

Barnet Specialist Inclusion Services and EP Team

SEND - Universal Parent Drop-In Initiative

Evaluation / Feedback - Feb 2017 to July 2017

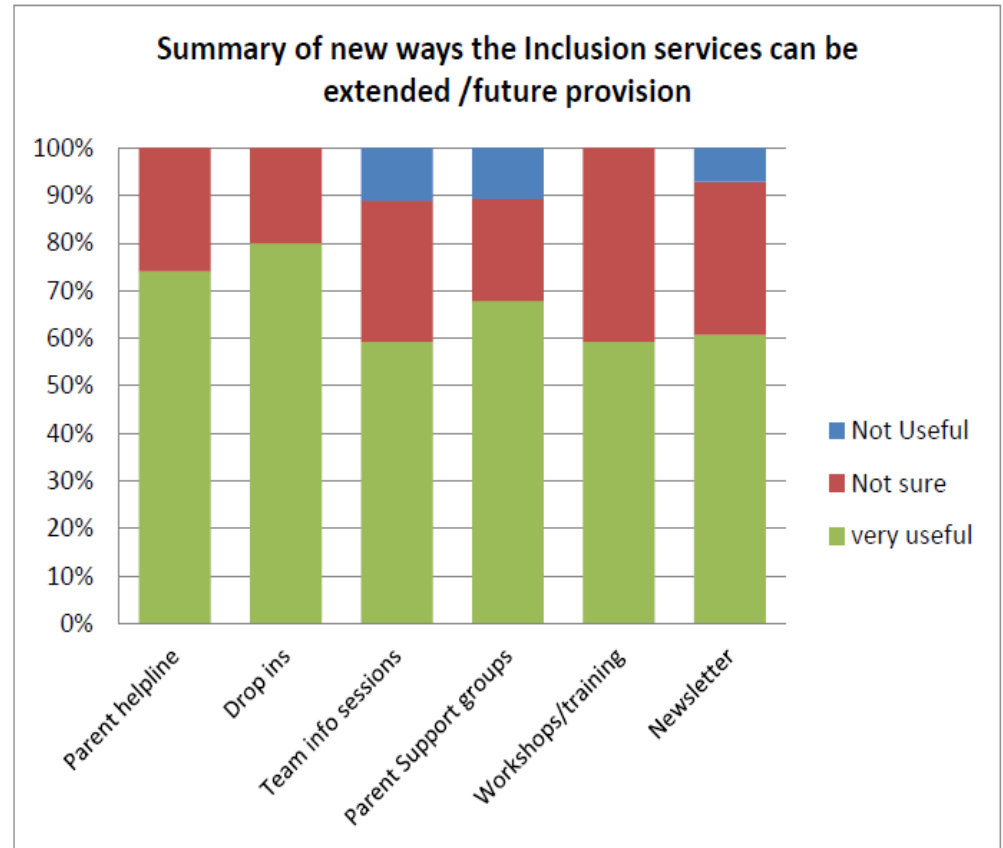


What was the rationale for implementing the parent 'drop-ins' pilot project?

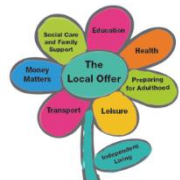
'You Said – We Did'

Previous feedback collated from Barnet SEND parent / carer community indicated that 80% respondents perceived that parent drop-ins would be a **'very useful'** way of developing the Specialist Inclusion Services (SIS) and Educational Psychology (EP) Team

As a result a parent 'drop-in' initiative was developed and implemented from February 2017



Following evaluation of the parent drop-ins we have delivered so far, slides 10 & 11 of this presentation demonstrate further focus on **'You Said – We Did'** and indicate future amendments to our offer, based on parent / carer feedback we have received.



Which professionals / teams have delivered the sessions?

The following teams / services have been involved in providing parent drop-ins between February 2017 and July 2017

- Autism Team
 - Educational Psychology Team
 - Barnet Early Autism Team
 - HIST Team (including advisory teachers in the following areas; *literacy need, speech, language and communication, inclusion and social, emotional and behavioural needs*)
 - Multi-Sensory Impairment
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- Based on feedback received from parents / carers (outlined in later slides), additional teams / services have been contacted and it is likely there will be a growing number of professionals offering this support from October 2017



How have we advertised the parent / carer drop-ins?

The drop-ins have been advertised on the

- i) Barnet [Local Offer page](#),
- ii) flyers sent to all Barnet schools
- iii) flyers sent to a wide number of services across health, education and social care
- iv) Sharing information / flyers with voluntary organisations and parent support groups / organisations

There has been a very good response and 50 parent drop-ins (1:1 sessions for 45 minutes) have been provided between Feb 2017 and July 2017

PARENT / CARER DROP-IN SESSIONS

Special Educational Needs & Disability Support in Barnet
Specialist Inclusion Services

Parent / Carer Drop-In Sessions - Overview

Parent / Carer Drop-In Sessions are for parents / carers of Barnet children and young people (0-25) to share any concerns or issues, with a relevant professional. It is a stand-alone session, so this means that there is no follow-up. The aim of this session is to provide parents / carers with an opportunity to discuss concerns and collectively think through how to move forward with the situation.

The sessions are completely free (no cost)

- Priority will be given to those who have not attended a previous Drop-In Session on a first come, first serve basis.
- This is a consultation session for parents / carers only. Children do not need to attend.

For booking details see table below and fill in the booking form. [Bookings can only be taken via a completed booking form. \(see below\)](#)

Further information regarding the Parent Drop- In sessions (including, a summary of each team and the planned sessions between now and October 17) is available on the Barnet Local Offer:

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/Events-.html>



Parent feedback / evaluation - questionnaire

At the end of each 1:1 parent drop-in, a brief questionnaire was given to all attendees that they could fill out anonymously outside of the session

Parent 'Drop-In' Session

Specialist Inclusion Team and EP Team

Date:

Team / Service who I met with:

Please indicate below (tick appropriate box) how you rate your contact with the professional at the drop-in session today:



	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I felt listened to					
The session was a helpful experience					
I feel the concern has moved forward					
I would recommend the session to other parents / carers					
What was the most helpful:					
This session would have been even better if.....					
Please leave this evaluation form at reception before you leave.					



Parent feedback / evaluation

- Between February 2017 and July 2017, the Specialist Inclusion Services and Educational Psychology Team facilitated 50 parent drop-in sessions (1:1 drop-in sessions)
- From the 50 sessions provided, 42 parents provided feedback through the evaluation questionnaire
- The questionnaire was completed anonymously outside of the session and passed to the host school who provided the venue for the drop-in
- A overview of the feedback received is presented in the following slides:

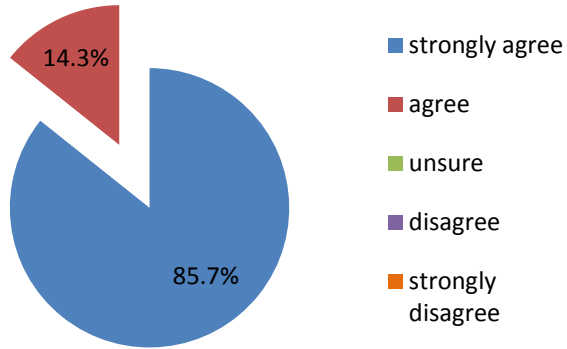
	strongly disagree	disagree	unsure	agree	strongly agree	Total number of responses
Q1: I felt listened to				6	36	42
%				14.3	85.7	
Q2: The session was a helpful experience				10	32	42
%				23.8	76.2	
Q3: I feel the concern has moved forward			6	21	15	42
%			14.3	50.0	35.7	
Q4: I would recommend the session to other parents / carers				7	35	42
%				16.7	83.3	



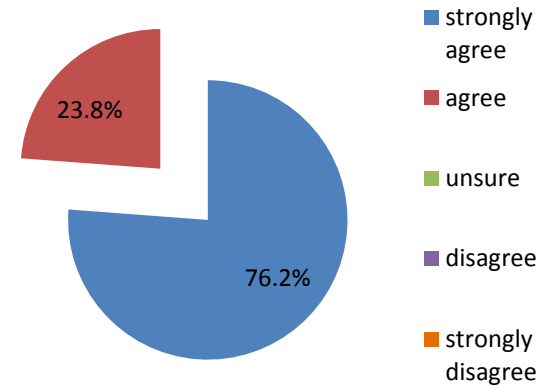
Parent feedback / evaluation

The data / figures below indicates 'percentages' of responses

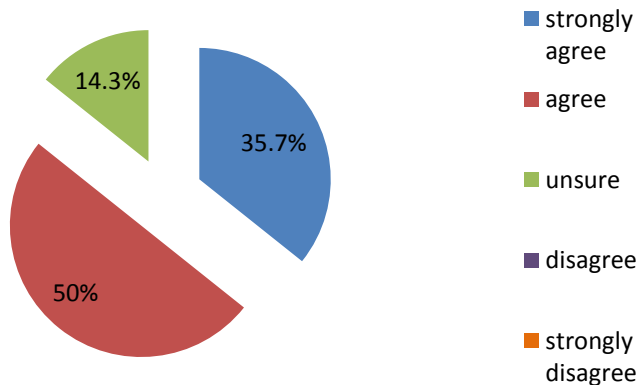
Q1: I felt listened to



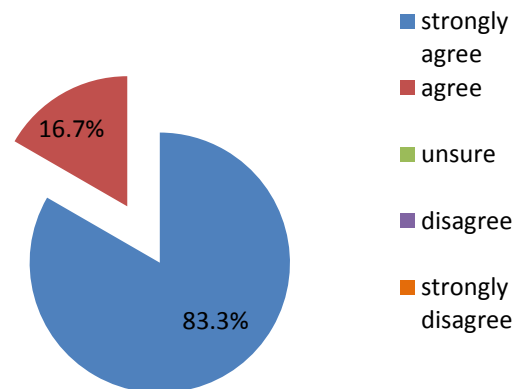
Q2: The session was a helpful experience



Q3: I feel the concern has moved forward



Q4: I would recommend the session to other parents / carers



Perceived level of impact?


- At the start of the 1:1 session with the professional, the parent / carer indicated their level of concern relating to the issue they had brought to discuss.
- They indicated their perceived level of concern on sliding scale of 1- 10 (see below):

Perceptions regarding level of concern:

For the issue you have brought today, indicate your level of concern utilising a scale of 1 – 10:

1 = **Not concerned at all** moving all the way to 10.....10 = **Extremely concerned**

1 2 3 4 5 6 7 8 9 10



- At the end of the 45 minute 1:1 session with the professional, the parent / carer again indicated their level of concern relating after having time with the professional to discuss their views and consider next steps.
- They indicated their perceived level of concern on sliding scale of 1- 10
- The information gathered indicated that parents / carers perceived there had been positive movement as a result of the session (average of **1.7 lower** score on the 10 point scale)
- This positive impact is consistent with the response to question 4 on the anonymous evaluation questionnaire '*I feel the concern has moved forward*' where 85.7% of the 42 responses indicated '**Agree**' {50%} or '**Strongly Agree**' {35.7%}



Qualitative Feedback

Key themes

Positives

Strategies / new ideas / solutions

Signposting (services, documents and resources)

Having a new / fresh perspective on an issue

Receiving advice from someone outside of the school

Providing space to think things through and reflect

Time with professionals that are difficult to access

Access to expertise

Even better if.....

There was some follow-up or review

The sessions were longer (not enough time)

Concerns could be shared in advance to help with time constraints

The school could be involved

Hand-outs in the session were available

More parking was available



Concept of *'You Said – We Did'*

Qualitative Feedback - Key themes – *changes that can be made*

Even better if.....

Concerns could be shared in advance to help with time constraints

We will be providing an option for parents / carers to outline the nature of their issue / concern prior to the session and also what support they are seeking (e.g. strategies, time to reflect, signposting to other resources / services)

Hand-outs in the session were available

For those parents / carers who provide information prior to the session, professionals leading the drop-in will consider what hand-outs could be provided. We will also ensure there is information (leaflets / brochures) on certain supportive services parents can access (e.g. SEDIASS, Local Offer).

There are more drop-in sessions available

We are liaising with other services / teams (e.g. Speech and Language Therapy, Pre-School Teaching Team) to offer more drop-in sessions as a collective. We hope to increase the number of drop-ins we provided from 6 drop-in sessions every 6-7 weeks, to at least 9 drop-in sessions every 6-7 weeks.

More parking was available

We will liaise with the host setting / school to establish parking options available prior to the session and aim to get this information out to parents / carers who are booked into a drop-in.



Concept of *'You Said – We Did'*

Qualitative Feedback - Key themes – *acknowledge views however for these issues changes will not occur (rationale is explained below for each point)*

Even better if.....

There was some follow-up or review

Appropriate services / resources will be signposted in the drop-in session which will allow parents / carers to have clear next steps following their time with the professional.

We are unable to offer a direct follow-up to the drop-in session, as we have a designated amount of resource to provide this new service. Providing follow-ups would result in us having to significantly reduce the number of drop-in sessions offered. Parents / carer do have the option to book on a future drop-in to follow-up on what was initially discussed (although it is unlikely to be the same professional facilitating the session).

The sessions were longer (not enough time)

To ensure we provide enough sessions to reach a wide number of Barnet parents / carers we have to limit the amount of time we allocate to each sessions. We have identified 45 minutes as an appropriate amount of time, however acknowledge for some parents / carers they would value longer sessions. We will continue to review our time allocation, although will continue with 45 minute slots for the next cycle of parent drop-ins.

The school could be involved

As all drop-ins are offered to all Barnet parents and carers of children / young people with Special Educational needs and Disability it would be very challenging to include schools. The sessions are offered at a range of times (many during the school day) and are held in various locations across the borough. Trying to include numerous schools in venues that could be some distance, at specific designated times would be difficult. Also as we offer a 'first come – first allocated' booking system, it would not be possible to know a schools availability at the time a parent books the slot. For the next cycle of drop-ins, schools will not be involved.



Future Parent Drop-In Dates

(two week window for sessions to be agreed with host school and specific dates / times will be advertised when available on the Barnet [Local Offer](#) page)

- Oct 2017 (Mon 9th to Fri 20th Oct)
- Nov / Dec 2017 (Mon 20th to Fri 1st Dec)
- Jan 2018 (Mon 15th to Fri 26th Jan)
- March 2018 (Mon 1st to Fri 9th March)
- April / May 2018 (Mon 30th April to Fri 11th May)
- July 2018 (Mon 2nd July to Fri 13th July)

