



Leadership, Culture & Values Co-production

Partnership for the Inclusion of Neurodiversity in Schools

The programme is funded by the Department for Education (DfE), supported by the Department for Health and Social Care (DHSC) and NHS England (NHSE)

Plan

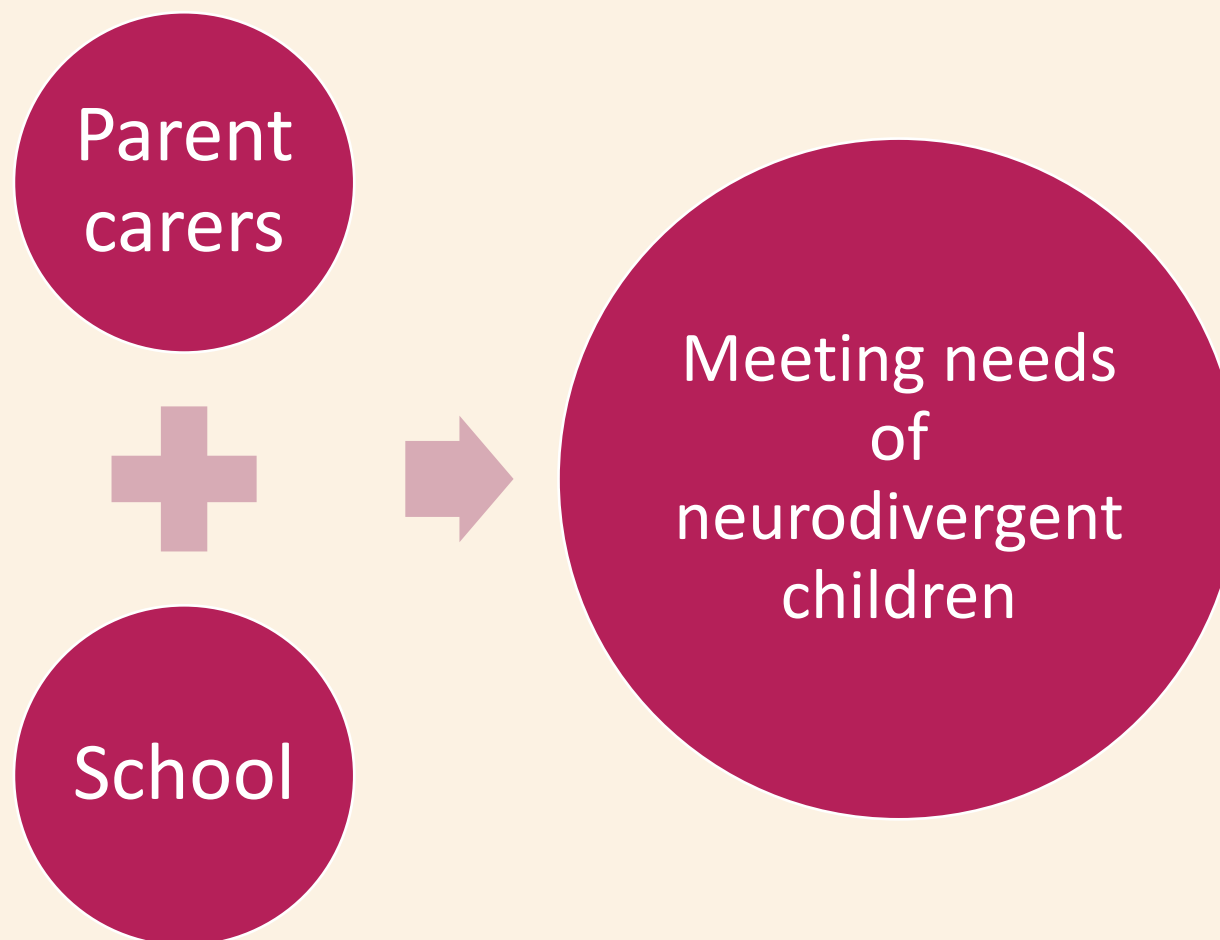
- Introduction
- Video (15 mins) – What is co-production?
- Co-production background
- Break
- Video (15 mins) – students' voices
- Co-production with students
- Practical ideas for co-production



1. Introduction



Partnerships



Activity



Reflect:

What comes to mind when you think of co-production?

Write a list of 10 words that you relate with co-production.

What emotions do you associate with co-production?

What have your previous experiences of co-production looked like?

Video – 15 minutes



What do we mean by co-production

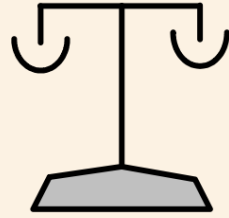
Partnership, working together, two-way communication, reciprocal relationship

Effective working between:

- Education
- Health
- Parents / carers
- The children and young people



Definitions



Consultation – Two-way communication e.g. parents filling out surveys to share their views and then school gives feedback about the results of the consultation and where/how the information has been used.

Participation – More than just being consulted, people are ‘actively involved’ in identifying needs/solutions and planning.

Co-production – Working together at the highest level of service planning and decision-making. A shared responsibility to help deliver solutions.

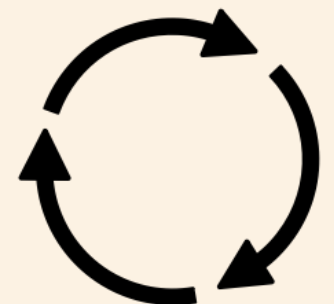
Key values of co-production

- Solution focussed
- Equal and reciprocal relationships
- Child & Families Act 2014
- Inclusion



The role of schools

- Promote positive trusting relationships
- Facilitate information-sharing
- Enable parents and carers to contribute to planning and decision-making
- Actively seek and value the voice of the child/young person
- Ensure timely and appropriate referral to external agencies, the sharing of information and collaborative decision making.





Why is co-production important?

Benefits of well-implemented co-production approaches include:

- Offering learning opportunities
- Developing a sense of community
- Promoting deep learning and active engagement
- Encouraging inclusivity and reciprocity
- Building confidence and capacity
- Producing new knowledge and more effective solutions

<https://www.boingboing.org.uk/wp-content/uploads/2018/03/Co-production-in-schools.pdf>

Are parents the most under-used resource in your school?

- When parents are involved in their education, children do better on a wide range of measures
- Parents can help identify problems experienced by the families so that local provision better meets their needs
- This leads to better use of time and financial resources

<https://www.bracknell-forest.gov.uk/sites/default/files/2021-10/good-practice-guide-for-ensuring-effective-parent-and-carer-participation-and-co-production.pdf>

Activity



Think:

What could be barriers to parents working with schools?

Barriers facing parents working with schools

- Time (36%)
- Not being asked (28%)
- Being unsure what they have to offer (25%)

<https://www.parentkind.org.uk/for-schools/parents-matter-the-research>

Barriers facing parents working with schools

Other reasons you may have thought of:

- Trust
- Imbalance of power
- Confidence
- Relationships

What can co-production in a school look like?

- Co-identification of need and areas for improvement
- Co-design, including planning of curriculum, extra activities, resilience initiatives, safe spaces, additional support options
- Co-decision making in the allocation of resources
- Co-delivery of services, including peer support, buddying, mentoring
- Co-evaluation/review



What can't you achieve when everyone is pulling in the same direction?

‘It can take more time,
but it can be more fun,
because it’s freeing, in a way,
all sorts of things can immerge that you wouldn’t have imagined,
so that there’s a sort of **magic** in co-production’



Quote taken from video by Social Care Institute for Excellence –
<https://www.youtube.com/watch?v=0jG4mLjaZBU&t=73s>



Break



Video





Activity: Co-production with students

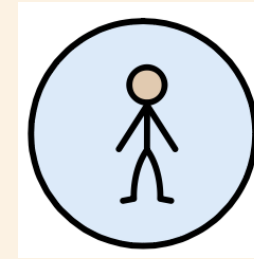
Think:

What stood out to you during the video? Did any of it potentially resonate with children in your school?

What do we need to consider when co-producing with neurodivergent children and their families?

How can you capture the views and experiences of the children in your school?

How can you capture the voice of children who may not be attending school regularly?

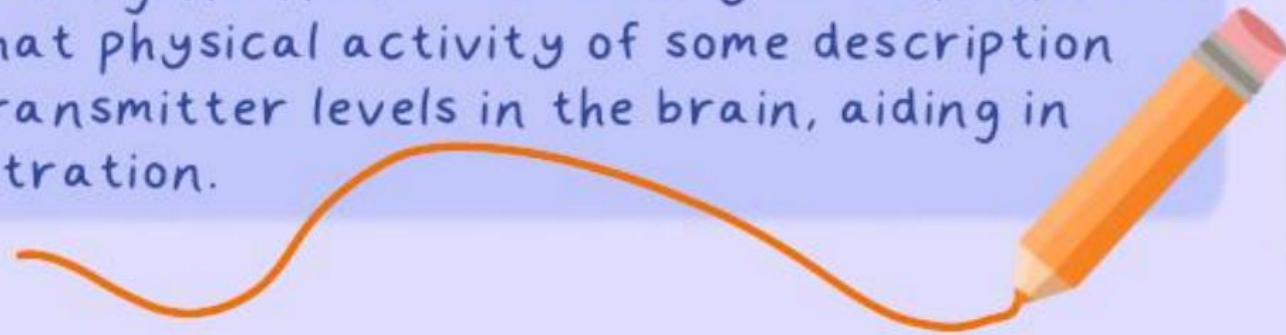


Co-production with students

- Neurodivergent children can find abstract thinking difficult so may benefit from a 'walk around' to gather their ideas
- Adapting questionnaires to suit children's needs
- Augmentation and alternative communication methods (AAC)

Co-production with young people:

Additionally, allowing them to fiddle with something or to doodle can also be helpful. I personally have found teachers who are patient and understanding with me needing to doodle very helpful. This doesn't mean that the student isn't listening, in fact being able to fiddle or doodle may actually increase a neurodivergent individuals ability to concentrate. Research shows that physical activity of some description increases neurotransmitter levels in the brain, aiding in focus and concentration.



Morgan McWilliam

[How+teachers+should+support+neurodivergent+students.pdf](#)

Themes from young people

1. More neurodiversity training for school staff

2. Alternatives to punishment

3. Have quiet places that pupils can go

4. Educate all pupils about neurodiversity



Domain 1: Coproduction



Action plan



Class Level 	School Level 
How can we understand the needs?	How can we understand the needs?
How can we understand the strengths?	How can we understand the strengths?
How can we meet the needs?	How can we meet the needs?
How can we use the strengths?	How can we use the strengths?



Training and support for schools

- Developing culture and processes
- Supporting the development of a Parent Carer Forum within the school
- Discussions with parents to find out together what priorities are and what training/resources you'd like to access.
- Right Choice training offers
- Co-production and partnership toolkits:

<https://www.wholeschoolsend.org.uk/resources/co-production-toolkit>

https://nasen.org.uk/search?search_api_fulltext=co-production



Ideas you could discuss with your parent carer forum

- Set up and facilitate a SEND parent carer participation group in the school
- Support to develop a sustainable and effective relationship between school leadership and the SEND parent carers
- Support to identify the priorities of SEND parent carers
- Facilitation of participation discussions to coproduce response to priority areas
- Regularly feedback to monitor impact and effectiveness of coproducing with families
- Empower SEND parent carers to understand and engage with other (health and social care) services to enable better engagement and support for families
- Facilitate support to enable parents and carers to understand processes in school that support children
- Provide information about the wider SEND system to promote greater understanding and awareness of available support
- Identify and signpost to appropriate practitioners and services for families

Final activity



THINK:

Gather together your ideas for how to maintain the longevity of the project.

How will you continue a positive strategic relationship with your parent carers to support co-production after the PINS project?

4. Questions, comments, feedback:

