

Feedback from Parental Engagement Events - June to October 2019

	You said...		We did...	
Themes...	This is the issue...	What needs to happen?	So far we have...	Our next steps...
Communication	<p>“No clarity on who is doing what at the LA. Keep getting different people doing things”</p>	<p>Having the same person to contact from start to finish</p>	<p>We have created five teams across SEND Services and every single child and young person will be allocated a team who will support them through their SEND journey.</p>	<p>For those assessments that are with the Targeted Assessment Team, these will be overseen by a specific individual until the plan is finalised.</p>
	<p>“Teams don't communicate with each other to pass information”</p> <p>“Communication between the LA and Social Care/CAMHS is dire”</p>		<p>SEND services have been relocated on to the same floor at Margaret McMillan Towers, to support communication.</p> <p>There are monthly meetings between Local Authority SEND staff and health colleagues to discuss progress and resolve any issues.</p> <p>Local Authority Social Care and CAMHS representatives sit on the SEND strategic partnership board and work streams.</p> <p>CAMHS updates have been presented to the SEND strategic partnership board.</p> <p>A shared workshop with LA, CAMHS, CCG and Care took place on the 7th of Nov to look at communication, pathways, access and needs of children and young people.</p>	<p>Further CAMHS updates have been requested at the monthly SEND strategic partnership board.</p> <p>Follow up workshops will take place to build on key themes of information, access and pathways. We will also explore training and support for parents and staff.</p>

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	<p>"Lots of parental 'consultations' but feels nothing changes"</p>	<p>Face to face communication with professionals, specialists and SEN team.</p>	<p>Following our June events and our October AWARE event, we have collated the feedback and discussed this with our SEND managers.</p> <p>In response to feedback we have set up parental listening events for November 2019.</p>	<p>Programme of Parental Listening events from January 2020 across the local district.</p> <p>"You said, We did" to be continually updated and placed on the Local Offer.</p>
	<p>"I have requested an EHC Assessment however I have not been told if this has been agreed or not."</p>	<p>Updates - keep in contact</p>	<p>Cases that have been submitted to the EHC panel and parents have been provided with decisions.</p> <p>Senior Officers and Casework Officers have been directed to speak with parents following panel decisions.</p>	<p>The SEN Assessment Team are currently exploring an online solution which families and schools will be able to log onto to and see the progress of their child's plan.</p>
	<p>"Not listened to - unable to contact the right people. Messages are left unanswered"</p> <p>"Every single thing has to be chased up, followed up and double checked"</p> <p>"Feel like I'm starting from scratch with every call"</p> <p>"Poor attitude - they seem to blame us as parents when we are trying to chase things up"</p> <p>"No one is getting back to me when I call the service."</p>	<p>More efficiency in dealing with enquiries</p>	<p>A new phone system has been implemented to ensure the SEND Team can be communicated with.</p> <p>We have set up a communications log on every child's file. When you call the SEN main number, this will be updated following each call and also checked at the beginning of a new call so that the call taker can familiarise themselves with the case.</p> <p>Our senior managers are monitoring the quality and timeliness of responses to parents, carers and other professionals.</p>	<p>We will continue to monitor parental feedback to ensure that this improves.</p>

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<p>Timescales</p>	<p>“Where is my child / young person on the EHC Assessment pathway and when will a decision be made?”</p> <p>“How does the EHC Assessment process work?”</p> <p>“Not getting appropriate and timely professional advice”</p> <p>“Time scales - why are some getting lost?”</p> <p>“SEN taking too long to assess when a child is on the SEN register with ASD”</p>	<p>Set dates for EHCP and stick to them.</p> <p>Realistic timelines - be honest with how long things are going to take.</p> <p>Set deadlines</p> <p>Do what they say when they say it.</p>	<p>We contacted all parents who came to the June parents evening and informed them of the current timescales and an estimated time where they could be completed.</p> <p>Cases where the child / young person is either most vulnerable or in a transition year group have been prioritised and allocated to an EHCP writer to progress the case and gain a panel decision.</p> <p>Casework supervision has been implemented to ensure that when a case becomes stuck, rigorous monitoring, support and advice is offered to safeguard that this is progressed.</p> <p>Once consultations have been returned the Local Authority will secure a placement and finalise the EHC plan.</p> <p>The Local Authority has implemented a full restructure across the SEND Services and are appointing to any additional posts which were created.</p>	<p>Parent friendly policy will be created to clearly explain EHC timescales and what will happen when and why.</p> <p>Robust systems have been implemented across SEND Services with an increased emphasis on accountability to ensure statutory timescales are adhered to and parents communicated with. Senior managers will continue to monitor this.</p>
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<p>Provision</p>	<p>“ASD Provision (Keighley Area especially)”</p> <p>“ASD waiting times too long”</p> <p>“ASD Provision for secondary is disgusting”</p> <p>“Too many assessments for our children who are already diagnosed with ASD”</p> <p>“Lack of ASD provision/specialist schools in Bradford”</p> <p>“Where in Bradford schools can support children with SEMH and ASD?”</p> <p>“SEN Children to get the education that meets their needs”</p> <p>“Need identifying earlier and support put in place”</p>	<p>Provision needed in Keighley area.</p> <p>To have a hub team</p>	<p>We recognise that this is a historic issue and are currently implementing additional resource provision across the district</p> <p>A total of 249 additional school places are being implemented across the district from September 2019 including Primary, Secondary/All through, the majority of which will facilitate ASD provision. The majority of places were available from the start of this term</p> <p>This is recognised as an issue across West Yorkshire and we have commissioned a review of access and barriers to support that will commence mid-January 2020 and provide commissioners across West Yorkshire with recommendations to implement locally.</p>	<p>Continue to review sufficiency of school places including ASD provision.</p> <p>Work is underway within health to develop revised autism assessment pathways across the Bradford district</p>
	<p>“TRACKS provision is great but 5 hours a week isn't enough”</p> <p>“Part time timetables are not good enough. Children should get a full time education that meets their needs”</p>	<p>TRACKS for ASD students</p>	<p>TRACKS provision is being reviewed.</p>	

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	“Schools don’t have the funding to support child while waiting for EHCP”	Crisis funding to provide provision now for young people in crisis.	School funding is currently out for consultation following the forthcoming elections.	
	“My child / young person has been out of school for a considerable amount of time and I am worried what will happen next.”	Why so many schools are off rolling/ unofficial exclusions for children with SEN	The local authority is monitoring closely any concerns regarding off rolling and has clarified the legal position to all schools and academies.	To provide up-to-date guidance on the Local Offer for parents and carers on the law surrounding exclusions
	“I am concerned about my child / young person’s mental health and waiting times to access services. “		<p>Representatives from health and CAMHS attended parental events in June and have been invited to future events. We have collated previous feedback</p> <p>Individual concerns raised were immediately shared with senior manages in health.</p> <p>Health commissioners have introduced services to provide rapid access to support via Kooth and expansion of VCS services.</p>	<p>Health professionals have taken this information back to their service to see what changes they could make to best support parents and carers of child / young people with mental health difficulties.</p> <p>The local authority and health will continue to monitor access to CAMHS and waiting times.</p>
	“I am concerned about my child / young person’s behaviour and that this may become worse if they were to go to a Pupil Referral Unit.”		<p>Created closer working links with school exclusion services ensuring a proactive approach.</p> <p>Senior Management are signposting schools to appropriate support services.</p> <p>Closer links are being made in</p>	<p>Future training events and SENCO networks will be used as a forum to support schools knowledge for the exclusions guidance.</p> <p>Emphasis will be placed on proactive measures, working with external services and</p>

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			<p>regards to joined up working with support services and the SEN Team.</p> <p>Schools are being made aware of the exclusions guidance in terms of children and young people with SEND</p>	<p>delivering recommendations in line with the “assess, plan, do, review cycle”.</p>
Education	<p>“My Child is ignored by School SENCO unless child causes problems”</p> <p>“Mainstream schools don’t seem to know enough about applying for EHCP”</p> <p>“Schools putting parents off attending their school so they can avoid looking after a child with Autism”</p>	<p>More training for SENCOs about the EHCP process</p> <p>Training for teachers and school staff on autism</p>	<p>We are reviewing our training plan for SENCOs based on the experience and qualifications of individual SENCOs.</p> <p>We are also reviewing our EHCP documentation with partners and children and young people with SEND.</p> <p>The Integrated Assessment work stream has representation from parent/carers and schools.</p>	<p>We have an integrated assessment work stream which is looking at the EHCP process and training for SENCOs and school staff.</p> <p>We are enhancing our SENCO network to meet the training needs.</p>
	<p>“Academies are not answerable to the Bradford education team”</p>	<p>SEN should be supported especially in the academies</p>	<p>All school both mainstream and academies have the same responsibilities regarding children and young people with SEND.</p> <p>The local authority school improvement service has a dedicated lead for SEND.</p>	<p>SEND services are providing training for schools regarding staff responsibilities, bespoke training for school staff on SEND code of practice and SEN support- graduated approach</p>
	<p>“A draft EHC plan has been issued but this has never been finalised.”</p>	<p>Continuity between staff- the information that they provide</p>	<p>Co-production meetings have been arranged to update Draft EHC plans with additional professional advice which had originally been submitted.</p> <p>Consultations have been sent and</p>	<p>The Targeted Assessment Team are and will continue to systematically work through all cases to provide parents, carers and young people with a final EHC plan.</p>

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			<p>progressed to find a suitable placement.</p> <p>Some Draft EHC plans have been finalised as all casework has now taken place.</p>	
	<p>"I am worried about the transition to secondary school in September."</p>	<p>Faster EHCP assessments for secondary school children</p>	<p>Parents / carers were reassured of the schools statutory obligation to provide a level of support at SEN Support which must be provided.</p> <p>Parents / carers were reassured that if a secondary setting had any concerns to speak with the service and either arrange an annual review or seek additional professional advice from Educational Psychology or the high / Low Incidence teams.</p> <p>Training has been delivered to schools around the Assess, Plan, Do Review process and schools legal obligation in regards to this.</p>	<p>SENCO network meetings have been arranged throughout 2019 and 2020 where training will be delivered around their statutory obligations around the 'Assess Plan Do Review' cycle for children and young people with a My Support plan or an EHC plan.</p>
<p>Assessments/ Annual Reviews</p>	<p>"Annual Reviews not taking place at the right time with the right professionals involved"</p>	<p>LA need to follow legal processes</p>	<p>Through the Integrated Assessment work stream the process of annual reviews is being revised with input from children and young people, parents/carers and school staff.</p>	<p>Following the review we will be rolling out a training programme via the SENCO network.</p> <p>We are looking at how we track annual reviews internally to ensure that these are happening at the right point of a child's life.</p>

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	"Threshold for Qualification for EHCP is being raised"		The multidisciplinary EHCP panel meets on a weekly basis, to discuss all EHCP cases. This involves SENCOs, head teachers, health and social care to ensure consistency of decision making.	
Other	"No efficiency - they sit on incorrect information for the longest time and just do nothing"	More staff needed in SEN team.	<p>We have implemented a new staff structure with additional capacity and a dedicated target assessment team.</p> <p>The SEND strategic partnerships board receives monthly progress updates with regard to EHCP compliance.</p>	<p>We are looking to recruit more EHCP writers and to improve assessment and EHCP timescales.</p> <p>We are working with partners in other local authorities to improve the quality of EHCPs.</p> <p>We are also working with social care colleagues, health and parents to develop good practice across the local area.</p>
	"Losing personal sensitive data"	LA needs to be GDPR compliant	New structures, processes and systems have been put in place to ensure that the local authority SEND services are GDPR compliant.	