

Children and Young People with Disabilities Draft Action Plan

2011-2014



INTRODUCTION

The Children and Young People with Disabilities Sub Group reports to and is mandated by the Children and Young People's Strategic Partnership (CYPSP). The Sub Group has been charged by the CYPSP with drawing up a plan for integrated commissioning of supports and services for children and young people with disabilities, which will improve their outcomes. The work is Northern Ireland wide. Membership of the Group consists of representatives from the Statutory, Voluntary and Community sectors. Current membership can be found at Appendix xxx. The participation of children and young people with disabilities, and their parents in all stages of this process is paramount.

The following draft action plan sets out how the Children and Young People with Disabilities Sub Group will contribute towards the implementation of the Northern Ireland Children and Young People's Plan 2011-2014. The draft plan includes the priorities that need to be taken forward to improve the six high level outcomes for children and young people with disabilities.

This draft action plan should be read in conjunction with the overall NI Children and Young People's Plan. This overall plan sets out that all CYPSP planning work will contribute towards a shift to early intervention, and to integration of resources from all possible sources in order to improve outcomes for children and young people.

This action plan is one document in the suite of action plans, which, together, make up the NI Children and Young People's Plan. The Children and Young People with Disabilities Sub Group will collaborate with the other Regional Sub Groups, the CYPSP Groups and the 5 Outcomes groups in order to implement the overall Plan, under the leadership of the CYPSP.

The Plan is therefore a live document – at any one time the latest version of the overall Plan and the Action Plans of all of the planning groups will be available on our website, at www.cypsp.org.

“The focus of this Sub Group is children and young people who have a physical, sensory or learning disability or prolonged illness or condition which, in interaction



with various barriers, and without the provision of adequate support services, may hinder their full and effective participation in society on an equal basis with others and hinder their optimal potential for personal development and social inclusion.”

Throughout the draft action plan, the term CWD refers to children and young people with disabilities. With references to children and young people, we mean children and young people with disabilities.

Outcome *Healthy*

What do we know about children and young people...

Quantitative Information

- Rates of depression, self harm, suicide amongst CWD
- 20 % of CWD will experience mental health problems by their 18th birthday and are more likely to experience anxiety, depression, self harm and suicidal thoughts
- % of CWD who are identified at age 8/9 as being obese or underweight
- % of CWD who receive an integrated plan
- Rates of parents/carers of CWD experiencing mental health/stress related illnesses
- % of CWD who experience mental health difficulties who access and receive support from Child and Adolescent Mental Health Services (CAMHS)

Qualitative Information

- Young people report that their mental health and emotional wellbeing is influenced by the following factors:
 - A need for appropriate early intervention and support for families at the point of diagnosis to enable and empower parents, siblings, and to promote positive outcomes and attitudes enabling the child with a disability to live to their fullest potential;
 - Lack of planning for the future, from the point of diagnosis, due to delays in identification of support needs which affects decision-making and accessibility to holistic services and supports across agencies
 - Many young people feel that they cannot express their feelings because of a lack of opportunity to access someone they can talk to and confide in. In addition to this is a fear of adding additional stress to the family. This is coupled with a lack of access to peer support and advocacy;
 - Young people feel that due to a Lack of understanding among parents and professionals of the causes and symptoms of emotional wellbeing and mental health issues they are unable to express themselves. This often causes poor emotional health and wellbeing impeding their ability to live life to their fullest potential.

- The mental health and emotional wellbeing of the family as a whole is important. Carers of CWD are twice as likely to suffer psychological distress as other carers. Parents and carers express concerns regarding available services, the need to visit so many sites for appointments, not understanding why they have been referred to services, delays in getting access to services etc.
- There is a link between poor mental health and a lack of autonomy over decisions made regarding the life of a children or young person with disabilities. This points up to the importance of having a valued role in the decisions made.
- Need to ensure access to specialist AHP (Allied Health Professionals, for example, Occupational Therapy) interventions , as appropriate according to assessed need, across Northern Ireland at acute and community level to children and young people with various disabilities including complex needs, life limiting conditions, Acquired Brain Injury (ABI) and Autism Spectrum Disorder (ASD) and at key stages of their lives – particularly as they get ready to start and leave school.
- The need is recognised for the introduction of an integrated plan which includes all levels of intervention required by the child or young person
- Young people have told us that there is no continuity of staff who work with them so that they have to repeat their story

many times. The pilot passport system developed in the Southern Health and Social Care Trust area could address this, which entails easily accessible information about the child or young person being available for each opportunity.

What we will do

The Sub Group will develop the use of integrated plans for children and young people with disabilities beginning from the point of diagnosis onwards, with triggers over time. This will help to address the emotional wellbeing and mental health of parents and families and encourage the promotion of positive outcomes for the child or young person. These plans will be multi agency, place the child or young person at the centre of planning i.e. be person centred, include all levels of necessary intervention and will ensure an element of continuity as children and young people receive supports and services, including access to AHP services when required. The plans will be based on a framework consistent with the 6 high level outcomes. From this plan there will be tools available such as the passport, short breaks and personalisation of budgets. This development will impact all the high level outcomes and this is reflected throughout the action plan.

The development of passports will reduce the burden on children and young people to re-tell their stories and will ensure a more efficient response. The passport will be comprehensive, not a medical record, involve input from all relevant agencies, follow the child or young person through their lives, and be closely linked with their integrated plan to ensure continuity and efficiency when accessing supports and services based on their needs.



| Outcome: <i>Healthy</i> | | | | | |
|--------------------------------|--|--|--|--------------------------------|----------------|
| Actions: | Implementation Milestones | Lead person/ other groups | What difference will it make to children and young people | Other outcome s | By when |
| Develop integrated plans | Map current protocols between agencies (statutory, community and voluntary sector) and with children and young people to identify best practice regarding integrated plans | Regional CWD Sub Group | Improve the emotional wellbeing and mental health of children and young people as better planning is in place across agencies, from the point of diagnosis onwards, which manages identified need in a more efficient way. | ELA, LSS, EEEW, CPCS, LSRR | 2011-2014 |
| | Set up a protocol between agencies (statutory, community and voluntary sector), with the involvement of children and young people and their families for an integrated plan (from the point of diagnosis onwards). | Regional CWD Sub Group | | | |
| | Link with Public Health Agency (PHA) and colleagues regarding ongoing work to improve access to AHP services | Regional CWD Sub Group | Ensure the AHP needs of children and young people are assessed. | LSSR | 2011-2014 |

| Outcome: <i>Healthy</i> | | | | | |
|--------------------------------|---|--|--|--------------------------------|----------------|
| Actions: | Implementation Milestones | Lead person/ other groups | What difference will it make to children and young people | Other outcome s | By when |
| Develop passports | Benchmark nationally on the development of passports | Regional CWD Sub Group | Reduce the burden on children and young people to constantly re-tell information and thereby reduce emotional and mental unwanted side effects of doing so. Multi agency approach to ensure passport is comprehensive and effective rather than a medical record | ELA, LSS, EEEW, CPCS, LSRR | 2011-2014 |
| | Evaluate the current use of passports to determine effectiveness and identify best practice (e.g. communication passports in speech and language therapy, A Young People's Passport (6 th Sense, Southern Health and Social Care Trust)) | Regional CWD Sub Group | | | 2011-2014 |
| | Integrated commissioning of multi agency passports across Northern Ireland | Regional CWD Sub Group | | | 2011-2014 |

Outcome *Enjoying, learning and achieving*

What do we know about children and young people...

Quantitative Information

- % of children and young people leaving compulsory education achieving levels (1-8) on the Qualification Credit Framework
- % of children and young people moving from mainstream, special units and special schools into further and higher education
- % of children and young people moving from mainstream, special units and special schools into training
- % of children and young people moving from mainstream, special units and special schools into employment
- % of children and young people who access IT through assistive technology in school and at home
- % of children and young people with disabilities who also have a statement of special educational needs
- % of children and young people at different stages of the Special Educational Needs (SEN) process who have an integrated plan

Qualitative Information

- The experience of children and young people without a Statement of Special Educational Needs is that there are difficulties in accessing assistive technology as they are reliant on funding by education or health and social care
- Insufficient provision of inclusive educational opportunities for children and young people locally as they are transported to areas outside their communities. More generally, transport options are limited.
- Children lack the opportunity to access early years services often due to delays in diagnosis and the subsequent difficulties in parents trying to choose appropriate pre-school provision. This is against a backdrop of real capacity issues in early years services.
- There is a responsibility on Education to inspire children and young people to achieve their full potential and realize their goals, which sometimes is reduced by a focus on what the child or young person can not do rather than what they can do.
- It would be important to capture the experiences of children and young people at key stages of education to increase

- % of children and young people who attend mainstream schools
 - % of children with disabilities who access early years and/or pre-school provision in their local area or in statutory provision
 - % of special schools who access local activities organized through local community and, primary and secondary schools
- awareness of issues faced at those stages such as transferring between schools
- Children and young people with disabilities do not have access to sufficient non formal education awards such as Duke of Edinburgh, President's Award, sports, arts and culture awards.
 - Children and young people in special schools can sometimes not be encouraged to achieve their full potential as much as those in mainstream or learning support units

What we will do

The existing SEN process is key to achieving educational outcomes for children and young people with disabilities. Understanding a process that impacts the educational outcomes for children and young people in a multi agency forum provides more scope to influence it positively. This group is aware of the current SEN developments and will account for them as the group progresses.

We will promote the 'enjoying' aspect of enjoying learning and achieving for children and young people with disabilities.

Given the multi agency nature of the development of integrated plans, the group will ensure that this outcome is emphasised as part of the framework, which is based on the 6 high level outcomes. Furthermore, the participation of education agencies and other relevant agencies and organisations is assured due to the multi agency aspect of this work.

| Outcome: <i>Enjoying, learning and achieving</i> | | | | | |
|---|--|--|---|--------------------------------|----------------|
| Actions: | Implementation Milestones | Lead person/ other groups | What difference will it make to children and young people | Other outcome s | By when |
| Tracking SEN to enhance understanding in multi agency forum | Track progress in the SEN process | Regional CWD Sub Group/ DE | Influencing a key education process to ensure positive outcomes for children and young people with disabilities | H, LSRR | Ongoing |
| Promoting the 'enjoying' aspect of enjoying, learning and achieving | Link with the Sport NI Disability Strategy | Regional CWD Sub Group | children and young people have access to same opportunities as their peers, including the attainment of non-formal education awards | H, EEEW, LSRR | 2011-2014 |
| Develop Integrated Plans | See 'Healthy' section for detail | Regional CWD Sub Group | See 'Healthy' section for detail | H, EEEW, LSS, CPCS, LSRR | 2011-2014 |

Outcome *Living in safety and with stability*

What do we know about children and young people...

Quantitative Information

- % of children and young people living in accessible out of home placements
- % of children and young people living in inappropriate accommodation
- % of children and young people with disability who experience hate crime
- % of children and young people with disabilities on the Child Protection Register
- % of children and young people with disabilities attending mainstream and special schools who experience bullying (survey)
- % of children and young people with disabilities remaining in assessment and treatment services beyond their discharge date and the duration of their stay beyond this decision

Qualitative Information

- There is a prevalence of disability hate crime
- Children and young people require more opportunities to learn about personal safety and personal relationships. There is also a lack of appropriate counselling services or advocacy support for children and young people with disabilities who experience abuse or for parents and carers
- Children and young people with disabilities are particularly vulnerable to bullying and schools do not consistently monitor bullying of children and young people with disabilities. There is a need to develop surveys to capture the extent and impact of bullying experienced by children and young people, particularly in schools. There is also a need for teachers to be trained to identify and limit bullying of children with disabilities Children and young people should be empowered to support other children and young people with disabilities to prevent bullying and to respond to incidents of bullying and harassment.
- Family support is required which strengthens and builds the resilience of families and tackles the additional stress on families resulting from how services are delivered – including

assessments for support, short term interventions when long term support is needed, unclear eligibility criteria, transitions between and within programmes of care and professional teams.

- Children and young people with complex healthcare needs often are unable to be discharged from assessment and treatment centres due to a lack of community services and therefore remain beyond their discharge date

What we will do

Facilitating children and young people with disabilities to promote awareness of human rights, disability and diversity in schools, youth clubs and the local communities through the roll out of training programmes, similar to those in statutory agencies and organisations, that are designed and delivered by children and young people with disabilities.

Ensure that children and young people know their rights in relation to Human Rights, the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention on the Rights of Persons with Disability (UNCRPD) and facilitate children and young people with disabilities to educate others.

Ensure that issues regarding children and young people with disabilities are accounted for in the work of the newly established Safeguarding Board for Northern Ireland (SBNI).

Ensure that family support is available which strengthens and builds the resilience of families and tackles the additional stress on families.

| Outcome: <i>Living in safety and with stability</i> | | | | | |
|---|--|--|--|--------------------------------|----------------|
| Actions: | Implementation Milestones | Lead person/ other groups | What difference will it make to children and young people | Other outcome s | By when |
| Promote awareness of disability and the rights of children and young people | Identify and build on best practice such as 'Aiming High' in England | Regional CWD Sub Group | Increasing awareness about the issues faced by children and young people with disabilities in their own everyday settings will positively impact upon incidences of bullying and hate crime. Coupled with more education about their rights, children and young people will feel more empowered. | H, ELA, EEEW, CPCS, LSRR | 2011-2014 |
| | Develop a standard to ensure that all councils and youth services provide training on the inclusion of children and young people with disabilities | Regional CWD Sub Group | | | |
| | Training designed in partnership with the children and young people | Regional CWD Sub Group | | | |
| | Roll out of training in schools, youth clubs and the local community | Regional CWD Sub Group | | | |

| Outcome: <i>Living in safety and with stability</i> | | | | | |
|--|---|--|---|--------------------------------|----------------|
| Actions: | Implementation Milestones | Lead person/ other groups | What difference will it make to children and young people | Other outcome s | By when |
| Ensure children and young people with disabilities know their rights | Raise awareness among children and young people about their rights | Regional CWD Sub Group | The safeguarding of children and young people with disabilities to be identified as a priority for consideration for the SBNI | LSRR | 2011-2014 |
| Establish link with the SBNI | Establish link with the SBNI | Regional CWD Sub Group | | | 2011-2014 |
| Ensure that family support is available | Raise with all agencies that currently commission family support, including the CYPSP Outcomes Groups | Regional CWD Sub Group | The resilience of families will be strengthened and built upon, which will impact positively on children with disabilities. | H, ELA, EEEW, CPCS, LSRR | 2011-2014 |

Outcome *Experiencing economic and environmental wellbeing*

What do we know about children and young people...

Quantitative Information

- % of new carers of children and young people with disabilities who are offered a carer's assessment
- % of siblings who are offered an assessment of their needs
- % of children and young people attending a range of play activities and mainstream leisure and youth services.
- % of children and young people who live in families experiencing income poverty
- % of families experiencing income poverty because of disability (extra costs)

Qualitative Information

- Children, young people and their families should be able to access short breaks that are arranged around what they need and prefer i.e. frequency, suitability, proximity to home, school, friends, for example.
- The impact of child poverty and the correlation between child poverty and disability are of major concern. On average, it costs three times as much to raise a child with a disability than a non-disabled child. The main areas of additional expenditure are transport, toiletries, bedding, food and special equipment. Children and young people are at greater risk of having an impoverished childhood without equal access to opportunities.
- An estimated 57% of children and young people with disabilities are poor or living in poverty compared to 37% of children without disabilities.
- Related to short breaks, parents of children and young people need to be supported to find or continue employment.
- Play and leisure opportunities available to children and young people are limited because of difficulties associated with accessing and participating in mainstream play, leisure, cultural, arts and youth activities. More effort is needed to

empower service providers to accommodate these children and young people and provide extra support. Furthermore, children and young people need to be included in mainstream childcare, which will also enable parents to continue or find employment.

- Accessible transport is an important issue and public transport, while meeting minimum requirements, is not fully accessible for disabled children. Transport is important to reduce social isolation and is critical to enhance inclusion for children and young people. Door to door transport should be available when required. Changes to how community transport in the Northern area, for example, is provided following cuts in funding impacts on the opportunities available for children and young people with disabilities (to go to college, to get a job, to out with friends etc) and will add substantially to the cost of travel. (Community transport provides transport to the nearest transport hub rather than from home to destination)

What we will do

The group will review the current provisions of short breaks services with a view to ensuring services that are:

- Involve the children, young people and families as equal partners in the decision making process.
- Fun, flexible, responsive and focussed on the child, young person or family
- Accessible, based on the preferences of the child or young person and their family
- Be local, inclusive and connected to the community
- Highlight the need for range of provision from a number of hours, overnight stays (family support focused rather than family placement focused) to extended breaks
- Offered comprehensively, i.e. families should be aware of all services available
- Transparent i.e. be clear about what options are available, the criteria used and the process in place for assessing and determining the needs and making decisions around short breaks and about unmet need.
- Involve accessing mainstream services as much as possible
- Follow through into the transition period

Short breaks are one of the tools used in the overarching integrated plan. As mentioned previously, this development will impact on all high level outcomes and this is reflected throughout the action plan.

The group will establish a link with Family Support Hubs to ensure that the needs of children and young people with disabilities are accounted for.

We will seek to address the economic wellbeing of families of children and young people with disabilities by linking with Childcare Partnerships and tracking relevant strategies and their implications.

| Outcome: <i>Experiencing economic and environmental wellbeing</i> | | | | | |
|--|--|--|---|--------------------------------|----------------|
| Actions: | Implementation Milestones | Lead person/ other groups | What difference will it make to children and young people | Other outcome s | By when |
| Review current short breaks provisions | Organise a seminar on Short Breaks examining best practice in England | Regional CWD Sub Group/ HSCB/ NCB/ | | | 2012 |
| | To seek to influence to review the Children Order's regulations and guidance regarding short breaks | Regional CWD Sub Group/ DHSSPS | Short breaks become an exciting event in the lives of children, young people and their families. They enjoy the same access to mainstream play and leisure facilities and transport as their peers. This also impacts on all other outcomes. Mainly, the right of the child or young person to have the same access to mainstream activities as their peers, their right to be included and be the centre of the decision | H, ELA, LSS, CPCS, LSRR | 2011-2014 |
| | Develop an integrated commissioning statement which will include influencing new funding streams, for example Early Years funding to ensure the inclusion of children and young people with disabilities in childcare settings | Regional CWD Sub Group/ Childcare Partnerships | | | 2011-2014 |
| | Research short breaks models in Scotland and England, which puts families at the centre of decision making, for best practice | Regional CWD Sub Group | | | 2011-2014 |

| Outcome: <i>Experiencing economic and environmental wellbeing</i> | | | | | |
|---|--|--|--|--------------------------------|----------------|
| Actions: | Implementation Milestones | Lead person/ other groups | What difference will it make to children and young people | Other outcome s | By when |
| Link with family support hubs Address the economic wellbeing of families | Link with DARD regarding public transport | Regional CWD Sub Groups | making process and improvement in their mental health and emotional wellbeing. | | 2011-2014 |
| | Identify a point of contact in the Family Support Hubs | Regional CWD Sub Groups/ FSH Developers | Children and young people will be signposted to appropriate family supports and services | H, ELA, LSS, CPCS, LSRR | 2011-2014 |
| | Establish link with Childcare Partnerships | Regional CWD Sub Group | Linking with Early Years will improve access for children and young people to mainstream play and leisure facilities and support parents to continue employment. | | 2011-2014 |
| | Review the Child Poverty Strategy in relation to children and young people with disabilities | Regional CWD Sub Group | | H, LSS, LSRR, CPCS | 2011-2014 |
| | Review the changes and impact of | Regional | With a full understanding | | 2011-2014 |

| Outcome: <i>Experiencing economic and environmental wellbeing</i> | | | | | |
|--|---|--|---|--------------------------------|----------------|
| Actions: | Implementation Milestones | Lead person/ other groups | What difference will it make to children and young people | Other outcome s | By when |
| | Welfare Reform in relation to children and young people with disabilities | CWD Sub Group | the group is in a better position to address economic hardship for families of children and young people. | | 2012 |
| | Review the NEET strategy to ensure the inclusion of children and young people with disabilities | CWD Sub Group | | 2011-2014 | |

Outcome *Contributing positively to community and society*

What do we know about children and young people...

Quantitative Information

- % of children and young people who access personalized individual budgets
- % of children and young people with disabilities who participate in Youth Services, sports and leisure activities
- % of Young People with Disabilities who volunteer in their community
- % of children and young people who access direct payments

Qualitative Information

- Young people report that there is too much emphasis by families, carers and professionals on what they 'can't do' and this emphasis needs to be shifted. A 'can do' attitude should be promoted through Health, Social Care, Education and Parental Support Provision which will enable individual children and young people to value themselves as contributing members of society in a realistic way and allows them to realize their abilities. Children and young people should be supported to set and achieve realistic goals and their contribution should be valued and recognised.

What we will do

As part of the work on developing integrated plans, this group will seek to ensure a person centred approach including personalization of individual budgets and direct payments for children, young people, carers and families. This places the emphasis on the child or young person to make decisions about their own lives and gives them the flexibility to do so.

We will explore current volunteering opportunities for children and young people and in particular mentoring and befriending schemes for children and young people with disabilities.

The group acknowledges that many of the actions outlined so far under other outcomes will significantly and positively impact on this outcome as well such as, the inclusion of children and young people in decision making as part of integrated plans and short breaks, the designing and delivery of training by children and young people and accessing the same opportunities as their peers.

| Outcome: <i>Contributing positively to community and society</i> | | | | | |
|---|---|--|---|---------------------------|----------------|
| Actions: | Implementation Milestones | Lead person/ other groups | What difference will it make to children and young people | Other outcomes | By when |
| Person centred approach and personalisation of budgets | Explore personalisation of budgets as a tool of the integrated plan Link with regional self directed support group | Regional CWD Sub Group | Empower children and young people and provide them with more flexibility to access supports and services that they want, particularly accessing the same as their peers | H, ELA, LSS, EEEW, LSRR | 2011-2014 |
| Explore volunteering opportunities | Review current volunteering services for young people with disabilities Developing mentoring, volunteering, and | Regional CWD Sub Group/ Volunteer | Children and young people with disabilities will be given opportunities to be show what they 'can do' particularly helping | H, ELA, LSS, EEEW, LSRR | 2011-2014 |

| Outcome: <i>Contributing positively to community and society</i> | | | | | |
|---|--|--|---|---------------------------|----------------|
| Actions: | Implementation Milestones | Lead person/ other groups | What difference will it make to children and young people | Other outcomes | By when |
| | befriending opportunities with a focus on offering choice of opportunities of inclusion in local community activities. | Now | other children and young people and generally having the opportunity to contribute. | | |

Outcome *Living in a society that respects their rights*

What do we know about children and young people...

Quantitative Information

- % of children with a statement of SEN who attend mainstream educational provision
- % of disabled children under 18 in homes not adapted for independent living
- % of children and young people who know their rights and where they can get extra support to exercise their rights (survey)

Qualitative Information

- Children and young people should be included in real and active opportunities to become active citizens in regard to their potential and capabilities.
- Young people report that often their views are not sought or heard, which results on service provision based on perceived need. They should be supported to actively participate in the decision making process regarding their services. Children and young people should also have access to advocacy services in order to help them have their say on issues that impact on their lives and exercise their right to be heard on issues which impact on them.
- Children and young people with disabilities are often not able to access and benefit from services in the same way as their peers. A lack of awareness and attitudinal barriers are often the greatest hurdle that children, young people and their families have to overcome to access their rights. Lack of training, physical barriers in internal and external environments, and a lack of coordinated working in a holistic manner compound the problems faced by children and young people.

- Children and young people have told us that they experience services based on the prevalence of a diagnosis and thresholds for services and resources. This leads to the need for robust and holistic information on children and young people with disabilities. Furthermore, information about children and young people should be disaggregated in accordance with UNCRPD Article 31
- Young people are telling us that the understanding of disability needs to be a social model, beginning from the point of diagnosis onwards.
- Children and young people with disability are children and young people first
- Need to raise awareness of Human Rights and Children's Rights. Government bodies are currently being trained but professional bodies also need to be. Children and young people with disabilities should be actively involved in designing and delivering training.
- Equality commission has a responsibility to provide advice on the rights of children and young people with disabilities.

What we will do

The group will ensure the roll out of training relating to, a Human Rights Based Approach, the United Nations Convention on the Rights of the Child (UNCRC), the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and Disability Awareness for all staff involved in working with children and young people with disabilities. The training will be designed and delivered with children and young people.

Baseline information about the prevalence of disabilities among children and young people in Northern Ireland is difficult to obtain. This is further compounded by the co-morbidities of many disabilities. This gap in information needs to be comprehensively addressed, while maintaining a balance in safeguarding the rights and privacy of information, in order to conduct trend analyses, identify gaps in provision and preferences for models of intervention that are critical to future planning. To do this, the groups aims to develop a comprehensive, multi agency database of information for children and young people with disabilities. This will include the disaggregation of mainstream indicators which will ensure that progress against all the outcomes for children and young people with disabilities can be effectively compared with the rest of the population. Furthermore, under Article 31 of the UNCRPD, all information should be disaggregated by specific groups, including disability.

| Outcome: <i>Living in a society that respects their rights</i> | | | | | |
|--|--|---|--|--------------------------------|------------------|
| Actions: | Implementation Milestones | Lead person/ other groups | What difference will it make to children and young people | Other outcome s | By when |
| <p>Training on a human rights based approach, the UNCRC and UNCRPD</p> | <p>Link with ongoing human rights training for departmental officials</p> <p>Agree a collaborative training programme for all agencies that is designed and delivered with children and young people.</p> <p>Obtain advice Equality Commission on promoting compliance with UNCRC and UNCRPD</p> | <p>Regional CWD Sub Group/ Relevant Departments</p> <p>Regional CWD Sub Group/ Children and young people</p> <p>Regional CWD Sub Group/ Equality Commission</p> | <p>Increased awareness of the rights of children and young people, told from a child or young person's point of view meaning that they are rightfully considered in, and given the opportunity to participate fully in the planning of services and supports concerning them. Having their voices heard means there is more chance that the design of services and supports will</p> | <p>H, ELA, LSS, EEEW, CPCS</p> | <p>2011-2014</p> |

| Outcome: <i>Living in a society that respects their rights</i> | | | | | |
|---|---|---|--|--------------------------------|----------------|
| Actions: | Implementation Milestones | Lead person/ other groups | What difference will it make to children and young people | Other outcome s | By when |
| Developing a comprehensive, | Seek information from the Outcomes Groups and Locality Planning Groups about the inclusion of children and young people with disabilities in the planning process | Regional CWD Sub Group/ Outcomes Group/Locality Planning Group | improve all the outcomes for children and young people. | H, ELA, LSS, EEEW, CPCS | 2011-2014 |
| | Training for all groups involved in the CYPSP and its sub groups | Regional CWD Sub Group/ CYPSP/ children and young people | | | |
| | Human rights, UNCRC, UNCRPD and disability awareness training for all professional bodies | Regional CWD Sub Group/ Children and Young People | Robust information on the | H, ELA, LSS, EEEW, | 2011-2014 |
| | Listing all available information sources for children and young people | Regional CWD Sub | | | |

| Outcome: <i>Living in a society that respects their rights</i> | | | | | |
|---|---|---|--|----------------------------------|----------------|
| Actions: | Implementation Milestones | Lead person/ other groups | What difference will it make to children and young people | Other outcome s | By when |
| multi agency information database | with disabilities Critical examination of available data to highlight and resolve discrepancies Feed into the population planning process conducted by Transforming Your Care processes within Health and Social Care agencies. | Group Regional CWD Sub Group Regional CWD Sub Group/ HSCB | needs of children and young people will inform the planning and delivery of supports and services for children and young people, fulfilling compliance with the UNCRPD. This in turn will impact on all other outcomes. | CPCS, | |
| Ensure participation of children and young people | Establishing a self checking mechanism for the participation of children and young people | Regional CWD Sub Group/ Participation Network | Their status as rights holders are respected, they are treated as equal partners in decisions made about their lives and this will impact all outcomes. | H, ELA, LSS, EEEW, CPCS | 2011-2014 |

CONSULTATION RESPONSE FORM

We would be very interested in your feedback on these initial priority areas as set out above. These will inform the action plan for the Children and Young People with Disabilities Sub Group. It is important to us to hear what you have to say about what the Group has planned to address for children and young people with disabilities across Northern Ireland.

We are happy to receive comments in any format. If you require this document in an alternative format (such as large print, Braille, disk, audio file, audio cassette, easy read or in minority languages to meet the needs of those not fluent in English please contact us at the details provided below.

Please return your response by TUESDAY 25th SEPTEMBER 2012 to

**Andrew Hawthorne
Children and Young People's Strategic Partnership
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Thank you very much for your response

YOUR CONTACT DETAILS

NAME (if wishing to provide)

ADDRESS

(if wishing to provide)

TELEPHONE:

(if wishing to provide)

EMAIL

(if wishing to provide)

Text Phone:

Please select one:

I am responding from an organisation

I am responding on behalf of myself as a parent

I am responding on behalf of myself as a child or young person

I am responding on behalf of a group of children / young people