



Meet the Heads of Service

10th March 2017

info@ourvoiceenfield.org.uk

www.ourvoiceenfield.org.uk

Index of slides

Presentation	Slide numbers
Introduction Fazilla Amide Our Voice Chair	4-18
Short Breaks	20-29
Educational Psychology Services	30 - 39
Health	40 - 44
Top Tips for Communication	45 - 61
Education	62 - 75
Transport	76- 82
Final slides	85 - 86

Agenda

9:45am – 10.00

Welcome

Fazilla Amide, Chair of Our Voice

10.00 – 10.20

Introduction

Tony Theodoulou, Executive Director of Children's Services

10.20 – 10.40

Update on Short Breaks and Q&A

Janet Leach, Head of Service, Joint Service for Disabled Children

10.45 – 11.10

Update re Educational Psychology Services and Q&A

Suzy Francis, Principal Educational Psychologist

11.15 – 11.40

Update re Health & Good Communication: What Works and Q&A

Helen Tanyan, Specialist Children Services Lead, Enfield Health

11.45 – 12.10

Update on Education and Q&A

James Carrick Head of Behaviour Support & Sam Birks SEND Manager

12.15 – 12.40

Update re Transport and Q&A

Chris Marsh, Head of Transport & Des O' Donoghue Head of Brokerage Operations

12.45 – 13.00

Final Panel Q&A

13:00 – 13.30

Lunch and networking

Aims of Today

- For parents/carers to have an opportunity
 - to hear & understand what's happening within the various Services
 - Ask questions
 - Give feedback
- For the Services to have an opportunity to
 - Explain what is happening and why
 - To listen to parental views & answer questions
 - Better understand any concerns parents/carers may have

In these times of budget cuts & increased demands, it's more important than ever, that we are all open and honest with one another and work together to problem solve and help our children and young people thrive

Make the Most of Today!

- During the main presentations/Final Panel Q&A, use the post-it notes to write any questions you have, if you prefer
- if there are any questions that can't be answered, we'll find out and get back to you via email/post on our website
- Most of the sessions are high level, and fairly generic
- Please keep your questions /points generic and ideally short
- There's some note paper in your bags, as well as a contact list if you need further support following this event
- We hope this will be successful so do complete the Evaluation sheet in your bag and hand to us before you leave
- If you would like a more in depth view of any of the Services, do let us know on your Evaluation sheet. We can invite them to attend one of our Network Meetings

Make the Most of Today!

- We'll be taking photos – do sit at the area by the door if you don't want to be in them
- Most Services have kindly offered a 15 min, 1-1 opportunity
- These must have been pre-booked so note your time slot and be waiting outside room 1 a few minutes before this
- Remain calm/clear so you ensure you get your points across . You will have to stop when your allotted time is up
- Remain respectful of one another, and each other's time
- Give the opportunity for others to speak
- SEND IASS and ENAS are here, so you can get further help and assistance if you wish

Our Voice



Who Are We?



What Are We?

- We are a Parent/Carer Forum: a voluntary parent led organisation supporting families with children who have a SEND within their LA
- We aim to improve services for our families in Enfield by collaborating with the LA, Health, as well as local and national Voluntary Sector Organisations and Schools
- We are funded by the Department for Education via Contact a Family (a national charity) but most of us work on a voluntary basis
- We are also a part of the national organisation, the National Network for Parent Carer Forums

Our Voice



What Do We Do?



- We support families
- We represent them when working with the statutory agencies and voluntary sector
- We network nationally
- We provide advice and information
- We ask questions and listen
- We provide training and opportunities to network

Our Voice



What We Do?

OUR VOICE AUTUMN 2015 WEB.pdf - Adobe Acrobat Reader DC

File Edit View Window Help

Home Tools Document 1 / 12 Sign In

Our Voice

Making a Difference...

Autumn 2015
Issue 19

contact a family
for families with disabled children

Our Voice sponsored by the Department of Education via Contact a Family

Welcome

As ever, the theme of Change continues. We're now a year into the new SEND reforms; the legislation has been updated, includes Youth Offenders and increases the 14 week timescale to 20 weeks for conversions from Statements to EHCPs. The Carer's Act has also come into effect. We'll be giving you the relevant updates inside...

And all of this against a back drop of cuts being made by many local councils, Enfield included.

In the spirit of working together, Our Voice, ENAS (Enfield National Autistic Society) as well as Carer2Carer for those past 14 years of age, will be working closely with the council and councillors to ensure that any potential decisions and cuts that impact our families will be discussed with us and our members consulted. So we'll be asking for your help, views and opinions and feedback soon. We all need to get involved as this will affect all of us....! So don't be an armchair moaner – get up and

help us work on this together!

Finally, Our Voice wants to welcome back and introduce a new member of the management team, Niki Michael. She was the Chair of Our Voice a few years ago but stepped down for personal reasons. She rejoins us as a Co-ordinator, working with the team to help us deliver our important work.

We'd also like to say a heart-felt thank you to Sunita Gunesh, who has stepped down for personal reasons. She has been a great team member, providing valuable help and feedback to the forum.

So happy reading and if you have any feedback get in touch. The Our Voice newsletter is always looking for

your stories. So can you recommend a club or activity your child loves? Are you a fantastic fundraiser? Or tell us your education and health stories that other readers may find helpful.

There's a £15 voucher up for grabs for every story we print so email Our Voice at info@ourvoiceenfield.org.uk.

Our Voice welcomes back Niki Michael



Some of the Our Voice Management Committee (from left to right) Soema Islam, Fazilla Amide, Resim Cleer, Khilna Guehka and Natalie Sherman.



Change in Approach/Attitude

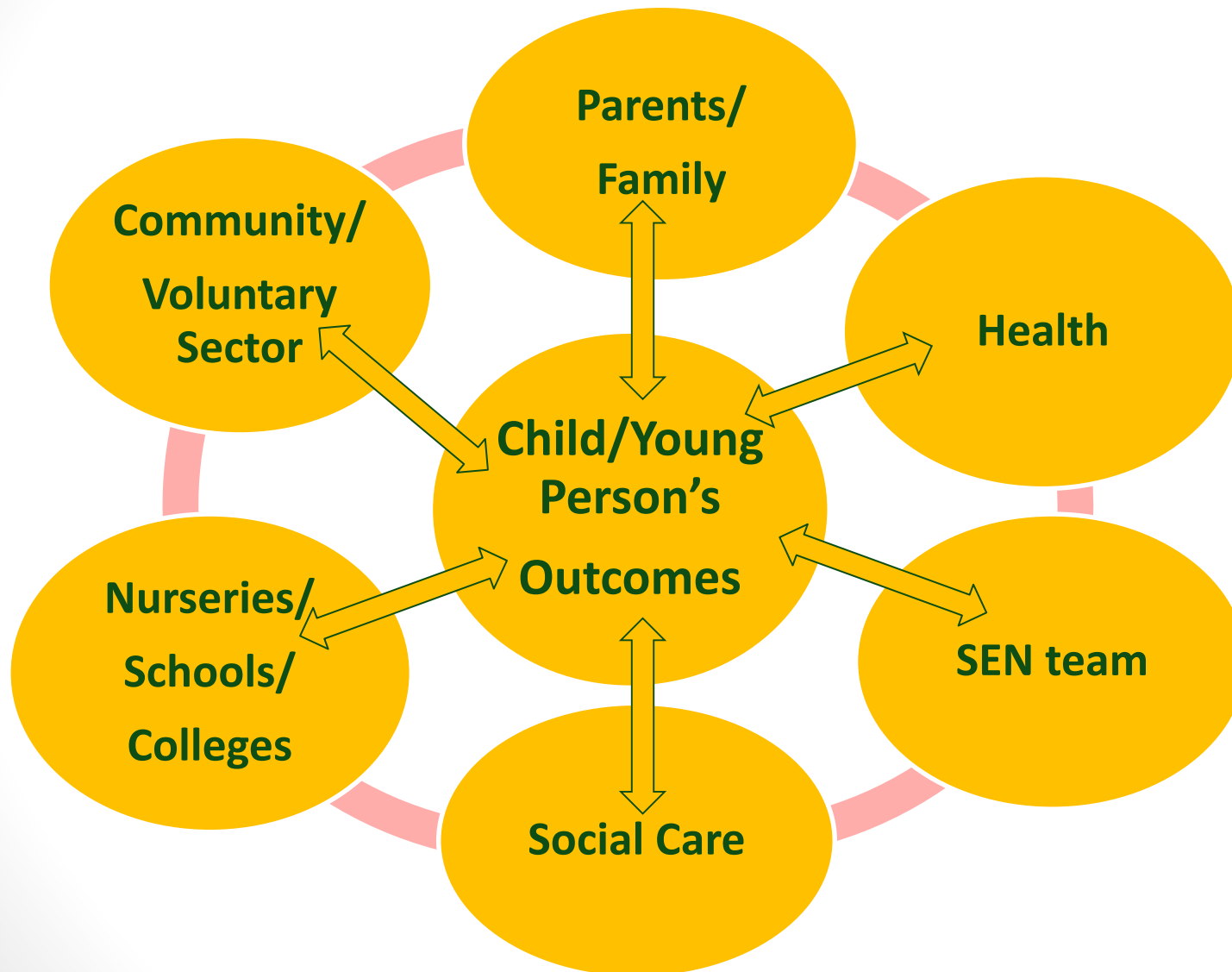
Co-Production

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

Treated as
Equals...



Joint Working to Improve Outcomes



The Local Offer

- Information about all the services and support Enfield has to offer
- <https://new.enfield.gov.uk/services/children-and-education/local-offer/>
- How to apply for support, what the criteria is to access, forms and useful links
- Feedback to improve services

Parent Carer Forums – How we can help...

- A short clip originally developed by another Forum in Surrey
- It's called "Power in Numbers"
- Hopefully shows that on our own, it's very lonely, but together we can all achieve so much more!
- <https://www.ourvoiceenfield.org.uk/>

Your Views Are Important

- We and the LA/Health value your opinion
- We have a couple of areas we are focusing on:
- Sibling Support and Transition to Secondary schools
- We are running a couple of surveys re the above
- Surveys are on your tables
- If relevant, do please complete and give to us
- Should only take a few minutes
- It's only with your help and support we can make a difference!!

How We Can Help You?

- Provide informal advice and guidance to parents on a variety of issues
- Attend Coffee morning sessions at school
- Deliver Training/work shops. E.g.
 - Free In-class Disability Awareness sessions aimed at KS2 pupils and above
 - SEND information sessions
 - Sleep work shops
- You can contact us on 0751 6662315

Email info@ourvoiceenfield.org.uk

www.ourvoiceenfield.org.uk

- **DO come to our meetings/events or volunteer to help!**



Contact	Telephone	Email
Enfield Independent Support and IASS	020 8373 6273	enquiries@enfieldparents.org.uk
SEN Services	020 8379 5667	sen@enfield.gov.uk email is preferable if you have a query
Early Intervention & Support Service (EISS)	020 8351 1318	seema.shah@enfield.gov.uk
Joint Service for Disabled Children	020 8363 4047	cheviots@enfield.gov.uk
Enfield Community Services (Health)	0208 702 3000	beh-tr.enfieldchildrenstherapies@nhs.net
Our Voice SEND guide for parents	0751 6662315	info@ourvoiceenfield.org.uk https://www.gov.uk/government/publications/send-guide-for-parents-and-carers
Council for Disabled Children		http://www.councilfordisabledchildren.org.uk/resources/cdcs-resources/information-for-children-and-young-people-on-send-reforms

Questions?



Demographic and Cost Pressures
Affecting Children's Services
Tony Theodoulou, Executive
Director of Children's Services

See separate presentation

About Short Breaks

Janet Leach
Head of Service
Joint Service for Disabled Children

Short Breaks

- Short breaks provide disabled children and young people opportunities to spend time away from mum and dad
- Time to have fun with friends
- They provide families with a break from their caring responsibilities.

Children and Young People are eligible for short breaks if they have -

- A severe physical, learning, sensory or mental impairment, which has a substantial and long term effect on their ability to carry out day-to-day activities
- Autism and associated learning disabilities
- Challenging behaviour as a result of their severe learning disability
- Complex needs, including life-limiting or life-threatening conditions

Short Breaks

- Not all children and families will need the same amount of short breaks;
- Some families will need more than others because of the impact of their child's disability or their individual family circumstances.

Short Breaks Offer for children 0 to 4 years

Access to family fun days during school holidays

Fathers' groups

Stay and Play sessions

Family activity sessions

Short Break Offer for Children 5 to 7 years

Funding towards Activities

Family Fun Days

Family Activity Sessions

Short Break Offer for Children and Young People aged 8 to 17 years

Funding towards Activities

or

After school groups

Weekend groups

Holiday play schemes

Someone to take you out and about

Short Breaks for Children and Young People aged 5 to 17 years

Three ways to receive a contribution towards funding short breaks for over 5s

- Short Break Activity Grants – money on a card
- Short Break Services Grants – money on a card
- Commissioned Services – Cheviots directly funds the play scheme or after school group or agency worker for your child on your behalf.

What is an Assessment for a Short Break?

- You don't need to see a Social Worker to get a short break
- We need information about your child and family to clarify if you are eligible for a short break and to discuss with you how best we can help so ...
- We gather information through the Joint Service Referral/Assessment form
- This is completed by a professional, alongside the parent/carer and the child/young person

See the Local Offer!

Families who need more support can have a further assessment which may be by a social worker.

We want to ensure your family has the right level of support at the right time

For more information about short breaks please see the Local Offer

Enfield Educational Psychology Service

Suzy Francis
Principal Educational Psychologist
Head of Service EPS

EPS Aim - to work in collaboration to help children and young people achieve more and improve their life chances. We aim to do this by:

Being transparent

Collaboration

Promoting and applying psychological theory and evidenced based

Valuing the views of C/YP, parents/carers, school staff, partner agencies

Developing trusting relationships

Providing impartial guidance

Enabling participation and engagement of C/YP and their families in development service

Seeking feedback evidence the value of our contribution

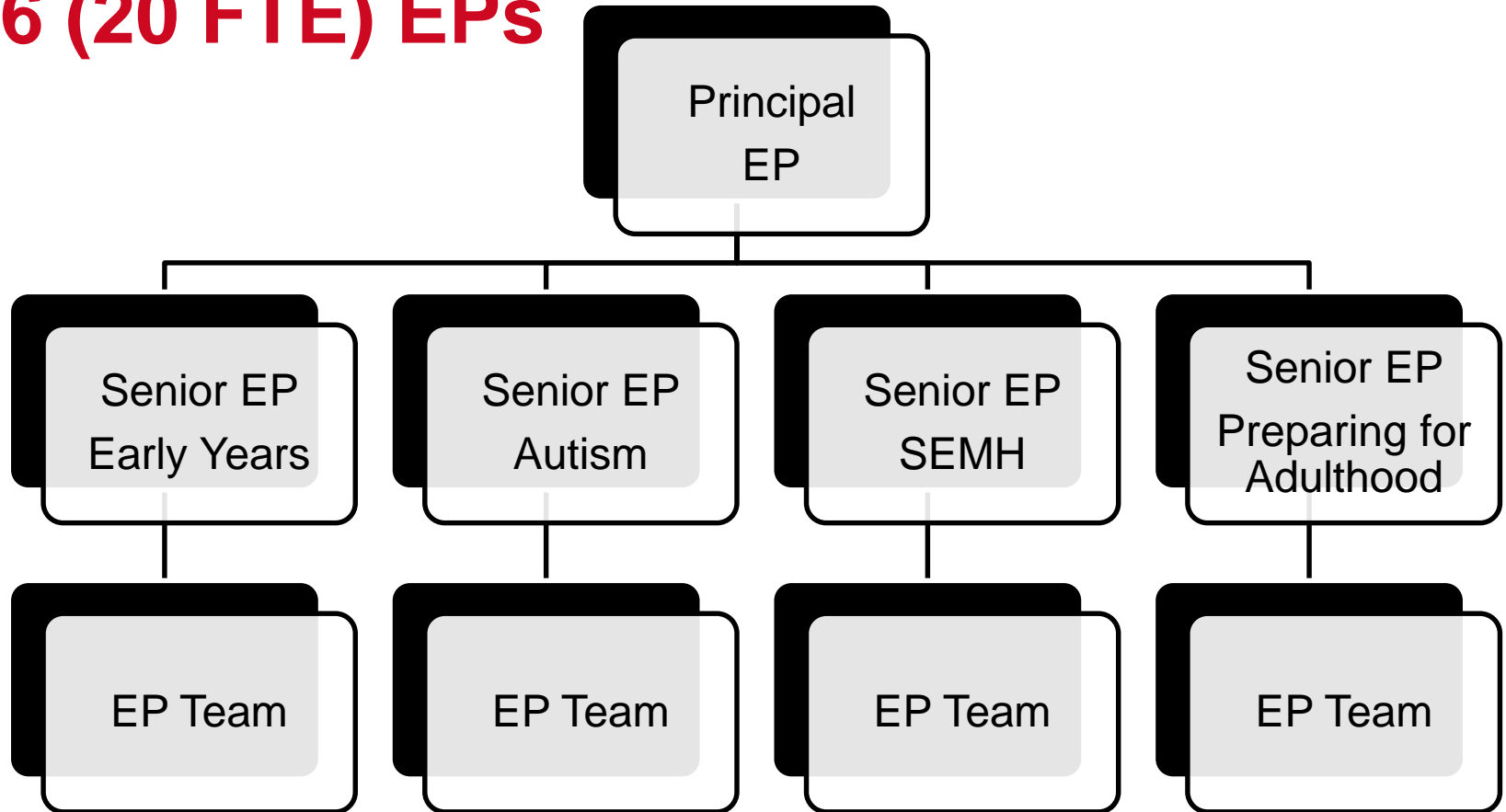
Schools surveys / routinely seeking C/YP & parent feedback.....

Supporting Nurture Groups / Incredible Years Parenting Groups / Tree of Life / CBT etc

C/YP are involved in recruitment and selection/ Parent participation groups

Who are we?

26 (20 FTE) EPs



- Assistant EP
- Trainee EPs
- Links with universities and the training of EPs

What is an EP?

- Training background?
- Where would you see an EP at work?
- The scope of work of an Enfield EP?
 - Supports Enfield Council in fulfilling its **statutory duties** in relation to SEND.
 - Non-statutory / or work at **SEND Support**

What happens if you have concerns about your child's development and/or learning?

Most C/YP will have their needs met very well by the pre-school, school or college and may not require the involvement of an EP.

However, if you are concerned:

- For children under 5 years (and not in a school nursery) – speak with a professional who knows you or your child.
- For C/YP of school/college age – speak with your child's school/college in the first instance.

What to expect if an Enfield EP is involved

A 'Request for EP involvement' form is completed with parent/carer consent.

- Early Years – An EP will then arrange to meet with you with involved professions if possible (e.g. children's centre/ preschool). An EP may visit you at home.
- School/ college – An EP will join a review meeting in the first instance. *(however it may be not be our service as school/college may commission another EP service)*. Further EP work will be agreed if needed to provide further understanding or support.
- EPs work within the Code of Practice for SEND and follow the 'Graduated Approach' or 'Assess, Plan, Do & Review'. This enables an understanding of a C/YP needs to be developed over time and what will support them.

The EPS - Statutory Role

Enfield EPS would be involved where a child/young is living in Enfield in the following ways

- EHC Needs Assessment
- Annual reviews/Conversions – we prioritise attendance where there may be concerns about the educational placement or if there is a change in a C/YP's needs
- Being an expert witness for Enfield Council in relation to Tribunal work

This year's data for individual children (1.4.16 to 31.3.17)

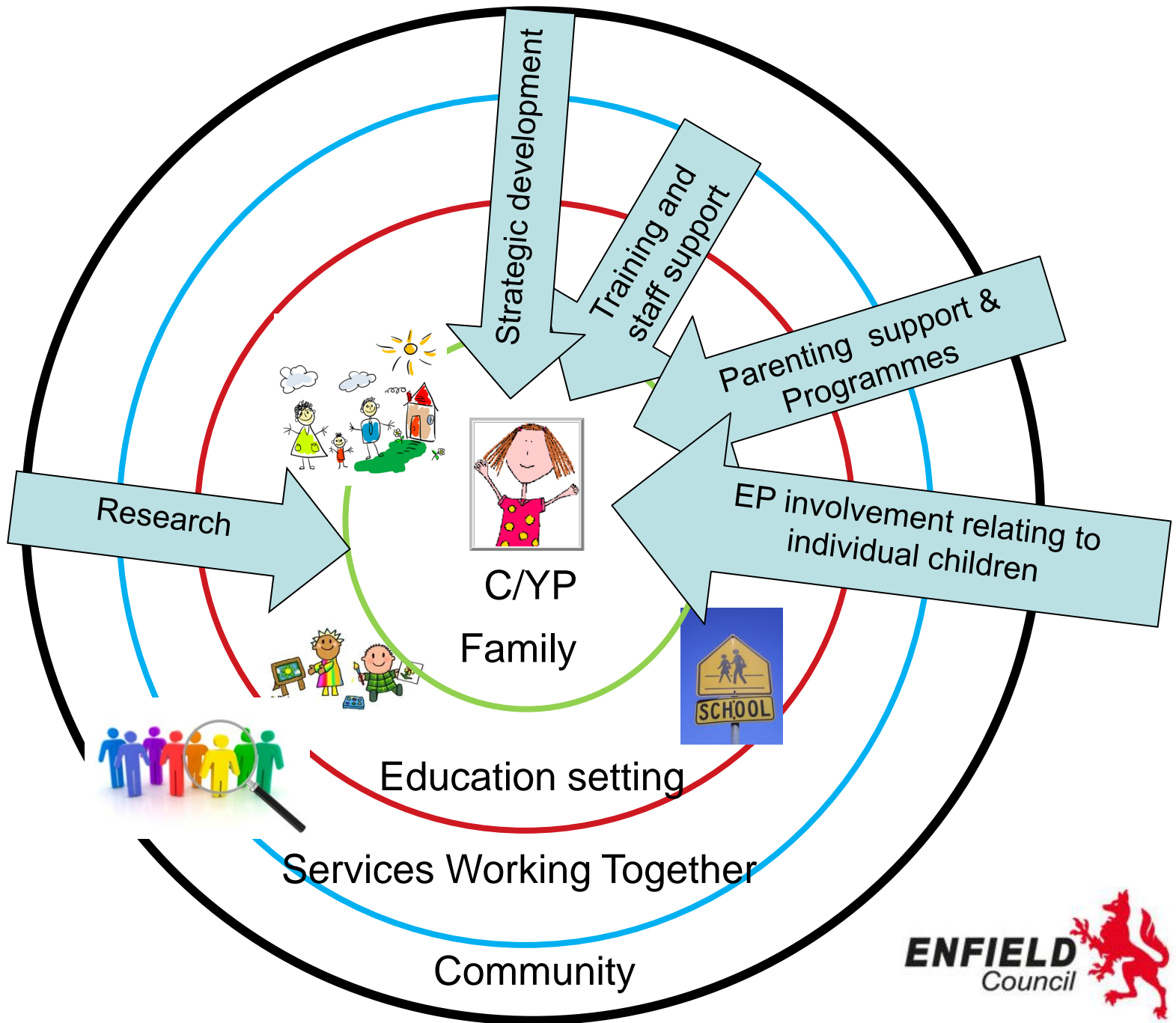
1,450 children

- 24% of EP involvement relates to statutory work
- 303 EHC statutory advices will be completed.

Gender	%
Male	75%
Female	25%

Education Stage	%
Foundation (0-5)	21%
KS1 (5-7)	25%
KS2 (7-11)	34%
KS3 (11-14)	13%
KS4 (14-16)	4%
Post-16	3%

Primary Need of CYP	%
Communications & Interaction	42%
SEMH	28%
Cognition & Learning	26%
Sensory and/or physical	4%



Over to colleagues..... A few examples of EP work

- Tree of Life
- Evidenced Based Parenting Programme
- Parenting participation group – an invitation for parents to support the development of the EPS.

Health update in the context of the SEND legislation

- We want all children and young people with Special Educational Needs and Disabilities to have the best start in life, receiving the help and support they need to achieve positive outcomes.
- Children with SEND are everybody's business

**Local clinicians working with local people for a
healthier future**

Health Teams

specifically supporting special educational needs and disabilities

- **Child Development Service** – Disciplines work together with each other and families to create and maintain joint up support with education , social care and universal services

Specialist Health Visitor, Complex needs nursing and specialist school nursing

Clinical Psychology

Paediatricians and Psychiatrists

The range of Therapies: SLT –Physiotherapy –Occupational Therapy-Dietetics

**Local clinicians working with local people for a
healthier future**

How have we developed our offer since the Children and Families Act 2014

- Families and children/young people are more involved in the assessment and decision making process. Having regard for the child/young person views and enabling them to participate as fully as possible especially when there are significant communication support needs
- Health Champion: Making certain the requirements under the new legislation are understood and discharging health duties accordingly. Stronger coordinated approach across agencies.
- Clinical and Professional leads in each team – draw on best research, evidence and quality practice, networked across NCL and professional advisory boards. They ensure a culture of quality improvement
- Maintaining an integrated model of delivery across the different levels of needs for all children with and without an EHCP
- Providing care close to home and in the local community
- Stable and highly committed workforce
- Compliant with key performance indicators and CQC Deep Dive inspection in 2015 is positive about our quality and compliance with standards

Local clinicians working with local people for a healthier future

Responding to the commissioning of evidence based work in 2017

Making sure we address what matters to children and families and continue to support delivery of SEND reforms

- By Improving on the quality and experience of care through the integration of care pathways
- Strengthening a Single Point of Referral and early support
- Working towards Integrated Health Support Plans
- What Else?

Local clinicians working with local people for a healthier future

And continuing to respond to our development areas

Managing our pressure points :

- Increase in numbers of children with complex needs and life limiting conditions
- Supporting children with physical health needs
- Working together to identify difficulties early and address challenging behaviours and SEMH
- Better at monitoring Health outcomes

The given

- Involving parents /carers in service design and delivery
- Engaging with children and young people effectively
- Doing our job and improving it

Over to :

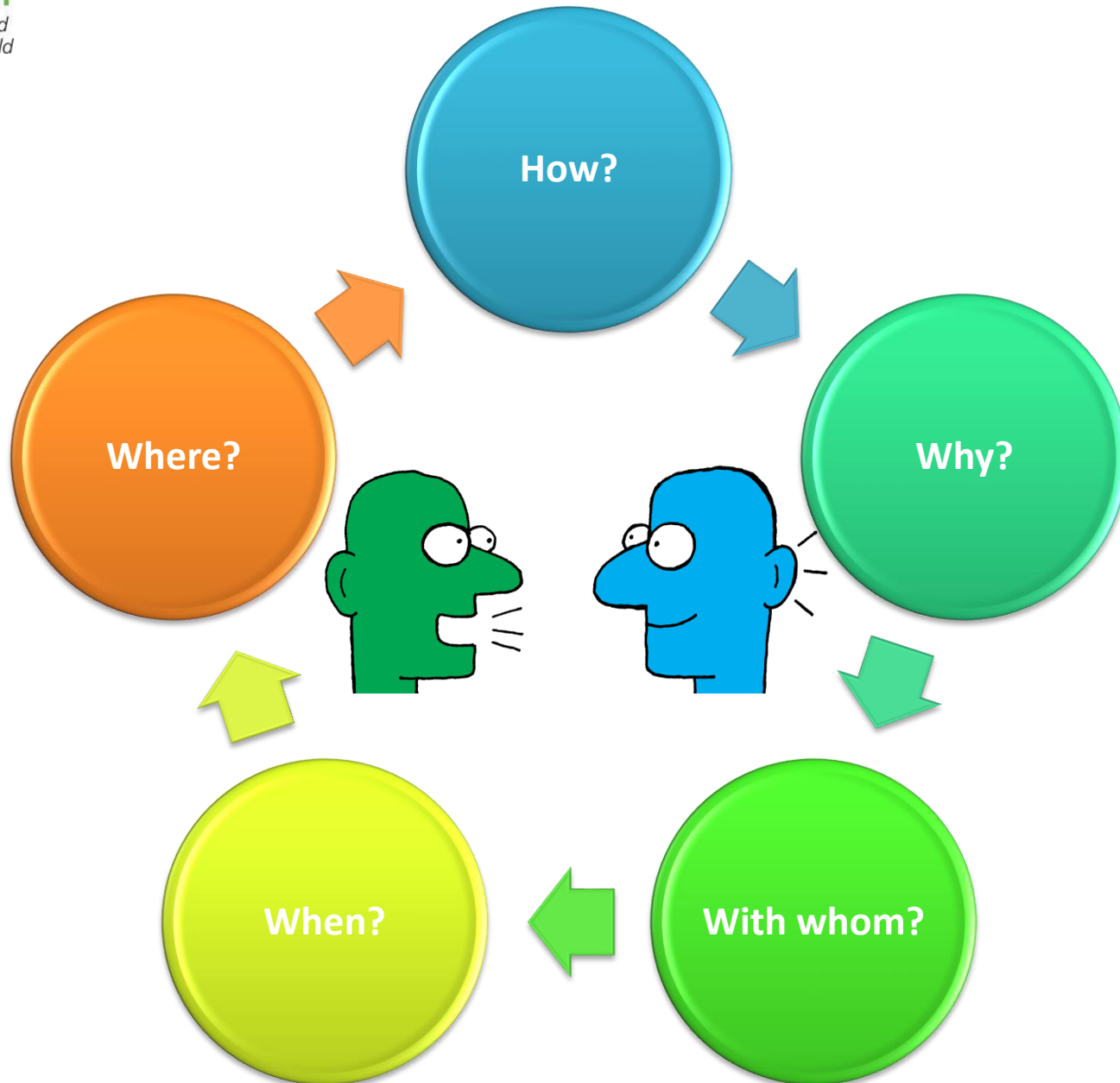
- ☐ Seema Islam and Pamela Kennedy: Voice of the Child project and Communication : What works

Local clinicians working with local people for a healthier future

Top Tips for Communication

Pamela Kennedy
and
Seema Islam

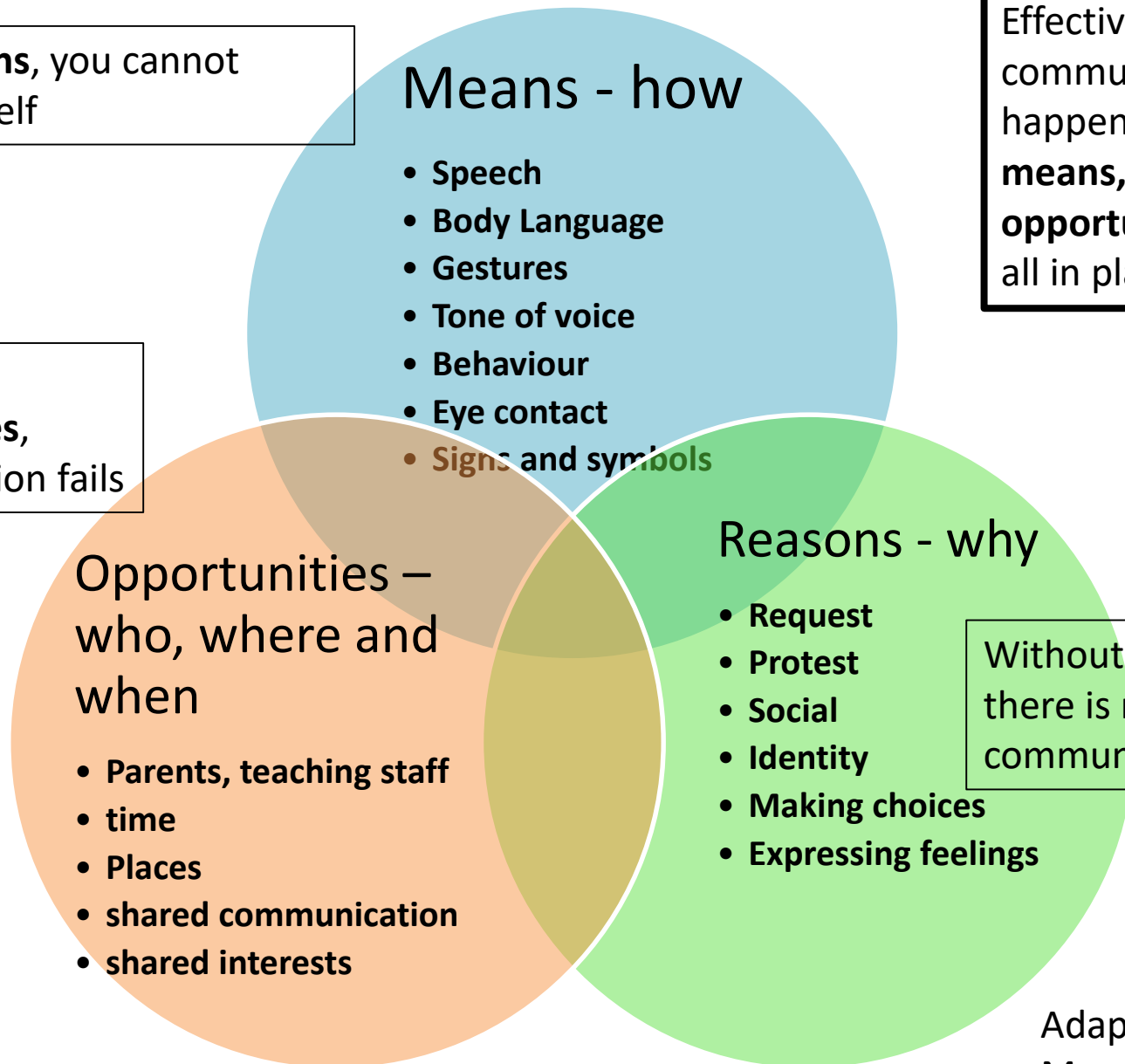
C
o
m
m
u
n
i
c
a
t
i
o
n



Without **means**, you cannot express yourself

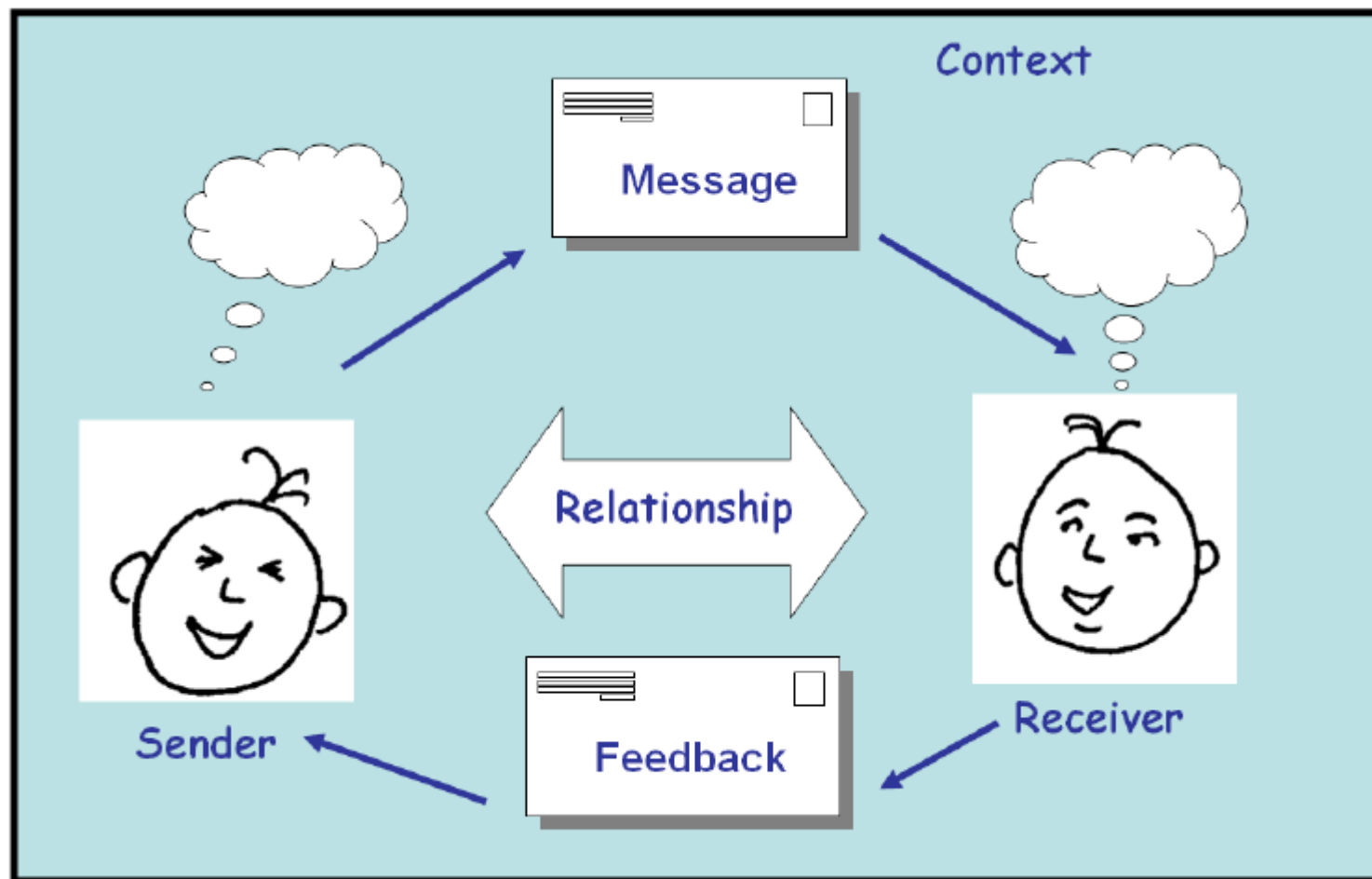
Without **opportunities**, communication fails

Effective communication only happens where **means, reasons and opportunities** are all in place



Without **reasons**, there is no point in communication

Adapted from
Money and
Thurman



BELIEVE IN YOURSELF AS
A SPECIAL NEEDS PARENT



YOU ARE YOUR CHILD'S
BEST THERAPIST AND
ADVOCATE

Special Times

- Parent child interaction
- Opening a door
- Instructions and handout

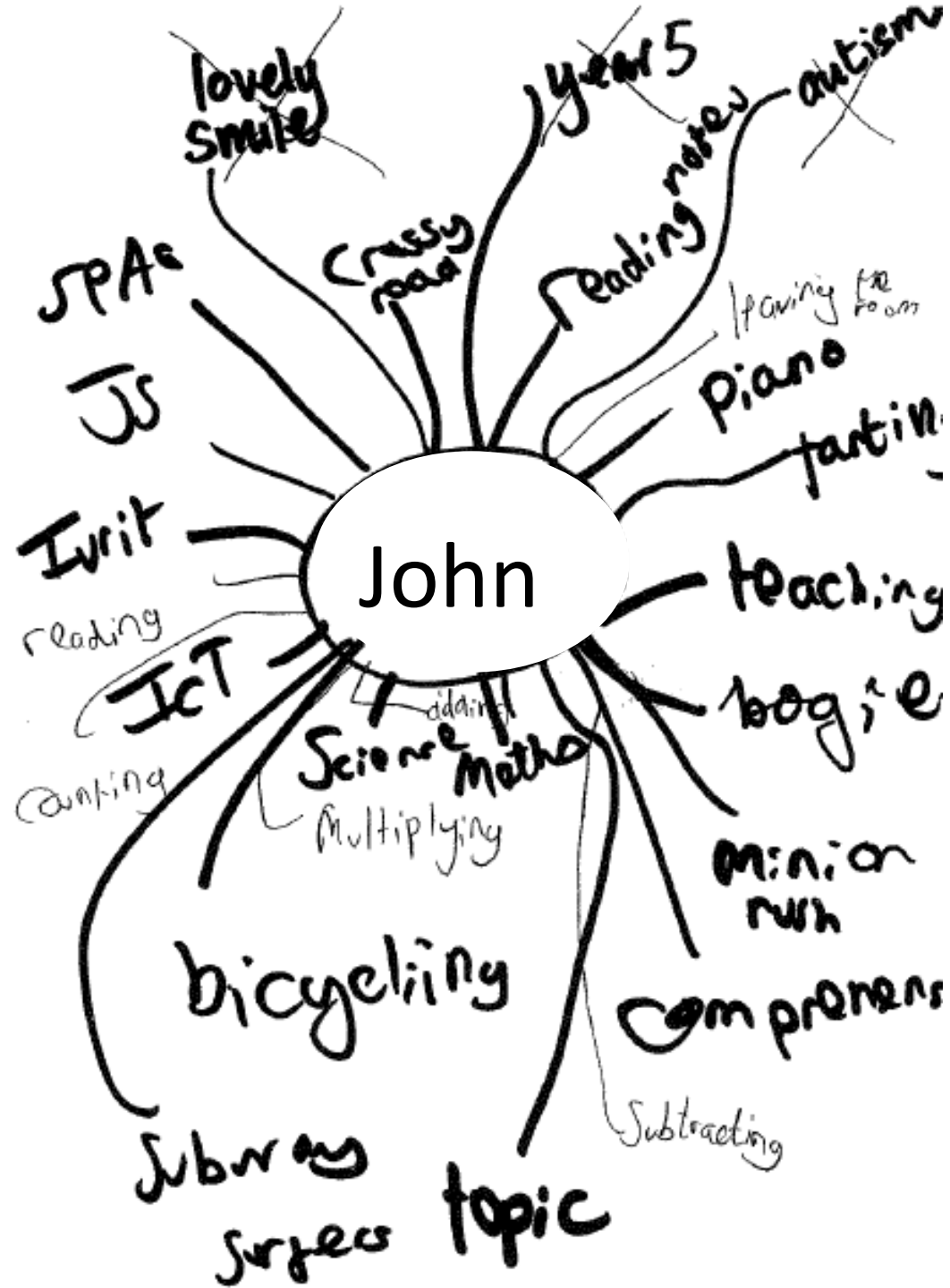
Example of gaining views for problem-solving

Its all going wrong!

Case study:

John, year 5, mainstream primary. ASD
High functioning. Anxiety. Behaving
inappropriately in class and removing
himself from class.

Good
stuff





A meeting round a big table!

Attendees: Head, SEN teacher, Visitor(?), Mum and John and me

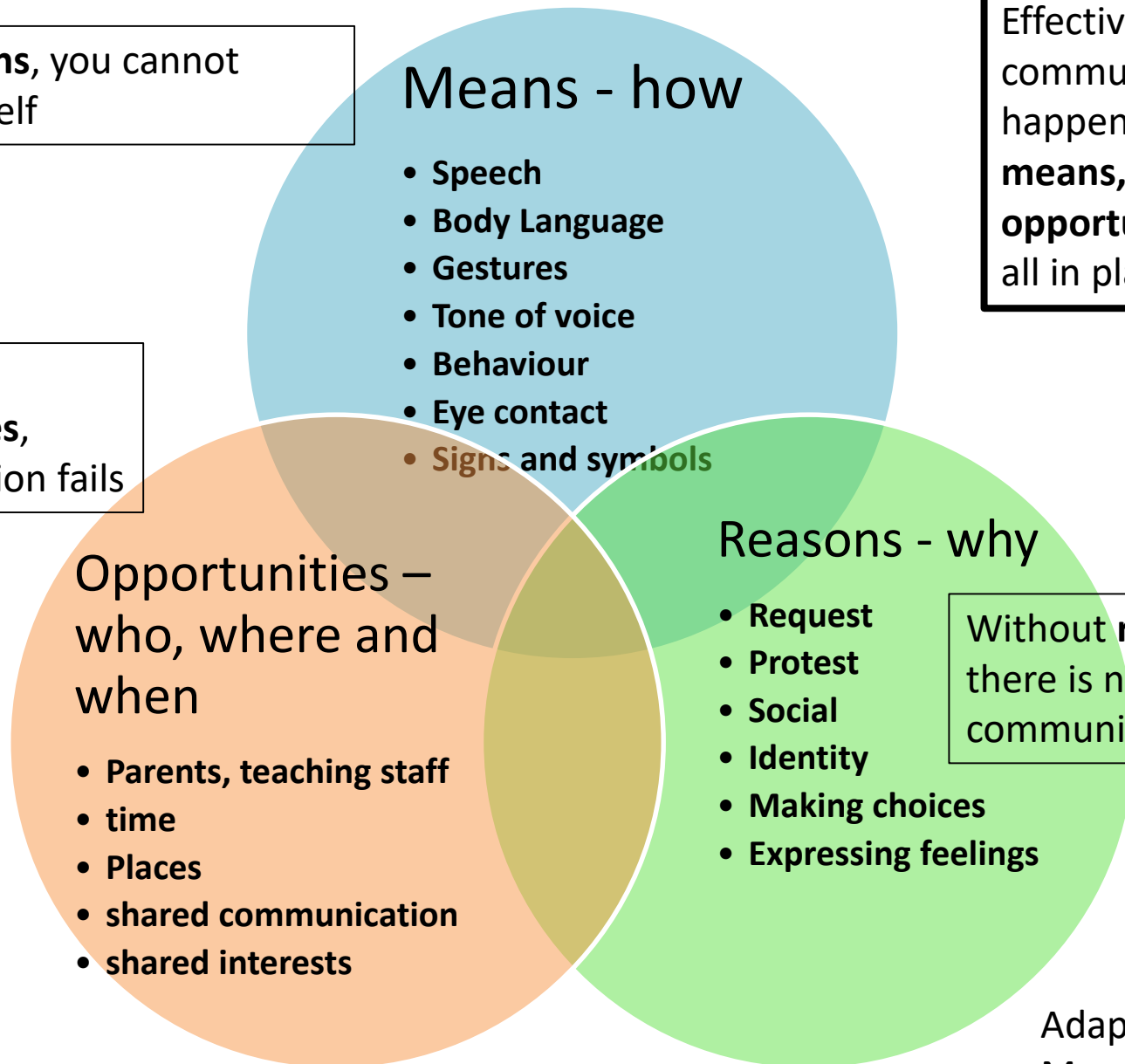
Purpose: what is wrong? what are we going to do about it?

Outcome: realistic targets considering John's point of view.

Without **means**, you cannot express yourself

Without **opportunities**, communication fails

Effective communication only happens where **means, reasons and opportunities** are all in place



Without **reasons**, there is no point in communication

Adapted from
Money and
Thurman

But what's the point if
no-one listens?

or

What you communicate
makes no difference?

Video Example



Activities



Garden



Food



Noise



Bathroom



Toilet



Safety



Staff



Lounge



Your room



Other residents



Where you live

2/08/2013 12:12

Practical Applications

- Gaining pupil views for “All about me” (EHCP)
- Gaining pupil’s aspirations
- Involving children and young people in planning and target-setting
- Exploring areas of anxiety and worry
- Prioritising what they want to work on
- Problem-solving

Hearing your child's
voice and acting on it

Questions?



OUR VOICE

Education and SEN

**James Carrick and
Samantha Birks**

Special Schools

School	Type of Provision
Aylands	Social, Emotional & Mental Health
Durants	Autism
Oaktree	Complex
Russet House (Primary)	Autism
Waverley (All age)	Profound & Multiple Learning Difficulties
West Lea	Complex

Number of Pupils attending Enfield Special Schools

End of Academic Year	Attendance at Special Schools	% increase since 2012
Academic Year 2011/12	448	-
Academic Year 2012/13	507	13%
Academic Year 2013/14	497	11%
Academic Year 2014/15	537	20%
Academic Year 2015/16	555	24%

Additionally Resourced Provision (ARPs)

School	Type of Provision
Bowes	Autism
Brimsdown	Hearing Impairment
Chesterfield	Complex Needs
Chesterfield - St Marys	Social, emotional & mental health
Galliard	Autism & Complex
De Bohun	Autism & Complex
Eastfield	Autism & Complex
Chace	Complex Needs
Highlands	Hearing Impairment
Houndsfield	Speech & Language
Suffolks	Speech & Language
Lea Valley High	Speech & Language
Durants (Winchmore)	Satellite – Autism
West Lea (Broomfield)	Satellite – Complex

Number of Statements / Plan Agreed from 2011/12 to 2015/16

End of Academic Year	Number of Statements/Plans	% increase since 2012
Academic Year 2011/12	1245	-
Academic Year 2012/13	1366	10%
Academic Year 2013/14	1298	4%
Academic Year 2014/15	1403	13%
Academic Year 2015/16	1751	41%

Number of Pupils Placed Out-borough between 2011/12 and 2015/16

End of Academic Year	Attendance at Out of Borough Specialist Provision	% increase since 2012
Academic Year 2011/12	49	-
Academic Year 2012/13	77	57%
Academic Year 2013/14	90	84%
Academic Year 2014/15	126	157%
Academic Year 2015/16	156	218%

SEN Panels

SEN Panel

3 Agency Panel

SEN Panel Decisions by Age

Month	Total Agreed	Under School Age	Nursery	Reception	Years 1-2	Years 3-5	Year 6	Years 7-9	Years 10-11	Post 16
Jan-16	32	2	7	7	-	9	2	4	1	-
Feb-16	24	3	4	2	2	4	3	3	2	1
Mar-16	20	-	9	1	2	6	2	-	-	-
Apr-16	-	-	-	-	-	-	-	-	-	-
May-16	9	-	2	2	1	3	-	-	1	-
Jun-16	27	2	6	2	6	10	1	-	-	-
Jul-16	32	3	4	7	6	8	2	2	-	-
Aug-16	40	1	-	7	9	6	5	5	4	3
Sep-16	14	1	-	1	1	4	-	1	3	3
Oct-16	20	1	-	1	6	2	-	5	5	-
Nov-16	16	-	-	2	3	3	3	2	1	2
Dec-16	32	1	1	5	11	7	4	2	-	1
Total	266	14	33	37	47	62	22	24	17	10

(18%) of the pupils are either under school age or in nursery.

SEN Panel Decisions by Need

Month	Total Agreed	ASD	HI	MLD	MSI	PD	PMLD	SLD	SEMH	SpLD	SLCN	VI	Other
Jan-16	32	6	1	1	-	4	1	-	7	-	10	-	2
Feb-16	24	5	-	2	-	2	1	-	7	-	6	1	-
Mar-16	20	8	1	2	-	-	-	2	1	-	6	-	-
Apr-16	-	-	-	-	-	-	-	-	-	-	-	-	-
May-16	9	3	-	2	-	-	-	-	2	-	1	1	-
Jun-16	27	6	-	2	-	3	1	1	3	1	10	-	-
Jul-16	32	11	1	-	2	4	-	-	7	-	7	-	-
Aug-16	40	8	2	2	-	-	-	1	8	2	15	1	1
Sep-16	14	-	-	2	-	2	-	-	5	-	5	-	-
Oct-16	20	2	-	2	-	1	-	-	7	-	8	-	-
Nov-16	16	3	-	-	-	2	-	-	5	1	4	-	-
Dec-16	32	10	-	4	-	2	-	-	6	-	10	-	-
TOTAL	266 (100%)	62 (23%)	5 (2%)	19 (7%)	2 (1%)	20 (8%)	3 (1%)	4 (2%)	58 (22%)	4 (2%)	82 (31%)	3 (1%)	3 (1%)

[1] ASD: Autism spectrum disorder,
MLD: Moderate Learning Difficulties,
PD: Physical Disabilities,
SLD: Severe Learning Disabilities,
SpLD: Specific Learning Disabilities,

HI: Hearing Impairment,
MSI: Multi-Sensory Impairment,
PMLD: Profound & Multiple Learning Disabilities,
SEMH: Social Emotional Mental Health,
SLCN: Speech, Language & Communication Needs, VI: Visual Impairment

SEN TEAM

Conversion Timetable 2016-17 Academic year

Year 2: **52**

Year 6: **112**

Year 9: **127**

Year 11-14: **250**

LDAs (16-25): **49**

Between September 2014 – 28th Feb 2017

- Final EHCPs issued following conversion – **460**
- Conversions currently underway – **210**
- Remaining Statements requiring conversion – **636**

New Developments

Over the last five years the cost of out-borough placements has increased by approximately £2.5 million. It is recognised if pupil growth continues at the same rate, then the costs of placing in out-borough provision will also increase in a similar way.

This level of increase cannot be sustainable or contained within the resources available.

The Local Authority are fully aware that the funding available would be better utilised and quality of SEN placement/care improved by increasing the available high needs places in Enfield.

In the meantime to support the increase in pupils requiring specialist provision for ASD, SEMH and other complex needs, we have continued to work to identify options for expanding existing provisions to create more places in borough.

- **WAVERLEY PRE-SCHOOL:** This opened on the site of the Children's Centre in Bell Lane September 2016. Currently, there are 14 learners with the roll due to increase to 24 next year.
- **DURANTS SCHOOL:** An additional room has been developed at Durants (September 2016) to enable the school to manage their cohort of learners. The intention is that such an expansion of the provision will enable the school to manage the learners without recourse to a more specialised placement that does not currently exist in the borough.
- **ST MARY'S ARP:** This primary provision for pupils with SEMH was expanded at the start of the school year (September 2016) to enable them to cater for 16 pupils.

DEVELOPMENTS PLANNED/IN CONSTRUCTION

- **WEST LEA SCHOOL:** Rebuilding work taking place at Hazelbury site. The primary school has decamped to Dysons Road during the process. The project scope has been increased to include additional places.
- **AYLANDS SCHOOL:** The Authority is still committed to rebuilding the school and expanding the existing roll to 72.
- **MINCHENDEN:** The Authority has now purchased the site and the development as an ASD provision will be progressed with a planned opening date of September 2018. Partial re-build of the existing Durants School.
- **ENFIELD SECONDARY TUITION CENTRE:** The Secondary Pupil Referral Unit new build to be completed for opening Autumn 2017.
- **SECOND ARP AT WINCHMORE:** There will be a second ARP at Winchmore School catering for learners with Autism in the secondary phase opening in September 2017.

Challenges

- **Lack of Secondary SEMH Provision:** The date for a partial resolution of this issue is likely to be Autumn 2017 when buildings become available that can accommodate this cohort that are currently educated outside of the borough. There are ongoing discussions about the suitability of accommodation and the role that the LA might play in conjunction with Multi Academy Trusts who are interested in setting up SEMH free schools.
- **Lack of Secondary ASD Provision:** This is an issue for September 2017 where we are already aware that the Durants will not have sufficient places to accommodate all of the year 6 leavers who might want to access the school. The Local Authority are working with the school to try and identify suitable accommodation that might assist in placing these learners.
- **Lack of Primary ASD Provision:** The date for a partial resolution of this issue is likely to be Autumn 2017 when buildings become available that can accommodate this cohort that are currently educated outside of the borough.

Questions Or Comments

Transport: Our Voice Forum

10th March 2017

www.enfield.gov.uk

Striving for excellence



Agenda

- The Transport Team
- What We Do
- Challenges
- Changes Required
- How We'll Improve

The Transport Team

Office Hours 0630 to 1700

Office

Service Manager – Chris Marsh

Operations Manager – Monica Tyson

2x Routing Officers

2x Admin Officers

Risk Assessment Officer

On The Road (approximate numbers)

45 Drivers (Council and Agency)

120 Drivers (Contracted)

100 Passenger Assistants (Council and Agency)

65 Passenger Assistants (Contractor)

What We Do

Daily Transport

- 680 SEND children
- 265 vulnerable adults
- 165 transport routes/vehicles. Over 300 field staff
- School swimming sessions
- Cheviots after school, trips, inc. weekends and hols
- School meals
- Ad hoc taxis
- Internal mail
- Adults Day trips

Challenges

- Service operational challenges are comprehensively and accurately described by “Our Voice” transport service survey
- Rising pupil numbers, rising distances, traffic congestion and roadworks
- Budget constraints
- Vehicles getting “Tired”
- More and more requests for specific timings. Increased complexity of transport needs
- Need to renew “restrictive” contractual arrangements
- No transport specific IT package to underpin operations
- Need to make ourselves more available to customers

Changes Required

- New contract arrangements to deliver capacity, value, future flexibility and improved service 6 months work – **due MID APRIL**
- New IT transport management system, reduced admin, more time for customers - **due END MAY**
- Departmental restructure to reduce temporary staff and stem department turnover **Complete END APRIL**
- Re focus on staff training – **MAY ONWARDS**
- Improved communications with parent/carers **NOW**
- General culture shift - **ONGOING**

How we'll Improve

- Steady the ship
- Bring contracts up to date and performance measure the providers – Measure and address service failures -
 - There will be some challenges on the way
- Automate contractor invoice process
- Start to renew elements of the in house fleet
- Bring all records and schedules together in IT system
- Measure, record and reduce service failures
- Be honest about what we can't do



Panel Question Time

10th March 2017

info@ourvoiceenfield.org.uk

www.ourvoiceenfield.org.uk

Questions?



THANK YOU!

- To all of you for joining us today, as well as our Special Guests
- To Tony, Janet and all the Heads of Service and their teams for their support
- A big Thank You to the Our Voice Team who have worked so hard (mostly in their spare time!) to make this event happen



Planning our Children's Futures together

- The Our Voice team developed a short video about the process to convert our children's Statements to Education, Health and Care Plans
- Here's the link
- <https://www.youtube.com/watch?v=36MSZtxxito>