



**What's working
and what's not?**

Children's POET

Today

- POET – the brief
- Testing and timescales
- First national report – early findings
- Next steps

The brief

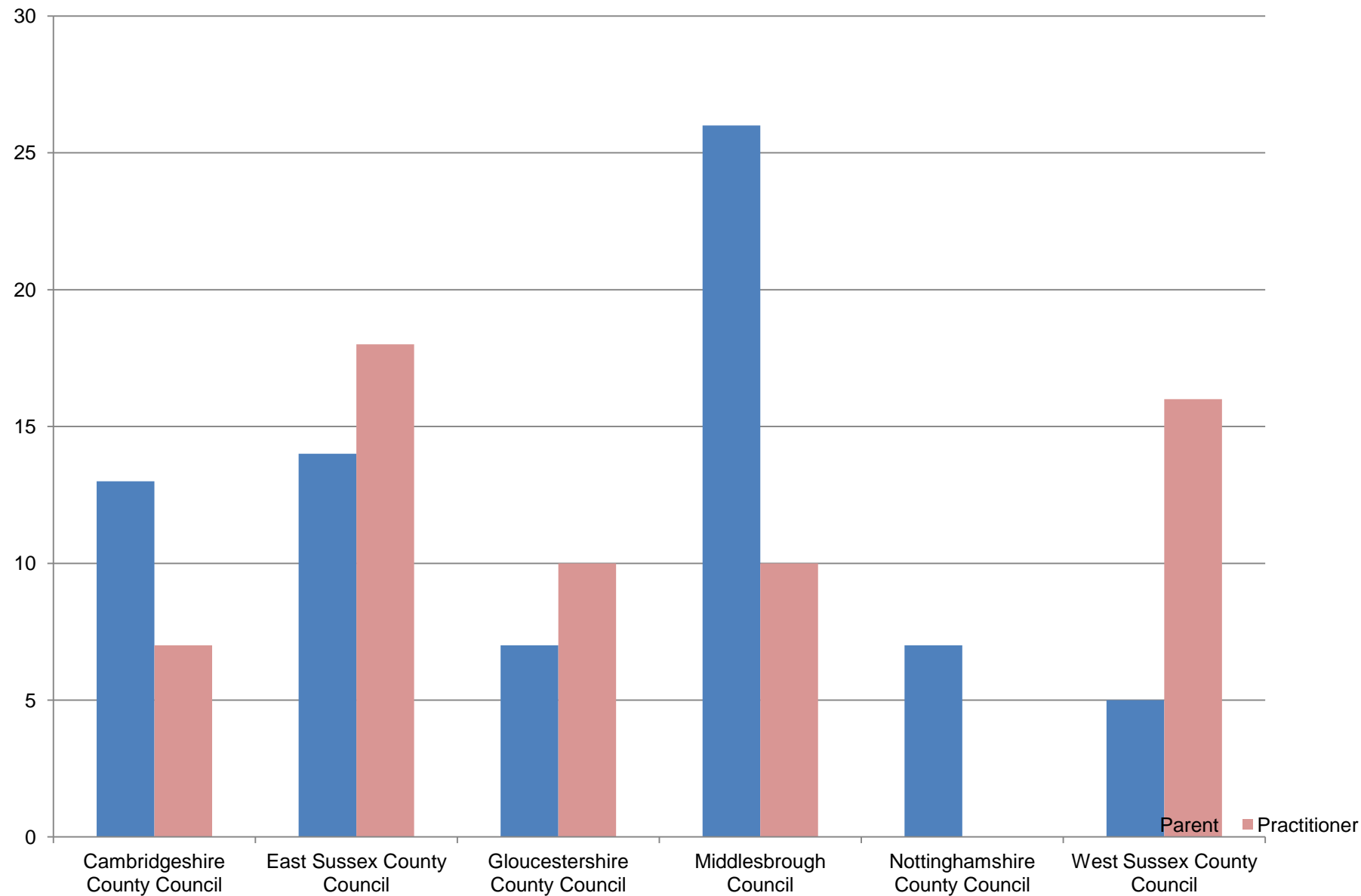
To develop a tool able to capture:-

- The experience of obtaining an EHCP from the perspective of the child/young person, family & professional
- The outcome of having an EHCP

Testing & timescales

- First iteration - 6 Local areas
- Second iteration & the children and young people's tool – 6 + 10
- Available to use nationally from Spring 2015

Responses



72 parent/carers - 61 practitioners

Summary of findings

- Both parents/carers & practitioners were broadly positive about the process of ECH Plans or PBs
- At least 80% of parents/carers said that things had worked well all or most of the time

What worked well for you as a parent/carer

Quality of life	The positive impact of better support on the life of the child/young person and their family.
Flexibility	Having support available that was adaptable and could change quickly and conveniently, according to changing needs or wishes.
Future	The opportunity to work towards longer-term goals and seeing progress towards those goals.
Inclusion	The child/young person and their family being less isolated, being able to take part more in social interactions and make more use of local facilities.

What worked well for you as a parent/carer

Professional support

The support, help and guidance that was, or was not available from a range of practitioners through the EHC plan/personal budget process.

Communication

Having views and experiences acknowledged, feeling listened to and valued by others.

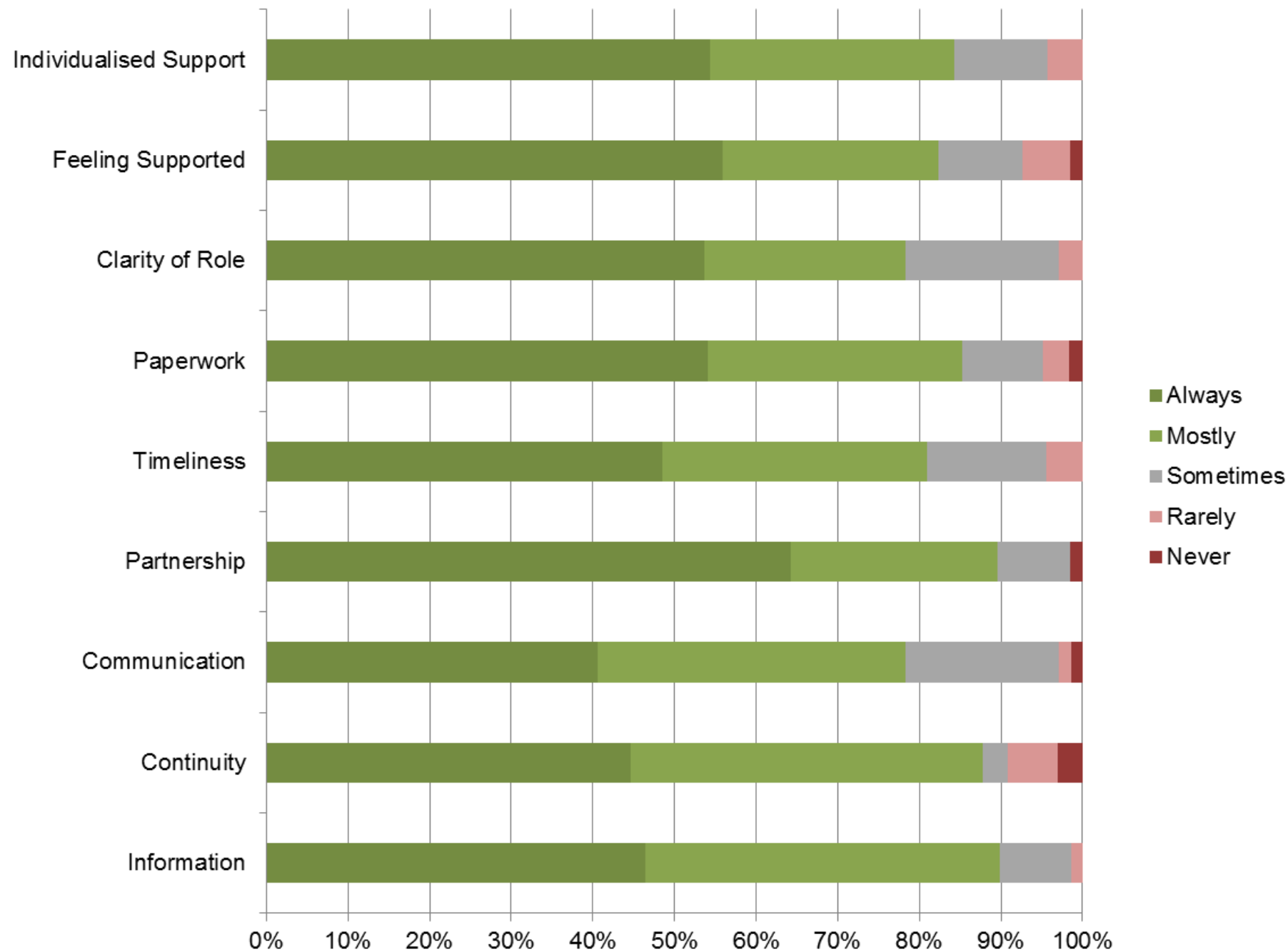
Partnership

All those involved in the process working together towards a shared outcome.

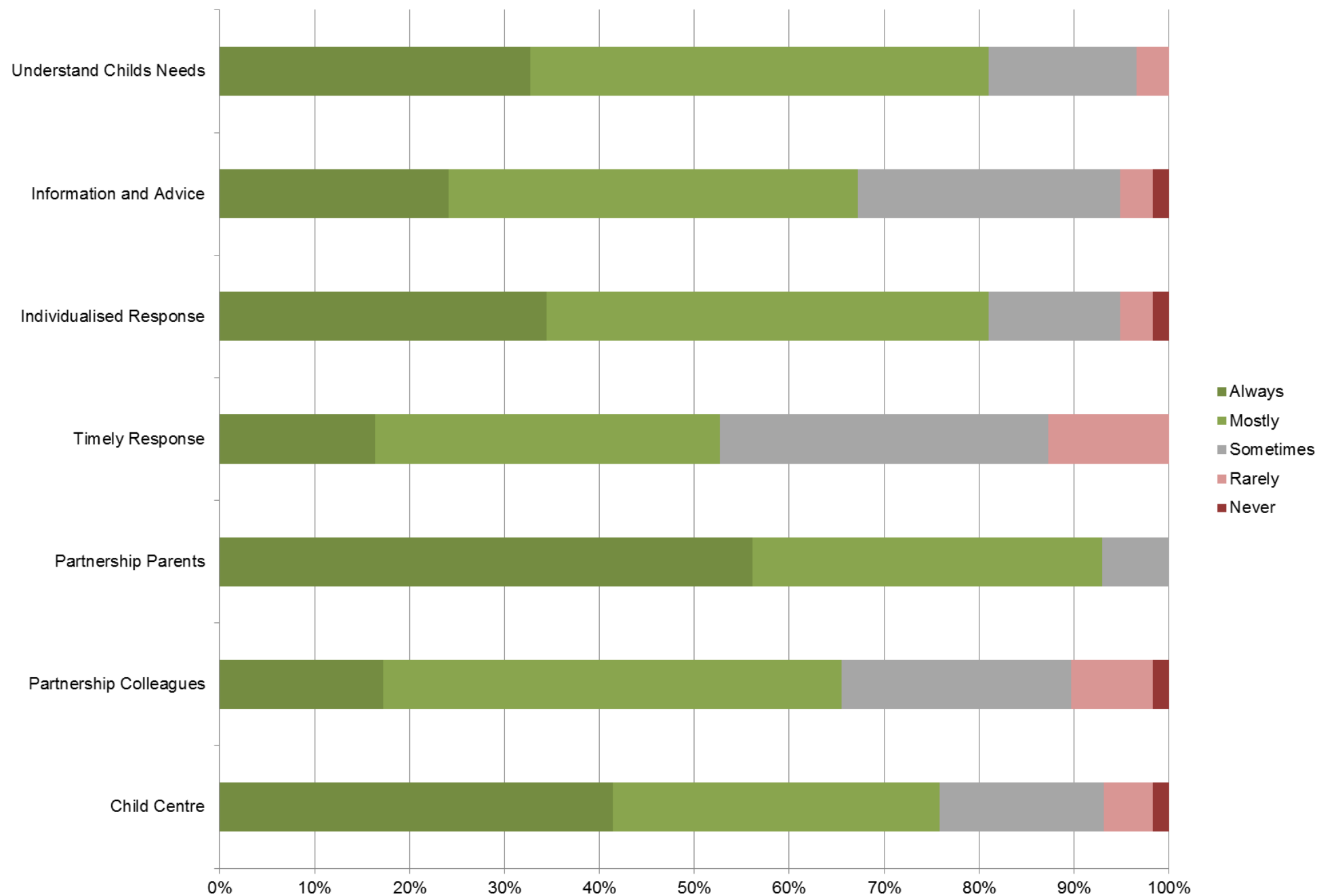
Stress

The alleviation of worries or anxiety.

Parent Carer experience of process



Experience of process (Practitioners)



Thinking about your experience of EHCPs or PBs what worked well

Planning

Improved, better coordinated and inclusive approaches to designing support arrangements to meet needs of the child/young person and their family.

Family-centred

Seeing the needs of the child/young person in the context of their family, recognising the needs of the family as well as those of the child/young person.

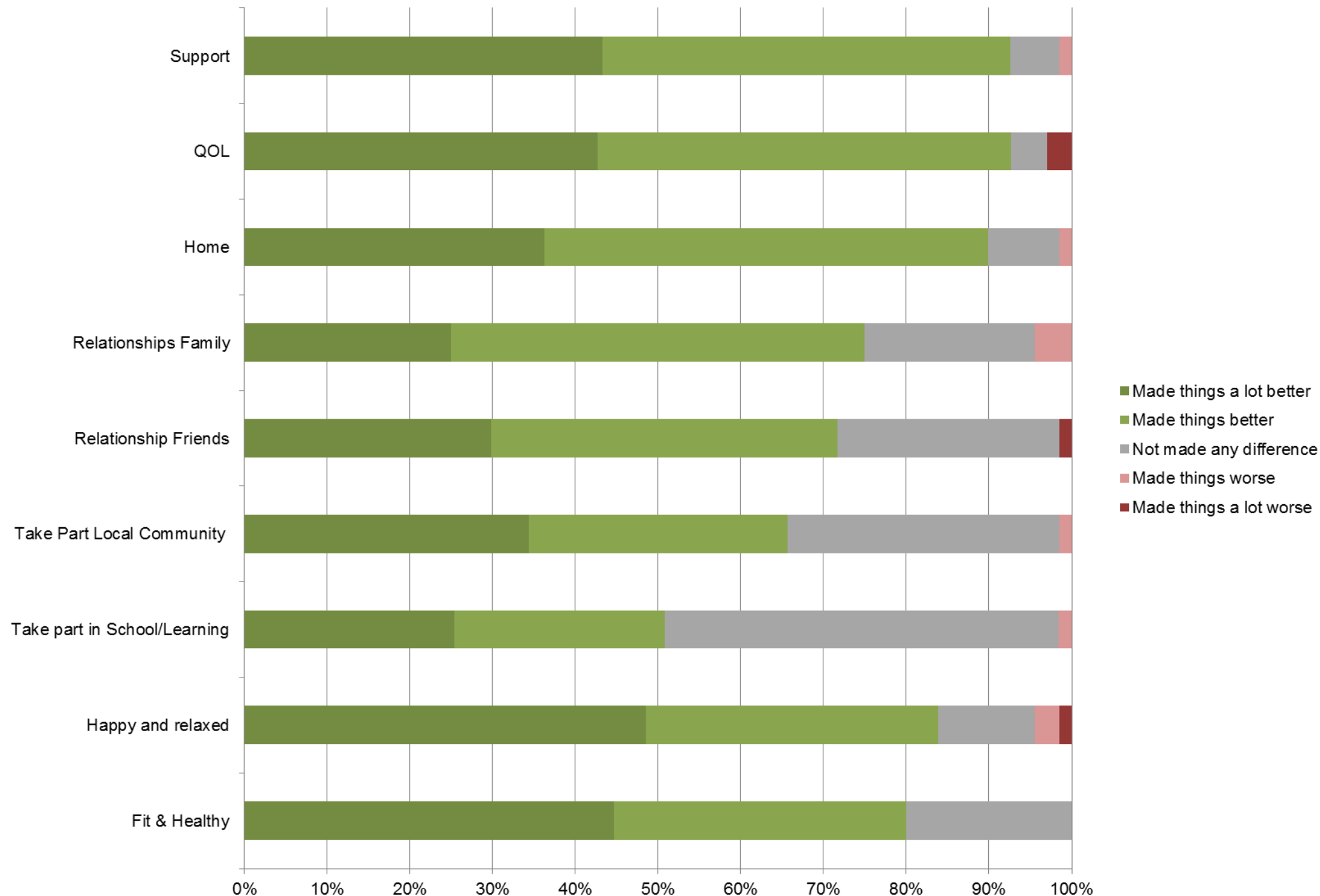
Assessment

Better understanding and responding to the unique needs of each individual child/young person. Placing the child/young person at the heart of the process.

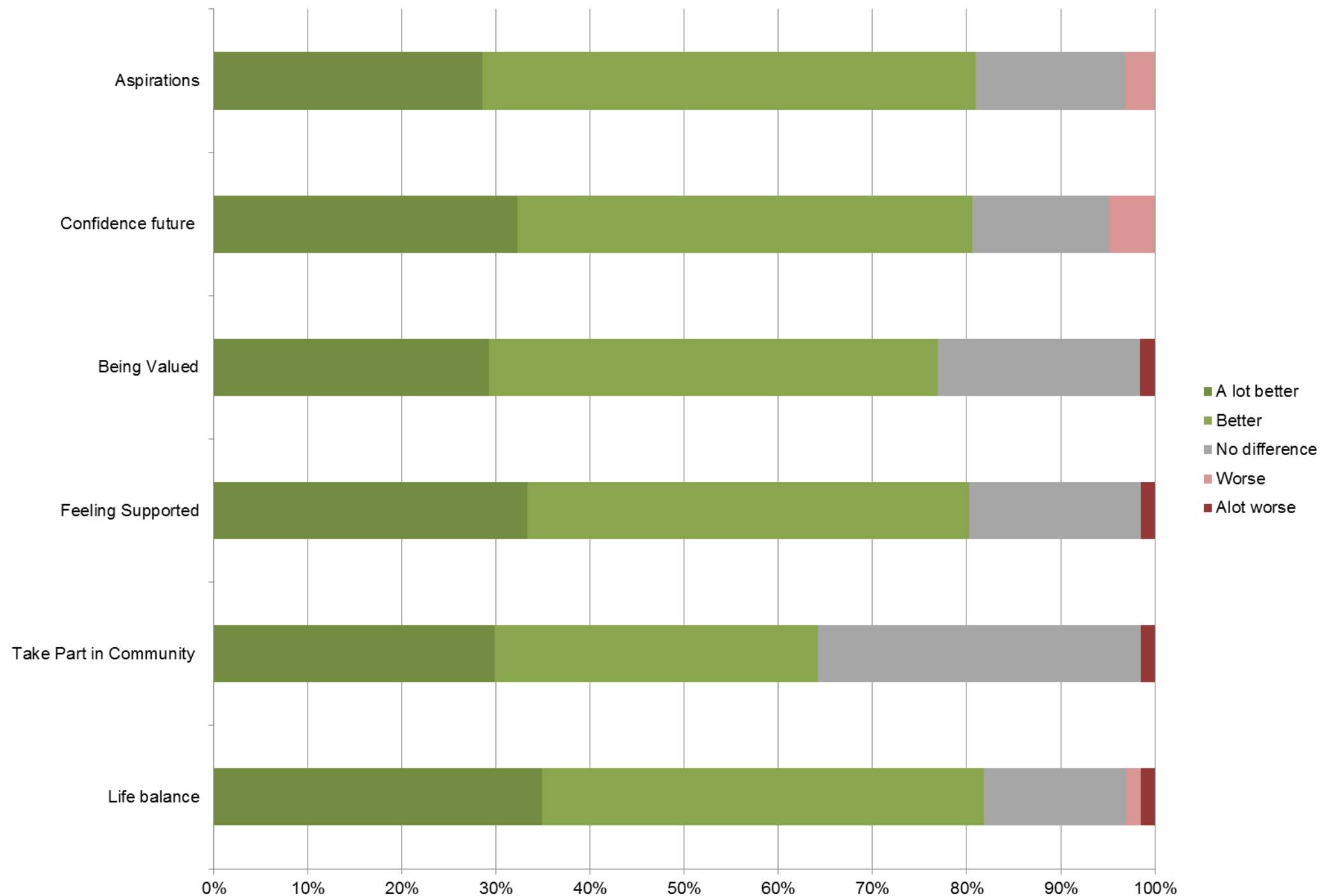
Support

The process led to better more personalised support arrangements being in place.

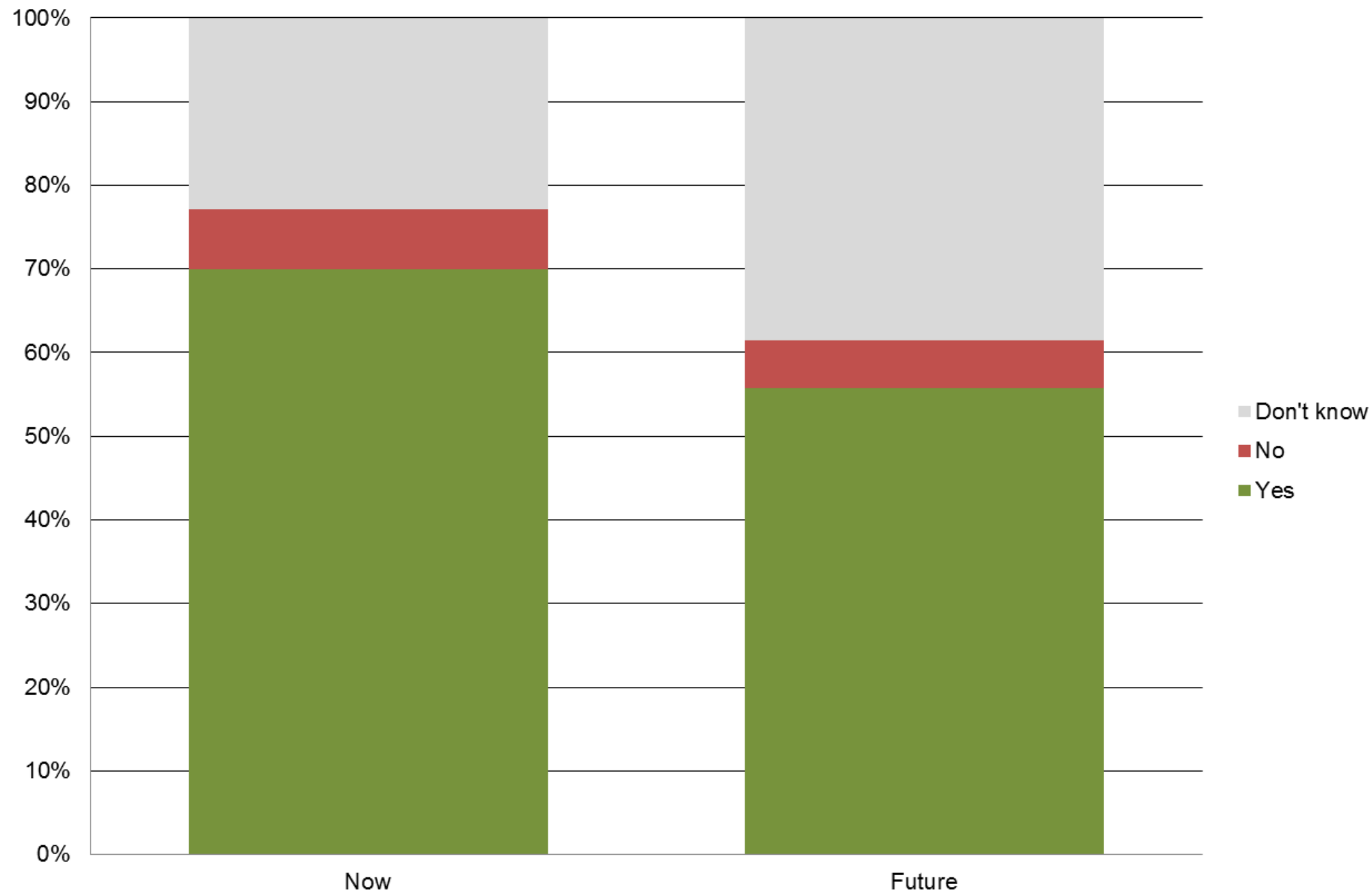
Parent/carer outcomes for their children



Parent/carer outcomes for themselves

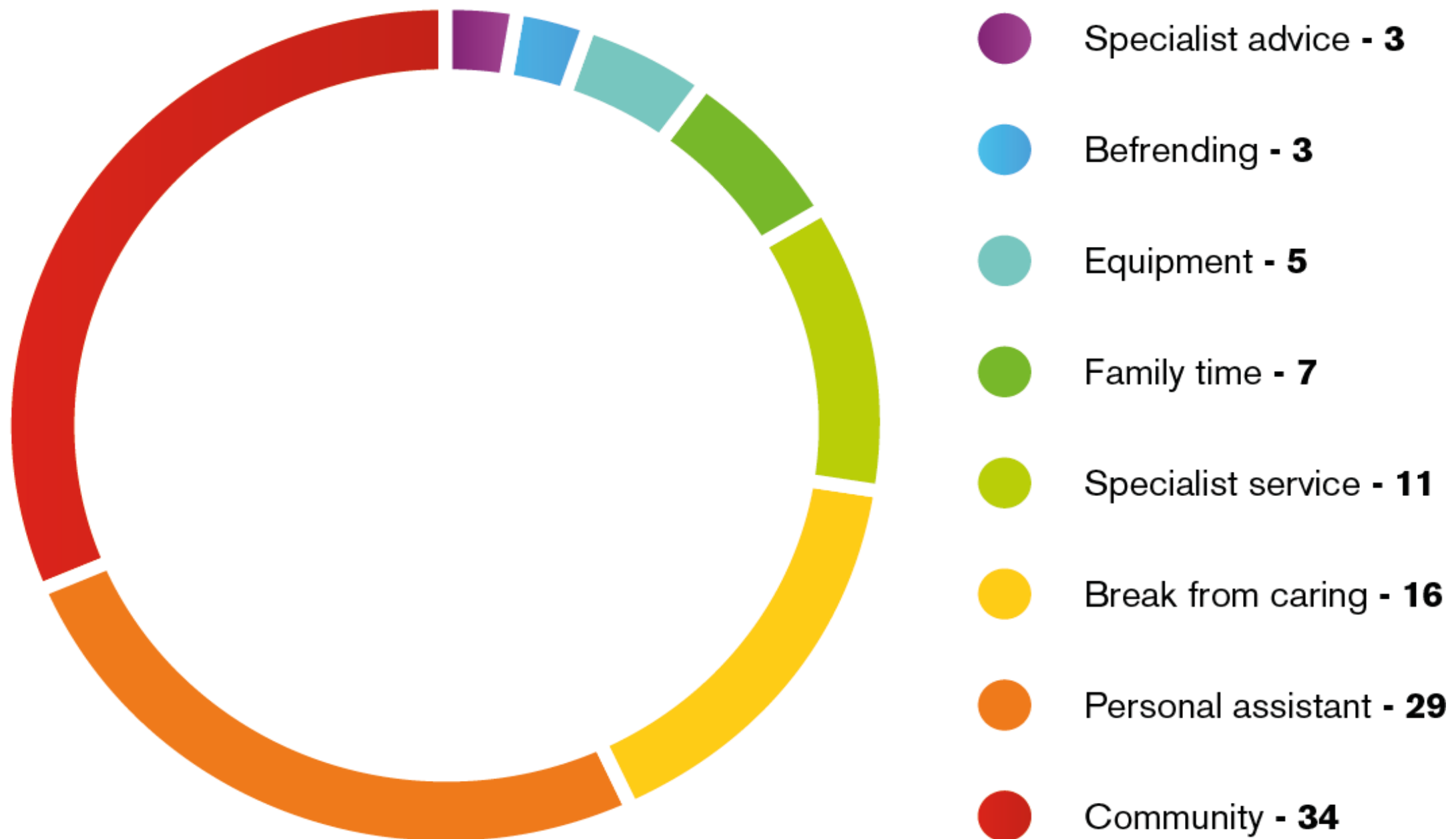


Does the EHC Plan/PB meet the needs of your child



How PBs were used

Figure 4: How personal budgets were used



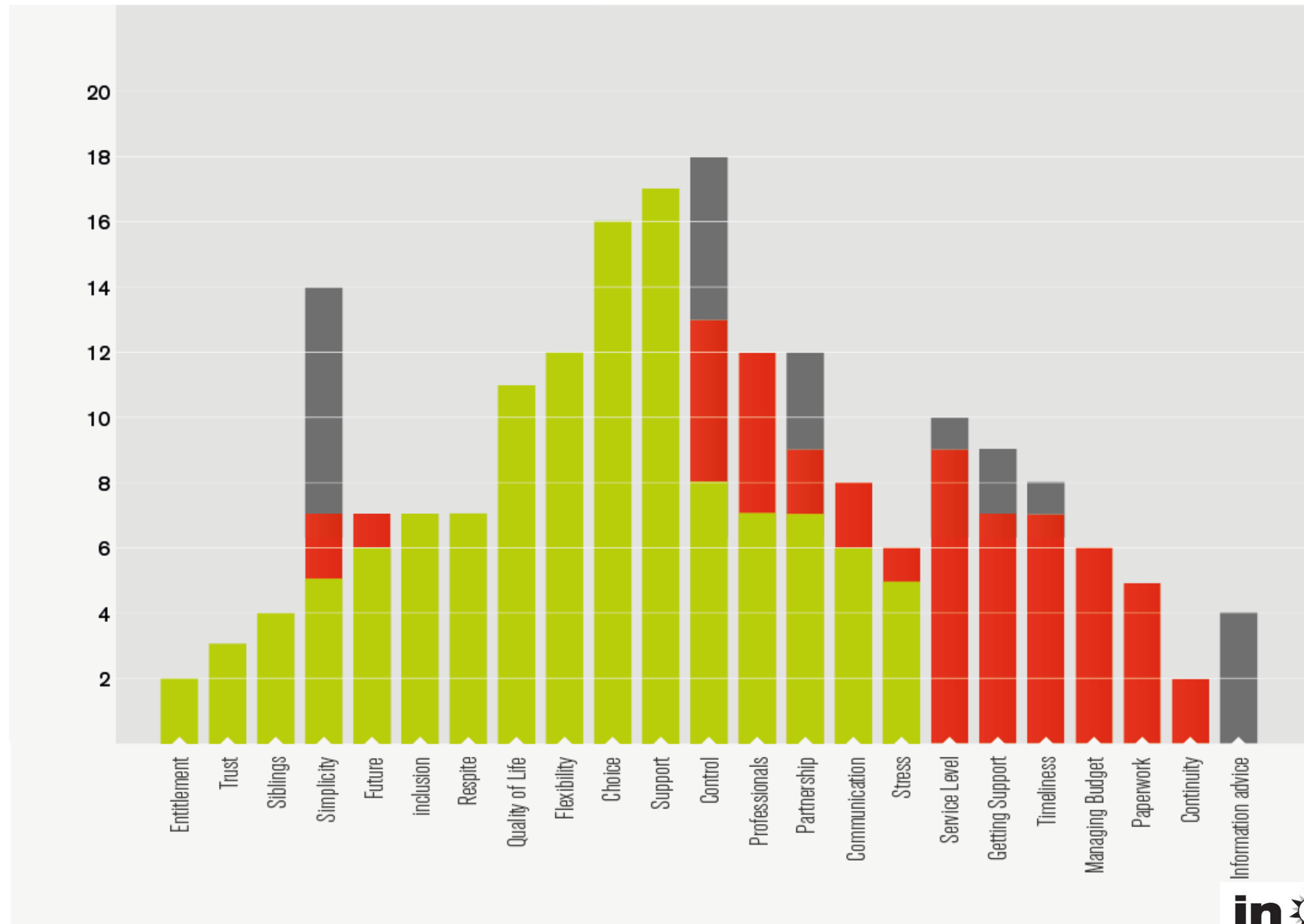
What did not work well for you as a parent/carer

Paperwork	Excessive, confusing or overly complex forms.
Service level	Insufficient funding or level of service, including lack of support to plan and manage budgets. Concern about resource allocation (RAS).
Getting support	Difficulty recruiting the right support staff, or accessing a service.
Timeliness	Slow decision-making and lengthy process.
Continuity	Consistency of people and policy relating to the EHC plan and personal budget.
Simplicity	Complex process, lack of clarity or transparency.
Managing	Difficulty or demands of managing the budget and support arrangements.

Free text responses (parents)

Figure 10: Free text responses (parents)

Well Not Well Changes



Areas identified by both families and practitioners

- Working in Partnership
- Keeping the process simple

The first report:

www.in-control.org.uk/ehcpoetreport

Further testing

- London: *Greenwich*, Islington, Lambeth, Newham
- South East: *Brighton & Hove* (*West & East Sussex*)
- South West: Gloucestershire & Torbay
- Yorkshire & Humber: Doncaster & *North Yorkshire*
- North East: (Middlesbrough)
- East Midlands: *Nottinghamshire* (Cambridgeshire & Essex)
- West Midlands: Worcestershire
- East: *Hertfordshire*
- (*North West: Wigan*)

Sustainability beyond April

- DfE funding ends in March 2015
- ADASS/ADCS
- LGA
- Any other thoughts?

Thank you

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