

SENDIASS Telford and Wrekin

CONTRACT REPORT

Quarter 3 October/December 24



Report Highlights

The Young People have taken centre stage again this quarter. The group of young people who attend Elevate have come to the end of a great piece of work. They had worked really well together on this project and finally during the Autumn Term were able to take out their Sensory boxes that they had created, with the help of donations from local businesses to Secondary schools in Telford. This project is a wonderful step towards creating a warm and nurturing environment for students. By providing these sensory boxes, Elevate Youth aims to make a lasting and positive impact on the mental health and overall wellbeing of students.

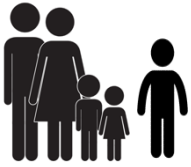


“I just wanted to say thank you so much for the wonderful box, carefully crafted, that you and your super young people delivered. I would also love to invite yourself, and the team of young people involved in designing the sensory box to a Christmas Craft afternoon on Tuesday 3rd December 2024, between 3.45-4.45pm. Some of our students, their families and the SEND team will be making decorations to support the Academy’s Senior Citizen Christmas Party event. I wondered if your students might like to launch their box with our young people and their family, have a catch up, and some festive music. There will also be a range of Christmas refreshments provided”

This was a great way of spreading the word about the group to schools, but also they have been invited to return to specific events at the schools where they will be able to meet other young people, which may support the increase in membership and raise awareness of those vital support needs for children and young people in schools. School that took part were Charlton, Ercall Wood, Queensway, HLC, Telford Langley, Telford Park, Telford Langley, New Road Academy, Madeley Academy, Abraham Darby, and Burton Borough.

Well, done to all of the young people who participated!

Referrals



Referrals

61
To date
287



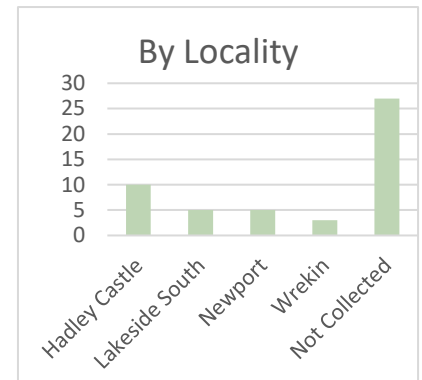
Service
Contacts

305



Closure

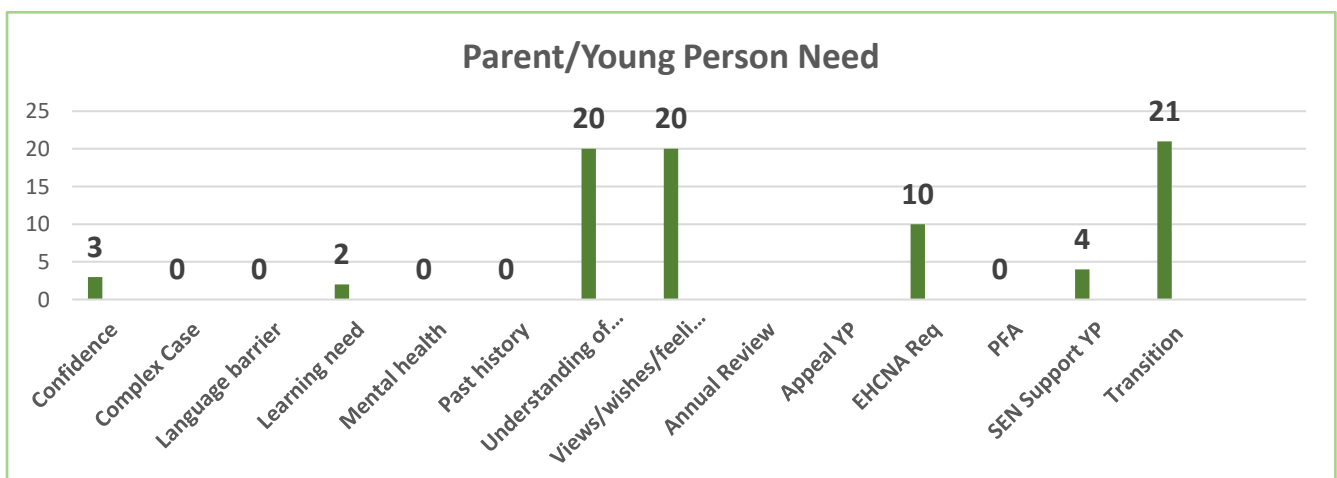
23
To Date
144



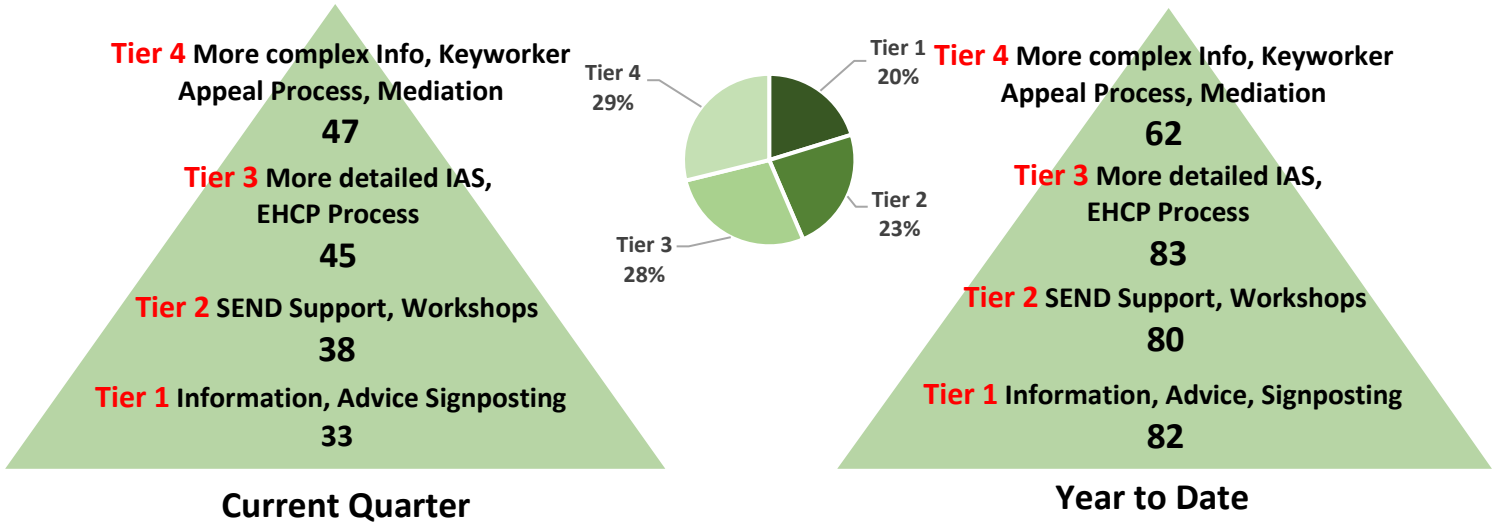
The organisation has recently installed a new database system. During this quarter data has been taken from 2 databases following migration across during the period. There is a summary on reporting information on the data spreadsheet. Some of the data may not be as accurate as previous quarters and there are some gaps. We hope to have completed all relevant data fields by the next period of reporting.

The Team responded to 305 contacts to the service this period. Themes include:

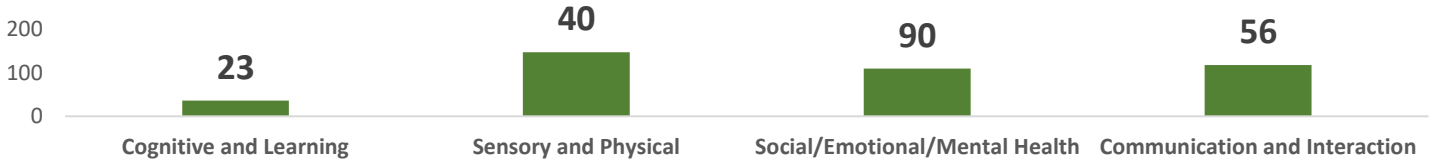
Tribunals/Appeals	SEN Support	Other Issues	Parent /LA Panel Decisions
Refusal to Assess	Schools not delivering the graduated approach	Transport issues	Cases remaining at panel level, parents are stuck with no dates given
Placement	Schools not referring into the BEE U Service and EP Service.	Colleges not delivering SEN Support	
	Children being	Lack of placements	



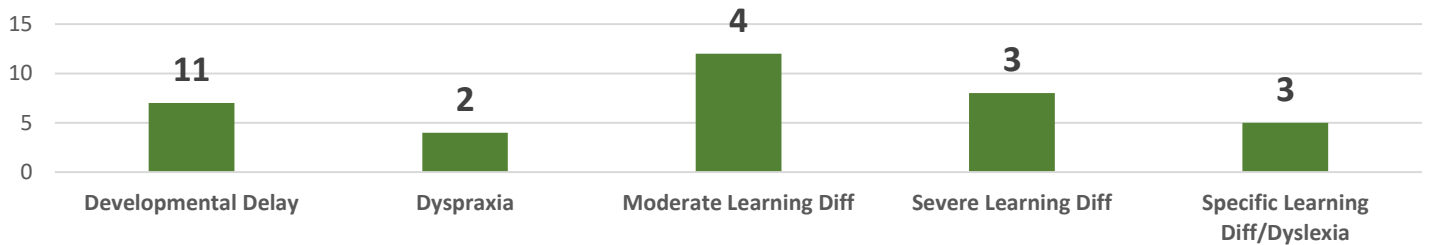
Service Levels of Intervention



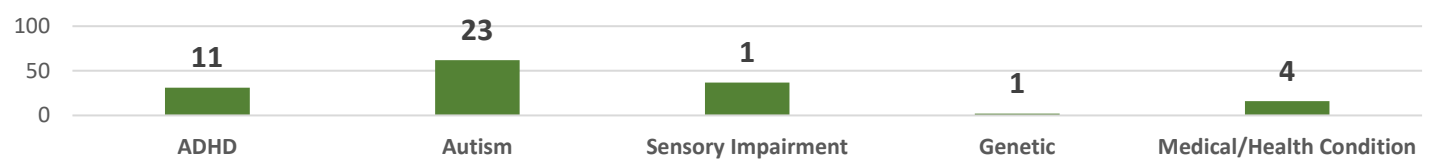
Primary Need Summary



Cognition and Learning



Sensory and Physical



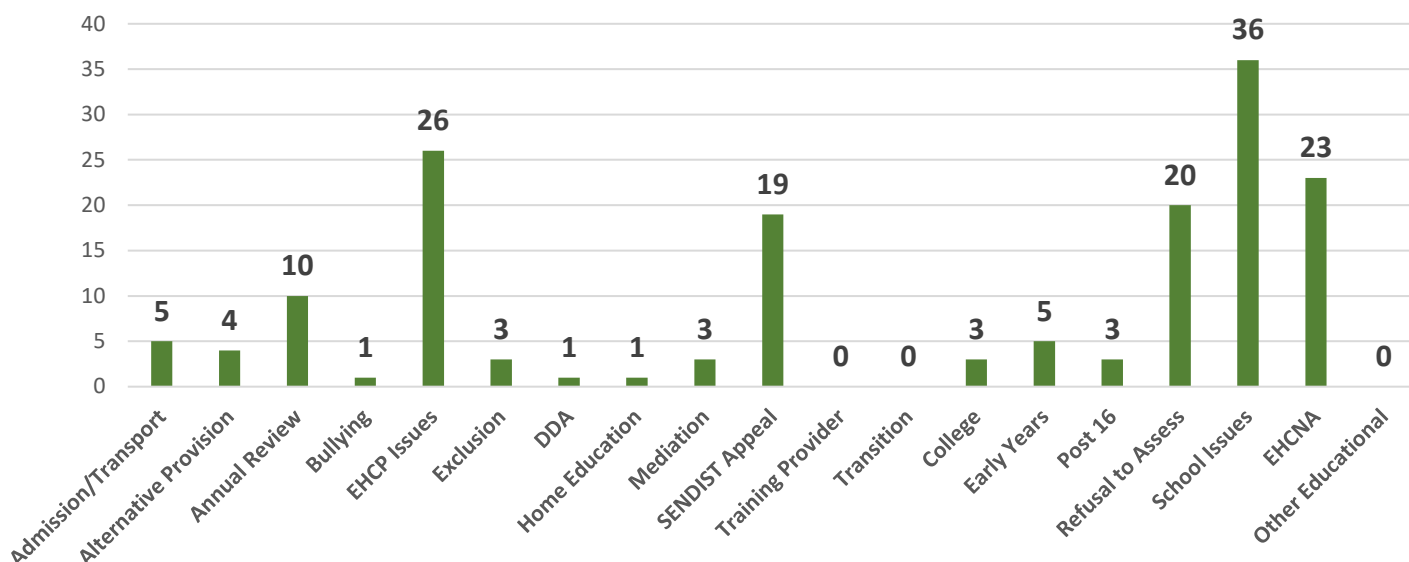
Social/Emotional/Mental Health



Communication and Interaction



Reason for Referral Qtr 3



Safeguarding

Safeguarding referrals - 1

Summary of Service Levels of Intervention

Based on the data we have; the levels of need appear to present as much higher across level 3 and level 4 tiers. It is difficult to predict currently why there are lower contacts at level 2 SEND Support. We hope to be able to evidence this trend more over the next 12 months. We have been much more visible in schools over the past few months and engaged with a higher level of parents through those school events, workshops. This may contribute to parents accessing information in different places, rather than contacting the line. Also, we are unable to truly show this period due to having to use alternative methods of collecting some of the information.

It will be helpful to be able to break down the Tier 3 and Tier 4 levels into info and advice only and where allocated, to gain an understanding of the levels of allocated working that is happening across those tiers.

There continues to be a high level of children accessing the service with social, emotional, mental health needs, with a higher number of children with Autism presenting to the service. The service is identifying ways of engaging with schools and understanding resources available to schools to support further inclusion in relation to Autism. Understanding the wider landscape and in particular, schools modelling good practice to other schools. We observed this in action through attendance at SENCO Network meetings where there is a sharing of good practice and schools thinking creatively in how to support children and young people with a range of needs.

4 EHCP and SEND Support Detail



Active Caseload

296



Parent/Carer 1-1 Support

23

To date

33



Children + Young People 1-1 Support

19

To Date

37



Tribunals attended

0

To Date

1



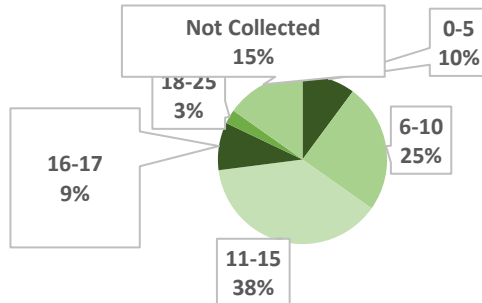
Mediation

2

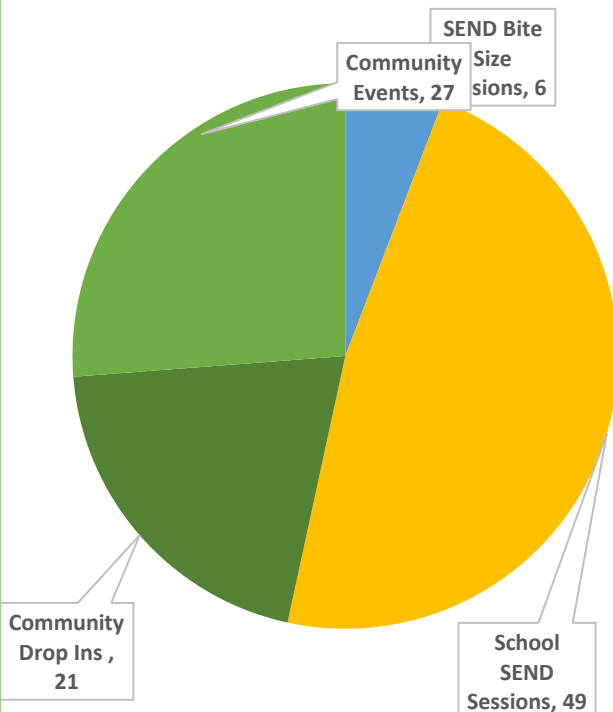
To Date

9

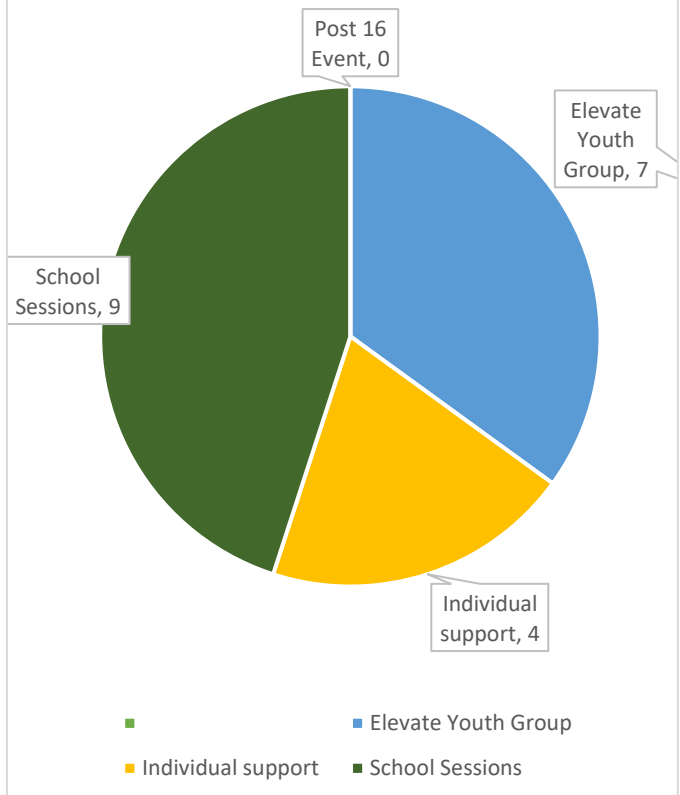
Active - Age Groups

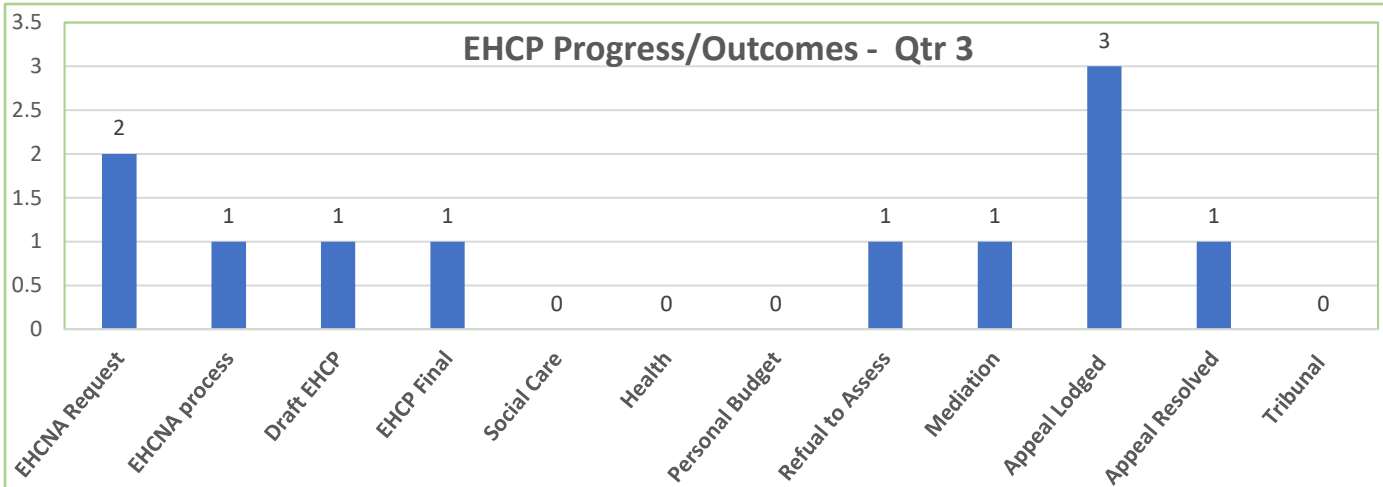


Parent Engagement Qtr 3



CYP Engagement- Qtr 3





EHCP and SEND Summary

The Service reach is strengthening with our links into schools and wider organisations developing well. We now have regular drop -in sessions alongside other SEND Community Groups including PODS, Dandelions Group and have recently had increased contact with Challenging Perceptions Group. These links have strengthened due in part to the co-production work that we have been participating in when coordinating Parent Summit events throughout the last 12 months. We now have a regular space as a drop in for parents at PODS hub as part of their SEND hub.

We continue to offer our SEND Bitesize sessions to parents coming through to the service. We offer both online and face to face monthly. We are rolling these out to schools and have already been to Grange Park School and Holmer Lake school and delivered a session alongside the SENCO. This model proves to be useful for parents as they can access that impartial advice and have the information from the SENCO as to how that applies to their child in that school. We will be presenting this model at the next SENCO Network Meeting showing some of the positive outcomes from this through SENCO and parent feedback. We have also offered our SEND Stay and Play Sessions during school holiday time and always have a relatively good response to these. Parents can bring along their child and access the information. **8** parents attended our session in October, and we will be holding another during February half term.

Our focus remains on developing the SEND Support offer and we are now seeing schools contacting us asking us to attend various parent events, which shows that we have made an impact in how schools would like us to participate in their parent SEND engagement.

We are piloting information sessions that can be booked on by parents, offering 45-minute sessions. This is to move parents into the service offer which allows them to have some individual time with a member of staff. Also to reduce the amount of time spent taking telephone calls into the service, where parents are increasingly having to wait for call backs due to phone line not being as accessible. We still triage those calls as to where appropriate We offer these sessions where there is a need and where parents may not get the information required by attending a group session or accessing information through our website/resource base.

We continue to respond to any statutory timescales for parents in relation to appeals,

Children And Young People Engagement

The Service continues to support young people to have a voice, whether on an individual basis or collectively. This period our CYP Worker has continued to engage with schools. She is currently working alongside Burton Borough, Telford Langley and has arranged to meet with Abraham Darby school to look at how the service can support young people collectively within the school that may further develop any aspect of the school's SEND support for young people.

Young people across Year 10 and 11 attending Charlton School have been supported individually to express their views. 4 young people had been referred to the service due to having challenges. We were able to listen to those young people through those individual sessions which then supported their voice to express how they were feeling at their Annual Reviews. There have been further discussions with Charlton to work collectively with young people to prepare them for their Annual Reviews if attending and be able to contribute effectively.

Elevate Youth

The Service supports this group alongside the Telford Childrens Autism Hub. Membership has increased as the group is of benefit for those young people who have been attending the Childrens hub and are reaching an age where they want to contribute to something more. We have young people who are mentoring other young people and talking about the group, and this is a really good way of young people wanting to find out more. They have been busy as previously outlined during this period delivering the sensory boxes to the schools, all with some positive feedback.



“Thanks again for the offer, I hope it will be really beneficial for some of our pupils”



I think it's a good way to help others who are also struggling in schools using our own personal experiences to provide them with aids to help them get through their day.

The group have been involved in the planning of a new programme launching in the New Year called **Independence Me**. They have been involved in the planning, the topics and what they want to get from these sessions. We are inviting relevant organisations to come along and provide information, advice including Barclays, Job Box, and Brightstar Boxing has been a request for the young people as a great activity for some fun time along the way. We are looking forward to them having this opportunity and will feed back how they are getting on in the next quarter.

We try and source information for young people that is important to them. They attended a Hate Crime Session in the Autumn and joined

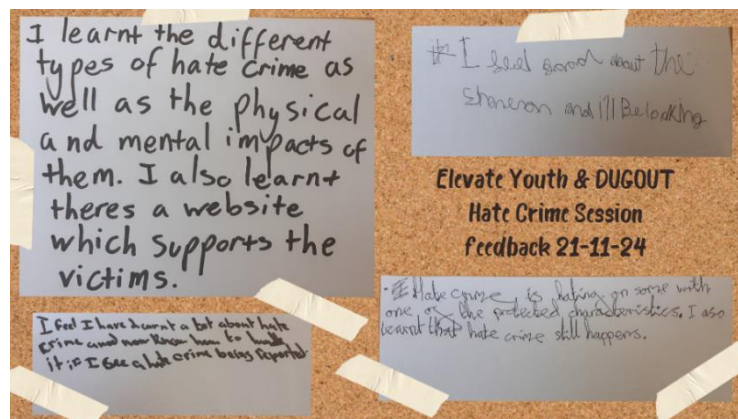


up with the Young Carers group of young people. The session explored identity and diversity through activities focused on hate crime awareness. CYP learned about hate crime's impact, reporting mechanisms, and equality-related concepts. Interactive activities like guessing personal traits and team games sparked discussions about protected characteristics and the difference between discrimination and hate crime.



Finally, I feel the upcoming life skills group coming in the new year can provide me and others with extremely valuable skills that I feel I

The group has been really empowering for the young people. They are looking at ways of widening the reach and are in the process of putting together a promotional video. One of the young people who attends is keen to volunteer and we are currently exploring with him what those interests are and supporting him to achieve this. We always love to hear their feedback about how the group helps them.



Elevate youth video.mov

Bray – Member of the Elevate Youth Group

<https://youtu.be/Ku5UbaB4VGQ>

NEW Full Client Outcomes data

*To be utilised when new Charity Log database is in place for Telford and Wrekin CVS (Spring 24)

Parent Outcomes

Empowerment achieved.

Am listened to.

Happier/less worried about future/child/YP

Childs needs are better understood and met.

Continued support required.

Increased confidence to:

Make informed decisions.

Express views/wishes/feelings

Participate in child's education.

Increase social/emotional wellbeing.

Increased understanding of:

Signposting

SEND support processes.

EHCP processes

Health

Social care

Childs/Young Persons SEND

Send law/guidance.

Options/rights

Mediation/resolution

SENDIST Appeal process

Achieved positive transition:

Early Years

Built positive relationships:

Education, Health, Social Care

Experienced effective communication:

Education, Health, Social Care

Child/Young Person Outcomes

Empowerment achieved.

Am listened to.

Happier/less worried about future

Needs are better understood and met.

Continued support required.

Increased school attendance

Reduced exclusion

Increased confidence to:

Make informed decisions.

Express views/wishes/feelings

Meet aspirations.

Increase independence.

Develop social skills.

Increase social/emotional wellbeing.

Increased understanding of:

Signposting

SEND support processes.

EHCP processes

Health

Social care

Childs/Young Persons SEND

Send law/guidance.

Options/rights

Mediation/resolution

Achieved positive transition:

Primary/Secondary

Post 16

Built positive relationships:

Education, Health, Social Care

The staff have undergone training on the new Charity log database and the above outcomes are identified on this new system. We will provide further data on outcomes for future reporting.

Case Studies



MM case study QTR
3 Oct-December 202.



AJ Case Study Q3
Oct.docx



MS Case Study QTR
3.docx

Summary of Quarter

Operational Delivery

- Service lead continues to monitor demand/capacity. Continue to assess response time of access to service. Our response time is currently 7 days and this is communicated through our service Ansa machine with national helpline available and website.
- The team have been allocating time to develop the online resources. The team are currently looking at SEND areas that could benefit from having accessible webinars online. With the additional member of the team, we have been able to keep the website more up to date and we are seeing more views on our website and across our easy-to-read factsheets available.
- Focus on SEND Support in mainstream schools. Going well. Wider engagement with parents. Focus to increase uptake of schools for SEND Workshop sessions to run alongside schools and LA where appropriate
- Continuing to work with wider partners to ensure good signposting when families require. We still need to strengthen our relationships and communication pathways with health and social care partners. Liaising with Jo Broderick to attend team meeting to provide further information on short breaks offer, and thresholds for support. We now can promote our information across newsletters, websites, across health and social care. Building on relationships with local groups, Dandelions have a regular presence at drop-in sessions, we now have a space within the PODS SEND hub.
- Service lead to continue to build relationships with wider stakeholders and continue to support the team to identify potential funding opportunities. CVS Organisation now has a central funding platform, where all projects can identify any potential funding available to ensure that there is a system across the organisation for identifying future funding potential and any joint opportunities across projects.
- Recruitment of parent volunteer role, predominantly across Childrens hub, but also supporting the joint working of the Elevate group.
- Continued strategic presence through participation to ensure parent/cyp voice is fed into local SEND Developments. Increased opportunities of working together to collect voice of young people through CYP participation development group.
- Charity Log Database is now operational. Staff have been receiving ongoing training. There have been some challenges, and we are working hard to ensure that data reporting is showing need and impact/outcomes.

Partnership and Strategic Development

Service Lead attends:

- SENCO Network Meetings
- Attendance and updates Autism Partnership Board – Service Lead
- PFA Working Group – attended by C and YP Lead (has been on hold)
- Parent Participation Summit Meetings
- ND Pathway Workstream
- EHCP Task and Finish Group – to begin
- SENDIASS Managers helpline forum
- Maximising Educational Capabilities – Lloyds Foundation
- PODS and IASS Communication Meetings
- SEND and AP Partnership Board Meetings
- Local Offer meetings
- SEND and IASS Team Meetings

Staff Training/Events

Suicide Training
West Midlands Tribunal User Group
West Midlands C and YP User Group
WM Regional Managers group meetings
Childrens Participation Development Group
Short Breaks Event
Dyslexia Information Day
Mental Health Event - HLC

Steering Group Development

Service Lead currently updating 24/25 Service Operational Plan. Following limited feedback. Agreement reached to revise the Groups terms of reference and send out a draft to all current members for agreement.

Changes to the group include.

- **Renaming to SENDIASS Advisory Group – meetings to be held twice yearly.**
- **Parents entering the service will be informed of the group and can opt in to become a member of the advisory group if agree. Consent to be gained. Information pack given on role of member. How to participate.**
- **Updates and information will be shared across all parent members on the database.**
- **Invites to twice yearly Advisory group themed sessions, that will be linked to aspects of service development identified within the Service Operational Plan.**
- **Advisory group meetings will be working groups to collect feedback and next steps for members, parents, professionals, and representation from young people to inform and shape service development.**
- **Amend website information and membership form on the SENDIASS website.**

This is a priority area of development, which due to staff sickness and constraints on time, we have yet to start this piece of work.

This piece of of work is ongoing. Will report updates through quarterly reporting.

UPDATE – Qtr 3

- **With the introduction of Charity Log Database, the team are informing parents of the New Advisory Group and purpose, and there is an opt out of becoming a member. Staff are providing information on what being a member involves. The database is recording new members.**
- **Completion of new Terms of Reference for the group to be distributed to all existing core members.**
- **Information is being finalised to ensure website will be updated before year end with new information on Advisory group., along with membership form.**

Financial – As previous quarter.

The Service Lead continues to monitor any increased demand for the service and work with the team to identify ways to adapt the current service model to respond to those increasing demands.

We continue to identify any future funding streams, to support our community presence, support our children and young people and raise awareness of the service.

The team are increasing their visibility within community settings and schools and this way of working continues to place an increased demand on the core funding for staff travel expenses.

The budget has very limited resources to support website development. Additional members of staff support this currently. There is a need to increase website resources, develop webinars. Service Lead to identify any volunteers, students who may wish to support this area of development. (ongoing)

With additional funding for the Elevate Group, IASS are able to continue to support the development of the Elevate Group to enable young people to be involved in areas that are important to them. Project identified to begin at the beginning of 2025. Independence Me, shared funding and working. across Telford Childrens autism Hub.

With the introduction of the Team Assistant role through the IASP Reserve, the role is now becoming an embedded role within the service. The benefits of this role to service delivery is reported through contract reviews and adds value to the operational delivery of the service supporting the early identification of SEND Needs and parents receiving ias at the appropriate time to support their child. It is hoped that this area of work provides sufficient opportunity to identify those core areas of development needed to sustain the service model as we move forward through the coming months and monitoring increased demand v capacity.

Feedback from Surveys

The Website and social media information gathered for this quarter appears on the stats document provided.

“Hi there just wanted to say a big thank you for attending our parent evening advice drop in this week the feedback was very positive from everyone we spoke to and we look forward to the next session”

Woodlands Schools

Thank you so much to you for your incredible work done related to our case. You were our inspiration do not give up.

Thank you so much

I feel like the templates for the views, wishes and feelings are good, as I can refer back to my views from last year and how they have changed.

I like it that Maria from SENDIASS is an independent service and not school , I can talk to her honestly about how I am feeling at school and the difficulties I have.-

10/10: Thank you it was really useful and I have now got more information and resources to go to before we have a meeting with the school

SENDIASS In the Community



JOSH OUR VOLUNTEER HELPING PUT UP THE CVS CHRISTMAS TREE



Post 16 future focus

<https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=vH4EVU2OWu9hGsZfhcRAnSEucRhjRNVZ&id=vvhnBQJflkWOjxAVprfciAlfvIVDqG9FjRh4zrrBIM1UNIVLSOI1MjhJWIZWNFDmUKVKMENTTFRORS4u>

senco survey

<https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=KCTuBWbyzedMGagoAHTdIAjmhSVRHC9E&id=vvhnBQJflkWOjxAVprfciAlfvIVDqG9FjRh4zrrBIM1UMFU0S1pXRUQyQIUwNIQ1VFg0UzFYV0hWSy4u>

tribunal survey

<https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=4ZokXuxGAG9sLtGlwB0ClvEjMs800mzc&id=vvhnBQJflkWOjxAVprfciAlfvIVDqG9FjRh4zrrBIM1UODJaT1BMRk9DSkRZMjIIQ0E2TE0zSk9VUy4u>

bitesize event

<https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=rt99xk4ZO6Rc21KCMWGwC2vmB9jUfggz&id=vvhnBQJflkWOjxAVprfciAlfvIVDqG9FjRh4zrrBIM1UQVpWQURSVFNBR0JWNVNUUEtNNzVfVUY1VC4u>

