

Report to: AHDC Steering Group

Report of: AHDC Project Officer/L&YP Parental Involvement Officer

Date: 14th January 2010

Subject: Parents/Carers Consultation Feedback

1. Purpose of the report

- 1.1 To update the Steering Group on findings from recent consultation at Redwood and Newlands schools.
- 1.2 To outline implications for future commissioning of short break services.
- 1.3 To consider future consultation events and activities across the Borough.

2. It is recommended that the Group:

Note the report.

3. Background

- 3.1 During November/December 2009, the Consultation and Engagement Sub Group undertook a consultation exercise with pupils from Redwood and Newlands schools and their parents/carers.
- 3.2 Questionnaires devised by the C&E Sub Group were sent to both schools via the respective head teachers, who in turn disseminated them to pupils and parents/carers.
- 3.3 As part of the exercise, questionnaires were also sent to Springside School. However, no returns have yet been received despite a number of follow-up enquiries by the C&E Sub Group.

4. Findings

- 4.1 The total number of questionnaires **(a)** distributed to and **(b)** returned from each school are as follows:-

Redwood (a) 162	(b) 21	- rate of return 13%
Newlands (a) 53	(b) 42	- rate of return 79%

- 4.2 There is clear demand for a number of activities, predominantly so, for example, around swimming. A list detailing the responses is attached at Appendix 1.
- 4.3 Whilst some of these activities are currently available within the existing Aiming High Short Break programme, feedback from the consultation also indicates particular interest in the following activities :-
- Computer / Games

- Music
- Cinema
- Soft and sensory play

4.4 Supplemental to this, Appendices 2 and 3 to this report highlight activities and interests reported from children/young people and parents/carers respectively – these are expressed as “Wish Lists”.

4.5 The consultation also generated feedback in respect of perceived **barriers to services**, the main ones as follows –

Children/Young People perceptions

- Transport ;
- Support/supervision ;
- Finances.

Parent/Carer perceptions

- Other commitments;
- Lack of high level support;
- Time.

4.6 Whilst these may be typical or commonly reported barriers, it nevertheless highlights the need to undertake Equality Impact Assessments for each type of service offered to ensure provision remains fit for purpose.

4.7 Respondents also cited the following means of future communication in order of preference

- Online
- Text
- Newsletter
- Letter
- Telephone

4.8 On collating the feedback from the consultation, it was acknowledged that some of the questions will require additional prompts in order to elicit fuller responses.

5. Future Commissioning

5.1 The consultation findings clearly confirm the need to re-commission certain activities and providers. However, consideration should be given to ‘widening the offer’ through the procurement of additional/different short break services.

5.2 Given the need to achieve increased targets for “service access” in 2010/11, it is clearly imperative to explore other options which will contribute to this.

6. Future Consultation

6.1 The Group’s attention is drawn to the map presented at this meeting which plots the venues utilised thus far for AHDC consultation events.

6.2 Whilst the qualitative feedback is the key outcome to any consultation, it is equally

important to ensure representativeness not just across the client group, but also geographically in order to not only continue raise awareness of the AHDC Programme, but to target greater coverage across the Borough.

7. Recommendations

- 7.1 That a calendar of consultation and engagement events is agreed prior to commencement of the final year of the AHDC programme.
- 7.2 That outcomes of all future consultations be reported back to the Steering Group and other relevant parties.
- 7.3 That the Data Sub Group aligns its Action Plan with those of the Consultation & Engagement and Marketing & Communication Sub Groups to ensure better awareness raising and knowledge development.

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