

Services for Children and Young People in Buckinghamshire



# **SEN Conference Feedback**


**17.06.10 – 18.06.10**

**Model of Service Delivery  
Questionnaire**

**Dan Lake (PA)**

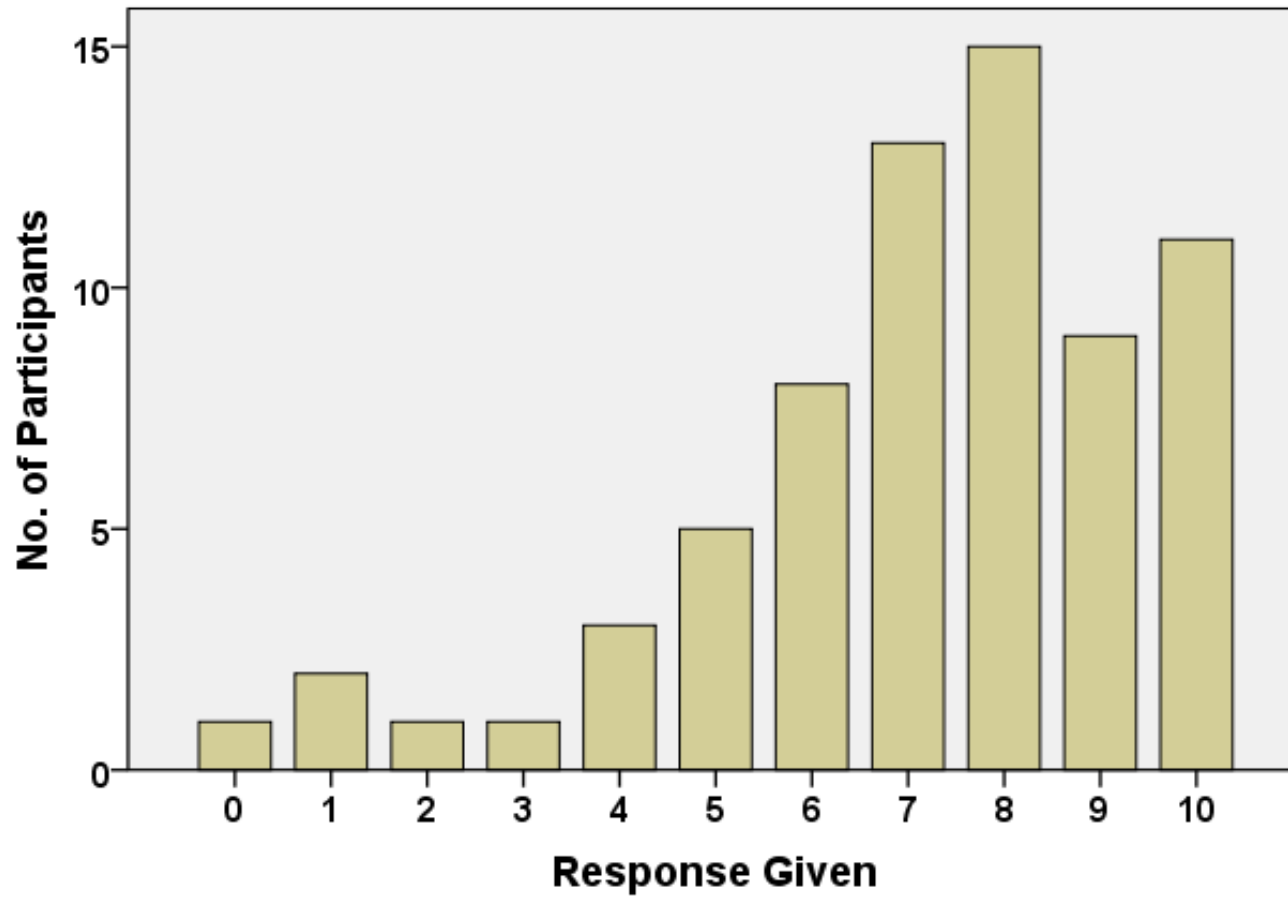



## Review of Objectives; how have we done?

- Q1 – Q4 answered using ratings between 0 and 10, where 0 = poor and 10 = excellent.
  - Q5 – Q14 answered using rating of ‘strongly agree’, ‘agree’, ‘disagree’ and ‘strongly disagree’.
  - All averages stated are the **modal** average response given.
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To support the Every Child Matters national and local agenda

Q1





## **Q1. To support the ECM national and local agenda**

- E.g. CAF completion, TAC, information sharing.**
  - In all, 138 of the total 155 participants opted to answer this question.**
  - Average rating given: 8 out of 10.**
- 



# **Qualitative feedback for Q1:**

**“My experience of the EPS has demonstrated and emphasised the positives of multi-agency working and information sharing. I have found the CAF and TAC a valuable tool.”**

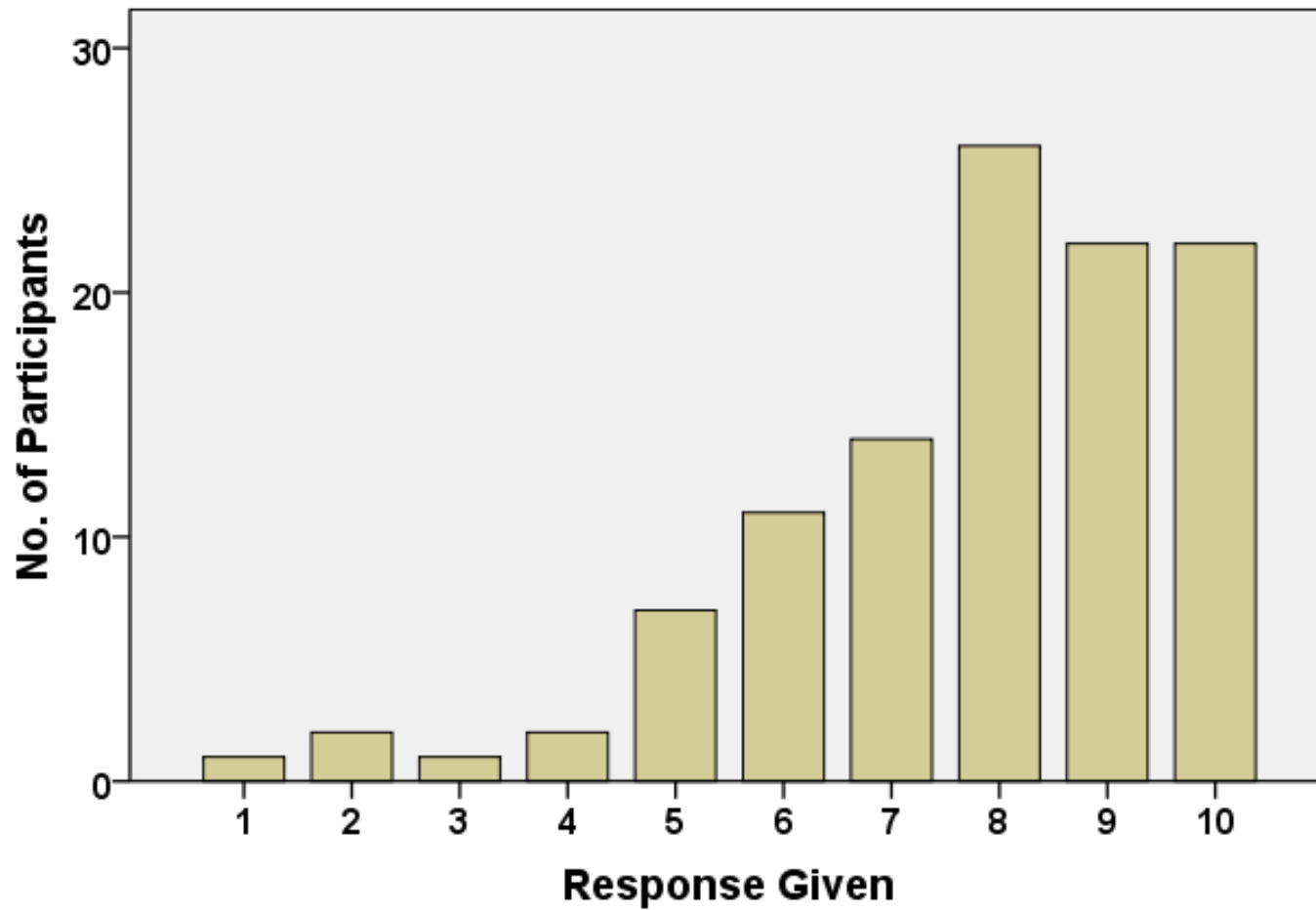
**“Good to have had various sessions e.g. SENCO liaison, CAF training to help get head around it.”**

**“Current EP more contactable and responsible.”**




To focus EPS support on the most vulnerable children/young people and families

Q2






**Q2. To support the most vulnerable children/young people and families.**

- **E.g. child protection, Children in Need, not in school, children with statements.**
  - **In all, 138 of the total 155 participants opted to answer this question.**
  - **Average response given: 8 out of 10.**
- 




# Qualitative feedback for Q2.

- Easier to make a referral, therefore easier to help more vulnerable children.
  - It would be so lovely (and a luxury I realise) to have more involvement from EPs for statemented pupils.
  - Vastly improved since the appointment of Alexis Jones.
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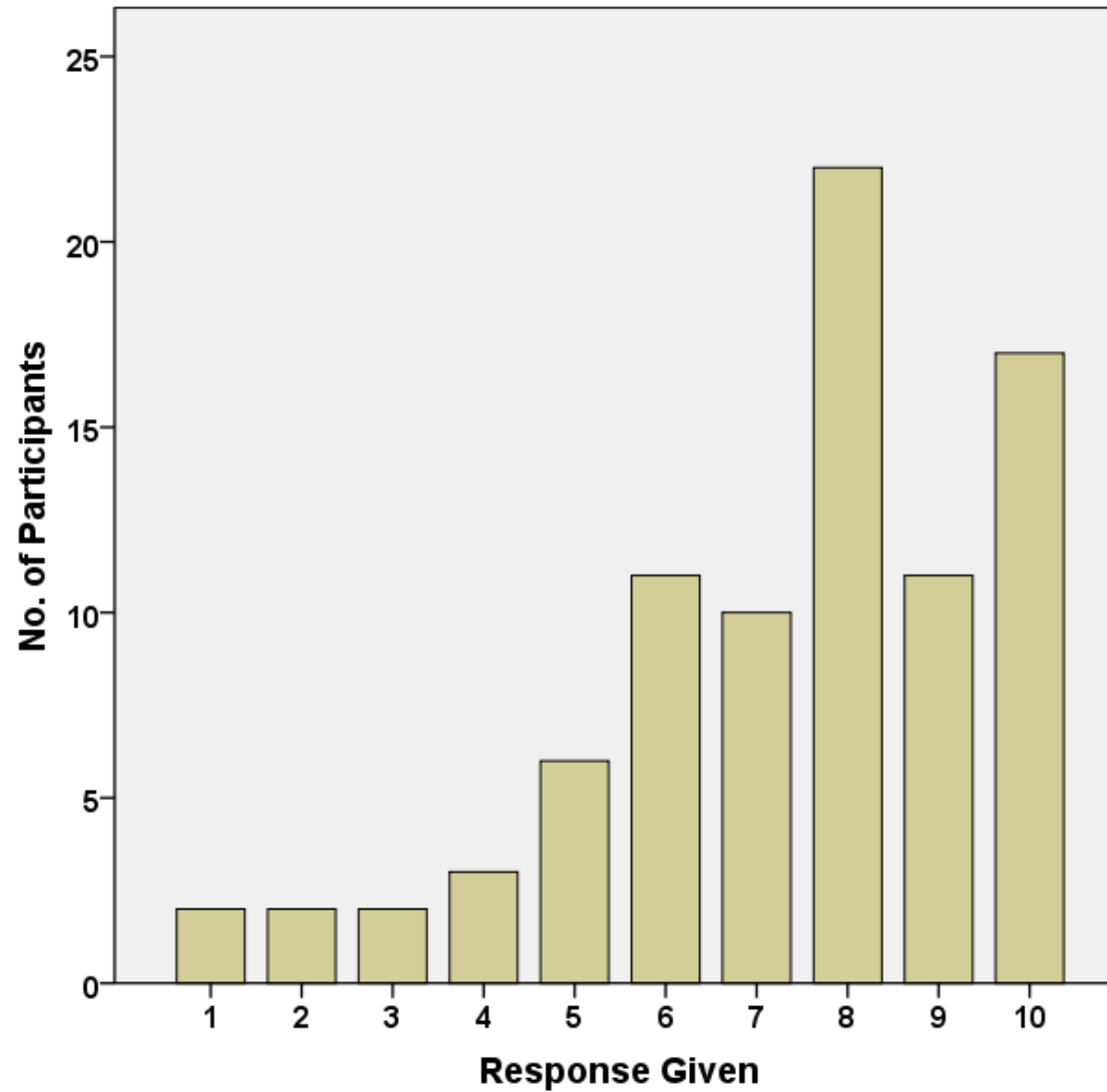



## Feedback for Q2. Cont.

- High priorities need to include ASD, SLCN, BESD that are increasing. Most vulnerable varies between schools.
  - Service we get from EP is great. We need more time! Really we do!
  - Support provided is very good. Aware of EP resource shortage: spread thinly. However we have always had excellent response when requested.
- 


To increase capacity to deliver appropriate psychologically based interventions to the most vulnerable children/young people

Q3






Q3. To increase capacity to deliver appropriate psychologically based interventions to the most vulnerable children/young people.

- **E.g. Social skills training, anger management groups, CBT, Circle of Friends etc.**
  - **In all 139 of the total 155 participants opted to answer this question.**
  - **Average response given: 8 out of 10.**
- 




## **Qualitative feedback for Q3.**

- We have had the opportunity to run a circle of friends group, working with a PA this year. Would be very interested in learning more about anger management and FRIENDS.
  - As recipients of nurture group funding and hopefully Pyramid very pleased. We really need our EP at least 10 hours per week.
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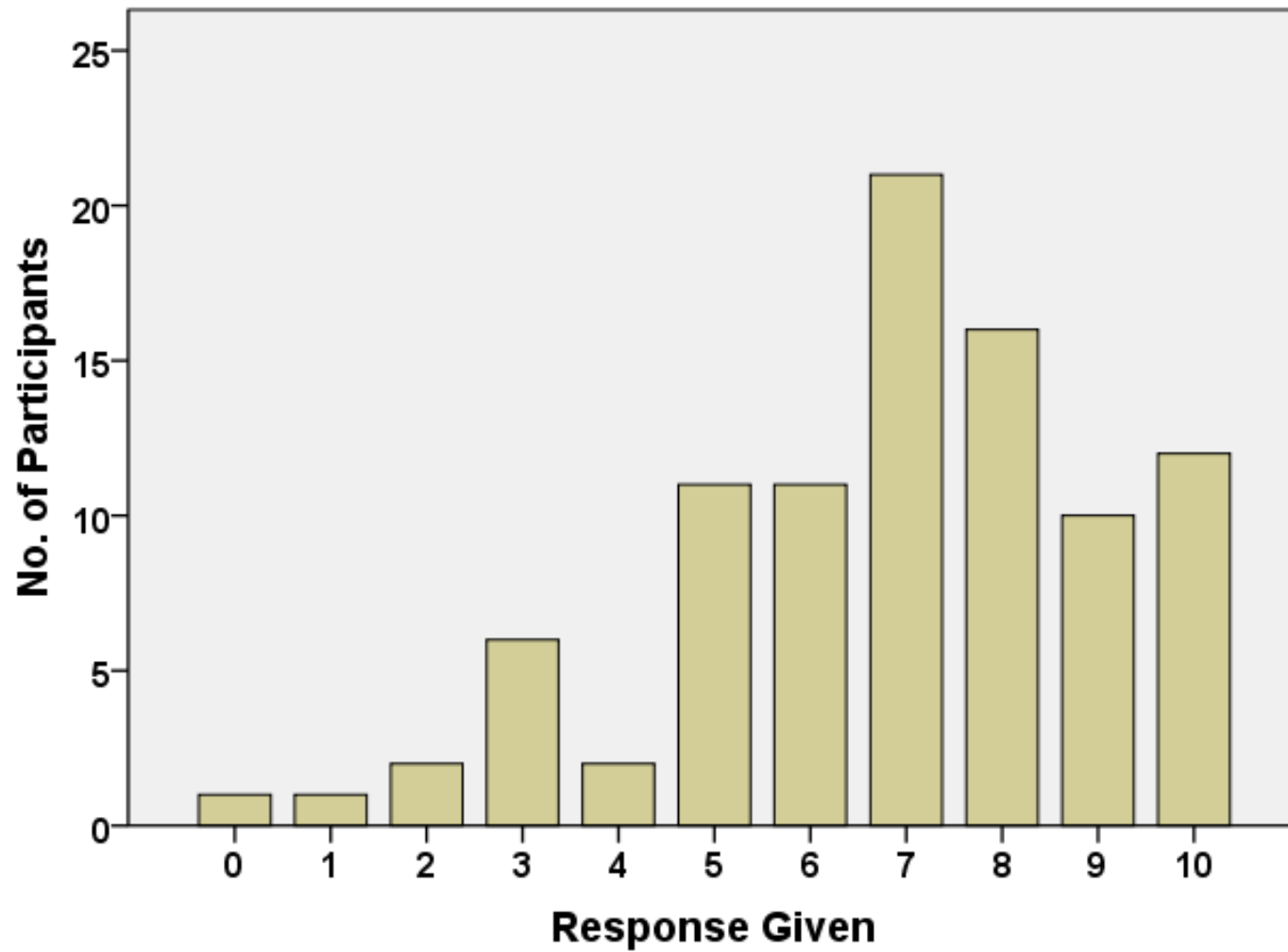


## Feedback for Q3. Cont.

- EP assistants have been really helpful.
  - Denita's been excellent working with small social skills groups. Would love more interventions, following general advice for individuals/groups.
  - EPs still seem extremely busy!! Do they have more capacity now? Not sure. Great support though from our EP.
- 


## To promote prevention/early intervention

Q4






## **Q4. To promote prevention/early intervention.**

- **E.g. Drop-in sessions, consultation, SEN CPD, TAMHS.**
  - **In all, 138 of the 155 participants opted to answer this question.**
  - **Average response given: 7 out of 10**
- 




# **Qualitative feedback for Q4.**

- **Fantastic consultation and support with whole school SEN. Would like to develop understanding of TAMHS and whether we (school) could benefit/develop relationship with mental health in order to support children's wellbeing.**
- 



# **Feedback for Q4. Cont.**

- **The involvement to date has been on a consultative basis and this has been useful in relation to outlining changes in provision for statemented children.**
  - **EP advice regarding early intervention doesn't take place due to the fact that these children are on the lowest priority list! i.e. they do not meet the criteria.**
- 




# **Feedback for Q4. Cont.**

- **Phone calls were useful as opposed to needing face to face meeting. Still felt rather rushed (due to numbers needing to be discussed).**
- **Consultation mainly focuses on only those children with specific issues. May be approach to consultation from school needs to move from SEN to wider whole school issues? Or group or specific areas that are problematic for example some children having problems with acquiring numeracy skills (resistant)**



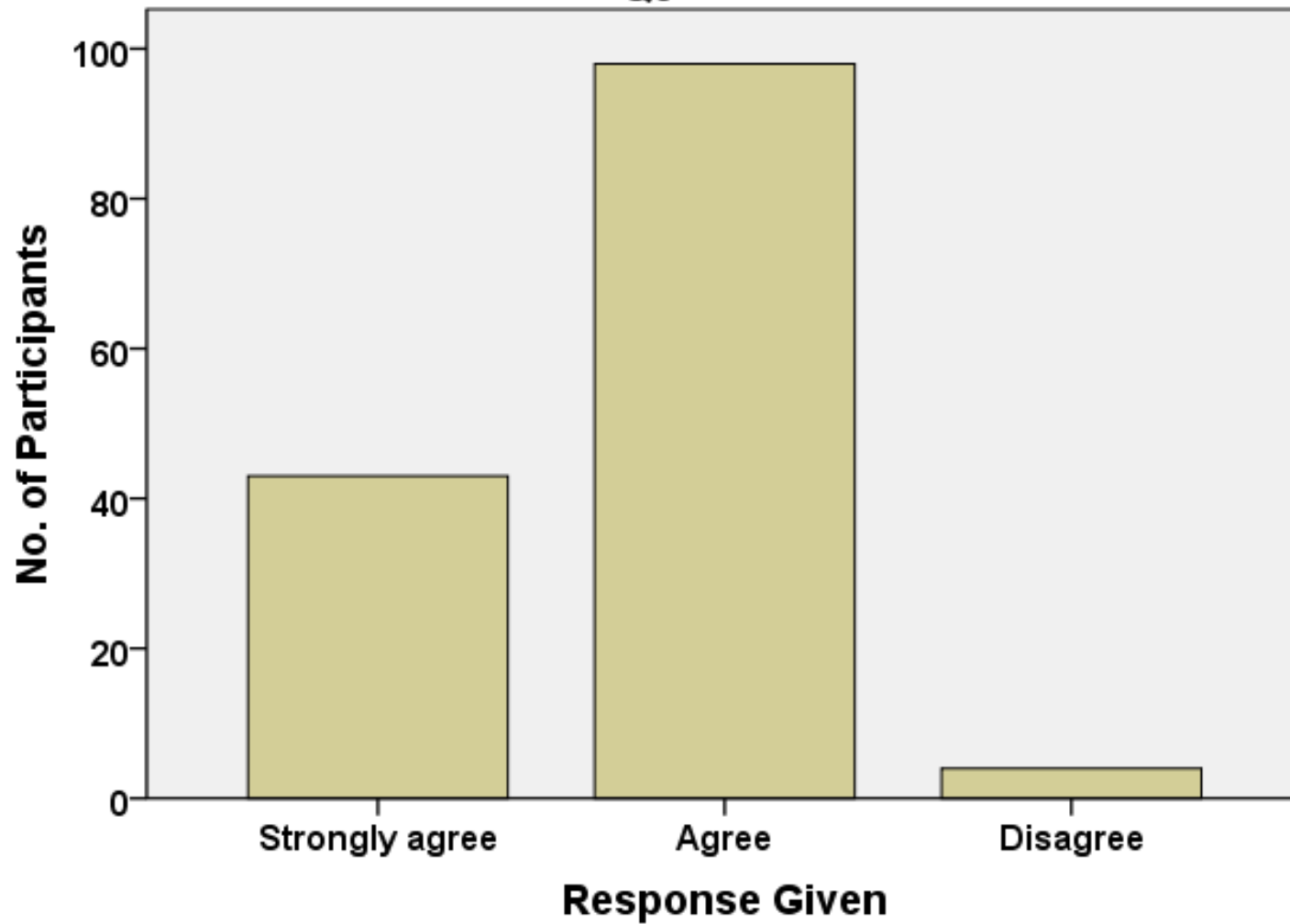


# **Feedback for Q4. Cont.**

- **Nurture group very successfully introduced - great support from Shami.**
  - **Consultations have been good. But most children in my school do not meet criteria therefore do not qualify for early intervention from EP service. Although EP has worked very hard to meet our needs and support. Taking things back to LDA meeting has been very good.**
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To what extent do you agree with the priorities for EP involvement?

Q5





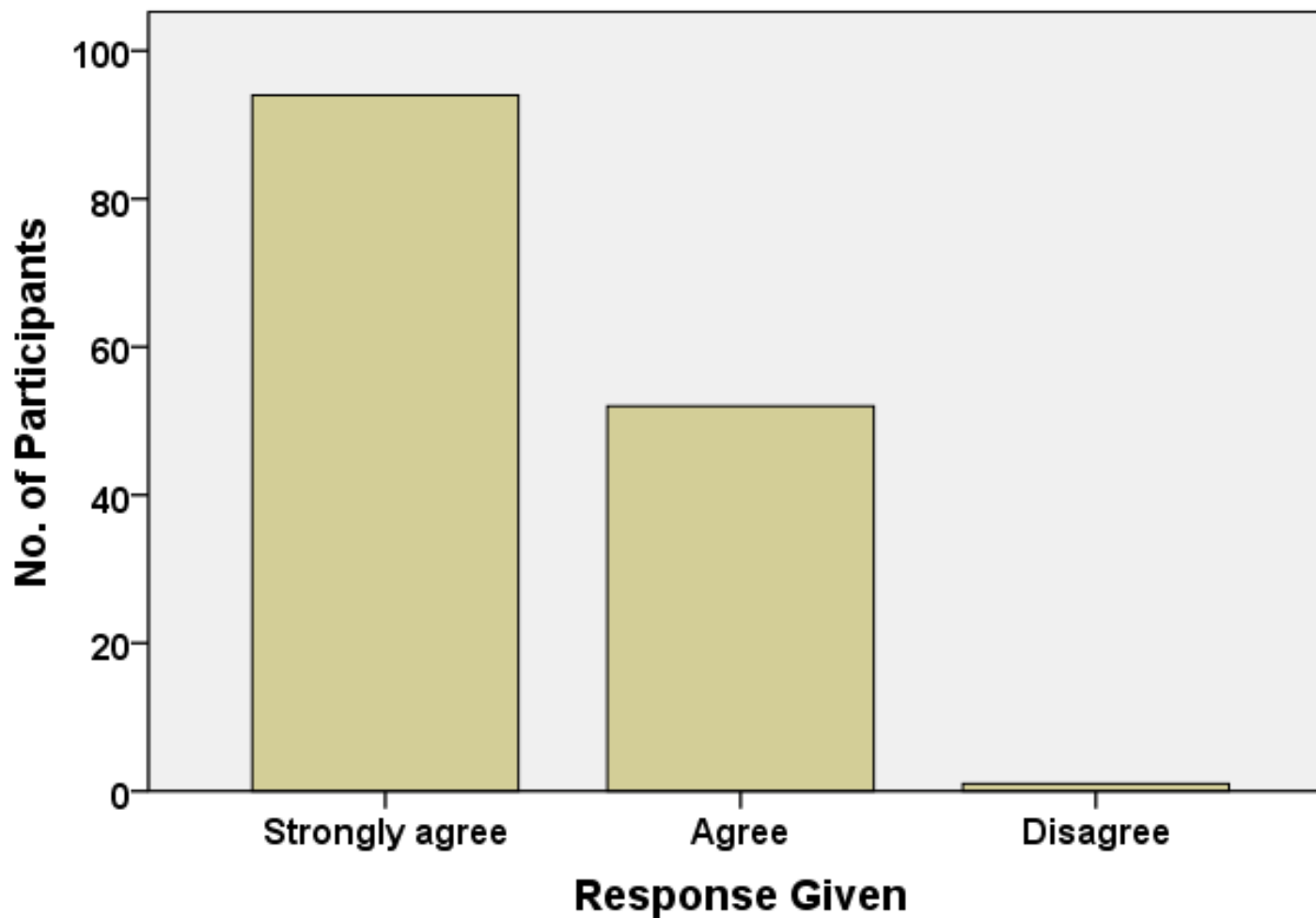
**Q5. To what extent do you agree with the priorities for EP involvement?**

- **In all, 146 of the total 155 participants opted to answer this question.**
- **Average response given: Agree**




**The school has had access to EP planning consultation, e.g. face to face, by phone, by email**

**Q6**



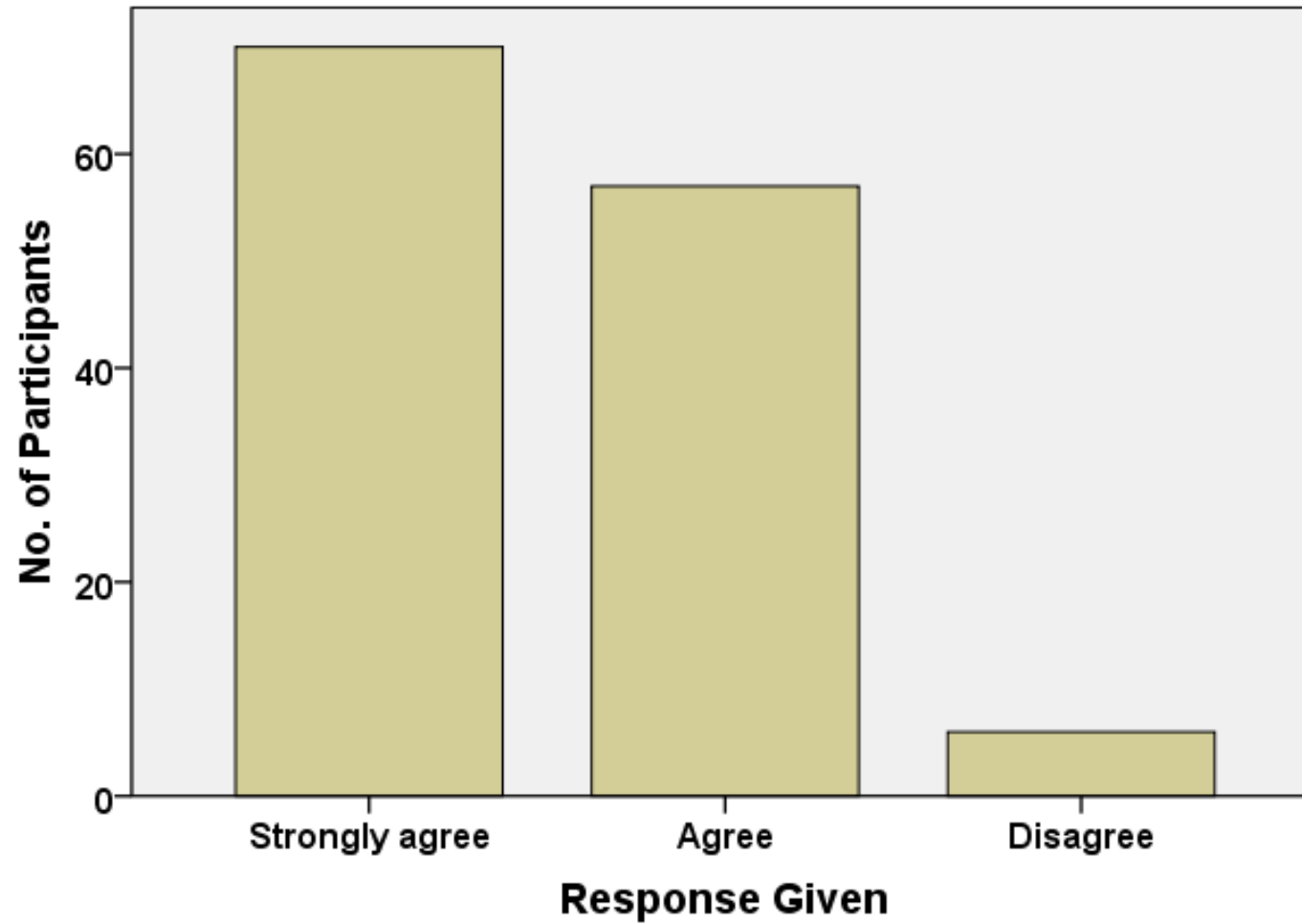


## **Q6. The school has had access to EP planning consultation.**

- **E.g. Face to face, by phone, email etc.**
  - **In all, 147 of the total 155 participants opted to answer this question.**
  - **Average response given: Strongly agree.**
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The link EP has agreed involvement in line with priorities/complex casework

Q7

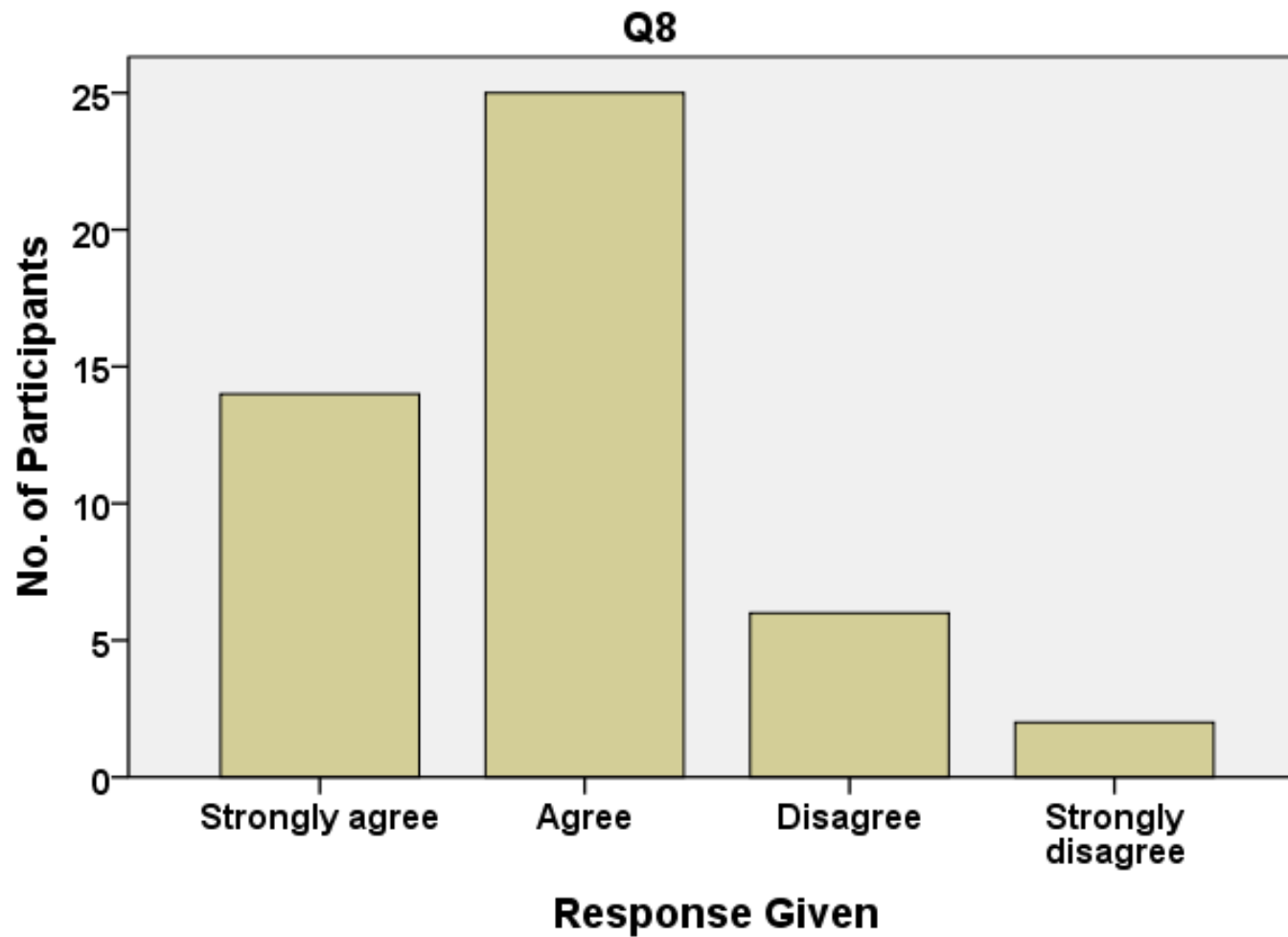




**Q7. The link EP has agreed involvement in line with priorities/complex casework.**


- **In all, 137 of the total 155 participants opted to answer this question.**
  - **Average response given: Strongly agree.**
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**The EP has offered drop-in consultation (secondary and special schools)**



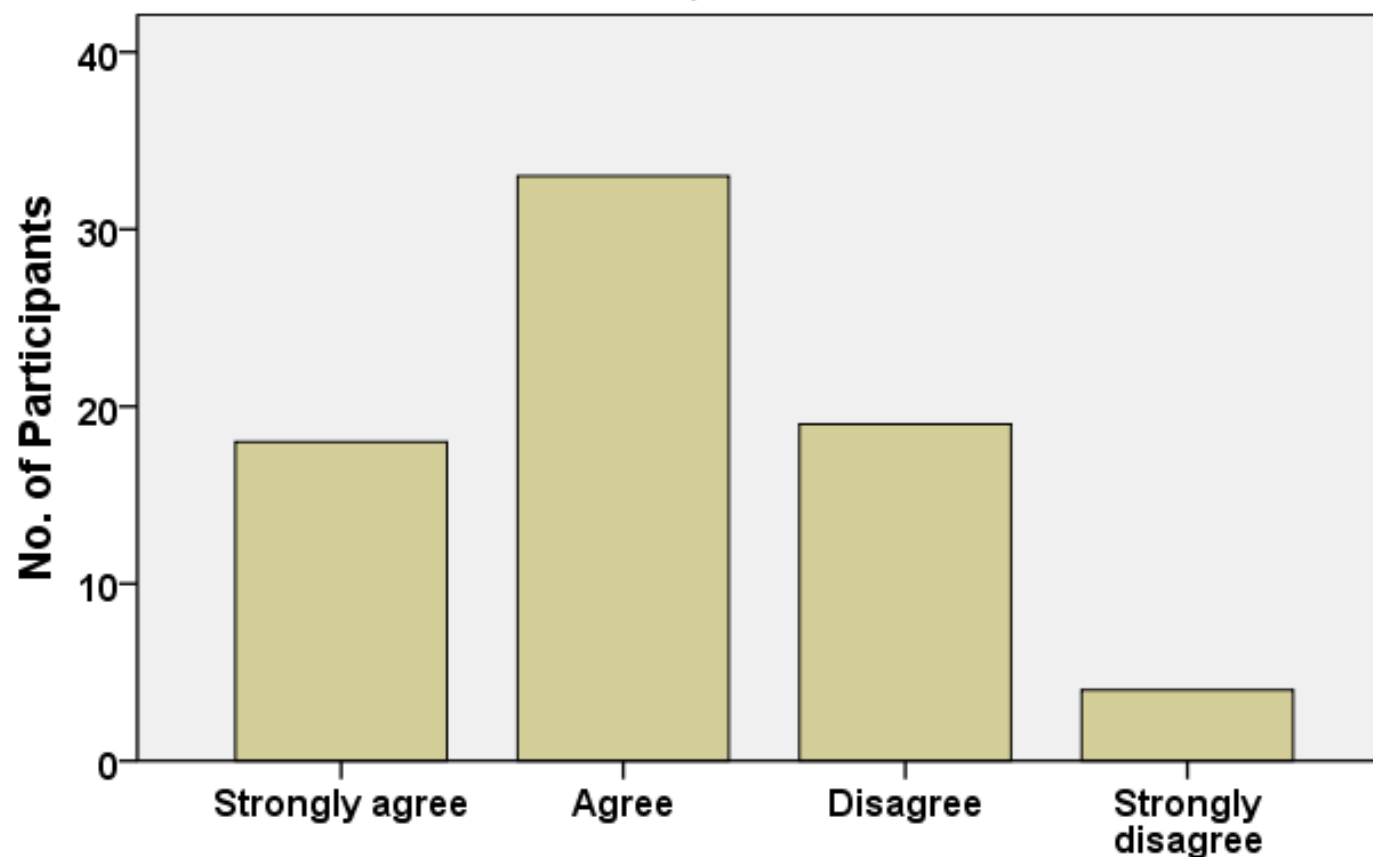


**Q8. The EP has offered drop-in consultation (secondary and special schools).**

- **In all, 92 of the total 155 participants opted to answer this question.**
  - **42 participants deemed this question to be ‘not applicable’.**
  - **Average response given: Agree.**
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The link EP has agreed therapeutic work with a child or group, e.g. school refusal, selective mutism, anxiety


Q9



Response Given

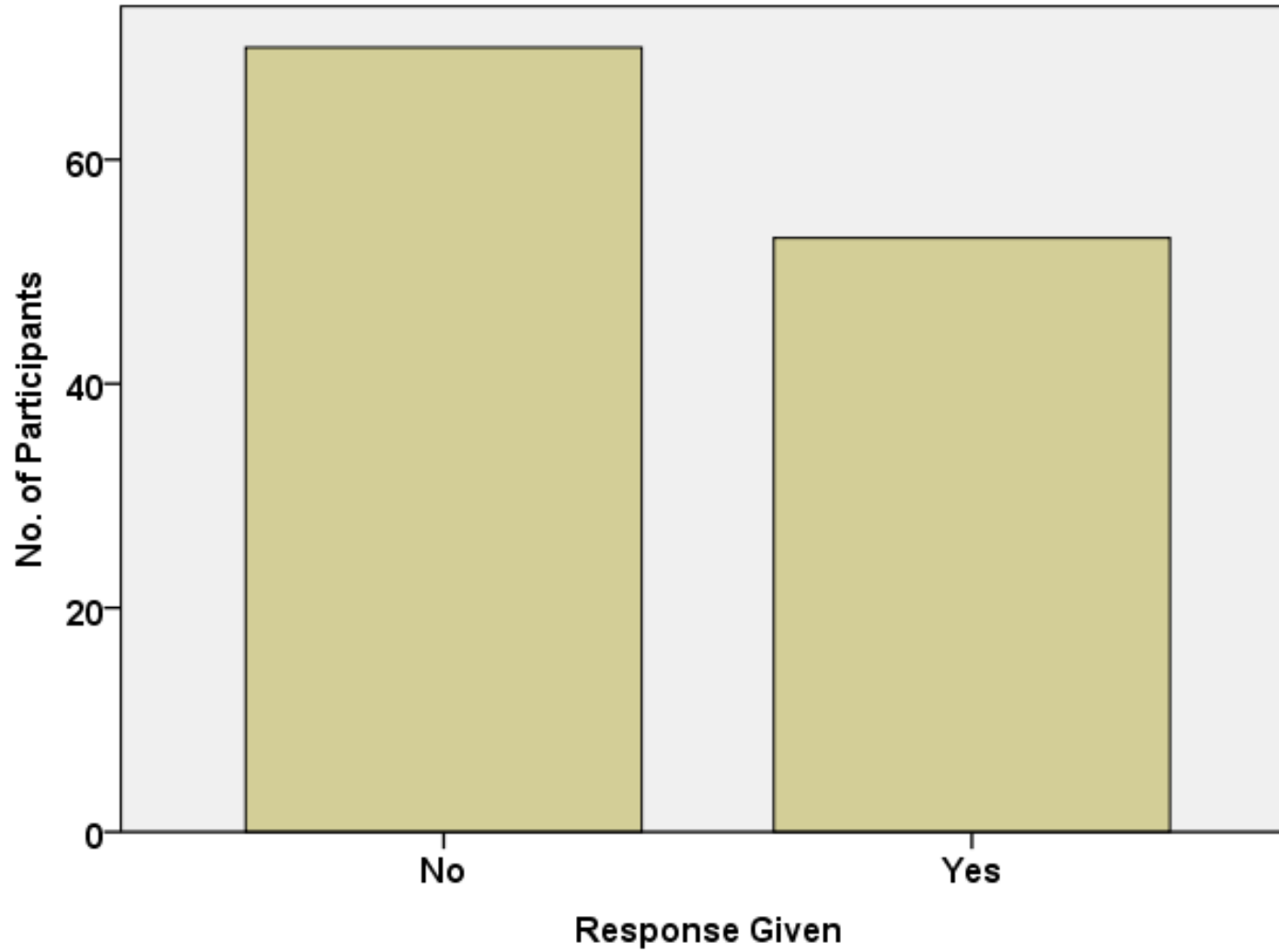


**Q9. The EP has agreed therapeutic work with a child or group.**

- **In all, 107 of the total 155 participants opted to answer this question.**
  - **Average response given: Agree**
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## Did your EP involve a Psychology Assistant?

Q10



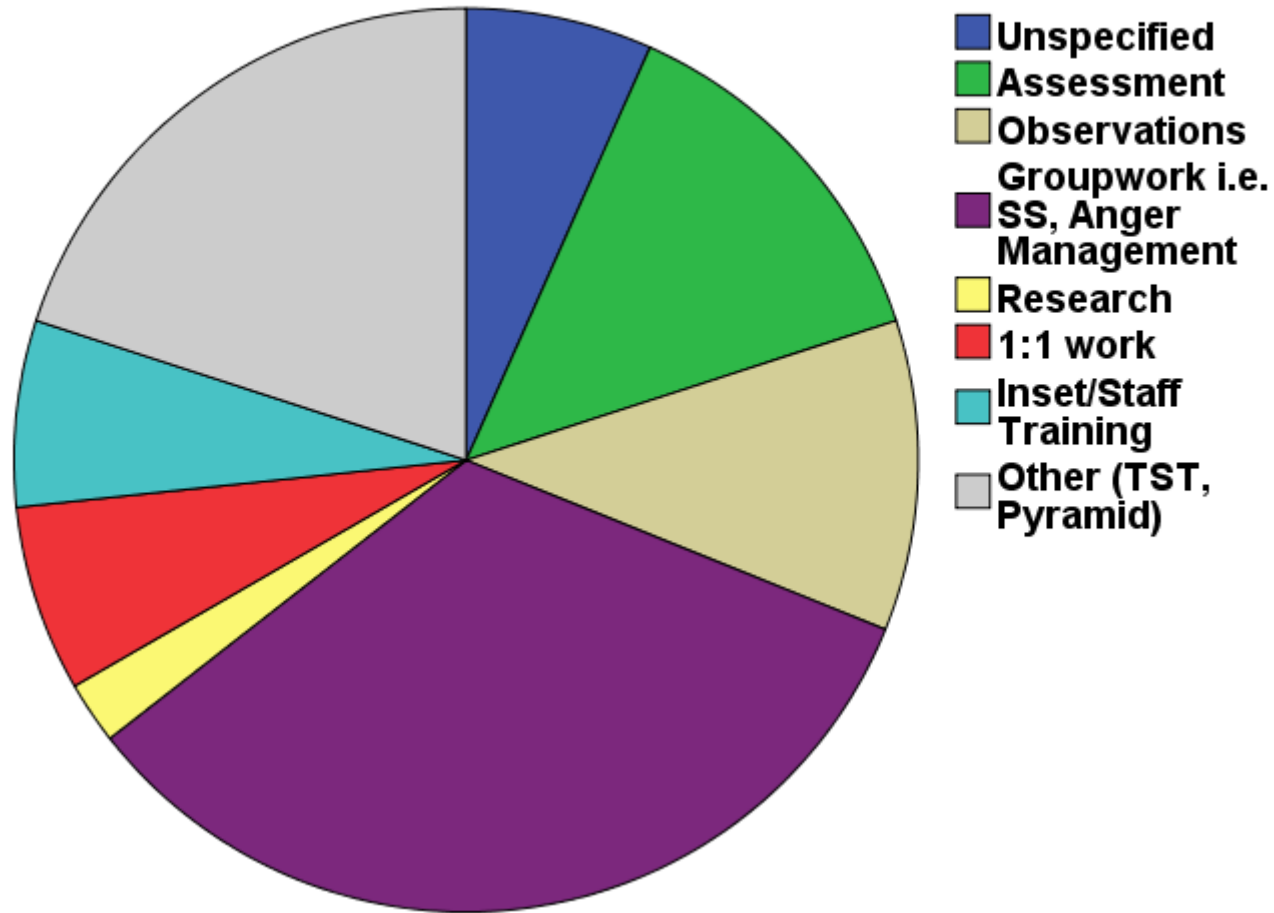


## **Q10a: Has the EP involved a Psychology Assistant?**

- 130 of a possible 155 participants were able to answer this question.**
  - 70 said no and 53 said yes.**
  - The remaining 7 participants stated that they did not know.**
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## Areas of PA involvement

Q10b



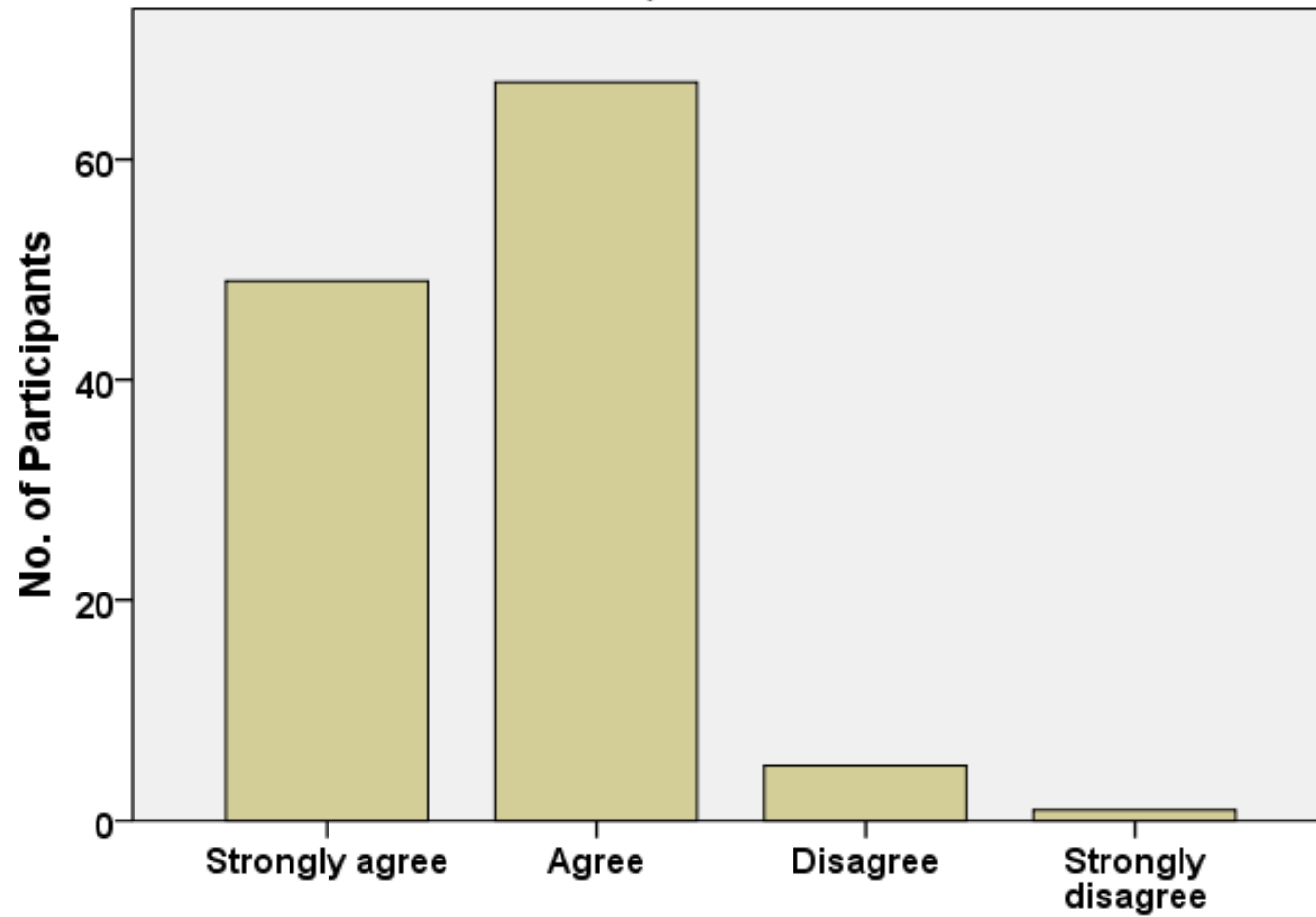


# **Q10b: Areas of PA Involvement**

- **46 out of a total of 155 participants opted to answer this question.**
  - **Responses given can be broken down as follows:**
    - **3 Unspecified**
    - **6 Assessment**
    - **5 Observations**
    - **15 Group work**
    - **1 Research**
    - **3 1:1**
    - **3 Inset**
    - **9 Other i.e. TST, Pyramid**
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**The EP has provided a flexible response**


**Q11**



**Response Given**

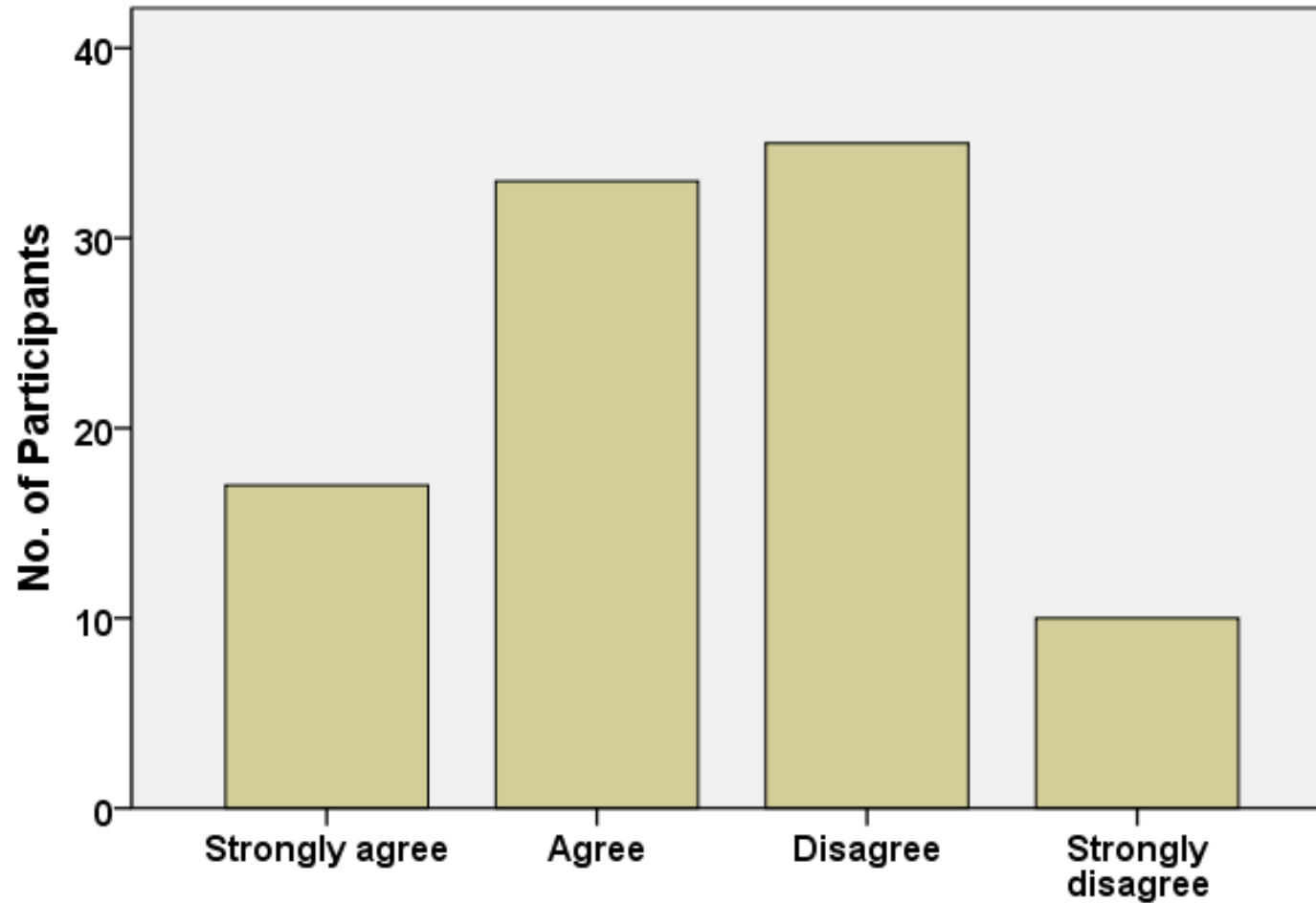


**Q11. The EP has provided a flexible response.**

- **In all, 125 of the total 155 participants opted to answer this question.**
  - **Average response: Agree.**
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## The EP has provided staff development


Q12



Response Given

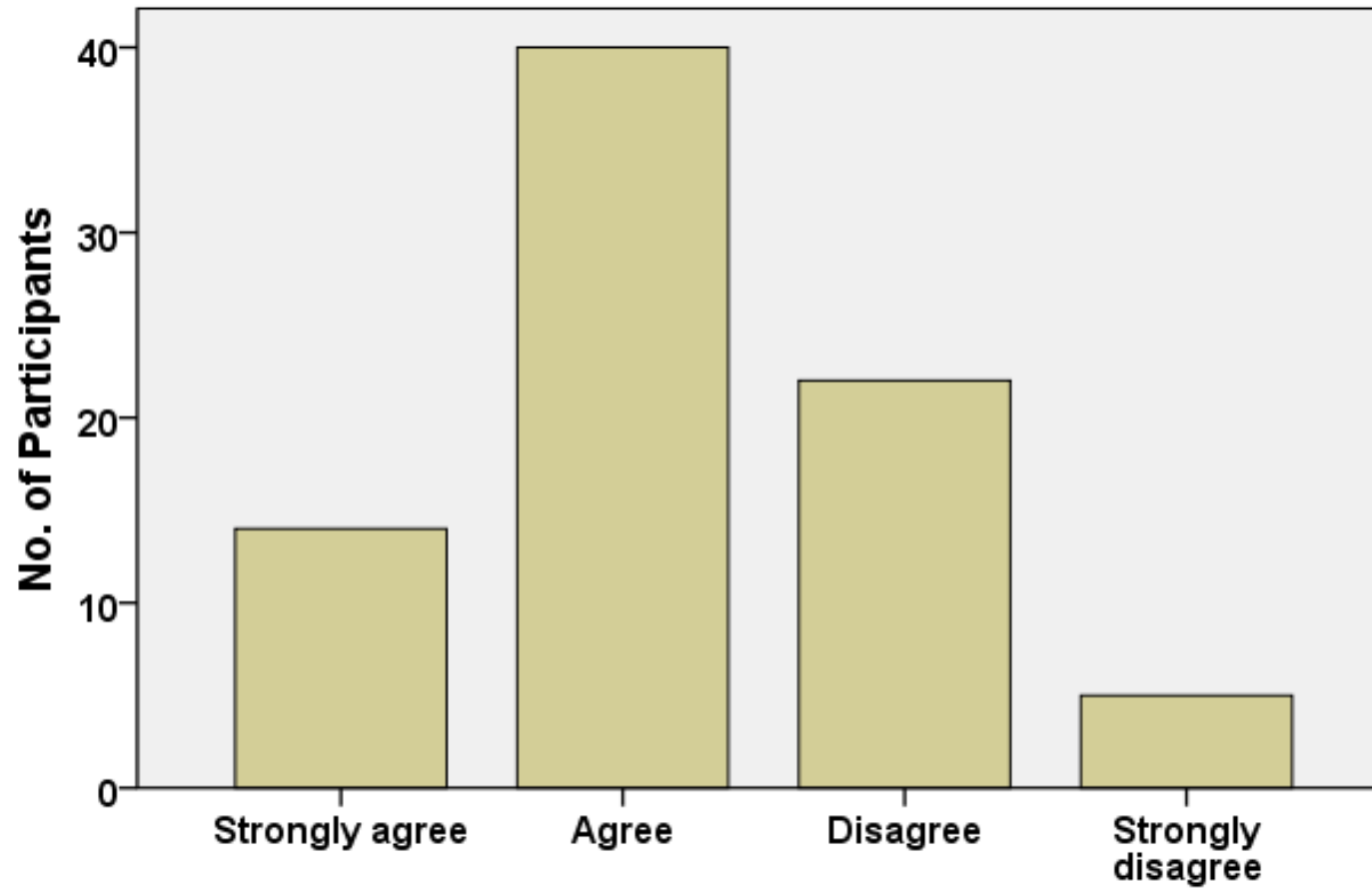


**Q12. The EP has provided  
staff development.**

- **In all, 106 of the total 155 participants opted to answer this question.**
  - **Average response: Disagree.**
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**The EP has contributed to early intervention and prevention, e.g. CAF, TAC**


**Q13**



**Response Given**

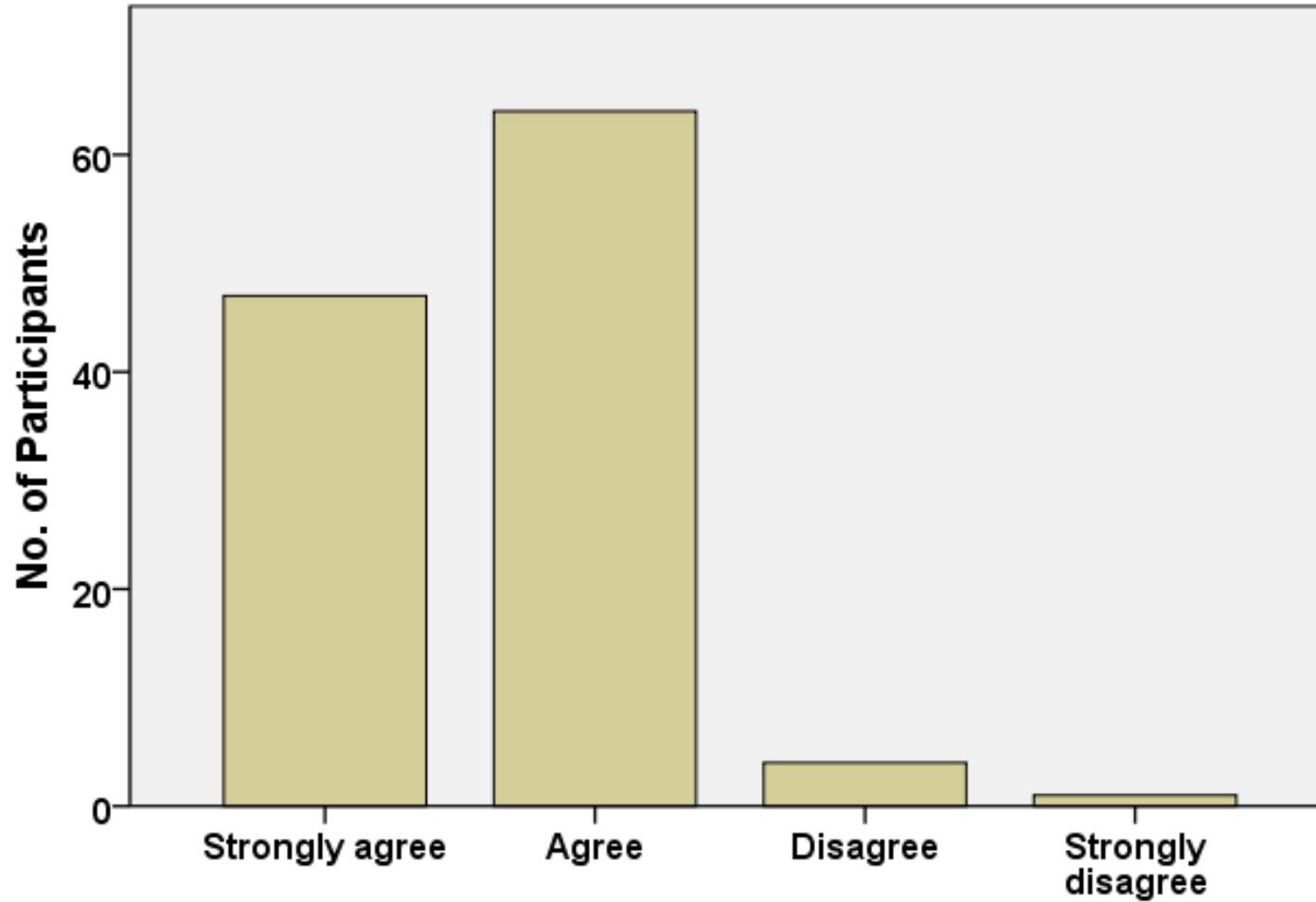


**Q13. The EP has contributed to early intervention and prevention.**

- **E.g. CAF, TAC.**
  - **In all, 98 of the total 155 participants opted to answer this question.**
  - **Average response given: Agree.**
- 

**The EP has been responsive to parents**


**Q14**



**Response Given**




**Q.14 The EP has been responsive to parents.**

- **In all, 123 of the total 155 participants opted to answer this question.**
  - **Average response given: Agree.**
- 



**Where possible, participants' occupations were recorded:**


- **In all, the majority of participants (133 out of a total of 155) opted against specifying their professional position.**
  - **Of those who did specify their role, there were 12 SENCOs, 1 class teacher, 3 TAs, 1 S&L Therapist, 1 member of the C&L team, 3 EYICs and 2 worked for the PRU...**
- 



*AND*


*FINALLY...*






“The new system of referrals and working has worked extremely well.”


“Our EP has been excellent. He has been flexible, available and supportive. He has provided a very positive role whenever he's been in school.”






“We love the new model, its the first time in eight years we haven't had a waiting list.”


“Our school had established an excellent relationship with our link EP, Roberto and would like to continue next academic year. Time to address low priorities is still an issue.”






“Our EP, Jackie Bloyce is brilliant! She is very helpful and provides lots of useful advice for us.”


“We are delighted with the service we receive for our nursery and school children. It would be great to have more opportunity to work closely with the statemented pupils. Thank you - lovely team.”






“I moved into Bucks from a neighbouring authority in Sept 09. I have found my link EP, Rebecca, absolutely excellent. She has supported myself and pupils very effectively.”

“Very pleased with EP changes but difficult to say if it is due to the changes or due to the EP herself (Abi).”







“Louise McCauley has been great this year. She is very responsive and we are very happy with the support she has given us.”

“The Grange school has an excellent link with the Ed psych.”

“Our EP Robert Beadel is very supportive; offering practical advice, assessment, training, etc.”





“Social skills group was set up by EP assistants and was very successful. EP assistants have followed this up with review etc. They are very approachable and flexible.”

“Having greater access has really helped to support staff children and parents. Thank you!”

