

# Improving Assessment SEND – Meeting Your Statutory Duties

# Ground Rules

- Confidentiality
- Listening to and respecting the views of others
- Feel free to have your say, ensuring others do also
- Mobiles off or on silent/vibrate
- Try to keep the conversation anonymous
- Parking Lot for questions we may be unable to answer



# Social Innovation Fund (SIF) Project

- SIF National Programme of Innovation
- Feedback from Parents and Young People
- Effective Use of Resources
- Managing Expectations
- Improving Parent/Young People's Confidence
- No Child Slips Through the Net
- Improving Assessment Practice

# Agenda

- Statutory Duties
- Key Principles of the SEND Reforms
- Using the Local Offer
- Parental and Young Peoples' experience of Assessment
- The practicalities of being Person Centred
- What should an effective Assessment Feel Like?
- The Role of the Social Worker & Social Care Assessment

# Area of Focus

Assessment

Short  
Breaks

Role of the  
Social Worker

# Learning Objectives

- To enable you to link your statutory duties in relation to SEND assessment and recognise your responsibilities, ensuring your practice is Ofsted and CQC compliant
- To understand the Local Offer and the referral and assessment process
- To understand the role of the social worker and social care assessment
- To enable you to identify the correct level of assessment so that it is proportionate, relevant and reasonable

**keep  
learning.**

# Learning Objectives continued..

- To ensure you understand your responsibility to take the Child and Young Persons' ( CYP) view and perspective into account within the Assessment
- To know how to support the parent through the Assessment process, listening and empathising with the parent's experience
- To acknowledge that parents may be at different stages in terms of understanding and acceptance, & therefore require different approaches

keep  
learning.

# Legislation



# Legislation

- Chronically Sick and Disabled Persons Act (CSDPA) 1970
- Children Act (ChA) 1989
- Breaks for Carers of Disabled Children Regulations 2011
- Children and Families Act (C&F) 2014
- Care Act (CA) 2014
- Mental Capacity Act 2005

Note: OFSTED/CQC Local Area Inspections

# Children and Families Act 2014

[www.enfield.gov.uk](http://www.enfield.gov.uk)

Striving for excellence



# Focus on preparing for adulthood

Emphasis on preparing for Education, Training and Employment



# Change in Approach/Attitude

## Co-Production

with  
parents/carers,  
children &  
young people at  
the heart of  
legislation.

Being Person  
Centred.

Treated as  
Equals...





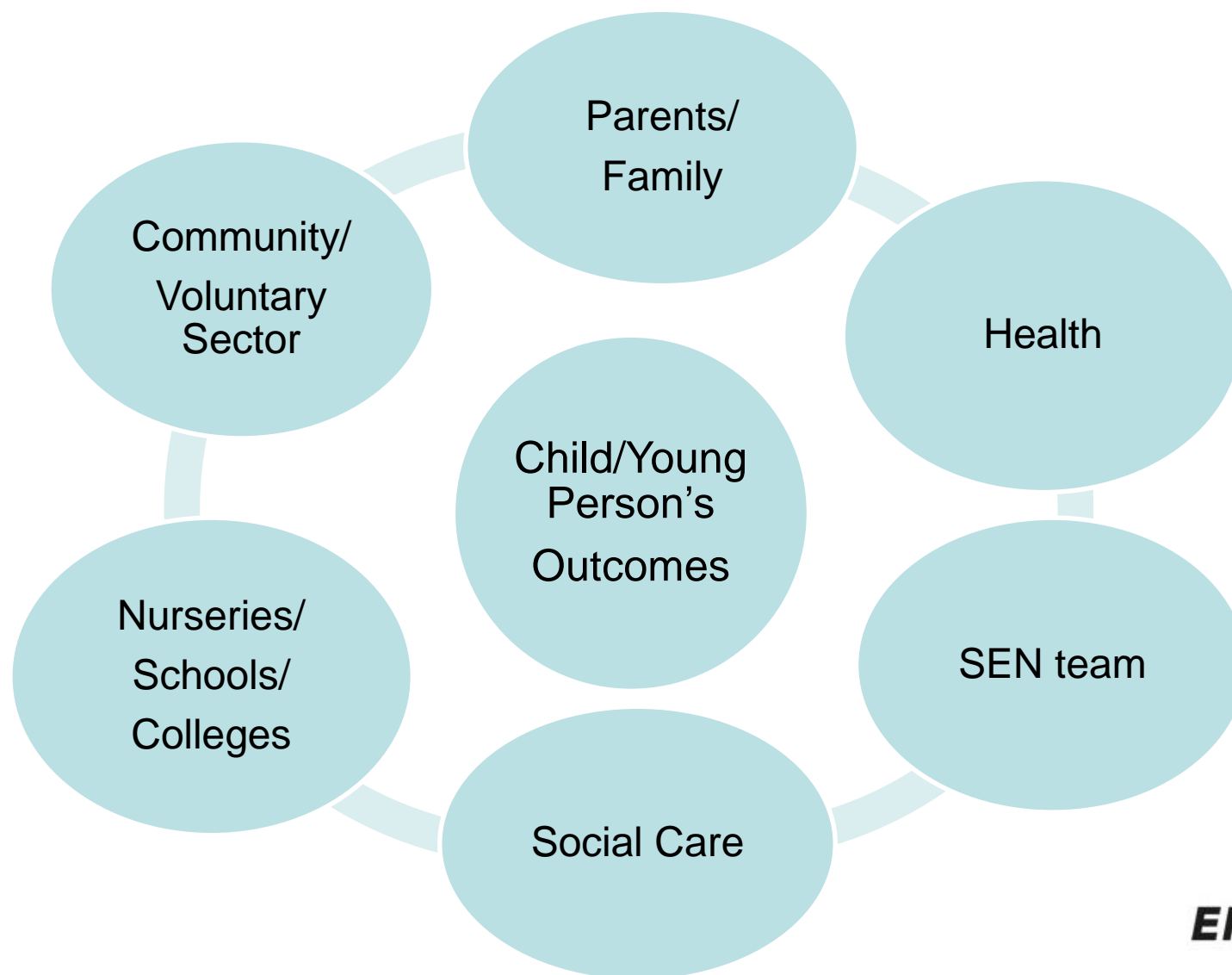
What is 'Co-Production'?



- A. collaboration between parent/carers/young people and professionals, seeking to think of creative ways to shape services for our children and young people by using the skills sets of all the parties.
- B. Individual parents/carers/young people and professionals discussing outcomes and plans, actions and solutions together. Joint decision making.
- C. professionals making decisions based on the information they have, and asking parent/carers/young people what they think.



# Joint Working to Improve Outcomes



# Providing independent and impartial advice

- Independent and impartial advice is now a duty on Local Area agencies
- Parents/Carers/ Young People now have easier access to the information they need to make their own decisions
- The Local Offer
- Enfield Parents and Children - Enfield Independent Advice and Support Service (IASS)



# Local Offer

- Information about all the services and support Enfield has to offer
- 1<sup>st</sup> port of call in conversations with parents seeking help, advice and support
- **Review** the Local Offer together with the parent in the first instance
- Identify most suitable options
- Assess parental capacity in order to decide how much further support to provide
- Consider sign posting to other agencies who can help

# The Local Offer

- [http://www.enfield.gov.uk/info/1000000731/local\\_offer\\_for\\_special\\_needs\\_and\\_disabilities](http://www.enfield.gov.uk/info/1000000731/local_offer_for_special_needs_and_disabilities)
- How to apply for support, what the criteria is to access, forms and useful links
- Feedback to improve services

## Exercise

If you have a SMART phone, google Enfield Local Offer and do a quick search and see what you can find re the Local Offer

# Ofsted/CQC Local Area Inspections

From May 2016 Local Area Inspections will be conducted

Expected to last 1 week: will talk to LA, Health, Parents/Carers, Young People as well as Educational Settings and Voluntary Organisations

- Early/Timely Identification of Need
- SEN Support
- Joint Planning and Commissioning
- Local Offer
- P/C & C/YP involvement, experiences & impact on their Outcomes

# Findings from the SIF programme

# Things which work well for parents

During the discovery phase of the SIF project, parents told us:

- Parents trusted Cheviots as a good source of information
- Parents appreciated being able to access Short breaks and other services without the need to see a social worker
- Parents like the self assessment form
- Talking with someone who was well informed

# Challenges Parents Have Told Us About

During the discovery phase of the SIF project, parents told us:

- Information/Provision/Support not being provided in a timely manner
- Not Knowing What's Available
- The Assessment Process is Confusing
- Frustration of Having to Repeat Information
- Fear of Asking for Help, and being Judged as Unable to Cope
- Professionals and parents don't always communicate effectively
- Services not Open and Transparent

# How They Feel....



# What children and young people told us



- Don't know what an assessment is
- They have not been involved/consulted during the assessment process
- C&YP are able to express their views and make choices when given the right tools/support
- Current paperwork/process is not accessible
- Want more information about what short breaks are on offer to them
- Many rely on their parents for advice and guidance
- Would like to contribute to their assessment and get information online/on a tablet



# Effective communication with children and young people



Objects of reference

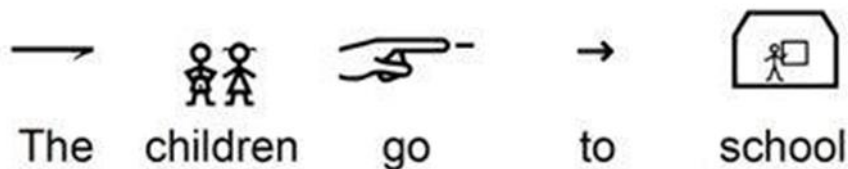


PODD communication system



The children go to school

Makaton signs and symbols



The children go to school

# SEND Young Peoples' DVD

- How Young People contribute to their

“All About Me” Section of the Education, Health and Care Plan Needs Assessment....

<https://www.youtube.com/watch?v=g51MA0GAt2Y>

# Assessment Process

# The Importance of being Person Centred

*Being Person Centred is about really  
“listening” to that child/young person*

So...

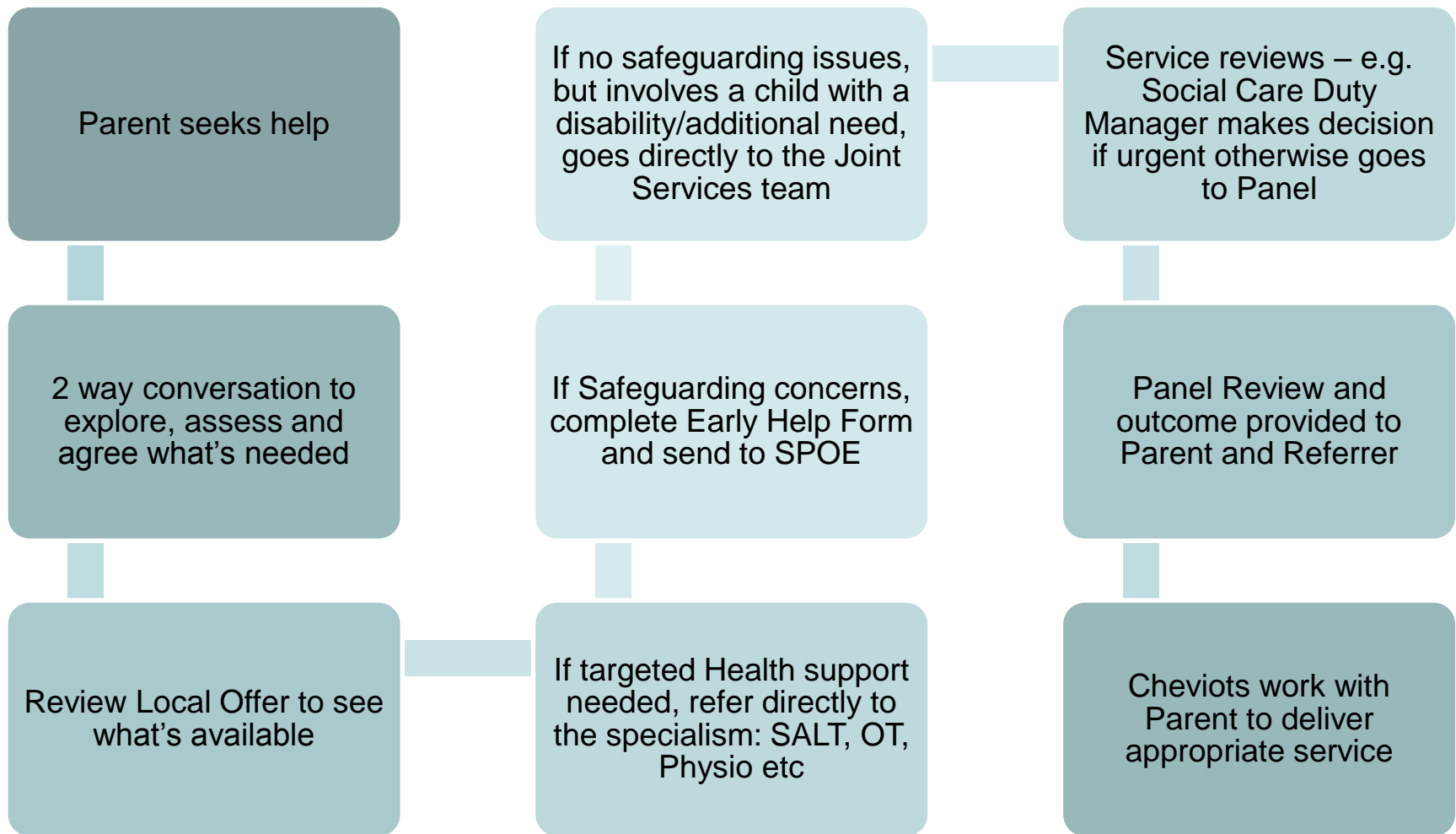
- Thinking of things from the young persons 'point of view
- Listening **to** what the young person/family wants, helping plan **with** them - not **for** them
- Enabling young people to think about what THEY want, now and in the future
- Supporting young people to plan their lives, work towards their goals and get the right support

# What is an Assessment?

- Assessment: a *dynamic* process involving several recurrent stages of information gathering, analysis, decision-making, action planning and review.
- Aims to reach a professional judgment about the nature and significance of any unmet needs and/or risks that the child and family may be facing.

*LBE Assessment Protocol*

# Assessment Flow Chart



# What should an Effective Assessment Feel Like

# “Joint Exploration of Need”

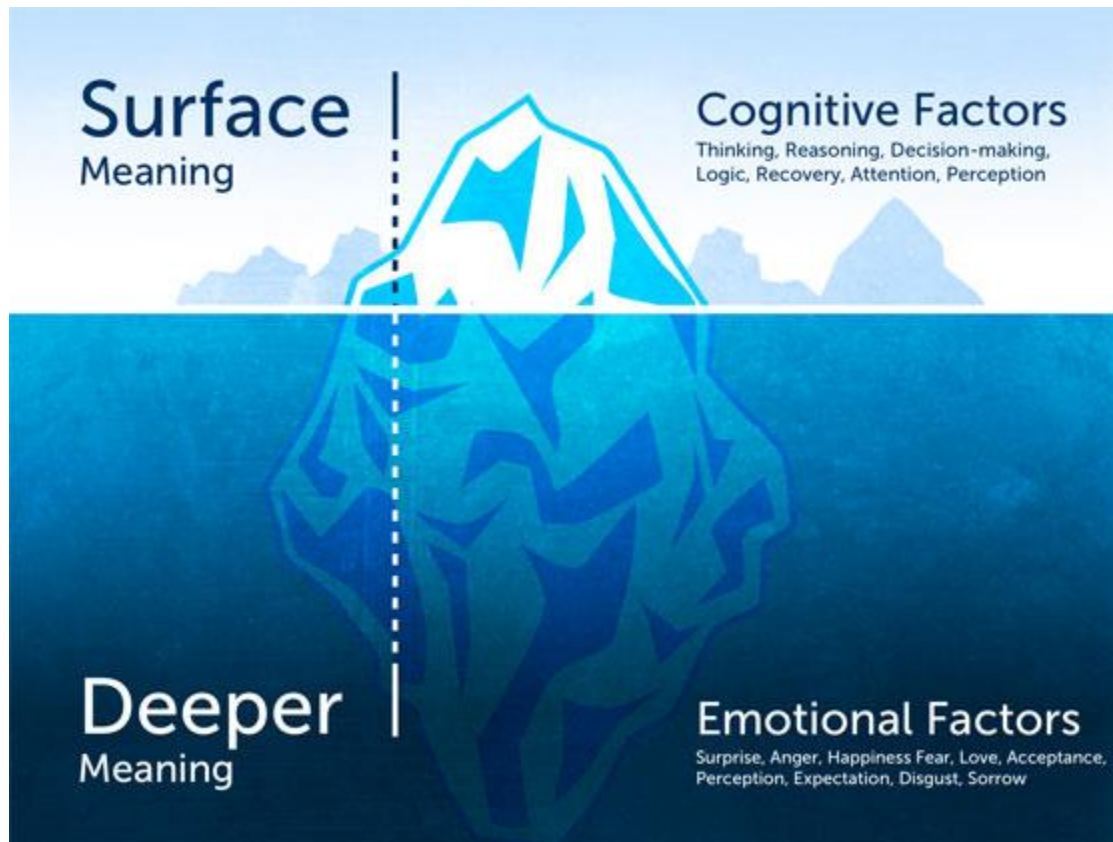
- Effective preparation of meeting, ensuring you have all relevant information
- Use a Culturally appropriate and sensitive approach
- Demonstrate Understanding of Parental Journey
- Ensure you know of and have offered all the options to allow the parent/YP to make an informed choice
- Manage expectations, not just of what's available but about the process also including administrative requirements
- Get it right first time and try to build rapport to gain their trust and confidence
- If referring, explain, to whom and why and what they do



# Stages of emotional reaction

Emotion	How it shows/feels	What's needed
<b>SHOCK</b>  <b>DENIAL</b>  <b>ANGER</b> (reaction phase)	<b>Confusion, disorganisation</b>  <b>Disbelief, anxiety, guilt</b>  <b>Disappointment, failure, defensiveness</b>	<b>Sympathy Support</b>  <b>Good listener, to talk, honesty/empathy from professionals, facts</b>
<b>SADNESS</b> <b>DETACHMENT</b> (adaptation phase)	<b>Grief, loneliness</b> <b>Realistic appraisal – what can be done?</b>	<b>Empathy</b> <b>Reliable, timely &amp; accurate information</b>
<b>REORGANISATION</b>	<b>Seek help and information</b>	<b>Regular help and guidance</b>
<b>ACCEPTANCE</b>	<b>Plan for the future</b>	<b>Appropriate provision of services</b>

# Ice Berg Model

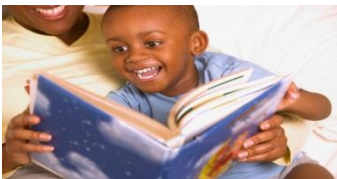


# Activity

- On your own, think of a situation that involved a close family member, elderly relative or your own child, where there was an issue and either it got dealt with really well, or really badly...(or if nothing comes to mind, if you had an issue with something you purchased!)
- What was the issue?
- What was it that made it positive/negative
- How well was it dealt with?
- How could it have been addressed differently, if not positive
- What would be the key learnings (positive/negative) from your personal perspective

# Conditions for effective Assessments




- Clear expectations amongst all re conduct and purpose – pre briefing?
- Acknowledgement from all professionals that parents know their own children best and that each child and each family is unique.
- Agreement about what will be written down, when it will be written and for what that written information will be used
- Parents as full partners in this.
- Preparation of Interpreters. Cultural sensitivity.



# Activity

- Hello

# The power of body language

- **Words**  **7%**
- **Voice**  **38%**
- **Body Language**  **55%**

# Reflecting what you see, hear & feel

Be aware of the above when you are talking to families:

1. Posture
2. Expression
3. Breathing
4. Movement
5. Voice/tone

They will pick up on the fact you might be having a bad day, or are in a rush/running behind!

So be mindful of this...

# Effective Questioning and Listening

Adjust your approach according to the needs of that parent, at that time

Ask Open Questions

- Tell me about..
- Who, What, When, Which but not Why...  
Why?
- What's your main concern?
- Then reflect back what you have heard them say, checking you fully understand:

So what you've said is.....is that correct?

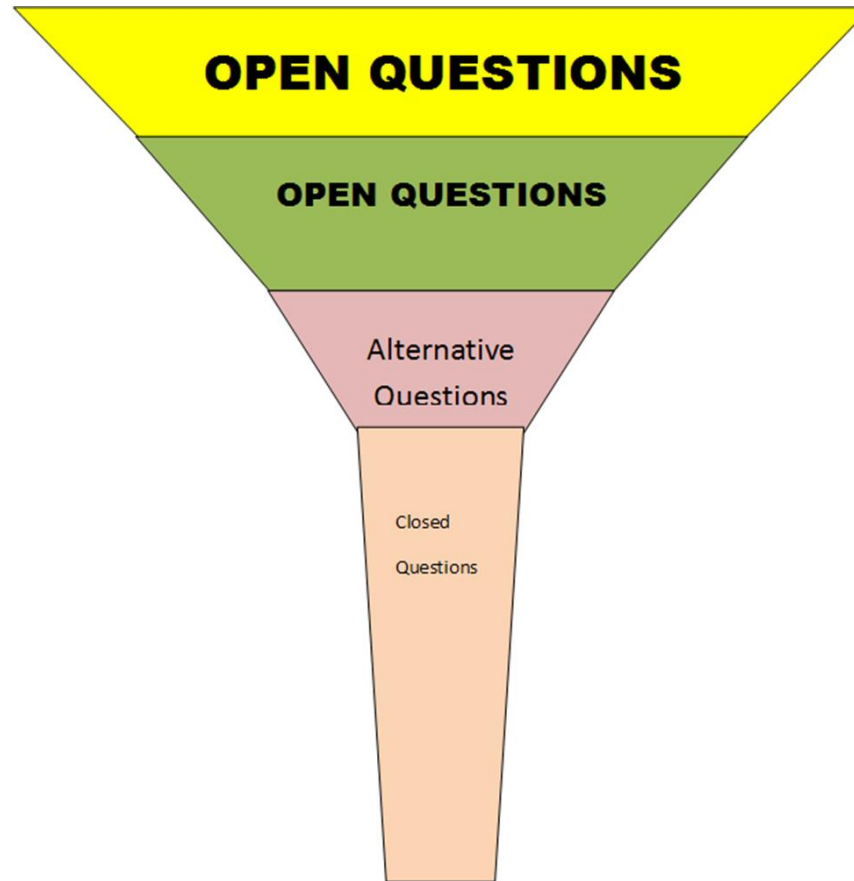


# Example Open Questions



- What would be helpful?
- What outcomes do you want to achieve?
- How do you see things?
- What are your concerns?
- What are your challenges?
- What would work best for you/ your child?
- How do you want to move things forward?

# The use of open and closed questions



# Do's of What to say to Parents

- Be genuine
- Listen
- Compliment or re-assure
- Praise where appropriate
- Acknowledge their feelings
- Work with *them* to help *them* find a solution
- Check parents' understanding
- Allow time for reflection
- Summarise back to them what you think they have said
- Summarise back to them what you've just said
- Be Clear about next steps

Each person is unique: your approach should depend upon how they are feeling at that time and the relationship you have with them



# Don'ts of What to say to Parents

Don't say anything that...

- Conveys pity
- Lays blame on the parents
- Makes them feel they are failing
- Conveys judgement
- Puts additional pressure on them
- Fuels/ or escalates the situation
- Can be seen as defensive
- Assumes
- Patronizes



# Formal Referral

# What level of Assessment is needed?

Research suggests parents and CYP want to improve their confidence in their own abilities

- Proportionate, relevant and reasonable assessment
- Only small % of cases need social worker
- Reduce “learned helplessness”
- Criteria & Thresholds for services – knowing what level of assessment and why?

# Early Help Form

- Basic details about the child /family/situation
- Assessment of current concerns & strengths
- Scoring of Vulnerability level
- Used as referral for multi agency services
- Sent to the Single Point of Entry (SPOE) if a Safeguarding issue
- If no issue and it's about children with disabilities it goes directly to the Joint Service JSSP & ESRAP to determine service provision
- Good quality information prevents duplication, further assessment, more cost effective

# When do you need a Social Worker ?

- Joint Specialist Service Panel or Duty TM decision
- Do not need a SW for a Short Break
- High level, complex needs, safeguarding concerns
- Parents unclear about social work assessment
- What does a SW do?



# Social Care Assessment

(Sections 17 & 47 of Children Act 89, CSDPA, Care Act)

Referred to as a Child and Family Assessment

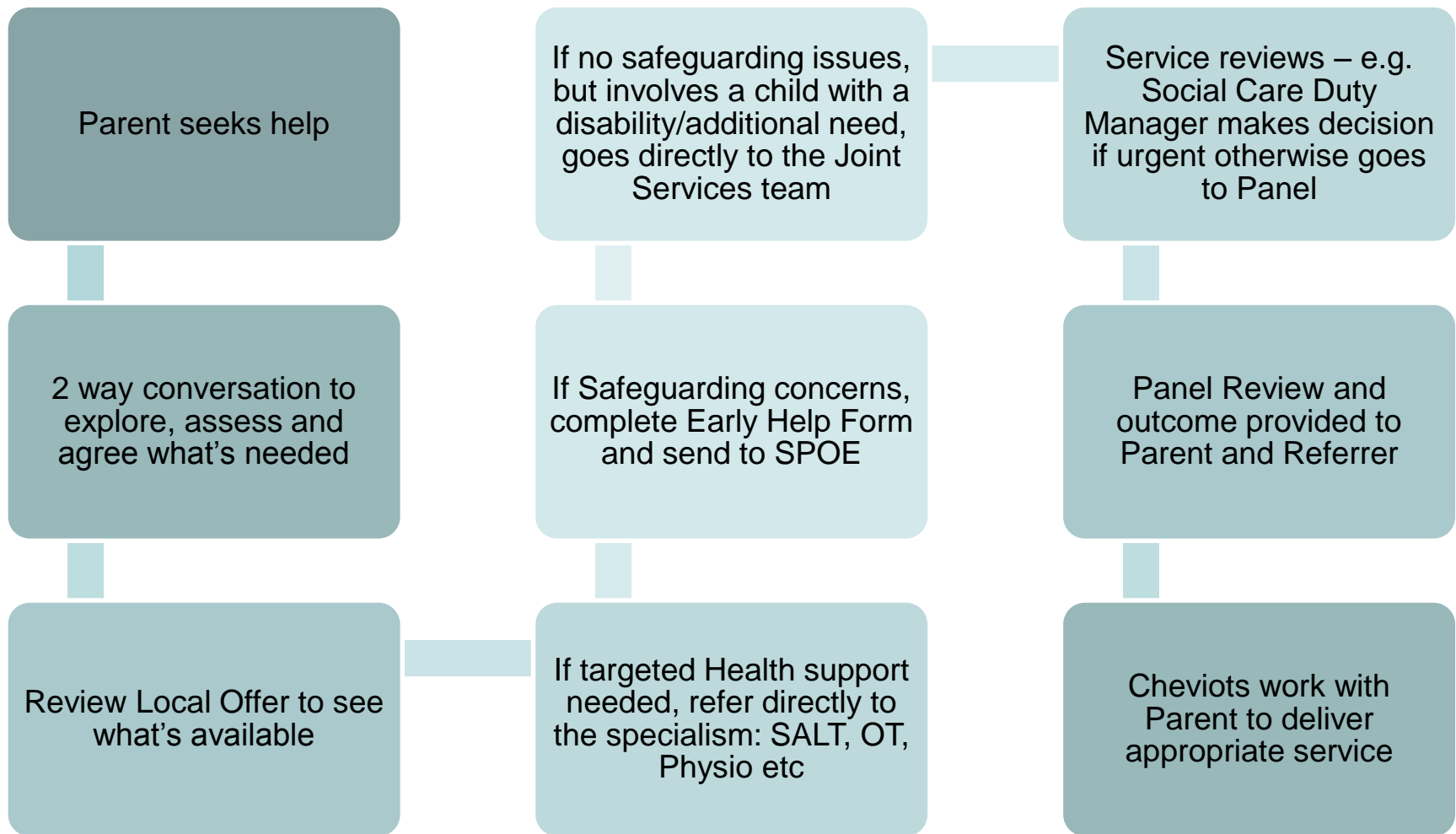
Undertaken by a qualified Social Worker

- Complex Social Needs (housing, financial, family dysfunction)
- Safeguarding concerns
- High level, Complex Needs (life limiting illness, high dependency, Continuing Care)
- Parental Request
- These are all signed off by a Team Manager

# What's Involved?

- Consultation with other relevant agencies
- Participation of parents and child & consideration of the wishes and feelings of the child
- Analysis of the circumstances
- Recommendations for further action
- Supervised, monitored and authorised by the Team Manager
- It **should** be concluded within 45 working days of the referral
- Parents should receive a copy of the Assessment

# Assessment Flow Chart



# Activity

- **Case Scenarios**

Look at the three different cases and decide what level of assessment is needed ( refer to the Local Offer) :

- a) Universal services from the Local Offer
- b) Early Help Assessment & provision of S/B
- c) Social Care Assessment

# Next Steps for your practice...

Action	Who Needs to be Involved	What Resources if any, are needed?	By When?



## Useful Contacts...

Contact	Telephone	Email
Enfield Independent Support and IASS	020 8373 2700	<a href="mailto:enquiries@enfieldparents.org.uk">enquiries@enfieldparents.org.uk</a>
SEN Services	020 8379 3203 020 8379 5619 020 8379 3441	<a href="mailto:sen@enfield.gov.uk">sen@enfield.gov.uk</a>
Early Intervention & Support Service (EISS)	020 8351 1318	??@enfield.gov.uk
Joint Service for Disabled Children	020 8363 4047	<a href="mailto:cheviots@enfield.gov.uk">cheviots@enfield.gov.uk</a>
Enfield Community Services (Health)	0208 702 3000	
Our Voice SEND guide for parents	0751 6662315	<a href="mailto:info@ourvoiceenfield.org.uk">info@ourvoiceenfield.org.uk</a> <a href="https://www.gov.uk/government/publications/send-guide-for-parents-and-carers">https://www.gov.uk/government/publications/send-guide-for-parents-and-carers</a>