

June 2013

Feedback from the
pinpoint parent carer participation
network meetings on SEND

Parent carer participation network

- **Local networks:** around 1200 participants, including 900+ who get our e-mailings; 500+ who are parent carers; 45 who are facilitating a parent support group; PPS; SCIP; schools; Children's Centres; and so on
- **5 district networks:** around 160 participants, including 80 parent carers
- One **county-wide network** 'Partners in Commissioning SEND'

Parent carer participation network

- **network meetings:** five termly meetings with a 'hot topic' focus, 60+ parents attend
- **action groups:** time-limited, e.g. Addenbrooke's Action Group – which led to the introduction of a hospital passport; Continence Action Group
- **agenda events:** one-off topic-focused events e.g. behaviour workshops

Parent carer participation network meetings

The network meetings are an opportunity for partnership working:

- openness and transparency
- different balance of power
- shared ground rules
- self-confidence
- independent facilitation
- support

Parent carer participation network – Summer 2013 'hot topic'

Update on the Cambridgeshire County Council SEND strategy and the Single Plan:

Parent feedback on progress on actions
requested by parents around the new
SEND Strategy in June 2012

Top six priorities identified by parents in June 2012

- Information on SEND to be easily accessible and available
- Skills and knowledge of children's workforce continue to need to be improved and developed
- Opportunities to access support, networks and forums
- Confidence in regulation and accountability of systems
- Consistency of service delivery and a joined up integrated service
- Parents treated as equal partners

Parent feedback: Information on SEND should be easily accessible and available....in a variety of forms; a “one stop shop” (1 of 2)

- Accessibility
 - Emphasis on being pro-actively notified
 - Parents need to know when things change
 - Consultations need to take place in the evenings too
 - pinpoint newsletter – good format and frequency (weekly)
- SEND website
 - Very good but need to know about it
 - Send alerts when content changes
 - Should come up in a search for special needs or additional needs
 - Add online forum, FAQ's?

Parent feedback: Information on SEND should be easily accessible and available....in a variety of forms; a “one stop shop” (2 of 2)

- Reports from Educational Psychologists (and others)
 - Send by email (electronic)
 - Put parent on top of distribution list
- General
 - Not everyone understands the term SEND
 - What services are there for non-statemented children?
 - Need information at diagnosis

Parent feedback: Opportunities to access support networks and forums, welcome a chance to share their views

Parent Partnership Service

- Great that they offer these but need to know about them
- PPS events empowering
- Always in day – need evening session
- Make it online and video
- Is there a crèche?
- Sometimes fully booked and then poorly attended
- Ability to book by phone or email
- Need more alerts and reminders

Parent feedback: Treated as equal partners (1 of 5)

- Communication
 - Need opportunity to air views
 - Diagnosis and change of diagnosis needs to be communicated to all professionals
 - Need to be able to talk to TA each week, not home liaison (worker) who doesn't see child
 - More effort needs to be made with feedback when child is non-verbal
 - Only speak (with school) when negative feedback

Parent feedback: Treated as equal partners (2 of 5)

- Communication (continued)
 - Parents excluded from child's learning
 - Parents should be able to see child in school setting
 - More parents' evenings and staff need to turn up
 - Professionals not responding to emails
 - No letters or emails, need better communication
 - Need to know when things change – alerts, new things on a weekly basis
 - Put parents on top of distribution list

Parent feedback: Treated as equal partners (3 of 5)

- Meetings and reviews
 - Need pre-meeting in advance of statement review with SENCo
 - Parents need to be at multi-discipline meetings, no closed meetings
 - Need keyworker / advocacy to attend with you
 - Parents not considered when setting meeting dates
 - Parents not getting paperwork in advance of meetings
 - Parents should be at entire review meeting
 - Professionals not turning up

Parent feedback: Treated as equal partners (4 of 5)

- Panel
 - Parents not represented at panel – too secretive, need transparency
 - Parents want to be part of panel, rest of country different
 - Parents don't get to see reports going to panel
 - Information should be shared with parents re: who is on a panel?
 - Need panel terms of reference on website

Parent feedback: Treated as equal partners (5 of 5)

- Achievement for All programme
 - Want to know which schools are involved
 - If not involved, why not?

Parent feedback: Confidence in the regulation and accountability of systems (1 of 4)

- PPS Newsletter comparing attainment with other LA's
 - Parents not aware of it
 - Need comparisons per school within county, or with specialist providers e.g. ASD
- IPSEA recommended by parents – independent
- PPS
 - Are they independent?
 - Language too jargon-y
 - Limited in terms of availability (opening hours)

Parent feedback: Confidence in the regulation and accountability of systems (2 of 4)

- Educational Psychologist (EP) reports
 - EP is paid by LEA – independence and transparency?
 - Early EP assessment needed, and more often
 - Want EP involved again regularly, more often and when things change
- Complaints
 - Don't get anywhere by complaining, going round a loop
 - Complaints take too long, stressful for parent and nothing changes
 - Parents need support to complain / challenge

Parent feedback: Confidence in the regulation and accountability of systems (3 of 4)

- Exclusions or needs not being met
 - What do I do if a child's needs are not met e.g. constantly excluded, 1 hour per day?
 - What do you do with a school-aged child that's not in school? Who does the parent turn to, talk to?

Parent feedback: Confidence in the regulation and accountability of systems (4 of 4)

- General
 - Trust is very important, easily broken down, hard to get back
 - Parents don't know what to expect and what's being provided
 - Parents need to evidence and document everything
 - LEA need to see parents' views of head teachers
 - How do we make SALT's and OT's deliver?
 - Power lies with schools – how do we make them do it (implement services)?

Parent feedback: Consistency of service delivery....and a joined up integrated service...to have a Lead Professional (1 of 3)

- Keyworking
 - Support this concept, brilliant idea
 - Doesn't always work, depends on individuals and need time for the job
 - Parents need to pick right person
 - Difficult for parents to co-ordinate services, professionals should do this
 - "I do everything!"
 - Battle to get everyone in one room

Parent feedback: Consistency of service delivery....and a joined up integrated service...to have a Lead Professional (2 of 3)

- Services to meet family's needs
 - Assessment but no provision afterwards
 - Need a review of circumstances
 - How to re-engage services after sign-off
 - Keep an eye out to prevent crisis
 - Gap in service when people move on (change jobs)
 - What about a physical disability pathway?
(referring to ASC pathway)

Parent feedback: Consistency of service delivery....and a joined up integrated service...to have a Lead Professional (3 of 3)

- Cross border issues (Fenland network meeting)
 - Can't attend cross-border groups
 - GP's cross border issues
 - What happens when services in 2 different LA's e.g. holiday activities?
 - Cross border issues with keyworkers, want to keep keyworkers
 - Parents want to access local services regardless of county

Parent feedback: Skills and knowledge of children's workforce continue to need to be improved and developed (1 of 3)

- Getting staff trained
 - Parents don't know what training is being offered
 - How can parents get staff strained? Support parents to ask about staff training.
 - Include social care and health professionals
- Getting the right training
 - Can parents help decide about training courses? Ask parents what training would help their children.
 - Training needs to be disability specific not too general
 - Parents need to know about courses and course materials
 - Match training to needs of child

Parent feedback: Skills and knowledge of children's workforce continue to need to be improved and developed (2 of 3)

- Joint delivery / training
 - Parents are a great resource
 - Improves school / parent relationships
 - Need continuity from school to home
- Training for all staff - – canteen, reception, lunchtime supervisors, playground staff, etc.
- TA's
 - Consistency of TA's support is great
 - Change of TA's causes problems

Parent feedback: Skills and knowledge of children's workforce continue to need to be improved and developed (3 of 3)

- General
 - Bring poor schools up to standard of good schools
 - Need continuity from school to home
 - Who decides how personal budget is spent?

Summary: Key areas of concern

- Parents treated as equal partners (36 comments)
- Consistency of service delivery and a joined up integrated service (31 comments)
- Skills and knowledge of children's workforce continue to need to be improved and developed (30 comments)
- Confidence in regulation and accountability of systems (30 comments)

Recommendations: Parents treated as equal partners

- Improve communication between parents and school
- Involve and support parents more in planning and organising statement reviews
- Look at panels and how to make them more transparent
- Promote and share progress around Achievement for All programme

Recommendations: Consistency of service delivery and a joined up integrated service

- Continue to develop keyworking role
- Review services to address family's needs
- Look at cross border issues in Fenland

Recommendations: Skills and knowledge of children's workforce continue to need to be improved and developed

- Support parents to enquire about staff training
- Consider involving parents in delivering and / or attending training with staff
- Train wider range of school staff, not just teaching staff
- Look at more consistency in support from TA's

Recommendations: Confidence in regulation and accountability of systems

- Enable parents to compare attainment between local schools
- Signpost parents to IPSEA
- Involve EP's more often
- Support parents whose children have been excluded from school
- Review complaint process to make it easier to use and more productive
- Ensure that parents know what they can expect from education services and what to do if they're not getting it