

# Working in Partnership

March 2017 Conference output

# Activity 1

What's your response?

# What's Your Response

- EHCP introduction has proved to be far more effective than the previous statementing process.
- Looking too far in the future can be daunting for parents/carers.
- A potential minefield for parents, understanding the role of all professionals.
- Staff located together at Integrated Services is proving to be much more effective in understanding each other's roles.
- If a lead professional could co-ordinate all agencies, this would be much better for families (think the next comment was "*parents expectation of survey?*" but writing unclear)
- EHCP is a more holistic document, involving social, health and education needs.
- Post 16 decisions in year 9 – best to have conversation as soon as possible.

# What's Your Response

- Integrated Services
  - Contact with professionals is easier and they know each other
  - Nothing –waiting for responses
  - Still difficult for parents
  - Posts have been cut, not as many services as previously
  - Care pathways not clear
  - Being listened to
  - Being walked through a pathway
  - Timelines and not having to keep chasing
  - Points of contact (SPOC), key worker/co-ordinator
  - Different responses due to different presentation of young people
  - Not getting in early enough

# What's Your Response

- More involvement for parents/children in education placements
- Communication between services/provisions/parents and professionals could be improved
- Children appear to be placed to meet the needs of the service rather than their own
- Not a “one size fits all” approach with education
- Not allowing “first come first served” at panel to fill education placements
- Parents feel they get batted between services.
- Yes to parents/children being fully involved and being the centre of services
- Integrated Services working really well for both professionals and families.
- Improved communication by having Integrated Services and 2 schools on one site
- Therapeutic input (Foxwood) has improved since 2014
- Improved communication between service providers will undoubtedly improve the working together of parents and practitioners
- Joint events for parents and professionals like this one.

# What's Your Response

## 1. Change from statement to EHCP

- Change not comprehensive enough with regards to specific difficulties.
- Outcomes – difficult to predict/relating to targets
- Still waiting
- Sign posting still and issue (multi-cultural families)
- The change of forms, contact details/titles.

## 2. Be involved –

- more parent friendly
- present the WIFM factor
- Honesty

## 3. Open Communication

- Co-production needs to be publicised
- Be openly realistic, don't hide facts and figures

# What's Your Response

## 1. Parental Involvement

- To ensure views are very important and will be used.
- Offer different ways of being involved

## 2. Working Together

- Having a key worker role back
- Taking the time to talk and listen
- Building relationships

## 3. Since 2014

- More parental involvement
- Lack of support and information on changes
- Lack of chance for parents to feed back
- Schools to be more involved in feedback

# Activity 1

- Priorities seem to be on a par with what parents want
- Two ADHD specialist posts now filled (previously no support)
- Seems a lack of support for ADHD
- On the whole, not always a positive journey. Consultants not always reading reports
- First priority must be getting the initial assessment right
- Still a lot of room for improvement for the future



# Activity 1

- What differences if any have we seen since September 2014?
- New projects have occurred but raised concerns regarding sustainability due to perfunctural funding cuts
- Additional funding has been provided in regards to individuals educational needs although
  - The process can be very slow
  - Awareness around how to obtain more effectively would be of benefit. (Some form of conjoined open day type forum)
  - More transparency re ways in which to refer (eg *?teacher* informed parent re SALT referral on Ask Ollie site)
- Ask Ollie electronic index may need reviewing to promote a more bespoke accessible service
- Better partnerships and working relationships have occurred
- More transparency still regarding effective signposting to various services

# Activity 1

- I can call and ask for help and needs are met
- Good relationships with social care staff
- SEN social workers knowledgeable and “on the ball”.
- Funding is visibly tighter
- Struggling with primary to high school transition
- Packages must be negotiated. Stressful!
- Don’t know who to ask for support, especially at first.
- Not always effective liaison between SEN and “normal” social care
- Difficulties getting all professionals together for meetings
- Do feel that you still have to fight for everything
- Welfare reform and impact on disability

# Activity 1

- Differences since 2014
  - Graduated response embedded
  - Early interventions positive
  - Social side, Warrington Wolves; daughter has a social life.
  - Support/information available, Ask Ollie positive feedback. Introduction of EHC plans
- Parent Involvement
  - Attend strategy workshops and input.
  - Respond to surveys (post/email)
  - Register interest – SEND register, WARRPAC etc to be kept informed
  - Being kept informed, asking what we need
  - Finding out what works well, and not so well.
  - Involving parents throughout the process.
- Working Together
  - Updating parents about any updates or developments
  - Joined up approach and communication
  - Continuity of care – parents and kids struggle with change and things can go wrong from one stage to another.
  - Have intermediaries who can talk to parents and feedback to various professionals. Parent/family “key person” who can co-ordinate
  - Hearing more about parents, carers and young peoples experiences.
  - More holistic assessment and plans, ie, EHC plans.

# Activity 1

- Added clarity, Integrated Services
- EHCP work in progress
- EHCP step in right direction
- 6<sup>th</sup> form provision – Green Lane
- Make use of WARRPAC
- Portage Service
- Ensuring parents and carers fully understand EHCP and are fully involved
- Professionals taking ownership of action points
- Providing links to access key people

## **Activity 2**

Getting the Right Service  
at the Right Time

An Improved Early Support Offer.

# Activity 2

- Staff at CDC may refer to other professionals
- Schools need support in relation to knowing what ICT equipment is appropriate
- ICT support, there is a huge gap here in relation to learning devices
- It is important that families/professionals know what services are available.

# Activity 2

- Parents support parents in spreading the word re help.
- Recent simplification of some of the forms helps
- Ask Ollie. She is good.
- Iain Macdonald is MARVELLOUS.
- Single point of access needed
- Going to Complex Case Panel for everything, even CAMHS support.
- Variability of openness of schools in sharing help available.
- Lack of timely access to CAMHS (for chronic or acute issues)
- True extent of the issue masked by not getting a referral
- Children of parents/carers who themselves have a special need/mental health problems.

# Activity 2

- Portage to bridge gaps
- Knowing what's out there
- Sharing amongst practitioners
- Small things can make a difference, eg equipment
- Link from hospitals including out of area
- Comms issues between CDC and LA
- Parents repeating story
- Ask Ollie too hard to navigate
- Simple for parents
- Ask parents when they want support



# Activity 2

- Right service at the right time
  - Ask Ollie clearly identifies the process for applying for funding to support a child in EY setting
  - All therapy services talking to each other
  - Reasonable adjustments; having right support in settings
  - Events together
  - Multi-agency working – letting us know updates and asking for help/advice
  - Charity input
  - Meeting together – asking parents & carers/professionals for feedback
  - Sharing best practice
  - Outreach team
  - Services in place, range, talking to each other.
  - Assessments together
  - Joined up co-ordinated departments who talk to each other.
- Early Support
  - Keeping up to date information regarding provision and services.
  - Nurseries pulling together MOT meetings; is this consistent? How could it be?
  - Communication – need to let parents know what is currently available and sharing.
  - New Baby and Infant Bonding Support (BIBS)
  - Referred on by professionals without having to chase this. Lack of resource, forward resource planning improvements to ensure access to service provision is available
  - The graduated approach has helped focus carers in early years on child's very specific needs
  - Good support from rainbow nursery who provided 1:1
  - Getting info from other parents – informal sharing
  - Graduated approach, ensuring all involved meet to share plans etc.
  - Educational consultants useful, but think they've all been made redundant
  - Forward planning, not waiting for crisis.

# Activity 2

- Right service at the right time
  - Effective ways of getting the right information to parents that promotes support.
  - Providing information in numerous formats that can still be up to date, relevant and synchronised
- Early Support
  - Parent liaison services that promote sensitivity and confidentiality
  - Parent/carer to parent/carer support. Identifying and promoting appropriate skills and opportunity to learn/develop

# Activity 2

- Getting it right
  - Services sharing info/details so we can plan ahead, so services are in place in time.
  - As parents, knowing who/when to go to for help/advice.
  - Having a key person to link in with families really worked
  - Regular updates to parents/carers of what is available in Warrington and the wider world.
  - Having one place to go to, to ask for help.

# Activity 2

- Getting it right
  - Not having to wait for a diagnosis
  - What is likely to happen? – information
  - What services are available
  - Frustrations re “Did Not Attend”
  - Warm hand holding – key worker
  - Review support services across the continuum of need – identifying gaps.

*“Remember Early Help means early - as a baby, waiting lists are counter-intuitive - or at point of need”*

- Timeliness
  - CDC play therapy group, (worked well, offered a supportive environment).
  - Dolphin (PMLD)

*“Don’t just stop services – consult and see if there are alternative ways of delivering these vital services with parents, 3<sup>rd</sup> sector etc”.*

# Activity 2

- Parents
  - Peace of mind
  - Efficiency → Results
  - Personal confidence
  - More internal support for the child
  - Early support Sandy Lane specialist nursery; positive experience, started the process of correct support being put in place.
  - The confidence of that your child is getting all the support that they need and are entitled to.
  - Optimism for the future
  - Confidence in helping your child
  - Know who to ask for help
- Practitioners
  - Local offer information kept up to date and current
  - Being in a setting is important for early help if additional need is not obvious
  - Long wait for EPs. Prolongs EHCP going through on time
  - Warrington Inclusion Hub for information, good practice and resource
  - Designated EHCP co-ordinators
  - Access to school health advisors
  - Mapping and Gapping – looking at gaps within provision and consulting with partner organisations.
  - Having a good SenCo
  - Priority 1: consultation, parents, children and young people, local forums
  - Ask Ollie; information needs to be assessed better to offer better signposting. Not all activities are suitable for SEN, even though they class as “inclusive!”
  - Practitioners need to know who/where to signpost to if our provision isn’t suitable, depending on age, ability, interest, level of support etc.
  - Contact details, job titles; access to people who can give accurate information

## **Activity 3**

1. Fully embed the EHC Planning & Process.
2. Develop sufficient and sustainable education provision in Warrington (including post 16)
3. Improved transition planning -  
the journey towards adulthood

# Activity 3

Develop sufficient and sustainable education provision in Warrington (including post 16)

- Post 19 in-borough provision needed for Fox Wood learners to progress to.
- Supported internships/quality work placements
- Includes health and wellbeing provision
- Provides personal care support
- Provides therapeutic support for learners (e.g. physio, SALT, hydro)
- Promotes independence and includes independent living skills
- Includes work experience or supported employment with placements in **WBC** and partners
- Lots of different courses with one provider to allow choice
- Builds on previous learning and skill development
- Includes a residential element to the education package
- Closer collaboration between health, social care and housing
- Develops social enterprise
- Education provision should meet the needs and abilities of the cohort
- Supports education of the local community and employers
- Providing different pathways for differing needs
- Includes more focus on employability skills
- Part funded by ASC @ 19 years +
- Expand Woolston 6<sup>th</sup> form for students up to 25 years
- Five days per week
- Provide community groups and activities
- Make use of the skills , knowledge and expertise in Warrington
- Allows choice, other than McIntyre and Warrington Collegiate
- Viewed as outstanding by other LAs and they refer young people to the placement/Outstanding Ofsted
- Closer links with Health Services to ensure annual health checks are completed
- Includes travel training
- Fully funded provision
- Post 19 provision needs to be for **ALL** high needs students, and not just those with MLD. /Meets the needs of PMLD students also
- Supports parents/carers through the transition process

# Activity 3

Advantages of remaining in the Borough

- Keep the Warrington £ in Warrington
- YP don't have such a long journey to get to college
- Opportunities for work experience in other boroughs might not be localised and not available in Warrington.
- Allows YP the opportunity to get to know their home area
- Education out of borough means YP returning to borough need to learn again, travel training etc.
- OOB placements means YP have very long days due to having to travel/travel costs dramatically cut
- In times of reducing budgets, out of borough placements cost more



# Activity 3

Improved Transition – the Journey towards Adulthood.

- Limited choice of specialist provision
- Needs to be a consistent lead
- More rigid and structured meetings at set times for transition
- Limited information for transition core packages
- No point of contact for information
- No preparation for children
- Excluded from transition process
- Little preparation of visits and reasonable adjustments required
- Limited medical knowledge of conditions
- Want more school nurses with medical knowledge
- Clear dialogue from professionals
- Unknown timescales for transition
- They do not consider the family as a whole unit when transition planning
- Primary school facilitated early links without knowing school.
- Starting early, planned appropriately
- Drop in advice – information A-Z
- Diagnosis to support
- Partnership
- Keyworker or general email to ask questions
- Good handover, information sharing, team around child
- Parents not having to repeat themselves
- Listening to parents and carers, they should know the child
- Hand book on the child – share with professionals
- EHC Plans – More on Health and Care.

# Activity 3

Fully embed the EHCP process

- More outcome focussed; activities linked, reviewed, not just an assessment
- Statement to EHC Plan – strengthening
- EHCP requirements not robust enough
- Balance – not very clear, need to be clearer about what happens next for a draft statement.
- Needs a sheet – who is co-ordinator, what happens etc.
- Look at the format – parental section etc. Is the format fixed?
- Or clearer guidance on how to complete.
- How often is referred to?
- Looking across plans, link family support plans etc.
- Integration, what/when from end user

# Activity 3

Fully embed the EHCP process

- No mention of when next review will be (other than it'll still be annual) now that the EHCP is issued.
- To make the filling in of EHCPs easier, e.g. how much to put on the EHCP
- Be honest with parents. We can take it to ensure our children get appropriate help
- Let parents know when they can expect to be moved over to EHC Plans
- I'd appreciate a clearer explanation of the banding system. Last year my son was put on Band D, I know this is good but wasn't aware of the breakdown.
- More healthcare information as well as educational needs on EHC Plans in order to help co-ordination, referrals and access to services
- Keeping parents informed every step of the way throughout the process
- My son's EHCP not really different to his statement. Just laid out in a different way.
- More information/support for parents in filling out EHC plans and what to include
- "Some schools are scaremongering and telling parents it will be very hard work for them to get one" (EHCPs)
- Shortage of Ed Psych slots
- Parents are not always seeing the draft copies of the EHCP
- Not enough professionals involved in the training
- Confusion surrounding the statement to EHCP conversion process
- EHCP process is deadline driven not outcome driven (EHCP finalised even though not fit for purpose, just to meet the deadline)
- Long delays between diagnosis and accessing the EHCP process.
- Different approaches from different schools/different schools have different approaches to EHCPs and it's importance.
- As a professional, I have not been offered any training in EHCPs, therefore I am unfamiliar with this area
- Liaison personnel to offer guidance to parents with EHCPs.

# Activity 3

Develop sufficient and sustainable education provision in Warrington (including post 16)

- Early years settings not knowing which professionals are involved
- Parents/carers need respite when their children are young – no funding
- Very difficult to set long term goals for parents
- EHC form not including enough space to include child's difficulties
- Dedicated EHC Co-ordinator, someone that holds all the information
- Better multi-sensory approach

# Feedback

Morning session, video and presentations			3	16	22
Morning session – activities				18	25
Lunch				10	33
Afternoon Session – Activity		1	4	11	28
Afternoon Session – short breaks		2	7	11	23

# Feedback

What was particularly interesting/useful to you?

- Meeting up informally to network/share experiences (or similar) (x 27)
- Hearing where the gaps are
- Meeting people to point you in the right direction (x 4)
- Meeting someone that listens to you (x 2)
- Input from Marcus (x 4)
- Good balance of listening and talking
- Seeing how everyone's ideas will change the future and the common goals we all share (x 3)
- Parent and child journey experiences (x 9)
- Finding out more about WARRPAC
- Short breaks
- Hearing about what the LA can offer and the difficulties it faces
- Knowing what's next (x 2 )
- Draft plan and contributing to/knowledge of priorities (x 3)
- EHCP input
- Lunchtime entertainment (x 2)
- Feeling the passion and commitment

# Feedback

What did not work so well/suggestions for improvement

- Feedback afterwards as the year goes on about what's happening
- More time, better explanation of what to expect on the day
- Fantastic event, shout about it
- Priorities was a difficult event to interpret. Lots of uncertainty about how to complete this and prioritise x 7
- An early years focus/element would be good. E.g. a video of schools and services
- Less jargon (may not be understood by parents). Maybe a brief talk from key educationalists, e.g. SENCo from secondary mainstream to explain transition or somebody from LA to do similar
- Where all schools invited? X 3
- Having community groups there such as brownies, scouts, sessions at Wolves etc.
- More time for discussions and asking questions x 4 (some presenters went over their time, reducing time available for discussions)
- Very well organised! X 2
- Hard to discuss the draft strategy as I haven't seen it previously
- More parents/young people telling us about their experiences
- I feel it hasn't really progressed much from last year
- Having tea and coffee on two tables worked better.
- Singer was good
- Video was inspiring but subtitles unclear from afar
- Nothing to improve – keep doing this!
- Share agenda in advance
- More school staff, child development centre staff to attend
- Not a lot of room to capture thoughts for activity 3.
- I wish there'd been an announcement about the quiz, I'd have paid more attention to the video!