

Richmond SEND Families Consultation

1 May 2018

Summary of Key Points raised

1. Inclusion

1.1 Feedback on the vision

- Strive – commit instead
- Provision – suggests children get what is available and not what they need
- Best outcomes - as defined by child and parents
 - Sense of reality given by school who will know child well (AfC will not)
 - Whole person not academic success
 - Value of person by the system?
- Resources - to maximum effect; still working from availability, not need
- “Use resources to maximum effect” suggests “this is the provision you can have/choose from” it should say “what does this child need, and how do we provide/resource this
- Bullet point 2 – this seems to say that all staff should be able to meet the needs of all children with all needs.
- Academies No influence.
- What does “universal provision” mean? Joined up departments?
- “Staff confident and competent” – most now think they are – not aware of skills gap. Will there be an audit of skills eg many delays due to “wait and see” approach of teachers or work avoidance” as they know that process is torrid and over-stretched

1.2. What can providers do to be part of this vision?

- In borough provision for less complex, higher functioning pupils
- Always consider presence of SEND pupils – they will not go away and continually have influx of such children
- Educate all staff! Not just main teacher – you never know who can help!
- More specialist centres at local schools like Peartree. –successful (ASD/high functioning)
- More general specialities, eg SLT, behavior – communication. Would not always have to be separate
- Specific training for specific pupil’s profiles/characteristic
- Time (slack) in system to allow for training
- Given priority at INSET time.

- Plans from AfC for training well in advance to allow Heads to plan
- AfC will know numbers in each school with EHCP – target specific schools for training – new early spotting plan would ↑numbers

2. Day to Day Support

2.1 What's working well?

- Support map is good idea
- Continuity of care/support
- Pockets of expertise
- Genuine desire to improve outcomes
- Very good support assistant at secondary but model very dependent on one individual
- Very good specialist schooling

2.2 What are you worried about?

- Lack of focus on non-academic performance/outcomes
- Knowing what is out there!
- Is anyone else worrying about my child? What happens if something happens to me?
- Lack of communication to parents re progress
- What happens with mental health Post 16? Needed for education!
- Its only me as a parent who makes everything happen. I have to be across everything.
- If the relationship with this school breaks down I don't think there are any other good options – held to ransom
- His transition into the adult world

2.3 What do you think providers need?

- Providers need to be measured/rewarded for inclusion
- Support map needs to be communicated
- Need more focus on well-being

3. Difficult Times

3.1 What is working well?

No comments

3.2 What are you worried about?

- Things should not have to get to crises for anything to happen
- Staff expertise
- When things go wrong it goes straight to “safeguarding” with parents treated as suspects
- Staff not aware of gaps in their SEN knowledge
- Very little if any real support on offer after assessment

3.3 What do you need?

No comments

4. Educational Psychology

4.1 How do you think your child’s school could benefit from systemic support from the Educational Psychology Service?

- Reports need to be clear and explain to staff at schools - ALL relevant staff
- EPs understanding what schools are out there/local offer
- Support staff need to understand the needs more and share
- All school staff need to know EP suggestions
- EP needs to discuss/consult with teachers
- Holistic support
- Continuity

5. EHCPS and progress

5.1 What is working well?

- Finally had same caseworker for 9 months, too bad now changing
- AfC interventions seem positive, follow through less so

5.2 What are you worried about?

- School placement arbitrary and not in best interest of child
- AfC have not even met child!
- Even if child clearly needs provision and it is in statement/EHCP not provided
- Child’s needs not met by proposed provision, AfC overriding therapy reports
- EHCPs have to be overly comprehensive and complex to make sure provision meets needs
- E+H+C not joined up

- EHCPs do not cover mental health needs in young adults – they are vulnerable to drug use

5.3 What do you think needs to happen to make sure we support children and young people to achieve the best possible outcomes?

- Adult transition support

Other comments made during the meeting:

- There are issues around secondary stage for SEN. Primaries are better set up but secondaries are exam factories so this is a big worry. The curriculum needs to be more varied at secondary level. There should be courses on how to deal with day to day life/ wellbeing lessons/learning how to manage in a social society/help with how to interact with society, not just vocational courses. Schools are set up to support more academic children so SEN children feel they are no good.
- Accessing the world of work for older children. This is a big challenge.
- Why aren't the health professionals/CAMHS getting involved? Organisations don't talk to each other.
- Parents didn't feel that SEN children are on the radar of school improvement. It is not an inspection requirement for schools to be inclusive.
- With children at the end of their educational journey – where do they go next? Money is invested in their education but they are left with little opportunity to get a job.
- Parents felt in an endless round of consultation but with little to show for it.
- Parents felt SEND is low on the CCG priority list.
- Parents asked about CPD for SENCOs. They may attend training but no-one at school covers their role when they are away
- Support map needs to include Post 19 – support only seems to go up to 19.
- Therapy thresholds are too high. Schools will refer children only to find that they don't meet threshold
- Could this new model be used as an example for Central Government to follow and consider?
- The Early Intervention Panel – any decision reached should be documented and reviewed termly.
- What about helping schools when they don't know what the problem is with the child? Need to have input from the left hand side of the support map to the right hand side
- Could the grey box on the support map be a resource centre to help schools?
- How early is the early intervention? 2 terms would be too slow.

- Speech and Language therapists assess the child and then disappear to another job. There is no continuity. The child is then re-assessed by another practitioner and so it goes on. Needs to be able to deliver consistent approach.
- The transition from a school world to an adult world is a big worry
- There is no support/help Post 16 from social care – possible drug issues/problems with drug culture does not appear on EHC plans.
- Work experience/apprenticeships post 18 are difficult to access. Helping this group find employment is needed.