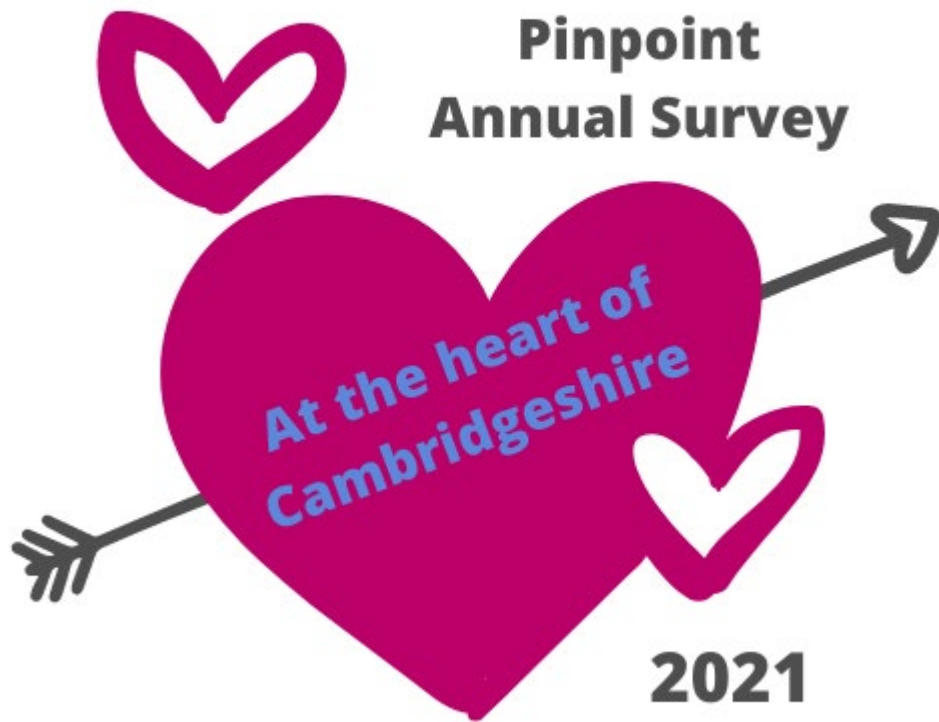


**Pinpoint
Annual Survey**



Summary Headlines

We heard from a very small proportion of those who could respond but numbers are comparative with previous years – 63 responded. This may well be symptomatic of the challenges of coping with a pandemic and the number of requests to complete surveys – including those sent by the Local Authority as part of the Covid response.

Of our respondents, we might characterise half to two thirds as being broadly positive about their experiences. But there are concerns about the messages we are hearing from those who do not report satisfaction with their experiences of the SEND system in Cambridgeshire.

There is an opportunity to look at how the positives can be used to address the concerns that the survey raises.

The issues raised by the survey have already been raised by Pinpoint over the last 24 months during the co-production of the SEND Strategy and the SEND Action Plan as are well known to the Local Authority and Health – there are no surprises and the areas identified by Pinpoint and this survey have been agreed as priorities: compliance, Preparing for Adulthood and improving SEN Support.

Key messages

- Identification of needs remains an issue and must be a priority – when it works its good

Three quarters of those responding found the process of getting their children's needs identified as difficult/very difficult.

There are more who are positive about the identification of needs than who are not.

- Parental confidence about their engagement is poor – they believe they are not listened to (even in the statutory processes) and feel they know their children's needs well

1/3 is a high number to be reporting that they feel they are not listened to and that professionals do not understand the needs of their children.

All parents report feeling they understand their children's needs, with most feeling very confident.

- Too many (we hear from) only get needs met by recourse to a dispute

More than half who responded report that EHCPs were only issued after a dispute.

- The legal requirements are either poorly understood and inconsistently implemented or are unknown and non-compliant

Worryingly 18% report they have had no involvement in SEND processes.

- There needs to be work done to ensure all services are felt to perform well and work together around the child

Education gets the highest rating from service users, with health and social care not performing as well.

Those accessing education services report the highest satisfaction rates but just under a third still report feeling unsupported.

Health follows a similar trend but just over a third report poor support.

Social care is more evenly split – more than half feel the support is not good.

There is concern that we have half of those reporting that professionals do not appear to work together.

- When needs were identified half felt they had the help they needed, and half felt they didn't.

Worryingly 18% report they have had no involvement in SEND processes.

A third are not satisfied about the ongoing monitoring and assessment of their children's need.

- Work to be done on the Local Offer – it's not widely known (may not meet needs) and navigation is an issue.

Two thirds report that they do not have the information they need about services and support.

The Local Offer information is mostly of good quality and meets needs/expectations but too many still say they cannot find what they need.

- Preparing for Adulthood must be a priority – its not universally known by the target group and what is known does not reflect an offer beyond that of education.

Preparing for Adulthood is not well-regarded and a third report no awareness of it.

The confidence of those supporting young people 18yrs+ is poor with two thirds reporting no information provided.

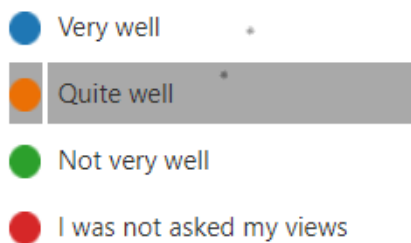
The information provided for those in the PfA group is predominantly about the education offer. Most had no information about other aspects of the PfA offer.

Question responses:

How well your views were taken into account to support your child/young person account when your child/young person's needs were identified?

66% positive responses – with 24% giving the highest praise.

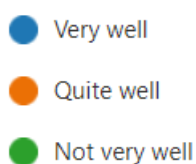
34 % negative - with 6% reporting their views as being ignored.



How well do you feel professionals who support your child/young person understand their identified needs?

68% positive responses - with 22% saying needs were well understood.

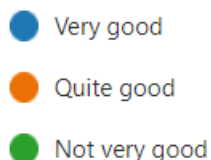
32% negative responses reporting needs were not well understood.



Support you have received from education services:

69% positive - with 25% reporting very good support.

31% negative – reporting support was not very good.



Support you have received from health services:

59% positive – with 15% being very good.

41% negative – reporting support was not very good.

- Very good
- Quite good
- Not very good



Support you have received from social services:

44% positive – with 13% being very good.

56% negative – reporting support was not very good.

- Very good
- Quite good
- Not very good



How well do you feel professionals who support your child/young person understand their identified needs?

70% positive – with 28% feeling well supported.

30% negative – reporting they were not well supported.

- Very good
- Quite good
- Not very good



How well do you feel you understand you child/young person's needs?

72% are confident in their own understanding.

25% felt they understood the needs quite well.

3% reported that they felt they had inadequate understanding.



Once your child/young person's needs were identified, were you given any support to help you understand them?

55% felt they had the support they needed.

45% felt they were not given the support needed.

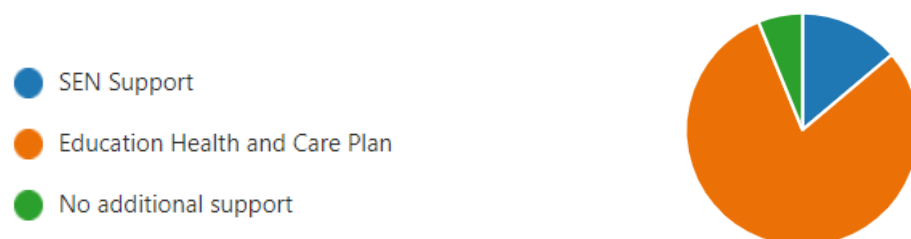


As a result of identifying your child/young person's needs, are they receiving any of the following support with their education?

14% of respondents reported children on SEN Support.

79% had EHCPs.

6% report no support.



If your child/young person has an ECH Plan, was the Plan issued after:

16% had previously had statements

63% had new assessments

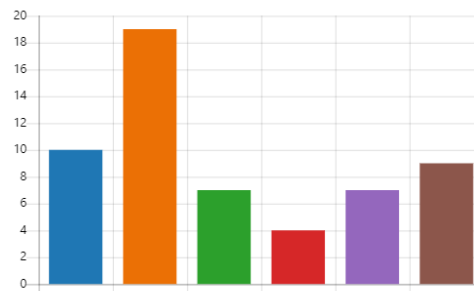
17.5% already had EHCPs

7.5% had been through mediation

13% tribunals

16% cited other triggers

- Transfer from a statement
- A new assessment
- Annual review
- Mediation
- Tribunal
- Other



If your child/young person has SEN Support or an EHC Plan, does their education provider involve you in identifying and/or reviewing any support they receive?

78% say they are involved

22% report no involvement

- Yes
- No



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

63% are positive – with 27% very satisfied

38% are negative and not satisfied

- Very satisfied
- Quite satisfied
- Not very satisfied



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

22% report it was not challenging – with 9% reporting the smoothest experience

78% had a more difficult experience with 47% reporting it as very challenging

(this may match the earlier reporting of 42% reporting recourse to legal challenge or mediation)

- No, I do / did not find it challe...
- Not very challenging
- Quite challenging
- Very challenging



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

43% are positive – with 13% reporting the most satisfaction

58% are negative reporting they do not feel there is joint working

- Very well
- Quite well
- Not very well



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

27% are positive- with 5% reporting it was easy

73% are negative – with 32% reporting it is very difficult

- Very Easy
- Quite easy
- Not very easy
- Difficult



If you have used the 0-25 SEND Local Offer, how easy did you find it? Please choose the most appropriate statement.

46% were positive – with 11% reporting it was easy

43% reported they could not find what they were looking for

- I found what I needed easily
- I found what I needed after so...
- I couldn't find what I was looki...



If you've used the Local Offer, how would you rate the information?

71% were positive – with 11% reporting what they found was very good

29% were negative – reporting it was not very good

- Very good
- Quite good
- Ok
- Not very good



If your young person is older than 14, what has been your experience of the support for Preparing for Adulthood?

0% reported it as very good

0% reported it as good

18% reported it as ok

46% reported it as very good

36% reported they had not heard of it

- Very good
- Quite good
- Ok
- Not very good
- I've not heard of Preparing for...



If you have a young person over 18 years, how well informed do you feel about how you can support them?

0% reported they were very well informed

25% reported being quite well informed

75% reported negatively – with 50% reporting they were not informed at all

- Very well informed
- Quite well informed
- Not very well informed
- Not informed



If your young person is 16 and older, have you/they received information on the following:

82% had information about further education options

0% had information about adult social care options

9% had information about independent living options

9% had information about Wills and trusts

0% had information about benefits and finance

- Further education options
- Adult Social Care Support opti...
- Independent Living options
- Wills and trusts
- Benefits and finance



If your young person is older than 18, how well supported are they by Adult Social Care?

44% reported being well supported

56% reported it as not being applicable

- Very well
- Quite well
- Not very well
- Not applicable



Those completing it all described their role as parent carer – no one identified as a foster carer, carer in kinship or as support relative.

- I am a parent carer
- I am a carer in kinship
- I am a foster parent
- I am a supportive relative



Some of the free text comments:

A difficult year for all, lack of transparency around how funding is spent - school is very accountable. Also, outcomes/ provision difficult to translate into what happens in school. Pinpoint gets a huge thumbs up from me.

My son was diagnosed with an ASD at the age of 13 in our previous home in Dorset. Since our relocation to Fenland in 2020, he has had the best support he has ever received. His keyworker at school is invaluable, something he didn't even have in Dorset. I have every respect for the support his school have given him.

My child had school-based anxiety so could not attend mainstream school. Still on role & EHCP issued - after 10 months of no school an education provision of 15 hrs/per week has been set up through PB at home. During lockdown, this provider has been unable to come so no education provided at all during lockdown. My child has FASD and Attachment Disorder (adopted) which is not understood at all by professionals especially the education system.

A lot of change of personnel not easy. Change of provider of 'Blue Club' at Castle school really disappointing as new provider not of same standard. Fortunate to have very supportive school but pretty much everything is still a battle and we have to be chasing up things constantly.

EHCP are meant to be across 3 services. In reality there is only lip service to this, and others are not invited or don't attend. Surely social care assessment can be combined with EHCP - this is about development after all. I also feel it would help if schools understood more about the day-to-day experiences of bringing up a child with SEN. I can understand that not everyone would want all things to be shared with all parties, but this should at least be an option. Post 14 anyhow this type of thinking is encouraged. Also, it has come to my attention that adult ASD assessments have been on hold since March 2020.

I applied for an EHCP for my son who is in year 5 myself as the learning gap was getting too wide (3/4 yr. gap) no specific learning difficulties have been identified but I suspect he is dyslexic, but school have told me they do not screen for this.

Accessing support for mental health has been challenging.

START team difficult to get hold of, never attend, or contribute to annual review, v slow to respond to enquiries or concerns. Transport team brilliant. Had no contact from other services since he started in secondary school. Received personal budget for education. Not through choice but because his complex needs can't be met within county.

It is a fight to get the right services and support at the beginning but once this is in place it is regularly reviewed.

Hatton park primary school in Longstanton and Northstowe secondary college- Northstowe, have both gone above and beyond understanding the needs of my son. Early years originally told me that no traits could be seen but put us forward to Dr XXX (now retired). Dr XXX, after a 3 hour visit to CDC department announced my son's diagnosis of Asperger's syndrome and underlying ADHD. From then on, we hit the Internet for explanation and groups. We then met with the wonderful (names a family worker), who helped turn our lives around. Ensuring we knew about courses such as play and learn, and Triple P. I have done 3 Triple P courses.

Support once provided is good but finding out what support you need and getting funding for it, was, for us, a long and arduous journey.

Earlier diagnosis would have made a huge difference and reduced the need for SEMH school placement¹⁴anonymousI have not felt that there is enough support given.

We tried a few times for an EHCP before we finally got one for our son even through his struggle all the way through his secondary education.

I have had to fight for every bit of help and when I finally get heard, their whole aim is to close the case, but this does not help the child. Our school has gone above and beyond, but that is unique to only this school as it was not the case in the previous school. It feels like the parents are either not heard at all or blamed in some way. It just makes you less likely to ask for help in the future, as you are so tired of the battle to even be heard and having a child with special needs is enough of a battle, there is no energy left to fight the system as well. Everyone is just ticking boxes, but no one is listening.

Special school is the only help we get. Currently no involvement from other professionals including SALT, he is non-verbal and really needs the extra support.

It takes so long for each year's EHCP to be issued that its worthless. We have found that either a school are doing good things regardless of having an EHCP, or they're not and having an EHCP doesn't make them.

More SEN school places need to be made available.

I honestly wouldn't know where to start, a catalogue of failures over the last 7 years. Lack of understanding, parent bling, gaslighting from professionals. Even though we now have an EHCP there has never been a full assessment of need and I'm out of energy (as single parent to three children with additional needs) to even complain now.

It seems that into school refusal from school-based anxiety affect the attendance of my child nobody listened. He has FASD so it is not understood it supported as well as being adopted so the impact of this is totally overlooked. No support getting him into school means I cannot. EHCP based as if he is in school. The 4 hours per week of a home play person to learn through has not happened at all in lockdown and no resources supplied despite school getting funding.

The coordination of complex care across these services is failing. The lack of a specific coordinating role across services means carers end up performing that role, often resulting in hours of administration, phone calls and emails. The setting of actions, chasing and resolving those actions should be identified at Child in Need or EHCP meetings, but in reality, the social worker or SENCO chairing those meetings doesn't have the required level of knowledge/understanding to oversee the multidisciplinary support. Carers find themselves repeatedly highlighting needs to separate services when a holistic approach would help.

Poor primary SENCo's are given too much power. Even now, five specialist professional reports on child's hidden needs, she knows best. Nobody notified us during EHC process, when child was diagnosed as Autistic and Dyspraxic, of their right to an individual healthcare plan and a social care assessment, an ICT assessment, all missing from the final plan. Child was not seen by NHS (community paediatrician) because the school did not see his difficulties. He is now out-of-school

following a deterioration in his medical and send needs. Schools need better understanding on the impact of "school refusal" in disabled and send children. It is a problem with school.

We have now been waiting two years for psychotherapy through CAMH. It's outrageous.

They just past the buck.

There needs to be a complaints procedure for urgent SEN needs. Currently there is no way to capture this and is the detriment of the children.

I did a parent led EHCNA. All assessment were paid for by me. We have had no health assessment from health services. Social services only became involved when my child put his life in danger. We have had an adult mental health services referral but still waiting for any communication after 6 months.

I have had a good experience although it's been a long journey. We have struggled to get help from CAMH (18 months from a referral to a diagnosis and still awaiting an appointment to discuss medication some 24 months on!) School and the SENCo have been brilliant - he is well supported and thriving. Children who are complex and have emerging needs don't easily fit in the system - he has had intervention since birth, but we have had to ask for everything rather than had it offered. or anyone check back to see if things had improved.

There is so much work to do

My son's school have an amazing SENCO and he also has a great class teacher. Very brief help from a family worker.

Only contact seems to be paperwork when plans are completed but no contact between

My 11-year-old was diagnosed at age 2 with ASD, early years help was incredible. As soon as my son got to arrange 9 years old his behaviour got worse and fighting for the right help, has been a nightmare. We are only just starting to get somewhere but only because we have reached crisis point. I feel if I was listened to when I was asking for help, we wouldn't be where we are today. That's why I scored low to services based.

On my experience as a whole, now it's starting to improve but only because I've had to fight for it.

About the respondents

Location

6% Fenland

14% East Cambridgeshire

31% South Cambridgeshire

41% Huntingdonshire

8% Cambridge City

Gender of child

83% male

17% female

0% non-binary

Age of child

2% under 5

44% primary age

33% secondary age

19% 16 – 18 years

3% 19 – 25 years

Ethnicity

74% White British

6% White European

4% white other

10% Mixed Ethnicity

2% Asian

4% Asian British

No other ethnic groups were reported.

Current placement by school / institution

2% Nursery / pre-school

34% Mainstream primary

24% mainstream Secondary

12% Special

2% cabin

6% independent special

8% out of school

10% post 16 institution

Timetabled provision

87% are in a full-time timetable

13% are on a part-time timetable

Need ranked by times reported by those completing the survey

Autistic Spectrum Disorder

Sensory Processing Disorder

Specific Learning Difficulty e.g., dyslexia, dyspraxia, dyscalculia, dysgraphia

Social and Emotional Mental Health Needs

Attention Deficit Hyperactivity Disorder / Attention Deficit Disorder

Speech and language impairment

Severe Learning Difficulties, Medical Needs / Complex Health Needs Medical Needs /

Complex Health Needs

Physical Disability

Hearing Impairment

On the Early Help Pathway

My child/young person's needs have not been identified yet

Global Developmental Delay