

# York's Model of Joint Partnership working (Co-production)

Services working together with children, young people and families  
across the City of York

A Joint Partnership (co-production) model and audit framework for  
Special Educational Needs and/or Disabilities Services in York

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## Glossary

To avoid ambiguity and support understanding of this document a glossary of commonly used terms, abbreviations and acronyms are listed at the beginning of this document

**Allied Health Professionals** – collective name for registered health professionals in health who are not medical or nursing: Speech & Language, Occupational Therapy & Physiotherapy (not medical or nursing)

**Audit** – the method by which there is a formal structured approach to inspecting and measuring the compliance, quality, effectiveness and impact of the service provided

**CAMHS** - Child and Adolescent Mental Health Service

**Children & Families Act 2014** - a single act of parliament which describes the lawful instructions and requirements related to child and family welfare. Part 3 of the Act relates to children and young people with special educational needs and disabilities. This sets out the statutory responsibilities of those who commission, plan and provide services.

**Commissioning** – the process of procuring and arranging services based on population needs and supporting evidence. In this context this may be from a health, social or education perspective.

**CYC** – City of York Council

**CYP** – Children & Young People

**CCG** – Clinical Commissioning Group

**EHCP** – Education, Health and Care Plan

**JSNA** - Joint Strategic Needs Assessment – a collection of data resources, data and information from a variety of sources which describes the health and wellbeing of the local population. It supports those commissioning services with an evidence base of what is required for the future.

**LA** - Local Authority

**NHS Vale of York CCG** – the local Clinical Commissioning group responsible for organising health provision across York

**YTHFT**- York Teaching Hospital (Foundation Trust)

**Stakeholder** – the spectrum of everyone involved from those receiving services to those who provide and commission services, including the voluntary and advocacy services sector

**Strategic** – the overarching set of activities and operating structures put in place to deliver and achieve goals for the population

**Individual** – referring to child, young person, parent, carers own experience

**SEN/D** – Special Educational Needs and Disabilities

**SENDIASS** – Special Educational Needs and Disabilities Information Advice & Support Service

**Therapies** – this often refers to a range of interventions that support improvements in emotional, psychological and physical health. Examples are: physiotherapy, Speech and Language therapy (often referred to as SLT), Occupational Therapy and behavioural therapy.

**TEWV** – Tees, Esk, Wear Valley. An acronym for mental health provider

**YIK** – York Inspirational Kids

## Parent Forward

*“We at York Inspirational Kids have been delighted to work with the York partnership to develop the model of joint partnership and guide for use across the system. We look forward to seeing this implemented across services who work with children and young people with Special Educational Needs and Disabilities. As most parents, we wish that our children and young people will be happy, healthy and achieve, and to ensure these things happen, it is vital that they are listened to and their views are appreciated and used in work that affects them.*

*In York it was agreed by parents that the term co-production was not ideal and was not family friendly, so we were happy to work with York Council and Vale of York Clinical Commissioning Group to support the re-naming of the word co-production. Myself and 33 other parents have been involved in a survey to change the term to “joint partnership”.*

**Ruth Thompson**

## Creating a common view of Joint Partnership (co-production):

As a result of the co-production workshops held in July 2020, attended by 32 stakeholders, one area that continued to arise was the use of the word co-production. It was described as not well-understood and not family friendly and there was a concern that parents may not engage with services to work together in partnership.

Therefore, a survey was produced to gain feedback around the word co-production. 34 parents completed a survey and concluded that **'joint partnership'** should be the new term adopted.

## What our children, young people and parents/ carers say:

*"Our experience with the Local Authority regarding our children had been as diverse as the needs of our four autistic children. For context, two of our children's educational needs have required us to engage with the LA for EHCPs. We are just starting the journey with a third child. We hope the process of improving engagement will only help in that journey as we consecutively continue on the path with the other two children"*

*"I think if we had a more 'joined up' approach to working where we could more easily share information it would be better for our children"*

*"There should be open communication on what to expect and clear time frames"*

*"(...) SEN is a minefield and I don't have any background in Education etc. so I find it all bewildering. I'm also a visual person, I can't imagine how services should look - you tell me/show me ideas of how things can work/what my son can access and I will know which are suitable - but tell me. Don't hide things, assume I know or limit my knowledge. I still find out most things of importance through discussion with other parents. I need services to ensure they filter down as much information as possible (like parents) for us to make informed decisions"*

*"I felt we were involved appropriately and, thanks to an exceptional provision we managed to secure a place in, our son is thriving"*

### **A young person described his thoughts about joint partnership:**

*"They can have their own say in what happens and if they don't like it they can change it"*

*"You have chance to actually say what you want"*

### **But when asked what he thought the barriers could be, he explained:**

*"The adults letting us make decisions"*

*"I don't think they'd find it easy, it could happen but wouldn't be easy for adults to let go of the control"*

## Our Vision

*“Our vision is to create an open, honest and well – communicated city. A city where all families of children with Special Educational Needs and Disabilities will be able to say:*

- I am consistently communicated with in a way that is accessible and appropriate for our needs*
- I know about the changes to SEND services in York*
- I know how to be involved in the process of service development and delivery*
- My own and my family’s voices are heard”*

## Scope

This guidance is for all services who work with children, young people aged 0-25 and their families across the City of York.

The guidance should be used across the system when working with individual children, young people and their families in the development of their education, health and care plans and also when improving, developing or re-commissioning services.

## Why now and why do we need this model of joint partnership working?

Joint Partnership has been talked about and used in different ways for many years across the spectrum of public services and private enterprise and industry. The initial concept of engaging individual groups in developing services and products, was developed as a way of understanding what is required, how to meet the needs of those who will be using the service or product and as a way to ensure high levels of satisfaction.

An easy way to describe this for example is to consider how manufacturers develop a new product or adapt an old one, by inviting users to contribute in active consultation, testing and measuring satisfaction of experiences in buying, aftercare and support when using the product or service.

Within public services there is now wide recognition that effective joint partnerships can significantly improve the quality of experiences for individuals accessing advice, support and care that will have a positive impact on short, medium and long term outcomes in their lives. The Children and Families Act 2014 also sets out the statutory responsibilities that commissioners and services must enact to improve the lives of with children, young people and families who have special educational needs and disabilities. This must include ensuring the voice of the child or young person is heard and is central in planning all aspects of support that affects them both from an individual perspective and how services are configured, delivered and improved across the system.

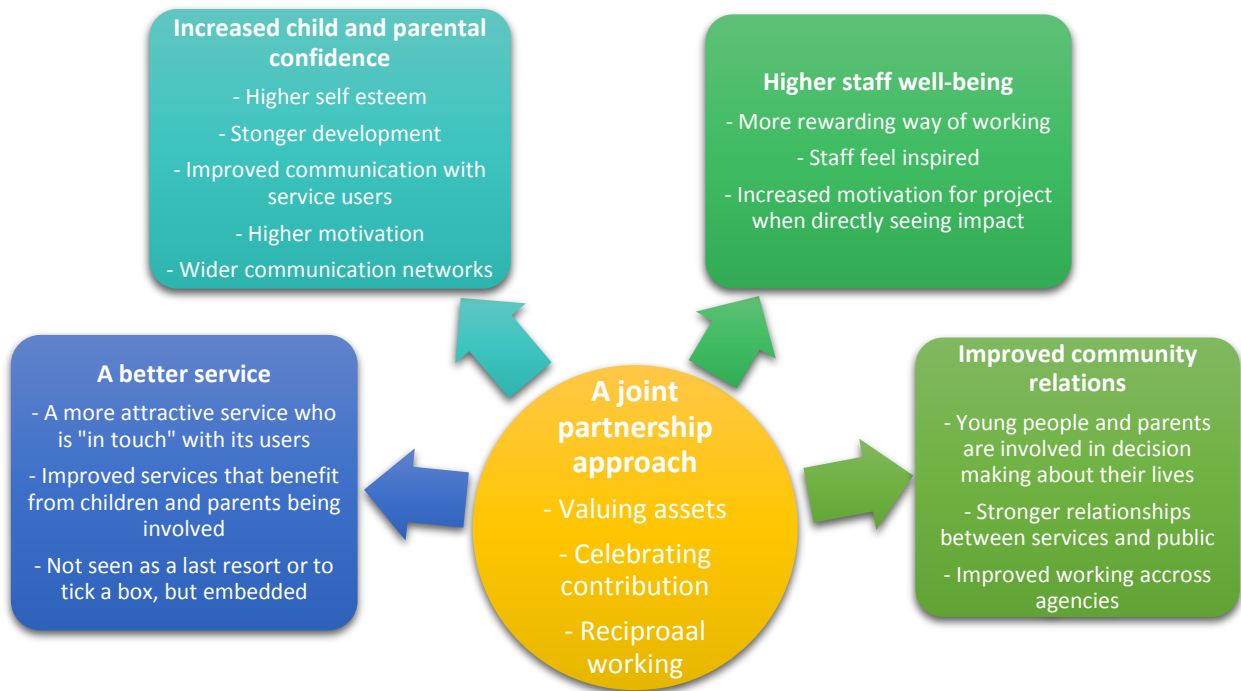
To embed and normalise joint partnership and responsibilities as a way of working with children and families, York has come together as a partnership to work with children, young people and families to develop a strategy and model that is recognisable and consistently used across all services when working with individuals and also in service development. This partnership includes:

- Children and young people
- Parents and carers
- Voluntary sector
- City of York Council- education and social care
- Early years settings, schools and academies
- Health services (Healthy child service, York Teaching Hospital Trust – paediatrics, therapies and nursing and CAMHS – TEWV)
- Elected members

Furthermore to evidence the our commitment towards this approach, the York Partnership will embed an ongoing cycle of audit across education, health and social care to formally record and



monitor the effectiveness of joint partnership as a quality standard. This will form part of the multi-agency integrated data dashboard.



## How we developed the joint partnership model

In York, CYC and NHS Vale of York CCG hosted a series of engagement workshops with all stakeholders who are involved in children and young people's lives. The objectives included:

- Facilitate activities
- Explore the meaning of joint partnership
- To establish common definition of joint partnership
- To address key challenges and successes you may face
- To provide information and tools that can be used every day
- To understand how to measure impact and success of joint partnership
- Develop a York-wide model

The process involved beginning with a survey to measure:

- Individuals' understanding of the term and concept of joint partnership
- How joint partnership is used
- Current tools to support joint partnership on the workplace from a personal and organisational perspective

An exit poll at the end of the workshops demonstrated an increased awareness; however, it was clear that further guidance was required especially around tools and methods to implement joint partnership.



**3. We work in a reciprocal way and support one another**

We give and support all stakeholders the opportunities to be involved in partnership working

We are equal in the way we work and share the responsibility

We actively listen to those involved and use their feedback effectively

We lead by example in our working relationships to understand and respect the opinions of children, young people, families and of others to improve the confidence they have in our services

**4. We continue to grow our networks of people**

We consistently find new opportunities and ways for children, young people and families to use their experiences to support our service development and delivery

We are creative in the way we gain involvement from a broad range of children, young people and families who receive services and will actively involve parents, carers, children and young people to ensure their voices are heard

**5. We are equal, diverse and accessible**

We share the power, acknowledge and respect children, young people and families as critical partners

We are diverse in the way we engage and who we engage with, and using a range of accessible communication techniques where necessary

We enable all to work in joint partnership with us in our work and promote York as an accessible and inclusive city to all

**6. We blur the boundaries between receiving and delivering services**

We know the importance of listening and understanding experience

We care about outcomes of children and young people

We want children, young people parents to educate us

## Measuring successful joint partnership and effective communication

To ensure these principles are used consistently in practice and are effective, statutory agencies will adopt an audit process across the system. This process will measure how well the principles have been applied both at an individual level and in the development and improvement of services in York.

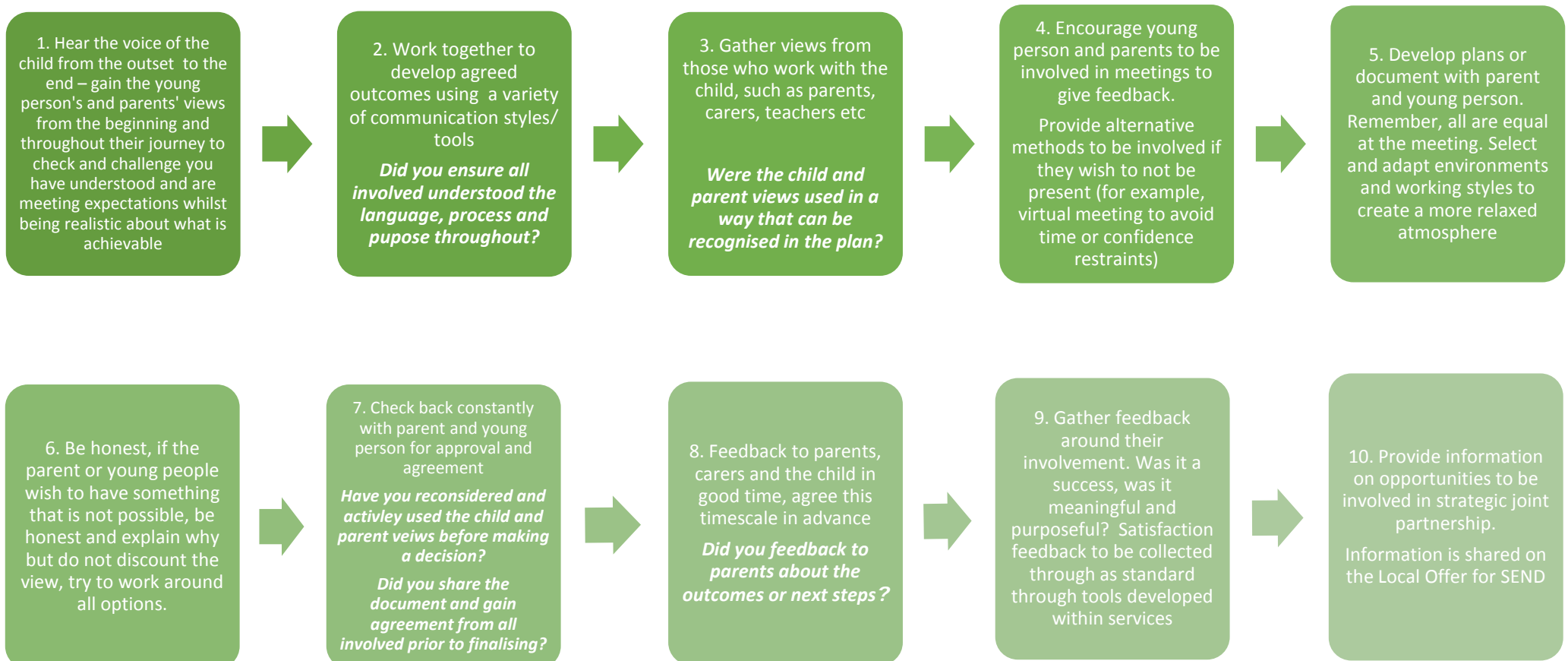
This will be underpinned by the standards and principles set out in the joint communication strategy (can be found on the Local Offer for SEND) and the EHCP Quality Assurance framework.

## Model of joint partnership

The model of joint partnership has been designed, so it can be used by all stakeholders and incorporates a range of approaches which should be used to inform processes. The model is separated into two sections, individual joint partnership and strategic.

### Individual joint partnership working

Individual joint partnership working involves developing “something” with a child and their parent that directly affects them. For example, an Education, Health and Care Plan or annual review.



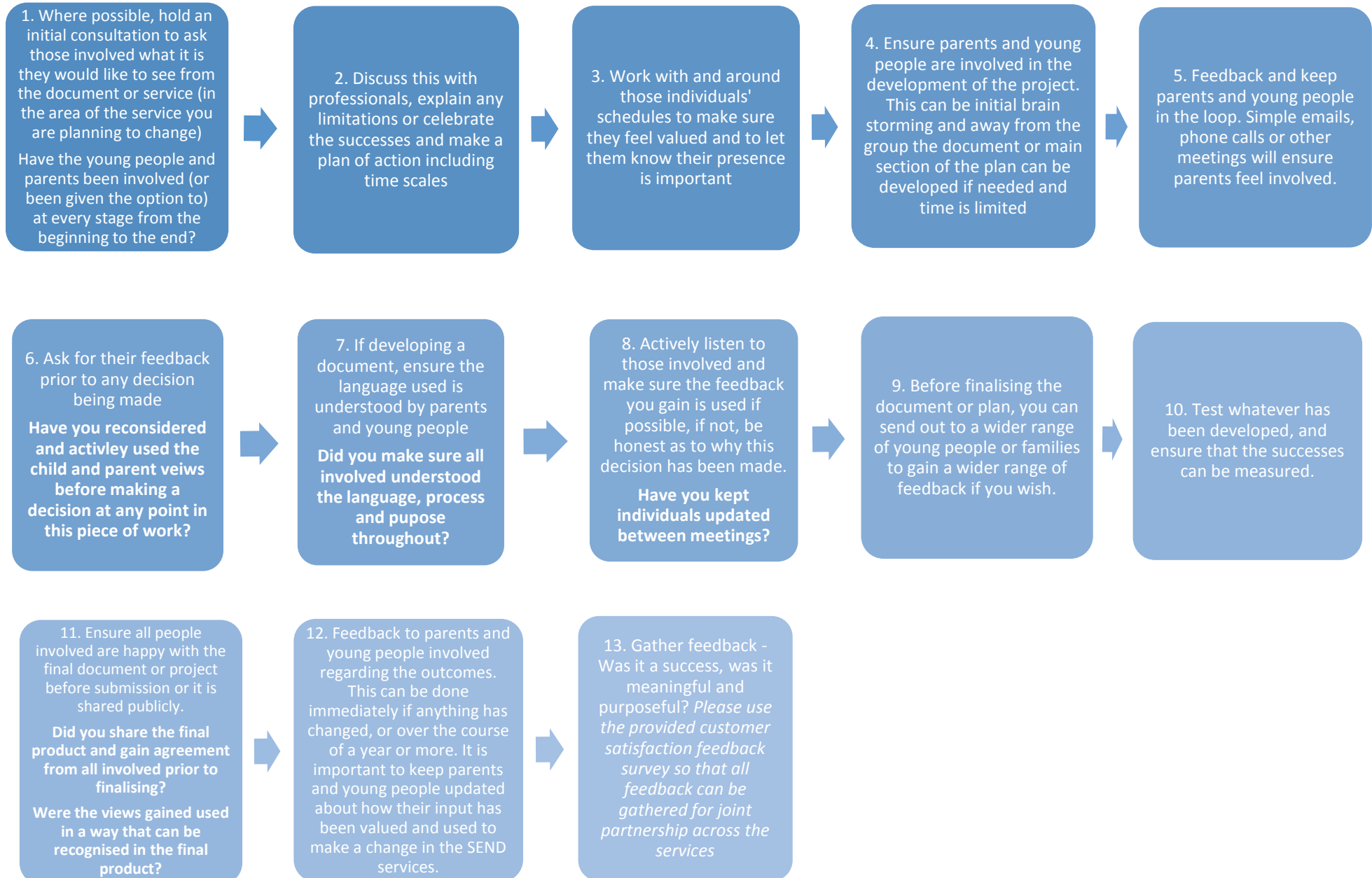
## Service Development (Strategic Level)

Joint partnership (co-producing) at a strategic level means involving children, young people and parents or carers in designing the way services are developed and delivered. By using these individuals expertise as service users, the outcomes will be influential and radically improved.

It is understood sometimes, there is a requirement to develop services that have statutory components and parents or young people may not have a choice in what is being developed. This situation is overcome by being open and transparent; by being honest with those who wish to work in joint partnership with you, and the outcomes of the project will be even stronger as you are encouraging parents and young people to think on a strategic level.

Examples of strategic development could be setting up a new service or improving an existing one, design of service information leaflets/posters and writing policy documents or service standards. It could be an area of a service that needs changing or a piece of work that is thought to benefit a service delivery.

## Model of Strategic Joint Partnership



## Support we will be offering you:

- Stakeholder quarterly feedback sessions will be organised by City of York Council and Vale of York Clinical Commissioning Group to share good practice, provide and share resources and to develop pieces of work with stakeholders if support is needed.
- [Online Joint Partnership forum](#) for consistent help, support, advice and good practice sharing.
- Contacts for Joint Partnership work. If you need any support with a piece of joint partnership work, or wish to gain involvement from parents and young people please contact [jointpartnership@york.gov.uk](mailto:jointpartnership@york.gov.uk)
- Contacts for further development or initial engagement are available via the stakeholder map that is a part of the Communication and Engagement Strategy August 2020.

## Making the vision reality

York partnership will organise joint partnership engagement events for all stakeholders on a yearly/six monthly basis to relaunch and refresh the importance of joint partnership. These will be advertised through a range of communication mediums (see strategy).

To measure successful joint partnership in York, we will embed a cycle of audit organised by CYC and NHS Vale of York CCG. The audit tool used will reflect the 6 core principles as the benchmark for capturing evidence (audit cycle and tool appendix 1).

Individual joint partnership will be measured using the EHCP Quality assurance framework.

To ensure system leaders are informed, this activity will be reported through to the SEND improvement Board.

## Joint partnership agreement

To demonstrate our joint working commitment and to ensure that CYC, CCG, parent groups and those providing statutory and commissioned services in York will collaborate and implement the joint partnership model to ensure the best outcomes for children and young people, this document has been agreed.

<b>City of York Council (Children, Education and Communities Directorate)</b>
Signed: <i>M. R. Squire</i> For more information, please contact: maxine.squire@york.gov.uk Date: 29.09.2020
<b>Vale of York Clinical Commissioning Group</b>
Signed: <i>Paula Middlebrook</i> For more information, please contact: Paula.middlebrook@nhs.net Date: 30.09.2020
<b>York Inspirational Kids</b>
Signed: <i>Ruth Thompson</i> For more information, please contact: info@keyworking.co.uk Date: 07.10.20
<b>Special Educational Needs and Disabilities Information and Advice Support Service (SENDIASS)</b>
Signed: <i>Gillian Bucklow</i> For more information, please contact: Gillian.bucklow@york.gov.uk Date: 30.09.2020

## Appendices

Appendix 1: Audit Cycle and Tool September 2020



## Joint Partnership Audit Framework

### Introduction

Education, health and social Services in York who provide support to children and young people with Special educational needs and disabilities have agreed to embed joint partnership working with children, young people, and families as a standard quality mark.

This applies to aspects of individual work with children, young people and their families in developing their education, health and care plan or when developing services.

Together in York we have developed and agreed a model of joint partnership working which should be followed to ensure children, young people and families all experience a consistent approach and services will develop knowledge and skills in using the six core principles on joint partnership working to guide their practice and becomes the norm.

To measure how effective services are and to ensure a continual cycle of improvement in joint partnership working an audit process will be undertaken resulting in a mechanism of feedback to describe successes and where areas of improvement are required. This should always be seen as a positive experience for all of those involved.

### Audit framework

As mentioned earlier there are two areas of joint partnership working; Individual and service development.

- Individual Evidence related to individual joint partnership working for the development of EHCPs will be measured in the EHCP Quality Assurance Framework
- Service development will be captured using a partnership approach across services with a centralised point of collated evidence.

### Service development

Please refer to the model for ideas of joint partnership working within your own service and how this may be expedited. Services should aim to develop at least one service per year through joint partnership.

The 6 core principles of joint partnership working will form the benchmark of quality standards to be audited and the tool to capture this can be seen in appendix 1.

Services themselves are expected to carry out their own audit of joint partnership working and submit the summary evidence using the tool to City of York Council and NHS vale of York CCG to the following email [jointpartnership@york.gov.uk](mailto:jointpartnership@york.gov.uk)

This will allow us to collate all the projects of joint partnership working and develop a local portfolio of this work to:

- Offer positive and tailored support in areas requiring development
- Inform and shape our future joint partnerships events and develop the model further if required

For further advice, support or information please contact and state '**Joint Partnership**' query in the subject box:

CYC – [jointpartnership@york.gov.uk](mailto:jointpartnership@york.gov.uk)

NHS Vale of York CCG - [voyccg.send-ehcp@nhs.net](mailto:voyccg.send-ehcp@nhs.net)

## Appendix 1: Joint Partnership Auditing Framework - Service Development Measurement tool

<b>Organisation</b>		
<b>Service area</b>		
<b>Description of service area being developed in Joint Partnership</b>		
<b>Date of audit</b>		
<b>Person/s completing the audit</b>	<b>Name:</b>	<b>Designation:</b>

	<b>Principle</b>	<b>Joint partnership Indicator</b>	<b>Room for Improvement</b>	<b>Good</b>	<b>Excellent</b>	<b>Score</b>	<b>Notes or Evidence</b>
1.	<b>We value the importance of children, young people and their parents/carers as fundamental and key stakeholders in all decisions and planning that affects their lives</b>	Services value children, young people, parents and carers as key stakeholders when involved in designing and delivering services	Children, young people, parents and carers are invited to be involved but engagement is variable  It is understood by services that it is important for them to be involved because we need them to be.	It is a general consensus that children, young people, parents and carers are involved in decision making because they are valued and seen as key partners and this is mostly consistent across all areas.	Children, young people, parents and carers are valued as equal partners in designing and delivering services.  Services understand the value of these individuals and see that their knowledge and interests will strongly benefit their work.  The voice is clearly evident in the outcomes and accurately reflect the views of individuals involved (evidenced through check and challenge)		

2.	<b>We value feedback and success</b>	<p>We feedback on the outcomes as the result of involvement and promote good ways of working together</p> <p>We share best practice and celebrate successes</p>	<p>Feedback was not provided consistently or on time.</p> <p>Complaints and compliments were not recorded routinely and not followed up or only occasional</p>	<p>A range of evidence to demonstrate feedback was provided.</p> <p>Feedback was mostly provided on time but with occasions of delay.</p> <p>Complaints and compliments have been recorded but not consistently followed up.</p>	<p>Strong evidence of feedback that has been acknowledged throughout the service.</p> <p>Feedback is provided on time in line with projects timeframes.</p> <p>Compliments and complaints have been recorded and followed up with a clear outcome</p>		
3.	<b>We work in a reciprocal way and support one another</b>	Sharing responsibility in the designing and delivery of services	Children, young people, parents and carers are involved in meetings and consulted. They are involved in some meetings, but no decisions made as an outcome of their feedback.	Children, young people, parents and carers are involved in meetings and their views and opinions are used in final decision making.	Children, young people, parents and carers are involved in meetings, treated as equal, decisions are discussed and explained, their views support the final decision and the outcomes are reported back. They understand the purpose and feel valued.		

4.	<b>We continue to grow our networks of people</b>	We develop and consistently increase the number of and ways parents, carers, children and young people can be involved in decision making at the council	Same young people, children, parents and carers have been used from previous piece of work.  (Those who are likely to offer to be involved)  The whole process of joint partnership contained less than 3 verbal conversations with key stakeholders and a simple survey.	New ways have been developed to work in joint partnership on this piece of work.  New people have been involved and new ways of inviting individuals to be involved have been used	Harder to reach families have been involved in this piece of work.  Out of the box ways have been used to gather voices and to work in joint partnership.  Communication and engagement strategy has been used to reach alternative stakeholders.		
5.	<b>We are equal, diverse and accessible</b>	We are diverse in the way we engage and who we engage and using a range of accessible communication techniques where necessary.	Decisions are made after involving stakeholders, but their views are not present in final outcome.  There was effort made to ensure the processes of engagement were	Stakeholders are acknowledged as key partners and their views are used in final decisions.  Engagement sessions processes are made accessible to all who wish to be involved.	Stakeholders know their involvement is valued and they know they are equal in decision making. Their views are evident in final outcome and are recorded.  Engagement sessions are planned in advance		

		We enable all to work in joint partnership with us in our work and promote York as an accessible and inclusive city to all.	accessible but feedback evidenced that the language or process were not accessible to all and no evidence of attempt to rectify this.	Processes and communication methods used to engage families are mostly accessible to all.	to ensure they are accessible to all. To ensure that the sessions or process can be accessed by anyone when advertised to public.  The approaches to engagement have been creative and innovative and evidence that harder to reach groups have been involved.		
6.	<b>We blur the boundaries between receiving and delivering services</b>	We focus on the outcomes of children and young people.  We value the importance of listening and understanding best practice experiences.  The process is fully inclusive to all.	Stakeholders are involved but their voices are not evident in final outcome.  Services understand why services should involve families but there is little evidence that this has occurred.	Stakeholders are engaged with to blur the lines between receiving and delivering services.  Services actively approach parents, children and young people to support their work and value their involvement.	Children, young people, parents and carers are seen and valued as key partners to help design how services should be developed and delivered by using their best experiences.  Children, young people and families actively approach services to be involved and bring		

			<p>Outcomes for children and young people are not considered or prioritised.</p>	<p>There is at least one example where the voices of CYP/families is evident in the final outcome</p> <p>Outcomes for children and young people are a focus but not everything is achieved due to constraints (such as time, ease etc)</p>	<p>ideas.</p> <p>There are multiple examples of where the voices of CYP/families are clearly evidenced in the final outcome</p> <p>Stakeholder group are involved in educating services across the system.</p> <p>Services understand the importance and work in a way that values these individuals as key partners.</p> <p>Services understand the importance of joint partnership when securing the best outcomes for children and young people.</p> <p>Cycle of continual feedback is evident</p>		
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					throughout process. Creative solutions to potential organisational barriers.		
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## Overall summary

Outcome	Summary	Next steps/action plan	Review Date
Requires Improvement			
Good			
Outstanding			
Name and Signature			

