

## CALL FOR EVIDENCE

The APPG on Cerebral Palsy is launching a call for evidence for its next two virtual sessions:

1. Education, Health and Care Plans (EHCPs) for children with cerebral palsy (**25 May, 2 p.m.**).
2. Best Practices in Teaching and Learning for children with cerebral palsy (**6 July, 2 p.m.**).

**We are taking written submissions for our report to Parliamentarians with a deadline of Friday 30 July.** Input from any interested stakeholder on these topics will be considered. This evidence will be used to inform the recommendations the APPG makes to Government. We are seeking concise responses focused on policy recommendations, key facts and figures.

### Submissions:

Please limit your submission to **3 sides of A4, use clear sub-headings and include a brief bullet summary of your evidence at the top of the submission.** Send with the subject line: APPG on Cerebral Palsy – call for evidence, to [CerebralPalsyAPPG@connectpa.co.uk](mailto:CerebralPalsyAPPG@connectpa.co.uk).

The key themes we are seeking evidence on are:

- How the voice of the child or young person with cerebral palsy can be heard in the decision-making process about their education and care.
- The role of parents of children with cerebral palsy to ensure EHCPs identify their child's needs and provide appropriate provision.
- The characteristics of cerebral palsy as a neurological condition which could affect engagement in learning and development.
- The skill sets, knowledge and attitudes required for carrying out assessment reports for the EHCP process to identify the needs of the child with cerebral palsy.
- If EHCP proformas allow for sufficient detail and specificity when identifying the specific individual needs and corresponding provision for children with cerebral palsy.
- How EHCPs, settings and collaborative working between providers for pupils with cerebral palsy can reflect and adapt to changing and diverse needs and abilities.
- How local authorities deliver and support effective, fit for purpose EHCPs including specialist equipment, environmental adaptation and provision for pupils with cerebral palsy.
- The status of the Specialist Teaching Services and experts within local authorities who advise LAs and settings on the educational needs of children with cerebral palsy.
- The current capacity of local NHS paediatric services to deliver and support therapies identified in EHCPs and how local authorities and schools can provide effective therapy if not provided by the NHS. What guidelines are there or should they be?
- How health, education and care services work together to deliver cohesive and holistic support for children with cerebral palsy and their families and if this could be improved.
- The role of therapies in supporting the child, school and parents.

- High quality integrated practice in the multidisciplinary team around the child with cerebral palsy.
- The training and professional development of teachers, practitioners and other education specialists required to support the learning, communication and developmental needs of children and young people with cerebral palsy.
- Making assistive technology and augmentative and alternative communication better available to all pupils who require specialist aids.
- How well school environments, and their communities and cultures deliver the requirements of EHCPs and support inclusive practice, effective access to teaching and learning and equality of opportunity for all pupils with cerebral palsy to optimise their potential.
- Improving transition between key stages and settings for children with cerebral palsy.
- Developing partnerships between local authority schools and independent specialist providers for children with cerebral palsy to support educational outcomes.