

## You Said ...We Did response to issues during the pandemic.

### Impact of the COVID-19 Pandemic - What has changed because of feedback from parents and carers?

Suggested Rewording of the above

*Suffolk Parent Carer Network have presented the Local Authority with a Pandemic Report, this has been gathered by views of SPCN members on the impact of the pandemic on children and young people and their families. We have summarised the areas that the report highlights and gives feedback from the LA on how we will use this information or how we have used this information to improve the support for children and young people and their families with SEND.*

You Said	Response and changes as a result of the feedback:
1. Some schools are using fixed term exclusions inappropriately and not considering the child's additional needs when making that decision	<p>Since academisations, Suffolk County Council does not routinely receive fixed term exclusion data from all schools, and this makes it difficult for us to monitor the way in which exclusions are being used. We therefore welcome information from parents and carers both directly and via SPCN which highlights concerns with the use of fixed term exclusions. Where a concern has been raised, we will investigate the situation and work with the school to review their behaviour policy if appropriate.</p> <p>In response to a rising number of Permanent Exclusions in the period to March 2020. Half of pupils who were PEX had an identified SEND need. Suffolk County Council undertook a deep-dive review of Permanent Exclusions including looking in detail at 15 case studies.</p> <p>Actions already taken are:</p> <ul style="list-style-type: none"><li>The system for admissions to Alternative Provision has been changed to enable much swifter consideration of applications. These are now considered at a weekly panel rather than a termly one.</li><li>Specialist Education Services has changed its process from a termly one to a weekly review of new applications to enable swifter access to specialist support.</li></ul>

**Commented [WA1]:** From feedback from SPCN - Rather than including this as a You said we did response - we could write a letter to SPCN members to share via Anne thanking them for their time in completing the survey, and the SPCN board for the report - this makes it more personal to those that have directly contributed?

**Commented [WA2]:** Again responding to SPCN comment - trying to use language that makes this still current

**Commented [WA3]:** Contacted Maria Hough to discuss this one awaiting call back

**Commented [WA4]:** Suggest remove paragraph as this is about FTE not PEX

	<ul style="list-style-type: none"> <li>• Almost 200 new specialist education placements were made available within the local area in September 2020 through the Council's SEND Capital Programme, and this has enabled more children to have access to these placements. In September 2021, a similar number of additional places will be available and by 2025 a total of 870 new places will have been delivered.</li> <li>• The expansion in specialist placements has resulted in a lower number of children with EHCPs being referred to pupil referral units and for the first time in many years Suffolk has had capacity within its Alternative Provision throughout the academic year 2020/21 which is enabling swifter admissions in many cases and the opportunity for earlier admission enabling short term remedial work. This trend should build as further specialist units open in September 2021.</li> <li>• A redesign of the Specialist Education Services offered by Suffolk County Council is currently completing. The purpose of this is to further develop the specialist support offer available to education providers in Suffolk. As part of this change a Whole School Inclusion Team is being established that will be able to improve the support offer regarding inclusive practice and a specialist team of teachers to support practice for pupils with Social Emotional and Mental Health needs.</li> <li>• New Mental Health in Schools teams are gradually being established in Suffolk to enhance the support offer to schools and colleges regarding wellbeing and mental health.</li> <li>• 9 additional priorities for action have been identified by the 'deep-dive review' and are now being progressed</li> </ul> <p>For more information regarding permanent exclusions please visit our website <a href="#">Exclusions from school   Suffolk County Council</a></p>
2. Some education providers have not offered sufficiently tailored learning materials to meet the needs of pupils with SEND during remote learning	<p>Suffolk CC has used the feedback to raise awareness of this concern with school leaders and to develop further guidance for schools and families regarding personalisation of remote learning. We have also advised schools to consider the Oak National Academy materials developed by DfE where appropriate <a href="#">access here</a> . This site offers resources for children of all ages with features to enable a range of adjustments that make them inclusive to children and young people with a wide range of additional needs. The Suffolk CC outreach specialist education team have supported schools throughout the last twelve months to adapt learning materials to meet individual needs and will continue to do this for both face to face and remote learning.</p>

**Commented [WA5]:** Consider removing as they are not a direct response from SPCN feedback or we include and state that they are in place and will support Schools in alternative options and support to deter FTE

**Commented [WA6]:** The LA has limited remit here, we do not tell schools how to deliver learning/curriculum. We can expand on the School Coordination Meetings and how this was shared with leads to raise awareness. Education in schools is not normally coproduced and the reactive nature of moving to remote learning would not have allowed for quality co production (and this is down to schools individually not the LA). They could question us on the commissioning side - maybe we should discuss with Gemma M?

<p>3. Some parts of children and young peoples' EHCPs have not been fully implemented during lockdown periods</p>	<p>The COVID-19 pandemic has placed huge pressures on all public services, and a range of logistical issues which has meant that no service has been able to operate "normally" during the pandemic. Restrictions on face-to-face activity, staff shielding and illness and increased demand for some services have all affected what can be offered and this has meant that it has not been possible to deliver some parts of some EHCPs. In response to the concerns raised by families in the first lockdown, Suffolk CC has reviewed the situation regarding the offer being made to every child and young person with an EHCP through completing three separate EHCP cycles of provision review and risk assessment, the most recent in January 2021 at the beginning of the third lockdown. We have worked to strengthen this process each time and as a result the third review had an increased focus on ensuring that parents and carers had been involved in the planning of the provision during lockdown.</p>
<p>4. The full implementation of EHCPs as part of return to school in September 2020 was very mixed. Some parents/carers raised concerns about pupils with SEND not having access to their full EHCP learning offer because of COVID limitations, and some schools said they could not meet all aspects such as:</p> <ul style="list-style-type: none"> <li>• bubbles, staffing challenges meaning lack of 121 support or usual staff teams</li> <li>• schools not providing access for visiting specialists/therapists.</li> <li>• Part time timetables</li> </ul>	<p>The return to school in Autumn 2020 saw each education setting needing to develop a whole school dynamic risk assessment for children and young people and staff to return safely to school. This alongside children and young people's individual risk assessments saw the need to make adaptations to ensure the safety of all.</p> <p>Any aspects of the EHCP that have not been adhered to because of the risk assessment should be monitored and a suitable forward plan put in place. If parents / carers remain concerned we would advise parents and carers to contact their education provider and ask that together a risk assessment is completed to find ways to meet the pupil's needs.</p> <p>If a successful way cannot be agreed through a shared risk assessment, then please raise your concern through this <a href="#">link</a> to our Local Offer website</p>
<p>5. Parents and carers did not feel confident that there is an effective process for raising a concern and get a response when an EHCP is not being fully implemented</p>	<p>It is important to Suffolk County Council that we receive feedback and know when a child or young person is not receiving services as outlined in a child's EHCP. We have published the process on our <a href="#">Local Offer website</a>.</p>

**Commented [WA7]:** MP Vicky Ford's letters were very clear throughout the pandemic. What specific action was taken? What happened to the education providers who did not bother to respond? How many CYP did not receive provision? Did this number increase in the 3rd lockdown after the action of SCC? Once the Covid SEND statutory relaxations ended (summer 2020) all provision should have been provided in full from September 2020 so what happened? (SPCN text)

We can gather more information from teams, although I doubt this level of detail is held to know who exactly did not receive provision - it is a wide area that will have many contributing factors including those parents that refused to allow their CYP in school due to concerns re Covid-19.

**Commented [WA8]:** - the process has very clear timescales that are not being followed (unless the process has subsequently been changed). There are formal complaints currently with SCC due to this process not being followed. You have not reported what action was taken as a result of SPCN raising the fact the process is not being followed (SPCN Comment)

WA - This links in with Priority 2 Action 7 for the review of CCC, Tribunals and Mediation - We can actually say from this we will ensure this process is included for scrutiny of process

	<p>This <a href="#">link</a> will take you to the page with all the information about this process. If a parent or carer has a concern about the implementation of provision in their child's EHCP we would encourage them to use this process to raise it. Our Family Services teams are very busy, but they will always do their best to respond in good time.</p> <p>As part of the SEND Strategy for 2021/23 we will be reviewing the processes for feedback, compliments, comments and complaints, mediation and tribunal. We will use this review to ensure our processes are responsive, customer focused and that we learn from any findings from this review.</p>
6. Digital poverty needs to be addressed. Where services know that families do not have access to the internet, there needs to be alternative ways of communicating with them.	<p>Digital poverty is a national issue and as a system we are committed to working with system partners to collectively prioritise this agenda. We will ensure that all services continue to utilise other means of communication with families when they are aware that the family does not have access to the internet. During the pandemic, schools and communities made tremendous efforts to provide computers locally. In the past year over 1300 computers (and wifi dongles where this was needed) have been provided to children with a social worker and care leavers through a DFE scheme and Suffolk County Council's own resources. We are supporting community schemes to re-purpose donated computers and have had some computers donated. While remaining resources are limited we may be able to provide a laptop where a child does not already have adequate access to support accessing education and to keep in touch with services and their network. A request should be made via a Suffolk County Council Practitioner.</p>
7. Parents and Carers have said they would like to see a 'You Said, We Did' Culture that focuses on outcomes for families, children and young people.	<p>As a system we are already committed to this approach and we will continue to develop this further.</p> <p>We are developing a new outcome frameworks that will better help us understand, and act on, children and families lived experiences and progress towards outcomes.</p> <p>We have designed services based on "You Said, We Did" including the new Neurodevelopmental pathway, additional VCS support commissioned across health and social care as a direct result of feedback from families.</p> <p>The Mental Health Crisis Outreach business case and pathway has been developed and is in the implementation stage, this piece of work has been co-produced with families and young people following feedback regarding poor outcomes when young people were in crisis.</p>

**Commented [WA9]:** - Parents know digital poverty is a national issue but they want to know what Suffolk has been doing. What alternative ways to communication do education, health and care services have and how effective is this? What does it mean that a request should be made via an SCC practitioner - does that mean a family can phone customer services and request one? What's the process? What's the criteria? How long does the process take? What has SCC learnt about how many families experience digital poverty and what action has it taken in response to this because saying it was CYP with a social worker and care leavers would be a challenge to families e.g. all disabled CYP meet Cin Threshold so should have an assessment. We know this doesn't happen and so families are being excluded.

**Commented [WA10R9]:** I am struggling with anything here not sure if there is anything in the wider SCC arena re digital poverty - it does hi-light the need for further accessibility if it is not on the web?

**Commented [WA11]:** Issue 7 - continue to develop it further? Not sure it has even got off the ground yet within the SEND system as the lack of examples given to Clare Besley indicates. It would be better to acknowledge the system has been poor at this and will try to do better. The point of you said we did is the impact on lived experience - the only project from the answer which is live is the additionally commissioned support from the VCS by the CCG.

WA - I think some of this I may be able to tease out in the comms strategy. ie defining a process to identify and capture a you said to be able to align a we did (we do actually do one) 😊

	The SEND Strategy 2021-23 was informed through co-production and a public consultation
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