

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

Phase 1 Project Initiation Document

Scoping Exercise within special schools

Status

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1.0 Background

It is important that AHP services meet the assessed needs of children 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 with statements of special educational needs. Once a baseline has been established, recommendations for further action can be agreed. These recommendations will form the basis of a proposed regional model to best meet the needs of all children with statements of special educational needs, irrespective of what school they attend.

The review will focus on services provided for children 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 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 2012/13, indicate that there were 14,554 children and young people identified as having a statement of special educational needs in Northern Ireland which equates to approximately 4.4% of the school population.

There are 10,132 pupils with statements in mainstream education and 4,422 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 recommendations for further

action in order to agree a proposed regional model of AHP support. This will facilitate consistency of provision across the region and will ensure children 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 performance.

This review is also in line with *Transforming Your Care, A Review of Health and Social Care in Northern Ireland*, and the current strategic direction. 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). Further to this, the report discusses how early years support for children with a learning disability should be part of a coherent and consistent programme of support for 0-5yr olds. (P95)

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 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. The proposed model should also represent value of money and ensure the most effective use of resources

This project initiation document relates to phase 1 of this review. The purpose of Phase 1 of the review is to establish the level and models of AHP provision and support for children with statements of special

educational needs in special schools. It will end with identification of common themes and recommendations for further action.

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











The review will mainly focus on services for these children 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, as appropriate and to hear views from parents, children 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 1 of the regional review is to establish the level of AHP provision and support for children with statements of special educational needs in special 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 is a scoping exercise to establish the current levels and models of AHP provision and support for children with statements of special educational needs in special schools. It will end with identification of common themes and subsequent recommendations for further action.
- Phase 2 is a scoping exercise to establish the current levels and models of AHP provision and support for children with statements of special educational needs in mainstream schools. It will end with identification of common themes and subsequent recommendations for further action.
- Phase 3 will involve an analysis of common themes and recommendations in order to produce a proposed regional model and an implementation plan for consideration by the Minister for Health.

The focus in the first year of the review will be on phase 1, establishing a baseline of current arrangements in special schools and agreeing recommendations for further action. The progression of phase 1 will impact on the timelines for phases 2 and 3 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

Phase 1 will require collaboration and a partnership approach with all key stakeholders especially Parents/Carers, Children/Young People, 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 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 with a statement of

special educational need in special 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

The focus of the first year of the review will be on phase 1, establishing a baseline of current arrangements for AHP provision in special schools, identifying common themes and will end with agreeing recommendations for further action.

The key elements of phase 1 of the review will be to:

- Scope the provision and various AHP service models in place for children/young people with statements of special educational needs in special schools.
- To fully engage in partnership working with colleagues in Education, Health and Social Care and Parents/Carers.
- Establish the level of AHP support for children within special schools
- Involve all key stakeholders to agree recommendations for further action, 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 in special schools. This complex analysis will have to consider how core AHP services interact with school based services and specialist teams.

Deliverables of Phase 1 of Review:

- Evidence of partnership working and effective engagement with key stakeholders, including Parents/Carers, Children/Young People, Health and Social Care and Education colleagues
- Project Board to be established and meet regularly
- Established baseline of current AHP provision and delivery models for children in special schools
- Identification of common themes

- Agreed recommendations for further action

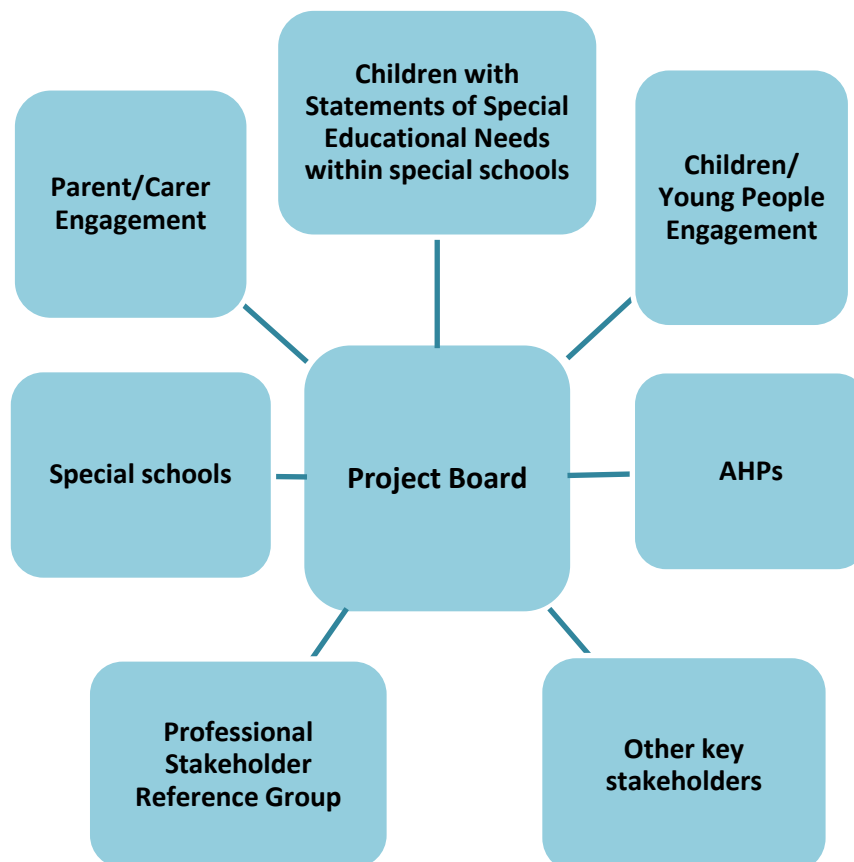
2.5 Constraints and Assumptions

This project is dependent on partnership working with key stakeholders, including Parents/Carers, 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.

Engagement with the following key stakeholders will be crucial in establishing the current level of AHP support for children with statements of special educational needs within special schools:

- Children/Young People
- Parents/ Carers
- Health and Social Care
- Education

The plan for involvement is outlined in the engagement plan. It will be vital that there is meaningful engagement with children/young people, 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, including how best to engage with children in a meaningful way.

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:

- Parents and children
- Health and Social Care Board
- Public Health Agency
- Health and Social Care Trusts and Allied Health Professions staff
- 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

The Project Chair, 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 will be chaired by the Chief Executive of the Public Health Agency and will meet regularly.

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

- Approving the Project Initiation Document and further documentation appropriate to the project
- Agreeing an engagement plan to engage with key stakeholders.
- Identifying appropriate agencies and services involved to complete required actions as part of the project
- Continuing to seek meaningful engagement across all relevant agencies and with parents/carers and children
- Seeking advice and guidance on how to promote equality of opportunity, good relations and human rights
- Making decisions throughout the project

Nominations will be sought for the Project Board from the following 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 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 is vital to the success of the review. The scoping exercise in special schools, phase 1 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. The project Board will listen to the views of the parents on how best to do this.

It is envisaged that, in the first instance, there will be a questionnaire and an online survey regarding AHP services made available to all parents of children in special schools. These will also be supplemented with some direct meetings with a range of parents/carers. A sample of schools will be selected to represent variety in terms of categorisation of schools and geographical areas. 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 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 as service users is vital to the success of the review. The Project Board will consider the best options for engagement with children/young people so that this is carried out in the most effective way.

It is envisaged that, in the first instance, there will be direct engagement with children/young people from special schools with an agency skilled in facilitating discussion and feedback from children with disabilities.

The views of 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 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 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 will be developed. This group will be 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

Membership for the Professional Stakeholder Reference Group will be sought from the following organisations:

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

Final membership of the Professional Stakeholder Reference Group will be included in Appendix C and the Engagement plan.

3.5 Project Structure

Project Lead will report regularly to the Chair of the Project Board and to the Children and Families Regional Commissioning Service Team with progress reports against deliverables and timelines.

The key milestones are outlined below:

- Communication of the review to stakeholders
- 1st meeting of Project Board to be agreed by 31/08/2013
- 1st meeting of Project Board to take place in early October 2013
- Meetings to be arranged with special schools regarding the review from November 2013
- Meetings to be arranged with sample of Parents/Carers regarding the review from January 2014
- Professional Stakeholder Reference Group to be established and meetings arranged by January 2014
- Questionnaire and online survey seeking views available to parents/carers by February 2014
- Engagement with other key stakeholders throughout
- To complete the scoping of current AHP provision and delivery models in special schools by March 2014
- Recommendations for further action relating to AHP provision for children in special schools agreed by 31/03/14

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 the 1st year of the review will be on phase 1, establishing a baseline of current AHP provision and models of delivery in special schools and agreeing recommendations for further action.

Phase 1 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 1 is as follows:

- Confirmed membership of the Project Board;
- Approved Project Initiation Document and timescale agreed
- Establishment of Professional Stakeholder Reference Group
- Engagement with Parents/Carers of children in special schools
- Engagement with children/young people in special schools
- Engagement with AHPs
- Engagement with other key stakeholders
- Scope existing levels and models of AHP provision for children/young people with statements of special educational needs in special 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, which should be read in conjunction with the 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 educators, parents, children/young people, AHP service providers, strategic education, 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

Engagement with the following key stakeholders will be crucial in establishing the current level of AHP support for children with statements of special educational needs within Special schools and 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
- Parents/ Carers
- 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 1 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 1 of the review.

The end of phase 1 will be identified by the achievement of key milestones, including:

- Project Board established and having met regularly
- Engagement with special schools
- Engagement with AHPs
- Engagement with Parents/Carers of children/young people in special schools
- Engagement with children/young people in special schools

- Engagement with other key stakeholders
- Completed scoping of current AHP provision and support and delivery models for children/young people in special schools
- Common themes/issues identified
- Agreed recommendations for further action relating to AHP provision for children in special school.

6.0 References

- Department for Education (England): Children with Special Educational Needs 2010: An Analysis. Oct 2010.
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APPENDICES

Appendix A - Gantt Chart

Appendix B – Project Board Membership

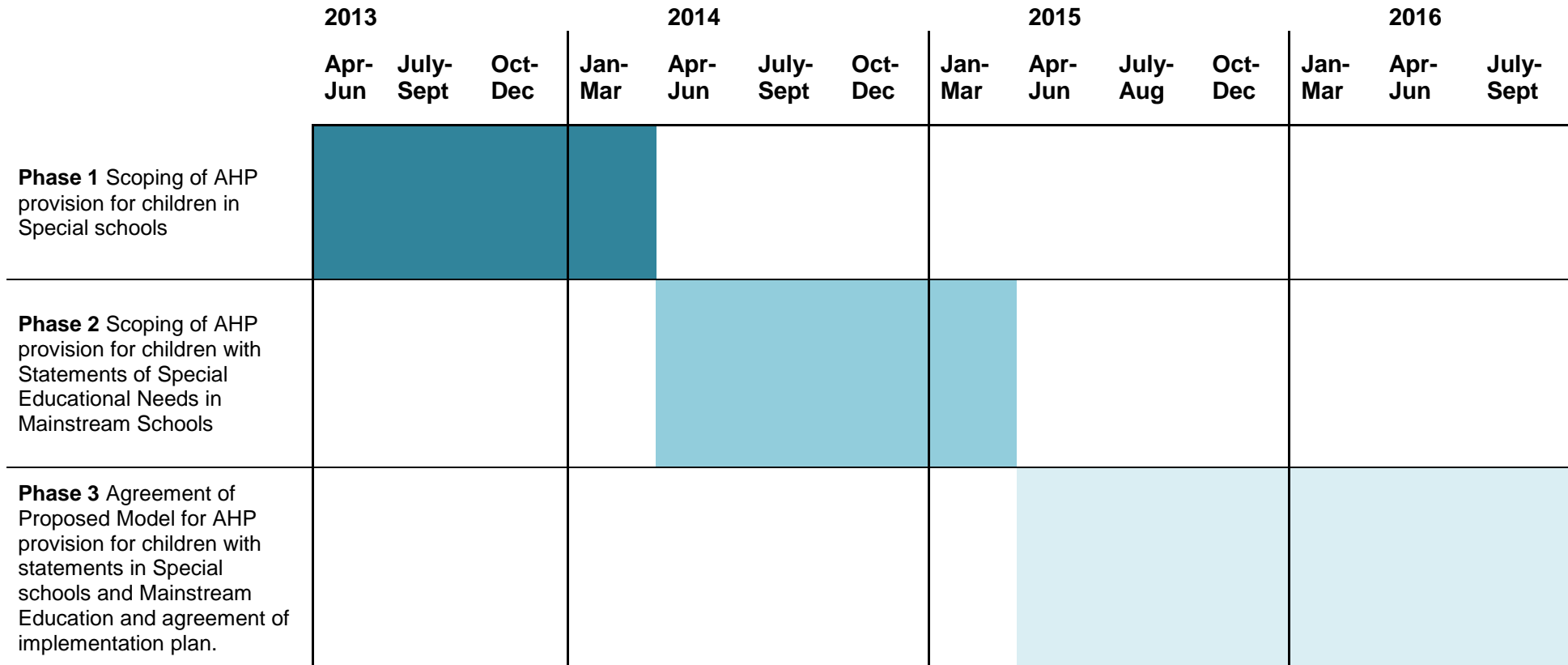
Appendix C – Professional Stakeholder Reference Group Membership

Appendix D - Template for Issues Log

Appendix E – Template for Risk Register

Appendix F – Abbreviations List

APPENDIX A: Gantt chart



APPENDIX B: Project Board membership

Dr Eddie Rooney	Chief Executive, Public Health Agency (Chairperson)
Mary Emerson Clare McGartland MBE	AHP Consultant Public Health Agency (Project Lead) Lead AHP Consultant (PHA)
Rachel O'Reilly	Project Support, Public Health Agency (PHA)
Adele Graham	Senior Health Intelligence Manager, Public Health Agency (PHA)
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)
Dr Clare Mangan	Chief Executive, Belfast Education Library Board (BELB)
Carol Diffin	Co- Director, Community Child Health & Child Care, (BHSCT)
James McAuley	Intern for AHP/Nursing Directorate Public Health Agency
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
Mildred Bell	Health Professions forum rep NHSCT
Dr Mairead Duffy	Community Paediatrician
Paul Rafferty	AHP Lead, WHSCT
Paula Cahalan	AHP Lead, BHSCT
Margaret Moorhead	AHP Lead, SEHSCT
Carmel Harney	AHP Lead, SHSCT
Mary Emerson Clare	AHP Consultant Public Health Agency (Project Lead) Lead AHP Consultant (PHA)

McGartland MBE
Rachel O'Reilly

Project Support, Public Health Agency (PHA)

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
BELB	Belfast Education Library Board

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