



PCF Steering Group Feedback and Questions to SEND Collaborative Forum for Meeting on 27 April 2022

How we sought questions/feedback from parents:

- Request for information via our specific Newcastle PCF Facebook page.
- Shared on several local SEN Facebook pages.
- Online form for parents to submit views – looking at the theme of ‘Happy, Sad, Scared, Mad’ to try and get rounded feedback with the opportunity to present positives as well as challenges.
- Dedicated online ‘zoom’ meeting with open access to all parents/carers in Newcastle.

Overall Impression from Parents and Carers:

Areas with no significant change, as reflected at last meeting:

- The Education, Health and Care services continue to be aware of the main areas that are problematic.
- Parent carer engagement does not appear to be affecting any real improvements in services.
- Parent carers have not seen any progress in key areas.
- Parent carer morale is very low.
- Communication is poor.
- Parents are still having to co-ordinate everything for their child without the tools and equipment to do this well.
- Timelines are still not adhered to. The impact of this is huge.



What Makes You Happy?

- Local charities and groups of SEND parents are coming together to support each other.
- When you see your child thriving in school and getting the support they need.
- When school staff are responsive and take on board a parent's concerns.
- When school staff build fantastic relationships with SEND children.
- When a child receives a quick appointment following a referral. Early help is so important.

What Makes You Sad?

- I feel alone, forgotten about and every day is a struggle financially, physically, and emotionally.
- Other people's judgement of my child. They think my child has been given a 'label' to cover up bad behaviour and have no idea of the complexity of their real challenges.
- That everything is such a fight, and that the time spent fighting takes us away from our families.

What Makes You Scared?

- I won't be able to give my child the best school experience.
- I worry how my child will cope as they get older. Will they be excluded from friendship groups; will they feel different etc?
- I worry about who will fight for my child's best outcomes if I wasn't here to do it.
- I worry that my SEND child won't be given the same chances as other children.

What Makes You Mad?

- It feels like the whole system is against us, and we have enough struggles and worries.
- Lack of adequate input in the school and delays for referrals and support because of teaching staff's lack of understanding about SEND and focus on behaviour.
- Decisions being made in schools that do not focus on a child's need and 'gatekeeping' support for individual SEND children due to financial issues.
- When our children are passed from department to department as professionals disagree with each other about the best way forward.



Specific Questions

CROSS SERVICE RESPONSE REQUIRED	
1.	<p>Partnership Working</p> <ul style="list-style-type: none"> a) Can we have a copy of the structure chart showing who the key partners are regarding the provision of support and services for children and young people with SEND in Newcastle including the lines of accountability? b) Can we have details of what each ‘partner’ within that structure is responsible for and details of how you hold each other to account in the event of a disagreement? c) Who is the elected member with responsibility for Children’s Services and SEND, and how are they informed of issues facing SEND children and their families in Newcastle?
	<p><i>Newcastle City Council Structure chart is published on the Local Offer SEND Service Structure A Governance structure is published within our APP. It is suggested that Jackie Cairns and Deanne Taylor arrange a Teams meeting for parents and carers to talk through this.</i></p>
2.	<p>Identification of SEND</p> <p>Who/which department is ultimately responsible for putting strategies in place to allow the identification of special educational needs of a child/young person in Newcastle?</p>
	<p><i>Schools / settings are ultimately responsible for identifying the needs of the young people in their provision. Health visitors also have a statutory responsibility for identifying needs of young children. We are hoping that the descriptors of need due to be launched in July will help to develop consistency in the identification of need. It is possible that a Teams meeting could be arranged once these are launched if felt this would be helpful.</i></p>
3.	<p>Support for Siblings</p> <p>What progress has been made towards developing support systems for the siblings of children with SEND who are NOT young carers, but still have needs?</p>
	<p><i>The Newcastle Support Directory and SEND Local Offer includes play and youth services (including targeted provision) but if you are referring to a specific family / families we can do a search to find out what services are nearest to them. We would need the child’s age, where they live and what they are interested in doing, or the areas they need support around.</i></p> <p><i>https://www.sibs.org.uk/ is a national charity though which could be a good starting point. It’s been established over 20 years and is called Sibs. It is the only UK charity for children and adults who are growing up with or have grown up with a disabled</i></p>



	<p><i>brother or sister. They provide information, support and training on sibling issues for adult siblings, young siblings, parents and professionals.</i></p> <p><i>Siblings can also access services and support through organisations such as Streetwise https://www.streetwisenorth.org.uk/</i></p>
LOCAL AUTHORITY GENERAL SEND	
4.	<p>Dispute Resolution</p> <p>What arrangements do the Local Authority have in place for formal dispute resolution (rather than the support offered by SENDIASS and the mediation available around the tribunal process)?</p> <p>Can we please have information about the dispute resolution process that is available to parents, carers, young people etc and details of the criteria of who and under what circumstances it would be offered?</p>
	<p><i>Here is link to the disputes / complaints guidance on the LO. SEND related policies and strategies (newcastlesupportdirectory.org.uk)</i></p>
5.	<p>SEND Education Provision</p> <p>Who is ultimately responsible for the education provision for children and young people who live in Newcastle who have SEND?</p>
	<p><i>LA are responsible for securing the education provision and education providers are responsible for their provision.</i></p>
6.	<p>Newcastle Schools and Promise Board</p> <p>How many schools are in Newcastle, and which schools have ‘signed up’ to the aspirations of the Promise Board? Please can this be provided as a list of those who currently opt in/out.</p>
	<p><i>All schools have signed up to the Promise Board.</i></p>
LA, SCHOOLS AND SCHOOL EFFECTIVENESS	
7.	<p>School Effectiveness Team Remit</p> <p>What is the remit of the School Effectiveness Team regarding SEND?</p>
	<p><i>Within the School Effectiveness team there is a small team who can offer support to schools for their SEND provision. There is currently a SEND Adviser and SEND Consultant within the School Effectiveness Team and we also have support from a Lead SENCO, who is currently working full time in a Newcastle Primary School.</i></p> <p><i>We offer support, advice and challenge, regarding the leadership of SEND and work closely with SENCOs to develop their role and ensure that children with SEND are receiving the right provision. Our role is to work with the staff in schools rather than directly with children/young people.</i></p>

	<p><i>We also keep schools/SENCOs up to date with local and national developments within SEND and run half termly Networks to share information.</i></p> <p><i>As well as individual support for schools, we also work with Trust groups to develop working in partnership across schools.</i></p> <p><i>SENCOs regularly get in touch with the team for advice and support.</i></p> <p><i>In addition to this, the SEND advisor regularly liaises with the Head of SEND and the wider SEND team within the local authority for effective joint working and to ensure our team are sharing the most up to date information with schools.</i></p>
8.	<p>School Effectiveness Team Coverage</p> <p>Does the School Effectiveness Team engage with all schools in Newcastle regarding SEND, or just those who are open and willing to receive their involvement?</p>
	<p><i>As a team, we work in partnership with schools as we are predominantly a traded service. Most schools in Newcastle welcome this support and are keen to engage with us to develop their practice.</i></p>
9.	<p>School Effectiveness Team Cost</p> <p>Is there a charge to schools for support from the School Effectiveness Team? Do they have to 'buy' in?</p>
	<p><i>The SEND service within School Effectiveness is a traded service. We offer a Bronze, Silver and Gold Service Level Agreement. It would be very rare that a school didn't buy in to the service, at least at a Bronze level, but it is the school's individual choice. Schools identify areas of support that they feel they need in terms of SEND (eg a SEND review) and we can also offer suggestions depending on what we feel they might need too. We celebrate and share good practice and will also offer challenge if we feel that certain practices need to be changed.</i></p> <p><i>We also have a core offer where schools can get in touch with us if they need advice or support via email, virtual meetings, phone calls. We support new SENCOs within this core offer and offer free training too.</i></p> <p><i>We also work closely with Alyson Barrett, the Senior Adviser for Inclusive Schools, within the School Effectiveness Team. We are piloting the 'Inclusion Quality Framework (IQF)' across schools which is a core offer of support to enable schools to ensure that inclusion is embedded in all that they do.</i></p> <p><i>If a school is causing concern, we would have a statutory duty to offer them support and we would be directed to do this by the Head of School Effectiveness or one of the Senior Advisers within the team.</i></p>
10.	<p>Thomas Bewick</p> <p>Thomas Bewick is currently oversubscribed and there is an increased need within Newcastle LA for this specific type of provision.</p>

	<p>How is this need being managed?</p> <p>Has consideration been given to extending provision - either by expanding schools or creating a new one?</p>
	<i>PP report is being presented to SEND Exec May</i>
SCHOOL EXCLUSIONS	
11.	<p>Exclusions Data by School</p> <p>In your response to our questions to the Collaborative Forum in November 2021 you informed us that profiles of exclusions data had been produced for every school, and the SEND sub-group of the Promise Board had recommended that schools publish their data allowing challenge.</p> <p>a) Has this publication happened? b) If so, please can it be shared with the PCF and on the Local Offer site? c) If not, will it be? And when?</p>
	<i>No. We are about to discuss the most recent published data in the SEND profiles by primary/ Secondary Phase. This will be published on our Local Offer soon.</i>
SENDIASS	
12.	<p>Building Capacity in SENDIASS</p> <p>Is there capacity from within the LA budget to provide additional funding into this service to build capacity to ensure that families and children/young people are appropriately supported at their time of need?</p> <p>SENDIASS can be a fantastic service for families of children and young people with SEND. It is much valued and needed, especially as a lot of the improvements and changes that need to be made to SEND provision in the city are yet to be felt at service user level.</p> <p>Families are reporting that there are simply not enough staff in this service to meet the level of need in the city.</p>
	<i>The LA have increased investment into SENDIASS in recent years and agreed joint funding between Education, Early Help and Health colleagues from the CCG. This additional investment has allowed the service to expand and take on a dedicated Children and Young People Officer. Funding levels will continue to be reviewed on annual basis.</i>
SEN TRANSPORT	
13.	<p>Fuel Crisis</p> <p>What has the impact of the increase in fuel prices been on the SEND Transport provision?</p>



	<p>Has this impacted on service users? If so, what contingency arrangements have been made?</p> <p><i>We are aware of the impact that the increased fuel charges will have on our providers and are working with them to achieve a fair solution within the boundaries of the commissioning framework. The fuel crisis has had no impact on service users. There have been a few children for whom we have been unable to provide transport, but this has been due to staff illness and lack of replacement / back-up staff relating to the national shortage of drivers. Our providers are actively attempting to recruit drivers and travel assistants.</i></p>
<p>14.</p>	<p>Personal SEN Transport Budgets</p> <p>Can payments be made during term time instead of reserving a portion to pay as a ‘bonus payment’ in July? Due to the rise in fuel costs, parents need that money now and not in the summer holidays or, as was the case last year due to delays, September.</p> <p>What is the rationale for this ‘bonus payment’?</p> <p>Why is a portion of a personal travel budget retained by the LA?</p> <p>Can the procedure be changed?</p>
	<p><i>The transport team are currently reviewing the PTB offer with the intention of providing greater flexibility to families. We are asking families to complete a survey to tell us what works well, and what we could improve to help them to access a PTB. Please feel free to respond with any ideas as to how we can this a more attractive offer.</i></p> <p><i>Regrettably last year we did have a delay in the bonus payments and we are working hard to ensure that this doesn't happen again.</i></p> <p><i>However, it seems that there may be a misunderstanding as to how the PTB works.</i></p> <p><i>The mileage allowance is calculated for 4 journeys per day over 190 school days. This amount is then split into 12 months, and payments are made to families monthly in advance. 20% of the total annual payment is withheld as a ‘bonus’ payment, to be paid once 95% school attendance (including authorised absences) has been confirmed. If we were to remove this aspect of the offer, we could put families in a position where they owed money back to the Council over summer, which could cause undue distress during the holidays. Many families have confirmed that they are happy with the current arrangement as they like to have the security of a final payment during the summer.</i></p>
<p>15.</p>	<p>Annual SEN Transport Applications</p> <p>If a child/family requires NO changes to their provision is there any way they can ring/email to log this rather than submitting the online form each year.</p> <p>The website is unreliable, parents are getting frustrated, and the in the majority of cases we are aware of, there is no changes needed.</p>



We take the safety of the children and young people who access our service very seriously. The application form is a way to ensure that all of the information we have is current and necessary. The application process is in line with the mainstream home to school transport requirement as well as free school meals and bursaries. It is also common practice across most LAs both regionally and nationally.

Most of the application forms we receive as renewals have some form of amendment to be made. Even a small change such as a contact number, if gone unrecorded can have serious implications. This is the most efficient and accurate way we have found of keeping our information up to date, which is vitally important to our children's safety. We introduced this system as we found that simply sending letters to parents to notify us of changes was ineffective.

We use the same website as for school Admissions which has been shown to be highly reliable. However we do understand that not all families can access it, and therefore we offer alternatives.

We can send a paper form for families to complete, and we also work with groups such as Pass it on Parents to ensure that families are supported where possible. Our team have a presence at school coffee mornings and parents' evenings where we can help families to complete applications for transport. The dates for the Summer term are currently being finalised and will soon be published on the Local Offer.

We appreciate that many of the children who access our service have life long disabilities however their needs can and do change and we need to make sure that we are aware of these changes. Our service needs to operate in line with the individual needs of their children and the best way to ensure this is to make sure that the information we hold is as up to date as possible.

COMMUNICATION AND INTERACTION TEAM

16. ASAP Panel Timescales

What is the current waiting time for requests for support from CAI teachers to be sent to the ASAP panel?

The cases are allocated at Panel and school receive notification of that within 5 working days.

In terms of how long it takes for the work to be undertaken - it varies depending on the team involved. Generally, most work is provided within 4 working weeks and some within a shorter timescale.

17. Timescale for the Allocation of Support

If support is agreed by the panel, what is the current waiting time for a child/school to receive support in school from a member of the CAI team?

Answered above



SEN DEVELOPMENT AND ADMINISTRATION	
18.	<p>EHCP Needs Assessment Process and Issuing Final Plans</p> <ul style="list-style-type: none"> • What is the current wait time for EHC needs assessment? • What is the current average time from the start of the process to the issuing of plans (previously average was 39 weeks)?
	<ul style="list-style-type: none"> • <i>In April 2022, the average number of weeks between the requests for an assessment being received and the start of the stage where advice is requested was 5 weeks.</i> • <i>In April 2022, the average number of weeks from the start of the EHCP assessment process and issuing of an EHCP was 32 weeks.</i>
19.	<p>EHCP Annual Review Process</p> <ul style="list-style-type: none"> • How many children in Newcastle had an EHCP in the academic year 2020-2021? • How many annual review processes were completed by the due date? • How many people appealed amendments to an EHCP at annual review point? • How many EHCP's did the LA decide to cease to maintain in 2021-2022?
	<ul style="list-style-type: none"> • <i>In January 2021, 1884 CYP had an EHCP (SEN2 return).</i> • <i>Not clear as to whether this question is in relation to the number of review meetings held in timescale or number of reviews with LA response complete in timescales? Irrespective, we will be able to accurately report on this once our case management system is updated with the latest positions regarding reviews that have taken place and timescales.</i> • <i>At moment this is not a report we can pull from our data.</i> • <i>In 2021 (SEN2 return) - Discontinued plans (compulsory school age): 26 EHCPs were 'discontinued as transferred to another LA' and 1 'discontinued for other reasons'. Discontinued plans (school leavers): 63 were 'discontinued because pupils have left school at the end of compulsory schooling or after'.</i>
20.	<p>Annual Review Deadlines</p> <p>What plans are in place to ensure that the new deadlines for annual reviews (following recent case law) are met?</p>
	<ul style="list-style-type: none"> • We have secured additional funding from the DfE to recruit 3 SEND Caseworkers who will support the annual review process but also provide additional capacity to further embed relational and restorative approach.
21.	<p>EHCP Banding</p> <ul style="list-style-type: none"> • What financial resource is allocated per band? • How have the resources allocated per band changed year on year from 2015 to date?



	<i>The financial bandings have increased since 2015 and we agreed a 12.5% increase this year. The bandings are not published. Moving forwards, we will move towards basing funding on the descriptors of need.</i>
22.	EHCP Paperwork Parent carers have been involved in the development of a new EHCP template. This has been worked on but is not yet finalised. Given the latest SEND Green Paper update that is out for consultation (which details the need for one template to be used universally) will this Newcastle specific work continue, or will the LA pause/stop?
	<i>Absolutely not. There are no timescales attached to what will happen after the consultation. We are aiming to finalise our EHCP in May and we have worked hard to ensure this is the best plan ever. It is possible that our plan can be submitted to support the development for the national template.</i>
23.	SEND Case Workers/Lead Professionals As per your previous response, are SEN case workers now aware they are classed as the 'lead professional' for children with EHCP's? Could you please clarify what the role of 'lead professional' in this format means?
	<i>The contact link for parents.</i>
24.	Educated Out of Area How many children/young people have placements outside of Newcastle LA area as we have been unable to meet need locally?
	<i>There are many reasons why children and young people have placements outside of Newcastle LA. It would be wrong to assume an out of area placement has been made simply because we are unable to meet needs locally.</i>
CHILDREN'S SOCIAL CARE	
25.	Short Breaks/Respite Members of the PCF were involved in the preparation of a bid for short breaks. It was decided at a senior level not to submit this bid, as it was acknowledged that the activities should be happening without the need for additional funding. a) How is this lack of provision going to be addressed? b) What provision is going to be put in place? c) Who will lead the commitment to ensuring this is done when Judith Hay retires?
	<i>We are still in the process of reviewing and recommissioning our short breaks offer. Cath McEvoy Carr is the new Director of Children, Education and Skills from Monday 16th May 2022.</i>



26.	<p>Interim Arrangements</p> <p>How are the LA going to bridge the current gap in respite and crisis prevention?</p>
	<p><u>Best Spring, Summer, Winter, Autumn etc Ever</u></p> <p><i>Have attached information regarding holiday activities that has been sent out to all schools if they are interested in providing something over the holidays.</i></p>
27.	<p>Summer 2022 Provision</p> <p>When will summer holiday respite/short break provision be publicised?</p> <p>Families need plenty of notice about the activities available for SEND children over the summer holidays, so they have the chance to look for funding or save to afford places.</p>
	<p><i>The existing short breaks offer has been extended for a further 6 months as the process has been delayed due to staffing issues. As advised above, the LA is encouraging and supporting schools to develop activities over the summer.</i></p>
HEALTH - GENERAL	
28.	<p>Waiting Lists</p> <p>What are the current waiting list times for the following?</p> <p>Community Paediatrics – no previous response as it was not requested</p> <p>CYPS - previous response was 14 weeks</p> <p>OT – previous response was 81 weeks</p> <p>Physio – previous response was 11 weeks</p> <p>SALT – previous response was 23 weeks</p> <p>Continance Service – previous response not given</p> <p>Wheelchair Services</p> <ul style="list-style-type: none"> a) Chair and cushion clinic – previous response 6/8 weeks b) Buggy clinic – previous response 16 weeks c) Specialist seating clinic – previous response 5/6 weeks d) Domiciliary visit – previous response not given <p>Adaptions/Disabled Facilities Grant</p> <ul style="list-style-type: none"> a) OT assessment prior to referral (previously up to 3 years) and, b) once referred to Fairer Housing Unit (previous response was between 2-4 months)
	<p><i>Bowel and bladder Service - We do have a waiting list as such.</i></p> <p><i>What happens is when an e-referral is done by the GP these get printed off and the doctor looks through them on a weekly basis. If they are accepted they are sent a letter asking them to watch a YouTube video. This is classed as their first</i></p>

	<p><i>appointment. Before Covid this used to be done in a group session but we can no longer hold these and find sending a letter out and asking the family to watch the video at home is just as successful.</i></p> <p><i>Then they are asked to either ring or email us to let us know they have watched the video. We then send out a pack where they have a questionnaire, bowel and bladder charts to complete and return. Once we received these back a treatment plan is usually started.</i></p> <p><i>How quick this all happens is really down to how quick the family watch the video, contact us to let us know and complete questionnaire and charts and return them to us.</i></p> <p><i>Wheelchair Services - The response times remain the same however the service have experienced a large amount of service users DNA. At a special seating clinic last week there were 5 appointments and no one attended. They have therefore introduced a new system whereby they send out a letter inviting service users to contact them to arrange an appointment this is sent out to the patient and then a txt is sent 48 hours before as a reminder.</i></p> <p><i>Every Tuesday the team meet to look at waiting lists.</i></p> <p><i>There has been a problem with the supply of McClaren buggies as these come from Europe. The provider has been changed which will reduce the wait</i></p> <p>Adaptions/Disabled Facilities Grant - no change</p>
<p>29.</p>	<p>Therapies Review</p> <ul style="list-style-type: none"> a) What progress has been made on the Therapies Review? b) When will this review be concluded? c) What provision is in place to make sure that the children/young people who need therapies while the review is underway have their needs met?
	<p><i>a. The therapies system redesign work is underway. The context for the redesign has been the feedback shared by the PCF about the challenges, frustrations and anxieties felt by children and families at the current system experience. Building on this feedback, two sessions have been held in April (6th and 28th) with other stakeholders in the system to gather further feedback on challenges they experience and their vision for what our therapies offer in Newcastle should look like. These sessions have involved not only the specialist therapy services, but also wider partners such as in education, universal health services and early help services.</i></p> <p><i>Feedback from these sessions has been collated and will form the basis of activity for a multi-partner Working Group. This Group will work together to transform the vision ideas into a potential system model for our therapies offer. Nominees</i></p>



	<p><i>for the Working group will be collected by 12th May and the group will then begin to meet frequently (fortnightly) to progress this service modelling. We are delighted to have received a nomination (Kirsty) from the PCF for membership of the Working group.</i></p> <p><i>b. The aim is that across June and July the Working group will develop model options, for further engagement and consultation in August and September. We hope to have a proposed new model agreed in Autumn 2022.</i></p> <p><i>c. Whilst the wider system review is ongoing, attending to the needs of children currently requiring therapies remains the delivery priority. Indeed, as part of our work to tackle OT wait lists, additional investment has been secured to assess children currently on waiting lists and to increase capacity within the community OT and adaptations teams (see elsewhere described in this Q&A document).</i></p>
30.	<p>Referrals into Community Paediatrics</p> <p>What are the criteria for a successful referral into Community Paediatrics?</p> <p>There appears to be a capacity issue in this team as detailed referrals are being refused, often many months after being sent.</p>
	<p><i>Community paediatrics is a service that encompasses more than just addressing physical health issues in children and young people with disabilities. The service encompasses statutory roles as well as oversight and provision of health input for children in care (previously called looked after children), adoption services, safeguarding and child protection, and continence issues, in addition to assessment, investigation and follow up of children with developmental concerns.</i></p> <p><i>All new referrals are discussed on a weekly basis by the medical staff in the community paediatric department. There are no set criteria for acceptance; however, referrals are either redirected or refused if they are felt to be more appropriate for an already existing service (e.g. pre-school behaviour issues, or school age autism assessment, or general paediatric medicine, or referrals for whom CYPS/CAMHS). There are times when referrals are refused because no service exists for the referred issue.</i></p>
31.	<p>Referral Data</p> <ul style="list-style-type: none"> a) How many referrals were made to this team from April 2021 – March 2022? b) How many of these were given an appointment with a Community Paediatrician? c) How many were refused? d) What is the average waiting time to find out the success of a referral? e) What is the average waiting time to see a Community Paediatrician from the point of referral?



	<p>a) <i>This information is not available with a breakdown for children and young people with disabilities due to the wide variety of referrals received</i></p> <p>b) <i>Just over 200 new patient referrals were seen in developmental clinics in that financial year</i></p> <p>c) <i>This information is not available with a breakdown for children and young people with disabilities due to the wide variety of referrals received</i></p> <p>d) <i>Typically, families are informed of an appointment date within 2-3 weeks of the referral being discussed in the weekly allocation meeting</i></p> <p>e) <i>This depends on the nature of the referral. For assessment of developmental concerns the current wait is approximately 10 weeks. The wait for preschool autism assessment is much longer.</i></p>
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OCCUPATIONAL THERAPY	
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32.	<p>OT Service in NUTH and CNTW</p> <p>What systems are in place to ensure that children/young people are referred to the correct OT service? The PCF are now aware that there are OTs in both NUTH and CNTW.</p> <p>Can we have reassurance that any errors identified will be corrected, and the child/young person will be added to the correct waiting list in line with the date of the initial referral and NOT at the time of transfer?</p>
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	<p><i>NUTH OT's cover Sir Charles Parsons, Hadrian and Thomas Bewick. They are the only OT under service level agreement with the school, so there can be no confusion from the school as to who refer to. I hope this information helps but please let me know if you need any additional information.</i></p> <p><i>If parents any concerns regarding information where they are informed that they have been incorrectly placed on a waiting list the most appropriate person to contact would be the head of service.</i></p>
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33.	<p>Communications</p> <p>Was a communication issued to the School Community Nurse team to confirm they can continue to refer into OT?</p>
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	<p><i>Yes. There has been meetings with the Lead for community nursing and they are aware that they can refer. We do stipulate that they have a conversation with school and the family to ensure that the information is correct and request that they include this on the form.</i></p>
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ADAPTIONS	
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34.	<p>Service Improvements</p> <p>What is being done to:</p> <p>a) Reduce the waiting time for adaptions?</p> <p>b) Implement effective processes for referrals?</p>
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	<p>c) Progress requests made for adaptations once received?</p> <p>a) An Independent OT service (The Occupational Therapy Service – TOTS) has been identified to conduct a three part wait list initiative:</p> <ul style="list-style-type: none"> - Initial triage of families on the waiting list to understand priority, needs and likely onward referral. This <u>will not</u> open a duty of care. - Based on the findings of the triage, assessments will be completed for either all families on the waiting list or targeted families. This <u>will</u> open a duty of care. - Identify requirements for sustaining the current workforce to meet current demand. <p>This service is in the process of being commissioned via BLOOM. Appropriate data sharing protocols are in process and the provider has met with the OT Team Manager and Paediatric Adaptations OT to discuss the logistics and detail of the wait list initiative to ensure it is utilised to maximum effect. TOTS will begin the initial triage as soon as the BLOOM process is complete.</p> <p>To improve capacity in the longer term recruitment of a two year fixed term OT is underway. To maximise interest a decision was taken to use a generic OT job description with paediatric requirements listed as desirable and to advertise with permanent posts being recruited into adults.</p> <p>b) More will be understood about potential pinch points and blockages within the current referral process into Paediatric Adaptations following the Wait List Initiative. However, it is understood that the current system relies heavily on data input by the OT. To reduce this time commitment, full time business support has been given to the Paediatric OT by resources in the adult team whilst recruitment of a dedicated Paediatric admin continues.</p> <p>c) The onward referral process has been discussed in the Adaptations Oversight Group and will be followed with a targeted meeting to agree processes, scope of roles and responsibilities and to understand capacity within the Disabled Facilities Grant (DFG) in greater detail. More will be known about the volume of onward referrals to each dependency (CARN, YHN, NCLES) following the wait list triage.</p>
CONTINENCE SERVICE	
35.	<p>Service Review</p> <p>What progress has been made on the Continence Service review? Has the draft specification been completed?</p> <p><i>(PCF expected feedback in January 2022 as per your response to November SEND collaborative forum questions).</i></p>
	<p>The review of continence products draft SOP has been completed and now out to consultation with PCF and to be shared at PCF meeting in May 2022.</p>
36.	<p>Continence Supplies</p> <p>a) In what circumstances are products other than nappies given?</p>



	b) In what circumstances are more than 4 nappies per day given?
	<i>The provision of continence products is assessed and then based on individual needs. The service is only commissioned to offer a maximum of 4 nappies per day in line with national guidance.</i>

