**Pinpoint Response to Ofsted / CQC Inspection**

**20 March 2017**

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| **Ofsted/CQC AREA** | **Parent Identified Improvement Areas**  Blue text is Pinpoint online parent survey results as of 19 March 2017. 547 parents responded. Full results are listed in the Appendix. | **Progress made so far** |
| **Q.A: Identification of Needs** | **How effectively does the local area identify children and young people who have special educational needs and/or disabilities?** |  |
|  | EHCP: Many requests for assessment for an EHCP are not agreed. If you get one agreed, you have a good chance of getting a plan but getting an assessment is the first hurdle. Should assessment be denied so often? Requests are often denied due to lack of information, although reports and information are not forthcoming or timely from professionals. Some go to tribunal just to get an assessment.  EHCP: Criteria to be two years behind to be considered for an EHCP. If child is youngest in the year, they are even further behind. . Waiting for a child to fail before intervening means they can’t get early intervention, which is often far more effective short and long term.  SEN Support: Schools ignore child’s needs, parents’ views and advice given; early intervention is needed. Some schools still seem to ignore issues and put barriers in place perhaps in the hope that the child will be moved by parents – inconsistency by schools  SEN Support: Schools should recognise that SEND causes behaviour problems, not blame behaviour on poor parenting  SEN Support: Parent involvement in child’s support is not consistent across schools and year groups, and should be encouraged  SEN Support: School staff need to recognise parents’ concerns and talk to them as equals and be honest.  SEN Support: Dyslexia guidance has been developed as part of the Local Offer but uses the Rose definition of not responding to well-founded interventions, and often interpreted as having to be at least 2 years behind peers to have any chance of being identified as dyslexic. Also fails to recognise that 95% plus of children with dyslexia, with high quality teaching, do learn to read but are still dyslexic and may not understand why they are struggling as they are not identified as dyslexic.  Assessment and acknowledgement of problems when a child is unable to attend school because of MH problems is not being dealt with quickly enough. Often approach is to threaten parent with legal action rather than support the child/YP   1. **Please tell us how well you think your child/young person's needs have been identified by :**   Education – Very well 18%, Quite well 33% Not very well 47%, N/A 2%  Health – Very well 17%, Quite well 35%, Not very well 31% N/A 17%  Social Care – Very Well 9%, Quite well 22%, Not very well 26%, N/A 44%  **How well do you understand your child’s needs?**  Very well 69%, Quite well 24%, Satisfactorily 6%, Not very well 2% | Introduced Next Steps meetings with an EP for when assessment for EHCP’s are turned down  SEN Support Peer Review November 2016, Peer Network Workshop March 2017 and involved in developing POET for SEN Support. SEN Support action plan to be developed.  SEN Support: Dyslexia Guidance developed 2015/16 by LA with some input from parents. Workshops held for parents (and SENCOs/schools). However, not very dyslexia friendly as have to download 98 page pdf with both guidance and research. |
| **Q.B: Assess and meets needs** | **How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or disabilities** |  |
|  | ECHP: Clarity is needed over what annual review meetings should be and the procedures and responsibilities of all parties plus timescales    ECHP: Not always enough information on child from assessments, others need ‘to know’ the child  ECHP: Parent’s and child’s voice (and physical input) must be heard, supported and valued, plan must reflect child  ECHP: Processes and decisions take too long, child not always supported in the interim or school arrangements cannot be made  ECHP: Multi-agency input, especially health, needed for EHCP meetings to speed up processes and decisions which take too long, need contacts for each person in the plan  ECHP and SEN Support: Parents do not feel they are treated as equal partners in developing their child’s care and support.  SEN Support: Parent involvement by invitation of the school is not consistent at most levels of a child’s education. This needs to be encouraged; information is not being shared.  SEN Support: Support and information should not just be school specific - discussion ought to be given through CAF process to ensure home situation is also supported.  SEN Support: Schools are not getting SEN support right and communication is poor  SEN Support: Schools need access to specialist support  SEN Support: Parents need information on what schools should provide in terms of SEN Support  SEN Support: Need to upskill parents and school staff on SEN Support  SEN Support: Further training needs for school staff at all levels on SEN Support  SEN Support: Some experience of Asses, Plan, Do, Review in practice but not fully realised  Acknowledge child’s strengths too  Parent Engagement: – parent carer forum has representation on strategic boards and working group– SEND, Post 16, EH&WB, LO, Lifelong SEND Pathway. Submits ‘Are you listening to parents?’ forms to raise key issues, chairs Partners in Commissioning Group with commissioners, senior managers and parents to action issues raised.  PfA: Need to develop a road map to clarify process for education, health and social care. No cliff edge and clear understanding of what happens next!  PfA: Need to address gap in health services between 16 – 18 years old and transition from children’s to adult’s health services.  **Please tell us how well your views were taken into account when your child/young person's needs were identified by:**  Education – Very well 20%, Quite well 30%, Not very well 46%, n/a 3%  Health – Very well 18%, Quite well 35%, Not very well 28%, n/a 18%  Social Care – Very well 10%, Quite well 21%, Not very well 24%, n/a 45%  **How satisfied are you with the ongoing monitoring and assessment of your child/young person's needs?**  Education – Very satisfied 17%, Fairly satisfied 37%, Not satisfied 44%, n/a 2%  Health – Very satisfied 15%, Fairly satisfied 35%, Not satisfied 33%, n/a 18%  Social Care – Very satisfied 9%, Fairly satisfied 22%, Not satisfied 24%, n/a 45%  **How well do you think your child/young person's needs are met by the following service areas?**  Education – Very well 17%, Quite well 24%, Satisfactory 18%, Poorly 40%, n/a 1%  Health – Very well 13%, Quite well 20%, Satisfactory 25%, Poorly 25%, n/a 18%  Social Care – Very well 8%, Quite well 12%, Satisfactory 13%, Poorly 22%, n/a 46%  **Did / do you find it challenging to ensure that your child/young person’s needs are met?**  Very challenging 68%, A bit challenging 28%, Not challenging 4% | SEN Support Peer Review November 2016, Peer Network Workshop March 2017 and involved in developing POET for SEN Support. SEN Support action plan to be developed with parent involvement.  SENDIASS workshops on dyslexia and SEN Support  Lifelong SEND Focus Group co-producing new SEND strategic priorities  Post-16 Strategy group in place with parent and college representation.  CAMHS Task & Finish group looking at services around 17 years old |
| **Q.C: Outcomes** | **How effectively does the local area improve outcomes for children and young people who have special educational needs and/or disabilities?** |  |
|  | Schools need to focus on outcomes not behaviour  Fairly positive response from parents in POET Survey Jan 2017, compared with national peers.  Good outcomes for the child/young person still seem to depend on the ability of the parent to fight and push for support, where parents are unable to do this the child is being failed.  Staff (and parents) often don’t understand what is meant by outcomes, and only include outputs.  Cambridgeshire has one of the highest rate of tribunals in the country which for parents causes huge anxiety and stress and it becomes an adversarial battle which is very demoralising for all concerned. Very hard to repair the damage done to parent staff relationships and enable parents and staff to work together to achieve the best possible outcome for their child afterwards, whoever ‘wins’ the tribunal.  Outcomes for dyslexic children and young people often poor because dyslexia not identified, so no early intervention or allowances made, so child gets frustrated, thinks they must be stupid and may give up and drop out and start truanting, develop depression or challenging behaviour or escape into drugs and alcohol. Same often true for children with other forms of ‘neurodiversity’ – Aspergers/ASD, ADHD, dyscalculia, dyspraxia/DCD.  **As a parent carer, how involved are you in identifying and setting targets/outcomes for your child/young person?**  Education – Very well 34%, Quite well 25%, Satisfactory 17%, Poorly 23%, n/a 1%  Health – Very well 24%, Quite well 24%, Satisfactory 15%, Poorly 18%, n/a 20%  Social Care – Very well 18%, Quite well 15%, Satisfactory 10%, Poorly 13%, n/a 45%  **Overall, how well do the services your child/young person uses help them to do the best they can in:**  **Educational Progress**: Very well 15%, Quite well 22%, Satisfactory 24%, Poorly 35%, Don’t know 2%, n/a 2%  **Taking Part in Community Activities**: Very well 7%, Quite well 14%, Satisfactory 22%, Poorly 34%, Don’t Know 4%, n/a 19%  **Leading a Healthy Life**: Very well 8%, Quite well 20%, Satisfactory 29%, Poorly 22%, Don’t Know 4%, n/a 18%  **Getting Ready For Adulthood**: Very well 4%, Quite well 12%, Satisfactory 19%, Poorly 34%, Don’t know 9%, n/a 22%  **How well do services and professionals work together to support your child/young person?**  Very well 5%, Quite well 20%, Satisfactory 20%, Poorly 50%, Don’t Know 5% | Discussions started on running a parent survey on tribunals and running a focus group with parents who have been through tribunal with an aim to decreasing the number of tribunals in the future. |
|  | Local Offer: Needs more promotion and some features need improvement, like search capability and information on social activities, transport, etc. It’s hidden on the LA website – need a SEND button, improve links between main site and LO. There’s a lot of information and it needs to be summarised and made clearer.  **Survey Questions on Local Offer:**  **How easy do you find it to get information about what services are available and what they do?**  Very easy 4%, Quite easy 13%, Satisfactory 21%, Difficult 38%, Very difficult 23%  **If you have used the 0-25 SEND Local Offer how do you rate the following?**  I found what I was looking for easily 8%  I found what I was looking for after a bit of research 42%  I couldn’t find what I needed 51%  Skipped 258 (out of 547) | Continuous work to improve LO, have a LO Working Group with parent involvement, developed a jargon buster |

**APPENDIX – Full results from Parent Survey (13 – 19 March 2017)**

**Responses: 547**

Q2. What sex is your child / young person?

Q3. What age range is your child / young person?

Q4. What type of education setting does your child / young person go to?

Q5.What type of needs has your child / young person been assessed as having? Tick as many as apply.



Q6. Please tell us how well you think your child / young person's needs have been identified by:



Q7. Please tell us how well your views were taken into account when your child/young person's needs were identified?



Q8. How well do YOU understand your child / young person's needs?

Q9. How satisfied are you with the ongoing monitoring and assessment of your child / young person's needs?



Q10. How well do you think your child / young persons' needs are met by the following service areas?



Q11. As a parent carer, how involved are you in identifying needs and setting targets/outcomes for your child / young person?



Q12. Did / do you find it challenging to ensure that your child / young person's needs are met?

Q13. How well do services and professionals work together to support your child/young person?

Q14. Overall, how well do the services your child / young person use help them to do the best they can in:



Q15. How easy do you find it to get information about what services are available and what they do?

Q16. If you HAVE used the 0-25 SEND Local Offer how do you rate the following? (289 out of 547 responses)