**You Said We Did 2022/23**

**Feedback from system leaders**

|  |  |  |
| --- | --- | --- |
| **EDUCATION** | | |
| You Said (*when, through what route and by whom the suggestion was made)* | We Did (what the change was and when it was implemented) | Evidence of Impact/ Feedback |
| *More direct speech and language service* | Early years education-Training for practitioners to support early language and communication. Additional training for practitioners on making referrals to Speech and Language Therapy Service using the Single Point of Access form.  The Local Authority is working with Barts NHS to bring about a standard universal and targeted SLT offer in schools and in Early Years, as part of the Written Statement of Action. | Early years education – 38 attendees in Autumn Term building skills in supporting early language and communication and making referrals to Speech and Language Therapy Service.  For children with more complex needs, the Stay & Play sessions at Stephen Hawking Special School have bene invaluable in making sure parents know which services are available to meet their child’s early years’ emerging and complex needs, including universal and targeted self-referral SLT services. |
| *Would like other professionals involved in the Annual Review process, not only the SENCO* | The Annua Review process is being reformed so that professionals are more involved, with greater contribution at key points of transition and significant change so that Plans are amended and updated with fresh information from all involved professionals at that time. | The new Annual Review process is in trial, with impact and evaluation available through feedback in March and April 2023. |
| *Annual Review – to receive a report in advance of meeting so I know what will be discussed and can prepare* | The Annua Review process is being reformed so that parents and carers are more, must be, involved, with their views updated yearly and amended in plans at key stage transitions. | The new Annual Review process is in trial, with impact and evaluation available through feedback in March and April 2023. |
| *Need better systems so parents do not need to keep repeating their story* | With changes to our EHCP template, there is a tell-us-once approach to SEN in assessment and Plans. | 90% satisfaction and audit marking in newly issued EHCPs. |
| *Better communication and support being available* | Coordinator details are on the Local Offer, available for families to know for sure who their LA point of contact is. | A co-produced communication charter comes into force and between families and the SEN Service in spring 2023. |
| *Increase budget for SEN*  Parent @ Let’s Talk SEND Event (Nov 22) | A successful growth bid has been by SEN to retain our staff working on Annual Reviews and Phase Transfer, with a further SEN team and a PFA service, to meet the demand of new Education Health and Care Needs Assessment requests, and the corresponding rise of EHCPs in the borough. |  |
| *Speed needs improving- need process maps*  Parent @ Let’s Talk SEND Event (Nov 22) | Needs assessment and Annual Review process maps to be published in Spring term 2023 and to be included for parents as part of the request process (when request is received and acknowledged). This will be published on the Local Offer too. |  |
| *Annual Review process has been reviewed but there is still confusion on what changes mean.*  ep 22 Parent / HT WSoA focus group | New Annual Review process: review the progress in between key stages, with a full review of all areas at phase transfer and where need has significantly changed: again, with real co-production from summer 2023.  All children and young people will move between Key Stages with an up-to-date EHCP from 2022/23 academic year.  Interim SEN manager working on whole Annual review process (paperwork, process, guidance, expectations): new way of working coming out in December to parent/carer groups, young people groups, SENCO working group and LA colleagues, to trial in Spring term 1 2023, review and amend Spring term 2, then in use for all settings from after Easter 2023. Collaborative working key: and points about annual review of progress and full review at phase transfer as suggested in parent groups in summer 2022 taken on board. |  |
| *Need more moderate special schools in TH*  Parent @ Let’s Talk SEND Event (Nov 22) | This is a national issue. |  |
| *More services, special school vacancies- more training for mainstream schools supporting children with SEN*  Parent @ Let’s Talk SEND Event (Nov 22) | Initial work beginning between Phoenix School, SEN and LAS to develop a model of meeting head on more complex ASD need in mainstream settings, with specialist support and intervention there and then, rather than necessitating a move to specialist which may not always be required. Spring/Summer 2023. |  |
| *SEN support levels vary from school to school.*  13 Sep 22 Parent / HT WSoA focus group | New Inclusion Advisor to continue to address with schools. Integrated therapies scope will include SEN support with proposed minimum offer; a standard all parents can expect for their children.  The new SEND Inclusion Advisor is looking into developing a co-produced ‘ordinarily available’ provision document with schools, parents and carers, and professions, which will help to establish what is expected at the SEN Support level and provide a dialogue around more consistent practice across schools. | Co-production of an LBTH Inclusion Framework/ordinarily available provision document to be introduced in April 2023 in collaboration with the Council for Disabled Children (CDC). Future meetings will look at co-writing this framework in consultation with schools, parents and carers and professionals across Education, Health and Social Care. (Lindsey Kelly, SEND Inclusion Advisor) |
| *Teach more life skills*  Parent @ Let’s Talk SEND Event (Nov 22)  *More support needed to develop social skills as an adult to help steps to employment.*  Feedback from Lets Talk SEND Event 5 July 22 | * There are ongoing discussions with Post 16 Colleges and Training providers to ensure there is a clear and direct link between the vocational curriculum offer and student aspirations and the life skills this requires. * Initial 22/23 monitoring visits have shown some post-16 providers have responded to demand and are embedding personal care, cooking, household chores, shopping and healthy living skills into their programmes of study. * Travel training is more readily available to provide young people with the confidence to travel safely and independently to and from their education provision * *More clarity on the extent to which life skills is embedded in secondary and sixth form curriculum is required.* * We said we will develop more preparatory programmes to ensure young people are prepared for employment focused programmes and employment itself. One new pre-internship has been developed and work has begun to develop further opportunities. All preparatory programmes will provide access to extracurricular activities that will encourage and enable young people to socialise, develop relationships and become involved in the wider community. * Opportunities have been created for young people on internship and apprenticeship programmes to develop social skills by actively participating in council events * Plans for ambassador programme to begin in Spring 2023, allowing young people to develop social skills through speaking to parents, carers and children and young people in schools * Spring PfA forum to discuss social skills element of internships, apprenticeships, and traineeships |  |
| *More work experience is needed for young people with SEND not just during college time but in the holiday, it is crucial for a learner to experience things not just reading and completing tests.*  Feedback from Lets Talk SEND Event 5 July 22 | * The Switch provides work experience opportunities for pre and post 18-year-olds during term time, but opportunities for summer work experience placements are limited. The PfA team will work with Young Work Path to explore and further develop holiday work experience offer. * A ‘Let’s Work Fair’ is planned for 17 March 2023. This is an employability event, designed to help young people looking for work experience, apprenticeships, internships and supported employment opportunities. |  |
| *More speech and language training for schools and parents*  Parent @ Let’s Talk SEND Event (Nov 22) | Speech and Language Therapy and the Learning Advisory Service (LAS) are piloting the “DLD Together” course for parents of children with Developmental Language Disorder (DLD) in Tower Hamlets. This intervention helps parents understand what DLD is, how it affects their children and how they can help, including advocating for their children. If the pilot is successful, we want this group to be available regularly.  Speech and Language Therapists and Occupational Therapists are training staff in Children and Family Centres as we roll out the ‘Play and Connect’ group for children identified with social communication difficulties, including suspected autism. This support and training will be on-going as the Children and Family Centre staff require.  We are discussing ways of delivering the Elklan ‘Let’s Talk’ courses for parents alongside partners in the Learning Advisory Service.  We are also planning a session on supporting language development for all Children and Family Centre staff in early 2023 to help support staff delivering ‘Little Talkers’ groups. | Spring Term 2023  The Language, Literacy and Communication Team (LLCT), part of the Learning Advisory Service (LAS) have run three online Signalong sessions for parents which received positive feedback.  The LLCT also ran a session on “Total Communication” for parents and grandparents at Rainbow Links.  The World Down syndrome Day celebration took place at Marner Primary school (March 2023) with funding from the Canary Wharf Group and activities with the Half Moon Theatre. Over 20 students with Down syndrome attending LBTH mainstream settings attended and performed. The making of a film from the World Down Syndrome day was originally a parent idea from feedback from a pre-pandemic Down syndrome conference run by the LAS.  This is the link to the first film the LAS made with the Half Moon Theatre for World Down Syndrome Day.  [https://www.halfmoon.org.uk/blog/world-down-syndrome-day-2023/](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.halfmoon.org.uk%2Fblog%2Fworld-down-syndrome-day-2023%2F&data=05%7C01%7CJanet.Pritchard%40towerhamlets.gov.uk%7Ceeaa8a75267b4eef528108db2aaf9fc5%7C3c0aec87f983418fb3dcd35db83fb5d2%7C0%7C0%7C638150706003113552%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=9n%2FGgsFX1S9UMgr%2FN%2FtmG7W6kRxerKxsnEqRWSmDvgo%3D&reserved=0) |
| *More engagement from LA staff*  Parent @ Let’s Talk SEND Event (Nov 22) | Developing co-production in our EHCPs, our wider services and our work, in your children’s lives and their support  Social media use: to tell you what’s going on  Contact details / school allocations and communication standards with LA services: publishing this on the Local Offer in winter 2022 |  |
| *More clear feedback from the class teacher would really helped so that as a parent I can support my child* | Early years education- Offering early years practitioners in schools the NASEN Golden Key pilot training programme. This includes training on SEN Support Plans and joint planning with parents.  The Annual Review process is being reformed, so that feedback from schools to parents is incorporated. Parents should be able to arrange termly reviews of Individual Education Plans with schools where their child has as EHCP, with the class teacher and SENCO. Schools will be reminded of this at SENCO forums. | Early years education - 79 school practitioners booked for this training programme which will be evaluated by NASEN.  The new Annual Review process is in trial, with impact and evaluation available through feedback in March and April 2023. |
| *To include my 15-year-old child in the meetings* | The Annua Review process is being reformed so that young people are more, must be, involved, especially in the teenage and young adult years, where they can say what *they* want to achieve above that which those around them think they want to do. | The new Annual Review process is in trial, with impact and evaluation available through feedback in March and April 2023. |
| *More tailored learning at school is needed to be geared towards my autistic son’s interests* | Early years education- Two training courses for early years practitioners on: Supporting children with social communication needs and Autism and Sensory processing. These were delivered by the Early Education and Childcare Service in partnership with Phoenix Outreach Service. Both courses included recognising the child’s strengths and working from their interests.  Schools are encouraged to deliver their curriculum incorporating what children and young people seek from their own learning. Schools are encouraged to use their pupil councils to inform their curriculum development. Schools have access to Phoenix Outreach for pupils with Autism, whilst the exciting Phoenix/mainstream partnership model to meet the needs of more complex pupils still in their mainstream school is beginning March 2023. | Early years education - 42 attendees across both courses. All practitioners stated in the training evaluations that they would be able to apply what they had learnt in their practice.  Phoenix Partnership Pilot begins March 2023. |
| *Schools to act on / follow my child’s plan* | Early years education- Offering early years practitioners in schools the NASEN Golden Key pilot training programme. This includes SEN Support Plans and joint planning with parents. | Early years education – 79 school practitioners booked for this training programme which will be evaluated by NASEN. |
| *More information about the SENCO’s role would make it better* | Early years education - Core training for Inclusion Coordinators/SENCos in early years settings. Training outlined their role and responsibilities building skills in partnership working with parents. | Early years education - 49 practitioners from early years settings attended training in Autumn 2022 building skills and confidence in identification and planning for children in partnership with parents. |
| *More open discussions in schools*  Parent @ Let’s Talk SEND Event (Nov 22) | The new SEND Inclusion Advisor is looking into developing an ‘ordinarily available’ provision document in co-production with schools, parents and carers, and professions to consider what is ‘ordinarily available’ in settings (Requirement of the Code of Practice 2015). If produced, this would help to facilitate a joint understanding and more open discussion in schools, including with parents, around what is provided for their child. | Co-production of an LBTH Inclusion Framework/ordinarily available provision document to be introduced in April 2023 in collaboration with the Council for Disabled Children (CDC).  (Lindsey Kelly, SEND Inclusion Advisor) |

|  |  |  |
| --- | --- | --- |
| **HEALTH** | | |
| **You Said** (*when, through what route and by whom the suggestion was made)* | **We Did** (what the change was and when it was implemented) | **Evidence of Impact/ Feedback** |
| *More support for families waiting for diagnosis, the child still needs support in this time*  *------*  *My child was diagnosed early but there was no support* | Children waiting for diagnosis can attend Children and Family Centres if they aren’t attending a setting full time.  Barts Health Children Therapies are starting a pilot to support the ‘Invitation to Play’ sessions in Children and Family Centres in January 2022. This will work with families of children with a diagnosis and those waiting for a diagnosis. | It’s also good to remember that children waiting for a diagnosis can be referred to occupational therapy and speech and language therapy.  Many schools buy in support from speech and language therapists |
| *More information needed about diagnosis – what is or will be possible for our children?* | The ASD Pathway Review Group is looking at the diagnostic pathway. We will make sure that the process includes support for families in understanding their diagnosis. |  |
| *Emotional support for parents to help them accept SEND diagnosis would make it better- giving them an info pack is not enough* | Barts Health Community Paediatrics Team have advertised for a psychologist to help support families. Unfortunately, no one applied for the post, but we will try again. We recognise the importance of psychological support. |  |
| *Need more therapies*  Parent @ Let’s Talk SEND Event (Nov 22) | Barts Health Community Therapists has been given money for 2 years to cut down waiting times for therapies (speech and language therapy, occupational therapy and physiotherapy). Recruitment has started and we can expect more staff in post from February 2023 with an increase in appointments available and then a gradual reduction in waiting times over the next 2 years. The contract to fund intervention for children aged between 3 and 5 is almost finalised and will allow Barts Health NHS Trust to recruit more therapist to extend their intervention to children in this age group**.**  Part of the discussion in the Therapies Review has been to move our therapy staff more into community settings working alongside other professionals as we are doing in the Play and Connect groups in Children and Family Centres. This does not result in more therapists, but should help make us more accessible and visible and allow other professionals to feel more confident and skilled at supporting children with developmental difficulties. |  |
| *To inform the GP of the diagnosis as information has not been added to my child’s record* | From Jan 2022, all children diagnosed with ASD in ASDAS will have this diagnoses clearly coded and shared with GPs as part of the East London Patient Record. | ASDAS currently sends a letter to GPs with the diagnosis, a process which will continue. |
| *Contacting Health Visitors in NE of borough is difficult, with long reply lag. Referral route is not clear.*  13 Sep 22 Parent / HT WSoA focus group | More clarity on referral route required, including single point of access. SPA still in developmental stages. |  |

|  |  |  |
| --- | --- | --- |
| **SOCIAL CARE** | | |
| **You Said** (*when, through what route and by whom the suggestion was made)* | **We Did** (what the change was and when it was implemented) | **Evidence of Impact/ Feedback** |
| *Short breaks are really good- need more of that*  Parent @ Let’s Talk SEND Event (Nov 22) | Firstly, thank you for the positive feedback, this is really appreciated, but we cannot stop there, we continually review our Short Break offer, and look to ensure there is appropriate capacity for all families who are eligible to be able to access a Short Break.  This is achieved through ensuring internal and externally commissioned services are reviewed frequently, ensuring there is a consistent approach to transport applications, and speaking with parents about what is needed and being responsive to this.  We benchmark against local neighbours, and believe we have a good offer across the Short Break provision, but this is continually up for review, and we are ready and open to hear new ideas about this service. |  |
| *SEND children - housing should improve*  *------*  *Housing is not safe – nothing being done*  Parents @ Let’s Talk SEND Event (Nov 22) | **Update from HOST Team Manager, Housing Services Place Directorate** - Where such enquiries occur (adaptations for SEND Children), the first point of call should be the housing association or their landlord. The Housing team comes in where the families are either threatened with homelessness or are homelessness. Our OTs carry out suitability assessments for families or persons that are being referred to a Housing association accommodation. |  |
| *Inclusion service – families need to know what support is on offer – phone / access can be difficult* | Information for inclusion services is available upon the local offer at:-  [Tower Hamlets Inclusion Service (localoffertowerhamlets.co.uk)](https://www.localoffertowerhamlets.co.uk/pages/local-offer/short-break-services/tower-hamlets-inclusion-service)  A generic e mail is set up and contact should occur to [Inclusion@towerhamlets.gov.uk](mailto:Inclusion@towerhamlets.gov.uk) |  |
| *Better transition with information about what is available for young people* | The transition board is well established and has been tasked with supporting all children with an EHCP to transition between children and adult services affectively.  A Transition Booklet has been produced and soon be circulated to provide further information for parents and young people.  The local offer website is being updated with a brand-new Preparing for Adulthood landing page, to be launch circa April 2023.  Information will include:-   * + Education   + Housing   + Children social care   + Adult social care   + Employment and careers advice   + Health   + Friendships and relationships |  |
| *I do not know where to go to access respite or what is suitable for different ages, especially teenagers* | Information related to respite options, or Short Breaks is available on the local offer, and is updated annually.  The information is available at [How to apply for Short Break (localoffertowerhamlets.co.uk)](https://www.localoffertowerhamlets.co.uk/pages/local-offer/short-break-services/how-to-apply-for-short-break)    More information is available at:-  Tel 0207 364 1450  E mail: Short.Breaks@towerhamlets.gov.uk |  |
| *Why is Short Breaks only for those on the ASD spectrum* | The Eligibility for short breaks is published annually on the short break statement which is available on the local offer website or making contact with the short break co Ordinator at Short.Breaks@towerhamlets.gov.uk  The criteria is:-  • Must live in Tower Hamlets  • Be aged between 5 and 17 years old  • Come under category A or B:    A: Children and young people with Autistic Spectrum Disorder (ASD) and severe learning difficulties with medium to high needs.  B: Children and young people with complex health needs including those with physical and/or learning disabilities and those with associated sensory impairments. Complex health needs includes children and young people with profound and multiple learning difficulties. |  |

|  |  |  |
| --- | --- | --- |
| **EARLY YEARS and CHILDCARE** | | |
| **You Said** (*when, through what route and by whom the suggestion was made)* | **We Did** (what the change was and when it was implemented) | **Evidence of Impact/ Feedback** |
| *It is unclear what is available in C&F Centres, particularly speech and language support for young children* | Services delivered in the Children & Family Centres is available on the Tower Hamlets website [Children and Family Centres](https://www.towerhamlets.gov.uk/lgnl/health__social_care/children_and_family_care/Early_Help/Children-and-Family-Centres/Children-and-Family-Centre.aspx). Through our **universal** (communication stay and play session) and **targeted** session (Little Talkers programme) is also an opportunity for children with language delays identified early and appropriate support is put in place. The early intervention workers invite children to Little Talkers programme (designed in partnership with speech and language), to support parents to embed strategies in their home learning environment and help improve children’s language development and outcomes.  To make a referral please complete the Early Help Enquire Form <https://forms.towerhamlets.gov.uk/service/ehenquiries>. Children and Family Centre activity sessions are being uploaded on the Local Offer [Events Section](https://www.localoffertowerhamlets.co.uk/events?page=1&per_page=10&search_event%5Bterm%5D=) to raise awareness of these events. | Children & Families Centres use the ETHCAT assessment tool to get an overview of the child’s communication, language development and highlight when children may not be reaching their milestones. The assessment is carried out at the start of the course and revisited 12 weeks after the end of the programme to assess the progress the child has made following the intervention.  Parent evaluation will measure how confident parents are in supporting their child with speech & language difficulties at the start, at the end of the programme. |
| *Lack of places in nurseries for Children with SEND* | All early years settings are required to have arrangements in place to include and support children with SEND. Every early years setting has a designated Inclusion Coordinator/SENCo responsible for planning for any child with SEND. They can seek advice and support from the Early Education and Childcare Inclusion Team. Early years settings can access training on their responsibilities and duties to provide for children with SEND. | 49 early years practitioner attended in Autumn 2022 building skills and confidence in developing arrangements to identify children’s needs and plan early interventions in partnership with parents. |

|  |  |  |
| --- | --- | --- |
| **YOUTH, LEISURE & SPORT** | | |
| **You Said** (*when, through what route and by whom the suggestion was made)* | **We Did** (what the change was and when it was implemented) | **Evidence of Impact/ Feedback** |
| *More information is needed about youth provision for teens with additional needs* | The Breaking The Cycle (BTC) team aims to reduce the number of young people going into the Youth Justice System or other statutory services. They do this by providing additional help and tailored interventions at the earliest opportunity to vulnerable families displaying complex needs and young people aged 5 to 19 years old (up to 25 for SEND).  This includes those displaying harmful behaviour, offending behaviour, being at risk of engaging in youth violence, criminal activity, ASB/ involved in substance misuse or coming to the attention of police/or becoming a teenage parent / young carer/ at risk of being excluded from school or are NEET.  The team takes a partnership approach to offering preventative interventions through   * 1:1 support * building relationships * delivering group work programmes and activities that encourages youth voice and influence, * maximises engagement * participation and learning to support reducing risks and * making informed choices to improve and maintain * positive pathways * achieving positive outcomes in their personal, social and emotional development, effecting positive change.   Contact  Haileybury Youth Hub, Ben Jonson Rd, London E1 3FQ (offer localised service across the borough) Office hours: Monday to Friday 9.30am-5.30pm  Akhtar Rahim **Tel:**020 7364 5995/ 07961 898 320  For enquires to the BTC project please complete the [**Early Help Enquiry form**](https://forms.towerhamlets.gov.uk/service/ehenquiries). |  |
| Youth provision is needed to help young people be more independent including socialising support for a 17-year-old | The borough has commissioned 4 youth providers to provide youth provision from 10 location 2 in the North West ( Osmani Trust and Minerva Youth Centre, 3 from North East – LINC, St Pauls Way & Eastside Youth Centre, South West – Haileybury Youth Centre, Christina Street and Wapping Youth Club and South East – Limehouse Youth Centre & St Andrews Wharf Youth Provision.  Four specialist youth provisions for specific cohorts of young people – Step Forward for LGBTQI, Tower Project for SEND provision, Half Moon deliver a transition programme for young people from year 6 to year 7, and Spotlight deliver the Arts Provision. Five detached youth provisions to support and engage young people on their own territory (streets, parks, open and shared public spaces) where participation is voluntary – Spotlight deliver this contract and cover all 4 quadrants.  For more information please visit the LBTH website for more information. [Young People Service (YPS) (towerhamlets.gov.uk)](https://www.towerhamlets.gov.uk/lgnl/education_and_learning/young_people/Young-People-Service.aspx) |  |
| *Leisure centre prices have gone up so cannot use.*  Feedback from Lets Talk SEND Event 5 July 22 | Due to the pandemic and service cuts we (Council’s Sports Development) no longer provide free swimming at Mile End. SEND swimming is now provided solely by GLL and leisure centre prices increased from July 2020 as a mitigation measure against the loss of income caused by leisure centre closures during the national lockdowns. We continue to deliver the SEND multi-sport at Mile End, however.  Currently there is no leisure centre concession in place for disabled users except the inclusive membership (swim and gym). We will look at SEND provision for the new contract but at the moment the utility crisis has also hit leisure centres, which increases our budget pressures. It costs a lot of money to heat swimming pools so we probably won’t be able to do anything in the short-term. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **LOCAL OFFER** | | | |
| **You Said** (*when, through what route and by whom the suggestion was made)* | **We Did** (what the change was and when it was implemented) | **Evidence of Impact/ Feedback** |
| More ‘Let’s Talk’ sessions would be helpful | Timetable for Let’s Talk SEND sessions agreed and delivered |  |
| *I need to know what and how to access support so more on Local Offer would be helpful*  Parent @ Let’s Talk SEND Event (Nov 22) | Currently reviewing whole Local Offer website with focus groups of parents and young people. Meeting with provider to discuss costings of improving navigation and possible chat function that some parents and YP have suggested |  |
| *Difficult to find out about services, would like to receive newsletter delivered to my home*.  Feedback from Lets Talk SEND Event 5 July 22 | We can look at possible wider distribution of Families Matter and Let’s Talk SEND but delivery to homes would be costly and difficult to manage |  |
| The LO has lots of services which can be overwhelming, however most are fully booked or have long waiting lists | Demand for services is high. This issue will be explored with the Local Offer Working Group in the spring |  |

|  |  |  |
| --- | --- | --- |
| **SEND INFORMATION ADVICE & SUPPORT SERVICE** | | |
| **You Said** (*when, through what route and by whom the suggestion was made)* | **We Did** (what the change was and when it was implemented) | **Evidence of Impact/ Feedback** |
| *More staff for Parents Advice Centre I had to find information by myself until I went to SEND IASS their support should be offered more widely*  Parents @ Let’s Talk SEND Event (Nov 22) | Looking at other possible funding streams as referrals increased 16% in last 6 months |  |