

Short Breaks, You Said, We Did – 2020 Listening Events

Throughout the months of September to November council staff joined 4 focus groups hosted by parent carer groups. In total over 150 parents, carers and personal assistants were consulted to help Bradford review current practices and the Short Break Statement.

Below we capture what was said and actions to address issues and gaps in a YOU SAID, WE DID format.

A number of specific queries were raised during the group sessions, and professionals addressed these by signposting to the Local Offer or taking the query to the Service Managers and responding to the individual where necessary.

| YOU SAID | WE DID | SO WHAT... |
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| <p>- Communication and awareness of Short breaks Short break services are found out about predominantly through word of mouth and that:</p> <ul style="list-style-type: none"> - The local offer (LO) short break content is difficult to navigate - SEN team and schools (professionals) do not signpost to available short break services - Parents gave examples of where communication from the service/LA was confusing, non-existent or caused a lot of frustration. Some parents reported they had no support or communications throughout the Covid period about SBs. This is something within the service that needs consideration as a priority. Whilst the world is in a pandemic and services look different, Bradford needs to look at how we provide clarity about services reopening. - It is difficult to find short break services that are specific to your child, knowing what services are out there and a bit about each one would be beneficial when looking for support. - Services providing face to face (F2F). Residential services, staff (Clockhouse, Wedgewood) can't work F2F with children. CYP go and staff stay in offices/behind screens. Why then, can the same staff do additional work as PAs with CYP. - Would be good to have a resource that parents could access with links to places and info without having to trawl. | <ul style="list-style-type: none"> - Continue to engage with families and increase awareness of the Local Offer (LO). Sharing the Co-Produced Local Offer video, please find here. Continue to work with professionals across all services to ensure that they are signposting to the LO at the earliest point. - Reviewed the filters on the LO home page, renaming the service categories and adding one sub-category. All tier 3 services can be found under the Specialist Short Breaks (Respite) and Residential Services sub-category. Tier 2 services can be found under the Specialist Behavioural Services sub-category. For more information on the different Tiers please see the current Short Break Statement. - Work with the School Improvement Advisor to increase engagement via schools. - Service Manager followed up with service and communication was sent out and sorted this with the parent. - The Local Area is creating a document which lists the short breaks offered whilst also identifying which Tier they fall within, with the respective eligibility criteria and how to access them. This will also include a brief introduction of the service. Once completed this will be shared on the LO. - Specialist short break services have had to follow the council's and government guidance, in order to reduce the spread of COVID 19. Staff have been utilised in other areas of the council including supporting our looked after disabled children's home. government guidance, exceptions under section 9 illustrates it clear that short breaks are not to be delivered unless it is one for a child and or young person is a looked after child. - A letter went out during the 2nd lockdown which informed those that access tier 3 Short Breaks that they are opening Short Break and what this looked like. - The service recognises that since the service linked the Family Information Service was removed due to budget saving there has been no one for families to speak to. Early Help services are in the process of recruiting two Family Information Officers who will be able to help signpost to services. - Early Help has compiled a toolkit of helpful links and resources for schools to use, this also contains information about short breaks. We are looking to see if this toolkit needs to be more specific around SEND and if necessary we will develop another. | <ul style="list-style-type: none"> + The different services available should be more distinguished on the Local offer therefore hopefully making the information more accessible + Schools develop a better understanding how a short break can support a family and sign post families more to this support. + The list of short breaks available should help act as a quick introduction to each service and help parents see what is available and how the different services could help. + Both Wedgewood and Clockhouse have completed in-depth Risk assessment these have been approved and the services are to re-open, however this will be on a phased approach introducing a limited number of children at any one time. + Families will be able to get good signposting to a range of local and national support + We will use a feedback loop with schools to see if they use the information on the toolkits and if not why not. |

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| <ul style="list-style-type: none"> • Eligibility criteria - Parents don't understand this and the Tiers, examples given where they have been rejected for SB but not been told why/how they do not meet eligibility. Also parents feeding back that due to current criteria a lot of CYP are missing out. <i>It was made clear that everyone is aware this is under review and is being looked at.</i> - Need a clear eligibility criteria for all levels so parents can look and see where they think their child may fit and know whether to go to SIP or CCHDT. - Need to ensure that people are not denied an assessment, in line with the Islington Judgment. -CYP with additional needs without a diagnosis are unable to access services. Parents and the law is clear that an assessment should be needs focused and not diagnosed focus. - Short break services cater for the lower levels of ASD and the more severe levels but there is a gap providing those that lie in the middle. <ul style="list-style-type: none"> a. "don't qualify for short breaks because my child has autism without learning disabilities" b. "My child is not deemed as being severe enough to qualify for any support as he is academically bright but as soon as he leaves school it is a different story and I have no support in place to help me with my child. I cannot manage." | <ul style="list-style-type: none"> - The eligibility criteria for a Social Work assessment run by the CCHDT has been updated, which may lead to a package of support recommending a short break service for a child. These are as follows: <ul style="list-style-type: none"> - Children and their families whose main presenting need for services specifically relates to the child's disability or condition AND - The needs cannot be met by Universal/Targeted services alone AND - These conditions have a complex or acute impact on the child/young person or/and their families as set out in Level 3 & 4 - CCHDT provides a specialist child and family assessment & social care service to disabled children and young people with the most complex needs. These may include <ul style="list-style-type: none"> - A severe or profound learning disability - A severe or profound physical disability - Significant or profound sensory disability - Progressive conditions and complex medical needs - Life limiting illness or degenerative condition - Epilepsy which is having a significant impact on the child's health and development - Severe developmental delay arising from a disability - A combination of disabilities, and complex health needs which individually are not severe but together cause as much impact as a very severe disability or health need. <p>This does not include children & young people with:</p> <ul style="list-style-type: none"> - Mental health disorders where this is the primary need. - Social, emotional & behavioural problems not associated to a disability - All families are entitled to an assessment. We want to make sure we get the right assessment for the right situation. An Early Help assessment will be offered to families by a Lead Practitioner. A Lead Practitioner is someone a family already knows and trusts and feels comfortable discussing what their worries are and the Lead Practitioner will support families to see what services can help to sort these worries out. - All CYP are eligible for a Universal Short Break and these should be accessed before a Targeted or Specialist service is accessed, to promote the Preparation for Adulthood outcomes, specifically the Independent Living and Community Inclusion areas. These can be found on the local offer or by asking at your school or local community centre of family hub. Details of the Family Hubs can be found on the Local Offer. - All services have criteria or guidance as to who would enjoy or want to receive support from a service for children and young people. Some criteria are about age and ability as we can't bring young children and older young people together even if their functioning might be at the same level. The services we manage have to be delivered on an assessed need as well. - The current eligibility criteria for short breaks at Tier 2 are as follows: <ul style="list-style-type: none"> - Have a diagnosed disability - Be aged 8-18 - Doesn't currently have a social worker involved - Not currently accessing any other after school/ evening club or group unless | <ul style="list-style-type: none"> + This review will allow assessment to be needs led not diagnosis led and thus open the service to more families. + This will therefore increase the capacity and offer availability + An Early Help Assessment will be used to help look at what support children and their families need. It will be able to cover arrange of topics and will form a family plan that others can be brought in to support with. Just ask a teacher, health visitor or school nurse about an Early Help assessment. + Tier 2 services talk about emerging needs or additional needs. If you feel your child has additional needs you can ask for an Early Help Assessment. Any gaps in service provision can be measured through an assessment and then we can talk to our commissioners about redirecting money to fund new or different services. |
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| | <p>wanting to change their current one.</p> <ul style="list-style-type: none"> - Not in receipt of any Direct Payment or Personalised/Individual budget unless wanting to change this. - The organisation SWAN (syndromes without a name) UK, is the only dedicated support network available for families of children and young adults with undiagnosed genetic conditions in the UK. It is run by the charity Genetic Alliance UK - DLA can be used to assist with accessing Universal Services. DLA and for 16 plus PIP – care component could be used towards activities | |
| <ul style="list-style-type: none"> • Referral process <p>Lack of understanding around the different tiers and therefore referral routes.</p> <ol style="list-style-type: none"> a. Self-referral is a lengthy process. b. Confusion about who can refer and when/where this takes place (Single assessment via EHCP process, Sect17, Early Help?) c. Parents would like a simple direct route to request an assessment in order to access SB services. d. Parents felt that it would be useful to have a generic contact for Short Breaks queries, issues, information and advice re specific support packages. A single point of contact for SBs, a person to help them or a key worker – Brokerage team ‘to help access the SBs that will meet their child’s needs. | <ul style="list-style-type: none"> - Bradford has got a new referral process. Families who are looking for support will first contact the Children’s Services Contact Centre. The team ensure phone calls and written enquiries are directed to the most appropriate team. Sometimes the team can visit at home, and look at individual circumstances in more detail and agree a plan. - Looking at how we can develop a single contact point to support families with enquiries such as short breaks. Work with parent groups to communicate this. - An Early Help Assessment will be done by a Lead Practitioner, someone who knows the children or the adults in the family. If it is felt that your needs can not be met by doing an Early Help Assessment (which would include a short break) with your consent, we will use this information to complete a more detailed assessment by a social worker. It might be that your school have already started the EHCP process and they should determine if you still need an Early Help Assessment to look at the whole of your family or if other agencies like health, social care or the short breaks link staff need to be involved with the EHCP process. The Lead Practitioner completing your assessments should talk to you and involve your family at all stages. - If a Lead Practitioner submits a multi- agency referral Form (MARF) through the integrated front door- usually this is because you need a social worker. If this MARF is not accepted to meet the criteria or threshold on the continuum of need for a social worker it will be sent back to the referrer who will be asked to complete an Early Help Assessment with the family. - The simplest direct route to a short break is to look what is available on the local offer and contact the service involved i.e. football, swimming, youth services. Where it becomes more difficult is when children have additional needs that cannot be catered for in these services. At that point the family will need to have an assessment. - Produce and publish a One minute guide (OMG) to explain current offer and to clearly explain the referral process and who to go to for an assessment. - Review and publish a new Short Break Statement. - You can refer into these services. For more information please see here: - To access Targeted services please visit the council page here which explains the criteria, the referral process and has a link for registering your interest. - The Local Offer page for CCHDT has been updated to explain the criteria, explain the | <ul style="list-style-type: none"> + The single point of referral through the Children’s Services Contact Centre should allow parents to be informed of the relevant support available and make this process less of a burden on families. + New MARF form will help gather as much information as possible and therefore aid the assessment process. + If a Lead Practitioner is asked to complete an Early Help Assessment with you, it will look at the needs of your family and provide a plan which will include access to short breaks. |

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| | referral criteria and has a link the relevant referral forms. | |
| <ul style="list-style-type: none"> • Short Break services/providers - Parents reported that there are limited services that can provide children with 1:1 support or above. - Staff don't have the specific training that allows them to be able to deliver a successful short break. - Current SBs activities aren't broad enough and don't/would not meet their children's needs. They would like more access to direct payments and more 1 to 1 SB activities. They feel the child has to fit around the current SBs services as opposed to SBs being commissioned to meet the needs of the child's assessment of need | <ul style="list-style-type: none"> - We do acknowledge that we can't provide 1:1 support at tier2. 1:1 support can be very subjective, tier 2 services cannot provide a child with 1:1 support - they work on a 3:1 ratio but sometimes this is about knowing the child. If a child needs 1:1 supervision all the times they are usually in need of tier 3 services but if it is just for a certain time of the day, sometimes this time can be managed by a volunteer on a scheme or in a service, which would mean a child may be able to access a tier 2 service. This is why an assessment is needed to look at these types of things. - Short breaks training has and is available for all settings from health services and other staff, maybe this is about where to go if a setting says this. A family should be able to raise this with their Lead Practitioner who will know where or who to discuss this with. - Short break has a range of services for those with ASD; however, children who do not have ASD cannot access all these services. As mentioned this is being reviewed but children will still be assessed to ensure the service provision will meet the children's needs. Some children are happy spending time on their own and Short breaks have previously had social groups and themed groups i.e. minecraft groups for young people that have not been successful due to the young people not wanting a short break. Many children want friends at school and activities where they can meet and socialise with their peers. We will assess this and work with schools around social groups and afterschool activities. - The commissioned services are group activities based upon what YP wanted at the time of commissioning. It was also dependent upon a very small budget, plus what was currently being funded (historically) If one of the current providers wasn't successful at tender stage – what happens to all those CYP who accessed their services, i.e approx. 45 YP playing football) - Commissioned Service: Very small market for this provision, with the same Providers applying every year for both Contracts and Grants, with only some of them of the required standard. - Tier2 Contracts stipulated - 'Staff must be qualified and experienced at working with children with SEND, and disabilities aged 5 – 18 years. There will be an expectation that the Leader will have a minimum Level 3 qualification in Health & Social Care or equivalent; other staff must have a relevant childcare qualification or minimum of 2 years experience in this field. - Providers shall ensure that all their employees are suitably trained and competent throughout the duration of the Contract, and must be willing and able to undertake any training that is made available to meet the needs of the young person i.e delivery of emergency medication, specific care needs as identified by the Link Work Team'. - Explore which of our short break services are using a One Page profile or an All About Me document which will help understand if the short break is providing the child and or young person (CYP) with an enjoyable experience. If this is not common practice work with parents and CYP to co-produce this and embed this throughout our short break practice. | <ul style="list-style-type: none"> + All Lead Practitioners have an Early Help Coordinator they can discuss concerns with about an assessment or a family plan. Any issues will be flagged with Family Hub Managers and the Service Manager for Prevention and Early Help. + We acknowledge that the current arrangements for Short breaks do not work for every child or family. For this reason we are reviewing the arrangements to put a better system in place to meet the needs of children. The current arrangements will continue whilst this review takes place and we will update on progress as soon as we are able to. We intend to consult with children and families on potential future arrangements, so they are able to influence what is put in place. |

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| <ul style="list-style-type: none"> • BAME Families underrepresented? <p>Survey suggested underrepresentation from BAME families, this was also found in the initial live focus groups and it was discussed why this might be.</p> | <ul style="list-style-type: none"> - Worked with AWARE and a parent rep, to host a BAME WhatsApp focus group which was attended by 55 families and 3 professionals. The session ran for 4 days and was an excellent productive session which gave those that had struggled in the past to have a voice and contribute to the wider review. - The feedback/findings from this group, have fed into this You Said We Did document. - The session worked very well and a lot of the families were introduced/ referred to the Local Offer, many were not aware of this and found the introduction to the platform very useful. | <ul style="list-style-type: none"> + A greater proportion of families within Bradford are now aware of the: <ul style="list-style-type: none"> - Local Offer - Short break eligibility criteria - Referral process - The tiers + Having successfully communicated via WhatsApp the LA have opened up a channel of communications to those they originally were struggling to reach. |
| <ul style="list-style-type: none"> • Meeting the needs of all <ul style="list-style-type: none"> - Short Break groups often have a range of needs meaning that some opportunities are not accessible to some, “always a reason not to go out, due to not being able to cope but others can go out”. - “Could community based services be age ranged?” - “What can services do to accommodate young people who need support (with behaviours that challenge) to have access to community activities and develop presence and participation.” | <ul style="list-style-type: none"> - Children’s disability services have 4 behavioural services, Autism Community Support Team, (ACST). Children’s Community support team (CCST) Behavioural Evaluation Support team (BEST) and the Positive Behavioural Support Service(PBS) all apart from ACST are accessed via a social work assessment. - The integrated front door in Bradford will be the front door contact for the social work teams in CCHDT, when this happens referrals will be directed to these service more effectively - This has started to happen from December 2020. - Commissioning will always try to be responsive to the needs of the children and young people and their families who live in the Bradford District. We must be able to stabilise provision and grow the market by giving services time to develop their service to the needs of disabled children. This is why which our contracts tend to be for 3 years plus but we can vary some contracts if they are not working for the children and young people who attend the services. Regular feedback from children and young people and their families will help us do this, post on the local offer and we will respond to these. | <ul style="list-style-type: none"> + All these services focus on behaviours that challenge. + The 4 behavioural services will focus on specific needs but will still be subject to a range of needs. + The integrated Front Door (IFD) is now the front door for referrals into CCHDT. The Local Offer page for CCHDT has been updated and shows how and where referrals can be made for this service. |
| <ul style="list-style-type: none"> • Outcomes <ul style="list-style-type: none"> - Activities and outcomes are not being communicated to the families effectively and therefore do not know if needs are being met or the CYP is developing. - How do we/they know progress is being made against outcomes in the EHCP, how do we know the activity is right for the child’s needs and unmet needs? - An activities log, communication sheet needs to be explored to ensure: <ol style="list-style-type: none"> a. that needs are being met and CYP are achieving outcomes and developing as a person. Use of photos and/or diaries (both of which are used in schools) Can a consent agreement be looked into b. Service managers/commissioners have a good understanding of what services are delivering - Some really good feedback here from parents about them feeling as though they don’t have an understanding as to progress and whether SBs are helping towards agreed goals/outcomes and what the evidence is to show this. One mention that SBs had been described as ‘just a babysitting service’ by a member of staff. | <ul style="list-style-type: none"> - The SEND Code of Practice, identifies such outcomes for a Short Break Programme is to improve paternal mental health as well as providing an enjoyable experience for the child and/or young person. - Extract from spec for SB T2 Contracts below: The Provider will offer a high quality provision that will make a contribution to improving outcomes for DCYP, in particular improved confidence and independence. The service will contribute towards 3 of the Every Child Matters Outcomes principles: <ol style="list-style-type: none"> a. Be Healthy - Promoting healthy choices, healthy lifestyles, improving physical, mental and emotional health. b. Enjoy and Achieve - Achieve their full potential, are motivated to learn and enjoy recreational activities. c. Stay Safe - Helped to stay safe, feel safe and be secure. To have stability and to be cared for. Providers will be expected to identify and monitor individual outcomes. - Good examples can be found at Active Social Care, who shares these with parents. - As mentioned above exploration and implementation, of a one-page profile/passport so providers understand the needs of each individual and are able to communicate with parents, how they are meeting needs. | <ul style="list-style-type: none"> + There are contract management arrangements in place to ensure that organisations are delivering to the requirements of the contract / grant, which includes delivery against the required outcomes for children and families. Comments have highlighted the need for the Council to develop feedback systems for families to make us aware of good practice and issues with delivery of commissioned organisations. This is something we will seek to address as we review Short Breaks arrangements + A one-page profile will help support the CYP/family log their intended outcomes and the service to have sight of these and deliver a service which reaches these outcomes. This then needs to be communicated with families effectively. Photos, written comments etc. + Collate the good examples and share with providers to promote this practice across services. |

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| | <ul style="list-style-type: none"> - Services currently hold a review every 6 months at tier 2 to understand whether the CYP attending, enjoy the activity. - Outcomes in a Section 17 assessment (Tier 3) would be documented within an EHCP under the H2 section. - Outcomes for a SIP service (Tier 2) would go in H1, leisure and recreational short break - As part of our newly formed multiagency Quality Assurance group, look at EHCPs and these areas mentioned above. - Both Wedgewood and Clockhouse are to pilot a newly devised goals and outcomes recording form “My achievements “ | |
| <ul style="list-style-type: none"> - Personalisation - Unsure how a Personal Budget can be used to access short breaks. - Only able to access one Targeted or specialist services at a time, which limits the personalisation and flexibility of their support package. Parents felt that some children may need to access more than one service in order to meet needs. | <ul style="list-style-type: none"> - Please see Bradford’s One Minute Guide and Personal Budget overview guidance. - If a parent chooses to follow the personalised budget process to give them the flexibility of employing a personal assistant – this is normally funded by direct payments (with the support of the Support Options Team who draw up the contract for the parent becoming the employer). - Universal services can be accessed by all CYP, without limit. - Link with Wakefield Council to understand live case studies, for those that are accessing more than one service to have their social & leisure needs (Residential + Universal). | <ul style="list-style-type: none"> + The PB guidance on the LO, was produced earlier this year and aims to provide clear and concise information, including how a PB can be used. + Uptake of Universal services increase and help develop the Preparation for Adulthood areas, especially Independent Living and Community Inclusion. + Personal budgets are offered to parents/carers following an assessment with CCHDT if there is an identified need. This is alongside short breaks provided by the Local Authority and it is parents choice at this stage which pathway, or combination they would choose. |
| <ul style="list-style-type: none"> - Those under 8 - There are limited services for those under the age of 8. It was mentioned that there may be funding issues due to services providing for those under 8 need to be ofsted’d. Can clarity be provided. - <i>“What can be done to address the need for SBs for under 8s?”</i> - <i>Families feel supported via parent carer groups and mother toddler groups when their child is under 5 years old. But feel they need extra support 5-8.</i> | <ul style="list-style-type: none"> - Short Breaks at tier 2 that currently provide a service for those under 8 are: <ul style="list-style-type: none"> - Light of the world, - Snoop, - Nellbank, - Stay and plays, - National play day - We try to encourage all young children to access universal services so they grow with their natural peer group. Usually children under 8’s provision expect parents to stay and join in to support such small children. If children cannot access these services due to their additional needs then this would be assessed, some young children need more support when they are young and this lessens as they grow older these would become stepped down from a social worker at the right time. - Ofsted registered related to activity over 2 hours away from their parents. The SB commissioned T2 service was for a Local Offer of 3 hours+ <ul style="list-style-type: none"> - Assessed needs for those under 8, if this is needed there is the potential for services to become involved. - We will review the under 8 services as we appreciate there may be a need there. | |

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| <p>- Residential</p> <p>- Closure at short notice, having no other support when this happens and letting families down at short notice</p> | <p>- In addition to section 1 above (Communication and awareness of Short breaks), service managers continue to communicate with residential providers and ensure services are updating the community via the Local Offer and letters/emails etc.</p> <p>- Work with professionals and Parent groups to ensure that families are been signposting to all that is available during these challenging times.</p> <p>- It is important to acknowledge that services closed in order to protect children and families from the pandemic. We have more information on COVID 19 and are taking steps to re-open services.</p> | <p>+ During both lockdowns, and due to the closure of short break services who had been providing services alternate packages of support have been offered and accessed by families with their consent. This has included direct commissioning to care agencies and direct payments for a PA.</p> <p>+ The disability services including CCHDT, preparation for Adulthood Team and Residential short break Managers have been working closely to re-introduce children back into short break services following clear risk assessments.</p> |
| <p>- Knowing the CYP</p> <p>- How well does the service/providers know the CYP – so when sent home ill (pre Covid) is this just symptomatic of the child’s normal presentation or are they ill?</p> <p>- What guidance do we give to providers on this so there is consistency and how are parents involved in this decision making? A suggestion of an’ all about me’ sheet for all providers which can be coproduced with parent carers.</p> | <p>- Personal profiles for all CYP who access short breaks being used and should capture needs.</p> <p>- Collect good examples of this from out commissioned services and share good practice with all providers.</p> | <p>+ Share and promote good practice across services.</p> |
| <p>- Transitions to Adult services</p> <p>How the service links in with Adult Services and what happened to shared care services.</p> <p><i>“What is the plan for adult services reopening?”</i></p> <p><i>Information about the transition process and what is available through Adult services.</i></p> | <p>- A team manager from the 14-25 Preparation for Adults team, presented a presentation to Aware and another parent group in relation to this team and links with adult services. Further presentations can be made available if there is demand.</p> <p>- The PfA team are responsible for ensuring successful transition to Adult services if the individuals meet their eligibility criteria:</p> <ul style="list-style-type: none"> - Resident in Bradford - Have an Education Health & Care Plan (EHCP) - Have complex needs as a result of a diagnosed moderate, severe or profound learning disability - And/or a severe physical disability <p>- Those that do meet the criteria, will normally have a social worker already involved and the process for the adult side of PfA, starts working from age 16 on what the adult provision will look like. A social care plan will work alongside an EHCP. The headlines are within the EHCP but the detail will be in the social care plan.</p> <p>- Those that access short breaks and have some form of direct payment via early help – most of these receive a referral from Early help through to PfA Transitions team, which they screen to see if they would meet criteria/Care Act eligibility.</p> <p>- A number of people accessing short breaks won’t meet adult service provision. In which case there wouldn’t be a transition process.</p> <p>- Shared Care Services is for children’s services as this does not extend into Adult services – they have re-opened for some children – Shared Lives is the equivalent service for Adult services.</p> | |
| <p>- Issues during the pandemic</p> <p>Current cleaning measures are in place during the Covid-19 pandemic therefore spaces and overnight stays are limited, but if an individual takes the last slot 1700-2000, why can they not stay overnight?</p> | <p>- Overnights were available to families who had PA, however the service could not swap nights because families wanted a specific night, if that night had been pre booked by another family.</p> | |

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| <p>- Concerns about short breaks or their current package</p> <p>- Many parents don't have the confidence or unsure about how/where they escalate their concerns about SBs</p> | <p>- Parents/Carers can escalate concerns via a number of methods. The fastest way to do this would be via the relevant service manager or provider but for those that would like a more anonymous or want to do this less formally, they can log these either:</p> <ol style="list-style-type: none"> The Local Offer, through the "Rate this service" page. Please see image below, "yellow button" These can be found on all service pages on the Local Offer. For example if you would like to raise a concern about the Specialist Behavioural Services, you would go click the "Rate this service" button and fill in the form that it takes you to. <div data-bbox="1101 577 1944 1060" data-label="Image"> <p>The screenshot shows the 'Specialist Behavioural Services' page. It includes contact details: Telephone 01274 436684, Address Valley View (school side) Lister Lane, Bradford, BD2 4LL, and Email kelly.galloway@bradford.gov.uk. There is a section titled 'What does it do?' with sub-sections for Children's Community Support Team (C.C.S.T.), Asperger Community Support Team (A.C.S.T.), and Sleep Clinic (S.C.). At the bottom, there is a blue box with the text 'Leave a review about this service to help others' and a yellow 'Rate This Service' button with a right-pointing arrow.</p> </div> <ol style="list-style-type: none"> Through the Councils official Complaints Procedure, which can be found on the Local Offer, on this page. (The SEND T&C team have also produced a one minute guide OMG for complaints procedure, this has got a focus on the more general complaints process but still has relevant information, SEND Complaints Process.) | <p>+ Hopefully these methods are able to allow users to have a voice and help Bradford to gather feedback on services within the area and review as necessary.</p> |
| <p>- Play Partners</p> <p>This service was disbanded. Why was this?</p> | <p>We believe it was to do with funding due to the LA withdrawing their contribution. This was at the time of financial constraints for the LA and a lot of our services closed around this time – we estimate that this occurred around 4 years ago.</p> <p>This was an internal service that was cut as part of Council cuts, think it became a traded service. Was to be a buddy to the YP to ease them gradually to progress them down a Tier (T1 or T2) for a set number of weeks (6 -8 weeks?)</p> | |

ADDITIONAL QUESTIONS/ POINTS SENT IN:

| You Said | We Said |
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| <ul style="list-style-type: none"> - It's very difficult to access short breaks which suit a family with a range of needs- wheelchair user and a sibling who is able bodied. Also we can only go in school holidays - availability is limited / exclusive. | <ul style="list-style-type: none"> - We acknowledge that the current arrangements for Short breaks do not work for every child or family. For this reason, we are reviewing the arrangements to put a better system in place to meet the needs of children. The current arrangements will continue whilst this review takes place and we will update on progress as soon as we are able to. We intend to consult with children and families on potential future arrangements, so they are able to influence what is put in place. |
| <ul style="list-style-type: none"> - It would be useful to have a list of charities that have accommodations that can be used and a list of their facilities. | <ul style="list-style-type: none"> - We will look into producing this and creating a service page on the Local Offer |
| <ul style="list-style-type: none"> - I wouldn't even know where to begin to look for info on Bradford SEND area. (NB this parent is a professional - they don't find the LO easy to navigate and have experience of many hours trawling to no avail) | <ul style="list-style-type: none"> - Hopefully changes made to the Local Offer area, including the amendments made to the subcategories will make the information easier to locate. |
| <ul style="list-style-type: none"> - Can some SBs be created which are interest specific, rather than disability specific? ie A club for CYP who like basketball / art / the natural world, rather than a group for people of a certain tier / criteria. This speaks to a fundamental right to equal opportunities - all-inclusive services which provide for identified interests (as for people with no disability), which can then tailor support to individuals where needed to access. Aspirational, but also achievable, if commissioning could be rethought, and funding flexible. (If I want to go out for the evening, or join a club, I look for somewhere that offers what I like, I'm not limited to one or two places based on who will accept or reject me, as defined by my IQ or ability. Interesting one this.) | <ul style="list-style-type: none"> - We acknowledge that the current arrangements for Short breaks do not work for every child or family. For this reason, we are reviewing the arrangements to put a better system in place to meet the needs of children. The current arrangements will continue whilst this review takes place and we will update on progress as soon as we are able to. We intend to consult with children and families on potential future arrangements, so they are able to influence what is put in place. |
| <ul style="list-style-type: none"> - Would be good to have an area on send area with reputable places that could be accessed by parents/family - rather than lots of information that isn't vetted or current | <ul style="list-style-type: none"> - The document which aims to provide a list of Universal, Targeted and Specialist services will help address this. |
| <ul style="list-style-type: none"> - We as a family tend to go to the same place we have always gone to. This is something we have found ourselves and we don't tend to venture anywhere else as we know the local area can support our daughters needs if we have forgotten something or need to access medical - this is detrimental sometimes to our younger child as she hasn't experienced some things due to this - beach breaks are out with a wheelchair user, having a centre who can cope with a disabled persons needs would be a total god send! Ones we know of are fully booked for the next 2 years. | <ul style="list-style-type: none"> - We acknowledge that the current arrangements for Short breaks do not work for every child or family. For this reason, we are reviewing the arrangements to put a better system in place to meet the needs of children. The current arrangements will continue whilst this review takes place and we will update on progress as soon as we are able to. We intend to consult with children and families on potential future arrangements, so they are able to influence what is put in place. |
| <ul style="list-style-type: none"> - Can services please be geared to promote participation, skills and independence? I won't be here forever. My child needs to have fun, yes, they also need (and I need them) to learn and grow and have the networks around them to live and thrive when I'm gone. Currently, I worry whether they'll survive without me around to look after and fight tooth and claw for them. | <ul style="list-style-type: none"> - In response from CCHDT who work with children up to 14 years of age assessment and planning is all about promoting participation, social skills and independence at their level of development and comparable age of children without additional needs. This is detailed within their Child in Need and Social Support plans. - It would be helpful for a similar summary to be made from the Preparation for Adulthood team in relation to how they support young people. Elaine James is the Service manager for this service. |

During 2020 over 150 families helped Bradford to review the Short Break offer, this consultation allowed professionals to understand where Short Breaks were performing well, as well as identifying areas for improvement. It was identified that most accessing a Short Break had theirs and their families needs met but not all families were accessing a Short Break due to either: complicated referral process, eligibility criteria and/or availability. Since this review the referral process has been revamped so there is now one team that families can contact to discuss their families needs and are then directed to the most appropriate team. The eligibility criteria for a tier 3 short break, was updated and can be found here on the Local Offer. A bigger piece of work is underway to address some of the other areas for improvement and this is being led by 4 workstreams.