him or her'.
- 'The child's or young person's views must be given due weight depending on his or her age and maturity'.
- 'The child or young person has the right to be heard in all decision making processes, including court hearings'.
- 'The child or young person can speak for him or herself, or someone else can speak for him or her'

Increasingly, UK legislation and policy is ensuring that children and young people have the right to participate in the design and delivery of services.

- The Children Act 1989, 2004.
- Birmingham – Working Together for Brighter Futures.
- Every Child Matters.
- Every Disabled Child Matters. <http://www.ncb.org.uk/edcm/home.aspx>
- National minimum standards for Residential Children's Homes.
http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4010076

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- Aiming High for Young People.
<http://www.dcsf.gov.uk/everychildmatters/Youth/aiminghigh/aiminghigh/>
- National Standards for The Provision of Children's Advocacy Services 2003.
<http://www.dh.gov.uk/en/Consultations/Responsestoconsultations/DH4017049>
- Aiming High for Disabled Children.
<http://www.dcsf.gov.uk/everychildmatters/healthandwellbeing/ahdc/AHDC/>

3.5 Benefits to consulting with disabled children and young people.

There are many benefits to consulting and ensuring that we provide opportunities for disabled children and young people to regularly participate in decision making about the services they use. Services should ensure that they consult with disabled children and young people as their views are essential to service improvement and review.

The experience of being a young disabled person is sometimes hard to understand as we may not have experienced barriers and prejudices in the same way. It is not always easy to appreciate the realities of having an impairment and the many barriers that exist whilst living in a disabling society solely by looking at text book definitions. The best way to learn is by asking and regularly listening to disabled children and young people's views and experiences.

The issues that they may raise and their unique perspective will immeasurably support services to respond to disabled children and young people's wishes, needs, lifestyles and aspirations.

Disabled children and young people may have many ideas that they wish to contribute to services. Their experience of services can helpfully shape services to better improve and respond to the life-chances of all children and young people.

3.6 Potential outcomes for disabled children and young people when being consulted.

Being consulted or regularly involved in decision making processes has many benefits for the young people involved.

Amongst others, being involved can improve disabled children and young people's:

- Economic wellbeing.
- Contribution to society.
- Self esteem.
- Positive self identity.
- Ability to communicate about matters that affect them.
- Choice and decision making skills.
- Ability to plan and take control of their lives

Importantly, by being involved in services and by being given increased opportunity to take more control of their lives, disabled children and young people are more likely to:

- **Be listened to and included.**
- **Feel confident to express themselves.**
- **Have choice and control over matters that affect their lives.**
- **Have increased pro-social skills - i.e. building and sustaining relationships, positive self-identity and esteem.**

3.7 Resources for Participation and Engagement of disabled children and young people.

Champion for Disabled Children & Young People – spearheaded cultural change and establish standards for participation and engagement of disabled children and young people across Birmingham.

Disability Toolkit - information for agencies within the organisation and across the country. The Disability Toolkit website is designed as a one-stop information hub, providing essential resources, information and support that are needed by professionals supporting disabled children in decision-making and participation activities. www.disabilitytoolkit.org.uk

Ask Us - series of CD's / DVD's about key messages and work undertaken with disabled children and young people.
www.the-childrens-society.org.uk/shop/ or email to ru@childsoc.org.uk

Be Part of It - a strategy for children and young people's participation in The Children's Society's work and activities. Available from The Children's Society – www.childrenssociety.org.uk Telephone 020 7841 4400.

How to Ask Us - learning pack. The Children's Society (in association with the Joseph Rowntree Foundation). Available from The Children's Society 020 7841 4401, email publishing@childrensociety.org.uk.

I Can Tell You What I Want - a Disability Advocacy Project report and DVD available from The Children's Society on 020 7613 2886 or help@childrenssociety.org.uk

PACT Consultancy Service - The Children's Society York, telephone 01904 639056, email: pact-yorkshire@childrenssociety.org.uk

I'll Go First - a Planning and Review Toolkit for use with children with disabilities. March 1999 ISBN 1 89978313X, The Children's Society 020 7841 4415. www.childrenssociety.org.uk

D.I.C.E. - provides training and development opportunities focusing on working with Disabled Children and Young People. We specialise in working with children and young people who have severe, complex and profound learning disabilities including Autism. We provide Training, Consultation, and Service Development & Research, Creative Participation & Creative Arts Workshops with Children, and Young People and Advocacy & Person Centered Planning. www.disabilitydice.co.uk

The Listening and Responding Cycle - an article with a poster and practical ideas for involving and consulting with children and young people who do not use formalized communication systems. www.disabilitydice.co.uk

Participation Works -
<http://www.participationworks.org.uk/>

D.I.C.E. -
www.disabilitydice.co.uk

Playtrain -
<http://www.playtrain.org.uk/>

Sheffkids - participation and consultation
<http://www.sheffkids.co.uk/index.html>

Quizdom -
http://www.qwizdom.co.uk/?_kk=8fe03b85-1632-4c86-9d5c-f4637e99541f&_kt=1453264482&gclid=CJKTzeuRs5QCFQyD1QodCHGpTA

Contact a family -
http://www.ncb.org.uk/edcm/home.aspx?originx_3869pu_6923476562580e68j_20095181136d

British Institute of Learning Disabilities -
<http://www.bild.org.uk/>

Mencap -
<http://www.mencap.org.uk/>

Foundation for People with Learning Disabilities -
<http://www.learningdisabilities.org.uk>

National Autistic Society -
<http://www.nas.org.uk/>

United Response -
<http://www.unitedresponse.org.uk/>

Rebound Therapy -
http://www.reboundtherapy.org/?p=eddy_anderson

KIDS -
<http://www.kids.org.uk/>

Whizzkids -
<http://www.whizz-kidz.org.uk/>

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children’s Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

Shape Arts -

<http://www.shapearts.org.uk/>

Values into Action -

<http://www.viauk.org/>

Gallent2000 -

<http://www.gallant2000.co.uk/>

Paradigm -

<http://www.paradigm-uk.org/>

The Challenging Behaviour Foundation -

<http://www.thecbf.org.uk/>

Every Disabled Child Matters -

http://www.ncb.org.uk/edcm/home.aspx?originx_3869pu_6923476562580e68j_20095181136d

Every Child Matters -

<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00330/>

Ricability -

http://www.ricability.org.uk/consumer_reports/mobility_reports/wheels_within_wheels/

Equality and Human Rights Commission -

<http://www.equalityhumanrights.com/>

Action Disability Development -

<http://www.add.org.uk/>

UN Convention of Rights of the Child -

<http://www.dcsf.gov.uk/everychildmatters/strategy/strategyandgovernance/uncrc/unitednationsconventionontherightsofthechild/>

3.8 Further reading about Participation and Engagement with disabled children and young people

Bath and North East Somerset's Children's Rights Charter – The Children's Society Children's Society Project, commissioned by Bath and North East Somerset's Children and Family Services and B&NES PCT. Telephone c/o The Children's Society 01761 411771.

Bethell, J. (2003). Our Life, Our Say! A good-practice guide to young disabled people's peer mentoring/support. ISBN 1-84196-055-1. www.pavpub.com

CROA (2000). Total Respect. Ensuring children's rights and participation in Care. ISBN 1841822051.

CHANGE & National Institute of Adult Continuing Education. (1998). Training for Change. A training pack to support adults with learning disabilities to become trainers. ISBN 1-86201-052-8.

Dynamix Ltd. (2002). Participation – Spice it Up. Practical tools for engaging children and young people in planning and consultations. ISBN 1-84187-062-5.

Franklin, A. and Sloper, P. (2006) Participation of disabled children and young people in decision making within social services departments: a survey of current and recent activities in England, British Journal of Social Work , 36, 5, 723-41. A summary of this research can be downloaded <http://www.york.ac.uk/inst/spru/pubs/pdf/decision.pdf>

Garner, P. Sandow, S. (1995). Advocacy, Self-advocacy and Special Needs. Concerns aspects of decision making by, or on behalf of, children who have special educational needs. ISBN 1-85346-349-3.

Jelly, M. Fuller, A. Byers R. (2000). Involving pupils in participation. Promoting partnerships with pupils with special educational needs. ISBN 1-85346-685-9.

Jones, J. Robertson, C. (2007). Partnerships for training. Workbook and DVD-ROM an easy access pack for developing equal training partnership with people with a learning disability. ISBN 1-905218-02-8.

Kids Clubs Network / DfEE. (2000). Good Practice for EYDC Partnerships. Communication and consultation strategies. ISBN 1-84185-226-0.

Kirby, P. Lanyon, C. Corin, K. Sinclair, R. (2003). Building a culture of participation. Involving children and young people in policy, service planning, delivery and evaluation. ISBN 0-9546695-1-7.

Marchant, R and Jones, M (1999) Tomorrow I Go: what you told us about Dorset Road respite care. Brighton, Triangle.

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

Marchant, R and Jones, M (2003) Getting It Right: Involving disabled children in assessment, planning and review processes. Brighton, Triangle.

Manchester Inclusion Standard – section – ‘Pupil Voice Toolkit’ Manchester City Council 2004. Telephone 0161 234 3165.

Moore, M. Beazley, S. Maelzer, J. (1998). Researching Disability Issues. Designed to meet a growing need for clear illustrations of how to carry out research that seeks to explore disability issues. ISBN 0-335-1903-1

National Children’s Bureau. Clark, A. Moss, P. (2006). Listening To Young Children. The Mosaic Approach. ISBN 1-900990-62-8. www.ncb.org.uk

National Children’s Bureau. Clark, A. Moss, P. (2005). Spaces to Play. More listening to young children using the Mosaic approach. ISBN 1-904787-43-6. www.ncb.org.uk

Playwork Inclusion Project. Murray, D. (2006). Pick & Mix. A selection of inclusive games and activities. ISBN 0-9526295-7-7. www.kids.org.uk

Play Train. (2007). Wow – This is Big. A foundation to participation. An early years consultation research project. ISBN 978-0-9519013-5-9 www.playtrain.org.uk

‘Ready Steady Change’ training package - The Children’s Rights Alliance for England (CRAE) Tel 020 7278 8222, info@crae.org.uk

Sinclair, R (2000) Young People's Participation. Quality Protects Research Briefing No. 3. Department of Health research in practice, making research count. Available online: www.makingresearchcount.org.uk

Sandwell Council Young People’s Charter, information available from Sandwell Youth Strategy Team 0121 569 8443.

‘Total Respect’ training package. Details from Children’s Rights Officers and Advocates (CROA) Tel 020 8748 7413 mail@croal.freereserve.co.uk

University of Newcastle (2001). Young People as researchers. Examines the possibilities, problems and politics. ISBN 0-86155-252-0.

Ward, L. (1997). Seen and Heard. Involving disabled children and young people in research and development projects. ISBN 1-899987-48-7.

Ward, L. Innovations in advocacy and empowerment (for people with learning difficulties). Looks at advocacy and partnership building. ISBN 1-870335-24-4.

Young, K. (1999). The Art of Youth Work. Principle and key practice in working with young people within a youth work setting. ISBN 1-898924-4

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children’s Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

3.9 Participation and Engagement for disabled children and young people training

Name of Course:	Disability Equality and Inclusive Practice
Provider:	DICE
Course duration:	1 day
Contact:	Martin Goodwin
Email:	info@disabilitydice.co.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Participation, Consultation and Engagement with Children and Young People who have Severe, Profound Learning Disabilities
Provider:	DICE
Course duration:	2 days
Contact:	Martin Goodwin
Email:	info@disabilitydice.co.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Ensuring Disabled Children's Rights - Disability, Law and Policy
Provider:	DICE
Course duration:	1 day
Contact:	Martin Goodwin
Email:	info@disabilitydice.co.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Introduction to Consultation
Provider:	Triangle
Course duration:	2 days
Email:	info@triangle-services.co.uk
Website:	www.triangle-services.co.uk

Name of Course:	Advanced Consultation
Provider:	Triangle
Course duration:	2 days
Email:	info@triangle-services.co.uk
Website:	www.triangle-services.co.uk

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

3.10 Useful Organisations in the Participation and Engagement of disabled children and young people

The Children's Society

www.childrenssociety.org.uk

D.I.C.E (Disability Inclusion Community Education)

www.disabilitydice.co.uk

Triangle

info@triangle-services.co.uk

Disability Toolkit

www.disabilitytoolkit.org.uk

Participation Works

www.participationworks.org.uk

Champion Toolkit

Section 4 -

Choice and Control for Disabled Children and Young People.

4. Choice and Control for disabled children and young people.

This chapter supports practitioners to uphold the rights and practically support the choice and decision making of disabled children and young people.

This section will:

- Explain the rights of disabled children and young people.
- Support you to understand the importance of choice and sharing power with disabled children and young people.
- Provide guidance about advocacy with disabled children and young people.
- Provide guidance about person centred planning with disabled children and young people.
- Detail resources to support choice and control with disabled children and young people.
- Detail further reading to support choice and control with disabled children and young people.
- Detail training available to support choice and control with disabled children and young people.
- Detail organisations to support choice and control with disabled children and young people.

It is important to remember that all children and young people have the right to make decisions about their lives. This is underpinned by Article 12 from the United Nations Convention on the Rights of the Child to ensure that all children and young people everywhere have a good life.

In particular:

- 'Every child and young person has the right to express his or her views freely – about everything that affects him or her'.
- 'The child's or young person's views must be given due weight depending on his or her age and maturity'.
- 'The child or young person has the right to be heard in all decision making processes, including court hearings'.
- 'The child or young person can speak for him or herself, or someone else can speak for him or her'.

This is especially important to disabled children and young people who need additional support and resources to ensure their full participation in making choices and having control over key decisions in their lives.

We are still a long way from a society in which all disabled children and young people can participate fully as equal citizens. We know that disabled children and young people are particularly vulnerable to poor outcomes.

- At 16, disabled young people are twice as likely not to be in employment, education or training as their non-disabled peers [DfES 2004, Youth Cohort Study].
- Children with special educational needs accounted for almost two-thirds of permanent exclusions from school [*Removing Barriers to Achievement*. Department for Education and Skills, 2004].
- Disabled children make up 10% of all children in care but are only around 5% of the overall population. [DfES Children in Need Survey, 2004/5]

4.1 Why is Choice and Control so important for disabled children and young people?

If services are working towards the inclusion of disabled children and young people, creating opportunities for individuals to have choice and control over decisions that affect their lives is a critical success factor. Providing opportunities for individuals to have choice and control will evidence how we:

- Uphold the rights of disabled children and young people.
- Fulfil our legal responsibilities towards individuals.
- Improve services to better meet the needs of individuals.
- Improve decision making processes that include disabled children and young people.
- Enhance democratic process that reflects the views of disabled children and young people.
- Promote the disabled child or young person's safety by enabling them to have a voice.

For all disabled children and young people, giving them a say and taking their views seriously is important for many reasons: in order to uphold their rights; to fulfil our legal responsibilities; to improve services; to improve decision making; to enhance the democratic process and to promote children's protection.

For disabled children there are additional reasons why choice and control in their lives is important. These individuals are more often subject to assessments and medical interventions than other children. It is important to be aware that Mencap's recently published report 'Death by Indifference' suggests that people with a learning disability face institutional discrimination at every level in the health service. The report describes six deaths of people with a learning disability, one of whom was just twenty.

These were deaths that the families and Mencap believe were avoidable should professionals properly give people with learning disabilities support to make informed choices and decisions through good communication which professionals lacked. The 'Death by Indifference' report is available at:

<http://www.mencap.org.uk/case.asp?id=52&menuId=53&pageno>

A further reason why choice and control is particularly important for disabled children is that as American research suggests, they are more than three times more likely to be abused or neglected than non-disabled children. This includes vulnerability to neglect, demeaning and over restricting treatment. We also know that 13,300 disabled children face the double jeopardy of being placed away from home and are often subjected to changes in placements without having any real say or meaningful choice about where they want to live. If we do not give children and young people the opportunity to make choices and decisions about their daily lives we reduce them to being passive receivers of care and, in effect, silent voices that are not confident in asserting their needs, wants and opinions which makes them immensely vulnerable to exploitation.

Parents are immeasurably important, helping and supporting children to make choices and move forwards on the journey towards independence. For some disabled children, however, the caring relationship can become an overprotective one and the demands of everyday life can mean it is simply quicker and easier for the parent to make all the choices. Sometimes the reality is a child or young person doesn't want to share their concerns with their parent, or they may have conflicting needs. This is when an advocate could be used.

4.2 Advocacy.

Advocacy in simple terms is about speaking out and sometimes speaking on behalf of a person. Some disabled children and young people may be able to competently self advocate, whilst others may need support or indeed significant support to direct their advocate to do what the disabled child or young person requires. When an advocate is requested to work with a disabled child or young person, the advocate should attempt to ascertain the person's views on the issue they need support with and the actions they would like them to take. An empowering model is used, where the advocate will work with the person and support them to build their confidence and competence in speaking out about issues and make complaints.

There are, sometimes, big questions that need to be thought about when advocating for a person who does not intentionally communicate or we do not yet recognise their unconventional methods of communication. It is important to try and ascribe meaning to what they may be communicating. However, for some young people we may find it very difficult to be sure on the meaning of some of their communication and the disabled child or young person may not have the ability to communicate about the matters that affect them and may find it difficult to communicate intentionally. This leads to dilemmas for the advocate in how to approach the advocacy relationships with people who do not intentionally communicate or may use few words to communicate. These children may have severe learning disabilities, sometimes combined with autism or have profound and multiple learning disabilities.

Before considering a non-directive approach, every effort should be made to actively involve disabled children and young people in decisions about their lives and stating their wishes. However, on some issues and depending on the person's emotions and whether we understand their communication we may need to use non-instructed/ non directed advocacy methods.

Methods range from 'a do nothing approach', which is often not an option as in many cases there may have been an infringement on the person's rights which may have an observed impact on the person's wellbeing. More preferred methods are a human rights approach in that the issue or decision being made affects a person's human rights or a person centred approach which looks at who the person is and what we think is important to them so that decisions are made to outcomes that at best, meet the perceived wishes of the disabled child or young person. This is important due to the fact that many decisions may not be what the person really wants or needs. The watching brief approach (Assist) is a particularly useful framework as it supports advocates to ask questions about how the person's life will be or is affected by using eight domain standards.

Also useful is a framework developed by Nichola Grove (BILD: See What I Mean – guidelines to aid understanding of communication by people with severe and profound learning disabilities) that supports you to reach decisions on behalf of a person by supporting questions and additionally, a supportive framework called the 'Listening and Responding Cycle' (D.I.C.E.) available from: www.disabilitydice.co.uk .

Key to any approach that you use is being clear about why you think that this is what the person may think or feel about an issue, decision or situation (not you) and how you have made your decisions about what is important for the disabled child or young person based on your understandings.

(Based on D.I.C.E. 2009 Advocacy with disabled children and high support needs)

4.3 Person Centred Planning processes.

Making choices is not a simple process and is cognitively complex for some disabled children and young people. To make a choice you need to understand options and be informed regarding possible negatives and positives that arise. You additionally, need to be aware of the power imbalance that exists between professionals and children and young people that are using services. Children may feel powerless within situations and may acquiesce to what they think professionals want to hear. Barriers to difficulties that children and young people with learning disabilities have are further explained through an article published by Chris Walton and Mick Finley (2008) Community Care, see link:

<http://www.communitycare.co.uk/Articles/2008/07/30/108961/Obstacles-to-choice-and-control-in-residential-services-for-people-with-learning.htm?printerfriendly=true>.

Making daily choices and bigger decisions can be supported and guided by Person Centred Planning processes.

'All people should be able to decide how they will live their lives. People with disabilities face the same decisions as anyone; the definition of self; the meaning of life, relationships with family, friends and others who cross their paths, daily routines and experiences; and opportunities that are seized, created, postponed rejected or let go'

Pamela Walker and Julie Ann Rochino.

Person Centred Planning consists of a toolbox of creative tools that enable disabled children and young people to be at the heart of making choices and planning how they would like to lead their lives. Person Centred Planning was pioneered in America by theorists from the inclusion movement such as John O'Brien, Jack Pearpoint and Marsha Frost. Within the UK, the Person Centred Planning movement has been slowly spreading at a grassroots level and since the implementation of 'Valuing People' in 2001, Person Centred Planning has been implemented more widely.

Person Centred Planning is based on values such as inclusion and the social model of disability which are about achieving the person's rights to live an ordinary life and the dismantling of attitudinal, physical barriers that stop the disabled children and young people from achieving their rights. Central to each planning process is the disabled child or young person, who is commonly referred to as the focus person. A combination of planning tools can be used to support people to explore their thoughts, think about their support needs and longer term goals. All of the planning styles have been used with disabled children, young disabled people and disabled adults, particularly with learning disabilities. The planning styles have additionally been successfully used with children and young people who have additional needs and may not communicate using words. Person Centred Planning is importantly about sharing power with the person and giving them commitment to changing situations they are not happy with.

The planning styles use creative techniques such as graphic facilitation and can exist in a variety of different formats such as DVD, Video, Scrapbooks. Key to person centred documents is that they are owned by the person and that they live with the person so that they are used by the disabled child or young person and their families. Information is additionally presented in an easy to understand way using easy words, photos and symbols.

Person Centred Planning is best facilitated by a trained facilitator who can work with the children and young people and their families, and best supported by people who are committed to the child. Essentially, Person Centred Planning processes are about the disabled child and young person who is the focus and at the heart of the planning and choices and decisions that are being made.

Circles of Friends/ Circles of Support

Circles of Friends or Circles of Support are about a group of people who are committed to supporting the person to achieve their goals and dreams by rallying around the person, supporting them to make choices, be listened to and articulate their view. A circle is commonly made up of people who are unpaid and committed to the person's inclusion in community life. The circle acts as a catalyst that helps to make the persons goals happen.

Essential Lifestyle Planning

Essential Lifestyle Planning (developed by Michael Smull and Susan Burke-Harrison) is a tool that supports people around the child to think about what is important, essential, negotiable – or non-negotiable in their life and what support they require so that their lifestyle wishes are met. Essential Lifestyle Planning is useful for stating the very unique routines and ways of communicating that disabled children and young people use. It has flexible sets of guiding headings that can be used to create questions that enable people around the child to understand who the child is and what is important to enable them to have a positive quality of life.

Maps

Maps is a creative tool (developed by Judith Snow, Jack Pearpoint and Marsha Forrest) that helps the person to map and plan important parts of their life. It enables the disabled child or young person to explore about their lives and what they want their life to be by exploring key aspects about how they have lived their life, looking towards how they would like to live their life. The map looks at who the person is, the nightmare's (things to avoid) and what the person needs to avoid the nightmare by creating an action plan. Maps commonly use a poster format that are stringed together to create a journey map.

Paths

Path (Planning Alternative Tomorrows with Hope – developed by Jack Pearpoint, Marsha Forest, John O'Brien) is a planning tool that supports the person who has goals or dreams that they want to achieve. The planning tool supports people to vision aspirations and set achievable goals and then plan how they are going to achieve the goals. The planning tool is best achieved by a group of committed people around the person who can support the person over a length of time so the disabled child or young person can achieve their goals. The planning tool is often facilitated by two people, one who facilitates discussion and one responsible for graphic representation of the discussion.

Portfolios

Portfolios are essentially a scrapbook, folder, box or a multimedia format that documents and collects items, pictures, objects that are important to the person and describe who the person is. The collection of items is immeasurably powerful in enabling the person to describe to others about their lives and assume a positive self identity.

Solution Circles

Solution Circles are particularly useful when teams want to explore and create different opportunities to include disabled children and young people with additional support needs or at risk of exclusion to have more choice and control over the matters that affect their lives.

Designed by Jack Pearpoint, Marsha Forrest and John O'Brien, Solution Circles is a quick creative tool to use with a group of 5 – 10 people in a period of 30 minutes.

The tool will create a set of useful steps to include people. There are different roles to play:

The Problem Presenter who presents the issue to the group.

The Facilitator/Recorder who facilitates positive and creative solutions.

The Solutions Team who come together to think of creative solutions.

<http://www.inclusive-solutions.com/problemsolving.asp>

(Adapted from D.I.C.E. 2009 - Person Centred Planning)

Within Birmingham we are utilising person centred approaches and tools to support disabled children to be in the driving seat in regard to their transition.

For more information please read:

Section 7 Recent Developments (7.6 Transition).

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

4.4 Disabled children and young people's views.

Supporting children and young disabled people to make choices, decisions and take increased control of their lives needs to have a proactive and a positive relationship between the individual and the agencies that work with or support them.

It is important that disabled children and young people are given every opportunity to be heard and are actively supported to steer their own lives with the support they need.

Young people told us that they wanted to make more choices. They wanted to do more things that they liked and try new things. They felt this would be possible if they could decide who helped them and how. They said things are better when the people who helped them:

- Listened.
- Did what they said they were going to and came on time.
- Followed their wishes.
- Allowed them to make their own mistakes.
- Liked doing what they liked doing.

They said the people that they know were more helpful - like parents or friends or people who had come to know them by working one-to-one. Young people said they wanted to decide about the help that they got for different things. Like ways to get around and the things they could do to enjoy themselves. Like the equipment that they used and the personal care that they got.

As part of the Bringing Everyone Together Strategy, the Champion asked disabled children and young people for one key message. The following are particularly pertinent to Choice and Control of disabled children and young people.

- I want support to become an independent adult.
- What we say should be listened to.
- Give me choice and do not assume.
- I want to live on my own or with my girlfriend.
- We need to be part of what's going on.
- I don't like it when I am not given a choice.
- Support must be friendly and caring. Honesty is really important.
- See me, not my disability.
- Don't presume I need help – ASK ME.
- We need more information that is accessible for my age group.
- The thing I would change is that children and young people don't seem to be able to get involved in discussions that affect them.

As already explained, most disabled children and young people, regardless of their level of communication, ability, life experience, age and culture can communicate and make choices. To promote Choice and Control, an essential starting point is to have an understanding of how the disabled child or young person communicates and to ascertain their views and wishes.

The responsibility rests within agencies to find appropriate methods of understanding their views and experiences and importantly actively listening and responding to their views, concerns, wishes and interests.

Choice and Control should begin from an early age – starting with everyday choices:

What to eat, where to go, how to dress, choices over recreational activities, going out with friends, family, after school clubs, youth clubs etc. These day-to-day choices build confidence, positive relationships and self-esteem between the disabled child or young person and those people who are important in their lives. They are the essential building blocks to fuller participation in community lives. The challenge for us is to ensure that they are given the opportunity to actively participate in ordinary everyday and bigger decisions in their lives.

4.5 Resources

D.I.C.E./Martin Goodwin (2009) 'Being Child Centred'. Available from:

www.disabilitydice.co.uk

D.I.C.E./Martin Goodwin (2009) 'Listening and Responding' poster. Available from: www.disabilitydice.co.uk

D.I.C.E./Martin Goodwin (2009) 'Non-Directive Advocacy'. Available from:

www.disabilitydice.co.uk

D.I.C.E./Martin Goodwin (2009) 'Person Centred Planning Approaches'.

Available from: www.disabilitydice.co.uk

BILD (2009) Hearing from the seldom heard – supporting complaints from people with learning disabilities and complex communication needs.

Birmingham - Transition into Adulthood. Transition to adulthood is about the change from being a teenager to being an adult. During this period, young people experience lots of changes and do lots of new things. For disabled young people, this time of transition can be an exciting time with lots of new opportunities. It can also be a worrying time when young people move on from familiar people and places into the unknown. This page provides links to resources to help with the transition process.

Aiming High for Transition Team – DCSF. The Aiming High for Disabled Children programme is seeking to improve the transition process for young disabled people moving to adult life. This resource contains information, advice and guidance for practitioners at all levels seeking to improve transition support for disabled young people and their families.

Advocacy Information -

<http://www.actionforadvocacy.org.uk/>

Advocacy Support and Person Centred Planning -

www.disabilitydice.co.uk

Advocacy Support -

<http://www.nyas.net/>

Self Advocacy and Collective Advocacy -

<http://www.peoplefirstltd.com/>

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

Person Centred Planning -

<http://www.circlesnetwork.org.uk/>

Person centred planning -

<http://helensandersonassociates.co.uk>

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children’s Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

4.6 Further reading

BILD (2009) Hearing from the seldom heard – supporting complaints from people with learning disabilities and complex communication needs

Garner, P. Sandow, S. (1995). Advocacy, Self-advocacy and Special Needs. Concerns aspects of decision making by, or on behalf of, children who have special educational needs. ISBN 1-85346-349-3.

Lawton, A. (2006). A Voice Of Their Own. A toolbox of ideas and information for non-instructed advocacy. ISBN 1-904082-98-X.

Mitchell, F (2007) When will we be heard? Advocacy provision for disabled children and young people across England – The Children’s Society. Available from [The Children's Society website](#).

Mitchell, H (2007) A Survey of London Disabled Children's Teams - The Children's Society. Available from [The Children's Society website](#).

‘Total Respect’ training package. Details from Children’s Rights Officers and Advocates (CROA) Tel 020 8748 7413 mail@croal.freeseve.co.uk

Sanderson, H (1999) People, Plans and Possibilities – Exploring Person Centred Planning. SHS, Scotland.

Goodwin, M and Phillip-Jones, T (2010/2012) [The Champion Toolkit – Participation and Engagement with Disabled Children and Young People](#). The Children’s Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

4.7 Choice and Control with disabled children and young people training

Name of Course:	Introduction to Advocacy
Provider:	DICE
Course duration:	1 day
Contact:	Martin Goodwin
Email:	info@disabilitydice.co.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Introduction to Person Centred Planning
Provider:	DICE
Course duration:	1 day
Contact:	Martin Goodwin
Email:	info@disabilitydice.co.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Person Centred Planning
Provider:	DICE
Course duration:	1 – 4 days (can be purchased separately)
Contact:	Martin Goodwin
Email:	info@disabilitydice.co.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Advanced Communication and Consultation
Provider:	Triangle
Course duration:	2 days
Email:	info@triangle-services.co.uk
Website:	www.triangle-services.co.uk

Name of Course:	Empowering Self Exploration with ICT
Provider:	DICE
Course duration:	1 day
Contact:	Martin Goodwin
Email:	info@disabilitydice.co.uk
Website:	www.disabilitydice.co.uk

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children’s Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

4.8 Useful Organisations

The Children's Society

www.childrenssociety.org.uk

D.I.C.E (Disability Inclusion Community Education)

www.disabilitydice.co.uk

Disability Toolkit

www.disabilitytoolkit.org.uk

Circles Network

www.circlesnetwork.org.uk

Inclusive Solutions

www.inclusive-solutions.com

NYAS (National Youth Advocacy Service)

www.nyas.net

Champion Toolkit

Section 5 -

Safe Participation and Engagement with Disabled Children and Young People.

5. Safe Participation and Engagement with disabled children and young people.

This chapter gives an overview of the importance of Safe Participation and Engagement of disabled children and young people.

You will find information about:

- Ensuring safe participation and engagement.
- Safeguarding issues with disabled children and young people.
- Top 10 tips for safeguarding disabled children and young people.
- Ensuring that participation is ethical.
- Resources to support safe participation with disabled children and young people.
- Further reading to support safe participation with disabled children and young people.
- Training available to support safe participation with disabled children and young people.
- Organisations to support safe participation with disabled children and young people.

5.1 Ensuring Safe Participation and Engagement.

Central to working with children and young people are issues of safeguarding. Therefore ensuring safe practice whilst we work with disabled children and young people should be a conscious activity within all of our work and part and parcel of participation and engagement.

Checking Communication

Prior to any consultation activity or ongoing participation work with children and young people it is important to check how the person communicates and what the person uses to communicate. (For more information please see communication section) .You should establish and record how the person communicates and in particular how the person shows pleasure/ displeasure which can be achieved through communication dictionaries and communication passports. Information about communication passports and communication dictionaries:

<http://www.communicationpassports.org.uk/Home/>

Risk assessment

With any activity you undertake with disabled children and young people it is essential to assess the risks to them and act to minimise risks so that disabled children and young people can have every opportunity to participate and engage. Risk assessments should not only assess physical risk to disabled children and young people but additionally mental, emotional and social risks (please see 5.3 Ensuring Ethical Participation).

Child protection

Child protection procedures are part and parcel of consultation and participation work with disabled children and young people and there should be no differences to your ordinary work. Under statutory law you have a legal responsibility to report issues of harm or suspected/actual abuse and you should refer to your guidance and policies for further reference.

There are many more safeguarding issues that you need to think about in order to ensure the safe participation of disabled children and young people. The following table answers some common questions that workers have before, during and after participation work with disabled children and young people.

	Question	Answer
Before	Do you need to complete an individual profile about the child?	Yes, gather as much information that will support you to work effectively with each child? Information shared should only be on a need to know basis and the information should involve children's thoughts and any other significant person. (See communication passports/ about me tool)
	Do you need to get consent from the child?	Yes.
	Do you need to get consent from the parents?	Yes – if the child is under the age of 16.

Before (cont'd)	How do I get consent from the child/young person if they find it difficult to communicate?	It is our responsibility to always attempt to get consent from children using methods of communication that the person understands. (See section 5.5)
	Do I need to risk assess participation activities?	Yes, all activities need to be risk assessed. You need to additionally consider ethicality of your consultation and the possible effect it can have on the child/ young person.
	Do I need to meet with the young people?	Yes, a pre meeting with young people to get to know them, tell them about the consultation and important information about their rights, support needs and about the consultation.
	Do I need them to understand about how the information will be used?	Yes, this will help inform them to if they wish to consent.
	Do I need to check the accessibility of the environment?	Yes, you will need to consider physical accessibility but also needs of other impairments such as sight, hearing and learning disability.

	Do I need to check the accessibility of the activities?	Yes, you will need to consider physical accessibility, but also needs of other impairments such as sight, hearing and learning disability.
	Do workers need to have a CRB?	Yes, this needs to be in place prior to working with children and young people.
	How many workers should I have at the session?	There should be sufficient number of workers to the children and young people. If doing group work with people with extra support needs you may need to organise additional support. It is advisable to have an additional person should children or young people become upset or need space away from the group.
	Should I use independent people?	If possible you should ensure that you have an independent person, for example an advocate or a mixture of independent people and those that know the individual or group well.
	Do worker's interactions respect and ensure they are sensitive to the needs of the child?	It is imperative that workers respect the child and do not impose activities and questions on children and those workers are child centred.

Are children and young people safe when they are being transported?	Important to safeguard children and young people when they are being transported. (Please see: Safe Transport Campaign)
If a child is getting upset have I got sufficient time and space for the child?	Ensure that you have additional staff to support the arising needs of children and young people.
Am I allowing children and young people to stop being involved?	Make sure that we are always giving children and young people the opportunity to dissent and stop at any time.
Do the children and young people know that they have the right to complain?	Ensure that children know that they have the right to complain and that they can receive independent support to make a complaint from an advocate.
Am I giving children and young people the opportunity to feedback about the activity / opportunity?	It is important to create space and time so that children and young people can feedback any concerns they have about the activity and of how you interacted with them.
Am I writing up concerns that I have in a session report and passing concerns on to relevant others?	You need to ensure that there is a track record of your work with children and that this is shared with relevant personnel. If you have concerns, make sure these are reported.

5.2 Safeguarding issues with disabled children and young people.

Child protection for disabled children and young people needs an understanding of the nature of impairment that the child or young person has and the factors that disable individuals within society. Disabled children should have the same range of rights as other children and young people, in particular, being safe from abuse and neglect and be protected from harm.

However, in enabling effective safeguarding with disabled children we need to look at differences in the experience of disabled children and explore their needs that result from the nature of their impairment. Most importantly we need to honestly reflect on how we as a society are creating their vulnerability and how we can increase their life chances to being effectively safeguarded.

Many people in society believe that disabled children and young people are not vulnerable to abuse and it is commonly believed that disabled children do not suffer or experience abuse because they would not be targeted. Belief that sexual abuse is not as harmful to disabled children because they don't understand or may not feel it whereas they are equally, if not more, at risk and even if you do not understand the effects you can still be profoundly disturbed by abuse.

Many disabled children and young people are more susceptible to abuse than the population of non-disabled children. In fact, research has shown that disabled children are 3.4% more times likely to be abused. The most common type of abuse amongst disabled children and young people is neglect, physical and emotional abuse (Murray et al 2009).

Disabled children and young people are particularly vulnerable to abuse through how we support them, how society treats them (created vulnerability) and through the nature of the impairment that the disabled child or young person has. The following is a table with examples of created vulnerability and vulnerabilities due to impairments.

<i>Created Vulnerability</i>	<i>Vulnerability due to Impairment</i>
<ul style="list-style-type: none"> • Increased contact with service providers rather than families. • More likely to spend more time away from families. • Disabled children are taught to do as they are told and to comply – settle into apathy and positivity. • May fear loss of services or fear of reprisal due to disclosing abuse. • Over-protection makes it more difficult to make decisions for themselves and be empowered. • Families and Children receive inadequate and poorly co-ordinated services. 	<ul style="list-style-type: none"> • May have a desire to please and respond to affection and closeness all too readily. May be hungry for attention whether positive or negative. • Receive increased intimate and personal care than non-disabled children. Children’s body space is often invaded so ownership is often taken away from the child and given to others. • May be less capable of resisting or getting away from abuse, for example, physically disabled children are not allowed to leave an environment. • Children do not have the language to tell us what is happening to them.

<i>Created Vulnerability</i>	<i>Vulnerability due to Impairment</i>
<ul style="list-style-type: none"> • We do not understand children’s communication, provide communication systems and fail to enter into their language of communication. • We fail to support children to understand safe touch and potential abuse. • We do not listen to what disabled children want, think and feel. • We do not support disabled children and young people to make choices and be part of their lives. • Exclusion from community and many services on the basis of their disability; suffering invisibility from the community. Isolation has been linked to a risk factor to abuse based on children having less safeguarded opportunities than non-disabled children. • Children may be subject to actual or implied threats not to tell. 	<ul style="list-style-type: none"> • Children may be unable to recognise the abusive experience as abusive (ABCD PACK). • Decreased attachment bonds to people with more severe impairments (lack of eye contact, infrequent smiling and decreased vocalisation), increases vulnerability. • Abusive practices are sometimes not recognised as abusive when it is a disabled child. • We fail to ensure that disabled children’s rights are ensured; sometimes practice is viewed as acceptable in the thought that we are supporting the child in the best way.

<i>Created Vulnerability</i>	<i>Vulnerability due to Impairment</i>
<ul style="list-style-type: none"> • Negative social attitudes and perceptions towards disabled children. • Issue regarding training in that disabled children are not given access to good quality self awareness, sex and relationships education. • Tendency to not take actions that are in the best interest of the child i.e. respite or emergency placement with not much attention being paid to communication, continuity of care and routine. 	

Worryingly, there has been confusion too if workers should report safeguarding issues pertaining to disabled children and young people in the same way, as non-disabled children. Workers have sometimes not taken issues as seriously, due to believing that the issue is more to do with the nature of the child's impairment. We should never forget our duty to report our concerns to a senior person.

It is imperative that workers are aware of additional indicators of possible abuse, as there are instances of abuse that may be specifically directed towards disabled children, which include:

- Force feeding.
- Segregation.
- Harassment due to nature of impairment.
- Rough Handling and unjustified or excessive physical restraint.
- Misuse of medication including over-sedation.
- Ill fitting equipment.
- Harassment.
- Invasive procedures against child's will.
- Over-zealous behaviour modification – deprivation of liquid and food, clothing or medication.
- Misapplication of programmes and regimes.
- Lack of privacy.
- Non-agreed methods.
- Overstating –exaggerating extent of disability.
- Not supporting child to thrive –creating dependency.
- Indifferent treatment.

5.3 Top 10 tips for Safeguarding disabled children and young people.

In conjunction with disabled children and young people, D.I.C.E. has produced the following Safeguarding tips for practitioners.

1. **Learn how to communicate with me** - What do I use to communicate, do you use it with me at all times and can I access it when I want? Get to know me and how I communicate especially how I indicate sadness, distress and happiness.
2. **Promote my rights** - Don't treat me differently just because I am disabled. I should be afforded the same rights and responsibilities as others and have an equal opportunity to access services and support.
3. **Don't forget that we can be abused too** - It is a fact disabled children are more likely to be abused, especially if we are vulnerable by not receiving training and regular updates on key aspects of safeguarding.
4. **Involve me** - Don't assume what I want, what support I need and how I feel about things - ask me what's important to me. It is not OK to make a judgement based just on how well you know me.
5. **Record what you see** - Notice and record any changes - physically, emotionally and behaviourally - remember children and young people don't have to verbalise for you to take it seriously.
6. **Look out for me** - Remember what I don't say is just as important as what I do say. Use observation and discussion to notice changes in my mood and behaviour.
7. **Know about me** - How does my disability affect me each day, what barriers exist for me and how can these be removed for the future.
8. **Communicate with each other** - I need you to work as a team, share information with all the services I use and work together to meet my needs to enable me to have positive outcomes.
9. **Support me** - Let me understand what has happened and don't assume that I don't feel anything just because I may not understand. Support me to recognise abuse and tell others about it.
10. **Take us seriously and report it!** - What is the impact on me, if a situation continues that allows me to be harmed? I need you to take my safety seriously and ensure that it is reported.

(C) Martin Goodwin D.I.C.E 2009. For more information look Top 10 tips and Safeguarding Steps (available at www.disabilitydice.co.uk)

5.4 Ensuring ethical participation

The consultation and participation of disabled children and young people has many benefits to them, however, we may be less likely to think of consequences and possible implications to being involved in consultative work or participating in services. Increasingly, more consultation and participation initiatives are actively considering ethical considerations and dilemmas prior to consulting with disabled children and young people as a process of ensuring emotionally and physically safe practice.

Consent

Gaining the active consent of disabled children and young people is essential prior to consultation and participation work. Under law it is stipulated that where a child is under the age of 16, a parent must consent to the child being involved, but it has increasingly been argued that good practice measures should actively gain the consent of disabled children and young people in addition to their parents. The issue of consent becomes more difficult with some disabled children and young people especially when they have a cognitive learning disability and/or communication difficulties which make it difficult for the child to express or intentionally communicate their informed consent.

For some disabled children and young people, accessible information and/or communication materials are needed so that the individual can have Choice and Control, express themselves confidently and make informed consent. All important issues should be shared with the disabled child and young person including issues that they face and what the consultation or participation work is about and how what they say will be used.

If a disabled child or young person cannot give consent you should actively seek assent or dissent by being alert to signs and indicators of distress and displeasure, enjoyment, approval. Clarification of signs with parents, from others who know the person well and your own observations is important so that you can ensure that you respect their signals of wanting to dissent/consent from the process. It is likely that for some children with severe cognitive impairments and communication difficulties, parents will be utilised as proxy; by actively giving permission on behalf of their child.

Right to withdraw

Disabled children and young people have the right to withdraw at any stage of consulting with them. You should remind them of their right to withdraw and actively look for signs that they do not want to continue (as indicated above) and respect their right.

Limits of confidentiality and anonymity

Disabled children and young people have the right to know where and how their information will be used. You should not promise confidentiality as it is likely that disabled children and young people will be visible to others i.e. if we were to consult young people with autism and severe learning disabilities who reside in a Birmingham care home we may know which care home they come from and from that, it is likely that we know what disabled child or young person we may be referring to. Therefore, you need to actively think about how you will protect that disabled or young person's identity if they do not want to be visible to people who read the report or products of the consultation.

We should also not promise confidentiality when we consult with disabled children and young people as they may disclose issues of being harmed or abuse which, under statutory law, you have a legal responsibility to report.

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

Therefore, you cannot keep the information confidential. If you do promise confidentiality make sure young people know in advance what you can or cannot keep confidential.

Privacy and intrusion

Disabled children and young people have a right to their privacy and have the right not to give certain information or personal details about themselves. If you are involving disabled children and young people you need to inform them of their rights to not divulge in matters that are private to them and that they have the right to change their mind at any point. It is important that you reflectively look at your role and the power difference that there is between child and adult, disabled person, non-disabled person and ensure that you make every attempt to share power and respect young people's engagement/disengagement.

Implications for disabled children and young people and use of their experience

Before you begin to consult with disabled children and young people you should carefully think through any implications for disabled children and young people.

It is important that you reflect on the power that you may bring to the relationship through being a professional or a carer. Can the disabled child or young person really feel comfortable with sharing thoughts about the service or their life with you? (Especially if you may really not want to hear or it may implicate you in some way!).

It is important that you do not use your power in any way to re-shape or suppress the disabled children and young people's views or thoughts, so that disabled children and young people's pure and real views are heard and importantly, services and lives are improved.

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

It is also imperative that disabled children and young people are not treated differently (intentionally or unintentionally) as a result of their views.

An independent facilitator should be used if the subject is potentially sensitive, where possible, to avoid bias, inference and repercussions for vulnerable people who are using services.

Handling Sensitive Issues

Some consultation subjects will hit home on sensitive issues in the past or issues that continue to be sensitive for the disabled child or young person. Whilst talking and indeed, taking action about sensitive issues can be cathartic, it should be recognized that if the consultation is not appropriately supportive of the sensitive issues that disabled children and young people have, that consultation can potentially risk damaging the person.

As a facilitator of consultation you are not a counselor but you may inevitably take on a 'listening ear' role and you should ensure that you have thought about how to refer the person on to professional support, if needed and how you liaise between professionals in the event of distress that has arisen.

In facilitating consultation and participation group work it is important that you have an extra member of staff so that if a disabled child or young person does need time away from the group they can be supported to talk about the issue and it is imperative that ground rules are discussed with the group in respect of sensitive issues and how they should act or support each other.

Taken from D.I.C.E. 2009 Participation Code of Conduct in working with Disabled Children and Young People.

5.5 Resources

The ABCD Pack: Abuse & Children who are Disabled. NSPCC
D.I.C.E. (2008) Top 10 Safeguarding Tips. Available from:
www.disabilitydice.co.uk

Murrey, M , Osbourne, C (2009) Safeguarding Disabled Children Practice Guidance. Department for education and schools.

Morris, J (2006) Safeguarding Disabled Children: A Resource for Local Safeguarding Disabled Children Boards. Council of Disabled Children.

Morris, J Disabled children, child protection systems and the Children Act 1989

Marsh, M It doesn't happen to disabled children – child protection and disabled children, NSPCC

D.I.C.E. (2009) Top 10 Safeguarding Steps - Available from:
www.disabilitydice.co.uk

NCB The Dignity of Risk. National Children's Bureau
ISBN: 1904787 22 3
Call 0845 458 9910
Email: ncb@centralbooks.com

Safe: Personal Safety Skills for Deaf Children. publications@nspcc.org.uk

The Talking Together Series, It's my right posters and All about us CD ROM.

Young disabled people can -
www.brook.org.uk/content/M8_1_sexrelationships.asp

The Sex Education Forum -
www.ncb.org.uk

In Abuse and Children who are Disabled: Training and Resources Pack (ABCD Pack) - www.triangle-services.co.uk

About Me resources-
http://www.nspcc.org.uk/Inform/resourcesforteachers/classroomresources/allaboutme_wda48940.html

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

Easy to understand information about safeguarding health -
<http://www.easyhealth.org.uk/>

5.6 Further reading

Murrey, M , Osbourne, C (2009) Safeguarding Disabled Children Practice Guidance. Department for education and schools.

Morris, J (2006) Safeguarding Disabled Children: A Resource for Local Safeguarding Disabled Children Boards. Council of Disabled Children.

Morris, J Disabled children, child protection systems and the Children Act 1989

Marsh, M it doesn't happen to disabled children – child protection and disabled children, NSPCC

D.I.C.E. (2009) Top 10 Safeguarding Steps - Available from:
www.disabilitydice.co.uk

National Children's Bureau – The Dignity of Risk. ISBN 1904787 22 3 order by phone – 0845 458 9910 email ncb@centralbooks.com

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

5.7 Safe Participation with disabled children and young people training.

Name of Course:	Safeguarding Disabled Children and Young People
Provider:	DICE
Course duration:	1 day
Email:	info@disabilitydice.co.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Safeguarding Disabled Children
Provider:	NSPCC
Course duration:	2 days
Email:	training@nspcc.org.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Keeping Disabled Children Safe
Provider:	National Children's Bureau
Course duration:	1 day
Email:	training@nspcc.org.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Safeguarding Disabled Children
Provider:	The Children's Society
Course duration:	1 day
Email:	pact-consultancy@childrenssociety.org.uk
Website:	www.childrenssociety.org.uk

Name of Course:	Introduction to safeguarding and protecting disabled children and young people
Provider:	Barnardo's
Course duration:	1 day
Email:	samantha.morey@barnados.org.uk
Website:	www.disabilitydice.co.uk

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

Name of Course:	Safeguarding Disabled Children and Young People who are supported in foster care (short and long term)
Provider:	Barnardo's
Course duration:	2 days
Email:	samantha.morey@barnados.org.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Safeguarding Disabled Children
Provider:	Ann Craft Trust
Course duration:	1 day
Email:	samantha.morey@barnados.org.uk
Website:	www.disabilitydice.co.uk

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

5.8 Useful organisations in Safeguarding disabled children and young people.

The Children's Society -

www.childrensociety.org.uk

D.I.C.E. (Disability Inclusion Community Education) -

www.disabilitydice.co.uk

Triangle -

info@triangle-services.co.uk

Ann Craft Trust -

www.anncrafttrust.org/Advice/html

NSPCC -

www.nspcc.org.uk

Respond -

www.respond.org.uk

Voice UK -

www.voiceuk.org.uk

Birmingham Safeguarding Children Board -

<http://www.lscbbirmingham.org.uk/>

Champion Toolkit

Section 6 -

Your Role.

6. Your Role.

This Chapter supports practitioners to undertake participation and engagement work with disabled children and young people.

It will support you to:

- Plan and prepare engagement and participation.
- Guide you in how to ensure the effective participation of disabled children and young people.
- Support you with the extra considerations in enabling the engagement and participation of disabled children and young people.

And provide:

- Resources to support communication with disabled children and young people
- Organisations to support your role with disabled children and young people

The Children, Young Peoples and Families Directorate has signed up the 'Hear by Right' standards for evidencing the engagement, participation and inclusion of disabled children and young people in service reviews and planning.

**Or by contacting the Right and Participation team on
0121 303 7217**

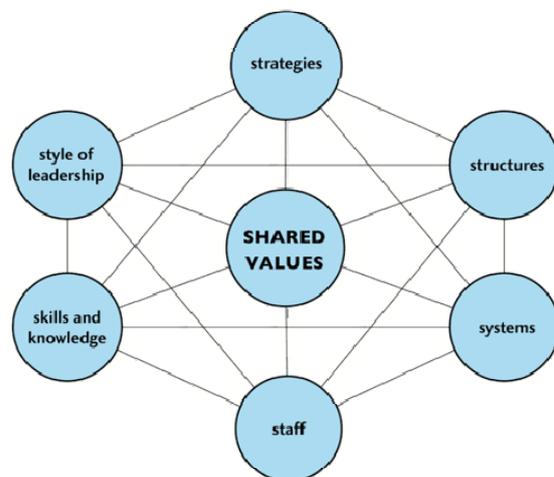
e-mail - CYPFISCVestRightsParticipation@birmingham.gov.uk

About Hear by Right

Hear by Right is a tried and tested standards framework for organisations across the statutory and voluntary sectors to assess and improve practice and policy on the active involvement of children and young people.

It uses measurable standards to map the current level of young people's participation across a wide range of service providers and then strategically develop an action plan to further this.

The Hear by Right standards framework is designed to help secure sustained and beneficial participation of disabled children and young people and to encourage continual improvement in an organisation's activities. It is intended to be applied to all services that affect disabled children and young people, directly or indirectly. The framework encourages inclusion of a wide range of disabled children and young people, while urging care in choosing approaches appropriate to different ages, abilities and understanding.



Hear by Right is based around the Seven S model for organisational change: Shared values; Strategy; Structure; Systems; Staff; Skills and knowledge and Style of leadership. For each of these seven standards, there are seven indicators. The standards are split into three levels of performance, emerging, established and advanced with each building upon the previous one. *This ensures that*

disabled children and young people's involvement is built-in and not just bolted on. There are certain requirements that need to be met in order to meet each performance level.

The standards framework forms a practical, evidence based model of how to achieve change in an organisation, showing how each relies on the other to move forward. The shared values are at the core of the framework and are vital when developing a shared dialogue between service providers and their users. The standards require self-assessment and are all evidence based. Evidence may be from paper, verbal records or direct observation and it may be gained from practitioners, managers, elected members or trustees (depending on the context) as well as, crucially, from disabled children and young people themselves.

Hear by Right is a flexible tool and the wide range of users is testament to this. The standards framework has been used within Local Authorities, Health providers, Education environments, the Voluntary, Community and Third sector as well as part of the implementation of Children's Trusts.

Original source (2009) – Hear by Right Web Page

6.1 Implementing activity communication alongside opportunities for Participation & Engagement.

There is no single way of ascertaining the views of disabled children and young people as it is dependent on the stage of their life experience, development, age, culture, levels of understanding and individual ways in which they tell us and communicate with us. However, there are key principles which can be used as a building block. The process should be in partnership with the disabled child or young person.

The process of participation and engagement with disabled children and young people should evidence how we have:

- Empowered disabled children and young people.
- Given a voice to disabled children and young people at risk of social exclusion.
- Enhanced life skills, self-esteem and education of disabled children and young people.
- Given disabled children and young people an opportunity to explore and develop their own values and beliefs.
- Encouraged disabled children and young people to uphold their rights as citizens.
- Enabled disabled children and young people to be actively involved in the review, planning and commissioning of services.

6.2 Before you consult with disabled children and young people.

What do you want to consult about?

It is important that before you begin to consult with disabled children and young people that you ensure that you have thought about what you want to consult with them about. The planning stage is very important and you will need to think through as many aspects as possible, in advance.

Why do you want to consult about it?

There are many reasons for consulting with disabled children and young people but it should never be 'because we have to'. It should always be for a very real reason, which importantly means something to the child.

What activities/ exercises will elicit responses?

You will need to think very carefully about what activities and exercises you use to facilitate exploration, ideas and discussion. There are many good ideas to consulting with disabled children and young people, however, it is imperative that you think creatively to ensure that you design activities that interest them and ensure that they elicit responses that will be supportive.

What questions do disabled children and young people have?

Disabled children and young people may have their own ideas about what they want to explore and communicate about and this can be developed through a panel that steers consultation topics. This will ensure that their agendas are being heard

How will we ensure representation?

It is important that consultation does not always involve the same disabled children and young people or that they are 'cherry picked'. Consultation should involve a diverse group of disabled children and young people especially when consulting about issues that all sections of the community experience or face. It is essential that people from differing ethnic positions, class, gender, sexuality, age, disability and experience of impairment are heard as each has unique experiences and can support the development of effective service responses.

How will the information be used?

Before you begin you should give information to the disabled children and young people about how the information will be used and clarify how much say or power they really have over issues. This is imperative so that the consultation process is clear and transparent to disabled children and young people and they can make an informed decision about whether it is right for them to participate.

How will we give feedback to disabled children and young people?

Central to the involvement of disabled children and young people is that they, at least, hear about what has changed as a result of consulting with them. Ideally, and if wished it is important that they have the opportunity to be involved or make changes and support the implementation of change.

(Taken from D.I.C.E. 2009 Consultation and Participation Code of Conduct)

6.3 Are you Child Centred?

Responding to what disabled children and young people say and taking thoughts and views seriously

Consultation and participation is about being child centred and ensuring that disabled children and young people's voices are heard and listened to. Of course, this does not always mean that disabled children and young people will get what they say, but it is about making a serious commitment to listening to the disabled child and young person and taking on board issues that they raise so that services are responsive to their needs, interests and wishes.

An ongoing listening dialogue

Disabled children and young people's views and aspirations change over time. Consultations should not be a one off opportunity. On a daily basis we should be ensuring that the disabled child and young person is listened to on a regular basis so that they can actively inform us of their views. It is also important that we listen to what disabled children and young people do not say as this can tell us a lot of important information.

Challenging and extending what disabled children and young people think

Whilst consultation is about recognising disabled children and young people's life experience and how they regard themselves being a child or young person, it is also about giving them the opportunity to explore their beliefs and learn new things in consideration of other's viewpoints.

Encouraging disabled children and young person's rights, active citizenship and democracy

Consultation enables disabled children and young people to become aware of their rights to be included and say what they feel is right for themselves and others. Consultation actively encourages them to participate in their community.

(Taken from D.I.C.E. 2009 Being Child Centred)

6.4 The process to encourage Meaningful Participation.

YOU have the responsibility to:

- Be appropriately trained, have relevant experience and be fully supported.
- Be aware and carry out anti-oppressive practice, ensuring disabled children and young people's individual needs are considered and met (including the provision of material in translation and interpreter facilities, if required).
- Create an environment that is safe (emotionally and physically).
- Inform disabled children and young people about the consultation via the use of relevant and accessible information, which in turn equips and supports the achievement of positive and effective participation.
- Make sure that disabled children and young people want to take part and understand the benefits, weaknesses and possible implications of taking part.
- Facilitate and empower at an appropriate level to the individual needs of the disabled child or young person.
- Think about how to break stages down into small steps so that the consultation is understood and accessible.
- Bring clarity regarding purpose, the level of disabled children and young people's contribution and ensuring feedback to disabled children and young people of the end result.

- Lay parameters/boundaries regarding personal safety, confidentiality, how individuals and the group operates, who should take part, etc.
- Reward disabled children and young people's contribution appropriately. If remuneration is required it should be agreed before the disabled child and young person carries out the activity.
- Evaluate the process of engagement and make necessary changes.
- Create opportunities to empower and promote ownership for disabled children and young people during the engagement and participation process.
- Use a multi-method approach that enables disabled children and young people to give their views and explore issues in a variety of ways.
- Recognise that consultation and participation is an ongoing journey with the individual and this should start and work from their viewpoint.
- Agree on how feedback will be given to disabled children and young people about their contribution and what change looks like.

6.5 Promoting opportunities for Engagement & Participation.

YOU should ensure that you take into account the following areas in the planning stages of any engagement and participation activity.

- Clarity over the aims of the engagement and participation activity.
- Appropriate and comfortable venue for disabled children and young people ensuring that a pre-visit is completed. (A DDA audit is completed to ensure accessibility for disabled children and young people).
- Appropriate snacks and drinks for disabled children and young people.
- Keep frequency and duration of meeting(s) at appropriate length.
- Go at the pace of disabled children and young people.
- Meet at times and places where they feel comfortable and desire to meet.
- Minimize power differentials, all equal (advocate with disabled child and young person where necessary).
- Use creative, fun stimulating techniques to include and involve children.
- Support the disabled child or young person fully for the tasks required, involving them throughout the process, to set agenda/chair meeting etc.
- Support the disabled child or young person according to their individual needs and abilities alongside resources to facilitate access to information via effective communication, listening and feedback processes.

- Work and play philosophy.
 - Adequate breaks.
 - Adequate discussion time.
 - Adequate free time.

- Make it fun, creative and interesting (remember to be age specific). Think about your audience and how you will create opportunities through individual and group discussion, focus groups, questionnaires, games, play, art and drama.

- Flexibility built into event to be able to respond to individual and group needs.

- Easy and clear language (no jargon) including verbal and non-verbal methods.

- Adults actively listen to disabled children and young people, value their contributions and don't take over.

- Ensure that the child leads and negotiates the agenda with you – is it coming from disabled children and young people? Does it matter to disabled children and young people? Is this the disabled children and young people's priority?

6.6 The Top 10 tips for Participation (including messages from disabled children and young people).

1. **Make it fun & interesting.** Be imaginative, use games, vary activities, remember not to make the sessions too long.
2. **Listen to everyone's ideas.**
Ask us what we think. Let us tell you. Adult, disabled children and young people all have different opinions. Involve us from the start.
3. **Feed me.**
It's good to have food - helps everyone to concentrate. Hits after school hunger. Food and drink is something we all have in common – it's a social thing. Remember 5 a day.
4. **Make it so everyone can join in.**
Anyone can be part of it. No matter how clever or what you look like. Think about wheelchair users, access and space. Give us a lift – provide transport.
5. **Have the right workers.**
They should be kind and friendly. You should be able to have a laugh with them. They should support and give help where needed.
6. **Rewards & recognition.**
Give positive feedback. Awards show the good work we have done and what we have achieved. Use media to raise the profile and deliver key messages.
7. **Training & team building.**
Make sure everyone gets the training they need. Provide team building days. Get to know us before working with us.
8. **Be organised and communicate.**
It's not about ticking boxes, it's about being clear. Communicate with everyone. Use computers, writing, leaflets, posters, talking.
9. **Work at our pace.**
Work around everyone's schedule. Think about impact on our lives, school, transport, and home. Keep sessions to the point. No Blah, Blah, Blah.
10. **Help us with problems and stuff.**
Help us, look after us, and keep us safe.

These tips come from the work undertaken and led by disabled children and young people from the Take Part Project which is part of The Children's Society's Torbay Participation project in conjunction with Torbay Council.

Further information is available at <http://www.childrensrightstorbay.org.uk/>

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

The Charter of Expectations.

What I expect adults to be doing in the places where I play, learn and am cared for.

- Be interested in what I do, but also leave me alone.
- Don't distract me from what I want to do and listen to what I say.
- Ask what I like to do and listen to what I say.
- Provide me with opportunities to make friends, join clubs and groups in and out of school.
- Provide transport for me, not having transport limits what I do.
- I may need help but only when I need it, don't limit what I do.
- Let me show you what I can do, not you show me what you can do.
- Be protective but not over protective. Don't be frightened of me falling over.
- Remember that I will change and I am me.

**For further information contact:
The LEAP Project
Lower Ground Floor
Marrtree Business Centre
533 Stanningley Road
Leeds LS13 4EN**

6.7 Extra considerations to ensure the inclusion of disabled children and young people in Participation and Engagement processes.

Using Symbol/Picture based resources to assist with consultation.

Disabled children and young people may communicate in many different ways. It is important to check what communication methods disabled children and young people may use. These may include:

- Change Picture Bank Picture.
- Widgit Symbols.
- PCS Symbols.
- Photographs.
- Objects of reference.
- Makaton.
- Bliss Symbols.

The approach that disabled children and young people use will depend on the individual's symbolic understanding and whether they communicate intentionally or pre-intentionally. It is important that disabled children and young people do not just look at symbols but that they actively recognise the symbols and use them functionally as part of their daily life.

Resources would need to be specifically designed for those who intentionally communicate using visual symbols. The resources should be designed to cater to the approach and the level that the disabled child or young person uses. With this in mind some need an individualised approach to ensuring that they can meaningfully participate in the consultation.

Many disabled children and young people will need the support of others to participate in consultation by working through questions or activities together with the individual disabled child or young person.

The carer/support worker/parent is to support the disabled child or young person (as and when required) to understand and respond to the questions by supporting them to select answer, emotion or choice. A level of support may always be needed by some individuals dependent on their level of need and understanding.

Symbol and pictorial consultation resources are best used where questions are read out and the individual is guided through each question, enabling them to express their choices and answers. Resources work most efficiently when they can adapt any of the materials as necessary to aid the participation and elicit the views of the disabled child or young person they are supporting.

In using symbols or pictorially based resources the disabled child or young person, with your support, can use and select the appropriate symbols to communicate responses by either:

- physically manipulating cards in order to select given choice or answer
- eye gazing in order to select given choice or answer
- pointing in order to select given choice or answer, or
- sign choices in order to select given choice or answer

A permanent record of the individual's response/answer can be made by taking a photograph of the answer card or using a tick box response form.

Taken from Bringing Everyone Together Guidance Notes (C) Champion of Disabled Children and Young People – Birmingham and D.I.C.E. 2008.

6.8 Process of engaging disabled children and young people using Symbol/Picture based resources

This section details a process of using symbol/picture based resources in consulting with disabled children and young people.

Devise question cards with a set of answer cards. Each question and answer card can be printed off alongside the response cards. The question card is effectively a heading that enables a selection of choices and stating preferences through the answer cards. For each question the individual can then choose their response and place on the answer card.

You can additionally use a process called 'Talking Mats' which uses the process of a textured mat which the young people can place Velcro symbols onto. A carpet tile can be used and Velcro can be stuck to the question, response and answer cards within this resource.

Symbol/picture based resources can work best as a desktop activity by each question being discussed separately.

It is essential to work at the pace of the disabled child or young person by taking breaks, coming back to the question again, take a photo together, keep answers on the tick box form then start again tomorrow. It is important not to rush the process.

It is important to read the word out loud with the disabled child or young person and point to symbols or pictures as necessary to support them to understand.

Remember that your role is to support and enable the disabled child or young person choose the responses they wish to give for each question.

Points to remember and possible limitations of using Symbol/Pictorial based resources

- Resources need to be used in conjunction with a profile of a disabled child or young person's communication. Make sure that the level of symbols/pictures are gauged to the person's perceived level of symbolic understanding. If necessary, resources will need to be tailored or purposefully made for the individual.
- An active understanding of how the individual communicates, time spent getting to know the disabled child or young person and what makes the individual comfortable in order to participate in the process, is essential.

- The use of symbols alongside speech increases participation. However, the understanding of these resources is largely dependent on an individual's symbolic development and ability to intentionally communicate.
- This process and others like it rely on the individual's understanding of a question and answer process, therefore, understanding of symbols is more than recognition; it is the interpretation and communication of a comment or thought.
- A question/answer style format may not work for a range of people due to the ability to understand the question, establish the context and difficulty in selecting or processing symbols/ pictures to express preference or decision. Therefore, other ways of consulting must be utilised.
- It is important to record how much support was given to the individual
- Look for signs of enjoyment, pleasure and displeasure. For example, are disabled children and young people enjoying using these processes by asking for more and are they enjoying spending the time interacting with another person.
- Disabled children and young people (even children or young people who used words to communicate) enjoy having selections of responses to choose from and find selections useful in exploring how they feel. This is particularly useful when children have a semantic, pragmatic difficulty and find describing language difficult. However, it is important to remember that sometimes lots of choices can be overwhelming for some individuals when these have not been offered before (for example, individuals who have autism).
- Disabled children and young people who have confidence issues have found this type of process easier to take part in by using a selection of choices to consider rather than having to think up possible answers or thoughts from scratch.
- Reflect on your support and if you have misled (intentionally or unintentionally). Reflect on the power that you may bring to the relationship through being a professional or a carer. Can the disabled child or young person really feel comfortable with sharing thoughts about the service or their life with you (especially if you may really not want to hear or it may implicate you in some way)?

- It is important that you do not use your power in a way to re-shape or suppress their views or thoughts, so that their pure and real views are heard and, importantly, services and lives are improved. An independent person should be used where possible to avoid bias and inference and repercussions for vulnerable people.
- When using this process, clarity and reflection are key to ensuring the ethical and rigor of collating responses that reflect the individual but can also be collated and compared to reflect disabled children and young people across the city.

Taken from Bringing Everyone Together Guidance Notes (C) Champion of Disabled Children and Young People – Birmingham and D.I.C.E. 2008.

6.9 Key thoughts for facilitating consultation with disabled children and young people.

- **Preparation for topic**
 - Ensure that participants have the opportunity to learn and explore about the consultation topic.
- **Differentiation/Level of support**
 - Ensure that you differentiate appropriately to the participants' learning needs and styles
 - Recognise that many of the same activities can be achieved by participants with learning disabilities. However, you will need to ensure that you adapt and differentiate appropriately.
- **Understanding of instructions**
 - Ensure that participants understand what is being asked by following the other steps and using techniques and approaches such as posters, physical examples and rehearsal.
- **The language used & Accessibility**
 - Ensure that you use easy to understand words, no jargon, augment with words and pictures.
- **Amount/pace**
 - Ensure that you do not overload disabled children and young people. Short bursts and slower pace may be required.
- **Understanding of concept**
 - Ensure that disabled children and young people understand the concept to which you are consulting about. Use repetitive words and familiar processes.

Taken from D.I.C.E. 2009 Consultation and Participation Code of Conduct

6.10 Resources and further reading available from the Rights and Participation Team – Birmingham.

For further information and access to the resources, please contact the Participation and Engagement Unit on 0121 303 7217

E-mail – CYPFISCVestRightsParticipation@birmingham.gov.uk

Books and Reports

- ❖ **Lost In Translation** - A report of the Barrow Cadbury Commission on Young Adults and the Criminal Justice System.
- ❖ **Making Changes, Changes Lives** (decision making) – A Teaching Resource
- ❖ **Equal Protection Project**
- ❖ **Developing Collaborations In Preventative Services for Children and Young people** – NECF 2003
- ❖ **The Evaluation Of Celebrating Sanctuary 2004**
- ❖ **It's Eid Today** – Lida Rouabah
- ❖ **Refugee Council Information Service**
- ❖ **Refocusing Children's Services Towards Prevention** – Lessons from the literature – Darlington SRU
- ❖ **Working To Prevent The Social Exclusion of Children and Young People** – NECF
- ❖ **Developing Preventative Practices** – NECF
- ❖ **Breath Of Life** – Event Report
- ❖ **Leaps and Bounds** – Event Report
- ❖ **Journey to Safety** – Peer Education Resource
- ❖ **Reach Out Report January 2004**

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

- ❖ **Draft Final Report March 2003** – Birmingham Supervised Child Contact Service
- ❖ **C Scape** – A box of consultation reports
- ❖ **Focus On Friendship** – Teachers Resource Pack (Key Stage 2)
- ❖ **Transition – Creative** – Teachers Pack
- ❖ **Arts Into PSHE Transition**
- ❖ **Young Separated Refugees** – Save The Children (2 Copies)
- ❖ **Integration In Practice**
- ❖ **First Aid Manual**
- ❖ **Directory Of Services**
- ❖ **Together We can Stop Bullying** – NSPCC x2
- ❖ **Arts Therapies For Disabled Children** – Report
- ❖ **Funky February Activity Week 2003**
- ❖ **Domestic Violence In Birmingham**
- ❖ **Reconnect With Education 2005** – End of Year Report
- ❖ **Young People and Politics** – Report
- ❖ **Drug Information Directory**
- ❖ **Consultation Report For Project Sahara 2003**
- ❖ **Summary Of Consultations For BCYPPF**
- ❖ **Young Refugees - Save The Children (2 Copies)**
- ❖ **BCF Working Together To Put Children First**
- ❖ **Please Don't Smack Your Child**
- ❖ **Raising Awareness Of Domestic Violence in Schools And The Community** – Free From Fear
- ❖ **Guide To Child Protection**

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- ❖ **Contact a family – We’re listening**
- ❖ **Missing Out On Education – Save The Children**
- ❖ **Creating A Safe Place – NCH**
- ❖ **It’s someone taking a part of you - Sexual Exploitation Of Young Women**
- ❖ **Young Refugees – Mentoring**
- ❖ **Learning To Listen – Action Plan For Children And Young People 2003**
- ❖ **The ROC Guide For Children And Young People**
- ❖ **Creative Consultation With Children And Young People- Issues around bullying 2005**
- ❖ **Creative Consultation With Young People – School Exclusion and Non Attendance 2004**
- ❖ **Challenging Inequalities – Reading List**
- ❖ **Young Readers Report 2004**
- ❖ **Children’s Involvement Strategy Report 2004**
- ❖ **Dens Of Equality Report**
- ❖ **Developing Children’s Centres in Birmingham (NHS)**
- ❖ **Improving The Use Of Research In Social Care Practice (book)**
- ❖ **Report On Warstock Community Centre Play**
- ❖ **Come And Play Evaluation Report 2003**
- ❖ **Welsh House Farm Community Report 2004**
- ❖ **Mentoring Strategy For BCF 2003**
- ❖ **Using Systematic Reviews To Improve Social Care 2003**
- ❖ **Primary School Relationship Education Project 2004**
- ❖ **Springfield Play Project Report**

Goodwin, M and Phillip-Jones, T (2010/2012) [The Champion Toolkit – Participation and Engagement with Disabled Children and Young People](#). The Children’s Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

- ❖ **Evaluation Of Benmore Play Project 2004**
- ❖ **Links For Safer Community (Anti Bullying Service) – Research And Recommendations**
- ❖ **11teens Consultation Report 2005**
- ❖ **Directory Of Services For The Disconnected**
- ❖ **Has Service User Participation Made A Difference To Social Care Services? – Report 2004**
- ❖ **Exploring Self Identity 2004**
- ❖ **Play, Play, Play – Hall Green**
- ❖ **Targeting Initiatives – Diverting Children And Young People From Crime Research Report**
- ❖ **On Track Thematic Report – Partnership Working**
- ❖ **On Track Thematic Report – Community And Schools Engagement**
- ❖ **On Track A Study Of Early Impacts Of Services**
- ❖ **On Track Thematic Report – Assessment, Referral And Hard To Reach Groups**
- ❖ **The Article 31 Children’s Consultancy Scheme**
- ❖ **Velocity Report**
- ❖ **The Children’s Fund- An Evaluation Of Outdoor Education Intervention In Birmingham**
- ❖ **Our Voices – Our Future - The Needs Of The Less Visible Ethnic Minority Children In Birmingham**
- ❖ **Involving Young People**
- ❖ **Community Culture And Globalization**
- ❖ **Alternative Approaches to Education a guide for parents and teachers**
- ❖ **Why me? Children talking to Childline about bullying**
- ❖ **Children learning at home**

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- ❖ **Flexi-Schooling** Education for tomorrow, starting yesterday
- ❖ **Free Range Education** How home education works
- ❖ **Safe Parenting Handbook – Best Start**
- ❖ **Safe Parenting Handbook – Primary School Years**
- ❖ **Safe Parenting Handbook – You & your teenager**
- ❖ **Birmingham for families – Parent’s Information Pack**
- ❖ **Anti-Bullying Project** Spring 2006
- ❖ **Bullying in Britain – Testimonies From Teenagers**
- ❖ **‘Spray It ‘n’ Say It’ Project – Views and Opinions From Professionals who worked with Children and Young People in Birmingham**
- ❖ **South Yardley Children & Young People’s Forum – Final Report** July 2005
- ❖ **Colour Blind – What it means to be British in the 21st Century**
- ❖ **Stay Safe – Resource Pack**
- ❖ **Equal Protection for Children – Parenting without Smacking**
- ❖ **Partners 4 Study Support – Tutor Workbook**
- ❖ **Identification Service – Supporting Children and Families**
- ❖ **The New Charter for Children’s Play**
- ❖ **Improving outcomes for Children and Young People – Services with Directorate of Children, Young People and Families**
- ❖ **Birmingham For Families – Parent’s Information Pack, June 2007 – May 2008**
- ❖ **Ladywood District Community Directory – 2005**
- ❖ **Birmingham Youth Sector Network Directory, 2007 – 2008**
- ❖ **Children’s Rights – Total Respect Course Handbook**
- ❖ **Self-esteem Games**
- ❖ **Managing Boys’ Behaviour**

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- ❖ **ADHD, 101 Practical Strategies for “Reducing the Deficit” – 2nd Edition**
- ❖ **Nah! Nah! Nah!** – A Comprehensive Teasing-Education Manual For Grades 3-5
- ❖ **Ready-to-use** - Conflict-Resolution Activities, for Elementary Students
- ❖ **Stick Up For Yourself!** – Every Kid’s Guide To Personal Power and Positive Self-Esteem
- ❖ **Quick and Lively Classroom Activities** – Meaningful Ways to Keep Kids Engaged During Transition Time, Downtime, or Anytime
- ❖ **How to Handle a Bully**
- ❖ **Kwanzaa through Arts and Crafts**
- ❖ **Me and My World** – NECF
- ❖ **Play for Health** – Delivering and Auditing Quality in Hospital Play Services
- ❖ **Young Runaways in Birmingham**
- ❖ **BWN – Still on the Margins** – Mainstreaming Black Women’s Issues
- ❖ **Services to Support Provision for Children 2007-2008**
- ❖ **Domestic Violence Awareness Raising Manual – for use with children and Young People**
- ❖ **Children’s Fund Birmingham Partnership** – Final Proposal June 2001

Videos, CD's & DVD's

- ❖ Exploring self Identity 2004 – Video
- ❖ CRE8 – CD
- ❖ Youth Music Actions Zones – Sound Futures – Video
- ❖ A Sense Of Occasion – Video
- ❖ A Tale Of True Friendship 2003 – Video
- ❖ Spray It 'N' Say It – DVD
- ❖ BCF Children and Parents involvement Strategy – Video
- ❖ Children's Voices 2002 – Video
- ❖ BCF Jakeman Road Consultations
- ❖ Yardley Area Junior Resource Pack – DVD
- ❖ Safe To travel – DVD
- ❖ Watch It 2003 – Video
- ❖ The Jewellery Box – Craftspace – Video
- ❖ Watch It, Watch It Too – Video
- ❖ Exploring Self Identity 2003/04 – CD
- ❖ BCF @ AVFC 04.07.07 – Andy Shaw – CD
- ❖ "Breath of life" Photo's 18.10.03 (2 copies) – CD
- ❖ "The Journey" produced by the Malachi trust 10.03.03 – CD
- ❖ The Visual Included and Digital Project – CD
- ❖ BCF Big Bash – CD
- ❖ 4 Seasons – CD
- ❖ The Brain Swap – by class 4J – CD
- ❖ Free @ Last – Children's Focus – CD

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- ❖ The Children's Society – The MISPER Good Practise Guide - Video
- ❖ I Love to be a Traveller – produced by Traveller Children in Birmingham involved in the “All About You” project - Video
- ❖ On A Hiding To Nothing - Video
- ❖ Graffiti – A Junior SRB Board Presentation - Video
- ❖ We Can Work It Out – Parenting with Confidence – Video
- ❖ Words Aloud – at Bordesley Green Primary School – DVD
- ❖ Xoteric –Drug education for the interactive generation – DVD
- ❖ Rhythm and Poetry with Stepping Stones Summer School – DVD

6.11 Resources for Participation and Engagement of disabled children and young people.

Champion for Disabled Children & Young People – spearheaded cultural change and establish standards for participation and engagement of disabled children and young people across Birmingham.

Disability Toolkit – information for agencies within the organisation and across the country. The Disability Toolkit website is designed as a one-stop information hub, providing essential resources, information and support that are needed by professionals supporting disabled children in decision-making and participation activities. www.disabilitytoolkit.org.uk

Ask Us – series of CD's / DVD's about key messages and work undertaken with disabled children and young people.
www.the-childrens-society.org.uk/shop/ or email to ru@childsoc.org.uk

Be Part of It – a strategy for children and young people's participation in The Children's Society's work and activities. Available from The Children's Society – www.childrenssociety.org.uk Telephone 020 7841 4400.

How to Ask Us - learning pack. The Children's Society (in association with the Joseph Rowntree Foundation). Available from The Children's Society 020 7841 4401, email publishing@childrensociety.org.uk.

I Can Tell You What I Want - a Disability Advocacy Project report and DVD available from The Children's Society on 020 7613 2886 or help@childrenssociety.org.uk

PACT Consultancy Service - The Children's Society York, telephone 01904 639056, email: pact-yorkshire@childrenssociety.org.uk

I'll Go First – a Planning and Review Toolkit for use with children with disabilities. March 1999 ISBN 1 89978313X, The Children's Society 020 7841 4415. www.childrenssociety.org.uk

D.I.C.E. - provides training and development opportunities focusing on working with Disabled Children and Young People. We specialise in working with disabled children and young people who have severe, complex and profound learning disabilities including Autism. We provide Training, Consultation, and Service Development & Research, Creative Participation & Creative Arts Workshops with Children, and Young People and Advocacy & Person Centered Planning. www.disabilitydice.co.uk

The Listening and Responding Cycle - an article with a poster and practical ideas to involving and consulting with children and young people who do not use formalized communication systems. www.disabilitydice.co.uk

6.12 Further reading about Participation and Engagement with disabled children and young people

Bath and North East Somerset's Children's Rights Charter – The Children's Society Project, commissioned by Bath and North East Somerset's Children and Family Services and B&NES PCT. Telephone c/o The Children's Society 01761 411771.

Bethell, J. (2003). Our Life, Our Say! A good-practice guide to young disabled people's peer mentoring / support. ISBN 1-84196-055-1. www.pavpub.com

CROA (2000). Total Respect. Ensuring children's rights and participation in Care. ISBN 1841822051.

CHANGE & National Institute of Adult Continuing Education. (1998). Training for Change. A training pack to support adults with learning disabilities to become trainers. ISBN 1-86201-052-8.

Dynamix Ltd. (2002). Participation – Spice it Up. Practical tools for engaging children and young people in planning and consultations. ISBN 1-84187-062-5.

Franklin, A. and Sloper, P. (2006) Participation of disabled children and young people in decision making within social services departments: a survey of current and recent activities in England, British Journal of Social Work , 36, 5, 723-41. A summary of this research can be downloaded <http://www.york.ac.uk/inst/spru/pubs/pdf/decision.pdf>

Garner, P. Sandow, S. (1995). Advocacy, Self-advocacy and Special Needs. Concerns aspects of decision making by, or on behalf of, children who have special educational needs. ISBN 1-85346-349-3.

Jelly, M. Fuller, A. Byers R. (2000). Involving pupils in participation. Promoting partnerships with pupils with special educational needs. ISBN 1-85346-685-9.

Jones, J. Robertson, C. (2007). Partnerships for training. Workbook and DVD-ROM an easy access pack for developing equal training partnership with people with a learning disability. ISBN 1-905218-02-8.

Kids Clubs Network / DfEE. (2000). Good Practice for EYDC Partnerships. Communication and consultation strategies. ISBN 1-84185-226-0.

Kirby, P. Lanyon, C. Corin, K. Sinclair, R. (2003). Building a culture of participation. Involving children and young people in policy, service planning, delivery and evaluation. ISBN 0-9546695-1-7.
<http://www.everychildmatters.gov.uk/participation/buildingaculture/>

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

Marchant, R and Jones, M (1999) Tomorrow I Go: what you told us about Dorset Road respite care. Brighton, Triangle.

Marchant, R and Jones, M (2003) Getting It Right: Involving disabled children in assessment, planning and review processes. Brighton, Triangle.

Manchester Inclusion Standard – section – ‘Pupil Voice Toolkit’ Manchester City Council 2004. Telephone 0161 234 3165.

Moore, M. Beazley, S. Maelzer, J. (1998). Researching Disability Issues. Designed to meet a growing need for clear illustrations of how to carry out research that seeks to explore disability issues. ISBN 0-335-1903-1

National Children’s Bureau. Clark, A. Moss, P. (2006). Listening To Young Children. The Mosaic Approach. ISBN 1-900990-62-8. www.ncb.org.uk

National Children’s Bureau. Clark, A. Moss, P. (2005). Spaces to Play. More listening to young children using the Mosaic approach. ISBN 1-904787-43-6. www.ncb.org.uk

Playwork Inclusion Project. Murray, D. (2006). Pick & Mix. A selection of inclusive games and activities. ISBN 0-9526295-7-7. www.kids.org.uk

Play Train. (2007). Wow – This is Big. A foundation to participation. An early years consultation research project. ISBN 978-0-9519013-5-9 www.playtrain.org.uk

‘Ready Steady Change’ training package - The Children’s Rights Alliance for England (CRAE) Tel 020 7278 8222, info@crae.org.uk

Sinclair, R (2000) Young People's Participation. Quality Protects Research Briefing No. 3. Department of Health research in practice, making research count. Available online: www.makingresearchcount.org.uk

Sandwell Council Young People’s Charter, information available from Sandwell Youth Strategy Team 0121 569 8443.

‘Total Respect’ training package. Details from Children’s Rights Officers and Advocates (CROA) Tel 020 8748 7413 mail@croal.freeserve.co.uk

University of Newcastle (2001). Young People as researchers. Examines the possibilities, problems and politics. ISBN 0-86155-252-0.

Ward, L. (1997). Seen and Heard. Involving disabled children and young people in research and development projects. ISBN 1-899987-48-7.

Ward, L. Innovations in advocacy and empowerment (for people with learning difficulties). Looks at advocacy and partnership building. ISBN 1-870335-24-4.

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children’s Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

Young, K. (1999). *The Art of Youth Work. Principle and key practice in working with young people within a youth work setting.* ISBN 1-898924-4

Goodwin, M and Phillip-Jones, T (2010/2012) *The Champion Toolkit – Participation and Engagement with Disabled Children and Young People.* The Children’s Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

6.13 Participation and Engagement for Disabled Children and Young People Training

Name of Course:	Disability Equality and Inclusive Practice
Provider:	DICE
Course duration:	1 day
Contact:	Martin Goodwin
Email:	info@disabilitydice.co.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Participation, Consultation and Engagement with Children and Young People who have Severe, Profound Learning Disabilities
Provider:	DICE
Course duration:	2 days
Contact:	Martin Goodwin
Email:	info@disabilitydice.co.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Ensuring Disabled Children's Rights - Disability, Law and Policy
Provider:	DICE
Course duration:	1 day
Contact:	Martin Goodwin
Email:	info@disabilitydice.co.uk
Website:	www.disabilitydice.co.uk

Name of Course:	Introduction to Consultation
Provider:	Triangle
Course duration:	2 days
Email:	info@triangle-services.co.uk
Website:	www.triangle-services.co.uk

Name of Course:	Advanced Consultation
Provider:	Triangle
Course duration:	2 days
Email:	info@triangle-services.co.uk
Website:	www.triangle-services.co.uk

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children's Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

6.14 Useful organisations in supporting Children's Participation

The Children's Society

www.childrenssociety.org.uk

D.I.C.E (Disability Inclusion Community Education)

www.disabilitydice.co.uk

Triangle

info@triangle-services.co.uk

Disability Toolkit

www.disabilitytoolkit.org.uk

Participation Works

www.participationworks.org.uk

Playtrain

www.playtrain.org

Champion Toolkit

Section 7 -

Past Developments in Birmingham.

7. Past Developments.

This chapter gives an overview of past developments in Birmingham regarding the participation and engagement of disabled children and young people. You will find information about:

- The Integrated Strategy for disabled children and young people.
- The Participation and Engagement Unit.
- The Champion for disabled children and young people.
- Aiming High – Transition.
- Aiming High – Short Breaks.
- The Integrated Youth Strategy.
- Action for Inclusion – Success for everyone standards.
- Be Part of it. Tell Us What You Think.
- Profile of communication needs.

Additionally included is a selection of examples that provide details of best practice in participation and engagement of disabled children and young people across the city.

7.1 Integrated Strategy for disabled children & young people.

What is the integrated strategy for disabled children and young people?

The Integrated Strategy is a document which describes how Birmingham City Council will be working with other organisations, disabled children and young people and their families, in order to improve the way that services are planned and delivered. It sets out the most important things that need to change over the next two years so that disabled children and young people can receive services that are matched to their needs, delivered at the right time and that achieve positive outcomes. A main part of the strategy is the need for better information about what services are available and the need for disabled children and young people to be involved at every stage in the way services are planned and provided for them.

Why do we need it?

Disabled children and young people have different types of needs and these have not always been understood properly. Quite often they may need support from different agencies at the same time. Feedback given to us by disabled children and young people and their families, as well as reviews and inspections of services shows that often there is:

- a lack of co-ordination and poor communication between agencies,
- not enough money or attention given to services and
- significant gaps with many services being provided too little, too late.

This cannot continue. We do not feel it is right for disabled children and young people to miss out on educational and learning opportunities, training and employment opportunities or the chance of using local community and leisure facilities like other children.

We want to ensure disabled children and young people and their families are better supported, have a better quality of life and are fully included in their local communities.

Who is this strategy for?

This strategy is mainly for all those involved in the planning, design and delivery of services for disabled children and young people and their families so that we can change the way our organisations work. However, it is also an important document for disabled children and young people themselves as it sets out a commitment that the Council and its partners are serious about improving access, availability and quality of services to disabled children and young people.

What is in it?

The integrated strategy describes some of the reasons why we need to change the way services are currently provided for disabled children and young people. The process of managing change is not easy and will take place over a long period of time. In order that everyone is on board with this and understands the job that needs to be done, we have to have some shared aims, vision, principles and objectives. The integrated strategy explains all of these things in more detail.

In summary they include:

Our aim

Children and young people who are disabled or who have complex needs that result in disability will receive high quality, co-ordinated, child and family-centred services that provide good value for money, are matched to assessed needs and promote social inclusion so that disabled children and young people and their families can lead fulfilling lives.

Our vision

We want to see: -

- Disabled children and young people or those with complex needs that result in disability, being able to participate in family and local activities and take advantage of all community facilities in their area. We want them to have choices and aspire to achieve economic well being and independence, have access to learning and be supported to raise their levels of achievement.
- Health, education and social care services being organised around disabled children and young people and their families. We want to see co-ordinated, multi-agency assessments leading to prompt, responsive and high quality support that maximises abilities to reach his/her potential and to keep them safe.
- Disabled children and young people and their families being actively involved in all decisions affecting them and shaping their lives.

The integrated strategy has been reviewed in 2009 and a report to scrutiny panel was presented on 11th September 2009.

Arrangements are currently being put in place to create a new integrated strategy that links to the core service objectives within Brighter Futures, Aiming High for disabled children and young people and families (Short breaks), Aiming High for Integrated Youth Services, Transition, the outcomes of the SEN review and the recent development of the Participation and Engagement Unit to which the Champion Role is linked.

For further information please contact –
Narinder Saggu – Lead officer
narinder.saggu@birmingham.gov.uk

7.2 Right and Participation Team.

As part of the Council's commitment to ensuring that every disabled child and young person has the opportunity to be listened to, consulted with, and involved in the design and delivery of services, Birmingham City council has formed the Participation and Engagement Unit.

The team ensures that statutory and moral obligations in relation to the participation and engagement of children are met, in particular, **Hear by Right** standards framework (produced by the National Youth Agency) for organisations across the statutory and voluntary sector to assess and improve practice and policy on the active involvement of children and young people.

The team is a collaboration of three existing teams: Participation Team, Children's Rights and Engagement, Connexions Youth Involvement Team linking with the Champion for disabled children and young people.

The team brings together experienced and skilled staff from a variety of backgrounds whose main role is to support and promote the effective engagement of children and young people in the design, delivery and evaluation of all services, both Local Authority and partners. The Unit will seek to implement the Participation Framework. An overview of the three main functions are:

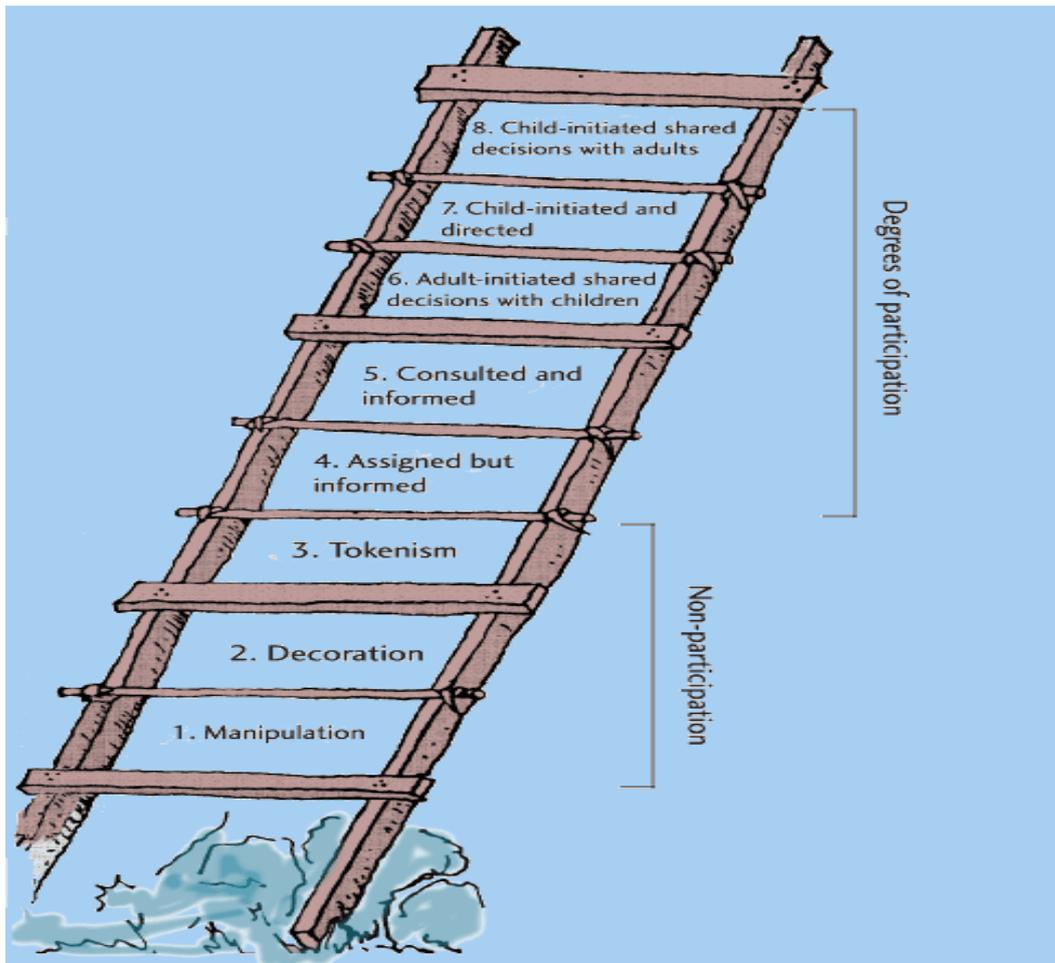
- To ensure the model for the Participation and Engagement of disabled children and young people, as agreed by the C&YP Board, is implemented effectively and efficiently.

- To support the implementation of Hear by Right across the agencies/services within the Children and Young People's Board, whilst ensuring that the ultimate responsibility to engage children and young people rests within each service and agency.
- To develop a range of relevant and effective opportunities for disabled children and young people in order to become involved in decision-making processes across all agencies and services.

The team has 'signed up' to the Hear by Right framework in order to promote, encourage and evidence active engagement with all young people. It is a practical and flexible toolkit looking at seven standards relating to:

- Shared values
- Strategies
- Structure
- Systems
- Staff
- Skills and Knowledge
- Style of leadership

The seven standard areas of Hear By Right link together with Roger Hart's graphic 'Ladder of Participation', which he adapted for UNICEF in 1992 in 'Children's Participation from Tokenism to Citizenship'. Sherry Arnstein originally created this ladder in 1969 to critically evaluate public involvement in community development programmes in America.



For further information please contact –
Lisa Carter – Head of Rights and Participation Team
lisa.carter@birmingham.gov.uk

7.3 Champion for disabled children & young people.

In July 2007, the appointment of the Champion for disabled children and young people was established. The role of the Champion was to support and work with agencies across Birmingham and groups of disabled children and young people to create further opportunities for individuals to:

- Be listened to and included.
- Be confident to express themselves.
- Have choice and control over matters that affect their lives.
- Have increased pro-social skills - i.e. building and sustaining relationships, positive self-identity and esteem.

The Champion is supporting how organisational participation and engagement activities will evidence delivery of the above outcomes, to show that disabled children and young people are:

- Involved in decision-making processes.
- Involved in the review, design and planning of services.
- Involved in consultation exercises.
- Fully informed about the range of services available and have access to mainstream services e.g. leisure and recreation facilities, youth clubs and forums.

And this will:

- Evidence appropriate support to achieve independence via access to appropriate advocacy and peer support services.

The Champion role promotes the inclusion, participation and involvement of disabled children and young people and works towards the Children's Society '**Be Part of It**' and Birmingham City Council's '**Tell Us What You Think**' strategies.

‘Participation is about change, about challenging ourselves to work together in new and exciting ways. Through this we will share the power and responsibility with children and young people in all areas of our work. We will also tackle the barriers preventing them from taking part and by doing so we hope more children will learn what participation can bring – the ability to change their lives, their relationships and their communities for the better’.

The strategy has seven principles:

1. We want everyone in The Children’s Society to value and respect all children and young people, staff and volunteers, to celebrate difference and say no to discrimination.
2. We want to give children and young people the chance to explore a wide range of creative options to express themselves.
3. We want children and young people of all ages and abilities to have the opportunity to understand and influence the way things happen in The Children’s Society.
4. We want all our written and spoken communication with children and young people to be in a clear and simple language they can all understand.
5. We want every child, young person, staff member and volunteer to have access to the skills, information and support they need to take part in our work and have their participation valued and acknowledged.
6. We want all children and young people to be able to clearly see and understand the impact of their participation on our work and to provide them with ongoing feedback on our progress.
7. We want The Children’s Society to be a learning organisation that is open to change and that has effective methods of sharing good practice both within and outside the organisation.

For further information please contact –
Tony Phillips-Jones – tony.phillips-jones@birmingham.gov.uk

7.4 Champion for disabled children and young people - Recent projects

1. Young Champions

The Young Champions are a small group of young disabled people who meet twice monthly to support the views and hear the voices of disabled children and young people.

They have specifically been involved with the development of accessible information across a range of services provided by the council which has helped to ensure that other disabled children and young people have information that they are entitled to, in a format they can understand.

The Young Champions have additionally presented key messages to the Disabled Children and Young Peoples Partnership Board (DCYPB) to ensure that disabled children and young people's views are acted upon.

The Young Champions have been involved in designing questions and online surveys to support Birmingham City Council and their partners to listen to a larger number of disabled children and young people. In meeting regularly with disabled children and young people their views have immeasurably supported the Champion to understand issues that disabled children and young people face and experience by enabling them to tell others what it is like to be young and disabled in Birmingham.

The Young Champions are an example of ongoing participation and consultation of disabled children and young people.

2. Bringing Everyone Together project – Accessible information, downloadable resources and online surveys.

Accessible leaflets were created so that disabled children and young people can understand about the integrated strategy. The leaflets were created jointly with groups of disabled young people that ensured that the information and design of the leaflets enabled the key messages to be broken down from the seventy page guidance into an easy to read, symbol enabled and concise document.

To enable disabled children and young people to give their views we created a set of toolkits that enabled those who use symbols to give views about services they would like to use.

To further support the downloadable resources and gather further views from disabled children and young people across the city, a symbol enabled online survey was created and promoted across the city. Due to the positive levels of responses a second online survey was commissioned by the DCYPPB.

The second online survey has been created in partnership with the Young Champions and they have focused on the key emerging themes from the first survey around being safe, being healthy and transport. At the same time the Young Champions have also created a health services questionnaire that further explores health issues.

The Bringing Everyone Together project is an example of specific consultation that has been ongoing and focused with disabled children and young people.

All the findings from this project and other consultations have been included in the be-heard data base for consultation activity.

www.birminghambeheard.org.uk/

3. Youth Opportunities Fund (Disabled Young People Groups).

The Youth Opportunities Fund (YOF) awards fund to groups of disabled children and young people to create opportunities for places to go and things to do. Part of this funding is awarded by a group of disabled young people for community groups that work with or support other disabled young people across the city. The YOF disability panel have given money to enable disabled young people to go skiing in France, take part in a scouting jubilee and take part in exciting trips. So far the panel of young disabled people has awarded 88k from February 2008 – January 2010. The panel awards money to other disabled young people as they found that young people without disabilities often did not understand the reasons why extra money was needed e.g. for staff support or transport and we felt it an important opportunity for disabled young people to be in control of awarding money and be part of the decision making processes like all other young people.

The panel has been actively involved in setting the rules for awarding money and they control the decision making process as to how the money is awarded. The Disability YOF panel is an example of ongoing participation work with disabled young people.

4. Me2 – Service Accreditation Framework.

The Champion has supported the development of the Mencap Me2 Sutton Coldfield Pilot project in partnership with Sutton Coldfield Extended School Clusters. The Me2 project is a group of disabled children and young people who undergo training through fun and stimulating activities which prepare the young people to visit services to see how inclusive they are and support them to gain a kite mark award from Mencap. The group is supported by an adult panel that meet regularly with the disabled children and young people and support them to give their views and help the settings to be inclusive. The Me2 project is an example of ongoing participation work with disabled children and young people.

5. Aiming High (Short-breaks) questionnaire.

A short breaks questionnaire was produced to canvas initial questions about what disabled children and young people want to do when they are not at school. The short breaks questionnaire is an example of specific consultation work that was time limited in order to support the development of the strategic position to implement short breaks and create additional service provision.

6. Aiming High (Short-breaks) Focus Groups.

A series of focus groups were held with disabled children and young people to inform the Council's strategy. Opportunities were created to consult and listen to the views of disabled children and young people about types of services and out of school opportunities that disabled children and young people wanted.

Five groups, aged 2 -18 yrs old were originally consulted who were geographically spread ensuring a broad representation of disabled children and young people with differing impairments, ethnicity and ages. A summary document was produced with activity suggestions for consulting with disabled children and young people about the services they use. This is an example of specific consultation work that was time limited in order to support the development of responsive services.

7. Accessible Information - Transition.

The Champion and Young Champions have created a set of leaflets that make the strategy for transition in Birmingham more accessible. These are two easy read versions and a symbol enabled version.

8. Children's Home Guides.

The Champion, in partnership with the staff and young people at Charles House, has created an easy read information leaflet which is further supported by a symbol enabled version. The leaflet is now being adopted by the other four disabled children's homes to give disabled children and young people and families accessible information about the residential and overnight services.

9. Creating accessible information using symbols.

The Champion has supported the installation of Communicate in Print Software (<http://www.widgit.com/products/inprint/index.htm>) across key services to enable staff to be able to make information more accessible by using symbols. Youth Services, Residential Homes and Social Work Teams have been supported to gain access to the software. Currently the Champion is working with Service Birmingham on a corporate licence.

7.5 Transition

Transition to adulthood for disabled young people

Transition to adulthood is about the change from being a teenager to being an adult. During this period, young people experience lots of changes and do lots of new things. For disabled young people, this time of transition can be an exciting time with lots of new opportunities. It can also be a worrying time when young people move on from familiar people and places into the unknown.

During a young person's last few years at school, he/she will be encouraged to make choices about the future - there will be an important meeting in Year 9 called a Transition Planning meeting. It is important that all disabled young people are supported properly during transition and that they are fully involved in decisions about their future. The role of parents and carers is equally important.

All those staff and agencies involved with a disabled young person during the transition period have a responsibility to work effectively together. Key people who might be involved in transition planning include teachers, Special Educational Needs Co-ordinators (SENCOs), Connexions Personal Advisers and other people like health staff and social workers.

In Birmingham, the Transition Pathway is being implemented in all secondary schools to assist with transition planning for disabled young people.

The Transition Pathway is a pack of accessible guidance and tools which can be used by anyone with an interest in supporting young people (aged 13 – 25) in the transition to adult life.

It enables all those, such as schools, who have statutory responsibilities linked to transition to meet those requirements while also ensuring that young people and what is most important to them, are central to the process.

A programme of training on the Transition Pathway began in 2007. Currently over 60 schools have been trained and others continue to come on board. Staff from other agencies, including Connexions Personal Advisors who work alongside schools on transition, have also been trained.

Alongside implementing the Transition Pathway, work is underway to improve Information, advice and guidance to young people aged 13-19yrs. A series of leaflets has been created to raise awareness amongst young people, parents/carers and practitioners. A website is being developed and information events are being run during the autumn and summer terms, coinciding with the start and end of the school year.

A review into employment and training has resulted in an employment pathway being developed and increased efforts to co-ordinate post-16 training and work preparation.

For further information please contact

Chris Bush – Head of Transition.
chris.p.bush@birmingham.gov.uk

7.6 Aiming High – Short-Breaks.

Services for disabled children and young people are set to benefit from extra investment as part of the Aiming High for Disabled Children Short Breaks Programme. Traditionally called “respite services”, the programme is about transforming the type, range and capacity of services ensuring that children with severe disabilities and complex needs – who often miss out on services – receive an entitlement, just like other children.

Short breaks are about providing disabled children and young people with enjoyable experiences that promote their personal and social development whilst providing their parents, carers and families with a break from caring responsibilities. The range of breaks includes access to childcare and support from children centres, after-school and holiday provision, youth clubs, family-based care as well overnight care.

A short breaks strategy was approved by the DCSF (Department for Schools and Families) in March, resulting in the release of funds of £1.4m this year and £4m next year to invest in new services and reform existing provision. The Children’s Commissioning Team have been instrumental in setting up new services for disabled children and young people, particularly those with autism, challenging behaviour and complex needs. These were established from this summer and include:

- 4 specialist youth clubs offering evening and weekend sessions as well as holiday schemes.
- 2 befriending schemes for young people aged 14 -19.
- 12 inclusive summer holiday schemes.
- a specialist Saturday and Sunday club for children with Autism.

The commissioning team has worked with a number of experienced providers, some local, some national and some new to the city in setting up the above. Funding was also provided to a number of schools this summer, to increase the length of their summer schemes or increase the number of children attending. Through extra funding from Heart of Birmingham Primary Care Trust, additional capacity will be added to those Youth clubs delivered by Midland Mencap.

In addition to the above, a Social Inclusion Team is to be established to facilitate disabled children and young people's access to sport, leisure and play services. The team will work with families and universal settings to support inclusion. Settings will be able to get advice about inclusive practice, sources of support, training and equipment.

Details about the commissioned services are available from the Family Information Service, ineed2know.org.uk and the disabled children's social work team. Referrals can also be made via the disabled children's social work team.

These, in essence, are pilots for two years and will help decide what long-term services are put in place for disabled children. The Children's Commissioning Team are monitoring these new services and seeking the views of children and their parents so that services accurately match the expressed needs of disabled children and young people and their families. The desired outcome is that families are more relaxed and able to access services which are specific to their needs. As part of the initiative we also hope to enable more disabled children access universal services.

For further information please contact –
Narinder Saggu – Joint Commissioning Officer
narinder.saggu@birmingham.gov.uk

7.7 Integrated Youth Strategy

The aim of the Birmingham Youth Service is to provide young people aged 13-19 with enjoyable opportunities and challenging experiences. It is a service that any young person can access, and also provides information, support and guidance in order to enable young people to achieve and develop their skills, abilities, self esteem, values and identity as they make the transition to adult life.

The youth work process can be viewed as containing three categories: **Independence** - enabling young people to develop as individuals; **Social Interaction** - enabling young people to develop as members of the community and; **Social Responsibility** - enabling young people to understand their world, and their place in it.

The Youth Service offers a broad range of opportunities, experiences and activities, and young people are involved in deciding what goes on within the variety of youth service centres, projects and activities across the city. The work takes place in a variety of venues and environments, and at times of the day and week that suits the needs and wishes of young people. Programmes and activities are also designed to recognise the rich cultural and social mix within the city, and enable young people to learn more about their own culture as well as the cultures and beliefs of others.

The methods of delivery are wide and varied. They include youth centres offering open access youth clubs, specialist information projects, from projects aimed at reducing youth unemployment, the Duke of Edinburgh Award, residential and outdoor opportunities, arts projects, as well as citizenship, information, targeted projects and programmes, advocacy, peer education and volunteering.

These are delivered through centre based work, street-work teams, Connexions work, outdoor education, residential and international opportunities and by skilled and committed youth workers, often working in their own communities and neighbourhoods.

All the work is underpinned by the principles of social education, intended to enable young people to learn about themselves and the world that they live in. There is also a strong theme of participation by young people in the decisions that shape and manage the service. Youth service centres and projects involve young people in decision making processes, and look to build young people's skills and aspirations by giving them a real say in what happens and when in their local projects.

The Youth Service has a number of national and local targets that it is required to achieve, based on the numbers of young people that it works with, and how many of those achieve learning outcomes as a result of their involvement.

As a key service within Integrated Youth services, the youth service also contributes to the PSA 14 targets, which focus on reducing teenage pregnancy, levels of crime and anti social behaviour, substance misuse and NEET levels. As well as tackling problems, the service is also part of the drive to increase positive activities for all young people and plays a vital role in providing enjoyable and challenging activities for all young people who choose to access them.

Young people who access the Youth Service and there are thousands of them in Birmingham, do so because they value and enjoy the service that they receive and are a part of. They do not have to attend and can leave at any time. They attend because they enjoy it and because it provides a service to them that is relevant, enjoyable and safe.

The Youth Service is in a unique position to make a significant contribution to the lives of many young people in the City. The style and methods of delivery, allied to the fact that it operates in the heart of the community with young people who value it and shape it, places it in a position to effectively tackle many of the priorities identified by local and national government, by local communities and most importantly of all, by young people themselves

For further information please contact –

Harry Fowler – Head of Integrated Youth Services

harry.fowler@birmingham.gov.uk

7.8 Action for Inclusion – Success 4 Everyone

Action for Inclusion has been in operation for 7 years. During that time we have produced a range of educational resources on a wide range of topics. These include written guides and training DVDs.

We have designed and run a very substantial range of projects all designed to support schools, settings and centres to develop their skills, knowledge and experience of working with children and young people who have vulnerabilities and disabilities.

The details of much of our work can be found on our website:

www.bgfl.org/s4e

Currently, you will need to register from a school email address on your first visit but once you have been sent an acknowledgement you can access the site from any computer.

Our document Success for Everyone provides the Birmingham Strategy for Accessibility and guidance for schools on meeting the statutory requirements of the Disability Discrimination Act as well as giving a wealth of information and support to creating a rich inclusive community and environment.

We have produced a magazine/journal called Action for Inclusion which is full of exciting and informative articles all about the amazing work which has been carried out in Birmingham, the Midlands, the UK and wider afield.

We hope that you will find something to interest you among our resources. Do let us know what you think and what you would like next.

7.9 Other Examples of good practice.

The Champion for disabled children and young people has been gathering examples of good practice and innovation for the inclusion, participation and engagement activity with disabled children and young people across Birmingham.

A good practice form was created by the champion in order to document good practice that exists and develop within the city in relation to the participation, communication and advocacy of disabled children and young people. Here are summary details of key improvements and contact details of the agency.

7.9.1 Good practice in Health

Symbol Project and Chatterbags

The Speech and Language Therapy Department at Birmingham Children's Hospital have initiated a hospital wide signing project that identified 15 key symbols that would help support the communication of disabled children whilst attending the hospital. The project was influenced by children's frustration in not being able to communicate with staff whilst being admitted and to improve communication skills of staff and the resources that are available to facilitate communication with this group of children.

The Speech and Language Therapy Department additionally has initiated a 'Chatterbags' project for children who are in hospital for extended amounts of time. The chatter bags which facilitate interaction and play were introduced due to children being at risk of communication delay/disorder because of the disruption of normal interaction and play experiences, as a consequence of being in hospital.

Contact:

Sarah Mason and Gill Brook
sarah.mason@bch.nhs.uk

7.9.2 Good practice in Education

Listening and Involving Pupils

Reaside Education centre runs a service that is to support mainstream schools in raising achievement, promoting inclusion and increasing access to learning. The service has a particular focus on pupils with learning difficulties. The service has set up a cross centre group to lead on pupil participation as there is a genuine desire to include and listen to pupils views.

For more information:

Jayne Holloway
jayne_holloway@b'ham.gov.uk
0121 3038288

Supporting Access

Brays School runs an Outreach Service that supports children (2-19 years) with physical disabilities in all schools and nursery settings in the central and east area of Birmingham. The service incorporates one to one work with pupils, access planning, training of staff, purchasing of resources and specific curriculum support

For more information:

Mrs Lucie Danyi
enquiry@brays.bham.sch.uk
0121 7437005

7.9.3 Good practice in Residential Care

Across the five statutory run residential and 'respite' homes for disabled children and young people there is some good examples of practice

Residential Meetings

Children and young people participate in residential meetings where they look at issues in the home and make choices and decisions. They also discuss menus, activities and day-to-day routines. Group discussions are productive for some children, however, key worker sessions work best for others. Many of the children have impaired speech or use alternative forms of communication. Staff use Makaton sign language and PECS (picture exchange communication system) to help the children to make choices and also to communicate their needs. Parents, teachers, staff members and family members will advocate with the children with the support of an independent advocate and children's rights visitor.

The homes are currently working on information leaflets that are a fun and easy way for individuals and their families to find out about the services offered. The information has also been created in a symbol enabled version.

For more information:

Charles House
Edgewood Road
Reservoir Road
Camborne House
Warwick House

7.9.4 Good practice in Youth Services

Youth Opportunities Fund – Young Disabled People’s Panel

The Youth Opportunities Fund – disability panel is a group of young disabled people who meet to decide how funding is allocated to youth clubs and young people that want to pursue projects or activities. The group actively decides who is awarded funds, how much funds organisations are awarded and the criteria to award funds. The panel uses accessible processes that actively involve the young people. The panel is a good example of ongoing participation with disabled young people.

Peer mentoring and Work Experience

Fox Hollies Forum run a youth club for young disabled people aged 11 – 25. The youth club creates opportunities for young people to have work experience placements in the pre-school, environmental centre and the youth club. The club also has a team of young volunteers that live locally and has a peer mentoring scheme where children without disabilities guide and support disabled children and young people

For more information:

Claire Hughes
claire.hughes@birmingham.gov.uk
0121 7060652

7.9.5 Good practice in Play

Involving children who use services

SoLO run evening, weekend and summer holiday activities for children and young people with a learning disability that live in Solihull or attends a residential centre or school in Solihull. The group has a service user reference group where children feedback how their projects are run, the activities that they are doing and what they think needs to be changed to make it better.

For more information:

Vicky Hill
v.hill@solihullsolo.co.uk
01216930687

Helping children to introduce themselves

Dens of Equality run inclusive play opportunities that are in the community where the child lives. Dens of Equality have created a Meet Me booklet that enables children, young people and their families to tell services that they use about who they are, what they are interested in, how they communicate, what is important to them and what support they require. The booklet is in a child friendly version that can be accompanied by symbols that augment the written word and comes with a bag for children to personalise and add personal objects or communication aids too.

For more information:

Laura Watts
info@densofequality.org

7.9.6 Good practice in Advocacy and Participation

Group Advocacy

Birmingham Children's Rights and Engagement Service facilitates a group called SDROC that consists of Disabled Children and Young People about service design and implementation. Young people have completed projects about staying safe and participated in the review of special educational needs. When engaging with young people we use creative approaches and talking mats.

Independent Advocacy

Birmingham Children's Rights and Engagement Service provides 1:1 advocacy for individual children or young people about their issues. Disabled children and young people in care are offered individual advocacy support so that they can have support to express their views, wishes, feelings, opinions and challenge services. Within an advocacy relationship, the advocate takes instructions from disabled children and young people where we support the person to communicate their wishes and feelings and help them to think through options and possible repercussions. For some disabled children and young people we use total communication techniques such as using symbols (such as Rebus and PECS), pictures, objects of reference, graphic facilitation, Makaton sign language, Talking Mats and words. A range of these approaches are used depending on what the communication needs of the person are and the skills of the advocates in working with the children and young people.

Visiting Advocacy

Birmingham Childrens Rights and Engagement Service provides visiting advocacy for children or young people about their issues within childrens homes, short term breaks or secure units. Disabled children and young people in care are offered visiting advocacy support so that they can have a consistent person who will come to the home to listen to their views and support them to express their views, wishes, feelings, opinions and challenge services.

In building a regular relationship with young people by visiting children's homes on a monthly basis children and young people, either as a group or individually, identify a concern or particular issue they want addressed. Visiting advocates, the young person or any professional can refer the young person to Children's Rights for individual advocacy support.

In visiting the children's homes we use total communication techniques such as using symbols (such as Rebus and PECS), pictures, objects of reference, graphic facilitation, Makaton sign language, Talking Mats and words. A range of these approaches are used depending on what the communication needs of the person are and the skills of the advocates in working with the children and young people.

We support children and young people to become aware of children's rights by providing the homes with some accessible information about advocacy, an advocacy board and other advocacy and children's rights information.

For more information
0121 303 7217

7.9.7 Good practice in Supporting Organisations

Listening and Responding Cycle

D.I.C.E. has created Listening and Responding Cycle to people who do not use words to communicate. The pack explores approaches to consulting and gaining the views of people with profound and multiple learning disabilities through a process of observation, documentation, interpretation and reflection. www.disabilitydice.co.uk

Creative approaches to involving children and young people with complex needs

D.I.C.E. has facilitated a project called 'I'm Creative too'. The project was a creative arts and play project that supported the voice of children and young people with profound and multiple learning disabilities and Autism that is compounded with Severe Learning Disability. An article is available from: www.disabilitydice.co.uk

Safeguarding disabled Children

D.I.C.E. has created a Safeguarding disabled children and young people pack. The pack includes essential information and ensures a holistic approach to safeguarding through Safeguarding Steps and Top 10 tips for Safeguarding disabled children and young people

Communicate with Me

Communicate with Me® provides a quality assurance framework with a set of comprehensive tools and guidance to support services to achieve effective communication with disabled children and young people with a learning disability who use alternative methods of communication.

For more information:

Martin Goodwin
info@disabilitydice.co.uk
www.disabilitydice.co.uk

7.9.8 THE CHILDRENS SOCIETY- Disability Advocacy Project

The Disability Advocacy Project delivered by The Children's Society supports and promotes advocacy, participation and involvement in decision making for all disabled children and young people. The service provides independent advocacy where the young person is visited every 4 – 6 weeks to establish their views and support them to express them to professionals. The service additionally provides personal advice, health advocacy and research and development.

For more information:

Disability Advocacy Project
Unit 2
51 Derbyshire Street
Bethnal Green
London
E2 6HQ

020 7613 2886

THE CHILDRENS SOCIETY- Disability Toolkit

Looking for fresh and innovative ideas to work with young people? Want to know about policy changes that concern you without rooting through reams of paper? Then visit the [Disability Toolkit](#)

The Children's Society has created the [Disability Toolkit](#) so that you can share your experiences of working with young people and your knowledge of resources with others working in the same field. Also the Disability Advocacy Project brings you a [practical, professional guide](#) to participation.

There are loads of simple ideas here and lots of free downloadable resources that can help young people to participate in making decisions about their lives.

You'll also find up-to-date information about [research](#) and [policies](#) as well as current The Children's Society campaigns.

The website is an ever-evolving resource; your suggestions and ideas are what make it. Please keep them coming. You can also [keep in touch](#) by signing up for our quarterly newsletter.

7.10 Profile of communication need

To support development of raising the awareness of communication needs for groups of disabled children and young people, the Children's Commissioning Team started to work on a profile of communication needs.

The groups mentioned in the profile are not exhaustive and this was an initial attempt to give some ideas and network information that may be useful when planning your inclusion, participation and engagement activity.

Further information on organisations and support groups across the city can be found by visiting.

Telephone 0808 808 1001

Or

The Family Information Service.

www.birmingham.gov.uk/fis

Telephone 0121 303 3521

An excellent resource for parental and carer support is Parents Views Count

<http://parentviewscount.org/>

Telephone 0121 212 2855

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Autistic Spectrum Disorder	Written English or other Language	Spoken English or other Language Pictorial References Makaton Sign Language	Having appropriate activities to enable the children and young people to fully participate. Also, consideration needs to be given to group or one to one work	Autism West Midlands, 18 Highfield Rd, Edgbaston, Birmingham, B15 3DU. Tel: 0121-450 7575 Speak Out support group for parents (East Birmingham). National Autistic Society (NAS) Contact a Family Birmingham Disability Resource Centre Disabled Children's Register and Information Services Carers Centre Link-upp

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Behavioural, Emotional & Social Difficulty	Written English or other Language	Spoken English or other Language or 1 other accessible formats that child/ young person uses	Having appropriate activities to enable the children and young people to fully participate. Also, consideration needs to be given to group or one to one work or environmental factors.	Behaviour Support Service Disabled Children's Register and Information Services Stepping Stones Carers Centre Link-up Parent line Open Door NSPCC Family Support services for Children with Aspergers and Challenging Behaviour (BCF). Contact Nik Morgan Tel 0121 303 1790. Early Intervention for Children with Emotional or Behavioural Needs The ARCH Project (BCF), Barnardo's, 40 Rupert Street, Nechells. Tel: 0121- 359 5333.

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Cerebral Palsy	Written English or other Language	Spoken English or other Language Dependent upon the level of child's communication and literacy level	Having appropriate activities to enable the children and young people to fully participate. Physical access to building and possibly transport difficulties	Contact a Family Birmingham Disability Resource Centre Connexions Disabled Children's Register and Information Services The National Institute of Conductive Education Cerebral Palsy Midlands Carers Centre Link-upp SCOPE

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Down's Syndrome	Written English or other Language or possibly Symbols	Spoken English or other Language, Alternative and Augmentative Communication such as Makaton	Having appropriate activities and an interpreter to enable the children and young people to fully participate.	Contact a Family Birmingham Disability Resource Centre Connexions Disabled Children's Register and Information Services Carers Centre Link-up Down's Syndrome Association BIG Hands project, Handsworth. Contact Abi Isaac on Tel: 0121 -554-6238. Birmingham Down's Syndrome Network St Paul's Centre, 405b Belchers Lane Bordesley Green, Birmingham B9 5SY. Tel 0121 270 0012. Stepping Stones, 16 Jenkins Street, Small Heath, Birmingham, B10 OHQ. Tel: 0121 772 0613.

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Epilepsy	Written English or other Language	Spoken English or other Language	Having appropriate activities and venues, to minimise the risk of triggering seizures, too enable the children and young people to fully participate. Also, person trained in First Aid on hand.	Contact a Family Disabled Children's Register and Information Services Epilepsy Action Birmingham Branch Carers Centre Link-up British Epilepsy Association Tel: 0113 210 880
Global Developmental Delay	Symbols or other accessible formats	Alternative and Augmentative Communication	Having appropriate activities and an interpreter to enable the children and young people to fully participate.	Disabled Children Specialist Services Contact a Family Birmingham Disability Resource Centre Connexions Disabled Children's Register and Information Services Birmingham Children's Hospital Carers Centre Link-up

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Hearing Impairment	Written English or other Language	British Sign Language, Sign Support English, Alternative and Augmentative Communication or Deafblind Signing	Having appropriate activities, venue (for acoustics and loop system) and an interpreter to enable the children and young people to fully participate.	Braidwood and Longwill Schools for the Deaf, National Deaf Children's Society (Birmingham & District Region), Deaf Cultural Centre and Birmingham Institute for the Deaf HI Resource Bases in Bellfield Junior, Hawthorn Primary, Percy Shurmer, Shenley Court and The College High Schools SSS support children and young people aged 0 to19. Contact a Family Birmingham Disability Resource Centre Connexions Disabled Children's Register and Information Services Carers Centre Link-up Service for Deaf and Hearing Impaired Children of Pakistan and Bangladeshi Communities (BCF). Contact Cherry Thomas. Tel: 0121 303 1790.

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Learning Difficulty	Written English or other Language in appropriate format or possibly Symbols	Spoken English or other Language	Having appropriate activities to enable the children and young people to fully participate.	Birmingham Dyslexia Association Resource Bases for Moderate Learning Difficulties in Stockland Green, Ninestiles Community, Dame Elizabeth Cadbury and Hampstead Hall. Birmingham Educational Workshop Connexions Disabled Children's Register and Information Services Willows Sensory Service Carers Centre Link-upp Dyslexia Advice and Resource Centre (DARC)

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Learning Disability	Written English or other Language or possibly Symbols	Spoken English or other Language, Alternative and Augmentative Communication	Having the appropriate interpreter and activities to enable the children and young people to fully participate	Contact a Family Birmingham Disability Resource Centre Connexions Disabled Children's Register and Information Services Carers Centre South Birmingham PCT Learning Disabilities Directorate, 192 Hobmoor Road, Small Heath, Birmingham, B10 2HR. Birmingham Mencap, 4 Swan Courtyard, Coventry Rd, Birmingham, B26 1BU. Tel: 0121 707 7877.

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Life Limiting Condition	Written English or other Language or possibly Symbols	Spoken English or other Language or possibly Alternative and Augmentative Communication	Having the appropriate interpreter and activities to enable the children and young people to fully participate. Also, sensitivity needs to be displayed with regard to the child or young person's condition and a person trained in First Aid on hand.	Contact a Family Birmingham Disability Resource Centre Disabled Children's Register and Information Services Pan Birmingham Palliative Care Network Acorn Children's Hospice Carers Centre Link-up

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Mental Health Difficulty	Written English or other Language	Spoken English or other Language	Having the appropriate activities to enable the children and young people to fully participate.	Birmingham Child Adolescent Mental health Services, 21-23 Birmingham Rd, Sutton Coldfield, B72 1QA. The Blaskley Centre, 102 Blakesley Rd, Birmingham, B25 8RN. Tel: 0121 683 6520 Child Clinical Psychology Services Disabled Children's Register and Information Services Carers Centre Link-up

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Physical Disability	Written English or other Language	Spoken English or other Language	Having the appropriate venue and activities to enable the children and young people to fully participate. Also, possibly transport difficulties.	Resource Bases for physical disabilities in Fairfax, Four Dwellings High, Golden Hillcock and Hall Green Brays, Victoria and Wilson Stuart Special Schools do outreach work to mainstream schools. Connexions Contact a Family Birmingham Disability Resource Centre, Bierton Road Centre, Bierton Rd, Yardley, Birmingham, B25 8PQ. Disabled Children's Register and Information Services Whizz Kidz – Birmingham Mobility Centre Carers Centre Link-upp

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Physical Health Difficulty	Written English or other Language	Spoken English or other Language	Having the appropriate venue and activities to enable the children and young people to fully participate. Also, possibly transport difficulties and a person trained in First Aid on hand.	Contact a Family Disabled Children's Register and Information Services Birmingham Children's Hospital Carers Centre Link-up
Speech, Language & Communication Needs	Written English or other Language	English as a Second Language, British Sign Language, Sign Support English, Alternative and Augmentative Communication or Deafblind Signing	Having the appropriate interpreter and activities to enable the children and young people to fully participate.	Resources Bases for Speech & Language and Communication Difficulties in Bartley Green School, Dame Elizabeth Cadbury and Ninestiles Community. Contact a Family Disabled Children's Register and Information Services Carers Centre Link-up ICAN

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Spina Bifida	Written English or other Language	Spoken English or other Language	Having the appropriate activities to enable the children and young people to fully participate.	Contact a Family Birmingham Disability Resource Centre Connexions Disabled Children's Register and Information Services Birmingham Children's Hospital Carers Centre Link-up ASBAH

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Spina Bifida	Written English or other Language	Spoken English or other Language	Having the appropriate activities to enable the children and young people to fully participate.	Contact a Family Birmingham Disability Resource Centre Connexions Disabled Children's Register and Information Services Birmingham Children's Hospital Carers Centre Link-up ASBAH

Disability overview linked to communicate needs.				
Characteristic	Accessible Formats	Communication Method	Accessibility	Networks
Visual Impairment	Braille or Audiotape or available in various colours.	Spoken English or other Language or Deafblind Signing	Having the appropriate interpreter and activities to enable the children and young people to fully participate. Also, consideration may need to be given to appropriate lighting for the venue.	<p>Preistley Smith Special School for the Blind, Perry Barr Campus. Tel 0121-325 3900.</p> <p>Counselling Service for Children with Visual Impairment and their Families (BCF). Tel: 0121 3031790 or 0121 325 3900.</p> <p>Resource Base for VI in Christenking Primary, Worlds End Primary, Plantsbrook Secondary and Bournville Secondary Schools.</p> <p>SSS support children and young people aged 0 to19.</p> <p>Connexions Contact a Family Birmingham Disability Resource Centre Disabled Children's Register and Information Services Birmingham Focus on Blindness Action for Blind People Carers Centre Link-upp RNIB</p>

Champion Toolkit

Section 8 -

Resources.

Goodwin, M and Phillip-Jones, T (2010/2012) The Champion Toolkit – Participation and Engagement with Disabled Children and Young People. The Children’s Society/Birmingham City Council and D.I.C.E (Disability Inclusion Community Education). London/Birmingham.

8. Resources

This chapter gives an overview of resources that have been gathered via the Champion role and working in partnership with D.I.C.E., The Children's Society and key services across Birmingham.

The resources, guidance documents and toolkits are presented here to support you and service settings with the development of participation and engagement opportunities for disabled children and young people, which in turn, will inform service review, planning and commissioning for the future.

8.1 Terms of reference for strategic plans or task & finish groups.

Promoting active engagement and participation of disabled children and young people in service review, design and commissioning.

Below is a set of example statements for inclusion in terms of reference for task and finish groups or developing strategic plans.

These statements are presented to enable and create opportunities for disabled children and young people to be involved within any task and finish groups / project developments around service redesign, planning or evaluation.

Outcomes

Via the involvement of disabled children and young people within the task and finish group or development of strategic plans, we will be able to evidence how they are

- **Able to be listened to and included.**
- **Able to feel confident to express themselves.**
- **Able to have choice and control over matters that affect their lives.**
- **Able to have increased pro-social skills - i.e. building and sustaining relationships, positive self-identity and esteem.**

Objectives

To ensure that the work of the group includes consultation activity with and disseminates information to disabled children and young people.

To ensure that key information is produced and cascaded to disabled children and young people in a style and format that promote further opportunities for their views to be heard and their involvement.

To enable, empower and support disabled children and young people to participate in consultative activity, strategic planning and decision making across partner organisations.

To identify any gaps in participation and develop further ways of reducing barriers affecting the participation and engagement of disabled children and young people.

To identify the specific needs of different groups of disabled children and young people (e.g. BME groups, LAC etc) to improve their participation and engagement in consultative activity, strategic planning and decision-making.

To review the activity undertaken and how it evidences our commitment to the achievement and delivery of Hear by Right.

To develop choices for disabled children and young people in how they want their voices to be heard e.g. advocacy programmes etc

To identify workforce and training issues to facilitate improved engagement and participation.

To create opportunities for disabled children and young people to become involved in strategic developments as members, or further opportunities for individuals to gain experience via voluntary / work experience, employment or part of a research group.

Timescales

The achievement of agreed work areas will be partly dependant on the process to facilitate adequate time and support for the planned engagement and participation of disabled children and young people in their areas of interest.

Deliverables

Consultation will be undertaken with disabled children and young people that are underpinned by the principles of effective engagement and participation.

A suitable timetable for communication, consulting and feedback will be attached to the plan for the Task & Finish Group.

Any consultation or participation activity will explore the best options of how to engage and achieve participation of disabled children and young people with specific support and communication, ensuring that 'hard to reach groups' have the opportunity to be included and also participate.

Remember if you ask disabled children and young people how they would like to be involved they will tell you.

The Task & Finish Group will evidence work undertaken with disabled children and young people to enable the quantitative and qualitative collection of information to map out activity across the city, which also support the achievement of the Hear by Right Core Principles.

Membership -

Agree your membership to include:

Identified agencies, key stakeholders, statutory and voluntary/community sector.

Disabled children and young people and parental representation.

8.2 Participation Checklist.

Issues to consider when involving children and young people in engagement, participation and evaluation activities:

PLANNING

- What is the purpose of the activity? What do you want to get out of it? Is the purpose agreed with the disabled children and young people involved?
- What role are the disabled children and young people taking? Directors, evaluators or respondents?
- What are the benefits for the disabled children and young people involved? Will you give 'rewards'? How can this be linked to accreditation awards?
- Who needs to be involved? Are participants from a relevant background?
- How will the information be used? How will it contribute to your wider evaluation activities?
- What are the benefits to your organisation?
- Do you have the necessary support, time, money and resources available to support the participation of disabled children and young people? Including expenses, suitable refreshments and rewards?
- Do you have the skills and abilities needed to undertake participatory evaluations? What training is needed (for staff and for disabled children and young people to be involved)?

CHOOSING & USING METHODS

- Are the methods appropriate, accessible (and appealing!) in terms of the ability, language, culture and the age of the disabled children and young people?
- How will you ensure that those taking part are included and supported to participate fully?
- Are there any specific needs to be taken into account to aid inclusivity?
- How much time is needed? How much time do you have?
- What information (or data) will you collect from this activity? How will you record your findings?
- What equipment and resources do you need?
- Is the venue appropriate and comfortable for disabled children and young people (DDA requirements)?

ETHICAL ISSUES

- Have ethical issues been addressed i.e. confidentiality, consent and trust?
- Has a risk assessment been undertaken?
- Have steps been taken to ensure the work is in the disabled child or young person's best interests?
- Are safeguarding procedures in place?
- What arrangements are in place if someone wishes to raise a concern or complaint during the participation exercise?
- Are the disabled children and young people aware of the purpose of the evaluation and of their involvement?
- Have you been clear about expectations in terms of time commitment and outcomes?
- Are there any implications around data protection, communications and the use of web pages (content and information in the public domain)?

FOLLOW-UP

- How will you evaluate the usefulness of the session with the disabled children and young people?
- How will you provide information and feedback to the disabled children and young people involved?
- How the disabled children and young people will be involved and able to follow up what happens?
- How will you ensure that information reaches those disabled children and young people who have an interest in the views expressed but were unable to attend?
- Where will the information go and in what format?

8.3 Guidelines for the preparation and facilitation of workshops for children with special learning needs and behaviours that challenge

Written by 'BCF Engagement of Children Service NSPCC' and 'KIDS West Midlands'

CHOOSING A VENUE FOR THE WORKSHOP

The children and young people participating in the activities have the right to feel safe and secure at all times. Ideally, the workshop will take place in an environment that is familiar to them. The venue must meet the requirements of the entire group and the individual children and young people participating within the group.

The following steps are to be used as a check list when choosing an appropriate venue and location.

- A Risk Assessment of the venue and proposed activities is to be carried out in advance of the workshop. It is the responsibility of the lead member of staff to carry out this task and to inform the other members of facilitators/staff.
- Ensure the venue is accessible to all disabled children and young people who are participating in the workshop.
- The staff team are to have knowledge of the up to date FIRE EVACUATION PROCEDURE.
- A qualified FIRST AIDER(S) to be in the building at all times whilst the workshop is in operation and all staff/facilitators to be aware of who this is.
- Ideally, the building is situated on the ground floor. If not, have adaptations been made i.e. lift, ramps.
- What are the toilet facilities like? The changing area needs to be spacious with all the necessary facilities.
- The venue should have either a sports hall or outdoor play area for co-operative games to be played, in a safe spacious area.
- A number of rooms available for a variety of activities giving the disabled children and young people choice.
- A quiet relaxation room with large floor cushions, soft toys, and music. The children attending the workshop may need some time either by themselves or accompanied one to one. A sensory room would be wonderful for this purpose.
- A separate dining area away from where the activities are taking place.
- A locked cupboard for ALL medication to be stored and all staff/facilitators need to be aware of who is responsible for administering of appropriate/required medication.

STAFF RATIO AND TRAINING

- The ratio of adult support to disabled children and young people is to be appropriate to the requirements of individuals and the group. Disabled children and young people that require a high level of support, for instance, would have two support workers assigned to them for the day. The number of children that participate in the workshop and the level of support required for each individual will dictate the amount of supporting adults required for the event. All of the above will be discussed during a number of preparation meetings that will take place prior to the workshop.

ENSURING THAT THE CHILD'S NEEDS ARE SAFELY AND ADEQUATELY MET

- It is essential for all staff to obtain 'pen picture' knowledge of each child attending the workshop. Also, to have experience of working with the disabled children and young people who attend the workshop would be beneficial.
- The individual requirements of each disabled child and young person attending the workshop are to be ascertained in advance of the workshop commencing. For instance, each individual's pen picture should include methods of communication; medication (administered by the host organisation according to policies and procedures); any possible triggers to and warning signs for, behaviours that challenge; allergies (i.e. no orange squash as additives may cause a harmful reaction in some children).
- For the specific roles and responsibilities of the support workers and volunteers to be clearly defined and delegated among the Team in advance of the workshop.
- Disabled children and young people who attend the workshop may require a high level of support. Contributing factors may include; learning support needs; level of risk towards others due to behaviours that challenge; physical and/or sensory support needs. Staff will be allocated to work with these children so that they are adequately supported throughout the day.
- All staff to receive adequate breaks throughout the day. Also, the opportunity for flexibility i.e. if a disabled child or young person is being particularly challenging the situation may be decreased if another member of staff intervenes.

STRUCTURE OF THE WORKSHOP

A flexible and adaptable approach to the facilitation of any workshop is necessary in an attempt to meet the needs of all disabled children and young people that are participating/being consulted.

The timescale for the event will need to be scheduled appropriately according to the needs of all the disabled children and young people. The participants have the right to engage in a quality, worthwhile experience and some may need extra time to confidently engage in the activities.

It is advisable that a large group of participants is divided into appropriate smaller groups according to age and individual support requirements. Some children may participate fully in appropriate group settings. Others may require one-to-one support. Facilitators will need to have planned and provided appropriate levels of support to ensure all participants can equally engage in a workshop.

Within the planning of any workshop, engaging children with special needs, free play and fun flexible activities are essential. The disabled children and young people would then have the opportunity to meaningfully participate in creative consultation and be involved in a variety of activities, where their skills and awareness can be explored and developed.

EVALUATION

All individuals communicate, but their style of communication may be quite unique. It is, therefore, essential that supporting adults are aware of each participant's communication means. This is with a view to reducing the frustration of being misunderstood and information being misinterpreted. There may, however, be occasions when interpretation is required. To ensure that this is a fair process, a range of techniques should be adapted. For instance, in evaluation, photographs of facial expressions e.g. good, okay and bad can be used as spots on which participants can stand. Although these may not seek in-depth feedback from participants, they highlight an individual's right to honest expression and choice by reducing adult interpretation.

SUMMARY

All disabled children and young people, regardless of gender, age, ethnic origin, family background, learning disabilities, visual and/or sensory impairment or behaviours that challenge have the right to be listened to and express their views, concerns and opinions.

Some disabled children and young people may refuse to participate in any of the activities; their choice should also be fully respected.

8.4 Model of Participation

Commissioned by Birmingham Children's Fund in partnership with NSPCC, registered charity 216401 – January 2003

There is no single way of ascertaining the views of children as it is dependent on the stage of their development and their life experiences. However, there are key principles which can be used as a building block.

The process of engaging children is as important as the content.

Engagement of children

Aims To:

- Empower children.
- Give a voice to children at risk of social exclusion.
- Enhance life skills, self esteem and education.
- Give disabled children and young people an opportunity to explore and develop their own values and beliefs.
- Encourage disabled children and young people to uphold their rights as citizens.
- Influence services for children/young people in Birmingham.
- Enable disabled children and young people to have a say in service provision and influence service development.

Process to encourage meaningful participation

Principles:

Adults have the responsibility to:

- Be appropriately trained, have relevant experience and be fully supported throughout their role.
- Be aware and carry out anti-oppressive practice, ensuring individual needs are considered and met (including the provision of material in translation and interpreter facilities, if required.)
- Create an environment which is safe (emotionally and physically).
- Inform children of relevant information, equip and support to achieve positive and effective children's participation.
- Facilitate and empower at an appropriate level.
- Bring clarity regarding purpose, the level of disabled children and young people's contribution and the end result.
- Lay parameters/boundaries regarding personal safety, confidentiality, how the group operates, who should take part etc.

- Reward disabled children and young people's contribution appropriately. If remuneration is required it should be agreed before the disabled child or young person carries out the activity.
- Evaluate the process of engagement and make necessary changes.
- Promote ownership for disabled children and young people.
- Agree on how feedback will be given about their contribution.

Promoting Participation

Principles:

- Appropriate and comfortable venue for disabled children and young people.
- Appropriate snacks/drinks for disabled children and young people.
- Keep frequency/duration of meeting(s) at appropriate length
- Minimize power differentials, all equal (advocate for disabled child or young person if necessary).
- Support disabled child or young person fully for the tasks required involving them throughout the process, to set agenda/chair meeting etc.
- Support disabled child or young person according to their needs and abilities.
- Work and play philosophy.
 - Adequate breaks.
 - Adequate discussion time.
 - Adequate free time.
- Make it fun, creative and interesting (remember to be age specific). Think about your audience and how you will create opportunities through individual and group discussion, focus groups, questionnaires, games, play, art and drama
- Flexibility built into event to be able to respond to individual and group needs.
- Easy language (no jargon) including verbal and non-verbal methods
- Adults actively listen to disabled children and young people, value their contributions and don't take over.

8.5 Online Resources / Toolkits.

The Children's Society – 'Champion for Disabled Children & Young People' – spearheading cultural change and establish standards for engagement and participation of disabled children and young people across Birmingham.

Web Page version for disabled children and young people –
<http://www.askability.org.uk/Default.aspx?page=viewcomments>

ASKABILITY Web Pages – specifically designed for disabled children and young people. <http://www.askability.org.uk/>

Disability Toolkit – information for agencies within the organisation and across the country. The Disability Toolkit website is designed as a one-stop information hub, providing essential resources, information and support that are needed by professionals supporting disabled children in decision-making and participation activities. www.disabilitytoolkit.org.uk

Ask Us – series of CD's / DVD's about key messages and work undertaken with disabled children and young people.
www.the-childrens-society.org.uk/shop/ or email to ru@childsoc.org.uk

Be Part of It – a strategy for children and young people's participation in The Children's Society's work and activities. Available from The Children's Society – www.childrenssociety.org.uk Telephone 020 7841 4400.

How to Ask Us learning pack - The Children's Society (in association with the Joseph Rowntree Foundation). Available from The Children's Society 020 7841 4401, email publishing@childrenssociety.org.uk.

I Can Tell You What I Want - a Disability Advocacy Project report and DVD available from The Children's Society on 020 7613 2886 or help@childrenssociety.org.uk

PACT Consultancy Service - The Children's Society York, telephone 01904 639056, email: pact-yorkshire@childrenssociety.org.uk

I'll Go First – a Planning and Review Toolkit for use with children with disabilities. March 1999 ISBN 1 89978313X, The Children's Society 020 7841 4415. www.childrenssociety.org.uk

Birmingham City Council –

Sucess4Everyone, inclusion model used across education settings to support the inclusion and DDA requirements for school environments.

Web page: <http://moodle.myvle.org/s4e/>

Birmingham grid for learning.

Web page: <http://www.bgfl.org/>

Parents Views Count.

Web page: <http://parentviewscount.org/>

Other Areas –

Hear By Right: Standards for the Active Involvement of Children and Young People - The National Youth Agency. Revised Edition 2008-
www.nya.org.uk/hearbyright.

British Sign Language - the following website is a useful tool for staff and also utilises online sessions to learn finger spelling. A CD is also available.
<http://www.british-sign.co.uk/>

Communicate In 2 print (Widgit Software) - is a flexible, symbol-supported desktop publishing package for creating books, worksheets, newsletters and posters. It meets the diverse needs of disabled children and young people working in inclusive settings as well as those in specialised centres.
<http://www.widgit.com/products/inprint/index.htm>

Makaton is a language programme offering a structured, multi-modal approach, using signs and symbols, for the teaching of communication, language, learning and engagement.
<http://www.makaton.org/>

PECS (Picture Exchange Communication System) - developed over 20 years ago as a unique augmentative, alternative training package that allows children and adults with autism and other communication difficulties to initiate communication. First used in the United States, PECS has received worldwide recognition for focusing on the initiation component of communication.
<http://www.pecs.org.uk/>

Talking Mats - can help people arrive at a decision by providing a structure where information is presented in small chunks supported by symbols. It gives people time and space to think about information, work out what it means and say what they feel in a visual way that can be easily recorded.

<http://www.talkingmats.com/>

Signalong - based on British Sign Language, using unaltered BSL signs wherever possible. The difference between Signalong manuals and other sources of signs, apart from our much wider range, is the way that they are presented.

D.I.C.E. Provides training and development opportunities focusing on working with Disabled Children and Young People. We specialise in working with children and young people who have severe, complex and profound learning disabilities including Autism. We provide Training, Consultation, Service Development & Research, Creative Participation & Creative Arts Workshops with Children, and Young People and Advocacy & Person Centered Planning.

www.disabilitydice.co.uk

P.A.T.H. Tools for change - a collection of 70 tools and 30 video clips on a CD-ROM using the PATH principles. Also 'All my life's a circle' video resource.

www.inclusion.com

Circles Network - a UK wide organisation that supports the development of inclusive communities through circles of support, person centred planning and approaches. <http://www.circlesnetwork.org.uk>

Helen Sanderson Associates – an organisation that specialises in the facilitation of person centred planning and approaches.

<http://www.helensandersonassociates.co.uk>

Communicate With Me - a pack supported by an online portal that provides standards to support services to communicate with disabled children and young people who do not use words to communicate. The standards are for Play, Residential Services, Youth Services, Education, Leisure and Early Years environments. On successful completion of the Communicate with Me framework, a kite-mark will be awarded. www.disabilitydice.co.uk

The Listening and Responding Cycle - an article with a poster and practical ideas to involving and consulting with children and young people who do not use formalized communication systems. www.disabilitydice.co.uk

I'm Creative Too - an article with a poster and a booklet with a practical collection of ideas for creative play with children who have profound and multiple learning disabilities. www.disabilitydice.co.uk

Safeguarding Steps - safeguarding checklist and top 10 tips poster for services that work with disabled children and young people. www.disabilitydice.co.uk

What Next? – Your Options after Year 11 2005/2006 - Available from Birmingham Connexions, 0121 248 7955. www.connexions-bs.co.uk.

The Big Picture- Your Guide to Transition for Young People aged 13 to 25. Transition Pathway Toolkit – Guidance and Tools to Support Person Centred Transition Planning with Young Disabled People Aged 13 to 25. Both available from The Transition Pathway Project email – transitionpathwaypartnership@yahoo.co.uk

Extended Inclusion Project, Council for Disabled Children. Tel 0207 843 6061 www.ncb.org.uk/cdc

Listen Up – produced by Mencap this pack supports organisations to enable complaints to be made by children and young people with learning disabilities. 020 7454 0454 www.mencap.org.uk

Open Space Technologies – resources for PATH. www.openspaceworld.org

In-Control – resources for parents and carers around self directed support and individualised budgets, linking to transition. www.in-control.org.uk

8.6 Key Documents

Consultation and Participation

Champion for Disabled Children & Young People – spearheaded cultural change and establish standards for engagement and participation of disabled children and young people across Birmingham.

Disability Toolkit – information for agencies within the organisation and across the country. The Disability Toolkit website is designed as a one-stop information hub, providing essential resources, information and support that are needed by professionals supporting disabled children in decision-making and participation activities. www.disabilitytoolkit.org.uk

Ask Us – series of CD's / DVD's about key messages and work undertaken with disabled children and young people.

www.the-childrens-society.org.uk/shop/ or email to ru@childsoc.org.uk

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How to Ask Us learning pack - The Children's Society (in association with the Joseph Rowntree Foundation). Available from The Children's Society 020 7841 4401, email publishing@childrensociety.org.uk.

I Can Tell You What I Want - a Disability Advocacy Project report and DVD available from The Children's Society on 020 7613 2886 or help@childrenssociety.org.uk

PACT Consultancy Service - The Children's Society York, telephone 01904 639056, email: pact-yorkshire@childrenssociety.org.uk

I'll Go First – a Planning and Review Toolkit for use with children with disabilities. March 1999 ISBN 1 89978313X, The Children's Society 020 7841 4415. www.childrenssociety.org.uk

D.I.C.E. - provides training and development opportunities focusing on working with Disabled Children and Young People. We specialise in working with children and young people who have severe, complex and profound learning disabilities including Autism. We provide Training, Consultation, Service Development & Research, Creative Participation & Creative Arts Workshops with Children, and Young People and Advocacy & Person Centered Planning. www.disabilitydice.co.uk

The Listening and Responding Cycle - an article with a poster and practical ideas to involving and consulting with children and young people who do not use formalized communication systems. www.disabilitydice.co.uk

Bath and North East Somerset's Children's Rights Charter – The Children's Society Children's Society Project, commissioned by Bath and North East Somerset's Children and Family Services and B&NES PCT. Telephone c/o The Children's Society 01761 411771.

Bethell, J. (2003). Our Life, Our Say! A good-practice guide to young disabled people peer mentoring/support. ISBN 1-84196-055-1. www.pavpub.com

CROA (2000). Total Respect. Ensuring children's rights and participation in Care. ISBN 1841822051.

CHANGE & National Institute of Adult Continuing Education. (1998). Training for Change. A training pack to support adults with learning disabilities to become trainers. ISBN 1-86201-052-8.

Dynamix Ltd. (2002). Participation – Spice it Up. Practical tools for engaging children and young people in planning and consultations. ISBN 1-84187-062-5.

Franklin, A. and Sloper, P. (2006) Participation of disabled children and young people in decision making within social services departments: a survey of current and recent activities in England, British Journal of Social Work , 36, 5, 723-41. A summary of this research can be downloaded <http://www.york.ac.uk/inst/spru/pubs/pdf/decision.pdf>

Garner, P. Sandow, S. (1995). Advocacy, Self-advocacy and Special Needs. Concerns aspects of decision making by, or on behalf of, children who have special educational needs. ISBN 1-85346-349-3.

Jelly, M. Fuller, A. Byers R. (2000). Involving pupils in participation. Promoting partnerships with pupils with special educational needs. ISBN 1-85346-685-9.

Jones, J. Robertson, C. (2007). Partnerships for training. Workbook and DVD-ROM. An easy access pack for developing equal training partnership with people with a learning disability. ISBN 1-905218-02-8.

Kids Clubs Network / DfEE. (2000). Good Practice for EYDC Partnerships. Communication and consultation strategies. ISBN 1-84185-226-0.

Kirby, P. Lanyon, C. Corin, K. Sinclair, R. (2003). Building a culture of participation. Involving children and young people in policy, service planning, delivery and evaluation. ISBN 0-9546695-1-7. <http://www.everychildmatters.gov.uk/participation/buildingaculture/>

Marchant, R and Jones, M (1999) Tomorrow I Go: what you told us about Dorset Road respite care. Brighton, Triangle.

Marchant, R and Jones, M (2003) Getting It Right: Involving disabled children in assessment, planning and review processes. Brighton, Triangle.

Manchester Inclusion Standard – section – ‘Pupil Voice Toolkit’ Manchester City Council 2004. Telephone 0161 234 3165.

Moore, M. Beazley, S. Maelzer, J. (1998). Researching Disability Issues. Designed to meet a growing need for clear illustrations of how to carry out research that seeks to explore disability issues. ISBN 0-335-1903-1

National Children’s Bureau. Clark, A. Moss, P. (2006). Listening To Young Children. The Mosaic Approach. ISBN 1-900990-62-8. www.ncb.org.uk

National Children’s Bureau. Clark, A. Moss, P. (2005). Spaces to Play. More listening to young children using the Mosaic approach. ISBN 1-904787-43-6. www.ncb.org.uk

Playwork Inclusion Project. Murray, D. (2006). Pick & Mix. A selection of inclusive games and activities. ISBN 0-9526295-7-7. www.kids.org.uk

Play Train. (2007). Wow – This is Big. A foundation to participation. An early years consultation research project. ISBN 978-0-9519013-5-9 www.playtrain.org.uk

‘Ready Steady Change’ training package - The Children’s Rights Alliance for England (CRAE) Tel 020 7278 8222, info@crae.org.uk

Sinclair, R (2000) Young People's Participation. Quality Protects Research Briefing No. 3. Department of Health research in practice, making research count. Available online: www.makingresearchcount.org.uk

Sandwell Council Young People’s Charter, information available from Sandwell Youth Strategy Team 0121 569 8443.

‘Total Respect’ training package. Details from Children’s Rights Officers and Advocates (CROA) Tel 020 8748 7413 mail@croal.freereserve.co.uk

University of Newcastle (2001). Young People as researchers. Examines the possibilities, problems and politics. ISBN 0-86155-252-0.

Ward, L. (1997). Seen and Heard. Involving disabled children and young people in research and development projects. ISBN 1-899987-48-7.

Ward, L. Innovations in advocacy and empowerment (for people with learning difficulties). Looks at advocacy and partnership building. ISBN 1-870335-24-4.

Young, K. (1999). The Art of Youth Work. Principle and key practice in working with young people within a youth work setting. ISBN 1-898924-4

Advocacy

BILD (2009) Hearing from the seldom heard – supporting complaints from people with learning disabilities and complex communication needs. Available from BILD.

Garner, P. Sandow, S. (1995). Advocacy, Self-advocacy and Special Needs. Concerns aspects of decision making by, or on behalf of, children who have special educational needs. ISBN 1-85346-349-3.

Lawton, A. (2006). A Voice Of Their Own. A toolbox of ideas and information for non-instructed advocacy. ISBN 1-904082-98-X.

Mitchell, F (2007) When will we be heard? Advocacy provision for disabled children and young people across England – The Children’s Society. Available from [The Children's Society website](#).

Mitchell, H (2007) A Survey of London Disabled Children's Teams - The Children's Society. Available from [The Children's Society website](#).

‘Total Respect’ training package. Details from Children’s Rights Officers and Advocates (CROA) Tel 020 8748 7413 mail@croal.freemove.co.uk

Communication

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http://callcentre.education.ed.ac.uk/SCN/Level_A_SCA/Using_Symbols_SCB/Hot_P_ECS_News_HTA/hot_pecs_news_hta.html

Talking Mats - can help people arrive at a decision by providing a structure where information is presented in small chunks supported by symbols. It gives people time and space to think about information, work out what it means and say what they feel in a visual way that can be easily recorded. <http://www.talkingmats.com/>

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Communicate With Me - a pack supported by an online portal that provides standards to support services to communicate with disabled children and young people who do not use words to communicate. The standards are for Play, Residential Services, Youth Services, Education, Leisure and Early Years environments. On successful completion of the Communicate with Me framework, a kite-mark will be awarded. www.disabilitydice.co.uk

The Listening and Responding Cycle - article with a poster and practical ideas to involving and consulting with children and young people who do not use formalized communication systems. www.disabilitydice.co.uk

Communication Aids Project (CAP) from April 2002 website www.becta.org.uk

How to use easy words and pictures.

www.equalityhumanrights.co/en/publicationsandresources/pages/howtouseeasywordsandpictures.aspx

How to involve children and young people with communication impairments in decision making.

www.participationworks.org.uk

In my shoes.

www.inmyshoes.org.uk

Two way street: Communicating with Disabled Children and Young People

www.triangle-services.co.uk

Detheridge, M & T. (1998). Literacy Through Symbols. Improving access for children and adults. Practical book full of ideas and examples of the ways in which access to literacy can be enhanced through the use of symbols. ISBN 1-85346-483-X.

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Johnson, R. (1995). The Picture Communication Symbols Guide. ISBN 1-884135-15-3.

Jones, J. Robertson, C. (2007). Partnerships for training. Workbook and DVD-ROM an easy access pack for developing equal training partnership with people with a learning disability. ISBN 1-905218-02-8.

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Morris, J. (2002). A Lot To Say. A guide for social workers, personal advisors and others working with disabled children and young people with communication impairments. ISBN 0946828423.

Morris, J. (1998). Don't Leave Us Out. Involving disabled children and young people with communication impairments. ISBN 1-899987-80-0.

R.N.I.B. – Right to Read. Examines the impact on children and adults being denied the right to read, findings from research and illustrates how individual lives and aspirations can be affected.

http://www.rnib.org.uk/xpedio/groups/public/documents/PublicWebsite/public_r2rhome.hcsp

R.N.I.B. – See it Right. Resource pack exploring principles and solutions for using large print, making information accessible, Braille, information for all, e-text, handwriting, signs, websites, tape, videos, information matters and clear print.

http://www.rnib.org.uk/xpedio/groups/public/documents/publicWebsite/public_seeitright.hcsp

The Good Practice Guide for Support Workers and Personal Assistants Working with Disabled People with Communication Impairments, Scope and Essex Coalition of Disabled People ISBN: 0946828474 (b) Communication Passport Template – A Guide to Making Communication Passports – www.scope.org.uk/publications or email publications@scope.org.uk

Two Way Street Training pack – NSPCC Tel 0116 234 7223, email: sferrar@nspcc.org.uk

Choice & Control

D.I.C.E./Martin Goodwin (2009) Being Child Centred - available from:

www.disabilitydice.co.uk

D.I.C.E./Martin Goodwin (2009) Listening and Responding Poster - available from:

www.disabilitydice.co.uk

D.I.C.E./Martin Goodwin (2009) Non Directive Advocacy - available from:

www.disabilitydice.co.uk

D.I.C.E./Martin Goodwin (2009) Person Centred Planning Approaches -available from: www.disabilitydice.co.uk

BILD (2009) Hearing from the seldom heard – supporting complaints from people with learning disabilities and complex communication needs. Available from BILD: www.bild.org.uk/humanrights_seldomheard.htm

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Safe Participation

The ABCD Pack: Abuse & Children who are Disabled. NSPCC

D.I.C.E. (2008) Top 10 Safeguarding Tips - available from: www.disabilitydice.co.uk

Murrey, M , Osbourne, C (2009) Safeguarding Disabled Children Practice Guidance. Department for education and schools.

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Marsh, M. It doesn't happen to disabled children – child protection and disabled children, NSPCC

D.I.C.E. (2009) Top 10 Safeguarding Steps - available from: www.disabilitydice.co.uk

National Children's Bureau – The Dignity of Risk. ISBN 1904787 22 3 order by phone – 0845 458 9910 email ncb@centralbooks.com

Protecting you from sexual abuse. www.voice.org.uk

Safe: Personal Safety Skills for Deaf Children. publications@nspcc.org.uk

Supporting Victims and Jenny Speaks out. www.voice.org.uk

The Talking Together Series. It's my right posters and All about us CD ROM.
www.fpa.org.uk/shop/learningdisabilitiespublications

Living your Life. www.shepardschool.org.uk

Young disabled people can
www.brook.org.uk/content/M8_1_sexrelationships.asp

The Sex Education Forum
www.ncb.org.uk

In Abuse and Children who are Disabled: Training and Resources Pack (ABCD Pack) www.triangle-services.co.uk

Disability and Inclusion

Disability Equality in Education (DEE). Tel 020 7359 2855, email info@disseed.org.uk, website www.disseed.org.uk

Disability Equality at Work, Disability Equality in Education (DEE) and Scope 2005.

Disability Discrimination Act April 2005 - Public Sector Duties.

Johnstone, D. (1998). An introduction to disability studies. Explores and analyses 'quality of life' factors in the lives of disabled people in relation to the professional development of undergraduates. ISBN 1-85346-493-7.

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Jones, J. Robertson, C. (2007). Partnerships for training. Workbook and DVD-ROM. An easy access pack for developing equal training partnership with people with a learning disability. ISBN 1-905218-02-8.

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Manchester Inclusion Standard – section – 'Pupil Voice Toolkit' Manchester City Council 2004. Telephone 0161 234 3165.

Middleton, L. (1999). Disabled Children: Challenging Social Exclusion. Thinking inclusively means designing services to meet the needs of all children, not just those who are able bodied. ISBN 0-632-05055-1.

Morris, J (1998) Still Missing Volume 1 and 2: Disabled Children and the Children's Act. London: The Who Cares? Trust.

Morris, J (1999) Hurling into a void: Transition to adulthood for young disabled people with complex and health support needs. Brighton: Pavilion Publishing.

Moore, M. Beazley, S. Maelzer, J. (1998). Researching Disability Issues. Designed to meet a growing need for clear illustrations of how to carry out research that seeks to explore disability issues. ISBN 0-335-1903-1

Race, D. (2002). Learning Disability – A social Approach. Looks at how peoples lives are affected by human services. ISBN 0-415-25038-2.

R.N.I.B. – Right to Read. Examines the impact on children and adults being denied the right to read, findings from research and illustrates how individual lives and aspirations can be affected.

http://www.rnib.org.uk/xpedio/groups/public/documents/PublicWebsite/public_r2rhome.hcsp

R.N.I.B. – See it Right. Resource pack exploring principles and solutions for using large print, making information accessible, Braille, information for all, e-text, handwriting, signs, websites, tape, videos, information matters and clear print.

http://www.rnib.org.uk/xpedio/groups/public/documents/publicWebsite/public_seeitright.hcsp

Sibbett, David. I see what you mean. Fundamentals of graphic language and group facilitation. www.grove.com

The National Deaf Children’s Society. (2001). What Are You Feeling. A guide to teaching emotional literacy in the classroom. ISBN 090-4691-578. www.ndcs.org.uk

8.7 Useful organisations

The Children's Society

www.childrenssociety.org.uk

D.I.C.E. (Disability Inclusion Community Education)

www.disabilitydice.co.uk

I Can

www.ican.org.uk

The ACE Centre

www.ace-centre.org.uk

Triangle

info@triangle-services.co.uk

The Communication Trust

www.ican.org.uk

Call Centre

www.callcentre.education.ed.ac.uk

Talking Point

www.ican.org.uk

Disability Toolkit

www.disabilitytoolkit.org.uk

Participation Works

www.participationworks.org.uk

Circles Network

www.circlesnetwork.org.uk

Inclusive Solutions

www.inclusive-solutions.com

NYAS (National Youth Advocacy Service)

www.nyas.net

Ann Craft Trust

www.anncrafttrust.org/Advice/html

NSPCC

www.nspcc.org.uk

Respond

www.respond.org.uk

Voice Uk

www.voiceuk.org.uk

Participation Works

www.participationworks.org.uk

Playtrain

www.playtrain.org