

Date	Consultation	Number	Discussed
21.11.13	<b>Young People's Progress Forum</b>	21 young people	<b>Leisure issues</b> <b>Colleges</b> <b>Employment</b>
29.11.13	<b>Just Say Parents' Forum</b>	11 parents in discussion group	<b>Youth provision</b> <b>Communication for mainstream families</b> <b>Lack of CAHMs support</b>
9.1.2013	<b>Parents' workshops at Heathway centre.</b>	22 parents in morning workshop.	<b>What parents would like included in the Local Offer</b>  <b>Short breaks</b> <b>Clear delineation between paragraphs</b> <b>Good index</b> <b>Information pathways</b>
		11 parents in afternoon workshop	<b>What parents would like included in the Local Offer</b>  Needs to be <ul style="list-style-type: none"> <li>• Simple and straight to the point</li> <li>• Be in age categories—colour code for ages.-possibly down the side as with Thomson Directory. E.g. health/family/recreational/educational—or like a Filofax. Perhaps some pages to write notes in the back.</li> <li>• Show where parents can easily get support—even if this information is in there-needs to be highlighted.</li> <li>• Information on rights (Equality Act)</li> </ul>
13.1.14	<b>Parents (Heathway workshops)</b>	24 parents of children/young people with SEN.	<b>What would make a difference:</b> <ul style="list-style-type: none"> <li>• Stability of professionals working with family</li> <li>• Finding out information e.g. information on respite for families.</li> <li>• Communication between services-teachers, social workers, health</li> <li>• Social activities for children-not enough</li> <li>• Support where there are worries about child becoming more challenging and how to get support.</li> </ul>

			<ul style="list-style-type: none"> <li>• Understanding of setting staff' A sense that not all staff know about SEN. Health visitors to be trained in disability. G.Ps etc.. to be able to identify a parent having a hard time.</li> <li>• More information about travel support for young people—and freedom pass?</li> <li>• Where to find targeted support?/Hairdressers/dentists/ disabled toilets/places for children/young people to be changed with dignity. How to get a key that is needed for access.</li> <li>• Need for easy contact with professionals, that is personal and not voicemail. Response where there is voicemail. Face-to-face contact.</li> <li>• Parents to have training /support on child development and signs to watch out for and when to alert services. Being aware of milestones.</li> <li>• Support for siblings of children/young people with SEN.</li> <li>• School identifying needs and making referral-is the most 'natural' way of leading to intervention.</li> <li>• Being listened to and taken notice of.</li> <li>• Rules must fit round needs of children, young people and their families, not be 'barriers'.</li> <li>• Support for parents to know their entitlements.</li> </ul> <p><b>Concerns:</b></p> <ul style="list-style-type: none"> <li>• At times it all feels a struggle to get the right support.</li> <li>• Too many changes of people working with families.</li> <li>• Time it takes to get extra help for child.</li> <li>• Finding out about after school clubs</li> <li>• Low expectations of some young people so they cannot access college or sixth form.</li> <li>• Meetings cancelled too often.</li> </ul> <p><b>How should the Local Offer be presented?</b></p> <ul style="list-style-type: none"> <li>• Draft parent document based on York's version was generally appreciated.</li> </ul>
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13.1.14	<b>BAD Youth Forum</b>	15 young people up to the age of 21 (of whom 2 with SEN)	<p><b>What makes a positive difference to the lives of young people?</b> Shopping, music, school sports activities, music, phones, computers. Good quality teaching.</p> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Need staggered exams—to ensure less stress and opportunity to achieve. Don't need OFSTED visits to interrupt work and influence teachers/take up their time!</li> <li>• Need more school books to study.</li> <li>• Better understanding of grading system.</li> <li>• Consistent teaching quality.</li> <li>• More work experience opportunities.</li> <li>• Better access to IT equipment and secure internet to study outside of lesson times. Technology and wi fi access to be flexible to work at break and lunchtimes.</li> <li>• Transport—too crowded—not enough space on buses.</li> <li>• Affordable local activities e.g. swimming. Ice rink has shut down-need more locally.</li> <li>• Some school buildings aren't accessible for wheelchairs so friends are excluded from certain areas.</li> </ul>

			<ul style="list-style-type: none"> <li>• Want more on independent living skills—for help to get to university/ college or training.</li> <li>• More support to make exams accessible.</li> <li>• Need more youth clubs, and ones accessible for disabled young people.</li> <li>• Affordable activities.</li> </ul>
14.1.14	<b>Eastbury School ARP</b>	3 deaf young people supported by the ARP.	<p><b>What makes a positive difference:</b></p> <ul style="list-style-type: none"> <li>• Feeling respected-their voices count-included in the school.</li> <li>• Support in classes to understand what is being ‘said’</li> <li>• Very much feeling equal and treated that way.</li> <li>• Assessments are translated in BSL</li> </ul> <p><b>What else might be useful changes?</b></p> <ul style="list-style-type: none"> <li>• More support and interpreters in classes</li> <li>• A new youth club in the area for children/young people who are deaf.</li> <li>• More films with subtitles at the cinema</li> </ul> <p><b>How would we like to find information ‘Local offer</b></p> <ul style="list-style-type: none"> <li>• Booklet, internet, applications.</li> </ul>
		9 parents of deaf young people supported by the ARP.	<p><b>How would we like to find information / the ‘Local offer’</b></p> <ul style="list-style-type: none"> <li>• Booklet, internet, applications—in libraries, schools and public places where parents go. Short version available-in different languages.BSL versions.</li> <li>• Issues: how can parents get help if they hear that their child has SEN—support? Buddy system needed. Parents want to get together—support needed for that.</li> <li>• Also need to be able to quickly access information-not read though all of a big document.</li> </ul> <p><b>Concerns:</b> about those parents of children/young people with special needs (other than deafness) in mainstream schools with no support. Especially need help to prepare their children for independence/the real world. Training needed for staff?</p> <p><b>Leisure</b> for deaf children/young people-not enough—e.g. swimming,</p>

			<p>football—need for people with experience to run activities. Not enough sports or youth activities. The cinema was limited in terms of films with subtitles. One parent had been sending her daughter to swimming club but this stopped as they did not know how to communicate with her. Deaf young people might have the potential to be good footballers, or good athletes but had no route to train, or even just to enjoy these activities. Then they could end up being ‘outcast’ from ordinary life and activities. A special card for young people who are deaf to access activities?</p>
16.1.14	<b>Richard Alibon ARP</b>	4 children supported by the ARP responded.	<p><b>What do they like?</b> -time to share play and activities in school with parents.—Playing with friends. Having creative things to do with parents. Enjoyed playing, making friends, learning .e.g. Maths, good support in class. Having lunch together.</p>
		3 Parents responded.	<p><b>What makes a difference?</b></p> <ul style="list-style-type: none"> <li>• Parents want their children to become independent,--be motivated and confident to learn independently, confident to go out and about on their own as they grow up and to make friends. For their children to have the opportunity to be as independent as possible—as learners and socially. Looking ahead-wanted them to become independent as adults.</li> <li>• Close relationships between teachers and parents</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Need for more out of school clubs.</li> <li>• Information about charities and other services.</li> <li>• Concern that when their child transfers they will get such good support as they get now.</li> <li>• Some support no longer exists (e.g. Shining Stars)</li> </ul> <p><b>What should the Local Offer look like:</b></p> <ul style="list-style-type: none"> <li>• To cover wide enough information.</li> <li>• Access via Internet—to be easy to clear.</li> </ul>
16.1.14	<b>SENCo Workshop</b>	21 SENCOs	<p><b>What should the Local offer look like?</b></p> <ul style="list-style-type: none"> <li>• Colourful, not wordy -simple accessible language, clear sections for each stage or needs type. Translated into community</li> </ul>

			<p>languages and other formats.</p> <ul style="list-style-type: none"> <li>• Clear information on thresholds for eligibility of access to services.</li> <li>• Geographical map of borough and where services are.</li> <li>• Pathways/map out route for child to get support.</li> <li>• Up to date material,</li> <li>• No need to trawl websites.</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Compatibility between expectations of school and Local Authority</li> <li>• Regular updates on new provision.</li> <li>• Schools to be able to easily access information—the Learning Platform is not user-friendly. But schools are the frontline service.</li> <li>• Funding for services,</li> <li>• Managing parents’ expectations.</li> <li>• Need for quicker, easier access to services.</li> <li>• Need to be kept up to date about new local educational developments .e.g. Seebrook.</li> <li>• Time completing forms which might not lead to positive outcome.</li> <li>• CAF-hard to get social care and health involved. SENCo meets family and has to explain absence of other professionals.</li> <li>• Lack of space to meet pupils’ needs.</li> <li>• Need for new arrival policy. Need to access advice for parents-where to signpost them to.</li> <li>• Need for more local provision so children do not have to be transported across the borough to ARPs.</li> <li>• Finding out who is who in Children’s Services/health.</li> <li>• Need for a clear communication strategy.</li> <li>• Speech therapy-not capacity to take the programmes forward—inadequate access for advice on delivering programmes.</li> </ul>
20.1.14	<b>Trinity School</b>	12 young people ranging from 8	<p>The young people reported that <b>what made a positive difference</b> for them at school was:</p> <ul style="list-style-type: none"> <li>• Support in classes</li> </ul>

		to 18 yrs old	<ul style="list-style-type: none"> <li>• Choices of subjects and interesting lessons e.g. Art, Maths, English, and History.</li> <li>• Good teachers who explained things clearly.</li> <li>• Support to be independent—support with life skills it was noted that this is not in all other schools).</li> <li>• Work placements</li> <li>• Support to find work</li> <li>• Choices of activities—e.g. lots of sports-cricket, football, basketball (at play and break time and lunch times as well as after school)—also drumming, singing and dance.</li> <li>• After school and Saturday clubs.</li> <li>• Making friends</li> <li>• Visits out e.g. museums.</li> <li>• Links with other schools.</li> <li>• Further Education options.</li> <li>• Being able to make choices-for work and outside of lessons.</li> </ul> <p>What they found was good/ <b>positive outside of school:</b></p> <ul style="list-style-type: none"> <li>• The local cinema</li> <li>• Swimming</li> <li>• Boxing club</li> <li>• Being able to volunteer.</li> <li>• YMCA</li> <li>• Becontree Leisure centre</li> <li>• Cinema.</li> </ul> <p><b>Thinking about adulthood:</b></p> <ul style="list-style-type: none"> <li>• Support to make plans, links with colleges.</li> <li>• Issues to feed back: need for driving skills for young adults and families or children—for mobility.</li> <li>• How the information should be set out:</li> <li>• A letter to parents with saying how they could find information—audio.</li> <li>• Not in lots of places on the internet.</li> </ul>
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22.1.14	SENCo workshop at	25 SENCOs	<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Speech therapy—too many programmes and not enough capacity to deliver. Redbridge and Newham model sessions, monitor teaching assistants and recommend software etc... but this does not happen in LBB. There is advice on how to set up programmes. But staff are not necessarily trained.</li> <li>• Schools feel ‘flooded’ with EBD and Autism issues’-worried about not being able to meet children’s needs.</li> <li>• There is a lot of pressure on staff in terms of paperwork and time and chasing after paper for particular children</li> <li>• Lack of coordination between SENART and placement panels.</li> <li>• SEN inclusion advisers are respected and need to be involved in panels.</li> <li>• SENCOs would like to be involved in panels.</li> </ul> <p><b>CAFS:</b></p> <ul style="list-style-type: none"> <li>• SENCOs by default are lead professionals-instead of empowering SENCOs, CAF and the panels present barriers to meeting children’s needs. ‘CAF provides more hurdles than empowerment’. There is meant to be 6 week turnaround but this does not happen. No feedback between TAFs—no coordination and nowhere to go –who quality assures/polices the CAF? Often no professionals turn up.</li> <li>• There is meant to be a person who processes CAFs and goes to MAPs but if FSW is absent, on holiday or out of office-- nothing happens as they are not covered or replaced.</li> <li>• CAF is meant to enable access to resources but the responsibility is like ‘pass the parcel’.</li> <li>• There is at times incompatibility between what parents want and their children need.</li> </ul> <p><b>Post-16 issues:</b></p> <ul style="list-style-type: none"> <li>• Post-16 issues: no longer enough careers advice. Students no longer are encouraged to go on visits to potential colleges etc...</li> <li>• How will they get support when they leave school? Some have</li> </ul>
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			<p>done well with full time support.</p> <ul style="list-style-type: none"> <li>• Need support for parents especially after their child has been diagnosed.</li> <li>• There is an increase of students with mental health at primary age but not enough appropriate support.</li> <li>• Not really clear how to access tier two and three family support.</li> </ul>
23.1.14	Hunters Hall School ARP Shared parent/child session	Children	<p><b>At school:</b> Children enjoy Maths, P.E. playing with friends, running, and riding bikes. Spellings.</p> <p><b>Outside of school:</b> children enjoy running, riding bikes, playing with friends.</p>
		2 Parents with children supported in the ARP and 3 staff members of the ARP	<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Children can access a variety of activities at school but not outside. Parents want their children to do ordinary activities with ordinary children, as they can do in school (not with the label 'SEN' or 'Disability').--In school, the children enjoy a range of activities after school ---gymnastics, drumming, football, drama, dance. Outside of school, parents have to stay with their children at any activities as staff are not trained to support them, or there are no clubs available.</li> <li>• Need for youth centres/adventure playgrounds/clubs with staff trained to understand children's special needs.</li> <li>• Parents and staff concerned about SENART-hard to get response. Statements not updated-lack of capacity?</li> <li>• Parents felt supported by the school but worried about lack of communication from the Local Authorities.</li> <li>• Parent-concern about her child transferring to another school and also later to secondary—will he have the right to support? How could she find out?</li> <li>• Need for respite-for holidays and weekends—and also for siblings.</li> <li>• Staff-would like a higher level of communication with SENART.</li> </ul> <p><b>What should the local offer look like? How should it be accessed?</b></p> <ul style="list-style-type: none"> <li>• Via the internet –want to be able to get response back on questions. Also to be in booklet—available in schools, libraries,</li> </ul>

			surgeries/ health centres. Also in brochure form. Use of poster to let parents' know who to access information / Local Offer.
January 2014	Just Say Parents Forum	18 parents	<b>Transitions</b>
March 2014	Just Say Parents Forum	53 parents	<b>EHC Plan</b> – parents broke out into working groups to discuss and provide feedback.
May 2014	Just Say Parents Forum	22 parents	<b>EHC Plans</b> – parents reviewed documentation <b>Transport</b> – discussions regarding Borough transport policy.
July 2014	Just Say Parents Forum	28 parents	<b>Preparing for adulthood consultation</b>
September 2014	Just Say Parents Forum	39 parents	<b>EHC Plan</b> – update and review with parents
November 2014	Just Say Parents Forum	49 parents	<b>Transport</b> <b>EHC Plans</b> <b>Preparing for adulthood</b>
March 2015	Just Say Parents Forum	30 parents	<b>EHC Plans</b> <b>Safeguarding</b>
May 2015	Just Say Parents Forum	31 parents	<b>Local Offer</b> – review/feedback/comments <b>SEND Strategy</b> <b>Short Breaks</b>
July 2015	Just Say Parents Forum	26 parents	<b>SEN Home to School Travel Assistance Policy</b> – consultation
November 2015	Just Say Parents Forum	TBC	<b>Short Breaks Application form</b> – review, feedback and comments from parents.

January 2016	Just Say Parents Forum	TBC	<b>Transport</b>
February 2016	Annual Parent Participation Conference	100+	<b>Preparing for adulthood and employment</b>
March 2016	Just Say Parents Forum	TBC	<b>EHC planning</b> – parent feedback and comments
March 2016	Meeting with chair of Just Say Parents Forum	3	<b>EHC planning</b>
April 2016	Training	8	<b>Training</b> - EHC training presentation to Barking and Dagenham GP's.
April 2016	Meeting with Sports Development	3	<b>Leisure activities</b> – meeting regarding sporting activities for children with additional needs.
May 2016	Meeting with chair of Just Say Parents Forum	2	<b>DFE SEND survey</b> – met with chair of the Just Say Parents Forum to complete survey.

<b>Presentation to children and adult service professionals:</b>	
13.11.13	Children's Services Select Committee (Councillors)
13.11.13	Chair of Trinity School Parents' Group
21.11.13	Manager of Parents' in Partnership Service
29.11.13	Chair of Just Say Parent's Forum
29.11.13	LDD Board
29.11.13	Manager of DABD.
3.1.13	Children's Trust
4.1.13	Director's meeting with Head Teachers
12.12.13	St Peter's School Head Teacher
12.12.13	Rush Green-Head Teacher and Chair of Governors.
17.12.13	Valance School Head Teacher
7.1.14	Children's Services Tier 2 meeting
9.1.14	Adult Services DMT
4.1.14	Adults' learning Difficulty and Disability Board.
10.10.15	SEND Stakeholder Board meeting
22.02.16	SEND Stakeholder Board meeting
Information by email to: Children's and Adults service professionals, health partners, education providers, voluntary sector.	
Publication on Council public website with feedback form.	