

Cabinet

11 April 2019

SEND & Inclusion Strategy 2019 -2023

Recommendation

That Cabinet approves the Warwickshire SEND & Inclusion Strategy 2019-2023

1.0 Background

- 1.1 The Special Education Needs and Disability (SEND) and Inclusion Strategy 2019- 2023 builds upon the Vulnerable Learners Strategy 2015 – 2018. It is a key document for setting the direction of commissioning for SEND locally, and for local area inspection by Ofsted.
- 1.2 This strategy is informed by the work of an external SEND Demand Management Strategic Review. It has been produced following public consultation in 2018.
- 1.3 This strategy also supports the overarching priorities of the Warwickshire Education Strategy (see <https://www.warwickshire.gov.uk/educationstrategy>). The Strategy was endorsed by Corporate Board on 13 February 2019.

2.0 Purpose

- 2.1 The strategy sets out the vision for provision for SEND locally, across education, health and social care (Appendix A). A primary driver for this strategy is to promote inclusion in mainstream schools, as a key way of managing demand for specialist provision and independent specialist provision. The strategy sets out the case for inclusion in mainstream settings.
- 2.2 The strategy identifies six priorities:
 - Promoting Inclusion
 - Getting it Right for Learners with High Needs (school age)
 - Improving Health and Social Care for SEND learners
 - Preparation for adulthood
 - Transport

- Workforce development

2.3 The strategy acknowledges constraints of limited resources, but commits to working together to deliver the best system of education, health and social care for learners with SEND within our allocated resources.

2.4 The strategy identifies key activities and measures for success, to be monitored by the SEND & Inclusion Board.

3.0 Consultation

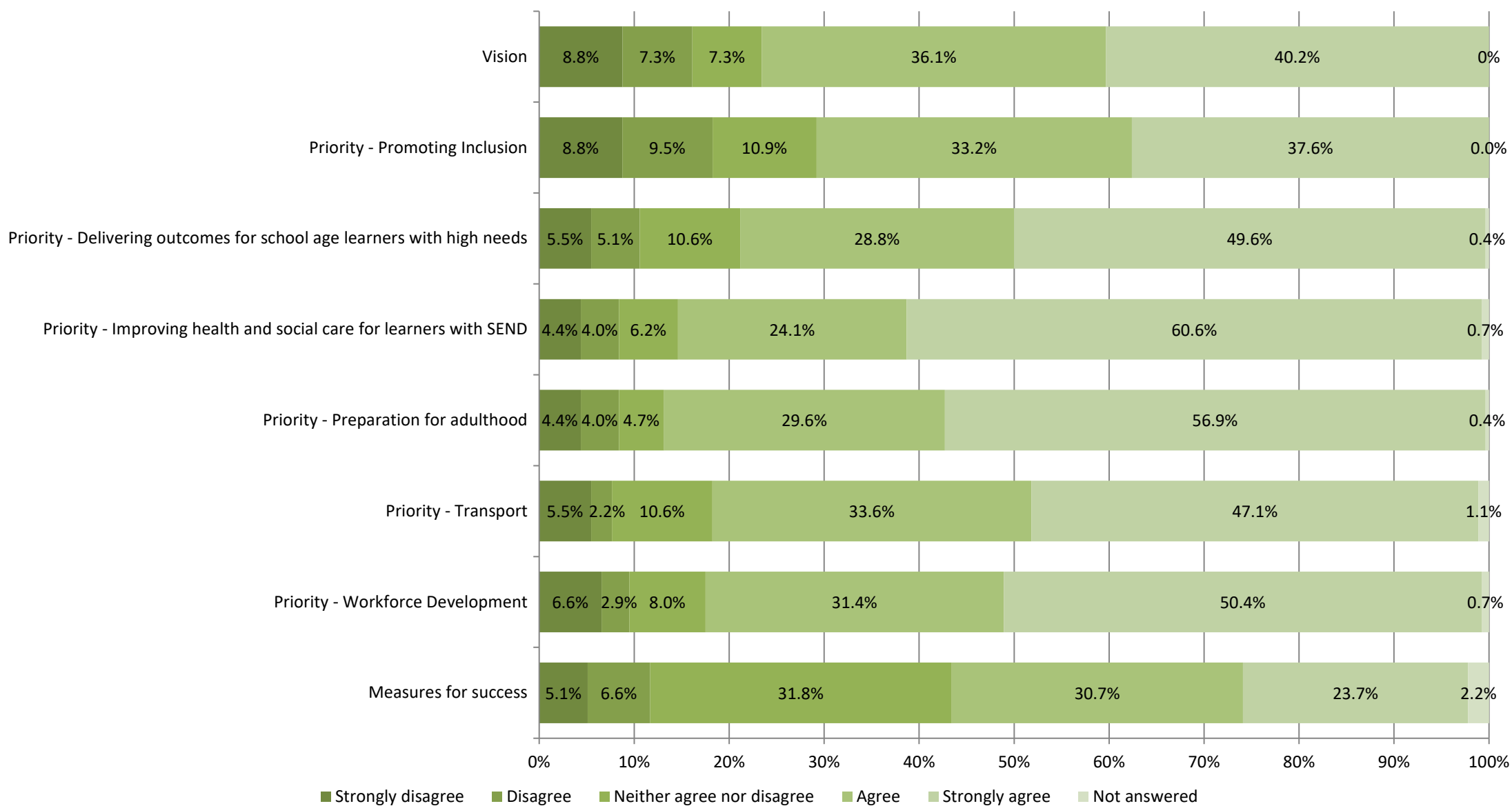
3.1 The draft Warwickshire SEND & Inclusion Strategy was consulted upon during November and December 2018. There were two online surveys: one for learners and one for parents, carers, staff, professionals and other stakeholders. The consultation was promoted through social media, by leaflets being shared with all schools and settings and through the Ask Warwickshire consultation hub.

3.2 In total 274 responses to the survey were received, of which 145 were parents, 88 were staff and 41 were any other type of respondent. 88 young people responded to the learner's survey.

3.3 A full quantitative and qualitative analysis of all the responses has been put together by the social care participation team (Appendix B). All responses to the consultation have been made available to Members. The consultation analysis was considered by a workshop of head teachers, a workshop with the Parent Carer Forum and five workstream stakeholder meetings with representatives of education, schools, health, social care and parents/carers. The strategy document was revised following these workshops and meetings.

3.4 The majority of respondents agreed with the proposed vision and priorities, with over 70% agreeing or strongly agreeing (see graphic below). However, the qualitative comments revealed a disconnect between the vision and the current experience with many commenting on either a poor experience or that they were pessimistic about change without additional resources. Comments were also made on a range of other matters including gaps in services, support and provision, clarification of terms, and workforce skills.

Q4 - Q11. To what extent do you agree or disagree with the proposed...?



- 3.5 To address this disconnect, and ensure that the strategy is honest about the current position, a number of quotations have been added from the consultation responses highlighting challenges and opportunities. The headline activities of the delivery plan, addressing concerns raised, have been included in the revised strategy document. In addition, some of the language has been changed and terms clarified.
- 3.6 Over 50% of respondents agreed with the measures for success, however many asked for a shorter number of measures and clarity on how these linked to key activities. As a result, this section has been revised to show the golden thread of priorities, to key activities, to measures for success. The strategy was endorsed by the multi-agency SEND & Inclusion Board in February.

4.0 Achieving change

- 4.1 This strategy sets out a framework for change and key measures for success. The vision and priorities will be communicated through a leaflet, similar to the Education Strategy.
- 4.2 The SEND & Inclusion Board are updated regularly on our self-evaluation of the SEND system, in preparation for inspection by Ofsted and the Care Quality Commission. Inspection. As the SEND agenda covers across education, health and social care, system wide change will require individual business cases for change will be developed and presented over the lifetime of the strategy, for decision by the appropriate governing body. Other changes will be made through how we work with schools and remodelling existing systems.
- 4.3 At a corporate level, progress will be monitored by Corporate Board via the Education Strategy programme.

Background papers

None

Appendices

Appendix A - SEND & Inclusion Strategy
Appendix B - SEND and Inclusion Consultation Analysis
Appendix C - Equality Impact Assessment

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Local Member(s): N/A

Other members: Councillors Chattaway, Dahmash, Morgan, Roodhouse, Chivers, Williams, Hayfield, C.Davies

Warwickshire SEND & Inclusion Strategy

2019-2023

Version 1.0
February 2019

Introduction

The Special Education Needs and Disability (SEND) and Inclusion Strategy 2019- 2023 builds upon the Vulnerable Learners Strategy 2015 - 2018, which has delivered over 250 more specialist places locally (with more on the way) for high needs learners with complex needs including the development of three new special school academies.

This strategy is informed by the work of an external SEND Demand Management Strategic Review. It has been produced following public consultation in 2018. Throughout the strategy, we have included responses from that consultation demonstrating the views and experiences of young people, parents and carers, and professionals. The strategy has been further developed by key strategic partners across education, health, social care, schools and the Parent Carer Forum. The SEND and Inclusion Board will monitor progress against the identified priorities.

This strategy also supports the overarching priorities of the Warwickshire Education Strategy (see <https://www.warwickshire.gov.uk/educationstrategy>).

Our Aims and Principles

The aim of this strategy is to turn high aspirations for all of our learners with SEND into a reality.

We will:

- work in a spirit of co-production and partnership with parents and their children and young people with SEND, involving them in all key decisions
- work in partnership with partner agencies and schools to deliver an effective SEND system that ensures effective early identification of need followed by robust assess-plan-do-review processes and clear pathways
- have the highest expectations for children and young people with SEND, ensure that they are fully included in all educational settings and that their needs are met by high performing local schools
- maintain a commitment to Warwickshire's schools and academies (state-funded), promoting and championing strong leadership and inclusive practice for children and young people with SEND across all phases, mainstream and special
- ensure a rigorous focus on the preparation for adulthood outcomes and life after school
- ensure that resources are fairly and consistently allocated according to needs

Our Vision for Learners with Special Educational Needs & Disabilities

In Warwickshire, all children and young people have the right to lead a fulfilling life and be part of their community.

Every child and young person has a right to have their health, social care and education needs met within their local community.

Every child has the right to attend a good local school that is appropriate for their level of need or disability, usually a mainstream school.

The views and wishes of children and young people with SEND, as well as their parents will be heard, and we will work with them to ensure they have confidence in local providers to meet their children's needs.

Every early years setting, state-funded school, further educational college and training provider will make good provision (as determined by Ofsted) for children and young people with SEND; to ensure that they make good progress in their education and development; that they transition smoothly into the next stage of their education and; as appropriate, they are helped to secure independent living and opportunities for employment.

We recognise that specialist provision is an essential and valued component of our county's education system. We will continue to work in partnership with our specialist education providers to ensure they provide excellent services for learners attending specialist provision.

The case for inclusion

"Most parents would only want their child to have a good education in a supportive, structured, positive environment." [Parent, online focus group]

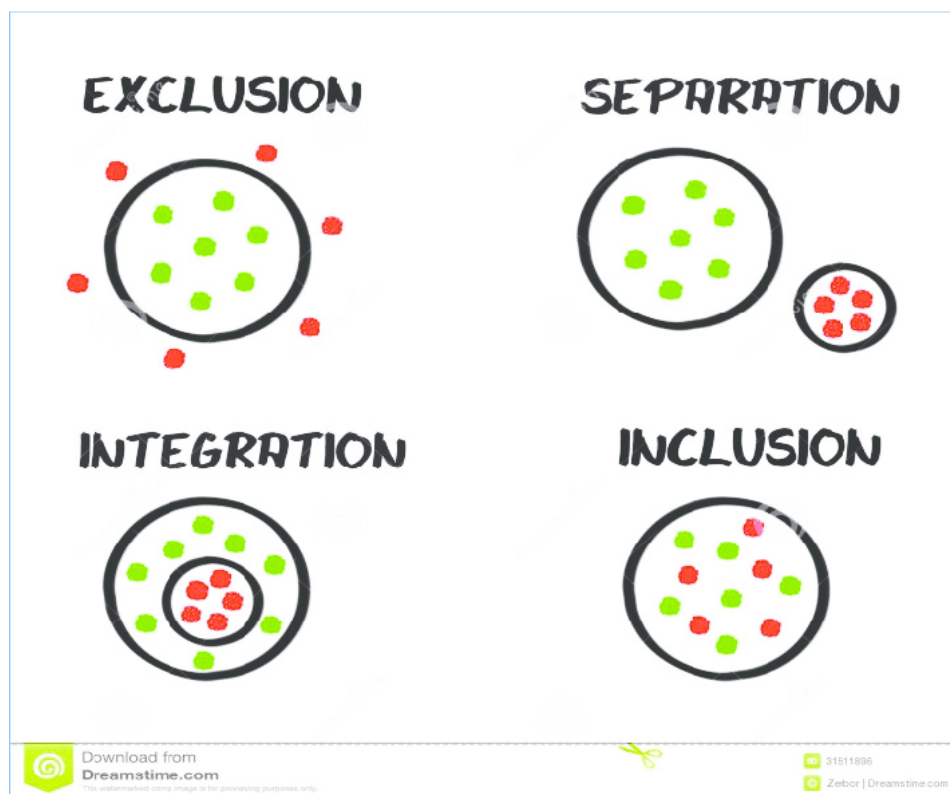
"Each learner requires something bespoke and tailored to their own needs at the point of transition." [Head teachers Partnership]

This strategy has inclusion at its heart and sets out how Warwickshire plans to address imbalances and effect change across the SEND system.

As part of its commitments under articles 7 and 24 of the United Nations Convention on the Rights of Persons with Disabilities, the UK Government is committed to inclusive education

of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.

The diagram below shows how inclusion differs from integration, separation and exclusion.



In Warwickshire, as elsewhere, we have seen a drift away from inclusive education provision in mainstream settings, with a growing proportion of learners placed in specialist provision. In January 2019, less than half of school age children with Education, Health and Care (EHC) plans attended mainstream settings (43%).

The vast majority of children benefit academically, socially, in confidence and self-esteem from education in community mainstream schools rather than further away from home or in what are often described as more “specialist” settings. This will not be true for all children or in all circumstances but research strongly supports Warwickshire’s policy of mainstream schooling as the presumption, as it aspires for high outcomes for all^{i & ii}.

Children and young people rate their social relationships as the most important aspect of their educationⁱⁱⁱ. Mainstream schooling increases the friendship groups of young people, increasing opportunities to experience and practise diverse social interaction and development.^{iv} Long term benefits of this are increased social integration and emotional wellbeing. Additionally, increased access to mainstream social interactions correlates positively with sustained participation in the labour market in adult life^v.

Those learners with SEND who are able to achieve within the average range of their peers are more likely to take GCSEs and develop higher aspirations for academic and vocational achievements and consequently independent living within mainstream schools. Cultural and social isolation and limited awareness of opportunities can result in lower aspirations.

Students with physical disabilities identify the benefits of spending time and making friends with non-disabled peers. Despite encountering problems and difficulties in mainstream schools, such students can see it as essential preparation for the 'real world'. They feel isolated from the 'real world' in a specialist setting and report feeling overprotected both on site and in the local town in terms of attitudes, facilities and access^{vi}.

Away from the school day, although bullying is an unfortunate feature of any type of community life there is evidence that young people who attend a specialist school experience far more bullying by children from other mainstream schools and from peers and outsiders in their neighbourhood^{vii}.

Additional but not inconsiderable benefits of mainstream education for all are the positive changes in the attitudes and skills of teaching staff in mainstream settings when children with significant difficulties are recognised as full members of their community^{viii} and the reduction in negative attitudes in the rest of the community^{ix}.

The inconsistent inclusive practice that was identified back in mainstream settings in 2015 in the Vulnerable Learners Strategy has persisted and, in some schools, continues to be an issue. We believe that all children should be educated as close to their home as possible, which not only reduces the time they spend travelling, but also enables them to be an integral part of their local community, where they are able to feel welcomed, included and valued as equal members of society. We want to support children, young people and their families by encouraging and challenging schools to cater for as wide a range of needs and abilities as is possible. We want mainstream settings to nurture positive attitudes to children and young people with SEND, both in their own school and in their wider community.

Personalisation

Inclusion in our schools requires a bespoke, tailored and personalised approach.

“Each need is so unique and there is a big difference between a SEN child being able to cope in a mainstream school and them being given the education to be the best they can be - this is where tailoring their education is key.”

[Parent, online focus group]

Personalisation means a change to way services are assessed, planned, delivered, and reviewed, for children and young people aged 0-25 years. The aim of Personalisation is to develop the service around the individual, rather than to slot the individual into the service.

It requires early identification and a clear understanding of individual need. It is essential to consider the individual's life from their viewpoint, discovering with them what their needs are rather than assessing them from the outside. Getting this process right will reveal their strengths, vulnerabilities, skills, aspirations, and preferences including what resources the individual can contribute, as well as the contribution available from informal support such as their family, friendship and community network.

It is also essential to identify who can act as advocates for the individual early on in the process. This might be family, friends, an advocacy service or any person who is recognised by the individual as being able to help them understand others and express themselves.

Personalisation recognises individuals as the experts. This is why it is so important to listen to the voice of the child or young person.



Warwickshire's Strategic Priorities – What we want to achieve

Complementing the strategic priorities outlined in the Warwickshire Education (WE) strategy, we will work under a framework of six priorities, as set out below. Our consultation showed strong support for these priorities, as well as identifying challenges and opportunities that face us.

1. Promoting Inclusion

Our expectation

Mainstream schools and other education settings will use their best endeavours to deliver a graduated response to the needs of each child in their school.

Challenges and opportunities

"It is essential that you work to improve provision at SEN support and EHCP level in mainstream schools." [Parent, guardian or carer]

".....for children with SEND; for many going mainstream is surviving not thriving" [Parent, guardian or carer]

"Mainstream can often meet needs, but not in as effective a way as schools that are more set for children with specialist needs. This doesn't mean necessarily special schools, but more that we seem to have two models only - special school and mainstream - there needs to be a better choice than this" [Primary Head Teacher]

Key activities

- To ensure we are identifying need and promoting inclusion from an early age, by working with our early years settings to achieve best practice
- To review and update the SEND Provision Matrix making it clear to schools and parent and carers what is expected as a graduated response to individual needs
- To establish more resourced provisions and/or specialist partnerships in mainstream settings, providing a bridge between mainstream and specialist provision

2. Getting it right for learners with high needs (school age)

Our expectation

Learners with high needs will receive multi-agency support, coordinated through the Education, Health and Care (EHC) plan process. Where appropriate, specialist education provision will provide for their needs.

Challenges and opportunities

It is a good day at school when... "I get support when I am struggling, before becoming anxious." [Pupil/Student]

"Applying for an EHCP is a prohibitive process that means that staff can be put off from applying and that these children do not receive the support that they need"
[Primary education staff]

"... currently getting specialist provision is a lottery and many children miss out. Because there are so few spaces, not every child who needs a place gets one, there are always far more applications than allocations. The specialist education is fantastic, we just need more of it." [Parent, online focus group]

Key activities

- To improve the timeliness of issuing EHC plans (within 20 week statutory timeframe)
- To expand state-funded specialist provision where possible (including specialist partnerships)

3. Improving health and social care for learners with SEND

Our expectation

We will work with statutory partners and commissioned services to focus on the holistic needs of the child and improve the local offer of services.

Challenges and opportunities

"A child who is successful at school is well supported in terms of health, home, community and school. When a child is struggling in one of these areas it can have an effect on the others." [Parent, guardian or carer]

"Help needs to be early and coordinated, and parents shouldn't have to battle to get support for their children, my child has only been able to access CAMHS support following a complaint. It's often too little, too late, and is a false economy. My child could have, with appropriate support, stayed in mainstream school, at least until end of primary age. They is now so badly traumatised and has been out of school for so long, that they are likely to only be able to cope in specialist provision, I have been unable to continue working, and so have lost my salary (and therefore stopped paying taxes) and am reliant on benefits now. So the lack of early support has meant that my child will require a more expensive school place, I am unable to contribute financially to society, and we are relying on state benefits. And that doesn't even take into account the 'human cost'." [Parent, guardian or carer]

“This is a major priority but has to be with a focus on multi-agency working” [Primary Head Teacher]

“Sadly, it seems we are a long way off achieving ‘tell your story once’ and the joint commissioning of services in Warks.” [Parent Carer Forum]

Key activities

- To agree a Warwickshire joint commissioning plan for learners with SEND, setting out how local needs are to be met through the local offer services
- To develop further the joint processes for the delivery of support, particularly for those requiring support at Early Help
- To deliver improved support for social, emotional and mental health through in-school support and the delivery of commissioned mental health services (eg. Rise)

4. Preparation for Adulthood

Our expectation

Learners are supported to fulfil their potential as they transition to adulthood. We believe that the overwhelming majority of learners with SEND are capable of sustainable paid employment, with the right preparation and support. With our partners, we want to embed this ‘presumption of employability’, by ensuring there are significantly increased opportunities for our learners with SEND as they enter adulthood.

Challenges and opportunities

“There is little consistency at present in the transfer from children's to adult services. The support seems to 'disappear' at adulthood and families are expected to function more independently. Unfortunately, a child doesn't wake up on their 18th birthday being able to independently take a bus or manage their own finances and with all the SEND issues gone” [Parent, guardian or carer]

“... transition to adulthood needs to take place with real planning from age 14 onwards. This is acknowledged but it doesn't happen often. What does it mean? It should be looking at life skills such as travel independently (not just for those in specialist provision but for all SEN who need it in mainstream), understanding and managing money, real supported work experience (not just lip service) for students and real supported placements in the workplace. Young people with additional needs in mainstream school are often left unsupported in this arena but in reality need a lot of support and guidance.” [Parent, guardian or carer]

“Developing resilience and independence is a fantastic skill-set for any young person and it confers a great deal of dignity and respect on a CYP with SEND to say that you believe they can achieve control over their own lives. With the right preparation and support much can be achieved in the workplace. ... The reality of supporting YP with SEND into work is that it is time consuming and costly. If WCC were to set up its own program it could lead the way and also gather important evidence of what works and how other employers might participate.” [Parent Carer Forum]

“I’ve worked at the café for a year and made friends at the café.” [Young person, community consultation]

Key activities

- Maximising the use of local specialist provision at post-16 and differentiating that provision
- To improve transition planning from year 9 onwards for learners with an EHCP
- To work with employers, schools and colleges to increase the offer of supported internships

5. Transport

Our expectation

That the quality and offer of specialist transport provision and removes transport issues as a barrier to success, within the policy and resources available.

Challenges and opportunities

It’s a good day at school when... “My taxi comes on time and it doesn’t make me anxious” [Pupil/Student]

“Wherever possible children should be included in the mainstream transport arrangements - this might require investment in trained bus escorts who support children with their travel...perhaps creating a confident and independent traveller for the future.” [Parent, guardian or carer]

“I am deeply disappointed with the services several children in class have received by transport this school year in particular. Their needs are misunderstood and their well-being is ignored.” [Special school staff]

Key activities

- To improve the quality of specialist transport by undertaking risk assessments for learners with high need and for learners with newly issued EHC plans (as per the Home to School Transport Policy) and ensuring timeliness of decision-making
- To increase independent travel training to give young people the life skills to travel independently.

6. Workforce Development

Our expectation

That professionals across the system are confident in delivering the 'assess, plan, do and review' approach to deliver a graduated response for learners with SEND.

Challenges and opportunities

"The current system relies on the compassion of a particular school/teacher rather than a good level of training of all staff" [Parent, online focus group]

Sometimes I worry about... "having certain teachers" [Pupil/Student]

"It's not happening because for some children in order to be able to learn, they need say a movement break or a sensory diet. This would take minimal resources to implement and give the child more access to learning. But if the SENCo, teacher, advocate doesn't understand this, they wouldn't think to implement it. By not implementing interventions such as these, we are effectively preventing children from learning." [Parent, online focus group]

"Flexible arrangements between mainstream and special schools should best serve to upskill staff and maintain placements." [Governor at special school]

Key activities

- To work with schools to develop a 'whole school' approach to supporting learners with SEND, so that the workforce is suitably trained and confident.

Resources to achieve our aims

Our ambition for learners with special educational needs and disability remains high. However, we are not ignorant of the financial landscape that schools and services are operating in. Feedback from our public consultation provided a consistent message that our ambitions are right, but without resources we could not deliver positive change.

“Inclusion without adequate funding and support is damaging for pupils and staff. Inclusion with good support enhances the experience of individuals and school community as a whole.” [Counsellor]

“As well as having a SEND child I work in SEN in a mainstream school. We can't meet the children's needs because we do not have enough money or the physical equipment/resources to do so. Due to lack of funding mainstream is increasingly unable to meet the needs of SEN children”. [Parent, guardian or carer]

“Funding is also low, so schools that do fight for the support for these children are having to cut costs in other areas to support these pupils. The school then attracts more of these pupils because they do a good job to support them but the funding just does not support the actual needs of these children” [Primary education staff]

Demand on schools and services has increased both in number and in complexity of need. Nationally, research by the Local Government Association in 2018 reports an average overspend of £3.5m across all local authorities. Locally, education and social care teams are undertaking transformation projects in order to work within allocated resources. NHS budgets remain under significant pressure, and Warwickshire schools are in the f40 group, representing the lowest funded schools in the country.

It is clear that throughout the lifetime of this strategy, resources will be a major constraint to achieving change.

The commitment of this strategy is to work together to deliver the best system of education, health and social care for learners with SEND within our allocated resources.

How will we measure success?

We will demonstrate progress against this strategy through the following measures. This is not an exhaustive list, but will show whether we have delivered against the key activities identified above. The measures will be reported to the SEND & Inclusion Board.

| Activity | Measure | Expected change | Rationale |
|--|---|---|---|
| To ensure we are identifying need and promoting inclusion from an early age, by working with our early years settings to achieve best practice | Number of early years settings awarded kitemark (WIncKS) | To increase | The more early settings meet best practice standards the better we will be at identifying support before school |
| To review and update the SEND Provision Matrix making it clear to schools and parent and carers what is expected as a graduated response to individual needs | SEND Provision Matrix reviewed and re-published | To complete | The SEND Provision Matrix provides clear guidance on how needs should be met locally |
| To establish more resourced provisions and/or specialist partnerships in mainstream settings, providing a bridge between mainstream and specialist provision | Number of places at Resourced Provisions or Partnerships | To increase | A broader spectrum of educational provision is required to meet local needs |
| To improve the timeliness of issuing EHC plans (within 20 week statutory timeframe) | % of new EHC plans issued within 20 weeks, including exceptions | To increase | Improve the timeliness of issuing EHC plans |
| To expand state-funded specialist provision where possible (including specialist partnerships) | Number and % of learners with EHC plans in mainstream, specialist and independent specialist settings | To increase the number in mainstream and state-funded specialist settings, reducing the number of learners in independent specialist settings | If the local offer is meeting demand, the percentage of learners in mainstream and settings should increase. Whilst the number of state-funded specialist places will increase, the overall proportion of learners in specialist education should decrease, as a result of fewer learners in independent settings |
| To agree a Warwickshire joint commissioning plan for learners with SEND, setting out how local needs are to be met through the local offer services | Joint commissioning plan published | To complete | Joint working can only take place if the local offer of services meets local needs. A joint plan is needed to address current gaps in provision. |
| To develop further the joint processes for the delivery of support, particularly for those | Early Help Strategy delivery plan published and | To complete | Better support and joint working through early help should prevent children and |

| | | | |
|---|--|--|--|
| requiring support at Early Help | monitored | | their families escalating to crisis support |
| To deliver improved support for social, emotional and mental health through in-school support and the delivery of commissioned mental health services (eg. Rise) | % of referrals to Rise with a first appointment within 18 weeks | To increase | This is one of a collection of measures for the Rise service |
| Maximising the use of local specialist provision at post-16 and differentiating that provision | Number and % of post-16 learners with EHC plans in local and independent specialist settings | To increase the percentage in local settings, reducing the percentage of learners in independent specialist settings | If the local offer is meeting demand, the percentage of learners in local post-16 provision should increase with a reduction of learners in independent specialist settings |
| To improve transition planning from year 9 onwards for learners with an EHCP | Number of EHC plans amended following the Year 9 review | To increase | The more EHC plans are reviewed in Year 9 and amended, the more likely it is that planning has taken place for life after school. |
| To work with employers, schools and colleges to increase the offer of supported internships | Number of supported internships offered | To increase | The more supported internships offered in the County, the better the opportunities for paid employment post-education for our learners with high needs |
| To improve the quality of specialist transport by undertaking risk assessments for learners with high need and for learners with newly issued EHC plans (as per the Home to School Transport Policy) and ensuring timeliness of decision-making | Number of transport risk assessments taken for learners with EHC plans | To increase | The use of risk assessment will improve the quality of transport for our learners with high needs and ensure the implementation of the local home to school transport policy |
| To increase independent travel training to give young people the life skills to travel independently. | Number of young people successfully completing independent travel training | To increase | Using transport is a life skill, preparing young people for adulthood and reducing dependence on transport assistance |
| To work with schools to develop a 'whole school' approach to supporting learners with SEND, so that the workforce is suitably trained and confident. | Approach to workforce development agreed with schools. | To complete | A more confident workforce will be better equipped to deliver a graduated response to needs |

References

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"I think that there is a place for special schools. My worry is that once a child is placed in a special school she then is often removed from mainstream society and placed in 'disability land'. [Parent, guardian or carer]

"Opportunities to interact with typically developing children are reduced and suddenly individuals stop understanding each other. The answer is to create strong links between schools so that children have an opportunity to communicate, interact and understand each other." [Early years staff or provider]

"Children with SEN can behave in ways which typically developing children do not understand and this can be confusing and intimidating. The only way that you bridge this is to throw children together and give them the opportunity to work together and get to know each other. I think that this happens a bit but not enough. I think that understanding a child with SEN can be difficult and mainstream schools often do not have the time, resources or experience to do it well and are tempted to leave it to those that do/have." [Parent, guardian or carer]

"SEND is such a massive range & saying that the default position is that a child attends a mainstream school is not necessarily right for the child, especially due to the massive pressures on schools already. Mainstream can often meet needs, but not in as effective a way as schools that are more set for children with specialist needs. This doesn't mean necessarily special schools, but more that we seem to have two models only - special school & mainstream - there needs to be a better choice than this" [Primary Head Teacher]

"My son started off in mainstream school but they do not have the training facilities or the time to help him and he couldn't cope even with one to one he had finding for support but this was also used to help support the class and was not solely used for my boy. I felt he was let down and therefore moved to a special needs school which is more suitable for his needs" [Parent, guardian or carer]

"It really is a disgrace that we have to be constantly arguing just to allow our children to be educated in the way that they understand." [Parent, guardian or carer]

"If I have a problem I ask my tutor for help and my support worker helps during lessons, if I have trouble with spelling and reading." [Young person, community consultation]

"People judging me for having something different or when I have that moment when I want to be myself but I know I can't because I will be judged" [Pupil/Student]

"[Mainstream primary] was horrible. The teachers pushed me too hard and give extremely hard work. People never played with me. Teachers too horrible. Had to move." [Pupil/Student]

"Getting bullied. They wreck your life don't they?" [Pupil/Student]

"Inclusion is inclusive if you're in but not if you have a wobble and you're not usually in inclusion." [Pupil/Student]

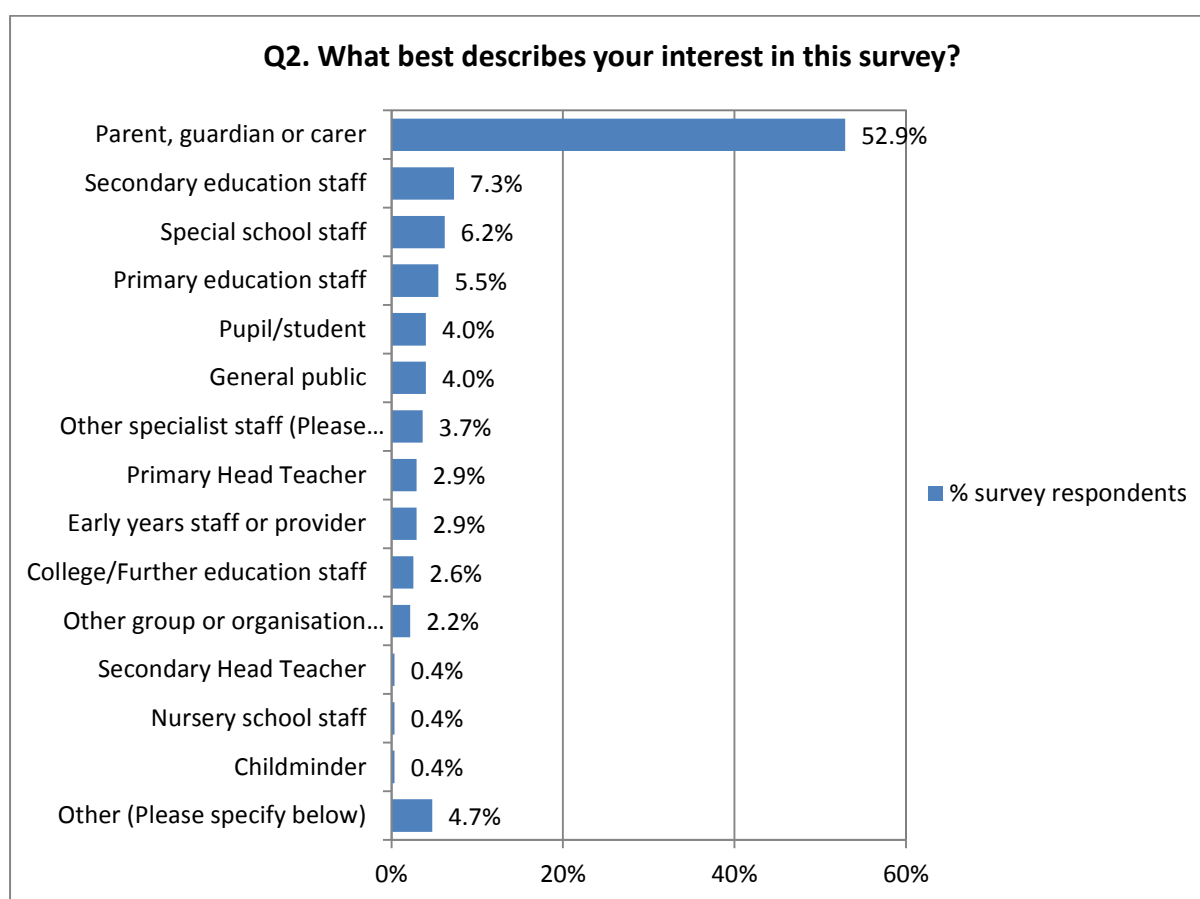
Introduction

The draft Warwickshire SEND & Inclusion Strategy was consulted upon during November and December 2018. There were two online surveys: one for learners and one for parents, carers, staff, professionals and other stakeholders.

The strategy sets out the vision and framework for activity. Once this is agreed the delivery plan, detailing activity will be published and developed as a working document to implement the strategy.

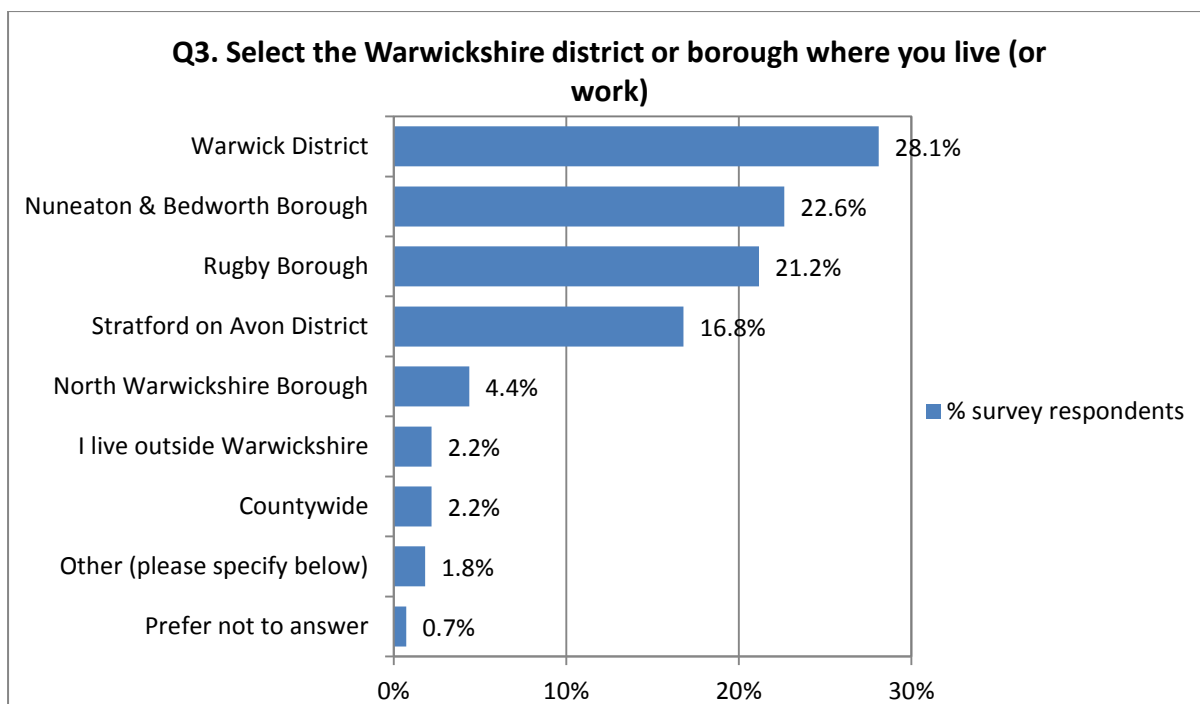
In total 274 responses to the survey were received, of which 145 were parents, 88 were staff and 41 were any other type of respondent. The results are published below, along with the comments made both within the survey and through face to face discussions.

Parent/carers/staff/ professionals survey results, with qualitative responses



Over 50% of the survey sample is made up of parents, guardians and carers (52.9%). Almost a third of the survey sample (32%) were staff of any kind e.g. heads, teachers, specialist staff. These are sufficient base sizes to look at the two groups and compare their responses.

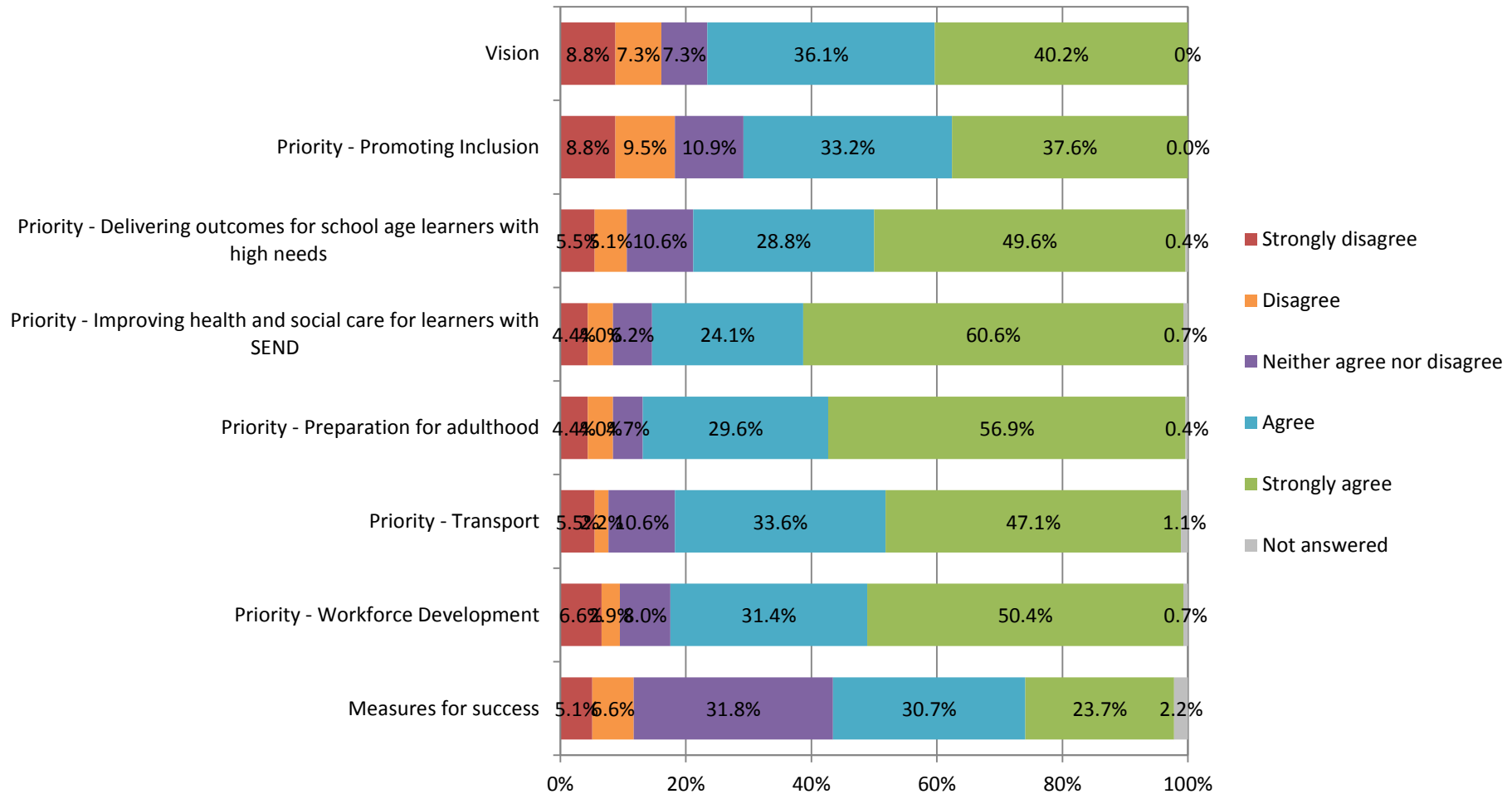
| Table 1: Other (please specify below) | Number of times mentioned |
|---|---------------------------|
| SENDCo | 5 |
| Governor | 3 |
| SENDIAS | 2 |
| Specialist Teacher/Teaching Assistant | 2 |
| Adult Social Care | 1 |
| Adult support worker | 1 |
| CEO Specialist Academy Trust | 1 |
| Childminder and parent of dyslexic child | 1 |
| Community worker/parent of two with special and complex needs | 1 |
| Counsellor | 1 |
| Early years educator & parent | 1 |
| Educational psychologist | 1 |
| Grandparent | 1 |
| Health Commissioner | 1 |
| Home educator | 1 |
| Independent consultancy | 1 |
| Independent external specialist teaching service | 1 |
| Member of Governance Board of a school | 1 |
| Nursery School Head Teacher | 1 |
| Parent/Foster carer/Qualified childcare professional | 1 |
| Retired SLT and volunteer on national website | 1 |
| Volunteer with support group for parents and adults with dyslexia | 1 |
| Warwick District Council | 1 |
| Warwickshire Adult & Community Learning | 1 |
| Warwickshire resident | 1 |



The majority of respondents live in Warwick District (28.1%); however, apart from North Warwickshire Borough (4.4%) all districts and boroughs were well represented. Attempts were made for additional face to face consultation in North Warwickshire Borough but unfortunately these did not come to fruition.

| Table 2: Other (please specify below) | Number of times mentioned |
|---------------------------------------|---------------------------|
| Kenilworth | 2 |
| Coventry | 2 |
| Central and East Warwickshire | 1 |
| Southam area | 1 |

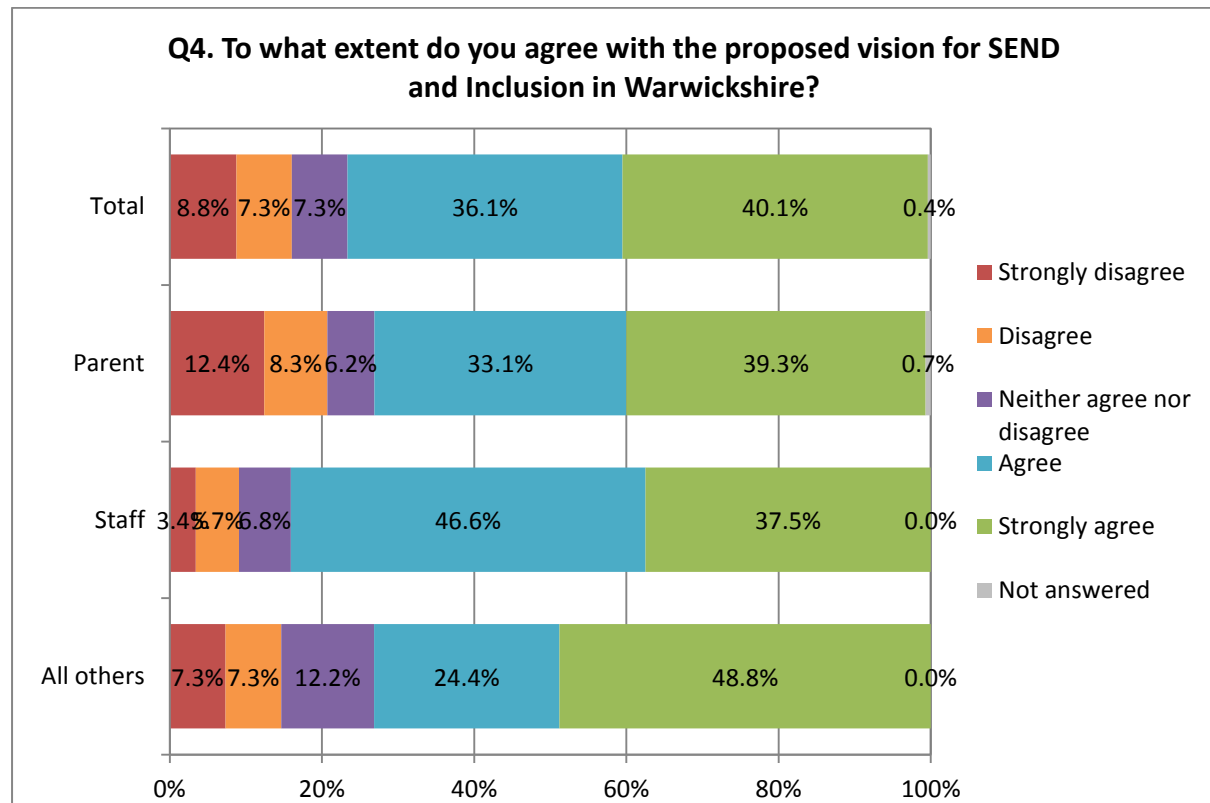
Q4 - Q11. To what extent do you agree or disagree with the proposed...?



Significance testing has only been undertaken between parents (n=145) and staff (n=88) due to low base sizes of other groups (n=41).

Vision:

76.4% of respondents agreed with the wording of the vision, with 16.1% disagreeing with it. This is the second highest level of disagreement with what is proposed.



Staff are significantly more likely to agree with the proposed vision than parents, (strongly agree + agree) 84.1% staff vs 72.4% parents at 95% level of confidence. Parents are significantly more likely to disagree with the proposed vision than staff, (strongly disagree + disagree) 20.7% parents vs 9.1% staff. When asked to comment on the vision, responses and key verbatim comments to illustrate them are on the following pages:

| Table 3: Comments on proposed vision | Number of times mentioned |
|---|---------------------------|
| Gaps summary | 43 |
| Lack of SEN support (mainstream) | 20 |
| More special schools are required | 20 |
| Skills/training/knowledge gap of teachers/TAs | 12 |
| Lack of joined-up thinking / collaborative working | 4 |
| Issues with mainstream summary | 42 |
| Concern mainstream provision cannot meet need(s) (e.g. sensory) | 21 |
| Lack of appropriately trained staff | 14 |
| Detrimental to wellbeing, learning and development | 11 |
| Poor schools/provision/suitability in area | 9 |
| Behavioural issues / impact on other students | 1 |
| Financial summary | 27 |
| Funding issues / budget cuts | 26 |
| Financial support to charities/voluntary groups | 2 |
| Experiences summary | 24 |
| Problems with schools | 10 |
| Problems with EHC plans / referrals / assessments | 8 |
| Parents/children need support | 7 |
| Overworked teachers/professionals | 5 |
| Educational psychologists / identifying need(s) | 4 |
| Bullying because of SEND | 4 |
| Vision vs reality summary | 16 |
| Realistic/achievable | 10 |
| Inclusion issues | 5 |
| Measuring progress summary | 15 |
| Measure progress | 8 |
| Clear action plan required to achieve this priority | 8 |
| Clarification of terms summary | 15 |
| Definitions / wording / phraseology used | 6 |
| What's 'normal'? / 'local'? | 5 |
| Positive mainstream comments summary | 13 |
| Agree with the aim of local and mainstream | 12 |
| Importance of socialising | 1 |
| Positive special school comments summary | 5 |
| Give more help to access specialist provision | 5 |
| General negative comments summary | 2 |

Gaps comments

"The vision is very good unfortunately the scope and amount of the provision for SEND learners in South Warwickshire is inadequate and there is little indication that there is true appetite within the LA to increase this in any meaningful way" [Other specialist staff]

"I agree that all children should have the opportunity to attend their local school but more special places need to be available for children who can no longer cope with the demands of a mainstream school" [Primary education staff]

"I am concerned that there will be a skills and knowledge gap for staff." [Primary Head Teacher]

"I completely agree with this in principle but, as someone who teaches in primary school, there simply isn't enough support available to schools for children with SEND" [Primary education staff]

"As a parent of a disabled child that has acute need and having worked in the education sector and the NHS as a Registered Nurse of Learning Disability I feel well placed to say that for a lot of children with special needs that the mainstream is not set up for the needs of individuals with special needs" [Parent, guardian or carer]

"There's not enough money and not enough training on additional need for teachers. The staff are not equipped and as a result children with additional needs are marginalised at best and actually harmed at worst" [Parent, guardian or carer]

"High needs SEN in Warwickshire urgently needs a joined up approach across all agencies, SEND Social Care and Health." [Parent, guardian or carer]

"Although my daughter is academically able, mainstream school isn't meeting her needs. I would hope special schools have higher levels of knowledge, better pastoral care and a commitment to activities and learning that help develop the whole child (not just their academic ability). Although for me the academic side is less important than pastoral side. A child feeling and being safe would be my priority." [Parent, online focus group]

Issues with mainstream comments

"In reality mainstream school fail and do not meet the needs of many children with special needs" [Parent, guardian or carer]

"Mainstream schools do not have the expert knowledge that is vital to the young person's wellbeing" [Parent, guardian or carer]

"All pupils should be able to attend a local mainstream school if the provision is appropriately adjusted to meet their SEND" [Governor of a special school]

“The default position of attending a mainstream school unless there is an overwhelming reason not to is not a good stance. You should be flexible and listen to the child and their parents and work with them” [Parent, guardian or carer]

“A policy is being developed in which the council take a default position of attending a mainstream school unless they regard the reasons as being overwhelming, is seemingly contra to the law. Parents have a reasonable right to choose the provider of education for their child on a cost comparison or need basis to deliver appropriate education. While overall OFSTED ratings are a sound starting point, there are many reasons why parents may not wish to attend local school, and these reasons may be sound but may not be judged by the local authority to be overwhelming. It is unwise to have a policy of a default position. Particularly one that may place the authority in conflict with the law. If indeed schools are providing appropriately parents will vote with their feet, and there is no need for default policy.” [Parent, independent submission]

“My child was the victim of repeated violence by a child who was being worked with under the SEND scheme. This included punching, pushing to the ground and being head butted in the face” [Parent, guardian or carer]

“I honestly feel like the staff in her mainstream school haven't got a clue. Totally not their fault, but they just don't seem to see her struggles, I have to constantly fight for her to be heard and I'm the one making suggestions about how to meet her needs. It's draining! I don't think that they don't see them, rather that there's a lack of communication between staff and a bit of attempting to sort of downplay her struggles. There's also been a total failure to acknowledge the daily (physical) battle I have to get her into school as being an issue!” [Parent, online focus group]

“With budget cuts and large class sizes I'd have concern over support and the impact it would have on the other pupils” [Special school staff]

“Must take into account the needs of ALL children so that inclusion of children with behaviour problems doesn't disadvantage others (e.g. by significantly disrupting their learning and/or making them feel unsafe in the classroom)” [Parent, guardian or carer]

“What happens after primary school? They're looked after well but how are their ASD and sensory needs going to be met in the future?” [Grandparent, meeting]

“A different school picked up the ASD straight away.” [Grandparent, meeting]

“There needs to be early school screening.” [Grandparent, meeting]

“What will happen after he leaves school? What is there for him?” [Grandparent, meeting]

Financial comments

"As well as having a SEND child I work in SEN in a mainstream school. We can't meet the children's needs because we do not have enough money or the physical equipment/resources to do so. Due to lack of funding mainstream is increasingly unable to meet the needs of SEN children". [Parent, guardian or carer]

"There's not enough money and not enough training on additional need for teachers. The staff are not equipped and as a result children with additional needs are marginalised at best and actually harmed at worst" [Parent, guardian or carer]

"Only with funding for extra support is it possible for classes with several SEND pupils to be taught effectively without disruption" [Primary education staff]

"I agree with the statement above, however I also recognise that a cost is involved with making this work to a good/outstanding level" [Early years staff or provider]

"The vision is very good unfortunately the scope and amount of the provision for SEND learners in South Warwickshire is inadequate and there is little indication that there is true appetite within the LA to increase this in any meaningful way" [Other specialist staff]

"...objectives would be achieved more easily if you offered more financial support for charities, carers and activity providers that help Warwickshire work towards inclusion of people with SEND" [General public]

"...one of the drivers behind this strategy at this time is the overspend in the high needs block (p.2 Para 3). We understand it's a complicated situation but the corresponding effective cut of almost 1.5 million (which will affect SEND pupils in mainstream education) has a huge impact on whether this strategy can be realistically implemented." [Parent Carer Forum]

Experiences comments

"My personal experience has been that schools are slow to pick up on learning issues, slow to make referrals due assessments and assessments are not completed in an adequate time frame for the child" [Parent, guardian or carer]

"Schools can only offer so much support and it seems to me there is a massive gap in how mainstream schools deliver quantified and specified robust EHCP support to very vulnerable learners" [Unspecified]

".....EHC plans need to be in place in a timely fashion and some of the hurdles to getting one need to be addressed" [General public]

"The lengthy delay and bureaucracy can do untold damage to a child's health and wellbeing" [Parent, guardian or carer]

"Having a child in a mainstream secondary and one in a specialist secondary could not be more different...My daughter is doing well academically but has no real enjoyment for school and sees it as a means to an end. My son's specialist school has 7 pupils in his class, 2-3 staff with the group at all times and he can explore working in the office which would never really work in a school my daughter's size. He can also easily have the SALT and sensory interventions he needs. It's too far away but once the school is finally built that will be less of a concern. Staff are approachable, friendly and are all willing to have an adult to adult conversation about what is happening with him and don't assume it's our fault...As a parent that non-judgemental space is so important... Plus every term the last day of term is a celebration assembly where parents can see what the children are doing...What my son receives in his specialist school is to me what all schools should be like, not huge institutions where children, parents and staff are anonymous cogs in a machine but a safe place where children can learn and make mistakes knowing they won't be judged." [Parent, online focus group]

"There needs to be more support for parents awaiting assessment" [Community worker as well as a parent of two young adults with special and complex needs]

"...schools overlook issues and are reluctant to get Educational Psychologists involved as this identifies needs which they do not have the funding to meet" [Parent, guardian or carer]

"Some children with SEND may want to go to a mainstream school. Often they are bullied due to their differences" [Parent, guardian or carer]

"An individual with sensory needs would be overwhelmed and a target for mainstream student to bully intimidate and to affect the SEN students." [Parent, guardian or carer]

"...teachers not having the capacity it is a distraction for other children, who, let's face it, have enough on their plates trying to reach whatever target is being rammed down their throats" [Parent, guardian or carer]

"He was at [secondary special school] originally but they couldn't cope with his physical behaviour. They couldn't keep him and others safe. [School] couldn't do anything with him even though they were fabulous. They said if anything changes the door is always open for him. He went to a special assessment unit and only a few places in the country could meet his physical aggression needs. He requires residential, regardless of location but it takes us one and a half hours to get there and £70 a week in petrol going to see him. The three hours we spend in the car could be spent seeing him. He has few visitors, just Mum Dad and sister. How do family visit as Mum and Dad get older and he's far away? The school site is spacious with the house next door. 20 children are resident so it's up to the max at the moment. Smaller would have been better. He could have his own flat if he wanted to if he doesn't like living with others. Staff turnover is high and the children need that consistency and find that

really difficult. The staff get hit and bitten. It needs to be run by parents because the staff's level of looking after children is never going to be that of parents but the staff are really good at understanding individual needs. Residential is never going to be ideal but it's now the best it can be but being closer would be fab. He loves his family and wants to see more of them." [Parent, community consultation]

Vision vs reality comments

"The vision sounds admirable but how will it be achieved in real life? There are many issues which prevent children from accessing education at a local school. Toileting needs, i.e., still using nappies, lack of specialist peripatetic services to support teaching staff, red tape in applying for EHCP, funding issues, the list goes on." [Parent, online focus group]

"Inclusion is an illusion, which can often lead the child more vulnerable later on to isolation as they are not on par with peers." [Early years staff or provider]

"I completely agree with this in principle but, as someone who teaches in primary school, there simply isn't enough support available to schools for children with SEND" [Primary education staff]

"The default position should not be that children should be able to attend a mainstream school unless there is an overwhelming reason why this cannot happen. This simply is not what we as parents want to hear at all. There are not many parents that want their SEN child to attend a mainstream school. This is for many reasons, mental health, bullying, lack of suitable provisions, lack of specialist teaching staff, lack of specialist support, lack of resources, Most children will only last in a primary mainstream then a large percentage end up in a special school for secondary as there are no suitable secondary schools in the county. Most parents would only want their child to have a good education in a supportive, structured, positive environment. Unfortunately most parents and young people's voices are not being heard. Not all their needs can be met locally as there is not enough provision in county to meet need particularly in the south this applies to both education and social care. The local offer has very limited information and is not easy to navigate." [Parent, online focus group]

"These are fine sentiments BUT what is the reality for pupils and their families?" [Specialist Teacher]

"I think there needs to be something in there about the family's choice in where their child receives an education. Mainstream, special school even home. I want X to attend mainstream, so I have no experience of specialist setting, but I hear too many stories of parents having to fight for specialist education. I worry this wording will reinforce that and make it the case that more families have to fight." [Parent, online focus group]

"In an ideal world, if a mainstream setting was suitable for a child then yes, they should be able to access that school and the school should be in a position to support that child in accessing the curriculum in a successful way. The reality is very different for many children with additional needs. I know of families that have been told by their local school their child cannot attend as they are still in nappies. Now, all schools should have an intimate care policy, they should have staff trained to deal with nappy changing but they don't and there is not the money and/or staff available to ensure that it is there when needed...How can a mainstream school provide an inclusive education when the staff don't have access to the expertise they need?" [Parent, online focus group]

"The default position should be that every child can attend a provision which best serves their individual needs whether this is mainstream, specialist or flexi schooling. - This does however still mean that a lot of work needs to be done to mainstream schools, more specialist schools built and schools adopting the flexi schooling." [Parent, online focus group]

"I too am very concerned that the 'default position' is that every child should attend a local mainstream school. This means that the presumption is that 100% of children will be able to attend a local mainstream school. This simply is not the case and sets families up to fight even harder for the school that best suits their child's needs. This is likely not to be their local mainstream school. This 'default position' is anti the SEND COP, which places the child's needs and the best provision for those needs in order for the child to stand the best chance of reaching their full potential." [Parent, online focus group]

"It's better to be at school near where you live because you have a support network. But the local school is not able to meet needs. If the key worker isn't there then there's no help. All people who work with the child need to know about the child." [Grandparent, meeting]

Measuring progress comments

"Great vision, but how will you ensure delivery? How will it be monitored and evaluated? That's the key. Great vision means nothing if it stays as just that. We need to ensure that it's the real life experience for our young people!" [Parent, online focus group]

"..It is unclear how Warwickshire will measure 'success'" [Special school staff]

"Far too many key measures - reduce number please to focus on outcomes and impact." [Warwickshire resident]

"This needs a careful action plan and identified early intervention as for a lot of young people it will take years of planning to increase success" [Parent, guardian or carer]

Clarification of terms comments

"While we understand what WCC means by their 'default position' on inclusion it sounds very negative and not in the least aspirational. We also think that referring to a 'normal' life is unfortunate (usually when discussing disability 'normal' and 'abnormal' are avoided as non-inclusive language). We would suggest replacing 'normal' with 'regular'." [Parent Carer Forum]

"I do not like the terminology '... have the right to lead a normal life...' implying that SEND do not have a normal life" [General public]

"A child's right to attend a good local school will depend upon your definition of local" [Primary Head Teacher]

"This does sound like a lovely vision - to simplify it could be put more clearly as some bullet points." [Parent, online focus group]

"It's just too long winded and corporate language used... I was really interested in reading this strategy but struggled to keep reading. I think your aims are lost in the writing. I'd just trim it right down to the bones so people keep reading. Personal." [Parent, online focus group]

"I would be interested to understand what is meant by 'unless there is an overwhelming reason' why a child should not attend mainstream. This is a worrying statement as it feels like gaining access to a specialist facility or agreement to be homeschooled will be made harder in the future which isn't necessarily right for every child. On the whole the vision sounds very positive and I hate to put a downer on it but we are not even close to having the basics right yet." [Parent, online focus group]

"Broadly the vision for SEND learners is sound but unfinished. It should be re-written with the learner at the centre." [Parent Carer Forum]

"This vision seems fine in principle. What is an 'overwhelming reason' for a child to not be able to attend a mainstream school? That doesn't seem clear to me. I think it only needs to be about safety for that pupil and the other pupils/staff around them. If a child's not going to be safe there, perhaps a physical disability that needs specific requirements that cannot be achieved through modifications, or other things which means that they won't be able to follow the standard curriculum or would be particularly distressed by a mainstream setting." [Parent, online focus group]

Positive mainstream comments

"All pupils should be able to attend a local mainstream school if the provision is appropriately adjusted to meet their SEND" [Governor of a special school]

“Socialising with mainstream children should be a priority” [Parent, guardian or carer]

Positive special school comments

“SEND provision matrix sets out clearly what schools are expected to do, but where schools follow this, follow professional advice and are not able to provide for the pupil, then specialist provision must be made available” [Secondary education staff]

“We are lucky that our child’s phenomenal special school has been our support network” [Parent, guardian or carer]

“My daughter is now in specialist education and she is in a tailored class to suit her needs based on ability not age, there are 8 in her class to 6 members of staff. She has someone with her at all times so she is completely safe. Teachers are highly trained and matched to the pupils with regards to their needs and each child works to an individual curriculum which is constantly changing for their development. The big thing for me is there is no judgement, she is not the 'odd one out', no children are sniggering at the others. They also work really closely with parents to ensure co-operative learning at school and home. It is a completely different ethos - no marking down for hospital appointments or sick days (of which there are numerous), no stats, tests or targets to meet. They just really get it.” [Parent, online focus group]

“Inclusion at all costs will fail some kids. Specialist provision with specially trained staff is paramount for these kids.” [Parent, online focus group]

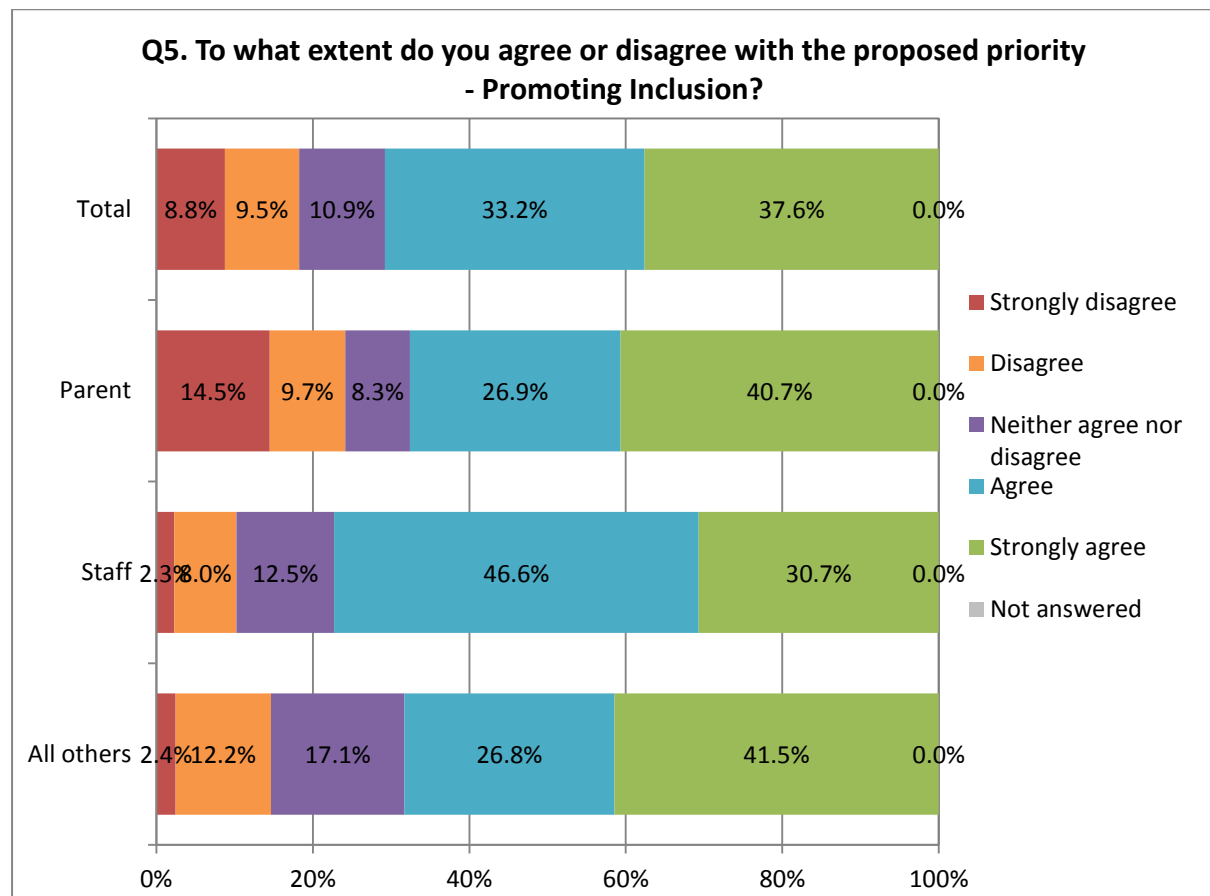
General negative comments

“Rugby disability forum are not fully aware of this consultation and this may be a reason your feedback has been poor” [General public]

“This questionnaire EXCLUDES SEND students from expressing their true views through over wordiness and jargon” [Pupil/Student]

Promoting Inclusion:

70.8% of respondents agreed with the wording of the priority, with 18.2% disagreeing with it. This is the highest level of disagreement with what is proposed.



There are no significant differences in agreement but parents are significantly more likely to disagree with the priority 'promoting inclusion' than staff, 24.1% parents vs 10.2% staff. When asked to comment on priority 'promoting inclusion', responses and key verbatim comments to illustrate them are on the following pages:

| Table 4: Comments on priority 'promoting inclusion' | Number of times mentioned |
|---|---------------------------|
| Issues with mainstream summary | 57 |
| Inclusion | 20 |
| Consider the negative impact(s) on wider student group | 14 |
| Assessments / referrals / criteria issues | 13 |
| Appropriate training and resources in mainstream | 12 |
| Needs to be flexible / personalisation / case-by-case basis | 10 |
| Some SEND children are not suitable for mainstream | 7 |
| Financial summary | 35 |
| Poor funding / budget cuts | 35 |
| Gaps summary | 34 |
| Lack of appropriately trained/skilled staff | 14 |
| Need more support for schools / staff | 10 |
| Need more specialist provision / places | 10 |
| Lack of SEN support | 9 |
| Need more space / resources | 9 |
| Support for parents | 5 |
| Principle summary | 29 |
| Agree - if pathways are available for pupils to succeed | 17 |
| Disagree - SEND need tailored environment | 12 |
| Measuring progress summary | 10 |
| Clear action plan required to achieve this priority | 5 |
| Clarity of words/phrases/terms | 2 |

Issues with mainstream comments

"SEND is such a massive range and saying that the default position is that a child attends a mainstream school is not necessarily right for the child, especially due to the massive pressures on schools already. Mainstream can often meet needs, but not in as effective a way as schools that are more set for children with specialist needs. This doesn't mean necessarily special schools, but more that we seem to have two models only - special school and mainstream - there needs to be a better choice than this" [Primary Head Teacher]

".....for children with SEND; for many going mainstream is surviving not thriving" [Parent, guardian or carer]

"Must take into account the needs of ALL children so that inclusion of children with behaviour problems doesn't disadvantage others (e.g. by significantly disrupting their learning and/or making them feel unsafe in the classroom)" [Parent, guardian or carer]

"How successful can this actually be considering that all specialist provisions are full?"
[Primary Head Teacher]

“Children with SEN can behave in ways which typically developing children do not understand and this can be confusing and intimidating. The only way that you bridge this is to throw children together and give them the opportunity to work together and get to know each other. I think that this happens a bit but not enough. I think that understanding a child with SEN can be difficult and mainstream schools often do not have the time, resources or experience to do it well and are tempted to leave it to those that do/have.” [Parent, guardian or carer]

“I do not agree with the principle that Inclusion should be the default position. Many high needs children cannot exist in a mainstream school. It is unrealistic to expect mainstream schools to have the staff, resources, time and training to accept increasing numbers of SEND pupils. Whilst it is right that families can send their SEND child to a mainstream if they wish, it is not incumbent on WCC to presume that should be the default position. This is NOT child centred thinking as specified in the SEND COP. This is a cost saving exercise as far as I can tell. Mainstream schools rely on children being resilient, healthy, emotionally stable, socially capable etc. in order for those children to cope with the rigours of a school day. I would argue that a chunk of SEND pupils are simply unable to achieve this in a mainstream setting. The wording of this and the ambition to have mainstream as the first 'default' priority implies this does not have a child centred, needs focussed approach. I'd like to read a WCC Vision that talks about meeting the Needs of the Child being the top priority, rather than Inclusion. For me, there is not enough focus on the aspirations of the SEND COP and there is too much focus on pressurising mainstreams to accommodate as many SEND children as possible.” [Parent, online focus group]

“This is also keeping in mind that the setting is then not going to adversely affect the peers in that environment or prevent them having fair and equal access to additional support”
[Secondary education staff]

“It should also be noted that whilst it is important that SEND pupils have the opportunity to be educated alongside their peers and to receive a quality education, thought & caution needs to be taken to ensure that the education quality for non-SEND pupils is not detrimentally affected” [Parent, guardian or carer]

“In order to actually achieve inclusion, the training commitment for mainstream staff (all staff not just SENCOs or the odd teacher with an interest in SEND) will be huge” [Parent, guardian or carer]

“It's not happening because for some children in order to be able to learn, they need say a movement break or a sensory diet. This would take minimal resources to implement and give the child more access to learning. But if the SENCO, teacher, advocate doesn't understand this, they wouldn't think to implement it. By not implementing interventions such as these, we are effectively preventing children from learning.” [Parent, online focus group]

"I have genuinely felt at times that the school haven't wanted to see, and what could have been relatively minor adjustments when I first asked for help 15 months ago have led to much bigger adjustments now being needed to get her in and out of school." [Parent, online focus group]

"Too many children are being failed and worse still, actually damaged by their experiences with school. They are too often segregated, excluded and off rolled for the benefit of the school not the children" [Parent, guardian or carer]

"I do not ... believe that 'inclusion' is achieved simply by being in a mainstream school. If the setting is inappropriate then to strive for 'inclusion' is futile" [Primary education staff]

"I've had to ask that X comes out early. Coming out when the rest of the school does is horrific for her, me and her siblings. She has finally after a battle been seen by ed psych, and he was able to give a whole list of whole class activities which would benefit X, but without singling her out. For example rather than coming out early he is suggesting that the last 15 minutes of the day are aimed at filling her sensory cup, but it's a whole class activity. Makes total sense, but I can't work out why it takes this level of expertise to come up with these things. Why doesn't the SENCO have a bank of things to call on or try? ...I've been saying for months that she needs movement breaks, instead she seems to be constantly being - as she feels - punished, by losing her break to complete work. It only serves to single her out more and deplete her self-worth as well as denying her vital social opportunities. It's just so contrary to everything she needs and I think it's a total lack of understanding! I keep saying her emotional and social well-being is all I'm concerned about at the moment. If we get that right for X then the academic will come, if we don't then I'm on the verge of having a school refuser!" [Parent, online focus group]

"Agree if the setting can meet needs of individual child/young person" [Primary education staff]

"All parents with a child who has an SEN diagnosis should have the choice of mainstream or special school" [Parent, guardian or carer]

"This is not always in the best interest of the young person, their family or their peers" [SENCo]

"Putting a child into a mainstream school as a priority is a failure in most cases" [Parent, guardian or carer]

"The usual approach of putting a TA in with a child in a mainstream class does not work." [Parent, guardian or carer]

"I feel inclusion is very important but the necessary funding is essential to ensure inclusion is done well." [Parent, guardian or carer]

“SISG [Specialist Inclusion Support Group] - access criteria too high” [Primary education staff]

“I understand a lack of resources. I don't understand those who don't listen or seek to learn.” [Parent, online focus group]

“Each need is so unique and there is a big difference between a SEN child being able to cope in a mainstream school and them being given the education to be the best they can be - this is where tailoring their education is key.” [Parent, online focus group]

“My daughter has blossomed beautifully being in a specialist setting; changing this would send her on a downward spiral. I think for her to be her best self it is within this setting. While first sending her there I was reluctant and thought I wanted her to go in mainstream (but the way she was treated in a mainstream nursery and how she was compared to now I am against it and believe that her specialist school is best for her)” [Parent, guardian or carer]

“The term schools use is 'reasonable adjustments'. Things that can be put into place simply that can aid a child in accessing the curriculum. It could be as simple as providing a child with a quiet space to sit in for 5 minutes, allowing a movement break, giving a fidget toy to use during inputs or changing the background colour on the interactive whiteboard from the standard white. These are things that don't need anything more than an adjustment in the thinking of staff. Too often, they are seen as disruptive to the running of the class or singling out the SEND child/ren. If you let one child have a movement break then you have to let them all. What schools should be perhaps asking themselves is, 'if the whole class has a movement break, would it improve the learning for all the children?' Often, what is a reasonable adjustment for one child is actually good for most if not all of them. A very fundamental change in the thinking of schools is needed in many cases.” [Parent, online focus group]

“There is a reason why there are special needs schools and if the reason for including children into mainstream is because of overpopulation of the special school, maybe more needs to be done in this are”. [Parent, guardian or carer]

“If educated alongside peers this can lead to bullying especially when young people with a disability become teenagers” [Parent, guardian or carer]

“She's 6 and seen CAMHs but she's not improved. The SENCo has fobbed off our concerns. The teacher has said sometimes she can't deal with her and sends her back to the deputy head. She's seen the school psychologist, CAMHs, psychologist, psychiatrist and they cancel appointments so it's taken such a long time. There's no day to day support whilst waiting. If she's disruptive they just give her colouring. They can only spare 10 minutes of the TA at a time but she needs 1:1 support. She's falling behind in her SATs in year 2. I don't know what help is there. 1:1 support has to be appropriately framed. The co-ordinator knows about

SEN but not all staff. The TA is nice but has no training on challenging behaviour. [Child] only sleeps 4 hours a day. We've only had 6 social worker visits in 6 years. She's had injuries at school that mean she's been in hospital. She's intelligent so we don't want a special school. A TA with no training is like a nursery nurse. I'm sick of fighting the system. [Child] doesn't understand. She's oblivious as to why she's not to hit. They're challenging behaviours not naughty. She needs people who are trained in understanding not punishing. I know she is bright but it's going downhill. I'm exhausted with what I'm trying to do. [Child] is on the outskirts and parents don't like her playing with their children because she plays rough." [Grandparent, meeting]

Financial comments

"What worries me is that I hear the same story across her school and elsewhere. I will fight for my daughter to the point of making myself really unpopular, but what about those parents who just accept the school's rhetoric about being under resourced? I know at least 1 mum in her school who was told "we don't have resource" and hasn't pushed. I get they are under resourced, but in the nicest possible way that's not my problem, nor should it be any child's! The system is just broken!" [Parent, online focus group]

"Whilst I strongly agree that we should promote inclusion, this is only a positive aspiration if the funding and resources are available to allow this. Too often, the lack of provision and resources make this a negative experience for children." [Primary education staff]

"Only with funding for extra support is it possible for classes with several SEND pupils to be taught effectively without disruption" [Primary education staff]

"A push for inclusion will not save money in the long run, children whose needs are not met in mainstream are more likely to end up requiring alternative specialist provision.early intervention would save the LA money in the long term" [Parent, guardian or carer]

"This strategy is a smokescreen for budget cuts" [Parent, guardian or carer]

"Inclusion without adequate funding and support is damaging for pupils and staff. Inclusion with good support enhances the experience of individuals and school community as a whole." [Counsellor]

Gaps comments

"Our understanding is that those who are educated far from home in a specialist setting are suffering from a lack of local specialist settings, not lack of access to mainstream education." [Parent Carer Forum]

"This is the right way forward however it will require investment to ensure that staff working with SEND learners have the skills and expertise to meet their need" [Other specialist staff]

"There should be more SENCOs in schools to alleviate pressure" [Parent, guardian or carer]

"More support for schools and sports teams to include people with SEND and support them in meeting recommended guidelines of physical activity" [General public]

"For this vision to be achievable, support needs to be given to schools - in particular small rural schools." [Primary education staff]

"I agree where this is possible but there needs to be more specialist provision and support for schools to access." [Primary education staff]

"It needs to be recognised that we don't have enough specialist education settings locally" [Parent, guardian or carer]

"I feel that the lack of specialist provision in Warwickshire is having a detrimental effect, firstly on those pupils who need it but are left to struggle in mainstream and, secondly, on those mainstream schools who, under huge financial pressure, are trying to meet these pupils' needs" [Primary education staff]

"'Best endeavours' is not enough and there are no places at specialist provision" [Secondary education staff]

"More places are needed at special schools for mild to moderate difficulties where they are unable to cope with mainstream schooling" [Parent, guardian or carer]

"Specialist training to aid understanding. Number 1 priority is understanding, throughout schools. For us personally I don't think the teachers have had any training in autism and particularly how it presents differently in girls. When I say throughout, I mean everyone working in a school needs to have some awareness. In the same way safeguarding is vital. If you can't understand (and spot) what you're seeing, how can you be inclusive? Or help those children? I don't think resources are the biggest issue. For me, it's culture and understanding. But that might be coloured by my individual experience." [Parent, online focus group]

"I'm currently told 'but she's fine when she's here', and I have to point out a whole host of reasons that show that that just isn't the case. I've had to put up such a fight to get any support because I'm constantly told they're a small school without resource, and I've actually been told (previously), that she couldn't have input from any agencies as she doesn't have a diagnosis. It's infuriating, heartbreaking and exhausting in equal measure!" [Parent, online focus group]

"The current system relies on the compassion of a particular school/teacher rather than a good level of training of all staff" [Parent, online focus group]

“For children to be given the same opportunities but tailored to meet their needs. That isn’t happening in a lot of mainstream schools and parents feel like they’re constantly fighting for things. Or on the flip side where certain things can’t be accessed because of the nature of their SEN alternatives aren’t being provided.” [Parent, online focus group]

“It really depends on the SEN - this is such a massive area that resources to include all would be vast. If we just take autism as one example...some children could require dark, quiet sensory rooms as they are hypersensitive, some children could be hyposensitive and need heightened stimulation such as climbing bars and flashing lights to sooth them. At lunchtimes each and every autistic child could need a varying diet and varying degree of supervision, will only eat brown food, needs to be on a certain plate, at a certain temperature, will shovel everything in and gag, will refuse all food - so even the canteen will need far more resources and staff. This is just the tip of the iceberg though, then we have every other need, physical, mental, undiagnosed, the list is endless.” [Parent, online focus group]

“In seeking to promote inclusion it is a mistake to denigrate or run-down specialist provisions in the strategy document. Much better to focus on the specific cohort who are not accessing mainstream provision when they should be and look at how it is possible to prevent their exclusion and marginalisation.” [Parent Carer Forum]

“Secondary schools are put under undue pressure to find time to meet with the growing number of prospective parents of SEND Learners with EHCPs in Year 5/6 prior to application, because we are told that ‘the local authority has asked them to’ in the process of naming their chosen school.” [SENCO Partnership]

Principle comments

“I strongly support inclusion if the pathways are available for all pupils to succeed” [Special school staff]

“...this will depend on the individual needs of the children and individual case by case observations as to whether a child can access mainstream education and still 'achieve' and make progress would need to be considered.” [General public]

“In data terms, you will see children making at least the expected progress for their pathway, hopefully you will even see them exceeding. It's more than just data though. You see all staff approaching things in a consistent manner, all classes will use visual timetables for example, if a child is allowed to use fidget toys or ear defenders with one teacher, they are allowed by all teachers and from year to year. Some children have a great experience one year, with adjustments made that really help, they move class in September and it all disappears. That doesn't happen in schools where inclusivity is embedded.” [Parent, online focus group]

"I think small units attached to mainstream would enable more inclusion" [Specialist Teaching Assistant]

"I just want him to be as normal as he can possibly be. He needs facilities such as a keyboard and for his peer group to be taught about differences. If his peers accept him they won't bully him." [Grandparent, meeting]

"Some mainstream schools are amazing. They have got inclusivity embedded in the school ethos at all levels. Unfortunately, not all schools do. There is still a lot of ignorance regarding additional needs, parents can often be 'fobbed off' or not understand how to navigate the system to get the support their child requires. Every school is able to easily make 'reasonable adjustments' to enable a child to access the curriculum, often the good practice for a SEN child is of benefit for many of the other children too. When I taught in a different county, we had a school buddy system. Schools that were outstanding in a particular area, such as SEN were given additional funding by county to allow staff to work with another school and help them improve in that area. Again, funding is needed if more than lip service is to be given to improving inclusivity" [Parent, online focus group]

"Central to the assessment of what constitutes high quality appropriate educational provision are parents and the children. However parents and the community are not actively engaged, for instance even as an MP with a number of constituents who have difficulty with the service they and I did not know about the consultation from the Local Authority even this inclusion. The open session times were limited and at times difficult to attend (day time when many parents working). Further there can be many SEND needs which not ostensibly high need are but, provide significant, in some cases complete barriers to access to education and good outcomes and these have not been addressed in this policy. The focus on local provision while laudable fails to recognise that it may well be cost efficient and appropriate for the child to make use of expertise and provision out of county, such as in neighbouring authorities or if needed further away. The key in these situations is to maintain scrutiny on progress and development and ensure effective use of public resources. The mantra of local must not override what is the best interests of the child at that point in time, as a reality not a theoretical reason or aspiration."

"The [personalisation] statement sits particularly uneasily in this document as the tone of the document appears to seek to restrict access to specialised settings and implicitly acknowledges that there is a lack of confidence in mainstream settings from CYP and their families." [Parent Carer Forum]

"The first sentence actually makes little sense as CYP with SEND are indeed educated alongside their peers in a variety of settings. What is meant here is that all schools and colleges should welcome learners with a range of differences including SEND needs." [Parent Carer Forum]

“Please could we ask for further clarification of what SENDAR consider these ‘overwhelming reasons’ to be.” [SENCO Partnership]

“While it might be highly desirable that children as they grow up are aware of social diversity, the wider needs of society cannot be at the expense of what an individual child requires, and individual needs is the focus of the legal obligations the Authority has. The problems arise when...it makes many assumptions not least the claim children with considerable difficulties being full members of their community with little regard as to what that takes to achieve and biasing the policy on the wishful thinking of wanting something to occur. This has been recently noted in the Councils own Education Scrutiny Committee where it notes children transferred from specialist settings to mainstream had failed to thrive.” [Parent, independent submission]

Measuring progress comments

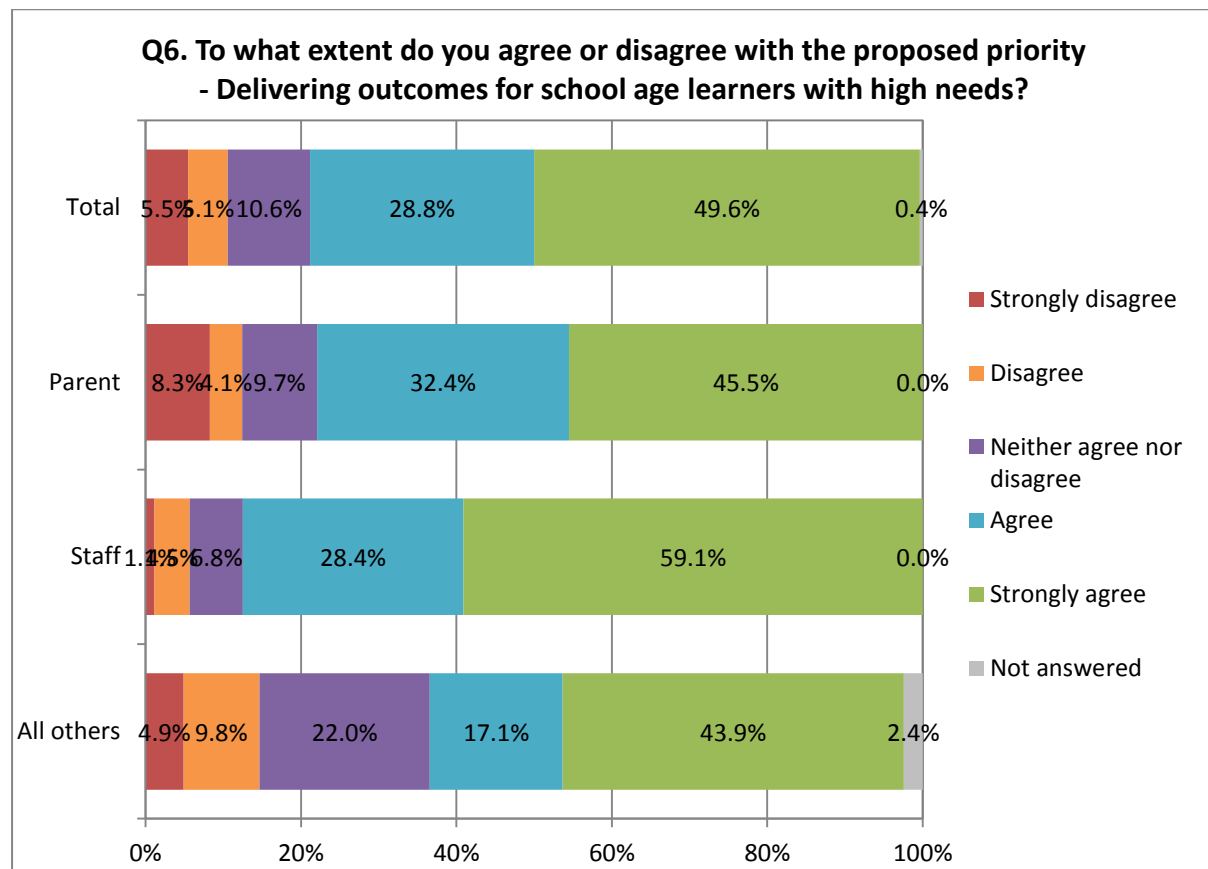
“This is quite a sweeping statement. I would think that this will depend on the individual needs of the children and individual case by case observations as to whether a child can access mainstream education and still 'achieve' and make progress would need to be considered.” [General public]

“A policy without a champion and inclusive leadership is just a waste of tree.” [Parent, online focus group]

“It is insufficient to rely on providers to use their best endeavours to meet need without clarity about what can reasonably be expected and agreed possible from both sides.” [Parent, independent submission]

Delivering outcomes for school age learner with high needs:

78.5% of respondents agreed with the wording of the priority, with 10.6% disagreeing with it.



There were no significant differences between parents and staff for this priority. When asked to comment on the priority 'delivering outcomes for school age learners with high needs', responses and key verbatim comments to illustrate them are on the following pages:

| Table 5: Comments on proposed priority 'delivering outcomes for school age learners with high needs' | Number of times mentioned |
|--|---------------------------|
| General experiences summary | 30 |
| Lack of help/information from schools to parents | 6 |
| Staff are overworked | 4 |
| Referrals not made or denied (when parents ask) | 4 |
| Poor performance currently | 1 |
| SEND pupils victims of bullying or hate crime | 1 |
| Social services and NHS are poor | 1 |
| Gaps summary | 28 |
| Need easier access to resources (assessments, specialist teaching service) | 9 |
| Early intervention | 5 |
| Currently poor communication | 3 |
| Preparation for the workplace | 3 |
| Need support to be physically active | 1 |
| Health professionals | 1 |
| EHC Plan summary | 21 |
| EHC plans need to be more accessible / user friendly | 11 |
| Hard to get an EHC plan (criteria high) | 11 |
| Too much paperwork | 7 |
| Support required for those who are not yet on an EHC plan | 6 |
| Measuring progress summary | 21 |
| Multi-agency working will improve decision making | 16 |
| Clarity required | 6 |
| Clear action plan required to achieve this priority | 3 |
| Financial summary | 13 |
| Need adequate funding & support | 13 |
| Mainstream / Specialist schools summary | 8 |
| More specialist TAs needed/trained | 2 |
| Transition | 2 |

General experiences comments

"Much more needs to be done to support health and social care so that this does not fall solely on education professionals" [Primary education staff]

"Absolutely agree with this, currently getting specialist provision is a lottery and many children miss out. Because there are so few spaces, not every child who needs a place gets one, there are always far more applications than allocations. The specialist education is fantastic, we just need more of it." [Parent, online focus group]

“Sadly, it seems we are a long way off achieving ‘tell your story once’ and the joint commissioning of services in Warks.” [Parent Carer Forum]

“It is our experience that whilst the ‘joined up’ thinking is an appropriate and ideal concept, other professionals within the local authority are over stretched currently and cannot always afford the time to attend meetings or respond to telephone calls in order to look at how or whether outcomes are met. The EHC Plan Co-ordinators are always extremely busy and sadly not available all of the time to advise us in schools. The increasing demand for mainstream schools to take SEND students means an additional burden on schools to find the funding for working alongside professionals such as Educational Psychology and specialist teachers. Outcomes decided upon during Year 6 are often not appropriate by the end of Year 7 creating an additional work load to re draft these on SENCOs in schools.” [SENCO Partnership]

Gaps comments

“Lack of communication between various agencies causes real problems for parents and school staff” [Parent, guardian or carer]

“Currently each professional is working in isolation and there is little joined up working” [Educational psychologist]

“If you have a high level needs child in a mainstream, it is unlikely their needs are fully being met as, in my opinion a mainstream cannot cater for those needs. If you are referring to a high level needs child in the correct specialist provision, then yes, their needs are being met. Low level needs are equally important though and Universal or Targeted Provision within mainstream can sometimes fail if it is withdrawn too soon. You're then faced with low level difficulties escalating due to being inadequately supported / recognised or patchy interventions.” [Parent, online focus group]

“I see people with SEND being unfit and not healthy because they have been physical inactive for years, some have always been inactive due to a lack of support and suitable inclusive provision for them in schools and in the community” [General public]

“We waited more than two years for a Sensory assessment and nine months for a CAMHS assessment” [Parent, guardian or carer]

“Intervention and support was not readily available and our child’s needs escalated as a result, destabilising him and causing him to be out of education for years” [Parent, guardian or carer]

“For decades all agencies push you from pillar to post. SEND Social Care refer parents to MASH, MASH refer parents to FIS, FIS refer parents to SENDIASS. Somewhere along the way CAMHS fit in, if you’re lucky.” [Parent, guardian or carer]

EHC Plan comments

"I am hoping the new EHCP reviews will work more easily but am still very concerned with the amount of paperwork and 'hoop jumping' we need to go through to access different services in all areas of SEND provision" [Primary education staff]

"My child is currently unable to attend mainstream school, I asked for an EHCP assessment which was refused, the school asked for an EHCP assessment which was also refused. By the time it was agreed that the assessment would take place, her mental health had deteriorated so significantly that she was too unwell with anxiety to attend school and has been unable to return. She is 8 years old" [Parent, guardian or carer]

"The process for obtaining an EHC plan needs to start much earlier and needs to be concluded in a far shorter time scale - 12 weeks maximum, not twenty weeks to have the necessary impact in schools" [Nursery School Head Teacher]

"All agencies take far too long to make an assessment. Currently the EHCP process is appalling, far too long" [Parent, guardian or carer]

"Applying for an EHCP is a prohibitive process that means that staff can be put off from applying and that these children do not receive the support that they need"
[Primary education staff]

Measuring progress comments

"Outcomes should be steps that are achievable and build upon more steps, for example, 'to be able to travel independently to school by next year' and then the provision is how this will be achieved" [Parent, guardian or carer]

"More support and advice for how these outcomes can be met - practical methods, strategies and resources" [Primary education staff]

"In practise it is virtually impossible to get all agencies in one room, let alone allow staff from school to attend the meeting" [Primary education staff]

"How can we ensure that all professionals work together equally and that schools do not always feel that they have to orchestrate, lead and manage. It needs effective partnerships to succeed" [Primary Head Teacher]

Financial comments

"Funding is also low so schools that do fight for the support for these children are having to cut costs in other areas to support these pupils. The school then attracts more of these pupils because they do a good job to support them but the funding just does not support the actual needs of these children" [Primary education staff]

“Currently in mainstream school there is not the funding to provide adequate provision”
[Secondary education staff]

“Agree with this, more funding needs to go into maintaining special schools but unfortunately the cuts are happening within the local special schools. There are more pupils being taken in now and the class sizes are increasing which is having a detrimental effect on the current pupils. There are not enough resources and any specialist services brought in are now limited.” [Parent, online focus group]

“These schools should have proper investment - it’s much cheaper than paying for places in care, psychiatric units and prison which is where frankly many of these children will end up if they aren’t properly looked after.” [Parent, online focus group]

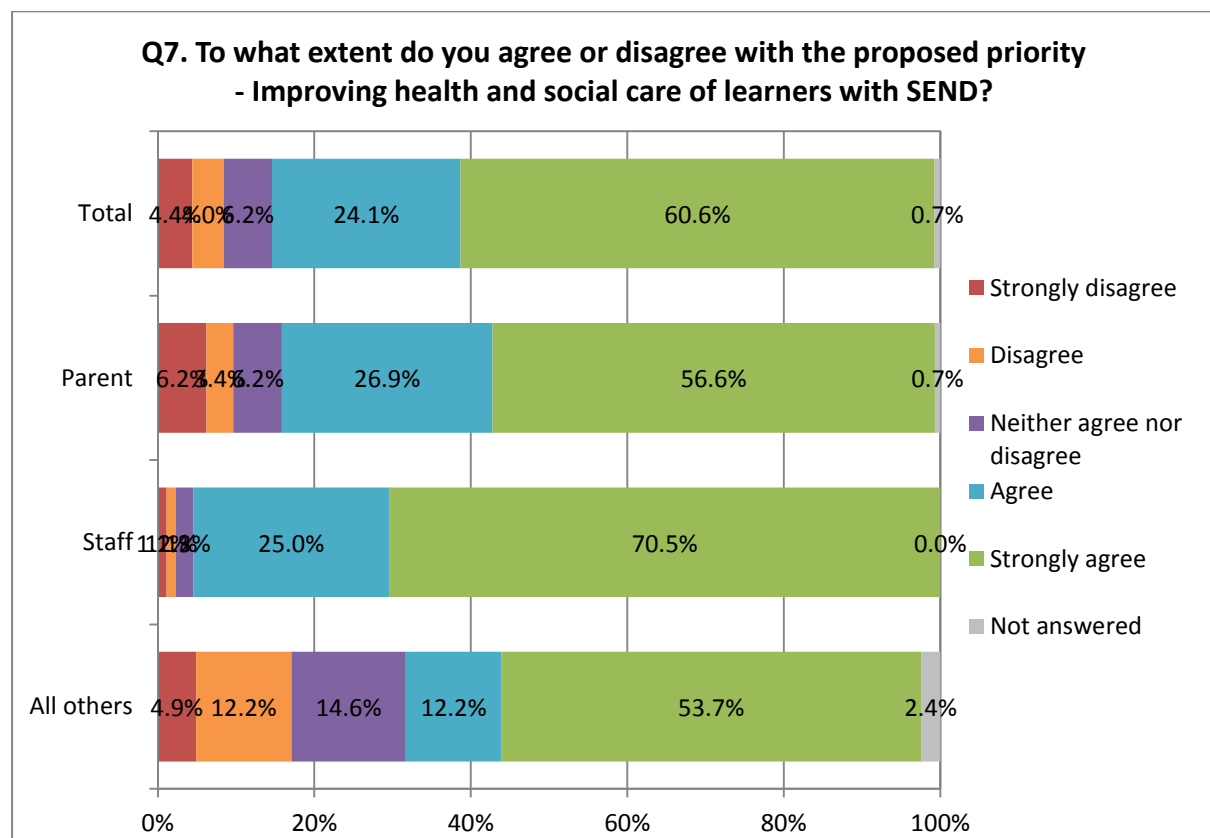
Mainstream / Specialist schools comments

“For children with additional needs and vulnerable at transition into school would it not be better to continue the health services until children finished the early years foundation stage? Families with involvement from specialist services and agencies have to switch all professionals at the point at which the child joins Reception - why can’t the health visit continue until the end of Reception and then switch to Compass for example?” [Primary Head Teacher]

“Primary schools do not apply for EHC plans but just tread water until the SEN student reaches secondary which is leaving mainstream secondary schools struggling to maintain behaviour of students” [Secondary education staff]

Improving health and social care for learners with SEND:

84.7% of respondents agreed with the wording of the priority, with 8.4% disagreeing with it.



Staff are significantly more likely to agree with the priority 'improving health and social care' than parents, 95.5% staff vs 83.4% parents at 95% level of confidence. Parents are significantly more likely to disagree with this priority, 9.7% parents vs 2.3% staff. When asked to comment on the priority 'improving health and social care', responses and key verbatim comments to illustrate them are on the following pages:

| Table 6: Comments on proposed priority ‘improving health and social care’ | Number of times mentioned |
|---|---------------------------|
| Gaps summary | 22 |
| Better support for families / carers | 8 |
| Holistic needs of the child | 6 |
| Well-trained/educated staff | 4 |
| More support needed for health/social care (e.g. physical and mental wellbeing) | 4 |
| Access to affordable assessments / services | 3 |
| Improve local offer / communicate local offer | 2 |
| Work placement opportunities | 1 |
| Measuring progress summary | 19 |
| Joined-up thinking / multi-agency working / collaboration | 10 |
| A detailed and clear action plan is required | 5 |
| Social Care summary | 18 |
| Needs joined up thinking/working/cooperation | 10 |
| Little input/support from health and social care (led by education) | 7 |
| Expectation on Early Help in preventative role | 1 |
| Health summary | 18 |
| More health input/support needed | 8 |
| Mental health problems | 3 |
| Bullying / self-esteem | 1 |
| Financial summary | 14 |
| Lack of funding | 13 |
| Experiences summary | 10 |
| Too much emphasis on educational aspect | 1 |
| Delays result in poor outcomes | 1 |
| EHC Plan summary | 6 |
| Improve assessment process / reduce paperwork | 3 |
| EHC plans denied | 1 |

Gaps comments

“It needs a holistic approach, looking at the whole person and where the difficulties are”
[Parent, guardian or carer]

“The local offer is not fit for purpose as there is nothing on there for certain individuals”
[Parent, guardian or carer]

“...the only help at the moment is support groups - basically exhausted, desperate parents sitting in a room crying together about the effort & work required to obtain even the smallest amount of support” [Parent, guardian or carer]

“In terms of mental health needs - urgent SEMH training for all teachers and school staff. Urgent attachment focussed schools. Every school to have regular access to a mental health support worker for staff and pupils to speak to. School nurses (Compass) and SEND NHS services need to be more accessible, proactive and visible within schools for parents, children and staff to access to ensure physical needs are supported. There is too much focus on visible disabilities and not enough on hidden disabilities. For example, a child with a hidden chronic condition needs to know their physical AND mental health needs are held in mind, accepted and UNDERSTOOD by ALL adults who work with that child during their school day. When a child feels safe and secure in the knowledge that they are understood and supported, the ability to settle to learning will follow.” [Parent, online focus group]

“We believe that every child and young person has a right to have their health, social care and education needs met within their local community.” This is fine if services and resources are available locally. Often they aren't. Therein lies the rub.” [Parent, online focus group]

“There is a reference on p.2 para 3 to ‘all children and young people [growing] up to become adults’. This statement excludes CYP who have life-threatening and life-limiting conditions. As these CYP should most definitely be educated locally, in order to spend as much time with loved ones as possible, we assume this is an unfortunate oversight rather than an exclusion of a subset of CYP living with complex SEND in Warwickshire. It is worth noting here that there is also a group of CYP in Warwickshire who will not live out their potential lifespan due to self-harm, suicide and their vulnerability in the community. Including them in regular education is extremely challenging, whether mainstream or specialised. An aim which focuses on their specific need for inclusion could be included in the strategy.” [Parent Carer Forum]

Measuring progress comments

“I agree with the principle however it is very vague. How will it be measured? The stated outcomes in the draft strategy do not measure this. Aim to make it more 'SMART' and include outcome measures”. [Parent, guardian or carer]

“This is a major priority but has to be with a focus on multi-agency working” [Primary Head Teacher]

Social Care comments

“As schools, we try to engage with health and social care services for students as positively as possible. Our experience varies from superb support in cases, to complete debacles in others resulting in forced contact with Head of Service for WCSB on several occasions regarding SEND students who the school feels are extremely vulnerable.” [SENCO Partnership]

“There needs to be much more collaboration and joined up thinking with health and with social care alongside education. These cannot be considered in isolation of each other as they will all interlink.” [Parent, guardian or carer]

“Social care is extremely difficult to access. It seems that families need to be a breaking point before it's offered. There needs to be more funding for respite and residential short breaks so more families can access the service.” [Parent, guardian or carer]

“The social care aspect of provision in the EHCP needs to provide all of the young person's needs and outcomes to include the carers assessment and how they provide that support to the family.” [Parent, online focus group]

Health comments

“More health input and health ownership needed. Health need to fund health needs e.g. sensory assessments and not for these to fall back on education” [Primary education staff]

“Gaps emerging with lengthy diagnosis and support as there is lengthy diagnosis processes with high thresholds so families aren't receiving the appropriate level or response” [Other group or organisation]

“NHS staff including OTs and SALT are so over worked that they cannot attend meetings” [Primary education staff]

“The CAMHS waiting list for vulnerable learners is two years. This is simply too long and we would ask if there is any plan to reduce this wait for parents and students?” [SENCO Partnership]

Financial comments

“This is a brilliant statement and is totally right as an aim nothing will be achieved whilst funding remains at the woefully low level that it is across education, health and social care” [Other specialist staff]

“This sounds great. Where is the money for this following devastating budget cuts over recent years. Our family has had no respite care, ever, and our key worker and short breaks babysitter were both made redundant. We lost all our support. Our only option would have been to request a social worker which we felt was inappropriate and would add to a case load where other families were in greater need. We just wanted to be able to access the limited services there were but funding cuts halved the reach of our support network. We are lucky that our child's phenomenal special school has been our support network.” [Parent, guardian or carer]

Experiences comments

"In theory this sounds superb. In reality, having positive engagement with health or social care providers can prove extremely difficult." [Secondary education staff]

"A child who is successful at school is well supported in terms of health, home, community and school. When a child is struggling in one of these areas it can have an effect on the others. Support in the early days to access mainstream clubs and activities can develop a resilience and ability which can allow a child to access exercise, culture and community in adulthood. A well included adult such as this will be more resilient in terms of mental & physical health and much more likely to be able to contribute positively to society and be less dependent on services." [Parent, guardian or carer]

"I full agree. Help needs to be early and coordinated, and parents shouldn't have to battle to get support for their children, my child has only been able to access camhs support following a complaint. It's often too little, too late, and is a false economy. My child could have, with appropriate support, stayed in mainstream school, at least until end of primary age. They is now so badly traumatised and has been out of school for so long, that they are likely to only be able to cope in specialist provision, I have been unable to continue working, and so have lost my salary (and therefore stopped paying taxes) and am reliant on benefits now. So the lack of early support has meant that my child will require a more expensive school place, I am unable to contribute financially to society, and we are relying on state benefits. And that doesn't even take into account the 'human cost'." [Parent, guardian or carer]

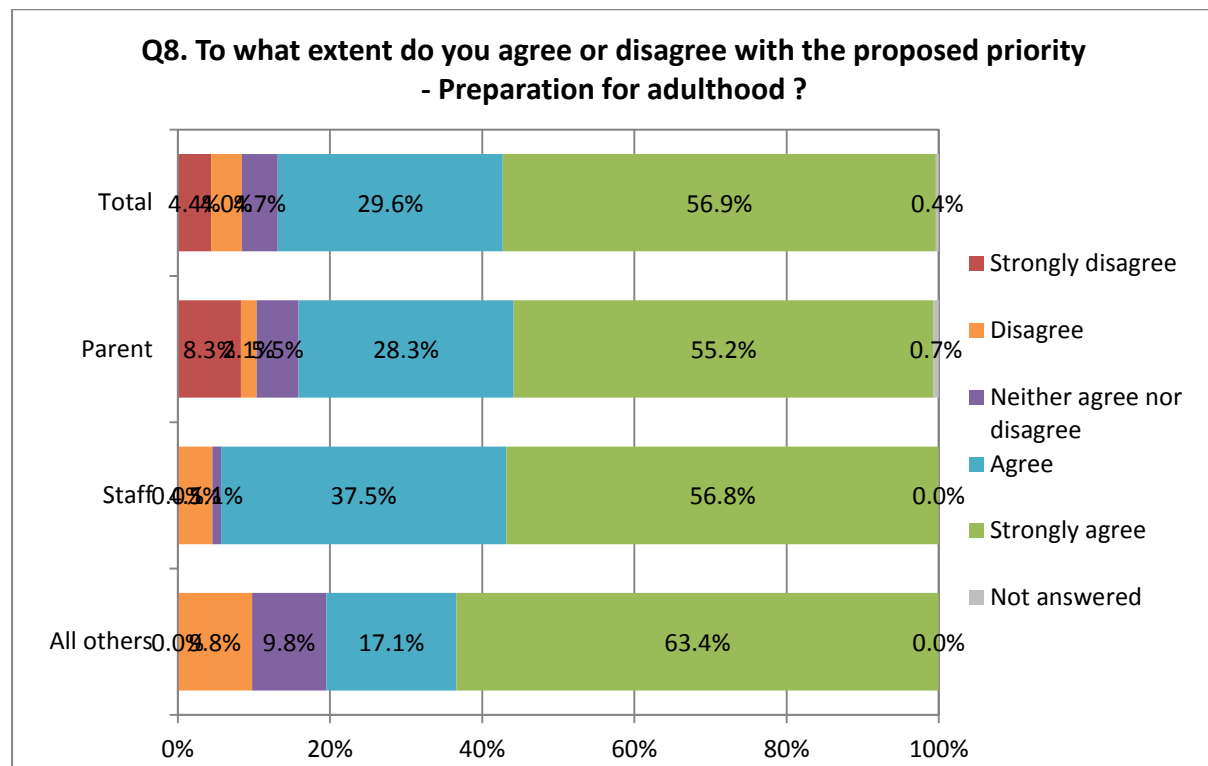
EHC Plan comments

"The health and social care element of the EHCP is not being utilised, education settings focus only on their own responsibilities within the plan. This is understandable; everyone is under pressure... Social care need to be more proactive and as for health I have never been in a meeting with anyone other than a school nurse or Ed Psych - always invited CAMHS and relevant NHS staff but not once did they attend..." [Parent, guardian or carer]

"Schools often seem to drive the EHCP assessment process initially, and we would like to invite health to contribute to this process where required." [SENCO Partnership]

Preparation for adulthood:

86.5% of respondents agreed with the wording of the priority, the highest level of agreement, with 8.4% disagreeing with it.



Staff are significantly more likely to agree with the priority 'preparation for adulthood' than parents, 94.3% staff vs 83.4% parents at 95% level of confidence. There are no significant differences for disagreement. When asked to comment on the priority 'preparation for adulthood', responses and key verbatim comments to illustrate them are on the following pages:

| Table 7: Comments on proposed priority 'preparation for adulthood' | Number of times mentioned |
|--|---------------------------|
| Gaps summary | 31 |
| Need supported internships / mentoring schemes | 13 |
| Life skills should be taught as part of the curriculum | 5 |
| Poor provision | 4 |
| Lack of continuity between children and adults | 3 |
| Resilience training for staff and students | 2 |
| Support / provision summary | 24 |
| Need a support network/joined up thinking | 5 |
| No local specialist provision | 3 |
| Needs to be taught in a way all SEND children understand | 3 |
| Provision has developed/improved in recent years | 2 |
| Lack of provision information | 1 |
| Realistic expectations on employment future | 1 |
| Better assessments/processes | 0 |
| The workplace summary | 20 |
| Not capable of paid employments, only volunteering | 7 |
| Need access to 'real' jobs - from education staff and local businesses | 7 |
| Vulnerable / open to exploitation | 5 |
| Measuring progress summary | 11 |
| A detailed and clear action plan is required | 8 |
| Monitoring of this | 6 |
| Clarity in wording / phraseology used | 3 |
| Financial summary | 9 |
| Funding / support inadequate | 9 |

Gaps comments

"This would work if enough employers would sign up. Not enough resources or incentives are offered by the Government. It's a funding game and not a high enough priority for the Government to tackle." [Parent, guardian or carer]

"Preparing for adulthood they have a long way to go to get this right my son met his adult social worker a few weeks before his 18th birthday this is not preparing at all this is leaving it until the last minute and failing him." [Parent, online focus group]

"There will be a lot of children and young people where employability is not a realistic expectation - within specialist provision I would say those pupils with prospects of employability would only make up a maximum of 5% of the population" [Primary Head Teacher]

“Suitable providers need to be out there with suitable course options for vulnerable learners though!” [Secondary education staff]

“This actually needs to happen in practice. I would like to see resilience training for staff and students in ALL schools as a matter of course. Emotional resilience is a big need and can build confidence in one's ability to cope in other situations. Also, transition to adulthood needs to take place with real planning from age 14 onwards. This is acknowledged but it doesn't happen often. What does it mean? It should be looking at life skills such as travel independently (not just for those in specialist provision but for all SEN who need it in mainstream), understanding and managing money, real supported work experience (not just lip service) for students and real supported placements in the workplace. Young people with additional needs in mainstream school are often left unsupported in this arena but in reality need a lot of support and guidance.” [Parent, guardian or carer]

“[Child] is 17 and wants to move on. We're looking at provision for next year. The offer for children with SEND is 3 days a week. The non-SEND offer is 5 days a week. You can go to White House at Moreton Morell to learn life skills 1 day a week paid for by Warwickshire County Council. You need a parent with direct payments or parents who can run their child around and there's little consistency of who gets what. The transition team were understaffed and not very helpful. We're considering residential but we need to justify why residential and not local. But the local offer is 3 days + 1 day. We need a long term semi-independent living facility. Are there places available? If the local colleges offered a 5 day SEND offer then we would consider it more, consider mainstream provision over a specialist unit or specialist college but there are none in Warwickshire. Parents have to find something for the remaining days. Parents pay [provider] via direct payments. He's been offered transport training but only for the school journey. The help offered is so constrained by funding that he can't catch the bus into town, he would only be funded for the journey into school. Will we be measured as having refused the service?” [Parent, community consultation]

Support / provision comments

“...removing support, withholding support and ignoring needs of children with higher functioning SEN is hardly preparing them for adulthood. It's failing to prepare them” [Parent, guardian or carer]

“Adult learners have to go out of county to learn at the moment as the colleges in Warwickshire do not have specialist provision. So how can they be independent when they are learning away from home” [Parent, guardian or carer]

“We remain extremely concerned about the transition to adult services for CYP with all levels of SEND.” [Parent Carer Forum]

“If the intention is for children and young people with SEND to be mostly supported in mainstream education then there needs to be a review of what they are actually required be taught. There needs to be a focus on life skills for children with SEND and exemption from subjects like foreign languages.” [Early years staff or provider]

“There is little consistency at present in the transfer from children's to adult services. The support seems to 'disappear' at adulthood and families are expected to function more independently. Unfortunately, a child doesn't wake up on their 18th birthday being able to independently take a bus or manage their own finances and with all the SEND issues gone” [Parent, guardian or carer]

“They will be able to work in paid work yet maybe exploited by people as they are vulnerable. They would need support and advice or agencies to ensure they are not exploited.” [Parent, guardian or carer]

“Presumption of employability’ leaps out of this paragraph - an almost robotic turn of phrase to apply to CYP with SEND! However, behind it there is a serious intention which is a good one. Developing resilience and independence is a fantastic skill-set for any young person and it confers a great deal of dignity and respect on a CYP with SEND to say that you believe they can achieve control over their own lives. With the right preparation and support much can be achieved in the workplace. However, we have noticed on committee that WCC is not offering supported internships to YP with SEND and this reluctance undermines the whole intention behind this paragraph. In addition, in the past there were cuts planned to the employment support service (WEST) as the cost of supporting the number of adults in work was considered to be unacceptably high. The reality of supporting YP with SEND into work is that it is time consuming and costly. If WCC were to set up its own program it could lead the way and also gather important evidence of what works and how other employers might participate.” [Parent Carer Forum]

“We work hard as schools to broker appropriate Post 16 opportunities for vulnerable students. Support from Post 16 providers is limited. Our contacts with Post 16 providers are as a result of our own liaison over time. It is because we want our learners to develop in to independent young citizens that we have taken a dedicated approach to their futures and finding appropriate pathways for them. To ask for transition preferences for Year 11 by Christmas is far too early for SENCOs to broker. In the majority of cases, Year 11 mock results are not available until the early part of the spring term and these factor heavily in the destinations of our learners.” [SENCO Partnership]

“Extra support is needed for preparing for adulthood. There needs to be a joined up approach. There needs to be one system because children struggle with change. For the SEND transition they come 1 day a month.” [Grandparent, meeting]

“Someone needs to be with him 100% of the time because everything is a danger. We tried to get a grant from the council to build additional accommodation because of his needs but he’s not treated as disabled like someone in a wheelchair. They won’t pay for adaptations but will pay for 2:1 care in community accommodation because it’s different budgets. Nowhere locally can meet his education needs. My eldest went to [secondary special school] and now works at [shop] with decent qualifications and holds down a job. But with [child] I would have to take him to [far away] college every day. The right kind of education needs to be there.” [Parent, community consultation]

The workplace comments

“SEN young adults in a workplace could be potentially very vulnerable so it would be good to see support in place to increase safety and reducing the chances of other staff preying upon these individuals” [Parent, guardian or carer]

“I feel local education does not do well enough in supporting young people to become independent adults or at least able to live in supported living” [General public]

“The work would have to be something they wanted to do and was meaningful for them” [Parent, guardian or carer]

“The council would need to be working with employers to raise awareness of the benefits of employing staff with diverse needs and how that can have a positive impact on their workplace” [Parent, guardian or carer]

Measuring progress comments

“This needs a careful action plan and identified early intervention as for a lot of young people it will take years of planning to increase success” [Parent, guardian or carer]

“I agree with the principle. How will it be measured? The stated outcomes in the draft strategy do not measure this. Need to include outcome measures to be able to evaluate effectiveness of strategy in this area.” [Parent, guardian or carer]

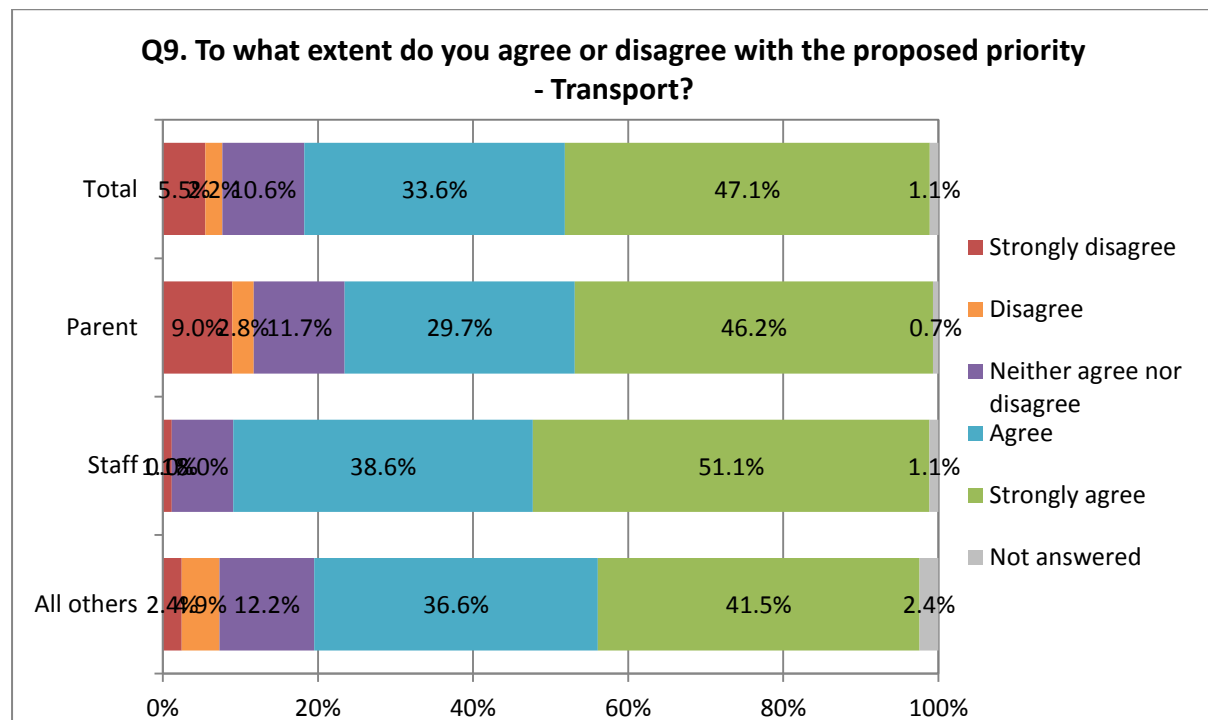
Financial comments

“Funding inadequate but we need to work on this of course for all children.” [Counsellor]

“Once again funding is an issue here especially when valuable transition training settings face closure due to lack of funding as happened with Remploy with a gap that is still not really adequately filled. Colleges can only do so much even with the huge good will of staff and volunteers.” [College/Further education staff SEN specialist]

Transport:

80.7% of respondents agreed with the wording of the priority, with 7.7% disagreeing with it, the lowest level of disagreement.



Staff are significantly more likely to agree with the priority 'transport' than parents, 89.8% staff vs 75.9% parents at 95% level of confidence. Parents are significantly more likely to disagree with this priority, 11.7% parents vs 1.1% staff. When asked to comment on the priority 'transport', responses and key verbatim comments to illustrate them are on the following pages:

| Table 8: Comments on proposed priority 'transport' | Number of times mentioned |
|---|---------------------------|
| Provision summary | 32 |
| Transport is a key requirement (for both visible and hidden disabilities) | 8 |
| Specialist Transport should speak to parent about child's needs | 8 |
| Accessing is difficult / counterproductive | 7 |
| Transport needs to be on a case-by-case basis (individual/group travel) | 6 |
| Consistent provision | 4 |
| Children with special needs are too vulnerable for public transport | 3 |
| Expectation on parent to provide transport is not fair | 3 |
| Accessing local education/work placement is key to lower costs/less travel | 1 |
| Financial summary | 22 |
| Funding / budget cuts | 5 |
| Pressures to attend local non-specialist schools to save on transport costs | 4 |
| Transport help should be means tested | 2 |
| Parents should be responsible for travel costs, not council | 2 |
| Transport money would be better spent on educational resources for children | 2 |
| Location / distance summary | 10 |
| No compromise; it should be door to door | 4 |
| Lack of transport provision for rural Warwickshire | 3 |
| Important for parents of children at multiple schools or at a distance | 3 |
| Impact on air quality if more car trips are needed | 2 |
| Questions/clarity summary | 7 |
| Measuring progress summary | 5 |
| A detailed and clear action plan is required | 4 |
| Training summary | 3 |
| Training of drivers / passenger escorts | 3 |

Provision comments

"I've been using transport for 17 years and in that time I've only had three transport teams that were adequate. And yes some of it down to cultural differences but also to large taxi companies that can take on the cheaper contracts and then you have staff that don't have time for the children. I see many at the local special school in the car park speaking to the children in a belligerent manner. I've had to report a passenger escort for shouting at a child in front of my child. I've had many dealings with WCC specialist transport and let's just say they haven't been very effective in dealing with the problems" [Parent, online focus group]

“Transport is a key requirement for many pupils and there should be no cutting back on provisions by asking the vulnerable members of our society to compromise on issues such as pick-up/drop-off points. The service should be door to door” [General public]

“The agreement/ acceptance of a place of education for Adult Learners must include the transport arrangements necessary to meet the learners needs without burdening their families with the responsibility” [Parent, guardian or carer]

“The specialist transport situation is a bit of a headache for us. We just spent time last year getting it right so June/July was all good. Then over the summer it was changed again! So cue a couple of months of disruption and finally we managed to make a case for him to travel solo. It has really affected our son’s learning this year as his journey to and from school was about 2.5 hours so he was shattered. Finally someone saw reason and then we had a safety concern with the driver...Taxi company were quick to change the driver and reprimand the staff member for it but I'm really hoping that we don't have to go through the same rigmarole next year. It’s such a waste of everyone's time and money and it’s really only this last couple of weeks that my son has been more settled in school as a result.”[Parent, online focus group]

“Transport can be a real barrier. I think wherever possible children should be included in the mainstream transport arrangements - this might require investment in trained bus escorts who support children with their travel. We are of course hoping to support children to become independent adult travellers and this is a good way to start. I don't like to see children with SEN being taxied into school when the opportunity for them to take a bus exists, should someone be able to make a flexible decision about how access to the service could be arranged. Flexibility really is the key here - what is cheaper long term - for the child to be transported by taxi, never learning the skills for independent travel, or for an escort to help the child access the bus system perhaps creating a confident and independent traveller for the future with a group of other typically developing students who know how to support and interact with a learning disabled traveller?” [Parent, guardian or carer]

“Parts of Warwickshire is rural and due to so many people with SEND not working towards a driving licence, transports will always be a priority in order to widen access and promote equality and opportunity. Accessing local education and work placements is key to keeping costs low as possible. More local provision is required so people do not always have to travel outside of the county to access basic services and provision.” [General public]

“Transport for CYP [children and young people] with SEND seems to be lagging behind in terms of applying the SEND reforms and we have been concerned that it is seen as being outside the SEND project. It is very reassuring to see that WCC will be meeting its statutory obligations and seeking to remove transport issues as a barrier to success. This commitment will be welcomed by CYP and their families across Warks.” [Parent Carer Forum]

"It's an excellent example of how just one standard service is being executed in such a variety of ways which do not always meet a child's needs even though the policies are there. Again, another lottery being played with our children depending which transport/driver they get." [Parent, online focus group]

"I wondered if my grandchild will be safe on the bus. [Grandchild] is frightened to catch the public bus. The bus that takes [grandchild] to school has a brilliant driver who knows them all." [Grandparent, meeting]

Financial comments

"Money is at the root of giving anyone cheap enough the contract." [Parent, guardian or carer]

"Works within allocated resources' suggests there is a spending cap. If your vision is to increase inclusion of SEN children then increased spending on transport would most likely be needed. This sounds like passing the buck." [Parent, guardian or carer]

"Transport for SEND young people shouldn't be charged for from 16 upwards at all but unfortunately they are aged 16-19 but then it's free 19-25." [Parent, online focus group]

"Parents of vulnerable students...have found it very difficult to try and seek support for transport to school. The removal of funding for transport to school has meant that in many cases, students who were quite happy in chosen schools have had to move unnecessarily. This can cause significant disruption to learning for vulnerable students." [SENCO Partnership]

Location / distance comments

"Our school experience with mainstream buses is that this is having an impact on children in rural areas." [Primary Head Teacher]

"Do we have enough spaces in the correct schools for children and their individual needs? Are we considering in an individual case ensuring not excessive distances from home for children? Are there enough resources to ensure we have enough transport and the allocation of costs meets the need to ensure the vision without adding stress to already stressed under supported children and families?" [Parent, guardian or carer]

"I have a SEND child & we live in a village, I am also sick & Warwickshire education transport have refused to help get my child to school as they say I should have put them in a school closer to home, the school I chose was the most ideal for my child's complex needs. They are settled & happy at school but I am being put under duress to transfer them to another school. It's despicable." [Parent, guardian or carer]

"Transport has been a headache for us as on a good run our child's specialist provision is at least 40 minutes away. Their trips at one point were 2.5 hours but now thankfully we have solo transport because they just could not cope. I think it would be ideal for specialist transport to speak to parents about the child's needs." [Parent, guardian or carer]

Questions/clarity comments

"Transport to what? There preferred school - the school that the parent/career and child choose or the local nearest school. Will there be choices of provisions that parent/carers have and will transport cost depend on the chosen school as it is now?" [Grandparent]

Measuring progress comments

"The quality of the transport also needs attention as well as the amount. A bad experience on transport can have a significant impact on the readiness of learners with SEND to access learning." [Specialist Academy Trust]

"How will it be measured? The stated outcomes in the draft strategy do not measure this. Need to include outcome measures to be able to evaluate effectiveness of strategy in this area. This is suggested to be a priority area yet report acknowledges funding pressures in this area. Is this realistic to achieve? How will you secure increases in funding to deliver on the removal of this as a barrier?" [Parent, guardian or carer]

Training comments

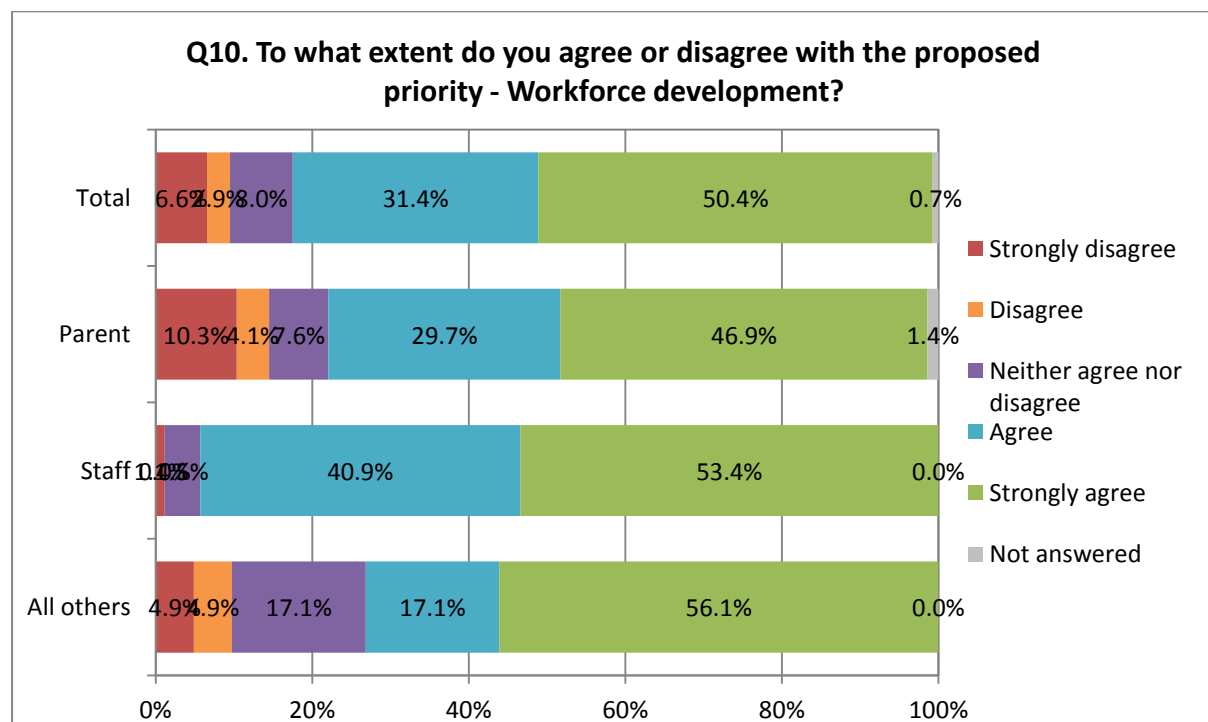
"Wherever possible children should be included in the mainstream transport arrangements - this might require investment in trained bus escorts who support children with their travel...perhaps creating a confident and independent traveller for the future." [Parent, guardian or carer]

"I believe there should be training for transport drivers and escorts, particularly those employees by schools/colleges. I am deeply disappointed with the services several children in class have received by transport this school year in particular. Their needs are misunderstood and their well-being is ignored." [Special school staff]

"Transport issues are a huge problem. Drivers and passenger escorts need thorough training when assisting disabled passengers they have no care for the young people and handle them incorrectly. Transition to and from home to school or college is a really important part of the day for disabled children especially autistic young people it is vital you train these valuable staff. Currently the service is a disgrace" [Parent, guardian or carer]

Workforce Development:

81.8% of respondents agreed with the wording of the priority, with 9.5% disagreeing with it.



Staff are significantly more likely to agree with the priority 'workforce development' than parents, 94.3% staff vs 76.6% parents at 95% level of confidence. Parents are significantly more likely to disagree with this priority, 14.5% parents vs 1.1% staff. When asked to comment on the priority 'workforce development', responses and key verbatim comments to illustrate them are on the following pages:

| Table 9: Comments on proposed priority 'workforce development' | Number of times mentioned |
|--|---------------------------|
| Provision / Resources / Training summary | 29 |
| Access to specialist schooling | 13 |
| Staff training | 11 |
| Access to resources | 5 |
| Quality of education | 2 |
| Financial summary | 15 |
| Budget cuts / constraints | 13 |
| Experiences summary | 13 |
| Lack of understanding/support for child with SEN (mainstream) | 3 |
| Social care assessments - barriers/waiting lists | 2 |
| Transition summary | 13 |
| Transition planning assistance | 4 |
| Slow assessments / referrals | 3 |
| Joined-up thinking/collaboration summary | 11 |
| Lack of collaborative working | 7 |
| Stronger links between mainstream / special schools | 5 |
| Flexible relationships / upskilling / placements | 3 |
| Gaps summary | 9 |
| Lack of knowledge/expertise | 5 |
| More focus on early identification | 2 |
| Need a better complaints system | 1 |
| Measuring progress summary | 9 |
| A detailed and clear action plan is required | 4 |
| Questions/clarity summary | 6 |

Provision / Resources / Training comments

"Special schools have expertise and resources that a mainstream school will never have due to economies of scale" [Parent, guardian or carer]

"Staff need a lot more training if you realistically want to provide a good education for SEN children within the mainstream framework" [Parent, guardian or carer]

"The more specialist schools can assist skill development in mainstream." [Parent, guardian or carer]

Financial comments

"There are still a small minority of pre-school children who's high complex needs are not being met within mainstream settings and funding should be in place for parents to still show a preference for this option" [Special school staff]

“Barrier to this is funding for the service required and schools prioritising this work over other work, which is unlikely if the child is leaving their provision” [Educational psychologist]

“Special schools have Advanced Skills Teachers whose skills could be utilized to support inclusion but funding is not available.” [Educational psychologist]

“Financial support is required by the special schools to cascade their support to mainstream and for better transition between settings” [Special school staff]

“More funding is needed but there’s less and less money.” [Grandparent, meeting]

“Finance is most important. Schools can’t always afford to provide stuff. They put stuff on parents who don’t know what to do.” [Grandparent, meeting]

Experiences comments

“In specialist schooling meeting a wide diverse range of needs is a skill that is practised daily in an environment with a whole cohort of peers who are already advanced skills practitioners in that area” [Parent, guardian or carer]

“Social care assess too late at age 18 years and there is no sufficient transition time to allow young people to understand their own journey, by integrating them over a longer period of time anxiety would be reduced” [Parent, guardian or carer]

“A barrier to this is funding for the service required and schools prioritising this work over other work, which is unlikely if the child is leaving their provision.” [Educational psychologist]

“In practice this isn't happening. Have you seen the waiting lists for assessments, access to CAMHS in this area? If you can't get that right...” [Parent, guardian or carer]

“It’s very difficult to have the resources you need for two to five kids out of every thirty five in a school with an eight firm intake and very difficult to ensure that training and agreed EHCP actions are followed through across the institution because the application of specialist measures is not routine for most teachers.” [Parent, guardian or carer]

“I believe that reliance on specialist provision to support local mainstream schools will compromise the quality of education and pastoral care within specialist settings.” [Parent, guardian or carer]

Transition comments

“Social care assess too late at age 18 years and there is no sufficient transition time to allow young people to understand their own journey, by integrating them over a longer period of time anxiety would be reduced.” [Parent, guardian or carer]

“There is currently no real preparation or support for transition to adulthood for SEN learners in Warwick District.” [Parent, guardian or carer]

“Do not let them slip through the net. Transition within the county and to outside agencies should be smooth and faultless.” [General public]

“There is a massive lack of provision information and continuity between children's and adults.” [Parent, guardian or carer]

Joined-up thinking/collaboration comments

“We are particularly interested in the commitment to meeting need locally and developing education pathways. Previously in the preparation for adulthood workstreams there was an effort to set up local area partnerships but these failed due to lack of leadership. Picking up this theme again and applying it to inclusion opens up the possibility of setting up local area partnerships across education, health and social care. This would be particularly beneficial in a county with 3 CCGs. We understand that the thinking behind this priority centres around mainstream education. It is worth saying that (as the reforms make clear) you cannot attempt to change and improve one aspect of the life of a CYP with SEND without tackling everything holistically. In our experience resources are being wasted because in Warks education, health and social care have not entered into true local partnerships.” [Parent Carer Forum]

“We work very hard to broker effective transitions between primary and post 16 providers and would now consider this to be a strength. We would ask the local authority not to impose a fixed methodology to this aspect of change for vulnerable learners; each learner requires something bespoke and tailored to their own needs at the point of transition. Any pre transition work for Year 6 students comes at a significant cost to secondary schools in terms of SENCo time to meet students and parents and staff then required to conduct tours, take photographs with students, provide early timetables etc. As schools, we currently feel that there are very limited options for SEND learners in terms of local specialist provision in this area. The progression offered by Moreton Morrell for learners as an example is scaffolded well and offers learners a great deal of support however this is often too far away for many of the young adults leaving [partnership] schools in Year 11.” [SENCO Partnership]

“Flexible arrangements between mainstream and special schools should best serve to upskill staff and maintain placements.” [Governor at special school]

“Schools need to listen to parents who are telling them there are signs are behaviour indicators at home that they don't necessarily see at school and help to seek referrals for assessment rather than act as a barrier/gatekeeper that you have no way of moving past.” [Parent, guardian or carer]

Gaps comments

"My experience the transfer was a nightmare and no support was offered to help make it easier and all complaints where ignored or brushed to one side." [Parent, guardian or carer]

"...until the training and expertise of individual teachers improves, learners with SEND will continue to be failed." [Volunteer with support group]

"There should be a commitment to Early Identification and Assessment of needs from the start of the child's entry into the Education System." [General public]

Measuring progress comments

"There needs to be a very clear strategy for this, with accountability measures in place to ensure this priority is effectively fulfilled" [Primary Head Teacher]

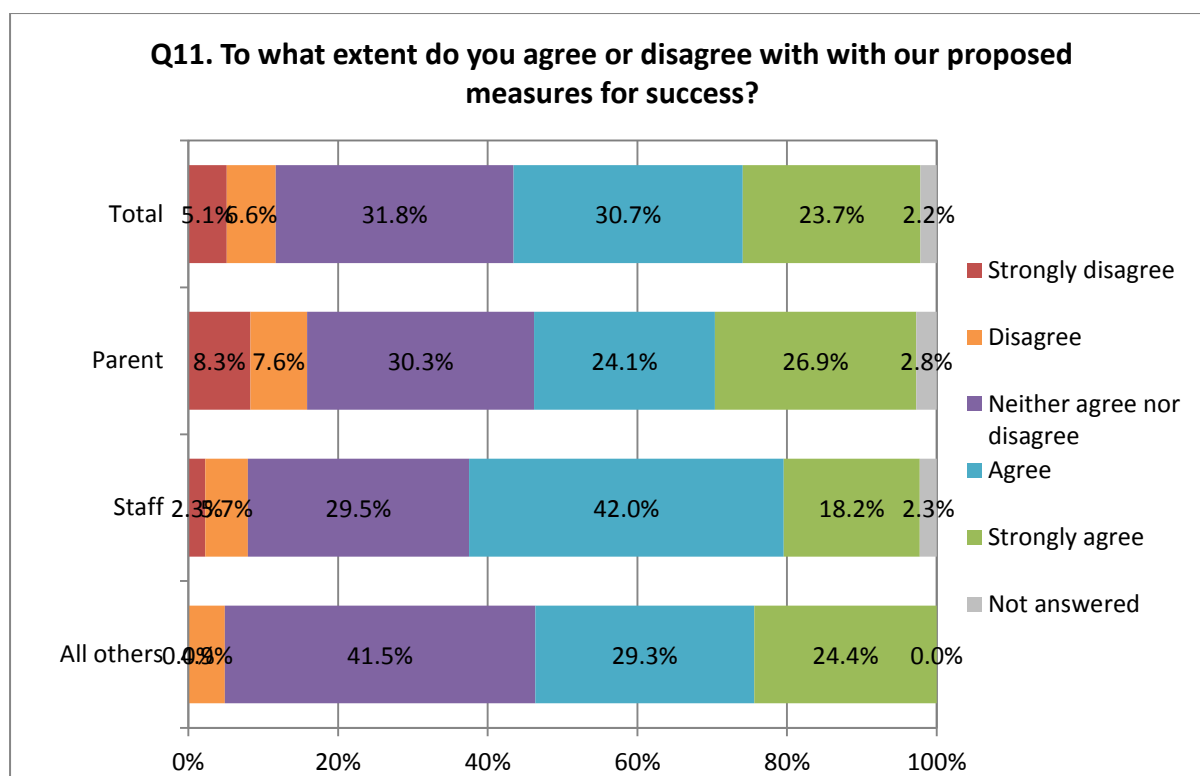
Questions/clarity comments

"How will the LA support schools to develop good quality specialist provision locally in while LA specialist services are dwindling, both in terms of numbers but mostly in terms of expertise?" [Independent external specialist teaching service]

"Not really sure what this means but assuming it means all schools and support working together?" [Parent, guardian or carer]

Measures for success:

54.4% of respondents agreed with measures for success included in the strategy, the lowest level of agreement, with 11.7% disagreeing with them. This is the third highest level of disagreement with what is proposed. Almost a third of respondents (31.8%) neither agreed nor disagreed with the measures which, when analysed alongside the open comments, suggests the question wasn't clear enough for some people to answer.



There were no significant differences between parents and staff for the proposed measures of success. When asked to comment on the measures for success, responses and key verbatim comments to illustrate them are on the following pages:

| Table 10: Comments on proposed measures for success | Number of times mentioned |
|---|---------------------------|
| Further clarity/information required summary | 78 |
| Disagree with proposed measures summary | 18 |
| Agree with proposed measures summary | 8 |

Further clarity/information required comments

“How will the number of EHCPs be used as a measure? If the number goes up, will this be a sign of poor working? Will this influence the decisions of panels to reduce the numbers of EHCP plans being accepted?” [Primary education staff]

"It seems likely that most CYP and their families would be hard put to understand how the data list that was provided in the consultation had anything to do with success as they would understand it...It would be beneficial to have an accompanying set of criteria looking at CYP and family experience which also included some gathering of information suggested by the CYP themselves." [Parent Carer Forum]

"This is far too complicated and impersonal. What is the priority here? Progress and attainment for special needs students is highly individual and cannot be measured in a linear fashion" [Special school staff]

"You also need to include the number of parents unhappy with the progress their child is making right through education and especially those whose voice are not being listened to" [Parent, guardian or carer]

"Whilst we recognise this is a potential measure, it is not an accurate reflection of the needs that currently exist. It further misses the point that there are students who require further support and potentially EHC plans that are not being counted because numbers are being artificially lowered by schools not forwarding all cases where overall child well-being is not considered. (Suggest use) No. of EHC plans; % of new EHC plans issued within 20 weeks, excluding exceptions, % of new EHC plans issued within 20 weeks, including exceptions; No. of new referrals for EHC plans; % referrals resulting in decision not to assess; No. of EHC plans ceased" [Parent, guardian or carer]

"You absolutely need to track the instance of temporary or informal/illegal exclusion. Many young people are being illegally excluded and it needs measuring and then schools to be held accountable AND supported to other strategies" [Parent, guardian or carer]

"Statistics in this area may be interesting, obvious impacts on LA budgeting but I am unclear on how this may influence pressures to be placed in the wrong areas" [Primary education staff]

"If a child has a high need, it is unlikely for them to ever need to come off an EHCP. Again, we must always keep this in mind but will this force people to take children's support away when it is still needed" [Primary education staff]

"Is it the local authority's intention to increase these measures in order to be seen as successful?" [SENCO Partnership]

"It is true that these criteria will provide numerical values, which can be compared as time goes by, however, these measures, even when compared with previous values, do not necessarily indicate whether these are good, improving, deteriorating or bad. For example, is a higher number of EHCPs a good trend or not?" [Volunteer with support group for parents and adults with dyslexia]

"This does not seem to identify all your aims within the success measures - where is any measure on accessing local schools or smooth transitions for instance" [Primary Teacher]

"Don't know what all of that (proposed measures) means" [Parent, guardian or carer]

Disagree with proposed measures comments

"Far too many key measures - reduce number please to focus on outcomes and impact."
[Warwickshire resident]

"Whilst we recognise this is a potential measure, it is not an accurate reflection of the needs that currently exist. It further misses the point that there are students who require further support and potentially EHC plans that are not being counted because numbers are being artificially lowered by schools not forwarding all cases where overall child well-being is not considered." [Parent, guardian or carer]

"The number of EHCP plans as a measure does not take into account schools who resist or block putting EHCP in place or who subtly discourage applications at pre-admission stage from SEND children" [Parent, guardian or carer]

"There should be a lot more in there about supporting the young person and the Carers mental and physical wellbeing." [Parent, guardian or carer]

"Using pure numbers of EHC or those approved/issued/referred does NOT represent the number of families who are asking for, and being deterred from EHCs by their children's schools due to budgetary constraints. Whilst we recognise this is a potential measure, it is not an accurate reflection of the needs that currently exist. It further misses the point that there are students who require further support and potentially EHC plans that are not being counted because numbers are being artificially lowered by schools not forwarding all cases where overall child well-being is not considered" [Parent, guardian or carer]

"It is essential to gather feedback from your service users as a way of monitoring and evaluating your services" [General public]

"It is true that these criteria will provide numerical values, which can be compared as time goes by, however, these measures, even when compared with previous values, do not necessarily indicate whether these are good, improving, deteriorating or bad. For example, is a higher number of EHCPs a good trend or not?" [Volunteer with support group for parents and adults with dyslexia]

"The SEND system in WCC and others is failing to meet need hence the amount of exclusion EHCP application increased.....mainstream can't be bothered to start EHCP because of the amount of extraction work" [Parent, guardian or carer]

"Trying to get assessed for an EHCP is like winning the lottery in this area. Most of us won't apply as we've been battered down by the system before we even get to that stage."

[Parent, guardian or carer]

"There needs to be far more focus on parent and pupil feedback as per the SEN Code and this needs to be an ongoing thing" [Parent, guardian or carer]

"...agree school should train all teachers about autism awareness as it lacking and the teaching assistants also" [Parent, guardian or carer]

"CAMHS has a ridiculously long waiting list" [Parent, guardian or carer]

"SEND children go to special school because they can't cope in mainstream school and staff in mainstream school haven't the time or the resources to teach them properly" [Parent, guardian or carer]

"I believe that children with mental disability should be in a special school that can understand their complex needs; mainstream schools take on the extra responsibility and fail these children without been fully regulated." [Parent, guardian or carer]

"How will you measure this? Not all areas stated above are covered in outcome measures." [Parent, guardian or carer]

"There should be more measures in place for students with SEN actually having support in school i.e. for Dyslexia / Dyspraxia as they may not have an EHCP but may have a school action plan." [Parent, guardian or carer]

"These tables should be publicly available together with explanations about what this information will tell us." Volunteer with support group for parents and adults with dyslexia]

"Far too many key measures - reduce number please to focus on outcomes and impact." [Warwickshire resident]

"Questions are way too wide and cannot possibly be answered in one remark." [Parent, guardian or carer]

"I do not understand. These (measures) seem to be vague and unspecific." [Parent, guardian or carer]

Agree with proposed measures comments

"Sounds good but where is the money coming from as all you hear about is funding being cut" [Early years staff or provider]

"Consideration of pupils attending dual placement between mainstream and special school." [Special school staff]

“Consideration of specialist schools offering more outreach services to mainstream settings.”
[Special school staff]

“If mainstream schools will be asked to accept more vulnerable students then Warwickshire need to ensure that resources are provided to do this so that we are not being asked to do more with the same resources.” [SENCO Partnership]

Please feel free to provide any other comments (e.g. elements of best practice to share more widely, concerns of strategic gaps in service).

| Any other comments | Number of times mentioned |
|--|---------------------------|
| Experiences summary | 50 |
| Support / resources / staffing summary | 47 |
| Access to services / provision summary | 41 |
| Gaps summary | 38 |
| Financial summary | 36 |
| Training / awareness summary | 32 |
| Joined-up thinking / collaboration summary | 17 |
| Charting progress / planning summary | 16 |
| Transition summary | 6 |
| Clarity needed summary | 5 |

Experiences comments

“We think it likely that three groups of CYP will be most affected by a push towards greater inclusion. We think there are risks for each of these groups under current circumstances. Academically able CYP with Autistic Spectrum conditions and associated diagnosis can struggle to integrate, particularly at secondary school and college...CYP with moderate learning difficulties including dyslexia, dyspraxia and associated conditions can struggle to show their full cognitive potential in school and colleges. The effects of this on their emotional wellbeing can be devastating and interfere with behaviour, school attendance and prospects for education and work. It is wrong to assume that these CYP don’t need specialist attention. Teacher training doesn’t cover their needs and schools must take on the role of specialist providers in these cases...The last cohort of CYP who will be affected by the strategy are those who are struggling with social, emotional and mental health needs. Once again schools are being asked to take on a greater role in supporting these CYP nationally while the NHS struggles to keep up with demand for services. Obviously, resources are a primary issue here. WCC is doing some great work to support this cohort educationally and hopefully the delivery plan will look at how schools can become more involved in this work and benefit from it. Our conclusion from examining this strategy is that we are heartily in agreement with the inclusion agenda, indeed we would like WCC to lead it by example. We think that the document itself has some failings as mentioned. We think that ideas around sharing expertise, local partnerships and co-production are the way forward. We also must insist that as it stands the financial climate for all partners works against the aims as laid out in the strategy and that this must be addressed realistically.” [Parent Carer Forum]

"Have struggled first hand with problems gaining SEND support for our child we are very concerned with the education system and children's education." [Parent, guardian or carer]

"Too many children are being failed and worse still, actually damaged by their experiences with school. They are too often segregated, excluded and off rolled for the benefit of the school not the children." [Parent, guardian or carer]

"Concerns around lack of specialist provision." [Secondary education staff]

"Lack of consistency between schools. Varying levels of staff understanding within schools. Also off-rolling & refusal of some headteachers to take children." [Parent, guardian or carer]

"Children with SEND are currently being let down in the system due to ridiculously long waiting lists, in SENDAR and NHS, as well as by a complete lack of facilities." [Primary education staff]

"Emphasis on academia/data driven and insufficient practical skills or alternative curriculums prevent even the best intentions from taking place for all SEND students."
[Secondary education staff]

"Too often placements are entrenched by funding, skills (or lack of them) rather than by best provision decisions." [Member of Governance Board of a school]

"More training to spot and support the signs of Dyslexia is needed for teachers."
[Parent, guardian or carer]

Support / resources / staffing comments

"Support, investment and staff retention - the reality will remain the opposite of the vision and children will be compromised by their human rights and right to be educated and children that have additional needs will struggle adopting mental health and social emotional issues and children will be displaced and end up not being educated with high volumes of children being expelled with behaviour issues not managed effectively." [Parent, guardian or carer]

"Too many schools have SENCos performing more than one role such as head teacher which means full attention cannot be given to SEN needs within a school." [Parent, guardian or carer]

"Special Ed teachers are few and far between and are so stretched that unless you persist, you don't get anywhere" [Parent, guardian or carer]

Access to services / provision comments

“Access to universal services providing specialist consultation, parenting or help to families with children who are not classed as complex, severe or significant disabilities but their needs and impacts of needs become so within the family/school context and they get excluded or are on very part time tables and the families are requesting help they fail to get the specialist help, an EHCP or support to reduce impact of diagnosis on them and their families” [Other group or organisation]

“It is essential that you work to improve provision at SEN support and EHCP level in mainstream schools.” [Parent, guardian or carer]

Gaps comments

“Gaps in service when they reach 18 years and respite stops and social services haven’t put in place adults respite due to no transition planning, handover from children’s to adults teams and the young person is confused and anxious”
[Parent, guardian or carer]

“Gaps emerging with lengthy diagnosis and support as there is lengthy diagnosis processes with high thresholds so families aren't receiving the appropriate level or response” [Other group or organisation]

“Huge service gap between mental health and education where mental health teams don't recognise their role in supporting mainstream schools.”
[Parent, guardian or carer]

“Currently the general staff of the public schools lacks knowledge of how to deal with SEND children specifically. Each school should have a SEND specialist who could develop the strategies in situ. The schools seems to be a bit overwhelmed and short of staff” [Parent, guardian or carer]

“There needs to be improvements in the quality of EHCPs.” [Parent, guardian or carer]

“More support for charities and groups that support people with SEND.” [General public]

“More support for schools and sports teams to include people with SEND and support them in meeting recommended guidelines of physical activity.” [General public]

“Large gap between provisions for those needing targeted support and those with an EHC plan.” [Parent, guardian or carer]

Financial comments

"We see daily the stress experienced by staff in schools and the frustrations they have to bear with budget cuts and the curriculum expectation with tests and tick box working and the fear of redundancy and loss of funding." [Parent, guardian or carer]

"Needs to be much greater investment in ensuring all staff in schools and SENDAR are made fully aware of the law around SEND and their statutory duties as well as their understanding of exactly what constitutes a disability e.g. mental health issues, attachment disorder, autism etc." [Parent, guardian or carer]

"In order for successful inclusion to take place in mainstream settings, the LA must be mindful of the costs to necessary to support these pupils, particularly those with high needs" [Primary education staff]

"Funding for supporting the pupil on a day to day basis and immediate high quality staff training and support to make this inclusion successful is vital" [Primary education staff]

"Without funding it is most likely the majority of mainstream schools will not be in a position to meet the child's needs successfully" [Primary education staff]

"Budget cuts are preventing sufficient provision for SEND students in school." [Secondary education staff]

"More Teaching Assistant funding needed particularly in the secondary setting." [Parent, guardian or carer]

"Funding will be the biggest issue in delivering this guidance." [Primary education staff]

Training / awareness comments

"There needs to be more awareness and training in primary schools as many children are left behind in these early years, which makes any transition to secondary school even more challenging. Many teachers seem to think all SEN children require a blanket set of rules, which clearly shows the lack of awareness of the spectrum of special needs, in turn leading to children missing a basic education. The level of SEND now coming it mainstreams requires often particular skills, knowledge and support." [Parent, guardian or carer]

"Primary school staff need to be better trained in SEN children and their needs." [Parent, guardian or carer]

"Pupils with SEND need support from staff that have had appropriate training which is more expensive." [Primary education staff]

“Teachers need access to appropriate training as they are often unprepared for the extra challenges.” [Primary education staff]

Joined-up thinking / collaboration comments

“Better link between Disability & Mental Health with specialist universal service to meet needs of children with a disability” [Other group or organisation]

“In addition to developing inclusion with professionals within provision there will be a lot of work to do to build parental confidence in the ability for mainstream schools and post 16 provision to include and cater for their child with SEND” [SENDIAS]

“Specialist settings and mainstream staff supporting one another. Training and sharing experience together” [Parent, guardian or carer]

“Greater working relationship between specialist schools and mainstream so that good practice could be shared or training of staff” [Secondary education staff]

“A flexible range of provision, which enables pupils with SEND to move across different elements as a pupil's needs change, would best serve the LA...Best practice of special school providers could certainly be better shared with mainstream schools in more satellite and/or resources settings and in outreach support.” [Member of Governance Board of a school]

“Could there be a move towards special schools and mainstream schools doing shared education e.g. a child attends mainstream and special school half and half? Or just for specific lessons?” [Parent, guardian or carer]

Charting progress / planning comments

“Best practice would be to ensure better planning through all agencies from age 16 years” [Parent, guardian or carer]

“With specialist provisions all full across Warwickshire, there has to be accountability measures for mainstream schools and alternative provisions with regards to pupils with SEND” [Primary Head Teacher]

Transition comments

“Best practice would be to ensure that it's a smooth transition from primary to secondary and have good links between the two” [Parent, guardian or carer]

Clarity needed comments

“Clarification is needed on what are ‘overwhelming reasons’ for a student not to be in a mainstream school.” [Secondary Head teacher]

“There is plenty of talk being talked but where is the detail showing how this will be put into practice? It seems these are aspirations without real substance relating to implementation; and in an increasingly challenging financial situation what is the likelihood of real change and improvement?” [Independent external specialist teaching service]

“I received a personal email from a secondary school headteacher asking me not to send my child to their school. How can any parent forge a solid placement from that opener?”
[Parent, guardian or carer]

Overview of parent/carers/staff/professionals’ qualitative comments

Broadly the response to the vision and priorities was positive. The negativity was predominantly focused on concerns over how the vision was going to be delivered with increasing pressure and fewer resources. There were specific references to the ‘default’ position being mainstream schooling unless there was an ‘overwhelming reason’ why not. Responses reflected the feeling that that position was not necessarily congruous with putting children’s needs at the heart of the educational decision making process.

The traditional binary nature of educational provision, either mainstream school OR special school, has been diversified with the introduction of specialist provision, particularly bases in mainstream schools. This is beginning to reflect the spectrum of SEND need. Parents and carers had concerns that the matching of need to provision availability locally was currently an issue and would continue to be given the current financial climate. Pragmatic solutions to reflect the range of needs through a range of specialist provision would be welcomed by parents and carers.

There is only one specialist base in a mainstream secondary school in Warwickshire which is Peter’s Place, part of Trinity Catholic School, in Leamington. It is currently a unique solution to the specific needs of certain young people whose needs are too high for mainstream school, but who may be able to achieve recognised qualifications with smaller class sizes, appropriate support and reasonable adjustments. Special schools cater for a wide range of special needs but as such are unable to be ‘specialists’ as such in certain need categories. However children with ‘special needs and disabilities’ are not a homogenous group. Warwickshire County Council might consider how the future needs of children with SEND are catered for as new schools are built to accommodate the population increase driven by new housing developments. Warwick District and Rugby Borough are the predominant growth areas and consideration for how the corresponding increase in the population of children with SEND should be supported is vital in delivering the Inclusion Strategy. For example, all-through specialist provision on mainstream sites could overcome the issue of transitioning between schools, and support the inclusion agenda by having closer integrated provision.

There was a feeling that mainstream schools could make reasonable adjustments for the whole class or school which would be of benefit to more children than just the child with the additional need e.g. calm down time at the end of the day before pick up time. A thought provoking made by a teacher in a special school was about expectations of children with additional needs. The thought was that in mainstream schools the 'offer' is the offer and if a child is unable to access part of that offer they are not expected to take part, in essence they become excluded from the whole school offer. The teacher commented that many children arrive at the special school unable to access the whole school offer but there is an expectation that with reasonable adjustments the pupil will eventually be able to access it, with support where necessary. Of course this won't be the case in all mainstream or all special schools but it raised interesting questions about expectations within the different provisions.

Speaking to a group of teachers of primary aged children in North Warwickshire, their view was that some mainstream schools put too much pressure on children with SEND to achieve academically which, if their social and emotional needs are not supported, can lead the children to have a poor experience of school. One TA whose child has SEND chose to send her child to a special school because of her experience of how children with SEND fare in her mainstream school. This sentiment was echoed by teaching staff in special or specialist schools, who could give examples of children who had moved away from mainstream provision because of the pressure of trying to achieve without the necessary support to do so. Mainstream schools are felt to have more of a focus on academic achievements, with less social and emotional support. Special schools are felt to have more of a focus on social, emotional and disability support, with lower academic expectations. Access to recognised qualifications such as GCSEs are more limited in a special school. This presents a conundrum for parents of academically able children who have significant social and emotional difficulties e.g. those with high functioning autism.

The social isolation of children with SEND was highlighted with reference to bullying which was a major worry for parents of children of both primary and secondary age. The predominant worry was bullying of children with SEND within mainstream settings which sets a challenge for the Inclusion Strategy. How can greater inclusion be achieved whilst also addressing the issue of bullying?

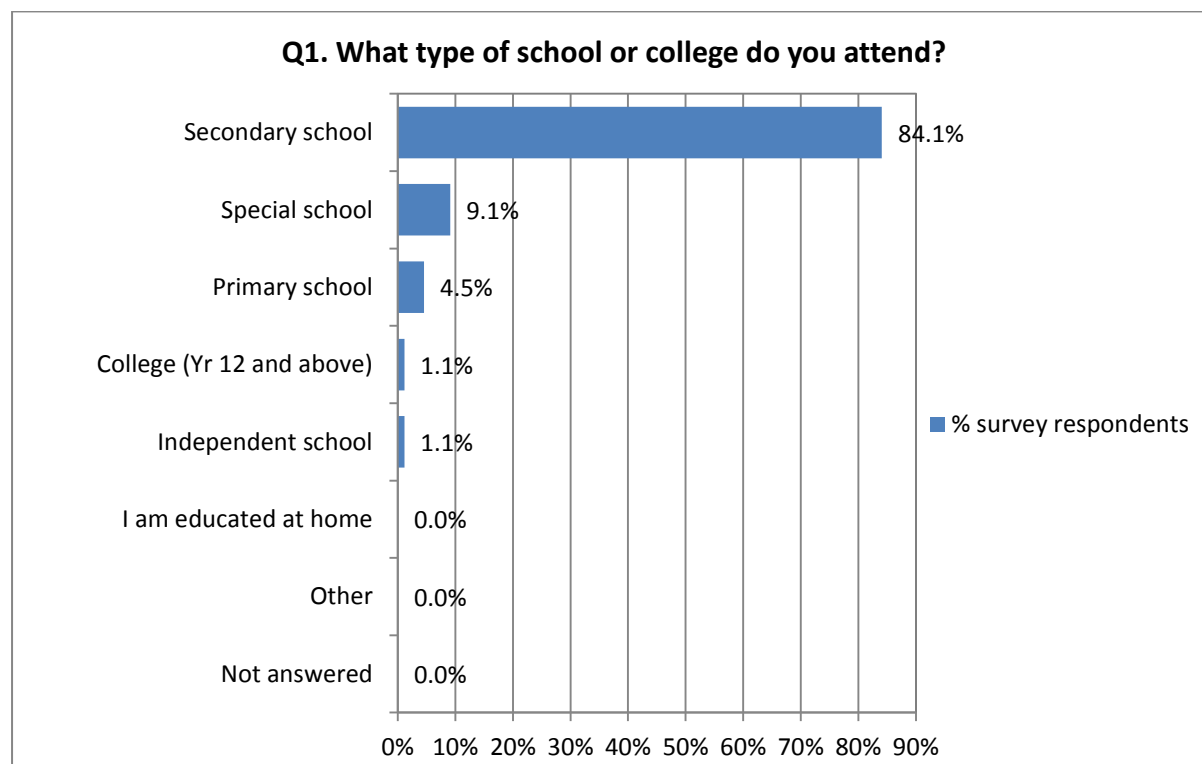
Transport poses a big issue for learners, their parents/carers and WCC. It is a significant budget yet the satisfaction levels, as inferred from the learners' survey and comments on both surveys, could be improved. Work could be done to understand how the same budget could be better spent to achieve better outcomes. The specificities of the transport training funding could be better matched to meet the needs of learners more holistically, not only the journey to school and back.

The current support in place for those preparing for adulthood or joining the workforce was seen as limited in its effectiveness. The post 16 offer in colleges across Warwickshire predominantly have a 3 or up to 4 day SEND offer, whereas young people without SEND are able to access 5 day courses. The job opportunities for young people with SEND also seem to centre on voluntary unpaid work, even multiple volunteer jobs, whereas young people without SEND are more likely to be employed in paid roles. How can the SEND and Inclusion Strategy help address these imbalances?

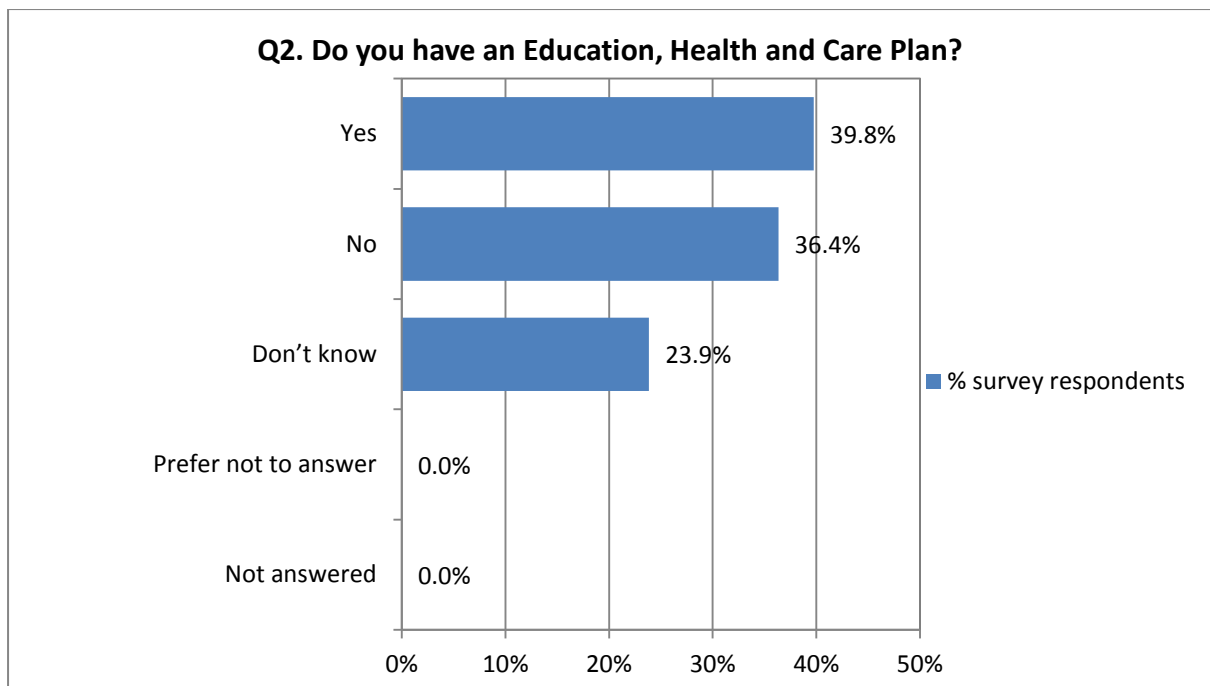
The proposed measures were not understood by a significant minority of those responding to the consultation. There may be a need for multiple measures to report to the SEND Inclusion Board but if parents/carers/staff/professionals and children and young people are to understand whether the strategy is achieving its objectives, measures directly linked to the priorities would make it clearer for them, as would fewer measures overall.

Learners' survey

The learners' survey was specifically promoted to special and specialist schools across Warwickshire, as well as the top 21 schools in the county with EHC plans. More widely it was promoted via education stakeholder meetings (see contact log Appendix C for more details). To support the online survey, which may not be accessible to some learners, opportunities for face to face discussions were offered to those the survey was specifically promoted to. 6 schools took up the invitation, with a further 2 community consultation events with young adults up to the age of 25.

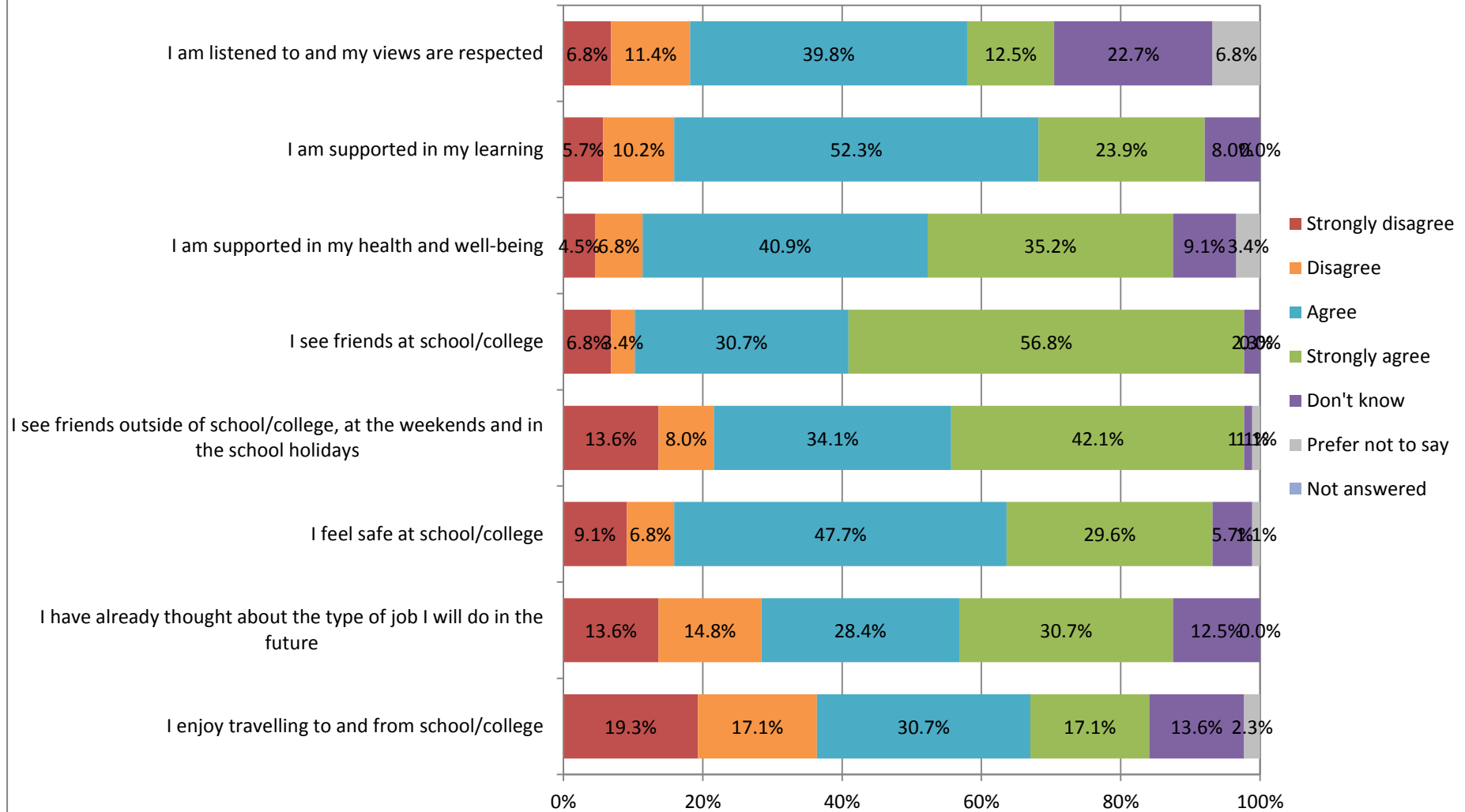


The majority of the survey sample attends a secondary school (84.1%), with the next highest establishment type being special school (9.1%) then primary school (4.5%). One child attends a hospital based school.



Two fifths (39.8%) of the survey sample has an Education, Health and Care Plan (EHC Plan), with 36.4% not having one. Almost a quarter of respondents don't know if they have an EHC plan.

Q3. How much do you agree or disagree with the following statements?



Only 52.3% of learners agreed with the statement 'I am listened to and my views are respected'; 18.2% disagreed with it. The highest percentage of learners didn't know if they were listened to or had their views respected (22.7%). This equates to 6 learners, all of whom have an EHC plan, attend a secondary school and are White British.

76.1% of learners agreed with the statement 'I am supported in my learning'; 15.9% disagreed with it.

76.1% of learners agreed with the statement 'I am supported in my health and well-being'; 11.4% disagreed with it.

87.5% of learners agreed with the statement 'I see friends at school/college', with 56.8% strongly agreeing, the highest level of agreement; 10.2% disagreed with it.

76.1% of learners agreed with the statement 'I see friends outside of school/college, at the weekends and in the school holidays'; 21.6% disagreed with it, the third highest level of disagreement.

77.3% of learners agreed with the statement 'I feel safe at school/college'; 15.9% disagreed with it.

59.1% of learners agreed with the statement 'I have already thought about the type of job I will do in the future'; 28.4% disagreed with it, the second highest level of disagreement.

76.1% of learners agreed with the statement 'I enjoy travelling to and from school/college'; 36.4% disagreed with it, with 19.3% strong disagreeing, the highest level of disagreement. 13.6% didn't know if they enjoyed travelling, the second highest level of uncertainty.

Learners were asked: It's a good day at school when...

| Comments on 'It's a good day at school when...' | Number of times mentioned |
|--|---------------------------|
| I do the type of lesson/subject I like and do not do the lessons I do not like summary | 35 |
| I am with friends summary | 17 |
| I do not get in trouble summary | 17 |
| When I am praised / achieve summary | 9 |
| Teachers are good summary | 8 |
| I go off-site / have a break summary | 8 |
| When I get support with my learning e.g. TA support or materials summary | 6 |
| When I am learning summary | 5 |
| Home life is ok (e.g. sleeping well) summary | 4 |
| When I am listened to / supported summary | 3 |
| I understand the work summary | 1 |
| My transport comes on time summary | 1 |

Good day verbatim comments from survey – pupils/students

"I have my favourite lesson at school", "I enjoy my learning theme"

"I enjoy history and science", "When the lessons are interesting"

"When I have good lessons on my timetable", "I have good lessons round my mates"

"I don't get set homework and I get to have my favourite lessons"

"I have a P.E. lesson and no Spanish lessons", "When I have good lessons and good teachers"

"We do fun activities and I get to see my friends have a lot of fun in lessons I enjoy"

"When I enjoy all my lessons and the stuff that I learn is interesting"

"I like Tuesdays because I always have Art on Tuesday"

"The lessons are fun whilst learning", "When the lessons are fun and when I see my friends"

"When I see my friends and they ask if I want to come over or something. When my friends offer me stuff, like sweets, because it makes me feel thankful and they've considered me as a good friend"

"Fridays because I catch up with my friends and my cousin"

"When the Teachers are alright with you", "It's the end of the school week"

"The lessons are fun whilst learning, when I have the teachers I like, when I'm listened to and get supported and when teachers are in a good mood"

"I am listened to as a student", "I have good lessons and good reports from teachers"

"I get support when I am struggling, before becoming anxious.", "I get Merits for my work"

"I have Curriculum Support with the Support For Learning department"

"I understand the work", "It's home time", "I go off-site"

"My taxi comes on time and it doesn't make me anxious", "When I've had enough sleep"

"I had amazing teachers. They were inspirational" [Young person, community consultation]

"Helped me with bereavement counselling." [Young person, community consultation]

"Guided me down the right path even when I had arguments." [Young person, community consultation]

"Helped me work out my mental health." [Young person, community consultation]

"Got me a [unpaid] work placement/internship at [local company] and a job at college on the main reception [unpaid]." [Young person, community consultation]

"The [special] school helped me with washing and drying, computers, basketball, cooking, money." [Young person, community consultation]

"The taxi driver is the same man. He shows me the directions." [Young person, community consultation]

"I made friends I see in the college and out of college." [Young person, community consultation]

"I go to the gym with a friend." [Young person, community consultation]

"I've worked at the café for a year and made friends at the café." [Young person, community consultation]

"I meet friends at their houses." [Young person, community consultation]

"If I have a problem at college I get help with my problem from [staff member]. Like help with my drawing." [Young person, community consultation]

"I live with my parents and get a lift to my 3 jobs. The staff at [workplace] give me a lift home."[Young person, community consultation]

"I made some friends at [secondary special school] and I still see them. I have not so many friends at [mainstream further education college] but I do some skill builders." [Young person, community consultation]

"If I have a problem I ask my tutor for help and my support worker helps during lessons, if I have trouble with spelling and reading." [Young person, community consultation]

"I have coding and citizenship lessons at [mainstream further education college]. I learn new things. You learn about yourself and wellbeing. Maths, English and Art are my favourite things." [Young person, community consultation]

Comments from special school pupils

"ICT", "Food tech", "PE", "Having my health needs met before learning"

"Grownups help me feel safe, "Afterschool, dinner, nurse"

"Spending time to build friendships and relationships", "People play with me"

"Transition period between classrooms and teacher", "Nanny keeps me safe at home"

"Teacher and TA keep me safe at school", "My mum keeps me safe at home"

"Having the same children every year", "3 travel by car, 2 by taxi and 1 by bus"

"Being by myself at school on the white table", "Like quiet and gentle friends"

"Know classroom, know where things are, know people can help me find things"

"Teachers and TAs listening to sounds", "Relax in taxi feel safe"

"Keeping the classrooms the same from September"

"Staying with the same children from year to year"

"When teachers know what I need and play with me how I want to be played with"

"Spinning and playing in the garden , playing between light and dark, familiar rhymes"

"Same objects/locators so people feel safe know what's going to happen, little chairs"

"Tapping two things are safe ways to play". "Do a little bit at a time to help me feel safer"

"Play games and read in the car, iPad"

"Timers make some people feel safe and some people less safe"

Comments from mainstream resourced provision pupils

"Quiet classroom", "Visual time table", "Use of main school facilities", "Less students"

"Own entrance", "Brand new outdoor area", "Known/familiar staff"

"Brilliant equipment - TV, games, kitchen", "Shorter day/lessons", "Funny Teachers"

"Not being bullied or not being a bully", "Easily getting friends", "Other people and helping"

"Lots of homework", "Always helping others", "Word of the day", "Learning more"

"Help [teacher] with [pet]", "Team work", "Help others", "Hometime", "Having help"

"Good teachers, "TA help", "Fidget toy", "Laptops/computers", "Colouring"

"Being yourself", "Teacher helping you with your handwriting", "Having a disco"

"Getting achievements (when worked hard)", "Workbooks for everyone", "Having friends"

"[Teaching assistant] is always helping others" "Class room is always clean"

"Nurture because others are helping and you are first in class for whole of term"

"Big classes - no more than 10 people", "No shouting (teachers)", "Reading books"

"Good work", "Listening to music", "Watching videos", "Things I'm interested in"

"Quiet voices", "Treated nicely"

Comments from mainstream school pupils with SEND

"Think people should be punished if hand in homework 2 days late", "Help you to learn"

"Nice teachers", "Kind teachers", "Walk home with friends", "Lunchtime", "Challenges"

"Make new friends", "Funny teacher", "Chocolate calendar", "Breaktime"

"Respectful teachers and pupils", "See friends outside school because they live near me"

"Fun lessons - P.E. music, Design and technology, dance, geography, ICT reading"

"No bullying", "Lessons of enjoyment e.g. P.E.", "Kind and nice people", "Special days"

"FUN", "New lessons, friends, teams", "Games", "If a person likes you like a girlfriend"

"Sit where you want", "Friends", "Trips", "Food", "Computing", "Girlfriend"

"Respect you if being bullied and they help you. Kind, helpful friends"

"Trampolining in P.E.", "Teachers I can trust", "Performing arts, ""Teachers are supportive"

*"Once a week tutor representative complain. Once a month meeting with house leaders.
Week later goes to head"*

"Bullying major issue and founded anti bullying ambassadors as result of tutor reps."

"Good support from teachers. Mum refused to let me go to [other local mainstream secondary] because just taught about rules and detentions."

"Bullied in year 2 and teachers do nothing. [School] do do something but check through systems before punishing ."

"Inclusion cards - allow me to leave lessons but then have 20 questions about why leaving"

"Some nice older teenagers – prefects", "Enjoyed year 6 - buddy system with Reception"

"Tutor tells pupils off if they call me by bullying name", "Year 7 buddy with year 9/10"

"Moved up sets to get away from bully", "Inclusion room good for chilling out"

"Class passes to get out early and when people annoy me", "Hanging around with friends"

"This school has a consistent head teacher", "See friends outside school and inside school"

"Not perfect but being actively addressed – bullying", "My friends look after me"

"Pleased I chose [school] because I do drama and dance. There's so much to do here, clubs, art, dance."

"Thought it was a good school. Most of my friends came here."

"Making sure there's no bullies", "Making sure everyone is being nice to each other"

"I want to be a vet and save cats but I don't know how the school would help"

"[School] is good at helping with being nice", "Bullying is dealt with OK"

"Feel safe - lots of people around, more of a quiet person"

"My key worker in lessons", "[Key worker] helps me with food tech"

"Helps me do work Maths, English, food, tech, R.E, health & social"

"Friends help me; meet you in the morning/friend to walk to school with"

"Friends make me happy, wait for them in canteen near student services"

"Help you a lot in lessons", "Can read because of school"

"Learn about autism, health & social", "Work experience in year 10, just right timing"

"Do photography in art", "Got help with diagnosis of autism at secondary school"

"Health & social help me to learn more about when I grow up and be nursery worker"

"Got new canteen pick up pod as well as old canteen - listened to students who didn't want to wait"

"Primary school helped with reading, learning letters and spelling"

"Teachers make changes to writing so children can read it"

"SOS department/office, sort out arguments, talking, getting to class"

"See school friends outside school, go to best friend's house, live next door to each other"

"Children from lots of different areas", "Hugs from best friends and family"

"Push me just the right amount", "Doing the homework"

Young adults (16-25 year olds) comments

"Days out", "Cafe - work in a cafe in a nearby town. College helped me get a job"

"Art and crafts", "Going to work in [supermarket] - I've applied", "Friends at school"

"Cleaning minibuses - paid work at college", "Woodwork at college", "ICT"

"Helping people in local area", "Maths - help with money course"

"Got work experience in garden nursery job and still have that job now",

"Worked at [disability specialist] and the school helped"

"College got me a cleaning job which I enjoy", "Learnt to look after own money"

"Went horseriding, to a gymkhana, and enjoyed Thursday afternoons"

"Worked at [local college] cleaning for 10 years", "Teachers support with Maths and English"

"Work experience in 6th form hub", "Money maths was helpful to add up money"

"Go to school on Back and 4th bus", "Looking after animals", "Meeting new friends"

"Work is not hard, really easy. Don't push me too hard. Make me happy."

"[Secondary special school] is amazing. I've made loads of friends."

"[Teacher] is very nice. Helped me with stuff. Helped me drink more water. Left aged 9/10."

"Staff being nice and helpful", "Students keeping it clean and tidy"

"Helped with money and cooking", "Made a girlfriend", "School bus good driving"

"Kids with special needs help each other", "[Secondary special school] is caring"

"Spend with different friends and with girlfriend"

"Work experience in cafe, pet shop voluntary work, paid job in farm shop"

"Volunteering for garden nursery", "Voluntary art class"

"Helped with money management and budgeting. Recognising coins and notes so don't get wrong money."

"Cooking at college", "Help with cooking", "Still cooking same meals now"

"Got own place and got support staff so I can cook for myself",

"Help progress with English and Maths", "Nice and kind and helpful children."

"Enjoyed my [secondary special school]. Felt supported by staff. Teachers nice. Help if problems with other students. 'The Best School in [district]'"

Learners were asked: Sometimes I worry about...

| Comments on 'Sometimes I worry about...' | Number of times mentioned |
|---|---------------------------|
| Being bullied | 13 |
| Tests / grades / poor performance | 10 |
| Homework / forgetting my homework | 9 |
| Falling out with people / not seeing friends | 8 |
| Issues at home / my family | 8 |
| Coming to school / school work / specific lessons | 7 |
| Getting into trouble / detention / exclusion | 7 |
| The future | 4 |
| Mental health (e.g. self-harm / voices in my head / anger) | 4 |
| Teachers / staff | 3 |
| When I am not supported with my work / do not understand the work | 2 |
| Financial pressures | 2 |
| Physical health | 2 |
| When my transport doesn't come/not on time | 1 |
| Sudden changes to routine | 1 |

Worry about verbatim comments from survey - pupils/students

"Coming to school" , "If there is homework due in and I haven't brought it in"

"Work or homework that's meant to be due in" , "I've not got into trouble"

"Not being able to learn due to people being annoying in lessons"

"Doing bad in tests" , "Getting in to trouble and fights", "How well I've done on a test"

"Not understanding the work" , "Being bullied and excluded from groups"

"Being bullied and disrespected", "I don't get into arguments with the Teachers"

"Tripping over and landing on something or someone because people in corridors stick their legs out"

"Bullying because as I got worried, my confidence started to disappear"

"No incidents with other patients", "Getting in to trouble and fights"

"Fights because I'm not the most likeliest person to win them"

"Getting kicked out of school. My education - messing around instead of listening to the Teacher, so I won't be able to get into the army"

"My taxi coming to collect me on time if it isn't here I worry a lot and it makes me anxious and when I get to college I feel cross and need time to think and work it out."

"I don't get in trouble and I had a good start to my day at home"

"Stuff at home", "When my uncle died last week and I cried"

"My mum and my nan", "Money troubles, death in my family, my mom and dad"

"I have nowhere to live and cannot stay in the area because the council will not help me even though I have a life here"

"What my future will be like", "People's health and my health", "Having certain teachers"

"My hearing and my spinal problems", "Self-harming, voices", "Missing [named teacher]"

"What's going to happen to me in the future. People's views of me"

"If I have to work and I can't as I get anxious and don't get supported and I don't want to do this"

"It's a good day when no problems are in my head which doesn't happen all the time"

"My anger!!!", "Losing my temper", "Letting people down, like my mum or dad"

"When some children hurt others when they get really angry"

"Not seeing my friends before school in the morning"

"Not seeing my friends again when we leave college"

"Sudden changes to planned lessons and outings"

"I don't know where I can turn". [Young person, community consultation]

"My mental health. I feel trapped." [Young person, community consultation]

"I experienced bullying at [mainstream secondary school] I ran to the Head and asked for them to help me out. There was more bullying at [special further education college. No one at the moment is helping. No student union or peer supporters any more. College is in special measures." [Young person, community consultation]

"I have a voluntary job at the café but I don't have a paid job yet" [Young person, community consultation]

"I used to catch the bus to college but they changed the route so it's longer and I can't catch it anymore." [Young person, community consultation]

Comments from special school pupils

"Not enough equipment that works e.g. Big Mac switches",
"Not having a suitable curriculum", "Too loud noises from friends"
"Don't like a doorway or hallway behind me", "If the bus is early the children have to wait"
"Bus took too long. Made me feel unsafe. Have fidget toys"
"I don't like people hitting me", "Don't like it when the door is open"
"More space in my work area and more time on my own", "Lights make me feel unsafe"
"Too busy - tons of toys all around me", "If my routine changes e.g. coming upstairs"
"When adults come and go - adults change and it makes me feel unsafe"
"Difficult if there's new adults", "Lights dangling above me. Careful with busy displays"
"Necessary changes e.g. Christmas decorations make children feel unsafe"
"Living a long way away from school. It makes playdates hard"
"Other children who make loud noises coming up behind me"
"Not very good at waiting for things", "When there's an odd number of people around"
"When people scream at me I don't like it", "I get angry and I hit him back"

Comments from mainstream resourced provision pupils

"Slight anxiety in some students about exams", "Bright colours – displays", "Bullying"
"Would like more activities at break/lunch when it's wet", "Not having a helping hand"
"Loud noisy places - busy corridors", "Teachers shouting", "People hurting me"
"People being rude", "Shouted at", "Disability", "No friends", "No attention"
"No homework", "Sitting by yourself", "No help", "Too many jobs", "SATs are hard"
"The work is too hard", "Homework too hard", "Start of the day", "Shouted at"
"Being bullied", "Not having friends", "Always need a good handwriting"
"Being shouted at", "Always being ready", "Getting told off for nothing"
"It is hard because you have to be ready for everything", "Worrying about tests"

Comments from mainstream school pupils with SEND

"Annoying people", "Mean teachers", "Bad food", "Bullies", "No friends", "No challenge"

"No funny teachers", "Excluded", "No games", "No chocolate calendar", "Detentions"

"Wars [against each other]", "Swears", "Mean teacher", "Detentions for no reason"

"No special days e.g. odd socks day, non-uniform day", "No lunchtime", "No breaktime"

"Sad - hate it when brother kicked sand in my eyes", "Angry", "SAD", "Sent out"

"Detentions - have to stay afterschool, should be at breaktime. You need a bit of punishment but not after school. Should never be after school."

"When the bell goes it's our time not for the school to take.", "Bad moods"

"Children from primary school coming and fighting proper fighting moves"

"Had fingers bent back but not broken.", "Miss old school", "Would like to have a pet day"

"If house captains say they want something it might not be as a result of what tutor reps have told them."

"Great music department with Apple Macs but recent government funding means year 7 and 8 only have 1 lesson a fortnight. It's becoming a maths classroom."

"Used to have 3/4 music lessons a week now 1 a fortnight. Hard to get better without outside help"

"Drama only once a week. If come out of a lesson it's a music lesson."

"Only 1 music teacher and not going to hire another one. Room is deteriorating."

"Feel unsafe at school", "There's no money to replace things"

"Inclusion is inclusive if you're in but not if you have a wobble and you're not usually in inclusion"

"Inclusion expected me to tell them about my feelings and I don't even know them"

"Football playing kids aim balls at other kids - repeatedly told off but still do it."

"Old school were not that good. Heads were never there."

"Inclusion team used to be wonderful but now about systems."

"Multiple procedures in place to deal with bullying - need systems but needs to be more common sense"

"If you have a diagnosis of additional needs you get help. If you are just struggling they say you are a troublemaker"

"Used to be more inclusion trips but not any more", "Teacher taking threats as jokes"

"Nurture is for babies and I didn't like it being called nurture"

"Being cyber bullied. I told one of the teachers and phoned someone's dad but they're still cyber bullying me"

"People call me the wrong name so often people think it's my name"

"No common sense with bullying. Have to get their side of the story"

"Bullying is name calling", "Teenagers swear a lot and push"

"Set system. Move down troublesome kids and difficult to move back up the levels"

"I don't like the boy-girl seating plan. The boy distracts me by whispering in my ear. I need a silent person next to me."

"Bullying not dealt with because boys in my class say I [insult]"

"Would like more time to spend with friends at school."

"Don't know what want to be when older", "Bullies push downstairs or trip you up"

"Teacher yelling at pupils to get them to be quiet. I have sensitive hearing"

"They didn't help me with my work; they help [other child with SEND] and it's not fair. I should get more help"

"We might have a school council but I'm not sure [child at school for 3 years]"

"Distracted in year 6 TA moved me very annoying, hated year 3 teacher"

"Moody teachers can't understand their writing- joined up; too small and joined up"

"Not much help in primary school for autism", "Didn't get pen license at primary school"

"Found out had autism when mum told [health professional]"

"Need person on duty outside canteen asking people to watch out for naughty people"

"When children take their food outside when they aren't allowed to."

"Push me too hard, want work to be easier"

"Should get more help in health & social because I sometimes get stuck on the work and I need more help"

"More support in health & social, sometimes the teacher is late so I have more time to work on assignment"

Young adults (16-25 year olds) comments

"Being bullied", "Hated work experience at [disability specialist]"

"Not help with own money budgeting", "Getting bullied. They wreck your life don't they?"

"Feel college was the right place for me", "Don't know where everything is at college"

"[Other mainstream college] would have been better for me"

"Would have been a better atmosphere at [mainstream college] than [special college]"

"[Mainstream primary] was horrible. The teachers pushed me too hard and give extremely hard work. People never played with me. Teachers too horrible. Had to move."

"Stressed by maths and English", "No work experience at [mainstream college]"

"Gardening was boring", "Not enough support staff in mainstream"

"Support staff in mainstream not very helpful. Not enough members of staff in big classes."

"Mainstream don't keep an eye on bullying regularly whereas special needs do. Handled bullying better at special school than mainstream."

Overview of learners' qualitative comments

Teachers and TAs who understand them and understand their needs were the main things that make good days at school. Other children understanding their needs was also important and this related to the main thing that learners worry about which was bullying. Schools which respond to learners' concerns about bullying make children feel safe and happy. More generally, listening to learners' ideas and responding to them makes for a happy school.

The importance of friends and friendship groups was clear. They support you when you are being bullied and the lack of isolation is a preventative factor in not being bullied e.g. having friends around you. Helping children become part of friendship groups makes them feel more included in school and at lower risk of isolation.

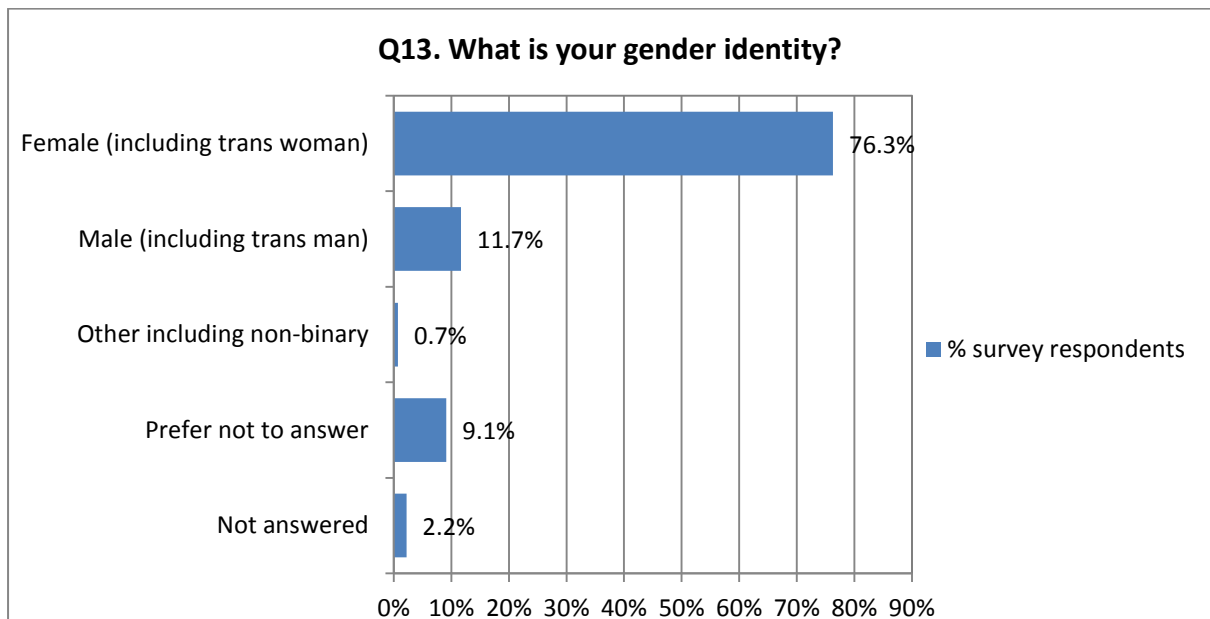
Academic pressures in the form of homework and tests/exams etc. are things learners worry about. Support when struggling and acknowledgement of efforts can help learners have a good day. Individual members of staff can make a huge difference – both positive and negative – on children and young people.

Change and transition are key areas which if managed proactively can make children feel good. Minimising unnecessary change and understanding the impact it has on learners with SEND is important. All through special schools or specialist provision on mainstream sites would minimise the number of transitions children would have to make.

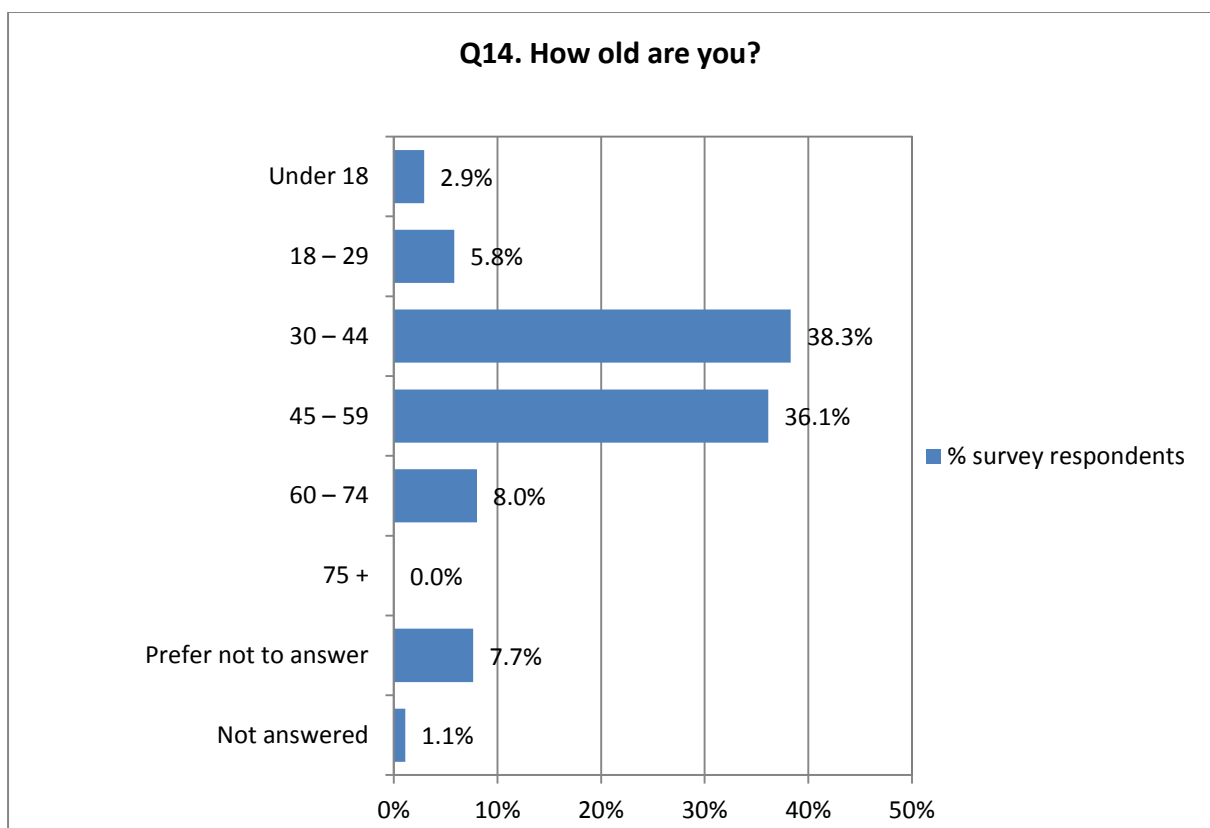
Transport which takes a long time, has a bad driver or doesn't keep to time are things which make learners unhappy. Given the high spend WCC has on transport and the levels of unhappiness which have come through in the survey data (36.4% disagreed that they enjoy travelling to and from school/college) this is an area which has room for improvement.

Young people enjoy the jobs they have but the majority are unpaid which doesn't adequately prepare them for independent adulthood. What paid opportunities can WCC offer to young people with SEND? The SEND post 16 offer only being 3, up to 4, days a week when learners without SEND are able to access 5 day week courses is inequitable and leaves learners with SEND at an additional disadvantage at a time when they will be competing with those without SEND in the jobs market.

Appendix A – Parents/carers/staff/professionals survey – Equality monitoring information

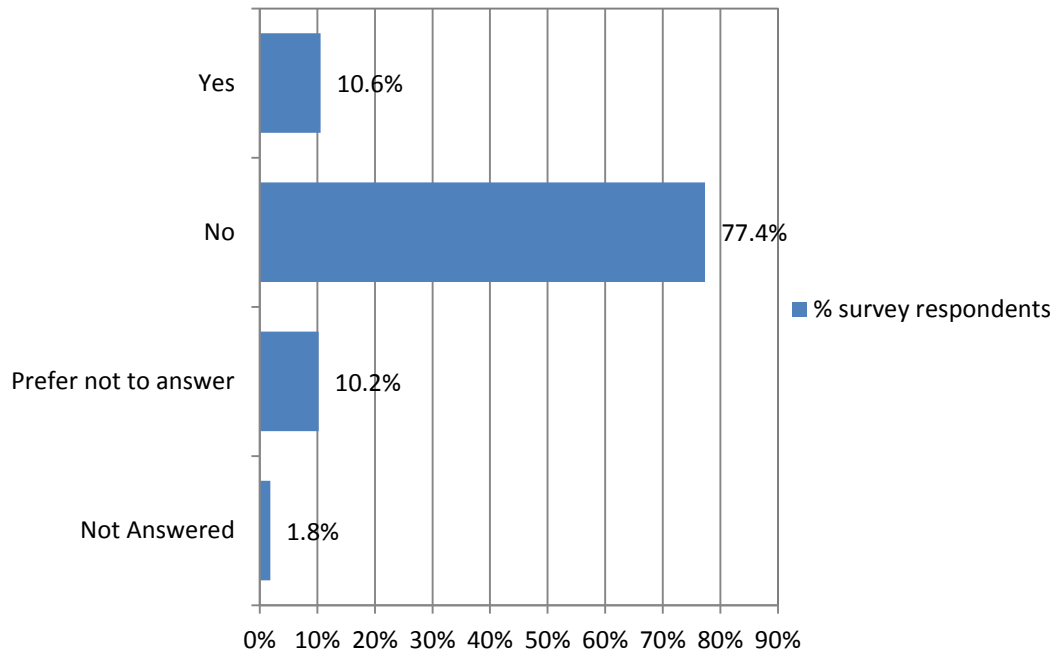


Over three quarters (76.3%) of the survey sample were female.



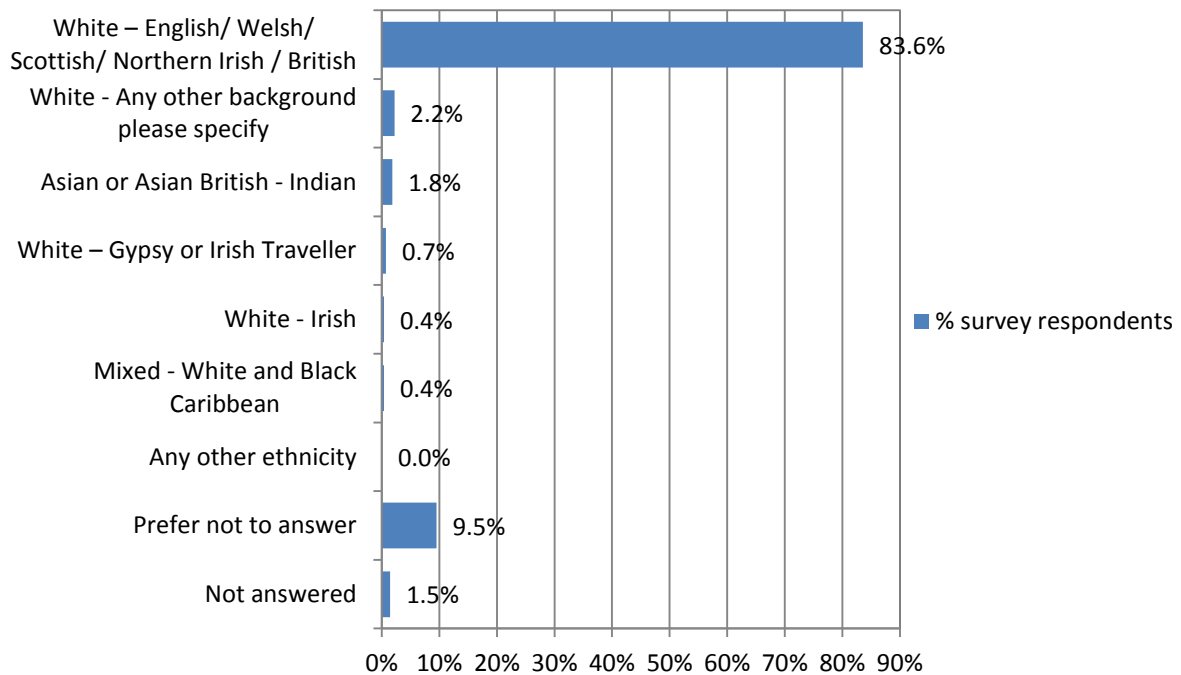
Three quarters of the survey sample were aged 30 – 59 years. 1 of the people aged under 18 was a parent, the rest were pupils/students.

Q15. Do you have a long standing illness or disability?

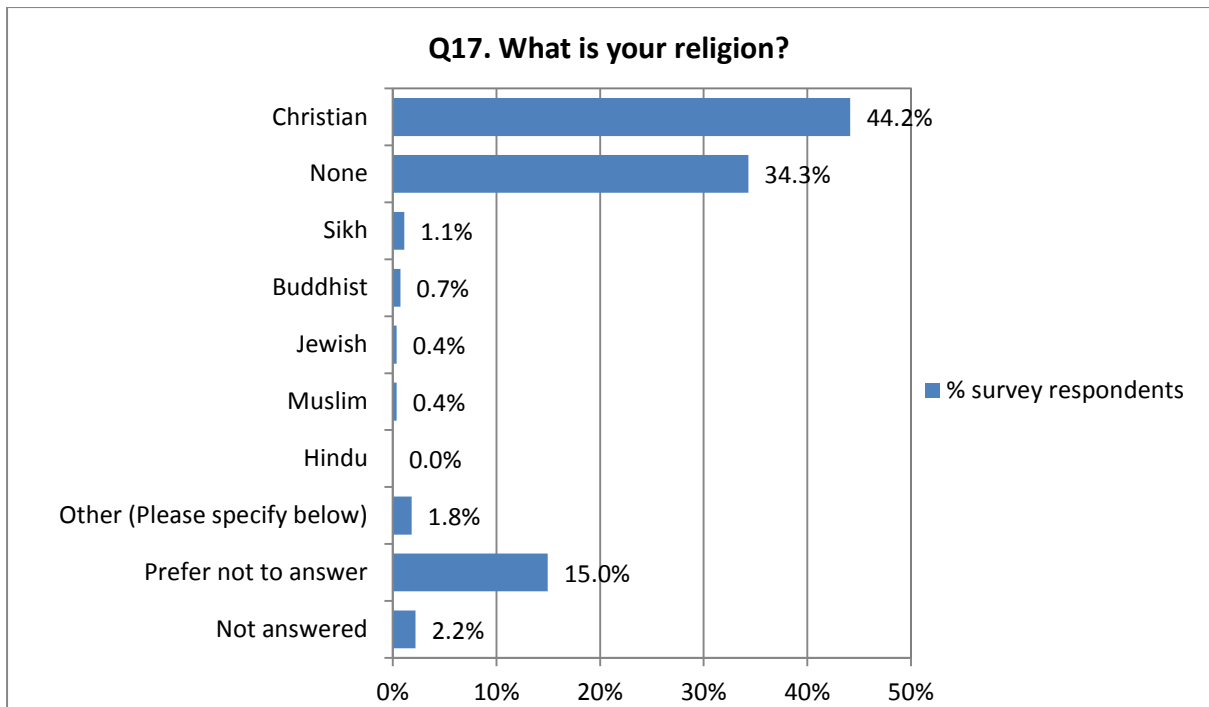


10.6% of the survey sample has a long standing illness or disability. This compares with 19% for the working age population (16-64 years) in the UK.

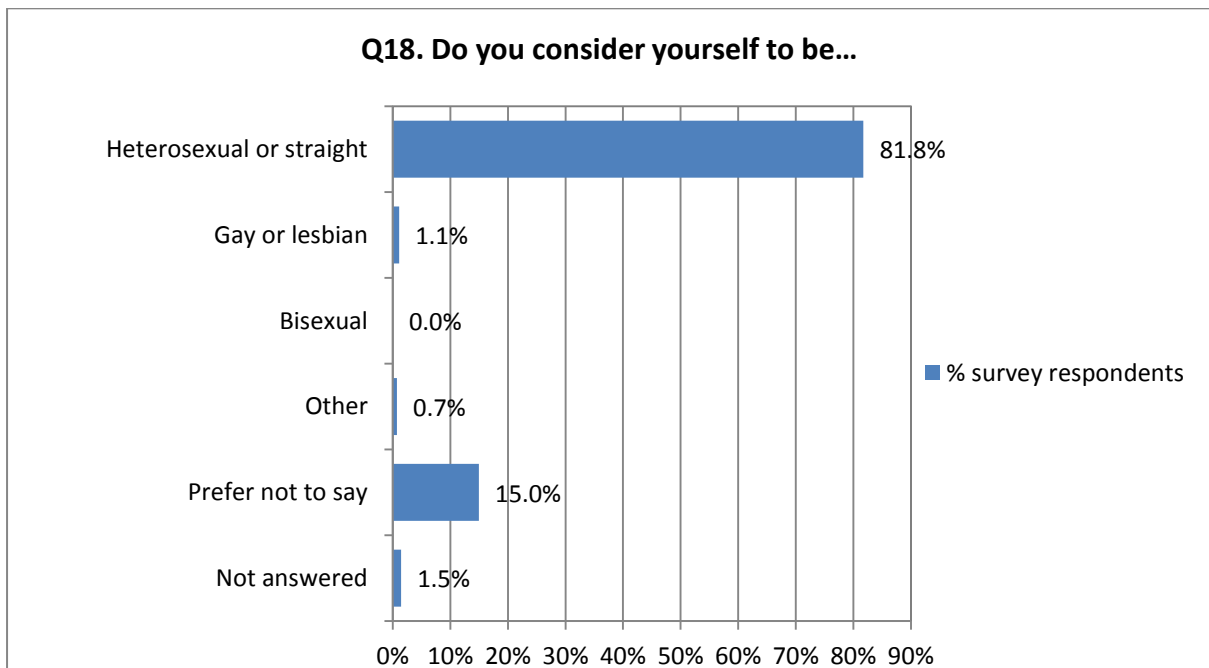
Q16. What is your ethnicity?



The majority of respondents were the majority ethnic group in Warwickshire, white British.

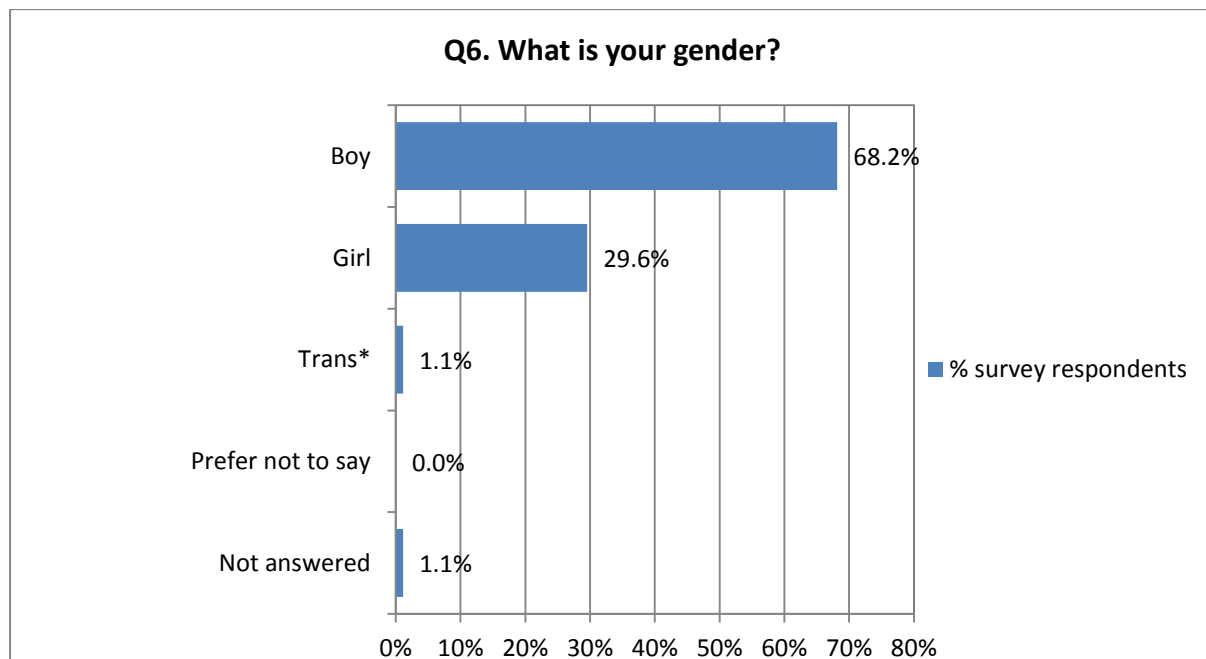


44.2% of the survey sample identified as Christian compared with 59.3% of the UK population in the 2011 Census. 34.3% said they had no religion, compared with 25.1% of the UK population. 15.0% preferred not to answer the question compared with 7.2% of the UK population in the 2011 Census.

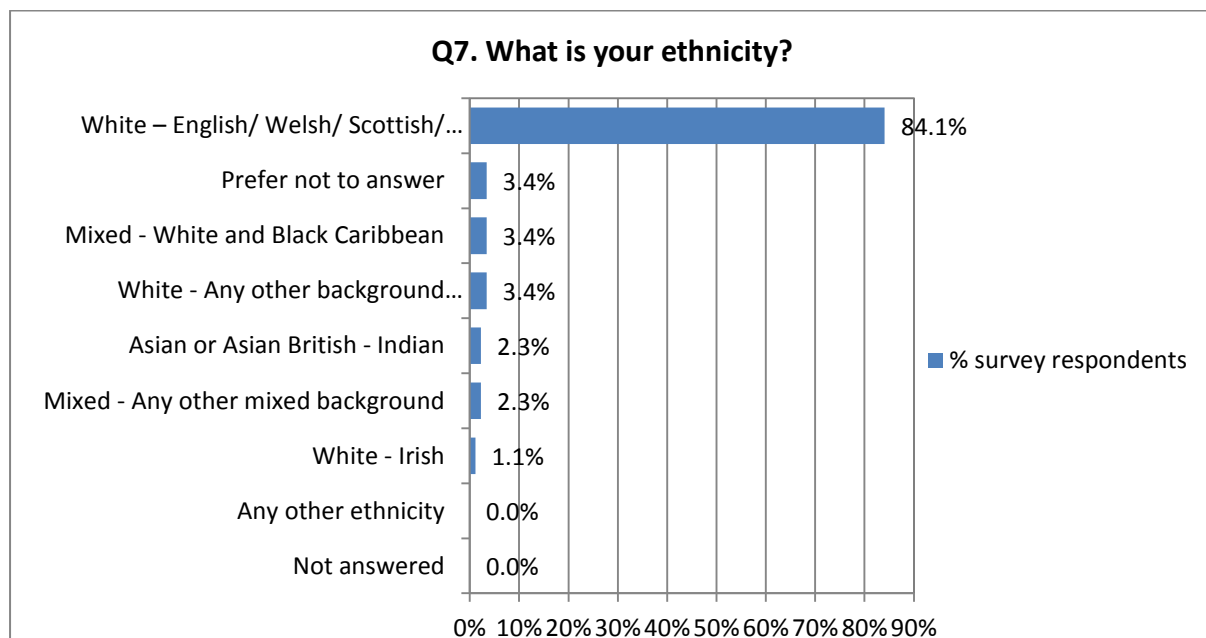


81.8% of the survey sample identified as heterosexual or straight with 15.0% preferring not to answer. Sexual orientation was not collected in the 2011 Census so there are no comparator statistics available to understand if this is representative of the UK population.

Appendix B – Learners survey – Equality monitoring information



Significantly more males than females completed the learners' survey (68.2% vs 29.6% at 99% level of confidence). This differs greatly from the expected balance based on Department for Work and Pensions estimates (46.6% males vs 54.3% females). It is also different from the predominantly female sample for the parent/staff survey.



The vast majority of the survey sample were White British (84.1%) in line with the ethnicity of the parent/staff survey sample (83.6%).

Appendix C – Distribution of survey and engagement opportunities

The invitation to take part in face to face discussions and the survey were distributed to:

| Distribution group | Number of recipients | Number of responses | Response rate |
|--|----------------------|---------------------|---------------|
| Short breaks providers | 3 | 2 | 67% |
| All specialist bases in mainstream schools in Warwickshire | 6 | 2 | 33% |
| All special schools in Warwickshire | 7 | 2 | 29% |
| Top 21 mainstream schools for EHC plans in Warwickshire | 21 | 2 | 10% |
| All special school bases off-site in Warwickshire | 5 | 0 | 0% |
| All specialist special schools in Warwickshire | 4 | 0 | 0% |

Contact log

| Activity | Number of consultees |
|---|----------------------|
| Online quantitative questionnaire | |
| – staff/parents | 274 |
| – learners/children | 88 |
| 6 consultation events at schools for learners | - |
| 6 consultation events at schools for parents/staff | - |
| 3 community events for grandparents, parents & young people | - |

Consultation opportunities

Drop-in events

- Friday 16th November 2018, 9.30am-12pm, Alveston C.Of E. Primary School, CV37 7BZ
- Monday 19th November 2018, 6pm-8pm, Exhall Grange School and Science College, CV7 9HP
- Wednesday 21st November 2018, 1.30pm-4pm, The Queen Elizabeth Academy, CV9 1LZ
- Wednesday 28th November 2018, 9.30am-12pm, North Leamington School, CV32 6RD
- Tuesday 11th December 2018, 2.30pm-5pm, Higham Lane School, CV10 0BJ
- Friday 14th December 2018, 9.30am-12pm, Oakfield Primary School, CV22 6AU

Meetings

(Promoted and encouraged responses online)

Head teacher's Conference - Coombe Abbey

Thursday, 15 November 2018·9:30am – 5:00pm

Attended by primary, secondary and special school headteachers

SEND Promoting Inclusion workstream

Wednesday, 21 November 2018·10:00am – 12:00pm

Attended by stakeholders including schools, parent carer forum, NHS

SWEP SENCOS

Thursday, 22 November 2018·11:00am – 12:00pm

Attended by SEND Coordinators in secondary schools in South Warwickshire

Specialist Provision Board

Monday, 26 November 2018·2:00 – 4:30pm

Attended by special school headteachers and multi-academy trust chief executives

SEND: Preparation for Adulthood Meeting

Friday, 30 November 2018·10:00am – 12:00pm

Attended by stakeholders including schools, colleges, parent carer forum

Parent Carer Forum event

Monday, 3 December 2018·9:30am – 12:00pm

Attended by parents

Special School Heads Meeting

Monday, 3 December 2018·2:00 – 4:30pm

Attended by special school headteachers

SEND: Delivering Outcome for High Needs Learners

Wednesday, 5 December 2018·12:30 – 2:30pm

Attended by stakeholders including schools, parent carer forum, NHS

SEN Transport workstream

Tuesday, 11 December 2018·11:30am – 1:00pm

Attended by stakeholders including transport teams, parent carer forum, NHS

SEND & Inclusion Board

Wednesday, 12 December 2018·12:30 – 2:30pm

Attended by stakeholders including schools, parent carer forum, NHS

Leaflets

5,000 leaflets printed and distributed including 6 to every school and college, 3 to every early years setting, as well as distributed through WCC teams (e.g. SENDAR, Specialist Teaching Service) and other stakeholders (e.g. SENDIAS).

Social media posts

6 Facebook posts from WarksCoPro – highest ‘reaches’ 1,184, highest ‘engagements’ ‘88’, plus Twitter post. Shares and retweets from other accounts.

Social media meetings

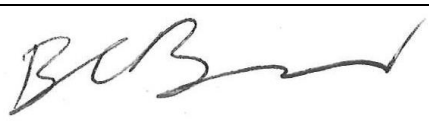
- 10 December 2018 – Hearing the Voice of Families in Warwickshire (Facebook) – 6 attended
- 19 December 2018 – Online meeting by invitation of IDS 0-5 Strategic Manager (Facebook) – 3 attended

APPENDIX C

EQUALITY IMPACT ASSESSMENT/ ANALYSIS (EqIA)

Special Educational Needs & Disability (SEND) and Inclusion Strategy 2019-2023

Equality Impact Assessment/ Analysis (EqIA)

| | |
|--|--|
| Group | Communities |
| Business Units/Service Area | Education & Learning, SEND & Inclusion |
| Plan/ Strategy/ Policy/ Service being assessed | SEND & Inclusion Strategy 2019-23 |
| Is this is a new or existing policy/service? If existing policy/service please state date of last assessment | New |
| EqIA Review team – List of members | Jane Carter, Ross Caws, Jonathan Wilding |
| Date of this assessment | 23 rd October 2018 Updated 19 th March 2019 |
| Signature of completing officer (to be signed after the EqIA has been completed) | |
| Are any of the outcomes from this assessment likely to result in complaints from existing services users and/ or members of the public? If yes please flag this with your Head of Service and the Customer Relations Team as soon as possible. | NO |
| Name and signature of Head of Service (to be signed after the EqIA has been completed) | PAUL SENIOR |
| Signature of GLT Equalities Champion (to be signed after the EqIA is completed and signed by the completing officer) |  |

A copy of this form including relevant data and information to be forwarded to the Group Equalities Champion and the Corporate Equalities & Diversity Team



*Working for
Warwickshire*

Form A1

INITIAL SCREENING FOR STRATEGIES/POLICIES/FUNCTIONS FOR EQUALITIES RELEVANCE TO ELIMINATE DISCRIMINATION, PROMOTE EQUALITY AND FOSTER GOOD RELATIONS



High relevance/priority



Medium relevance/priority



Low or no relevance/ priority

Note:

1. Tick coloured boxes appropriately, and depending on degree of relevance to each of the equality strands
2. Summaries of the legislation/guidance should be used to assist this screening process

| Business Unit/Services: | Relevance/Risk to Equalities | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|-------------------------------------|-------------------------------------|--|--|
| | Gender | | | Race | | | Disability | | | Sexual Orientation | | | Religion/Belief | | | Age | | | Gender Reassignment | | | Pregnancy/ Maternity | | | Marriage/ Civil Partnership (only for staff) | | | | |
| State the Function/Policy /Service/Strategy being assessed: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| SEND & Inclusion Strategy | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
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| Are your proposals likely to impact on social inequalities e.g. child poverty for example or our most geographically disadvantaged communities? If yes please explain how. | | | | | | | | | | | | | | | | | | | | | | | | | | | NO | | |
| Are your proposals likely to impact on a carer who looks after older people or people with disabilities? If yes please explain how. | | | | | | | | | | | | | | | | | | | | | | | | | | | NO | | |

Form A2 – Details of Plan/ Strategy/ Service/ Policy

| <u>Stage 1 – Scoping and Defining</u> | |
|--|---|
| (1) What are the aims and objectives of Plan/Strategy/Service/Policy? | <p>The Strategy builds on the Vulnerable Learners' Strategy 2015-18 and the Education Strategy 2019-2023. The aims and principles are to:</p> <ul style="list-style-type: none">• work in a spirit of co-production and partnership with parents and their children and young people with Special Educational Needs and Disabilities (SEND), involving them in all key decisions;• work in partnership with partner agencies and schools to deliver an effective SEND system that ensures effective early identification of need followed by robust assess-plan-do-review processes and clear pathways;• have the highest expectations for children and young people with SEND, ensure that they are fully included in all educational settings and that their needs are met by high performing local schools;• maintain a commitment to Warwickshire's state-funded schools and academies, promoting and championing strong leadership and inclusive practice for children and young people with SEND across all phases, mainstream and special;• ensure a rigorous focus on the preparation for adulthood outcomes and life after school;• ensure that resources are fairly and consistently allocated according to needs. |
| (2) How does it fit with Warwickshire County Council's wider objectives? | <p>The strategy fits with the wider WCC One Organisation Plan targeting the most vulnerable and ensuring "Resources and services are targeted effectively whether delivered by the local authority, commissioned or in partnership".</p> |

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| (3) What are the expected outcomes? | <p>Our aspiration is:</p> <p>For all children and young people have the right to lead a fulfilling life and be part of their community.</p> <p>For every child and young person has a right to have their health, social care and education needs met within their local community.</p> <p>For every child has the right to attend a good local school that is appropriate for their level of need or disability, usually a mainstream school.</p> <p>For the views and wishes of children and young people with SEND, as well as their parents will be heard, and we will work with them to ensure they have confidence in local providers to meet their children's needs.</p> <p>For every early years setting, state-funded school, further educational college and training provider will make good provision (as determined by Ofsted) for children and young people with SEND; to ensure that they make good progress in their education and development; that they transition smoothly into the next stage of their education and; as appropriate, they are helped to secure independent living and opportunities for employment.</p> <p>We recognise that specialist provision is an essential and valued component of our county's education system. We will continue to work in partnership with our specialist education providers to ensure they provide excellent services for learners attending specialist provision.</p> |
| (4) Which of the groups with protected characteristics is this intended to benefit? (see form A1 for list of protected groups) | Children and Young People with SEND and their families |
| <u>Stage 2 - Information Gathering</u> | |

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| <p>(1) What type and range of evidence or information have you used to help you make a judgement about the plan/ strategy/ service/ policy?</p> | <p>The strategy is informed by</p> <ul style="list-style-type: none"> • an External SEND Demand Management Strategic Review; • work over four years with the SEND & Inclusion Board¹ and Workstreams, consisting of key strategic partners across education (including schools, EY and FE settings), health, social care, the Parent Carers Forum; • annual SEND workshops with a wide range of different partners including parents, Elected Members, settings and schools, both in Warwickshire and the Non Maintained Special School sector. • work with young people, working alongside the Co-Production Officer |
| <p>(2) Have you consulted on the plan/ strategy/ service/policy and if so with whom?</p> | <p>The draft Warwickshire SEND & Inclusion Strategy was consulted upon during November and December 2018. There were two online surveys: one for learners and one for parents, carers, staff, professionals and other stakeholders. The consultation was promoted through social media, by leaflets being shared with all schools and settings and through the Ask Warwickshire consultation hub.</p> <p>In total 274 responses to the survey were received, of which 145 were parents, 88 were staff and 41 were any other type of respondent. 88 young people responded to the learner's survey</p> <p>Following this, the consultation analysis was considered by:</p> <ul style="list-style-type: none"> - A workshop of head teachers - A workshop with the parent carer forum - Five workstream stakeholder meetings (representatives of education, schools, health, social care and parents/carers) |
| <p>(3) Which of the groups with protected characteristics have you consulted with?</p> | <p>The families of Children and YP with SEND. See 'SEND and Inclusion Consultation Analysis', January 2019 for full details.</p> |
| <p><u>Stage 3 – Analysis of impact</u></p> | |

¹ Previously called the "SEND Reform Board" and the "SEND Programme Board"
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 App 3 SEND & Inclusion Strategy Draft 1 EqlA 23rd Oct v3.doc

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| <p>(1) From your data and consultations is there any adverse or negative impact identified for any particular group which could amount to discrimination?</p> <p>If yes, identify the groups and how they are affected.</p> | RACE | DISABILITY | GENDER |
| | Neutral | Positive | Positive e.g. earlier identification of SEND and improved workforce development leading to heightened awareness of girls with ASC |
| | MARRIAGE/CIVIL PARTNERSHIP | AGE | GENDER REASSIGNMENT |
| | N/A | Positive: greater emphasis on Preparation for Adulthood and presumption of employability | Neutral |
| | RELIGION/BELIEF | PREGNANCY MATERNITY | SEXUAL ORIENTATION |
| | N/A | N/A | Neutral |
| (2) If there is an adverse impact, can this be justified? | N/A | | |
| (3) What actions are going to be taken to reduce or eliminate negative or adverse impact? (this should form part of your action plan under Stage 4.) | N/A | | |

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| <p>(4) How does the plan/strategy/service/policy contribute to promotion of equality? If not what can be done?</p> | <p>Promoting Inclusion. Mainstream schools and other education settings will use their best endeavours to deliver a graduated response to the needs of each child in their school.</p> <p>Getting it right for learners with high needs (school age). Learners with high needs will receive multi-agency support, coordinated through the Education, Health and Care (EHC) plan process. Where appropriate, specialist education provision will provide for their needs.</p> <p>Workforce Development. That professionals across the system are confident in delivering the ‘assess, plan, do and review’ approach to deliver a graduated response for learners with SEND.</p> <p>Improving health and social care for learners with SEND. We will work with statutory partners and commissioned services to focus on the holistic needs of the child and improve the local offer of services.</p> <p>Preparation for Adulthood. Learners are supported to fulfil their potential as they transition to adulthood. We believe that the overwhelming majority of learners with SEND are capable of sustainable paid employment, with the right preparation and support. With our partners, we want to embed this ‘presumption of employability’, by ensuring there are significantly increased opportunities for our learners with SEND as they enter adulthood.</p> <p>Transport. That the quality and offer of specialist transport provision and removes transport issues as a barrier to success, within the policy and resources available.</p> |
| <p>(5) How does the plan/strategy/service/policy promote good relations between groups? If not what can be done?</p> | <p>Wherever possible we are committed to children and young people being taught with their peers in their local community school or as close to home as possible. Children and young people rate their social relationships as the most important aspect of their education. Being educated locally with their peers promotes social inclusion, increasing the opportunities for local friendship groups and maximising the longer term benefits for social integration and emotional wellbeing.</p> |

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| (6) Are there any obvious barriers to accessing the service? If yes how can they be overcome? | The inconsistent inclusive practice that was identified back in 2015 in the Vulnerable Learners Strategy has persisted and, in some schools, continues to be an issue. The Delivery Plan accompanying the Strategy outlines specific activities to address this inconsistency. |
| (7) What are the likely positive and negative consequences for health and wellbeing as a result of this plan/strategy/service/policy? | <p>We believe that all children should be educated as close to their home as possible, which not only reduces the time they spend travelling, but also enables them to be an integral part of their local community, where they are able to feel welcomed, included and valued as equal members of society.</p> <p>Although bullying is an unfortunate feature of any type of community life there is evidence that young people who attend a special school experience far more bullying by children from other mainstream schools and from peers and outsiders in their neighbourhood.</p> |
| (8) What actions are going to be taken to reduce or eliminate negative or adverse impact on population health? (This should form part of your action plan under Stage 4.) | N/A |
| (9) Will the plan/strategy/service/policy increase the number of people needing to access health services? If so, what steps can be put in place to mitigate this? | More joined up, effective and timely identification will impact on health services, for example, referrals to RISE, however, this is consistent with the SEND Code of Practice. Earlier proactive intervention, however, is about mitigating reactive high cost provision. |
| (10) Will the plan/strategy/service/policy reduce health inequalities? If so, how, what is the evidence? | <p>Yes. For example:</p> <p>More Young People with SEND in work; employment is a positive indicator in relation to health outcomes, in particular, positive mental health.</p> <p>Earlier, more joined up identification and referral to appropriate services should lead to more timely interventions.</p> |

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| <u>Stage 4 – Action Planning, Review & Monitoring</u> | | | | |
| If No Further Action is required then go to – Review & Monitoring (1) Action Planning – Specify any changes or improvements which can be made to the service or policy to mitigate or eradicate negative or adverse impact on specific groups, including resource implications. | No further action | | | |
| (2) Review and Monitoring State how and when you will monitor policy and Action Plan | Review and Monitoring | Lead Officer | Date for completion | Progress Measures |
| | Oversee and review the SEND & Inclusion Strategy impact | SEND & Inclusion Board Chair | Half-Termly | % of school age learners in mainstream school with EHC plan; % permanent exclusions from school for pupils with SEN Support & EHC Plans; number of supported internships. |

Please annotate your policy with the following statement:

‘An Equality Impact Assessment/ Analysis on this policy was undertaken on (date of assessment) and will be reviewed on (date three years from the date it was assessed).