

Summary of findings from Special Educational Needs and Disabilities(SEND)Surveys

17 April 2018 to 15 May 2018

Our aims for these surveys

The 2018 SEND Surveys followed up on the 2016 surveys and gathered people's views and measured change achieved to date.

About the surveys

There were two online surveys, one for key stakeholders, young people, parents, and practitioners and one for children and young people .The surveys were produced via Netigate and were on Cornwall Council's SEN file webpage. The surveys were promoted widely across education, social care and health colleagues and through GP surgeries, One Stop Shops libraries and parent groups. Copies of surveys were available as easy read versions and alternative formats.

Some of the questions used in our 2015 and 2016 surveys were repeated to check how things had changed. People were asked to comment about statements – choosing responses from a choice of 'agree', 'not sure' or 'disagree'.

We also included open questions so people could use their own language to give their views. Questions were framed around the same themes as our 2016 survey and those within the 2017-8 SEND strategy and the Accessibility Strategy.

We encouraged schools and colleges to enable opportunities for young people to complete the online survey at school or to facilitate an engagement session with children and young people in their school or college.

Building on previous good practice, there was a section within the surveys that offered an opportunity for people to give their contact details should they want to discuss a particular aspect of SEND with someone.

The Surveys focussed on the following areas:

About 'you'

Access to quality services

Communication

Equality of opportunity

Preparing for adulthood

Systems and processes

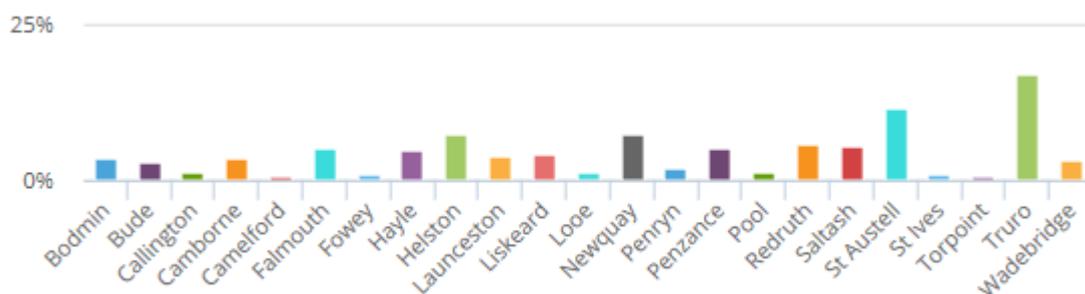
Working in partnership

Who took part in the surveys?

There was a significant increase in the number of respondents in 2018 compared with our previous survey of 2016 (the 2015 or 2016 figures are provided in brackets). A total of 566 people took part in the surveys or young people's engagement activities.

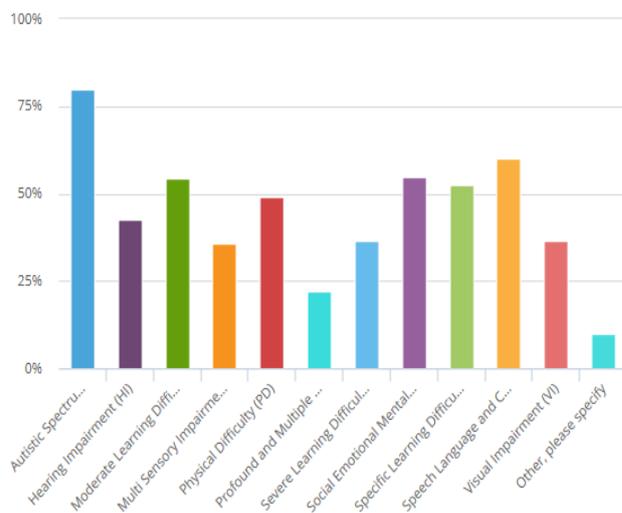
- 53(30 in 2015) did the young people's survey and 115 took part in engagement sessions
- 398(200 in 2016) people did the surveys.
- 141(100 in 2016) parents or carers, or family members, 59% of whom their child's educational needs included autism.
- 199 (95) educational professionals and providers of SEND
- 21 Health practitioners.
- 17 social care practitioners.
- 10 people took up the opportunity to speak with individually with senior staff

People taking part in the the surveys represented a wide geographic spread of Cornwall.



A wide range of special education needs was represented.

Please indicate the type of special educational need(s) of your child, or the children and young people you know, or are working with have. Please choose all that apply.



Families indicated how their child accessed education - see table below.

Early years setting	Primary School	Secondary school	Area Resource base	Special School	Out county School	Alternative provision(APA)	Bespoke provision	Post 16 college	Elective Home Education
3	52	40	11	19	3	2	4	11	8

The majority of parents/carers (61%) who completed the survey had children who were attending either a mainstream primary or secondary school. 12.5% of parents/carers had children on the roll of a special school .

Responses about Access to quality services

Families were asked to respond to the survey question “Overall how well do you rate the current provision for your child?” (see table below, 2015 survey responses in brackets)

Very poor	poor	Fair	Good	Very Good
16(11)	15 (12)	32(27)	35(24)	38(12)

- 70%(33%in 2015) of parents and young people feel they have a **safe place to** calm down if they are upset, dropping to 35 % (18.8% in 2015) for children with ASD
- 65% (25% in 2015)of parents and young people feel their environmental needs at break and lunchtimes are catered for

60% (56% in 2016) of survey respondents agreed that **‘There are some high quality SEND Services in Cornwall’** . Feedback given to an open question, ‘what is going well about access to quality services?’, evidenced progress in referral processes for some services ,such as Early Help Hub and SEN Support Services . Some individual services and educational settings were rated highly. Positive feedback was also given about the SEND Local Offer and SEN webpages. However it was also clear that people’s experience is mixed and some families and schools are finding it difficult to find or access some services.

‘If there was one thing you would change about SEND support for children and young people, what would it be ?’

No one theme emerged in response to this question, broad themes from adults included:

- funding – including available school budgets and charges to access some SEN services
- more guidance for schools and parents and young people
- making processes easier and reducing waiting times for assessments
- additional specialist provision
- clarity about available services
- improved whole school approaches to SEND

'If I could change one thing, it would be...'

Broad themes from young people were:

- Most responses to this question related to school or college, wanting more/ longer break times, different lessons, or different support. This indicates that the structure and support provided by schools and college is very important to children and young people with SEND
- Wanting more or different opportunities, within or outside of education, to go on trips and attend clubs
- Some young people said that they would change how they are treated, their access to learning and equipment, buildings or transport. This also relates to responses that regarded their condition or wanting to know more, or others to know more, about their condition
- Positively, some children and young people suggested that they were happy and they wouldn't change anything

Responses about Communication

Whilst there was positive feedback and recognition of improvements, there remains a need to implement further developments to communications.

46 % (39% in 2016) of survey respondents agreed Communications about SEND are getting better e.g. [SEND Update](#), [SEND Local Offer](#) , [SEN file](#)

Only 27% of families felt that 'Most of the time families understand information provided by health services and Cornwall Council'.

80% (65% in 2016) of survey respondents think Educational Settings need more information about SEN support, the actions to take and what needs to be in place.

86% of survey respondents think Families and young people need more information about SEN support, the actions to take and what needs to be in place.

Responses about Equality of Opportunity

Families provided a range of positive feedback about 'what is working well to include their child in school'. Good practice was identified in terms of supportive and skilled individual educational settings, teachers and teaching assistants. Reference was made to the range of support available , for example social emotional support, exam access arrangements, reasonable adjustments, small groups . Survey Responses about Equality of opportunity:

- 44 % of all adult respondents think most children and young people are successfully included in their local school
- 57% of families think their child is successfully included in their school

- 59% of children and young people feel included in my school/college
- 52% of children and young people feel included on school or college trips
- 57% of children and young people agreed that their teachers/lecturers understand how to help them
- 54% disagreed that new teachers / lecturers know how to help them learn.

In addition to the SEND surveys, we also facilitated four engagement sessions with 115 young people, to find out 'what's working', 'what helps' and 'what gets in the way'. Young people said they feel included when people understand their needs, when they are treated equally to others and when people listen to what they have to say. They recognised that help came from staff, friends, group activities and equipment. Young people said they did not feel included when there was a lack of understanding of their needs. Finally, feelings of isolation, not being informed and being treated differently were given as barriers to feeling included at school or college. It is clear there is still work to be done to increase the equality of opportunity for children and young people with SEND.

The survey asked, 'What do you feel are the two most important things that need to change to provide equal opportunity for children with SEND within the next 3 to 5 years?'. There was no one common theme voiced in answer to this question, responses mirrored other responses to other open questions in the survey.

Key messages and example quotes from young people:

Equipment helps when it is available : -'I use an ipad to record my work but Miss let's other children use it, and I can't do my work ', 'we use laptops when they are charged', 'I have a seat wedge to help me sit still but school keep losing it '. 'I would like my exams to be done on a computer '.

The need for a **suitable learning environment** that takes account of individual needs: 'I feel included when teachers use subtitles and face me', 'I feel included when teachers are aware of my needs and implement my Learning Passport information', 'I don't feel included when I have to work outside the classroom', 'I don't feel included when people are messing around in lessons and it's too noisy'.

Children and young people want more opportunities, within or outside of education, to go on trips and attend clubs reiterating the need to feel socially included and having a sense of belonging. 'I feel included when we can take my wheelchair so I can join in'. 'I feel included when we can all go out together '. I feel included when I am invited to go on trips', 'I feel sad that I am not able to go. '

Access to information - some young people wanted to know more about their condition/disability and some wanted others to know more, about their condition. Common themes about access to information needs were;

- Clearer information for young people ,families, settings and practitioners on responsibilities on education setting to make reasonable adjustments
- Clearer understanding about the expectations for reasonable adjustments to be made and how to challenge when these are not made so solutions can be found
- Information for young people ,families, settings and practitioners on responsibilities on education settings to support medical conditions
- Clearer understanding about the expectations for supporting children and young people with medical conditions and how to challenge when these are not made so solutions can be found

Preparing for Adulthood

A broad range of responses were received from adults to the question, 'In relation to Preparing for Adulthood, what do you feel are the two most important things to change as soon as possible?'

The main themes were:

- 21% life skills, independent living and independence skills
- 11% starting PFA early ,including working with families
- 9% information about what is available
- 7% employability skills
- 6% transition to adult services
- 5% transition to post 16
- 5% careers advice
- 2% SEN support at post 16

Systems and processes

Over a third of survey respondents agreed that looking back at the systems and processes for SEND, these have significantly improved since 2014.

77% (46% in 2016) agreed that there is much more to be done to improve the systems and processes for SEND.

Responses about Working in partnership

69% (24% in 2016) agreed that families are recognised as key partners in meeting children and young people's needs

69% thought the views of parents/carers make a difference to arrangements for individual children and young people

What we are going to do in response to these SEND surveys

Cornwall's SEND Priorities to maintain and improve our practice, as agreed by the SEND Board June 2018 are:

1. SEN in the Early Years
2. Autistic Spectrum and Social Communication
3. Elective Home Education and SEN
4. Preparing for Adulthood
5. Communications and Cornwall's SEND Local Offer
6. Social Emotional and Mental Health
7. Identification of Specific Educational Needs
8. Financial Resources

The surveys will inform a number of developments, a summary of proposed actions can be found at <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/send-events-consultation-feedback/>

Links

Accessibility Strategy <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/strategies-and-policies/accessibility-strategy/>

SEND Strategy <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/strategies-and-policies/send-strategy/>