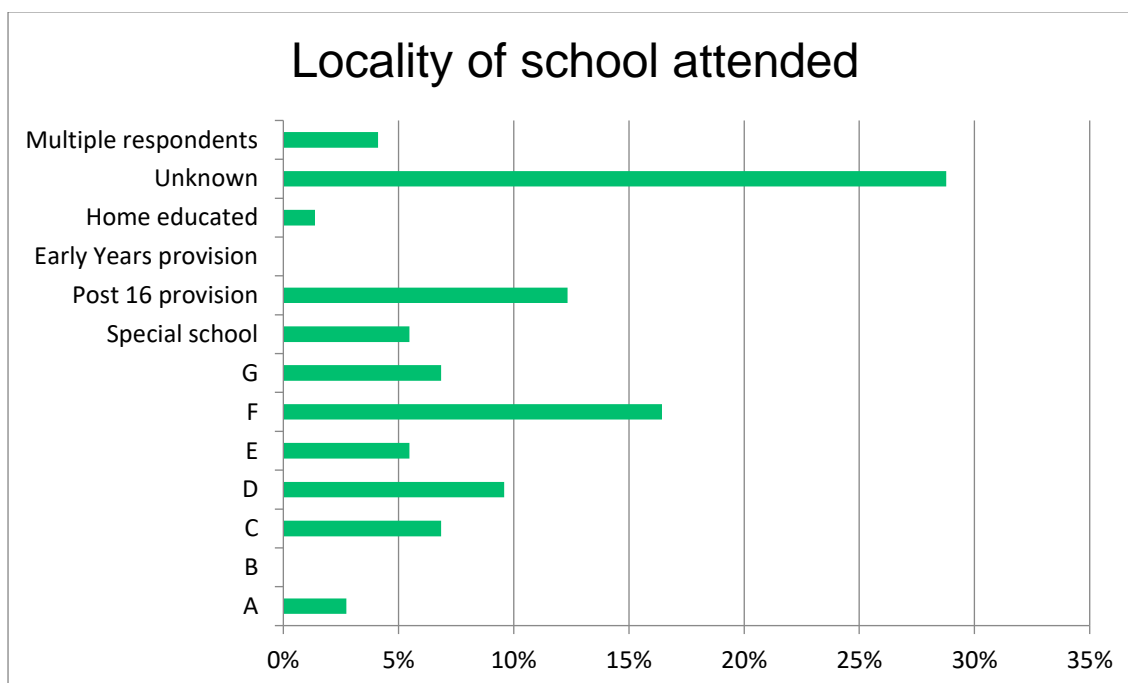
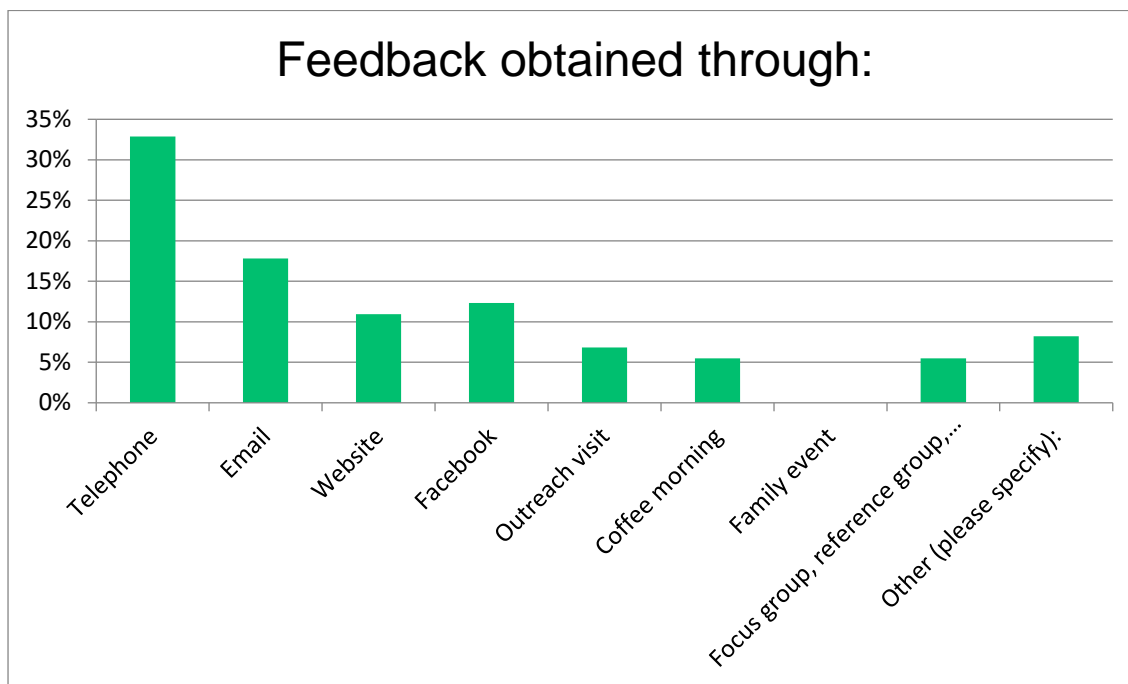


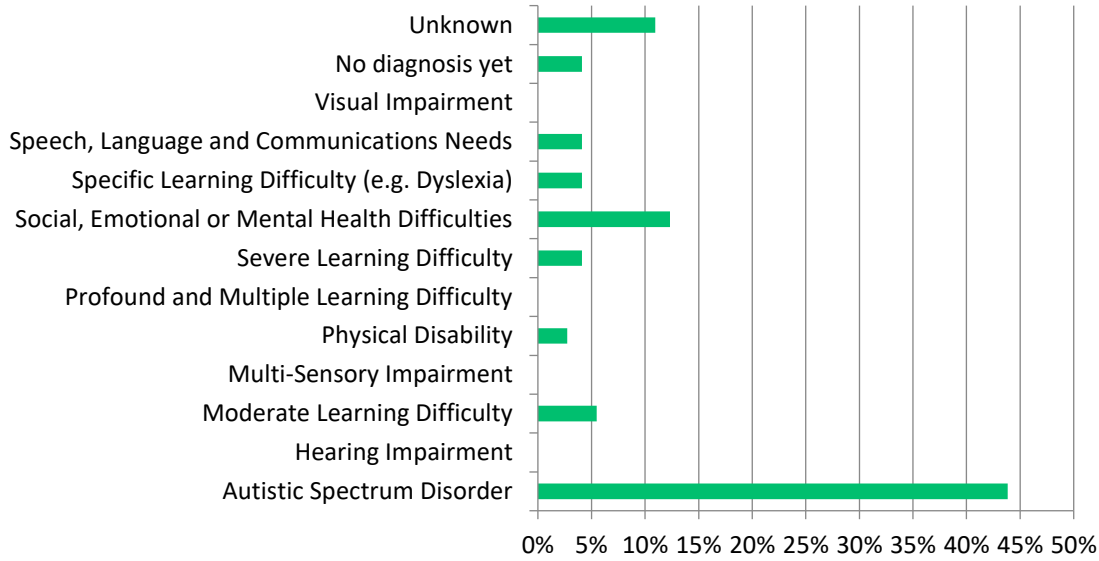
Feedback from parent carers in Sheffield

November 2017 – April 2018

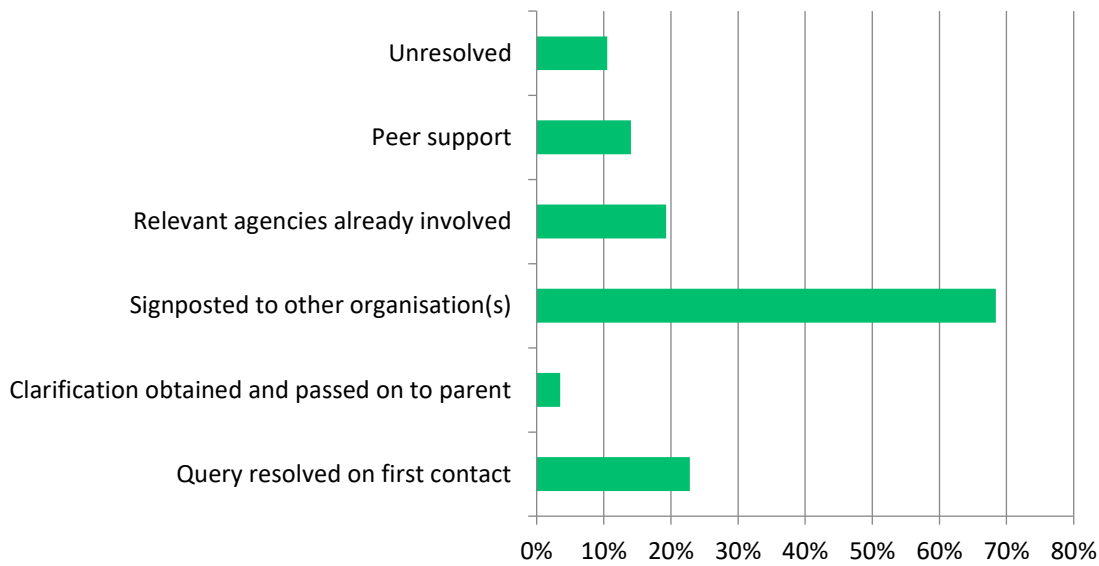
Based on feedback received from 155 parent carers.

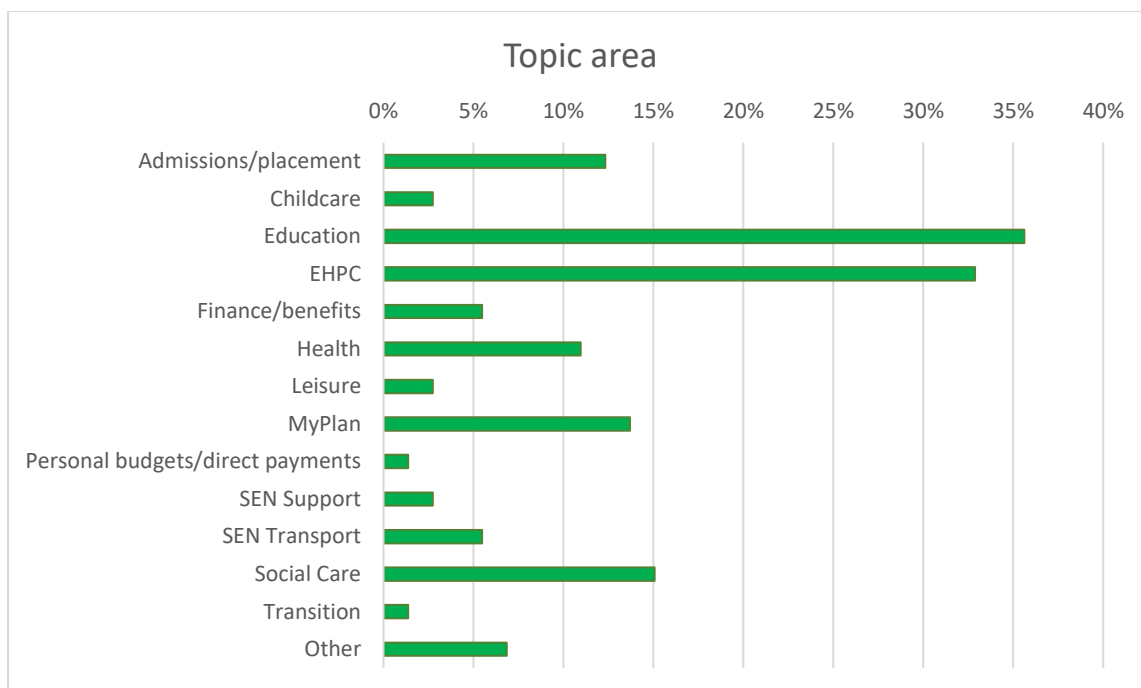


Child's main impairment:



Type of activity:





Summary of issues reported

Topic	Key issues
Admissions	Various experiences of schools being unwelcoming . For example: not getting back to parents wanting to arrange a visit, refusing to receive visits saying they are full (even if child has EHCP), making assumptions that school won't be able to meet a child's needs without having met them, telling parents that school hasn't got the money or expertise to meet the child's needs, or that only children with EHCPs can get extra help.
	Parents looking for an alternative placement for children who are not coping in their current placement
	Issues with the range of specialist provision , e.g. Kenwood too male dominated, no specialist provision for MLD, Robert Ogden and Abbey School full
Childcare	Some nurseries are turning parents away, saying that they would not be able to cater for child's needs
Education	Reports of some schools making it clear to parents that their child is not wanted , e.g. discouraging them to put current school down in new EHCP, putting pressure on parents to move child to another school
	Lack of support for children who struggle with attendance due to their disability , e.g. child logged as "educated off site" but not receiving an education, parents getting fined for low attendance, issues around being able to sit exams after having missed mocks. Attendance of siblings can also be affected.
	Illegal exclusions , e.g. parents asked to take children home if they are misbehaving, parents dissuaded from sending child on school trip, child made to sit in corridor during certain lessons
	Issues with some specialist settings : changes to staffing structure in some IRs (King Egberts and Nook Lane), and more insistence on the 80/20 split; parents not consulted on this; Becton school proposing to reduce provision by 1 hour per week
	Insufficient support at school , e.g. no help with revision, child getting into trouble due to lack of support during unstructured times, staff not changing child's nappy for the whole of the school day, parents frequently called into school as child in

	<p>crisis, support provided in Y7 drastically reduced in Y8 due to lack of funding. School not requesting help (e.g. from Autism Team) early enough. Lack of follow-up to check if accommodations are working.</p> <p>Issues with Sheffield College: Letter sent to parents informing them that Personal Progress courses will be reduced from 4 to 3 days per week from September due to funding cuts. Not enough notice of college timetable for next academic year for working parents. No support (e.g. 1:1 support, small group work) for students on level 2 and 3 courses.</p> <p>Issues around identification and diagnosis, e.g. parents having to pay privately for dyslexia diagnosis, school not acknowledging child's issues or not supporting referrals</p> <p>Communication issues: Information about child's needs not cascaded down to teachers. Parents not informed about outcome of visit from professionals, e.g. Autism Team, Educational Psychologist. School not taking on board that child is bottling up anxiety at school which leads to outbursts at home.</p> <p>General: Lack of accountability when schools are not inclusive; parents don't know where to turn</p>
EHCP	<p>Communication: Continuing issues around communication with parents. SEN Team is now sending generic responses, but getting a real response can still take a long time, sometimes months. Parents not informed when child has been discussed with school. SEN managers not being clear about what is local policy and what is legislation. Lack of information for parents about the EHCP process, criteria, purpose, mediation and tribunal process and timescales, availability of Independent Support. SENCOs feel they have not been given enough guidance.</p> <p>Quality: Various issues reported, e.g. no provision in section F, just stating that support will come from delegated funding; no provision for each special educational need; plans written to fit what school can provide from delegated budget rather than what child needs; issues with quality of reports, e.g. not specifying provision; no school named in final plan; lack of specification / quantification; final plan issued without input from key professionals.</p> <p>Transfers: Support reduced when moving from statement to EHCP, e.g. therapy hours, support during unstructured times. Several parents reporting issues with last cohort of EHCP conversions, e.g. : no school named, no parental amendments added, plan finalised against parents' wishes, parents not asked if happy for old reports to be used, decision letter not signed (so can't appeal), plan finalised before 15 day deadline, parental request for meeting ignored, no up to date advice requested, or not all reports received.</p> <p>Timescales: Parents are still reporting that statutory timescales are not being met, e.g. waiting several months for draft plan after conversion meeting.</p> <p>Mediation: Parents report that LA has a new policy that refusal to assess can no longer be overturned at mediation, officer can only agree to take the case back to panel. Parents question whether officers representing the LA have the authority to resolve mediation issues.</p> <p>Annual review: Process not followed properly, e.g. papers not circulated 2 weeks before the meeting, no professionals invited, no decision letter after 4 weeks, changes requested not being made, or changes made if requested by school but not supported by parents.</p> <p>Implementation: Therapy time specified in EHCP used for meeting prep and attendance, instead of direct work with the child. Reports of EHCPs not being implemented, e.g. speech and language not provided, children on part-time timetables due to lack of resources.</p>
Health	<p>Appointment system of SAANS service (appointments only sent by letter, discharged after 3 cancellations) not suitable for some YP with ASD</p> <p>Lack of post-diagnostic support for ASD, especially if unable to attend workshops</p>

	Long waiting lists for OT. Also issues with CAMHS waiting lists, children's mental health deteriorating while they wait.
	Difficulty getting a diagnosis, disagreements between school and Ryegate as to whether child should be assessed
	No SLT sessions for mainstream children due to service capacity issues
MyPlan	Technical glitches with document
	Several parents have reported that their child has a MyPlan which has not been coproduced, shared or reviewed with parents
	MyPlan not filled in and reviewed correctly, so EHC needs assessment refused
	Parents not understanding purpose of MyPlan
	No holistic, doesn't take account of issues at home, doesn't bring in assessments. Some parents feel it is used as a barrier to put off EHC needs assessments.
Transport	Failure to share risk assessment between college and transport resulted in significant safeguarding incident in minibus
	Pressure put on parent/YP to engage with independent travel training against their wishes; parents worried that refusal to take part might lead to transport being withdrawn; not clear that participation is voluntary
Social Care	Perception that parenting courses are being used to prevent access to services, and children's issues blamed on poor parenting rather than disability. Some good aspects, but ASD/disability not always recognised by trainers as the reason why parenting may be more challenging
	Insufficient short breaks provision for under 5s, over 19s, secondary age children. Lack of appropriate overnight respite for YP aged 19+ with complex needs.
	Lack of clear pathways , families report being sent back and forth between MAST and CWT. Parents not sure what MAST can help with, when they will and won't get involved.
	Concerns about social care panel decisions – no notes, anonymous, no appeals process
	Concerns about letter from CWD team re. statutory visiting requirements
Transition	Poor transition planning, poor information and little support from social care, no continuity when staff leave.

Information requests

Admissions	How do placement panels work, and do they provide written information about their decisions? How do you appeal against a placement decision? (with/without EHCP) How do you report a child with SEND missing from education?
Education	Do schools do dyslexia screening?
Finance/benefits	Who can help with PIP or DLA appeals? Who can help with completing a DLA form?
Health	How do you go about getting a diagnosis?
Direct Payments	How do you apply? What can DPs be used for? Can you have DPs and SNIPS?
SEN Transport	Where do you get a letter from the LA that proves entitlement to travel pass, if not in receipt of higher rate mobility component of DLA? This is mentioned on website Do all taxi drivers have DBS checks? What are the eligibility criteria for SEN transport?
Social Care	How do you access a befriending service?

	<p>What are the eligibility criteria for short breaks? How do you apply for the SB grant? Who can help with the paperwork?</p>
Childcare	<p>How can you access a PA for after-school childcare?</p>
Transition	<p>What options are there for post-16 education for a child with SEN?</p>
EHCP	<p>Is there any point in paying for private reports? Do report writers need any special qualifications? How would a young person's mental capacity to deal with EHCP issues be assessed, and how would it be logged? Should alternative qualifications like ASDAN, work experience etc. be specified in an EHCP? On what grounds could a school refused to provide these? How specific does an EHCP for a special school or an IR need to be? Can special dietary requirements go into the EHCP - if so, what evidence is required?</p>
Leisure	<p>Where to find inclusive clubs, e.g. drama, animals? Who can help children with friendships and socialising?</p>