

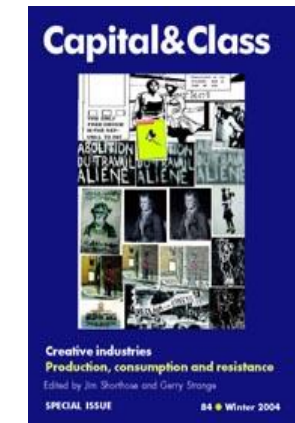
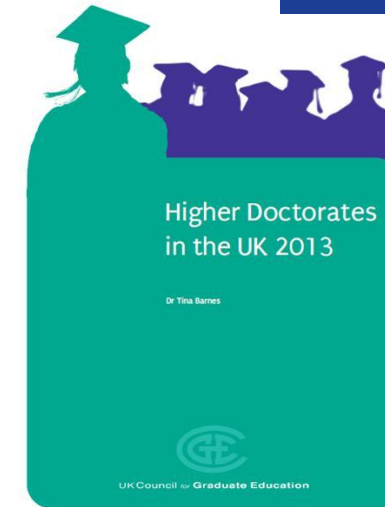
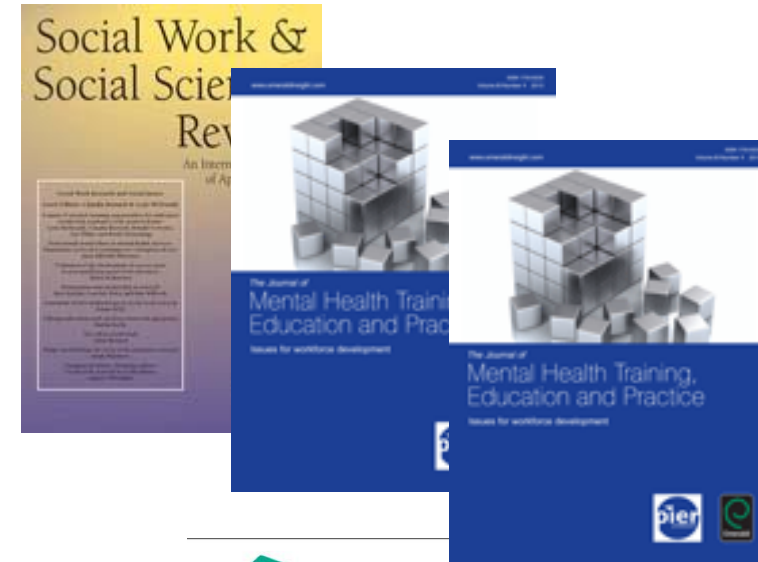
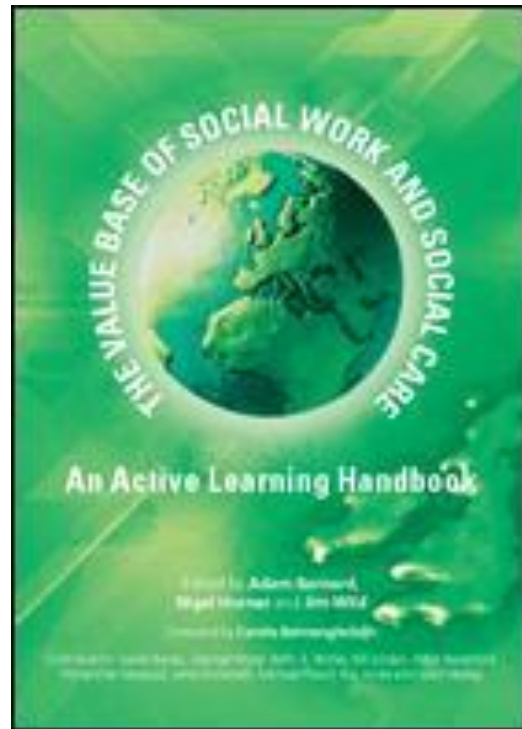
What Works for Children with Disabilities: A scoping evaluation of Conductive Education at Footprints Conductive Education Centre



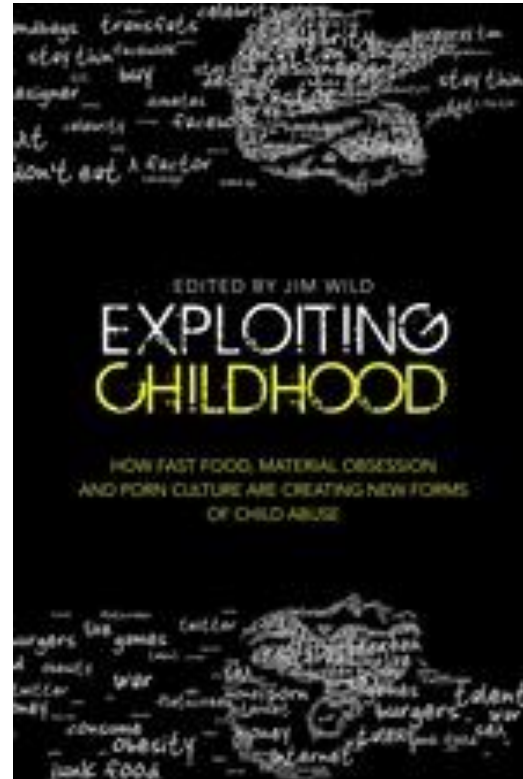
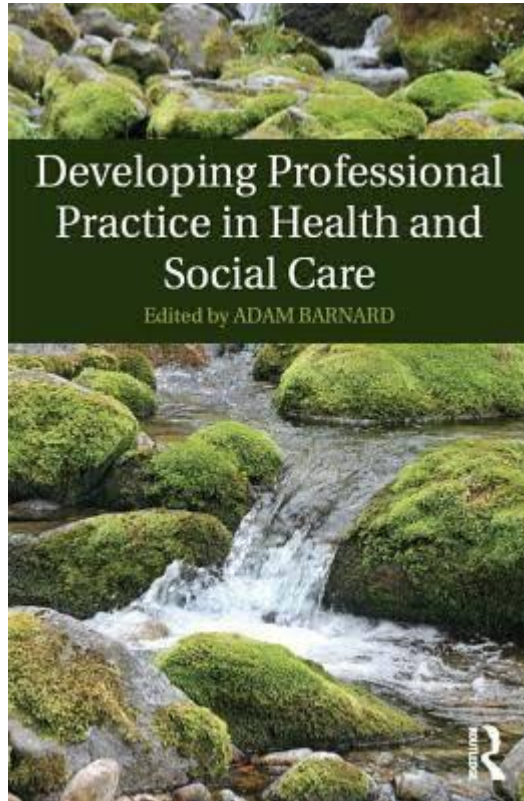
Dr Adam Barnard & Linda Kemp



Dr. Adam Barnard

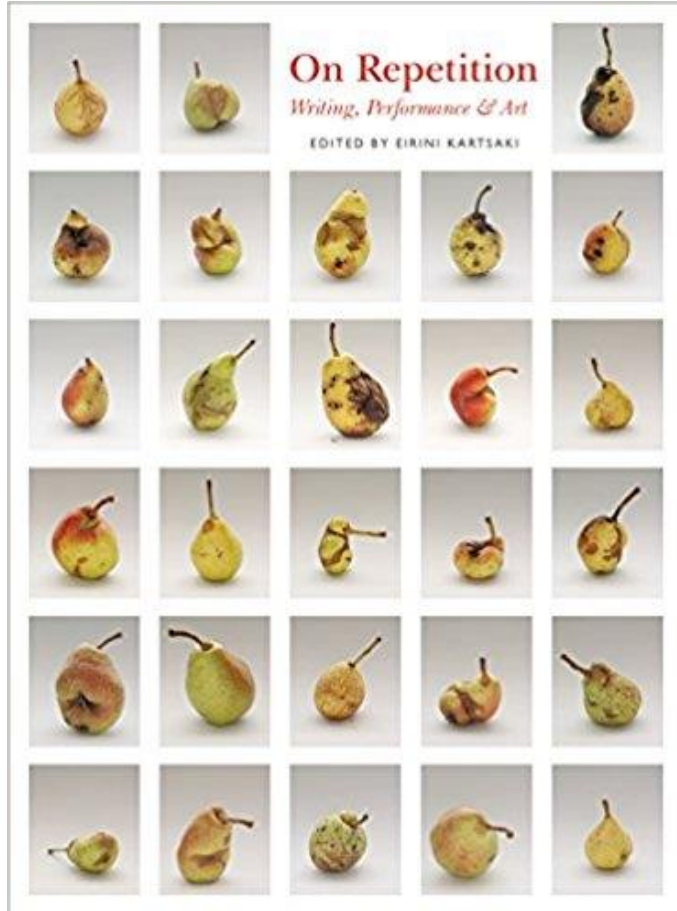


Currently



- Barnard, A. (2013) 'Resisting the charm of an all-consuming life? The possibility of a challenge from children & young people'. Wild, J. (ed.) (2013) *Exploiting Children*. London: Jessica Kingsley Publishers. ISBN: 9781849053686.
- Knowledge Transfer Partnership with Nottinghamshire County Council on Safeguarding and new ways of working.
- 'Joint Strategic Needs Assessment' for Nottinghamshire County Council's Substance Misuse Services for Targeted Support and Child and Adolescence Mental Health Teams.
- Programme Manager for Professional Doctorates in Social Practice. NTU Doctoral School.

Linda Kemp



Aims/objectives

- To establish a credible and supported evidence base to evidence the achievements of Conductive Education at School for Parents.
- To review the policies and procedures of School for Parents.
- To interview staff working with children with physical and intellectual disabilities.
- To make recommendations for improvements in practice for service design and delivery of School for Parents.

Legislation

United Nations Convention of the Rights of the Child (1989)

Children and Social Work Act 2017

The Childcare Act 2016

The Children and Families Act 2014

Conductive Education

- Conductive Education (CE) is a holistic integrated pedagogical/educational system, which enables people with damage to the central nervous system to learn to overcome the challenges they face.
- CE is a process of experiences which leads the person to work with their motor disabilities, moving towards increased independence. It is a system which is primarily suitable for people with neurological conditions such as cerebral palsy, Parkinson's disease, multiple sclerosis, stroke, acquired head injury and dyspraxia.

(Professional Conductors Association, 2009: 3)

Literature Review

- To provide a theoretical background to the study.
- Establish the links between the research and the literature in the field.
- To contribute to the existing body of knowledge.

Methodology

Action Research – Mixed methods

- Documentary research to examine policies and practices in the provision of this service.
- An evaluation of the efficacy of School for Parents' service in improving life chances for participants.
- Semi-structured interviews with staff working with children with intellectual and physical disabilities in receipt of service from School for Parents.

Ethics and Safeguarding

- Nottingham Trent University with a full submission to the College Research Ethics Committee.
- Economic and Social Research Council's ethical framework.

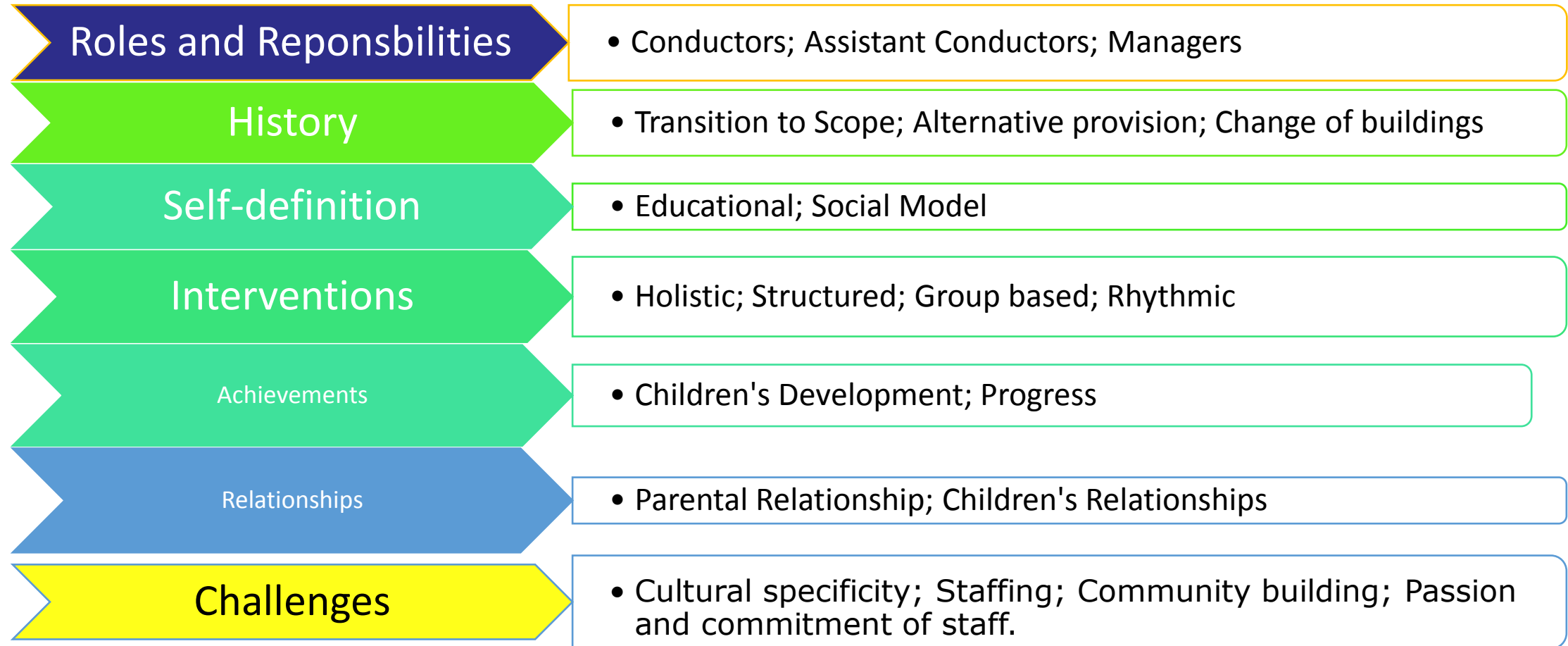
Findings - Documentary Analysis

- Documentary Analysis revealed that School for Parents has a robust system of policies and procedures and quality assurance mechanisms.
- There were a range of policies, processes, procedures and protocols for safeguarding children, the environment and workers.
- Running records were reviewed and provided evidence of ongoing developmental outcome gains for the children in receipt of the service.

Findings - Evaluation of education provision

- The evaluation of the provisions of School for Parents shows a promising, reassuring and encouraging array of developmental markers and positive outcomes for children in receipt of the service.

Findings - Interviews



Discussion

- Evaluation of School for Parents - Improvements across the board for children in receipt of the services.
- Analysis of documents - satisfactory and suitable set of safeguards in place.
- Satisfying the regulatory requirements of working with children.
- The interviews showed the context of the service, the importance of relationships and the achievements in service delivery.
- In the current climate of funding cuts and austerity measures the mantra to do more with less continues.

What Works for Children with Disabilities

- Support for Parents.
- Positive attitudes and evidence-base practice.
- Tension between universal provision and a specialised response.
- Diagnostic and functional, holistic assessment including the whole family group.
- Benefit of interagency-working and partnership working.
- Consensual and ethical working.
- Continued need for robust, long-term outcome studies.
- Enabling environments.

Summary

- The impact and influence of having a child with physical and intellectual disabilities is wide reaching and profound, effecting the child, their care givers and parents, and extended family.
- The developmental conditions and disabilities of the children engaged with School for Parents, have lifelong, enduring and ongoing challenges. There is a need for ongoing support from immediate family and professional services.

- The documentary analysis on the policies and procedures held and used in School for Parents shows a consistent, protective, regulated and rigorous approach to working with children with physical and intellectual disabilities.
- The evaluation of Conductive Education provision at School for Parents found significant beneficial changes from those in receipt of the service.
- The interviews with staff explored the expressed and recorded opinions of those working with children with intellectual and physical disabilities. A thematic analysis on recorded transcripts showed significant understanding for staff in roles and responsibilities, history of School for Parents, interventions, achievements and challenges.

- Thanks for listening
- Questions?



References

- Barnard, A. and Goodall, C. (2015) Approaches to Working with Children and Families. *Practice: Social Work in Action*. Pp. 1-17. DOI: 10.1080/09503153.2015.1032235 ISSN: 0950-3153
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 - Professional Conductors Association (2009) *What is Conductive Education?* Birmingham: Conductive Education Professional Education Group.
 - Whitehead, G and Barnard, A (2012) 'Developing inclusive environments in mental health provision for people with disabilities', *The Journal of Mental Health Training, Education and Practice*, Volume 8, issue 2. ISSN: 1755-6228.
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