

What was the purpose of the first annual survey?

The purpose of the annual Special Educational Needs and Disability (SEND) survey is to ensure that we have a way of regularly measuring satisfaction levels and the experience of those delivering and receiving services supporting children and young people with SEND in Swindon. Understanding the experience of children, young people and their parents and those who provide and shape services helps us to monitor, evaluate and up-date our improvement plan.

The first SEND survey ran from September to December 2019 and has given us a baseline; a starting point to compare against in 2020 and the years after. We will repeat the survey every year to provide us with information over time and help us pinpoint areas where we are doing well and where we can do better.

Who responded to the survey?

Thank you to the 277 people who took part in this first annual survey and a particular thank you to Swindon SEND Families Voice who successfully encouraged 218 parents to give feedback. The other respondents were practitioners (45) and young people over 13 years (14).

What have we done with the information we collected?

We take the views of our children, young people, families and partners very seriously. Following a detailed analysis of the responses received from this first annual survey we have:

- Noted all the positive comments and used these to help us build on and further strengthen what is working well.
- Started working on some of the areas where we need to improve.
- Put a plan in place to start work on the other areas we need to improve (summarised in the 'You Said, We Did/Will' table at the end of this document).

This report provides a written summary of the information collected from the first annual survey. Please see the following link for presentation slides giving further detail of responses to the individual questions. <https://localoffer.swindon.gov.uk/annualsendsurvey>

What positives do we have to celebrate?

We found out that every service who disappointed people, was also praised in almost equal measure, so we know we can provide a good service, but we need to do so more consistently. For example although 41.9% of respondents indicated that they were dissatisfied with SEND Services in Swindon, 50.5% indicated that they *were* satisfied.

1. What is your overall opinion of Swindon's SEND services?				
			Response Percent	Response Total
1	Very Satisfied		6.86%	19
2	Satisfied		43.68%	121
3	Dissatisfied		28.88%	80
4	Very Dissatisfied		13.00%	36
5	Don't Know		7.58%	21

We found out that there are numerous workers and areas of work which are being highly appreciated. A total of 163 comments were made in response to the question ***“What has worked well for you over the last 12 months?”***

The main themes of these positive comments along with the number of respondents making comments within these themes are summarised as follows: Support from school, college and the school Special Educational Needs Co-ordinator- SENCO (50), Physiotherapy, Community Paediatrician, Speech and Language Therapy, Occupational Therapy (16), Special Educational Needs and Disability Information Advice and Support Service -SENDIASS / Special Educational Needs Assessment Team -SENAT (13), SEND Families Voice (12), Health Services (9), Education Health & Care Plans (EHCPs) / Annual Reviews (8), Better working/communication between parents and schools (7), Swindon Borough Council/Special Educational Needs Assessment Team improving services (5), Aiming High (4).

Specific positive comments from respondents about what they think has been working well include the following:

“I’ve found every professional I have come into contact with to be kind, professional and understanding.”

“I can see that SENAT and Swindon Borough Council are working really hard to improve service and outcomes for children across Swindon and this is much appreciated and applauded.”

“I feel listened to by school and confident some reasonable adjustments are being made.”

“Aiming High have been brilliant. They offer an amazing service and make a significant difference to improving children’s outcomes.”

“Support of fellow SENCOs, core standards and paediatric assessment pathway clear and easy to use.”

“Education, Health and Care Plan plans have been well written and all advice well reflected in the plans.”

“The information events through the Families Voice, especially with SENAT representation was massively helpful.”

“The new Swindon core standards are excellent and will really benefit all involved with SEND in Swindon- well done!”

“The team at SENAT have been brilliant over the last few months. Really helpful and fast reply to any queries. Much more visible and approachable.”

“Parent support groups where you can talk to people who truly understand and don’t judge you.”

“My child’s SENCO has been amazing and given us so much support.”

“Co-ordination of services for my child with multiple, complex physical disabilities.”

What do we need to do differently?

As well as highlighting what we are doing well, the results of the annual survey also highlighted a number of areas in which we need to improve. These areas can be generally summed up within the responses given to the following two questions below.

A) Do we provide the right support at the right time for the right length of time for children and young people?

8. Do we provide the right support at the right time for the right length of time for children and young people?			Response Percent	Response Total
1	Always		4.69%	13
2	Frequently		15.88%	44
3	Sometimes		37.55%	104
4	Infrequently		28.52%	79
5	Never		13.36%	37

In answer this question, 20% of respondents stated ‘always’ or ‘frequently’, whereas 42% of respondents stated ‘infrequently’ or ‘never’.

106 respondents provided examples of their experiences in response to this question and whilst there were some positive comments, there were also a number of comments highlighting where respondents felt things weren’t going well.

The themes drawn from those comments showing levels of dissatisfaction are summarised as follows (along with the number of responses associated): long waiting lists for services (26), difficulties in schools – SENCOs, support available and Education, Health and Care Plan actions not being followed up (18), delays in statutory services – Annual Reviews, out of date Education, Health and Care Plans, not following guidance/legislation (13), Special Educational Needs Assessment Team – delays in responses and difficult to contact (7), support ended too soon / lack of ongoing support (7), referred from one service to another /not joined up (7), services not meeting needs appropriate for child (7).

B) How could services be better for you in the future?

A total of 172 comments were noted in response to this question. The main themes of these improvement suggestions are similar to the themes identified in the responses to those already stated above: Listen to parents and young people to understand their needs and ideas (25), Reduce waiting list times (20), Improve timeliness of statutory services (Education, Health and Care Plans & Annual Reviews) (20), Improve training for schools, SENCOs and staff (19), Increase guidance, advice and signposting to services (19), Increase access to support and services for parents and young people (19), Improved communication – outcomes and expectations (17), Special Educational Needs Assessment Team service easier to contact and better communication between parents, schools and Swindon Borough Council (17), More joined up working between services and awareness of referral routes (17), Sufficient flexibility, capacity and funding to deliver services according to needs (12), Consistent decision making that adheres to legislation (11), Hold schools to account for following up on Education, Health and Care Plans and using funding (10), Increase staffing levels (9), Improve awareness and change perceptions, particularly around Autism and girls (5), Better post 16 support (4).

What is our plan to improve?

The table at the end of this document shows how we are using the constructive feedback from the annual survey to get better at the things we need to improve and to get things right.

The themes identified in relation to what we need to improve are listed in the '*You Said*' column. What we are already doing or plan to do to make the necessary improvements is provide alongside the relevant themes within the '*We Did/We Will*' column.

What is happening about the next annual survey?

We are about to start planning the second annual survey to be rolled out in October 2020. We know that we need to carry on finding out from parents and young people what is most important to them, and use that information wisely and well, to enable us to do things differently or better. So we will continue to gather this feedback because we want to know if the changes and improvements we are making are giving us the outcomes that are wanted.

We will be working hard to hear from even more people for our October 2020 survey, so we will be asking for the survey to be completed at staff training days, parent events, young people's groups and events like the Local Offer Big Day in October as well as available online. We will also be looking to encourage responses from more parents and carers of children and young people on SEN Support (those who do not have an Education, Health and Care Plan); this group being under-represented within the first survey.

Improvement Plan: 'You Said, We Did/We Will'

Item No.	You Said	We Did/ We Will
1	Listen to parents and young people to understand their needs and ideas.	<p>We recognise that we need to continue to work with parent/carers and young people to improve how well they feel listened to and how satisfied they feel with the SEND services they access.</p> <p>Swindon SEND Families Voice are Swindon's Parent Carer Forum. They are the representative of local groups of parents and carers of children and young people with SEND & disabilities. They work alongside the local authority, education, health and other service providers to ensure the services are planned, commissioned, delivered and monitored to meet the needs of children and families and that the parents and carers voice is at the heart of what we do. Swindon SEND Families Voice are members of the SEND Strategic Board and they sit on a number of other strategic groups. We continue to support the development of Swindon SEND Families Voice so that they can support and challenge on behalf of families in Swindon. Through our improvement plan we are developing a range of developments to ensure we are putting the child, young person and parent/carer's voice at the heart of everything we do.</p> <p>We collate and analyse feedback on service satisfaction and customer experience routinely and use this insight to identify and drive improvements across the SEND system. We will also carry out focus groups with parents and young people to listen to and further explore their views and experiences of SEND. Whatever information is obtained from these focus groups will be used to ensure that we improve the experience of children and young people with SEND as well as their families.</p> <p>We will ask all services supporting children and young people with SEND to tell us how they seek feedback from parents and young people about what works well or not, and how that information is used. We are co-developing a training and support package for services to get better at this as well as improving how they seek the views of other services in order to improve their own.</p>

		<p>We continue to offer co-production meetings for all children undergoing a statutory needs assessment to agree the contents of the Education, Health and Care Plan before it is issued.</p>
2	Reduce waiting list times	<p>Swindon has been successful in becoming a Wave 1 Trailblazer site in mental health and this involves a close look at waiting times and referral points. The first 40 schools have been selected and there will be a move towards self-referrals to mental health services for those children and young people within the trailblazer schools. https://bswClinical Commissioning Group.nhs.uk/your-health/hospital-care/mental-health-services</p> <p>The Clinical Commissioning Group are collating and providing data to the SEND scorecard on a regular basis relating to waiting times for Child and Adolescent Mental Health Services (CAMHS), Targeted Mental Health Services (TAMHS), Trailblazer Mental Health Support Teams and Kooth. We are exploring with providers what SEND specific data can be collected and how this can support us in our understanding of how the services support children and young people with SEND.</p> <p>The Neurodevelopmental Conditions Pathway was redesigned and launched in October 2019 to improve the experience of children and families seeking a diagnosis for neurodevelopmental conditions (including autism and Attention Deficit and Hyperactivity Disorder). https://localoffer.swindon.gov.uk/autismtoptips</p> <p>There were 1,261 people waiting for a diagnosis as of April 2019 and one aim of the redesign was to reduce this waiting list. Unfortunately, the waiting times were further impacted by the need to put on hold accepting new referrals due to suspended face-to-face work during the COVID-19 pandemic. During the pandemic the Great Western Hospital clinical team continued to review the existing waiting list assessing the appropriateness for assessment and working with the parents/carers with signposting to alternative support, or finding out if they would benefit from support by other community services. Continuing this work through COVID-19 has meant only those children and young people who need to be on the waiting list are progressed to the Great Western Hospital for assessment.</p>

		<p>Following the suspension of referrals due to COVID-19, acceptance of referrals resumed from mid-May 2020 and the Community Paediatric team have been operating virtual clinics using both telephone and video consultation. Despite these unavoidable delays good progress has been made in reducing the waiting list since the introduction of the Neurodevelopmental Conditions Pathway: in June 2020 there were 809 people on this list. Two specialist nurse posts have been recruited to and will be both in post by the end of July 2020 to support the team. Unfortunately, a consultant is due to leave the team in the summer of 2020, however the hospital is working hard with recruitment to fill the post.</p> <p>Recently NHS England have provided confirmation of funding that is available to the South West region to support Learning Disability and Autism. A multidisciplinary Group alongside the Learning Disability and Autism Boards have come together to submit a bid across the Bath, North East Somerset, Swindon and Wiltshire Clinical Commissioning Group which will focus on reducing the current waiting lists.</p> <p>In addition to the above Bath, North East Somerset, Swindon and Wiltshire Clinical Commissioning Group have confirmed additional funding in collaboration with Swindon Borough Council to provide additional 'Managing Challenging Behaviour' courses. These courses will include age 0 to 15 years and will enhance the pre diagnostic support to parents and carers.</p>
3	<p>Improve timeliness of statutory services (Annual Reviews/Education, Health and Care Plans)</p>	<p>To ensure continuous improvement of the efficiency, consistency and quality of the SEND processes including assessments, issuing of plans and annual reviews we are developing a SEND Portal and have implemented a Quality Assurance framework, which is driving up the quality of advice provided for the statutory needs assessment process and subsequently the Education, Health and Care Plan. The SEND Portal is currently being piloted and is planned for full launch in September 2020. This will provide performance data on the timeliness of advice being provided for Education Health & Care Needs Assessments.</p> <p>The Swindon SEND statutory team has recently been restructured, the case management system has been improved, processes have been digitalised and staffing has been increased to meet demand. A Quality Assurance Manager has been appointed to oversee quality and compliance within the SEND Assessment Team. We have undertaken a process mapping exercise for all of the Assessment Teams functions to ensure compliance. We have also undertaken a review of all correspondence used by the Assessment team to ensure</p>

		<p>compliance and accessibility of information. Additionally an audit of the timeliness of health advice resulted in a new health triage system which has been implemented and identifies who and if a health assessment is required.</p> <p>Currently, between the dates of 17th January 2020 and 8th July 2020, 32.3% of assessments have been completed within the 20 week timeframe without exceptions (exceptions can only be applied in certain circumstances in which an assessment is allowed to be delayed for specific reasons). However, in the month of June 2020, the number of Education, Health and Care Needs Assessments completed within the legal 20 week timeframe has risen to 71.1% being completed within this time. The national figure is 60.4%, so whilst overall we have been on an improvement journey, the latest data shows that at this point in time we were doing better than the national average. Our ambition, and clear expectation, is for us to achieve in line, or above, the national performance going forward.</p> <p>Improvements have also been made in monitoring the timeliness of Annual Reviews.</p>
4	<p>Improve training for schools, SENCOs and staff.</p>	<p>The Workforce Skills Audit was co-designed between the Local Authority, Clinical Commissioning Group and Swindon SEND Families Voice; taking the format of an online survey (Oct-Dec 2019). A total of 99 responses were submitted, mostly from education colleagues. As the respondent rate was low this data could not be fully relied upon, however the themes identified were those seen cutting across all other survey activity and as such will form the focus of the workforce development program as follows: Partnership / Multiagency Working, Co-Production, SEND Compliance and Inclusion.</p> <p>Additionally through the Whole School SEND Self-evaluation work that has been taking place in schools further training need themes have been identified, such as more effective identification of SEND and improving universal provision to improve outcomes. These themes will be included into the SENCO development work plan for 2020-21.</p> <p>The recently appointed SEND Inclusion Training Officer is now in post and training has commenced with key partners on the Customer Service Charter between the Local Authority and parents/carers to improve communication.</p>

		<p>SEND training across the workforce is currently being developed as follows:</p> <ul style="list-style-type: none">• Level 1: An overview of SEND (support staff)• Level 2: SEND in your role (front line practitioners)• Level 3: Advanced SEND (managers and SEND Service) <p>We will be asking all the services supporting children and young people with SEND to tell us how they seek feedback from parents and young people about what works well or not, and how that information is used. We are co-developing a training and support package for services to get better at this as well as improving how they seek the views of other services in order to improve their own. This training and support package will include the recently co-produced 'Participation Charter' as well as a new 'Participation Toolkit'.</p> <p>The new 'Core Standards' document was launched in September 2019 to help schools with early identification of needs alongside early intervention. https://localoffer.swindon.gov.uk/swindoncorestandardsforsend</p> <p>The Outreach model is offering training to staff in mainstream by special school staff and the Educational Psychology Service which will benefit the whole school population. Schools receiving outreach this year have commented that they have found this cross-over work between mainstream and special provision to be very valuable. The Educational Psychology Service have undertaken a survey of all schools receiving outreach this year to understand what their individual needs are, in order to meet the needs of children allocated. Responses to this survey are currently undergoing a thematic analysis to plan local training needs. Early findings indicate that a number of settings have highlighted a need for training on the 'Picture Exchange Communication System' (PECS).</p> <p>The baseline data to demonstrate the impact of an outreach model will be developed as the outreach model is implemented and will be incorporated in the performance scorecard and monitored through the SEND Strategic Board. This will be informed by the thematic analysis currently underway and linked with the workforce development plan.</p>
--	--	--

5	<p>Increase guidance, advice and signposting to services.</p>	<p>In October 2019, we co-produced and launched the new SEND Local Offer to improve the quality of information and advice for parents/carers and provide greater transparency of information, advice and services available. A good quality SEND Local Offer will mean greater choice and control for parents. https://localoffer.swindon.gov.uk/home We also held the first Local Offer Big Day in October 2019 which was well attended and received positive feedback.</p> <p>Our vision is for the SEND Local Offer to be the “go to” place for information, advice and services for children and young people with SEND in Swindon. The SEND Local Offer should be the first way for children, young people and families to access information to support their SEND journey. In addition to the SEND Local Offer, SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) is a free independent confidential service https://www.swindon.gov.uk/info/20149/sendias/766/sendias_about_the_service</p> <p>The Local Offer Big Day 2020 (6th October 2020) will provide opportunities to share the breadth of the new Local Offer with users, feedback and consult on services, officially launch the Local Offer and raise awareness and gain feedback on the site with Swindon residents. These residents include all children and adults with additional needs.</p> <p>We will be marketing The Local Offer as the “go to” website in Swindon for children and adults who have support needs and the first way for those people to access information to support them on their journey. The vision for communicating the Local Offer at the event goes beyond the development and marketing of a website. The priority is about empowering Swindon residents by giving them knowledge about what they should expect, the services and provision available, how to access it, and what to do if they are not satisfied. The event will also be beneficial for practitioners working across education, the voluntary sector, health and care; as a resource to communicate with their service users and receive valuable feedback.</p> <p>We are working with Swindon SEND Families Voice to enable them to increase their signposting to information on the Local Offer website parents and carers. Training is also being delivered to Swindon Borough Council staff in Contact Centres and at Libraries to increase signposting to information on Local Offer website. A piece</p>
---	---	---

		<p>of work is also underway on the health pages of the local offer to increase the amount of signposting support that is available and make clearer what the services offer.</p> <p>We recognise that ongoing work is needed to ensure the service descriptions on the Local Offer website are accurate, up-to-date and accessible to all. Swindon SEND Families Voice will support us with this and then we will feedback the results to the services.</p> <p>We will also update key documents on the Local Offer website, with the support of Swindon SEND Families Voice such as the 'Continuum of Provision in Swindon' which gives detail of all the special schools and special resource provision in Swindon.</p>
6	<p>Increase access to support and services for parents and young people.</p>	<p>We are currently undertaking and co-producing a High Needs Funding Review in order to:</p> <ul style="list-style-type: none"> • Explore strategies to support children and young people at the level of SEN Support more effectively. • Ensure a more consistent and fair allocation of resources. • Reduce the need for High Needs funding or an EHC Plan to improve outcomes. <p>We will then publish the funding mechanisms on the Swindon Local Offer https://localoffer.swindon.gov.uk/home/</p> <p>A new Inclusion Forum is being planned and will be launched in January 2021. This forum will provide support and challenge to settings regarding provision and practice for children with SEND. Attendance at the forum enables a solution focussed discussion which provides advice, guidance and/or extra resource to support the individual needs of a child or young person in a setting. The forum aims to offer a supportive way forward to help plan high-quality support and evidence-based early intervention to meet the needs of children and young people, reducing the likelihood of further intervention or a statutory assessment at a later point.</p> <p>We are increasing our early help support services such as the new development of the Parenting Hub. The Parenting Hub focuses on supporting parents of children and young people aged pre-birth – 19 years across a wide range of parenting challenges. These might include challenging behaviours linked to Autistic Spectrum</p>

		<p>Conditions, Attention, Deficit & Hyperactivity Disorder, anxiety, trauma, or due to inconsistent boundaries and routines.</p> <p>We are also about to launch ‘Triple P On Line’ (TPOL) which is an online parenting program for 0 – 12’s and 10 – teens. Parents will be able to work through the online modules with practitioner support provided on a weekly or fortnightly basis.</p> <p>Following the successful roll out of the Emotional Literacy Support Assistant (ELSA) programme 2018-20, ELSA training and supervision remains available to all schools via the Educational Psychology Service traded offer. https://localoffer.swindon.gov.uk/elsareport</p> <p>We will continue to commission Kooth which is an online monitored platform that offers resources to support emotional well-being, as well as one to one counselling for any child or young person living in Bath and North East Somerset, Swindon and Wiltshire up to the age of 25 years. For more information visit www.kooth.com</p> <p>We will also continue to commission the Mental Health Liaison post, based within the Great Western Hospital for children and adolescents accessing the Child and Adolescent Mental Health Outreach Service. This person assesses all young people that present at Great Western Hospital in mental health crisis and reviews what support they have for their mental health in place prior to discharge. They are able to liaise with Great Western Hospital staff including the Children’s Unit and provide a point of contact and advice for any mental health questions or concerns they may have.</p>
7	Improved communication – outcomes and expectations.	<p>A Communication and Engagement Plan has been co-produced, to ensure that all partners including parents and young people know where and how to seek new SEND information and updates, and they are supported in accessing new information quickly and efficiently.</p> <p>We are planning to implement a programme of workshops for professionals to improve communication, participation and co-production practices to drive improved outcomes and more effective preparation for adulthood.</p>

		<p>In place of a face-to-face conference to celebrate participation (due to social distancing restrictions), we are currently co-creating a film to capture and celebrate good practice around participation which will be widely shared and posted on the local offer website.</p> <p>We found out that small actions and changes can make a big difference especially around communication and service planning and this applies to practitioners as well as parents. For example one professional commented that it was helpful to be able to email the Community Paediatrician directly to work closer with them.</p> <p>We will monitor the implementation of the Customer Service Charter, Participation Charter and feedback cards for Annual Reviews & Education, Health and Care Plans to secure a positive experience for families and young people.</p> <p>Parents and carers have indicated that talking to other parents and carers provides a valuable source of information and support. We will continue to work closely with Swindon SEND Families Voice: supporting their growth and development, attending key events (e.g. Branches Support Group meetings) utilising their communication channels with parent and carers and working closely together to make sure we know what children, young people and their families need and want from their SEND support services.</p> <p>We are working on creating accessible descriptions of who is involved and who supports the child or young person. This will be achieved through the creation of 'All About Me' profiles for professionals to be incorporated into Annual Reviews and other SEND involvements.</p>
8	<p>SENAT service easier to contact and better communication between parents, schools and Swindon Borough Council.</p>	<p>The new SEND Service structure includes a new Delivery Team; their remit being to improve customer experience and provide an efficient service.</p> <p>The SEND Service now operates a 'front door' made up of a central telephone line and email inbox to act as a main point of contact for stakeholders. The phone line is now open all day Mon-Fri; 01793 464641. Queries range from process questions, updates on statutory assessments, Special Educational Needs Resource and Assessment Panel outcomes and transport queries. The majority of queries come from parents/ carers and</p>

		<p>school staff and are passed to individual officers by the Delivery Team. Calls need to be responded to within 72 hours or three working days and are logged, monitored and evaluated to ensure compliance.</p> <p>The SENCO Network is a large group event for all SENCOs and senior leaders with responsibility for SEND to come together to network, receive Local Authority updates and to receive some high quality continuing professional development. The focus is also on identifying where support is needed and providing training. These happen 3 times per year. SENCO Champions are a group of Head Teacher nominated SENCOs experienced in delivering good outcomes for children and young people with SEND. They cover the range of settings from early years to post 16, Special Resource Provisions and special schools. They meet 3 times per year to discuss support for SENCOs and they run cluster groups for local SENCOs to meet and discuss issues, as well as get support from outside agencies/speakers etc. These have been difficult to maintain as the work involved for SENCOs running these has proved too challenging. The plan is therefore to support the Champions with these clusters more formally and to respond directly to SENCOs needs perhaps through 'drop in surgeries'.</p> <p>Feedback from the most recent SENCO network in July indicated these events' satisfaction ratings remain in the 90% 'agree' or 'strongly agree'. Participants said they particularly liked having a less formal sharing and problem-solving discussion followed by a more formal training session, this time delivered by the Educational Psychology Service (on '<i>Promoting Positive Transitions During and After a Pandemic</i>'). Feedback from the SENCOs included suggestions for a SENCO mentoring programme which will be added to September's work programme for the Champions as well as offers for sharing good practice on co-production, pupil voice, improving communication in classrooms and new SENCO induction.</p>
9.	More joined up working between services and awareness of referral routes.	The Inclusion Forum will be launched in January to provide support and challenge to settings regarding provision and practice for children with SEND. The forum will be chaired by the SEND Inclusion Manager and comprise of educational psychologists, advisory teachers, early help practitioners, health professionals and a Head Teacher or SENCO.

The **Team Around the School consultations** to be launched in September is a new approach to joined up working between services in order to support schools around the following aims:

- To refocus resources on prevention rather than crisis intervention.
- To identify options for support for children and young people who have additional needs but do not require specialist services, preventing difficulties escalating to crisis point.
- To provide an opportunity for early conversations to take place about children and young people where schools have concerns.
- To provide a shared understanding of the needs of the school and the local community.
- To support and engage with families more efficiently in relation to school related issues, identifying and removing barriers to learning and closing the gap for vulnerable groups in each locality.

Core attendees of these Team Around the School consultation meetings will be: school staff, Early Help Hub, SBC Lead Safeguarding Adviser Education, Early Help Operational Manager and the Re-integration & Exclusion Manager. Other services attending by invitation will include: School Nursing, Health Visiting, Youth Engagement Workers, Family Service, Targeted Mental Health Service, Early Intervention Police Officer/PCSO, Education Welfare, Education Psychology, voluntary sector. Parental Consent must be given for the consultation about an individual child or young person.

The **Connecting Children for Care Multi-Disciplinary Team meetings** aim to bring together the hospital, community and primary care staff across health as well as improve relationships with education and social care colleagues. These meetings paused during COVID-19 as health professionals have needed to focus on the pandemic, but have resumed again in July 2020.

The introduction of virtual meetings will hopefully support greater attendance at future Multi-Disciplinary Team meetings allowing clinicians more efficient use of their time and availability to attend meetings. A draft template has been created to help capture shared learning, decision making and actions based on each case discussed that can be shared more widely after the meetings. This will help to widen the impact of the Multi-Disciplinary Team discussions as well as demonstrate the impact that it is having both for individual children, young people and families and wider services.

		<p>Mental Health Services in Swindon for children and young people are reviewing and developing their single point of access referral system to help make sure that when children are referred they are able to access the right service at the right time. As these processes are tested and put in place they will be shared on the local offer website and with Swindon SEND Families Voice to make sure that parents are aware of how to access the services.</p> <p>The Clinical Commissioning Group is working with Imperial College London to create a people's based service offer which enables quick communication between Primary Care and other health professionals including paediatricians. Evidence suggests that bringing the health community together in this way reduces multiple avoidable referrals and waiting times.</p>
10.	Sufficient flexibility, capacity and funding to deliver services, for sufficient time periods, according to needs.	<p>We are currently reviewing the service specifications and contracts for support services to ensure they include requirements for SEND (practice aligned to SEND reforms) and reporting on the impact of the service.</p> <p>Following a review of the Advisory Services, there will be a redesign of Advisory Services to support the delivery of best value in terms of cost and outcomes.</p> <p>Swindon Borough Council and the Clinical Commissioning Group are currently working on a review of Paediatric Therapies with a view to commission a more holistic service that is able to meet need more equitably.</p>
11.	Consistent decision making that adheres to legislation.	<p>The Special Educational Needs Resource and Assessment Panel (SENRAP) is a decision making panel chaired by the Special Educational Needs Assessment Team manager and made up of a multi-disciplinary team with expertise in SEND including: SENCOs, Educational Psychologists, Advisory Teachers, Designated Medical Officer, Social Care Manager, Family Service Manager and Early Years Consultant. Decisions made within the panel link to requests for: statutory assessments, Education Health and Care Plans, additional funding and changes of placement. Education, Health and Care Plan co-ordinators, co-ordinate the individual case work before submitting and presenting the information to the panel.</p>

		<p>Education, Health and Care Plan co-ordinators are required to undertake regular supervision and training using the National Association for Special Educational Needs Casework framework. Additionally an updated training programme is being created and will be provided for all panel members, with an annual refresher, to ensure decisions made within panel consistently adhere to the legislation. The consistent attendance of the Designated Medical Officer on this panel is a new development and the contributions of this individual are highly valued and strengthen the decision making process.</p> <p>There will be effective oversight of exclusions and persistent absence of children and young people with SEND by senior leaders from across the area. We have also committed to get a better understanding of where and why exclusion rates are high and what interventions can be put in place to bring these figures down. We will provide governor training on the SEN and inclusion agenda to ensure a whole school approach to inclusion is adopted and exclusion hearings are managed effectively. We will ensure that schools and partners consistently comply with the statutory guidance on meeting the needs of children with medical needs with a particular focus on promoting school attendance</p>
12.	Hold schools to account for following up on Education, Health and Care Plans and using funding.	It is important that staff across Education, Care and Health feel confident and have the skills to deliver reforms and meet the needs of children and young people with SEND to the highest standard. It is important that we set out what we expect from providers and services in relation to equality, inclusion and participation. This is being addressed through the creation of the Core Standards and through the High Needs Funding Review , across the four categories of SEND (Cognition and Learning, Communication and interaction, Social Emotional and Mental Health and Physical and/or Sensory needs). There is representation from Swindon SEND Families Voice and young people in this work. https://localoffer.swindon.gov.uk/swindoncorestandardsforsend
13.	Increase staffing levels.	It is important that the SEND team delivers a fully complaint service in relation to the statutory Education, Health and Care process. We have reviewed the SEND Team so it is efficient, effective and compliant with the SEND Reforms. The team has been restructured and new team members have been appointed to increase the staffing of the team.

<p>14.</p>	<p>Improve awareness and change perceptions, particularly around Autism and girls.</p>	<p>We recognise that we need to improve awareness, perceptions and the support available for girls with Autistic Spectrum Conditions (ASC). Firstly we need to get better at identifying need at the earliest point and then ensuring effective provision improves long-term outcomes for the child or young person. The SEN Education Improvement Advisor has developed a programme of support for the SENCO network in order to address this need and the new Core Standards was launched in September 2019 to help with early identification of needs. https://localoffer.swindon.gov.uk/swindoncorestandardsforsend</p> <p>The Autism Resource Centre (ARC) ‘Sparkle and Liberty’ groups are after school sessions for girls with Autism or a Social Communication and Interaction Difficulty (SCID) for Key Stage 2 and 3 respectively. The focus of the sessions is to provide a safe environment for the girls to express themselves and explore what it means to be a girl with Autism/Social Communication and Interaction Disorder (SCID), develop communication skills, build emotional resilience and to build a friendship group / support network of peers helping to foster a positive outlook on what it is to be Autistic. During the sessions the girls can access many activities which promote social interaction such as turn taking, sharing equipment and supporting each other. Group discussions provide the girls an opportunity to share their worries and contribute to possible solutions and outcomes. The topics of discussions are led by the girls such as friendships and puberty. Special attention is given to equipping the girls with the language of emotional literacy to support them to explore and express their emotions and learn to empathise with their peers. This in turn gives them valuable practice in building and sustaining appropriate relationships.</p> <p>Swindon Advisory Service for Autistic Spectrum Conditions are now planning to expand the offer of these groups by supporting schools to set up similar programmes as part of inclusion curriculums.</p> <p>The Advisory Service for ASC/SCID also offer regular training to schools and settings for ‘Girls and ASC’, available for both practitioners and parents to attend. A number of settings have also accessed bespoke training on ‘Girls and ASC’ on request and the advisory service continue to offer this support across Swindon. These training packages will continue to be promoted to schools and settings in order to improve understanding and enhance the support for girls with Autism across the local area.</p>
------------	--	---

		<p>Swindon Advisory Service for Autistic Spectrum Conditions work in partnership with the Child and Adolescent Mental Health Service to improve outcomes where female caseloads are shared. Figures indicate that over 75% of Child and Adolescent Mental Health Service contacts to the advisory service, over the past year, have been about girls. We know how important it is that this liaison and information sharing between services continues, to ensure that the mental health needs of girls with Autism are being identified early and they are getting the support they need.</p>
15.	Better post 16 support.	<p>Swindon Borough Council is working alongside key partners to ensure that we have a shared focus on improving the experience of young people and families as young people are approaching adulthood. Our key aim is: to ensure young people make a successful transition to adulthood achieving as much independence, choice and control as is possible so they can lead independent and successful lives.</p> <p>This builds on successful developments such as our annual ‘Transitions Roadshow’, ‘Planning Live’ and the creation of Link Workers who will work with young people and families to think about and prepare for an adult life. https://localoffer.swindon.gov.uk/planninglive</p> <p>The focus of this transition work includes:</p> <ul style="list-style-type: none"> • Supporting young people into work. • Developing and promoting the use of tools that help everyone working with young people to support them to achieve their goals. • Ensuring that we have the right support for young people and families, at the right time. <p>Bath, North East Somerset, Swindon and Wiltshire Clinical Commissioning Group is currently working to set up a 16-25 offer for mental health, in line with the NHS England Long-term Plan. A joint transitions project is also currently under way between both organisations.</p> <p>There are currently a number of government funded support programmes being launched for young people and businesses around employment and skills, to aid national economic recovery following COVID-19. We are reviewing all these programmes to ensure we are promoting them as best as we can and we get the key messages out to the young people they will benefit, for example: additional incentives for employers to take</p>

		on apprentices, additional traineeships for young people, free courses and workshops and work placements aimed at those aged 16-24 who are deemed to be at risk of long-term unemployment.
--	--	--