

Services Questionnaire: Feedback from Schools September 2019

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Schools

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Introduction

The Children's Services Questionnaire was created in order to evaluate the use and perceived effectiveness of Achieving for Children teams and services working within schools.

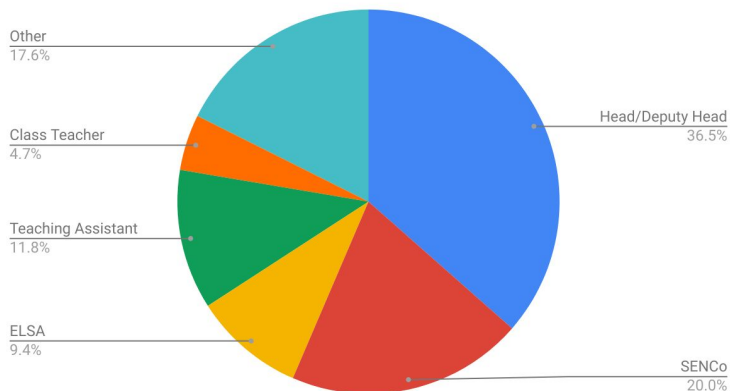
The survey was created online and schools within the Royal Borough of Windsor & Maidenhead (RBWM) were able to access it via a link sent by email to Headteachers, SENCo's/ Inclusion Managers, Heads of Year and ELSAs. The previous survey completed in 2018 has been used as a comparison. The survey responses were received between the 28th of June and the 5th of September 2019.

Demographics:

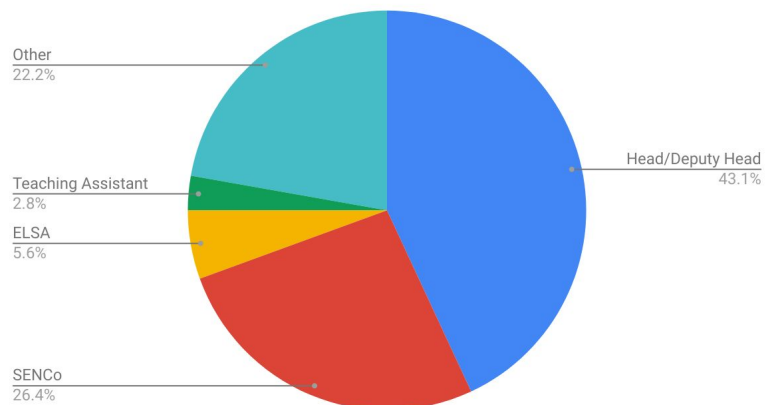
- 72 people completed the survey, in comparison to 85 people in the previous year (2018).
- 47 schools responded across RBWM: 36 primary, 10 secondary and 1 all-through school.
- The job role of the respondents are displayed in the table below, as well as the number of respondents who have each occupation.

Job Role	2018	2019
Head/Deputy Head	31	31
SENCo	17	19
ELSA	8	4
Teaching Assistant	10	2
Class Teacher	4	0
Other	15	16
Total	85	72

2018



2019



Section 1

Services Accessed & Needs Met

Key observations:

- The most accessed service in 2018 and 2019 was Educational Psychology. Of the schools that accessed it, 95% felt their needs had been met.
- The second most accessed service was SHINE Outreach. Of the schools that used this service, 95% felt their needs had been met.
- On average, 86% of the 83 people who had accessed either SHINE (58) or Manor Green (25) Outreach Services, felt their needs had been met.
- The Well-being Service was accessed by a total of 39 individuals, and the majority felt their needs had been met (90%).
- 37 respondents stated that they had accessed the Behaviour Support Service. Of these, 73% felt their needs had been met by the service.
- The least accessed service was the Young Person's Substance Misuse Service, which was accessed by only 4 respondents in total. These individuals all felt that the service had met their needs, which is an improvement from 57% of respondents in 2018.
- Only 8 respondents said they had accessed the Youth Offending Team in 2019. This likely to be due to the fact that this service is accessed outside of school and it meets a more specialist need.

Number of respondents who accessed each service

Of those who completed the questionnaire, the table below displays the number of individuals who accessed each service in 2019.

Service	Number of people who accessed the service in 2019
Educational Psychology	64 (-1)
SHINE Outreach	58 (+10)
Speech & Language Therapy	56
Early Help Advisors	52 (+2)
Wellbeing	39 (-7)
School Nursing	45 (-14)
Behaviour Support	37 (+3)
School Support	37* (-7)
Education Welfare	36 (-2)
Family Resilience	27 (-1)
Early Years (ASD Specialist & Area SENCo)	26
Parenting	26 (+7)
School Improvement	25 (-4)
Manor Green Outreach	25 (+6)
Sensory Consortium	24
Youth Service	21 (-2)
Youth Offending Team (including Mentoring)	8 (-1)
Young Person's Substance Misuse Service	4 (-3)

N.B. Brackets indicate the difference in the number of respondents who accessed each service in comparison to 2018.

*To allow comparison with 2018 data, an average of the number of people who accessed all the School Support Services (Area SENCo, EAL/Medically Vulnerable/SEND Specialist Teachers and Fair Access) was calculated.

Inclusion Services

	Percentage of people who accessed the service and had their needs met (%)	
Service	2018	2019
Early Years (ASD Specialist & Area SENCo)	-	100
School Improvement	90	100
Educational Psychology	97	95
Wellbeing	90	90
School Support	86	89
Education Welfare	87	86
Behaviour Support	74	73

Early Help Services

	Percentage of people who accessed the service and had their needs met (%)	
Service	2018	2019
Youth Offending Team (inc. Mentoring)	56	100
Young Person's Substance Misuse Service	57	100
Youth Service	87	95
School Nursing	94	94
Family Resilience	77	89
Parenting	95	85
Early Help Advisors	65	83

Commissioned Services

	Percentage of people who accessed the service and had their needs met (%)	
Service	2018	2019
Sensory Consortium		96
SHINE Outreach	94	95
Manor Green Outreach	74	76
Speech & Language Therapy		73

General Comments

Respondents were also given the opportunity to provide written comments in response to the question. These comments shed more light on how different services had met the needs of the pupils.

Similarly to 2018, the following themes emerged in 2019:

- Many of the services accessed led to positive outcomes for the pupils.
- Services were approachable and helpful, and this was highlighted as a key strength.

Areas for discussion included:

- Some services had not addressed respondent's needs.
- The rate of success was inconsistent for different services and different pupils.
- The ability to access some services due to long waiting times, as well as lack of adequate staffing, time and resources.
- A perceived lack of support from parents in some situations, meaning some services could not be as effective.

Section 2

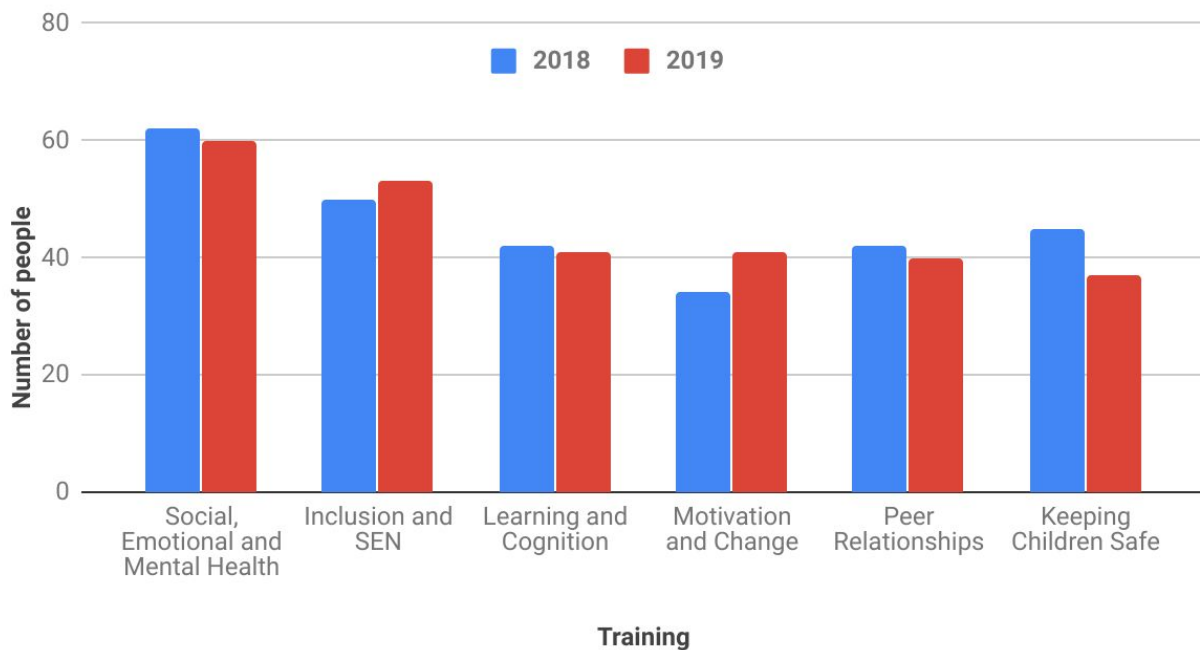
Training

Key Observations:

- The most popular choice for training was Social, Emotional and Mental Health in both 2018 and 2019. There was a preference for this training to be either Twilight or ½ day, as opposed to full-day training.
- The second most popular training preference was Inclusion and Special Educational Needs (SEN) in both 2018 and 2019. Respondents expressed a desire for this training to be ½ day or twilight training, rather than full-day training.
- Respondents expressed the least desire for training on Keeping Children Safe.

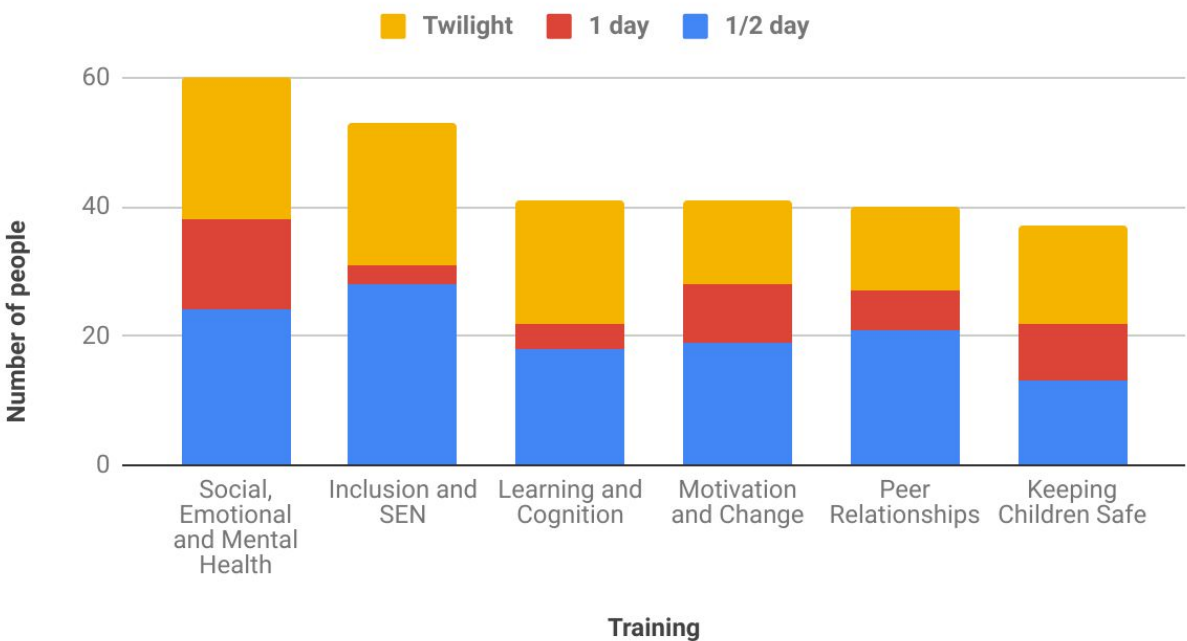
The graph below illustrates the training preferences for respondents in 2018 and 2019.

Training Preferences 2018 & 2019



The graph below illustrates the preference of respondents for either ½ day, full day or twilight training sessions for each of the suggested training areas.

Training Preferences 2019



General Comments

Respondents were also given the opportunity to provide written comments related to their training preferences.

Suggestions for training areas included:

- Supporting children and young people with gender issues.
- Strategies to implement to support children with behavioural problems.

Areas for discussion included:

- The need to engage parents more positively with training.

Section 3

Individual Service Impact Ratings

In addition to variation in how many respondents had used individual services, there was also variation in terms of the impact that schools thought each service had on pupils.

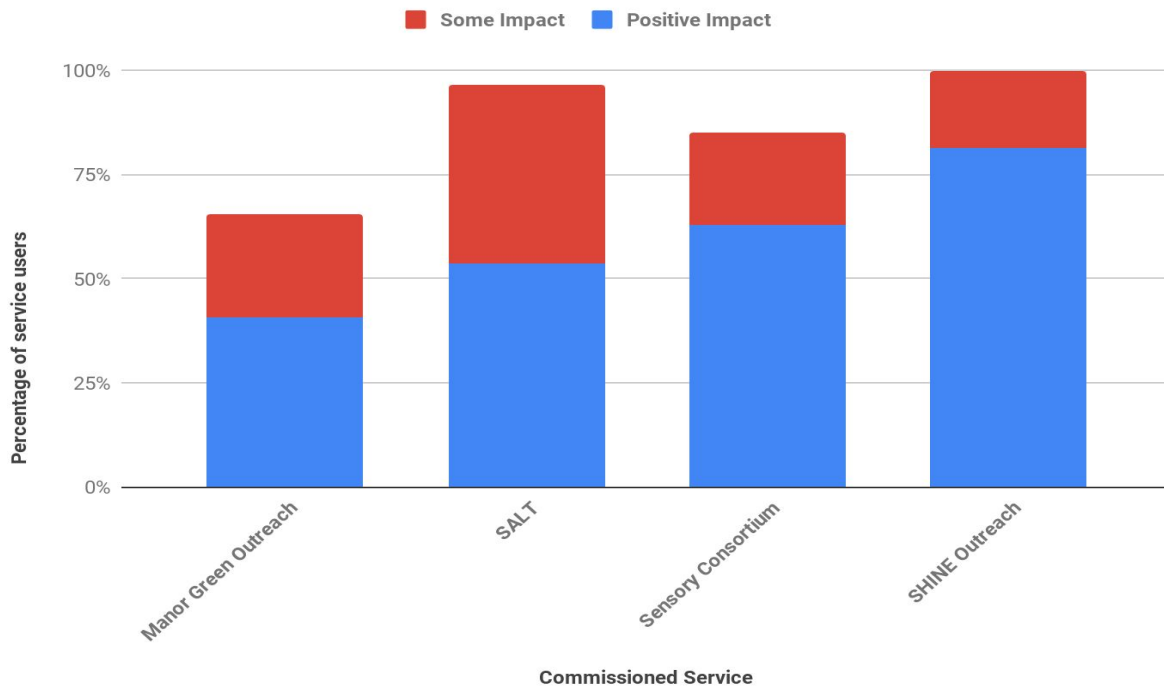
Key observations:

- Of the 64 respondents who had used the Educational Psychology Service, 100% of people reported they had perceived the service to have had either “some impact” (22%) or a “positive impact” (78%).
- SHINE Outreach Service was also perceived to have had significant impact, with 48 respondents reporting “positive impact” (81%) and a further 11 reporting “some impact” (19%).
- 37 respondents said they had accessed the Behaviour Support Service. Of those, 20 (54%) rated the service as having “some impact”, while 14 (38%) reported that the service had a “positive impact”.
- 92% of the 52 respondents who had used the Early Help Advisors Service stated that the service had either had “some impact” (26%) or a “positive impact” (76%).
- 56 people reported that they had accessed the Speech & Language Therapy Service. 53% of respondents stated that the service had a “positive impact” and a further 43% reported that it had “some impact”.
- 26 respondents stated that they had accessed the Early Years ASD Specialist and Area SENCo. 68% of people felt that they had impacted positively on their pupils, and a further 16% thought there was “some impact”.

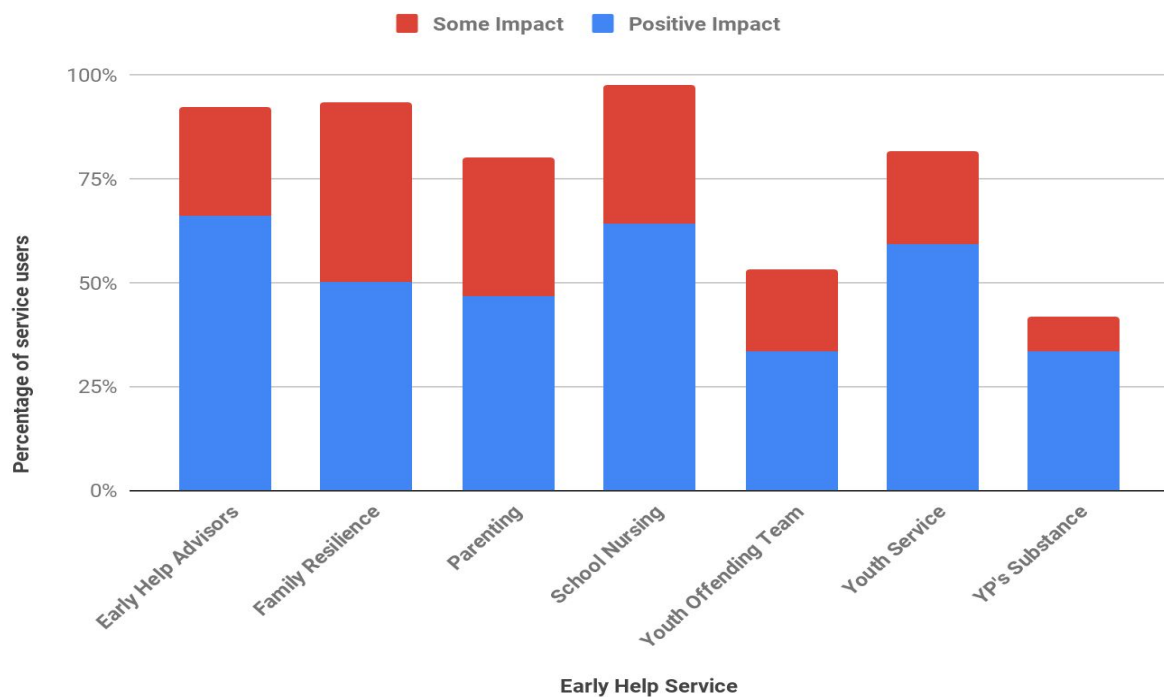
Impact of Commissioned, Early Help & Inclusion Services

The graphs below show the percentage of respondents who experienced either “some impact” or a “positive impact” as a result of either a Commissioned, Early Help or Inclusion Service.

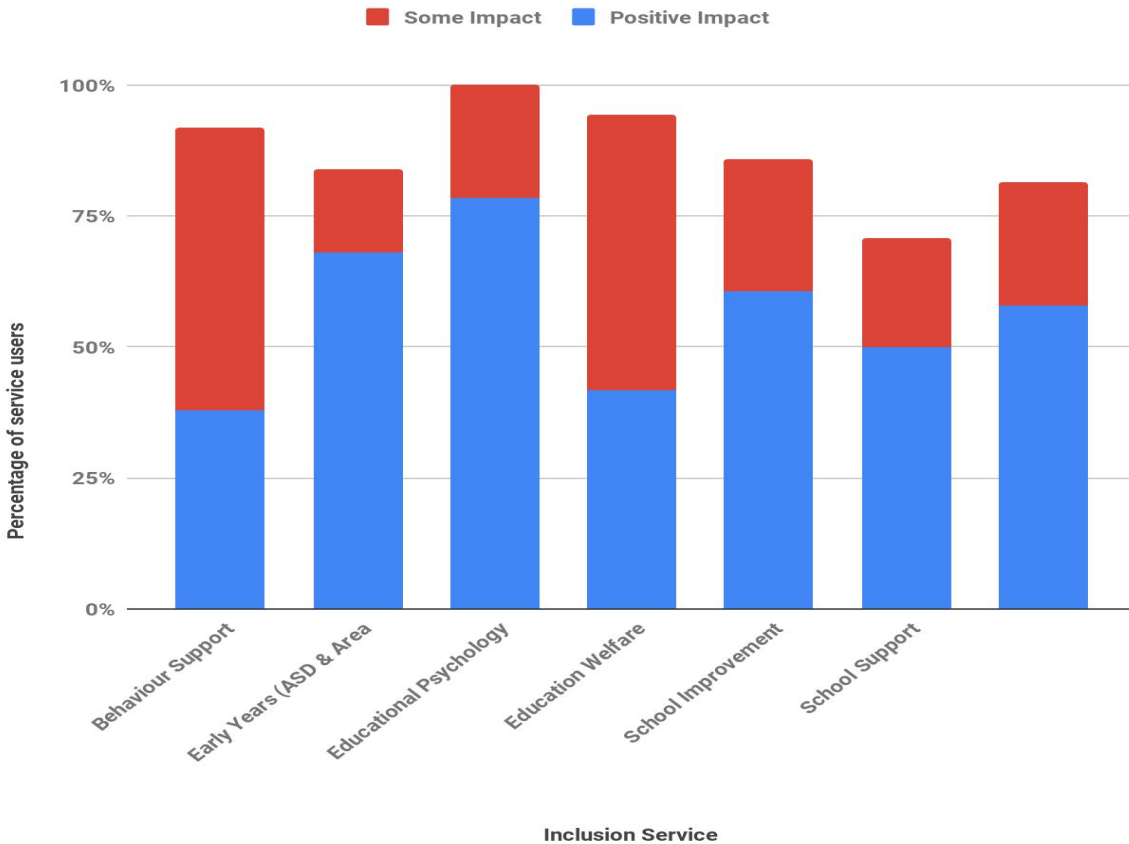
The impact of Commissioned Services for service users



The impact of Early Help Services for service users



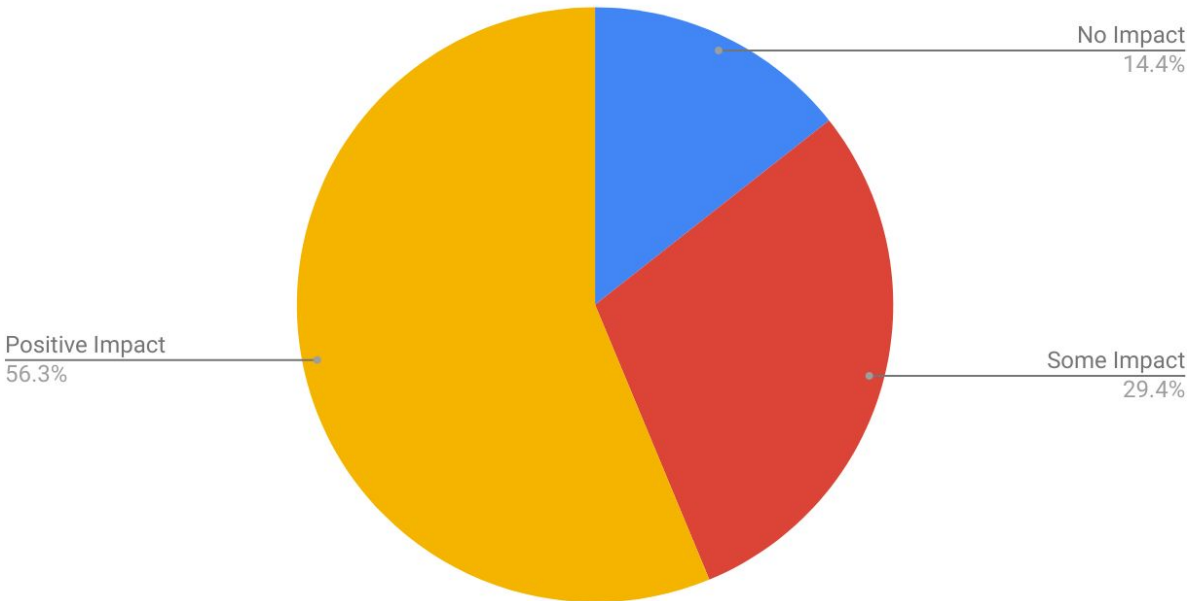
The impact of Inclusion Services for service users



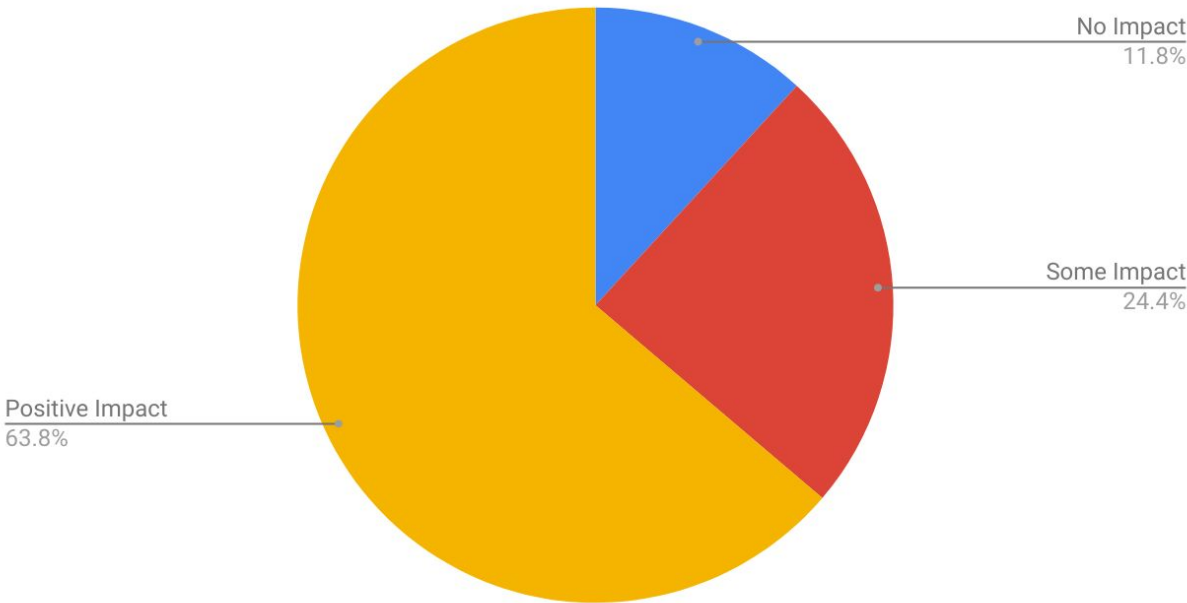
Total Impact of Commissioned, Early Help & Inclusion Services

The graphs below display the combined impact of Commissioned, Early Help and Inclusion Services perceived by respondents working within primary and secondary schools.

Primary Schools



Secondary Schools



Section 4

General Comments & Suggestions

Respondents were also given the opportunity to comment on what worked well, or did not work well, for the services they had accessed, and offer suggestions on what would enable the teams to support more in schools.

Several themes emerged:

- Respondents highlighted the positive work of a wide range of teams, including Behaviour Support, Educational Psychology, Education Welfare and Speech & Language Therapy Services.
- The positive impact of the Educational Psychology Team was particularly noted by respondents. They stated that they valued the professionalism of the team and the guidance provided by them.
- The SHINE Team were praised by respondents for their prompt response and support.
- Schools report that input from the Education Welfare Team has resulted in improvements in the attendance of pupils.
- Respondents stated they have appreciated support from the Early Years SENCo. They have particularly valued the forums and advice received.
- The Early Years funding has been positively received by respondents. They stated that the funding has enabled settings to be able to implement adequate support for students.

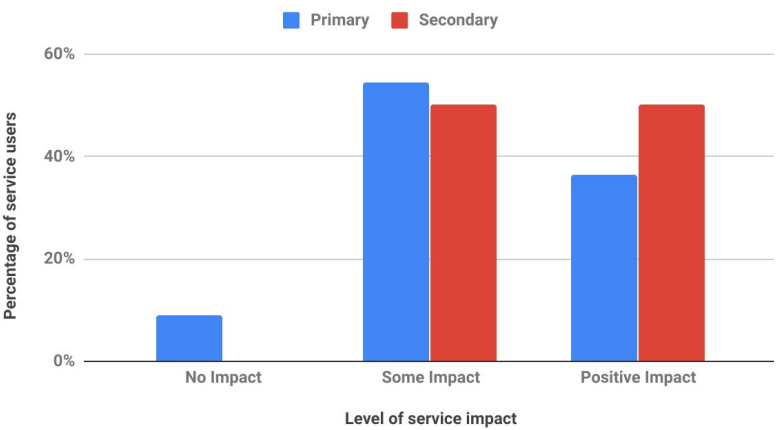
Areas for discussion included:

- The long waiting times and staff shortages within some services.
- The support for families from Early Help Services being withdrawn too early in some cases.
- The need for strategies provided by some services to support students to be more pupil specific.
- The struggle to move Family Resilience work forward if families are not engaged.

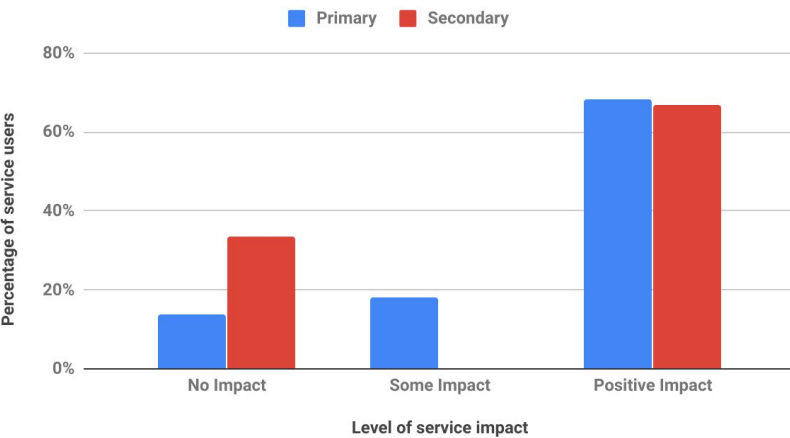
Appendix 1

Comparison of Primary and Secondary Ratings per Service.

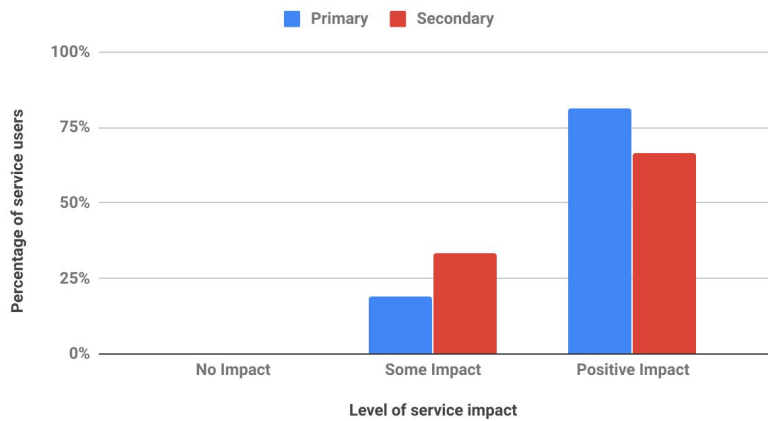
Behaviour Support Service



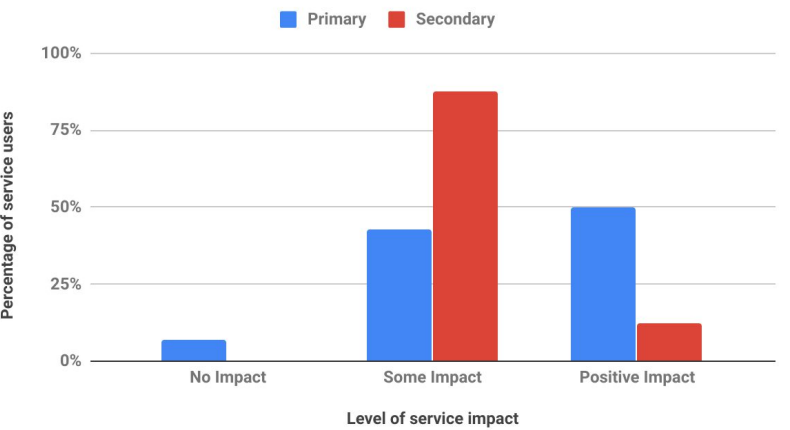
Early Years (ASD Specialist & Area SENCo)



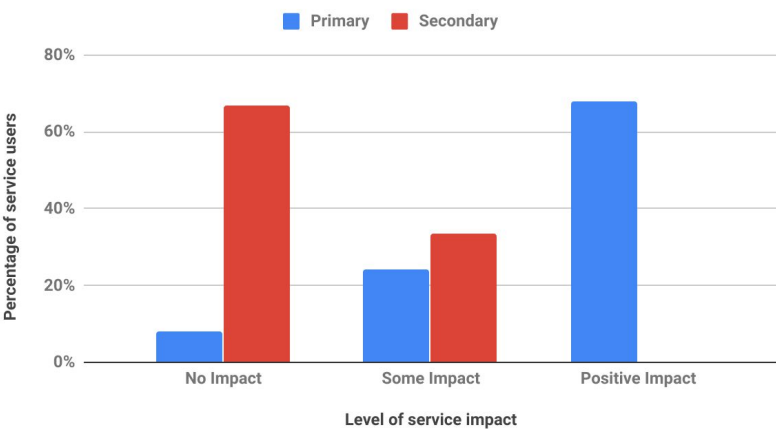
Educational Psychology Service



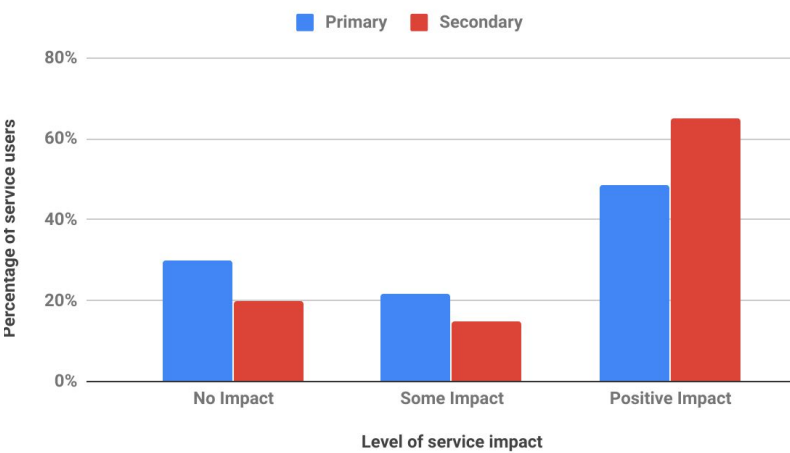
Education Welfare Service



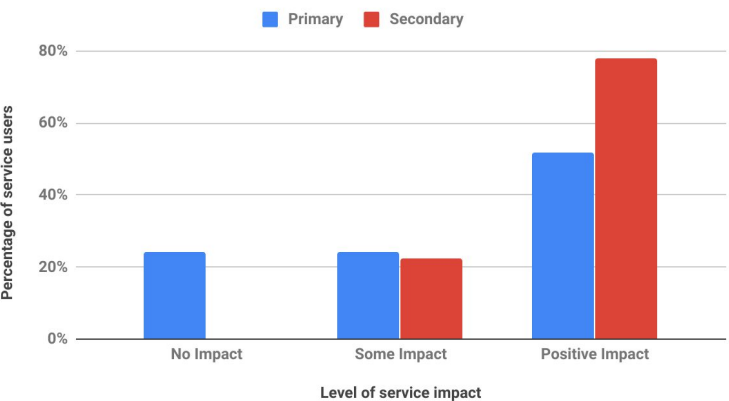
School Improvement Services



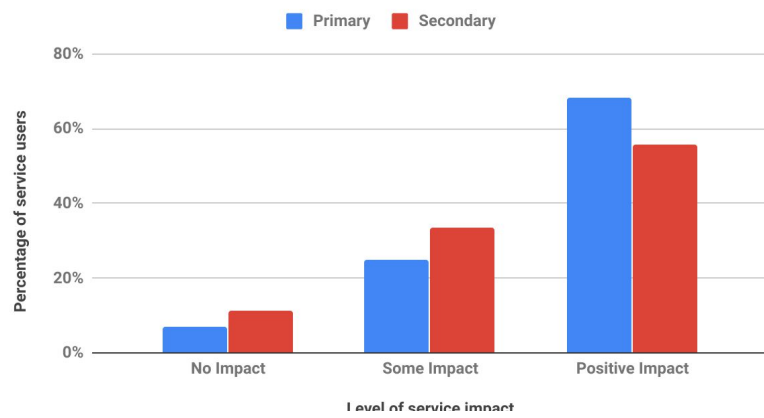
School Support Service



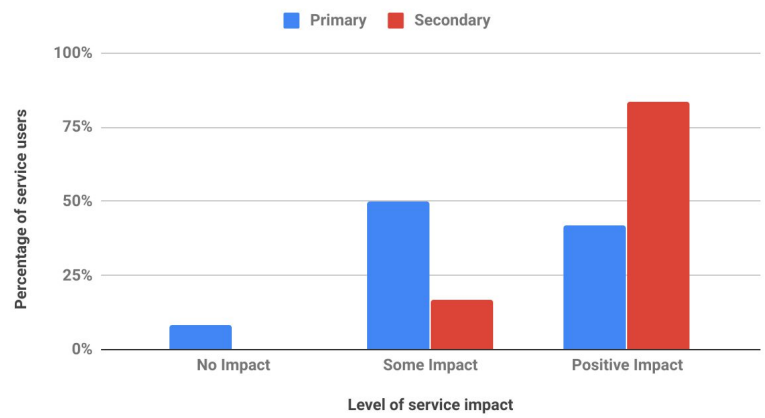
Well-being Service



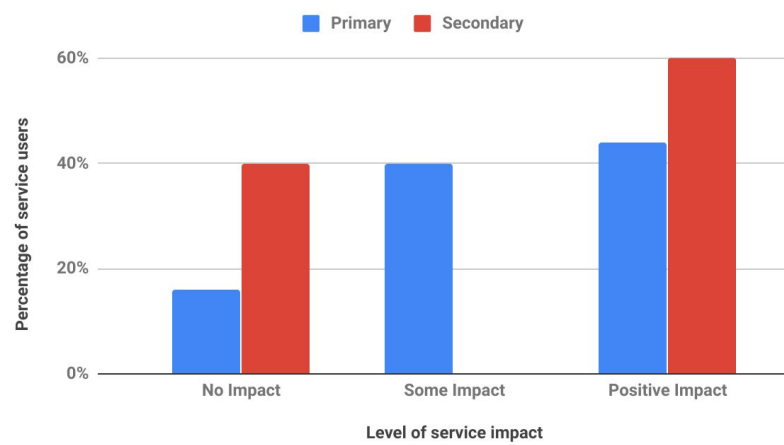
Early Help Advisors



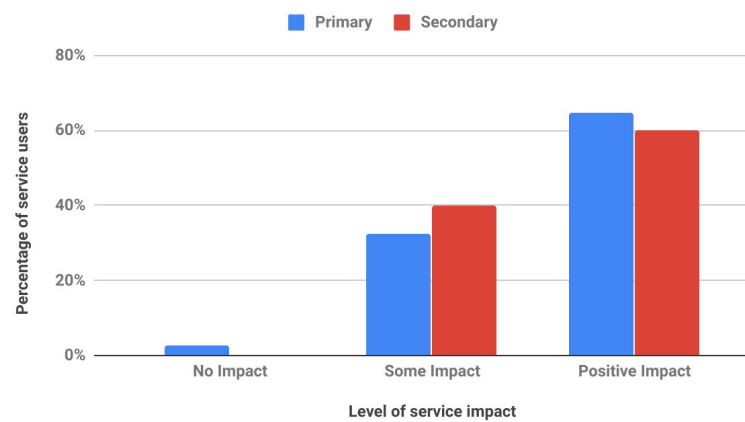
Family Resilience Service



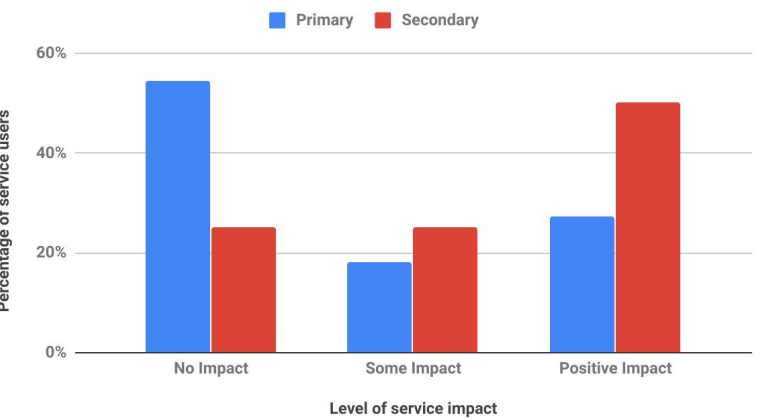
Parenting Service



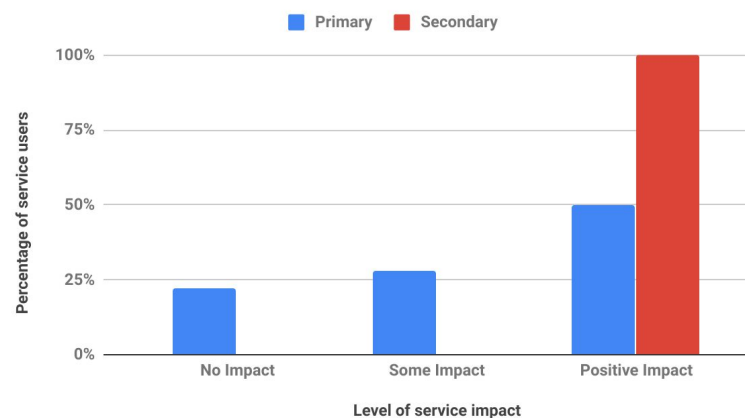
School Nursing Service



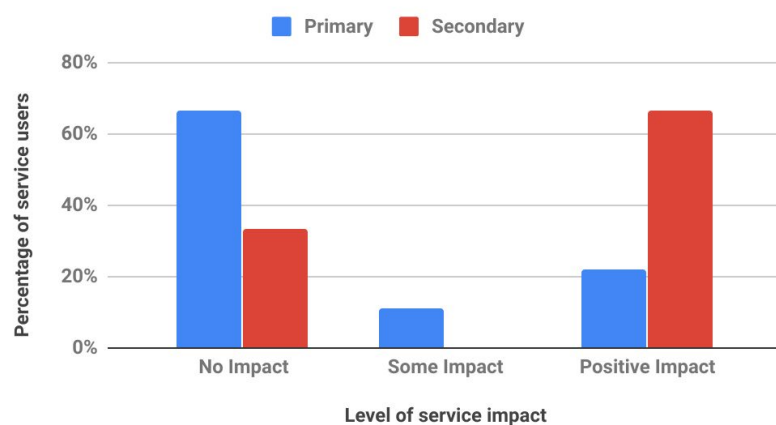
Youth Offending Team



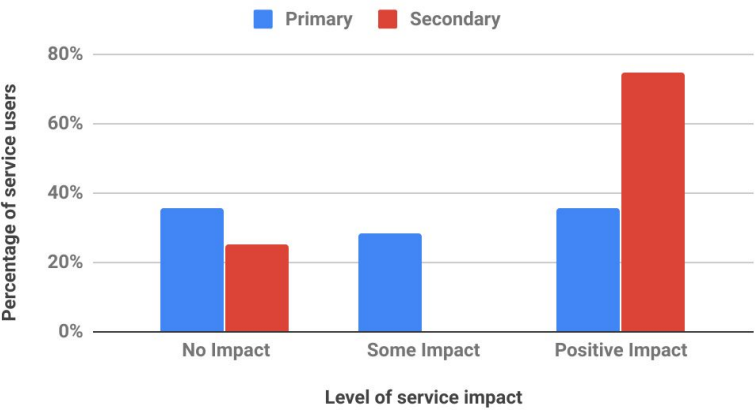
Youth Service



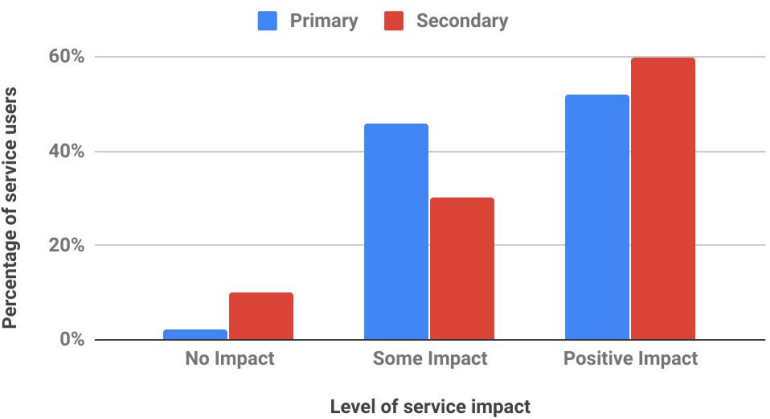
YP's Substance Misuse Service



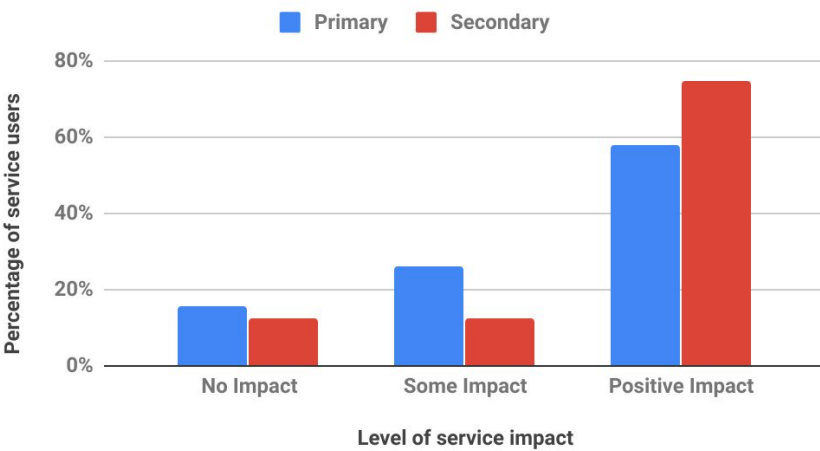
Manor Green Outreach Service



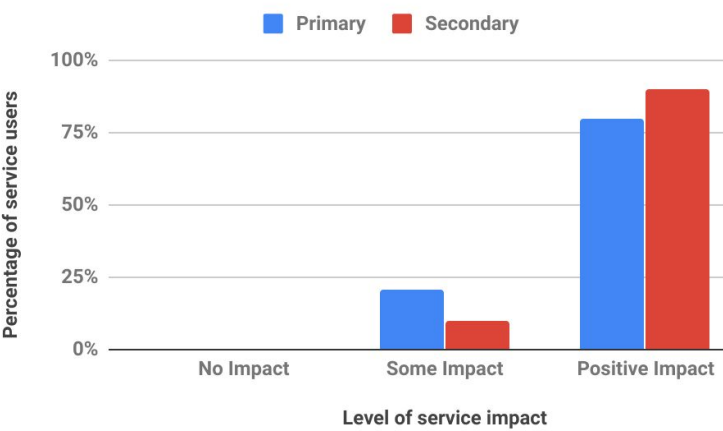
Speech & Language Therapy Service



Sensory Consortium Service



SHINE Outreach Service



Appendix 2

Respondent Schools

The table below states the schools that responded to the questionnaire:

Primary School	Secondary School
<ul style="list-style-type: none"> • All Saints Junior School • Alwyn Infant School • All Saints C of E Primary School • Boyne Hill Infant & Nursery School • Braywick Court School • Braywood CE First School • Cheapside CE Primary School • Clewer Green First School • Courthouse Junior School • Cookham Dean Primary School • Cookham Rise Primary School • Datchet St Mary's Academy • Erin Wick C of E First School • Eton Porny C of E School • Furze Platt Infant School • Furze Platt Junior School • Hilltop First School • Holyport CE Primary School • Holy Trinity CE Primary School • Homer First School and Nursery School • King's Court First School • Knowl Hill CE Academy • Larchfield Primary and Nursery School • Maidenhead Nursery School • Nursery Federation • Oldfield Primary School • Riverside Primary and Nursery School • St Edmund Campion Catholic Primary School • St Francis Catholic Primary School • St Luke's Primary School • St Mary's Catholic Primary School • The Lawns Nursery School • The Queen Anne First School • Wessex Primary School • Woodlands Park Primary and Nursery School • Wraysbury Primary School 	<ul style="list-style-type: none"> • Churchmead School • Claires Court School • Cox Green School • Dedworth Middle School • Furze Platt Senior School • Holyport College • Newlands Girls School • St Edward's Middle School • Trevelyan Middle School • Windsor Girls' School
	All-through School
	<ul style="list-style-type: none"> • Forest Bridge School

Appendix 3

Inclusion, Early Help & Commissioned Services Impact Data

The tables below illustrate the respondents perceived impact of services they had accessed.

Inclusion Service	No Impact	Some Impact	Positive Impact	Total
Behaviour Support	3	20	14	37
Early Years (ASD Specialist & Area SENCo)	4	4	17	25
Educational Psychology	0	14	51	65
Education Welfare	2	19	15	36
School Improvement	4	7	17	28
School Support	33	24	60	117
Wellbeing	7	9	22	38

N.B: School support data includes values for the Area SENCo, EAL/Medically Vulnerable/SEND Specialist Teachers and Fair Access.

Early Help Service	No Impact	Some Impact	Positive Impact	Total
Early Help Advisors	4	14	35	53
Family Resilience	2	13	15	30
Parenting	6	10	14	30
School Nursing	1	14	27	42
Youth Offending Team (inc. Mentoring)	7	3	5	15
Youth Service	4	5	13	22
Young Person's Substance Misuse Service	7	1	4	12

Commissioned Service	No Impact	Some Impact	Positive Impact	Total
Manor Green Outreach	11	8	13	32
Speech & Language Therapy	2	25	31	58
Sensory Consortium	4	6	17	27
SHINE Outreach	0	11	48	59

Total Impact of Commissioned, Early Help and Inclusion Services

The table below illustrates the perceived impact of accessed services by primary and secondary schools.

	No Impact	Some Impact	Positive Impact
Primary Schools	86	176	337
Secondary Schools	15	31	81

Appendix 4

Training Preferences

The table below displays the training preferences of respondents in 2018 and 2019.

Training	1/2 Day Training		1 Day Training		Twilight Training		Total	
	2018	2019	2018	2019	2018	2019	2018	2019
Social, Emotional and Mental Health e.g. ELSA	20	24	20	14	22	22	62	60
Inclusion and SEN e.g. Social stories	22	28	8	3	20	22	50	53
Learning and Cognition e.g. Precision teaching	16	18	9	4	17	19	42	41
Motivation and Change e.g. Confidential coaching	14	19	10	9	10	13	34	41
Peer Relationships e.g. Sociograms	18	21	11	6	13	13	42	40
Keeping Children Safe e.g. Healthy relationships, Drug & alcohol awareness	24	13	6	9	15	15	45	37

Appendix 5

All Comments from Respondents

Respondents were given the opportunity to provide written comments in response to the questions. Responses were themed and individual comments are recorded below.

1. For the teams you have worked with this year, please let us know if they were able to address your needs or concerns.

Theme 1: Positive Outcomes

"The behaviour support has been particularly effective with one child."

"Wellbeing - we had a few children accessing play therapy, we found this to have supported pupils and dependent on the workers, the resilience team likewise."

"I have only needed to make telephone or email enquiries which have been addressed in a timely manner."

"Particularly helpful and effective when the external team member connects directly with the TA (as well as teacher / head teacher) that works with the child on a daily basis. Often the TA knows the child better as he / she spend more time with the child ... knows what the triggers are ... deals with the stresses ... and can benefit and implement coping strategies quicker too. :-)"

"Informative and helpful training day on an inset day"

"Early Years teachers at Manor Green advising on one child due to transfer there. More specialised knowledge of strategies to support. "

Theme 2: Helpful and Approachable Services / Staff

"EP service has been excellent as has support from EY SENCO"

"We are very pleased with the support we receive from our school EP and administrator."

"excellent support received from School Improvement , Early Years, E.P.and E.A.L"

"very knowledgeable , quick response time"

"We have an excellent EP".

"Youth support services have also been used which have been efficient and prompt."

"Our EP has gone over and above for us and been generous with time. Sessions run for parents have been well delivered and well attended."

"The EPS service has been supportive and responsive for parents and the school. We are pleased with the EP allocation going forward. The liaison with Behaviour support likewise was supportive, despite the individual challenges of the pupils concerned."

"The co-ordination and support of the Early Help adviser has been very appreciated in managing and discussing priorities for children and families. And our EWO likewise."

"The professionals I have worked with have met our needs according to their criteria. "

"Our Early Help Advisor, [...], has given us valuable advice and support."

"School nurses are great, as always."

"Early help - really like having termly meetings with advisor - [...]"

"[...] from the Early Help team has been an amazing support to us this year. She is always there when you need that bit of advice. Many thanks, this support has been invaluable this year."

"Excellent Early Help Advisor"

"Shine has been great. SALT has had a change in personnel but we are all on the same page."

"Shine provide a very supportive service."

"[...] has been extremely helpful and available - we are very grateful for her support."

"There has been a real improvement in the services provided."

"Excellent support from Shine and Sensory Consortium. Good support from SALTs where available"

"Both [...] and [...] are frequent visitors to the school and work hard to create programmes to support the school."

"We are pleased with support from S & L."

"Speech and language always excellent advice"

"Our link advisor with Shine is excellent and very supportive."

"SALT overstretched but great when here."

"Excellent support from sensory consortium and Shine"

"Support is always great from SALT"

"Shine Team is super"

"Great service as always from SHINE . [...] is a pleasure to work with always knowledgeable , helpful and supportive ."

"Excellent support received."

Theme 3: Needs Not Adequately Met/ Suggestions for Improvement

"Needs not met due to overload of work on current staff. School support - support during terms 1 and 2, not sustained during terms 3 - 6."

"EHCP plans not updated by LA"

"Various services accessed, some were successful some not so."

"Support has been hit and miss, I believe it has started to get better recently but we are still chasing responses to referrals and seeing no real engagement with families"

"Manor Green outreach support was used on a number of occasions for our children, however the reports often arrived a little too late for us to implement actions immediately."

"SHINE - not enough time working directly with children. Great advice regarding strategies following observations, but need practical support sometimes too. Manor Green Outreach - good observations but need more tangible support with complex needs children."

"Support is always great from SALT but some children need more intensive support."

"When we have needed Early Help it is not early enough and does not continue for long enough. They are great - it works well but the ideas are not necessarily embedded within the family before the support is withdrawn and issue start to occur again."

"Early years professionals want speech and language drop ins back for quick access to the service."

Theme 4: Long Wait Times / Unable to Access Service/ Lack of Adequate Time, Staffing and Resources

"Unable to access behaviour support."

"We are disappointed that to access this support, next year, we have seen the services brochure from AfC and have not budgeted for charges, but had allocated and discussed its use to parents. This makes managing parent expectations more challenging."

"Behaviour Support - service completely oversubscribed. "

"For Behavior Support, the individuals are lovely and helpful. How our needs are not met is in the time we have to wait to get help. Often the situation has been sorted in house as the timeframe can be months."

"Well-being - support for one child has commenced but there has been an 18 month wait. The problem isn't with the support which has been of high quality and diligently carries out but with the waiting."

"There is a growing need and you are under resourced so the wait times are significant."

"Wonderful services once again more staff needed."

"Early help for behaviour has been useful for 1 child but too long a waiting list to be beneficial for others. Not enough parenting courses available for those accessing CAMHS referrals etc."

"Unable to access most of the above as under statutory school age."

"not enough access to SALT"

"Speech and Language seem to be over-stretched and visits are very infrequent."

"There has been a shortage of therapists that has impacted the number of children seen. We understand more people are being employed, we look forward to having more support next year."

"SALT has changed and accessing support has been frustrating. The needs of the children have not been met. Teachers have been frustrated at the lack of support too."

"Good support from SALTs where available, though more hours needed"

"We are pleased with support from S & L. We just wish we could have more frequent visits."

"Too long to access services. Not enough SALT support for children in need. OT -still waiting for children to be assessed. Over a year to wait for services is too long for high needs."

"Poor service from SALT service. Lack of access poor"

"Speech and language always excellent advice once accessed but service can not adequately support number of children who require access to this service. "

"Speech and Language was much better last year but since our link has moved on, contact has been minimal and we are having to wait a long time for children's plans to be updated or for children to be reassessed."

"Disappointed Family Friends are no longer able to offer the services we require."

"I really have hardly seen the SALT service this year - I do understand that there have been staffing issues and it has had an impact in school. My staff have really struggled with some pupils, knowing what to move on to next."

"SALT - not enough time with our therapist. Children have to wait too long to be seen. "

"SALT overstretched"

"Budget cost mean parents are paying for additional external support."

"SALT team has been [super] but again resources have become too stretched so this may be a different situation soon."

Theme 5: Communication and Information Sharing

"Have had some trouble getting support for getting traveller children into school and feel like we are expected to put up with their low or non-existent absence even though they are not travelling for work. Fair Access: Feel like no-one has properly engaged with the school, just been told we are taking a child. Emails not answered and request for meetings ignored."

"Joined up work with CAMHS and INEOS non-existent"

"Despite making enquiries to Manor Green, I have never had a response."

2. Please elaborate on training.

Theme 1: Training Topics

"Supporting Pupils presenting with gender issues"

"Behaviour is an area that we would benefit from training. More for strategies rather than identification. Also, Triple P to be able to provide for parents would be amazingly useful."

Theme 2: Practical Elements of Training

"Training all depends on the cost!"

"I think schools in collaboration with RBWM really need to get their heads together to think about how to engage parents more positively."

3. For each of the teams that you have worked with, if there was either "some" or a "positive" impact, please provide further details.

Theme 1: Positive Impact of Services

"[...] always gives very good advice to teachers and parents to work on. We value her very highly. [...] has also been in to work with our SENCo and also given some advice on a particular child. She has kept in regular contact about this. She is a great addition to the borough."

"[...], our EP, is excellent. She supports the school really well. She answers all our questions and advises us on which steps to take. Her input is invaluable. She interacts extremely well with children, parents and staff. We very much value her professionalism and guidance."

"[...] also supports the school really well. She answers all our administrative questions and is extremely efficient."

"In the supervision the Ed Psych and Behaviour Specialist have provided helpful and creative ideas with the theory or examples to support the intervention. They also created the right environment to encourage the group to discuss and share ideas, resources and difficulties. As a result I felt empowered to fulfil my role."

"We have been well supported by the Early Years Area SENDCo with a particular family. Behaviour support has also worked with children who have benefitted from one to one work. Behaviour Support Advisor has also supported the school with difficult pupils."

"EP support from [...] and [...] plus trainee EP's have been valuable in providing a greater range of strategies to support individual children, provide evidence for EHC plan application & help with parent meetings to dig deeper into possible causes of child's presentation."

"Early Years SEND team assisted with applying for inclusion funding that has had a huge impact in the range of interventions and support we have been able to provide for individual children. [...] has provided very useful advice particularly in the area of meeting children's sensory needs."

"Termly support at ELSA Supervision sessions excellent as bespoke support offered by School improvement, Early Years, EWO and EAL"

"Individual pupil managed to get appropriate provision at another resource."

"Working with the our EP and the SEND specialist teachers is always positive with great support and ideas for supporting the child/children. Meeting the Area SENCO was really helpful although I haven't yet needed anything specific from her. Education Welfare involvement ensures improved attendance for most."

"following meetings with EWO the pupil's attendance has improved"

"I have had particularly positive experiences over this year with the Educational Psychology service because we have taken the time to review recommendations and actions."

"Really good strategies for school and home. Good feedback from parents about behaviour support "

"Strategies and assessments from EP useful and effective."

"EP's have provided further strategies to support children with SEND. Early years inclusion fund has supported 2 children with the purchase of sensory resources to meet sensory needs and provide regular sensory diets plus additional adult support to work on intensive interactions and intensive speech and language therapy support as advised by therapy programme."

"Sometimes useful strategies identified by EP input to support children. Some support given to TAs from behaviour support team for 1 child. Area SENCo always willing to advise and find out answers if they are not obvious."

"Our E.P Input as always has been invaluable both for the children, school and parents. [...] is always on hand to offer advice and answer questions and [...] came to do some excellent work with our Yr5 children which was greatly appreciated all round. Shine have observed in YrR and have made some very helpful observations for ASD resources. Myself and a colleague attended virtually all of the PP training modules run by the Well being service and we were able to use what we had learnt effectively back at school which was so positive."

"We have worked collaboratively with the EWO on tackling low level absenteeism."

"School have received specific medication training where needs have arisen."

"The new Area Senco has set up some great forums some of which our senco has attended and found most informative and helpful. The head Teacher has very much appreciated the school improvement support given."

"My experience working with each of the marked boxes is very positive. Each team presents and works with experience and and creativeness. They have been a great support throughout the year. From the nitty-gritty daily paperwork and support at the end of the telephone to the delivery of the service. Our children have benefited from such a professional team. Thank you."

"Anxiety issues addressed and strategies delivered to work upon"

"When specialists come in to work with the school - all staff - the impact is usually positive."

"All services accessed have helped to move forward our efforts to support pupils with SEND."

"Regular meetings and monitoring were particularly effective"

"[...] is our Educational Psychologist who leads the Supervision Group for our ELSA. He offers very good advice and I have also emailed him for support at other times and he has been very helpful. Thank you!"

"Able to use suggested and recommended ideas and strategies with children."

"Effective, practical Support and Advice"

"EP support helpful and impact positive"

"EAL teacher: impact through GCSE results"

EH support depends on the adult linked to the case

Youth support service does training for KS2 on internet safety, alcohol and drug misuse. Extremely useful training. Trainers are very knowledgeable.

Nurses do their usual preps and vaccination. Disappointing that they no longer do epi pen training in school.

One child was mentored regarding behaviour and future concerns eg criminal behaviour. The child's manipulative behaviour has not changed. The lack of change was because the child is not open to change not because of the quality of the mentoring.

"Telephone conversations with School nurses has been very helpful. Telephone conversations with EH also helpful and their attendance at meetings has been supportive for the school. The Youth Service provide some excellent support for the children with workshops in school."

"Our school link Early Help Advisor is excellent and always promptly responds to queries."

"Parenting courses useful"

"Early help are always happy to give advice and on the whole when engaged with some of our families the support has been good. The school nurses again are always happy to help and answer questions and offer specific medication training. We are fortunate to have our own Parent Adviser who despite a sometimes difficult case load always seems to manage to engage parents to work with her for the good of the family."

"School nurses are always good value"

"In all cases, this has been worker dependent i.e. the resilience team has in the main has impact and builds strong relationships with families."

"The Early Help advisor role is crucial to the planning for families and children. Her advice has been excellent throughout and highly supportive. This is a key relationship for a school and provides for two way feedback for vulnerable families. I feel comments are taken on board for the benefit of our children and the interlink with other key workers/social workers is helpful."

"The school nurse involved with one family supported us carefully and was supportive - again was responsive in her approach."

"They have pointed us towards the appropriate sources of support."

"[] is marvellous"

"Reassurance for families and children. Effective - visits during the school day."

"We are pleased with support from S & L."

"Staff were interested, inspired and discussed the knowledge they gained after the training"

Amazing support from SHINE and SCS has made a real difference to individual pupils especially those joining mid year from other schools.

"SALT - great advice regarding moving the children on, they just don't have enough time or staff."

"Excellent support from Shine and SC." SALT excellent help when available but obviously overstretched.

"Advice and guidance - all greatly appreciated."

"Shine Team has been outstanding in support and in having such a prompt response when a pupil is diagnosed. The feedback is always helpful and direct and reports provided support teachers and parents in reflecting on the support in place."

"The SLT service is helpful overall and liaises with teachers however at times we feel children require more support than is allocated. The Lego Therapy training was very helpful!"

"As mentioned, [...] has been wonderful and supportive"

"Excellent support and strategies (including from SALT where available)"

Theme 2: Lack of Impact / Difficulty Accessing Services

"we were unable to buy in more hours when requested [from EPS]"

"I worked with the EWO only once - as the SENCO. I was expecting the EWO to bring something to the table which I had not already considered but this was not the case."

"With Behaviour support, some pupils need ongoing support. Unfortunately, support from the borough, understandably, is time limited. Some of our children have significant needs that can not be resolved within a 6 or 10 week cycle."

"It is difficult when personnel change and part of the success is usually the relationships that build up; trust, understanding and professionalism that help the process."

"The only negative comment would be there are not enough people for the needs of the children and families who need access to these wonderful services. More staff would be marvellous ."

"As above. Felt we needed a 'harder' EWO to have more impact."

"Parenting courses useful - just not enough courses, difficult to know when they are running, and often not in the Ascot area."

"For some of the Family Resilience/Intensive Family support work it has been hard to move things on if things have not been working or actions are not being met by the parents. The accountability for families is difficult to maintain in some of these situations and unfortunately some of our cases have ended up at CP level anyway."

"I am very concerned about INEOS and have written separately outlining my concern"

"her time has been limited."

Theme 3: Long Wait Times

" Long waits for reports and seeing pupils however."

"The length of waiting lists means that in some cases children have waited a very long time after the initial referrals."

"I have said 'No Impact' for school nurses and Parenting services as the parents/children involved with specific requests are still on the waiting list."

Theme 4: Suggestions for Improvement

"SALT team are generally experienced and have good knowledge and expertise. However, when I receive the reports I find that the targets are very general and could apply to most pupils. The targets are not personalised enough and seem to touch the surface of what needs to be done. This could be a consequence of the fact that these reports are based on one session with the pupil so it's not really possible for the SALT colleague to make these targets as personalised as they should be."

"School nurses are always good value - although it was better when training could occur in school so more staff could be trained with auto-injectors/ asthma and epilepsy."

3. How was your experience with Business Support?

Theme 1: Helpful Staff

"EP support (Fozia) is quick and very much appreciated."

"Queries always responded to in a professional manner"

"I have to just mention [...] - he is a pleasure to talk to on the phone and always so helpful!"

"[...] you are marvelous reports come out in a timely fashion you are great to communicate with always answer your emails swiftly. Lovely lady to deal with."

Theme 2: Problems Encountered

"School support report sent to incorrect email address although they had my correct address."

"Long waits for paperwork"

4. Do you have any suggestions to enable our teams to support you with your future priorities?

Theme 1: Shortage of Time, Staff & Resources

"More speech and language therapists needed!"

"Children needing support (and schools requesting support), should be seen rather than having to wait for a pupil to fail so they meet criteria."

"Children and families needing well-being support should not be time-limited."

"Difficult, but waiting time for behaviour support"

Theme 2: More Training/Advice

"advanced behaviour support eg support with chn with PDA. Hands on training"

"Offer in-school training sessions"

"Would like to be offered Enhanced ELSA - which I believe they are looking into to enhance my own practice."

"more parenting courses and support for parents"

"It would be useful to have emergency support when we have an acute situation with a child. As we have a responsibility to all children, we need to find solutions other than exclusion and it would be helpful to have support in dealing with situations."

"The Early Help hub is still not effective. Unless there is a safeguarding issue then completing the form leads to no support."

Theme 3: Suggestions

"Don't request forms like this or information for EHCPs during school holidays"

5. Please add any other comments with regard to any of our teams.

Theme 1: General Concerns

"All of our colleagues have been professional and helpful but the turnover of staff, particularly at CYPDS, has been concerning and does not facilitate smooth handling of support for our most vulnerable children and families"

"Have put Infant school as the questionnaire needed an answer but we are a Nursery School. Not included in school list - we are a maintained school!"

"School Support options are now far too costly for us to access which is a real shame as the ones we have had this year for free have been excellent."

"waiting lists too long eg Early Help (behaviour support)"

"Hadn't realised that Parenting support was a service on offer ... perhaps could be communicated to ELSAs at school ..? Alternatively communicated via ELSA supervision sessions e.g. speaker from this service highlighting what is available."

Theme 2: Thank yous

"Thank you ALL for all your professionalism , help and support over the past academic year it is greatly appreciated. We look forward to working with you all again next academic year."

"Thank you to all the teams that have worked alongside St Mary's this year. It has been a tough year in so many different ways and we are always grateful for friendly professional advice."

"Thank you for all the support you give to the families with whom we work."

"[...] have all been wonderfully supportive and we are grateful for their efforts. Thank you."

"Thank-you [...] for all your support this year"

"Have found ELSA supervision sessions with Ed Psychologists particularly useful for sharing and learning too. Well done and thanks."

"The Assistant Psychologist post (working in conjunction with our Ed Psych) which I accessed this past year was exceptionally useful in that she had considerable impact. She was an adviser to me but also completed important work with individual pupils; she took meetings with parents to help me. The knowledge and understanding I gained of the pupils with whom she worked was extremely helpful to me."