



# NTPCF CIC

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Annual Conference 2024



North Tyneside Parent Carer For

# Agenda for the day

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Time	Title	Speaker(s)
9.30am	REFRESHMENTS	****
10.00am	PCF Introduction and Welcome	PCF Team
10.15am	Safety Valve - an update	Mark Mirfin
10.55am	REFRESHMENT BREAK	****
11.10am	PCF Project Work	PCF Team
11.30am	Connexions	James Anderson, Carolyn Bradshaw & Diane Goddard
12.10pm	PCF Commissioned Work	PCF Team
12.30pm	LUNCH (plus mad, sad, glad)	****
1.15pm	SEND (Preparation for Adulthood) Team	Steven Graham-Swales
1.40pm	Neurodiversity Transformation Work - an update	Jane Pickthall
2.00pm	Raffle and priorities for 2025 - 2026	PCF Team
2.30pm	Close	****

# Who are NTPCF CIC?



# Core Work

## Grant Funded DfE

Strategic representation on behalf of parent carers in the local area in designing, shaping and improving the offer for SEND children, young people and their families.

This is done by engaging with parent carers in the borough by a varied number of means, to ensure the views of as many parent carers as possible are heard.

Feeding this back to local area partners, including to the Local Authority, Health & Social Care.



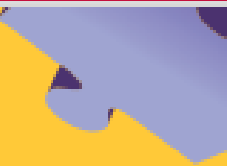
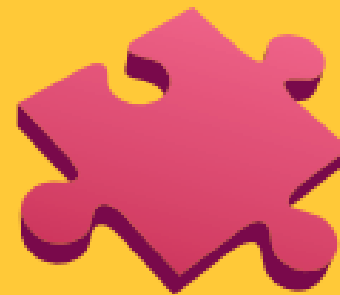
Examples of what we do:

- Annual Conference
- Workshops/Training
- Supporting Consultations
- Coffee mornings, inc. other groups
- Social Media
- SEND Summer Guides
- Multi disciplinary meetings

# **North Tyneside Parent Carer Forum Conference**

**What we have achieved together over  
the last 12 months**

**Mark Mirfin  
Assistant Director, Commissioning, Partnerships  
and Transformation**





# Our North Tyneside Plan 2021 to 2025 Building A Better North Tyneside

Focuses on five key themes that **reflect our priorities** and will help create a North Tyneside that is thriving, family-friendly, caring, secure and green.

Each key theme has specific areas of work and clear priorities.

- **A thriving North Tyneside**
- **A secure North Tyneside**
- **A family-friendly North Tyneside**
- **A caring North Tyneside**
- **A green North Tyneside**



### A family-friendly North Tyneside

-  We will support local schools, making sure all children have access to a high-quality education with opportunities to catch up where needed after the pandemic
-  We will provide outstanding children's services, events and facilities so North Tyneside is a great place for family life
-  We will ensure all children are ready for school including through poverty proofing the school day – giving our kids the best start in life



### A caring North Tyneside

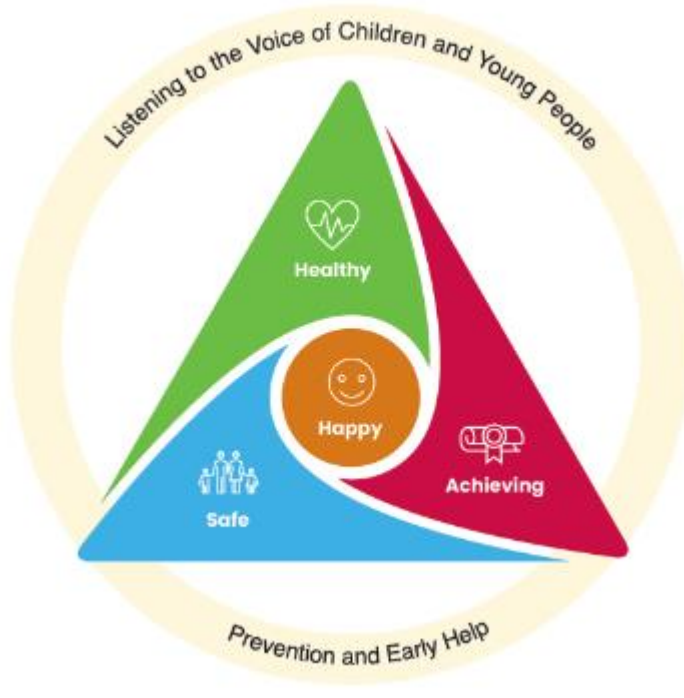
-  We will provide great care to all who need it, with extra support available all the way through to the end of the pandemic
-  We will work with the care provision sector to improve the working conditions of care workers;
-  People will be cared for, protected and supported if they become vulnerable, including if they become homeless
-  We will support local community groups and the essential work they do
-  We will work to reduce inequality, eliminate discrimination and ensure the social rights of the people of North Tyneside are key to council decision making

# North Tyneside strategic plan

## Passion

Making North Tyneside an even greater place for children and young people to thrive; where all, including those who are vulnerable, disadvantaged or disabled have the best possible life

## Purpose



## Our Pledges

We will work in partnership to keep children in school

We will keep children & young people safe at home, healthy & connected to networks and local communities

We will intervene early with evidence-based, family-focused services

## SEND Inclusion Strategy key areas of focus

**Preparation for Adulthood**

**Provision mapping**

**Graduated Approach**

**Annual Reviews**

**Early Intervention**

**Tell it once**

**Participation**

# Our SEND Improvement Plan

## Safety Valve Programme

- Department for Education (DfE) introduced 'safety valve' intervention programme in 2021
- 25% of Authorities are involved
- North Tyneside received £17.9m investment over 5 years to remove cumulative deficit
- £4.6m capital investment

Inclusion	Co-produce the Authority's graduated approach
	Whole School SEND Audit
	Mental Health First Aid training in schools
	QA of SEND System
School place planning and provision	Early Years Assessment Nursery
	Develop range of Additional Resourced Provision
	School Place Planning Strategy
	Designation of maintained special schools
Statutory functions and support	Developing an Early Years Inclusion Service
	Review of Commissioned Services
	Creation of a Preparation for Adulthood Team
	Mental Health Support Teams in Schools
	Pilot a Funding for Inclusion model in schools
	SEND pathways, processes and governance



# North Tyneside's SEND Graduated Approach

## What is it?

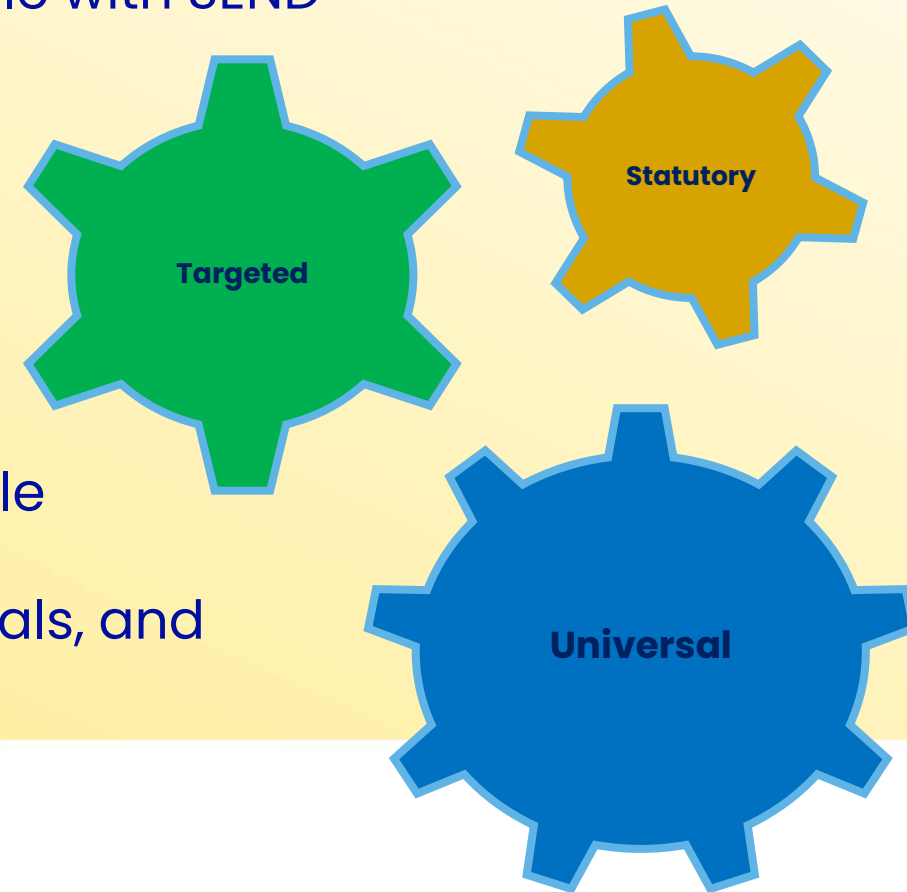
- A tool which describes what is ordinarily available for all children and young people with SEND
- Sets out what we expect for all children and young people with SEND

## What we had?

- A long document; who looked at it?
- Cumbersome and hard to navigate

## What we did?

- Co-produced with parents and carers, and young people
- Launched a web-based Graduated Approach
- Access points for young people, parents and professionals, and via age (early years, school age, early adulthood)



# North Tyneside's Early Years Partnership

## What is it?

- A single point of access to support, advice and guidance for all children 0-5 who have or may have SEND

## What we had?

- Parents and carers told us they needed to repeat their story more than once.
- Multiple entry points to support and services, leading to duplicate referrals.
- Various recording systems.
- Children rising 5 yrs of age with unidentified SEND needs

## What we did?

- Co-produced our Early Years Partnership
- Delivering on a 'tell it once' principle to access services
- Access to a range of services, working with wider partners



# Funding for Inclusion

## What is it?

- Through Safety Valve we were awarded £1m for promoting inclusion in schools
- We want to strengthen graduation and inclusion in mainstream settings
- Support schools and settings to create a consistent approach to identifying and meeting needs of children with SEND

## What we had?

- Schools and settings who want to promote whole school inclusion, but it requires capital investment

## What we did?

- Schools developed the bid template with the Council
- 40 schools awarded funding, received June 2024
- Options include sensory rooms, garden re-design, quiet spaces
- Capital works carried out Autumn term



# Additionally Resourced Provisions (ARPs) & SEN Units

## What is it?

- Expanding our ARPs and SEN Units, enabling more young people to go to their local school where they can access the curriculum.

## What we had?

- Number; 137 ARP places and we didn't have enough
- Designation; primarily meeting the needs of children with moderate
- Measuring impact and the difference we are making; more to do

## What we did?

- We **listened** to young people and their families
- A working group with over **25 Headteachers and SENCos**
- We **analysed what we need** and where we need them
- We co-produced a **new Service Level Agreement** and quality monitoring arrangement
- We **increased the funding** for each ARP and SEN Unit place
- We have **expanded from 137 to 167** by January 2025; aiming for 258 by January 2028



# Reviewing our Commissioned Services

## What is it?

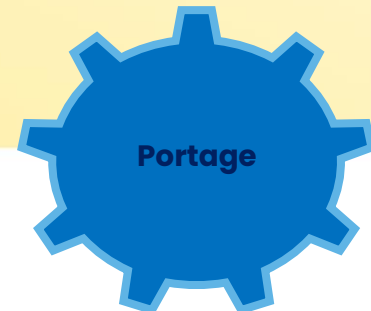
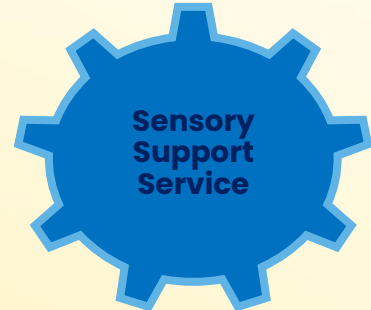
- Creating a single assess point to advice, support and guidance for school age young people

## What we had?

- Significant investment in a range of services aligned to special schools
- Strong feedback from parents and carers, and school on impact achieved
- But, each service had their own referral routes and recording systems
- We don't always then have a holistic view of a child's world

## What we did?

- Phase one; all services have now been brought into Council with one senior leader with responsibility
- Phase two; creating a single access point to a range of services that meet the needs of children, young people, families, schools and settings.





# Preparation for Adulthood

## What is it?

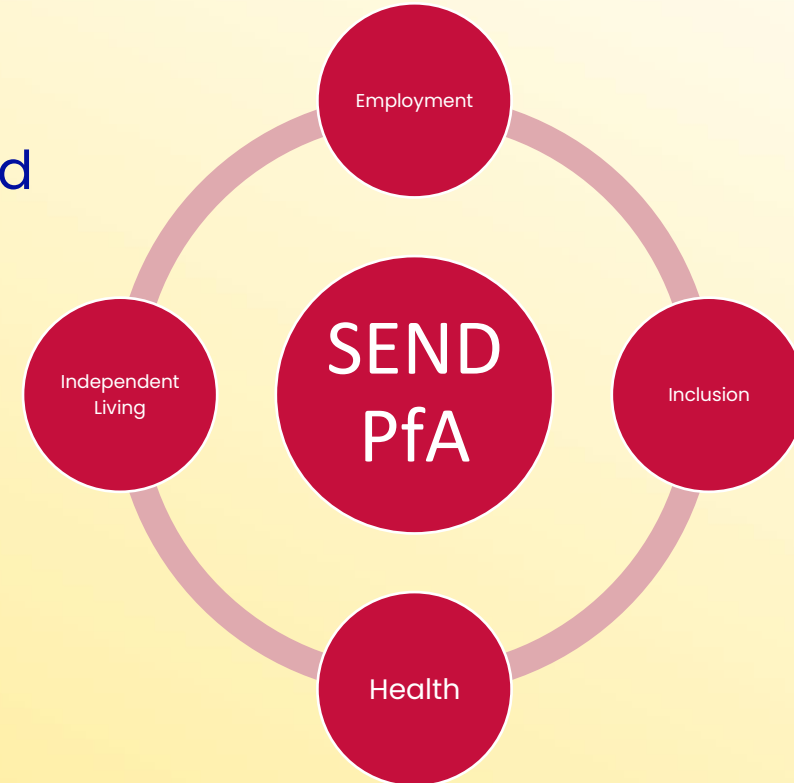
- Launch of a SEND Preparation for Adulthood Team in the SEND Support Service

## What we had?

- No dedicated resource or focus on preparation for adulthood
- Limited knowledge and experience of working in the sector
- Annual Reviews which were not timely

## What we did?

- Launch of the PfA team in September 2023
- Working within a wider team including Connexions and
- Whole Life Disability
- Strengthening relationships with education, health and care





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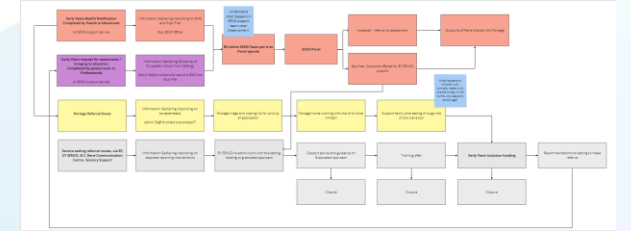
# Changes to SEND and Inclusion in the Early Years for Parents & Carers

Judith Rose  
Early Years Inclusion Service Manager  
[Judith.rose@northtyneside.gov.uk](mailto:Judith.rose@northtyneside.gov.uk)

North Tyneside Council  
**X (Twitter)** [@ntynesideEY](https://twitter.com/ntynesideEY)

# Previous EY Pathway – What hasn't worked well

1. Multiple entry points to support and services, leading to duplicate referrals.
2. Parents and carers tell us they need to repeat their story more than once.
3. Numerous, disconnected data collection and reporting systems.
4. Different recording systems making it challenging to share information about a child.
5. Children and young people attending Reception with unassessed SEND needs.



# What happened next?

## You said...

- Co production
  - Briefings with parents/carers – **Thank You**
  - Briefings with schools and settings (including headteachers/managers)
  - Meetings with teams of professionals
  - Working groups developing different aspects of the project
  - Liaising with other Local Authorities

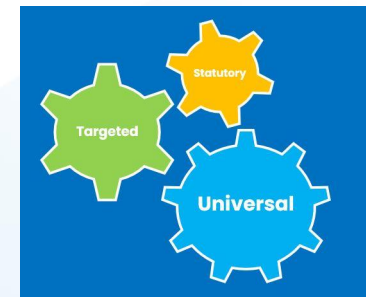
## Vision for an Early Years SEND & Inclusion Model

1. Single referral system
2. Adopting the 'Tell us Once' approach
3. Single, accessible data set
4. Strengthen the full range of Graduated Offer:
  - **Universal** – A range of services and support accessible to all
  - **Targeted** – A range of services and support to children, families and settings, including outreach / training to Early Years and School settings.
  - **Statutory** – Available when application of the Local Offer and Graduated approach is not meeting the needs of the child
5. Ensure that no child reaches Reception age without their needs being recognised and supported
6. Ensure EY settings and schools have trained and skilled staff to support children with SEN

## We did...

- **£500 000 investment** linked to the Safety Valve workstream
- This resulted in the creation of the **Early Years Inclusion Service**. This is a team of 11 Early Years professionals working with children in homes, schools and EY settings across North Tyneside
- Align services in North Tyneside for under 5's – **Early Years Partnership**

# Who is the Early Years Partnership?



Portage & Pre-school Home Teaching Service

Early Years Inclusion Service (New)

EYCOT – Language and Communication Early Years Communication Outreach Team

Sensory Support Service

Primary Outreach Service (Under 5's)



# Who supports the Early Years Partnership?



## Early Years Partnership

Occupational Therapy Service

Physiotherapy

Paediatricians

0-19 Public Health Service (Health Visitors)

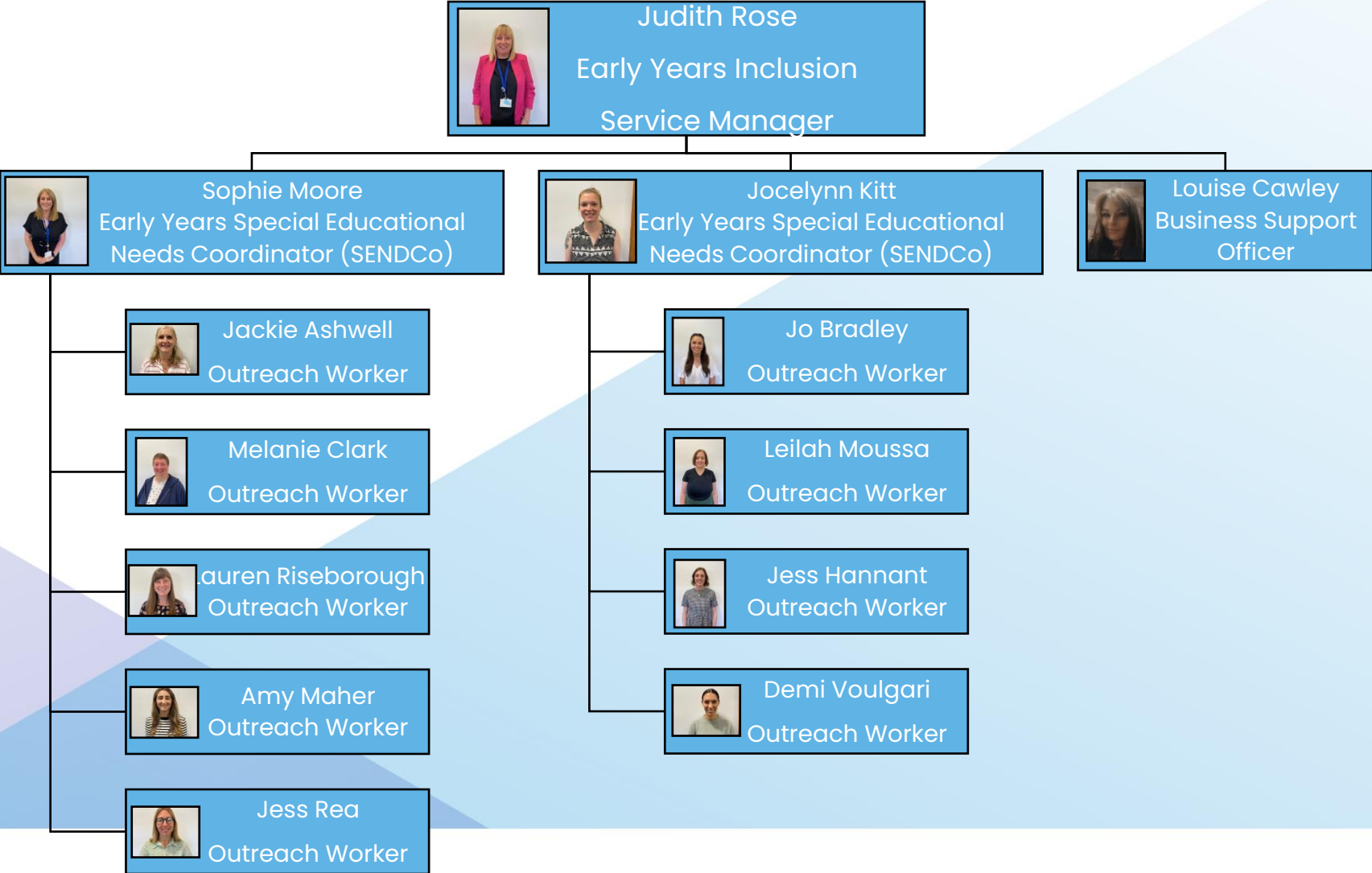
Early Help Team

HIVE – 'Health Information and Advice, Virtual School and Emotional Wellbeing'

Dietician

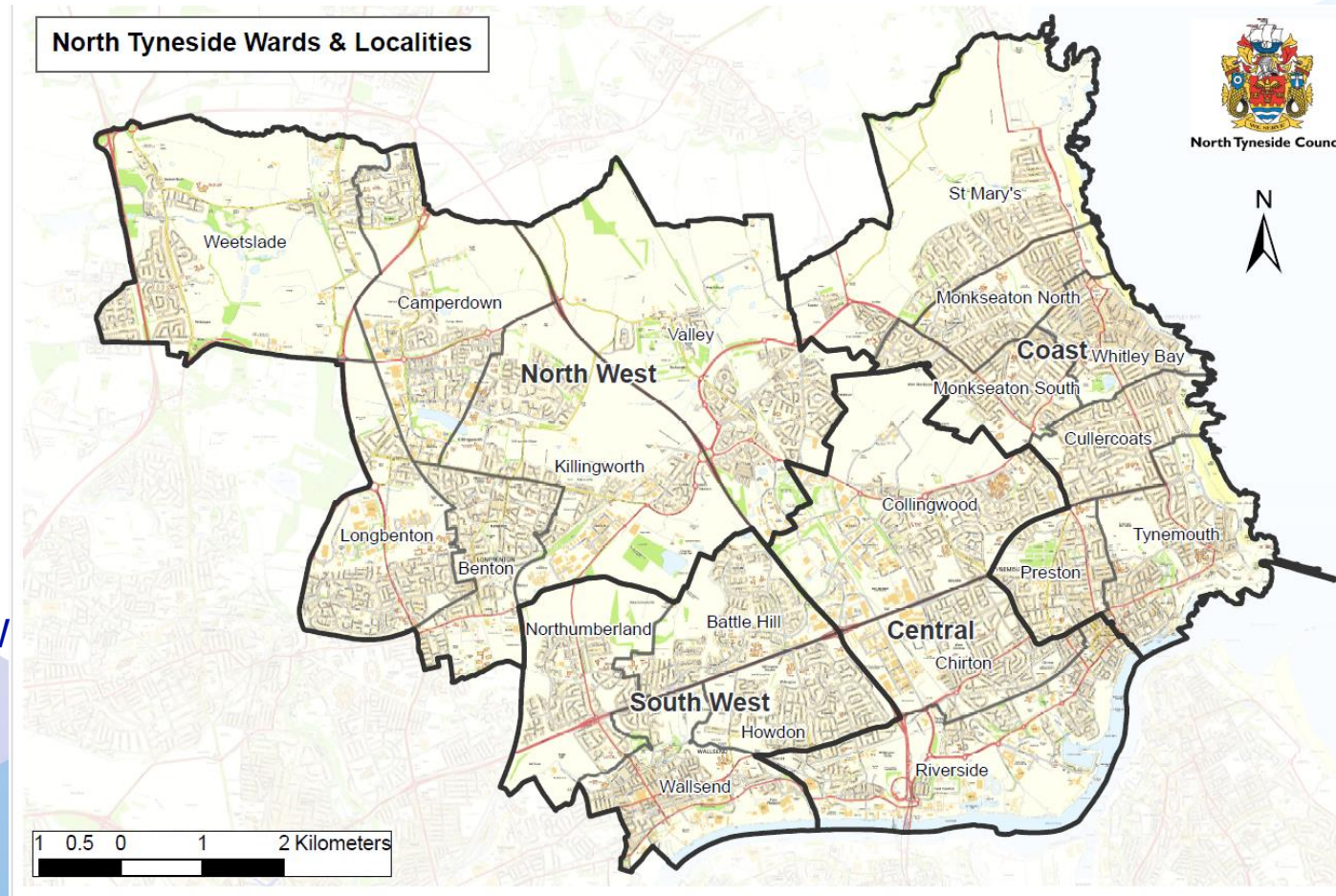
Speech and Language Therapy Service

# The Early Years Inclusion Service



# Localities

**Central & North West**  
**Joce Kitt – SENDCo**  
Jo Bradley – EYIOW  
Leilah Moussa – EYIOW  
Jess Hannant – EYIOW  
Dimitra Voulgari – EYIOW  
Amy Maher – EYIOW



**Coast & South West**  
**Sophie Moore – SENDCo**

Jackie Ashwell – EYIOW  
Melanie Clark – EYIOW  
Lauren Riseborough – EYIOW  
Jess Rae – EYIOW

# Early Years Inclusion Service (new service)

- Will work with children from birth to 5 years either at home or in an early years setting.
- The Early Years SENDCo will work with parents/carers and early years practitioners to assess the individual needs of the child.
- An Early Years Inclusion Outreach Worker (EYIOW) will be assigned to work alongside staff and parents to develop the confidence and expertise of the team in order to support children with SEND. They will model practice and coach practitioners to plan, implement and evaluate the impact of interventions to best support the child's progress and outcomes.
- If a child is not in an early years setting, the EYIOW's can support parents/carers and home and facilitate support for transition when the child moves into an early years setting.
- Working alongside early years staff, the EYIOW will ensure parent/carers have a clear understanding of how their child's needs are being supported.



# What are the changes to SEND and Inclusion in Early Years?

- Parents/Carers, professionals and Early Years practitioners can access advice, support and guidance through the **Early Years SEND Duty Helpline**.
- Parents and carers can access advice, support and guidance by **emailing** [EYIS@northtyneside.gov.uk](mailto:EYIS@northtyneside.gov.uk)
- There will be a single referral route called the Early Years '**Child Alert**' for parents/carers to use
- Funded **early years SEND training** and networks are available to upskill and train staff to support children with SEND, this will be developed further for parents/carers



# As a parent/carer how can I access advice and guidance?

- **Early Years SEND Duty Helpline (new)** *Launching on 01.10.2024*
- **Email [EYIS@northtyneside.gov.uk](mailto:EYIS@northtyneside.gov.uk) (new)** *Launching on 01.10.2024*
- **Early Years 'Child Alert' (new)** *Launching on 01.10.2024*
- **North Tyneside Graduated Approach (new)**
- **North Tyneside Local Offer (under 5's)** *Currently under redevelopment*
- SENDIASS
- North Tyneside Parent Carer Forum
- Children's 0-19 Public Health Team (including your health visitor)

# What is the Early Years SEND Duty Helpline?

Staffed by the Early Years Inclusion Service

Offering advice and guidance on all matters relating to SEND and inclusion in Early Years

All queries in relation to statutory assessment must go directly to the SEND Support Service [SARS@northtyneside.gov.uk](mailto:SARS@northtyneside.gov.uk)

08:30–12:00 (daily)

Telephone: 0191 643 3730

# Aims of the Early Years 'Child Alert'

The aim is that we know of every child under 5 who has or may have SEND in North Tyneside, thus ensuring that no child reaches Reception age without their needs being recognised and supported.

Parents/carers will have a clear understanding of how their child's needs will be/are being supported and have access to a key professional to support the families needs

# What is the Early Years 'Child Alert'?

The Early Years 'Child Alert' is a single point referral route designed to raise awareness of children aged between 0-5 years (preschool) who may require additional strategies or intervention at home or in EY's preschool settings.

This aims to connect children with the most appropriate offer that can best support their individual needs. Support, advice, guidance or training may be offered.

The Early Years 'Child Alert' aims to ensure early intervention and appropriate signposting to either a universal, targeted or statutory offer.

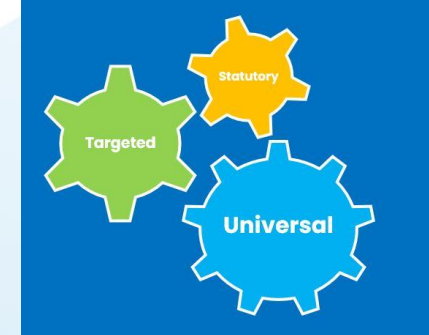
# Who can make an Early Years 'Child Alert'?

- Parents/Carers
- Headteachers
- SENDCos
- Early Years Teachers
- Managers of EY settings
- Early Years Practitioners
- Children's Social Care and other professionals within the Local Authority



# Early Years 'Child Alert' – What will happen?

- The referral will be triaged with the outcome of –
  - Local Offer/Universal offer
  - Targeted offer
  - Statutory offer
- This will be supported by the Graduated Approach
- If the child is triaged to targeted offer, a key worker from the EY Partnership will assess the needs of the child/family and coordinate the most appropriate support route. The key worker will work with the EY practitioner and parent/carer to evaluate the impact of the strategies/intervention before planning the next steps.



# Grant funded projects: UK Shared Prosperity Funding

## SEND Families Together

**SEND Families Together**

**White Swan Centre - NE12 6SS**  
Thursday 23/05/24 - 18:00 - 19:30  
Tuesday 04/06/24 - 18:00 - 19:30  
Thursday 26/09/24 - 18:00 - 19:30  
Thursday 07/11/24 - 18:00 - 19:30  
Thursday 19/12/24 - 18:00 - 19:30  
Tuesday 11/02/25 - 18:00 - 19:30  
Tuesday 25/03/25 - 18:00 - 19:30

**John Wille Sams Centre - NE23 7HS**  
Wednesday 05/06/24 - 17:30 - 19:00  
Wednesday 17/07/24 - 17:30 - 19:00  
Wednesday 09/10/24 - 17:30 - 19:00  
Wednesday 20/11/24 - 17:30 - 19:00  
Wednesday 15/01/25 - 16:00 - 17:30  
Wednesday 26/02/25 - 16:00 - 17:30

**Oxford Centre Longbenton - NE12 8LT**  
Wednesday 11/09/24 - 16:00 - 17:30  
Wednesday 23/10/24 - 16:00 - 17:30  
Wednesday 04/10/24 - 16:00 - 17:30  
Thursday 30/01/25 - 16:00 - 17:30  
Thursday 13/03/25 - 16:00 - 17:30



## SEND Family Support


**SEND Family support**

**Mondays 09:30 - 13:00**  
Drop in, or book a 1:1 appointment

**John Willie Sams Centre - NE23 7HS**  
09/10/24  
23/09/24  
07/10/24  
21/10/24  
04/11/24  
18/11/24  
02/12/24  
16/12/24  
13/01/25  
27/01/25  
10/02/25  
10/03/25  
24/03/25

**The Oxford Centre - NE12 8LT**  
16/09/24  
30/09/24  
14/10/24  
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25/11/24  
09/12/24  
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03/03/25  
17/03/25

To book your 1:1 appointment please scan the QR code or visit: [www.ntpcf.co.uk](http://www.ntpcf.co.uk)



# Grant Funded: Inclusive Connections in Schools

## ICB (NHS) Funded

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- At our annual conference last year, parent carers asked for more peer events in school. This followed from our successful Autism in School project.
- We made an application to our local NHS Integrated Care Board ('ICB') to ask for funding to support these sessions.
- We were awarded funds to support 40 schools (50%) within North Tyneside. Following a launch with the Heads of our schools, the project hit capacity within just 1 week.
- Due to the limits of funding, we have been left having to turn some of our schools away.



# Inclusive Connections: what do we do?

- Our initial session within school follows a short PowerPoint Presentation which provides attendees with our background and the aim of the project.
- We open the conversation to parent carers and encourage those who are comfortable, to share ideas for future themes based on their support gaps.

## Common Themes

- Mental Health support for Parent Carers
- Help with managing different needs at home and challenging behaviours
- Transitions between home and school and the behaviours this can cause
- Information and support on advocating for SEND children.

## Providers

- Based on recurring themes, we are currently engaged with Connect Mental Health and Skills for Life to provide sessions within school on Positive Behaviour Support and Strategies for Parent Carers to manage their own mental health needs.



# Themes

284 parent carers reached so far

CAMHS Waiting lists

Post Diagnostic Support

Parent carer Mental Health

Parent burnout

Home/school transition

Reasonable adjustments

Emotional regulation/behaviour

PBS

Sleep

“So nice to know that you’re not the only one struggling and be given a place to talk about our feelings without judgement”

“Thank you so much for today’s session, I’m so glad you secured the funding to deliver this type of support. I for one, really needed to know that I wasn’t alone in my feelings”

“I found the sessions really helpful for sharing the challenges I face being a parent carer, and learning from others in similar situations. It has also helped identify other support networks available.”





# NHS Healthier Together Champions



We are Healthier Together Champions.



Helping parents and carers access accurate and trusted NHS healthcare advice in the North East and North Cumbria. Download the App or look at their website: [Home :: North East and North Cumbria Healthier Together \(nenc-healthierttogether.nhs.uk\)](https://www.nenc-healthierttogether.nhs.uk)

# Parent Carer Needs Assessments (PCNA) Local Authority Funded

- Carry out assessments on behalf of the Local Authority.
- Commenced July 2024
- Signposting/Referrals
- SEND Guides



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## What is a Parent Carer Needs Assessment ('PCNA')?

*A parent carer needs assessment is a way for you, as a parent caring for a child/young person with a disability, to get help and support. It's a discussion where you talk about what you and your child/young person need. Here's what happens:*

### Discussion

You tell us how caring for your child affects you, including your physical and emotional well-being

### What do you need?

Together, we will figure out what kind of help and support you need and how we can achieve it.

### Plan

Based on what you talk about, we will make a plan to help you get the support you need.

### What is the aim?

The goal is to make sure you have the help you need to take care of your child and yourself

### How do I start a PCNA?

Go to our website ([ntpcf.co.uk](http://ntpcf.co.uk)) and click on the link which will take you directly to the MS Form, or use the QR Code

### I want to know more

Send us an email to [PCNA@ntpcf.co.uk](mailto:PCNA@ntpcf.co.uk)

Call/text/Whatsapp: 07572 787 044

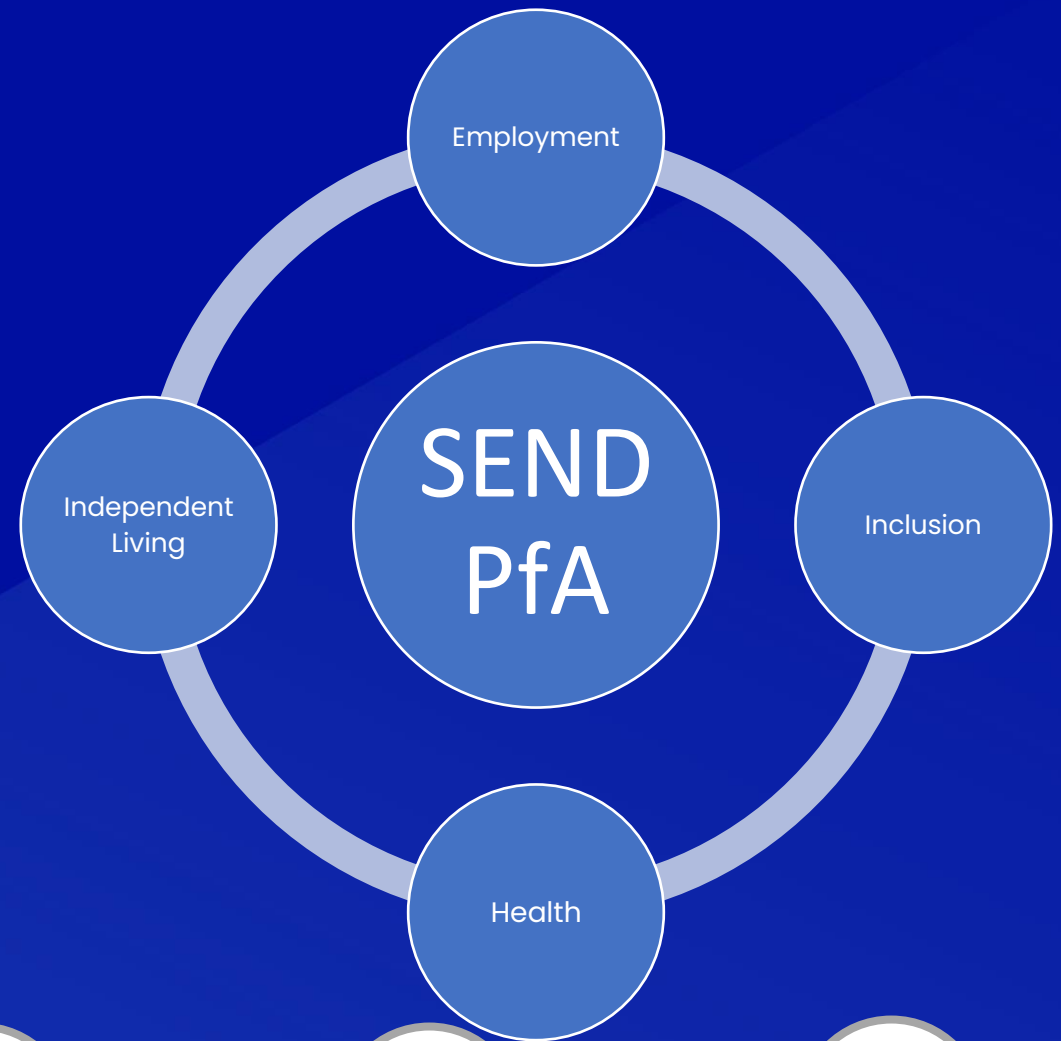
We will be happy to have a chat!





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# SEND Preparation for Adulthood Team



**Aspirational  
destinations.**



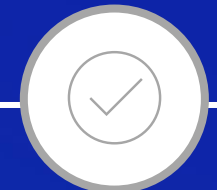
**Personal Growth**



**Improved  
Outcomes**



**Multi- Agency  
Partnerships**

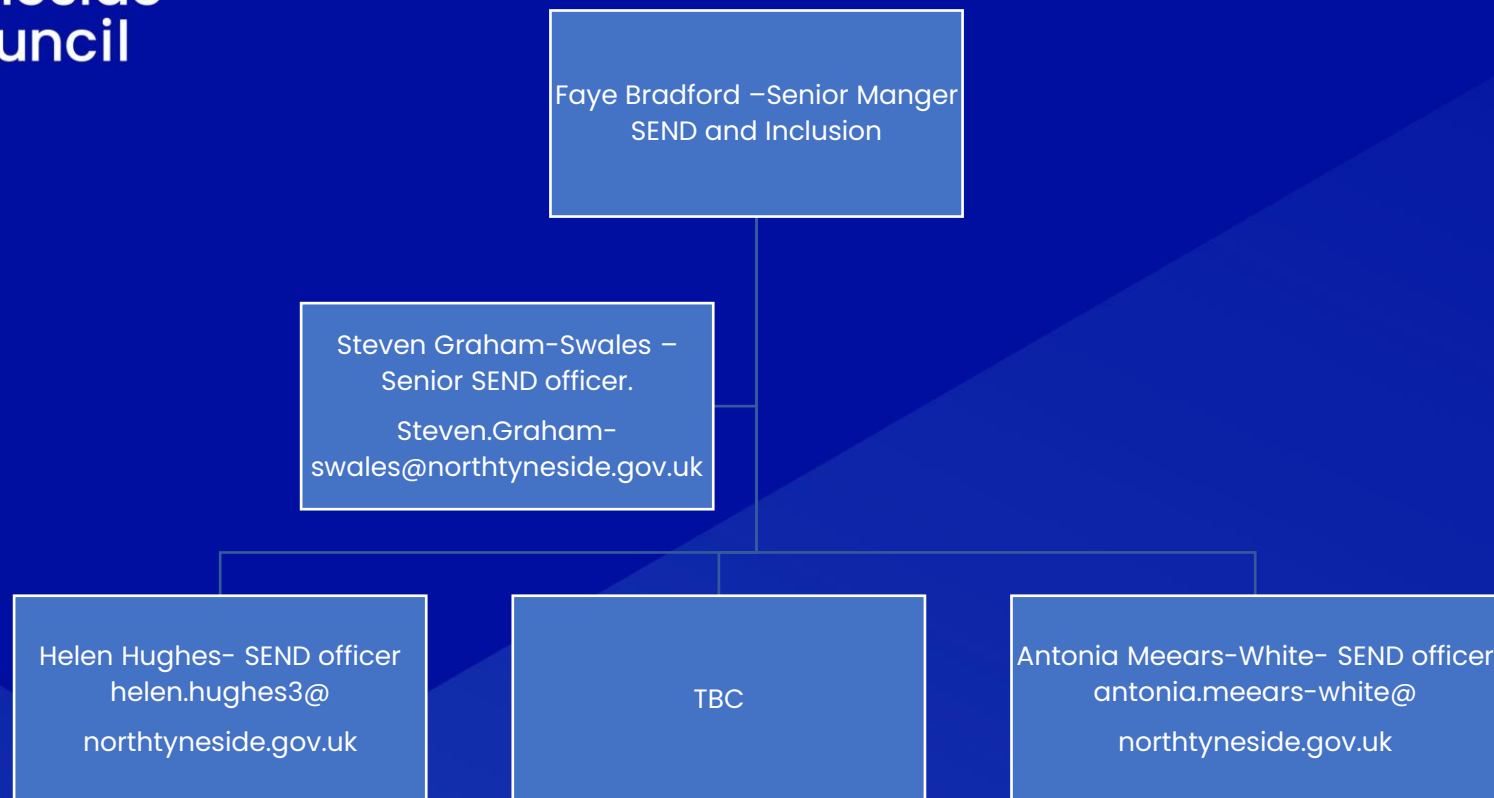


**Right support at  
the Right time**



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# Team Structure



**Aspirational  
destinations.**



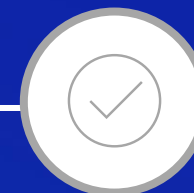
**Personal Growth**



**Improved  
Outcomes**



**Multi- Agency  
Partnerships**



**Right support at  
the Right time**



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# Reflections on Our First Year

## **Working Successfully with Local Providers:**

- The local authority placed only 4% of young people in out-of-borough independent schools post-16, this is compared to 6% regionally and 7% nationally.
- New working models are in place with local FE colleges to act quickly and prevent placement breakdown.

## **Right decisions at the right time:**

- Only one decision in the academic year 24-25 was informally appealed. This issue was resolved at mediation and did not need to proceed to appeal.

## **Positive destinations**

- Of plans that ceased this year 60% of young learners have been supported in Work/HE through transition arrangements supported by the team, while 21% have made the transition into ASC. Only 19% ended because a young person no longer wished to participate in education (38.2% nationally)







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# Looking Forward

Looking forward to the academic year 2024-25:

- Based on feedback from settings last academic year, moving forward all settings will now have one allocated officer as a point of contact.
- The team is also happy to be able to provide a dedicated exams support officer this year for all young people who are accessing exams while working remotely or via distance learning.
- Throughout the academic year 24-25, we will also be looking for feedback on the structure of post-16 EHCP and hope to try a new format more focused on the SEND COP core principles for preparing for adulthood.
- The team are also currently looking at reviewing its arrangements for the local authority post-16 panel and bringing a wider range of partner agencies on board to have further scrutiny of our decision-making.



**Aspirational  
destinations.**



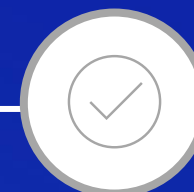
**Personal Growth**



**Improved  
Outcomes**



**Multi- Agency  
Partnerships**



**Right support at  
the Right time**





# Working Together – The Process

