



Family
Voice
Peterborough

June 22

2018

This report refers to the organisation known as Family Voice Peterborough (working name FVP). The report details the agenda, attendance, themes and outcomes from the conference held on 22th June 2018 which took place in partnership with Peterborough City Council.

Report for
FVP 9th
Annual
Conference

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Introduction

The following information has been included in previous reports and still applies “*Family Voice Peterborough (FVP) as well as being a registered charity is also a Parents Forum who provides a collective voice for parents/ carers at strategic level with the aim of improving services for children and young people with disabilities and additional needs. One way to meet this aim is through the hosting of open meetings to bring parents/ carers and professionals together.*”

The aim of our conference is to promote a wide range of participation opportunities in service development and information gathering that will enable FVP to steer future participation work, allowing for service design, development and implementation. A conference is a fruitful ground to wider engagement and fluid co-production of work between parent and professionals from different areas.

Parent Participation is at a unique crossroads. The three-year implementation phase following the introduction of the Children and Families Act in will end in March 2018, and though we have achieved a great deal there is a still a lot to do to create the kind of cultural change across education, health and social care that we all want to see. We aim to:

- ✓ To create a culture of participation and co-production across the education, health, social care and the voluntary sectors. This means that we are involved in all aspects of designing, commissioning, delivering and reviewing services as an equal partner.
- ✓ To empower our members to ensure that their voices are heard at a local, regional and national level
- ✓ To inspire our partners by sharing good practice and knowledge.

This year’s conference is the 9th formal annual conference FVP have hosted and is the fourth to be held fully in partnership with Peterborough City Council. Partial venue costs and professional input for workshops were provided by Peterborough City Council with speakers as well as including Brian Lamb, Jonathan Lewis, Wendi Ogle-Welbourn, Brian Gale, Jacky Cozens and Dr Venkat Reddy , the programme for the day and behind the scene running of the day provided by FVP staff, parent reps and volunteers.

On The Agenda

9:25	Opening Welcome and Introductions Setting the Scene Setting the Scene – National and Regional Education Improving SEN Support in Educational Settings	Eve Redgrave (Pinpoint Cambridgeshire) Wendi Ogle-Welbourn <i>Peterborough City Council</i> Brian Gale <i>DfE Regional Advisor</i> Brian Lamb
10.45	Refreshment Break	
11.00	Workshops	Brian Gale Dr Venkat Reddy Jacky Cozens
11.45	Feedback and Q&A	
12.00	Lunch & Networking	
12.45	Local Education	Jonathan Lewis <i>Cambridgeshire and Peterborough</i>
13.05	Workshops	Brian Lamb Dr Venkat Reddy Jacky Cozens
14.00	Break	
14.15	Questions, Feedback	
14.30	Close	
14.15	Feedback and Q&A	All
14.30	Close	

Attendees

- ❖ Parents/ Carers/ Grandparents
 - 39 parents/ carers/ Grandparents attended the conference
- ❖ Professionals/ organisations
 - 44 attendees were professionals/ representatives from across the LA, Health or 3rd Sector.
 - Carers Trust, Goldhay Arts, Peterborough Regional/City College, Day Opportunities
 - Healthwatch, Care Choices, SEN Legal Ltd,

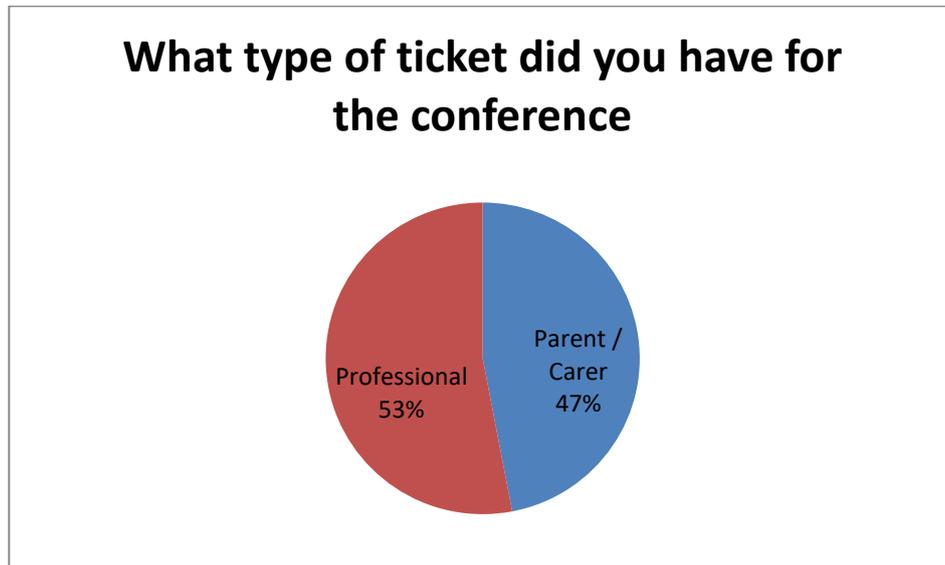


Fig .1 Parent Carer /Professionals Attendees

Parents Demographics Breakdown

1.1 Age

All the parents in attendance range from age ranged between 30 and 55, no specific data was collected and therefore a mean cannot be found.

1.2 Gender

Out of the 39 parent/grandparent carers in attendance, 34 were from the feminine gender and 5 masculine.

Gender	Feminine	Masculine
Number of parents	39	3

1.3 The total of parents of the in attendance were all Peterborough residents or county borders as well as Peterborough service users, from different socio-economic and cultural background that due to the ethnicity (ethnic minority) and socio-cultural and economic background factors can be considered as included in the seldom heard families. Families had a varied ethnic background including white British, Portuguese and Kurdish, Chinese, Dutch, Pakistani, Zimbabwe, and Gambia, Lithuanian.

1.4 The CYP needs are as follows/reported by parent carers:

On the behaviour and social and emotional difficulties pathway, Language impairment, Autism, ADHD, OCD, Food allergies, Asthma, motor coordination difficulties, Anxiety disorder, 16p11.11, Goldhear syndrome, Spina bifida and androcephalous, sensory Processing disorder, Dyspraxia, Learning disability, hearing loss, global development delay, Atypical osteogenesis imperfecta, nephritic syndrome, CTCF gene mutation.

On The Day

There was an increase in attendance compared to last years, with twice the parent carer’s attendance as previous year. The conference was held on a Friday the same as the previous year but at a new venue the Key theatre, Peterborough. Eve Redgrave from Pinpoint Cambridgeshire opened the conference and spoke about parent participation which was well received by all.

There were 20 more parent carers in attendance compared to the previous year together with the same amount of professionals in attendance, with about the same amount of attendees (25%) were attending for the first time; this includes both parent carers and professionals.

The most popular workshops were Dr Venkat Reddy, Adverse Childhood Experiences, followed by Brian Lamb, Engaging Parents in SEN Support and Brian Gale, DfE SEND Reforms. All questions asked during the day were captured and recorded and have been fed back to the appropriate person and we are awaiting replies which will be placed on the Local Offer in due course. Due to timing issues and parent interventions throughout the morning, the workshops were cut short. FVP was aware that timing could be an issue from previous year experience and to avoid confusion the same process for questions was adopted.

We had some political figures in attendance and showed interest in SEN work done across Peterborough; the relevant attendees were the Mayor Chris Ash and respective Mayoress, Fiona Onasanya, our MP.

The staff was polite, really accommodating to requests from the team (air conditioning, changing arrangements, etc.), the technician was professional and clearly skilled and again responsive to immediate requests (such as making announcements, etc). The technology worked fine throughout the day. Arriving to find the rooms lay out was a huge bonus.

Work Shop Topics / Notes

Adverse Childhood Experiences

This workshop was led by Dr Venkat Reddy, CPFT Consultant Community Paediatrician at the Children Developmental Centre. A presentation was delivered describing what Adverse Childhood experiences are, their connections to brain development, Assessment method and scoring, relevant peer review literature, impact on physical and mental health, the role of emotional resilience. 22 people attended this workshop

Engaging Parents in SEN Support

This workshop was Brian Lamb OBE, who is an independent consultant specialising on SEND. Brian Lamb is the chair of the Lamb Inquiry into Special Educational Needs and Parental Confidence joined Baroness Warnock and chaired the reviews of the present system. Brian Lamb presentation focused on SEN Support and the parent role in the process. The presentation consist on what parents want, models of engagement, explore, focus, plan and review, challenges, what works, and good practice. 14 people attended this workshop

Local Offer

This was led by Jacky Cozens the Customer Feedback Manager at Peterborough City Council (PCC), who current responsibility is the development and maintenance of the Local Offer. 9 people attended this workshop.

DfE SEND Reforms, Progress and Challenges

This workshop was led Brian Gale OBE, DfE Regional Advisor, and SEN and Disability Professional adviser. The workshop breakdown started by the implementing the send reforms and moving post April 2018, how a successful implementation looks like, meeting the statutory duties, access to the local services, Accurate and timely identification of need, improved attainment, SEN support, Preparing for adulthood, parental confidence, and co-production. 13 people attended this session.

Neurodevelopmental Pathway

This workshop was led by Karen Moody (Head of Prevention and Early Help Services PCC) and Pam Settafield (Commissioner, Child Health, Communities Directorate, and PCC). This was attended by 25 people.

Conference Feedback

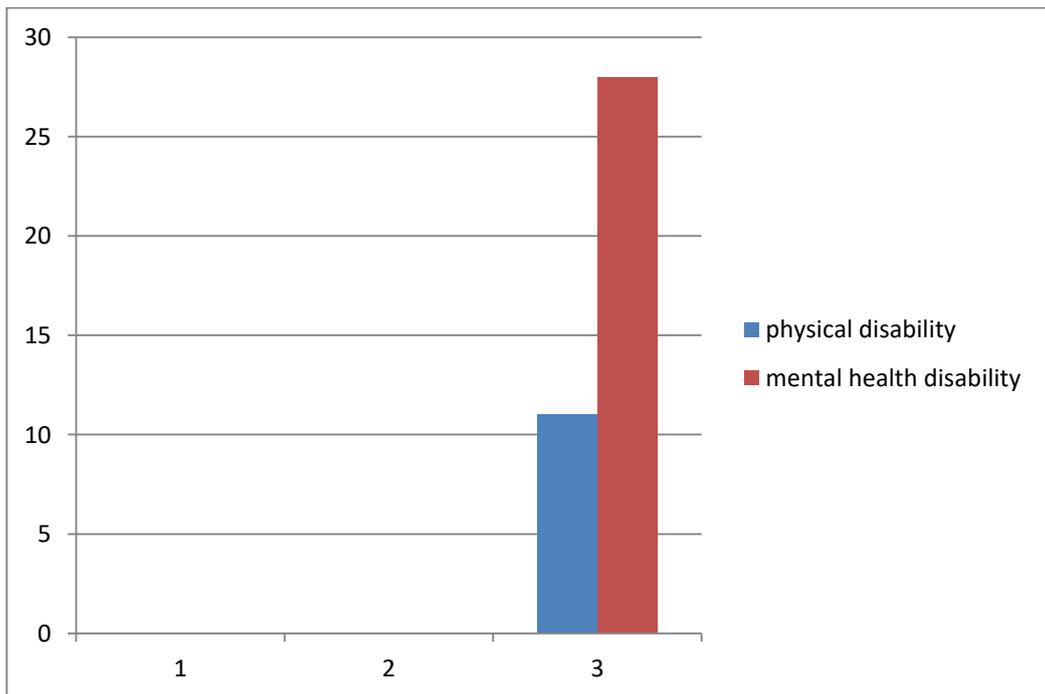


Fig.1 CYP /Parent carer disability breakdown

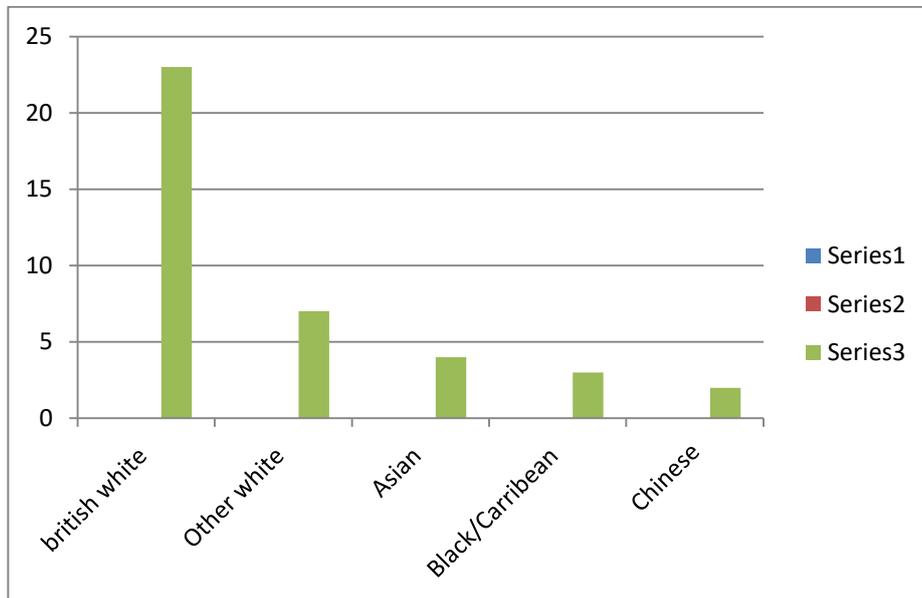


Fig.2 Parent Carer Ethnic Breakdown

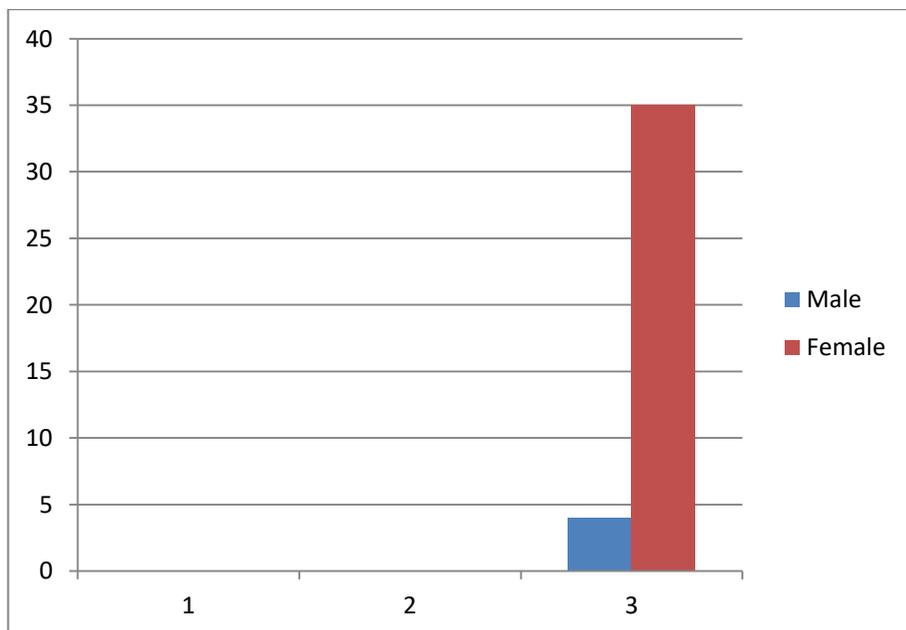


Fig.3 Parent carer gender breakdown

Due the new GDPR rules and good practice compliance, information should be relevant to the purpose that is being requested. FVP and although we use data for engagement assessment and evaluation of our service delivery the data collected on previous years would be considered to be excessive for the purposes of our work.

From the above graphics you can see that , still have a prevalence of female parent carers attending this may be due to the traditional role of the father being the family income earner and the other partner being the one caring for the essential family needs and this include caring for the child and young person special needs.

Ethnically, we had parent carers from a wider and ever growing variety of ethnic groups which shows that Family Voice is reaching hard to reach families and that families have and feel confidence in our services and feel that it is useful for their needs.

Still there is a prevalence of parent carers representing children and young persons with mental health compared to a physical disability, but that is a reflection of the disability prevalence among Peterborough population, nevertheless parents with a physical disability child or young person number and representation and engagement is growing among Family Voice families.

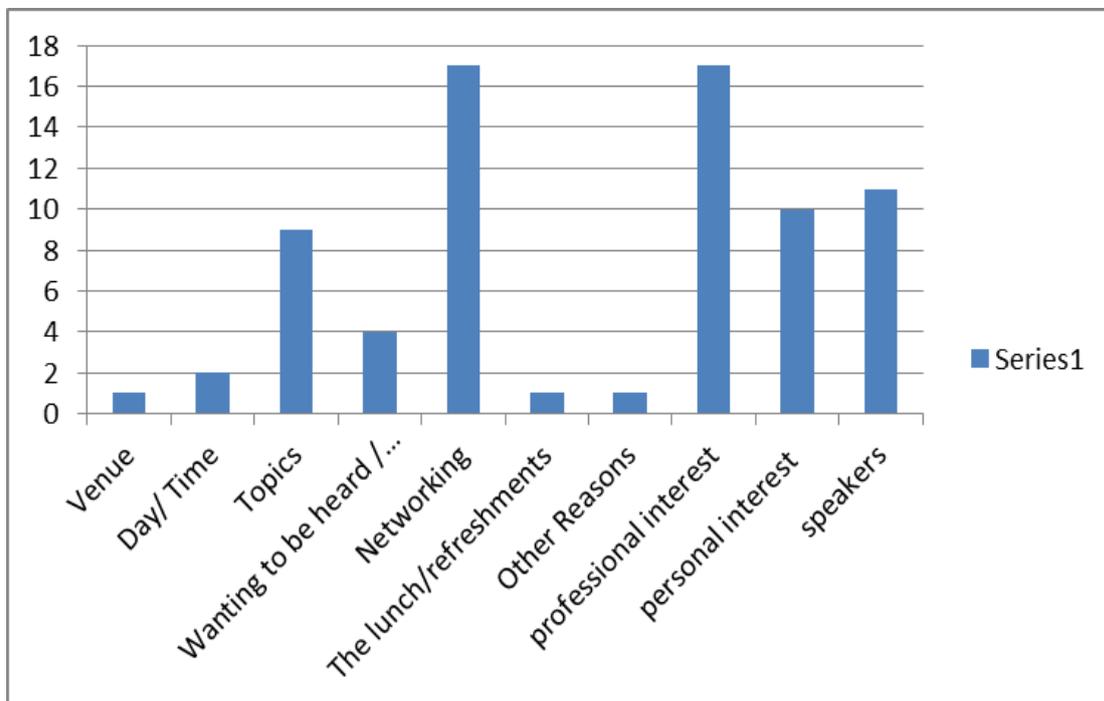


Fig. 4 Breakdown of Attendance Engagement motivations

The chart shows how overall attendees rated the conference for the Networking; Networking was mentioned repeatedly among parents and professionals, making our conference a mark in the Peterborough SEN annual programme, with an excellent reputation that FVP is keen to keep going and improve year after year. The conference was rated well out of 34 feedback forms received back with one not rating the venue.

The also rated highly professional interest gained matched by parent carer’s personal interest, followed by the quality of the speakers and topics, which reinforces not only the rating among first time attendees but also the ones that know the event and rated it highly.

In the previous year 34% of the attendees recorded the most popular reason for attending the conference as “wanting more information” followed as a close second choice by “topic” which is exactly the same as the previous year, showing again a shift in people’s perception and personal event rating.

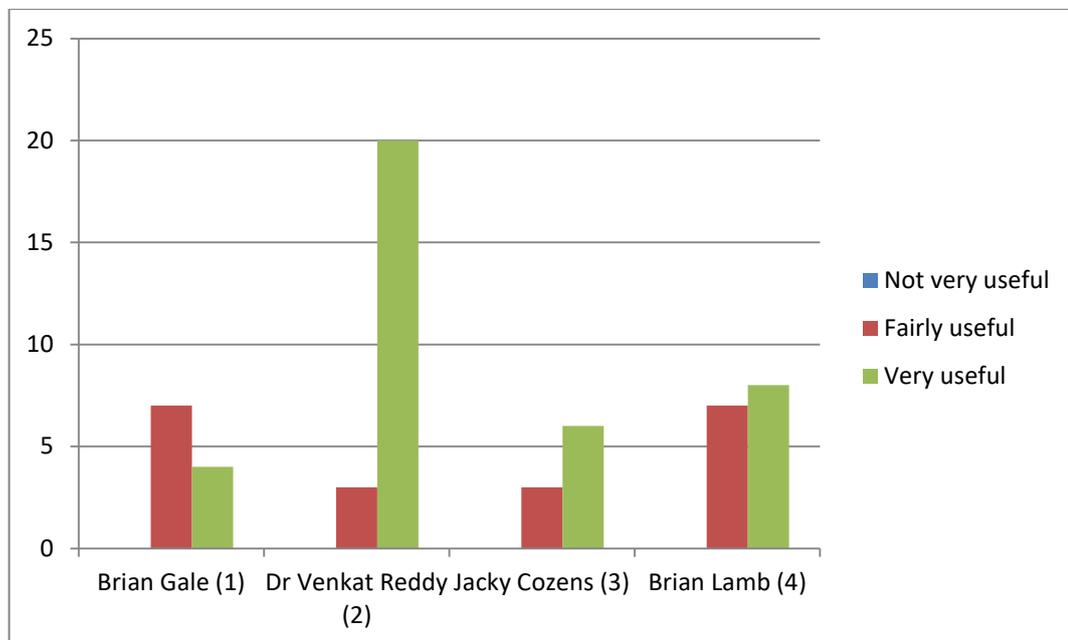


Fig. 5 Workshops relevance and usefulness ratings

The majority of the attendees found all workshops relevant and extremely useful, with the topics chosen by each speaker to determine the usefulness rating given to the workshop. While 20 professionals and parent carers found the workshop fairly useful, 38 found it very useful. Health was found to be an area where both professionals and parent carer are looking for more information.

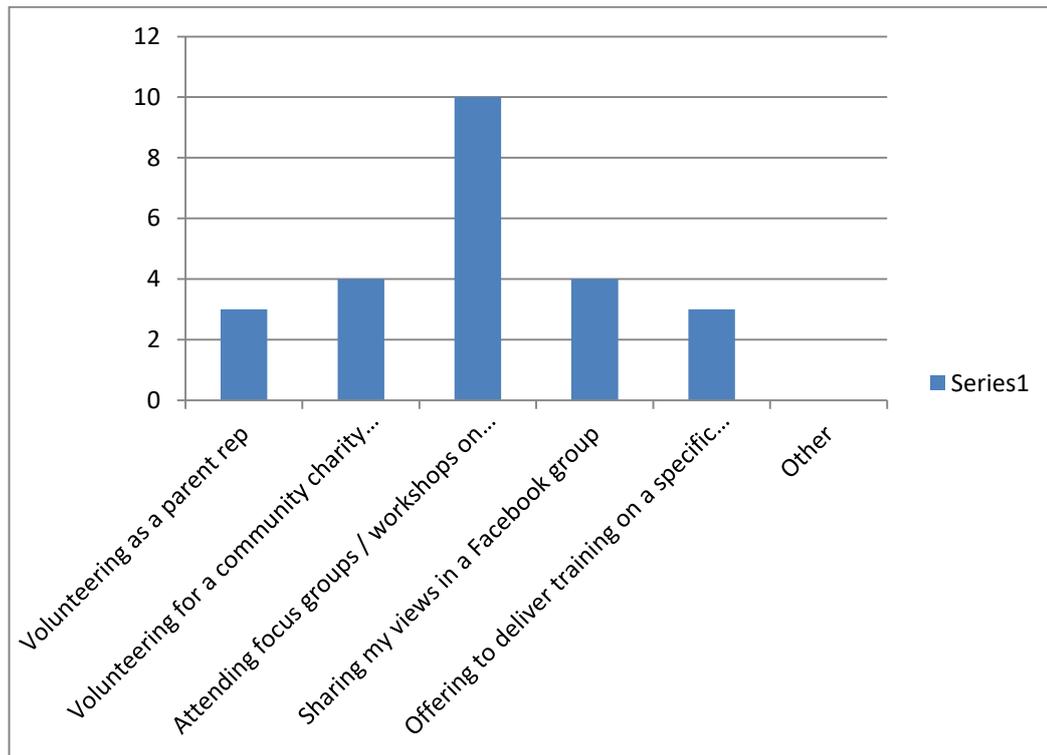


Fig. 6 Preferred parent carer methods of participation

Methods of Participation

As predicted the preferred methods of participation was theme focus groups followed by support groups and media participation. The previous methods a more interactive way of participation which parent carers prefer as it also allows for a more intimate sharing of their experience, but also offers the opportunity for a spontaneous and in the moment support. It creates trust and rapport with service users and maybe more opportunities should be taken in account when looking at innovative ways of participation among service users/parent carer’s.

Table 1:

Please share one thing you will take away from this conference.
This could be some information on a topic, one specific piece of information, a resource or organisation to investigate, something that inspired you, etc.
I was very impressed with the whole day, my first time attending the Family Voice conference. Thank you Christine for your support, call and email.
Dr Reddy talk was fascinating. It was interesting to learn about the impact of the ACE's and would be interested in delivering the material.
ACE's really interesting.
Dr Reddy, general learning session but for me professional.
Generally a very interesting event with lots of information available to both parents and professionals.
The figures around SEND children being excluded compared to non SEND. the useful information and the networking.
Dr Reddy workshop was very interesting and information, it is definitely something I will take back to school and would be interested in further professional training in this area.
I found all the topics interesting and useful but particularly enjoyed Dr Reddy's workshop.
Dr Venkat Reddy thought me about the ACE's. I never knew any of it would love to do a full course on it I found it highly interesting
excellent information.
Dr Reddy has given me a lot to think about and discuss with my husband.
Local offer, ACE's, EHCP, and social care.
Local offer info.
Understanding of topics, interesting facts.
ACE's really interesting.
ACE's really interesting.
Social movement to raise awareness of ACE's.
Dr Reddy presentation was brilliant and well explained. I will use the information from this workshop in my everyday work.
Dr Reddy presentation on ACE's was amazing, can we have a copy please if possible.
Found Brian Lamb very informative and as a professional I took a lot away from his slideshow in terms of what is expected and route and ways to ensure best for the child and parent.
How much you should get parents involved - helping parents with children - tools to help.
Dr Reddy talk was both information and help me to approve this as would others excellent!!, always good to have an event to networking with professionals and parents.
The need to think of a solution to help schools to find the ways to get it slightly meeting the needs of the parent including working with parents without causing burn out among our school teachers
ACE's - looking at support for parents, as well as the children.

Table 2

What topics would you like more information, resources and events on?

Other organizations available to support parent of pre-school or younger and primary aged children.
How parents can support learning at home , how parents can be supported to "let go " when child is into adulthood
N2 and N4 workshops Dr Reddy and Brian Lamb , other vents to do with family voice.
Early Help and support , what support is out there? More support and funding for charoties , Voluntary groups and other supporting families.
Please can I have all the presentation slides
Sensory Processing Disorder, PDA statistics - outcomes , relative trauma.
Presentation of Dr Reddy , slides presentation please.
Engagement between professionals and parent carers , importance in this.
More info directed at Sencos and professionals
Presentation from Dr Reddy (slides)
Transitional aspect of education , particularly from secondary school to university , and what sort of support we might find as expected and the child gets to university.
Dr reddy and Brian Lamb.
workshops , courses, and events like this.
More child developing workshop , ASD, ASCS and other that would help parents to learn and help their children . Also EHCP workshops.
Wider audience could be invited heavynly , early years.
More information on the role of early help in relation to SEND children and what support can be accessed through early help.
How to get a good quality EHCP or a plan that gets executed.
Local events , Shine charity , Local Down syndrome ASSOSC.

Table3

Any Further Comments
Invites to the early eayers team area senco's plus health visitors , as they both work in early eayear education /early help.
More information on workshops before the day, and speakers , so can think about questions before the day. It has been a lovely first conference for me though , so thank you.
It would be good to see a diverse population among the arent attendees that represents the peterborough population .
Some information was very full of gargon and therefore difficult to follow over for a professional- explanations please!! I am happy with copies of the representations. A very useful and interesting day , thanks you and for the arrangem ets in place thank you!!
Could I please be emailed the 2 workshops , 2 and 4.
Please can I have the Brian Gates slideshows , Brian Lamb's anf Johnathan Lewis to feed back to my SEN dept. thanks you.
Really , really enjoyed this conference , some some workshops , thank you ver much to be able to come along .
Not happy with the venue , seating uncomf ortable.
More information on the workshops topics to help determining which to attend prior to choosing. To help choose when is the most relevant to my profession
Could send the links to the presentations
Seating uncomf ortable in studio
The dinningf area was very noisy and difficult to talk ot other people , although the food was very nice . All other areasa of the venue were nice.
I was expecting to see more professionsla at this event from wider agencies , knowing the majority of the professionals in the room , there was just one representative from secondary school and four from primary schools.
thank you
I would like to say a big thank you to Family Voice for organising this event!!
My only problem is that you could not do all the workshops to be attended by on the day.

Tables 1 to 3 are used to present the answers to feedback form questions:

1. Please share one thing you will take away from this conference.
2. What topics would like more information, resources and events on?
3. Any other comments.

The speakers and topics appear to have been the most popular responses to what was found to be most useful, while specific workshops and speakers were less popular, which contradicts the most popular in part, this will always depend on the level of knowledge the parent/carers and professionals have on the topics being discussed.

Overall when asked how the conference will help you the most popular reason appears to be more informed and knowledgeable about the topics at the end.

When asked any other comments, the array of answers was diverse, from individual sensory needs to make sure that more professionals re in the room representing more agencies, this perhaps something that Peterborough city council can help Family Voice with in the future.

Conference Analysis

The conference attendance and engagement increase by 69.2% compared to 2017, with a significant increase on the attendance of parent carers and same number of professionals. The themes were popular with attendees from all areas, this year health was quite well received by all and it was considered to be useful. Most attendees requested slides to spread the information received on the day, which means that the impact of the event will reach people that did not attend on the day, showing that the event is becoming a reference and a beacon of productive discussion to all the participants, services and users.

With the first phase of the SEND reforms concluded , it is time to consider and working with professionals and parents breaking down barriers to and of participation together. Although SEND reforms are still a work in progress, never as before there is a clear recognition of gaps and areas for improvement, benefiting individual and collective participation of families as well as children/ young people.

The themes were considered to be relevant and some felt to make a choice was hard and wished that they could have attended all workshops available on the day. In general the feedback was positive with some useful suggestions for improvement being provided including; too much information to digest in a short space of time, accessible information, workshops, and to make the conference longer, improve the publicity strategy of the event to more professionals, previous suggestions will be taken into consideration at the next conference.

This year attendance was mainly consistent with the booking and the most attendants had a previous booking, it was mostly professionals that turned up without a booking due to last minute knowledge of the event. Very small percentages fail to turn up due to unforeseen circumstances on the day; this factor has to be account for due to most being in parent carer role.

In total 87 people were booked, 83 attended the conference, with 12 did not attended on the day but 8 people turned up on the day without prior booking.

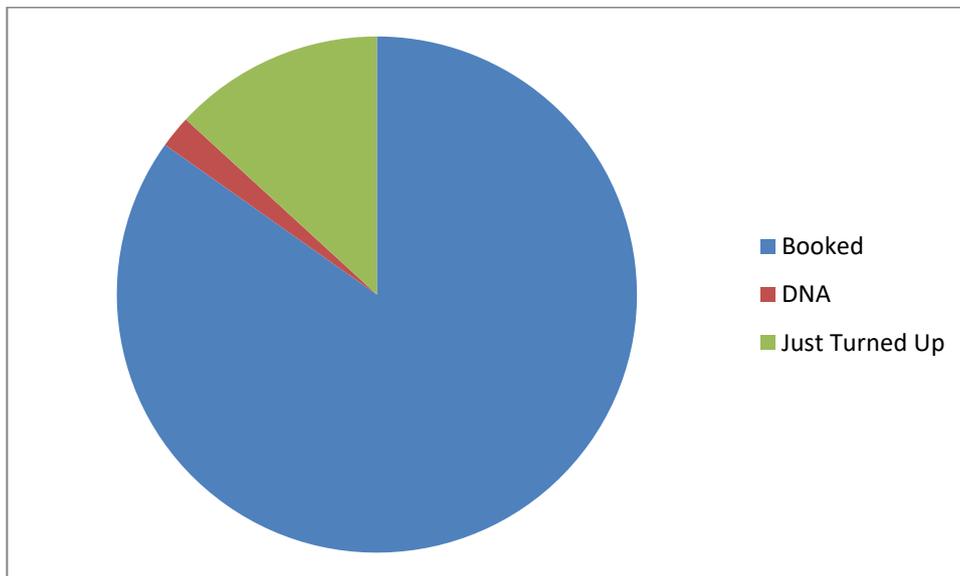


Fig.7 Breakdown of Attendance (on the day)

Appendix 1 – Questions Asked- Conference 2018

Question	Response	Suggested respondee
<p>Why doesn't Peterborough recognise/diagnose PDA (Pathological Demand Avoidance) and SPD (Sensory Processing Disorder)?</p>	<p>Pathological Demand Avoidance (PDA) is a term used by some families, professionals and organisations to describe behaviour seen in children with autism and other conditions. This is not universally recognised as a separate diagnosis by health professionals as it is not included in the NICE guidance for autism or international diagnostic manuals like ICD and DSM. In research this title or phrase is used to describe a specific aspect of the autistic child's behaviour and not a diagnosis on itself.</p> <p>The symptoms described as part of are often explained by autism with associate problems like anxiety, sensory processing difficulties and oppositional defiant disorder. There is no objective measure to define "Pathological" Demand avoidance as all children and children with Autism in particular, will avoid demands that they cannot meet due to their inherent developmental difficulties.</p> <p>There is no specific</p>	<p>Dr Venkat Reddy Siobhan Weaver</p>

	<p>treatment or intervention for PDA that is significantly different from what used for Autism. It is much more important to properly assess the difficulties face by children with autism to identify the route cause and then develop individual strategies to meet the needs rather than add another diagnostic label like PDA. The CAMH and Community paediatric professionals from Cambridgeshire and Peterborough met as a group to hear from an expert who is of the view that PDA is a separate diagnosis. The health professionals reached the consensus that there is no significant evidence behind the diagnosis of PDA. This is the view across Cambridgeshire and Peterborough.</p> <p>We will keep a close eye on research and NICE guidance to make sure that we revise our view if there is change in the national guidance.</p>	
<p>How are we guaranteeing our children with SEND are receiving the necessary SEN support to support needs fully?</p>	<p>We can guarantee to continue to work with settings, professionals and families to ensure development and promote best practice. There are many examples of this kind of work. For example, the SEN audit tool was developed against national understanding</p>	<p>Sheelagh Sullivan</p>

	<p>of best practice in SEN. We are promoting this through the SENCO network and have over 40 settings signed up. It's a self-assessment tool initially but then schools are grouped together so that they can provide peer to peer reflection and support. There's also lots of training going on to help schools understand different areas of need and the support required. Anyone can sign up to the 'SEND in Peterborough' newsletter to learn more about what is going on.</p>	
<p>Peterborough <u>needs</u> good schools for children with very spiky profiles (Not only Autism!) e.g. child very good at languages, terrible at maths and science, has MFL GCSE but language generally is age 2-3yrs and really needs help with social and self-help skills. Too smart for Marshfields yet mainstream ***** of weakness.</p>	<p>In Peterborough we try to set out clearly the nature of our specialist provision and the kinds of need that are catered for. This developed partly in response to issues raised by parents that they were not clear about who and what schools catered for. We want to ensure informed choice where families are considering specialist provision. There are overlaps between specialist settings and provisions. That's deliberate because we do not think 'one size fits all' However, we also want to make sure that our mainstream</p>	<p>Sheelagh Sullivan</p>

	schools provide good provision too because we support the legal right to, and presumption of, mainstream education for children and young people with SEND.	
For Brian Lamb – OFSTED will not hear from SEN parents if parents don't know OFSTED is coming. E.g. Secondary school and if children have left (e.g. for HE) because school provision was dire and parents had no other option but to leave that school if they wanted to save child's mental health and education and future prospects		Brian Lamb
For Brian Lamb – LA and schools should know how to do this so well that parents are justifiably confident LAs and school will guide them efficiently to a great EHCP and will give the child great provision. No wondering, no fighting, no delays!		Brian Lamb
Schools and LA are not meeting statutory duties and this is actively harming the child and by extension the whole family.	The landscape in education is complex and whilst LAs have duties they also limit their powers. This does not stop the LA challenging where appropriate and supporting families directly where there are issues. I also hope that LA staff	Sheelagh Sullivan

	<p>recognises that when there are difficulties it can impact on the whole family. Nonetheless, the LA will always encourage and try to facilitate honest dialogue first. It is more effective in bringing about change.</p>	
<p>Families <u>need</u> easy abundant, free (Or almost) access to legally trained help throughout the EHCP process, from requesting an EHCP to successful appeal, as the LA and schools either don't know the law or don't care and this means inadequate EHCP's, stress and terrible provision.</p>	<p>We have had numerous checks around the quality of our EHCPs - peer reviews, DfE etc. None have indicated major issues although the recent peer review suggested we look at gathering the voice of the child or young person more effectively. We think that's right and so we hope to do more and will involve children and young people them in improvement. We certainly do not think EHCPs are perfect but we have put in place systems to monitor quality, including feedback from parents about new EHCPs. Positive feedback is very high. In terms of appeals, we do not use legal representation or advice in the majority of our cases because we recognise that families cannot often access this either. We do have cases where families employ legal support but the LA does not. Happily</p>	<p>Sheelagh Sullivan</p>

	<p>however, the number of appeals registered in Peterborough is consistently low. Our desire will always be to resolve without tribunal and we invest heavily in independent mediation which is totally free to families.</p>	
<p>If nobody determines what a child's full potential is, how can you be confident that children and young people are reaching (Very close) to their full potential if they want to?</p>		
<p>For Brian Gale – Some children do not <u>want</u> to be at EHCP AR, so ensuring they attend is causing stress and anxiety, negatively impacting their ability to function/learn.</p>		<p>Brian Gale</p>
<p>If the LA/NHS refuses to assess needs (Ed Psych, Dyspraxia, OT, ST, ...) and refuses out of area or independent reports (Which parents cannot afford) Then you cannot say EHCPs are strong and safe and helpful. It is a cop-out..... an easy way to not meet need is to refuse to have need identified.</p>	<p>The LA does not refuse independent reports but does reserve the right to ask for a view from appropriate LA, health or care professionals when independent reports are submitted. This is to ensure quality and consistency so that there is no disadvantage to those who do not submit private reports. The LA does not provide assessments 'on demand'. It does not have the capacity</p>	<p>Sheelagh Sullivan Katy Blessett</p>

	<p>or funding for this, nor would it be equitable. However there are clear processes for seeking advice from specialist services for both settings and families. Professionals decide what the most appropriate mode of assessment is because that is there professional role.</p>	
<p>Child missing in education – permanently excluded – has an EHC plan – school did interim review but excluded following this. My son goes to PRU. LA have consulted with two schools of my choice both say they cannot meet need. I know that the LA can overturn a decision but it does not fill me with confidence that mainstream are failing and not willing to educate my child. What are the options if the local offer/local mainstream schools are not willing to educate my child?</p>	<p>When a child has an EHC plan, families have the right to make representation for a particular school. There is then a statutory process for consulting with the school. The intention of the consultation is to understand any issues or barriers that the setting feels there may be to educating the child. They may think that a child is unsuitable for their school but that does not mean that they can simply refuse to admit a child. The LA always goes back to schools to talk about any issues they have raised and in reality most issues can be supported or overcome. The right to mainstream education is strong in law. Families can understandably be upset when they feel a school is refusing their child but, from the school’s point of view,</p>	<p>Sheelagh Sullivan Katy Blessett</p>

	they also have a responsibility to make sure that they understand needs and have everything in place.	
My 13-year-old son suffers from anxiety and I had to change schools to enable him to receive the support he needs, Schools need to be able to support students with mental health issues I have discovered first-hand schools are not offering this support. Where is the support for these children?	<i>This is not for me - try Siobhan</i>	Sheelagh Sullivan
Will there be more support for parent/carers in Peterborough including access to being able to apply for a Carers assessment in the near future?	<i>This is not for me. Try Graham</i>	Sheelagh Sullivan?
How can we stop mainstream schools mistreating children with special educational needs? Why do some parents with children with very clearly identified needs, have to go to hell and back simply because their school refuse to do their bit? To this day too many children do not have an access to a national curriculum because schools refuse to accept official diagnosis and doctors reports, which leads to them falling behind even more. What more can be done to ensure that	No system is perfect but everyone is working to provide the best education for all Peterborough children. Our belief is that making the curriculum accessible for a child or young person with SEND, the school ensures a better teaching and learning experience for all - a whole school approach. We all have a duty to participate in making that happen and working positively together - families and professionals. We are currently	Sheelagh Sullivan Jonathan Lewis? Marion Deeley

<p>every single child has equal opportunities to learn and develop?</p>	<p>working on a document that sets out expectations of settings and potentially services for children with SEND in terms of values and approaches. Parents and settings are participating in the development of this work. We hope that it will help everyone.</p>	
<p>Brian Lamb OBE your report 'Bercow 10 Years On' identifies that in far too many ways the promise has not been fulfilled. How can we ensure that children who fall in the threshold of average speaking (As per the speech bell curve used by the NHS 16-84% of all children are considered average) and are discharged by SALT are still receiving adequate, essential and person centred additional support in schools? SLCN especially when it is a language disorder is a very hidden SEN and without the specialist input of salt and the correct testing these children are still going under the radar and lose out on vital support to be able to keep up with their peers. Those risks increase even further in areas like Peterborough which have a large demand to services like SALT and classroom support for speech and language due to higher</p>		<p>Brian Lamb</p>

<p>numbers of poverty, eal and children in care. How can schools and services ensure an improved outcome in education and mental health of all children with SLCN when they are minimising the problems those children are facing due to not understanding the real risks these kids are under (even when evidence in the form of private assessments has been presented to them).</p>		
<p>The process of seeking any kind of NHS support is complicated and unclear, especially for parents with full time jobs who don't know where to find help. Is this something that's being recognized and addressed? thanks.</p>	<p>The process to access NHS Support is through Early Help Assessment and referral to specialist NHS services, if needed. The detail of this process is available on the Peterborough Local Offer.</p> <p>With regards to children's mental health we have developed the keep-your-head.com website to provide 24/7 information and advice for children/young people, families and professionals. We are currently updating the carer/parent section to ensure the information is accessible and available.</p>	<p>Siobhan Weaver</p>
<p>Question to Mr Lewis - If a parent came to you and complained a school/Academy is not meeting the needs or even providing provision set out in the EHC plan of their child. How would you respond?</p>	<p>I would advise that you raised your concerns in the first instance with the school. I would also make you aware of our independent service to support parents in talking to schools over SEN related issues - <i>inset name of Marion's service</i></p>	<p>Jonathan Lewis Sheelagh Sullivan Katy Blessett Marion Deeley</p>

<p>Question to Mr Lewis - How would you go about assessing the strengths and weaknesses with in PCC SEN team and formulate a long term plan for improvement, if necessary?</p>	<p>All of our SEN and Inclusion Services (SENI) are encouraged to be reflective about their practice which is why changes are made to how we deliver on a regular basis. Every SENI service sets outcomes for the year ahead and reviews progress on an annual basis. The views of families, settings and partners are part of most individual service reviews. There is an overall SEND self-evaluation (covers all services related to SEND) and a related SEND implementation action plan. Family Voice are part of the group that monitor this plan.</p>	<p>Jonathan Lewis Sheelagh Sullivan Katy Blessett</p>
<p>Question to Mr Lewis - How realistic is it that schools or parents applying for EHC plan assessments meet the Standards?b</p>	<p>We have clear guidance for EHC needs assessment that was co-produced with settings, professionals and representatives from Family Voice. There is training about the EHCP process to schools via the SENCO network and we have recently completed training with health colleagues. There is ongoing training for social workers. Support to parents who may wish to make an application is offered through our Parent Partnership Service and through the SENI surgeries</p>	<p>Jonathan Lewis Sheelagh Sullivan Katy Blessett</p>

	held on a regular basis in partnership with Family Voice. There is also a lot of information on the Local Offer.	
Question to Mr Lewis - What professional activities would you consider engaging in to help improve relationships with frustrated SEN parents?	I think today's conference has been an excellent example of an engagement activity that I hope helps to improve relationships. Professionals do understand that families sometimes feel frustrated but, as our recent SEND peer review commented, this is an Authority that tries to be open and honest even when the message is difficult.	Sheelagh Sullivan Marion Deeley
Question to Mr Lewis - How would you describe the classroom 10 years ago, 5 years ago and today for the SEN child? What differences would you see as noteworthy?	That's a very good question and perhaps it is something we should ask young people themselves so that we can better understand what is working and what is not.	Jonathan Lewis Sheelagh Sullivan?
Question to Mr J Lewis - Please confirm how PCC supports the parents whose child has EHC plans when problems occur with schools/and or academies? That does not include PCC advising complaints procedures are followed?	<i>I think this is a repeat of the question above</i>	Jonathan Lewis Sheelagh Sullivan Katy Blessett Marion Deeley?
Question to Mr J Lewis - Please describe your management and leadership styles?	<i>One for Jon</i>	Jonathan Lewis
Question to Mr Lewis - Do you feel children with	<i>I don't really understand this</i>	Sheelagh Sullivan

<p>HF autism are receiving an appropriate education in Peterborough whilst meeting needs, and not impacting their mental health?</p>	<p><i>question?</i></p>	<p>Katy Blessett</p>
<p>Question to Dr Reddy - How do you delineate between the fine line between behaviours caused by disability and those requiring punishment?</p>	<p>The process to access NHS Support is through Early Help Assessment and referral to specialist NHS services, if needed. The detail of this process is available on the Peterborough Local Offer.</p> <p>With regards to children's mental health we have developed the keep-your-head.com website to provide 24/7 information and advice for children/young people, families and professionals. We are currently updating the carer/parent section to ensure the information is accessible and available.</p>	<p>Dr Reddy Siobhan Weaver</p>
<p>Considering statistics confirm children with autism (approximately 75%) have the co-morbid ADHD. Why does Peterborough CAMHs not assess automatically for ADHD? Which goes onto be detrimental to patients in adulthood.</p>	<p>Children are assessed for neurodevelopmental disorders via the neurodevelopmental disorder service (NDS) not via CAMHs. Every child who is referred to the Neurodevelopment service through early help pathway is assessed for neurodevelopmental problems (e.g. ASD, ADHD,LD), whatever the initial presenting symptom is and also for other co-occurring and co-morbid conditions such as anxiety or tics etc.</p>	<p>Dr Reddy / Alison Hanson?</p>
<p>Question to Mrs W Ogle-Welborne - How would you handle the fine line</p>	<p>Every parent/carer wants the best for their child and one of the</p>	<p>Sheelagh Sullivan</p>

<p>between parental involvement and interference in their child's education?</p>	<p>best ways to achieve this is to work with their child's school. It is always hard as children grow to allow them to speak or act for themselves. I think that may be one of the greatest challenges for parents - to stand back a little. I think this is a challenge for all parents but particularly hard for those parents who have a child with SEND.</p>	
<p>Question to Wendi Welborne - As the person, or one of the persons responsible for ongoing training of staff. Do you feel the SEN team has been given the appropriate training to write good EHC plans particularly, ensuring the outcomes are SMART? Do you feel PCC has fallen short of this legal requirement</p>	<p>EHCPS held in Peterborough have been subject to scrutiny and review by a number of external bodies and have been judged to be compliant. Nonetheless the service is always seeking to improve practice and participates in both local and regional training events to help improve practice.</p>	<p>Sheelagh Sullivan</p>
<p>Question to Wendi - Please confirm what action parents should take if they have safeguarding concerns in there child's school/and or Academy. Confirming the LA responsibilities in relation to this?</p>	<p>"If parents/carers have any concerns about anything in a school they should first raise the issue with the child's class teacher. If this does not produce satisfaction they should take the issue to the head teacher. If there is still no resolution the parent/carer must follow the school's complaints procedure.</p> <p>If this does still not bring</p>	<p>Gary Perkins</p>

	<p>resolution, or if the situation is very serious, the parent/carer should raise the issue with the LA lead officer for safeguarding (Local Authority Designated Officer LADO), and/or Ofsted as a safeguarding concern."</p>	
<p>I'd like to know what the point of EHCPs continuing until the age of 25 when the LA say they can't enforce anything for post 16</p>	<p>In terms of the EHCP, the same rights exist for young people post 16 as for those aged 0-16. The new single route of redress has strengthened this right in terms of health and care services. However, there is recognition that the different thresholds for movement to adult services across health, education and social care can cause difficulty. This is a national challenge and one that we are all trying to resolve.</p>	<p>Katy Blessett Sheelagh Sullivan</p>
<p>Are there any therapeutic residential school placements in the county?</p>		<p>Katy Blessett</p>
<p>Why do children not receive therapies in a timely manner even when specified on their EHCP</p>	<p><i>This is not for the LA</i></p>	<p>Sheelagh Sullivan Siobhan Weaver Katy Blessett</p>
<p>Why do children have to be sent out of catchment for high functioning autism when we supposedly had a school set up to meet this gap?</p>	<p>The LA has reduced reliance on out of city schools in the last few years which help to keep resources local. However, there are</p>	<p>Katy Blessett Sheelagh Sullivan</p>

	occasions when for individual and various reasons an out of city school is required.	
How do you feel your SEN officers are coping with current demands on them, i feel not very well due to lack of contact and constant chasing to get correct support in for children, how do you intend to address this?		Katy Blessett
Is there a different process that could be followed for children with siblings that have similar issues... so as not to slow the process down for them as their families are already under additional stress?		Katy Blessett
How can we speed up the process of getting Early help as i have been waiting since October 2017 to hear anything.... surely this is not EARLY help?		Karen Moody

The responses to the questions raised by parents at the conference, listed above with the respective answers provided by the relevant person, by 22 June 2018. These responses were shared with Family Voice Peterborough with the expectation of publishing on their website / the Peterborough Local Offer.