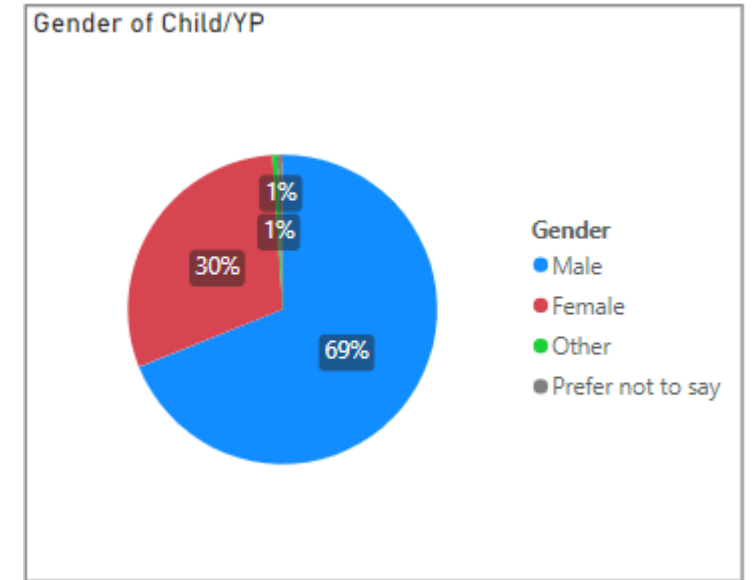
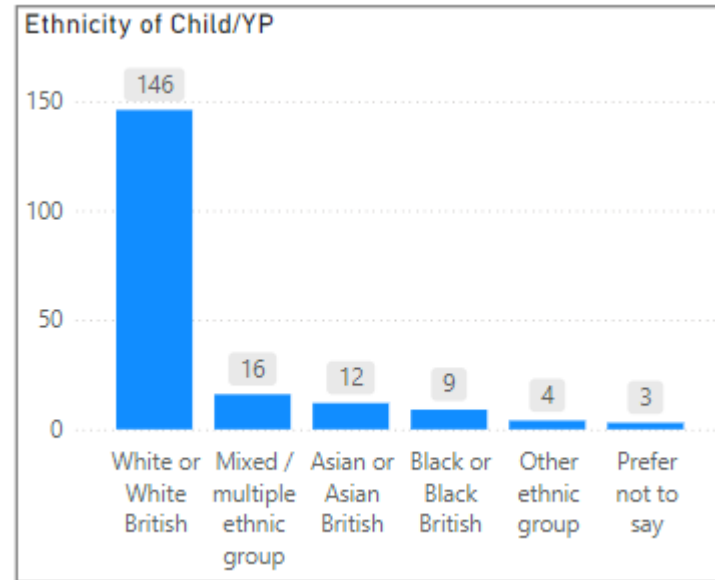
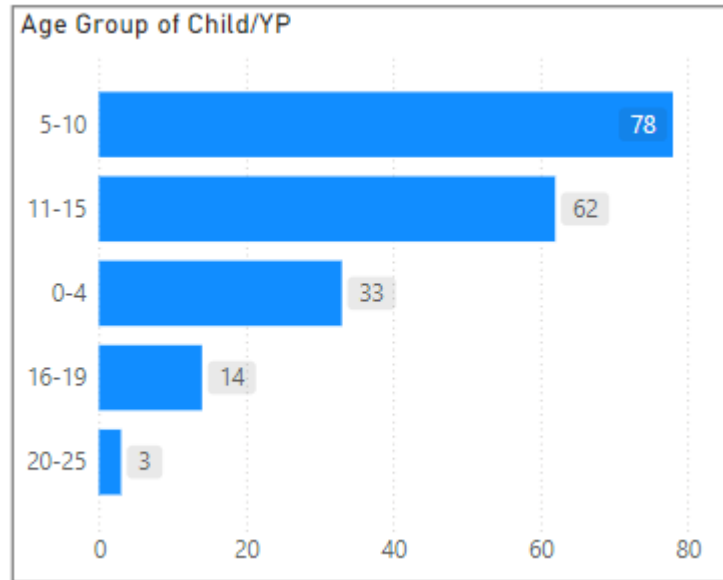


SEND Survey Parents & Carers

June 2024

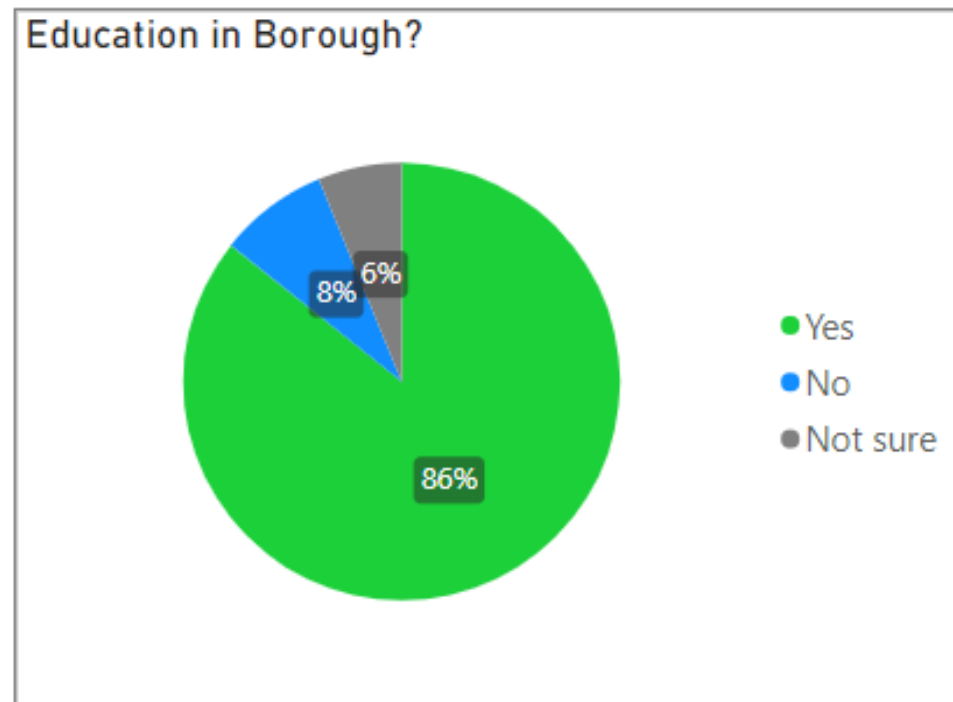
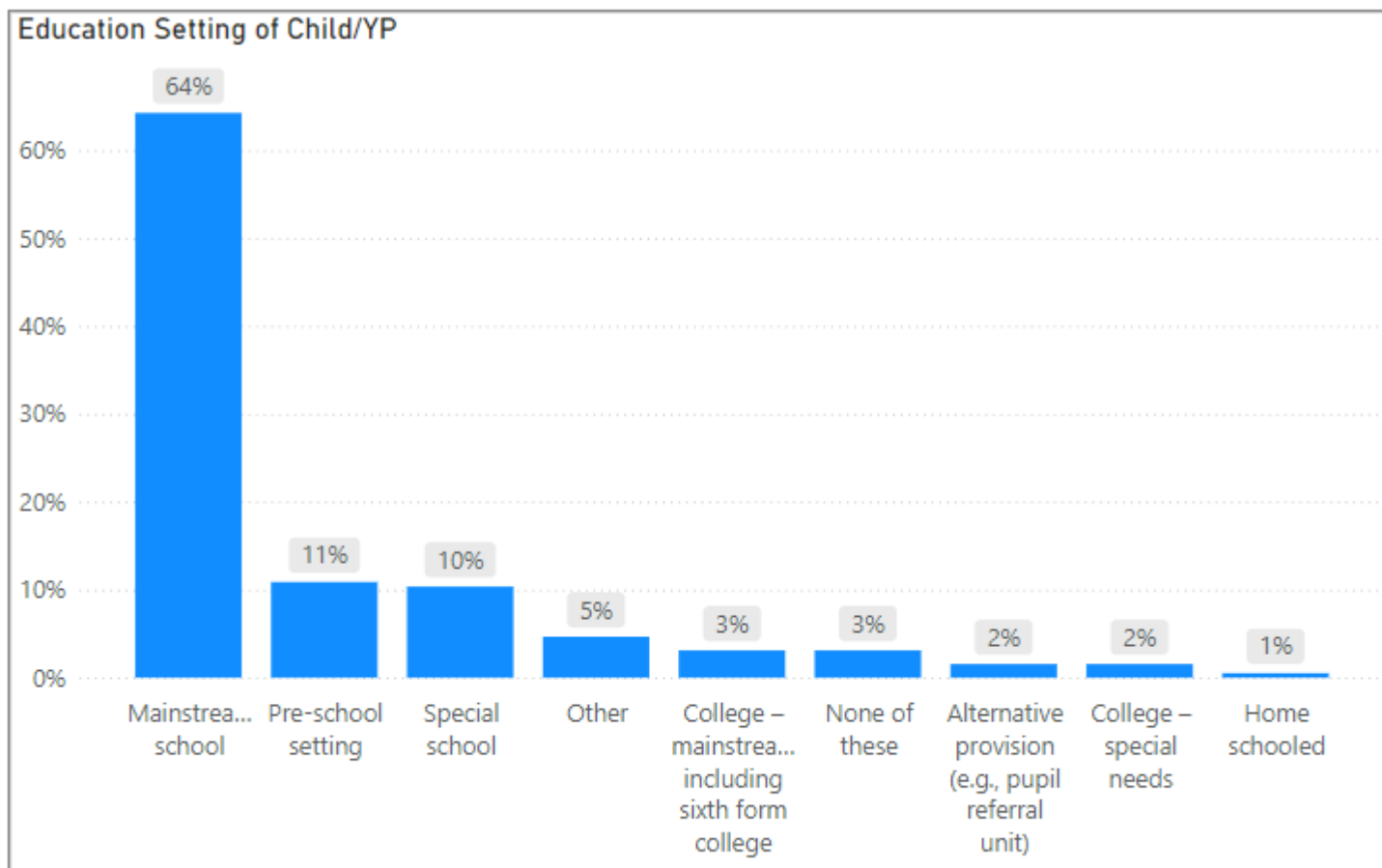


Information about the children of those who responded - demographics

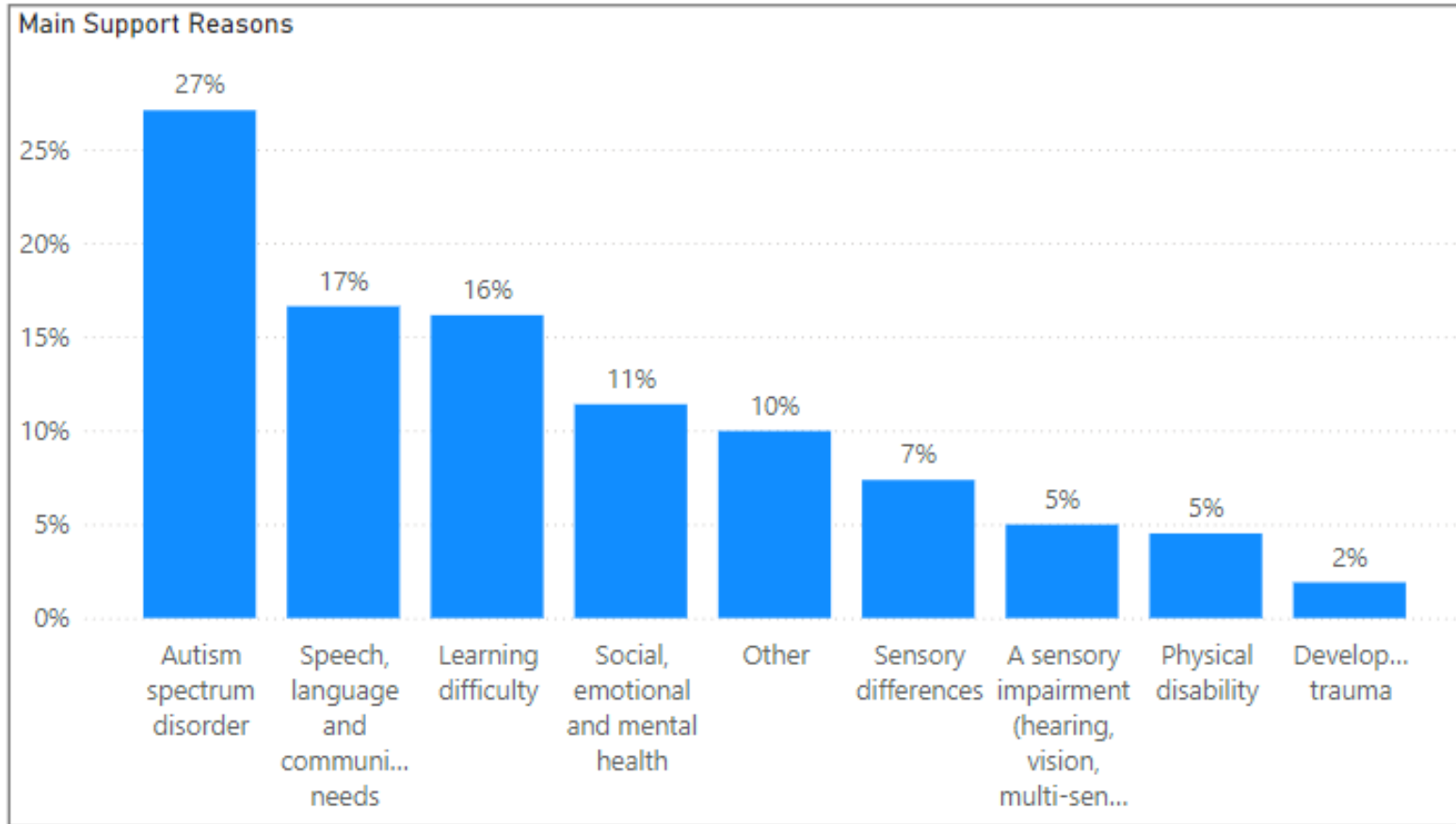


190 Respondents

Information about the children of those who responded - education



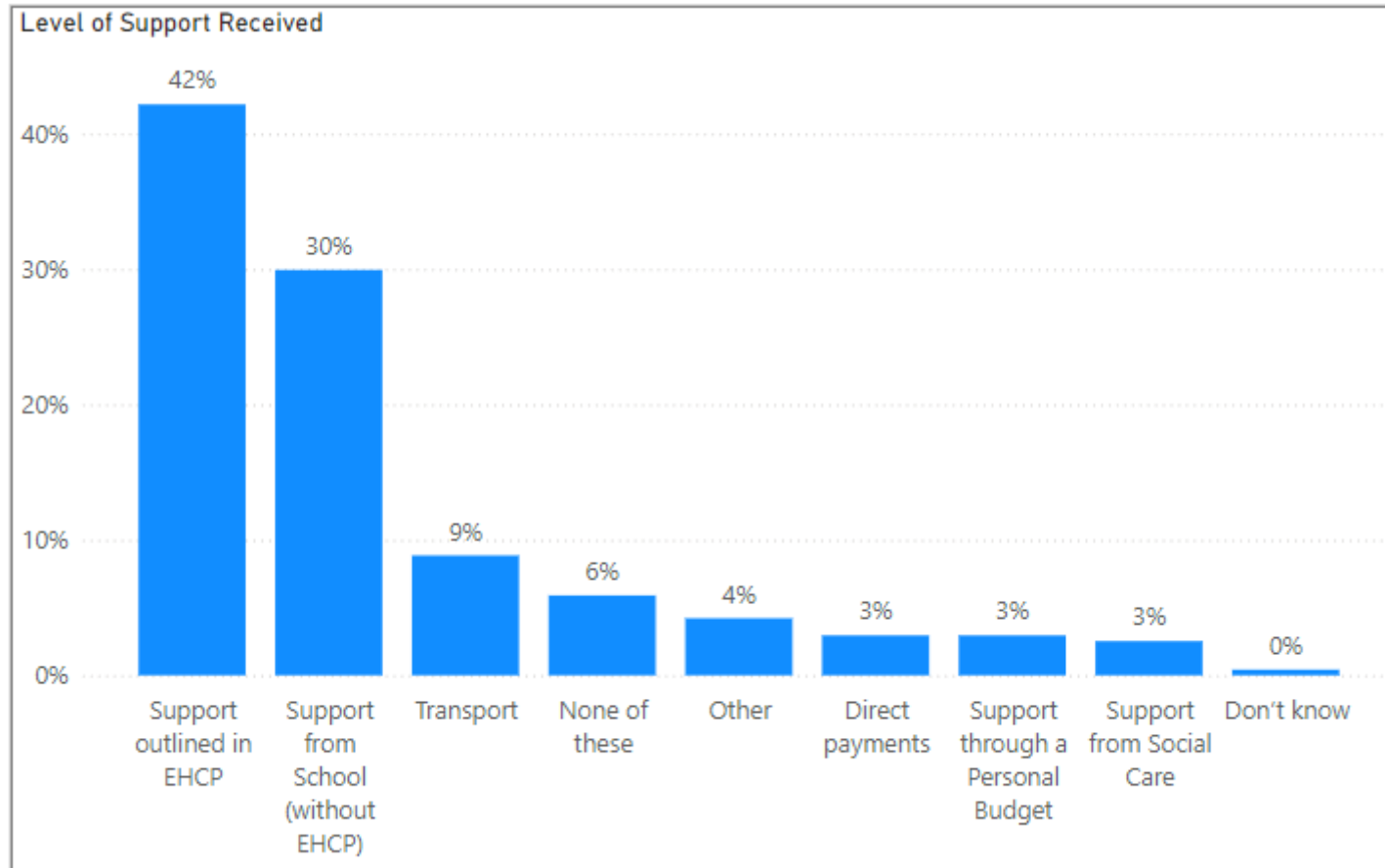
Information about the children of those who responded - support reasons



Other reasons listed:

- ADHD
- Oppositional Defiant Disorder (ODD)
- Obsessive Compulsive Disorder (OCD)
- Anxiety
- Depression
- Ehlers-Danlos Syndrome (EDS)
- Global Development Delay (GDD)
- Tourette's Syndrome
- Hypermobility
- Development Coordination Disorder (DCD)
- Dyslexia
- Dyspraxia
- Dyscalculia
- Post Traumatic Stress Disorder (PTSD)
- Diabetes
- Asthma

Information about the children of those who responded - level of current support



Other Support Listed:

- One to one support (Health)
- CAMHS
- ELSA Support
- SALTs
- EP
- GPs
- HCP
- IEP
- Personal Transport Budget
- Pupil Passport
- Short Breaks (100 Hours)
- Waiting for EHCP

Top 3 Priorities for Local SEND Partnership

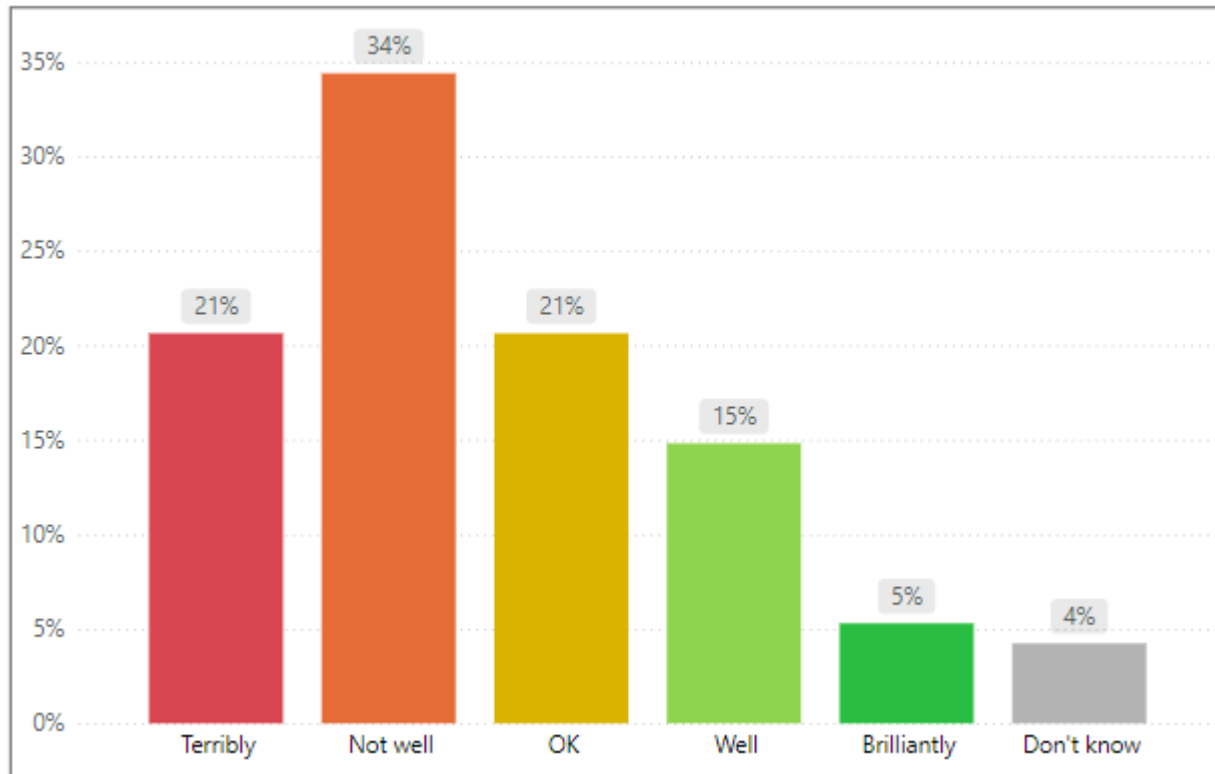
Parents/Carers were asked to provide their top 3 priorities in 'free text'. These have been analysed and the following themes identified:

Training & Awareness on SEND	More / Better Professional Support	Community Access, Activities & Support	Other priorities
SEND training for teachers	Ongoing support for families post diagnosis	More opportunities for community involvement	Improve communication and listen to parents
SEND training for school staff and pupils	More professional services e.g. OT, speech & language, sensory	More social groups, clubs and activities for children year round	More support from Schools
SEND training for parents	Improve access to CAHMS and community paediatrician	More opportunities for SEN children to form friendships	Increase in SEN School provision
SEND awareness in community	More medical support	More respite opportunities and short break schemes	Earlier and quicker assessments and reviews
	Improve 0-5 support		Earlier identification and intervention
			Better transitions planning
			Mental health support

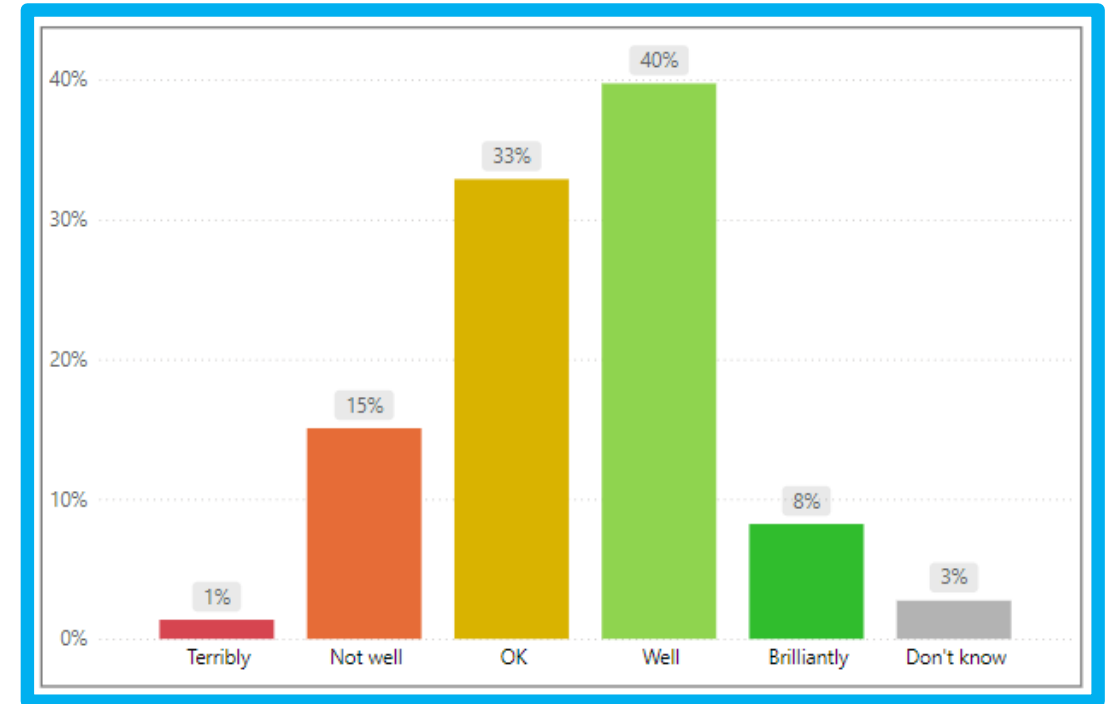
Are children and young people's special educational needs spotted, assessed, and supported well?

Five questions were asked concerning the above theme. Parent/carers were asked to provide a rating from terrible to brilliant

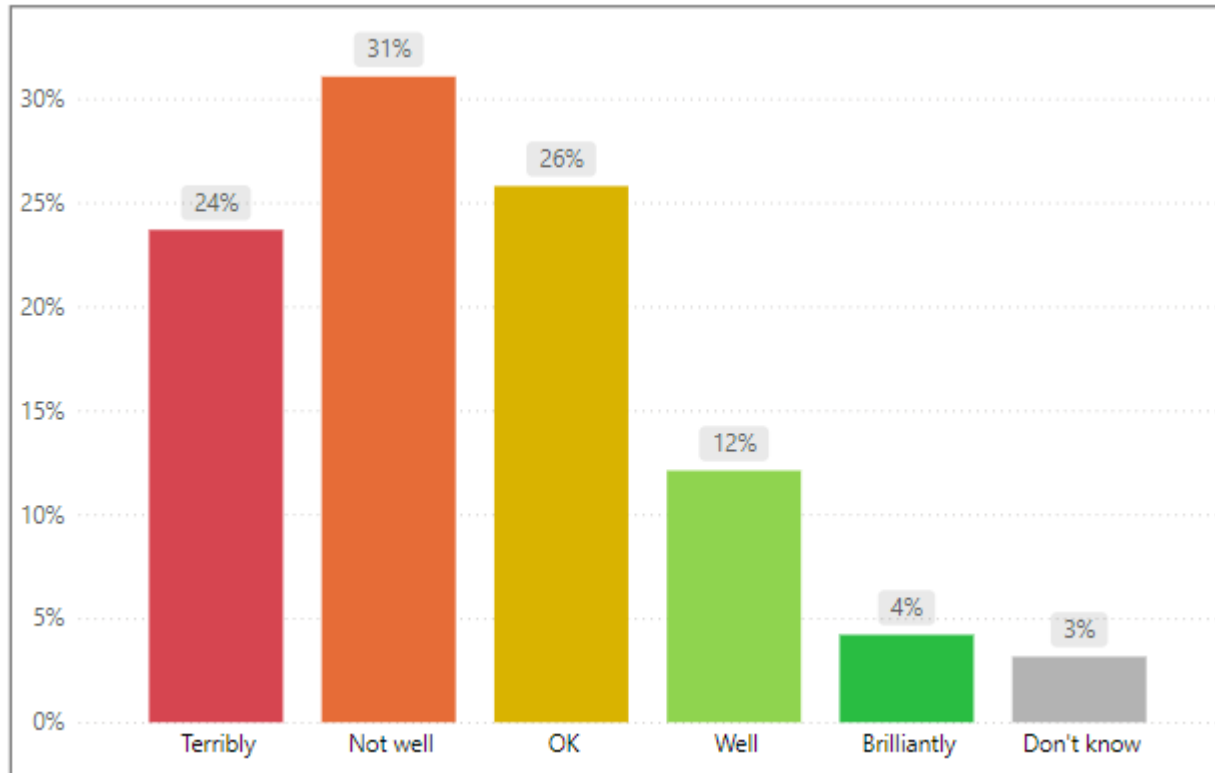
How well does the local area spot when children and young people need help for their SEND



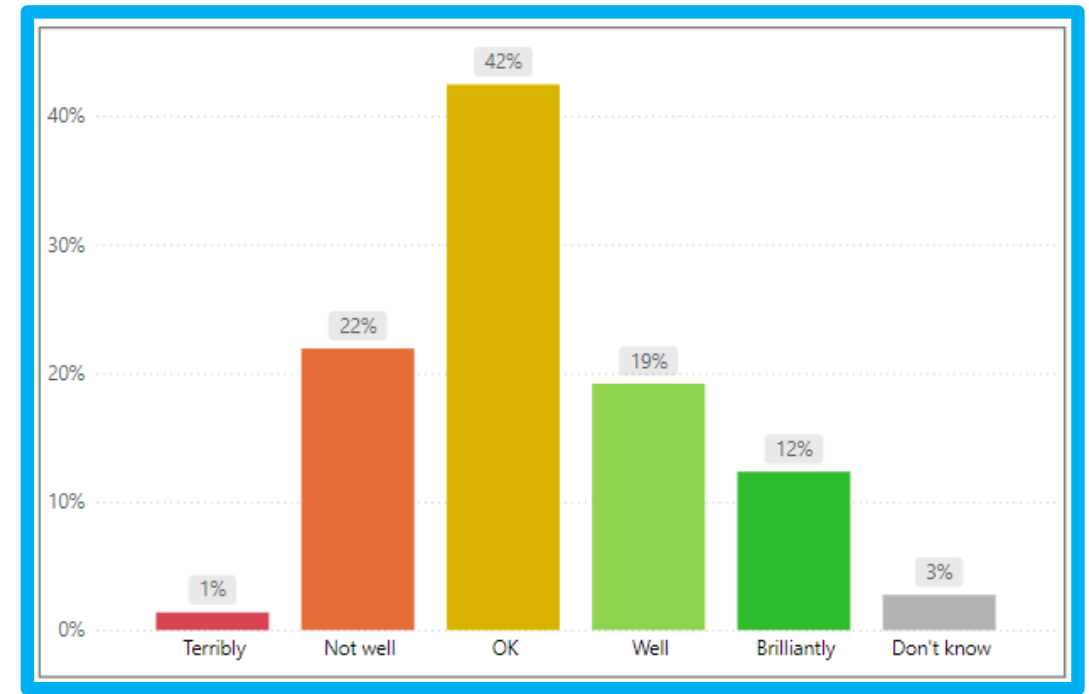
Professionals Response (for comparison):



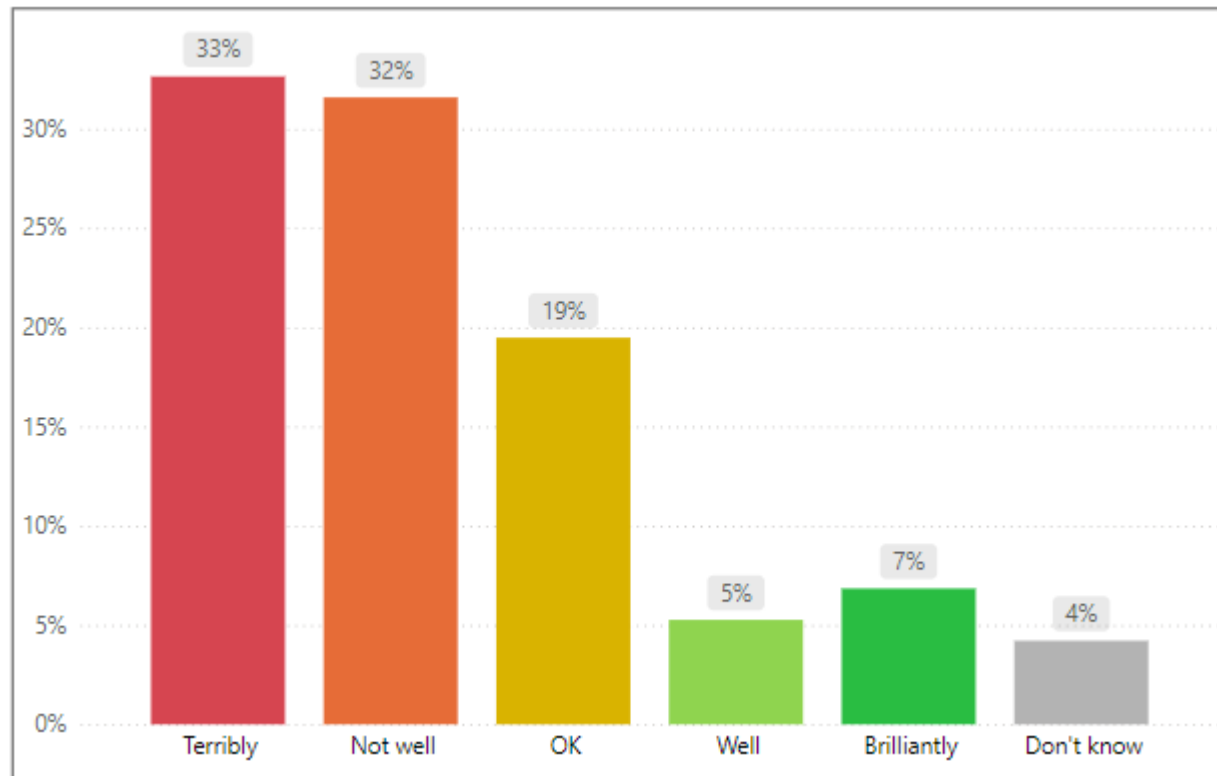
How well does the local area explore and assess children and young people's SEND



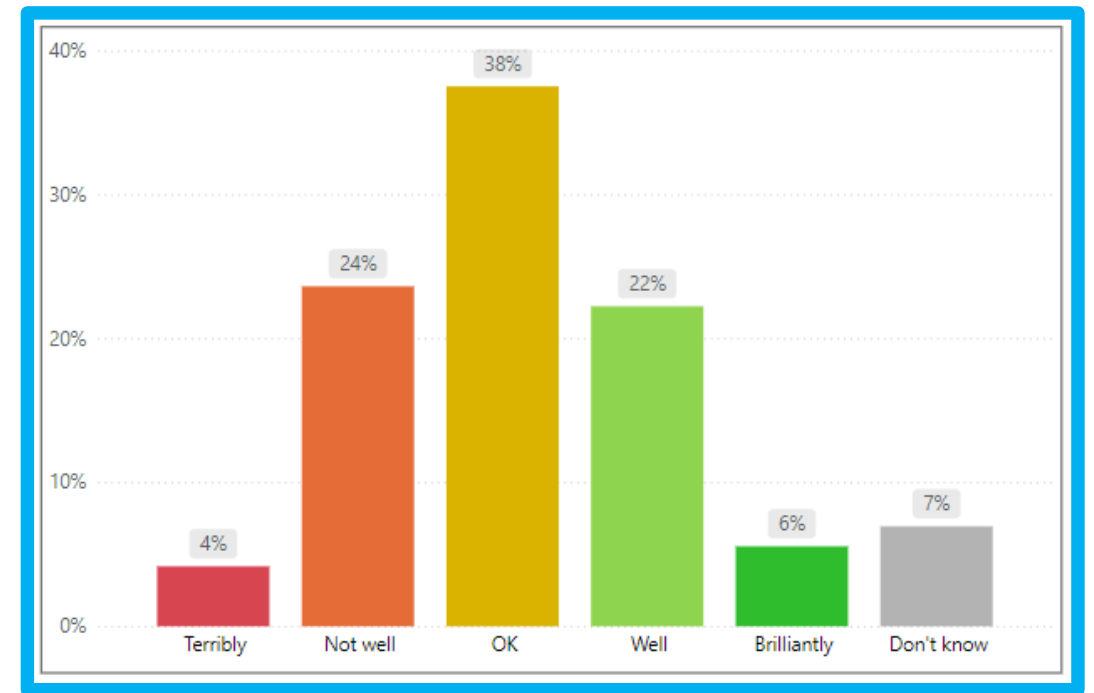
Professionals Response (for comparison):



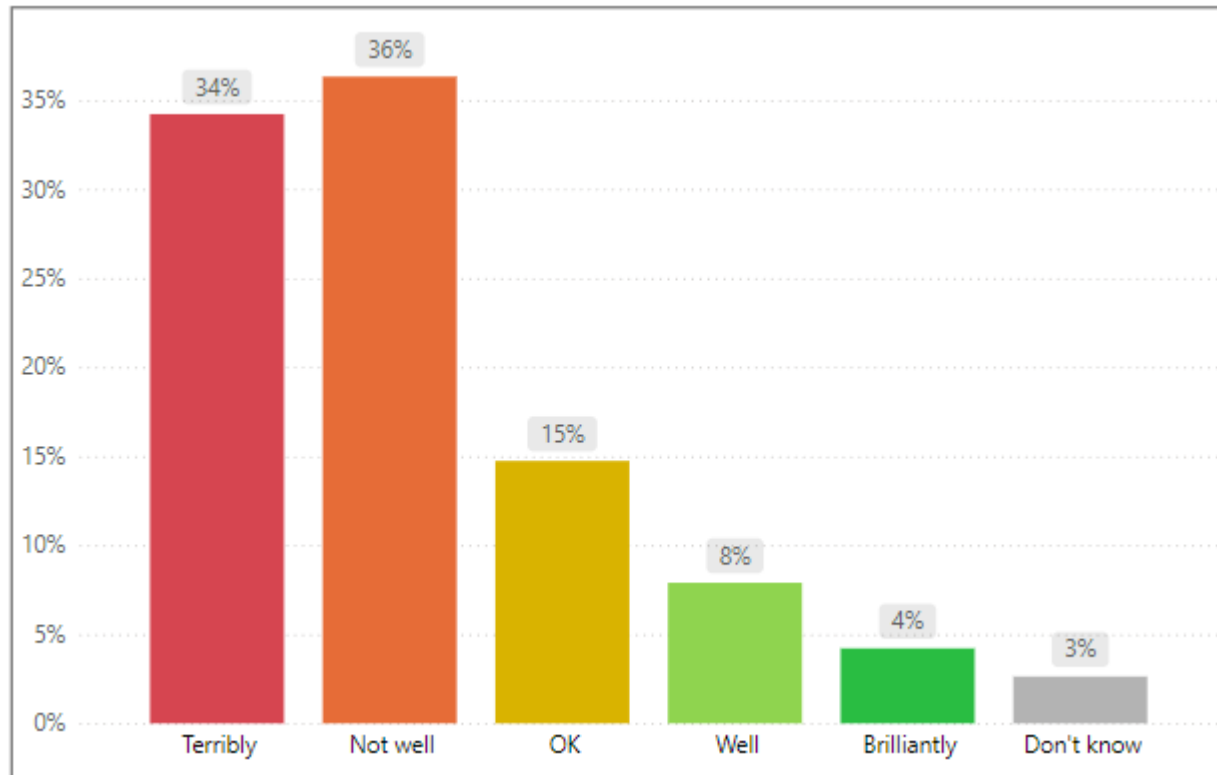
How well does the local area ensure parents and carers know how to get assessments and support for their children



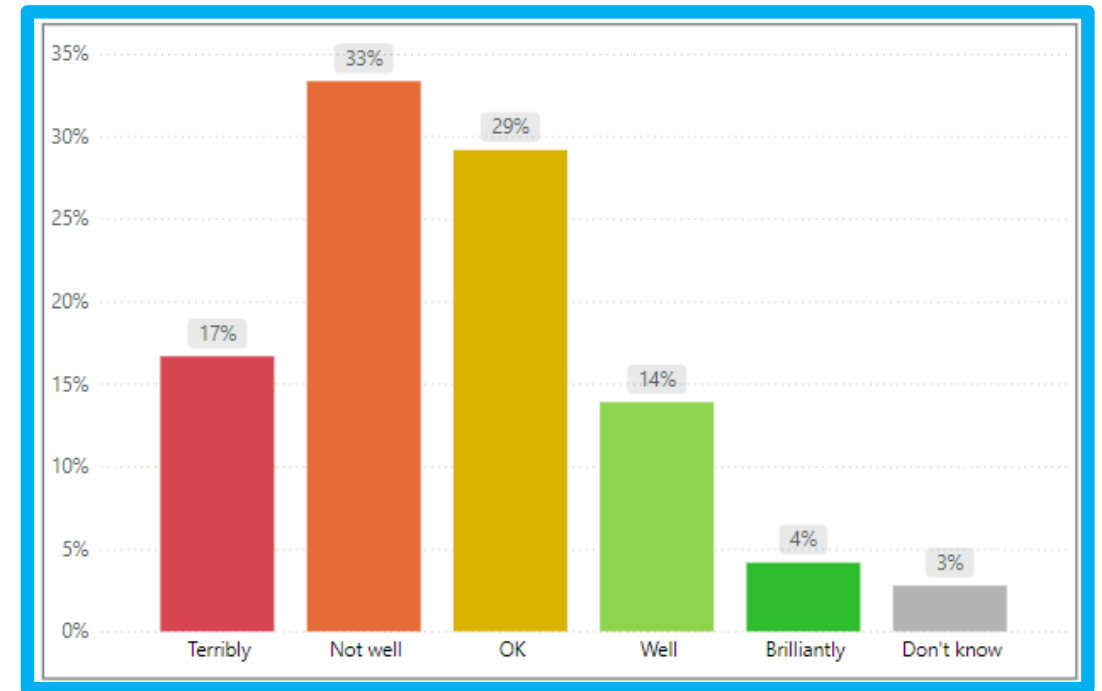
Professionals Response (for comparison):



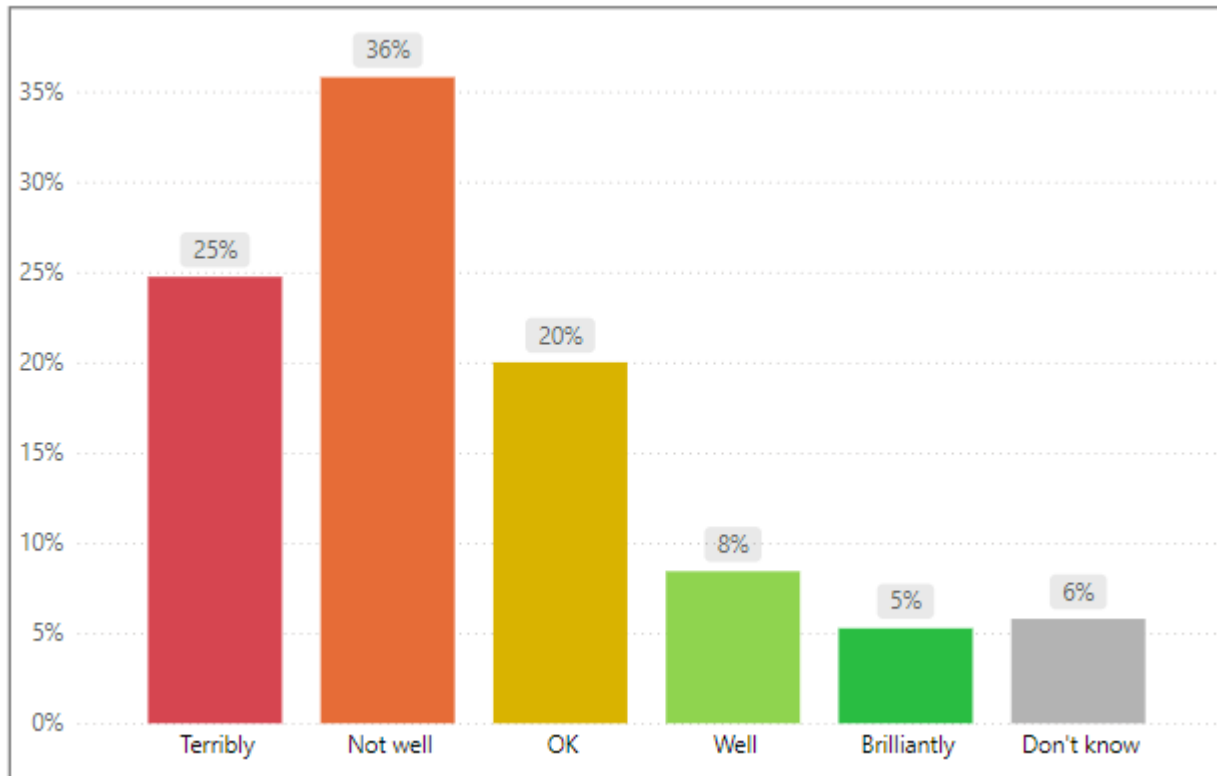
How well does the local area give children and young people help when they need it, so they don't have to wait



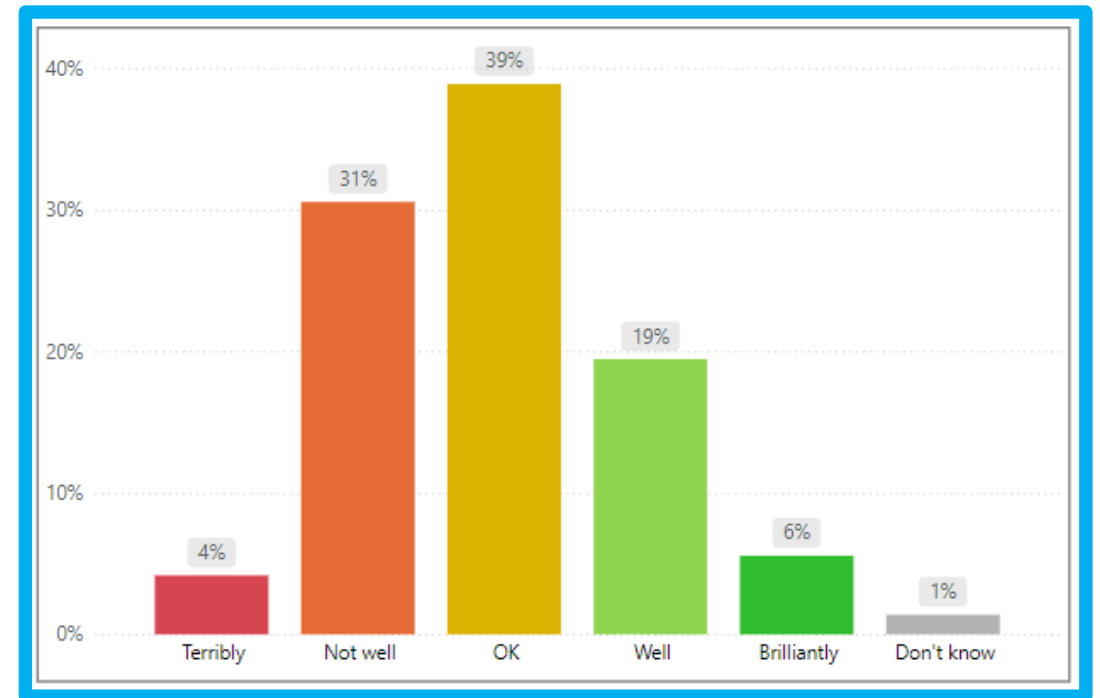
Professionals Response (for comparison):



How well does the local area review children's progress so they know when support needs to change



Professionals Response (for comparison):



Summary of responses in this section

Areas for Improvement:

- Waiting times for services
- Professional support for families
- Regular reviews
- Quicker diagnosis/assessments

“Very long waiting lists for assessments. Difficult to get any help for speech problems, and ADHD/ASD assessments.”

“Support is put in too late. When support is requested, it takes the local authority too long to put support in.”

Areas Doing Well:

- Support from Voluntary and Charity Sector
- Support from Schools

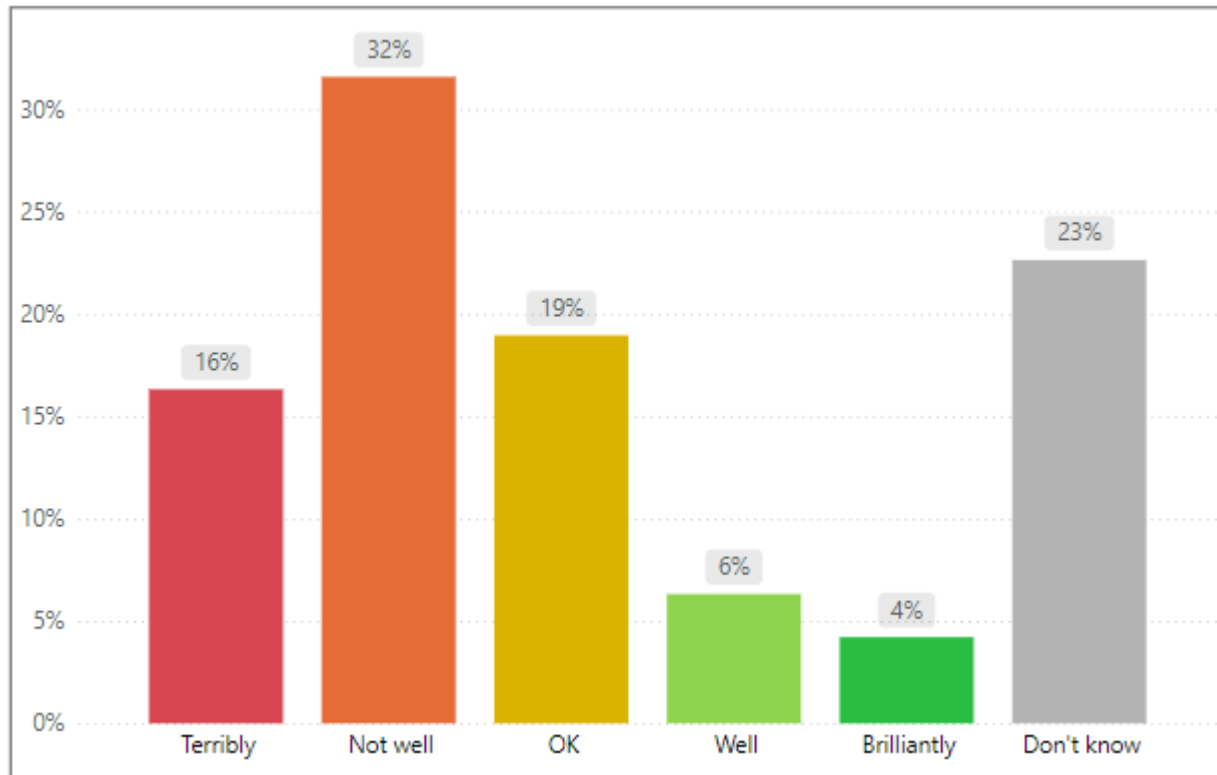
“Great support is provided at first steps (Hornchurch/ Elm Park) the manager is great and is a lifeline to many families. With their help I have been able to access charities to fund my child’s needs.”

“The school teachers and the SEND support teacher giving an amazing support for my son’s development wellbeing.”

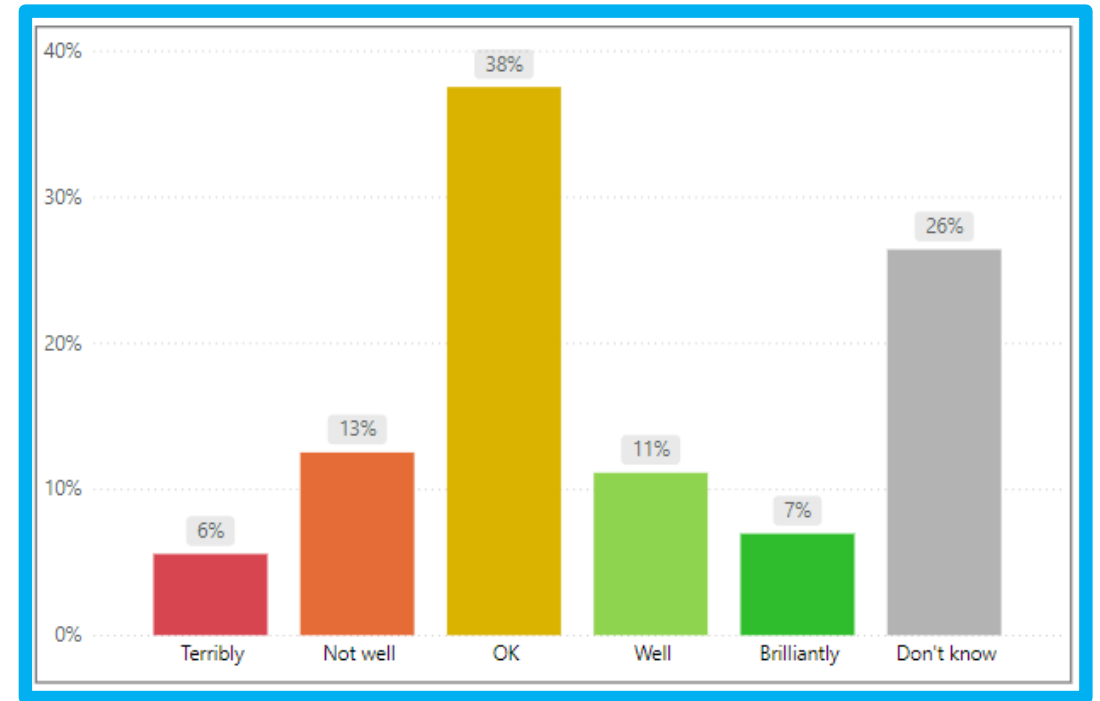
Are children and young people included in decisions about local SEND services and their own support?

Two questions were asked concerning the above theme. Parent/carers were asked to provide a rating from terrible to brilliant

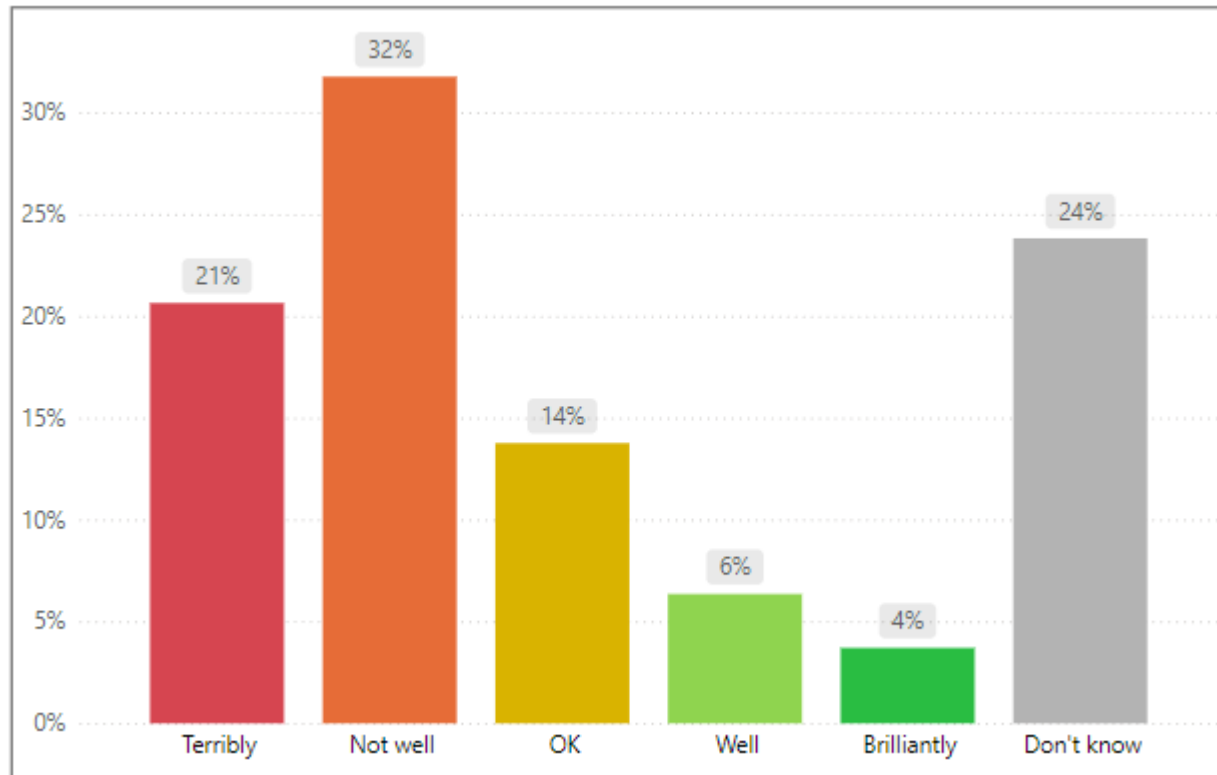
How well does the local area listen to what children and young people think and give them choices about the support they receive



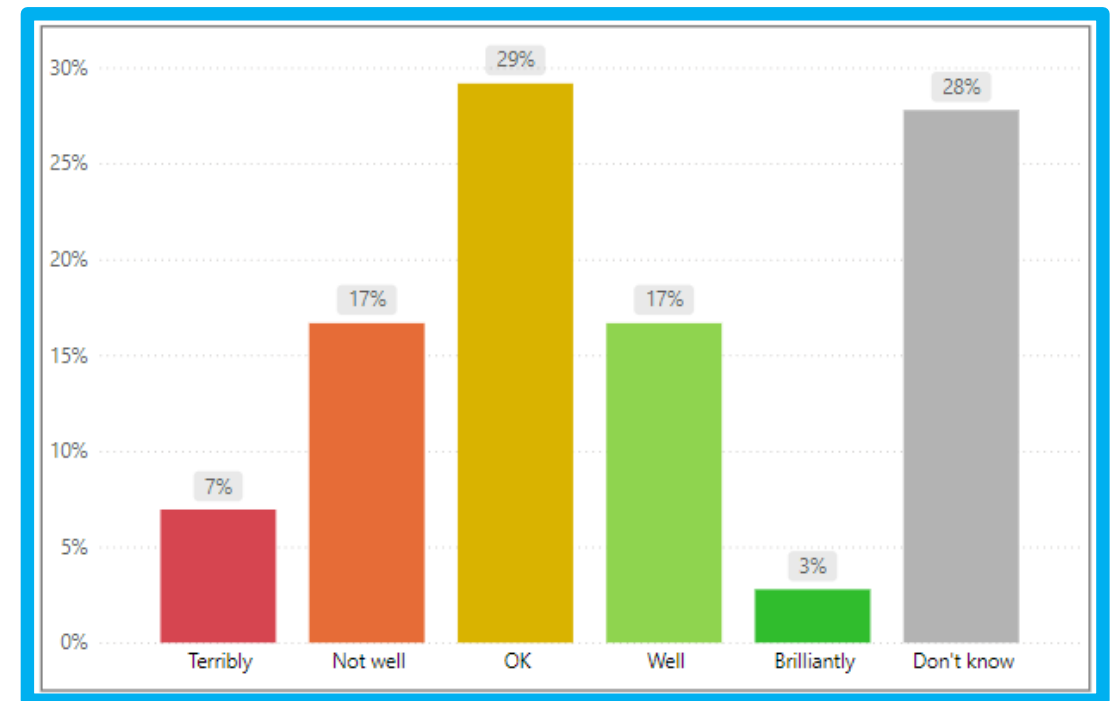
Professionals Response (for comparison):



How well does the local area include children and young people's views when decisions are made about local services



Professionals Response (for comparison):



Summary of responses in this section

Areas for Improvement:

- Consistency across services

“The mainstream school refuses to listen to my child which impacts their attendance, anxiety levels and mental wellbeing.”

“When my daughter tried to explain what she wanted, it was instantly dismissed”

“The EP did talk to my child and their views were considered but I’m not sure how much of that is actually reflected in the EHCP provisions.”

Areas Doing Well:

- Examples of services really listening

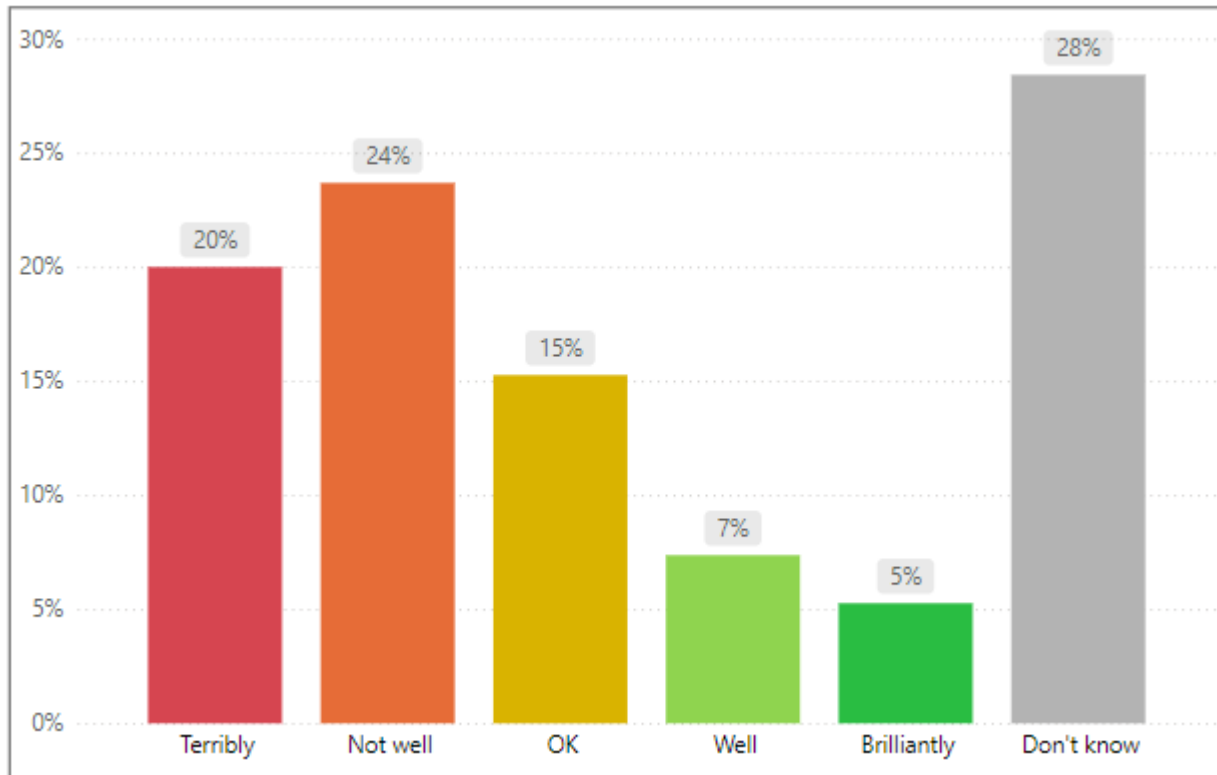
“When my sons internship was unable to find him paid employment due to his lack of concentration or social skills, his voice was heard in meeting with his social worker where she found him a placement on an occupational therapy gardening project that met his needs exactly.”

“I feel his teachers listen and help as much as they can. I feel his paediatricians at acorn centre are very caring and ask what he thinks. *But I feel the LA SEN department do not care. They have never seen my son and just know his name and details on a piece of paper.*”

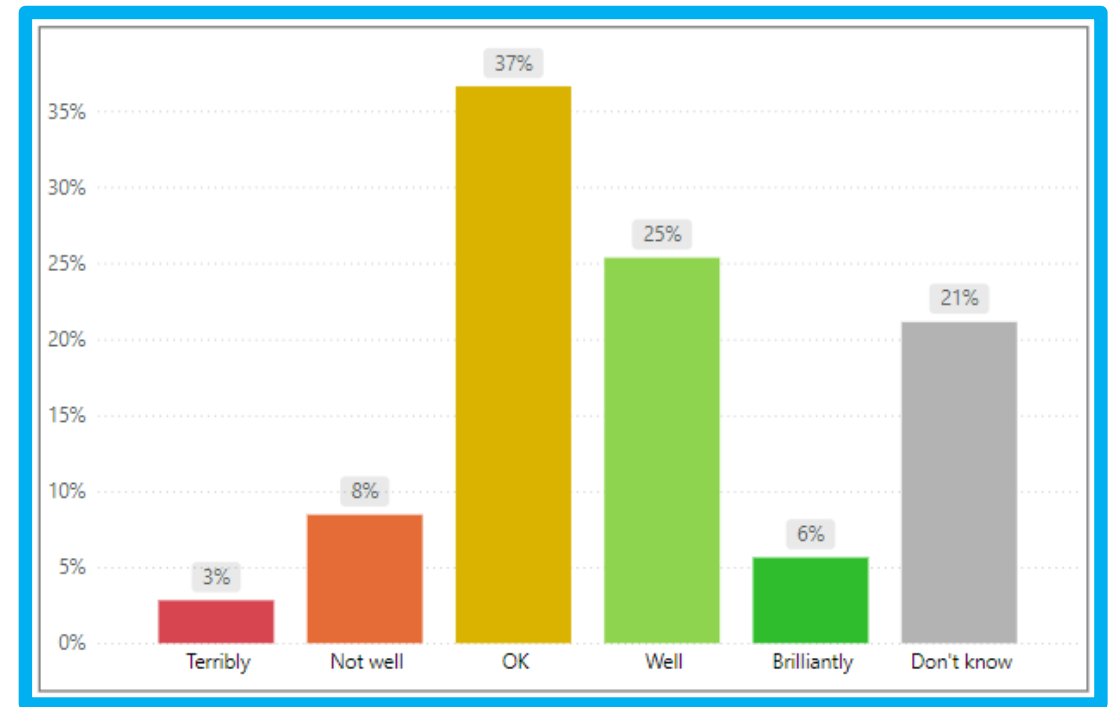
Are children and young people with SEND supported at times of change and well prepared for adulthood?

Six questions were asked concerning the above theme. Parent/carers were asked to provide a rating from terrible to brilliant

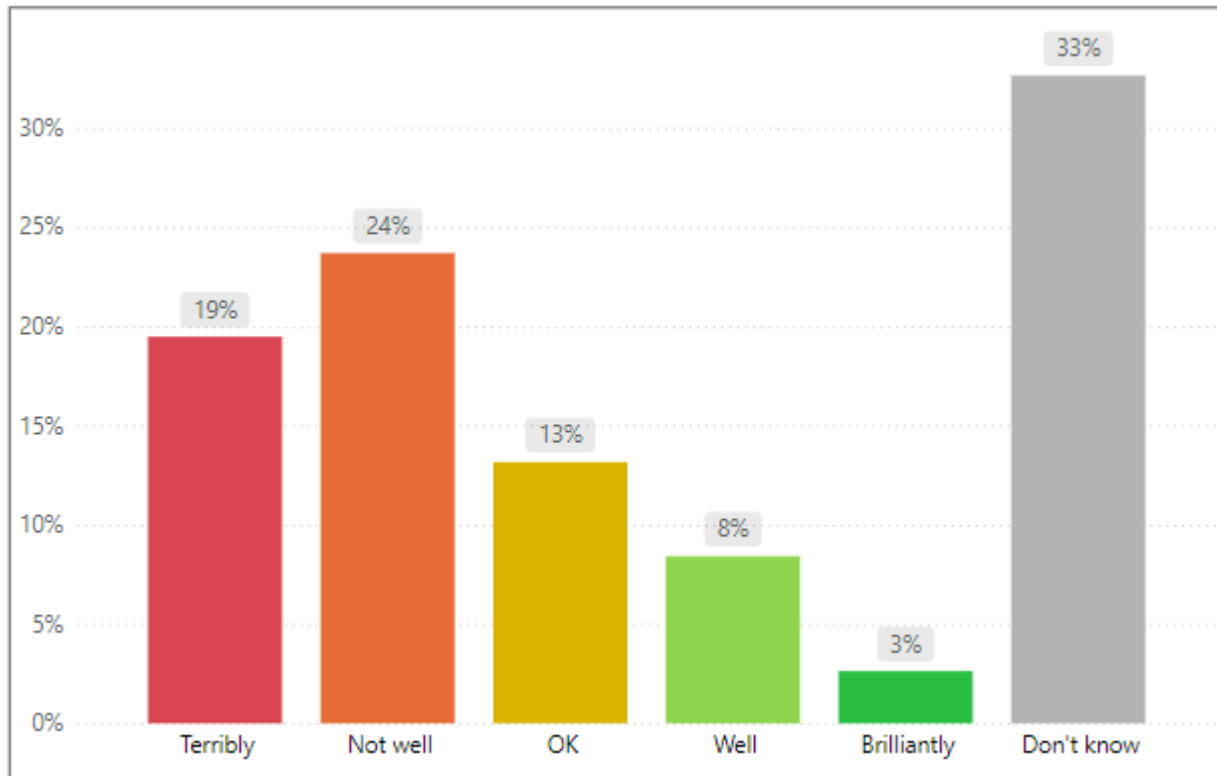
How well does the local area make sure that help keeps in mind the things that are most important to children, young people and their families



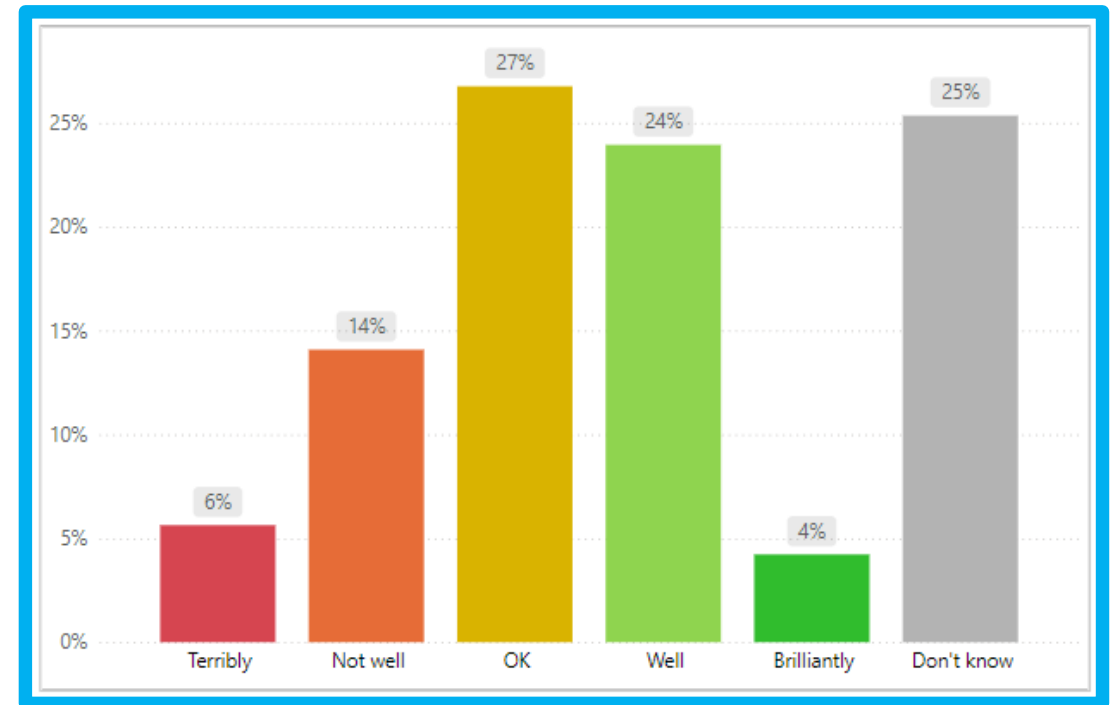
Professionals Response (for comparison):



How well does the local area give good support at times of change, like when moving schools or moving between services

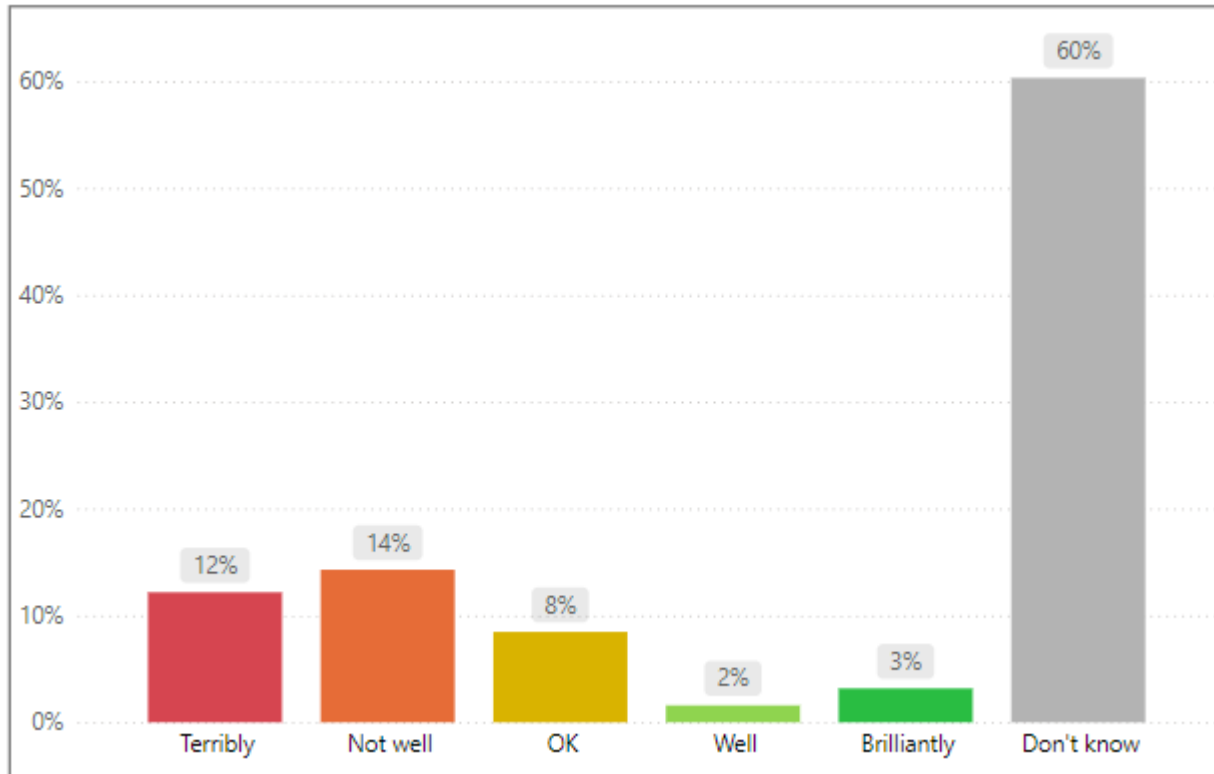


Professionals Response (for comparison):

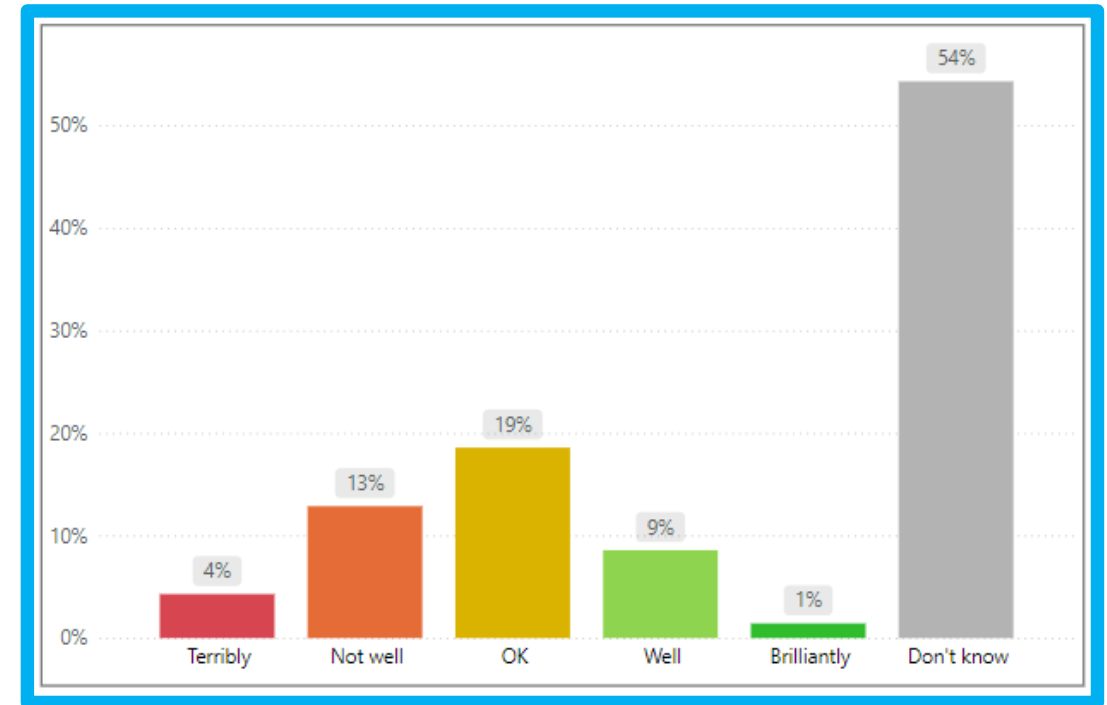


How well does the local area prepare children and young people for getting a job

Majority who responded 'Don't Know' were parents/carers of children between the ages of 0-15 years

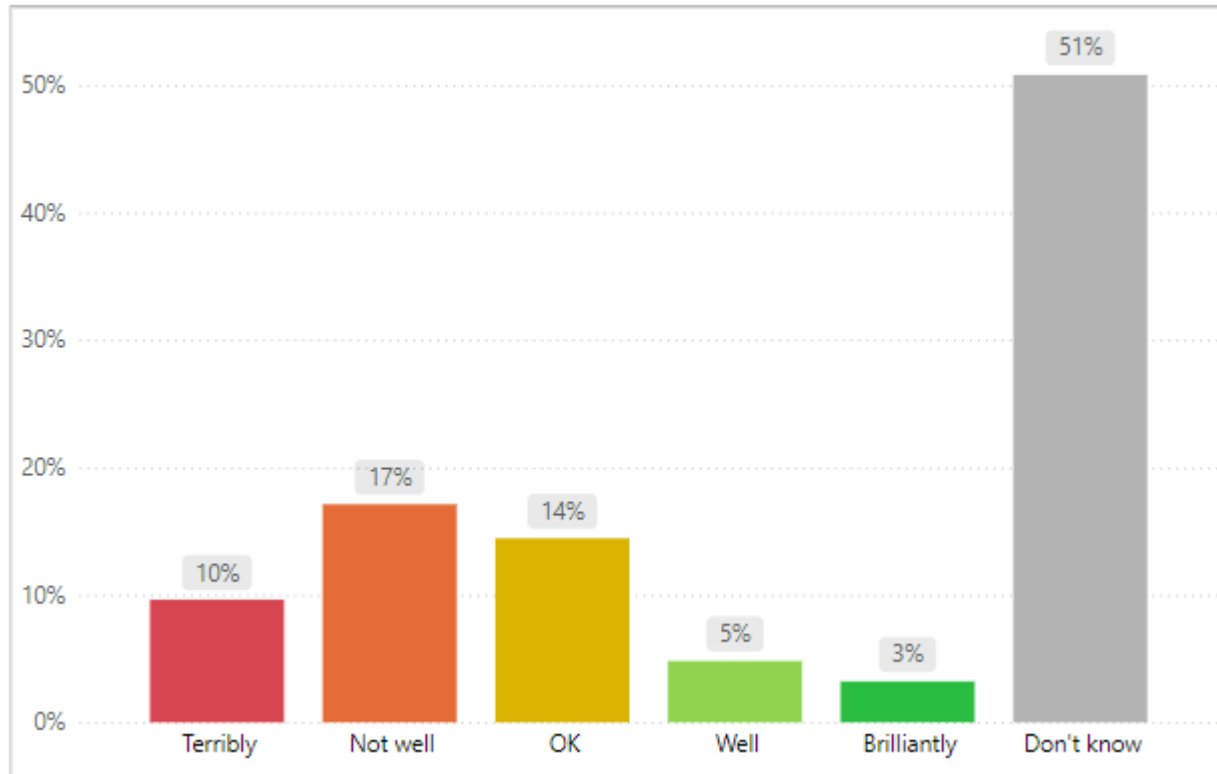


Professionals Response (for comparison):

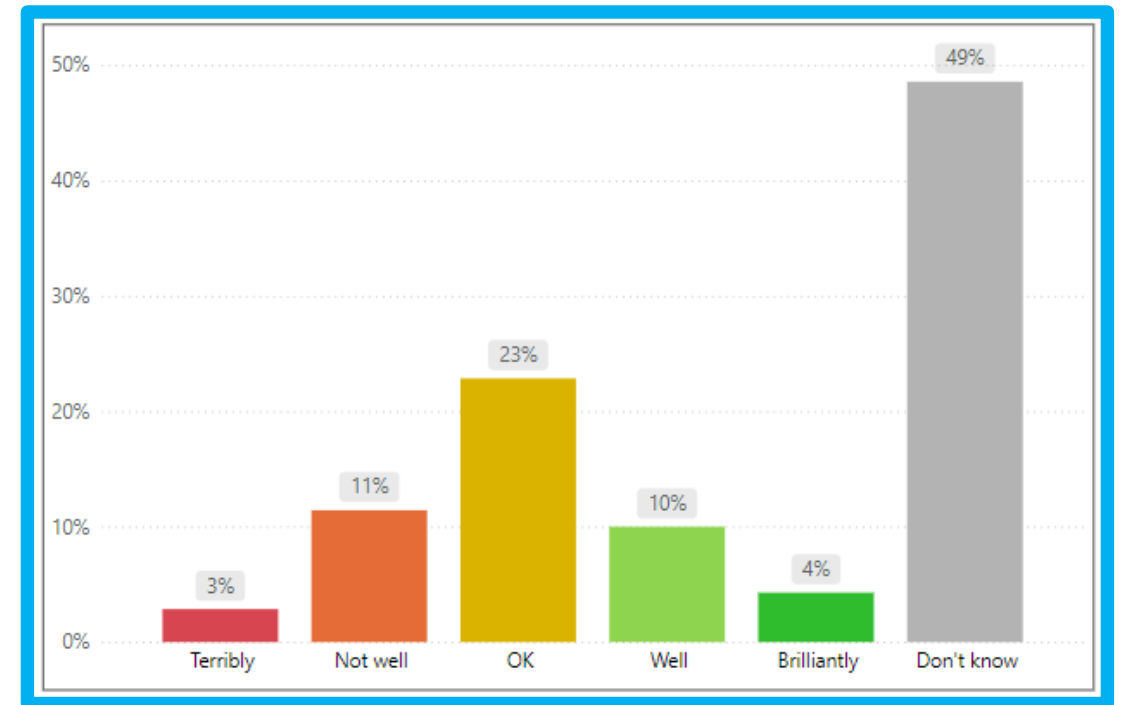


How well does the local area prepare children and young people for living with as much independence as they can

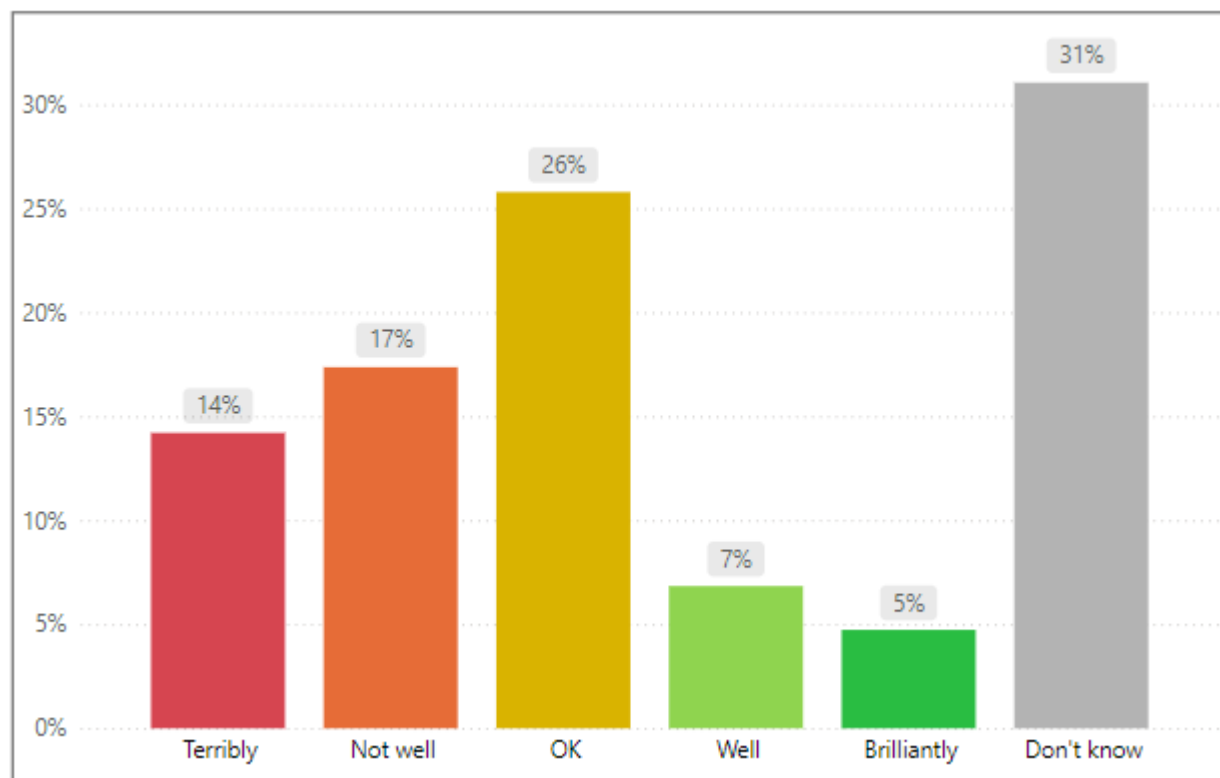
Majority who responded 'Don't Know' were parents/carers of children between the ages of 0-15 years



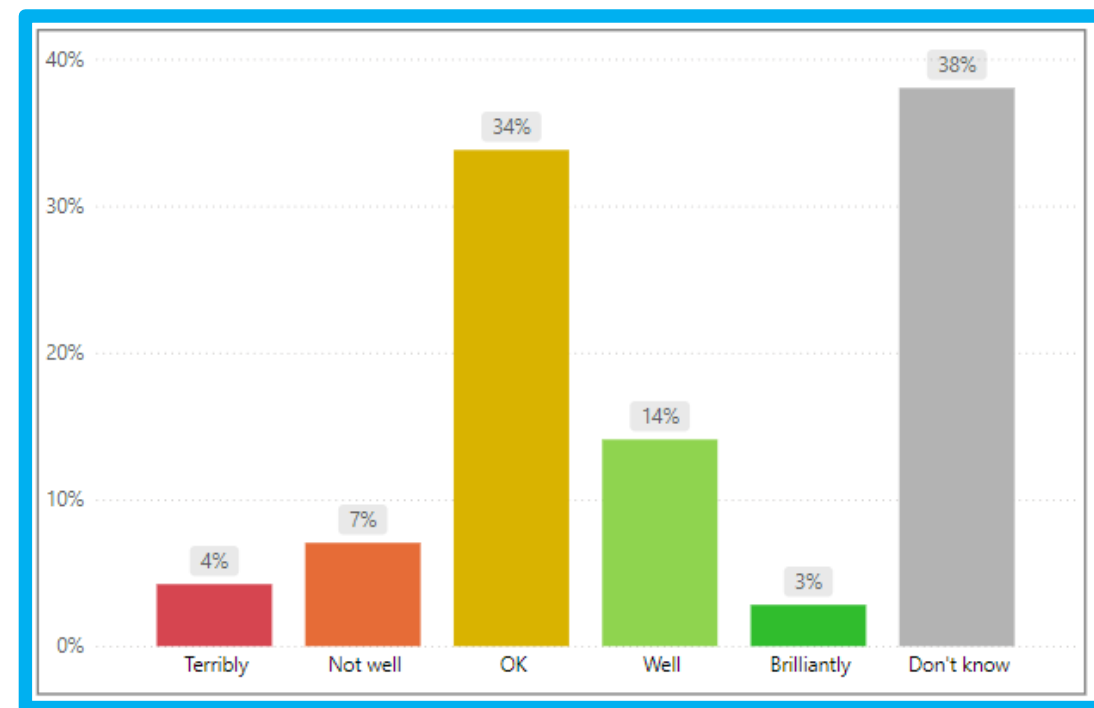
Professionals Response (for comparison):



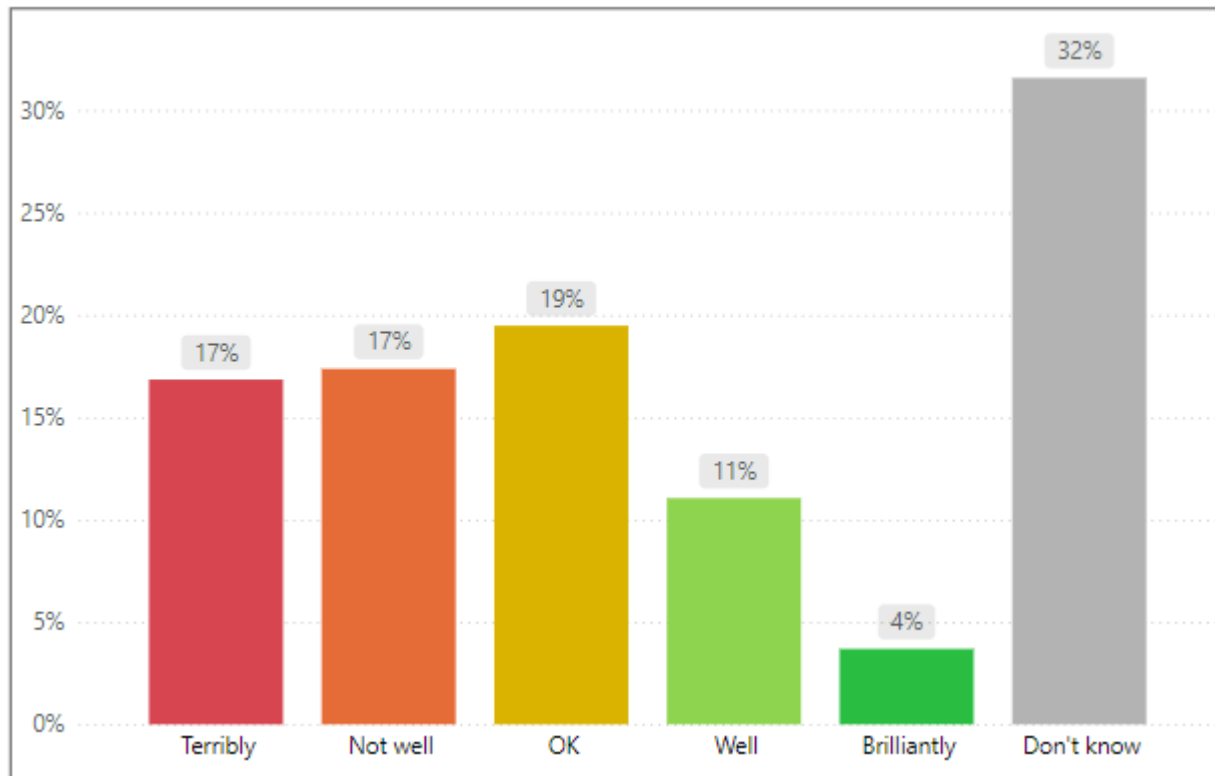
How well does the local area prepares children and young people to be healthy



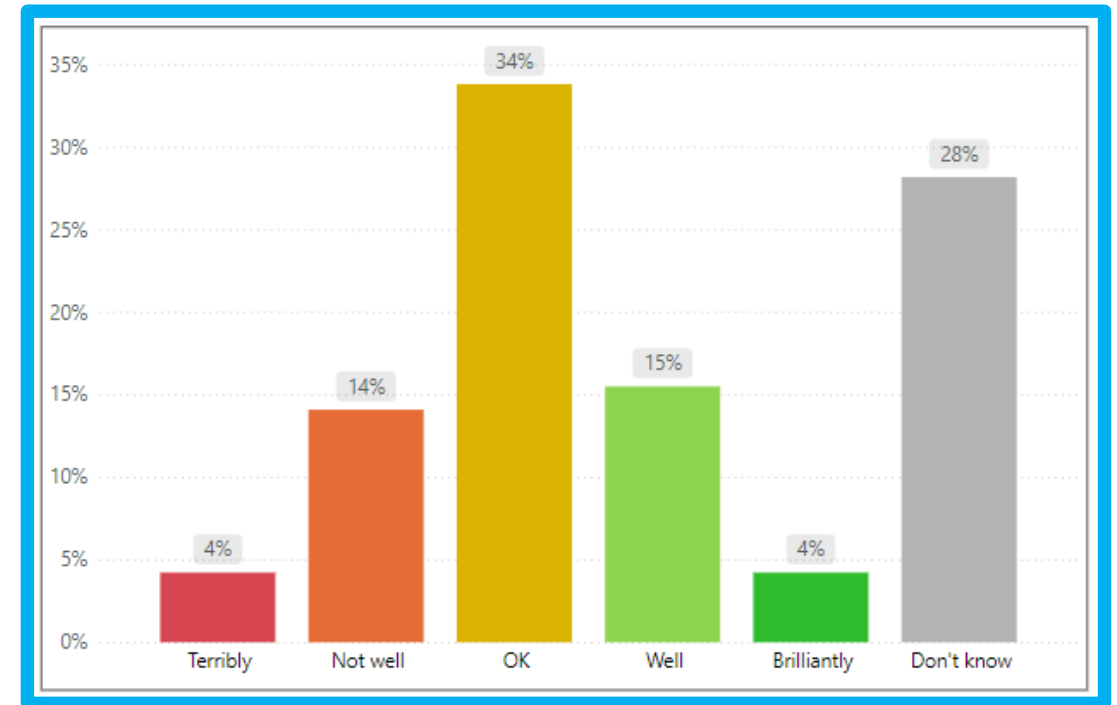
Professionals Response (for comparison):



How well does the local area prepares children and young people to be happy and to have good relationships



Professionals Response (for comparison):



Summary of responses in this section

Areas for Improvement:

- Transition from Junior to Senior School
- Support for a healthy lifestyle

“SEND families should receive extra advice and help if needed when applying for schools”

“Children are not always sure what their next step will be. Although support is available it could be maybe more frequent so they feel more supported for big decisions like going to secondary school, college, university or work.”

“In terms of supporting a healthy lifestyle and school transitioning there is little support”

Areas Doing Well:

- Support from Voluntary and Charity Sector
- Support from Schools (particularly Primary)

“For transition into Adulthood, Havering is doing well with the Transition services. Also the funding for clubs and support groups such as Senior Revellers, Swim & Gym and Funky Willows help prepare young adults to form lasting relationships with their peers”

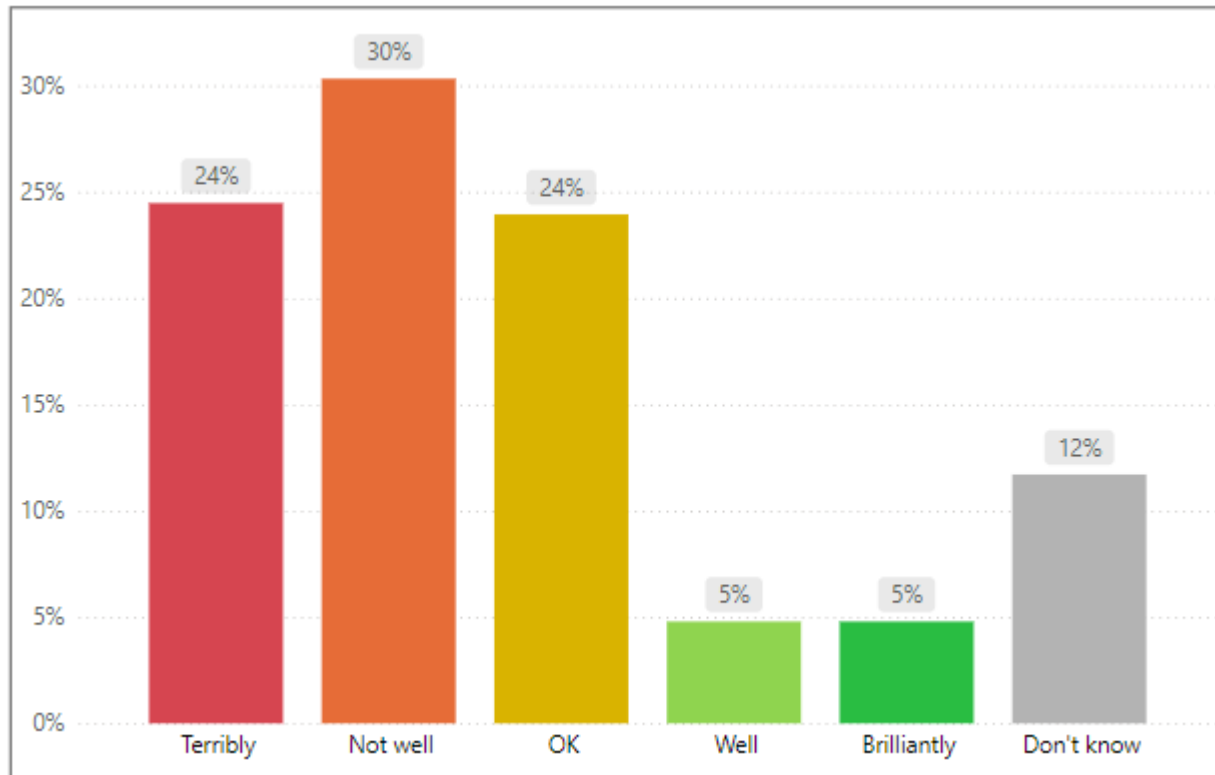
“Charity groups such as ADD+up are a life line to parents as they offer support and advice for parents and for the children themselves.”

“Schools are doing everything they possibly can to help and assist”

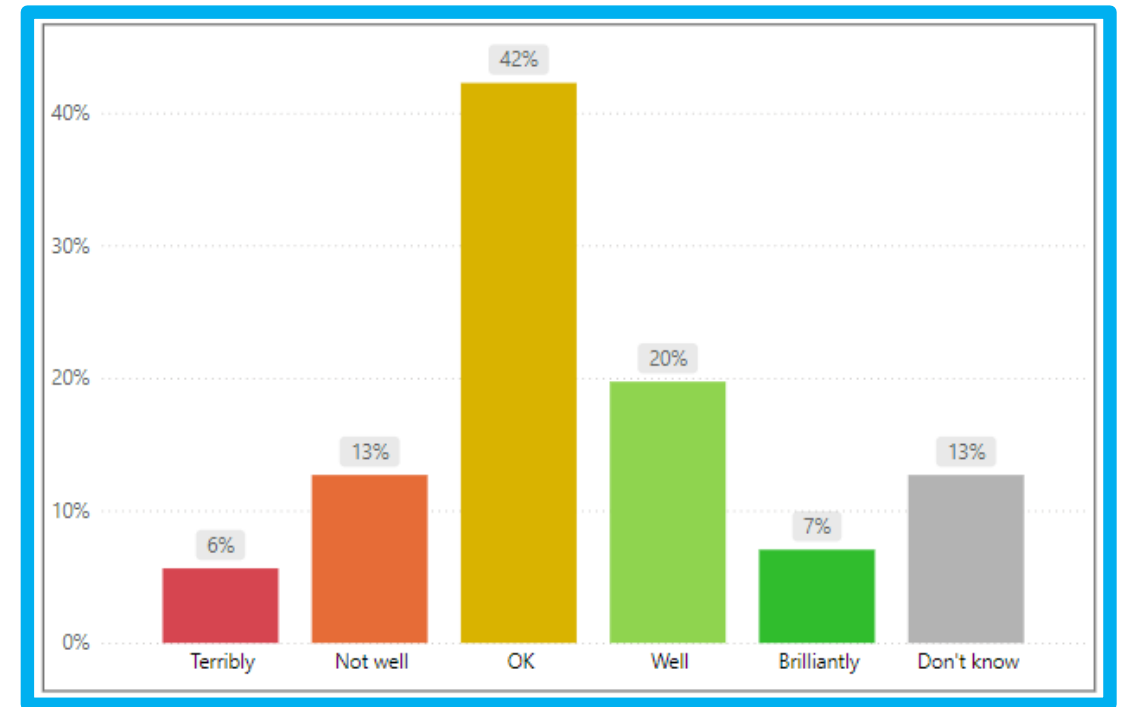
Are children and young people with SEND supported to feel part of their community?

Three questions were asked concerning the above theme. Parent/carers were asked to provide a rating from terrible to brilliant

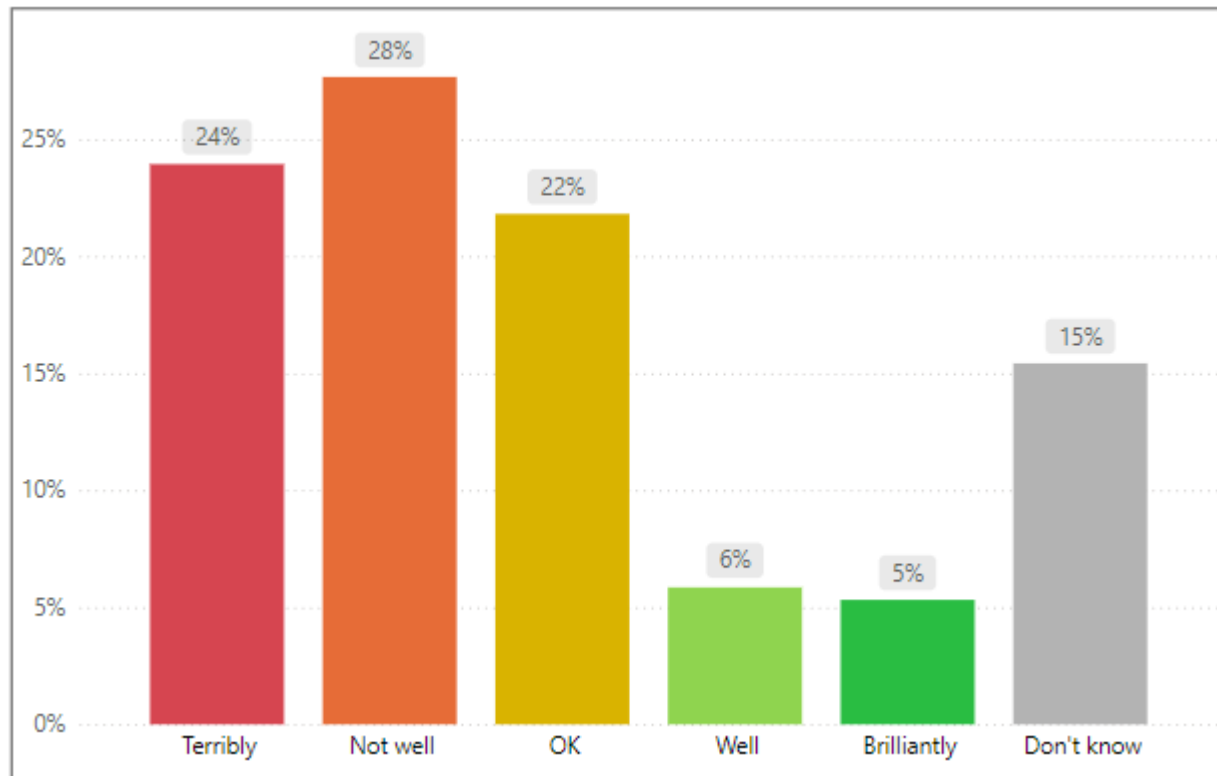
How well does the local area let children, young people and their families know about the things they can do in their community



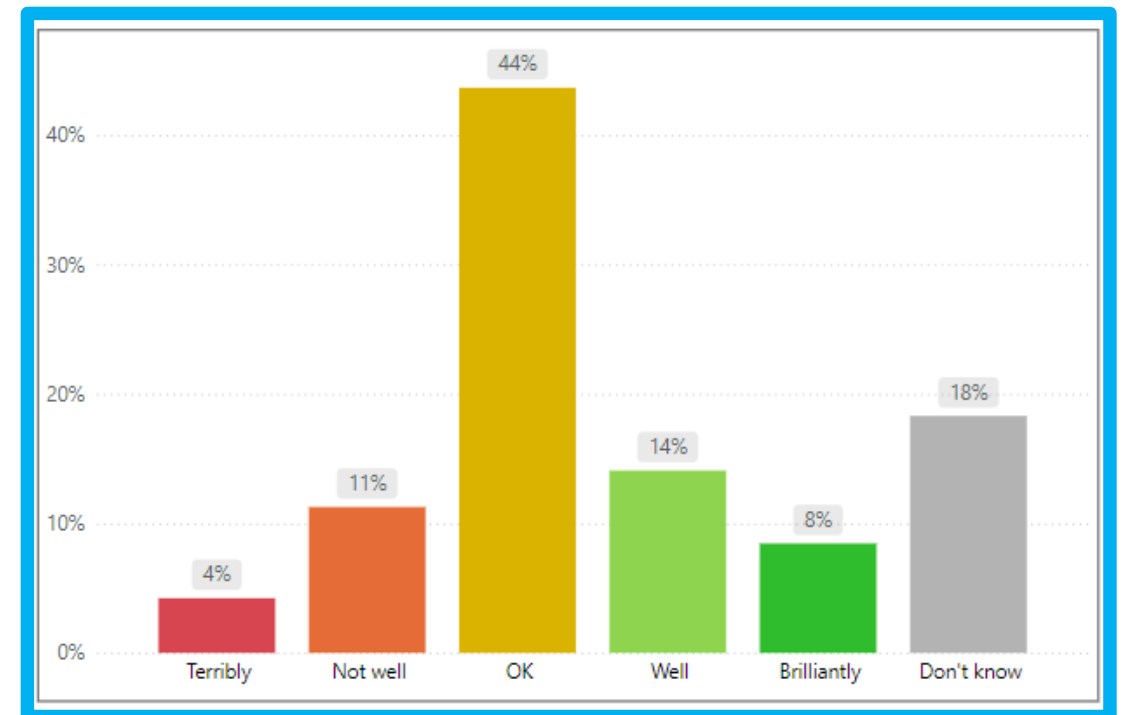
Professionals Response:



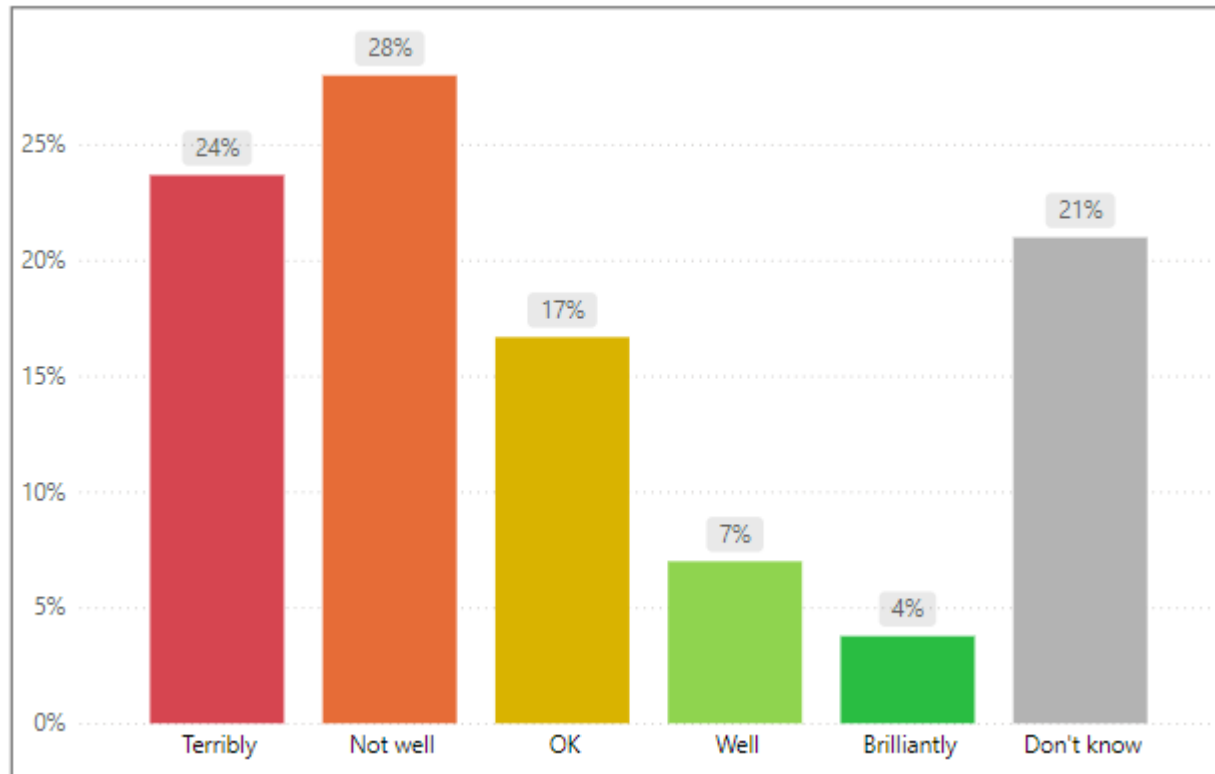
How well does the local area support children and young people with SEND to be included in the community



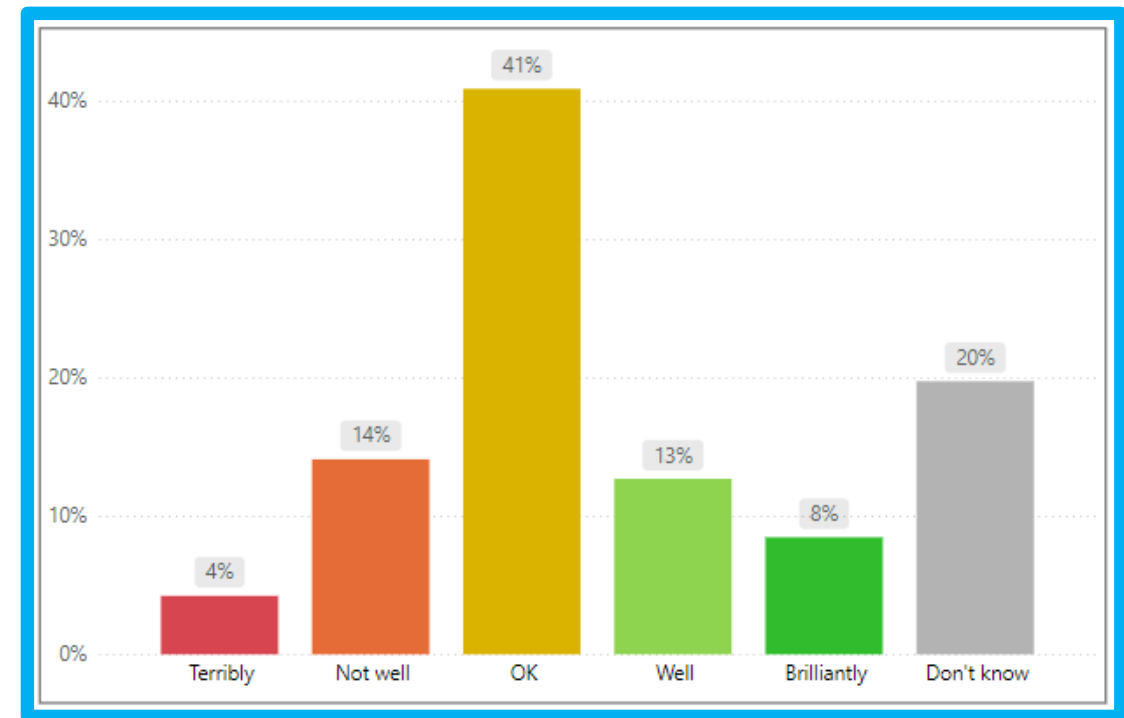
Professionals Response:



How well does the local area give children and young people with SEND opportunities to make friends and form other positive relationships in their community



Professionals Response:



Summary of responses in this section

Areas for Improvement:

- Support for Children/YP with ADHD
- Support for severely disabled
- Availability of local activities/clubs
- Communication on what is available in the community

“The local ADHD charity/support group has had all of their council funding removed and has had to drop services.”

“There aren’t many well-known social groups for people with SEN. Some places run SEN activities but they are always at inconvenient times”

“There isn’t many activities for the severely disabled, whether that be physical or mental capacity.”

Areas Doing Well:

- Support from Voluntary and Charity Sector
- Support from Schools

“First Steps in Havering give the opportunities to parents to meet and build relationships”

“Add+up are amazing and without there support and advice we would not be where we are today as a family.”

“I have noticed more companies in the community becoming more inclusive which is good to see.”

“Hall Mead have done a good job of making my son feel a part of the wider school community”