
2019/2020 Annual Survey Report

Family Voice
Peterborough

April 2020

Family Voice Peterborough (FVP) conduct an overarching survey annually looking at parent carer experiences of Special Educational Needs and Disability (SEND) services across Education, Health and Social Care within Peterborough Local Authority area. The 2019/2020 survey is intended to be a benchmark from which Peterborough can measure the efficacy of its Written Statement of Action created following Ofsted and CQC's joint SEND inspection of 2019. Parent Carers were asked to respond to a total of 44 questions, the responses to which are analysed below.

Population

The survey was completed by 52 parent carers, all of whom are Peterborough residents who care for a child or young person with SEND. This number has been impacted by the Covid-19 outbreak, which led to the cancellation of numerous participation events, in which parents would have been enabled to complete the survey. Parent Carers are asked to give information on their children/young people, including their gender, age, ethnicity and area of need.

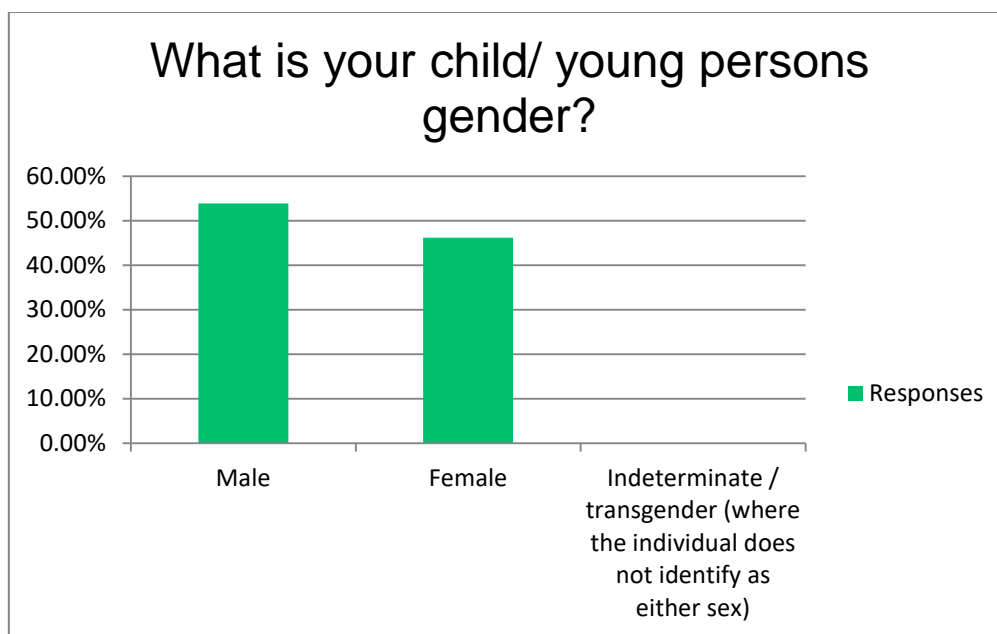


Fig. 1 Gender of Children/Young People Represented within survey responses

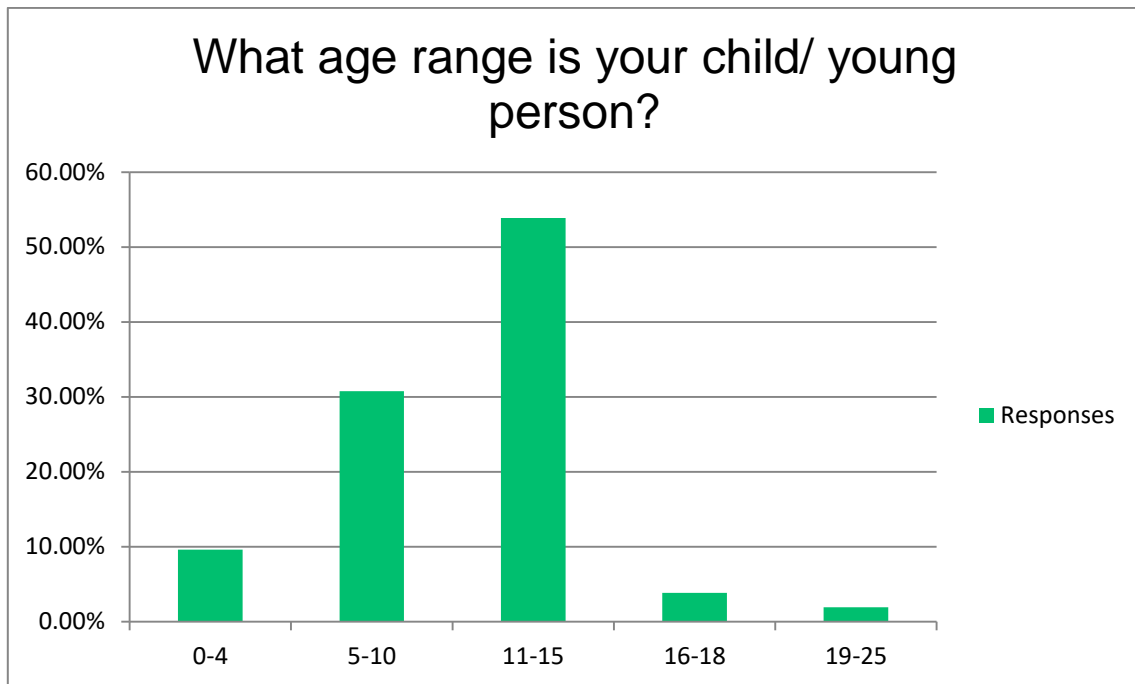


Fig. 2 Ages of children/young people represented within the survey

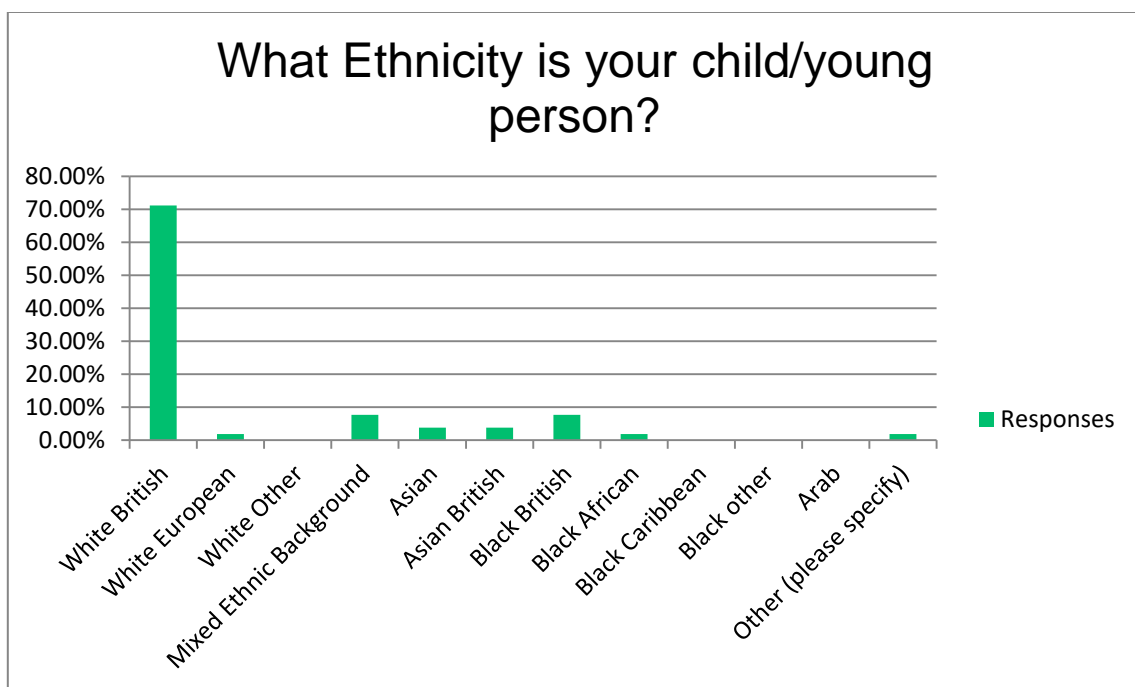


Fig. 3 Ethnicity of Children/Young People represented within the survey

As displayed above, children and young people represented within the survey responses come from a mix of genders and age ranges – the most common age range being 11-15 years. 70% of children and young people represented come from a White British ethnic background, while this figure seems high, census figures show that 90% of the population across Cambridgeshire and Peterborough come

from a White British ethnic background, and as such 30% of survey respondents originating from an alternate ethnic heritage highlights the success of outreach work completed by FVP in targeting and engaging Seldom Heard Communities.

Answer Choices	Responses
Speech and language impairment	16
Sensory processing disorder	18
Severe learning difficulties	6
Autistic Spectrum Disorder	20
Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder	10
Specific learning difficulty e.g. dyslexia, dyspraxia, dyscalculia, dysgraphia	13
Emotional / mental health needs	18
Global development delay	6
Hearing impairment	7
Visual impairment	5
Medical needs / complex health needs	5
Physical disability	5
Moderate learning difficulties	9
On the Early Help Pathway	4
My child/ young person's needs have not been identified yet	3
I do not know what my child/ young person's needs have been identified as	4
Other (please specify)	6
TOTAL	52

Fig. 4 Areas of Need of Children/young people represented within the survey

Parents were asked to declare their child/young person's area of need. These responses are displayed above; the "Other" responses were a combination of:

Downs Syndrome

Wiedemann-Steiner Syndrome

Possible Selective Mutism

Autism Spectrum Disorder remains the predominant area of need amongst children and young people represented however there is also a large proportion of those with emotional and mental health needs as well as sensory processing disorders. Also represented are varying levels of learning disabilities, in addition to sensory impairments and physical disabilities.

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. 5 Types of Educational Setting attended by children/young people represented

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.

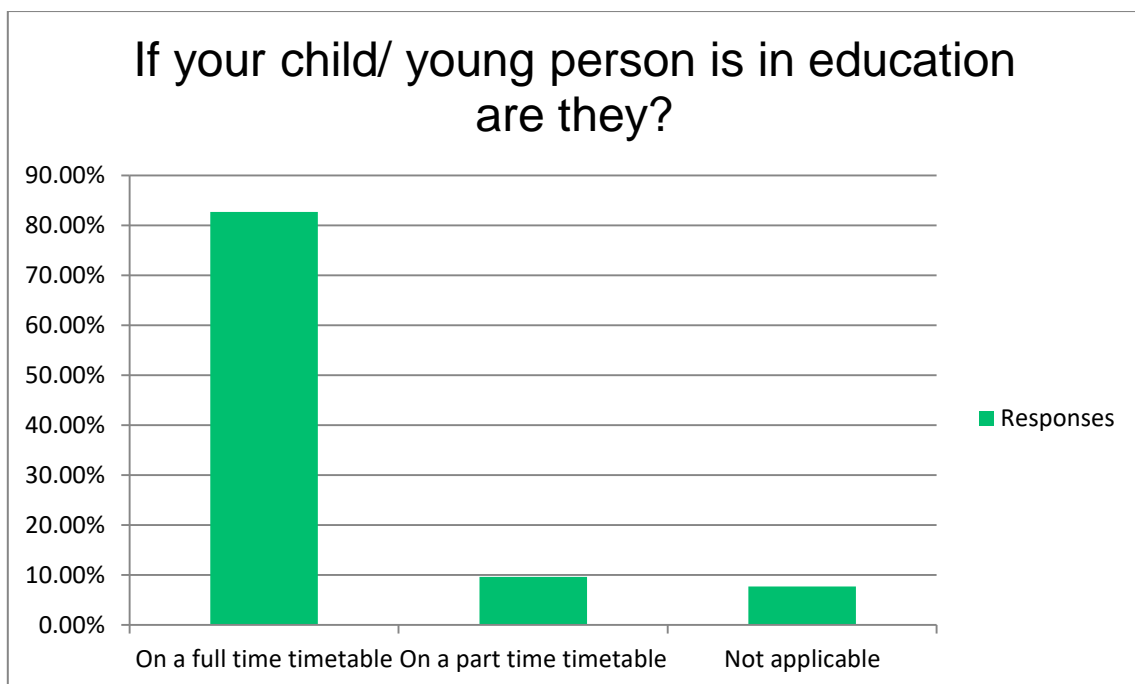


Fig. 6 Educational status of children and young people represented

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.

Detailed Responses

Parent carers were initially asked about their experiences with the Early Help Pathway.

Answer Choices	Responses
I attended a positive parenting course yet my child was refused a referral for ASD/ADHD diagnosis	0.00%
My Child/ Young Person has been referred to CAMHs and I been asked to take a positive parenting course before they will be seen.	2.13%
I was referred for an Early help Assessment even though my child/ young person already has a diagnosis of ASD/ ADHD	4.26%
I have been asked to attend a positive parent course even though my child/ young person has a diagnosis of ASD/ ADHD	4.26%
I have already attended a positive parenting course but I have been asked to attend another one	4.26%
I have not heard of the Early Help Pathway	6.38%
I have been asked to attend a positive parenting course as part of my Early Help Assessment	6.38%
I attended a positive parenting course as part my Early Help Assessment	6.38%
My Child/ young person was referred for an ASD/ ADHD after my Early Help Assessment	6.38%
I have had a referral to CAMHs for my child/ young person turned down even though they have a diagnosis of ASD/ ADHD	6.38%
I attended a positive parenting course and found it helpful	6.38%
I attended a positive parenting course and it has not helped	6.38%
I followed the early Help Pathway and my child/ young person now has a diagnosis of ASD/ ADHD	8.51%
I have not attended a positive parenting course as this does not apply to me/ my family	12.77%
I have had an Early Help Assessment	27.66%
I do not know what the Early Help Pathway is	40.43%

Fig. 7 Respondent access to the Early Help Pathway

Been over a year before it went to panel with no support to family

I had a lot of difficulty getting on the pathway due to my GP surgery being out of Peterborough. This was a nightmare! I have now been waiting a year since school first did an early help assessment and I haven't even been given a date for a parents course

Too late, too long on it

Long wait but worth it to gain the support

Fig. 8 Parental Feedback on the Early Help Pathway

Parents are reporting within the survey that there are long waiting times for support once on the Early Help Pathway and that there are practical issues with the delivery of support once an Early Help Assessment has been completed. Reporting figures for diagnosis of Neurodevelopmental Disorders are showing that the longest waiting time experienced in Peterborough are below 20 weeks, however this does not take into account a holistic view of the initial waiting times to access a parenting course, and allow what had been learnt to bed in at home. Parents are telling FVP that in reality they often have to wait months, sometimes over a year to access the Webster Stratton Course, pushing the overall time to access a diagnosis as high as two years.

Opinions of provision across Education, Health and Social Care

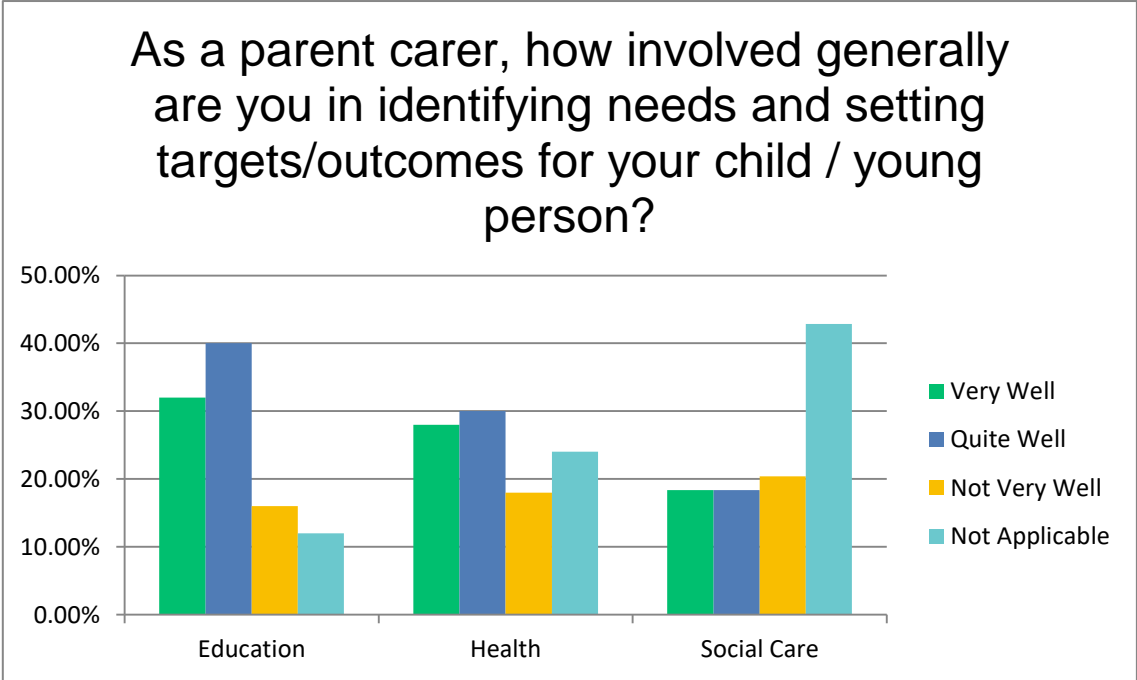


Fig. 10 Parental involvement in identifying needs and setting targets for their young people

The 2015 SEN Code of Practice set out an increased emphasis on parent carer involvement in all areas relating to the identification and management of their child or young person’s SEN. As we pass

five years post-SEND reforms one would expect that joint working and co-production would be well embedded into Peterborough’s SEND system, however parent carer experiences are still mixed. In a continuance of 2019’s annual survey data, Education is the area in which parent carers are reporting the most satisfaction with the way in which professionals seek their involvement in identifying needs and setting targets. This is potentially a result of Peterborough’s ever growing SENCO Network:

*“The Peterborough **SENCO** Network is a network of the Special Educational Needs Co-ordinators (SENCOs) across the Peterborough area. The network exists to:*

- *Enable SENCOs and colleagues to support each other;*
- *Build better communication between early years settings, schools, colleges, the local authority and other professional services;*
- *Share good practice and solutions to common challenges.*

The SENCO network is led by a steering group with representatives from across the range of education settings in the Peterborough area, the Local Authority, and Family Voice Peterborough.”

The SENCO Network is now in its fifth year of existence, with membership growing annually. There are now 68 settings participating, up from around 43 during the equivalent period two years ago, with numerous events held annually to enable training, and the sharing of best practice around the correct management of children and young people with SEND.

The worst performing sector displayed in the above graph is social care, however the majority of respondents still declared that their involvement is either very, or quite good. There are fewer children with SEND accessing social care support or provision in relation to both education and health care. This is largely due to higher threshold to access the support, education and health care are more universal services. Parent carers also tell us that there is a remaining stigma around accessing social care support, with a general view that it is geared towards poor parenting, and young people in need as opposed to children with disabilities that require extra help and support

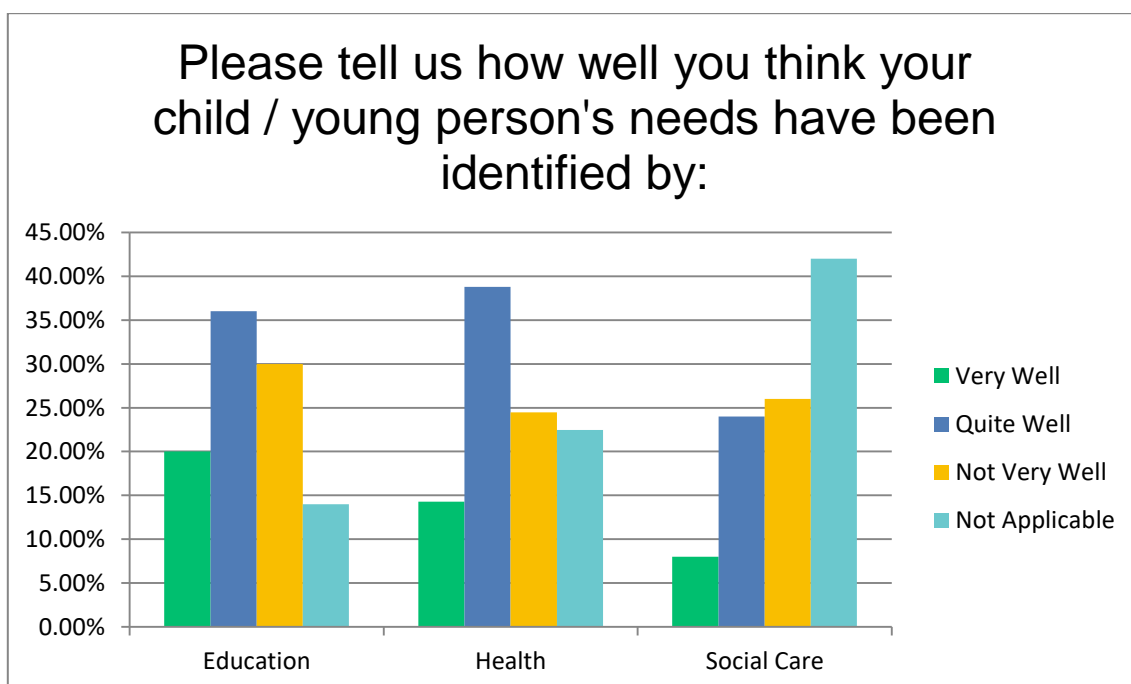


Fig. 11 respondent view on identification of need by services

Peterborough and Cambridgeshire’s joint SEND strategy was launched in January of 2020. The strategy has a focus on ensuring that “SEND is everybody’s business and not just the concern of the few.” The SEND strategy has three main priority areas, one of these being: “Identify and respond to needs early – a holistic and joined up early identification of, and graduated response to needs.” The strategy was co-produced by a range of professionals across Education, Health and Social Care as well as parent carers and children and young people with SEND.

	Very well/quite well	Not very well	N/A
Education	56%	30%	14%
Health	53%	24.5%	22.5%
Social Care	32%	26%	42%

Fig. 12 Parental views on how well services have identified need in tabular form

As seen above, Education is once again the best performing area relating to positive views on identification of need – with the highest percentage of parents declaring the sector to identify needs either very, or quite well. However Education also has the highest percentage of parents who feel that needs are identified not very well. This contrast comes about due the volume of parents who declared the involvement of each sector to be not applicable – education is the crux of most families’ experiences with SEND, and as such education has the largest number of responses. Parent carers report to FVP that their experiences can be vastly different dependent on which educational setting their child/young person attends, regardless of this consistency is growing across all settings, and with the continued growth of membership of the SENCO Network this should continue to improve.

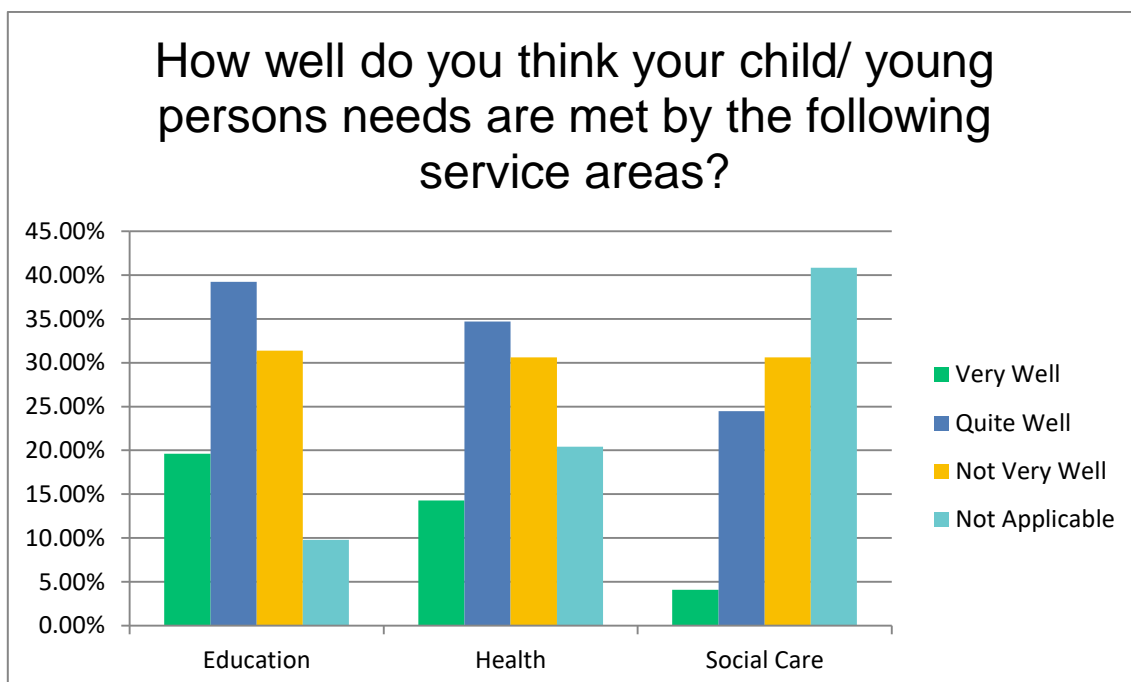


Fig. 13 respondent views on how well services meet identified needs

How well services individually meet needs is the area of highest consistency amongst respondents. 30% of all surveyed agreed that all three areas fell within the “not very well” category, a shift from reporting on how well the three services identified needs, whereby only social care hit the 30% mark in the negative responses. Peterborough’s Written Statement of Action, in response to the 2019 Ofsted and CQC Local Area SEND Inspection provides a response and plan to the following identified area of weakness:

“Joint planning, including commissioning and intervention are not sufficiently well established to make sure that all agencies and services play an active role in meeting the requirements of 2014 disability and special educational needs reforms.”

As such, Peterborough has a co-produced plan to improve experiences relating to services commissioned to meet needs locally. There is an expectation that year on year we will see an improvement in the positivity of responses to this particular question.

	Quite or very well	Not very well	N/A
Education 2019	63%	33%	4%
Education 2020	59%	31%	10%
Health 2019	64%	26%	10%
Health 2020	49%	40%	21%
Social Care 2019	29%	46%	25%
Social Care 2020	29%	31%	40%

Fig. 14 comparison data 2019/2020 relating to meeting of needs across service areas

The above table provides a comparison in the responses to the same question between the 2019/2020 annual surveys. There has been a notable reduction in satisfaction in the way that health care services meet the needs of young people, as opposed to largely similar figures across education and social care.

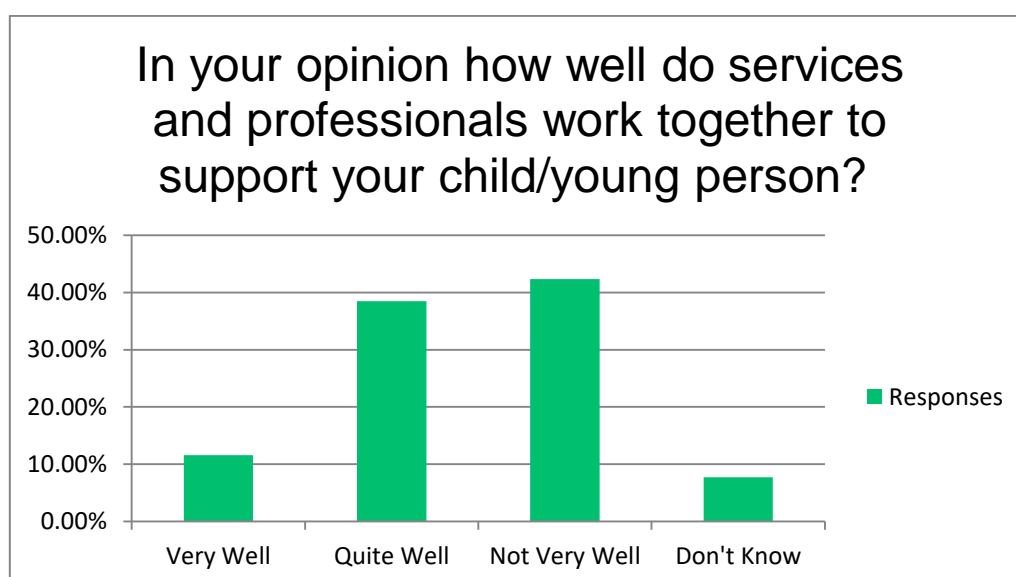


Fig. 15 respondent opinions on joint working across services

Respondent opinion on how well services work together to meet their child/young person’s needs are mixed, this is to be expected at this stage considering joint working was identified as an area requiring improvement during the aforementioned Ofsted inspection. A total of 50% of respondents declared that professionals across services work together either quite or very well. As this is an area of focus for Peterborough, this figure is expected to increase year on year following changes made under the Written Statement of Action.

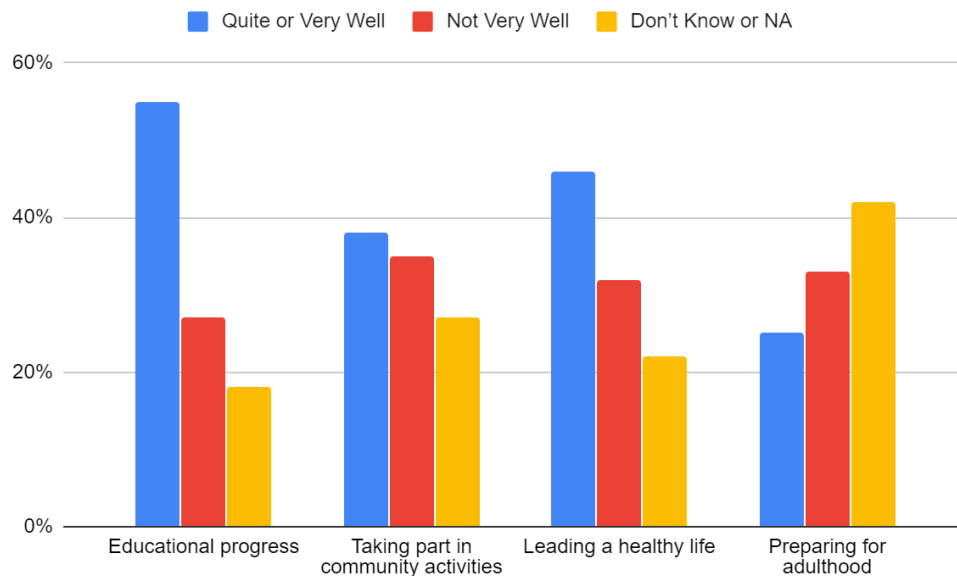


Fig. 16 Responses to “Overall, how well do the services your child / young person use help them to do the best they can in:”

When considering a more holistic approach to the needs of a child/young person, services’ enabling educational progress is the standout area for the highest levels of satisfaction in keeping with the other findings of this survey. The worst performing area is preparing for adulthood – another issue which was raised within the 2019 Ofsted inspection. There are currently numerous working groups in action attempting to improve experiences relating to the transition to adulthood, including those looking at independent living and employment. In order to meet needs, Peterborough City Council have taken on transition specific SAMs officers, developed the role of a mental health transitions worker and there will be a review of the Clinical Commissioning Group improvement plan to address gaps in service provision for young adults.

Education Specific Responses

This section of the survey looks at the specific types of support that children and young people receive in education, and the way in which settings involve young people and their parents in determining and carrying out the required provision.

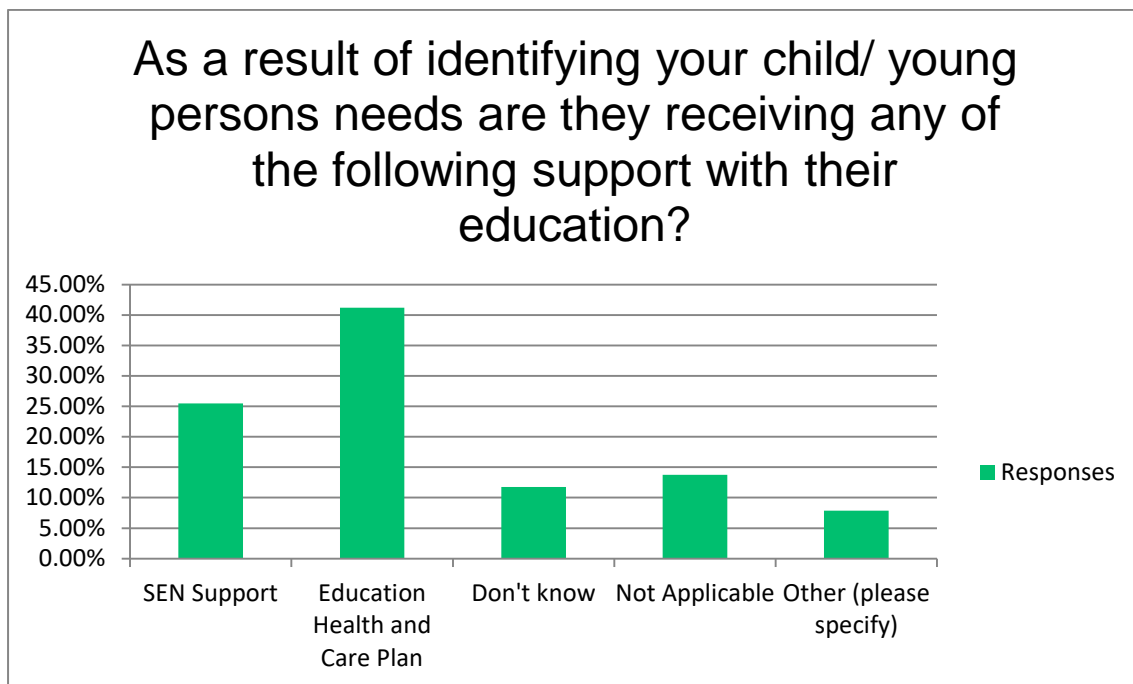


Fig. 17 types of support received in education

Of those surveyed, the majority of respondents' children or young people receive provision and support in accordance with an Education Health and Care Plan (EHCP). It is concerning to see that over 10% of respondents were unaware of the type of support that their child gets whilst in education, which highlights an underlying issue in joint working between settings and parents, along with a communication and information sharing short fall. Considering the high percentage of children and young people with an EHCP represented within the survey it is positive to note that the majority are schooled within a mainstream educational setting, indicating that settings are improving at meeting the needs of children and young people with SEND without the need for specialist provision.

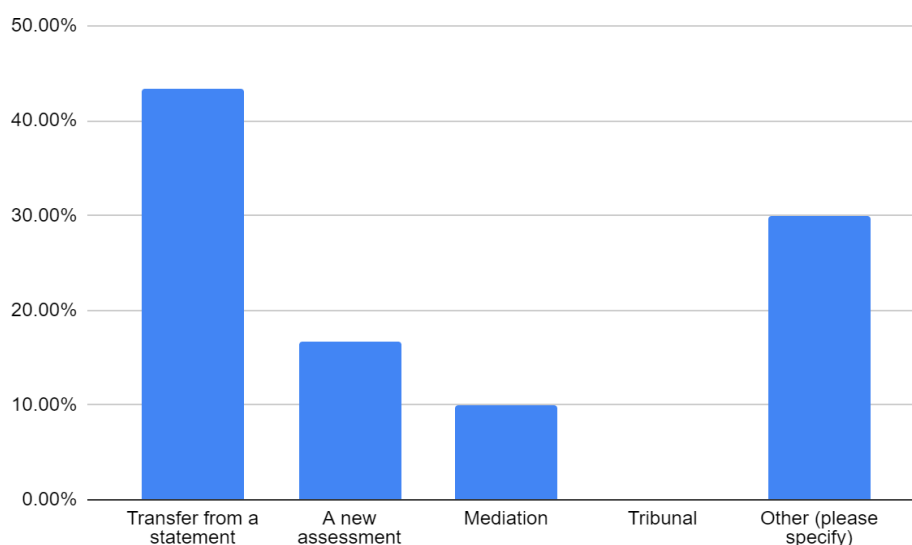


Fig. 18 parental route to accessing an EHCP

The majority of EHCPs within the respondent group were issued following a transfer from a statement of educational needs, indicating that they were already in receipt of additional support prior to the 2014 reforms. Of the remaining, 16% had a plan issued following an EHC Needs Assessment, and 10% following mediation after the Local Authority refused to carry out a Needs Assessment. Outside of this survey, parents have been reporting to FVP that they are unsure of the process and requirements for applying for, and getting an EHCP – and that it often takes numerous attempts at requesting before the LA will carry out an assessment of need. This is also evident within the “other” response option to this particular survey question, examples of responses detailed below:

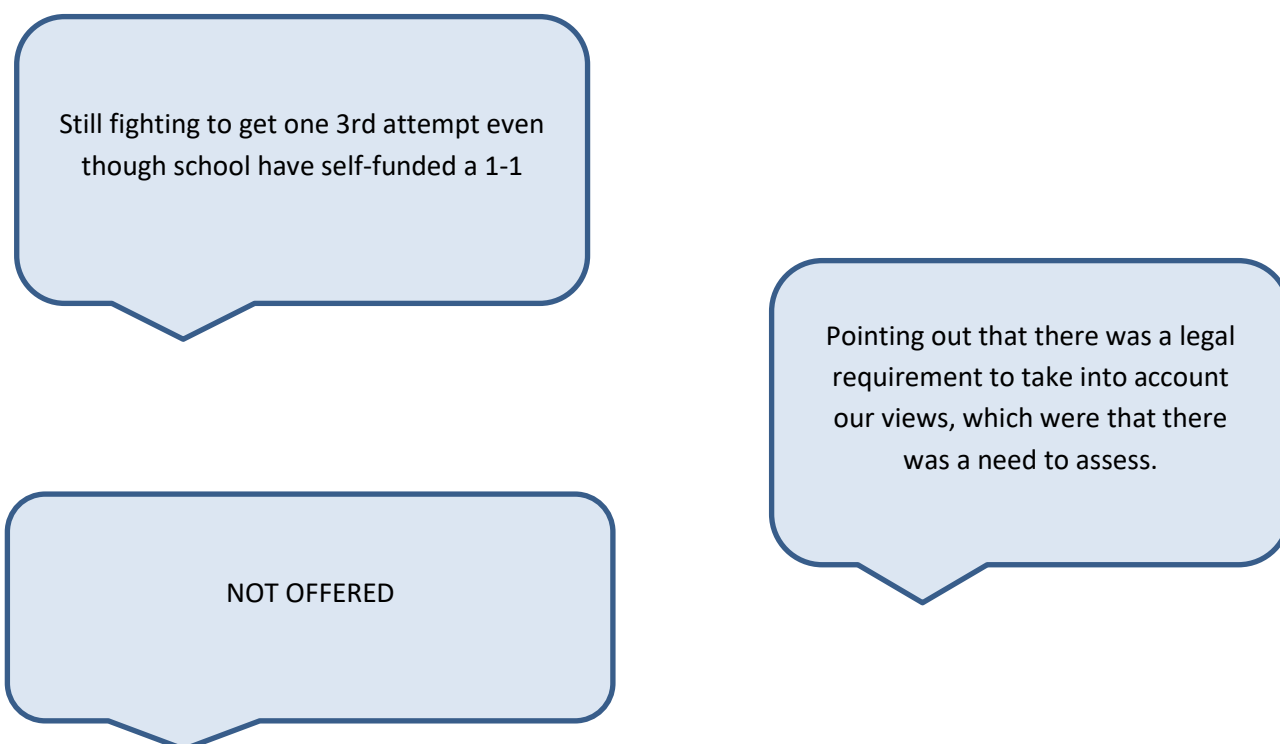


Fig 19 other responses to “if your child has an EHCP was this issued after:”

There is still a belief among a number of parent carers that an educational setting must apply for their child to have an EHCP Needs Assessment, and this is not something that they themselves can request. This is compounded with a lack of knowledge around the levels of support that an educational setting can provide within SEN Support – FVP are currently researching and drafting a Topic of Importance on this subject, which will be available on the website by mid-2020.

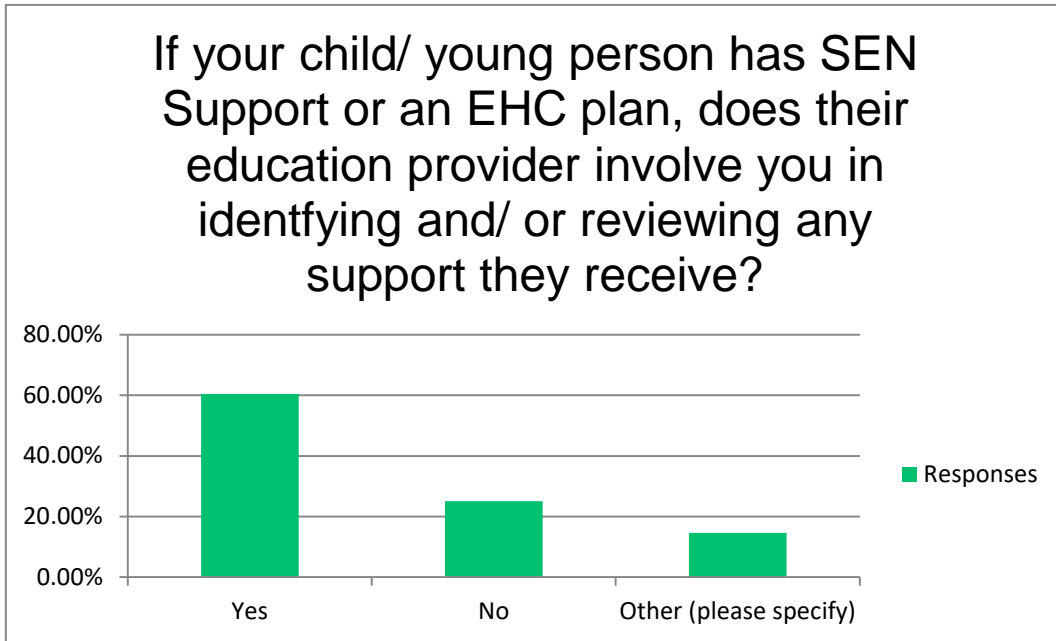


Fig. 20 parental involvement in educational support

There is a statutory duty set out in the SEN Code of Practice to consult with parent carers and young people when arranging and reviewing support within education to meet need. While it is positive that 60% of respondents agree that they are involved, over 20% have stated that they have no involvement at all.

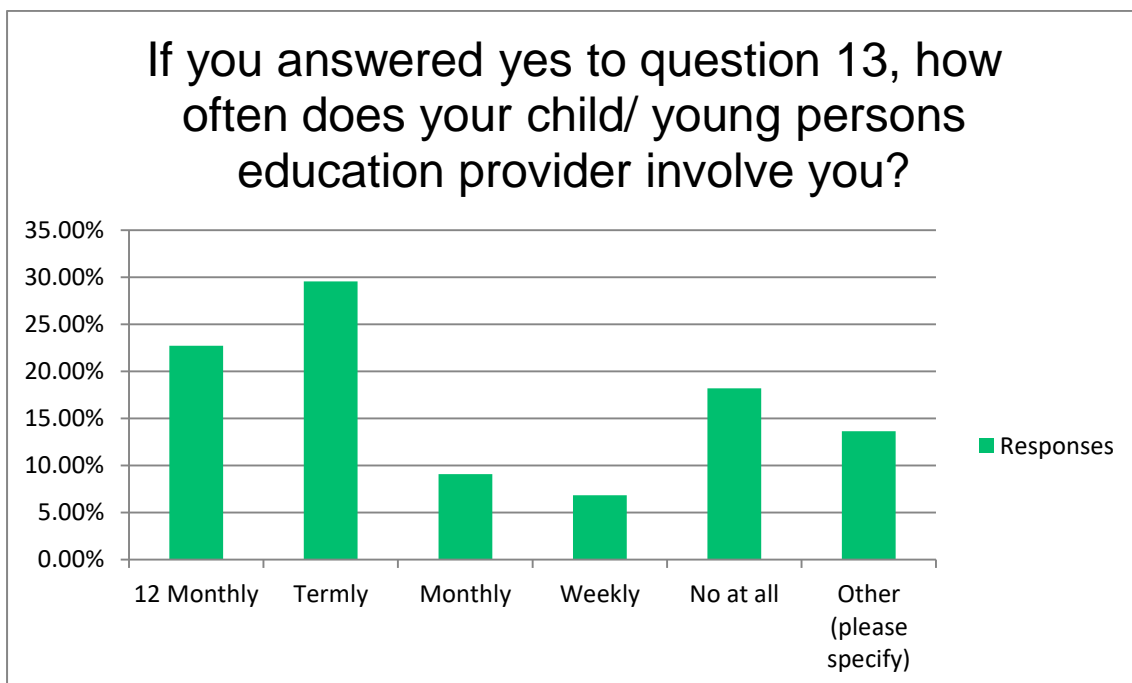


Fig. 21 frequency of parental involvement in SEND provision in settings

Each educational setting must publish a SEN Information Report, in which they must set out their arrangements for consulting with parent carers and young people on issues relating to SEN

provision. As a minimum schools must arrange to involve parent carers annually – in line with the statutory requirement for EHCP annual reviews, however when considering the requirements of completing cycles of Assess Plan Do Review as set out within the SEN Code of Practice (CoP) it becomes evident that annually is not frequent enough to truly provide a child centred approach. The CoP recommends:

“Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.”

As displayed in Figure 21 above, 45% of respondents are involved termly or more frequently in line with the recommendations set out in the CoP leaving 41% who are consulted less frequently. FVP will suggest that the sharing of best practice regarding consulting parent carers be a focus of the SENCO Network in the next academic year.

Health Specific Responses

Answer Choices	Frequency
Physiotherapy	6
Speech and Language Therapy	14
Occupational Therapy	7
Community Nursing Support	1
Continence Support	3
Mobility Support	2
Visual Impairment Support	1
CHUMS	1
ENT	1
Dietician	1
Paediatrician	1

Fig. 22 types of health care support accessed by respondents

Speech and Language Therapy is the most common type of support accessed by the children of respondents, with Occupational Therapy and Physiotherapy also accessed in a higher percentage of cases.

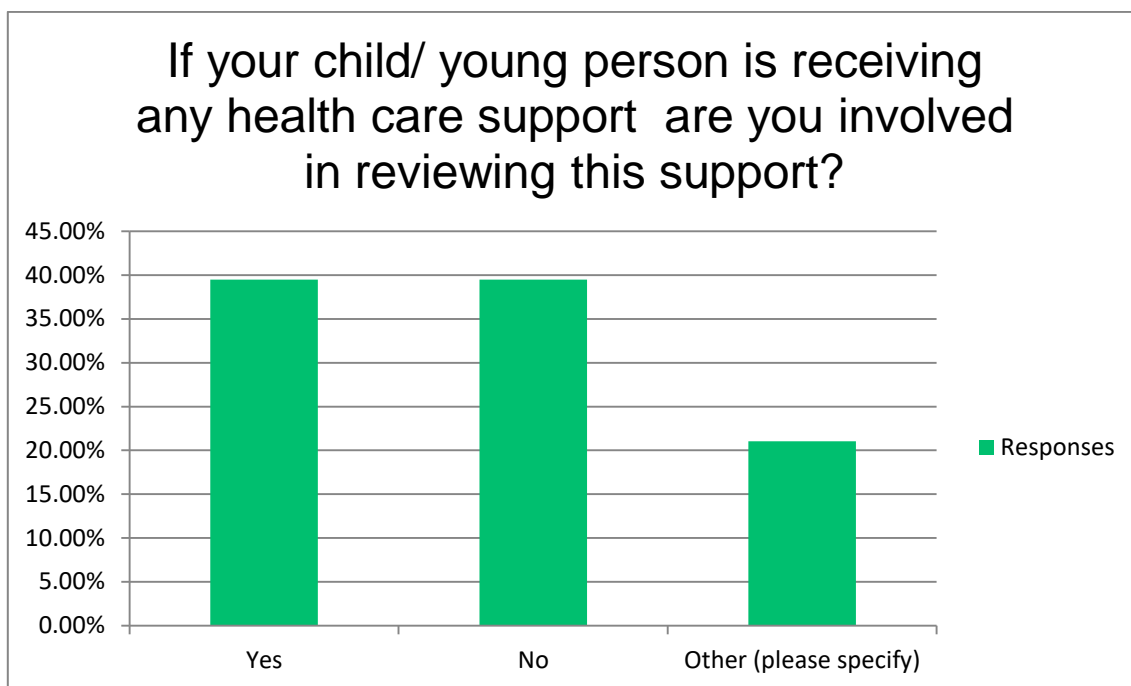


Fig. 23 levels of parental input in reviewing health care provision

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.”

There are also concerns being raised from parent carers of pre-school children that have a speech delay and social communication needs, that they are unable to access SALT provision until after they have had a multi-disciplinary assessment as a part of the neurodevelopmental pathway. This is in direct contrast to the ethos of early intervention, and may prevent the right support being delivered at the right time.

Preparing for Adulthood

FVP compiled a detailed survey looking at parental and young person views on transitioning to adulthood in November of 2019. To view the report please go to www.familyvoice.org/participation

Within this survey, parent carers were asked to specify if they had a young person aged 14-19, or one who had already transitioned to adult social care. The following responses are gathered from those who responded positively to either option.

Those whose young person has already transitioned to adulthood were asked: “How was your experience of the transition process on a scale of 1 to 5 where 1 is very poor and 5 is very good.” The average response for this question was 1.9/5, with answers covering all options from 1-5.

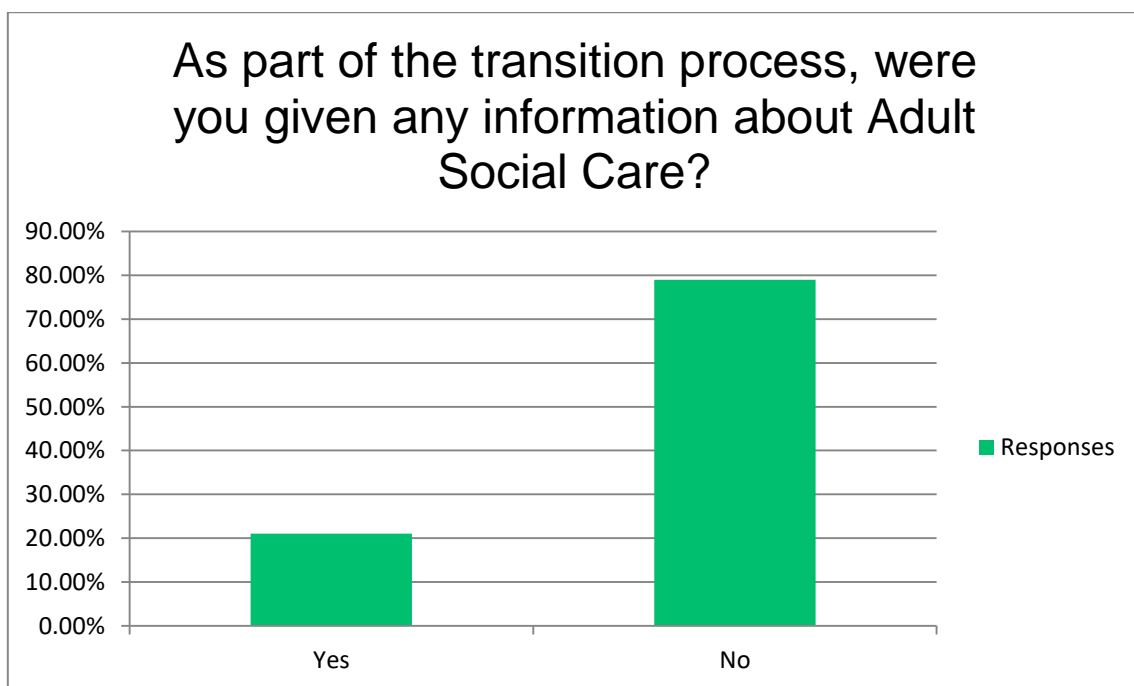


Fig. 24 Information given to parents regarding adult social care

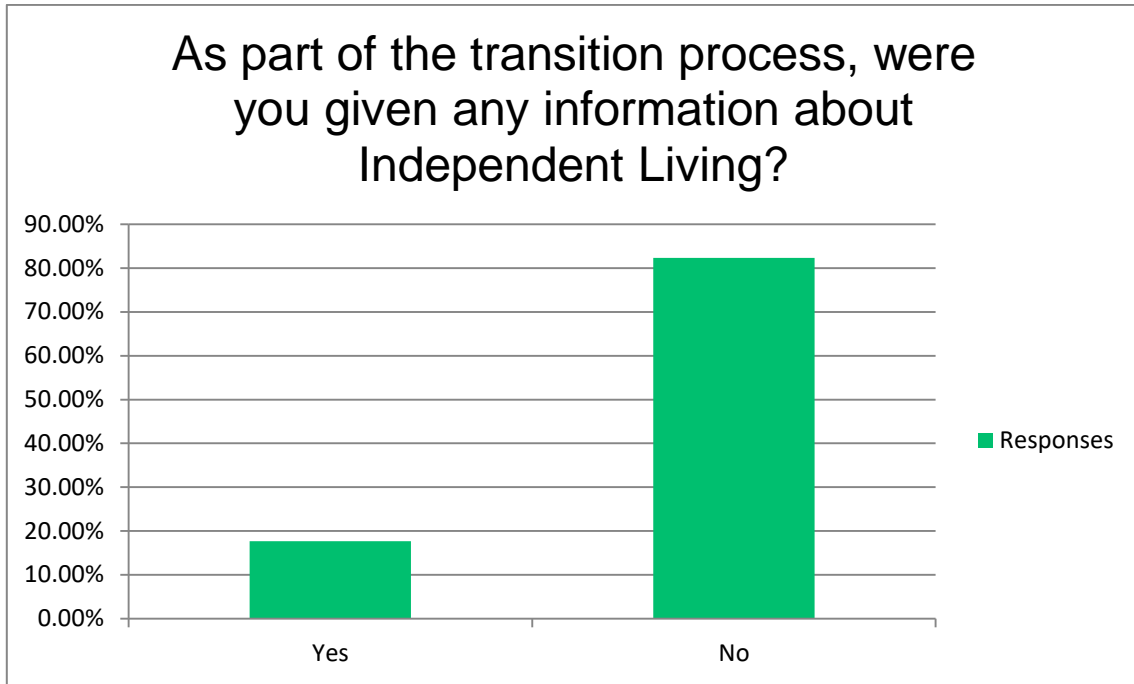


Fig. 25 Information given to parents regarding Independent Living

Of those responding, 80% received no information regarding adult social care or independent living as a part of the transition process. A lack of information can be a leading contributor in parental dissatisfaction regarding service provision – this is not just an issue within social care but across the board for SEN services. Peterborough Local Offer provides comprehensive information relating to all services, including a co-produced guide to transitioning to adulthood; however there are still lower levels of awareness around the existence of the Local Offer, which coupled with remaining search function issues which make the website less effective that it could be as a conduit for sharing information.

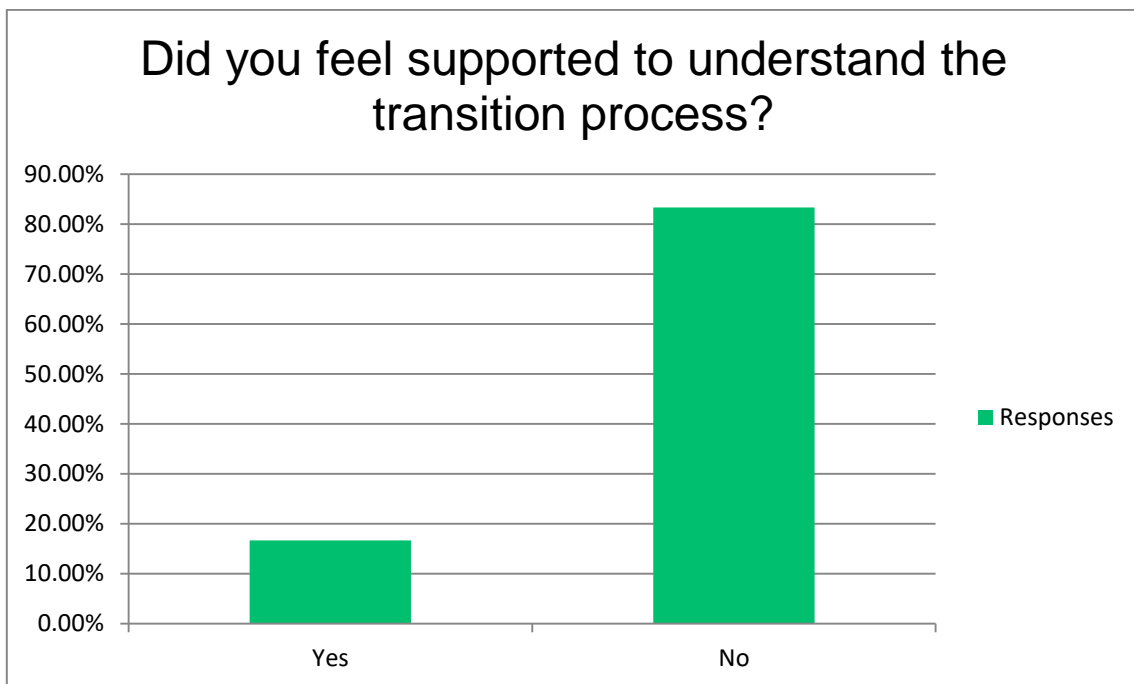


Fig. 26 Parental feelings of support to understand the transition to adulthood.

Given that respondents previously declared they were not given any information regarding adult social care or independent living as a part of their young person’s transition to adulthood, it comes as no surprise that over 80% did not feel supported to understand the transition process.

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

Fig. 27 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.

“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”

Fig. 28 Parental comments regarding social care

Information Sharing

Information sharing and communication is a golden thread which runs across all areas of SEND service practice in order to ensure success. The 2015 SEND Code of Practice States:

1.1 Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child’s parents
- the importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions

- the need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

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.

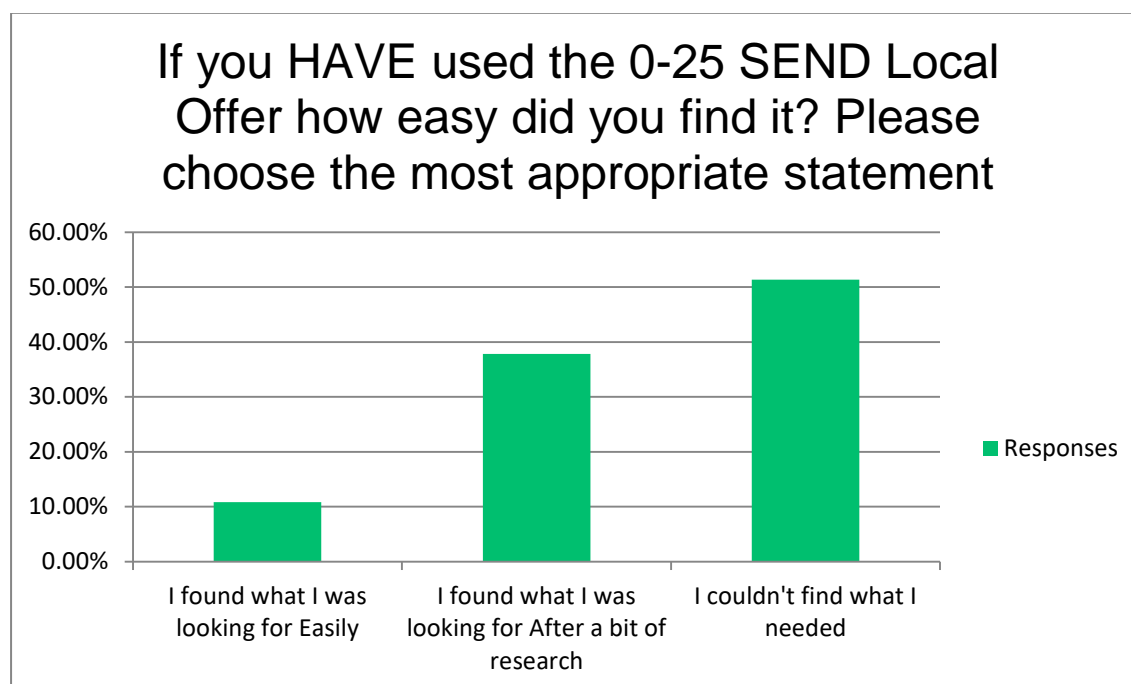


Fig. 29 Ease of access for information on the Local Offer

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.

FVP signposts all parent carers that they have contact with to the Local Offer website – taking information to all events and information stands, yet in almost all new contacts parent carers are reporting that they were unaware the Local Offer exists. You are able to read more information on Parental views on Information Sharing and communication, as well as the Local Offer in FVP’s Topics

of Importance and Information Sharing and Communication specific survey report, both of which can be found at www.familyvoice.org/participation.

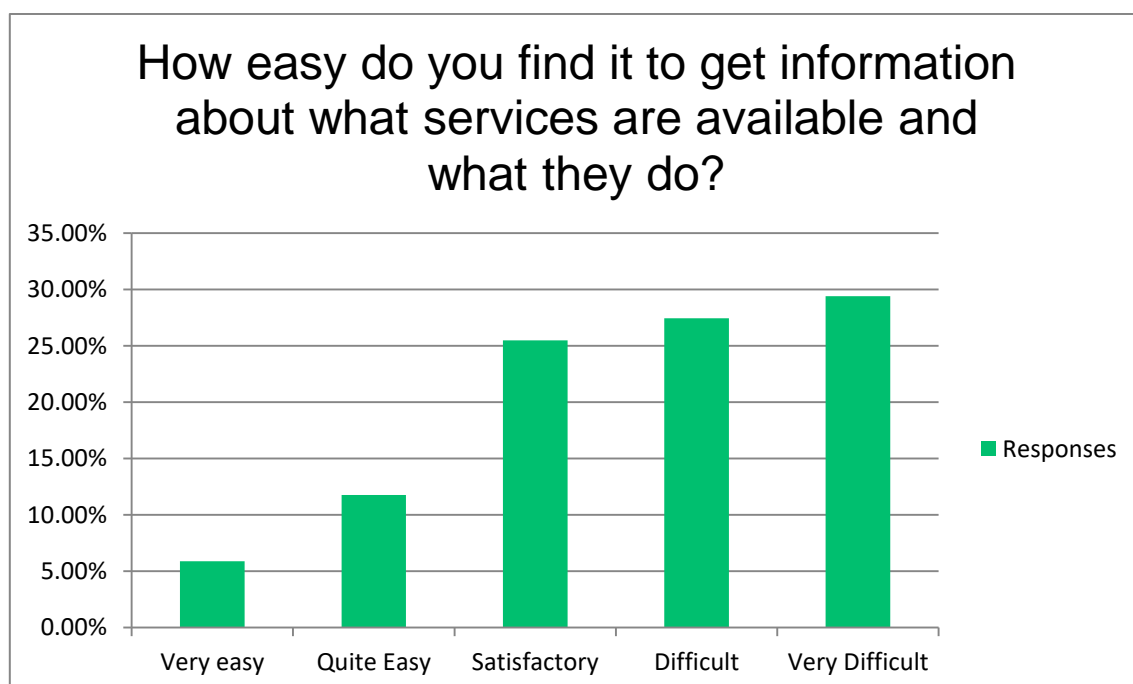


Fig. 30 parental ease of finding service information

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.

FVP undertake an annual review of Peterborough maintained and academy educational settings' SEN Information Reports; these reports must contain information on services that they work with in order to identify and meet children's needs, as well as information regarding Peterborough Local Offer. The quality of these reports has improved exponentially over time, and they are becoming more and more detailed, however they lag behind in the area of co-production. FVP suggest involving parent carers annually in the process of reviewing the document in order to build better relationships between teaching staff and parents, and to raise awareness of the document and the information shared within.

The sharing of information can not only be a static process whereby parent carers independently research documents written by professionals – it must also be the backbone of all communication. Peterborough has one of England's few integrated neurodevelopmental diagnostic pathways which is considered successful in that paediatric waiting times are relatively short, and parents are offered positive parenting courses before and after diagnosis.

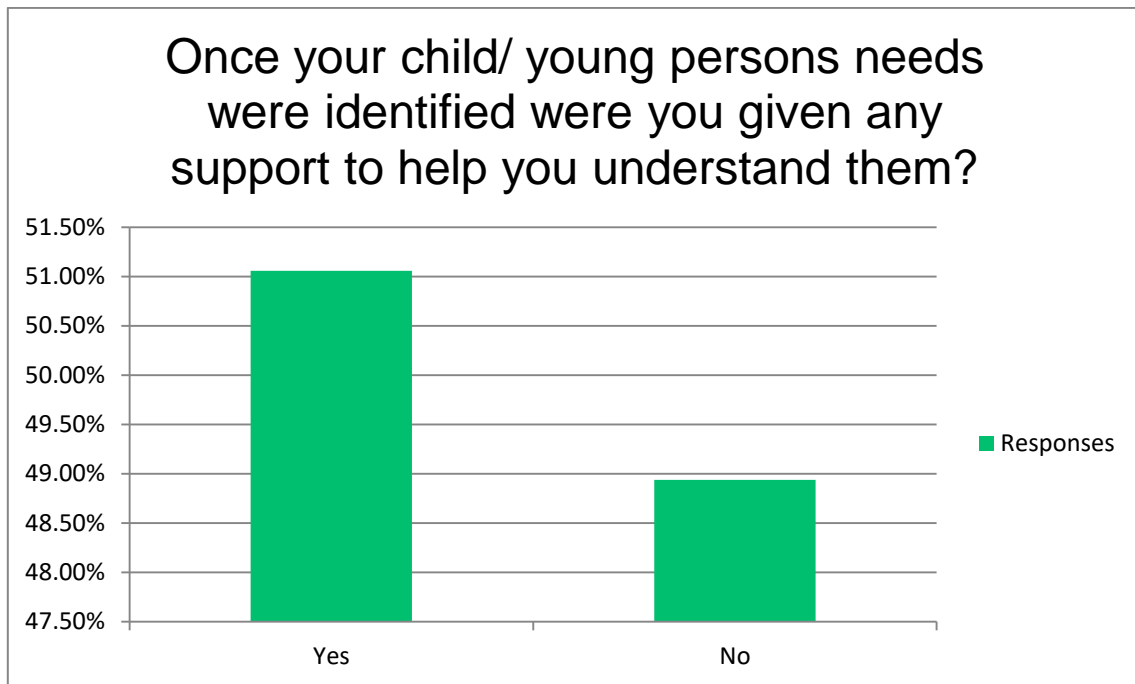


Fig. 31 Support given to parent carers to understand needs.

Responses relating to support given to understand needs are split almost equally, with 51% of respondents declaring they were given the support that they required. This split may be indicative of the different needs declared by parent carers, and could represent the difference in experiences between parents of children with a primarily neurodevelopmental disorder as opposed to those who parent a child with more complex or physical needs.

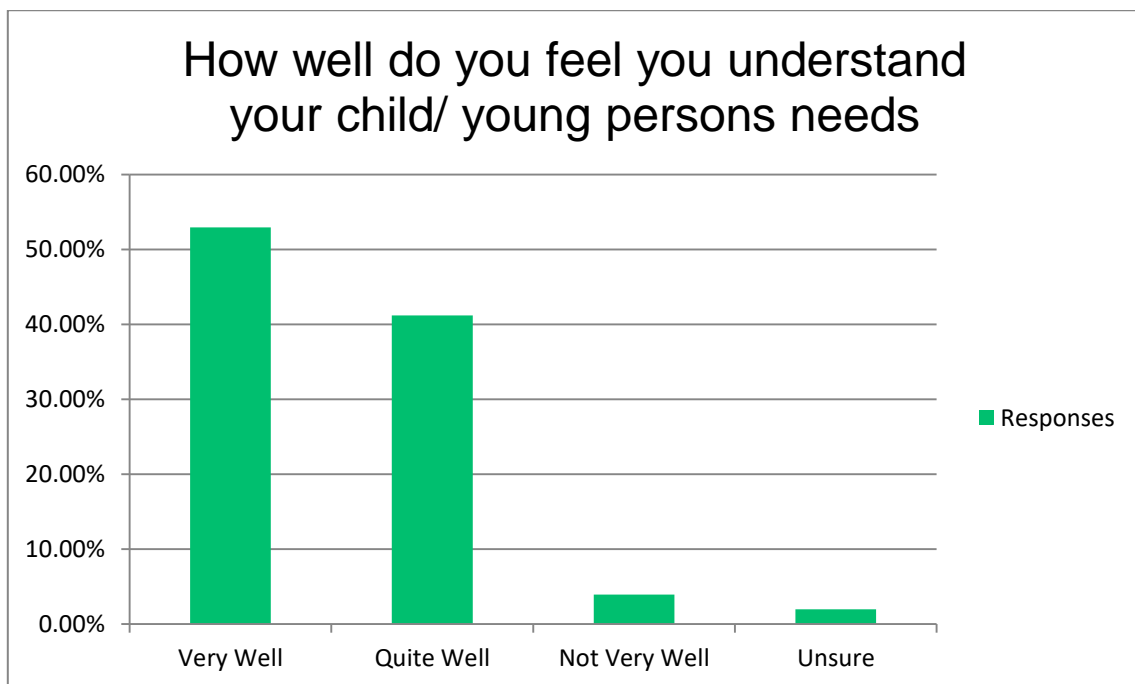


Fig. 32 How well respondents feel they understand their child's needs

Regardless of 49% of respondents feeling they were not given adequate support to understand their child or young person’s needs, almost all parent carers responding felt that they now understand those needs either quite, or very well. This is in contrast to how fell respondents felt that professionals supporting their children understood their needs, which is demonstrated below:

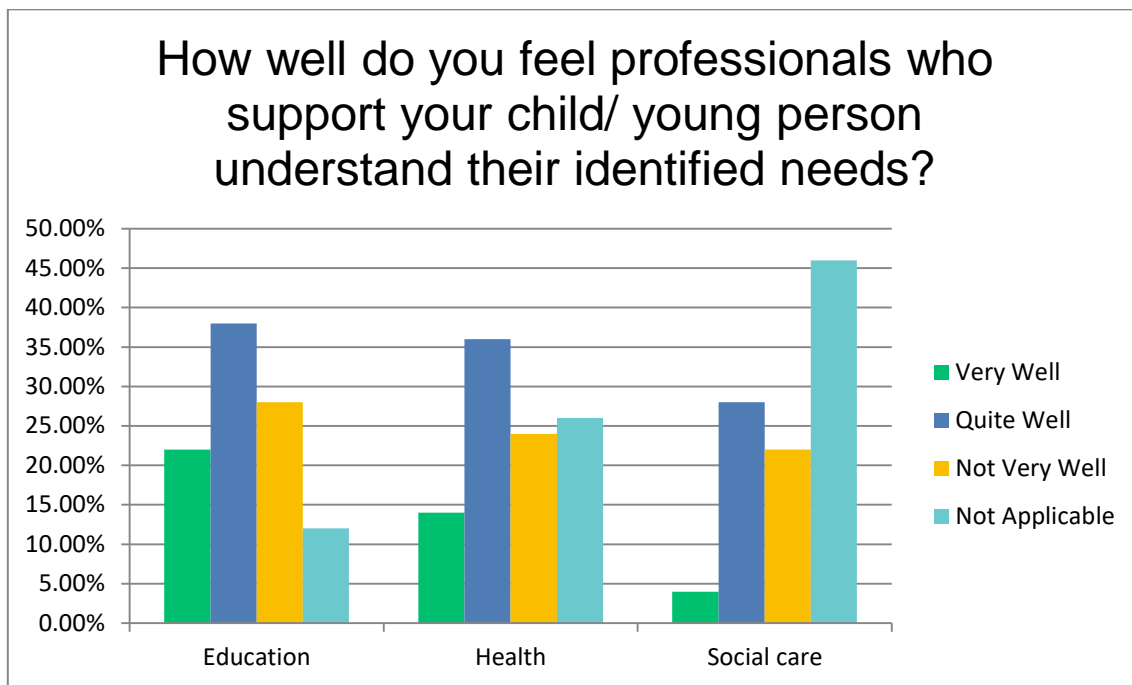


Fig. 33 respondent view on how well professionals understand their child/young person’s needs

Parent Carer Resilience

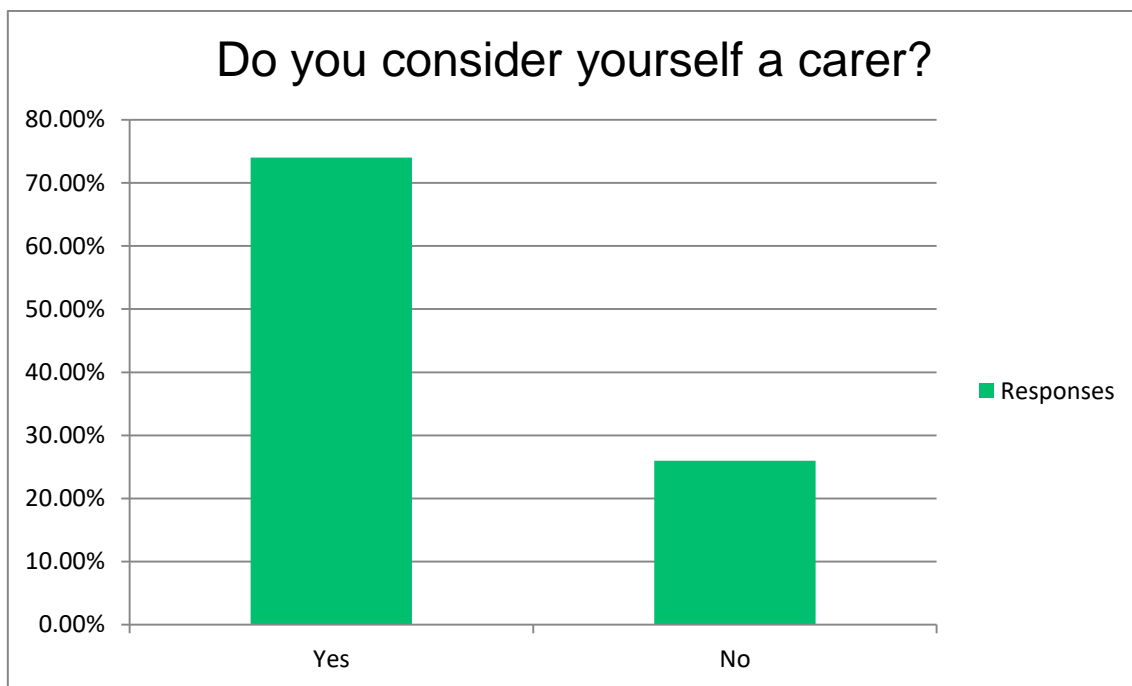


Fig. 33 Respondent views on their caring duties

Over 70% of parents responding consider themselves to be carers – providing support and care to their child or young person in excess of what would be usually expected from a parent. Carers UK estimate that unpaid family carers save the UK government almost £20k per year by carrying out their duties, the financial pressure of doing so can be crippling for a family, in addition to the effect it has on the carers wellbeing and ability to carry out tasks that many take for granted. Of those responding, only 37% were in receipt of Carers Allowance – a benefit which can be claimed if an individual spends more than 35 hours per week caring, and does not earn over £123 per week. Carers allowance for 2020 is set at £66.15 per week - £1.89 per hour of caring assuming an individual only cares for 35 hours, although in reality many provide far more care.

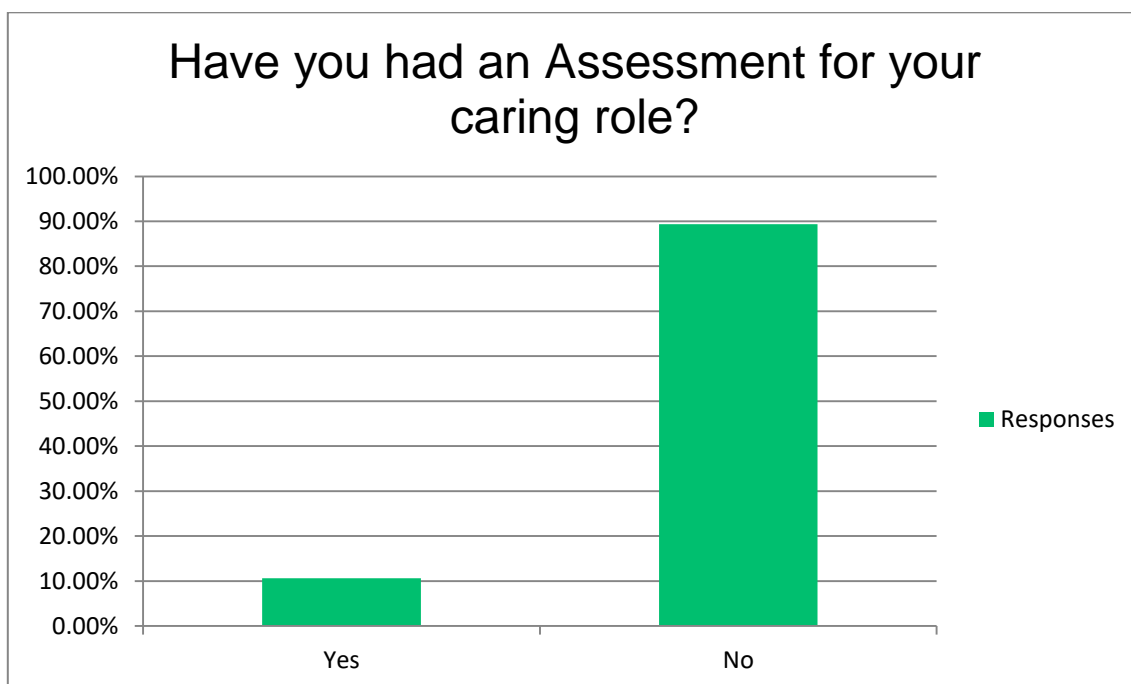


Fig. 34 assessments provided to respondents on their caring role

Regardless of the high levels of care provision being declared by respondents, almost 90% have had no assessment of their caring role, and as such will not be receiving any further support to carry this out.

Displayed below is respondent opinion on how their caring role affects their daily lives and wellbeing. 67% of parent carers surveyed declared their role affects their ability to find work, with 66% acknowledging that it has an impact on their wellbeing. Parent Carers report to FVP that they find it very difficult to find adequate affordable childcare for their young people, in order to find full time work, or indeed find any time to socialise as individuals, or carry out activities to support their own wellbeing.

Yes and No

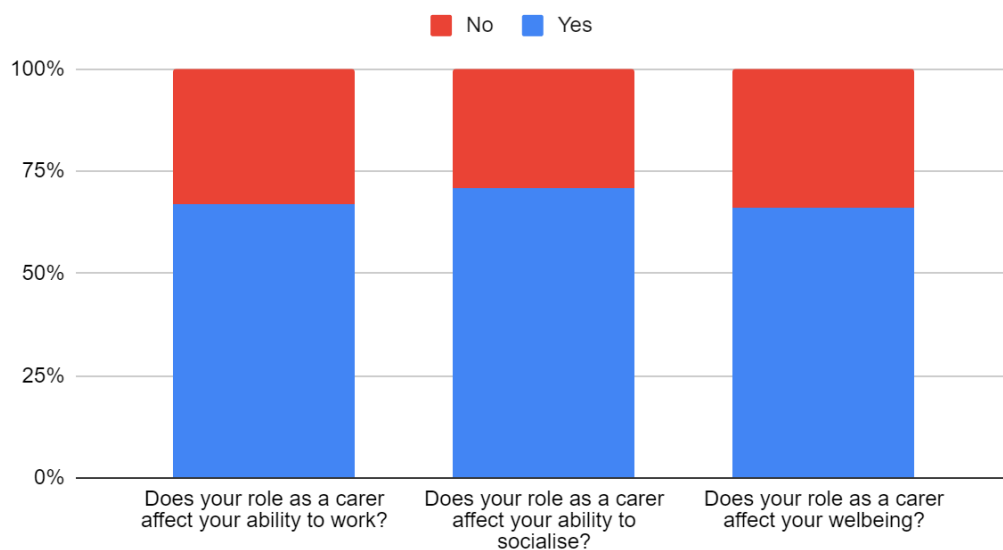


Fig. 35 respondent views on the effects of their caring role

Additional Parental Comments

This survey provided opportunities throughout for parents to provide more detailed answers on their views relating to SEND services. These have been interjected and included within this report. The final survey question asked for ideas on changes parents would like to see made to the SEND services in order to bring about positive change. The responses are displayed below:

Help..Can't find clubs for my son. I need help understanding my sons behaviour. I feel alone.
More staff to offer a better service
Less intimidating. I'm frightened to ask questions as I get bamboozled with all the info.
Assessment of need should not be a tick box exercise, Peterborough cannot expect to send every child to marshfields and children who do not have behavioural need are not well supported. Instead they are bullied at so called special schools and school appear harmless to help them
Continue to work on join up between the different elements. Encourage schools to facilitate presentations on different options for those leaving and transitioning into adult services. Facilities are there - but difficult to find
As there are many families like ours who have different services from different districts, all workers need better information on available services across the districts so they can better signpost all service users appropriately.
Needs of individual person need to be considered not everyone fits into ☐ boxes
TRY REACH OUT TO MORE PARENTS IN SCHOOLS

Put the child's needs at the centre, rather than playing down the needs in order to cut costs.
where to get help and how to find it ,making it more easy to get help
Talk more to each other and need better budgets and support from OT. make it easier to get equipment
Need to be better informed of services available
The sharing of info across counties. Monitoring of TAF meeting as I never had one in Peterborough and in the EHA for a year. Diagnosis and support after was good. Social care needs improving as I wasn't sign posted to any activities or support groups other than little miracles. No help was offered in terms of EHCP application I had to do it myself and then try and get help through scope. As I was moving out of the county to Whittlesey no one wanted to help me.
Give them more staff,,,,,there are a lot of us that are struggling and need help
Helping more to understand adulthood, shes very vunrable and finds communicating very hard doesnt keep eye contact and shes very emotional.

Fig. 35 Additional comments regarding how to improve SEND services