

## Feedback from Parental Engagement Events – November 2019

	<b>You said...</b>		<b>We did...</b>	
Themes...	This is the issue...	What needs to happen?	So far we have...	Our next steps...
EHC assessment process: decision to assess/panel	Parents told us that the panel is ‘mass production’ and this means that decisions are not centred around the needs of each individual child.	<p>Individual child views should be included at the first approach</p> <p>A perfect plan should be made in the first place to save it from going to mediation/tribunals</p> <p>Parents should be invited to panel when their CYP is discussed</p> <p>Process checklist should be given to parents at the start of the EHC assessment</p> <p>Generic process maps or guide to assessment</p>	<p>Included children and parents/carers views in the form of the “This is me” and parental view’s section of the EHC plan and the EHC request documents.</p> <p>We have considered the suggestion that parents should attend EHC Panel and remain of the view that this would not be practical. This is because of large numbers of cases discussed each week and needs to include parents meaningfully would add additional time to this process. However, we do need to improve the parental contribution to EHC reviews.</p> <p>Internally Health and Social care have been attending quarterly meetings where EHC plans are quality assured. Both lines of enquiry will help improve the quality of our EHCP.</p>	<p>We are looking at our “Person Centred Planning” and the support and guidance we provide to schools and colleges.</p> <p>We will add to our training to SENDCOs (through the SENDCO network) the importance of including parental view during and following the EHC assessment of need. In particular when the outcome of the Annual Review is that the case should be presented to panel that parents/carers are informed that they are able to make an independent submission of their views that Panel can also consider.</p> <p>The SEND department is going to put the EHC process check on the local offer so that parents/carers can access.</p> <p>We are developing a ‘next steps’ system within our panel decisions. Panel will</p>

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				also provide suggestions of support networks and / or potential actions for the school or college to consider.
EHC assessment process: involvement of professionals	<p>Parents told us that it seems like Educational Psychologists (EP) are 'washing their hands of' the CYP after assessment</p> <p>There is no consistency between professionals eg SALT Changing throughout the process</p> <p>Too many staff are involved in the process – families have to explain everything from the start</p> <p>Families are receiving different advice from different professionals.</p> <p>Sometimes EP report is amazing but this advice is not reflected in draft EHCP</p>	<p>EP should follow the case right through to the end.</p>	<p>Educational Psychologists are a traded service. This means that they complete statutory Psychological Advice as part of the EHC assessment of need process for the Local Authority (LA) and also work in schools where the school purchase the Educational Service through a service level agreement (SLA).</p>	<p>Where possible the LA will ask the same EP to undertake subsequent work with a child or young person if this is appropriate. Whether the same psychologist undertakes subsequent work will depend on how long it is since the original piece of work, whether the child is in a school that has a SLA with the Educational Psychology Service and the skills set of the psychologist.</p>
EHC assessment process: quality of EHCPs	<p>Parents told us that they don't know what to do or where to go if they are unhappy with plans.</p> <p>Parents told us that the EHCP doesn't mention the key issues, and that in some cases EHCP has been signed off without parents consent</p> <p>EHCP - provision is generalised, cant</p>	<p>Schools needs to review plans properly at each stage</p> <p>Have sample EHCP available for parents to see what a good plan is.</p> <p>Plans need to be more</p>	<p>The Local Offer website contains information on how parents can contact SENDIASS if they are not happy with their EHC plans. Parents and young people can contact the Case Work officer team to discuss their Child.</p> <p>We have been providing training to schools on what makes a good</p>	<p>We are developing guidance for schools on annual reviews through the Integrated Assessment Workstream, which includes parental representatives.</p> <p>Guidance for schools and colleges with regard to each section of an EHCP – what to</p>

## Feedback from Parental Engagement Events – November 2019

	<p>be measured</p> <p>EHCPs are not reflective of needs and outcomes</p> <p>When plans are not written appropriately this causes issues with funding</p>	<p>specific. For example saying “80% of time supported”</p>	<p>annual review.</p> <p>We have been training all of the EHC officers on the need for specificity in plans. The Educational Psychology have also been working on to make there advice more specific.</p> <p>EHC plans are sampled and review by the lead for Quality Assurance and the Assistant Manager and a core part of this is looking at specificity.</p> <p>Fortnightly training sessions with caseworkers and senior officers on writing good quality and compliant EHC plans (led by QA manager).</p> <p>Termly QA meetings with health and social care representatives to look at a case study of EHC plans, including advices provided.</p> <p>Refreshed EHC plan and Annual Review templates to ensure that they are in line with national best practice.</p> <p>Refreshed the advice templates so that EHCPs can be as accurate as possible and in line with national best practice.</p>	<p>be included in each section and what it should ‘look like’.</p>
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<p>Local offer</p>	<p>People told us that the Local Offer website is difficult to navigate and that they struggle to find information. Parents and Carers don't know about the LO. Many parents only found out about the local offer from taking part in this event.</p> <p>Nurseries aren't told about the LO</p> <p>Parents not aware of LO through schools</p>	<p>Produce a SEND newsletter</p> <p>Want schools, GP etc. to give out more information about the LO</p>	<p>Council staff have demonstrated use of LO website at a number of parental engagement sessions.</p> <p>Schools 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>Monthly Newsletter being produced.</p> <p>Where possible, we are doing a short LO survey at all events involving parents and carers, to ensure the service is meeting the needs.</p> <p>Focus groups have been held with parent and carer groups, and Health colleagues to review access to the Local Offer.</p>	<p>Priority 1 of our revised SEND Strategy is about communicating and updating our Local Offer, including:</p> <p>Continue to increase accessibility of the Local Offer website and alternative ways to access Local Offer information which complement the website and increase accessibility (p17).</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 will hold a Local Offer live event this year.</p>
<p>Transport</p>	<p>We can't find any information on Transport</p>	<p>Advice on Travel help on Local Offer – PTS</p>	<p>Changed the search engine in the Local Offer to make it easier to search for school travel</p>	<p>To revise content when necessary</p>
	<p>PTS driver changes frequently – how do we know they are genuine drivers and how do we know they have had DBS checks?</p>		<p>Parents are notified of changes to travel in advance. Contractors are allowed a maximum of three drivers per contract to allow for holidays and sickness. All drivers contracted to PTS have been trained and DBS checked. The drivers badge should be worn or parents can ask to see it.</p>	<p>To keep parents updated when changes are to occur to their child's contracted run.</p>

## Feedback from Parental Engagement Events – November 2019

<p>Annual reviews</p>	<p>Perception from school that we must sign off reviews</p> <p>Annual reviews are rushed at schools Annual reviews are not taking place on time</p> <p>No one from the SEN team is attending the annual reviews.</p> <p>Schools and LA not following statutory timescales for annual reviews</p>	<p>SEN Officer should attend annual reviews</p> <p>The views of parents and carers should be taken into account.</p>	<p>This academic year, we have prioritised the completion of Annual Reviews for children and young people at transitional stages to take place within the Autumn Term.</p>	<p>A guide is going to be produced for schools on how to conduct Annual Reviews.</p> <p>‘Dip sampling’ of Annual Review paperwork from schools to the SEND Team to quality assure it.</p> <p>Attending some Annual Reviews as part of quality assurance process.</p>
	<p>Provision mapping not being updated/reviewed once a term with parents</p> <p>Review meetings aren’t taking place</p> <p>Parents don’t know the process/rights in relation to reviews.</p>	<p>Schools needs to do the work through out the year so the annual review is much more easier</p>		<p>A guide is going to be produced for schools on how to conduct Annual Reviews – including provision mapping and gathering pupil views, etc. throughout the year.</p> <p>Guidance to be clear on the timing of Annual Reviews and regular Assess-Plan-Do-Review cycles.</p>
	<p>Concerns about the admissions process for secondary transfer with EHCP</p>		<p>This academic year, we have prioritised the completion of Annual Reviews for children and young people at transitional stages to take place within the Autumn Term. We sent out information to parents at an early stage to make sure school preferences were received and processed by the SEND team in a timely manner.</p>	<p>Schools to be reminded each September not to give Y6 pupils with an EHCP the secondary school transfer booklet, reminding them that change of placement is via the Annual Review process.</p>

## Feedback from Parental Engagement Events – November 2019

<p>Schools</p>	<p>Frustration over schools withholding information</p> <p>Schools don't have qualified teachers about autism</p> <p>Inconsistencies across schools in terms of teaching SEND CYP are discriminated against in mainstream schools</p> <p>Teachers are not interested in SEND CYP</p> <p>School Ofsted pressures not meeting CYP with SEND needs</p> <p>Difficulty getting schools to follow EHCP</p> <p>Schools saying that they don't have enough staff to support child</p> <p>Parents feel as though schools cant accommodate child's needs</p> <p>Class support is rubbish.</p> <p>Schools are more worried about Ofsted and attendance, this is adding more pressure on pupils, schools aren't taking the pupils needs into consideration.</p>	<p>All Schools have a legal responsibility to ensure they are meeting the needs of all children and young people in their settings. If it is felt that the school is not currently doing so, this should be addressed to the SENDCO and Headteacher and if necessary, the Governing Body.</p> <p>The school are also required to ensure that their teaching and support staff are fully trained. As a Local Authority, we provide regular training courses that school staff can attend.</p> <p>The SEND Code of Practice states that all SENDCOS should attain the national qualification within 3 years of taking up the post. In addition to this, the Local Authority supports the continual training of SENDCOS through the SENDCO network.</p>	<p>The Integrated Assessment workstream to administer a questionnaire to schools in the new year January/February 2020 to further ascertain training needs to inform our support offer to schools with regard to SEND provision.</p>
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	<p>Quality of the TA working with the pupil - less subject knowledge than the child. Lack of parent info about the skills of TA</p> <p>EHCP not adhered to by schools</p> <p>SENDCOS are not trained and don't understand SEN</p> <p>LA blame school, school blame LA - parents are then left stuck in the middle with CYP who is suffering</p> <p>Schools aren't doing IEPs or care plans</p>	<p>Have meeting with SENDCOS</p> <p>More training needed for SENDCOS</p> <p>Schools and LA need to work together The focus needs to be on the CYP</p> <p>Council should be more pro active checking compliance in school, including asking parents whether they are happy with the support</p>	<p>Each individual school has a responsibility under the Code of Practice to ensure these are complete. Where issues and concerns are raised, these will be fed into the school improvement processes.</p>	
	<p>Schools saying SENDIASS cant get involved if there is no diagnosis</p>		<p>This is not the case - SENDIASS are an impartial information and advice service for all, and can be contacted at any stage on 01274 513300.</p>	<p>We will ensure that accurate information about the role of SENDIASS is included on the local offer and communicated to schools.</p>
<p>Wellbeing: Support in schools</p>	<p>Mental health support in schools is lacking, there are insufficient resources.</p> <p>There is no mental health support in primary schools at all.</p> <p>Parents asked questions about the levels of provision: "If CAMHS is for 'high level' children and young people</p>		<p>Youth in Mind workers in all secondary schools across Bradford providing community based/peer support.</p> <p>Resources produced by the Mental Health Champion (MHC) project that can be used for school staff.</p>	<p>Increase promotion of Kooth service</p> <p>The MHC project offer will be extended to all schools in Bradford. The MHC network will also be used to co-ordinate information into schools.</p>

## Feedback from Parental Engagement Events – November 2019

	<p>then what is for lower level children and young people?"</p>		<p>Offer to CYP of out hours online counselling through Kooth.</p> <p>Primary Mental Health Workers from CAMHS provide a link into schools and offer consultation and support to the universal workforce.</p>	<p>Establishment of clear referral pathways into MH support services.</p> <p>Promotion of Healthy Minds Digital tool with information of additional support available.</p> <p>Review of CYP Mental Health Services.</p> <p>Youth in Mind (as above) Kooth (as above)</p> <p>Healthy Minds booklet with information on support services.</p>
<p>Wellbeing: Waiting times</p>	<p>People described experiences of waiting over 1 year for CAMHS referral because of lack of clear referral routes, i.e. GP telling parents to go to school nurse and vice versa</p>	<p>Letter to keep in touch with parents about positions in the waiting lists.</p>	<p>Youth in Mind (as above) Kooth (as above)</p> <p>Healthy Minds booklet with information on support services.</p>	<p>Robust referral process that will allow a range of professionals working with CYP to refer into CAMHS.</p> <p>Working towards a Single Point of Access to wellbeing support.</p> <p>Increase support available for CYP with mild to moderate mental health issues in school.</p>



## Feedback from Parental Engagement Events – November 2019

				<p>CAMHS training for parents/carers</p> <p>To deliver a single front door for children and young people to access joined up services in a timely way.</p> <p>Develop a district wide campaign to address the level of information, signposting and access to mental wellbeing services.</p>
Wellbeing: Post diagnosis	<p>Post diagnosis- CAMHS, ASD just get diagnoses and leaflets- nothing else. Just sent away and don't know what to do next</p> <p>Waiting times for ASD</p>		<p>Services offered for any YP with Autism if they have further support needs post-diagnosis, they will receive support via CAMHS and referred to community support services specific to autism.</p>	<p>We are conducting a pilot to integrate services autism and ADHA.</p> <p>To work across health, social care, education and community services to deliver support for children and young people who require additional support.</p>
Wellbeing: Missing paperwork	<p>Paperwork for initials referrals have been lost</p> <p>Parent said they were concerned that confidentiality wasn't being maintained and they felt GDPR rules may have been broken when CAMHS referred to school nurse</p>		<p>Shared protocols around data and confidentiality.</p> <p>Shared clinical system- GPs request patient for information to be shared. Specific concerns should be directed to the Information Governance Department.</p>	<p>Family/carer is made aware that the CYP's referral can be re-directed to an appropriate support service.</p> <p>To ensure there are quality measures in place to avoid this occurring.</p>
Wellbeing: Consent Post-16	<p>CAMHS issue with consent when 16+ - concern re consent at 16 when they're not ready to understand and provide</p>		<p>Mental Capacity Act is used for 16+</p>	<p>For individual circumstances please contact the service.</p> <p>To ensure that consent is</p>

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<p>Wellbeing: Health Services</p>	<p>Issue of Bradford/ Leeds - 2 NHS numbers, live in Bradford but school is in Leeds</p> <p>“There is a Leeds/Bradford NHS crossover. Getting EHC contributions from Bradford when it’s the Leeds CAMHS people”</p>		<p>Responsible Commissioner Guidance shared with all staff teams.</p>	<p>sought for services.</p> <p>Ensure responsible commissioner guidance is understood by all services.</p> <p>Continue to monitor the situation.</p>
<p>Communication</p>	<p>Lack of communication – “just explain the situation and keep parents informed.”</p> <p>Some parents felt letters have been ignored.</p> <p>Many parents highlighted problems with getting in touch with SEN teams. “Couldn’t get through to SEN on phone or email. Had to come to the building.”</p> <p>“Emails get lost”</p> <p>Lack of named person in SEN team – people described being passed between the local teams.</p> <p>“Numerous case workers all the time- feels like pass the parcel. Communication- no feedback until I ring up myself”</p>	<p>Keep parents updated.</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.</p> <p>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 this improves.</p> <p>From the New Year, a SEND newsletter will be published on the Local Offer by the SEND Assessment Team. This</p>

## Feedback from Parental Engagement Events – November 2019

	<p>Parents don't know what the SEN team does</p> <p>"No one is responding to phone calls and emails"</p> <p>"No one is picking up phone line"</p>			<p>will include updates on new developments within the SEN Assessment Team.</p>
	<p>There is a lack of communication between services. "Need to repeat story 50 times"</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 in November 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>
	<p>Communication is an issue, for example one parent described having</p>	<p>Try to minimise change and keep parents updated</p>	<p>We have created five teams across SEND Services and every single child</p>	<p>For those assessments that are with the Targeted</p>

## Feedback from Parental Engagement Events – November 2019

	spoken to x7 different case workers	when there is a new case worker involved	and young person will be allocated a team who will support them through their SEND journey.	Assessment Team, these will be overseen by a specific individual until the plan is finalised.
Parental support	<p>Parents don't know if they have the right support, they described feeling "abandoned by services"</p> <p>Parents struggle to understand legal framework/rights etc.</p>	Hold parental engagement events in hubs or in high schools so teachers can be present too.	We have started to talk with some parents that attended the November engagement events with regard to developing the role of 'Parent Ambassador'. This role would be about championing parents and carers, making sure that they get the support they require.	<p>Agree what the role of Parent Ambassador 'looks like' and seek to get more parents on board with the initiative.</p> <p>Hold monthly engagement sessions around the District, ensuring that we select a range of geographical locations. The first one is on January 30<sup>th</sup> in Keighley.</p>
Preparation for Adulthood	<p>No PFA or transition for pupils who don't have EHCP</p> <p>Nothing written in the EHCP about transition</p> <p>Transition process not starting early enough</p> <p>Plan should include employment - stepping stones towards employment</p>	Project search need to attend school fairs	<p>One of our work streams to implement our SEND Strategy is focused totally on Preparation for Adulthood.</p> <p>We have started to create a document that provides guidance on what should happen for a young person at Y9 and the support required for an effective transition to adulthood.</p> <p>We have started to devise a simple visual for young people, families and schools that sets out the pathway.</p>	Publish our guidance document and send each school and college the simple visual guidance poste.