

4. Co-production

The SEND Code of Practice (January 2015) highlights the expectations of core principles that underpin all legislation and guidance related to SEND:

disabled children and young people and those with special educational

*“1.1 Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to needs (SEND), **must** have regard to:*

- the views, wishes and feelings of the child or young person, and the child’s parents
- the importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Co-production, when applied effectively to supporting children and young people with SEND, enables the CYP, their parents and/or carers and professionals across multiple agencies and sectors working together as equal partners to design, plan, deliver and review support and services in order to achieve shared outcomes.

Co-production recognises children and young people, parent carers and professionals as assets that all have important contributions to make due to their differing knowledge, skills and experience.

Please note: there is a difference between co-production and participation: participation means being consulted while co-production means being equal partners and co-creators.

For co-production to be most effective, all partners should be brought in at the earliest opportunity when planning or designing support or services. In line with The SEND Code of Practice: 0-25 years (January 2015), co-production should take place as far as possible at two levels for children and young people with SEND and their parent carers: At an individual level, children and young people with SEND, and their parents, must be involved in discussions and decisions about their individual support. To support this, children and young people and their parents should be provided with relevant information on their rights in accessible formats, along with time to prepare for discussions and meetings.

For children and young people undergoing an EHC needs assessment or with an EHC Plan, The SEND Code of Practice: 0-25 years (January 2015) states that *“Early years providers, schools and colleges should also take steps to ensure that young people and parents are actively supported in contributing to needs assessments, developing and reviewing Education, Health and Care (EHC) plans”*.

This includes capturing the views and wishes of children and young people with SEND, and their parents, in a personalised and accessible manner for the individual, which could involve the use of visuals, pictures etc. in order to capture the child or young person’s voice.



Please note: The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, local authorities and other agencies should engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them.

Some young people may require support in expressing their views, which may include support from an advocate (who could be a family member or a professional). However, the views of parents must not be used as a proxy for young people's views.

At a strategic level, The SEND Code of Practice: 0-25 years (January 2015) also states that children and young people with SEND, and their parents, must be involved in discussions and decisions about local provision. This includes involving children and young people with SEND and their parents in reviewing educational and training provision and social care provision, and in preparing and reviewing the Local Offer.

4.1. Improved outcomes for children and young people

In line with The SEND Code of Practice: 0-25 years (January 2015), we believe that there should be a strong focus on high aspirations and on improving outcomes for all children and young people with SEND. Outcomes are not a description of the support or provision that is in place for a child or young person. Instead, outcomes describe the benefit or difference made to an individual child or young person as a result of an intervention, and as such, there should be a focus on outcomes from the earliest stages of identifying and supporting children and young people with SEND.

Any planning and delivery of support should always be focused on the outcomes that have been identified for the individual child or young person (i.e. how such support will contribute to achieving the agreed outcomes) and should be based on reliable evidence of effectiveness. Support should be reviewed regularly as part of the 'Assess, Plan, Do, Review' cycle and be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. The Code also states that with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. The local authority, educational settings and other services and partners should work together to prepare children and young people with SEND for adulthood and help them to realise their ambitions.

The Graduated Approach and Preparation for Adulthood section (Chapter 8) of this document provides further information on the four nationally agreed Preparing for Adulthood outcomes for children and young people with SEND.

4.2. Training and Workforce Development

The successful delivery of a graduated approach to SEND is dependent upon the individuals involved in supporting children and young people with SEND (across all agencies and at all levels) having the appropriate skills and knowledge that they require to work effectively and efficiently.

Further training on supporting SEND needs can be accessed via the [Lancashire Specialist Teacher Traded Team](#).

