

SEND Futures Conference Feedback - Lunchtime activity and sticky notes

What is good?

- Events like the conference that bring us all together, including parents
- SENCO training and support in schools
- Local Offer
- Rob Harris and Farah Ahmad connecting parents together through SEND parent champion scheme
- SENCO ongoing training and support
- My headteacher allowing me to be a strategic leader
- Our amazing support staff
- Variety of services available for SEND young people
- Access all areas event - great joint club (AfC + TAG)
- Professionals from the council are always available for advice
- Lunch
- Self created cluster network meeting - supporting each other
- SENCO network in New Malden is fab, really supportive
- Small LA able to talk to people
- There are a lot of committed people in the voluntary sector, parent forums, schools ect who are working to support parents and CYPs
- SRPs - sharing practice, advice and support
- Consultation via EIAP to support needs/transition to secondary school
- New early years SALT service
- SALT service - our SALT support has been and still is amazing and consistent. We would like to see more support at SEN SUP.
- Staff commitment
- Like the idea of mediation happening for all before tribunal
- Some good integration
- Teamwork
- Strapline: Just need to make it a reality
- Consensus about need for local provision - mainstream, special or alternative
- Comms links exist and leadership is accessible
- The desire for change
- Links with local charities
- AfC - early years advice services has a quick response time/expertise
- AfC early inclusion services has a quick response time/expertise
- Portage
- SENCO at Plough Green Nursery
- Once you get into special school (e.g. Dysart) support is brilliant
- Events like today to connect, share experiences and work together
- The collaboration between schools to share best practice is excellent
- Keep developing communities of practice across sectors. This can start at university. Kingston Uni works also with charities CKCIL, ADHD embrace ect
- Ambitious about Autism is working with AfC to offer free autism training
- Available to SLT, TAs, support staff, teachers in all schools and colleges in Kingston. It's accredited by the Autism Education Trust
(nhawley@ambitiousaboutautism.org.uk)

- This conference!
- Early intervention before school age within early years settings and other non-statutory services like portage

What is a worry?

- Funding - lack of specialist support (providing all provision in EHCP)
- Staffing - TA recruitment - how can pupils be supported without an additional adult
- Increase in very complex needs in mainstream - how to support best with space, equipment, staff
- The criteria for EHCP needs assessment. Needs clarity to parents and SENCO, because it takes too long for children without EHCPs to get the help they need
- Therapies are not done often enough - possibly in line with EHCP. Children get what's available rather than what they need
- Parental expectations
- Managing time
- Inflation causing financial pressures on commissioned services that are not seeing any funding increase
- Kingston council
- There's no J in JSNA
- Professionals unaware of what's available as they are covering too wide an area
- Parents not being signposted/helped by professionals or AfC - all useful help/advise is parent to parent
- Private nurseries with limited budget due to the rise in cost cannot hire practitioners (limited applicants due to non-competitive salary)
- How can SENCO train and involve parents, devote time and resources to the SEN children and have so many more responsibilities?
- Nothing will really change, we are going round in circles
- SENCO's burning out and leaving profession
- No support or real understanding of the real lived experiences of teachers/TAs/SENCOs trying to support in mainstream setting
- More inspections telling us what we should be doing with no real funding to do so
- Budgets
- Lack of Educational Psychologists/Speech and Language/ Occupational therapists/specialist provision
- Volume of paperwork SENCO has to complete
- Pushing everything back to mainstream - not enough specialist provision
- EHCP caseworkers changing outcomes that have been written collaboratively with AfC, EP, parent, child and school
- Not enough training for all the SEN needs
- Referral process for specialist intervention plus limited resources
- Over reliance on SEND schools
- Lack of supported living
- Timescales around assessments, creation of EHCPs
- Struggle to have schools offer 'reasonable adjustments' to CYPs
- No resource for parents of school avoiders
- Health professionals recommending an EHCP on reports - particularly paediatrics but also CAMHS. A diagnosis does not equate to an EHCP

- Increase in need - especially in early years
- Gap of child not identified during lockdown periods
- Lack of funding
- Falling roll numbers and impact on funding
- Funding
- Staff capacity
- Therapies
- Waiting lists
- Increased EHCPs + resource needed from therapies
- Decreased resource for SEN support from therapies
- AFC focus on EHCP/SEN = money
- Need broader developments for support early years and transition
- Lack of available staff
- Waiting times for assessments/specialist support
- Funding not always reaching schools quickly enough after panel to support identified need/EHC plan acceptance
- Knowledge sharing about available provision patchy
- Can we confidently predict future need to sufficient accuracy allowing planning decisions
- Shortage of therapies
- Barriers to joined up service for children in AfC Kingston/Richmond
- Barriers to joined up service for adult services in Kingston/Richmond/Wandsworth
- Barriers joined up service for social care in Richmond/Hounslow
- Even doing the paperwork - where do you start? Agreements used to exist
- Therapist support before school is very limited, short of resources
- Not enough advice at
- EHCP coordinator - really bad communication, when they are supposed to give advice and help
- Waiting lists too long for SALT and referrals at Moor Lane
- Class teachers can not manage well with 30 students including SEN supported children is a good idea but not if classes are 30 per class and not if as currently found, you have only one assistant/support volunteer (or sometimes less). Need more support staff and smaller classes
- It is a worry that we can demonise schools, forgetting what leads them to have limited capacity to think inclusively
- AfC are an active barrier to schools/parents wanting to access help for children who have already been identified with SEN. They are inefficient, understaffed and disorganised - a nightmare to deal with, and go out of their way to make the whole process as difficult as possible.
- Not possible to achieve in six mainstream classes every day. Where the LA give £15,775.00 for a full time plan that pays for roughly 16 hours per week. How do we fund the other 16.5 hours, when we have 25 EHCPs in the school? Please write ££ on plans which will help enormously with school/home relationships
- In practice, when teachers in classrooms are teaching 30 students, inclusion can only work when there is sufficient support for teachers
- Is there plans for increasing the number of post-16 provision appropriate for children with SEND who can not manage following courses/training at the same level as neurotypical young people?

- Secondary SENCO - We desperately want to put the right provision in place for our students with SEND. We are willing to make the right reasonable adjustments. BUT this requires staff, space and resources. We are not suitably funded. I cannot recruit LSAs and the EHCPs are lengthy and complex
- The lack of options/supported provisions (college/schools ect) for SEN children in Richmond for post-16 are a big concern - where are they + do they do the job? SEN children are in theory able to stay supported in Education to 25, but opportunities or places to go dwindle post 16 and almost disappear by age 19/20.
- How can access to travel training (to aid independence of your SEN child) be made available to all parents who need this (presently it's a catch-22 if your child is not on AfC school transport you cannot have travel training)
- I believe we are working within a certainly cracked if not broken SEND system. More pressure put on school leaders, teachers and support staff with little or no resource being provided. I absolutely agree we have to be inclusive but need the right support to do so efficiently
- What can be done about the crisis in recruiting teachers and TAs? We have heard what a difference tms makes!
- Independent sector school places are becoming even more expensive due to inflation (+ greed!) - it's a providers market and the DfE are doing nothing to regulate it/ cap costs for LAs
- As University entrance for SEND children increases, the support offered by the EHCP should be extended to cover university. Currently the Disabled Student Alliance, which is the only support, is tricky to apply for an doesn't offer any therapeutic interventions
- Lack of consideration for young people's voice from 16+ equals decision making under MCA 2005. Regarding educational decisions
- Transition pathways 18+ into adult services when no formal Ld diagnosis by health to access right support/specialist support
- Lack of involvement from health in EHCP + reviews + planning e.g. contingency health care. Particularly in transitioning children to adult services
- If the intention is to provide more school support without an EHCP, how do we ensure children receive the comprehensive assessment to identify needs and provision, that EHC needs assessment gives within statutory timeline
- EHCP is a measure as are all measures used in school to benchmark non-disabled children's achievements. It is not a useless, unnecessary task. It has/should have meaning and clearly identifies the child's needs without limiting their potential
- Not enough focus on early years when looking at national and local changes
- There aren't enough specialist places, and the time it takes to create/build new special schools is far too long, therefore supply cannot keep up with demand
- Children are being assessed/identified, and schools are not able to put the recommendations made by professionals in place due to:
 - Lack of resources
 - Lack of manpower
 - Adequate staff training/knowledge

What should we do in Kingston and Richmond?

- Please create spaces for families in Richmond especially for SEN weekend use e.g. like Reflections in Hounslow as we need somewhere families can go especially at holidays and weekend use.
- Increase funding for SEN support. Notional budget does not cover it. Enable schools to pay TAs appropriate salary to keep good staff and stop them leaving to earn more in retail.
- Please make EHCP appeal mediation mandatory as mentioned in meeting. The LA didn't arrange mine within 30 days so it now goes to tribunal. Are case workers overloaded?
- More provision is needed especially with EHCP banding tariff and your hope to push out independent sector
- You need to have provisions to meet needs to bring down costs
- SEN children in mainstream seem to get a bit lost in the system as most 'help requires an EHCP. Schools need funding for 'homework clubs' as many SEN children can't associate home with schoolwork
- More support for parents after diagnosis - follow up
- Specifically link specialist settings with mainstream primary without the need for form filling
- Increased partnership working between services to share knowledge and resources
- The inclusion team needs to work effectively asap and proper training/resources need to be available to settings
- Schools: realistically if wish to keep more SEN young people supported in mainstream, need to implement smaller class size (30 too many for one teacher + TAs which they would also need to supervise)
- Increase the number of TAs in schools so there is 1+ TAs per class
- It's a difficult situation all round driven by money and politics
- Include parents, teach them to teach their kids
- Central recruitment process for LSAs + temporary workers
- Training LSA/TA in differential learning styles
- Workshops on supported living
- Raise awareness + further training for SENCOs + teachers
- Educate schools on what reasonable adjustments look like e.g. giving detention thrice a week to a YP with ADHD is not helpful (for being disruptive in class!)
- More TAs + LSAs recruitment required. Cannot expect the class teacher to look out for CYPs with SEN needs while also meeting the learning needs of the rest of the class
- SALT service - more support at SEN support level for schools and parents
- More support post diagnosis - e.g. ASC/ADHD
- Fair share of EHCPs, spread between schools
- Educating parents - view of professionals not considered enough
- Commission universal speech and language therapy to develop 'workforce strand' as part of the balanced system
- Moderation of SEN registers
- Reduce time spent on paperwork form filling - this has no impact on outcomes
- Use valuable data from early years (two year asses) Moor Lane team 8, HR to inform and plan ahead provision and services

- More support workers to facilitate transitions into work experience
- Continue to find flexible solutions
- Find ways for TAs to hear from people like Mark to show the small but hugely important things they can do to help children. Also teachers - could be part of an INSET day.
- Streamline the EHC process
- Increase training opportunities for interventions which target a child's individual profile, rather than their diagnosis
- Post 16 + 18: Comms drive by LAs and local politicians on building more job opportunities for SEND members of the community
- Post 16 providers need to be given more knowledge of SEND to understand how their existing networks/pipelines could assist their SEND pupils
- Reach out to the local workforce and businesses to help educate them on how beneficial SEND individuals are and can be within their workforce
- Commonality on plans?
- Focus on early years intervention - communication, OT and a deeper understanding of the regulations/communicative behaviour - addressing this early enough enables much better gradual pathways
- Concentrate your support at Early Years especially for children before their start nursery (3 years)
- Support relational approaches, nationally, locally, in class, across the board. Talk about inclusive cultures!
- Free training for schools to gain understanding in SpLDs such as dyslexia, dyspraxia and ADHD (RESPONSE: Kingston Education + ADHD Embrace run monthly seminars)
- If proposals are to include more children and young people with SEND in mainstream schools, then class sizes should be reduced (30 down to 15?). 30 children is far far too many for one teacher. Alternatively the number of support staff in each class needs to be significantly increased (often now one at most!) both primary and secondary (where often none or one)
- Concentrate in discussing with universities, training providers delivering teacher training, NVQL3 in Early Years; how inclusion, strategies and interventions can be added to the training. This way we are empowering workforce and creating better outcomes for children's needs to be understood and met
- Post 16: Schools with resourced provisions and sixth forms should have a sixth form provision as well. It isn't right that the able and neurotypical get to stay in their nurturing little environment with staff they've known since year 7 and those with SEND have to navigate a huge college.
- Make EHCP assessment more clear to SENCO - 'child needs to be two years behind', but this is apparently not legal to say, right?
- When a parent appeals EHCP, and requests mediation please make it mandatory as the LA didn't bother so mine is now going to tribunal
- Children spend an average of 16% of the year in school - remember lots more support for parents to teach at home is needed