



contact *For families
with disabled children*

User Guide

Quality Indicators for Co-production and Inclusive Practice



Everybody's business

USER GUIDE

Quality Indicators for Co-production and Inclusive Practice

Aims

The Quality Indicators provide a framework to help local area SEND partners in coming together to agree:

- How well the local area is doing when it comes to experiences of co-production and embedding a culture of inclusive practice within, and across, organisations;
- What good quality co-production and inclusive practice looks like within organisations and across the local area;
- Next steps to be taken together to further improve co-production and cultivate inclusive cultures within, and across, organisational systems spanning the whole area.

Underlying principles

The Quality Indicators are based upon the Rotherham Charter, which is made up of principles for co-production stemming from narrative research involving children and young people with SEND and families. These principles are more widely known as the Four Cornerstones.

The Cornerstones required to create good quality co-production and inclusive practice are:

WELCOME AND CARE

VALUE AND INCLUDE

COMMUNICATE

WORK IN PARTNERSHIP

If these Four Cornerstones are good quality then it becomes more likely that at the heart of all relationships there is also greater:

TRUST

What are the Quality Indicators about?

The Quality Indicators focus on the **experiences** of children, young people, parent carers and practitioners within local areas and organisations when it comes to co-production and inclusive practice.

Who will use the Quality Indicators framework?

Strategic SEND leads across Education, Health and Care including representatives from Children and Adult services and from the voluntary and community sector, together with Parent Carer Forums, other parent groups and children and young people representatives. It can also be used by individual organisations, groups and teams.

Using the Quality Indicators framework in co-production

The Quality Indicator framework is about improving the experience and confidence of children and young people with SEND, and their parent carers, within local area SEND systems, which should feel like a good quality activity for all SEND partners. The framework therefore has to be used collaboratively, aiming to model the co-production being evaluated and planned.

Although the framework is essentially a strategic self-evaluation tool for local areas as well as individual organisations, making best use of it should also be an appreciative process that has the potential to drive co-production at all levels (strategic, organisational, group and individual). Evidence shows that when local area partners work together towards improving the Four Cornerstones then a culture of inclusion and co-production begins to grow, trust and relationships strengthen, and better outcomes are generated for all.

Ideally, all SEND partners, including children and young people with SEND and their parent carers, will be equal partners in agreeing, in a way that suits them best, what is working well within and across individual organisations and/or the local area, which will include identifying areas of best practice, as well as what needs to be better.

Making the co-production happen in reality

The Quality Indicators framework accepts the definition of co-production to be when there is an equal and reciprocal relationship through which everyone's knowledge and skills are used to create better outcomes. Across whole areas it is important to acknowledge that organisations and individuals are likely to be at different stages in their understanding and activity towards co-production, what this means to them in their role, and in their expectations of others. Not assuming a shared understanding enables the opportunity to create one together and agree how to put it into practice, modelling the co-production everybody wants to embed within the local area at an operational level.

Planning and facilitating open, honest and safe co-production at a strategic level will require skill and a genuine investment of time and resources. Those promoting co-production at any level must be able to tolerate that it can often feel messy and time-consuming, supporting

others to do the same. However, the improved experiences and outcomes of children and young people with SEND and their parent carers, and the resulting culture of inclusion within the local area, make it worthwhile.

What this involves

- **Ensuring that every SEND partner is included**

 - **Spend time building relationships with all partners**

 - Inclusion is a universal human right that is about embracing all people, irrespective of race, gender, disability or other attribute which can be perceived as different. Engaging and including all SEND partners in co-production usually involves building up relationships first. This is likely to mean being prepared to arrange meetings with individuals and groups at times/in venues with which they feel most comfortable, and being resilient, positive and creative if at first there is a lack of confidence or enthusiasm.

 - **Involve everybody, always**

 - Equally, it is vital that partners do not feel excluded from conversations as this can impact on trust. Trying to start and maintain co-production by ensuring all partners are involved from the start is the ideal;

- **Adopting a friendly approach that helps people feel welcome**

 - **Smile, make sure there are refreshments and bring some good humour**

 - Often a smile and/or humour can help diffuse tension and enable people to feel more comfortable when they may be in an unfamiliar situation such as a formal meeting. Ensuring there are refreshments, for example, demonstrates care and appreciation that some people are giving up their time voluntarily despite often stressful and difficult lives;

- **Taking the time to get to know people at a human level**

 - **Introduce, learn names and allow some time for chatter**

 - Ensure introductions take place, learn names and make space at the start and end of meetings for individuals to have informal conversations that might be about family and personal experiences. Get to know partners better, show interest in who they are and what they bring, and demonstrate understanding of their unique needs;

- **Considering power imbalances and the nature of equal partnership**

 - **Let go of the need to control**

 - Partners within the world of SEND may perceive either that they have a responsibility to control activities, because traditionally this is an aspect of their role, or that others hold more power than they do and therefore their voice is weaker or less important. For some individuals this will significantly affect their personal confidence and trust in the process in which they are being invited to participate, which needs to assume equal partnership;

 - **Be honest about power**

 - The implicit imbalance of power that might exist when people are invited to co-produce is heightened further at a strategic level, although it can exist within any interaction.

If the aim is to strengthen co-production and equal partnership working, addressing power differences openly, safely and honestly can create a more positive platform for future relationships;

- **Ensuring that people have the opportunity to participate by offering them choices**

Always ask how best to communicate as well as when best to meet

Parent carers will often struggle to attend early or late meetings because of childcare responsibilities, which can be magnified when a child or young person experiences SEND. Some parent carers and children or young people may find e-mails and meeting notes inaccessible, but prefer texts or a phone call;

- **Asking children or young people and parent carers how they wish to participate**

Accept that you may need to change your plans and do things differently

Children and young people, for example, may not want to attend formal meetings in formal rooms, at venues they require transport to access, at times of day impossible for them to attend without missing school or college. Young people may have other thoughts about how they wish to participate and how they feel the adults involved might offer them support. Co-production works best when adults are prepared to have their systems and usual way of working challenged and they are keen to work together with children and young people to do things differently if that is what they prefer. The same applies when working in co-production with parent carers;

- **Having an appreciative, systemic outlook that avoids blame and demonstrates empathy**

Agree groundrules

Agreeing groundrules at the start for how we will work together in co-production can help everybody feel safe, and groups may need to return to these from time to time;

Understand that emotions can take over

Co-production is about the relationships between people and so can often involve emotionally charged situations. Sometimes, the way someone responds to us might feel negative or aggressive, but is one way of dealing with the strong emotions being experienced. These strong emotions could be generated by pressures on budgets or a previous break-down in communication. For a parent carer, strong emotions may result from having to navigate complicated systems that feel overwhelming, and for a practitioner, responding by passionately defending a position in a way that leaves others uncomfortable might be an outcome of frequently feeling challenged. Everybody needs people around them to be supportive when emotions spill over. Creating safe spaces in which it is possible for leaders and facilitators to acknowledge and share their own and others' feelings and vulnerabilities in an open way can diffuse tension, bring containment and greater experience of equality;

Accept different perspectives

Accepting that there can always be more than one perspective and that a solution is rarely found when an individual or organisation is targeted for blame is a key element in this process;

Find strengths

Implementing an appreciative, strengths-based approach can make a powerful impact. Recognising strengths and building on them instils greater confidence. It encourages

questions such as, “What works?” rather than, “What doesn’t work?” and “What is this person good at?” rather than, “What is wrong with this person?”;

- **Understanding that communication is a purposeful activity, so taking care to communicate well, using accessible language**

Explain or avoid jargon and empower others

When people are working in co-production language, and the way language is expressed, can reinforce power imbalances. Working in co-production is the time for good listening and to ensure that those in the room whose voices might be quieter or less confident have the space, and feel sufficiently empowered, to contribute and share their stories;

Prioritise child, young person and parent carer voices

Prioritising child or young person and parent carer voices can also help redress some of the unspoken power inequalities that may be evident through body language, format or the tone of a meeting;

- **Being reflective and reflexive**

Avoid making assumptions and be conscious of your own constructs

We all bring our personal constructs with us to the situations we experience. These are based on our own experiences and how others have reacted to us. These constructs often shape the way we make decisions about how to act, speak, think, live our lives and relate to others. When doing co-production and striving for equal partnership we need to try to be conscious of our constructs and whether they help or hinder the way we are responding, not only when we are reflecting on a situation afterwards, but also in the moment.

Using the Quality Indicators framework to embed co-production across organisational culture

Once your co-production group has been established, groundrules agreed and relationships strengthened, **alongside** considering the Quality Indicators for each of the Four Cornerstones, it will be useful to **discuss** and **agree together** responses and potential follow-up actions to each of these steps:

Step 1: Reflect on and discuss **each** Quality Indicator and consider how the Four Cornerstones:

- feature in your vision/mission statement
- are modelled and promoted by leaders
- are included within your strategic plan
- are evident in your organisational values
- impact on organisational processes and methodology
- are embedded in recruitment processes
- determine joint decision-making
- are reflected in commissioning criteria
- are integrated into your Local Offer
- affect budgets and investments
- help shape workforce development priorities

Step 2: Also consider:

- how well are you doing locally?
- what does good look like to you?
- what are your examples of best practice?
- what is happening already?
- what could be better?
- how are you thinking about these questions in co-production?
- what do you need to do next?

How to use the Quality Indicators framework

An exemplar version is provided below to help local areas and organisations make best use of the framework.

1. For each Cornerstone refer to the list of Quality Indicators on the left hand side of the tool under the heading *What does it feel like?*
2. It is expected there will be good experiences across Education, Health and Care within your local area (or within individual organisations and services) that illustrate each Quality Indicator. These should be evidenced in a format agreed by partners working together under the heading *What's going well?*

It is likely this activity will involve some research and consultation. Although services across Education, Health and Care might be able to provide evidence of their own good practice, it will be essential to try and make positive **experiences** of children and young people, and their parent carers, the primary source. Parent Carer Forums, young people's groups, and those working with them, are often ideally placed to carry out research and consultation to reflect lived experience, making this exercise more person than service led.

Careful use of open questions can elicit people's stories to provide a rich source of experience alongside more traditional survey-type approaches, for example: "Thinking about the idea of Welcome and Care, are there times in your journey with your child and encounters with Education, Health or Care services that either they, or yourself, have felt especially welcomed and cared for?" Responses to this kind of question follow the individual's agenda and avoid placing restrictions on what might be said.

It will be important to check out whether feedback gathered might be representative of the children and young people with SEND across the local area or organisation, and their parent carers, and to problem-solve together how this might be achieved.

Using the Quality Indicators framework should feel like an appreciative process.

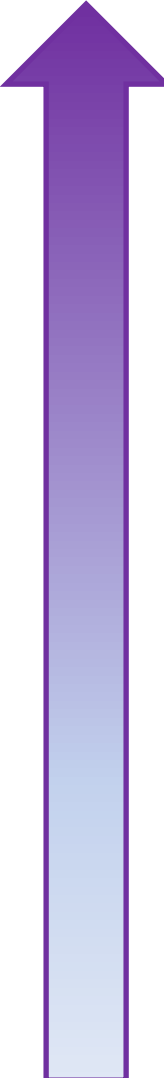
Confidence to take actions forward at a personal and organisational level is always greater when starting from a place of strength. If people know what they are doing well, they are more likely to do more. As a result, it will be helpful for those facilitating to support others involved in the discussion to refocus on what is also going well if the group becomes too immersed in what is going wrong.

3. Once areas of strength start to be identified, then areas for development for each Quality Indicator can also be introduced under *What could be better?* This activity will also involve research and consultation, and is likely to be part of the same piece of qualitative work as *What's going well?* It will be important for individuals within the group considering these questions to avoid defending their service or position if an area for development has been indicated despite their best efforts; all experiences and perspectives need to be allowed so long as there is commitment to explore next steps constructively together.

Evidence for the Quality Indicators within one Cornerstone may overlap with another. There is no need to include the same aspect of practice twice but to simply find a best fit.

4. **How are we doing?** This is a collaborative scaling exercise for each Cornerstone overall. It is recommended that a decision about where on the scale the organisation or local area might be situated is reached jointly by partners early on in the process, once relationships have been established. This can then be reviewed every few months.
5. **Next Steps** is an action-planning template to support the local area or organisation in moving towards agreed actions based on what is already working well and what needs to develop, which has now been identified. It is anticipated that this will be expanded considerably by the group over time and as progress is reviewed.
As well as considering **What needs to happen now?** the detail of **What will this involve?** might translate into a more detailed local area or organisation Co-production and Inclusive Practice action plan set out using heading such as: *What? How? Who? When by? Cost? Review?*
A 'task and finish' approach may be relevant to individual next-steps but should not be applied to the process as a whole. Co-production needs to feel like an ongoing journey that involves continually striving to embed the Four Cornerstones within the culture of the organisation or whole area in response to changing contexts.
6. The section **How will this be done in co-production?** is therefore a prompt to steer groups away from use of the Quality Indicators framework becoming tokenistic. The way the framework is approached, including creating and reviewing action plans and facilitating many of the actions, should ideally be achieved in co-production. It will be useful and important in terms of the organisation or local area's commitment to genuine co-production to stipulate what will be involved, who will be involved and how they will be involved.

Local Area Example WELCOME and CARE

What should it feel like?	What's going well in [your local area name]...? <i>examples</i>	What could be better [your local area name]...? <i>examples</i>	How are we doing?
<p>All voices are heard and valued</p> <p>Expectations are communicated early and with clarity</p> <p>Supportive communities are built in partnership</p> <p>Environments feel happy and secure for everyone</p> <p>Confidence, well-being and self-esteem are nurtured</p> <p>Strengths and achievements are emphasised</p> <p>Responses are always kind</p>	<p><i>The Parent Carer Forum is viewed as a family by many parent carers, supporting them through difficult times and having a positive impact on their lives; highly valued by Education, Health and Care leaders</i></p> <p><i>Emphasis in CYPS on making reception areas and staff responses child, young person and parent carer friendly via workforce development programme</i></p> <p><i>Drive by CCG to ensure meetings feel safe and welcoming, for example by offering choice of time and venue</i></p> <p><i>The Young Inspectors give advice to all services on making their environments and processes more welcoming</i></p> <p><i>Early Years services, including Portage, work in a person-centred way and support families during the early stages of their journey</i></p>	<p><i>Young people say they want all adults they encounter to be more genuinely interested in them, to smile and check how they are, and they want to be believed more</i></p> <p><i>Further work is required to ensure a young person only has to 'tell their story once' across Education, Health and Care so that young people feel the practitioners working with them know them and have taken the time to find out about them</i></p> <p><i>Parent carers say the extent of understanding and supportive practice within the area is variable, especially in larger schools, settings and organisations</i></p> <p><i>More time is needed for reflection and training to help bring about cultural change across Health organisations</i></p>	<p>10 Great</p> <p>6</p> <p>5 OK</p> <p>0 Not Great</p> 

NEXT STEPS

What needs to happen now?

- *Further embed a culture of Welcome and Care across the local area to ensure consistency; challenge remaining elitist approaches and support **all** practitioners to better understand where the power needs to lie when inviting children, young people and families to work in partnership with us*
- *Consider how large and complex organisations, including Health, can apply the Four Cornerstones: What are the workforce development needs? How can parent carers and young people also be involved?*
- *Better ensure that children and young people with SEND always feel welcomed in a friendly way, that adults show interest in them and that their views as equal partners are not only sought but also taken seriously, including at a strategic level*
- *Work together with children, young people and families on creating systems and processes that mean they only have to tell their story once*

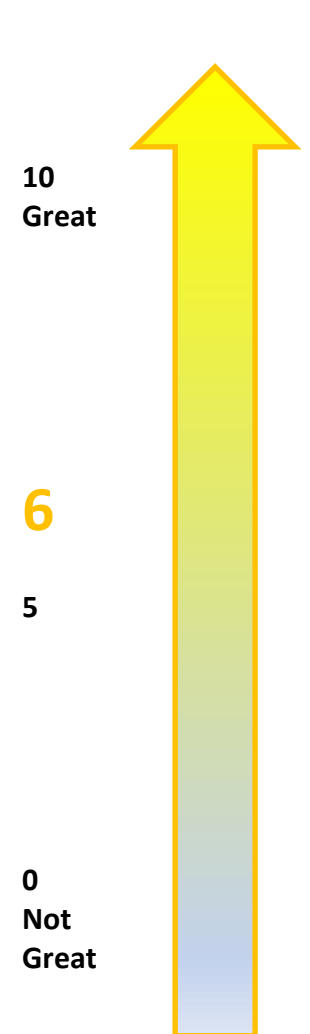
What will this involve?

- **Over the next 2 years individual service leads across Health, Education and Care will use the Quality Indicators framework to carry out a Four Cornerstones self-evaluation to review practice and create own action plans; there must be evidence of involving parent carers and children and young people in this exercise**
- **Set up a 2 year programme of workforce development to promote the Four Cornerstones across Inclusion, involving children and young people with SEND, and their parent carers, in co-constructing and co-delivering the programme**
- **Invite facilitators of groups involving children and young people with SEND to work together with their children and young people on how best to promote the message that they want to be welcomed as equal partners , they want to be believed and their ideas to feed into strategy**
- **Create a co-productive group that involves children, young people and parent carers working together on processes that mean they only have to tell their story once**

How will this be done in co-production?

- Individual services will be expected to involve parent carers, children and young people in their Cornerstone self-evaluations
- Parent carers and children and young people will be involved in co-constructing and co-delivering within the workforce development programme
- Children and young people with SEND involved in a range of groups will be invited to become involved in driving, creating, promoting and delivering the message that they want to feel welcomed, believed and make a difference
- A group of SEND partners including parent carers, children and young people will asked to come together to work on ‘telling your story once’

VALUE and INCLUDE

What should it feel like?	What's going well in [your local area name]...? <i>examples</i>	What could be better in [your local area name]...? <i>examples</i>	How are we doing?
<p>A 'can do' approach is the norm</p> <p>Decision making processes involve the people they are about, or affect</p> <p>Needs are identified early and involvement of all partners is welcomed at every stage</p> <p>Information about strengths and needs are shared, with permission, and with all who need to know</p> <p>Everyone tries to have the right knowledge, understanding and skills to respond constructively to different strengths and needs</p> <p>Responses to individual needs and changing circumstances are creative and flexible</p> <p>Everyone is involved in the development of policies, systems and values</p>	<p><i>SENDCo networks are helping educational providers to be more consistently inclusive</i></p> <p><i>The Autism Stakeholders group is a great example of parent carers and young people being involved as equal partners in highlighting and addressing issues</i></p> <p><i>Groups for young people with particular additional needs are highly valued</i></p> <p><i>The Voluntary Sector Consortium is a positive influence on the culture of partnership working involving the voluntary and community sector and statutory services, and is influencing Council practice in genuinely enabling children and young people's Voice to influence decision-making</i></p>	<p><i>A single point for consultation with children and young people with SEND would be helpful in enabling a more representative Voice</i></p> <p><i>Parent carers do not always have access to the individuals in settings who can make decisions (in some schools the SENDCo role seems to be purely administrative)</i></p> <p><i>Work needs to be ongoing to try and include ethnic minority groups and those with English as an additional language to have their voices heard</i></p> <p><i>There is a gap in provision for young people post nineteen who have not previously accessed Children's Social Care</i></p>	 <p>10 Great</p> <p>6</p> <p>5</p> <p>0 Not Great</p>

NEXT STEPS

What needs to happen now?

- *Find innovative ways of genuinely involving representative children and young people with SEND as equal strategic partners in ways that suit them*
- *Ensure that there is a consistent approach by school leaders in the area to actively involving SENDCos in decision-making at all levels*
- *Engage more families from minority ethnic groups when seeking feedback about SEND issues and ensure that these views are well represented*
- *Gather more information about the experiences and outcomes of young people with SEND post 19 who have not accessed social care as children to feed into strategy and practice*


What will this involve?

- **Ask the facilitators of groups that currently involve children and young people with SEND to meet together with the children and young people they support to explore innovative ways of empowering their voice in decisions that affect them at all levels, including through a single representative group; seek support from the Voluntary Sector Consortium in achieving this**
- **In partnership with the school improvement service, work with head teachers on developing the decision-making role of the SENDCo**
- **Support the Parent Carer Forum to extend its reach to parent carers from different ethnic minority backgrounds, targeting the views of these families when inviting feedback on consultations**
- **Commission the Educational Psychology Service to carry out a research project that will involve gathering quantitative data on the outcomes of young people with SEND post 19 who have not accessed social care as children, as well as qualitative information based on narrative interviewing; the conclusion will be brought to the Preparing for Adulthood Strategic Group to inform the changes needed**

How will this be done in co-production?

All the above actions rely on a partnership approach involving the facilitators of young people's groups and the young people themselves, the Voluntary Sector Consortium, the school improvement service and head teachers, the Parent Carer Forum and the Educational Psychology Service.

COMMUNICATE

What should it feel like?	What's going well in [your Local Area name]...? <i>examples</i>	What could be better in [your Local Area name]...? <i>examples</i>	How are we doing?
<p>Views and involvement are always sought</p> <p>Listening is calm and respectful</p> <p>Follow up responses are timely and constructive</p> <p>Time and space is made available to ensure everyone's voice is heard in a way that suits them</p> <p>Information is given in good time and in an accessible format, taking into account individual needs</p> <p>Language is positive and constructive</p> <p>Agreed actions are regularly reviewed and evaluated with all partners</p>	<p><i>It is recognised that young people need to be heard in a way that takes account of their needs</i></p> <p><i>Parent carers value practitioners who take the time to make personal contact; creative opportunities for communication build trust</i></p> <p><i>Families generally feel empowered to share their voice; be it positive or negative</i></p> <p><i>There is a growing culture of being open and honest about mistakes that have been made and being prepared to apologise: "We don't always get it right..."</i></p> <p><i>Sharing positive stories strengthens confidence, inspires and is often a catalyst for development</i></p> <p><i>The Local Offer has the potential to be a good source of information</i></p>	<p><i>Young people want more understanding from practitioners as to how they want to communicate</i></p> <p><i>Parent carers say that some essential information is still confusing, and this makes life even harder</i></p> <p><i>They also say crises could be averted if they were listened to in the first place; more work is needed to build trust</i></p> <p><i>The language practitioners use requires more work to address elitism</i></p> <p><i>The Local Offer should be developed through further consultation with parent carers and young people</i></p> <p><i>Information sharing across Education, Health and Care could be better</i></p> <p><i>More opportunities for inspiring events, bringing practitioners together with children, young people and families to share their stories</i></p>	<p>10 Great</p> <p>6</p> <p>5</p> <p>0 Not Great</p> 

NEXT STEPS

What needs to happen now?

- *Work with young people to find out how communication with them can better meet their needs, drawing upon national and local good practice*
- *Facilitate more events that involve children, young people and their parent carers, not only enabling people to share stories to feed into strategy and practice, but also providing opportunities for personal contact, building relationships and strengthening trust*
- *More training for practitioners on partnership working with children and young people with SEND and their parent carers, and the use of positive, accessible language*
- *Further consultation with children and young people with SEND and their families on the Local Offer*

What will this involve?

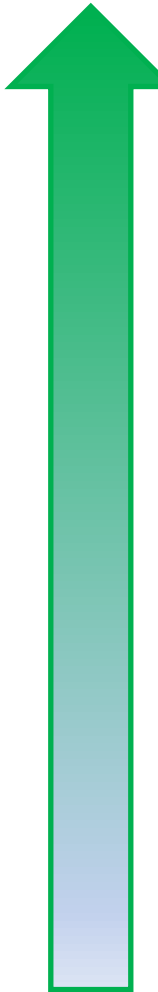
- **Ask the facilitators of groups that currently involve children and young people with SEND to discuss with them the kind of communication that works best for them, including gathering research examples of national best practice relating to communication with children and young people with different additional needs as well as local good practice; bring this together by creating a training package and guide for practitioners the young people have been involved as partners in developing**
- **Practitioners representing Education, Health and Care, including the voluntary and community sector, Children and Adult services, work in partnership with the Parent Carer Forum and young people's groups to hold events bringing partners together that provide opportunities for stories to be shared and discussions to take place focusing on key priorities**
- **Service managers across, and within, Education, Health and Care work together with Young Inspectors and the Parent Carer Forum to gather feedback from children and young people with SEND and their parent carers with regard to information being provided about services, accessibility of language and helpfulness, and make changes based on this feedback**
- **Set up a Local Offer steering group involving parent carers and young people that will meet regularly to further inform the content and format of the Local Offer on an ongoing basis**

How will this be done in co-production?

All the actions depend upon an equal partnership approach including:

- **Facilitators working with young people to enable them to have an equal voice by ensuring that communication works for them in their preferred way**
- **Bringing practitioners across sectors together with children, young people and families for open and friendly planning sessions and events that feed into policy and practice**

PARTNERSHIP

What should it feel like?	What's going well in [your local area name]... ? <i>examples</i>	What could be better in [your local area name] ...? <i>examples</i>	How are we doing?
<p>There are opportunities for all partners to feedback in order to improve everyone's experience</p> <p>Everyone is an equal partner and their contribution is valued</p> <p>Co-production and participation in individual and strategic decision making is actively encouraged</p> <p>Partners work well together to develop plans, set targets and create and deliver specific programmes</p>	<p><i>There is a desire to work in co-production with children, young people and families using the Four Cornerstones; investment in building trust is transforming the culture within the Council</i></p> <p><i>Parent carers are involved in all SEND strategic groups</i></p> <p><i>Key workers in some schools and settings have been pivotal to a child or young person's experience and outcomes</i></p> <p><i>There is better recognition of the vital role played by the Voluntary and Community Sector</i></p> <p><i>There are positive examples of services working well together well such as Education and Health's Autism Family Support Team - a response to a need for post-diagnostic support highlighted by parent carers and young people</i></p>	<p><i>There is recognition, "...there is still a long way to go..." and a need for better understanding, and implementation, of genuine co-production</i></p> <p><i>Young people would like practitioners to ensure strategies are in place so they can be included as much as they want to be</i></p> <p><i>More young people need a key worker who does their job well</i></p> <p><i>Some parent carers voice that Education, Health and Care (EHC) Plans are not always adhered to and that there is no one to oversee that the Plan is being implemented</i></p> <p><i>Preparing for Adulthood needs more development and young people, parents and carers need to be more involved</i></p>	<p>10 Great</p> <p>5</p> <p>0 Not Great</p> 

NEXT STEPS

What needs to happen now?

- *Involve parent carers and young people in co-creating and overseeing a Co-production Policy and Guide for services, schools and settings*
- *Involve more young people in decision-making by ensuring the right strategies are in place to secure their meaningful involvement*
- *Raise the profile of the key worker role with Head teachers and SENDCos*
- *Create an EHC Quality Assurance Group involving parent carers, young people and representatives from schools, settings and services*
- *Involve services across Education, Health and Care, Children and Adults, together with young people with SEND, their families, and the Voluntary and Community sector, in working together to identify key priorities for the local area and how to address them when it comes to Preparing for Adulthood*

What will this involve?

- **Young Inspectors, together with representatives from other young people's groups, the Parent Carer Forum and interested services, work together to co-produce a Co-production Policy and Guide that is distributed to services, schools and settings over a 2 year period alongside Four Cornerstones training**
- **Promote use of the Quality Indicators framework to evaluate practice when a project or piece of work advertises it has been co-produced**
- **Make the role of the key worker a rolling agenda item for the SENDCo network and Head teachers meetings this year, promoting case studies of good practice and the differences made to young people's experiences and outcomes through the Social, Emotional and Mental Health agenda**
- **Involve the Parent Carer Forum and Young Inspectors in joining EHC team and relevant service and school representatives to create an EHC Quality Assurance Group to devise systems and processes that evaluate implementation and feed back to the LA Quality and Performance Team**
- **Children and Adult Service leaders set up and facilitate Preparing for Adulthood strategic and operational groups that involve young people, parent carers, Education, Health, Care and the Voluntary and Community Sector, drawing upon lived experience and outcomes to identify key priorities and formulate a Preparing for Adulthood action plan**

How will this be done in co-production?

- The strategic and operational groups above will involve leaders across Education, Health, Care, Children and Adult Services, the Voluntary and Community Sector, parent carers and young people as equal partners
- The premise of each of the above next steps is to improve co-production using co-created guidance and processes as well as the Quality Indicators framework
- The managers and services facilitating these pieces of work will be expected to enable and model co-production through the processes involved

For further information and resources on co-production, please visit Contact's website at www.contact.org.uk, or email Contact's parent carer participation team at parent.participation@contact.org.uk.

To find out more about the work of Genuine Partnerships and the Four Cornerstones of Co-production visit www.genuinepartnerships.co.uk.



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