



SEN Support in Education

OCTOBER 2022



What parent carers told us about their child's education via SEN Support

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 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 our education report details the qualitative and quantitative feedback received. For the last three years we have been comparing data for those children who receive support at SEN Support level, which is those children who do not have an Education, health and care plan (EHCP). This report compares those findings; 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 aged 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 210 respondents covering all clusters, 62% of children are of primary school age and 27% of secondary school age, with the remainder being in early years or post 16 ages. 97% attend a mainstream setting with the remaining children Electively Home Educated (EHE), Education Otherwise than at school (EOTAS) or Not in Education, Training or Employment (NEET). 9% of children attend Pathways Learning Centre, early college placement, mentoring or other forms of alternative provision for some or all of their time.

22% of children transitioned to another school with 6% starting primary school, 6% starting secondary school, 6% moving to a different school, 2% starting early years settings and 2% starting post 16 settings.

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 44% of the responses.

Key Findings:

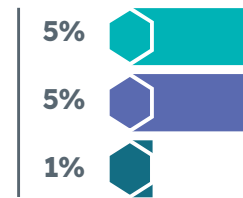
- ◆ A third of respondents felt that the setting is meeting their child's needs all or most of the time, which has decreased since 2020.
- ◆ 29% of all respondents had attendance difficulties during the last academic year with their attendance being classed as below good on the schools attendance ladder.
- ◆ Focusing on behavioural and SEMH difficulties, the results revealed that 57% of children represented had experienced some type of exclusion or managed move, 49% have experienced attendance difficulties and 6% of respondents reported taking the decision to electively home educate (EHE). These figures have increased considerably since 2020.
- ◆ Focussing in on the specific aspects of The Graduated Approach process revealed:
 - Circa 40% of the respondents felt their child had made good progress academically, or socially and emotionally. Whilst academic progress has remained steady, social and emotional progress has increased since 2020.
 - Of the 57% of respondents that had been informed by the setting that their child needed additional support, around one third felt very informed about graduated approach and what support would be put in place which is similar to 2021.
 - Circa 45% felt the education setting identified and understood their child's needs and considered the views of them and their child in 2022, which has decreased since 2020.
 - Circa 40% felt that the setting had performed well with planning interventions and outcomes and access to the curriculum and classroom for their child. Overall this is an improvement on 2020.
 - Around a third of the parents surveyed felt that they or their child had been included in the planning and setting of targets. Whilst including the child had remained the same, there was a reduction in including the respondents since 2020.
 - Between 32% and 38% of respondents felt happy with the interventions being used and that they were being delivered in a timely, consistent manner. This has decreased since 2020.
 - Between 34% and 44% of respondents felt that their child was accessing the curriculum and classroom appropriately and that teaching, and support staff understood and were supporting their child's needs. This is an improvement on 2020.
 - Up to 75% of respondents reported dissatisfaction with being kept updated on their child's progress and changes to intervention and support within the setting. This has increased since 2020, however there has been an improvement in responding to children's requests for information and support in a timely manner.
 - Between 21% and 55% 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. All ratings have decreased since 2020.
 - Around a third of respondents felt that the setting regularly reviewed their child's progress or that they or their child were included in reviewing their child's targets. This is an improvement since 2020.

About the respondents

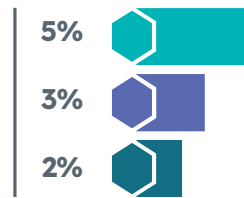
The year/stage of education the child attends



Pre-school nursery etc



Reception



Years 1-2



Years 3-6



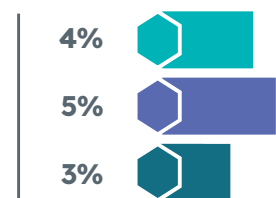
Years 7-9



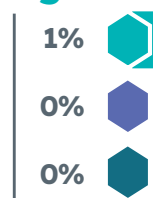
Years 10-11



Years 12-13



Age 19+

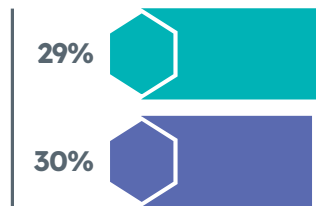


Informing families about additional support their child needs

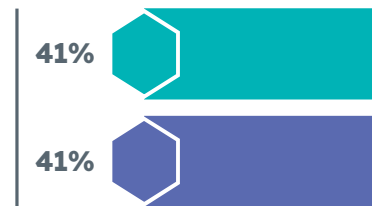
● 2022
● 2021

How well informed did you feel about what support will be put in place? 

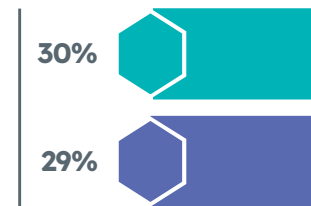
Very informed




Slightly informed

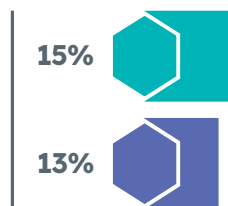


Not at all informed



How well informed did you feel about support available from other organisations? 

Very informed



Slightly informed



Not at all informed



The graduated approach: Assess



Identifying and understanding your child's needs

Very good



Good



Neither good nor bad



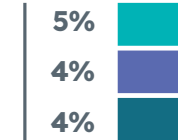
Poor



Very poor



I don't know



Taking your views into consideration and including you in decisions

Very good



Good



Neither good nor bad



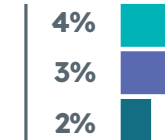
Poor



Very poor



I don't know



The graduated approach: Assess

Taking your child's views into consideration



Very good



Good



Neither good nor bad



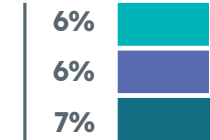
Poor



Very poor



I don't know



The graduated approach: Plan



Planning interventions and outcomes for your child

Very good



Good



Neither good nor bad



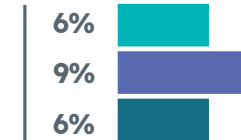
Poor



Very poor



I don't know



Planning access to the curriculum and classroom for your child

Very good



Good



Neither good nor bad



Poor



Very poor



I don't know



Including your child in planning and setting targets



Very good



Good



Neither good nor bad



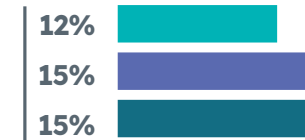
Poor



Very poor



I don't know



Including you in planning and setting targets

Very good



Good



Neither good nor bad



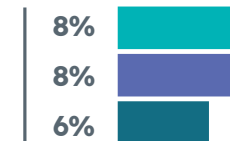
Poor



Very poor



I don't know



The graduated approach: Do

I am happy with the interventions being used to support my child 



Very good



Good



Neither good nor bad



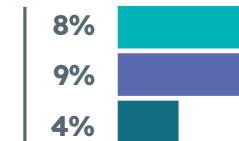
Poor



Very poor



I don't know



Interventions are delivered in a timely consistent manner 

Very good



Good



Neither good nor bad



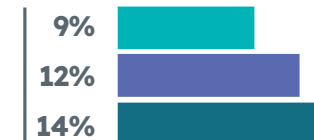
Poor



Very poor



I don't know



Teaching and support staff understand my child's needs



Very good



Good



Neither good nor bad



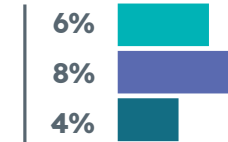
Poor



Very poor

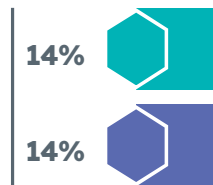


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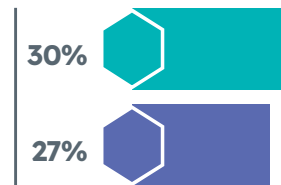


My child is accessing the curriculum and classroom appropriately

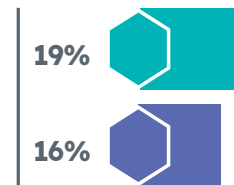
Strongly agree



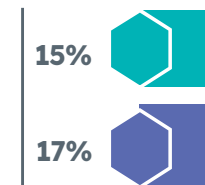
Agree



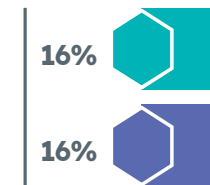
Neither agree or disagree



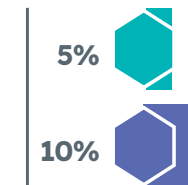
Disagree



Strongly disagree

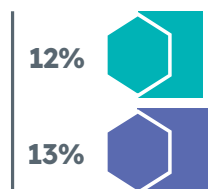


I don't know

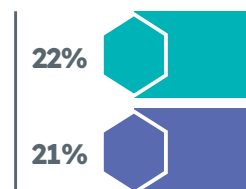


The right teaching staff are supporting my child in the classroom/for interventions

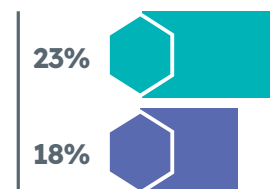
Strongly agree



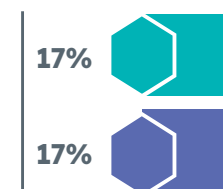
Agree



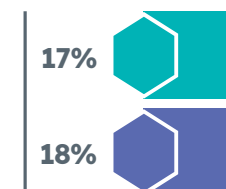
Neither agree or disagree



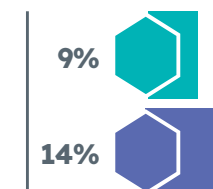
Disagree



Strongly disagree



I don't know



The graduated approach: Do - Accessing professional services

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



Occupational therapist



Speech & language therapist



Educational Psychologist



Behaviour & inclusion support



Mental health professionals



Mentoring



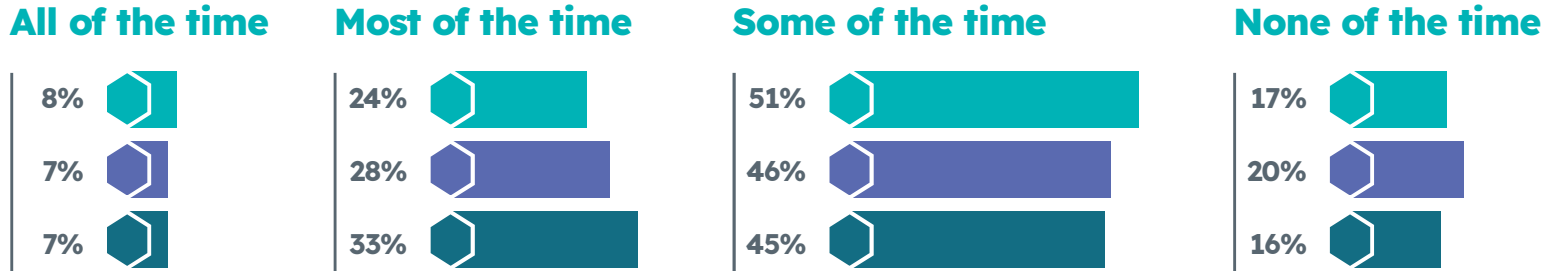
Hive and/or ELSA practitioner



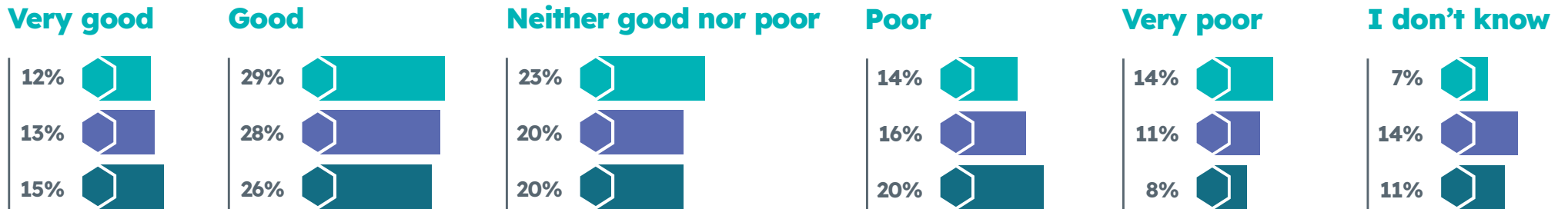
The graduated approach: Review



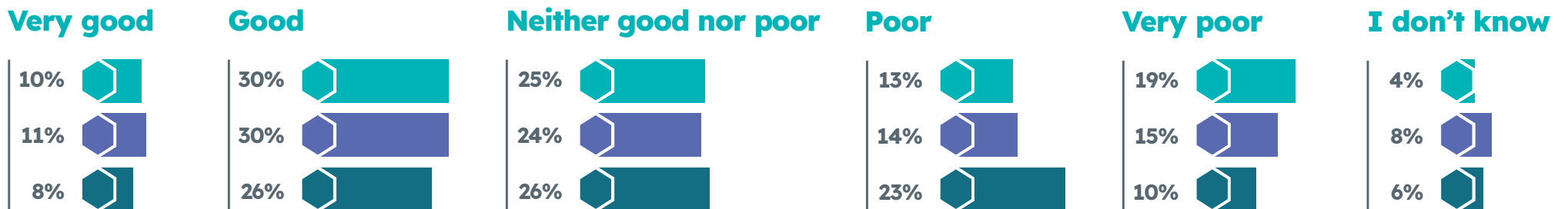
Do you feel the setting is meeting your child's needs?



My child has made progress academically



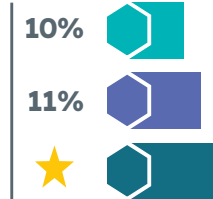
My child has made progress socially and emotionally



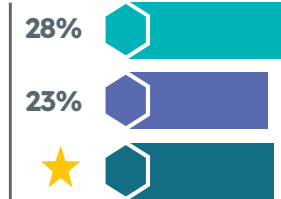
The setting regularly reviews my child's progress



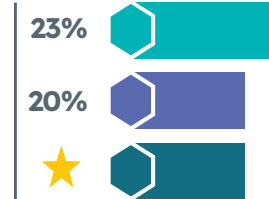
Very good



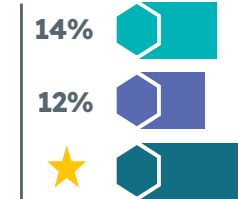
Good



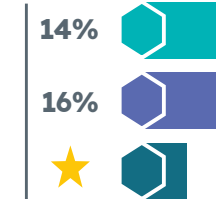
Neither good nor poor



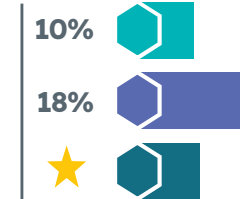
Poor



Very poor



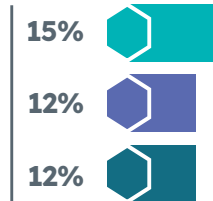
I don't know



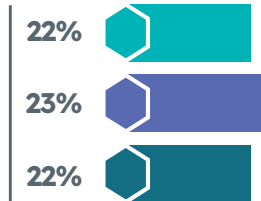
★ This question was not asked in 2020

I am included in reviewing targets and setting new ones

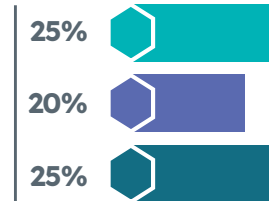
Very good



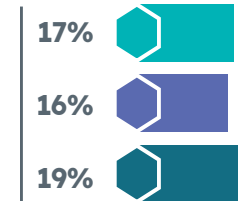
Good



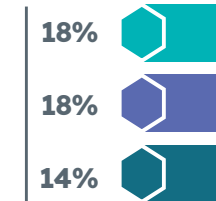
Neither good nor poor



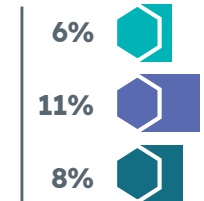
Poor



Very poor

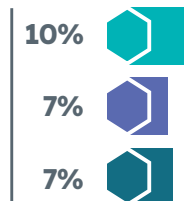


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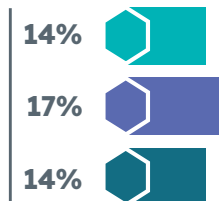


My child is included in reviewing their targets

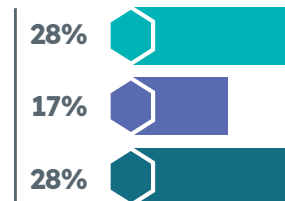
Very good



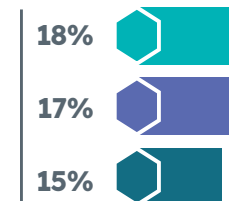
Good



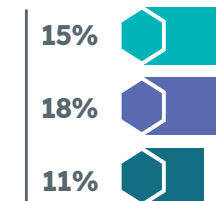
Neither good nor poor



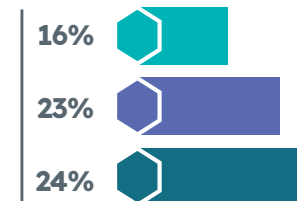
Poor



Very poor



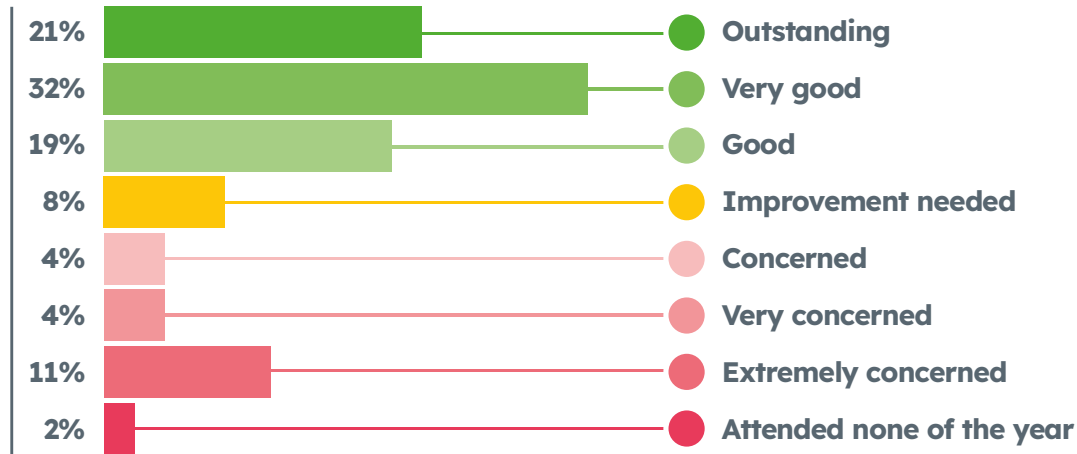
I don't know



The graduated approach: Review - Attendance



What is your child's attendance last year?

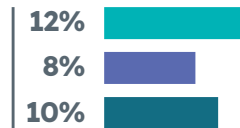


Has your child's needs resulted in any of the following?

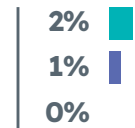
Exclusion from classroom



Fixed term exclusion



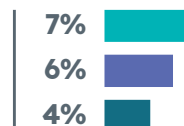
Permanent exclusion classroom



Part-time timetable



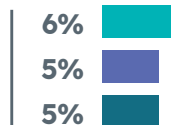
Managed move after school



Emotional based non-attendance (EBNA)



Deciding to home educate



Applying for an EHCna



Disengaged from school



The graduated approach: Review - Communication

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



All of the time



Most of the time



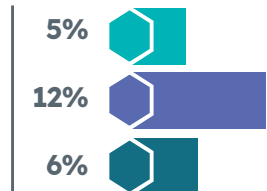
Some of the time



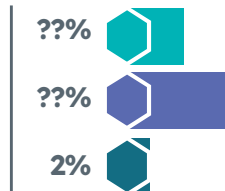
Rarely



Never



I don't know



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

All of the time



Most of the time



Some of the time



Rarely



Never



I don't know



 This question was not asked in 2021 or 2022

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



All of the time



Most of the time



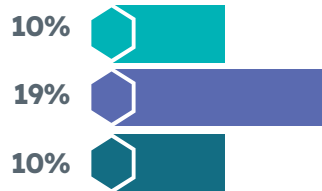
Some of the time



Rarely



Never



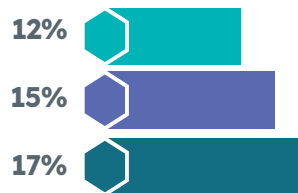
I don't know



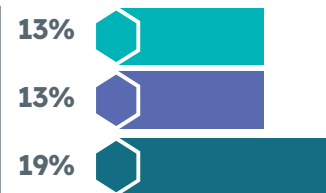
★ This question was not asked in 2021 or 2022

I feel I am updated on changes to interventions and support

All of the time



Most of the time



Some of the time



Rarely



Never



I don't know

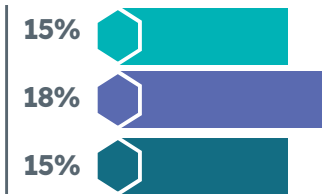


★ This question was not asked in 2021 or 2022

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



All of the time



Most of the time



Some of the time



Rarely



Never



I don't know



★ This question was not asked in 2021 or 2022



Comments from parent carers

- ❖ I don't feel there is enough access to SEMH support within any educational establishment.
- ❖ I am included in meetings but have never received follow up paperwork.
- ❖ Need to be more communicative about setting targets for my child.
- ❖ The setting finds it difficult to respond to my child's needs. They are sometimes seen as a problem, when in fact their behaviour is usually a result of something that has made them anxious or cross. This can result in exclusions, which in turn lowers attendance and stops them from learning.
- ❖ Teachers appear to have very little knowledge or time to support my child.
- ❖ I have had to withdraw my child from their educational setting several times for periods of time due to lack of help and support leaving my child not enjoying or wanting to come in and in turn suffering emotionally.
- ❖ My child needs more consistent support but they do not have the funds. They will not do an EHCna, which I think should be done, as they are not sure it would be accepted.
- ❖ Have never met SENCo teacher or had any other feedback. No information regarding additional support.
- ❖ The SENDCO and SEN TAs understand sensory processing difficulties really well but not all teachers do so training would be beneficial.
- ❖ Finance restrictions do not help them to provide the best support
- ❖ We have been waiting to see an educational psychologist for over two years.
- ❖ There is no coproduction between SENCo, parents and staff.
- ❖ There is not enough staff or funding to provide enough support, especially for those pupils who are undiagnosed.

- ✅ The school have worked hard and closely with my child.
- ✅ The school has gone above and beyond to keep my child safe and educated. They have taken the time to understand my child and create a support network.
- ✅ 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 is very friendly, family focused not just child focused. It's values are excellent and i see how school rules are a benefit to my child.
- ✅ The school are working incredibly hard with staff going above and beyond to try to provide the support that my child needs, whilst they are waiting to be assessed by professionals, with incredibly long waiting lists, and whilst waiting for funding for the one to one support that they so desperately needs.





SGPC
South Glos Parent Carers

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