

Feedback from parents and young people regarding the new Special Educational Needs and Disability (SEND) System one year in

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On Behalf of

SEND Performance & Commissioning Board

The SEND Reforms

- From September 2014
- For children and young people with special educational needs and disabilities
- From ages 0 – 25
- Requires health, education and social care to jointly commission to meet needs
- Education Health & Care Plans (EHCP) and Special Educational Needs (SEN) support
- Children, young people & parents to be fully involved in planning and reviewing
- Stronger focus on outcomes, preparing for adulthood including employment, independent living and move from children's to adult services
- Local offer
 - information on all provision and how to access it
 - Responsive to local needs
 - http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/1ocal_offer

How we got the feedback?

- **Parents**
 - EHCP questionnaires (POET)
 - Parent Partnership/SENDIASS – online questionnaire and events (SEN Support and EHCPs)
 - Pinpoint – termly network meetings with parents (SEN Support and EHCPs)
 - Approximately 350 in total
- **Children and Young people**
 - EHCP questionnaire (POET)
 - 99 responses
 - Highest in response country and represents 12% of national responses
 - Sessions in school
 - Feedback and participation events for children and young people with several different objectives some of which relate to this topic
 - Voiceability work around preparing for adulthood

Personal Outcomes Evaluation Tool (POET)

- Led by In Control on behalf of Department for Education
- Looks at experience of process and outcomes for those with EHCPs
- Questionnaires in Autumn term 2015
- Cambridge involved in development and pilot from start 3 years ago – Local Authority (LA) and Pinpoint
- Views of parents & carers, children and young people and practitioners
- Offers national benchmarking – 80 LAs with over 6000 responses this year
- Ofsted friendly
- Cambridge had highest returns nationally for families and young people and second highest for practitioners
- National report
 - Due in June 2016
 - Features Cambridge case study and experience
 - We worked with In Control to write guidance on maximising participation
- We will be piloting embedding it into practice rather than having it as a once a year 'event'

Parents feedback - the good news

- Strong tradition of involvement
 - High response rate to questionnaires
 - Events well attended
- EHCPs
 - Fared well against POET national bench mark
 - 78% felt involved in EHCP process
 - Mostly happy with quality and amount of support
- EHCP and SEN Support
 - Lots of positive free text comments about support, individual workers, services, schools and the benefit support has had
 - Sense of welcoming changes, awareness that its 'early days' and appreciation of huge culture shift involved
- Information
 - 63% found the info on the local offer useful or better than before

Parents feedback – what needs to improve

EHCP Process

- Join up meetings more – still duplication
- Involvement of the right people for the child
- Transparency of decision making
 - Decisions made about a child without the parents attending
 - Clarity of panel process
 - People still involved and making decisions who do not know the child or the family
- Understanding of education personal budgets needs to be better

Parents feedback - what needs to improve

SEN Support

- EHCP is still seen as the 'holy grail' and the only way to get adequate support for a child
- Parents do not feel they are more involved as a result of the changes
- Still feels unclear what is expected and should happen
 - Parents need information on what schools should provide and do
 - Schools need to be upskilled on what SEN Support is and their responsibilities
- Parents feel that schools ignoring child's need and reports concerning this
- Schools look at behaviour not the underlying SEN

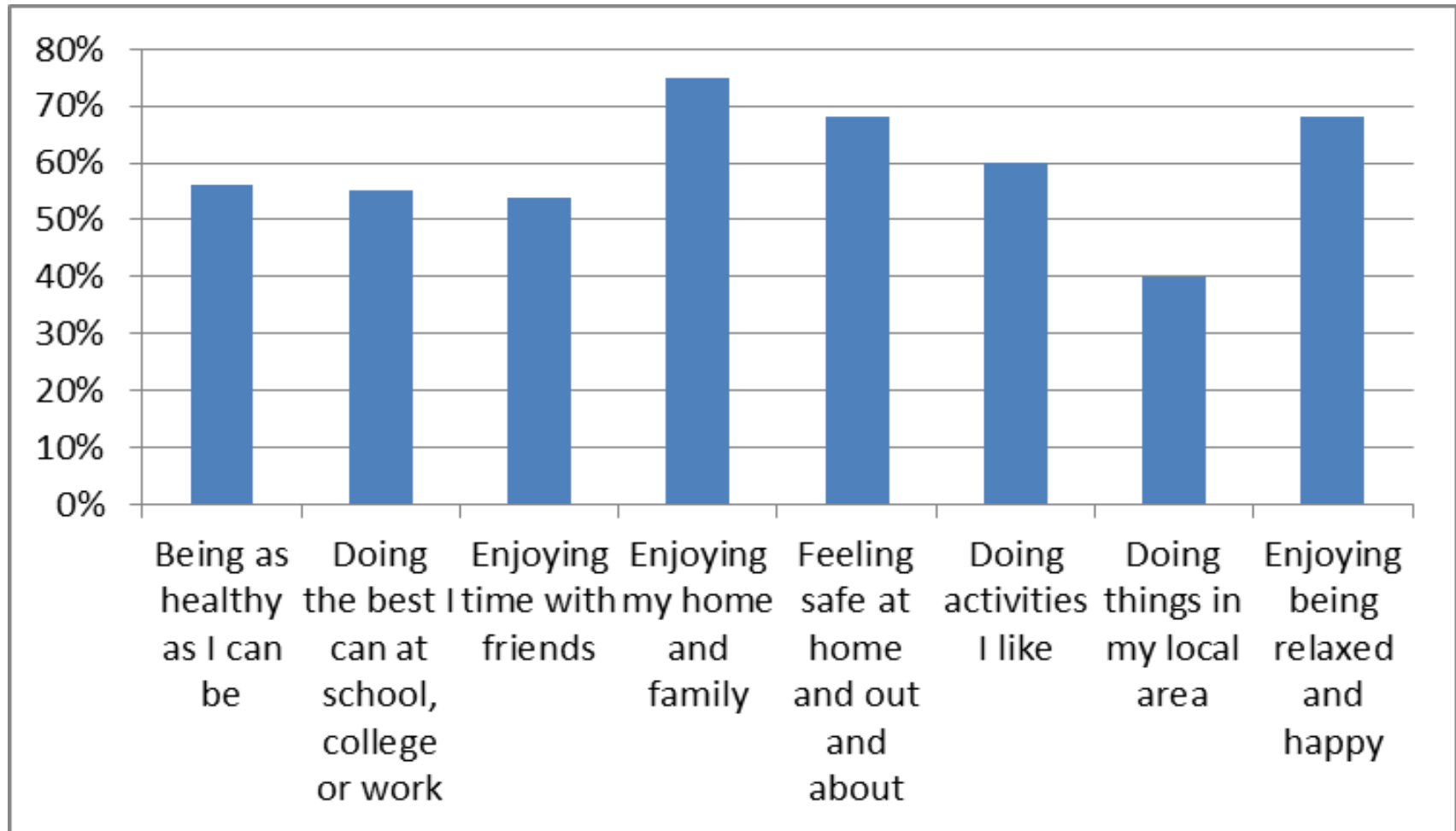
Parents feedback - what needs to improve

General

- Moves between schools to be better planned
- Multi agency working
 - not as widespread or effective as it should be
- Processes and decisions take too long
 - Even if meet process timescales a child can remain unsupported/poorly supported during this period
 - Sometimes out of school
- More focus on life skills like travel, work and friendships
- Need clearer information
 - 52% did not get all the information they needed
 - 51% of parents had used the council website
 - Many had not heard of the local offer

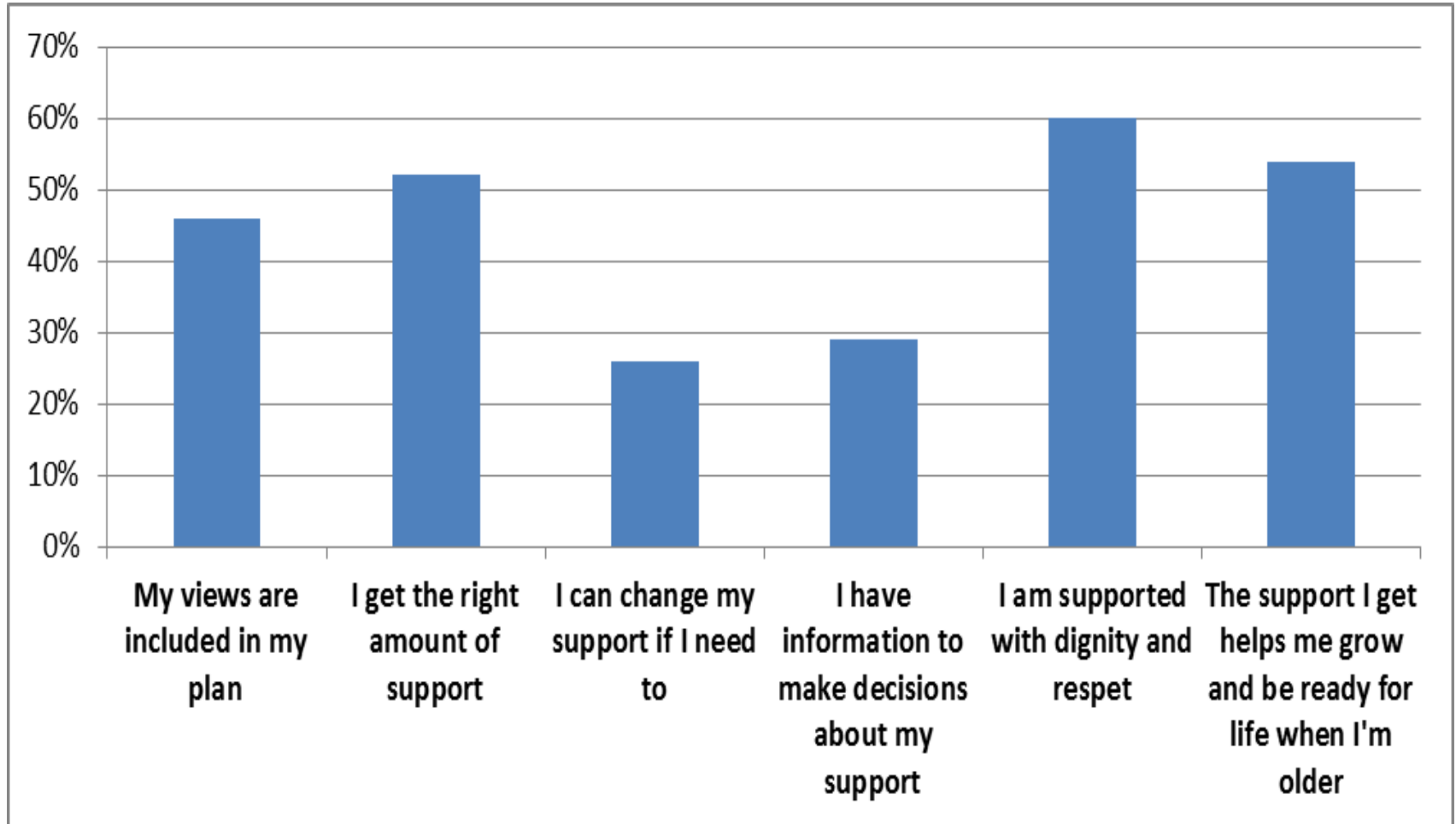
Young Peoples EHCP Feedback (POET)

Those answering that EHCP had a 'good' or 'very good' effect in the following areas – 99 responses



Young Peoples EHCP Feedback (POET)

Those answering 'good' or 'very good' in the following areas – 99 responses



Some messages from young people

- Want information on
 - Hobbies, things to do and sports
 - Looking for colleges
 - What's on offer at college
 - Looking for a job
- Support works well when
 - 'We are respected'
 - It's face to face
 - It is the same person so can get to know and trust them
- If you want our opinion on policies or documents.....
 - Summarise them for us
 - And make sure there is enough time to do it properly
- No young person asked had heard of the local offer
- Will use websites if they are right for them
- Do not like the local offer pictures and branding – 'babyish' and 'do not look real'
- Prefer photos

Things we are already doing

- Ongoing training & knowledge sharing for staff
 - Universal, targeted and specialist
 - Pilot in an awareness raising process in a mainstream school
- New guidance developed and promoted on local offer to clarify support and processes
- SENCO briefings and updates every term
 - Roles and responsibilities
- School governor briefings
 - Awareness raising & their responsibilities
- Promoting local offer (Practitioners and families)
 - Transparency – all using the same info
 - Link to local offer rather than sending documents
- Reviewing local offer constantly
 - Respond to feedback on line
 - Produce and add info constantly
- Developing Youthoria (website for young people) to better meet young peoples needs
- Working with LA Accessible Information Working Group

What next?

- Feedback findings to young people, parents, carers, staff and all partners
 - Publish on the local offer
 - Easy read version
 - Share via networks
- Publish actions already taken
- Keep working with parents & young people
 - Open sessions – share what's been done and agree actions to respond to feedback
 - Link to SEND strategy
- Wider participation in feedback for all families and young people
 - Participate in POET SEN pilot
 - Explore other ways
- More work to get views of young people (SENDIASS)
- Pinpoint – ‘Are you listening to parents?’ feedback process and data base
- Sub group of the SEND Performance Board to act as a coordination point for all SEND feedback activities
 - Pinpoint, SENDIASS, Local Authority
 - Coordinate feedback activities of all
 - Identify themes across areas and actions to address
 - Report to SEND Board outcomes
- Listen and respond to feedback – wherever or however we receive it

Contacts

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