



# Feedback

## SEND system and services

March 2021

### What families told us about SEND system and services following two parent/carer surveys in 2019 and 2020.

#### You Said: “The SEND support pathway isn't clear to us”

- We don't feel aware of the parts of the process or what happens next
- We don't know about the services offered and ways to access support is unclear
- Signposting from professionals about other services could be better
- We are keen to build on our connections with other families through groups

#### What we have done

- ✓ Supported Sefton Parent Carer Forum (SPCF) to enable them to help families to build their own connections with regular drop-in sessions planned.
- ✓ Strengthened the SEND Casework team with £400k additional investment into the service
- ✓ Reviewed the role and job description and appointed a SEND Service Manager
- ✓ Strengthened SENDIASS through additional funding from Council and CCG and additional staffing to support families to navigate complex services
- ✓ Preparing for Adulthood (PFA) workshops delivered and feedback fed into the Preparing for Adulthood Guide which has been co-produced with parents, carers and young people.
- ✓ Young Person's Schools Get Talking sessions have been developed to ensure the voice of young person is heard.
- ✓ Local Offer website has been refreshed and all changes have been co-produced with parents, carers and young people

- ✓ Mapped the current universal offer of services available to families and created a Resource Pack
- ✓ Published a Guidance document for Children with Additional Needs and Disabilities
- ✓ Reviewed the Aiming High Offer to identify gaps and put in place a refreshed offer
- ✓ Coproduced and refreshed the EHCP paperwork and put in place introductory meetings with parents, carers and young people to explain clearly the process
- ✓ Trained Early Help staff to understand the EHCP and SEN pathways so they can better support parents, carers and young people.

### What we are going to do

- Continue to listen to families, and work with them to shape services
- Support SPCF to access their own premises
- Coproduce a young persons and parents/carers leaflet explaining the EHCP process

### You Said: “Diagnosis and timescales to support takes too long”

- Support needs to be available/accessible prior to a diagnosis
- We have long waits for appointments
- We need support in place before a diagnosis is made

### What we have done

- ✓ Understanding of the Designated Clinical Officer (DCO) role which has been shared more widely and a dedicated e-mail address means that families are now able to contact the DCO directly
- ✓ Implemented a new appointment system at Alder Hey which is more user friendly and has led to fewer cancellations
- ✓ Improvements to the prescribing system at Alder Hey to make it easier for families to re-order medications.
- ✓ Alder Hey EHCP team are now contacting parents/carers to discuss updated advice to be included in EHCP Annual Reviews
- ✓ Liverpool and Sefton pathway now is NICE compliant and have merged to become one Alder Hey pathway to ensure equity across our community for ASD & ADHD
- ✓ ASD letters and reports to be used in the pathway are being co-produced with parent / carers.
- ✓ 6th Review of ASD and ADHD referral process and form being undertaken with parents / carers and local schools to ensure co-production
- ✓ Leaflet to be given to parents at start of pathway process to be reviewed and co-produced with parents / carers. ASD Post Diagnostic Feedback Booklet & Advisory Session Booklet have already been done and approved Jan 2021
- ✓ ASD Post diagnostic pathway review with stakeholders to reduce duplication

- ✓ Liverpool & Sefton Parent & Carer Forums representatives are key members of the ASD & ADHD improvement programme.
- ✓ Published a SEN Universal Services Resource Pack which was shared widely and is on the Sefton Directory and Local Offer.
- ✓ Listened to parents and carers concerns about waiting times and put in place targets

### What we are going to do

- ADHD & ASD Children and Young People pathway/service feedback sessions to be arranged for April/May 2021
- Continue to have direct input from the parent / carer forum to help us continually improve the pathway
- Consult on and publish an All Age Autism Strategy and Action Plan

## You Said: “We feel that mainstream schools are not always inclusive”

- We don't always feel supported by the school particularly where the child/young person has challenging behaviour
- The SENCO is the only person in the school where issues can be managed often bypassing other teachers
- We feel like we have to fight for our children to receive the right support in their school/setting

### What we have done

- ✓ Started to develop an Education Strategy with Inclusion as one of its key priorities
- ✓ Inclusion task group established reporting into the SEN School Forum
- ✓ Strengthened our SENDIASS service through additional staffing and funding so they can better support parents and carers
- ✓ Ensured SEND services attend the SENCO Cluster Meetings to share good practice, offer peer support and raise concerns.
- ✓ Reviewed our Special Schools Outreach Service to support our mainstream schools
- ✓ Ensured that the Fair Access Panel looked at alternative options for families
- ✓ Strengthened SEN Early Years support to mainstream nurseries to support the transition to primary school.
- ✓ Reviewed our Resourced Provision to ensure we have sufficient places to meet the needs of our children.
- ✓ Developed a Children's Social, Emotional and Mental Health (SEMH) support service for schools

- ✓ Co-produced a Preparing for Adulthood Guide
- ✓ Reviewed and refreshed the Graduated Response guidance
- ✓ Inclusion team met with the Sefton Parent and Carer Forum and SENDIASS to share the advice being delivered to schools by the Inclusion Team on remote learning for SEND. This includes coffee mornings being offered for the parents/carers of children and young people with Autism Social and Communication to support them during lockdown.
- ✓ Put in place an Early Help Link Worker for all schools to help them to initiate the Early Help assessment
- ✓ The Core Ep team will have increased capacity over the next 18 months. This will ensure that statutory duties continue to be delivered but also allow for more varied work which promotes the inclusion of all children and young people in their chosen educational setting.

### What are we going to do

- Service Manager for Inclusion to be appointed.
- Graduated teaching response guidance documents to be in easy read version which will be co-produced with young people for young people.
- Further development of Resource Provision in school
- Support school staff with further skills and training
- Improve the universal offer supporting emotional wellbeing through quality first teaching for all children.
- Review the model of funding for schools.
- We will do further work with schools and settings to ensure welcoming and inclusive practice as well as further developing our advice and guidance for SEN information

### You Said: “Coordination and communication between professionals could be improved”

- Better communication between all services and agencies involved is needed
- Some services are providing conflicting advice
- Professionals don’t always get back to us and keep us updated
- We are often passed between agencies

### What we have done

- ✓ Shared this feedback with our teams and directed professionals to offer a person-centred approach when communicating with parents and carers
- ✓ Put in place regular bi-monthly Keep in Touch meetings with the Sefton Parent and Carer Forum and Operational leads

- ✓ Strengthened strategic communication with Council by the Head of Communities and with Health by the Designated Clinical Officer (DCO)
- ✓ Co-production sub group of the SEND Continuous Improvement Board established to ensure coordination across the system
- ✓ Established a SEND Health Steering Group to ensure coordination of health advices
- ✓ EHCP training programme delivered by NASEN to all health and council staff
- ✓ A multi agency quality assurance process has been put in place involving all key services and audit outcomes fed back through service leads
- ✓ Changes made to the EHCP assessment process that includes initial meeting with parents and carers and a joint outcomes meeting as well.
- ✓ All new EHCP parents/carers are contacted to complete a service user feedback survey
- ✓ Casework Officers now share mobile phone numbers when they first contact families which has improved communication
- ✓ Annual parent /carer survey to capture ongoing issues

### What we are going to do

- Ensure that we continue to update information on the Local Offer
- Embed service user feedback as standard practice within all services

### You Said: “The short breaks offer is not easy to understand or access”

- We are not aware of the short breaks offer and what we are entitled to
- Improvements are needed to make mainstream activities inclusive
- We feel that staff aren't suitably trained to understand and support the child's needs

### What we have done

- ✓ We have established reviews of both the Aiming High short breaks offer and the Springbrook overnight respite offer
- ✓ We have established a task group around Direct Payments
- ✓ We have mapped the current universal offer of services available to families and created a Resource Pack
- ✓ We have co-produced a refresh of the Local Offer so it is easier to find out the information on activities and short breaks
- ✓ We have widened access to Public Health Budgets and co-produced leaflets and information

## What we are going to do

- We are redesigning the short breaks offer in line with consultation feedback
- We will consult on and implement an All Age Autism Strategy for the borough
- We will introduce Autism training for all providers of universal mainstream services
- We will work with the voluntary sector to ensure gaps in provision can be met

