Rotherham Charter

Isles of Scilly
Whole Community Approach to Inclusion

3rd-5th April 2019

Genuine Partnerships working in partnership with Contact

Contents

Pages

Context

1. The Isles of Scilly

The Isles of Scilly is a group of islands situated twenty eight miles from the coast of Cornwall. The Council of the Isles of Scilly is one of only two in the country that is 'sui generis' which means it has a unique remit to deal with *all* aspects of the community's administration. However, the Council of the Isles of Scilly does not work in isolation when planning and delivering Education, Health and Care services for children and young people as it works closely with a variety of island and mainland based organisations. Collaborations include Cornwall Partnership NHS Foundation Trust, Cornwall and the Isles of Scilly Health and Social Care Partnership, Cornwall and the Isles of Scilly Safeguarding Children Partnership and The Leading Edge Academies multi-academy trust (MAT). Isles of Scilly and mainland private, voluntary and community partners also have a key role to play and the Parent Carer Group is becoming a strong voice on the islands when it comes to inclusion.

2. National Alliance for Partnership Working

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. Co-production involves children, young people, families, practitioners and partners working jointly together in an equal and reciprocal relationship. It enables genuine participation in decision-making.

The National Alliance for Partnership Working recognises the need for a shared approach to inclusion and partnership working to help Local Areas establish and embed recognisably good co-production and inclusive practice. This will ensure that families, parent carers, children and young people are fully involved in the individual and strategic decisions that affect their lives. The development of the Alliance and its aims are supported by the Department for Education (DfE) and the Department of Health (DH). Within Health, co-production at an individual and collective level is a cornerstone of the Health and Social Care Act (2012) and the NHS Constitution (2015).

The Alliance has agreed terms of reference signed up to by the following organisations:

- The National Development Team for Inclusion (NDTi)
- The National Network of Parent Carer Forums (NNPCF)
- Leicester City Local Authority
- NHS England (NHSE)

- Rotherham Parent Carers Forum
- Genuine Partnerships
- Rotherham MBC
- The Council for Disabled Children (CDC)
- Preparing for Adulthood
- Contact
- Mott MacDonald
- Kids

The purpose of the Alliance

The purpose of the Alliance is to ensure there is a nationally agreed framework, process and principles for whole area inclusive practice, co-production and participation that can be used in partnership by all stakeholders in each Local Area in England.

The Alliance intends to achieve its purpose by promoting the use and understanding of the Cornerstones of Inclusive Practice and Co-production. The Cornerstones were developed as a Charter by Rotherham parent carers, young people and families through Alliance member Genuine Partnerships.

The four Cornerstones of Inclusive Practice and Co-production are:

WELCOME AND CARE

VALUE AND INCLUDE

COMMUNICATE

WORK IN PARTNERSHIP

Developing and nurturing each of these to build

TRUST

The Alliance sees the Cornerstones as a common language of inclusive practice and co-production that will support Local Areas to develop their own locally agreed and understood approach to inclusion and partnership working.

The Alliance hopes that a common framework that is recognised and supported by a wide range of reform partners will help develop a shared level of expectation to which all Local Area partners can aspire.

Developing locally agreed approaches to inclusive practice and partnership working which are based on nationally recognised models of good practice will mean that local reform partners can offer consistency of values, approach, language and communication, engagement and co-production across all services informed by evidence from their Local Area.

2. **Genuine Partnerships** is a friendly, Rotherham-based team, made up of skilled practitioners, parent carers and young people with a diverse range of experiences, which models and inspires inclusive practice and co-production. Using the Rotherham Charter as a foundation, the team's unique packages of support, training and tools are incorporated into an appreciative inquiry approach. This means the team builds upon and celebrates good practice, and promotes the meaningful involvement of parent carers, children and young people in decisions that affect them at individual, organisational and strategic levels.

Genuine Partnerships works with schools, settings, Education, Health and Care services. In June 2016 the team began working nationally and was invited to contribute to the National Alliance for Partnership Working.

3. **Contact (formerly Contact a Family)** is a family-focused charity covering all four nations that supports families with disabled children whatever their disability or health condition. Support is offered via national and regional teams and includes: publications; a Freephone helpline (including specialist benefits and education advice); website and SENDirect*; information on rare conditions and medical information; linking families with other families, and with support groups; parent and practitioner workshops and information sessions; hospital and hospices, and early years work.

Contact is the DfE's contracted partner and has been supporting the development of parent carer forums and co-production since 2008. Contact coordinates the Alliance, which is a tangible opportunity to develop national standards for co-production based on the principles of Rotherham's Charter model.

* SEND - Special Educational Needs and Disabilities

A Whole Community Approach to Inclusion on the Isles of Scilly

This report has been produced for the Isles of Scilly community by Genuine Partnerships. Genuine Partnerships is a partner of Contact (formerly Contact a Family) and promotes inclusive practice and co-production on behalf of the National Alliance for Partnership Working.

Jointly commissioned by the Isles Scilly Director of Children's Services and the Coordinator for the Isles of Scilly Parent Carer Group, this project has brought together key representatives from Education, Health, Care from the Isles of Scilly, the mainland and the wider community, including parent carers, children and young people. By drawing upon each partner's story or narrative as an equal partner when it comes to inclusive practice, and focusing upon strengths and skills, the intention is to establish a whole Isles of Scilly community approach to inclusion that places the experience of the children and young people of Scilly at the heart of all that happens on the islands

.
It is hoped that an outcome of the project will be a whole community Isles of Scilly Inclusion Charter and the embedding of the Family Hub.

Isles of Scilly facilitators and planning team:
Tracy Smith Coordinator of the Isles of Scilly Parent and Carer Group
Aisling Khan Director of Children's Services, Council of the Isles of Scilly (CIOS)
Helen McGuiness SEND and Inclusion Lead (CIOS)

Representing Genuine Partnerships:
Claire Whiting Genuine Partnerships Co-Strategic Lead, Educational Psychologist (Area Specialist), Rotherham Metropolitan Borough Council (RMBC), National Alliance for Partnership Working
Jayne Fitzgerald Genuine Partnerships Co-Strategic Lead, Strategic Lead Rotherham Parent Carers Forum and member, National Alliance for Partnership Working
Amanda Moreman Genuine Partnerships Implementation Team and Strategic Management Group, Chair Rotherham Parent Carers Forum and member
Holly Clarke Genuine Partnerships Implementation Team and young person member of Rotherham Parent Carers Forum
Kayleigh Harrison Genuine Partnerships Implementation Team and Strategic Management Group, Rotherham Parent Carers Forum Participation Coordinator and member
Jill Adams Genuine Partnerships Implementation Team and Strategic Management Group, RMBC Learning Support Service Teacher

Representing the Isles of Scilly community:
(please note that several of the individuals referred to below are represented in more than one group)

Children and young People *7 children and young people with SEND across the primary and secondary age range, including one off-island child, were interviewed as a group (five of these children and young people have an Education, Health and Care [EHC] plan); we also interviewed 2 siblings of children and young people with SEND and we had brief informal discussions with the 2 children who acted as tour guides during our visit to the Five Islands Academy on St Mary's, and with the children attending Tresco and Bryher Primary School*

Parent Carers *Two focus group interviews were carried out involving 5 off-island parent carers, 3 of whom have children with SEND, joined in one interview by a parent of a young person with SEND from St. Mary's; a foster carer living on St. Mary's was also interviewed and 10 parent carers attended at least one of the two evening workshops including the Coordinator and two Co-chairs from the Isles of Scilly Parent Carer Group; additional informal conversations took place with the Parent Carer Group Cooordinator*

Schools and Settings *8 practitioners from the Five Islands Academy attended at least one evening workshop including the head teacher, SENDCo (Special Educational Needs Coordinator), trainee SENDCo and Year Six lead, careers teacher/librarian, teacher/Thrive practitioner, teacher/out of school sports activities, family support worker and boarding house parent; an informal discussion also took place with the head teacher and trainee SENDCo during the visit to the school and with the teacher and base lead at Tresco and Bryher Primary School*

Education and Care Services CIOS *20 practitioners and/or elected members attended at least one evening workshop including Lead Member for Children & Young People (Children's Trust Board), Vice Chair of the Children's Trust Board, the Director of Children's Services, Children's Social Worker and Head of Service (Family Hub), SEND and Inclusion Lead, Children's Services Assistant, Early Years Lead, Early Help Coordinator/Sibling Carer Support Worker, Post 16 Supported Internship Coordinator (Cornwall and IOS), Adult Social Care Manager, Post 16 Pastoral Care Worker, SENDIASS* Coordinator (Cornwall and IOS), two new post-holders for CIOS Information & Advice, Children's Activities Assistant/ Youth Hub, Youth Hub Assistant, Inclusion Worker, Move Scilly Project Manager (CIOS and Sport England); the Vocational Learning Co-ordinator (remit for NEET and SEND young people up to 25) was interviewed separately and additional informal conversations took place with the Post 16 Supported Internship Coordinator, Director of Children's Services and SEND and Inclusion Lead*

Health Services *6 practitioners attended at least one evening workshop including Kernow CCG** Commissioner for Children and Young People's Services, Area Manager for School Nursing and Health Visitor Team (Cornwall Council), Director of Nursing for Gynaecology, Sexual Health and Child Health (Royal Cornwall Hospital Trust) and another representative of Royal Cornwall Hospital Trust, dentist, school nurse/health visitor (Cornwall Council), community mental health nurse, 2 representatives from Healthwatch including a Children's Trust Board member and participation lead; an additional informal conversation took place with the Kernow CCG Commissioner for Children and Young People's Services*

Wider community *4 representatives including a childminder, judo club facilitator, Brownies leader (Guiding Association) and community police sergeant(Devon and Cornwall Constabulary)*

*SENDIASS – Special Educational Needs Education, Advice and Support Service
**CCG – Clinical Commissioning Group

The Process

An Appreciative Inquiry

Genuine Partnerships projects are purposefully grounded in appreciative inquiry. An appreciative inquiry is an optimistic, strength-based model that supports organisational change and involves people in communities talking and working together towards common hopes and dreams.

Key features of the Isles of Scilly process

- Two research interviews drawing upon narrative approaches involving small groups of parent carers from the off-islands and one parent carer from St. Mary's; included separately are the narratives of three practitioners who also contributed to these interviews
- Interview with a foster carer from St. Mary's
- A focus group with children and young people with SEND, five of whom are in receipt of EHC Plans, who attend the Five Islands Academy on St. Mary's, including one off-island child
- An interview with two young people who are siblings of children/young people with SEND living on Scilly
- Informal discussion with 2 children who gave us a tour of the Five Island Academy on St. Mary's
- Informal interview with the head teacher of Five Islands Academy and the new SENDCo
- Visit to Tresco and Bryher Primary School and informal discussions with staff and children
- Visit to the police station on St. Mary's and team feedback about their experience on the islands
- Two evening workshops involving all key SEND partners:
  - A presentation and whole community activities modelling inclusion and co-production
  - Isles of Scilly co-productive action-planning activity thinking about inclusion: Hopes and Dreams, What is going well? What could be even better?
- Feedback report to support next steps for a whole community approach to inclusion on the Isles of Scilly

Use of a systemic, critical narrative approach

Within narrative practice there is an understanding that as they try to understand their own lives, and the lives of others, people tell stories (narratives) to express meaning. These stories change over time and they are collaborative. They are co-constructed with other people.

This approach is systemic because it focuses on relationships within whole systems like families, organisations and communities. It is also critical, because power imbalances are acknowledged and adjusted so that all voices can be heard equally. Different versions of the same event are validated, blame is removed and relationships can be strengthened.

By applying a systemic, critical narrative approach the Genuine Partnerships team deliberately prioritises the voices of children and young people and their parents and carers.

The use of group interviews as part of the process enables individuals likely to have common agendas to share their stories. Ground-rules are established at the beginning to ensure participants feel they are in a safe, supportive space in which they might voice the 'not yet said'. Questions are purposefully open and, to avoid assumptions being made, the agenda of the participant leads the way: In terms of the Four Cornerstones of Co-production, What is going well for you on Isles of Scilly? What could be even better? The voice of the researcher is acknowledged in informing the new narratives co-created.

What are the narratives behind a whole community approach to inclusion on the Isles of Scilly?

Introduction

This work aims to provide build on the strong foundations, and will, that exist on the Isles of Scilly, and within established partnerships, in order to promote a whole community approach to inclusion that will transform the experiences of, and outcomes for, Isles of Scilly children and young people with SEND and their families. By involving children, young people, parent carers and community representatives as well as key practitioners from Education, Health and Care services from Scilly and the mainland it should be possible to create an ongoing dialogue through which a community approach to inclusive practice will become more embedded as a way of life. Further collaboration will always be needed to carry the momentum forward, as well as the continuation of the current commitment from strategic leaders to genuinely invest in this way of working.

Isles of Scilly Hopes and Dreams (Working Wall) summary:

Being valued as an equal partner

*Safe, clear, transparent, pro-active and responsive **communication**, involving all partners*

Reducing isolation by creatively enabling **everyone's** inclusion and involvement

Positive, <u>caring</u> experiences that lead to better outcomes

Making <u>co-production</u> a reality

Preparing for Adulthood/Transitions <u>post 16</u>

Whole community approach to support and empowerment

Resources for the islands to enable

<u>greater independence</u>

Community Hopes and Dreams: thoughts expressed

***Reducing isolation** by creatively enabling **everyone's** inclusion and involvement*

People to have somebody to talk to

Respite opportunities that kids and families would actually want

Opportunities for local children and young people to flourish in a way that works for them

A "place" for young people – using their energy!

There are activities for all abilities – everyone is included

Young people feel included in all activities

Genuinely inclusive practice in school – including trips, where all children are considered, not add-ons

Up to date advanced technology to enable our SEN children to be fully included in school

For there to be consistency of provision for children to have their needs met properly at school

Including dads in children's sessions, listening to them and engaging with them

Judo-club inclusive

Cadets – gives young people a framework

Lazer tag and nerf battle weekend – all sessions a great success

More options for mainland contact eg sports trips

Being valued as an equal partner

Being valued as a partner on the islands

Parents should be known as experts of their children

All practitioners treat others as equals

Everyone treated as equal

Valuing parenting expertise

Safe, clear, transparent, pro-active and responsive <u>communication</u>, involving all partners

Create an environment where people can feel able to express their needs and fears openly, knowing we will understand

Hearing the young people's voice

Child/young person's voice becomes the driving force behind the help and support we give

Listening but **hearing**

Checking in with families even if it seems all is fine!

Being open and honest and upfront

All parents, children and young people have a voice in their journey through school etc and don't feel that things are done to them

Improving communication with school

Clear lines of responsibility between practitioners – everybody knowing what everyone else can offer

Clarity of the roles of practitioners

Clear sign-posting to services

Positive, <u>caring</u> experiences that lead to better outcomes

Positive experience and outcomes for children

People having fun – happy – positive learning experience

Empathy

Respect one another

DRs/nurses show patience and care with my son with SPD/autistic traits. Takes time to go at his pace.

Making <u>co-production</u> a reality

Everyone feels that co-production/partnership working is a reality that can happen, and not an ideal

Willingness to take things forward

Collaborative thinking

An annual meeting like this to keep the momentum of Genuine Partnerships moving

Preparing for Adulthood/Transitions <u>post 16</u>

New opportunities for children and young people in adulthood

Opportunities for young adults that can't attend FE on the mainland

More post 16 options available here on Scilly so not all children have to go away at 16

Sheltered housing for adults with special needs

Sheltered housing for young adults to leave home but remain on island and independent

Post 16 – reviewing local options and services

More local opportunities and training for young people post 16

Mainland accommodation post-16: helping with preparation on living with people/families they don't know

Support if things go wrong post-16

<u>Whole community approach</u> to support and empowerment

To have a resilient, positive community

Families feeling confident and supported by services – empowers them

Practitioners having a good knowledge of services

Training for group leaders to improve awareness

Effective SEND strategy, group delivery and strong outcomes

An outstanding service for all children on Scilly

Remove personal ambitions, replace with consultation, empower change

Resources for the islands to enable <u>greater independence</u>

Increased support/resources for young people/teens with additional needs on IOS

Having GP here

Training opportunities

On-island access to advice and support for young people

Increased number of inclusion workers for our children

More Health expertise to support self-help and increase ability to meet need

New appointment in team

More support for childcare providers working with children under 3 (my experience is that funding and additional support only comes when a child reaches the age of receiving funded sessions, providers are expected to cope without additional funding for children with SEND)

Isles of Scilly Narratives

The narratives presented below are organised under the four Cornerstones of Inclusive Practice and Co-production headings. Priority has been given to the voices of the children and young people and parent carers. Their words and the key narratives co-constructed over the course of the three days of our visit shape the structure of the feedback.

It is important to recognise that this feedback provides only a few of the many narratives that potentially exist on the Isles of Scilly. It is inevitable that perspectives will differ, and likely that not everybody will be aware of all the developments and activities taking place. Honest, open communication is a key feature of co-production; it proves that people are listening, and that every voice matters. These narratives should provide a starting point for further discussion and the strengthening of relationships. Continuing to work together as a community will create a positive climate for resolving any differences.

Please see the Appendix for all the narratives in detail, including transcribed quotes.

WELCOME AND CARE Every single member of the Genuine Partnerships team was touched by the warm and friendly welcome we received; the acceptance, genuine care and helpfulness of every islander we met to nurture and involve us; the trust that exists between people and the generous community spirit.

CHILDREN/YOUNG PEOPLE: *"The best thing about school is lunch, so that I can see all my friends";" I've made some new friends…I like to do that, I like making new friends"*

PARENT CARERS: *"They look after the small ones, the bigger ones take responsibility; they know how to behave around children of other ages"*

PRACTITIONER: *"Everybody does want to find solutions to things…there's a lot of very good intentions"*

Going well

☺ Practitioners have a positive approach and there is a will to improve when it comes to inclusion as a community

☺ Some new parents say their experience of ante-natal care has been positive

☺ Families from all the islands are welcomed to 'Stay and Play' sessions on St. Mary's for younger children' and the sessions include new babies

☺ Both schools we visited were welcoming, and open to our visit… "…it was clear that the children felt very happy in school and well looked after…all the children seemed to know so much about each other and they were really kind and very happy" (team member reporting on visit to Tresco and Bryher Primary School)

☺ One primary aged child told us how much he likes his off-island school

☺ At the off-island schools the age of children in the class can range from four to eleven, which encourages children to look after each other; the culture is kind

☺ The Reception area at the Five Islands Academy on St. Mary's feels bright, welcoming and airy: during our visit the school was quiet and calm despite it being a collaboration day and the end of term; all the children and young people we met behaved in a very orderly manner and were extremely helpful and polite

☺ There is ongoing work taking place to ensure children coming from the off-islands to the Five Island Academy feel welcome, for example coat pegs with names of St. Mary's children on them have been removed

☺ Some children and young people who are new at the school get looked after by other children and young people

☺ Several children with SEND mentioned that they enjoy break-times and lunchtimes; although there is a communal space for play-time at the St. Mary's site each primary phase also has its own play area

☺ Some children and young people have made new friends at school

☺ Other children and young people can be accepting and supportive

Going well continued

☺ There is a drive for school staff to make stronger connections with the children, young people and their families and some individual practitioners have made a significantly positive difference to their inclusion and wellbeing; investing in strong relationships has been pivotal to this

☺ For some islanders, the practical challenges for their children and young people on the islands are viewed positively [almost like an adventure/character building]

☺ The islands are an ideal natural restorative environment

Could be even better

- Ante-natal care can be inconsistent because of the small number of families expecting babies at the same time
- Some children and young people with SEND find the experience of being at school stressful
- Off-island parent carers, especially when they have children with SEND and/or other additional needs, have anxieties about their children being away from their family during the week to attend secondary school on St. Mary's, especially because it is felt experience of children with SEND at the boarding house might be limited
- For some off-island young people, the culture at secondary school can feel less welcoming than at their small primary school, perhaps because the children at St. Marys have a through primary-secondary school and established relationships. It can be even more difficult for children and young people with SEND and/or additional needs
- Some parent carers feel there needs to be a more pro-active approach at break-times to ensure an inclusive culture outside lesson time, and that there should be more support at these times for those children and young people with SEND/additional needs
- Some children and young people feel the lunch area and school bell is too loud
- It is perceived that some young people's needs are not always recognised or identified, making it very difficult for them to access support post 16
- The experiences of some young people post-16 having to leave their families have been stressful and traumatic; this has impacted on their wellbeing and mental health and the move away has not always successful, yet having to come back to Scilly can make them feel as though they have failed

VALUE AND INCLUDE There is an undoubted will to include and support all members of the Isles of Scilly community, and visitors to the islands, and for the community to work together to overcome some of the barriers to inclusion that might exist for individuals.

CHILDREN/YOUNG PEOPLE: *"I looked out for him, making sure that people weren't saying stuff about him…it's been fine to be honest"*

PARENT CARERS: *"…he hadn't started talking until he was ten and he was really behind, I mean dreadfully behind, and I'd spent a lot of time with him…and he went to school and…they were looking after him, completely and utterly"*

PRACTITIONER: *"…and because it's so safe here, he could get himself to school by himself and his parents couldn't believe it"*

Going well

☺ Boats are funded for off-island families to go to 'Stay and Play' sessions on St. Mary's and there is additional support provided when needed

☺ There is commitment from key staff at the Five islands Academy to promoting child-centred, inclusive practice that embraces holistic values and an outward looking approach to wellbeing and identity

☺ The newly appointed SENDCo lives on the islands and already knows the children and young people with SEND well; she has a positive relationship with most of their parent carers, which has been reassuring

☺ The head teacher and new SENDCo feel it is important to learn from the children, young people and their parent carers; the SENDCo intends to go into classes more in order to learn more about the experience of the children and young people with SEND: "…this can be more important than any course."

☺ Transition planning for off-island children with SEND going to St Mary's can start early and feel positive for parent carers; the new house parents at Mundesley have been pro-active in supporting and reassuring children with SEND and their families to help prepare for the transition

☺ The Friday collaboration days at the secondary school that include children from the off-islands from Year Three upwards help many primary age off-island children to feel more confident about their transition; some of the children and young people with SEND like these days; they are supported by a key named adult

☺ There is a will to celebrate positivity after a difficult period for the Five Islands Academy; the children and young people appreciate being rewarded for their positive behaviour and achievements

☺ Children and young people at school are generally accepting of some other children and young people with SEND and some will try to protect them

Going well contd

☺ The young people talk about looking out for their siblings with SEND when they are/were at school but feel this is not too big a responsibility

☺ The smaller classes in school can provide a safe environment for children and young people with sensory and other needs and the high adult/pupil ratio in all the schools enables many to thrive

☺ Adjustments are made for some children and young people who need a different approach, type of lesson or environment

☺ When individual support and adjustments are responsive to children and young people's individual needs it makes a positive difference to their experience and increases parent carer confidence; when there is support and understanding for children and young people with SEND at school it helps everybody at home

☺ Several children and young people enjoy the fun activities included in some of their curriculum and lessons at school, for example they like having animals in school and going on trips; at the Five Islands Academy on St. Mary's there seem to be a range of facilities and wealth of activities to suit most interests, for example all the secondary age children have i-pads, which also helps if they are unable to get to school because of the weather

☺ Homework for primary aged children is flexible and involves making resources available to enable creativity and choice; secondary aged young people with SEND are not expected to complete work at home

☺ Planning for post-16 transitions and pathways is improving

☺ Some off-islanders feel strongly that they have acceptance of difference, which has helped young people returning home when they have struggled with education on the mainland; they feel proud that some of the young people who have returned to the islands early have gone on to achieve incredible things

☺ Most of the children and young people with SEND we met had the confidence and positive sense of identity to be able to talk to us about their interests and many strengths

Could be even better

- Some children and young people do not seem to receive the support they need and/or their parent carers feel they have to battle for it; some children need more consistent support in order to build stronger relationships with the people supporting them
- The workforce is small so experiences depend heavily on the approach of individual practitioners
- Some staff, children and young people, and their families, experienced a sense of bereavement when the Five Islands school received an inadequate Ofsted rating in 2016 and was then academised, and this legacy is still impacting upon some individuals; having only one primary school per island and one secondary school for all the islands puts more pressure on the schools to be inclusive because families have no other options
- Some practitioners feel there is a lot more to do in terms of personalisation, and that a lot of the barriers boil down to money
- Individual support for children and young people often seems to be tied to an EHC plan and several parent carers are critical of their child or young person's plan, implementation and wider assessment processes
- Parent carers within the community may experience a range of concerns about their children or young people which have a commonality; the provision of universal, accessible training could ease a lot of these
- Whether or not children and young people are accepting of other children and young people with SEND can depend on the need that they have
- Mental health issues for young people can be a difficult experience anywhere, but especially on Scilly
- Although in principle a good idea, collaboration days at the secondary school can be difficult for some children with SEND from the off-islands *and* St. Mary's; the inconsistency can add to their stress and anxiety
- Children and young people in secondary do not experience anything different on collaboration days
- Not all the children and young people with SEND like all of their curriculum or feel how it fits together makes sense to them; several would like to have more fun, active and outdoor experiences
- Not all parent carers want to join the Parent Carers Group at the moment
- Having no post-16 education on Scilly can be a real logistical challenge for everybody in the community in terms of identifying and facilitating next steps
- Some families continue to be anxious about their young person's transition post-16 and feel the impact on wellbeing can be significant, especially if their young person also has SEND

COMMUNICATE The Genuine Partnerships team appreciated the relaxed and friendly greetings from the Isles of Scilly team as well as the smiles and helpfulness of islanders we met; underpinning this we valued the regular emails and phone calls in preparation for our arrival and the meticulous itinerary, which detailed exactly what to expect.

CHILDREN/YOUNG PEOPLE: *"I know we had restorative justice come in a while back and that's all about acceptance and stuff like that"*

PARENT CARERS: *"I would probably consider myself quite lucky in that we have a very small school here...the communicate bit is probably easier than it is in other places"*

PRACTITIONER: *"People are talking better, just on Scilly, amongst themselves, so I will get referrals from social workers I wouldn't have got before...we're literally all in the same building. Something as simple as that makes an enormous difference..."*

Going well

☺ The community is small, especially on the off-islands, so families and practitioners have friendships and relationships with each other which can make communication easier

☺ There has been positive feedback from the community since the new Five Islands Academy head came into post; she wants to be open to finding out if she is not getting things quite right

☺ Children and young people's voice is valued; it is felt that some members of staff in school are really good at listening and responding to children and young people, for example at the Tresco and Bryher Primary School the teacher skilfully used open questions to enable the children to share their views

☺ Screens in Reception and other areas at the Five Islands school on St. Mary's provide in a very clear way information about what will be happening

☺ The website provides an extensive list of clubs and extra-curricular activities, who they are for, times and when they take place; they can be accessed by children and young people from all the islands

☺ There are cheerful and informative weekly newsletters from the Five Islands Academy which also celebrate children and young people's achievements; these can be accessed on-line through the website, and there are regular tweets

☺ There has been some awareness-raising in school to help greater understanding of SEND issues

☺ Post-16 options have been discussed with some of the primary and secondary school aged children and young people and some talk confidently about their plans; if post-16 provision on Scilly was available it may not make a difference to decisions for some of the young people

Going well contd

☺ Some young people post 16 choose their school or college because of family connections; offering choices is important in establishing trust with older young people
☺ Communication is improving with post-16 providers on the mainland

Could be even better

- The community is small, especially on the off-islands, so families and practitioners have relationships with each other which can be a barrier to people feeling able to raise issues that need to be addressed
- Parents can feel isolated if it is not obvious who to ask for help and the support needed, and the small numbers means there is not always an accessible network of parent carers
- Communication can also be affected by differences in practice, indicating that good communication is not necessarily embedded in all systems; lack of confidence in the person with whom a family is expected to communicate can feel particularly isolating
- There does not appear to be consistent passing-on of information to ensure services are in place when families move to the islands
- Some of the children and young people at school need clearer communication that suits them about what to expect in their day/week
- Parent carers are not always clear how their child feels about the collaboration days
- Whether or not teachers listen to what children and young people are saying can be inconsistent
- There needs to be even more awareness-raising of SEND so that the whole (school) community has greater understanding and takes action
- Children and young people could be asked more about practical things they want to use, and do, when activities are being planned
- Communication about the sibling group and other activities that include children and young people could be improved
- Some secondary school children are not wanting to think about their post-16 options yet, possibly because it causes them some anxiety
- There is uncertainty about how support continues post-16

WORK IN PARTNERSHIP From the start, we sensed partnership with the Isles of Scilly embracing us; the exchange of gifts and human connections we made encouraged us to feel that we were embarking on this community inclusion journey together.

YOUNG PEOPLE: *"…it gives you a choice of what you actually could do in these jobs."*
CHILDREN/YOUNG PEOPLE: *"They do like activities, so we all get to chat, become friends, look out for each other…"*
PARENT CARERS: *"They told me they've actually amended their protocols. That's great. I was very impressed with that"*
PRACTITIONER: *"…some go and board at a school that might be near to family…but then at least they have a support network"*

Going well

☺ Pregnancy, birth and post-natal health services can work well together

☺ The schools have good partnership working with local childminders

☺ There is evidence that the community has considered the needs of children and young people with disabilities; island practitioners are starting to work together more and co-location helps

☺ Areas in the schools reflect the natural environment and community in which they are situated

☺ Families want to work with others to help prepare their children and young people for their next stages, even when they know there will be challenges

☺ The head teacher of the Five Islands Academy meets regularly with representatives from the Parent Carer Group

☺ On some of the off-island schools a family approach is adopted and choice, democracy and co-operation is really encouraged and embedded

☺ Children and young people across the islands love being given responsibilities

☺ Activities in the community they can access are important to most of the children and young people; many activities that take place at the school also involve the whole community

☺ The Parent Carer Group facilitates activities for families to do together and young people are interested in the new inflatable outdoor cinema

☺ There is an inclusive sibling group run by the Council for all the siblings of children and young people with SEND which the young people appreciate when activities they like to do are run

☺ Parent carers comment that several mainland services offer good support

Going well contd

☺ The role of the Vocational Learning Co-ordinator based on Scilly is valued, and expands to suit the individual needs of young people and their families; it is felt this role should continue if funding runs out

☺ The new role of the Post 16 Supported Internships Coordinator across Cornwall and the Isles of Scilly is also viewed as helpful

☺ There is a desire to think creatively to explore and invest in what can be done to improve young people's experiences post 16 and ensure they all have the support and provision they need

☺ Some local post 16 opportunities do exist

☺ Various changes to processes have been based on feedback from parent carers, for example the appointment of a new SENDCo based on the islands; this is helping to cultivate trust

Could be even better

- A wider understanding of SEND and additional needs by the community as a whole
- Living within this tight-knit community, staff can feel under scrutiny at a personal as well as professional level, which might sometimes impact on their wellbeing and level of anxiety
- It would be helpful if practitioners could consistently work in partnership *with* children, young people and their parent carers to ensure the child or young person is supported in the right way with their particular individual needs: children, young people and their families therefore need to be involved in all planning and reviews in a way that suits them best
- There can be over-reliance on families to support children and young people with additional needs when they are struggling
- The children and young people from the off-islands and the children and young people from St. Mary's do not always find it easy to forge strong friendships and relationships
- Experience of Children's Services is different for an off-islander; there can be more challenges
- Sometimes people in critical posts such as the SENDCo have been based on the mainland
- Opportunities to see other parents and carers who have similar experiences are very limited on Scilly, which can foster anxiety and isolation
- There is less partnership with mainstream sixth forms on the mainland
- At the moment there is nobody from the post 16 providers or colleges based on Scilly with whom the young people can make relationships

Isles of Scilly Community Inclusion Action Planning Activity

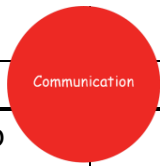(stars were placed next to key points and agreed priorities)

Welcome and Care

Going well	Could be even better
✓ People are willing ⭐	→ Are we really providing services that meet individual needs? ⭐⭐⭐
✓ There is a commitment to provide services ⭐	→ Recognising the impact that excluding people has on them – not all people feel included, don't make assumptions ⭐⭐⭐
✓ People are welcoming	→ Tailor services to service user's needs, not what we think should be provided ⭐⭐⭐
✓ It is definitely welcoming and open	→ How to be person-centred ⭐
✓ People view Scilly as an inclusive community??	→ Walk-the-walk, don't just talk-the-talk ⭐
✓ The way children play together, mixed years and ages, inclusion in action	→ The PCG to widen their reach and raise their profile in the community with all families
✓ When services are available	→ People don't always know what is available – there needs to be more communication
✓ Mainland services engage well with families	→ Thinking about different ways of communicating to suit need
✓ There is a good CPG (Parent Carer Group) that provides lots of good information	→ Be mindful not everyone accesses information on the internet, the Local Offer should not only be on-line
✓ Meet and greet at the gate at the start of the school day helps parents and children feel welcomed and cared for	→ Develop the Family Hub
✓ Safeguarding and involving all the community in keeping people safe	→ It would be good to have wider participation from parents in on-line safety/CSE sessions etc
✓ Having lots of public awareness campaigns about safety	→ Keeping in touch, checking in, regular reviews
✓ There are safety sessions with the police in school	→ The Health Centre is not attractive for children, the waiting room is open and awkward, you sit round staring at people wondering what's wrong with them! Reception is very open so everyone can hear what you're saying. There is nothing inspiring or calming for children
✓ Community Safety Partnership	
✓ Concept of person-centred planning	
✓ At the school staff are trained in Thrive and trauma-informed practice	
✓ Restorative justice is implemented in school	
✓ There are Citizenship sessions in school	→ Bring the report and some young people it's intended for to the Children's Trust
✓ People look out for each other	
✓ Dental care has improved	
✓ The library welcomes and cares really well, there are lots of events to draw people in	

Welcome and Care

meeting
→ Get their voices heard
→ Send communications to all relevant parents, secondary parents weren't told about the Genuine Partnerships Academy visit
→ IOS to learn from other agencies about engagement, including families

Going well	**Value and Include**	Could be even better

Going well

✓ There is a desire to value and include and we are open to new ideas
✓ Really strong values, lived and meant
✓ Commissioning services focus on making sure services are being delivered and front line staff get on with the job
✓ There are skilled, experienced staff available to all islands
✓ There are strong partnerships
✓ There are strong advocates for children
✓ The Parent Carer Group is becoming busier, more valued and included
✓ Care is person-centred
✓ Make the effort to include all children eg on trips
✓ Service user participation
✓ The voice of the child in CIN (Child in Need) and EHC plan reviews are heard
✓ The desire to include the child is there and especially in school
✓ Student Council/Children's Trust Board
✓ There are inclusion available activities for all children
✓ Brownies – fully inclusive and great flexibility for each child

Could be even better

→ Real understanding of the needs ('touch paper' moments) and an analysis of what is available/needed ⭐
→ We need to get feedback from local families as to how well services are being provided and could be improved; mainland strategic managers need a mechanism to get feedback, and Health managers need to listen to their frontline staff more ⭐
→ Use Healthwatch as a mechanism for complaints and praise BUT strategic managers need to hear it and learn from it, they don't otherwise get feedback therefore they need to show they want to make a difference. We need people to be open and honest. In the Health service for Cornwall and IOS, sometimes IOS get forgotten so need to ensure IOS are heard, valued and included. Just ask people, 'What would work for you? How would you like/What would you want out of a service?' Can't always offer everything but we can aim to tailor service provision more to meet the needs of that person ⭐
→ Keep asking questions ⭐
→ Include off-islands – feel isolated and not included ⭐
→ A more flexible, child-centred approach; keep children at the centre ⭐
→ Community understanding of wider

Value and Include

inclusion
→ "Induction" to Scilly
→ Adults to see what children can do rather than can't do
→ Look for solutions not barriers
→ Better use of funds – targeted and available where they have an impact rather than 'blanket' payments
→ An inclusion worker is needed to give parents some respite and help them recharge batteries
→ Better inclusion in Guides
→ More activities for all abilities
→ Post-16 opportunities to be equal to all, – ask the young people
→ Opportunities for older young people

Communication with Community

⟷

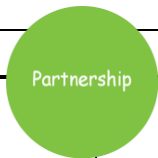**Communication**

Going well	Could be even better
✓ There is a willingness and desire to improve communication	→ Enabling children and young people to participate and have their voices heard in meetings ⭐
✓ Connectivity – people talk to each other and they are in close proximity to each other	→ Making paperwork more user friendly and include the CYP ⭐
✓ People care, they are approachable, look for solutions and are open and honest	→ For employment, making reasonable adjustments to allow people with ASCs (Autism Spectrum Conditions) to access the process and prepare for selection ⭐
✓ Communication between people is improving	→ Continue to strengthen the communication links to allow for open dialogue both ways: school – parent – health
✓ There is good communication across services	→ Language – use of jargon and acronyms
✓ They think out of the box/problem solve and are solution-focused	→ Signposting
✓ There are lots of different methods of communication to suit everyone	→ More information about pathways

✓ There is good information sharing, multi-agency and participation groups	→ Extending to the wider community
	  • Participating, contributing
	  • Changing perceptions

✓ Lots of people wear different hats so there is a good exchange of information	→ Communication in the community about activities that are inclusive – all clubs

Communication

- ✓ Empowering parents to ask the difficult questions
- ✓ Parents do tell us what the issues are
- ✓ Schools are listening and working on solutions with families – family support worker
- ✓ The Academy newsletter is welcome
- ✓ Health Watch and the Lead Member for Children and Young People were invited to the Parent Carer Group
- ✓ Raising awareness for colleagues and adults about how to work and communicate with people with ASC is improving
- ✓ EHCP input has improved due to key individuals
- ✓ Genuine Partnerships visit

etc are mostly physical activity, where are the creative activities? Are they out there and we don't know about them? Communication hub?
→ Different expectations on timescales and priorities
→ Children grow up in the same cohort throughout childhood and don't always fit in – how do we support this? How can we help those who have low self-esteem because they feel they don't fit?
→ Stigma
→ Awareness of what is said/how behaviour can affect others
→ Personalities come to the fore because of not listening, power lies in one place
→ Asking service users, "How can we make this easier/available for you?"
→ More direct contact with the mainland
→ Breakdown barriers to communication
→ Resilience over methods of communication
→ IT
→ Lack of willingness to use technology
→ Training in the use of technology
→ Include all family – over-reliance on one parent
→ Or learn to communicate with people at their level and in their way
→ Reassure about confidentiality and anonymity

Partnership

Going well	Could be even better
✓ Local multi-agency work ⭐	→ People meeting each other face-to-face and knowing each other rather than just trying to put an email address to an agency or practitioner
✓ Locally based practitioners ⭐	→ Family hub model ⭐
✓ Schools and social care colleagues work well together and with other agencies, much better as a team ⭐	→ Include families as equal partners ⭐
✓ Strong partnerships	→ Have more activist parents – not always relying on one individual
✓ Local Authority PCG partnership – getting things done	→ Children's voice/views - when we get feedback from young people at Takeover Days make sure it is circulated to all our strategic providers – they want to hear it! ⭐
✓ PCG now have a seat on the Children's trust Board (CTB) and SEND PB (SEND Partnership Board)	
✓ Improving trust between parents and school- developing a child-centred approach	→ Get the views of the 16+ young people who have left and study elsewhere in this process ⭐
✓ Willingness to work together to find solutions	→ We need improved partnership to recognise the impact of different transitional stages throughout a child's life into adulthood ⭐
✓ Collaboration	
✓ People go out of their role to help partnership working, no "…that's not my job/role/responsibility"	→ Reliance on technology – ICT at school ⭐
✓ Supportive of colleagues and understanding of different roles	• Improvement in facilities ⭐
✓ Opportunities to meet professionals and users of services	• Joined up services
✓ A cultural shift – putting children and the heart of what we do	→ Attitude change from whole school to embrace an inclusive environment for all children
✓ Children's voice/views	→ People knowing who to talk to eg LA SEND Lead knowing who to go to in Health strategic partners
✓ We have engaged young people, there are some good forums	
✓ 'Take over days' work really well	→ Better links with mainland colleagues and services
✓ Cornwall and IOS post 16 partnership working	→ Not just tagging Isles of Scilly onto Cornwall and …thinking this is partnership
✓ Continuity of care – integration of health visitor/school nurse role so child accesses the same provider pre-school then at transition to the school setting	→ Develop new and innovative partnerships
✓ Links with mainland colleagues	→ Scilly not to be forgotten
	→ Small team can cause gaps – build resilience and ensure cover from people for all of their job
	→ For the post-16 transition the

	Partnership	involvement of the post-16 providers from Year Nine onwards to help prepare and help with choice options → Holiday provision – families can often feel isolated out of school or pre-school → Get the Charter done!

Isles of Scilly Whole Community Approach to Inclusion

Summary of strengths

It is to be celebrated that this project is enabling parent carers, children and young people and practitioners across Education, Health and Care, including mainland partners and local organisations, to strengthen relationships and communicate about inclusion with passion, honesty and openness. The warm and friendly welcome we received when we arrived on the Isles of Scilly was replicated throughout our visit no matter who we met. Genuine care and helpfulness was experienced many times, we feel making this community ideally placed to embark on a journey of strengthening inclusive practice together.

The three days felt truly collaborative. People came together from all the islands and from all sectors for focus groups, individual interviews, informal conversations and group activities, sharing their pride in their island community, their dreams for the future, and at times some difficult personal stories. There seemed to be considerable agreement about potential areas for development and ways forward and some common thoughts about progress already made and particular community strengths. There was an energetic 'can do' approach tangible throughout our time on the islands and we noticed how much people respected and supported one other.

The children and young people we met inspired us to reflect on what it really means in a community to include children and young people of all ages in the decisions that affect them, at every level. The children and young people showing us round their schools and talking to us in small groups seemed confident about their own thoughts, ideas and interests.

It has been immensely positive that from the beginning this has been a joint venture involving the Isles of Scilly Parent Carer Group, the Director of Children's Services for the Council of the Isles of Scilly and the SEND and Inclusion Lead. That so many key partners were represented at senior levels as well as parent carers, frontline practitioners and members of the community is a credit to the organisers for their drive to make inclusion more prominent at a whole community level.

Co-producing an Inclusion Charter as a community on the Isles of Scilly will take time to gain momentum, but this is already gaining apace and the process **must** be considered as important as the outcome. Next steps involve celebrating, reflecting upon and learning from the good practice and many strengths involved in the partnership of so many individuals and organisations committed to working together to place the children, young people and families of Scilly at the heart of the islands upon which they live.

Here are some Isles of Scilly strengths that stood out:

- ✓ There is a positive approach within the community and a will to work together to provide services and make experiences for children and young people with SEND and their families even better*
- ✓ There is enthusiasm from all partners for the further development of the Family Hub
- ✓ The natural environment of the islands can be restorative and some of the practical challenges viewed as character-building; experiences seem to improve when opportunities are seized to make best use of this incredible resource for all the children and young people, for example trips and outdoor activities
- ✓ The person-centred practice of some individual practitioners and the strong relationships they have forged has made a significant difference to the inclusion and wellbeing of children, young people and families on the islands
- ✓ There has been a real investment in welcome, care and inclusion in some services, for example Stay and Play and the sibling group
- ✓ There are some good examples of services working well together*, including mainland services, to offer support, for example school and social care, pregnancy, birth and post-natal services, foster care training and the autism specialist
- ✓ The community is small so families and practitioners often have relationships with each other, which can support communication
- ✓ The Parent Carer Group is a strength in the community and facilitates activities for whole families
- ✓ Some practitioners are very open to constructive feedback as the best way to learn and families want to work with the adults caring for their children and young people to ensure they have the best possible experiences; there are examples of positive changes that have been made as a result, for example the appointment of a new SENDCo based on the islands - locally based practitioners are highly valued by families*
- ✓ The children and young people we met were open, honest, accepting, polite and supportive of one another; they are keen to have a voice, genuine choices and to be recognised for their efforts and individual strengths
- ✓ Thought has been put into creating systems that ease potentially difficult transitions, for example the collaboration days for off-island children prior to their Year Seven transition to the Five Island Academy on St. Mary's and early meetings with Mundesley boarding house parents and families to plan together
- ✓ Smaller classes and the high adult/child or young person ratio in the schools combined with sensory and other safe spaces create a calm environment that enables many to thrive
- ✓ Individual support, and adjustments responsive to unique needs in the classroom as well as challenges for all the children and young people such as the weather and sea, increases parent carer confidence

- ✓ There has been investment in whole school and staff training on inclusion related issues
- ✓ There are some good examples of quality communication from the Five Islands Academy to all their children, young people and families, such as the website and informative weekly newsletters
- ✓ Joint planning for post-16 transitions is improving, there are some support networks already in place (via the Vocational Learning Coordinator and good relationships with some mainland providers) and a new Supported Internships Coordinator post has been created to identify local post 16 work placement opportunities

*Agreed by the community as good practice

Within this report what is going well on Isles of Scilly is celebrated under each of the four Cornerstones of Inclusive Practice and Co-production. It should be useful and enriching to highlight and communicate to the community the many positive factors highlighted to us through stories shared, as well as via the community action planning activity, as a starting point. The Genuine Partnerships team recommend that this good practice is strengthened further through more co-production work involving key partners at both strategic and operational levels.

Next steps

Areas for development are also identified under each of the Cornerstones. It is recommended that the key points and priorities already agreed by the community are used as a platform for next steps.

Potential areas for development include the following:

- The size of the community can be a barrier to issues being raised openly; people know each other well and worry about confidentiality and how relationships might be affected as a result
- It is important that every attempt is made to secure information and liaise with families of children and young people with SEND prior to their arrival on Scilly so that systems and services can be in place ready for them
- There needs to be a more consistently open, welcoming and caring approach from *all* practitioners, including clearer communication; when children, young people and families do not have this experience it can be difficult as often there is only one practitioner in a particular role due to the size of the islands
- Planning to ensure the right services are in place is also challenging because of the size of the population, so currently they do not always meet individual needs and some critical posts are based on the mainland which reduces access; this has been especially true until recently of support for young people's mental health* and it can feel even more difficult for families on the off-islands

- It would be useful for services, in partnership with families, children and young people, to consider the impact of transitional stages on the children and young people of the Isles of Scilly*

- The children and young people with whom we spoke indicated that whether or not adults listen constructively to what they are saying can be inconsistent; they would like to be asked more about activities planned for them for example, and to be believed when they are describing an incident that has upset them; enabling more children and young people to participate and have their voices heard in meetings is a priority*, ensuring their feedback is discussed at a strategic level*

- A more individualised, person-centred approach is required so that *all* individuals and families feel included in plans and decision-making, which means working in closer partnership *with* the child, young person and family rather than making assumptions about them; it is important for parent carers that they do not feel they have to battle for their children and young people to have the support they need*

- Experience of school is stressful for some secondary age children and young people and the culture can feel less than welcoming; this might be because of living on an off-island coming to join an already established group, having to live away from your family or because of sensory and other additional needs that need further support; having only one school on the islands increases the need for it to be inclusive for all individuals whether or not they have an EHC plan

- Some children and young people find different routines, especially on collaboration days, extremely difficult; several children and young people would benefit from clearer communication that suits them about what to expect in their day/week because of changes in routine that occur regularly, and good preparation for other changes

- Some paperwork could be more family and child/young person friendly* and there could be improved training and ICT resources to enhance communication and accessibility*

- Further awareness raising, training and education focusing on concerns shared by parent carers, and SEN needs less tolerated by other children and young people such as mental health concerns and autism, would be helpful for the whole community

- The Parent Carer Group might explore ways of extending its reach in order to offer a wider support network to families of children and young people with SEND; some parent carers continue to feel anxious and isolated

- Parent carers describe being unsure who to ask for help and support; this could be addressed through further review of the Local Offer and development of the Family Hub, as it is felt there is an over-reliance on families to support their own children and young people when they are struggling – it would be great to provide the opportunity for people to be able to meet regularly with each other face-to-face*

- Children and young people who are siblings would like better communication about the siblings group activities
- It is perceived that some children and young people's needs are not recognised or identified, which makes it difficult for them to then access support post 16
- For some young people, especially if they have SEND/additional needs, leaving their family and home at sixteen has been an unsuccessful, traumatic experience and having to return to the islands has felt like failure
- Some young people do not wish to have to start thinking about leaving their family home so early; in order to ensure there are more options for young people, including staying on the islands for young people who want to, it will be important to gather the views of young people who have been through the experience to inform what works/does not work* and explore creative ways to deliver a wider post 16 offer on Scilly as well as the mainland
- It is advised that that parent carers are involved as equal partners* in discussions about any next steps post 16
- It might be useful to establish stronger relationships with mainstream sixth forms on the mainland and create systems that enable key workers with whom young people could form relationships to be based partially on Scilly prior to the young people moving on to the schools and colleges
- More work could take place with employers on Scilly and the mainland to make the recruitment process fairer for young people with disabilities, including those on the autism spectrum

*Priorities for next steps agreed by the community

It will be helpful to identify and prioritise immediate next steps together as an Isles of Scilly community, as well as longer-term outcomes, within a collaboratively created action plan.

As stated, aspiring to co-produce an approach to inclusion as an island community should be an ongoing, but rewarding, process. Further work will be needed to make sure everyone's voice on the Isles of Scilly is heard and fairly represented in order to provide a truly comprehensive picture that will contribute to your action plan. It will be important to involve all partners in discussions about the focus areas, how best they might be approached, and how this is to be communicated to all groups. Enabling and prioritising the voice of children, young people and their parent carers in these discussions will be an essential consideration.

Genuine Partnerships team in partnership with Contact,

Members of the National Alliance for Partnership Working

May 3rd 2019