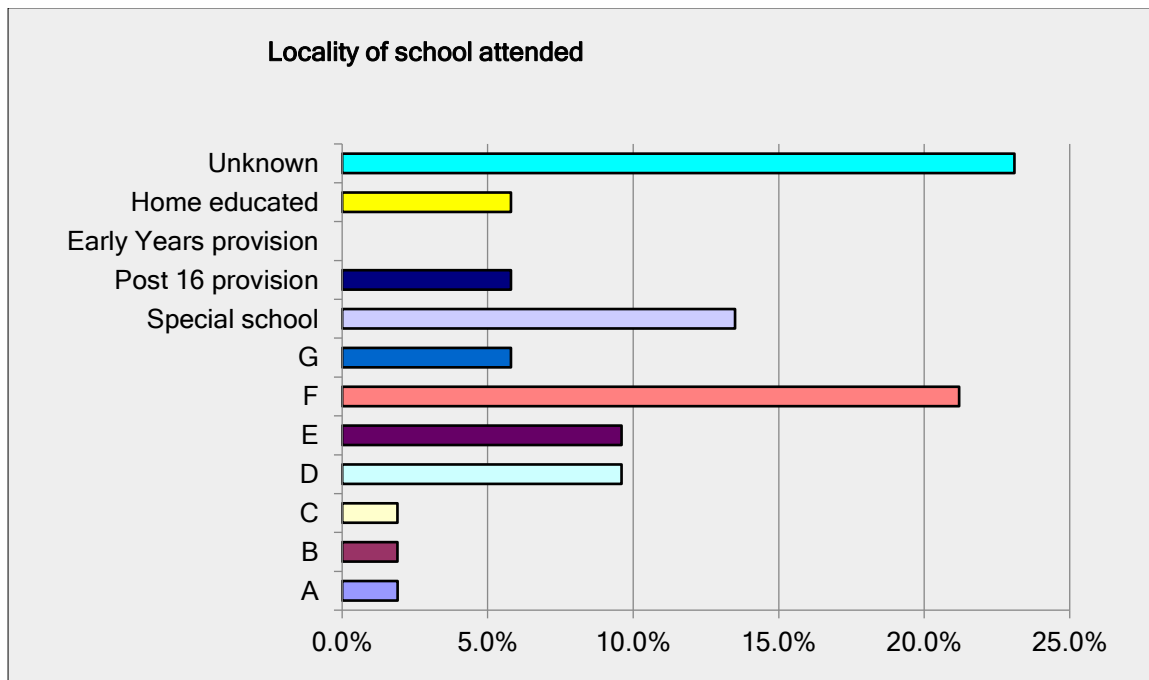
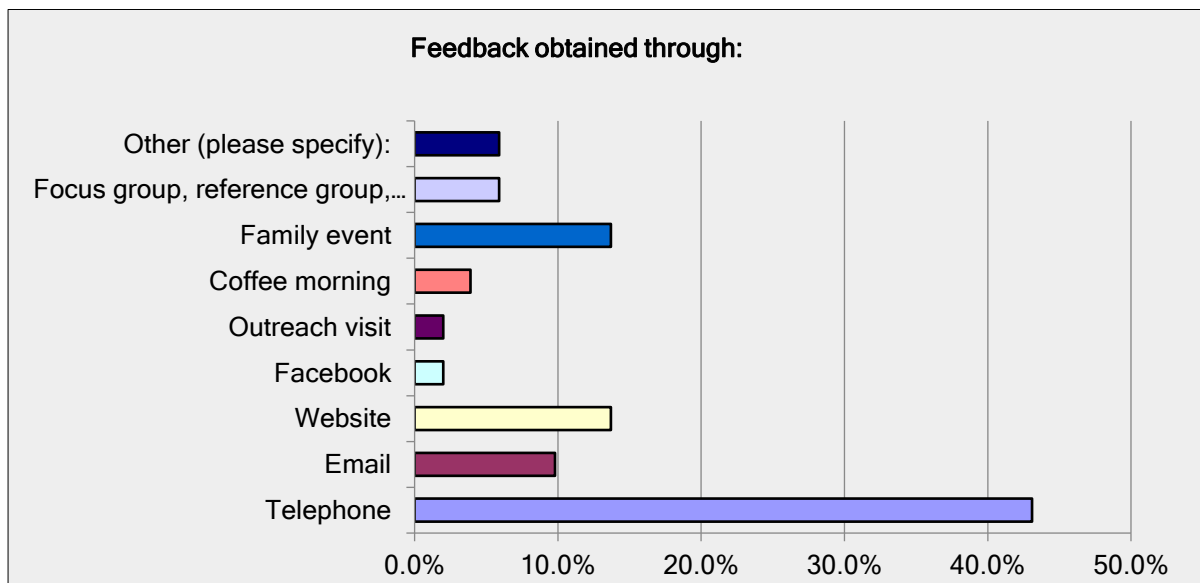
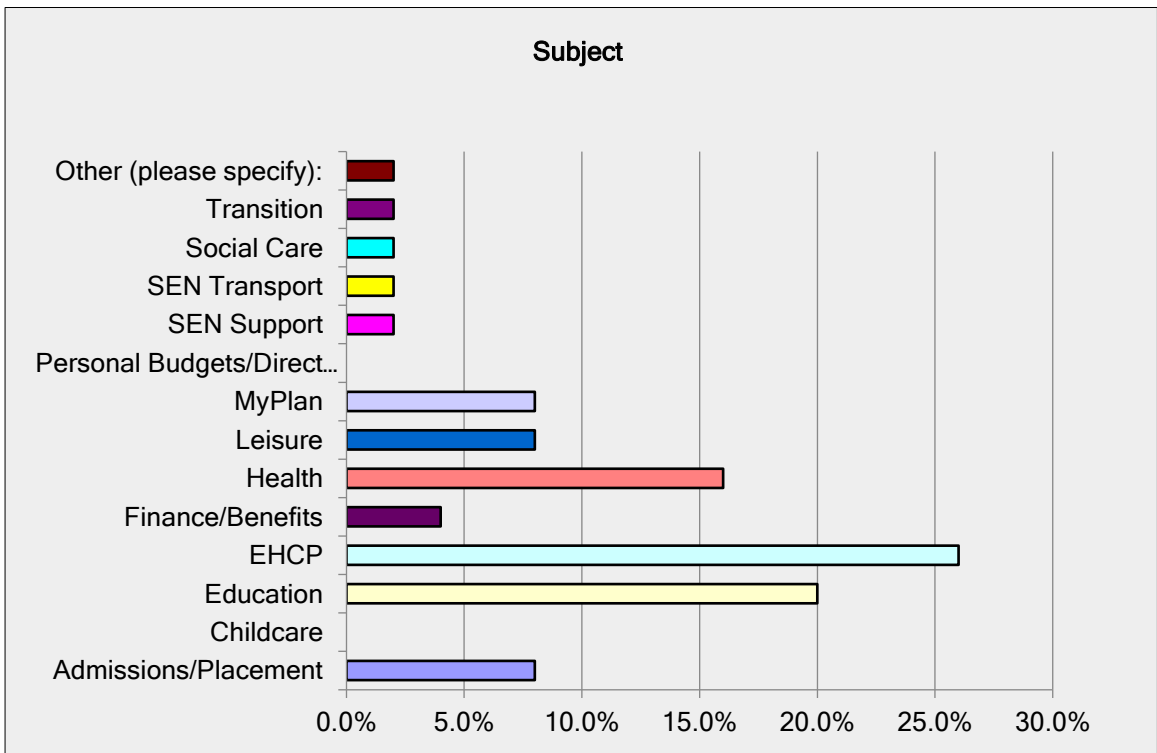
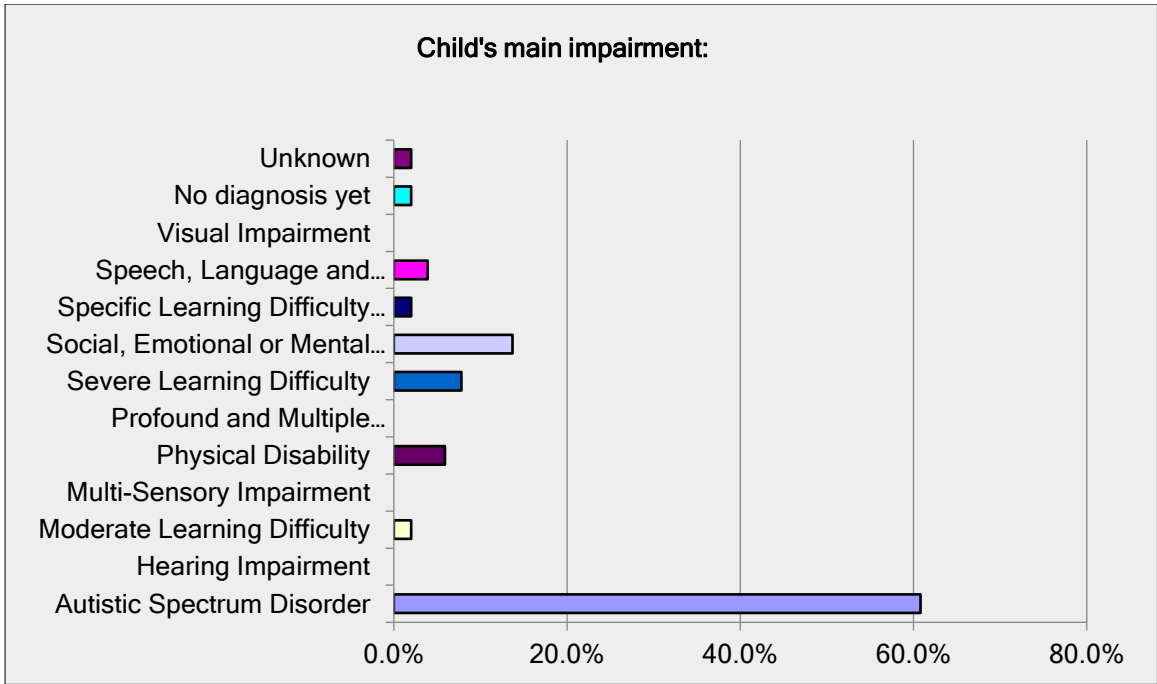


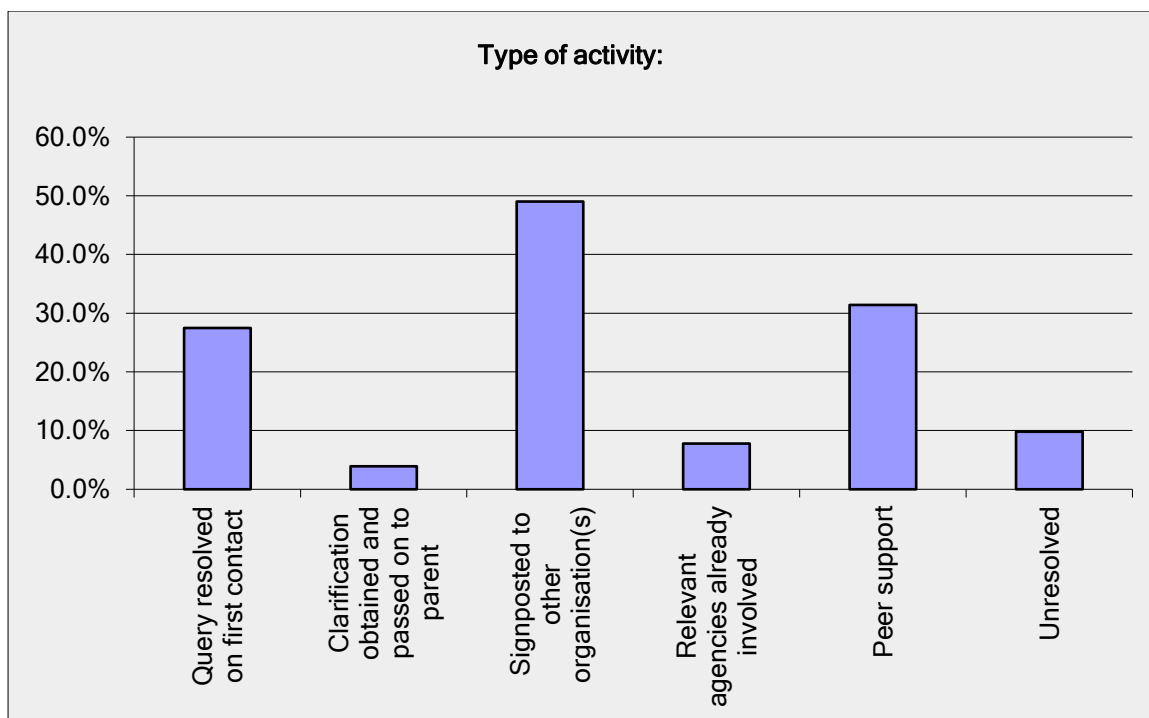
Feedback from parent carers in Sheffield

January –May 2017

Based on feedback received from 52 parent carers.







Summary of feedback

Area of conflict/concern

EHCP

- School slow to provide evidence for EHC needs assessment. Parents went to mediation as information provided by school insufficient.
- LA in breach of timescales set out in mediation agreement
- EHCP quality: too vague, no outcomes or aspirations, sections B and F not specified or quantified, SLT in Health section, section J left blank, outcomes not SMART, poor layout
- EP report not specified and quantified
- Decision not to assess: communicated very late – not following statutory timescales, no step-down process (no MyPlan)
- Transfer review: school not given enough information, expecting SEN Manager to take the lead. Too much focus on reviewing statement, not enough on outcomes. “All about me” form populated by teacher not shared with parent before the meeting. Parent not asked for input before the meeting. Parent told to request reports herself if she didn’t think existing reports were sufficient. No paperwork sent out after the meeting.

Admissions

- Parent felt she was being “put off” applying for a special school place by special school staff
- Parent felt she was being discouraged from applying for an IR by EP
- Parent told about child’s placement “informally”, but not final EHCP, so can’t appeal
- Parent thinks child would not be able to cope in a class of 30, wants school with small class sizes

Transition:

- Issues with transition to Bents Green post-16 provision at Sheaf

Health

- Waiting for assessment / diagnosis (especially Ryegate autism assessment)
- Long waiting times for Ryegate Psychology (over 1.5 years)
- Home visit from Case Register worker: asked intrusive questions (soiling) in front of young person, made “best interest” decision without taking time to explain the information in simple terms, did not verify information given by young person with parents
- Negative experience of adult A&E for young person in mental health crisis

Leisure

- Not enough activities, expensive

My Plan

- Long wait to get a MyPlan drawn up (over 4 months), possibly because school waiting for results from assessments
- Parent told child can't have MyPlan as child has been out of school for a month due to mental health issues. Also told EP can't get involved. Referred to MAST and CAMHS but still waiting.
- Erratic support, no MyPlan. Parent considering requesting EHC needs assessment to get things moving.

Education

- Parent would like specialist dyslexia support teacher, school refuses this
- Child not in school due to anxiety, parent nervous about attendance officer involvement and would like support, long wait for Ryegate Psychology
- Exclusions: parents feel that school doesn't understand that behaviour is linked to child's disability, and just wants to get rid of child. Use of p/t timetables. Not providing enough support at breaktime when incidents tend to happen. Long time taken to get relevant services involved, e.g. CAMHS, CYT.
- Lack of support for child who is displaying high levels of anxiety at home but not at school
- Exam anxiety leading to poor behaviour and attendance. Lack of options for students who can't do GCSEs
- School leaving it too late to apply for access arrangements
- School using p/t timetable as child tires easily, but parents feel they could cope if given regular breaks outside the classroom. School refusing to provide, pushing parent to find another school
- PEEP for child in NAS special school instructs staff to leave child behind in emergency if child resists evacuation

Transport

- Parents concerned about post-16 charges coming in from September
- Taxis at Sheffield College not always able to transport young person's walking frame

Area of confusion/poor communication

EHCP

- Parents told that “we don’t specify hours in EHCPs any more” (both by school and SEN Team)
- Confusion about Agree to Assess Meetings – some localities do them, some don’t
- Parents told that only school can request EHC needs assessment
- SEN Team not answering the phone or returning calls, not replying to emails
- Schools not aware of Independent Support
- Confusion over applying for an EHCP for apprenticeship
- Transfer timetable needs updating. What to do if your child should have had transfer review, but appears to have been missed?

Health

- Lack of clarity about Case Register – do you need to be on it to access services? What are the criteria – IQ?
- How do you get access to a specialist dyslexia support teacher?
- Are there first aid courses for parents of children at risk of choking due to physical disability?
- How do you get a referral to Ryegate if suspected ASD?
- Parental advice form for Ryegate ASD assessment inaccessible for many parents. Lack of clarity who can support parent to fill it in – SENDIAS? Nurse?
- Child with severe sensory issues only eating narrow range of foods, who can help?

Social care

- Information on social care support, independent living for young adults
- How to get a PA for young adult
- How to access short breaks/respite, what’s available

Education

- Information about transfer review meetings
- Lack of communication/information from SENCO, e.g. waiting 7 months to be given outcomes of an assessment
- Lack of information about support for dyslexic/dyspraxic learners
- Information about SEN provision in mainstream schools
- Information about IR specialisms
- Alternative provision for pupil on part-time timetable (during school hours)
- Staff at independent school feel “out of the loop” regarding SEN system in Sheffield, would like to attend SENCO briefings etc.

Benefits

- Lack of information, especially for young people turning 16/18, e.g. ESA, Bursary Fund. Special schools and colleges not proactively informing parents

General

- Difficulty getting support while child is being diagnosed
- Funding for driving lessons for carers

Leisure

- Looking for specialist providers, e.g. music tuition
- Looking for information on after-school activities for young people with high levels of need

Transport

- How to apply for SEN transport?

Transition

- Confusion about post-16 funding – where it comes from and who applies for it
- Confusion about PBs in post-16
- Lack of information about transition – education, health, social care, benefits, leisure

Good practice examples

- Bents Green did a good job with EHCP conversion, very person-centred
- Stradbroke IR providing very individualised support, good communication with parents
- SPCF JumpStars sessions are popular
- Broomhill nursery very good with additional needs
- Independent Travel Training
- SPCF Dyslexia workshop was helpful