

Kids KP11 – Bespoke local area support summaries 2025 – 2026

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CQC / OFSTED

The support given to CQC / OFSTED, working with the organisations JLA team leads, and developing an interactive training session was delivered through the Department for Education funded Participation, Information and Advice Contract which Kids delivers alongside consortium partners Council for Disabled Children, the National Network Parent Carer Forums, and Contact.

A representative from Kids¹ worked with Jess Taylor-Beirne and Tina Pagett, to develop and deliver a programme that met the agreed objectives as identified below.

Support Overview:

To develop and deliver a session for inspectors to support them to work better with children and young people who have SEND throughout inspection processes.

Kids worked with the organisations inspector team leads to identify key priorities and development opportunities, then worked with young people from across Kids services and the Collective to co-produce an interactive session that would support these.

Initially, working towards an in-person delivery, but with the desire to impact more widely, and reach more inspectors from across both OFSTED and CQC, it was decided a video session could achieve even more.

The session was co-developed and co-delivered with young people supporting the filming process both in front and behind the camera. The initial video was created but to be more easily incorporated onto their training sessions, shorter thematic clips were created. The video clips are available on request.

Information about the Making Participation Work support is in the subsequent sections of this report.

¹ Aisia Howard (Youth Voice service manager) takepart@Kids.org.uk

2.1 Recommendations

Throughout this report we have made recommendations based on the development and outcomes of the session, combined with nearly 10 years' experience working on participation with local authorities across England.

Recommendation 1: Offer inspectors the opportunity to take part in this session within their teams.

Recommendation 2: Identify a plan for introductory sessions for new inspectors, as well as recaps for existing inspectors on this work.

KIDS would like to maintain contact with the inspector team leads, being kept informed of progress against the above recommendations and the development of inspection processes and resources.



Portsmouth

The support given to Portsmouth City Council, working directly with the area's SEND participation coordinator, and Portsmouth's youth voice group² was delivered through the Department for Education funded Participation, Information and Advice Contract which Kids delivers alongside consortium partners Council for Disabled Children, the National Network Parent Carer Forums, and Contact.

A representative from Kids³ worked with Dynamite's Youth Voice Coordinator⁴, to develop and deliver a session that met the agreed objectives as identified below in the support overview.

2.1 Portsmouth Support Overview:

1. Share resources to support local area's recording of participation activity.

2. Workshop for practitioners face to face which covered:

- What is participation and co-production
- The levels of participation
- The values and benefits of working in co-production
- Examples of good co-production practice in Portsmouth
- The impact and outcomes when using co-production effectively

3. Short video explaining how practitioners across the city connect with the young people's participation group, how to reach out for support, and where to access resources to help them engage young people with SEND.

Kids worked with Portsmouth's youth voice group Dynamite to co-produce the event and co-facilitate the workshop. We were also joined by young people sharing experiences from Portsmouth's Children in care Council and Parents/Carers from Portsmouth's Parent Voice.

The event was held on Thursdays 3rd July at Portsmouth's Library. The event was attended by 55 participants from Museums, Leisure Centres, youth services, Forest schools and NHS practitioners. For full list of organisations see appendix 1.

Among the comments from practitioners who attended the workshop were:

² Dynamite (Portsmouth's SEND Youth Voice Forum)

³ Heather Harper (Kids Youth Voice Coordinator) takepart@Kids.org.uk

⁴ Michelle Cowley (Dynamite Coordinator) michellec@aldingbourne.org

“Hearing the impact on young people and how interactive it was”

“Hearing from young people directly and meeting new organisations”

Information about the Making Participation Work support and event content is in the subsequent sections of this report.

2.2 Recommendations

Throughout this report we have made recommendations based on the development and outcomes of the session, combined with nearly 10 years’ experience working on participation with local authorities across England.

Recommendation 1: *Continue to share the impact of young people’s participation happening within the city with practitioners across the area to deepen understanding and support wider implementation of inclusive practice.*

Recommendation 2: *Co-production leads to follow up on ‘Practitioner’s call to action’, offering guidance and support where limited action has taken place.*

Recommendation 3: *For Portsmouth to feature the bespoke video created to support better engagement with the locality’s SEND youth voice group, and wider co-production team, on their Local Offer platform.*

KIDS would like to maintain contact with the local area, being kept informed of progress against the above recommendations.



West Northamptonshire ICB NHS

The support provided to West Northamptonshire was delivered through the Department for Education funded Participation, Information and Advice Contract which Kids delivers alongside consortium partners CDC, the NNPCF, and Contact.

A representative from Kids⁵ worked directly with West Northamptonshire's SEND Improvement Manager, Rachel Alger and with the area's SEND IAS Service Manager, Nikki Taylor to develop and deliver a local two day event that engaged young people with SEND and assists initial development of a SEND forum / voice group as agreed within objectives identified below in the support overview.

West Northamptonshire Support Overview:

A. Guidance and support to assist SEND IAS service manager to engage with area leads and take steps to engage local children and young people. Including sharing good practice examples and providing resources and templates.

B. Support to develop and deliver a local area 2 day event to engage young people with SEND from West Northamptonshire and initiate SEND forum development.

7 young people with special educational needs and / or disabilities (SEND) were encouraged to engage in activities and share their views at the event held at NMPAT⁶ – Northampton on 19th and 20th August 2025, which featured fun activities, informative sessions and opportunities to meaningfully hear from the young people attending.

The event was jointly organised and delivered by West Northamptonshire SEND partnership Team and Kids charity, who led activities with young people to help them to share their thoughts, interests, and opinions. There were also local area senior leaders in attendance from education and health to listen to the young people.

West Northamptonshire's local area plan sets out the local systems desire for children and young people with SEND across the area to be actively involved in

⁵ Aisia Howard (Youth Voice Manager) takepart@Kids.org.uk

⁶ Northamptonshire Music and Performing Arts Trust, Kettering Road, Northampton.

meaningful participation and co-production. This work is part of a bigger picture of development but an integral step towards better working together.

Information about the MPW support is in the subsequent sections of this report.

2.1 Recommendations

Throughout this report we have made recommendations based on the development and outcomes of the session, combined with over 10 years' experience working on participation with local authorities, NHS ICB's and other organisations across England.

Recommendation 1: *Revisit groups to share updates from the event and progress.*

Recommendation 2: *The SEND partnership should review the comments and ideas shared by young people and collaborate with them to improve ways of working together.*

Recommendation 3: *The Local Offer Lead should revisit the group following the implementation of actions informed by young people's feedback.*

KIDS would like to maintain contact with the local area, being kept informed of progress against the above recommendations.



Bexley

The support given to Bexley local area, working directly with the area's SEND participation and engagement officer, and developing youth voice group⁷ was delivered through the Department for Education funded Participation, Information and Advice Contract which Kids delivers alongside consortium partners Council for Disabled Children, the National Network Parent Carer Forums, and Contact.

A representative from Kids⁸ worked with Rebecca Gill, to develop and deliver a session that met the agreed objectives as identified below in the support overview.

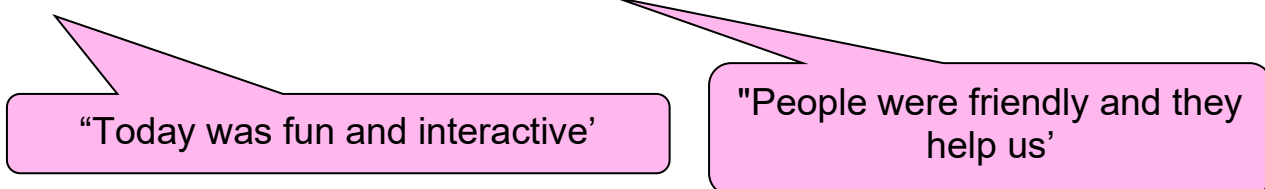
Bexley Support Overview:

1. Share guidance and support to local participation officer to promote professional development and increased inclusion in participation networks.

2. Support to develop and deliver a session for Time to Talk (new local SEND youth voice forum) to engage with young people and support the groups ongoing advancement.

The session for Time to Talk was held on Wednesday 10th September 4.30pm – 8pm at Bexley's Civic Offices with 10 young people in attendance.

Among the comments from young people who attended the session were:



Information about the Making Participation Work support and event content is in the subsequent sections of this report.

⁷ Time to Talk (Bexley's SEND youth forum)

⁸ Aisia Howard (Youth Voice service manager) takepart@Kids.org.uk

2.1 Recommendations

Throughout this report we have made recommendations based on the development and outcomes of the session, combined with nearly 10 years' experience working on participation with local authorities across England.

Recommendation 1: Bexley's Time to Talk to re-visit and track young people's participation progress, using the outcome measure tool.

Recommendation 2: Make use of young people's suggestions to form the 'Time to Talk' group agreement.

Recommendation 3: Use what the young people have said within the workshop to shape the future of Time to Talk.

KIDS would like to maintain contact with the local area, being kept informed of progress against the above recommendations and the development of Bexley's Time to Talk.



Worcestershire

The support provided to Worcestershire was delivered through the Department for Education funded Participation, Information and Advice Contract which Kids delivers alongside consortium partners CDC, the NNPCF, and Contact.

A representative from Kids⁹ worked directly with Worcestershire's Co-production Officers¹⁰, with additional input from the area's Business and Policy Manager, to develop and deliver a local event that collected information from young people with SEND and assist with initial planning to develop a training programme that will meet agreed objectives as identified below in the support overview.

Worcestershire Support Overview:

1. Guidance and support to help the new SEND co-production Officers develop in role, and take steps to improve local area participation of children and young people. Including professional development opportunities, sharing good practice examples and providing resources and templates.

2. Support to develop and deliver a local area event to engage young people with SEND from Worcestershire on specific topics including; what is important to young people with SEND, what neurodiversity means to them, and key messages that young people want to share with decision makers across the locality.

3. Initial planning support to develop a training programme to be shared across the local area that:

- **Creates shared understanding of participation and co-production**
- **Introduces the 4 cornerstones of the genuine partnerships charter work**
- **Shares good practice examples of engagement opportunities**
- **Helps individuals and teams develop their own actions for implementation**

52 young people with special educational needs and / or disabilities (SEND) were encouraged to engage in activities at the event held at Worcestershire Library – The Hive on 7th August 2025, and featured fun activities, informative stalls and presentations for them and their parents or carers.

⁹ Aisia Howard (Participation Manager) takepart@Kids.org.uk

¹⁰ Chanika Benain and Amy Knight

Croydon

The support provided to Croydon was delivered through the Department for Education funded Participation, Information and Advice Contract which Kids delivers alongside consortium partners CDC, the NNPCF, and Contact.

Senior service manager¹¹ of Croydon's SENDIASS service Contacted Kids for support and expertise to help re-launch their participation group Croydon Superstars.

A representative from Kids¹² met with Croydon's service manager and Croydon's designated clinical officer¹³ to discuss the support offer and agreed the objectives as identified below in the support overview.

Support Overview:

1. Guidance and resources shared to support re-engagement of group. It was decided that more practical support resources and tools, as well as general information sharing would be the most beneficial and impactful across Croydon in the initial phase of support.
2. Workshop or a launch event of the new strategy.

Support overview – point 1 delivered, point 2 part planned but not delivered.

Resources shared

- Ways of working cards – Conversation starters, young people choose a card and then you discuss how this can work within their group.
- Would you rather, Dice game – shared some ice breaker games
- Participation star – asking the young people how it makes them feel when they are listened to and what participation means to them.
- The 5W's for forming your group.
- Designed a new Logo to share with young people

All resources can be found on the HUB here - <https://hub.kids.org.uk/resources-for-young-people/>

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¹² Heather Harper heather.harper@kids.org.uk Aisia Howard Aisia.howard@kids.org.uk

¹³ Patricia Terror-Perez Designated Clinical Officer patricia.terror@croydon.gov.uk

Withdrawal from delivery

Croydon was unfortunately unable to proceed with delivery of the *Croydon Superstars* project due to wider organisational changes beyond the control of the project team. During the planned delivery period, the local ICB entered a major restructure, resulting in significant reductions to participation and engagement roles, with staff required to reapply for posts and, if successful, expected to take on substantially increased workloads across multiple boroughs. This uncertainty made it unfeasible for the identified lead to continue, and SEND colleagues also indicated that they lacked capacity to provide additional support, with future engagement largely shifting to virtual delivery. While this represents a missed opportunity given the strong enthusiasm from partners, discussions are ongoing about whether elements of the work could be progressed in the future should capacity allow.

MP Exam support

This workshop was delivered through the Department for Education funded Participation, Information and Advice Contract which Kids delivers alongside consortium partners Council for Disabled Children, the National Network Parent Carer Forums, and Contact.

This workshop emerged from ongoing engagement with young people through the Kids Amplify Young People's Participation Team, alongside wider national participation activity. Following discussions with Amanda Martin MP, including sharing lived experiences of inconsistencies in reasonable adjustments for exams, particularly for SATs and GCSEs, the need for improved understanding and practice in this area was clearly identified. In response, Kids co-produced and co-delivered the workshop with Portsmouth's Dynamite co-production group, Kids Amplify Southern, and young people from across England, who attend Kids Collective.

A representative from Kids¹⁴ also worked with Amanda Martins case worker Helen and Dynamite's Youth Voice Coordinator¹⁵, to support the development of the session that met the agreed objectives as identified below in the support overview.

The workshop took place on Tuesday 17 March at the Portsmouth Marriott Hotel, providing a dedicated space for professional learning, dialogue, and shared reflection between education professionals and young people.

This report outlines the development, delivery, and outcomes of the workshop, demonstrating how co-production with young people can lead to practical learning, increased awareness, and the potential for lasting change in how reasonable adjustments are understood and implemented within the exam process.

2.1 Support Overview:

1. Workshop delivered to Teachers and SENCOs of local schools, which aims to empower them to better support SEND students during exam time.

2. Develop resources co-produced by young people to help strengthen both staff confidence and pupil understanding around reasonable adjustments.

¹⁴ Heather Harper (Kids Youth Voice Coordinator) takepart@kids.org.uk

¹⁵ Michelle Cowley (Dynamite Coordinator) michellec@aldingbourne.org

The event was held on Tuesday 17th March at Portsmouth Marriott Hotel.

Among the comments from practitioners who attended the workshop were:

"Talking to young people about their experiences"

"Hearing the impact on young people and how interactive it was"

Information about the Making Participation Work support and event content is in the subsequent sections of this report.

2.2 Recommendations

Throughout this report we have made recommendations based on the development and outcomes of the session, combined with nearly 10 years' experience working on participation with local authorities across England.

Recommendation 1: Schools should consider developing or refining streamlined systems that allow evidence to be recorded and accessed across all subjects to embed within everyday teaching.

Recommendation 2: Practitioners are encouraged to use and share the new Kids guides—including the Teacher Checklist, the Student Guide to Reasonable Adjustments, and the Teacher Guide to Evidence—as part of their regular practice.

Recommendation 3: Practitioners are encouraged to take forward the commitments identified during the workshop and embedding them into their daily practice and strategic planning.

KIDS would like to maintain contact with the local area, being kept informed of progress against the above recommendations.



Mediation

This project, delivered by **Kids** and funded through the Department for Education's *Making Participation Work* programme, represents a strong example of how meaningful participation by children and young people can directly improve the accessibility, quality and effectiveness of national guidance and services.

The work focused on supporting the development of an **accessible 'Guide to Mediation'** for children and young people, particularly those with Special Educational Needs and Disabilities (SEND), ensuring that their perspectives, communication needs and preferences were embedded in the final resource.

Background and Purpose

Ben Walsh, a CMC-registered SEND mediator from the **Civil Mediation Council (CMC)** and the **College of Mediators**, approached Kids to support the engagement of young people in shaping a national guide to mediation. The intention was to ensure the guide was not only technically accurate, but also genuinely **child- and young-person-centered**, reflecting how young people understand, absorb and engage with information about mediation.

Mediation plays a critical role in resolving disagreements between families and local authorities, particularly in the SEND system. However, young people have historically had **limited involvement in how mediation is explained to them**, despite being directly affected by its outcomes. This project addressed that gap.

Approach and Delivery

Kids worked with a **diverse group of children and young people**, including those with SEND, to:

- Review the existing written guide to mediation
- Identify what information young people felt was most important to include
- Assess the clarity of language and terminology used
- Provide feedback on layout, imagery, tone and accessibility
- Suggest changes to make the guide more engaging, understandable and relevant

This was **not a one-off consultation**. Kids facilitated **ongoing engagement over several months**, feeding young people’s views back to Ben Walsh and supporting iterative amendments to the guide. This ensured that participation was **continuous, meaningful and influential**, rather than tokenistic.

Development of the Video Guide

In direct response to young people’s feedback, Kids led on the development of a **video-based guide to mediation** designed specifically for young people. This resource complements the written guide and explains:

- What mediation is
- Who is involved
- What young people can expect from the process
- How their views and experiences matter

Kids continued to involve young people in reviewing the video content, ensuring it reflected their language, priorities and communication needs. The video guide has now been **shared with Ben Walsh for final sign-off**, with feedback and refinement continuing until completion.

Email takepart@kids.org.uk for a copy of the guide and video.

Who is the mediator?	What happens at mediation?	What happens at mediation?
 <p>A mediator helps everyone work together to sort things out.</p>	<ul style="list-style-type: none"> • You or your parent carer have a meeting with the mediator and a person from the local authority. 	<ul style="list-style-type: none"> • The mediator helps everyone listen to each other and try to sort out the problem. 
 <p>They manage the mediation.</p> <p>They help everyone stay calm and polite.</p>	<ul style="list-style-type: none"> • Your school or college might be at the meeting. You can bring a supporter, too. 	<ul style="list-style-type: none"> • Everyone works together and tries to agree something that works for you. 
 <p>They make sure it is fair and everyone has their say.</p>	<ul style="list-style-type: none"> • The meeting will probably be <u>online</u>, but may be in person. 	<ul style="list-style-type: none"> • The meeting is often about 2 hours long (but could be longer or shorter). 
 <p>They do not make decisions or tell anyone what to decide.</p>	<ul style="list-style-type: none"> • Everyone at the meeting shares what they think and listens to everyone else. 	<ul style="list-style-type: none"> • You can have a break at any time. 
 <p>They do not work for the local authority.</p> <p>They are trained in Special Educational Needs and Disabilities.</p>	<ul style="list-style-type: none"> • Everyone talks about the help you need and what matters to you. 	<ul style="list-style-type: none"> • No-one is allowed to tell anyone else what you have talked about in the meeting, unless you say they can. They can only share it if they are worried about the safety of you or others. 

Royal Borough of Kensington and Chelsea

The support provided to RBKC was delivered through the Department for Education funded Participation, Information and Advice Contract which Kids delivers alongside consortium partners CDC, the NNPCF, and Contact.

SEND Participation and Engagement Officer¹⁶ reached out to Kids for support initiating and delivering a hybrid participation group for young people with SEND across RBKC.

The Kids wider youth voice team discussed our own top tips for Hybrid meetings and useful resources to share. Kids representative¹⁷ facilitated a meeting with Ailsa who was hoping to start the new group, to discuss and share as outlined below:

Guidance and resources shared around:

Equipment useful for delivering hybrid sessions

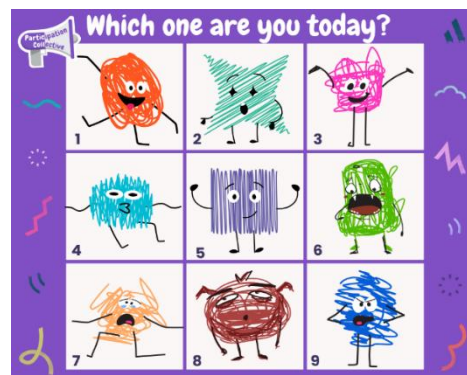
Software and applications for engagement

Introductory activities for hybrid groups

Key tips for hybrid meeting facilitators

The importance of co-developing a terms of reference for the group

KIDS would like to maintain contact with the local area, being kept informed of progress as they develop their youth voice groups. It is hoped that the group(s) will engage with The Collective to support the young people of Royal Borough of Kensington and Chelsea to share their thoughts and opinions on important topics and national agendas.



¹⁶ Ailsa Chadwell (SEND Participation and Engagement Officer, Royal Borough of Kensington & Chelsea)

¹⁷ Tabatha Ayres (youth voice coordinator) takepart@kids.org.uk

Updates from Local Area's

Portsmouth	Following on from the workshop in July – Dynamite participation group has had a noted increase in venues requesting young inspectors and they are booked up with 'visitors' who want to engage with the group in co-production. Portsmouth have also launched a co-production award, where people or venues can nominate someone and the winner was announced at the next Local offer event in Nov.
West Northamptonshire ICB NHS	Newly formed 48U group actively engaging with leaders in the area and attending national participation events.
Bexley	Time 2 Talk are meeting regularly and there has been great progress with the group and individuals within the group. Bexley took part in the SEND consultation in March 2026 and it was great to catch up with the group.
Worcestershire	New group is functional and attended the Youth Voice Matters Conference. One young person from the group is hoping to support Kids in developing our visual impairment resources for the Collective Get Together.
Croydon	Croydon has reached back out to us through the Croydon Council participation team. With Patricia not able to continue this work, the Croydon Council Participation Team has agreed to continue the work as everyone agrees it's too important not to continue. Patricia is supporting the participation team in taking this on and passed along your contact so we can continue with the support.
Mediation	Guide and video signed off in April 2026 – these will be shared across England through the Civil Mediation Council and the College of Mediators, as well as organisations offering mediation services.
South Tyneside	* SEND in Mainstream listening live events are now scheduled annually during the autumn term (engages pupils with SEND attending secondary mainstream schools). Gather views on a range of topics the attendees feel are important to them through engaging activities – converse with members of SLT and elected members at the conclusion of the event promises are made by SLT in response to the YP feedback and this is followed up by myself and fed back to attendees as a "you said, we did".

	<p>2023 – First event joint with yourselves. Repeated in 2024 and 2025. Is a standing item of the engagement calendar.</p> <p>* SEND in Mainstream engagement group – meet regularly, develop and refined teacher training on SEND in Mainstream from a young person's perspective. Delivered their training to a wide range of professionals. Spoke at our borough wide Inclusion event in 2024.</p> <p>* Training has been delivered to over 100 professionals. Whole school staff in secondary and primary schools and school governors. The training is a standard item on the South Tyneside governor's training calendar (scheduled twice every academic year). The group has bookings for their training all the way until May, including schools, governors and our educational psychology team.</p> <p>* Feedback from professionals has been excellent.</p> <div data-bbox="487 798 941 1018"> <table border="1"> <thead> <tr> <th>Category</th> <th>Before training</th> <th>After training</th> </tr> </thead> <tbody> <tr> <td>Understanding of the experiences young people with SEND face within Mainstream education</td> <td>2.78</td> <td>4.44</td> </tr> <tr> <td>Confidence in supporting students with SEND</td> <td>3.39</td> <td>4.61</td> </tr> </tbody> </table> </div> <div data-bbox="998 787 1347 1018"> <p>“ Listening to the young people who were both excellent, hearing about their perception of life. ”</p> <p>“ The best part of the training was that they had the confidence to advocate for their peers. ”</p> </div> <p>* Young people who are part of the engagement group have commented upon their increase in confidence and one YP is using the skills gained as part of her Duke of Edinburgh award evidence.</p>	Category	Before training	After training	Understanding of the experiences young people with SEND face within Mainstream education	2.78	4.44	Confidence in supporting students with SEND	3.39	4.61
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Understanding of the experiences young people with SEND face within Mainstream education	2.78	4.44								
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Camden	<p>Since publication of the report, the Camden SEND partnership has taken forward a range of actions aligned with your four recommendations. We are pleased to provide a brief summary of progress below, it's possible I've overlooked some recent developments.</p> <p>In response to Recommendation 1, we have strengthened and promoted opportunities available to young people. This has included delivering an annual Preparing for Adulthood event, held in March 2025 and February 2026 attended by an average of 68.5 young people from across education settings and those not currently in education, employment or training. We also delivered a Local Offer Roadshow in Autumn 2025, visiting six schools with eight services represented. All attending parents reported increased clarity about where to access support.</p>									

The Local Offer website has been further improved and promoted borough-wide, resulting in a significant increase in usage. SENDIASS has expanded outreach activity, including establishing a new fathers' group, a Young Person drop-in session and revising referral processes to improve access.

In response to Recommendation 2, we have embedded young people's voice more systematically. Additional SEND & Inclusion engagement roles created (SEND engagement team), in the form of a SEND engagement lead, SEND participation officer and Local Offer Officer. This increased capacity and consistency in participation practice. The Young Inspectors programme ran in Summer 2025. 7 Young Inspectors aged 16-22 came together for 2 weeks to explore how children's voices are represented within EHCP plans and how children and their families experience the annual review process, by conducting focus groups, interviews and surveys. A formal partnership response to their recommendations has been prepared, and their findings are being mapped alongside the Children, Schools and Families Scrutiny Committee SEND Provision Panel report. In addition, structured engagement sessions are now held ahead of each SEND Inclusion Board, and three additional engagement roles were created within the SEND and Inclusion Service to strengthen capacity and consistency. inspectors have a range of lived experience of being educated in Camden. This includes some with their own EHCPs or SEND needs, siblings with special educational needs and others with experience of the care system and the PEP process. The SEND engagement team will be delivering work Co-production workshops with groups of children and young people this spring, in which we aim to establish a new co-production initiative in line with their desires.

Rights in Action group, a group of young people from Camden who came together over the summer to explore children's rights, participation, and decision-making. The group included young people with lived experience of local services, including SEND and care experience. They co-designed the Yungy Model to move beyond consultation towards shared decision-making. The model embeds co-design from the outset, purposeful power-

	<p>sharing, inclusion by design, and mandatory feedback loops. The programme itself modelled these principles: interactive workshops, debate, play-based learning, and collaborative reflection ensured accessibility, shared ownership and practical application. The result is a rights-in-action framework that translates Article 12 from principle into practice, ensuring young people are not only heard but actively shape decisions that affect them.</p> <p>In response to Recommendation 3, we have strengthened feedback loops. The partnership has formally responded to Young Inspectors’ recommendations. A new parent carer bulletin has been introduced to ensure families receive regular updates on developments and opportunities. Focus group feedback has directly informed revisions to communication materials and Local Offer content to improve accessibility and clarity.</p> <p>In response to Recommendation 4, participation has been embedded within strategic governance and reporting. Youth voice activity and outcomes are now formally included within our SEND Strategy progress reporting. Participation findings are informing service redesign, communication standards and Board-level oversight. This ensures that the views of children and young people are influencing longer-term planning.</p> <p>We recognise that participation is an ongoing commitment rather than a one-off exercise. The work initiated through the Making Participation Work programme has strengthened our approach and reinforced the importance of visible feedback, inclusive engagement and strategic alignment.</p> <p>We remain committed to building on this foundation.</p>
Blackburn with Darwen	Discussions on progress and developments impacted on through the work Kids did previously. Support request not available but will be contact as a reflective partner.

Additional professional support added value and joint working.

Q1.

In April Kids and the wider Collective supported PolicyLab – the governments research and policy testing department. Kids supported their development of a "print and play" resource to be part of a toolkit to engage cyp with SEND in consultation around ideal breakfast/after school clubs. Part of the current policy deep dives are around wrap around care. Support included pre-session input from Kids youth voice leaders. The provision of 4 young people in a suitable setting to test the activity and ideas with (including additional staff). Follow up included input from parent carers around the pack and additional feed in from young people on what they want as part of wrap around care. The Collective are still collating wider reach work to input to the National Youth Strategy development which will be submitted in May.

Kids launched their new Kids Advisory Group (KAP) at the start of Co-production week 2025. The group was created to support Kids governance structure, underpin work with the informed voices of young people with SEND, and offer a more strategic view on the work being done, including the DfE funded MPW.

In April a meeting took place with new TYLER leader and information was shared on youth strategy. (They have asked to be invited along to any events being – the group itself is not meeting regularly and is struggling to recruit young people.)

DfE Media Team engagement during May. Engaging in case study development on Girls with Autism.

Q2.

In July the Hull Youth Work Event was delivered by Early Help partnership with speakers from Department for Education, Department for Culture, Media & Sport and the National Youth Agency. Presentations on how the National Youth Strategy is developing, exploring key issues across the city that are impacting young people's lives. Kids had a stand which promoted the Collective, The Youth Hub and resources, and made some useful local connections!

Work also took place with Co-Production Lead from Birmingham City Council to explore strategies for amplifying the voices of young people from Birmingham within national discussions. As a result, an agreement was reached to integrate 12 existing voice groups into the RISE Voice Group framework as subgroups, ensuring their perspectives are represented and heard.

North Yorkshire Health and Care Partnership to support their launch of "On our Terms" participation strategy. and deliver something on "influence" again from Lundy's Model of participation. The launch will be October 1st in York.

Q3.

In November the southern group were invited along to meet with a local MP Amanda Martin and Minister Gould to talk about the exciting work Kids are doing around reasonable adjustments in exams. The minister was excited to hear all about this and the views of some of our members around education.

Kids facilitated a session with Minister Gould and Mark Taylor, North West Deputy Director at the Department for Education, in Manchester. The session brought together 7 young people with a variety of additional needs and disabilities from the locality for an interactive workshop focused on the five principles identified during the regional events. The workshop encouraged open discussion, and the young participants expressed that they felt heard and valued. There was strong engagement throughout, with meaningful conversations about both challenges and successes in education for young people with a range of disabilities.

Q4.

Young people have supported the development of an MP drop-in session in Parliament focusing on: 'right support at the right time', 'support that understands and meets our needs', 'happy healthy and successful adults', and 'skilled staff and inclusive cultures'. Young people co-designed the event, identifying what was important to them, how to share their stories, and how to engage people who attend the event.

In March the National Youth Agency strategy road show was attended – considering the realities for young people with SEND to be meaningfully included in the provisions and opportunities, and the considerations that need to be made to ensure successful implementation.