

Zoom Update for families with Wokingham Borough Council (WBC) and Health

23rd October 2024

Attendees:

Emma Cockerell, Director of Children Services WBC

Ming Zhang, Assistant Director of Children Services WBC

Kelli Scott, Head of Service, CWD, Early Help & PYJS WBC

Hayley Rees, Strategic Commissioning Manager Children's Services WBC

Zoe Storey, School Admissions and Home to School Transport Manager WBC

Imalka Slaughter, SEND Transport Officer WBC

Sarah Keenan, Children's Service Consultant Short Breaks WBC

Miranda Walcott, DCO (Designated Clinical Officer) for BOB ICB,

Vivienne Okoh Children and Young People, Commissioner BOB ICB

SVW – Terri Walsh, Sarah Clarke, Debbie Jacobs.

Family Participants – 21

Welcomes and Introductions

SEND Team Update & Communications - Jamie Conran Head of SEND, WBC

Over the summer there was a consultation and proposal of how the SEND team would be restructured. We are now in the process of finalising a new structure which will increase the capacity within the SEND team to meet the needs of the area. The restructuring included feedback from schools and families about what was needed to improve communication.

We are currently recruiting various roles to the **SEND team**. Information about the following:

- New SEND Team structure
- How to contact the SEND team
- Our communication promise,
- Other roles in the SEND team
- Compliments & complaints process

are all now available on the Local Offer website:

<https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer/help-learning/education-health-and-care-plan-ehcp/send-service>

Previously the SEND Team had an assessment and separate review team, this has now changed. Officers will work from the start to the end of the EHCP process and be responsible for a case from EHCP Needs Assessment through to the Annual Review. This will improve the relationship with both families and schools. Role names have changed to improve the clarity of roles. The SEND Caseworker Practitioners will be families named officer throughout.

We are also introducing SEND Complex Caseworker Practitioners to support on more complex cases which increases capacity in the system. Then teams will be overseen by Senior Case Managers and ultimately by the SEND Practice Manager.

Organisational chart

SEND Practice Manager		
SEND Hub 1	SEND Appeals	SEND Hub 2
Senior Case Manager	Tribunal Officer	Senior Case Manager
Complex Case Practitioner	Assistant Tribunal Officer	Complex Case Practitioner
Casework Practitioners		Casework Practitioners
Casework Assistant		Casework Assistant

This provides an opportunity to provide a high-quality level of service, and to be more responsive.

All roles are listed on the Local Offer: <https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer/help-learning/education-health-and-care-plan-ehcp/send-service/send-team>

We currently have a number of interims in place whilst we start filling in the new permanent roles. Changes will start to be seen from January 2025 and there will be lots of training for the new staff joining.

The Casework Practitioners will be linked with schools. The information about which officer is linked with which school will be published on the Local Offer Website. This will help to build strong working relationships with the schools.

The aim is to have a permanent skilled SEND team where there are opportunities for career development in order to help retain staff.

SEND Team Communication Promise

We know this is an area we need to improve. Our Communication Promise is also available on the Local Offer: <https://www.wokingham.gov.uk/children-families-and->

[young-people/send-local-offer/help-learning/education-health-and-care-plan-ehcp/send-service/communication-promise](#)

This includes details of timescales of response and how to escalate when you don't get a response.

Circulation of the **Local Offer Newsletter** is increasing which is improving information sharing: [SEND Local Offer newsletters \(wokingham.gov.uk\)](#)

SEN Transport Team & Independent Travel Training – Zoe Storey

For the first time we now have 2 full time SEN Transport officers. One officer will be dedicated to Independent Travel Training (ITT) which will now be done in house. This will allow a bespoke programme which can be tailored to the needs of the individual. We are currently recruiting for an officer who will run this training.

The other officer is dedicated to Personal Transport Budgets (PTB). There are currently 140 children on PTBs, and we would like feedback on how this is working for families.

2 students have been through the Independent Travel Training which has been successful for both the families and the young people.

SEND Transport would be grateful for feedback on what information about ITT or PTB would be helpful for families. Please email zoe.storey@wokingham.gov.uk or you can email info@sendvoicewokingham.org.uk (if you wish to remain anonymous)

Q – what is the process, what training for the designated drivers receive?

A – There is training for drivers but that is via CTU (Corporate Transport Unit), not the SEND Transport Team. We will get this information from CTU and forward to SVW to send out to families.

Q – So who it is I need to speak to about transport to a special school as it is confusing. And could you share the contract about what the transport obligations are.

A – You can send the information and query to the SEND Transport Team, and we will coordinate the information, and respond to you and to SVW.

SENDtransport@wokingham.gov.uk

Details of contracts can't be shared (for commercial reasons) but information on the training can be shared. This will be forwarded to SVW to share with families.

Q – Can the information about the policy for independent placement transport, the eligibility and process be shared?

A – Yes the Transport Policies and eligibility criteria and PTBs is all available on the Local Offer. If you have any more questions, we can follow those up as well. Please email SENDtransport@wokingham.gov.uk

SEND Transport Information: <https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer/help-learning/send-travel-assistance-school-and-college-0>

SEND Transport Policies:

5-16 years: <https://www.wokingham.gov.uk/sites/wokingham/files/2023-09/School%20Travel%20Assistance%20Policy%20for%20children%20aged%205%20to%2016%202024%20to%202025.pdf>

Post 16: <https://www.wokingham.gov.uk/sites/wokingham/files/2024-06/Post-16%20Transport%20Policy%20Statement%202024%20to%202025%20%28amended%2021.6.24%29.pdf>

Personal Travel Budgets: <https://www.wokingham.gov.uk/sites/wokingham/files/2024-08/Guide%20to%20Personal%20Transport%20Budgets.pdf>

You can also contact me: zoe.storey@wokingham.gov.uk

Or Community Transport Unit (CTU)

Email: ctugroup@wokingham.gov.uk or telephone 0118 974 6280

Meeting for Families with Transport Teams

SEND Voices Wokingham will set up an online meeting for families with SEND Transport and CTU. We will advise families as soon as date is confirmed.

Short Breaks – Kelli Scott, Hayley Rees, Sarah Keenan

Sarah Keenan is new to the team and will be responsible for the Short Breaks Project.

There is understanding around the frustration about the pace of the Short Breaks review and families were thanked for their patience.

Presentation was shared.

Background :

- Local Authorities must support children with disabilities (0-18) under the Children Act 1989 and provide breaks for parent carers as mandated by the 2011 regulations.
- Families have faced challenges in accessing appropriate services.
- The Short Breaks Steering group is being utilised to support the redesign and co-production of the Short Break offer.
- The Short Breaks Redesign Report has been developed to seek approval regarding the approach that the Short Breaks review and redesign will take.

Children's Strategy and Commissioning Team



Scope :

Scope of Short Breaks Redesign:

- Focus on services for children and young people assessed as requiring council led Short Breaks provision.

Exclusions:

- The redesign **does not include** children in receipt of personal care support.

Children's Strategy and Commissioning Team



Report Methodology

Data Sources:

- Feedback from parents and carers via questionnaires, focus groups, and discussions facilitated by SEND Voices Wokingham.
- Discussions with WBC staff, the Short Breaks Steering Group, and provider representatives.
- Desktop analysis of service and demographic data.
- Online mapping surveys of local provision.
- Financial records on short break budgets and expenditure.

Report Governance Process

- The key findings, approach options and recommendations of the Short Breaks Redesign Approach report will be presented to the Short Breaks Steering Group (including parent/carer representation via SEND Voices Wokingham) on 24th October 2024. The group will have the opportunity to review and inform this work.
- The report will be presented to the Children's Services Leadership team meeting, where recommendations will be considered, and a final approach agreed.

Next Steps

Inform:

Provide an update at the November Steering Group on the outcome following the leadership meeting.

Plan:

The Steering Group will contribute to developing the Short Breaks redesign co-production plan, ensuring meaningful engagement with families and providers.

Co-production:

We will work with children and families to develop service specifications for the CWD Short Breaks redesign.

We are working with the Short Breaks Steering Group to ensure that there is coproduction and that the services that are commissioned meet the needs of the local area. The draft report will be shared with the Short Breaks Steering Group for comment, tomorrow.

There will be a report to the Senior Leadership Team for approval of the approach that will be taken going forward, unfortunately we can't update on today due as it needs to go through the governance process.

Coproduction to develop the service specifications will happen via the Short Breaks Steering Group.

Q – As we move into a needs led system and with long waiting times for diagnosis, how will short breaks match this (when currently a diagnosis is required to access Short Breaks)?

A – As you are aware, the law indicates that in order to access a Short Break, you must have a disability.

We are however working on the development of a needs led matrix, which will form part of our Short Breaks Statement. This tool will support in appropriately matching children to services, in line with their presenting needs

Health Update – Miranda Walcott

Latest Update on ADHD/Autism Referral Changes

Following the meeting on the 23rd October and subsequent information shared by BHFT SVW raise a complaint (along with Reading Families Forum and West Berkshire PCF) with BOB ICB about the lack of coproduction around these changes. We have also fed back that families are very concerned about the changes. The Forums received the response below and met with the ICB on Monday 11th November.

If families have any concerns about the changes to the Autism and ADHD referral process, please email us info@sendvoiceswokingham.org.uk. We will also keep families updated with any further information.

Email from BOB ICB On 8 Nov 2024

Dear Terri, Ramona, Sarah and Olive,

I am writing in advance of meeting you on Monday with the ICB to advise you that, in response to feedback received from our stakeholders relating to our recent briefing regarding changes to the children and young people's ADHD and autism referral process, we will now wait until January 6th before implementation. This will ensure we have time to discuss and engage with you on the actual nature of the change and that schools and parents are able to share more fully any concerns, with the opportunity to develop responses to these concerns together.

Over the coming weeks we will work with schools, families and partners to ensure the process is fully understood and support is available to make a referral. We therefore ask for your support in engaging with us about these proposed changes and providing valuable feedback.

We would like to meet with each of the forums before mid-December to ensure we have captured all concerns and queries that parents may have, and to develop with you responses and mitigations. We will also set up a joint workshop in December with stakeholders. Any revisions or changes will be shared with you by 16 December to ensure sufficient time to understand them, before the new term starts in January. We will also work with you to develop a review/evaluation of the process in the new year.

I would like to apologise for the concerns the changes and the communication of these have caused and do hope that we can find a way forward together. I look forward to meeting you on Monday. In the meantime you can find further information and guidance regarding the proposed changes on the Berkshire Healthcare website [Changes to referral process | Children Young People and Families Online Resource](#)

With best wishes

Tehmeena Ajmal *(she/her)*
Chief Operating Officer
Berkshire Healthcare NHS Foundation Trust

Below is the information and Q&A's which were shared on the night

New process for the Neurodiversity - **ADHD/Autism Referral changes** going live 1st November to help reduce the waiting times. There will be partnership referrals from schools/ families. A 6-month support plan must be in place before there is a referral into the service from the school. More information in the slides:

Autism and ADHD changes to referral

- From 1 November 2024 we will be using an updated referral process for our Children and Young People's Autism and ADHD services. There will not be any changes to any referrals that were made before 1 November.
- Referrals for children and young people's ADHD and autism assessments are very high across the country, leading to long waiting times. It is very important that children and young people receive support as early as possible and that this does not wait. We are making changes to help make sure that children and young people are given early support based on their individual needs, regardless of a formal diagnosis.
- Referrals will be made jointly by families and early years settings, schools, or other professionals, making sure that those who know the child or young person best, provide the information that we need.
- A support plan must have been put in place and evaluated over at least six months before a decision is made about whether a referral is needed.

Autism and ADHD changes to referral

Why are we making these changes?

- We know that some children and young people come for an assessment without having been given a support plan. We also know that some families believe that an assessment is the only way to get help.
- Adding children and young people to a long waiting list does not meet their needs. They should not have to wait for or rely on an assessment or diagnosis to get support.
- Without these changes, we risk delays to accessing early help. Waits for assessment will become longer.

If you think your child may have autism or ADHD, receiving support as early as possible is important. Start by talking to your child's school, nursery or education setting about your concerns. They will be able to create a support plan tailored to your child's needs, without an assessment or diagnosis.

Autism and ADHD changes to referral

What support is available?

There is lots of support available for children and young people which can be put in place in an early years setting/school, and at home, without a diagnosis.

Support based on the child or young person's needs is always available through their school, nursery, the Berkshire Healthcare website, local autism and ADHD services, and other services such as health visiting, school nursing, speech and language therapy, occupational therapy or CAMHS.

Find all the information in one place on what support is available:

ADHD Getting help now information

<https://cypf.berkshirehealthcare.nhs.uk/adhd-and-autism-neurodiversity/getting-help-now-adhd/>

Autism Getting help now information

<https://cypf.berkshirehealthcare.nhs.uk/adhd-and-autism-neurodiversity/getting-help-now-autism/>

NHS Southeast Strength and Needs Led Support Survey (for autism and ADHD)

The Southeast All-age Neuro-diversity Programme vision is to support people across the South East in accessing the right advice, support and services either with or without a diagnosis. Please help by completing this anonymous survey.

<https://forms.office.com/e/dLWvQrheEu>

SEND- Wokingham SEND Voices update 23/10/24

Date: October 2024

Miranda Walcott

ICB SRO:

Niki Cartwright



Update on progress

- Royal Berkshire Foundation Trust are using hospital passport for our Children and Young People with SEND [Thames Valley Childrens Healthcare Passport \(royalberkshire.nhs.uk\)](https://www.royalberkshire.nhs.uk)
- Dingley Child Development Centre have resources available for Children, Young People and their parent carers to access prior to their appointment [Dingley Child Development Centre - Royal Berkshire NHS Foundation Trust](https://www.royalberkshire.nhs.uk)
- Berkshire Healthcare Foundation Trust and The Royal Berkshire Hospital are working together to simplify the pathways into therapies for parent carers and professionals
- Transitions into Adulthood Community of Practice to reduce variation following the release of the transitions into adulthood videos.
- Dynamic Support Register panel meetings to discuss at systemwide level for our most vulnerable children and young people.
- Development of the Neurodiversity Pathways in alignment with local and national guidance for a needs led approach and support educational settings to meet needs.

RBH has a hospital passport for all children and young people with SEND
https://www.royalberkshire.nhs.uk/media/hz4nur5j/thames-valley-childrens-healthcare-passport_may21.pdf

Dingley Child Development Centre have resources available for Children, Young People and their parent carers to access prior to their appointment
<https://www.royalberkshire.nhs.uk/our-locations/dingley-child-development-centre>

Q&As from Families (including those in the chat)

Answers in blue from WBC

Answers in green from Health

Q - At this time what are the timescales for EHCP's (how many are within the 20-week timescale)?

A - 63% year to date (October 2024)

Q – Who is head of the virtual school? Can you clarify with regard to Designated Teachers and their training and how is that monitored by the virtual school. (DT for looked after children).

A – in some schools there are two roles (DT and Safeguarding) in some it is the same person. Their role is also to make sure children achieve maximum possible.

Q - Please can you clarify this information with more detail the two roles and what there are and what training they need to have and how this is monitored.

A – Yes, we can send that information via SVW, the role of the schools governing body is to hold the head teacher to account and the Head the school staff and also for the training and the quality of that training. (see information below)

Q – So what training do the school governors have in order to be able to understand what the training is for the DT role?

A – Ofsted will check the governor allocated to the role had the right training.

Q – So then is it Ofsted that I need to contact when things aren't in place and should be, not the school or the governors.

A – Yes, this can be raised with Ofsted. DT role is statutory.

A – Virtual School's full title is Virtual School for Looked-after Children. In Wokingham Head School Headteacher (VSHT) is Jane Everton. The role of a VSHT and their team are to promote the education of children and young people in care and previously in care, and to ensure that the local authority's statutory duties in this area are discharged effectively.

Every school has a Designated Teacher for Looked-after children and this is not the same role of Designated Teacher for Safeguarding, although in small schools the two different functions are discharged by the same teacher. The designated teacher should be a central point of initial contact within the school. This helps to make sure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning for them to achieve full potential. Designated teachers are also likely to have a more direct and day-to-day role in promoting the educational achievement of looked-after and previously looked-after children, either directly or through appropriate delegation.

Designated Teachers for Looked-after Children need to strong awareness, training and skills around the specific needs of looked-after and previously looked-after children and how to support them. As part of this, designated teachers should proactively build

strong links with the VSH to access training and keep up to date with research and good practice. Virtual School help and support designated teachers to access training although it does not have a statutory role in monitoring their training. However, the governing body, in fulfilling their duties (executed by head teacher and school leadership team) will support the designated teacher role in their schools by making sure designated teacher has training opportunities, including time away from timetable commitments, to acquire and keep up-to-date the necessary skills, knowledge and understanding to respond to the specific teaching and learning needs of looked-after and previously looked-after children. Ofsted in turn has a statutory and regular role in scrutinizing this area of work including training when they inspect schools.

Q – I would like to thank Ming and his team for the last year and the work they did. Does the area SENCo talk to parents about their experiences to get the other side of the story?

A - The Area SENCo primarily works with educational settings (in particular SENCOs) and outreach services to promote inclusive practice and consistency across all schools in Wokingham. We have a SEND Customer Relations Manager in post that liaises with families regarding their experiences and concerns (if applicable), and we use this to feedback to schools as well as other key stakeholders

Q- And communication wise, there isn't much inter departmental communication has this been improved?

A – Communication between the services is being reviewed and we are beginning the work on the Helping Early strategy and what needs to happen earlier for families including the internal communication between services that also needs to be stronger, and how they can be integrated better for individual children and young people.

Q – MHST is this for all schools (Mental Health Support Team)

A – MHST are commissioned by the ICB and are being rolled out nationally in waves. WBC have had two blocks of funding, but this only covers two thirds of the schools. For those schools who do not have MHST there is also primary mental health team which can be accessed by anyone via the Wokingham Wellbeing Hub. Schools do not have control over the who gets an MHST. WBC are waiting for a third stream of funding so all schools can have MHST.

[Get help from the Emotional Wellbeing Hub \(wokingham.gov.uk\)](http://wokingham.gov.uk)

Q - In relation to the MHST, where schools currently aren't covered by MHST and therefore parents need to approach to the Early Help Hub to reach the PMHT4Y, is the gap bridged so young people can't fall into the gap where a yp isn't eligible for EHH if they are on a CAMHS list already?

A -Please see response to last question

A – This gap has been raised with commissioning

Q - Can someone explain the MAIC panel please and how long the waiting list is for a case to be heard? My child was referred on 20th September, how long should we expect to wait? Who is on the panel? What decisions do they make? Can children who are not currently in school be prioritised?

A – Information about the MAIC is here : <https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer/help-learning/send-education-support-services/multi-agency-inclusion-clinic-maic>

Q – communication (with SEND Team) is still a problem and sadly we have not heard anything from LA since the summer for this academic year, I appreciate this will take time as things settle into a new structure - how do we get a meeting with the LA in the meantime for needs now?

A - email me (Jamie Conran) and Sam Philo (appreciate you may have done already) - I have carved out time to follow up enquiries directly from this so we can get back on track

Q – Is it possible for caseworkers to email families and let them know who their caseworker is, as so many are confused with the change of email address and change of officers, schools do not know either.

A – there has been a lot of churn with interim staff who have left at very short notice. There has been a review of EHC plans and school so that SEND Casework Practitioners can be allocated to schools. We hope this will be completed in the next few weeks and the information will then be published on the Local Offer website, so that families and schools will be able to identify their SEND team contact easily.

Q- Will that include Independent Schools?

A - Yes it will but will depend on the numbers for that independent school (e.g. where we

have one child at an independent, we won't have a dedicated officer for that school, but the child will have a dedicated officer.)

Q - Does the SEND team have a plan to ensure better scrutiny over new independent SEND schools it commissions places for, at present you wait for parents to raise issues rather than provide appropriate proactive scrutiny to ensure safety for students?

A - Yes, and its a bit wider than just our SEND Team. Our commissioners play a role, as well as social workers etc. if they are visiting children. We have a quality assurance framework in place to support with monitoring of placements (as well as the normal annual review process)

In our experience this is far from robust and staff within the team advise that they rely on parents to raise issues

Q- What is the SEND team training that you referred to?

A- We are taking a wide-ranging approach to training- there will be essentials like annual reviews, EHCPs etc. but we also have a great corporate training offer, including effective communication. We are building a comprehensive package that will be developed over the next few weeks and months. I can provide more information at the next one!

Q - What training do the interims have is it the full training the permanent staff will be receiving?

A – Training delivered by our SEND Service is available to both permanent and interim staff. There is also e-learning that has to take place before interim Officers start within Wokingham Borough Council.

Q – Is it not possible for caseworkers do an intro email, which would go a long way to improve things, rather than being on a website?

A – We will be changing emails contact to caseworker individual emails once an officer has been allocated. We have listened and agree that this will be easier for all. Once the permanent staff and new structure is in place we hope families will see the difference but will continue to listen to feedback from families.

Q - Are all schools now aware of the email address change regarding annual reviews etc?

A- Yes, we have communicated with all schools and updated through SENCO network meetings (both online and in person)

Q- What is happening with SEND team staff. Communication with the SEND team is very delayed, it is taking months to get responses. Our SEND officer left and despite asking we were not allocated anyone else before she did and have been waiting months at a time for responses over the last 6 months despite having no school.

Q - without a named SEND officer and the generic SEND email never responding within the 5 working days it's a very difficult task to know what is happening and how to get your children's best interests promoted in order to get them an education.

A – We are really sorry for the issues you have raised. If you can please drop me an email (again, apologies if I have missed one / some from you)

Jamie.conran@wokingham.gov.uk

Q - How many people are in the SEND team at this moment? what amount of people will be in the team when you have completed recruitment?

A - 2 casework assistants, 10 casework practitioners (your main point of contact), 1 tribunal assistant, 1 tribunal officer, 1 complex case practitioners, 2 senior case managers, 1 send practice manager

Q- What percentage of the budget at WBC is spent on the tribunal service?

A - We have recently restructured the SEND Tribunal Service and are recruiting to these posts (Tribunal Officer and Assistant Tribunal Assistant). Whilst I don't have the % to hand, the salaries for these roles will not be a significant part of the overall staffing budget at WBC.

Q - Do all children currently have a caseworker assigned? Or are you unable to allocate a caseworker for some children until you've recruited?

A – we are almost fully staffed, albeit with interims, so we will have a casework practitioner to allocate to all.

Q - is there a pathway to help support families with getting children that have been removed from roll due to needs not being met in mainstream and parents unable to take on another fight, back into a school that is suitable for the child. we have 2 children already with ehcp, we have PTSD from the ehcp process we have been through. where do we turn for help with our 3rd child. we cannot take this fight on again.

A - Please contact SENDIASS for information, advice and support regarding this. You could also attend one of the SEND Service drop ins.

Q – Has anyone considered not having SEND case practitioners but using AI instead?

A – this is a long discussion and there are systems that are being developed via AI but it is very early on and currently no replacement for people. Potentially AI is going to play a great role in the future but will never replace the need for officers to call families and interact with them directly.

Q- Disability seems to focus on physical disabilities and not mental health, our daughter had a medical condition (PTSD-hospital trauma) that qualifies as s

disability, but we had no contact with the disabilities team. At no point did we have a carers assessment, how do we get this?

A - Parent Carer Needs Assessments:

A parent carer is someone over 18 who provides care to a child with a disability for whom they have parental responsibility.

Under section 17ZD of the Children Act 1989, Local Authorities are required to assess parent carers on the appearance of need or where an assessment is requested by the parent. This is called a parent carer's needs assessment. This assessment can be combined with one for the child and can be carried out by the same person at the same time. It can also be undertaken as a stand-alone assessment.

Referral Process Referrals to the Children with Disabilities Team or requests for a Parent Carer Needs Assessment, can be made by parents directly through contacting the MASH Team or by professionals via a MARF.

Phone: (0118) 908 8002

Email: triage@wokingham.gov.uk

Should you require further information about the Children with Disabilities Team, please contact them:

By phone: (0118) 974 6000

By email: cwdduty@wokingham.gov.uk

Web: <https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer/social-care-children-send/send-social-care-support-services/children-disabilities-team>

Currently in Wokingham, the needs of parents and carers are considered as part of a Child and Family Assessment undertaken by a Social Worker, which holistically looks at the need of the child and their primary caregivers through the lens of the Parent Carer Need Assessment framework. Bespoke documentation to support in undertaking stand-alone parent carer assessments, is in the final stages of development.

Parent Carer Needs Assessments are not exclusively delivered by the Children with Disabilities team and are a function applicable to all Social Work teams. The decision as to who carries out the Parent Carer Needs Assessment is based upon a consideration of which team is best placed to support the child and their family, in line with their presenting needs.

In order to conduct a Parent Carer Needs Assessment, the following areas should be explored:

- Whether a parent carer has needs for support and what those needs are;
- Whether it is appropriate for the parent to provide, or continue to provide, care for the child with a disability, in light of the parent's needs for support, other needs and wishes.

Parent Carer Needs Assessments must also consider:

- The wellbeing of the parent carer.
- The need to safeguard and promote the welfare of the child being cared for, and any other child for whom the parent carer has parental responsibility.

Q- How is the travel budget followed up by the SEND team with both the applicant and the transport team for quality and safeguarding in an independent

Q – Are taxi drivers DBS checked?

Q - So even if the driver and PAs change often and sometimes last minute, they are all DBS checked?

A- In summary our current requirement is that all drivers and PAs must complete an in-person course as part of their contract and before they work on our contracts. PA badges won't be issued unless we have seen a valid DBS certificate, a valid safeguarding training certification, a valid disability awareness certificate and any other additional training certificates we that we consider reasonable and proportionate in response to a child's specific needs. All training must be refreshed every 3 years as a minimum

Any issues or concerns can be raised with Community Transport Unit (CTU)

Email: ctugroup@wokingham.gov.uk or telephone 0118 974 6280

Q – What are the Autism / ADHD waiting times?

A- The waiting time is up to 4 years which is part of the need to refresh the process to reduce the waiting times so children and young people are assessed in a shorter timescale. There is an enquiry line which you could also use whilst on the waiting list If you require further information... Call: 9am-5pm, Monday to Friday. Email: CAMHSAAT.admin@berkshire.nhs.uk www.berkshirehealthcare.nhs.uk/autism Tel: 0118 904 6425.

The changes to the referral system is to help reduce the waiting list.

Q –Are the changes to the (autism & ADHD) pathway from the 1st November, how is this being shared with schools?

A – It will be via SENCo network and to the schools.

Q – When will the communications be coming out about the new referral pathway?

A – Clear comms will be coming before the 1st November.

Q – What is the process going to be especially when no SENCo involved because they are home education?

A – The communications that are coming out will have the information that you need and there will be a clear pathway in place for those who aren't in school for any reason. You can speak to your GP, and they have been notified of the changes.

Q - At the last meeting you said something about CAMHS advise not to send children to A&E under certain circumstances (ASD related). can you remind us of what these circumstances are, and I can't find any of this information online.

A - The information on the Berkshire Healthcare Foundation Trust website is currently being updated to reflect this

Q - We kept getting dropped from one waiting list and then put on another. Our child had two conditions and needed to be on both. And she kept being back to the bottom of the list. Will this change? We also were dropped from one CAMHSS pathway without being told, we queried where we were on the ASD waiting list and were told we were dropped months ago

Q- the co-morbidity of so many conditions means it makes absolutely no sense to choose either Autism or ADHD pathway for example

A -Miranda will respond to this case individually

Q - when a child is not on roll of school but not home educated there seems to be a gap with getting support and places like CAMHS do not understand what it means or where to signpost for support. How are children with EOTAS supported?

A - For Emerging or mild to moderate mental health issues the first level of help and support we offer in Wokingham, is through the CAMHS Primary Mental Health Team for Youth (PMHT4Y) This is part of Wokingham Local Authority's Emotional Wellbeing Hub (EWBH). This link describes this in more detail , how to make a request for help and describes what other support is available via the hub: [Get help from the Emotional Wellbeing Hub](#). Please see the attached leaflet for more information about the PMHT4Y. We describe this level of support as 'Getting Help'.

All referrals are discussed jointly with the EWBH coordinator and the PMHT4Y clinicians. We may offer an assessment appointment or if we think that we aren't the right service to support the CYP we will suggest a more suitable service and discuss this with the CYPF. This may include transferring them to one of the other CAMHS pathways or signposting to another support service. At the assessment appointment, if it is agreed that we are the right service to support the CYPF we will agree a plan with them, which may include a recommendation for a particular course of intervention. We will always give advice and discuss what strategies may be helpful whilst they are waiting for the intervention to start.

For more significant concerns about a CYP's mental health, referrals can be made into CAMHS. You can find out about the referral process here: [CAMHS in Berkshire](#).

The website also has information about who you can contact if you have urgent concerns about a CYP's mental health and need to speak to someone for advice quickly.