

<p><b>Impact of the Project (and evidence source) (continued)</b></p> <ul style="list-style-type: none"> <li>• Practice</li> <li>• Pupil/student learning experience</li> <li>• Pupil/student Learning Outcomes</li> </ul> <p>(What happened as result?)</p>	<p>methodology has been developed for which methods to apply for particular situations and types of information.</p> <ul style="list-style-type: none"> <li>• Increased depth, knowledge and understanding around the complex issues in associated areas such as safeguarding and social inclusion.</li> <li>• Ideas learned from fellow practitioners have already been incorporated into personal practice with successful outcomes.</li> <li>• It is expected that if the process is managed effectively it will become a useful assessment tool beneficial to vulnerable children in need of additional support and reduce the number of children needing a higher level of intervention such as social services at a later date.</li> <li>• Using a strategy of allowing a reluctant parent to complete the CAF themselves (although it took a long time for a response) was effective in gaining a positive relationship and an agreement for the child to receive a referral for his behaviour difficulties, This strategy would not have been employed without this research.</li> </ul>
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## Executive Summary

Title of the work	An evaluative study of the management implications of implementing the CAF to meet the ECM agenda	
Author	Janet Price	Date of completion (mm/yyyy) 12/2009
Institutional Contextual Details E.g. Phase (optional)	Focus was upon SENCOs working within an inclusive borough	
Major needs identified	<ul style="list-style-type: none"> <li>• Requirement for SENCOs to complete CAFs to provide support for children with additional needs.</li> <li>• Expressed concerns from SENCOs within the borough at both formal and informal meetings around its effective use within the context of their schools.</li> <li>• A need for a closer examination of what was happening to try and identify possible barriers and solutions.</li> </ul>	
Methods used to collect data	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Questionnaire</li> </ul> <p>Both used to collect qualitative data</p>	
Summary of major findings (or recommendations to others)	<ul style="list-style-type: none"> <li>• When the CAF is used for referral and not as an assessment tool its design is not always adequate enough for providing the information agencies require. This can create a barrier to its intended use and in fact increase paper work and impede 'easy and quick' referrals.</li> <li>• The CAF is a long, detailed form that can be off-putting to parents. If they do not engage this can again become a barrier to access to required services.</li> <li>• Training has been a strength. To further improve this area it would be useful to include use of role play and modelling.</li> <li>• Creative strategies can be employed to try and incorporate the CAF into current SENCO practices within this particular borough.</li> <li>• Some of the findings echo other research. Many early concerns still remain.</li> </ul>	
Impact of the Project (and evidence source) <ul style="list-style-type: none"> <li>• Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• It has increased borough/SENCOs and personal knowledge of how it is actually being used. It has been disseminated to participants at a network meeting as well as to the interviewees who have responded positively to it as a true reflection of how it is generally perceived. The knowledge gained at the feedback has been passed on by SEN managers to the borough CAF managers and it is hoped that this will be a catalyst for some change however small. (borough SEN network meeting minutes).</li> <li>• Personal understanding of research methods and</li> </ul>	