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STAKEHOLDER FEEDBACK and RESULTING DEVELOPMENTS

Summary Document

**Barnet Parent / Carer and School Feedback on
Education SEN and Inclusion Services and
Processes; ‘you said – we did’**

May 2017

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FEEDBACK – Summary Document

Barnet Parent / Carer and School Feedback on SEN and Inclusion Services / Processes

Barnet SEND and Inclusion Services have undertaken a process to ascertain the views of schools and parents/ carers with regards to their experiences in accessing these services, the support provided and how effectively SEND needs are met in Barnet. The aims of seeking community perceptions were to review the current local authority SEND processes and develop new ways forward to improve the current offer.

Feedback workshops and a Barnet SEND Conference were scheduled (a range of events between **November 2016 to April 2017**) to provide a forum to discuss a number of issues relating to SEND processes. The sessions were coproduced with the Barnet Parent Carer Forum. Questionnaires and other feedback measures were designed for both parents and schools to share their perceptions (see examples of questionnaires in appendices)

Examples of opportunities to provide feedback included:

- 'Schools Workshop' (Tues 1st November 2016)
- 'Parent / Carer Workshop' (Weds 2nd November 2016)
- Quality Assurance Questionnaire for schools, evaluating the input they receive from Specialist Inclusion Services (November 2016)
- Parent training (February 20th 2017)
- SEND Conference (April 27th 2017)
- Parent participation - capturing experiences (Nov 2016 - April 2017)

Events were advertised and communicated using the following approaches:

- Sharing information and publications (e.g. flyers) via:
 - Publishing the workshops on the 'Upcoming events' page of Barnet's Local Offer (see following link):
 - Barnet school circular and asking schools to share with staff and wider parent / career community.
 - All Barnet school SENCOs emailed the workshops flyers directly.
 - Information shared at termly SENCO Forums / Conferences
 - SENDIASS parent distribution list (also disseminating workshop, training and conference flyers to all parents / carers (140 attendees) who attended the SENDIASS conference)
 - Barnet Parent Carer Forum
 - Independent and voluntary organisations
 - Through local authority health, education and social care communication distribution lists.

This document summarises a number of feedback questionnaires and approaches and includes information on how the local authority has responded to this feedback ('*You Said – We Did*' approach).

Individual data / figures can be located in the appendices section of this document.

Below are some of the themes that have been communicated and how the local authority is further developing their service delivery based on feedback received:

Feedback 'themes' relating to Barnet Specialist Inclusion Services and the resulting changes / developments:

1. Awareness and communication:

Themes:

- Increasing awareness of the different specialist inclusion teams within the local authority that support children / young people with SEND, their families and schools
- Providing clear and effective methods of communicating the support different services / professionals offer
- Access criteria and thresholds for different specialist inclusion services
- How decisions are made regarding statutory processes

Awareness and communication: Developments as a result of feedback received:

The SEND and Specialist Inclusion Teams have reviewed and amended information that details what support they provide, how to access the services, referral pathways and the eligibility and threshold criteria. This information has been updated on Barnet's Local Offer page.

Utilise the following link to access this information:

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

As a result of the feedback received the decision making process relating to statutory processes that occurs at the weekly Complex Needs Panel (e.g. decision regarding Education Health and Care Plans and funding) will be published and disseminated. This has been completed in DRAFT form and published on our Local Offer page in September 2017.

Barnet Local Offer was 're-launched' at the SEND Conference in April 2017 to further increase awareness of this information and communication resource. The Local Offer is continually monitored and updated to ensure it is up-to-date and has current information.

2. Coproduction

Themes:

- Coproduction of Education Health and Care Plans
- Coproduction, focusing on service delivery
- Coproduction of events / training

Coproduction: Developments as a result of feedback received:

Additional to the Educational Psychologist assessment for new Education Health and Care Plans, EPs will now also facilitate a coproduced outcomes meeting with the family, school, professionals and where appropriate the child / young person for every new statutory assessment (Education Health and Care Plan). This new initiative will be in place for all assessments agreed post April 2017 and will occur at approximately week 16 of the 20 week statutory process. The aim of the outcome meeting is to implement a coproduced and family / child centred approach to developing outcomes that will be included in the education Health and Care Plan (EHCP)

Continued on next page.....

Coproduction: Developments as a result of feedback received – *continued from previous page:*

A new development group focusing on participation and coproduction has been formed and has representatives from the Barnet parent Carer Forum, voluntary sector, education, social care and health. This group had their first meeting in May 2017 and will meet regularly to look at improving coproduction and producing clear tangible outcomes to demonstrate further development across services with regards to purposeful and effective coproduction.

Recent events have been coproduced with parents and a range of services from education, health and social care including the recent Barnet SEND Conference (April 27th 2017). The coproduction of these events (e.g. developing focus, creating agenda, addressing logistics of organising, producing evaluation tools etc) has proved very successful and will continue in the future.

The Barnet Local Offer working group is an example of effective coproduction and this group and coproduction approach will be sustained. Wide representation from services, organisations and parents have collectively developed Barnet's Local Offer. The Local Offer has been evaluated as a positive example of coproduction and the group have also formally evaluated their coproduction processes which demonstrates the effectiveness of what is currently implemented.

3. Accessing Teams and Training

Themes:

- Providing Parent training
- Accessing teams directly
- Events for both parents and professionals
- Clear and available criteria and thresholds

Accessing Teams and Training: Developments as a result of feedback received:

Regular parent training has now been provided by the Head of Specialist Inclusion Services. Over 70 parents attended the most recent training and the number has risen as awareness has grown. Training has been evaluated (example in appendix 1.3) and parents perceptions are largely positive. Training has been developed through consultation and coproduction with the Barnet Parent carer Forum and advertised in the community through a range of communication pathways.

The EP Team and Specialist inclusion Services are increasing their universal parent training offer and will publicise all of their trainings in one document from Sep 2017 that will be located on Barnet's Local Offer.

Parent drop-ins are now provided every 6 weeks by the EP Team and a range of specialist inclusion services and are free to all Barnet parents. The sessions have increased direct access to the individual teams / services and this pilot will be evaluated and a summary document will be disseminated with the community to illustrate the feedback and impact of this initiative.

Accessing Teams and Training: Developments as a result of feedback received – (continued from previous page):

The Barnet SEND Conference was delivered in April 2017. This event was coproduced by parents, voluntary sector, social care, health and education. Over a 150 attendees were present and the feedback received was very positive (see appendix 1.5). The SEND conference will be an annual event in Barnet after the success and positive feedback from this 'first' conference.

The SEND and Specialist Inclusion Teams have reviewed and amended information that details what support they provide, how to access the services, referral pathways and the eligibility and threshold criteria. This information has been updated on Barnet's Local Offer page.

4. Opportunities for Feedback

Themes:

- Parents provided with formal opportunities to provide feedback
- Schools / settings provided with formal opportunities to provide feedback
- Sharing feedback collated
- Impact of feedback

Opportunities for Feedback: Developments as a result of feedback received:

Barnet SEND and Inclusion Services are actively developing more accessible mechanisms for parents /carers, children and young people and settings to provide feedback regarding services, process and impact.

Parents who have received support from the EP Team or Specialist Inclusion Services are now contacted (if they consent) and their experience of receiving this support is captured (standardised questionnaire). Parents have the option to answer the questions via a meeting, a telephone call or via email. A designated parent participation officer role has been developed to contact parents after receiving input (to encourage an honest and independent approach). A summary of this feedback is provided in appendix 1.1.

Feedback workshops have been implemented (for schools and parents / carers) and feedback collated and shared.

Training and events are regularly evaluated utilising the feedback from attendees.

Quality assurance questionnaires regarding SEND and Specialist Inclusion Services are disseminated and data collated and analysed to impact service development. This process will be repeated annually to demonstrate progress from the initial baseline data received.

This document includes numerous examples in the appendices of feedback received and also aims to demonstrate the impact of the feedback we have received (what developments have occurred as a result of the feedback)

5. Quality of Support and Outcomes / Impact

Themes:

- Response time of support and processes
- EHCPs reflecting individual needs
- The accuracy and quality of information shared
- Ensuring the support provided has a positive impact

Quality of Support and Outcomes / Impact:

There is now a formal EHCP audit process that has been developed to review and monitor the quality of EHCPs and to improve our processes. A multi-disciplinary group regularly review a sample of EHCPs and provide feedback on their perceptions. The aim is to improve the quality of Barnet EHCPs, ensure they accurately reflect the individual needs of the C/YP and have effective, purposeful and appropriate outcomes.

Teams are monitoring timeframes relating to the timeliness of their response and assessment and will be sharing this data.

There is now a greater focus on measuring impact of service delivery. Teams are utilising impact measures to reflect the positive difference they are making. An example is provided (appendix 1.4) of the 'Target Monitoring Review' process the EP team implement relating to the support they provide for a sample of C/YP with SEND

APPENDICIES

Barnet Specialist Inclusion Services

Gaining Parent / Carer perspectives June 2017

This report is an evaluation of Barnet Parent/carers perspectives regarding the input that has been provided to their child/young person (YP) by Barnet Specialist Inclusion Services (SIS).

The following teams make up Barnet Specialist inclusion Services (SIS):

Autism Team	High Incidence Support Team	Educational Psychology Team
Early Support	Hearing Impairment Team	Barnet Early Autism Team (BEAM)
Visual Impairment Team	Physical Difficulties Team	

As part of Barnet’s commitment to ensure parents are at the heart of its SEND processes and procedures, we are regularly seeking parental views and perspectives. The aim of this approach is to utilise parental views to continually improve our services and shape our future processes.

Data from Barnet Specialist Inclusion Services and EP Team was collected utilising questionnaires for the period between Nov 2017 and March 2017. After receiving support from a professional from the SIS parents were asked if they would be happy to be contacted by a Participation Officer at a later date to provide feedback on their experience. For the parents who consented they were contacted and offered a number of ways to provide this feedback (face to face meeting at convenient location, over the phone or by email).

The aim of the questionnaires would be to focus on parental engagement. This would offer us a valuable opportunity to review our approach with regards to working with children and parents/carers. The information collected can be shared with the community and demonstrate our commitment to offering parent/child centred services.

It is important to note that the questionnaire for both the Specialist teams and EP team were differentiated slightly due to the nature of work under taken by them.

The Specialist teams tend to provide on-going support to a child/YP which can range from weekly or termly visits or as and when input is required, therefore it can be harder to evaluate. (*Appendix 1, Specialist Team questionnaire*)

The EP team will have an initial meeting/consultation, agree targets and then review the targets at the end of their involvement. (*Appendix 2, EP Team questionnaire*)

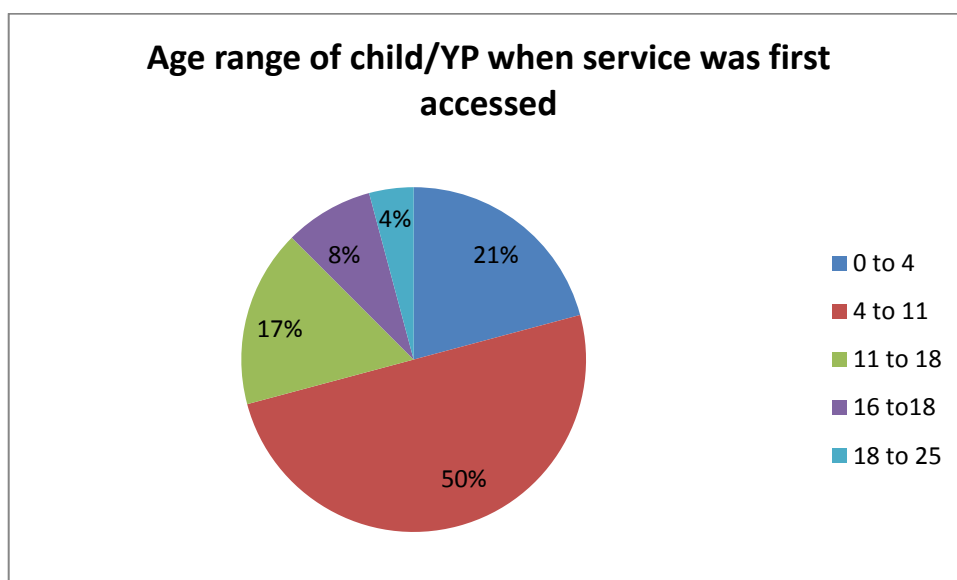
The questionnaires were given out to parent/carers who had agreed to be contacted after involvement with a professional and to a cohort of parent /carers of whom the professionals felt may engage with the service.

Total number of Parents/carers who engaged in parental questionnaire	27
Total number of parent/carers contacted though email/phone calls	109

The return rate did not reflect the level of interest in filling out a questionnaire. Many parent /carers contacted where offered convenient times to them to complete the form over the phone or in person, but most opted for an emailed form, which subsequently were not returned. A future action to follow these parents up is planned.

Barnet Inclusion Specialist Services Questionnaire Data - Nov 2017 – March 2017

The chart below reflects the age range of children/YP that completed a questionnaire and accessed a Specialist Inclusion Service.



The data indicates that for the cohort who completed the questionnaire, the Specialist Inclusion Services are utilised during the child’s Primary school years.

Parent /carers were asked whether they ‘strongly agree’, ‘agree’, ‘neither agree nor disagree’, ‘disagree’ or ‘strongly disagree’ with the following statements. The table (Table 1.1) below shows the percentages of parent/carers who either ‘strongly agreed’ or ‘agreed’.

Table 1.1:

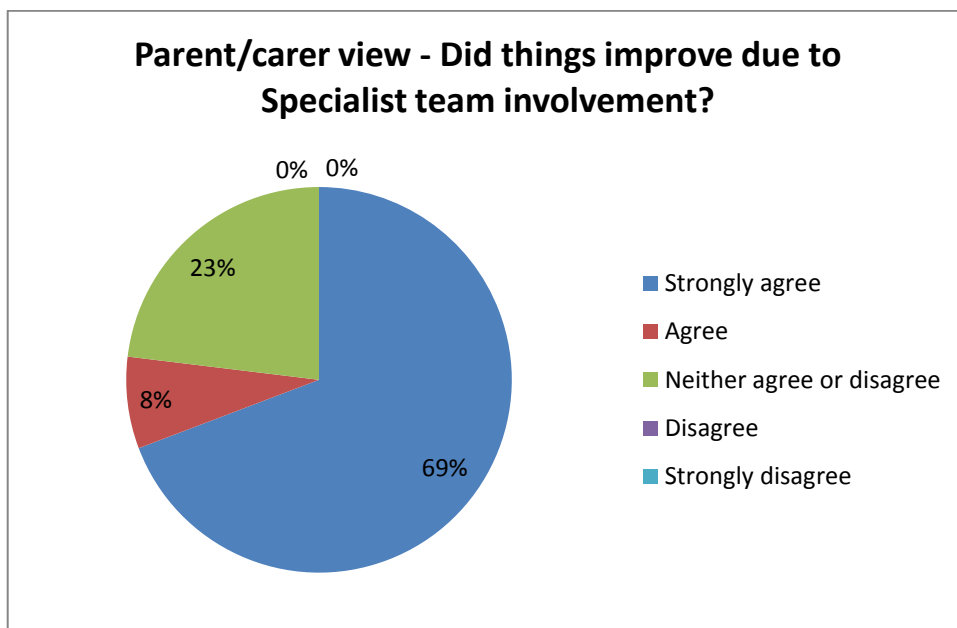
	total responses	No. Strongly Agreed and Agreed	% SA and A
I was satisfied with time taken from point of referral to meeting	25	17	68%*
<i>*24% of parent /carers neither agreed or disagreed and only 8% disagreed</i>			
I was well informed about what support provided and the timeframes involved	25	20	80%*
<i>*20% of parent /carers neither agreed or disagreed</i>			
I felt I was able to fully share my views and concerns with professional	25	25	100%
I felt I was able to contribute to the actions agreed	25	23	92%
Actions agreed were relevant and useful	25	25	100%
In the end it was clear who was doing what	25	23	92%

The results have been very positive with 100% of parents agreeing that they were fully able to share their views and concerns with the professional and that any actions agreed were relevant and useful.

Question relating to improvement after Specialist team involvement.

Parents who accessed the Specialist Inclusion services were asked to rate the following statement from 'strongly agree' to 'strongly disagree';

"Things improved as a result of the additional involvement of the professional"



The result indicates a trend in positive improvement after involvement with the Specialist team, where 77% of parent /carers responded with 'agree' or 'strongly agree'. There were no parents who disagreed with the statement.

Scaling question relating to levels of confidence after involvement of EP team.

Parents/carers who accessed the EP service were asked to complete the following scaling question;

Please use the following 2 scales to indicate your feelings about EP involvement with your child. Ratings to the left represent low levels and ratings to the right indicate high levels of confidence.

*How confident were you **before** the EP's involvement that your child's needs were fully understood.*

1|-----|10

*How confident were you **after** the EP's involvement that your child's needs were fully understood.*

1|-----|10

The average scale point movement from levels of confidence *before* EP involvement to *after* involvement was a positive gain of 3.7 scale points (on a 10 point scale) – indicating **significant positive confidence levels** in relation to the child /YP’s needs being fully understood.

Average scale point movement indicating confidence levels in meeting needs of child/YP before and after EP involvement
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3.7

Analysis of Parent/carer feedback/comments

Overall there were 50 comments (*Appendix 3, Gaining parent /carer perspectives - Specialist Team and EP team comments*) regarding the 3 areas reflected on the questionnaires. These are summarised below;

1. What could be done differently/improvements?

- Improvement in communication
- Delays / earlier identification
- Budgetary constraints
- More training /workshops
- More capacity/visits

2. Most positive aspects of the team

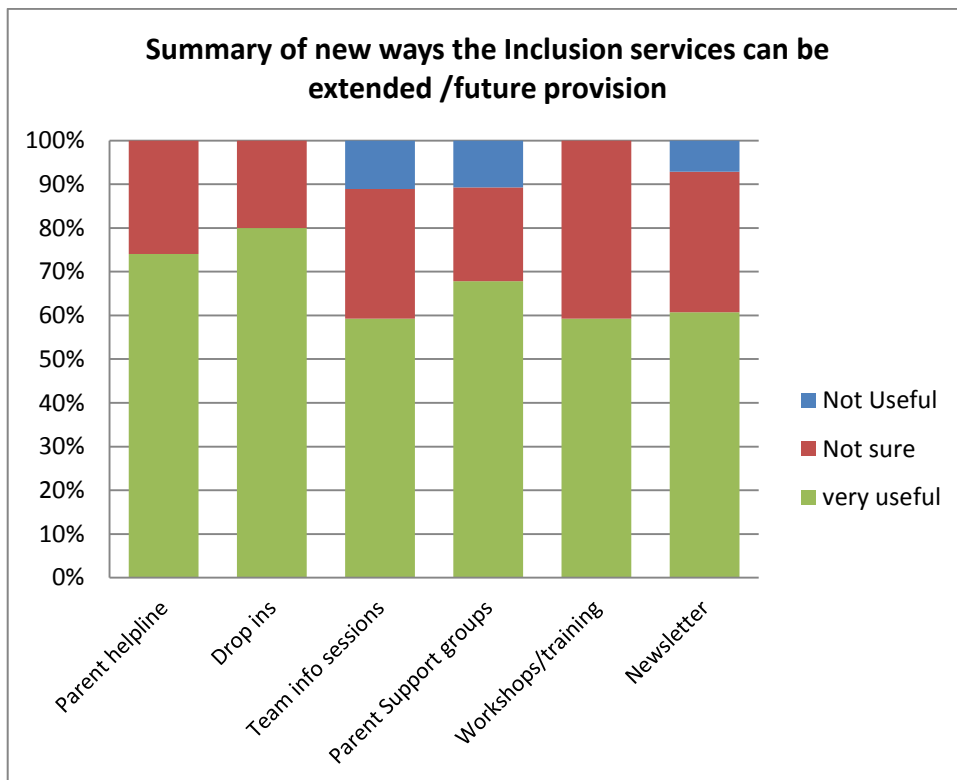
- Kind, caring and understanding
- Knowledgeable and professional
- On parents side and listened to views
- Good communication and timely reports/response times
- Great support and advice

3. Other comments

- Earlier intervention
- Schools generally prioritise ‘high needs’ children/YP
- Need more respite
- Need more social groups/resources/ parent groups

Ways in which the Specialist Inclusion services could be extended

Parent /carers were asked if they felt the Specialist Inclusion services could be extended and what they would find most and least useful (or if they were not sure).



The results indicate that parents value the support from the Specialist Inclusion Services and would like additional approaches to increase access to these teams.


Parent Drop-in sessions are now being offered on a half termly basis (6 cycles annually) by all Specialist inclusion Services. These sessions are advertised widely (including publishing the flyer on the Local Offer Upcoming Events Page).

Our parent training offer is increasing and each individual team within the Specialist Inclusion Teams is reviewing their current offer and increasing it over the next year. Sessions will be advertised widely (including Local Offer Upcoming Events page) and feedback from these training will be collated and published on the Local Offer.

Gaining feedback from schools and settings regarding Specialist Inclusion Services

November 2016 – All Barnet schools were sent the following questionnaire and below are the average scaled score (from returned questionnaires) – 44 schools responded in total

For each statement below, please indicate how much agree with the comment by providing a number, scaled 1 – 10 for each service you have accessed (**only complete the sections that are relevant to services you have accessed this past academic year - leave boxes blank if you have not accessed support from a particular team / service*)

Name:		Setting:					
<p>1 = Totally disagree..... moving all the way to 10.....10 = Completely agree</p> <p style="text-align: center;"> 1 2 3 4 5 6 7 8 9 10  </p>							
		Specialist Inclusion Services					
	Educational Psychology		Autism Team	Hearing Impairment	HIST	Physical Difficulties	Visual Impairment
Number of responses:	38		31	19	18	12	12
	Av scaled score		Av scaled score	Av scaled score	Av scaled score	Av scaled score	Av scaled score
We value the support we receive from the specialist service	8.9		9	8.4	8.7	8.4	9.0
There is clarity regarding the support the specific service offers our school.	7.7		8.5	7.9	8.0	7.1	8.7
The information we have received from the service has been timely and prompt	8.4		8.4	8.1	8.7	6.9	8.7
The service has made a valuable contribution to our School	8.8		9	8.3	8.7	7.6	8.9
The service has communicated effectively with regards to scheduling sessions and responding to queries	9.0		8.6	8.9	8.9	7.6	9.0
The service has responded to and provided effective support with regards to the specific needs of our setting.	8.6		8.9	8.4	8.6	7.8	8.7
The input from the service has resulted in positive outcomes for children / young people in our setting	7.8		8.5	8.1	8.7	8	8.6
I am happy with the quality of service being provided by the service	8.7		8.8	8.5	8.5	7.5	9.0


Parent / Carer Training: *Maintaining High Expectations for All C/YP with SEND*
Feb 20th 2017

Evaluation

Total number of responses: **45**

I am a parent or carer of a child / young person with SEND aged (please circle more than one if appropriate):

0-4 yrs	5-11 yrs	12-16 yrs	17-19 yrs	20-25 yrs
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For each statement below, please indicate how much agree with the comment by providing a number, scaled 1 – 10
<p>1 = Totally disagree..... moving all the way to 10.....10 = Completely agree</p> <p align="center"> 1 2 3 4 5 6 7 8 9 10  </p>

STATEMENT	Scaled Score
Attending the training was a positive experience	8.4
I valued the training session	8.5
The training content was relevant and appropriate for the audience	8.2
The information was presented clearly and effectively	9.1
There was helpful information that can positively impact my own child's learning / development	8.3
I would value more training for parents on SEND issues, similar to what I accessed today	9.0
I would recommend this training to other parents & carers of children / young people with SEND	8.9

<p>The most positive / helpful aspects of the training:</p> <p>Themes: <i>Information regarding services available</i> <i>Reflecting on how to communicate with children</i> <i>Engaging session</i> <i>Hearing about developments in Barnet</i></p>	<p>The training would be further improved by:</p> <p>Themes: <i>More examples / more strategies</i> <i>Longer sessions</i> <i>More frequent parent training</i></p>
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Measuring the Impact of EP Input - Target Monitoring and Evaluation (TME)

Barnet EP Team evaluate the impact of the support provided by recording clarifying the individual needs to be addressed and measuring increases in the confidence of teachers and parents about managing and supporting children and young people with SEND over a period of time.

We utilise the Target Monitoring Evaluation (TME) tool to collect data on the effectiveness on aspects of the support Barnet EP Team provide. The TME process utilises a 10 point scale to help reflect the impact of EP support and progress is reviewed against this scale.

1. During the initial meeting / consultation targets are agreed with relevant professionals, adults and young people.
2. We identify a baseline for each target and an expected level of progress after a stated period of time review, provided that the agreed support has been implemented.
3. We review by requesting ratings of progress achieved in order to measure impact and outcomes over time.

Working in this way allows both the service and schools to produce information on the impact of our support.

Trying to measure the specific impact of EP input / support is a challenging and complex area due to the number of variables that must be considered.

In their report, the Association of Educational Psychologists (2009) state:

"Evaluation of the effectiveness of educational psychologists is [in] the majority of cases problematic because of the number of variables that intervene between the psychological input and the outcome. p18]

Barnet EP Team while acknowledging the challenges that exist in robustly evaluating their support, recognise the importance of measuring the impact of their service delivery and as a result currently utilise the TME model to support this process.

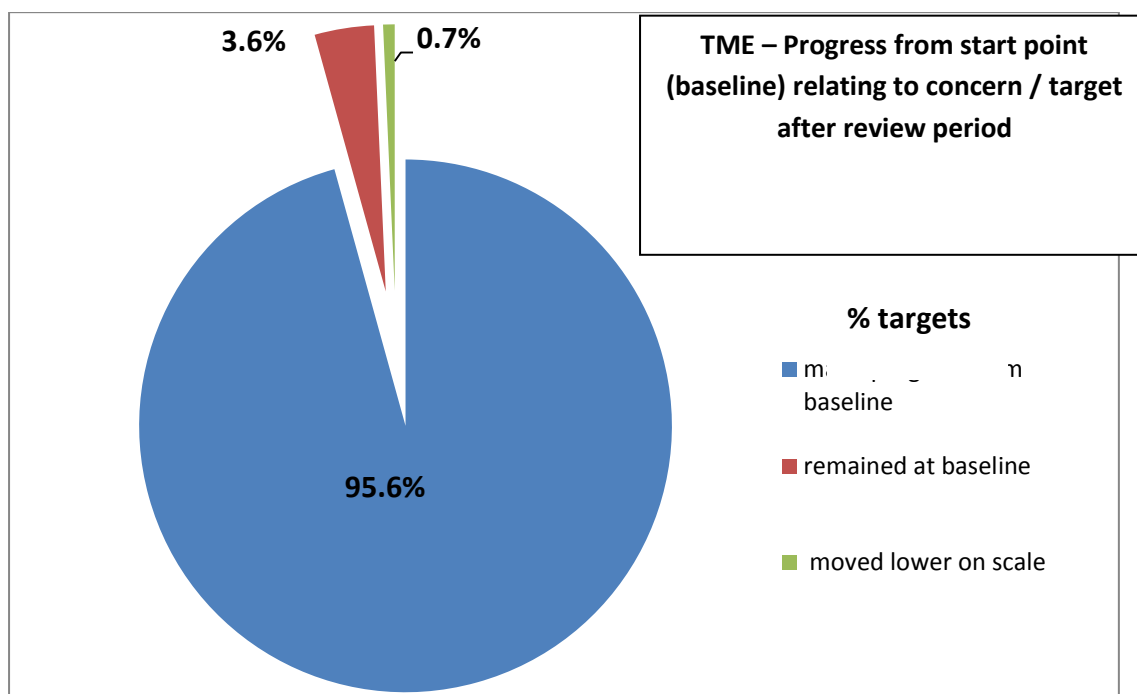
Research undertaken by Connor (2010) *indicates* that the TME process is regarded as a useful tool for assisting the EP, SENCO, teachers and other professionals, in liaison with the parents and the child (where appropriate / possible) in measuring perceptions of change and in defining interventions.

Data from Barnet EP Team is provided below for the period between April 2016 and March 2017.

Barnet EP Team – TME Data - April 2016 – March 2017

Total number of children / young people with SEND who have been reviewed utilising the TME process	49
Total number of targets reviewed	136

Description	Percentage	Total Number of Targets
95.6% of targets linked to C/YP with identified SEND made progress from the baseline concern after a review period	95.6%	130
3.6% of targets linked to C/YP with identified SEND remained constant in relation to the initial baseline concern	3.6%	5
0.7% of targets linked to C/YP with identified SEND 'regressed' from the baseline concern after a review period	0.7%	1



The average scale point movement from the C/YP's baseline was a positive gain of 3.3 scale points (on a 10 point scale) – indicating **significant positive progress** in relation to the initial concern / target area.

Average scale point movement from 'Baseline' to 'Achieved' (indicating progress levels)	3.3
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The average scale point movement from the C/YP's expected progress as a result of EP input was neutral (no scale point shift) – indicating that the expectations set were met after the agreed time period. It must be noted that the EP Team is highly valued and is evaluated by relevant stakeholders as offering a high standard of service delivery. When the 3.3 average scale point progress is considered (from baseline point) in relation to high expectations being met, this demonstrates the positive impact of the EP support provided.

Average scale point movement from 'Expected' progress compared to 'Achieved' progress	0
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References

Association of Educational Psychologists (AEP). (2009). *The Evaluation of Educational Psychology Services in the Light of Outcomes for Children*. Association of Educational Psychologists

Connor, Tom (2010) *Target monitoring and evaluation: measuring the impact of educational psychology interventions*. Institute of Education, University of London

BARNET SEND Conference– April 27th 2017

Evaluation



Appendix 1.5

Total number of responses: **56**

Please indicate what capacity you are attending in (please circle):

Parent / Carer	Education professional	Health professional	Social care professional	Voluntary sector
30	18	4	1	3

For parent / carers: I am a parent or carer of a child / young person with SEND aged (please circle more than one if appropriate):

0-4 yrs	5-11 yrs	12-16 yrs	17-19 yrs	20-25 yrs
6	18	9	4	2

For each statement below, please indicate how much you agree with the comment by providing a number, scaled 1 – 10

1 = **Totally disagree**..... moving all the way to 10.....10 = **Completely agree**



STATEMENT	Av Scaled Score
Attending the Barnet SEND Conference was a positive experience	8.5
The conference content was relevant and appropriate for the audience	8.5
The information was presented clearly and effectively	8.3
There was helpful information that can positively impact my own child’s learning / development	7.5
I would value more events / training on SEND issues	9.3
I would recommend this conference to parents & carers (of children and young people with SEND)	8.9
<p>The most positive / helpful aspects of the conference:</p> <p>Themes:</p> <ul style="list-style-type: none"> <i>Information regarding services available</i> <i>Awareness of Barnet SEND Local Offer</i> <i>Networking / meeting others</i> <i>Presentations</i> <i>Hearing from parents</i> 	<p>The conference would be further improved by:</p> <p>Themes:</p> <ul style="list-style-type: none"> <i>Longer session / more time</i> <i>Young people to be part of the conference</i> <i>More information sent out to attendees prior to the event</i> <i>Conferences to occur more frequently</i>

Appendix 1.6

PARENT / CARER QUESTIONNAIRE –

SEND and Inclusion Education Services

Gaining parental / carer perspectives regarding Barnet SEND and Inclusion processes / practice

Q1: I am the parent of a child with SEND who is aged? (please circle):

0-4	4-11	11-16	16-18	18-25
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For the following statements please tick the relevant box which indicates your level of agreement with each statement:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
SEN SUPPORT					
Q4: I am aware of the different specialist inclusion teams within the local authority that support children / young people with SEND, their families and schools					
Q5: The Local Authority have clear and effective methods of communicating the support different services / professionals can provide to the parent community					
Q6: I am aware of the access criteria for the specialist inclusion services					
Q7: I have accessed Barnet’s Local Offer page on more than one occasion in this last academic term (Sep 1 st 2016 – Nov 1 st 2016)					
Q8: Barnet’s current Local Offer page is a useful tool for parents / carers					
Q9: The local authority provide effective training on different areas of SEND for parents to access					
Q10: More training for parents should be provided on specific areas of SEND					
Q11: The local authority communicate effectively with parents					
Q12: There are regular opportunities provided for parents to provide feedback on local authority SEND / Inclusion processes					
Q13: The response time from local authority professionals (when a query is made) is satisfactory					
Statutory processes – please only complete this section if you have experience of the statutory assessment process in Barnet					
	Strongly	Agree	Neither	Disagree	Strongly

	agree		agree or disagree		disagree
Q14. The statutory processes relating to EHCPs / statements is clear to me as a parent					
Q15. The local authority effectively engage in the coproduction of EHCPs with parents					
Q1. The EHCP / statement processes in Barnet are person centred.					
Q18. The EHCPs I have observed have effective outcomes that reflect the individual child / young person's needs.					
Q19. The annual review process is effective in reviewing my child's needs and provision					
Q20. I know where I can locate information on the EHCP and statutory processes					
Q21. Barnet's SEN section communicate effectively with Barnet parents					
ANY OTHER COMMENTS:					

Responses			
Q4 (Parents) / Q5 (SENCOs): I am aware of the different specialist inclusion teams within the local authority that support children / young people with SEND, their families and schools			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	50%	33%	12
Schools / settings	72%	19%	42
Q5 (Parents) / Q6 (SENCOs): The Local Authority have clear and effective methods of communicating the support different services / professionals can provide to the parent community			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	38%	37%	12
Schools / settings	85%	14%	39
Q6 (Parents) / Q7 (SENCOs): I am aware of the access criteria for the specialist inclusion services			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	33%	42%	12
Schools / settings	27.5%	57.5%	40
Q8 (Parents) / Q10 (SENCOs): Barnet's current Local Offer page is a useful tool for parents / carers			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	22%	33%	9
Schools / settings	51%	7%	41
Q9 (Parents) / Q11 (SENCOs): The local authority provides effective training on different areas of SEND for <u>schools/parents</u> to access			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	18%	63%	11
Schools / settings	56%	24%	41

Q10 (Parents) / Q12 (SENCOs): More training for <i>parents / schools</i> should be provided on specific areas of SEND			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	100%		12
Schools / settings	88%	5%	42
Q11 (parents) / Q13 (SENCOs): The local authority communicates effectively with <i>schools / parents</i>			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	25%	50%	12
Schools / settings	46%	37%	41
Q12 (parents) / Q14 (SENCOs): There are regular opportunities provided for <i>parents / schools</i> to provide feedback on local authority SEND / Inclusion processes			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	33%	42%	12
Schools / settings	15%	50%	40
Q13 (parents) / Q15 (SENCOs): The response time from local authority professionals (when a query is made) is satisfactory			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	22%	67%	9
Schools / settings	31%	40%	35
Q14 (parents) / Q16 (SENCOs): The statutory processes relating to EHCPs / statements is clear to me as a parent / school professional			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	60%	10%	10
Schools / settings	61%	34%	38
Q15 (parents) / Q21 (SENCOs): The local authority effectively engages in the coproduction of EHCPs with <i>parents / school and parents</i>			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	25%	63%	8
Schools / settings	11%	50%	36
Q16 (parents) / Q22(SENCOs): The EHCP / statutory assessment process in Barnet is person centred.			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	25%	50%	8
Schools / settings	33%	27%	48
Q17 (parents) / Q23 (SENCOs): The EHCPs I have observed have effective outcomes that reflect the individual child / young person's needs.			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	29%	43%	7
Schools / settings	47%	16%	43
Q18 (parents) / Q24 (SENCOs): The annual review process is effective in reviewing my child's needs and provision; Q24(S)The annual review paperwork for EHCPs / Statements of SEN is effective and fit for purpose			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	25%	50%	8
Schools / settings	19%	0%	21
<i>*81% of schools responded 'neither / unsure'</i>			
Q19 (parents) / Q25 (SENCOs): I know where I can locate information on the EHCP and statutory assessment process			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	63%	37%	8
Schools / settings	80%	13%	39
Q20 (parents) / Q26 (SENCOs): Barnet's SEN section communicate effectively with Barnet <i>parents / schools</i>			
	Strongly Agree / Agree	Strongly Disagree / Disagree	Number of responses
Parents	50%	38%	8
Schools / settings	33%	36%	42