

SEND Consultation

Feedback from the 2019 Public Consultation Exercise on Special Educational Needs and/or Disabilities (SEND) Local Area Provision in Sefton

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Introduction

The purpose of this report is to provide an initial overview of the views and opinions of those people/parents and carers that responded to the public consultation on Special Educational Needs and Disabilities (SEND). This is the first consultation activity relating to SEND since the 2017 SEND inspection and subsequent 2019 re-visit, which identified communication as an area to be addressed in order to improve services to children and young people with SEND.

Background and context

As part of the governance of the SEND Continuous Improvement Board, a sub group has been established for co-production, communication and consultation to provide assurance to the Board that:

- i) the voices of children and young people are heard
- ii) regular engagement sessions are being held with Parent Carer Forum and partners
- iii) parents and carers are involved in the identification of joint activity
- iv) trust and confidence in the system is growing and that corrective action is put in place where necessary
- v) Parents and Children and Young People have had input into the Performance and Quality Framework

One of the key activities of the sub-group was to carry out an annual survey for parents/carers of children and young people with SEND, on what is going well and what could be improved in our local area.

This survey would help provide the SEND Continuous Improvement Board with a baseline to monitor experience, involvement and satisfaction around the key areas of Education, Health, Social Care, Information provision and on how the system is working together.

A task & finish group which included two representatives of the Sefton Parent and Carer Forum, the Consultation and Engagement Lead and the SEN & Inclusion Policy Development Officer met in the first instance to draft the survey, using examples from the North-West Sector Led Improvement Group. The draft survey was then circulated to the sub group members and an Easy Read specialist for review and a final draft prepared.

The survey was distributed via the Sefton Parent and Carer Forum membership, a stakeholder database and through a direct mailshot to 1,588 parents and carers of children with an Education, Health and Care Plan, with a freepost envelope and to schools for information to be distributed via the school newsletters and websites. The survey was also on the Council's online consultation hub and promoted on the Local Offer.

The survey was also available in a hard copy version and parents and carers who need support to complete the survey can call a dedicated officer for support to complete the survey over the telephone or face-to-face. It was available for completion from the 18th November – 18th December 2019.

Summary of Quantitative Analysis

Quantitative analysis means, to measure by quantity rather than quality. When we do quantitative analysis, we are exploring facts, measures, numbers, and percentages.

The survey was completed by 254 respondents, which is a 16% response rate. 100 people completed the survey on-line and 154 by returning a hard copy of the survey and the responses being inputted manually. Ideally, a response rate of 30%+ would have provided a stronger indication and reduced the margin of error associated with the responses received. For the purpose of this initial draft, where any respondent has indicated that the question asked is not applicable to their circumstances or did not respond, the figures presented within this report have been accordingly adjusted to reflect an accurate view of those that did respond.

The questionnaire was themed around 6 key areas:

1. General Information
2. Education
3. Health
4. Social Care
5. SEND Information, advice and guidance
6. SEND 'System' (the end to end process of assessment to provision)

1. GENERAL INFORMATION

Of the respondents, the majority had either an EHCP or SEN Support Plan. Eleven respondents indicated that their child/young person was currently in the process of being assessed for an EHCP.

The responses covered the age-range 0-25 years; however, most children and young people of children and young people were aged either between 5 – 11 years and 12 – 16 years.

Children and young people have a broad spectrum of (multiple) need with autism being the most prevalent followed by Sensory Processing Disorder and then mental health/emotional needs.

Children and young people attend a broad range of education settings, with many children attending a LA specialist school, followed by mainstream primary provision and secondary provision respectively.

Over 48% of the respondents classified their child/young person's ethnicity as White British, with a further 34% classifying ethnicity as UK (Welsh, English, Scottish and Northern Irish). 3.2% classified as Mixed Ethnic, Black or Asian. Over 5% preferred not to provide ethnic detail.

68% of the respondents, child/young person were male, with more than 91% living in the gender they were given at birth and 59% classifying their child/young person as heterosexual (although with this question, more than 37% of respondents choose not to

answer). More than 45% of the respondents stated that their child/young person religious belief was Christian and more than 35% had no religious belief.

8% of the responses suggested that although their child/young person had SEND, they were also young carers.

In summary, the responses to the questions asked in the consultation were mixed, with a both favourable and negative responses. The quantified responses to each of the questions asked are detailed in Annexe 1. Respondents reaction to or feeling about something was captured in the qualitative analysis.

2. EDUCATION

In summary, most respondents felt that their child's educational needs are being met and that they are listened to and engaged positively by the education provider/placement. Conversely many respondents were dissatisfied with the ease of communication with the local authority SEND service and dissatisfied with the timeliness of response to enquiries and requests for information.

3. HEALTH

In summary, most respondents felt that their child's health needs were being met by their GP and that their GP was working well with other health professionals to ensure that their child's needs were assessed and monitored, however timeliness of overall health provision and communication with health services were identified as concerns.

Most respondents felt that they are listened to and engaged positively by the health economy, however, finding information and advice about health services and pathways for children and young people with SEND was challenging. Again, respondents felt that enquires and requests for information were not responded to in a timely manner. Most respondents indicated that they were dissatisfied with Paediatric assessment, provision and monitoring.

4. SOCIAL CARE

In summary, most respondents felt that communication with the Local Authority relating to their child's social care needs is positive, they are listened to and that their child or young person's needs are being met. In particular, the responses about the Aiming High Team were positive, although concerns are raised about the provision from the Children with Disabilities Team.

5. SEND INFORMATION, ADVICE AND GUIDANCE

In summary, many of the respondents had heard of the Sefton SEND Local Offer and of the SEND information and advice service (SENDIASS), however they report that they have not used the Local Offer or the SENDIASS service in the six months leading up to completing the survey. The responses received about the transition provision showed that under half of the respondents were satisfied with the service, but more than half were dissatisfied with the level of support provided by the Local Authority, particularly as their

children prepared for and transitioned to adulthood and the lack of information available through the Local Offer and SEND service.

6. SEND SYSTEM (end to end process of assessment to monitoring)

76% of respondents said that they hadn't seen an improvement in the local area SEND provision from their experience at the time of the consultation.

54% of respondents agreed that the local area services (Education, Health and Social Care) were working well together to help their children or young people reach their full potential, with 33% agreeing 21% responding that services were just ok. 46% of respondents indicated that the local area services were not working together effectively to together to help their children or young people reach their full potential.

Summary of Qualitative Analysis

From the 254 responses to the survey, there were several comments provided by parents and carers in relation to the different sections of the survey. These have been analysed and a summary of the findings are below.

EDUCATION

In the main parents and carers have had positive experiences in relation to the support from their child/young person's school/college and have named schools/colleges which they feel are providing good support and experience for their child/young person and for themselves. Parents and carers generally feel supportive and listened to from school staff and have found that when their child/young person has moved from one (or more schools) to the right school/college for their son/daughter, their experience has improved.

"Education were supportive and listened to our views and that of our young person."

"My child began specialist setting from September 2019. The school is exceptional. My daughter has always struggled with mainstream school and this is the 5th school during her childhood".

"My daughter's school and everyone in it have been amazing and will continue to be."

"The level of communication between the parent and the secondary school is excellent, if any concerns are raised, they are dealt with promptly".

"My daughter has moved to a brand-new provision within a mainstream primary school this academic year which is perfect for her. The attitude of staff is amazing and so inclusive".

There are, however, some areas for improvement suggested by parents and carers. There are some reports that schools are not following the EHCP's and that the process is too long, that schools may benefit from increased training to improve SEN knowledge and mainstream schools may benefit from training to improve inclusion. There are also some reports that there isn't consistency in the support and knowledge of SENDCO's.

“School have been horrendous no end of issues and not following EHCP”.

“I have found there is a huge difference in the level of understanding and available support across schools within the borough.”

“In contrast, the SENCO at their second primary school could not do enough to support. They were highly knowledgeable and experienced and thoroughly committed to their job. A complete contrast to our first experience.”

“Mainstream school are not particularly understanding or make allowances for additional needs. They are not always inclusive and do not seem to grasp that our children's need are (sic) relentless and anything can trigger a change.”

With regards to the SEND Team, the parents and carers experiences are focussed on the lack of communication, contact, support and the EHCP process. There is some recognition for staff shortages but generally parents and carers feel that there is little or no information or contact from the SEND team and are not sure who is their main contact is.

The level of support available is not as prevalent once the child/young person leaves school. Parents and carers would like more support through the EHCP process. There are also a couple of comments about the EHCP review being completed by the school. In relation to the EHCP, comments were received in connection to not knowing how the process works, waiting times and timely responses, communication during the process and monitoring and reviews not taking place or a delay.

“There’s no communication from the SEND team. They are difficult to contact, it’s difficult to find out who’s dealing, and that person changes a lot.”

“It took 14 months for my daughters EHCP to be done and no one has ever been in touch to see if everything is okay since.”

“Have been waiting 9 months for EHCP. Met in September and have heard nothing since despite emails.”

“There is no monitoring by LEA SEN team of the provision or EHCP.”

“From initially realising you may need additional help with your child it is very unclear what processes you have to follow. For example, how do you apply for funding, how do you apply for an EHCP, how do you access help from speech & language etc. etc. A simple flow diagram demonstrating how to proceed and options available would be invaluable at the start of this process.”

In relation to Education Psychology, a few comments were received in relation to parents and carers requesting an assessment as they believed the school was concerned with academic attainment rather than their child’s emotional welfare, a delay between assessments and mixed experiences of receiving the service.

Parents and carers also provided some feedback about funding. They are unsure how to apply for funding and they report that the feedback from the Higher Needs Funding Panel takes a long time and that in some cases the high needs funding is not being used for the child even though the school is claiming it. Conversely, some parents believe that there should be more funding available to schools.

HEALTH

There are some examples where parents and carers have had a good experience of health professionals and health services.

“Dr Jennifer Dainty at child psychology, within Alder Hey Children’s Hospital, does excellent work with (child). Health visitor Bev Cashmore has also been amazing with (child) and the rest of our family”.

*“APD Team - very satisfied
Specialist - very satisfied
ADHD clinic very good”*

“Again, they appear overstretched but are helpful once you speak with them”.

The most prevalent parent and carer experiences are connected to appointments to see health professionals and waiting times. Parents and carers have feedback that the support therapies (Occupational Therapy Speech and Language Therapy) and CAMHS are limited and can be discharged, in their opinion, too early. Parents and carers report that they are waiting long periods for diagnosis and anything between 6 months and over 3 years for an appointment to see a Paediatrician and appointments can be cancelled at short notice and where appointments take place, parents and carers are having to repeat information already given to health professionals. They also report that children and young people can be removed off the waiting lists and some parents and carers must start the process all over again.

Some appointments for medication were also cancelled, with some reports that medication was not forthcoming. When parents and carers tried to contact Alder Hey and the Alder Hey repeat prescription line about this, they didn’t always have a good experience.

“I have waited over 12 months for an appointment! I phone up every month and there are no appointments”.

“Paediatric appointments are impossible to get, and when you do get one allocated, it is highly likely to be cancelled at short notice. My child is supposed to be on 3-month review, due to medication, they were last seen 18 months ago.”

“They don’t attend EHC reviews or input. Paediatrician constantly overstretched. Difficult to get appointments. Long waiting lists (i.e. dermatology). Alder Hey repeat prescription line is dreadful - urgently needs improvement. You never know if your message is received, always have to chase it up. Pharmacy gets backlogged etc. always causes

stress - if you put the request in too early it's rejected and if on time you have to chase it, stress is caused by worrying whether you'll receive prescription before child runs out. Paediatric appts (meant to be every 6 months) usually overrun so 3 months pres. won't be given, only a month, so as a parent you have to take the child to GP for height, weight, blood pressure".

"Have not been seen in clinic since 2016 diagnosis given 2017/18 then letter removing him from community paediatrician service have had to ask GP for another referral!"

Parents and carers report that communication between services are limited and suggest that more cross-communications is needed between health professionals and parents and carers and between health professionals and better joint working and coordination is needed between health, education and the Local Authority.

Parents and carers feel that the monitoring and assessment process could be improved, in particular, health involvement in the EHCP reviews and support for older young people (aged 18 +) as they move from children to adult services. Parents and carers also believe that there should be more funding to provide services and suggest that there should be more early support, which should include more commissioned therapies.

In relation to understanding the role of the Designated Clinical Officer (DCO), twenty-one comments were received; a few indicating that they didn't know the purpose of the role, but most responses were themed around being the health contact, overseeing the health support in place & liaise with educations & social care to ensure joined up support for children and young people with SEND and their families, improving quality and accountability and monitoring provision.

SOCIAL CARE

There is a lot of support and positive experiences from both parent/carers and children and young people perspectives for the Aiming High service. Parent and carers who have had a positive experience value the activity offer for their son/daughter in terms of trying different activities and socialising and because their attendance enables respite and time for parents and carers to spend time with their other children.

"It has helped relationship within the family, helped recuperate and catch up on sleep, helps our mental health and gives us time with other children".

"Aiming high are fantastic!! They have given us some much-needed time off and our kids love going"

*"They help my child learn social skills and give his sibling time to do his own thing".
"Respite time for mum and dad. Confidence building for our son and quality family time on family days".*

“Massive amazing support for my child. Aiming high is brilliant for things to do with your child during school holidays and my child can mix other children without been judged staff are helpful friendly and very supportive”.

There are a few parents and carers however, who report that they have found it difficult for their son/daughter to be referred, that the activities do not always meet the needs of all children and a lack of communication when parents and carers have tried to contact the service. There are also some parents and carers who reported that they were not aware of the service.

“I tried to self-refer and was told it has to be done by a professional. No services are providing support so he can’t access it”.

“Supposed to access but does not meet needs”.

“Takes multiple phone calls and then weeks for any communication”.

“No help or information offered regarding this service”.

Some parents and carers did also report that their son/daughter attend other youth and play activities in the local community, ranging from after-school clubs, uniform groups, Buddy Up, Bootle Bucks and other sporting clubs and attend the local libraries and museums and value these activities but there are a few parents and carers who report that it is difficult to find extra-curricular activities that cater for children with complex needs.

In relation to social care, there are some examples where parents and carers have had positive experiences:

“Catherine Blevin our early help worker has been excellent”.

“Myself, the college SENCO, safe guarding officer and ASD mental health team all work together to support my son”.

Generally, however, the reported feedback is that whilst there is some acknowledgment of staff being ‘over-stretched’, parents and carers’ experience focusses on the limited or no contact with a social worker or changes to their social worker, the assessment, referral and review processes and information, including on the criteria and support available for both parents and carers and children and young people, including those who aged 18 plus, not being readily available or communicated.

“I’m waiting for 2 weeks for social care to contact me”.

“Takes multiple phone calls and then weeks for any communication”.

“Have tried to apply to adoption support fund and got no answer. There are not the teams available in Sefton to meet my son's needs”.

“Trying to find out what’s available is so difficult. There’s no help or guidance offered when trying to find support suitable for my child....”

Some parents report that they use direct payments and there are mixed reports. Whilst these are valued in respect of enabling short breaks, the packages may not always be enough, and it was reported that social workers are not always able to explain or seem to understand direct payments. A few parents and carers also seemed to be unaware of the Children with Disabilities Team.

INFORMATION, ADVICE AND GUIDANCE

In relation to Transitions/Preparation for Adulthood, there are mixed experiences from parents and carers in relation to their child/young person. There are some positive examples where information and support has been forthcoming from the school and college and examples where parents and carers have received no information about the transition process and the offer/support available, including the pathway available after college and where meetings have been set up which haven’t been attended by caseworkers.

“I feel school helped us very much with the transition from school to day centre. I felt I was given lots of help and support through various channels and it seemed a (sic) easy (ish) transition for my son too”.

“There had been no communication regarding transition”.

“At my child's transition, I was informed beforehand that the caseworker and someone from careers connect would be present and they where (sic) not”.

The parents and carers experience and feedback on SENDIASS was very positive. They value the service and the support given/received, however they did acknowledge that there is a shortage in staff available which results in it being difficult to contact the service and for the service to respond to queries.

“Do a great job when you can get hold of them. SENDIASS are great”.

“SENDIASS is excellent but very overworked so it’s impossible to get the help required”.

“SENDIASS are very knowledgeable and helpful but seriously undermanned!!!”.

The feedback on the Local Offer was focussed on being aware of the website, the information on the website being kept up to date and the information not being very easy to navigate.

“The Local Offer is not very user friendly, and often does not make it easy to find the information you need. It is better than it was but there’s still a long way to go.”

“Not looked on the local offer for over 12 months as every time I tried looking for information, I just kept getting links that lead to more links....”.

“The local offer should be explained and promoted more to parents”.

SEND SYSTEM IMPROVING

When asked whether parents and carers thought the SEND system was improving, there was some recognition that there was a lack of resources and cuts to services and a few examples that highlight their positive experiences, however in addition to the findings above, the general feeling from parents and carers is that they are being ‘let down’ and having to ‘fight’ for everything – for an EHCP, for an appointment, the right support and funding. They feel that there are not enough funds available to deal with the current demands put on the teams and that there should be regular funding for their child/young person.

Parents and carers report that they are having to constantly ‘chase’ and follow-up appointments and contact with services, including the EHCP process around delays, plans being updated and monitoring and reviews.

“Austerity has had a devastating effect on all public services despite the best efforts and professionalism of those involved. You are doing your best”.

“....also feel it's battle fight just to get what's right help for your child in Sefton with Sen”.

“We can live with the disabilities it is the constant fighting for services that affects the whole family physical, mental, emotional and social health”.

“I truly believe everyone cares and tries to support but it appears overstretched in certain areas and to get what you require for your child in my experience you have to chase/follow up to be done”.

A parent and carer also offered a suggestion to help improve the support for parents and carers:

“Please consider having parent/council liaison officers to liaise with parents. It can be a lonely road to travel with a child with extra needs and the support of someone like this to navigate the system would be invaluable and make it less stressful and complicated”.

Complaints Analysis

To validate the analysis from the consultation, given the relatively low proportion of respondents, we have considered the complaints raised to the Local Authority about SEND services over the last 12-month period.

Generally, the themes emerging from complaints are consistent with those issues identified through the consultation exercise in both the quantitative and qualitative analysis, namely:

- Communication and contact during and after the EHC assessment and planning process
- Timeliness of EHC assessments and reviews
- Placement offer meeting/not meeting the needs of the child/young person or parental preference

Complaint	No. of complaints	Outcome	
EHCP delay	6	Upheld	4
		Partly upheld	1
		Not upheld	1
		Withdrawn	
EHCP review delay	7	Upheld	5
		Partly upheld	1
		Not upheld	1
		Withdrawn	
EHCP provision	5	Upheld	2
		Partly upheld	1
		Not upheld	2
		Withdrawn	
LA school offer	4	Upheld	1
		Partly upheld	
		Not upheld	3
		Withdrawn	
Staff attitude	3	Upheld	1
		Partly upheld	1
		Not upheld	1
		Withdrawn	
Request for assessment	2	Upheld	

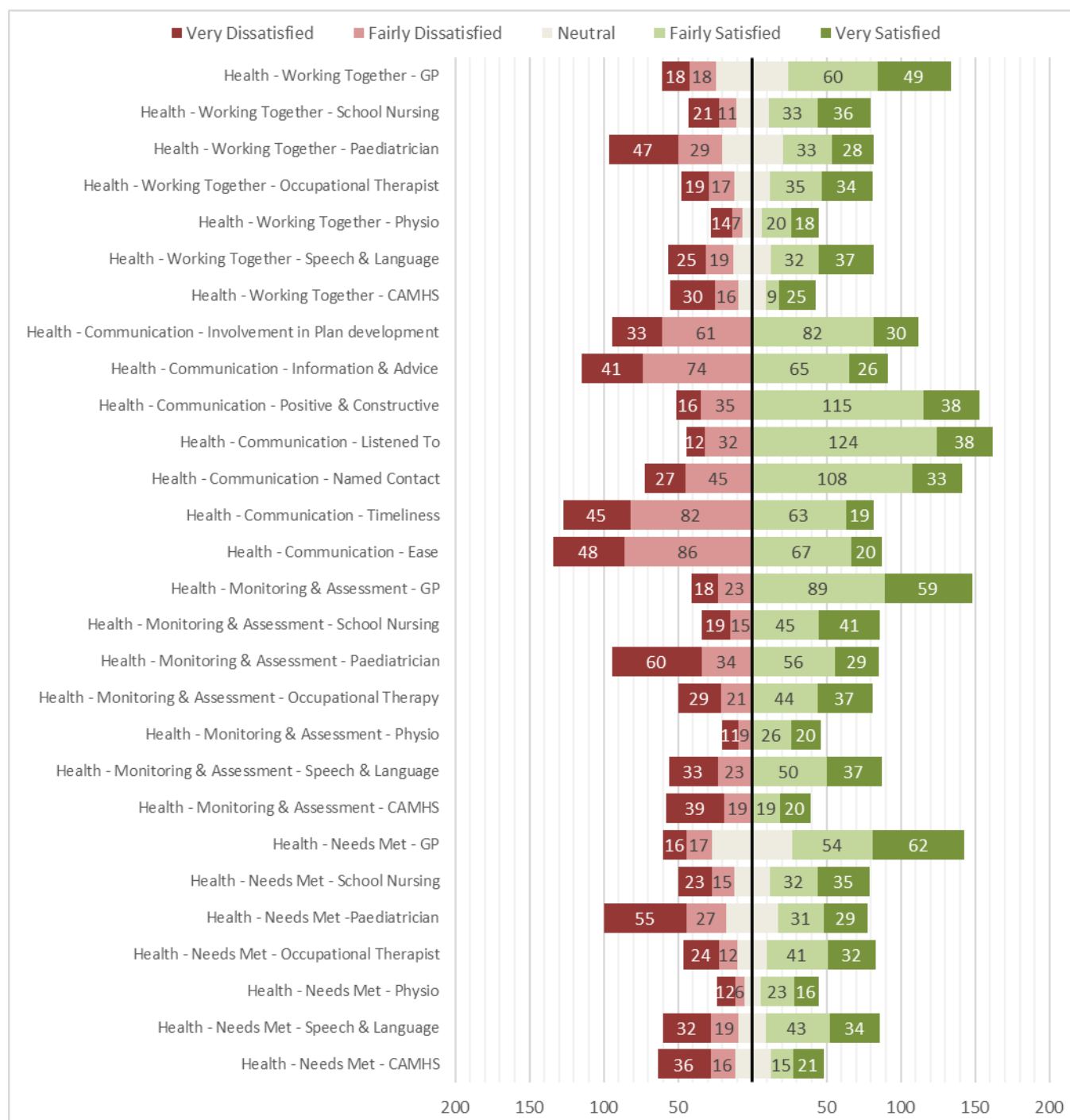
		Partly upheld Not upheld Withdrawn	2
Request for extra funding	2	Upheld Partly upheld Not upheld Withdrawn	1 1
Incorrect EHCP content	1	Upheld Partly upheld Not upheld Withdrawn	1
Delay providing support	1	Upheld Partly upheld Not upheld Withdrawn	1
Request to repeat assessment	1	Upheld Partly upheld Not upheld Withdrawn	1
Mobility car	1	Upheld Partly upheld Not upheld Withdrawn	1
Payments to nursery	1	Upheld Partly upheld Not upheld Withdrawn	1
Elective home education	1	Upheld Partly upheld Not upheld Withdrawn	1
Data breach	1	Upheld Partly upheld Not upheld Withdrawn	1

Total	36	Upheld	15
		Partly upheld	7
		Not upheld	12
		Withdrawn	2



Annexe.1

Quantitative Analysis of Responses to Health Questions





Question	Question Summary	Strongly agree	Agree		Disagree	Strongly disagree	Not applicable	Positive %	Negative %
		Very satisfied	Fairly satisfied		Not very satisfied	Very dissatisfied	Not applicable		
		Very well	Quite well	Just OK	Not very well	Very poorly	Not applicable		
Please tell us how well you think your child or young person's needs are being met by HEALTH e.g. Child & Adolescent Mental Health Service (CAMHS), Speech and Language Therapy (SALT), Physio, Occupational Therapist (OT) and Paediatrician? - Health and needs - CAMHS	Health - Needs Met - CAMHS	21	15	23	16	36	122	32.4	46.8
Please tell us how well you think your child or young person's needs are being met by HEALTH e.g. Child & Adolescent Mental Health Service (CAMHS), Speech and Language Therapy (SALT), Physio, Occupational Therapist (OT) and Paediatrician? - Health and needs - Speech & Language Therapy	Health - Needs Met - Speech & Language	34	43	18	19	32	85	52.7	34.9
Please tell us how well you think your child or young person's needs are being met by HEALTH e.g. Child & Adolescent Mental Health Service (CAMHS), Speech and Language Therapy (SALT), Physio, Occupational Therapist (OT) and Paediatrician? - Health and needs - Physio	Health - Needs Met - Physio	16	23	11	6	12	159	57.4	26.5
Please tell us how well you think your child or young person's needs are being met by HEALTH e.g. Child & Adolescent Mental Health Service (CAMHS), Speech and Language Therapy (SALT), Physio, Occupational Therapist (OT) and Paediatrician? - Health and needs - Occupational Therapist	Health - Needs Met - Occupational Therapist	32	41	20	12	24	99	56.6	27.9
Please tell us how well you think your child or young person's needs are being met by HEALTH e.g. Child & Adolescent Mental Health Service (CAMHS), Speech and Language Therapy (SALT), Physio, Occupational Therapist (OT) and Paediatrician? - Health and needs - Paediatrician	Health - Needs Met - Paediatrician	29	31	35	27	55	59	33.9	46.3
Please tell us how well you think your child or young person's needs are being met by HEALTH e.g. Child & Adolescent Mental Health Service (CAMHS), Speech and Language Therapy (SALT), Physio, Occupational Therapist (OT) and Paediatrician? - Health and needs - School Nursing	Health - Needs Met - School Nursing	35	32	24	15	23	106	51.9	29.5
Please tell us how well you think your child or young person's needs are being met by HEALTH e.g. Child & Adolescent Mental Health Service (CAMHS), Speech and Language Therapy (SALT), Physio, Occupational Therapist (OT) and Paediatrician? - Health and needs - GP's	Health - Needs Met - GP	62	54	54	17	16	40	57.1	16.3
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by HEALTH? - Education and satisfaction - CAMHS	Health - Monitoring & Assessment - CAMHS	20	19	0	19	39	136	40.2	59.8
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by HEALTH? - Education and satisfaction - Speech and Language Therapy	Health - Monitoring & Assessment - Speech & Language	37	50	0	23	33	93	60.8	39.2
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by HEALTH? - Education and satisfaction - Physio	Health - Monitoring & Assessment - Physio	20	26	0	9	11	164	69.7	30.3
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by HEALTH? - Education and satisfaction - Occupational Therapy	Health - Monitoring & Assessment - Occupational Therapy	37	44	0	21	29	107	61.8	38.2
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by HEALTH? - Education and satisfaction - Paediatrician	Health - Monitoring & Assessment - Paediatrician	29	56	0	34	60	60	47.5	52.5
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by HEALTH? - Education and satisfaction - School Nursing	Health - Monitoring & Assessment - School Nursing	41	45	0	15	19	117	71.7	28.3
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by HEALTH? - Education and satisfaction - GP's	Health - Monitoring & Assessment - GP	59	89	0	23	18	55	78.3	21.7
To what extent do you agree with the following statements in connection to communication within HEALTH? - Health and communication - It is easy to contact the person I need to	Health - Communication - Ease	20	67	0	86	48	22	39.4	60.6
To what extent do you agree with the following statements in connection to communication within HEALTH? - Health and communication - Queries or requests for information are responded to in a timely manner	Health - Communication - Timeliness	19	63	0	82	45	30	39.2	60.8
To what extent do you agree with the following statements in connection to communication within HEALTH? - Health and communication - Written communication includes a named contact	Health - Communication - Named Contact	33	108	0	45	27	27	66.2	33.8
To what extent do you agree with the following statements in connection to communication within HEALTH? - Health and communication - Staff listen to me in a calm and respectful manner	Health - Communication - Listened To	38	124	0	32	12	36	78.6	21.4
To what extent do you agree with the following statements in connection to communication within HEALTH? - Health and communication - Language is positive and constructive	Health - Communication - Positive & Constructive	38	115	0	35	16	37	75.0	25.0
To what extent do you agree with the following statements in connection to communication within HEALTH? - Health and communication - I receive the right level of information and advice about the assessment process	Health - Communication - Information & Advice	26	65	0	74	41	34	44.2	55.8
To what extent do you agree with the following statements in connection to communication within HEALTH? - Health and communication - I feel listened to in the development and review of my child's/young person's plans	Health - Communication - Involvement in Plan development	30	82	0	61	33	34	54.4	45.6
How well do HEALTH professionals work together to support your child or young person? - Education and working together - CAMHS	Health - Working Together - CAMHS	25	9	18	16	30	138	34.7	46.9
How well do HEALTH professionals work together to support your child or young person? - Education and working together - Speech & Language	Health - Working Together - Speech & Language	37	32	25	19	25	96	50.0	31.9
How well do HEALTH professionals work together to support your child or young person? - Education and working together - Physio	Health - Working Together - Physio	18	20	13	7	14	161	52.8	29.2
How well do HEALTH professionals work together to support your child or young person? - Education and working together - Occupational therapist	Health - Working Together - Occupational Therapist	34	35	24	17	19	108	53.5	27.9
How well do HEALTH professionals work together to support your child or young person? - Education and working together - Paediatrician	Health - Working Together - Paediatrician	28	33	41	29	47	62	34.3	42.7
How well do HEALTH professionals work together to support your child or young person? - Education and working together - School Nursing	Health - Working Together - School Nursing	36	33	22	11	21	119	56.1	26.0
How well do HEALTH professionals work together to support your child or young person? - Education and working together - GP's	Health - Working Together - GP	49	60	49	18	18	51	56.2	18.6



Health - Needs Met - CAMHS



Health - Monitoring & Assessment - CAMHS



Health - Communication - Ease



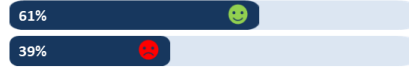
Health - Working Together - CAMHS



Health - Needs Met - Speech & Language



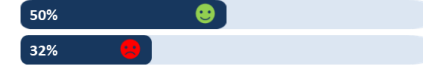
Health - Monitoring & Assessment - Speech & Language



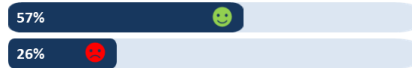
Health - Communication - Timeliness



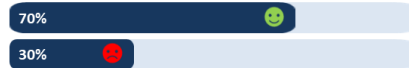
Health - Working Together - Speech & Language



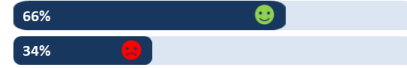
Health - Needs Met - Physio



Health - Monitoring & Assessment - Physio



Health - Communication - Named Contact



Health - Working Together - Physio



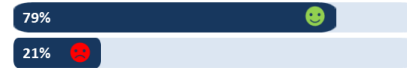
Health - Needs Met - Occupational Therapist



Health - Monitoring & Assessment - Occupational Therapy



Health - Communication - Listened To



Health - Working Together - Occupational Therapist



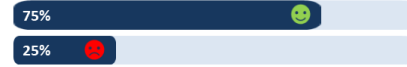
Health - Needs Met - Paediatrician



Health - Monitoring & Assessment - Paediatrician



Health - Communication - Positive & Constructive



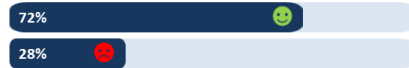
Health - Working Together - Paediatrician



Health - Needs Met - School Nursing



Health - Monitoring & Assessment - School Nursing



Health - Communication - Information & Advice



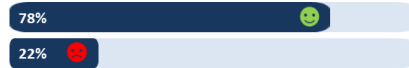
Health - Working Together - School Nursing



Health - Needs Met - GP



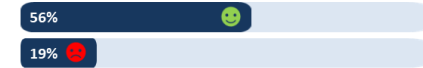
Health - Monitoring & Assessment - GP



Health - Communication - Involvement in Plan development

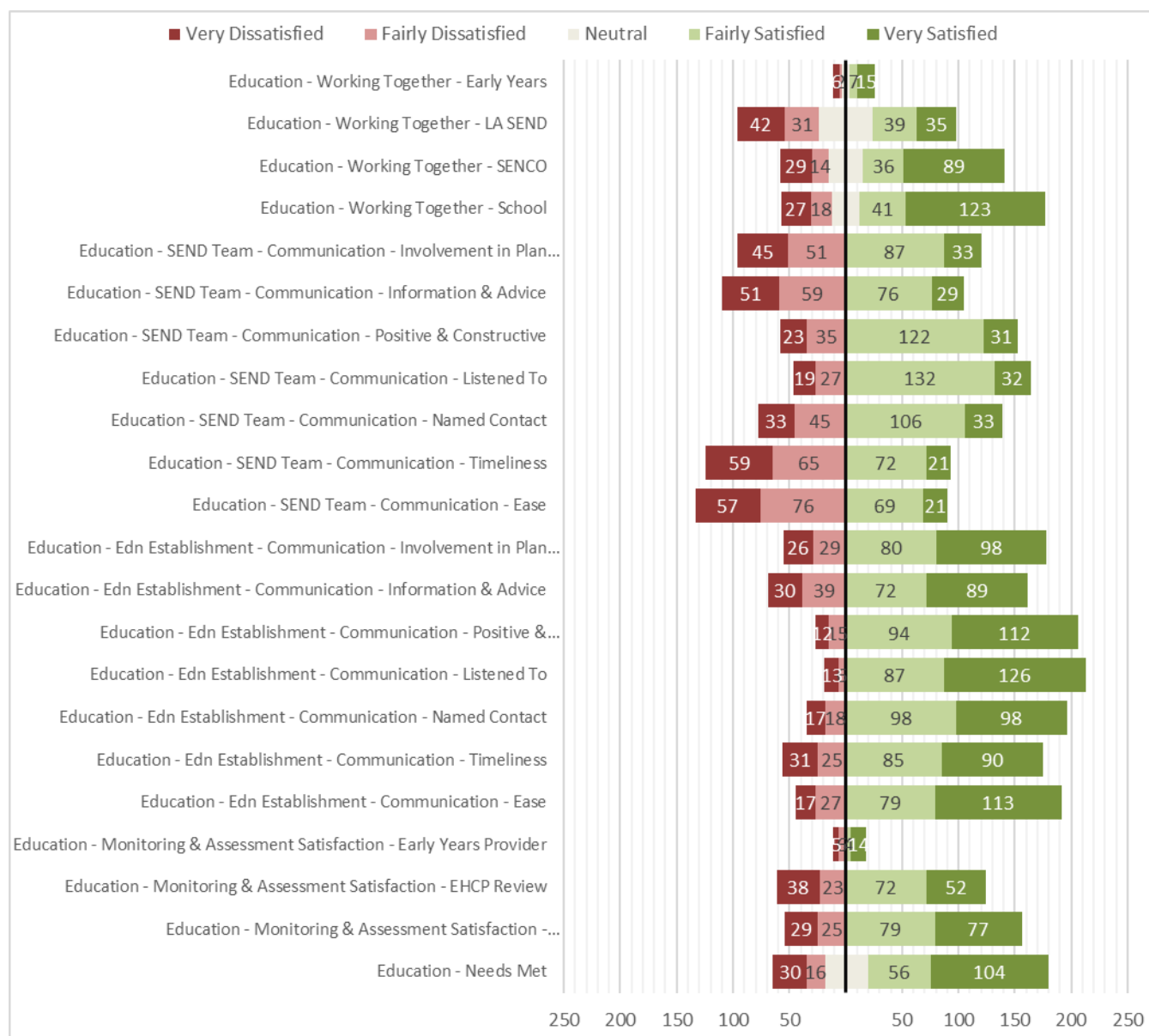


Health - Working Together - GP





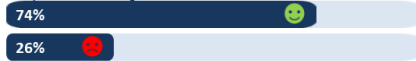
Quantitative Analysis of Responses to Education Questions



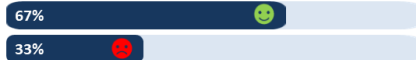
Question	Question Summary	Strongly agree	Agree		Disagree	Strongly disagree	Not applicable	Positive %	Negative %
		Very satisfied	Fairly satisfied		Not very satisfied	Very dissatisfied	Not applicable		
		Very well	Quite well	Just OK	Not very well	Very poorly	Not applicable		
Please tell us how well you think your child or young person's needs are being met by EDUCATION? (for example, Nursery, School, College or Early Years Provider, e.g. Childminder/playgroup etc) - Needs and education	Education - Needs Met	104	56	37	16	30	8	65.8	18.9
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by EDUCATION? - Education and satisfaction - Nursery/School/College	Education - Monitoring & Assessment Satisfaction - Nursery/School/College	77	79	0	25	29	12	74.3	25.7
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by EDUCATION? - Education and satisfaction - EHCP's Review Process	Education - Monitoring & Assessment Satisfaction - EHCP Review	52	72	0	23	38	29	67.0	33.0
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by EDUCATION? - Education and satisfaction - Early Years Provider (Childminder, playgroup etc)	Education - Monitoring & Assessment Satisfaction - Early Years Provider	14	4	0	6	5	104	62.1	37.9
Thinking about your communication with your child's/young person's NURSERY/SCHOOLS/COLLEGES/CHILDMINDER/PLAY GROUP to what extent do you agree with the following statements? - Education and communication - It is easy to contact with the person I need to	Education - Edn Establishment - Communication - Ease	113	79	0	27	17	11	81.4	18.6
Thinking about your communication with your child's/young person's NURSERY/SCHOOLS/COLLEGES/CHILDMINDER/PLAY GROUP to what extent do you agree with the following statements? - Education and communication - Queries or requests for information are responded to in a timely manner	Education - Edn Establishment - Communication - Timeliness	90	85	0	25	31	13	75.8	24.2
Thinking about your communication with your child's/young person's NURSERY/SCHOOLS/COLLEGES/CHILDMINDER/PLAY GROUP to what extent do you agree with the following statements? - Education and communication - Written communication includes a named contact	Education - Edn Establishment - Communication - Named Contact	98	98	0	18	17	14	84.8	15.2
Thinking about your communication with your child's/young person's NURSERY/SCHOOLS/COLLEGES/CHILDMINDER/PLAY GROUP to what extent do you agree with the following statements? - Education and communication - Staff listen to me in a calm and respectful manner	Education - Edn Establishment - Communication - Listened To	126	87	0	6	13	12	91.8	8.2
Thinking about your communication with your child's/young person's NURSERY/SCHOOLS/COLLEGES/CHILDMINDER/PLAY GROUP to what extent do you agree with the following statements? - Education and communication - Language is positive and constructive	Education - Edn Establishment - Communication - Positive & Constructive	112	94	0	15	12	12	88.4	11.6
Thinking about your communication with your child's/young person's NURSERY/SCHOOLS/COLLEGES/CHILDMINDER/PLAY GROUP to what extent do you agree with the following statements? - Education and communication - I receive the right level of information and advice about the assessment process	Education - Edn Establishment - Communication - Information & Advice	89	72	0	39	30	16	70.0	30.0
Thinking about your communication with your child's/young person's NURSERY/SCHOOLS/COLLEGES/CHILDMINDER/PLAY GROUP to what extent do you agree with the following statements? - Education and communication - I feel listened to in the development and review of my child's/young person's plans	Education - Edn Establishment - Communication - Involvement in Plan Development	98	80	0	29	26	13	76.4	23.6
Thinking about your communication with the LOCAL AUTHORITY SEND TEAM to what extent do you agree with the following statements? - Education and communication - It is easy to contact with the person I need to	Education - SEND Team - Communication - Ease	21	69	0	76	57	26	40.4	59.6
Thinking about your communication with the LOCAL AUTHORITY SEND TEAM to what extent do you agree with the following statements? - Education and communication - Queries or requests for information are responded to in a timely manner	Education - SEND Team - Communication - Timeliness	21	72	0	65	59	29	42.9	57.1
Thinking about your communication with the LOCAL AUTHORITY SEND TEAM to what extent do you agree with the following statements? - Education and communication - Written communication includes a named contact	Education - SEND Team - Communication - Named Contact	33	106	0	45	33	28	64.1	35.9
Thinking about your communication with the LOCAL AUTHORITY SEND TEAM to what extent do you agree with the following statements? - Education and communication - Listening is calm and respectful	Education - SEND Team - Communication - Listened To	32	132	0	27	19	36	78.1	21.9
Thinking about your communication with the LOCAL AUTHORITY SEND TEAM to what extent do you agree with the following statements? - Education and communication - Language is positive and constructive	Education - SEND Team - Communication - Positive & Constructive	31	122	0	35	23	36	72.5	27.5
Thinking about your communication with the LOCAL AUTHORITY SEND TEAM to what extent do you agree with the following statements? - Education and communication - I receive the right level of information and advice about the assessment process	Education - SEND Team - Communication - Information & Advice	29	76	0	59	51	32	48.8	51.2
Thinking about your communication with the LOCAL AUTHORITY SEND TEAM to what extent do you agree with the following statements? - Education and communication - I feel listened to in the development and review of my child's/young person's plans	Education - SEND Team - Communication - Involvement in Plan development	33	87	0	51	45	29	55.6	44.4
How well do EDUCATION professionals work together to support your child or young person? - Education and working together - School staff	Education - Working Together - School	123	41	25	18	27	12	70.1	19.2
How well do EDUCATION professionals work together to support your child or young person? - Education and working together - SENCOs	Education - Working Together - SENCO	89	36	31	14	29	33	62.8	21.6
How well do EDUCATION professionals work together to support your child or young person? - Education and working together - Local Authority SEND Team	Education - Working Together - LA SEND	35	39	47	31	42	34	38.1	37.6
How well do EDUCATION professionals work together to support your child or young person? - Education and working together - Early Years Provider (Childminder, playgroup etc)	Education - Working Together - Early Years	15	7	7	2	6	133	59.5	21.6



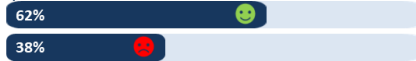
Education - Monitoring & Assessment Satisfaction - Nursery/School/College



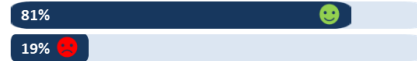
Education - Monitoring & Assessment Satisfaction - EHCP Review



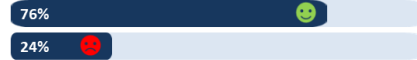
Education - Monitoring & Assessment Satisfaction - Early Years Provider



Education - Edn Establishment - Communication - Ease



Education - Edn Establishment - Communication - Timeliness



Education - Edn Establishment - Communication - Named Contact



Education - Edn Establishment - Communication - Listened To



Education - Edn Establishment - Communication - Positive & Constructive



Education - Edn Establishment - Communication - Information & Advice



Education - Edn Establishment - Communication - Involvement in Plan Development



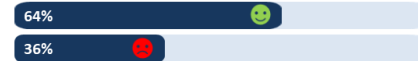
Education - SEND Team - Communication - Ease



Education - SEND Team - Communication - Timeliness



Education - SEND Team - Communication - Named Contact



Education - SEND Team - Communication - Listened To



Education - SEND Team - Communication - Positive & Constructive



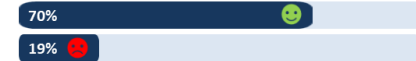
Education - SEND Team - Communication - Information & Advice



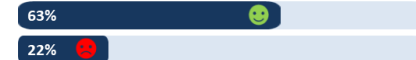
Education - SEND Team - Communication - Involvement in Plan development



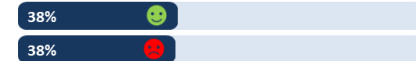
Education - Working Together - School



Education - Working Together - SENCO



Education - Working Together - LA SEND

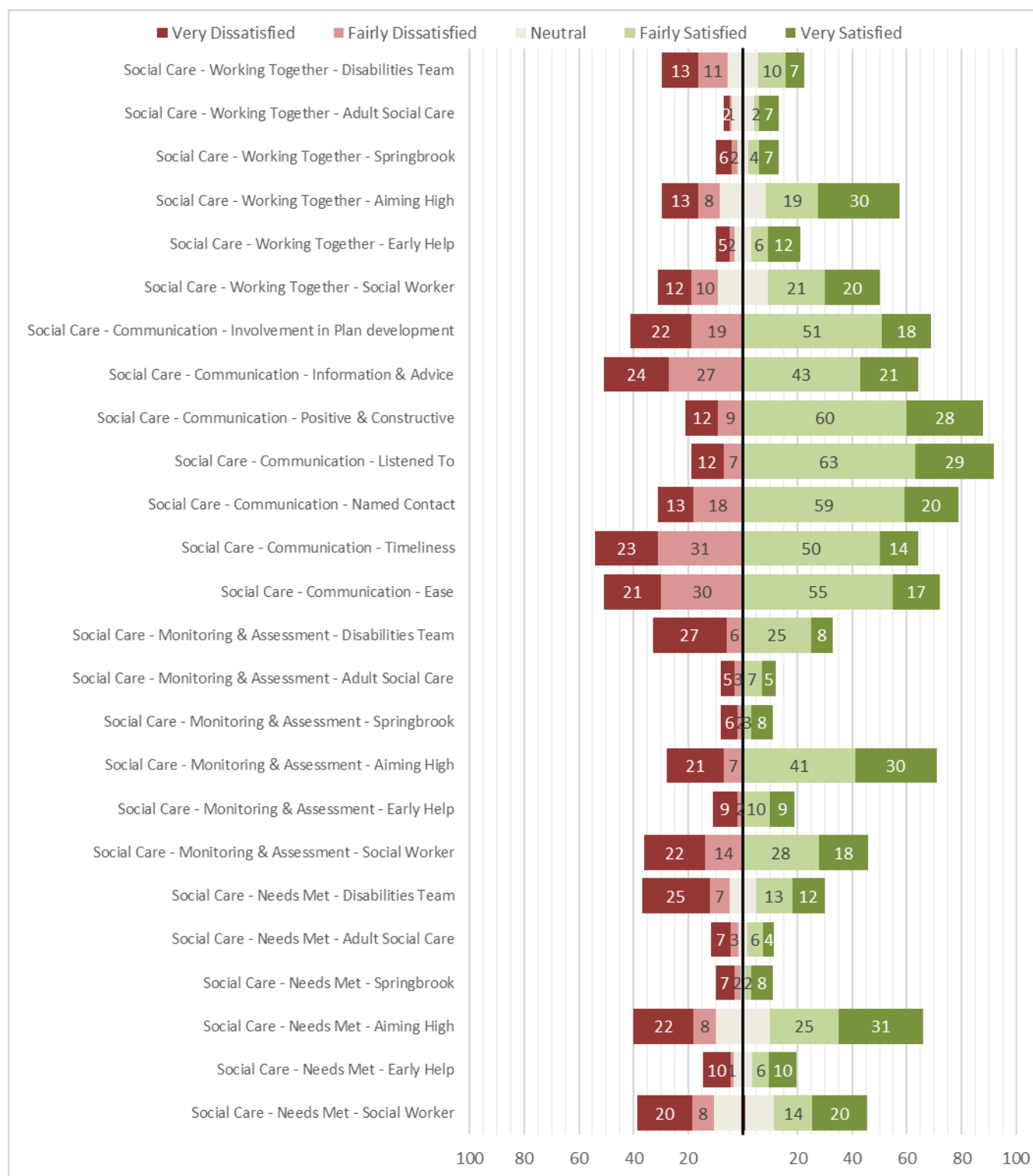


Education - Working Together - Early Years





Quantitative Analysis of Responses to Social Care Questions



Question	Question Summary	Strongly agree	Agree		Disagree	Strongly disagree	Not applicable	Positive %	Negative %
		Very satisfied	Fairly satisfied		Not very satisfied	Very dissatisfied	Not applicable		
		Very well	Quite well	Just OK	Not very well	Very poorly	Not applicable		
Please tell us how well you think your child or young person's needs are being met by SOCIAL CARE? - Social Care and needs - Social Worker	Social Care - Needs Met - Social Worker	20	14	21	8	20	164	41.0	33.7
Please tell us how well you think your child or young person's needs are being met by SOCIAL CARE? - Social Care and needs - Early Help practitioner	Social Care - Needs Met - Early Help	10	6	7	1	10	198	47.1	32.4
Please tell us how well you think your child or young person's needs are being met by SOCIAL CARE? - Social Care and needs - Aiming High	Social Care - Needs Met - Aiming High	31	25	20	8	22	130	52.8	28.3
Please tell us how well you think your child or young person's needs are being met by SOCIAL CARE? - Social Care and needs - Springbrook	Social Care - Needs Met - Springbrook	8	2	2	2	7	209	47.6	42.9
Please tell us how well you think your child or young person's needs are being met by SOCIAL CARE? - Social Care and needs - Adult Social Care (if over 18)	Social Care - Needs Met - Adult Social Care	4	6	3	3	7	204	43.5	43.5
Please tell us how well you think your child or young person's needs are being met by SOCIAL CARE? - Social Care and needs - Children with Disabilities Team	Social Care - Needs Met - Disabilities Team	12	13	10	7	25	162	37.3	47.8
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by SOCIAL CARE? - Social Care and satisfaction - Social Worker	Social Care - Monitoring & Assessment - Social Worker	18	28	0	14	22	160	56.1	43.9
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by SOCIAL CARE? - Social Care and satisfaction - Early Help practitioner	Social Care - Monitoring & Assessment - Early Help	9	10	0	2	9	200	63.3	36.7
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by SOCIAL CARE? - Social Care and satisfaction - Aiming High	Social Care - Monitoring & Assessment - Aiming High	30	41	0	7	21	132	71.7	28.3
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by SOCIAL CARE? - Social Care and satisfaction - Springbrook	Social Care - Monitoring & Assessment - Springbrook	8	3	0	2	6	207	57.9	42.1
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by SOCIAL CARE? - Social Care and satisfaction - Adult Social Care (if over 18)	Social Care - Monitoring & Assessment - Adult Social Care	5	7	0	3	5	203	60.0	40.0
Overall how satisfied are you with the ongoing monitoring and assessment of your child or young person's needs by SOCIAL CARE? - Social Care and satisfaction - Children with Disabilities Team	Social Care - Monitoring & Assessment - Disabilities Team	8	25	0	6	27	160	50.0	50.0
To what extent do you agree with the following statements in connection to communication within SOCIAL CARE? - Social Care and communication - It is easy to contact with the person I need to	Social Care - Communication - Ease	17	55	0	30	21	116	58.5	41.5
To what extent do you agree with the following statements in connection to communication within SOCIAL CARE? - Social Care and communication - Queries or requests for information are responded to in a timely manner	Social Care - Communication - Timeliness	14	50	0	31	23	117	54.2	45.8
To what extent do you agree with the following statements in connection to communication within SOCIAL CARE? - Social Care and communication - Written communication includes a named contact	Social Care - Communication - Named Contact	20	59	0	18	13	122	71.8	28.2
To what extent do you agree with the following statements in connection to communication within SOCIAL CARE? - Social Care and communication - Staff listen to me in a calm and respectful manner	Social Care - Communication - Listened To	29	63	0	7	12	123	82.9	17.1
To what extent do you agree with the following statements in connection to communication within SOCIAL CARE? - Social Care and communication - Language is positive and constructive	Social Care - Communication - Positive & Constructive	28	60	0	9	12	126	80.7	19.3
To what extent do you agree with the following statements in connection to communication within SOCIAL CARE? - Social Care and communication - I receive the right level of information and advice about the assessment process	Social Care - Communication - Information & Advice	21	43	0	27	24	118	55.7	44.3
To what extent do you agree with the following statements in connection to communication within SOCIAL CARE? - Social Care and communication - I feel listened to in the development and review of my child's/young person's plans	Social Care - Communication - Involvement in Plan development	18	51	0	19	22	124	62.7	37.3
How well do SOCIAL CARE professionals work together to support your child or young person? - Social Care and working together - Social Worker	Social Care - Working Together - Social Worker	20	21	18	10	12	158	50.6	27.2
How well do SOCIAL CARE professionals work together to support your child or young person? - Social Care and working together - Early Help practitioner	Social Care - Working Together - Early Help	12	6	6	2	5	190	58.1	22.6
How well do SOCIAL CARE professionals work together to support your child or young person? - Social Care and working together - Aiming High	Social Care - Working Together - Aiming High	30	19	17	8	13	140	56.3	24.1
How well do SOCIAL CARE professionals work together to support your child or young person? - Social Care and working together - Springbrook	Social Care - Working Together - Springbrook	7	4	4	2	6	198	47.8	34.8
How well do SOCIAL CARE professionals work together to support your child or young person? - Social Care and working together - Adult Social Care (if over 18)	Social Care - Working Together - Adult Social Care	7	2	8	1	2	201	45.0	15.0
How well do SOCIAL CARE professionals work together to support your child or young person? - Social Care and working together - Children with Disabilities Team	Social Care - Working Together - Disabilities Team	7	10	11	11	13	167	32.7	46.2



Social Care - Needs Met - Social Worker



Social Care - Monitoring & Assessment - Social Worker



Social Care - Communication - Ease



Social Care - Working Together - Social Worker



Social Care - Needs Met - Early Help



Social Care - Monitoring & Assessment - Early Help



Social Care - Communication - Timeliness



Social Care - Working Together - Early Help



Social Care - Needs Met - Aiming High



Social Care - Monitoring & Assessment - Aiming High



Social Care - Communication - Named Contact



Social Care - Working Together - Aiming High



Social Care - Needs Met - Springbrook



Social Care - Monitoring & Assessment - Springbrook



Social Care - Communication - Listened To



Social Care - Working Together - Springbrook



Social Care - Needs Met - Adult Social Care



Social Care - Monitoring & Assessment - Adult Social Care



Social Care - Communication - Positive & Constructive



Social Care - Working Together - Adult Social Care



Social Care - Needs Met - Disabilities Team



Social Care - Monitoring & Assessment - Disabilities Team



Social Care - Communication - Information & Advice



Social Care - Working Together - Disabilities Team

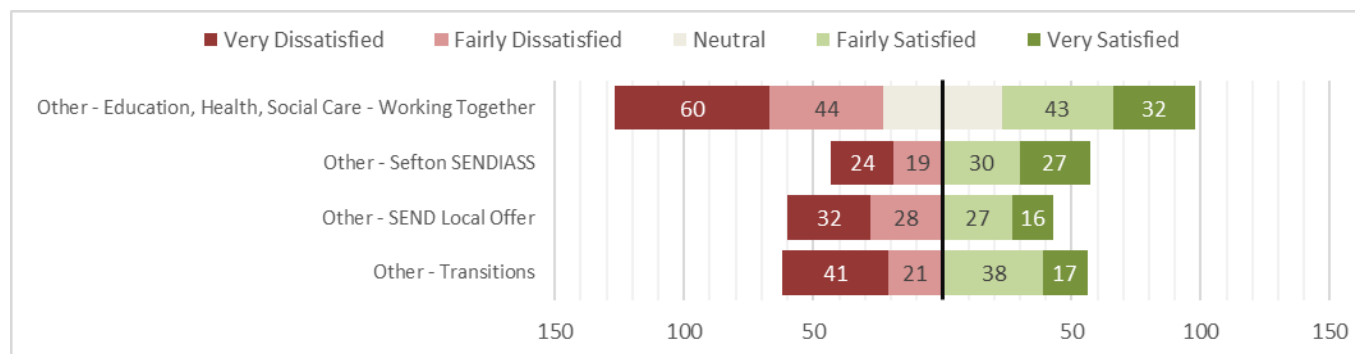


Social Care - Communication - Involvement in Plan development





Quantitative Analysis of Responses to Other Questions



Question	Question Summary	Strongly agree	Agree		Disagree	Strongly disagree	Not applicable	Positive %	Negative %
		Very satisfied	Fairly satisfied		Not very satisfied	Very dissatisfied	Not applicable		
		Very well	Quite well	Just OK	Not very well	Very poorly	Not applicable		
If your young person is aged 14 - 25 years old, please tell us how satisfied you are of your experience with TRANSITION / PREPARING FOR ADULTHOOD - Satisfaction Transitions	Other - Transitions	17	38	0	21	41	0	47.0	53.0
How satisfied are you with the following at meeting your information and support needs? - Satisfaction Information and support - The Sefton SEND Local Offer	Other - SEND Local Offer	16	27	0	28	32	123	41.7	58.3
How satisfied are you with the following at meeting your information and support needs? - Satisfaction Information and support - Sefton SENDIASS	Other - Sefton SENDIASS	27	30	0	19	24	124	57.0	43.0
How well do you find Education, Health and Social Care work together for your child or young person to help them reach their full potential? - Working together	Other - Education, Health, Social Care - Working Together	32	43	46	44	60	17	33.3	46.2

Other - Transitions



Other - SEND Local Offer



Other - Sefton SENDIASS



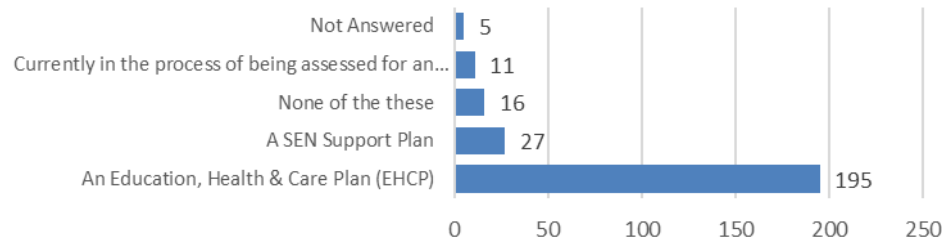
Other - Education, Health, Social Care - Working Together



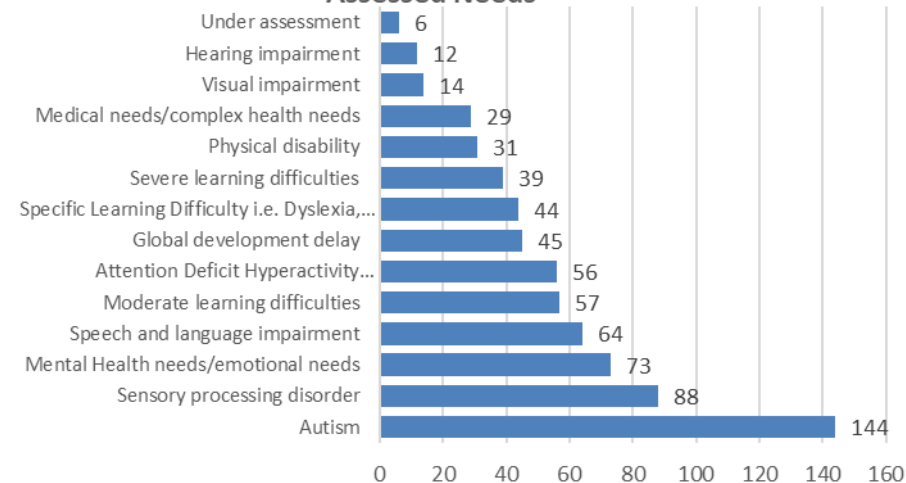


Other Graphs

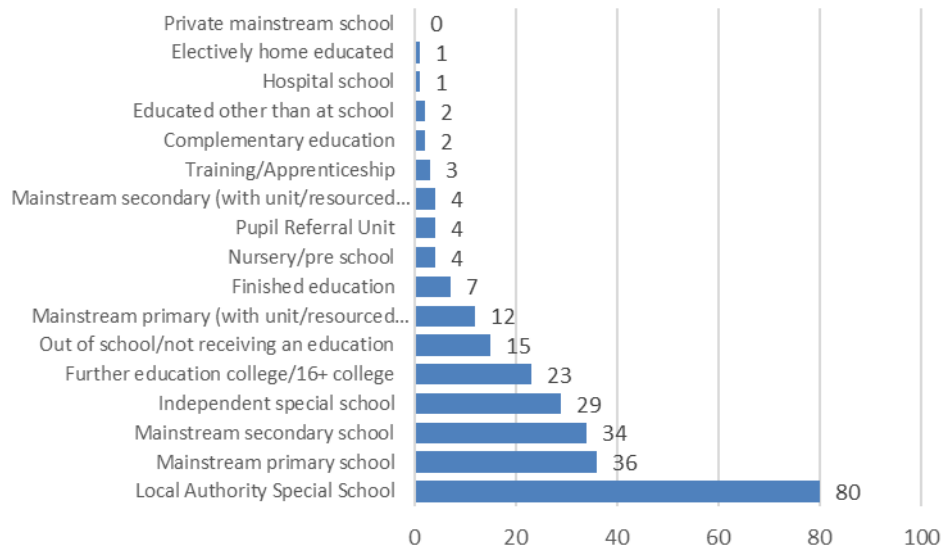
Support Type



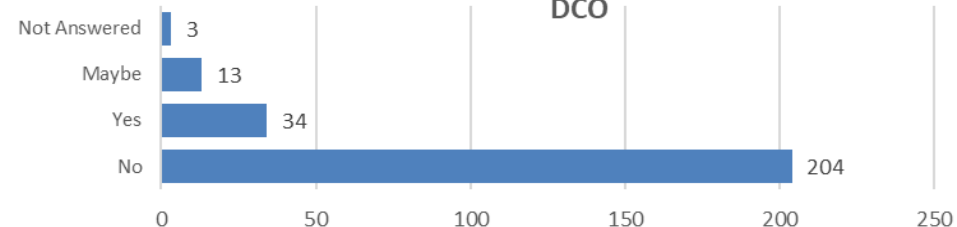
Assessed Needs



Educational Setting



Have you heard of the DCO (Designated Clinical Officer)? - DCO



Age

