

Summary of feedback from the SEND Futures surveys in Kingston (June and July 2023)

Practitioners survey

Total respondents: 20

1. Quantitative data

1.1 Information on demographics

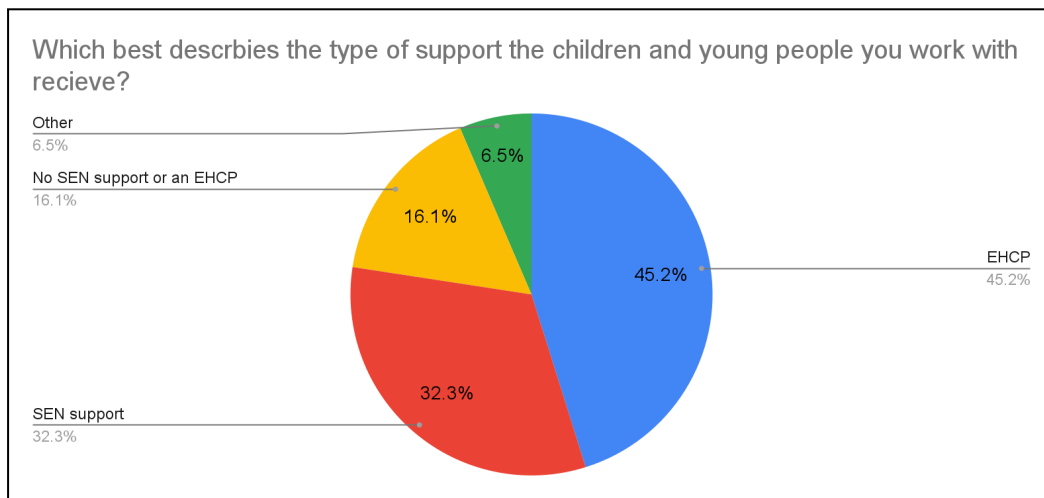


Figure 1: Pie chart demonstrating the type of support given to the children and young people practitioners work with/support

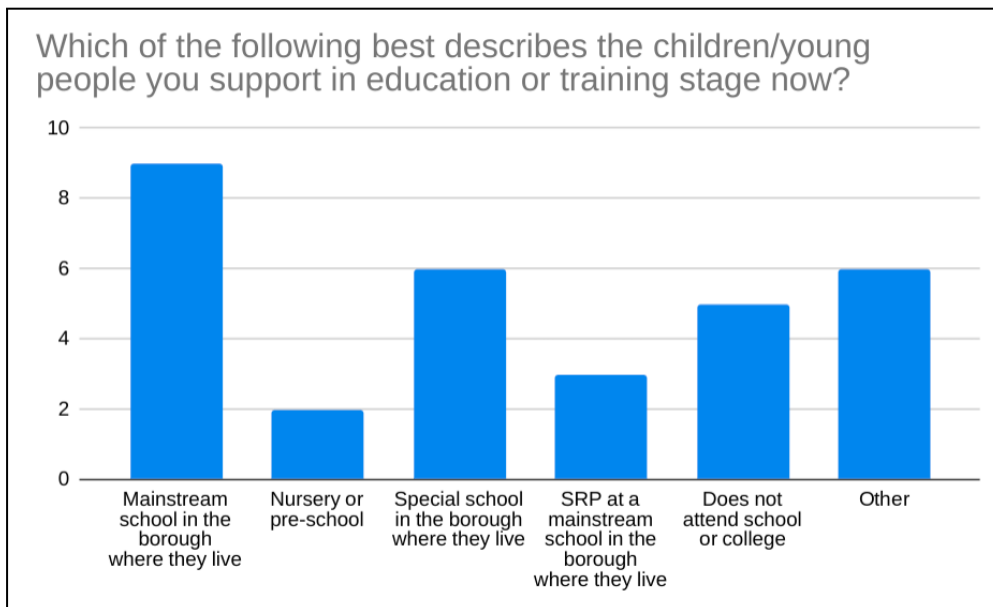


Figure 2: Bar graph demonstrating the education or training stage of the children and young people practitioners support. SRP - Specialist Resource Provision

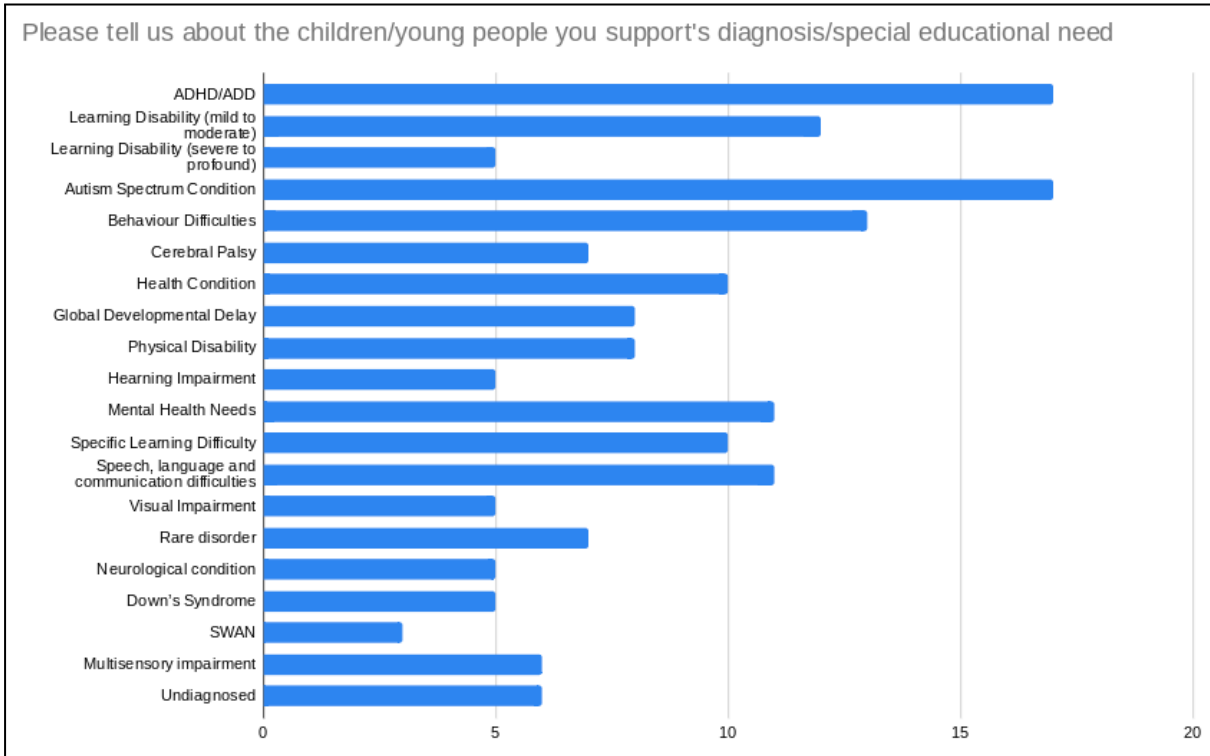


Figure 3: Bar graph demonstrating the diagnosis/special educational need of the children and young people practitioners support.

ADHD - Attention Deficit Hyperactivity Disorder

ADD - Attention Deficit Disorder

SWAN - Syndromes without a name

1.2 Views on services

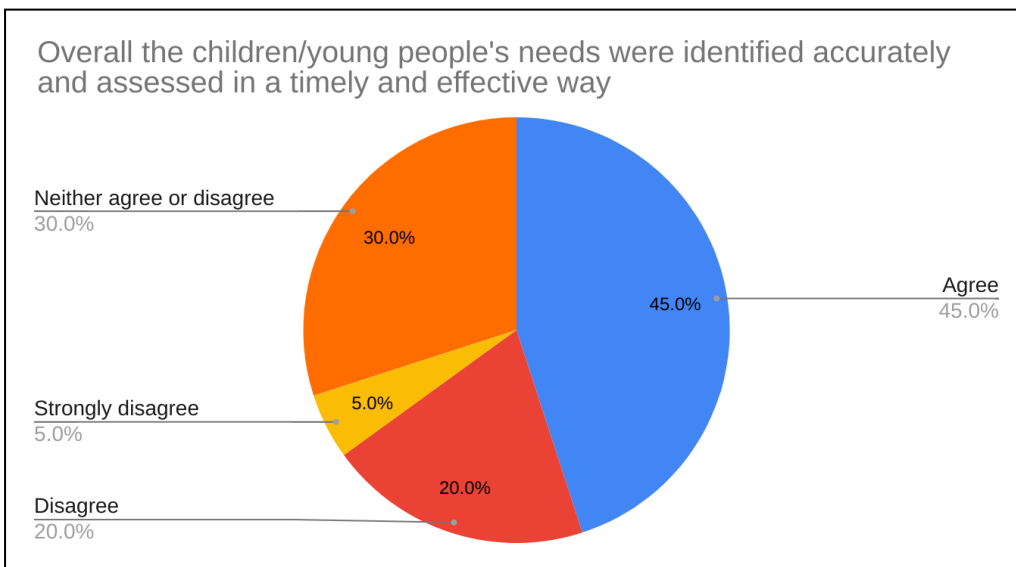


Figure 4: Pie chart demonstrating the percentage of practitioners who felt children and young people's needs were identified and assessed in a timely and effective way

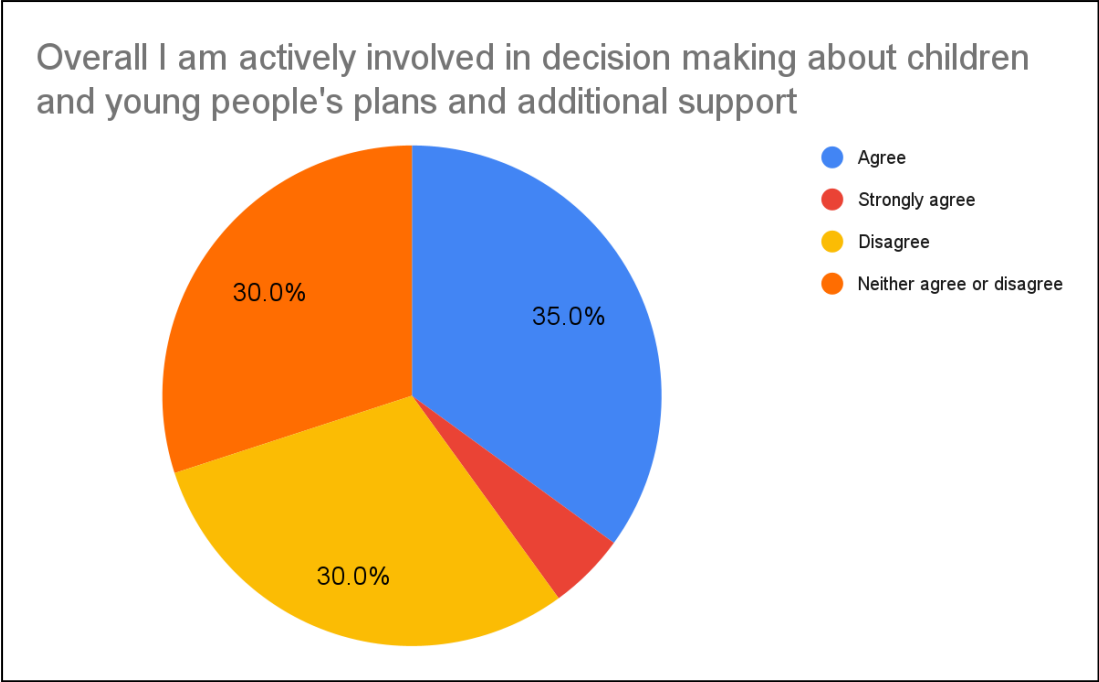


Figure 5: Pie chart demonstrating the percentage of practitioners who felt they were actively involved in the decision making process about the plans and support for the young people they support

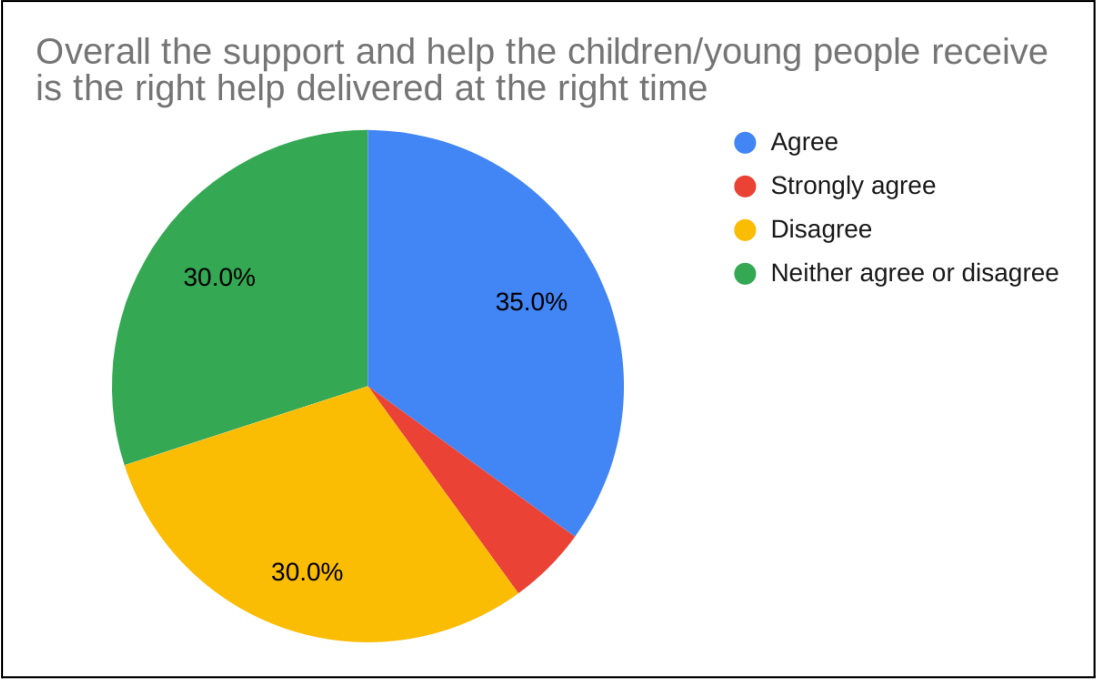


Figure 6: Pie chart demonstrating the percentage of practitioners who felt children and young people receive the right help at the right time

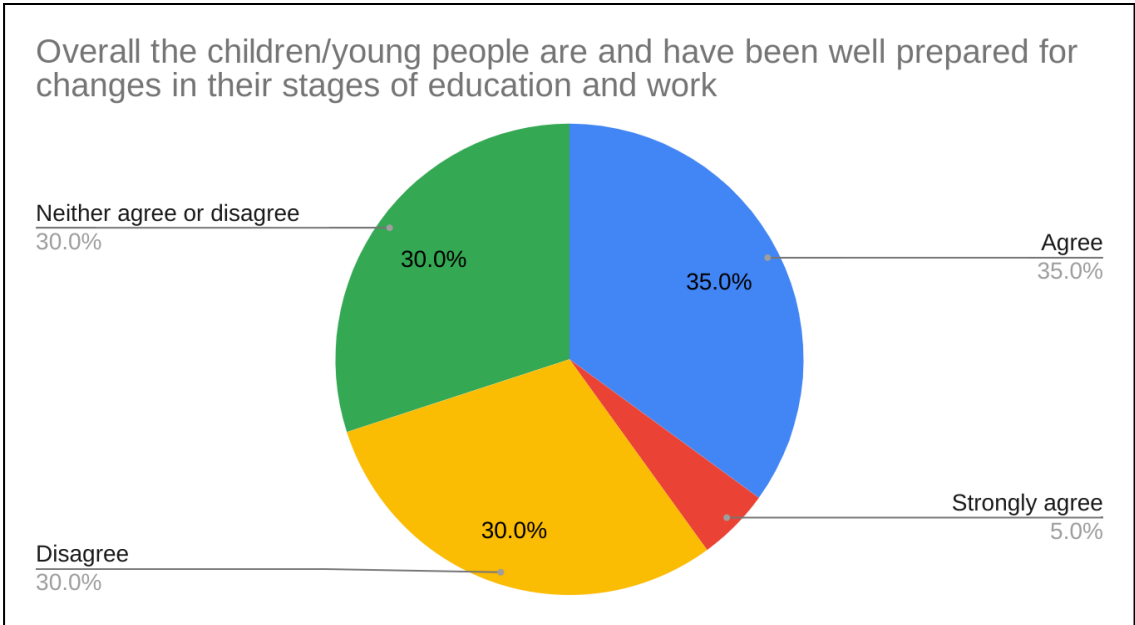


Figure 7: Pie chart demonstrating the percentage of practitioners who felt children and young people have been well prepared for changes in their stages of education and work

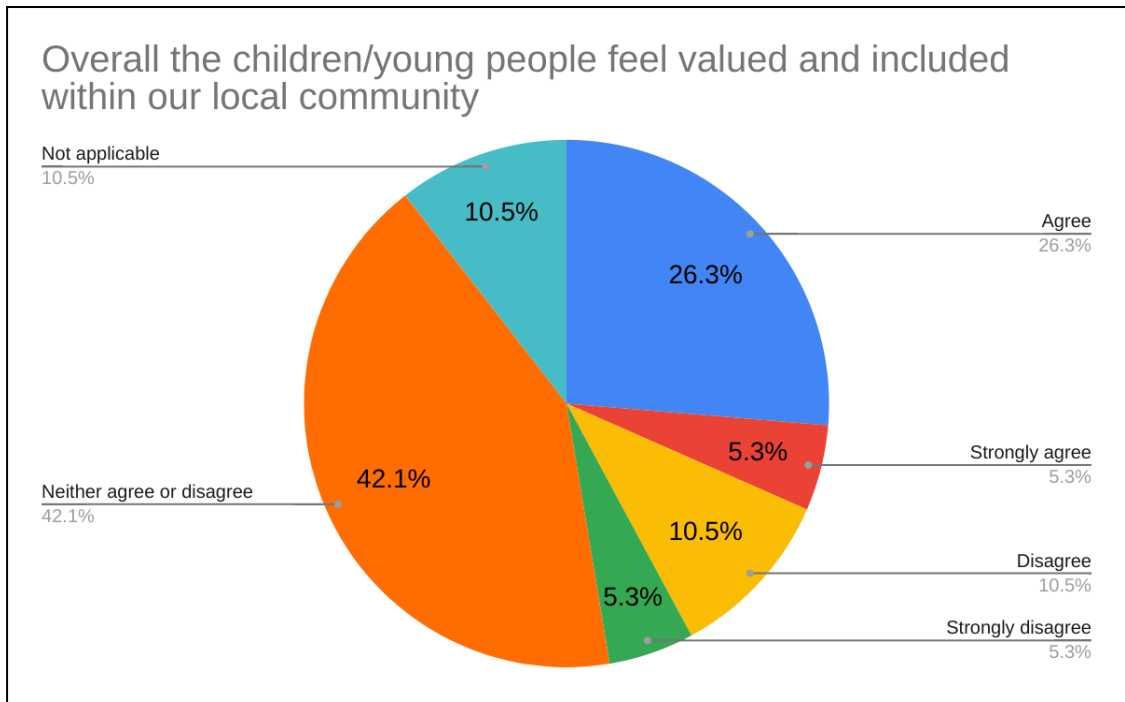


Figure 8: Pie chart demonstrating the percentage of practitioners who feel children and young people are valued and included in the local community

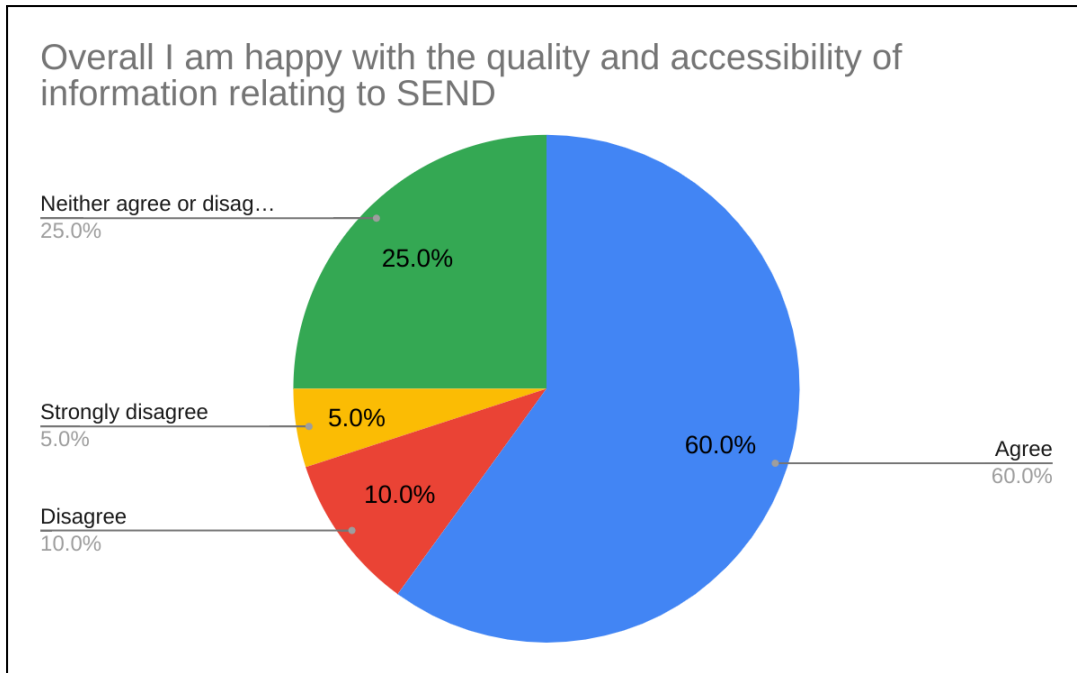


Figure 9: Pie chart demonstrating the percentage of practitioners who feel they are happy with the quality and accessibility of information relating to SEND

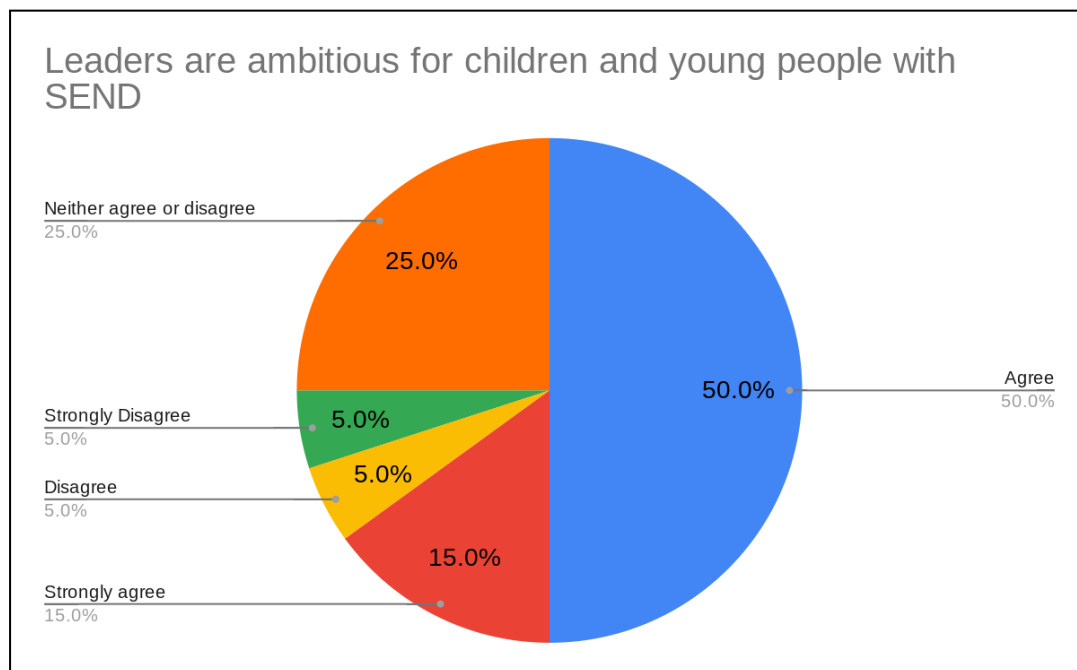


Figure 10: Pie chart demonstrating the percentage of practitioners who feel leaders are ambitious for children and young people with SEND

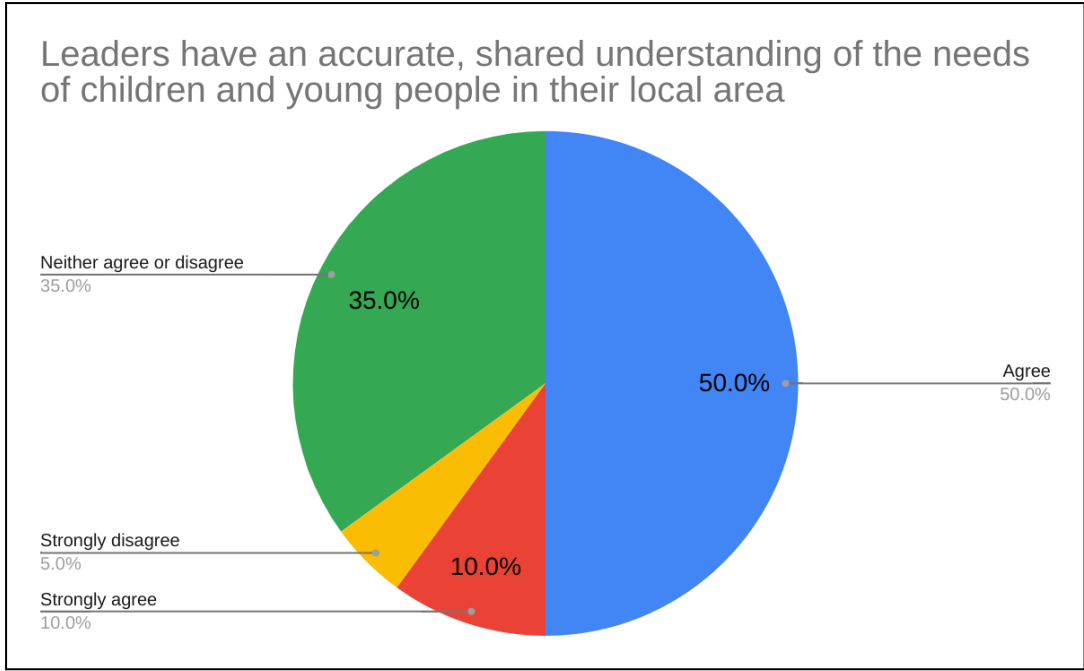


Figure 11: Pie chart demonstrating the percentage of practitioners who feel leaders have an accurate, shared understanding of the needs of children and young people in their local area

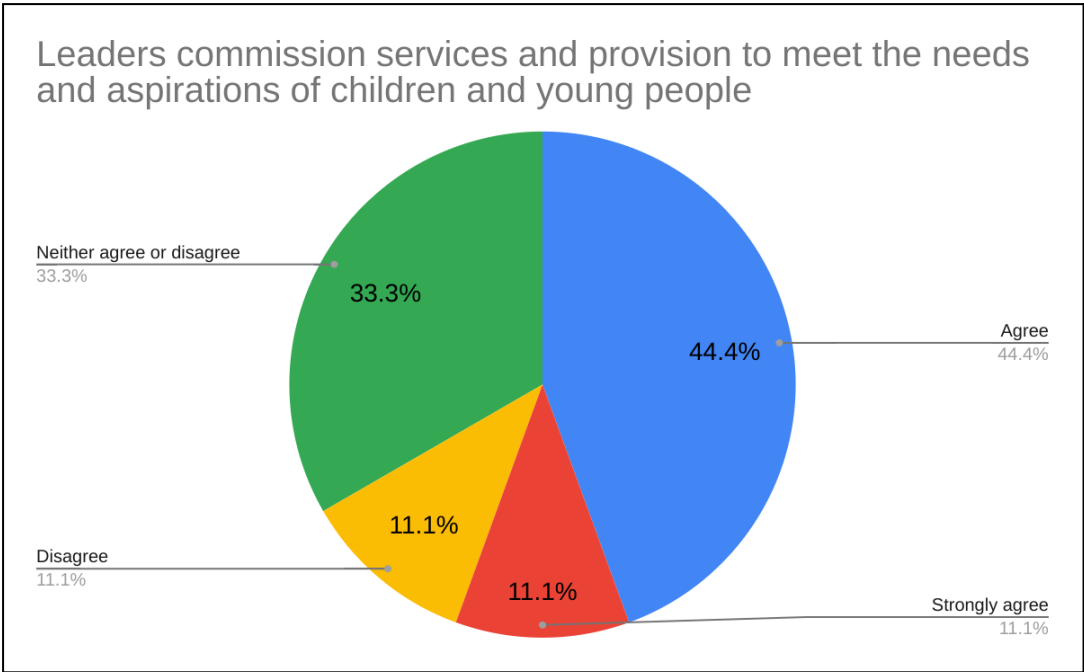


Figure 12: Pie chart demonstrating the percentage of practitioners who feel leaders commission services and provision to meet the needs and aspirations of children and young people

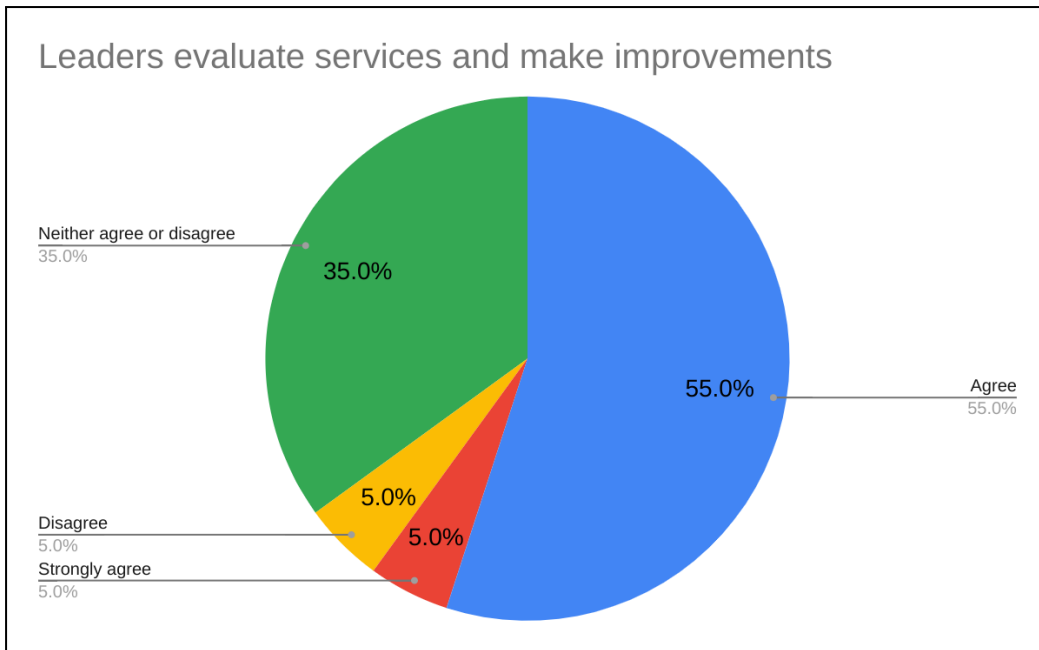


Figure 13: Pie chart demonstrating the percentage of practitioners who feel leaders evaluate services and make improvements

2. Qualitative data

Respondents identified areas of SEND provision that they felt were working well, in addition to areas of concern and suggestions on how services could be improved. Some summary themes have been identified based on this qualitative data, evidenced by a selection of quotes. If you would like to see the complete spreadsheet of all responses, please let us know and we can provide this.

2.1. What's working well

Multi-agency working - A number of practitioners felt that the multi-agency working between teams and organisations working on SEND had significantly improved. Staff gave examples of information sharing and signposting staff in other teams to information. In addition, staff noted that they regularly hold meetings with professionals in other services to ensure joined-up working.

'Within our team (Emotional Health Service) there is lots of information sharing and resources to find the right support for young people'

'The CMAP (children's multi-agency panel) has recently been implemented to ensure multi-agency working'

Early intervention - Some practitioners felt that primary schools in particular had a good offer of support for pupils with SEND. Practitioners mentioned the Emotionally Related School Avoidance support that's in place. Practitioners also highlighted the Emotional Health Service which has helped staff in education improve their SEN support offer.

'Working with colleagues in EHS [Emotional Health Service] and CAMHS has really helped education colleagues to improve the support they are offering children and young people and feel more confident in their practice'

Support for children in Transition - Practitioners highlighted that work had been done to improve the links between primary and secondary schools in order to improve young people with SEND's transition.

'Some schools have been offering transition groups for primary school children which are working well'

2.2. What's a worry

Staff turnover and shortages - A number of practitioners cited staff shortages and challenges in recruitment as a concern. In particular, staff noted that changes in caseworkers and EHC coordinators can impact on the ability of staff to provide consistent provision to families.

'Changes of caseworkers are frustrating as they hold lots of knowledge about the child and the family and this is difficult for new caseworkers to pick up.'

Insufficient therapy provision and waiting lists - Some practitioners highlighted the long waiting lists for therapy provision as a concern, with one colleague noting that school staff feel they must fill the gap where therapy provision is unavailable.

'Extremely difficult to access external support e.g. therapies and EPs'

Pathway to assessment - Some practitioners feel that the pathway to assessment is not always very clear for families and can be overly lengthy, meaning that young people must wait longer than usual for access to treatment and services.

'From my experience as a coordinator working with families with young children, some of whom have SEND, the pathway to assessment is often very lengthy which is especially difficult during these crucial early years of development.'

2.3. What could be improved

Post-diagnosis support - Practitioners suggested that more support and signposting to information could be given to families immediately following diagnosis, to ensure they feel supported during this period.

'Once the child has a diagnosis parents could be given more support or signposted to support.'

Joined up approach to preparing for adulthood - Some staff felt that in order to strengthen the work on preparing for adulthood, the local area could take a more joined up approach in ensuring young people have a smooth transition into adulthood and are given the right support by the right people. One practitioner also suggested creating a better system for joined-up working such as when writing a multi-agency report, sharing a working document that professionals from health education and social care can easily edit.

'More collaborative work would be beneficial once the young people/NEET (not in education, employment or training) has left the education system and moved into adulthood'

'They should be equipped with tools and strategies they can use to manage this time in their life.'

Increasing awareness of activities and services for SEND families - Practitioners suggested that it would be useful to raise awareness amongst practitioners of what activities are currently available to families, given that some families are simply not aware of the breadth of service available to them. One practitioner suggested increasing awareness to families through the school, and another suggested providing training for parents and school staff on how and where they can access information on referrals and referral routes.

'There is support available within the area, however families are not aware of this. Many times I will signpost parents but if I hadn't then they would never have found out about such support services available. Increasing awareness of such services and support via school can be quite effective as this is easily accessible for parents.'