

### Graduated Response Meeting 3 – 2/11/21

Attendees: Stacey Freeman PCT, Amanda Wathen SWAN UK/PCF, Calire O'Brien BCP, Claire Webb BCP, Dan McEvoy DCF/PCF, Emma Lashford BCP, Graham Pirt BCP, Joanna Bispham BCP, Lisa McGaw, Chloe Morley DORSET CCG, Victoria Stone BCP, Christine Rainsford SALT/NHS, Aleksandra Zabielska BCP, Karen Harris BCP

Claire: Children met and created a charter. What they came up with was very similar to what adults came up with (e.g. parent/carers). For example, trust and wanting information before meetings.

When asked what they would like.

Accessibility and planning – table heights, particular access to beach  
Preparing for Adulthood, support needed to start thinking about that  
Inclusion

Issues such as homelessness. It was something they were aware of.

Amanda: Gap for individuals with SEND who want information about going to university.

Lindsey: There are pastoral leads in the university. Check the local offer, and please let me know if there is anything that can be added.

Chloe: SALT suggestions have been sought.

Amanda (through Chloe): We need something written down, acknowledging plethora of different needs.

Chloe: BCP shared language needed.

Katie: Quality First Teaching – it is very difficult to know where the line

Jo: Training – audit, quality control, look for where the gaps are. We need to use what we already have but point people in the right direction. How do we roll it out and monitor it?

Amanda: We need clear timelines to be detailed.

Jo: Training would need resourcing and to be placed on the local offer.

We need clear pathways.

Amanda: We need somebody to keep this up to date.

Stacey: Could we extend this (if relevant) to also administer training with regard to the SEND Code of Practice? I attended IPSEA training recently, and they said that Local Authorities are normally very aware of the SEND Code of Practice, but sometimes, due to high staff turnover, which seems to be fitting with BCP, there may be issues with people truly understanding it fully.

...including the legal obligations the LA has. As another example, I attended a SEND event earlier in the year, and they commented on how some of the SEND Code of Practice has legal obligations, while other parts do not. I believe they said that where the word 'must' is included, this is law... I am not proclaiming to be an expert in this area, but I feel it needs to be looked at further.

Could we also identify schools who are implementing the Graduated Response well? As an example, my son's school is very much on the ball. They do not have the same level of SEND as other schools, but it might be an idea to work with schools who are doing this well, and perhaps utilise them for co-production/to work with other schools. Again, we need to be sensitive not to play schools off against one another, as contextually, they are all different...

Regarding the EHCP, one thing to acknowledge (I think Jo said this at the SEND forum), is that even if a EHCP is denied, the actions that come from it should still be put into place.

Chloe: Masking needs to be considered. This has come out a lot from speaking to parents and carers.

Lisa: Once the (autism) pathway is available, can it be shared with schools?

Christine: What is 'an appropriate level' and who decides this? (With reference to SALT assessment waiting times being at an appropriate level)

There is a framework called 'The Balance System'. There needs to be an approach where all parties work together. If this system can be realised, children can be supported. Kim Ward is the BCP representative on the project group.

Chloe: It is difficult to come up with actions and waiting times.

Graham: OFSTED will expect milestones.

Chloe: Could we possibly be given some examples?

Claire: Could increasing staff numbers help?

Christine: Recruiting SALTs is a national issue. The waiting times are not just down to SALT. Universal and targeted support should be available to support children. The culture needs to change. Sometimes, SALTs identify support needs, but there aren't the resources to implement them. It is a whole system approach and responsibility. It is multidisciplinary.

Stacey: Are there any assessments that schools could be taught to deliver in the interim...or perhaps to gauge whether children need a referral to SALT?

Personally, I have found SALTs and OTs (particularly sensory) to be extremely valuable, but I know there are issues with resources, especially as many are now independent/private. We have had to 'go private' to get OT support, and it took such a long time to get a SALT appointment... but I would argue it was more valuable than any other appointment we attended. We are dealing with some of these issues in the autism pathway, but essentially, can we put less funding into (forgive

my bluntness) pointless paediatrician appointments, and instead put it into recruitment and training. This may be very pie in the sky...

Regarding training (online), I also think that some courses should be accessible to both parents and professionals...where they can perhaps attend together...or if self-led, where parents can have access to what professionals are learning.

Some courses are inappropriate. Also, even if a parent does not attend the course...the child should be the main focus...and should not be punished. We are failing these children and families.

Stacey: Time commitment for parenting courses are an issue, especially for those who have children with complex needs. We need to make courses accessible and if possible, online/virtual. And we need to ensure they are relevant. Personally, I have difficulties finding people to look after my child, so if attending parenting courses for hours at a time, over the course of a few weeks, was a necessity...the expectation on me to attend is unrealistic.

Chloe: SEND Tier 2 training was sent out last week.

Graham: Will training address professionals realising the impact on families?

How will we address and deliver this?

Stacey: With regard to helping social workers and managers to understand the complexities of SEND that can influence family and relationships... there needs to be training/documentation detailing this, but we need them to see that we are real people, so there should be opportunities for them to talk with parents about their experiences, and perhaps have some videos where parents share their experiences. We need to humanise families...

Jo: Sometimes the SEND policy and the behaviour policy conflict.

Lisa McGaw: Training offer for Governors is the best it has ever been. We perhaps need to make sure that SEND is clear and comprehensive.

Jo: The training gives governors questions they can ask their SENDCOs, that OFSTED will ask.

Christine: There is a wide variation in schools in terms of attitude over who is responsible for supporting children. There may be enthusiastic SENDCOs who are not supported by headteachers. How can we make relationships with schools better? Ultimately, children and young people suffer.