

SEN Support in educational settings

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). Find out more about how we work collaboratively with services on our [website](#)

We wanted to find out more about how well children and young people are supported in educational settings when they do not have an Educational, Health and Care Plan (EHCP) to help us represent our community at meetings we attend.

We ran an online survey which 243 parent carers completed on behalf of their child between the 4th October and 8th November 2021. This report is a summary of the qualitative and quantitative feedback we received. Any information that may identify a child, parent carer, professional or educational setting has been removed from comments for confidentiality reasons.

Thank you to all of the parent carers who responded to this survey, it has been a very challenging year so we appreciate you finding the time to tell us about your experiences.

35% of parent carers felt that the **educational setting** met their child's needs **ALL** or **MOST** of the time

41% of parent carers felt that their child had made **very good** or **good** progress **academically**

41% of parent carers felt that their child had made **very good** or **good** progress **socially** and **emotionally**

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SEN Support – summary of the data comparison between 2021 and 2020

What is working well

- Children making very good or good progress socially and emotionally increased from 34% to 41%
- Children making very good or good progress academically remained the same at 41%
- Exclusions from the classroom, such as being sent to a supervision room, decreased from 29% to 25%
- Fixed term exclusions decreased from 10% to 8%
- The use of part time timetables decreased from 13% to 12%
- Parent carer comments show some educational settings are providing very good tailored support

“Keyworker has been very responsive to any concerns”

“Suggested steps outlined by the Educational Psychologist were not actioned”

“Safe space of the SEN room is great”

“No support or continuity from the send team at the college”

“I feel that the Ready To Learn system really struggles to make enough reasonable adjustments for SEN children”

“Regular contact from his teaching assistant has been really helpful for my son and our family during Covid”

“I wish to be more informed and feel my opinions on his difficulties are almost ignored”

What is not working well

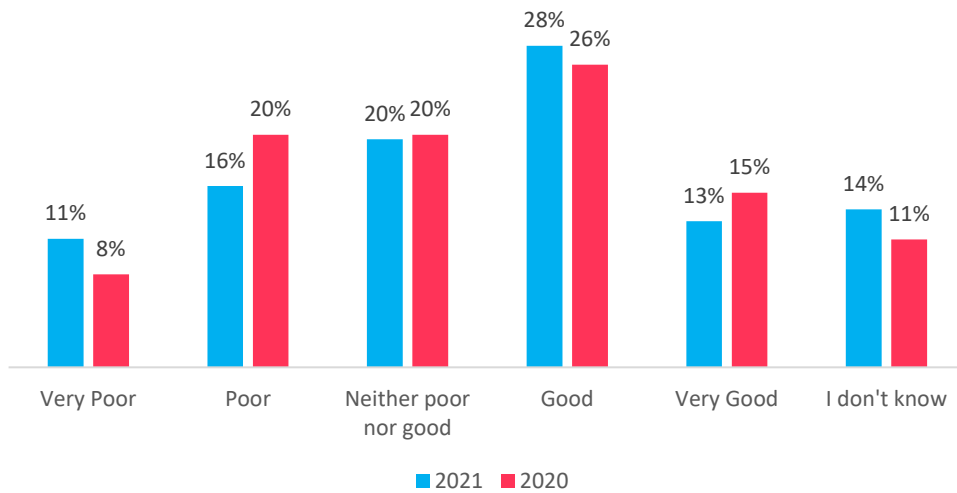
- Settings meeting a child’s needs all or most of the time decreased from 40% to 35%
- Permanent exclusions increased from 0% to 1%
- Children managed moved to other schools increased from 4% to 6%
- Attendance difficulties due to emotional, social mental health increased from 27% to 33% of children
- Applications for an Education Health and Care needs assesment (EHCna) increased from 25% to 27%. 35% of primary school aged children applied, compared to 19% of secondary aged children
- Children disengaging from school has increased from 21% to 25% of children
- Secondary school pupils experience more behavioural or social emotional mental health difficulties than primary school pupils
- Parent carer comments indicate inconsistencies between settings on how well children are supported
- Less than half of parent carers feel settings communicate well with them or their child

“The school is fantastic I can’t fault it”
“They go above and beyond”

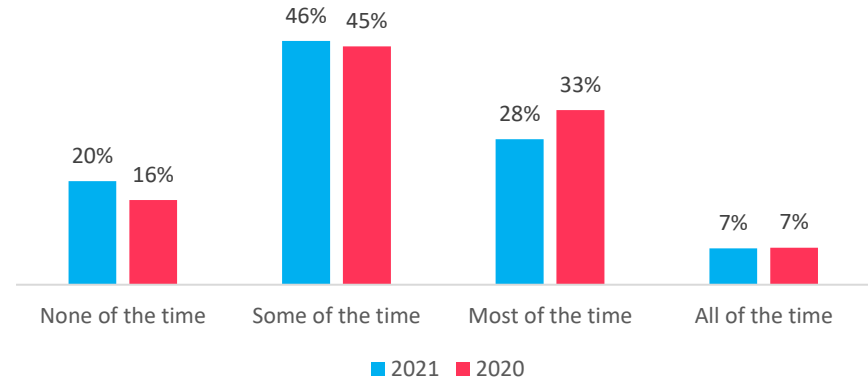
“Too many changes have created an unsettled environment during Covid”

Key Performance Indicators

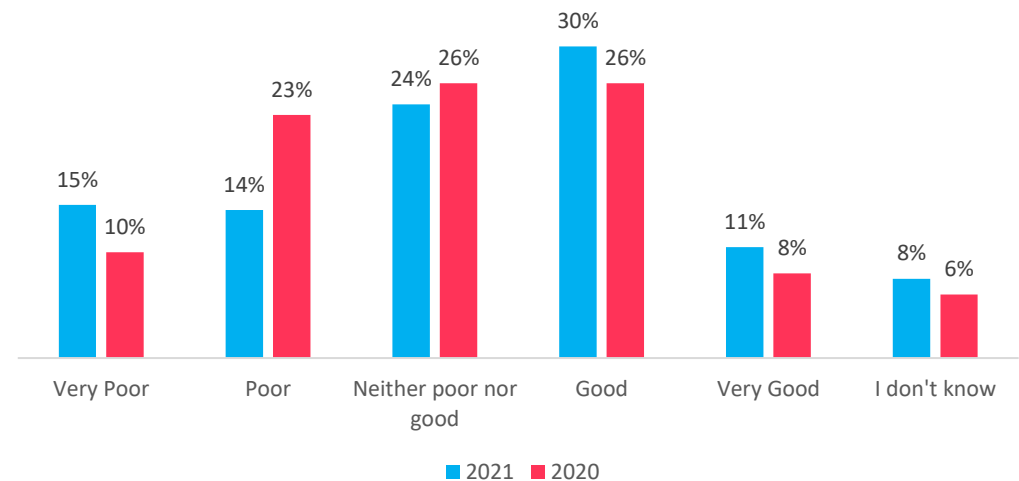
My child has made progress academically



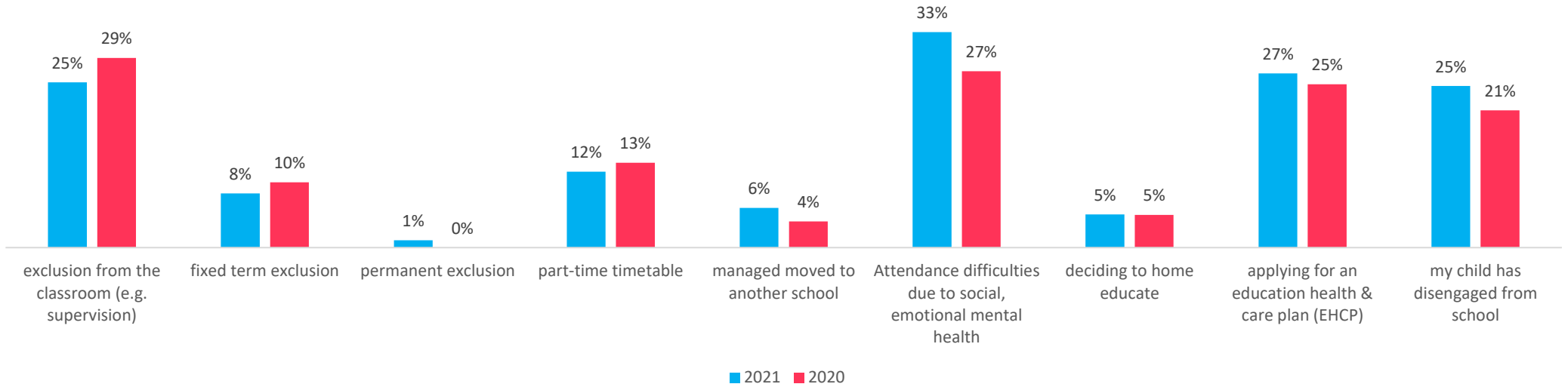
Do you feel the setting is meeting your child's needs?



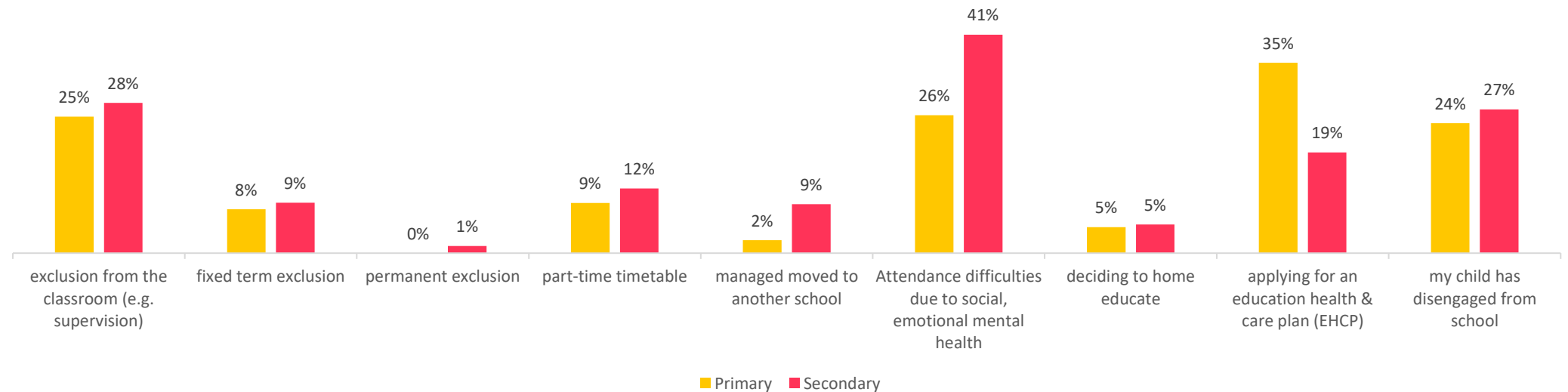
My child has made progress socially and emotionally



Behavioural or social emotional mental health difficulties have resulted in the following

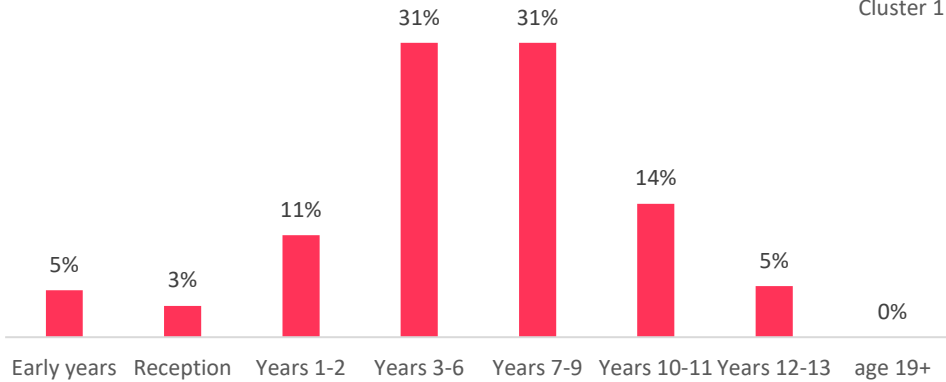


Behavioural or social emotional mental health difficulties have resulted in the following; showing the comparison between primary and secondary schools

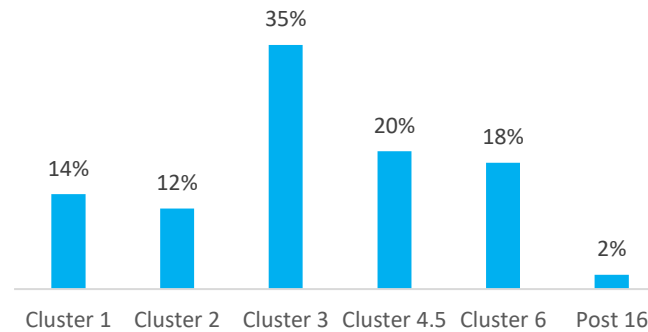


About the respondents

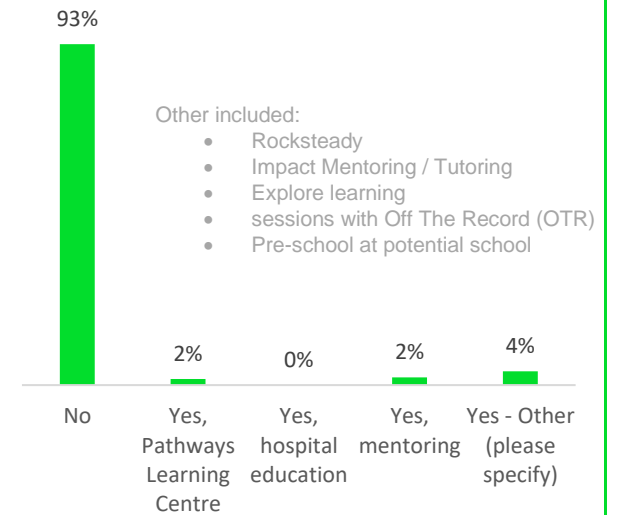
What year is your child in at the setting?



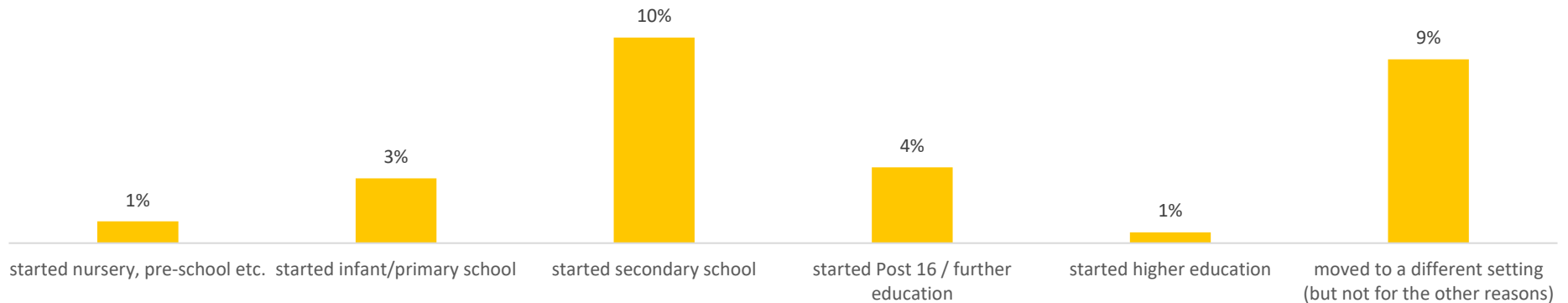
Cluster that the child is in



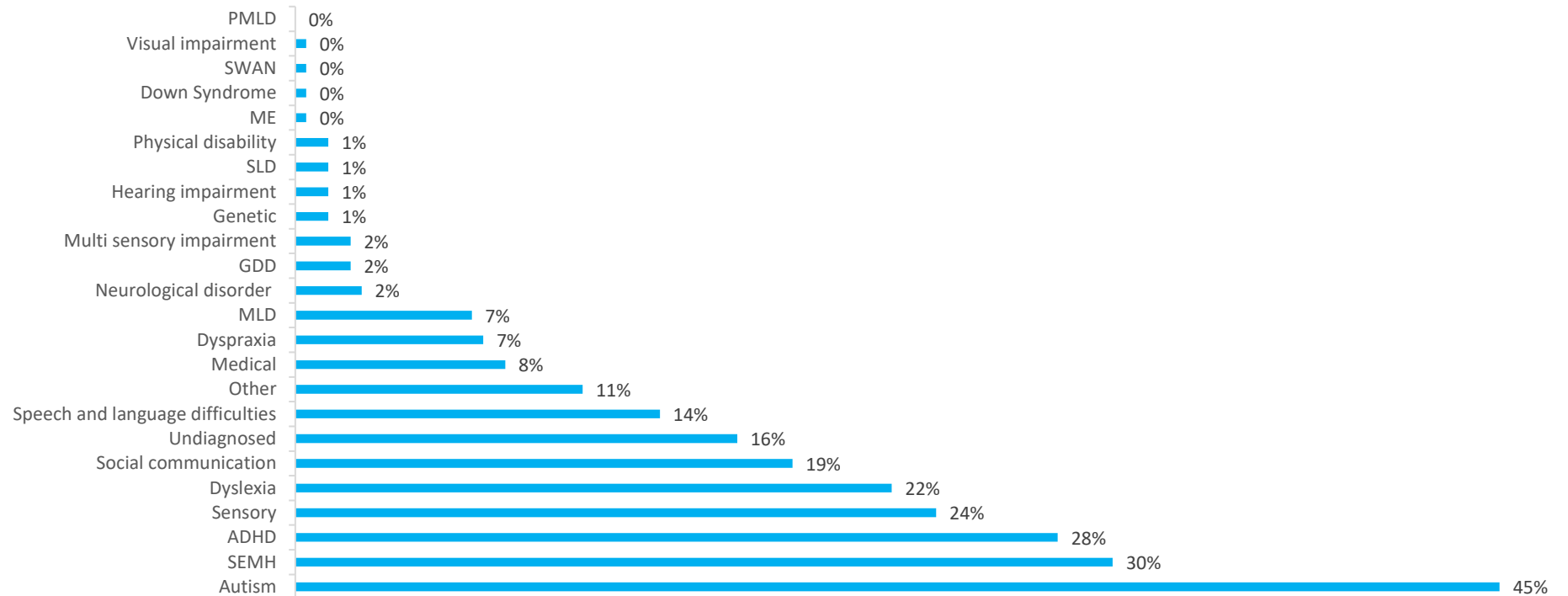
Does your child attend another educational setting as well as their main setting for some or all of their learning?



28% of children had transitioned to another setting during the last twelve months. The transitions were:



Child's additional needs / disability



Abbreviations:

ADHD = attention deficit hyperactive disorder / attention deficit disorder

Autism = Autism including Asperger's, PDA, ASD

ME = Chronic Fatigue Syndrome / ME

Dyspraxia = Dyspraxia / coordination difficulties / hypermobility

Genetic = Genetic / chromosome disorder

GDD = Global development delay

MLD = Learning difficulties moderate

SLD = Learning difficulties severe

PMLD = Learning difficulty profound multiple

Medical = Medical / health needs

Neurological disorder = Includes Cerebral Palsy, Epilepsy, Hydrocephalus, brain injury etc.

Sensory = Sensory processing difficulties

SEMH = Social, emotional mental health needs (e.g. anxiety, OCD, trauma, attachment)

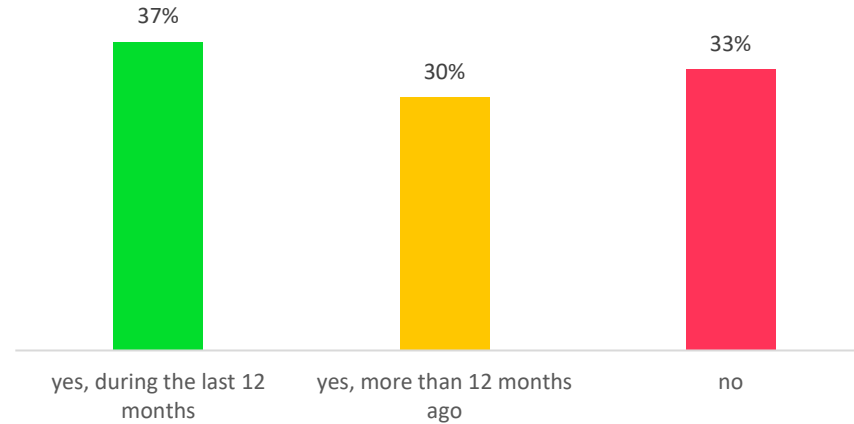
Social communication = Social communication difficulties

SWAN = Syndrome without a name

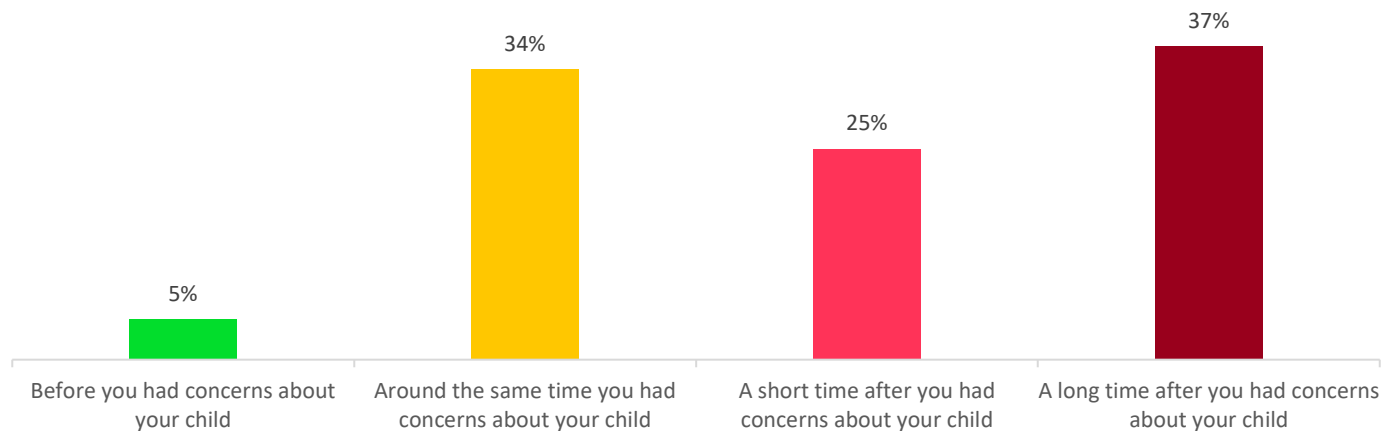
Other = includes: **Anxiety, Cystic Fibrosis, Dyscalculia, dysgraphia, DLD, selective mutism, Tourettes, Colour blind, sleep disorder, eating disorder, Pathological Demand Avoidance, seizures.**

Informing parent carers

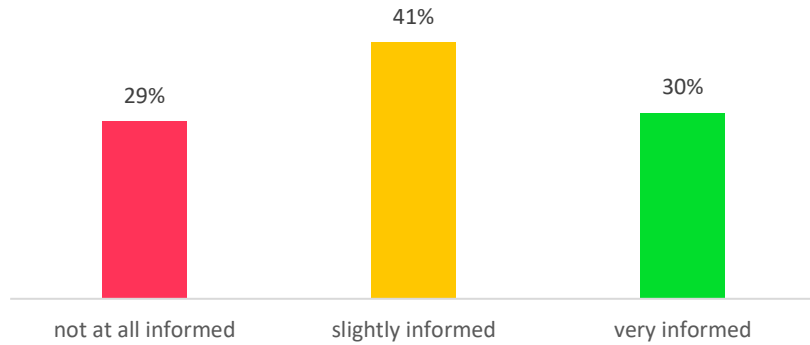
Has the educational setting informed you that your child needs additional support?



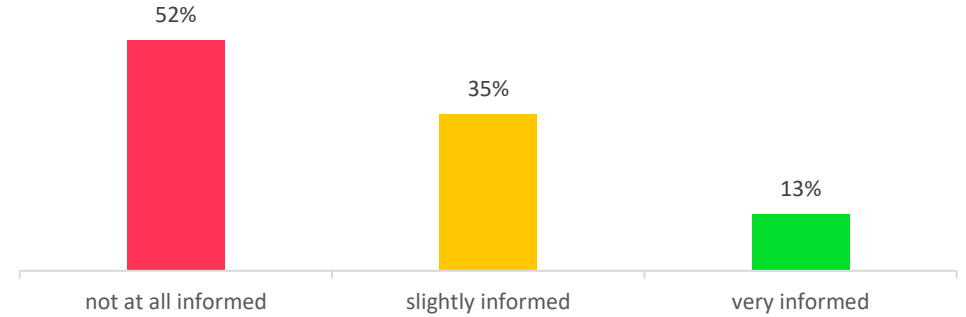
How long ago did they inform you that your child was having difficulties whilst attending the setting?



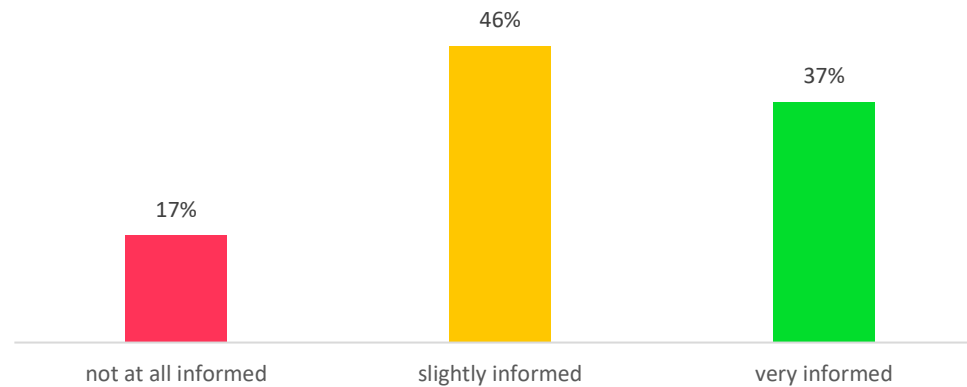
How well informed did you feel afterwards about how the school will Assess, Plan, Do and Review the support for your child?



How well informed did you feel afterwards about the support that is available to your family outside of school, such as external organisations like SAY and SGPC?

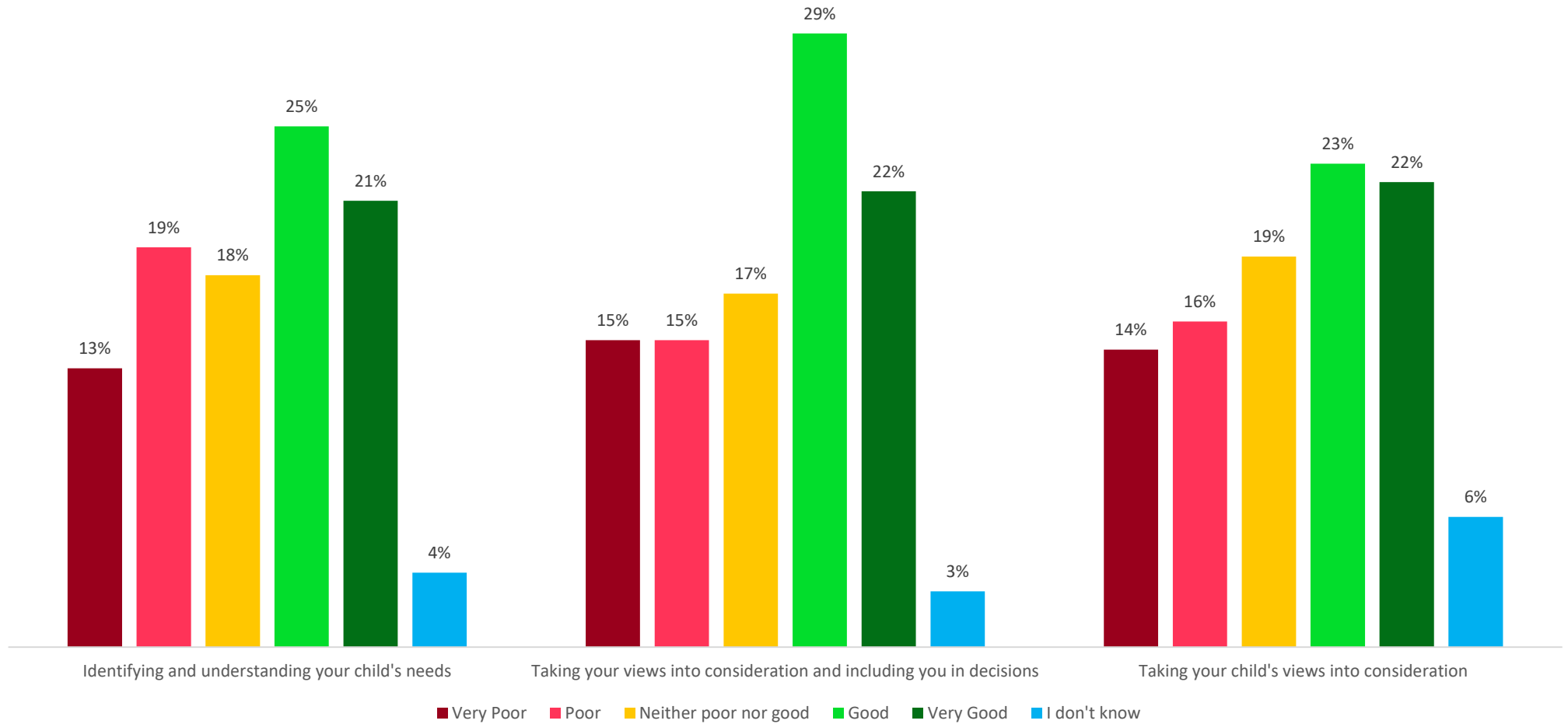


How well informed did you feel afterwards about any interventions and support the setting will put in place to support your child?



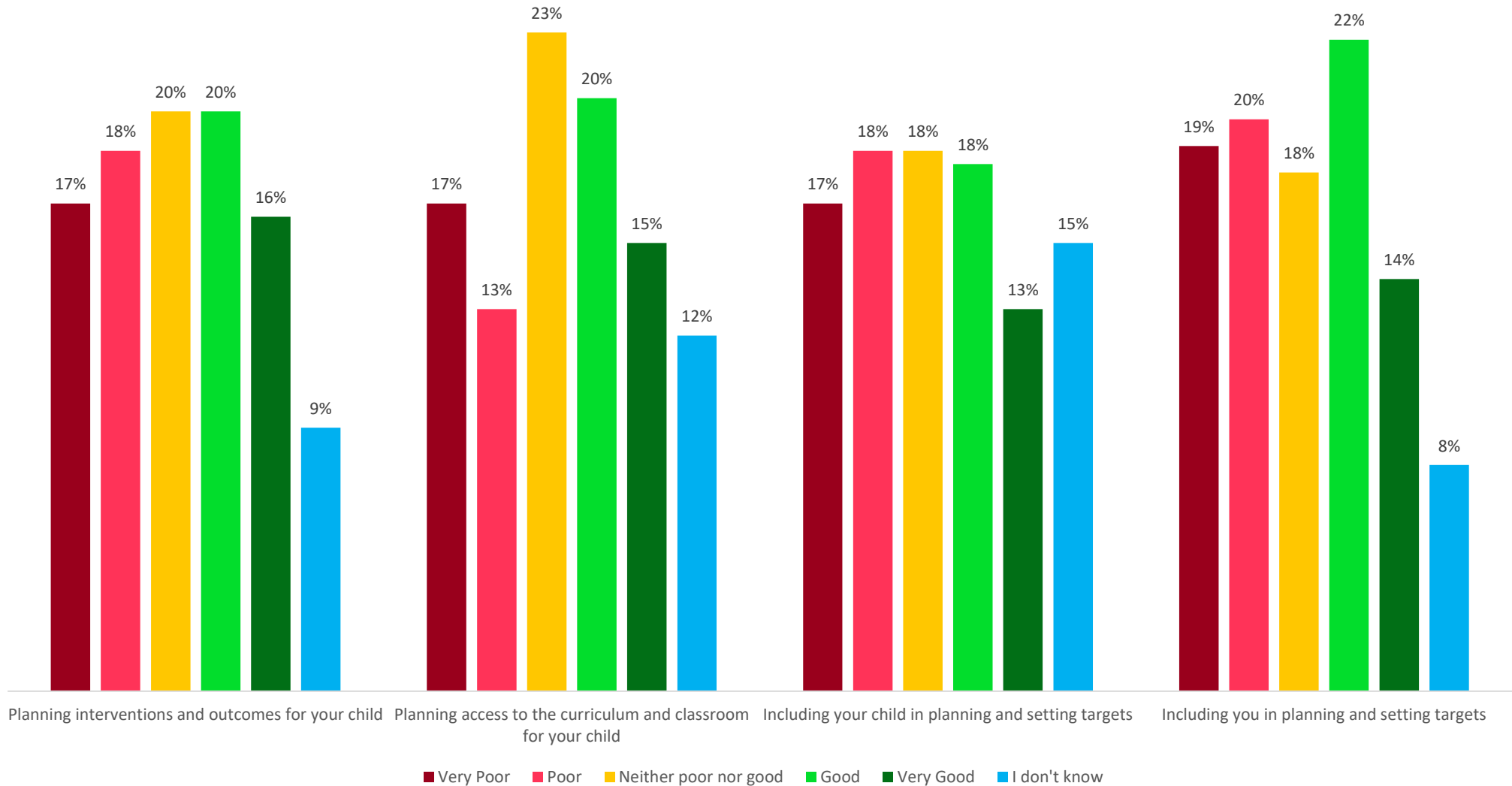
Assess, Plan, Do, Review – Assessing the child’s needs

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



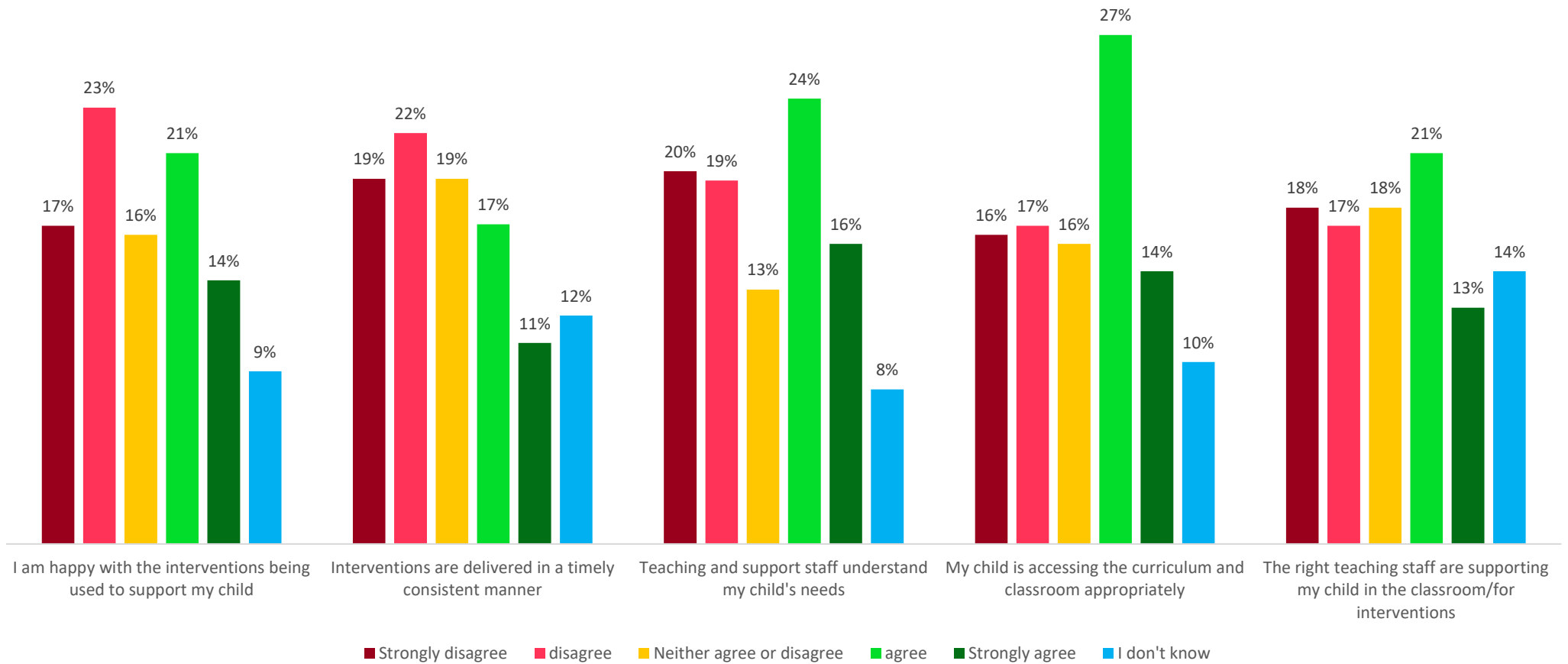
Assess, Plan, Do, Review – Planning support

How well does the setting plan support for your child?

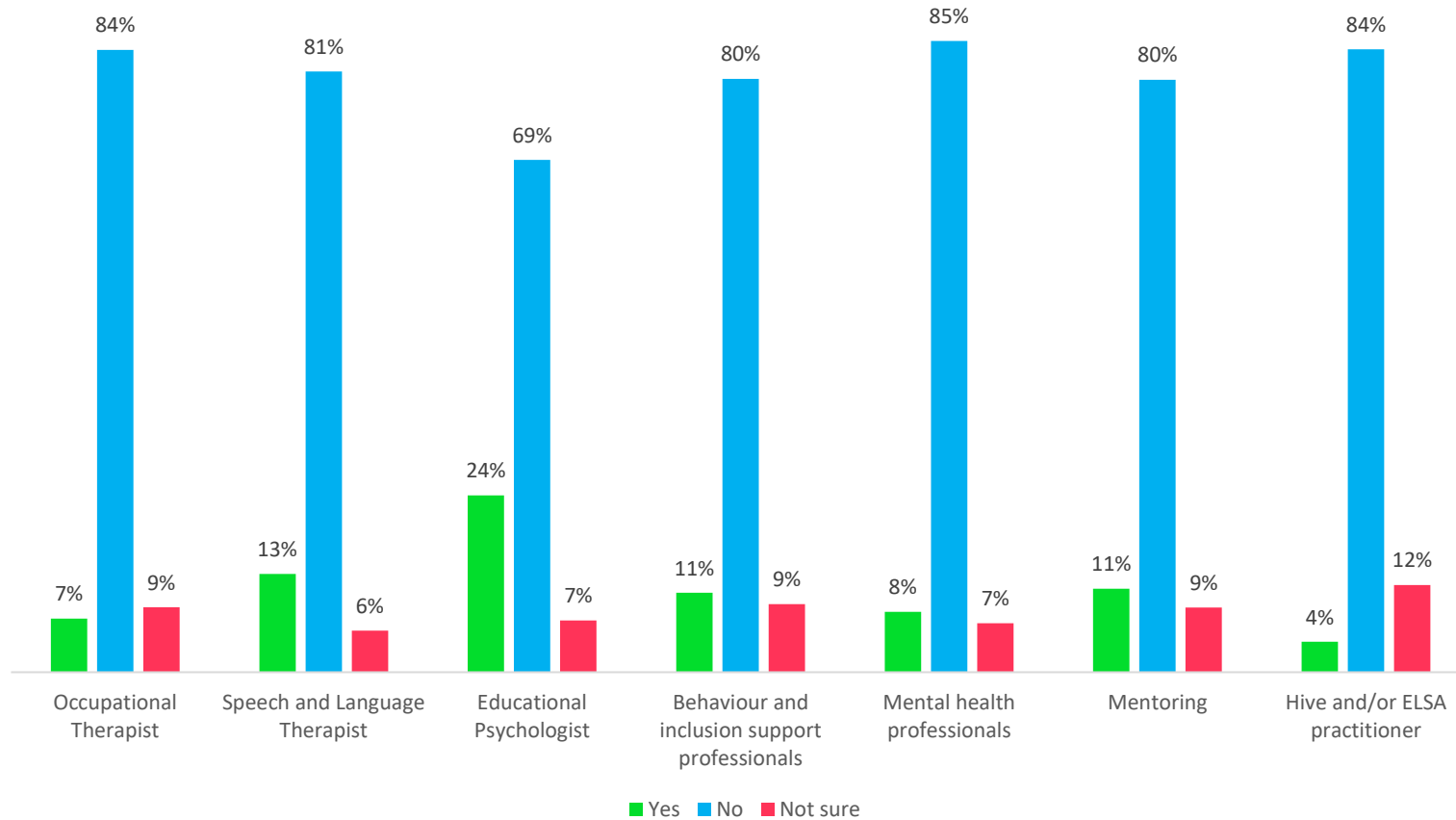


Assess, Plan, Do, Review – Supporting your child

How well is your child being supported?



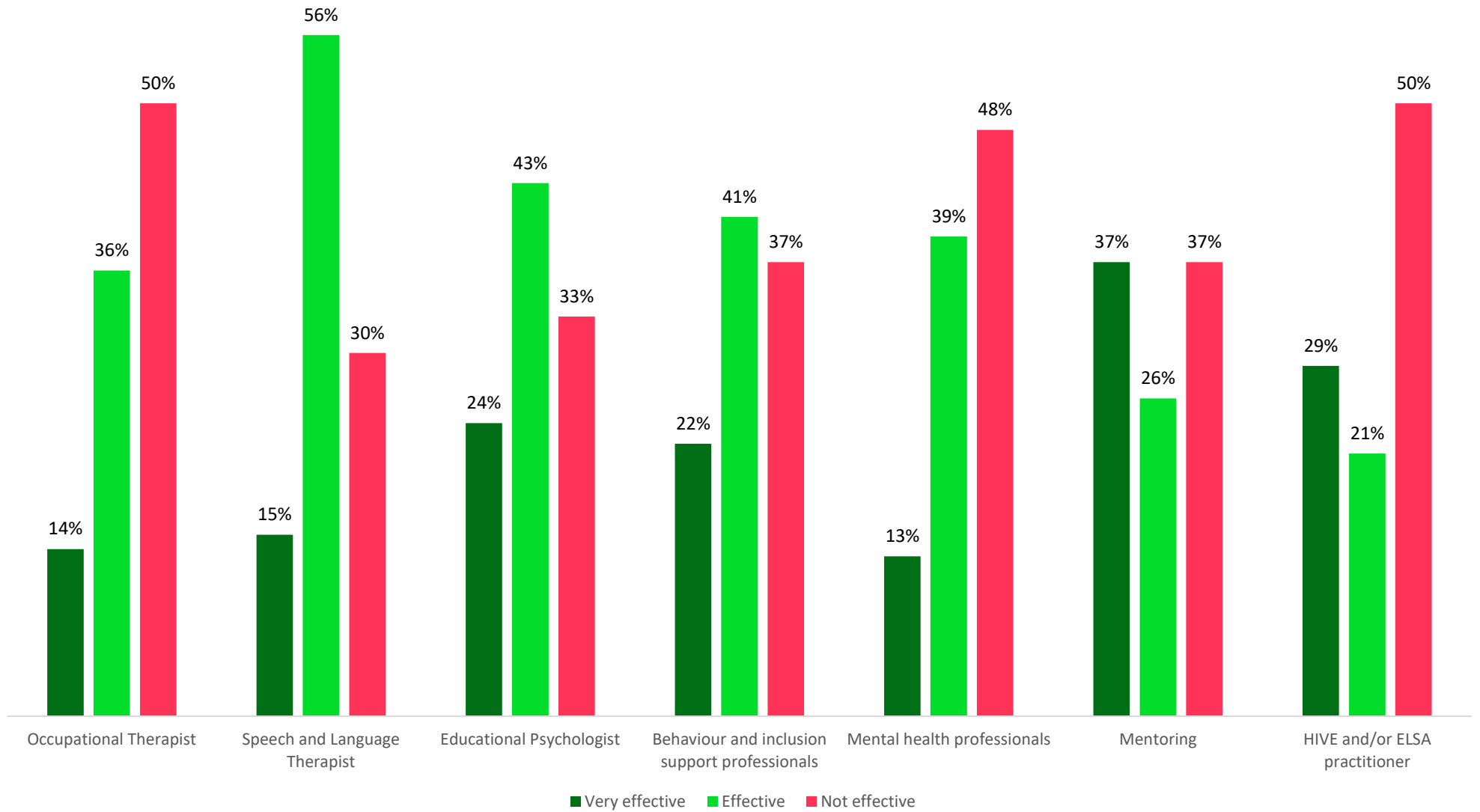
Has the setting arranged for your child to see any professionals?



Other professionals children also referred to included:

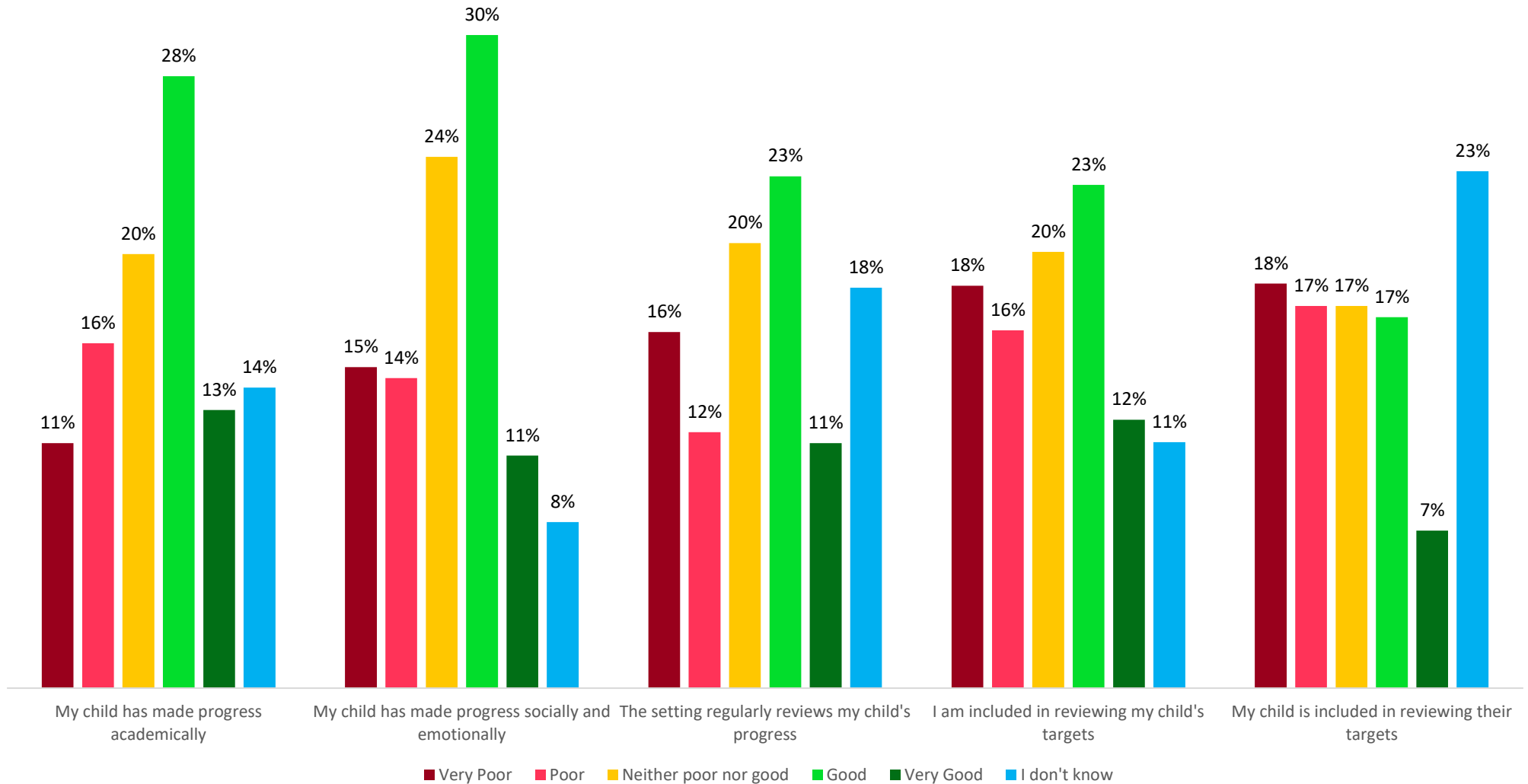
- Paediatrician
- Occupational Therapist
- Physiotherapist
- Early years intervention officer
- School nurse
- School support worker / keyworker
- Families Plus worker
- Compass
- Health visitor
- Mentor
- Young Carers

How do you rate the effectiveness of the support offered?



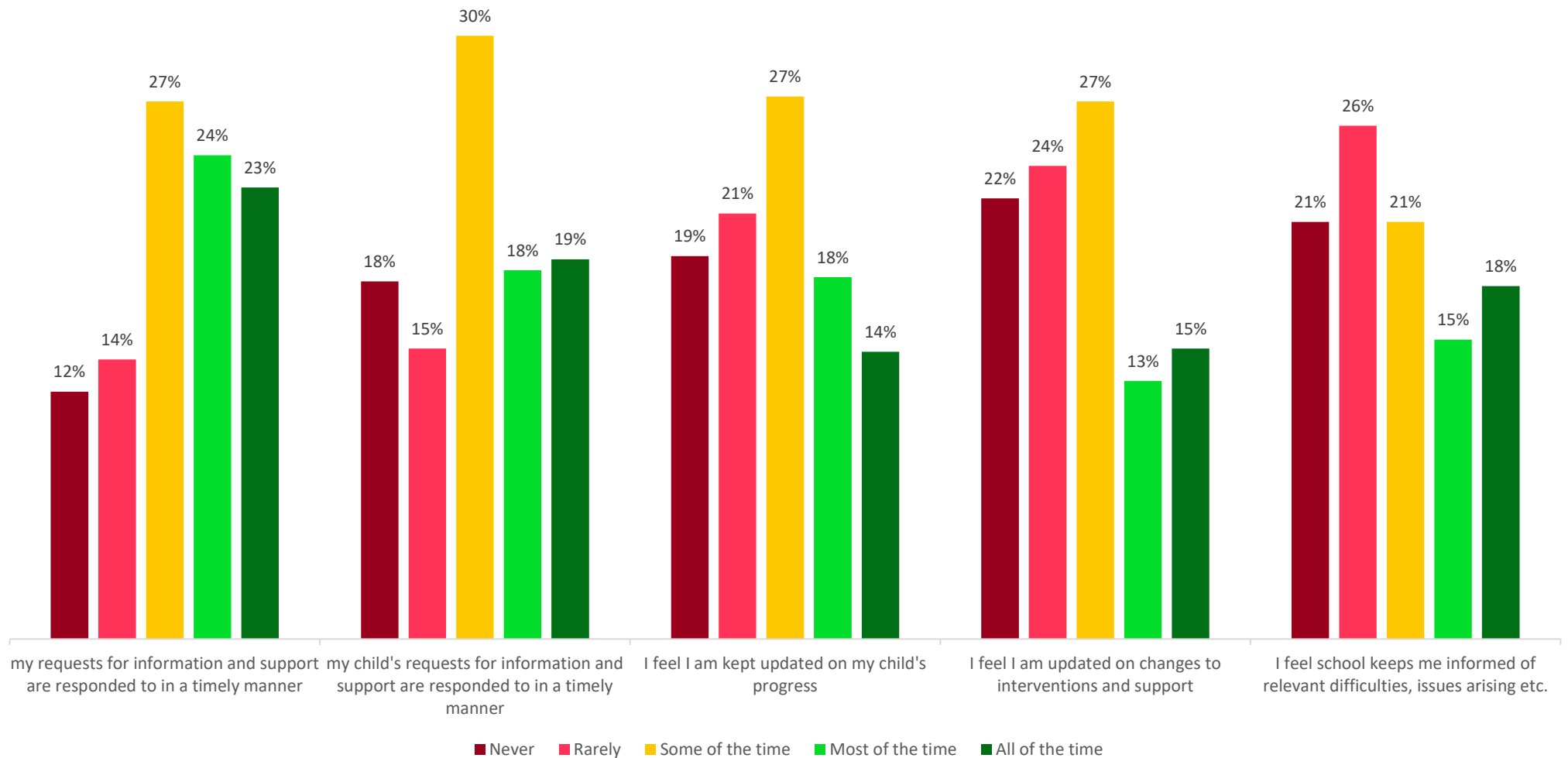
Assess, Plan, Do, Review – Reviewing the child’s support

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



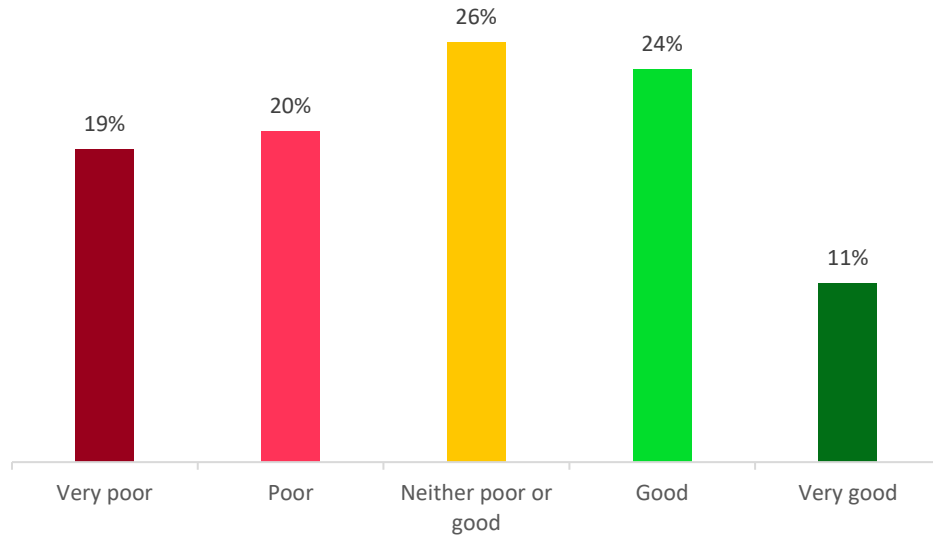
Communication and Information

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



Effect of COVID-19

During the COVID lockdowns, or if your family was shielding, how well do you feel your child was supported by the setting?



Since schools returned after lockdown on the 8th March 2021 do you feel that the support your child has received from the setting has?

