

You Said	We are listening
You need acknowledgement of failure and an apology otherwise it continues to feel like 'us and them' and you feel misunderstood	<p>We recognise the need for a better understanding of children and young people (CYP) and Parent Carers' experiences and the impact. Listening and understanding is the start of relationship repair.</p> <p>We are asking Warwickshire Parent Carer Voice) to develop some training (or similar) that will increase the wider understanding about what life is like for families with SEND (Special Educational Needs and Disabilities).</p>
People feel like what they say is not going to make a difference	We will include greater opportunities to have your say and to provide feedback loops about how this has influenced change. One suggestion was to have a 'you said, we did' and we agree that this offers a useful way of responding.
There is a lack of understanding about coproduction and a lack of involvement of CYP and Parent Carers in the development of individual EHCPs (Education and Health Care Plan)	<p>We are developing a coproduction framework with WPCV for our work across health, education, and social care, which will agree 'how we do what we do' both at a strategic and an individual level. We will work with Parent Carers to develop this into a format that is understandable and useful to help people know how they can have a say.</p> <p>We will create opportunities to have deep dive conversations about your experiences and develop a live feedback form, which will mean you can give feedback about what you need to feedback on, when you need to share it. The learning from this feedback will be shared, so the collective voice can influence the development of services.</p>
Parent Carers are not feeling listened to and shared that body language and responses from some people have been problematic.	<p>We have developed the monthly Webinars into a more interactive discussion. The feedback highlighted that the discussion was the most helpful part, so we will trial having pre-recorded webinars on specific themes and deep dive conversations about specific areas/themes e.g., communication.</p> <p>We are introducing Restorative Practice Training which supports the development of skills to work 'with' people, which will raise awareness and skills about how to communicate well and the impact of poor communication.</p>

<p>You recognised the need to acknowledge the milestones achieved, even small changes made following parent feedback, in the same way that we do with our children, but that we cannot lose sight of the impact of situations on children and young people.</p>	<p>We recognise that small things can be significant in the process of change, but we keep a focus on the bigger goals and not settle for small gains only.</p>
<p>Young people’s voice is important to you and you wanted to highlight the importance of including the voices of harder to reach groups through accessing expertise from specialist services and use of app technology.</p>	<p>We are working with a small group of young people and developing further opportunities for young people to be involved. The wide range of CYP’s needs and circumstances makes it more difficult to be representative.</p> <p>We will draw on the knowledge and skills of those working with CYP, including Parent Carers, and use multiple methods to share their experiences, from CYP in different learning settings.</p> <p>These wider voices will inform the strategic influence of the group of young people who are able to be part of a decision-making forum to shape services.</p> <p>We will start with what we can do and develop this to increase the reach to include more CYP.</p>
<p>You highlight the concerns about the different understandings about the use of Alternative Provision and the impact of placements ending</p>	<p>There has been much discussion about this and resources to helpfully explain the differences in types of provision are being developed in conjunction with Parent Carers – this work is ongoing.</p> <p>Legally, Alternative Provision is supposed to be temporary provision and the Local Authority is working with providers to become registered if they choose, so that they could provide long term provision, which would be a different type of placement.</p> <p>The Local Authority have not stopped Alternative Provision that was already in place, although placements have stopped when some providers became aware of the legal implications of Alternative Provision running beyond 10 weeks in settings that were not Inspected by Ofsted.</p> <p>To become regulated, the provider must undergo an Ofsted Inspection, so they are unable to provide Alternative Provision which</p>

	goes beyond the scope of a temporary placement of 10 weeks or they would face legal implications.
You highlighted that the threshold for Education Health Care Assessment is not within the legal limits, which causes difficulties for families, who end up having to challenge through the tribunal process, leaving fractured relationships.	As part of this work, we will look at the learning around complaints, feedback, and tribunals to develop better ways of resolving issues by working 'with' families and at an earlier stage, including consideration about when to undertake an assessment.