

SEND Survey

2015 / 2016

Young person, parent and carers views of special educational needs and disability services.

Executive Summary

This survey was the first of its kind since the introduction of the SEND Reforms in September 2014. It offers a snapshot of what parents, carers and young people think of services in Bristol.

This will become an annual survey which will enable us to track the progress we're making in implementing the SEND Reforms and support us in making sure that we continue to develop services in a way that meets the needs and aspirations of disabled children, young adults and their families.

Key Findings

Some of the key findings from the survey were:

- Parents and carers were not entirely sure what services are available in Bristol. Some felt unsure if there was a service available that they were missing.
- The title of services confused some respondents. For example Short Breaks and Sensory Support Service.
- Transitions between key stages varied depending on service and setting. Overall respondents did feel well their schools were good.
- Overall parents, carers and young people felt most services were good.
- Overall parents and carers felt their child did 'better', including during transitions, if there was a specialist service involved with their child or young person.
- Respondents were mostly not aware of Bristol's Local Offer website. The spoke of peer to peer support as the best way of getting information on what services are available in Bristol and what support their child should get.

How the survey was done

On the 6 June 2016 the SEND Baseline Survey was opened for 7 weeks (31st July 2016). It was designed, with Bristol Parent Carer (Bristol's Parent Carer Forum) to look a wide range of services that children and young with special educational needs and/or a disability and their families use. As the first survey of its kind comments were wanted to be able to gather a better picture of what families were experiencing.

To support an in depth understanding of the challenges at different age ranges and transition points we split the survey into 5 different types:

- **Early Years Survey** – aimed at parents and carers of children up to 5 with SEND. Typically these children would be attending an Early Years provision or accessing a level of support in a home environment.
- **Primary Survey** – aimed at parents and carers of children between the ages of 5 – 11 with SEND. Typically these children would be attending Primary School.
- **Secondary Survey** – aimed at parents and carers of young people between the ages of 11 – 16, 18, or 19 with SEND. Typically these children would be attending Secondary School.
- **Preparing for Adulthood Survey** - – aimed at parents and carers of young people between the ages of 19 – 25 with SEND. Typically these children would be attending a further or higher education setting or were no longer in any form of education.
- **Young people survey** – aim at young people aged 14 – 25 who have SEND.

What was in the Survey?

Each of these surveys was split into three parts.

Section A – Getting Support

This section looked at the information, advice and support needs of the individual, including how they access short breaks.

Section – Planning Support

This section looked at how individuals experienced planned support processes like the Education, Health and Care plan process, Child in Need assessments and other similar statutory processes.

Section C – Services You Use

In the Early Years, Primary and Secondary Survey this section looked at individual's experiences of services that they use, split further into Education, Health, Social Care.

In the Preparing for Adulthood Survey and the Young Person Survey this section was split into the Preparing for Adulthood outcomes of Employment and Education, Independent Living, Community Inclusion and Health.

Section D – Transitions

This section looked at what individual's experiences were around transitions from settings and services.

In total there were

45 questions in the Early Years Survey

48 questions in the Primary Survey

49 questions in the Secondary Survey

44 questions in the Preparing for Adulthood Survey

32 questions in the Young Person Survey

Collating and analysis of the results

The responses to the survey were collected and analysed by the Local Offer Officer. The finding will be made available from Findability, Bristol's Local Offer website. Table 1.1 show the number of responses received.

1.1 Response rate of the 2016 SEND Baseline Survey		
Survey	Completed	Partially Completed *
Early Years Survey	66	46
Primary Survey	101	45
Secondary Survey	78	33
Preparing for Adulthood	12	8

Survey		
Young Person Survey	36	12

*A response is partial complete if not all the answers in the survey were answered. When a response was given to a question but the survey was not fully completed we have included the information available in the analysis of the data.

Section A – Getting Support

Section A of the survey asked respondents how they felt about how well supported they are and what, if any additional support they might need. This section focused on information, advice and guidance needs.

1.2 Cumulative results for Section A – Getting Support. ^

The table below describes the results taken from the Early Years, Primary, Secondary and Preparing for Adulthood surveys.

Survey Question**	Completely Agree	Agree	Disagree	Completely Disagree	I don't know/I prefer not to say
1. I feel I have the support I need	9.1%	33.1%	33.9%	21.5%	2.5%
2. I know where to get information or advice for myself and my family.	7.5%	45%	33.3%	10%	4.2%
3. I understand what different services do and how I can request their support.	4.2%	29.2%	52.5%	10.8%	3.3%
4. I understand how services will make decisions about my request for support and how long it will take.	3.3%	19.2%	50.8%	18.3%	8.3%
5. I feel I understand why services I request agree or disagree to support me.	3.4%	25.4%	39%	13.6%	18.6%
6. I know what Findability: Bristol's Local Offer is and I have used it (www.findabilitybristol.org.uk)	0.8%	24.4%	38.7%	25.2%	10.9%

7. I know what a Personal Budget is and I know how to request one.	3.4%	11.9%	43.2%	31.4%	10.2%
8. I know what short breaks are available in Bristol and how to access them.	1.7%	21.2%	39.8%	28.8%	8.5%
Average for Section A	4.2%	26.2%	41.4%	19.9%	8.3%

** The percentages in this table are rounded to 1 decimal point. ^ The raw data for this table can be found in Appendix xx

1.3 Young Person survey results for Section A – Getting Support.^

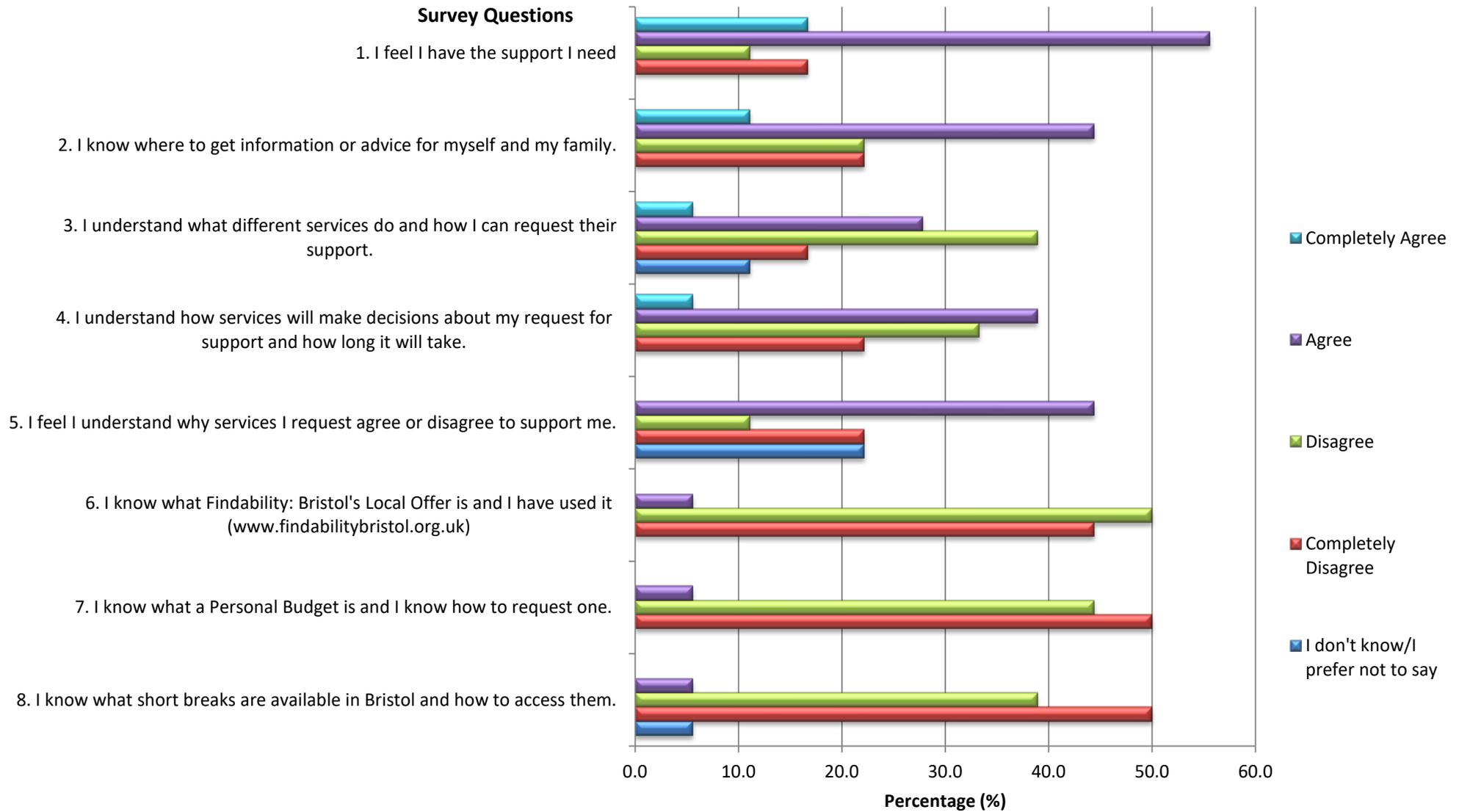
The table below describes the results taken from the Young Person Survey.

Survey Question**	Yes	I think so	No	I don't know
1. I feel happy about my life.	65%	35%	0%	0%
2. I have the help I need.	73.7%	21.1%	5.3%	0%
3. I know where to get information and advice.	85%	0%	15%	0%
4. I know where to go to get help if I need it.	78.9%	15.8%	5.3%	0%
5. I know what different services do.	75%	15%	5%	5%
6. I know how different services work (for example, if they come to your home or school).	73.7%	21.1%	0%	5.3%
7. I have used www.findabilitybristol.org.uk	10.5%	0%	84.2%	5.3%
8. I think the people who look after me (for example your mum, dad, grandparent or foster carer) have the support they need.	66.7%	11.1%	5.6%	16.7%
Average for Section A	66.2%	14.9%	14.9%	3.9%

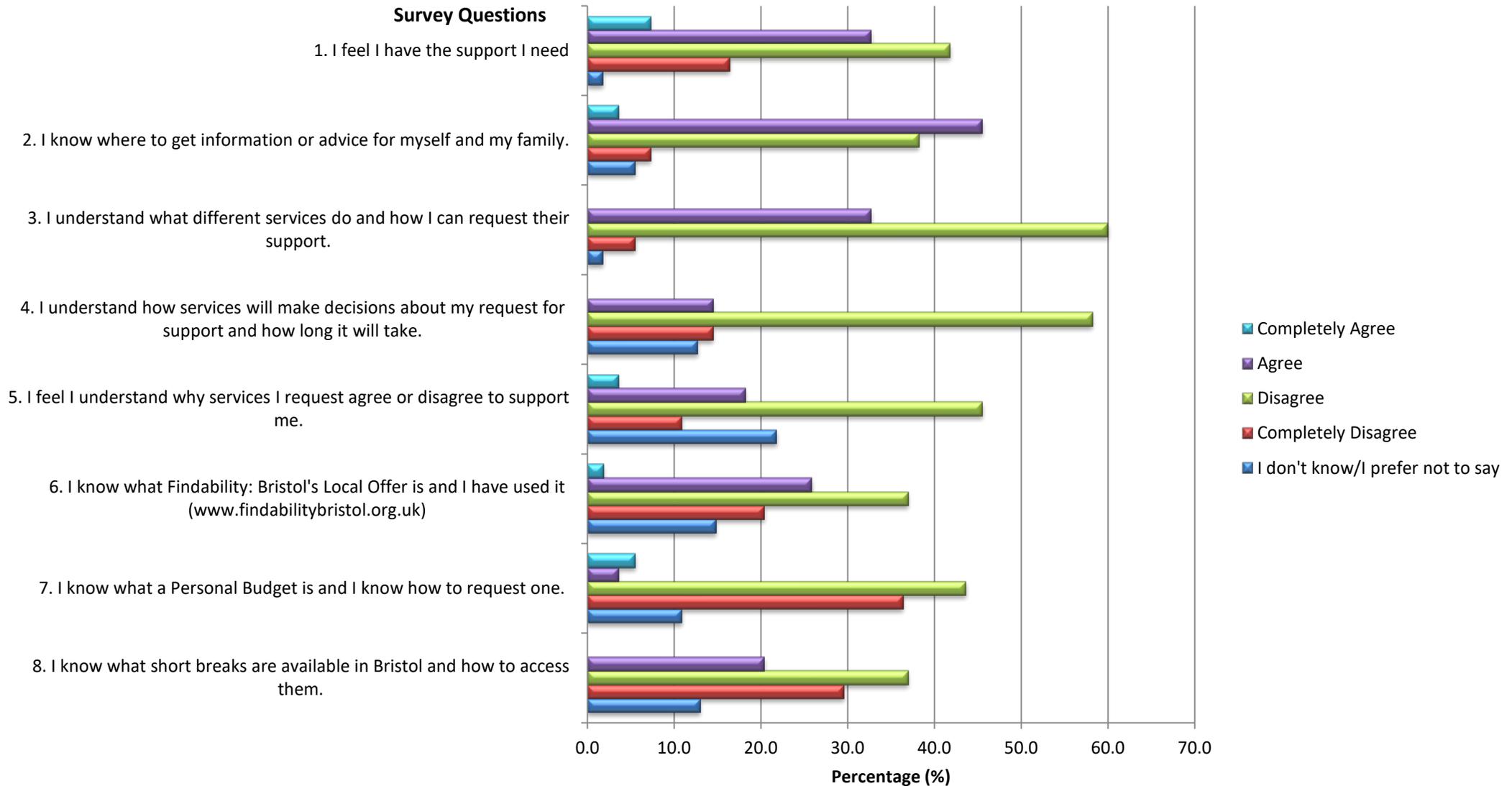
** The percentages in this table are rounded to 1 decimal point. ^^ The raw data for this table can be found in Appendix xx

Bar charts 1.4 to 1.8 show the responses to Section A questions for each of the surveys.

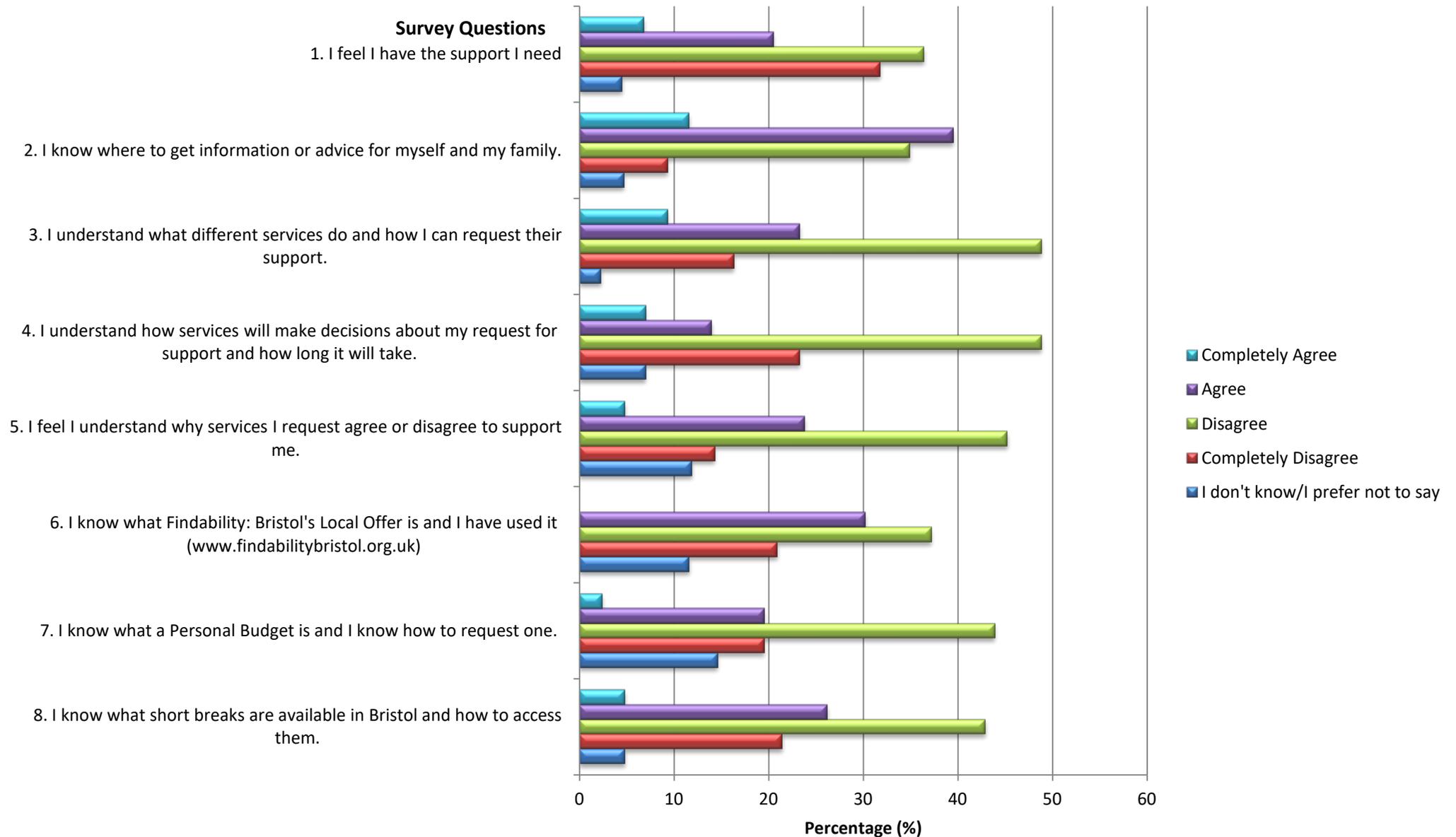
1.4 Early Years Survey responses for Section A – Getting Support



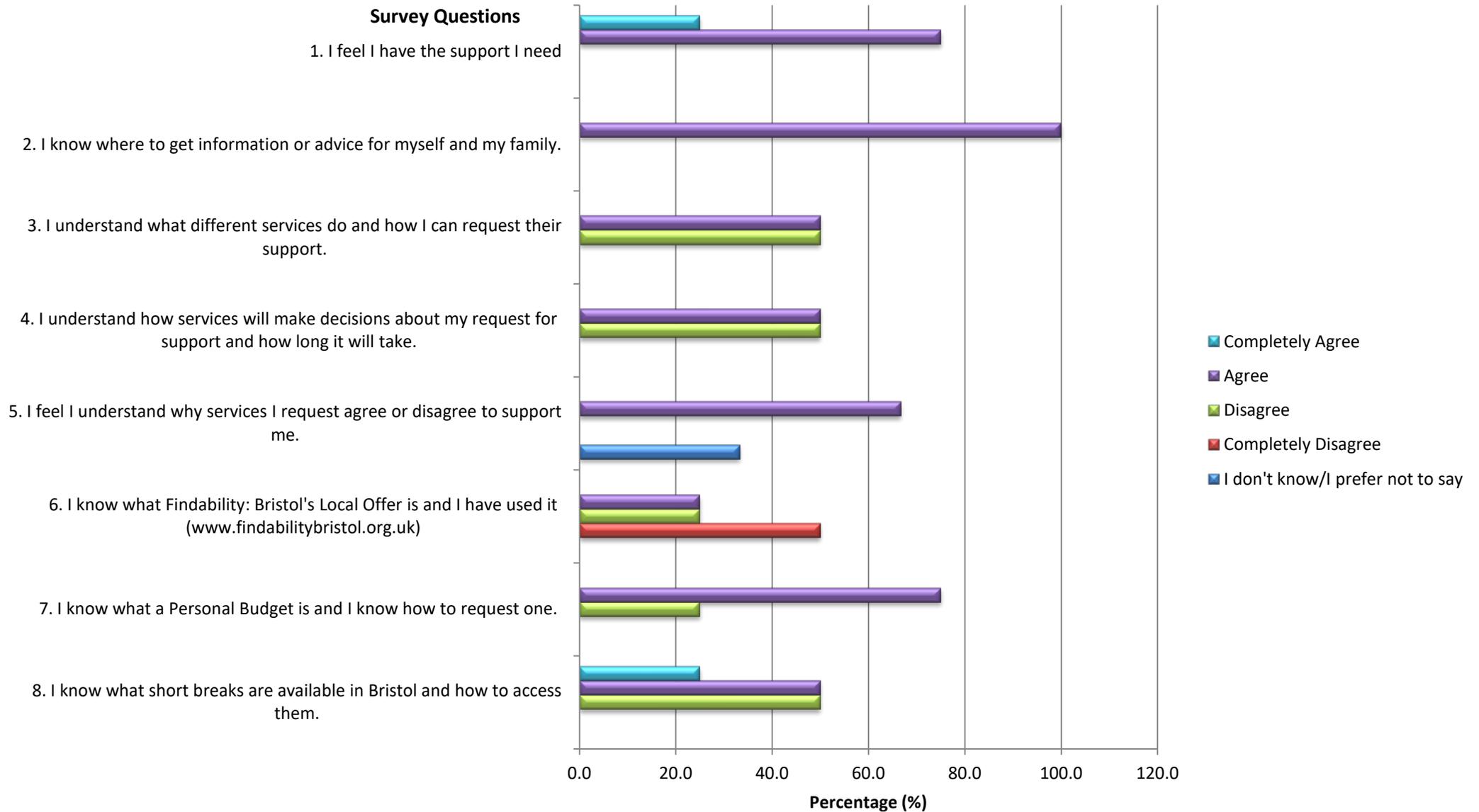
1.5 Primary Survey responses for Section A – Getting Support



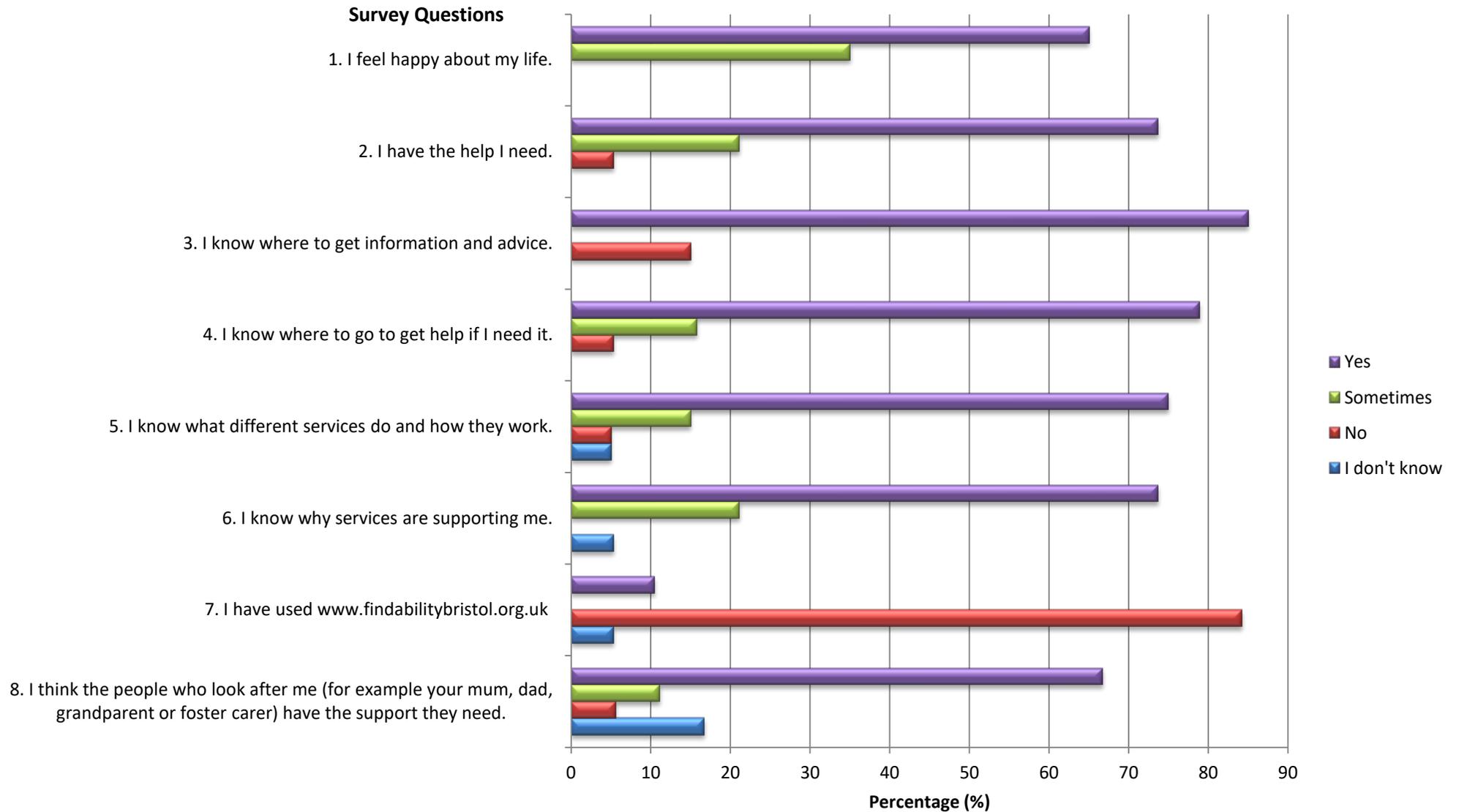
1.6 Secondary Survey responses for Section A – Getting Support



1.7 Preparing for Adulthood Survey responses for Section A – Getting Support



1.8 Young Person Survey responses for Section A – Getting Support



Summary of comments

And recommendations

“I feel that i have to fight for the support my child needs and as a parent of a child with additional needs I get no support at all..”

(Early Years survey respondent)

“Very difficult - I think intentionally so so you feel confused and don't challenge things - I am an intelligent person but the service available, support and process involved are all very difficult to access and understand. Sometimes I think deliberately so.”

(Primary survey respondent)

“My son is nearly 13 and so far I haven't had any services say they couldn't support us”.

(Secondary survey respondent)

“Transition to adult services has resulted in more support and we are grateful for that.”

(Preparing for Adulthood survey respondent)

- Many respondents felt that they were unsure whether or not there were services that they didn't know about. Many said they felt that there was maybe something they were missing but they weren't sure.
Think about encouraging families to access the Local Offer website.
- Some respondents felt well supported by third sector partners and support groups around Bristol.
- Some respondents felt that their concerns were not listened to properly and at times left services did not offer support based on budgets rather than needs.
Think about providing clear information on eligibility criteria for services.
- When respondents mentioned having a service involved they felt that they were better supported
Think about making it clear the different roles professionals play in supporting families.

Support for carers

We asked parent and carer:

“I feel I have enough support as a carer to be able to support my child.”

We asked young people:

“I think the people who look after me (for example your mum, dad, grandparents or foster carer) have the support they need.”

	Completely agree	Agree	Disagree	Completely Disagree	Prefer not to say / I don't know	I do not use this service
Early Years Survey	16.6%	22.2%	22.2%	11.1%	5.6%	22.2%
Primary Survey	3.6%	12.7%	34.6%	20%	14.6%	14.6%
Secondary Survey	4.8%	11.9%	38.1%	28.6%	4.8%	11.9%
	Yes	Sometimes	No	I don't know		
Young Person Survey	66.7%	11.1%	5.6%	16.7%		

Parents and carers talked about the support they received from charities and support groups. They spoke of the difficulty of finding support, making them feel isolated and stressed. Most said they felt unless they were in ‘crisis’ they found it hard to access services to get more support.

Young people talked of their parents being stressed. They also mentioned that there were people around who supported them.

Section B – Getting Support

Section B of the survey asked respondents how they felt about how well support was planned with them. This section focused on their experience of processes and how well they felt they were supported through them.

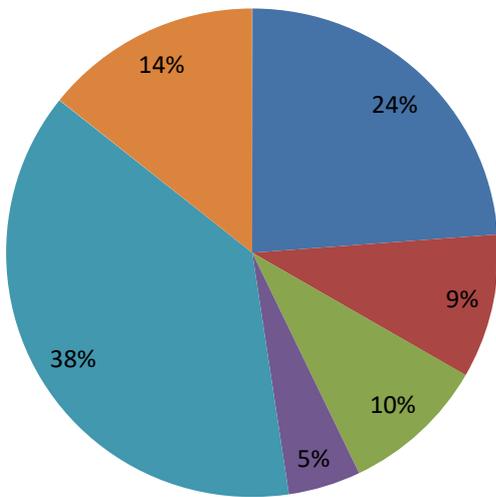
Figure **xx** shows what types of plans the respondents had. Those who responded 'other' spoke of I.E.P.s, the type of setting their child attended or reference having an Education, Health and Care plan or a Statement of SEN.

Question 10: My child has...

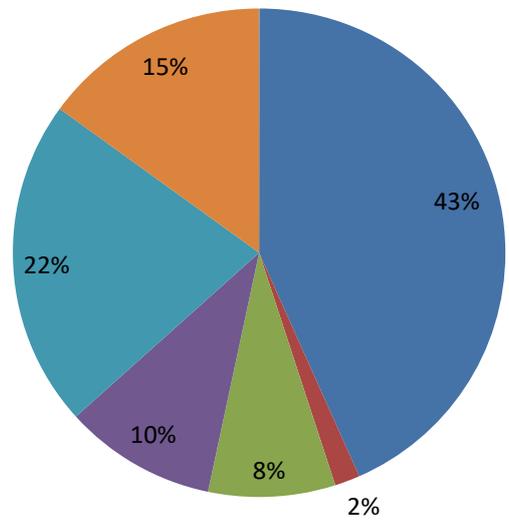
Key

- An Education, Health and Care Plan, Special Educational Needs Statement Learning Difficulty Assessment (S139A)
- I don't know
- A Health Plan
- No Support plan
- A Care Plan
- Other (please specify):

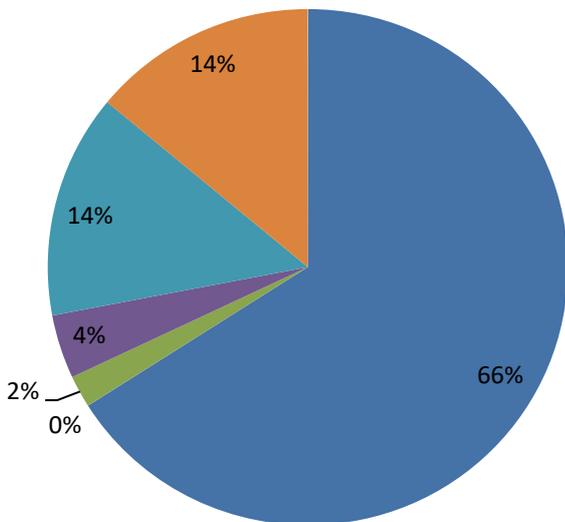
Early Years



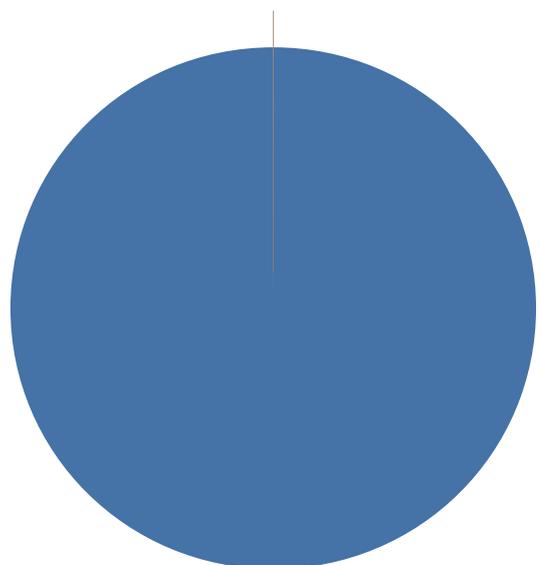
Primary



Secondary



Preparing for Adulthood



1.2 Cumulative results for Section B – Planning Support. ^

The table below describes the results taken from the **Early Years, Primary, Secondary** and **Preparing for Adulthood** surveys.

Survey Question**	Completely Agree	Agree	Disagree	Completely Disagree	I don't know/I prefer not to say
11. I know why my child/young person needs a plan.	80.7%	14.5%	3.6%	1.2%	0%
12. I agree with my child/young person's plan.	36.1%	37.3%	13.3%	4.8%	8.4%
13. I understood the process for writing the plan and how long it would take.	26.8%	43.9%	19.5%	8.5%	1.2%
14. I felt listened to when the plan was written.	24.7%	38.3%	17.3%	12.3%	7.4%
15. I know who was coordinating the plan and how to contact them if I had a question.	19.5%	58.5%	12.2%	6.1%	3.7%
16. I felt my views made an important contribution to what the plan included and how it will be delivered.	20.5%	48.2%	13.3%	12%	6%
17. I feel the right service and people were involved in making the plan.	20.5%	42.2%	20.5%	9.6%	7.2%
18. I know when the plan will be reviewed and who will do this.	19.5%	42.7%	22%	11%	4.9%
19. I feel my child/young person is at the centre of the plan.	21.7%	41%	19.3%	13.3%	4.8%
20. I feel we own our child/young person's plan and it reflects our choices as a family.	12%	33.7%	27.7%	15.7%	10.9%
21. I feel confident my plan	7.4%	30.9%	32.1%	18.5%	11.1%

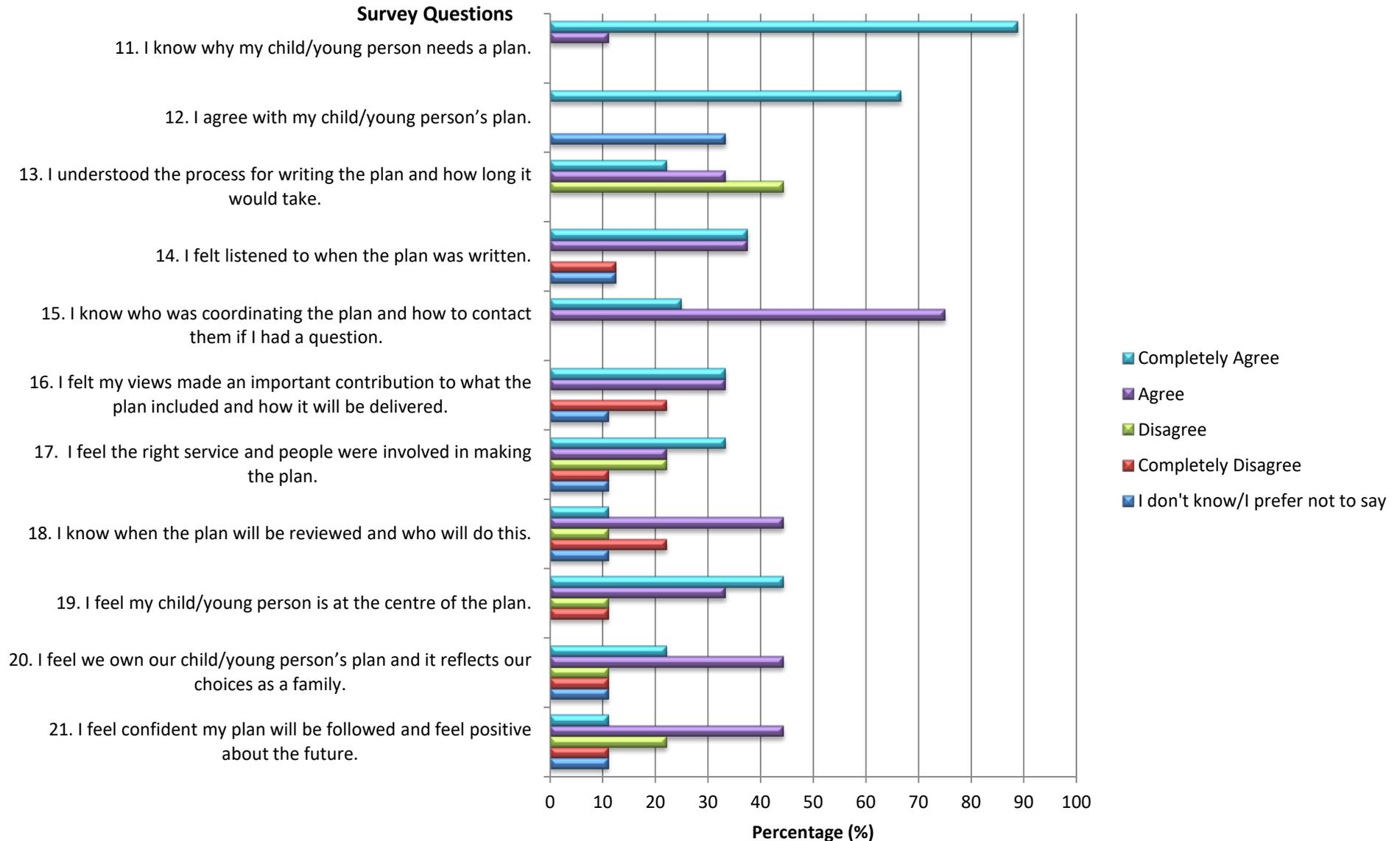
will be followed and feel positive about the future.					
Average for Section B	26.4%	39.2%	18.2%	10.3%	6%

1.3 Young Person survey results for Section A – Getting Support.^^

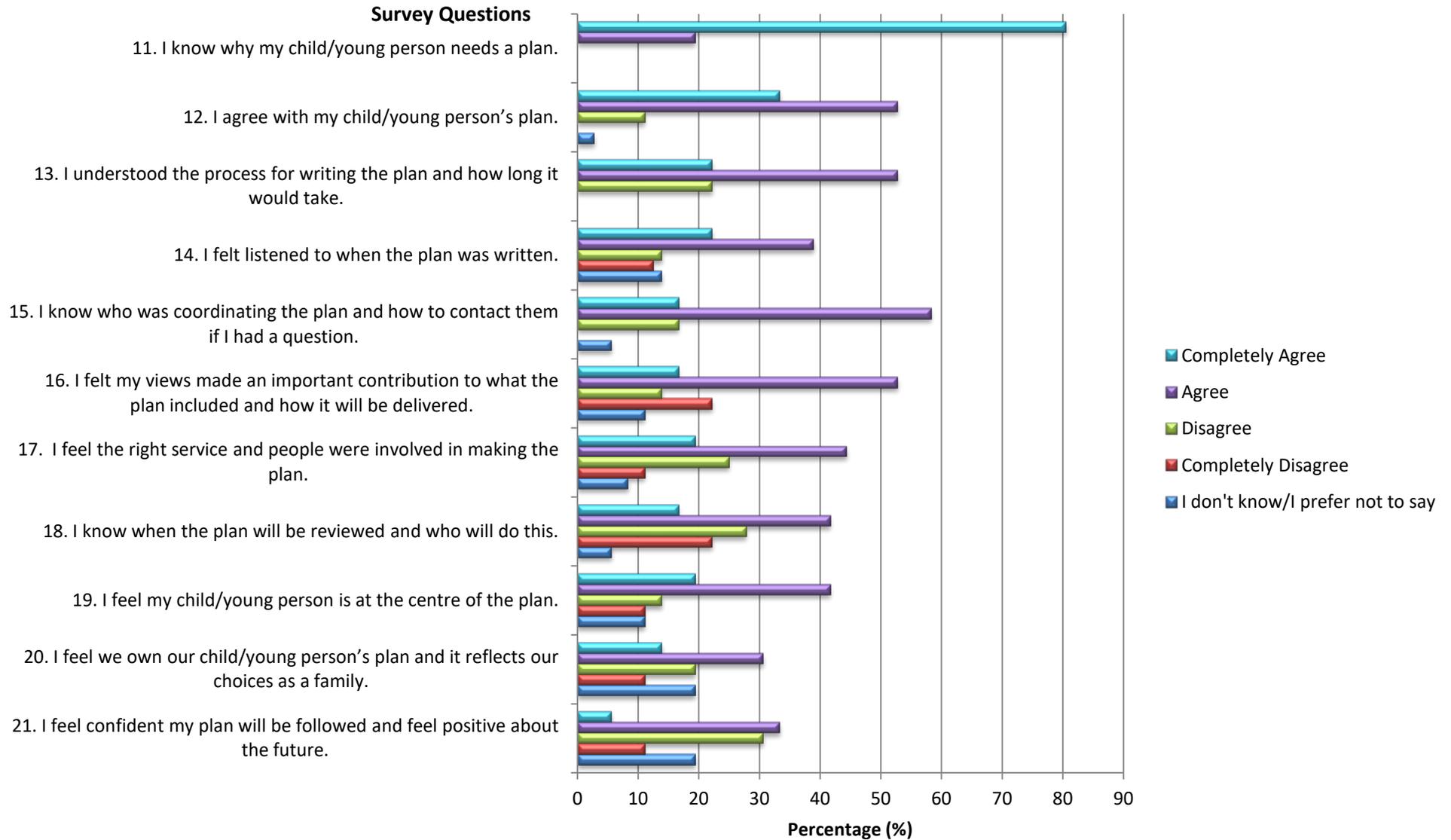
The table below describes the results taken from the Young Person Survey.

Survey Question**	Yes	I think so	No	I don't know
10. I know why I get support.	84.2%	15.8%	0%	0%
11. I have a plan that tells me what support I get.	40%	30%	25%	5%
12. Professionals make sure I understand what support they can give me.	50%	30%	5%	15%
13. I feel professionals listen to me about how I want to be supported.	50%	25%	10%	15%
14. I know who to ask if I have questions about my support.	78.9%	21.1%	0%	0%
15. Professionals think about how to make me feel included in meetings and writing plans.	55%	20%	15%	10%
16. Professionals talk to me about how well I am doing, not just my parents.	80%	15%	5%	0%
17. I feel professionals help me to be able to do more for myself.	50%	27.8%	16.7%	5.6%
18. My professionals help me think about my future.	72.2%	16.7%	5.6%	5.6%
19. I feel happy about the future.	84.2%	10.5%	5.3%	0%
Average for Section B	64.9%	20.8%	7.8%	6.5%

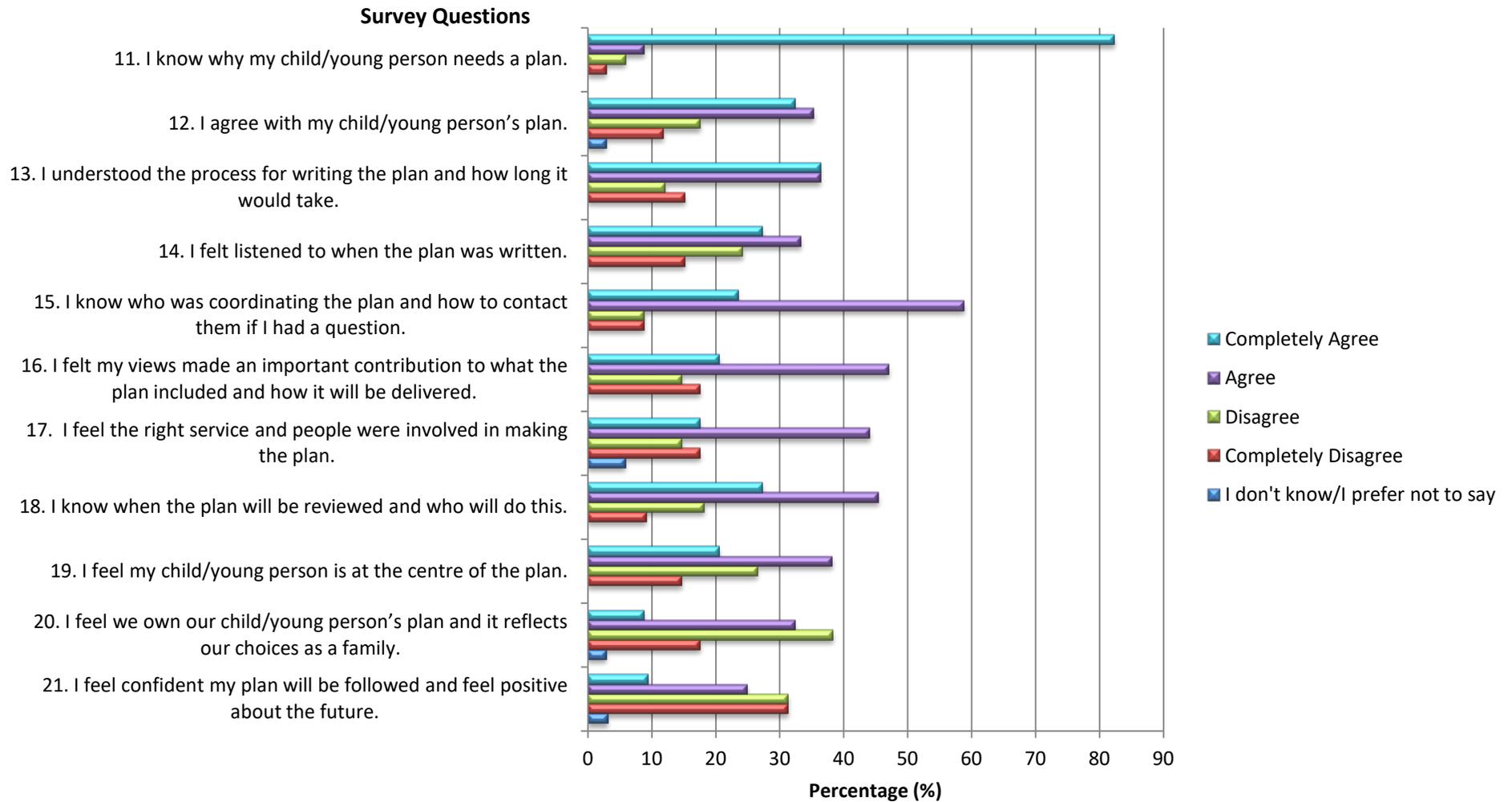
2.4 Early Years Survey responses for Section B – Planning Support



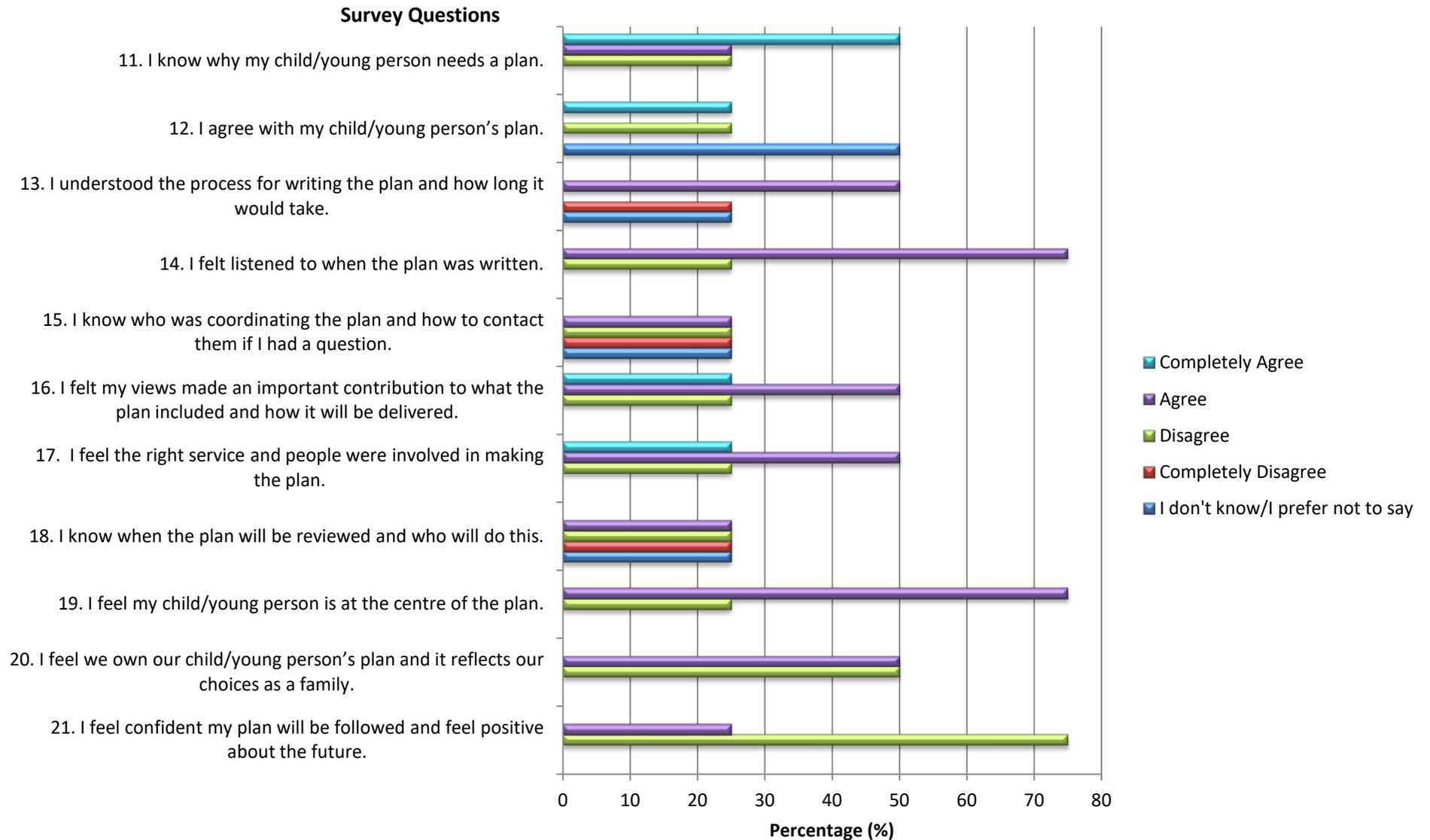
2.4 Primary responses for Section B – Planning Support



2.4 Secondary responses for Section B – Planning Support



2.4 Preparing for Adulthood responses for Section B – Planning Support



Section C - Services

Section C of the survey asked respondents how they felt about the services they used, thinking about whether they felt it was a good service or not.

For this section the feedback from respondents is split into service pages.

Findability: Bristol's Local Offer

"I know about it by haven't used it as of yet"

(Early Years Survey respondent)

"Never heard of find ability"

(Primary Survey respondent)

"Really good idea and resource, but it is time consuming and difficult to navigate"

(Secondary Survey respondent)

"This is the first time I've come across find ability"

(Preparing for Adulthood Survey)

"haven't been told about it"

(Young Person Survey)

Early Years, Primary, Secondary and Preparing for Adulthood surveys question: 6. I know what Findability: Bristol's Local Offer is and I have used it (www.findabilitybristol.org.uk)				
Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say
0.8%	24.4%	38.7%	25.2%	10.9%
Young Person Survey question: 7. I have used www.findabilitybristol.org.uk				
Yes	Sometimes	No	I don't know	
10.5%	0%	84.2%	5.3%	

Summary of feedback and recommendations

- Not many respondents had heard of Findability.
Increase publicity of Findability making sure schools and other professionals signpost to it
- Some of those who had heard of Findability had not found a use for it yet
Think about producing clear information on why a person may want to use Findability.
- Respondents felt the layout was too complex and it is difficult to navigate
Consider user journeys and how many 'clicks' to reaching the information needed.
- Information for specific SEND needs was not clearly laid out
Think about have information organised by SEND need, e.g complex needs, autism, Deaf
- BCC website information is confusing
Clarify information links between BCC corporate website and Findability.

Personal Budgets

“I never heard of this”

(Early Years Survey respondent)

“I feel LA staff don’t really know what these are and how to implement them – which is incredibly unhelpful for me as a parent.”

(Primary Survey respondent)

“I don’t think my son’s needs are severe enough to warrant one.”

(Secondary Survey respondent)

“Know of it’s existence but not how to access”

(Preparing for Adulthood Survey)

Early Years, Primary, Secondary and Preparing for Adulthood surveys question: 7. I know what a Personal Budget is and I know how to request one.				
Completely Agree	Agree	Disagree	Completely Disagree	I don’t know/ I prefer not to say
3.4%	11.9%	43.2%	31.4%	10.2%

Summary of feedback and recommendations

- Respondents had not heard of Personal Budgets.
Increase publicity of Personal Budgets.
- People were unsure how you access a Personal Budget and the eligibility criteria.
Make sure the information clearly defines what a Personal Budget is and who they are for.
- Respondents were unsure staff understood Personal Budgets and how to access them.
Make sure service staffs, including those in schools and education settings, understand what personal budgets are and how they are used.
- Some respondents were unsure how or when to use a Personal Budget
Make it clear what the purpose is and what age range might access it.

Short Breaks

“Would love a short break but didn’t know I could get one.”

(Early Years Survey respondent)

“I know what a short break is. I don’t know how to access it, and doubt it is suitable for my family”

(Primary Survey respondent)

“Not interested, some of us have children who don’t want to be away for days”

(Secondary Survey respondent)

“Use short breaks out of county”

(Preparing for Adulthood Survey)

Early Years, Primary, Secondary surveys question:

8. I know what short breaks are available in Bristol and how to access them.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say
1.7%	21.2%	39.8%	28.8%	8.5%

Summary of feedback and recommendations

- Some respondents did not understand what the term ‘short break’ meant. Some thought it referred to a holiday or long periods of time away from their child or young person. Think about the use of the term ‘short break’ and its usage outside of the SEND world. Consider using different wording.
- Respondents were unclear on eligibility criteria and how they can access the service.
- Think about producing clear information on how to access short breaks and the eligibility criteria.
- Some respondents felt they were unable to use the short breaks because their child’s/young person’s needs were too complex or their child’s needs would not be met. Make it clear which SEND groups the short breaks cater for and the support they can offer children and young people with complex health needs.
- Respondents talked about accessing direct payment workers. More information could be given about other short breaks opportunities via the direct payments mechanisms.
- Positive feedback was given about Let’s All Play. Other providers had been heard of but respondents felt unsure what they each offered. Clarify what the individual providers offer and to which SEND group, organising information from a user perspective rather than organisational.

Alternative Learning Provision

“No, however have looked into this option for my son”

(Primary Survey respondent)

“My child attends the Bristol dyslexia centre. I feel this resource is invaluable to him.”

(Primary Survey respondent)

“Would like to know more”

(Secondary Survey respondent)

Primary and Secondary surveys question:

26. My child/young person attended an Alternative Learning Provision (ALP) and I felt it was good

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
2.1%	2.1%	1.1%	5.3%	5.3%	84.2%

Summary of feedback and recommendations

- Not many respondents used this service
- Some respondents were unclear in the difference between a resource base and an Alternative Learning Provider.
Think about producing clear information on the different type of educational settings
- Respondents may have been confused about the remit of Alternative Learning Providers
Consider how the term is used and the information that BCC provider regarding what it considers Alternative Learning Providers.

Portage and Inclusion Service

“Support from our portage and inclusion worker but very little support in choosing school placements and recommending”

(Early Years Survey respondent)

“I've never heard of them”

(Early Years Survey respondent)

Early Years surveys question:

27. My child gets support from the Portage team and I feel it is a good service.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
16.7%	22.2%	5.6%	5.6%	0%	50%

Summary of feedback and recommendations

- Respondents that knew of the service spoke of it highly
- Some respondents did not know of the service.
Think about increasing publicity of the service.

Early Years Settings

“The CC makes me and my son and his younger brother welcome”

(Early Years Survey respondent)

“My son and family have fantastic support through his”

(Early Years Survey respondent)

“the school do their best”

(Early Years Survey respondent)

Early Years surveys question: 24. I know where my local children’s centre is and I use some of their services.					
Completely Agree	Agree	Disagree	Completely Disagree	I don’t know/ I prefer not to say	I do not use this service
16.7%	55.6%	11.1%	0%	0%	16.7%
Early Years surveys question: 25. I feel the setting(s) my child attends understands my child’s needs.					
Completely Agree	Agree	Disagree	Completely Disagree	I don’t know/ I prefer not to say	I do not use this service
35.3%	47.1%	5.9%	0%	5.9%	5.9%
Early Years surveys question: 26. I feel my child’s setting(s) is good at supporting them.					
Completely Agree	Agree	Disagree	Completely Disagree	I don’t know/ I prefer not to say	I do not use this service
38.9%	50%	0%	5.6%	0%	5.6%

Summary of feedback and recommendations

- Overall respondents felt the Early Years settings were good.
- Some respondents talked of the schools finding it difficult to access funding to support the needs of children.
Think about clarifying setting funding.
- Some respondents spoke of SENCOs being a good source of support.

Primary School Settings

“My child's school is excellent and so supportive”

(Primary Survey respondent)

“they try very hard but I am not convinced they know what to do with her in the long run”

(Primary Survey respondent)

“there have been a lot of different LSA'S support this year.”

(Primary Survey respondent)

Primary surveys question: 24. I feel our School understands what my child’s needs are.					
Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
25.5%	45.5%	18.2%	3.6%	3.6%	3.6%
Primary surveys question: 25. I feel our School is good at supporting my child.					
Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
27.8%	40.7%	14.8%	7.4%	5.6%	3.7%

Summary of feedback and recommendations

- Overall respondents felt primary settings were good at understanding and supporting their children’s needs.
- Some respondents talked of how the support changed as their children got older, becoming less understanding of their children’s needs.
Think about how families are involved in changes to support.
- Some respondents said that there was inconsistency in the support they receive from their settings (they are very good at some aspects and not so good at other).
Think about how families are involved in changes to support.

Secondary School Settings

“There was never any support”

(Secondary Survey respondent)

“Some teachers do understand & really help, while others don't.”

(Secondary Survey respondent)

“He's happy at school but we aren't totally happy with the way they support him”

(Secondary Survey respondent)

Primary surveys question: 24. I feel our School understands what my young person's needs are.					
Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
39.5%	27.9%	9.3%	18.6%	2.3%	2.3%
Primary surveys question: 25. I feel our School is good at supporting my young person.					
Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
39.5%	27.9 %	11.6%	16.3%	2.3%	2.3%

Summary of feedback and recommendations

- Overall respondents felt Secondary settings were good at understanding and supporting their children's needs.
- Some respondents talked of inconsistency in how staff understood their children's needs (some staff were able to understand their children's needs better than others).
Think about how staff are aware of approaches that work with individual children.
- Some respondents said that there was inconsistency in the support they receive from their settings (they are very good at some aspects and not so good at other).
Think about how families are involved in changes to support.
- Some respondents talked of poor communication and support from their children's settings.
Think about how families are communicated with.

Preparing for Adulthood Settings

“But running out of option to met his needs”

(Preparing for Adulthood Survey respondent)

Primary surveys question: 24. I feel our setting understands what my young person’s needs are.					
Completely Agree	Agree	Disagree	Completely Disagree	I don’t know/ I prefer not to say	I do not use this service
25%	75%	0%	0%	0%	0%
Primary surveys question: 25. I feel our setting is good at supporting my young person.					
Completely Agree	Agree	Disagree	Completely Disagree	I don’t know/ I prefer not to say	I do not use this service
25%	75%	0%	16.3%	2.3%	2.3%

Summary of feedback and recommendations

- Overall respondents felt Post 19 settings were good at understanding and supporting their children’s needs.
- Some respondents talked of being worried about what will happen beyond their current settings.

Think about how families are given information about future choices.

Autism Spectrum Disorder Outreach Team

“I would say that it would be good if this service could have stronger authority over school’s to comply with strategies.”

(Primary Survey respondent)

“Have requested 3xs from school – still not got it!”

(Secondary Survey respondent)

“My son was supported by an ASDOT worker whilst he was at primary school – she was amazing. Now that he attends a specialist ASD unit this support has ceased.”

(Secondary Survey respondent)

Primary and Secondary surveys question:

27. My child/young person gets support from the Autistic Spectrum Disorder Outreach Team and I feel it is a good service.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
3.1%	8.3%	3.1%	8.3%	4.2%	72.9%

Summary of feedback and recommendations

- Not many respondents used this service, but some wanted to. Respondents felt unsure their request for support from ASDOT had been actioned by schools.
Develop a clear way of families being aware whether ASDOT is involved with their child and from when this started.
- Some respondents were unclear how to start using the service
Clarify information on how you can start using the service.
- Respondents said they were unable to access the service because their child or young person was being assessed for Autism.
Publicise information available pre-diagnosis (if any).

Sensory Support Service

“My daughter has a brilliant teacher of the deaf, without whom we would be lost as a family.”

(Primary Survey respondent)

“Mostly good.”

(Primary Survey respondent)

“What is this – it sounds interesting for my son.”

(Secondary Survey respondent)

Primary and Secondary surveys question:

28. My child/young person gets support from the Sensory Support Service and I feel it is a good service.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
4.2%	4.2%	5.3%	10.5%	1.1%	74.7%

Summary of feedback and recommendations

- Many respondents appeared unclear about what the Sensory Support Service does. A high percentage thought it involved provision for Sensory Processing Disorder.
Develop clear information on what the Sensory Support Service is and who it is for.
- While respondents did not comment when asked directly about the sensory support service they did make comments throughout the surveys about the service.
Think about publishing the name of the service.

Education Psychology

“the Ed psych was very unsupportive when I asked for more information about preparing for the EHC appeal”

(Early Years Survey respondent)

“I tried to push this for my son, but as schools now have to ‘pay’ for this service, my son’s school would not refer him.”

(Primary Survey respondent)

“1 assessment just for the EHCP”

(Secondary Survey respondent)

Early Years, Primary, Secondary and Preparing for Adulthood surveys question:
29/28. My young person has been assessed by an Educational Psychologist and I felt the service was good.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
7.6%	27.7%	16.8%	6.7%	5%	36.1%

Summary of feedback and recommendations

- Many respondents talked about accessing an Educational Psychologist through an Education, Health and Care assessments.
Clarify how Educational Psychologists can be accessed without going through an Education, Health and Care assessment.
- Respondents referred to conflict between schools and families in accessing an Educational Psychologist.
Make it clear what the core offer is to schools for Educational Psychology by publicising the inclusion service.
- Some respondents felt their child was ‘observed’ rather than assessed’
Clarify what an assessment is from an Educational Psychologist.
- Some respondents spoke of a difference between the first assessment their child or young person had and the subsequent involvement of an Educational Psychologist.
Make it clear to what ‘on-going’ involvement looks like (if there is any).
- Some respondents referred to having to ‘pay’ for the service.
Consider how discussions about the cost of the service impact a family in considering how well they are supported by their setting (the idea that if you pay more you get a better service).

Health Visitors

“No idea now as they have all left and no contact.”
(Early Years Survey respondent)

Early Years survey question:

29. I know who my Health Visitor is and I feel happy contacting them if I need support or have a question.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
16.7%	38.9%	16.7%	16.7%	0%	11.1%

Summary of feedback and recommendations

- Respondents talked of a lack of support in accessing further support from other services. Ensure Health Visitors have good quality information on SEND services.
- Respondents talked of an inconsistency in contacting their Health Visitor. Clarify what their point of contact should be e.g. named person or other pathway for requesting support.

NHS Early Years Key Workers

“I do not know about this.”

(Early Years Survey respondent)

Early Years survey question:

30. I have used the NHS Early Years Key Worker Service ad found them helpful and supportive.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
0%	5.6%	11.1%	16.7%	0%	66.7%

Summary of feedback and recommendations

- Respondents were unaware of this service.
Increase publicity of the service.

Home to School Travel Service

“The driver and lady on board are amazing”

(Primary Survey respondent)

“Each summer, I ask this team to let me know who will be her escort (as this is a key anxiety trigger). They always say they can’t tell me”

(Primary Survey respondent)

“The service is good – though knowing whether or not it will be continued is a constant worry.”

(Secondary Survey respondent)

Primary and Secondary surveys question:

30. My child or young person uses the Home to School Transport Service and I feel it is a good service.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
14.6%	12.5%	1%	6.3%	3.1%	62.5%

Summary of feedback and recommendations

- Some respondents said they felt staff on the transport were very good. They did not feel as confident in the office staff.
- Some respondents responded that they found it difficult that they did not get detail of the travel arrangements until just before the school term started. Think about the timescale for informing parents/carers/young people of travel arrangements.
- Respondents talked of waiting to be referred or not accessing the service as a condition of their Education, Health and Care plans.
- Respondents talked of liking the service but being concerned what will happen to in light of funding cuts. Think about publishing information about the future of the service.

Child and Adolescence Mental Health Service

“I don’t really know what they do or how they could help my child?”

(Early Years Survey respondent)

“Fantastic understanding and support.”

(Primary Survey respondent)

“Bewildering experience.”

(Secondary Survey respondent)

“I have been told they aren’t great anyway.”

(Preparing for Adulthood Survey respondent)

Early Years, Primary and Secondary surveys question:

30/31. My child/young person has been assessed by the Child and Adolescence Mental Health Service and I feel the service is good.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
4.3%	8.6%	7.8%	17.2%	2.6%	59.5%

Summary of feedback and recommendations

- Respondents had different views on how good this service was. Some felt it was a very good service.
- Some respondents said they felt their child or young person had been discharged too quickly from the CAHM service.
Think about making it clear what support is available after a discharge.
- Some respondents talked about whether the advice was appropriate for their child or young person.
Work with families to understand the advice that is being offered and why.
- Some respondents talked of the staff changes being disruptive to the care their child or young person received. They also felt the service was underfunded.
Make the service funding clearer to families.
- Some respondents believed they had been referred but had not had any contact with anyone from the service over extended periods of time.
Make it clear what waiting list times are and think about how a family would know it was on a waiting list.

Physiotherapy

“The physio is nice but we will not be getting additional support from this service.”

(Early Years Survey respondent)

“Physios have all been wonderful.”

(Primary Survey respondent)

“It’s difficult to be referred.”

(Secondary Survey respondent)

“Was stopped when child moved to secondary – no reason given”

(Secondary Survey respondent)

Early Years, Primary and Secondary survey question: 32/33. My child has an Physiotherapist and I feel it is a good service.					
Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
7.8%	16.4%	2.6%	7.8%	1.7%	63.8%

Summary of feedback and recommendations

- Some respondents felt that it took a long time to be seen by a physiotherapist. Make waiting times clear and think about how a family would know they are on the waiting list.
- Some respondents talked of finding it difficult to get referred into the service. Make it clear who can refer a child or young person and what the referral criteria is. Some respondents talked of feeling their child or young person was discharged too early. Think about making it clear what support is available after a discharge.
- Some respondents talked about the long waiting times between appointments. Make sure families understand what their offer is and how often they will see a professional.

Occupational Therapy

“Not enough OT for the amount needed.”

(Early Years Survey respondent)

“Paid for privately’

(Primary Survey respondent)

“Now he attends a special school the service is really good.”

(Secondary Survey respondent)

“Amazing service changed our world and gave myself as a parent an insight to SPD, highly valued.”

(Secondary Survey respondent)

Early Years, Primary and Secondary surveys question:

32/33. My young person has an Occupational Therapist and feel I their service is good.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
10.4%	21.7%	7.5%	11.3%	0.9%	48.1%

Summary of feedback and recommendations

- Some respondents has asked for referrals but were refused or unsure if the referral had been made.
Make it clear who can refer a child or young person and what the referral criteria is.
- Some respondents talked of the change of what is provided between primary school and secondary school (i.e. less service).
Think about transition conversation with families about what support they can expect in different settings.
- Some respondents talked of long gaps between appointments or not being seen often.
Make sure families understand what their offer is and how often they will see a professional.
- Some respondents spoke of a difference between support in mainstream and support in special schools.
Clarify what the offer is for children and young people in different settings.

Speech and Language Therapy

“Not enough staff to enable consistent support.”

(Early Years Survey respondent)

“Written reports are hard to understand as a parent.”

(Primary Survey respondent)

“The service has been good but not consistent as SL therapists have a lot of maternity leave and there are gaps in provision.”

(Secondary Survey respondent)

Early Years, Primary and Secondary surveys question:

33/34 My child has a Speech and Language Therapist and feel it is a good service.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
13%	26.1%	12.2%	6.1%	1.7%	40.9%

Summary of feedback and recommendations

- Some respondents has asked for referrals but were refused or unsure if the referral had been made.
Make it clear who can refer a child or young person and what the referral criteria is.
- Some respondents talked of long gaps between appointments or not being seen often.
Make sure families understand what their offer is and how often they will see a professional.
- Some respondents talked of their child or young person having an assessment but not being sure if there would be follow up.
Make sure families understand what support will be made available after an assessment.
- Some respondents talked of the staff changes being disruptive to the care their child or young person received. They also mentioned appointments missed by staff or staff unable to attend team around the child meetings.
- Some respondents talked of differences in service depending on where you live in the city, the age of their child or young person and the type of setting they attend (mainstream or specialist).
Make the service core offer clear to families.

Paediatrician

“Waiting 6 months for an appointment let alone a letter is ridiculous.”

(Early Years Survey respondent)

“I am not confident with our paediatrician.”

(Primary Survey respondent)

“Very supportive and very helpful.”

(Primary Survey respondent)

“Not sure they know what their role is in supporting my son.”

(Secondary Survey respondent)

Early Years, Primary and Secondary surveys question:

34/35. We have a Paediatrician and I feel it is a good service.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
10.4%	33%	13.9%	8.7%	7.8%	26.1%

Summary of feedback and recommendations

- Respondents had different views on how good this service was. Some felt it was a very good service. Others felt their experience using the service was bad.
- Some respondents has asked for referrals but were refused or unsure if the referral had been made.
Make it clear who can refer a child or young person and what the referral criteria is.
- Some respondents talked of long gaps between appointments or not being seen often.
Make sure families understand what their offer is and how often they will see a professional.
- Some respondents spoke of waiting a long time between having an assessment or seeing a paediatrician and receiving a letter from the paediatrician.
Look at timelines for receiving advice from paediatrician after an appointment/assessment.

Bristol Royal Hospital for Children

“Staff work really hard to ensure that children are made to feel at ease.”

(Early Years Survey respondent)

“Always impressed with the caring staff and good level of support here.”

(Primary Survey respondent)

“Too many children per nurse.”

(Primary Survey respondent)

“Some clinics are very understanding and helpful, others are not.”

(Secondary Survey respondent)

Early Years, Primary, and Secondary surveys question: 35/36. I have used a service at Bristol Royal Hospital for Children and felt it was good.					
Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
24.3%	26.1%	4.3%	1.7%	4.3%	39.1%

Summary of feedback and recommendations

- Overall respondents felt Bristol Royal Hospital for Children was a good service.
- One respondent talked about not all staff knowing where the disabled facilities were on site.
Think about resources that might support staff in signposting staff to disabled facilities.
- Some respondents talked about the difference in the way staff deal with children and young people varied between clinics and staff.
- Some respondents spoke of a difference between in patients and out patients (e.g waiting times, getting appointment letters).

Short Breaks Services

“This now seems to mean holiday clubs.”

(Primary Survey respondent)

“Can’t go as he’s too complex.”

(Primary Survey respondent)

“Not enough and too many problems.”

(Primary Survey respondent)

“We’ve just applied, they sound great.”

(Secondary Survey respondent)

Early Years, Primary and Secondary surveys question:

36/37. My young person uses Short Break activities and I feel they are good.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
3.1%	7.2%	2.1%	4.1%	4.1%	79.4%

Summary of feedback and recommendations

- Some respondents named particular providers they thought were excellent.
- Some respondents felt they need more information on these services.
Think about the information that is provided to parents, carers and young people.
- Some respondents felt the activities offered were not accessible to their children or young people
Think about the information that is provided to parents, carers and young people about who the activities are suitable for.
- Some respondents referred to having a social worker when talking about accessing short breaks.
Clarify for families the links between social workers and accessing short breaks.

Personal Budgets and Direct Payments

“A register of Direct Payment workers would be helpful, or some help in finding someone.”

(Primary Survey respondent)

“Really useful and a god send for my sanity but feels quite complicated at times.”

(Primary Survey respondent)

“Not provided with enough information about this or how it could be used.”

(Secondary Survey respondent)

“I don’t understand if we are eligible.”

(Secondary Survey respondent)

Primary and Secondary surveys question:

37. I have a Personal Budget or Direct Payment and feel it is helpful.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
6.2%	11.3%	2.1%	4.1%	5.2%	71.1%

Summary of feedback and recommendations

- Some respondents said that they did not qualify or were not sure what the eligibility criteria are
Clarify who direct payments/ personal budgets are for.
- Some respondents who said they received direct payments said they found it hard to find workers or carers to use.
Think about providing families with information about where they can find Direct Payment workers.
- Some respondents who received direct payments said they found it hard and stressful to manage
Think about providing families with information about the different ways personal budgets and direct payments can be managed.

Social Workers

“My child’s disability social worker is amazing.”

(Early Years Survey respondent)

“We saw one about direct payments and they sorted that and that was a big help for us.”

(Primary Survey respondent)

“Not provided with enough information about this or how it could be used.”

(Secondary Survey respondent)

“The social workers are good but change frequently.”

(Secondary Survey respondent)

Early years, Primary and Secondary surveys question:

39/40. I have (or had) a social worker and felt our family life improved with their support.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
5.2%	16.5%	9.6%	6.1%	1.7%	60.9%

Summary of feedback and recommendations

- Some respondents talked of the staff changes being disruptive to the care their child or young person received.
- Some respondents felt the support from the social workers was not the support that they needed.
Think about how families can be signposted to services.
- Some respondents talked of feeling pre/post adoption social workers were too intrusive into their lives.
Reflect on what it might feel like for a family.

Equipment and Adaptations

“My bathroom has just been adapted and is so much better for him.”

(Early Years Survey respondent)

“We received excellent advice and adaptations from the OT team.”

(Primary Survey respondent)

“All funded by ourselves.”

(Primary Survey respondent)

“Had to wait a year for the adaptation.”

(Secondary Survey respondent)

Early years, Primary and Secondary surveys question:

My young person has been assessed by an Educational Psychologist and I felt the service was good.

Completely Agree	Agree	Disagree	Completely Disagree	I don't know/ I prefer not to say	I do not use this service
10.3%	17.2%	0%	4.3%	0%	68.1%

Summary of feedback and recommendations

- Some respondents said they felt the adaptations took too long.
Think about making sure families are aware of time scales for adaptation and equipment.
- Some respondents said they felt they needed adaptations that were not provided
Clarify what can be provided and the eligibility criteria.
- Some respondents said that they paid for adaptations and equipment themselves.

Section C – My Future

Section C of the Young Person Survey and the Preparing for Adulthood Survey respondents were asked questions around the Preparing for Adulthood Outcomes. These are Independent Living, Good Health, Community Inclusion and Finding Employment.

1.2 Cumulative results for Section A – Getting Support. ^

The table below describes the results taken from the Early Years, Primary, Secondary and Preparing for Adulthood surveys.

Survey Question**	Completely Agree	Agree	Disagree	Completely Disagree	I don't know/I prefer not to say	I don't use this service
24. I feel the setting my young person is in understands his/her needs.	25%	75%	0%	0%	0%	0%
25. I feel my young person is being supported in their setting.	25%	75%	0%	0%	0%	0%
26 I feel I understood the options available for my young person when they were leaving school.	25%	75%	0%	0%	0%	0%
27. I feel my son/daughter was well supported in leaving school.	25%	50%	0%	0%	25%	0%
28. I know what support is available to help my son/daughter to find	0%	0%	75%	0%	0%	25%

employment in the future (if you think they can).						
30. I feel services are thinking about how my son/daughter will achieve their potential to be independent in the future.	0%	33.3%	66.7%	0%	0%	
31. I feel I know what my son/daughter's housing options are.	0%	50%%	25%%	0%	25%	
32. I have (or had) a social worker and felt they supported my young person in finding the right care.	0%	50%	25%	0%	0%	
33. I understand what social care provision is available for my son/daughter.	0%	50%	50%	0%	0%	
34. I feel there are lots of opportunities for my son/daughter to participate in our local community.	0%	25%	50%	0%	25%	
35. I felt the transition from Children's Health Services to Adult Health Services was good.	25%	25%	25%	0%	0%	25%
36. I feel I understand what Health services are available to my son/daughter as an adult.	25%	0%	50%	0%	0%	25%
37. I feel my son/daughter's GP offers good support to my son/daughter.	25%	50%	25%	0%	0%	0%

1.3 Young Person survey results for Section A – Getting Support.^^

The table below describes the results taken from the **Young Person Survey**.

Survey Question**	Yes	I think so	No	I don't know
22. I feel I am doing well in my education or work.	75%	15%	10%	0%
23. I know what I want to do when I leave school or college (or you knew what you wanted to do when you left school or college).	89.5%	10.5%	0%	0%
24. I feel I have the right support to get the job I want in the future.	80%	15%	5%	0%
25. I feel I am getting better at doing things for myself.	77.8%	16.7%	5.6%	0%
26. I know where to find out information on where I can live in the future.	75%	10%	15%	0%
27. I feel there are lots of fun things for me to do.	84.2%	0%	5.3%	10.5%
28. I feel part of my local community.	60%	15%	15%	10%
29. I know that the people and services who support me might change as I become an adult.	84.2%	10.5%	5.3%	16.7%
30. I know what to do if I don't like something about the services I use.	72.2%	11.1%	11.1%	5.6%

For this section there were not enough responses to draw any clear recommendations.

Section D - Transitions

Section D of the survey asked respondents how they felt about transitions between settings. It looked at how settings managed transitions and how well respondents felt involved.

4.1 Cumulative results for Section D – Transitions. ^

The table below describes the results taken from the **Early Years, Primary, Secondary** and **Preparing for Adulthood** surveys.

Survey Question**	Completely Agree	Agree	Disagree	Completely Disagree	I don't know/I prefer not to say	I do not use this service
44. My child/young person was well supported to move into their new setting.	15.3%	38.1%	13.6%	11.9%	7.6%	13.6%
45. A plan was made to help my child/young person to move to their new setting.	17.3%	40%	9.1%	13.6%	7.3%	12.7%
46. I felt professionals listened to me and my child/young person during the move to the new setting.	16%	38.7%	12.3%	13.2%	6.6%	13.2%
47. I understood what the process of moving to a new setting involved (for example how long it would take).	13.6%	35.5%	16.4%	11.8%	10.9%	11.8%

48. I felt the new setting understood my child/young person's needs and were prepared for them to start.	18.7%	31.8%	10.3%	14%	12.1%	13.1%
Average for Section A	16.2%	36.8%	12.3%	12.9%	8.9%	12.9%

** The percentages in this table are rounded to 1 decimal point. ^ The raw data for this table can be found in Appendix xx

** The percentages in this table are rounded to 1 decimal point. ^^ The raw data for this table can be found in Appendix xx

Summary of comments

And recommendations

“Most staff at the nursery had a good understanding but the class teacher seemed to lack understanding and knowledge to deal with my child.”

(Early Years survey respondent)

“Moving from mainstream to specialist went well, thanks to specialist school transition plan”

(Primary survey respondent)

“It was patchy and not properly co-ordinated.”

(Secondary survey respondent)

“The setting were great. Support from organisation providing apprenticeship less clear.”

(Preparing for Adulthood survey respondent)

- Some respondents felt that when services were involved transitions were better. This was particularly true for Early Years children. Think about how services involved with a child or young person can support the transition between settings.

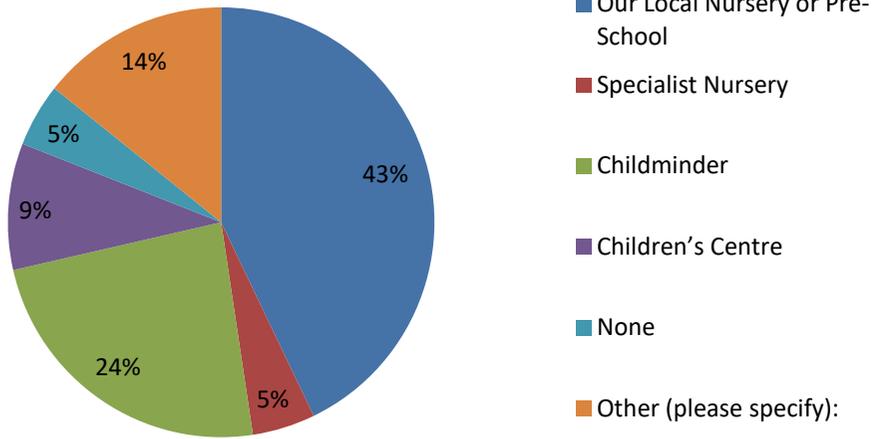
- Very few respondents felt there was a plan for the transition that they were involved in. This made it difficult for them to feel they knew what would happen and when

Think about making clear transition documentation to support a family to understand what will happen during the transition.

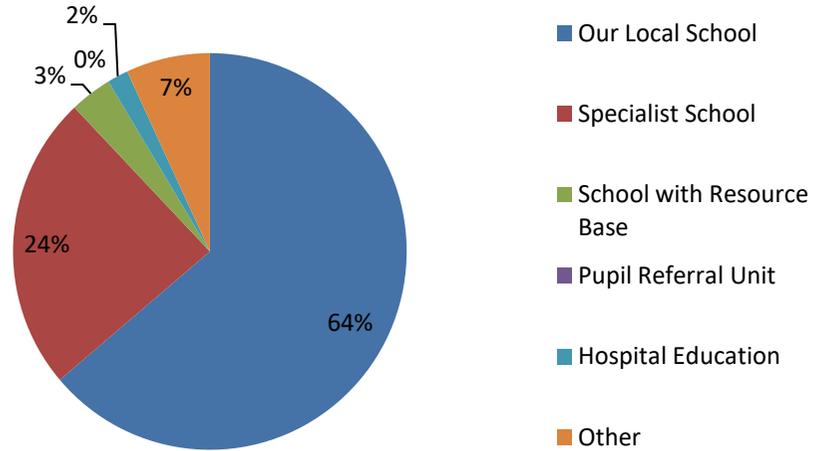
- Some respondents felt that their transitions were supported very well by the settings and named individual members of staff who supported the transition.
- Some respondents talked about how they would like more information on what services are available and what should happen during transitions.

Think about making information on transitions available to families.

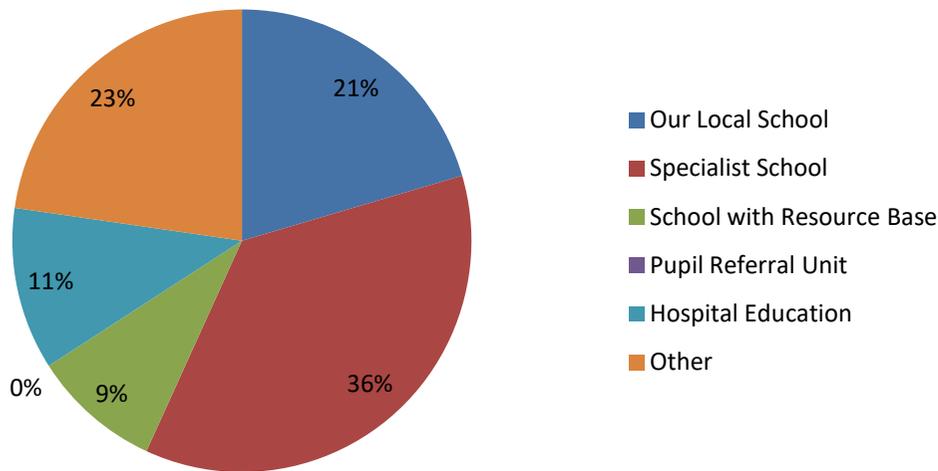
Early Years Survey: My child/ young person attends... (Question 23)



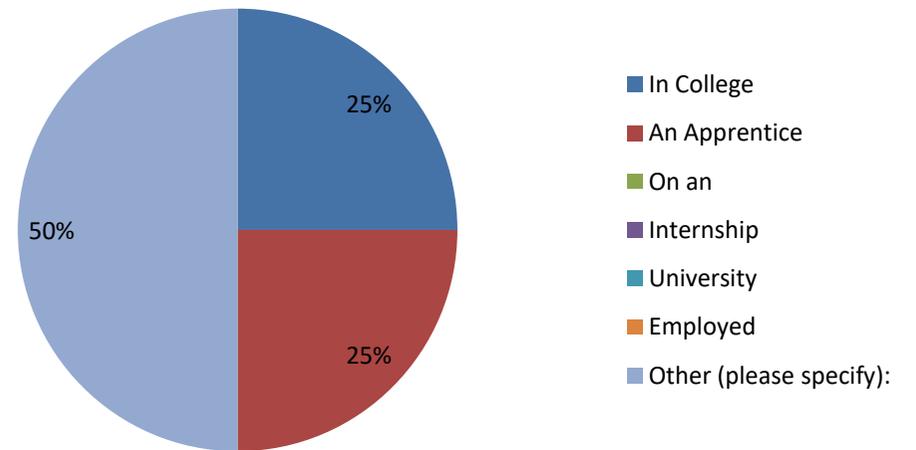
Primary Survey: My child/ young person attends... (question 23)



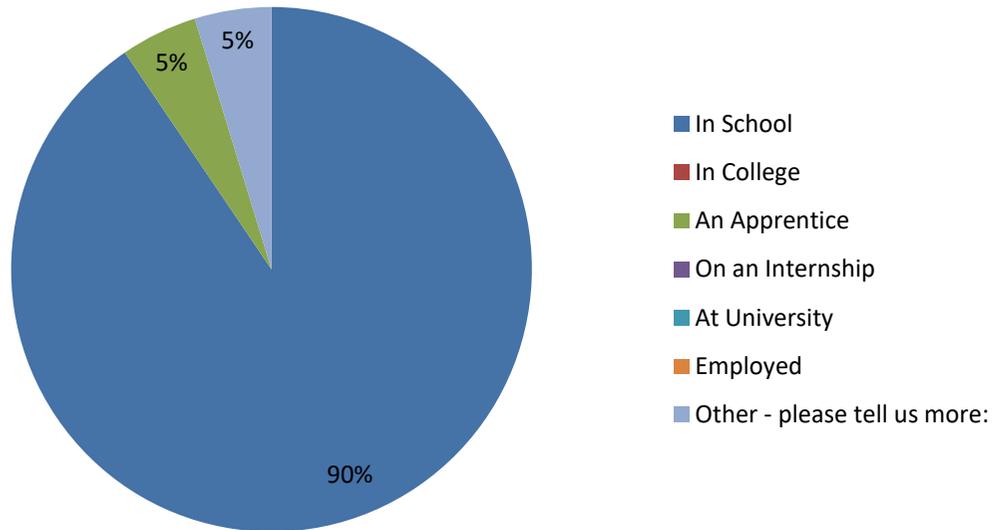
Secondary Survey: My child/young person attends: (Question 23)



Preparing for Adulthood Survey: My young person attends... (Question 23)



Young Person Survey: I attend... (Question 21)



Other:

Home schooled

Fee paying schools

Day Care

Mainstream school in South Gloucestershire

Special School in B&NES

Mainstream but not local