

## **INCLUSION PARENTS' FORUM**

**Meeting of parents and Tom Kelly regarding developments in the Inclusion, Voice and Influence Strategy – 18<sup>th</sup> July 2007.**

### **1 Present**

Sharon Ellis- ASAP, A Badger & D Badger- VIP's, Tom Kelly- Director of IVI, Pip Wise- Parent Partnership, Kath Horsfield- Parent Partnership.

The small number of parents attending the meeting meant it was not quorate and any views could not be seen as representative of the group.

### **2 Apologies**

Diane Cookson- Parent, A Ward- ADAPT, E Gascoigne- ADAPT, Cheryl Wilson- ASAP, Catherine Bridge- VIP's

### **3 Vice Chair Group**

Catherine Bridge is unable to continue as one of the Vice Chairs due to other commitments

### **4 Role of the group**

Most of the meeting involved discussion around the strategic role of the group.

4.1 Involvement in Strategic Groups: Andrew said the original concern had been to ensure that Local Authority strategic groups wanting a parent representative should have one. Members of this group could serve as a parent representative themselves or help identify a parent from the groups they are representing.

4.2 Several members of the group have served on the ASD strategy group and Tom advised a strategic group may well be formed to lead developments in Milton, Abbey, the Willows and Newman schools; certainly there would be consultation with parents on proposals to extend the school's brief.

4.3 Tom showed how individual schools were organised into clusters; representatives from the clusters were part of working groups. This work was then used to inform and influence the work in schools. Tom is wanting to establish groups in the future to look at using statements as living documents which empower children and encourage people to think creatively and hard about 'how' the child's needs can be met. He also spoke about addressing the gap between mainstream and special schools and said he would like to see greater flexibility and movement between them to support the wide range of each young person's need. Members felt this was important information to share with their groups and expressed interest in contributing to this work.

4.4 There was discussion around the two way flow of information and whether information from parents on the day to day experience of their child in school could help in influencing policy and practice. Examples included barriers to children with SEN being represented on school councils, the need of low stimulation withdrawal areas for children with ASD (these may be included in the planning for new builds but may not be considered in plans for alterations and adaptations to existing schools)

4.5 Consultation: Andrew suggested future meetings of the group be convened only when consultation or input was requested by either Tom or members of the group. Where a response to a strategic proposal was being requested members of the group should be given a clear context and overview of what they are being asked to contribute to. This could then be used as the basis of discussion with the support groups they represent.

4.6 The importance of feedback was discussed. With a timescale of 10-15 years many parents would not see the impact of their involvement but should have clear feedback to keep them informed of developments.

**Action:** Pip to check with Tom if there are any Inclusion strategic groups which do not have parental representatives.

**Action:** Pip to circulate contact information for support groups to be circulated to all members of the group.

**Action:** All forward to Pip up to date information, omissions or amendments to the support group list.

#### **4 Name for the Group**

The 'Inclusion Parent's Forum' is to be used as a working title for the group.

#### **5 Next meeting**

**No date has been set for a future meeting. Any future meetings will be convened as and when there consultation or input was requested.**