

FAMILY VOICE PETERBOROUGH

Schools Engagement

From April 2018 to November 2018

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Overview of the Current Schools engagement programme in course by Family voice Peterborough, population overview and current challenges to engagement.

1. Introduction

It is FVP aim to develop a Family Voice framework to enable relationship strength between parents, CYP and schools, that will enable all the parts involved in the SEND process to have accessible information regarding all areas of intervention such Education, Health and Social Care.

Family Voice believes that the continuous networking and event attending to enable and promote socio-emotional resilience among parent carers regarding all the work lines above mentioned.

The supra cited strategy is the result of Family Voice Participation and SEND report 2017 which outlined as priority the following areas; outcomes and wellbeing, assessing and planning, services co-production and information, support and advice.

Family Voice feels that the best way to address the current challenges with engagement is to take upon the fact that education settings now have added responsibility in the identification of need and for the child to reach the best outcomes using the best endeavours.

Information needs to be taken to the right sources and be dispersed among agencies, needs to be a straightforward, consistent and transparent process.

It is imperative to have a convergence to the educational setting as central point in the CYP life and that other services use that point as way to deliver services other than etiologically educational, as well as recognition that socio-emotional resilience is imperative and essential part of the new SEND process. Services Co-production is still its infancy and the need for support and to ensure its sustainability is crucial for its success.

2. School Engagement

The current strategy is addressing a 3-year plan with an embedded phased out strategy for educational settings, parent carers and CYP's to build up social and emotional resilience with services to support and enable information accessibility among all agencies including parent carers and CYP's.

The strategy will be delivered through Family Voice services such breakfast meetings at school's settings, training and workshops, that is currently under review and approval by the trustees and other management bodies.

Family Voice hopes that by developing an accountable SEND system that will ensure that everyone is working from a person-centred perspective delivering outcomes to the best possible endeavours within the setting by:

- ✓ Addressing the fact that education settings now have added responsibility in the identification of need and for the child to reach the best outcomes using the best endeavours.
- ✓ Develop a shared vision for Preparing for Adulthood with young people, families and educational settings
- ✓ Work in partnership with families, young people and other professionals to ensure planning enhances and supports wider aspirations
- ✓ Develop capacity and competency in outcome person centred focused support and planning in educational settings

- ✓ Recognising that socio-emotional resilience is imperative and essential part of the new SEND process.

2.2 Current schools ongoing engagement

Engagement with Educational settings, April 2017/18

Educ. Setting engagement	Existent settings 2017	New settings 2018	Ongoing
<u>Colleges</u>			
Regional College		1	
City College	1	1	
<u>Secondary</u>			
Nene Park ERP Parents	1	1	+1
Nene Park Academy		1	+1
Arthur Mellows School	1	1	+1
St John Fisher	1	1	+1
COPA		1	+1
<u>Primary</u>			
Braybrook		1	+1
Brewster Avenue	1	1	+1
Dogsthorpe Academy		1	+1
Duke of Bedford		1	+1
Gunthorpe		1	+1
Highlees and Eyrescroft		1	+1
Lime Academy Parnwell		1	+1
Thomas Deacon Academy		1	+1
Sacred Heart		1	+1
Southfields		1	+ 1
William Law		1	+1
<u>Special School</u>			
COPASS		1	+1

1.1 Evaluation of current engagement

Family voice core of engagement is still with primary educational settings this may be due to the motivational factors and the current influx of complex needs pupils arriving to these settings are putting a strain in the setting resources, or even in the need to allocate resources to deal with the current issue, a struggle given the current economic climate.

It is also at the previous level that most problematic areas within SEND are felt, as most EHCP's, early help pathway, SEN support and other are requested at or through a primary educational setting. Other contributing factor is the different educational demand throughout key stages, meaning that a child with SEND may have a shift in need while attending the same educational setting. If comparing with 0-5 or 12 educational settings where such needs are more diluted and therefore the risk of addressing these needs as low attainment is high and needs to be addressed.

It is important under the current legislation, i.e., CoP 2015, CaF 2014, Care Act 2014, and current SEND reforms that every educational setting to see the relevance of attainment when selecting CYP outcomes. An early start as well as a continuous work through settings is crucial to independent and included CYP's.

The above is also relevant when dealing with particular areas of need such PMLD, and general Special Schools population, with parents and schools seeing themselves as focus groups that address their issues within the setting, where community engagement is low, and often children on these settings found transitions to other settings hard and failure of placement is a high risk to the CYP. A correlation can perhaps be found in the mental health decline prevalence registered among older CYP's.

1.2 Request of engagement sent

Request of engagement were sent to the following schools, but barriers to engagement are recognised issued that Family Voice is currently addressing and putting strategies in place to motivate the following settings to move up the ladder of engagement. The following Schools have yet to reply to Family Voice request for engagement although the above placements have expressed a clear wish to have engagement with FVP, but have yet to make a tangible effort to pursue that engagement

- St Michael Cardea
- Braybrook
- Gunthorpe
- Regional College / City College
- Healtwate

2. **“Coffee Mornings” from April 2018 to November 2018**

Educational Setting name	<i>Number of new parents that engaged on the day</i>
Middleton Breakfast meeting	22
John Fisher Breakfast Meeting	8
COPASS Breakfast meeting	3
July 2018	
Eyrescroft Afternoon	2
September 2018	
Brewester Avenue	2
William Law	6
Sacred heart	5
October 2018	
Arthur Mellows	7
COPA	2
November 2018	
Sacred Heart	2
William Law	

- Breakfast meetings are Family Voice main source of engagement and our School’s framework is based on these events and on a tailored made offer to the specific needs of Peterborough Population. It is a free framework where work lines can be developed and implemented across diverse settings.
- Parents find this system quite supportive, allowing Family Voice to establish and foster relationships of guidance and trust.
- The uniqueness of the event such Breakfast meeting allows diversity that will enable Family Voice to cater for Peterborough diverse population.
- Family Voice has held 11 Breakfast meetings since the development of the Action Plan at 9 different school settings, most events were well attended with 57 parent carers from different backgrounds, either engaging with FVP on the day on carrying further engagement later.
- Most settings had just one session with Family Voice with the exception of Arthur Mellows that have monthly sessions booked with FVP, Sacred Heart and William Law that has requested and held two sessions since September 2018.

2.1 Attendance evaluative of New / Repeated engagement

All the parents that attended all sessions were engaging for the first time with Family Voice, no repeated attendance were recorded until November 2018. Many reported to never have heard of Family Voice or to be confused about what services FVP is offering and how they could participate and or have support. Out of the 57 people engaged only 1 parent repeated attendance in different setting as result of having CYP in both settings, and 7 were previous known to Family Voice.

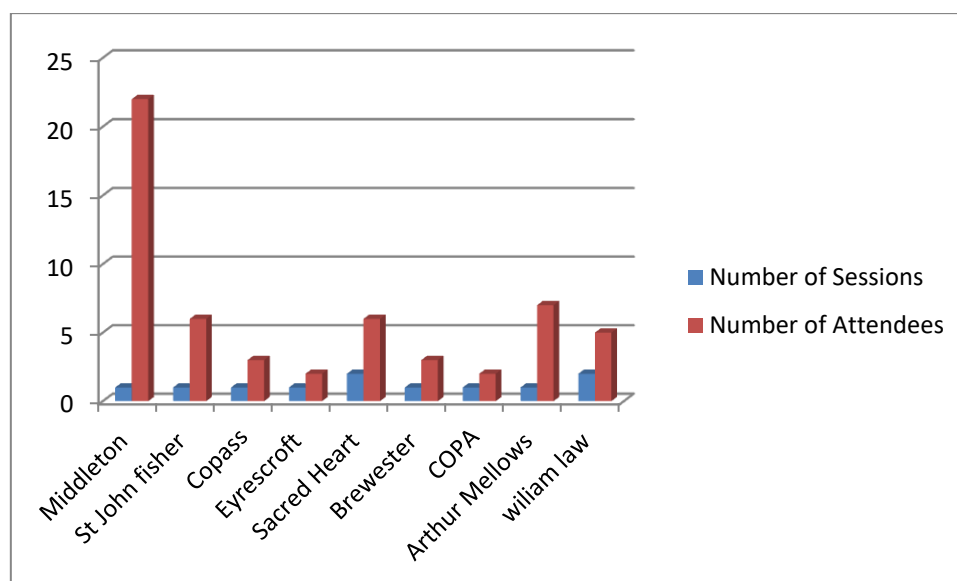


Fig. 2 Number of sessions and attendees from April 2018 to November 2018

3. Population analysis

All the parents in attendance range from age ranged between 30 and 55, no specific data was collected and therefore a mean cannot be found. Out of the 57 parent/grandparent carers in attendance, 50 were from the feminine gender and 7 masculine.

The total of parents of the in attendance were all Peterborough residents or county borders as well as Peterborough service users, from different socio-economic and cultural background, including the one's due to the ethnicity, socio-cultural and economic background factors can be considered as included in the seldom heard families. Families had a varied ethnic background and defined themselves as being Mixed, Black British, White British, and White European.

Disabilities reported by parents: Language impairment, Autism, ADHD, OCD, Food allergies, Sensory Processing disorder, Anxiety disorder, 16p11.11, Dyslexia, Dyspraxia, Learning disability or difficulty, Global development delay, Asthma, Spathic Paraplegic , Stammer, speech disorder, Asperger's.

Educational setting	New Parents	Existing parents	CYP need	CYP age	CYP gender	CYP ethnicity
Middleton	1			6		British
	1			5		
	1			5		Brazilian
	1		Pathway	9		British
	1		Pathway	5		British
	1		Pathway	5		British
	1		Pathway			British
		1	ADDH/ASD	12, 9, 8, 5	male and female	British
	1		Pathway	7,12		British
	1		Pathway	10		British
	1		Pathway	8	male	British
		1	ASD	6, 17	male and female	Portuguese
	1		Pathway	7		British
	1					British
	1		Pathway	8		British
	1		Pathway	7		European
	1		Pathway	6		British
	1			8		African
	1		Pathway	8		British
	1			7		British
	1			6		British
	1		Pathway	7		British
St John Fisher		1		14	male	British
	1		Pathway			British
		1	ASD	16	male	British
	1					British
	1					European
	1		Pathway	14	male	British
COPASS		1	ASD	4	male	British
	1		ASD	6	male	British
	1		ASD	6	male	British
Eyrescroft		1	ADHD	10	male	British
	1		ADHD	9	male	British
Sacred Heart	1		Pathway	9	female	British
	1		Pathway	9	male	Polish
	1		ADD	9	male	British
	1		anxiety	8	male	British
	1		Behaviour	7	female	Polish
	1		ASD	5	male	European
Brewster Avenue		1	Pathway, ADHD, Asthma	12, 4	female , male	British

	1		Anxiety , GDP, Language disorder	5, 8	male , female	British
	1		Spathic Paraplegic , Stammer, speech disorder	11, 6	male , female	British
COPA	1		Learning difficulties	14	female	African
	1		Learning difficulties	14	male	British
Arthur Mellows	1		Dyslexia	12	female	British
	1		ASD, SPD, Asperger's	13,4	male , female	British
	1		ASD	13	male	British
	1		SPD	12	male	British
	1		ASD, Dyslexia, Dyspraxia	15	male	British
William Law	1					British
	1					British
	1					British
		1				British
	1					British

Fig.3 Families' descriptive analysis map

4. Recommendations for future engagement and actions

- Establishing new and reinforcing the ongoing contacts within schools
- Coffee morning at least once a term on each Educational setting with either a theme agreed between Family Voice and the educational setting with prevalence for problematic areas such EHA, EHCP, PFA, SEN, Support and Transitions.
- Training at least once a term for new and existent Parent carers within each educational setting
- Planning sessions around building resilience in parent carers and end of the year transitions and holidays.

- Co-Production work with wellbeing team and Project for families and other relevant agencies around parent carers needs.
- Co-Production work with different SEND boards