Monthly Report

May 2022

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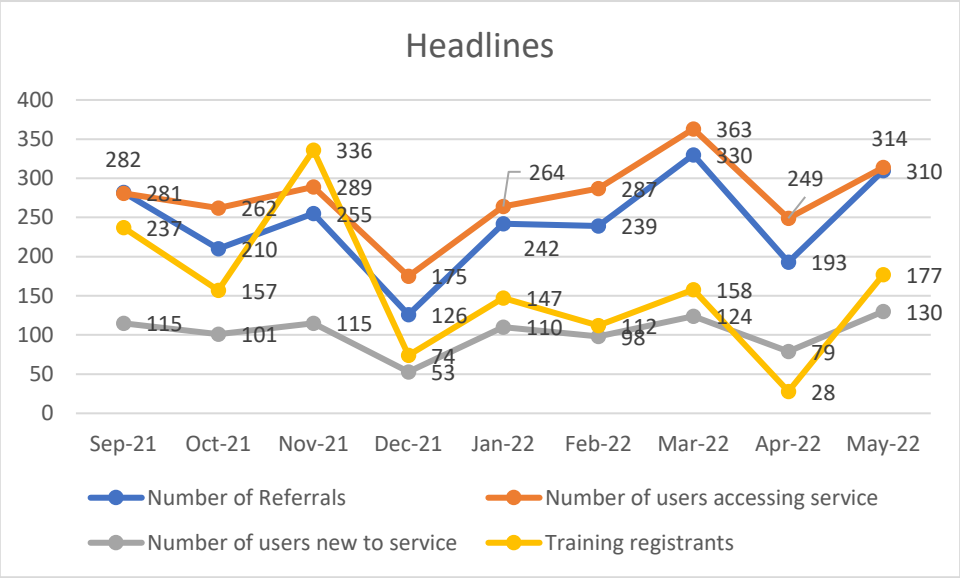
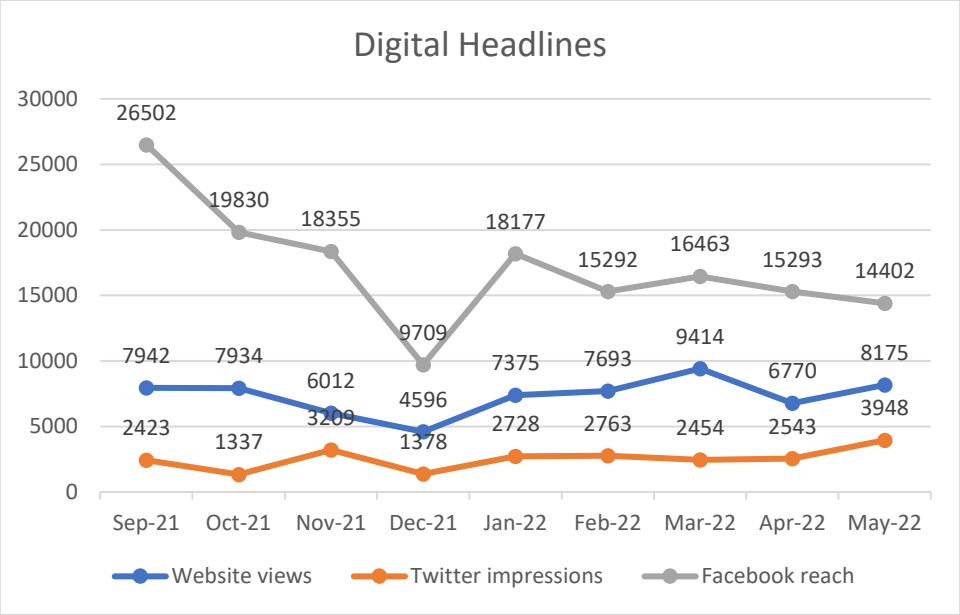
Headlines

No. of referrals (requests for information, advice and support)	No. of service-users accessing (no. of children, young people, parents and professionals accessing the service)	No. of service-users "new to service"	No. of training registrants	Website page views	Total social media reach
310	**314**	**130**	**177**	**8,175**	**18,350**





Key points:

- The number of referrals for this period, at **310** (higher than any previous recorded for the month of May). Pleasing to see that 130 of these were 'new to service', which shows we are reaching new audiences.
- We changed our referral process recently, resulting in **significantly reduced waiting times** for families to receive direct advice and support from the service
- We note a **drop this month** in the % choosing the **webform option** to access the service. We have lengthened the form this period and it is possible this is off-putting for some, we will monitor ongoing.
- Increase in referrals from the **West Suffolk** district, with a drop seen for **Lowestoft and Waveney.**
- **ASD** remains the highest frequency category of need, with the category 'Awaiting diagnosis' remaining at 20%
- **Fewer 'contacts'** which is due to our helpline triage and management of referrals (streamlining our response to enquiries).
- An uptick in the referrals around **EHC needs assessments** at **15%** (YTD average is 8.5%)
- Rolled out our 'Short introduction to SEN' and 'How we can help you' translated into **nine different languages**, available on our leaflets page
- Pleased to work with Healthwatch Suffolk, who reached out and created a blog about our service and coproduction: https://healthwatchsuffolk.co.uk/news/sendiass-co-production-blog/
- Continued to inform and influence local policy and practice, such as with the Suffolk SEND Priorities and related work.
- Attended 20 networking events and drop-ins
- **177 registrants** for our 10 sessions this month, one of which was face to face for parents (low attendance for this first return to face to face delivery – we will keep this under review as we move forward with our training plan)
- 80% who responded to our feedback survey this month gave us the highest rating telling us they were '**very satisfied'**
  Example of some service feedback this month:

  'It expresses my every thought and feeling perfectly ... It really shows that you truly listen to me and my concerns…'

  'Felt overwhelmed at beginning of call, thanks that was really helpful'

  'Thank you for this information, it has made the EHC process clearer, and it's great that we can have a pre-recording as it's a lot of information to take in in one go.'

  'Thank you very much for your advice and time. I came home feeling reassured that my children will be able to have the support they need and what areas I need to research.'

  'Trainer very knowledgeable and understanding. Loved the interaction. Clear presentation, tailored to needs of the group. Genuinely loved it!'

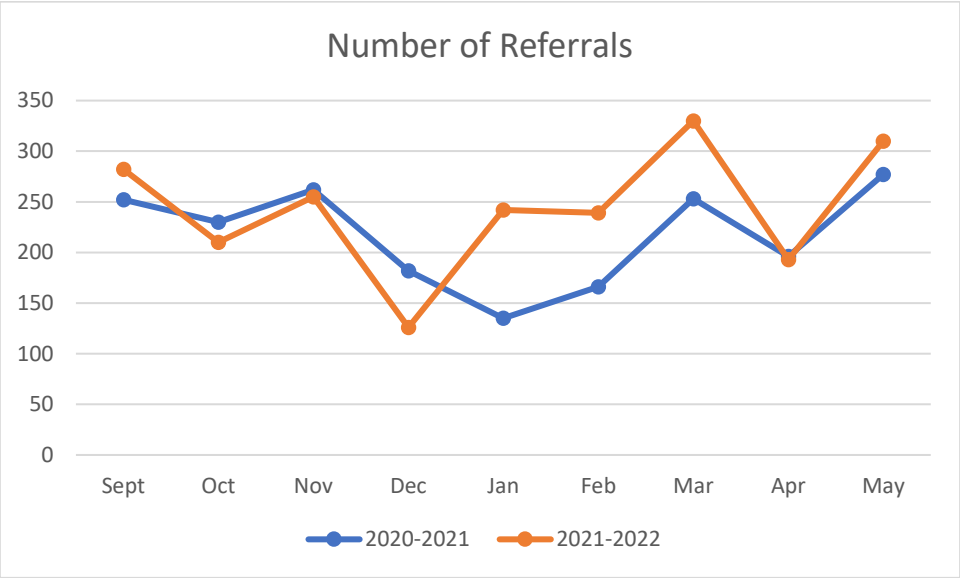
  'Thank you so much, that's exactly what I needed. Super helpful as usual!'

Referrals (requests for information, advice and support)

This is initial logging of new calls with us on Crossdata. The majority are logged by helpline staff via phone calls, emails and social media to our generic contact details. Caseworkers also log some referrals, for example from returning familes with a new / different concern.

Table and graph with comparison to last academic year

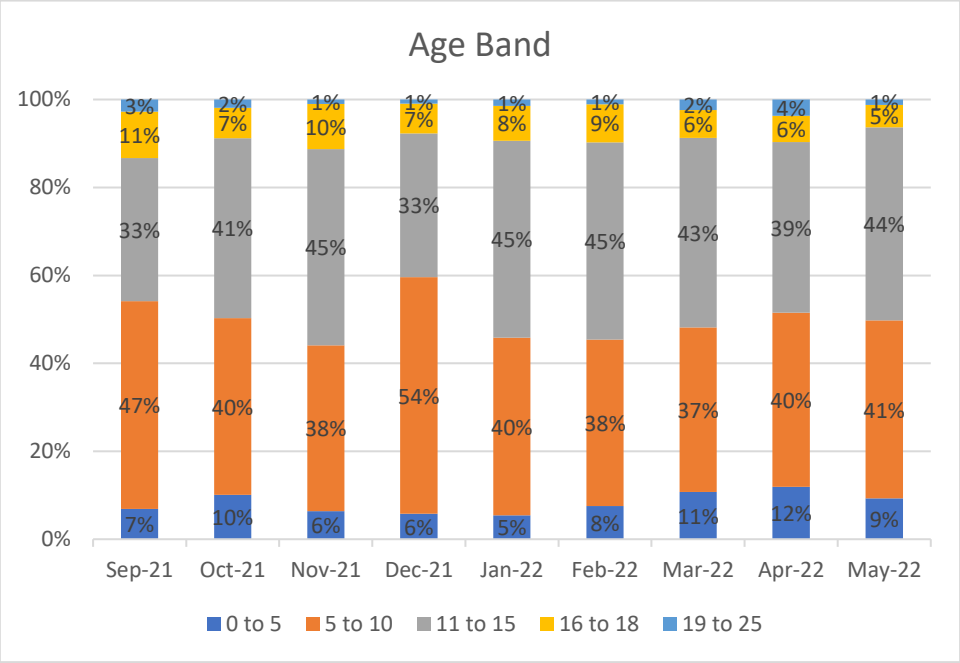
	Sep -20	Sep -21	Oct -20	Oct -21	Nov -20	Nov -21	Dec -20	Dec -21	Jan -21	Jan -22	Feb -21	Feb -22
Number of Referrals	252	282	230	210	262	255	182	126	135	242	166	239
	Mar -21	**Mar -22**	**Apr -21**	**Apr -22**	**May -21**	**May -22**						
Number of Referrals	253	330	196	193	277	310						



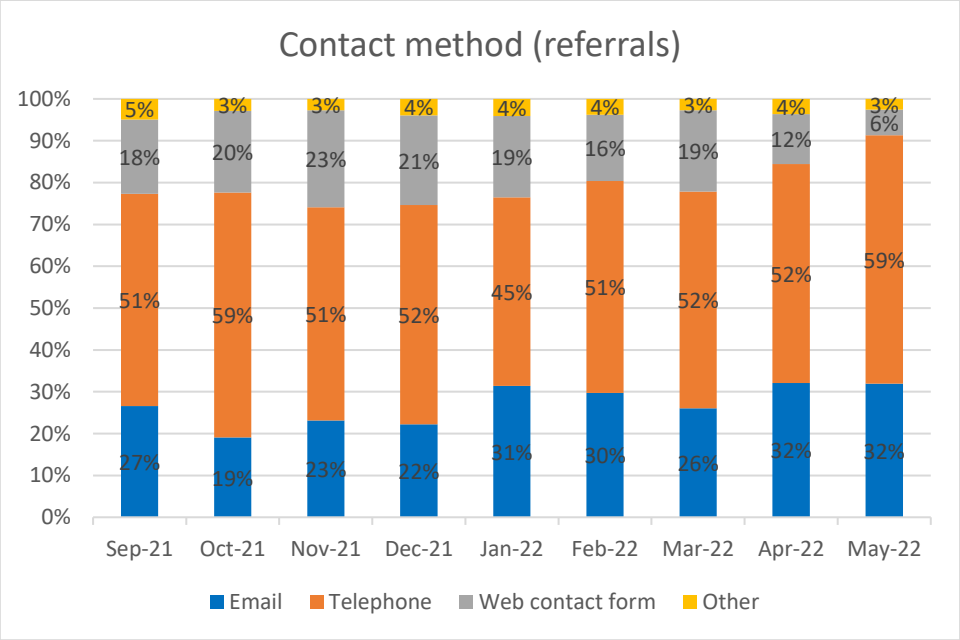
At 310 referrals, this is the highest number we have received in May.

Previous years: 2018 – 151; 2019 – 223; 2020 – 135; 2021 – 277.

Age band for this academic year

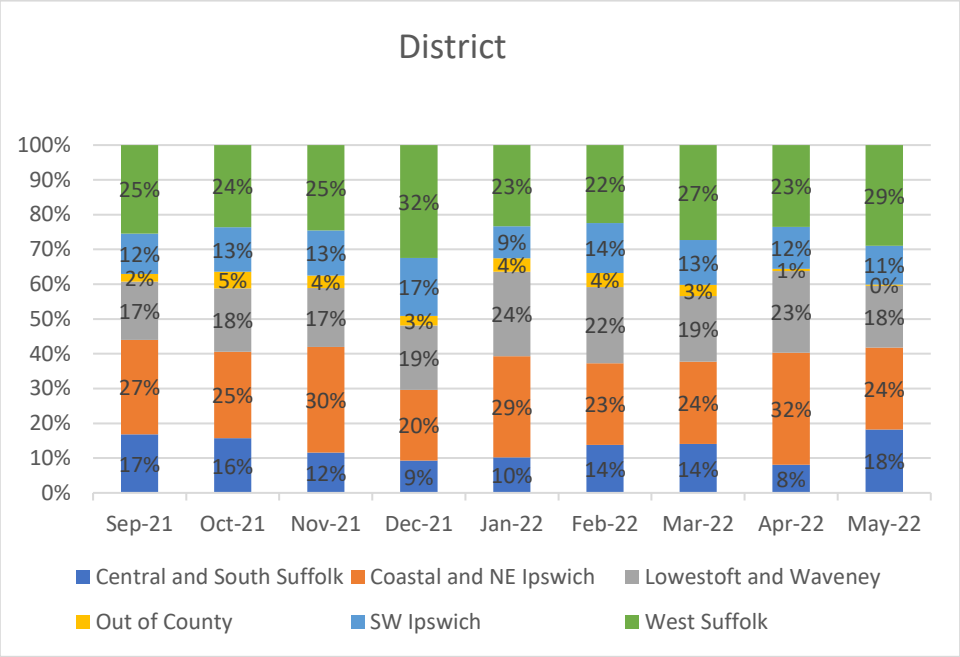


Contact method for this academic year



The "other" category includes Fast text SMS, in person, social media, text, webchat and written

District table of this academic year



Type of school this academic year for those referrals that had a school identified

	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22
No. of unique students	248	188	190	122	224	202	234	127	212
For which school data was recorded	151	115	162	85	172	167	209	126	181
Mainstream nursery / preschool	4%	6%	4%	1%	2%	5%	8%	10%	7%
Special nursery / preschool	>1%	0%	0%	0%	1%	1%	0%	0%	0%
Mainstream primary (incl. infant, junior, middle)	41%	43%	35%	52%	43%	40%	41%	37%	41%
Specialist Unit primary (incl. infant, junior, middle)	3%	4%	1%	4%	5%	2%	3%	3%	1%
Mainstream high (incl. upper and high)	22%	23%	35%	27%	28%	28%	31%	30%	31%
Specialist Unit high (incl. upper and high)	0%	0%	1%	0%	3%	1%	0%	1%	2%
Special school	11%	9%	6%	6%	5%	6%	4%	5%	4%
Independent Specialist	2%	2%	3%	2%	1%	1%	0%	0%	1%
Independent non specialist	0%	3%	1%	1%	2%	1%	2%	0%	1%
FE 6th Form /College /Training Provider	9%	4%	8%	2%	4%	5%	4%	4%	3%
Alternative Provision	3%	3%	2%	0%	2%	2%	1%	2%	4%
Elective Home Education – not on roll	1%	1%	2%	2%	2%	4%	2%	3%	3%
Out of Education – not on roll	3%	2%	2%	2%	2%	3%	2%	6%	3%

Category of need highlights and significant changes this month

No significant changes, with ASD remaining the largest cohort.

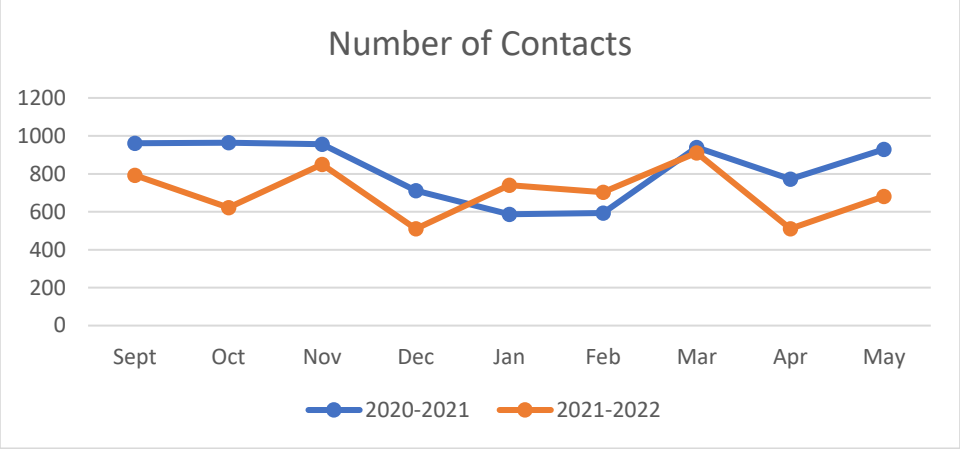
ASD – Autism Spectrum Disorder / Aspergers	36%
Awaiting diagnosis	20%
Anxiety/depression	9%

Contacts (individual contacts as a result of referrals)

This is all work done by caseworkers and helpline staff and figures include the initial referral.

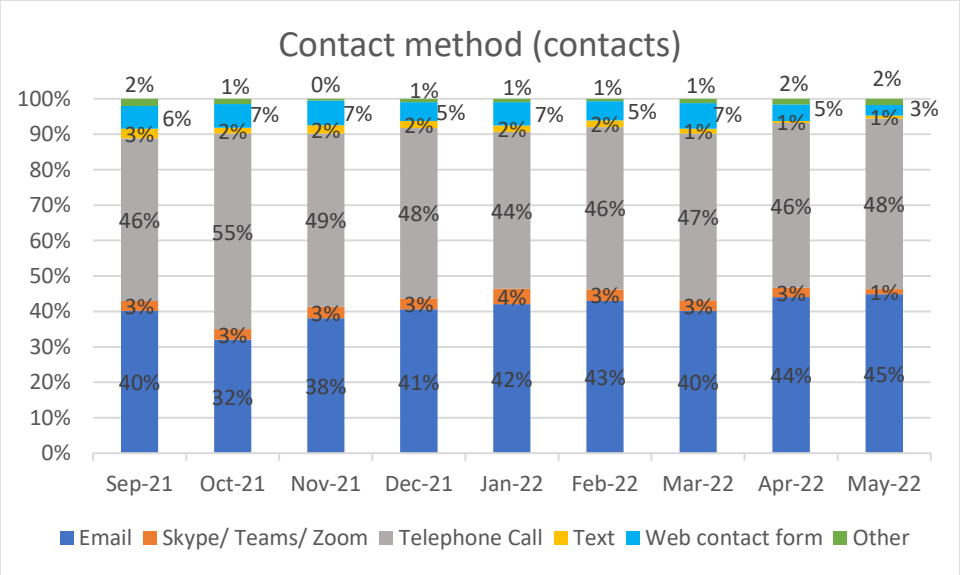
Table and graph of comparison to last academic year

	Sep-20	Sep-21	Oct -20	Oct -21	Nov-20	Nov-21	Dec-20	Dec -21	Jan -21	Jan-22	Feb-21	Feb-22
Number of Contacts	961	792	964	622	956	850	712	510	587	740	594	703
	Mar-21	**Mar-22**	**Apr -21**	**Apr -22**	**May-21**	**May-22**						
Number of Contacts	939	911	773	511	930	682						



Despite a higher number of referrals than last May, the number of contacts has reduced. Our new triage system aims to resolve as many queries as possible at the first point of contact, which has also led to a decrease in the number of booked caseworker slots. We hope this will enable parents to access a swifter response and targeted support.

Contact method table of this academic year (for contacts)

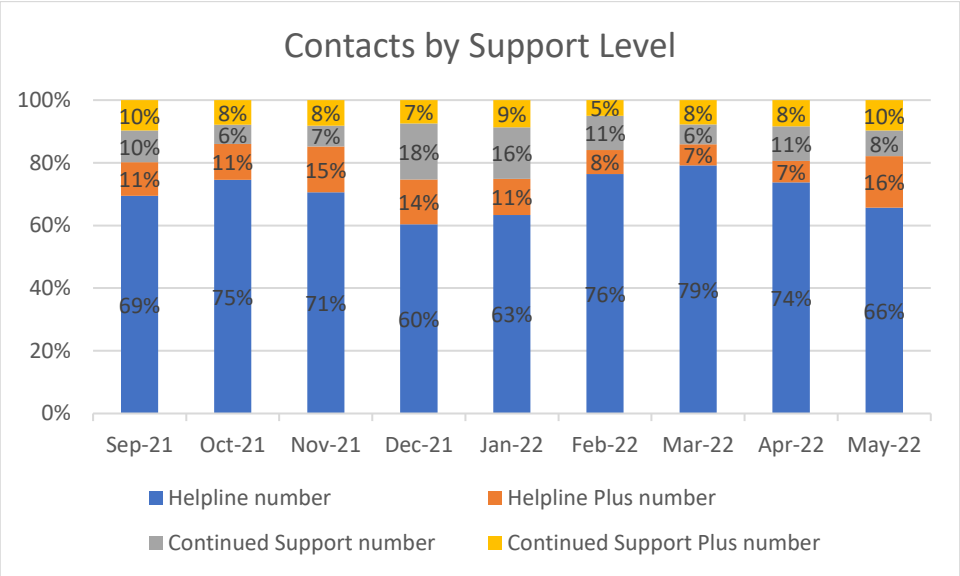


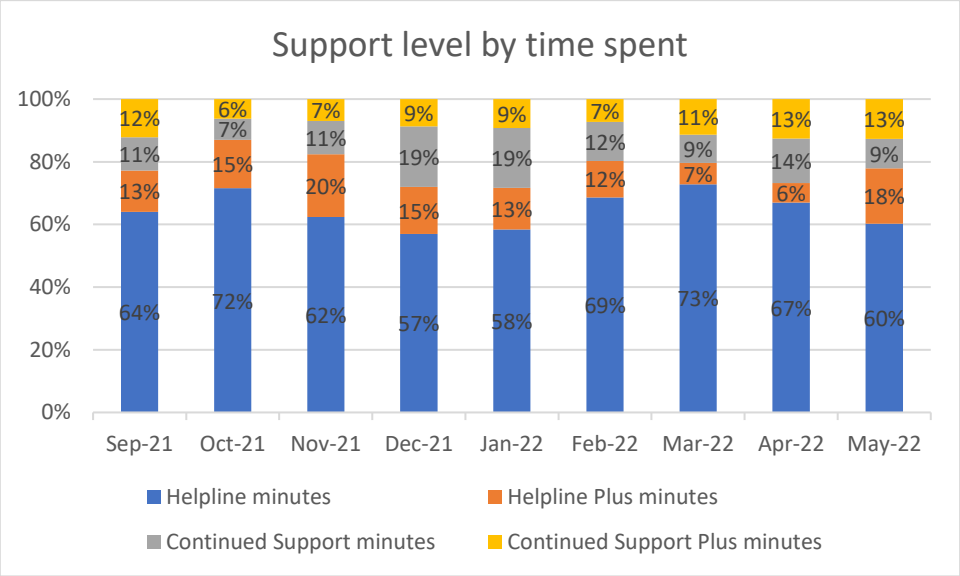
The "other" category includes Fast text SMS, in person, social media, web chat and written

Contacts by support level

Level 1	Helpline	Phone/ email/ webchat/ Skype or In Person support – tailored to the circumstances of service user who was a '**Student**' '**Parent**' or '**Professional**' At the end of the intervention there were no actions remaining open on Crossdata *for me.*
Level 2	Helpline Plus	After the initial contact, I had further actions such as more emails or phone calls to the service user and/or others. I may have needed to do research or discuss the case with a third party before making contact with the service user again. I may have made a home visit to the service user. I may have attend one meeting with the service user.
Level 3	Continued Support	I may have provided support at more than one meeting or given ongoing support and guidance through statutory processes (EHC needs assessment, disagreement resolution, mediation etc.) I may have assisted with preparation for an **exclusion appeal** and support at the appeal meeting
Level 4	Continued Support Plus	I provided support to a 'Student' and or 'Parent/Carer'' during substantial legal processes This may include assistance with preparation for the legal process and support at, for example, a Tribunal hearing

The differing complexity of support levels may mean there are more contacts but less time spent for "helpline", but less contacts and more time spent for "continued support plus" which includes tribunal work.




Support level by time spent
100%
80%
60%
40%
20%
0%
Sep-21
Oct-21
Nov-21
Dec-21
Jan-22
Feb-22
Mar-22
Apr-22
May-22
12%
11%
13%
64%
6%
7%
15%
72%
7%
11%
20%
62%
9%
19%
15%
57%
9%
19%
13%
58%
7%
12%
12%
69%
11%
9%
7%
73%
13%
14%
6%
67%
13%
9%
18%
60%
Helpline minutes
Helpline Plus minutes
Continued Support minutes
Continued Support Plus minutes

Special Educational Needs and Disability Information, Advice & Support Service
sendiass

Project subcategories (theme of enquiry)

REFERRALS Project subcategory highlights and significant changes

The referral subcategory is the main reason for the contact to our service. In May the highlights are EHCP (may also include placement) 27%; EHC Needs Assessment 15%; SEN Support 13% - highlighted in blue font.

Project subcategory	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22
Admissions (no EHCP)	0%	1%	1%	2%	0%	0%	1%	3%	1%
Attendance	2%	4%	11%	3%	5%	5%	5%	3%	3%
Bullying	1%	1%	3%	2%	0%	0%	1%	0%	0%
Complaint (not transport)	1%	1%	0%	2%	0%	1%	1%	2%	3%
Disability Discrimination	0%	0%	1%	0%	0%	0%	0%	0%	1%
Discuss SENDIASS	5%	7%	6%	3%	6%	6%	8%	3%	1%
EHC Needs Assessment	**8%**	**7%**	**10%**	**6%**	**4%**	**8%**	**8%**	**10%**	**15%**
EHCNA Refusal to Assess	4%	2%	2%	5%	4%	3%	6%	5%	5%
EHCP	**26%**	**23%**	**20%**	**22%**	**31%**	**25%**	**21%**	**23%**	**27%**
EHCP Appeal	7%	7%	2%	2%	3%	6%	8%	8%	9%
Elective Home Education	0%	0%	0%	0%	0%	0%	0%	0%	0%
Exam Access	0%	0%	1%	0%	0%	0%	1%	0%	0%
Exclusion	4%	5%	4%	6%	5%	3%	3%	7%	4%
Funding	1%	4%	0%	1%	1%	2%	1%	2%	1%
Health/ Medical	3%	3%	2%	0%	1%	1%	1%	3%	3%
Placement Issue	15%	12%	11%	17%	12%	11%	15%	11%	11%
SEN Support	**18%**	**19%**	**22%**	**25%**	**21%**	**28%**	**19%**	**17%**	**13%**
Social Care	0%	1%	1%	2%	1%	0%	1%	0%	0%
Training Event request	0%	0%	0%	1%	0%	0%	0%	0%	0%
Transport	4%	1%	2%	1%	4%	0%	1%	2%	1%
Unspecific helpline message	1%	2%	2%	2%	1%	1%	1%	2%	3%

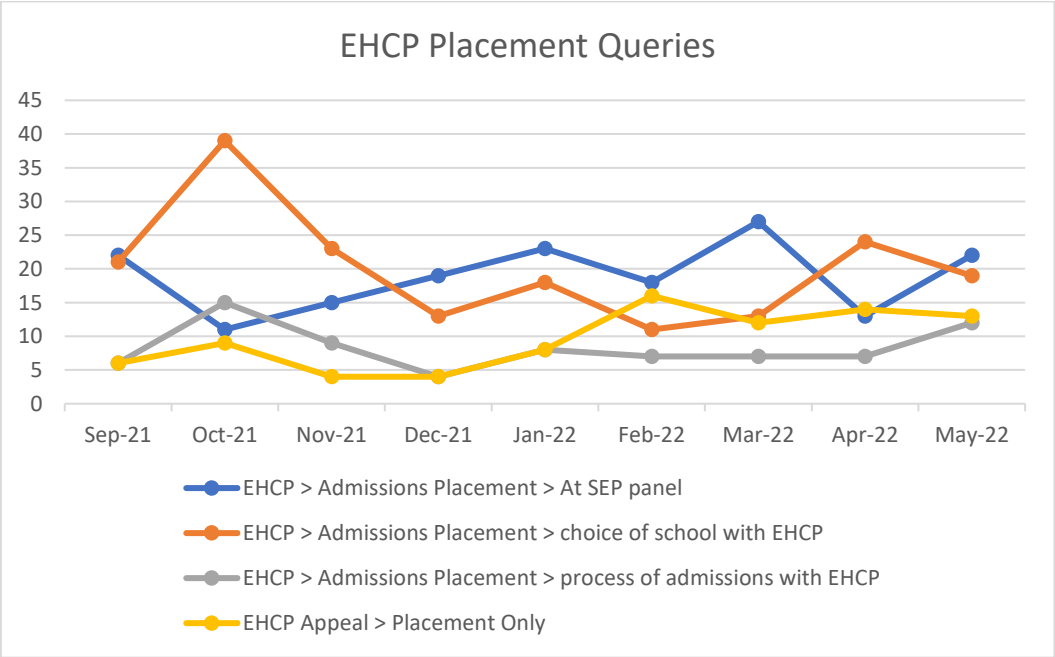
Classification Codes

Classification codes are entered per contact (including initial referral) with a family and more than one can be entered, so that all aspects of the support provided are recorded. There are up to four levels to choose from. Key highlights, reflecting information recorded for previous months, are:

Top 5 Classification Codes	May-22
EHCNA > General Advice	65
SEN Support > General Advice	64
EHCP > Review of Plan (Review) > Annual Review	25
EHCP > Admissions Placement > At SEP panel	22
EHCNA RTA > Requesting EHCNA	21

Focus this month on EHCP placement queries and appeals, as we head towards the end of the academic year:

Classification Codes	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22
EHCP > Admissions Placement > At SEP panel	22	11	15	19	23	18	27	13	22
EHCP > Admissions Placement > choice of school with EHCP	21	39	23	13	18	11	13	24	19
EHCP > Admissions Placement > process of admissions with EHCP	6	15	9	4	8	7	7	7	12
EHCP Appeal > Placement Only	6	9	4	4	8	16	12	14	13



Website Analytics

Month	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22
Page views	7,942	7,934	6,012	4,596	7,375	7,693	9,414	6,770	8,175

Social Media

Twitter "tweet impressions"

Month	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22
Tweet impressions	2,423	1,337	3,209	1,378	2,728	2,763	2,454	2,543	3,948

Facebook

Page data

	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22
Total lifetime "Likes"	1653	1693	1725	1741	1767	1801	1832	1858	1892
New page likes this month	47	20	22	8	16	13	22	16	27
Monthly total of users who engaged with the page	1047	634	386	296	583	465	483	519	421
Monthly total reach (number of people who had any content from your Page or about your Page enter their screen)	26502	19830	18355	9709	18177	15292	16463	15293	14402

Post data

	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22
Number of posts in the month	48	36	29	29	30	33	39	32	51
Lifetime reach for all posts posted this month (number of people who had your Page's post enter their screen)	32721	21362	20074	10681	21023	18938	20949	19099	20780
Lifetime "likes" for all posts posted this month	14267	10776	8850	6265	9530	9402	10365	11303	9413

Top reach posts this month

Title	Reach
Booking open for 'Preparing for Transition to Primary School' webinar	4578
Still time to book for relaxed online session for parents with primary aged children with speech, language and communication needs.	1282
Booking open for 'Annual Reviews of EHC plans' webinar	945
Still time to book for 'Needs Assessments for EHC Plans' webinar	912
Shared on behalf of the parenting hub, virtual Triple P course	843

Top liked posts this month

Title	Likes
Booking open for 'Annual Reviews of EHC plans' webinar	780
Booking open for 'Preparing for Transition to Primary School' webinar	769
Still time to book for 'Needs Assessments for EHC Plans' webinar	627
Sharing news on behalf of NHS recovery college, Living well with autism course	496
Shared on behalf of Inspire Suffolk Princes trust programme	485
Shared on behalf of community support services Queens Jubilee party menu Ips/Bury	473

Information, Training and Development

1. **Collaboration**
   This month we have continued our collaboration with the Specialist Education Services (SES) and offered support to the local authority regarding SEND training.
   - A specialist teacher from the Communication and Interaction service supported our online session to help families prepare for the transition to high school for pupils with SEN.
   - Specialist teachers from the Speech, Language and Communication (SLCN) outreach team delivered two fun sessions aiming to help parents to share and enjoy reading with children with SLCN needs. These online sessions were hosted by our service.
   - We provided input to the LA SEND Training Programme

2. **Virtual training sessions for families and practitioners.**
   This month we offered 7 sessions for Suffolk families (six online and one face-to-face)

   Preparing for the transition to secondary school for pupils with SEN
   Construction Intervention session (presented by the Communication and Interaction team)
   SEND support in schools workshop
   Sharing and Enjoying reading – 2 x sessions (presented by the Speech, Language and Communication team)
   EHC needs assessment webinar
   Drafting and Finalising an EHC plan

   For practitioners, we delivered 3 online sessions:
   Governor SEND Responsibilities - 2 x linked webinars
   Working with Parents – first of two linked sessions exploring positive and solution-focussed approaches

   Multi-agency practitioners also booked on to our EHC needs assessment webinar

3. **Events**
   We attended the launch event for Suffolk Parent Carer Forum in Stowmarket and offered information, advice and support to parents and carers seeking help and advice around SEND issues.

   Attended the SEND and Alternative Provision green paper national consultation event (NCB) and took part in discussions about the content of the review.

4. **Community Engagement/Outreach**

Date	Type	Hosted By	Attendees	Aim
04/05/2022	Co-Pro with Children and Young People	Suffolk Rural and Engagement Hub	10	Met to talk about moving into adulthood and populating our Young People page on website
04/05/2022	Drop In - Parents Carers	Stepping Stones	5	Presentation on our Service and how to access
05/05/2022	Drop In - Professionals	Healthy Child Practitioners	15	Presentation on our Service and how to access
09/05/2022	Contact with Professional	Suffolk Rural	1	Sent spreadsheet with useful contacts to add to brochure for students

10/05/2022	Drop In - Parents Carers	Autism and ADHD	18	Invite to meet and chat about services
10/05/2022	Joined team meeting	Youth Justice	unknown	Networking - to raise awareness of service
11/05/2022	Contact with Professional	Stepping Stones	1	Invite to attend session at Treehouse CC Ipswich
11/05/2022	Joined team meeting	Leiston Family Hub	4	Networking - to raise awareness of service
12/05/2022	Contact with Professional	Autism and ADHD	1	Sent details of parenting courses offered to share with families
12/05/2022	Contact with Professional	Suffolk Information Partnership and Warm Hand Over Scheme	1	Email received asking us to join - further information requested to consider
13/05/2022	Contact with Professional	Anglia Care Trust	1	Catch-up about respective services
16/05/2022	Contact with Professional	Stepping Stones	1	Email received asking us to join the Primary Pastoral Meeting
18/05/2022	Co-Pro with Children and Young People	Suffolk Rural	10	Met to talk about moving into adulthood and populating our Young People page on website
19/05/2022	Drop In - Professionals	CDC/NCB	22	Making Participation Matter
19/05/2022	Contact with Professional	Priory School	1	Invitation to attend transition evening
19/05/2022	Contact with Professional	Homestart West	1	Arranging dates to attend 3 SEN parent meetings
19/05/2022	Contact with Professional	CYP Early Help Sudbury	1	Arranging to attend drop ins for parents
25/05/2022	Drop In - Parents Carers	Westbourne Academy	5	Presentation on our Service and how to access
30/05/2022	Drop In - Parents Carers	SCC	20	Care Fair for families across Suffolk
31/05/2022	Drop In - Parents Carers	Lowestoft Childrens Centre	1	Invite to meet and chat about services

Parent and practitioner training session registrants	**Sep-21**	**Oct-21**	**Nov-21**	**Dec-21**	**Jan-22**	**Feb-22**	**Mar-22**	**Apr-22**	**May-22**
SEN support in schools for pupils with Specific Learning Difficulties	19				35				
Autism and ADHD – simple strategies and resources	150		158						
Preparing for the transition to high school for pupils with SEN	25				37				16
Annual reviews of EHC plans	43						18		
SEN support in schools for pupils with social, emotional and mental health needs		30				37			
EHC needs assessments webinar		62			75				51

Governor SEND responsibilities x 2 webinars – on behalf of Schools Choice		38							40
Working with Parents session one (first of two linked sessions through ConnectEd)		27	13						16
Working with Parents session two (second of two linked sessions through ConnectEd)			40						
Drafting and finalising an EHC Plan			17			19			15
SEN support in schools for pupils with coordination difficulties			17				12		
SEN support in school for pupils with speech, language and communication needs			25				27		
Preparing for the transition to primary school			29					28	
Personalised stories to support social understanding			37						
SEN support in schools for pupils with communication and interaction needs				36			24		
SEN support in schools for pupils with sensory processing needs				38			41		
SEN support in schools for pupils with cognition and learning needs						20			
2x language games sessions (SENDIASS hosting)						25			
Bespoke governor training						11	11		
Working with parents – early years sencos. Part of the Early Years SENCo training award (NASENCo).							25		
Construction intervention (SENDIASS hosting)									16
SEND face to face workshop Lowestoft									4
Sharing and enjoying reading (SENDIASS hosting)									19

Outcomes and service user feedback

Survey Responses

Q9 Overall how satisfied are you with the service we gave?

	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22
0 – very unsatisfied			20%						20%*
1				9.1%					
2				18.2%	14.3%	11.1%			
3 – very satisfied	Nil return	100%	80%	72.7%	85.7%	88.9%	100%	100%	80%

**1 respondent to the survey was 'very unsatisfied' with the overall service this period. As they kindly gave their contact details, we were able to follow this up. The enquiry was via our webform option, and we responded by email. The service-user shared that they would have valued a phone conversation with us – this is in line with our thoughts about the additional challenge around understanding the full nature of an enquiry and the needs of the service-user with enquiries via webform. We have this period added some questions to the form, including 'How would you like us to respond to you? Email or Phone'*

Q8. What, if any, difference(s) have we made for you?

I have found the way to access help in my parent carer role

Due to an error in April's data, the following comments were not recorded in that report:

I feel I'm equipped to challenge things and question things better knowing that the information I have is correct and lawful
I feel I was finally listened to

Q12. Do you have any suggestions about how we can develop and improve our services?

Keep doing what you are doing. The service is excellent. Maybe you should advertise more in both mainstream schools and special ones.

Due to an error in April's data, the following comments were not recorded in that report:

No you were amazing

Ladder Outcomes on Crossdata

An outcome is recorded by a team member following contact with a service-user. Outcomes can be recorded per contact so for some referrals, service-users we will have multiple 'outcomes' captured. They are a snapshot assessment of the result of the IAS provided. The 'needs unmet' are mostly where we attempted return calls but could not get through, or where appointments were not attended

Number of contacts recorded

	Sept-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22
IAS Needs Met	72	113	116	79	101	92	60	29	217
IAS Signposted	59	53	51	24	66	56	101	73	92
Able to Participate	64	75	78	56	424	328	354	323	165
Needs unmet	4	6	8	1	3	6	14	3	6

Outcomes recorded

Mum emailed: Thank you so much for phoning and chatting today. The information you have sent is so helpful, I feel so much better about it all now.
Thank you for your information, it's really helpful
Thank you so much, that's really helpful
Thank you for your support today, I'm hoping that the report will be written well now the additional EP & the LEA xx has gotten on board. Fingers crossed! I will be in touch once the rough report comes back
Glad you rang before meeting
Thank you so much, that's exactly what I needed. Super helpful as usual!
Grandmother thanked me for help
Mother said "thank you for all your help"
Mum said she really appreciated all the help and guidance and was keen to explore the highlighted resources. Said she felt reassured knowing the kind of specialist support the SES services can provide and having more knowledge about what to discuss with school.
Mum emailed: Thank you very much for your advice and time. I came home feeling reassured that my children will be able to have the support they need and what areas I need to research.
it expresses my every thought and feeling perfectly ... It really shows that you truly listen to me and my concerns even though I do speak super-fast
Thank you for all the support you have given me and *****
Thank you you've been brilliant
Felt overwhelmed at beginning of call, thanks that was really helpful
You've been very helpful
Grandmother said she 'really appreciated the advice' and 'sending through resources.' She said she will definitely watch the videos to increase her understanding.
Really helpful, thank you
Thank you so much for your help
Thank you so much for the information sent. I have made a referral for a parent carer needs assessment. I will share your contact with a few parents I know who are struggling to get help for their SEN children in mainstream school. Thank you so much for everything,
Parent emailed: Thank you so much .. this is really helpful
Happy with information provided and will be in contact if any more advice needed.
Thanks for all your advice

Thank you for your quick response; I appreciate you sending all of the information.
Thank you so much for the information supplied and thank you for all of your help this morning. I found it very useful.
"Thank you it's been lovely talking"
I really do appreciate your input with this so lovely to know there is a place that can explain the questions that are swimming in my head.
thanked me for help, and I said to get back in touch if she still doesn't hear from Family Services.
Thanks that's so helpful. I had looked online but sometimes you really need to speak to someone
Thank you that's been really helpful
Thank you so much for your help, you have done everything. and thank you for getting back to me so quickly.
Thank you so much, you've offered exactly what I want
It's really reassuring to talk to you, thank you

Needs unmet

dad was not available to talk but will call back when he is.
called twice left messages both times to call us if support was still needed.
left two messages at appointment time asked parent to go back to helpline
left 2 messages asked mum to go back to helpline if she needs further support
Rang back twice, no answer so left a message asking her to call us again.
could not get through on the phone

Training Feedback

100% of attendees of our SENDIASS sessions who filled in evaluation forms for March sessions **strongly agreed** or **agreed** that:

- the content was useful and appropriate
- the session was presented in a way which was clear and easy to understand
- the session made them feel more confident in that area.

In the feedback below, *indicates a suggestion for amendment – see our response below the table.

Sample feedback for the online parent/carer sessions
Clear, concise and understandable format thank you.
Thank you for the session. It has been really helpful, lots of useful information. Session length was perfect.
This was just brilliant!
Thank you for this information, it has made the EHC process clearer, and it's great that we can have a pre-recording as it's a lot of information to take in in one go.
I feel this has helped increase my confidence about giving evidence and how to fill out the family advice form, thank you.
Really helpful thank you. I am new TA in a SEN unit and I was keen to understand the EHC needs assessment process.
Just a massive thank you to you all 😊 Session was very helpful,
Thanks very much – this was really good, very helpful.
Many thanks! I am a mum of a child with SEND and also a SENDCo - I found it really useful for home and also we are introducing Construction Therapy in school.

Really helped me appreciate how important it is for an EHC plan to be specific.
Wish I'd heard about this session before.
Sample feedback for the face-to-face workshop
Lovely workshop – enjoyed the content, trainer was friendly, lots of opportunities to ask questions.
Trainer very knowledgeable and understanding. Loved the interaction. Clear presentation, tailored to needs of the group. Genuinely loved it!
Thank you for an enlightening session! This really helped me feel more confident.
Slideshow and discussions on each topic worked really well and being given time when needed to ask questions.
Everything worked well! Thank you for well-informed advice 😊
Sample feedback from governors and other practitioners
Very well-structured and clear and well-presented. I am very new to this so will look forward to going through the recordings and resources later.
Thanks very much, it's been very helpful and one of the better-quality training sessions I've attended since becoming a governor, very much appreciated.
Thank you very much. I have very little knowledge of SEND and I feel this has been a great introduction.
These two sessions have been excellent, so thank you very much for such an incredible amount of information and resources.
Thank you so much for two wonderful sessions which have been very informative. I have taken a lot away from this, in particular over support and resources you are able to offer.
Excellent session.
Very helpful session!! Particularly interested in the resources available.
Thank you so much for this session - really informative and useful.
Very useful. I am a current SENDCo and a SEND manager at another site.
Thank you so much for the sessions, they were both really helpful but I found today's especially relevant to the picture at our school.
* I wonder if a bit of pre-reading might be useful as there's been loads of great information but feel a little overwhelmed!
Thank you, this has been very insightful.
I have found this so useful. Just taking into consideration the parents' thoughts when you think grabbing them for a quick chat is helpful.
This was very helpful, great to be reminded of all the different things you may not even think of for meetings and conversations with parents and carers.
It is good to be reminded of different strategies to aim for positive interactions and meetings, thank you.

* I wonder if a bit of pre-reading might be useful as there's been loads of great information but feel a little overwhelmed!

Following this feedback from a governor, we contacted the manager for Governor Services who agreed that it would be helpful for us to put together a resource for preview before the first webinar. Our Training Officer is currently developing a short video which can be sent out to governors at registration for the next academic year's training.