

Parents' feedback on the new SEND system after one year

Method

Parents and carers provided feedback on the new SEND system one year after its introduction at four events and via an online survey. The events were held in November 2015 at different venues throughout the county and included some evening sessions to allow working parents to attend. The online survey was available during December 2015 and January 2016. There were a total of 167 attendees at the events and responses via the on-line survey. Specific questions were asked as well as more general ones. The responses to the specific questions are in the Main Report at Appendix A and are summarised in the Standard Questions – summary section. A thematic analysis of the responses to the standard questions and the general ones is found in the Thematic Analysis section.

Aims

To get

- Parents feedback on the new SEND system
- a bench mark for future years to judge progress against.

Standard questions - summary

The difference to children and young people their support makes - parent's feedback

- 1) Worryingly high percentage (24-44%) of parents felt support made no difference in the six areas used
- 2) Very small percentage (5-8%) felt the support had a negative impact

The difference their child's support makes to their parent(s)

- 3) Worryingly high percentage (24-36%) of parents felt support made no difference in the three areas used
- 4) Small percentage (7-16%) felt the support had a negative impact – NB figures were higher than that for the negative impact parents felt support had on their child

Parents' 'rating' of the support their child receives

- 5) 64% of parents felt choice of support was fair or better
- 6) 33% of parents felt choice of support was poor or worse

- 7) 64% of parents felt amount of support was fair or better
- 8) 35% of parents felt amount of support was poor or worse
- 9) 74% of parents felt quality of support was fair or better
- 10) 22% felt quality of support was poor or worse

Parents' feedback on the changes the new legislation has made in the last year

- 11) Third, approximately, agree things have improved in the past year
- 12) Third, approximately, disagree things have improved
- 13) Third, approximately were not sure or did not want to comment

Impact of the changes in the past year on parent's feeling of involvement

- 14) Between 35% and 40% of parents feel there have been no changes in their involvement with their child's education in the first year of the new system
- 15) Between 11% and 20% feel there has been an improvement

The Local Offer – information requirement

- 16) Parents advised they were not aware of the local offer and so had not used the authorities website – of those completing the only survey only 51% had used the website
- 17) 63% found the information relatively useful or better
- 18) 27% did not find the information useful and 52% did not get all the information they needed

Full details are in Appendix 1

Thematic Analysis

- Parents do not feel that the resources available are accessible, in particular the Local Offer website. In summary, the information available could be simplified and the website made easier to navigate, including reducing the amount of acronyms used and making information more explicit.
- Availability of resources was also an issue for parents, many of whom felt that they did not know where to get information from, particularly in relation to outside agencies who could help with support for the family as a whole, such as doctors surgeries, youth clubs etc and other professionals who might be relevant to the needs of them and their children.
- Training and competency of staff appears to be a barrier for parents in relation to the extent they feel schools have an understanding of their child's needs and are able to provide them with appropriate support.
- Transition periods, particularly between secondary school and college appears to be where parents feel there is the least co-ordination, and would

like to be both more informed about the process and have more involvement in it.

- Children who have SEN needs but do not have EHCPs, 'the magic paper', are at a disadvantage and parents do not feel they receive the support they should be.
- The majority of parents felt that their child's views were listened to by their schools.
- Parents felt positive about the fact that, even if it may not yet be perfected, there is a process now in place which looks at the whole picture around the child and that the local authority is working towards more joined up working.
- Many parents felt that they did not know what to expect when entering the process and would like more information from the start of the local authorities involvement

Conclusion

Parents' feedback indicates they believe that one year into the new SEND system some things are changing but that the process is very slow. Much of the feedback is similar to that from previous events going back many years and despite much work remains stubbornly consistent in what it shows.

Main Report

Appendix A

Difference to children and young people - parent's feedback

Being as fit and healthy as they can be

- 44% no difference
- 31% make things better
- 13% make things a lot better
- 5% worse/lot worse

Taking part in school and learning

- 32% makes things better
- 24% No difference
- 27% make things a lot better
- 7% worse/lot worse

Being part of their local community

- 41% No difference
- 32% Make things better
- 13% make things a lot better
- 5% worse/lot worse

Enjoying friendships

- 36% no difference
- 37% make things better
- 15% make things a lot better
- 7% make things worse/lot worse

Enjoying relationships with families

- 42% No difference
- 34% make things better
- 16% make things a lot better
- 5% make things worse/lot worse

Quality of life: being relaxed and happy and taking part in activities they like

- 39% Make things better

- 27% no difference
- 21% make things a lot better
- 8% make things worse/lot worse

Parents' feedback highlighted

- 1) Worryingly high percentage of parents felt support made no difference in the six areas used
- 2) Very small percentage felt the support had a negative impact

The difference the support makes to a child in respect of:

Parent's quality of life

- 41% makes things better
- 24% No difference
- 18% Make things a lot better
- 16% makes things worse/lot worse

The relationship the parent enjoys with the child who has support

- 41% makes things better
- 29% makes no difference
- 16% makes things a lot better
- 11% makes things worse/lot worse

The relationship the parents has with their other children

- 36% no difference
- 35% make things better
- 15% make things a lot better
- 7% make things worse/lot worse

Parents' feedback highlighted

- 1) Worryingly high percentage of parents felt support made no difference in the three areas used
- 2) Small percentage felt the support had a negative impact – NB figures were higher than that for the negative impact parents felt support had on their child

Parents' 'rating' of the support their child receives

Choice of support

- 37% Fair

- 33% poor(23%)/very poor(10%)
- 27% good(19%)/very good(8%)

Amount of support

- 31% Fair
- 35% poor(23%)/very poor(12%)
- 33% good(25%)/very good(8%)

Quality of Support

- 56% good(29%)/very good(27%)
- 22% poor(18%)/very poor(4%)
- 18% Fair

Parents' feedback highlighted

- 1) 64% of parents felt choice of support was fair or better
- 2) 33% of parents felt choice of support was poor or worse
- 3) 64% of parents felt amount of support was fair or better
- 4) 35% of parents felt amount of support was poor or worse
- 5) 74% of parents felt quality of support was fair or better
- 6) 22% felt quality of support was poor or worse

Impact of the changes in the past year on parent's belief

Their child's needs have been better understood

- 34% agree(25%)/strongly agree(9%)
- 30% disagree(22%)/strongly disagree(8%)
- 37% Not sure(5%)/no response (32%)

The support their child receives has improved

- 31% Agree(20%)/Strongly agree(11%)
- 31% Disagree(20%)/strongly disagree(11%)
- 38% Not sure/no response

That the people who work with their child are better at this

- 31% disagree(23%)/Strongly disagree(8%)
- 30% agree(21(%) /strongly agree(9%)
- 40% Not sure/no response

Parents' feedback highlighted

- 1) Third, approximately, agree things have improved in the past year

- 2) Third, approximately, disagree things have improved
- 3) Third, approximately were not sure or did not want to comment

Impact of the changes in the past year on parent's feeling of involvement

Do you feel more involved?

- 36% No
- 20% Yes
- 9% Not sure
- 8% it was never a problem
- 27% No response

I feel an equal partner in my child's education

- 35% No
- 17% Not sure
- 11% Yes
- 11% it was never a problem
- 26% No response

I am more involved in decisions around my child's education

- 40% No
- 14% Not sure
- 12% Yes
- 8% It was never a problem
- 26% no response

Parents' feedback highlighted

- Between 35% and 40% of parents feel there have been no changes in their involvement with their child's education in the first year of the new system
- Between 11% and 20% feel there has been an improvement
NB high percentage of parents opting not to respond (26% to 27%)

The Local Offer – information requirement

Have you used the County Councils' website in the last year?

- 51% Yes
- 22% No
- 28% Not sure or no response

Was the information you wanted easy to find?

- 43% No
- 34% relatively
- 14% yes

Was the information useful?

- 36% Relatively
- 27% Yes
- 27% No

Did you get all the information needed?

- 52% No
- 18% Not sure
- 18% Yes
- 6% Relatively

Issues highlighted by parents

- 1) Still low use of the councils website by parents to obtain the information they need
- 2) 63% found the information relatively useful or better
- 3) 27% did not find the information useful and 52% did not get all the information they needed

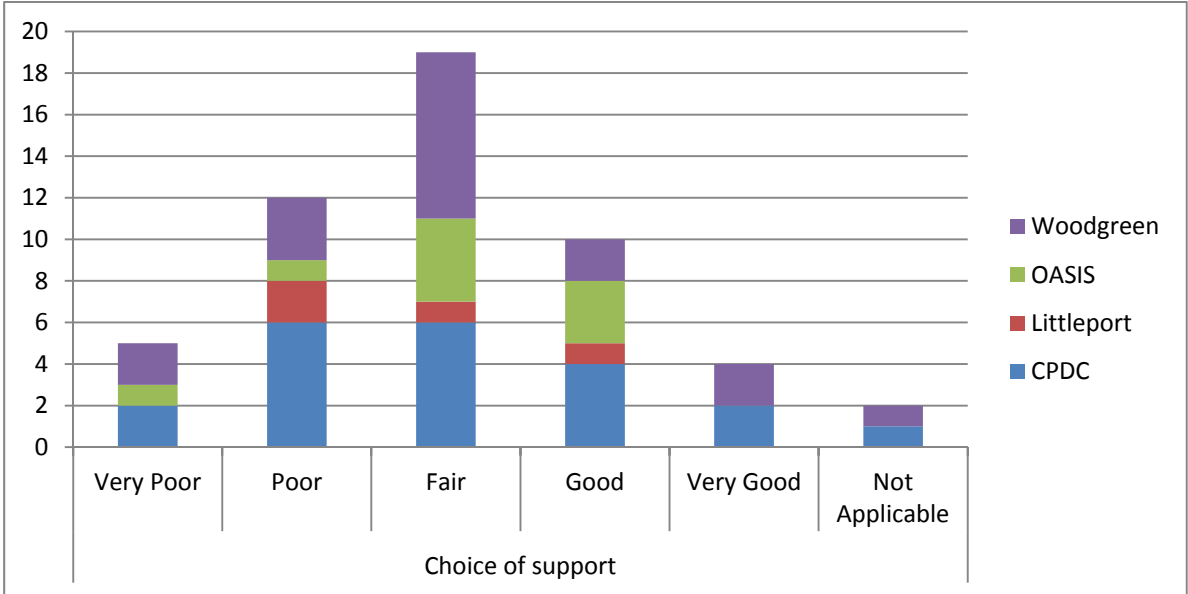
Graphs from events and on-line survey

Appendix B

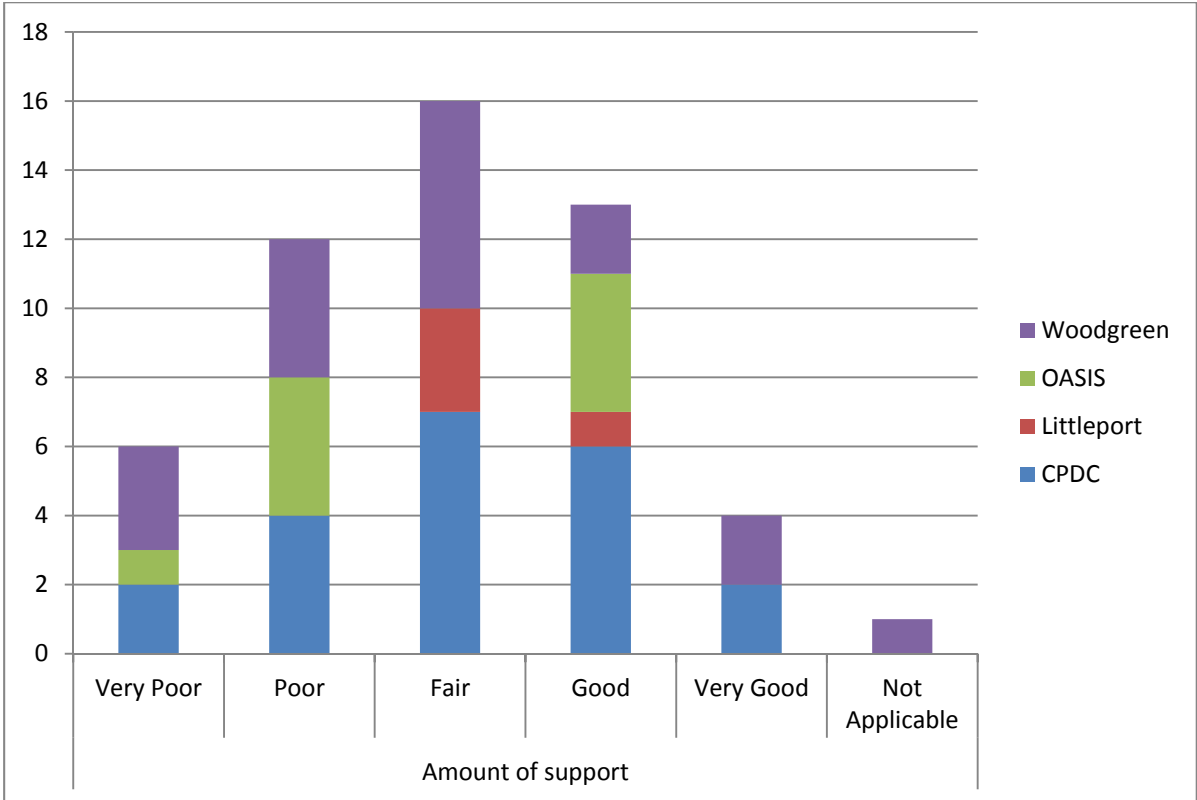
Feedback from Events

How do you rate the support your child gets in these areas?

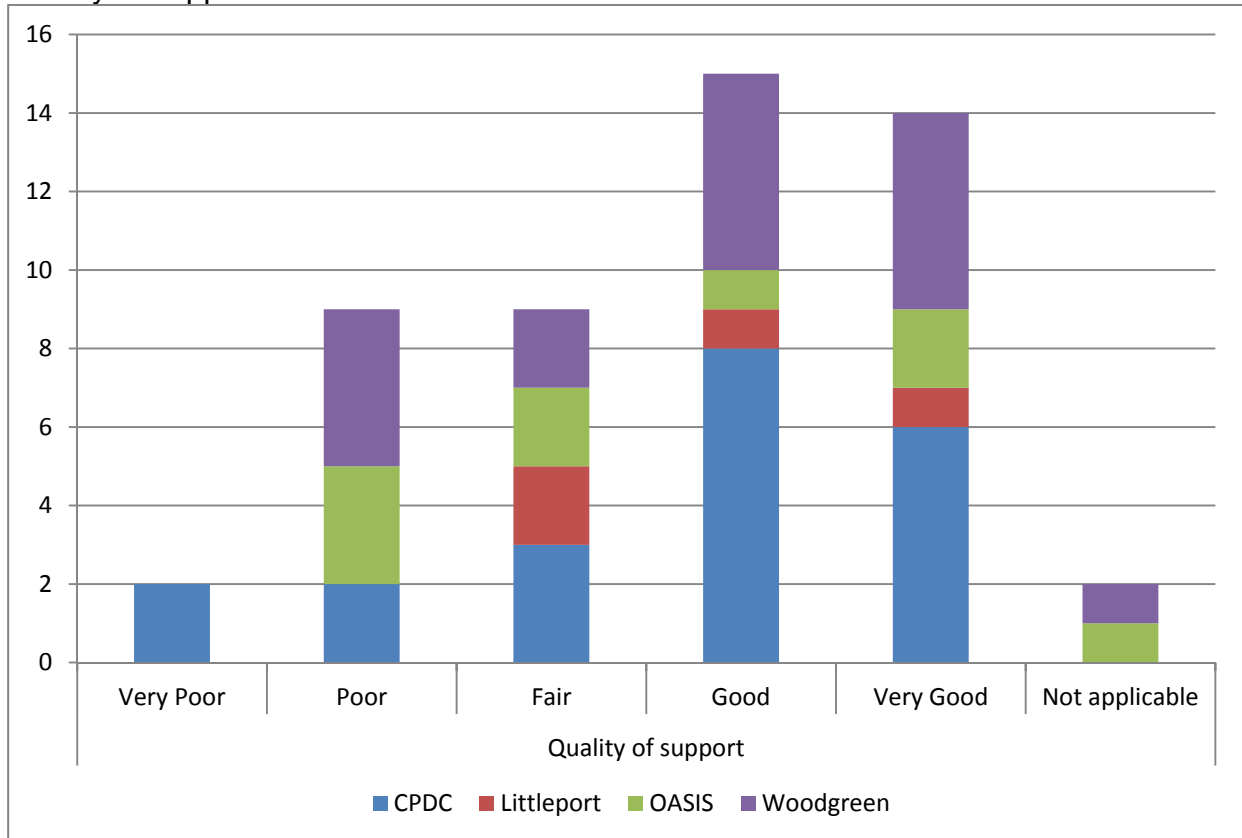
Choice of support



Amount of support

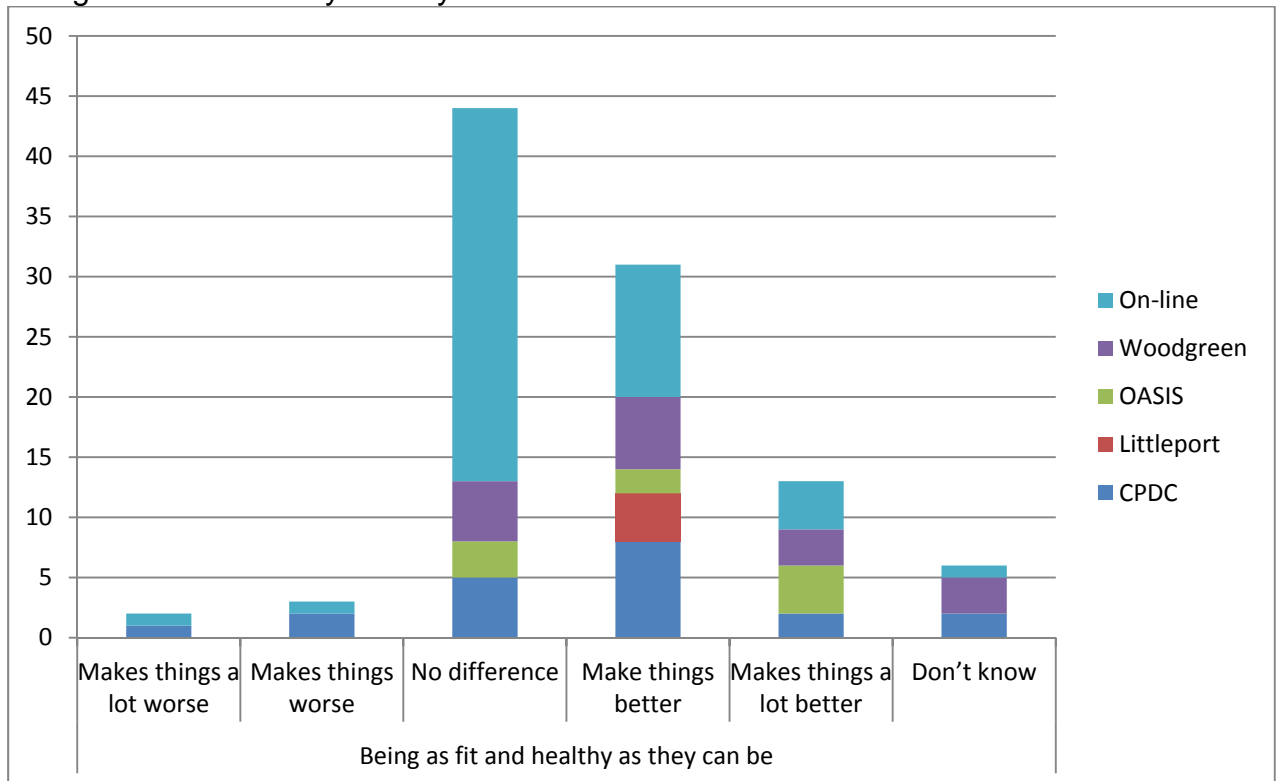


Quality of support

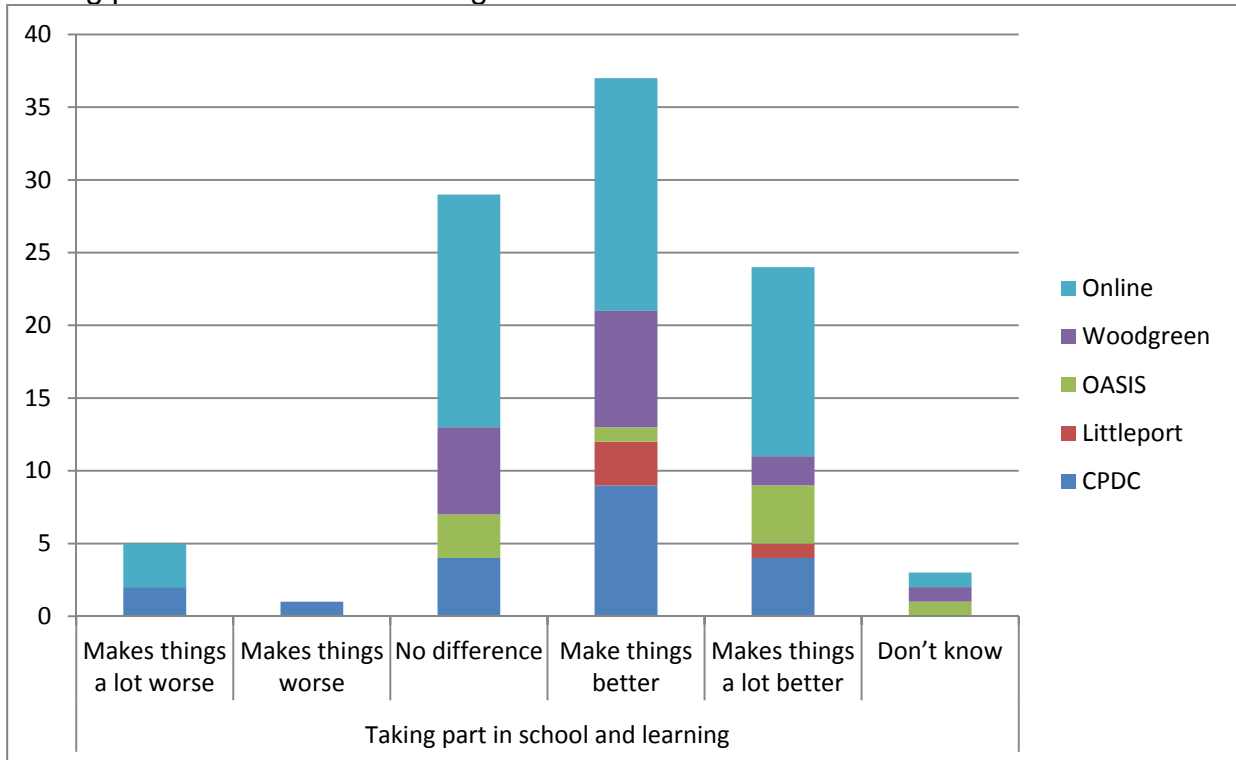


Does the support your child gets make a difference in these areas of their life?

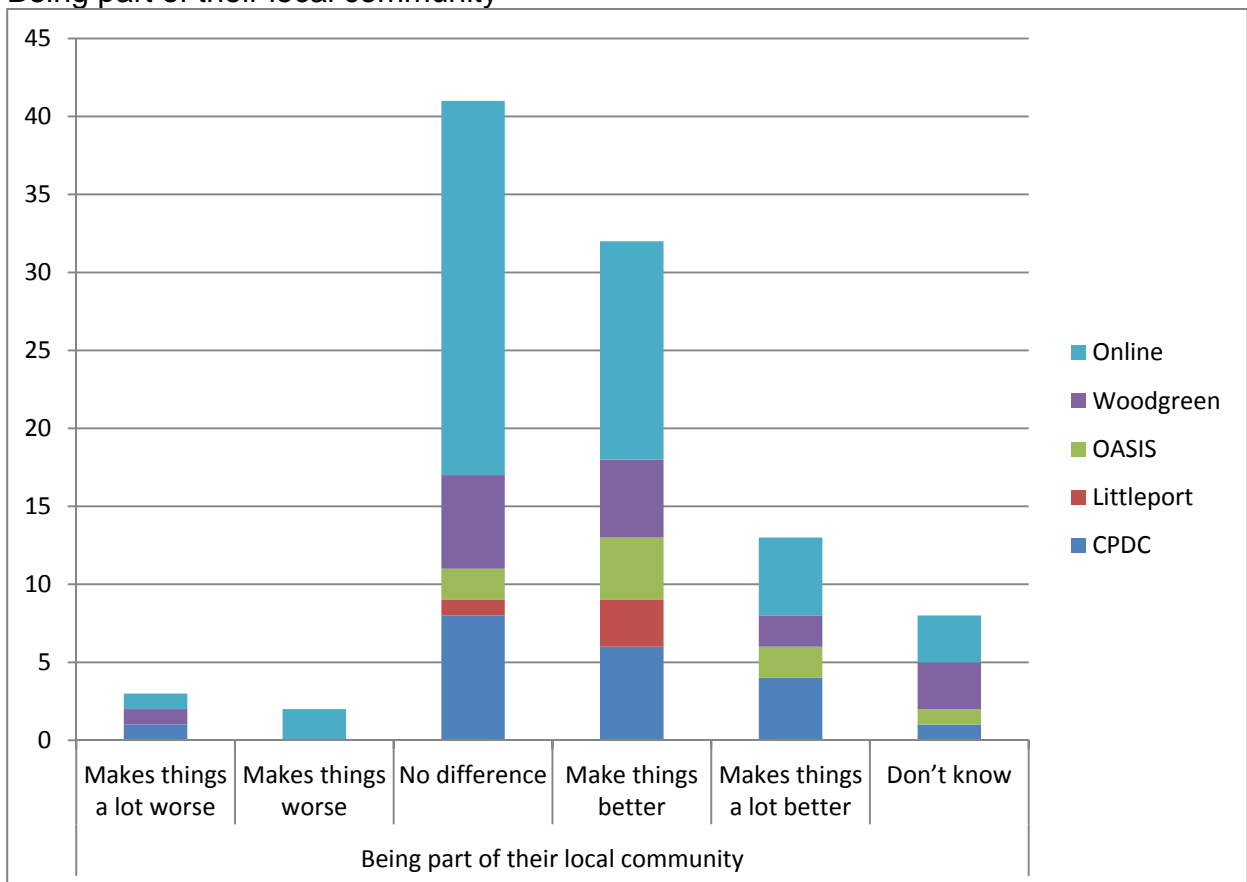
Being as fit and healthy as they can be



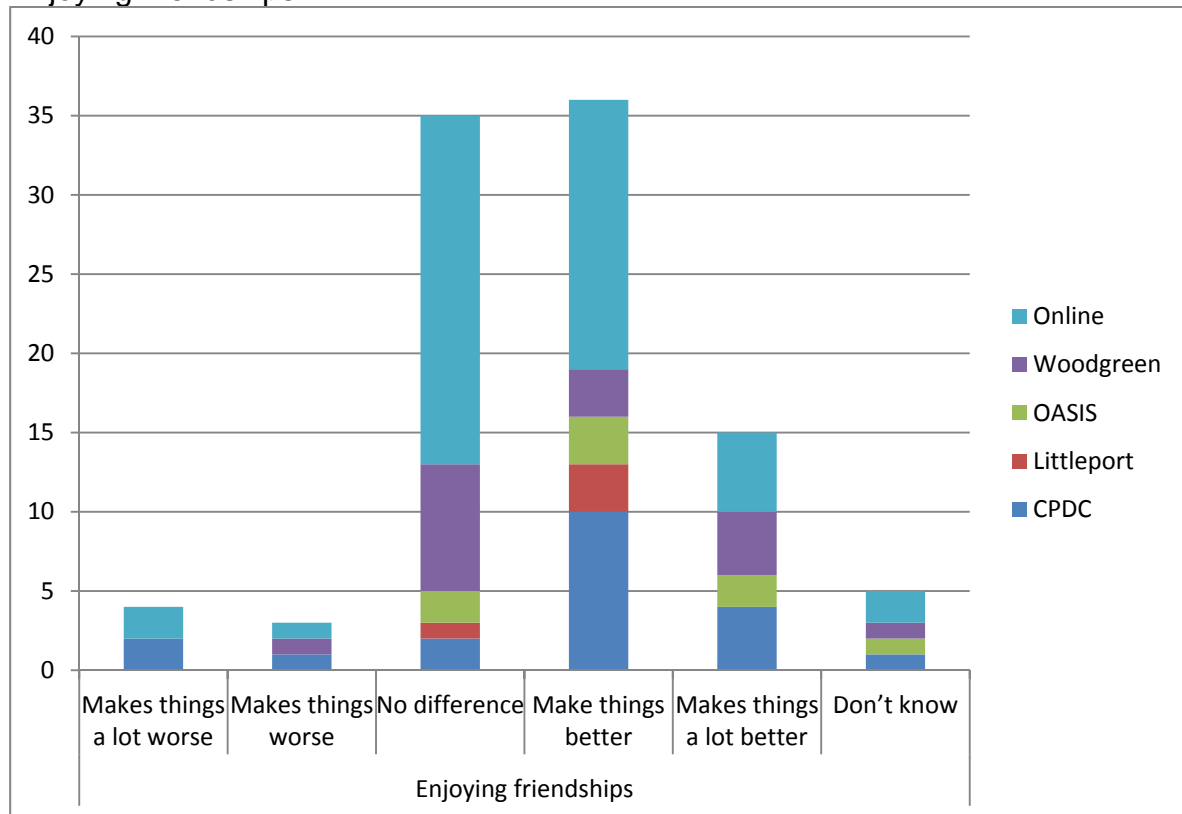
Taking part in school and learning



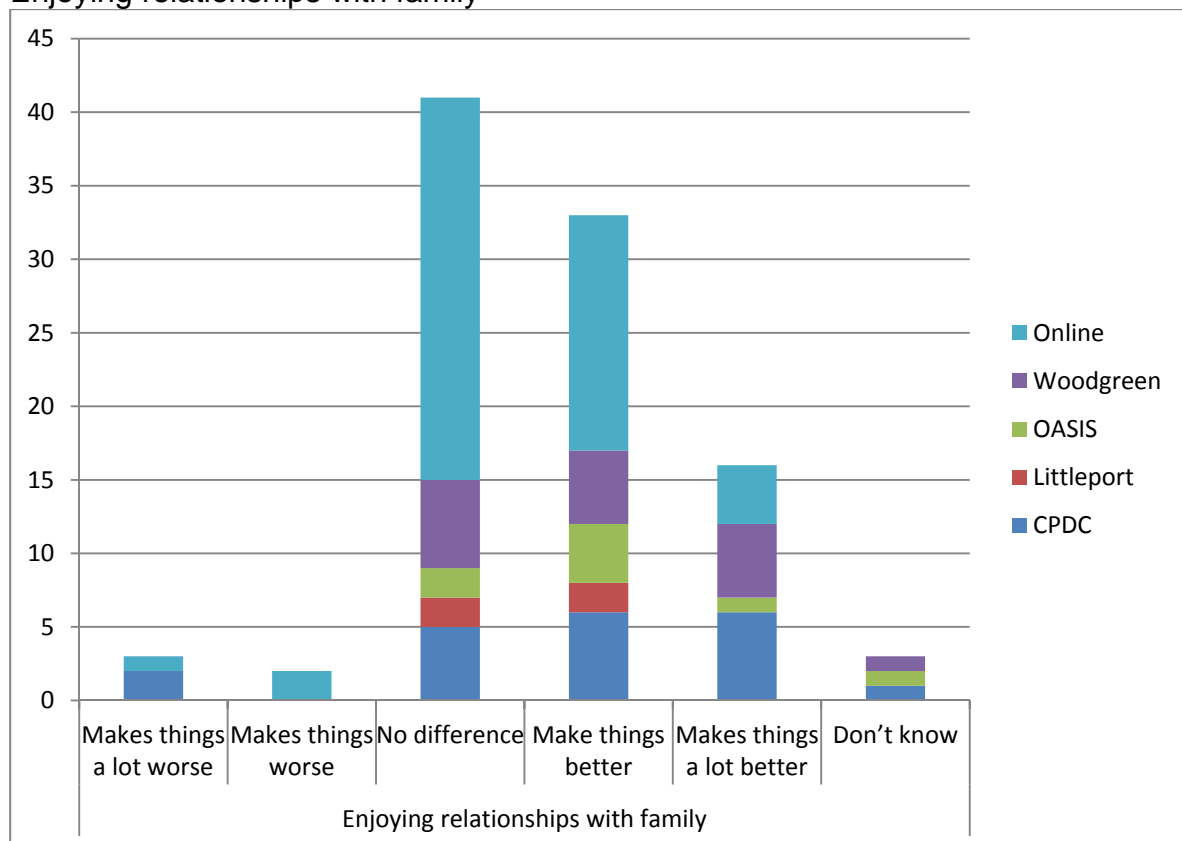
Being part of their local community



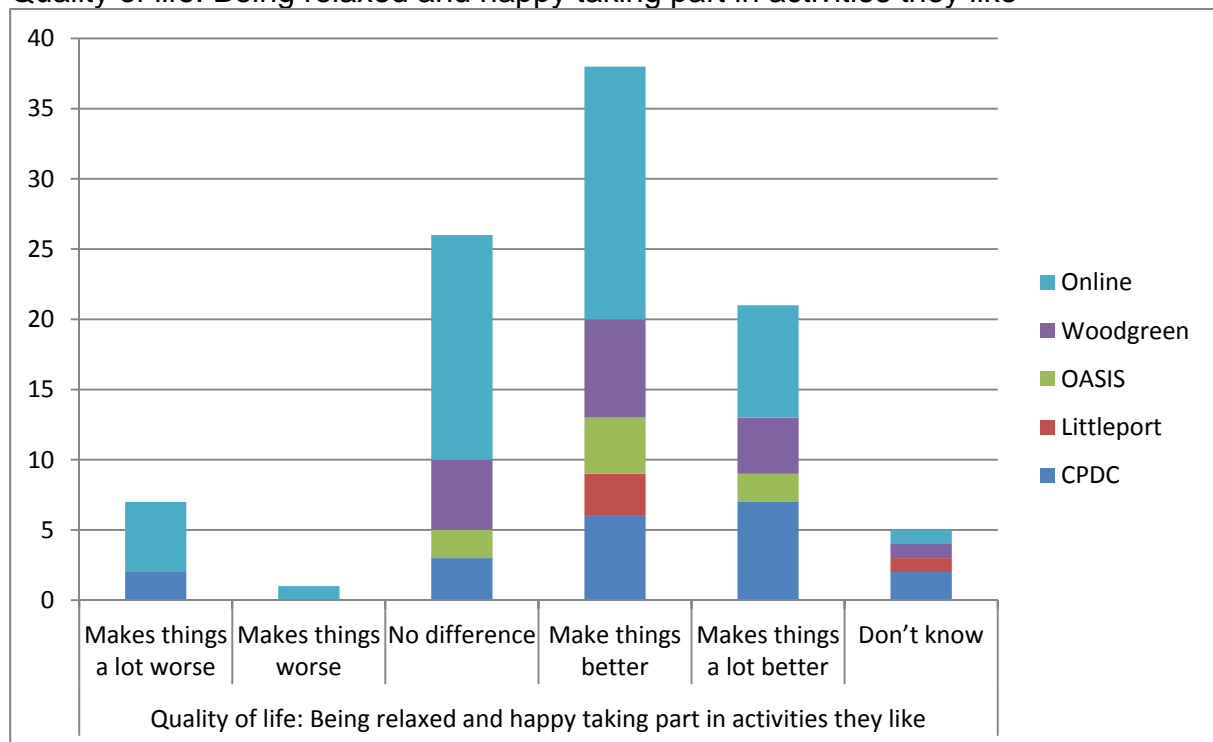
Enjoying friendships



Enjoying relationships with family

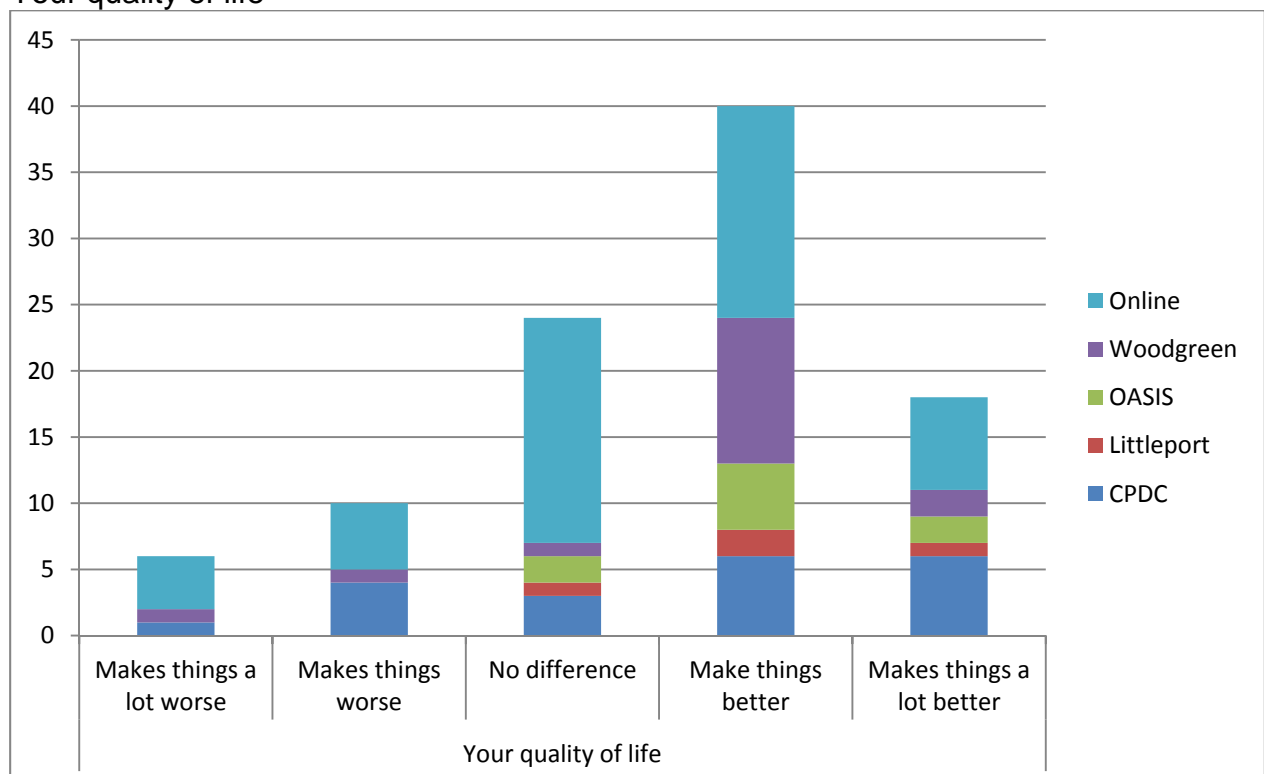


Quality of life: Being relaxed and happy taking part in activities they like

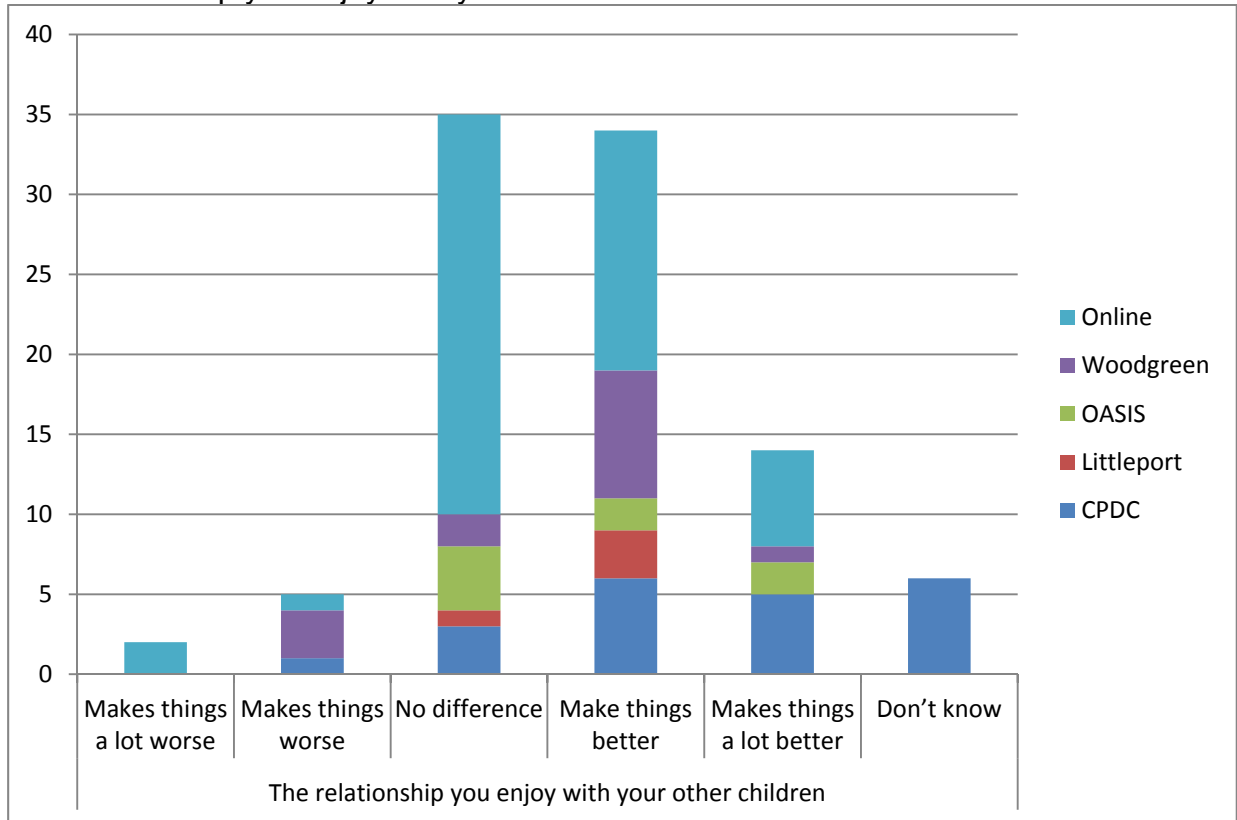


Does the support your child gets make a difference in these areas of your life as a parent?

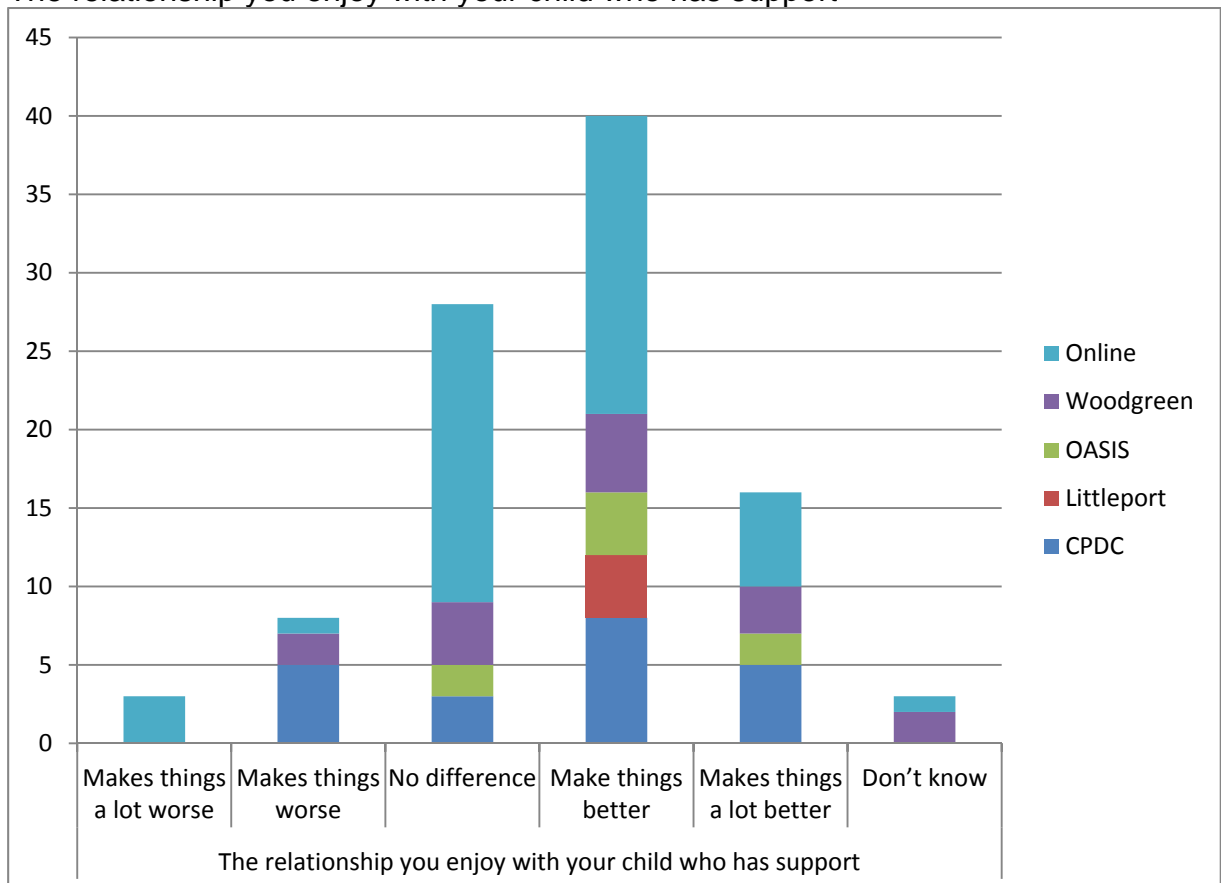
Your quality of life



The relationship you enjoy with your other children



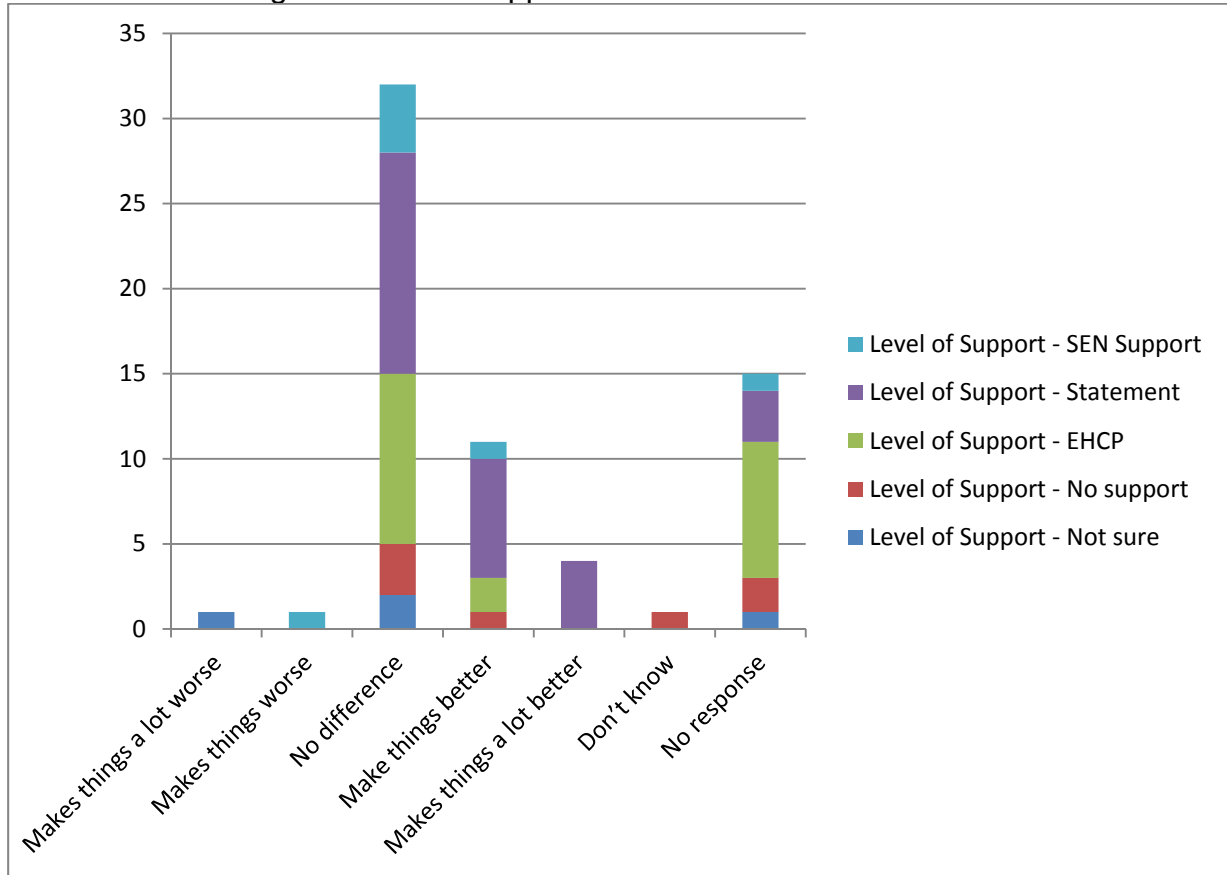
The relationship you enjoy with your child who has support



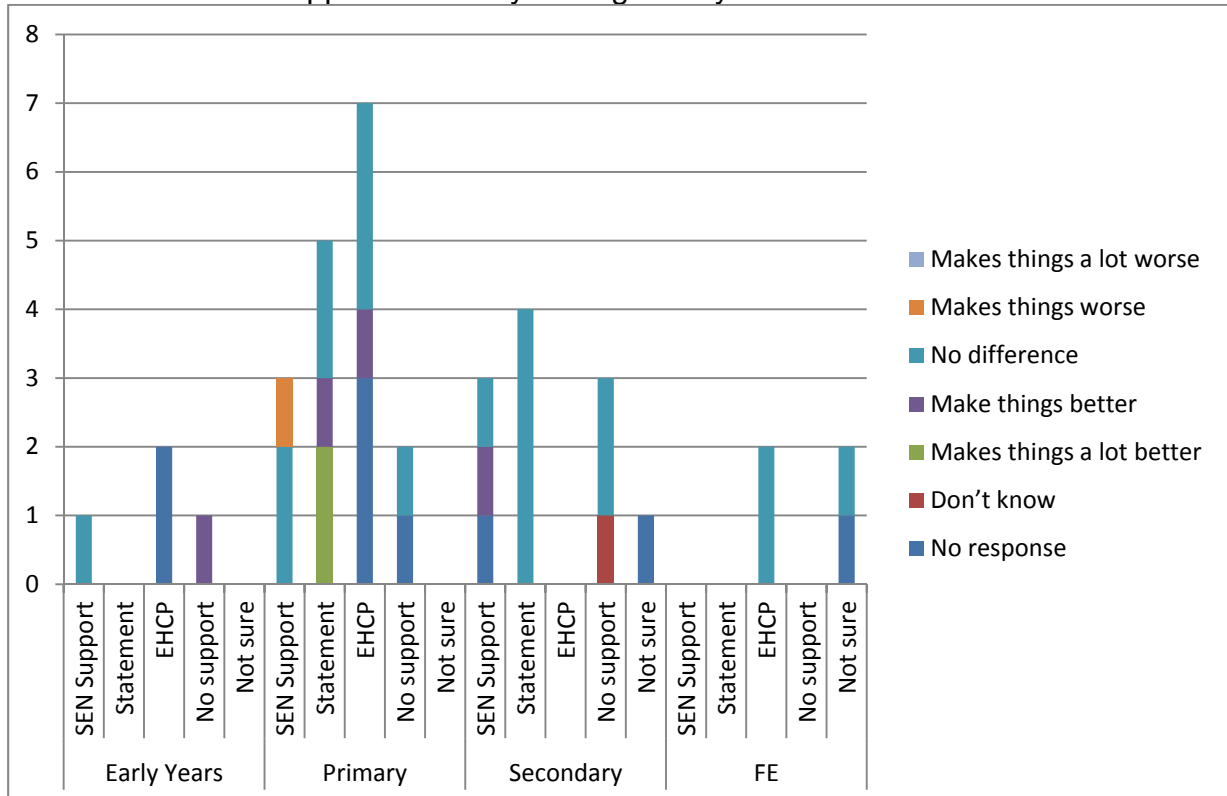
Feedback from the survey

Outcomes data

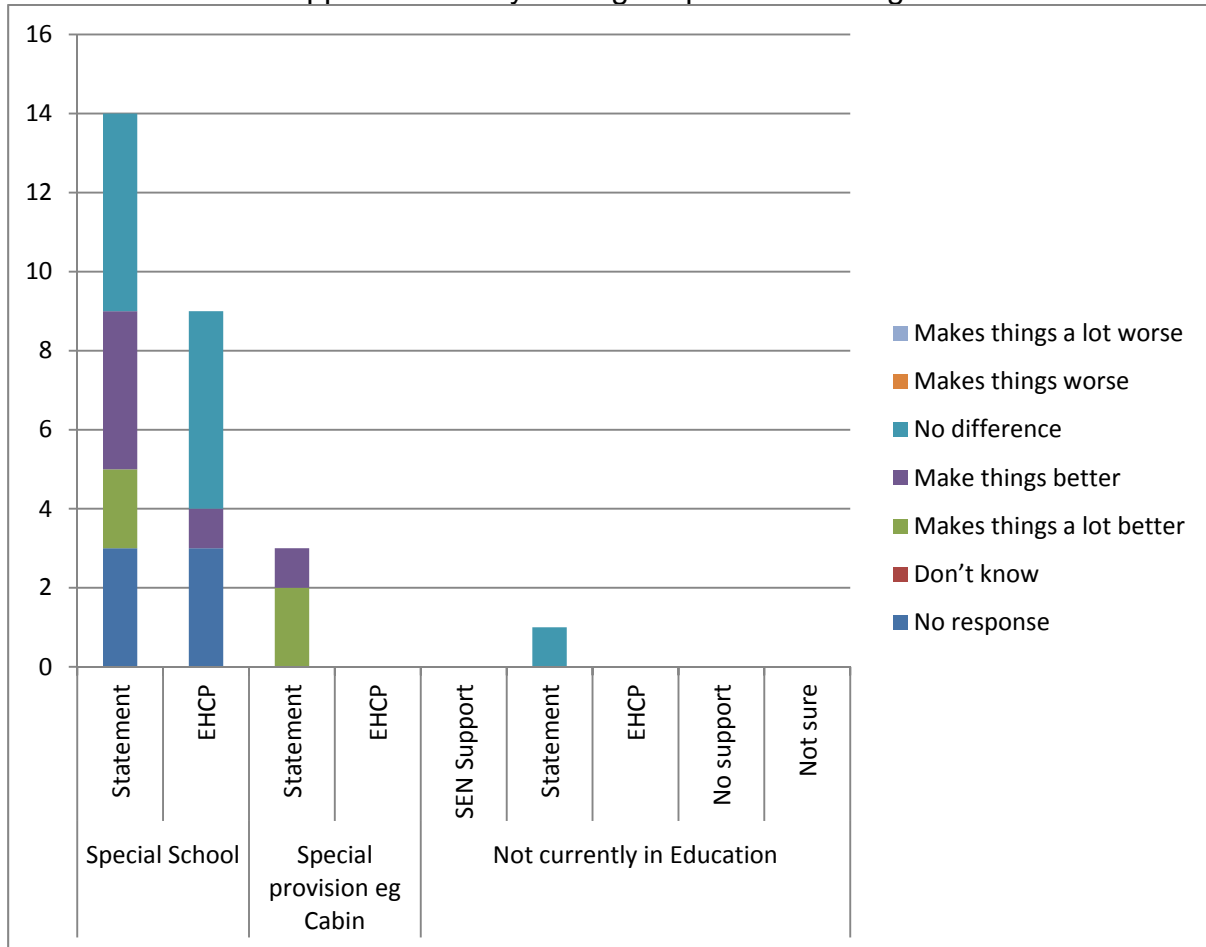
Difference made against level of support



Difference level of support makes by setting - Early Years to FE

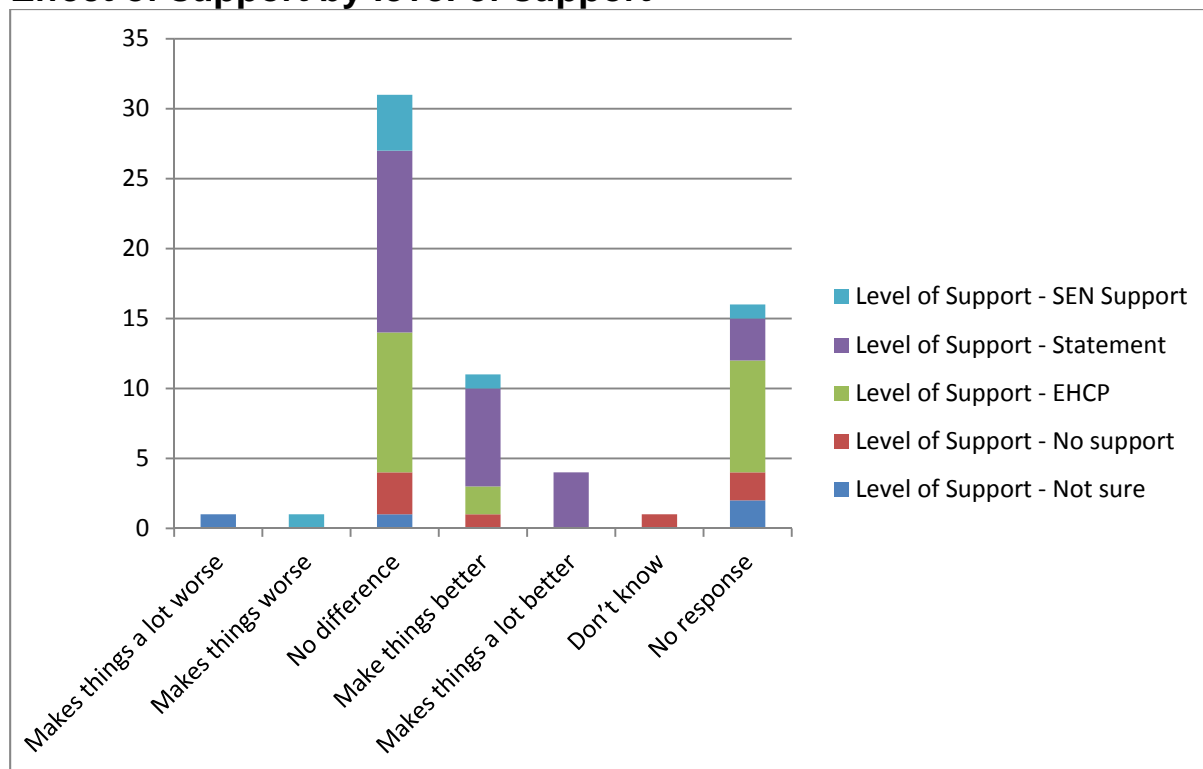


Difference level of support makes by setting – Specialist settings



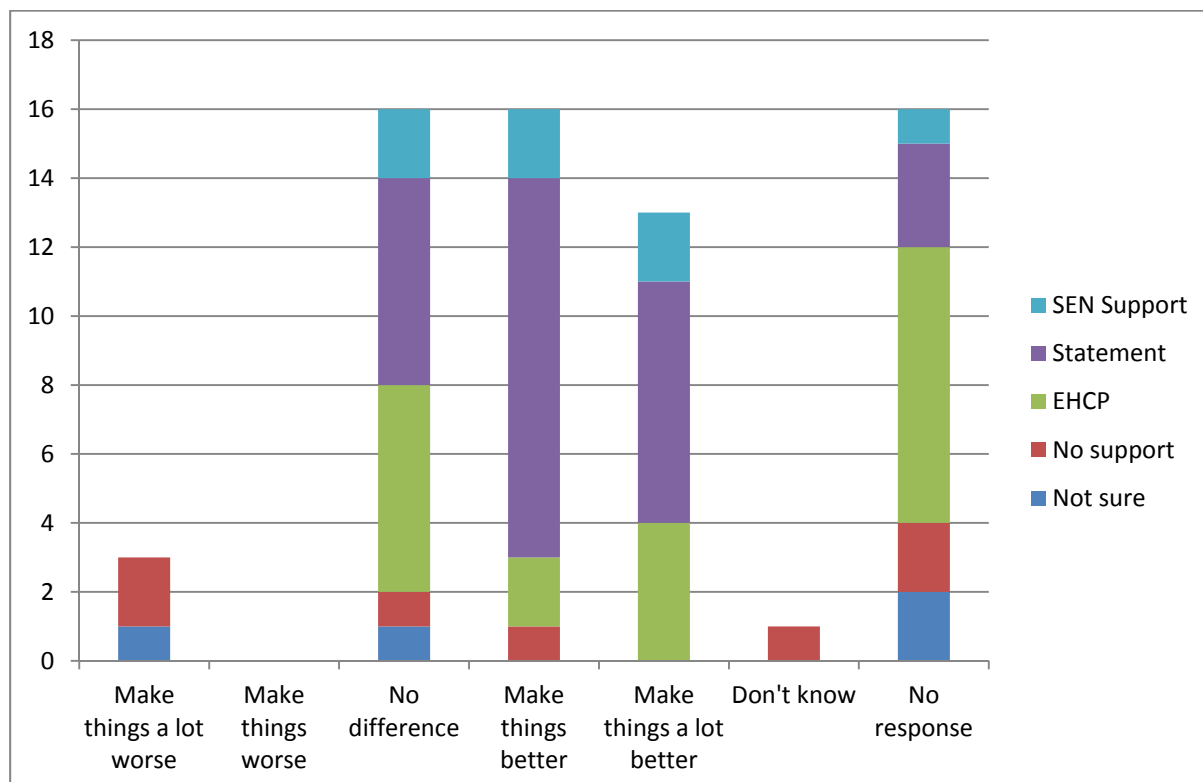
SEND One year on - Analysis of feedback

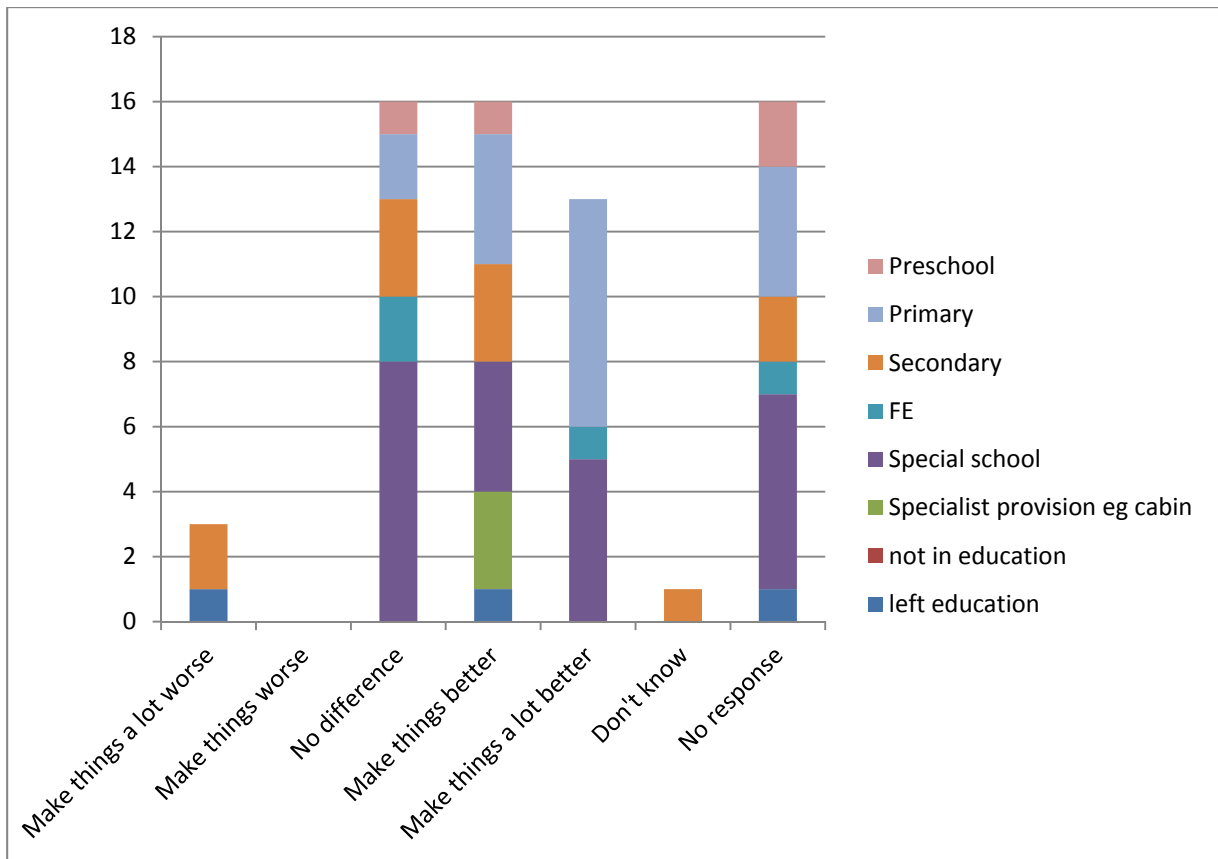
Effect of support by level of support



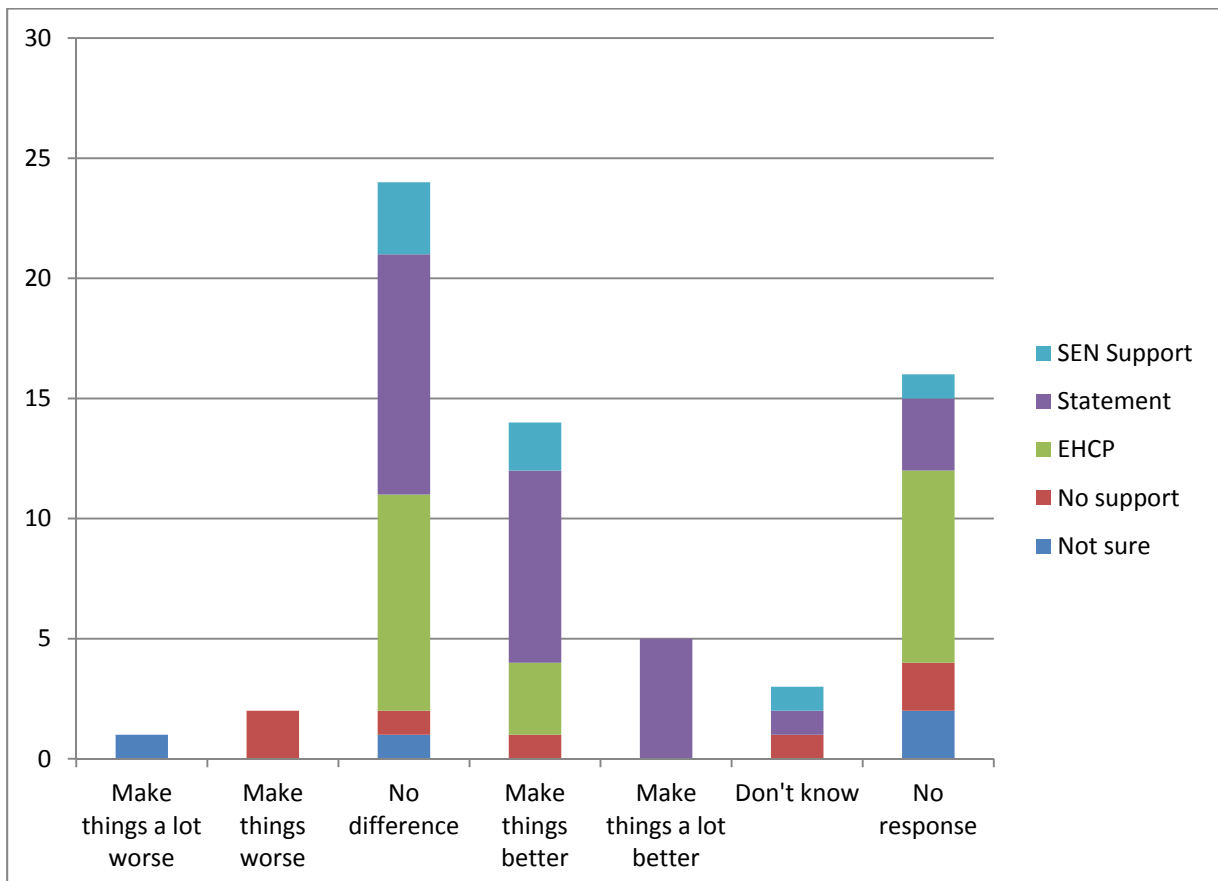
The effect support has on

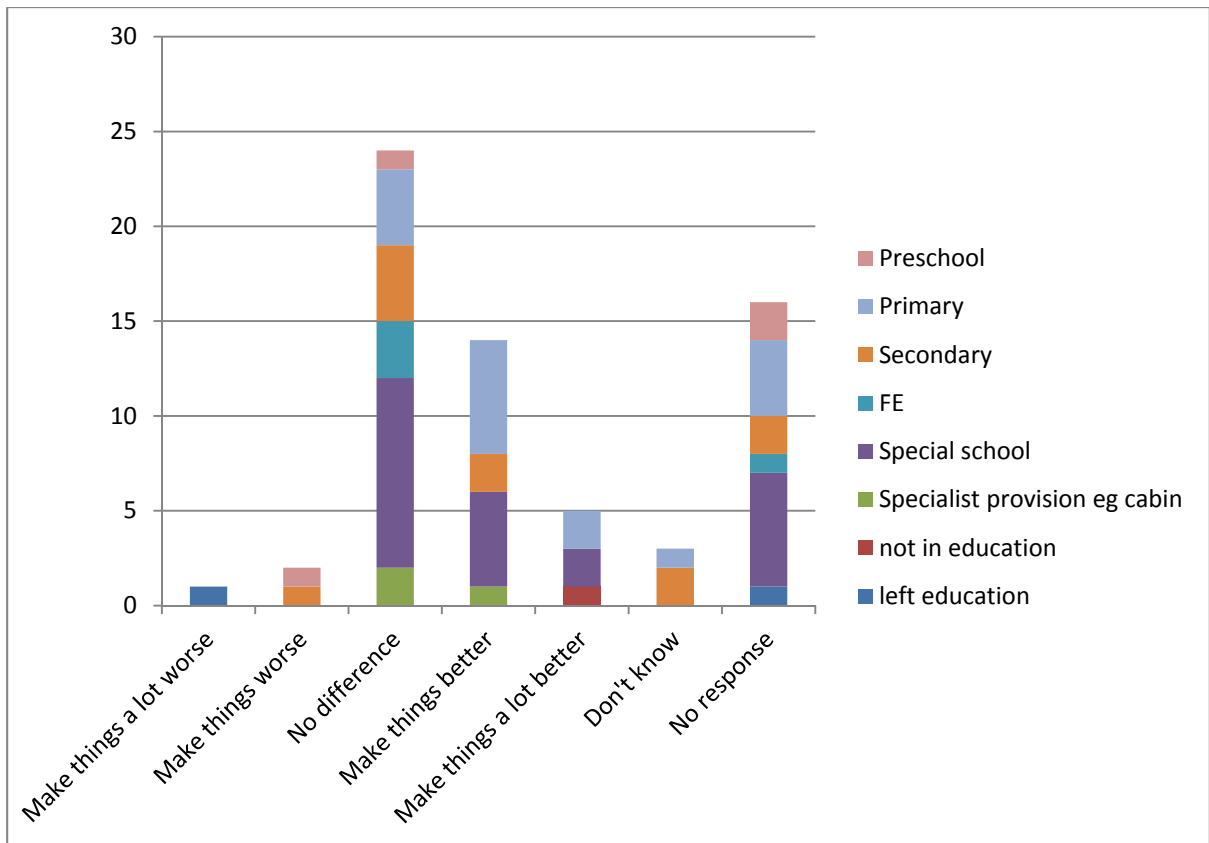
Taking part in school and learning



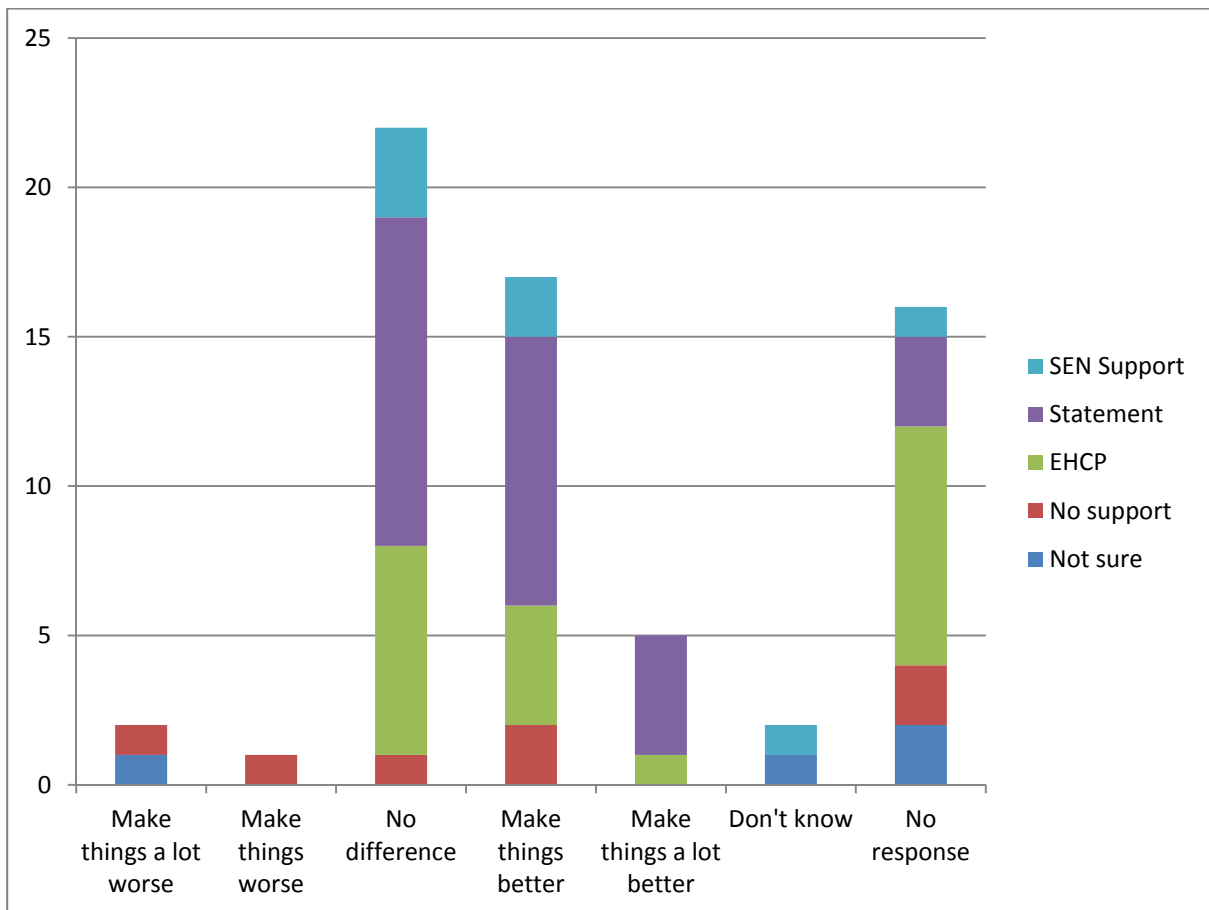


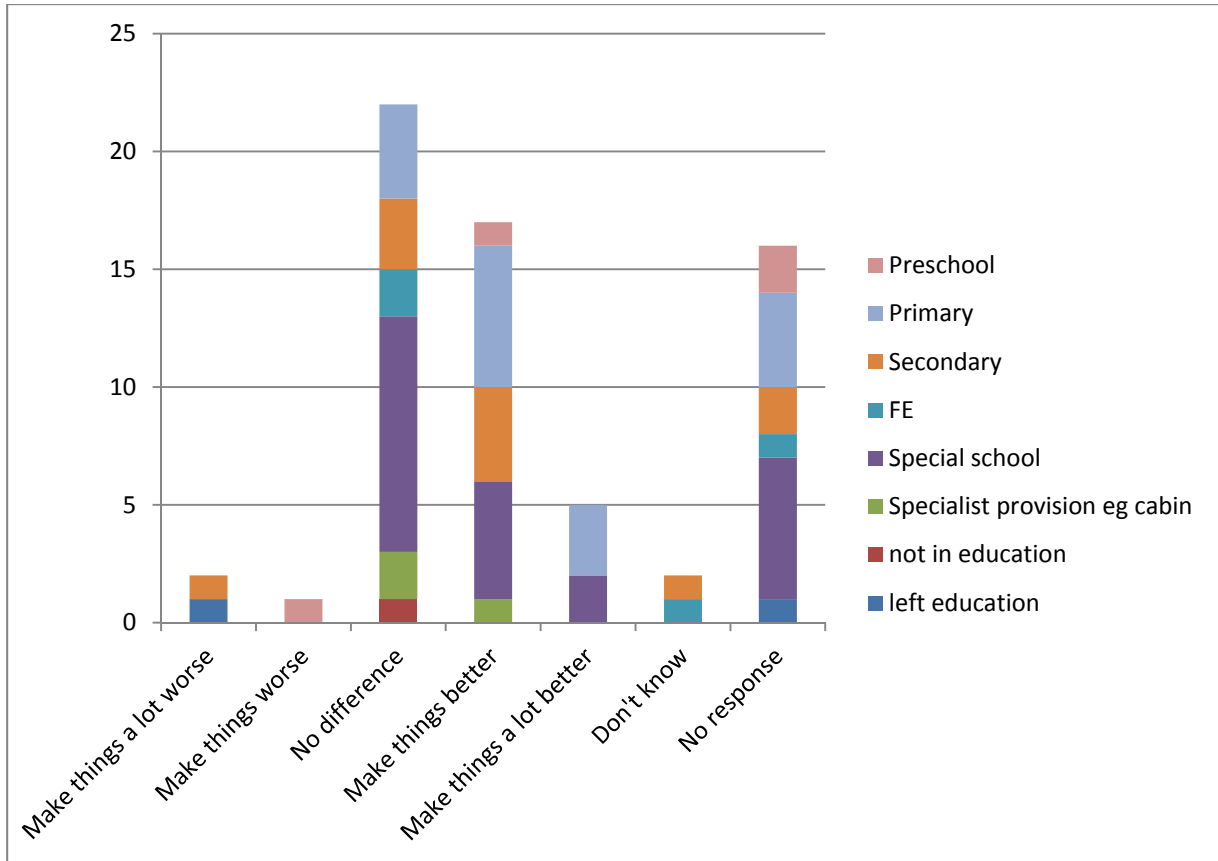
Being part of their local community



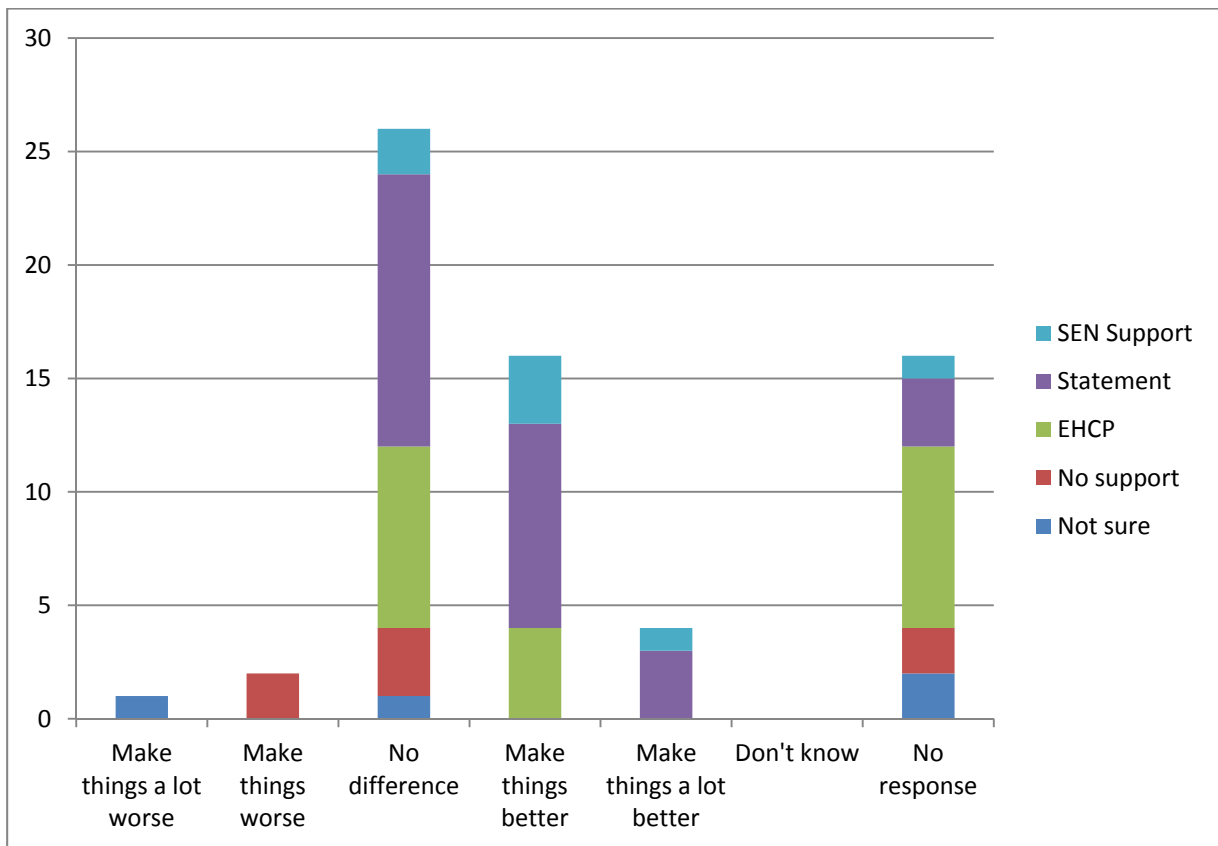


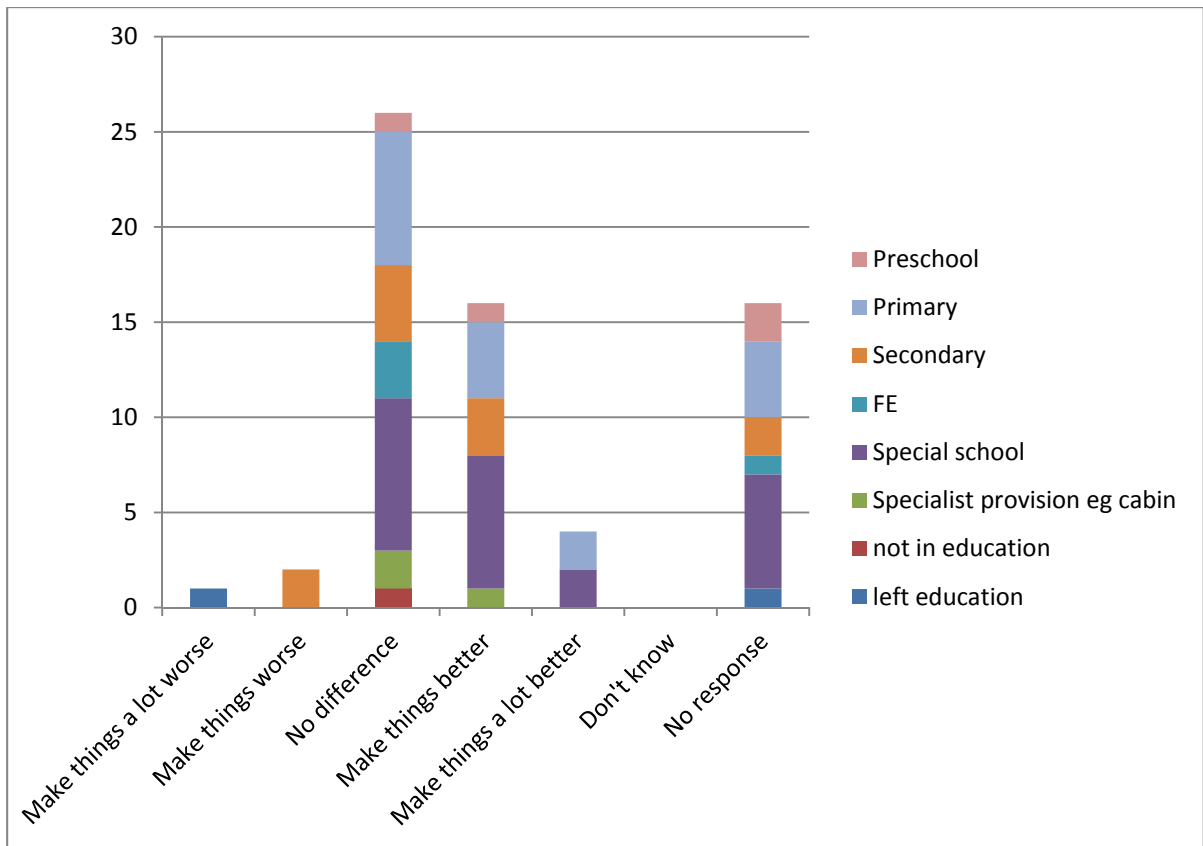
Enjoying friendships



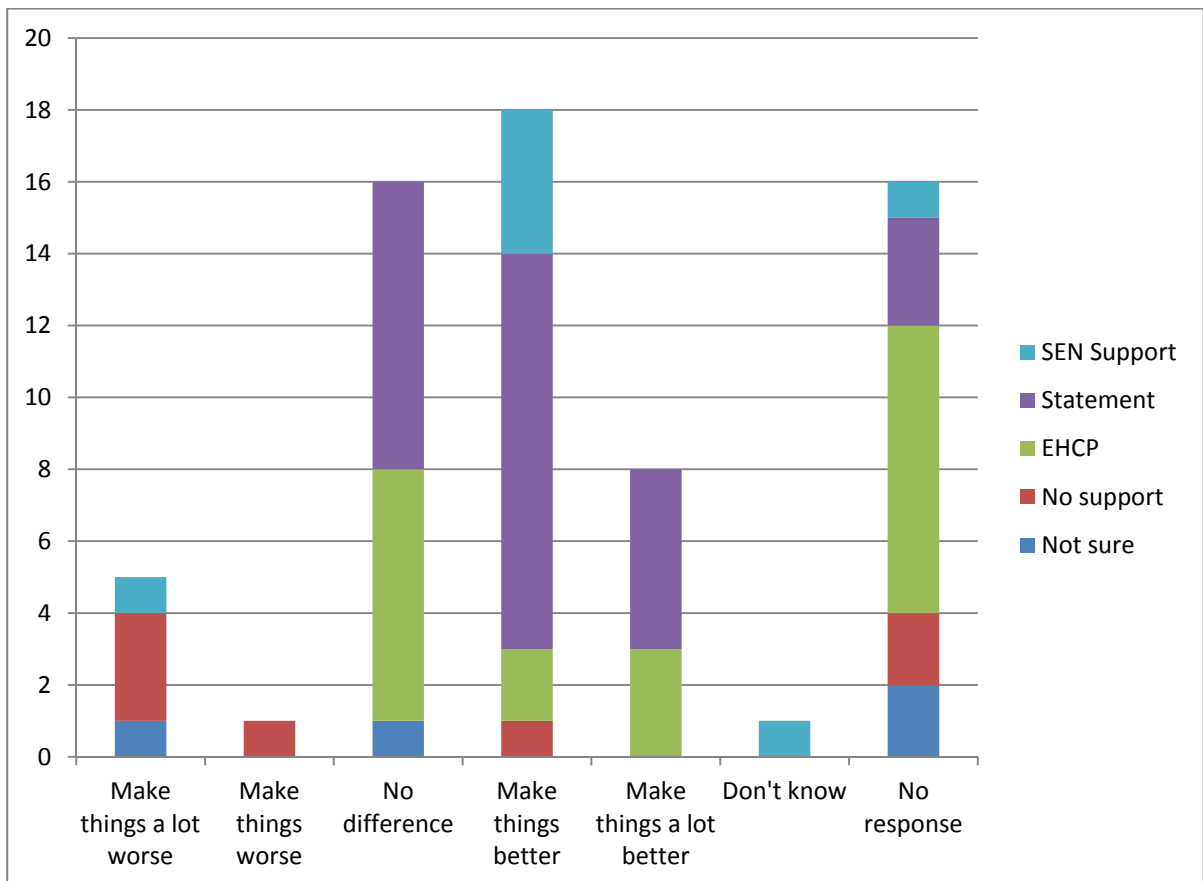


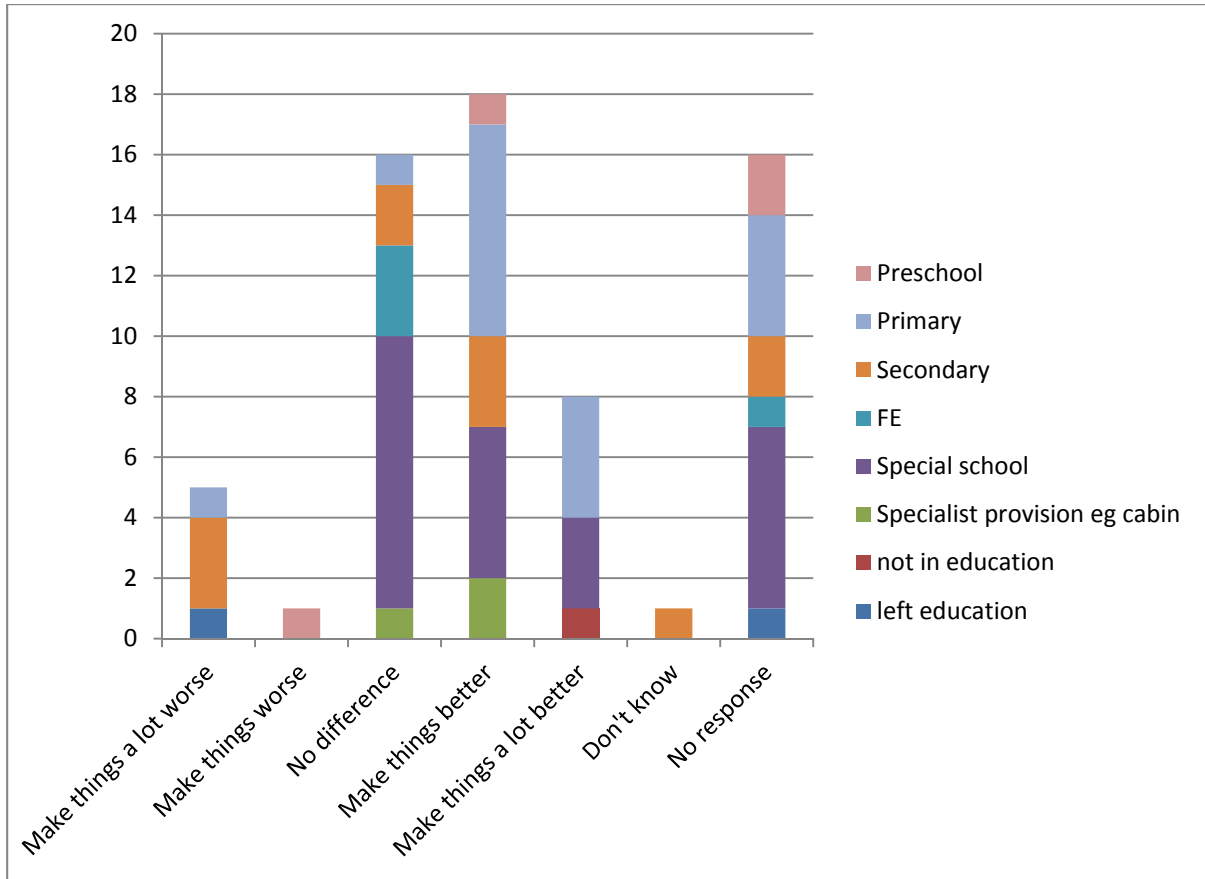
Enjoying relationships with family



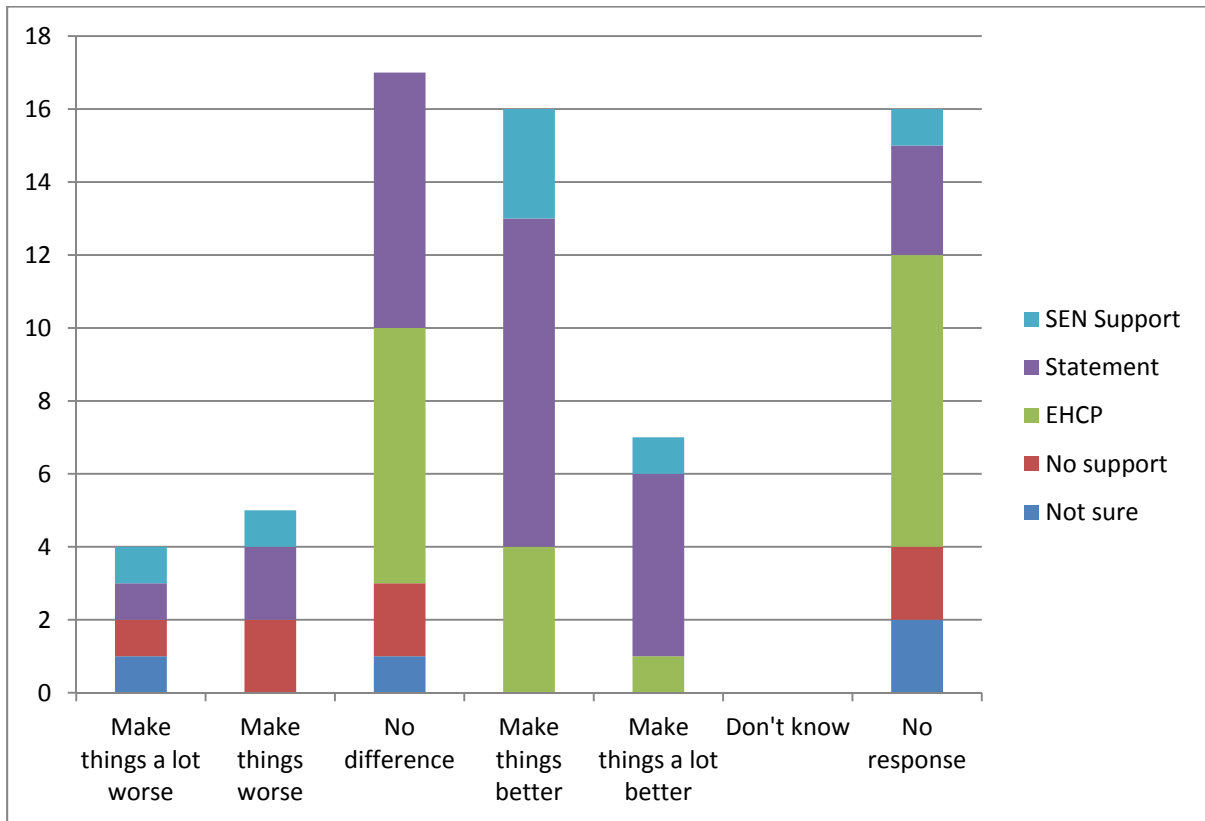


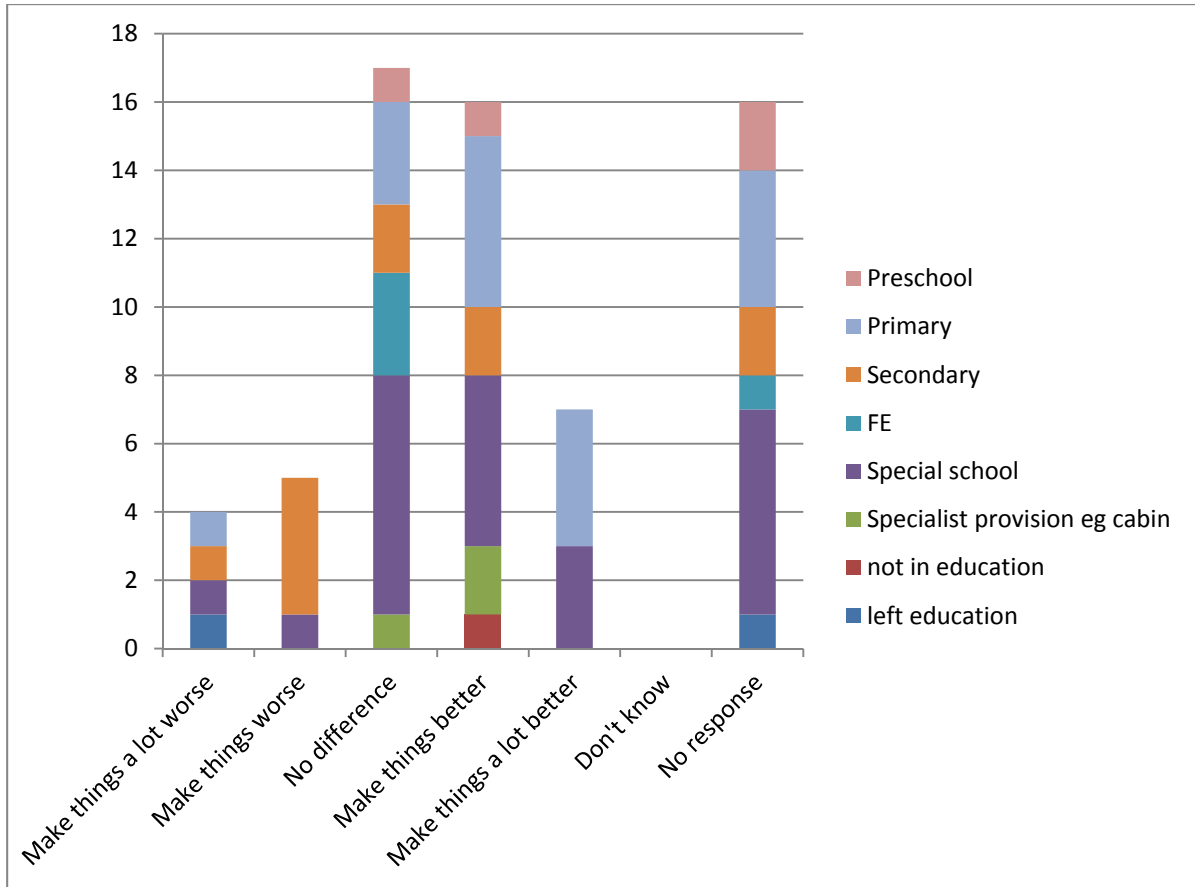
Quality of life: Being relaxed, happy and taking part in activities they like



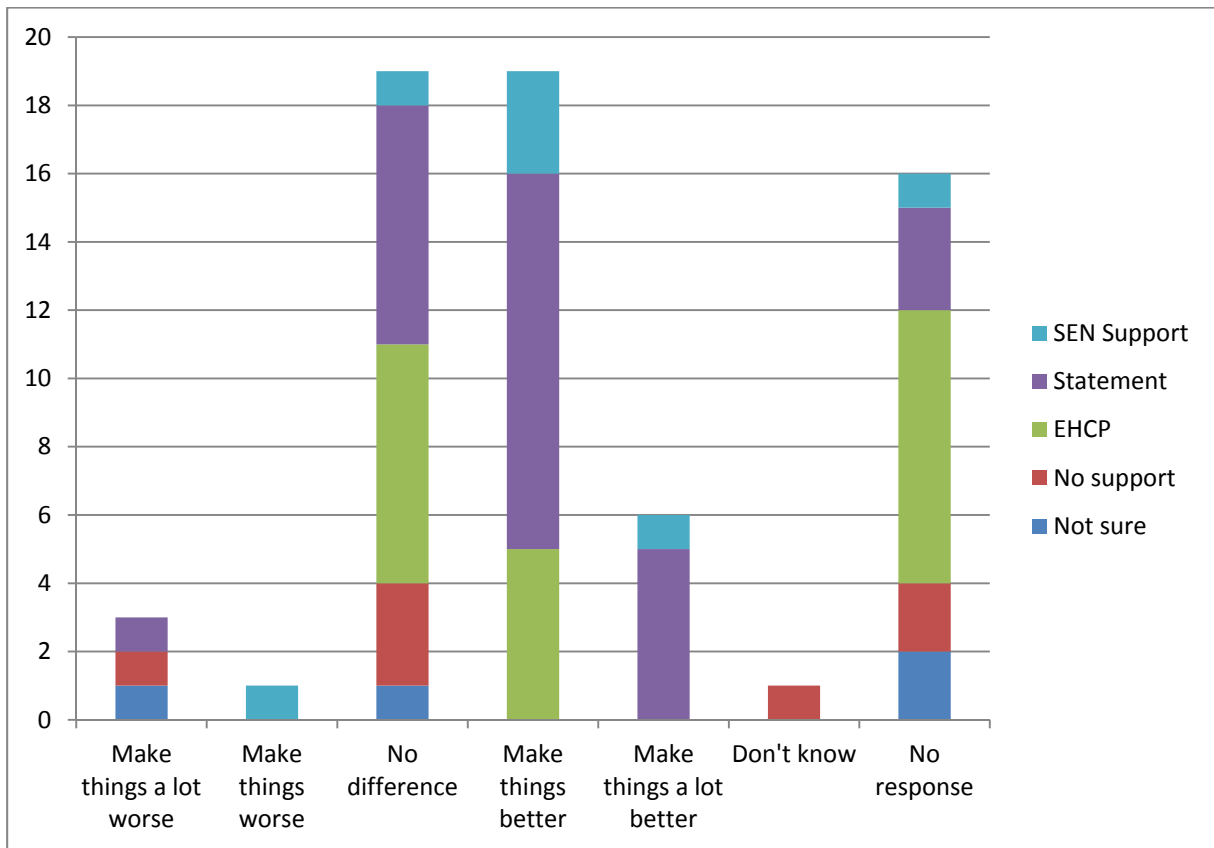


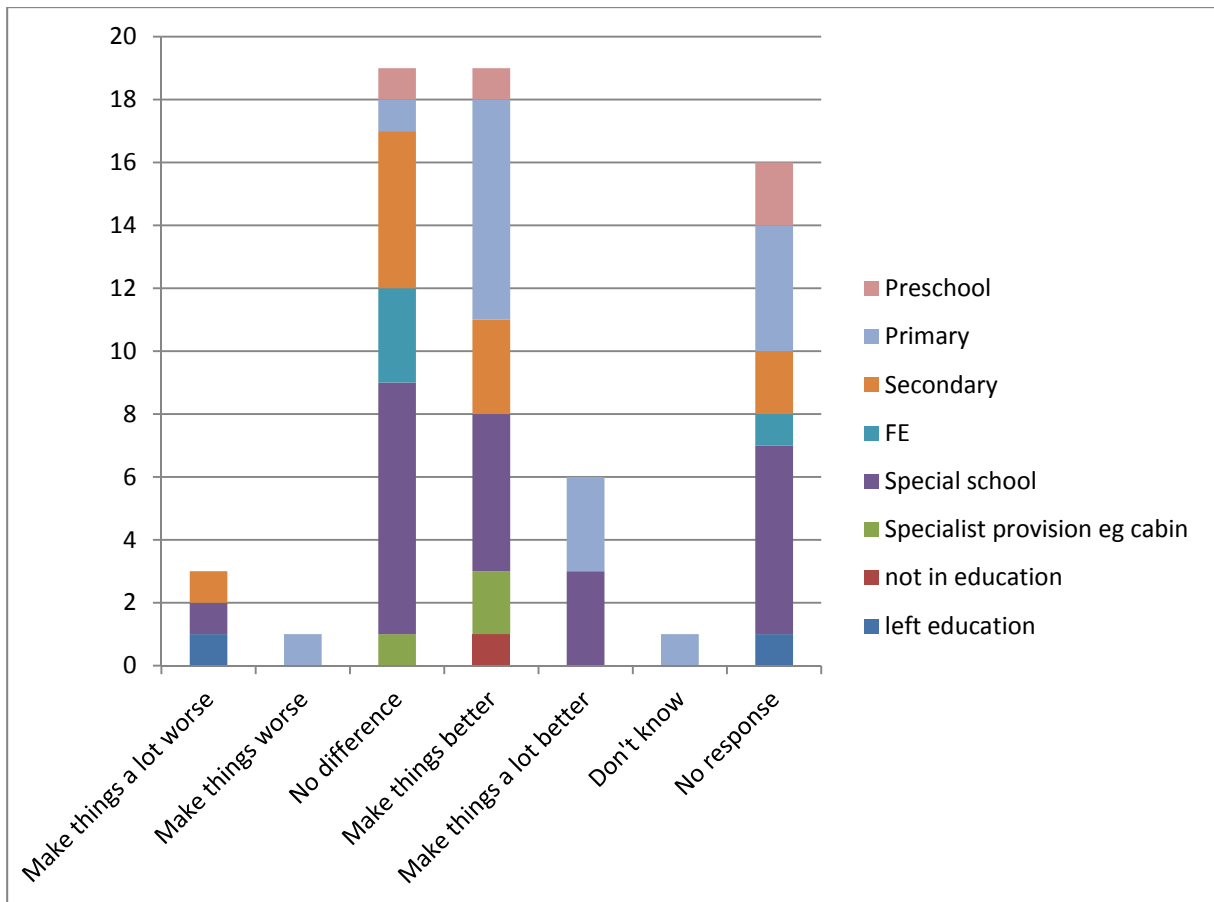
Your, parents and carers, quality of life



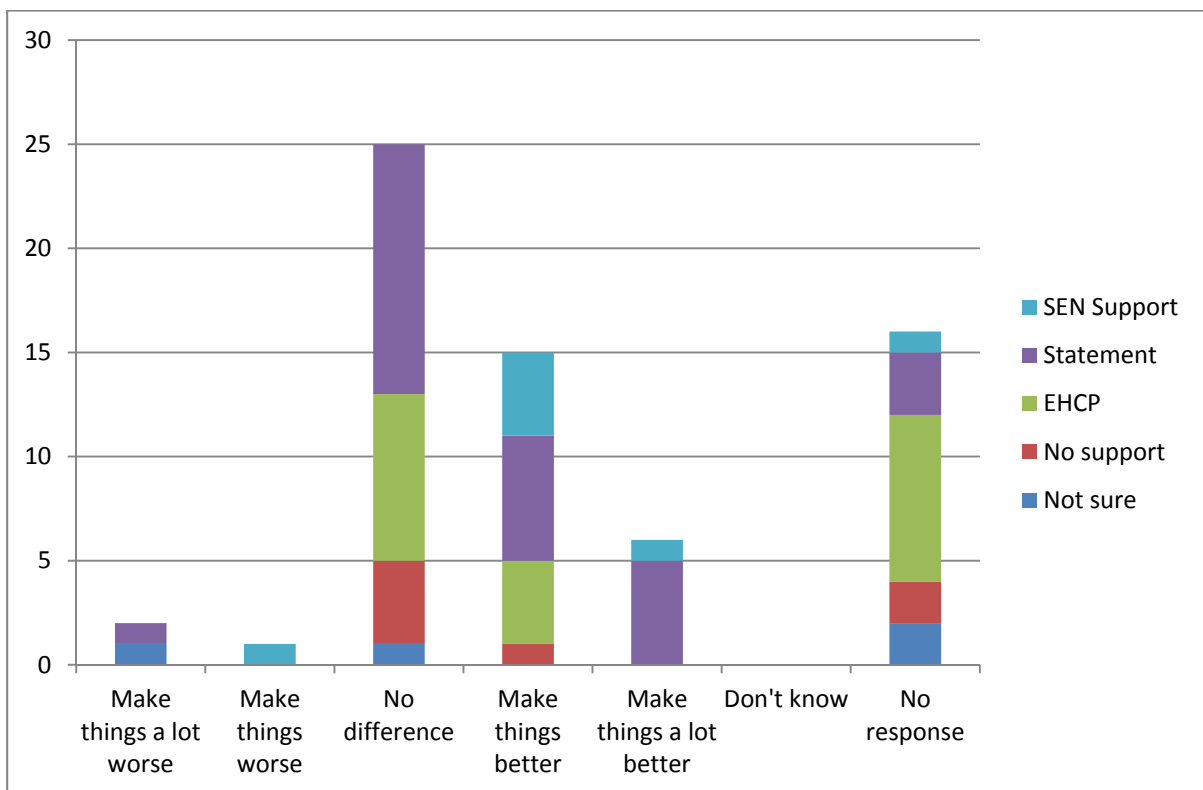


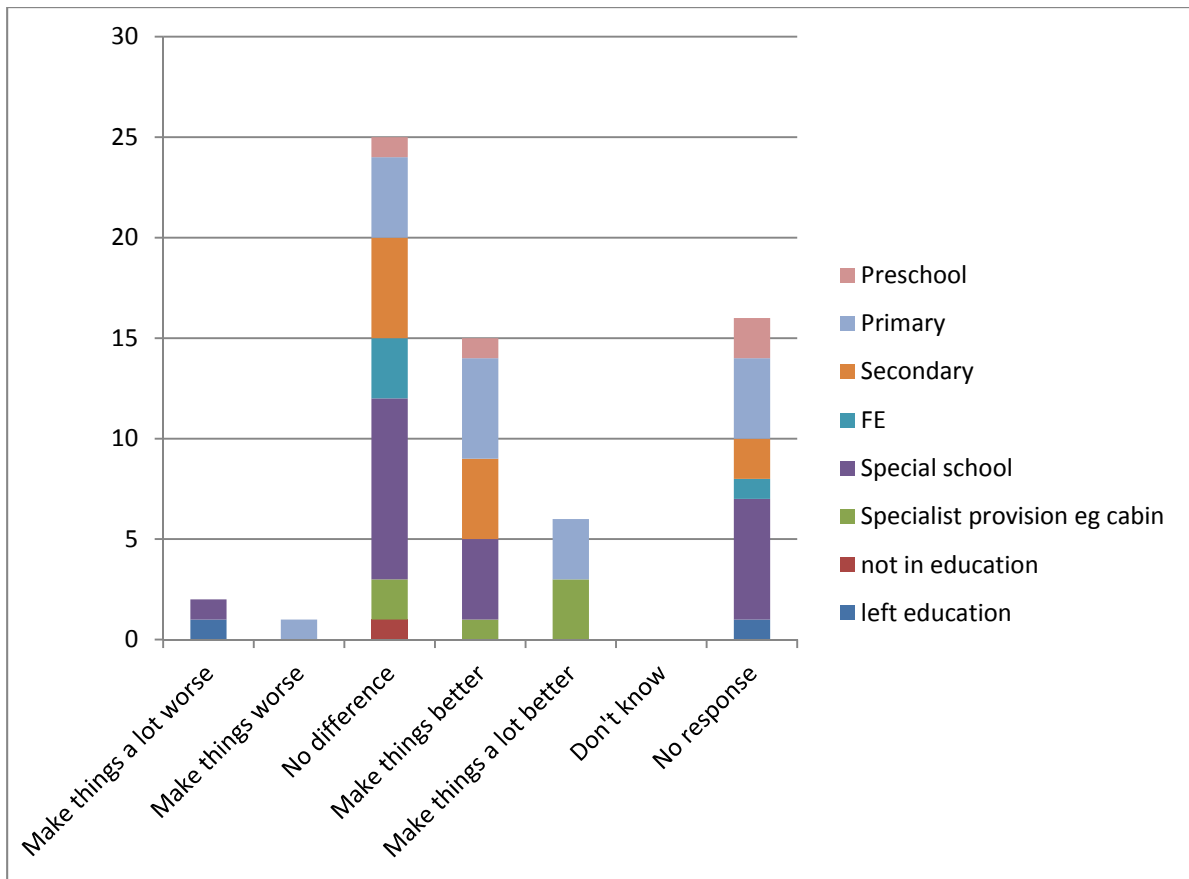
The relationship you enjoy with your child who has support





The relationship you enjoy with your other children



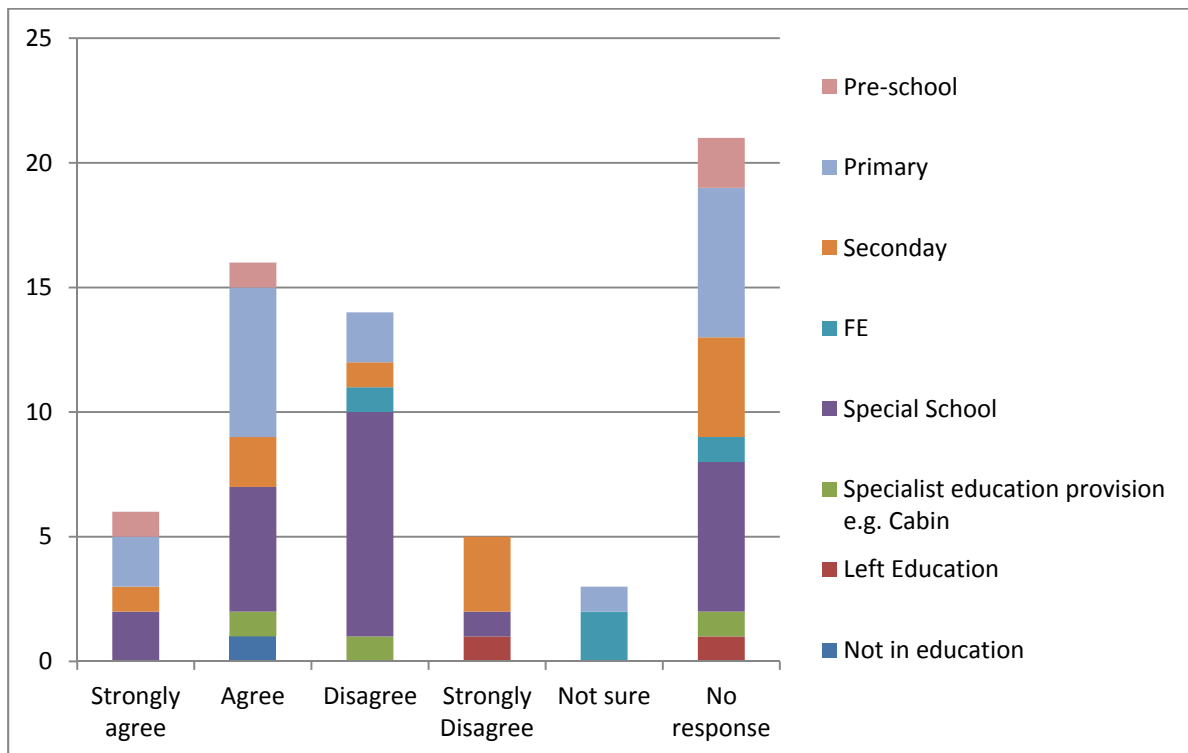
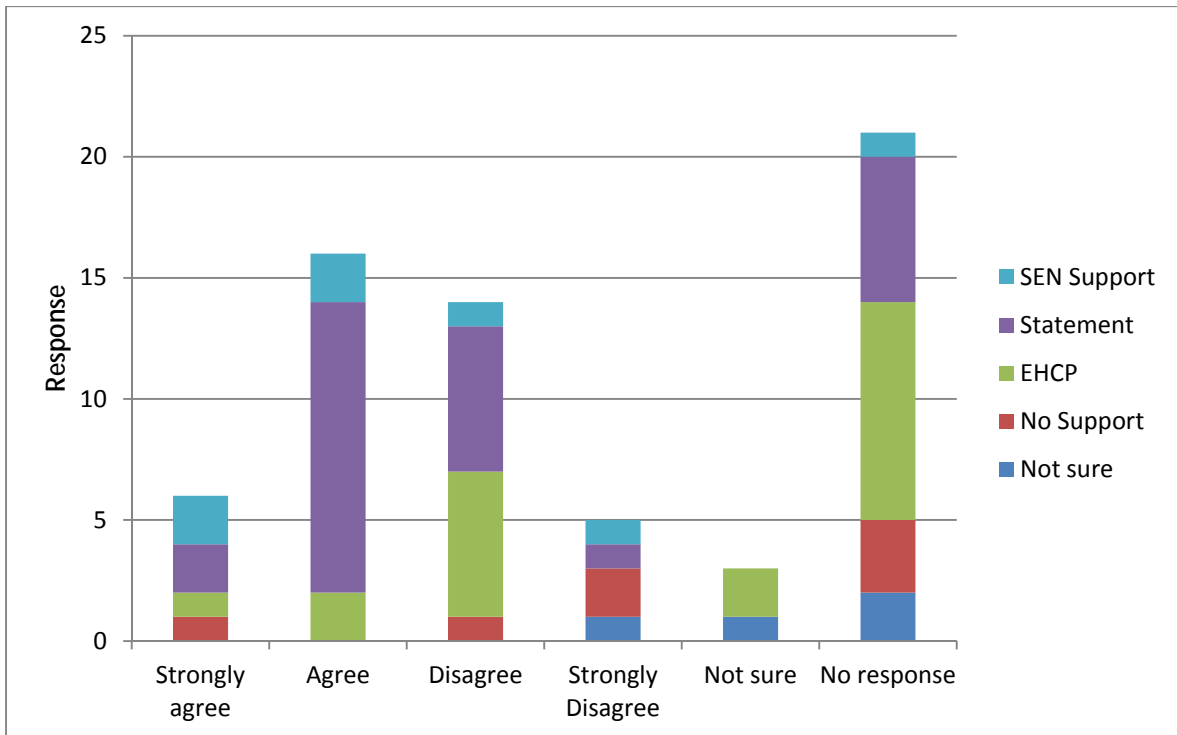


SEND one year on – analysis of online survey

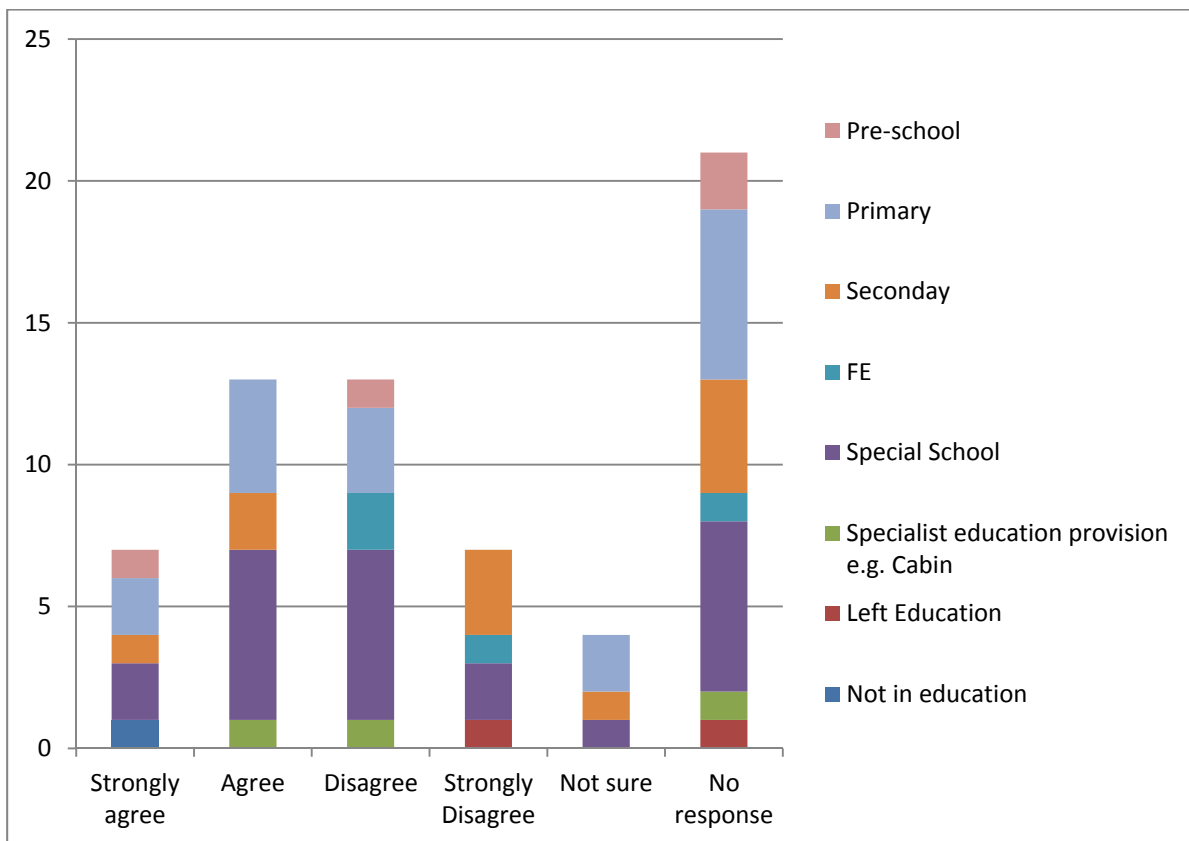
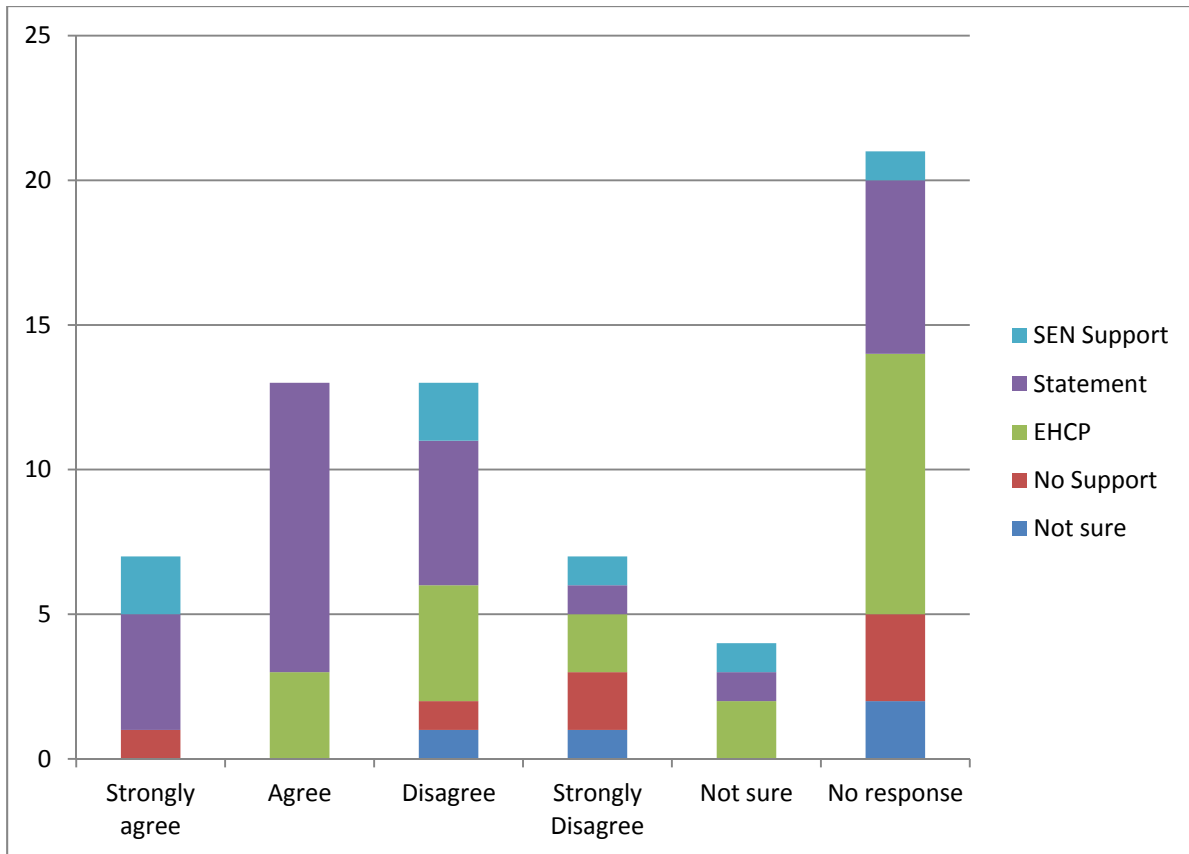
General Support for ALL pupils with SEND

In the past year do you feel....

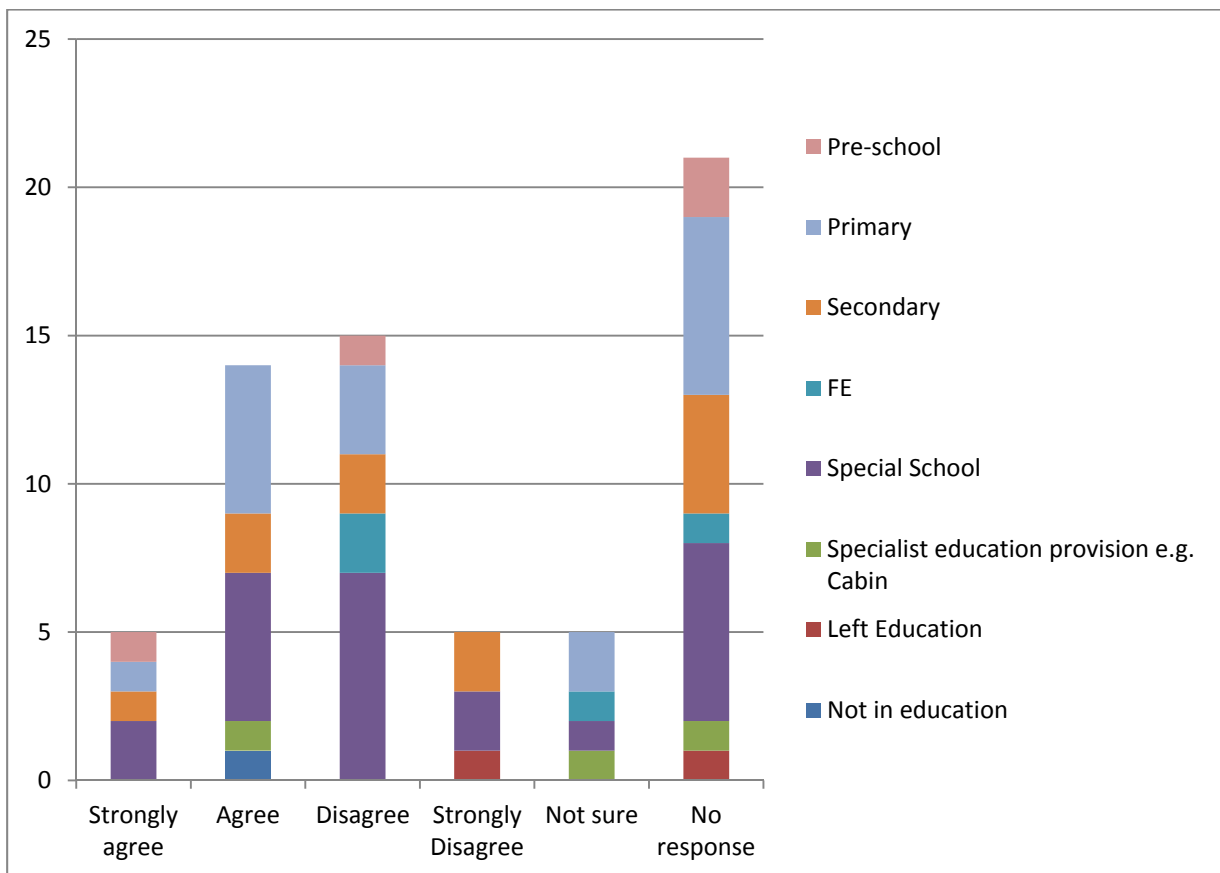
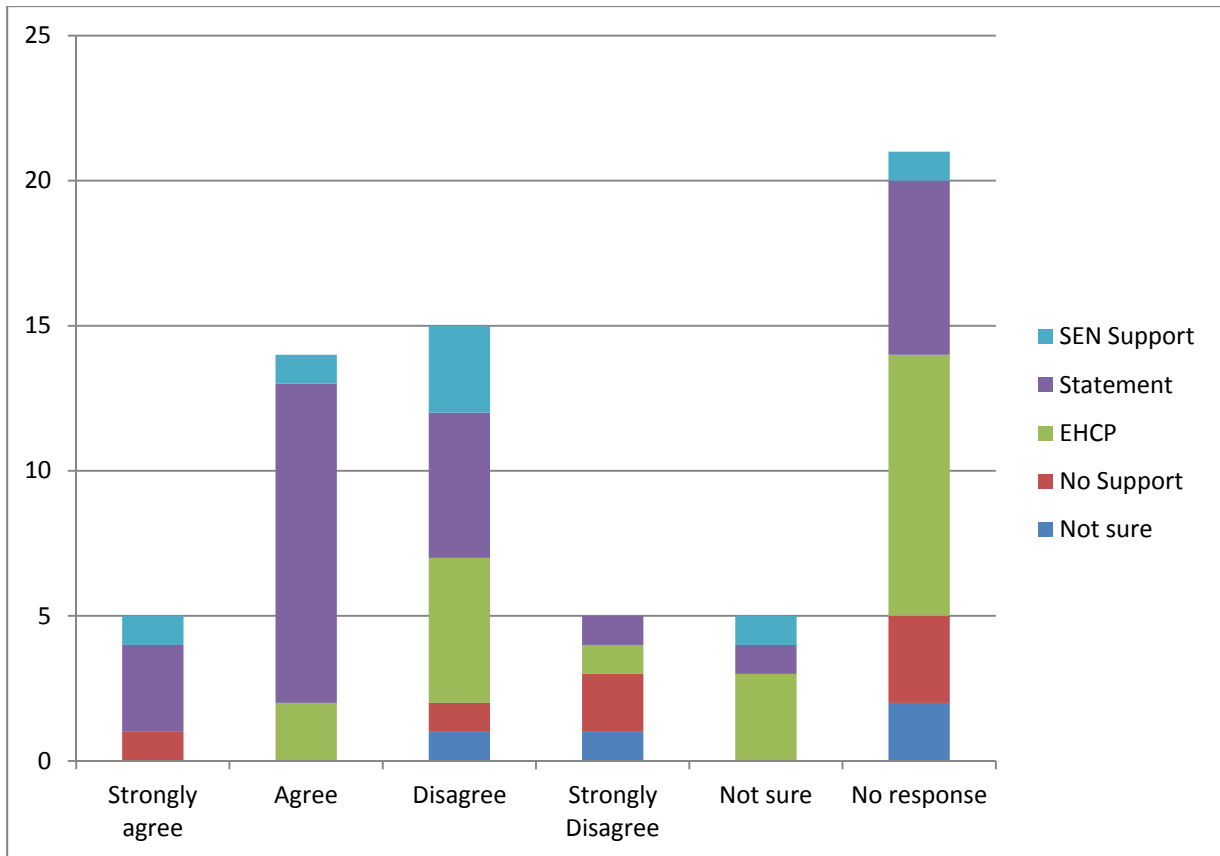
Your child's needs have been better understood?



The support your child has been offered has improved?



The people that work with your child are better at this?



Other comments

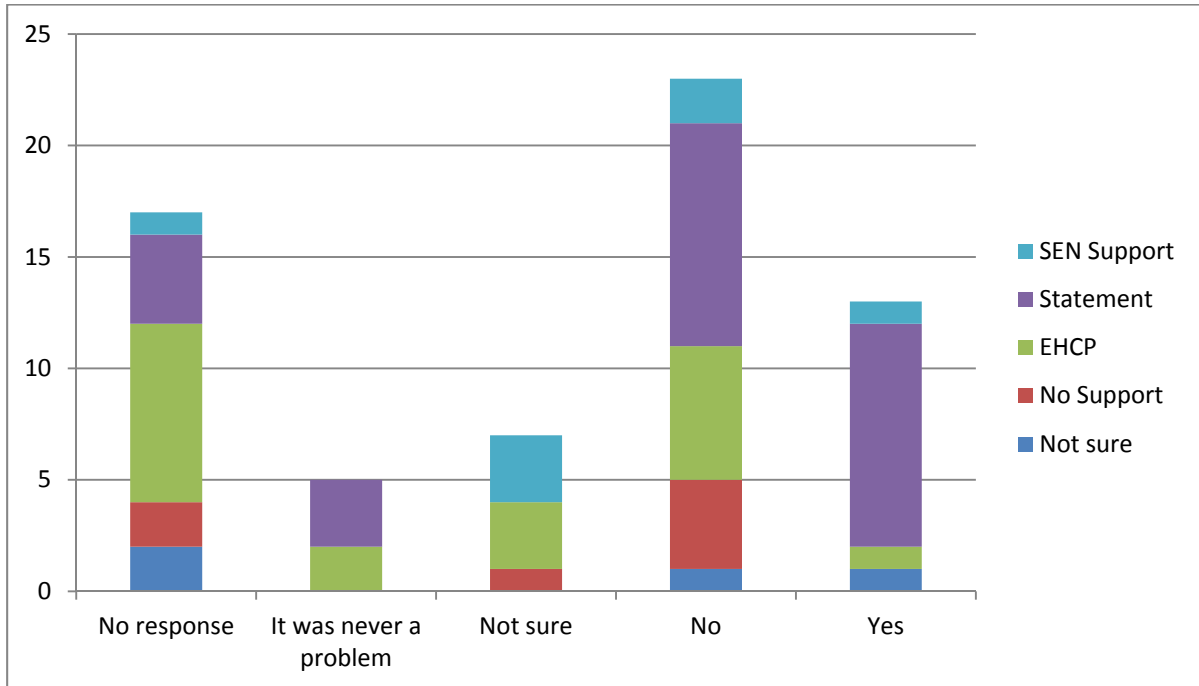
Comment	Setting attended	Level of support
As the parent of a 13 yr old not coping, support is limited as we do not have "the diagnosis". Special needs provision is limited for those without the magic paper. My child is looking at permanent exclusion, has had no education for a month and we are currently being passed from pillar to post whilst the LEA argue about places and transport costs	Secondary School	SEN Support
Both of my children have SED and go to Highfields but asking for help is very hard for us as a family!!	Special School	EHCP
I have waited over 11 months for the statement to be revised and made into an EHCP, the old statement is out of date and much of it not implemented. The school don't understand working in partnership with parents. The draft EHCP missed out all the social care information , didn't have my son's diagnosis accurately reflected and contained none of the parental views that I had sent in.	Special School	Statement
I would rather speak to someone than trawl through websites.	Special School	EHCP
It seems to be that we have spent a lot of time to write and discuss the child needs and not meet their needs	Special School	Statement
Local Authority need to be able to meet the support needs of all children/YP, Do not offer services if you can then not follow up	Further Education College	EHCP
Mainstream schools need better training to help spot and support additional needs children	Primary school	SEN Support
More needs to be done to offer help to those with special needs not make it so it's virtually impossible to get help	Secondary School	No support
The best support my son received so far was in Early Years from Portage which was life changing.	Further Education College	EHCP
The Cambridge country council is shocking it's all to do with penny pinching and where there saving a £1 it will unfortunately cost more in the long term as the input hasn't been done as a child so when they reach adulthood this become more of a strain on the public purse these are years now where they are the building blocks of our children's futures	Special School	Statement
The changes to the SEN system hold a lot of promise, but much of the responsibility for form filling has been shifted to parents & is a duplication of the existing information already held by the professionals involved with the child. This makes the process inefficient & potentially ineffectual. It is not clear who would be accountable for ensuring the accuracy or the completion of the EHC Plans.	Special School	Statement
The Send reforms are only just starting to affect our family as statement transfers to EHCP. Start Communication has been poor, core assets good,,, hope this finding continues and more parents get this help.	Specialist education provision e.g. Cabin	Statement
The support I received from our son's mainstream nursery before he went on to SEND school was vital. Without them the CAF and ECHP process would have been really daunting and confusing, especially at a time when we were also seeking and coming to terms with diagnosis and the pressure was on to get things in place	Special School	EHCP

<p>before our son got to school age. The support we received from the early year's team was brilliant too - play circle was fantastic and really helped identify what my son could/couldn't cope with and get ideas for working on making progress. The parents that I met at that group have become friends and a support network. The SEND group on Fridays in Cambourne also has been great - again somewhere to meet more parents and get advice from professionals. The home visits from the early year's team were so helpful, lots of advice and support and someone to talk to who understood. All this early support was invaluable - I don't think I would have coped without it and my son benefitted so much from having people who understood and supported him.</p>		
<p>The turnover of staff is too high. We never get to meet the LA staff dealing with our child as they leave so frequently. We have had more than 6 in the past 18 months. No continuity. Staff don't leave changeover info. Continuously explaining to LA START team what has been agreed and what my child needs</p>	Secondary School	Statement
<p>The visual impairment teacher that visits my son at secondary school knows exactly what he needs to not just progress but aim high in education. We cannot fault her at all, she has been so helpful when my son has had problems and struggles at school. Without her, I believe my son would be worse off educationally and we would not feel like we had the support to help him.</p>	Secondary School	Statement
<p>There is some extremely poor educational support out there. Luckily we are in good school now. Please raise standards in mainstream!</p>	Special School	Statement
<p>There's no evidence of any joined up Education, Health and Care Plan - the agencies all work independently. At a point when we need help and support we feel really let down.</p>	Special School	EHCP
<p>These are very general questions. Under both the old system and the new system, some parts and some professionals work well, others are not so good. Occupational Therapy at school is a particularly poor service with terrible continuity whole time - this was the case before and is still. On the other hand, the school has had the same physiotherapist for many years and he is able to come back to my son and remember his specific case. These things are no different under the new system.</p>	Special School	EHCP
<p>Your survey is too "loaded". You do not ask about other agencies supposed to support us. You do not ask about the effectiveness of all-round care - the social worker who refers to other agencies, and whether that is working. You do not ask about the many times parents are referred to some other "support", only to be told, after being assessed, that it's not within their remit. The overall tone, whether intentional or not, is focussed on school. Ask those home-educating their children how this fits, ask those with new diagnosis how this fits.</p>	Special School	Statement

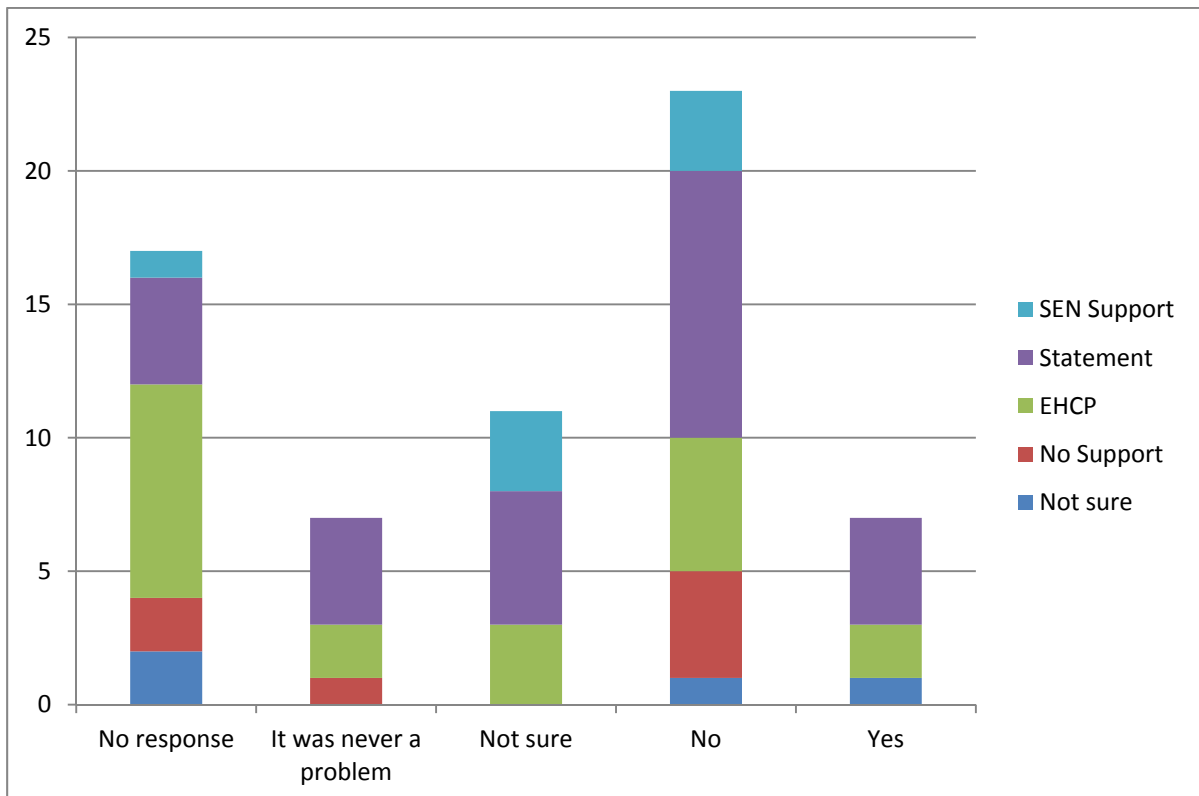
SEND one year on – analysis of online survey

How involved do you feel now compared to before the changes were brought in?

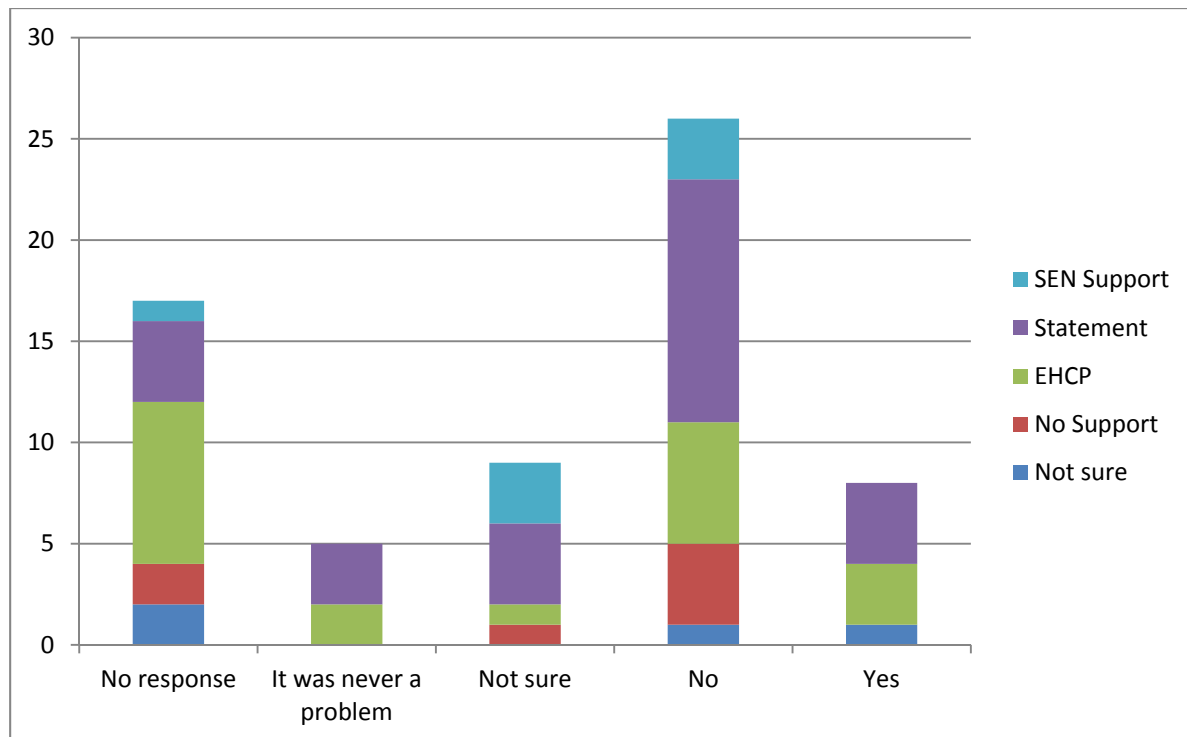
I am more involved in decisions around my child's education?



I am an equal partner in my child's education?



I am more involved in decisions around my child's education?



Other comments

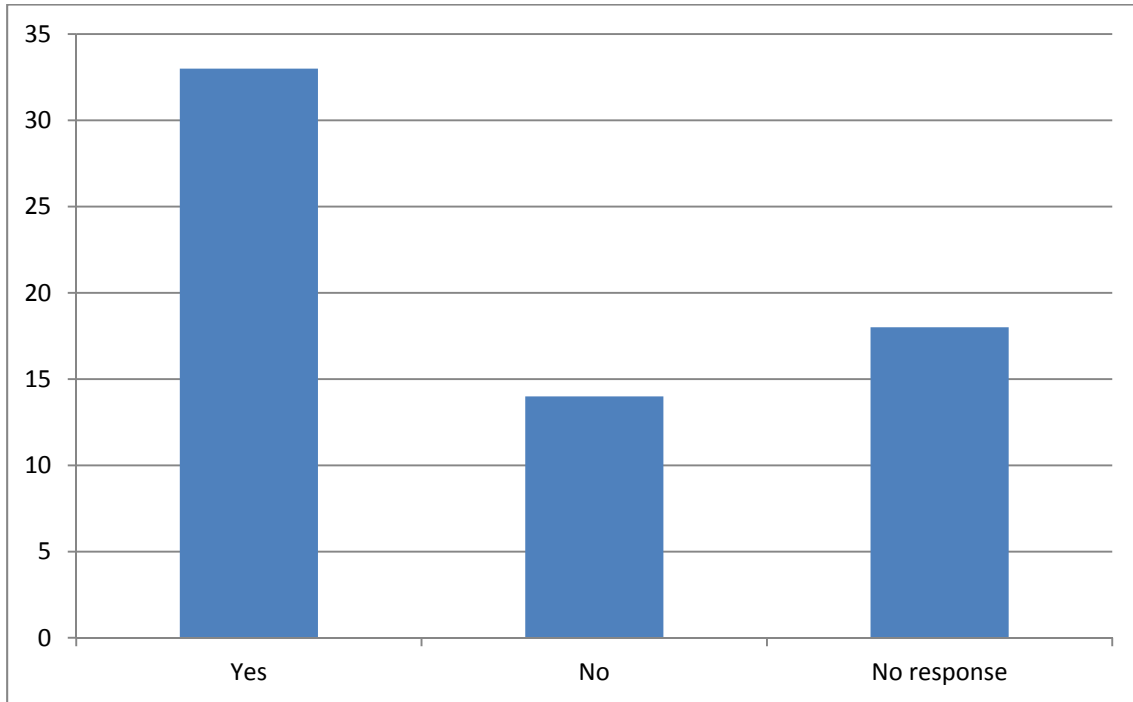
- "Support" seems an odd word to use. Communication tends to be blocked with the people who should be directly involved in my child's life. It does not seem very surprising that school refusal is such an issue for us.
- As my son approaches the point where he has to leave special school we've become more and more disenchanted by Cambs County Council - broken promises, lack of consistency, ever-reduced resources and a service seemingly in chaos.
- I am in the driving seat because I have positioned myself there and routinely seek to improve my knowledge and understand the full scope of legal frameworks that impact on my child and I. Both my child and I now struggle to trust in any professionals and for me will always take advise specifically legal without hesitation and progress action quickly if needed. New guidance has all the makings of something strong and worthwhile but as already mentioned not without the proper funding commitment. Currently there are only funds for education which have allegedly been ring fenced however there us zero budget in place from any health budgets leaving that whole part about as useful as a chocolate fire guard.
- I am really disappointed in the lack of opportunity to be more involved in decisions about planning for my child since the changes have been brought in.
- I do not know what support my child is offered by the 6th form. I only get notified of issues regarding work he has not completed, or evidence that is required for his exam concessions and them the 6th form doesn't always provide what he is entitled to.
- I feel my son is being let down by school.
- I take a big role in supporting my son but don't feel the reforms have given me more opportunity, except for paperwork.

- I think the changes have been very negative and unhelpful. The process seems longer, slower and a cost cutting exercise. I think many disabled children are getting less help now and parents have less control over this.
- I would still like to be more involved, but great steps forward.
- Local Authority have let us down, they have not given the support detailed in his EHCP
- made to feel like a criminal as if I am at fault for having a child with a medical condition than means they are absent (authorised medical) and get demands from EWO to go to GP every time child unable to attend. Creates a stressful environment- makes illness worse so off more! EWO officious- providing school with every appointment letter from clinicians in 4 different hospitals is apparently insufficient evidence of medical reason for absence.
- My child receives little to no support and getting help from the school is virtually impossible as I keep being told that there is no funding. Getting the school to apply for an EHCP is proving to be impossible task i requested it back in February and it still hasn't been completed as they 'haven't the staff to complete it'.
- My son has a statement of education since he was 3 he's now 10 but will go over to EHCP plan next year. He's no further forward with his education and he's missed nearly 18mths of education over the years due to financial reasons and the education department allowed him to stay in a mainstream school knowing it didn't meet his needs.
- Parents' personal views are heard by the school & sometimes acted upon, but the relationship is far from being equal.
- There have been no apparent significant differences since the changes. My child is not receiving the support he needs as he is not coping with main stream education but does not have a EHCP

SEND one year on – analysis of online survey

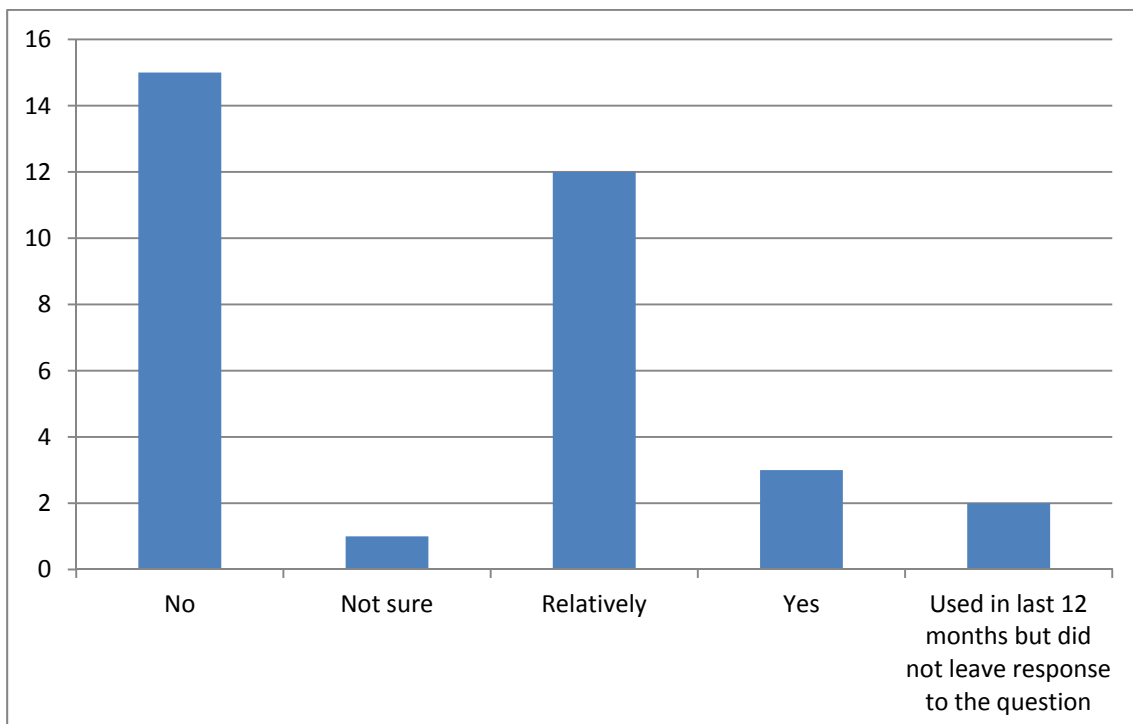
Local Offer – information and advice

Have you looked for information on the County Council's website in the past 12 months?

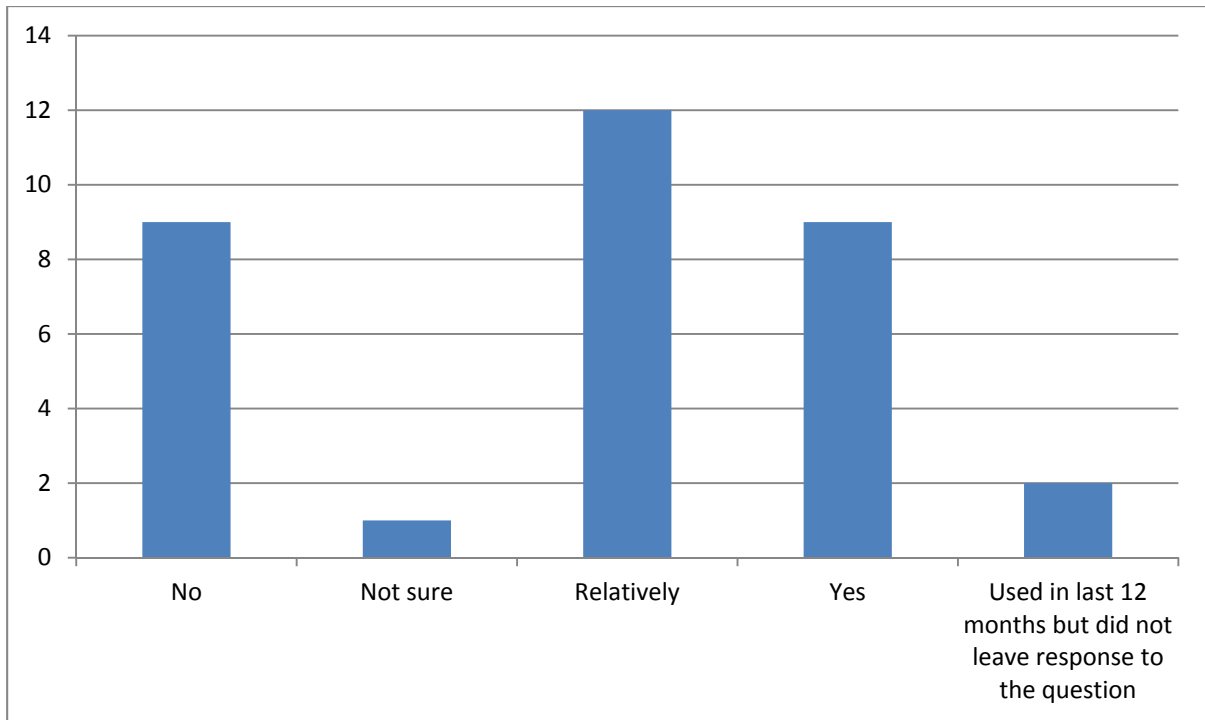


Local Offer – web pages

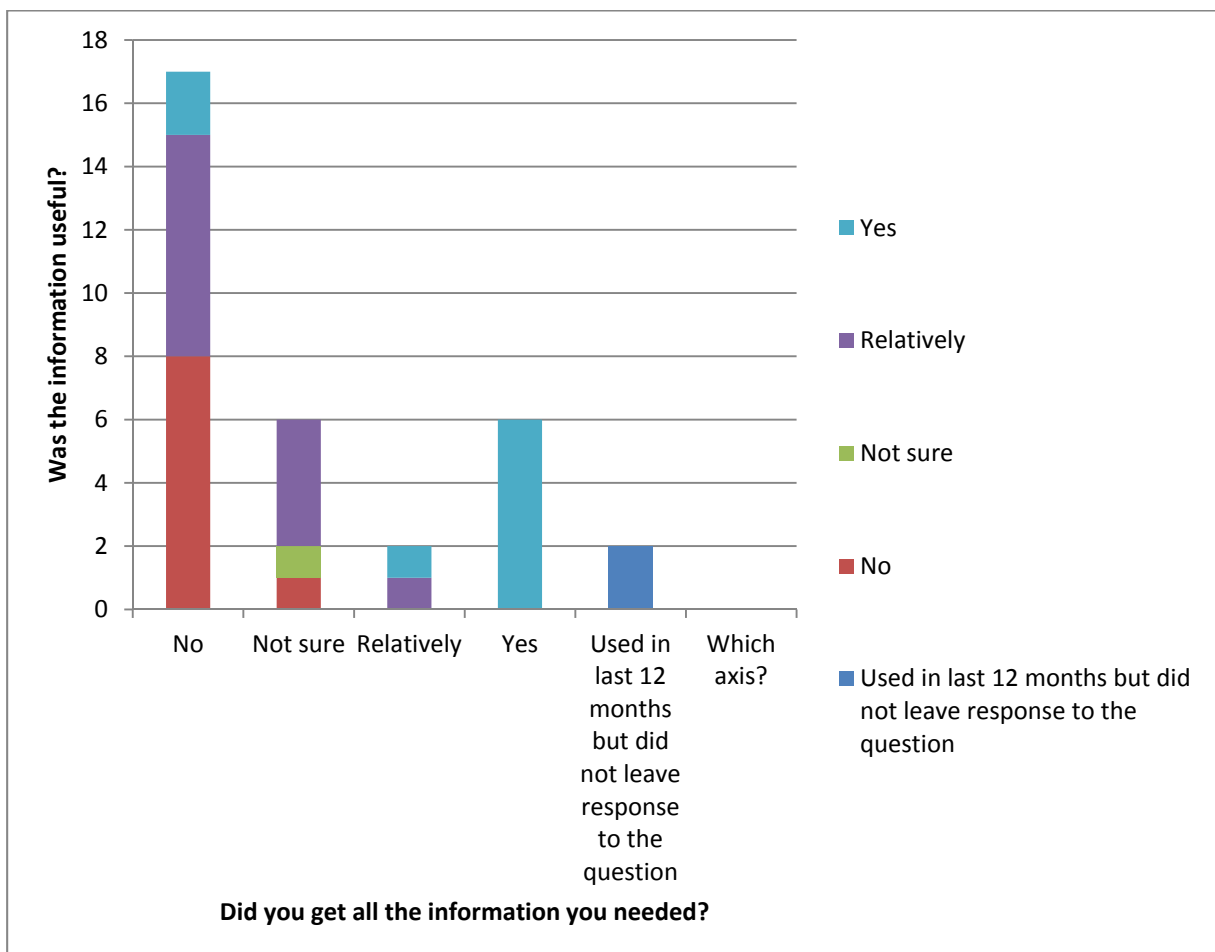
Was the information easy to find?



Was the information useful?



Did you get all the information you needed?

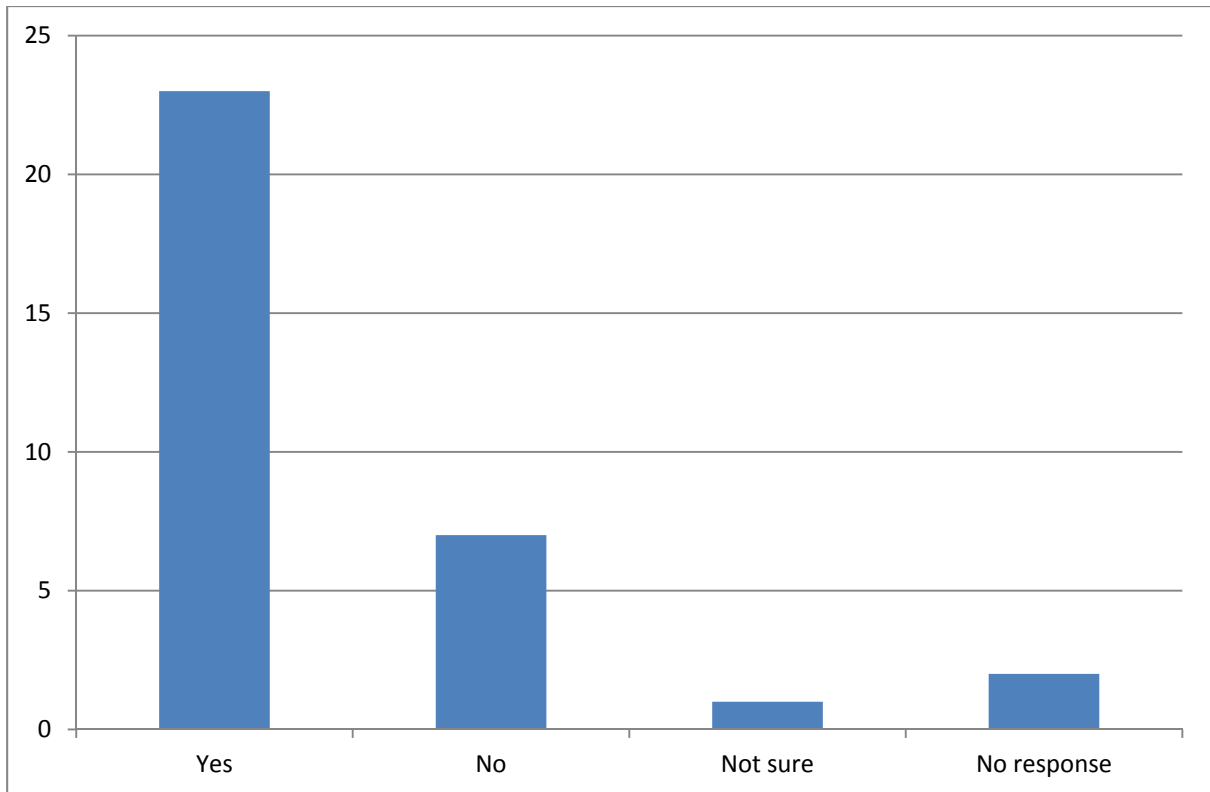


How could the information be improved?

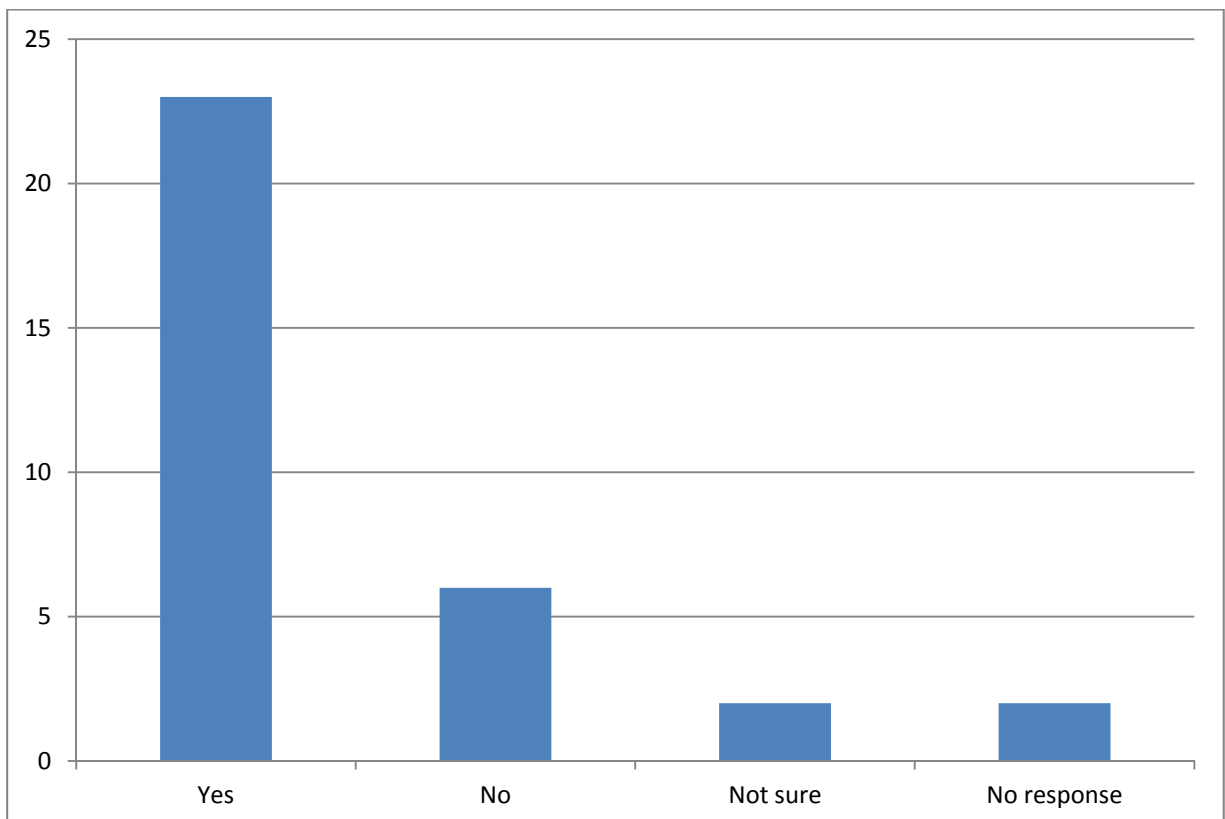
- It can be hard to know what it is in which section
- Making a search must improve and consider what key words are most likely to be used. Currently a search returns lots like 60 or 80 or even hundreds of returns from a search meaning time is required to wade through a lot of irrelevant stuff if you find what you are looking for it feels like luck than judgement. Feedback and help finding stuff...It is not clear enough where to find this function being currently placed at bottom of page to locate and does not encourage engagement to use.
- Over 16s are not supported so there is no information available. Sick children are not acknowledged or supported either
- Very hard to find information and I use the Internet a lot and help maintain websites in my job
- You have to be specific in your searches which are not helpful when you are not sure what information you are looking for or what is available. VERY confusing and search engine slow and complicated. ALSO "local offers" has no meaning to the average person, what is it and what does it do. Website does not explain
- Separate website that has a much better search engine. Too many times when searching you have to trawl through irrelevant topics.
- Some services just don't exist or their waiting lists are so long it feels as though there is no point trying. Parents still have to fight so hard to get what they need.
- The website isn't user friendly searches don't result in finding the info required.
- Information should be simple but thorough and clear. When I last looked a few months ago, it was difficult to find answers to questions about the specifics of the Local Offer and the information was vague and incomplete.
- Had to use the search box to find info as so much info
- More links to other organisations and help and email address
- Not always clear what you can access.
- Information should be clearer. At the moment you end up going round in circles to try to get to the right information. For example the school transport part was very unclear about whether it is concessionary or funded school transport.
- By becoming more user friendly, clear and in a format that 'normal' people can understand.
- I find all the documents on the website hard to read and difficult to navigate.
- Be honest. Most of the activities/groups are not accessible to very disabled young people. Take these out and the 'offer' is negligible

When you visited our website...

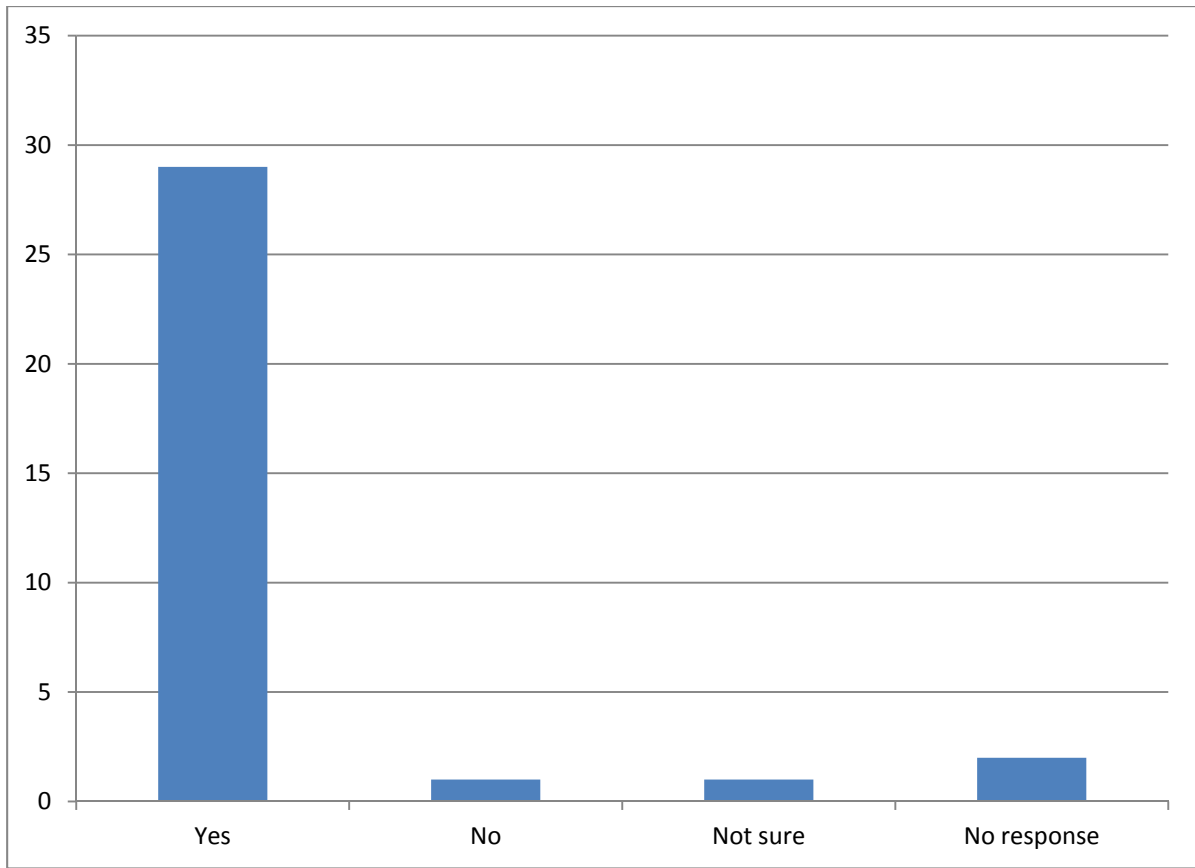
Did you use a search engine?



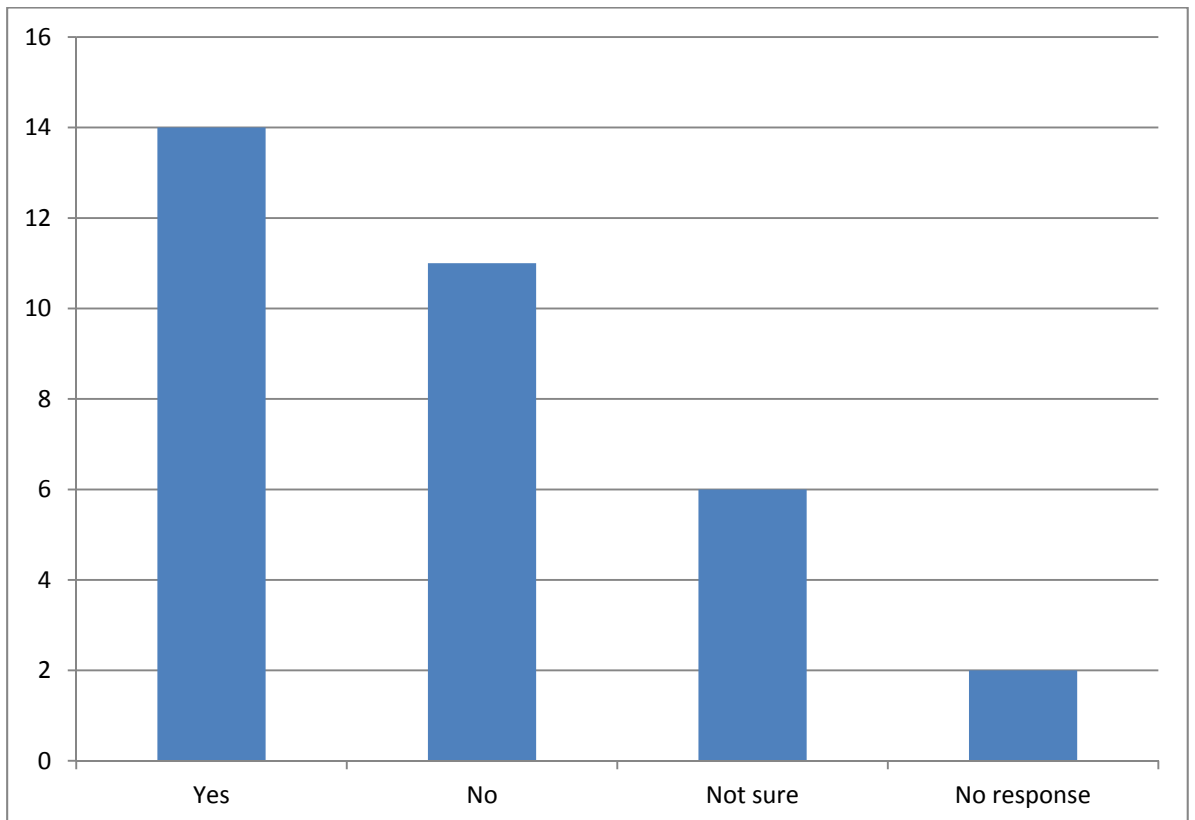
Did you use the search box on our website?



Did you navigate through the pages?



Did you use promoted links or images?

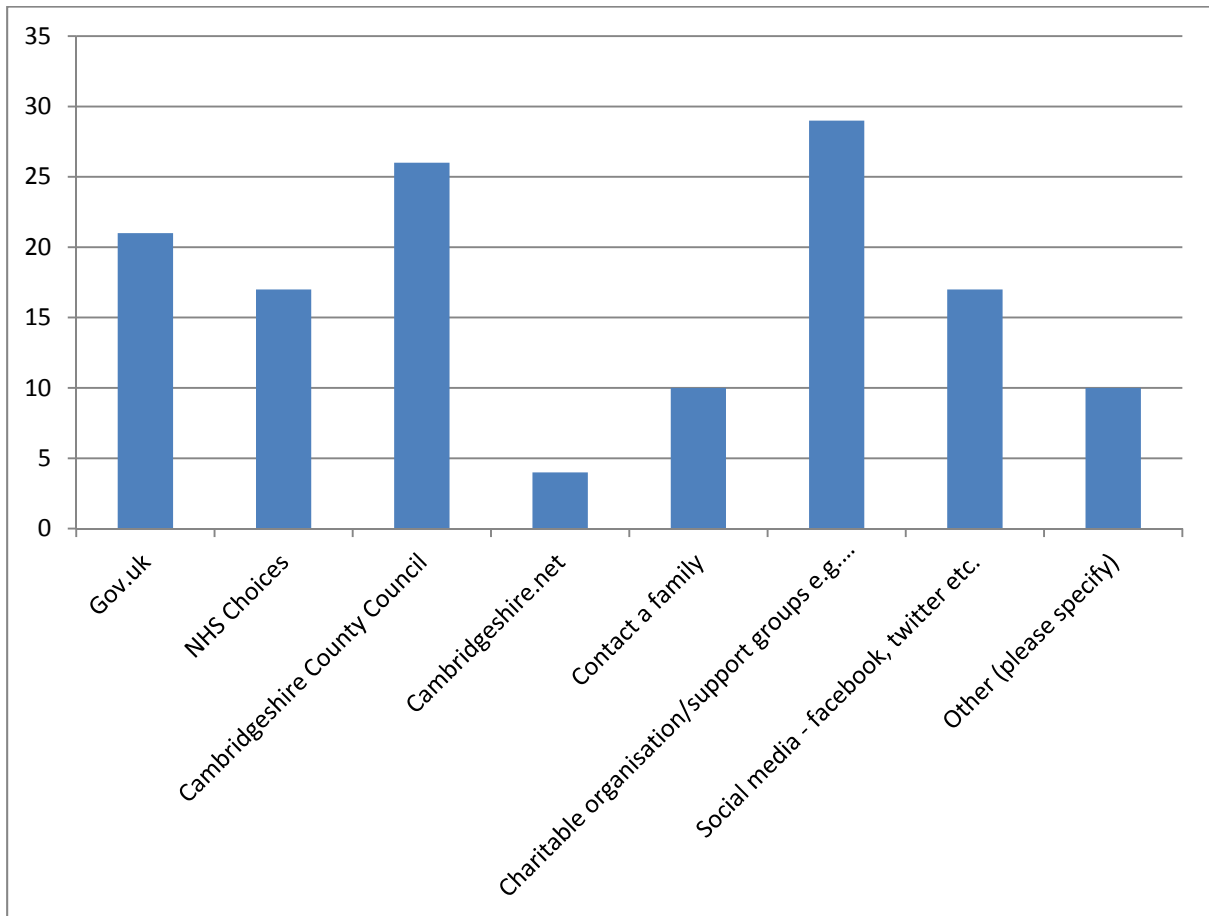


How could we make it easier to find information?

- By becoming more user friendly, clear and in a format that 'normal' people can understand.
- Better search engine that works!
- Clearer layout, on other local authorities its easier to find the Cambridge county council website is very basic
- Come up in searches more easily
- Find out what people are searching and improve key word tags. Links through to a person to help, looking for xx but can't find please help. A timed promise response to reply to Web request with links and information. Also as an alternative, *telephone* for support which some may prefer.
- For example, I was searching for information about Camplay dates. Searching on Camplay brought up several possibilities, each with different information in them. It would be better if all the information about Camplay was in one place.
- Get a professional in to design a usable page!
- Hard to know where things are indexed or where to start looking. Do you start with child's age, the inseting, their statement/EHCP. Some online journey prompts?
- Information could be age and disability related, but also searchable by themes/topics (e.g. childcare, sports, music, clubs, health, etc.)
- Make it simpler
- Obtain views from outsiders using the site more and have people who know nothing about the information held on the website try to navigate it.
- Pointless looking for something that's not there.
- Same as before. Lack of sleep and having to deal with everything else to do with a special needs child isn't conducive to having to effectively deal with a clunky and overstuffed website.

Local Offer - Online Information

When looking for information about your child's and family's needs, where do you go? Please tick all that apply.

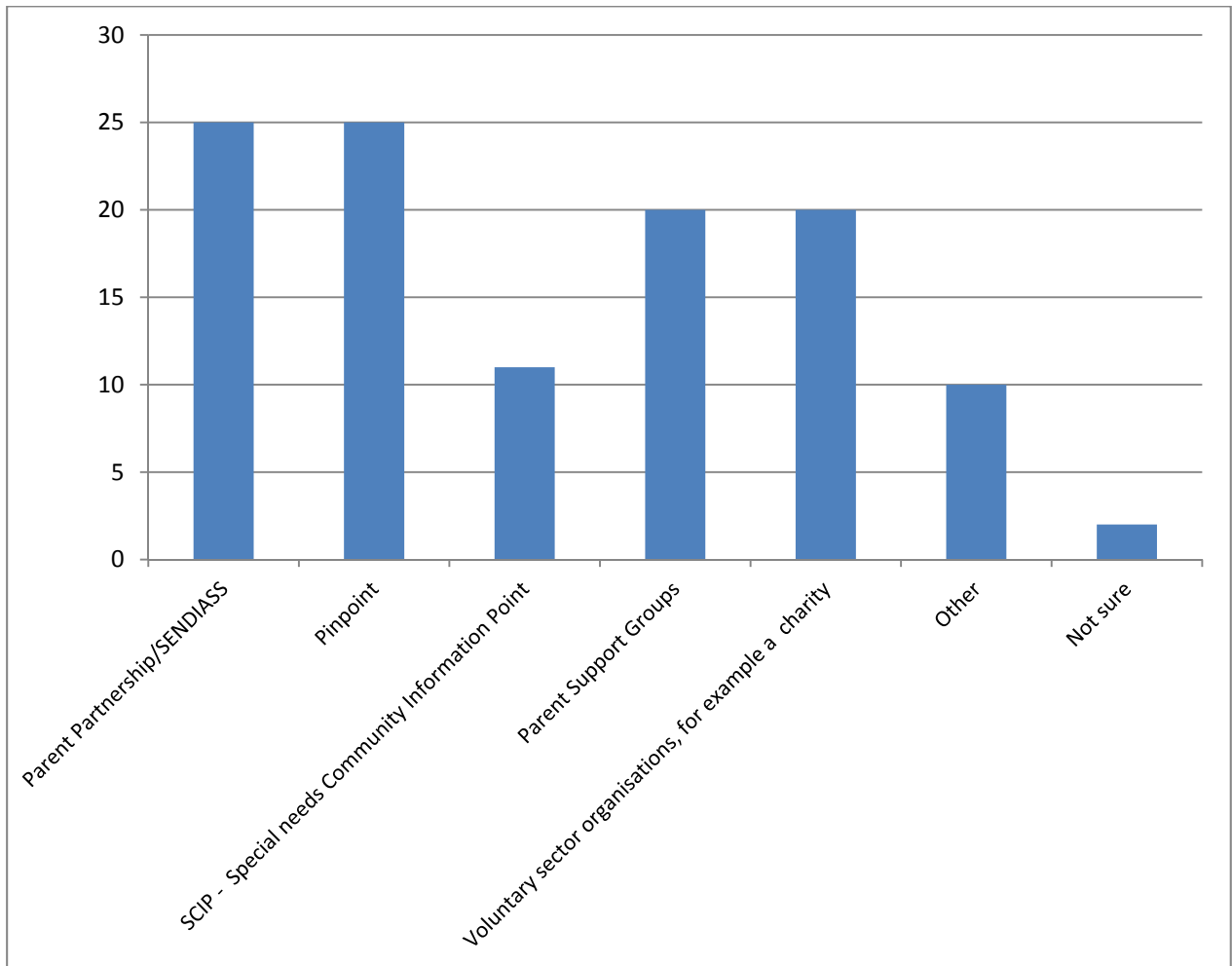


Other please specify

- AYME (Association of Young People with ME)
- IPSEA
- Other local authority websites as they have standard documents and better advice.
- PPS/SENDIASS
- School, social worker, other parents.
- Scientific and research articles
- PPS/SENDIASS
- Social Worker
- The fact that you've listed seven possible sources of information says it all - there should be one point of contact for advice/information. The parents/families of disabled children are (amongst other things) time poor.
- University of Google, legal specialists, set up news feeds, notifications and e mailed updates and news from many different sources.

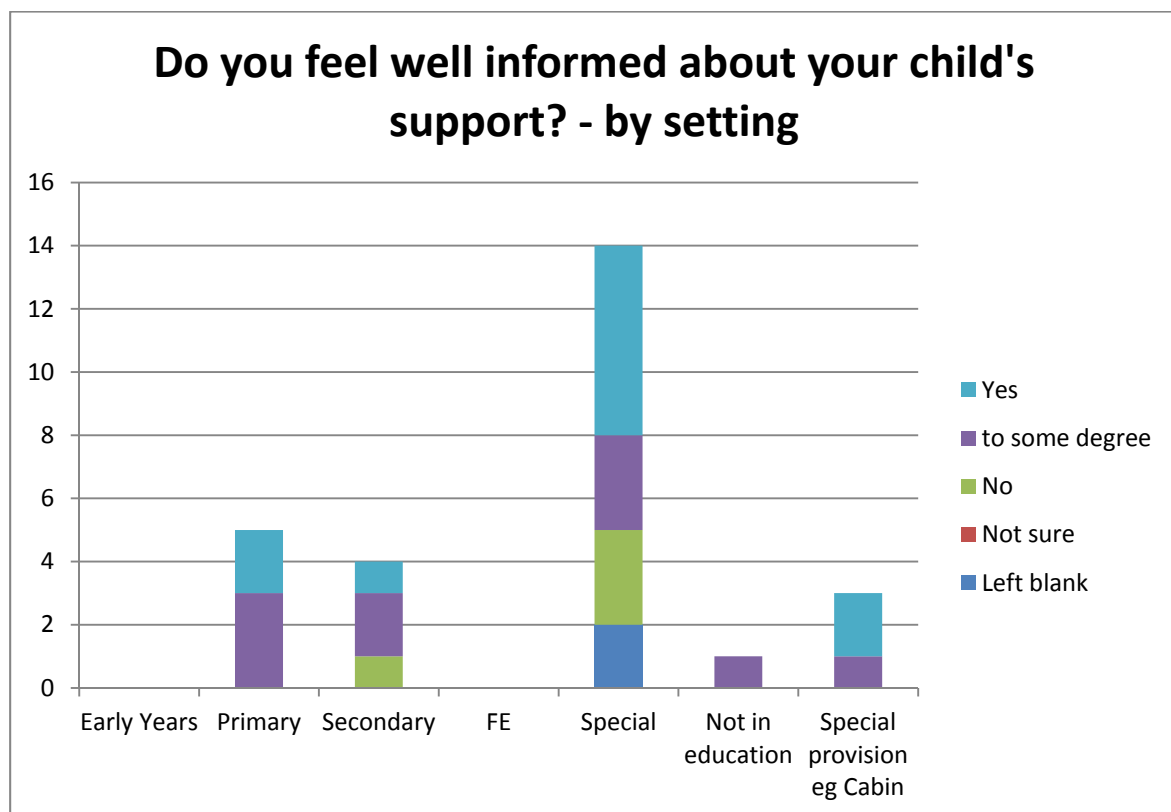
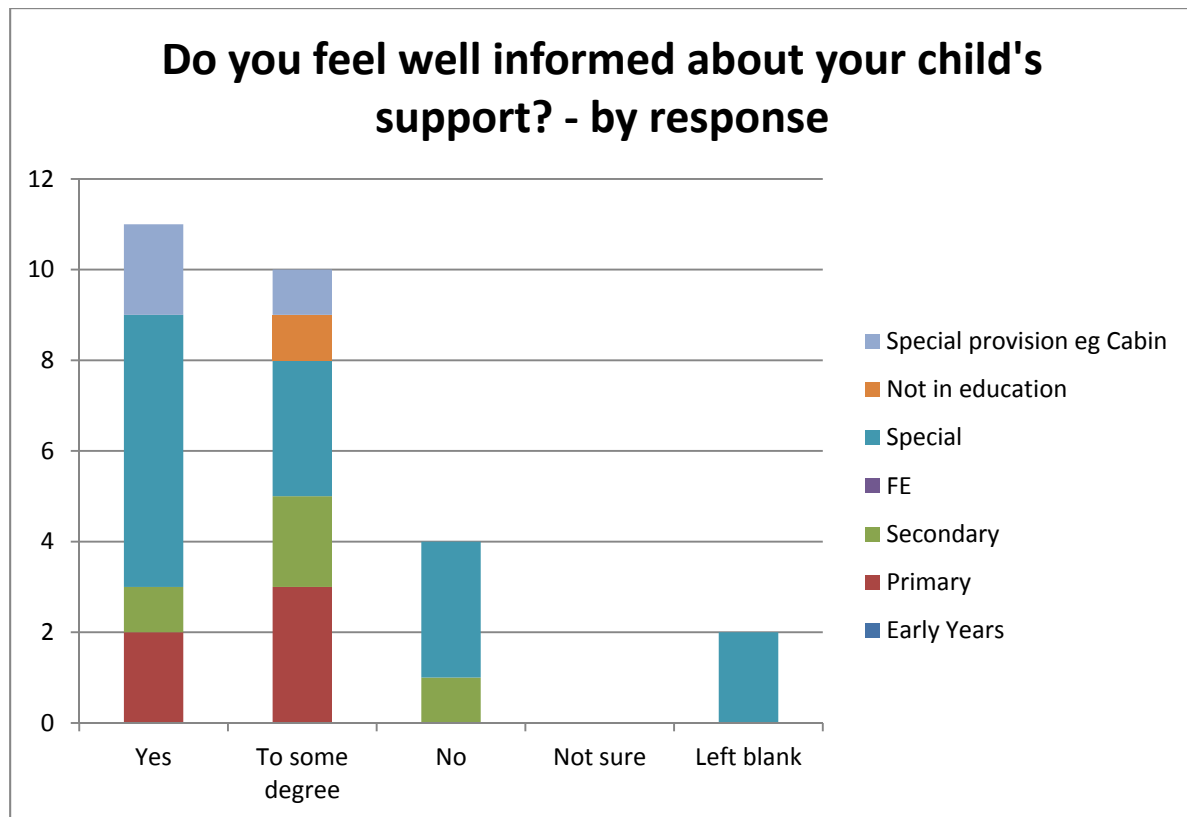
Local Offer – Face to Face Information

In the past year have you received information, advice, support or been to any events from any of the following? Please select all that apply.

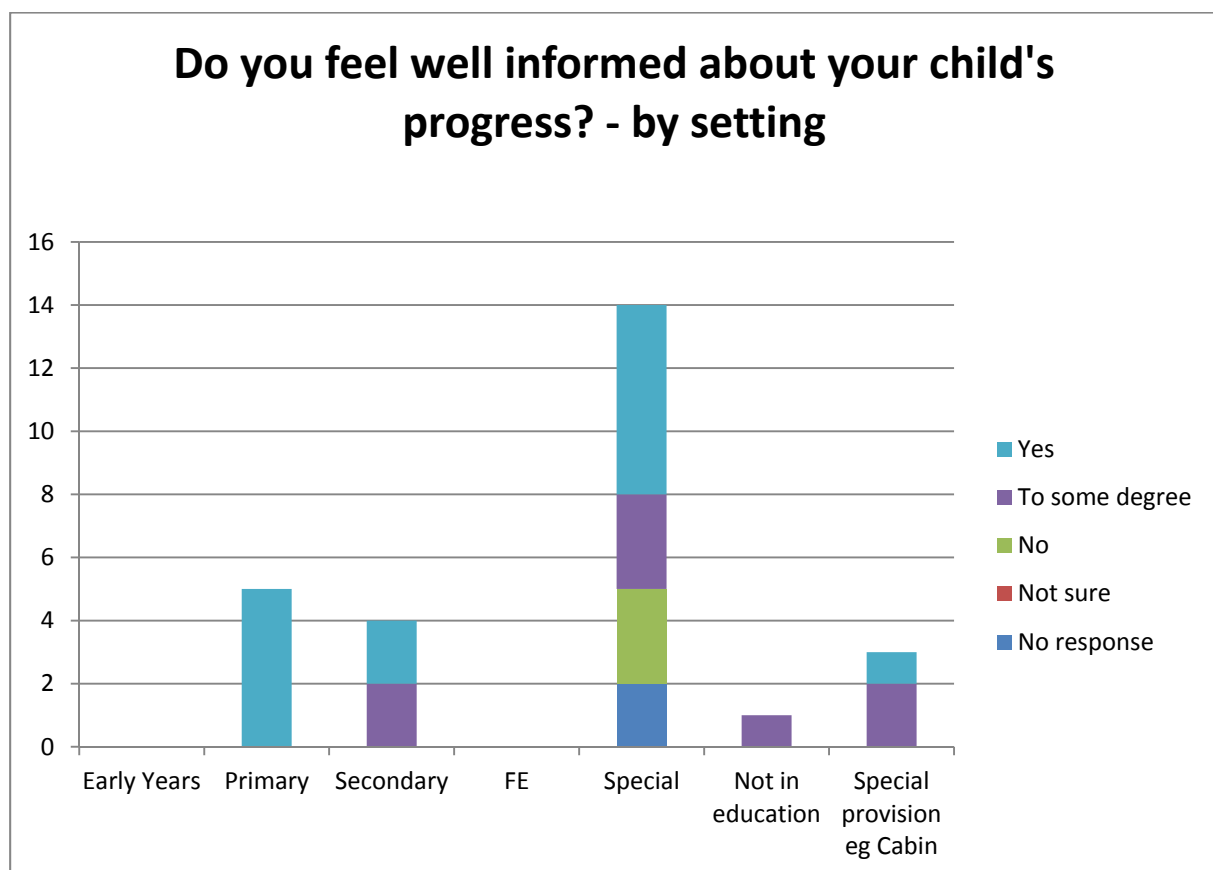
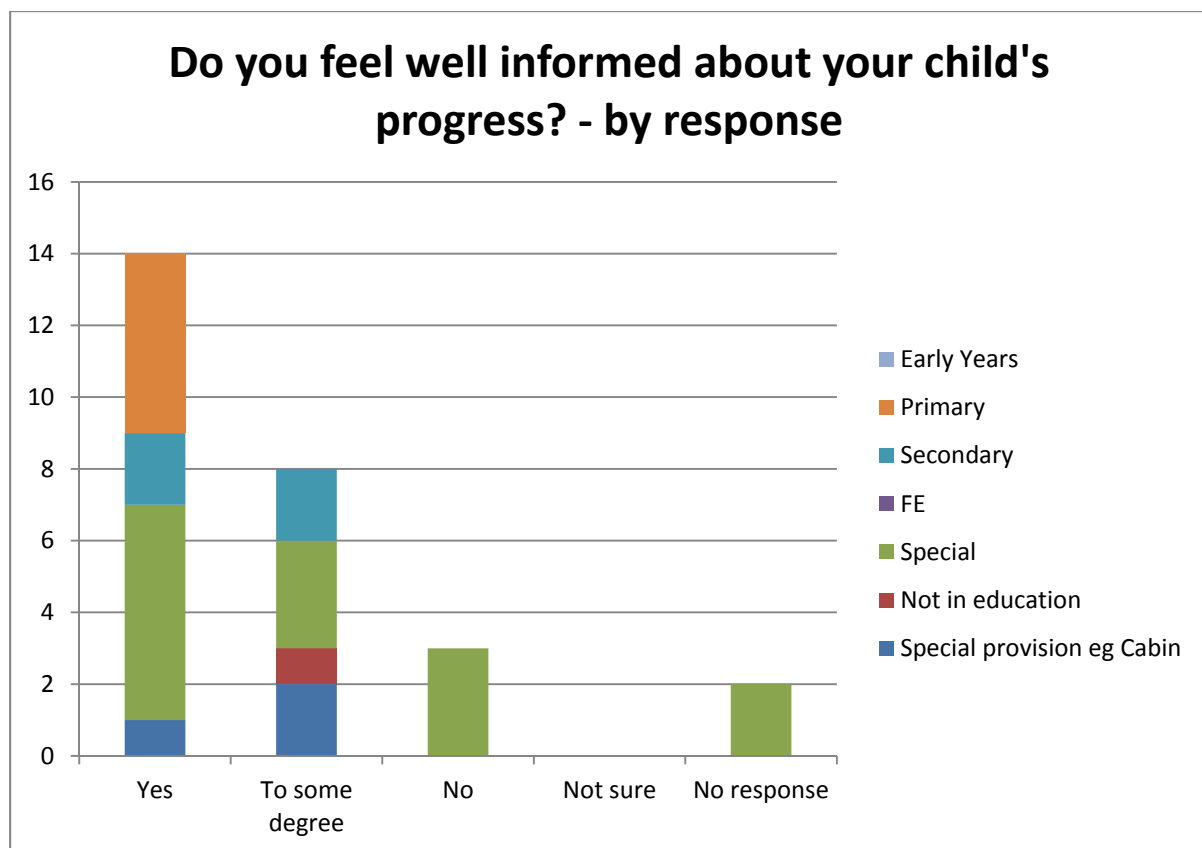


Questions regarding your child's statement and their support

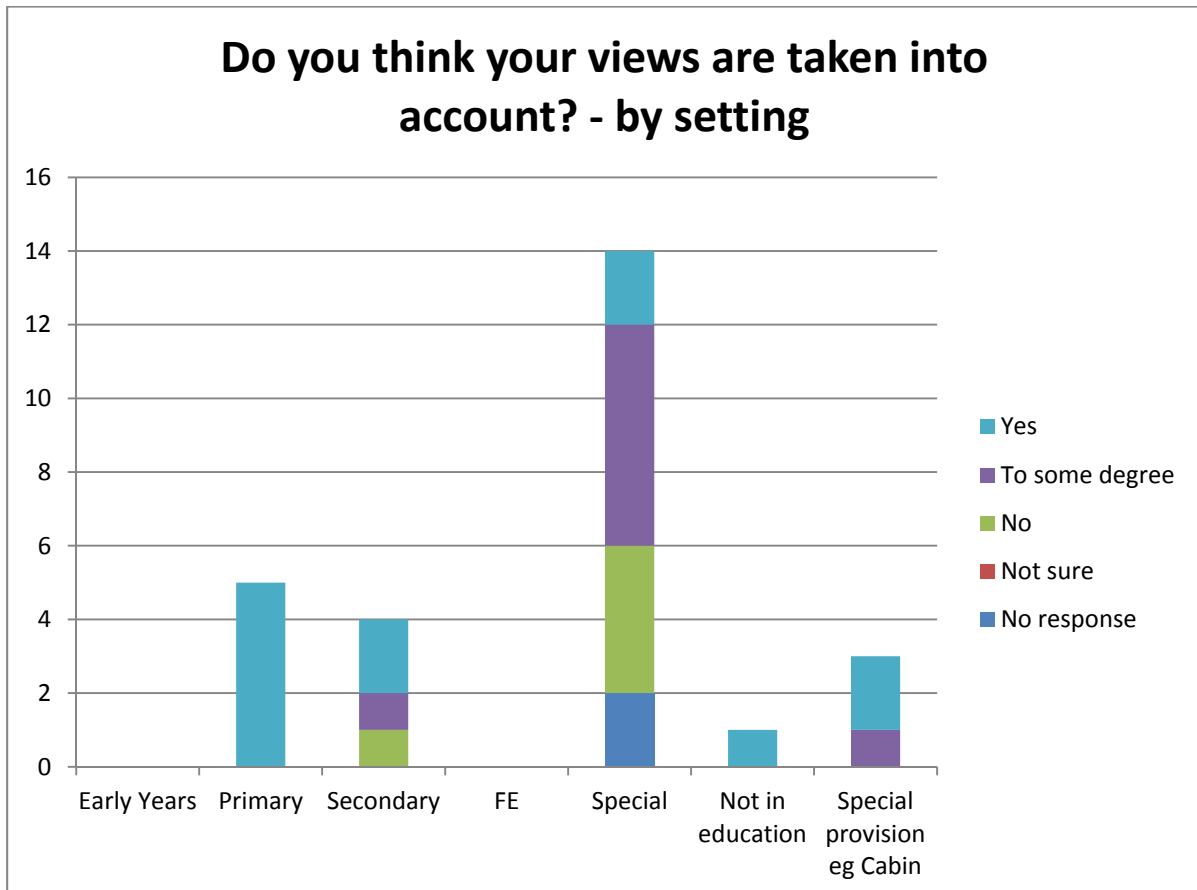
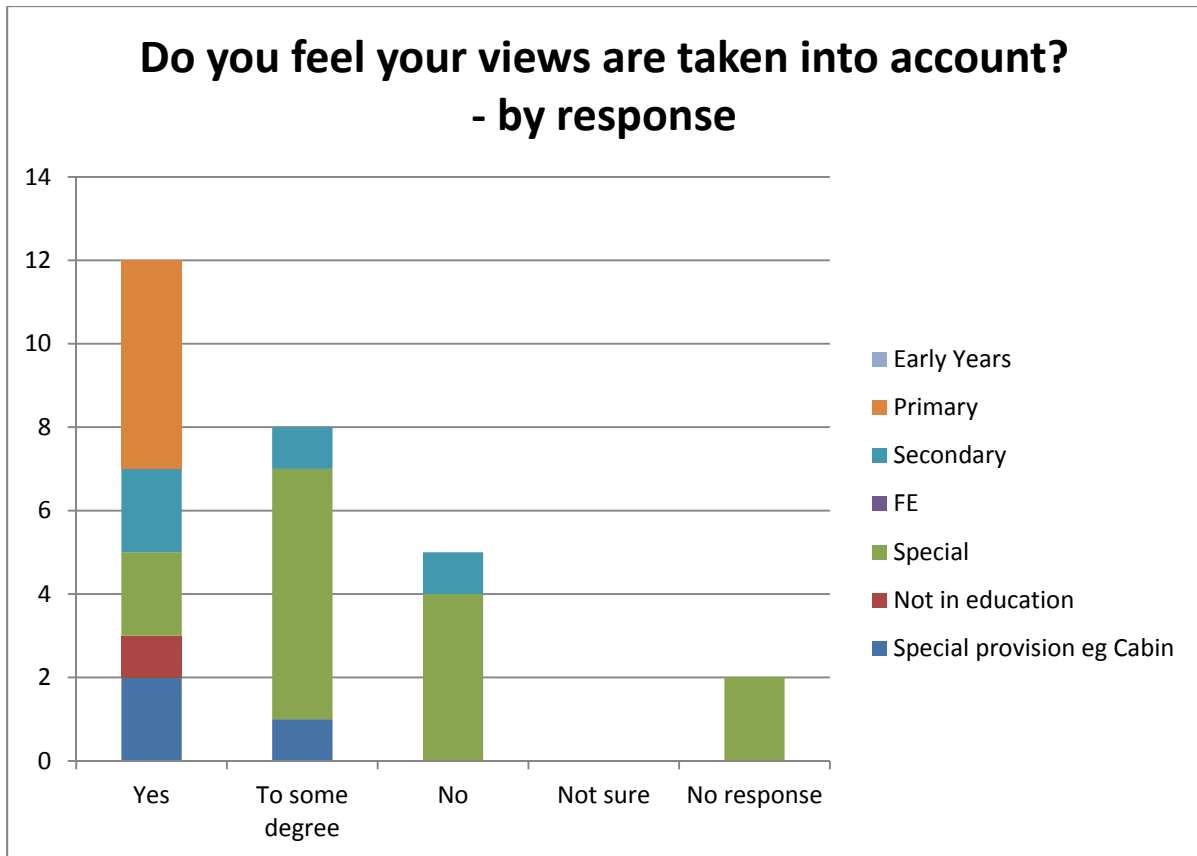
Do you feel well informed about your child's support?



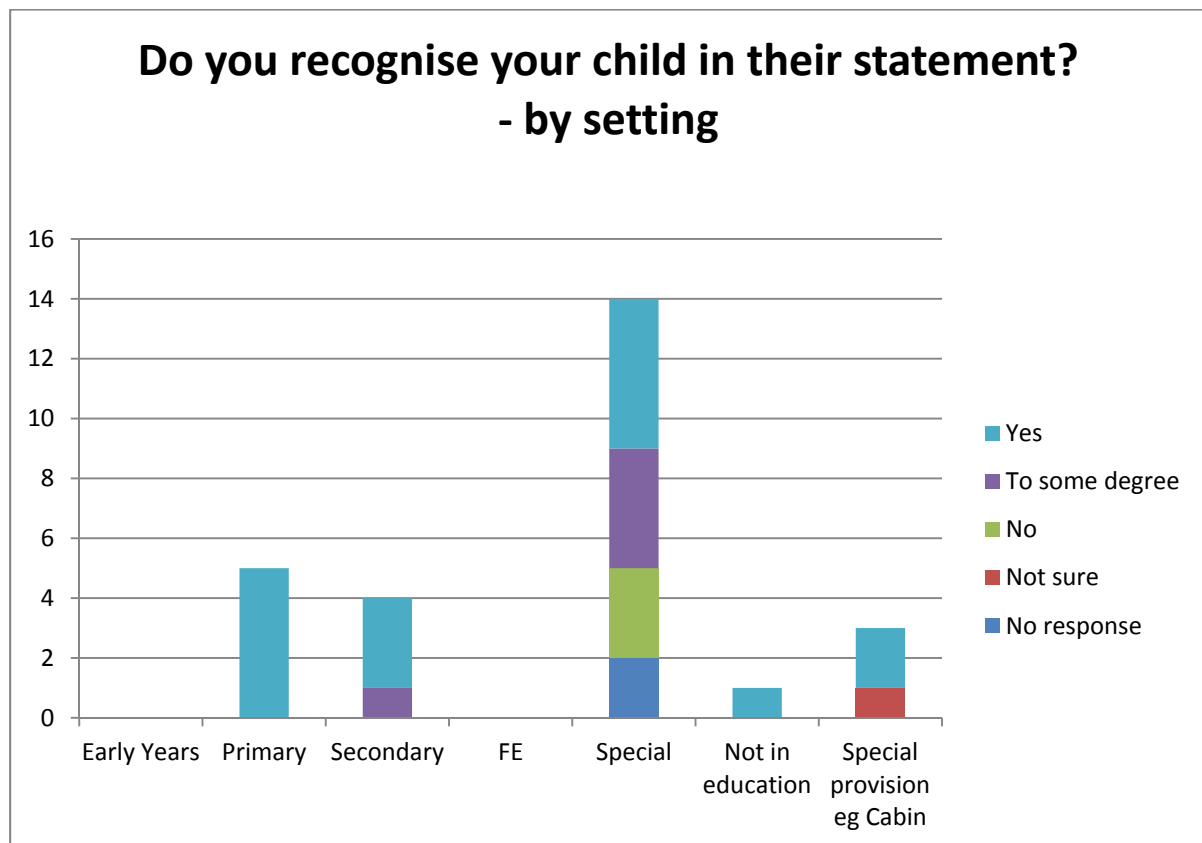
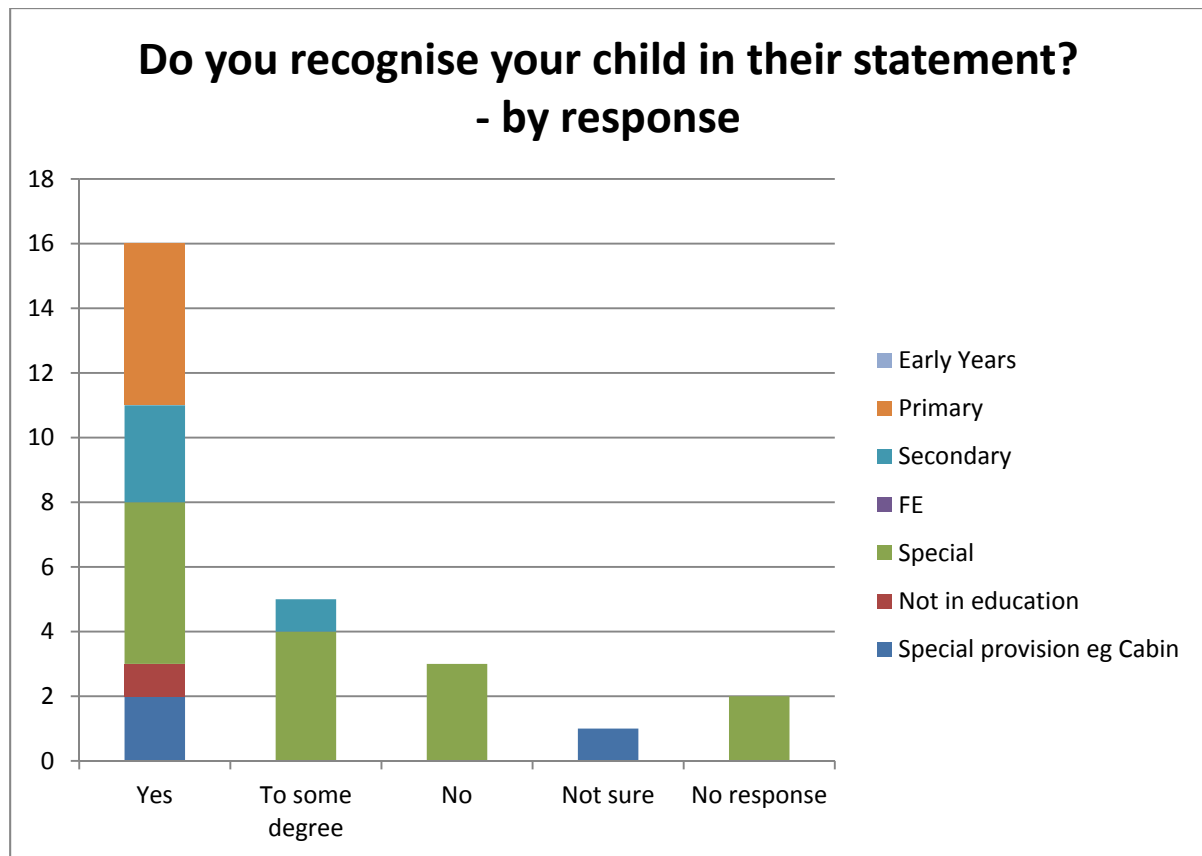
Do you feel well informed about your child's progress?



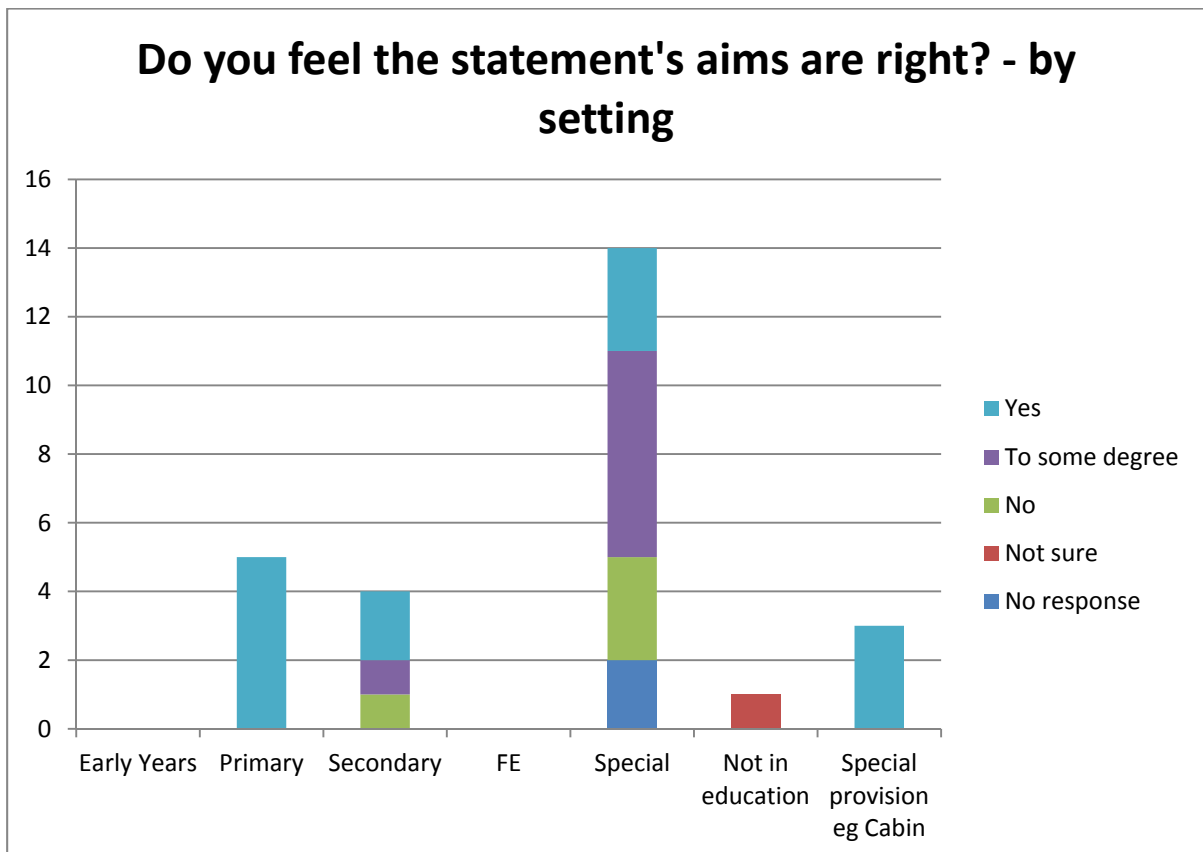
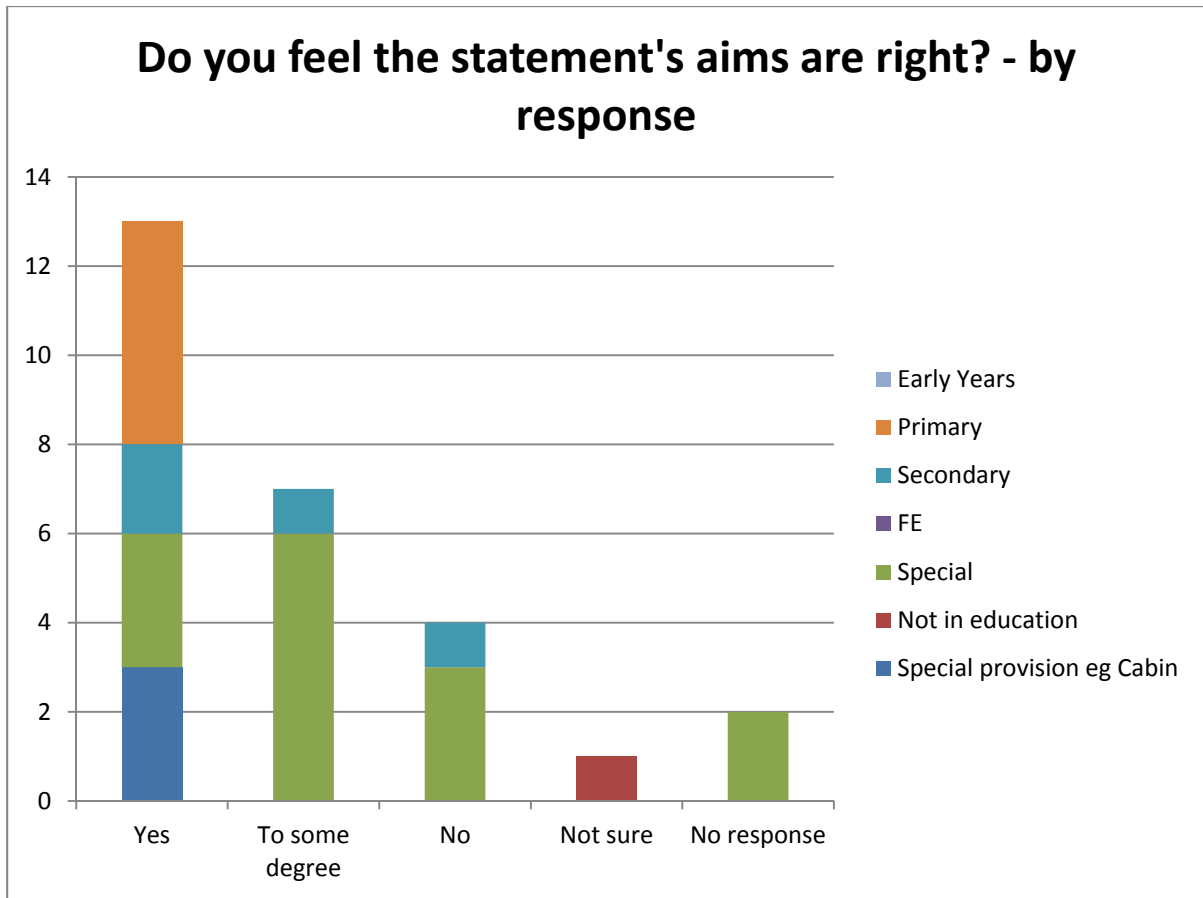
Do you feel your views are taken into account?



Do you recognise your child in their statement?

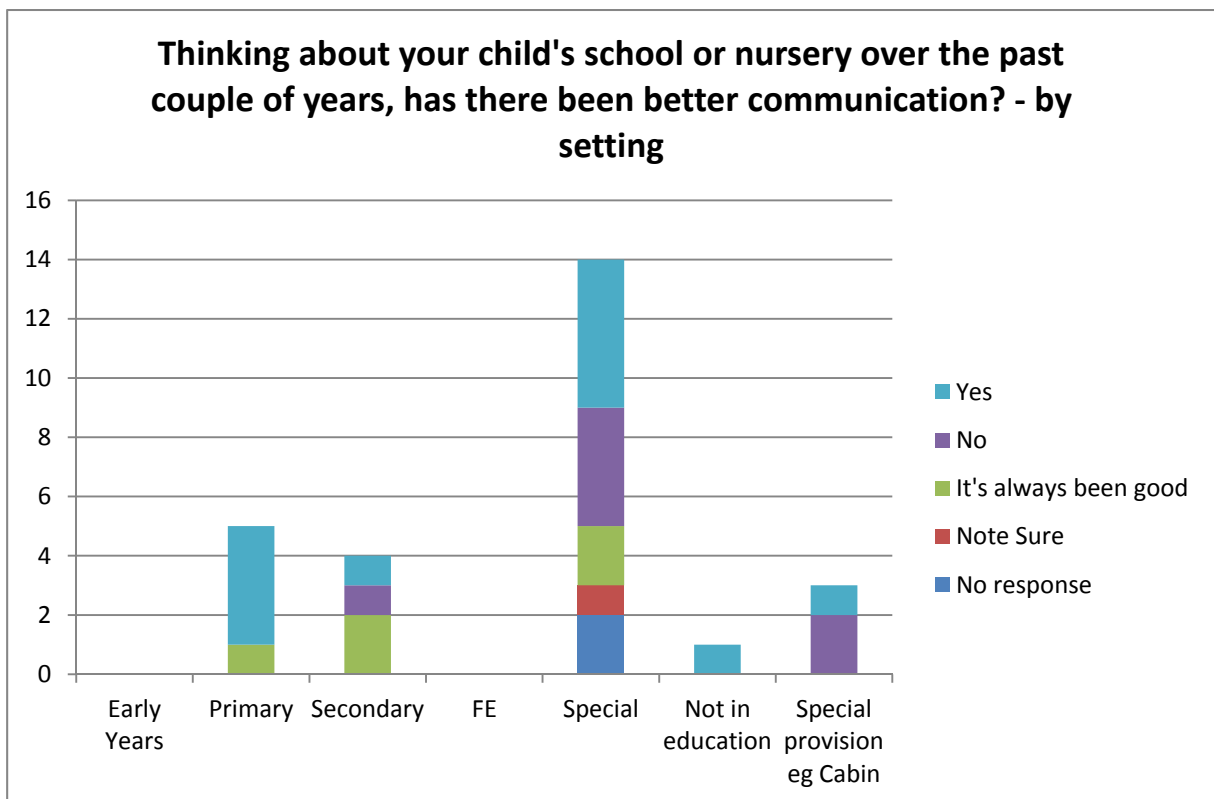
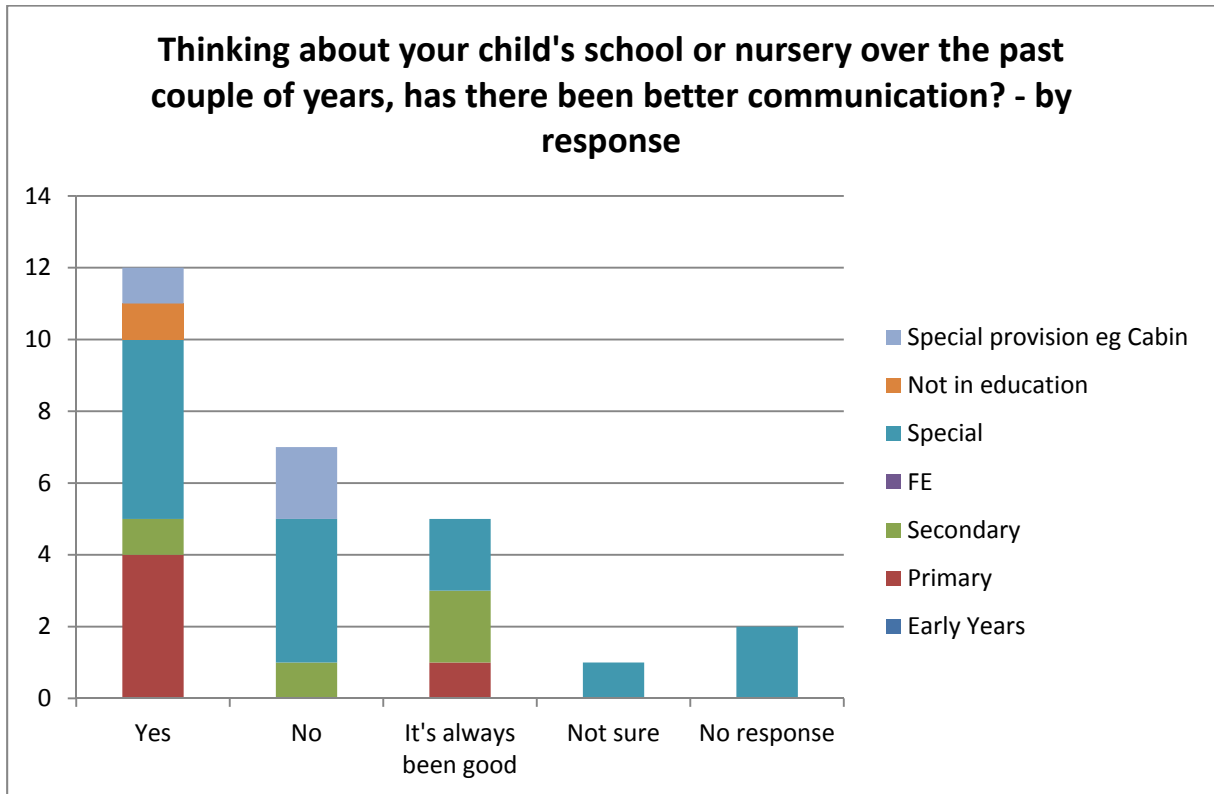


Do you feel the statement's aims are right?

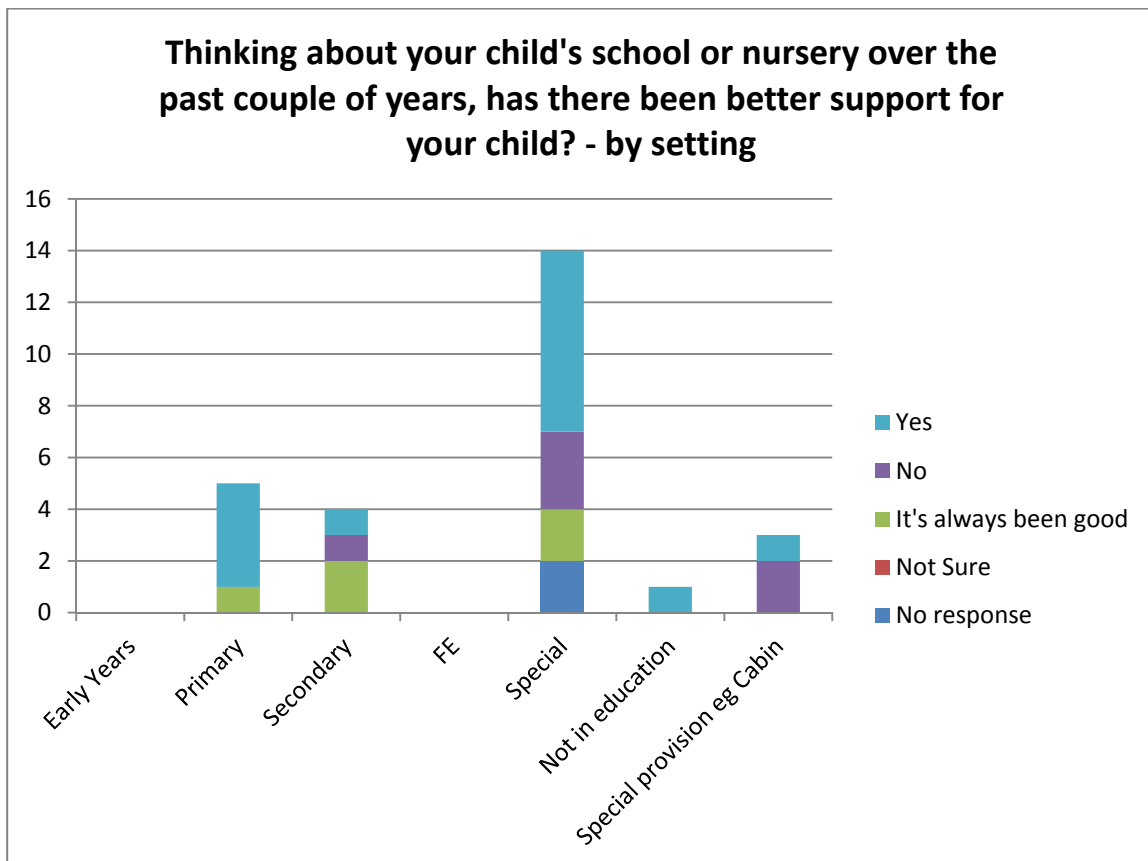
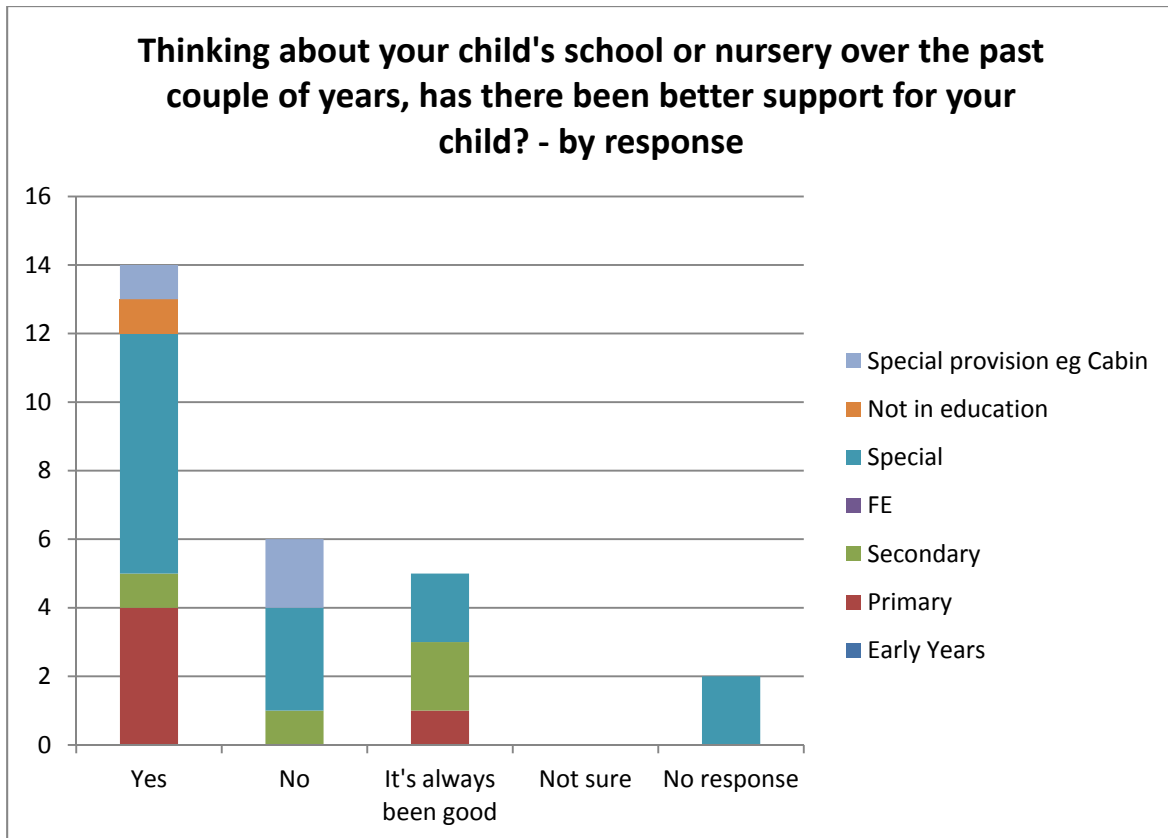


Thinking about your child's school or nursery over the past couple of years, has there been better

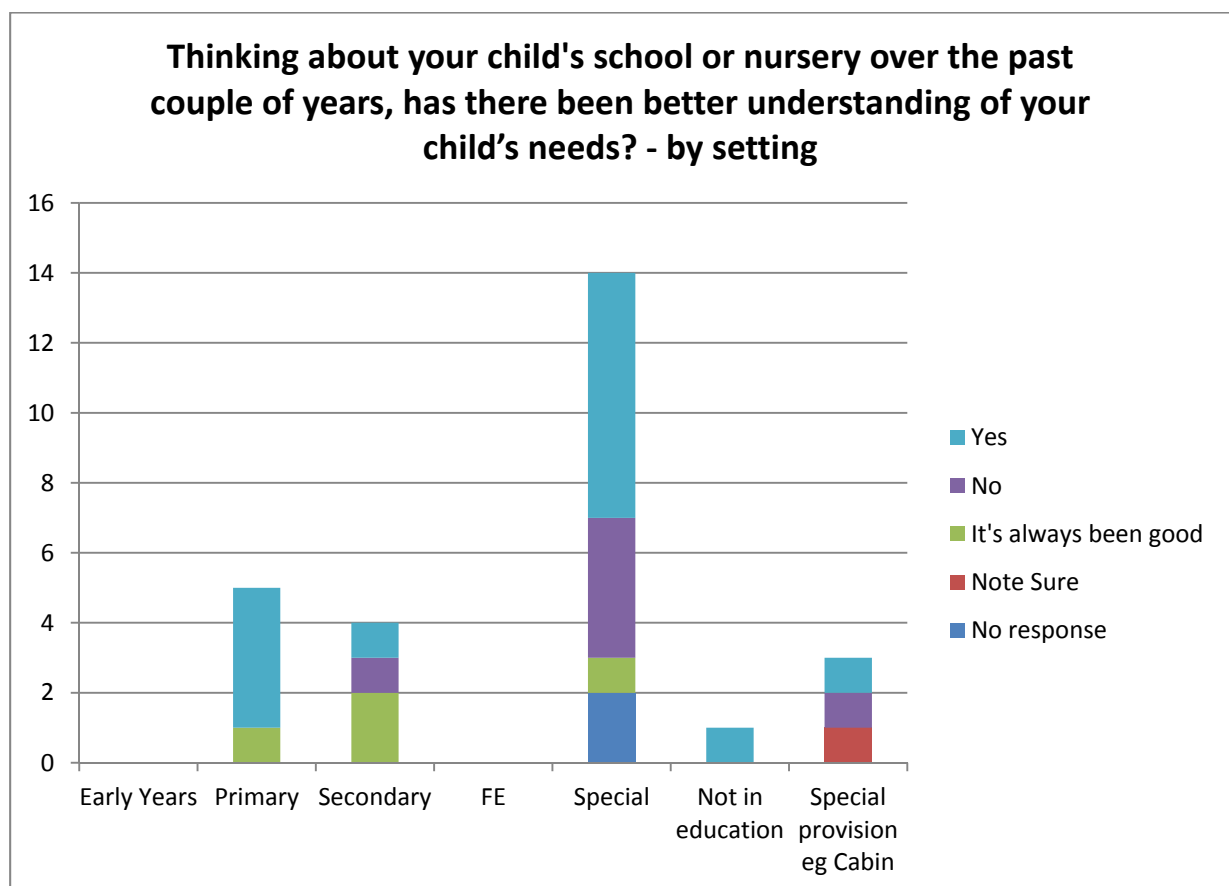
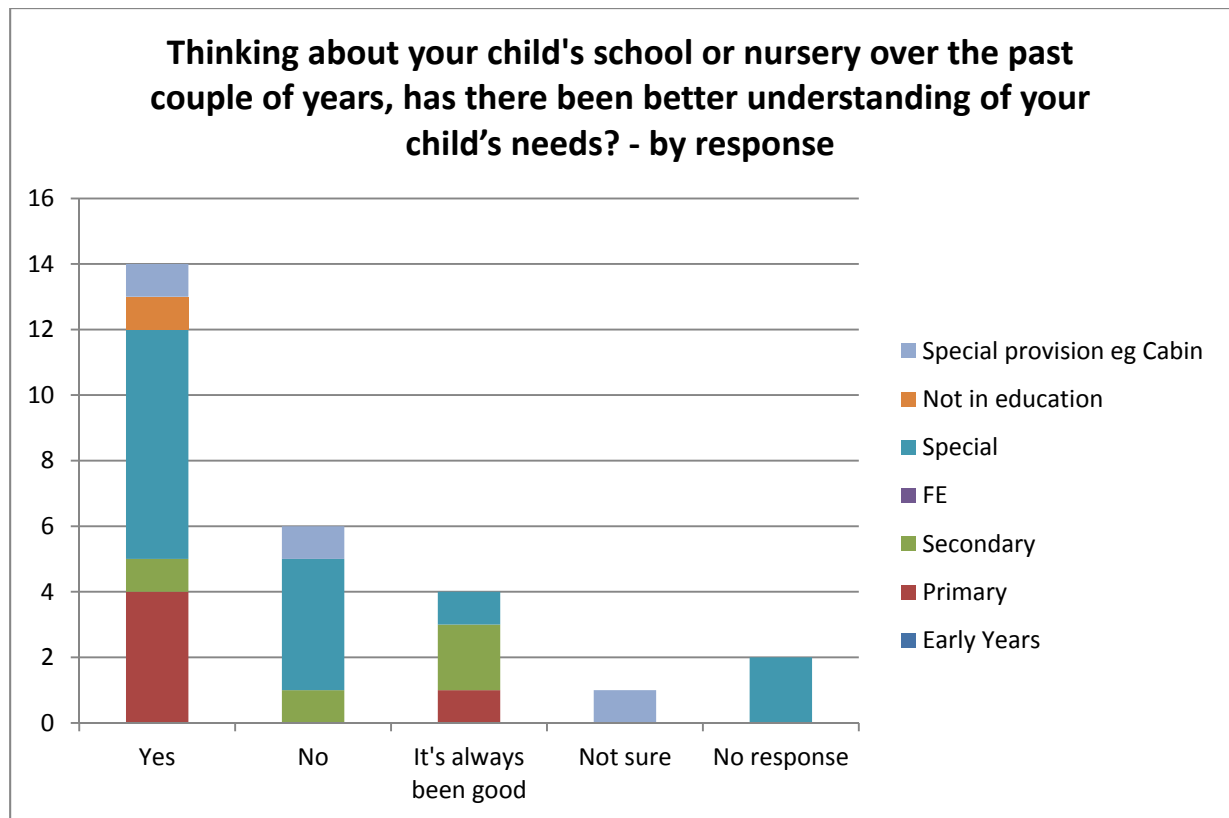
Communication?



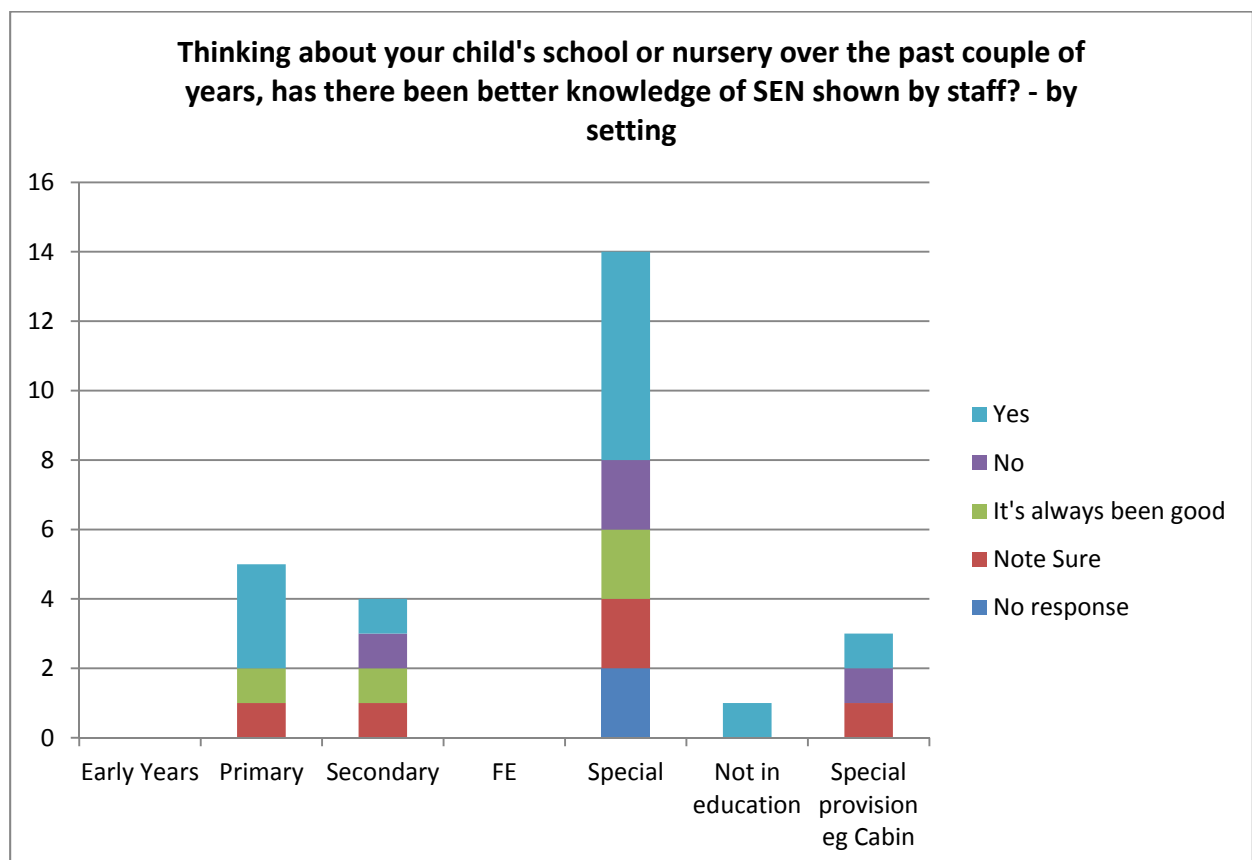
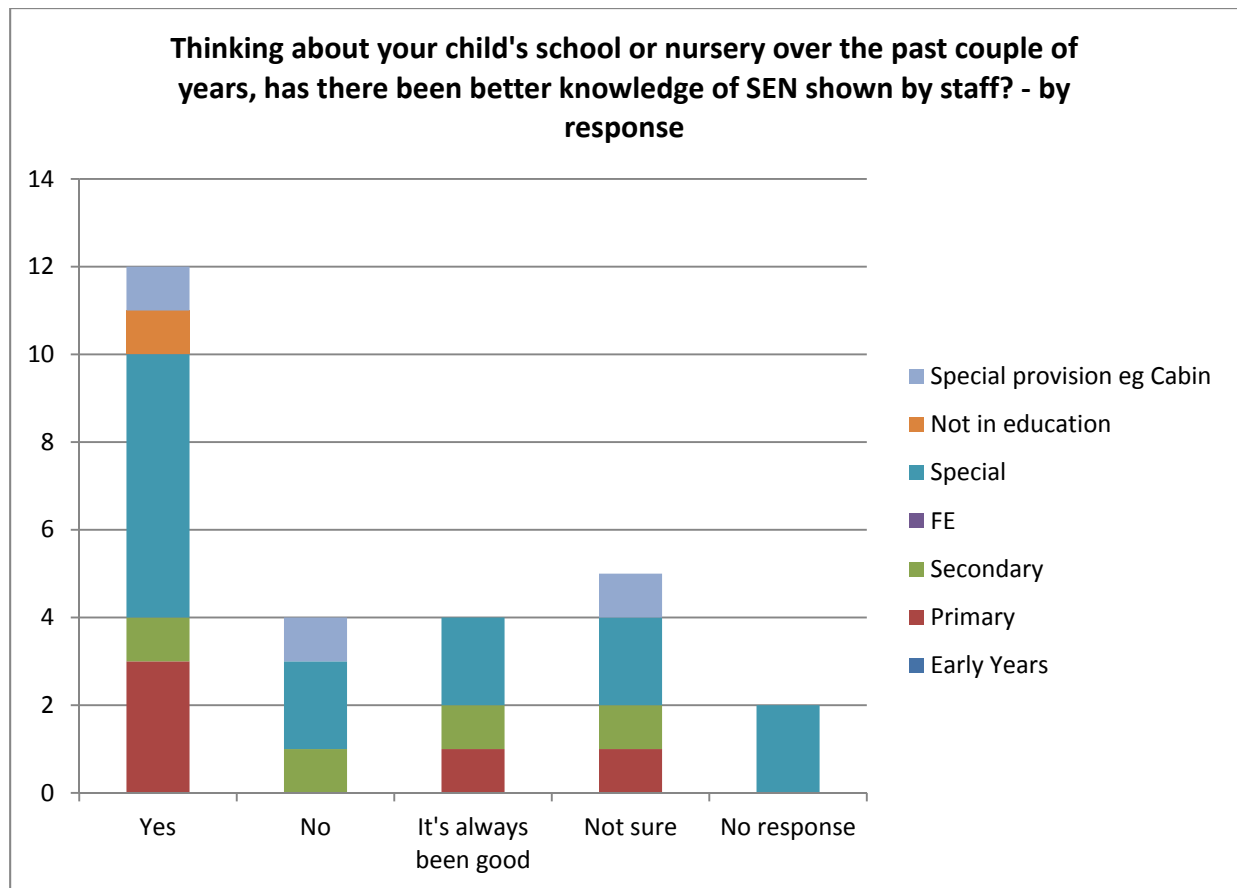
Support for your child?



Understanding of your child's needs?



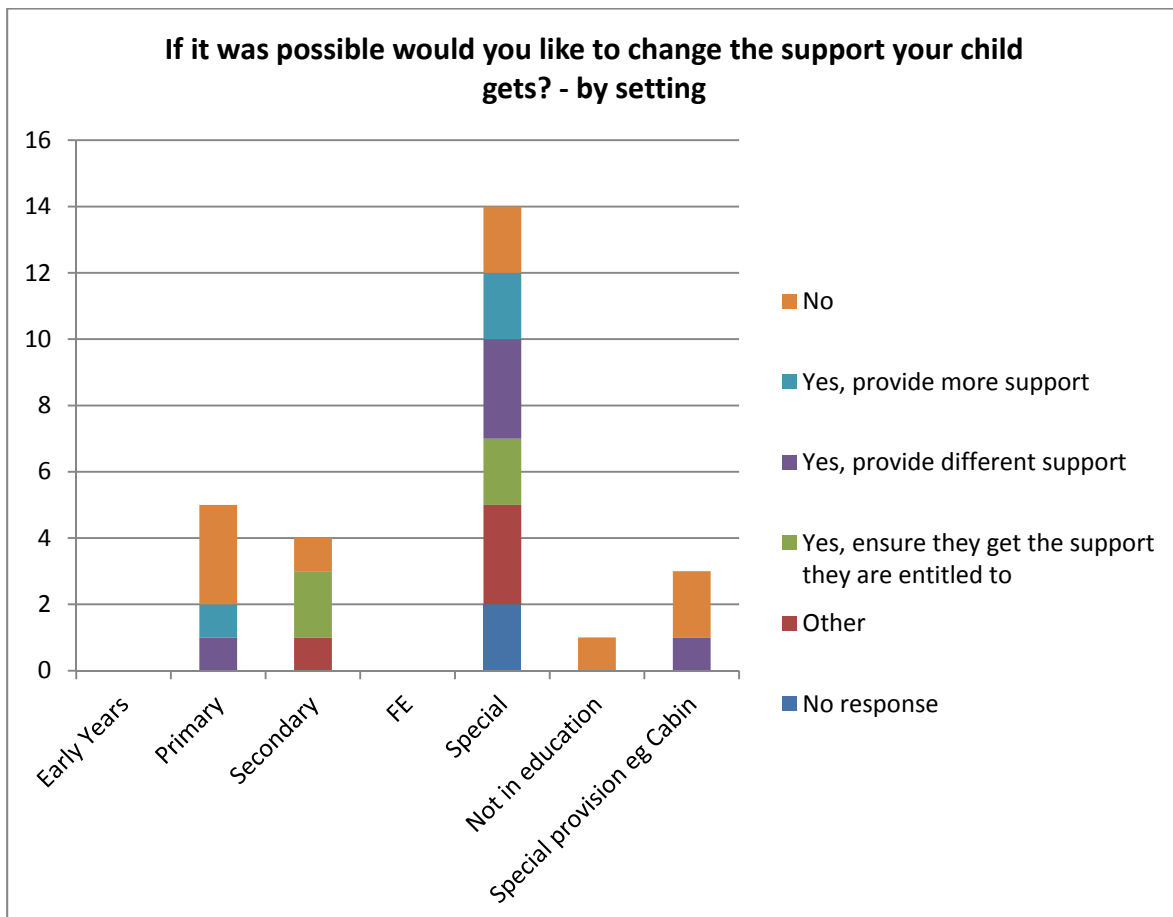
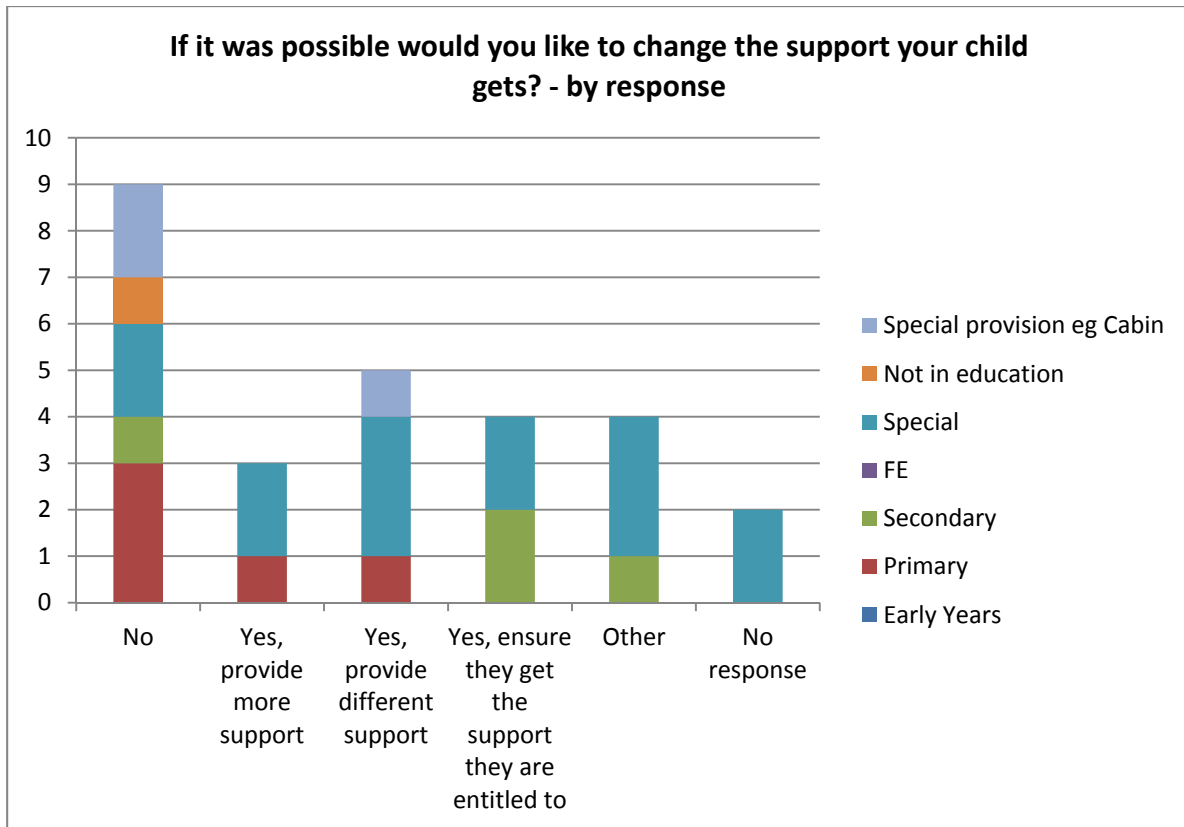
Knowledge of SEN shown by staff?



What could be improved?

- Current Specialist placement totally understand what my child needs which is in stark contrast to the experience at previous 2 schools who admittedly had a go and thankful to one SENCO who was at least interested and had knowledge and skills totally absent from all other staff who had contact with my child with some behaving in totally unacceptable ways. Needs were not being met and detriment was being created. Thanks to a legal challenge my child now attends an appropriate education placement. There is a long way to go within any mainstream environment when inclusion exists in a policy, bullying and harassment are commonplace and remain unchallenged, teachers are not knowledgeable and skilled adequately, woeful underfunding, statistics driven priorities which blows in the face of legal intention of children at the centre of decision making with high weighting on family views and preferences then the icing on the cake with decisions being made about the most vulnerable from an economic view rather than social and person centred. It's all very well changing the law but then setting it up to fail by underfunding. Really? What were they thinking or as it appears total absence of thinking just blue sky aspirational thinking with zero consideration of the reality in the world. I do have empathy or should it be sympathy for you lovely folk at the LA and teachers with this totally unachievable job to do given current constraints and priorities.
- Listening to us, we understand the condition she has. Teachers taking time to look at and use statement.
- All of this could be further improved. My son needs a robust PSHE program that hasn't ever been delivered, the curriculum could be more personalised considering the small numbers in his class and cost of placement. Not everything in the statement happens!
- Individualised education plans and personal learning targets should be combined. These should be reviewed regularly and more frequently, with appropriate continued evaluation of progress being made and relevant adjustments to targets/goals introduced as necessary. Targets need to be specific, with both short-term and long-term goals.
- Luckily a move to a special school at Easter was a godsend
- Everything! Teaching staff are just ticking boxes not doing what they should be and need to be checked on
- nothing its a fantastic school
- Staff/ professionals not making assumptions about my child ability when working with my child. They don't believe that my child has the ability to learn and hence they make no significant moves to help him, hence my son makes no significant progress.
- The process to get a statement in the first place - we had to appeal, so our child was without a statement for over a year although she clearly had special educational needs that were well documented and the school was asking for a statement also.
- To be honest this improvement is due to change of schools.
- One member of staff refers to having a SEND table.
- When in Holme Court communication was appalling

If it was possible would you like to change the support your child gets?

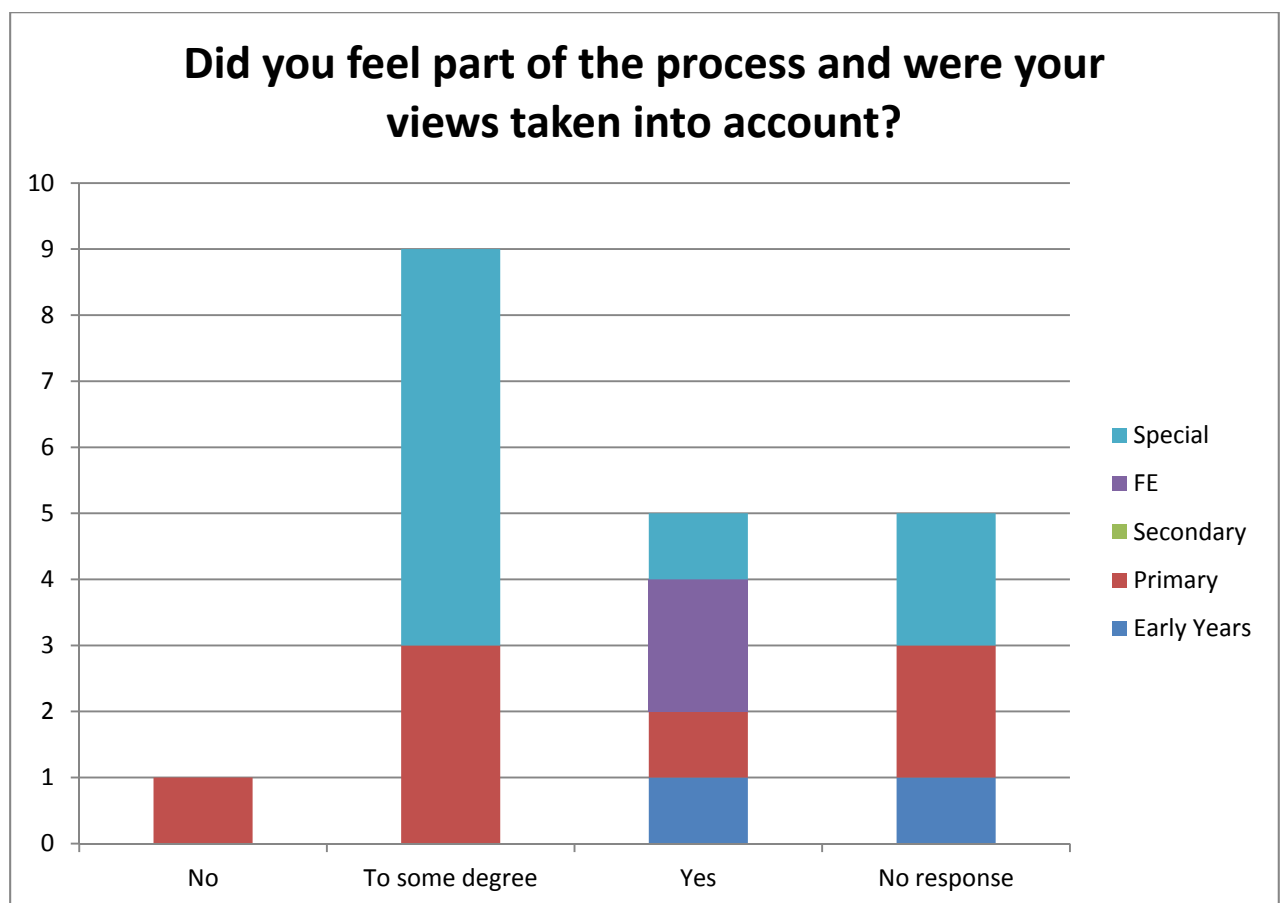
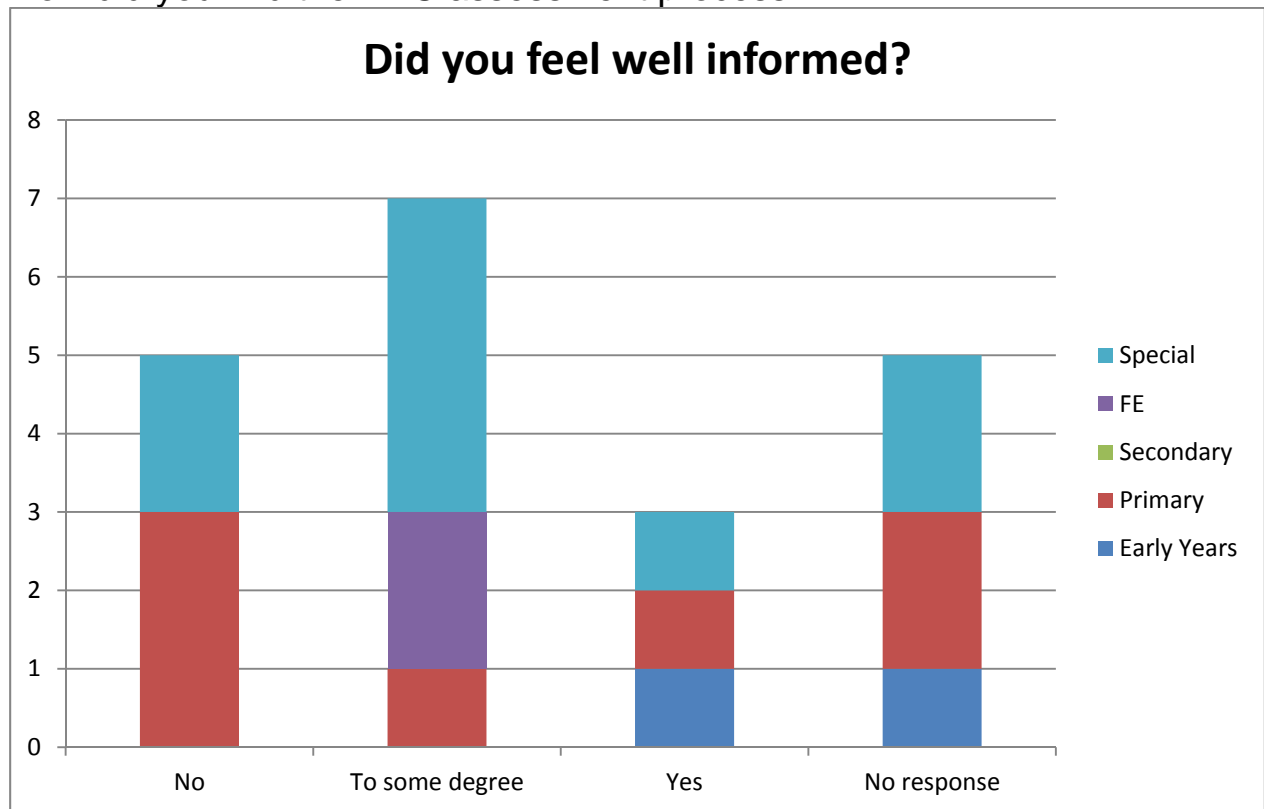


Other – Individual responses for this

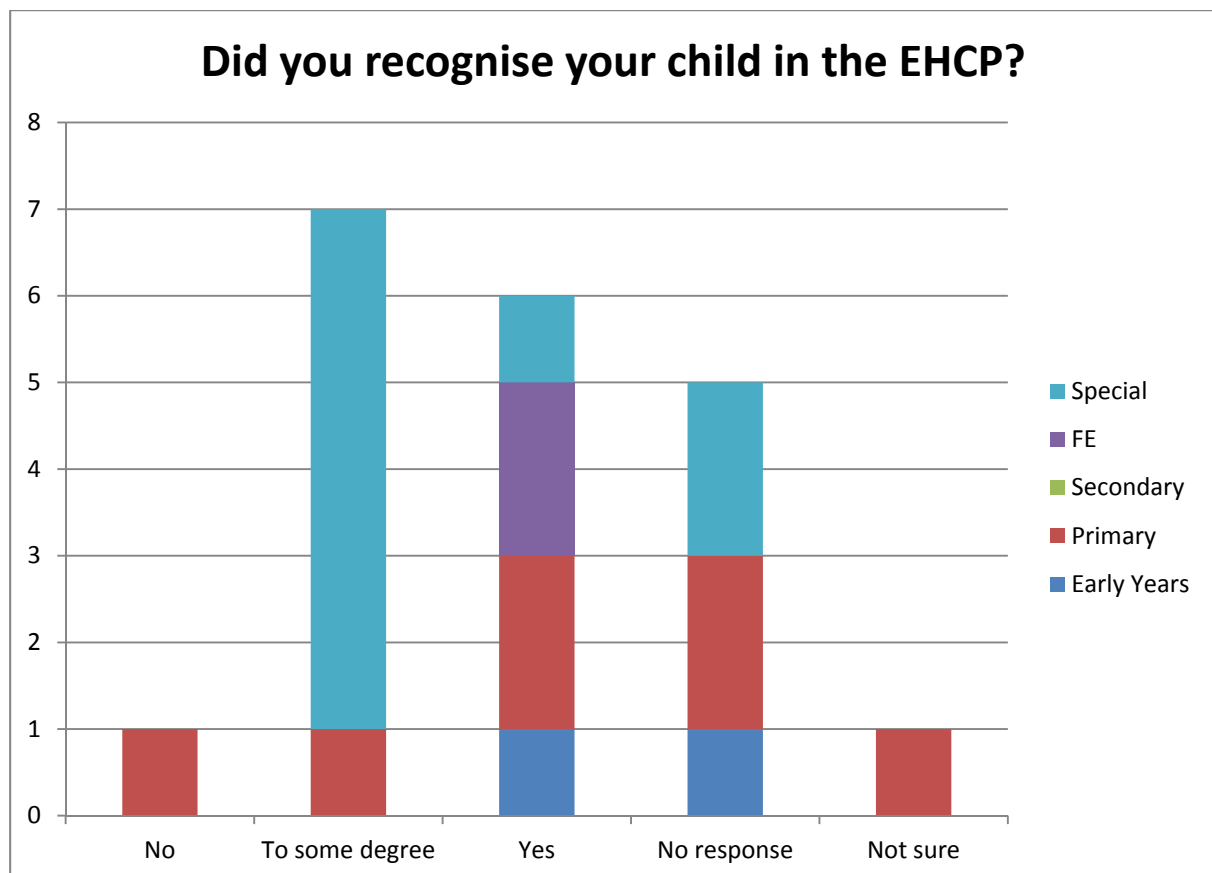
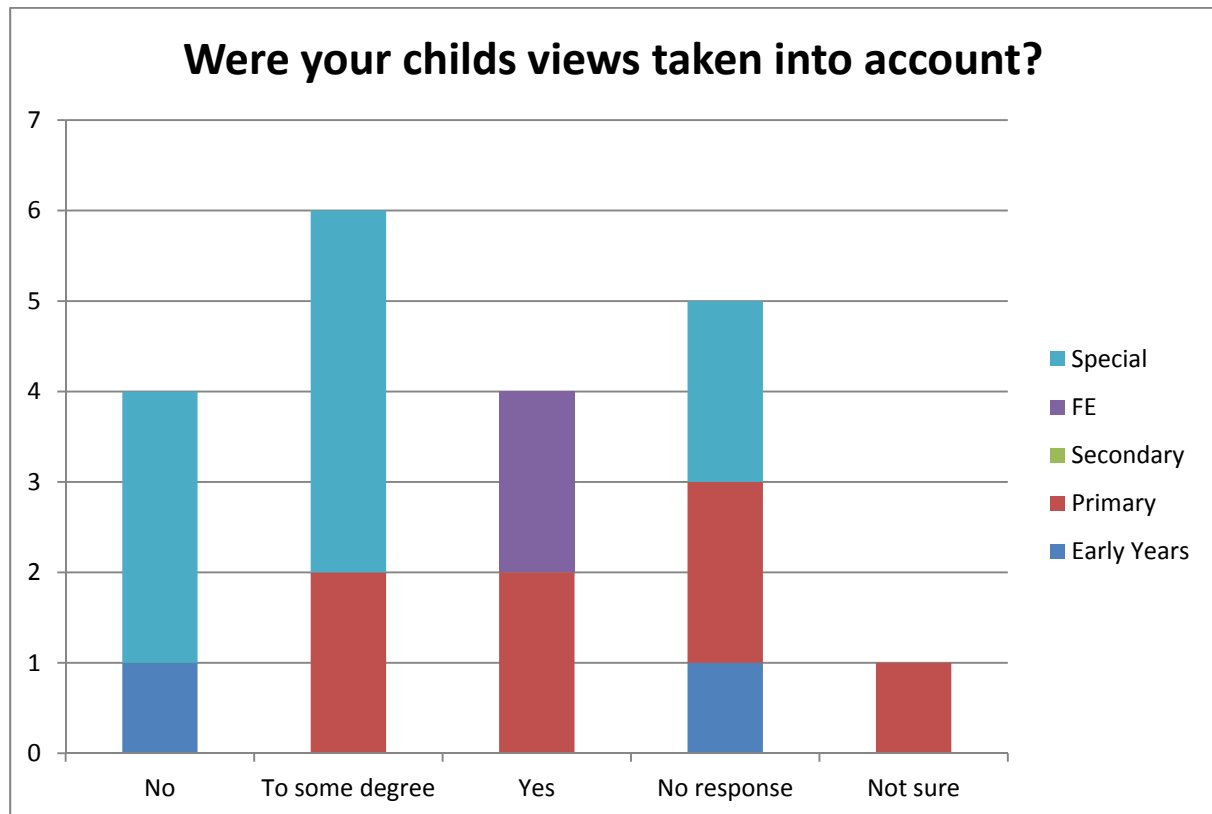
- When we eventually got the statement, we were not given additional funding that both we and the school feel is needed for our child.
- Yes, provide the support that they need. It is a fine & difficult balance to achieve between having TA support from unqualified staff who are left in charge of managing the daily learning activities, versus individual input from the (qualified) class teacher, whilst also having time to do things independently.
- Provide more tailored support
- Make sure we embrace the EHCP process so that the child and family are placed at the heart of the planning support and everyone knows what we're working towards and why for each child.

Feedback from the online survey from parents of children who have EHCPs via transfer reviews or who requested an assessment

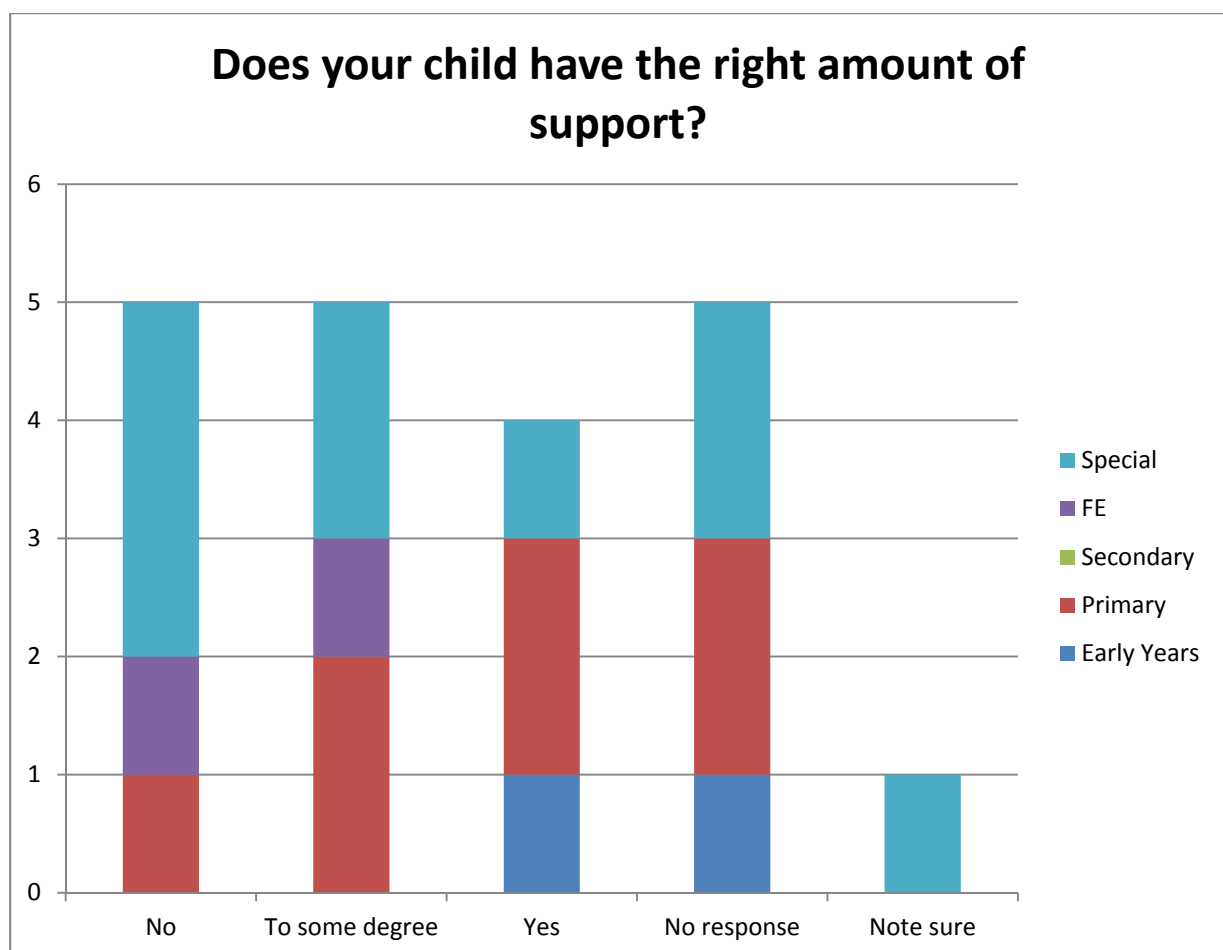
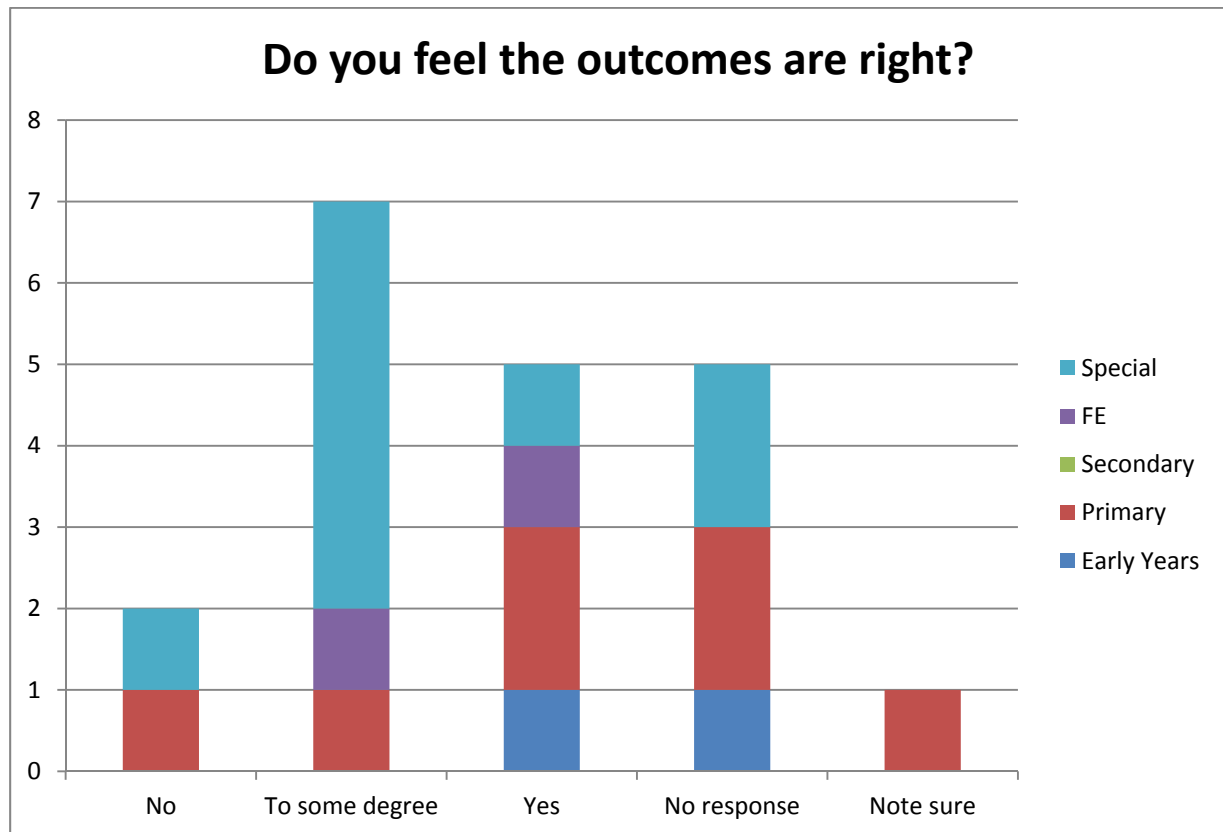
How did you find the EHC assessment process?



Feedback from the online survey from parents of children who have EHCPs via transfer reviews or who requested an assessment

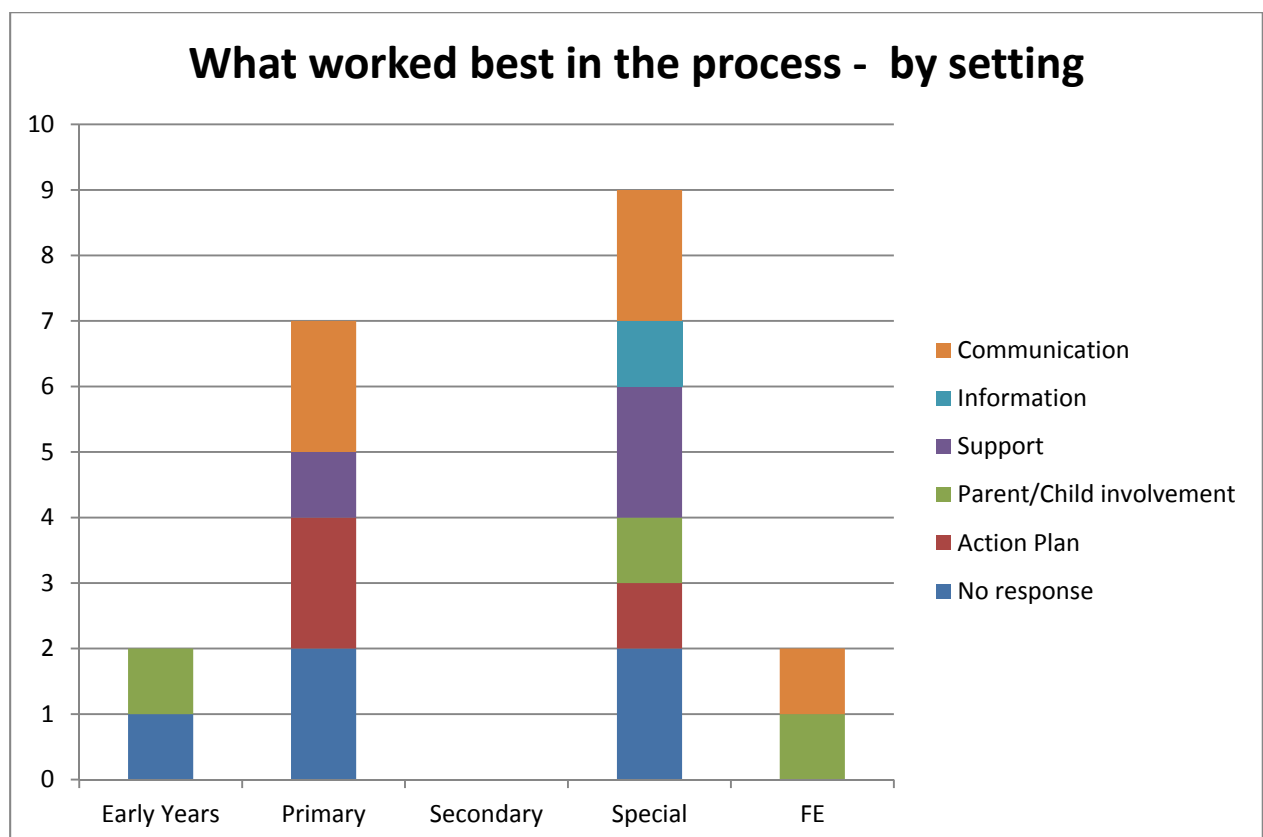
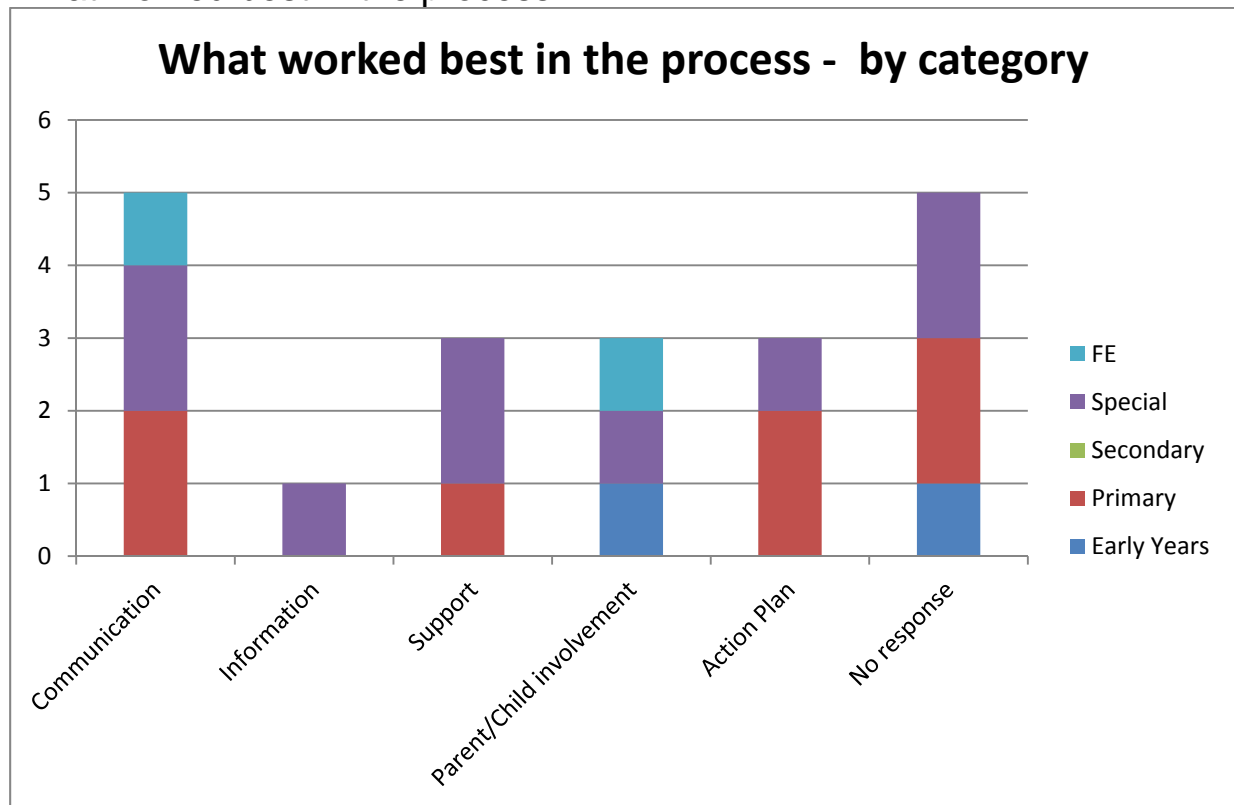


Feedback from the online survey from parents of children who have EHCPs via transfer reviews or who requested an assessment



Feedback from the online survey from parents of children who have EHCPs via transfer reviews or who requested an assessment

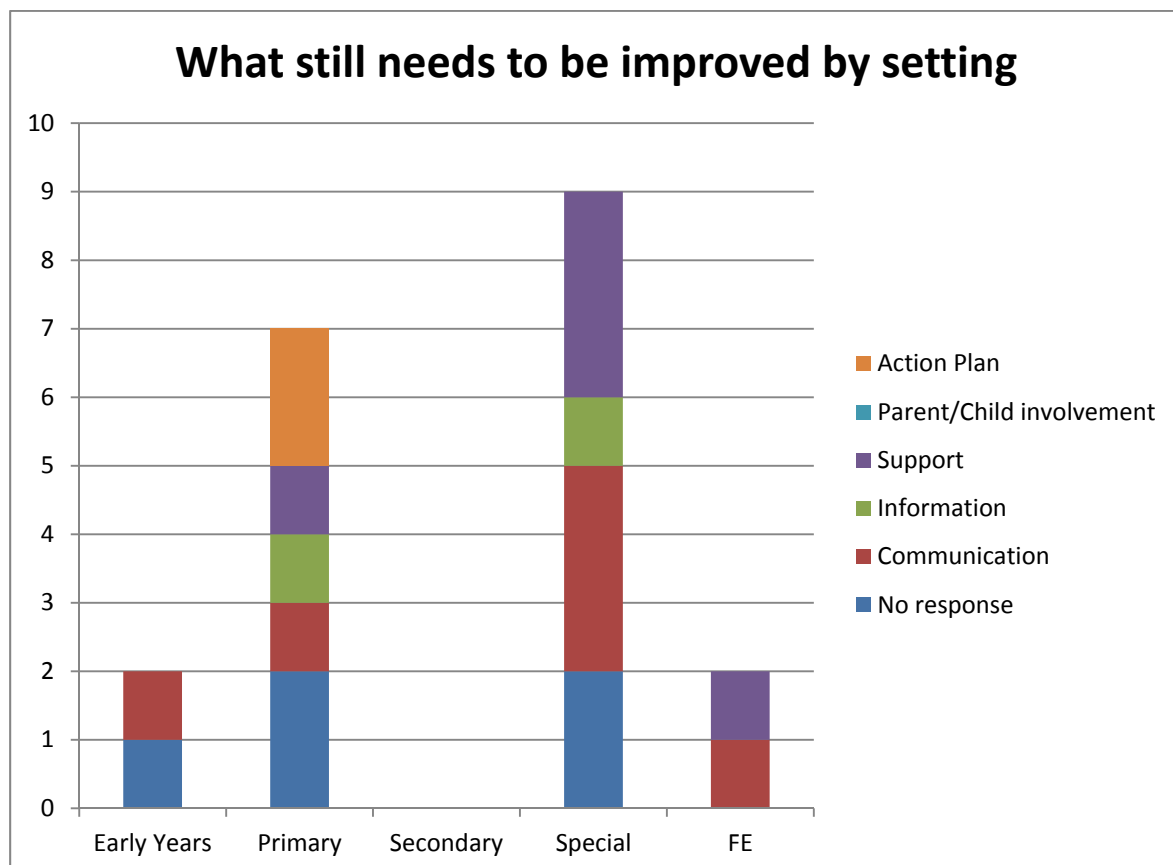
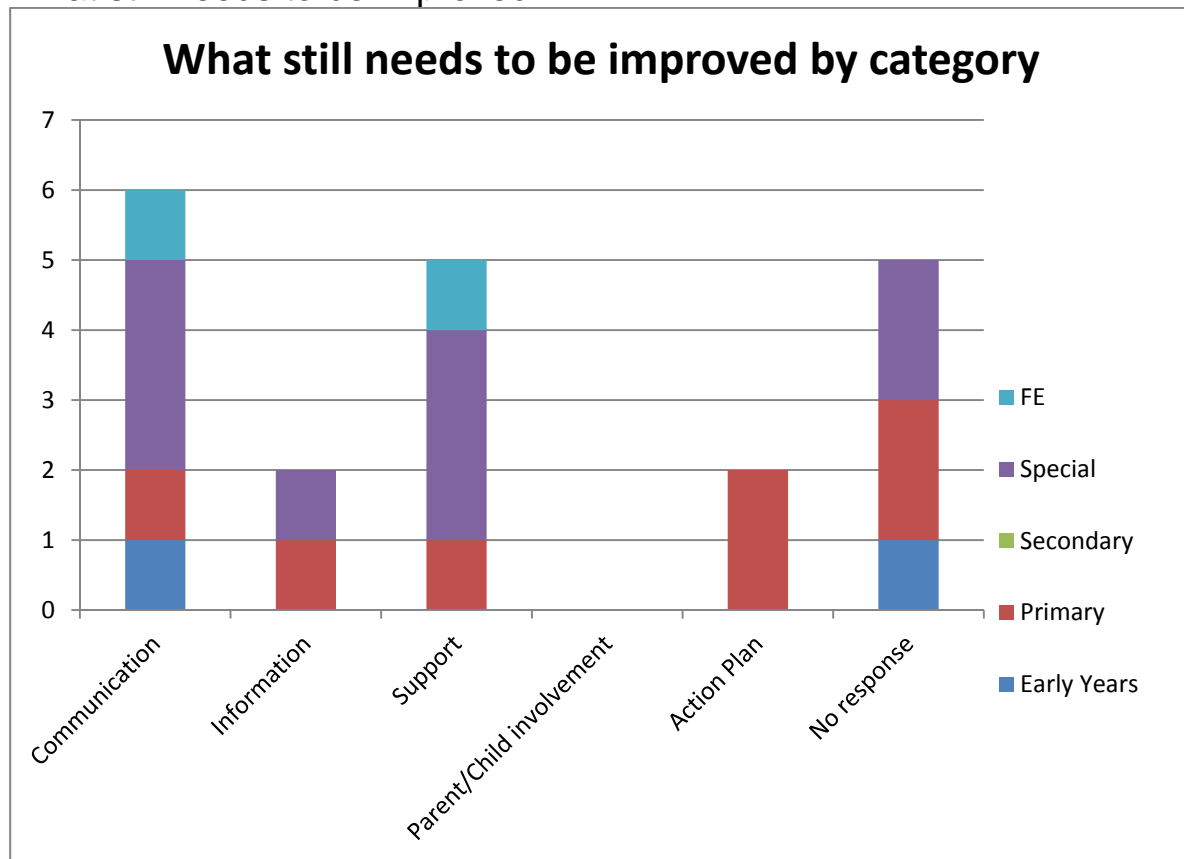
What worked best in the process?



NB Parents response re this question 'Please note, survey would not let me continue without an answer to question 4. - I've selected an answer but don't really consider anything to have worked well.'

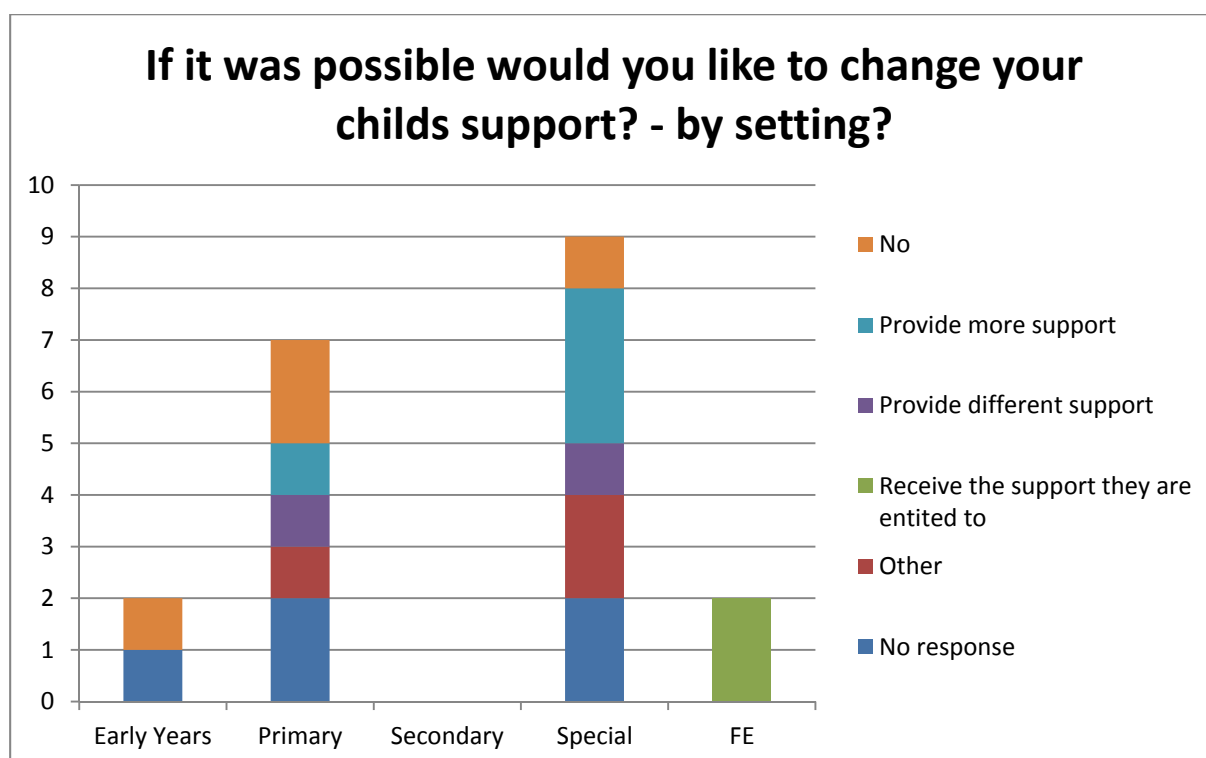
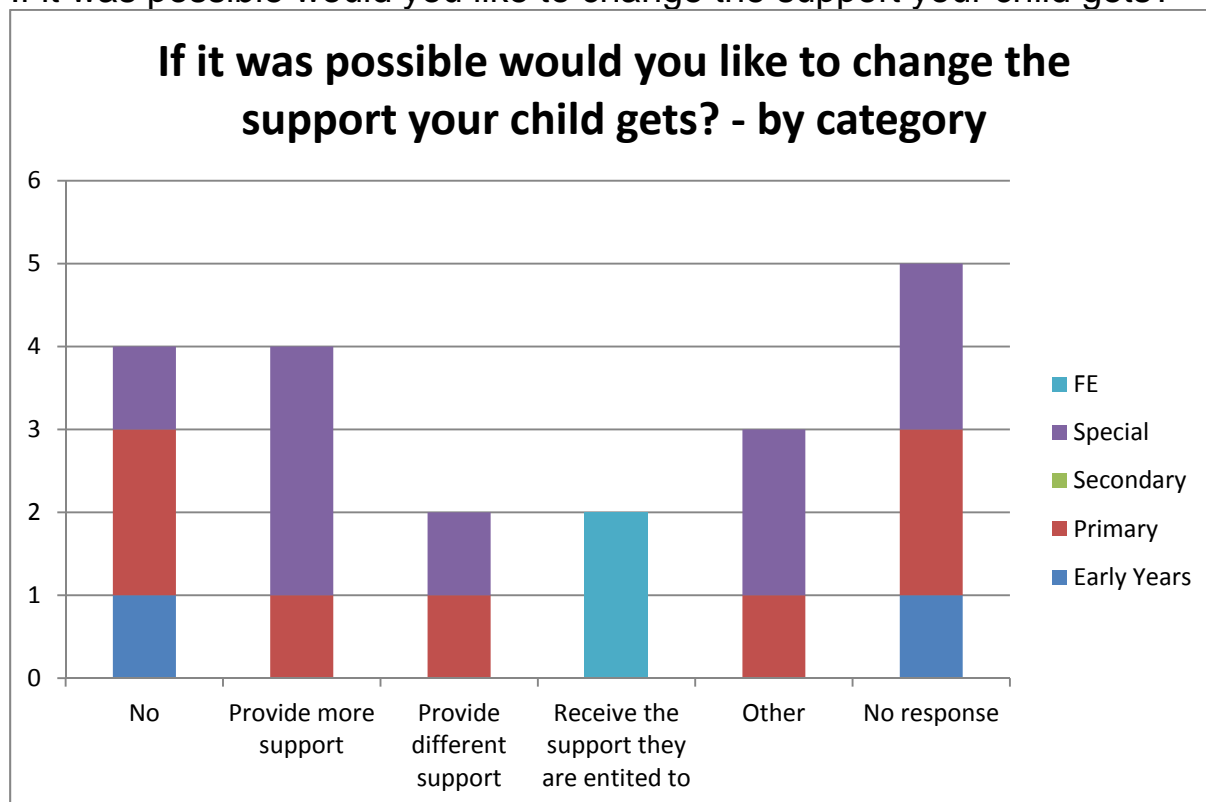
Feedback from the online survey from parents of children who have EHCPs via transfer reviews or who requested an assessment

What still needs to be improved?



Feedback from the online survey from parents of children who have EHCPs via transfer reviews or who requested an assessment

If it was possible would you like to change the support your child gets?

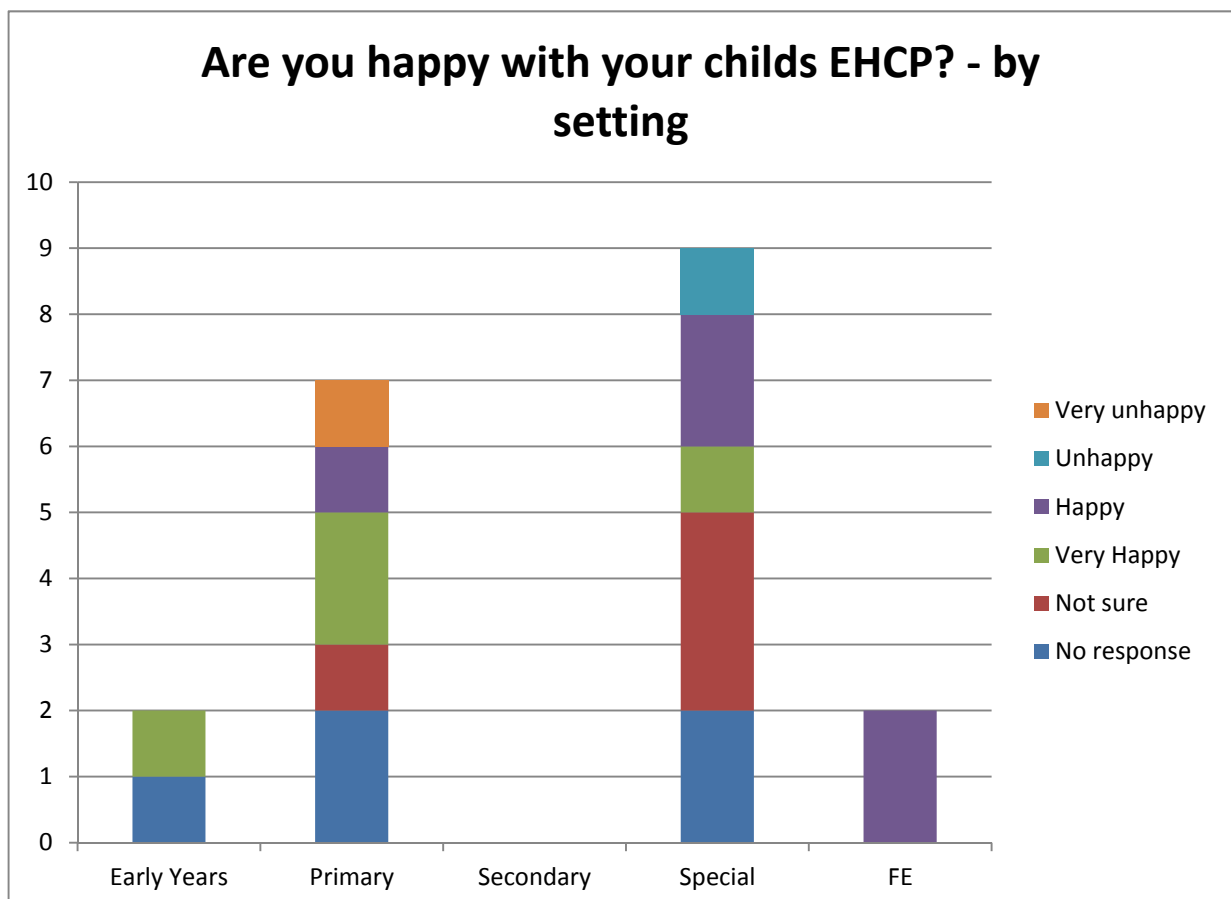
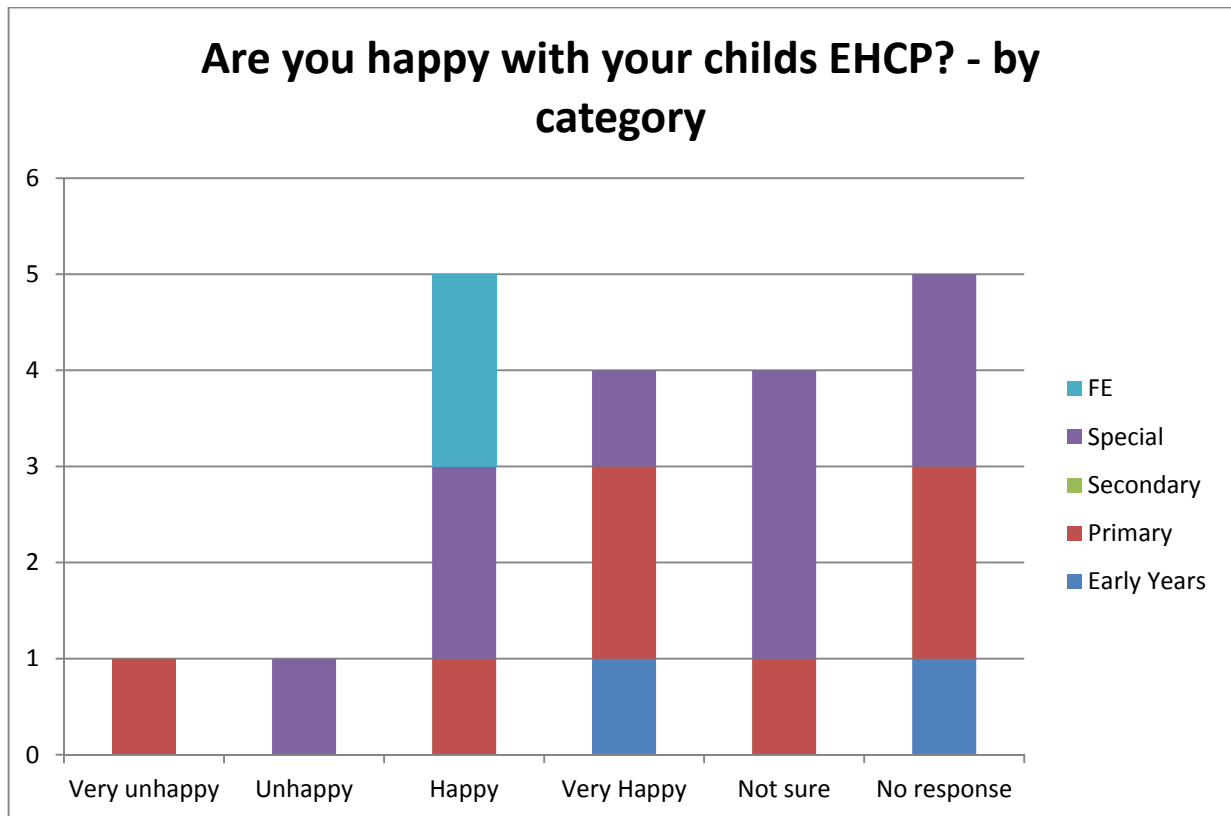


Responses to 'Other'

- There are specific areas at school I would like more input into.
- To provide support outside school with mobility etc (was told an EHCP doesn't cover outside care) it wasn't needed as he doesn't tick all the boxes.
- Promised support has not happened.

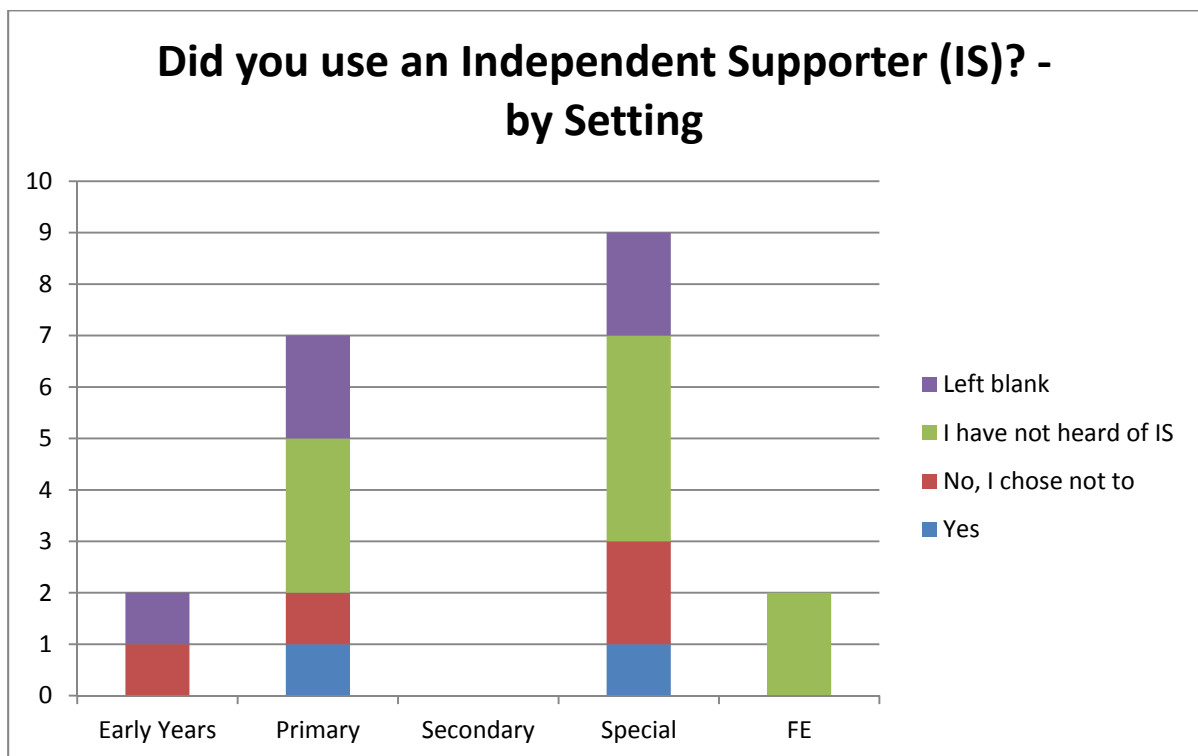
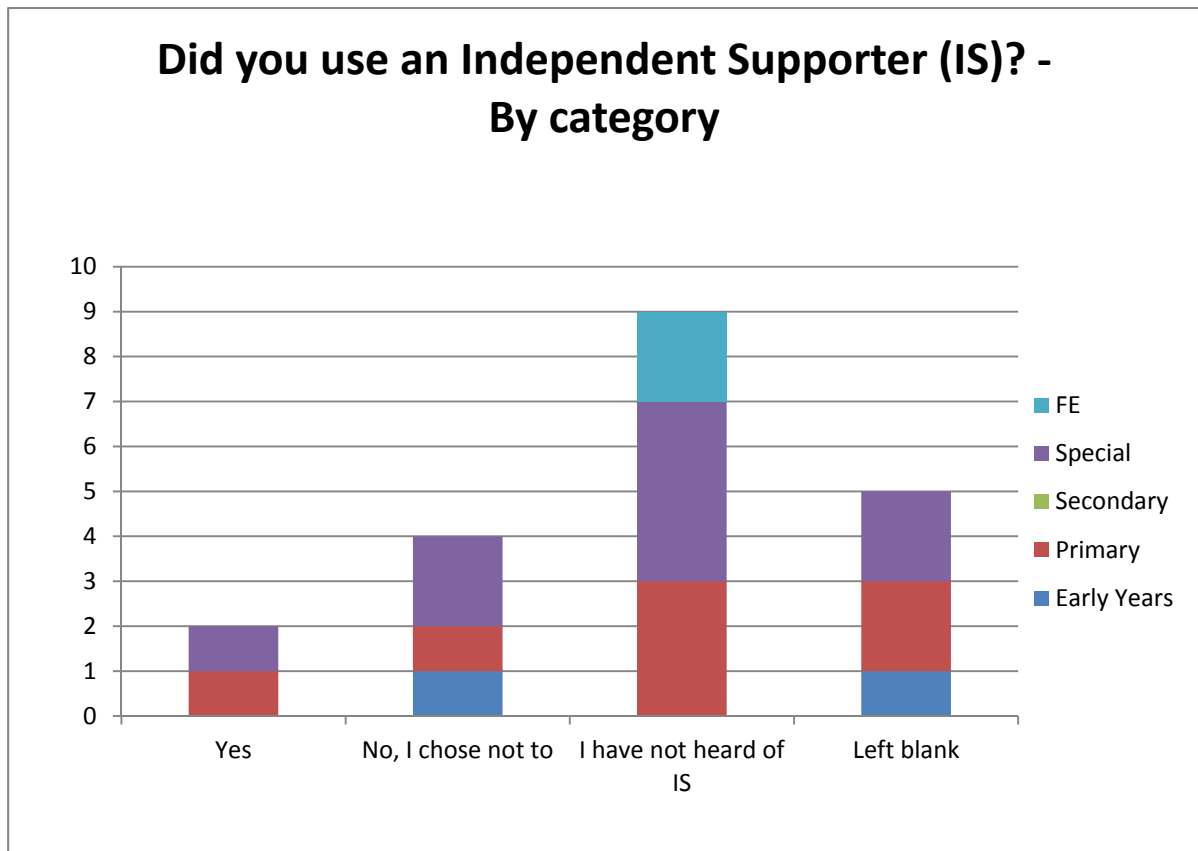
Feedback from the online survey from parents of children who have EHCPs via transfer reviews or who requested an assessment

Are you happy with your child's EHCP?



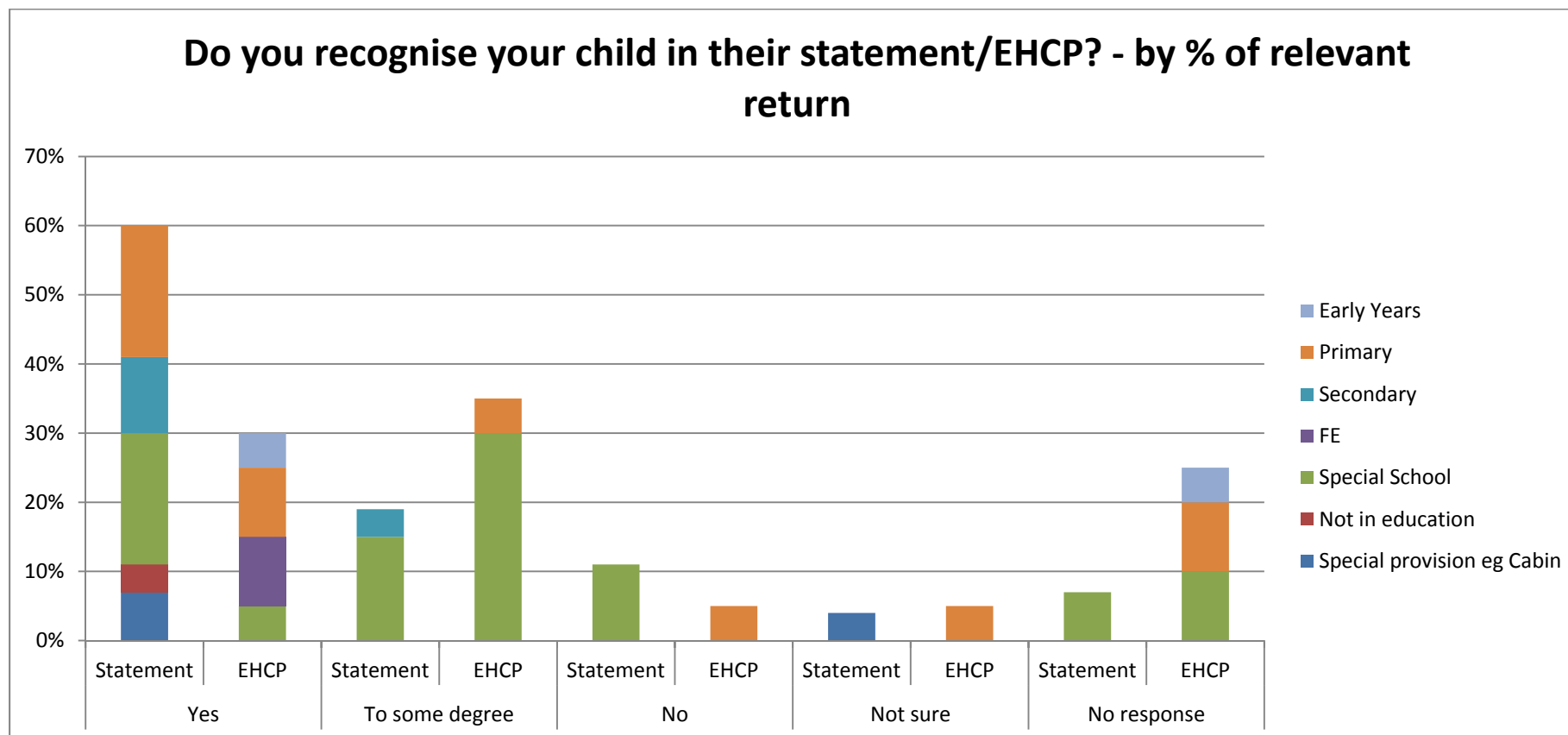
Feedback from the online survey from parents of children who have EHCPs via transfer reviews or who requested an assessment

Did you use Independent Support (IS) during the process?

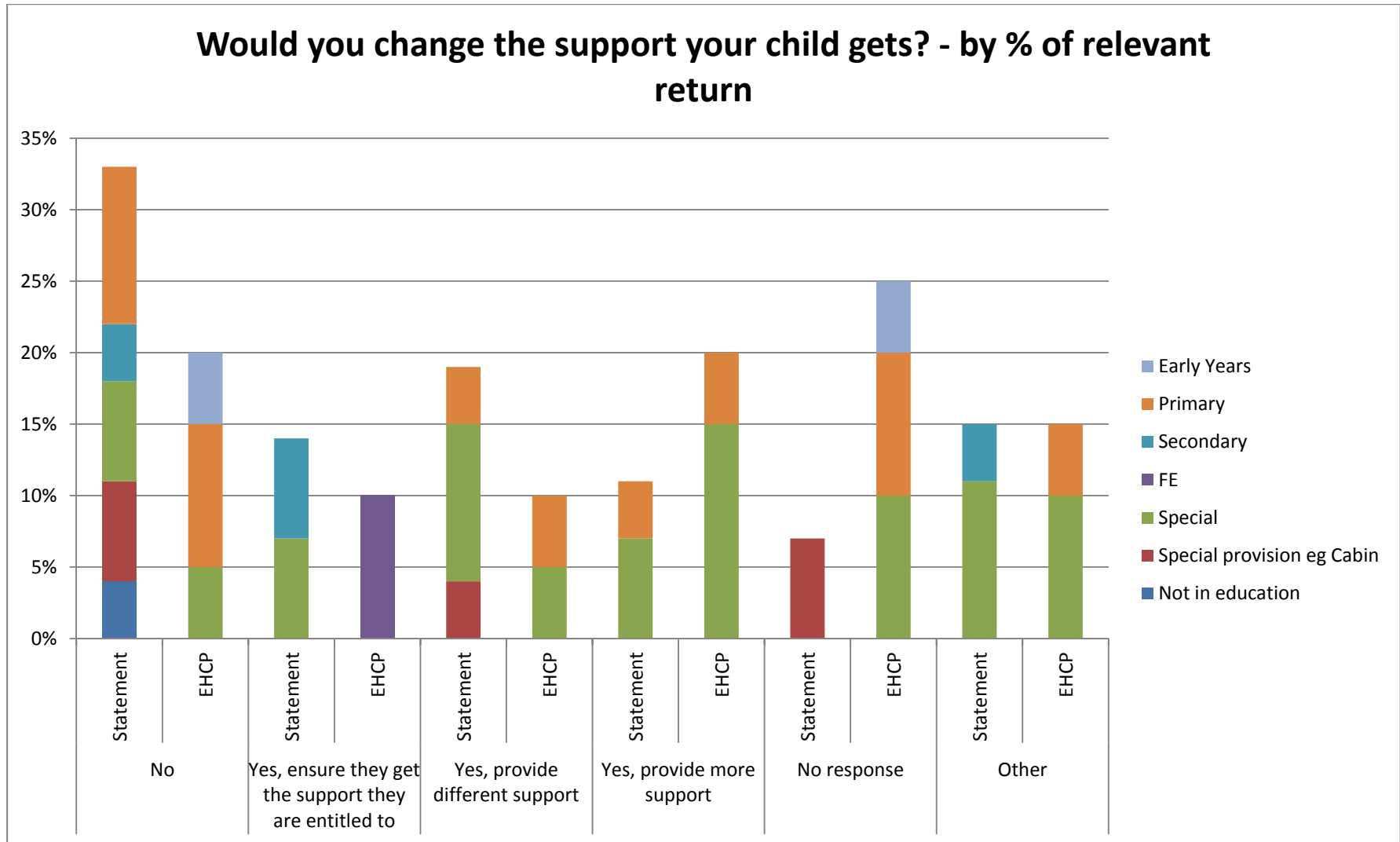


Comparing Statements and EHCPs

As different numbers of parents responded about their child's EHCPs and Statements the percentage of replies for each was used for the comparison.



Comparing Statements and EHCPs

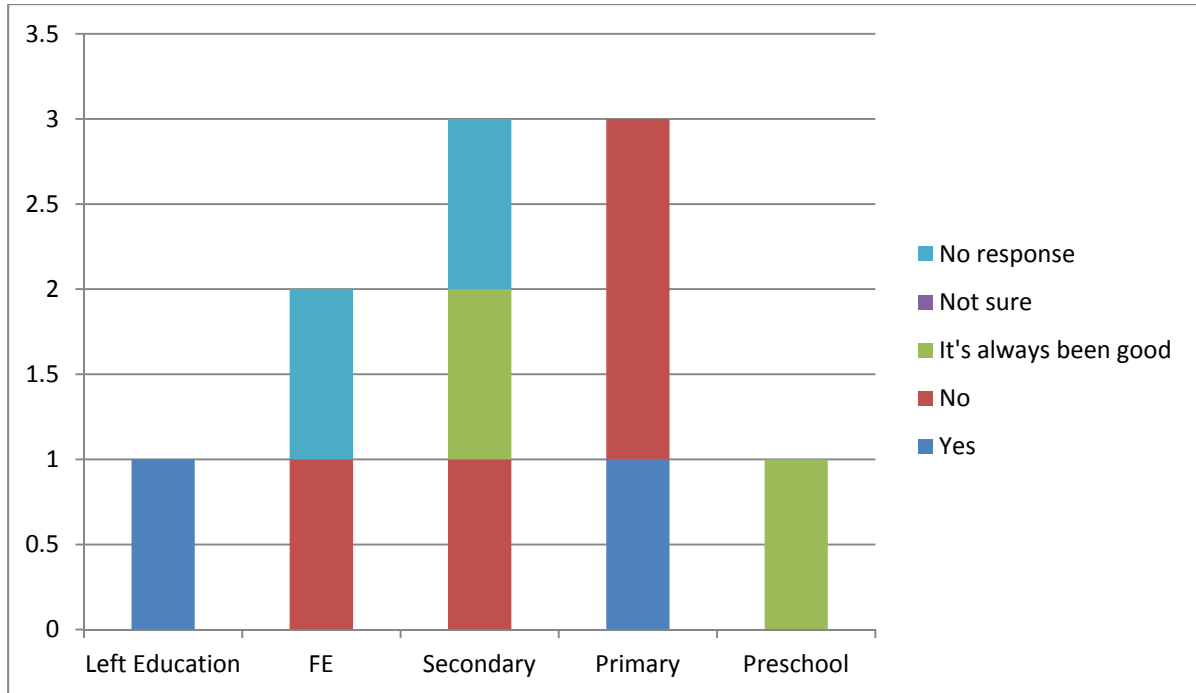


SEND one year on – analysis of online survey

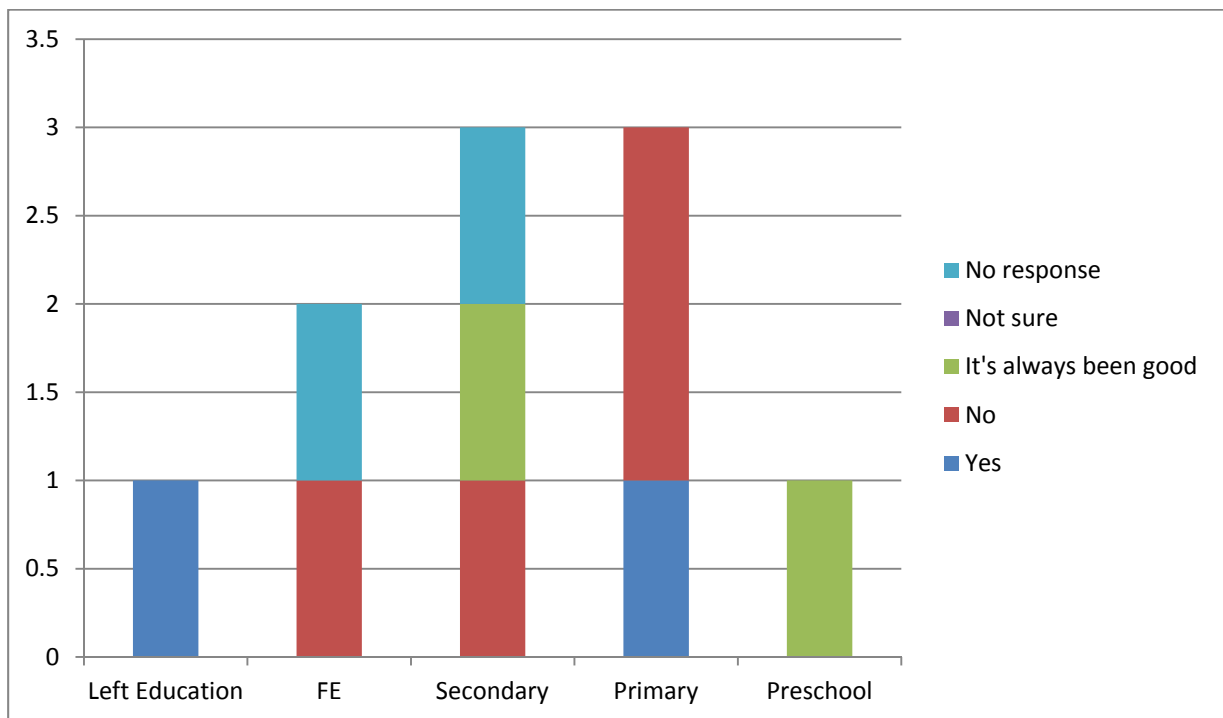
SEN Support

Do you think there has been better

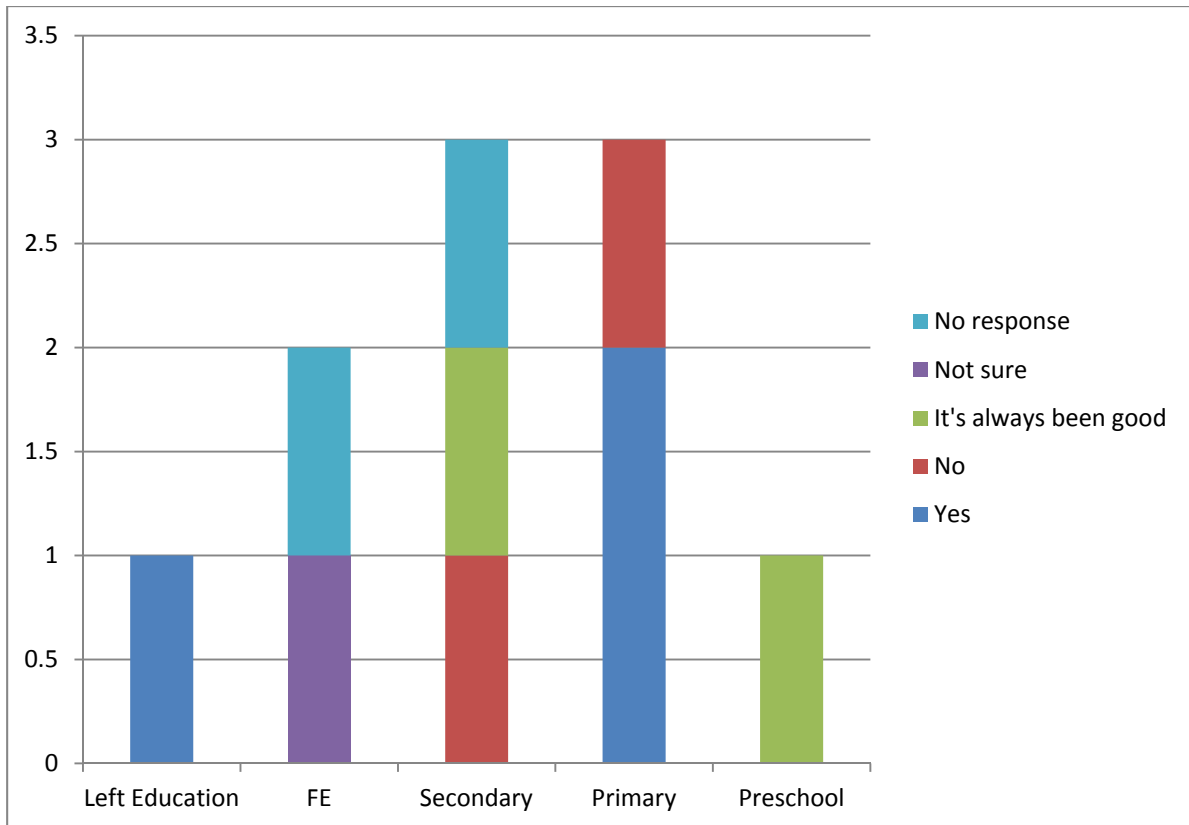
Communication?



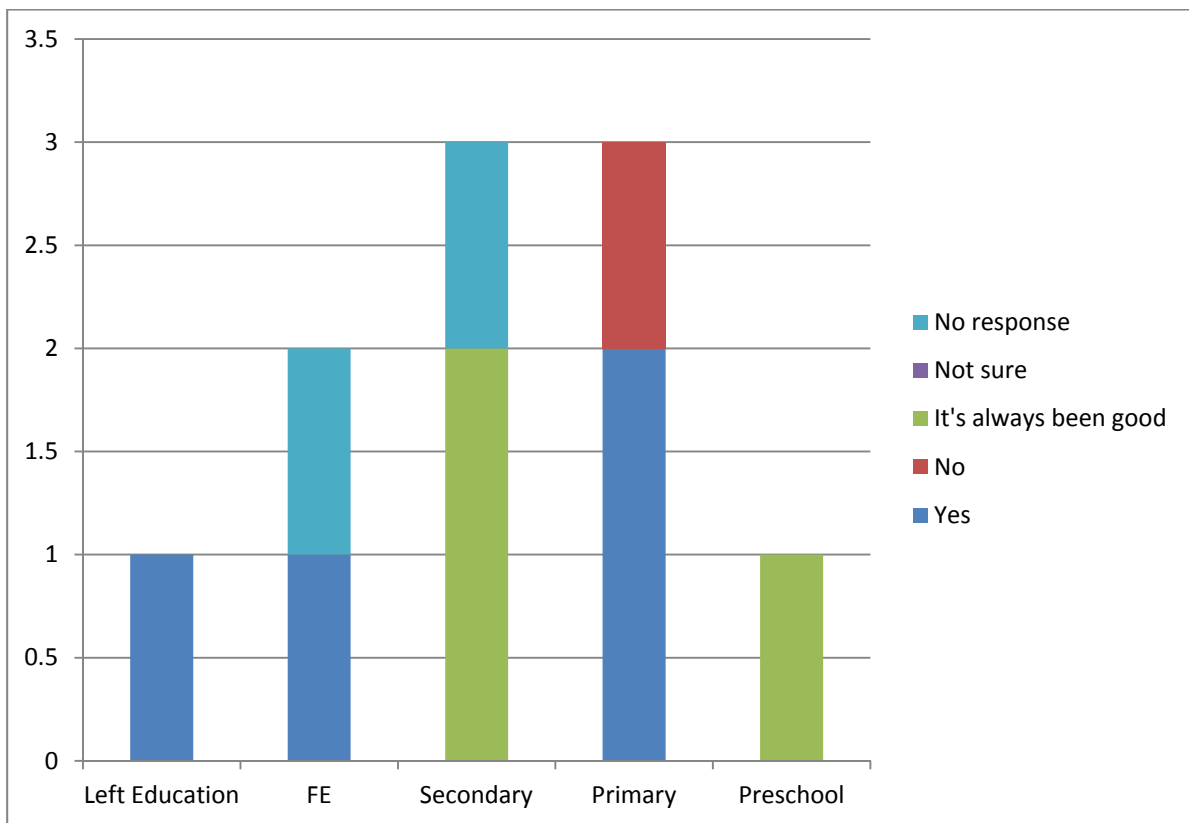
Support for your child?



Understanding of your child's needs?



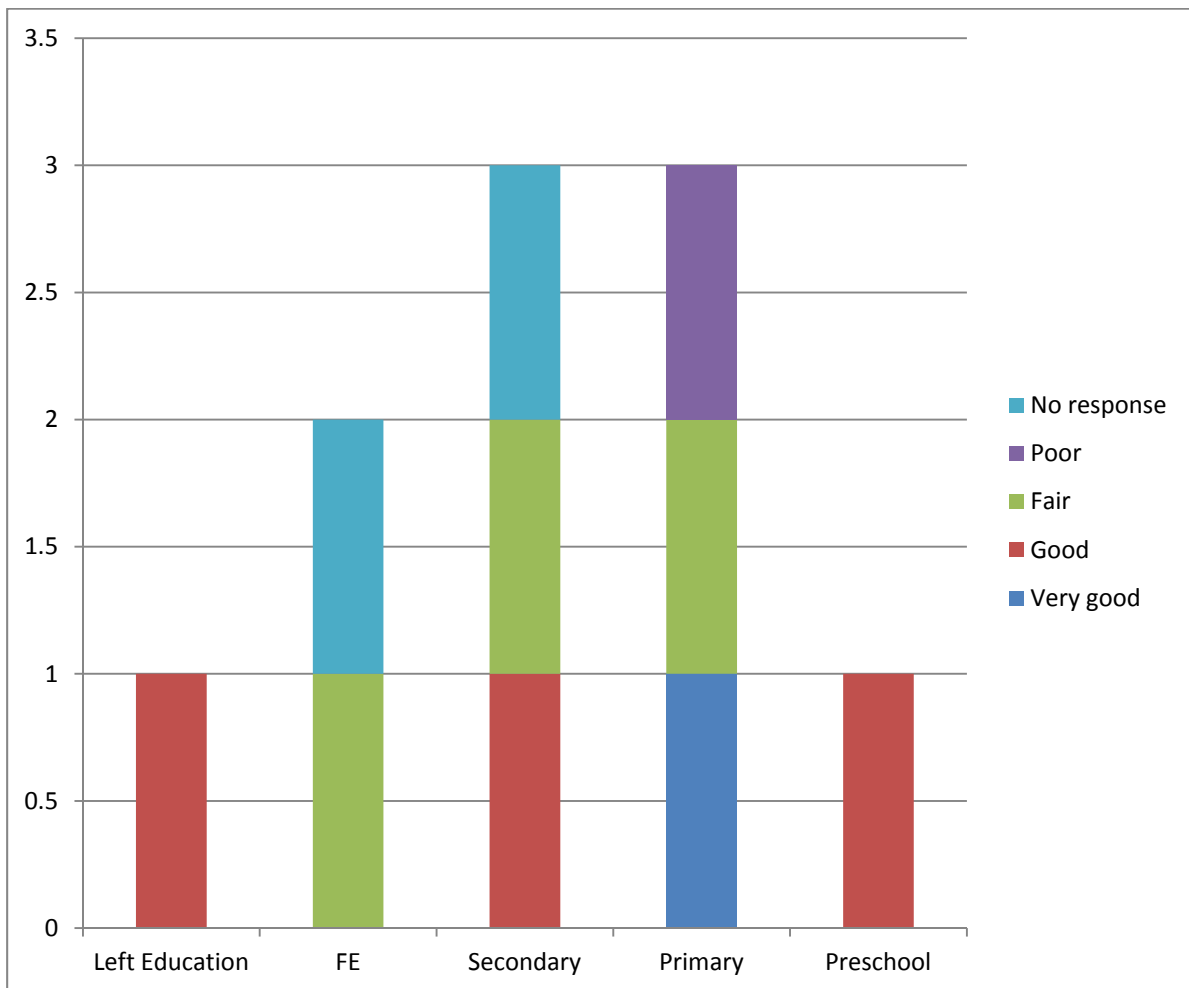
Knowledge of SEN shown by staff?



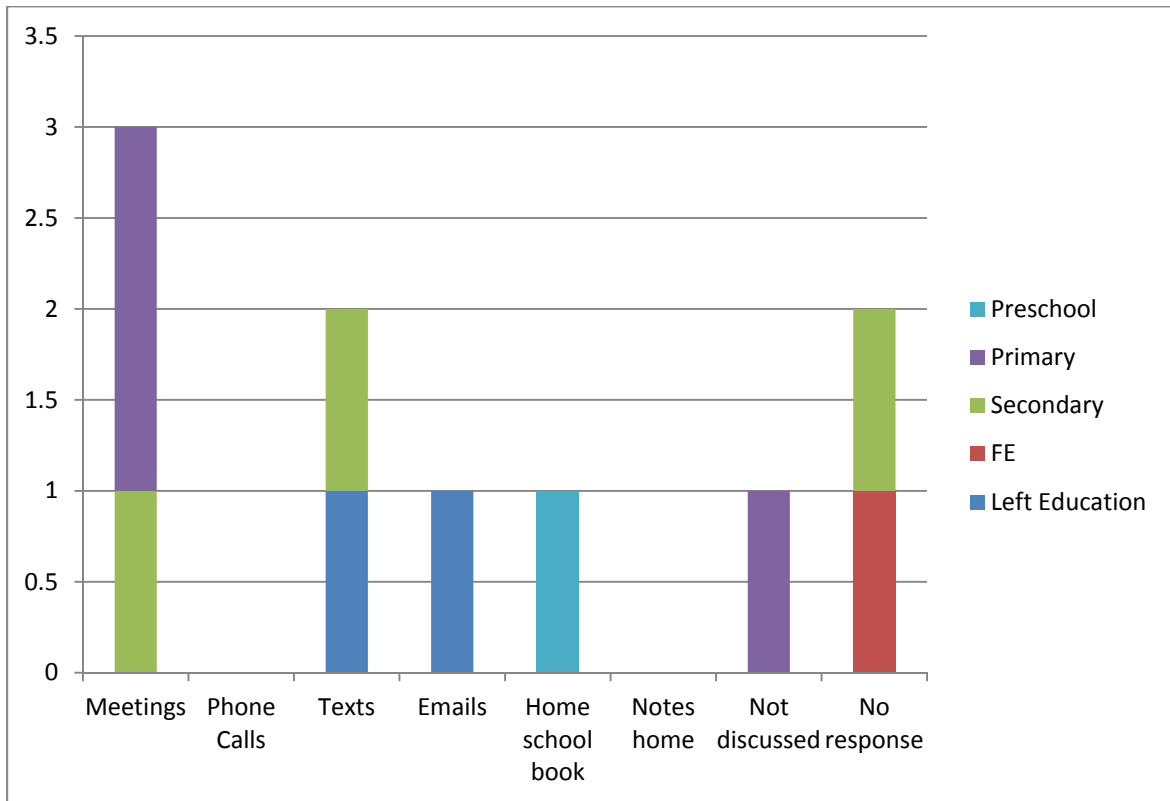
What could still be improved?

- Everything has to be chased up by myself to ensure that his needs are being met.
- Everything but particularly communication
- Better communication between different providers and teaching staff
- We are midway through diagnosis and getting sorted out. I have had some truly awful experiences along the way.

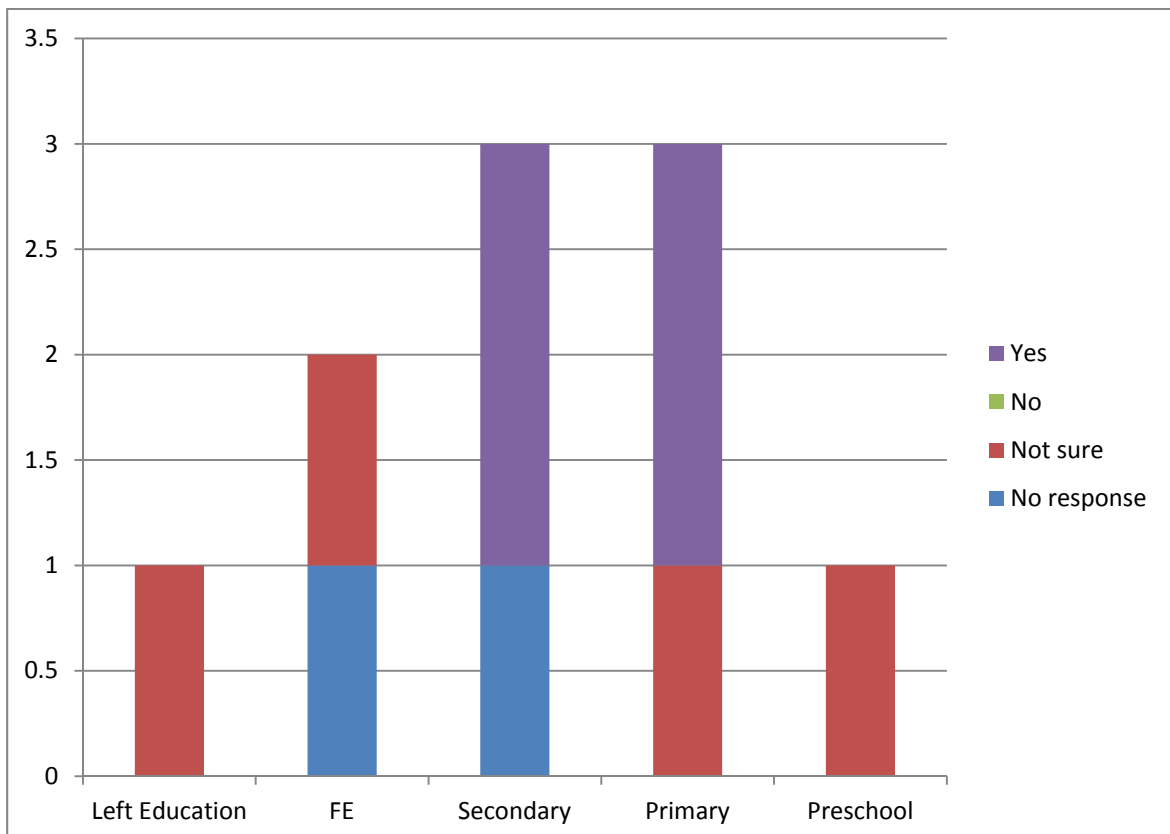
How well informed do you feel about how your child is supported?



In what way are your child's needs and progress discussed? Please choose the most used method.



Does your child's school follow the Assess, Plan, Do and Review process?



How involved do you feel in the planning and review of your child's support?

