



# Education Report

OCTOBER 2022



# What parent carers told us about their child's education

## Introduction

South Glos Parent Carers CIC (SGPC) asked the members of their forum to complete a survey detailing their child's experiences of the support accessed in their educational settings. This information was gathered to enable SGPC to represent the lived experiences of their community at meetings they attend. Participants were asked to identify the type of setting their child accessed, whether their child had an Education, Health and Care Plan (EHCP), or was supported at SEN Support level, and how well they felt settings are meeting their child's academic, social and emotional needs.

The survey ran from the 14th-25th October 2022 and was completed by 345 parent carers. This report details the qualitative and quantitative feedback received. Any information that may identify a child, parent carer, professional or educational setting has been removed from comments to retain confidentiality.

South Glos Parent Carers are the local parent carer forum in South Gloucestershire as recognised by the Department for Education. Our community are parent carers of children and young people ages 0-25, who have a Special Educational Need and/or Disability (SEND).

We work co-productively with service providers and stakeholders, to help shape services. Details of our full range of services can found on our website.

We are grateful to all the parent carers who responded to this survey, we appreciate you finding the time to tell us about your lived experiences and allowing us to share them.

Thank you.



# Executive Summary

## Overview:

Of the 345 respondents, 89% have children within primary and secondary school education; 39% of respondents report that their children have an EHCP in place; and 79% are receiving education in a mainstream setting.

Parents reported a broad range of needs / disabilities, identifying the top three needs as Autism, Attention Deficit Hyperactivity Disorder / Attention Deficit Disorder, and Social Emotional Mental Health (SEMH) - accounting for 40% of the responses.

All clusters were represented by participants, and breakdowns of both educational needs and clusters can be found in the detail of this report.

## Key Findings:

- ◆ 59% of respondents with children who have an EHCP felt that the setting is meeting their needs all or most of the time. That figure reduces to 32% of children when an EHCP was not in place.
- ◆ Focusing on behavioural and SEMH difficulties, the results revealed that 65% of children represented had experienced some type of exclusion or managed move, 46% have experienced attendance difficulties and 5% of respondents reported taking the decision to elective home educate (EHE).
- ◆ One quarter of all respondents reported attendance difficulties during the last academic year. The results also revealed less than 5% difference in attendance between children with or without an EHCP, and highlighted that mainstream secondary settings accounted for the greatest area of concern for respondents, at 28%.
- ◆ Focussing in on the specific aspects of The Graduated Approach process revealed:

- Just under half of the respondents felt their child had made good progress academically, or socially and emotionally.
- Circa 50% felt the education setting identified and understood their needs / considered the views of them and their child. A similar number felt that the setting had performed well with the planned interventions, outcomes and access to the curriculum and classroom their child received, and c.48% reported that their child had made positive progress academically and / or socially and emotionally.
- 43% felt that the education setting was meeting their child's needs all or most of the time.
- Approximately one quarter of respondents felt that the criteria for understanding of needs and gathering of views was not met, and over 30% of parents felt that support staff did not understand the needs of their child.
- Less than half of the parents surveyed felt that they or their child had been included in the planning and setting of targets.
- Between two fifths and one half of respondents felt happy with the interventions being used and felt that they were being delivered in a timely, consistent manner.
- Just over half of respondents felt that their child was accessing the curriculum and classroom appropriately.
- Between 47% and 69% of support received from professionals was rated as effective or above. Of those figures, Educational Psychologist rated the highest and mental health professional the lowest.
- Fewer than half of respondents felt that the setting regularly reviewed their child's progress or that they were included in reviewing their child's targets.
- Over one third of respondents reported dissatisfaction with the interventions that support their child, and the consistency and timeliness in which they were delivered.

# About the respondents



## Which cluster is your child's school in?

- 10% Cluster 1
- 26% Cluster 2
- 16% Cluster 3
- 22% Cluster 4,5
- 16% Cluster 6
- 3% Post 16
- 7% Cluster 7



24% of children transitioned to another school this year.

## The settings children transitioned to

- 7% Early Years
- 23% Primary School
- 27% Secondary School
- 8% Post 16
- 10% Specialist School
- 25% Moved to different setting
- 0% Started higher education



## What year is your child in?

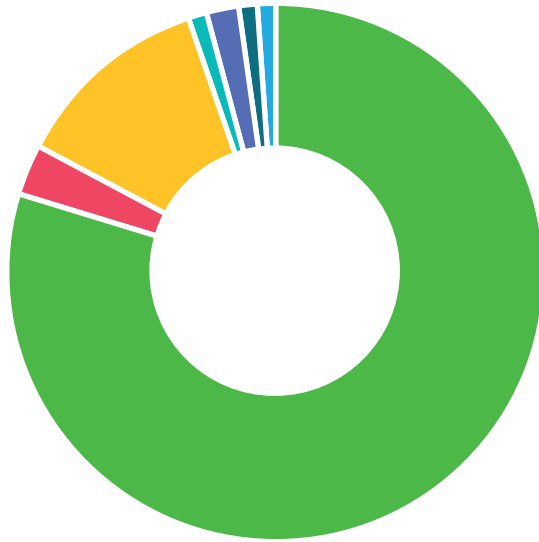
- 3% Early Years
- 4% Reception
- 14% Years 1 - 2
- 35% Years 3 - 6
- 21% Years 7 - 9
- 15% Years 10 - 11
- 5% Years 12 - 13
- 2% Years 19+



## Does your child have an Educational Health and Care Plan (EHCP)?

- 39% Yes
- 61% No

## What type of setting does your child attend?



- 79% Mainstream
- 3% Resource based
- 12% Specialist
- 1% Elective Home Education
- 2% Education Other than at School (EOTAS)
- 1% Not in Education, Employment or Training (NEET)
- 1% Independent

6% of children were attending another educational setting, as well as their main setting, which included Pathways Learning Centre, mentoring, private tuition, private dyslexia tutoring, speech therapist, forest school, home tutoring, early college placement, alternative provision and online tutoring.

A further 3% of families are discussing other forms of education with their current setting.

## The special educational needs of the children



- 11% ADHD/ADD
- 18% Autism
- 11% Social, emotional mental health need
- 9% Sensory processing difficulties
- 7% Speech and language difficulties
- 7% Social communication difficulties
- 5% Dyslexia
- 4% Moderate learning difficulties
- 4% Dyspraxia / coordination difficulties / hypermobility
- 25% Other

### Other includes:

Undiagnosed, medical / health needs, Global Development Delay, physical disability, Severe Learning Difficulties, neurological disorder (e.g. Cerebral Palsy, Epilepsy, Hydrocephalus, brain injury), hearing impairment, visual impairment, genetic / chromosome disorder, Multi sensory impairment, Chronic Fatigue Syndrome / ME, Down Syndrome, profound multiple learning difficulty (PMLD), Syndrome Without A Name (SWAN), CVS, Cysts on the brain, Tourette Syndrome, Hypermobility, Duchenne Muscular Dystrophy, Dyscalculia, Fetal Alcohol Spectrum Disorder, mental health conditions/trauma /PTSD, Chronic Regional Pain Syndrome, Williams syndrome, selective mutism, eating disorder, Avoidant/Restrictive Food Intake Disorder (ARFID), Irlen Syndrome

# Informing families that their child needs additional support



**During the last 12 months has the educational setting informed you that your child needs additional support?**

- 55% Yes
- 45% No



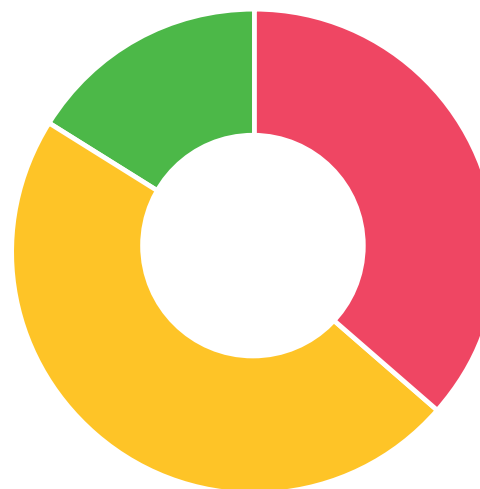
**How well informed did you feel afterwards about how the setting will Assess, Plan, Do and Review the support for your child?**

- 25% Not at all informed
- 37% Slightly informed
- 38% Very informed



**How well informed did you feel afterwards about any interventions and support the setting will put in place to support your child?**

- 11% Not at all informed
- 45% Slightly informed
- 44% Very informed



**How well informed did you feel afterwards about the support that is available to your family outside of the setting, such as external organisations including SEND and You and South Glos Parent Carers?**

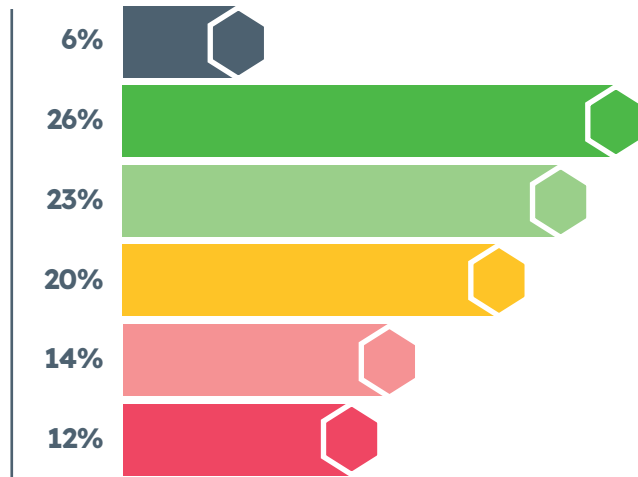
- 37% Not at all informed
- 48% Slightly informed
- 16% Very informed

# The graduated approach: Plan

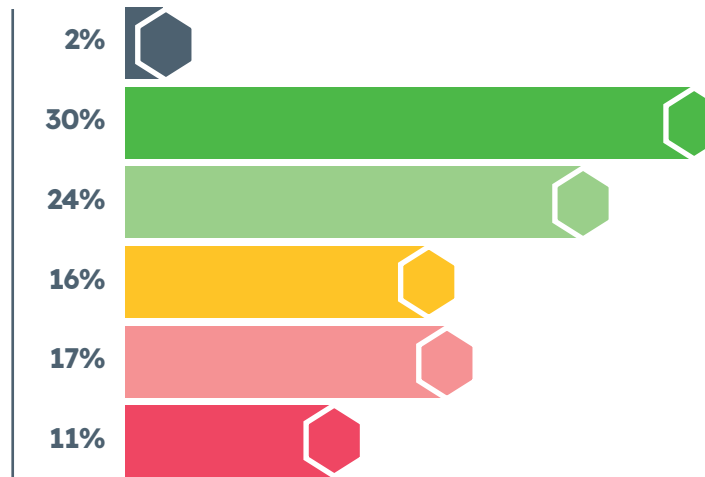
## How well does the educational setting identify and understand your child's needs?

-  I don't know
-  Very good
-  Good
-  Neither poor nor good
-  Poor
-  Very poor

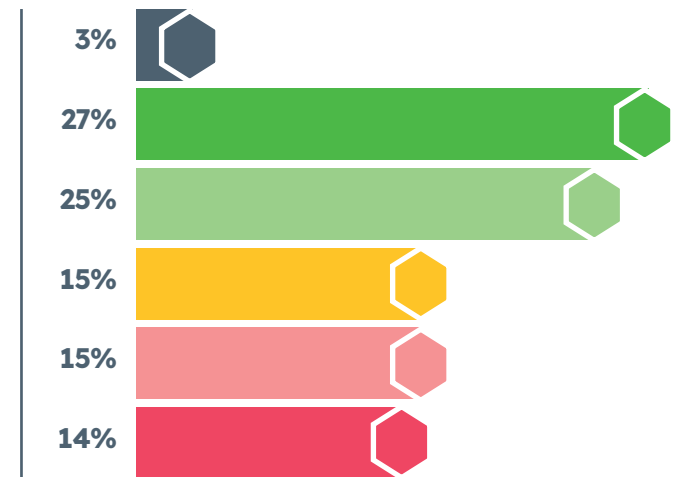
### Taking your child's views into consideration



### Taking your views into consideration and including you in decisions



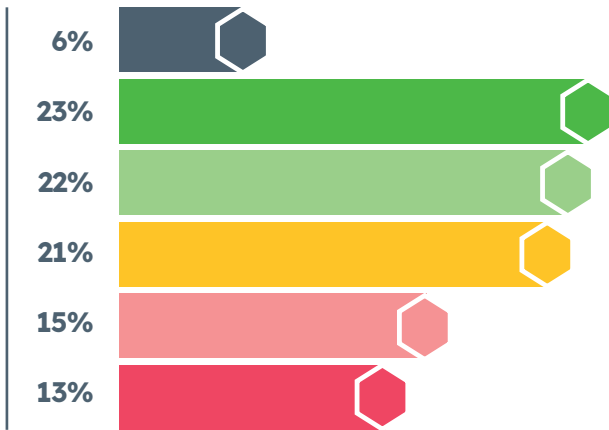
### Identifying and understanding your child's needs



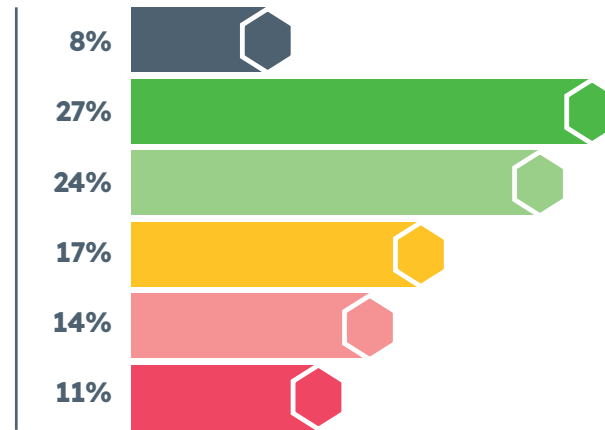
# How well does the setting plan support for your child?

- I don't know
- Very good
- Good
- Neither poor nor good
- Poor
- Very poor

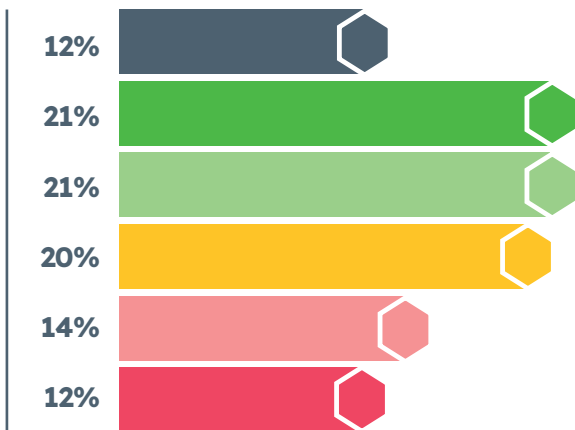
## Including you in planning and setting targets



## Planning access to the curriculum and classroom for your child



## Including your child in planning and setting targets



## Planning interventions and outcomes for your child





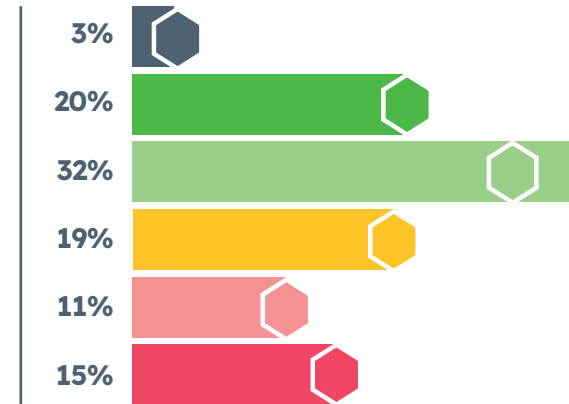
# The graduated approach: Do How well is your child being supported?



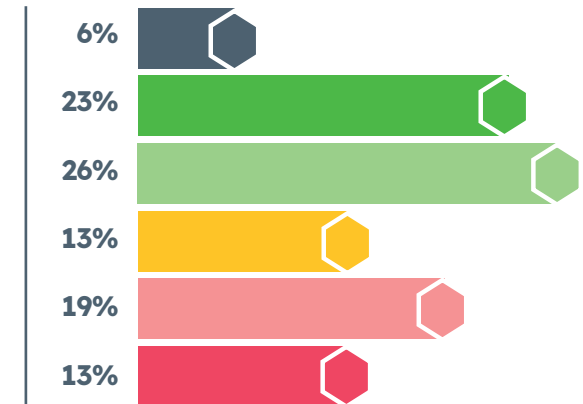
The right teaching staff are supporting my child in the classroom/for interventions



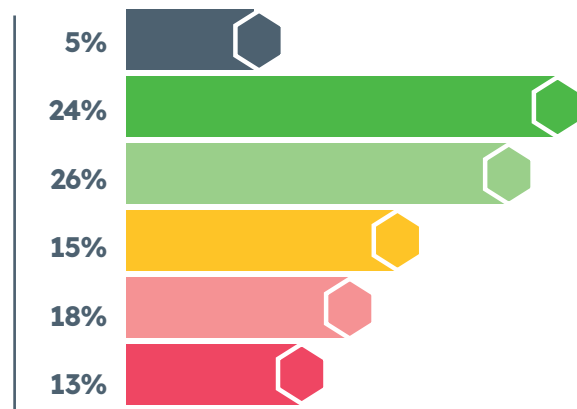
My child is accessing the curriculum and classroom appropriately



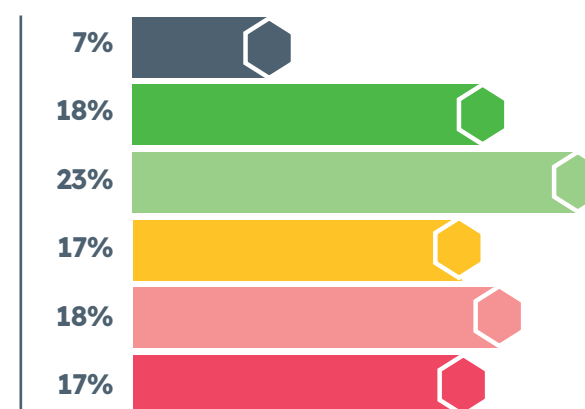
I am happy with interventions being used to support my child



Teaching and support staff understand my child's needs



Interventions are delivered in a timely consistent manner



# The graduated approach: Do - Accessing professional services

## Has the setting arranged for your child to see any professionals?






- 22% Occupational Therapist
- 31% Speech and Language Therapist
- 37% Educational Psychologist
- 11% Behaviour and inclusion support professionals
- 12% Mental health professionals
- 9% Mentoring
- 12% Hive and/or ELSA practitioner
- 31% Other

### Other includes:

CAMHS, School Health Nurse, Occupational Therapist, Physiotherapist, dietician, Teacher of the Deaf, Community Paediatrician, Thrive practitioner, no one as I home educate.



# How do you rate the effectiveness of the support offered?

-  Not effective
-  Effective
-  Very effective

## HIVE and/or ELSA practioner



## Educational Psychologist



## Mentoring



## Speech and Language Therapist



## Mental health professionals



## Occupational Therapist



## Behaviour and inclusion support professionals

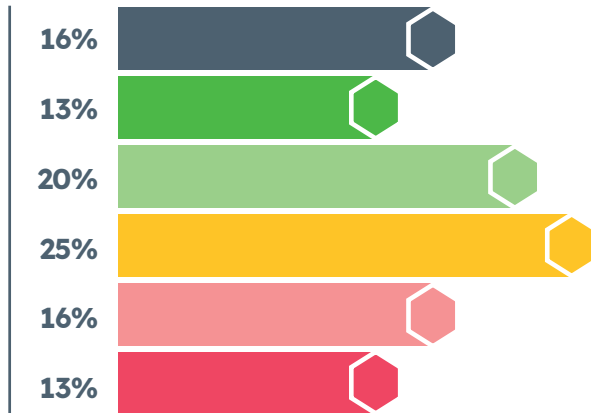


# The graduated approach: Review

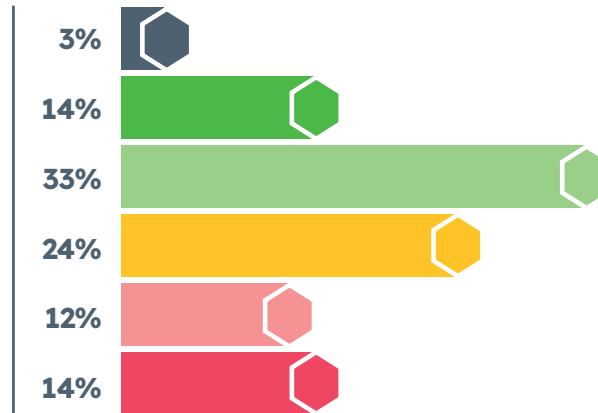
## How well does the setting review your child's support?

- I don't know
- Very good
- Good
- Neither poor nor good
- Poor
- Very poor

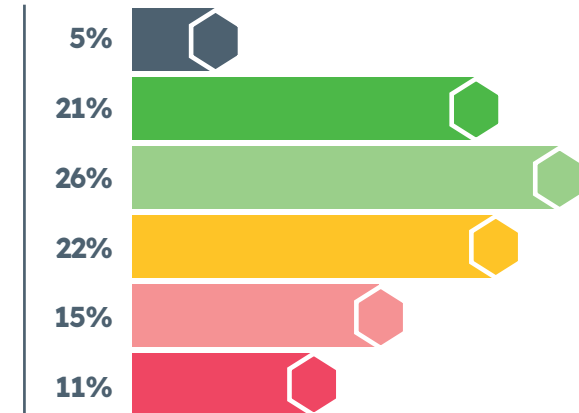
**My child is included in reviewing their targets**



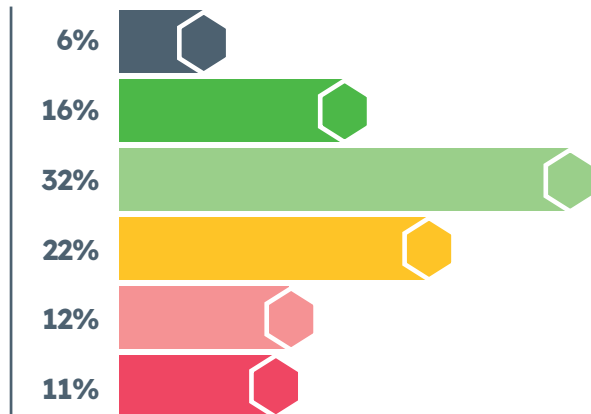
**My child has made progress socially and emotionally**



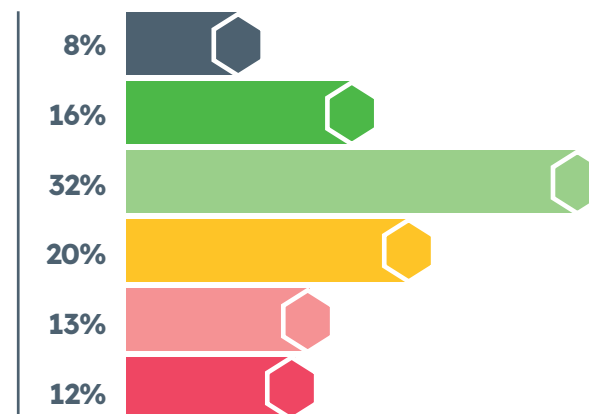
**I am included in reviewing my child's targets**



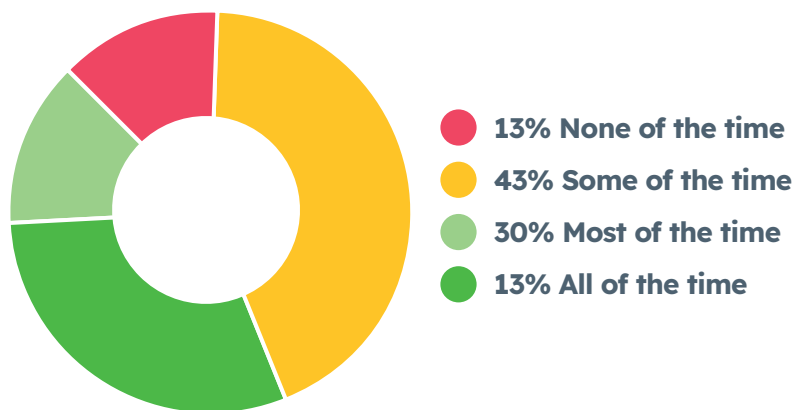
**My child has made progress academically**



**The setting regularly reviews my child's progress**



# Do you feel the setting is meeting your child's needs?



## All children across all settings



## Children in a mainstream setting



## Children in a specialist setting



## Children in a mainstream primary setting



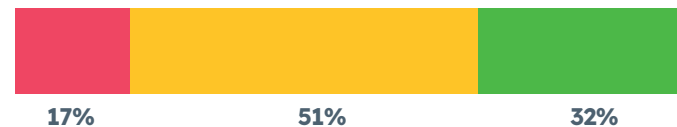
## Children in a mainstream secondary setting



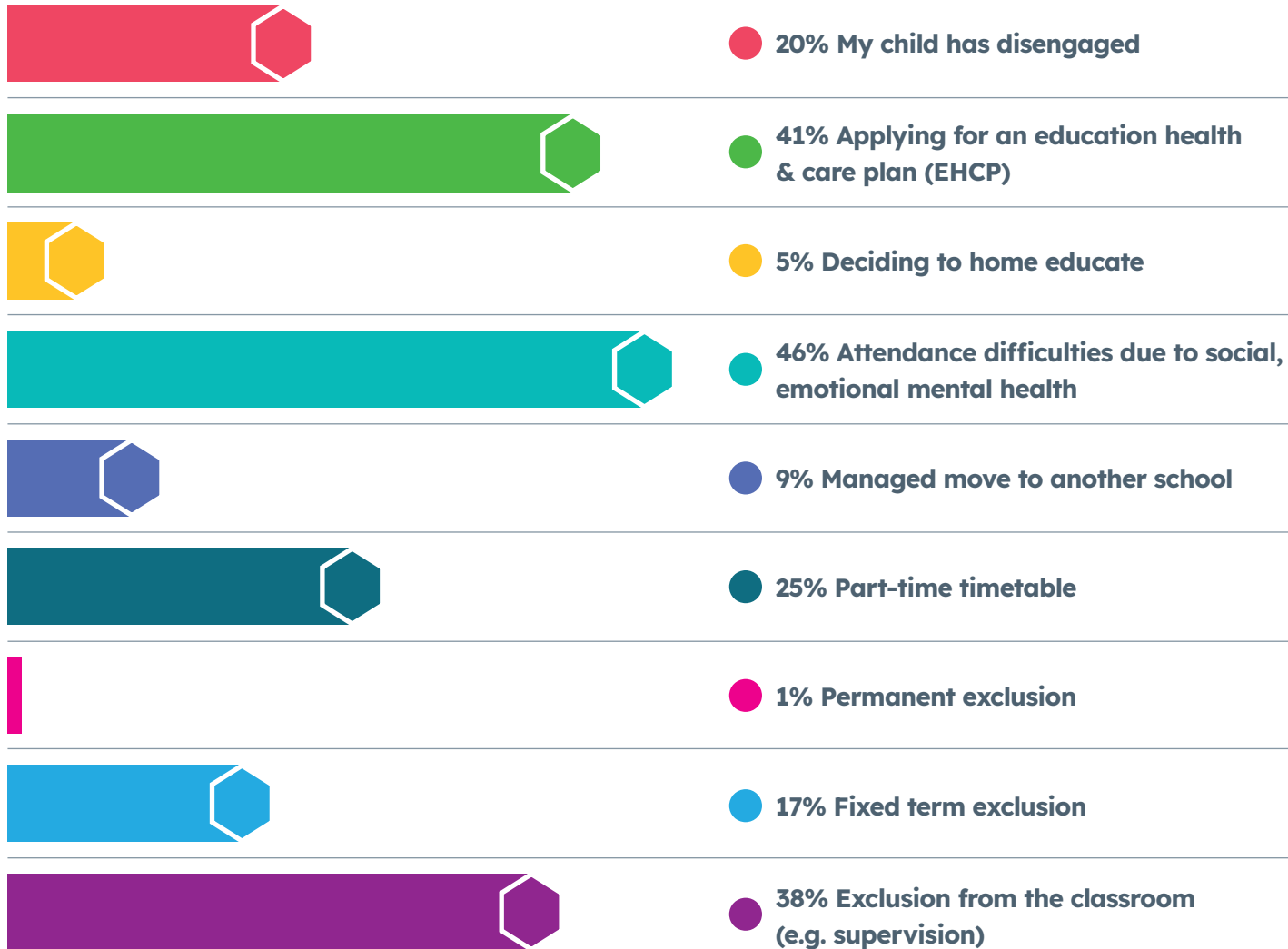
## Children with an EHCP



## Children without an EHCP



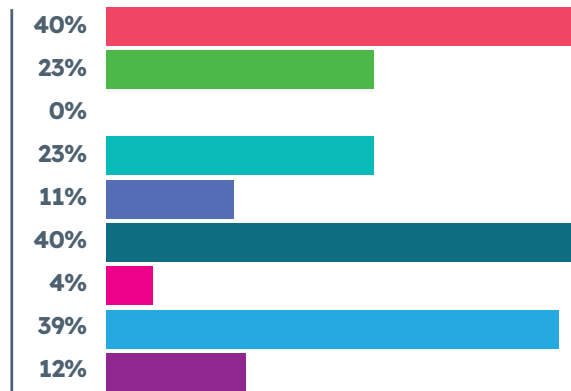
# Those children who experienced behavioural or social emotional mental health difficulties resulted in:



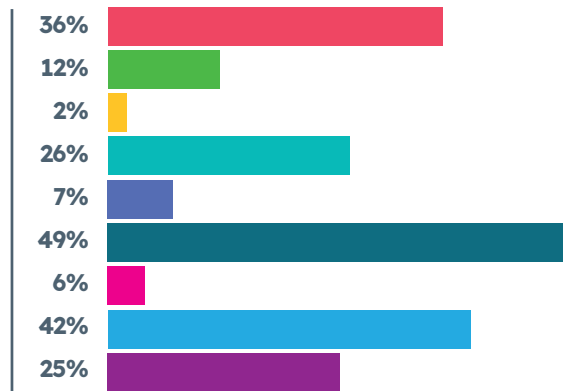
# Those children who experienced behavioural or social emotional mental health difficulties resulted in:

- 39% Exclusion from the classroom
- 28% Part-time table
- 3% Deciding to home educate
- 15% Fixed term exclusion
- 7% Managed move to another school
- 43% Applying for EHCP
- 2% Permanent exclusion
- 45% Attendance difficulties
- 19% Disengaged from education

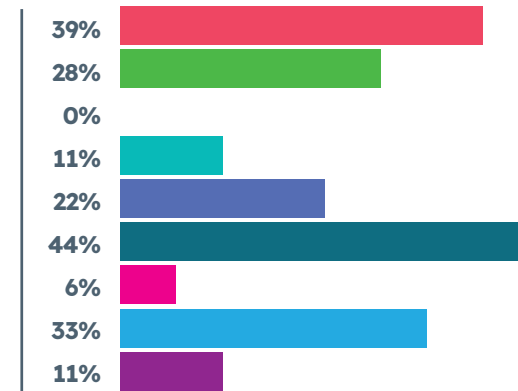
**Children with an EHCP**



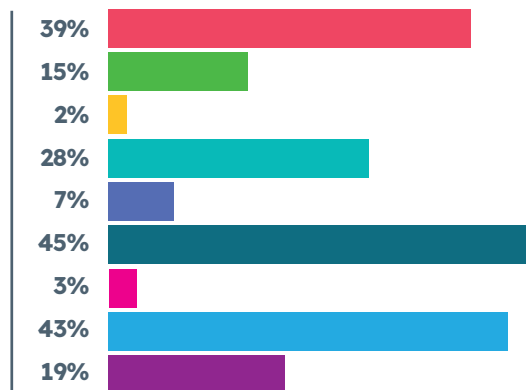
**Children without an EHCP**



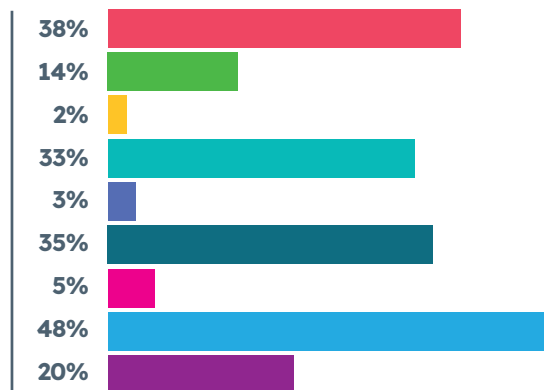
**Children attending specialist settings**



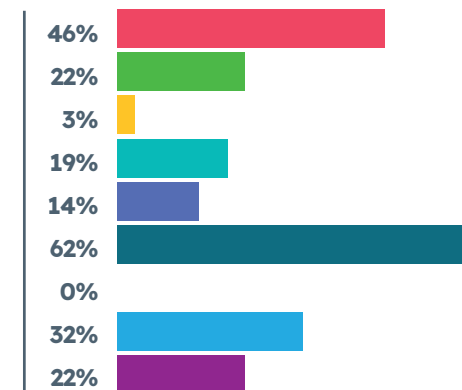
**Children attending mainstream settings**



**Children attending a mainstream primary setting**

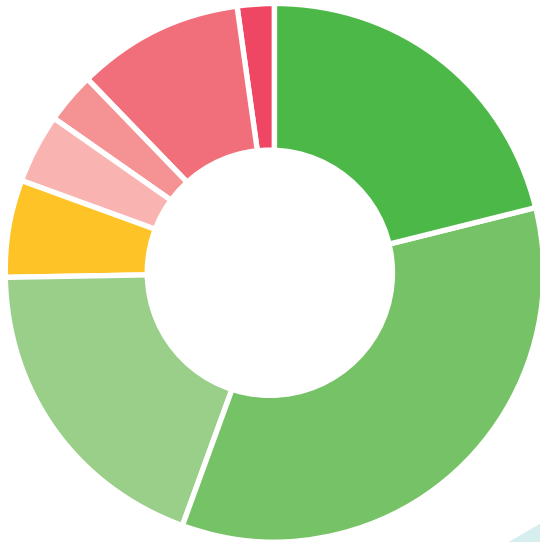


**Children attending a mainstream secondary setting**



# The graduated approach: Review – Attendance

How was your child's attendance during the last academic year? 



- 21% Outstanding
- 34% Very good
- 19% Good
- 6% Improvement needed
- 4% Concerned
- 3% Very concerned
- 10% Extremely concerning
- 2% Attended none of the year

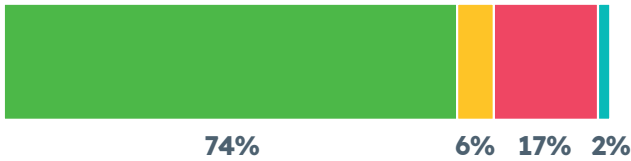




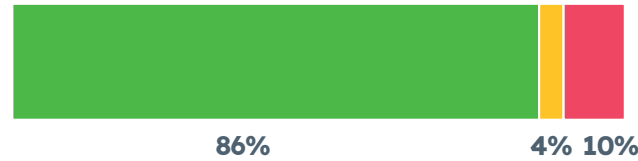
# Breakdown of different settings and with different types of support

- Good, very good, outstanding
- Improvement needed
- Concerned, very concerned, extremely concerned
- Attended none

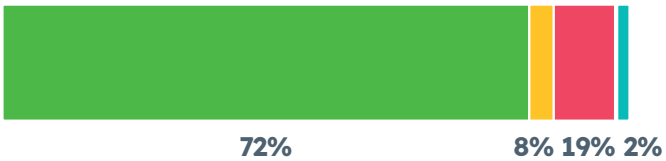
## All children across all settings



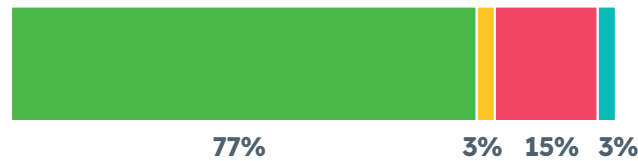
## Children in a specialist setting



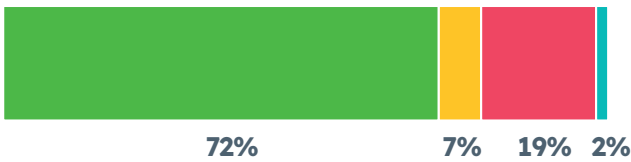
## Children without an EHCP



## Children with an EHCP



## Children in a mainstream setting



## Children in a mainstream primary setting



## Children in a mainstream secondary setting



# The graduated approach: Communication

## How do you rate the communication and information you receive from the setting?

-  All of the time
-  Most of the time
-  Some of the time
-  Rarely
-  Never

**I feel setting keeps me informed of relevant difficulties, issues arising etc.**



**My child's requests for information and support are responded to in a timely manner**



**I feel I am updated on changes to interventions and support**



**My requests for more information and support are responded to in a timely manner**



**I feel I am kept updated on my child's progress**



# Comments from parent carers

- Still very sad that there is not enough help for children without EHCPs. Schools need more funding for children without EHCPs.
- Lack of help with anxiety and mental health is a big issue at the school.
- School has not got enough staff or funding to provide enough support, especially for those pupils who are undiagnosed or have relatively minor needs.
- Overall, my child is progressing academically, but still struggles with relationships and transitions.
- Need to be more communicative about setting targets for my child, and regular progress meetings with objectives.
- No idea how they can decide who has access to SEN help. If your child is disruptive to the class then more likely to get help. If you have a well-behaved child with SEN then you will be forgotten.
- Lack of communication between school and parent.
- We have been waiting to see an educational psychologist for over two years.
- There is no co production between SENCo, parents and staff.
- The lack of understanding of my child's needs is due to extremely long waits for any health services.

- My child's education setting is outstanding. Its continued support has been essential for my child and my family.
- They have really listened to me as a parent as they saw very little in school. Getting the ASD diagnosis definitely helped get more support.
- The school understand her needs fully and are very quick to respond and engage with us should any issues arise. The class teacher understands her needs well and termly support plans are well thought out with clear and appropriate targets. She is very happy at school and is achieving really well.
- I feel he is fully supported. The staff really understand his needs and keep us informed when anything significant happens at school.
- Excellent holistic and personalised support.
- It is a good and supportive setting, where there are many opportunities for children to thrive and learn to be kind and caring to each other.
- It is a really good school that attends to the needs of the children.
- Her teachers this year are very positive and we feel they know our daughter well and differentiate and plan to her needs.
- The setting is really good. Very dedicated staff and a creative SENCo making the most out of the funds available to support my child.
- The school are working incredibly hard with staff going above and beyond to try to provide the support that my child needs, while he is waiting to be assessed by professionals with incredibly long waiting lists.



**SGPC**  
South Glos Parent Carers

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