

Admissions/placements		
You said	Where are we now?	What are we going to do next?
<p><b>Concerns raised about a lack of specialist placements, and a lack of information about what is available in Sheffield and neighbouring authorities.</b></p>	<p>Information is now available on the Local Offer website about special schools and Integrated Resources in Sheffield.</p> <ul style="list-style-type: none"> <li>- Advice about choosing a school for your child with special educational needs and disabilities (SEND).</li> <li>- Information about the different types of school (mainstream, Integrated Resource, and special school)</li> </ul> <p>(The Local Offer needs further improvement; a Communication Officer and Engagement Officer for the Local Offer website has been recruited and started in summer 2022)</p> <p>The link to the Local Offer page is provided in letters to families of children with EHC Plans at the point of phase transfer (transition).</p> <hr/> <p>The number of placements has increased with additional places at Bents Green, Kenwood, Talbot Specialist School, and Seven Hills School.</p> <p>Manor Lodge Integrated Resource has opened and there are plans for more Integrated Resources opening across the city.</p>	<p>We will work to provide information about the different types of needs each special school and integrated resource supports, we are hopeful, this will help families identify suitable schools more easily.</p> <p>This will be shared with the parent carer forum and publicised once complete. This will be available on the Local Offer website.</p> <p>Information will be shared with parent groups, through schools and education settings, and services.</p> <p>The new Local Offer Communication Officer will oversee an improvement plan for the Local Offer, devised and supported with the Local Offer Steering Group.</p> <hr/> <p>Further expansion of Talbot Specialist School and Seven Hills School post 16 is planned, and as the older children move through, this should allow places to become available for younger year groups.</p> <p>Discovery free school opened in September 2022, with a second free school in the pipeline for September 2024.</p>



Feedback – You said we did 2021 - 2022

		<p>Plans are in place for a further 4 Integrated Resources in 2022 and 2023, these discussions are on-going.</p> <p>We will continue to work with our local schools and academy trusts to support inclusion and provision delivery in mainstream schools.</p> <p>The Local Area Sufficiency plan continues to be developed, we are working across partners citywide to enable us to present the latest plan to the Education Policy Committee.</p>
<b>Childcare</b>		
<b>You said</b>	<b>Where are we now?</b>	<b>What are we going to do next?</b>
<p><b>Some nurseries only accept children with complex needs for a few hours per week, saying that they can't afford the extra staffing the child needs.</b></p>	<p>We know there are national issues for Early Year Providers, staffing, retention, and viability in remaining open.</p> <p>Some settings are concerned about how they can meet the needs of children. It is important that the right training and support are available to help settings to support children:</p> <ul style="list-style-type: none"> <li>• The 0-5 SEND team offer support to settings to help to identify and meet needs.</li> <li>• Funding for settings is provided through Early Years Inclusion Funding where it is identified that provision is needed that is above what is ordinarily available.</li> </ul>	<p>A review is being undertaken of the Early Years Inclusion Funding.</p> <p>SENDSARS will continue to work closely with the newly appointed 0 – 5 SEND manager to ensure that any issues that arise are addressed in a timely manner.</p> <p>SENDSARS will continue to agree early years funding as part of case management panel.</p> <p>0-5 SEND and the Autism Social Communication Team will continue to work in collaboration with settings to provide training and support.</p>




Feedback – You said we did 2021 - 2022

	<ul style="list-style-type: none"> <li>SEND Statutory Assessment and Review Service (SENDSARS) agree early years funding when an Education, Health and Care (EHC) plan is agreed.</li> </ul> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101242/Advice-template-early-years-funding.pdf">Advice template (publishing.service.gov.uk)</a></p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101242/Statutory-framework-for-the-early-years-foundation-stage.pdf">Statutory framework for the early years foundation stage (publishing.service.gov.uk)</a></p>	
Education		
You Said	Where are we now?	What are we going to do next?
<b>Poor practice</b>		
<b>Poor practice at school/college:</b> <ul style="list-style-type: none"> <li>Annual Review meetings not being held</li> <li>EP advice being ignored,</li> <li>Children excluded for not being determined to be 'school ready'</li> </ul>	<p>Annual Review compliance has been a focus of SENDSARS over the last year.</p> <p>Transitions is the identified area of weakness remaining from the Ofsted revisit, this has annual reviews at the heart of the improvements needed.</p> <p>The Sheffield ONE Year Plan has Family Centred SEND as one of the city priorities.</p> <p><a href="https://www.sheffield.gov.uk/education/one-year-plan">The One Year Plan (sheffield.gov.uk)</a></p>	<p>Annual Review Quality will be the focus of SENDSARS audits, with training and tools to be embedded in line with the findings, parental and professional feedback.</p> <p>Work on the Sheffield Accelerated Progress Plan for multi-agency transitions will continue and be under close monitoring from the Department for Education. Multi-Agency working and steering groups are in place, which include our Parent Carer Forum.</p> <p><a href="#">Joint local area SEND inspection in Sheffield</a></p>
<b>Reduced timetables</b>		
<b>Several reports that schools are using part-time timetables against parents' wishes, or that parents are asked to</b>	<p>The Reduced Timetable guidance is in place and is distributed to schools each year to serve as a reminder around legalities and expectations.</p>	<p>New staff have been recruited to the Inclusion and Attendance Team, this will help with the</p>


Feedback – You said we did 2021 - 2022

<p><b>collect their child from school early because the school cannot cope.</b></p>	<p>This document makes it clear that:</p> <ul style="list-style-type: none"> <li>• A reduced timetable can only be in place when a parent agrees to it.</li> <li>• They should not be used because a school has perceived inadequate funding</li> <li>• Reduced timetables are not to manage behaviour.</li> <li>• A review should be held every 2 weeks and a formal review in 8 weeks.</li> <li>• All reduced timetables should be registered with the Local Authority.</li> </ul> <p>If a parent is asked to collect their child from school early this could potentially be an illegal exclusion.</p>	<p>implementation of the new attendance guidance and specifically how reduced timetables may be used.</p>  <p>Sheffield Attendance Policy - 1</p> <p>The Inclusion and Attendance team provide support and advice linked to Reduced timetable and helping increase children's access to education.</p> <p><a href="https://publishing.service.gov.uk/working-together-to-improve-school-attendance">Working together to improve school attendance (publishing.service.gov.uk)</a></p>
<p><b>Lack of support for children who are out of school</b></p>		
<p><b>Children can be out of school for a long time and yet receive no support from the Home and Hospital Service.</b></p>	<p>Updates to guidance for children who are medically too ill to attend school, to make it clear that:</p> <ol style="list-style-type: none"> <li>1. There should be a clear medical need</li> <li>2. Schools should work to support children to access school alongside medical needs first</li> </ol> <p>The local authority commission Becton School to deliver alternative provision for children who have medical needs that mean that they cannot attend school. The local authority has recently increased the commission with Becton school to support more children.</p> <p>When a medical consultant has identified a child is too ill to attend school (it must be a consultant) schools, parents and medical clinicians should work</p>	<p>The increased capacity within Inclusion and Attendance will support children not accessing school, these additional staff are in place.</p> <p>A focus of their initial work will be for the children whose attendance is below 50% and understanding the reasons for this.</p> <p>The updated guidance on children who are too ill to attend school is in place.</p>  <p>Education for children who cannot</p>




Feedback – You said we did 2021 - 2022

	together to make sure treatment and support are in place.	
<b>Issues with transition between phases of education</b>		
<p><b>Poor communication with parents and between the schools.</b>  <b>In some cases, this led to:</b></p> <ul style="list-style-type: none"> <li>• Children being put on part-time timetables</li> <li>• Children being excluded by the receiving school,</li> <li>• Parents told they may need a special school place.</li> <li>• MyPlans working well in primary school, but not being translated into the secondary school environment.</li> <li>• Parents have commented that having an EHCP in place before transition could have helped.</li> </ul>	<p>The Inclusion and Attendance Team continue to support children and families, through a key working approach in readiness for phase transfer.</p> <p>In partnership with Education, Health, Care and the Sheffield Parent Carer Forum we have co-produced core transition principles that will be used in the city:</p>  <p>Sheffield Transition Principles.pdf</p> <p>Sheffield SEND System has in place the Accelerated Progress Plan monitored by the Department for Education to support good multi-agency transitions.</p>	<p>Education and Skills Directorate will work with partners to embed the transition principles in practice across the system to support phase transfer (transitions)</p>  <p>Education &amp; Skills Directory for School</p> <p>The Accelerated Progress Plan continues to be a priority within the city. (<a href="#">Joint local area SEND inspection in Sheffield</a>)</p> <p>Renewed work, following the pandemic, has begun on Sheffield Inclusion Strategy, with a key commitment being transitions.</p>  <p>5. Sheffield Inclusion Strategy 2020-2025 F</p>
<b>Behaviour management</b>		
<b>Rigid implementation of behaviour policies:</b>	The Local Authority promotes the Inclusion Model:	Complete further work on the role out of the Inclusion Model to ensure a joined-up conversation across Education, Health and Care linked to

Feedback – You said we did 2021 - 2022

<ul style="list-style-type: none"> <li>• <b>Use of detentions</b></li> <li>• <b>Formal and informal exclusions without making reasonable adjustments for children with SEND.</b></li> <li>• <b>Worries about incorrect use of restraint by school staff.</b></li> </ul>	 <p>Inclusion model - for SEF.pptx</p>	<p>inclusion and SEND. Heads of Service across the authority, the NHS, ICB Commissioning are dedicated to promoting the Inclusion Model. If you require any advice or support around inclusion, please contact <a href="mailto:Sheffieldinclusion&amp;attendance@sheffield.gov.uk">Sheffieldinclusion&amp;attendance@sheffield.gov.uk</a></p> <p>You can also access support for SEND young people through Sheffield SENDIAS:</p> <p>0114 2736009  <a href="mailto:ssendias@sheffield.gov.uk">ssendias@sheffield.gov.uk</a>  <a href="http://www.sheffieldsendias.org.uk">www.sheffieldsendias.org.uk</a></p>
<p><b>Communication and information</b></p>		
<ul style="list-style-type: none"> <li>• <b>Inconsistent communication from school and difficulty getting in touch with the right person in school.</b></li> <li>• <b>Parents don't understand school reports, so don't know what stage their child is at.</b></li> <li>• <b>Parents don't know what kind of adjustments could/should be made for their children.</b></li> <li>• <b>Parents say they need more information about a range of topics:</b> <ul style="list-style-type: none"> <li>○ <b>Mental health support</b></li> <li>○ <b>Friendships,</b></li> <li>○ <b>What homework has been set</b></li> <li>○ <b>Out of school clubs,</b></li> <li>○ <b>Upcoming events in school</b></li> </ul> </li> </ul>	<p>Every school has their own school website detailing their contact details. We promote families talking to schools in the first instance. Schools have staff that specialise in certain areas such as the SENCo – details will be on the school website.</p> <p>You can also access support for SEND young people through Sheffield SENDIAS:</p> <p>0114 2736009  <a href="mailto:ssendias@sheffield.gov.uk">ssendias@sheffield.gov.uk</a>  <a href="http://www.sheffieldsendias.org.uk">www.sheffieldsendias.org.uk</a></p> <p>You may find the attached documents useful for information on a young person's level of need:</p>	<p>Toolkits are being produce that will cover what support should be offered to children in school across the broadest areas of need:</p> <ol style="list-style-type: none"> <li>1. Cognition and Learning</li> <li>2. Communication and Interaction</li> <li>3. Social, Emotional and Mental Health</li> <li>4. Physical disability</li> </ol> <p>These should be finalised in the first school term of 2023. These will be published on the Local Offer website and Learn Sheffield.</p>

## Feedback – You said we did 2021 - 2022

<p><b>Some parents feel that their concerns are not being taken seriously.</b></p> <p><b>Irregular SEN review meetings.</b></p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               SSG updated Nov 2020.pdf         </div> <div style="text-align: center;">               SEN support updated Nov 2020.p         </div> <div style="text-align: center;">               Sheffield Support Grid exemplification         </div> </div>	
<b>IR provision</b>		
<p><b>Parents not happy that children of all ages in one classroom, not happy that time in IR clashes with lessons like PSHE.</b></p>	<p>Integrated Resources are set up in mainstream schools. They cater for pupils with certain types of very significant Special Educational Needs (SEN) which cannot be easily met at their local school. They can do this because they have extra staff with specialist knowledge and can have specialist equipment.</p> <p>For any child who is in an Integrated Resource, their time will be split between the mainstream and the Resource. This will be managed by the school and tends to bring children out from lessons where they struggle the most.</p>	<p>If any parents are concerned about the times their children are spending in the Integrated Resources, this can be raised to the school and should be raised through the Annual Review if the times in the Integrated Resource would affect any child achieving or working towards their outcomes.</p>
<b>Training</b>		
<p><b>Parents say that teachers need more training around ASD, ADHD, dyslexia, coke bottle effect, sensory needs, use of reasonable adjustments like fidget toys, communication with parents, how to educate child's peers. Children need training to make best use of adjustments like laptops/scribes.</b></p>	<p>The Local Authority SEND Team are working with the Citywide SENCOs, Fusion, Inclusion and Learn Sheffield to consider all the training which is currently available and who to.</p> <p>Once there is a greater awareness of all the training currently available, we will work to ensure gaps are covered and all areas of training are covered.</p>	<p>The gaps in training will be identified by the end of this summer term. The training offer is linking to the Transitions Group driving the Accelerated Action Plan and has links back to Education, Health, Care and the Sheffield Parent, Carer forum.</p> <p>We hope to have training offers enhanced and expanded over academic year 2022-2023.</p>
<b>Post-16 education</b>		

Feedback – You said we did 2021 - 2022

<b>No clear accountability for quality of training provision for Sheffield College students who attend Sheffield Wednesday FC.</b>	We are arranging an initial meeting to understand how the college monitor quality arrangements for sub-contractors and what issues there are with the organisation.	We will continue to monitor the quality of education for sub-contractors engaged across the city.
<b>Education Information requests</b>		
<b>Dyslexia support:</b> <ul style="list-style-type: none"> <li>• <b>How to get an assessment/diagnosis,</b></li> <li>• <b>Strengths and weaknesses of different dyslexia interventions/programmes,</b></li> <li>• <b>What parents can expect from schools.</b></li> </ul>	<p>Sheffield Parent Carer Forum have published an article about Dyslexia, working with Fusion. This was in the Spring newsletter and was included in the SEND June newsletter.</p> <p>The article is <a href="#">online here</a>.</p>	<p>Information is being developed about the support schools can offer to children with Special Education Needs, particularly where there are areas of specialism.</p> <p>Once this work has been completed it will be available on the Local Offer Website.</p>
<b>Do the two new special schools have post 16 provisions?</b>	The 2 new schools don't have post 16 provision.	There are plans in commissioning to look at the Post 16 Landscape and options for Young People. This is also part of the Accelerated Progress Plan linked to Multi-Agency Transitions.
<b>Out of city provision:</b> <ul style="list-style-type: none"> <li>• <b>Information about colleges in Barnsley, Rotherham, and Chesterfield</b></li> <li>• <b>What support for SEND,</b></li> <li>• <b>How to apply,</b></li> <li>• <b>Can you get transport?</b></li> </ul> <p><b>The Local Offer should include information about post 16 providers in</b></p>	We have now appointed to the Local Offer Communication Officer Post. This post is there to work with Young People, Parents and Carers to help design what needs to be on the Local Offer and how this should be developed to become much more meaningful and accessible.	Information regarding Post 16 opportunities is one of the priority areas for development on the Local Offer and is part of the Accelerated Progress Plan for Multi-Agency Transitions.



Feedback – You said we did 2021 - 2022

<p><b>neighbouring authorities and information about how to apply.</b></p> <p><b>Information and advice about post 16 colleges</b></p>		
<p><b>What are the options when leaving special school post-16 provision, especially for young people who won't be able to engage in further education or training?</b></p>	<p>As part of the Accelerated Progress Plan (APP), we are working to develop a shared and improved understanding of post-16 opportunities and gaps. New opportunities will also be created which will include:</p> <ul style="list-style-type: none"> <li>- Social activities within the community</li> <li>- Employment opportunities</li> <li>- Youth provision</li> </ul> <p>We hope from this work we can create more opportunities for those who do not wish to engage in further education or training.</p> <p>One key activity as part of this work is an employer breakfast, we are organising at Sheaf Training. We will be inviting 50 employers from Sheffield to the breakfast and asking them to pledge to create an opportunity for a young person with SEND.</p> <p>During this event, we will have multiple speakers – including an occupational psychologist focused on equality and diversity, a local employer who employs young people with SEND, a careers expert who will shine a light on the value young people with SEND can create for business as well as hearing from the young people themselves and their career aspirations.</p>	<p>We will continue to add information, arrange, and deliver events and enhance curriculum offers and keep updating parents/carers and young people of the changing and developing post-16 landscape.</p>

Feedback – You said we did 2021 - 2022

	<p>We would also suggest that young people with SEND consider a supported internship. More information can be found at:</p> <p><a href="https://sheffielddirectory.org.uk/supported-internships">Supported Internships   Sheffield (sheffielddirectory.org.uk)</a></p>	
<b>Exclusions</b>		
<p><b>Children are receiving Permanent Exclusions even though they have SEN support, and a graduated approach has not been followed or correctly documented.</b></p>	<p>Where children are permanently excluded from a school, the local authority exclusions team follow a process, this includes:</p> <ul style="list-style-type: none"> <li>• Discuss with the family</li> <li>• Follow up with school the support that was put in place.</li> <li>• Challenge the exclusion when evidence suggests it's inappropriate</li> <li>• Parents are offered advice around governor panels and Independent Review Panels</li> </ul>	<p>We are working to develop the citywide Inclusion Model so schools have knowledge expertise and support to meet the needs of children with the aim of preventing escalation.</p> <p>We are recruiting for an additional local authority Exclusions officer, part of this role will be to review exclusions, look at the causes to enable better response from delivery and commissioning.</p>
<p><b>Concerns about children receiving multiple suspensions.</b></p> <p><b>How can we support reintegration meetings?</b></p> <p><b>Often there is no change to support given to a child who repeatedly keeps receiving suspensions</b></p>	<p>The Local Authority monitors all suspensions in the city. Access and Inclusion have open dialogue with schools, particularly where there are high levels of suspension.</p> <p>Support can be accessed for reintegration meetings through the Inclusion and Attendance Team.</p>	<p>We are currently recruiting for an additional Local Authority Exclusions Officer.</p> <p>This Officer will work with schools to review the reasons for suspensions, the increased capacity will help schools to identify what can be done differently to avoid suspensions.</p>
<b>Support in Schools</b>		
<p><b>Lack of support for children out of school for mental health and anxiety, issues include:</b></p>	<p>All Schools are required to make reasonable adjustments for children to enable their access to Education.</p>	<p>We have recruited further officers for the inclusion and attendance service. Their role will include working with schools to identify children who are</p>

Feedback – You said we did 2021 - 2022

<ul style="list-style-type: none"> <li>• <b>receiving no support from school.</b></li> <li>• <b>Schools saying, they have a place and can meet need</b></li> <li>• <b>No offers of anything in terms of AP / Blended learning etc.</b></li> </ul> <p><b>This can result in children completely disengaging from education apart from safe and well checks.</b></p> <p><b>This is for children with and without EHC Plans</b></p>	<p>Reasonable adjustments necessarily offer alternative provision to children who are struggling to attend due to their mental health and anxiety but does mean that they should work with the child to identify and reduce the barriers to attendance.</p> <p>We are currently updating the guidance for schools on meeting medical needs. This will be finalised before the next academic year.</p> <p>New attendance guidance has been issued by central government for September 2022. The Inclusion and Attendance service are working with schools to look at how they implement this guidance and will be meeting with all schools termly to discuss children who are attending less than 50% of the time. This will include discussing what the plan is to support that child back into school.</p>	<p>severely absent and discuss strategies and support for increasing their time in learning.</p>
<p>Alternative Provision being used as a reward not as an intervention and the purpose it was designed for</p>	<p>Alternative provision (AP) should only be used for a clearly defined purpose. Where a school directs a child to attend off site alternative provision, they should be clear about what they want it to achieve. We are working with children, families, providers and schools to review the offer in the city. This will be piloted through the coming academic year and will have a more clearly defined expectation.</p>	<p>We will finalise the review of short-term alternative provision in the city.</p>
<p>Lack of experienced staff to support children with autism spectrum disorder (ASD), parents reporting staff do not fully understand needs</p>	<p>Schools have access to the Autism and Social Communication Team within the Local Authority and Rowan Outreach. They both support school staff with advice on differentiate and intervention for children and young people with ASD. The teams are made up of specialist teachers and teaching assistants.</p>	<p>The Autism and Social Communication Team alongside The Rowan Outreach are working to develop further professional development for staff in schools on a rolling programme basis. This will include:</p> <ul style="list-style-type: none"> <li>• Findings from the Autism in Schools project</li> <li>• Use of Autism Education Trust materials</li> </ul>

Feedback – You said we did 2021 - 2022

Wanting a dyslexia/ cognitive assessment and school unwilling to assess.	<p>Please contact the Fusion SEND Hub for further advice:</p> <p>Email: <a href="mailto:enquiries@fusiontsa.co.uk">enquiries@fusiontsa.co.uk</a>  Telephone: 0114 250 9756  Website: <a href="http://www.fusionsendhub.co.uk">www.fusionsendhub.co.uk</a></p> <p>Further guidance can be sought at White Dyslexia Centre:</p> <p><a href="https://www.whiterosedyslexia.co.uk/">https://www.whiterosedyslexia.co.uk/</a>  0114 265 6991</p>	
Lots of support in place but this isn't working, and child keeps getting suspensions.	<p>Where parents are concerned about continued suspensions they should discuss these concerns with the school in the first instance, including the SENCO.</p> <p>The exclusions team in the local authority regularly review suspensions and discussion with school's children who are getting high levels of suspensions to discuss what support can be put in place.</p>	The Sheffield Inclusion model is bringing together current support around SEND and inclusion to ensure that the right support is identified for children. It is anticipated that this will support schools in reducing suspensions.
Parents wanting to secure blended learning for their child, only needing to go into school part of the week suits some children	All parents are responsible for ensuring that their child receives a suitable full-time education. As such full-time education should be in place for all children. Where a parent is concerned about their child struggling with a full-time education they should talk to their school.	
Children receiving sanctions, isolation and detentions that escalate situations because the child cannot cope in that environment and with that type of sanction.	Where parents are concerned that their child is receiving sanction in school, they should talk to the school about it.	
Support is not consistent, in different lessons with different members of staff.	Where parents are concerned, they should talk to the school. As is reported nationally, recruitment for	We are working with schools to expand the apprenticeships around Teaching Assistants. This is so teaching assistants can be trained as they are

Feedback – You said we did 2021 - 2022

Also, when a supply teacher is in, they don't understand their child and needs.	<p>teachers and teaching assistants is proving difficult in the current climate.</p> <p>You can also access support for SEND young people through Sheffield SENDIAS:</p> <p>0114 2736009  <a href="mailto:ssendias@sheffield.gov.uk">ssendias@sheffield.gov.uk</a>  <a href="http://www.sheffieldsendias.org.uk">www.sheffieldsendias.org.uk</a></p>	working in schools. This embeds a “grow your own talent” ethos and promotes professional progression through Education.
Lack of understanding of behaviours and reasons why they are presenting that way. Dealing with the behaviour not looking for cause/ reason.	All schools have access to support through the Primary and Secondary inclusions panels during which there is a multi-agency conversation to understand all the contributing factors which may cause, or be the reason for, presenting behaviours in school.	Through City-wide SENCo's, training is now being rolled out which focus' on unpicking need and creating the right response.
Their child is very well behaved in school masking their anxieties they have from attending school. Then displaying behaviours when they come home. Schools not understanding that school is the cause of these melt downs at home.	Overall schools are aware that children could display different behaviours at home than school. This is why there is a focus on unpicking need across Education, Health and Care and why when we are working with families we take a team around the family approach.	SEND and the Parenting Team are in collaboration to consider best support for families where children are masking anxieties.
Not receiving support until their child gets a diagnosis, which given the current waiting times, could be months.	We do advocate working in line with the SEND Code of Practice which tells us we must be needs led and not diagnosis led.	Across Education, Health and Care we are working to support families on the diagnostic pathway.
<p><b>MyPlan</b>  Delays in starting MyPlans and other support plans. Or refusing to do a plan.</p> <p>Some parents have raised concerns about incorrect use of MyPlans, e.g. plan not being followed, plan not shared / co-produced with parents, school taking a long time (e.g. 1.5 years) to create a plan.</p>	<p>You can also access support for SEND young people through Sheffield SENDIAS:</p> <p>0114 2736009  <a href="mailto:ssendias@sheffield.gov.uk">ssendias@sheffield.gov.uk</a>  <a href="http://www.sheffieldsendias.org.uk">www.sheffieldsendias.org.uk</a></p>	<p>We are working with our schools on the challenges the My Plan presents when completing. A multi-agency working group has consider which are the essential parts that need to be included and are working on and Extended Support Plan which will make it easier to capture evidence, advice and support plan for a child.</p> <p>Roll out from November 2022.</p>

Feedback – You said we did 2021 - 2022

EHCPs		
<p>Reports of settings “dragging their feet” over applying for an EHC plan. Some settings advise parents to make the request themselves as parental requests are seen as quicker than going through locality panels.</p>	<p>In discussion with schools, it has been identified that some of the processes are not as efficient as was hoped when they were initiated.</p>	<p>As described through the Inclusion Model we are looking at the pathway through the graduate approach and into needs assessment (where needed), making sure processes are more efficient and effective in working practice for meeting the needs of children and families.</p>
<p>Parents have received a plan naming the mainstream school their child already attends on new final plan, to keep to 20-week process but no consultations have been done. Parents have no timescales for when this will happen and then have missed rights of appeal on the plan due to how this was conveyed to parents.</p>	<p>Potential appropriate type of provision is decided within case management (this is not to restrict options but to look at where a child’s needs will be best met). This allows the Inclusion Officer in SENDSARS to be aware of the type of provision agreed meaning that meaningful conversations can be had with families from the earliest opportunity.</p> <p>Extensive training has been completed with the service on timely casework, this includes consultations. This continues to be scrutinised on a regular basis.</p> <p>New assessments are discussed in weekly compliance meetings to ensure that all actions are completed.</p>	<p>SENDSARS will continue to agree type of provision at case management.</p> <p>Training will continue to take place regarding timely casework.</p> <p>Weekly compliance meetings continue to be held to monitor timeliness and understand any blockages in the process so that these can be identified and resolved.</p>
<p>Plans finalised with no parental/ child’s views in section K. Even when they have been sent in or given through professional reports</p>	<p>Person Centred Planning (PCP) meetings have started to take place to ensure that views are well documented.</p> <p>All plans are quality checked by a manager before being sent to families to ensure that family views are included.</p>	<p>Roll out of PCP meetings for all families that feel they will be useful over the next 12 months.</p> <p>Staff training to continue to take place on PCP meetings to increase confidence in this area.</p>
<p>Parents have been told their child will have a place in September in a particular special school. Due to capacity in the special schools unable to give a place.</p>	<p>All special school places have been allocated based on Sheffield Support Grid (SSG) level, length of time waiting and RAG (red, amber, green) rating. This is to ensure that the process is fair and based on need across the city rather than in just one locality.</p>	<p>Special school placements will continue to be allocated based on the criteria of SSG level, length of time waiting and RAG rating.</p>

Feedback – You said we did 2021 - 2022

Lost rights of appeal due to parents believing their child will have a place.		SENDSARS continue to work with commissioning on sufficiency.
Transition EHC amended plans not to timescales, February 15th. Worries about where their child will be transitioning, no time for transition planning, frustrating rights of appeal.	<p>SENDSARS have continued to work with families to ensure that an appropriate type of provision is named rather than just naming the local mainstream school.</p> <p>SENDSARS have been in communication with the families that has been impacted by this.</p>	The phase transfer process for September 2023 has been streamlined and work on this has already started to ensure that schools can be named in a timely manner and by 15 <sup>th</sup> February deadline.
Parents being advised by schools to apply for EHCP themselves to speed up the process	<p>Schools are aware of the locality process and the support they can get from this. This was a process set up as a response to the graduated approach in Sheffield.</p> <p>SENDSARS regularly attend meetings to support schools who are struggling with the process.</p>	<p>SENDSARS managers will continue to attend all locality stage 2 meetings.</p> <p>SENDSARS will continue to support schools as necessary.</p>
Lack of specialist provision, being told by schools they are full and will not get a place	<p>There continues to be a lack of specialist provision across the country.</p> <p>A new special school opened in September 2022; this has increased capacity by 60 places.</p>	<p>SENDSARS continue to work with commissioning regarding sufficiency.</p> <p>There is a plan for another new school to open in September 2023 further increasing special school capacity.</p>
Children not attending the setting named in the EHCP. Duty lies with LA to ensure provision is secured as stated in section F. This is not forthcoming, and children left without support or education.	SENDSARS work with the Inclusion and Attendance team regarding attendance issues and attend meetings jointly to address these issues as appropriate.	<p>Inclusion and attendance have now moved to a locality model meaning that liaison between the two teams is easier.</p> <p>All SENCo's in the city have been emailed and asked to invite SENDSARS staff to reviews where they have significant concerns.</p> <p>There is a plan to increase staffing in SENDSARS to address attendance issues more thoroughly moving forward.</p>

Feedback – You said we did 2021 - 2022

Panel decision not to name parental preference not in line with the SEND Code of Practice. For example, panel feel that needs can be met in mainstream is not a reason to not name parental preference	<p>There is a significant pressure on special schools across the country. As a Local Authority we need to ensure that the children with the highest level of need are allocated places in specialist settings.</p> <p>The code of practice places an emphasis on children's needs being met in mainstream schools. The Local Authority continue to work with parents and schools to ensure that appropriate provision is in place for all children/young people.</p>	SENDSARS will continue to work with schools and families to ensure that appropriate provision is in place.
<p>Draft plans, amendments sent by parents not accepted and no reasons given.</p> <p>Consultations sent using draft plans that haven't been amended with parent's comments, therefore incorrect information sent out for the consultation or not detailed enough.</p>	<p>All Inclusion Officers in SENDSARS now have a caseload meaning that parents are aware of who the allocated Inclusion Officer is and how to contact them.</p> <p>Extensive training has taken place with the team regarding casework and communication with family. This is something that continues to be addressed on a regular basis.</p>	Inclusion Officers will continue to have caseloads and new assessments will be allocated an IO as they are agreed. This will improve communication with schools and families.
Inclusion Officers not discussing with families any type of suitable provision at the point of issuing draft EHCP. On occasion it has been seen an officer state in an email they must remain impartial. Why can't a type of school be discussed even if not a particular named one?	Type of provision is now discussed at case management; this information is shared with Inclusion Officers following the meeting and can be discussed with families when the draft is issued. Training continues to take place with the team.	<p>Type of provision decisions will continue to be made at case management.</p> <p>Staff training will continue.</p>
If the Inclusion Officer does discuss placements at the draft stage, some families are told that they won't get a special school and / or special schools are full, so you won't get one. This is before consultations are sent and panel discussions have happened.	<p>The case will have been discussed at case management panel before the draft plan is issued.</p> <p>The importance of honest communication has been discussed with all members of the team.</p>	Communication within the team continues to be discussed on a regular basis.



Feedback – You said we did 2021 - 2022

<b>Annual Reviews</b>		
<p>Taking months to finalise - long wait to receive amended plan after tribunal win, after annual review or after requesting changes to draft plan. Only some requested amendments made. Amended plan not reflecting what was discussed, or not reflecting child's current needs. Private reports not included.</p> <p>Annual reviews not completed by LA within timescales. Parents left wondering outcome of the review and do not receive any response.</p>	<p>The team have worked hard on annual review compliance. This is now much improved. Numbers were well over 1000 and are now at around 150 overdue reviews.</p>	<p>The team continue to work on improving compliance.</p>
<p>Annual reviews not happening for some children who are not attending school due to anxiety</p>	<p>Caseloads are now allocated so each Inclusion Officer is aware of the cases they are responsible for. This includes the monitoring of annual reviews.</p>	<p>Inclusion Officers continue to monitor annual reviews.</p>
<p>Outdated plans not being updated after annual review, still having outcomes from transition. Some 5 years old and on old format</p> <p>Up to date assessments and reports not gathered for annual review. Some children transitioning in to post 16, have not had new assessments since primary school</p>	<p>As SEND is an evidence-based service the team would use the evidence that was collated at the review to decide if the plan required updating.</p> <p>Training on annual reviews has taken place with the schools as well as with SENDSARS staff.</p>	<p>Training will continue to be offered.</p>
<b>Transitions</b>		
<p>Concerns for transition when don't know which school their child will be attending for secondary transition.</p>	<p>SENDSARS have continued to work with families to ensure that an appropriate type of provision is named rather than just naming the local mainstream school.</p> <p>SENDSARS have been in communication with the families that has been impacted by this.</p>	<p>The phase transfer process for September 2023 has been streamlined and work on this has already started to ensure that schools can be named in a timely manner and by 15<sup>th</sup> February deadline.</p>

Feedback – You said we did 2021 - 2022

<b>Gaps in post-16 provision</b>		
There is a need for a specialist post 16 sixth form or college that can provide level 3 course (A levels and vocational) in an environment that is accessible for students with ASD and mental health needs.	As previously mentioned, as part of the Accelerated Progress Plan, we will be working to understanding post-16 opportunities and gaps as well as creating the necessary opportunities to ensure there is appropriate provision for all young people.	We will work with The Sheffield College to review support structures and mechanisms to meet specific needs for those young people who can study at this level but need higher levels of support.
Gaps in therapeutic support at post 16 if not at special school.	We want all young people to receive the support they need post-16. To be able to address this issue, we would need to have a clear understanding of what these gaps in therapeutic support look like.	
There is no suitable education provision in Sheffield for students with complex needs (including behaviour) to progress to when they leave special schools at 19.	<p>Sheaf Training and The Sheffield College offer education for young people post-19 with complex needs including those with behavioural needs.</p> <p>More information about their provision can be found at:  <a href="https://lifelonglearningandskills.org">Sheaf Specialist Vocational College (lifelonglearningandskills.org)</a>  <a href="https://sheffcol.ac.uk">Home    The Sheffield College (sheffcol.ac.uk)</a></p>	As part of the Accelerated Progress Pan, we will continue to review provision, identify gaps, and create opportunities for our young people with SEND.
Lack of aspiration for young people who do have a vision about what they want for the future.	We are currently planning an event to showcase the strengths and talents of our SEND community in Sheffield. This event, which will take place at Sheffield Town Hall will include a workshop led by a strengths expert where the young people involved will have an opportunity to identify and understand the value of their strengths. They will also have an opportunity to consider how they can use their strengths to plan towards the vision they have for their future. We will be inviting key people of influence in Sheffield to this event who will be able to observe the workshop and hear directly from the young people.	We intend to plan and deliver events of a similar nature in the future.

Feedback – You said we did 2021 - 2022

	This event is an initial event of multiple that we intend to host to ensure that the talents of our young people with SEND are front-of-mind with key decision makers in Sheffield.	
Parents of young people with complex needs are looking out of city, especially to Landmarks and other independent specialist providers.	<p>Sheaf College and The Sheffield College offer provision for young people with complex needs. More information can be found at:</p> <p><a href="https://lifelonglearningandskills.org/SheafSpecialistVocationalCollege">Sheaf Specialist Vocational College (lifelonglearningandskills.org)</a></p> <p><a href="https://sheffcol.ac.uk">Home    The Sheffield College (sheffcol.ac.uk)</a></p>	As aforementioned, we will continue to monitor provision as part of the Accelerated Progress Plan process.
For most young people there is no real choice. Lack of variety and choice in courses offered (e.g. no drama but lots of horticulture).	<p>As we continue to understand the nature of provision in Sheffield through the Accelerated Progress Plan process, we would like to highlight the progressive curriculum offered by all our SEND providers.</p> <p><a href="https://lifelonglearningandskills.org/SheafSpecialistVocationalCollege">Sheaf Specialist Vocational College (lifelonglearningandskills.org)</a></p> <p><a href="https://sheffcol.ac.uk">Home    The Sheffield College (sheffcol.ac.uk)</a></p>	As aforementioned, we will continue to monitor provision as part of the Accelerated Progress Plan process.
No careers guidance offered from schools for children who have been struggling to attend school due to high anxiety	<p>Under the Gatsby Benchmarks, all young people should receive good careers guidance. This means that all providers should ensure that every student on roll receives this guidance.</p> <p>In this instance, we suggest that this particular concern is taken up directly with the provider. More information on the Gatsby Benchmarks is available here:</p> <p><a href="#">Good Career Guidance   Education   Gatsby</a></p>	.

Feedback – You said we did 2021 - 2022

Unsure of pathways for children with SEND into Post 16 and Pathway for Adulthood.	We recognise that improvements are required in communicating the transition pathways and post-16 opportunities.	As part of the Accelerate Progress Plan, we are developing a communications plan which will aim to optimise the use of all communication channels to ensure that all stakeholders understand the transition pathways and post-16 opportunities. This will look like improvements to the information on the local offer website, information that is co-produced with stakeholders to ensure it meets need and the utilisation of multiple communication channels including non-digital for those where access to such will be a barrier.
Young People refusing to go to named placement, worried will get cease to maintain if not in education. Unsure of other options out there when already at specialist provision (Sheaf).	We would need to speak directly with the young person and their families in order to offer solutions to this issue.	
Lack of choice at post 16	As we continue to understand the nature of provision in Sheffield through the Accelerated Progress Plan process, we would like to highlight the progressive curriculum offered by all our SEND providers.  <a href="https://lifelonglearningandskills.org/">Sheaf Specialist Vocational College (lifelonglearningandskills.org)</a>  <a href="https://sheffcol.ac.uk/">Home    The Sheffield College (sheffcol.ac.uk)</a>	We are working on an Accelerated Progress Plan for transition into adulthood. For more information:  <a href="https://sheffield.gov.uk/accelerated-progress-plan-for-transitions">Accelerated Progress Plan for Transitions (sheffield.gov.uk)</a>
<b>Tribunals</b>		
Tribunal adjournment due to lack of consultations and special school places. Directions from court not acted upon causing delays on next tribunal hearing date.	Weekly tribunal meetings are held with all managers to discuss next steps. This ensures that casework around tribunals is completed in a timely matter.	Weekly meetings will continue to be held to support this area of work.

Feedback – You said we did 2021 - 2022

Want to appeal LA decision for naming of placement even though consultations still taking place after final issued	Once the plan is finalised the parents have a right of appeal. A parent using this right does not stop consultations taking place and a different place being named if deemed appropriate.	Parents to use their right of appeal if they deem this appropriate.
Wanting to appeal even though been given 3rd preference of school	Parents have the right to appeal any school that is named.	Parents to use their right of appeal if they deem this appropriate.
<b>Finance</b>		
There was a steady trickle of enquiries from parents looking for help with DLA applications or DLA appeals (signposted to CAB).	We encourage parents to speak to the Citizen Advice Bureau and the Department for Work and Pensions.	
<b>Health</b>		
Numerous complaints about long waiting lists for autism spectrum disorder (ASD) and ADHD assessments. Some parents looking for private consultants – but where to find them? Long wait to even get on the waiting list – have to have a video call with consultant first, then complete questionnaires which can take a long time to arrive.	We have established a city-wide neurodevelopmental programme to improve pathways and support for children, young people and families with neurodevelopmental needs. We have prioritised work on ASD and ADHD initially but will be moving on to look at other neurodevelopmental pathways.	We will be trialling different ways of assessing children and young people, for example in school and community settings to try and speed up the assessment process.  We will be further developing the peer support offer to help families whilst they are waiting.
Lack of support before and after diagnosis, especially with behaviour. Being sent an email with links not enough, need support/encouragement to access. Would really like a key worker.	We have worked with Sheffield Parent Carer Forum to put together a case to develop a peer support offer, both pre- and post- diagnosis.  <a href="#">Peer Support Service   Sheffield Parent Carer Forum</a>	The new peer support offer will work with the key worker team and we hope to develop this and expand the service further in future.
Parents unhappy with the Speech and Language Therapy offer. Children in mainstream schools are discharged after assessment as the service does not have capacity to provide therapeutic input.	We are aware of the challenges associated with accessing Speech and Language Therapy and supporting children with speech, language and communication needs in schools. There is a system wide programme of work looking to improve the offer for Speech and Language Therapy across Sheffield. Workstreams have oversight from Sheffield Parent Carer Forum and include representatives from	South Yorkshire Integrated Care Board (ICB), Sheffield City Council, Sheffield Children's NHS Foundation Trust have agreed to undertake some external clinical benchmarking to facilitate discussions.

Feedback – You said we did 2021 - 2022

	Speech and Language Therapists, Early Years Staff, School staff, South Yorkshire Integrated Care Board (formerly CCG), Sheffield City Council.	
Epilepsy nurses unable to provide epilepsy awareness training for school staff due to staff shortages. Very different experiences of operations at Sheffield Children's Hospital. Poor experience was due to information not being passed on.	We have appointed a specialist nurse in the community to refresh the managing health needs in education settings guidance and develop a training and support plan for all schools in the city.	There is a plan to roll out the managing health needs in education settings guidance and associated training programme from next school year.
Concerns about waiting time for assessments at Ryegate and CAMHS	<p><u>Ryegate</u> Waiting times at Ryegate have increased following a significant increase in referrals and continuing challenges with capacity.</p> <p>We have been offering support for families whilst they are waiting and have a plan to recruit a peer support worker who will be able to offer individual, personalised advice to families pre-diagnosis.</p> <p><u>CAMHS</u> Waiting times in CAMHS continue to be a concern with rising demand post Covid-19, however waiting times initiatives in CAMHS have been developed including:</p> <ul style="list-style-type: none"> <li>Beginning contacting all people on the waiting list for CAMHS and offering support and signposting help to families- led by nursing and psychology</li> <li>Use of <a href="#">Healios</a> online assessment where children and young people are preferring non-face to face appointments</li> </ul>	<p><u>Ryegate</u> We will be trialling different ways of assessing children and young people, for example in school and community settings to try and speed up the assessment process.</p> <p>We will be further developing the peer support offer to help families whilst they are waiting.</p> <p><u>CAMHS</u></p> <ul style="list-style-type: none"> <li>Co-development of pathways to improve efficiency and effectiveness of initial treatment model – reviewing 6 appt model</li> <li>Further development of the service user engagement forums and co-production of new and amended pathways with ChilyPep STAMP group and the CCG.</li> <li>Expansion of Duty Triage function in CAMHS to help triage to appropriate parts of CAMHS and wider Emotional Wellbeing and Mental Health (EWBMH) system more efficiently</li> </ul>

Feedback – You said we did 2021 - 2022

Children out of school due to self-harming and/ or saying want to end their life, lack of support from mental health.	<ul style="list-style-type: none"> <li>• Use of <a href="#">Healios</a> online assessment where children and young people are preferring non-face to face appointments</li> <li>• Increased funding into Children and Young People Crisis Intensive Treatment Team to expand urgent work with Children at risk of harm and suicidal ideation</li> </ul>	<ul style="list-style-type: none"> <li>• Development of home-based outreach initiatives for those that are finding it hard to access services based in hospitals or communities.</li> <li>• Crisis Intensive Treatment to be fully 24/7 service by 2024 with a 7-day p/week service running until 12pm (midnight) to be expanded during 2022-23 financial year.</li> </ul>
Schools refusing to allow children in who have had mental health episodes until CAMHS have said OK, even then when CAMHS have said low risk, still not agreeing to allow into school	CAMHS do not make recommendations around school acceptance criteria, any recommendations of risk should be based on clinical need only. Enabling further resources for schools for supporting children's emotional wellbeing and mental health in schools via the Healthy Minds programme, increasing resilience of staff and tailored planning for teaching staff to help include children with mental health issues.	<ul style="list-style-type: none"> <li>• Expansion of Mental Health Support Team in schools in line with the national pilot to reach 50 schools in 2022.</li> <li>• Evolution of Healthy Minds work to focus on individual school needs around children and young people's emotional wellbeing and mental health.</li> </ul>
Schools refusing to support with toileting because they have no staff willing to do it	<p>Under the terms of the Equality Act 2010 schools must not refuse admission to a child who is not toilet trained.</p> <p>Admission policies and practices that require a child to be toilet trained are discriminatory and potentially unlawful.</p> <p>Where incontinence is caused by an underlying impairment, it is a necessary reasonable adjustment for staff to carry out personal care. When recruiting new staff it is important that duties relating to personal care are specified in the contract of employment.</p>	<p>Develop a Sheffield City Wide policy in accordance with national best practice guidance and Equality Act 2010.</p> <p>This is also being covered within the managing health needs in education guidance.</p>

Feedback – You said we did 2021 - 2022

	<p>All learners who require support with management of their bladder and/or bowel care or personal hygiene in school should have a care plan.</p> <p>The following guidance is available from UK Bladder and Bowel charities ERIC and BBUK:  <a href="#">ERIC and BBUK launch best practice guidance for education settings   ERIC</a></p> <p><a href="#">Managing continence issues at nursery, school and college   ERIC</a></p>	
<b>Health transitions</b>		
<p>Transition from CAMHS to adult mental health not happening smoothly. No joint appointments so parent felt that they were having to start again at the beginning.</p>	<p>The SEND reinspection highlighted further issues with transitions, which remain problematic in some cases.</p> <p>Joint monthly transitions meetings established between SHSC adult mental health and SCFT CAMHS to ensure “warm handovers” and to allow information to flow better, reducing repetition.</p> <p>Refresh and simplification of transitions protocols between agencies including CAMHS/AMH and social care</p>	<ul style="list-style-type: none"> <li>• Further development of transitions protocols between agencies- increased in joint assessments between service planned.</li> <li>• Scrutiny and governance to fall under SEND Transitions board/panel</li> </ul>
<p>Transition pathway for learning disability seems much better with a good support offer.</p>		<p>Take lessons and examples of good practice from this to apply to other pathways.</p>
<b>Health Information requests</b>		
<p>Where can you get a private autism assessment?</p>	<p>There are a number of private autism assessment providers available who can be found through a Google search.</p>	



Feedback – You said we did 2021 - 2022

	<p>We have no experience of working with these so cannot recommend or suggest any particular providers as we cannot vouch for the quality of their service.</p>	
<p>Parent wanting help and advice with child's fine motor skills and handwriting</p>	<p>Sheffield Children's NHS Foundation Trust have a wide range of exercises and activities available online to support children with their fine motor skills and handwriting.</p> <p>Please see "handwriting top tips" document, videos such as "Theraputty and Finger Gym" and/or "Let's Play Piano!" for fine motor skills.</p> <p>Resources and videos can be accessed by the following links:  <a href="#">Developmental Co-ordination Disorders (DCD) - Sheffield Children's NHS Foundation Trust (sheffieldchildrens.nhs.uk)</a>  <a href="#">Exercise and activity ideas for children and families - Sheffield Children's NHS Foundation Trust (sheffieldchildrens.nhs.uk)</a></p>	
<p>Parents wanting advice/support for their child's sensory needs</p>	<p>Sheffield Children's NHS Foundation Trust have launched an online Sensory Service Virtual Therapy Area which aims to provide parents with knowledge, ideas, and strategies to support children with sensory needs. This is accessible via:  <a href="#">Sensory processing difficulties - Sheffield Children's NHS Foundation Trust (sheffieldchildrens.nhs.uk)</a></p>	<p>South Yorkshire ICB is working with Sheffield Children's NHS Foundation Trust to further develop and embed the sensory service offer.</p> <p>South Yorkshire ICB is in the process of working with our Independently commissioned providers to ensure that the Sheffield Children's NHS Foundation Trust resources are utilised to further strengthen the offer within all types of Occupational Therapy provision.</p>

Feedback – You said we did 2021 - 2022

	<p>Further detail on the sensory service offer can be found on the Learn Sheffield website:  <a href="#">Parent - Carer Information Leaflet.mmpdf</a>  <a href="https://learnsheffield.co.uk">learnsheffield.co.uk</a></p> <p>The sensory offer has also been extended to support further need by delivering training in schools via the Learn Sheffield resources, to create consistency around support.</p>	
<p>Parent looking for information about how to deal with child's behaviour (frequent question)</p>	<p>Sheffield Children's Hospital now provide sensory support via the making sense website for parents and schools which could go some way in helping define the triggers for behaviour by way of communication or distress.</p> <p><a href="#">Sensory processing difficulties - Sheffield Children's NHS Foundation Trust (sheffieldchildrens.nhs.uk)</a></p> <p>This includes a section on managing challenging behaviours.</p> <p>Training is available for SENCo's, teachers and Teaching Assistants in regards developmental language delay which again has shown to be a trigger for behaviour by way of communication or distress.  <a href="https://learnsheffield.co.uk/Partners/Inclusion-Task-Force/Training">https://learnsheffield.co.uk/Partners/Inclusion-Task-Force/Training</a></p> <p>Ongoing works with CAHMS and Educational Psychology service to define further offers.</p> <p>Where the challenge of behaviours by way of communication or distress is becoming untenable, parents can work with their social worker and or</p>	<p>The South Yorkshire ICB and Local Authority will be working towards a joint strategy that will further support the management of behaviours through communication or distress with our Educational Psychology partners and CAHMS.</p>

Feedback – You said we did 2021 - 2022

	CAHMS worker to define whether the child would be eligible for screening into children's continuing care.	
<b>Social Care</b>		
<b>Lack of support</b>		
Lack of social care support (e.g. PA, holiday clubs) during the pandemic had a huge impact on families, e.g. causing mental health issues in parent. Lack of support for the family if child won't slot into existing support mechanisms (e.g. if they won't leave the house or accept a PA).	<p>The commissioning framework for Short Breaks allows providers to join at any time. We have been directly contacting organisations to look at various ways they can support families. We have welcomed a new provider onto the framework recently and are starting to see an improvement in capacity issues.</p> <p>Thornbridge, support workers, the short breaks grant and flexible direct payments were set up as a response to the imposed reduction in spaces in clubs. These offered a diverse range of support and were so successful that they have continued to be commissioned.</p> <p>The short break clubs are now fully open and SNIPS manager and commissioning are working together to maximise the capacity. There is a new recording of attendance in place for clubs which allows us to identify spaces earlier and ensure</p>	<p>SNIPS manager and commissioning are actively looking for new providers and ways to increase capacity.</p> <p>We will prioritise the befriending contract going out to tender and it is our aim to get more providers onto the framework. This will give more scope to support young people that cannot slot into existing support such as clubs by offering an individually tailored support package.</p> <p>Several support workers have been recruited to Sheffield City Council social care and we will continue to do direct work with families that have a specific need for timely intervention.</p>
<b>Direct payments</b>		
No help available with finding a Personal Assistant (PA). Direct Payments (DP) information pack is lengthy and difficult to understand. Peer support from other parents is useful. DPs are set at quite a low hourly rate (£8.91) and don't cover the cost of activities, which can be quite high, especially in the winter. Should these costs be included in the DP?	<p>The direct payment handbook has been reviewed and is now shorter and easier to read.</p> <p>As part of the review of direct payment services across children's and adults social care a PA rate tool has been introduced. It is being used to calculate the hourly rate for PA's that are supporting children and young people with complex needs. This has helped to find and retain PA's.</p>	<p>We will continue to review and update this. We will set up a consultation process to get feedback from families.</p> <p>We will continue to use the tool and collect evidence regarding the impact of the PA rate on getting a DP set up in a timely way and present findings to SLT over the next 12 months.</p>

Feedback – You said we did 2021 - 2022

	<p>In terms of the activities this is a cost that is incurred by all parents attending activities with children.</p> <p>We know that it continues to be a struggle for parent to find PA's. We have agreed to more PA matches via providers over the last 12 months than in previous years to try to get support for families set up as soon as possible. Unfortunately, these providers have in several cases also not been able to recruit a PA.</p> <p>Agreement has been given to introduce a new role into the SNIPS team. This role will include direct payment support to assist parents to write adverts and search for a PA.</p> <p>Penderells Trust, from August 2022, are going to be offering a direct payment support service to families who have a DP set up. They will offer advice and guidance in respect of managing and using the DP.</p> <p>Monthly meetings are taking place for Preparing for Adulthood Team (PAT)/Adult Social Care to look and review direct payments or those with larger and complex packages.</p>	<p>We will continue to uplift payments when there is a change in the national minimum wage.</p> <p>We will improve the information given to families regarding concession cards for PA's/carers to help to reduce costs.</p> <p>We will look at other local authorities to establish if there are alternative ways to support parents to find PA's.</p> <p>We will recruit to the new role into the SNIPS team within the next 3 months. Training and development will be given to ensure that the best possible service is provided. We want to have direct payments agreed and set up in a timely way so that support is available as soon as it is needed.</p>
<b>Conflicting / incorrect information</b>		
Parents told they can have either a Direct Payment or a club, but not a combination of both. Parents told they are not eligible for direct payments and given the impression that autism is not enough to qualify, despite their children attending a special school. Parents told they need a	We have presented to MAST and worked with the safeguarding hub to improve the information given to families regarding SNIPS short breaks, how these are allocated and how to refer.	<p>The information on the local offer website will be improved to give a better understanding of the referral and allocation process.</p> <p>We will continue to look at each case individually and provide support based on assessed need.</p>

Feedback – You said we did 2021 - 2022

social worker in order to access direct payments, which contradicts information on the Local Offer. No social care support for college students during the 4th and 5th day; parents told that this will only be provided if there is a safeguarding need.	<p>Social care can support with a childcare direct payment for those 16-18 year olds that do not have the 4<sup>th</sup> and 5<sup>th</sup> day if their parent/s need to work.</p> <p>Drop-in clinics have also taken place aimed at parents/carers to ensure sharing for those without internet access.</p>	
<b>Transition to adult social care</b>		
Transition assessments not happening. Direct payments just stop when child turns 18. Long waiting times for help from PAT (preparing for adulthood team).	<p>The direct payments do not stop for those that have an EHC Plan that is continuing post 18. These are only closed by children's social care once an adult package is in place. This has a negative impact on the children's DP budget. We have improved the process of referring from SNIPS to the PAT team. In cases where the direct payment will stop at age 18 a letter is sent out giving notice and how to contact adult social care.</p> <p>PAT are recruiting to increase capacity.</p> <p>Better links are now formed with adult services including health and social care. Weekly meetings are being held between PAT SFM and Adult transition manager to look at case transfer and allocations.</p>	<p>SNIPS manager and PAT manager to continue to work on processes.</p> <p>PAT team manager will facilitate training in the next 3 months for all SNIPS team to improve transitions conversations.</p>
<b>Closure of respite homes</b>		
Families have been affected by the temporary closure of three respite homes in order to accommodate complex children requiring emergency placements. Families were still only receiving 50% of agreed respite provision in early 2022; a parent	This continues to be a pressure. This isn't about increased demand but due to recent concerns that have been raised and children having to be moved into our short break's homes.	We continue to contact all families who are affected by this and ensure that we put in place other support. We are also looking at other options for overnight respite.

Feedback – You said we did 2021 - 2022

was told that this was not due to Covid, but because of a surge in demand.		
<b>Negative experiences of children's social care</b>		
Children's additional needs not taken into account by social workers, e.g. children interpreting questions like "are you ever cold/hungry?" literally. Social workers described as judgemental, unprofessional, lying. Several parents raised concerns about parent blaming, e.g. talk of neglect when young person's lack of personal hygiene is due to depression.	<p>Training for the whole Children with Disabilities (CWD) service has commenced in respect of assessments, information gathering, analysis as well as communication.</p> <p>Case examples would be useful in order that this issue can be properly addressed as there are no complaints to service regarding any of this.</p>	CWD often use signs of wellbeing. Audits of cases are continual and will highlight any issues of concern in respect of information gathered.
<b>Link between social care and EHCPs is weak.</b>		
Social care provision listed on EHC Plan not being provided, no attempt made by Local Authority to resolve this; social care assessment agreed via EHC Plan process but then not provided.	<p>The notification process of the care advice request has been altered and children and young people open to SNIPS or a named worker in social care are contacted directly to complete the care advice. All of the EHC care advice that is requested from the SNIPS team is returned to SENDSARS in timescale.</p> <p>PAT Senior Fieldwork Manager (SFM) now involved in the audits of EHC Plan's to improve quality of plans and develop better relationships and joint working.</p> <p>PAT SFM has met with SENDSARS and have implemented regular meetings to look at school leavers, college starters/leavers.</p>	<p>We will continue to attend EHC Plan Quality Assurance monitoring meetings with Rose Ward to identify issues and look for solutions.</p> <p>There is also an audit framework that will include the auditing of EHC Plans.</p>
<b>Social Care Information requests</b>		
Can parents get a Direct Payment to pay for childminder, for child with EHCP who has not got a school place?	This would come from Funded Early Learning (government funded childcare) for 2, 3 and 4 years olds	

Feedback – You said we did 2021 - 2022

	<a href="#">Funded early learning and childcare   Sheffield City Council</a>  Any children of school age, this would not apply. Funding would not be available for the cost of a childminder.	
Parents wanted advice about Employment and Support Allowance (ESA) and local authority charging policy	ESA no longer in place. Universal credit in place instead.	Link with Department for Work and Pensions (DWP) representative took place in March 2022.  All PAT workers now have residential and non-residential fairer charging fact sheets. Good links now established.
How to request an adult social care assessment and a carers assessment?	Through adult social care single point of access if not already known.  Carers Centre – carers can self-refer as can social work/care professionals.	Online portal for referral being developed by adults' social care.
How to request an assessment for a Direct Payment (DP) - no answer when calling Safeguarding Hub? What does a social care assessment involve? How intrusive is it?	SNIPS manager has been involved in the early help workstream review and the referral process has been streamlined.	We will work with the staff on the Integrated front door to ensure that screening is improved and less confusing for parents.
Who can help recruit a Personal Assistant (PA)? (frequent question)	The direct payment support officer can offer advice on where to look.	We will recruit to the new DP assistant post to improve how we support families to find a PA. We will look into how other local authorities address this.
Where can you find out about day care services for young people?	SENDSARS have a booklet of all alternative provisions. The local offer is under review to improve the way that information is accessed.	We will complete the update and review annually. We are in the process of setting up a task group in SNIPS to improve how we share information with parents and professionals about services and providing regular updates. This group will consider the use of social media as a platform to keep information current and relevant.

Feedback – You said we did 2021 - 2022

	PAT links with college higher ed establishments.	PAT are now linked to colleges and meetings are arranged. This is to look at what support young people are requesting etc.
Who can provide life skills training for young adults?	<p>Befrienders and PA's can work on life skills with young adults. Some of the commissioned SNIPS short break clubs have activities specifically addressing life skills.</p> <p>Occupational Therapist employed to work across children and adults transitions teams. This will focus on specific life skills focussing on self-care, daily living skills etc.</p>	Stadia assessment room being considered for this work to be undertaken.
<b>Feedback on children's social care assessments</b>		
Parent in urgent need of help rang social care/SNIPS but wasn't taken seriously as didn't say there was a risk of family breakdown. Took NHS counsellor to ring social care to get a social worker.	Threshold guidance has been provided to the HUB. Meetings are also taking place with the HUB and MAST to ensure threshold is understood.	CWD to provide duty worker to the HUB. This will ensure the correct information is gathered and screened and the right assessment is identified.
Social workers ask parents what sort of help they want, but parents don't know what the options are, how many hours of PA support to ask for, etc.	Children with Disabilities (CWD) service meetings are inviting all providers and professionals that offer services to children.	SNIPS are working on provider lists to share with social work staff.
Some social workers adapt the assessment process away from safeguarding and towards the needs of the disabled child, but others do not. (e.g. in relation to inspecting children's bedrooms, speaking to children without parents present)	<p>This is expected as part of Child in Need (CIN)/Child Protection (CP) process.</p> <p>CWD development day has taken place to ensure consistent approaches when working with families/carers of disabled children/young people.</p>	Work with CWD to ensure they are discussing the assessment and CIN/CP process with families to alleviate concerns in respect of social worker role and expectations from policy and process.
Parents (and especially dads?) of undiagnosed children avoid asking for help from social care as they fear that social workers would not understand child's behaviour and blame parents for it.	<p>We would encourage parents to talk to Sheffield SENDIAS for any SEND related concerns:</p> <p>0114 2736009 <a href="mailto:ssendias@sheffield.gov.uk">ssendias@sheffield.gov.uk</a></p>	



Feedback – You said we did 2021 - 2022

	<a href="http://www.sheffieldsendias.org.uk">www.sheffieldsendias.org.uk</a>	
Having to contact the Safeguarding Hub puts parents off requesting help from social care.	We continue to look at this, however at the current time we don't have another option.	
Positives: social worker served as single point of contact, which made things easier; social worker report mentioned positives, e.g. parents having a good understanding of their child's needs, which meant a lot to parents	Senior Fieldwork Managers are working with the HUB to look at this.  Online portal for transition will support this for PAT.	
There seems to be inconsistency in decisions about the level of assessment. In one case, a family had a social worker assessment for one child and a SNIPS assessment for the other child, with exactly the same outcome. Families don't understand the difference between a SNIPS assessment and a S17 social care assessment – the process, criteria and possible outcomes.	All families with a disabled child can request a S17 assessment from a social worker. However, depending on what information is gathered at point of referral and the reasons for referral can determine who is best to assess. If a family are wanting support services, then SNIPS would ordinarily undertake this.	CWD Senior Fieldwork Managers and the HUB are meeting to look at what information is shared at point of referral.  Work with SNIPS and Social Workers is being undertaken to support explanation to parents/carers about the assessment process.
There are unnecessary delays in the process, e.g. parents won tribunal but then heard nothing about their request for Direct Payments, or request for SNIPS club agreed but family not contacted by SNIPS for months.	SNIPS rely on information being passed in order to address these issues. However, information is not always forthcoming following the outcome of tribunal.	
<b>SEN Transport</b>		
Reports of taxis not turning up. Minibuses can be crowded, which impacts on children with sensory needs.	Taxi provision was significantly impacted by Covid, with drivers or passenger assistants testing positive in a morning and being unable to work. A reduced workforce made it difficult at times to react as quickly as we would usually.	The situation in relation to Covid has improved significantly. Where a taxi fails to turn up, we address this immediately with the operator.  The numbers of minibus routes are a balance between individual needs, capacity, and making good use of public money. Routes (and numbers)

Feedback – You said we did 2021 - 2022

	Minibuses can be crowded, and this does impact negatively on some children.	are worked out over the summer for the start of term in September, however in the last year we have found increasing numbers (unprecedented) being added throughout the course of year.
Onus on parents to apply for transport before moving schools and every year in post-16 education.	This is the current position	We are currently looking at ways to reduce the burden on parents, which is intended to take effect from Spring 2023.
Transport for the new school year not arranged early enough.	We transport over 2,000 children and young people every day, and the annual summer re-routing is a huge undertaking. Things change during this process, so the likelihood is that if we were to provide your child's information say at the beginning of August, it would change one or more times before the start of term. We feel this would be unhelpful, so therefore wait until we have all routes close to finalised before informing parents.	The intention is to let parent/carers know the details of their child's route two weeks before the start of term, wherever possible.
Extremely positive comments about some drivers and escorts.	Thank you, the annual parent/carers survey is always really supportive of drivers and passenger assistants.	
Concerns around time taken to provide transport/ taxi after it has been agreed at panel that it will be provided	<p>The main issue affecting this has been the impact of Covid on our inhouse fleet and taxi providers, and also the team forming the panel and managing the outputs.</p> <p>On some occasions, we have put a route out to tender only to receive no bids from operators. This is due to the (then) reduced numbers of drivers available, needing to liaise with operators and go back out to tender again.</p>	Sickness levels continue to fall, and commercial capacity is returning to something close to pre-Covid levels.
<b>Housing</b>		
<b>Housing Information Requests</b>		

Feedback – You said we did 2021 - 2022

Parent wanted advice about adaptation for home and school to help her daughter who is being assessed for ADHD and autism	Contact the Health and Housing Team <a href="#">Adapting your home   Sheffield City Council</a>	
Can you get home adaptations for two homes (parents separated, shared custody)?	Contact the Health and Housing Team <a href="#">Adapting your home   Sheffield City Council</a>	
How do you get your landlord to repair a gate for child who is at risk of running into the road?	Contact Private Housing Standards <a href="#">Reporting disrepair in private rented properties   Sheffield City Council</a>	
Where can you get help with housing issues, e.g. overcrowding?	Contact Housing customer service number. <a href="#">Housing problems   Sheffield City Council</a>	
<b>Leisure</b>		
<b>Leisure Information Requests</b>		
Where can you find information about sporting activities / swimming classes / craft activities / sensory rooms?	Sheffield Directory/Local Offer (SEND) website <a href="#">Sensory rooms in Sheffield   Sheffield (sheffielddirectory.org.uk)</a>  Parks, sports and recreation on the Council website- <a href="#">Parks, sport and recreation   Sheffield City Council</a>  Sheffield City Trust for gyms, swimming, fitness classes, multi-sensory rooms <a href="#">Sheffield City Trust   Gym, Swim, Golf and Leisure Activities in Sheffield</a>	As of November 2022, we are currently improving the Sheffield Directory (including the Local Offer SEND section) and moving onto a new web platform. This will make it easier to search. We will be encouraging providers to log their services on the new platform.