

What's working well?

- Engaged schools access training and have ongoing involvement identifying shared targets and activities
- Therapy services provide schools with support where appropriate through delivery of a range of interventions
- Fairly consistent practice
- Will to include, more awareness
- School focus groups include children and young people receiving, as well as being monitored for, SEN Support (we haven't previously separated this data out, but are now, so we can report separately on it.
- SEND Participation activities are open to all CYP and SEN (whether EHCP, SEN Support or neither)
- Electronic survey created for cyp on sen support
- From early years point of view, works well when adequate(....?)
- Chat and play session (early intervention)
- Inclusion hubs (early intervention)
- Improved support to providers
- Early intervention panel
- Early access to adult social
- We have good data and good focus on it
- Honesty from schools about impact on wider picture

What are we worried about?

- Schools that are not engaged
- Some schools not delivering Quality First Teaching
- Range of knowledge and skills in schools
- Funding for SEN Support / EHCPs
- Those schools with high numbers of SEND CYP are disproportionately funded
- Fair share for ehcps does not imply sen support
- Parental sense that sen support not accommodated
- Understanding of conditions and their less obvious effects, especially on the mental and emotional health of students, therefore perspectives are often very different
- Clarity over funding
- Lack of therapeutic support
- Lack of ep support
- Lack of information
- Initial delays preventing access to good stuff above
- Services in schools being cut
- EHCPs being unachievable both practically and financially
- Transition periods between schools
- Annual review periods taking longer than expected
- AfC not accurately recording info, meaning parents battle over what was said in meetings

What can we do to make things better?

- Senior leadership in schools need to ensure commitment to access training particularly in secondary schools
- Take a solution focused approach
- Review may increase therapy availability, delegated on cluster model?
- More and wider pupil and teacher awareness training around effects of SEN
- Is senco included in senior leadership?
- Getting into schools to consult relies on goodwill of school could be better to have a more systematic partnership approach to school focus groups / consultations

- Better info on send support on local offer
- Phase transfers for those on sen support
- Better communications with sen support
- Identifying the send parent forums operating in schools and working with / linking with them
- The new Disabled Children's register, widening to SEND Support
- Empowering parents of their rights eg reasonable adjustments, how to raise concerns, parents worry about impact on pupil if they complain
- Clarity / guidelines on thresholds between no identified sen / sen support / ehcp
- Fund sen support properly to prevent escalation
- School Action and School Action Plus was more of a continuum than current system and better supported a graduated response
- Share case studies of children being on SEN Support and then being stepped down to being off it
- Whole family approaches more like an early help assessment process. We were better before when we had the CAF
- Sort out the waiting times in CAMHS
- Better comms
- More transparency
- More note taking, better record keeping
- Stop parents being left in the lurch