



Review of Allied Health Professions' (AHP) support for
Children/Young People with Statements of Special Educational
Needs within special schools and mainstream education

Phase 2 Project Initiation Document

Scoping Exercise within mainstream schools

Status

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1.0 Background

It is important that AHP services meet the assessed needs of children/young people with statements of special educational needs, regardless of what school they attend. However, it is recognised that throughout the years services have developed without a regional model. This has the potential to create inequity of provision.

Following a number of queries from special schools and the NI Assembly regarding the level of AHP provision in some special schools, it was agreed that there is a need to establish the current levels and models of AHP service provision throughout the region for children/young people with statements of special educational needs. While establishing current levels and models of provision, common themes and issues will be identified and how we intend to progress on each of these will be outlined. These recommendations will form the basis of a proposed regional model to best meet the needs of all children/young people with statements of special educational needs, irrespective of what school they attend.

The review will focus on services provided for children/young people with statements of special educational needs by AHPs. However, it is recognised that a review of services has broader implications and that issues may arise throughout the term of this review which relate to other services provided by Health & Social Care. The Project Board will ensure that pertinent issues relating to other Health & Social Care services are communicated to relevant colleagues for their attention.

Current trends would indicate an increase in the numbers of children/young people identified as having special educational needs in the range of educational facilities in Northern Ireland. This is supported by statistical information available from the Department of Education Northern Ireland (DENI).

Recent statistics, at 2013/14, indicate that there were 15,249 children and young people identified as having a statement of special educational needs in Northern Ireland which equates to approximately 4.7% of the school population.

There are 10,645 pupils with statements of special educational needs in mainstream schools and 4,604 in special schools. These statistics, in

addition to the queries from education colleagues and parents, support the need for this review.

The review will help develop a baseline of current support provided by Allied Health Profession services and agree how we intend to proceed in order to agree a proposed regional model of AHP support. This will facilitate consistency of provision across the region and will ensure children/young people with statements of special educational needs receive the AHP support required to address areas of identified need and alleviate the impact of these on the child's/young person's performance.

This review is also in line with the current strategic direction of Transforming Your Care, *A Review of Health and Social Care in Northern Ireland*. The authors of the Transforming Your Care document (2013) report the growing evidence that a child's early years of development have a significant impact on their health in later life (2013, p25). The author also notes that the needs of children with a disability remain a priority for commissioners and providers and there is a need for a focus on early intervention – ensuring that appropriate assistance is available to families at the earliest opportunity (p87).

In addition, the reasons and principles for change outlined within Transforming Your Care *A Review of Health and Social Care in Northern Ireland* resonate with the reasons for the AHP review including:

- To provide patient-centred care
- Using outcomes and quality evidence to shape services
- Providing the right care in the right place at the right time
- Realising value for money

2.0 Project Definition

The purpose of this regional review is to establish the level of AHP provision and support for children/young people with statements of special educational needs in special schools and mainstream schools, with the ultimate aim of agreeing a proposed regional model to best meet the needs of these children/young people. The proposed model should also represent value of money and ensure the most effective use of resources

This project initiation document relates to phase 2 of this review. The purpose of Phase 2 of the review is to establish the level and models of AHP provision and support for children/young people with statements of special educational needs enrolled in mainstream schools. It will end with identification of common themes and how we intend to proceed.

Phase 2 of the review will establish the level and models of AHP provision and support for children/young people with statements of special educational needs enrolled in mainstream schools.













The review will mainly focus on services for these children/young people from:

- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Dietetics
- Orthoptics
- Podiatry

There will also be opportunity for engagement with representatives from other AHP professionals working with children/young people, as appropriate and to hear views from parents, children/young people and other key stakeholders on the services of these other AHP professions.

AHPs are autonomous practitioners which means they assess, diagnose, treat and discharge in their own right. They are regulated by the Health and Care Professions Council (HCPC). The HCPC is in place to protect the public by maintaining a register of health professionals who meet their standards for professional proficiency, continuing professional development, conduct and health.

2.1 Strategic Links

The Children (Northern Ireland) Order (1995)	 The Children NI Order 1995
Code of Practice for Identification & Assessment of Special Education Needs (DENI, 1998)	 Code of practice for identification & Assessment of Special Needs
Supplement to the Code of Practice for Identification & Assessment of Special Education Needs (DENI, 1998)	 Supplement to the Code of Practice for Identification & Assessment of Special Education Needs
The Education (Northern Ireland) Order (1996)	 The Education (Northern Ireland) Order 1996
Review of Special Educational Needs and Inclusion: Every school a good school – the way forward for special educational needs and inclusion (2009-2012)	 Review of Special Educational Needs and Inclusion:
A Ten Year Strategy for Children and Young People in Northern Ireland (OFMDFM, 2006-2016)	 Strategy for Children and Young People in Northern Ireland 2006-2016
Healthy Child, Healthy Future (2010)	 Healthy Child, Healthy Future (2010)
The Disability Discrimination Act (1995)	 The Disability Discrimination Act 1995
The Chronically Sick and Disabled Persons (Northern Ireland Act, 1978)	 The Chronically Sick and Disabled Persons (Northern Ireland) Act 1978
Speech, Language and Communication Therapy Action Plan: Improving Services for Children and Young People (DHSSPSNI 2011/12 – 2012/13)	 SLCT Action Plan
The Special Educational Needs and Disability (Northern Ireland) Order (2005)	 The Special Educational Needs and Disability NI Order 2005
Transforming Your Care: A Review of Health and Social Care in Northern Ireland (DHSSPSNI, 2011)	 Transforming Your Care: A Review of Health and Social Care in NI

2.2 Purpose

The purpose of phase 2 of the regional review is to establish the level of AHP provision and support for children/young people with statements of special educational needs enrolled in mainstream schools, with the ultimate aim of agreeing a proposed regional model. It is envisaged that the review will be carried out in three phases:

- Phase 1 involved a scoping exercise to establish the current levels and models of AHP provision and support for children/young people with statements of special educational needs enrolled in special schools. This stage has been completed. A summary report is being developed outlining the interim themes identified in phase 1 and a paper will be produced proposing how we intend to proceed in relation to these themes.
- Phase 2 is a scoping exercise to establish the current levels and models of AHP provision and support for children/young people with statements of special educational needs enrolled in mainstream schools. It will end with identification of common themes and how we intend to proceed with each of these.
- Phase 3 will involve an analysis of identified common themes in order to agree a proposed regional model and an implementation plan for consideration by the Minister for Health.

The focus in this second year of the review will be on phase 2, establishing a baseline of current arrangements for children/young people with statements of special educational needs enrolled in mainstream schools and agreeing how we intend to proceed. The progression of each phase will impact on the timelines for but the envisaged timescales, as shown in the Gantt chart in appendix A are as follows:

- Phase 1 April 2013-March 2014
- Phase 2 April 2014- March 2015
- Phase 3 April 2015- August 2016

The review will require collaboration and a partnership approach with all key stakeholders especially Parents/Carers of children/young people with statements of special educational needs, Children/Young people with statements of special educational needs, Health & Social Care, Education and Political representatives to ensure that appropriate, relevant and accurate information is gathered and analysed and that the

maximum number of children/young people receive the support they require.

When the baseline analysis is complete the Public Health Agency and Health and Social Care Board will be able to give a position on the level of AHP support currently provided for children/young people with a statement of special educational needs enrolled in mainstream schools. This complex analysis will have to consider how core AHP services interact with school based services and specialist teams.

2.3 Project Objectives and Scope

Whilst it is recognised that many other children/young people receive AHP services, this review is focusing on AHP services for children/young people with statements of special educational needs. The emphasis of this second year of the review will be on phase 2, establishing a baseline of current arrangements for AHP provision for children/young people with statements of special educational needs enrolled in mainstream schools, identifying common themes and will end with agreeing how we intend to proceed on each of these themes.

The key elements of phase 2 of the review will be to:

- Scope and establish the level of provision and various AHP service models in place for children/young people with statements of special educational needs enrolled in mainstream schools.
- To fully engage in partnership working with colleagues in Education, Health and Social Care and Parents/Carers.
- Involve all key stakeholders in the identification of themes and issues so that we can agree how we intend to proceed, based on the results of the scoping exercise.
- To promote equality of opportunity, good relations and human rights.

2.4 Deliverables

When the baseline analysis is complete the Public Health Agency and Health and Social Care Board will be able to give a position on the level of AHP support currently provided to children/young people enrolled in mainstream schools. This complex analysis will have to consider how core AHP services interact with school based services and specialist teams.

Deliverables:

- Evidence of partnership working and engagement with key stakeholders, including Parents/Carers, Children/Young People, Health and Social Care and Education colleagues
- Project Board to continue to meet regularly
- Established baseline of current AHP provision and delivery models for children/young people with statements of special educational needs enrolled in mainstream schools
- Identification of common themes
- Agreement on how we intend to proceed

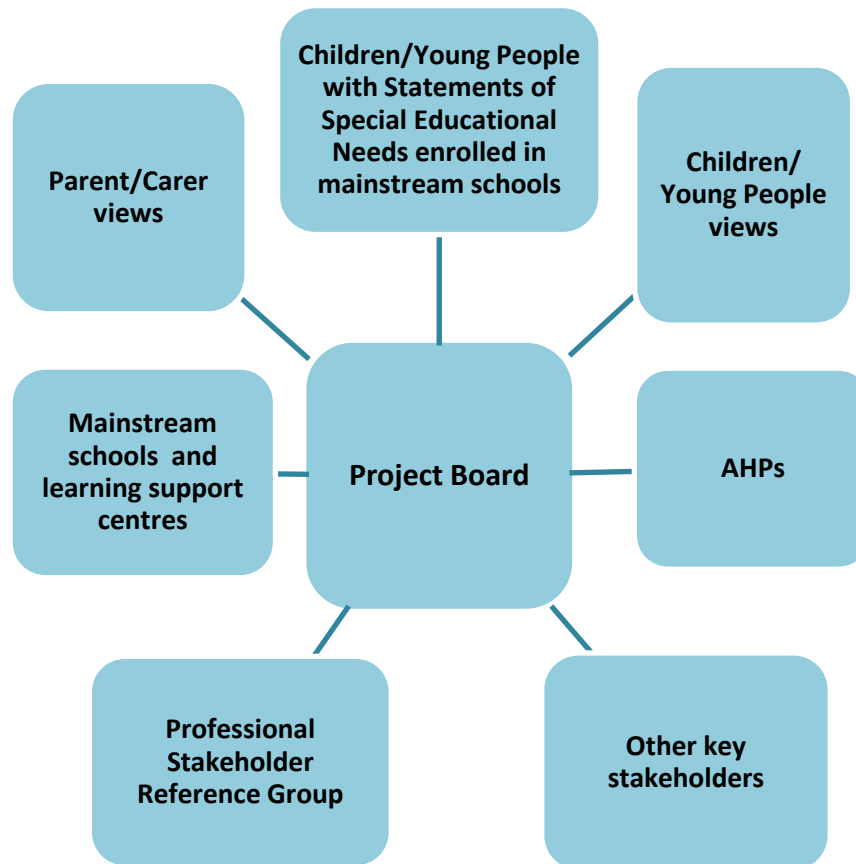
2.5 Constraints and Assumptions

This project is dependent on partnership working with key stakeholders, including Children/young people with statements of special educational needs, Parents/Carers of children with statements of special educational needs, Political representatives, Education, Health and Social Care Trust colleagues both at a strategic level and at a local level within individual schools.

The project is also dependent on data sharing and data matching across a range of professions and systems in order to establish a baseline. It is vital that data collected is as reliable as possible and it has been agreed that this is one of the particular challenges of this project because of the requirement to gather data from both Education and Health. This could potentially have an effect on achievement of timescales.

2.6 Users and Interfaces

Key Stakeholders



This review will require collaboration and a partnership approach with all key stakeholders to ensure accurate and effective information is collated within the scoping exercise.

Seeking the views of the following key stakeholders will be crucial in establishing the current level of AHP support for children/young people with statements of special educational needs enrolled in mainstream schools:

- Parents/ Carers of children/young people with statements of special educational needs enrolled in mainstreams schools
- Health and Social Care Trust AHPs
- Education

The plan for involvement is outlined in the engagement plan. It will be vital that there is meaningful engagement with children/young people with statements of special educational needs and their parents and

carers as service users throughout the review. Due consideration will be given by the Project Board to establish the best way to have meaningful service user engagement throughout.

In phase 1 there was a variety of engagement methods used. The use of questionnaires was favoured by most parents, with significantly more views gathered from parents in this way than through face to face engagement events. Teachers and AHPs also reported that they would have valued questionnaires as a means of expressing their views. In light of this, questionnaires will be used as a key method of hearing views from stakeholders in phase 2. After we have received completed questionnaires, we intend to have further discussions with stakeholders regarding the views captured.

The Project Board will anticipate equality and human rights issues in any actions taken or in any arising issues which impact on equality and human rights.

Other interested parties of the Review may include the below and others as deemed appropriate:

- Health and Social Care Board
- Public Health Agency
- Staff side representatives and relevant trade unions for AHP staff
- Department of Health, Social Services Public Safety Northern Ireland
- Department of Education Northern Ireland
- Education and Library Boards
- Schools and staff
- Northern Ireland Commissioner for Children and Young People
- Voluntary and Community Sector
- Political Representatives
- AHP Professional Bodies

The full stakeholder analysis is found in the Engagement plan.

3.0 Project Management

Dr Eddie Rooney, Chief Executive of the Public Health Agency, will Chair the Project Board Meetings. The Project Chair will take responsibility to ensure that the project produces the required outcomes and deliverables, to the required standard and within the specified constraints and time-frame of the project.

The Project Chair will be supported in the delivery of this work by the Project Lead; Mary Emerson, AHP Consultant PHA, who will chair the Professional Stakeholder Reference Group. The Project Lead's role is to drive the project forward and to monitor the outcomes of the project throughout its lifespan.

3.1 Roles and Responsibilities of the Project Board

The Project Board is chaired by the Chief Executive of the Public Health Agency and will continue to meet regularly.

The Project Board is responsible for the overall management of the project including:

- Approving the Project Initiation Document for phase 2 and further documentation appropriate to the project
- Agreeing an engagement plan and continuing to seek meaningful engagement with key stakeholders
- Identifying appropriate organisations/agencies and services involved to complete required actions as part of the project
- Seeking advice and guidance on how to promote equality of opportunity, good relations and human rights
- Making decisions throughout the project

Members of the Project Board are from the following organisations/agencies:

Organisations
Public Health Agency (PHA)
Health and Social Care Board (HSCB)
Department of Health and Social Services and Public Safety (DHSSPSNI)
Department of Education (DENI)
Health Intelligence
Education & Library Board representative
Health & Social Care Trust representation

Final membership of the Project Board is included in appendix B.

Members of the Project Board will:

- Attend meetings regularly and contribute to discussions and analysis;
- Contribute, and nominate others at the appropriate level, to the work of the review and any sub groups established by the Chairperson.
- Ensure that mechanisms are in place within their respective organisations to communicate necessary and relevant information regarding the review

3.2 Parent/Carer Engagement

It is recognised that meaningful engagement with parents and carers of children/young people with statements of special educational needs enrolled in mainstream schools is vital to the success of the review. The scoping exercise in relation to phase 2 of the review, will require collaboration and a partnership approach with all key stakeholders including parents and carers to ensure the efficacy of the baseline established by the scoping exercise.

The Project Board will consider the best options for engagement with parents/carers so that this is carried out in the most effective way. As stated earlier, in phase 1 there was a variety of engagement methods used. The use of questionnaires was favoured by most parents, with significantly more views gathered from parents in this way than through face to face engagement events. In light of this, questionnaires will be used as a key method of hearing views from Parents/carers of children/young people with statements of special educational needs in phase 2.

After we have received completed questionnaires, we intend to have further discussions with parents/carers regarding the views captured.

The views of parents/carers will be relayed directly to the Project Board for their attention and to help with the identification of current issues.

There will be flexibility throughout this review in how the views of parents/carers of children/young people with statements of special educational needs enrolled in mainstream schools are best captured so that the Project Board are hearing these views clearly.

3.3 Children/Young people Engagement

It is recognised that meaningful engagement with children/young people with statements of special educational needs is vital to the success of the review. The Project Board will consider the best options for engagement with children/young people with statements of special educational needs enrolled in mainstream schools so that this is carried out in the most effective way.

On consideration, it was agreed that questionnaires are not an appropriate method of seeking views of these children/young people and it is recognised that direct engagement can be difficult to fit into the school day. Therefore, views will be sought from parents/carers, AHPs and Teachers on how best to engage with children/young people with statements of special educational needs and enrolled in mainstream schools.

Any views gathered from these children/young people will be relayed directly to the Project Board for their attention and to help with the identification of current issues.

There will be flexibility throughout this review in how the views of these children/young people are best captured so that the Project Board are hearing these views clearly.

3.4 Professional Stakeholder Reference Group

There are a variety of professionals working together with children/young people with statements of special educational needs, across health and education. Their views are also vital to the success of this review. In order to hear the views of a wide range of these professionals, a Professional Stakeholder Reference Group has been developed. This group is chaired by the Project Lead. The Members of the Professional Stakeholder Reference group will contribute to discussions, facilitating gathering of appropriate data and identification of common themes/issues

- Members will ensure that mechanisms are in place within their respective organisations/services to communicate necessary and relevant information regarding the review
- There will be a research and development element to this reference group, with members sharing information on relevant existing models

Members of the Professional Stakeholder Reference Group are from the following organisations/agencies:

Organisations
AHP Leads from each of the Health and Social Care Trusts (HSCTs)
Community Paediatrics representative
Representation from Special School Principals and Mainstream school Principals
Educational Psychology representative
Special Education Officers, ELBs

Membership of the Professional Stakeholder Reference Group is included in Appendix C and the Engagement plan.

3.5 Project Structure

The Project Lead will report regularly to the Chair of the Project Board with progress reports against deliverables and timelines.

The project will move to each stage once the previous stage is signed off as completed by the Project Board.

On completion of the review, a report on the outcome and findings will be presented, by Dr Eddie Rooney as Project Chair, to the Minister of Health, Social Services and Public Safety, who will share it with the Minister of Education.

4.0 Approach

The review will be carried out in three phases: phases 1 and 2 which are scoping exercises to establish a baseline will inform the need for phase 3, the agreement of a proposed regional model and implementation plan.

The focus of this 2nd year of the review will be on phase 2, establishing a baseline of current AHP provision and models of delivery for children/young people with statements of special educational needs enrolled in mainstream schools and agreeing how we intend to proceed.

The review will require collaboration and a partnership approach with all key stakeholders especially children/young people, parents/carers, Health and social care and Education. This will facilitate the gathering of appropriate and accurate information to ensure the efficacy of the baseline.

4.1 Project Plan

The plan for Phase 2 is as follows:

- Continue meetings of the Project Board;
- Approve Project Initiation Document for phase 2
- Continue meetings of Professional Stakeholder Reference Group and revision of membership to reflect phase 2

- Seek views of Parents/Carers of children/young people with statements of special educational needs enrolled in mainstream schools
- Seek views of children/young people with statements of special educational needs enrolled in mainstream schools
- Seek views of AHPs working with these children/young people
- Seek views of Teachers working with these children/young people
- Seek views of other key stakeholders
- Scope existing levels and models of AHP provision for children/young people with statements of special educational needs enrolled in mainstream schools
- Collation and analysis of information

The next steps will be informed by the outcomes of the scoping exercise.

4.2 Risk Management

Risks within the project will be managed through the issues log and risk register (appendices D and E) and regular reporting to the Project Board. Identified risks will be considered and resolved by the Project Board depending on the level of impact the risk could exert on the progress of the review.

4.3 Engagement plan

Communication with all key stakeholders is crucial to the success of this review and so an engagement plan has also been developed for phase 2, which should be read in conjunction with the Phase 2 Project Initiation Document for further detail.

The following key communication objectives will be delivered to ensure effective communication throughout the project:

- To communicate and reinforce the key messages of the project to a large audience of stakeholders and impacted parties
- To gain support for the project through highlighting its benefits to Parents, Children/Young people, AHPs, Teachers, Department of Health, Department of Education, Education and Library Boards, health staff and Commissioners
- To explain the project process, structure, deliverables and timeframes to all impacted parties
- To inform all stakeholders of the current and future requirements for participation (i.e. inputs required)
- To create an environment with a positive disposition to the project through effective communication
- Inform stakeholders about the purpose, scope, successes and benefits of a proposed consistent regional service model.

Central to this strategy and as a first priority is the obvious requirement to develop and communicate the key messages relating to the project, such as:

- Why do we have this project?
- What does the project deliver, where, when and to whom?
- What benefits does it bring?
- How will the project support other education developments

These key messages will need to be communicated to the appropriate audiences.

Key Audiences

Hearing the views of key stakeholders will be crucial in establishing the current level of AHP support for children/young people with statements of special educational needs enrolled in mainstream schools. Due consideration will be given by the Project Board to establish the best way to have meaningful service user engagement throughout with:

- Children/young people with statements of special educational needs
- Parents/ Carers of children/young people with statements of special educational needs
- Health and social care staff
- Education employees
- Political representatives

The information required will vary between stakeholders. The key messages are detailed in the engagement plan.

5.0 End of phase 2 of project

The Project Lead will work closely with the Chair of the Project Board and the Project Board in agreeing and notifying the end of phase 2 of the review.

The end of phase 2 will be identified by the achievement of key milestones, including:

- Project Board having met regularly
- Views sought from mainstream schools

- Views sought from AHPs
- Views sought from children/young people with statements of special educational needs enrolled in mainstream schools
- Views sought from Parents/Carers of children/young people with statements of special educational needs enrolled in mainstream schools
- Views sought from other key stakeholders
- Completed scoping of current AHP provision and support and delivery models for children/young people with statements of special educational needs enrolled in mainstream schools
- Common themes/issues identified
- Agreement on how we intend to proceed in relation to identified themes/issues.

6.0 References

- Department for Education (England): Children with Special Educational Needs 2010: An Analysis. Oct 2010.
- DHSSPSNI (2011) *Transforming Your Care: A Review of Health and Social Care in Northern Ireland*. Available from:
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APPENDICES

Appendix A - Gantt Chart

Appendix B – Project Board Membership

Appendix C – Professional Stakeholder Reference Group Membership

Appendix D - Template for Issues Log

Appendix E – Template for Risk Register

Appendix F – Abbreviations List

APPENDIX A: Gantt chart

	2013			2014				2015				2016				
	Apr-Jun	July-Sept	Oct-Dec	Jan-Mar	Apr-Jun	July-Sept	Oct-Dec	Jan-Mar	Apr-Jun	July-Aug	Oct-Dec	Jan-Mar	Apr-Jun	July-Sept		
Phase 1 Scoping of AHP provision for children/young people in Special schools																
Phase 2 Scoping of AHP provision for children/young people with Statements of Special Educational Needs enrolled in Mainstream Schools																
Phase 3 Agreement of Proposed Model for AHP provision for children/young people with statements of special educational needs enrolled in Special schools and Mainstream Education and agreement of proposed implementation plan.																

APPENDIX B: Project Board membership

Dr Eddie Rooney	-	Chief Executive, Public Health Agency (Chairperson)
Mary Emerson	-	AHP Consultant, Public Health Agency (Project Lead)
James Mc Auley	-	Project Support Manager, Public Health Agency
Clare McGartland MBE	-	Lead AHP Consultant, Public Health Agency
Adele Graham	-	Senior Health Intelligence Manager, Public Health Agency
Hazel Winning	-	AHP Lead, Department of Health (DHSSPS)
Caroline Gillan	-	Director of Access, Inclusion and Wellbeing (DENI)
Frances Curran	-	Special Education Team, Department of Education (DENI)
Fionnuala Mc Andrew	-	Director of Social Care and Children's services (HSCB)
Kieran Mc Shane	-	Social Care Commissioning Lead (HSCB)
Dr Clare Mangan	-	Chief Executive, Belfast Education Library Board (BELB)
Carol Diffin	-	Co- Director, Community Child Health & Child Care, (BHSCT)
Michelle Tennyson	-	Assistant Director of AHPs &PPI, Public Health Agency

APPENDIX C: Professional Stakeholder Reference Group

Colm Davis	- Tor Bank, Principal
Geri Cameron	- Loughshore, Principal
Anne Magee	- Jordanstown, Principal
Raymond Mc Feeters	- Castle Tower, Principal
Karen Hancock	- Fleming Fulton, Principal
Jonny Gray	- Arvalee, Principal
Carmel McDermott	- Special Education Officer, WELB
Cherry Crozier	- Special Education Officer, SELB
Maurice Crozier	- Educational Psychologist, NEELB
Jill Bradley	- Health Professions forum rep NHSCT
Dr Mairead Duffy	- Community Paediatrician
Paul Rafferty	- AHP Lead, WHSCT
Paula Cahalan	- AHP Lead, BHSCT
Rachel Gibbs	- AHP Rep, SEHSCT
Carmel Harney	- AHP Lead, SHSCT
Mary Emerson	- AHP Consultant Public Health Agency (Project Lead)
Clare McGartland MBE	- Lead AHP Consultant, Public Health Agency
James McAuley	- Project Support Manager, Public Health Agency
TBC	- Representatives from mainstream schools

APPENDIX D: Issues Log Template

No.	Name	Description	Owner	Action & Progress	Action Date	Status

APPENDIX E: Risk Register Template

Action			Risk Description					Risk Resolution	
			Risks will be reviewed at Project Board Meeting						
Ref	Expected by	Risk	Type of Risk	Date raised	Owner	Probability	Impact	Mitigation	Resolution

Appendix F: Abbreviations List

PHA	Public Health Agency
AHP	Allied Health Professional
HSCB	Health and Social Care Board
DENI	Department of Education Northern Ireland
SEN	Special Educational Needs
TYC	Transforming Your Care
HCPC	Health Care Professions Council
HR	Human Resources
DHSSPSNI	Department of Health, Social Services, Public Safety Northern Ireland
HSCT	Health and Social Care Trust
NICCY	Northern Ireland Commissioner for Children and Young People
ELB	Education and Library Board
BELB	Belfast Education Library Board

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