



At the heart of everything we do

SEND Improvement Parent Carer Survey 2020

"YOU SAID, WE DID"



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Introduction

In 2020 Worcestershire Children First and Families in Partnership (FiP), Worcestershire's parent carer forum sent out a joint parent carer survey to obtain the views of parent carers about services in the area for their children and young people with Special Educational needs/disability (SEND). The survey went out prior to the Covid-19 pandemic impacting families in the UK.

This annual survey forms part of our improvement journey, we want to know what was working well and not working so well with our SEND Services and what parent/carers think needs to change.

The results from this survey have been analysed and shared with all the relevant parties for comment and action. To protect the identity of the respondents we have not published individual comments but grouped them into overall themes and responded to them – these can be found in the 'You Said, We Did' table below. Covid-19 has unfortunately delayed our response to the survey which we initially hoped to publish in late Spring 2020.

In this report we have used the term parent to cover parent/carers and the term child to cover child or young person.

Thank you

We want to thank all 455 people who took the time to respond to the survey, their contribution is invaluable. We want everyone to know that colleagues across all our partners including Commissioning, Education, Health, Families in Partnership, Schools, SEN Services and Social care are using the results to help inform their decisions about services. The annual survey is an intrinsic part of our improvement journey and provides us with a rich source of information about what is going well and where we can do things better.

Key Findings

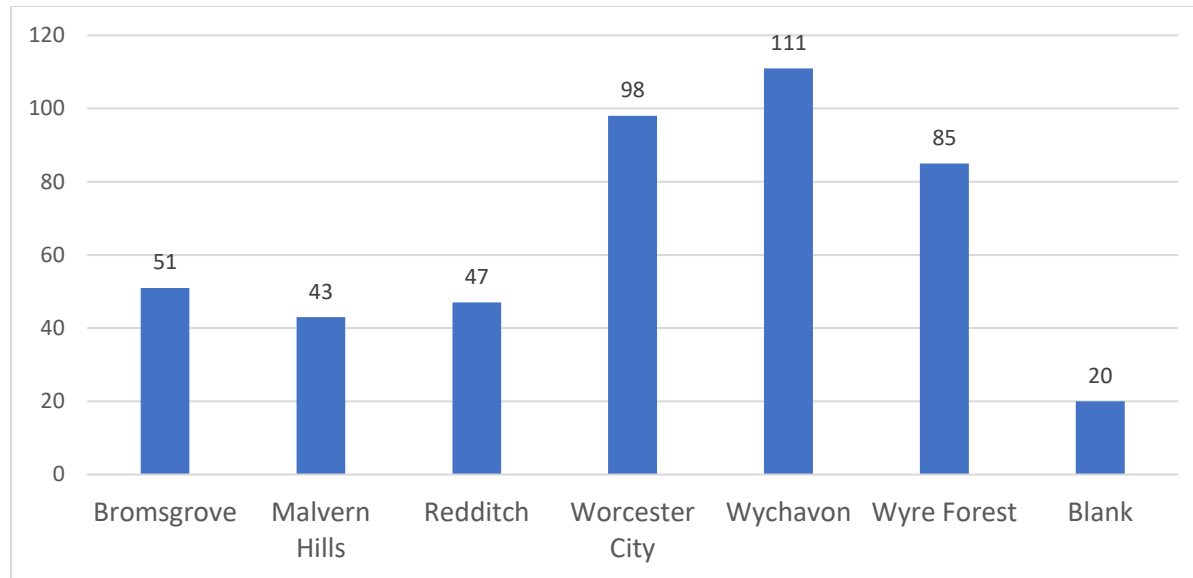
The survey was shared across social media across a range of accounts and emailed to members of FiP.

In total 455 surveys were completed, 66% of respondents live in either Worcester City, Wychavon or Wyre Forest.

80% of the children were aged between five and fourteen.

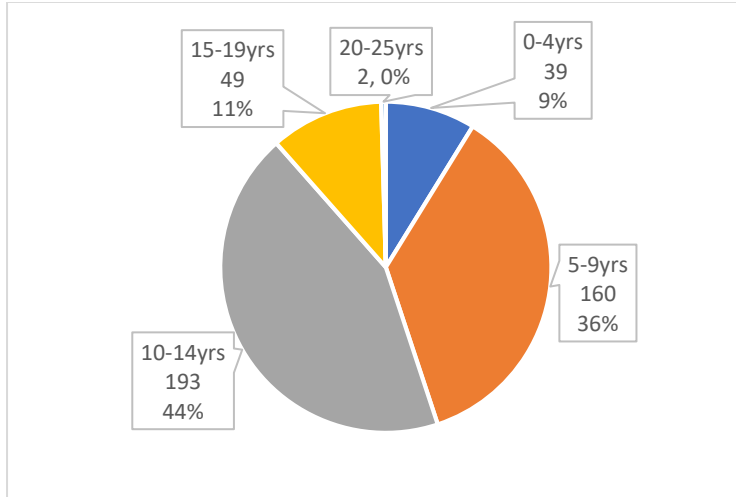
70% of children were in mainstream school, 24% in Special School and the remaining 6% were either not school age, in other provision (including home schooled) or not in education. Of the 428 children in an education setting, 78% felt their child was supported by them either all or some of the time.

Number of Responses Received by District



Age Ranges of the Children for Responses Received

80% of the children were in the 5-14 years age bracket.

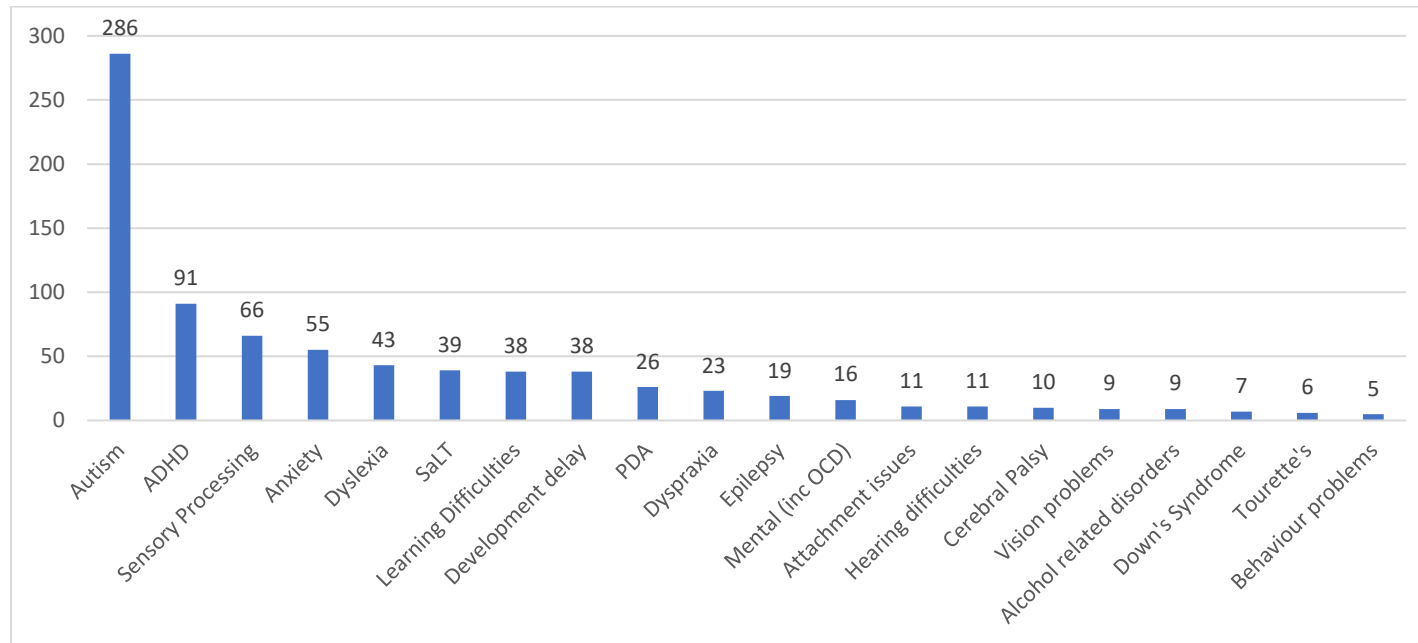


Over 80 different disabilities were listed and 283 (62%) listed multiple disabilities. For the purposes of this report we have included both diagnosed and undiagnosed together.

The top five listed disabilities were:

1. Autism (including undiagnosed and suspected) 286 – 63% of all respondents
2. ADHD (including undiagnosed and suspected) 91 – 20% of all respondents
3. Sensory processing disorder/difficulties/issues 66 – 15% of all respondents
4. Anxiety (including social anxiety disorder) 55 – 12% of all respondents
5. Dyslexia (including undiagnosed) 43 – 9% of all respondents

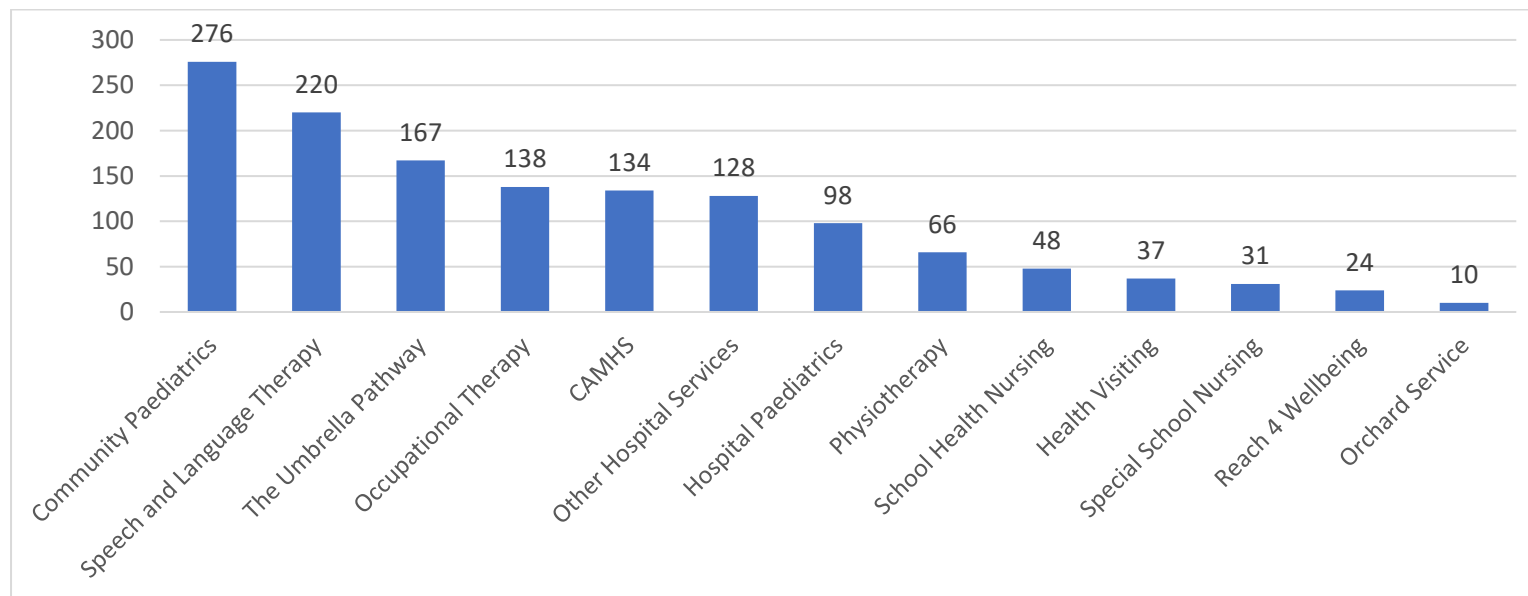
Breakdown of Disabilities Named Five Times or More



50% of the children have Education, Health and Care Plans and 75% of those parents felt their child was making progress or partially making progress towards the outcomes in the plan.

We asked about a total of 13 Health Services ranging from universal, (open to all) services like school health nurses and health visitors through to the more specialist and targeted services such as Speech and Language, Child and Adolescent Mental Health Services (CAMHS) and Paediatricians. Some families are accessing multiple health services and therefore the total number of responses we received was 1,377 across all 13 services.

Number of Families Accessing Health Services



The picture of staff's understanding of a child's disability varied across the services.

- 60% of parents said mainstream school staff lacked understanding
- 46% of those parents who had accessed Early Help Hub (EHH) or Social Care said the same
- Across the 13 health services we asked about, 56% of families said they were satisfied or fairly satisfied with the professionals' understanding of their child's disability.

It should be noted that the numbers of families accessing the Early Help Hub and social care were relatively low, less than 10% in the case of EHH and 12% with Social Care. The figures for health are an average across all 13 services, when looking at the detail, some services had better satisfaction rates than others.

Parents said they want to be involved in decisions about their child's SEND across all services.

- In Education Services 42% of parents strongly or fairly strongly agreed with the statement that they had been fully involved in the decision-making process
- In Health Services 40% of parents gave the same response
- In Social Care and Early Help 44% said they felt satisfied or fairly satisfied that their views were taken into account.

Across health, social care and early help 44% were fairly satisfied or very satisfied that their child's views had been taken into account, it was 38% across all schools. The figures were slightly higher when parents were asked whether they felt their views had been taken into account, with health being 52%, social care 45% and schools 46%.

The importance of good communication figured strongly across the comments in the survey. Parents were asked about how well they felt services communicated with them and less than 50% were fairly or very satisfied with Early Help, Social Care and Health. Parents were also asked about the communication with school and Special Educational Need (SEN) Services during the Education, Health and Care (EHC) Assessment process and 54% of parents said they were very or fairly satisfied with the communication from school, SEN Services was 32%.

Timescales and waiting times were also noted to need improvement across all services; with no service scoring 50% or above to the question if you were fairly or very satisfied to timescales. Early Help had the best level of satisfaction in this area with 44%, but Health (38%), Social Care (32%) and EHC Assessment process (25%) rated poorly.

We recognise that the responses are representative of people's own experiences of the system, rather than a representative account of all service users.

Compliments and comments

Parents took the time to write compliments and suggestions for what could make things better. The compliments were about different services and individuals, including several education settings and staff, SEN Services and their staff and Family Support. Largely the comments were praising the support the child and family had received, whatever that may have been. Parents also valued being listened to, issues being sorted out quickly and a smooth Education, Health and Care Plan (EHCP) process.

'Ask me what her likes/dislikes are. What her triggers are'

'Actually listen to parental concerns and react appropriately!'

Positive engagement with parents - understanding the complexities of coping with an ASD child and understanding the triggers for individuals.'

'Once the LA were involved the process was smooth but not yet complete'

Don't assume that because your child is hitting targets they don't need extra support'

We have recently had support from a family support worker (x) from early help .and she has been amazing. She is organised, methodical and has provided so much support and problem solving. x School have also been wonderful with managing my sons needs '

Things look to be improving and staff at the higher levels appear to align in mindset more with parent carers than previously. When they get it right for a child it's great'

'My child is being push from one service to another with each service say yes needs help but not by us.'

'Make SEN children more welcome in school instead of being made to feel like an inconvenience.'

'I am fortunate to have a very supportive school environment for my child.'

'You said, We did'

The parent carer survey had over 650 comments from the respondents, covering all aspects of SEND services in Worcestershire.

Using the headings and questions from the survey as a framework we have responded to these comments below, detailing what work we have done to address any concerns and what we plan to do next.

Detailed feedback about The Local Offer can be found in the 2019/20 Local Offer Report.

[SEND Local Offer Feedback](#)

Overarching Themes

Communicate and listen (with families and between agencies)

Education Services - When parents were asked whether they felt they had been fully involved in decisions about their child's SEND with Education Services 42% of parents either strongly or slightly agreed with it, 15% neither agreed or disagreed and 43% either strongly or slightly disagreed.

Health Services – When parents were asked whether they felt they had been fully involved in decisions about their child's SEND with Health Services 40% of parents either strongly or slightly agreed with it, 30% neither agreed or disagreed and 30% either strongly or slightly disagreed.

Service Area	Comments	What have we done	Future plans
Education	<p>49% of parents said regular communication and engagement with parents is something schools could do to help support the families more.</p> <p>When asked what their child's education setting could do to support their child they said:</p> <ul style="list-style-type: none">- Communicate and listen (with them as parent/carers, with their child and with other agencies)	<p>We have worked with schools through Special Educational Needs Coordinator (SENCo) networks and the SENCo conference to think about good practice working with parent/carers.</p> <p>Partnership working with parents/carers is a more prominent focus in the SENCo Leadership Programme and in SENCo Network meetings. We have helped discussions to problem solve and share effective practice.</p>	<p>We are working with Families in Partnership, schools and other partners to develop a Parental Engagement Guidance for schools. This will initially involve some targeted work with a smaller number of schools helping them develop their specific practices on how to involve parent/carers in the assess, plan, do review cycle with their children.</p> <p>The second phase will involve rolling this out across the county.</p> <p>Collate examples of effective practice and case studies to share</p>

Service Area	Comments	What have we done	Future plans
	<p>Involve specialist services and communicate with them effectively.</p>	<p>We promote the 'My Plan' format with schools to capture children's strengths and interests as well as difficulties.</p> <p>We promote high quality review meetings with parents and pupils – asking what does a 'good one' look like?</p> <p>In the training and development network we are looking at which schools take up SEND training from external professionals and participate in SENCo development activities. This will allow us to contact schools who don't take part to ensure they have the support they need. SEND support services also now provide feedback to the Early Years and schools inclusion forum about the take up and effectiveness of their work in schools.</p>	<p>more widely with WCF Teams and schools.</p> <p>Guidance will be issued to schools in December 2020 on how to work with children with medical difficulties. This will encourage a multiagency response and ensure better record keeping of plans resulting from this work.</p>
EHCP Process	<p>46% of parents felt either strongly or fairly strongly that their views were taken into account during the EHC assessment process and 38% said the same about their child's views.</p> <p>Parents said that often the communication from SEN Services was poor, they didn't feel informed about what was happening, it was difficult to contact their case worker and they didn't listen to their views.</p> <p>In the survey only 30% were either fairly or strongly satisfied with communication with SEN Services.</p>	<p>We now have a parent satisfaction questionnaire attached to the EHCP process which captures parents' experiences through the EHCP process. We will use this to improve future service delivery and pick up on any specific issues with families.</p> <p>The SEND Services team have expanded the level of Continuous Professional Development in the team including investing in the NASEN SEND case officer award, IPSEA legal training as well as in house training.</p>	<p>The Learning and Development team is working with the SEND Group Managers to put together specific training for the team to improve communication with the team.</p>

Service Area	Comments	What have we done	Future plans
		<p>Regular meetings are held with SENDIASS and FIP to ensure that the SEND service is aware of any issues and plans are put in place to address them.</p>	
Health	<p>49% of parents who had been involved with Health Services said they were fairly or very satisfied with the communication with them. 52% said they fairly or very satisfied that their views were taken into account and 44% said the same about the views of their child.</p> <p>Parents said that it was sometimes hard to get in touch with health professionals and they sometimes didn't feel informed about what was being done.</p> <p>Parents also commented that communication between health professionals and schools could be improved.</p>	<p>A quality assurance group has been set up by the Clinical Commissioning Group (CCG) SEND commissioner. Feedback from families is monitored (direct to service and via Patient Advice and Liaison (PALS)).</p> <p>We have reviewed our webpages to ensure telephone numbers and contact details are relevant and easy for families to find. An Occupational Therapy Advice Line has been set up, which operates once a week, and has proved very effective.</p> <p>This feedback has been shared with teams and we monitor feedback from families directly to service and via PALS.</p>	<p>We will review evidence of family views incorporated in Health contributions to EHCPs</p> <p>We collect feedback through a variety of means – Friends and Family test, social media, compliments and complaints on a monthly basis in addition to specific engagement activities. We review the feedback and use this information to identify learning and initiate co-production activities to improve the impact of provision and children and families experience.</p> <p>We will continue to disseminate the feedback we receive from families to the relevant teams.</p> <p>Remind all staff to ensure families have contact details for services.</p> <p>We will have ongoing monitoring of the service and PALS feedback</p>
Social Care and Early Help Hub	<p>In Social Care 45% said they fairly or very satisfied that their views were taken into account and 44% said the same about the views of their child.</p> <p>In Early Help the figures were 43% for parents and 39% for the child's views.</p> <p>When asked about communication between the families and the service 43% of Early Help and 53% of Social Care were either very or fairly dissatisfied.</p>	<p>Within the Children with Disabilities team we have begun thinking about how we can more creatively seek children and young people's views.</p> <p>We look to ensure that we record parental views regardless and if any needs/requests cannot be met record the impact and response to this.</p>	<p>Ensure that parents/carers are clearly informed of allocated worker at point of contact and that any change of worker is supported by a virtual or face to face handover.</p> <p>Continue to develop and ensure that we are being creative in the ways that we seek and record children and young people's views. Ensure</p>

Service Area	Comments	What have we done	Future plans
		Case auditing specifically looks at the voice of the child, the outcomes surrounding this are addressed with individuals and themes discussed within teams.	parents views are gained throughout involvement and intervention.

Support for families

Service Area	Comments	What have we done	Future plans
<p>Education</p> <p>Support in school – 22% felt that their child didn't get the support they needed. 44% felt that their child on received support some of the time</p>	<p>When asked what their child's education setting could do to support their child they said:</p> <ul style="list-style-type: none"> - Provide support which meets children's individual needs. 	<p>We have worked with schools through SENCo networks and the SENCo conference to think about good practice working with parent/carers and supporting family needs. We have also promoted the 'Family Learning' offer to schools.</p> <p>We are actively promoting the use of the Worcestershire Children First (WCF) Graduated Response Guidance in schools to help inform appropriate support and provision. We have developed, with parent carers, an Understanding Graduated Response document for schools to use with their families. Special Educational Needs Support Teams have provided input at SENCo Network meetings and SENCo Bulletin about how to best support needs e.g. 'Ten top tips.'</p> <p>We have reviewed the support provided by the Medical Education Team and understood what works and what needs to improve.</p>	<p>Continue to promote good practice through the SENCo networks.</p> <p>Collate examples of effective practice and case studies to share more widely with WCF Teams and schools.</p> <p>We will be making changes to the support offered by the Medical Education Team from September 2021. In the meantime, we will be offering anxiety training to schools to help them better understand and meet the needs of their children.</p>

Service Area	Comments	What have we done	Future plans
Health	Support from specialised therapy services is limited	<p>Commissioners are working together to review the specialised therapy services in Worcestershire and develop a plan to agree what is needed by young people and families and how we can commission services to meet these needs.</p> <p>There has been a refresh of paediatric physiotherapy equipment held as stock items. Physiotherapy led process is in place to request specialist items.</p> <p>We are currently working towards having a clearer universal, targeted and specialised approach in Occupational Therapy and Physiotherapy to enable families that require our specialist input to access this as part of the graduated response that can be better responsive to needs.</p>	<p>Commissioners will work with the specialised therapy services to agree how to deliver the plan and whether different services need to be commissioned.</p> <p>We will continue the monitoring of needs and provision of specialist equipment.</p> <p>Service review required for Physiotherapy & Occupational Therapy. As part of this would be keen to hold sessions with parents / schools and WCF to gain feedback and co-produce on solutions.</p> <p>The service review to be co-produced with FIP (Families in Partnership)</p>
Social Care	Parents are looking for practical support following diagnosis, for a variety of disabilities	<p>We have reviewed and will continue to review the Local Offer and the services this can be signposted too.</p> <p>The Children With Disabilities (CWD) Register is being renewed, the aim is that this will identify any gaps in local provision.</p>	<p>Continue to analyse the data that comes from the CWD register and use this to understand the diagnoses for those children with disabilities and any adaptations required to meet those needs.</p>

An understanding of SEND

Service Area	Comments	What have we done	Future plans
Education	<p>60% of parents whose children attended a mainstream school said they didn't think the staff had a suitable understanding of their child's SEND.</p> <p>It was clear that an understanding was often</p>	<p>We promote the use of the Worcestershire Children First (WCF) Graduated Response Guidance in schools to help inform appropriate support and provision.</p>	<p>Collate examples of effective practice and case studies to share more widely with WCF Teams and schools.</p>

Service Area	Comments	What have we done	Future plans
	<p>patchy and wasn't consistent across the whole school.</p> <p>Parents want school staff to have an awareness of how conditions can affect the way a child acts in class/school and understand the challenges they face in school daily</p> <p>Work with parents to gain a better understanding of SEND rather than blaming them.</p>	<p>Draw on Special Educational Needs Support Teams to provide input at SENCo Network meetings and SENCo Bulletin about how to best support needs e.g. 'Ten top tips'.</p> <p>Increased expectation for schools to draw on SEN Notional budget to facilitate training and professional development for all staff.</p> <p>Developed a 'Graduated Response' training plan which ensures that schools and settings have access to training and development activities at every level.</p> <p>Deliver 'Wellbeing for Education Return' training for Worcestershire education settings in response to the Covif-19 pandemic.</p> <p>Review how we deliver support from the Complex Communication Needs (Autism) team to provide greater emphasis on building the capacity of schools to meet needs.</p> <p>We have worked with schools through SENCo networks and the SENCo conference to think about good practice working with parent/carers.</p>	<p>Develop a locality-based approach (District SEN Hubs) to further develop schools' capacity to meet needs.</p> <p>SEN Support Teams to facilitate 'Train the Trainer' sessions for SENCos to disseminate to school staff.</p> <p>Launch the Anxiety in Schools project providing training for settings in better understanding and meeting the needs of children.</p> <p>We are working with Families in Partnership, schools and other partners to develop a Parental Engagement Guidance for schools. This will initially involve some targeted work with a smaller number of schools helping them develop their specific practices on how to involve parent/carers in the assess, plan, do review cycle with their children. The second phase will</p>

Service Area	Comments	What have we done	Future plans
			involve rolling it out across the county.
EHCP Process	Local Authority staff to have a wider understanding of different SEND diagnoses.		E-learning modules are being developed for WCF staff which focuses on Equalities and Inclusion and provide an Introduction to SEND.
Health	56% of families said they were satisfied or fairly satisfied with the professionals' understanding of their child's disability.	<p>Update re health services provided to SENCo Network.</p> <p>Occupational Therapy and Physiotherapy recently joined the 'Back to School Project' providing advice to families and other professionals around sensory needs, exercise and regulation.</p> <p>Service Lead for Occupational Therapy & Physiotherapy (pre-Covid) had been attending meetings regularly with SEND team to provide advice and support around needs and current appeals to the SEND tribunal.</p>	<p>Occupational Therapy service offer to provide sensory needs training to SEND team.</p> <p>Service review is required for Physiotherapy & Occupational Therapy.</p> <p>Sessions will be held with parents to gain feedback and co-produce on solutions.</p>
Social Care	46% of those parents who had accessed Early Help or Social Care said they were either fairly or very dissatisfied with the professionals understanding of their child's disability.	<p>Education Health and Care Plan (EHCP) training delivered by the Council for Disabled Children was attended by Children with Disability Social Care teams.</p> <p>The Family Front Door and Children with Disabilities (CWD) managers now attend the weekly EHCP panel and also contribute to the weekly ECHP provision panel.</p> <p>An EHCP audit schedule has been developed and there is a robust system in place where representatives from health education and social care, audit an EHCP plan monthly and share the learning.</p>	<p>We will continue to access and contribute to panel.</p> <p>Workforce development will support staff development on specific disabilities and those disabilities where there is a high proportion of children in Worcestershire, for example Autism.</p>

Timescales/waiting times

Service Area	Comments	What have we done	Future plans
Education, Health & Care Plan (EHCP) Process	In the survey only 25% of respondents who had gone through the EHC assessment process in the last 12 months were either fairly or strongly satisfied with the timescales.	Service now works at 100% for new assessments.	Monitor and maintain levels.
Health	<p>Waiting times for appointments are too long, and sometimes parents are not given sufficient notice when appointments become available.</p> <p>Waiting times for referrals.</p> <p>Waiting times are lengthy for the Umbrella pathway with no support while you are waiting.</p>	<p>We currently achieve 18 week waiting target for all services other than Physiotherapy and Occupational Therapy.</p> <p>A recovery plan in place for referrals. The Covid pandemic has impacted negatively on waiting times.</p> <p>We have invested more in the Umbrella Pathway to enable waiting times to be reduced. Umbrella waiting times are being monitored and a recovery plan in place. Families are informed of contact numbers if they have any questions whilst they are waiting. Response is usually with 2 working days.</p> <p>On receipt of the child's referral the parent receives a letter outlining the process. A further letter is sent after the planning meeting indicating which assessments will take place.</p> <p>There is a written report after each assessment and after the diagnostic discussion.</p>	<p>Service review required for Physiotherapy and Occupational Therapy.</p> <p>We will be recruiting to more posts to support recovery.</p> <p>Review the system for appointment letters being produced and posted.</p> <p>We will review the SEND Local Offer and web pages to ensure referral process is clear to all.</p> <p>Commissioners are looking at different ways of providing support to children and their families after a diagnosis of Autism is made.</p> <p>As recovery is achieved the support offer will improve. We plan to start workshops to support families in January 2021.</p> <p>We will aim to give information regarding the estimated length of the assessment process.</p>

Funding

Service Area	Comments	What have we done	Future plans
Education	<p>More funding for schools for staff and/or specialist teachers/teaching assistants.</p> <p>Increase funding to schools so all SEND children can be helped.</p> <p>Ring-fence all SEND funding in schools.</p>	<p>Promoted the use of School Inclusion Profile which provides SENCOs with detailed information about their SEND budget. Work with school leaders and SENCOs to consider how best to allocate their SEN Notional funding i.e. how is this currently allocated? What evidence informs this decision making? What impact is the spend having on outcomes for pupils with SEND? SENCO Networks, SENCO Leadership Programme, SIA discussions with maintained schools etc.</p> <p>Develop SEND Finance eLearning Module – shortly to be made available on SEND Local Offer for WCF teams and schools.</p>	<p>Continue with this work to further embed key messages.</p> <p>SEND top up funding is being reviewed. A new approach and guidance will be launched in April 2021.</p> <p>Consultation with schools and settings about what this needs to look like to support them to meet children’s needs is currently being undertaken.</p>
Transport	<p>Help for children who attend schools which are out of county.</p>	<p>All pupils who are eligible for travel assistance receive appropriate assistance.</p>	<p>We will ensure that the relevant policies and procedures are kept up to date and accessible and transparent for parents.</p>
Education, Health and Care Plan (EHCP) Process	<p>Support should be about what is needed not about budgets.</p> <p>There is nothing for children without an EHCP.</p>	<p>A new panel has been setup in the SEND Service which looks at request for funding. The terms of reference have been viewed with FIP and SENDIASS to ensure that decision making is in line with the law.</p> <p>The Graduated Response document has been launched to ensure schools are inclusive. Where issues are picked up on these are then addressed by the newly formed</p>	<p>A new EHCP pathway is being co-produced with partners including parent carers.</p>

Service Area	Comments	What have we done	Future plans
		"Early Years and School Inclusion Forum".	
Health	More funding for Children and Adolescent Mental Health Service (CAMHS).	Commissioners have a plan to increase funding for CAMHS Services each year. Additional funding has been received to support children and young people to develop strategies to manage emerging anxiety. Additional resource has increased access to reduce waiting times when high level specialist provision is required.	There is an ongoing review of the needs of Children and Young People in Worcestershire. Commissioners will review their plans each year and work with providers to enable children and young people to access support for their emotional wellbeing.
General	More funding and investment is needed throughout the system.	A draft High-Level Needs Funding management plan has been produced which looks at how we use our available funds wisely and effectively.	The plan will be shared with the Strategic Schools Forum in the new year.

Comments by Service Area

(not covered by overarching themes)

Local Offer – This section is addressed in the Annual Local Offer report

Graduated Response

Focus	What have we done	Future plans
Only 35% of the respondents had heard of the Graduated Response.	An Understanding the Graduated Response document has been co-produced with parent carers and partners. This is now available on the Local Offer Website. In October 2020 an animation and presentation video explaining the Graduated Response were added with a social media campaign to raise awareness.	A Post 16 Graduated Response Guide is in production and will be available in late 2020 aimed at young people within college settings.
Provide an inclusive environment where reasonable adjustments are made for children with SEND.	Worked with schools through SENCo networks and the SENCo conference to think about good practice working with parent/carers	We are reviewing the work of the Complex Communication Needs to include training and support to schools in how to meet the needs of children with Autism.

Focus	What have we done	Future plans
Schools to complete actions which have been agreed with external professionals.	Worked with schools through SENCo networks and the SENCo conference to think about good practice working with parent/carers.	
Parent/carers want there to be consistency between schools.	The Early Years (EY) and school inclusion forum considers data and feedback on the inclusive practices in individual settings and promotes both good practice sharing and support and challenge in response to concerns.	Share the remit of the EY and school inclusion forum more widely and involve health and social care.
Schools and the Local Authority should be doing more to get children/young people back into education or off a reduced timetable.	Clear expectations and key messages to schools re part time timetables and how these should be effectively managed on a time limited basis. (SENCo Leadership Programme, SENCo Network). We are currently undertaking a review of the Medical Education Team (MET) with all stakeholders, including parents, child and young people.	Review of Pastoral Support Plan guidance and template to outline expectations of schools. Implementation of recommendations from the Medical Education Team review.
Support in Early Years.	The work of the Early Years (EY) inclusion team has been reviewed to increase the focus on building the capacity of mainstream EY settings to meet the needs of children with SEND.	A new EY strategic lead has been recruited and will start with Worcestershire Children First in January 2021. Part of this role will look at the delivery of the Pre-school forum and where improvements need to be made.

Education, Health and Care (EHC) Needs Assessment

Focus	What have we done	Future plans
The EHC Assessment system should be open and fair.	A new panel has been created to ensure that all the decisions made are consistent, fair, legal and timely.	A new EHCP pathway is being co-produced with partners including parent carers.
Information about the Assessment process should be clear and easy to find.	An Understanding the Graduated Response document has been co-produced with parent carers and partners. This is now available on the Local Offer Website. In October 2020 an animation and presentation video explaining the Graduated Response were added with a social media campaign to raise awareness. Information about SEND is included on CCG Website and supported by a Designated Clinical Officer Herefordshire & Worcestershire CCG SEND.	A new EHCP pathway is being co-produced with partners including parent carers.
Parents want more regular and detailed specialist assessments.	A new EHCP Quality Assurance (QA) framework has been created to ensure that EHCPs assessments are	We will continue to develop the QA frameworks within the Local Area.

Focus	What have we done	Future plans
	<p>of the highest quality. It was co-produced with partners including parent carers and involves a wide range of professionals.</p> <p>With Health Services, on receipt of the child's referral the parent receives a letter outlining the process. There is then a further letter after the planning meeting indicating which assessments will take place.</p> <p>Written report is produced after each assessment and after the diagnostic discussion.</p>	<p>Health services review the content of the standard letters and gain feedback as to how useful the letter is for parents.</p>

Education, Health and Care Plans

Focus	What have we done	Future plans
<p>Is your child with an EHCP making progress towards their outcomes? 75% of parents whose children had an EHCP felt their child was making progress towards their outcomes either fully or partially.</p> <p>35% wanted ambitious targets set to help their children reach their full potential.</p>	<p>New EHCP quality assurance framework has been created to ensure that EHCP are aspirational and outcomes are SMART.</p>	<p>Outcomes to be monitored to show progress for pupils with EHCPs.</p>
<p>Annual reviews should happen regularly, and paperwork is updated in a timely way.</p>	<p>Annual review pathway is being revised and reviewed with partners including Families in Partnership.</p>	<p>The new pathway will be launched and in place for the Autumn term 2021.</p>
<p>Preparing for Adulthood for those young people 14 and over with an EHCP.</p>	<p>Part of SEND forward planning on PFA outcomes being built into Annual Reviews.</p>	<p>The new pathway will be launched and in place for the Autumn term 2021.</p>

Provision

Focus	What have we done	Future plans
<p>Parents want their children to be included in more whole school activities such as sports days or concerts and at breaktimes and after school clubs.</p> <p>15% of parents wanted their children involved in whole school activities.</p>	<p>Short Break provision is advertised and updated regularly on the Local Offer.</p>	

Focus	What have we done	Future plans
17% of parents wanted more breaktime and after school inclusion.		
More specialist provision in Worcestershire.	A SEND sufficiency report has been produced which looks at the need for specialist places. This work is part of a wider review of the availability of specialist provision for specific needs in the county.	Initial plans for the development of Specialist Provision for specific needs will be shared with stakeholders in 2021.
More specialist activity/support groups for SEND children/young people.	Short Break provision advertised and updated regularly on the Local Offer.	
Support for families with children who don't meet specialist services thresholds.	<p>All partners across health, social care and education are looking at what help, and support is available at different threshold levels.</p> <p>They are developing clearer pathways for families, which show what help can accessed at different levels of need, from support open to everyone through to the more targeted and specialist support for more complex needs.</p> <p>The Starting Well Partnership was launched in April 2020 which includes support for families.</p> <p>Universal resources are available from Speech and Language Therapy (on their website, YouTube channel and Facebook page.</p> <p>Occupational Therapy - have an advice line for parents and professionals running every Wednesday.</p> <p>NHS web pages include the universal offer for Occupational Therapy / Physiotherapy and Speech and Language Therapy.</p>	Clearer pathways are developed and information regarding them is available on the Local Offer for families and professionals.
More support and education provision for young people post 16.	<p>We are developing a "commissioning plan" for SEND 16-25 in Worcestershire which will set out what is needed by young people and families and how we can commission services to meet these needs.</p> <p>We are working with local colleges about courses and support offers and to make sure the offers are clear in the Local Offer.</p>	Where the commissioning plan finds that we need additional or different provision in Worcestershire, we will work with providers to get this in place.

Health Services

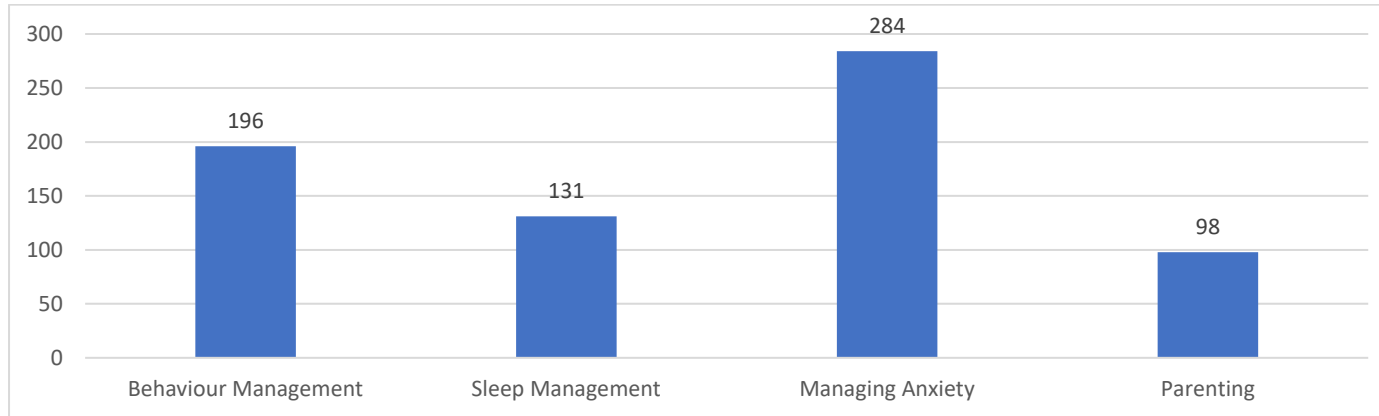
Focus	What have we done	Future plans
An increase in specialist provision.	There is a multi-agency review into Speech and Language provision taking place, to improve service access and outcomes.	Share the report recommendations with stakeholders inclusive of parent carers.
Children with ASD cannot access CAMHS.		Commissioners are working with CAMHS to ensure that their staff are trained to provide support for children diagnosed with ASD.
More support for children with mental health issues like anxiety.	Each year the Children and Young Peoples Mental Health and Wellbeing (CYP MH&WB) Transformation Plan is refreshed to include the additional investment and expected outcomes for our Children and Young People.	Implementation of the CYP MH&WB Transformation Plan for Worcestershire. Worcestershire is part of the national programme to provide Mental Health Support Teams in Schools which will see a team for every school by 2023-24.

Co-production

Focus	What have we done	Future plans
<p data-bbox="98 751 696 852">Involve parent carers in the planning of services available to support children/ young people with SEND in Worcestershire.</p> <p data-bbox="98 852 696 1153">86% of respondents said they hadn't been given the opportunity to be involved in planning services.</p>	<p data-bbox="696 751 1431 852">We work closely with Families in Partnership (FiP) – Worcestershire's Parent carer forum and involve them in strategic boards and working groups.</p> <p data-bbox="696 852 1431 952">In November we have a communication campaign through schools to raise awareness of FiP and encourage parents to become involved.</p> <p data-bbox="696 952 1431 1153">The Children with Disabilities (CWD) register is being relaunched and members will be asked if they want to receive information about how they can become involved in shaping services.</p>	<p data-bbox="1431 751 2136 911">Ongoing support to FiP to encourage a growth in membership and continued inclusion of parent carer representatives in strategic boards and working groups.</p> <p data-bbox="1431 911 2136 1153">Work across all partners to establish a participation and engagement strategy with shared aims and ways of working. This will be included in the overall SEND Strategy.</p>

Training for parents

Parents were asked if there was any training related to their child's SEND that they would like to access. The most popular was managing anxiety, followed by behaviour management, sleep management and then parenting.



We have shared this information with our partners, who provide training for parents and they will use the information when they are considering what training they deliver in 2021. Family support teams also offer information for parents about behaviour management, through one to one support or group work.

We have a page on the SEND Local Offer which has information about courses on offer, it is updated when new courses become available. You can find it here: [SEND Local Offer training for parent carers](#)