

Constructive Co-Production: person-centred principles & practices

2nd March 2022, 9am-3.15pm

A day of discussion and knowledge-exchange focusing on person-centered approaches to supporting children and young people with SEND.

A person-centred approach sees a child or young person with special educational needs and their family as active partners at the centre of the planning and decision-making that affects them. It is the starting point for constructive co-production: bringing together people from services across education, health and social care to plan and deliver meaningful support in accordance with the aims and aspirations of children/young people with SEND and their families.

Beginning with the real-world experiences of one young person and their parent of what does – and does not – work, this event provides an introduction to key partners and concepts in the co-production process.

Across the talks and in discussion with attendees, we will be exploring questions such as:

- Who are some of the key practitioners involved in supporting children and young people with special educational needs, and what do they do?
- What makes for effective partnership working?
- How can we ensure children and young people can express their views, and that their aspirations and preferences are reflected in their provision?

This event will be of interest to those who work with children and young people with SEND and their families or have a child or young person with SEND in their family, are a young person with SEND themselves, or who are interested in learning more about how multiagency working operates.

As key stakeholders in the co-production process, we warmly welcome teachers, SENCOs, educators, parents, carers and young people with SEND. This event will also be highly relevant to students and staff at the University of Reading interested in SEND and inclusion and allied professionals who work in partnership with schools such as psychologists, therapists, social workers, charity and local authority staff.

This free event is being jointly hosted by the PG Cert SENCO programme at the Institute of Education at The University of Reading and The Charlie Waller Trust.

In the University of Reading's PG Cert National Award for Special Educational Needs Coordination (SENCO) programme, we support teachers to deepen their understanding of teaching and learning for all pupils as they reflect on, examine and explore the ways to meet an individual's needs through appropriate educational provision. Studying on the programme leads to the required qualification for Special Educational Needs Coordinators in schools. Ranked 8th in the UK for Education (The Guardian University Guide 2019) and in the top 10 for over a decade, the Institute of Education offers a range of routes into teaching that utilise our strong partnership with over 300 local schools. We address our teaching to suit our students' individual needs. Our tutors are internationally or nationally renowned experts, and their research regularly has a direct impact on school curricula and learning techniques — both in the UK and abroad. Find out more about the PG Cert SENCO course: <https://www.reading.ac.uk/ready-to-study/study/subject-area/education-pg/pgcert-special-education-needs-coordinator-senco>

The Charlie Waller Trust is one of the UK's most respected mental health charities. We help young people to understand their own mental health, to equip them to support themselves and those around them, and to empower them to talk more openly about the subject. Much of our work takes place in partnership with those with responsibility for young people - families, schools, colleges, universities, and employers. You can find out more about our work at charliewaller.org.

Schedule

8.50am: Session opens

9am: Welcome to the day - Anna Tsakalaki, Director of the PG Cert SENCo course, Institute of Education, University of Reading, and Jo Billington, Mental Health Trainer, Charlie Waller Trust.

9.15am: What works and what doesn't: Parent and young person experiences of co-production - Ruth and Jess Haslam, autistic young person and their parent.

10am: What is co-production and how can principles of co-production be applied when working with parents of children with SEND? - Sharon Smith, Doctoral Researcher, University of Birmingham.

10.45am: Comfort break

11.15am: The work of occupational therapists and how they can build strong co-productive relationships with children, families and schools - Amy Plumer, NHS Paediatric Occupational Therapist.

12.00pm: Co-Production: It's not just holding the pen - Simon Knight, Headteacher Frank Wise School and National Leader for Whole School SEND

12.45pm: Lunch break

1.30pm: Speech, Language and Communication Needs: Collaboration with Speech and Language Therapists - Theo Read, Clinical Tutor and Highly Specialist Speech and Language Therapist, School of Psychology and Clinical Language Sciences, University of Reading.

2.15pm: The Role of the Educational Psychologist - Paula Baxter, Specialist Educational Psychologist, Rochdale Borough Council.

3.00pm: Closing remarks, Anna Tsakalaki and Jo Billington

3.15pm: Conference close

Speaker biographies

Paula Baxter

Paula has been a practicing educational psychologist for 3 years following the 3 year doctoral program at Sheffield University. Prior to that Paula was a special needs teacher for children with severe and profound complex needs. Paula has a special interest in suicide bereavement and trauma. She is a member of the international association of suicide prevention (IASP) and has had her research surrounding suicide bereavement published by the British Psychological Society.

Ruth and Jess Haslam

Ruth is 18 year old young person with lived experience of having a disability and being part of the SEND system. They hope that by sharing their experiences, they can encourage professionals to support young people to share their views and to hear what matters and what can improve life further. Ruth's preferred pronouns are they/them.

Jess is Ruth's mum. Jess has learnt a huge amount from Ruth through the bumpy journey being in and out of school. Being both a professional in the world of SEND and a parent has also had its challenges. Jess is clear that she doesn't have many of the answers, but knows that support for our children needs to be focused on relationships with people who listen. Jess's preferred pronouns are she/her.

Simon Knight

Simon Knight is Joint Headteacher at Frank Wise school in Banbury, a school for children aged between 2 and 19 with severe or profound and multiple learning disabilities. He is also a National SEND Leader for Whole School SEND, a consortium of organisations committed to enhancing the quality of education for learners with special educational needs and / or disabilities. He has sat on the DfE panels developing both the Professional Standards for Teaching Assistants and the Standard for Teachers' Professional Development and is currently a member of the SEND Reference Group and the Teaching School Hubs Council. He has written several published book chapters and articles on the topic of SEND.

Amy Plumer

Amy Plumer works as paediatric occupational therapist in the NHS, independent and charity sectors. She is mum to an autistic daughter and has a particular passion for supporting autistic girls in mainstream education.

Theo Read

Theo Read is a Speech and Language Therapist with many years' experience working in mainstream schools and colleges. Theo is also a Clinical Tutor on the speech and language therapy programmes at the University of Reading.

Sharon Smith

Sharon Smith is a doctoral researcher in the School of Education at the University of Birmingham. Her research is exploring the role and identity of parents of children with SEND, and its impact on inclusion. Further research interests include co-production, risk/vulnerability, critical disability studies and philosophy of education.

Host biographies

Jo Billington

Jo is a mental health trainer for the Charlie Waller Trust who specialises in the wellbeing of children and young people with SEND. She is also a doctoral researcher in the Centre for Autism at the University of Reading where her PhD focuses on the lived experiences of autistic children in mainstream primary schools.

Anna Tsakalaki

Anna is a Lecturer in Education at the University of Reading's Institute of Education (IoE). Her roles include serving as the Director of the PG Cert SENCo programme and teaching on the MA and BA in Education programmes in modules relevant to dyslexia, literacy difficulties, SEND and inclusion. As a researcher, she is interested in the areas of dyslexia and literacy skills development in different languages including with learners of English as an Additional Language (EAL). Past projects include meeting the learning needs of students with SEND during the pandemic, and exploring partnerships between schools, practitioners and parents/carers.