

Quarterly Report for PFA Community Inclusion Mapping Project

Programme	PFA - Community Inclusion Mapping
Funder	Bolton Council
Total Amount of Grant	£54,000
Reporting Period	1st July – 30st September 2022

1. Introduction

Bolton Together are delighted to be working with two of our members in delivering this piece of work. During the first quarter delivery we have allocated the funding, developed clear project plans and scoped what each neighbourhood element should consist of and the approach, with valuable input from key stakeholders, including parents with children with SEND, young people with SEND and professionals across the Bolton system from statutory and voluntary sector providers. This is an exciting piece of work where we aim to unlock the potential within these neighbourhoods, recognise hidden assets and explore the barriers and gaps to more inclusive community activity and support. This information will then inform future developments and enhancement of the local offer in Bolton.

2. Process

2.1 An Expression of Interest Process including a 'meet the panel' discussion took place with parent representation, presentations from providers and input from young people from Rumworth School as part of the decision making process to agree providers.

2.2 Two providers have been agreed – BLGC and Breaking Barriers NW. Both providers have employed workers to focus specifically on the mapping and development of potential solutions. The workers have personal experience and professional experience of supporting young people with SEND which brings a clear insight and sound knowledge to the project.

2.3 We are committed to parents and young people, within these neighbourhoods, shaping the project with strong involvement from community groups/organisations within these areas. Although it takes more time it is much more effective and meaningful and will lead to longer term more sustainable solutions.

2.4 **30** young people with SEND have been engaged during the quarter and **20** parents of young people with SEND.

2.5 Current mapping by Breaking Barriers started in August and has identified 31 groups to date with different levels of accessibility with 9 organisations specifically within the Rumworth area.

2.6 Farnworth mapping started in September and BLGC have identified and met with 7 accessible groups in this area to date.

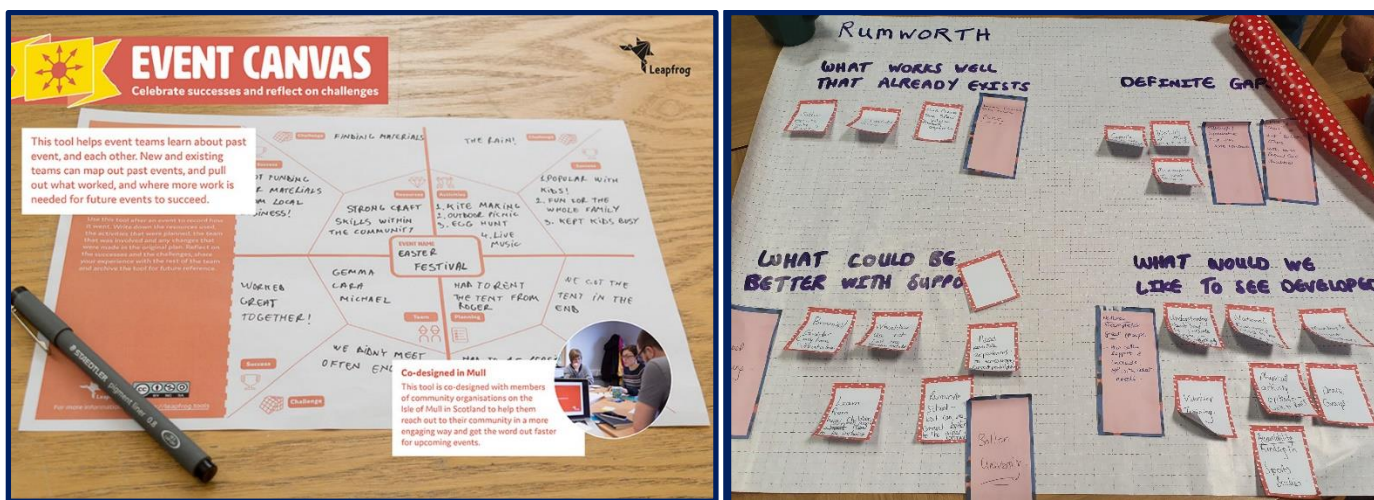


Figure 1 Examples of Mapping Tools and the start of the process for Rumworth

2.7 Tools adopted to date include, desktop research, community outreach, one to one interviews and small focus groups.

2.8 A Neighbourhood Task Group has been established for the Rumworth neighbourhood with key representatives. This has met twice during the quarter. BLGC started later due to a change in provider and they are currently establishing their Neighbourhood Group.

2.9 Links have been made with key organisations in each area and borough wide including: Bolton Advisory Group, Bolton Parent Carers, Bolton Council Early Help and local NHS services alongside community outreach and mapping.

2.10 The Bolton Parent Carers Coproduction Toolkit is being adopted by the two providers.

3. Hidden Gems

3.1 Greenfold Primary School in Farnworth has a fully adapted hydro-pool, tracking, beds, hoists, and chairs in and out of the pool, they have a fully fitted rebound room and are in the process of installing a fully subversive sensory room. When the school is closed to

pupils, these resources are not currently in use. BLGC are exploring the potential to utilise these assets more effectively.

3.2 'The Well' in Farnworth runs from a church centre and delivers a café and activities from the centre. They are currently looking at creating a network of cafes that are inclusive safe places for everyone.

3.3 Believe and Achieve CIC are a Youth club in the centre of Farnworth who offer a range of activities both on and off site. They are an alternative provision provider and have close links with high school pastoral teams in Farnworth and Kersley, where their Youth Advisory Group meet to discuss school related topics, and this is fed back to the relevant school to provoke conversation and change.

3.4 The club has 700 members on their records and estimate that 40% of their members have SEND. They have several staff members who are trained in ASL/BSL, staff that are trained to administer Epi-Pen medication and staff that are trained to support young people who have visual impairments. Birtenshaw School, use the space at the club twice a week.

3.5 Bolton Disability Swimming Club offers swimming lessons every Tuesday at Ladybridge High School.

3.6 A number of borough wide SEND specific organisations/teams have been identified, including Sport in Bolton, Bolton Disability Sports Association and Wheels For All.

3.7 Discussions have been held with Lifebridge and Sapphire Bolton about their offer of day provisions for young adults in Bolton and how they connect to the local community.

3.8 Good practice guidelines have been collated and reviewed to support development of and enhancement of community activities in Bolton:

3.9 Examples of other local offers:

<https://councilfordisabledchildren.org.uk/resources/all-resources/filter/inclusion-send/developing-preparing-adulthood-section-local-offer>

<https://localoffer.haltonchildrenstrust.co.uk/preparing-for-adulthood-pfa-guide-and-vision/>

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/preparing-for-adulthood/community-and-social-activities.aspx>



Figure 2 Some of the Representatives on the Rumworth Task Group

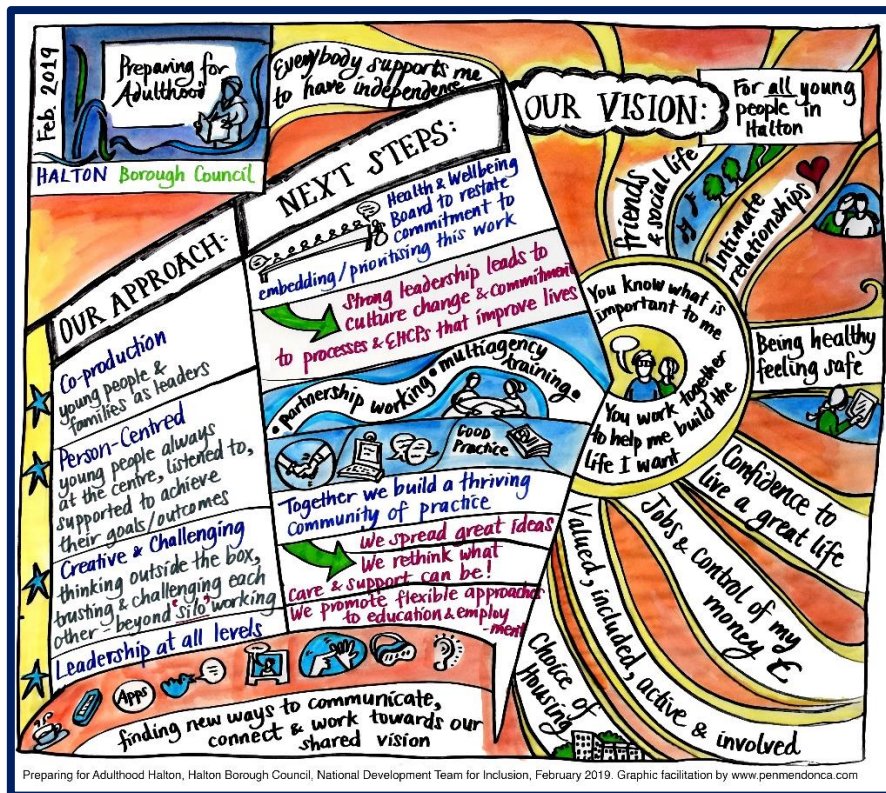


Figure 3 Examples of how to display local offers

4. Identified Barriers

4.1 The majority of organisations are open to making their services more accessible but feel ill equipped to do this and are concerned about the additional costs this may entail or that they will 'get it wrong'.

4.2 Organisations don't understand what support is required and don't promote clearly when they are inclusive and able to accommodate different needs.

4.3 Young People with SEND and their parents are often more comfortable with SEND specific provision even where this is not required due to lack of confidence in universal services and feeling safer in their 'comfort zone'.

4.4 Young people with SEND and their parents access many extracurricular activities within the SEND specific school settings – when they leave school this leaves a large gap for them.

5 Potential Solutions

5.1 We need to be better at publicising what is available with parents sharing their positive experiences

5.2 Bitesize interactive training sessions need to be delivered to a wide range of organisations that provide practical tips and tools to support them to be more accessible

5.3 Staff numbers and capacity can be barriers to support young people with more complex needs. We need to consider how PAs and carers can be included so that young people can engage with wider community activities. This includes looking at how this can be funded and encouraging/supporting organisations to look at the feasibility of involving carers where necessary.

5.4 Funding from HAF can be allocated to support DBS checks for carers to attend sessions with young people where additional one to one support is required

5.5 A bank of good practice case studies has been established to share as part of the local offer which will support promoting what is available and address some of the concerns that groups or young people express about accessing community activities.

5.6 Working with mainstream and SEND specific schools we need to support access to the wider community offer earlier.

6 Next Steps

6.1 Continuation of the mapping process through outreach and interviews with community groups, organisations and businesses, alongside active involvement of parents and young people.

6.2 Facilitation of distribution of the small pot of seed grants to support improving accessibility of groups. This will be led by parents and young people.

6.3 As part of the Bolton Together HAF Provision in Bolton providers are being asked to demonstrate how their provision is accessible for those with SEND and report on the numbers of young people with SEND participating. SEND specific training is planned for all providers delivering HAF.

6.4 Development of Voluntary sector training collaboratively with Bolton CVS, Bolton NHS Integrated Care and Bolton Together to be informed by these findings

6.5 Exploring how the Bolton Quality Mark could include a SEND element

6.6 Exploring how the mapping information and engagement and involvement of all key stakeholders will be collated and displayed via a visual report and videos which will be produced as part of the final report.

Further Information

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