

Buckinghamshire Council

Local Offer Annual Summary of Feedback 2022

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Annual Summary of Local Offer Feedback 2022

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Winners Best Local Offer 2022

Winners of the National Association of Family Information Service (NAFIS) Coram Family and Childcare award for Best Local Offer 2022, voted by parent champions.

[Home](#)

Special educational needs and disabilities (SEND Local Offer)

| | | |
|---|--|--|
|  Get started with SEND Where to start if you're new to special educational needs and disabilities |  About the SEND local offer What the SEND local offer means and how it can help you |  Education and SEND Help for children and young people with SEND in education |
| SEND money and benefits Financial support for children and young people with SEND | Health and SEND Local health support for children and young people with SEND | Social care and SEND Social care services for children and young people with SEND |

1. What is the SEND Local Offer?

Since 1 September 2014 every Local Authority must publish their 'Local Offer'. The purpose is to set out in one place information about services available for children and young people with Special Educational Needs and Disabilities (SEND).

The SEND Local Offer brings together a wealth of information from social care, health, education and other services. It sets out the support they are expected to offer to children and young people aged 0 to 25 years with SEND, including those who do not have an Education, Health and Care Plan, and how to access those services. The Local Offer has two main purposes:

- To provide clear, comprehensive and accessible information about services available
- To ensure local services involve and listen to children and young people in Buckinghamshire with Special Educational Needs and Disabilities and their parents and carers when they develop and review their services.

The Local Offer has been developed with parents, carers, young people and professionals and input from all these people helps us to keep it up to date and relevant.

Local Authorities must publish feedback and comments on the Local Offer and show how these are being used to shape services and information to ensure they meet local needs.

The National Association of Family Information Services (NAFIS) hold an annual conference, hosted by Coram Family and Childcare, which includes an awards ceremony to celebrate and recognise excellent practice by FIS across the country. The category entries are judged

by a panel of parent champions. Buckinghamshire were delighted to win the award for 'Best Local Offer,' based on the nomination which described the huge amount of work that went into building the new website and directory, the ongoing work to create new content and making it accessible, all the social media and comms activity to push out the information, supported by the FIS duty and outreach work and projects like the SEN Young Inspectors that bring it all to life. It was fantastic to see the Buckinghamshire Local Offer being recognised at a national level.

2. Where is the SEND Local Offer?

The SEND Local Offer is part of the Family Information Service website:

<https://familyinfo.buckinghamshire.gov.uk/send/>

Since the website and directory moved to a new platform in March 2021 there has been further review and improvement to the content pages. The new website aims to be simpler to use and understand. Information that is written for professionals has moved to [Schoolsweb](#), but there are links to this information directly from the Local Offer for families who want to see it and find out more. The directory launched as a 'minimum viable product' and we have gathered feedback which is now being used to inform future changes and improvements.

3. Who updates the SEND Local Offer?

The published SEND Local Offer information is managed by the Early Help Digital Team in the Family Support Service (FSS) who work closely with 'subject matter experts' who are colleagues from other parts of the Council, like the Integrated SEND team, Commissioning and Education and external providers to regularly review the information on the website to try and keep it up to date and relevant.

The Local Offer Advisory group, which is a multi-agency group made up of professionals and parent carer reps, has oversight of the ongoing review and improvement activity and determine what changes can be made based on the feedback they hear.

In 2022 the Council launched a new Young People's Participation Strategy which sets out how young people are engaged with decision making. The Specialist Participation Team run various groups including Shout Out for SEND where young people are able to have their say on topics that are important to them. They have helped to update some key documents and information that is published on the Local Offer.

Services and organisations can set up a record in the directory and can make changes directly to their published information. This means any updates can be made quickly and efficiently at a time to suit them. Changes are moderated by the FSS Digital Team.

Records on the directory have a section especially for Local Offer information where anything relevant for people with SEND can be included by the service provider. These records have a 'Local Offer' icon to highlight them in the directory search results, and people

can use the search filters to narrow down their search by need. Record editors are sent reminders to help them keep their information up to date.

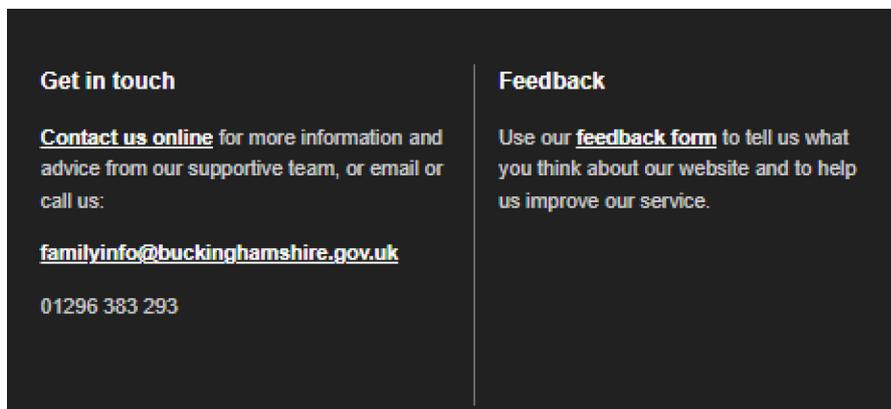
✓ Part of local offer Recently updated

4. Feedback

Online and in person

There are several ways that people can give their feedback about the Local Offer for SEND online. They can:

- use the 'feedback' link that sits on every page of the website and directory



- email BFIS with feedback using the familyinfo@buckinghamshire.gov.uk mailbox
- complete the 'e-form' that sits on the '[Give Us Your Feedback](#)' page
- send a message through social media ([Bucks Local Offer and SEND Facebook page](#) or [BFIS Facebook](#) or twitter)
- complete a hard copy form available from libraries or Family Centres
- ask a professional to share their feedback on their behalf, including through the Family Information Service who are available by phone every working day.

All the feedback is logged, along with details of the action taken as a result. Feedback is published on the '[You said, we did](#)' page. This is updated each month where feedback has been received and as far as possible, a response is sent to the person who gave the feedback. Where the feedback relates to a service, it is sent on to that service so they can provide a response. In addition, the Integrated SEND Team capture feedback on the EHCP process through an annual survey and the SEND Independent Advice Service (SENDIAS) run a survey with the parent carer forum FACT Bucks. This data is analysed and any issues are used to shape future processes. Where other services receive feedback about the published Local Offer for SEND information, they should pass this on to FIS Digital.

Feedback is an important part of the Local Offer for SEND, and sometimes young people, parents, carers or professionals highlight missing, incorrect or hard to find information which can be identified on the website and then corrected and updated. They can also comment on service provision or the availability of services and activities which the team will pass on to the relevant service or person and can help to inform commissioning priorities and future service provision. Discussions on these areas also take place at the Advisory and Impact Group as the members represent wider groups of people.

The build of the directory and website was based on in-depth user research and testing sessions with local parents, carers and young people which fed into a set of principles that were used to build the new website and directory.

The website and directory meet digital accessibility requirements as well as these principles. There is an ongoing process of reviewing and improving the content to ensure it is up to date and relevant.

Meetings and Groups - Young People

In 2022 the Council launched a Young People's Participation Strategy which sets out the approach to ensuring young people's voices are at the heart of decision-making. The Specialist Participation Team continue to engage with local young people with SEND and ensure their voice is heard through various groups and forums. These groups discuss issues that are important to them and share their views with decision-makers at the council through videos. The professionals will [respond to the feedback in a video](#). Topics have included inclusions and support at school, housing, ASD and SEMH.

The Shout Out for SEND group meets every month and the annual Shout Out for SEND (SOFS) conference took place in November 22 with the theme, "What does inclusion look like?" The event was co-produced with SOFS reps, 28 students attended, and 2 young volunteers helped run the day. [Read the full report](#).

The '[SEND Young Inspectors](#)' project was re-established in 2022 and there is a plan for young people to start visiting more groups and activities and to broaden the scope of the project to other community services. The project aims to give useful feedback to organisations and to encourage other young people to try something new by giving a genuine peer review of the experience.

Parent/Carers

There are parent and carer groups for SEND that meet across the county. The Family Support Service Information and Outreach Officers provide outreach to specialist and universal groups to promote the SEND Local Offer to families where they can, either virtually or in person. Parent/carer representatives from FACT Bucks (Families and Carers Together) work closely with the Council and are involved with lots of areas of work. FACT Bucks co-chair the Local Offer Advisory and Impact Group and attend the meetings, so they are able to feedback on behalf of parents and share information through their networks.

The Local Offer Advisory Group continues to identify areas for improvement and review and has contributed to the development of the new website. The group is also a mechanism for sharing information to make sure things are joined up or to pass on feedback to the most relevant person. This mechanism should help to identify gaps in provision and ensure the Local Authority is responsive to the needs of local children, young people and their families.

SENDIAS actively engages with and supports parents, carers and young people. SENDIAS have admin rights on the Local Offer for SEND Facebook page to share information directly with parents.

In 2022 the SEND Co-Production Charter was developed and published which sets out how the Council listens to people's needs and experiences to make decisions and improve the support and services provided.

Professionals

In March 2022 we had the Local Area SEND inspection, following which a [Written Statement of Action was produced and published](#). This action plan sets out key areas for improvement, and these updates will be reflected in the published Local Offer information as they are completed.

A peer review was conducted by Bolton Council and their parent /carers in April/May 2022. We met in June to go through each other's respective feedback, with a follow-up meeting to take place in January 2023.

There are named content owners who are asked to review the information regularly and where there are changes or updates, they will work with the digital team to write the content. Content is produced to make sure that the website reflects current activity so that families know what to expect from a service.

Members of the Family Support Service provide outreach at professional meetings regularly to remind services about keeping their information up to date and to demonstrate the benefits of the SEND Local Offer for families and professionals. This means that services working with families can signpost them directly to the website and help to promote the benefits of using it as well as encouraging families to give their feedback. A core set of promotional and information materials have been developed and shared with professionals to ensure they know how to signpost and which can be used as part of the induction for new starters. Content is shared on social media that schools and partners can easily share.

The Local Offer Advisory Group is attended by professionals from different organisations including the Specialist Participation Team, the SEND Independent Advice Service, Integrated SEND Team, Commissioners, Designated Clinical Officer, Education and Social Care. Each meeting is an opportunity to review the published content on the SEND Local Offer, make suggestions for improvement and feedback on services and to share updates to make sure areas of work are joined up. Any issues that are raised are passed on to the most appropriate person to deal with and the group agrees an action plan that is taken forward for the next meeting.

Outreach

Not everyone has access to the internet and so it is important to ensure this group of people have a way of accessing the SEND Local Offer and giving their feedback. Libraries and the Family Centres in Buckinghamshire have SEND Local Offer information and can support people to get online using their computers. BFIS has a duty phone line that is answered during office hours by an Information and Outreach Officer every week day. They can find out information for people, signpost them to relevant services, or gather information and send it out in hard copy.

The Information and Outreach Officers also attend many events in person or virtually across the County. This ranges from attending specialist SEN sessions, universal sessions at Family Centres and libraries to professional team meetings, school meetings and large community groups and events. These Officers can speak with people and capture verbal feedback as well as providing advice and guidance.

Surveys

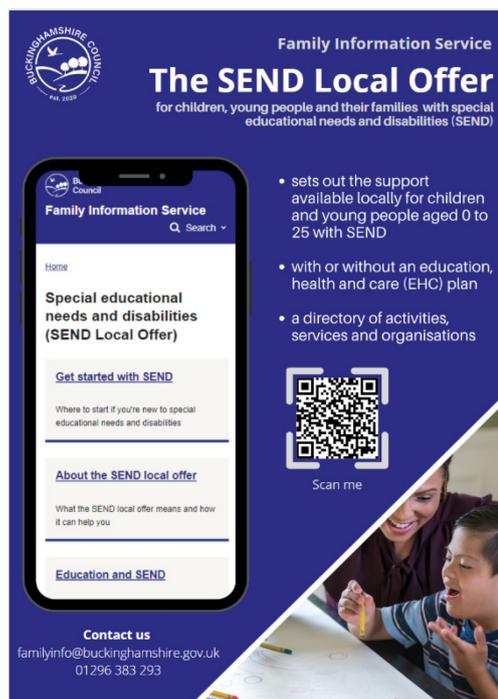
Surveys are used to get feedback from a wide variety of people. FACT Bucks and SENDIAS ran a joint survey in 2021, and in 2022 they produced a 'you said, we did' response to set out the actions taken as a result of the feedback.

In late 2021 a survey was run with parents, carers and young people to ask how they find out about groups and activities, where they might look for information and to name places they currently attend. The results highlighted that there was a low awareness of where to find activities. As a result, a task was undertaken to review VCS providers listed on the directory and to approach those not listed to encourage them to register.

Alongside this, 2 focus groups were consulted on their awareness of community and voluntary groups, how they access the information and whether we are providing the right information about local opportunities is it reaching them. The 37 young people who participated came from Pebble Brook and Alfriston School. The age of the young people ranged from 14 up to 19 years. The feedback was used to develop some best practice guidance for providers on things to include in their directory record, such as describing the accessibility of the environment, including details about how many people attend, noise levels, equipment, support, how new members are oriented, how young people with SEND are supported to attend your group or activity. This guidance was sent to all registered providers on the directory with the request that they adopt this as best practice when updating their record.

5. Promotion

To get people's feedback and engagement with the SEND Local Offer, first people need to know about it so they can share their opinion. There is an ongoing challenge to raise awareness about the Local Offer but there is a full communications plan in place with regular ongoing activity to try and improve this. The plan includes everything from a regular schedule of social media posts, bite-sized videos to highlight key topics, to printed materials, digital materials such as GP waiting room screens, newsletters, outreach activity and template documents with signposting links. The plan takes into account the different audiences, key messages and topics, different ways to reach them and one-off targeted campaigns. All professionals are encouraged to champion and promote the Local Offer and the plan is reviewed continually to ensure there is always a variety of promotional activity taking place.



6. Next Steps

The Specialist Participation Team are working with the Shout Out for SEND Reps to set their own priorities to move towards a more young person led work plan. There will be further work on a comms plan for the Shout Out for SEND groups to try and increase attendance. An activity is planned with the group to create some new young-person designed promotion.

There will be ongoing content development, driven by the Written Statement of Action and key topic areas highlighted through evidenced need and feedback. There are plans to involve young people in reviewing some of the existing content around Preparing for Adulthood and education, employment and training, as well as creating a new electronic postcard to help promote the Local Offer.

The development of the directory is planned to take place in 2023 to make improvements identified through user feedback.

There will be a continual focus on the communications plan, re-visiting key professionals and partners to make sure they can effectively signpost families they work with to the SEND local offer, as well as continuing with the online promotional activity, leaflets and word of mouth.

The Local Offer Advisory Group will continue to meet on a half-termly basis to focus on improvements and listen to feedback from its members as well as to monitor the impact of

the published Local Offer. All methods for feedback will remain open and this will be captured and published along with actions taken place as a result.

7. Data

Jan to Dec 2022

SEND Local Offer Website Data

| Top ten pages | Pageviews |
|---|-----------|
| 1. Education and SEND | 18,106 |
| 2. Money, Benefits and SEND | 3,370 |
| 3. Forms, templates, and service statements | 3,288 |
| 4. Autism toolbox for parents and carers | 3,080 |
| 5. About the Local Offer | 2,688 |
| 6. Preparing for Adulthood | 2,495 |
| 7. Short Breaks | 1,567 |
| 8. Getting started with SEND | 1,387 |
| 9. Disabled Children Register (BAND) | 1,262 |
| 10. SEND Childcare and Early Years | 1,011 |

[Directory](#) searches

Most popular records

1. Bucks Activity Project (Kiteridge)
2. Animal Experiences
3. Inclusion Un-limited
4. Horizon Sports Club
5. Clubs for Children on the Autism Spectrum
6. Shout Out for SEND (Berryfields Family Centre)
7. YOU-nique ASD and ADHD Special Needs Club
8. FACT Bucks
9. Buckinghamshire Family Information Service
10. Castlefield Family Centre (Wycombe)

Customers using the SEN needs filters

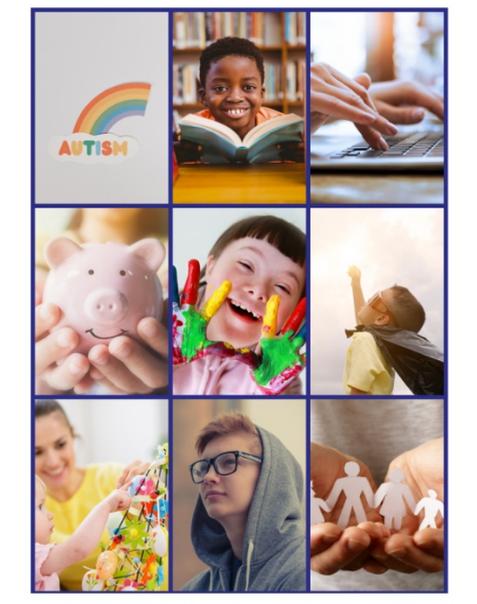
| | Sessions | Users |
|---|----------|-------|
| 1. Autism | 4,390 | 3,654 |
| 2. Social, Emotional and Mental Health difficulties | 2,051 | 1,813 |
| 3. Hearing | 1,999 | 1,688 |
| 4. Communication and interaction | 1,804 | 1,583 |
| 5. Sensory and physical needs | 2,032 | 1,755 |
| 6. Cognition learning | 1,739 | 1,505 |
| 7. Visual | 1,716 | 1,457 |

Social Media

The Local Offer Facebook followers grew by 65% since Jan 21 (649 new likes, total 1647). The SEND Local Offer Facebook group grew from 391 to 526 members. Posts are many and varied from highlighting the content found on the LO, promoting specific local activities and services to national awareness days and condition-specific information.

A SEN promotional toolkit was developed and shared with council colleagues and professionals to support the promotion of the SEND Local Offer.

Bucks SEND Local Offer Social Media Toolkit



Week one: Getting started with SEND

If you're new to special educational needs and disabilities (SEND), our Getting started with SEND page can help you to:

- understand important issues that affect all parents and carers of children and young people with SEND
- see the support that is available to parents, carers, and young people with SEND in Buckinghamshire

👉 <https://familyinfo.buckinghamshire.gov.uk/send/get-started-with-send/>

#BucksLocalOffer #LocalOffer #SEND #GettingstartedwithSEND

[Getting started with SEND mp4](#)

[Getting started with SEND Instagram story MP4](#)

Week three: Education, health, and care (EHC) co-ordinators

Our Education, health and care (EHC) co-ordinators page can help you find out the EHC co-ordinator for your education provider.

You can sort by:

- Aylesbury
- Chiltern and South Bucks
- Wycombe
- Out of county and independent schools

Visit 👉 <https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/help-education-children-and-young-people-special-educational-needs-or-disabilities-send/education-health-and-care-ehc-plans/education-health-and-care-ehc-co-ordinators/>

#BucksLocalOffer #LocalOffer #SEND #EHCP

[EHCCO MP4](#)

[EHCCO Instagram story](#)

Some post examples:

Bucks Local Offer and SEND
Published by Hootsuite · 23 March 2022 · 🌐

For #NeurodiversityCelebrationWeek we thought this would be a great opportunity for parents and carers to share any information, resources, websites, video, or anything else you have found useful or valuable 📄

If you have anything you wish to share we'd love you to share it on our Local Offer Facebook group which can be found here 📍
<https://www.facebook.com/groups/buckslocalofferandsend/>



We are supporting



**Neurodiversity
Celebration
Week**

March 21 - 27, 2022 www.neurodiversityweek.com

163 People reached 2 Engagements - Distribution score [Boost post](#)

Bucks Local Offer and SEND
Published by Hootsuite · 27 May 2022 · 🌐

Just added to our directory: Community Cafe | Work Experience for SEND

- ☰ Work experience employability opportunities for young people with additional support needs.
- 📍 Pebble Brook School, Aylesbury

<https://directory.familyinfo.buckinghamshire.gov.uk/.../8202>



540 People reached 23 Engagements - Distribution score [Boost post](#)

Bucks Local Offer and SEND
Published by Hootsuite · 20 May 2022 · 🌐

We're reviewing what speech, language and communication services and groups are available across Buckinghamshire. If your child attends sessions for a speech and language, toddler, sensory group or any others we want to hear how we can make information about these services more accessible ★

Share your views by Monday 06 June 📅
<https://yourvoicebucks.citizenspace.com/chil.../slcn-survey/>



219 People reached 4 Engagements - Distribution score [Boost post](#)

Bucks Local Offer and SEND
Published by Hootsuite · 18 May 2022 · 🌐

Finding something children with special educational needs and disabilities (SEND) can do after school or in the holidays can help them discover new things they're good at or enjoy. They can meet kids with similar interests and even make new friends.

You can find:

- local activities and clubs
- autism support
- childcare
- parent support groups

📍 <https://directory.familyinfo.buckinghamshire.gov.uk/>

#BucksLocalOffer #LocalOffer #SEND #SENDactivities



Family Information Service Directory

- parent support groups
- local activities and clubs
- autism support
- childcare

181 People reached 33 Engagements [Boost post](#)

Bucks Local Offer and SEND
Published by Hootsuite · 28 September 2022 ·

Do you need some advice and support? Are you 11 to 19 years old (up to 25 with SEND)?

We run drop-in sessions at our family centres where you can get support from one of our friendly team. ☺

You can get help with... See more

Family Support Service
Aylesbury, Chesham and High Wycombe

| | | | |
|----------------|-------------|--------------------|-------------------|
| 246 | 8 | — | Boost Unavailable |
| People reached | Engagements | Distribution score | |

Bucks Local Offer and SEND
Published by Hootsuite · 22 December 2022 ·

Find support services for children and young people with SEND, and their parents, on our website 📄
<https://familyinfo.buckinghamshire.gov.uk/.../send.../>

Buckinghamshire Council **Family Information Service**

Winners Best Local Offer 2022
Winners of the National Association of Family Information Service (NAFIS) Coram Family Local Offer 2022, voted by parent champions.

[Home](#) / [Special educational needs and disabilities \(SEND Local Offer\)](#)

SEND support services

Support for children and young people with SEND and their parents - provided by local organisations and Buckinghamshire Council.

Buckinghamshire Council SEND services

| | | | |
|----------------|-------------|--------------------|------------|
| 118 | 3 | — | Boost post |
| People reached | Engagements | Distribution score | |

Bucks Local Offer and SEND
Published by Hootsuite · 19 December 2022 ·

Do you have experience of speech and language services, occupational therapy, or physiotherapy services for your children?

We want to hear your views on how we can deliver a more effective service. Take a look at our proposals and have your say by 9 January 2023 📄 buckinghamshire.gov.uk/therapies-strategy

| | | | |
|----------------|-------------|--------------------|------------|
| 271 | 6 | — | Boost post |
| People reached | Engagements | Distribution score | |

Bucks Local Offer and SEND
Published by Hootsuite · 6 September 2022 ·

Just added to the directory 🌟 SEND Disco for 16+ offers those with additional needs to come together and socialise in a safe and relaxed environment. More details on the directory 📄
<http://ow.ly/uhey50KyzAm>

| | | | |
|----------------|-------------|--------------------|------------|
| 546 | 23 | — | Boost post |
| People reached | Engagements | Distribution score | |

Bucks Local Offer and SEND
Published by Hootsuite · 14 December 2022 ·

Shout Out for SEND is a fun group for young people in school years 7 to 11 (ages 11 to 16) with Special Educational Needs or Disabilities to develop a range of new skills, including making friends, trying new activities and building confidence.

Find out more <https://www.youthvoicebucks.co.uk/shoutout-for-send/>



1,079 People reached 127 Engagements - Distribution score [Boost post](#)

Youthspace Bucks
Published by Hootsuite · 26 November 2022 ·

Shout out for SEND monthly group is a fun social group where you can learn to build confidence, self-esteem, and social skills whilst having your voice heard. 🗣️

📍 Aylesbury, Amersham, and High Wycombe

Booking is essential.... [See more](#)



27 People reached 1 Engagement - Distribution score [Boost post](#)

Instagram

bucksfamilyinfo

bucksfamilyinfo Hope Kids and Coffee is for children aged 6 to 11 years who can go to enjoy lots of d... more

Instagram

bucksfamilyinfo

bucksfamilyinfo This week is Learning Disability Week, an annual campaign to make more people aware o... more

Instagram

bucksfamilyinfo

- a voluntary database to help us understand needs in the local area to inform service improvement
- families get a Max Card when they register and benefit from discounts at lots of attractions

bucksfamilyinfo Sign up to the Buckinghamshire Additional Needs Register (BAND), a voluntary ... more

Buckinghamshire Family Information... @bucksfam... · 6 Dec 2022 ·

Shout Out for SEND is a way for young people with a special educational need or disability to have their say about local activities and services.

Plus, there are lots of opportunities to try new things and make new friends

Find out more [youthvoicebucks.co.uk/shoutout-for-s-...](https://www.youthvoicebucks.co.uk/shoutout-for-s-...)



Buckinghamshire Local Offer Annual Feedback Report 'You Said, We Did' September 2021 to December 2022

| Date | You said | We did |
|------------------|--|---|
| 25 November 2022 | <p>You said: The requirement on your LO page https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/help-education-children-and-young-people-special-educational-needs-or-disabilities-send/education-health-and-care-ehc-plans/ that if a school submits a request for EHC needs assessment then they must have a parental signature. Whilst I agree this is good, desirable practice, it is not a legal requirement and a refusal to accept the request or agree to assess based on lack of parental signature would undoubtedly be ruled unlawful on appeal.</p> <p>Independent SEND Consultant, SENDCo, National SEND System Leader and MCCT.</p> | <p>We did: We reviewed the SEND Code of Practice and agreed and removed the sentence regarding parental consent.</p> |
| 9 November 2022 | <p>You said: That the Autism Toolbox video puzzle piece is disliked and rejected this is within the Neuro divergent community. With most preferring the use of a gold or rainbow coloured infinity symbol. Even most of the large charities have stepped away from the puzzle piece due to its connection with to the view that Neurodivergent is not broken and doesn't need fixing. SEND Local Offer Group parent</p> | <p>We did: Updated the Autism Toolbox promotion video removed the puzzle piece image and added a rainbow-coloured infinity image instead.</p> |
| November 2022 | <p>You said: Neurodivergent young people in the CAMHS Article 12 forum reviewed the Dynamic Support Pathways threshold tool and proposed a series of changes.</p> | <p>We did: The Dynamic Support Team incorporated the changes into a new version of the threshold tool. This is now a working document that is pending review by commissioners. Read the full case study on Youth Voice Bucks</p> |
| 7 March 2022 | <p>You said: These templates are excellent (VCS) and we should all be championing them within our organisations and with other organisations in our networks. Thanks so much for sharing them with us. Ian, Pace Centre</p> | <p>We did: Produced best practice guidance for VCS providers following young people's feedback.</p> |

| | | |
|--|---|---|
| 28 February 2022 | <p>You said: 197 SEND Young People replied to a survey asking them what information they would need to help them attend an activity, run by Voluntary and Community Sector (VCS) organisations. You told us the information that you need on service records in our directory to help inform your decision to attend an activity.</p> | <p>We did: We produced best practice guidance based on the young people’s feedback and an example service template and sent to 130 plus VCS providers, 119 already listed in our directory, to encourage them to provide the information that young people need to inform their decision making.</p> |
| 23 February 2022 | <p>You said: The information on our website does not advise that a signed parental consent form is required for an EHCP needs assessment to proceed. (summary)</p> <p>A few years ago when we first applied for an EHCP needs assessment for my daughter I submitted a complaint, which was upheld, regarding the fact that her needs assessment was not processed until you received a signed consent form, though this was not explicitly stated to be a requirement for the ECHP needs assessment request on your website. As such her needs assessment was delayed by around 14 weeks (the 8-9 weeks that we were waiting for what we thought was the assessment, plus the 6 weeks from when you received the signed form).</p> <p>The resolution to the complaint was that the website was to be updated to state that unless the signed consent form was received the EHCP needs assessment would not proceed. I have been on the website this morning for another reason and noticed that this update has not occurred. This could be because the signed form is no longer a requirement for your team (at the time I could not find anything in the legislation that stated that it ever was) - so please can you come back to me to let me know if this is the case? I would hate for others to have their EHCP needs assessments delayed when they are started from parental requests and the paperwork associated is not clear.</p> <p><i>Note: Reference to old website where it has been amended.</i></p> | <p>We have amended the Education, health and care plans (EHCP) webpage to include the fact that parental consent is required for the EHC needs assessment to proceed.</p> |
| <p>FACT Bucks and SENDIAS 2021 Survey – You Said, We Did Actions taken</p> | | |

In March 2021, parents and carers of Children and Young People with Special Educational Needs and Disabilities in Buckinghamshire were invited to complete a survey being conducted by FACT Bucks and Buckinghamshire SENDIAS.

The survey received more than 600 responses. The information was collated and reviewed by FACT and SENDIAS. A report arising from the survey, alongside the complete data output was published.

Copies of the report and data have been shared with key colleagues across Education, Health and Social Care as part of the SEND Improvement work.

A year on we have produced a You said, We did based on the feedback following FACT and SENDIAS 2021 Survey because we recognise Parents and Carer feedback is a vital part of our improvement journey.

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| <p>Actions following the FACT Bucks and SENDIAS Survey March 2021</p> | <p>77% of people asked had never used the Local Offer</p> | <p>We have a full communications plan in place with lots of different activity to help raise awareness of the Local Offer with families and professionals. We have developed strong links with Voluntary and Community Sector (VCS) impact group to promote the Local Offer to VCS providers and encourage them to register on the directory. Survey results have established a baseline of knowledge of VCS services among families. Next, we are looking at pathways to help raise awareness of the Local Offer and VCS providers with families.</p> <p>Activity to review the published content, identify gaps and create new content has happened. Joint work is underway to ensure changes and new content is created to reflect the offer (for example, post-16 information).</p> |
| | <p>You do not feel that the SEN support plan is enough to meet your child's needs.</p> | <p>A new initiative targeting SEN Support is the development of a SEND Toolkit, which is intended to offer a 'one stop shop' for teachers and other professionals to access guidance, resources and signposting related to SEN Support.</p> <p>Ordinarily Available Provision is at the heart of the toolkit; it seeks to build capacity and confidence of school staff in delivering support to children and young people with special needs, without recourse to EHCPs – helping settings to embrace the principles enshrined in the SEND Code of Practice including 'all teachers are teachers of SEND'.</p> <p>A variety of training is available related to SEN Support. For instance, training for SENCOs regarding SEN Support practice is part of the free iSEND Training Offer to schools. Regular training is also run by the iSEND Service focussing on how</p> |

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| | | <p>to embed Ordinarily Available Provision within schools and settings.</p> <p>For Buckinghamshire primary schools, a sub-group of the SEN Support Impact Group are running a trial peer auditing programme, using a nationally recognised self-evaluation tool to assess SEN Support practices at a whole-school level. The trial involves triads of mainstream primary schools undertaking peer audits using the tool (i.e., two external staff auditing a third school, and then rotating this process within the triplet), with mentoring support and guidance provided by trained staff from Buckinghamshire Special Schools, who are familiar with the audit tool having used it in their own settings previously.</p> |
| | Parents, carers, and young people were not involved enough within the EHCP process | <p>Our new Co-production Charter has been signed at the highest level by the Council, the CCG and FACT Bucks, committing each organisation to co-production at every level in relation to developing, delivering, and improving services for children and young people with Special Educational Needs and Disabilities (SEND).</p> <p>Next steps</p> <ul style="list-style-type: none"> • Publish and promote the Co-production Charter and pledge on the Local Offer • Embed a culture of co-production at all levels across Buckinghamshire • Review and increase the number of co-production meetings that take place with families as part of the EHC planning process <p>SEND co-production charter Family Information Service (buckinghamshire.gov.uk)</p> |
| | Social care advice with your plans when open to social care, was incorrect | Through our quality assurance impact groups, we are working to improve the quality of social care advice in both new EHC plans and those that need updating via an annual review. In February we will be updating the social care advice in Plans, for children currently open to social care through the annual review process. |
| | There was not enough focus on Preparation for Adulthood year 9 onwards. | We have now updated the Annual Review paperwork, to ensure that Preparation for Adulthood is discussed routinely at all annual reviews from year 9 onwards. We have also |

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| | | <p>updated the EHC plan to include long and short-term aspirations.</p> <p>We have been working with the Bucks Careers Hub to ensure schools access impartial careers guidance. 16 Buckinghamshire schools have accessed a £1,000 grant to help support them improve in this area <i>“Challoner’s High School for Girls supported SEND students with bespoke sessions purchased with their grant. The sessions gave the students a platform share their thoughts about next steps, in a secure environment, address their individual issues and help alleviate any anxiety/insecurity”</i>.</p> <p>All special Schools in Buckinghamshire are now part of the Careers Hub. We will be working with them to align careers guidance with the annual reviews to ensure that the young people’s aspirations are part of transition planning post 16.</p> <p>Next steps: We are developing a transition document for post 16, which will help families navigate through the different post 16 pathways with the relevant advice and support. The content will also be updated within the Local Offer on this subject.</p> |
| | <p>The quality of EHC plans was not good enough, particularly section B. You also felt that outcomes were not smart.</p> | <p>We have been working hard to improve the quality all sections of new EHC Plans. We carry out audits of a sample of Plans every month to check on their quality and make improvements where they are needed. Between May 2021 and December 2021, 74% of plans quality assured were Good or Outstanding. Next steps:</p> <ul style="list-style-type: none"> • We are planning to expand the number of Plans we quality assure to give us further reassurance that quality is improving. • We are working with professionals across Education, Health and Social Care to improve the quality of the advice that informs the Plans <p>We are implementing a new Annual Review Strategy and part of this includes auditing existing Plans that are updated as part of the Annual Review process. This will help us improve the quality of older Plans</p> |
| | <p>Waiting lists for Community Paediatrics were too long</p> | <p>We recognise that this is a concern for parents. To help reduce these waiting lists we have:</p> |

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| | | <ol style="list-style-type: none"> 1. Developed and agreed an action plan with the service provider to reduce the waiting list for the Community Paediatrician service. 2. The service has implemented online or telephone appointments to complement face-to-face delivery. This offer will depend on the needs of your child but allows for easier access to the service and improves the efficiency of clinics. <p>Acceptance criteria for the Community Paediatrics have been reviewed and will be communicated to the range of professionals who refer into Community Paediatrics.</p> |
| | <p>85% of the meetings agreed changes in the EHC plan, but in more than half of those cases (45% of all meetings) the revised EHC plan has not yet been issued.</p> | <p>We have now drafted an Annual review strategy that aims to ensure EHC Plans are updated within a reasonable timescale following annual reviews. We will take a phased approach to this:</p> <p>Priority 1 – Vulnerable Groups Priority 2 – Phase Transfers Priority 3 – Annual reviews that are over two years out of date</p> <p>We are working with 3 special schools for children and young people in priority 1, to update and amend their plans to ensure they are of a high quality across Education, Health and Social Care.</p> |
| | <p>Access to children's therapy provision (in particular, for speech and language therapy and occupational therapy) was problematic</p> | <p>We recognise that this is a significant concern for parents particularly where there is statutory provision in place as part of an EHCP. To improve the access to appropriate therapy provision, we have:</p> <ol style="list-style-type: none"> 1. Undertaken a full review of children's therapy provision in Buckinghamshire 2. Shared the outcome of that review with professional stakeholders within a system-wide workshop 3. From the recommendations of the review and from discussions with system partners, we have drafted an action plan to tackle some of the key challenges for therapy provision locally <p>Additional funding has been allocated for 2021-22 academic year to support both delivery of statutory delivery and to support early intervention for SLC needs</p> |

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| | Physiotherapy provision was excellent | Thank you. Whilst current provision is under pressure, it is helpful to hear about the positive experiences of children and their families. |
| | Access to EHCP assessment for therapy needs was difficult with lack of clarity as to why an assessment was declined | <p>Requests for EHC needs assessment are triaged by clinicians as to whether statutory assessment is indicated. This is based on submitted referral information.</p> <p>Following triage, the Local Authority and parents are advised if needs have been identified and these can be met through non-specialist support (otherwise known as ordinarily available provision or OAP). This is to help Parents and carers where they can access relevant support via the OAP.</p> |
| | Sensory support was needed especially within schools | <p>We have...</p> <ol style="list-style-type: none"> 1. Introduced Occupational Therapy training around sensory differences within the universal training offer to schools. 2. Recruited a clinical lead for autism and sensory difference within the Children's Integrated Therapy Service. |
| | More hours of therapy provision with specialist therapists would be more helpful for your child | <p>We understand that some parents/carers will feel this way.</p> <p>The current provision available in Buckinghamshire is based upon the Balanced Model (https://www.bettercommunication.org.uk/the-balanced-system/) which includes lower-level support being offered in universal settings; for example, within a school setting and offered by an appropriately trained teaching assistant. This allows the use of the highly limited number of qualified therapists for the provision that only they can provide.</p> <p>The children's integrated therapy service also supports children's settings to provide targeted and universal support through a thorough training and support package, making therapy more accessible to children across Buckinghamshire.</p> |
| | You were disappointed in the lack of continuity of therapist and that support was being provided by teaching assistants rather than specialist therapists | <ol style="list-style-type: none"> 1. We have: ...continued to recruit therapists where possible 2. uplifted agency rates to be competitive with surrounding areas |

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| | | <ol style="list-style-type: none"> 3. contacted higher education colleges to help recruit graduate therapists into Buckinghamshire 4. investigated options to 'grow our own' therapists through apprenticeships and cadetships <p>The current provision available in Buckinghamshire is based upon the Balanced Model (https://www.bettercommunication.org.uk/the-balanced-system/) which includes lower level support being offered in universal settings; for example, within a school setting and offered by an appropriately trained teaching assistant. This allows the use of the highly limited number of qualified therapists for the provision that only they can provide.</p> <p>The children's integrated therapy service also supports children's settings to provide targeted and universal support through a thorough training and support package, making therapy input more accessible to children across Buckinghamshire.</p> |
| | <p>You felt that it was a challenge to access mental health support for your child and that you don't feel you have the skills to support your child.</p> | <p>We have in place a local transformation plan for children and young people's mental health and wellbeing which is available at https://www.buckinghamshireccg.nhs.uk/wp-content/uploads/2021/09/Transformation-Plan-for-Children-and-Young-Peoples-Mental-Health-and-Emotional-Wellbeing.pdf</p> <p>This Plan says that we will:</p> <ul style="list-style-type: none"> • Offer more parent training opportunities • Develop the training offer to schools via CAMHS (Child and Adolescent Mental Health Service) • Re-establish young carer's staff training to enable them to identify young carers during assessment/ whilst in the service. • Use the Mental Health Support Teams to support schools to identify and support young carers within school • Ongoing involvement of young people in development of the local mental health support service <p>You can get in touch with CAMHS in Buckinghamshire via their single point of access by phone (01865 901951) or email</p> |

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| | | <p>(BucksCAMHSSPA@oxfordhealth.nhs.uk). There is also a range of helpful information for parents on the Buckinghamshire CAMHS website, available at https://www.oxfordhealth.nhs.uk/camhs/</p> <p>You can also access help for your child via the mental health support line available 24/7 via NHS 111.</p> <p>Buckinghamshire CAMHS is also part of a 4-week wait pilot scheme and work is being undertaken to review referral pathways and identify ways to improve waiting times.</p> |
| | <p>You have concerns about whether children's mental health is a priority</p> | <p>Children and young people's mental health and wellbeing is included within plans as a priority area across the Buckinghamshire, Oxfordshire, and Berkshire West (BOB) Integrated Care System.</p> <p>In addition, there is a local transformation plan for Children's and Young Peoples Mental Health and Wellbeing in place for Buckinghamshire, which is publicly available at: https://www.buckinghamshireccg.nhs.uk/wp-content/uploads/2021/09/Transformation-Plan-for-Children-and-Young-Peoples-Mental-Health-and-Emotional-Wellbeing.pdf</p> <p>There has been additional investment each year from NHS England and from Buckinghamshire CCG into the local CAMHS to enable the service to reach a larger proportion of young people. This has included:</p> <ul style="list-style-type: none"> • the provision of support via digital platforms • in-reach into schools <p>increasing the workforce within CAMHS</p> |
| | <p>Some interventions such as the Buddy scheme should be delivered over a longer period of time</p> | <p>Thank you for the feedback provided in relation to the CAMHS/Barnardo's buddy service.</p> <p>We are in the process of undertaking commissioning activity to review the current service provision to consider what the service should look like over the next 3- 5 years. Commissioners will take into consideration your thoughts in relation to the length of time a worker provides support to a young person as part of this work.</p> |

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| | <p>Waiting lists for assessment for ASD and ADHD are too long</p> | <p>We recognise that this is a significant concern for parents. To work to reduce these waiting lists we have:</p> <ol style="list-style-type: none"> 1. undertaken a full review of the collaborative pathway which was implemented in February 2019 2. taken recommendations from that review to inform an action plan which aims to reduce the waiting list over the next 3 years 3. implemented weekly meetings to review the action plan and work collaboratively to improve performance 4. allocated additional funding to provide additional assessment resource by Healios 5. Worked with the voluntary sector locally to develop a pre-diagnostic support offer to provide support and advice for families awaiting diagnosis (starting in March 2022) |
| | <p>You felt that there was insufficient information made available to you at the point of diagnosis</p> | <p>As part of the review of the neurodevelopmental assessment pathway, support after diagnosis was identified as an area of concern. We currently experience poor take up of this offer following diagnosis and the action plan includes asking children, young people and their parents and carers how this offer could be adapted to better suit their needs.</p> <p>Specialist Teaching have piloted Early Bird Plus training in the Autumn Term 2021 for those with children aged between 4 and 8 years with a diagnosis of autism. Specialist Teachers will routinely liaise with parents to provide advice/support (Tel: 01494 475199, email: sts@buckinghamshire.gov.uk)</p> <p>In addition, there has been a significant shift in making support available before a diagnosis is made:</p> <ol style="list-style-type: none"> 1. All school staff can access support from the Specialist Teachers and no diagnosis is required. <p>The Neurodevelopmental Collaborative (CAMHS & Community Paediatrics alongside Integrated Commissioning and Education) have developed a pre-diagnostic offer for ASD and ADHD with Autism Early Support and PACE. This is due to go</p> |

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| | | live in March 2022 for 5-19 years with the development of a 0-5 offer in planning currently. |
| | You would like more overnight and full day respite available | <p>We have continued to work with the provider of short breaks locally (Action for Children) to increase their range and duration of community short breaks. Access and provision of overnight short breaks is determined by Children's Social Care and disability criteria is set out in our Service Statement (available at https://familyinfo.buckinghamshire.gov.uk/send/forms-and-templates/short-breaks-service-statement-for-families-with-disabled-children-in-buckinghamshire/).</p> <p>The Children's Short Break Strategy is to be reviewed in 2022 which will include a range of opportunities for parents to feed in their views</p> |
| | You would like a greater range of school holiday clubs | We have been working with our short breaks provider to increase the range and number of community short breaks which includes holiday periods, although progress with this has been slower than desired due to the impact of covid. |