

# Constructive Co-Production in SEND: person-centred principles and practices

Wednesday 17 May 2023 | 10:00–15:30

**On campus:** University of Reading, Whiteknights campus, Agriculture Building, Nike Lecture Theatre (Building 59 – Earley Gate – RG6 7BE)

**Online:** There will be live streaming of sessions  
(please select your mode of attendance at the registration portal)

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### A Background to Co-Production and 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.

### The Event:

Beginning with the real-world experiences of what does – and does not – work, this event provides an introduction to key partners in the co-production process. During the day, we will build on understanding co-production and how to enable it in practice in education, social and health care settings spanning from school-age to university years.

### We will discuss:

- 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 free event is funded by the Diversity and Inclusion Initiatives Fund of the University of Reading. It will be of interest to professionals who work with children and young people with SEND and their families, or those interested in how multiagency working operates. As key stakeholders in the co-production process, we warmly welcome members of the University of Reading and wider community, such as University of Reading students and staff, local teachers, SENCos, educators, parents, carers and young people with SEND, as well as allied professionals who work in partnership with schools.

## Reviews from last year's Co-Production Event:

“ This has been a really valuable space especially as training are not accessible due to the cost. This has been helpful, informative and welcoming. Thank you. ”

“ This has been a really positive experience and draws together so many different people including lived experience which is so often missing. ”

## Agenda

09:45–10:00	<b>Welcome to the day</b> <b>Dr Anna Tsakalaki</b> Programme Director of the PG Cert SENCo course, Institute of Education, University of Reading
10:00–10:50	<b>What is co-production and how can principles of co-production be applied when working with parents of children with SEND?</b> <b>Sharon Smith</b> Doctoral researcher at the University of Birmingham
10:50–11:30	<b>What works and what doesn't: Parent and young person experiences of co-production</b> <b>Ruth and Jess Haslam</b> (young person and their parent)
11:30–12:15	<b>SEND Co-production in schools</b> <b>Simon Knight</b> Joint Headteacher at Frank Wise School
12:15–13:05	<b>Setting up a centre for individuals with autism for co-production</b> <b>Dr Fiona Knott</b> (Clinical Psychologist & Associate Professor in Clinical Psychology at the University of Reading)
13:05–13:35	<b>Break</b>
13:35–14:05	<b>Lived experience of senior school education and onto university</b> <b>Dr Allán Laville</b> The Dean for Diversity and Inclusion
14:05–14:55	<b>Supporting young adults with learning disabilities in health services in Berkshire</b> <b>Dr Jon Codd</b> Clinical Psychologist, Berkshire Healthcare NHS Foundation Trust <b>Janet Bartle</b> Person Centred Lead for Adults with Learning Disabilities in Berkshire
15:00–15:30	<b>Life tools programme for students and staff at the University of Reading/Help provided for University of Reading students with SEND</b> Drop-in chat with <b>Dr Alicia Peña Bizama</b> Life Tools Service Manager at the University of Reading, Chartered Counselling Psychologist and Occupational Psychologist

## Our speakers/experts in alphabetical order:

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### **Janet Bartle**

Janet Bartle is the person-centred lead for adults with learning disabilities within Berkshire. She has worked within Berkshire Healthcare NHS Trust for 30 years in a variety of roles starting as a Drama and Dance Therapist. Janet has a passion for inclusion and seeing people as people with different abilities rather than disabilities. She has experience of working with children and young people in specialist school environments, therapeutic communities, young offenders services, and mental health settings.

Her current role is primarily to use her skills as a Person Centred Planner and trainer to work with individuals, their families and carers as well multi-disciplinary professionals to work towards outcomes which are focussed on quality of life and positive outcomes for people. Using tools and approaches that have been developed by Janet and her colleagues she works to problem solve and plan for better futures using various accessible meeting formats and workbooks to support people through crises, placement matrix and transitions from home/hospital to supported living.

### **Dr Alicia Peña Bizama**

Dr Alicia Peña Bizama is a Chartered Counselling Psychologist and an Occupational Psychologist. She manages the Life Tools programme she designed and delivers for students at the University of Reading. Life Tools is a psycho-educational series of talks/webinars for personal, academic and professional development to maintain wellbeing and do well in their studies and prepare for the workplace. Alicia works with students to continue to develop it and make it relevant to students. Her doctoral research was on understanding and facilitating individuals' return to work after being off sick due to stress, anxiety, depression, and burnout. She has worked both in the NHS and in the private sector and was the Head of Student Wellbeing at the University of Reading until August 2017. She works part-time for the university.

### **Dr Jon Codd**

Dr Jon Codd is a Clinical Psychologist working in the Berkshire Healthcare NHS psychological services for adults with learning disabilities. His doctoral research "Having a son or daughter with an intellectual disability transition to adulthood: A parental perspective" was published in April 2020 in the British Journal of Learning Disabilities. Alongside clinical work, Jon carries out research in the NHS with a preference for qualitative methods and is a moderator and supporter of the learning disability service Support Hope and Resources Online Network for relatives and carers (LD-SHaRON).

Jon has family members with disabilities and Jon and his family are involved in a local sports and social club, Red Diamonds, for people with disabilities and their relatives and carers. Jon supports the Stay Up Late charity and is a Trustee and volunteer with a local charity The Ark Trust, organising a local Stay Up Late group with regular events providing increased opportunities for people with learning disabilities and/or autism to stay up late if they want to and make more choices about the lives they wish to live.

### **Ruth & Jess Haslam**

Ruth is a 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. Previously, he has been 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 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.

## **Dr Fiona Knott**

Dr Fiona Knott is a Clinical Psychologist & Associate Professor in Clinical Psychology at the University of Reading. Fiona completed a PhD at the University of Reading looking at the way children with autism interact with their siblings. As a clinician, she has worked in Berkshire CAMHS supporting children and families with autism spectrum disorders, and the Centre for Autism at the University of Reading. As well as working therapeutically with individuals and families, she has developed and run groups for parents and siblings and have delivered numerous training courses to professional and voluntary sector organisations.

In research, she is keen to understand attitudes to autism in order to improve awareness and reduce stigma. She is also keen to develop better understanding and treatments for anxiety as this is such a common problem for autistic people.

## **Dr Allán Laville**

Al Laville is Dean for Diversity and Inclusion and an Associate Professor of Clinical Psychology at the University of Reading. His research interests focus on student experience in Higher Education for marginalised and minoritised communities including disability and neurodiversity. Al's research focuses on the lived experience of individuals and follows the 'nothing about us without us' approach from the disability rights community.

## **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.

## **Dr Anna Tsakalaki**

Anna joined the University of Reading's Institute of Education (IoE) in 2018 as a Lecturer in Education with research interests in literacy difficulties in different languages. 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 her expertise. Previously, she has worked at Oxford Brookes University and at the University of Winchester. Anna completed her PhD at Reading in 2016, which explored spelling in English and Greek native speaking children with and without dyslexia.

As a researcher, she has explored the areas of inclusion of learners with special educational needs, home-schooling and wellbeing of young learners with SEND during the pandemic, literacy development and literacy difficulties in different languages and educational research in schools. She works with a range of education professionals and family members to promote inter-disciplinary collaboration and inclusive practices in her areas of expertise.

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This free CPD hybrid event is materialised with support from the Diversity and Inclusion Initiatives Fund of the University of Reading.

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