

Support Services for Deaf and Hearing Impairment, Physical Impairment and Visual Impairment

Service Evaluations Summer 2010

Following the success of the 2008 and 2009 pilot to trial a joint evaluation, the three Support Services have again joined together to survey service users. Using a combined evaluation reduces the paperwork involved for schools, families, settings and other teams in evaluating support provided by the three services and also enables the Heads of Service to see if there are common threads of comments across all three teams. The results are below, along with an evaluation of the results and some identified actions to be taken as a consequence.

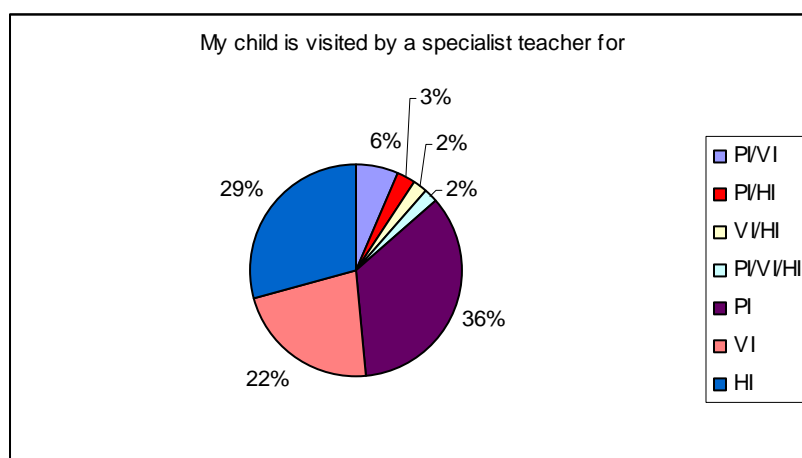
The results were overwhelmingly positive and supportive of the work the teams carry out. Where there have been expressions of concern, and those expressing concern have identified themselves, there has been a follow up and an attempt to address any issues mentioned. Some future actions for the services are also indicated.

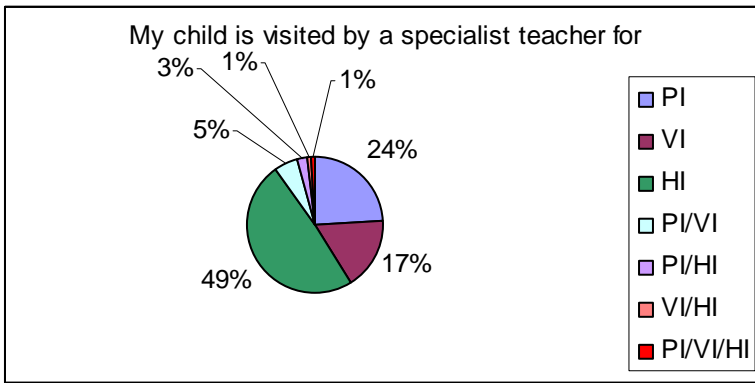
Parent / Carer Evaluations

| | |
|-------------------------|------------|
| Questionnaires sent out | 734 |
| Questionnaires returned | 185 |
| % returned | 25% |

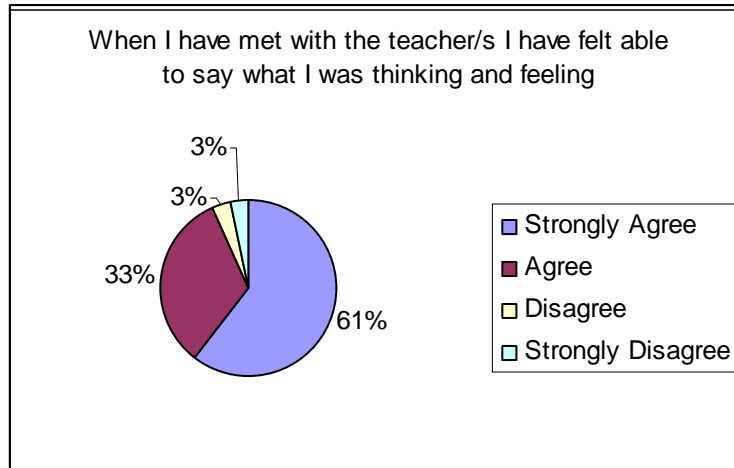
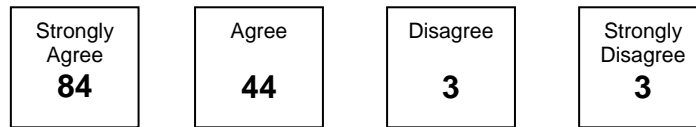
1 My child is visited by a specialist teacher for

| | | | | | |
|---------|-----------|----------|----------|-------|-----------|
| HI only | 55 | HI/PI | 3 | PI/VI | 10 |
| PI only | 34 | HI/VI | 3 | | |
| VI only | 37 | HI/PI/VI | 1 | | |

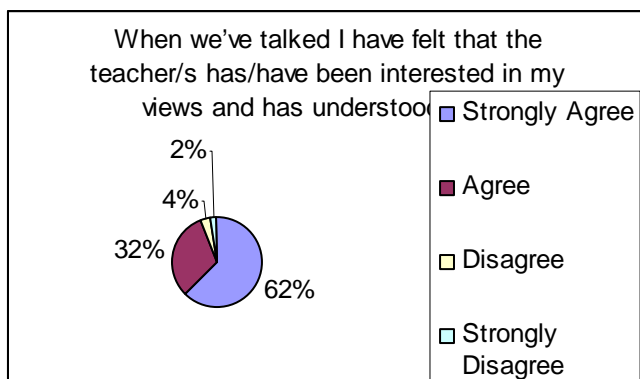




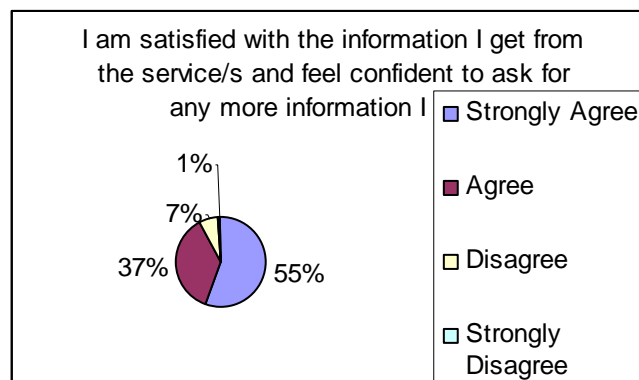
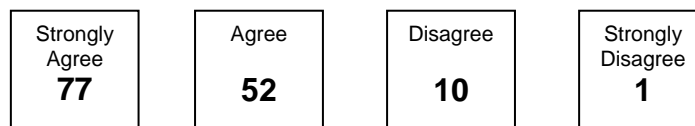
2 When I have met with the teacher/s I have felt able to say what I was thinking and feeling.



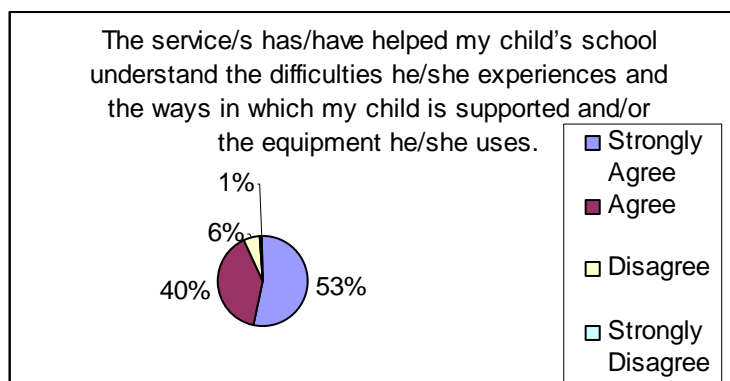
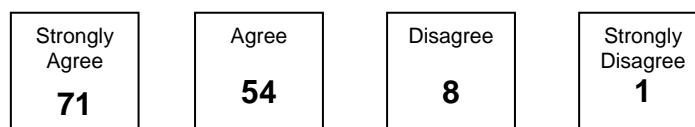
3 When we've talked I have felt that the teacher/s has/have been interested in my views and has understood them.



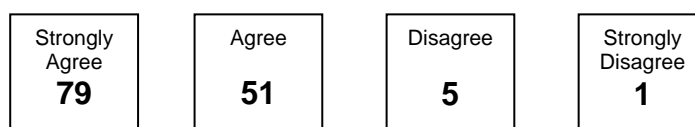
4 I am satisfied with the information I get from the service/s and feel confident to ask for any more information I need.

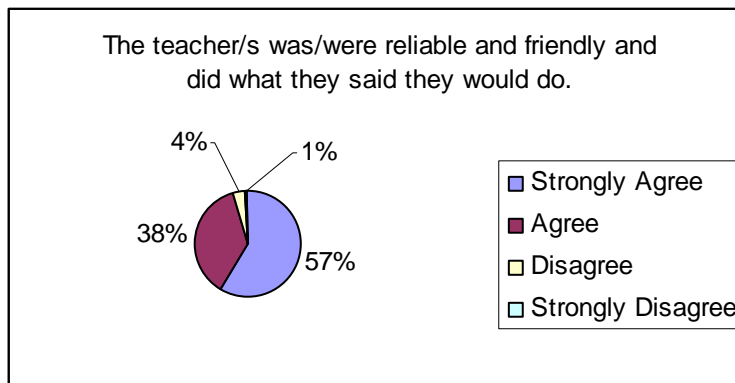


5 The service/s has/have helped my child's school understand the difficulties he/she experiences and the ways in which my child is supported and/or the equipment he/she uses.

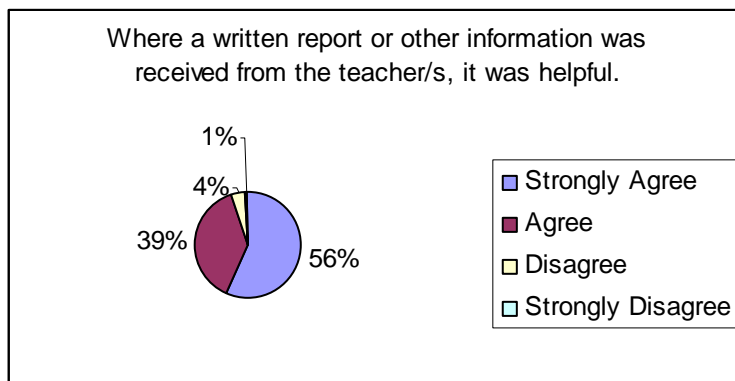
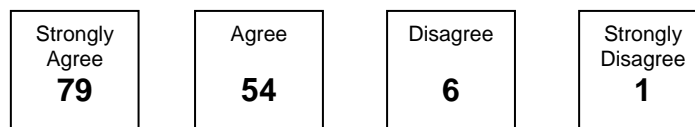


6 The teacher/s was/were reliable and friendly and did what they said they would do.

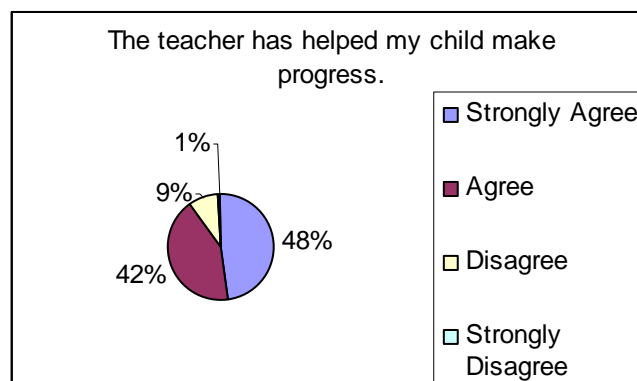




7 Where a written report or other information was received from the teacher/s, it was helpful.



8 The teacher has helped my child make progress.



9 If your child has changed schools were the service/s involved in planning for transition.

| | |
|--------------------------------------|-----|
| Yes | 45 |
| No | 11 |
| Percentage of transition involvement | 80% |

Were you satisfied with their input?

| | |
|---------------------------------------|-----|
| Yes | 44 |
| No | 4 |
| Percentage satisfied with their input | 92% |

10 Have you needed to make a complaint about how the service/s work in relation to your child?

| | |
|------------------------------|-----|
| Yes | 4 |
| No | 130 |
| Percentage with no complaint | 97% |

If yes, was the complaint dealt with appropriately and quickly?

| | |
|---|-----|
| Yes | 3 |
| No | 1 |
| Percentage dealt with appropriately/quickly | 75% |

In all situations, where a complaint was registered, the services have made contact with the families to ensure that their concerns have been followed up. One respondent said that the complaint was a long time ago and that the service had vastly improved since. Where the correspondent was unsatisfied with the response then a follow-up contact has been made to discuss further.

Summary / analysis questions 1-10

The results demonstrated by the above responses indicate a very high rate of satisfaction amongst the parents we work with in regard to:

- *Contact and communication with families*
- *Advice given to schools about children and young people's needs*
- *Supporting children and young people in transition between schools*

Question 11 dealt specifically with the level of service received when families have made direct contact with the office, how they were dealt with and how quickly we responded. The results are as below:

11 If you have contacted any of the services' administrative bases please can you tell us

| | Excellent | Very Good | Good | Satisfactory | Needs Improvement |
|--------------------------------|-----------|-----------|------|--------------|-------------------|
| Staff Politeness | 34 | 14 | 5 | 2 | 0 |
| Availability of Answer machine | 17 | 14 | 8 | 4 | 3 |
| Speed of response to call | 22 | 19 | 4 | 3 | 3 |
| Outcome of your call | 24 | 19 | 5 | 2 | 2 |

Summary / Analysis question 11

When contacting service offices:

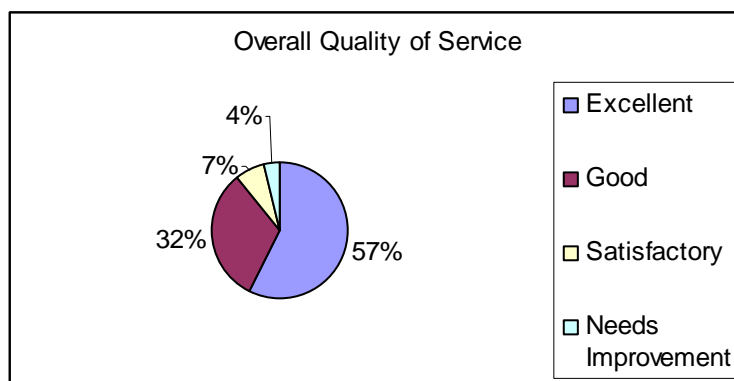
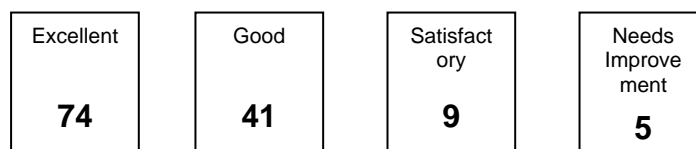
- *96% rated staff politeness as Excellent to Good (2008-9 95%)*
- *85% rated availability of the answer machines as Excellent to Good (2008-9 94%)*
- *88% felt that the speed of response to phone calls was Excellent to Good (2008-9 100%)*
- *92% rated the outcome of their query as being Excellent to Good (2008-9 95%)*

These are very positive responses but again there is an indication we need to review availability of answer machines and also consider how response time to calls can be enhanced.

It is disappointing to see a slight decline in some of the figures and all three services will endeavour to ensure an improvement over the coming year.

This withstanding there is a need to appreciate the teachers work on a peripatetic basis and are more often than not out on school or home visits when calls come into the office.

12 How do you rate the overall quality of the service?



Parental written comments

As part of the questionnaire parents were asked to write any further comments about the service that were not covered by previous questions. The response was as follows:

| Anonymised Comments |
|--|
| HI Teachers have always provided an excellent service to myself and son and without their efforts and help son wouldn't have made the fantastic progress he has made |
| Daughter has now been diagnosed with Cerebral Palsy so along with her being deaf could I be able to claim DLA. Could you please contact me and let me know. |
| HI Teacher has not only been an excellent teacher but a life changing support to daughter and ourselves. She has supported us and overseen access to many other services outside her remit. She has become a friend to the family. When daughter starts school in September we will really miss teacher's input. She is a credit to the service and County Council. Please make her manager aware of how much she is thought of. |
| Please supply contact card for future ref. including telephone number to address given |
| I've found it hard to fill in this questionnaire as I have never met my son's HI teacher that goes into his school. I do receive a written report but it would be better if I could meet with his teacher to discuss my concerns, I have spoken to his school but nothing has happened |
| We can't thank teacher enough for the amazing way she supports our son |
| HI Teacher has supported son and ourselves for a long time now and we are extremely grateful for all her help and support. We feel she has been instrumental and a massive part of son's developments. Teacher's support for all of us during son's two changes of schools has been invaluable. Many thanks |
| My daughter is alright with everything |
| The only thing I thought would have been looked at is where son is placed in the class as I don't think son can see the teacher and has his back to her (diagram drawn) |

| |
|---|
| <p>As my daughter currently has grommets in she doesn't have visits at present. Although the HI teacher did observe my daughter recently and relayed her findings to me. So its hard to comment on your service at present.</p> |
| <p>Perhaps the visit report is a little too detailed. The teacher should not have to write so much to justify her visit. They are very worthwhile and doing an excellent job</p> |
| <p>It would be nice to meet with teacher attending the school</p> |
| <p>It's been invaluable for getting our 2 year old son, who has Downs syndrome& fluctuating conductive hearing loss, to wear his hearing aid. Also helped us to understand the nature and implications of his hearing loss and has been more helpful than his SLT in helping with audiological training. Both HI teachers are friendly, supportive and well informed. Its been an excellent service - thanks!</p> |
| <p>Daughter's last visit by the Support Service at school was 11.5.10 and they have decided daughter doesn't need another visit as she is coping with her lessons. She leaves school and 16/6/10 and is going to College. I am very pleased with the services that have been provided for daughter whilst at school and they have helped her a great deal.</p> |
| <p>It is not necessary to receive a copy of a report of every visit to school, though some have raised important issues</p> |
| <p>I have not met the school support. The feedback received on her visits has been useful. I have found the HI dept very helpful, the service provided has been very good.</p> |
| <p>Since my daughter has started nursery, we have had no home visits which makes it difficult to feel supported as a family because information is not always shared. Talks to staff about how intermittent hearing loss affects a child would be beneficial to parents too.</p> |
| <p>as always, the service provided is excellent, we are more than happy with what teacher has arranged with daughter's school. We find both PI teacher's very approachable and she is an asset to daughter's care.</p> |
| <p>PI Teacher looks after both our children in their educational environment. She is absolutely fantastic at her job, very supportive, enthusiastic, empathetic, the list goes on. Thank you teacher.</p> |
| <p>Although we rarely see PI teacher in person now our daughter is at school, we are very happy with the support she provides and the comprehensive feedback sheets she sends following every visit.</p> |
| <p>Please give a big golden star to PI teacher - a very kind, caring, inventive, lateral thinking, engaged and dedicated professional and human being!!! Thank goodness she's in our lives!</p> |
| <p>Daughter is deaf in her left ear. The school and teachers at school understand that daughter has to be in the correct position to enable her to hear properly. Her hearing has not impaired her learning. She would however like to be considered for a scan to see exactly why she is deaf.</p> |
| <p>I have had no contact with the support services since new PI teacher took over son's case. The only time we had contact was a phone call asking for the computer cable, which teacher wanted to collect. This was never collected. I had to take it to the office. I know the teacher has had contact with son at school, but only because son had told me. I do find this a strange way of working with son.</p> |
| <p>Son's school have struggled in many ways to meet his needs. The PI service has held it all together. If it wasn't for the two teachers, son's school experiences and learning would have been very different. They are so crucial to son's ongoing</p> |

| |
|---|
| progress |
| I would rather have a conversation directly with the staff who have visited my son. I feel as though my son is just a number to your services. I have been advised my son may benefit from a laptop. I have been told it is a year's waiting list in order to receive typing lessons. We have been trying to teach my son at home. I will be very disappointed when September arrives if I am told my son still has to wait. it will be a year in September that he has been waiting. |
| not enough visits to school or hands on input |
| We have only just been allocated a specialist teacher, therefore not enough time has elapsed to allow implementation. However I'm sure it will soon, all the things are being put in place. It is a shame it has taken so long to get a specialist teacher on board. Daughter was nursery's 1st needs case and their support was poor until the specialist teacher was applied for. however the nursery setting, i can not fault with their help. |
| My daughter feels very happy, as do we, with PI teacher. Daughter does not "worry" when she visits and is happy to see her. PI teacher is great with daughter and myself. |
| Thank you for all you do. My son has wonderful support and I have great confidence in the Support Services. |
| PI and VI teacher are excellent communicators and have been a big help in supporting son and his statement of needs. They have been very supportive in terms of attending IEP meetings and AR's and I would like to thank them for that |
| When one teacher left and another took over I thought she would introduce herself to me, son & his preschool but so far haven't heard anything. Son is due to start infants Jan. 2011 and would like teacher to introduce herself before so his new school is aware of his condition. |
| My child built a very good relationship with both the PI and Vi teacher. Would like to thank them both for the time and support |
| My daughter used to be seen by one VI teacher and she was always good at keeping me informed i.e. reports sent home and telephone calls. Since another teacher has taken over I have not had any reports or contact with him to let me know what is going on. I do find the reports very helpful and would like to get them in the future. |
| Daughter was visited at School and we were unaware of the appointment. The reports states that there are no vision problems the impairment service can help with. It would have been nice to discuss this with VI teacher, as we do have issues at home that are different from school. |
| Need more input into IT Services. VI Teachers to communicate with parents and schools equally |
| VI Teacher has provided an exceptional service for our family. Daughter's transition from pre-school to school has been smooth and easy. She has supported not just us but the school and teachers. Daughter is thriving and enjoying school. Thank you |
| although son has been referred to VI I am not aware that support has started yet so am afraid cannot complete questionnaire. |
| very happy with VI support for son especially since he has moved up to new school |

| |
|--|
| <p>It would be useful for information to be passed on to home from school. My daughter sees her VI teacher at school but we never receive a report or info about how she is doing, what she is doing, or what we should be doing at home with her. This is not a complaint just think it would be useful as a parent</p> |
| <p>We are all upset that we will not be having VI teacher's visits after September, especially son who likes her a lot. A big thank you to VI teacher for everything she's done for us. I don't think we'd have managed without her, it would definitely have been a lot harder</p> |
| <p>Son has problems with concentrating on what he is doing at school. The VI support centre hasn't been in touch to visit son and see how he is getting on. I have received a letter in past year from Support Centre but it never says anything other than what the school has already told me. I am concerned that the school might hold son back for another year because they don't think he will cope in the next class after Sept 10. I think he needs more help than he is getting.</p> |
| <p>The reports are hand written which can be hard to read and do give info which is in medical terms but not much good for you and I to understand. I believe info is given to school but not sure if actually being listened to.</p> |
| <p>Parent/teacher liaison has been excellent. VI teacher has kept us fully informed at all times and has made herself available for discussion either in person or by phone. It was great to speak to someone who understood the behavioural difficulties associated with poor eyesight at a time when we as parents were struggling. We feel that there needs to be greater liaison between the service and Hospital as they (the hospital) do not freely provide information regarding how a child may react to their treatment. An information leaflet would be useful for parents.</p> |
| <p>Communication needs to be worked on, we are never informed by VI support services that they will be visiting my grandson in school. Quite a few times they have arranged with the school to visit when we are on holiday. Son has had only one visit this school year. I don't always feel my view are taken into consideration and we get very little feedback.</p> |
| <p>I have recently had a change in Specialist teacher and from the first session am sure the support my children get and the information we receive will improve.</p> |
| <p>Sorry that I haven't been able to give very much feedback, however my son has only been seen once by a VI teacher and I have only spoken to her once quickly on the phone!</p> |
| <p>Thank you for all your support; over the years</p> |
| <p>Deaf Services explained all about deafness so that I had a good understanding. Visual Services were not as thorough.</p> |
| <p>The support and guidance we have received from HI and VI teachers has been exceptional. HI teacher has worked with daughter throughout Primary school and into secondary. She has ensured that all aids are in place and has been very supportive to ensure that all measures are taken for daughter to reach her full potential. Thank you</p> |

In summary, again, the results of the survey were overwhelmingly positive! Where staff have been mentioned in person the positive comments have been fed back to them. Similarly, any concerns raised have been discussed with the teacher involved and services have

looked again at their processes to reduce the chances of any problem recurring.

Action points:

For all 3 services:

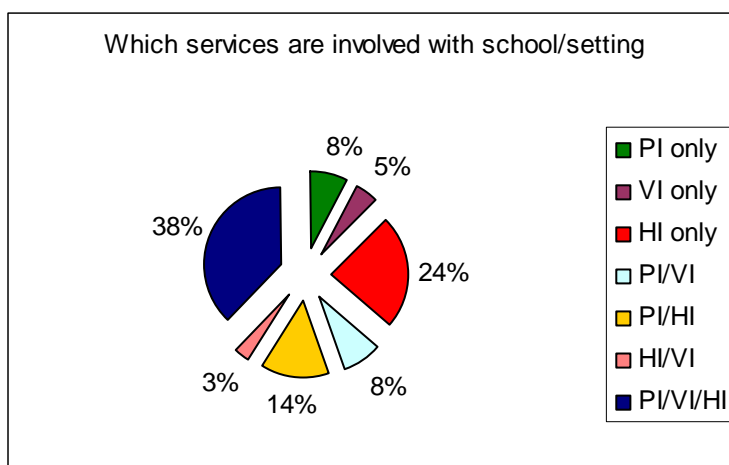
- *Ensure families receive relevant and useful information at key points and as routine throughout their journey with the services*
- *Review availability of answer phones across all administrative bases*
- *Continue to inform families when the next visit (to home or school) is due via service visit records*
- *Remind schools of the importance of passing a copy of the visit notes to parents*
- *Ensure a change in specialist teacher is a smooth process for families and that a teacher taking over the work around a child/young person makes contact as soon as possible*
- *Ensure families are kept informed of the situation regarding the provision of equipment and specialist ICT training*

School / Setting Evaluations

| | |
|--|-----|
| Questionnaires sent out | 245 |
| Questionnaires returned | 65 |
| % returned | 26% |
| Nil returns (ie no service involvement) | 0 |
| Total responses used in statistics below | 65 |

Breakdown of school responses by service:

| | |
|---|----|
| Deaf & Hearing Impaired only | 15 |
| Physically Impaired only | 5 |
| Visually Impaired only | 3 |
| Deaf & Hearing Impaired/Physically Impaired | 9 |
| Deaf & Hearing Impaired/Visually Impaired | 2 |
| Physically Impaired/ Visually Impaired | 5 |
| Deaf & Hearing Impaired/Physically Impaired/Visually Impaired | 25 |



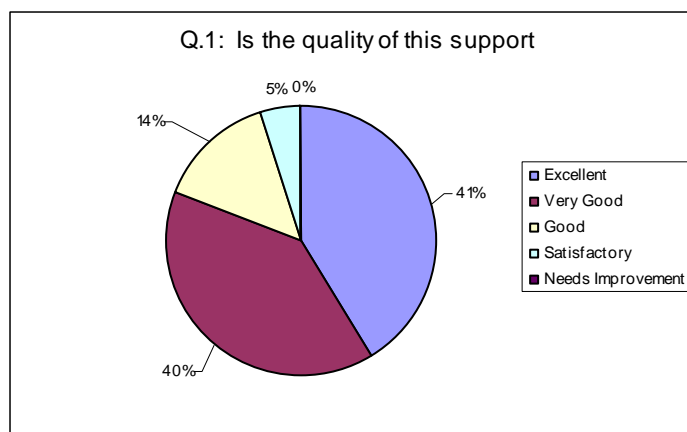
1 In what way have staff from the Support Services supported the inclusion of pupils?

No. ticked

- 59** (90%) Support and advice regarding accessibility issues
- 31** (48%) Support and advice in relation to school planning
- 53** (81%) Provision of resources
- 32** (49%) ICT advice / or training
- 45** (69%) Maintenance & Management of equipment/resources
- 04** (6%) Other

Is the quality of this support?

| <u>Excellent</u> | <u>Very Good</u> | <u>Good</u> | <u>Satisfactory</u> | <u>Needs Improvement</u> |
|------------------|------------------|-------------|---------------------|--------------------------|
| 26 | 25 | 9 | 3 | 0 |



Analysis question 1

This year fewer schools were surveyed but a higher return of completed questionnaires were received. The services would like to place on record their thank you to all schools who found time, in very busy schedules to support our work in this way.

Question 1 provided us with an indication of school perceptions of the kind and the quality of support being delivered by the teams. Responses were similar to last year although there is a notable (10pc) increase in the services' support and advice regarding accessibility issues.

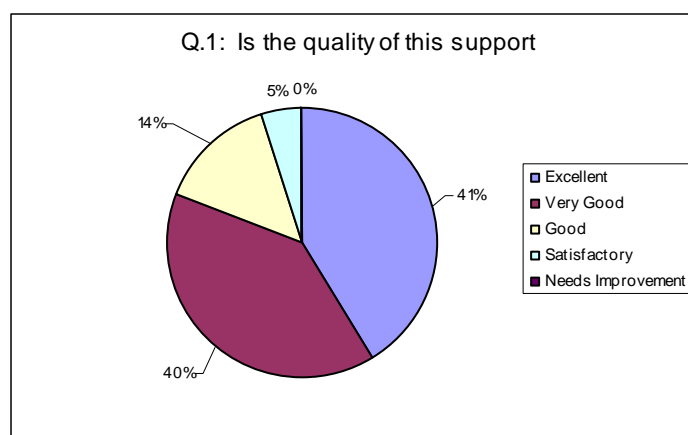
2 In what way have staff from the Support Services aided the progress of the children/young people they work with?

No. ticked (%)

- 50** (76%) Advice re: curriculum access
- 49** (75%) Provision of equipment
- 29** (44%) Advice or Provision of curriculum resources
- 34** (52%) Training on individual student needs
- 15** (23%) Typing tuition
- 48** (73%) Advice on environments and accessibility

Is the quality of this work?

| <u>Excellent</u> | <u>Very Good</u> | <u>Good</u> | <u>Satisfactory</u> | <u>Needs Improvement</u> |
|------------------|------------------|-------------|---------------------|--------------------------|
| 25 | 23 | 13 | 3 | 0 |



Analysis question 2

The information provided indicates that schools and settings are very satisfied with the quality of the work of the services

All areas of service support, with the exception of typing tuition, have seen an increase in the pc of schools identifying these activities as aiding better outcomes for pupils.

The pc of schools and settings rating the support as excellent has also increased but equally so has the number regarding support as satisfactory. The support being given to schools considering service involvement with pupil progress as satisfactory will be looked at to see if changes are required.

3 Has the written and spoken advice provided by staff in the Support Services been:

- Clear and easy to interpret -

| | |
|--|-----|
| Yes | 64 |
| No | 0 |
| Did not answer question | 1 |
| Percentage Clear and easy to interpret | 98% |

- Appropriate and useful

| | |
|--|------|
| Yes | 65 |
| No | 0 |
| Did not answer question | 0 |
| Percentage appropriate and useful advice | 100% |

- Provided in a timely manner

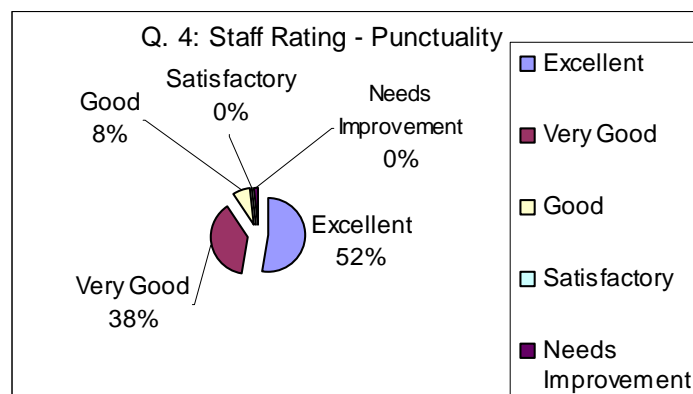
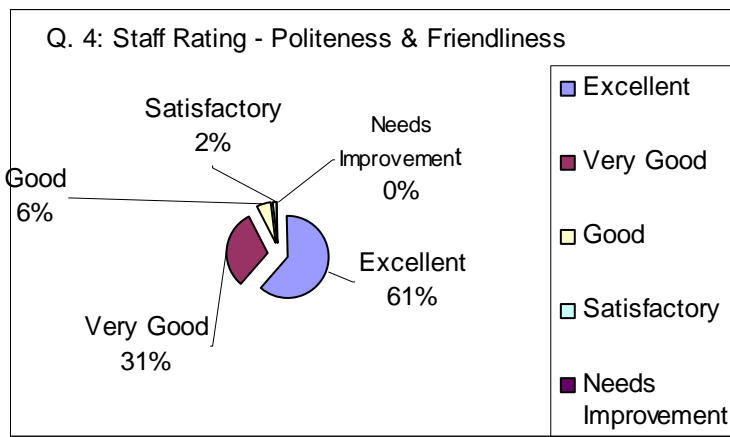
| | |
|--|-----|
| Yes | 62 |
| No | 0 |
| Did not answer question | 3 |
| Percentage provided in a timely manner | 95% |

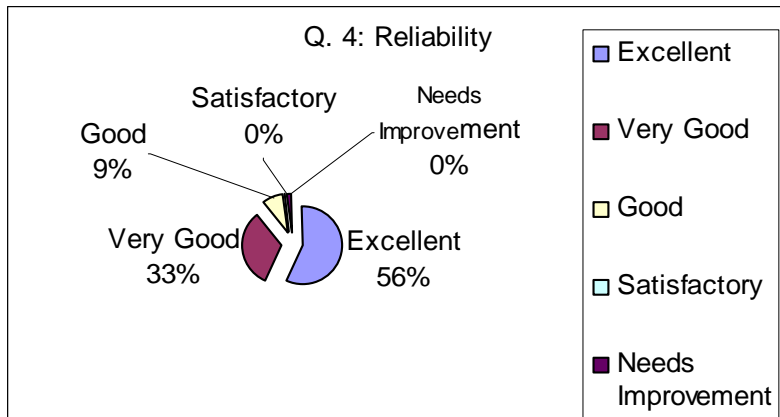
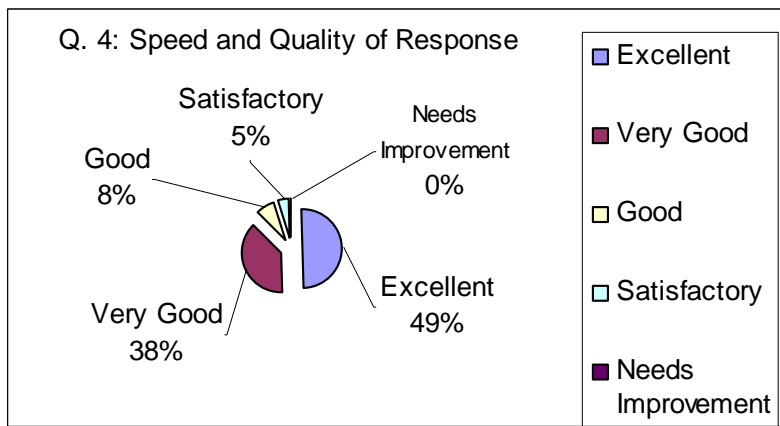
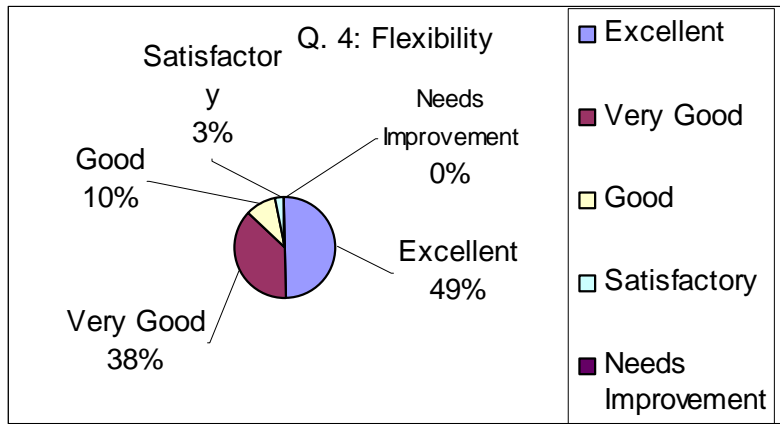
Analysis questions 3

The information provided indicates that schools and settings are very satisfied with the clarity, timeliness and usefulness of the advice the services provide in relation to pupil progress.

4 How do you rate the staff from our Service working with your School or Setting?

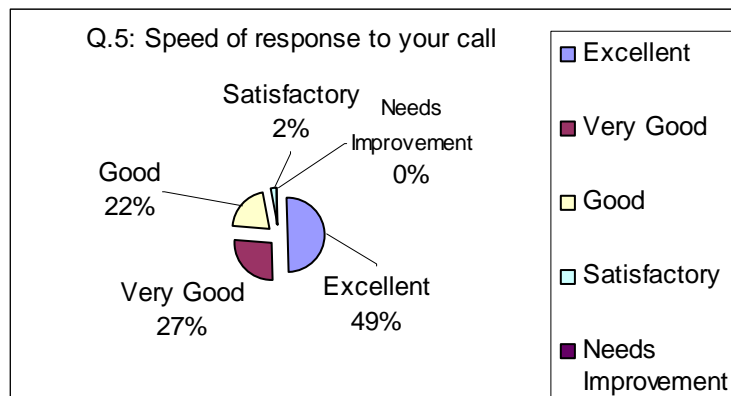
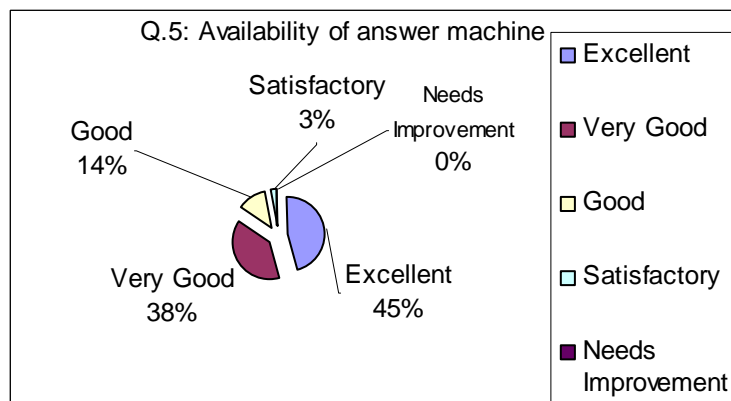
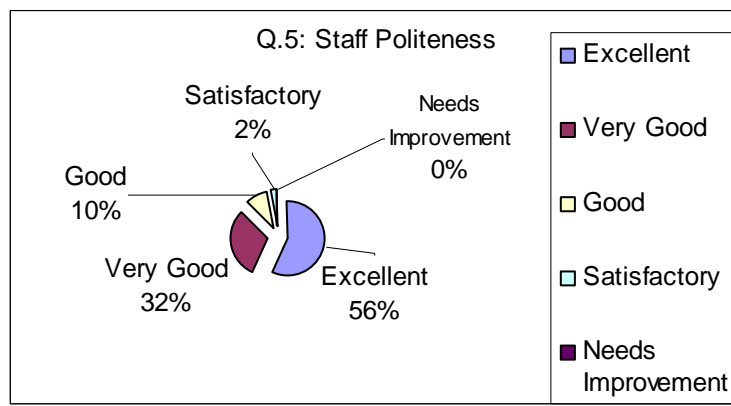
| | Excellent | Very Good | Good | Satisfactory | Needs Improvement |
|-------------------------------|-----------|-----------|------|--------------|-------------------|
| Politeness and friendliness | 39 | 20 | 4 | 1 | 0 |
| Punctuality | 34 | 24 | 5 | 0 | 1 |
| Flexibility | 31 | 24 | 6 | 2 | 0 |
| Speed and quality of response | 31 | 24 | 5 | 3 | 0 |
| Reliability | 36 | 21 | 6 | 0 | 1 |

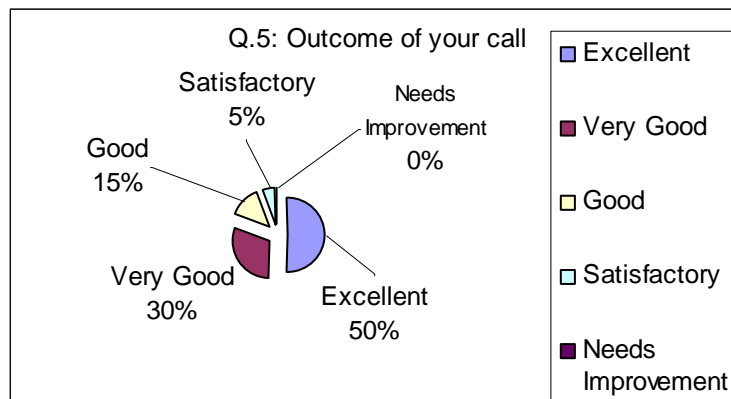




5 If you have contacted the main service base at any time please can you complete the following:

| | Excellent | Very Good | Good | Satisfactory | Needs Improvement |
|--------------------------------|-----------|-----------|------|--------------|-------------------|
| Staff politeness | 23 | 13 | 4 | 1 | 0 |
| Availability of answer machine | 17 | 14 | 5 | 1 | 0 |
| Speed of response to your call | 20 | 11 | 9 | 1 | 0 |
| Outcome of your call | 20 | 12 | 6 | 2 | 0 |





Analysis of questions 4 and 5

Questions 4 and 5 are concerned with the quality of the service we deliver to schools, how reliable, polite and approachable we are, how quickly we respond to concerns and how well we deal with queries to our offices.

The responses indicate a very high level of satisfaction with our services and are similar to last year. The single instance where the services have been noted as in need of improvement for punctuality and reliability will be looked into.

6. Have you ever been concerned about an aspect of support you have received from the service?

| | | |
|-------------|----|-----|
| Yes | 2 | 4% |
| No | 63 | 96% |
| No response | 0 | 0% |

If yes, was your concern dealt with promptly and to your satisfaction?

| | | |
|-------------|---|-----|
| Yes | 1 | 50% |
| No | 1 | 50% |
| No response | 0 | 0% |

Analysis of questions 6

Question 6 relates to concerns about service delivery and how these concerns were dealt with. Over 95% of schools have had no cause for concern with the service they receive. Two schools who did express cause for concern were personally contacted by one of the Heads of Service and the concern looked into at service level. Until receiving the completed questionnaires the Heads of Service were not aware of any of the concerns expressed.

The reason for one school indicating dissatisfaction with the handling of their concern was because the issue had only been raised via the questionnaire and therefore there had not been the opportunity to follow it up. This concern has now been dealt with to the satisfaction of the school.

7. Do the education services visiting your school work in a joined up way in relation to children with physical/sensory impairment?

| | | |
|-------------|----|-----|
| Yes | 40 | 62% |
| No | 1 | 1% |
| Sometimes | 17 | 26% |
| No response | 7 | 11% |

Analysis of questions 7

Given a high level of no response to this question last year, the questionnaire was amended to offer a 'sometimes' option. The responses indicate that in many instances collaborative work between services is satisfactory but it remains a focus for action.

School/Setting written comments:

Schools and settings were invited to write comments on the quality of the service we deliver. Their responses are as below:

Question 8: Suggestions for improvement

- No it's good
- Not at the moment
- All outside agencies are a godsend
- Good professional service which is greatly valued. Thank you all
- No thank you
- It would be helpful to have one form for each section of the Service dealing with the students in our care - it would enable more accurate feedback.
- Generally good service thank you
- We are very happy with the support we have received from your service in the past few years, especially in response to 2 of our children with profound needs.
- There have been occasions when we haven't been aware (teacher's name) would be attending. We've always sorted this out but some subject staff feel they should be informed. On the last occasion the SENCo was out of school.
- We are very satisfied with the service that is provided to school
- We are very satisfied with the service
- All the services provide a very good service to the school
- No The use of emails is efficient, quick and effective

Question 9: Any other comments

- Separate survey for different services
- We have been supported by members of all 3 support services who have all delivered excellent support and advice to staff and pupils
- (teacher's name) and (teacher's name) have very good links with us
- PI teacher is fantastic she has given great support and advice. Whenever I call her she returns my call promptly. She organises thing very efficiently e.g. equipment for pupil. (Teacher's name) delivered a very good session to staff.
- All services have been outstanding we have a wide range of student need and the support and advice has made a positive difference, allowing all our students to full access the mainstream setting and curriculum Thank you.
- Sorry this is late, Busy Term!
- I have 2 students starting in 2011 with physical impairments and I think we need an audit to see if our facilities are safe. Who do I contact?
- No other than to thank everyone for the invaluable support we have received
- We have had no visits this year
- They probably just need more time
- We have just made a referral to the VI service and the response was excellent. We are looking forward to working in partnership with them.
- Easy to contact and good speed in moving on to next stage

- I really appreciate the support I receive to enable me to do my job supporting our students
- Thank you to all the support staff who visit us, you are appreciated
- No

Actions:

An analysis of the responses to the School/Setting questionnaire indicates that the following actions take place:

All Services:

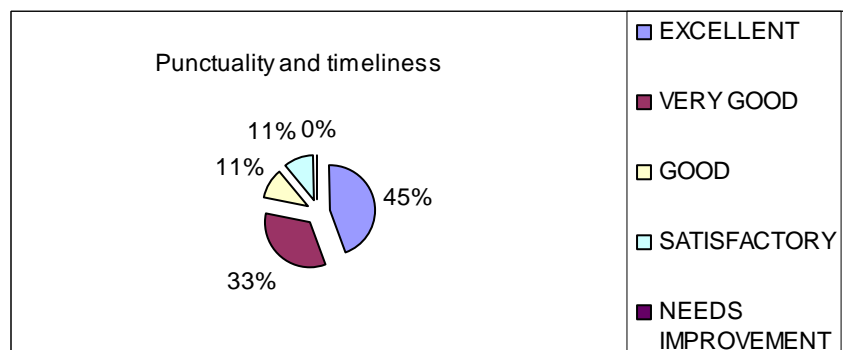
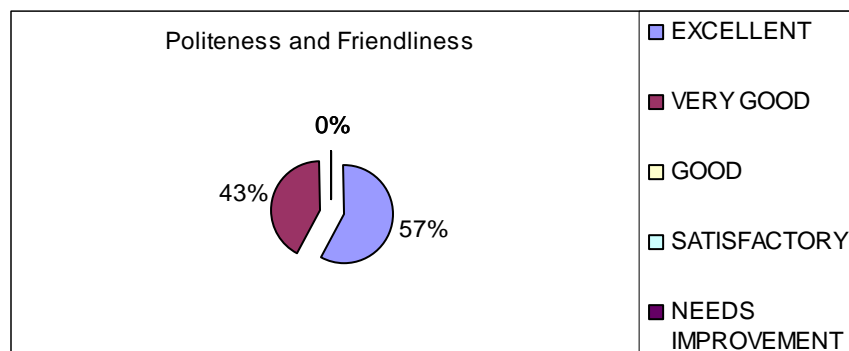
- *Continue to work towards increasing the amount of planned joint working with other services in relation to individual pupils*
- *Continue to encourage schools and settings to make the services aware of concerns as they occur so that the situation can be addressed in a timely manner and satisfactory manner*
- *Consistently ensure dates and times of visits are agreed with the school/setting.*

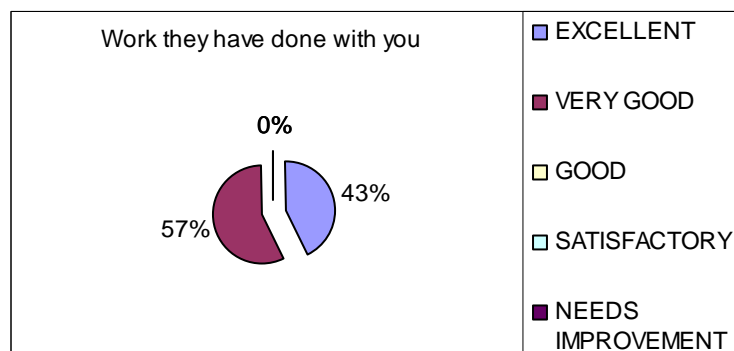
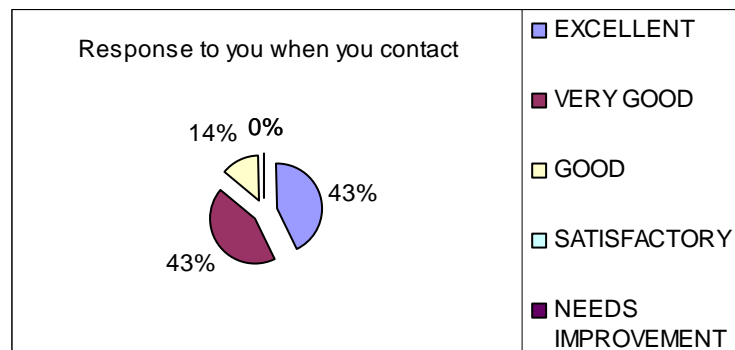
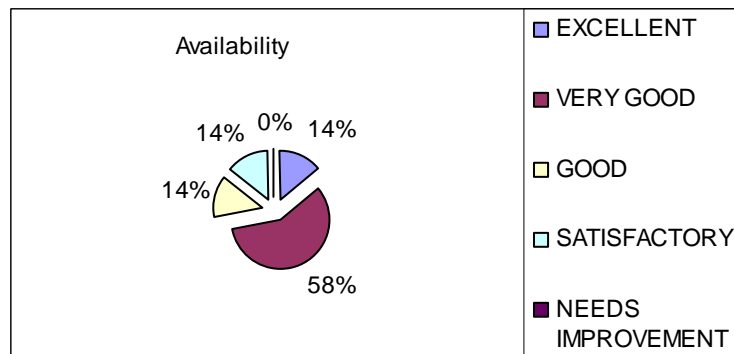
Partner Agencies Evaluation

| | |
|-------------------------|-----|
| Questionnaires sent out | 26 |
| Questionnaires returned | 7 |
| % returned | 21% |

1 How would you rate our Service staff for the following:

| | EXCELLENT | VERY GOOD | GOOD | SATISFACTORY | NEEDS IMPROVEMENT |
|----------------------------------|-----------|-----------|------|--------------|-------------------|
| Politeness and Friendliness | 4 | 3 | 0 | 0 | 0 |
| Punctuality and timeliness | 4 | 3 | 1 | 1 | 0 |
| Availability | 1 | 4 | 1 | 1 | 0 |
| Response to you when you contact | 3 | 3 | 1 | 0 | 0 |
| Work they have done with you | 3 | 4 | 0 | 0 | 0 |
| Quality of information provided | 0 | 6 | 0 | 0 | 0 |



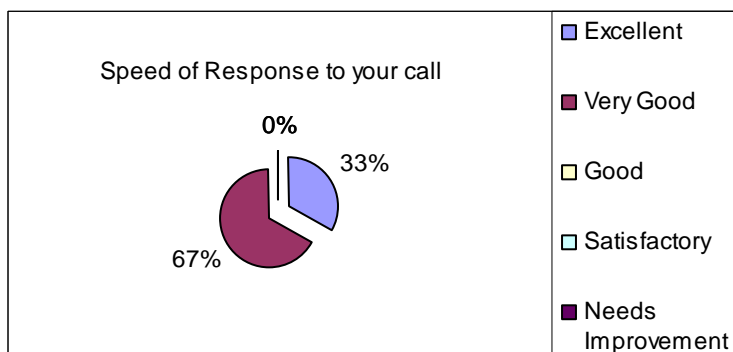
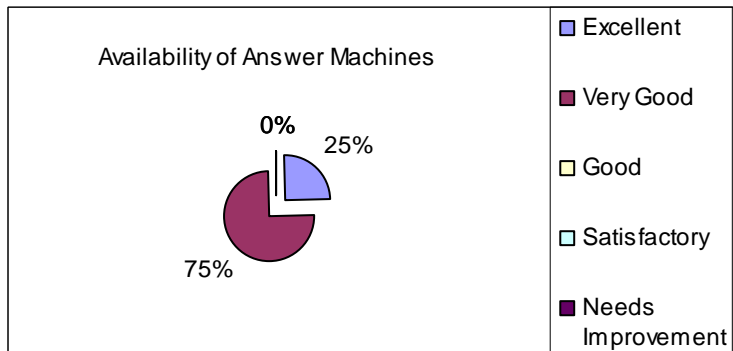
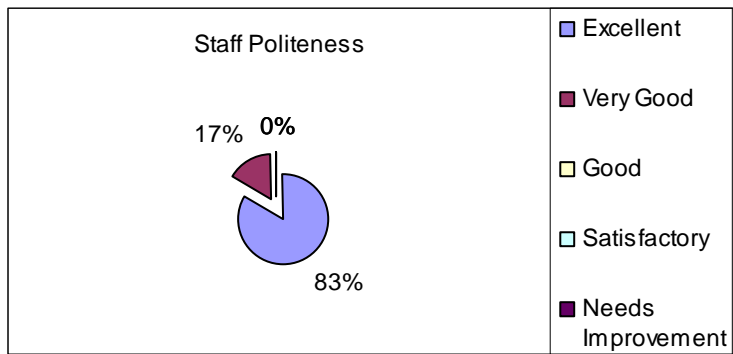


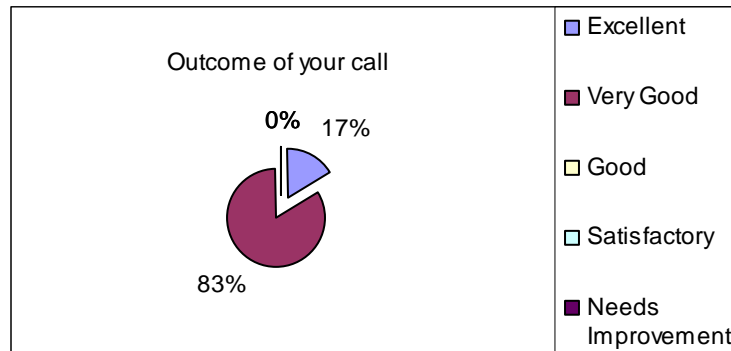
The responses from partner agencies indicate a very high level of satisfaction with our services:

- *100% rated staff politeness and friendliness as Excellent to Good (2008-9 100%)*
- *89% rated staff punctuality and timeliness as Excellent to Good (2008-9 89%)*
- *85% felt staff availability was Excellent to Good (2008-9 86%)*
- *100% felt response to contact was Excellent to Good (2008-9 100%)*
- *100% felt joint working was Excellent to Good (2008-9 100%)*
- *100% felt the quality of work was Excellent to Good (2008-9 100%)*

2 If you have contacted the Service bases at any time please can you complete the following?

| | Excellent | Very Good | Good | Satisfactory | Needs Improvement |
|---------------------------------|-----------|-----------|------|--------------|-------------------|
| Staff Politeness | 5 | 1 | 0 | 0 | 0 |
| Availability of Answer Machines | 1 | 3 | 0 | 0 | 0 |
| Speed of Response to your call | 2 | 4 | 0 | 0 | 0 |
| Outcome of your call | 1 | 5 | 0 | 0 | 0 |





Contact made by staff from partner agencies to the service offices was again very positive:

- 100% rated staff politeness as Excellent to Good (2008-9 100%)
- 100% rated availability of the answer machines as Excellent to Good (2008-9 100%)
- 100% felt that the speed of response to phone calls was Excellent to Good (2008-9 100%)
- 100% rated the outcome of their query as being Excellent to Good (2008-9 100%)

3. How have you worked with our Services during the past Year?

This led to a range of responses, see below:

PI: I have worked with a member of staff on developing Physical Literacy across the County with a focus on EY. I have also worked with another teacher providing training on physical literacy for TAs and a school.

We work closely with Teachers of the Hearing Impaired.

Joint work at the Early Years Centre; joint work with several families through multiagency family support plans; mutual advice and information provision; through CHSWG (Children's Hearing Services Working Group). All have been very positive this year.

PI: Only around 1 child through joint family support plan reviewing – a good initial working relationship has been formed

No contact other than with Head of Service which has always been very positive.

HI/VI/PI: Through attendance at Annual Reviews, and case work with individual young people.

HI/VI/PI: We have worked for the Inclusion of children on the 2 year old pilot project or where additional resource and communicators have been needed.

4. What have you found useful or good about our Services?

Very approachable and knowledgeable team members – a valuable resource in working with young people with LDD.

Excellent services responsive to needs of children, families, schools

| |
|---|
| and partners. |
| Very good relationships, good information sharing, ease of contact with staff, shared working at the Early Years Centre and with the Complex Needs Group, great support from Head of Service. |
| Having the Head of Service on board has been a huge advantage. The Service seems to be receptive to change. |
| Working together to deliver consistent messages with regards to physical literacy |

5. What things could we do to improve joint working and joint planning?

| |
|---|
| Annual joint HOS meeting? Joint training where appropriate. |
| Maybe we could have agreed team times a couple of times a year. |
| Can't think of anything specific as we work very well together already. |
| At a management level we have made some good progress with our joint City/County Health and Education meetings. One area that could still further improve is attendance of teachers at the department for the younger caseload. |
| Continue making links and networking as we have been doing, continue the joined up support we offer to schools. |

6. Is there anything else you would like to say or comment on?

| |
|--|
| Due to the demographics of your Service and the locality of the acute Trust within this area I feel that we could offer better access to patient requirements. |
| As a Trust we offer patients appointments for hearing aids/ ear moulds. Due to the distance that some people have to travel then people are often unwilling to attend as regularly as needed. As (and the emphasis is on younger children) the TOD's have frequent face to face contact with these families they would seem to be in an ideal position to facilitate this need. As an acute Trust we would be willing to provide some of the training and also the equipment needed. On the whole as every patient matters we would be providing a much more patient friendly service. |

Analysis

Overall, the results in general are positive. Identified action would be as follows:

All services:

- *Further consideration of opportunities for joint staff meetings*
- *Continue making links and networking*
- *Sharing of 'expertise' between services*

HI Service

- *Further consideration of joint working and liaison re-care of Hearing Aids and moulds*

Postscript

We would like to extend our thanks to all parents/carers, school colleagues and colleagues from other services for giving time to complete our questionnaire. The responses are important to help us develop and improve the service we provide.