

What families told us about the five areas of the SEND Transformation Programme

We feel that mainstream schools are not inclusive

- We don't always feel supported by the school particularly where the child/young person has challenging behaviour
- It should be everyone's business, not just that of the SENCO
- We feel like we have to fight for our children to receive the right support in their school/setting

What we have done

- Developed an Education Strategy with Inclusion as one of its key priorities
- Inclusion steering group established
- SENCO forum developed and is well attended to share good practice, offer peer support and raise concerns.
- Reviewed our Special Schools Outreach Service.
- Created the Engagement Centres
- Introduction of a Transition Life Coach role who has worked with families and schools. Scoped out alternative options for families due to school refusing to educate.
- Extra support to reception classes to help the move from nursery to primary school has been put in place.
- Reviewed our Resourced Provision
- Developed a Social, Emotional and Mental Health (SEMH) Strategy
- Special school Capital Programme that will help to provide some capacity in our special schools, improve the condition of our special school buildings, alongside developing new provision within mainstream settings.
- We are supporting schools with training for Early Help enabling them to initiate the Early Help assessment

What are we going to do

- Ensure all the objectives from the education Strategy are delivered – Quality of education, Health and Wellbeing, Inclusion, Partnerships and Preparing for Adulthood
- Changes to the way SEND Team works to spend more time working with schools to ensure they are inclusive.
- Developing an Inclusion Mark for schools to promote and celebrate strong inclusive practice and robust procedures.
- Service Lead for SEND and Service Manager for Inclusion to be appointed.
- Implement a revised Outreach Offer to schools from the SEND4Change recommendations.
- Develop an SEN Support “toolkit “ for SENCOs
- Further development of Resource Provision in schools, ensuring there is an offer in each locality.
- Developed four Transition Life Coaches to continue support families throughout the Transition process.
- Support staff with further skills and training while developing service provision and implement the engagement centre model for Early Years

- Consultation on the SEMH strategy and improve the universal offer supporting emotional wellbeing through quality first teaching for all children.
- Resource Provision - Make changes based on the recommendations of the consultants work in this area.
- Start the first phase of the SEND Capital Programme by relocating Hope School to a new site on Montrose Avenue, building in additional capacity to meet current and future demand for places.
- We will do further work with schools and settings to ensure welcoming and inclusive practice as well as further developing our advice and guidance for SEN information reports

The SEND support pathway isn't clear to us

- We don't feel aware of the parts of the process or what happens next
- We don't know about the services offered and ways to access support is unclear
- Information shared at diagnosis is poor
- Signposting from professionals about other services is weak
- We are keen to build on our connections with other families through groups

What we have done

- Instructed independent consultants to review the current pathway and provide recommendations.
- Engagement Officer role created to support families to build their own connections with regular drop-in sessions planned.
- Transition Life coach has supported families to navigate complex services
- Preparing for adulthood (PfA) Parent workshops to enable parents the opportunity for peer support, share key contacts, pathways, plan for EHC review, services, raise parent's confidence in the authority & parent's aspirations for their young person
- Young Person's Transition group has been developed to ensure the voice of young person is heard.
- Updates to the Local Offer website
- Support for Families consultation last year helped us to understand the parts of the pathway that are causing barriers
- Mapped the current offer of services available to families and identified gaps in provision

What we are going to do

- To develop a clear pathway that shows how to access support, the services involved, and the steps along the way.
- We will share the pathway and make the information available in different i.e online, pictures, written document
- Ensure the pathway is shared among professionals and services to support services working better together around the family.
- Review the Local Offer to present information in a way that is clearer for families
- Share the local offer across the partnership and plan some sessions across teams so that families get a consistent message.
- Review of High Expectations For All document to embed the recommended model of Universal, Targeted & Specialist support for SEND.
- Develop an inclusive charter mark for inclusive services for children and young people
- Continue to listen to families, and work with them to shape the future offer
- Continue to develop, build and deliver PfA parenting workshop.
- Develop SEND Parent Champions

Diagnosis and timescales to support takes too long

- Support needs to be available/accessible prior to a diagnosis
- We have long waits for appointments
- We need support in place before a diagnosis is made

What we have done

- Established a neurodevelopmental pathway steering group, which has parent / carers represented on it, along with a range of services who contribute to the pathway
- In response to the issues around waiting times, a representative of the parent / carer forum met the community paediatrics team to share concerns.
- Set up monthly drop-in sessions across the borough –to provide information and advice for parents / carers / young people on their journey. Bringing PCF, keyworking, autism, SENDIASS and more in one venue.
- Recognised there is a gap in support for you pre diagnosis, and we have developed a business case which would extend the package of support at the point of identified need through to post diagnostic support
- Put in more support through an additional training programme for parents following diagnosis
- Introduced Qb testing for children and young people with suspected ADHD – which helps to speed up the assessment process
- Increased the number of monthly autism panels to reduce waiting times
- Made a number of changes to delivery, linked the integration of health visiting and school nursing have been being tested. This includes; being able to access flu vaccinations in community settings, asthma reviews being undertaken in schools and school nurses being visible and accessible in schools, to provide support to staff, parents and pupils.
- Met with the special schools and health partners (Complex Nursing, School Nursing, Therapies and Public Health) to determine what the specific health needs of children and young people at each school are and ensure that we provide the right offer to the school and the individual pupils.
- Our public health services, such as Spectrum who provide relationship and sex education have been working more closely with our special schools to tailor their offer to the needs of pupils and to support staff.

What we are going to do

- We know there are improvements to make at the beginning of your journey, and we think we can do this by supporting schools and addressing issues we see in the referrals process
- Continue to have direct input from the parent / carer forum to help us continually improve the pathway
- Reviewing our practices against the new GM autism standards in 2020/21 and the 2010 autism act
- We have a young health champions programme in the borough, which provides young people with a qualification enabling them to be health champions amongst their peers. We are looking to develop a version of this for those with non-verbal communication.
- We are beginning some work to look at the roles of teaching assistants in special schools, to ensure that they have the right training and support to support children and young people with SEND and their families and that our health services are closely connected to help them to do so.

- Continuing the health input to special school's work and them replicating a similar conversation with mainstream schools.
- Progressing the integration of health visiting and school nursing. For families, this will mean an increased digital offer, consolidated contacts (for example 6-8 week checks, and reception age screening) and these professionals being on hand for support at early years settings and schools.

Coordination of support is weak

- Better communication between all services and agencies involved is needed
- Some services are providing conflicting and inconsistent advice
- Professionals don't always get back to us and keep us updated
- Support is uncoordinated, we are often passed between agencies
- Professionals do not always take ownership and accountability

What we have done

- Shared this feedback with our teams.
- Transition Life Coach has helped with consistency and connectivity of services. Co-ordinating a multi-agency approach and ensuring families are updated and accountability across.
- Adult and children's sit together in care package discussions. Joint monthly team meetings.
- 'Champion model' has been developed. We now have a range of 50+ champions who come from a range of services across the partnership and a twelve-month training programme has been put together.
- Five sessions of the Behaviour Support Training have been delivered by TESS to staff across the partnership and to parent/carers. Feedback has been positive, and we will continue to look for more opportunities for parents/carers and professionals to access learning/training together.
- We are testing out a new way of triaging referrals through working together across paediatrics, start well and CAMHS to ensure that the right support is being put in place for families by the right service, at the right time.

What we are going to do

- Ensure that all the updated information on the Local Offer is shared with professionals so there is a clear understanding with consistent messaging for families.
- Share the pathway across the partnership so that professionals are fully aware of the process and advice is consistent and accurate for families.
- Developing shared IT systems so information can be shared.
- Realigning staff to work in geographical areas and promote working in the community to enable closer working relationships between professionals.
- Setup a Personalisation Board across Children's and Adult Services to ensure we are putting the person at the centre when we are asked to support.
- Developing an online Portal for Professionals and families to use together to update each other and send key information and documents.

The short breaks offer is inconsistent and inflexible

- We are not aware of the short breaks offer and what we are entitled to
- Improvements are needed to make mainstream activities inclusive
- We feel that staff aren't suitably trained to understand and support the child's needs

- The geographical spread of services is inconsistent
- There is a lack of before and after school provision as well as holiday clubs

What we have done

- We have worked with the Adult Health & Social Care Ethical Providers steering group to include Children's Service offers on the Ethical Framework.
- Your feedback told us that you wanted access to more overnight short break holidays. We have worked with colleagues in procurement to ask our partners in the Brathay Trust to present some costed options to us.
- We have brought Ince Green Lane back in-house in response to feedback from families and service users around the service. This increases our in house offer to 9 beds across 2 sites.

What we are going to do

- We are redesigning the short breaks offer in line with your consultation feedback. You told us that you wanted a Short Breaks grant system reintroducing where you could apply for a grant and have the freedom and flexibility to choose provision. We are seeking approval to reintroduce this system and set out a clear criterion for entitlement. We will develop a clear communication plan with you based on your preferred methods, we will also update the councils Short Breaks web page, provide regular updates to the Parent Carer forum , put the offer on the community book and make partners, schools and settings aware.
- Through the use of the Ethical Providers Framework and market testing events, we will target and engage our mainstream providers delivering inclusive awareness sessions. We will identify key themes and issues which will help us to commission or provide training and support where necessary to improve practice.
- We will work with Childcare Development to analyse how sufficient current provision is.
- Develop a SEND Parent Champions group
- We will map out the geographical spread of Short Breaks services and use this information to target and inform our commissioning and CIF grant / fund programmes in areas where there are gaps.
- We have created a short breaks lot on the new Deal 2030 Care and Support Ethical Framework. We are looking for some external providers to help us shape the short breaks offer for adults in Wigan. We will work with successful providers to shape a short break offer that will support people with complex needs, support people to access activities and develop an offer to support people on their journey to independent living.