

Priorities	2017/18	2018/19	2019/2020
Getting the right service at the right time	<ul style="list-style-type: none"> • Appropriate services as and when required • Parents of early years children to be able to access services sooner; at least have knowledge of what's available • Database; who, what, where, position, getting to the right person to speak to • Services should respond to needs individually • Better communications, more joint working • Knowing what's needed and what's already available • Review on current service • Knowing what information/services are available • Right information about the right services and the right time. Prioritise referrals that are relevant and have an outcome • Access to CAMHS – both agency support and acute support needs • More signposting for parents, including better signposting to Ask Ollie • Speedy referrals, co-ordinated services and reports managed centrally i.e. through CDC to reduce appointments • Especially clinical • Information and communication • Widen the net and widen the communication • ADHD prescriptions for 17 year olds • Current capacity of SEN schools • Point new parents in the right direction, make phone and email addresses available; someone to talk to • Comprehensive review of existing and current offers 	<ul style="list-style-type: none"> • One port of call to access services for parents and practitioners • Implement plans and improvements • Central triage system, signpost to services etc. • More services available, more choices, easy access, short waiting list • Increase flexibility of the service. Come out to see YP at home rather than always expecting to attend appointments • Improve documentation streamline forms etc • Regular follow up appointments every 6 months from KS1 to KS2 • Maintain information, keep improving, get feedback. • Identify gaps • Helpline/keyworkers/advice email • Streamline and implement improvements • 	<ul style="list-style-type: none"> • Everyone talking to each other with clear direction and having the best interests of the child • Parents are supported getting information and services in early stages • Review and communicate • Hub of services all under one roof • Review, test out, fill gaps • Clear outcomes and sustainable • Next plan (2020+) • Review and communicate
Improved transition planning	<ul style="list-style-type: none"> • Little communication to parent from high school and LA • For parents and families to have support to understand the law and independence from an early age (around 13/14) for children/adults with complex learning, health and care needs • Review the team and support offered by ASC transition team • Assessing needs should start earlier, c18 months. All options identified • More open discussions, early understanding of options • Everyone working together, sharing information. More mainstream settings invited. • Communication with post 16 providers. • Listening to YP goals early (age 12-13) • When planning transitions, more information is provided to the next placement prior to transition • Key transition from Childrens to Adults services • Straightforward access to the right people who can direct you to the relevant service • Parents given starter pack at diagnosis with visual aids and list of contacts] • Keyworkers – continuously review services • Minimum standards 	<ul style="list-style-type: none"> • 90% of YP are transferred to ASC transition team by age 14 • More SMART planning and knowing who will be responsible for what and when • Plan in place, everyone follows and timescales [specified] • Meetings – multi-agency to look at progress • Better links between education and employment specialist and provision in adult health care • Health needs of 18+ when paediatric consultants withdraw • Address issues of transition within the same environment e.g. transition to Y9. GCSE ramp up. • Prediction of children's journey based on their diagnosis so that the services are in place at the right time. • Everyone working together, agencies working together, don't ask again and again. • Carer(?) accountability • Year 9's know where they are going @16+ • Listen to child • Meetings and reviews 	<ul style="list-style-type: none"> • Work towards a seamless move from one phase to another • NICE standards are met by TOG • Everyone talking to each other with clear direction and having the best interests of the child • Transition running smooth, all following same plan • Transition plans to start earlier in school • Long term plan, key person throughout transitions • Health needs of 18+ when paediatric consultants withdraw • Current transition planning and process working well. More opportunity for choice, particularly on DP • Good information sharing, updating plans regularly, planning for future needs • 16+ have a good idea where they are heading @ 19+ • Implement/develop services/new services

	<ul style="list-style-type: none"> • BR reviews - transitions across the board • To make the transition from school easier for the anxious and all needs of the child are met; child more comfortable • Listen to parents • Look at existing pre/post 16 		
Improved early support offer	<ul style="list-style-type: none"> • Early offer meets needs of young person • Residents understand what is meant by “early support” • Knowing what the services are and what’s available • Looking at provision in place and what’s working and what isn’t • Review current services available • Ensure health visitors well informed re early ASD indicators • More training • Parents being listened to before professionals insist on it • Information/communication, update and identify gaps • Map the gaps, build capacity in sensory centre • Better understanding of what this means • To have one person/persons to guide you through the process of where and when the right provision is available rather than one size fits all • Look at existing availability 	<ul style="list-style-type: none"> • Access through one service and pointed in the right direction • Parent carer workshops • Services to talk to each other • When services end, need to be handed over • What support is available, good signposting, not having to be sought out • Parent and carer workshops to see what’s needed 	<ul style="list-style-type: none"> • Simple, easy accessible service available through website and direct contact • Develop and introduce new services • Proper keyworkers • Good holistic person centred dynamic plans
Increase the variety of short break services available	<ul style="list-style-type: none"> • Short break arrangements adhered to and not cut short; families rely on quality provision in Warrington so young adults can stay at home and not be residential 40 miles away. • Review current usage of direct payments and clawback unused funding • Regular carer assessment to assess needs • Mapping and gapping of provision • Open communication with all parents, children and professionals • Analyse what’s available and how much • Pool of PAs to access if needed • Variety of services, inclusive opportunities • Would certainly benefit ongoing academic placements as support/resources would already be in place • Consider for younger children • Important the child builds a bond with the carer • Make respite/child care access easier and available to all • Improvements especially during school holidays • Look at gaps • Childcare is critical, look at all the contracts, partnerships, training, summer schemes • Not enough info on the different ways of accessing these services these services • What is available – cost – analyse now 	<ul style="list-style-type: none"> • Make known what these services are and have a menu of support • More quality offers like playability – they understand children • Availability for under-fives • Ask Ollie website improved • Advice/support/funding for 18+ for providers • Clear plan and criteria and awareness • Cost effective, child centred, monitored regularly • User/parent feedback • Wider variety of group based activities • Holidays or work options? • Provision for friends of the family to be a carer • More mainstream options and support, more services/gaps filled • User/parent feedback 	<ul style="list-style-type: none"> • Quality community offer, brownies, cubs, wolves etc, to do what it says it does around inclusion, should be present around events. • Approved supplier list where parents can use allocation of short break hours, e.g. Warrington Youth Club • Everyone talking to each other with clear direction and having the best interests of the child • Cost effective service, child centred services, listening to what parents/children want • Approve cost effective options • Able to access emergency short breaks for unforeseen circumstances etc. • Absolute need but not high in view of current economic restraints. • Young person prepared for future • Providers inclusive • Good provision for health needs • More in adult services • Appropriate cost effective options offered • •
Develop sufficient and sustainable education provision in Warrington, including post 16.	<ul style="list-style-type: none"> • Appointment of 19-25 project manager • Raising awareness of SEN in general public, make sustainable links 	<ul style="list-style-type: none"> • Improved collaboration between schools and Warrington collegiate – better outcomes for YP leaving college • Supported internships, work shadowing 	<ul style="list-style-type: none"> • Ensure there are a range of good quality educational providers • First learners start at a new Warrington 19+ provision

	<ul style="list-style-type: none"> • ICT support in mainstream schools • Knowledge of what is being offered • Addressing the gap between 19-25 years • Choice for individual not one choice fits all • Urgent need to address gap in provision for YP who are academically capable but have high support needs • Should be a high priority as reactive to new C.O.P, lacking funding in recent years – need an input • More DP schools • Information – review what we have • Key for parents; appropriate and local 19-25 provision 	<ul style="list-style-type: none"> • Training, CPD • Local provision to be open • Wider variety of options post 16 • More SENCOs and trained TAs • Designated Provisions – should be able to expect a standard. • Range of opportunities • Post 19 provision sustainable and cost effective • <i>Conveying?</i> info on services available • Review initial set up and improve 	<ul style="list-style-type: none"> • Employment opportunities on local business/self-employment • Everyone talking to each other with clear direction and having the best interests of the child • Clear pathways and courses for YP/review • An idea of what's available outside Warrington to meet YP needs • Make services known • Flexibility, individual and Equalities Act compliant • Ongoing pathways •
<p>Fully embed EHC planning and processes</p>	<ul style="list-style-type: none"> • Effective communication of the pathway and what support services are available, right from the off • Where appropriate, all YP have an EHCP • Need direction (lead) and process everyone understands • Joining up the gaps with all involved with the young person/child • All EHC Plans are converted • More collaborative approach with Health/Care • Health and Care to have equal importance on the plan • Ensure 20 week deadlines respected but not at the expense of an agreed fit for purpose document • Ongoing process, streamlining processes and practitioners and parents become more au fait with the planning and processes • Better communication in early years, including more training for EY SenCos. • Needs to be done quicker! • Sharing of information, clarity in process, document to be used • Ensure all EHCPs set up/converted • Process of considering comments needs to ensure EHCs fit for purpose, not just finalised to meet deadlines • Review what happens now; updating plans, parents should know how to update • <i>Control?</i> for meeting individual needs. Reduce the story telling; <ul style="list-style-type: none"> ○ Using it as a working document ○ Bring them to life ○ One sheet of info ○ Information sharing • More timely health input • More info on what to put on the plan and how much. (There will always be parents who are told different ways of filling in this form). 	<ul style="list-style-type: none"> • Ensure EHC plans are robust and informative • All plans are reviewed and updated annually • More feedback and involvement by all parties along the way. More action planning • Education on EHC for parents and YP • How does the EHCP map on to university/employment • A student with an EHCP could have a student passport with a brief description of needs for teachers to read • Review more holistic • More meaningful and measureable outcomes • Ensure EHCPs are robust and informative • Educating on EHCPs for parents and YP, how it helps - not just a form 	<ul style="list-style-type: none"> • A provision that caters for young adults post 19, who need college to support independence skills • All outcomes in EHCPs are SMART • Everyone talking to each other with clear direction and having the best interests of the child • Living documents with awareness and used by all • SMART outcomes that you can measure • Age appropriate questions/paperwork • On line? All can view and update. One place, One plan, shared as needed. • Shared IT systems • Fully embed EHC • Living/usable document with awareness and used

General comments

- *Use schools as a communication resource more proactively*
- *All are hugely significant and as a practitioner, it is very difficult to prioritise*
- *It is hard to prioritise as they are all important*
- *All of the above should be current priorities but due to the climate of cuts in services, difficult to implement*
- *Increased Ed Psych slots; have uniform approach; train every relevant personnel; support for those parents in need; advocacy services*