

# **Parental Engagement in Commissioning**

## **Successes and Challenges**

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# Agenda

- Introduction - Section 19 CFA, CQC/Ofsted
- What is commissioning - to parents?
- The Commissioning Cycle
- Discussion: when and how to involve parents and families?
- The ladder of participation
- Participation and coproduction matters
- Successes
- Challenges (and examples)
- Reflection and discussion

## **The 'old' system of SEND support was complicated, expensive and delivered poor outcomes**

- Parents struggle to find the services that should be helping them, have to battle to get the help their children need, and have to tell their stories time and again.
- Moving from children's to adults' services can be very difficult.
- English LAs spend over £5 billion a year on SEND provision, and yet those with special needs are far more likely to achieve poorly at GCSE, Not be in Education, Employment or Training, or be unemployed.
- These issues affect a lot of people: 1 in 5 children are currently identified as having some form of SEND, with 2.8% having a more complex need.

# Working with children, young people and parents

**Section 19 of the Children and Families Act 2014 lays the foundation for working in partnership with children and young people and their parents and carers.**

**It states that local authorities must have regard to:**

- The views, wishes and feelings of the child, young person and their parents
- The importance of allowing them to participate in decisions relating to themselves (or their child)
- The importance of providing information to enable active participation in decision-making
- The need to support the child, young person and their parents to facilitate development and enable the best possible outcomes, educational or otherwise.



# Ofsted/CQC

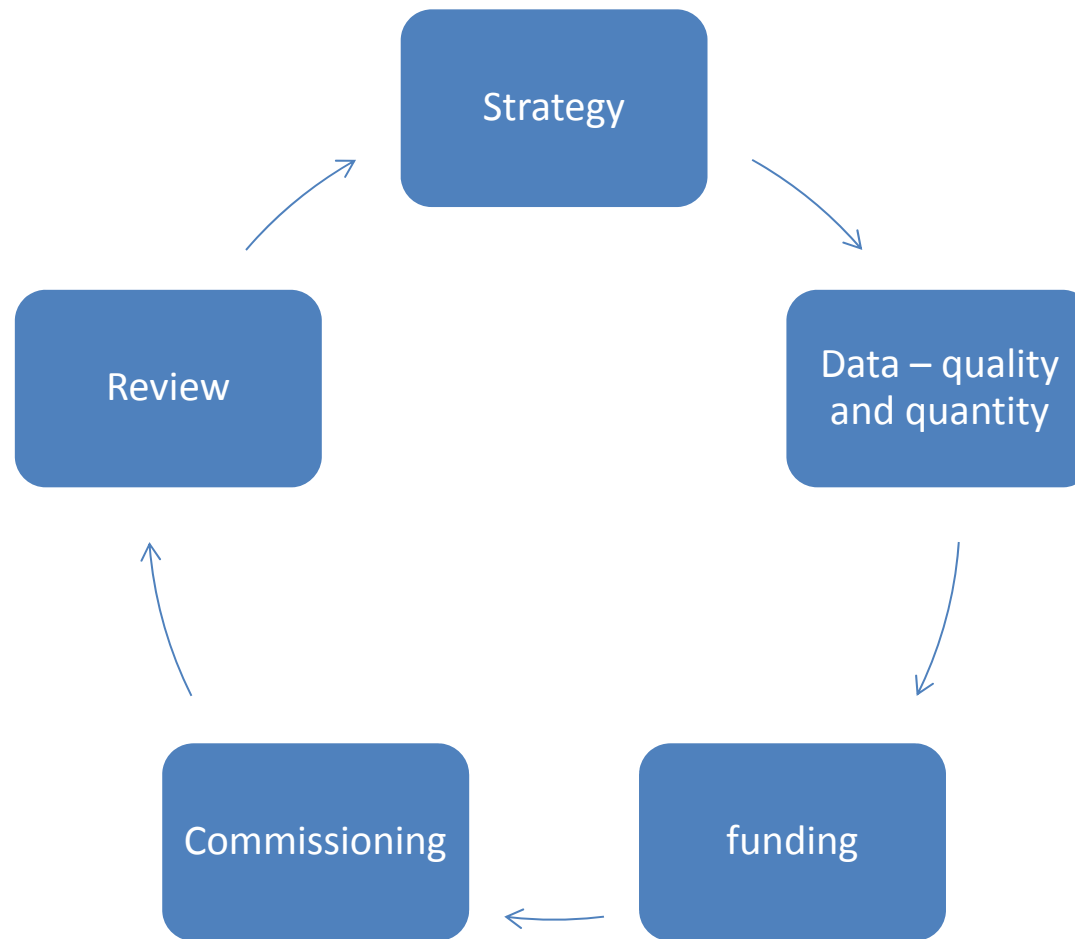
- Three key areas identified within the “effectiveness in meeting needs” are:
  - “Is the information sufficiently specific to allow consideration for different groups of children and young people?”
  - Does the information show convincingly that CYP and their parents and carers are satisfied with the outcomes?
  - Does the information demonstrate convincingly that CYP and their parents and carers are properly involved in the areas strategy for meeting needs and in reviewing its effectiveness?”

# What is commissioning to parents?

- Individual level
  - Not understood by many parent carers
  - End result - services (or not and/or waiting lists)
  - Invisible to commissioners?
  - Bureaucracy
- Strategic Level (Parent Carer Forums)
  - Understanding of
    - the language and structure of services (e.g. pyramid)
    - The commissioning frameworks across LAs and CCGs
  - Supporting funding envelopes
  - Developing commissioning intentions
  - Commissioning specifications
  - Panels
  - Decisions
  - Reviews (or not)
  - Dealing with problems and complaints (e.g. Decommissioned services)



# The commissioning Cycle

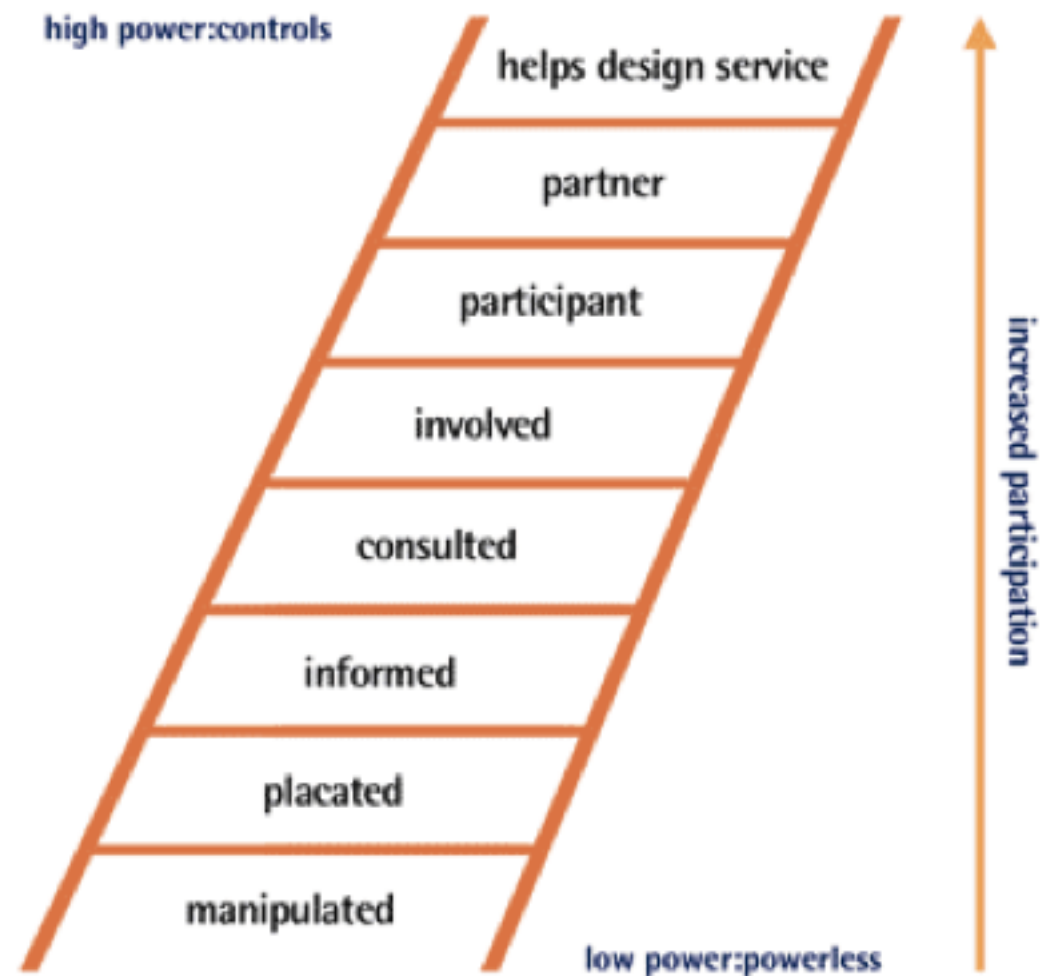


# When and how to involve parent carers and families?

- Discussion
  - When
  - How
  - Benefits?
  - Challenges?
  - What do you mean by involvement/engagement?



# The ladder of participation



# Participation and coproduction matters

- All evidence is that it leads to better value and better outcomes
- Make the journey together
- Shared common interests
- Make the right choices
- Person and family centred
- Understand your families and needs better
- Invest to save arguments



**'If you want to know how well a pair of shoes fit you ask the person wearing them not the person who made them.'**

**Anon**



National Network of Parent Carer Forums

'Our Strength Is Our Shared Experience'

# Successes

- **Parent carers can help pinpoint problems frequently experienced by families with disabled children. This knowledge is useful to professionals to help them improve how services are delivered, so they better meet family's needs.**
- **When parents and professionals work together, recognising each other's expert knowledge, informed decisions are made which make the best use of people's time and money.**
- **Including parents in their decision making processes has helped Local Authorities and Health professionals develop services that are relevant and right for the disabled children and their families in their areas.**

# Challenges

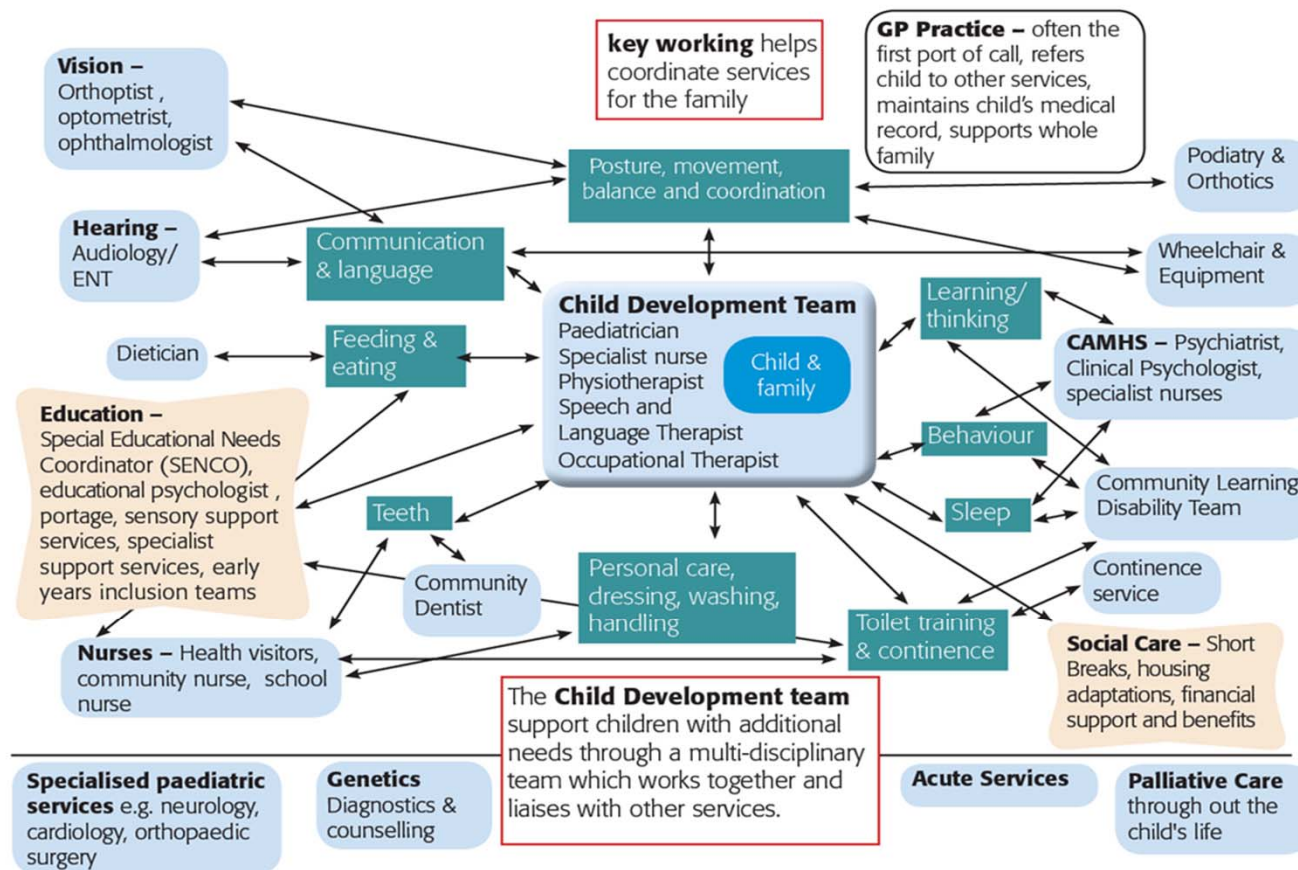
- Strategic
  - Time
  - Top level buy in
  - The interaction between strategy, policy, funding and commissioning in local areas (e.g. early intervention, short breaks)
  - Understanding your population and needs at individual, community, disability specific levels (e.g. barriers to inclusion)
  - Joint commissioning (e.g. dealing with silos)
  - Understanding what is going on in services
  - Gaps, quality, readiness, equity
  - Accountability for mistakes
  - Commissioning cycle

# Challenges

- Individual parent level
  - Time and timings of engagement
  - Remuneration
  - Seeing the difference (or not)
  - Representing wider interests and understanding of the population
  - Disillusionment

# A day in the life of a family of a child/children with SEND

GP Practice Guide: Supporting disabled children & young people [www.cafamily.org.uk](http://www.cafamily.org.uk)



# Examples

- Short breaks
  - Legal frameworks – short breaks duty, eligibility criteria
  - Funding
  - Access
  - Quality
- Domiciliary care (0-25)
  - Understanding the different legal landscapes 0-25
  - Reflecting different needs equally
  - Person centredness
  - Training (who responsible)
  - Review and feedback direct from users to commissioners





## PfA: the aspirations





# Questions and discussion