

You Said We Did

Kingston

You said...	We did
You wanted us to listen to engage better and listen to your views	<ul style="list-style-type: none"> ● We have a systematic process in place to seek parental feedback ● We are making use of digital technology to help us to do this, we now use the government's Notify system to try and contact as many parents as possible for their feedback ● It has become a priority across the service to seek feedback ● We have Implemented robust Quality Assurance processes, with a specific focus on parental and Children and Young People feedback
We were not engaging with the whole SEND community	<ul style="list-style-type: none"> ● We now run a SEN Support survey every Spring term ● We have launched the SEND Register, which included writing to all families with an EHC plan and all families with a child registered for SEN Support in the January school census ● We have written on two separate occasions to all families with an EHC plan since spring 2020 to signpost them to information and services. This has included a separate, more accessible letter to and for children and young people.
There are difficulties with further support for children with Social Emotional and Mental Health (SEMH) at transition	We have invested in specialist teachers to support children with SEMH through transition
(Young people) You want different ways to give your preferences for phase transfer	We provided a QR code for young people to give and submit their preferences
It can be difficult to get health advice in the statutory assessments	<ul style="list-style-type: none"> ● We have invested in a Designated Clinical Officer to support our health partners in understanding the statutory duties and support discussions at multi agency panels ● We are now consistently getting health advice contributing to EHCNA
You wanted a one-stop shop for anything to do with SEND during the pandemic	We set up a multi-agency phone line and referral form and this continues to exist, aiming to respond within 24 hours

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<p>We need to improve the timeliness of our annual reviews</p>	<p>We have:</p> <ul style="list-style-type: none"> ● invested in an annual review team ● gone through prioritisation ● invested in the Synergy system to give more accurate reporting on Annual Reviews ● developed annual review trackers, providing an overview for EHC Coordinators and Coordinator Assistants to track due dates; incoming annual review reports; and the statutory time frames for LA completions of annual review processes ● created an annual review triage panel ● invested in a Deputy post in the team, whose focus is on annual reviews ● developed a consensus from professionals across the SEND system on when they should attend an annual review and/or provide advice for annual review
<p>You said that it can be difficult to get in touch with your coordinator/the SEND service</p> <p><i>“Delays in accessing people on telephone”</i></p>	<p>We have:</p> <ul style="list-style-type: none"> ● provided all SEND service staff with a mobile phone for better contactability / communication ● established a duty phone call system within the service, to ensure availability and consistency of communication ● invested in staff training around communication such as active listening ● developed and provided more clarity around roles and responsibilities throughout the SEND field force and system ● invested in the SEND Service staffing, recruiting more EHC Coordinators and Coordinator Assistants, allowing us to revise and reduce caseloads ● invested in a Deputy for the service with a specific focus on quality assurance
<p>(Young people) You said our documentation needs to be created in a more accessible way</p> <p><i>“This writing is so small it looks like an ant’s written it!”</i></p>	<ul style="list-style-type: none"> ● All About Me guides have now been developed by the SEND service and a process agreed for when and how they will be sent to children and young people ● Pediatrician's letters are now written in an accessible format directly to young people ● The Pfa Team have developed a more accessible guide to EHCPs in partnership with the Young People’s Easy Info. Group

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It can be difficult to access therapy services	<ul style="list-style-type: none"> ● We undertook a therapy review ● We invested more money in recruiting more Speech and Language Therapists, Occupational Therapists and pre and post diagnostic support
You told us when you see Speech and Language Therapy services it is good, but it takes too long to get the therapy	We now work with the speech and language therapy service to triage waiting lists for a more coordinated approach
<p>You told us that the Education, Health and Needs Assessment (EHCNA) process can be hard to understand</p> <p><i>“It is a long process with no updates in between. I found myself having and trying to understand the timelines and messages (often conflicting) hard to navigate”.</i></p>	We have created a process timeline for the EHCNA process which we now share with parents
Sometimes you don't know what will happen next once the Annual Review meeting has taken place	<p>We have:</p> <ul style="list-style-type: none"> ● changed our process and made the communication clearer in our annual review letters explaining what's happened now, what will happen next, and by when ● created personalised letters for amendments and no amendments of EHCPs ● created a process timeline which we now share with parents
You wanted more contact with the Local Authority during the pandemic to raise concerns	Representatives from health, education and social care met with the Parent Carer Forum every two weeks.
Our systems don't talk to each other, and do not keep the family and child at the centre	<p>We have:</p> <ul style="list-style-type: none"> ● carried out an end-to-end review of our Synergy system and invested in updating it ● invested in two posts for digital transformation in SEND to streamline processes and train the services ● invested in carrying out a data cleanse ● provided training on improved data input ● developed Quality Assurance processes to check data on a regular basis

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<p>We know from our multi agency QA process that we need to improve the quality of advice for our EHC plans, this includes the social care input and advice.</p>	<p>We have:</p> <ul style="list-style-type: none"> ● invested in a Designated Social Care Officer (DSCO) who is responsible in supporting social care colleagues in understanding statutory duties around SEND; ● delivered SEND training across the whole of AfC's Children's Social Care
<p>(Young people) You want more traineeships</p>	<p>We've worked with providers, including the Council, AfC and Mencap to provide a diverse range of traineeships</p>
<p>Young Person about annual review meeting: "It made me feel really good about myself and I have achieved this year".</p>	<p>We have engaged a highly-reputable person-centred practice training organisation to train 12 trainers across the whole SEND sector (LA, Health, Education settings etc) within 3 months. Trainers will train the whole SEND fieldforce and establish a consistently high-quality person-centred approach using a suite of proven person-centred tools to be used throughout the statutory SEND pathway. Annual Reviews will be more person-centred, participative and focused on supporting children and young people achieving holistic outcomes as a result.</p>
<p>You are worried about the progress your child (who is receiving SEN Support) is making</p>	<p>We are:</p> <ul style="list-style-type: none"> ● in the process of creating a Quality First Inclusion Charter that will help to provide a clear and consistent understanding, for schools, of how best to support learners with additional needs ● developing alternative curriculum options for schools to consider for learners who find the current curriculum difficult to access
<p>Pathways for transition are complex and challenging</p>	<p>The SEND Service has redesigned the Preparing for Adulthood Team to align with Adult Social Care and broader into-adulthood services. Pathway options into adulthood are being redesigned and more closely aligned to young people's ambitions, potentials and need.</p>