

# Cambridgeshire POET

## Our POET Journey Maximising Returns & Using the Feedback

July 2016



# POET in Cambridgeshire

- Part of POET pilot group
- Local Authority and Parent Group
- Not a pathfinder
- So just for those with social care personal budgets in first few years
- Well established personal budgets in social care
- Well established good participation with parents and carers
- Participation for children and young people – we wanted to do more



# Why We Did it

- Wanted robust evidence of what works and what doesn't
- To know where to focus our action and energy
- Interested in people's views
- Added to/complemented things we were doing already
- To check out assumptions
- Just doing it improved collaboration
- Asking the questions says something about what we think is important
- To be involved!



# Maximising Participation

- Need a lead or leads
- Make it easy for all to do
- Involve parent groups and young people in developing communication
- Accessible versions for young people and easy read info
- Individual named letters
- Freepost return envelopes



# Maximising Participation

- Email newsletter circulation lists
  - Own and others
- Websites
  - Own and others
- Put it on lots of meeting agendas
- Put it on lots of meeting agendas
- Attend parents events and promote
- Leave them in places that people go
- Lots of opportunities for young people to do it  
At home, Short breaks, School, College



# Maximising Participation

- Large circulation list for practitioners
  - Don't forget adult colleagues
  - Lots and lots and lots of reminding!
  - Progress updates
  - Use the Ofsted 'stick'
- Publicise results
  - Helps getting people to do it next time
  - Reminder of actions done & impact
- Get a bit competitive
- Constant commitment and promoting



# How we have used feedback

- Shared widely
  - Full report
  - Summary of key messages – specific graphs
  - On our local offer
  - With all who contributed feedback
  - And those who didn't
- Shared with members
- Part of Ofsted evidence
- Promoted the positives
  - Good PR
  - Motivating for teams



# How we have used feedback – some specifics

- Just sharing with teams what's important for young people and parents/carers makes a difference
- Feedback informing action areas
  - Community participation & relationships for all
  - Focus area for EHCP process and social care
  - Supported need to protect short breaks
  - SEND action plan
- Preparing for Adulthood
  - Last year feedback directly informed our strategy
  - This year used ability to access POET data to make own local graphs to show progress





# How we have used feedback

- Presented at Children, Families & Adult Senior Team
  - With SENDIASS, parent network and social care feedback
  - Very powerful and got across the board buy in
  - Different processes giving similar feedback very persuasive
  - Specific graphs to highlight particular areas
  - Led to focus on SEN support
- Feedback often was in line with ‘informal’ knowledge so really good to triangulate this
- Agreed 3 way central ‘coordination’ of feedback



# Lessons Learnt

- Need a lead
- Involve parents/carers and young people
- Make it easy to do
- Keep reminding and give lots of opportunities to do it – especially workers
- Mention it loads – and then mention some more!
- Gets easier each year – people get used to it and just do it
- Get competitive
- Promote the results and what you did
- Promote the national aspect – and the Ofsted angle
- Link it to other feedback loops you have
- And do something with the feedback



# What next.....?

- Looking forward to benchmarking opportunity
- Ability to look at and use own results
  - Can focus on particular areas/themes of relevance locally
  - Can collate at time/s that suits local processes
  - Able to see where responses are coming/not coming from as we go along and address
- Data and the comparisons gets richer each year
- Exploring doing individual school or college POET reports

