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| |  | | --- | | A green background with white text  AI-generated content may be incorrect. | |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | |  | | --- | | Welcome to the February edition of the REACh newsletter.  In this edition, you can find:   * [Updates](#Update) on the Change Programme; * [Latest activity](#Latest) from across the Change Programme Partnerships; * What Works in SEND [National Learning Event](#WWiS); * An update from the East Midlands Young Researchers, Young Voices [project](#yryv).   Best wishes,    Caitlin Porter    Council for Disabled Children | | | |  | | --- | |  | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | |  | | --- | | **Reminder: what is the Change Programme and what is it trying to achieve?** | |  | | [A person and children sitting at a table  AI-generated content may be incorrect.](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fncb.us9.list-manage.com%2Ftrack%2Fclick%3Fu%3D93ca41ab24380caf57761bd37%26id%3Dd598c9d42d%26e%3D3f62d95026&data=05%7C02%7Cewilcock%40wakefield.gov.uk%7C2835441861194ecd342f08dd4b7f8b6a%7Cd76faab796b740c79b253d2fbd4ac1f1%7C0%7C0%7C638749733357006431%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=VqA7n%2B1ehyS2X4reHUhdpFX4%2BPTKTKUDMtvMws84D5k%3D&reserved=0) | |  | | The Change Programme is testing ‘whole system’ change in 32 local areas, working together as Change Programme Partnerships (CPPs) in each of the 9 regions of England. Originally set up to test reforms set out in the SEND and Alternative Provision Improvement Plan, the current phase of the Change Programme is focused on inclusive practice. The work in this phase is helping to build shared understanding across the sector and with the Department for Education (DfE) about what and how provision needs to change to enable inclusion for children and young people, including those with special educational needs or disabilities. We will work with local areas to utilise and share good practice that is already happening across the country and support in its development. This includes working with schools and settings across a local area to help them identify and meet a range of needs earlier, utilising alternative provision to keep children and young people in mainstream settings or return them to a mainstream education, and ensuring the right early intervention support is in place from across local partnerships, including health. We understand that it is imperative to work collaboratively with local areas, schools, parent carers, children and young people to ensure that we get this right. | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | |  | | |  | | --- | |  | | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | **Updates on the Change Programme** | |  | | A group of kids playing with musical instruments  AI-generated content may be incorrect. | |  | | At the end of last year, the new phase of the Change Programme was confirmed with our Change Programme Partnerships (CPPs) and this month has seen REACh supporting all local authorities in the CPPs to actively review and update their plans for the rest of the programme. This includes ongoing and planned activity, as well as how data about these activities is being collated and how success is measured and linked to outcomes for children, young people and families.  Regular ‘Practice Sharing Forums’ continue to bring together practitioners from all 32 local authorities participating in the Change Programme to share their learning, facilitated by Subject Matter Experts from REACh partners, using their expertise to support local authorities, respond to any questions, and share advice for implementing ideas into practice. | |  | |  | | | | |
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It is funded by the East Midlands Children's Directorate via the School Development Support Agency (SDSA). Young Researchers from the East Midlands, all of whom identify as disabled or neurodivergent, undertake paid work with more experienced researchers from the University of Derby and are involved in all aspects of decision making including the gathering, analysis and presentation of data on the support of disabled children and young people, and children and young people with special educational needs.    The project aims to:   * Build a regional picture of how disabled children and young people, and children and young people with special educational needs are involved in the decisions made about their support. * Establish the relevance and importance of SEND support to disabled children and young people, and children and young people with special educational needs. * Discover how support helps children and young people plan for their future and achieve their goals.   **Findings**   * Children and young people find their SEND support suitable and beneficial. It meets their needs and fosters important learning and development. * Many of the young people are consulted or involved in decisions about their support. They feel their opinions are valued and listened to. * Some young people were hesitant to ask for changes to their support in case the support is removed or the changes they ask for had a detrimental effect on their support. * They want the support to be given only if they need it, recognising the importance of independence. * They place value in the community around them and strive to support others to achieve their goals. They stress the importance of good relationships with staff and the support of their families. * In many cases, EHCPs are not that important to them. They prioritise day-to-day support from key people over formal plans. * They often have a plan for what they want to do next. Some are not clear how they will get there. * Disabled children and young people, and children and young people with special educational needs understand and identify with the terms ‘disability’ and ‘additional needs’ more than they do with the term ‘SEND’. * Many students in mainstream schools are reticent to talk about their disability/neurodiversity and their support needs. YRYV have detected a ‘silence’ around SEND. This may be because they have never been asked these questions in this way before, potentially because there is often a lack of opportunity, time and/or resources for children and young people to explore their own identity in relation to their impairment/support needs within the context of their settings and wider communities. * Many children and young people say they have not been asked about how well their support is working for them. Many say they have never asked for their support to be changed. Some of them told us that they do not attend the annual reviews for their EHCP. * Some students in mainstream secondary schools seem to want to disassociate themselves from having SEND and receiving support, both now and in the future.   **Practice implications**  These findings have led to YRYV developing some questions for practitioners:  1.  What could be done to help disabled children and young people, and children and young people with special educational needs develop a role in and a language for:   * understanding their SEND? * critically evaluating their support? * asking for changes to their support? * thinking about how their support needs might continue or even change after school (e.g. in a job or on a college course)?   2. What measures could be put in place to develop disabled children and young people, and children and young people with special educational needs as self-advocates who can assert their needs with more confidence?     3. How can we emphasise the contribution that disabled children and young people, and children and young people with special educational needs want to make to the wellbeing and success of others?     4. What more could be done to help more disabled children and young people, and children and young people with special educational need access work placements and work experiences?  **Next steps**  YRYV continued to collect data through interviews and the surveys until the end of October 2024 and interviewed over 100 children and young people about their SEND support making this potentially the largest such study to date. If you would like to get involved or get in touch with YRYV you can contact Liam Maloy or Jo Tolley with any questions or requests: [l.maloy@derby.ac.uk](mailto:l.maloy@derby.ac.uk)  [j.tolley@derby.ac.uk](mailto:j.tolley@derby.ac.uk) | |  | | |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | |  | | --- | | [**Read more**](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fncb.us9.list-manage.com%2Ftrack%2Fclick%3Fu%3D93ca41ab24380caf57761bd37%26id%3D62aa23c470%26e%3D3f62d95026&data=05%7C02%7Cewilcock%40wakefield.gov.uk%7C2835441861194ecd342f08dd4b7f8b6a%7Cd76faab796b740c79b253d2fbd4ac1f1%7C0%7C0%7C638749733357037025%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=TmXBa0Xamo8jKi7HkSClc2La32vzon%2BJ0rAgIT1qr60%3D&reserved=0) | | | | | | | |
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