
Survey Result Comparative 2018/19 to 2019/20

Brief comparison of
specific questions from
FVP Annual Surveys
between 2018 and 2020

Parent Representatives

Basic Comparative of Responses from SEND Surveys 2018 to 2020

Introduction

This is a very basic comparative analysis of questions asked across years 2018/ 2019 (18/19) and 2019/ 2020 (19/20) in three surveys. In 18/19 the surveys conducted were OFSTED/ CQC SEND Inspection Readiness and SEND & Parent Carer Support 18/19. In 19/20 a combination the questions in both the surveys were amalgamated and used to create the 19/20 End of Year Survey. The questions being compared can be broken down in to several categories; Children and Young People (CYP) Needs and Education; Identification of Need; Understanding of Needs; Support and Review; Information; Social Care and Transitions; Carers Support.

As both surveys were completed anonymously any comparative can only be used to show a snapshot of views, no conclusions can be drawn, although it is possible to demonstrate some basic trends from the data. The data presented in this report formulates a good base line for parent carer views on the areas mentioned above. Where possible the questions in the surveys are scoped to draw on themes that were listed as areas of concern in Peterborough's Local Area SEND CQC/ OFSTED Inspection report and the subsequent Written Statement of Action (WSoA). The idea is for the survey to be used to gauge annually what parent carers are feeling and experiencing in regards to SEND and hopefully as changes are made for an increase positive reporting to occur. The categories of questions fit with well Preparing for Adulthood, Early Help and Early Support, Joint Planning and Commissioning (individual inclusion as well as strategic involvement).

Children and Young People (CYP) Needs and Education:

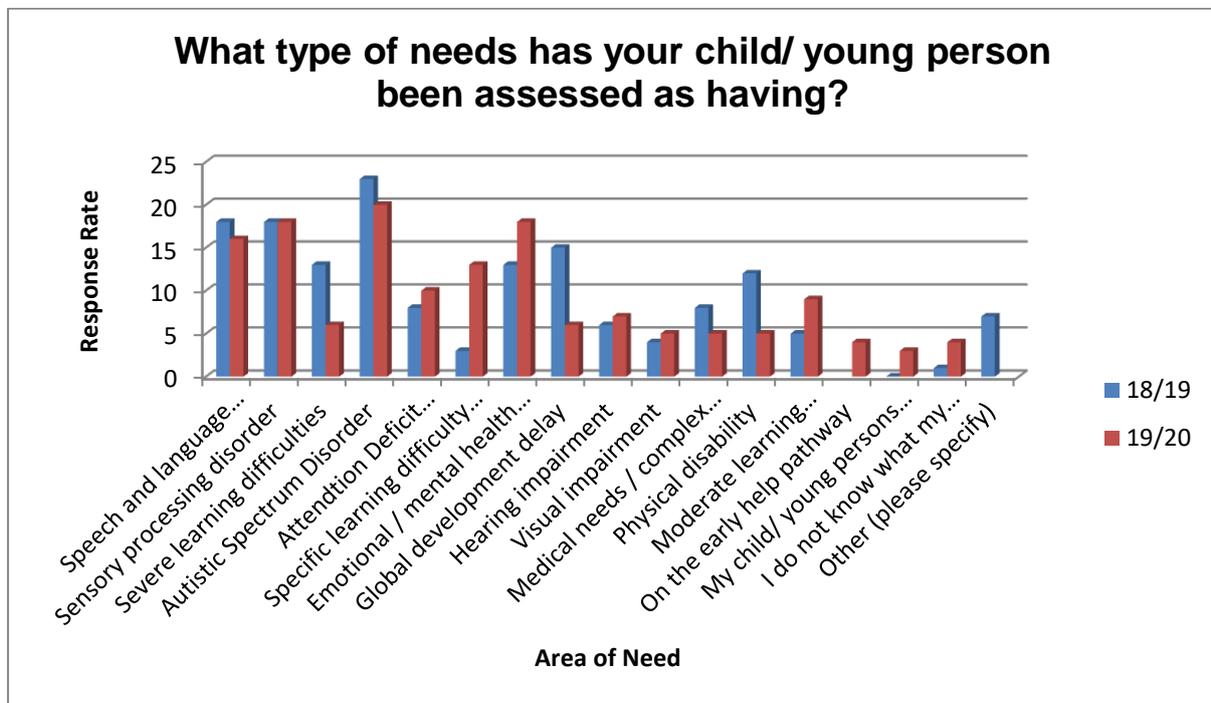


Fig 1. Areas of CYP need as identified by parent carers

Other areas self-reported over and above the categories provided for the parent carers (known from now as respondents) were:

1. Ehlers danlos syndrome
2. Hyper mobility
3. Chromosome disorder
4. Acquired brain injury
5. Cerebral palsy
6. Trauma disorder (PTSD)
7. down syndrome
8. Wiedemann-Steiner Syndrome
9. Possible selective mutism

Across both reporting periods the most frequently reported area of need was ASD and there was a definite increase in 19/20 of emotional/ mental health needs being reported by the respondents.

An area of need/ educational inclusion that was mentioned in the inspection report and WSOA related to the use of part-time timetables by various educational settings. This is an area that has been explored across both reporting periods as well.

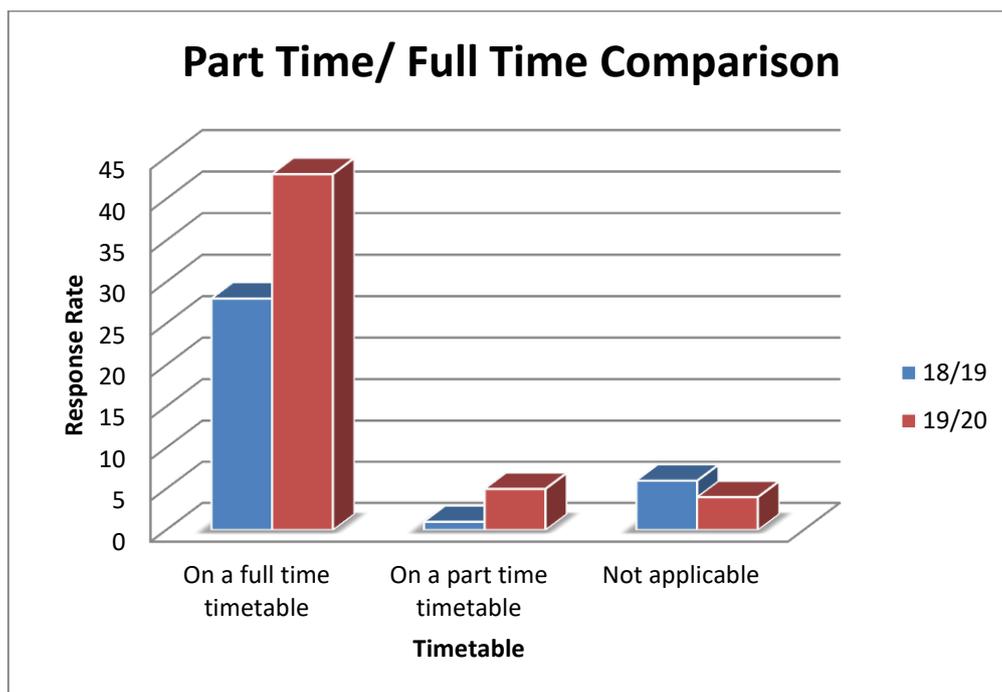


Fig. 2 Educational Inclusion

It would appear from fig.2 that 19/20 has seen an increase in part-time timetables being used.

Identification of Need

Identification of need for the purposes of this reporting falls under both Early Help and Early Support, Joint Planning and Commissioning (individual inclusion as well as strategic involvement). This is because some of the work informs commissioning and planning and some relates to how individuals feel their CYP's needs are identified. A particular that seems to either work or not from a parental perspective is the Early Help Pathway/ Assessment

process for ASD/ ADHD. Parents in one question were asked to select from a series of statements that best describe their experience:

1. I do not know what the Early Help Pathway is
2. I have not heard of the Early Help Pathway
3. I have had an Early Help Assessment
4. I am in the process of having an Early Help Assessment
5. I have been asked to attend a positive parenting course as part of my Early Help Assessment
6. I attended a positive parenting course as part my Early Help Assessment
7. My Child/ young person was referred for an ASD/ ADHD after my Early Help Assessment
8. I was referred for an Early help Assessment even though my child/ young person already has a diagnosis of ASD/ ADHD
9. I have been asked to attend a positive parent course even though my child/ young person has a diagnosis of ASD/ ADHD
10. My Child/ Young Person has been referred to CAMHs and I been asked to take a positive parenting course before they will be seen.
11. I would like to attend a positive parenting course but do not know what I need to do
12. I followed the early Help Pathway and my child/ young person now has a diagnosis of ASD/ ADHD
13. I have already attended a positive parenting course but I have been asked to attend another one
14. I have had a referral to CAMHs for my child/ young person turned down even though they have a diagnosis of ASD/ ADHD
15. I attended a positive parenting course and found it helpful
16. I attended a positive parenting course and it has not helped
17. I have not attended a positive parenting course as this does not apply to me/ my family
18. I attended a positive parenting course yet my child was refused a referral for ASD/ADHD diagnosis
19. Not Applicable
20. Other (please specify)

From Fig. 3 below it can be seen that there were definite increases in respondents either having not heard of the pathway or being on the pathway. Worryingly more parents in 19/20 reported being referred to the Early Help pathway when their CYP already has an ASD diagnosis.

Experience of the Early Help Pathway/ Assessments

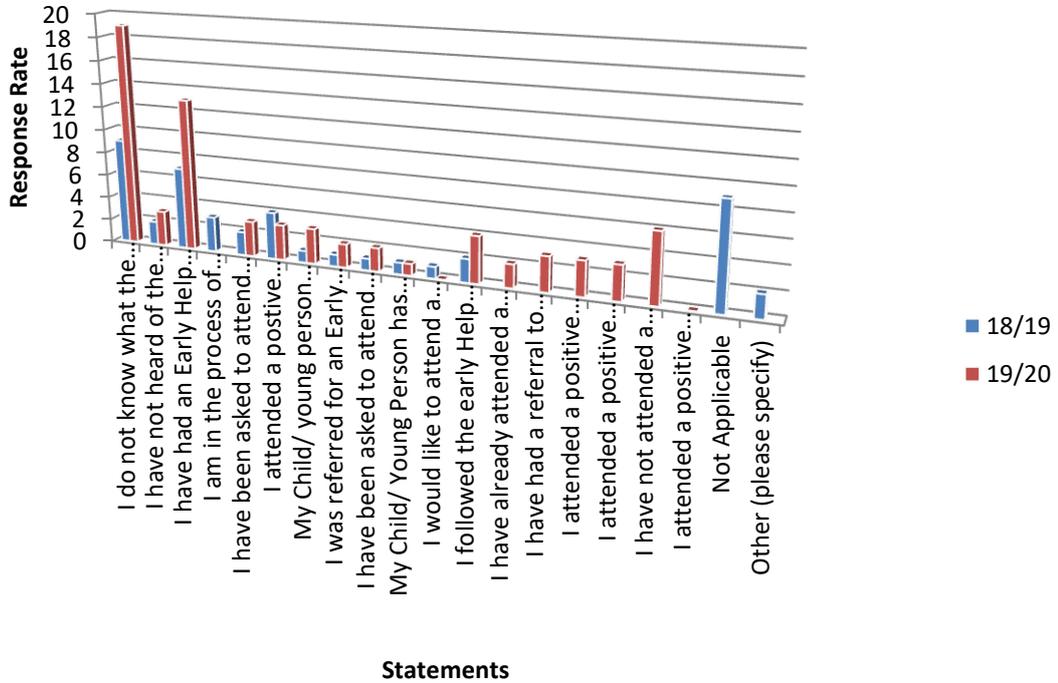


Fig.3 Early Help Pathway Understanding/ Experience

How well you think your child / young person's needs have been identified by services?

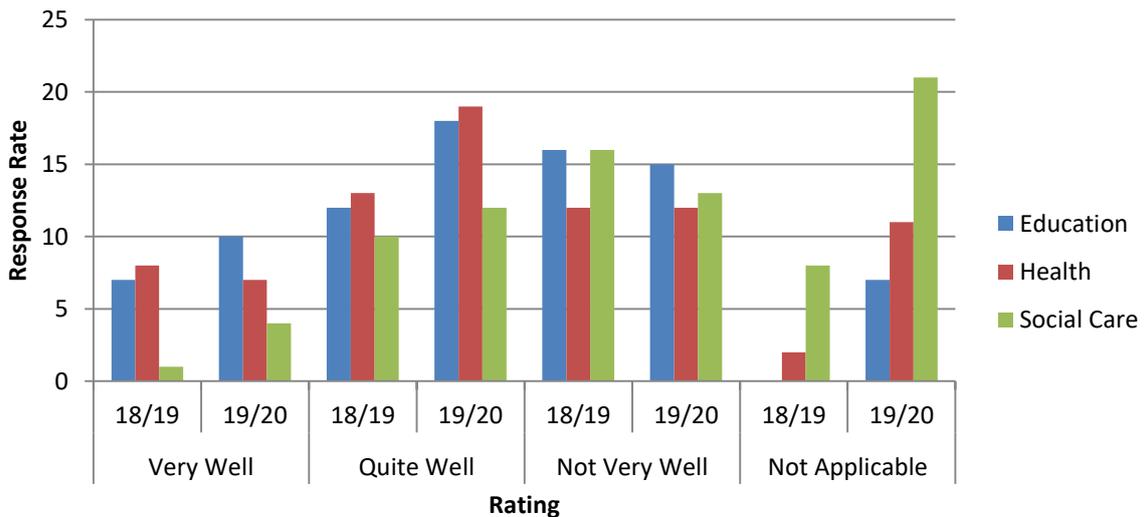


Fig. 4 Identification of Need by Education/ Health/ Social Care

Fig.4 looks at how well respondents think their CYP needs have been identified by Education, Health and Social Care. It would appear from a cursory examination of the data

that overall there was a slight improvement in how respondents feel their CYP needs were identified by all services across 18/19 to 19/20. There was also a slight decrease across Education and Social Care being viewed as 'Not Very Well' with no change for Health under the same rating area.

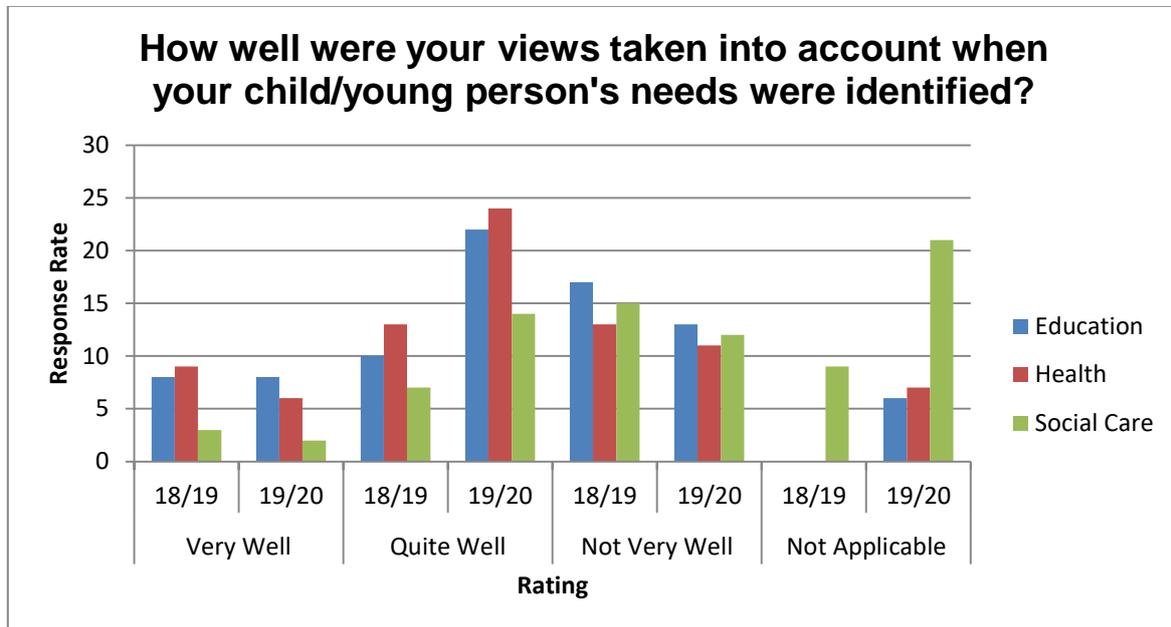


Fig. 5 Views accounted for in identifying CYP need.

Between 18/19 and 19/20 although there was an overall increase in respondents feeling their views were taken account of when their CYP needs were identified this was mainly in the 'Quite Well' category with a decrease under 'Very Well'. Fewer respondents felt in 19/20 that their views were 'Not Very Well' accounted for. This all points to a slight improvement year on year.

Understanding of Needs

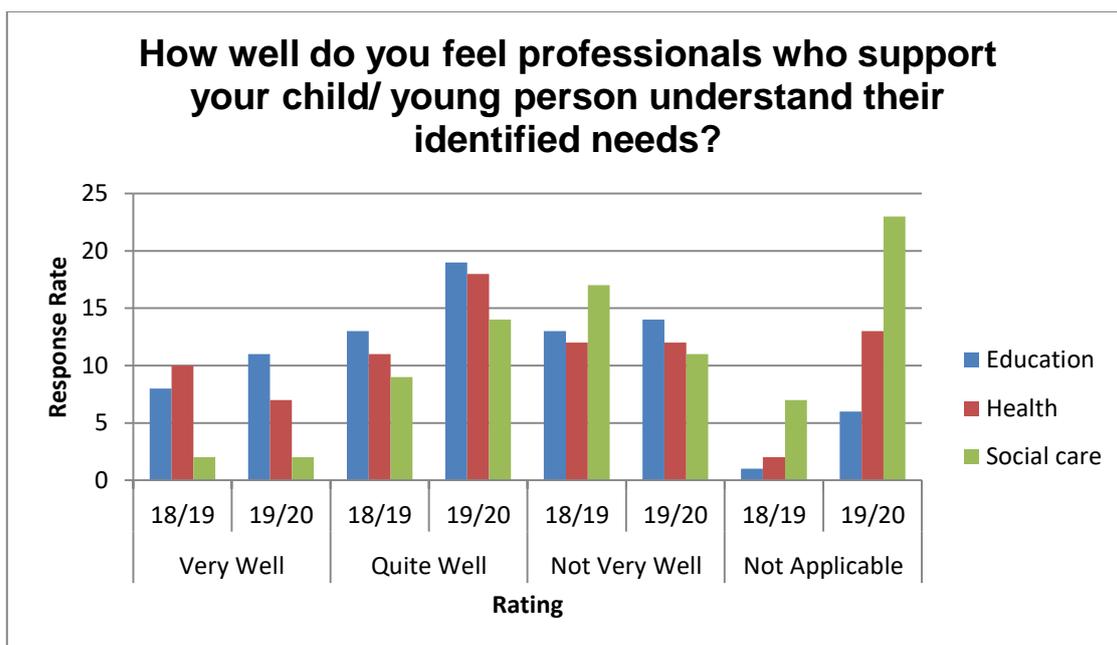


Fig. 6 Understanding of CYP needs by professionals

From Fig. 6 it would appear again that there is a slight improvement across 18/19 and 19/20 with more respondents overall rating professionals across Education, Health and Social Care as understanding of their CYP needs

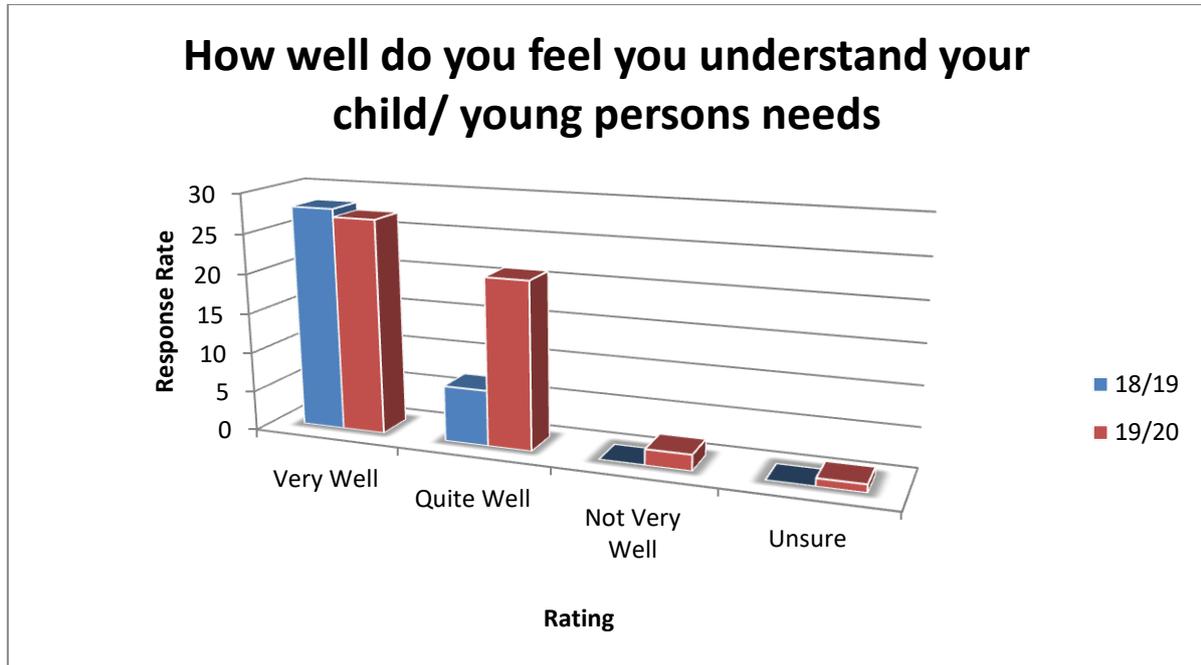


Fig.7 Respondent understanding of CYP needs



Fig. 8 Help to understand CYP needs

Although there has been a slight improvement the questions above particularly that shown in Fig. 6 some parents still feel much dissatisfaction as shown by the following expanded comments:

1. SAMS team entirely dysfunctional and unlawful process
2. I've been to many doors banging for help over his self-harm
3. Local authority have been deplorable

Support and Review

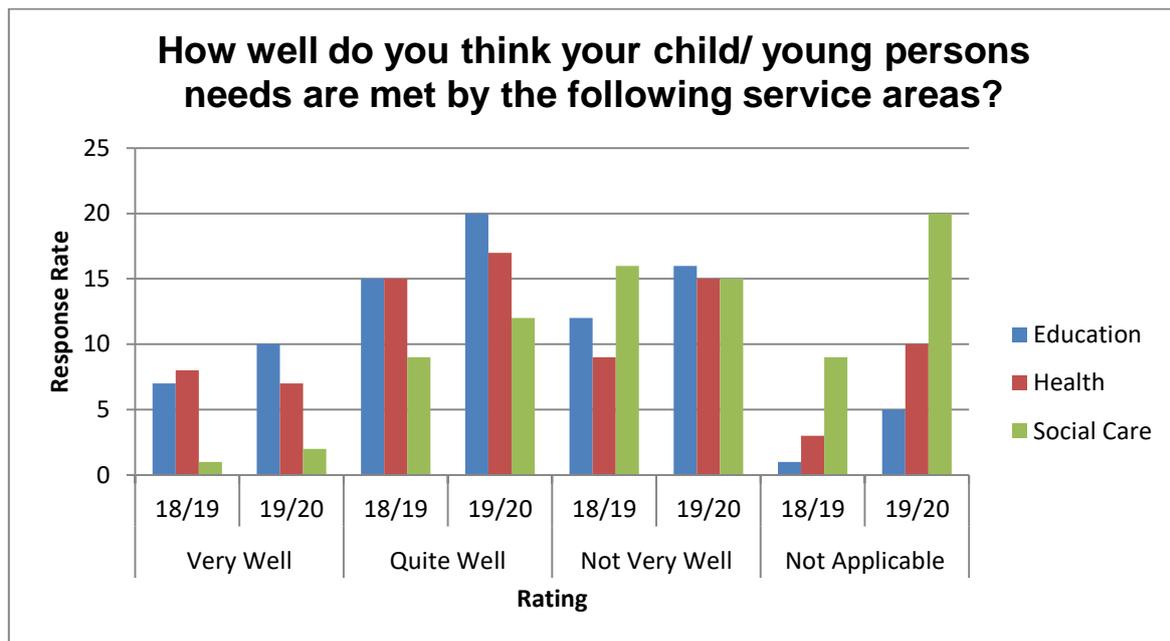


Fig. 9 How well services meet needs

As with previous results Fig. 9 seems to demonstrate a slight improvement in how services are viewed by respondents. The difference in this question was that applied in this area more respondents not less also rated service areas as meeting needs 'Not Very Well'.

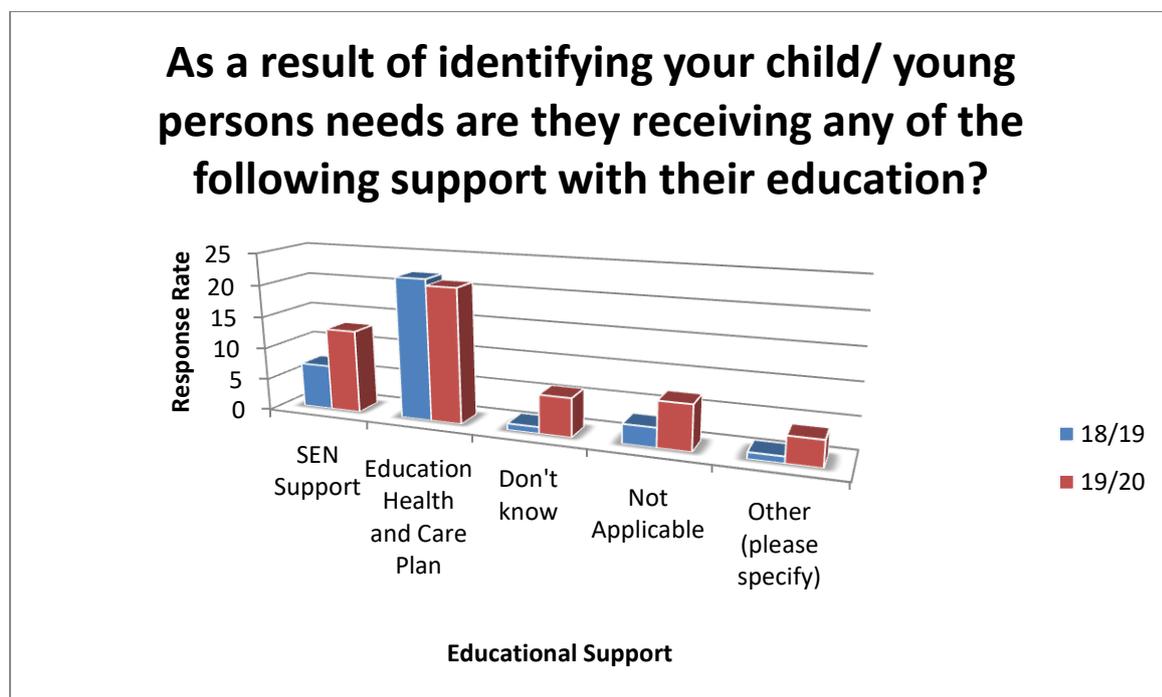


Fig. 10 Type of educational support

- Starting SEN Support
- Not offered an EHCP but clearly needs one
- EHCP and some SEN.
- EHCP because we fought for it even though we were told they wouldn't get one.
- They are getting no extra support of help

If your child/ young person has an EHC plan, was this plan issued after

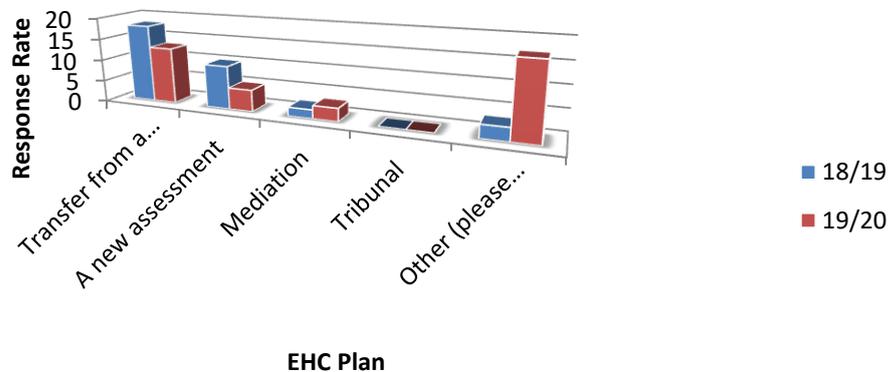


Fig.11 When was EHCp Issued

- Application in Progress by school
- NOT OFFERED
- Pointing out that there was a legal requirement to take into account our views, which were that there was a need to assess.
- just keep being told she won't get one
- entering school
- In process
- Just applied
- Still fighting to get one 3rd attempt even though school have self funded a 1-1

If your child/ young person has SEN Support or an EHC plan, does their education provider involve you in identifying and/ or reviewing any support they receive?

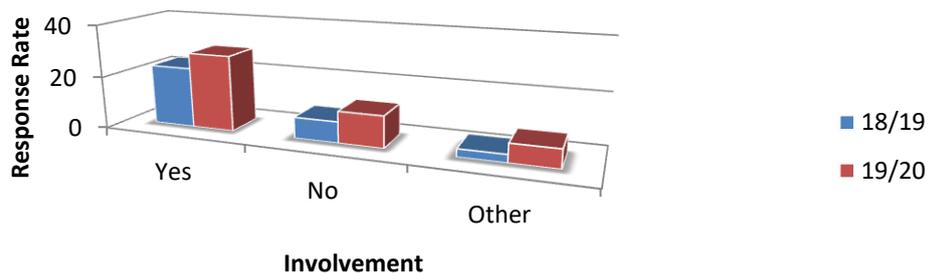


Fig. 12 Involvement in identifying and reviewing support

Views in 2018

- Only been at school for 5 weeks
- I have to be in contact with them for it to happen. It is not a two way process. The school feels threatened and does not welcome my opinion or views as a parent

- Schools couldn't cope, although they said they could, thus my child was traumatised by the education process. I had no option but to home educate

Views in 2019

- Only met in December, no further contact made, several emails and messages left by myself, no response
- Periodically, would like more often
- They are supposed to, but have refused to give specific feedback on how outcomes are being supported and reviewed.

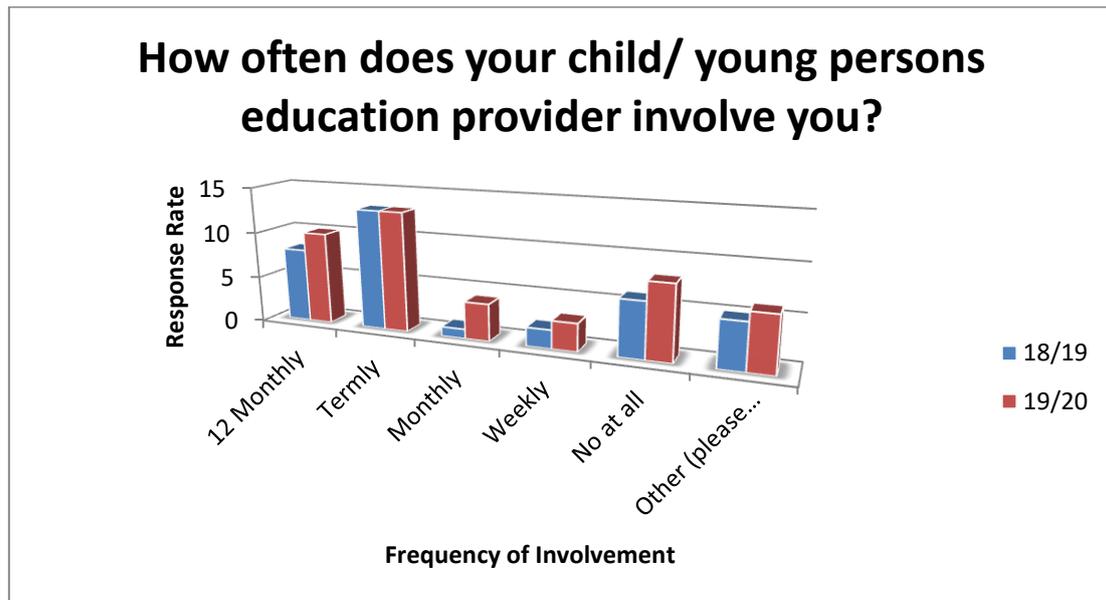


Fig. 13 When parent carers are involved

Views in 2018

1. I am regularly contacted via email by my daughter's duties if they have any concerns. And also termly reviews are held.
2. Only been at school for 5 weeks
3. When ever necessary
4. It varies depending on the issues that arise. It is very inconsistent and communication can be abrupt and intimidating
5. No involvement from LEA anymore, since I was forced to take my child out of school, it's like they don't want to know.

Fig. 10 to 13 focus more specifically on educational support and involvement and views are more mixed. More respondents report having a CYP on SEN support and the main focus of expanded comments relates to trying to secure an EHCp. There has also been a drop in securing a plan after a new assessment and a slight increase in respondents reporting going to mediation to secure an EHCp. The comments also again show some negative feeling in this area. Although more respondents report being involved in their CYP's education in terms of identifying and/ or reviewing support a larger increase report not being involved.

Fig.14 and 15 focus more on health care support and generally there seems to be a decrease in support being received between 18/19 and 19/20 as well as an increase in reports of not being involved in reviewing any support.

As a result of identifying your child/ young persons needs are they receiving any of the following support with their health?

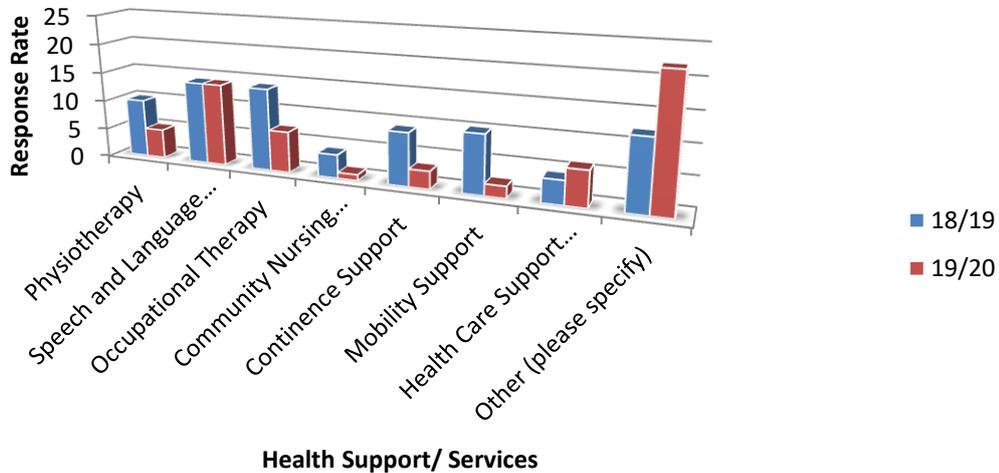


Fig. 14 Health service support

Views in 2018

- Physio to be arranged. Annual hearing reviews and regular in put to her syndrome.
- Not Applicable
- Pay for private SALT nothing through NHS
- None offered
- CBT therapy
- No
- CAMHS referrals have been made to OT but waiting. Received help from AAT
- All been stopped after moving school for some reason
- These are provided by school- not Nhs or local services
- Ptsd treatment but have waited a whole year after diagnosis
- He doesn't need any of the above services
- Keep Referring but keep getting a letter back saying no continually fighting for the services your child needs

Views in 2019

- Counselling through CHUMS
- My son receives no help
- NHS salt woeful provision. Follow local policy not meeting child needs.
- Has had help with speech and ot in the past
- Visual impairment support. Dexterity support
- SLT due to start again soon after break of c8 years
- Only physio provided
- my child attends the ent department only

- We fought for PIP and they get the higher rate in both components
- Dietician, pediatrician
- Not yet diagnosed
- No help at all, not even an education
- Support with maths english



Fig. 15 Involvement in reviewing health support

Fig. 16 and 17 which look at the review and monitoring of needs showing the most improvement in Education and very little change across social care. It is important to note when looking at the rating 'Not Very Well' across all areas more respondents selected this option in 19/20 compared to 18/19

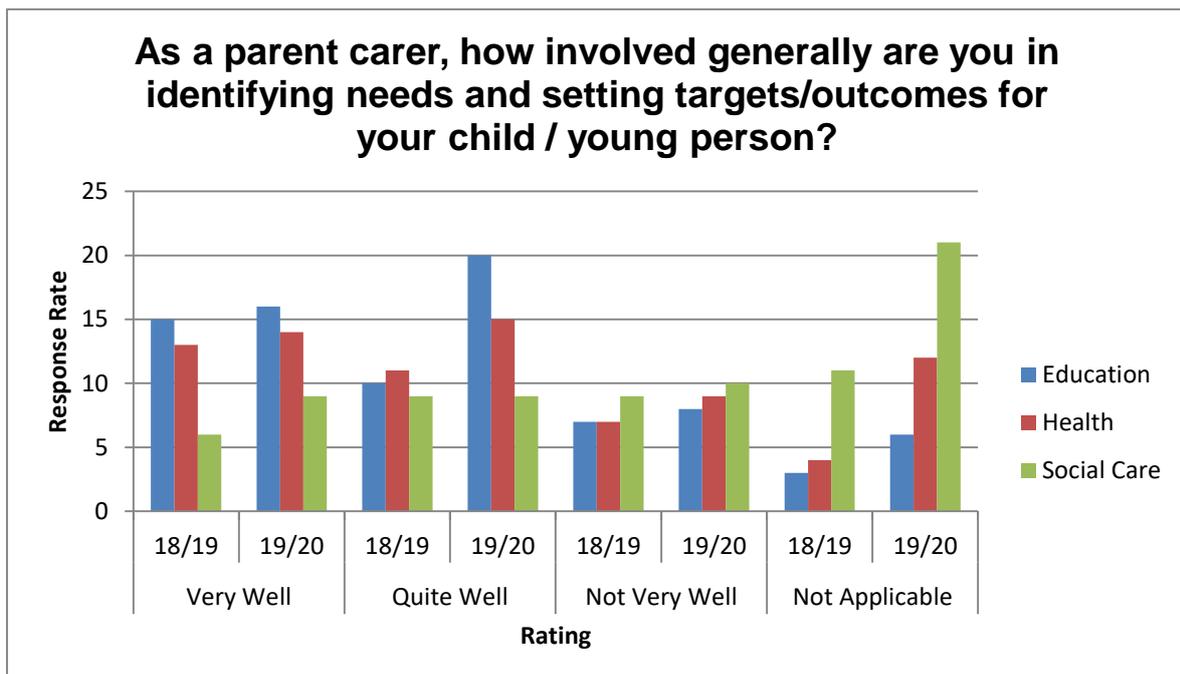


Fig. 16 Involvement in setting targets/ outcomes

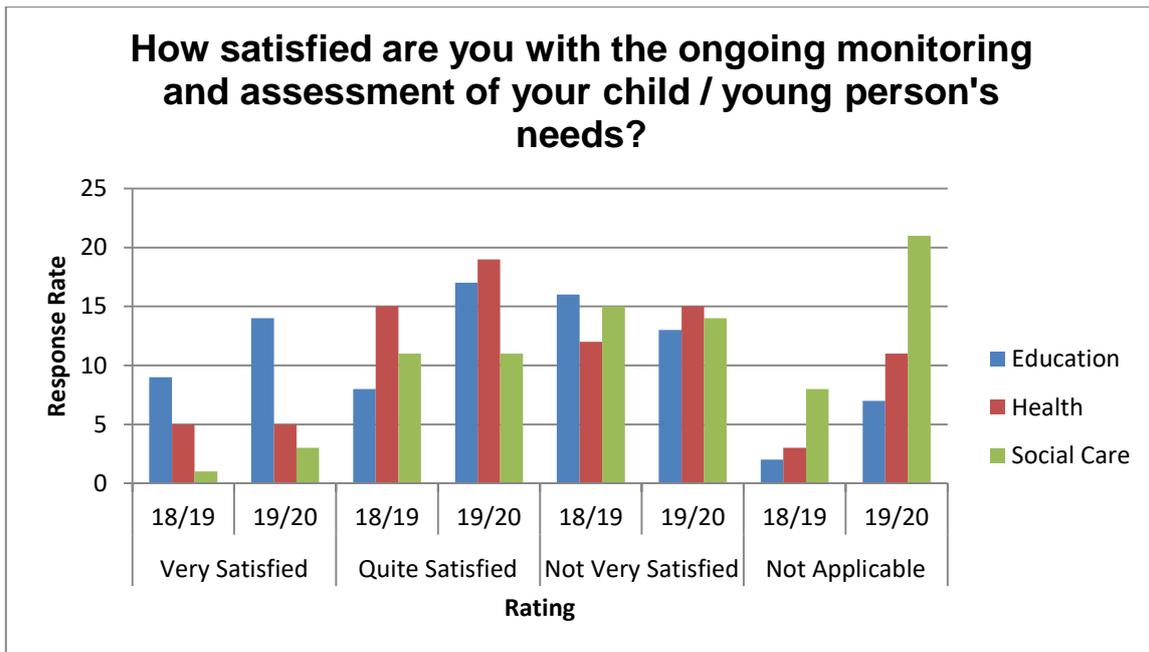


Fig. 17 Satisfaction levels around monitoring and assessment

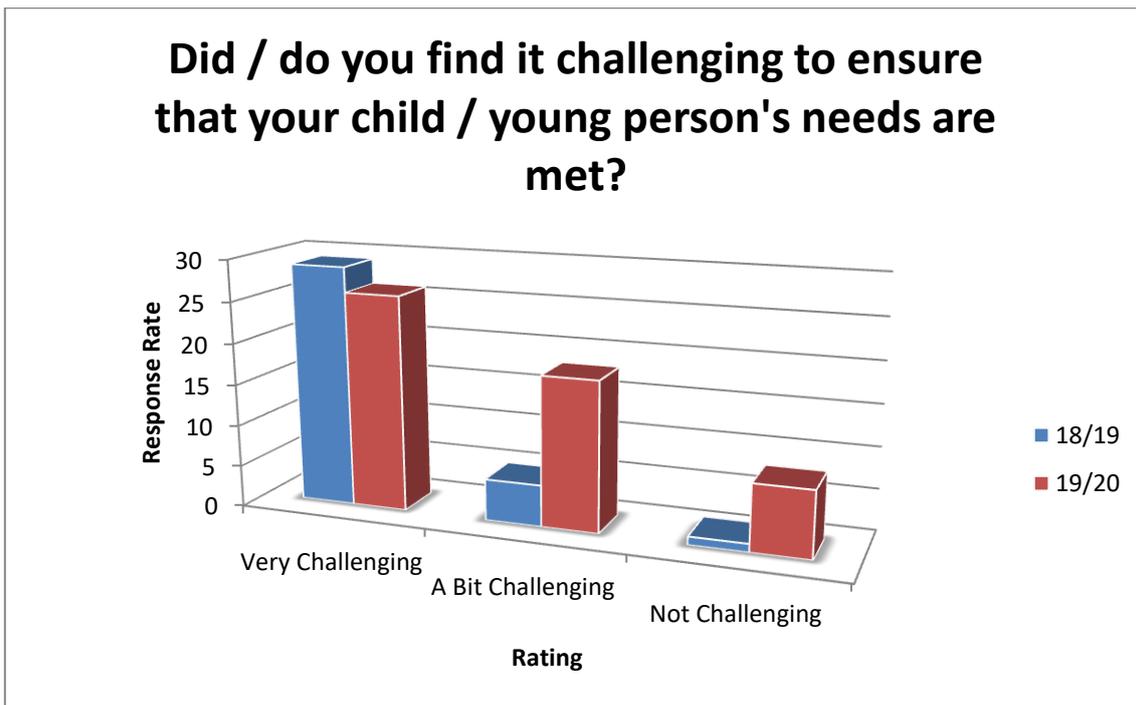


Fig. 18 Difficulty in ensuring CYP needs are met

Overall respondents also report feeling that it is more challenging to ensure their CYP's needs are being met, which fits with a view in some areas that the system is more difficult to navigate and less geared towards meeting needs.

Although in Fig. 19 below it would appear that there is an improved perception of how well services work together to meet CYP needs. With across 'Very Well' and 'Quite Well' an increase in rating for 19/20 compared to 18/19 and a comparative decrease for 'Not Very Well' between 18/19 and 19/20.

In your opinion how well do services and professionals work together to support your child/young person?

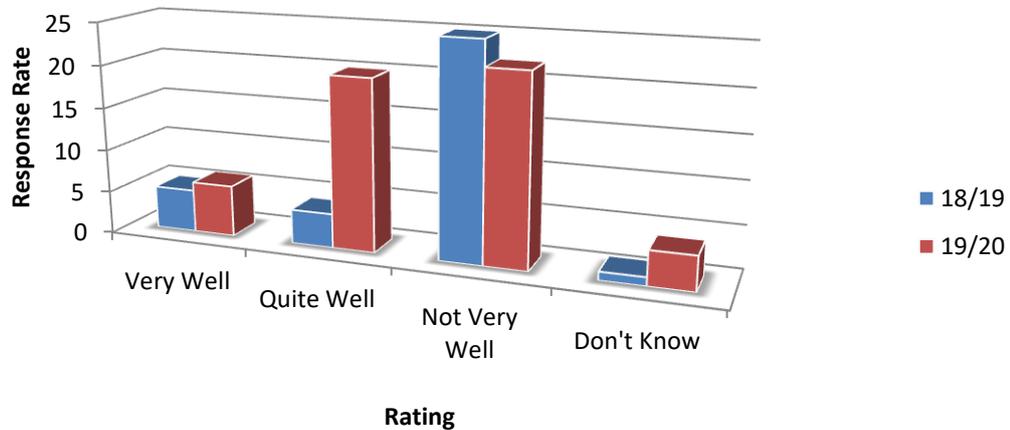


Fig. 19 Services working together.

Overall, how well do the services your child / young person use help them to do the best they can in:

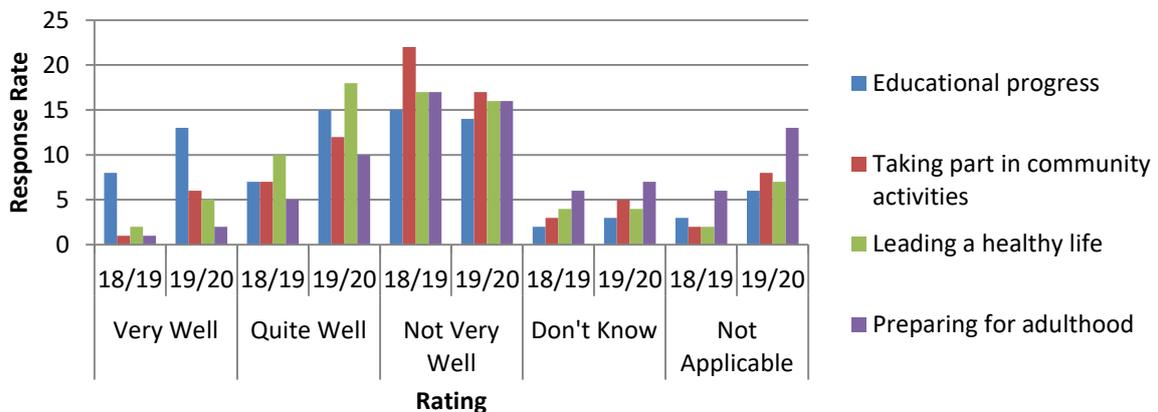


Fig. 20 Overall ratings of how parent carers feel services help their CYP achieve good outcomes

The overall ratings show the same general trend that has been evident so far; a slight increase in positive views and a slight decrease or static level for neutral or negative views.

Information

A common theme across all areas and one that is looked at briefly in the annual surveys relates specifically to information. Fig. 21 and 22 will show how this area is viewed across the period 18/19 to 19/20.

Generally there is improvement in accessing information, but conversely there is a big increase in respondents stating that they find information 'Very Difficult' to find.

How easy do you find it to get information about what services are available and what they do?

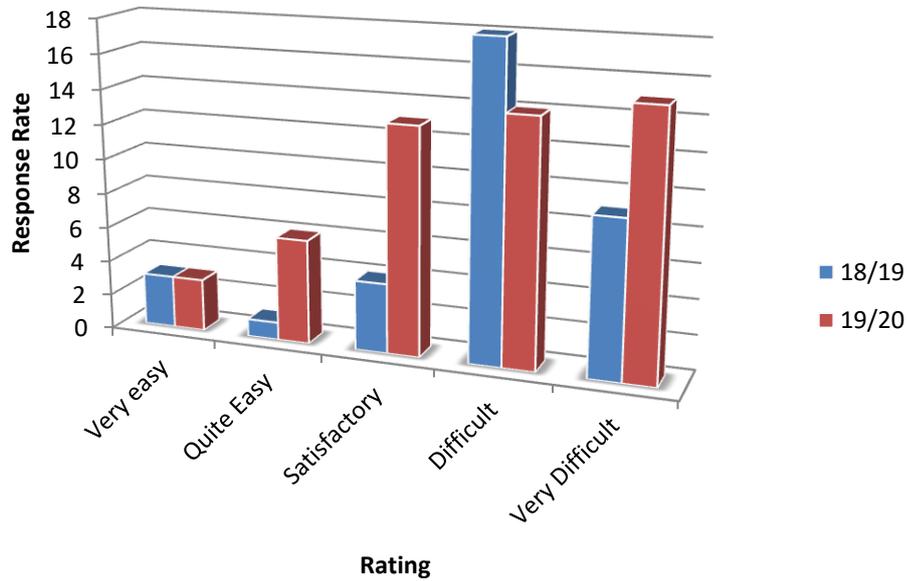


Fig. 21 Ease of finding information

If you HAVE used the 0-25 SEND Local Offer how easy did you find it? Please choose the most appropriate statement

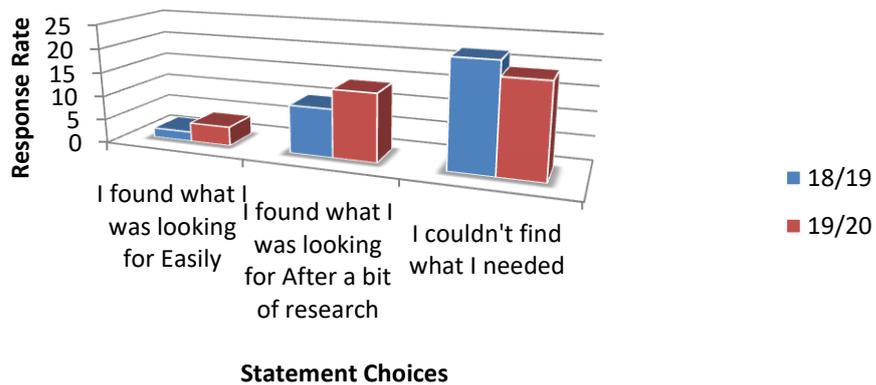


Fig. 22 Ease of using Local Offer

Social Care and Transitions

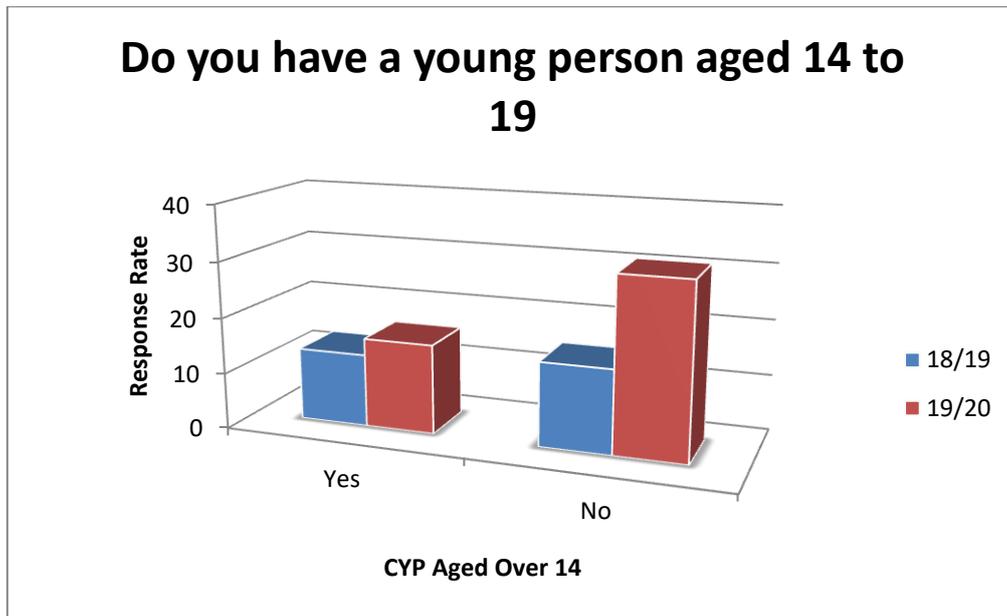


Fig 23 Number of CYP aged 14 to 19

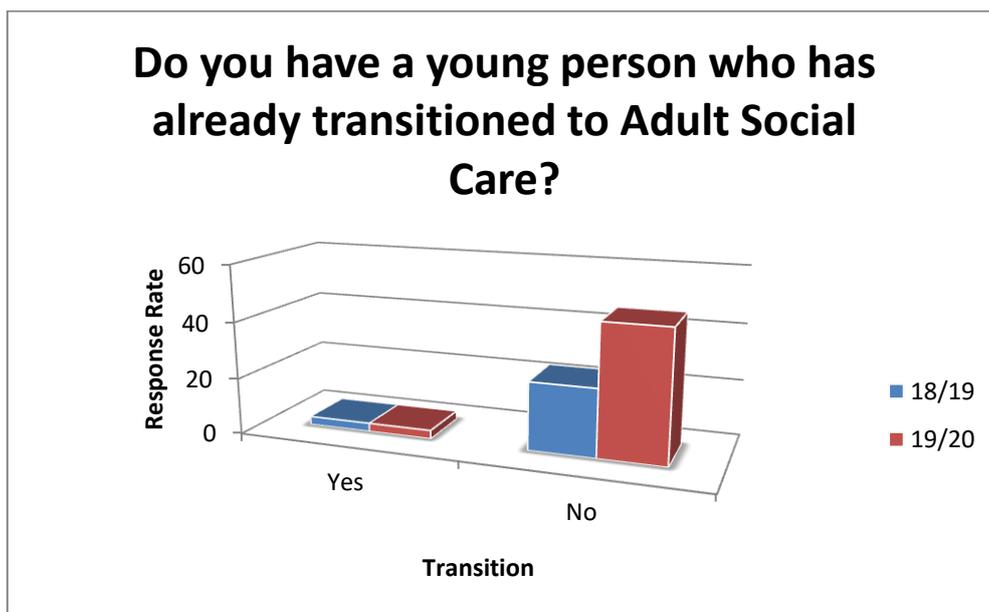


Fig. 24 Number of CYP who have transitioned to Adult Social Care

Fig. 23 and 24 shows a slight increase in numbers who fall under Preparing for Adulthood (PfA) but no increase in numbers who have transitioned to Adult Social Care.

Fig. 25 and 26 focus respondents rating the offer from Children's Social Care and Adult's Social Care with both seeing an increase in negative rating from 18/19 to 19/20.

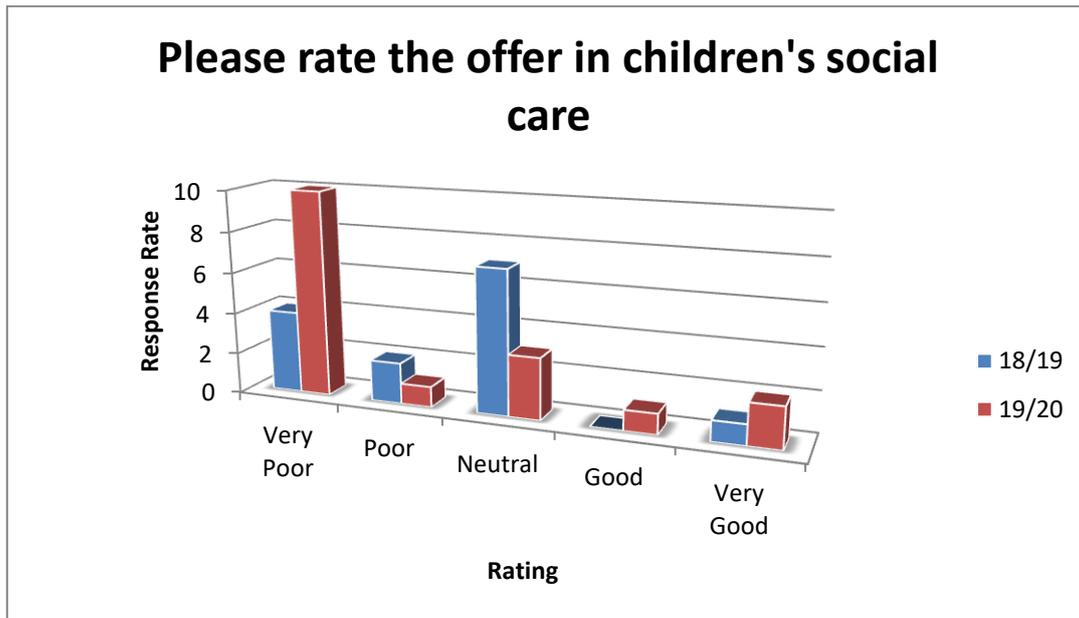


Fig. 25 Children's social Care Offer

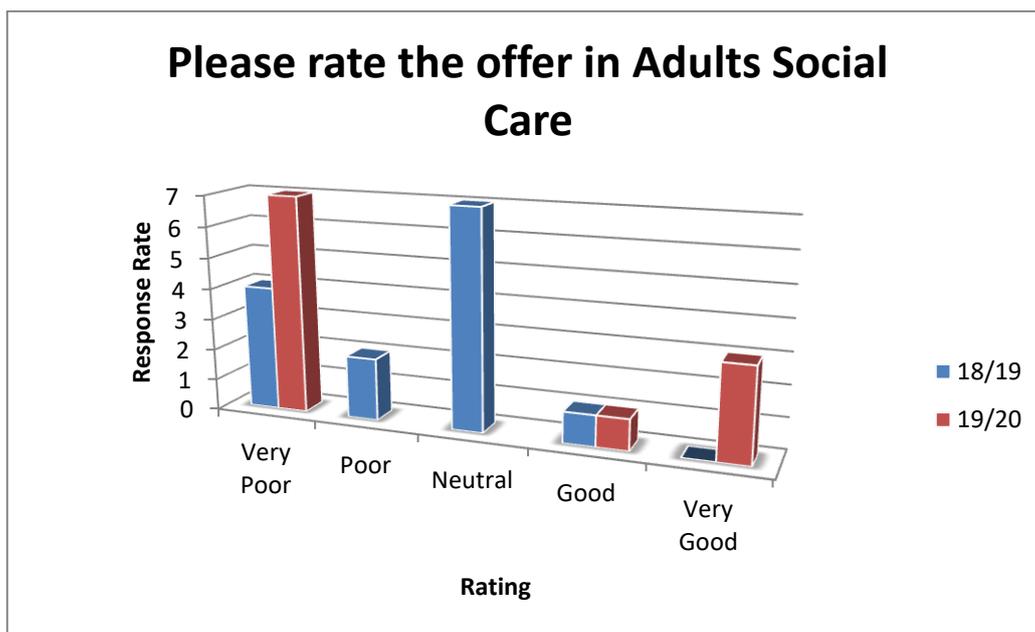


Fig 26 Adults Social Care Offer

There was also some improvement in the ratings of Adult Social Care in particular in 19/20 compared to 18/19.

The final comparison data examined under this section as shown in Fig. 27 and 28 focused on how much information and support was provided to facilitate the transition to adult social care. Although both show an increase in respondents reporting receiving information and feeling supported there was a far larger increase in respondents reporting negatively across both areas (lack of information and lack of support).

As part of the transition process were you given any information about Adult Social care?

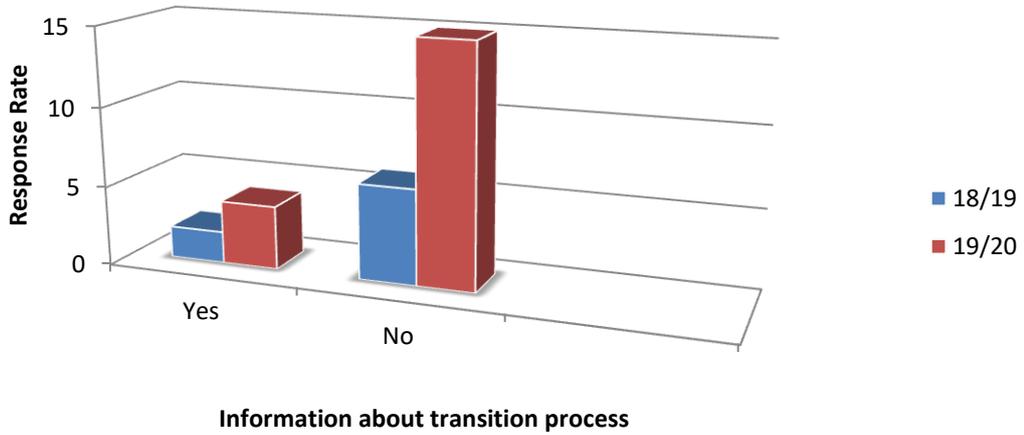


Fig. 27 Information provided regards Adult Social Care

Were you supported to understand the transition process?

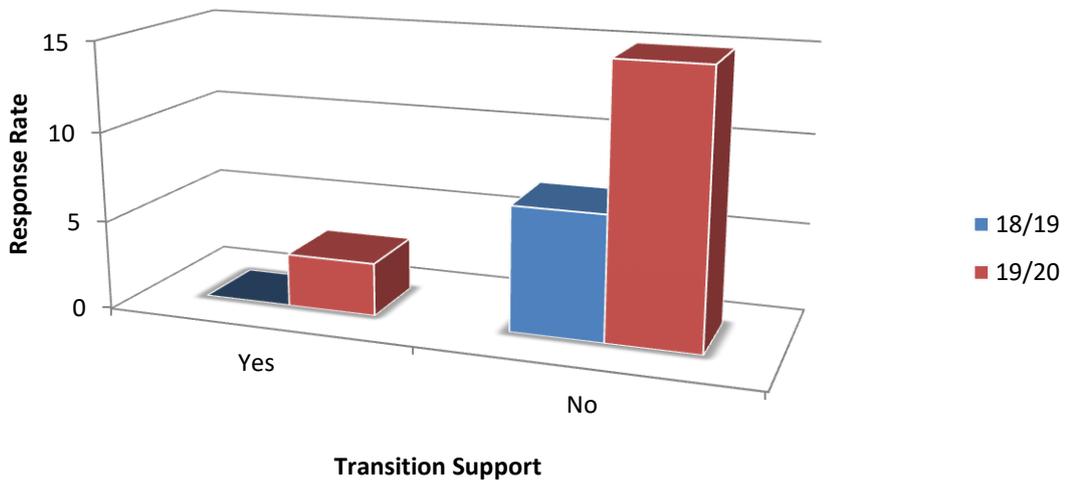


Fig. 28 Support to understand the transition process

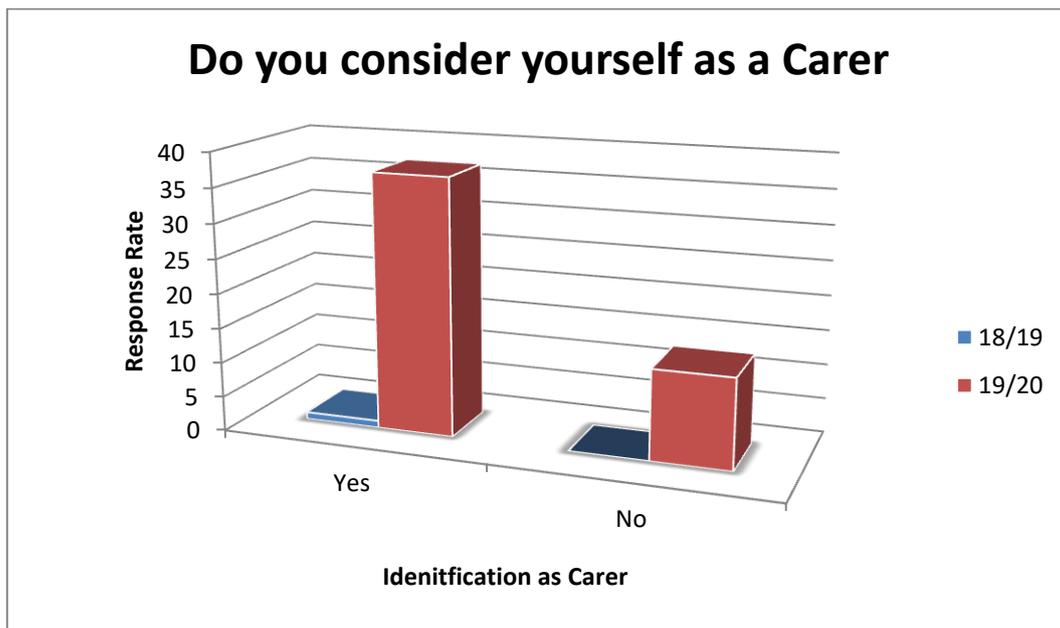


Fig. 29 Self Recognition as a Parent Carer

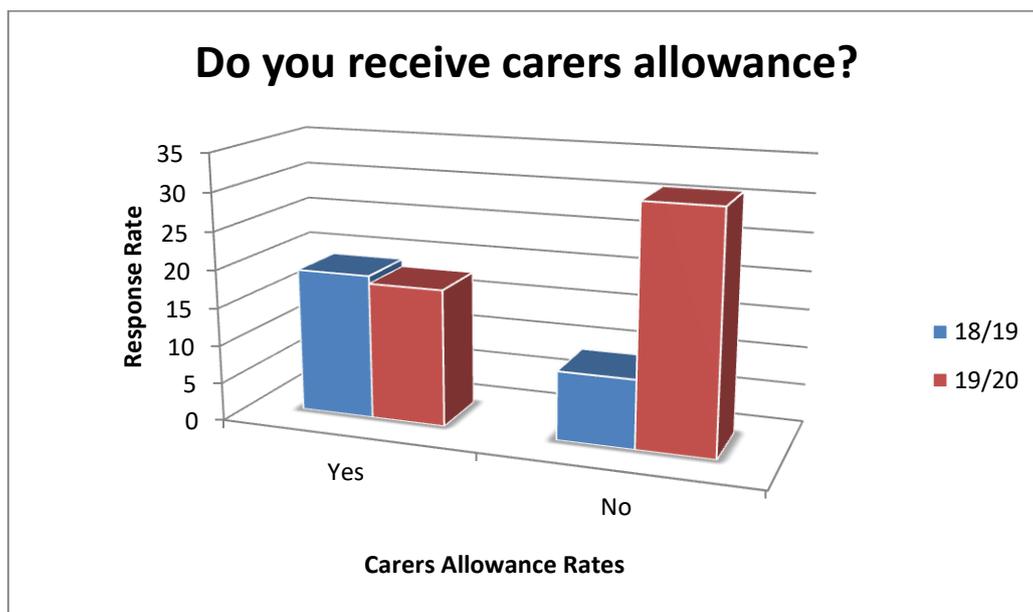


Fig. 30 Receipt of Carers Allowance

From Fig. 29 and 30 there has been a shift in how parent carers view themselves and also drop in the levels of those claiming carers allowance between 18/19 and 19/20. At first glance it looks as if more view themselves as carers but less receive carers allowance.



Fig. 31 Carers Assessments

From Fig. 31 it can also be seen that numbers of those reporting that they have not had a carers assessment has also increased in 19/20. This all may point towards something in relation to recognition as a carer more generally.



Fig. 32 Impact on socializing

Does your role as carer make it difficult for you to go to work?

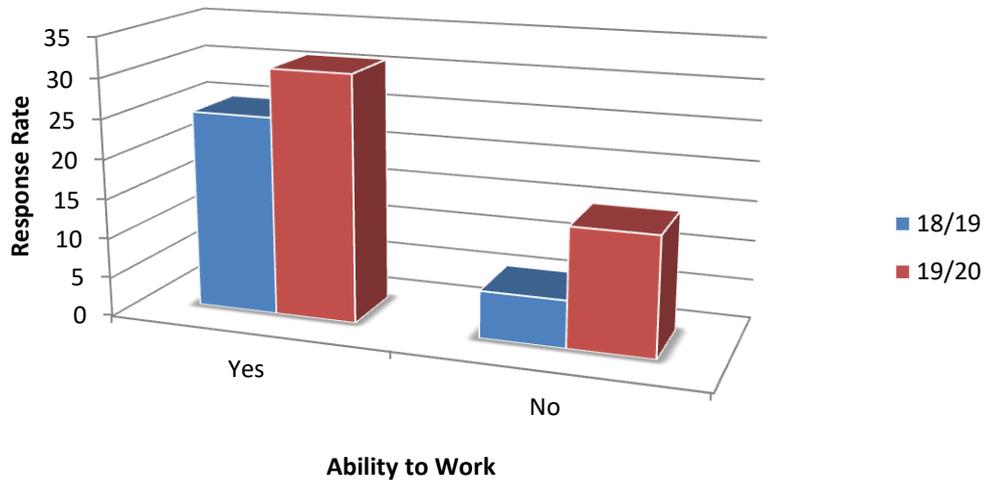


Fig. 32 Impact on work

Does your role as a carer affect your wellbeing?

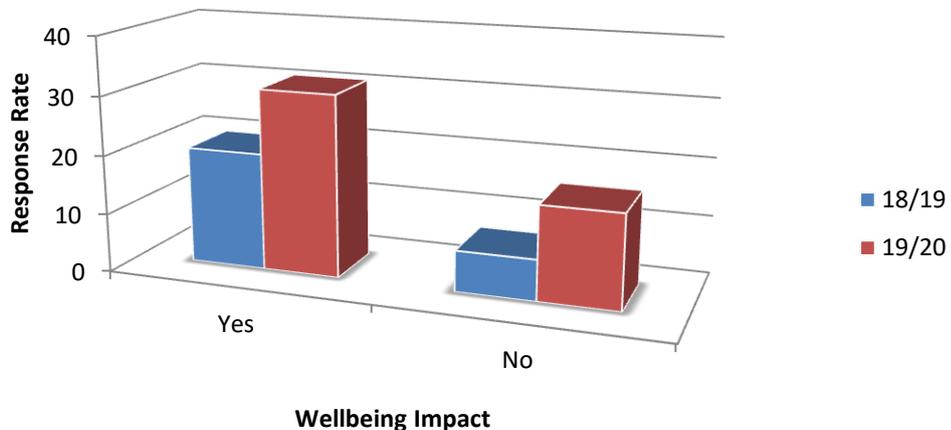


Fig. 33 Impact on wellbeing

Generally when asked if caring affects their wellbeing, ability to socialize and ability to work all respondents state yes more in 19/20 than 18/19. However there is also an increase in respondents stating no as well.

General Conclusions

Overall there has been a small increase in parent carers reporting more positively across the areas; Children and Young People (CYP) Needs and Education; Identification of Need; Understanding of Needs; Support and Review; Information; Social Care and Transitions; Carers Support. The picture is clearer for Identification of Need; Understanding of Need and

Support and Review in relation to slight improvements. Social care does not fare so well in relation to parent carer views across 18/19 to 19/20.

More parent carers responded to the survey in 2019/ 2020 which will affect the numbers being used for comparison, however it is still possible to demonstrate some changes. It is also important to note that as the surveys are anonymous, then there is no way to say whether those who completed one survey also completed the other.

The survey to be shared for 2020/ 2020 between January and March 2021 will contain all the questions above, plus a few extra questions so further analysis can occur.