



Annual Family Impact Survey 2020

Summary Report

Introduction

- Essex Family Forum
 - appointed Parent Carer Forum
 - represent the views and experiences of SEND families living in Essex.

- OFSTED / CQC Local Area SEND Inspection
 - Inspectors identified three areas of significant weakness during the local area's SEND Inspection in October 2019.
 1. Potential over-identification of children and young people with Moderate Learning Difficulties
 2. The quality of EHC Plans
 3. Joint commissioning of services between the Local Authority and their health colleagues in the various NHS Clinical Commissioning Groups (CCGs).

Introduction (continued)

- Reasons for Conducting Survey:
 - Joint Written Statement of Action
 - measure the current levels of parental satisfaction
 - gather data on the lived experiences of SEND Families in Essex
 - use data gathered in this survey and any other surveys we carry out during the forthcoming year as the baseline to compare with future survey data.

Methodology

- Survey period: 5th October 2020 to 2nd November 2020
- Survey Monkey
- Circulation:
 - Forum Members
 - Advertised on Facebook Page
 - total reach of 20,269 ; 1,210 total engagements
 - Family Champion Network
 - Support Groups
 - Clinical Commissioning Group contacts
 - Essex County Council contacts (Education and Social Care)

General Information

97%

of Participants were parents

68%

of responses were for a Male Child

Ethnicity

Reflective of general population of Essex

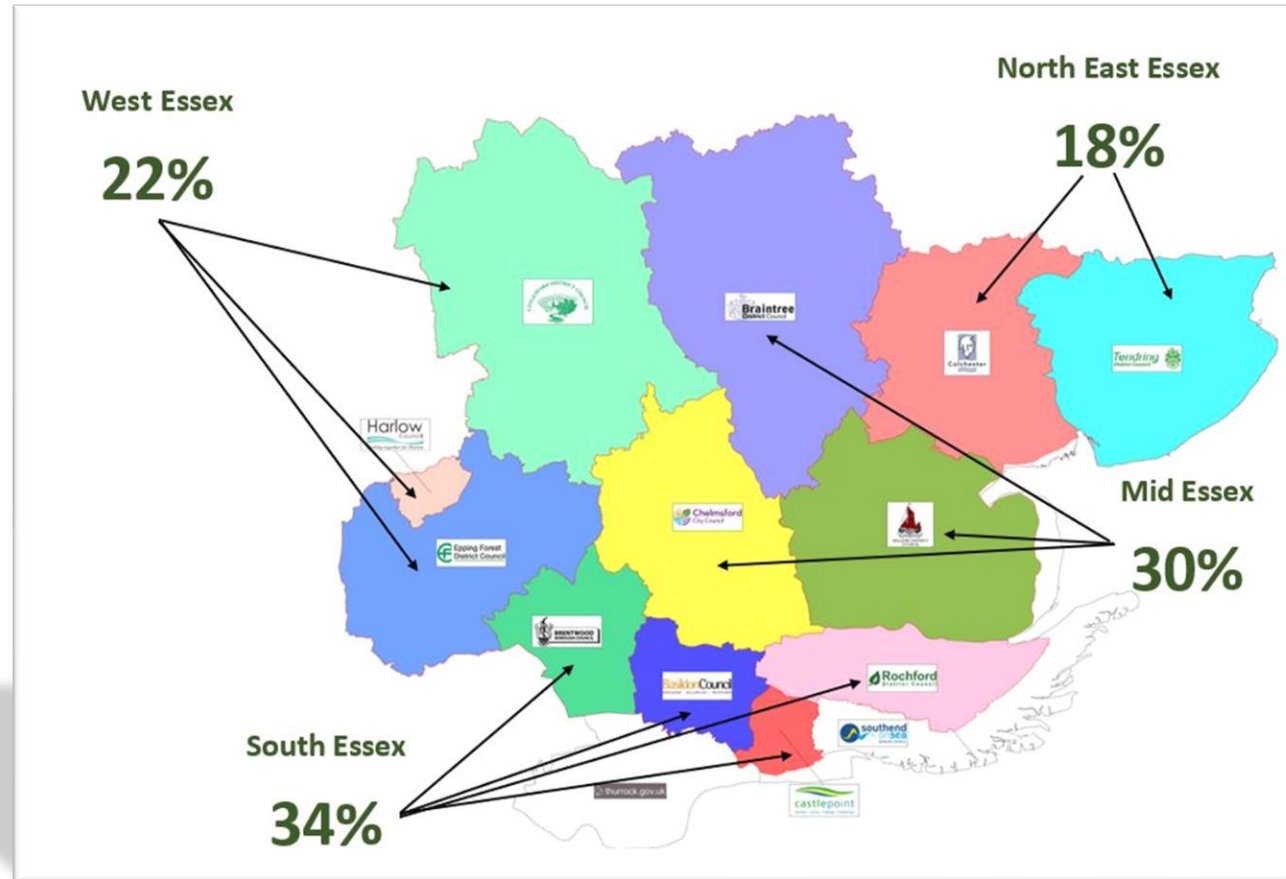
89% White British Background

6% Mixed Ethnic Backgrounds / 2% Asian and British Asian /

1% Black/African/Caribbean/Black British

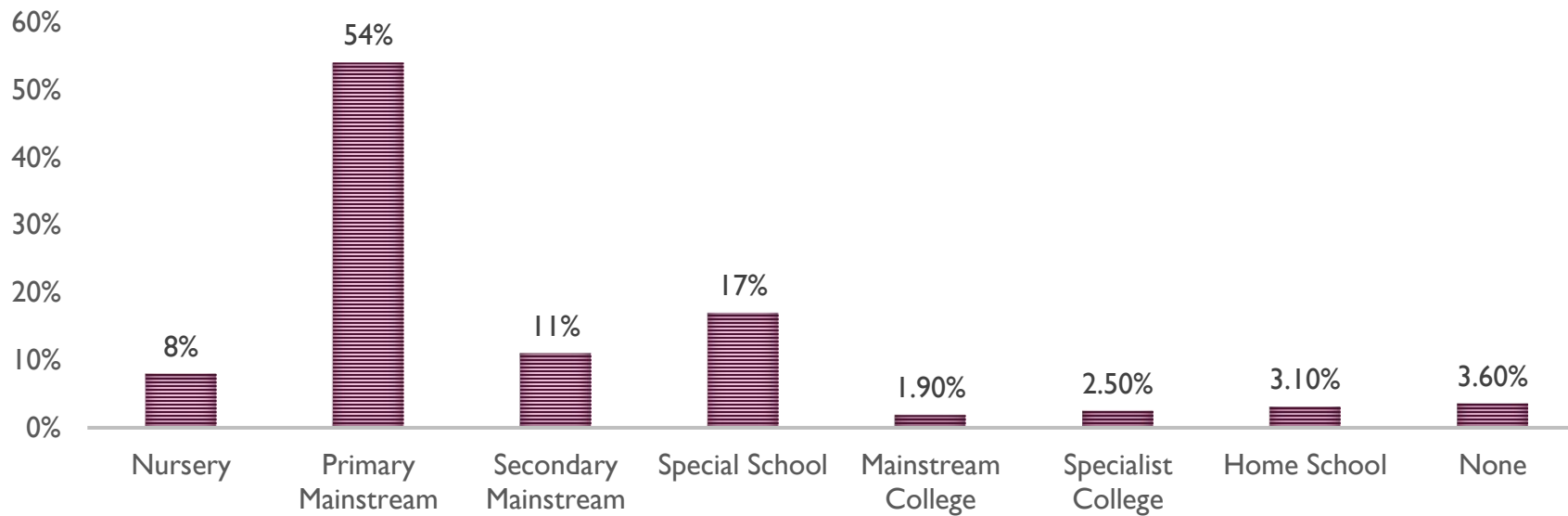
2% Preferred not to say

Responses by Area



Education Settings

TYPE OF SETTING



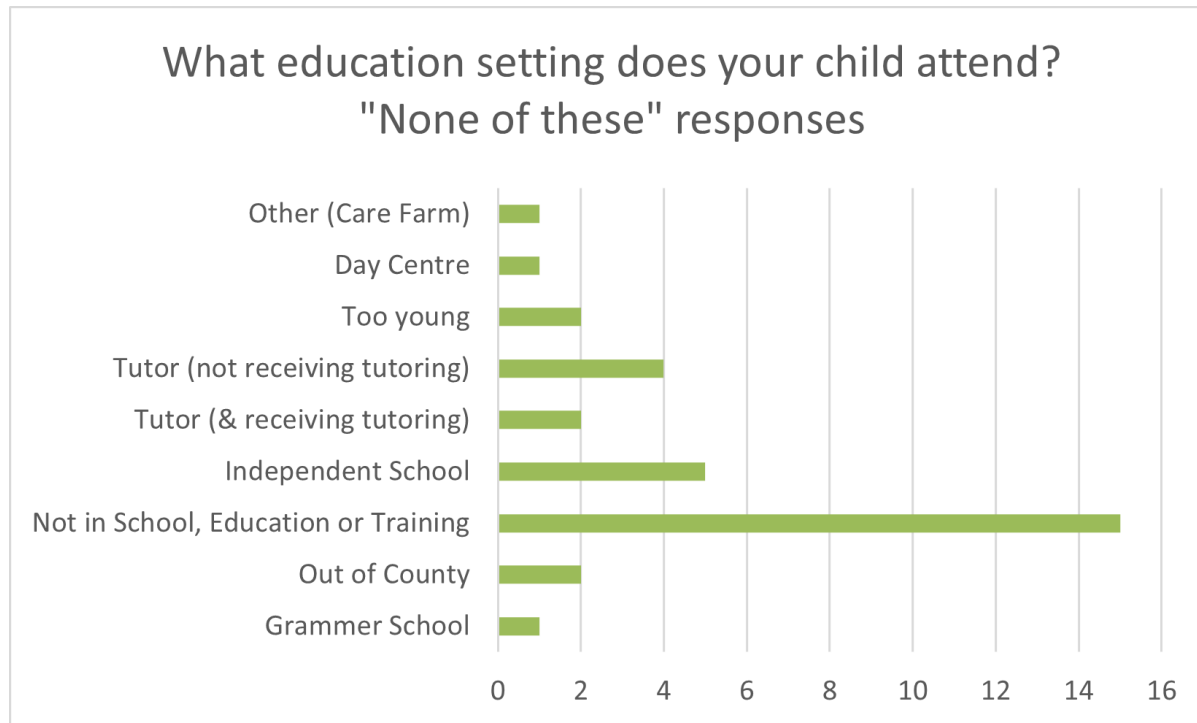
Home School:

81%

state they do so as they feel there is no other option

Education Settings

Breakdown of “None” category:



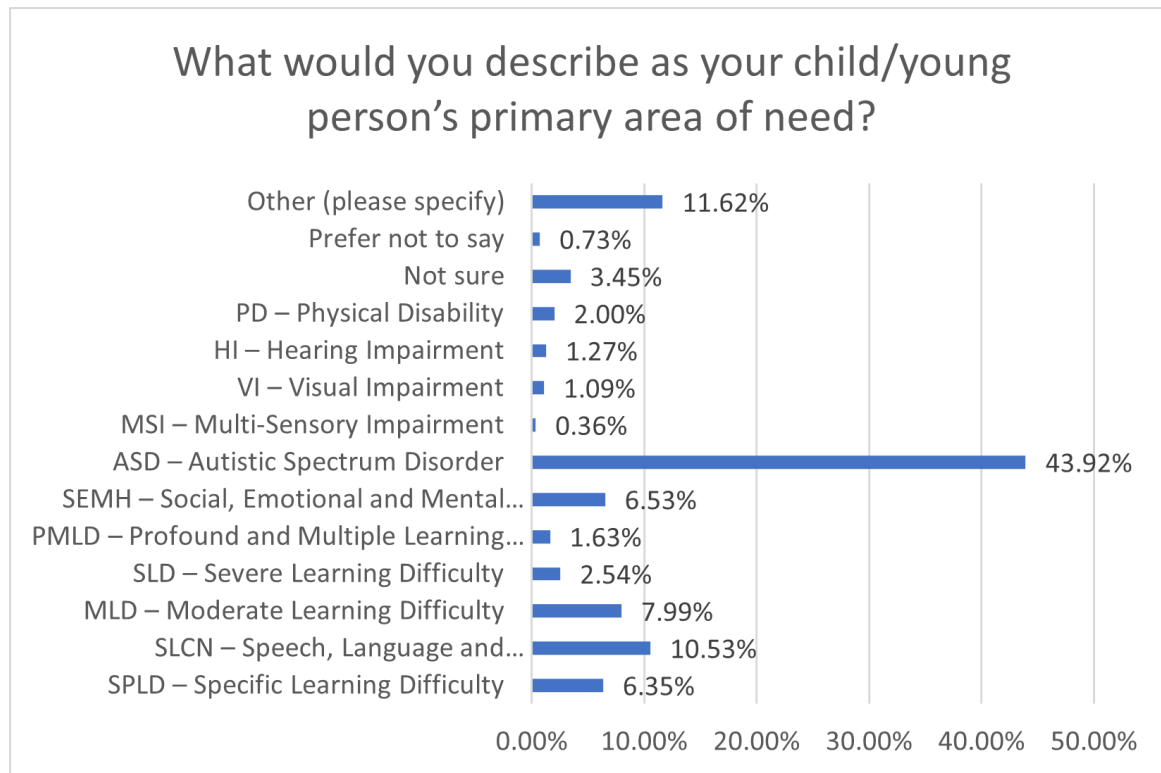
Themes:

- Child unable to attend/no placement
- No Tuition being received
- Post 16

Twice as many children are **NOT** receiving their allocated tutoring as those that are

“EHCP ended so no college will even offer an interview”

Identification of Needs



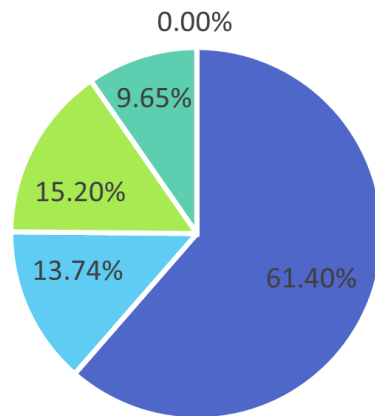
ADHD was the most common primary need identified by parents under “Other” with a combination of ASD/ADHD/Sensory making up the majority of responses.

64%

unaware of school census entry

Statutory Process

Was the request for an EHCP Needs Assessment granted? (If this was after appeal, please tick no)



■ Yes - prior to 2019 ■ Yes - after 2019 ■ No
■ Currently awaiting decision ■ Other (please specify)

Two main reasons participants were given for a refusal to assess were:

- the child's needs can be met at SEN Support/One Planning and
- that there was insufficient evidence or reports not received.

38% offered Way Forward Meetings

Statutory Process

92%

of Needs Assessments
resulted in a EHC Plan

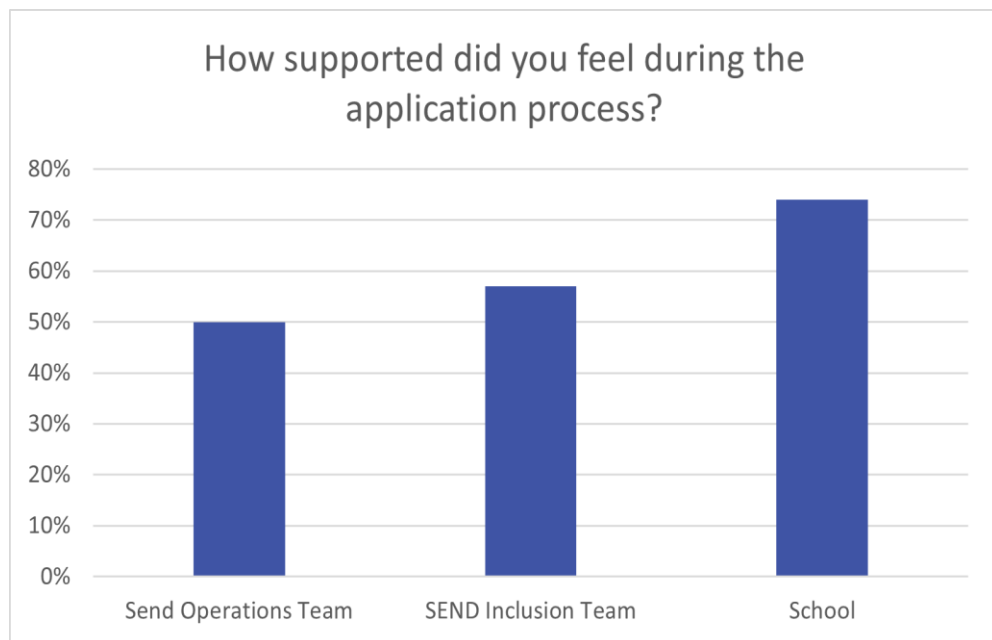
80% offered Outcomes Meetings

“Very Helpful” “It was useful”

“xxxx, our caseworker was lovely from the start in explaining the process to us.”

“LA refused to include recommendations from professional assessments. Detail was not specified or quantified in the draft – LA insisted it did not need to be. **LA caseworker told me she did not support the EHCP and failed to make the agreed changes or provide me with a copy of what was sent to the panel.**”

STATUTORY PROCESS – Support Received



Overall experience was rated as OK or Poor by **59%** of parents

STATUTORY PROCESS – Support Received

Themes:

- Advocate/support worker to guide parents through the process.
- ECC Process and Policy not following legislation and guidance, not including professional advice and losing documents.
- Timescales not being adhered to
- Desire for better communication when delays incurred, explanations for decisions, parents want to feel they are listened to. Empathy from SEND Operations team
- Schools not supporting applications / SENCO and School Leadership not working together

“Navigating the treacle of bureaucracy”

195 Comments received

“I find the whole process very emotionally draining as it’s so focused on what my son can’t do.”

“The process is exhausting.”

“I am educated to degree level and I found this extremely difficult”

“Parents are experts on their child and should be treated as such”

“We were fortunate to have an amazing nursery manager guide us through the process but it is a scary one...”

“Feeling there was a desire to get the correct support in place for my son”

“The Local Authority appearing in any way to care about the needs of my child instead of just funding”

STATUTORY PROCESS – Appeals & Tribunals



76% of appeals were successful

88% of Tribunal cases were conceded by ECC before the hearing

6% of Tribunal cases found in favour of ECC

Themes:

- LA refusing to implement the recommendations of the tribunal / returning to tribunal
- LA conceding prior to the hearing (usually within days of the hearing date)
- Child not in school (either waiting placement or unable to return due to MH needs)

38 Comments

"As a family we were traumatized and the scars still there."

"We do not tell brain surgeons how to do their job, so why are they trying to tell us how to do ours"

"It was awful.
..... **absurd
and cruel**".

".....to then be awarded the highest level of need after appeal. It felt like it was a test"

This is not about the child no more.

"Seemed clear to me was done to prolong the process and hope we gave up"

EHCP Support CYP receives

72% say plan accurately reflects their child's education, health and care needs.

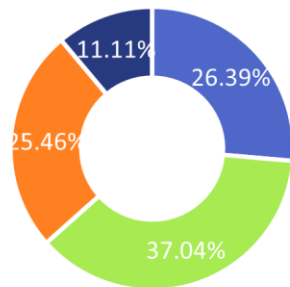
Themes:

- Plain English / simplify language
- Plan needs updating – overdue
- Does not reflect needs / report recommendations not included

“The word ‘adult’ is used a lot.... but they do not specify which adult. A teacher? His 1:1? The cleaner, perhaps?”

EHCP Support CYP receives

Does your child receive all the provision, support and adjustments outlined in the plan?



■ All of the provision ■ Most of the provision
■ Some of the provision ■ None of the provision

Themes:

- Therapies not being delivered / school and therapists not working together
- Not specific in the plan or missing from the plan
- Schools not following the plan and delivering the provision outlined

97 comments were received

“Reasonable adjustments are often lost as teachers are apparently too busy to do them!”

... if the provision wasn't provided as agreed in the plan there is not anything that could be done to actually force those services to provide what is agreed”

“This just makes you think the EHCP is just a paper exercise.”

“Has not had any SALT input for 4 years - have never managed to get a response from the service..”

“School seem think it's optional. And there is no accountability. They can just do what they want”

53%

of parents felt involved in
planning outcomes

63%

also have a One Plan

11%

felt their Child/Young Person
was involved

26%

do not know frequency
of One Plan reviews

Many of the 62 comments related to not understanding the outcomes or how they can be measured. There were also a number of comments about parents being listened to and outcomes being more child-centred.

Annual Reviews

Themes:

- Not taking place because of COVID
- Excessive delays to or non-issuance of revisions/amendments
- No input/participation from external professionals such as SALT

65%
Good or OK
overall experience

52 comments

"Meeting was on 26th November 2019 and I am still waiting for the LA to issue the revised plan"

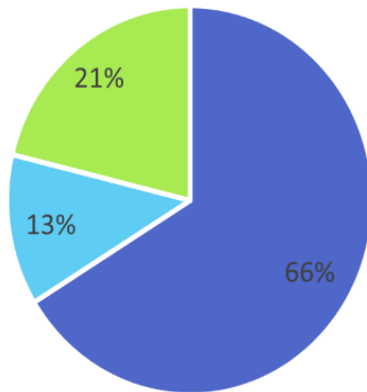
"External specialists invited for the process did not participate in the review"

"Transparency of entire process, clear roles and who's accountable for what..."

"..never provide a draft plan within the statutory time frame; they do not amend the EHCP..."

SEN Support/One Planning

Does your child/young person have a One Plan?
(this may be called something else, like Individual Support
Plan or Individual Education Plan?)



■ Yes ■ No ■ Don't Know

One Plan accurately reflects child/young person's needs	55%
Understand well/very well the provision, support and adjustments described in the plan	76%
Outcomes are clear, <u>measurable</u> and achievable	61%
I/We Involved/Fully Involved in planning the outcomes	67%
My child/young <u>was</u> only slightly involved or not involved at all in planning their outcomes	70%
My child/young person's plan is reviewed termly	57%
No Advice/contribution is <u>sought</u> or I do not know whether advice/contribution is sought from health care professionals involved	59%

178 Individual Comments

“Our school is great.
The head/senco is
amazing”

“All good
to date”

Themes:

- School not providing support outlined in plan or following external advice
- Poor quality of One Plan (outcomes not measurable, provision not specific)
- External Professionals not involved

“woefully
inadequate”

“Eventually a TA asked me what
spellings *I would like to issue
her*..... (not sure that is a high
quality teaching strategy!”

“.....It has been freely admitted by
staff that they do not provide the
provision detailed..... **written into
my child’s One Plan that he is
responsible for requesting SEN
provision** or it will not be
provided.”

It isn’t clear if there is any input
from specialist services

Communication and Support with educational settings

The section was open to all respondents:



199 individual comments were made – the most of any free text question.

Themes:

- Poor communication between setting and therapists/external professionals
- Poor communication between setting and families
- Training needs of staff

"LSA that supports my child is very good and knows him and his needs well. "

"My son isn't allowed in but I still received a school report with all subjects blank and a class allocation letter. I found both to be offensively insensitive."

"..... School told me they don't have the money to support children with SEND - I should join the SEND marches (2019)

"Overall, the communication between me and my daughter's present SEN school is very good"

"I would be happy with some sort of communication"

"School have refused to communicate with the professionals involved and have not even read reports they have been provided with."

"If school would respond to therapists attempt to communicate with them."

"It all seems very separate."

"The system is too fragmented You're made to feel like a big nuisance just for raising questions or concerns on a child's basic needs."

".... We get no feedback from the SALT. it is almost as if the parents and home don't exist."

“The school is amazing but the transport for SEN is not joined up with the provision and does not reflect the needs of the child. There is no collaboration or joint working with the parent and it’s like getting a 5 star hotel that meets your needs but you have got to get there by donkey and really rough it.”

Other sources of information

54%

are aware of the
Local Offer

Themes:

- Website needs to be easier to navigate
- Parents searched for services that don't exist
- Would rather speak to a person.

Other sources of information

Family and
Friends

Online Social
Media Support
Groups

Child/Young Person's
Education Setting

Parent Support
Groups

Shortbreaks
Provider

Social Care

Charities

Essex Child &
Family Wellbeing
service

Keeping in touch

83%

**of survey respondents are
already members or want
to be kept informed of our
work at Essex Family
Forum**

Next Steps

- 1st February 2021 - Full Annual Family Impact Survey Report to be published on Essex Family Forum's website and Social Media, and circulated via membership email and Family Champion network.
- Expectation that SEND Improvement Board will provide an official response at the next meeting for Essex Family Forum to share with parents/carers.
- Ongoing data collection from families by Essex Family Forum via their virtual Graffiti Wall
- Funding permitting, we will repeat the survey in October 2021 in order to measure whether families are experiencing positive effects from the JSWOA and other improvement work to SEND services being undertaken in the Local Area.