

Feedback from Parental Engagement Events – January to March 2020

	You said...	Our response...
Positive Feedback 😊	My child has an EHCP, is in Year 6 and has been given his first choice school.	This is great to hear. We have worked to ensure that all of our Year 6 pupils received their response by the statutory deadline. We are also doing the same with our Year 11 pupils to ensure they have a named place by the statutory deadline of the 31 st March.
	When I call the SEN team, the staff who answer are amazing and very understanding of my situation.	We have received similar comments from different groups of parents and are glad that our increased capacity of staff and telephone lines is making a positive difference. We will continue to provide on-going training for our admin team and quality assure their work to ensure all contact with the SEN team is of the highest quality.
	<p>The support and help I receive from staff at Shipley College is fantastic.</p> <p>Annual review process at Ilkley Grammar was really supportive and they are exploring all avenues for my daughter.</p> <p>Shipley College open day really inclusive and we had a positive experience.</p>	It is always pleasing to hear that schools, colleges and education providers across the district are supporting and promoting an inclusive learning environment for all learners. We are fortunate to have staff from Shipley College who are members of our workstreams and SEND Strategic Partnership Board . This allows for them to share good practice with other educational establishments. Where examples of good practice are identified in any area of education, these are noted and shared with other education staff as opportunities for continual development.
	Staff from the Council's Specialist Teaching and Support Services, especially the SEMH team, have been supporting and training our staff to support the needs of CYP with SEMH.	We are pleased that this recently restructured service is supporting schools in developing their staff's knowledge on particular needs.
	I feel listened to and valued as a parent. The parent listening events provide me with an opportunity to raise any issues and I feel like I am really being listened to.	As a Local Area we are keen to ensure that families can input into the services that we are delivering. We will continue to run these listening events and provide a You Said, We Did document every three months .
	There is a vast amount of support and information available on the Local Offer website for families.	We have been working on the feedback previously provided to us to ensure that the Local Offer website has the most relevant and current information. Where possible, we have also provided hyperlinks to the relevant Local Offer pages in this document.

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Themes...	You said...		We did...	
	This is the issue...	What needs to happen?	So far we have...	Our next steps...
EHCPs	<p>It is taking too long to for an EHCP to be produced.</p> <p>Professional advice is out of date by the time a plan is finalised.</p> <p>Early intervention isn't happening. When this is, the CYP isn't being involved and consultations are not consultations.</p>		<p>We introduced a Targeted Assessment Team in May 2019 addressing all issues including backlogs, compliance rates and quality issues. The Targeted Assessment Team have now completed their original piece of work and the majority of the backlog is now cleared.</p> <p>We have also recruited 4 new casework officers to increase capacity in the SEND Assessment Team.</p>	<p>We will continue to work through the historical backlog.</p> <p>We will continue to recruit to roles where necessary and ensure that our teams are structured in the appropriate way to improve compliance.</p>
	<p>Parents are unsure of the process of what happens when they request an assessment for an EHCP.</p>		<p>Detailed information and flowcharts on the EHC assessment process can be found on the Local Offer here. Senior Officers and Casework Officers have been directed to speak with parents following panel decisions.</p> <p>Produced a One Minute Guide (OMG) which can be found here.</p>	
	<p>Why aren't Joint Assessment Meetings (JAM) happening any more?</p>		<p>The decision was made to stop Joint Assessment Meetings earlier as in their current format were impacting the time taking to finalise EHCPs.</p>	<p>We will review the situation surrounding multi-agency meetings from September 2020.</p>
	<p>There is a misconception that a</p>	<p>We need to provide a strong</p>	<p>Provided important information</p>	<p>Include this as a key message in</p>

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	diagnosis would lead to a child receiving an EHCP.	message to parents that most SEN can be successfully met (even where there is a diagnosis) without an EHCP.	about the EHCP process and this is on our Local Offer website. Produced a One Minute Guide (OMG) which can be found here .	our new Communication and Engagement Plan. Provide training to schools on our 'graduated approach' and 'best endeavours' so that most needs will be met without an EHCP even where there is a diagnosis of a specific condition/disorder.
		There should be a feedback form sent out when EHCPs are finalised to obtain feedback on the process	A feedback form has been produced to go out with finalised EHCPs.	We will continue to ask families to complete the survey once a plan is finalised. We will then use the feedback to inform our processes and improve the service.
Annual Reviews	Annuals reviews are not being completed within the timeframe. Parents have reported never receiving any paperwork after an Annual Review.		A successful focus last term was on the completion of Annual Reviews for children and young people at transitional stages (e.g. primary/secondary move and school leavers going to college). There is guidance on the Local Offer here on how the reviews should take place	A guide is going to be produced for schools on how to conduct Annual Reviews . Guidance to be clear on the timing of Annual Reviews and regular <i>Assess-Plan-Do-Review cycles</i> . The Targeted Assessment Team is now focussing on the Annual Review backlog, with a plan to ensure that all outstanding annual reviews are tackled within the coming year.

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				New processes are being introduced within the team to ensure that new annual reviews coming into the team are able to dealt with efficiently and effectively.
	Parents are confused about the annual review. CYP and parents/carers are not being involved enough in the AR process.		Produced a One Minute Guide (OMG) which can be found here .	The Educational Psychology Service are working on helping some young people have greater involvement and responsibilities within their Reviews.
	Not focusing on the child's aspirations.		A guidance document on 'voice and influence' has been produced and will be shared with schools. A section of this is specifically about annual Review meetings. Added a page on the LO about SMART Outcomes, which can be found here .	'Dip sampling' of Annual Review paperwork from schools to the SEND Team to quality assure it. Annual Review training to SENCOs to ensure they are aware of their duties to focus on helping young people and families achieve their aspirations, and the school's role in this.
Transitions	Parents are confused about the transition process. Parents are concerned about the transition from primary to secondary school, and from secondary school to post-16, and the support that their child will	A clear process/flow diagram showing the process for Year 6 pupils and Year 11 pupils	We have worked to ensure that all of our Year 6 pupils received their response by the statutory deadline. We are also did the same with our Year 11 pupils to ensure they had a named place by the statutory deadline of the 31st March.	In the 2020-21 academic year, primary, secondary and post-16 transitions work will commence much earlier so that families are aware of and involved in the process.

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	receive.		We have created a pathway document that provides guidance on what should happen for a young person at Y9 and the support required for an effective transition to adulthood. Further information can be found on the Local Offer here .	
	The paperwork received was confusing and had too much information	Covering letter that goes with the statutory paperwork to be really clear on what school place is being offered		SEND Quality Assurance Manager is reviewing all the letters in April 2020 to ensure they are clear, compliant and helpful to parents/carers.
Local Offer	The Local Offer website is hard to access/navigate at times A lot of the time too much information comes up even when searching for specific content.		Council staff have demonstrated use of LO website at a number of parental engagement sessions Where possible, we are doing a short LO survey at all events involving parents and carers, and children and young people to ensure the service is meeting the needs. We have recently run an online training session on how to use the navigate the Local Offer with positive feedback received from this event.	Priority 1 of our revised SEND Strategy is about communicating and updating our Local Offer, including: Continue to increase accessibility of the Local Offer website and alternative ways to access Local Offer information which complement the website and increase accessibility. Following feedback from our January to March events, we are undertaking development work on the Local Offer website in coproduction with our SEND Parent Ambassadors.

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			Produced a number of One Minute Guides which aim to link sections of the LO together. These One Minute Guides can be found here .	If you wish to provide any further feedback on the Local Offer, please contact us here .
	<p>Parents are not given information by schools about the Local Offer</p> <p>GPs (wider professionals) don't share the Local Offer.</p> <p>Wider awareness of the Local Offer.</p>		<p>Schools and other services have been asked to remind all parents of the LO website.</p> <p>Schools have been asked to signpost parents to the sign-up for a regular newsletter via the LO website.</p> <p>Posters to be placed in GPs about the LO and a letter sent out to those people on waiting lists to make them aware of the help and support on the LO.</p>	<p>Continue to ask nurseries, schools and colleges to inform parents about the LO.</p> <p>Circulate to community services e.g. GP surgeries.</p> <p>We hope to hold a Local Offer live Event later this year.</p>
Schools	School leaders do not always have an inclusive outlook which translates into a school culture that is not always welcoming of CYP with SEND.		<p>In the main, schools are self-governing and autonomous organisations. We are rarely unable to direct schools to take specific actions. We do however challenge schools where necessary and offer support. If parents are unsatisfied with the provision their child gets they should (in the following order):</p> <ul style="list-style-type: none"> • Speak with the SENDCo; 	<p>We will continue to challenge and support schools in providing the best provision they can for CYP with SEND. We will encourage schools to share information with parents about SEND and work WITH them on the strategies that are being put into place.</p> <p>All feedback that is provided will be shared with school leadership</p>

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			<ul style="list-style-type: none"> • Raise any issues with the Head Teacher; • Write to the SEND Governor of the school. <p>In the unlikely event of the issue not being addressed Ofsted can be contacted.</p>	both electronically and in person at events such as Headteacher Briefings and the SENCO network.
	School saying that they cannot make provision for a child until there is a diagnosis (which may lead to the school receiving additional funding).	Message to schools about 'best endeavours' / obligation to meet the needs of all children as they present regardless of diagnosis.		We need to provide a strong message to parents that most SEN can be successfully met (even where there is a diagnosis) without an EHCP.
	Schools not always sharing information with parents/families about support available e.g. sharing routinely support available via the Local Offer.		Schools to be supported / encouraged to hold regular sessions for parents on advice and support available and signpost families to sources of support.	The Local Offer is a great source of information and advice and we will continue to ask schools and colleges to signpost this website to parents.
	There are not enough specialised school places for children and young people with SEND.		We continue to review the sufficiency of specialist places across the District. We recently added an additional 354 school places across our Resource Provisions.	We have a specialist team within our Information Management Team who will continue to review the sufficiency of specialist places across the District.
	SENCOs are not supported enough and need more training.		Sent a questionnaire to school SENDCOs to identify further support they require to successfully meet the needs of learners with SEND.	The feedback from this survey is being shared with the Education Psychology and SEND teams who provide all training for SENCOs.
	Schools and colleges not putting in support and recommendations			Monitor EHCPs (implementation of provision) and quality assure

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	<p>given by OT and ADHD EHCP/Care Plan-voice of the child is not in place-i.e. young person wants to do wood work at college but has been in key skills/life skills for a year at college with no wood work.</p>			<p>the Annual Review to make sure that advice from professionals is being taken on board and that the aspirations of children and young people are being listened to.</p>
	<p>DSP Provisions have excellent knowledge and expertise in place but still have issues with EHC Plan process not in place in correct timeline and causes extreme stress for families waiting.</p>			<p>The SEND Team will continue to improve it's work with regard to adhering to timescales as set out in the SEN Code of Practice.</p>
	<p>Voices of young people are essential to influence education provisions leads and SENCO's</p>		<p>We have produced a guidance document for schools and colleges on how to better gather the voice of children and young people with SEND so that they can influence and shape the support they receive. Some SENDCos have been consulted on the document and they have given feedback on some of the content and its potential usefulness.</p>	<p>Share with all schools and colleges the guidance document 'Voice and influence of children & young people with SEND'. Run projects with some schools to trial the guidance.</p>
	<p>Schools focussing on Attainment scores and EBACC not what's best for the young person.</p>			<p>We will continue to challenge and support schools in providing the best provision they can for CYP with SEND. Continue to provide training to schools on further developing</p>

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				inclusive practice (which isn't always expensive!).
	Schools need to be careful of what they say to CYP with SEND as they do take things literally and this has implications.			Continue to provide training to schools including on supporting children and young people with communication and interaction difficulties.
	Lack of information coming from schools, whether that this is informing parents/carers that their child has being placed on the SEN register or signposting to the LO			The Local Offer is a great source of information and advice and we will continue to ask schools and colleges to signpost this website to parents. Continue to encourage and support schools in forming positive relationships with parents so that everything is shared and transparent. Set out with children and young people and parents our 'co-production values' – a statement of how we are going to work together.
Health	Waiting lists for a diagnosis are over two years in some services.		We are working as a health system to address long waits for autism assessment and diagnosis and CAMHs. We have reviewed the existing service provision and made changes to services to improve efficiency.	We will continue to work with service providers to improve our efficiency and increase our capacity. We will build on existing service developments which will provide support to children and families whilst they await assessment, diagnosis

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			We have reviewed the autism assessment process for children and young people and are implementing changes to operational delivery and have increased investment to address waiting list concerns. We have implemented a change to practice which will see children looked after being prioritised for autism assessment.	and/or treatment.
	Once a diagnosis has been received, there is no follow up from the professionals involved		We would expect families to be offered appropriate support once a diagnosis is received. This could include support from the service which provided the diagnosis or a transfer of care responsibilities to other relevant services which could include primary care (GP), secondary care (hospital) or more specialist provision. For example, we have recently created a useful resource document to be given to families when they receive the outcome of an autism assessment.	We will ask our service providers to review how they communicate with families following diagnosis to ensure they provide clear guidance around follow-up support and access to further help if needed in the future. Service providers will be reminded to direct families to the resources available on the Bradford Local Offer website.
	CAMHS Support not in place despite request from parent needing help with child-not eligible or referred elsewhere.		We have recently completed a system-wide review of children's mental health. We will ensure this comment is fed into that review.	

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Education Psychology (EP)	In the past, requests for an Educational Psychologist report have not been undertaken in a timely manner		<p>The EP team have significantly improved in their statutory requirements.</p> <p>The EP service has started hub consultation services. These are 45 minute appointments where teachers can meet with an EP for specific advice. Parents and Carers can attend these sessions with a member of school staff.</p>	<p>Continue to deliver EP advice and report within the statutory timeframes.</p> <p>Continuing to recruit appropriately qualified professionals to increase capacity of the team.</p>
Communication	<p>Information needs to be shared with parents in a better way. This includes information on support and services available such as Mediation.</p> <p>Professionals need to be clear with what support is available to parents/carers and make sure they are expecting what can be delivered.</p>		<p>Our Co-production and Engagement improvement plan includes a focus on how we better communicate with parents and carers.</p> <p>We continue to encourage all of our partners to share information about our Local Offer website, which is a rich source of information about all things SEND.</p>	<p>Consult on our draft plan to check what parents want in terms of information and how they want to receive it.</p>
	<p>Parents don't have an opportunity to provide feedback on specific services regularly.</p>		<p>There is an acceptance that we need to gather feedback more on services and provision. Evidence of this is our monthly Parental Engagement Events where we seek feedback from parents.</p> <p>One such example is the creation</p>	<p>Ensure that parents are engaged at the early stages of service specification as part of the joint commissioning process.</p> <p>One such example is our current review of Short Breaks. A survey will be available shortly for all</p>

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			of our EHCP survey. If you have had an EHCP finalised in the last three months, please click here to complete the survey.	parents and carers to complete. This will help shape the Short Breaks service moving forward.
	Parents don't understand the funding processes in relation to EHCPs.		There is information on our Local Offer website about EHCPs. We have created our SEN Funding page which can be found here .	Produce a simple factsheet about funding.
	Multi-agency/joined up working is not perceived to be effective.		Our SEND Strategic Partnership Board is a multidisciplinary group that meets on a monthly basis and has oversight for all SEND services across the Local Area. This includes reviewing the effectiveness of services working together.	We are working on improving better working together between agencies and have produced an improvement plan for joint commissioning – different agencies working together to create and fund services and provision. We will be working with partners, parents and the Council for Disabled Children to Co-produce an improvement plan for joint commissioning and outcomes framework for CYP with SEND.
	AWARE events not very accessible and no events for CYP (support for them)		The Local Offer signposts lots of help and support for parents and children and young people. Feedback can be provided for service providers and organisations.	Further develop the role of our young SEND Ambassadors in order to improve support for those with SEND and increase their influence is shaping services and provision.

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	Lack of a key worker that follows the journey of the CYP and has an overview of all data/info. More consistency surrounding case workers.		We are improving our systems so that accessibility to data and information is increased. This will reduce the difficulty of any turnover of key staff. We acknowledge that consistency of key staff is important and do all we can to maintain it.	Reduce the barriers to data sharing amongst agencies so that everyone that provides support for a child/young person has access to essential updates on progress.
	Carers and Young Carers require support and access to information to what is available to support them and this information needs to be given to Education, health and care services to give to carers and be Inc. on the Local Offer Information website if not already		Help for young carers can be found here	
	Communication and partnership working is key - all services, schools/colleges, social and health providers need to share information with families about what the Local Offer is and how it can support families.		We continue to encourage all of our partners to share information about our Local Offer website , which is a rich source of information about all things SEND.	Devise and implement our Communication & Engagement Plan – what needs to be communicated and how.
IASS	SENDIASS has a 10wk waiting list before you can be allocated a worker to attend any meeting with you for support-this is too long too late. The service offers impartial advice. I need someone who will get services and		All service users receive detailed telephone advice and support, and are offered information sheets and workshop sessions where appropriate, both before and during the time on the waiting list. The waiting list was as a result of	We will continue to work through cases as quickly as possible now that the team is up to full capacity. At times there may be a short waiting list dependant on demand for the service versus capacity. Currently you can

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	<p>providers to listen to what I am trying to say and be an advocate for me and my child.</p> <p>Waiting lists for the service far too long and in some cases by the time the IASS is provided, it is no longer needed.</p> <p>SENDIASS does not provide advocacy support which many parents need.</p>		<p>the service carrying a vacancy at a particularly high time of need. We have successfully recruited to this position and the worker is now trained and competent and working at almost full capacity (this takes time to build up).</p> <p>We have now cleared the waiting list. Currently all families who have requested support at this time have been allocated a caseworker.</p> <p>Although we are not legal advocates and do not take sides we can support you in getting your voice heard. Feedback from many service users tells us this is working well for them. We have created an impartiality statement to help service to users to understand our role, what we can do and what we can't do.</p> <p>Staff have undertaken additional training around advocacy and IASS services.</p>	<p>expect 1 – 2 working days for initial callback and approximately 1 week for allocation of a caseworker.</p> <p>We will endeavour to be transparent about our waiting lists by continuing to publish figures in our quarterly reports to the LA, and also sharing these on our social media platforms.</p> <p>We constantly review our staffing capacity and allocation of work to look for the best solutions. We will not put our staff over capacity with excessive caseloads as this would affect the service that you receive.</p> <p>New staff member will be working at full capacity by the end of May.</p> <p>We are constantly reviewing and updating our information library to create detailed packs about common enquiries such as EHCP and Tribunal, so that you can receive detailed information as</p>
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				<p>soon as possible.</p> <p>We will look to create a clear list of agencies to signpost parents to where legal advocacy is sought.</p>
	SENDIASS are understaffed.		<p>The waiting list was as a result of the service carrying a vacancy at a particularly high time of need. We have successfully recruited to this position and the worker is now trained and competent and working at almost full capacity (this takes time to build up).</p> <p>We do agree that at times the demand for our service outweighs the capacity. We have applied for and been granted additional funding from the Council for Disabled Children for 2019-20 and 2020-21 to increase staffing hours available to meet demand.</p>	<p>We will continue to recruit and train volunteers and students to increase the capacity of our team, and to support us with developing our training and resources so that paid staff time can be focus their time on complex casework.</p> <p>We have a tiered service offer which provides support dependant upon level of need so that we can prioritise the most complex and vulnerable cases whilst still providing appropriate support to those less vulnerable in a variety of ways.</p>
	Difficulties in receiving responses from SENDIASS		<p>We have reviewed our referral processes and created a duty rota system within the team so that at least one member of staff is responding to new enquiries each day. We have allocated set hours from each staff member working week to this. As a result response</p>	<p>We are looking into designing a web enquiry form.</p> <p>We will continue to develop our SENDIASS website and social media to make information more readily available to service users, including detailed guides, fact</p>

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			<p>times are much quicker than previously, and usually within 1-2 working days.</p> <p>This is monitored regularly by the team manager and in monthly team meetings.</p> <p>We respond to telephone and email enquiries through the same system.</p> <p>Once allocated each new case is sent a welcome pack containing information about the service including the name of their allocated caseworker, their working pattern and email contact details. Calls to the office number during their working hours will be put through to the allocated worker if available, or admin will email your worker a message to call you back.</p>	<p>sheets and links to further information.</p>
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