

1st April 2019 to 31st
March 2020

Participation, Engagement and Involvement – Charity and Forum Annual Report



fvp

Family Voice Peterborough

4/28/2020

Executive Summary

Purpose

At the time of writing this report the country finds itself in unprecedented times due to a global pandemic as a result of the coronavirus COVID-19. The work mentioned in previous reports was ongoing but has now stalled as a result of COVID-19 and much attention has refocussed to providing support to help parent carers and their families navigate these difficult times. This has also led to an increase in coproduction and responding to parental need.

Work relating to SEND had started to become business as usual and Peterborough City Council (PCC) and Cambridgeshire and Peterborough CCG had had their Area Wide CQC/OFSTED SEND (Special Educational Needs and Disability) Inspection which resulted in the requirement of PCC to produce a Written Statement of Action (WSOA). In the report resulting from the inspection and throughout the work to develop the WSOA and in the WSOA itself there was much mention and evidence of how strong parent participation has become locally, certainly at a strategic level. There is still much to do regarding participation at an individual level however. Which is something that was identified in previous reports where it was stated that there has been a cultural shift within Peterborough towards ensuring the voice of the parent, child and young person are central to development and delivery of services but that the journey to embedding participation has only just begun. It is also important to note that external political and economic factors are still impacting on how SEND services are delivered and experienced.

This report as with previous ones 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.

SECTION ONE

In the 2018 to 2019 a slightly new reporting format was introduced which will be followed again in this report, as it flowed better and made reporting easier. The funded work of the forum will be detailed in the first section and section two will act as a wider charity report which will form the stand alone Trustees Annual Report (TAR) submitted to the charity commission.

As in 2018 to 2019 funding to deliver work around CAMHs Transformation, Special Educational Needs and Disability (SEND) and Seldom Heard was amalgamated into one funding stream.

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

1. There has been a slight increase in satisfaction regards education generally, which may reflect the needs of different cohort participating in the work of the forum.

2. Information sharing and communication are still a concern with an increase in dissatisfaction levels.
3. Issues relating to COVID-19 are paramount in people's minds and proving to be a main area of focus and have led to an increase in online participation.
4. The impact on families with SEND children appears to have impacted groups in different ways
 - a. ASD children more settled with no school input – behaviour has settled so happier families
 - b. More parents with children with complex health struggling due to changes in respite/ school provision
5. A different, more diverse and less disenfranchised cohort of parent carers have been engaging with the forum.
6. The view that lack of community provision is a common concern in discussions relating to Care, Education and Treatment Reviews (CETR's). This lack of provision specific for those with ASD and Learning Difficulties and Disabilities (LDD) makes managing care in the community problematic.
7. Increase in parent carers raising concerns over what the future holds/ what services are available for young people approaching adulthood.

SECTION TWO

The wider work of the charity detailed in section two makes reference to the assets retained for charity use namely the community centre and caravans.

Key Themes:

1. Increase in caravan usage
2. Change in range of groups using the community centre and an increase in regular group use
3. Impact of COVID-19

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 2018 to 2019. As with previous reports this one is also structured on a financial year basis and contains all details of work and finances from 1st April 2019 to 31st March 2020.

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.

A brief overview of Family Voice Peterborough (FVP) will be given in this introduction as a means to putting in to context the different functions of 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, 1st April 2019; 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 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*)

Charity Context

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. FVP function with support of a board of trustees who provide strategic direction and oversight and a small team of employees supported by regular and ad hoc volunteers to conduct the operational work of the charity.

Community Provision

FVP as of February 2020 has completed asset transfer of the Goldhay Community Centre from PCC. The centre is used as the head office of the charity and a hub for the community 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. This complements the work for FVP as a charity and forum.

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 caravans have seen extensive growth in relation to usage since 2012 when there were only 4 bookings. The past year alone has seen 92 short breaks being accessed with a total of 349 people benefitting. Year on year there has also been a change in booking preference to 3 and 4 nights now being the preferred option.

Recommendations and Work Review (2018 to 2019)

Whilst no recommendations were made in the previous report, themes were captured and ways of working have changed in part as a result. FVP have introduced Topics of Importance and PCC now follow through with these and produce public responses and action plans. Work has also been taking place to ensure information sharing and communication is improved.

Participation/ Engagement/ Involvement April 2019 to March 2020

Headlines

1. 338 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. 453 parent carers have taken part 17 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)
5. 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. Downs Syndrome,
 - l. Hypochondroplasia,
 - m. Physical Disabilities
 - n. Anxiety Disorder
6. 29 fathers have been involved which is a decrease on the previous year and 1 father has had regular involvement in person and another via social media
7. Parent carers reported the ages of their children/ young people as between 2 to 34.
8. 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.
9. Evidence is both qualitative and quantitative in nature.
10. Ethnicity has been self-reported as; White British, Asian, Gambian, Lithuanian , Polish, Albanian, African, Portuguese, Scottish, Canadian, Bangladeshi, South African, Latvian, White European and American.

CAMHs Transformation, SEND and Participation including Seldom Heard



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

The work by FVP mentioned in previous reports has continued in 2019 to 2020 with ongoing delivery of the Expert Parent Programme (EPP), Behaviours that Challenge (CB) Workshops and Parent Carer Hub. There has also been ongoing provision of Experts by Experience (EbE) for CETR's. Some of the work has individual reports and these can be viewed from 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 338 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. Generally the participation via online methods and at trips/ activities has proved most popular.

Data Gathering

Data to ascertain parent carer views and experiences has been through a series of Facebook Discussions and Polls; via feedback forms, case study work and discussions when in face to face situations; and a range of surveys including an adapted annual/ OFSTED & CQC survey delivered between January and March which will be included partly in this 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. Work has also been conducted with a small number of settings as part of a schools offer development (see <https://www.familyvoice.org/Participation>)

Seldom Heard Engagement

Work has continued in this area in relation to general engagement and facilitating participation through family based trips and activities. A community development worker has also invested time in outreach work to identify new contacts and groups.

Coproduction and Change

From all elements of the funded work of the forum there have been examples of change demonstrated by a 'Topics of Importance' approach. Changes have been made to how parent carer views and concerns are 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.

Topics of Importance

It was decided after some consideration to adopt the NNPCF approach to raising issues of importance known as 'talking points'. FVP listen to what topics parent carers feel are most important, evidence these concerns and collate them into specific 'Topics of Importance'. The 'topics of importance' detail the issue under discussion, what is being said, any sources of evidence used to develop the 'topic of importance, what messages will be given to key partners and possible recommendations for change.'

FVP chooses the 'topics of importance' based on evidence gathered through online surveys and social media polls, soft intelligence from face to face and online discussions and through other interactions with parent carers in coffee mornings at schools, focus groups, networking events.

Table One – partial matrix to demonstrate what has been achieved so far by inclusion of examples of outputs and measures.

No	Outcome	Output/activity	How Measured
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"> • Parent representatives are trained through the Family Voice parent participation training course across all work streams • Reasonable expenses are met to facilitate parents and carers to attend meetings – childcare travel, etc all work streams • Appropriate supervision and support given to participation reps who attend groups/meetings all work streams • 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 	<ul style="list-style-type: none"> • Quarterly reporting detailing - <ul style="list-style-type: none"> A. Numbers of unique/ repeat/ new parent carers attending sessions B. Overall attendance numbers
	Example of how this has been met	<ul style="list-style-type: none"> • FVP held a six week training course for current and potential parent reps which was attended by four parent carers. One is now on the list of parent reps • Parent reps are attending meetings and taking part in discussions relating to service development and delivery which can impact on co-production 	<ul style="list-style-type: none"> • One new parent rep agreement signed

No	Outcome	Output/activity	How Measured
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"> • Parent representatives are trained through the Family Voice parent participation training course across all work streams • Reasonable expenses are met to facilitate parents and carers to attend meetings – childcare travel, etc all work streams • Appropriate supervision and support given to participation reps who attend groups/meetings all work streams • 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 • Involvement in health, education and social care sector work streams (development of early years guides, a schools directory) 	<ul style="list-style-type: none"> • Change in self-rating of relationships/ involvement with health sector
	Example of how this has been met	<ul style="list-style-type: none"> • Sessions held for seldom heard parents at activity centre, attended by DC) for sharing experiences and building trust • Sessions attended by a diverse range of parent carers, given the opportunity to make new connections across ethnicity, culture and social economic areas. • Coffee mornings held at settings for a range of parent carers to talk with SEN team and one another 	<ul style="list-style-type: none"> • Video footage • Attendance records • Feedback forms • Change to measures to fit audiences

No	Outcome	Output/activity	How Measured
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"> • Access by early help pathway and self-referral if space is available/ schools requesting sessions. • Appropriately advertised using variety of methods • Individual trainers taking lead in Partnership approach through the steps described above, and the provision of co-delivered workshops • Be part of the feedback process for families, to facilitate the understanding of the effectiveness of participation facilitating their own sessions. 	<ul style="list-style-type: none"> • Number of session provided - target or one per half term across Peterborough and Cambridgeshire • Use of external providers to host sessions (schools/ early years providers/ children's centre etc) • Details of EPP content and delivery • Number of parent carers attending—target of 10 per session • Parent carer feedback •
	Example of how this has been met	<ul style="list-style-type: none"> • Parent carers have been signed up to EPP after attendance at Webster Stratton Courses delivered by Barnardos as part of pathway • Sessions have been advertised through a variety of avenues 	<ul style="list-style-type: none"> • 5 EPP – have been run in Peterborough but a couple of attendees have been from Cambridgeshire • Total attendees have been 41

No	Outcome	Output/activity	How Measured
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"> • Undertake the co-planning of workshops developed jointly by by FVP and CPFT in understanding behaviours around hyperactivity, social interaction and learning difficulties • 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 • Access to the workshops groups is via self-referral with bookings taken by Pinpoint and Family Voice • Parent carers gaining new skills through sharing of hints/ tips from professional and signposting from parent reps • Access to training (Expert parent Programme, Microsoft Basics, Parent Participation) 	<p>Quarterly reporting detailing -</p> <ul style="list-style-type: none"> • Parent carers self-reporting that they are able to manage children's behaviour better • Number of workshops provided - target of one session per half-term • Use of external providers to host sessions • 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
	Example of how this has been met	<ul style="list-style-type: none"> • Parent Carer Trainer who is also family support worker has delivered training to parents who have attended Webster Stratton and EPP. • Advertised through word of mouth and via Barnardos 	<ul style="list-style-type: none"> • 5 sessions have taken place with 41 attendees

No	Outcome	Output/activity	How Measured
5	Parent Carer Hub (inclusion surgery), development and access to facilitate parent carer support and wider participation.	<ul style="list-style-type: none"> • Undertake the development of a parent carer hub working in partnership with 3rd sector and Local Authority Professionals • Plan and deliver inclusion surgery as part of parent carer hub supported by parent representative • Provide feedback on support offered through parent carer hub • Parent carers accessing hub gain support to navigate early help pathway and increased understanding of EHC pathway and processes • Ongoing development of Hub via joint work with PCC (SENI Services) 	<p>Quarterly reporting detailing –</p> <ul style="list-style-type: none"> • Monthly Parent Carer Hub – target 11 (excludes summer break) • Details of numbers of parent carers attending hubs • Parent carer feedback • Feedback and evaluation from professionals co-delivering hubs • Access measured by booking forms and attendance records • Targeting educational settings to increase their involvement. • Numbers of new parents attending sessions
	Example of how this has been met	<ul style="list-style-type: none"> • Hub is undergoing constant review; number of sessions were cancelled by LA due to staffing commitments and low booking numbers 	6 sessions with 20 attendees

No	Outcome	Output/activity	How Measured
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"> • Development of governance for EbE work • Working co-operatively with PCC & CCG to establish team of EbE and in conjunction with JCU (SEND Sub-Group) Guidance • Process detailing requests for CTR/ CETR support with clear record keeping • Measures of how parent carers feel during work as EbE • 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. • Peer to peer support sessions to pull out overarching themes • Establish a mechanism for professional support for EbE if required. 	<p>Quarterly reporting detailing -</p> <ul style="list-style-type: none"> • Governance documentation for EbE role and work • Details of parent carers wishing to form team of EbE • Family Voice and Pinpoint targeted parent carers who are either staff/ volunteers/ parent reps • Parent carers to take EPP course in Peterborough and Cambridgeshire • Parents to take part in or have already taken part in FVP parent participation and representation course • Details of processes, requirements and support associated with CTR/ CETR work • Facilitate EbE attendance at average of 3 -4 CTR/ CETR per month
	Example of how this has been met	<ul style="list-style-type: none"> • Joint work is still ongoing to develop an MOU, • supervision for EbE is via CCG • Regular communication between EbE and involvement in feedback to CCG over process • New whatsapp group set up for EbE to share ideas and afford equal chance of work 	4 EbE have attended between them 39 CETR's

No	Outcome	Output/activity	How Measured
7	Strategic representation on various boards including; Operational representation across SEND work streams	<ul style="list-style-type: none"> • Undertake the planning of workshops with parents, carers and professionals to increase awareness of the current position and next steps • Work alongside partners, including those in the voluntary sector to share information and good practice • Attendance and representation at work stream and task and finish groups • 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 • 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 	<ul style="list-style-type: none"> • Named, trained, Family Voice trustees who may be attending meetings • Monthly highlight reports for each work stream, contributed to by the reps attending meetings • Annual report • Attendance/representation at strategic meetings
	Example of how this has been met	<ul style="list-style-type: none"> • Attendance takes place a cross a number of boards and groups and a number of focus groups have taken place with reporting informing strategic planning 	<ul style="list-style-type: none"> • 5 focus groups with 35 attendees • 6 parent carers acting as reps at 175 strategic meetings

No	Outcome	Output/activity	How Measured
8	Improved participation as a volunteer or parent representative	<ul style="list-style-type: none"> • A more diverse range of parent carers acting as parent reps on operational boards • Development of champions of participation amongst diverse groups of parent carers • FVP support in form of buddying, pre-post meetings, admin support 	<ul style="list-style-type: none"> • Registers and feedback forms from a range of opportunities for parent carers to come together, share experience and meet other parent reps • Parent reps acting as buddies to parents who want to attend meetings/ focus groups then completing joint reports • One parent rep course for parent carers to attend and learn more
	Example of how this has been met	<ul style="list-style-type: none"> • One parent rep training course took place and regular team meetings have been set up for joint working • A shared rep report system is being used, as is a shared diary. 	<ul style="list-style-type: none"> • 1 new parent rep representative of BME community. • 1 new parent carer acting as volunteer on admin work and data monitoring

No	Outcome	Output/activity	How Measured
	Improved trust in relations between settings and parent carers Increased schools engagement	<ul style="list-style-type: none"> • Undertake planning of work to increase number of settings offering attendance at coffee mornings/ parents evenings • Develop offer for schools and develop marketing tools detailing offer. • Dedicated staff/ parent rep time for developing relationship with settings, SENCo Network 	<ul style="list-style-type: none"> • Number of settings FVP has contact with. • Numbers of sessions attended in settings. • Number of training sessions settings arrange on behalf of FVP. • Numbers of new parent carers engaging • feedback from parent carers/ settings
	Example of how this has been met	<ul style="list-style-type: none"> • Focus groups, sign-posting sessions and access to support sessions have taken place. • Coffee mornings have taken place in various settings • Work has taken place on SEN information report at one pilot setting 	<ul style="list-style-type: none"> • 44 parents over 9 schools offer sessions • 97 parents over 14 sessions at 10 different settings

OVERALL PROJECT WORK COSTS AND DATA

Overall Costs

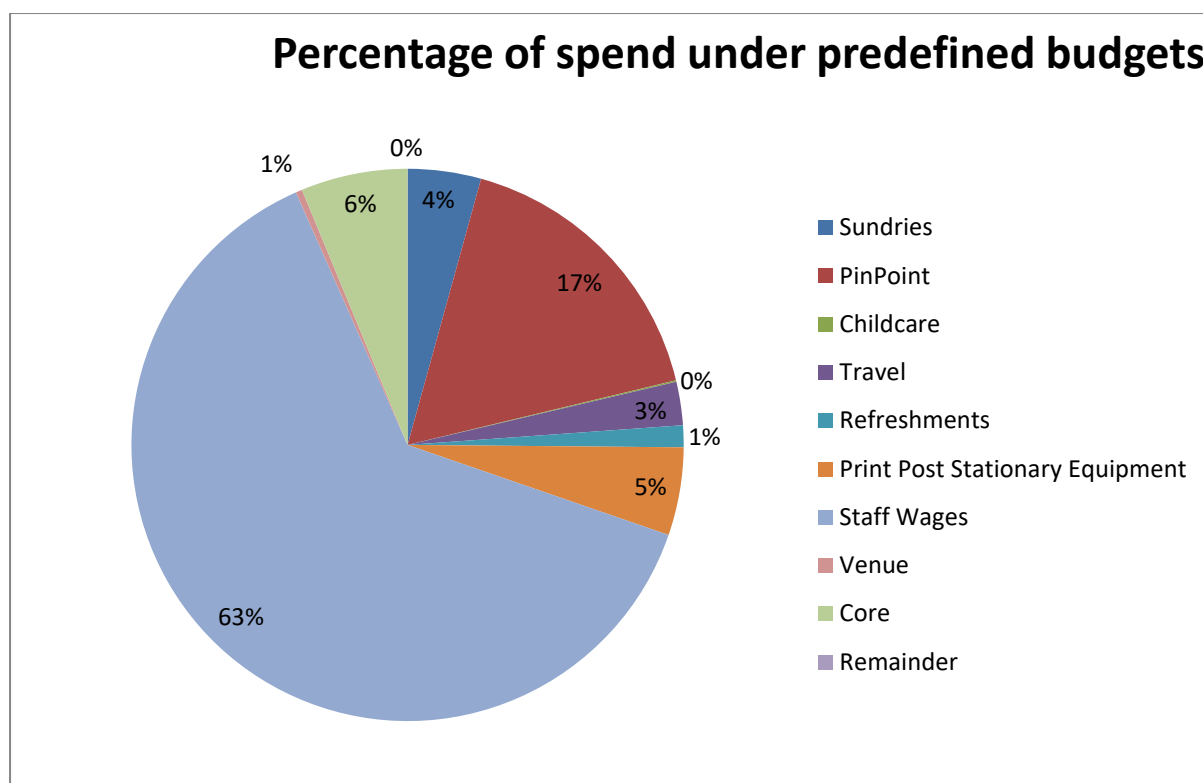


Fig.2 Overall grant spend

As in 2018 to 2019 the budgets for 2019 to 2020 were combined thus facilitating easier reporting. The combined budgets consist of SEND, CAMHs transformation and early intervention funding bringing together a range of outcomes as mentioned in Table One.

Staffing equates to salary costs, HMRC costs and pension costs. The budget for sundries covers training costs and licencing. 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 - £98,000.00

Total Hours (project) – 1262.5

Number of Beneficiaries - 2122

Unique Parents/ Families (SEND) – 524

Funding/Hours - £77.62

Funding/number of beneficiaries - £46.18

Funding/ unique parents - £187.02

Number of Hours*Cost of Beneficiaries - £236,116.41

This relates to specifically the funded participation work detailed in figure 3 below; there was additional work conducted which will also be shown.

Overall Data

	Number of Sessions	Activity Hours	Administration Time	Travel Time	Total Hours	Number of Parents/ Beneficiaries
EPP	5	25	15	5	45	41
CB	5	15	10	5	30	41
Parent Carer Hub	6	15	0	5	20	20
Themed Workshops	4	12	8	0	20	21
Pinpoint	5	0	0	0	0	12
CETR	39	192.5	39	48	279.5	39
Information Stands	19	64	19	19	102	206
Focus Groups	5	10	6	3	19	35
Schools Offer	9	9	7	5	21	44
Breakfast Meetings/ Coffee Mornings	14	51	27.5	22	100.5	97
Conference	1	6	30	2	38	93
Facebook Polls	16					195
Surveys	9					253
Family Based Trips/ Activities	18	76	45	12	133	1018
Strategic Meetings	117	270	106	78.5	454.5	5

Fig.3 Grant funded work for 2019 to 2020

Additional work

	Number of Sessions	Activity Hours	Administration Time	Travel Time	Total Hours	Number of Parents/ Beneficiaries
Community Litter Pick/ Other	11	45	15	15	75	277
Hall Hire	408	965			965	1189
Caravan Hire	92					349

Fig.4 Additional work for 2019 to 2020

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

Staff Hours – 6871

Volunteer Hours - 1717

BGL Hours – 416.5

Total Hours = 9004.5 (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 £10.88 p/h

CAMHs WORK

Predicted CAMHs Work Data (No Change from 2018 to 2019)

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 2018/19 to 2019/20

	Actual Sessions		Actual Hours		Actual Parents	
	18/19	19/20	18/19	19/20	18/19	19/20
EPP	4	5	40	45	30	41
CB	4	5	25	30	21	41
HUB	6	6	29	20	8	20
CETR	38	39	311	279.5	28	39
Total	51	55	405	374.5	97	141

Fig.6 Actual data for CAMHs funded work

2018/19 Funding

Actual Grant Funding - £30,850.00

Total Hours – 404

Number of parents – 97

Funding/ Hours - £76.17

Funding/ Parents - £318.04

2019/20 Funding

Actual Grant Funding - £30,775.00

Total Hours – 374.5

Number of parents – 141

Funding/ Hours - £82.18

Funding/ Parents - £218.26

From a cursory look at the data between 2018 to 2020 it can be seen that there was more value for money delivered under the grant in 2019/ 20 and there were more sessions delivered and beneficiaries supported.

In a move away from previous reports the following section is written by the FVP lead trainer and can also be viewed as a standalone report. The focus of this next section is training delivered by FVP which encompasses the EPP/ CB training.

Training

Family Voice, as part of their work deliver training courses to the parent-carer population in Peterborough. This lies within our ethos of empowering parents so that they are able to be the very best advocates for their children with Special Educational Needs and/or Disabilities. For the past four years we have been delivering the Expert Parent Programme. This initially began as a pilot version in 2016 and since that time we have been delivering it in the city for free to provide parent-carer's with the skills and knowledge to navigate the NHS systems and to know the rights of their children with Special Educational Needs and/or Disabilities. The programme was developed by the Council For Disabled children and we have approved trainer status for Peterborough and Cambridgeshire. The delivery of the Expert Parent Programme within Peterborough is going from strength to strength and this year has been our best so far, with more parents reached and attended than previous years.

Alongside the Expert Parent Programme we all offer parent-carer's the Challenging Behaviour Workshop. This began life in 2015, as part of a pilot developed by Dr Venkat Reddy. The Behaviours that Challenge course was delivered as three separate programmes aimed at parents of children with diagnosed or suspected ASD, ADHD and Learning Disabilities. This was part of the offer that the CPFT were rolling out to help support parents who were concerned by their children's behaviours and were in the process of seeking a neurodevelopment assessment for their children. Later the same year the Early Help Assessment was rolled out and the Behaviours that Challenge course was delivered in the city by practitioners within the Child Development Centre. By the summer of 2017 Family Voice were informed by the CPFT that they would no longer be providing this service so they trained members of FVP in the programme so we could deliver it to the community and this vital service would not be lost. FVP have been delivering the Challenging Behaviour Workshop since the autumn of 2017 and it is a very popular course.

Expert Parent Programme

The Expert Parent Programme is an excellent course that provides parent-carer's with a great deal of practical advice and information that can support them to achieve the best possible outcomes for their children. It is delivered as a full day workshop and we run this from our Community Centre in Orton Goldhay. Family Voice has been working in collaboration with Barnardo's Children's Centres and this has been a very effective partnership. Barnardo's is delivering the Webster-Stratton Evidence Based Parenting Programmes, as part of the Social, Emotional and Behavioural Pathway. This is the recognised route for parents and carers who are seeking a neurodevelopment assessment for their children. Several members of Barnardo's staff have attended the Expert Parent Programme and because of this they are able to signpost parents to the course. This has meant that the numbers of parents who are attending the course has grown significantly in the past year.

EPP Total Participation 2019-20

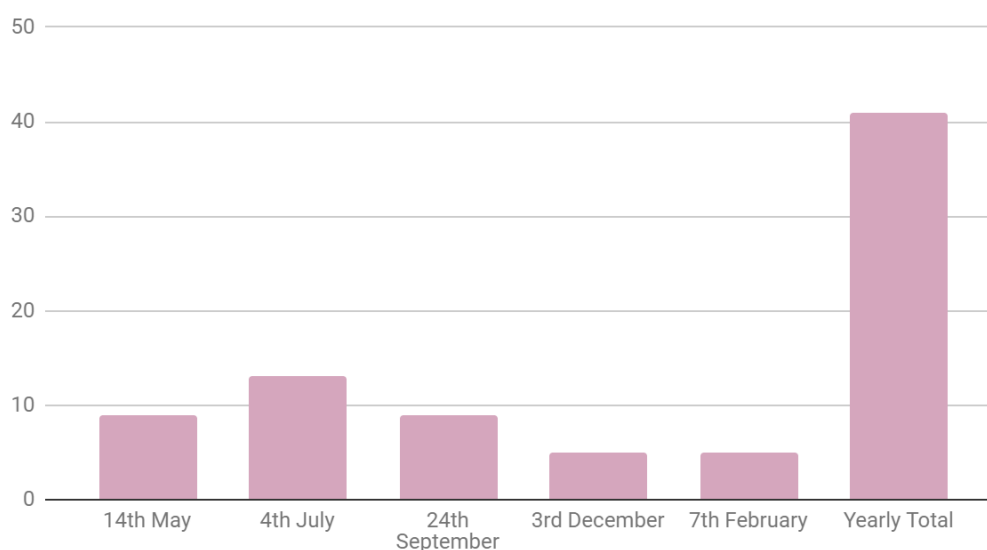


Fig 7. EPP Total Participation Figures for 2019-20

In this past financial year we have had 41 parents complete the course. This is an improvement from the previous year where we only had 30 parents who completed the course. As the table above demonstrates we delivered a total of five courses over throughout the financial year 2019-20. The table below will show the data over the previous three years of EPP delivery.

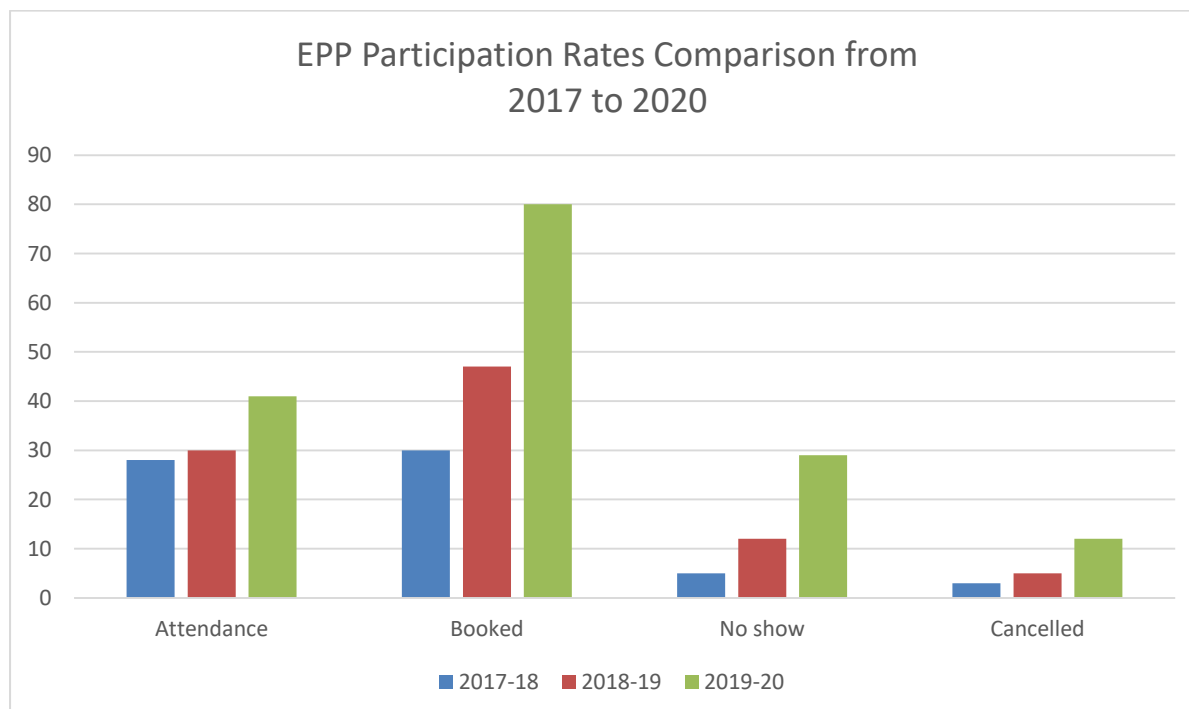


Fig 8: EPP Participation Comparison from 2017 to 2020

What we can see from this chart is that year on year we are increasing the number of parents that are signing up and participating on the Expert Parent Programme. From 2018-19 and this financial year we have seen an increase of 33 parent-carer's book onto the course. We have

had an increase of 11 more parents attend the course this previous year. This rise in parental interest and participation in the EPP is down to the successful partnership that Family Voice has established with Barnardo's and their Evidence-Based Parenting Practitioners. Figure 3 below shows the data of how many parents had booked on to the course verses how many parents showed on the day and completed the course.

EPP Participation Number Per Session 2019-20

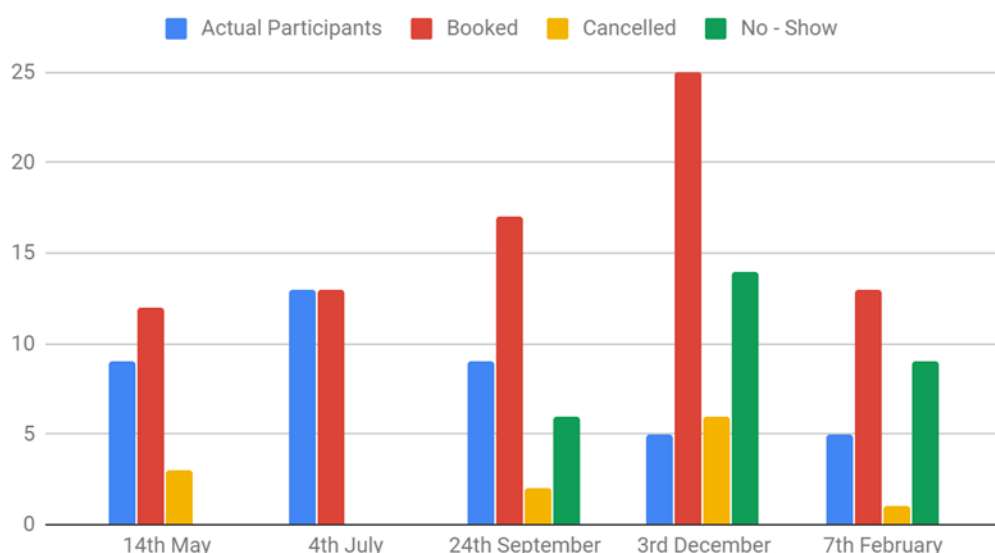


Fig 9: EPP Participation Rates Per Session 2019-20

The graph above clearly shows that there is a trend towards the end of the year where there is a high rate of non-attendance. These were exceptionally high in December and February, this could be put down to Christmas and the beginning of the year slump. FVP has made endeavours to maximise participation by calling parents the week before the training to serve as a reminder as well as to anticipate whether there is likely to be a high dropout rate. This does not appear to have any bearing on the drop-out rates as the table demonstrates. It needs to be borne in mind that we are delivering this course to parent-carer's and this means that may be more so than other populations their daily circumstances and ability to participate will be more likely subject to quick change.

Parental Feedback

At the end of each course we seek parental feedback, as a way of being able to gauge the efficacy of the course and to be able to engage in some self-reflection about what is working and what is not working. The chart below gives a good visual representation of the feedback that we have sought in regard to the course outcomes. The feedback form that we use has not been designed by FVP but is the standardised one used exclusively for the EPP. In Appendix 1 you will find the questions that have been asked of the participants. The questions use a five-point scale from strongly agree through to strongly disagree. The data below demonstrates that the EPP is very positively received and experienced, as in the past year not one single person has felt that the course did not reach its intended outcomes. The vast proportion of parents are scoring that they either agree or strongly agree with the statements in Appendix 1.

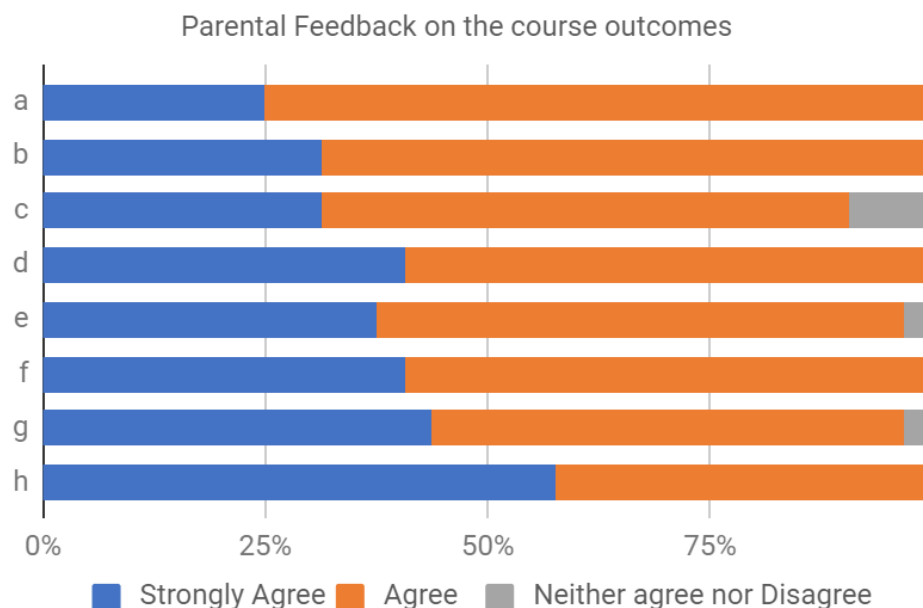


Fig. 10: Parental Feedback on Course Outcomes 2019-20

Alongside the statistical analysis we also like to be able to hear what parent-carer's are having to say using their own voice so we ask for written feedback. Here is a selection of some of the things that parents had to say about the Expert Parent Programme and how it has helped them.

Something you've learnt today:

Understanding children's needs and rights, where to go to get help for desired outcomes.

Legality, laws, support networks. How to push the system and who to turn too.

So much about everything I've struggled to find before.

Useful resources. Importance of going prepared to meetings and knowing what you "need" for your child.

What worked well for you today:

Better understanding to develop my child's potential, offer adequate support to build child's confidence & development.

Gained confidence that I will be able to move forwards.

Learning more about the health care system and information. Council for Disabled Children website.

What didn't work well for you today:

Offer as a late afternoon/evening course. A tricky one, but sometimes the chit chat and "sharing" overtakes these kind of workshops as everyone has their own story.

I wish there had been more time for parent/carers to share their experiences/concerns. We did squeeze in some time for this but there could have been more time.

Childcare, getting here, it was too early if I had to get the bus.

Nothing that hasn't worked well for me just waiting on a diagnosis.

Something that I will do as a result of today's session:

Go back to GP and school with more information regarding my child.

Be realistic of my expectations.

Be prepared for any outcome that may come from this.

I will put into practice what I have learnt today and help my children for their better wellbeing and education development. The way I have led to help my children might not have been that effective. So this course has been a great tool to aid me to achieve my desired outcome for my children. Thank you very much xx.

Additional Comments:

Look further into my rights for myself and my child and to make sure I am more prepared for appointments going forward.

Engaging presenter kept course on track. Knowledgeable.

Very good, well facilitated, good encouragement of parent participation.

Lots of useful information to move forward.

Challenging Behaviour Workshop:

The Challenging Behaviour course is a three-hour workshop that has been delivered by Family Voice since August of 2017. Since that time, we have reconfigured the workshop and now deliver it as a single course aimed at parents who are experiencing behaviours that challenge with children that may be displaying difficulties with social communication and inattention. We took this decision because many children with attentional and social communication difficulties have a lot of common issues, as comorbidity when it comes to these conditions is extremely high. It was also felt that this would be the most cost-effective way of being able to deliver this service to the community.

This year has been a good year for the Challenging Behaviour Workshop, as Figure 4 below demonstrates. We experienced a particularly high booking rate with 80 parent-carer's registering to attend this course through this financial year. We can see at the beginning of the financial year we had full attendance but towards the latter part of the year the booking rates remained high, however, we experienced a high drop-out rate. Several factors could account for this 1) the October low rates could be due to children not long being back at school and issues arising that parents need to attend to 2) the late November course could be bad timing due to its proximity to Christmas. We can see that in February the engagement rates were on an increase once again.

Challenging Behaviour Participation Rates 2019-20

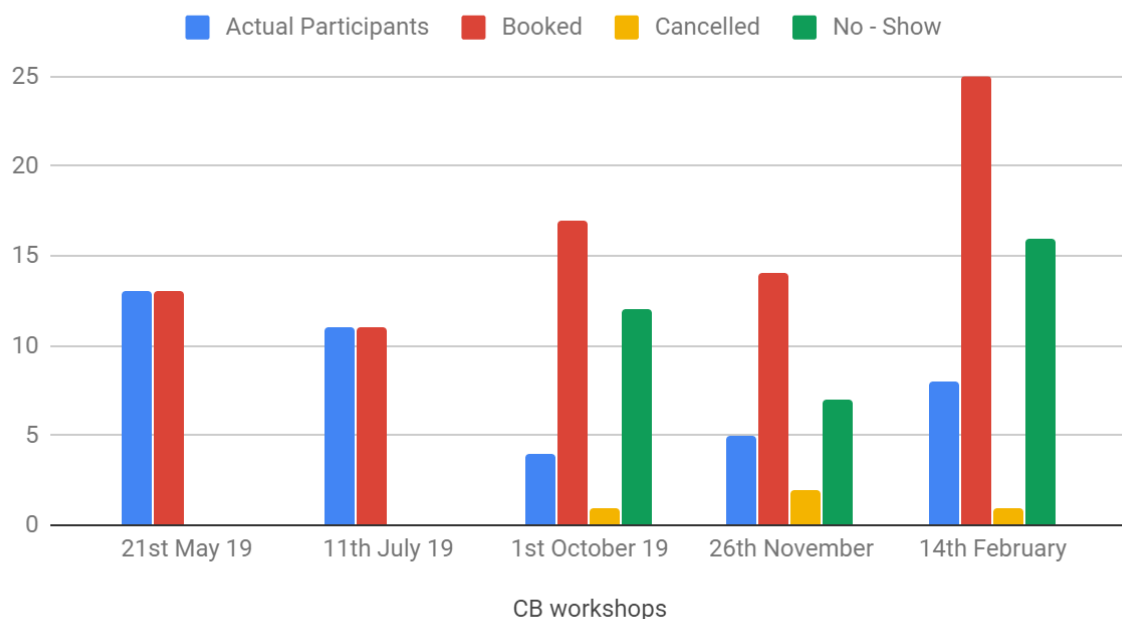


Figure 11: CB Participation Rates 2019-2020

The drop-out rate for the course is something we need to keep a close eye on, and this will be something that we are seeking to find solutions for in the coming year. It is still worth celebrating that Family Voice is managing to reach and train more parents each year. The graph below shows a comparison of participation rates from when we began delivering the course in 2017 until the end of the 2019-20 financial year. We have increase on our participation rates in the past year from 24 to 41 parents trained, this is an increase of 17

parents. This is 17 more parents that feel more supported and able to manage their child's challenging behaviour.

Challenging Behaviour Workshop Participation Rates from 2017-20

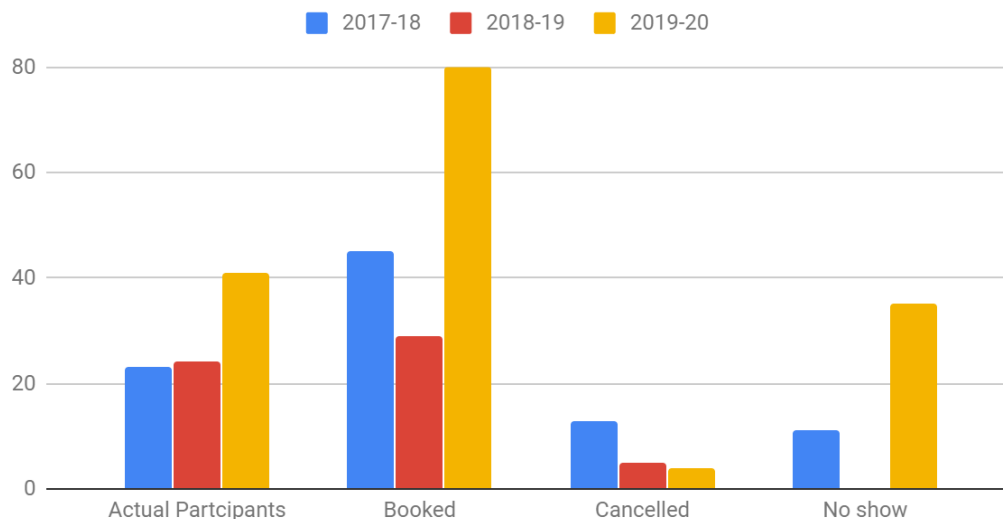


Fig 12: CB Participation Comparison Rates from 2017-2020

Through delivering the Challenging Behaviour workshop Family Voice has trained 41 parent-carers but we have also supported 83 children within Peterborough in the process. Figure 6 below graphically shows the break down of this data. Of these 83 children 51 were reported by parents to have a Special Educational Need and/or Disability.

Number of children supported by CB Workshop 2019-20

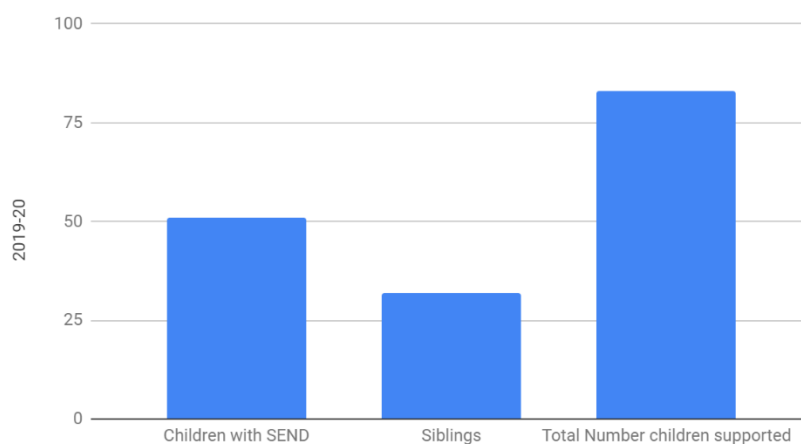


Figure 13: Number of Children Supported by the CB Workshop 2019-20

Parental Feedback:

At the end of each Challenging Behaviour Workshop we seek parental feedback in order that we can assess the efficacy of the programme and identify areas of strength, as well as what we could do to improve the course in the future. In Appendix 2 you will find a copy of the feedback that parents fill out and the questions we ask. The graph below displays a visual representation of parental understanding of the topic at the beginning and end of the workshop.

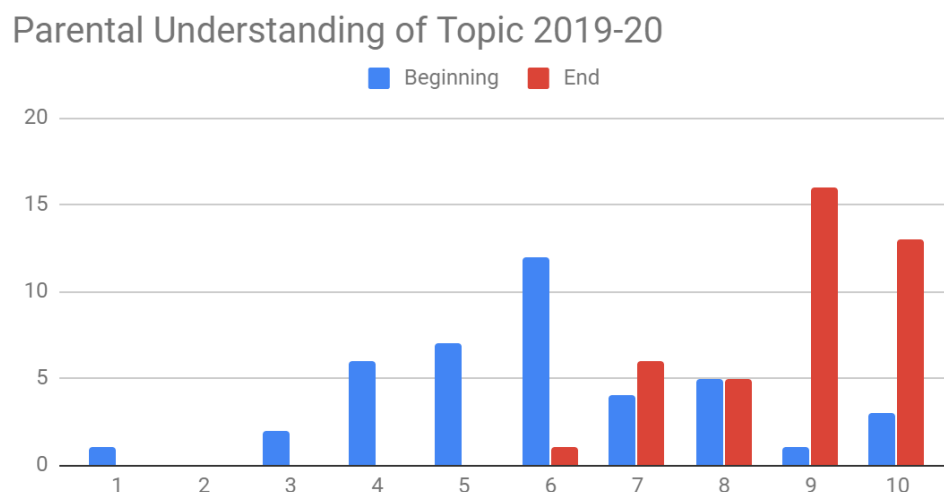


Fig 14: Parental Understanding of Topic 2019-20

Figure 14 demonstrates that parents have a differential spread of their familiarity with the topic, with the majority scoring themselves as 6 or below. However, we can see that by the end of the course that most parent-carers are scoring themselves, as a 9 or 10 in regard to understanding their child's challenging behaviour. Figure 8 below is the self-reported data from parent-carers on their confidence levels in being able to manage their child's challenging behaviour.

Parental Confidence at Beginning and End of Course 2019-20

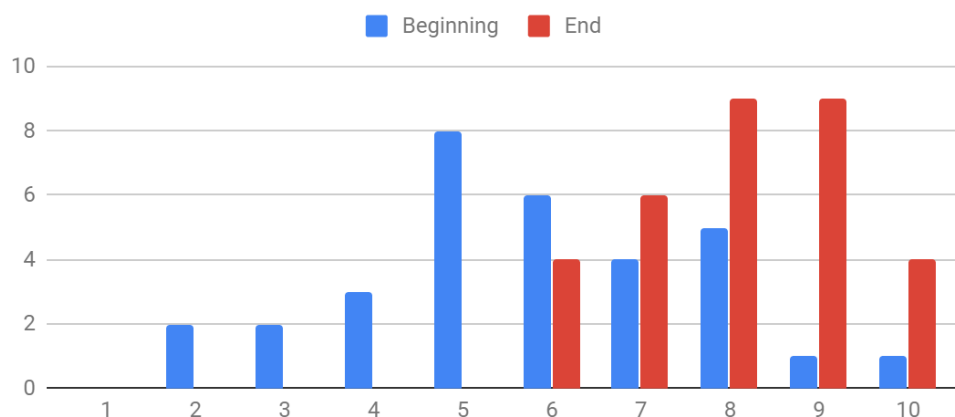


Fig15: Parental Confidence at Beginning and End of CB Workshop.

We can see from the data that again parents have differing levels of confidence at the beginning of the course when it comes to managing their children's challenging behaviour. There is a cluster around 5-6 that is larger than rest but again we can see that by the end of the course parent-carers confidence in their ability to manage their child's challenging behaviour has increased. These two sets of data would suggest that parents who complete the Challenging Behaviour Workshop leave with greater levels of knowledge and confidence in managing their child with SEND's challenging behaviour.

What parent's say about the Challenging Behaviour Workshop:

Alongside the statistical analysis it is important to capture the voices and experiences of parent-carers. It is only through this style of feedback that we gain an insight into how the courses we provide impacts upon parents and what we could do to improve our practice. The section that follows is a small selection of the written feedback that we have collated in the past year of delivery. What you can see is that the Challenging Behaviour Workshop is overwhelmingly positively received with the biggest criticism that it level at the course is that it is not long enough. This is a hugely positive statement, as it demonstrates that parent -carer want more of what it is being delivered. Family Voice is considering extending the Challenging Behaviour Workshop into a full day course and this will be part of our action plan for the coming year. It is worth bearing in mind that the topic of Challenging Behaviour is a vast subject and evidence-based parenting programmes are delivered two-hours per session over 10-12 weeks. The Challenging Behaviour Workshop is not designed to deliver on the same outcomes of an evidence-based parenting programme and cannot be used to access the social, emotional and behaviour pathway.

What was the most useful part of the workshop?

Consequences of challenging behaviour and understanding behaviour during meltdown.

What my child is actually understanding, what is choice and what is not

Everything helped with others saying there difficulties too.

All well delivered. Compassionate, non-judgemental.

Understanding how to manage the behaviour.

Which parts of the workshop were least helpful?

Already know what autism is but was still useful to recap.

More time lol but a lot of (positive) delivered in a relatively short time.

Not long enough to get all needed.

Not keeping to times and getting a break. Needs to be longer than 3 hours.

What could have been done better?

Shut down the one lady who monopolised session.

A longer session.

Longer time, more sessions, more working through behaviour examples and possible strategies parents are experiencing.

Longer more in-depth course.

3 hours is not long enough during this course parents want to ask questions and gain further support however there is not the time. (not all questions could be answered but many could)

Any Additional Comments?

Thank you, very helpful, empowering courses.

Love your groups N.....! Looking forward to attending more. Thanks for listening and supporting. Thank you for being honest as a parent as well as a professional.

Very good - learnt a lot today. Thank you.

Really enjoyed today's workshop. I've got a lot from it, learned some new things. Really like N's delivery & approach.

SEND DATA AND SCHOOLS ENGAGEMENT

The SEND Data is broken down into themed workshops, focus groups, schools meetings, schools offer 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	5	35
Workshops	4	21
Schools Meetings	15	96
Schools Offer	9	47

Fig. 16 Total number of sessions and attendees across types of work

Workshop Attendance

There has been an overall 100% attendance rate from the numbers who booked to attend.

Booking and Attendance Data

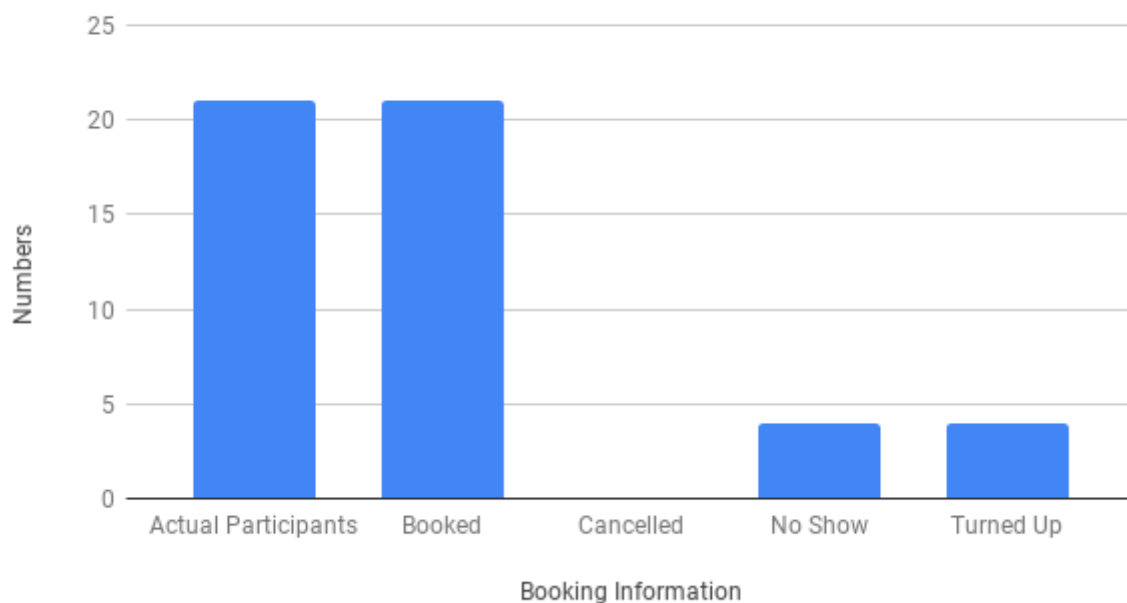


Fig. 17 Overall booking and attendance data across workshops

The least popular workshop was for Carers Assessments as demonstrated by fig. 18 below.

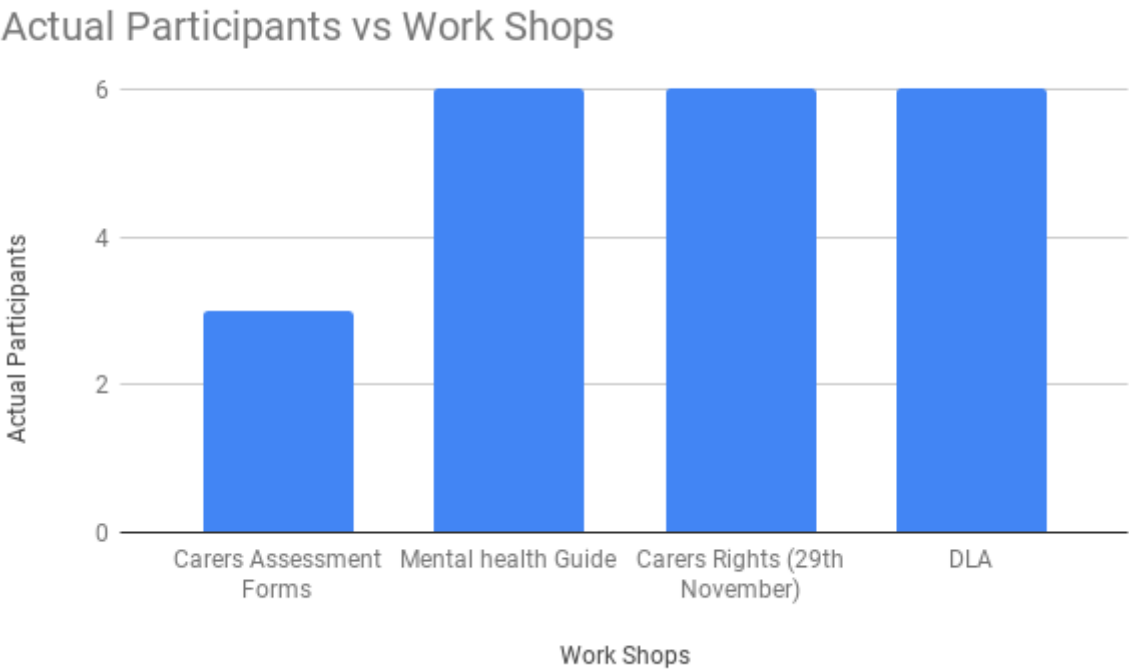


Fig. 18 Attendance across each workshop

Focus Group Attendance

There has been an overall attendance rate of 102.86%. The most popular focus group was the family fun day themed session covering short breaks.

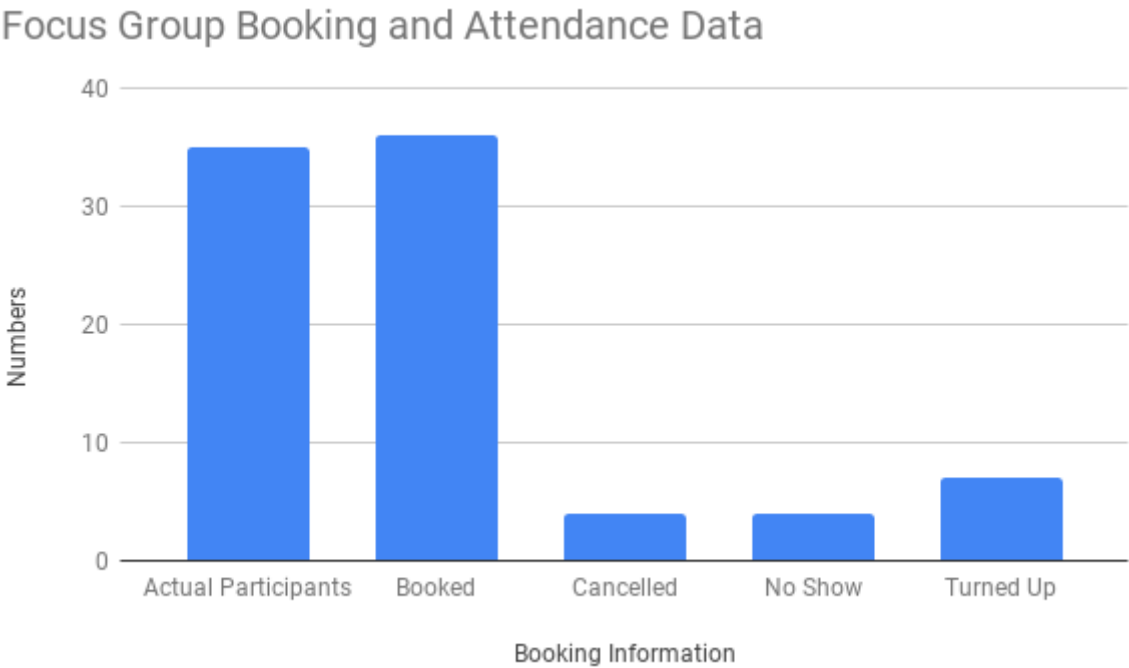


Fig. 19 Booking and attendance data for focus groups

Actual Participants vs Focus Groups

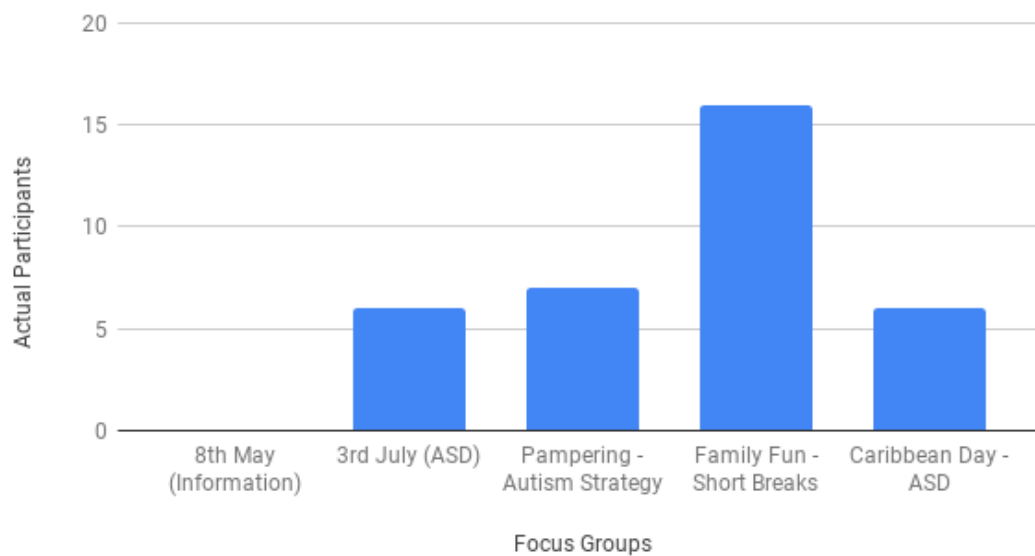


Fig. 19 Attendance across specific focus groups

The preferred focus groups and workshops appear to suggest that practical support and information specific to ASD are foremost in parent carer's minds.

Schools Engagement

Schools engagement has continued with attendance at coffee mornings and work has taken place in the development of a schools offer, the details of which are available in a full report on the web (www.familyvoice.org). Overall between the general work and offer there has been engagement with over 10 settings across 24 sessions with 143 parent carers.

Online Participation Methods

Facebook Polls

As reported in last year's annual report 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.

The chart below (Fig.20) shows two popular themes relate to ASD needs and information/ communication. This is very much the same as the choices relating to preferred focus groups and workshops.

Resonses over all and individually to a range of Facebook Polls

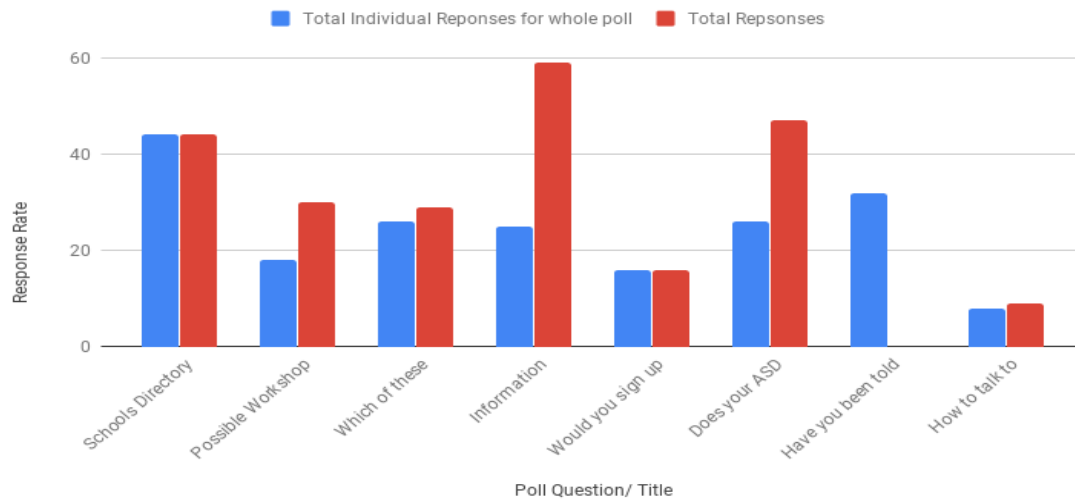


Fig.20 Facebook Poll Response Data

When looking at the Facebook Poll relating to what forms of information are required the responses show that short breaks is a popular area, which matches the popularity of the short breaks focus group.

Information Required

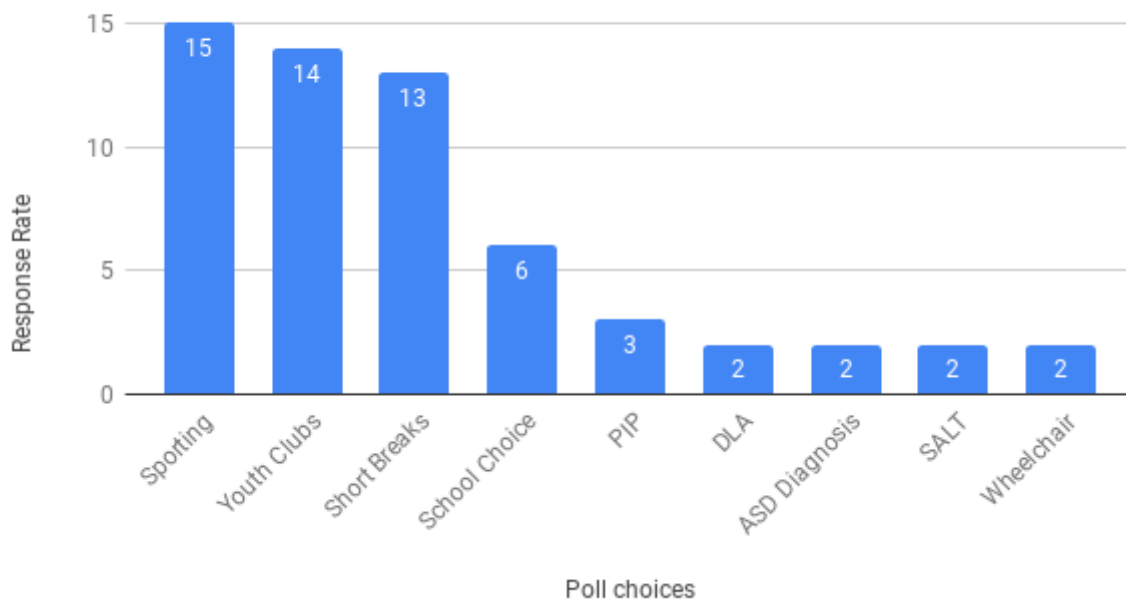


Fig.21 Preferred information requirements

Online Surveys

Survey Title	Survey Response Rate
SEN Info Reports	17
Tol (Info & Comms)	16
PfA	10
ASD Needs	14
Childcare and SEND	32
Community Equipment Provision	11
PFA Independent Living	7
End of Year	52
Covid-19	94

Fig. 22 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 9 surveys completed in 2019 to 2020 with one directly informing the offer of support to families. The main end of year survey a follow is a combined version of the previous year's end of year and OFSTED/ CQC surveys. The response rate is fairly comparable and as in previous such surveys the main themes that have emerged relate to issues around information sharing/ communication, ASD needs and practical support.

Annual Survey

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; still dissatisfaction with education, but some improvement detected; poor information sharing and communication still an issue and positive experiences occur where this is improved; dissatisfaction still exists with social care especially in relation to changes to social work/ case worker and health services are not person centred enough.

Finding 1: Still dissatisfaction with education, but some improvement detected

Answer Choices	Responses
Nursery/ Pre-school	5
Mainstream Primary	16
Mainstream Secondary	12
Special School	8
Home Educated	1
Academy Secondary	5
Academy Special School	2
Further Education/ Post 16 Institution	2
Independent Setting	1
Total	52

Fig. 23 Educational setting attended by CYP

“The Majority of children and young people represented attend a mainstream school, nursery or post-16 setting within Peterborough, with ten children/young people attending a specialist setting. This is in contrast to previous years, where the majority of respondents had children in specialist schools.” (Excerpt from full report)

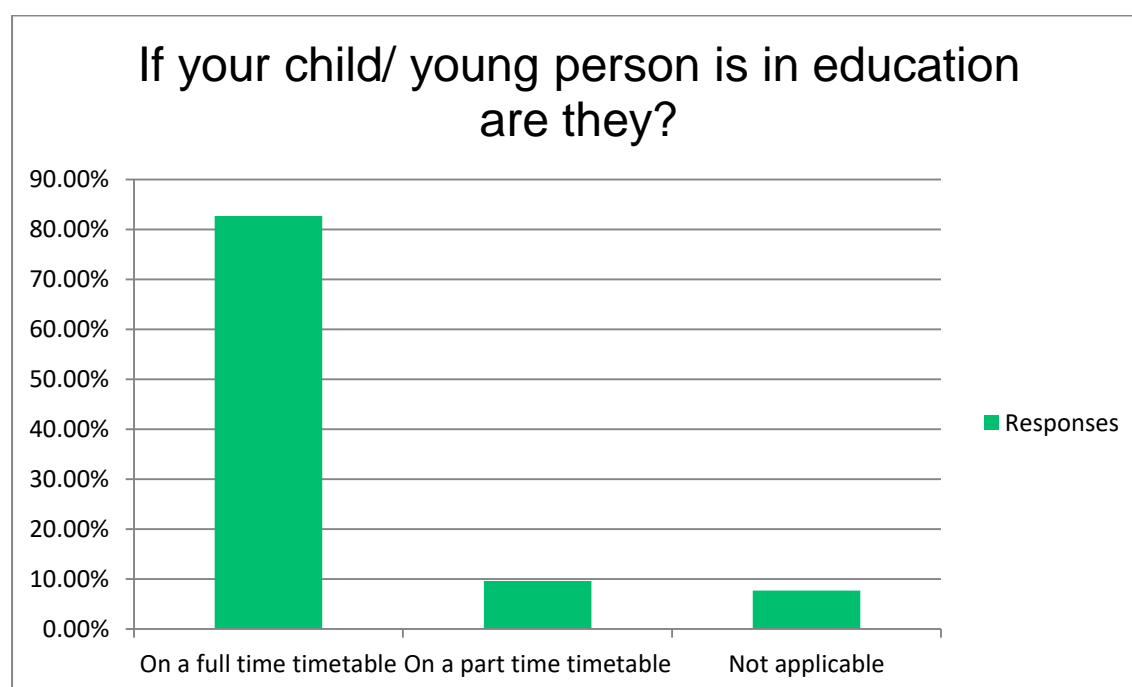


Fig. 24 Educational status of CYP

Of those children represented, five were receiving educational provision on a part time basis. Given that part time timetables are intended to be used purely as a short term measure to enable children to build up to full time attendance, this number is relatively high. Parents are reporting to FVP within other avenues of participation that part time timetables are being used as a form of behaviour management, and that children are often without full time education for extended periods of time. Parents also report that they are unaware that

accepting a part time timetable is optional and that if they do not agree they can request their child receives a full time education..... (excerpt from full report)

Further evidence of finding 1 can be seen when conducting a cursory review of data from 2018/ 19 and 2019/20 as seen in the following chart.

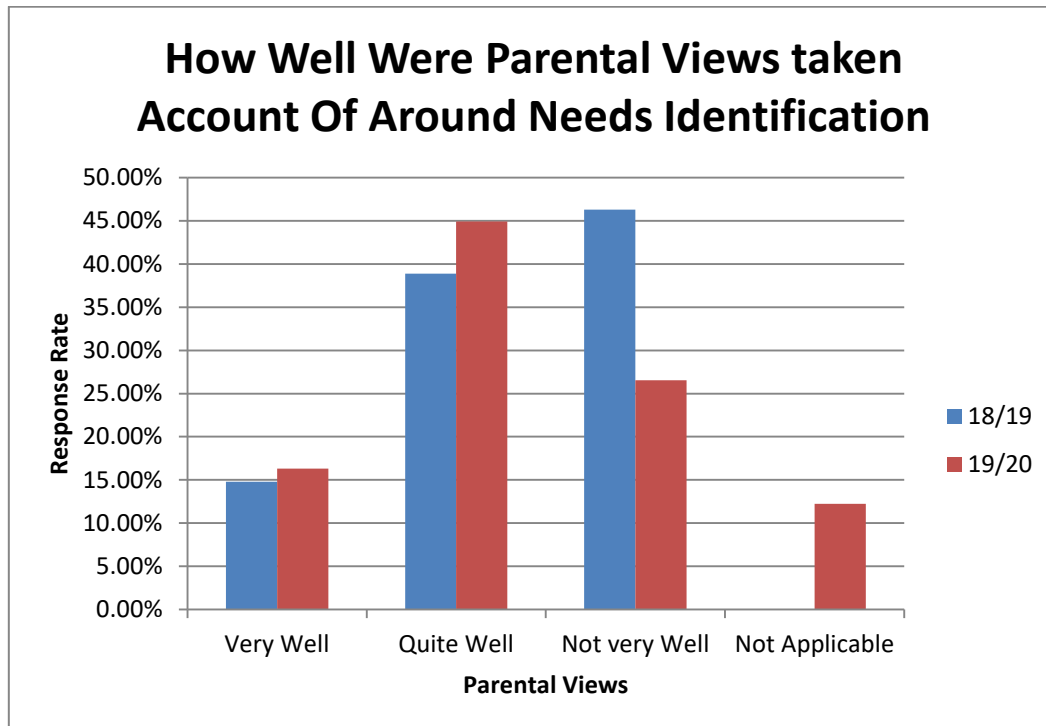


Fig.25 Comparison data sets 18/19 and 19/20 (Views)

When looking at the data sets it can be seen that there is a small increase in the numbers feeling that their views were considered and a decrease in the numbers feeling that their views were not considered very well. This change is matched when also comparing the responses to the question relating to question of how well needs had been identified.

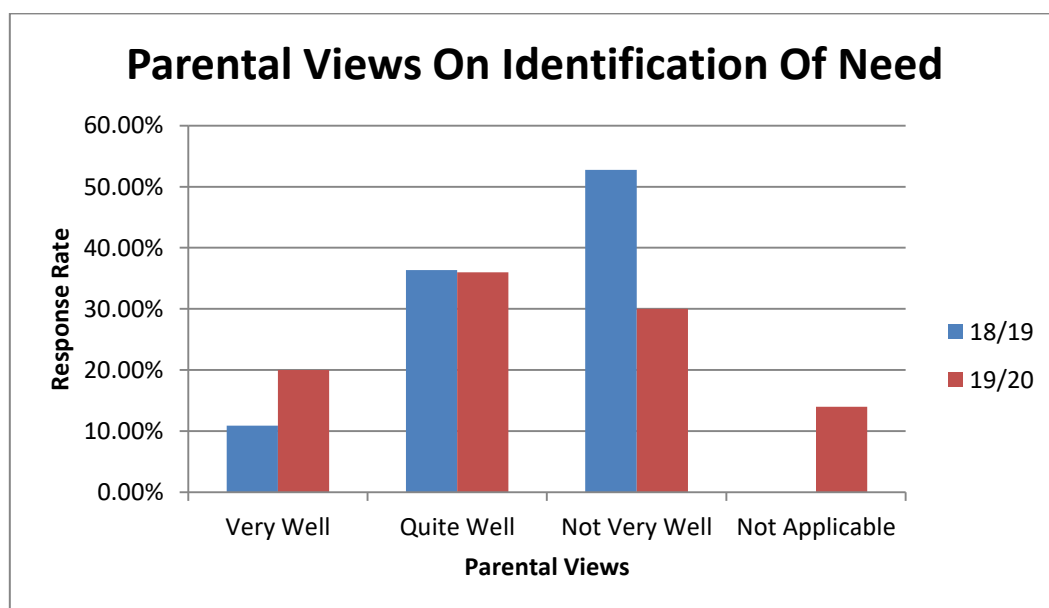


Fig.26 Comparison of data sets 18/19 and 19/20 (Needs Identification)

It is important to mention here that the surveys were completed anonymously and they may have had different respondents so a direct comparison is not possible, but it does go to show that there is not a static view of education and any dissatisfaction recorded varies across time and people.

Finding 2: Poor information sharing and communication still an issue and positive experiences occur where this is improved

“In order to comply with their statutory duty, Local Authorities must publish a co-produced Local Offer, containing all information pertaining to SEND services within their boundaries, as well as any information containing provision which may be relevant further afield. Peterborough has a well developed Local Offer website, which contains all required information, and yet parent carers are reporting that they still do not feel adequately informed.” (excerpt from full report)

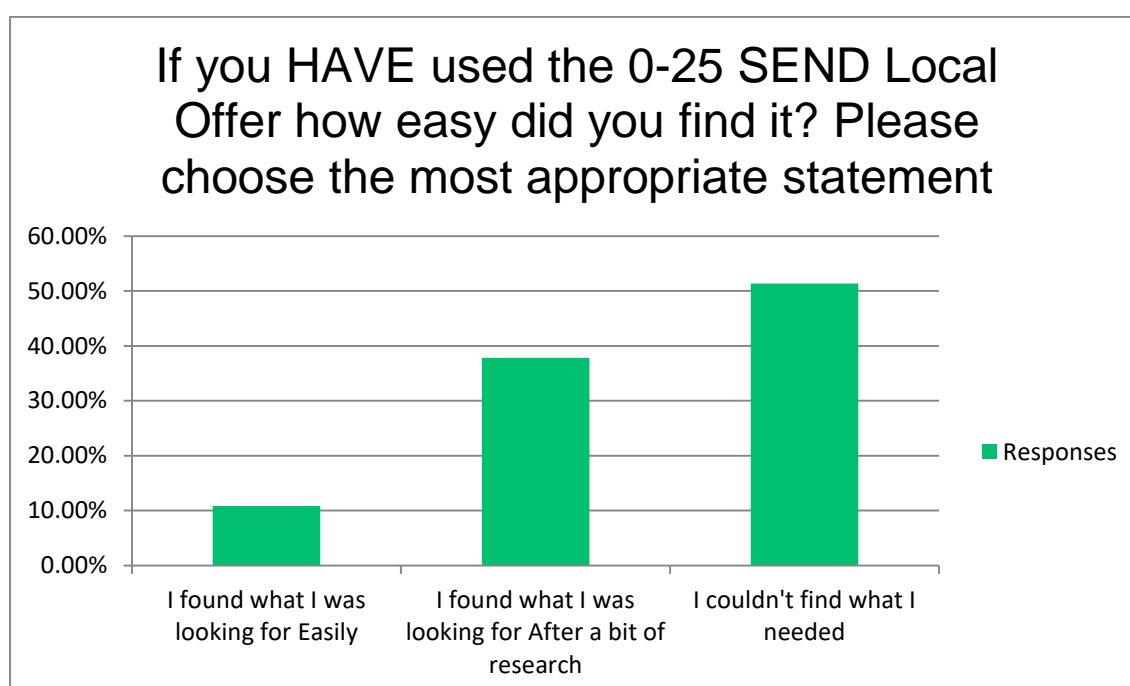


Fig. 27 Ease of access for information on the Local Offer

“Within this survey, parents were asked to select the option which best fit their experience of using the Local Offer. Only 10% of respondents declared they found the Local Offer easy to use, and were able to easily find what they were looking for – with an additional 38% able to find information after researching further. Over 50% of respondents using the Local Offer were not able to find the information they wanted at all. FVP have worked closely with Peterborough’s Local Offer team, to co-produce its layout and content: including two workshops for parents at their October annual conference – during which parents shared ideas on buzzwords that they would often search for when looking for information. Shortly before lockdown Peterborough also launched its new Local Offer post cards – hand outs containing information on the website, along with useful contacts for parent carers.”(excerpt from full report)

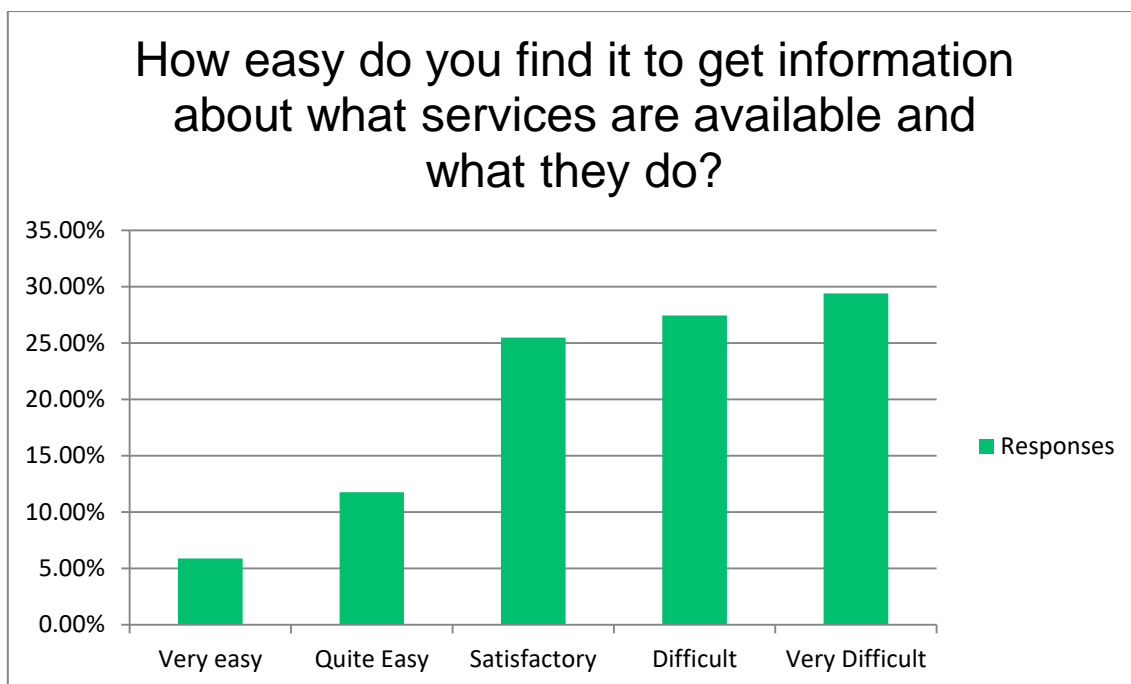


Fig. 28 parental ease of finding service information

“Parent carers were asked to rate how easy they found it in general to get information about services and what they do. 57% of respondents declared they found this task either difficult, or very difficult. The reasons for this may be a mixture of lack of knowledge regarding the Local Offer, issues with ease of finding information on it, and an underlying lack of awareness of what services are available initially – it is difficult to find information on a service that you do not know exists.”(excerpt from full report)

A rough review of the data gathered as mention above alongside the data from 208/ 19 data sets shows an increase in dissatisfaction with being able to access information. This would match the views of parent carers in the OFSTED/ CQC SEND inspection that information was hard to find, patchy and confusing.

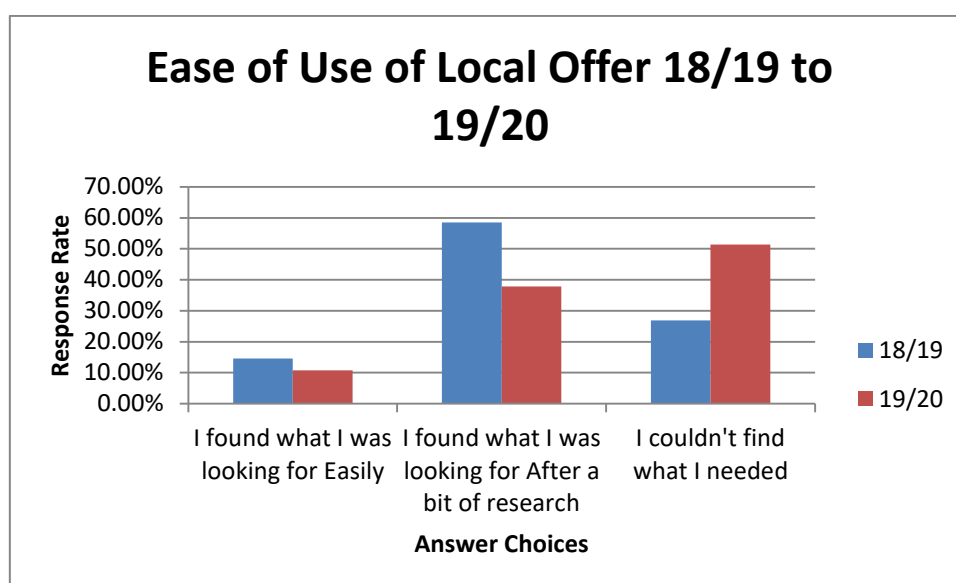


Fig. 29 Review of data across years 18/19 and 19/20 (Use of LO)

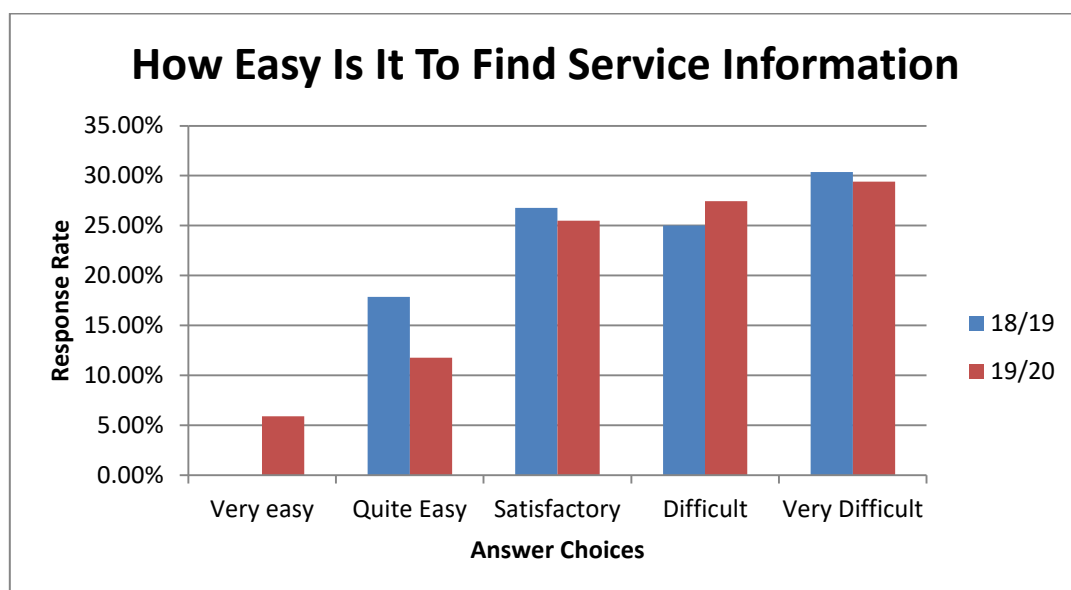


Fig. 30 Review of data across years 18/19 and 19/20 (Finding Information)

The chart above also shows a decrease in ease of finding information and an increase in difficult between years.

Finding 2: There is still dissatisfaction with social care but some change

The annual survey highlighted Preparing for Adulthood (PfA) as an area to focus on, based in part on one of the key areas of concern from the OFSTED/ CQC SEND inspection concerns and a particular focus in the WSoA. The findings suggest issues persist in part due to lack of information and support especially around transition points.

	Adult Social Care	Children's Social Care
Average rating, where 1 is very poor and 5 is very good	2.6	2.9

Fig. 31 average ratings of adult and children's social care by respondents

"Social care remains an area of contention for parent carers. This is largely due to instability within the Peterborough social care team – with parents reporting social workers changing frequently, coupled with poor communication and information sharing. Average ratings out of 5 as displayed above show a medium level of satisfaction with both adult and children's social care....(excerpt from report)"

What parents said in response to the survey questions

*"Lots of changes in social worker - 3
 "Lots of changes in social worker - 3
 in 6 months at one point. SW
 overloaded and response slow."*

“Unfortunately we were not made aware of the 0-25 team and only stumbled across it by chance in conversation with others. We have asked why our young person wasn’t referred for help and support sooner via an assessment to find out if he met the criteria, but have received no response. We honestly feel that either the social worker wasn’t aware of what they did, or did not accept the level of his additional needs.”

“SW who advised while my daughter was a child had no idea about adult services and didn't seem able to find out. was very upsetting at the time. New social worker and a lot of hard work on my part and my daughter has a better quality of life and options than when at school - but it demands considerable effort on my part to bring it all together”

Again being able to review data sets across years enables any changes to be seen, as follows:

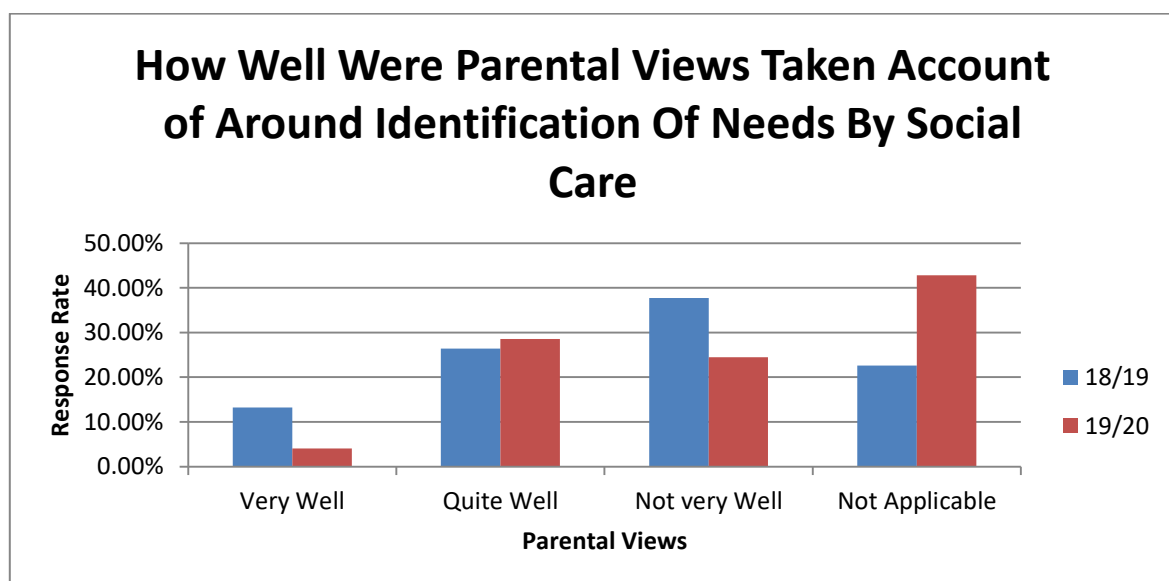


Fig. 32 Review of Data 18/19 to 19/20 (Social Care and Parental Views)

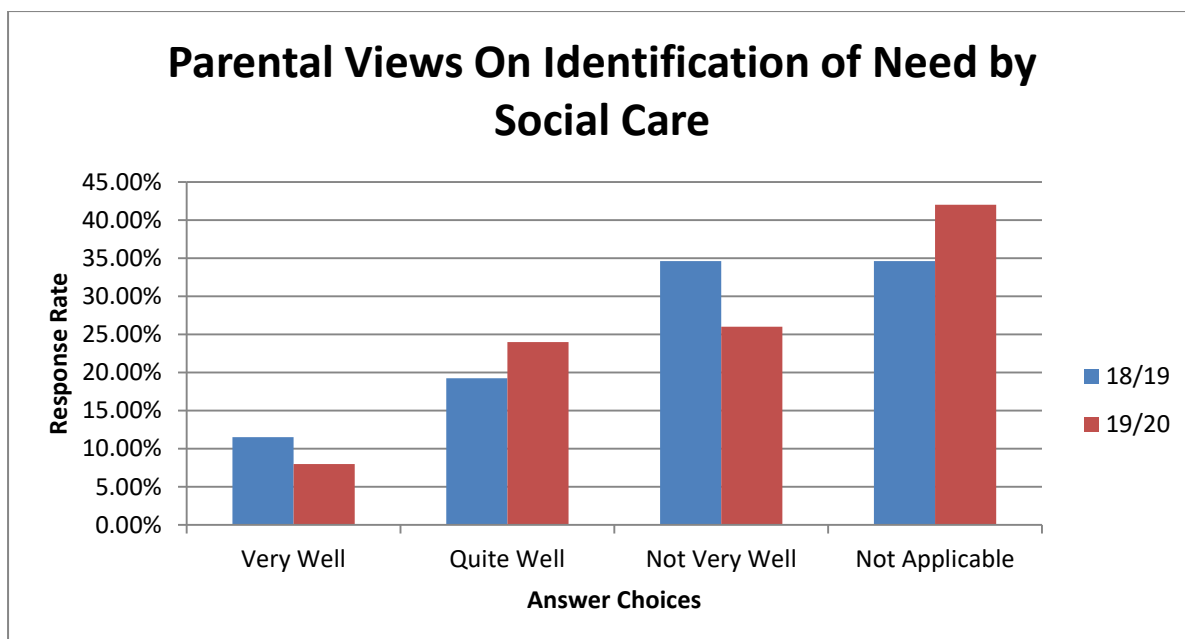


Fig. 32 Review of Data 18/19 to 19/20 (Identification of Need by Social Care)

Generally when comparing the data sets demonstrated in figures 31 and 32 it would appear that the levels of dissatisfaction are changing, in a slightly positive direction. This fits with some of the findings of the annual survey report.

Another point to make here is that the evidence has potentially been gathered from a different cohort as evidenced by the number of respondents who have children in mainstream settings in 2019/20 compared to 2018/19 meaning they may be less likely to have social care input. If looking at the figures it is clear in 2019/20 more respondents selected not applicable as their choice meaning they had no social care input.

Finding 3: Health services are not person centred enough.

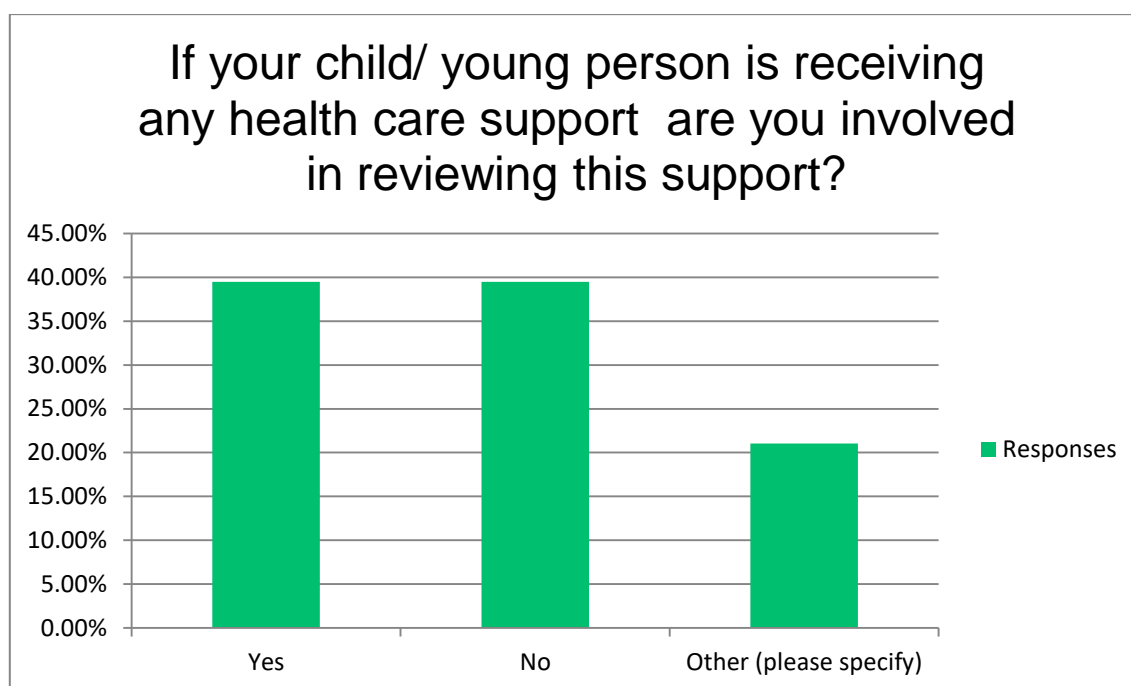


Fig.33 levels of parental input in reviewing health care provision

There is an expectation that parent carers and young people will be involved in setting their health care targets, and reviewing the provision set out. Of those responded, 40% declared that they are involved and 40% declared that they are not. Parent carers are reporting to FVP that they feel that there is not enough flexibility within Health Care provision, and therapists deliver set provision as opposed to provision which is individually tailored to meet need, this is reflected in the following comments provided on the survey:

“NHS salt woeful provision. Follow local policy not meeting child needs.”

“Not a practical service. The child is expected to fit within a predetermined service rather than the service child centred”

“NHS SALT and OT only interested in minimising provision. Ignore legislation and their professional integrity.”

If looking at who well parent carers feel their child’s needs have been identified it is also possible to see that there is decrease in positive reporting I this area.

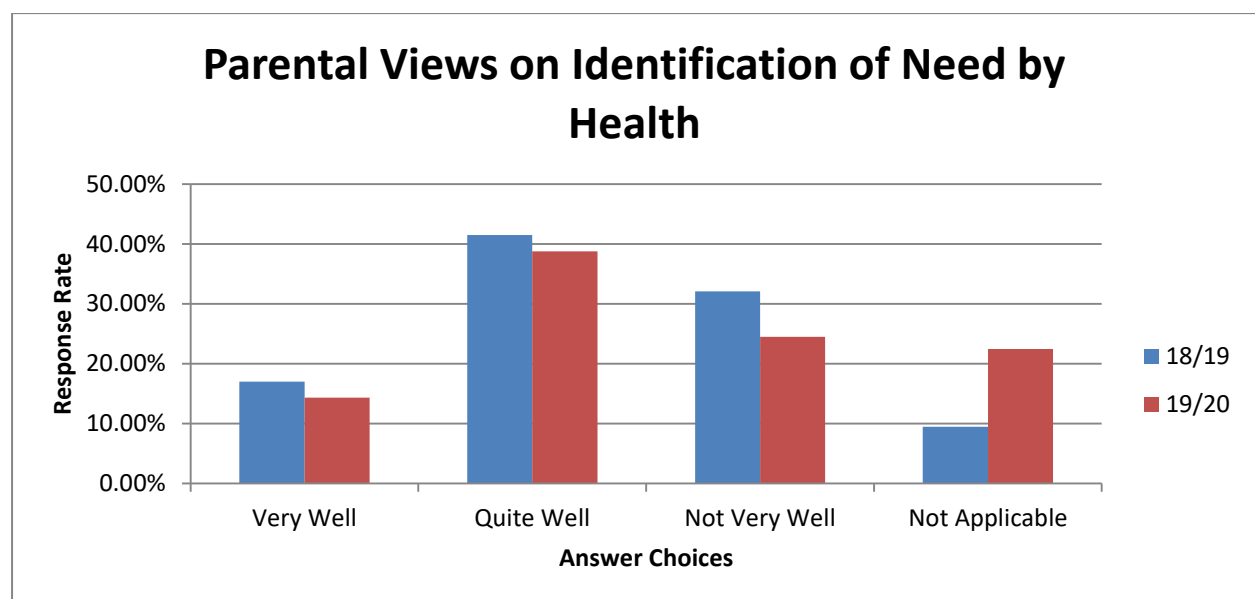


Fig 34. Parental views of health identification of needs from 2018/19 to 2019/20

ASD Needs And Childcare and SEND Surveys

Two more specific small scale surveys conducted looked specifically at what needs parent carers feel children have relating to a diagnosis of ASD and also whether childcare or the lack of childcare specialising in SEND was preventing parent carers from working. Both survey reports can be accessed via www.familyvoice.org/participation.

ASD Needs

The main areas identified by parent carers where there was a lack of support related to continence, mobility and eating. Parent carers reported to having to manage behaviours and find solutions without assistance from services/ professionals. Some of the things parent carers had to say about lack of support and services:

We need support with these issues in the form of appointments, follow-ups, workshops and support groups.

When you ask for help people just look at you and there is nowhere for them to send you or you just get past from pillow to post

like to know what qualifies for the 0_25 group as we don't fit the criteria and would like to have some kind of respite care to give me a break,I would like a break,he hasn't been to school since October so I am responding single for him 24/7,. IAM 75and he is 11.

In summary the parent reps who conducted the survey and wrote the final report felt “*There is a declared gap in support for those suffering with eating issues, with no examples of support received being offered. Support with toileting difficulties is inconsistent - where help is received via the community nurse team this is reported to be very good, but the majority of respondents declared the support they received was either non-existent or not long term and as such have had to resort to purchasing their own pull ups with no guidance for managing the underlying cause of the incontinence. Mobility Support has been declared to be adequate for preschool age children, but then non-existent for school age children. This has left parent carers managing the symptoms of the child or young person’s behaviour via pushchairs or reigns, but without support to treat the underlying issues and work towards improving mobility.*” (Excerpt from full report)

Childcare and SEND

Prevailing themes that became apparent when analysing the results of this survey related to:

1. Issues around childcare providers being unable to meet needs of individual children
2. Lack of training in SEND for childcare providers
3. Cost of specialist childcare
4. Anxiety of either child/ parent at being left with a childcare provider

It is worth noting here that the most common need identified by parent carers completing the survey was ASD and some comments from the survey show that management and understanding of ASD are barriers to community support/ services.

No ability to give my child closer attention when needed. The provider had concerns that my child would be violent and hurt other children. Stated that they had not trained to support my child.

I'm worried they wouldn't know how to manage their behaviour and they get very anxious when not with a parent.

Both my sons had/have Separation anxiety . Due to their additional needs the thought of a stranger looking after them is extremely distressing to them and so much so to the point that it's just easier for me to always look after them myself

Another area discussed in the survey related to covering of childcare costs, especially if these were higher due the needs of the child; it was found that generally it was felt to be unfair for extra fees to be levied based on need

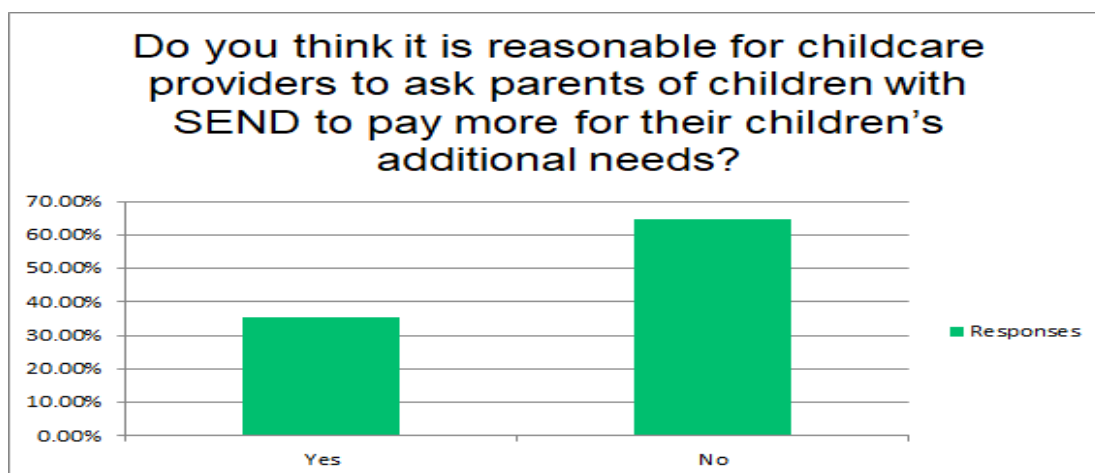


Fig. 35 Childcare Fees For SEND Children

COVID-19 Survey

FVP took the decision to conduct a survey, towards the end of the financial year this report refers to, in direct response to the Global Coronavirus Pandemic now called COVID-19. There was growing anecdotal evidence online and via phone contact of increased anxiety and fears over how families would support their child(ren) especially when the schools were first closed. The survey had a high response rate of 97 in under a week, which possible demonstrates the level of anxiety at the time.

Parents were asked to rate how worried they are about the current pandemic with 1 being not at all worried and 10 being very worried. The responses to this question are displayed above, with 72 respondents indicating their current worry levels were 8/10 or higher. This indicates a high level of concern and is representative of general anxieties and uncertainty currently felt...(excerpt from report)

How would you rate the impact on your well being?

94 responses

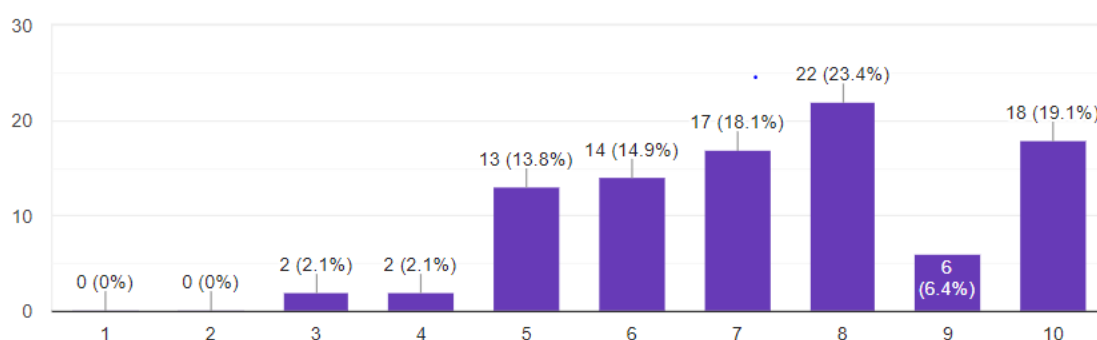


Fig. 35 Covid-19 Pandemic impact on parental well being

Most questions identified anxiety amongst household members and an initial increase in challenging behaviours, especially where the primary need of the child was related to ASD/ SEMH. Parent carers also identified when asked areas where support may be required:

- Enable priority purchasing for parent carers, to enable them to get the specific food types that are so important to their young people
- Arrange a delivery service so that parent carers who are self-isolating are able to get groceries - current online shopping waits are in excess of a week
- Free up professionals to offer telephone/skype consults to parent carers to give advice and support on managing their young people's anxieties and challenging behaviours
- Give clear, disability specific advice to parent carers
- Offer benefit advances to parent carers who may have to buy additional items to ensure they can support their children through the pandemic
- Additional support in paying bills during this time - which works in a similar way to the winter fuel payment
- A council run helpline that parent carers can call for advice and support

- Additional Direct Payments/social care support offered where families are having to self isolate
- Increase respite support where possible
- Coordinate home education support. Provide a comprehensive list of websites which are offering free resources, such as Twinkle, Phonics Play etc
- Ensure attendance at school for children with EHCPs is optional and not enforced
- Additional social care support available for parent carers who become ill whilst being the primary carers for their child/young person

A couple of comments from parents who completed the survey reveal how much anxiety is present

"Dealing with a Special Needs child at home without the school hours relief is very draining. This impacts my health, job and anxiety levels. It impacts on the atmosphere in the household at a time when my older son too who is studying for his A Levels."

"I am a single mum and the only person supporting my daughter when her activities close. She is violent towards me when anxious and confused and cannot entertain herself beyond short periods. I am fearful of my ability to continue to support her for 12 weeks + on my own without help. I will find this very stressful. I work part time (self employed) from home round my daughter's activities. With these stopping I am currently extracting myself from my work commitments which will have knock ons on my own mental health and some financial implications"

As a direct you said – we did approach to the survey responses, we compiled a very brief report which was shared with the LA. A hot line for access to professionals within the Special Educational Needs team was set up and a new section was added to the LO with a range of information for parents to access who needed support.

FVP also set up a phone line and email contact for parent carers to raise concerns and seek support. Also working with Fareshare a system was created to help families receive some urgent food parcels. This last area has now changed and is being supported by Foodbank.

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

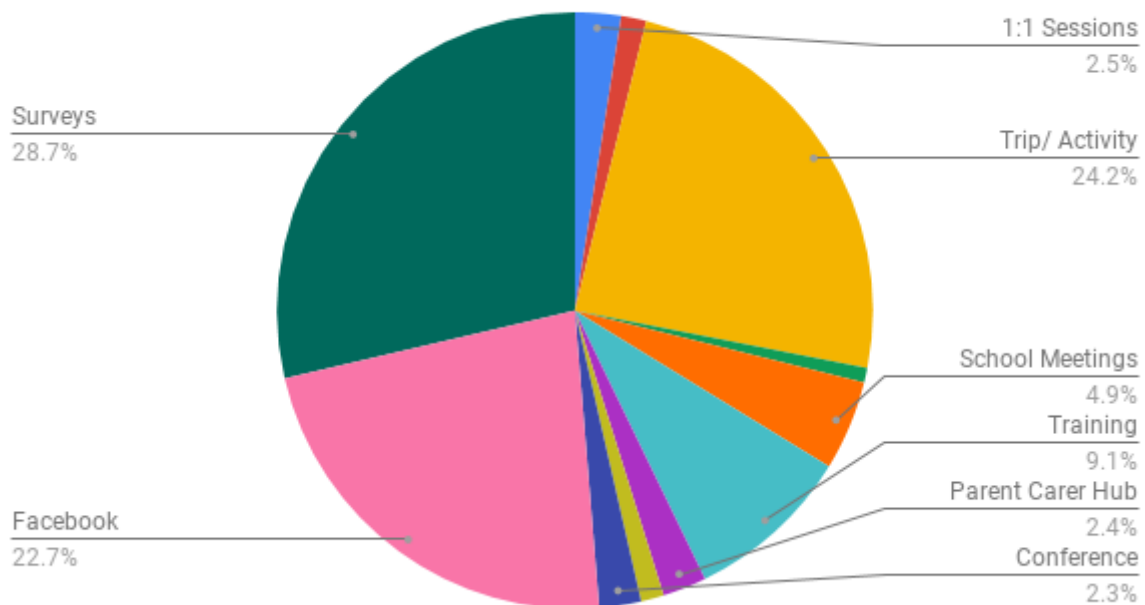


Fig. 37 Preferred methods of participation as percentages

In the previous years reported we found that “*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.*” This year we have found that trend change again with a move back towards preference for online methods.

Demography of those engaging

FVP also gather data on the ethnicity and gender of the parent carers who participate and the needs of their child(ren). The findings are as follows:

Figures 38 and 39 reflect self-reported ethnicity of the family and parent carer gender. The predominant ethnicity was White British and the predominant gender was Female.

Self-reported Family Ethnicity

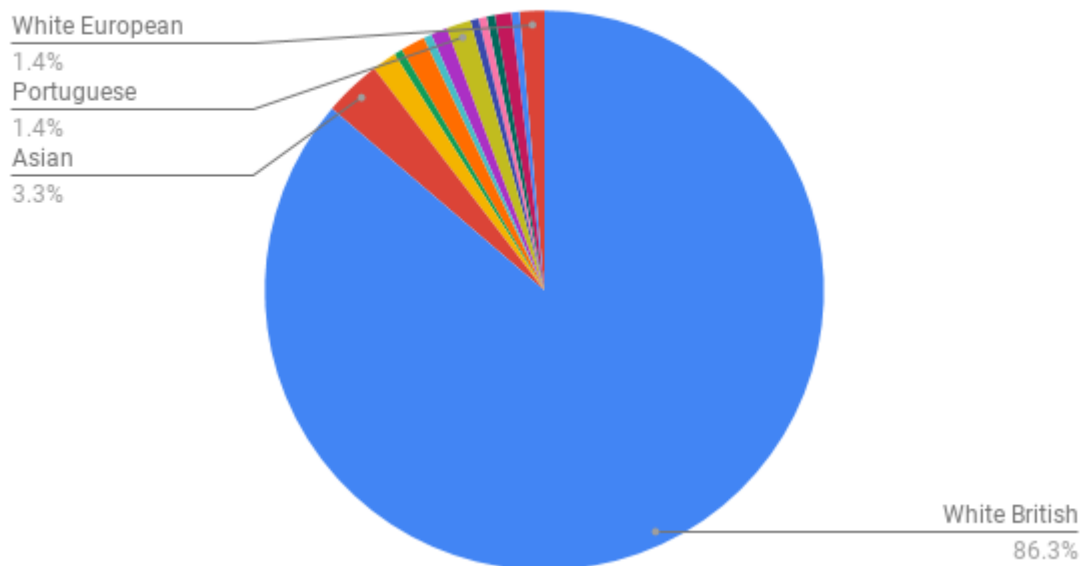


Fig. 38 Self-reported familial ethnicity

Self-reported Parent Carer Gender

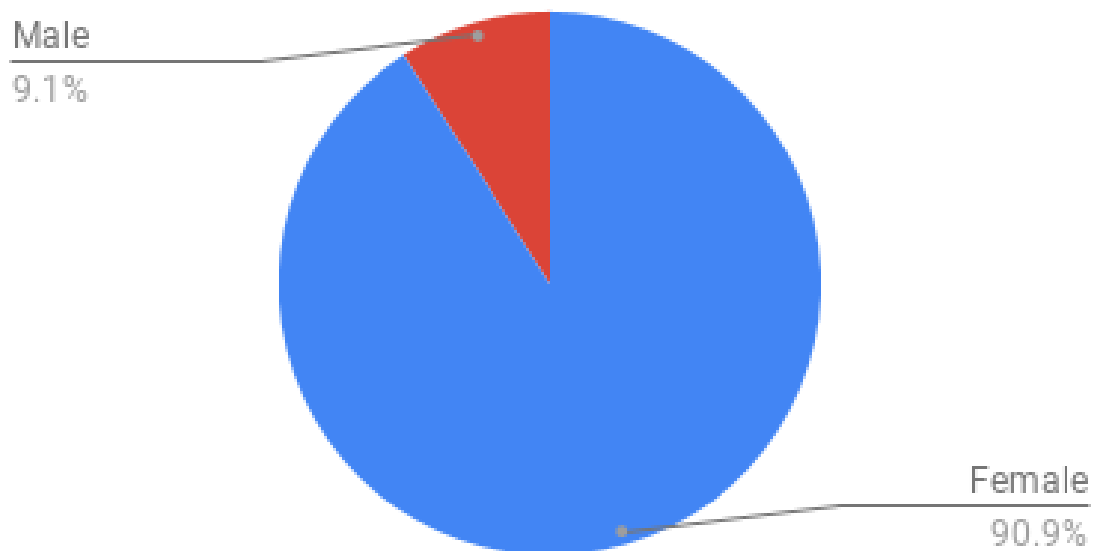


Fig. 39 Self-reported parent carer gender

Needs of children/ young people

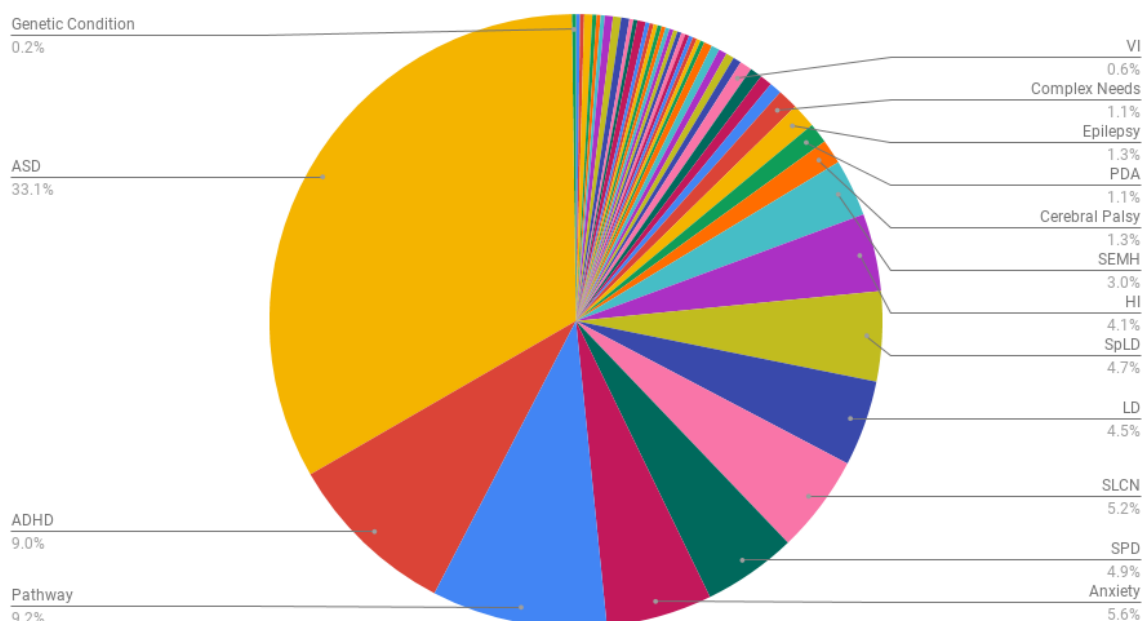


Fig. 40 Needs of children/ young people as reported by parent carers

The predominant area of needs reported was ASD and the area with the lowest reported incidence was genetic conditions.

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.

FVP have aimed to build on successes from previous years and expand its reach into seldom heard communities. Sessions with diverse communities have included:

- A carers assessments workshop
- A coach trip to Drayton Manor
- FVP 10 year anniversary celebration
- Two activity world sessions (one included attendance from the Designated Clinical Officer)

In total 304 parent carers, children, extended family members and community group members came together across the events. Ethnicity ranged from Gambian and Pakistani British through to Lithuanian. The more frequently reported area of need as complex health as opposed to ASD. In a new way of demonstrating the reach of this area of work FVP have started producing a range of short video's viewable via YouTube <https://youtu.be/pWskvjDq5yE>

The main areas reported whereby assistance is required often relate to extra support understanding the systems and procedures relating to SEND and knowing where to find information.

Work has also started using outreach and marketing/ networking from a community development worker who has spent time seeking out seldom heard groups and gaining their trust and helping them to identify parent carers within their community. Communities' contacted and initial work started with includes:

- Lithuanian Community
- East Timor Community
- Lithuanian Community
- Nigerian Community
- Latvian Community
- Guinea Bissau Community
- Portuguese Community
- Ghanaian Community
- Sudanese Community
- Bangladesh Community
- Other half of Lithuanian Community
- Syrian Community

Members of the Nigerian and Lithuanian communities attended one of the activist world sessions. FVP also attended the Lithuanian and Latvian Saturday schools.

COPRODUCTION AND CHANGE

Work has taken place in this reporting period to demonstrate parent participation in action and seek solutions to issues being raised. Topics of Importance have been introduced and clear mechanism for reporting issues and demonstrating change commenced.

Change and Co-production

As a result of raising concerns there is:

1. A guide called parents on panel, which explains the panel system and facilitates better understanding of decision making.
2. A page describing decision making processes on the LO
3. A new short breaks page on the LO
4. A new SEND postcard – short and concise information
5. A parents SEND newsletter
6. LO COVID-19 specific pages and a special hot-line
7. A suite of communications relating to SEND (Ongoing)

Co-Production

1. SEND Strategy for Cambridgeshire and Peterborough (Including Action Plan)
2. Continuous Local Offer development
3. SEND WSoA
4. COVID-19 Response
5. SEND Communication (Ongoing)

Topics of Importance

1. Parents on Panel
2. Information and Communication

ANALYSIS

From an analysis of all the work completed in 2018 to 2019 a number of themes were 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.

There has been some similarity and difference between the themes above and those identified in this report for the period of 2019 to 2020:

1. There has been a slight increase in satisfaction regards education generally, which may reflect the needs of different cohort participating in the work of the forum.
2. Information sharing and communication are still a concern with an increase in dissatisfaction levels.
3. Issues relating to COVID-19 are paramount in people’s minds and proving to be a main area of focus and have led to an increase in online participation.
4. The impact on families with SEND children appears to have impacted groups in different ways
 - a. ASD children more settled with no school input – behaviour has settled so happier families
 - b. More parents with children with complex health struggling due to changes in respite/ school provision
5. A different, more diverse and less disenfranchised cohort of parent carers have been engaging with the forum.

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 third 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. As a forum, we continue to go from strength to strength, gathering information on what is or is not working well within Peterborough and working through solutions with the local authority

The community hall at the Goldhay Centre has continued to be well used in the past year by various regular groups and one off bookings. We have also continued to see an increase in the number of bookings for both caravans, with 92 families benefitting from a short break. BGL have continued to provide volunteers from time to time which is welcome support.

Obviously due to COVID-19 things have recently changed dramatically. We have been responsive to the situation from an early stage and changed our way of working. We have moved to a more online approach and we have also used the Goldhay centre as a hub for distributing food for parent / carers that could not leave their home due to situation relating to the pandemic.

Trustees

John Ravenscroft (Chair Person)
Amanda Rennie (Resigned August 2019)
Graham Casey
Natasha Leahy (Secretary)

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">• Understand their role within FVP• Understand what FVP's purpose is, who its beneficiaries are where it operates.• Are eligible to act as a trustee and meet charity commission requirements and safeguarding requirements in relation to children and vulnerable adults• Bring skills and experience to the charity that mean it will continue meeting its purpose

Fig. 1 Governance and Structure for FVP

The following statement still applies: 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 Peterborough and District Deaf Childrens Society (PDDCS), Pinpoint, Families First and The Aiming High Group 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 and of a small number. 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.

Assets and Ownership

All assets are under the ownership of the CIO with two trustees signing leases/ contracts as required as per the constitution. The assets of the charity are the Goldhay Community Centre and two caravans which are sited at Haven Caister and Butlins Skegness respectively. The community centre was transferred to the CIO in February 2020.

Staff 2019 to 2020

A Chief Operating Officer has been employed to oversee all operational elements of the charity, supported by a Forum and Charity Development Officer (April 2019 to February 2020), Administrator, Digital Media and Marketing Assistant, Charity Development Worker, 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 continued staff turnover due to financial constraints during this financial reporting period. More detail of the financial constraints is discussed in the financial reporting section.

Volunteers/ Reps 2019 to 2020

FVP have secured the support of 12 regular volunteers, and a bank of over 64 ad hoc volunteers courtesy of The BGL group have supported FVP who have enabled 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. There has also been more strategic involvement in health commissioning and service delivery.

The total number of volunteer hours across the charity equates to over **2133**.

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 (Charity Registration)

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 – 2019 to 2020

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. Also in 2019 the introduction of ‘Topics of Importance’

1. FVP has seen one new parent carer join the team as a trained parent reps and another parent rep take on responsibility for running participation and engagement opportunities for other parent carers and administering the forum.
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 Parents Guide to Panels, new pages on the Local Offer and new SEND newsletter and a new Local Offer postcard.
3. Through 15 training sessions, workshops and the parent carer hub 123 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 and reported increased positive relationships with the health sector. This is an increase of 29.47%
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 1018 people an increase of 29.52%
5. Approximately 5461 individuals have benefited from the provision of a community base
6. 103 families (186 adults and 163 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. This is an increase of 66.13%

The activities conducted that demonstrate how FVP meets its purposes fall into the following categories (much of this section remains the same as 2018 to 2019):

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. Support is offered to take part in the trips by provision of meeting accessibility needs where feasible 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. 409 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 10 year celebration day for families from diverse backgrounds, parent carers and partners across health and social care was attended by over 110 people.

Achievements and Performance

Trips, Family Activity Days & Parent Carer Sessions

Coach Trips

- FVP ran three coach trips in the financial year 2019/ 20 which were funded through grant funds.
 - The coach trips were to Drayton Manor, Robin Hood Festival and Hunstanton all of which were for parent carers, their SEN children and members of the local community.
 - 199 adults and children benefitted from the coach trips and the needs of the children ranged from complex health needs a through to Autistic Spectrum Disorders and Hearing Impairment.
 - The ethnicity of the families ranged from White British to Gambian.

Local Family Based Activities

- FVP facilitated access to local family based activities through a mixture of grant funding and donations.
- FVP held 16 family and community based activities
- Across all the activities there were 1018 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 110

1. 5 Expert Parent Program
2. 5 Challenging Behaviour Sessions
3. 6 Parent Carer Hub
4. 4 Themed Workshops
5. 5 sessions in conjunction with Pinpoint
6. 5 Focus Groups
7. 18 Breakfast Meetings
8. 1 Conference

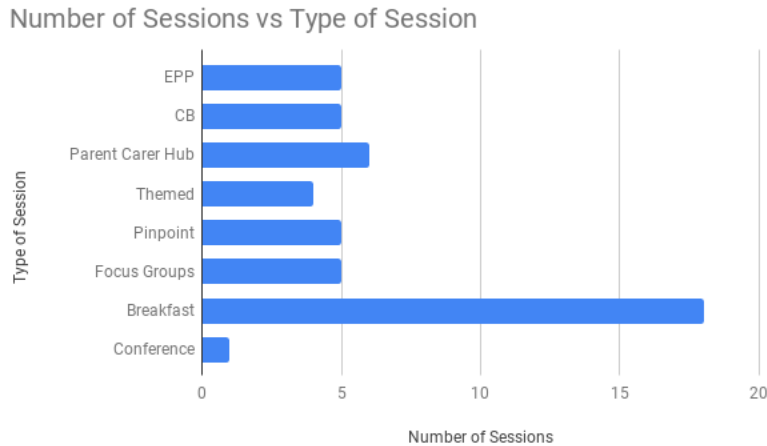


Fig. 2 Overall Hours, Sessions and Beneficiaries across Forum work of FVP

Training

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

- 1 parent representative development course.
- 5 Expert Parent Programme (EPP) – CAMHs Transformation Funded
- 5 FVP - Understanding Behaviours that Challenge workshops.
- 1 Schools Offer - Understanding Behaviours that Challenge workshop.

The above training courses/ workshops have resulted in:

- 41 Parent carers completing the EPP
- 41 parent carers attending and reporting positive outcomes from the understanding conditions workshops.
- FVP gaining one new parent representative.

Participation

The financial reporting period this relates to, 2019 to 2020, has seen for FVP the level of recorded individual participation dip slightly from 369 to 338. The numbers of parent carers taking part in online surveys or Facebook polls has also decreased slightly from approximately 684 to 453 which equates to a decrease of 50.99%. 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

11. 338 parents in total have been involved at some level via face to face meetings/ events/ trips/ Facebook Polls and Discussions.
12. >100 professionals have been involved at some level via face to face meetings/ events/ attending training or co-delivering training.
13. 453 parent carers have taken part 17 online surveys or face book polls.
14. 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)
15. 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. Downs Syndrome,
 - l. Hypochondroplasia,
 - m. Physical Disabilities
 - n. Anxiety Disorder
16. 29 fathers have been involved which is a decrease on the previous year and 1 father has had regular involvement in person and another via social media
17. Parent carers reported the ages of their children/ young people as between 2 to 34.
18. 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.
19. Evidence is both qualitative and quantitative in nature.
20. Ethnicity has been self-reported as; White British, Asian, Gambian, Lithuanian , Polish, Albanian, African, Portuguese, Scottish, Canadian, Bangladeshi, South African, Latvian, White European and American.

Parent Representation

5 parent carers acting as representatives have attended 117 strategic meetings investing 454.5 (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 2115 parent carers, some of whom have participated more than once, participate across 155 sessions/ methods.

Number of Parents/ Beneficiaries vs Type of Session

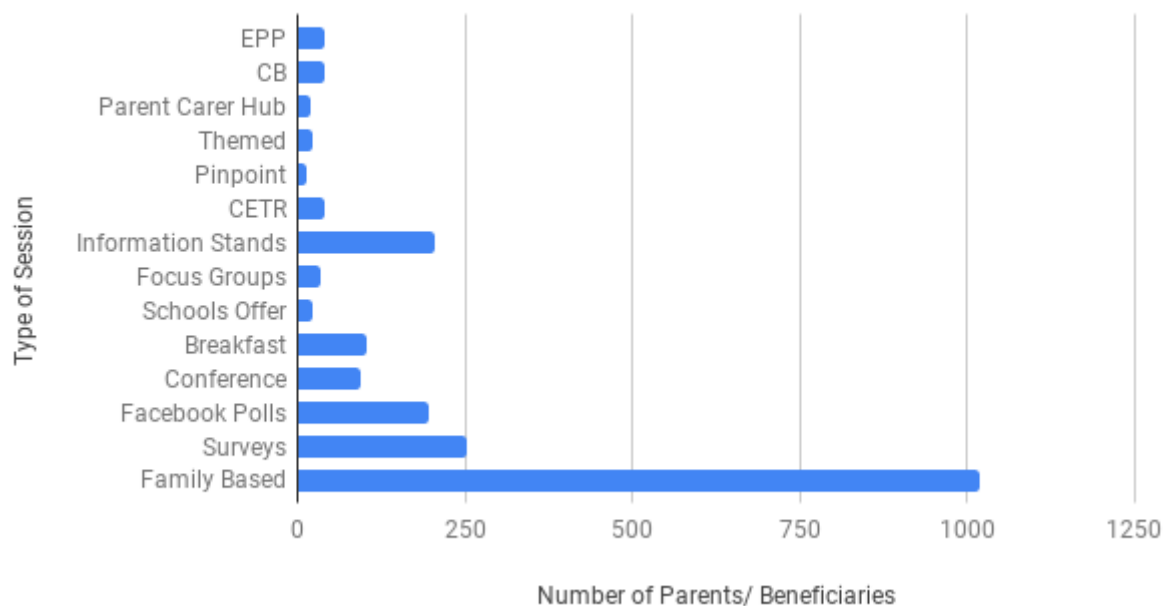


Fig.3 Number and type of session accessed by parent carers

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 for a second time.

Premises Costs

FVP have taken on the Goldhay Centre as part of the Local Authorities Asset Transfer programme. The asset was transferred in February 2019 for a period of 40 years.

From an analysis of the running costs for the premises against the income received for 2019 to 2020 it appears the centre ran at a slight loss after two key regular groups had to discontinue their services due to funding issues. The resulting short fall has been 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	£ 670.00	£ 1,210.00	£ 658.00	£ 622.50	£ 625.00	£ 505.50	£ 629.00	£ 531.00	£ 779.50	£ 538.50	£ 509.50	£ 331.50	£ 7,610.00	
Private booking	£ 144.00	£ 282.00	£ 214.00	£ 64.00	£ 302.00	£ 202.00	£ 184.00	£ 502.00	£ 138.00	£ -	£ 48.00	£ 144.00	£ 2,224.00	
Donations	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
TOTAL	£ 814.00	£ 1,492.00	£ 872.00	£ 686.50	£ 927.00	£ 707.50	£ 813.00	£ 1,033.00	£ 917.50	£ 538.50	£ 557.50	£ 475.50	£ 9,834.00	
Outgoing	Month													Total
	April	May	June	July	August	September	October	November	December	January	February	March		
Cleaner	£ 203.58	£ 223.34	£ 213.46	£ 213.46	£ 213.46	£ 213.46	£ 213.46	£ 213.46	£ 213.46	£ 213.46	£ 213.46	£ 213.46	£ 2,561.52	
Key Holder	£ 7.83	£ 41.43	£ 24.63	£ 24.63	£ 16.42	£ 16.42	£ 16.42	£ 16.42	£ 16.42	£ 16.42	£ -	£ -	£ 197.04	
Utilities	£ 1,144.51	£ 297.44		£ 689.72	£ 61.51	£ 66.71	£ 59.00						£ 2,318.89	
repairs/maintenance		£ 120.00	£ 40.00			£ 50.00	£ 75.00		£ 30.00	£ 60.00			£ 375.00	
Premises Expenses (Bins etc)		£ 288.00					£ 424.22	£ 309.60	£ 1,279.80			£ 2,548.30	£ 4,849.92	
Licences	£ 221.00	£ 30.00		£ 50.00	£ 75.00	£ 43.20	£ 629.42	£ 50.00	£ 79.00	£ 463.50			£ 1,641.12	
Sundries (Includes insurance)												£ 1,649.38	£ 11,943.49	
TOTAL	£ 1,576.92	£ 1,000.21	£ 278.09	£ 977.81	£ 366.39	£ 389.79	£ 1,417.52	£ 589.48	£ 1,618.68	£ 753.38	£ 213.46	£ 4,411.14	£ 13,592.87	
Monthly Profit/ Loss	£ (762.92)	£ 491.79	£ 593.91	£ (291.31)	£ 560.61	£ 317.71	£ (604.52)	£ 443.52	£ (701.18)	£ (214.88)	£ 344.04	£ (3,935.64)	£ (2,109.49)	

Fig. 4 Premises income and expenditure

FVP have taken approximately £9,800 in fees. The utilities, insurance and building costs for the Premises were £10,800 (minus cleaner and key holder) which means even these have not been covered in full.

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 at the centre and a decrease in external venue hire costs.
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. 2 Prayer Groups
 - 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

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

"I'm just so so so so so so grateful for your sign posting to they have given us 5k for our 50th celebration...Can't even begin to tell you how much I appreciate your help"

And;

"To all at Family Voice....A mahooosive thank you for all the help, guidance and love you give us at the PDDCS....."

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 the

Overall Usage

An analysis of the overall usage of the hall over the past three years shows some fluctuation in part due the change to regular user groups and the number of private hire sessions.

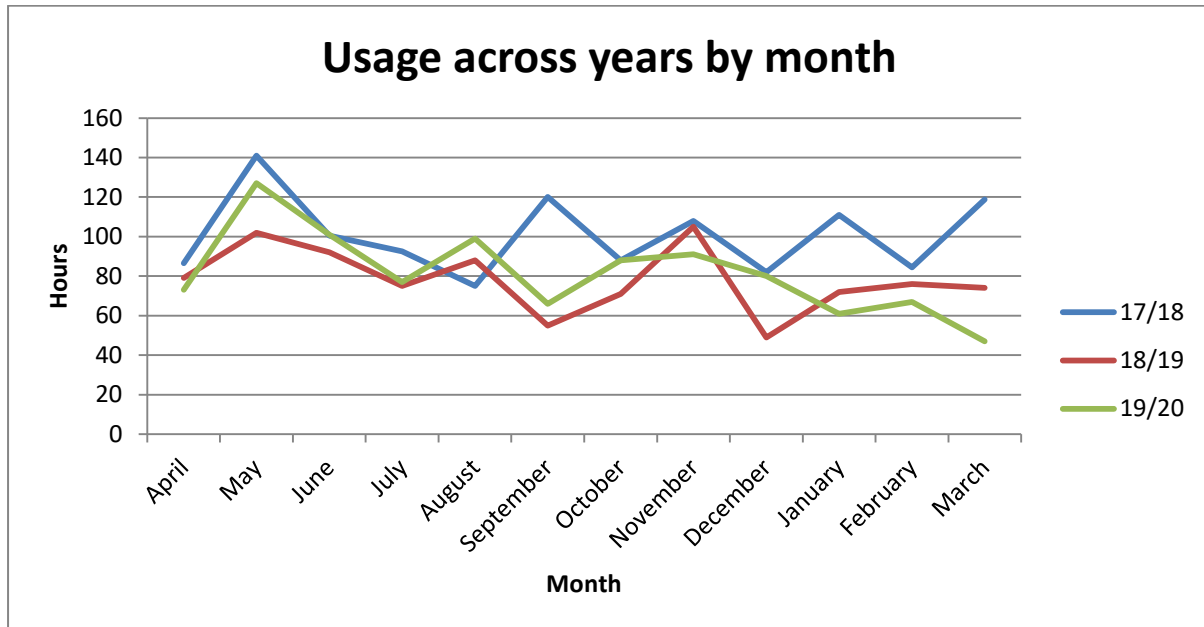


Fig. 5 Hall usage across months from 2017 to 2020

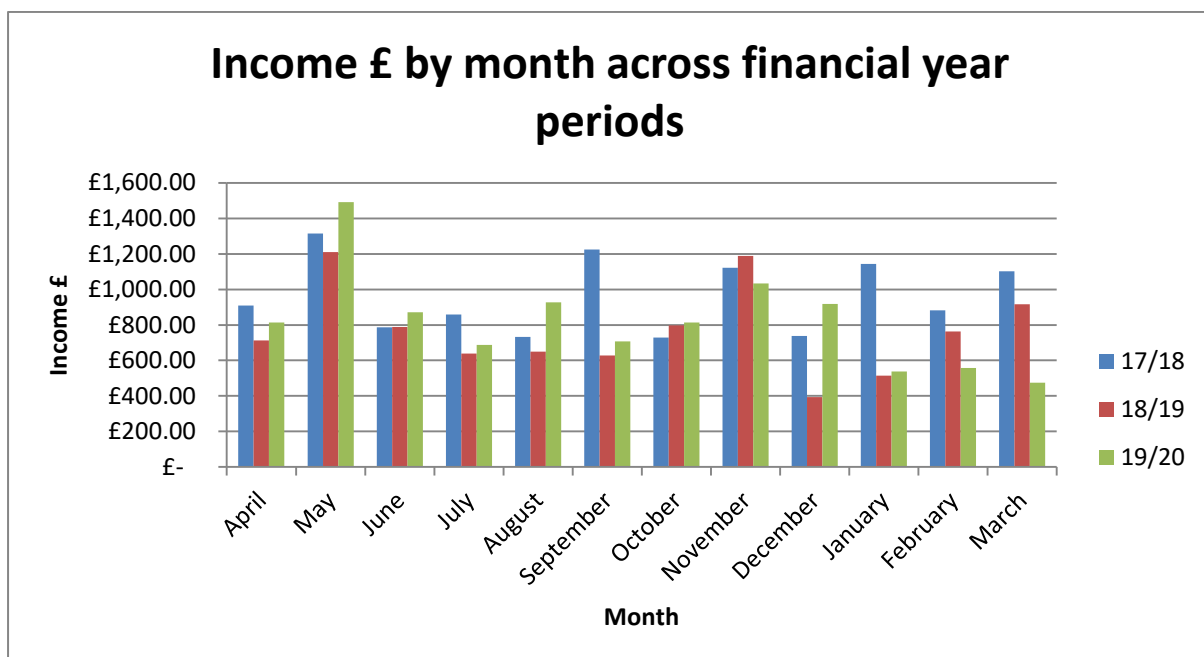


Fig.6 Hall income across months from 2017 to 2020

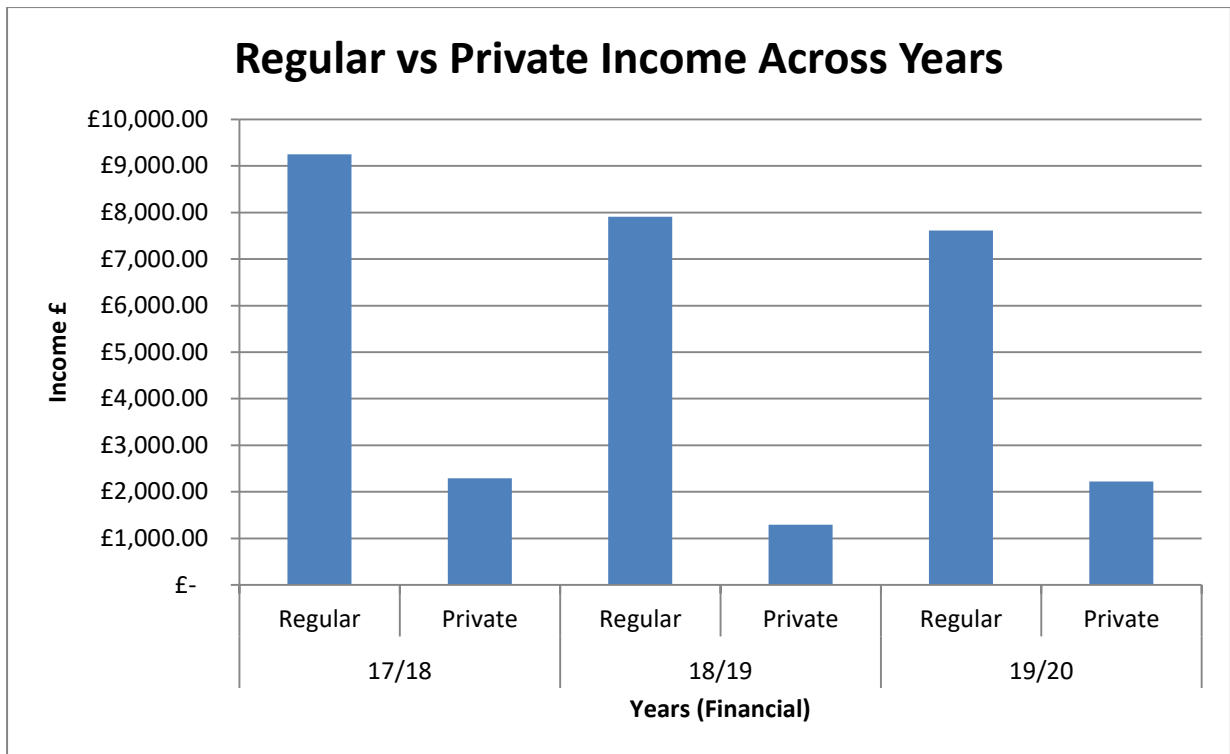


Fig.7 Income from regular and private hire per month across years

Caravan

Management and Structure

The caravans are owned by the CIO and managed on a daily basis by chief operating officer and admin and the Chair Person is the designated point of contact.

Finances and Sustainability

Income and Expenditure from 2012 to 2020

The chart gives an indication of yearly income and expenditure relating to the caravan. The figures do not include any yearly carry forward. In the 2019 to 2020 season there has been a move towards running a slight profit as opposed to loss. This has been partly due to handing some dates at Haven for their sub-let programme which affords a guaranteed income.

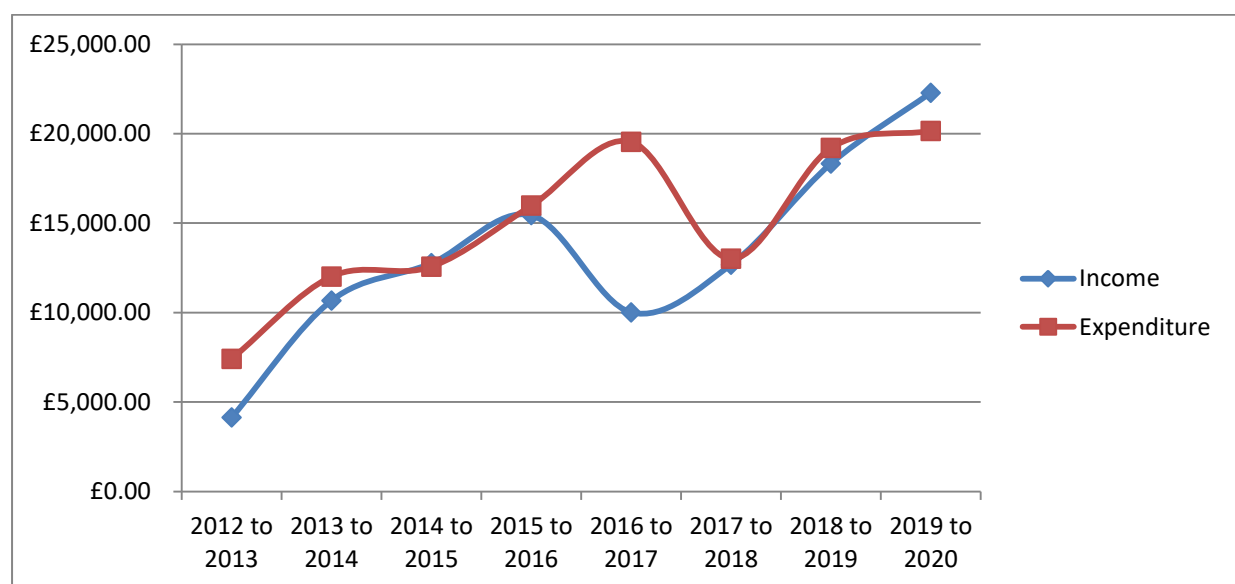


Fig.8 comparison income and expenditure of the caravans since ownership began

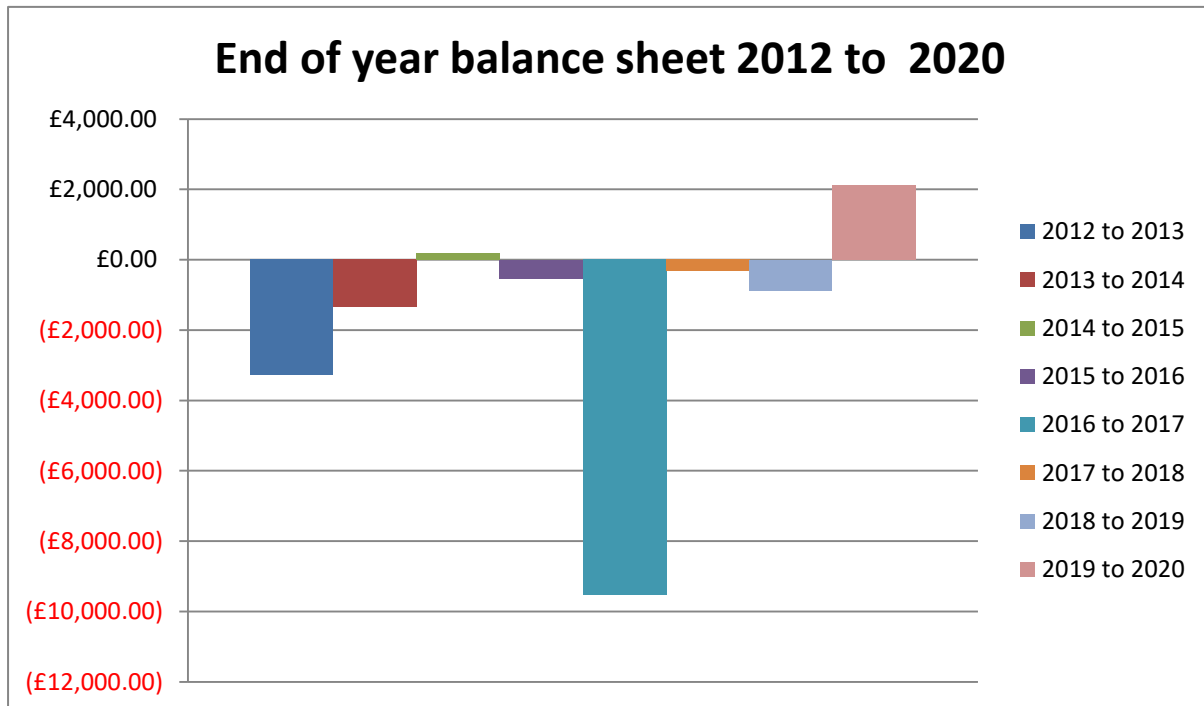


Fig.9 End of year balance sheet

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.

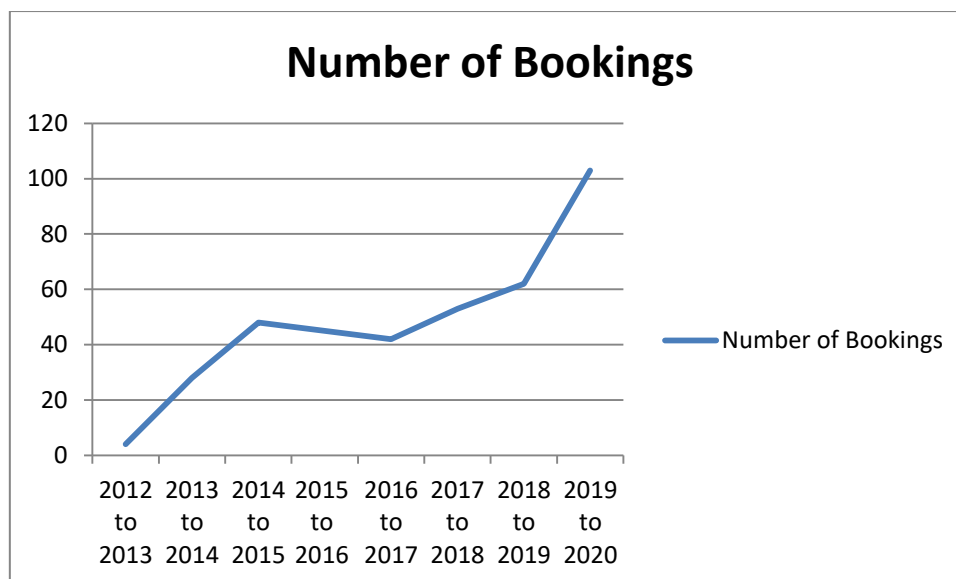


Fig.10 Overall number of bookings per year

Fig. 11 below shows the change in numbers of adults and children who benefited from a short break between the 2017 to 2019 seasons across both caravans.

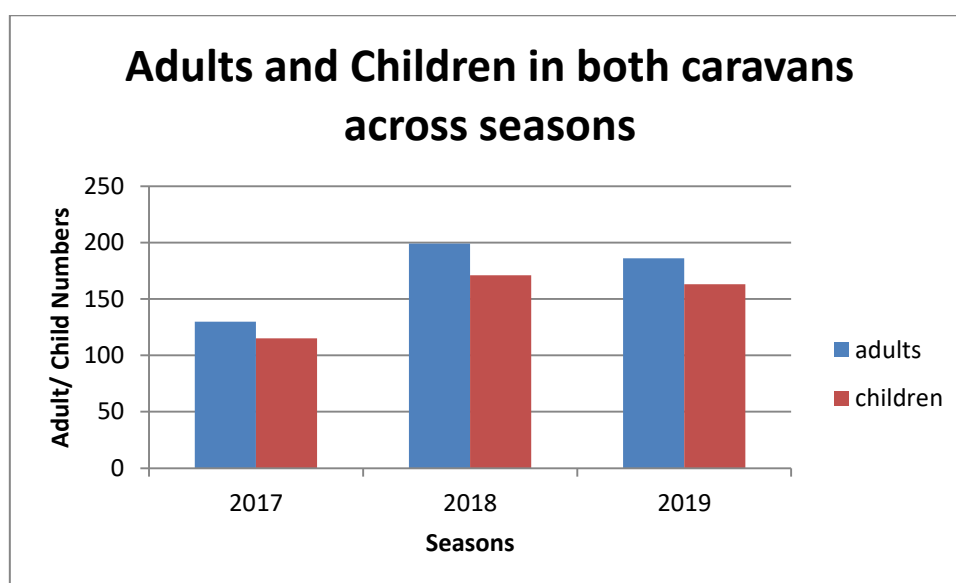


Fig. 11 comparison of number of adults/ children who used each caravan in 2017 and 2019

Fig. 12 below demonstrates that Butlins is overall the preferred choice os site for families booking a shorty break with FVP.

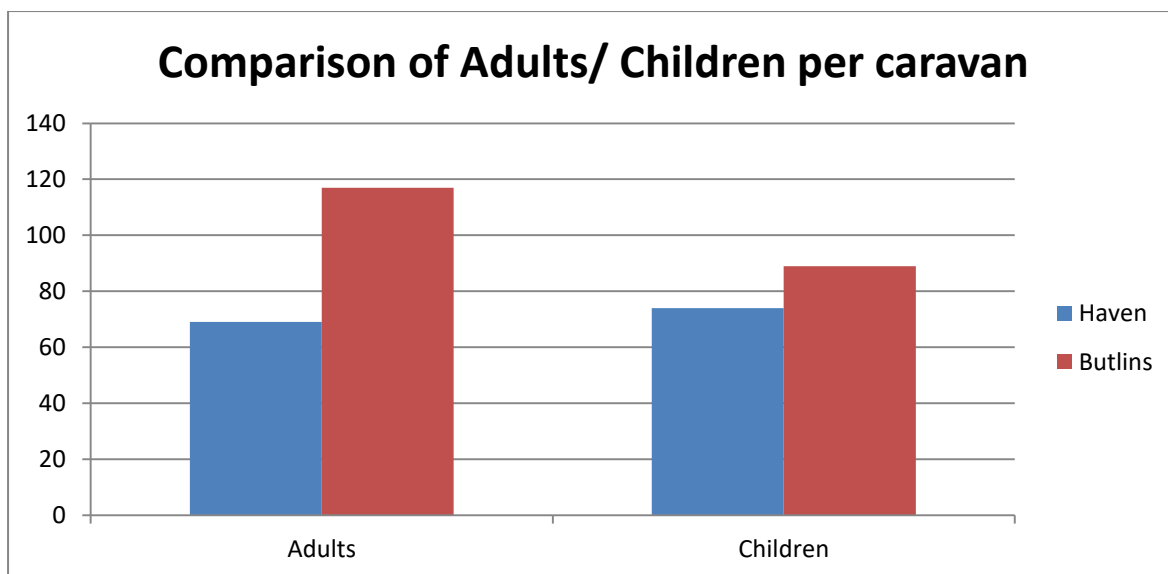


Fig. 12 Number of adults/ children who stayed in Haven and Butlins in 2019

Fig. 13 and 14 below show that:

- The preferred duration for a break at Haven was three nights.
- The most popular time to use the caravan was in school holiday periods

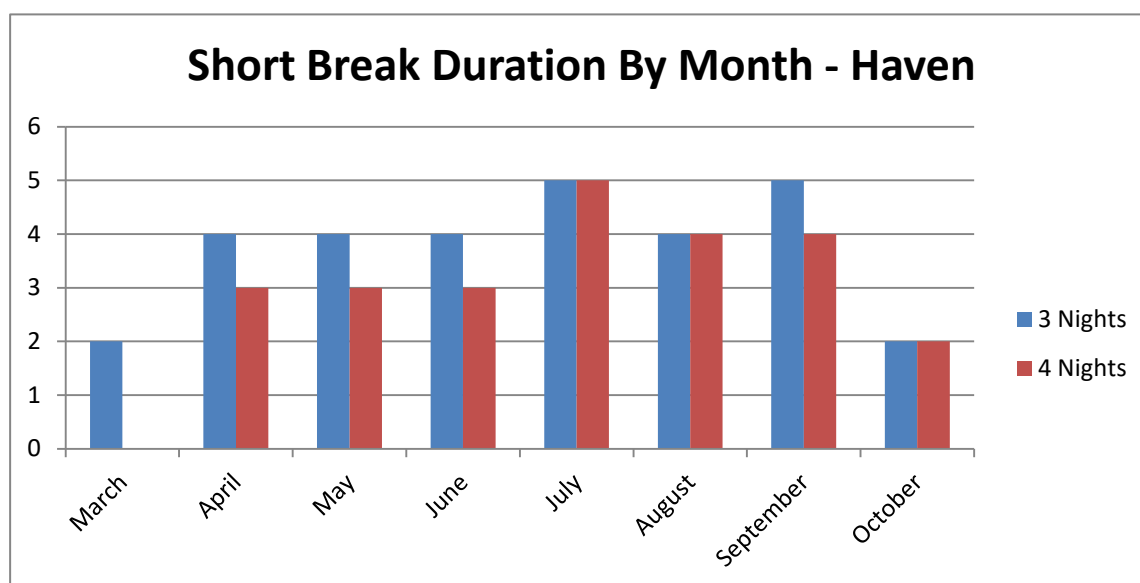


Fig. 13 Short break duration preference for Haven in 2019

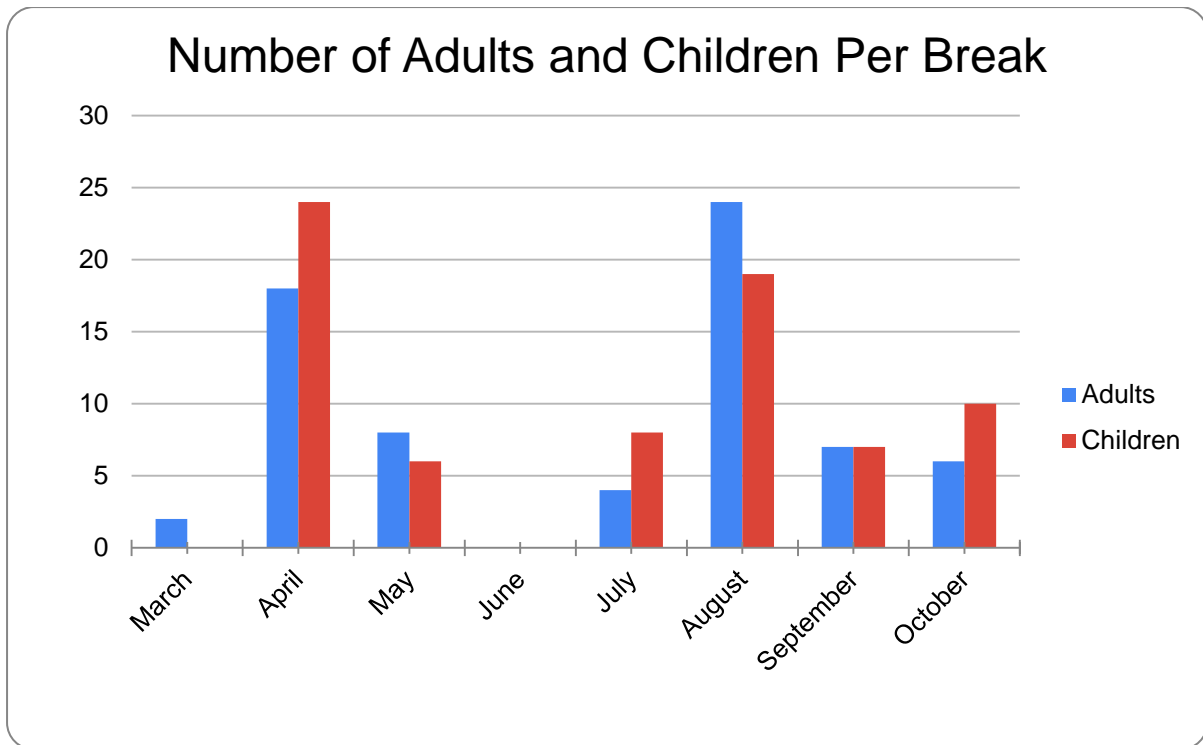


Fig. 14 Total number of adults/ children per month at haven caravan

Fig. 15 and 16 below show that:

- The preferred duration for a break at Butlins was three nights.
- The most popular time to use the caravan was in July to September.

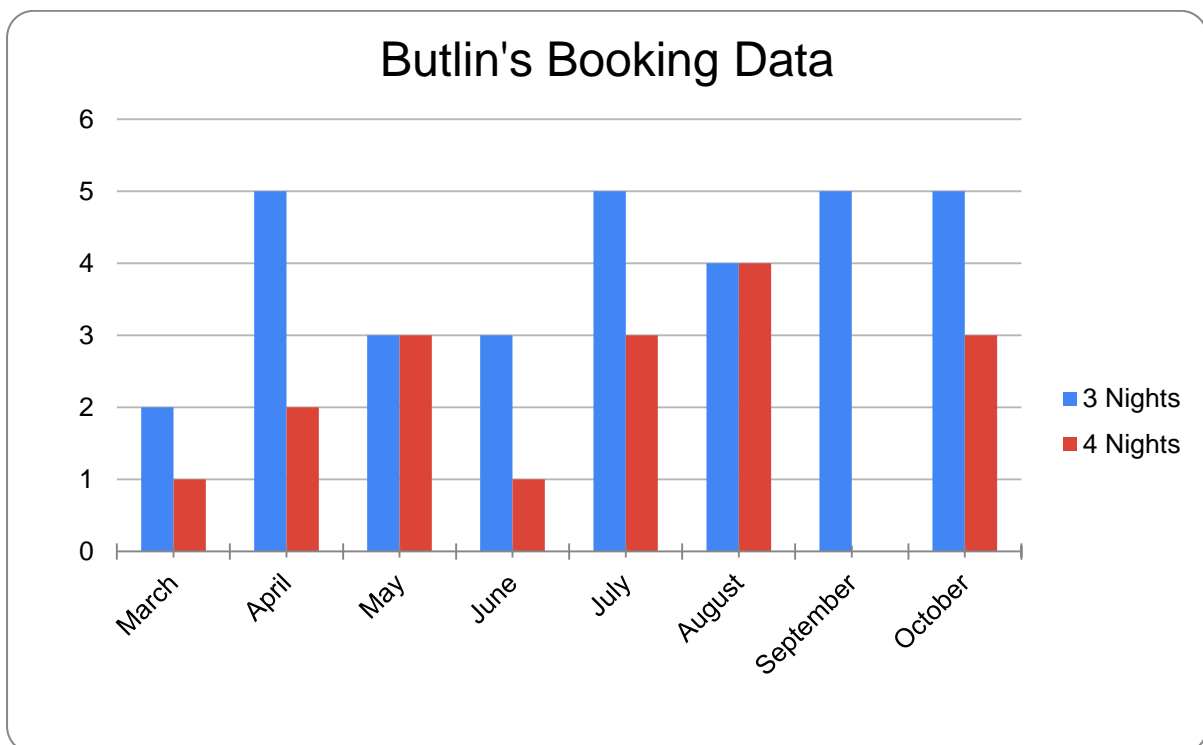


Fig. 15 Short break duration preference at Butlins Caravan

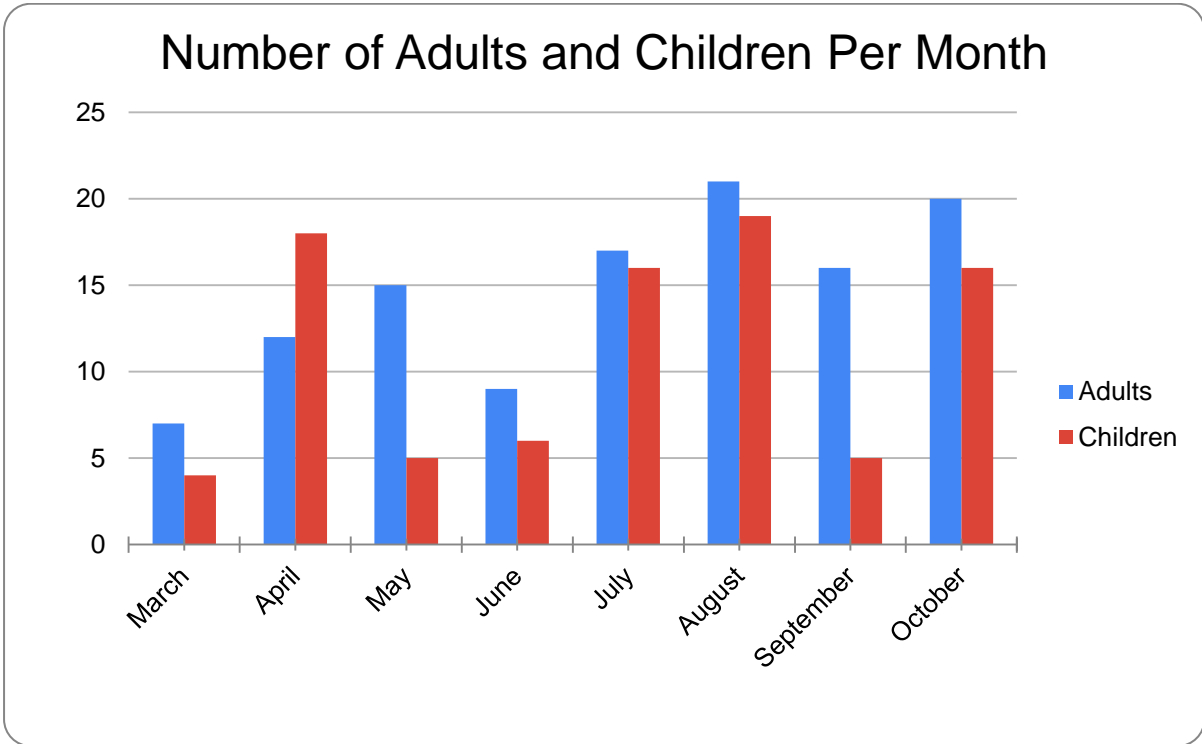


Fig. 16 Number of adults/ children per month staying at Butlins caravan

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 and three months as a minimum. At the end of the last financial reporting period the charity had approximately reserves equivalent to two months and set an objective to move this level up.

At the time of this reporting the reserves levels are much better with as demonstrated on **fig.17** which is the position of the charity as of March 2020.

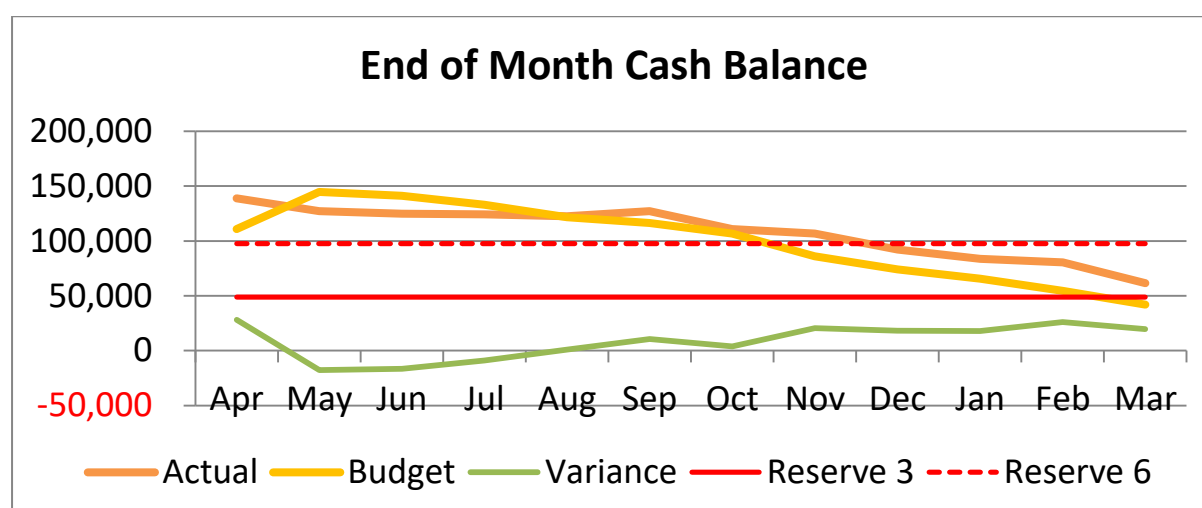


Fig. 17 Levels of Charity Reserves at March 2020

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 76% 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.

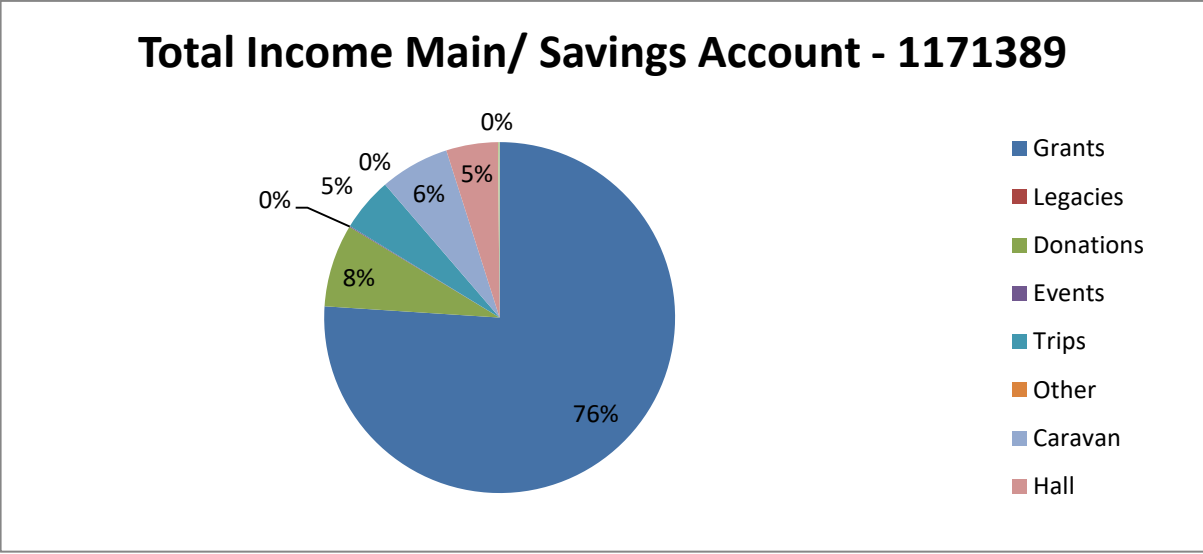


Fig. 18 percentages of different income streams for FVP (1171389)

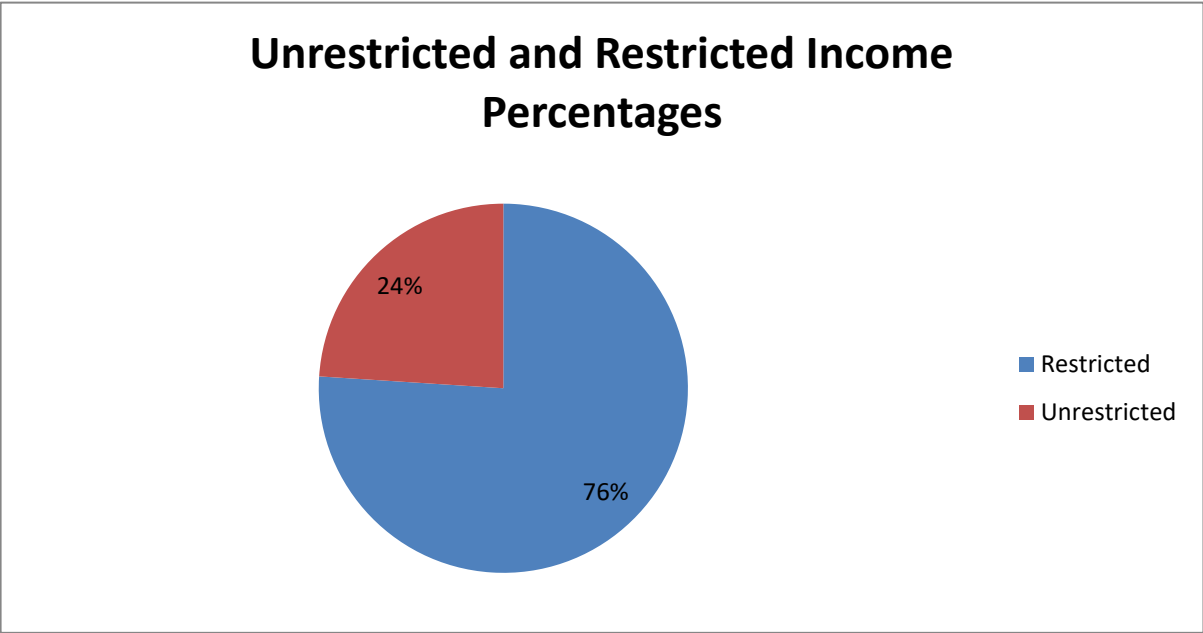


Fig. 19 percentage of income either restricted or unrestricted

There has been a further decrease in grant funding for 2019 to 2020 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 £18,000 which is an increase on the previous year where FVP generated £4000.

Expenditure on fundraising related to provision of items such as refreshments, entertainment and venue costs at fundraising event has equated to approximately £2500, some of which was covered through specific grants.

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.

Expenditure

The majority of the charity expenditure is from restricted funds from grants paid in year. Overall 78 % 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 6% of the expenditure overall. Staffing equated for 49% of the overall expenditure.

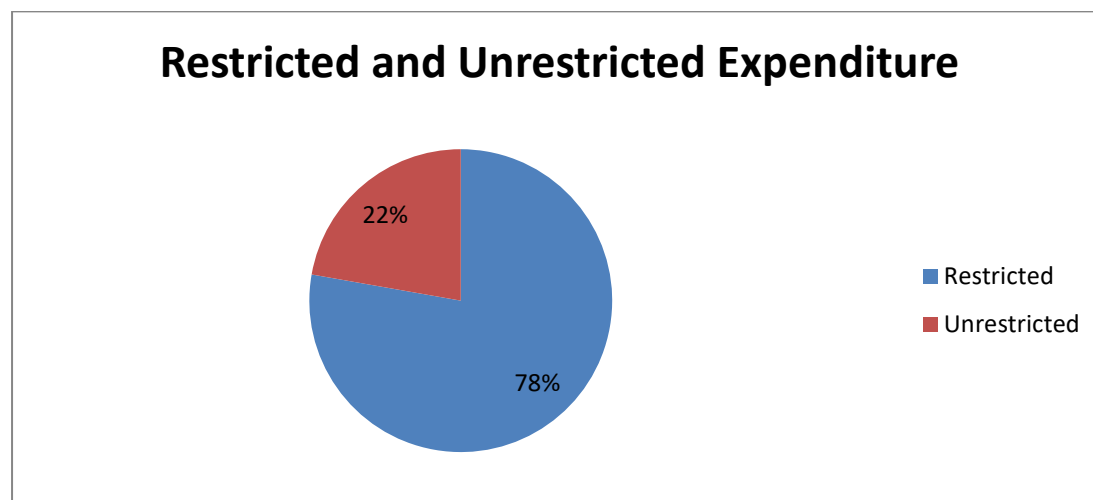


Fig. 20 percentage of expenditure under restricted and unrestricted funds

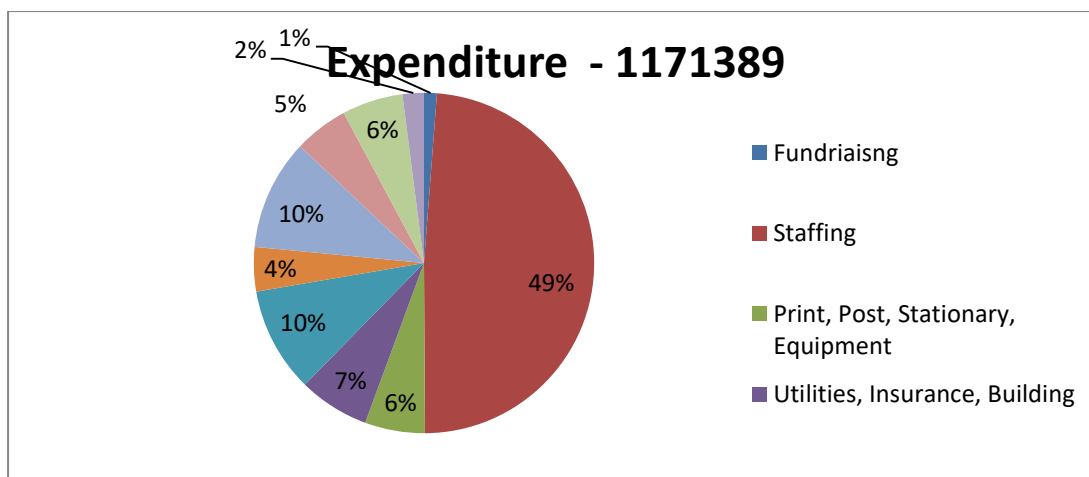


Fig. 21 Overall expenditure across natural payment categories

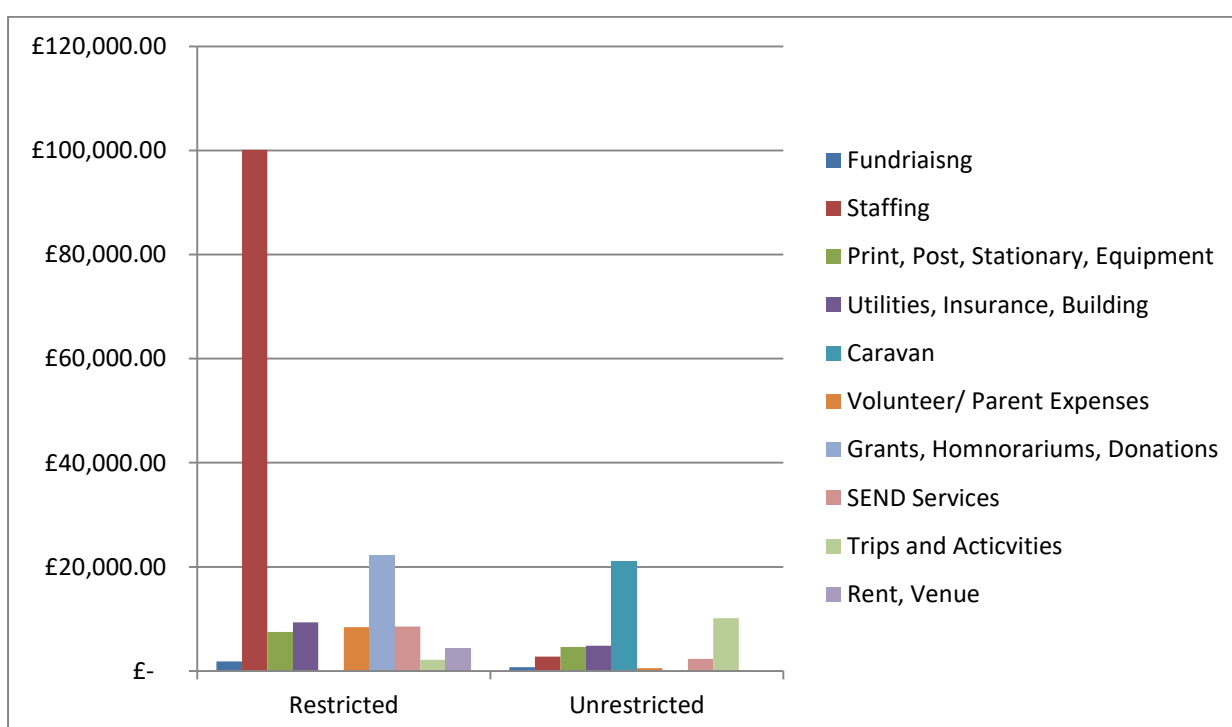


Fig. 22 Expenditure across budgets under restricted and unrestricted funds

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. Staff turnover has more static in 2019 to 2020. 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 2019 to 2012, one trustee received remuneration specialist work on behalf of the Clinical Commissioning Group. 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 take to prepare the accounts using a payments and receipts system (using natural categories)

Statement of Accounts 2019 to 2020 - 1171389

	CHARITY COMMISSION FOR ENGLAND AND WALES	Family Voice Peterborough		1171389		CC16a
		Receipts and payments accounts				
		For the period from	1st April 2019	To	31st March 2020	
Section A Receipts and payments						
	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 £	to the nearest £
A1 Receipts						
Donations, Legacies and Grants	17,974	179,222	-	197,196	145,150	
Fundraising Events	204			204	3,038	
Fees for Charitable Services	11,661		-	11,661	6,788	
Hire of Community Premises	11,240		-	11,240	11,655	
Hire of Caravans	15,693		-	15,693	21,203	
Transfer Assets (1141009)			-	-	-	
Transfer into savings			-	-	-	
Interest	349		-	349	22	
Sub total (Gross income for AR)	57,121	179,222	-	236,343	187,856	
A2 Asset and investment sales, (see table).						
	-	-	-	-		
	-	-	-	-	-	
Sub total	-	-	-	-	-	
Total receipts	57,121	179,222	-	236,343	187,856	
A3 Payments						
Cost of Fundraising Events/ Promotion	730	1,839	-	2,569	1,553	
Staffing Costs (wages, pensions, HMRC)	2,752	100,101	-	102,853	87,844	
Print, Post, Stationary, Equipment	4,593	7,457	-	12,050	8,754	
Utilities, Insurance, Building Costs, Repairs	4,864	9,327	-	14,192	9,661	
Caravan Running Costs	21,058		-	21,058	20,578	
Volunteer and Parent Carers Expenses (childcare, travel, refreshments)	507	8,384	-	8,891	5,963	
Grants and donations paid		26,200	-	26,200	20,200	
Cost of SEND Services (training fees, delivery costs)	2,338	8,546	-	10,884	12,478	
Costs of proving trips/ activities (coach hire, entry fee etc)	10,124	2,109	-	12,233	11,219	
Rent/ Hire of rooms		4,290	-	4,290	5,113	
Transfer to savings			-	-	-	
			-	-	-	
Sub total	46,966	168,254	-	215,220	183,363	
A4 Asset and investment purchases, (see table)						
	-	-	-	-		
	-	-	-	-		
Sub total	-	-	-	-	-	
Total payments	46,966	168,254	-	215,220	183,363	
Net of receipts/(payments)	10,155	10,968	-	21,123	4,493	
A5 Transfers between funds			-	-	-	
A6 Cash funds last year end	14,016	26,474	-	40,490	35,997	
Cash funds this year end	24,171	37,442	-	61,613	40,490	

COVID-19 Pandemic and Charity Impact

During this reporting period the charity has entered in to unprecedented territory in light of the current global COVID-19 Pandemic. This has impacted on delivery of services funded and otherwise, staffing and volunteering, the financial position of the charity and also had a direct impact on the beneficiaries of the charity as a whole

Service Delivery

Much of the planned work for March 2020 and going into April, May and June has been delayed or cancelled, affecting over 150 individuals in March alone. This includes information, advice and sign-posting sessions, family based activities and training for parent carers.

Community Centre

The Goldhay Centre has been closed until further notice, with all the groups who access the centre to run their services being affected, as well as members of the public who had planned private events at the centre. The centre has been moved over to use by the Local Authority as part of the response to the pandemic and is being used to house and prepare care packages for those most affected.

Caravans

Both caravan parks closed to the public towards the end of March and have announced closures until the middle of May at the earliest. Bookings have been cancelled or postponed by guests. This means many families who benefit directly from a short break away will no longer have that benefit.

Staffing and Volunteering

Planned volunteering days through BGL have been cancelled as their staff have been furloughed. Staffing within FVP have been experiencing difficulties in performing their duties as working from home, as per government guidance is not practical in all cases and furloughing is not an option to the charity as staffing is funded via public money in the form of grants from the LA, DfE and Health Sectors.

Financial Stability

The pandemic has had a direct impact on the immediate cash-flow the charity. Due to having to refund monies received for planned caravan bookings and community centre bookings the cash in bank at the end of March was a lot lower than originally predicted and planned for. There is also going to be a direct impact moving in to the financial year 2020 to 2021 as many pre-booked sessions have been cancelled which will see revenue drop heavily. Losses through the caravan and centre closure and cancellation of events have created a net loss of approximately £10,000. Income generation is also going to be affected as fundraising cannot take place and revenue cannot be sought through the assets.

Beneficiaries

FVP have gathered information from parent carers on how the current pandemic has affected them and fed these views to the Local Authority who has looked at what measures can be put in place to provide support differently. FVP have also had to move much work to online methods and find other ways to still work to achieve the charitable objects of the charity. This has helped to some extent, but much more is still needed to help. Key themes identified impacting families are:

1. Increased anxiety.
2. Increased behaviours that challenge.
3. Financial worries.
4. Feelings of isolation.
5. Difficulties in finding enough food or having the opportunity to go and buy food.
6. Problems supporting the needs of those children who for a range of reasons experience restricted diets

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. These are subject to change due to the ongoing pandemic.

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 identify ways to maximise use of and funding opportunities through current charity resources
2. Look to recruit more volunteers to increase capacity
3. Review the trustee board in relation to identify and filling skills gaps
4. Seek the support of corporate partners to facilitate charity sustainability.