



Derbyshire
Parent Carer Voice

Transitions Survey

October 2023

Overview

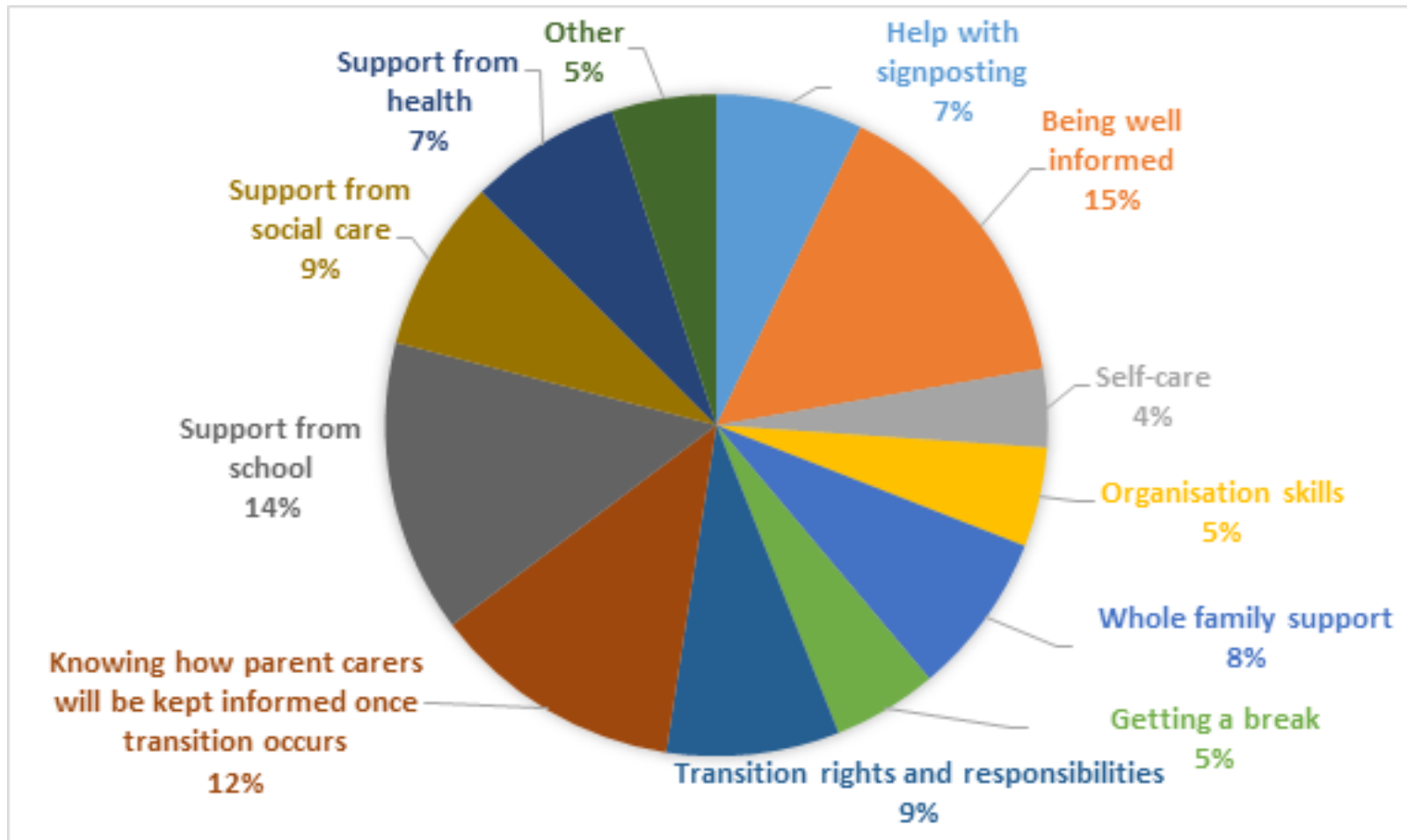
- The transitions survey was designed to gather views about parent carer experience of the transition process in Derbyshire across education, health and social care
- 76 parent carer responded to the survey
- 80% of respondents had a child with an EHCP
- The survey was open from mid May 2023 to mid September 2023
- Overview slides outline key themes and findings that emerged
- Key findings will be fed back to parent carers via website, social media and autumn/winter programme of events and workshops will cover topics that address issues of concern
- Separate detailed report with direct quotes from parent/carers and raw data available

Overarching Themes



- **Greater clarity about transition rights and responsibilities**
- **Improve communication with and information for parent carers**
- **More coordinated approach to provision of support from education, social care and health**

What's most important for parent carers



What's most important for parent carers

- Support from school, social care, and health
- Being well informed and signposting
- Whole family support
- Knowing how parent carers will be kept informed once transition occurs
- Transition rights and responsibilities



Key Themes: Education Transitions

- **Communication with parents**
- **Communication with social care and health**
- **Transport**
- **Timing of placements decisions**

Education – what works well

- More transitional visits for the child or young person to adjust to the new environment
- Consistency with routine
- Getting to know key members of staff in new setting in advance
- Good communication between the child, family and the new setting
- A booklet with pictures of the setting and staff members

Education – not working so well

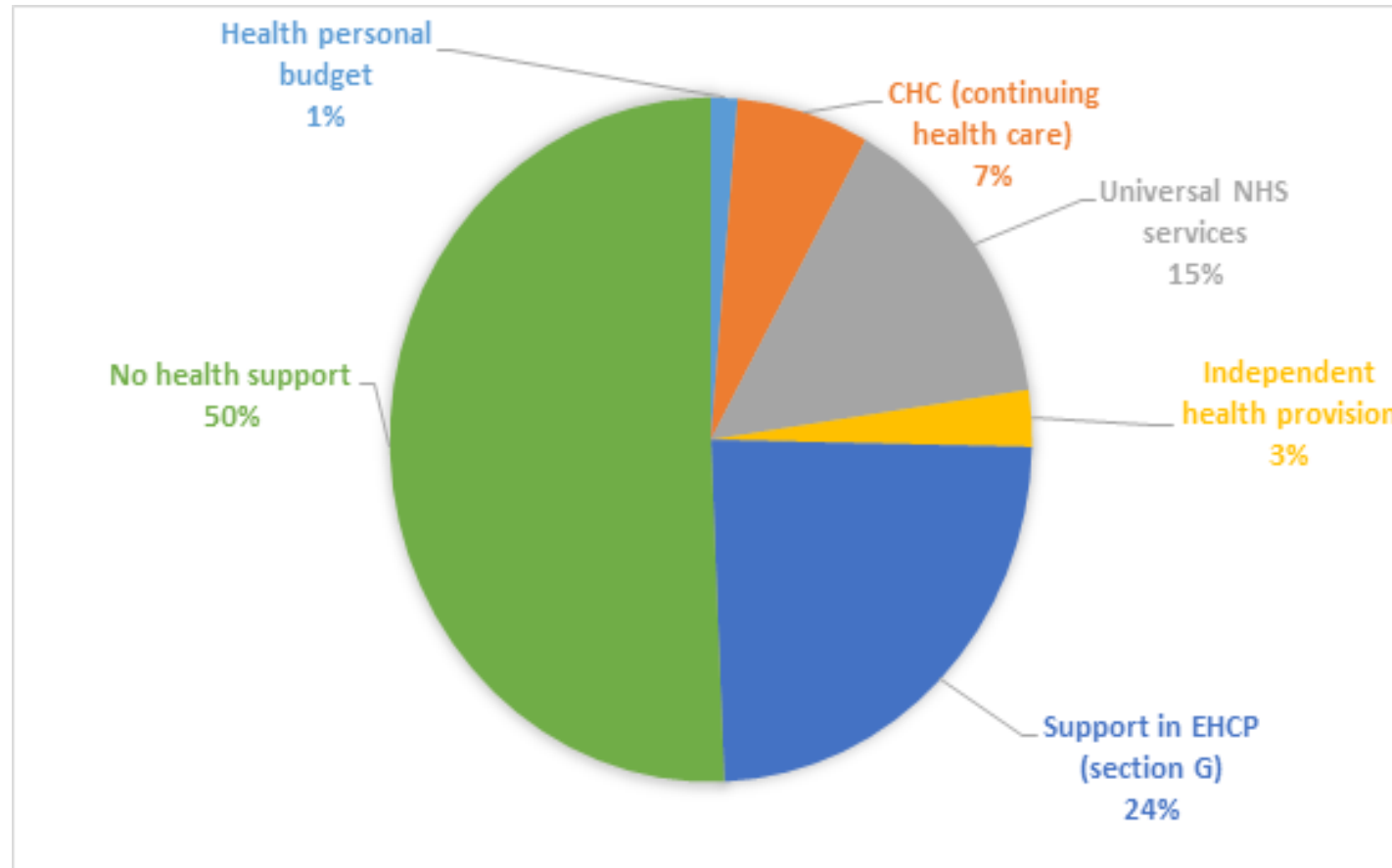
- Delayed placement decisions, secondary and post-16 placement decision to be made earlier
- Transport issues, delay in finding out. Some have still not been organised and families still waiting at the end of September
- Transition plans not being followed and/or lack of planning
- Lack of understanding from staff members, from the educational setting, SEND team and other 'supporting' staff members across agencies
- Lack of reasonable adjustments through the transition period
- Need for better communication with all services and departments
- More transitional visits with the setting, meeting staff members and possibly a few new class members

Key Findings: Health Support



- **50% of respondents said that they receive no health support**
- **50% of respondents said that they receive health support**
 - **24% said they receive health support as part of their EHCP**
 - **15% said they receive universal health support**

Response – input from health professionals

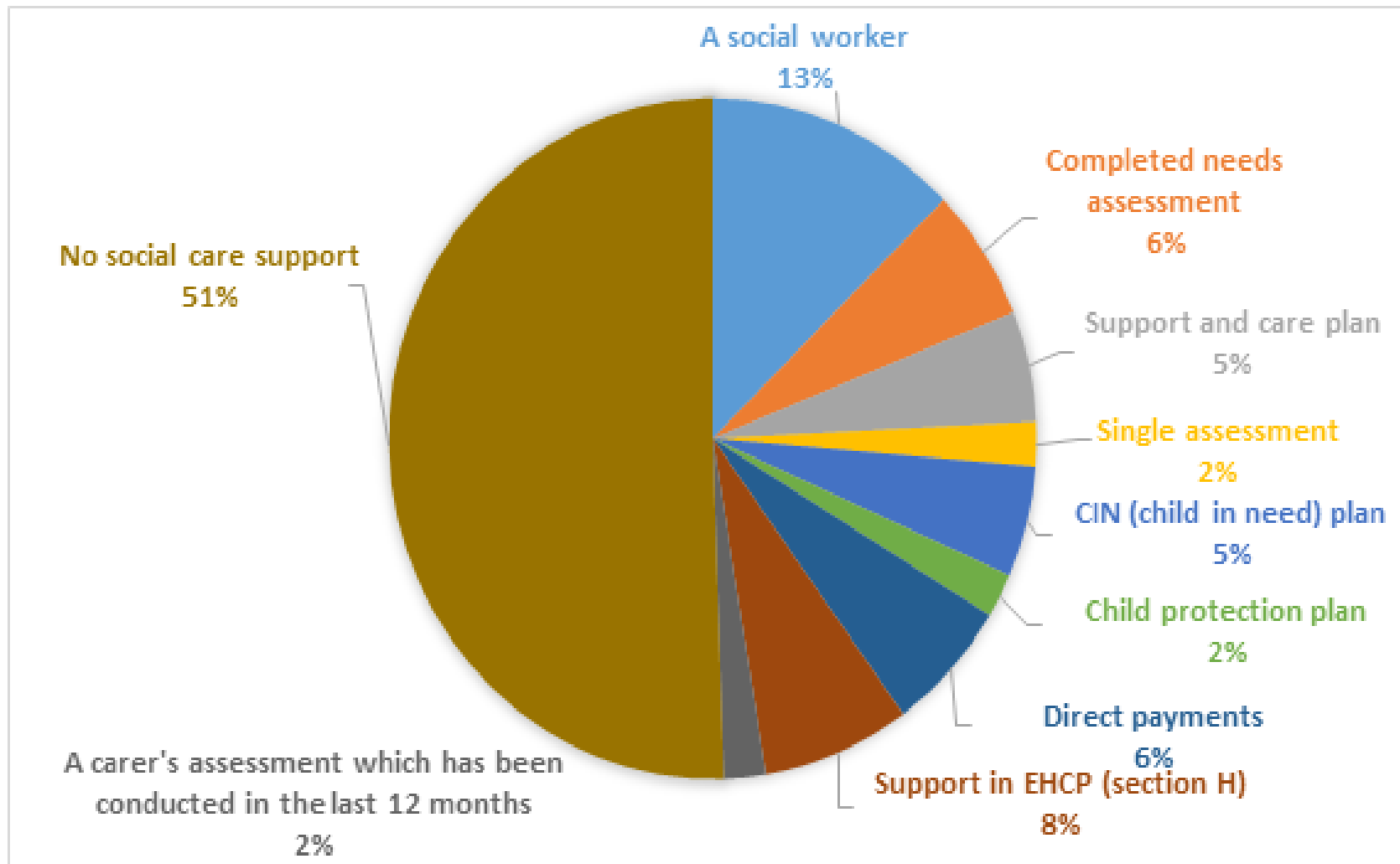




Key Findings: Social Care Support

- **51% of respondents said that they receive no social care support**
- **49% of respondents said that they receive social care support**

Response – input from social care professionals



Key Themes: Health and Social Care Transition and Support



- . DIASS' hard work is amazing
- . Lack or no support from social care
- . Feeling of abandonment
- . Not feeling listened to
- . Adult social care post-18 lack planning and support

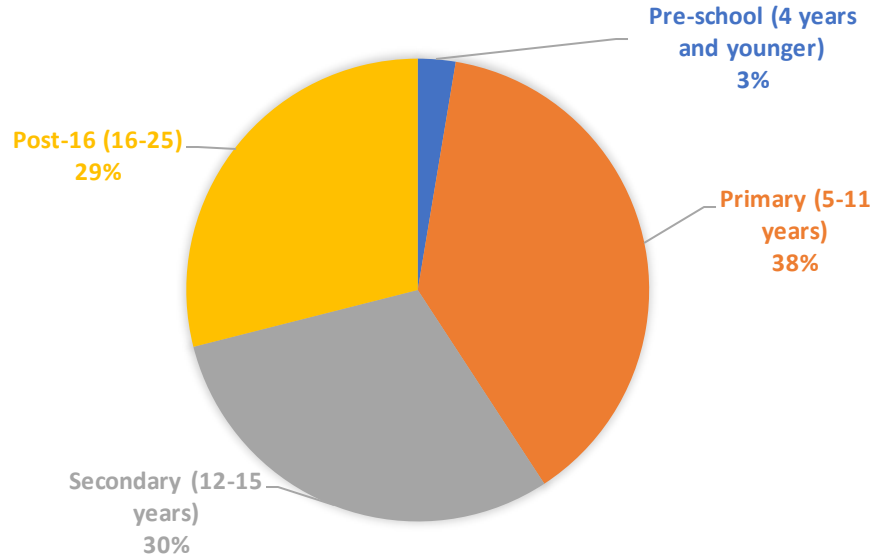
Key findings – support from professionals

Responses to individual yes/no statements about the support for education, health and social care professionals

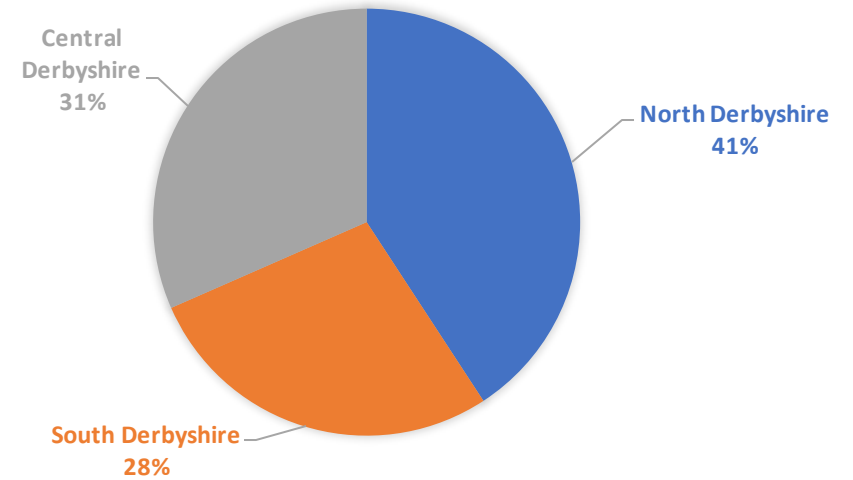
- 60% felt that their *'parent carer views were respected and valued'*
- 60% said that professionals *'provided helpful information on options'*
- 55% said that professionals *'supported my child/YP and their wishes'*
- 51% said *'they supported me as a parent carer'*
- Only 37% said *'there was somebody who coordinated the process'*
- Only 37% said that professionals *'communicated with each other'*
- Only 45% said *'they included me as a parent carer in planning and decision making'*

Analysis of survey respondents

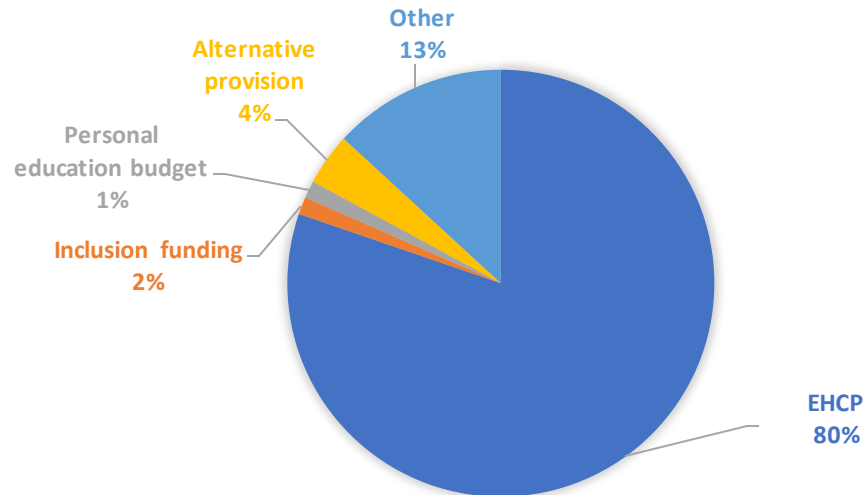
AGE OF CHILD/YOUNG PERSON



AREA CHILD/YOUNG PERSON LIVES



TYPE OF SUPPORT FOR CHILD/YOUNG PERSON



TYPE OF EDUCATION TRANSITION IN THE PAST

