

Kingston Parent Carer Consortium: Wednesday 19th October 2022, 12:00-13:30 Meeting Minutes

Parent Carer Forum / Parent & Carer representatives

Bev Pass (BP), Claudia Isaby (CI), Karen Gale (KG), Kelly Harrison (KH), Sarah Richardson (SR), Linda Nystrom (LN), Asif Mullan (AM)

Staff

Alison Stewart, Designated Clinical Officer, Integrated Care System (AS), Anna Chiva, Associate Director of SEND, AfC (AC) Ashley Whittaker, Programme Director, AfC (AW), Alys Robinson, SEND inclusion Officer (AR), Jonathan Rourke, Kids, SENDIASS (JR), Rob Harris, Parent Carer Engagement Officer, AfC (RH), Shaun West, Designated SEND Social Care Officer, AfC (SW), Karen Lowry, Communications Officer, AfC (KL), Megan Francis-Falkner, SEND Policy and Project Coordinator, AfC (MF)

1. Welcome, introductions and apologies

AW completed introductions and welcomed parents and carers. **AW** asked if the meeting could be recorded for the purposes of minute taking.

2. Parent Carer Forum (PCF) Update

CI gave an update on the Parent Carer Forum:

- The PCF are making progress with agreeing structures for future working. **CL** has stepped forward as one of the co-chairs.
- The group were involved in the SEND Futures Conference, which they felt was a good way to meet and communicate with various groups, as was the Access All Areas event which they also attended.
- **RH** added that **CI** and **KG** had done a great job on the day, and that practitioners had provided feedback about how great it was to hear from parents about how co-production can work.
- **AC** thanked everyone for attending the Access All Areas event.
- **KG** added that it was good to get peoples input when they did the SEND co-production presentation.
- **CI** added that the PCF had attended a Contact (national charity) event around the integrated care system, which provided helpful training.
- **AW** added that the PCF were also involved in the local area OFSTED Care Quality Commission re-visit. There is currently no news on the outcome of this yet.
- **RH** also mentioned the PCF's involvement in the Autism in Schools project.

3. Dynamic Support Register

AS presented on the dynamic support register. Link to the presentation will be sent out with the minutes.

CI (Q): Is this going to help families where there isn't very much Child and Adolescent Mental Health Services (CAMHS) involvement and there are problems arising? Mentioned a child with an autism spectrum condition (ASC) diagnosis who didn't engage, and therefore wasn't getting the information they needed. Wondering how this information gets to the register?

AS (A): We are aware that there are some families struggling to access CAMHS because they cannot attend an appointment. The dynamic support register will help us in developing our response to children and young people in more extreme crisis positions. There is also more information on NHS England around crisis support services for children and young people with autism and learning disabilities.

Action: **AS** to circulate more details about this support service.

KG (Q): How do we get past the schools who are maybe being ignorant of the system, where they don't signpost parents, as they are often the ones that could flag an issue? How do we therefore get the right information to those who aren't receiving it from the school?

AS (A): We can put some information about the dynamic support register on the Local Offer website. We can also talk more in schools about the challenges of when a child behaves one way in school and another way at home. **AS** is also doing some work with the [Emotional Health Service](#), CAMHS and schools around what happens when a school makes a referral that then gets rejected by CAMHS.

KG (Q): What happens to those individuals who are in that situation? Quite clearly there is something wrong with the system at some point down the line, if a child keeps getting rejected from CAMHS, that poor child and their family are still suffering. There is also a risk of a child harming themselves.

AS (A): That is very much part of this work that we are going to be doing. South West London St Georges does have an emergency phone number, and based on the experience of talking to families who use this, they are often encouraged to take their family to A&E, which does not necessarily result in the best outcome. So we will be looking into this.

RH (Q): Quite a lot of parents have mentioned to me that in their interactions with hospitals and hospital staff, there is a need for the staff to have training to deal with the child to make that a better experience for them. I was wondering if looking at the interactions between hospital staff and SEND families could be included in this review as well, or is it very specific?

AS (A): Work around the dynamic support register is specific, however in terms of general hospital admission, myself and Rosie Brand have attended the Kingston Hospital Children and Young People's Board to feed exactly this back. They have started things like using communication passports and developing visual resources around common interventions. The hospital is also working on a redesign at Kingston of the physical space as well.

AW noted that this was something that had been raised in this group before, and there had been reports that things had started to improve, and that staff did have a greater awareness. **AS** was hopeful with the new Integrated Care System coming into place, this would be a chance to make things better across the system. **AS** explained that there is also the [Oliver McGownan young person training](#). This training was developed in response to one person's experience in hospital.

AC noted that in a headteachers' meeting this morning there was a discussion about a session they had with Jo Farah, the strategic lead for Kingston Integrated Care Board, on the topic of autism. School leaders are working with Jo to highlight the differences between autism and other mental health conditions. **AC** happy to continue to update on this.

LN fed back on her own experience taking her children to a hospital setting. **LN** noted that things had improved on her second visit to the [Sunshine Ward](#) compared to her first visit which was much more clinical. **AS** was happy to hear that the key messages fed back from children and young people were being implemented in hospital sites.

4. Participation, Engagement and Co-production update

RH gave an update:

- Noted that the SEND Futures Conference and Access All Areas events had recently taken place and how positive they had been for transitions and co-production.
- **RH** was in the process of talking to Ambition about Autism about their Spring School. They have set up a website with more details, the link to which can be found here: [Spring School | Ambitious about Autism](#)

- **RH** also met with Andy Novak, the newly appointed head for the school, who seemed to have a good understanding of the issues at stake.
- We are now on to the evaluation phase of the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) re-commissioning process. **RH** will give an update in more detail next month
- **RH** noted that the [SEND Parent Champions](#) started in September and they have been introduced to the schools. **LN** has created a form where parents can fill out details if they are interested in speaking to a SEND Parent Champion: [Parent Champion Form](#)
- We are looking at setting up more support groups for SEND parents, such as in a local community church.
- We are looking to recruit the next cohort of SEND Parent Champions by the end of the year
- **RH** has also been in contact with Bedelsford School and met with the deputy head about setting up parents' coffee mornings which can be used as a platform to contact more parents.
- **KL** has created a leaflet on top tips for SEND parents need to know about, which will make the website and info more accessible. Link: [Support for children and young people with special educational needs or disabilities \(SEND\)](#)

AM (Q): I have had discussions about the Parent Champions with parents who are keen to sign up and get involved, how would they go about doing so?

RH (A): Best thing would be to contact me directly, or through the Local Offer website.

KL also noted that if you type "champions" into the Local Offer website it will come up, or there is a direct link on the leaflet.

Action: **RH** to send a soft copy of SEND leaflet to **AM**.

KL noted that Spring School has a live consultation at the moment for parents and stakeholders, which will be open until the 2nd of December, however they will also be holding engagement events during November. A link can be found on the Local Offer or below:

<https://www.springschool.org.uk/latest-news/public-consultation-launch>

Action: **CI** to send out the information on the Friday newsletter.

AC confirmed that AfC are working with Andy on the Spring School admissions for September. They are looking at Years 1, 3, 4, 7 and 8. The deadline to work with and identify those young people going through phased transfer is February the 15th There are only six places per cohort.

5. Health, Education, Social Care & Short Breaks

5a. **AS** gave a brief update on Health:

- We have moved to the South West London Integrated Care System.
- **AS** has partially moved into the role of Head of SEND for the South West London Integrated Care System (ICS).
- **AS** has begun to do some work with the National Network of Parent Carer Forums to figure out what's the best way to ensure we have representation within the Integrated Care System (ICS).
- Within the children and young people's element of the ICS **AS** will be developing a SEND workstream and wants parent carer involvement in this. This is in its early stages, so **AS** is hoping it will be a co-production exercise, looking collectively across the six local areas and feeding back information into South West London. There will also be things like the dynamic support register and the development of a crisis offer for children with significant needs.
- We are continuing to develop the work around holistic outcomes. We want to do further work on this and are thinking of how best to involve parents and carers, therefore any ideas on this would be gratefully received.

CI commented that they were looking into whether they should be part of the South West Parent Carer Forum group and this will remain on the agenda for the PCF.

5b. SW gave an update on Social Care:

- **SW** is still doing the review of all social care advice into SEND. This is producing helpful discussions within social care teams, and some things that might affect children and young people are being identified. For example, some of the advice is going into plans late, but there needs to be balance / an assurance that they get the information right.
- Social Care advice currently is for practitioners to discuss information with the parents before it is entered into a plan given that as soon as it is sent through it is very difficult to take it back out.
- Last month they had 52 requests (a significant increase) for advice across the whole organisation.
- SEND social care training is being paused, and they are reviewing all the training for social care practitioners, looking at accessibility, length and content. They plan to relaunch this in January with a combination of classroom sessions and online resources.

AW noted that the findings from the PCF summer fun day revealed that parents would value being more involved in training being delivered to social care staff.

RH stated he was happy to help be the conduit between him and the parents to help with this. **LN** also happy to be included in school staff training

Action: **SW** and **LN** to contact **RH** about this.

CI noted that the PCF has already started to talk to schools through the Autism in Schools project. Several issues have been raised, and we are talking to them about doing a new Year Seven coffee morning, and could this be a wider thing, not just with two schools. Already approached the SENCOs about this.

5c. AC gave an update on Education:

- **AC** noted she had been talking to secondary headteachers about phased transfer and confidence parents had in the Local Offer and that they were still seeing that there was a high number of preferences for certain schools because parents feel more confident about that school. As a result of this, headteachers are going to work with primary teachers and think about how they can work more collectively around that primary support. **Action:** **AC** stated they were keen to hear from parents about this matter, and if there is anyone who wanted to feed into this they could link with **RH** after the meeting.

LN noted that some issues were raised amongst parents when families were considering different secondary schools to send their children to. The PCF were considering setting up a new Year Seven coffee morning, and **LN** wondered whether this could be a wider thing in the borough. **LN** has approached the SENCO's about this idea.

AC noted that herself and school leaders were keen to hear more about these practical ideas of how things could be improved for SEND families.

LN recently took her son to an open day at a secondary school he was due to attend, and found it to be overwhelming for her son. **LN** felt it would be useful for schools to inform parents in advance of their open evenings, and to allow children with disabilities to visit the school at a later date when it would be quieter.

AC noted that this was variable between schools. The feedback from SENCOs is that they don't always get the chance to meet with parents due to access, therefore this is part of the discussions currently being had with headteachers. **AC** had noted **LN's** idea and encouraged any other feedback around how this system could be improved.

- **AC** also announced that they were being offered funding from the DfE for supported transitions across Kingston.
- Over three years they will be getting a grant of £50,000 to promote supported internships with the view that they will support this offer for those of 16 years and up.
- **AC** highlighted that there was an employment forum for parents which was in its early stages, parent / carer volunteers would be welcome. **AC** clarified that the DfE will be giving more information and a clear support plan linked in to better outcomes and vocational pathways into employment.
- **AC** stated that if anyone was interested in working on this, this would be very welcome. This forum would sit once a term, and would look at how the funding that has been given could be used most effectively.

Action: Attendees interested in working on this to contact **AC**.

5d. **AR** gave an update on short breaks:

- **AR** noted that Jodi had left the service and that they would be recruiting her replacement.
- There will be an accessible / disability sports day on the 24th of October at Chessington Sports Centre.
- Also over half term Energise is booked to go ahead and all families have been informed of their place. This will be the last time this event will be in-house.
- In terms of mainstream, there are lots of additional support funding requests coming through and staffing is a persistent issue.
- There has been little uptake with stay and play, therefore **AR** asked if this could be circulated more widely to families. The event is every Wednesday, 10am till 12pm during term time for preschool children with their families. Link to event: [SEND Local Offer / What's On / Stay and Play Sessions Moor Lane Centre / Search Results](#)

Action: Meeting attendees to circulate the event link to their relevant contacts.

JR (Q): I have just pointed a school in Jodi's direction, am I alright to forward this on to you?

AR (A): Of course, her automated email will direct them to me as well.

6. **A.O.B**

7. **Actions from previous meetings**

- Dynamic support register - Completed
- Participation, engagement and co-production: **KG** giving dates to **KL** and adding these to the support register - Ongoing, **Action:** **KL** to check this
- Ambitious about Autism Spring School - Completed
- PCF reviewing priorities and whether there is capacity to be more involved in the preparing for adulthood agenda.
- **BP**, **AW** and Ian Dodds meeting on the forward plan - this took place in September, and **AW** shared the list of priorities for last academic year, and proposals for the next academic year.
Action: PCF to let **AW** know if there is capacity to be involved in the preparing for adulthood board.
- PCF to have a specific bespoke session around short breaks - This was done for Richmond, **AR** happy to do the same for Kingston.
Action: **AR** to contact Karen Gale on short breaks session.

End of Meeting