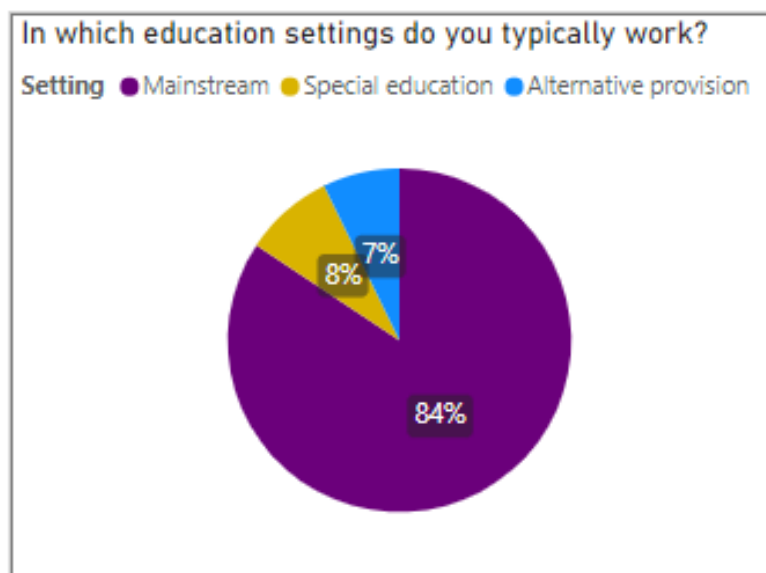
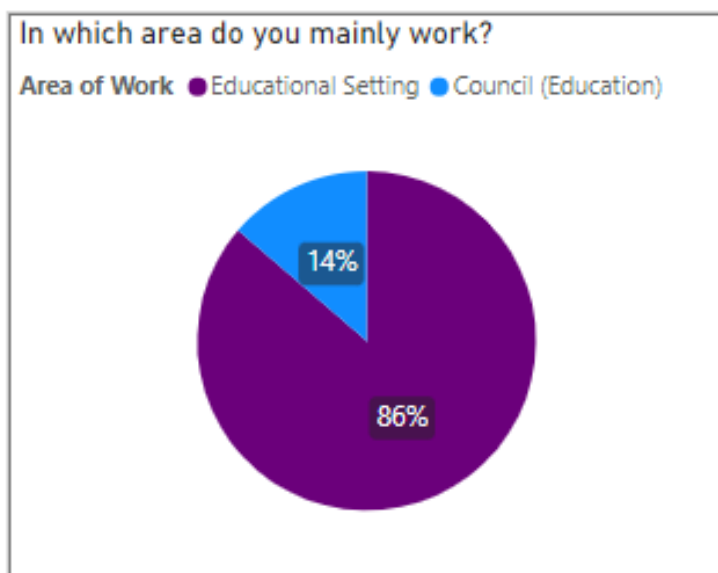
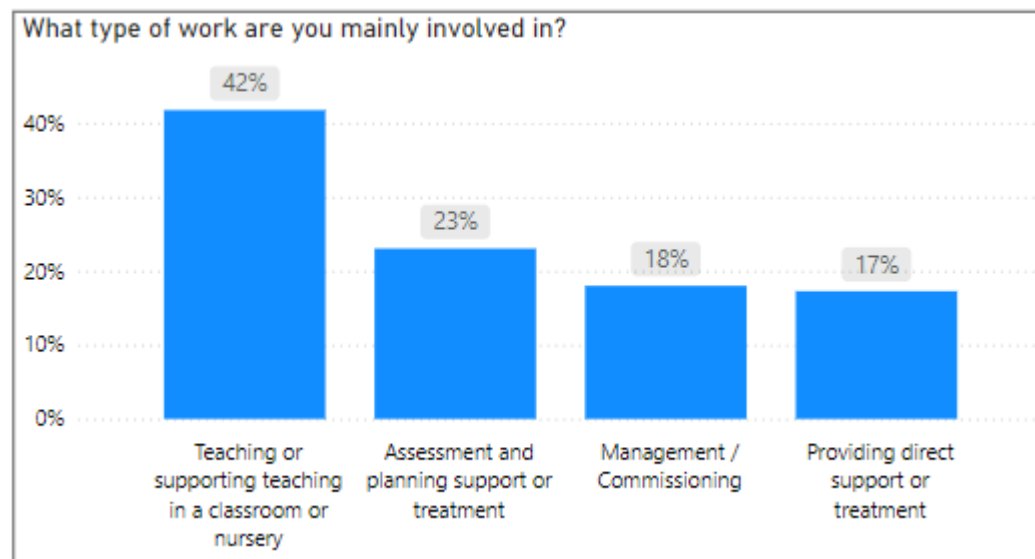
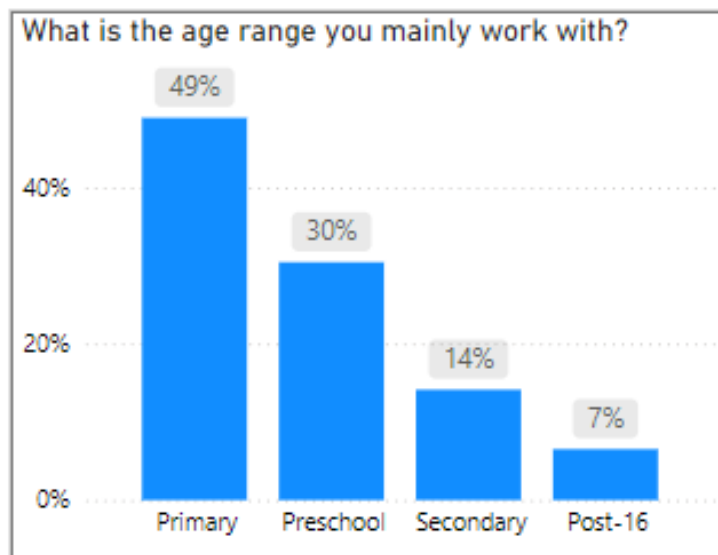


SEND Survey Professionals

July 2024

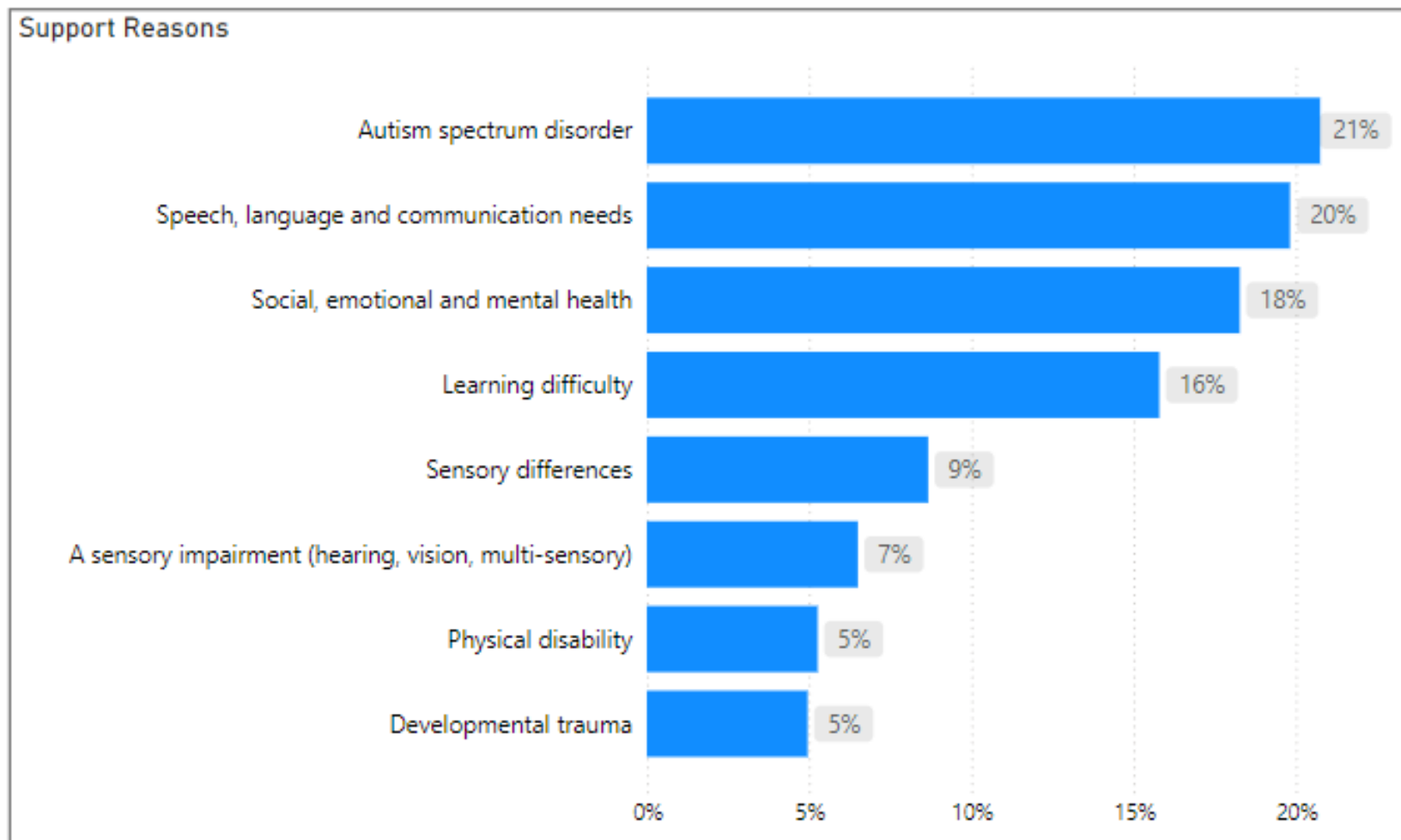


Information about the professionals who responded



73 Respondents

Information about the needs of children and young people who respondents support



Top 3 Priorities for Local SEND Partnership

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

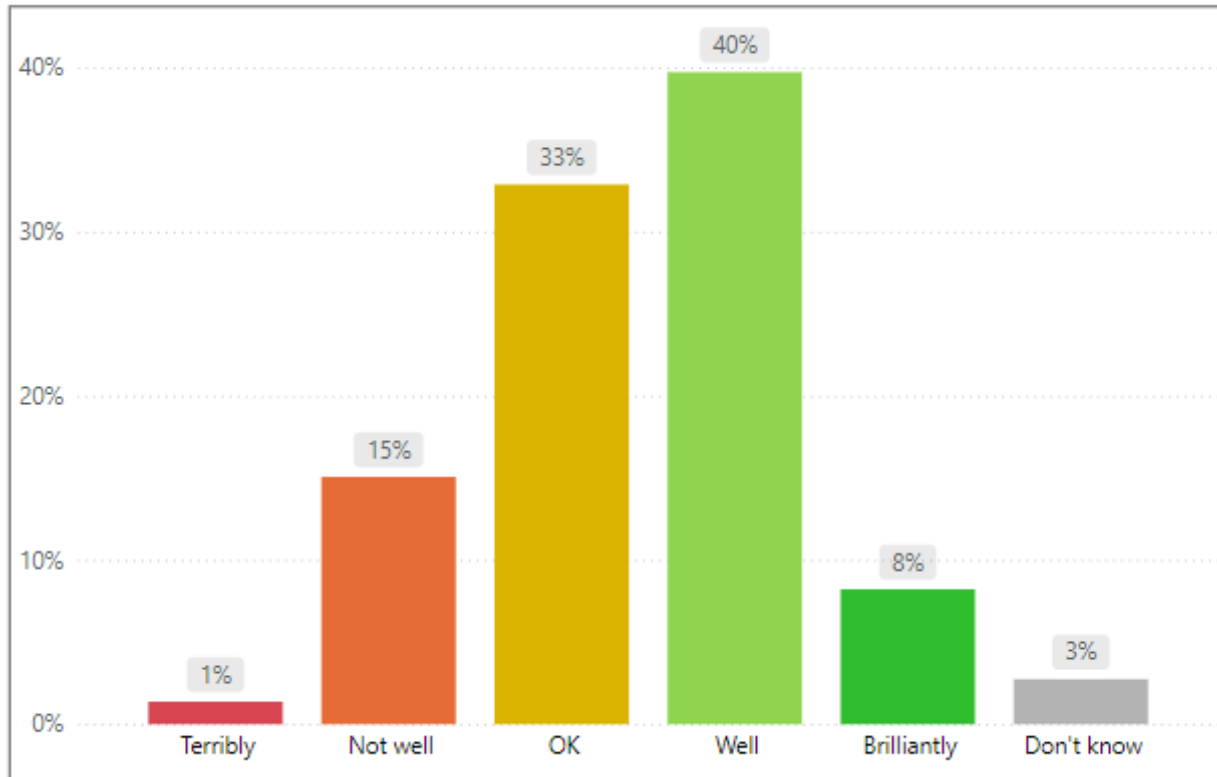
Schools	Diagnosis & Assessment	Staff, Professionals & Training	Other priorities
Increase in SEN School provision*	Earlier diagnosis and intervention*	More statutory & specialist SEN training for staff*	More specialist support for children*
Increased support and resources to schools*	Ongoing support for families post diagnosis*	More support for practitioners	More community support for families*
Communicate and listen more to education professionals	Earlier and quicker assessments and reviews*	More and quicker visits to settings and children	More transitions support and opportunities to increase independence*
Look at transitions to secondary school*	Reduce waiting lists and times*		Increased funding
			Increased engagement with children & YP*

*this was also highlighted as a priority in the parent/carers survey

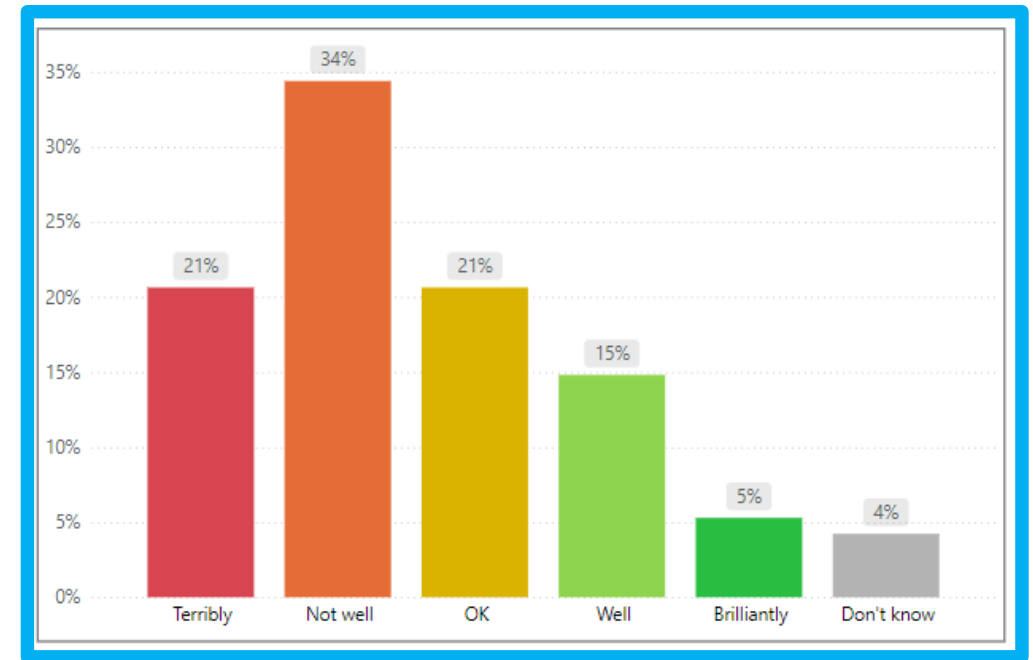
Are children and young people's special educational needs spotted, assessed, and supported well?

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

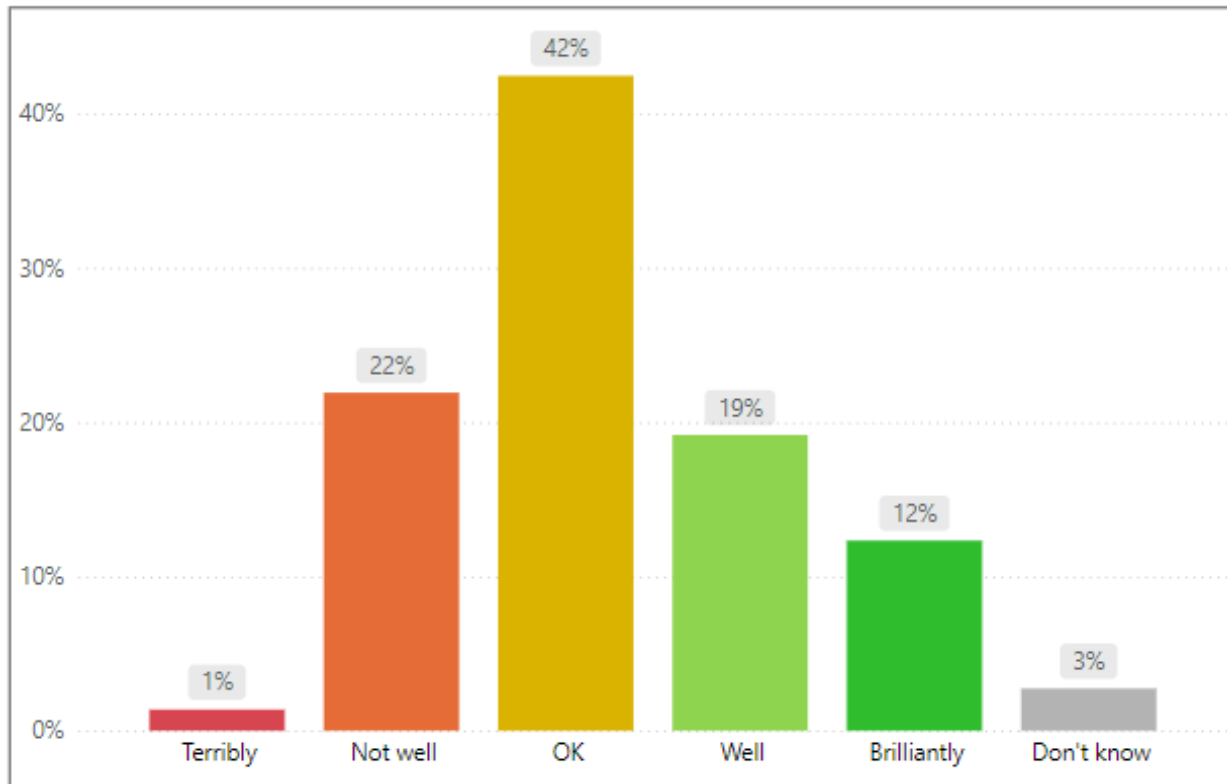
How well does the local area spot when children and young people need help for their SEND



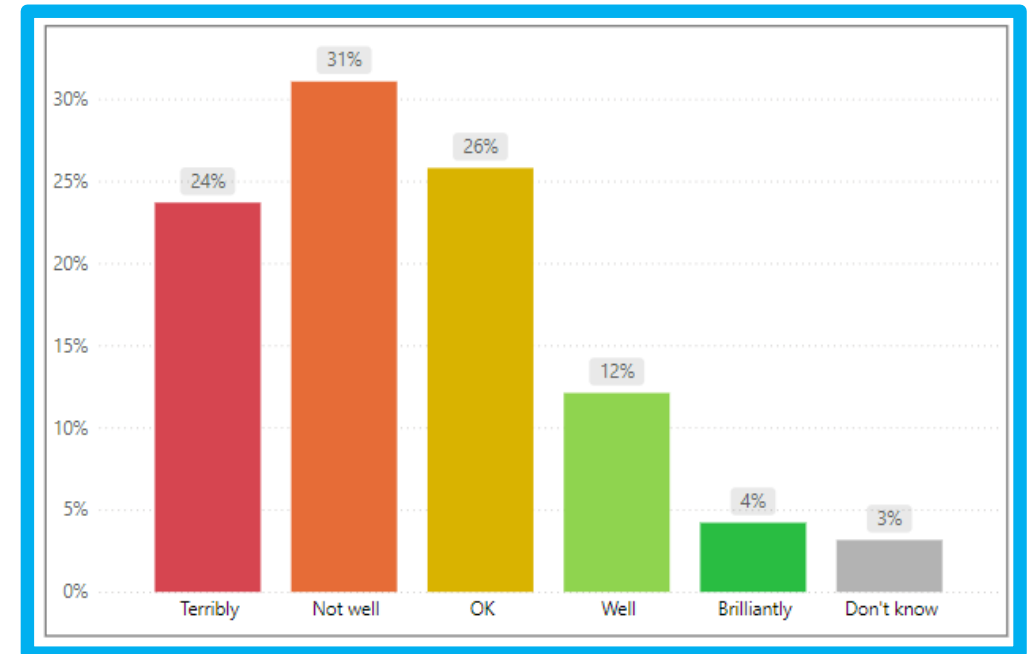
Parent/Carers Response (for comparison):



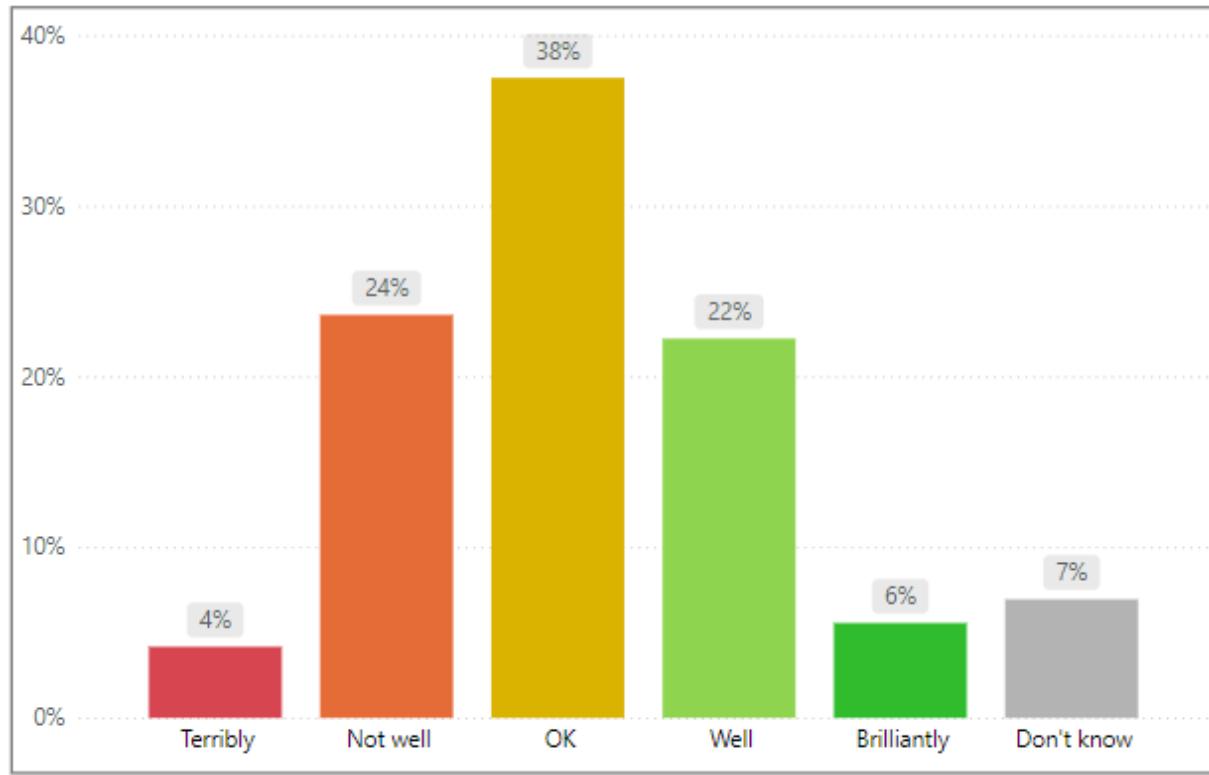
How well does the local area explore and assess children and young people's SEND



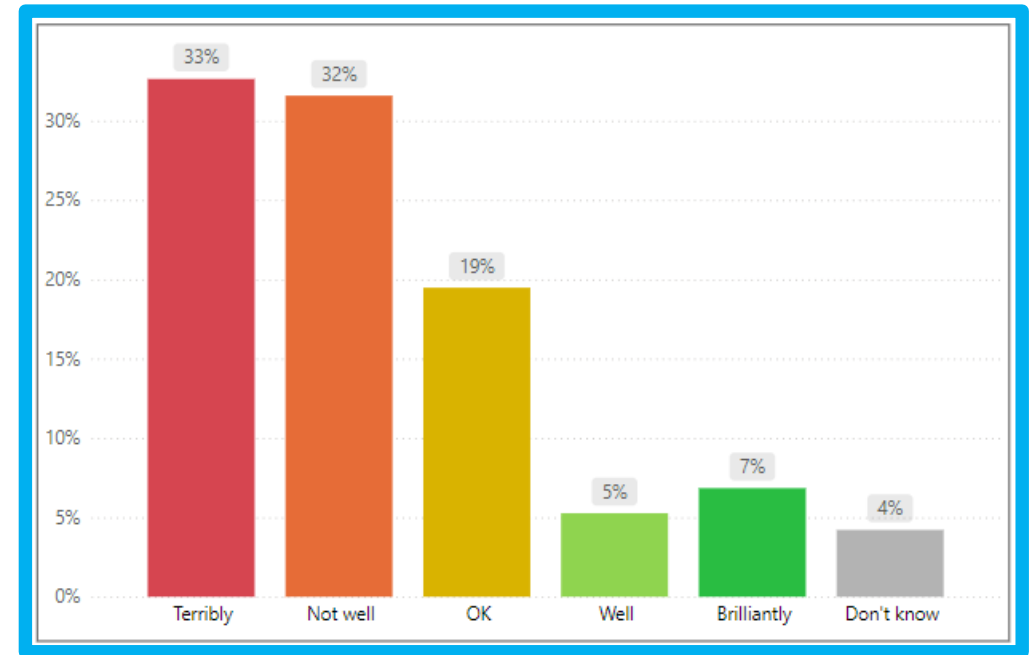
Parent/Carers Response (for comparison):



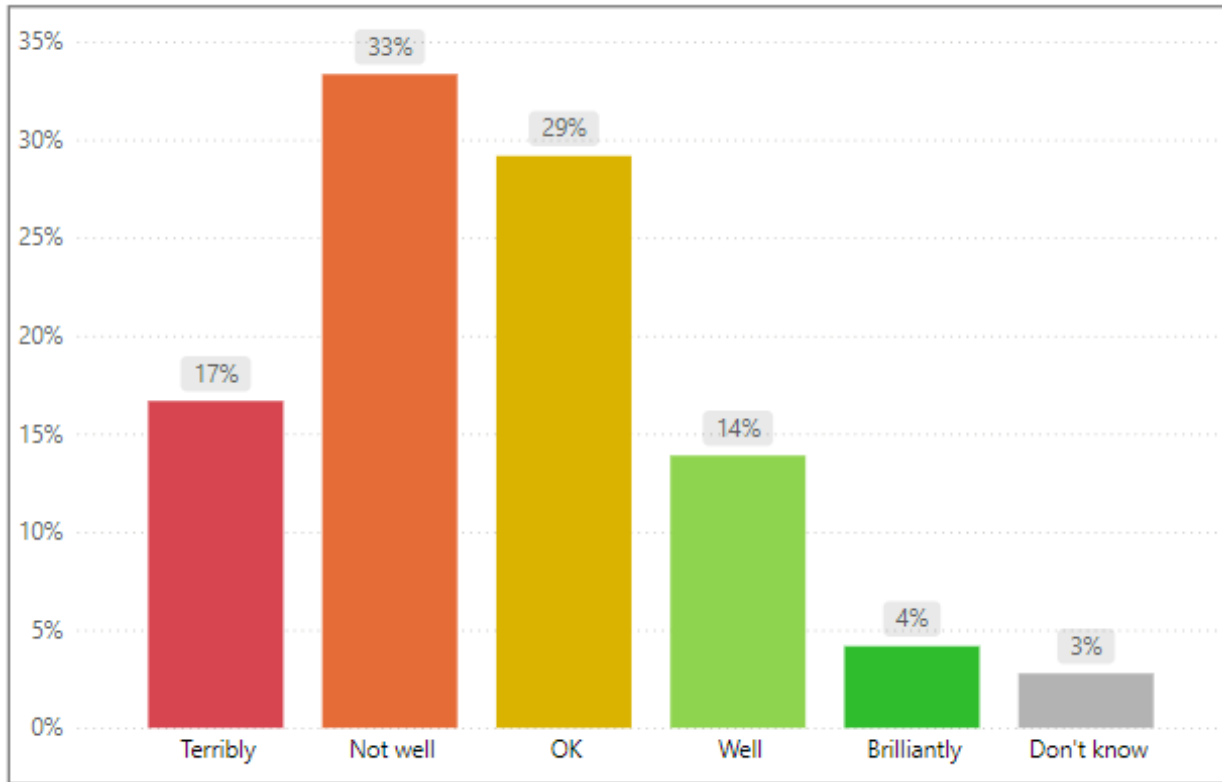
How well does the local area ensure parents and carers know how to get assessments and support for their children



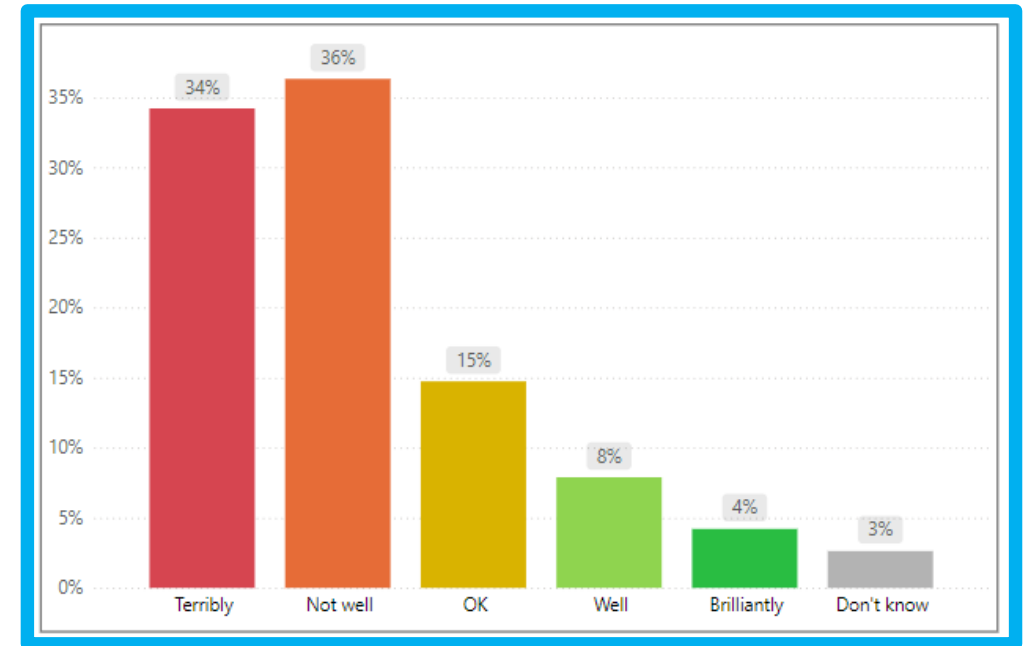
Parent/Carers Response (for comparison):



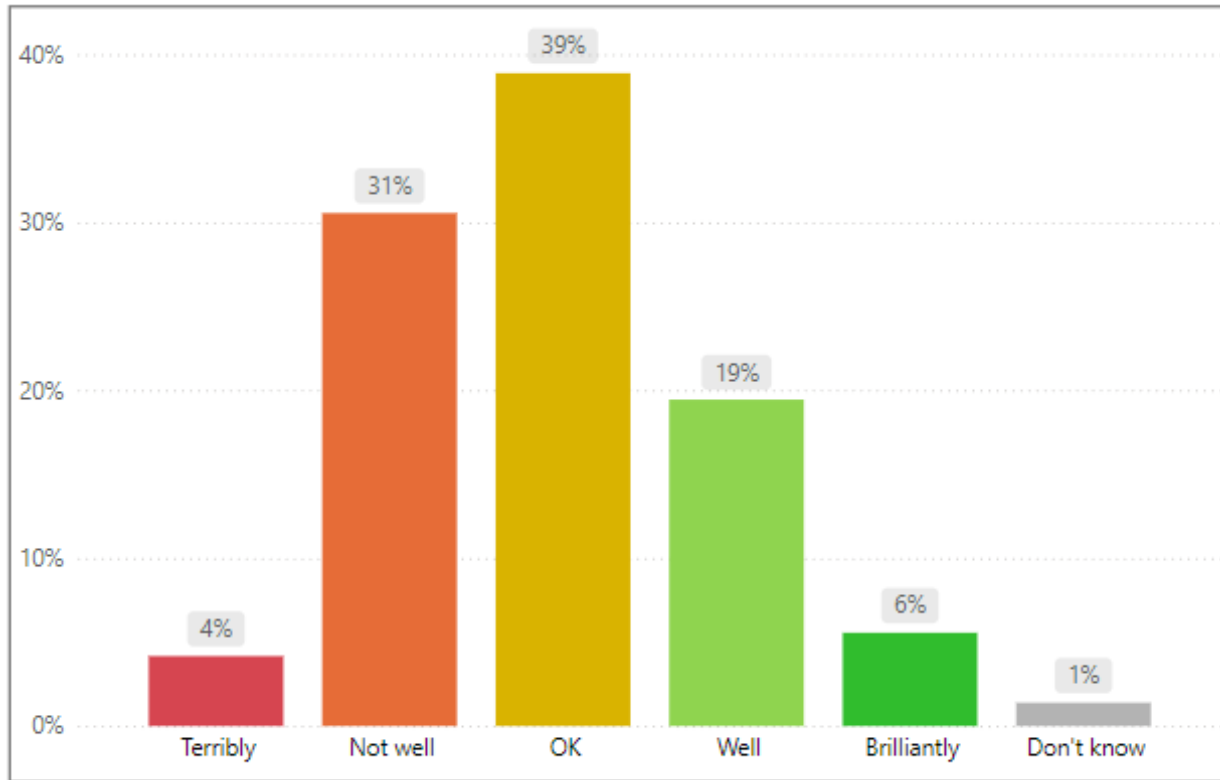
How well does the local area give children and young people help when they need it, so they don't have to wait



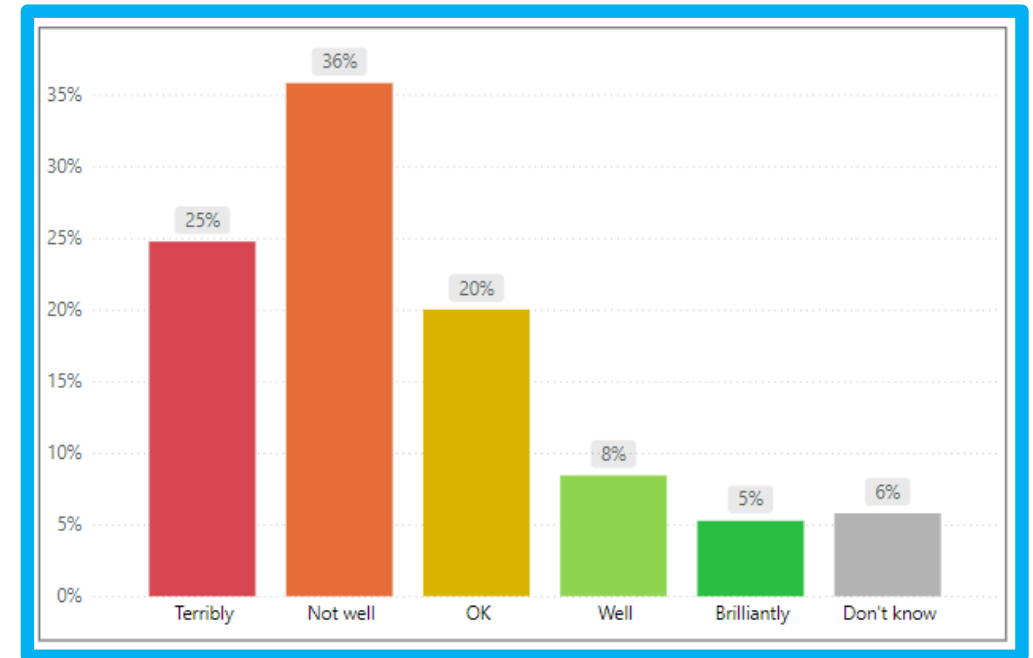
Parent/Carers Response (for comparison):



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



Parent/Carers Response (for comparison):



Summary of responses in this section

Areas for Improvement:

- Waiting times for services
- More resources needed (financial, staffing)
- Quicker diagnosis
- Communication between professionals

“It tends to be quite a wait to be seen once a child has been referred.”

“It takes a long time in identification and to get the support pupils need.”

“Concerns raised by educational professions do not seem to be taken seriously by health professions”

Areas Doing Well:

- Support from School
- Communication and joint working (in some cases)

“Schools are good at trying to maintain and hold until external help is sourced”

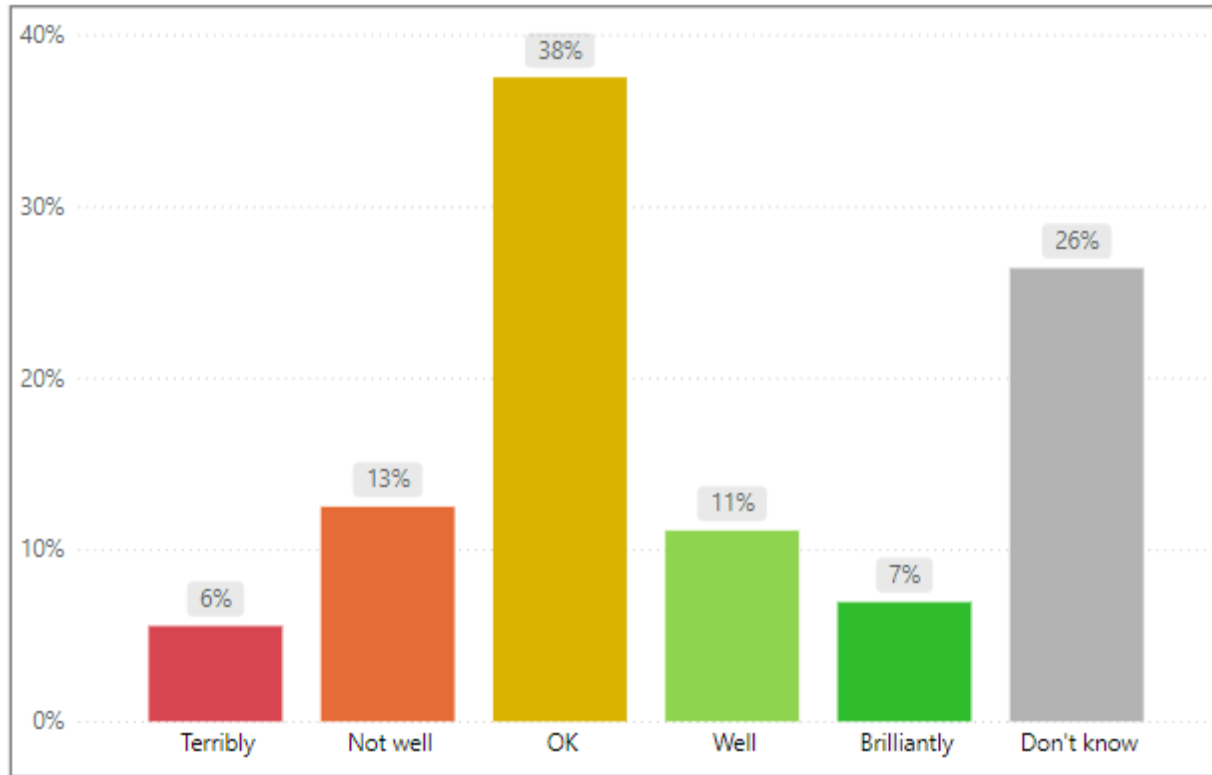
“Our new SENDCo this term has been much more proactive and has been into our setting 3 times this term

“There are well established opportunities for Local Services to work jointly with schools to identify and support additional needs across all areas of need.”

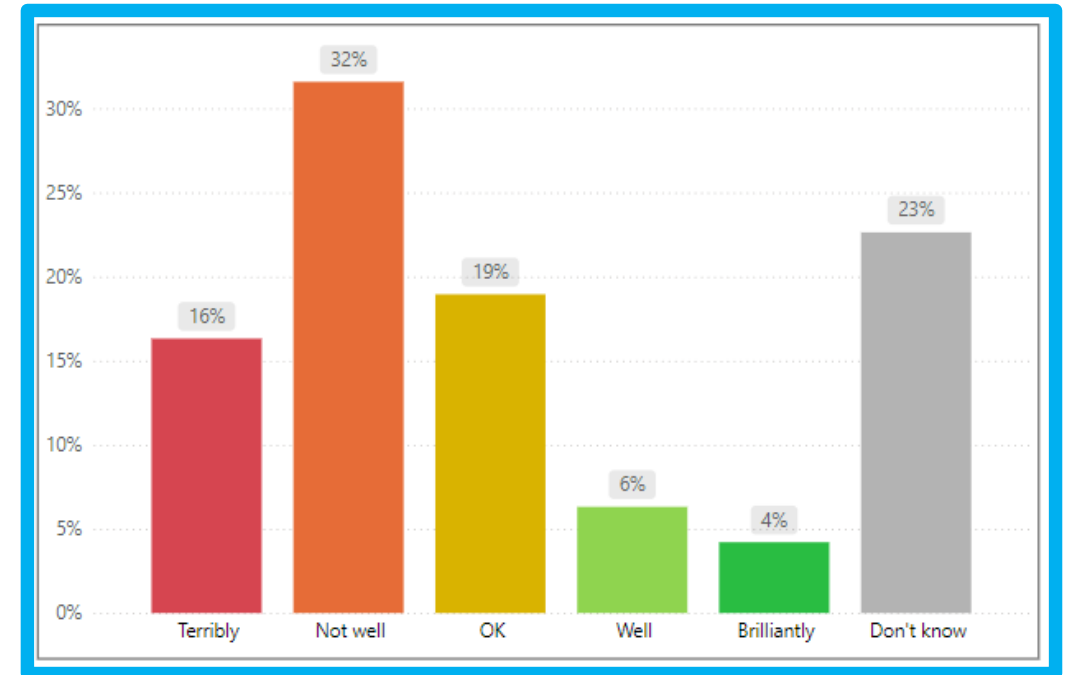
Are children and young people included in decisions about local SEND services and their own support?

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

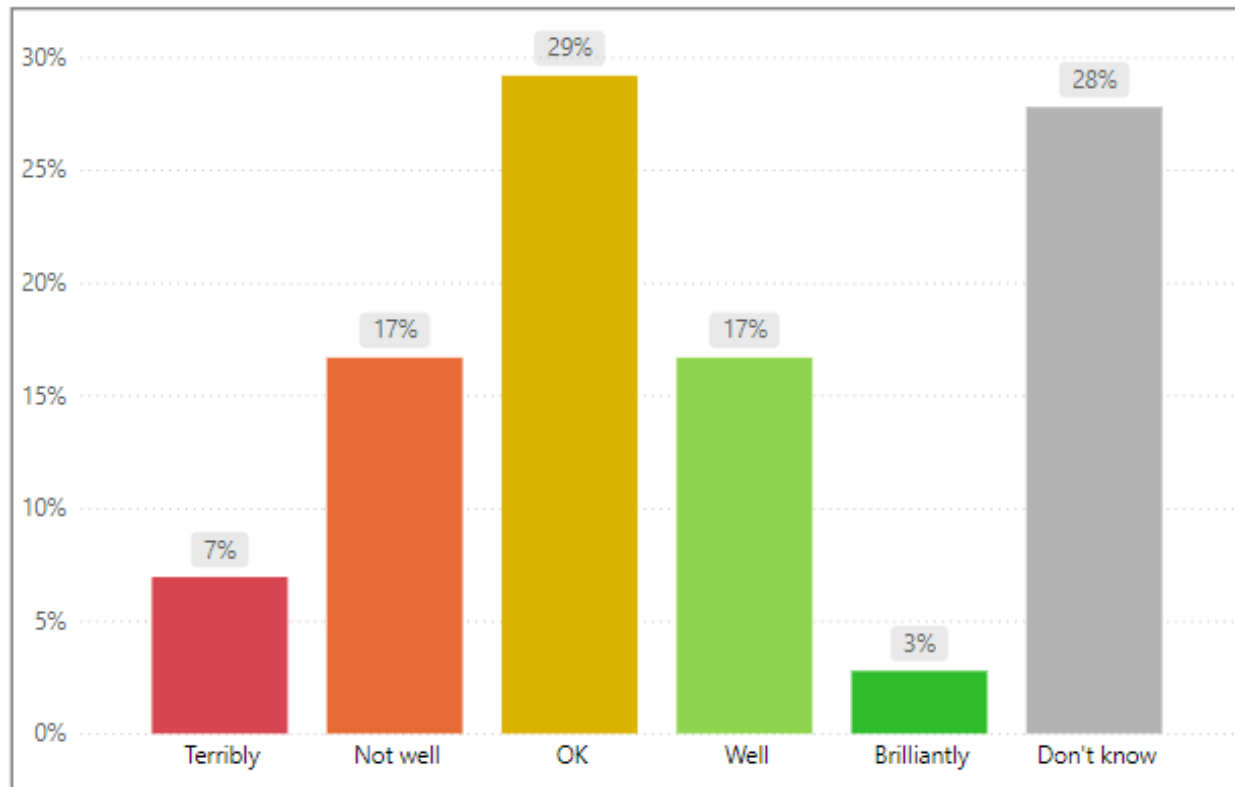
How well does the local area listen to what children and young people think and give them choices about the support they receive



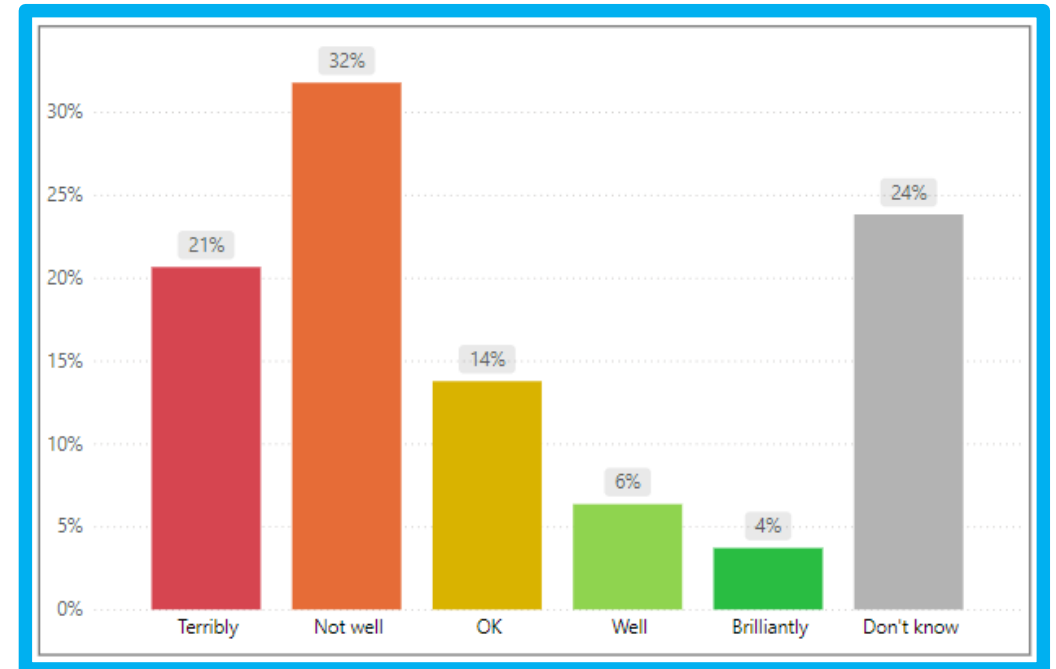
Parent/Carers Response (for comparison):



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



Parent/Carers Response (for comparison):



Summary of responses in this section

Areas for Improvement:

- More engagement with children and YP

“I am not aware of pupils being asked their views of local services in an accessible way.”

“This could be an area of development and greater student involvement in all areas moving forward. To enhance and embed Student Voice Toolkit.”

“The voices of parents and professionals can be louder than the voice of the child”

Areas Doing Well:

- Many respondents work with children who are too young for this question to be relevant. However, there were examples of working closely with parents in such cases

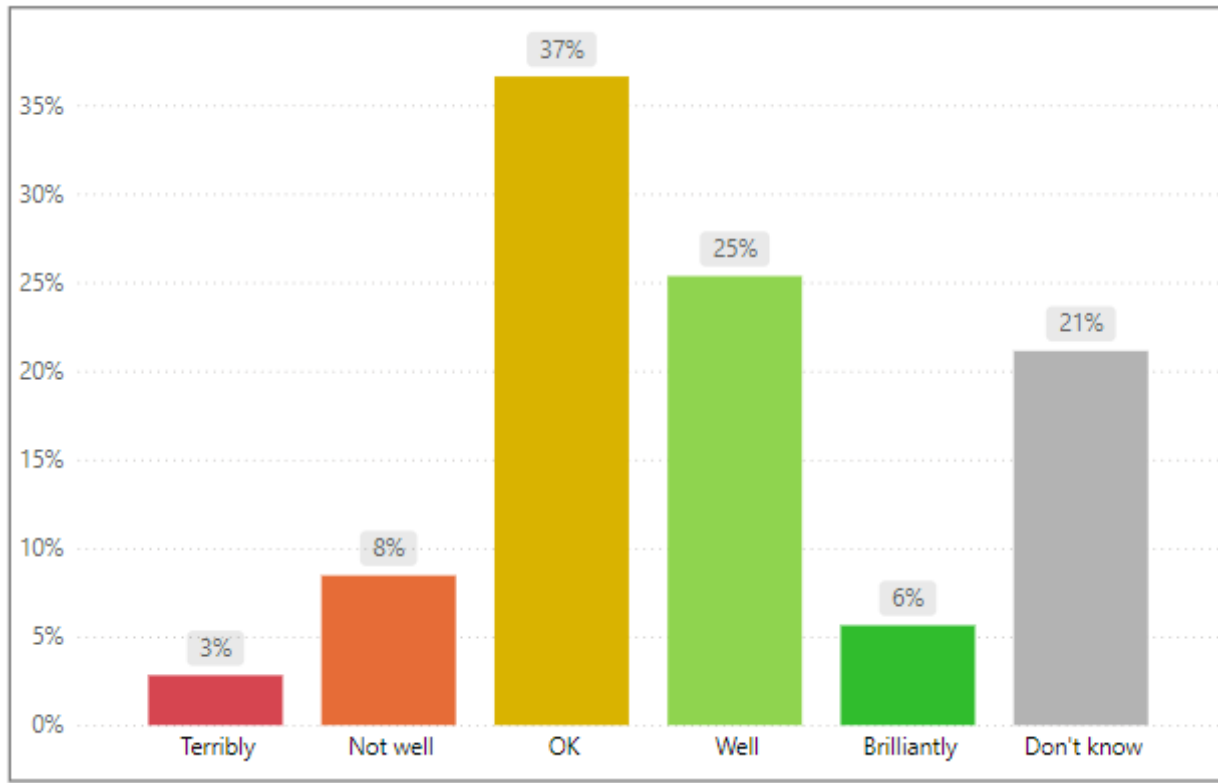
“I can't comment on this, I work with 3 and 4 year olds so it is more about the parents and us being listened too.”

“I have put ‘don't know’ because the children I work with are too young to be included in choices. We work closely with parents at the pre-school age.”

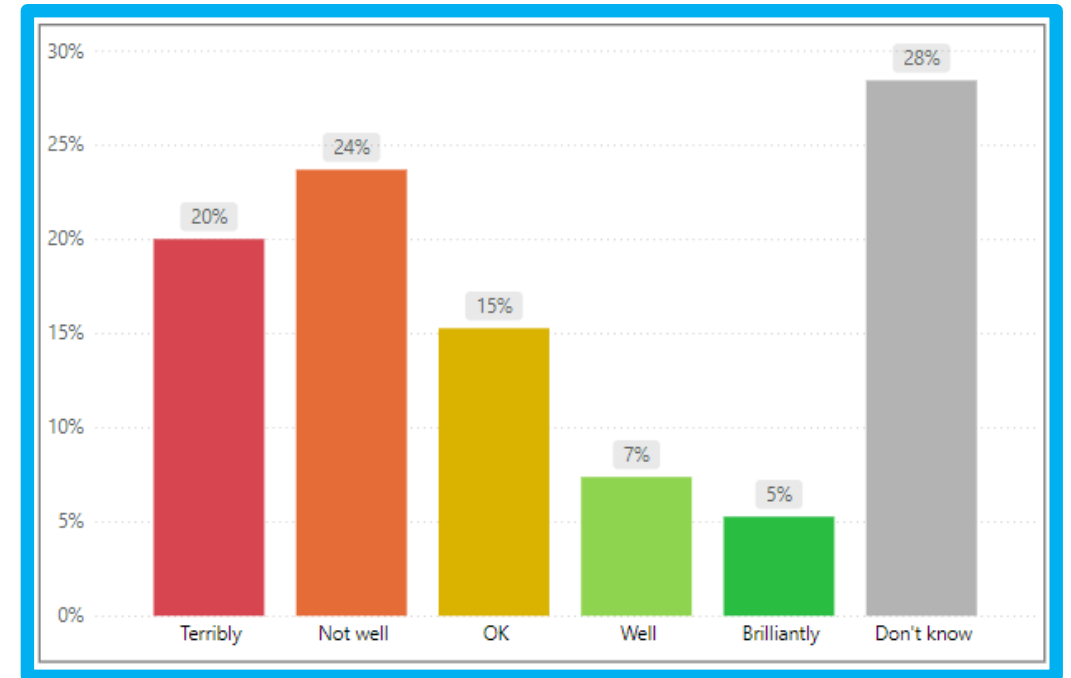
Are children and young people with SEND supported with changes and prepared for adulthood?

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

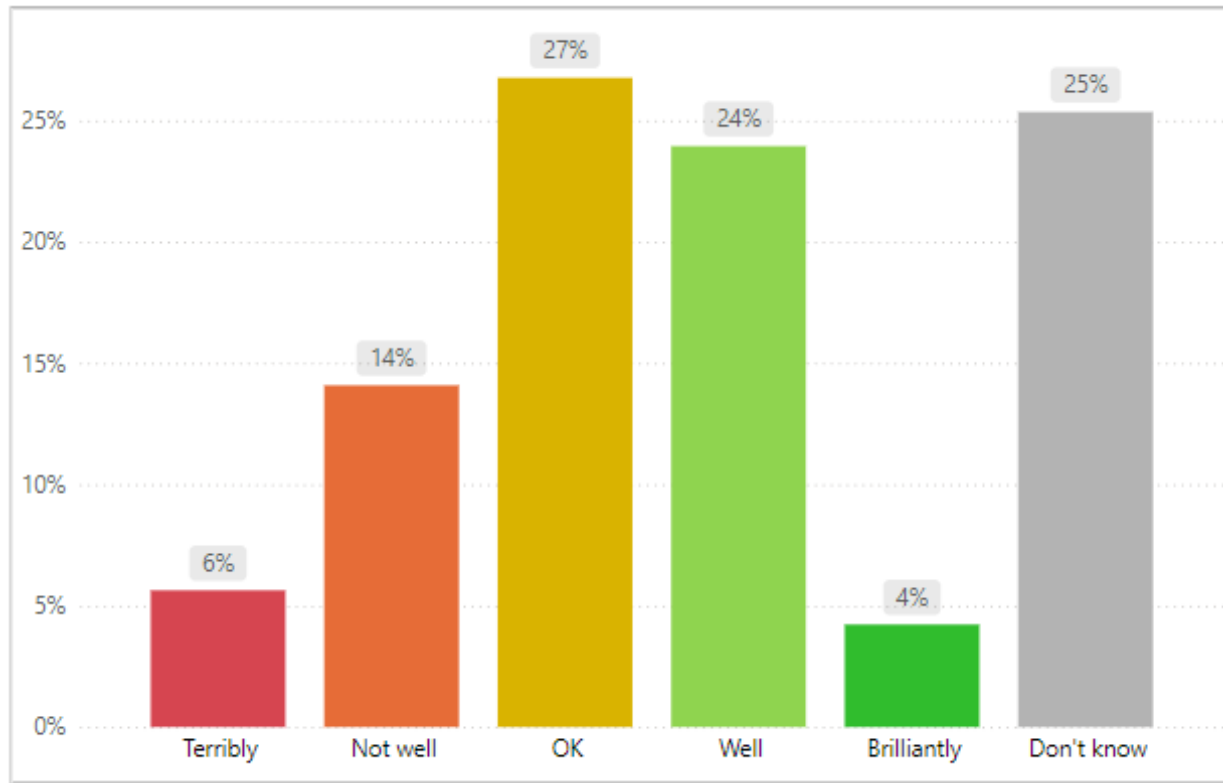
How well does the local area make sure that help keeps in mind the things that are most important to children, young people and their families



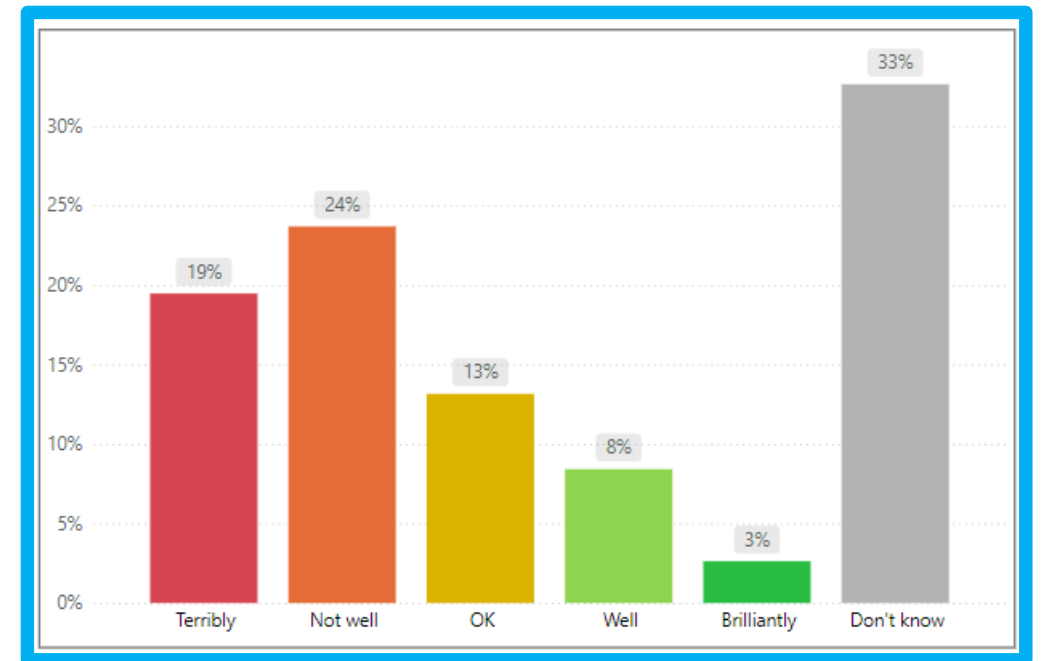
Parent/Carers Response (for comparison):



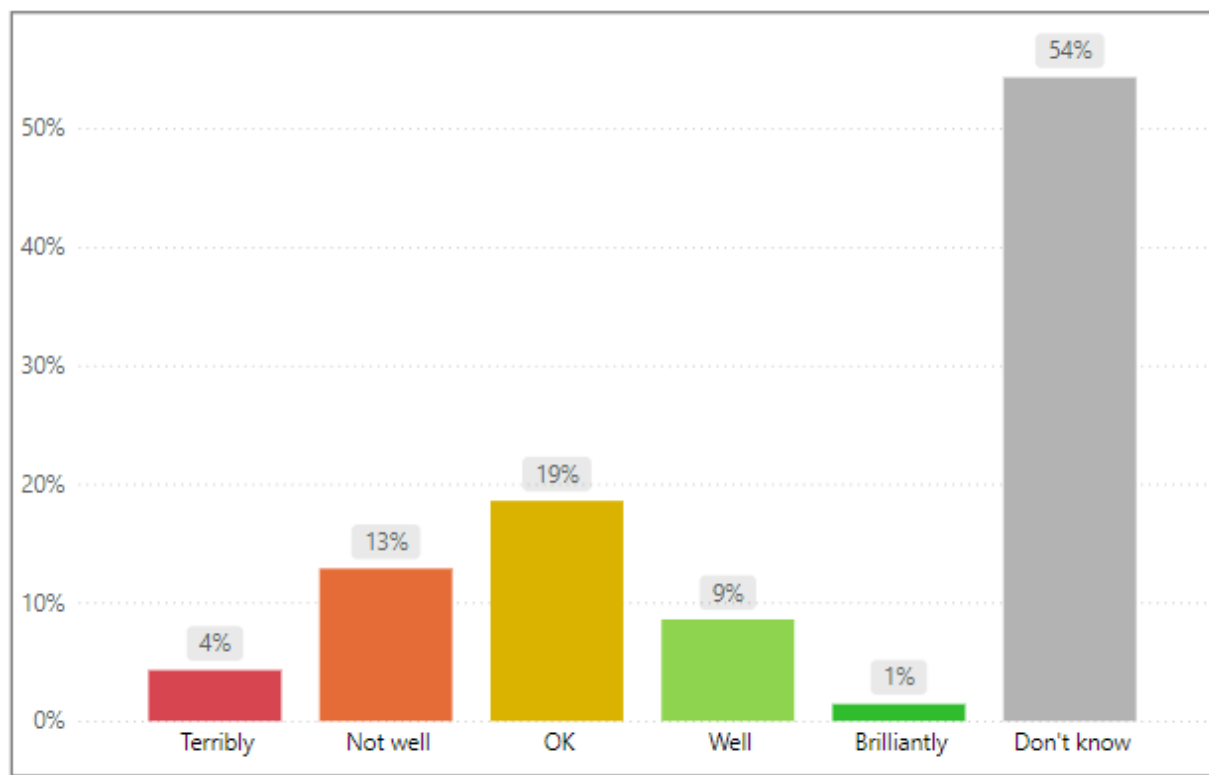
How well does the local area give good support at times of change, like when moving schools or moving between services



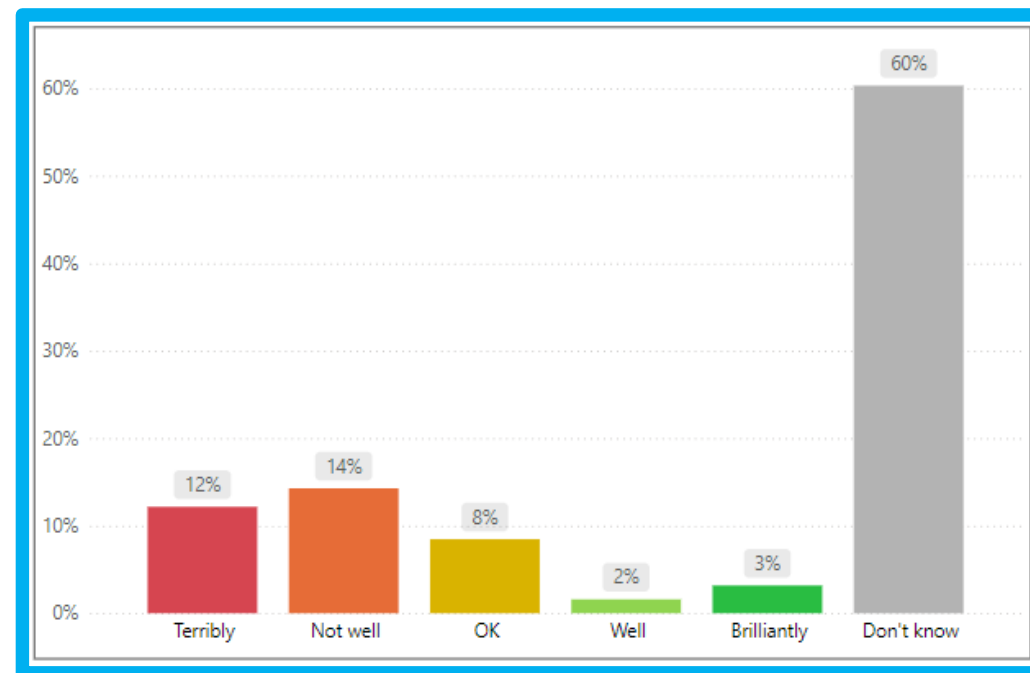
Parent/Carers Response (for comparison):



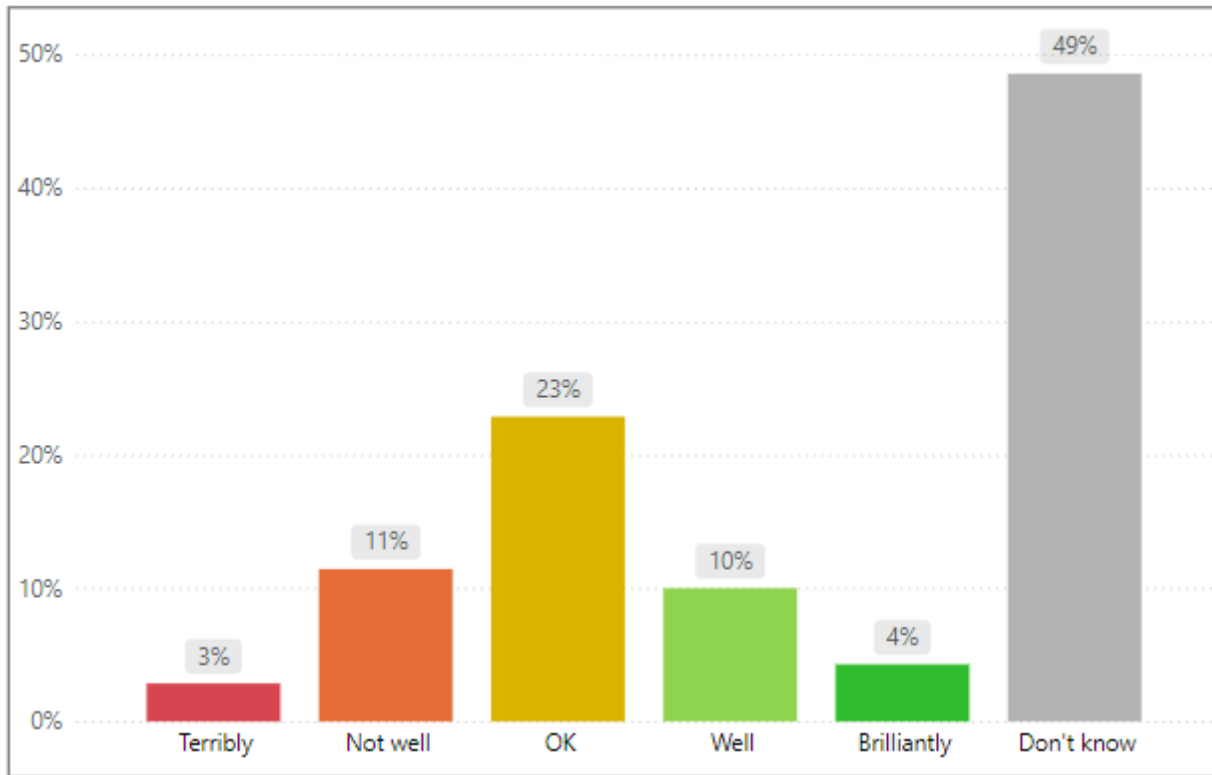
How well does the local area prepare children and young people for getting a job



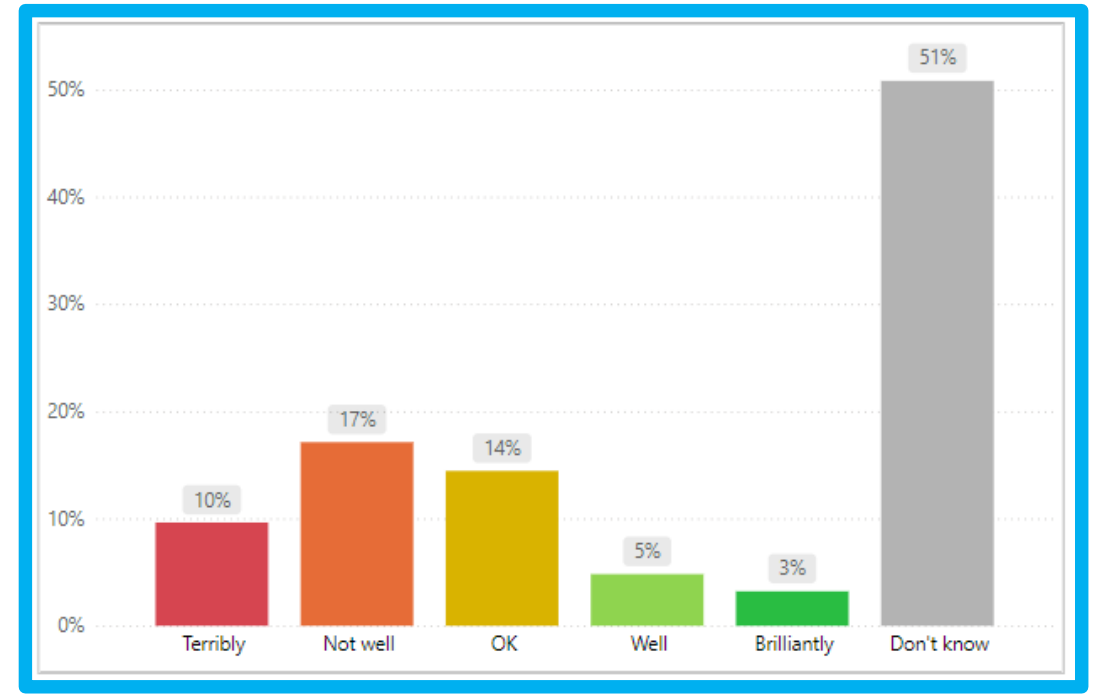
Parent/Carers Response (for comparison):



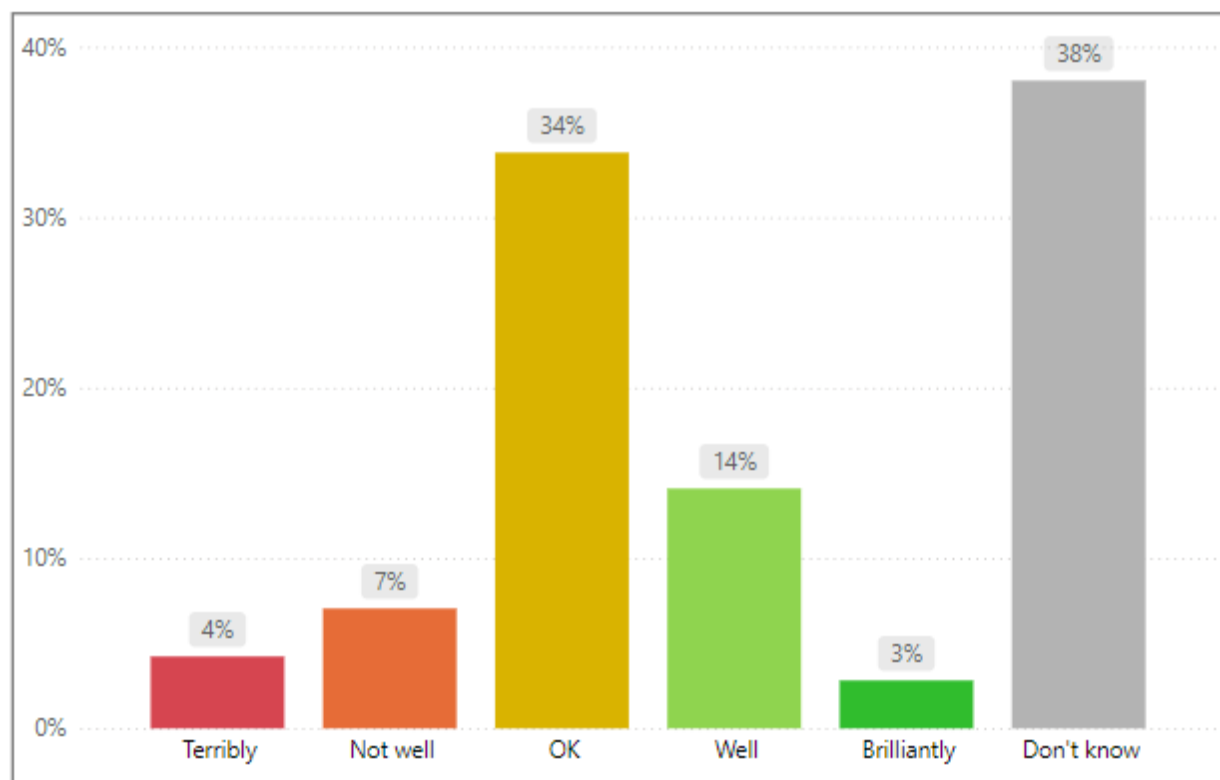
How well does the local area prepare children and young people for living with as much independence as they can



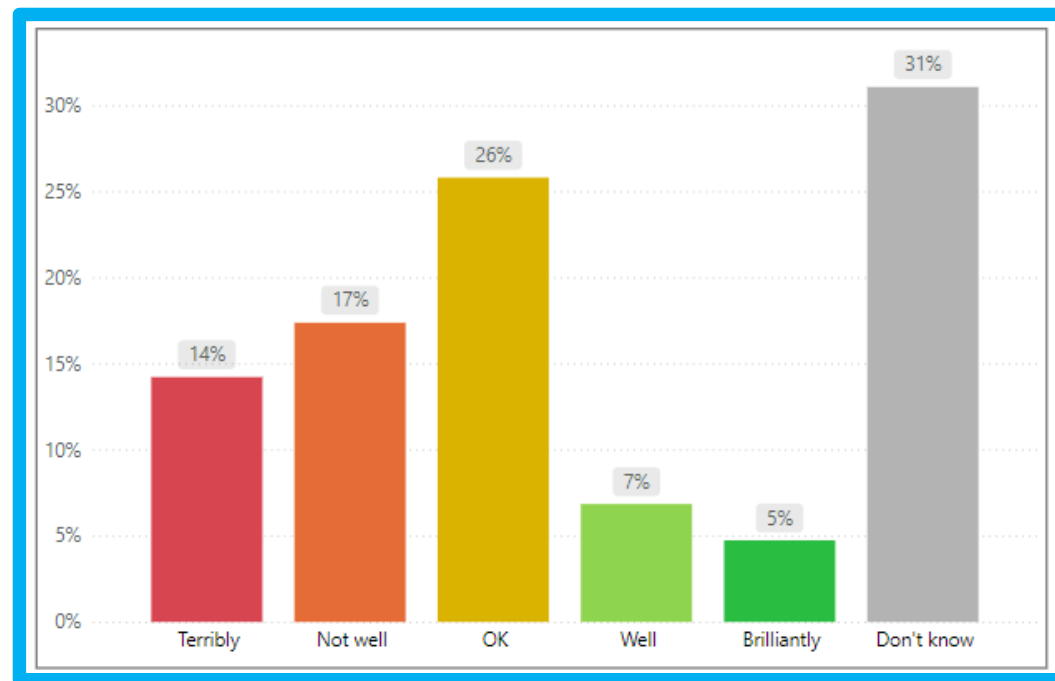
Parent/Carers Response (for comparison):



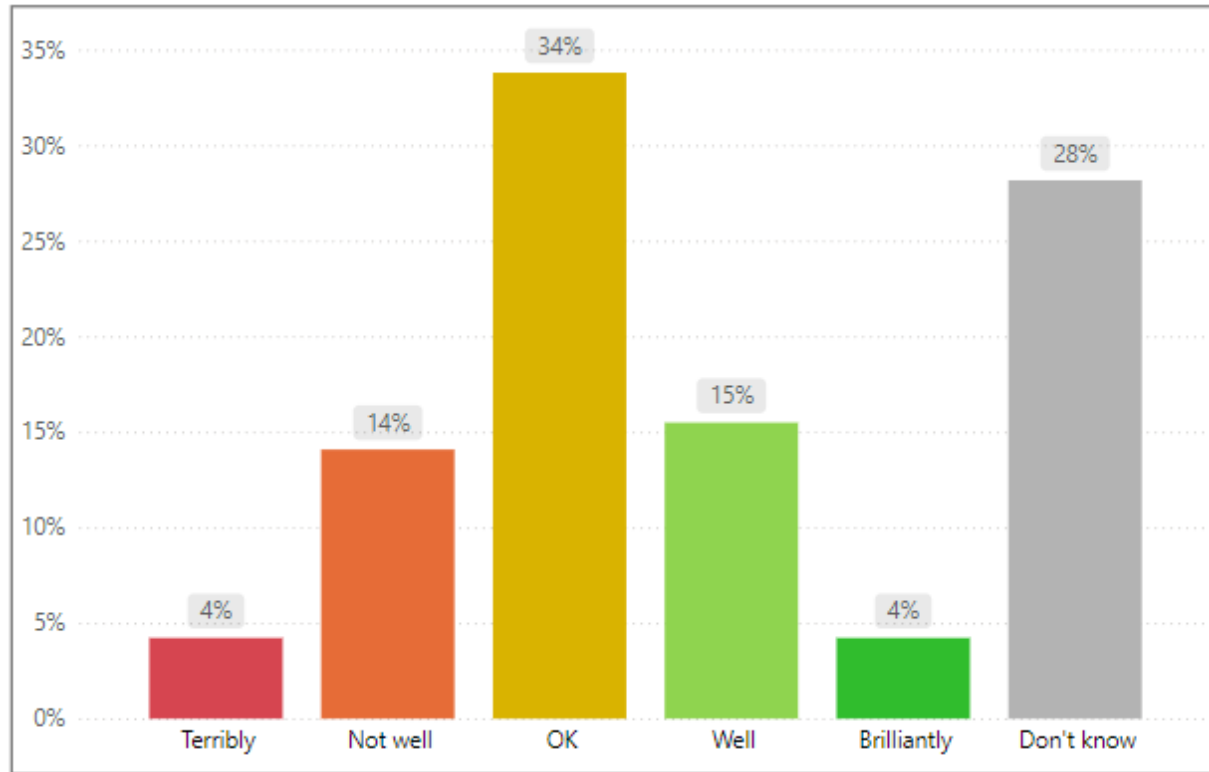
How well does the local area prepares children and young people to be healthy



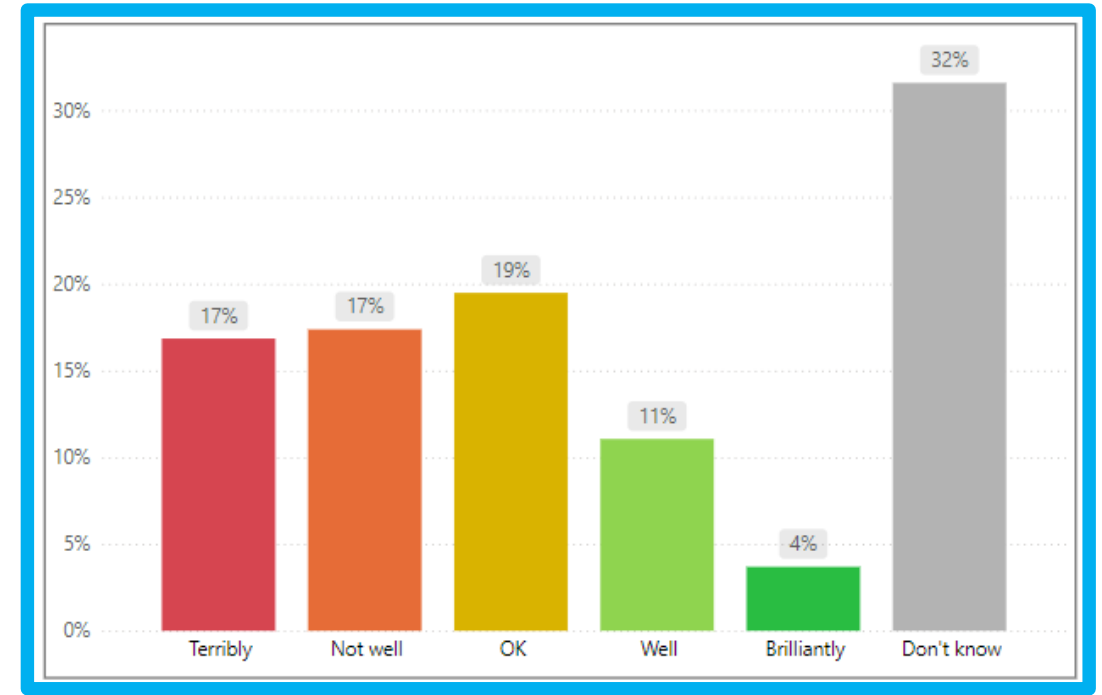
Parent/Carers Response (for comparison):



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



Parent/Carers Response (for comparison):



Summary of responses in this section

Areas for Improvement:

- Transition from Junior to Senior School
- Support for independence and life skills

“There has been reduced funding to support transition from Primary to Secondary.”

“The amount of SEND students forced onto unsuitable courses at post-16 is alarming.”

“Children are often removed from the classroom as this is the only way to support difficult behaviour and therefore miss essential lesson in classrooms that will help life skills”

Areas Doing Well:

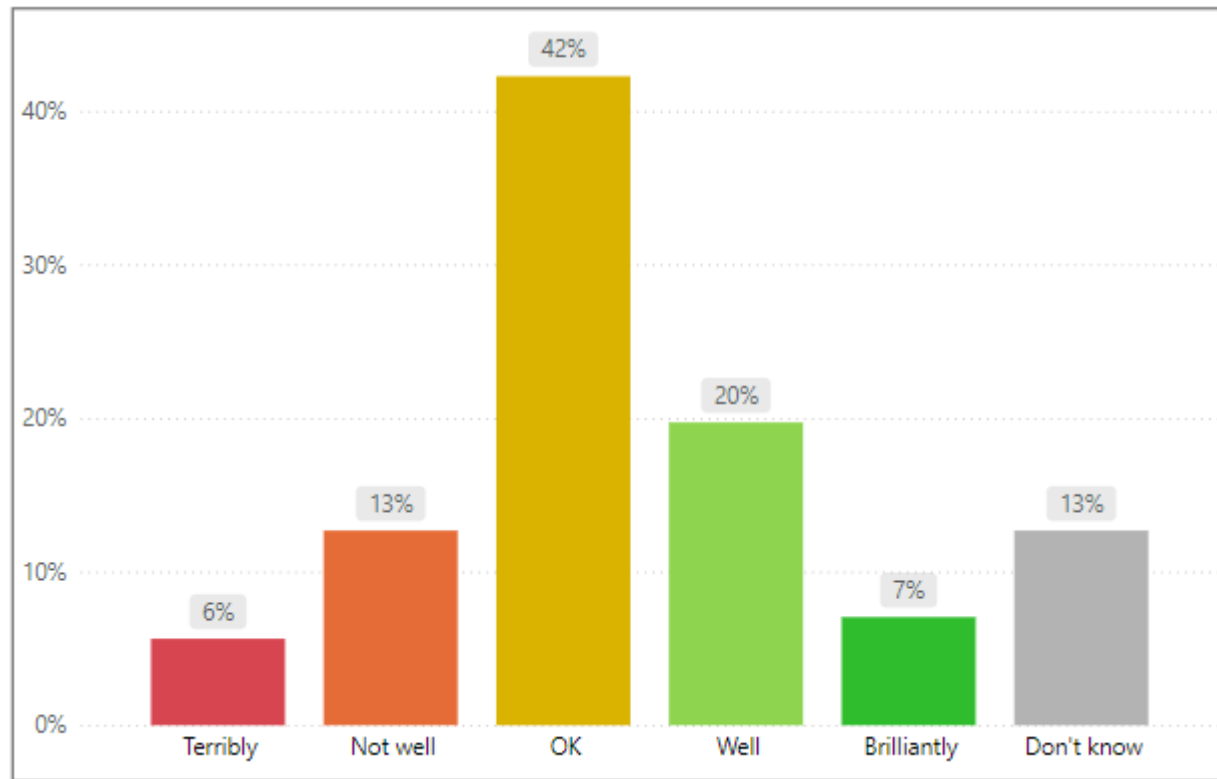
- Transition from preschool to infants and junior

“Pre-school to Reception and Yr 6-7 transitions are well established and work well. Yr 9 onwards relies on the school and/or parents or case officer taking a lead.”

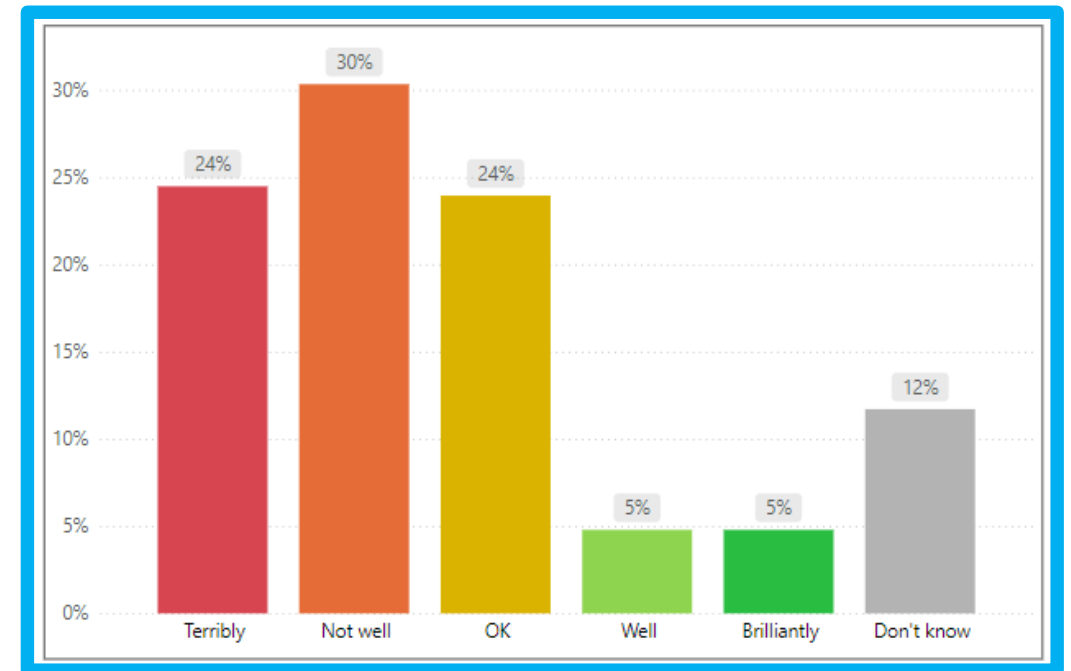
Are children and young people with SEND supported to feel part of their community?

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

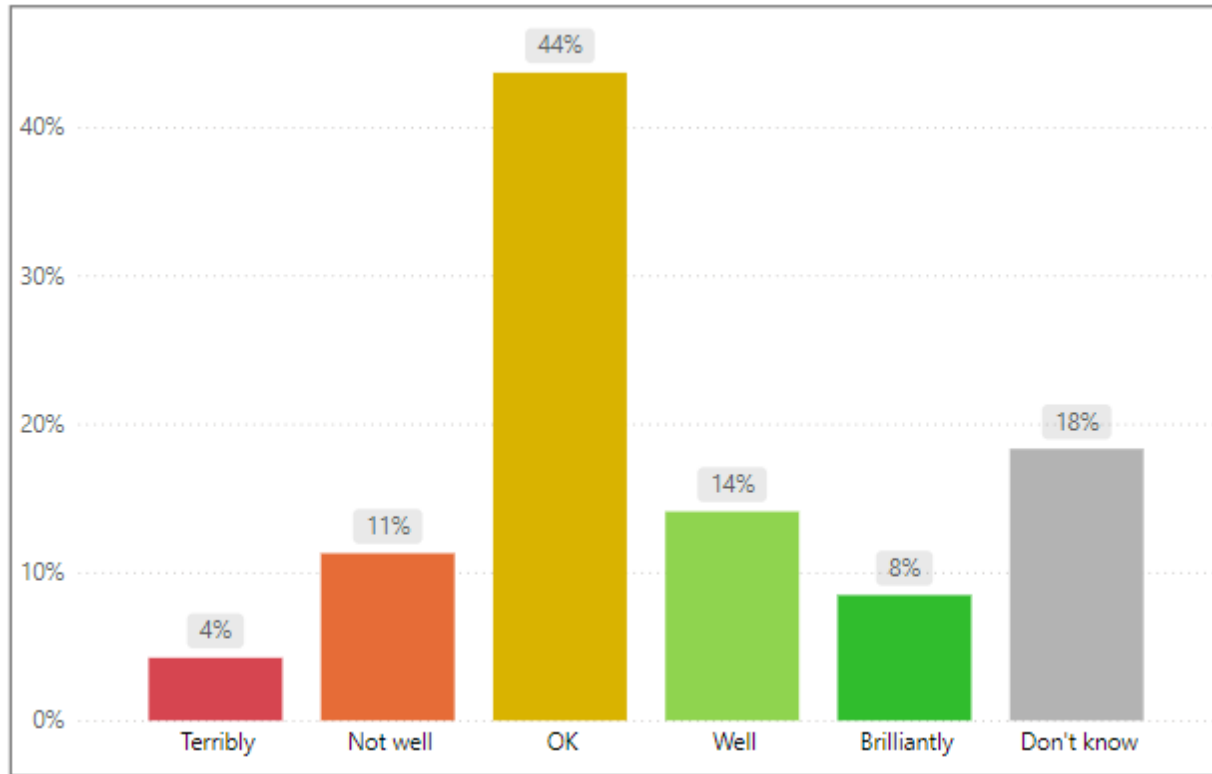
How well does the local area let children, young people and their families know about the things they can do in their community



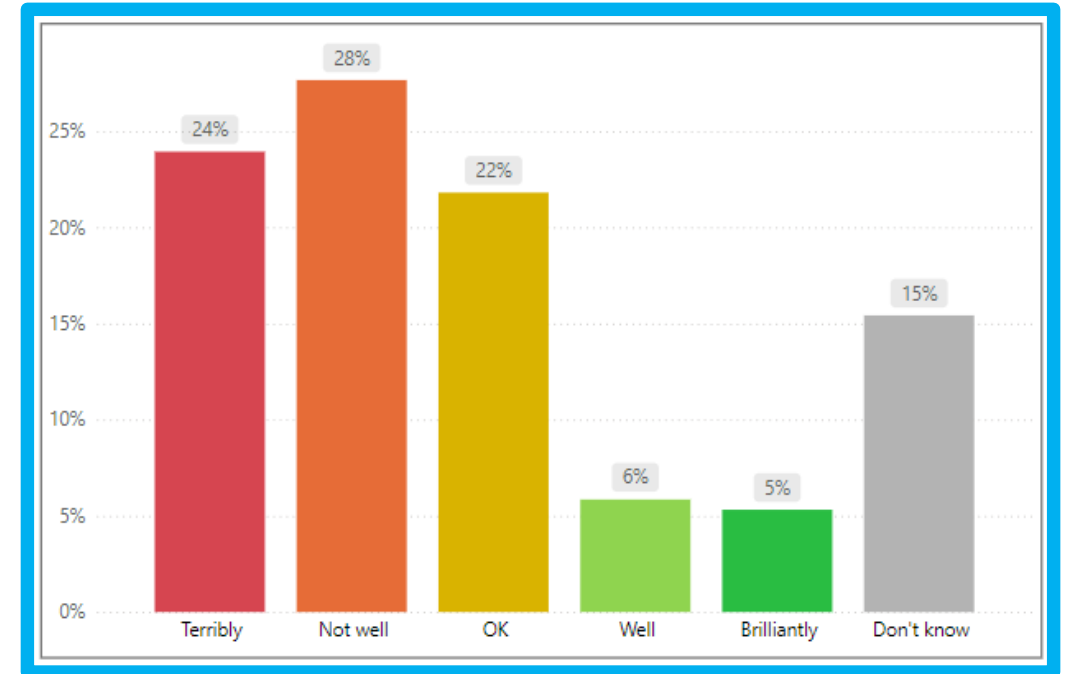
Parent/Carers Response:



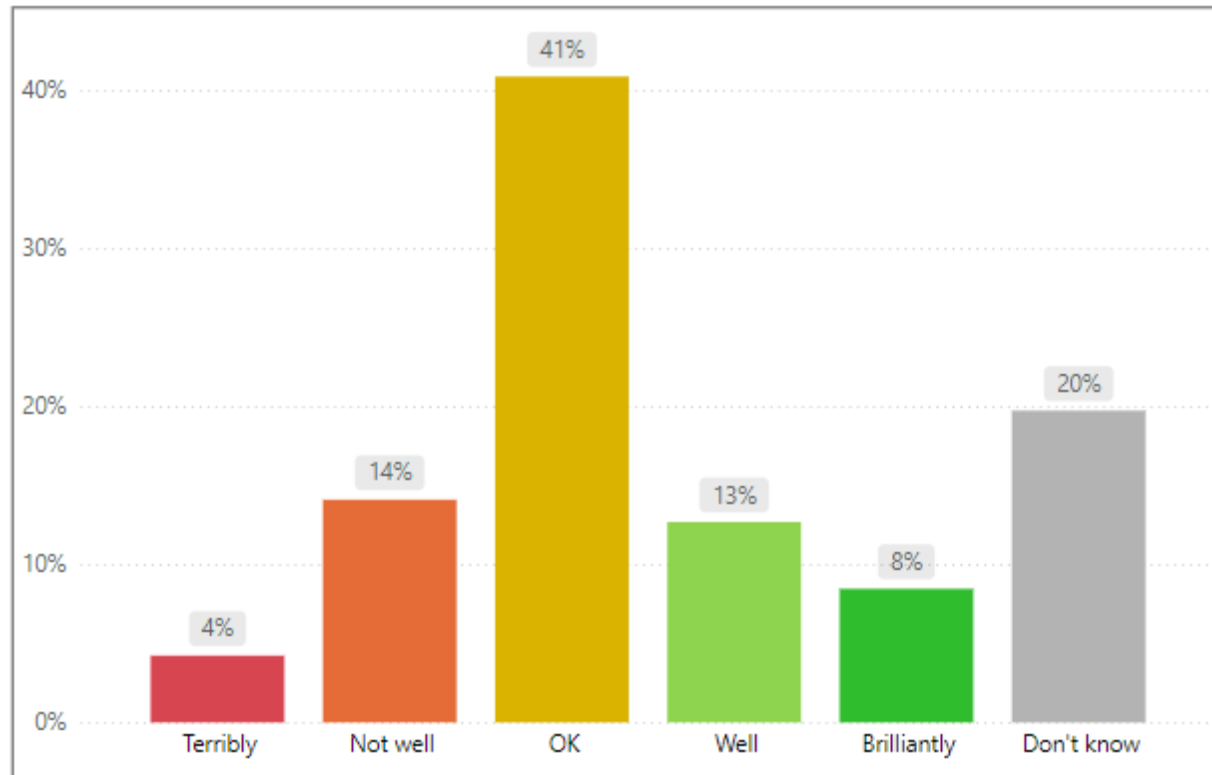
How well does the local area support children and young people with SEND to be included in the community



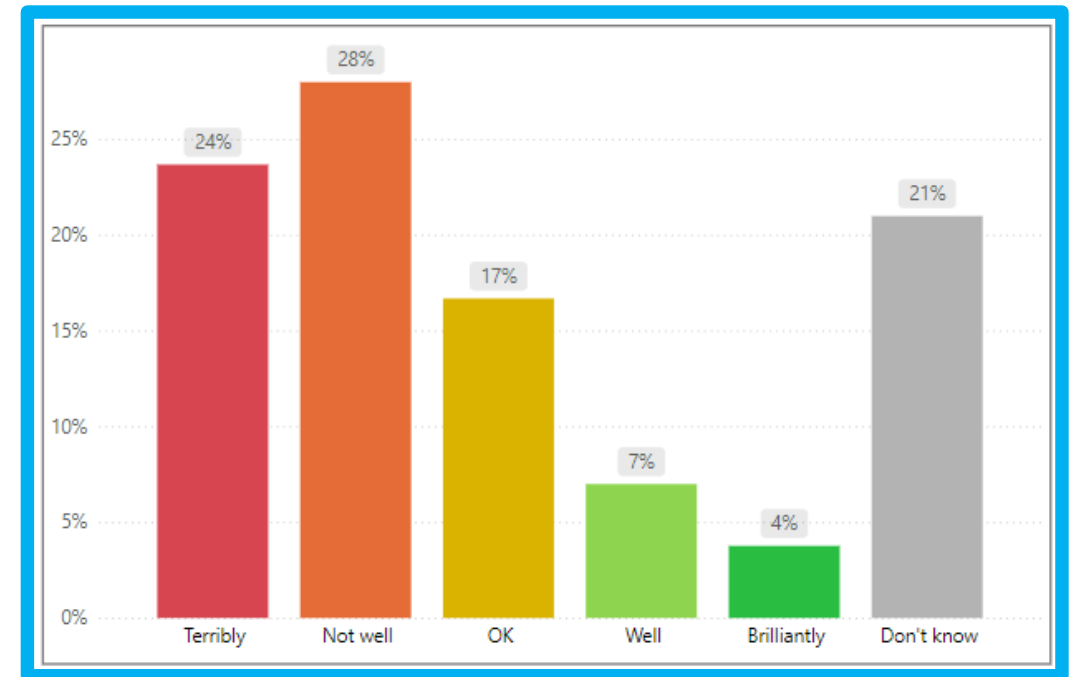
Parent/Carers Response:



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



Parent/Carers Response:



Summary of responses in this section

Areas for Improvement:

- Availability of support groups in community
- Communication & up to date advertising

“The lack of specialist provision means that some SEND students are isolated within their school communities.”

“Support groups are being closed all over the place. Meaning lots of children don’t get to access social groups”

“On the local offer, the services are never updated. They have leaflets/flyers from previous years with opportunities that children and families can no longer access.”

Areas Doing Well:

- Support from Voluntary and Charity Sector
- Support from the School

“Schools are notified of activities for the holidays. Local groups like SENDIASS and ADDUP are very active in supporting parents to include their children in the community”

“My Place in Harold Hill offers good courses and youth activities.”

“Again schools do this very well within the school community but there is a lack of support and knowledge of services that are available outside of schools”