



Summit event: Co-production – is it worth it? Learning from Short Breaks

Tuesday 18th March 2025

WELCOME



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Part of the 2024/2025 phase of Surrey's Short Breaks Co-production Project, which has been funded by the Department for Education through their national Short Breaks Innovation Fund.

Welcome and Aims of Today

- Improve knowledge of co-production by sharing the learning and outcomes from the 2024/2025 phase of Surrey's Short Breaks Co-production Project, which has been funded by the Department for Education through their national Short Breaks Innovation Fund.
- Develop a shared understanding of the role of co-production as we look forward to developing programmes and strategies to improve Surrey children and families' outcomes.
- Through design led examples increase partners confidence of delivering efficient and effective co-production activities, considering the barriers to success.





- 9.40 - 9.50am Registration and Exhibition
- 9.50 - 10.00am Welcome and Introductions
- 10.00 - 11.15am Key learnings from Short Breaks
- 11.15 - 11.35am Break, Networking and Exhibition
- 11.35 - 12.00pm Table Discussions
- 12.00 - 12.20pm Practical next steps
- 12.20 - 12.30pm Final reflections and Feedback
- 12.30 - 1.00pm Lunch and networking



Funded by
UK Government

Co-production – is it worth it? Learning from short breaks



SURREY
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Short breaks – a short history...

- Strategic review 2020-22
- Recommissioning the short breaks offer with new contracts launch in April 2023
- Funding for contracted service maintained, but additional pressure due to inflation – most comms with families was challenging
- Short Breaks Innovation Fund from Department for Education – SCC secured £907k in 2023/24 – enable piloting of new short breaks services
- Second round of funding (£950k) secured for 2024/25, which included funding for a new co-production project

What did we hope to achieve?

Our hypothesis was that co-production would help us to respond to known issues and make the most of opportunities, whilst also improving our relationships with families – by directing more of our collective effort into learning and improvement



Some practical details

- We launched the project in February 2024
- 52 parents and carers have taken part in one or more of our 15 co-production workshops over the year, alongside a range of partners and professionals
- We had a project budget of c.£59k available through the DfE Short Breaks Innovation Programme – covering co-production workshops, consultancy support and pilot / prototype activities
- DfE are very interested and have identified co-production as one of the key themes emerging from the national programme
- Outputs from the DfE programme will inform their national Short Breaks strategy including any future statutory guidance

Who else has been involved?



Department
for Education

family
voice surrey



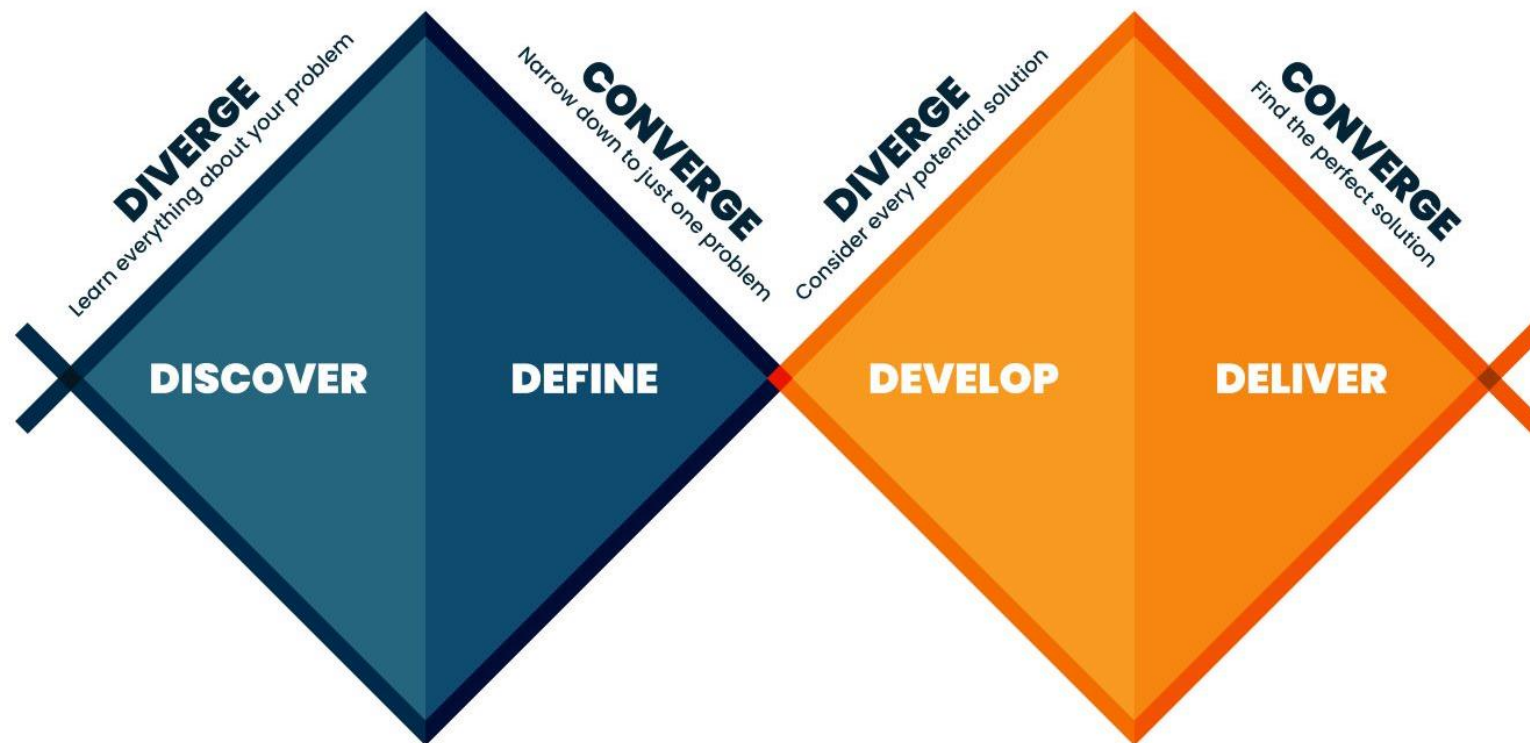
Challengers



LinkAble



What overall approaches have we used?



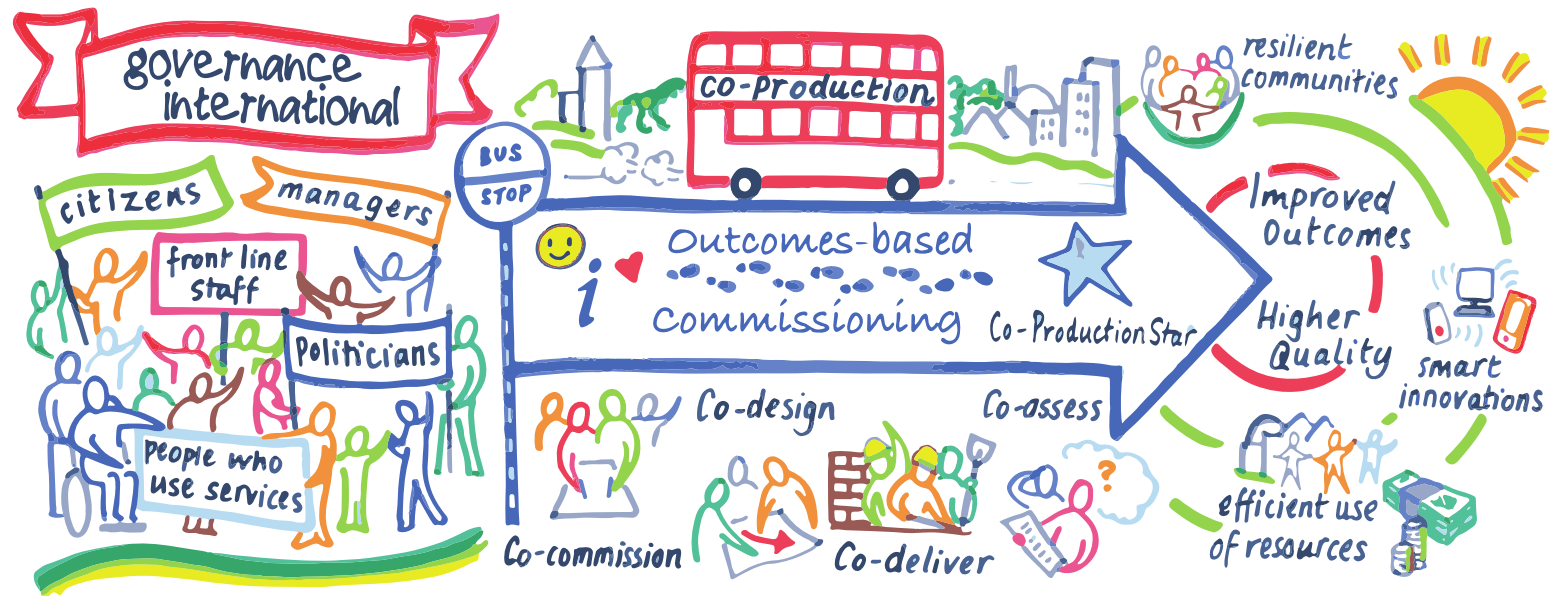
What do we mean by co-production?

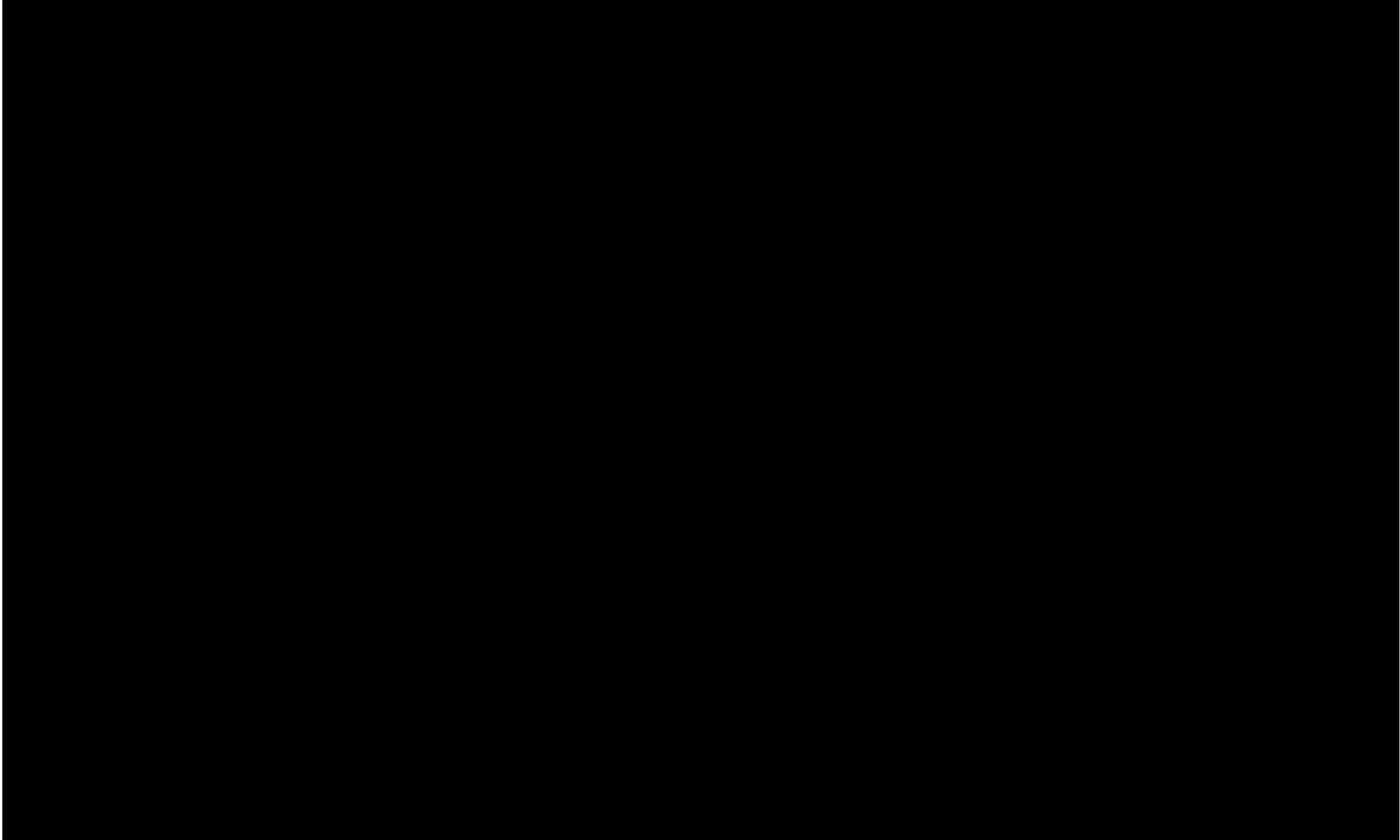


Surrey County Council

Co-producing short breaks

Tony Bovaird and Elke Loeffler, Governance International





Why are we interested in co-production?

- **Growing realisation of how important is the knowledge and experience of parents, carers, children and young people – not just service commissioners and providers – the value of ‘people with lived experience’**
- **Also coming to realise that this knowledge and experience hasn’t been made full use of up to now – and that we should be looking for ways of putting this right**

User and community co-production of public services and outcomes

"Co-production is about public service organisations, service users and their communities making better use of each other's assets, resources and contributions to achieve better outcomes or improved efficiency."

<http://www.govint.org/our-services/co-production/>



Putting co-production into practice - the “Four Co’s”



Co-commissioning - people as co-planners
- e.g. developing new kinds of short break

Co-design - people as co-innovators
- e.g. co-designing the booking system



Co-delivery - people as resources and helpers
- e.g. participating in peer support networks



Co-assessment - people as co-evaluators
- e.g. evaluating new short breaks offers



How did we explore the use of co-production approaches in this project?



- We invited groups of parents and carers to workshops in which we got their views and suggestions for improvements on the following themes:
 - Information and communication about the Short Breaks programme
 - Booking system
 - Networking
 - New opportunities and inclusive practices in mainstream services
 - Dealing with the waiting list of those families not yet accessing short breaks
- We have developed the ideas which emerged into a short questionnaire which we are now inviting all parents and carers to fill out – you will be included!
- The results of this survey will be used to offer parents/carers more opportunities to join in the improvement and running of the short breaks programme

Short breaks case study: What was the process?



Overview of the approach



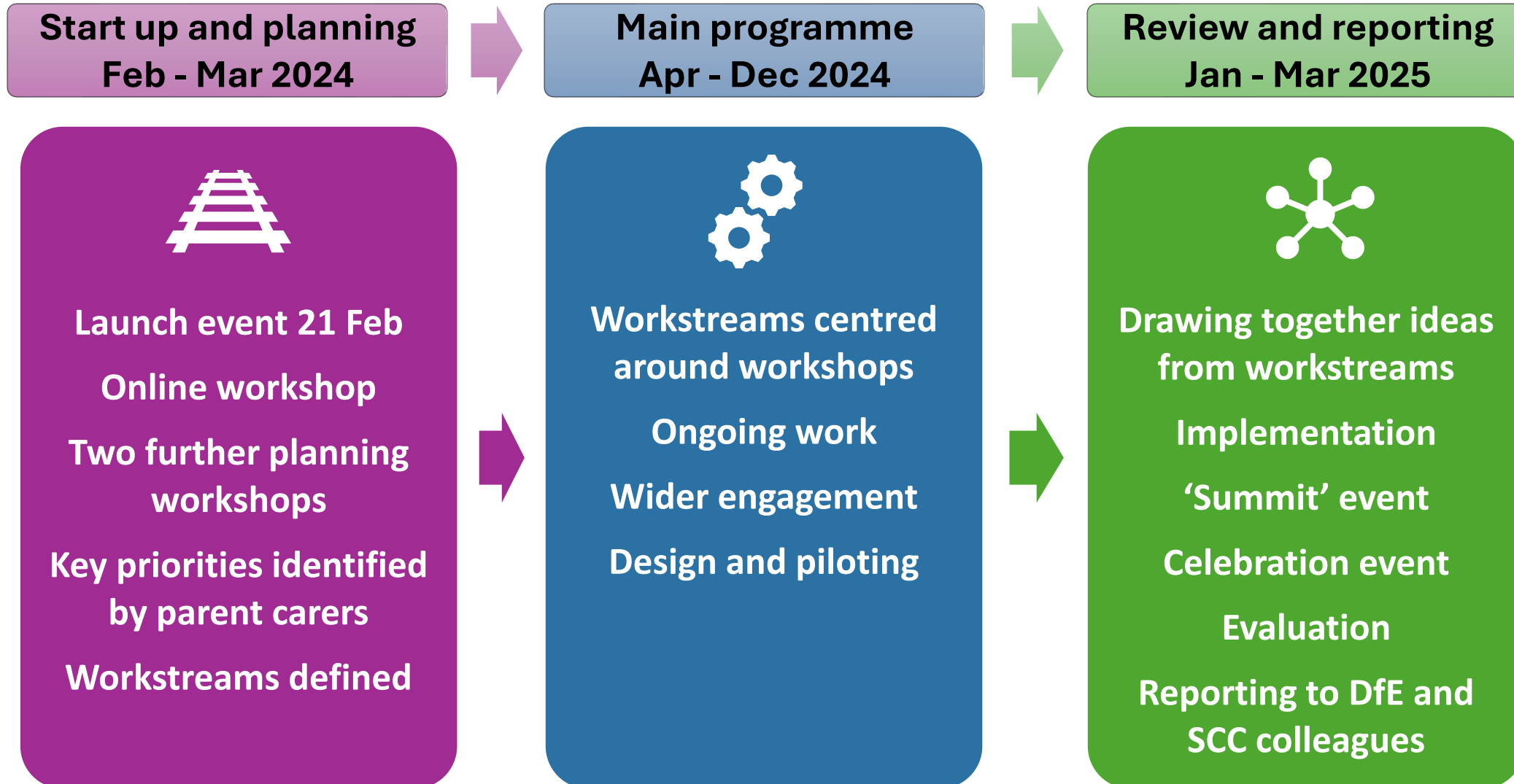
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- Worked with families to identify priority areas of focus, asking the following questions at launch events:
 - What's good about Short Breaks?
 - What's not so good about Short Breaks?
 - How could we work together to address what's not so good?
- This generated an initial set of workstreams which we have taken forward over the year, supported through a number of workshops
- Broad process of **ideas – explore – review** akin to the 'double diamond' commissioning model (**discover – define – develop – deliver**) mentioned earlier
- Process has therefore generated additional areas to look at as well as outputs and delivery over the year
- Workstreams have operated in diverse ways, for example some identifying solutions relatively quickly, others needing consultation or engagement (eg with providers) – you don't know at the start where or how you will finish!

What was our plan?



Another way of looking at it...



DEVELOPING SHORT BREAKS THROUGH CO-PRODUCTION

February 2024



Launch Event:
38 parent/carers

Understanding
What is Important



March

Co-production
Workshops:
15 parent/Carers



**PRIORITIES
AGREED**

- Booking Processes
- Waiting Lists
- New Opportunities & Inclusion
- Information & Networking
- Building a sustainable service

April



Professionals Workshop:
6 people

May

update on
work done



Providers Forum:
9 people

IN PERSON EVENT

For partners and stakeholders to share what it is like to work in coproduction

REVIEWING

What have we learned about Short Breaks and the wider system of support for children and families

REFLECTING

On what we have achieved through coproduction so far

AGREEING

How to take forward the work still to be done in 2025-2026

May - June

Co-production Workshops:
17 parents / carers



June

Evaluation:
5 parent/Carers



Developing Thinking



August

Waiting List Activities:
45 Children and young people



August



Providers Forum:
8 people

October 2024 ~ January 2025

testing out ideas

learning by doing



Co-production Workshops:
4 parents / carers



Providers Forum
7 people



Waiting List
Activities:
81 Children and
young people

March



Launch Event

Discovery session with partners and parent / carers



Listen with respect and openness



Confidentiality



Collaborate



Contribute



Use plain language



Disagree with the point – not the person



What's Great?



What can we do about it?



Short Breaks



Shaping Services together

In Surrey

Potential Issues:

- for further work
- NOT KNOWING WHAT IS AVAILABLE**
 - Use of language
 - single responses of what is available
 - Application process is unhelpful
 - Engage families to make it realistic
 - Engage schools & social workers to share information
 - fill spaces where there is capacity
 - opportunities to increase hours
 - fundraising
 - Remove barriers to private sector
 - Volunteering opportunities
 - safer settings
 - INCREASING CAPACITY**
 - POOLING RESOURCES**
 - equipment & expertise
 - social business networking
 - OPENING NEW OPPORTUNITIES**
 - communicate opportunities already there
 - use staff from facilities
 - use staff from facilities
 - family funding breaks - look for awareness
 - transport - to enable children to stay at school
 - GAPS BETWEEN SERVICES & ACCESS LEVELS**
 - safer guarding E.C.W.D info sharing
 - navigating services
 - bring services together
 - process scheduling
 - sharing experiences
 - SIMPLIFYING SYSTEMS & PROCESSES**
 - Dealing with Cancellations
 - reducing paperwork
 - reminders to send cancellations
 - raise awareness of number of cancellations
 - unity plan app for booking
 - parent rep to be the voice for providers & raise funds
 - parents all very understanding?
 - continue to work collaboratively with parents

NEXT STEPS

2 further Workshops

- 11th March 12-3pm Linkable
- 12th March 4-5-6-7pm YMCA

for families who have been unable to attend

Online workshop from page

Visual developed by New Possibilities Surrey

What's not so great?

What's Great?



Short Breaks



Shaping Services together

What's not so great?

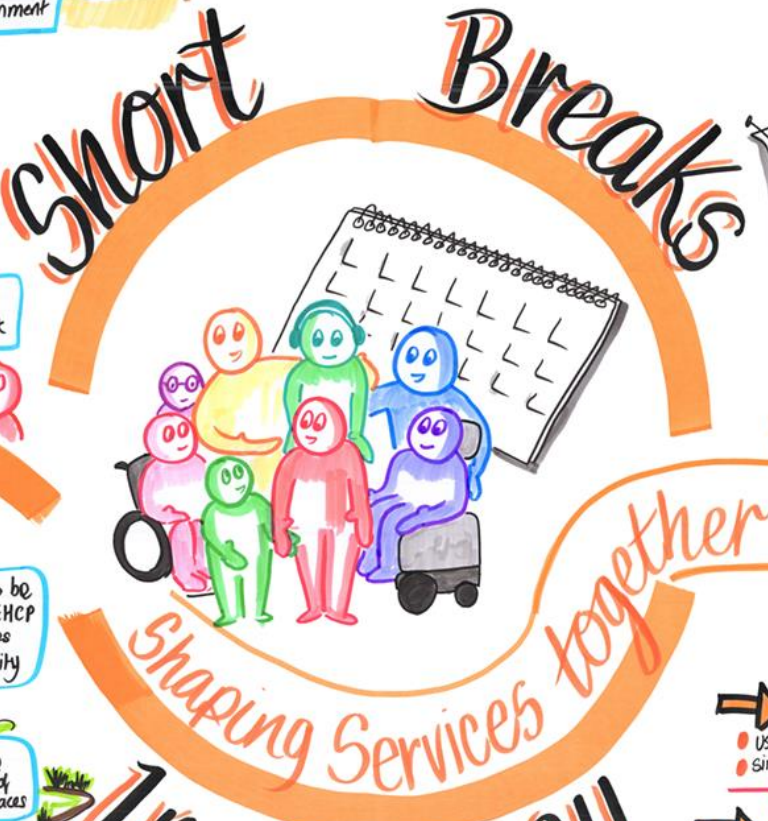


Surrey

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- usin

Short Breaks

What can we do about it?



Potential Issues: for further work

- NOT KNOWING WHAT IS AVAILABLE**
 - Use of language
 - single resources of what is available
 - Application process is unified.
 - Utilise local offer
 - Exploit schools & social workers to share information
 - Engage families to make it meaningful
 - Fill spaces where there is capacity
 - Opportunities to increase hours
 - Fundraising
 - Remove barriers to private sector
 - Volunteering opportunities
 - social business networking
 - safeguarding
 - utilise settings
- INCREASING CAPACITY**
 - POOLING RESOURCES
 - equipment & expertise
- OPENING NEW OPPORTUNITIES**
 - Communicate opportunities already there
 - Outdoor activities - workshops
 - learn from other counties
 - using facilities that are closed during holiday
 - Use staff from facilities
 - Family funding breaks - raise awareness
 - Transport - to enable children to stay at school.

- GAPS BETWEEN SERVICES & ACCESS LEVELS**
 - Better & clearer communication
 - Understanding where short breaks fit with other services
 - discover between services
 - safeguarding & CWD into sharing
 - navigating services
 - Bring services together
 - Sharing experiences
- SIMPLIFYING SYSTEMS & PROCESSES**
 - Dealing with cancellations
 - Reducing paperwork
 - reminders to send cancellation
 - Raise awareness of number of cancellations
 - Unify an app for booking
 - Parent rep to be the voice for providers & raise funds
 - parents are very understanding!
 - continue to work collaboratively with parents

NEXT STEPS

- 2 further Workshops**
 - 11th March 12-2pm Linkable
 - 12th March 4:15-6:15pm YMCA



not enough opportunity for creative service delivery

an opportunity to be involved and deepen understanding

Refining Themes

YMCA Workshop

Information & Communication

Improving Information Available
Breathing Space rather than "Short Breaks"
Re-branding
Is it the best name?
Website
Using AI?
Clearly stating which services are relevant for which group / level of need
Ensuring this is kept up to date

Physical access to services

More general access to transport
TRANSPORT
To access short breaks
4 hours driving for 6 hours break
Dispersed into other boroughs
Location
I'm closer to another authority!
Parental contributions

Costs
Increasing capacity of service available
Direct payments linked with EHEP
Connecting EHEP reviews
Funding for short breaks
DLA
Dealing with one document

Meeting different levels & diversity of needs

Age Range
Levels of Support
Learning Disability
Autism
A survey for how much support is required
Timings of SEND sessions
Extending entitlement for schools
HAF booking & Allocation of places
Criteria for ECHP to access short breaks
More & more update thinking of availability

Transition to adulthood

Wider issue for Adult Social Care?
Fund raising
Council Supporting Providers
Grants access
Explore New Possibilities for holiday provision
Parent led additional activities
Developing reinvestment short breaks

Creating Capacity

After School Clubs
Volunteers
Parental Volunteers
Dot E volunteers
Training Day for staff
Specific Day provision for SEND
Hidden Gems of Information
Access to who you know
Families in some to-holt of school age groups

Quality

Building Staffing Capacity
Update on line info when things change
making better use of care plans
ALL IN ONE DOCUMENT
parents confident children are safe
Guidance: Eligibility thresholds

Registration, Assessment & Booking Processes

ELIGIBILITY & ACCESS TO LEISURE SERVICES
SEND PROVISION
Special school bookings
CARE PLAN RISK ASSESSMENT
QUESTIONS ON CARE PLANS
FILTERING SUITABLE SERVICES
Learn from White Lodge
Reducing cancellations
EMERGENCY
over booking of staff expecting drop due to illness etc.
ROTA
offer last minute short break rather than last minute cancellation

Networks & Feedback Loops

BETTER NETWORKS
PARENTY CARERS
SHORT BREAK PROVIDERS
Peer Support Networks
Active management of transitions
Discretionary arrangements for PC's
Levels of PCs
Assessment of 1:1 needs
Parents / Siblings providing Capacity
Role of the Social Worker
Staff Retention
Responsive ness of providers EHC
Eligibility and how to support lower needs

Joined Up Approach

Joined up approach
HAF booking & Allocation of places
Criteria for ECHP to access short breaks
More & more update thinking of availability

Other Issues

Other issues
Active management of transitions
Discretionary arrangements for PC's
Levels of PCs
Assessment of 1:1 needs
Parents / Siblings providing Capacity
Role of the Social Worker
Staff Retention
Responsive ness of providers EHC
Eligibility and how to support lower needs

Short Breaks Linkable Workshop

Colour Code:
Core Issues
Alternative solutions
Wider than Social Care
Other issues raised

Initial workstreams identified

Waiting lists

Booking
process

Funding

Communicatio
n &
Information

Networking

Inclusive
practice

Building a
sustainable
service

Booking process and waiting lists



SHORT BREAKS in SURREY

Waiting list events

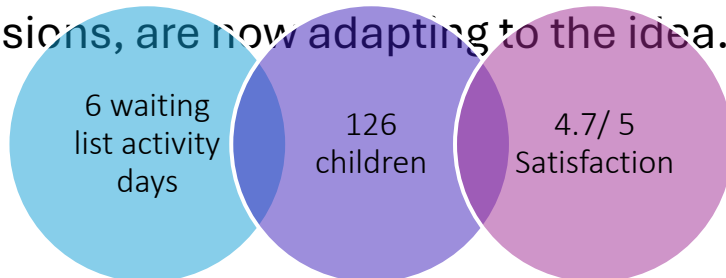
Description: Create activity days for families who are unable to access the Short Breaks service.

Challenges and opportunities identified:

- Develop activity days for children and families who are not yet using the service, while ensuring that the waiting list experience is positive.
- Enable families to create positive memories together.
- Ensure that families who previously couldn't access the service now have the opportunity to do so.

Progress made:

- 6 waiting list activity days have taken place, with 2 more to be completed by 31st March.
- Families who have been unable to access the service have benefitted from this approach.
- Community organisations, which would typically not run SEND sessions, are now adapting to the idea.



Booking processes

Description: Exploring ways to standardise the booking process

Challenges and opportunities identified:

- More work needed with providers to assess the impact of changing the booking process.
- Exploring ways to standardise the booking process, including a unified booking window, set principles, and a standard registration form.
- Piloting an aligned booking window with four providers.

Progress made:

- We paused work on this strand in line with our overall work plan for the year ahead, focusing on eligibility for play and leisure schemes.



Information, communication and networking

INFORMATION + COMMUNICATION

POTENTIAL ISSUES / BARRIERS

- No point rebranding until we've worked out the offer
- Too much information & overwriting e.g. emails
- Out of date information
- Unaccessible e.g. not having Facebook, Whatsapp
- Technical language
- No quality family time
- Not having detailed info about what an offer is
- Not knowing how many bookings eligible for / will get
- Service not having detailed checks/info about families but not using it to provide a family-centred offer
- Because can't offer service
- What groups to be part of
- Technical language
- Making assumptions people know
- No quality family time

County-wide single point of access

Need to keep data protection in mind

option to email info to people not online

LINK to website from SEA website

Parents would need to keep visiting

ONE STOP SHOP

Could there be a mailing list?

with a real person behind a central mailbox

Link to charities + facilities Directory

Transparency from parents (expenses, details)

Regular + predictable

Timely requests for info e.g. core plans

Cancellations dealt with fairly

Friendly AI

Parents + Providers

Knowing how many days/ bookings might be eligible for

Communication all the way through

Consistency

Knowing details prior to booking

2 way communication

MAIN PRIORITY

NETWORKING

POTENTIAL ISSUES / BARRIERS

- Could be bullying - reducing participation
- Could be too reliant on 2 or 3 parents
- Only having one solution to networking
- Network too broad/generic to get the right support
- Getting transport can be barrier to face-to-face networking
- Networking being too specific / narrow
 - Age
 - Location
- Not being clear what we mean by networking
- Language barriers + inc. abbreviations
- Surrey County Council not being part of offer
 - info is not being relevant / people can't access

What does a good network look like?

- Accurate, current info & unbiased
- Good facilitation
- Online Hybrid in person
- Regular opps to meet E2F
- Listening
- Accessible to all
 - Neurodiversity
 - Access needs
 - Wheelchair accessible
 - Meeting cultural + language needs
- Supportive GROUND RULES
 - Kind
 - Polite
 - Non-judgemental
- Inviting people into conversation
- WELCOME to all!
- SAFER SPACE

SHORT BREAKS in SURREY

Graphic record by
EDDY PHILLIPS
www.newpossibilities.co.uk
July 2024

Information and communications

Description

Exploring how we can improve the quality of information available about Short Breaks

Challenges and opportunities identified:

- Ensuring quality, accuracy and relevance of information about Short Breaks
- Maximising reach and accessibility

Progress made:

Improvements to the Local Offer webpage are in progress to:

- create frequency, timing and accessibility filters for activities
- Indicate if services are commissioned by SCC
- date-stamp entries
- make key words more visible and accessible
- create a diary/calendar of events

Category
Leisure ✕

Filter by

Short Breaks services commissioned by Surrey County Council:

Yes (10)

Facilities:

Accessible parking (22)

Changing facilities (16)

Wheelchair access (14)



Networking

Description

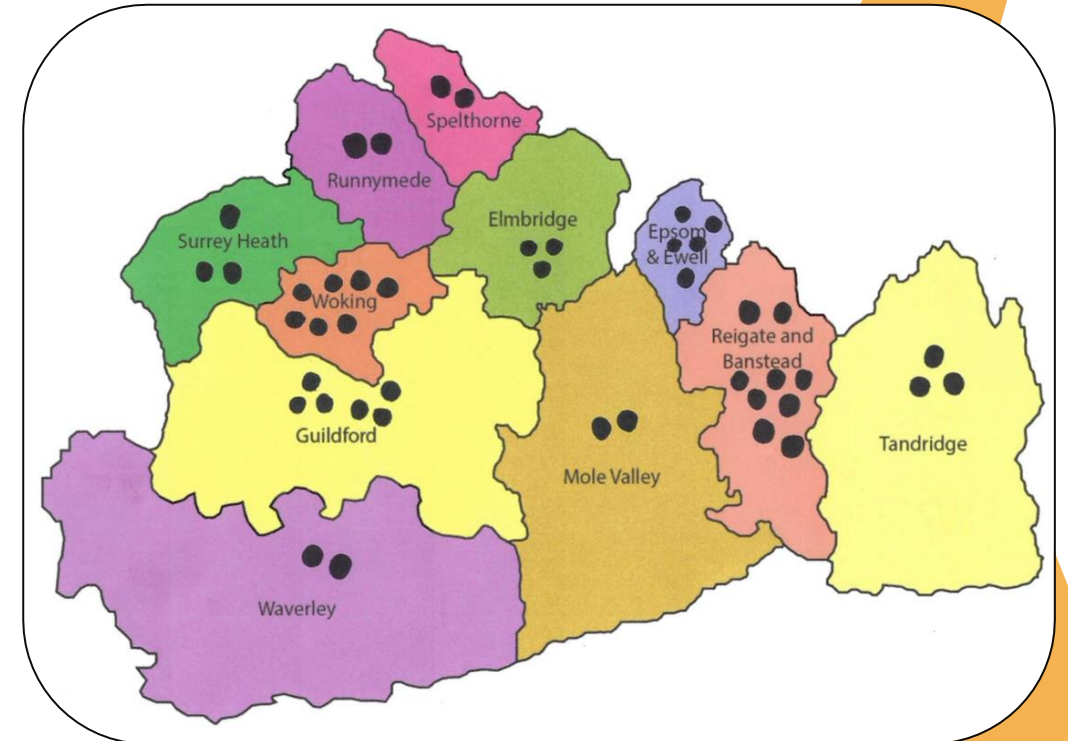
Exploring how we can create or raise awareness of effective peer support and information networks for parent carers around Short Breaks and disability

Challenges and opportunities identified:

- Benefits to parent carers of a supportive peer network
- Raising awareness of networks that parent carers can access
- Identifying and understanding what makes a good network and the gaps in existing networks
- Strengthening and expanding existing networks to maximise access and outcomes

Progress made:

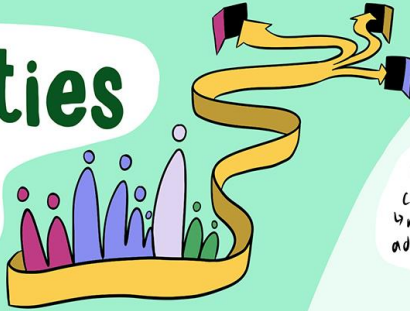
- Our partners Family Voice Surrey has completed an in-depth review of existing networks, what works, what's missing and how best to promote networks
- A heat map has been produced to highlight potential gaps in networks within the county
- We are working with FVS on ways to disseminate the learning and promote networks that are available



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Inclusion, sustainability and funding

New opportunities and Inclusion



Experiences of mainstream services

Challenges

- Can be a struggle being in social spaces for child who is nonverbal
- Feels like there is segregation between peers
- Some parents + children don't understand

Positives

- Health sector has been very supportive of my family
- Go to local play-ground
- Employed someone to take care of my child at the health centre - was helpful
- Welcoming & no discrimination
- Going along to Sports helps with embracing social spaces

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- Welcoming & no discrimination

Finding out about services

How did you find out about mainstream services?

- From recommendations or guidance
- From private family counsellor

Starting to find out about places where I can leave my child

Knowing that activities are designed to enable my child to know what's going on

Screen kit to help children with visual impairments

If you could have a wand... **Making services more inclusive**

- More time for tests/assignments
- Accommodations in school
- Seating close to teacher
- Build confidence by so children with disabilities don't feel left out / not cared about
- use community + medical centres + other public places

Families:

- Not aware of local offer
- Should be updated on new programmes + events
- Happy with support but happy to get more
- Should be more + more involved

INCLUSIVE MAINSTREAM SERVICES

Sharing good inclusive activities with more families

- Focus group to share ideas + info
- news-letters
- facebook
- Online flyers + social media
- Some parents with businesses on LinkedIn
- Newspapers

Local businesses could do more to make more adaptations

currently an afterthought

Different times for 'additional needs' friendly sessions

catering for everyone (culture, values + needs)

Unique activities for SEN groups e.g. tennis lessons

Training + understanding

Some businesses slowly changing offers, but more understanding is needed

More training for businesses required

Suitable toilet facilities for children with complex needs

SUPPORTING INCLUSION in EXISTING BUSINESSES + SERVICES

Mainstream Services

e.g. Schools, Community venues, could be used

Schools

The school have stopped doing any clubs

Taxis after School are not available to take children to activities

Building on current offer

Build on existing SEN days

Business would already be able to understand needs

More outreach sessions

SEN audit of businesses

Training in person or online

Makaton training for businesses

Parent mystery shopper - of businesses who provide good SEN services - and give feedback

Next Steps...

I wish there was something to give me a break

What about older age young people?

More funding overall

Holiday Activities + Food Schemes (HAF)

How can they be made more inclusive + accessible for families?

See availability & make better use of cancelled sessions

Booking systems

Access to science, leisure sessions, other opportunities

Waiting lists

one central list for short breaks in Surrey?

Prioritisation between providers -> reduce overlap ensure people get access to some provision

Dedicated events for families on waiting list

Funded by local businesses?

Grant funding bids - small and large

Surrey County Council

Grant funding bids - small and large

crowdfunding?

Linden Farm - could be replicated for short breaks?

Parents / carers

Options for parents to contribute or create further provision

Parents work together as a Trust?

Partnership with council

NEW FUNDING and RESOURCES

Existing holiday schemes

e.g. historical scheme 'Shout' -> could be run for children with additional needs?

Arts + crafts?

Corporate social value

Business

Fundraising opportunities

work together on holiday clubs to use as satellites for existing providers?

Schools

Could be opened up to families with some support?

universities

links with students

Government funding

Grants to supplement short breaks?

Local community

Match funding for things in the

e.g. BP link in Sunbury

Could this help us to plan access to services + prioritise?

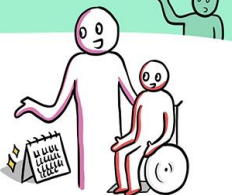
Children with Disabilities register

Particular pressure in spellhome

What about children travelling outside Surrey - access to local services?

Tap into schemes e.g. Duke of Edinburgh

SHORT BREAKS in SURREY



Community inclusion

Description: Exploring different ways to create new and open-up existing inclusive opportunities in local communities

Challenges and opportunities identified:

- Parent carers identified a need to develop and promote more inclusion services within mainstream community provision
- Explored the possibility of funding and/or providing training to existing mainstream services.

Progress made:

- Community Inclusion Grant Fund piloted in 2024/25
- 28 grants made to 25 providers, totalling c.£470,000
- 22 organisations delivering directly to children, covering a range of activities including sports and physical activity, drama, crafts, technology and outdoor learning.
- 3 organisations delivering training and support to mainstream providers
- Going forward, our plan for 2025/26 will be informed by learning from the pilots to date during April

Details on the Local Offer: <https://www.surreylocaloffer.org.uk/parents-and-carers/leisure-and-childcare/inclusive-play-and-leisure-sessions>



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Short Breaks INCLUSIVE PRACTICE

Co-production Workshop

CHALLENGES

- DISCLOSING FULL NEEDS**
 - Often not offered in term breaks
 - Children written off by providers when 1:1 support mentioned
 - Full disclosure can penalise
 - Sometimes parents don't disclose all needs in DESPERATION
- WAITING LISTS + LACK of OPTIONS**
 - Extremely LONG
 - meeting MP to discuss: no response
 - Automated email responses
- INFORMATION + COMMUNICATION**
 - often having to repeat already disclosed info to staff
- HOW GROUPS are LED + STAFF APPROACHS**
 - Often not offered in term breaks
 - Concerns at lack of 1:1 support
 - Parents having to provide
 - Only available when hoist is required
 - Child only lasting 2 days before being asked to leave
 - Claim to be "child-led" BUT children not following group consensus struggle to fit in
 - Triggering FIGHT or FLIGHT
 - Staff escalating situations
 - Child deemed "unsuitable"
- TERM-TIME ONLY CLUBS**
 - Some clubs only have mainstream services in holidays
 - Difficult to find adequate cover in holidays
 - essential for Parents to be able to work
- INCONSISTENCY**
 - Can be confusing when staff have different roles in various settings

POSITIVE experiences

EXAMPLES of GOOD PRACTICE

- NEW Forest holiday lodge
- The KNIGHTS FOUNDATION
- SAYERS CROFT
- RELAXED THEATRE PERFORMANCES
- PLANET SOCCER (Guildford)
- SCHOOL WRAPAROUND CARE (holiday group)
- LEGO LAND

INGREDIENTS of GOOD PRACTICE

- SKILLS working with ACTIVE CHILDREN
- ABLE to RE-DIRECT + RE-ENGAGE
- NOT OVERLY DISCIPLINARIAN
- SMALL GROUPS
- UNFLAPPABLE STAFF
- CHOICE
- REASSURANCE
- ACCOMMODATING SPECIFIC NEEDS

Suggestions for IMPROVEMENT

- TRAINING**
 - Staff trained in SEN
 - Understanding triggers Not escalating
- BETTER UNDERSTANDING and INTEGRATION**
 - Providers to say "come to the first session + see"
- CONSISTENCY**
 - Holiday clubs at School good for some young people
 - NOT EVERYONE!
- ACCESSIBLE INFORMATION**
 - Comprehensive guide of accessible services for families
 - How-to instructions
 - Links
- EXTRA STAFF MEMBER**
 - could help resolve challenges
- VENUE ACCESSIBILITY**
 - Able to visit venue + see facilities
 - Able to speak to person in charge

Sustainable service and funding

Description:

Funding – this was about focussing on what alternative funding sources might be available to enhance the model

Sustainable service – supporting providers to work together to improve the resilience of sustainability of staffing across short breaks providers.

Challenges and opportunities identified:

- 1 – Examples shared of some sessions being cancelled by providers (e.g. linked to staff sickness) or families (due to a challenge attending in the morning)
- 2 – Potential for opportunities for providers to share staffing, recruitment, progression and training
- 3 – Potential to work together with families to secure further funding from additional sources, including external grants, local businesses and alternative approaches like crowdfunding

Progress made:

- 1 – In response to feedback, providers have continued working positively to try and reduce cancellations and we have begun reporting cancellations through contract management – which is showing low numbers.
- 2 – Limited progress made to date, reflecting opportunities in other areas and capacity
- 3 – Initial scoping of a potential funding strategy undertaken and tested, but limited progress with implementation. We also acknowledged the extensive fundraising that is already done by providers.

Co-designing an outcomes framework for short breaks

Long-term quality of life outcomes

To enable children and young people to maximise their independence

To nurture strong and supportive relationships in families

To improve mental health

To increase social connection (reduce isolation) for families

Intermediate outcomes

Children and young people form and strengthen friendships with one another

Children and young people develop independence skills and self-confidence

Children and young people have enjoyable experiences

Children and young people develop supportive and trusting relationships with adults

Families are enabled to spend more quality time together

Parents and carers have more time to do things that support their wellbeing

Parents and carers have a break from their caring responsibilities

Parents and carers feel less stressed (“take the weight off”)

Parents and carers form and strengthen friendships with one another

Measurable changes (Outputs)

Improved access to short breaks in response to need

New funding for short breaks or alternatives secured

More local short break opportunities offered

New inclusive alternative support opportunities created

More stable staff teams in short breaks services

Improved recruitment of skilled staff within short breaks

Reduced cancellation of sessions due to staffing

Improved understanding of existing inclusive opportunities

Improved access to information about short breaks

Less time spent on application and booking process

Improved experience of being on a waiting list

Strengthened peer support networks for parents and carers

Identified activities we can do together to improve

Co-design eligibility criteria for short breaks

Co-design joint funding bids to external funders

Improve access to existing inclusive HAF provision

Co-design solutions to make better use of school sites

Pilot training offer to local mainstream clubs and services

Work with providers to explore joint training and progression

Co-deliver new recruitment strategies with parents and carers

Work with providers to explore sharing staff

Work with parents and carers to map existing opportunities

Co-design new short breaks brand and info offer with families

Co-design simple, single, application and booking process

Pilot new support options for families on waiting lists

Co-design a new role of parent / carers champions

Join-up information on bookings and waiting lists

Work with families to seek support from local businesses

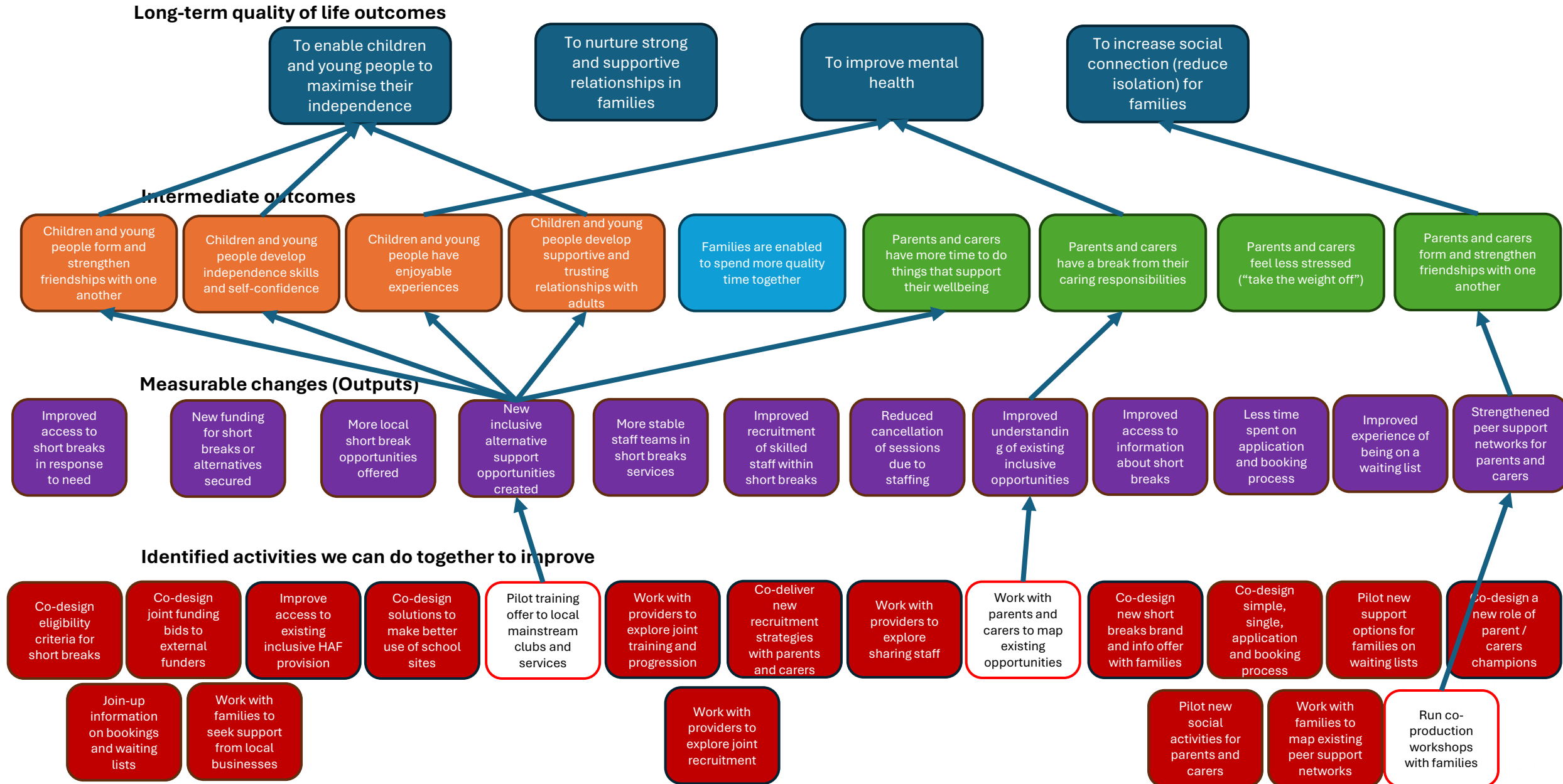
Work with providers to explore joint recruitment

Pilot new social activities for parents and carers

Work with families to map existing peer support networks

Run co-production workshops with families

Pathways to outcomes example: Community inclusion and co-production



NB – any references to carers also include young carers (e.g. siblings of a child or young person with disabilities)

Key overall reflections on co-production

Flexibility and openness to possibilities (Chris)

- Be flexible and open to possibilities and opportunities
- Be comfortable with uncertainty and not being able to predict the result

Failure is an option (Conrad)

- Not everything will work
- Success lies in trying and in learning from disappointments
- Try a different tack



Key overall reflections on co-production

Embracing difference (Keshia)

- There will be lots of different views – not everyone will agree
- Disagreement doesn't prevent collaboration
- Key is to value relationships, insights and experiences

Focusing on what matters most (George)

- Working together and building consensus
- Acknowledging you can't do everything or change everything



A Learnings Conversation

We welcome:

Parent/Carer

Short Breaks Team

Family Voice Surrey



Networking and Exhibition
Move to tables



Meet the Charities/ Organisations



Throughout the summit you will be able to meet and network with a range of charities and local organisations who have been involved in the project.



Table Discussion: Sharing knowledge, perspectives, and best practices around co-production and participation

Task 1: Brief reflections from the morning so far (what key take aways)

Task 2: Explore wider co-production/participation - Consider one of these problem statements:

•**TABLE ONE:** Co-production/Participation **requires significant time, effort, and resources** from all stakeholders, which some may believe is not feasible and there may be a tendency to drop the process after initial enthusiasm fades. (Keshia and Chelcie)

•**TABLE TWO:** Cultural, social, or geographical factors may **limit some groups' participation**, especially if they feel excluded from the process or if their needs are not being acknowledged. (Conrad and Su)

•**TABLE THREE:** Co-production/Participation risks becoming a box-ticking exercise if there is a **power imbalance** between professionals and service users, with the latter feeling their input isn't being valued or taken seriously e.g. when conflicting views and priorities arise between service users' needs and service/policy constraints. (Chris and Deb)

•**TABLE FOUR:** Co-production/Participation **might not be representative** of the view of the wider population if there is only a small group of children/young people/parents/carers involved. (George and Sally)

Practical Next Steps: delivering efficient and effective co-production/participation activities

Move to your choice of table topic:

TABLE ONE - discovery

Maristelle Preece (Mindworks) and Jo Argent (Surrey County Council) plus Deb

Creating the conditions for effective participation and co-production. Understanding problems from users' perspective (discovery)

TABLE TWO – co-design/co-deliver

Keshia Hamilton (Surrey County Council) and Parents plus Chelcie

Tools to use for engagement (co-design/co-deliver) Practical examples for tools you could use from our workshop (make a model, community asset, prototype etc)

TABLE THREE – co-commission

Chris Tisdall and Conrad Benefield/George Harper (Surrey County Council) plus Su

Using in service design and practice to co-design outcomes (co-commission)

TABLE FOUR – co-assessment/ co evaluate

Jenny Cave Jones (Surrey County Council) and Sally Stubbings (Surrey Youth Focus)

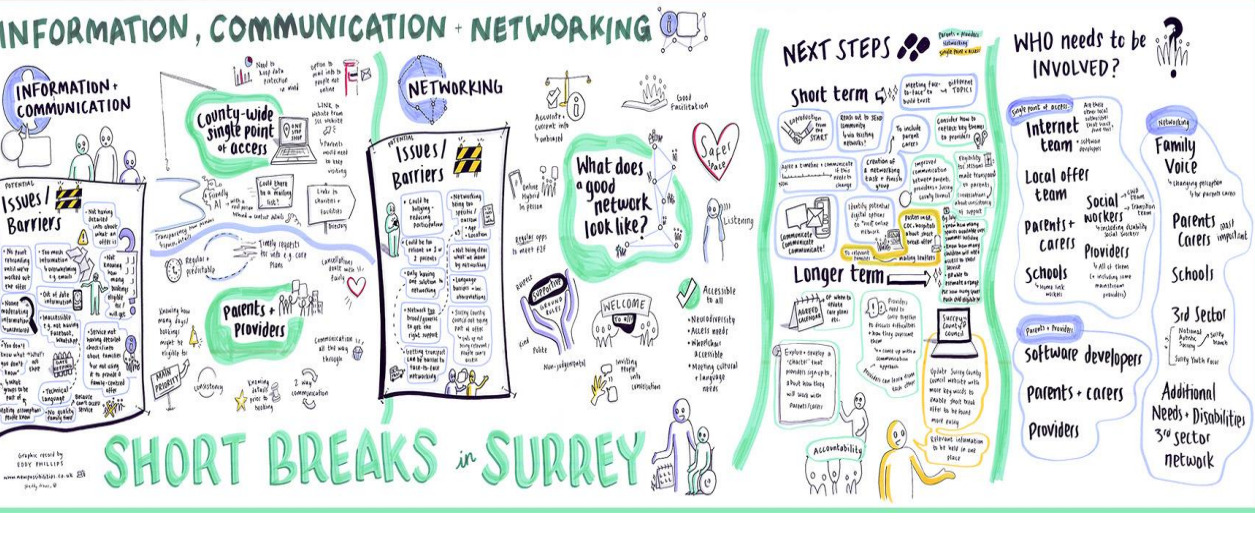
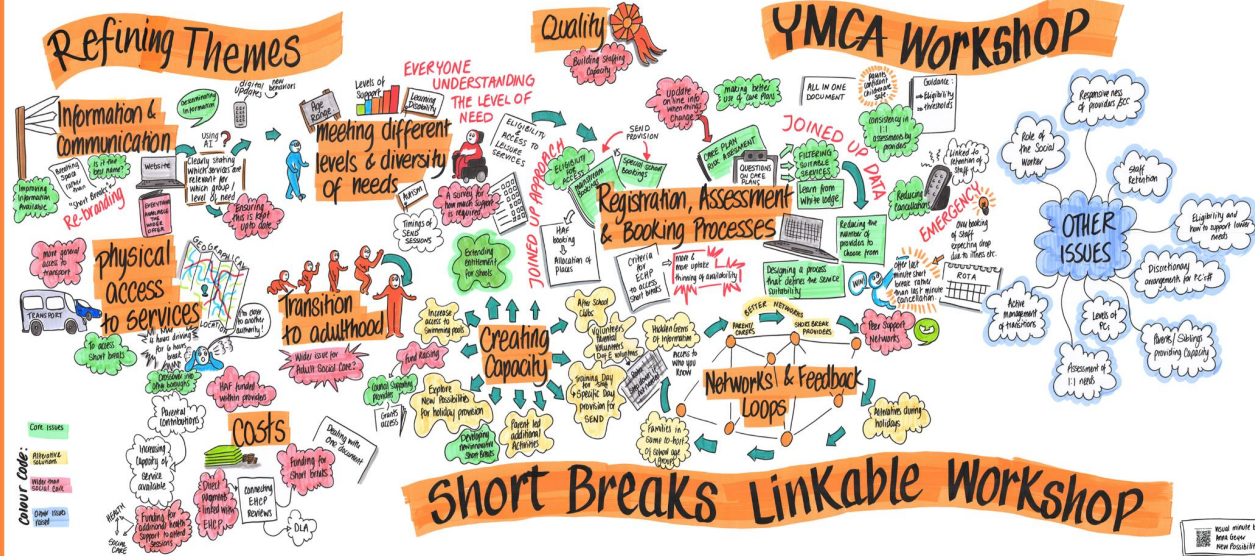
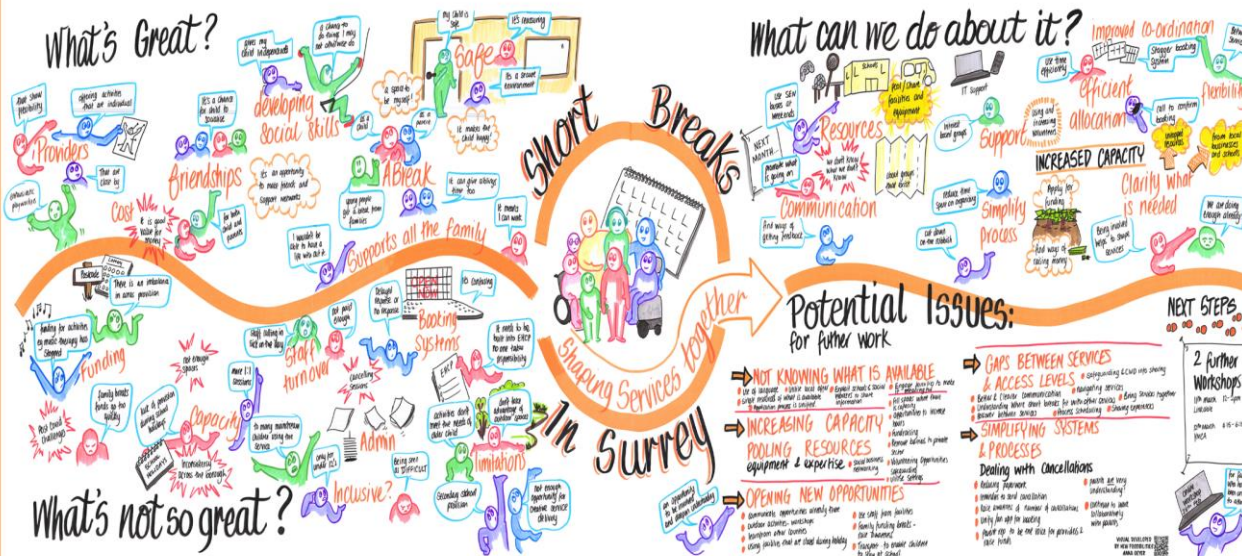
Measure what you treasure and sustain (co-evaluation/assessment)

THANK YOU!



TO ALL OF YOU FOR
JOINING THIS SUMMIT





New opportunities and Inclusion

Experiences of mainstream services

Challenges

- Can be a struggle being in social spaces for children with complex needs
- Some parents - children don't understand
- Feels like there is segregation

Positives

- Health sector has been very supportive of my family
- Going along to sports helps with emotional social spaces
- Employed someone to care for my child at the main centre - was helpful
- Can go to local play groups

Finding out about services

- How did you find out about mainstream services?
- From recommendations or guidance
- From private family counsellor

INCLUSIVE MAINSTREAM SERVICES

Starting to find out about places where I can leave my child

- Knowing that activities are designed to enable my child to learn socially going on
- Some parents - children don't understand
- Some parents - children don't understand

Making services more inclusive

- Build confidence in children with disabilities that they can do things
- Use community medical centres other public places
- Use community medical centres other public places

Sharing good inclusive activities with more families

- Newsletters
- Facebook
- Twitter
- LinkedIn
- Instagram
- YouTube
- WhatsApp
- Zoom
- Skype
- Microsoft Teams
- Slack
- Discord
- Nextdoor
- Local Facebook groups
- Local WhatsApp groups
- Local Twitter groups
- Local LinkedIn groups
- Local Instagram groups
- Local YouTube groups
- Local Zoom groups
- Local Skype groups
- Local Microsoft Teams groups
- Local Slack groups
- Local Discord groups
- Local Nextdoor groups
- Local Facebook groups
- Local WhatsApp groups
- Local Twitter groups
- Local LinkedIn groups
- Local Instagram groups
- Local YouTube groups
- Local Zoom groups
- Local Skype groups
- Local Microsoft Teams groups
- Local Slack groups
- Local Discord groups
- Local Nextdoor groups

Accommodations in school

- Best accommodations are seen in health sector
- Accommodations in school
- Seeing class to teacher

Families:

- Not aware of local offer
- Don't know what to do
- Programmes exist
- They don't know how to get to it
- Should be more - more involved

More funding overall

Booking Systems

- See availability
- Make better use of cancelled sessions

Sharing opportunities

- Access to shared resources
- Share expertise
- Share opportunities

Holiday Activities + Food Schemes (HAF)

- How can they be made more inclusive - accessible for families?
- How can they be made more inclusive - accessible for families?
- How can they be made more inclusive - accessible for families?

Existing holiday schemes

- e.g. historical scheme
- 'Shout' - could be fun for children with additional needs?
- Amic, crafts

NEW FUNDING and RESOURCES

- Work together on holiday clubs
- Have an 'offer' for existing providers?
- Could be great for families with some support?
- Could be great for families with some support?

Business

- Local community
- Government funding
- Universities
- Volunteering schemes

Surrey County Council

- Grant funding bids - small and large
- e.g. London Farm could be replicated for short breaks?
- Parents more together at a 'Trust'
- Options for parents to continue to create further provision

Schools

- The school has stopped doing any clubs
- Taxis after school are not available to take children to activities

SEN audit of businesses

- Training in person or online
- Market training for businesses
- Parent mystery shoppers at businesses and provide good feedback - are you ready?

What about older age young people?

More outreach sessions

Next Steps...

SUPPORTING INCLUSION in EXISTING BUSINESSES + SERVICES

Building on current offer

- Business would already be able to understand needs
- Build on existing SEN days

Mainstream services

- e.g. Schools, Community centres, clubs, etc.

Catering for everyone

- Local businesses could do more to make more adaptations
- Different times for 'additional needs' friendly sessions
- Unique activities for SEN groups
- Learn lessons
- Some businesses should change offer, but more understanding is needed
- More training for businesses is required

Local businesses

- Suitable toilet facilities for children with complex needs

SHORT BREAKS in SURREY

Short Breaks INCLUSIVE PRACTICE Co-production Workshop

POSITIVE EXPERIENCES

- THE KNIGHTS FOUNDATION
- SAYERS CROFT
- RELAXED THEATRE PERFORMANCES
- PLANET SOLICER (Guildford)
- SCHOOL WREAROUND CARE (holiday group)
- LEGO LAND

CHALLENGES

- WAITING LISTS + LACK OF OPTIONS**
 - Extremely LONG
 - Meeting MP to discuss - no response
 - Automated email responses
- DISCLOSING FULL NEEDS**
 - Full disclosure can normalise
 - Sometimes parents don't disclose all needs - DESPERATION
- LACK OF 1:1 SUPPORT**
 - Often not offered in term breaks
 - Children written off by providers when 1:1 support mentioned
 - Parents having or provide
 - Only available when notice required
- HOW GROUPS are LED + STAFF APPROACHES**
 - Child only lasting 2 days before being asked to leave
 - Claim to be "child-led" but children not following group consistently struggle to fit in
 - Triggering flight or fight
 - Staff escalating situations
 - Could deemed 'resistant'
- TERM-TIME ONLY CLUBS**
 - Some clubs only have mainstream services in holiday
 - Difficult to find adequate cover in holiday
 - Personnel for parents to be able to work
- INCONSISTENCY**
 - Can be confusing when staff have different roles in various settings
- INFORMATION + COMMUNICATION**
 - Often having to repeat already disclosed info to staff

INGREDIENTS of GOOD PRACTICE

- SKILLS working with ACTIVE CHILDREN
- NOT OVERLY DISCIPLINARIAN
- UNFLAPPABLE STAFF
- ACCOMMODATING SPECIFIC NEEDS
- ABLE to RE-DIRECT + RE-ENGAGE
- SMALL GROUPS
- CHOICE
- REASSURANCE

SUGGESTIONS for IMPROVEMENT

- TRAINING**
 - Staff trained in SEN
 - Understanding triggers
 - Not escalating
- BETTER UNDERSTANDING and INTEGRATION**
 - Providers to say 'come to the first session + see'
- CONSISTENCY**
 - Holiday clubs at school good for some young people
 - NOT EVERYONE!
- ACCESSIBLE INFORMATION**
 - Comprehensive guide of accessible services
 - How to introduce to family
 - EXTRA STAFF MEMBER
 - could help resolve challenges
- VENUE ACCESSIBILITY**
 - able to visit venue + see facilitator
 - able to speak to person in charge

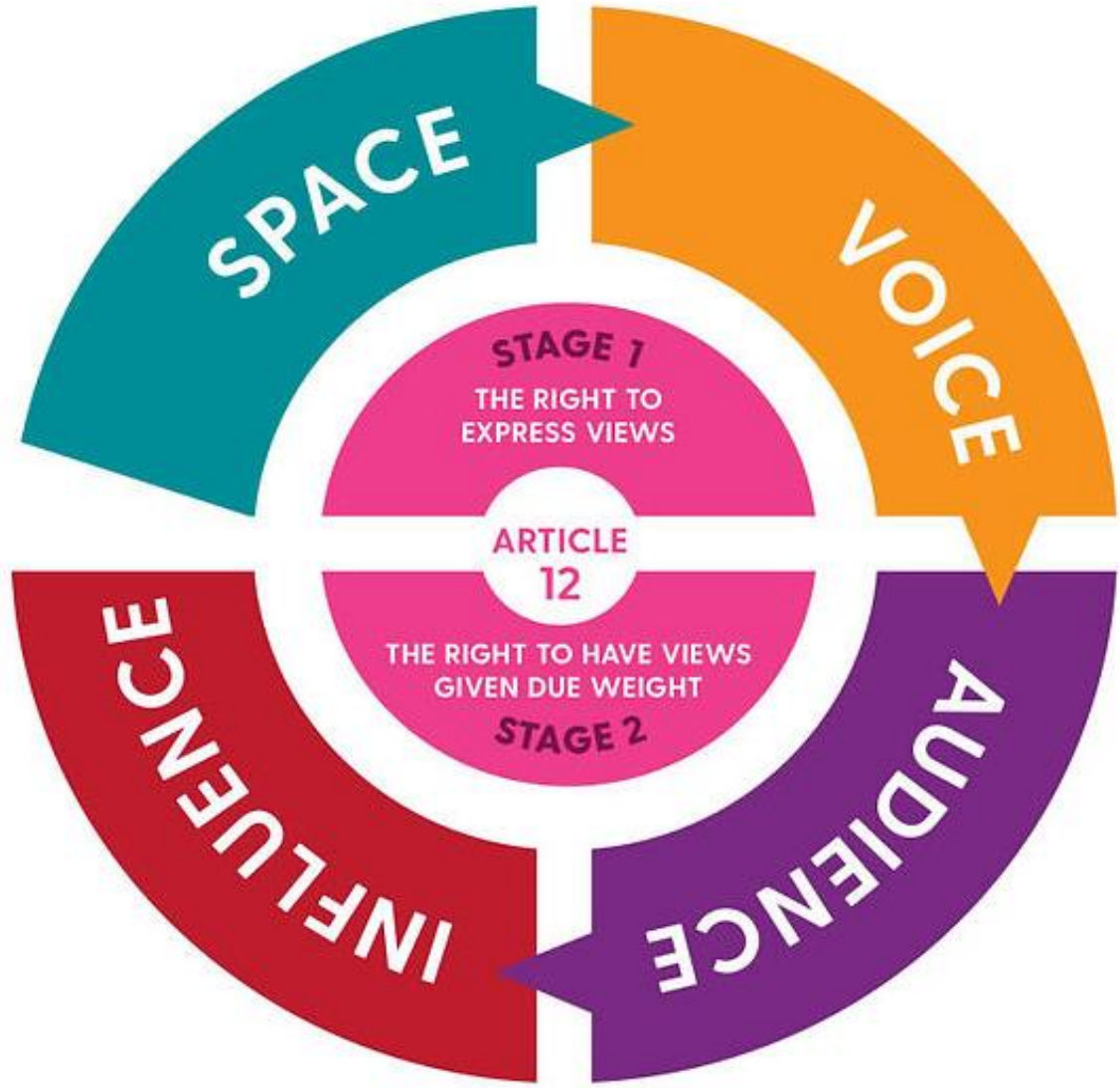
The Lundy Model of Participation



The model is being adopted by various CYP focused organisations across Surrey (Surrey CC UVP team, Mindworks Surrey, Surrey Youth Focus) , to help guide the system approach to voice and participation.

The model provides a way to implement and understand a child's right to participation, as laid down in **Article 12 of the UN Convention on the Rights of the Child**: The right to express their views in all matters affecting them and for their views to be given 'due weight' (taken seriously).

The model attempts to focus those who do participation on the different elements of Article 12 (a right not always known by professionals or CYP) and guides *how* to meaningfully approach participation and the legal basis.



The Lundy Model of Participation

1st - Right to express view:

- **Space** – We must actively create a safe and inclusive space – Links to article 2 (equality).
- **Voice** – Ensure they know their participation is voluntary. Ensuring that they have different ways of expressing views and ensuring that they have what they need to form and express their views (e.g. time and information).

2nd - Obligation on duty bearer to give due weight:

- **Audience** – Ensuring the right people are actively listening, and identify who needs to hear (those who can make decisions).
- **Influence** – Being realistic– do they know what is possible/what isn't? Transparency and feedback and follow up.

