

1<sup>st</sup> April 2018 to 31<sup>st</sup>  
March 2019

# Participation, Engagement and Involvement – Charity and Forum Annual Report



fvp

Family Voice Peterborough

3/9/2019

## Executive Summary

### Purpose

This report is written five years in to the Special Educational Needs and Disability (SEND) Reforms; with much work around parent participation being seen as business as usual. With the inception of the SEND reforms and the legislation supporting the move towards the involvement of parent carers and young people as defined by the section 19 principles:

*Local authority functions: supporting and involving children and young people*

*In exercising a function under this Part in the case of a child or young person, a local authority in England must have regard to the following matters in particular—*

- a) the views, wishes and feelings of the child and his or her parent, or the young person;*
- b) the importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned;*
- c) the importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions;*
- d) the need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes.*

A cultural shift has begun across Peterborough where parent carers and young people are being included far more actively on an individual and collective level. However this is not the end of the process towards inclusion and participation but the beginning and there are external political and economic factors that are impacting on how SEND services are delivered and experienced.

This report will present the work of the charity as a whole and more specialist work of the forum which is a function of the charity and demonstrate using both qualitative and quantitative data the experiential impact of the changes that have occurred especially in the past financial year. For a full picture over time of the impact of the reforms previous reports are available to review and can be found on our website [www.familyvoice.org](http://www.familyvoice.org).

### SECTION ONE

Unlike previous reports this one will detail the funded work of the forum in one section as opposed to three due to the different way the funding was provided. In previous years the CAMHs Transformation, Special Educational Needs and Disability (SEND) and Seldom Heard work have been supported by three separate grants whereas in 2018 to 2019 they were all funded under provision of one grant.

The funded work has built on work already established and the following themes have been identified:

1. Growing concern over funding for the Local Authority and Educational Settings locally and how this is impacting on SEND services. This also links to a view that SEND reforms are really a barrier to support.
2. Increase in dissatisfaction from parent carers who have a child or young person with Autistic Spectrum Disorders (ASD) in relation to the educational offer in Peterborough especially in relation to SEN support; this includes anecdotal evidence of parent carers opting to electively home educate.

3. Increase in dissatisfaction with offer of support in relation to social care which is an area that will require further work to identify more specific concerns. This also marks a shift away from dissatisfaction with education only.
4. A larger than expected number of Care, Education and Treatment Reviews (CETR's). The work of the reviews has highlighted a lack of suitable community based provision relating in particular to ASD and Learning Difficulties and Disabilities (LDD).
5. Concern over lack of transparency in decision making by professionals and the belief that the views of parent carers are not being considered by decision making panels. This is also linked to a sense of lack of information being given to families or information being presented in a way that families are unaware of its existence. Communication and information is a theme that runs across most work of the forum.
6. Parent carers are more like to view SEND in a positive light if they are in receipt of some form of support or service.

## SECTION TWO

The work of the charity will be detailed in section two and provides details of the community centre and caravans which are assets of the charity.

Key Themes:

1. Increase in caravan usage
2. Change in range of groups using the community centre and an increase in regular group use

## Acknowledgements

We would like to thank all those who have contributed to this report and the work that has gone in to it.

This report would not be possible without; the level of co-production the forum has achieved between the Local Authority, Clinical Commissioning Group, Local Health Trusts and Educational Settings and the number of parent carers willing to participate with the forum and afore mentioned partners.

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## **Report Introduction**

This report builds on previous charity reports, in particular the report of the charity for the financial year 2017 to 2018. As with previous reports this one is also structured on a financial year basis and contains all details of work and finances from 1<sup>st</sup> April 2018 to 31<sup>st</sup> March 2019.

The evidence presented in the report has been gathered utilising qualitative and quantitative methodologies but the report is not intended as a research paper. Rather the use of evidence is to demonstrate what outcomes have occurred or may be occurring in relation to work programmes. This report will also contain some viewpoints/ concerns of the forum regards to how experiences of parent carers are being impeded by the current economic climate whereby access to services/ support appears to be more difficult.

Sometime will be given in this introduction to putting in to context the different functions of Family Voice Peterborough (FVP) as a Charity and a review will take place of the recommendations and work presented in the previous report.

## **Forum Context**

*FVP are the Department for Education (DfE) designated parent carer forum for the City of Peterborough, and a member forum of the National Network of Parent Carer Forums (NNPCF). There are currently over 150 parent carer forums (PCF) for England with each one representing a local authority area. Representation on the NNPCF is based on regions of which there are 9. FVP is a member of the Eastern Region Parent Carer Forum (EPRCF) of which there are 11. ( Participation, Engagement and Involvement – Charity and Forum Annual Report, 1<sup>st</sup> April 201; [www.familyvoice.org/participation](http://www.familyvoice.org/participation))*

The main aim of the forum element of FVP is facilitating parent participation and ultimately co-production of services relating to children and young people with SEND. The work of the forum takes place from commissioning through to provision. Parent carer views are gathered via; social media using discussions in a chatroom and online Polls, online and paper surveys, feedback at events and activities, discussions at school based coffee mornings and case studies (this list is not exhaustive). All the information gathered is collated in to reports and fed back to key partners by parent representatives in various meetings.

FVP use a variety of different methods to gather parent/carers views on how they are and have experienced services to support their children's need and their own needs. FVP share views of parent/carers with the local authority and clinical commissioning group to enable these organisations to consider parent/carers views in their commissioning and delivery decisions. FVP also promote co -production - so involving parent/carers in the design and delivery of services. FVP work the Local Authority and Health to find solutions to concerns raised by parent/carers. This way of working does not deliver instant results and changes that take place may not be easily recognised by individuals.

FVP receive funding from the Department of Education (DfE) to facilitate parent participation in Peterborough. To receive the DfE grant for parents forums certain parameters are put in place whereby the forum;

1. Must be pan-disability,
2. Must not be involved in one service only,
3. Must represent parent carers not children and young people,
4. Must be an avenue for participation not support,

5. Must not support one family only to access support and/ or services,
6. Must not enter in to lobbying or campaigning

There is a now a statutory requirement to include children and young people with SEND and their parent carers in decision making and parent carer forums are a route by which this can be facilitated. (*Childrens and Family Act 2014, s19 and Code of Practice 2015*)

## Participation/ Engagement/ Involvement April 2018 to March 2019

### Headlines

1. 369 parents in total have been involved at some level via face to face meetings/ events/ trips/ Facebook Polls and Discussions.
2. >100 professionals have been involved at some level via face to face meetings/ events/ attending training or co-delivering training.
3. 648 parent carers have taken part 44 online surveys or face book polls.
4. Parents have self-reported being members/ attendees at; Peterborough District Deaf Children Society (PDDCS), Peterborough Area Down Syndrome Group (PADSG), Little Miracles (LM), National Autistic Society (NAS), Autism Peterborough, , Aiming High Group (AHG) Children's/ Young people disabilities/ needs have been reported by parents as including (This list is not exhaustive);
  - ASD, ADHD,
  - Global Developmental Delay (GDD),
  - Speech, Language and Communication Needs (SLCN),
  - Complex Health, Obsessive Compulsive Disorder (OCD),
  - Cerebral Palsy (CP),
  - Tourettes,
  - Learning Disability and Difficulty (LDD),
  - Hearing Impairment (HI), Depression, Behavioural Needs,
  - Achondroplasia,
  - Goldenhar Syndrome,
  - Duchene Muscular Dystrophy,
  - Downs Syndrome,
  - Hypochondroplasia,
  - Physical Disabilities
  - Anxiety Disorder
5. 41 fathers have been involved which is an increase on the previous year and 1 father has had regular involvement in person and another via social media
6. Parent carers reported the ages of their children/ young people as between 2 to 34.
7. Participation methods used included; one conference, focus groups, online surveys, paper surveys/ feedback forms at trips and activities, training – workshops, Facebook discussions and polls, working breakfast meetings, case studies, seldom heard group sessions and parent representation.
8. Evidence is both qualitative and quantitative in nature.
9. Ethnicity has been self-reported as; British, Pakistani, Afghanistan, White Mixed Caribbean, Albanian, Belgian, Hungarian, Dutch, American, Portuguese, Chinese, Brazilian, Gambian, Kenyan, Polish, Czech, Ukrainian, Slovakian, Irish Traveller, Romany.
10. Data has been evidenced through completed feedback forms, attendance registers, social media groups posts, completed online surveys and written case studies.

## **FVP as a Charity**

FVP currently operates as a Charitable Incorporated Charity (CIO); registration number: 1171389. FVP's charitable purpose is defined in the following objects '*to relieve the charitable needs of disabled children and children with complex needs and their families and carers in Peterborough in such ways as the trustees shall think fit, in particular by the provision of advice, information, support and advocacy*'. FVP operates under a foundation model where the trustees are the members of the charity and the CIO holds the assets of the charity. The charitable assets are a community centre and two caravans. FVP also hold the details of approximately 800 households and regularly send an e-news to over 500 people who are primarily parent carers. Since forming in May 2009 FVP have seen steady growth, changed from a steering group to a charity and then to a CIO and moved from being run entirely voluntary to having a small staff team.

## **Community Provision**

FVP as a charity acts as a hub for the community from the Goldhay Centre where local residents and the wider community can access a variety of services delivered by many different groups and organisations. The community provision enables support, information and advice to be provided by different groups and organisations based on need and requests from those who use the centre.

The centre is used regularly by the following groups or organisations; Peterborough District Deaf Children's Society, Families First, Silver tops, A Local Prayer Group, The Gambian Community, PCC Targeted Youth Service, Nene Inspired Open Access Youth Group, Local Councillor Surgery, Local Councillor Community Litter Picks, Pinpoint ASD Groups and a karate club. Between these groups and also private bookings from the local community the centre has experienced general footfall of over 1085 and approximately 185 regular users. The mix of regular users is varied from young to old, disabled and non-disabled and multi ethnic.

## **Short Breaks Provision**

FVP own two caravans which are used to supplement the short breaks offer to families with SEND children and young people in Peterborough who receive priority in terms of booking especially in peak periods. The caravans are assets of the charity and the full responsibility of FVP in terms of management, sustainability, upkeep and use. The caravan at Butlins Skegness was originally gifted to FVP in 2012 and upgraded with capital funds in 2017 and the caravan at Haven Caister was purchased by FVP via a capital grant in 2014.

The caravans have seen extensive growth in relation to usage since 2012 when there were only 4 bookings. The past year alone has seen 62 short breaks being accessed with a total of 370 people benefitting. Year on year there has also been a change in booking preference to 3 and 4 nights now being the preferred option.



## SECTION ONE

## **CAMHs Transformation, SEND and Participation including Seldom Heard**



**Fig.1 Word Cloud from OFSTED and CQC Pre Survey**

## **Introduction**

FVP have conducted work across a variety of areas as the forum for the Peterborough City Council (PCC) and also in partnership with Pinpoint for the Cambridgeshire and Peterborough Clinical Commissioning Group (CCG). All funded forum work conducted regardless of whether for PCC or the CCG has a participatory focus with the aspiration of working towards achieving co-production.

## **CAMHS Transformation (s256 work)**

### **FVP**

FVP have continued to deliver the Expert Parent Programme (EPP), Behaviours that Challenge (CB) Workshops and Parent Carer Hub plus have also provided Experts by Experience (EbE) for CETR's. Some of the work has individual reports and these can be viewed from [www.familyvoice.org](http://www.familyvoice.org). As well as this parent representatives have been included in various health based strategic meetings including the Transformation Board for Children and Young People.

### **Pinpoint**

Pinpoint have continued to deliver the ASD and ADHD support and information sessions including a number that have occurred in Peterborough. A full report of this work is available from Pinpoint.

## **SEND and Schools Engagement**

This area of work has seen engagement and participation across a number of areas from 359 individual parent carers. The participation has taken place through a variety of methods including; online polls and discussion via social media channels, online surveys, face to face discussions in school meetings, focus groups and workshops and feedback form completion at trips and activities.

### **Data Gathering**

Data to ascertain parent carer views and experiences has been through a series of Facebook Discussions and Polls and a range of surveys including a revisit of the pre OFSTED and CQC survey and Annual SEND survey which will be included in their entirety in part of this section of the report.

### **Schools Engagement**

Work has been undertaken to make contact with settings and build relationships with professionals and parents in the settings. A number of coffee mornings have taken place where a parent representative has been in attendance to talk to parents and sign-post towards sources of support and information.

## **Seldom Heard Engagement**

Work has continued in this area in relation to general engagement and facilitating participation through family based trips and activities. Joint fundraising has also been conducted with the parent carers from the Aiming High Group (AHG) which has then facilitated participation in areas chosen by the parents. There have been two jointly attended coach trips and the annual Asian Cuisine day used to conduct work in this area

## **Coproduction and Change**

From all elements of the funded work of the forum there have been examples of change demonstrated by a ‘you said – we did’ approach. Changes have been made to how parent carer views and concerns will be reported and as well as presenting what is not working and the strength of negative feeling towards services currently suggestions of possible solutions and changes have been sought.

Part of the outcomes matrix has been included to demonstrate what has been achieved so far by inclusion of examples of outputs and measures.

No	Outcome	Output/activity	How Measured	Who
1	<p>Parents and Carers are empowered to give each other information and support through peer to peer support with professionals input.</p> <p>Parent carers have the opportunity to share experiences leading to increasing sense of confidence and shared experience to embed co-production</p>	<ul style="list-style-type: none"> <li>• Parent representatives are trained through the Family Voice parent participation training course across all work streams</li> <li>• Reasonable expenses are met to facilitate parents and carers to attend meetings – childcare travel, etc all work streams</li> <li>• Appropriate supervision and support given to participation reps who attend groups/meetings all work streams</li> <li>• Activities related to identifying blocks and barriers to parent carer participation, and co-producing the city's response in terms of addressing the issues and development all work streams</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly reporting detailing - <ul style="list-style-type: none"> <li>A. Numbers of unique/ repeat/ new parent carers attending sessions</li> <li>B. Overall attendance numbers</li> </ul> </li> </ul>	FVP
	Example of how this has been met	<ul style="list-style-type: none"> <li>• See Pinpoint report for details of support and sign posting sessions</li> <li>• FVP held a six week training course for reps attended by six parent carers. Two are now active parent reps</li> <li>• Parent reps are attending meetings and taking part in discussions relating to service development and delivery which can impact on co-production</li> </ul>	<ul style="list-style-type: none"> <li>• Two new active parent reps</li> <li>• See pinpoint report for their numbers in terms of support groups. Reps from FVP attend the Peterborough sessions and facilitate any group requirements in relation to venue etc</li> </ul>	

No	Outcome	Output/activity	How Measured	Who
2	Improved trust in relationships between parent carers from a range of backgrounds and health , education and social care sectors	<ul style="list-style-type: none"> <li>• Parent representatives are trained through the Family Voice parent participation training course across all work streams</li> <li>• Reasonable expenses are met to facilitate parents and carers to attend meetings – childcare travel, etc all work streams</li> <li>• Appropriate supervision and support given to participation reps who attend groups/meetings all work streams</li> <li>• Activities related to identifying blocks and barriers to parent carer participation, and co-producing the city's response in terms of addressing the issues and development all work streams</li> <li>• Involvement in health, education and social care sector work streams (development of early years guides, a schools directory)</li> </ul>	<ul style="list-style-type: none"> <li>• Change in self-rating of relationships/ involvement with health sector</li> </ul>	FVP
	Example of how this has been met	<ul style="list-style-type: none"> <li>• The parent carers from AHG have been involved in discussions to develop a leaflet about genetic conditions. This is ongoing and a first draft will be discussed before finalising</li> <li>• A schools directory is in development with a series of face to face and social media discussions have occurred to inform what will go in the directory.</li> </ul>	<ul style="list-style-type: none"> <li>• The predicted measurer has changed to attendance at meetings and numbers who attended a genetics workshop and genetics leaflet session (total of 15 with unique being 10)</li> </ul>	

No	Outcome	Output/activity	How Measured	Who
3	Increased resilience and confidence in navigating health pathways and services and increased partnership working with health professionals (collective and individual participation) Parents and Carers are empowered engage with Local health providers and confident in understanding how to get the best from health services	<ul style="list-style-type: none"> <li>• Access by early help pathway and self-referral if space is available/ schools requesting sessions.</li> <li>• Appropriately advertised using variety of methods</li> <li>• Individual trainers taking lead in Partnership approach through the steps described above, and the provision of co-delivered workshops</li> <li>• Be part of the feedback process for families, to facilitate the understanding of the effectiveness of participation facilitating their own sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of session provided - target or one per half term across Peterborough and Cambridgeshire</li> <li>• Use of external providers to host sessions (schools/ early years providers/ children's centre etc)</li> <li>• Details of EPP content and delivery</li> <li>• Number of parent carers attending—target of 10 per session</li> <li>• Parent carer feedback</li> <li>•</li> </ul>	FVP
	Example of how this has been met	<ul style="list-style-type: none"> <li>• Parent carers have been signed up to EPP after attendance at Webster Stratton Courses delivered by Barnardos as part of pathway</li> <li>• Sessions have been advertised through a variety of avenues</li> </ul>	<ul style="list-style-type: none"> <li>• 4 EPP – have been run in Peterborough but a couple of attendees have been from Cambridgeshire</li> <li>• Total attendees have been 30</li> </ul>	

No	Outcome	Output/activity	How Measured	Who
4	<p>Training and Development so Parent carers have increased skills, knowledge to facilitate self-help</p> <p>Increased confidence from parent carers in managing behaviours that challenge that are associated with possible ASD/ ADHD/ LD</p>	<ul style="list-style-type: none"> <li>• Undertake the co-planning of workshops developed jointly by by FVP and CPFT in understanding behaviours around hyperactivity, social interaction and learning difficulties</li> <li>• Co-delivery of workshops with FVP/ parent reps, to increase parent carer understanding of behaviours linked to hyperactivity, social interaction and learning difficulties with professional input and Challenging Behaviour</li> <li>• Access to the workshops groups is via self-referral with bookings taken by Pinpoint and Family Voice</li> <li>• Parent carers gaining new skills through sharing of hints/ tips from professional and signposting from parent reps</li> <li>• Access to training (Expert parent Programme, Microsoft Basics, Parent Participation)</li> </ul>	<p>Quarterly reporting detailing -</p> <ul style="list-style-type: none"> <li>• Parent carers self-reporting that they are able to manage children's behaviour better</li> <li>• Number of workshops provided - target of one session per half-term</li> <li>• Use of external providers to host sessions</li> <li>• Details of workshop content</li> <li>• Number of parent carers attending—target of 10 per workshop</li> <li>• Parent carer feedback</li> <li>• Feedback, evaluation from professionals co-delivering workshops</li> <li>• Access measured via social media requests, email and phone logs and completed attendance register</li> </ul>	FVP / Pinpoint
	Example of how this has been met	<ul style="list-style-type: none"> <li>• Parent Carer Trainer who is also family support worker has delivered training to parents who have attended Webster Stratton and EPP.</li> <li>• Advertised through word of mouth and via Barnardos</li> </ul>	<ul style="list-style-type: none"> <li>• 3 sessions have taken place with 21 attendees</li> </ul>	

No	Outcome	Output/activity	How Measured	Who
5	Parent Carer Hub (inclusion surgery), development and access to facilitate parent carer support and wider participation.	<ul style="list-style-type: none"> <li>• Undertake the development of a parent carer hub working in partnership with 3<sup>rd</sup> sector and Local Authority Professionals</li> <li>• Plan and deliver inclusion surgery as part of parent carer hub supported by parent representative</li> <li>• Provide feedback on support offered through parent carer hub</li> <li>• Parent carers accessing hub gain support to navigate early help pathway and increased understanding of EHC pathway and processes</li> <li>• Ongoing development of Hub via joint work with PCC (SENI Services)</li> </ul>	<p>Quarterly reporting detailing –</p> <ul style="list-style-type: none"> <li>• Monthly Parent Carer Hub – target 11 (excludes summer break)</li> <li>• Details of numbers of parent carers attending hubs</li> <li>• Parent carer feedback</li> <li>• Feedback and evaluation from professionals co-delivering hubs</li> <li>• Access measured by booking forms and attendance records</li> <li>• Targeting educational settings to increase their involvement.</li> <li>• Numbers of new parents attending sessions</li> </ul>	
	Example of how this has been met	<ul style="list-style-type: none"> <li>• Hub is undergoing constant review; number of sessions were cancelled by LA due to staffing commitments</li> </ul>	6 sessions with 8 attendees	



No	Outcome	Output/activity	How Measured	Who
6	<p>Training and support leading to development of team of "Experts by Experience" (EbE) for involvement in Care and Treatment Reviews (CTR) and Care, Education and Treatment reviews (CETR) for children and young people.</p> <p>Provision of a team of EbE</p>	<ul style="list-style-type: none"> <li>• Development of governance for EbE work</li> <li>• Working co-operatively with PCC &amp; CCG to establish team of EbE and in conjunction with JCU (SEND Sub-Group) Guidance</li> <li>• Process detailing requests for CTR/ CETR support with clear record keeping</li> <li>• Measures of how parent carers feel during work as EbE</li> <li>• Offer to partner's details boundaries and protection for parent carers with no personal contact details being passed on and clarity over what is and is not in scope of service.</li> <li>• Peer to peer support sessions to pull out overarching themes</li> <li>• Establish a mechanism for professional support for EbE if required.</li> </ul>	<p>Quarterly reporting detailing -</p> <ul style="list-style-type: none"> <li>• Governance documentation for EbE role and work</li> <li>• Details of parent carers wishing to form team of EbE</li> <li>• Family Voice and Pinpoint targeted parent carers who are either staff/ volunteers/ parent reps</li> <li>• Parent carers to take EPP course in Peterborough and Cambridgeshire</li> <li>• Parents to take part in or have already taken part in FVP parent participation and representation course</li> <li>• Details of processes, requirements and support associated with CTR/ CETR work</li> <li>• Facilitate EbE attendance at average of 3 -4 CTR/ CETR per month</li> </ul>	FVP
	Example of how this has been met	<ul style="list-style-type: none"> <li>• Joint work has taken place to develop an MOU,</li> <li>• supervision for EbE is via CCG</li> <li>• Regular communication between EbE and involvement in feedback to CCG over process</li> </ul>	4 EbE have attended between them 38 CETR's	

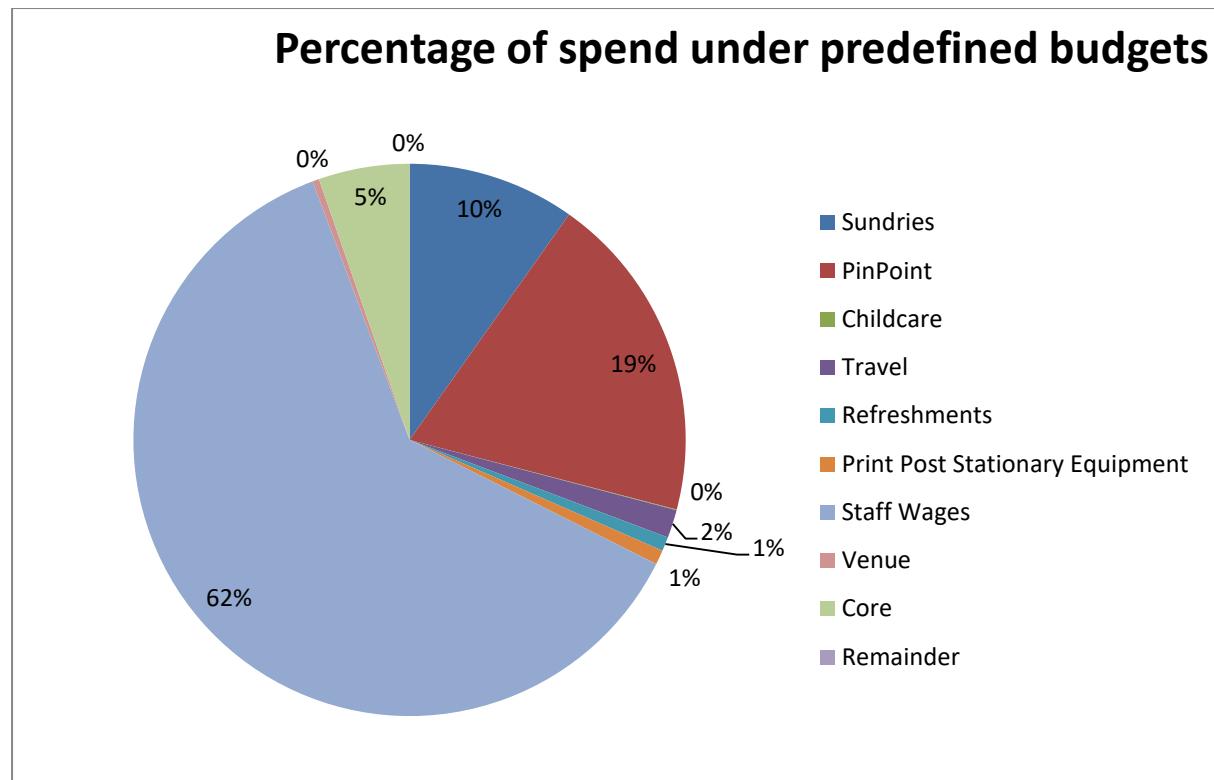
No	Outcome	Output/activity	How Measured	Who
7	Strategic representation on various boards including; Operational representation across SEND work streams	<ul style="list-style-type: none"> <li>• Undertake the planning of workshops with parents, carers and professionals to increase awareness of the current position and next steps</li> <li>• Work alongside partners, including those in the voluntary sector to share information and good practice</li> <li>• Attendance and representation at work stream and task and finish groups</li> <li>• Parent representatives undertake the planning and delivery of workshops, task and finish groups and focus groups with parents, carers and professionals to facilitate co-production and wider parent carer participation in services for CYP</li> <li>• Attendance on LDPB, Carers, PDPB, Autism Partnership Board, SEND Transformation Board, leads to embedding of participation to promote inclusion across services relevant to children and young people with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Named, trained, Family Voice trustees who may be attending meetings</li> <li>• Monthly highlight reports for each work stream, contributed to by the reps attending meetings</li> <li>• Annual report</li> <li>• Attendance/representation at strategic meetings</li> </ul>	
	Example of how this has been met	<ul style="list-style-type: none"> <li>• Attendance takes place across a number of boards and groups and a number of focus groups have taken place with reporting informing strategic planning</li> </ul>	<ul style="list-style-type: none"> <li>• 15 focus groups with 134 attendees</li> <li>• 8 parent carers acting as reps at 196 strategic meetings</li> </ul>	

No	Outcome	Output/activity	How Measured	Who
8	Improved participation as a volunteer or parent representative	<ul style="list-style-type: none"> <li>A more diverse range of parent carers acting as parent reps on operational boards</li> <li>Development of champions of participation amongst diverse groups of parent carers</li> <li>FVP support in form of buddying, pre-post meetings, admin support</li> </ul>	<ul style="list-style-type: none"> <li>Registers and feedback forms from a range of opportunities for parent carers to come together, share experience and meet other parent reps</li> <li>Parent reps acting as buddies to parents who want to attend meetings/ focus groups then completing joint reports</li> <li>One parent rep course for parent carers to attend and learn more</li> </ul>	
	Example of how this has been met	<ul style="list-style-type: none"> <li>One parent rep training course took place and regular team meetings have been set up.</li> <li>A shared rep report system is being used, as is a shared diary.</li> </ul>	<ul style="list-style-type: none"> <li>2 new parent reps (one with child with ASD , one with child with complex health and physical disabilities)</li> </ul>	

No	Outcome	Output/activity	How Measured	Who
	Improved trust in relations between settings and parent carers  Increased schools engagement	<ul style="list-style-type: none"> <li>Undertake planning of work to increase number of settings offering attendance at coffee mornings/ parents evenings</li> <li>Develop offer for schools and develop marketing tools detailing offer.</li> <li>Dedicated staff/ parent rep time for developing relationship with settings, SENCo Network</li> </ul>	<ul style="list-style-type: none"> <li>Number of settings FVP has contact with.</li> <li>Numbers of sessions attended in settings.</li> <li>Number of training sessions settings arrange on behalf of FVP.</li> <li>Numbers of new parent carers engaging</li> <li>feedback from parent carers/ settings</li> </ul>	
	Example of how this has been met	<ul style="list-style-type: none"> <li>Focus groups, sign-posting sessions and access to support sessions have taken place.</li> <li>Contact has been made with SENCo's via direct setting contact, attendance at SENCo Forum</li> <li>School offer in draft and ready to pilot</li> </ul>	<ul style="list-style-type: none"> <li>19 sessions across 12 settings.</li> <li>128 parent carers have accessed the sessions</li> </ul>	

## **OVERALL PROJECT WORK COSTS AND DATA**

### **Overall Costs**



**Fig.2 Overall grant spend**

The total budget was from combined grants from a range of sources, all linked to the same work. In previous years funding was kept separate, however in the financial period being discussed here the grants and work were combined for ease of reporting and due the similarity between some aspects of the work and how they interlink.

Staffing equates to salary costs, HMRC costs and pension costs. The budget for sundries covers training costs and EbE remuneration. FVP were awarded the whole grant for the CAMHs Transformation work which also contained the grant for Pinpoint. Pinpoint produce their own report for the work they do regards CAMHs Transformation work.

Grant Funding - £83,850.00

Total Hours (project) - 3936.7

Number of Beneficiaries - 3486

Unique Parents/ Families (SEND) – 568

Funding/Hours - £21.30

Funding/number of beneficiaries - £24.05

Funding/ unique parents - £147.62

Number of Hours\*Cost of Beneficiaries - £94,690.85

## Overall Data

Type of Session	Number of Sessions	Activity Hours	Administration Time	Travel Time	Total Hours	Number of Parents/ Beneficiaries
EPP	4	24	12	4	40	30
CB	3	13	9	3	25	21
Parent Carer Hub	6	13	16	0	29	8
Themed Workshops	6	22	12	0	34	36
Focus Groups	15	38	20	9	67	134
Breakfast Meetings/ Coffee Mornings	19	23	20	20	63	128
Conference	1	6	30	0	36	39
Facebook Polls	38	0	57	0	0	648
Surveys	6	0	0	0	0	132
Family Based Trips/ Activities	11	55	33	50	138	786
Strategic Meetings	196	472	196	294	962	8
CETR	38	231	0	80	311	38
<b>Totals</b>	<b>343</b>	<b>897</b>	<b>405</b>	<b>460</b>	<b>1705</b>	<b>2010</b>

**Fig.3 Grant funded work for 2018 to 2019**

## Additional work

Type of Session	Number of Sessions	Activity Hours	Administration Time	Travel Time	Total Hours	Number of Parents/ Beneficiaries
Hall Hire	461	2207.7			2207.7	1085
Caravan Hire	62				0	370
<b>Totals</b>	<b>523</b>	<b>2207.7</b>			<b>2207.7</b>	<b>1455</b>

**Fig.4 Additional work for 2018 to 2019**

The level of staffing, Trustee, and volunteer/ rep time to deliver the work detailed above is as follows:

Staff Hours – 4993

Volunteer Hours - 582.5

Trustee Hours – 276

BGL Hours – 358

Total Hours = 6209.5 (the staffing hours does not account for any extra hours put in over and above contracted time)

If funds were used to cover all hours worked then everyone will have been remunerated at £13.50 p/h

## **CAMHs WORK**

### **Predicted CAMHs Work Data**

The following were predefined as measures of the outcomes relating in particular to the Challenging Behaviour (CB) workshops, Expert Parent Programme (EPP), Hubs and CETR's. Other elements of the work did not have predefined targets detailed as numbers but rather as set work.

	Predicted Sessions	Predicted Hours	Predicted Parents
EPP	6	60	60
CB	6	42	60
Hub	11	77	55
CETR	36	216	36
Totals	59	395	211

**Fig.5 Predicted data for CAMHs funded work**

### **CB Workshops**

- Number of workshops provided - target of 6.
- Details of workshop content.
- Number of parent carers attending– target of 10 per workshop.
- Parent carer feedback.
- Feedback, evaluation from professionals co-delivering workshops.
- Access measured via social media requests, email and phone logs and completed attendance register.

### **EPP**

- Parent carer details from 6 EPP sessions to be run across Cambridgeshire or Peterborough with 10 per session.
- Parent Carer Feedback.
- Parent carers self-report positive change in their communications with the health providers and their partners.

### **HUB**

This area of work has been added after a successful pilot.

- Feedback from parent carers who have attended one of 11 hub sessions.
- 5 parent carers per session
- Details of any recurring issues/ themes

### **CETR Work**

- Development of a core team of EbE – Target 3
- Attendance at 3 CETR per month

### Total Numbers

- 60 parent carers across six workshops
- 60 parent carers across six EPP courses
- 55 parent carers across 12 Hubs
- 36 CETR sessions attended

Seldom Heard Engagement and work, Parent Representation, Schools Engagement did not have predefined numbers as targets, but did list the development of pieces of work, attendance at meetings and evidence of schools engagement.

### Predicted CAMHs Work Costs

Based on the predicted data if a cost analysis is conducted for the CAMHs element of the work the following can be ascertained:

Grant Funding - £30,850.00

Total hours - 395

Number of Parents - 211

Funding/ Hours - £78.10

Funding/ Parents - £146.21

£25,000 from CAMHs Transformation and £5850 CETR top-up equates to the £30,850 detailed above

### **Actual CAMHs Work Data**

	Actual Sessions	Actual Hours	Actual Parents
EPP	4	40	30
CB	3	25	21
HUB	6	29	8
CETR	38	311	38
Total	51	405	97

**Fig.6 Actual data for CAMHs funded work**

Actual Grant Funding - £30,850.00

Total Hours – 404

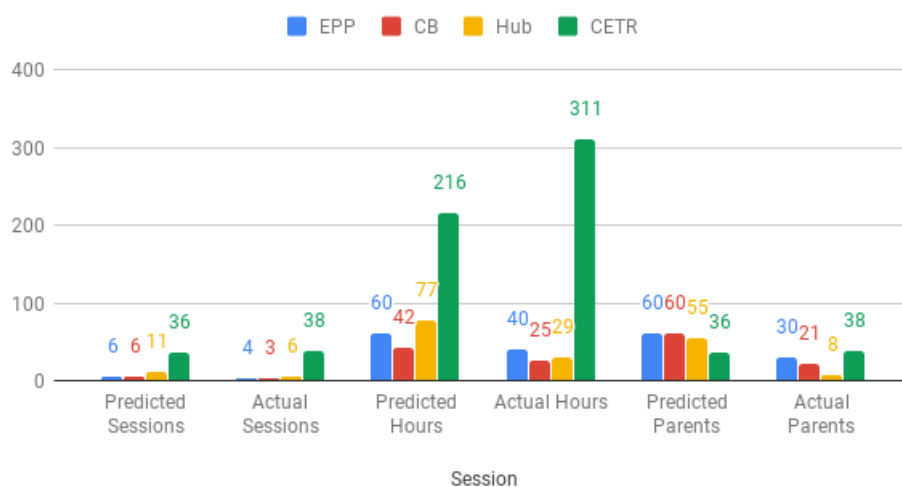
Number of parents – 97

Funding/ Hours - £76.17

Funding/ Parents - £318.04

## Comparison of Predicted and Actual CAMHs Data

Comparison of Actual and Predicted Data



**Fig.7 Comparison of actual and predicted data**

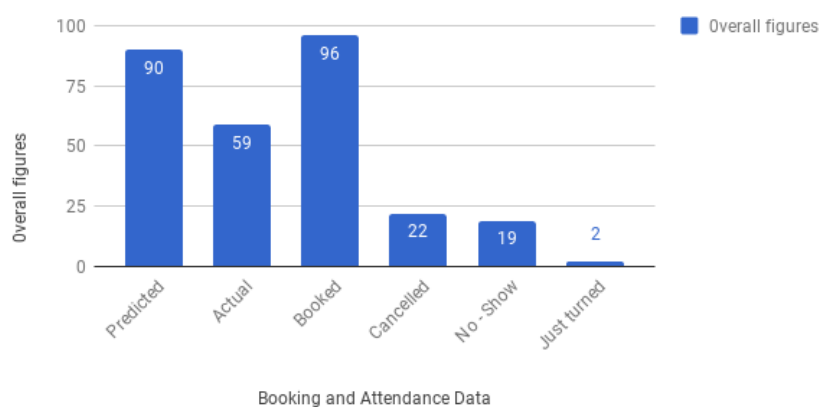
The actual numbers across the EPP/CB/Hub were lower than predicted and the numbers for the CETR's were slightly higher than predicted.

	Predicted Parents	Actual Parents
EPP	60	30
CB	60	21
Parent Carer Hub	55	8
CETR	36	38

**Fig. 8 Actual and predicted attendance**

When the booking and attendance data is examined from the sessions that took place it can be seen that there was attendance rate of 61.46%.

Overall Booking and Attendance Figures for CAMHs Funded Work



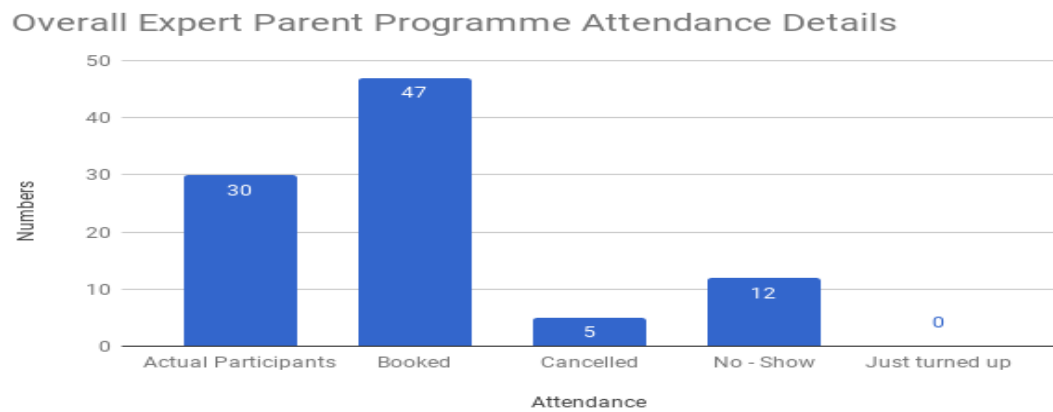
**Fig. 9 Attendance across all sessions**



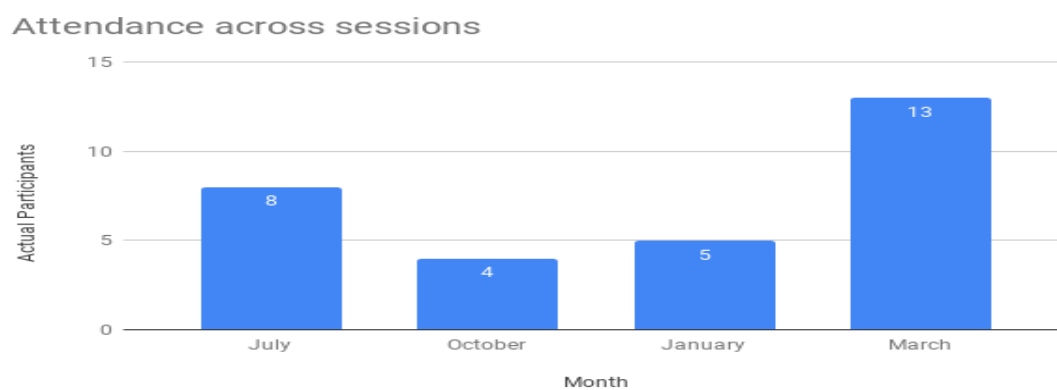
## Overall EPP/ CB/ HUB/ Booking and Attendance Data

### EPP

63.8% of those who booked overall actually attended the EPP session; with the session delivered in the month March being the most popular.



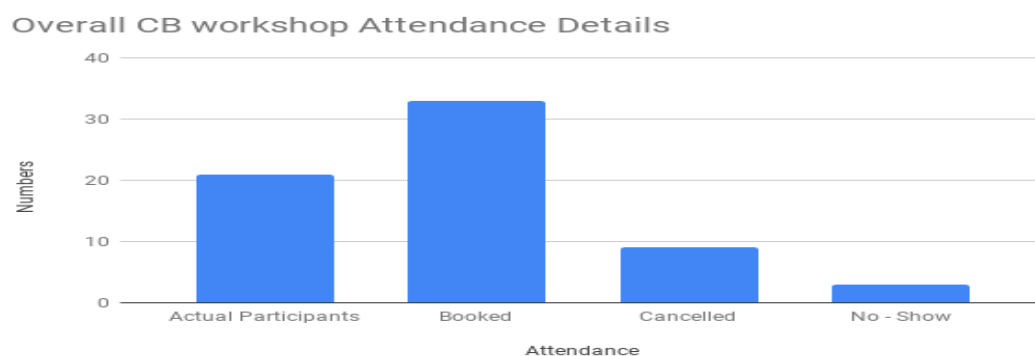
**Fig. 10 Attendance on Expert Parent Programme**



**Fig. 11 Attendance for Expert Parent Programme by Month**

### CB

63.4% of those who booked overall actually attended the CB session; with the session in January being most popular.



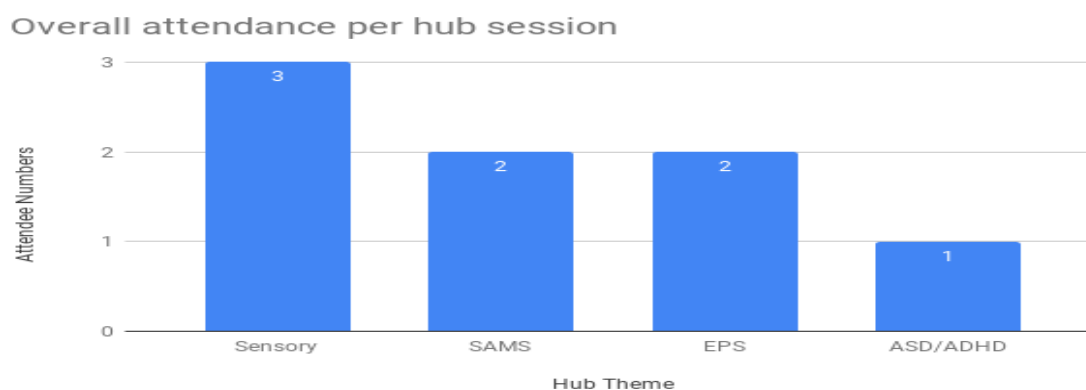
**Fig. 12 Overall attendance on Challenging Behaviour Workshops**



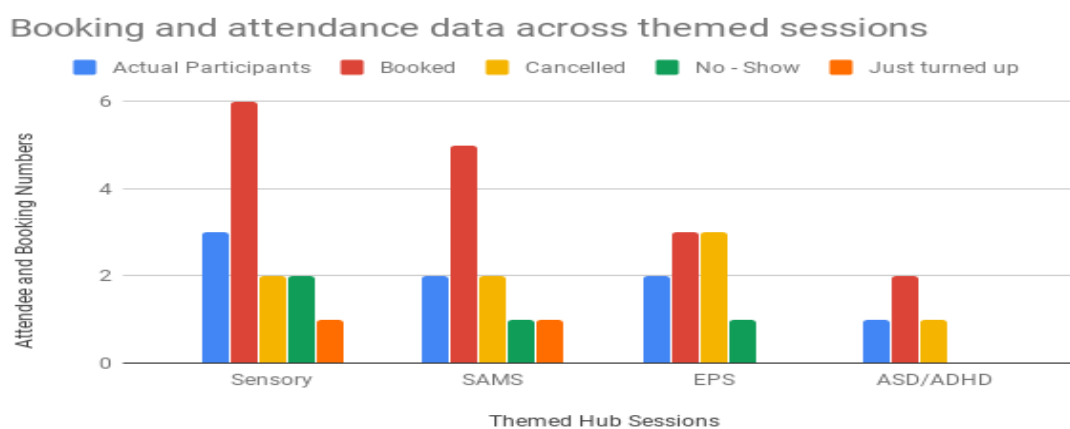
**Fig. 13 Booking and attendance on Challenging Behaviour Workshop by Month**

## HUB

50% of those who booked actually attended the sessions, with the session with sensory services being most popular. There was some confusion in that parent carers thought sensory services focused on ASD and sensory needs. Sensory services focus on HI and VI.



**Fig. 14 Overall attendance each Hub Session**



**Fig. 15 Booking and attendance on Hubs**

## EPP/ CB/ HUB Feedback

Feedback from the EPP and CB workshops was gathered via feedback forms whereby some general data was gathered and then more in-depth feedback in the form of statements relating to set questions.

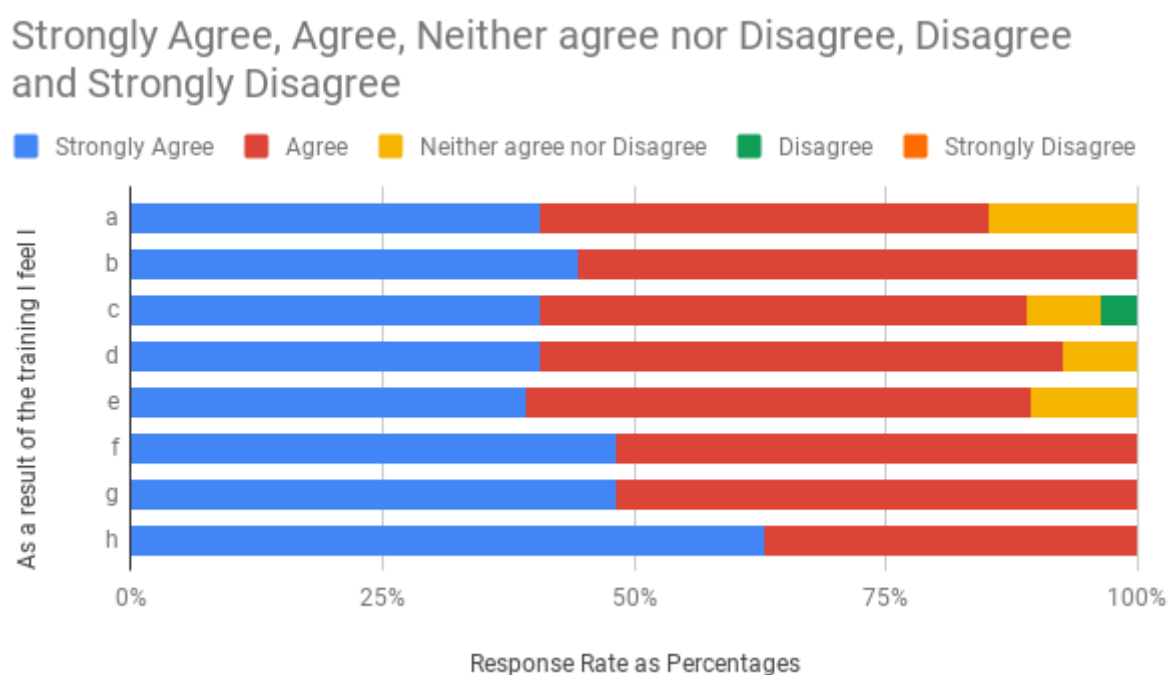
### Over All EPP Data

Respondents had to select the following statements

As a result of the training I feel I.....

<b>a</b>	Have an Increased understanding of how the health system operates in relation to services for my child
<b>b</b>	Have gained some ideas and strategies to help me navigate and get a better deal out health services for my child
<b>c</b>	Have gained some ideas and strategies to help me secure health services for my child
<b>d</b>	Have a better understanding of where I can find information relating to my child's health
<b>e</b>	Have increased knowledge of the roles of health professionals who may be involved with my child and increased confidence to work in partnership with them
<b>f</b>	I recognise the importance and benefits of sharing my unique knowledge and expertise with everyone involved in my child's care
<b>g</b>	I have gained some tools and ideas to be more confident when discussing my child's needs
<b>h</b>	I would recommend this workshop to other parents

**Fig. 16 Statements from feedback forms**

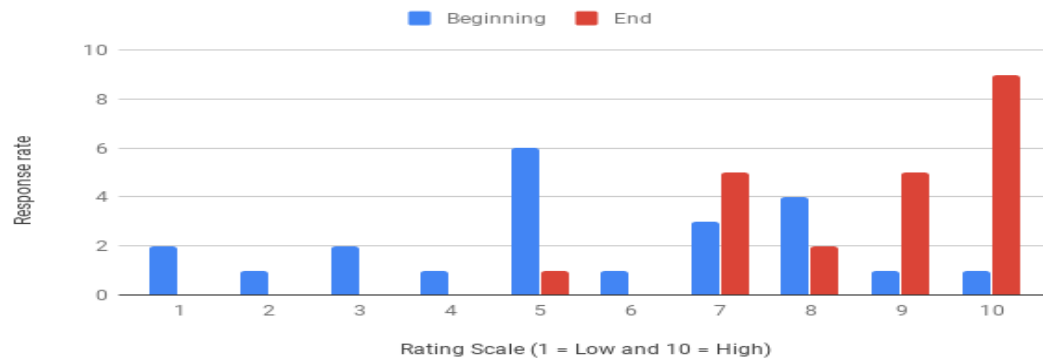


**Fig. 17 Overall response rate per statement selected on feedback forms**

## Over All CB Data

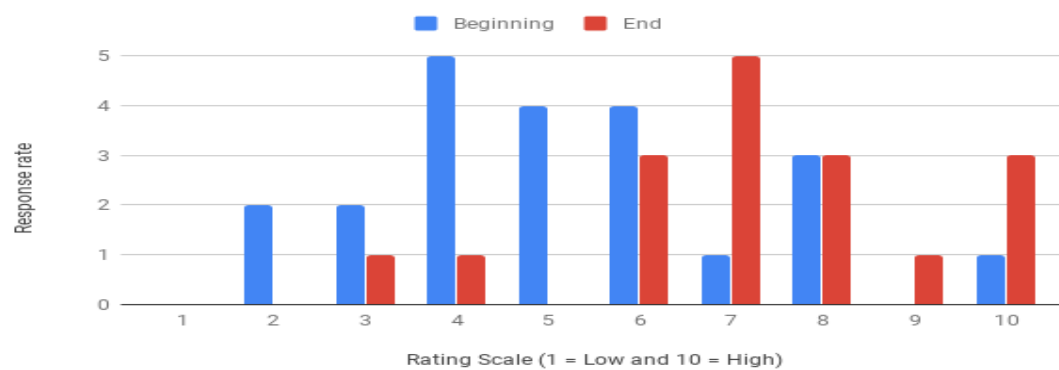
Attendees had to self-assess their understanding of CB and their confidence in managing CB at the start and end of the training sessions. Generally there was an improvement in self-assessment across both areas.

what is your understanding of the topic being discussed?



**Fig. 18 Overall self-rating in relation to understanding**

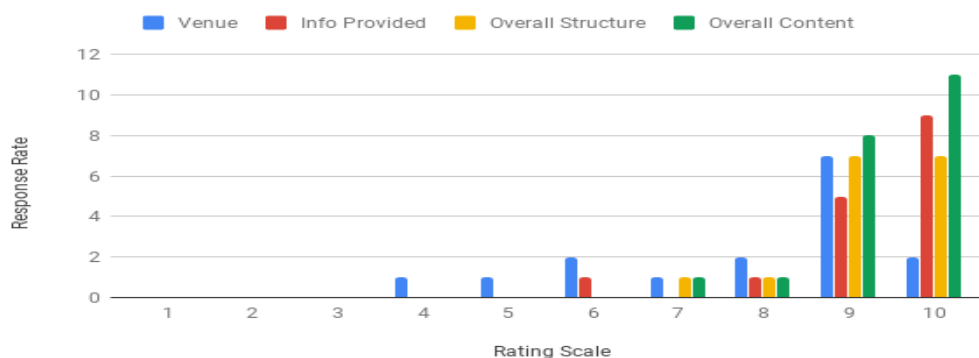
Rate your confidence in managing your child's behaviour



**Fig. 19 Overall self-rating of confidence in managing behaviours**

The overall rating of the training in terms of venue, information, structure and content was also assessed. The venue had some of the lowest scores; especially where the venue was in a setting.

Event Ratings



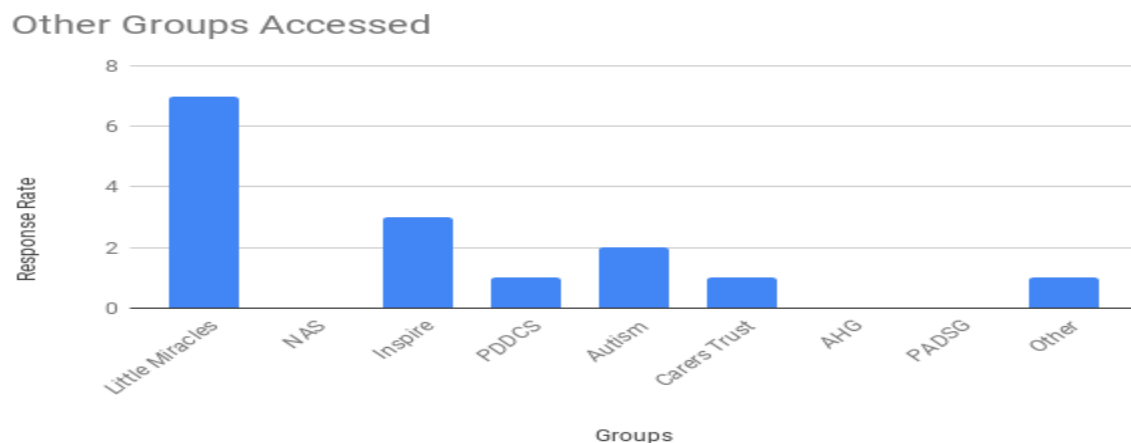
**Fig. 20 Overall rating of session for venue, information, structure and content**

Two other areas where feedback was sought related to what attracted the attendee to the session. Concerns about the child’s behaviour were the top reason for attending the sessions.



**Fig. 21 Overall data on why parents attended the workshop**

A final data gathering question related to what other groups the attendees were accessing for support. This question also helps demonstrate that attendees are accessing more than one group.



**Fig. 22 What other groups parent’s access**

### **Have the EPP and CB made a difference overall**

I've learnt how to go down the right path and process how to help our daughter.

Going to be more prepared for the future appointments with my son.

The whole experience was a much needed confidence boost and the advice was worth its wait in gold.

Brilliant course should be offered to all school parents. This course is needed, please offer to

Found Strategies for managing challenging behaviour most useful

I like all of the workshop it is going to make me a better dad.

Feedback in the form of statements and comments was not provided for the Hub sessions due to the nature of the activity. This will be reviewed going forwards.

## **SEND DATA AND SCHOOLS ENGAGEMENT**

The SEND Data is broken down into themed workshops, focus groups, schools meetings and online participation methods (Surveys/ Facebook Polls)

### **Face to Face Sessions**

There have been a total of 40 participation sessions through face to face methods with a total of 298 overall attendees. Focus groups and Schools based sessions have led to the highest level of engagement. Workshops have seen the lowest level of engagement.

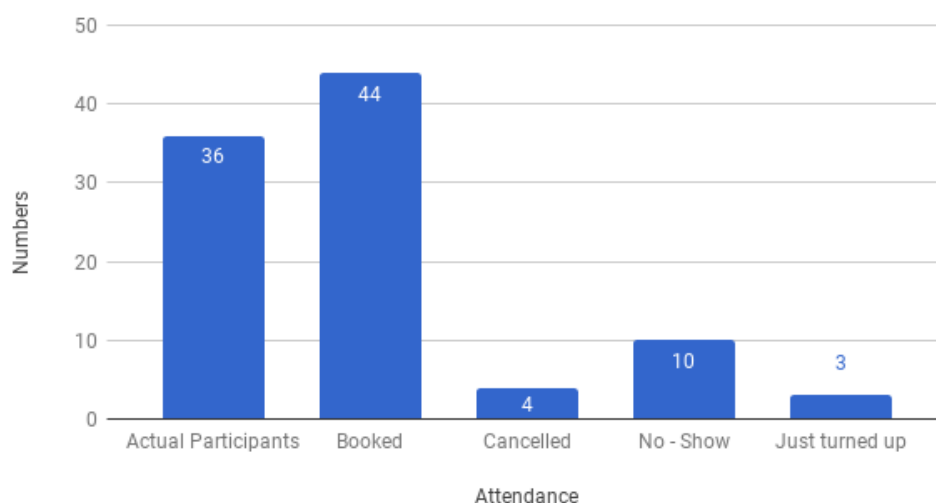
ACTIVITY DESCRIPTION	NUMBER OF SESSIONS	TOTAL ATTENDEES
Focus Groups	15	134
Workshops	6	36
Schools Meetings	19	128

**Fig. 23 Total number of sessions and attendees across types of work**

### **Workshop Attendance**

There has been an overall 81.82% attendance rate from the numbers who booked to attend.

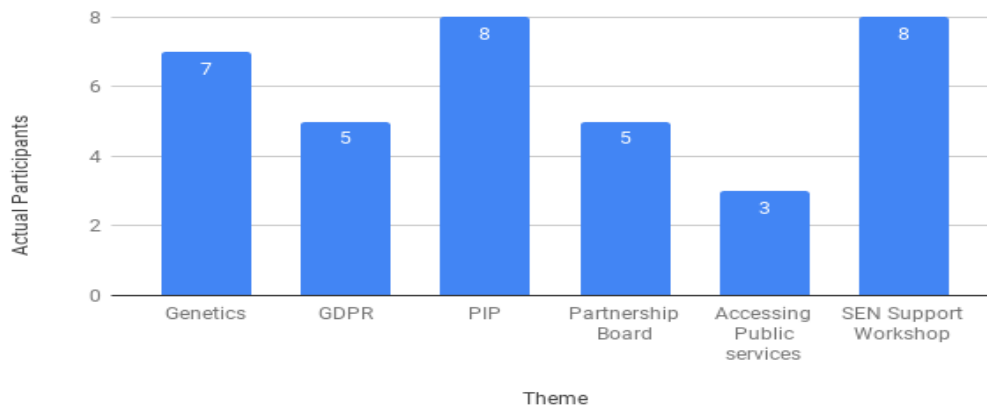
**Overall Workshop Attendance Details**



**Fig. 24 Overall booking and attendance data across workshops**

The two most popular workshops were about PIP and SEN Support; this matches with areas of support and information requested by parent carers as detailed in a number of Facebook polls and surveys conducted by FVP. Details of these can be viewed later in this report.

Attendance across sessions

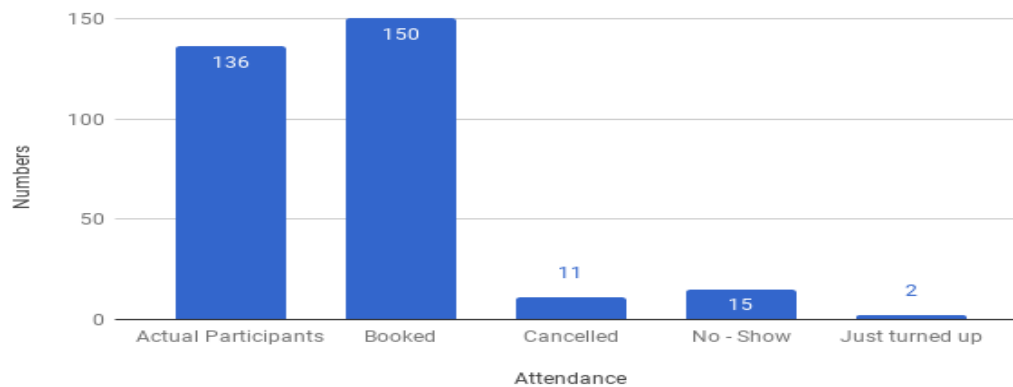


**Fig. 25 Attendance across each workshop**

### Focus Group Attendance

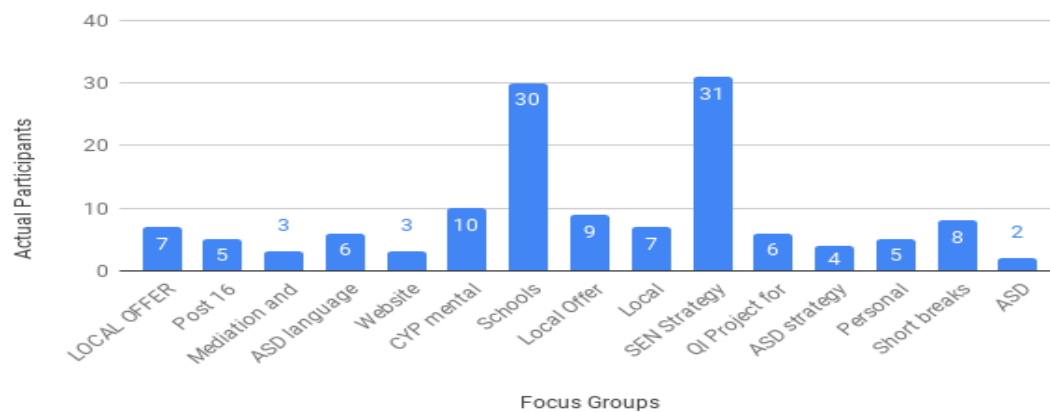
There has been an overall attendance rate of 90.67%. The most popular focus groups were Schools Expect Documentation and SEN Strategy Consultation. A number of the focus group have separate reports that are available to view online at [www.familyvoice.org](http://www.familyvoice.org)

Overall Focus Group Attendance Details



**Fig. 26 Booking and attendance data for focus groups**

Attendance across sessions



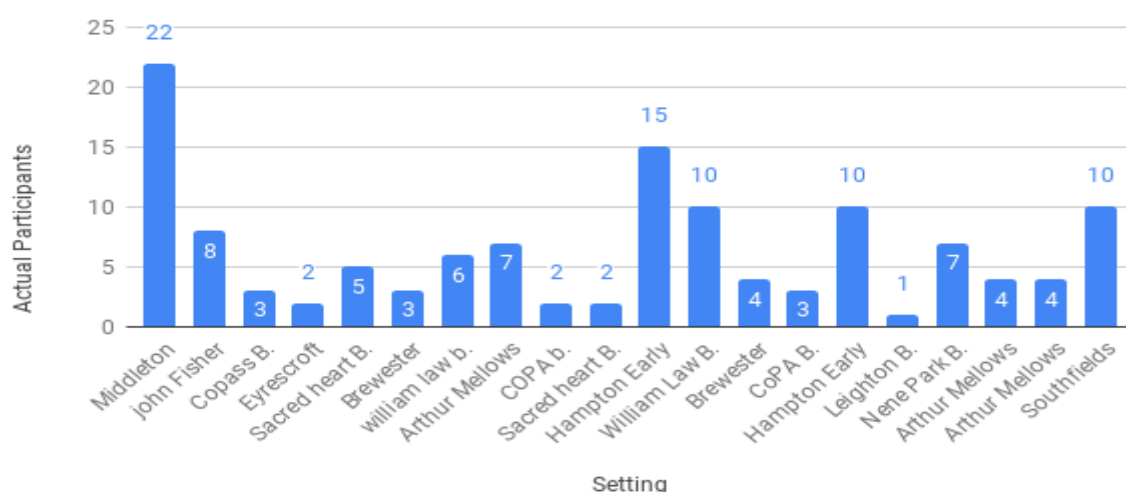


**Fig. 27 Attendance across specific focus groups**

## Schools Sessions

There has been an increase in engagement with parent carers across a number of settings with six settings being visited more than once. From the 19 sessions that have taken place in settings FVP has had contact with 128 parents.

**Attendance across sessions**



**Fig. 28 Attendance at setting specific coffee mornings**

## Online Participation Methods

### Facebook Polls

Facebook Polls have been conducted for two purposes to ascertain what type of support/information parent require and to gather data on specific topics for participation purposes.

### Support and Information

GDPR - Would a session be beneficial?

1 parent carer answered the POLL question

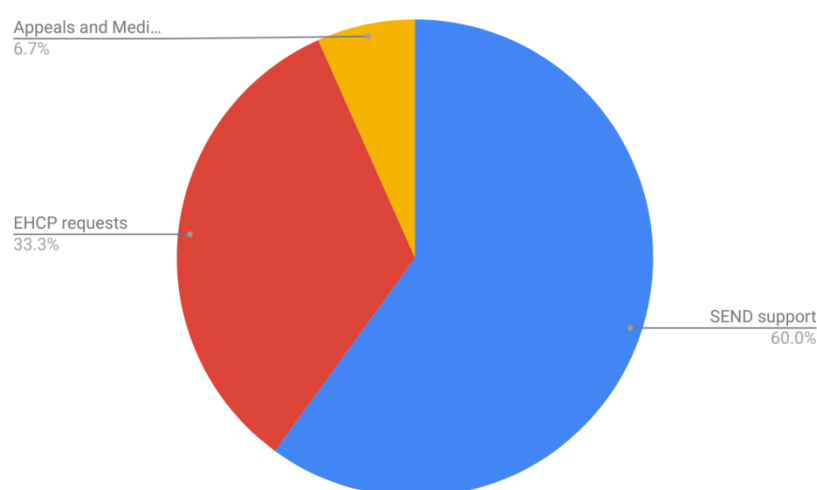
RESPONSES	NUMBER OF RESPONSES PER CHOICE
Yes	1
No	0

**Fig. 29 Response rate per choice for GDPR Poll**

What kind of support would you like to have?  
10 parent carers answered the Poll question.

RESPONSES	NUMBER OF RESPONSES PER CHOICE
SEND Support	9
EHCP Requests	5
Appeals and Mediation	1
Total	15

**Fig. 30 Response rate per choice for support Poll**



**Fig. 31 Support Poll response rates as percentages**

After this Poll work was established with the LA to set up a themed workshop as detailed in the above workshops section.

Would you like a workshop on EHE  
5 parent carers answered the Poll question. As of yet a workshops still has to be conducted.

RESPONSES	NUMBER OF RESPONSES PER CHOICE
Yes	4
No	1

**Fig. 32 Response rate per choice for Workshop request Poll**

What topics would you like to see us discussing?

11 parent carers responded to the Poll, with education coming out as the top choice.

RESPONSES	NUMBER OF RESPONSES PER CHOICE
Education	10
Pads (Nappies)	2
SALT	2
General Health	2
Wheelchairs	1
Total	17

**Fig. 33 Response rate per choice of preferred topics Poll**

Discussions have been mainly about education in the forum chatroom.

#### Topic Specific Polls

The Polls mention below can all be used to demonstrate participation in action and either have been used or are being used as evidence of parent carer views across a range of subjects.

Early Support - what would you like to see.

7 respondents took the Poll, the data of which was fed into work relating to early support services. A report detailing the work is available on the FVP website

<https://www.familyvoice.org/sites/default/files/Pilot%20Review%20Proces1.pdf#overlay-context=content/files>

RESPONSES	NUMBER OF RESPONSES FOR CHOICE
Identification of SEND needs	7
Partnership with other services such as health and early years	7
Quality transition to next educational setting	6
Support with SCLN	5
Home Programmes that you can carry on with the child	3
Quality bespoke educational needs programmes	1

Quality numeracy provision in a nursery placement	0
Quality literacy provision in a nursery placement	0
Quality emotional and social provision	0
Total	29

**Fig. 34 Response rate per choice of Early Support Poll**

Do you think Parent Carers should be able to attend panel meetings where their child is being discussed?

A total of 53 individual respondents known to be parent carers answered the Poll question.

RESPONSES	NUMBER OF RESPONSES PER CHOICE
Yes	51
No	2

**Fig. 35 Response rate per choice ‘parents on panel’ Poll**

The question was also asked on a number of Facebook pages/ groups where respondents may or may not have been parent carers. The data was still captured. The groups were the main FVP public page and Peterborough Women’s Association Facebook Group. 170 respondents answered the Poll question of which 11 answered more than one copy of the Poll.

RESPONSES	NUMBER OF RESPONSES PER CHOICE
Yes	161
No	9

**Fig. 36 Response rate per choice of second ‘parents on panel’ Poll**

Some comments were also provided by respondents to this specific Poll question:

- *“I’ve been on both sides of this and as a parent I felt I should be there to hear what's said, but then on a professional side no I don't believe parents should be, professionals need to be able to talk to one another and discuss various avenues and also what needs to be put in place. It's nothing against the parent it's just not always what the parent needs to hear. It's a tough question to answer but everything is done in the child's best interests”*
- *“No because the emotional attachment to the “client” means that you can’t reach an objective outcome based on needs not wants and limited resources. I do believe that*

*social workers and community mental health nurses should have access to a budget which they can authorise as they are in my opinion best placed to make these decisions as they spend more time getting to know the families.”*

- *“Only professionals can discuss in confidentiality.”*
- *“#nothingaboutuswithoutus”*

The work relating to this Poll in particular is a follow up to an area of work identified in the previous financial year reporting period. As part of a “you said we did” in relation to lack of information relating to Panels and decision making a page was developed for the Local Offer providing information on decision making in the Local Authority. This area has still continued to be topic that gest mentioned across different channels. Parent carers have expressed discontent in online chatrooms and as responses to online surveys.

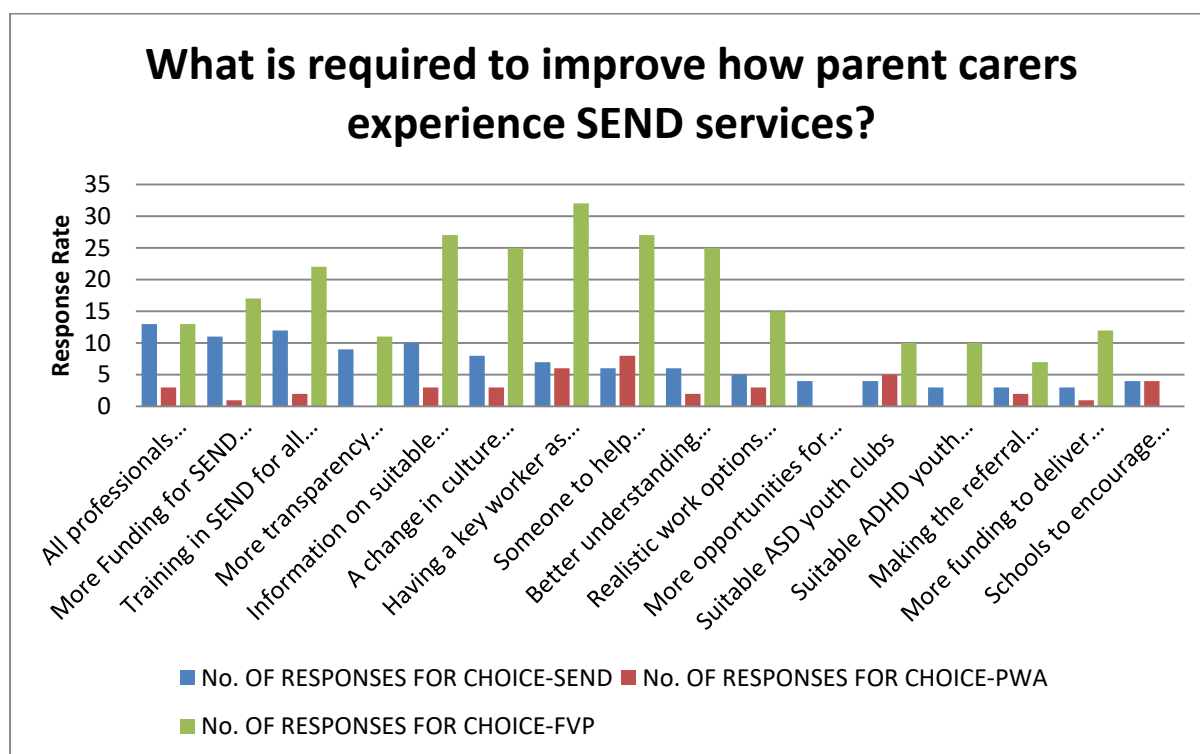
A new way of capturing issues and feeding them back to the LA for where possible issues to be addressed is through “Topics of Importance” the first issue of which can be viewed online via the FVP website [www.familyvoice.org/participation](http://www.familyvoice.org/participation). This was developed in response to the issue raised regards panels.

What is required to improve how parent carers experience SEND services?

RESPONSES	No. OF RESPONSES FOR CHOICE-SEND	No. OF RESPONSES FOR CHOICE-PWA	No. OF RESPONSES FOR CHOICE-FVP
All professionals communicating with one another and the family	13	3	13
More Funding for SEND services	11	1	17
Training in SEND for all professionals involved with CYP with SEND	12	2	22
More transparency around panel decisions	9	0	11
Information on suitable childcare for CYP with SEND	10	3	27
A change in culture where parents are part of the solution not seen as part of the problem	8	3	25
Having a key worker as the person to go to and who can then communicate with others on your behalf	7	6	32
Someone to help complete EHCP request forms	6	8	27
Better understanding of what info should go on EHCP request form to	6	2	25

meet panel decision making requirements			
Realistic work options for young people with SEND (not tokenism)	5	3	15
More opportunities for young people with SEND around apprenticeships, supported internships and training	4	0	0
Suitable ASD youth clubs	4	5	10
Suitable ADHD youth clubs	3	0	10
Making the referral system for short breaks easier to navigate and understand	3	2	7
More funding to deliver short breaks	3	1	12
Schools to encourage understanding and usage of BSL	4	4	0
Totals	108	43	253

**Fig. 37 Response rate per choice of second ‘what is required to improve SEND experience’ Poll**



**Fig. 38 Preferred choices for ways to improve SEND experience**

Two of the questions from the Poll mentioned above were also shared on the FVP public Facebook page to gather further views from parent carers that do not access any closed groups used for participation.

Do you think that the current youth provision is suitable for young people with ASD? (Parent Carers Only)

RESPONSES	PARENT CARER RESPONDENTS	OTHER RESPONDENTS
Yes	0	0
No	18	33
Total	51	

**Fig. 39 Response rate to Poll asking if there is suitable provision for ASD young people**

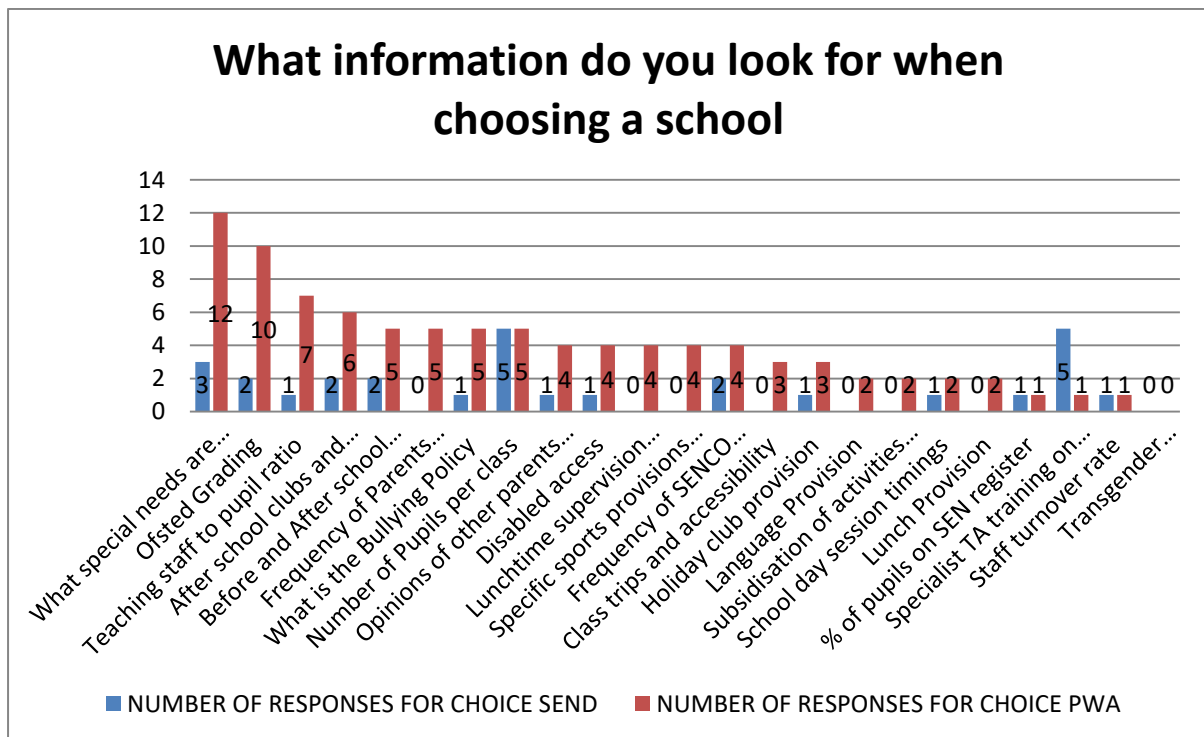
Schools Directory: When looking for a school for your child what information would benefit you in making your decision and what would you consider it helpful to know?

23 individual respondents took the following Poll. The was shared in both the Family Voice SEND Participation group and the Peterborough Women's Association group, and as such it cannot be guaranteed that all respondents are parent carers, however all identify as interested parties.

RESPONSES	RESPONSES (SEND)	RESPONSES (PWA)
What special needs are catered for?	3	12
Ofsted Grading	2	10
Teaching staff to pupil ratio	1	7
After school clubs and sports	2	6
Before and After school provision for working parents	2	5
Frequency of Parents Evenings	0	5
What is the Bullying Policy	1	5
Number of Pupils per class	5	5
Opinions of other parents on the setting	1	4
Disabled access	1	4
Lunchtime supervision ratio	0	4

Specific sports provisions eg swimming	0	4
Frequency of SENCO meetings	2	4
Class trips and accessibility	0	3
Holiday club provision	1	3
Language Provision	0	2
Subsidisation of activities for parents on low incomes	0	2
School day session timings	1	2
Lunch Provision	0	2
% of pupils on SEN register	1	1
Specialist TA training on SEND	5	1
Staff turnover rate	1	1
Transgender Considerations	0	0
Totals	29	92

**Fig. 40 Response rates for Poll about information that could inform a schools directory**



**Fig. 41 Overall choices for information that could go in a schools directory**



The Poll questions above were taken from various discuss with parent carers are part of the development of a directory of schools being co-produced with parents for parents as an addition to information already available. This piece of work has been underdevelopment since the last annual report and has come about after hearing from parents who have found information difficult to access and raised general dissatisfaction with settings especially in terms of not delivering what has been expected.

There are clear differences between the two groups of parents asked the questions, with the only exact match relating to ‘numbers of pupils per class’

### Online Surveys

	Respondents
Peterborough Post 16 transport	7
SEN Buggies/ Wheelchairs for Children/ Young People	1
Wheelchair Services Survey	30
Schools Directory	3
SEND	56
OFSTED	35
Total	

**Fig. 42 Total number of responses per survey conducted**

A number of surveys have been completed and are designed to be anonymous. The surveys do have filter questions so they are completed by parent carers in Peterborough only. It is important for the surveys to be completed by this specific group as the results are intended to inform commissioning in Peterborough relating to SEND services.

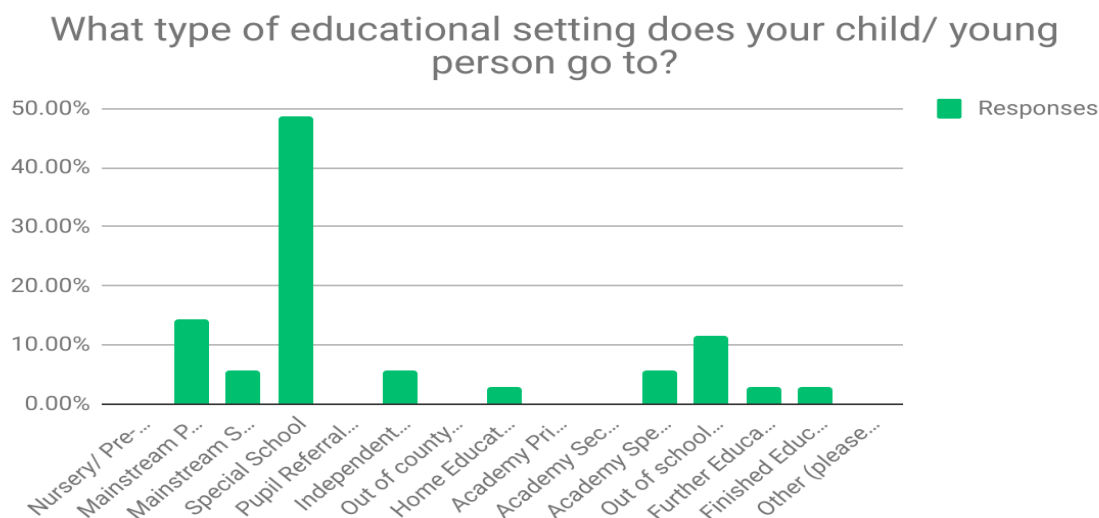
There have been 6 surveys completed in 2018 to 2019 with two in particular being used to inform strategic discussions. One survey is a follow on from an survey completed in 2017 to 2018 which was designed to be used as an assessment of parent carer feeling and experience relating to SEND services; this survey is the Pre CQC/ OFSTED SEND Area Wide Visit survey. In 2017 to 2018 this survey was completed by 56 parent carers and the findings suggested a level of dissatisfaction with Education in particular. The latest version of this survey was completed by 35 parent carers, with a level of dissatisfaction with social care being expressed. The full report is available to view at [www.familyvoice.org/participation](http://www.familyvoice.org/participation).

### Pre OFSTED/ CQC Survey Findings

The full report is available online; included here are some of the key findings that either evidence some of the concerns of parent carers or provide further views on some of the key themes that have been discussed via Facebook Polls, Focus Groups and schools meetings.

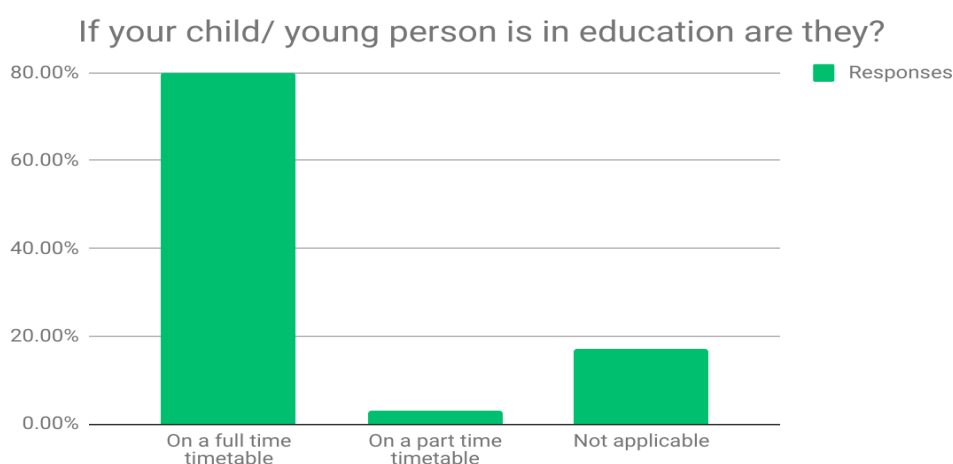
The key findings can be grouped in to the following areas; dissatisfaction with education (in particular main stream); dissatisfaction with social care; a feeling of lack of supported, not being listened to or included; CYP needs not being recognised or met by services; perceived lack of joint working.

Finding 1: There is still some dissatisfaction with education (in particular main stream)



**Fig. 43 Educational setting attended by CYP**

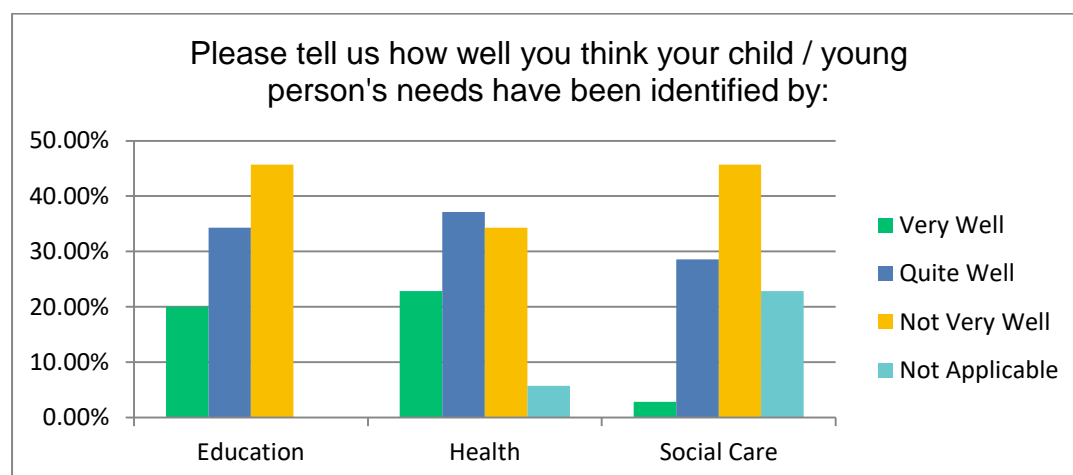
*“The overwhelming majority of respondents had children attending specialist schools - a mixture of academy, local authority and private, but there are a variety of other settings represented, including home-schooling and mainstream primaries/secondaries. The majority of parents with children in specialist settings feel that their child's needs are being met, but this is a different story for mainstream attendees. SEND support for mainstream settings is still an area which needs developing and improvement, with many parents finding the Early Help Pathway difficult to navigate and unnecessarily lengthy. There is an underlying theme in parent responses that communication is a challenge across the board, especially between health, education and social care services and how parents are informed of what support is available and how it is accessible. ....” (Excerpt from full report)*



**Fig. 44 Educational status of CYP**

*“It is reassuring to see that 80% of the poll population are in full time education, with only 2.8% receiving a part time education. However 11.4% of respondents declared their children*

*to be “out of education” as opposed to having finished or receiving education at home, this could be an indicator of failings in mainstream to manage the needs of children with SEND coupled with a shortage of availability of specialist school placements. It is also important to note that although the percentage of children receiving a part time education is small, the small percentage are still being failed by the system. Part time education is not a long term solution to management of needs.” (excerpt from full report)*



**Fig. 45 How well CYP needs are identified according to parent carers**

Everything is a fight. You have to be a very resilient and well informed parent to know your rights and how to ensure your child gets what they need. I had to fight to get my child diagnosed and then fight to get him an EHCP and into specialist provision. My son is in a much better place now but even with specialist provision he still struggles to learn and progress. It should not have to be this hard to get your child the support they need in order to ensure they have a level playing field.

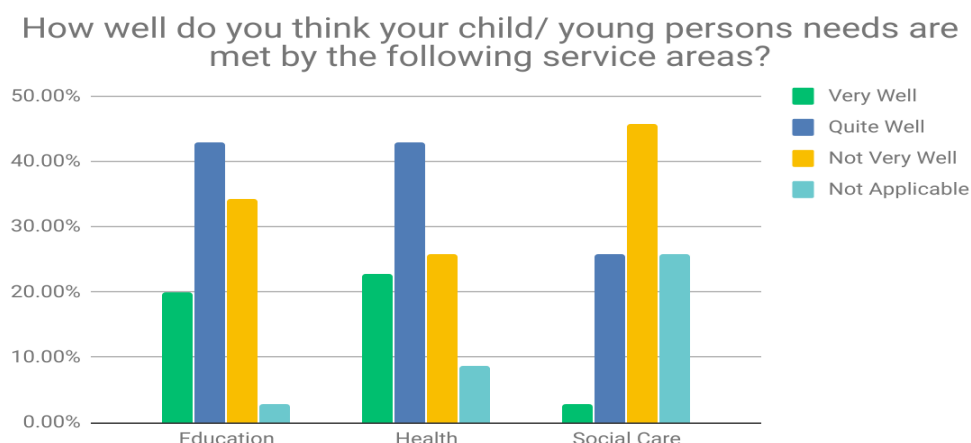
Education providers lack understanding about EHCP process hence are unable to fill in the necessary forms in a manner that is clear and acceptable to EHCP panels and once they do the process is so long that the child in question is unable so access education and sometimes is unlawfully put on a part-time schedule. No one seems to work together to have a best interests of a child at heart and everything is just a never ending fight.

Mainstream Schools need a massive overall training system to help SEN children with all teachers having mandatory training in special needs. Each school should have a qualified SEN specialist who supports parents and their children/siblings.

## Finding 2: There is an increase in dissatisfaction with social care

Unlike the previous version of this survey the results this time suggest a growing dissatisfaction with social care; especially in relation to support provided; identification and understanding of needs and provision of services such as short breaks.

*“Identification of needs in social care is the worst performing in popular opinion, the reasons for which will be discussed in detail below...” (excerpt from full report)*



**Fig. 46 How well services meet CYP needs according to parent carers**

*“Considering the ethos of joint working has now had five years to embed into SEND management culture, one might expect that experience of service provision may be equal across the board, however this is not the case. In this years survey parents recorded the highest level of satisfaction with Health and Education, with Social Care trailing in third with 45% of respondents declaring their child’s needs as managed “not very well.” This is an interesting break from last year’s equivalent survey in which education was at the bottom of the board for satisfactory service provision. 2019 has seen the finalisation of the commissioning of Peterborough’s Short Breaks service provision. The new services provide a range of community short breaks by differing providers, offering a progressing system which allows young people to meet needs set out within their EHCP and develop into accessing mainstream services where possible. Regardless of the austerity measures enforced by the current central government, and cuts to funding across the board, Peterborough’s Short Breaks provision has not suffered from a funding cut, however as the population expands funding per individual becomes lower as services are stretched to meet the growing need. We have also had reported struggles with social worker stability in Peterborough - we appear to be in a time of transition within the service, which has led to some parent carers being assigned numerous different social workers within a short period of time. This leads to a lot of frustration, parents have repeatedly reported to us that having stability within a support team is hugely important, both for the trust and respect they build up with an individual, but also in terms of continuity for their young person. It is essential that information regarding the new short breaks service be distributed as widely and transparently as possible, and that social work teams gain stability with speciality workers dealing with young people with SEND.....” (Excerpt from Report)*

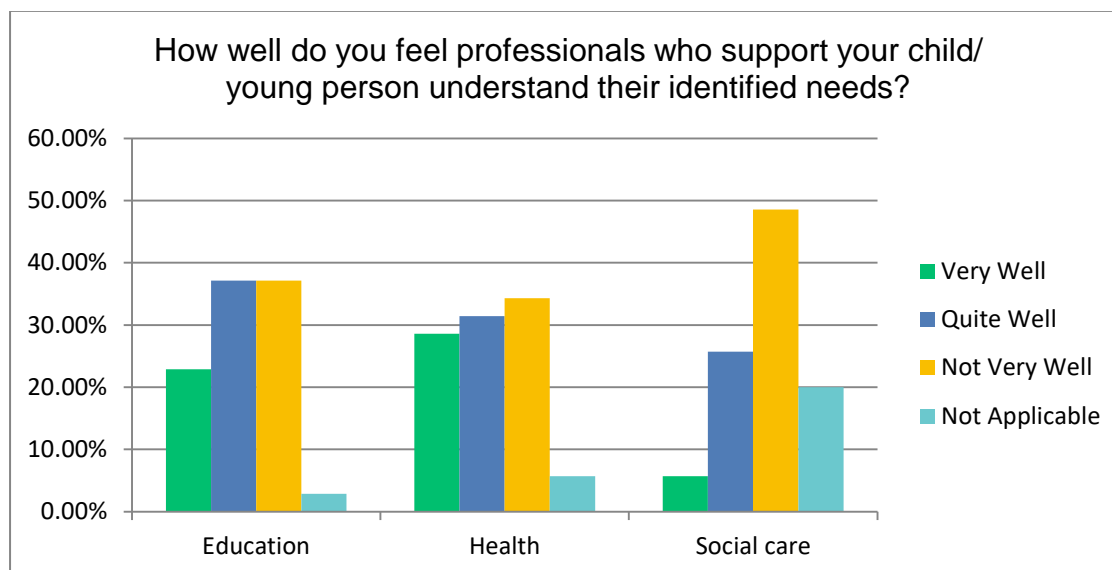
Sadly we have never had any kind of support from 0-25 disability team from social services and even though we now have a social worker she is not helping to access any much needed services, such as short breaks that are so much needed for her as well as the rest of the family. They are not being transparent enough with what is available and so

Communication between professionals involved with my child needs to be better

The criteria for short breaks and respite services is a minefield! How do we know if our son meets the criteria?

I was without respite for 8 months because the link carer who my child was going to had left and the social worker for the disability team kept saying he was going to panel too try and get my child a different respite but the social worker wasn't doing anything in them 8 months

Top that with social workers leaving meaning I have had 3 in 6 months!

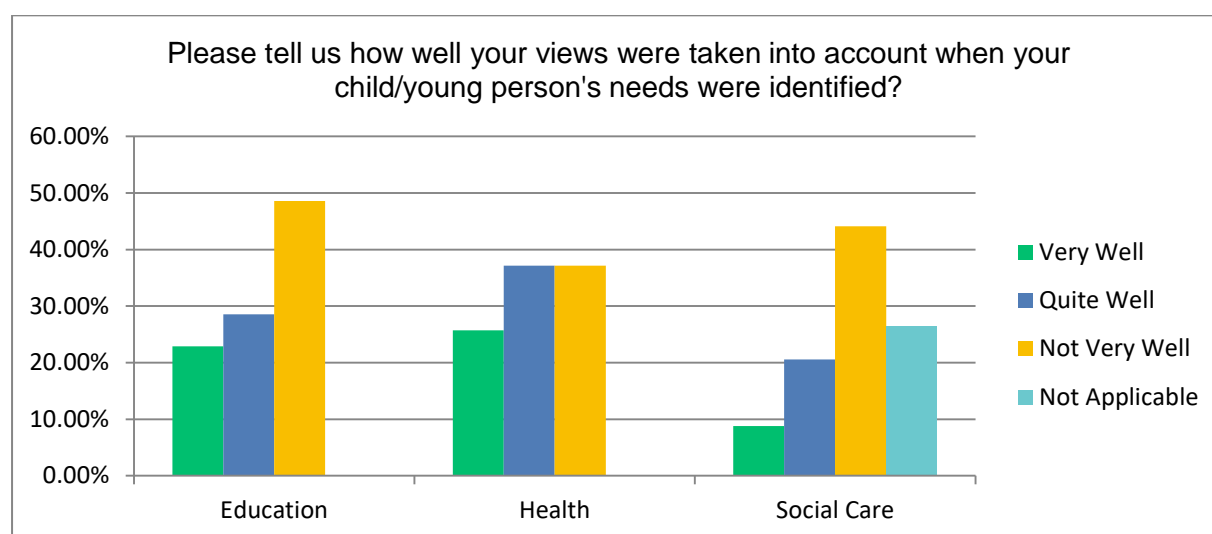


**Fig. 47 How well professionals understand CYP needs according to their parent carers**

**Finding 3:** A feeling of lack of being supported, not being listened to, included or informed.

Across most forms of data gathering and parent participation methods used a recurring theme is that of the parent carers feeling; that they are not supported enough, they are not listened to, they are not included fully and they are not informed enough.

This is further evidenced by the results from the survey especially from questions such as ‘Please tell us how well your views were taken into account when your child/young person's needs were identified?’



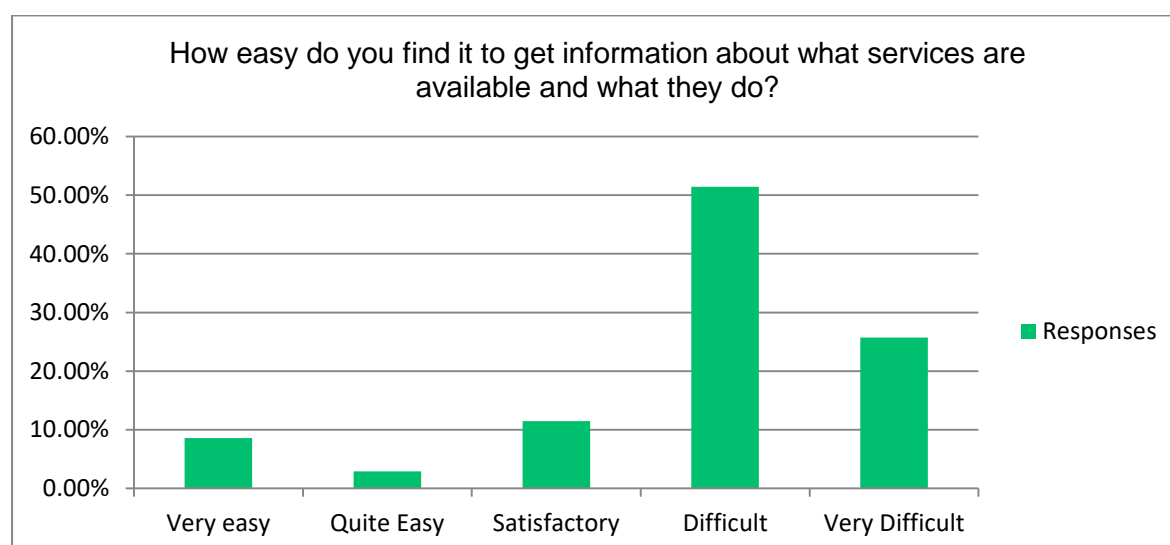
**Fig. 48 How well parent carers feel their views were accounted for when identifying CYP needs**

Across Education, Health and Social Care a large number of respondents to the survey felt their views were not taken in to account very well. With in Education (48.57%) and Social Care (44.12%) the majority stating their views were not taken in to account very well.

Further to this 60% of those who took the survey stated that they had not been supported to understand their Child’s/ Young Person’s (CYP) needs.

One parent said *“I have to be in contact with them for it to happen. It is not a two way process. The school feels threatened and does not welcome my opinion or views as a parent”* in relation to being included in terms of their child’s education.

A further question related to how easy it is to get information on services and what they do. 51% stated this is difficult and 25% stated this is very difficult.



**Fig. 49 How easy parent carers think it is to find information**

Further to this some parents provided statements regards the SEND system more generally.

I am thoroughly disgusted and dismayed by the sheer lack of help available. Upon diagnosis, I was given a sheet of A4 paper with some info on it. EHCP is a complete farce and not worth the paper it's printed on. Even if you get a school to take your child, the school are generally incapable of ensuring the needs stated are met. It's like schools know they'll get extra funding for having children with special needs, and that is their aim, not the needs of the child. After being forced to withdraw my child from school and home educate; we have literally been abandoned by the whole system. So now we just do the best that we can to help our child, but we know deep down it isn't enough. I am angry, disgusted, disillusioned and furious at the lack of help for children who are going to be so vulnerable in society. My child's school called 2 emergency EHCP reviews as they couldn't cope with him, both times the education authority insisted he stayed in mainstream school as he is very bright; but all that ensued was more hassle and problems as his sensory issues and autism made it impossible for him to function in such an environment. So I was forced to withdraw him from school and in doing so we became 'invisible' to the system as they don't have to acknowledge us anymore.

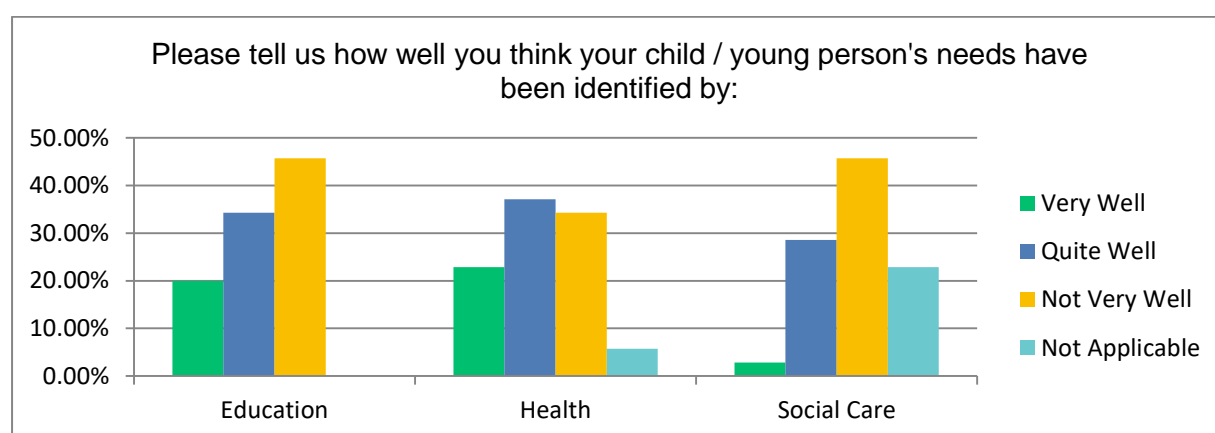
I was not aware of what was on offer, even after diagnosis as I was just left to my own devices.

I found that information was not easily accessible. There was not a lot of communication between professionals. I struggled to get any communication also. It was months and months of constantly asking all areas and chasing to get any appointments to help with schooling changes.

#### Finding 4: CYP needs not being recognised or met by services;

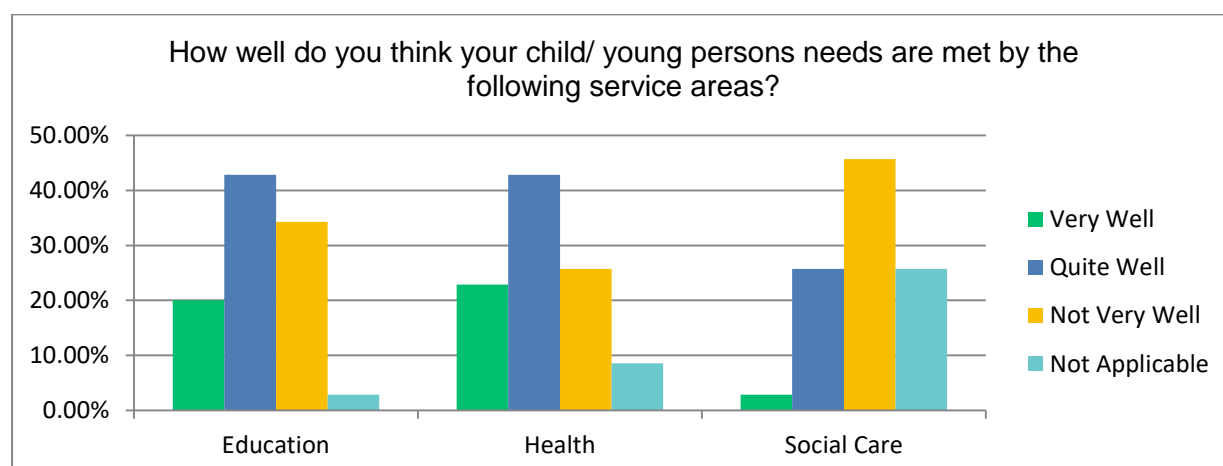
Another area identified through the various participation avenues used and highlighted within the survey being detailed here relates to whether parents feel their CYP needs are recognised or met by services. This is one area where social care comes out worst and even health received some negative comments.

When asked if their CYP's needs had been identified by services 45% stated not very well for social care compared to only 2% stating well.



**Fig. 50 How well parent carers felt CYP needs were identified by services**

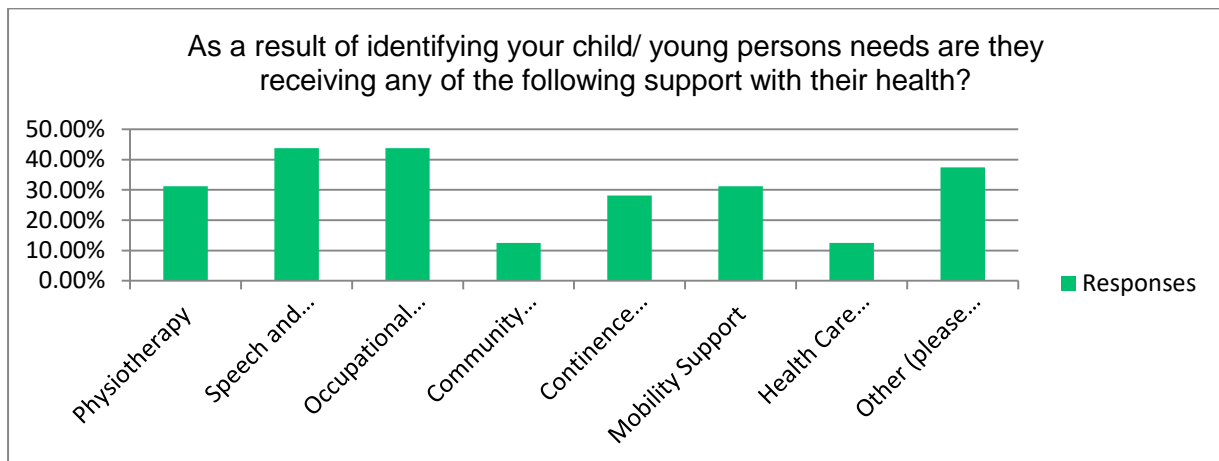
Again when asked to rate an area; in this case how well parent feel their CYP needs are met by services 45.7 % said not very well for social care and only 2% stated well.



**Fig. 51 How well parent carers think their CYP needs are met by services**

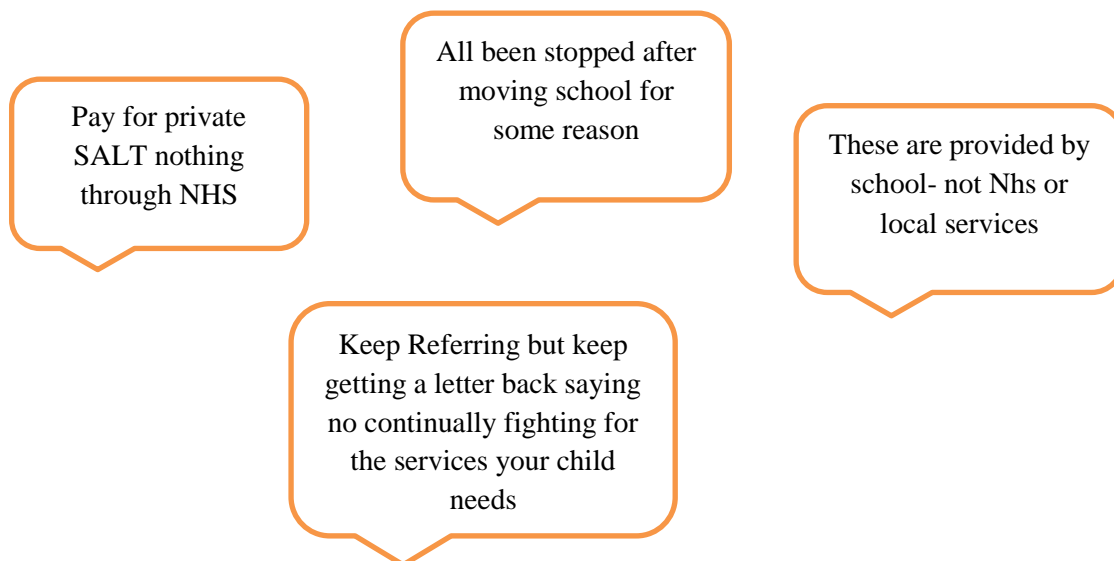


A further question asked parents if they were receiving any support from health and 32 parent carers answered the question with 37% choosing the other option.



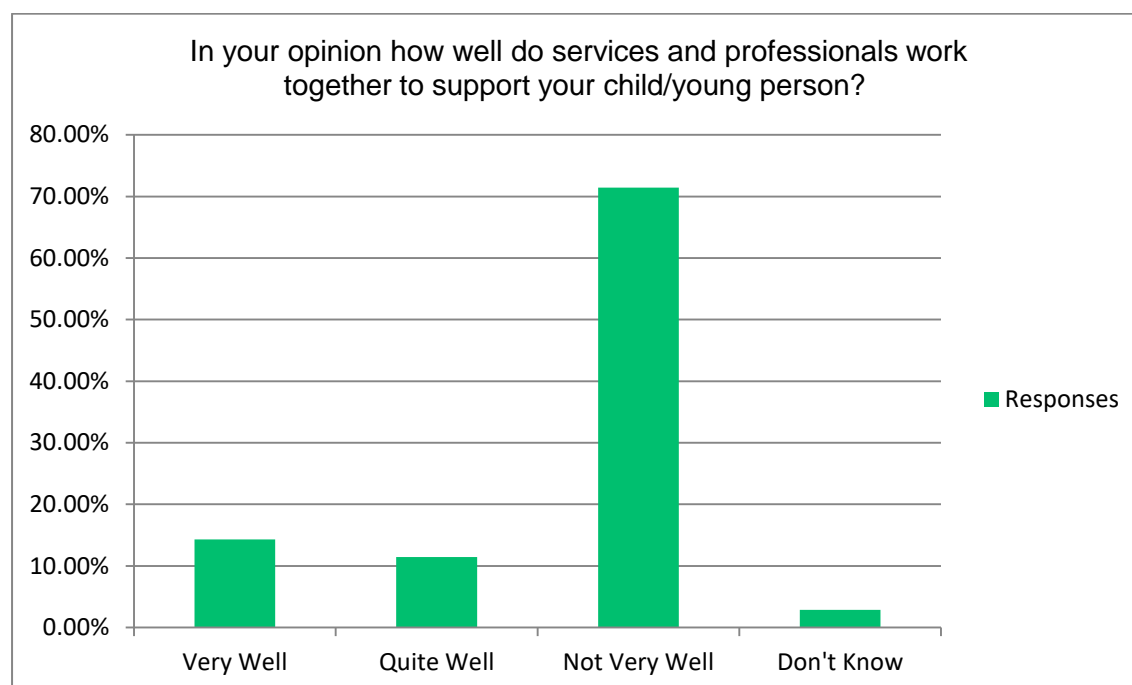
**Fig. 52 What support CYP are receiving from health services**

Some of the responses provided under the other were:



### Finding 5: A perceived lack of joint working.

A fifth area identified as a concern to parent carers relates to 'joint working' as evidenced by 71% choosing the 'not very well' option when asked to decide how well services and professionals work together.



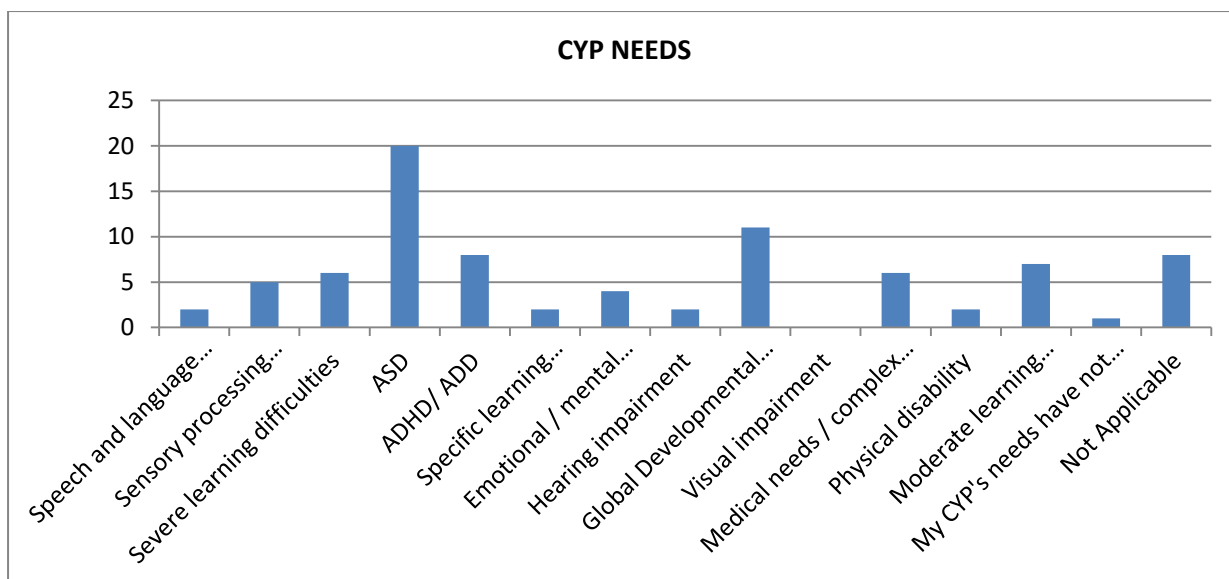
**Fig. 53 How well parent carers think services work together**

### SEND and Parent Carer Support 2018 to 2019 Findings

A review of how parent carers feel about SEND and parent carer support was also conducted in an annual survey which is carried out at the end of the financial year and has been for the past three years. This survey was amended slightly after the Pre OFSTED/ CQC survey was completed and some questions were added as a follow up. A section was also added asking for ideas of areas support parent carers may want. This particular question was also mirrored in an online Facebook Poll (as detailed in the section above). A full copy of the survey report can be viewed via the FVP website ([www.familyvoice.org](http://www.familyvoice.org))

The survey was completed anonymously and taken by 56 people, with 52 being routed the main survey. If the person completing the survey outside Peterborough or did not have a CYP with SEND they could not continue to answer questions.

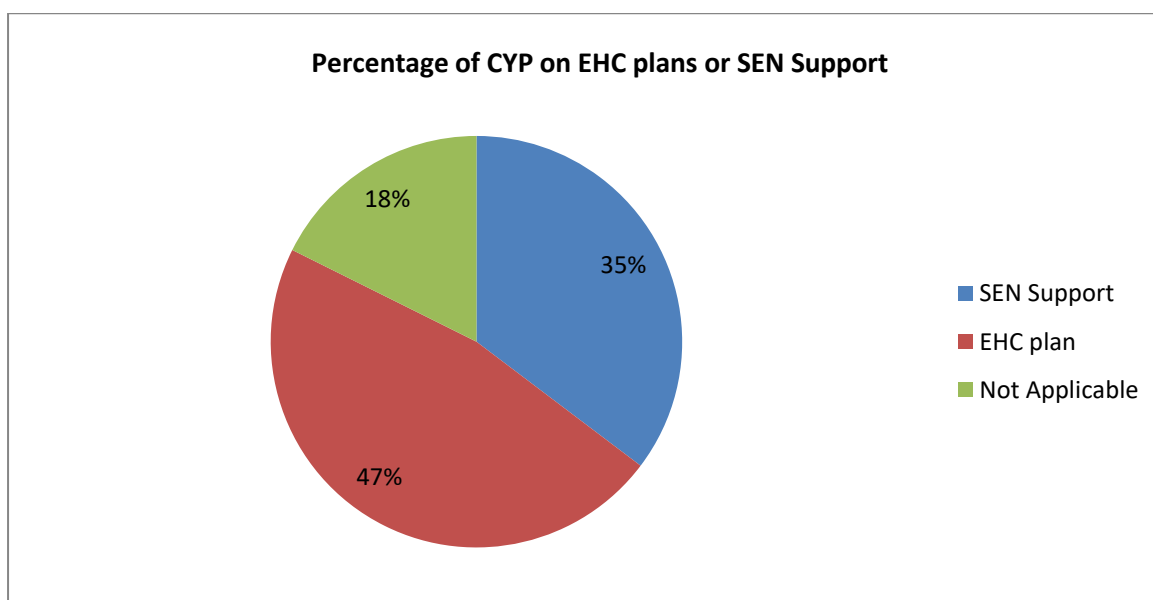
Where answered the following CYP trends could be identified. 68% are male, the main identified age range was between 10 and 15 and the most frequent age range being 18. The most frequent area of need identified was ASD. These trends are similar to those identified in the PRE OFSTED/ CQC Survey.



**Fig. 54 CYP needs according to parent carers**

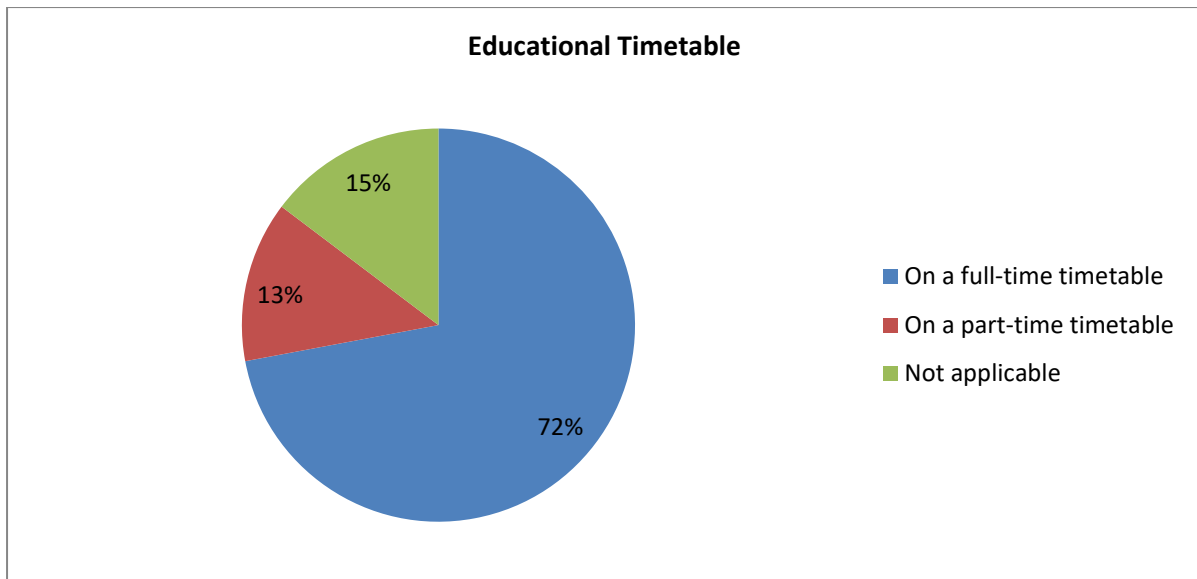
The educational setting attended by the CYP with the highest frequency was maintained primary (21%), followed by maintained special (16%) and mainstream secondary. This is different to the PRE OFSTED/ CQC survey where 48% were identified as being in a special school and only 5% in a maintained secondary and 14% in a maintained primary.

In terms of the educational status of the CYP 35% were identified as being on SEN support compared to only 20% in the PRE OFSTED/ CQC survey. The chart shows the percentages of CYP on SEN Support, EHC plans or identified as not applicable when asked as part of the SEND and Support 2018 to 2019 survey.



**Fig. 55 Percentage of CYP on Sen Support and EHC plans according to parent carers**

Further to this although 72% were identified as being on a full time, 13% were identified as being on part-time timetables and 15% not applicable.



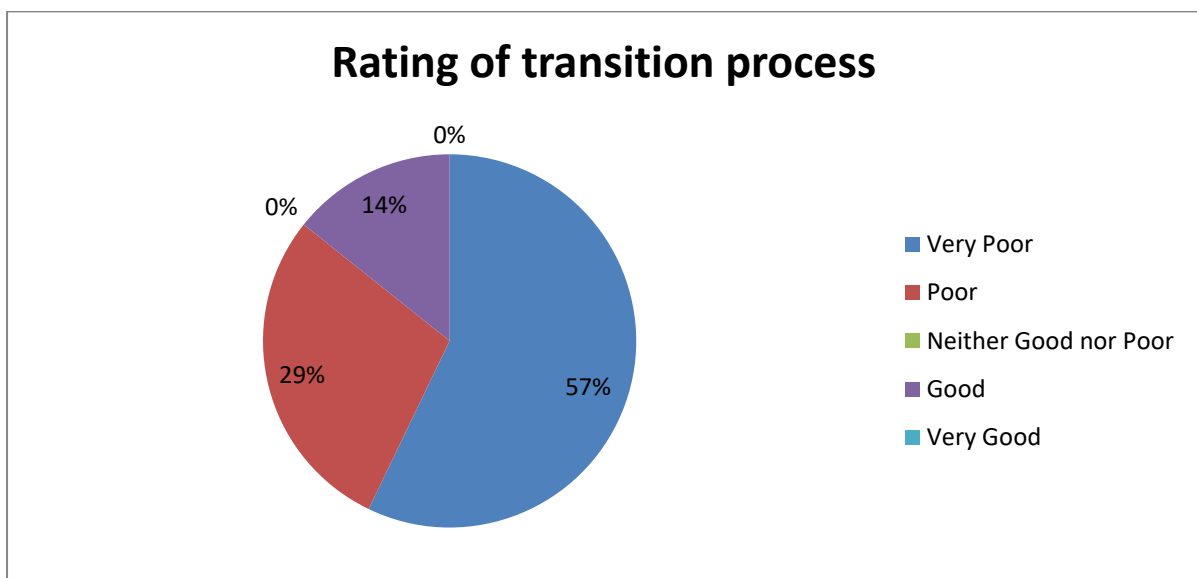
**Fig. 56 Amount of education being received by CYP according to parent carers**

Regardless of the differences between the two survey cohorts the findings identified were still similar in terms of dissatisfaction with education (in particular main stream); dissatisfaction with social care; a feeling of lack of support, not being listened to or included. Different findings were concerns around SEN support; level of misinformation about and lack of knowledge of the Local Offer.

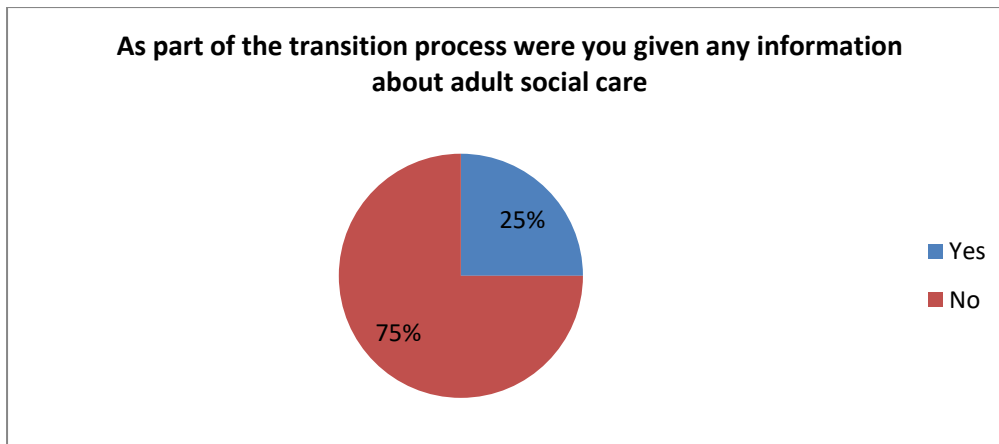
Finding 1: dissatisfaction with education

The details relating to the numbers choosing to home educate, take their CYP out of school or who have them on CYP further demonstrate this finding.

Finding 2: dissatisfaction with social care

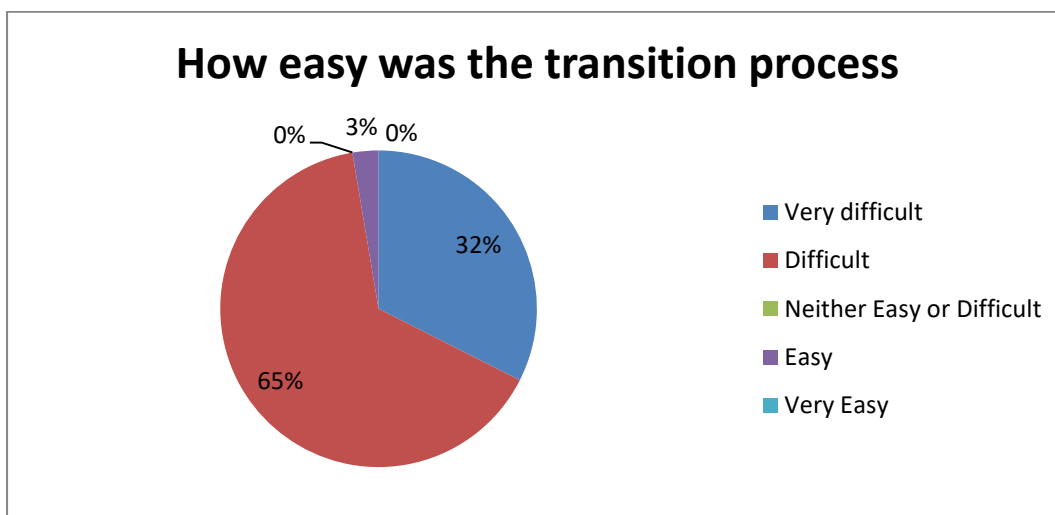


**Fig. 57 Rating of the overall transition process from parent carer perspective**

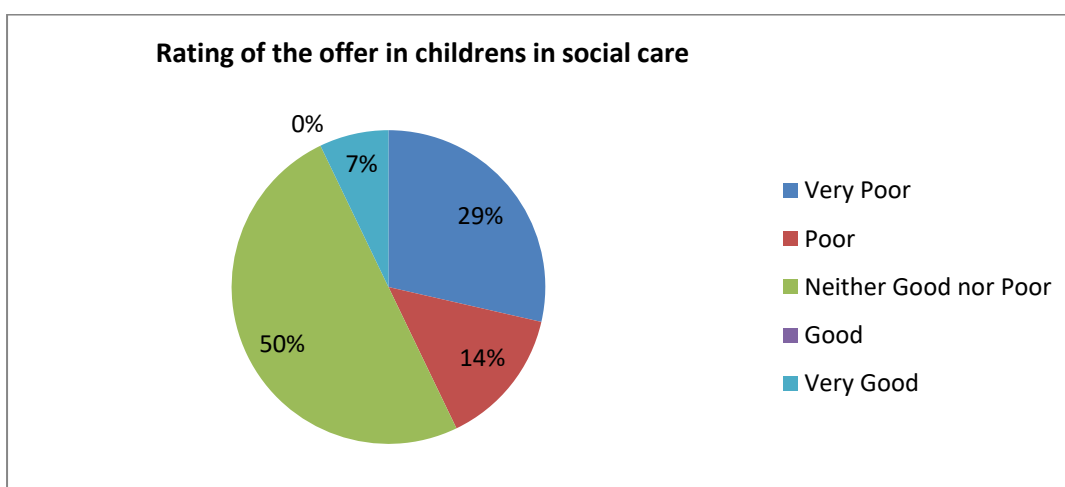


**Fig. 58 Percentage of parent received information about adult social care**

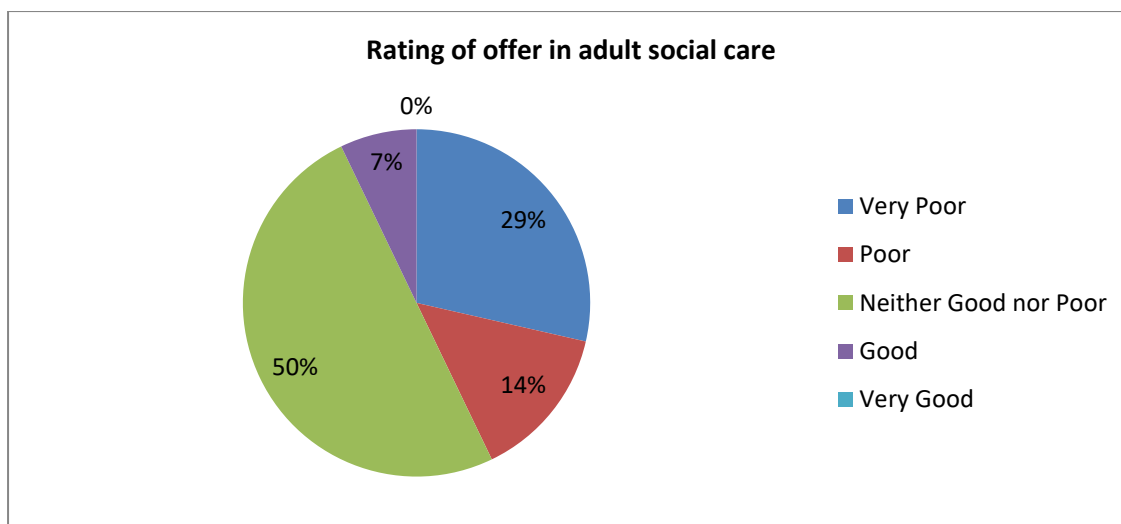
In answering the question “were you supported to understand the transition process?” 100% said no



**Fig. 59 How easy parent carers felt the transition process was**



**Fig. 60 Rating of the offer in children’s social care**



**Fig. 61 Rating of the offer in adult social care**

Chaos. My social worker know nothing about transition and just kept apologising for her lack of knowledge. My sympathy wore off after several months. School has helped but otherwise I've had to work everything out myself and I'm still arguing with staff who don't seem to be up to speed or know what's happening

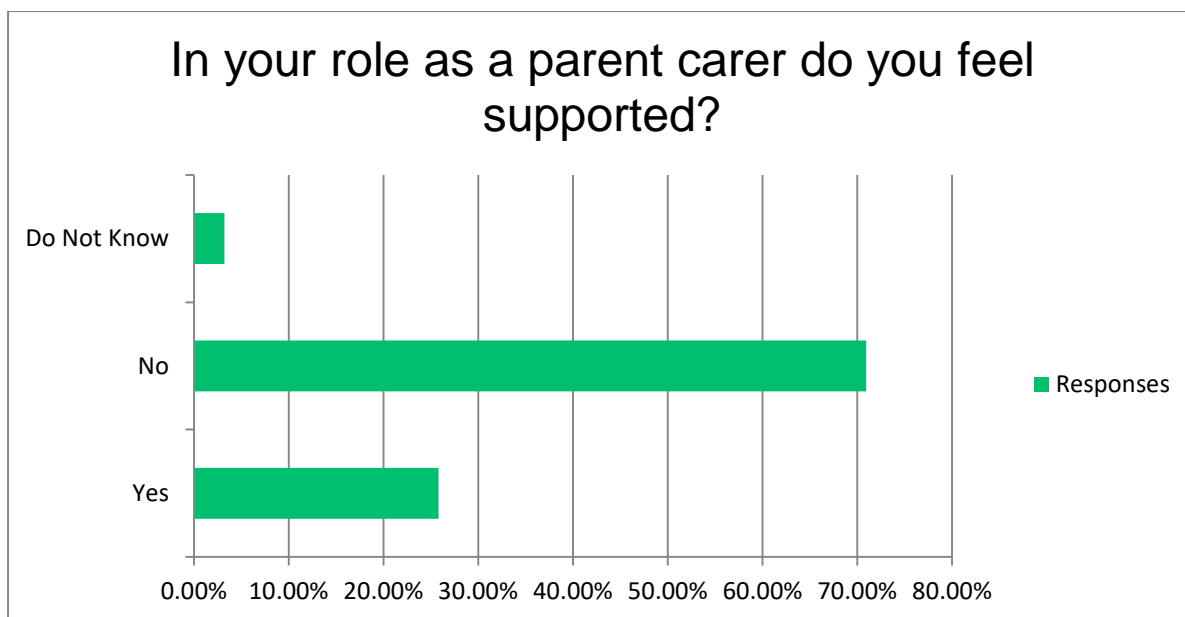
Transition hasn't happened 4 social workers in 6 months no placement sorted and a shocking service for such vulnerable people.

No communication. Constant change of social worker who never read the file. Left to do everything

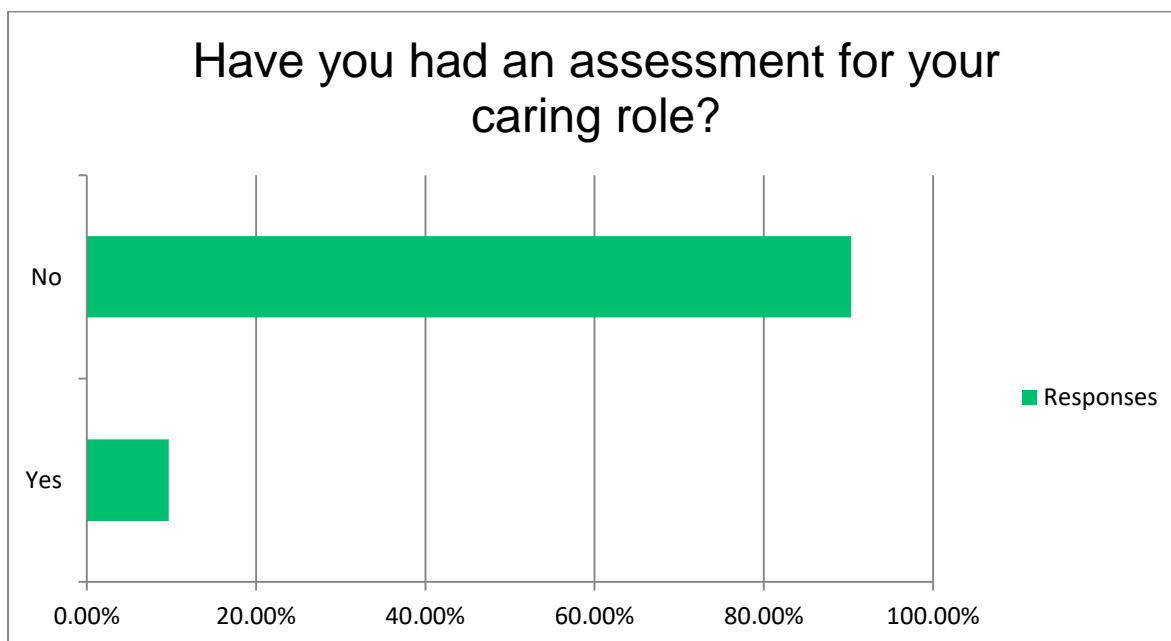
### Finding 3: A feeling of lack of support, not being listened to or included

The survey further highlighted in particular a feeling of not being supported, as evidenced by some of the following data. Parent carers were asked to respond with yes, no or don't know to series of questions about their caring role.

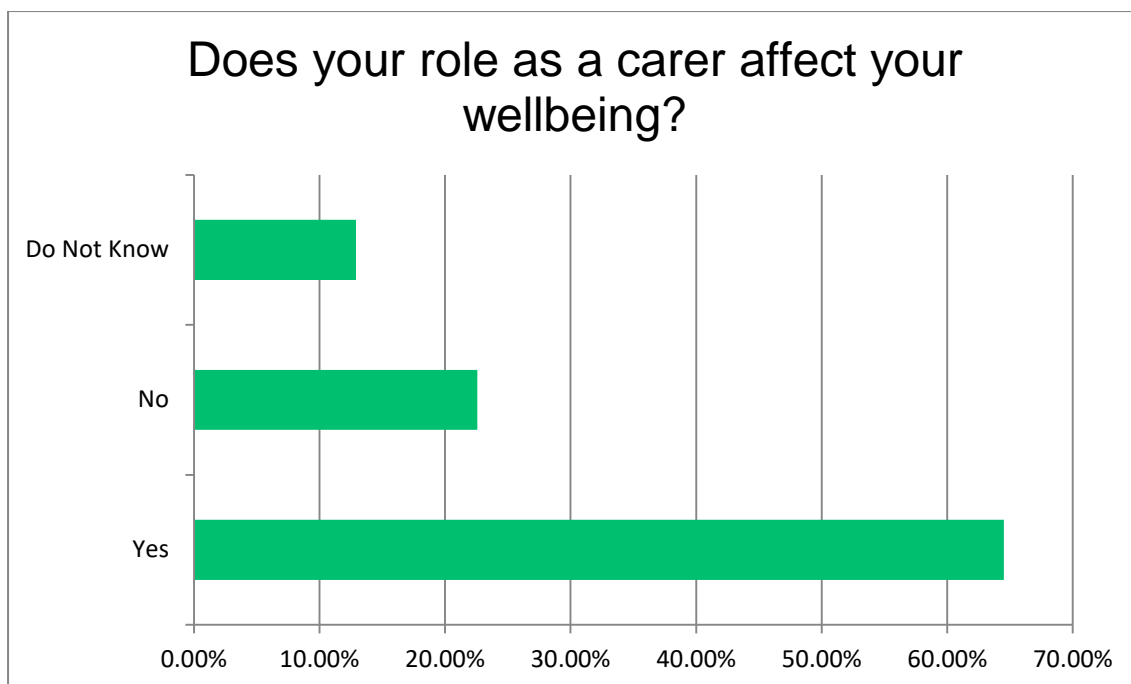
Over 70% felt unsupported in their role; 80% stated they had not had an assessment of their role; over 60% felt their wellbeing was affected and over 70% felt their ability to social was affected.



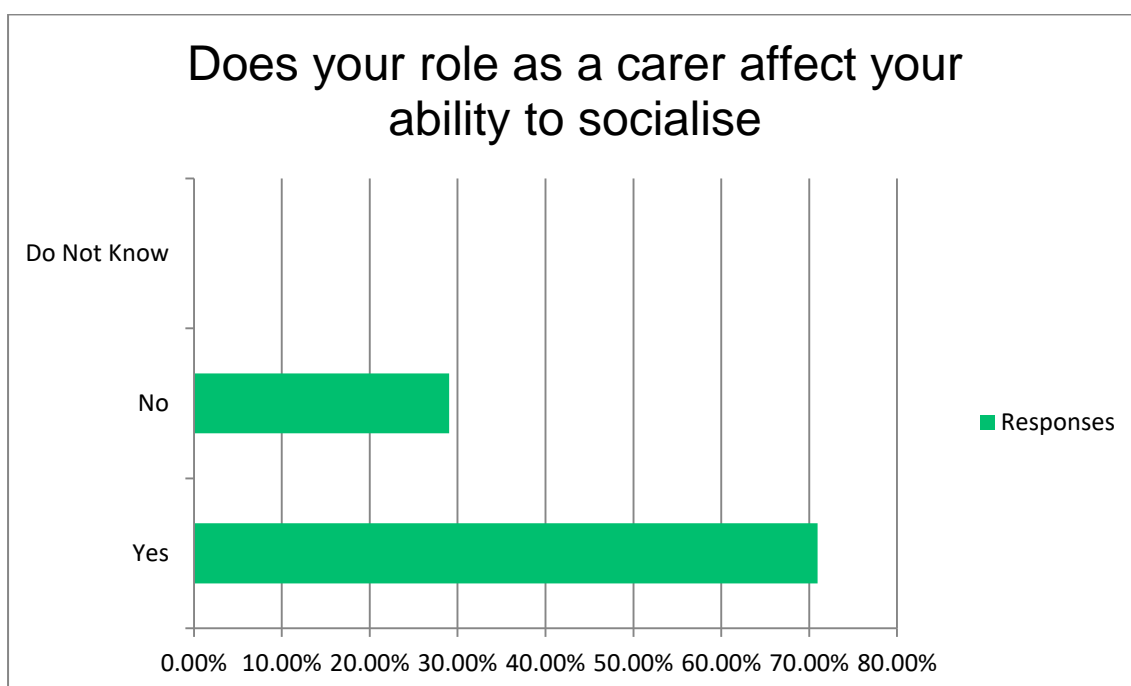
**Fig. 62 Whether parent carers feel supported in their role**



**Fig. 63 Whether parent carers have had an assessment for their caring role**



**Fig. 64 Whether parent carers feel caring affects their wellbeing**



**Fig. 65 Whether parent carers felt their caring role affected their ability to socialise**

Further to this some parents said the following:

*“..... still don't know about all support there is for carers and rest of my family”*

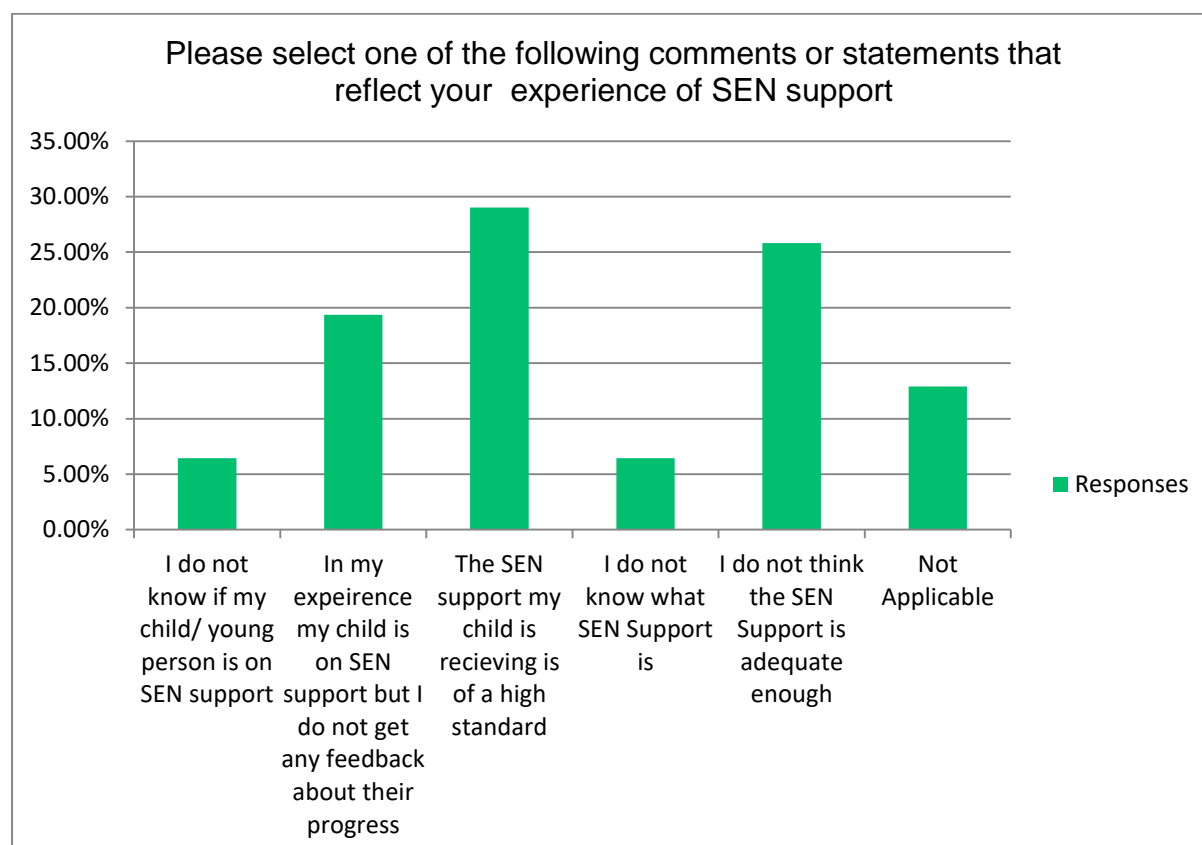
*“there is no clear way of accessing help - GP refers to the school -the school does not respect parents views”*

*“Access to short breaks and respite is severely limited and extremely hard to get. The criteria is ridiculously high and parents/carers that really would benefit from it just don't qualify a lot of the time.”*



#### Finding 4: concerns around SEN support

Overall the number of parent carers who took the survey and reported that their CYP were on SEN support was 18% and when asked about SEN support experience the highest frequency response was to the statement ‘The SEN support my child is receiving is of a high standard’(29.03%). However the highest collated response was to the comments ‘In my experience my child is on SEN support but I do not get any feedback about their progress and I do not think the SEN Support is adequate enough’ (45.16%). Placed with comments such as *“Since diagnosis my daughter’s needs are largely ignored because she is not disruptive”* this would lend itself to the view that SEN support is a concern for parent carers.



**Fig. 66 How parent carers have experienced SEN Support**

Furthermore some of the following comments were supplied when parent carers were asked to expand on their knowledge of SEN support: *“Haha”* and *“Awful”*

#### Finding 5: level of misinformation about and lack of knowledge of the Local Offer

One of the questions asked related to the Local Offer where respondents had to state what they thought it was and what it did. Out of 30 responses 17 stated ‘do not know’ so just over 56% didn’t know what it was; Furthermore comments such as *“Poor provision does not meet my sons needs”*, *“Shocking beyond belief”* and *“Something to do with the council”* were provided which demonstrate feeling about the local offer.

In response to stating if the local has been used or not 80% of respondents stated they had not.



**Fig. 67 Whether parent carers have used the Local Offer**

When asked to expand on this the following comments were supplied.

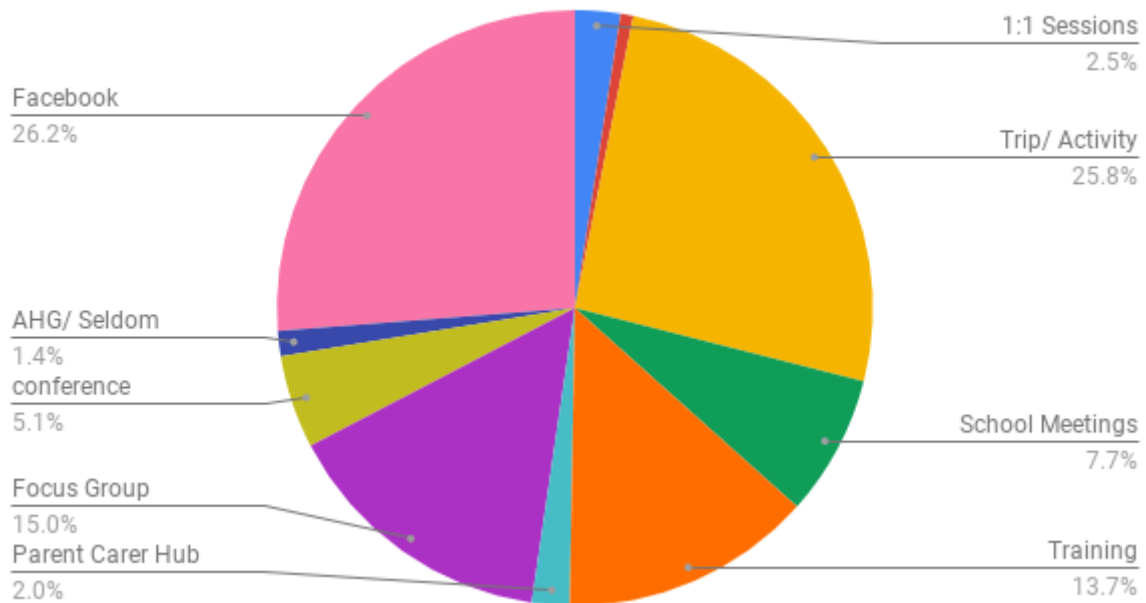
Positive	Lack of Knowledge	negative
EHCP and SEND partnership and Short breaks	do not know what this is.	too complicated and school no help
I found using the local offer confusing at first but know i find it ok to use when i need to	Never heard of it	Very limited
	I don't know enough about it	Very complicated unless you know what you want
	Do not know or understand the local offer	
	did not know	
	no	
	Not know what they are or used for	
	unsure how to use lo	
	Never heard of it	
	Not had a chance to	
	No idea what it is!	
2	11	3

**Fig. 67 Comments relating to Local Offer use**

## **Preferred Participation Methods**

Where we are able to identify individual participation methods for individual persons it can be shown that there are preferred participation and engagement methods.

### Participation and Engagement



**Fig. 68 Preferred methods of participation as percentages**

Generally the preferred methods are face to face, where as in the last financial year it was online. Referring back the data on overall work of the forum where full number of beneficiaries are recorded online methods = 780 and face to face methods = 1145.

## **SELDOM HEARD ENGAGEMENT**

Work relating to seldom heard groups is conducted slightly differently with engagement and participation being facilitated via joint working and provision of family based trips and activities. Such methods are chosen by parent carers from seldom heard groups such as the Aiming High group.

*The following section of this report relating to SELDOM Heard work was produced by a member of the FVP team.*

So this year FVP aimed to build on the success of the previous year and strengthen our relationships with the aiming high group within seldom heard communities this gives an opportunity for communities to come together and interact in a safe environment without fear of prejudice or discrimination whilst also giving other communities the opportunity to learn interact and appreciate the additional challenges that one another face.

The Asian Cuisine day encourages everyone to experience culture sharing through food and activities. The same objective is encouraged on our trips which this year was to Chessington theme park.

A total of 314 individuals composed of siblings, parent carers and children with SEN have attended both events.

### **Halloween and Pride in Orton litter picking 2018**

#### **Introduction**

This is the third year that Family Voice has hosted this event with a steady success year after year. It is safe to say that relationships have been build, strengthen and cemented in particular with Seldom Heard communities, making this event a beacon of excellence where people can get together without fear of discrimination or prejudice, allowing for all to learn and appreciate the challenges that all face and how can we promote integration and bring everyone together under a common theme that is the struggles of SEN families in Peterborough.

#### **Event**

This year we had the presence BGL and Family Action Volunteering on the day. There were 4 volunteers from BGL, 1 from Family Action and 4 members of staff and one Family Voice trustee. All staff and volunteers supported Family Voice in the following activities, serving refreshments, supervising the gardens, selling raffle tickets, tombola, glitter face painting, selling tickets, signing people in and out, cleaning, setting up the venue and networking. Food was given to families as part of the event, and it was prepared by FVP Staff and volunteers from other agencies. This was a great cohesion across communities, a great diversity event, across culture and ages.

#### **Activities**

FVP provided a variety of activities including:

- Garden play,
- Tombola,
- Glitters face painting,
- Seasonal songs
- Seasonal movie

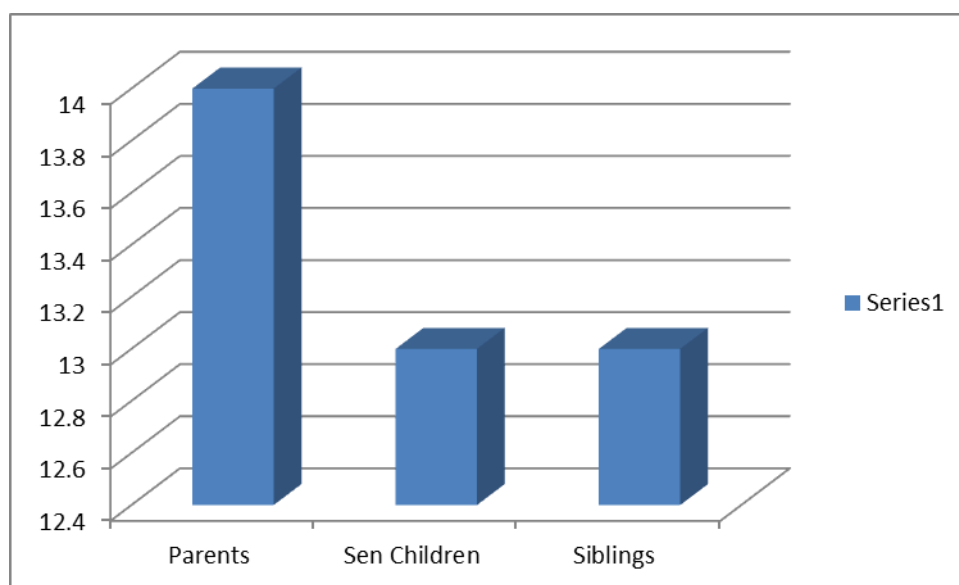
## Outcomes

The event is a testimony of the success of all the integration and inclusion work promoted by FVP, and the fact that communities are becoming open to sharing and to the understanding that despite of the socio cultural diversity, there are issues that assist all of parent carers. The environment was light and all had an excellent day. All families had the opportunity to learn and interact with each other. Children and young people used play to share common experiences while adults used food and as common ground to build experiences. It was encourage seeing professionals and parent carers coming together and enjoyed interaction in safe environment, and support of other partner agencies such BGL.

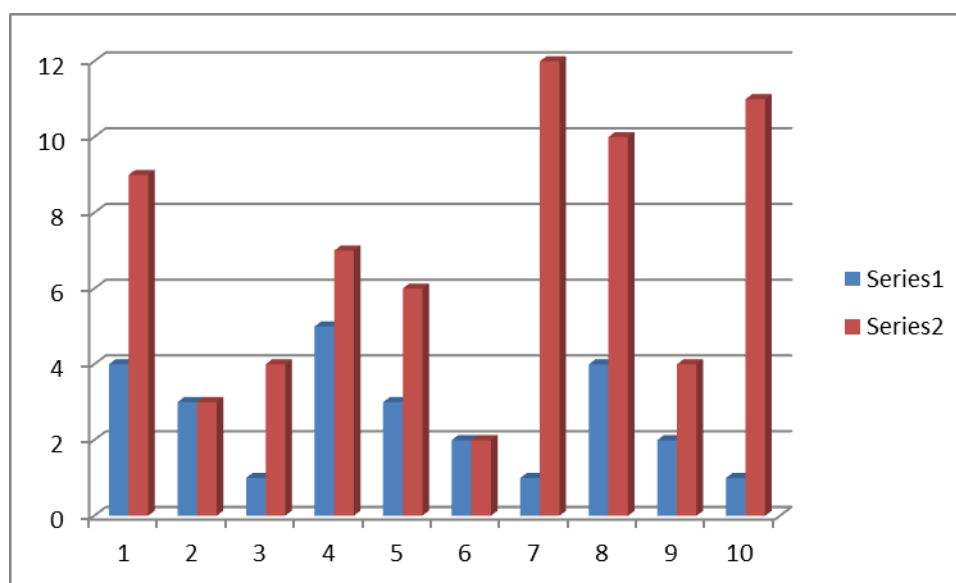
## Population analysis - Halloween Spooktacular

### Age of the attendees

All the parents in attendance range from age ranged between 30 and 55, no specific data was collected and therefore a mean cannot be found. Out of the 40 parent/grandparent carers and children in attendance, 20 were from the feminine gender and 20 masculine, from which group a) 16 children were siblings of the CYP child and 14 group b) Children with a disability. The children on group a) had ages between 12 and 9 months of age and on group b) the age range was between 10 and 3 years of age.



**Fig. 69 Attendees Breakdown**



**Fig. 70 Sen Children and Siblings age breakdown**

#### Area and Status and Ethnicity

The total of parents of the in attendance were all Peterborough residents or county borders as well as Peterborough service users, from different socio-economic and cultural background, including the one's due to the ethnicity, socio-cultural and economic background factors can be considered as included in the seldom heard families. Families had a varied ethnic background and defined themselves as being Mixed, Asian, White British, and White European.

#### Area of need

Disabilities reported by parents: Language impairment, Autism, ADHD, OCD, Food allergies, Sensory Processing disorder, Anxiety disorder, 16p11.11, Dyspraxia, Learning disability or difficulty, Global development delay, Asthma, Achondroplasia, speech disorder, Asperger's.

#### Litter Picking (Orton Pride)

#### Age of the attendees

All the parents in attendance range from age ranged between 30 and 56, no specific data was collected and therefore a mean cannot be found. Out of the 10 parent/grandparent carers, adults and children in attendance, 8 were from the feminine gender and 2 masculine, from which group a) 4 children were siblings of the CYP child and 2 group b) Children with a disability. The children on group a) had ages between 12 and 2 years of age and on group b) the age range was between 10 and 4 years of age.

#### Area and Status and Ethnicity

The total of parents of the in attendance were all Peterborough residents or county borders as well as Peterborough service users, from different socio-economic and cultural background, including the one's due to the ethnicity, socio-cultural and economic background factors can be considered as included in the seldom heard families. Families had a varied ethnic background and defined themselves as being Mixed, Asian, White British, and Black African.

## Area of need

Disabilities reported by parents: Language impairment, Autism, ADHD, Sensory Processing disorder, Learning disability or difficulty, speech disorder, Asperger's.

## Participation across events

At all events parent carers complete feedback forms, take surveys or provide comments/ quotes that are used to inform reporting on parent carer views and concerns which are then fed back to commissioning through reporting and parent representation.

## **COPRODUCTION AND CHANGE**

Work has taken place in this reporting period to demonstrate parent participation in action and seek solutions to issues being raised. Much feedback gathered demonstrates a strong level of concern and negativity, which has been reported on. Following on some change has occurred and work has just started to move towards being more solution focussed

### **Change**

As a result of raising concerns:

1. There is now a guide to support parent carers through the process of preparing young people for adulthood
2. The pathway for diagnosis of ASD/ ADHD continues to be an iterative process; with change as and when required (there is a growing level of satisfaction for those on the pathway). There is also national interest in the pathway with mention at ministerial level.
3. There is a page describing decision making processes on the local offer

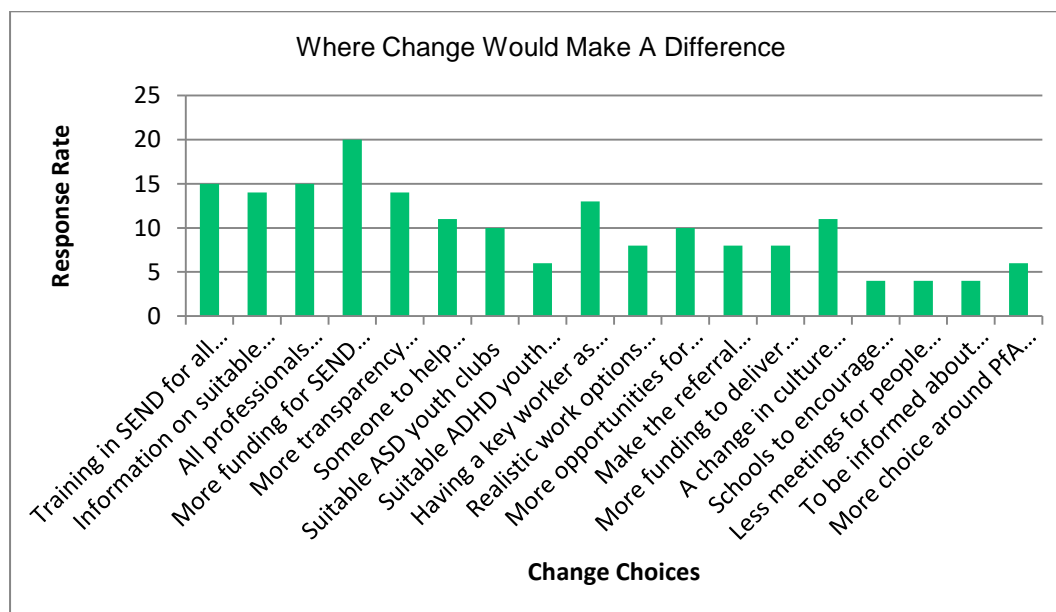
### **Co-Production**

1. SEND Strategy for Cambridgeshire and Peterborough (Including Action Plan)
2. Peterborough Expects (Now Cambridgeshire and Peterborough Expects)
3. Continuous Local Offer development

### **Solutions**

Parent Carers were asked as part of the annual SEND and Carer Survey:

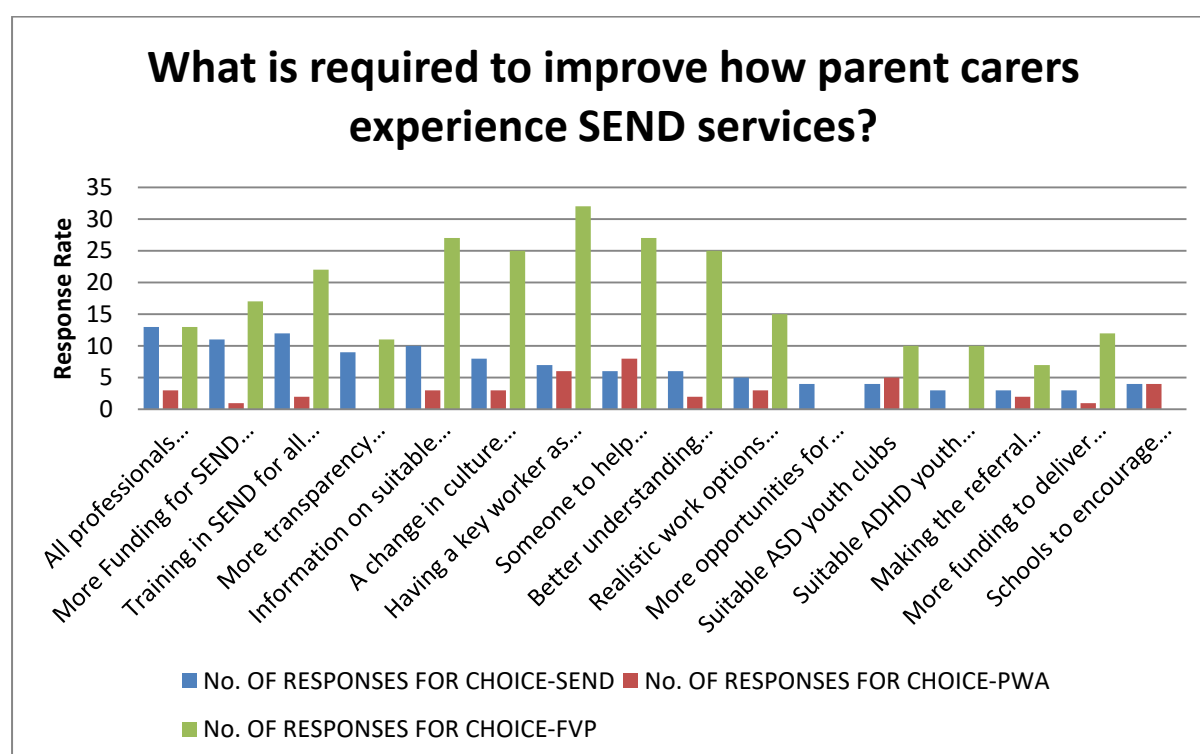
*“In previous surveys, Facebook discussions, focus groups and schools based meetings parents have identified a number of solutions and ways of working that they feel would improve their experience of SEND services. Below is a list of choices, please select any that you agree with.”*



**Fig. 71 Chart to show suggested areas of change to improve SEND experience**



This followed on from Facebook Polls asking similar questions:



**Fig. 72 Chart to show across three different POLLS preferred areas for where change could improve SEND experiences**

Overall factors such as those listed below came out as top solutions to improve parent carer experiences of SEND:

1. More funding for SEND services
2. Training in SEND for all professionals involved with children and young people with SEND
3. A change in culture where parents are part of the solution and not being seen as the problem
4. Having a key worker as the person to go to and who can then communicate with others on your behalf
5. Suitable ASD youth clubs
6. Make the referral system for short breaks easier to navigate and understand

### Next Steps

The forum will make some changes to the way work is conducted, fed back to commissioners and partners to help demonstrate that views are being heard and solutions sought. This will be through the use of Topics of Importance.

The forum will also be working in coproduction with the Local Authority to write a letter for Central Government detailing concerns over the impact of funding constraints are having on the ability to deliver support and services to families in need.

## **ANALYSIS**

**From an analysis of all the work completed in 2018 to 2019 a number of themes can be identified:**

1. Overall experience is mixed with a growing number of negative ‘stories’ being discussed particularly on social media. This growth in discontent with the way services are being viewed and the idea that changes are designed to be a barrier to support have the potential to lead to families struggling further not less; the reforms were about making things better and placing the family at the heart of the system however this is not what families are reporting.
2. More families are showing discontent to social care in relation to support and areas such as short breaks and unlike in previous year’s dissatisfaction with education is mainly focussed on SEN support and mainstream educational settings.
3. There is a sense of lack of information being given to families or information being presented in a way that families are unaware of its existence. Communication and information is a theme that runs across most work of the forum.
4. More parents have suggested solutions to ways in which they feel they would like to be supported and again information and communication is a key theme, along with services needed better funding.
5. There is generally an increase in viewing the SEND world in a more positive light when in receipt of some form of service or support, with negativity linked to frustration and anxiety over lack of or perceived lack of access to services.

## **SECTION 2 – FAMILY VOICE PETERBOROUGH AS A CHARITY**

*To relieve the charitable needs of disabled children and children with complex needs and their families and carers in Peterborough is such ways as the Trustees shall think fit, in particular by the provision of advice, information, support and advocacy*

## **Chairs Forward**

This is our second year as a CIO and has seen us continue to be busy and grow as a charity, working with our partners to continue building on our work in co-production and strategic involvement.

We will continue to work with strategic partners to try and find ways to deliver services with the limited funding available. We would like to see the current level of parent participation and engagement to continue into the next financial year, and grow.

As a forum, we continue to go from strength to strength, with the Schools Offer being rolled out locally and with lots of engagement to gather information on what is or not working well within Peterborough.

Our Network dinner was well attended, and raised over £1,500, receiving lots of positive feedback. Our Annual Conference was also well attended, with guest speakers from Education, Health and Social Care talking on a wide range of subjects, feedback from this was also very positive.

The community hall at the Goldhay Centre has continued to be well used in the past year by various regular groups and one off booking. We have also continued to see an increase in the number of bookings for both caravans, with 63 families benefitting from a short break.

We would also like to give special thanks to BGL for their continued invaluable support, which has enabled us to help many more beneficiaries, and facilitate the continued growth of the charity.

## **Trustees**

John Ravenscroft  
Amanda Rennie  
Graham Casey  
Wendy Gray (April 2018 to February 2019)  
Natasha Leahy (Joined June 2018)

## **Declarations of Interest**

- An employee of FVP is married to John Ravenscroft.
- Graham Casey is a local ward councillor where the charity premises is based

## **Governance and Structure**

Operating Model:	Constitution
Legal Structure:	Charitable Incorporated Organisation
Trusteeship:	<p>(1) Apart from the first charity trustees, every trustee must be appointed [for a term of [three] years] by a resolution passed at a properly convened meeting of the charity trustees.</p> <p>(2) In selecting individuals for appointment as charity trustees, the charity trustees must have regard to the skills, knowledge and experience needed for the effective administration of the CIO.</p> <p>FVP has adopted a safer recruitment policy with associated procedures for the purposes of ensuring any appointed trustees:</p> <ul style="list-style-type: none"><li>• Understand their role within FVP</li><li>• Understand what FVP's purpose is, who its beneficiaries are where it operates.</li><li>• Are eligible to act as a trustee and meet charity commission requirements and safeguarding requirements in relation to children and vulnerable adults</li><li>• Bring skills and experience to the charity that mean it will continue meeting its purpose</li></ul>

**Fig. 1 Governance and Structure for FVP**

FVP is run operationally by a small team of paid employees, supported by volunteers. Due to the size of the charity the trustees still have some operational duties which are being gradually devolved to the staff team via delegation which takes account of governance guidance principle 1.5

FVP works with a number of other third sector organisations including PDDCS, Pinpoint, Families First, The Aiming High Group and Family Action as well as acting as a strategic partner of Peterborough City Council in relation to offering collective information, advocacy, support and advice to parent carers which is in line with the purpose of the charity as defined in its objects.

Potential risk within the charity relates to the majority of the Board of Trustees being made a majority of parent carers. Also one staff member is a connected person to a trustee. The constitution allows for beneficiaries and connected persons to be trustees and employees which, is handled via the declarations of interest/ loyalty policy and procedures. Any risks are detailed appropriately on a risk log and at all times the risk policy is followed.

### Holding/ Custodian Trustees

As a CIO Family Voice are near then end of the process of moving away from using holding trustees to own/lease/ mange the assets of the charity. The CIO will hold the lease for the community centre once asset transfer is complete. The caravans are already owned by the CIO. For assets *“Sometimes a charity also has custodian or holding trustees, whose function is solely to hold its property. Custodian or holding trustees usually have no power to make management decisions and must act on the lawful instruction of the managing trustees”*

The Holding Trustees are:

### **Premises**

- Amanda Rennie
- John Ravenscroft

Currently decisions relating to all assets are taken at full trustee board meetings and the holding trustees make no decisions in their own right.

### Staff 2018 to 2019

A Chief Operating Officer has been employed to oversee all operational elements of the charity, supported by a Forum and Charity Development Officer, Administrator, Digital Media and Marketing Assistant, Cleaner and key Holder. No staff member is remunerated over £40,000 and the staff costs are covered through specific grant funding and income generated from the hire of the premises. The staffing for the charity covers the forum functions of FVP, all administration and management of the assets.

The trustees are aware of risks associated with being employers, especially as the charity is a relatively small organisation. The trustees will continue to mitigate risk through suitable financial planning, employee support and trustee board development. All work will continue to be underpinned by the risk management policy which is reviewed annually. The board continue to seek with respect to employment where required.

There has been a high staff turnover due to various personal reasons for staff members during this financial reporting period due to this and other issues around capacity and role suitability.

### Volunteers/ Reps 2018 to 2019

The number of volunteers has remained low, however FVP have successfully recruited two new members to the team. The BGL group have supported FVP by enabling some of their staff to give several volunteer days for work on the premises and support as various family based activities.

The parent representation work continues to grow and has this year seen parent reps facilitating focus groups as well as attending strategic meetings and task and finish groups relating to the Special Educational Needs and Disability (SEND) Reforms. The total number of volunteer hours this equates to over 1200. There has also been more strategic involvement in health commissioning and service delivery.

## **Objectives and Activities**

The objects of the CIO are to relieve the charitable needs of disabled children and children with complex needs and their families and carers in Peterborough in such ways as the Trustees shall think fit, in particular by the provision of advice, information, support and advocacy

The Board of Trustees have paid due regard to statutory guidance PB1, PB2 and PB3 issued by The Charity Commission when planning and undertaking activities in relation to the objects that define the purpose of the charity.

The trustees also look to consider social impact when undertaking work as means to demonstrate value for money and positive benefit to individuals and their families.

## **Social Impact – Remains The Same as 2017 to 2018**

Definition: The effect of an activity on the social fabric of the community and well-being of the individuals and families (<http://www.businessdictionary.com/definition/social-impact.html>)

Social impact is also about changes which improve people's lives and have positive consequences for the wider community.

Ongoing outcomes/ impact defined by some of our donors/ funders:

- Reduced isolation or social inclusion
- Improved community cohesion and interactions
- Increased schools engagement
- Improved trust in relationships between parent carers from a range of backgrounds and health , education and social care sectors
- Improved participation as a volunteer or parent representative
- Parents and Carers are empowered to participate in engagement activities with the Local Authority and their partners through representation activity
- Parents and Carers are empowered to engage with the Local Authority and their partners
- Training and Development so Parent carers have increased skills, knowledge to facilitate self-help
- Increased confidence from parent carers in managing behaviours that challenge associated with possible ASD/ ADHD (More specific impact)
- Parents and Carers are empowered engage with Local health providers and confident in understanding how to get the best from health services

For FVP the social impact of the charity relates to activities that result in:

- Improved access to services for children/ young people with disabilities and additional needs.
- Increased parent participation which can include involvement, engagement, information sharing.
- Increased participation from a more diverse group of parent carers.
- Increased empowerment of parent carers leading to more involvement in the services accessed by their children and increased confidence.
- Increase community cohesion and working together
- Improved relationships between parents and settings

### Measuring Social Impact

To demonstrate social impact of the charity a range of qualitative and quantitative data is gathered. This is used to measure the outcomes and impact of the work of the charity; Some of the methods include activity/ event feedback, survey results, quotes, numbers in attendance, demographic information, changes to services for children/ young people with disabilities through a “you said – we did” approach from the Local Authority and photographs.

1. FVP have seen two new parent carers join the team as active parent reps and take on responsibility for running participation and engagement opportunities for other parent carers.
2. Some information relating to services accessed by children and young people with special educational needs and disabilities have been co-produced by parent carers from parent representation and participation through to consultation. Examples are the Preparing for Adulthood Guide for Parent carers, new pages on the Local Offer
3. Through 13 training and workshops 95 parent carers have been supported to gain understanding of specific conditions; gained confidence in managing their children’s needs; gained an increased understanding of SEND issues such as SEN Support and reported increased positive relationships with the health sector.
4. The trips, activities and parent carer sessions lead to self-reporting of increased well-being, new friendships being formed, and the opportunity to spend time with other people leading to less isolation for at least 786 people.
5. Approximately 1085 individuals have benefited from the provision of a community base
6. 62 families (190 adults and 171 children) have accessed the caravans for a short break and reported positive outcomes in relation to a break from usual life stresses, time together as a family and the opportunity to have a holiday.



The activities conducted that demonstrate how FVP meets its purposes fall into the following categories (much of this section remains the same as 207 to 2018):

#### Information

1. Training sessions in understanding behaviours that challenge related to social communication needs, attentional difficulties and learning difficulties providing parent carers/ family members with basic skills to self-manage and gain resilience.
2. Training in the health system (EPP), parent participation and Children and Families Act 2014 (Section 19 Principles) to enable parent carers to navigate the new system and help professionals understand what support their children require.
3. Production and provision of promotional literature such as hard copy and e-copy newsletters and leaflets detailing information relating to children with disabilities and complex needs and services they may access. The newsletters also provide information on changes to services and opportunities to get involved.
4. Use of social media to enable a wider and more diverse group of beneficiaries to receive information and participate in service change.

#### Advocacy (Collective)

1. Focus groups, an annual conference and running on-line surveys to facilitate parent carers raising concerns/ issues and sharing views with relevant organisations such as Local Authority Commissioning (Social Care and Education).
2. Parent representation enabling parent carers to share concerns and views about disability services with education and social care commissioners.

#### Support

1. Coach trips to places chosen by families who have children with disabilities and complex needs. The coaches hired for the coach trips are accessible to enable families with children who have mobility needs to take part. Support is offered to take part in the trips by provision of meeting accessibility needs and providing coach trip hosts on the day of the trips.
2. Access to family based activities where parent carers can let their children play while they talk to other families who understand their needs.
3. Provision of two caravans for families who have children with disabilities and complex needs to use for a small fee. The caravans enable families to have holidays at seaside locations at an affordable price. The holidays help families to have the same opportunities afforded to families who are not impacted by disability. The costs of holidays can be prohibitive and having the opportunity to access caravans with some adaption and ramped access provides families with opportunities not normally open to them.

#### Advice

1. Parent Carer Hub providing direct access to professionals from Education, Carers Support and SEND Partnership.

## Community Premises

1. 461 sessions were provided for the community either for by FVP or other organisations at the Goldhay Centre which is the one of the charity assets.
2. The Goldhay Centre was used to provide sessions for over 55's in the Orton Area run by the Silvertops; Open Access Play for 5 to 14 year olds run by Families First; Deaf Toddler Sessions run by PDDCS and Targeted Youth Provision run by Peterborough City Council Youth
3. A successful community integration day for families from diverse backgrounds who have children and young people with special educational needs and disabilities was attended by over 200 people.

## **Achievements and Performance**

### Trips, Family Activity Days & Parent Carer Sessions

#### **Coach Trips**

- FVP ran two coach trip in the financial year 2018/ 19 which were funded through grant funds.
  - The coach trips were to Chessington and Hunstanton both of which took account of accessibility needs by way of hiring of wheelchair accessible coaches if requested.
  - 189 adults and 96 children benefitted from the coach trips and the needs of the children ranged Complex Health needs and Duchenne Muscular Dystrophy through to Autistic Spectrum Disorders and Hearing Impairment.
  - The ethnicity of the families ranged from White British to Chinese.

#### **Local Family Based Activities**

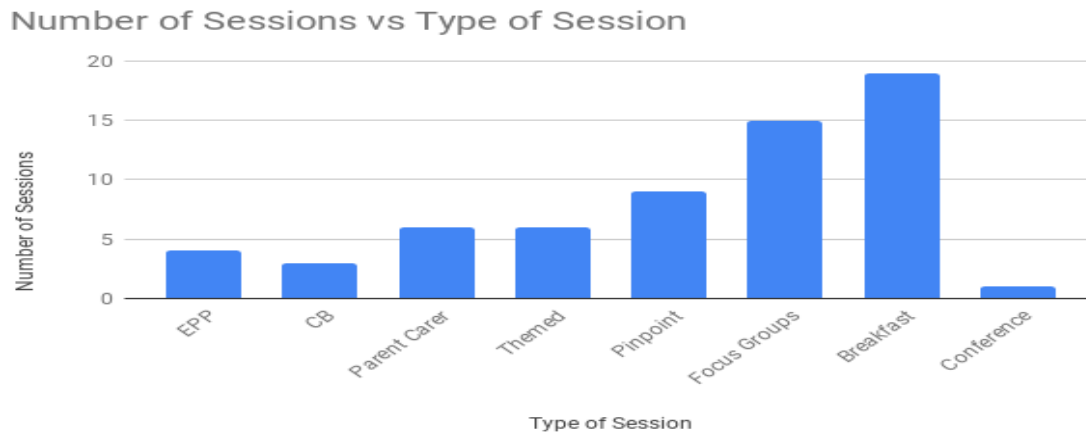
- FVP facilitated access to local family based activities through a mixture of grant funding and donations.
- FVP held including the coach trips 11 family and community based activities
- Across the activities there were 786 beneficiaries including parent carers, children and young people with SEND, local residents, members of other groups including the Aiming High Group and other community centre users.

### Sessions for Parent Carers

The attendance at the following has varied according to the topics and need; numbers have been anywhere from 4 to 39

1. 4 Expert Parent Program
2. 3 Challenging Behaviour Sessions
3. 6 Parent Carer Hub
4. 6 Themed Workshops
5. 9 sessions in conjunction with Pinpoint
6. 15 Focus Groups

7. 19 Breakfast Meetings
8. 1 Conference



**Fig. 2 Overall Hours, Sessions and Beneficiaries across Forum work of FVP**

### Training

FVP have again worked on various training projects this financial year including:

- 1 Parent Participation and Representation workshops for potential partnership board representatives.
- 1 parent representative development course.
- 4 Expert Parent Programme (EPP) – CAMHs Transformation Funded
- 3 Understanding Behaviours that Challenge workshops.

The above training courses/ workshops have resulted in:

- 5 parent carers have gained an increased understanding of parent participation strategically and operationally.
- 30 Parent carers completing the EPP
- 21 parent carers attending and reporting positive outcomes from the understanding conditions workshops.
- FVP gaining two new parent representatives.

### Participation

The financial reporting period this relates to, 2018 to 2019, has seen for FVP the level of recorded individual participation remain fairly static from 2017 to 2018. However the numbers of parent carers taking part in online surveys or Facebook polls has increased from approximately 350 to 684 which equates to an 85% increase. Participation methods preferred by parent carers remain on-line or via feedback at family based trips and activities. FVP has also seen an increase in requests for parent participation from services across sectors operational and strategically.

There has been some investment by FVP in helping parent carers understand their “right” to be heard on a personal and collective level in the services accessed by their children and young people especially at face to face sessions in educational settings. Underpinning the Children and Families Act 2014 are the Section 19 Principles whereby Local Authorities have a duty to pay due regard to the views, wishes and feelings of children and young people with SEND and those of their parents and carers and support them to participate fully. The work conducted by FVP has been shared with the Local Authority to help them understand what the views and feelings of parent carers are.

## Headlines

1. 369 parents in total have been involved at some level via face to face meetings/ events/ trips/ Facebook Polls and Discussions.
2. >100 professionals have been involved at some level via face to face meetings/ events/ attending training or co-delivering training.
3. 648 parent carers have taken part 44 online surveys or face book polls.
4. Parents have self-reported being members/ attendees at; Peterborough District Deaf Children Society (PDDCS), Peterborough Area Down Syndrome Group (PADSG), Little Miracles (LM), National Autistic Society (NAS), Autism Peterborough, , Aiming High Group (AHG) Children’s/ Young people disabilities/ needs have been reported by parents as including (This list is not exhaustive);
  - a. ASD, ADHD,
  - b. Global Developmental Delay (GDD),
  - c. Speech, Language and Communication Needs (SLCN),
  - d. Complex Health, Obsessive Compulsive Disorder (OCD),
  - e. Cerebral Palsy (CP),
  - f. Tourettes,
  - g. Learning Disability and Difficulty (LDD),
  - h. Hearing Impairment (HI), Depression, Behavioural Needs,
  - i. Achondroplasia,
  - j. Goldenhar Syndrome,
  - k. Duchene Muscular Dystrophy,
  - l. Downs Syndrome,
  - m. Hypochondroplasia,
  - n. Physical Disabilities
  - o. Anxiety Disorder
5. 41 fathers have been involved which is an increase on the previous year and 1 father has had regular involvement in person and another via social media
6. Parent carers reported the ages of their children/ young people as between 2 to 34.
7. Participation methods used included; one conference, focus groups, online surveys, paper surveys/ feedback forms at trips and activities, training – workshops, Facebook discussions and polls, working breakfast meetings, case studies, seldom heard group sessions and parent representation.
8. Evidence is both qualitative and quantitative in nature.

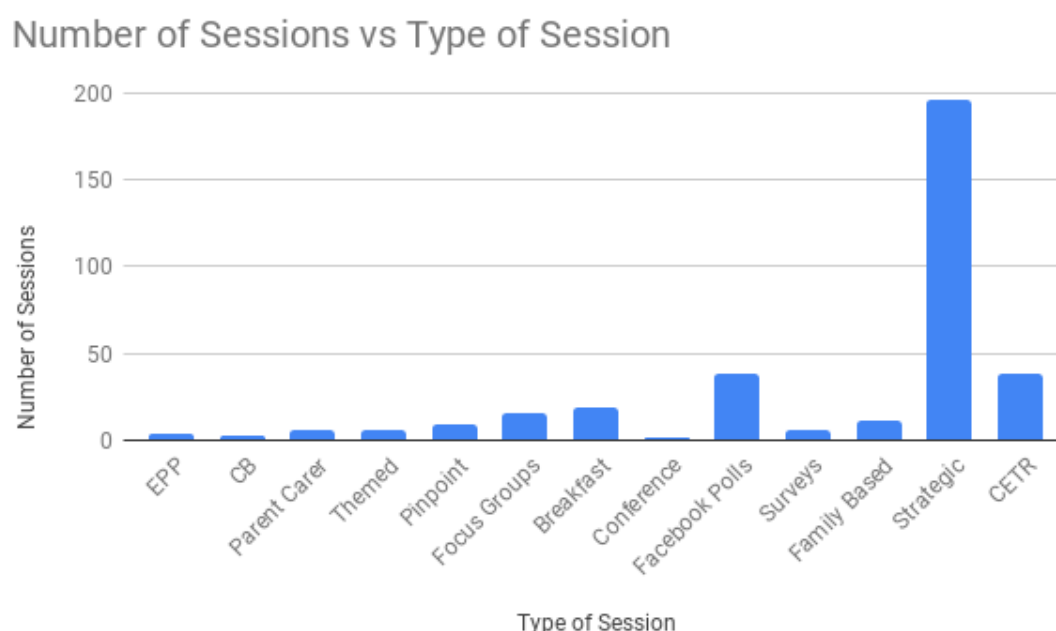
9. Ethnicity has been self-reported as; British, Pakistani, Afghanistan, White Mixed Caribbean, Albanian, Belgian, Hungarian, Dutch, American, Portuguese, Chinese, Brazilian, Gambian, Kenyan, Polish, Czech, Ukrainian, Slovakian, Irish Traveller, Romany.

## Parent Representation

Eight parent carers acting as representatives have attended 196 strategic meetings investing 962 (under estimate) of hours in terms of administration, travel time and actual meeting attendance. These hours are unpaid as the representative role is voluntary.

## Engagement Work

FVP have seen 2230 parent carers, some of whom have participated more than once, participate across 414 sessions/ methods.



**Fig.3 Number and type of session accessed by parent carers**

## CHARITY Assets (Premises)

### Premises Details

The Goldhay Centre where FVP are based is split into two sections:

- On one side the community premises comprises, Kitchen, Hall, Accessible WC and WC and outside play space
- The other side is a three storey office area with WC and reception/ admin office on the ground floor, small room/ office and training/ staff room on the middle floor and a small office and larger split office on the top floor.

FVP are pleased to have been awarded a 5 star rating for food hygiene on completion of the first inspection of the premises.

### Premises Costs

FVP now lease the Goldhay Centre on a peppercorn lease from Peterborough City Council and are in the final stages of asset transfer; a prerequisite of which was FVP becoming a CIO and finding ways to make the premises run cost neutral.

From an analysis of the running costs for the premises against the income received for 2018 to 2019 it appears the centre ran at a slight loss with the short fall being covered by supplementary grant expenditure. The analysis has been conducted to include cleaner and key holder costs to enable future planning and budget setting. If the cleaner and key holder costs are removed from the calculations then the centre would just have run with a slight profit.

Income	Month												Total
	April	May	June	July	August	September	October	November	December	January	February	March	
Regular Booking	£ 468.00	£ 1,022.00	£ 723.50	£ 613.00	£ 650.00	£ 532.00	£ 727.00	£ 925.00	£ 346.00	£ 457.00	£ 641.50	£ 804.00	£ 7,909.00
Private booking	£ 244.00	£ 188.00	£ 64.00	£ 26.00	£ -	£ 96.00	£ 70.00	£ 264.00	£ 48.00	£ 58.00	£ 122.00	£ 112.00	£ 1,292.00
Donations	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ 500.00	£ -	£ -	£ -	£ 500.00
<b>TOTAL</b>	<b>£ 712.00</b>	<b>£ 1,210.00</b>	<b>£ 787.50</b>	<b>£ 639.00</b>	<b>£ 650.00</b>	<b>£ 628.00</b>	<b>£ 797.00</b>	<b>£ 1,189.00</b>	<b>£ 894.00</b>	<b>£ 515.00</b>	<b>£ 763.50</b>	<b>£ 916.00</b>	<b>£ 9,701.00</b>

Outgoing	Month												Total
	April	May	June	July	August	September	October	November	December	January	February	March	
Cleaner	£ 339.30	£ 339.30	£ 339.30	£ 339.30	£ 125.28	£ -	£ -	£ 162.98	£ 244.18	£ 297.54	£ 203.58	£ 203.58	£ 2,594.34
Key Holder	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ 81.39	£ 31.35	£ 31.35	£ 81.32	£ 225.41
Utilities	£ 1,078.04	£ 625.42	£ 103.52	£ 489.63	£ 107.97	£ 271.63	£ 110.02	£ 385.56	£ 199.82	£ 926.78	£ 89.37	£ 100.22	£ 4,487.98
repairs/maintenance	£ 216.00	£ 74.99	£ 50.00	£ 465.99	£ 115.00	£ -	£ 616.66	£ -	£ -	£ 205.00	£ 72.00	£ 12	£ 1,827.64
Premises Expenses	£ 175.00	£ -	£ 100.00	£ 696.07	£ 245.46	£ 13.50	£ 434.22	£ 7.50	£ 165.92	£ 112.50	£ 97.50	£ 110.00	£ 2,157.67
Sundries	£ 123.00	£ -	£ -	£ 96.00	£ -	£ -	£ 252.00	£ 276.96	£ -	£ 451.50	£ -	£ -	£ 1,199.46
<b>TOTAL</b>	<b>£ 1,931.34</b>	<b>£ 1,039.71</b>	<b>£ 592.82</b>	<b>£ 2,086.99</b>	<b>£ 593.71</b>	<b>£ 285.13</b>	<b>£ 1,412.90</b>	<b>£ 833.00</b>	<b>£ 691.31</b>	<b>£ 2,024.67</b>	<b>£ 493.80</b>	<b>£ 507.12</b>	<b>£ 12,492.50</b>

Monthly Profit/													
Loss	£(1,219.34	£ 170.29	£ 194.68	£(1,447.99	£ 56.29	£ 342.87	£ (615.90)	£ 356.00	£ 202.69	£ (1,509.67)	£ 269.70	£ 408.88	£ (2,791.50)

**Fig. 4 Premises income and expenditure**

FVP have taken approximately £12,492 in fees. The utilities, insurance and building costs for the Premises were 9672.75 (minus cleaner and key holder) which shows that although basic running costs can be covered there is still work to cover specific staffing costs.

Although the hall hire fees are unrestricted as income the FVP trustees have allocated them as designated funds to cover the premises running costs.

### Premises Use

#### **Parent Forum Opportunities**

1. Having the premises has continued to make the forum more accessible to parent carers and provides FVP with more in-house participation and training opportunities.. Now it is more established, more effort has gone into the promotion of the activities, training and participation opportunities in the centre leading to an increase in regular engagement with parent/carers.
2. FVP staff, parent representatives and parent volunteers are also provided with space and office use to enable them to carry out their duties.
3. Parent carers can attend meetings at the office and seek information, signposting and face to face contact more easily.

#### **Community Opportunities**

1. The premises has been provided to the following groups/ organisations for a small fee or in-kind during 2018 to 2019
  - a. The Silvertops
  - b. PCC Youth Services
  - c. PDDCS Deaf Toddlers
  - d. A Prayer Group
  - e. Karate Club
  - f. Open Access Youth Group
  - g. PCSO Drop-In
  - h. Councillor Surgeries
  - i. Families First
2. There have been bookings for private events and parties from people within the local community
3. PDDCS provided their summer play scheme at the premises
4. FVP have continued to provide parties and other family based activities for parent carers and their children/ young people

#### **Working With Families First**

1. Families First have been enabled to pay a reduced fee for this financial period per session after securing grant funding. The hall is used weekly after school term time and during the day in holiday periods (always on a Tuesday)
2. Families First provide open access play to the local community for 5 to 13 year olds for free during these times.

3. Families First provides open access play around Peterborough and also provide support for children and young people as part of their early intervention and prevention work for Peterborough City Council.

### **Working with PDDCS and MySign**

1. FVP have been working closely with PDDCS to enable access to support tailored specifically to members of the Deaf Community.
2. The premises has been used to facilitate a Deaf Toddlers Group
3. To make the premises more accessible to members of the Deaf Community-, FVP have provided the following; flashing front door bell that can be seen in the hall so those of the deaf community know when to let others in. There are flashing fire exit signs so that anyone who is deaf can see if the fire alarm has gone off. The main hall is carpeted to allow for a dampening of the acoustics in order to better facilitate play and learning sessions. We have also acquired the use of a Juno particularly for the members of the deaf community.

PDDCS had the following to say about our work with them

*“Thank you for your on-going support this year. We appreciate you housing our Toddler Group and reducing the rental for the room because of our on-going problems with numbers.*

*Thank you for sourcing Easter Eggs for our Easter party for all of our Deaf children and their siblings.*

*Thank you for housing our Summer School for a week every year and lending us the sensory tent for our children to chill out in. Thank you for your donation of a weekend in the caravan for our raffle.*

*Thank you for putting up with our slow treasurer and being on the end of the phone for advice.”*

Many Thanks

Amy

PDDCS

### **Working with Silver Tops**

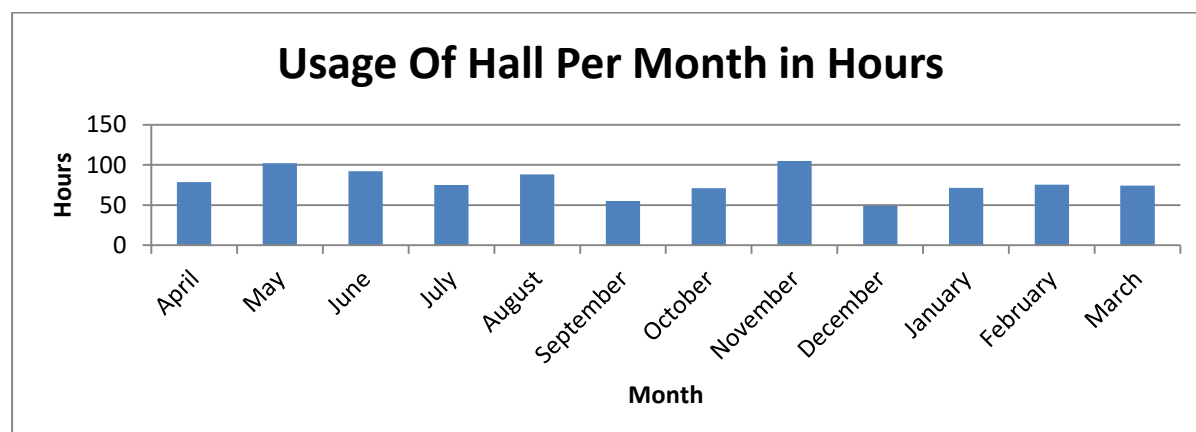
1. FVP have provided the Silver Tops with extra activities such as movie afternoons and quiz sessions. Such activities have been based on requests made.
2. FVP have also with support from BGL in the form of volunteers started providing hot meals on a bi-monthly basis. The Silver Tops have requested certain choices which are then prepared and served to them.

### **Overall Usage**

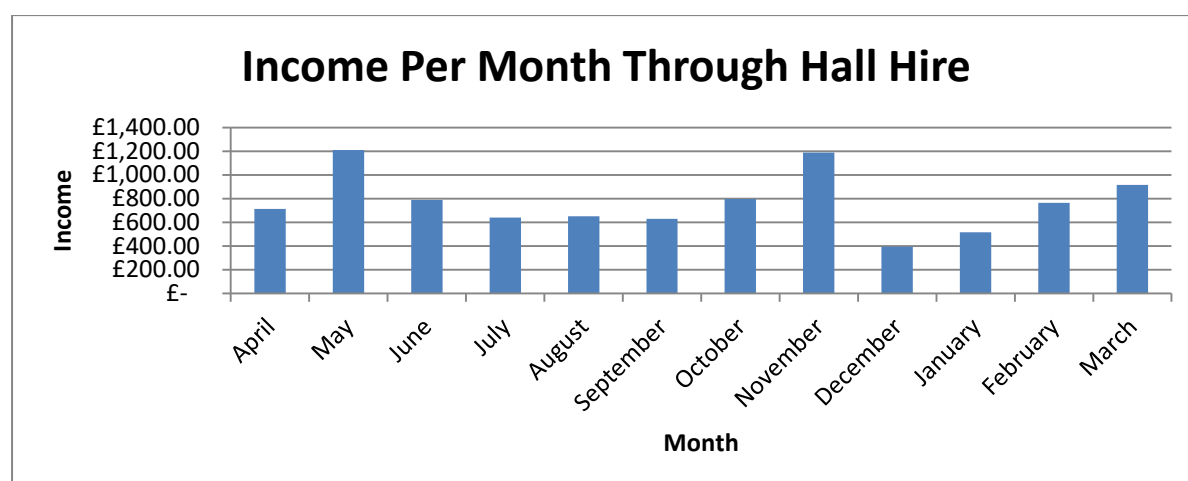
Overall hours used and income generated of the community side have enabled an increase the number and diversity of beneficiaries the charity has been able to help. **Fig 5 and 6** show



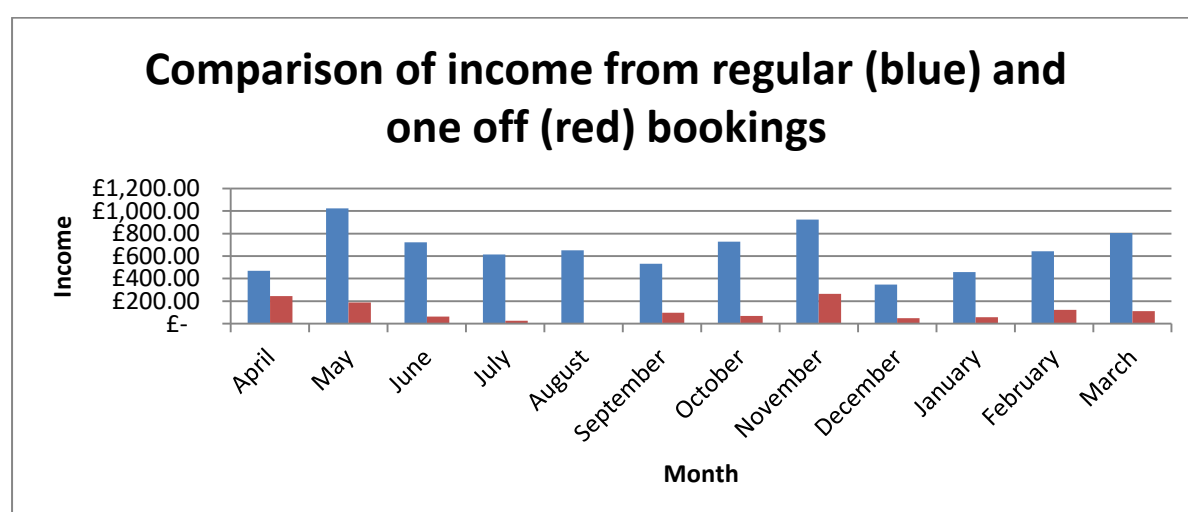
which months are booked the most and generate the most income. **Fig. 7** shows the difference in income from regular and private hire sessions.



**Fig. 5 Hall usage across months**



**Fig.6 Hall income across months**



**Fig.7 Income from regular and private hire per month**

## **Caravan**

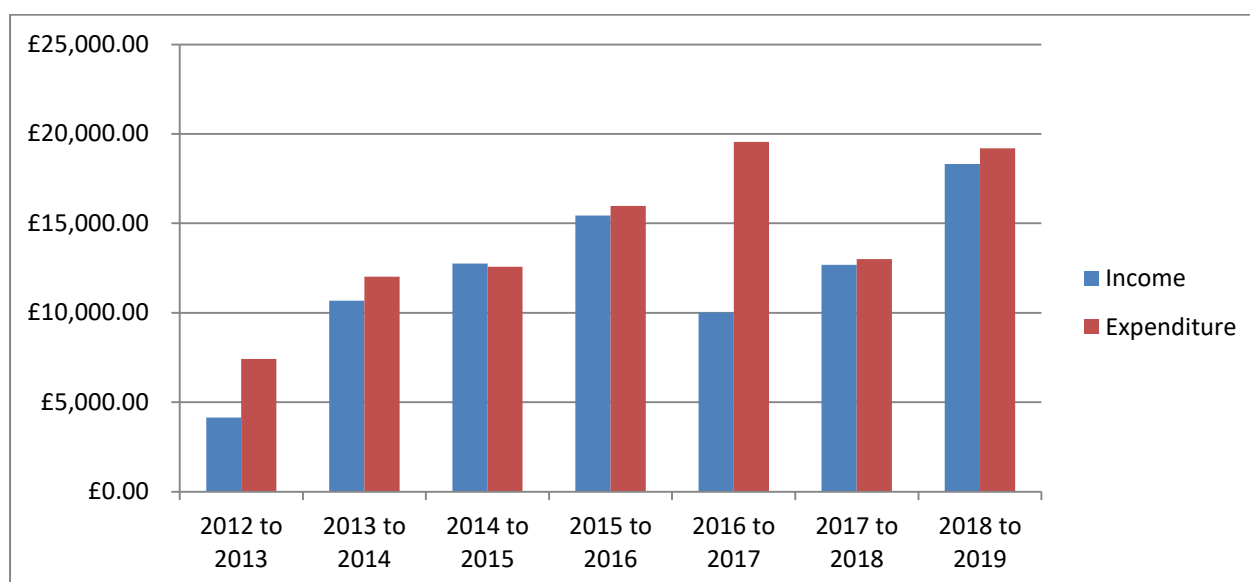
### **Management and Structure**

The caravans are owned by the CIO and managed by the operations team and the Chair Person is the designated point of contact. Day to day operational decisions are made by the operations team and some information is set down in a hand-book and associated policies and procedures.

### **Finances and Sustainability**

#### **Income and Expenditure from 2012 to 2019**

The chart gives an indication of yearly income and expenditure relating to the caravan. The figures do not include and yearly carry forward. There is still a slight shortfall across both caravans in terms of income, so work will be conducted going forwards to market the caravan and secure bookings. Increased bookings should lead to a change towards ending the year in profit.



**Fig.8 comparison income and expenditure of the caravans since ownership began**

	2012 to 2013	2013 to 2014	2014 to 2015	2015 to 2016	2016 to 2017	2017 to 2018	2018 to 2019
Income	£4,138.00	£10,671.00	£12,754.00	£15,438.39	£10,011.00	£12,679.15	£18,324.00
Expenditure	£7,415.00	£12,015.00	£12,568.00	£15,972.74	£19,544.44	£13,008.82	£19,194.13

**Fig.9 yearly overall income and expenditure comparison**

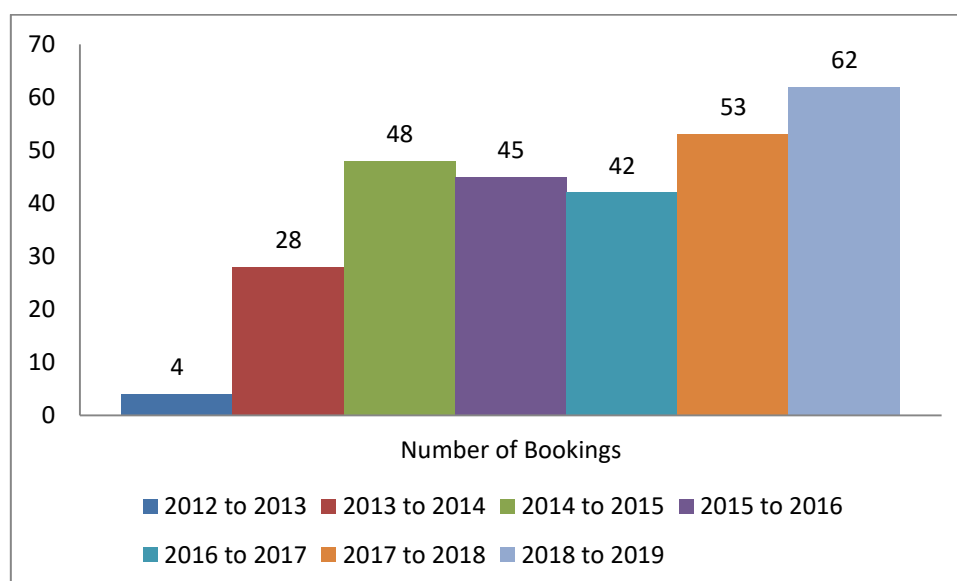
## General Operating Costs

- Utilities
- Cleans
- Site Fees
- Business Rates
- Insurance
- Repairs and Maintenance
- Key release fees
- Re-stock (e.g bedding, crockery)

FVP also stock the caravans with a selection of DVD's, games and children activities (colouring books, puzzle books, crayons)

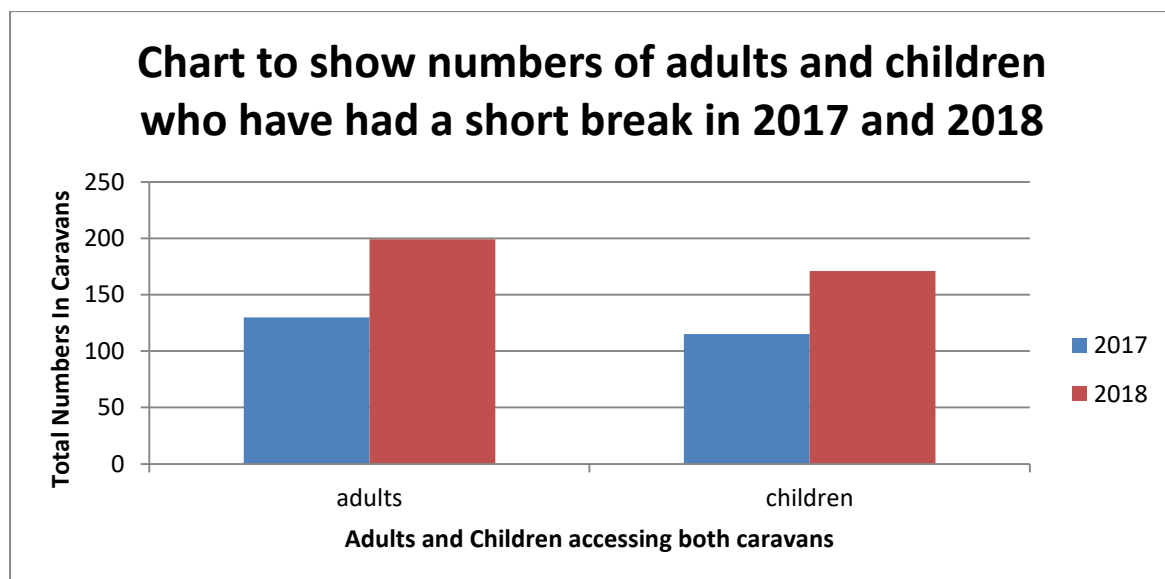
## Bookings

The season runs from March to October at both sites but much of March and September are given over to adult only weekends at Butlin's. Year on year there has been an increase in the number of families who have benefitted from use of the caravan. There has been a 16.98% increase in bookings between 2017 to 2018 from 2018 to 2019



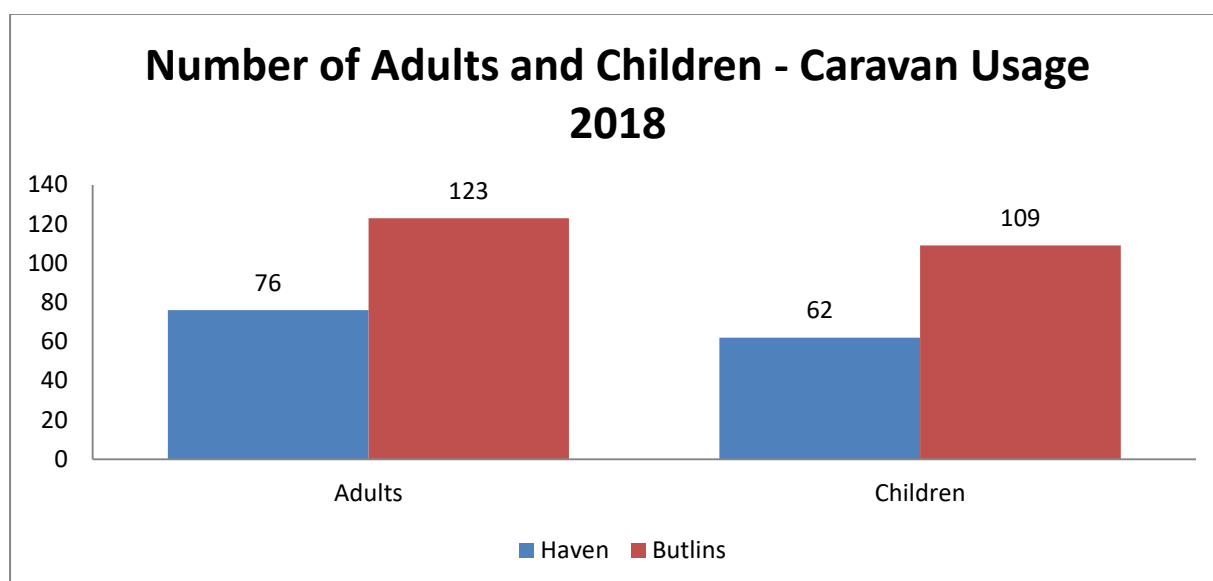
**Fig.10 Overall number of bookings per year**

**Fig. 11** below shows the increase in number of adults and children who benefitted from a short break between the 2017 and 2018 seasons across both caravans.



**Fig. 11 comparison of number of adults/ children who used each caravan in 2017 and 2018**

In **Fig. 12** below, it is can be seen that more adults and children used the Butlins Caravan in 2018 with Butlins having the biggest difference compared to Haven for the overall number of children.

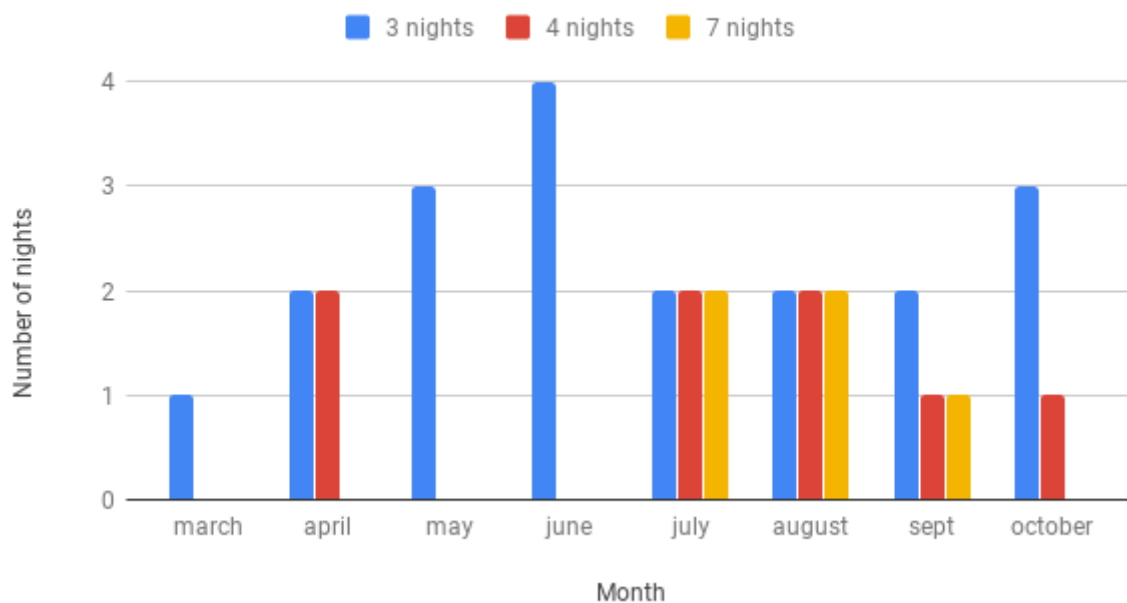


**Fig. 12 Number of adults/ children who stayed in caravans in 2017 and 2018**

**Fig. 13 and 14** below show that:

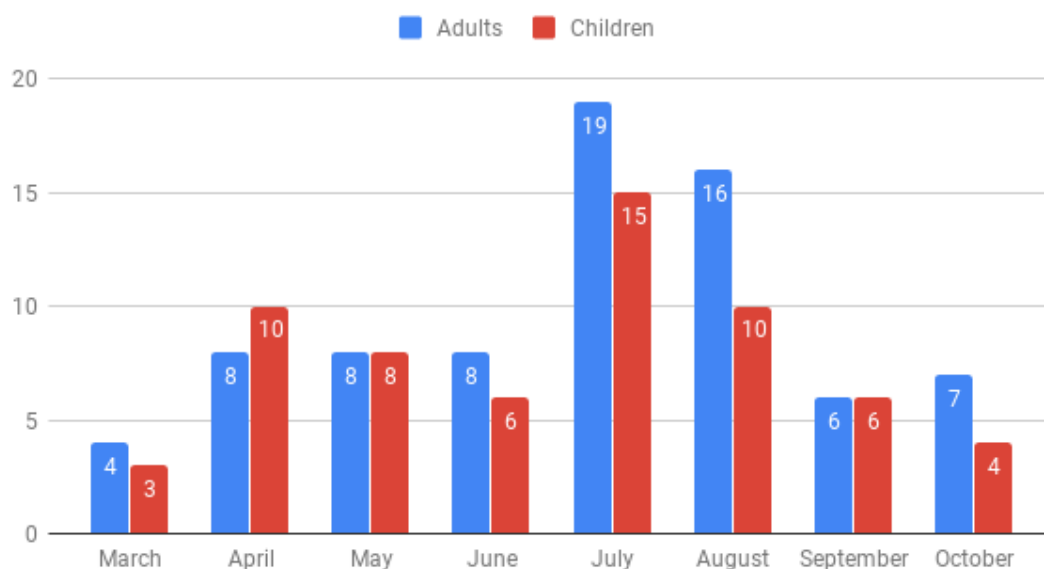
- The preferred duration for a break at Haven was three nights with seven night breaks being used during school holiday periods.
- The most popular time to use the caravan was in school holiday periods

### Booking Duration Preference - Haven



**Fig. 13 Short break duration preference for Haven in 2018**

### Adults and Children

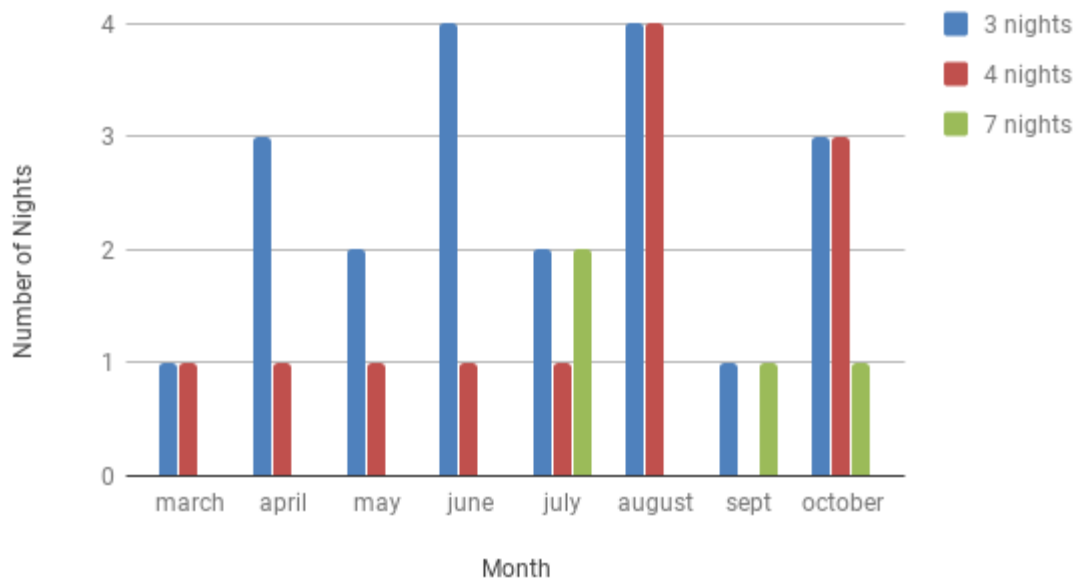


**Fig. 14 Total number of adults/ children per month at haven caravan**

**Fig. 15 and 16** below show that:

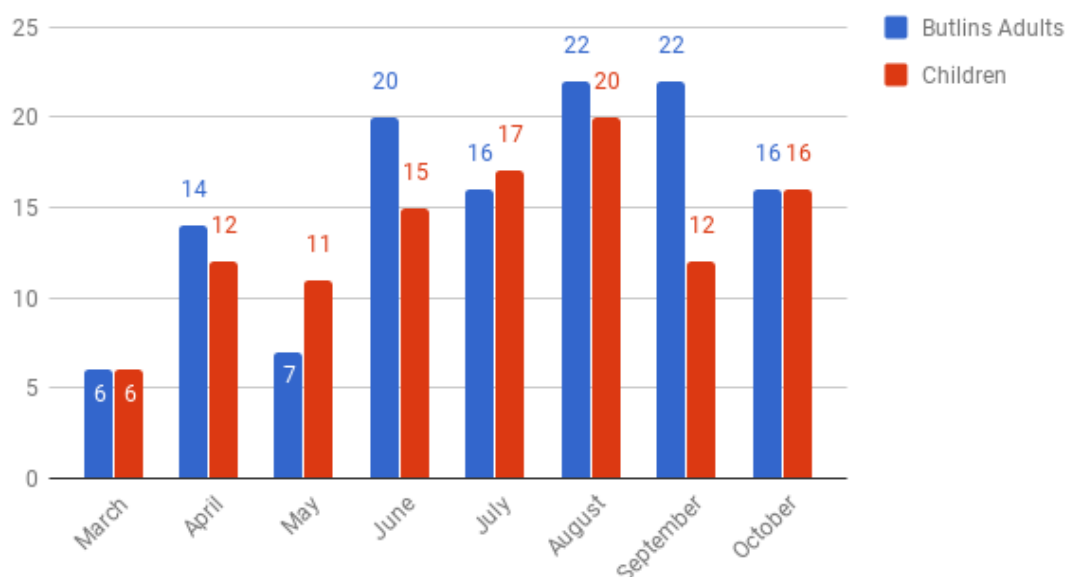
- The preferred duration for a break at Butlins was three nights with seven night breaks being used during school holiday periods.
- The most popular time to use the caravan was in July to September.

**Booking Duration Preference - Bultins**



**Fig. 15 Short break duration preference at Butlins Caravan**

**Adults and Children**



**Fig. 16 Number of adults/ children per month staying at Butlins caravan**

# Financial Review

## Reserves Statement

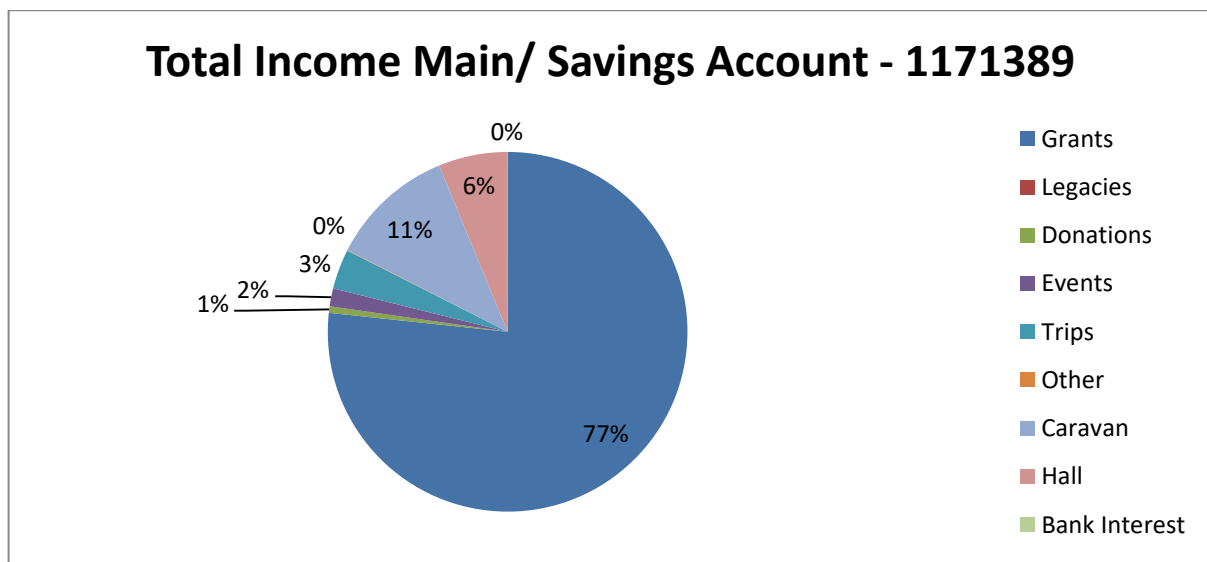
The trustees are continuously working to establish sustainability and good governance for the charity and have developed various policies and procedures including a reserves policy to facilitate this. The policy establishes how reserves levels are set and how these relate to unrestricted funds and such levels will be managed.

Although funds for the caravan are unrestricted they have been considered as designated and therefore not to be included in the free reserves of the charity as they are necessary to ensure the continued sustainability of the caravans to ensure ongoing short break provision.

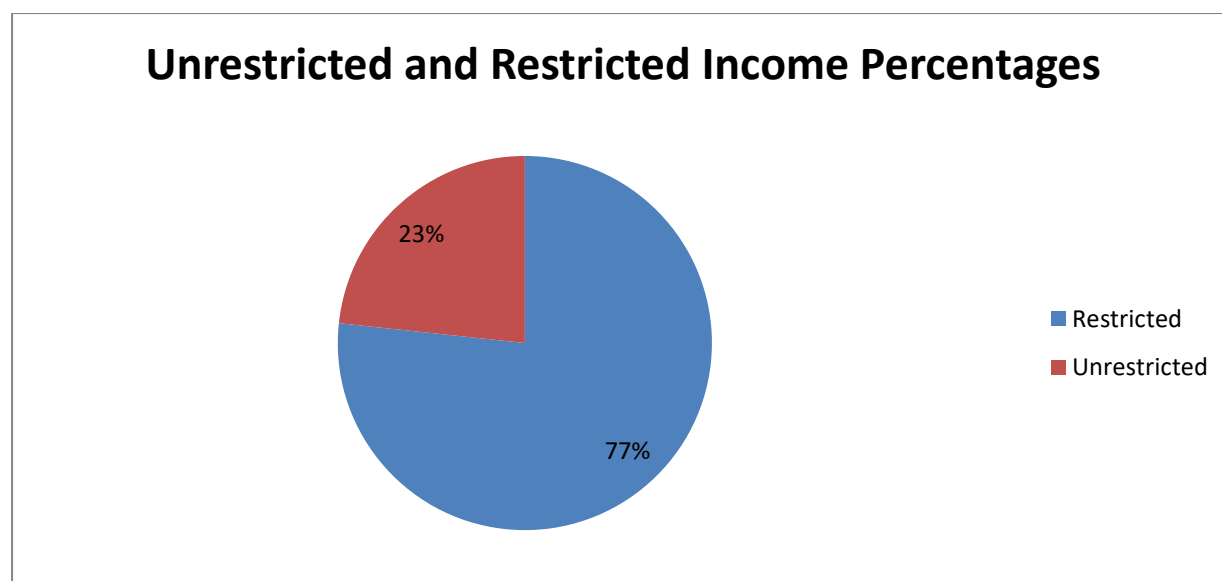
The trustees propose to maintain the charity's free reserves at a level which is at least equivalent to six months operational expenditure going forward. The charity currently has an equivalent of two months free reserves and work is taking place to increase the level of free reserves. This will need balancing against the high level of grant income and expenditure which is restricted.

## Principle Source of Income

The principle source of income for FVP is grant funding which is linked to predefined outcomes. Grants have been allocated by Contact behalf of The DfE, The Local Authority on behalf of the CCG and The Local Authority. The total grant income equates to 77% of the charity's total income and is restricted. There is still a level of instability in the income for FVP as it is mainly year on year grant funding.



**Fig. 17 percentages of different income streams for FVP (1171389)**



**Fig. 18 percentage of income either restricted or unrestricted**

There was a significant decrease in grant funding for 2018 to 2019 which impacted on staffing and led to a change in how work could be delivered. The Board of Trustees has continued on an ongoing basis to evaluate how the funding will be allocated to ensure the work of the charity/ forum can continue. As with the previous year all grant income has been paid in the relevant financial year.

#### Fundraising and Donations

Through fundraising and donations FVP has generated approximately just over £4000, which is down from 2017 to 2018.

Expenditure on fundraising related to provision of items such as refreshments, entertainment and venue costs at fundraising event has equated to approximately £8000, some of which was covered through specific grants. The payments to other charities of jointly raised funds were also allocated under fundraising expenditure.

Any fundraising is managed under an ethical fundraising policy held by the CIO and as such work relating to joint fundraising falls under this. To demonstrate best practice the CIO is also self-registered with the Fundraising Regulator.

#### **Network Event and Participation Awards November 2018**

FVP hosted the seventh Network Event and Participation Awards and the event was smaller than in previous years. There were 120 people in attendance from parent carers and third sector partners through to Local Authority and Health Partners. The charity partner for the event were the CPFT Head to Toe Charity

Work seeking support and items donated for the purposes of fundraising on the night was shared jointly by both partner charities. The efforts of led to total of over £1500 being raised.

#### **Joint Fundraising**

As with previous years FVP has endeavoured to work closely with partner charities which lead to a maximising of funds being raised to support a larger number of beneficiaries. The



chosen charities for joint fundraising in 2017 – 2018 were PDDCS and the Aiming High Group.

### **Fundraising Methods**

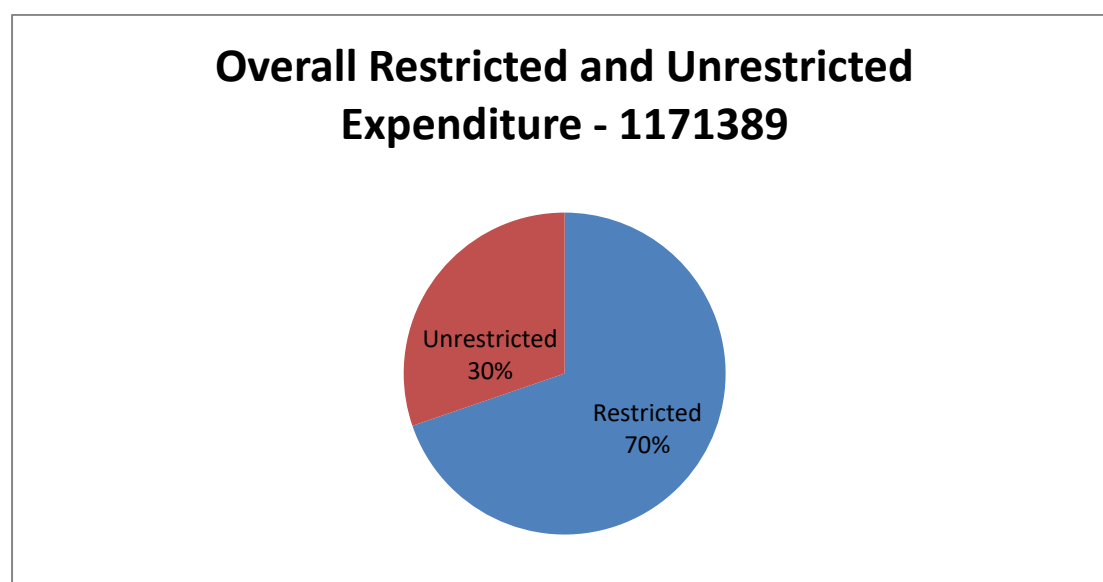
- Raffle/ Auction at Network Dinner
- Fees and Raffle At Asian Cuisine Day
- A variety of raffles at events and trips.

### **Expenditure**

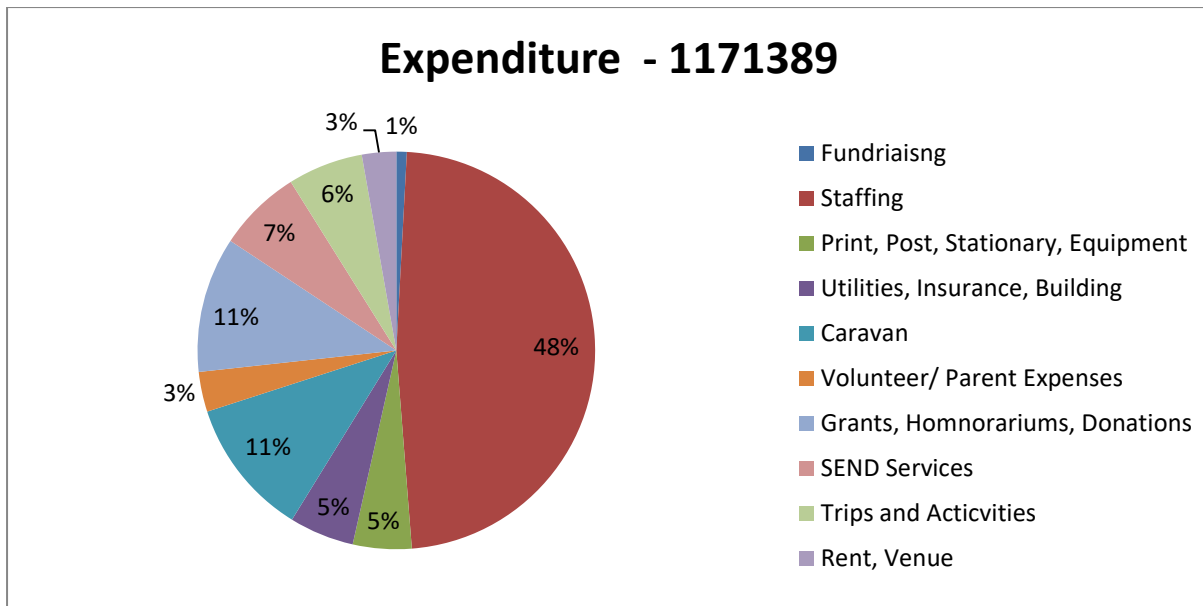
The majority of the charity expenditure is from restricted funds from grants paid in year. Overall 70 % of expenditure was restricted. The majority of core costs fall into restricted funds expenditure with most staffing covered under restricted funds. A small level of staffing has been covered via funds raised from hall hire.

The majority of grant expenditure is set against pre-defined outcomes with specific outputs and measured against an outcomes matrix. The DfE grant although for a small amount is a receipted grant, where every receipt has to be allocated and spending has to be strictly kept within predefined budget. The outcomes match the objects of the charity. Expenditure has been on providing families with access to information, advocacy, support and advice; therefore meeting the objects of the charity.

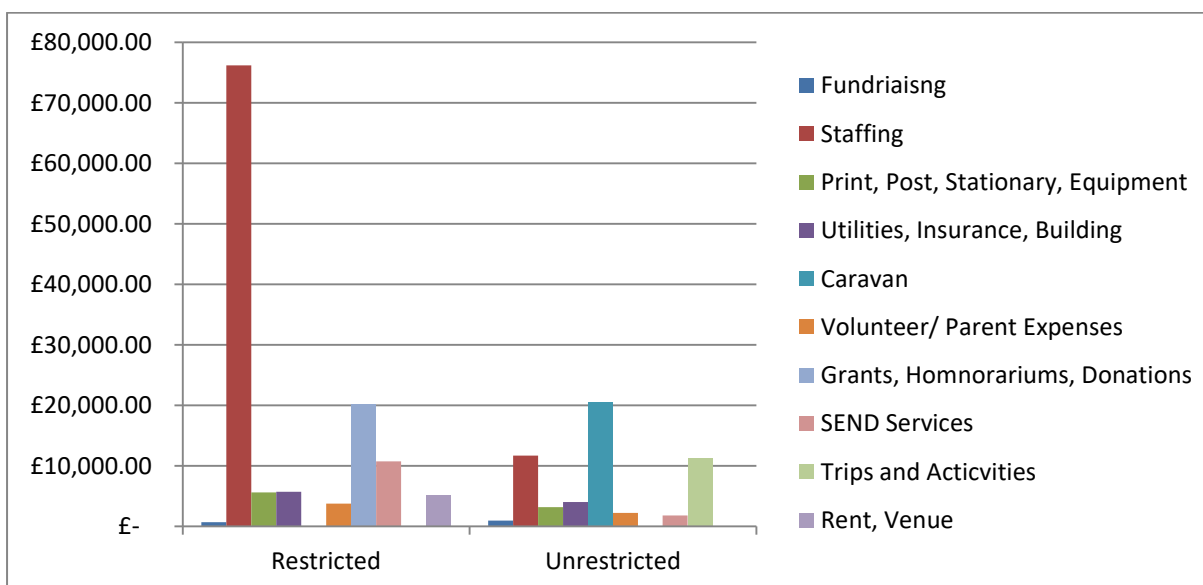
Trips, activities and caravan expenditure is covered by unrestricted funds that have been designated. This equated for 17% of the expenditure overall. Staffing equated for 48% of the overall expenditure.



**Fig. 19 percentage of expenditure under restricted and unrestricted funds**



**Fig. 20 Overall expenditure across natural payment categories**



**Fig. 21 Expenditure across budgets under restricted and unrestricted funds**

### Further Details

1. The caravan expenditure is covered by income generated through caravan sub-let fees. The expenditure is on site fees, utilities, repairs, ground rates, insurance and cleaning.
2. Fees include:
  - a) remuneration to parent carers for delivering training,
  - b) speakers fees from the FVP annual conference,
  - c) fees for external specialists to provide support on a range of areas to the Board of Trustees
  - d) Entrance/ ticket costs to conferences attended by parent representatives
  - e) The grant portion held by FVP for Pinpoint

3. There has been a high staff turnover during 2018 to 2019 due to role suitability, funding constraints and the changing needs of the charity. The majority of those employed have been parent carers who volunteer extra time to the charity over their contracted hours of employment. All costs relating to employment are linked to grants.

#### Trustee Remuneration and Expenses

During the financial period 2018 to 2019, one trustee received remuneration for services delivered to the charity in the form of specialist IT support. Trustees received reimbursement for reasonable travel and sustenance claims.

#### Accounts Preparation

In line with the charity's constitution and charity accounting guidelines as defined in CC15d 'charity reporting and accounting: the essentials' a decision has been taken to prepare the accounts using a payments and receipts system (using natural categories)

## Statement of Accounts 2018 to 2019 - 1171389

	Unrestricted funds	Restricted funds	Endowment funds	Total funds	Last year
	to the nearest £	to the nearest £	to the nearest £	to the nearest £	to the nearest £
<b>A1 Receipts</b>					
Donations, Legacies and Grants	1,100	144,050	-	145,150	94,502
Fundraising Events	3,038		-	3,038	3,552
Fees for Charitable Services	6,788		-	6,788	71
Hire of Community Premises	11,655		-	11,655	13,019
Hire of Caravans	21,203		-	21,203	16,239
Transfer Assets (1141009)	-		-	-	68,531
Transfer into savings	-		-	-	8,168
Interest	22		-	22	-
<b>Sub total (Gross income for AR)</b>	<b>43,806</b>	<b>144,050</b>	<b>-</b>	<b>187,856</b>	<b>204,082</b>
<b>A2 Asset and investment sales, (see table).</b>					
	-	-	-	-	-
	-	-	-	-	-
<b>Sub total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total receipts</b>	<b>43,806</b>	<b>144,050</b>	<b>-</b>	<b>187,856</b>	<b>204,082</b>
<b>A3 Payments</b>					
Cost of Fundraising Events/ Promotion	911	642	-	1,553	4,848
Staffing Costs (wages, pensions, HMRC)	11,679	76,165	-	87,844	81,259
Print, Post, Stationary, Equipment	3,150	5,604	-	8,754	6,251
Utilities, Insurance, Building Costs, Repairs	3,979	5,682	-	9,661	11,125
Caravan Running Costs	20,578		-	20,578	13,898
Volunteer and Parent Carers Expenses (childcare, travel, refreshments)	2,221	3,743	-	5,963	5,508
Grants and donations paid		20,200	-	20,200	20,320
Cost of SEND Services (training fees, delivery costs)	1,756	10,722	-	12,478	11,097
Costs of proving trips/ activities (coach hire, entry fee etc)	11,219		-	11,219	3,067
Rent/ Hire of rooms		5,113	-	5,113	5,598
Transfer to savings			-	-	8,168
			-	-	-
<b>Sub total</b>	<b>55,493</b>	<b>127,870</b>	<b>-</b>	<b>183,363</b>	<b>171,139</b>
<b>A4 Asset and investment purchases, (see table)</b>					
	-	-	-	-	-
	-	-	-	-	-
<b>Sub total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total payments</b>	<b>55,493</b>	<b>127,870</b>	<b>-</b>	<b>183,363</b>	<b>171,139</b>
<b>Net of receipts/(payments)</b>	<b>- 11,687</b>	<b>16,180</b>	<b>-</b>	<b>4,493</b>	<b>32,943</b>
<b>A5 Transfers between funds</b>			-	-	-
<b>A6 Cash funds last year end</b>	<b>31,058</b>	<b>4,939</b>	<b>-</b>	<b>35,997</b>	<b>3,055</b>
<b>Cash funds this year end</b>	<b>19,371</b>	<b>21,119</b>	<b>-</b>	<b>40,490</b>	<b>35,998</b>

## **Occurrences Requiring Reporting**

During this reporting period a data breach came to light which occurred in the financial year 2017 to 2018. The report was highlighted by a member of the public and led to two complaints being received.

### **Breach Details**

A data breach occurred relating to information received via an online survey completed in 2016 to 2017. The information related to contact details for 51 individuals. The breach occurred in an online chatroom for parent carers.

### **Breach Handling**

1. Once the breach was identified, all information was removed as far as practicably possible.
2. Where able those affected were contacted via telephone and issued with a full apology. There were some details that were out of date so in those instances the person(s) involved could not be contacted.
3. Internal procedures were examined and changes made to work towards mitigating any further breach.

### **Breach Reporting**

1. FVP Trustees Self-Reported to the Information Commissioners Office (ICO)
2. Reporting was not required as the breach was minimal, low risk and occurred under the Data Protection Act and pre-dated GDPR May 2018.
3. The ICO were kept fully informed at all stages, with guidance being sought by the trustees of a legal nature as required.
4. The case was closed by the ICO

### **Complaints**

1. Two complaints were received in relation to the breach and handled by the trustees.
2. The complaints were added to the charity complaint log.

## **Forward Plan**

After careful risk assessment and completion of a SWOT analysis areas for development relate to sustainability and capacity. Work has been identified in relation to marketing, fund raising and increase the charity work force.

### **Long term goals**

Over the next two to five years FVP want to:

- Continue with the expansion of engagement work with schools, this will increase understanding, reduce conflict; provide support for school staff, the parents/carers and their children.
- Continue with expansion of engagement work with parents, this will increase the organisational offer to more target groups
- Continue with the marketing and promotion of the organisation to increase membership which will also increase the organisational offer to target groups especially hard to reach groups.
- Explore more sustainable funding options and secure more long term funding that will allow us to expand the forums reach as well as bring on more staff to take the pressure off of existing staff members

### **Short Term Goals**

Over the coming year FVP will;

1. Continue to assess and monitor the viability of the Caravans and Hall
2. Continue to identify ways to maximise use of and funding opportunities through current charity resources
3. Look to recruit more volunteers to increase capacity
4. Review the trustee board in relation to identify and filling skills gaps
5. Start delivery of work in schools