

SCHOOLS AND INCLUSION
PARENT AND CARER
SURVEY
OCT 2022



INTRODUCTION



The Education Board has awarded £1 million for the 2022/23 financial year, to improve inclusion and the graduated response across all schools in Southend.

A working group called The Inclusion Advisory Group (which is made of members from schools, the local authority, health, social care, and parents and carers) are working together to gain a better understanding of families experience of schools in Southend and identify how best to utilise the funding.

The following survey was shared with parents and carers of children and young people with SEND (Special Educational Needs and/or Disabilities) to find out their views and experiences of inclusion and support in their child or young person's education setting.



INTRODUCTION



The data shared within this presentation has been collected from 91 Southend families

We have provided verbatim comments and quotes directly from our families.

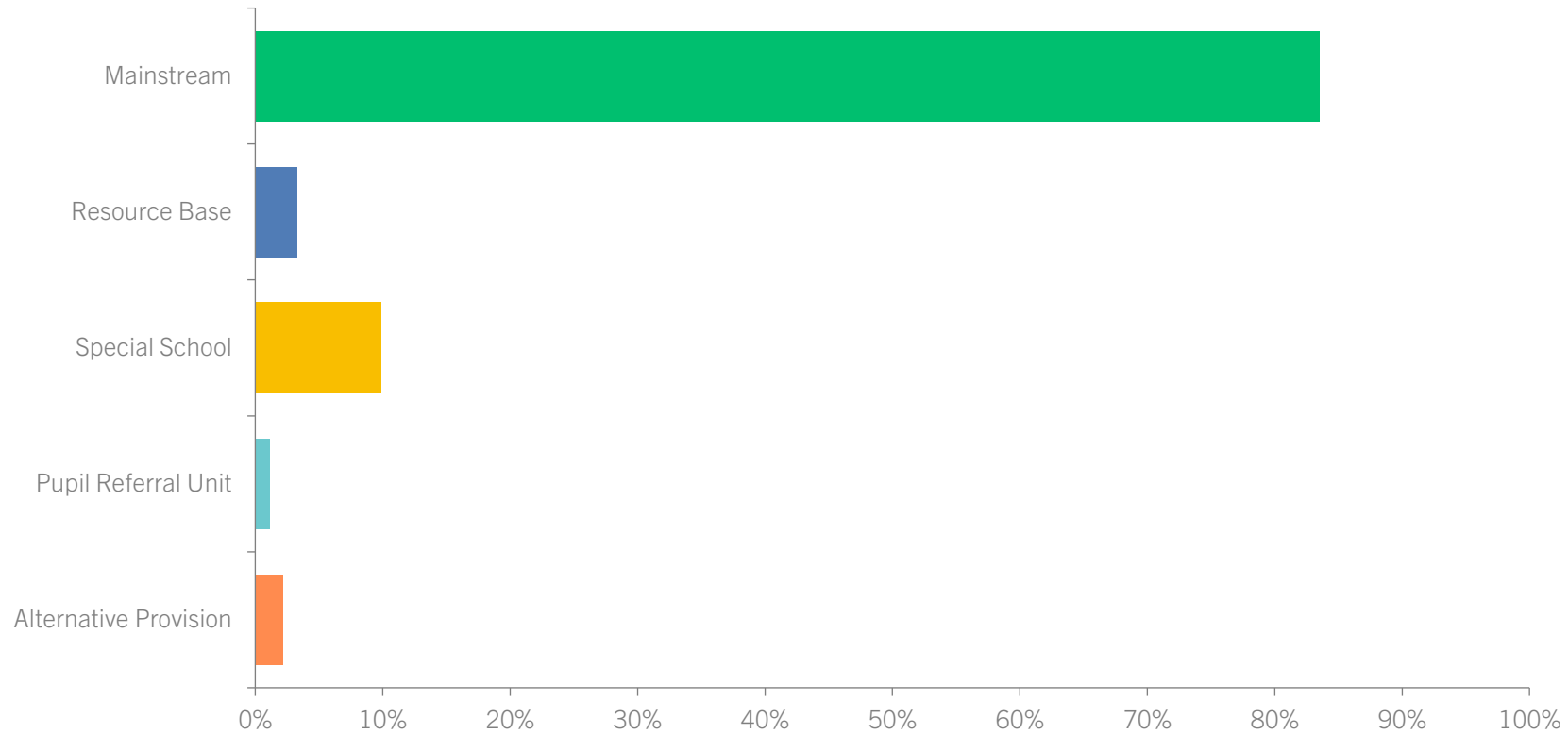
We have consent from respondents to share these comments.



Q1: WHAT TYPE OF SCHOOL IS YOUR CHILD ATTENDING?

The majority of parents and carers who responded to this survey had children who were attending a mainstream education setting.

Q1: WHAT TYPE OF SCHOOL IS YOUR CHILD ATTENDING?

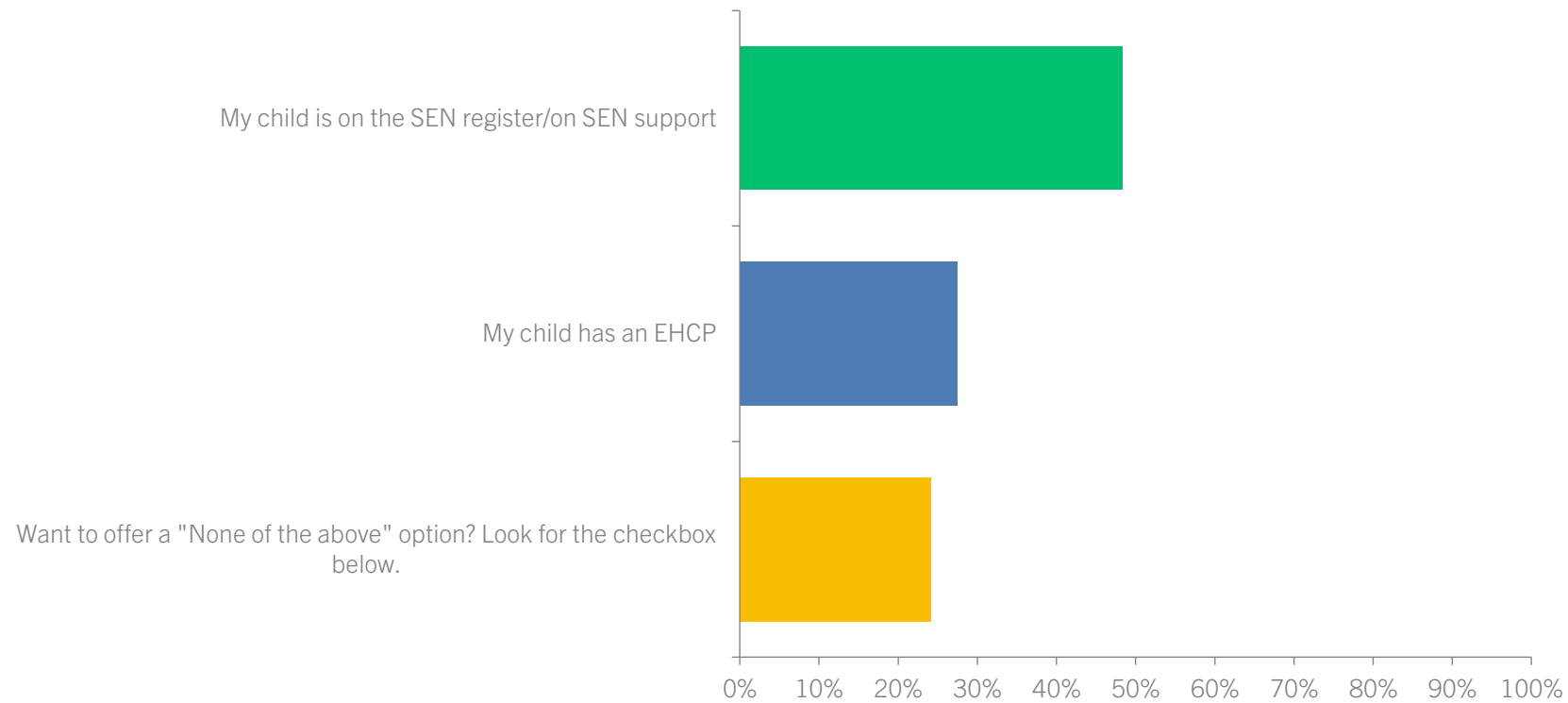


Q2: WHAT LEVEL OF SUPPORT DOES YOUR CHILD RECEIVE?

Half of the respondents had children or young people who receiving SEND support or were on the SEND register.

We had a number of families respond they were unsure what level of support their child or young person was receiving.

Q2: WHAT LEVEL OF SUPPORT DOES YOUR CHILD RECEIVE?



Q3: DO YOU THINK THERE IS AN INCLUSIVE ETHOS WITHIN THE SCHOOL

Many families feel their educational setting makes steps to promote inclusion, however their experiences vary, even when based within the same setting.

Whilst families understand measures put in place are there to help their children and young people, the explanation and communication of this to the family can often be unclear.

Q3: DO YOU THINK THERE IS AN INCLUSIVE ETHOS WITHIN THE SCHOOL

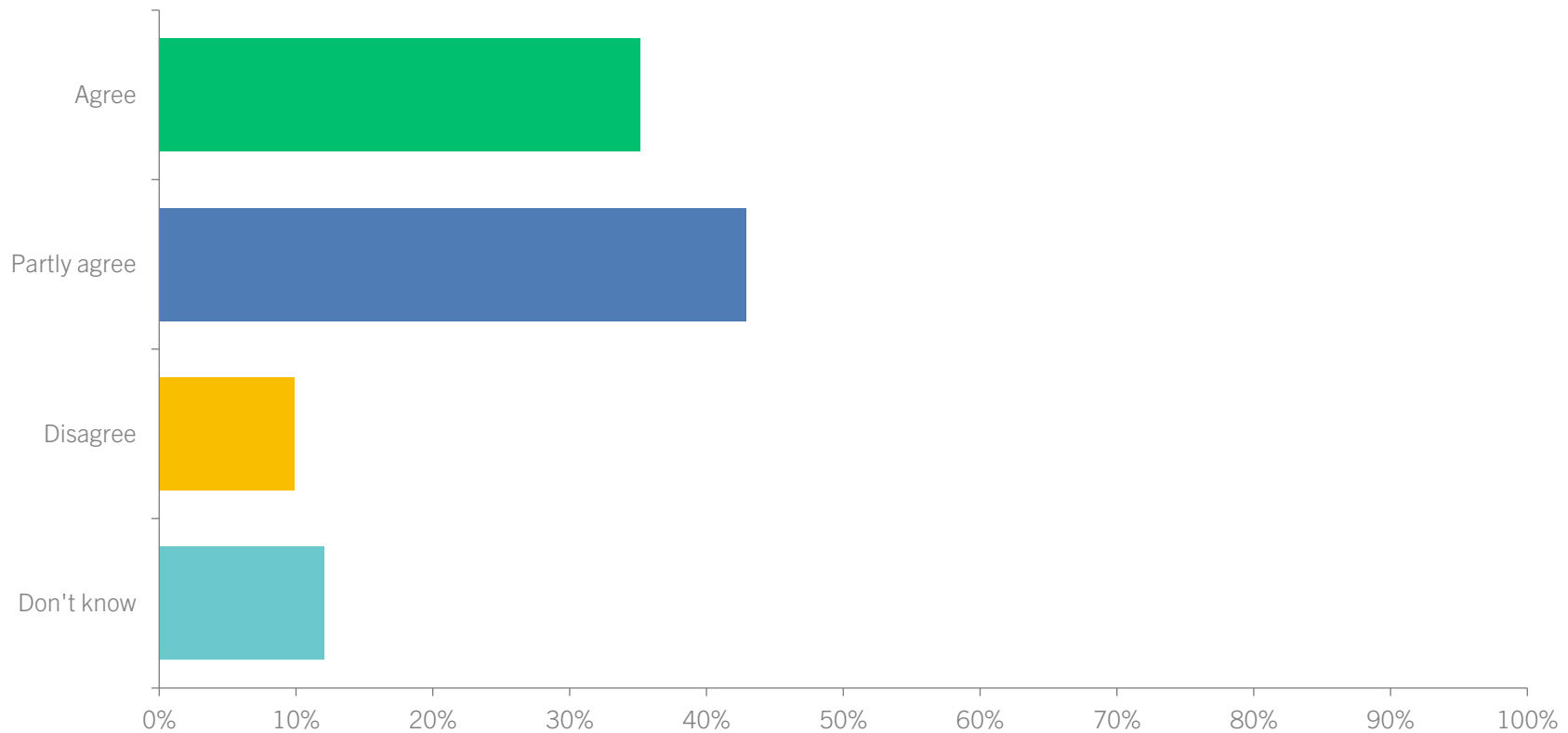
It's in writing on their website although I don't think it's always put in practice

My child is autistic so 'inclusion' is having adjustments made so he can learn in the right environment for him is key.

On the whole, yes I believe the school has an inclusive ethos but we have encountered the odd individual teacher who is less supportive/understanding when their subject lesson is missed

When my son was In nursery there wasn't much inclusion and he would say all the teachers hated him. They didn't understand his needs and did little to make him feel included. Didn't agree he had a problem with noise or the fact he could have adhd they thought he would grow out of the unwanted behaviour. When he moved into reception (same school) He had a den to use but towards the end of the year he was expected to act like the rest of the class so only given 1 warning when having impusives and then given a red do jonif he didnt stop the impulse. He wasn't aloud ear defenders at lunch times incase he lost them. Year 1 seems alot better he is having sen support outside of the class room and gets to use sensory room

Q3: DO YOU THINK THERE IS AN INCLUSIVE ETHOS WITHIN THE SCHOOL

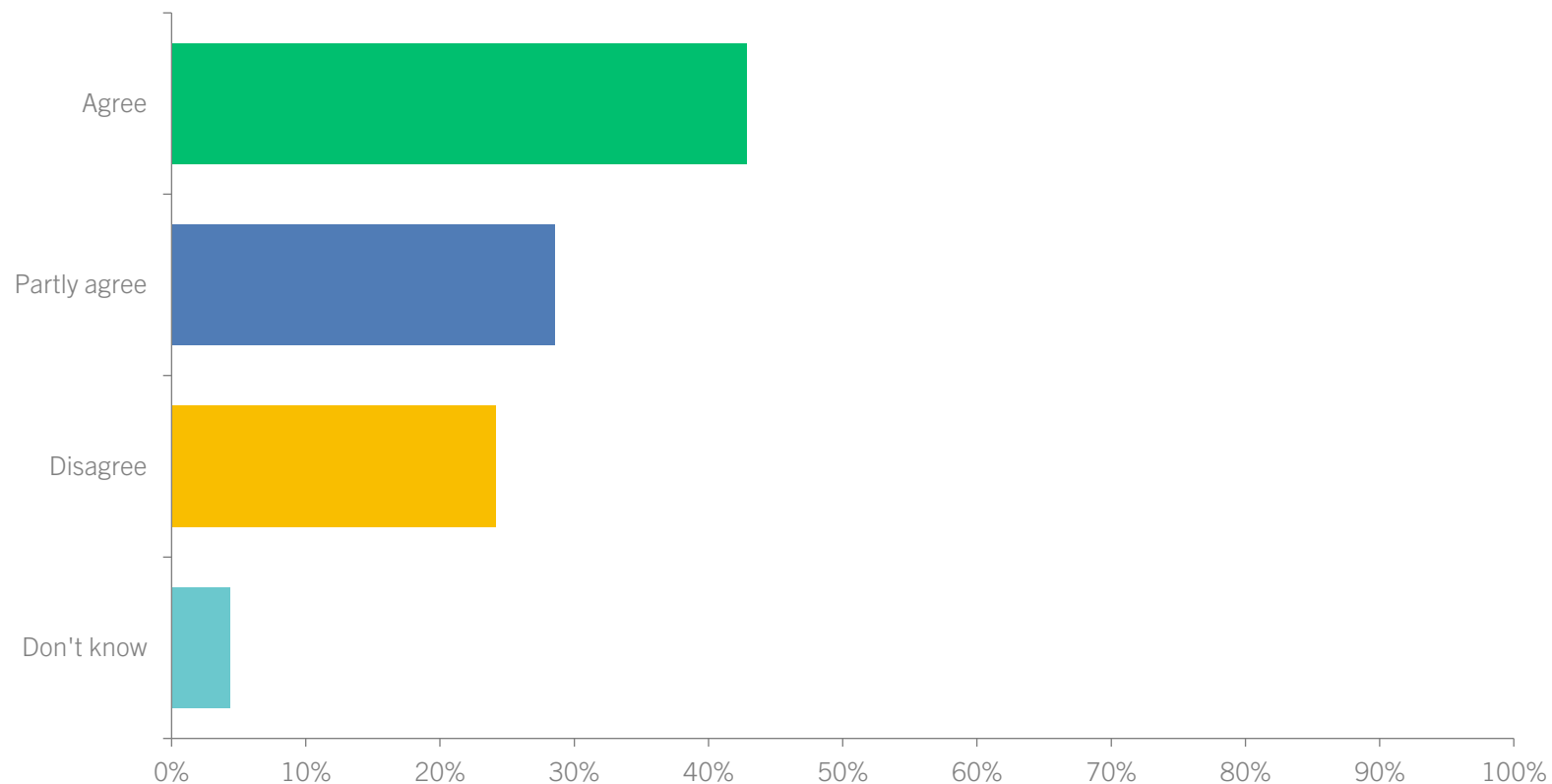


Q4: DO YOU THINK YOUR CLASS TEACHER HAS A GOOD KNOWLEDGE & UNDERSTANDING OF YOUR CHILD'S NEEDS

Most families feel their child's teacher has a good understanding of their needs, however families fed back that it is more often the LSA who fulfils this role more than the teacher.

It is also vital that all teaching staff coming into contact with the child or young person fully understand the child's needs and not just the key worker.

Q4: DO YOU THINK YOUR CLASS TEACHER HAS A GOOD KNOWLEDGE & UNDERSTANDING OF YOUR CHILD'S NEEDS



Q4: DO YOU THINK YOUR CLASS TEACHER HAS A GOOD KNOWLEDGE & UNDERSTANDING OF YOUR CHILD'S NEEDS

He has an LSA who is an absolute pro. She knows his diabetes better than his own diabetic nurses

Although I don't think they always have the time or resource to manage these needs throughout the school day

Sometimes the ISP is not reviewed by every teacher - and this is a challenge at secondary schools

No need to do more research into his condition and the way that he learns

Class size too large

I feel yes, but they are way out numbered, more teachers to cover 121 time could be beneficial to support the needs of many children

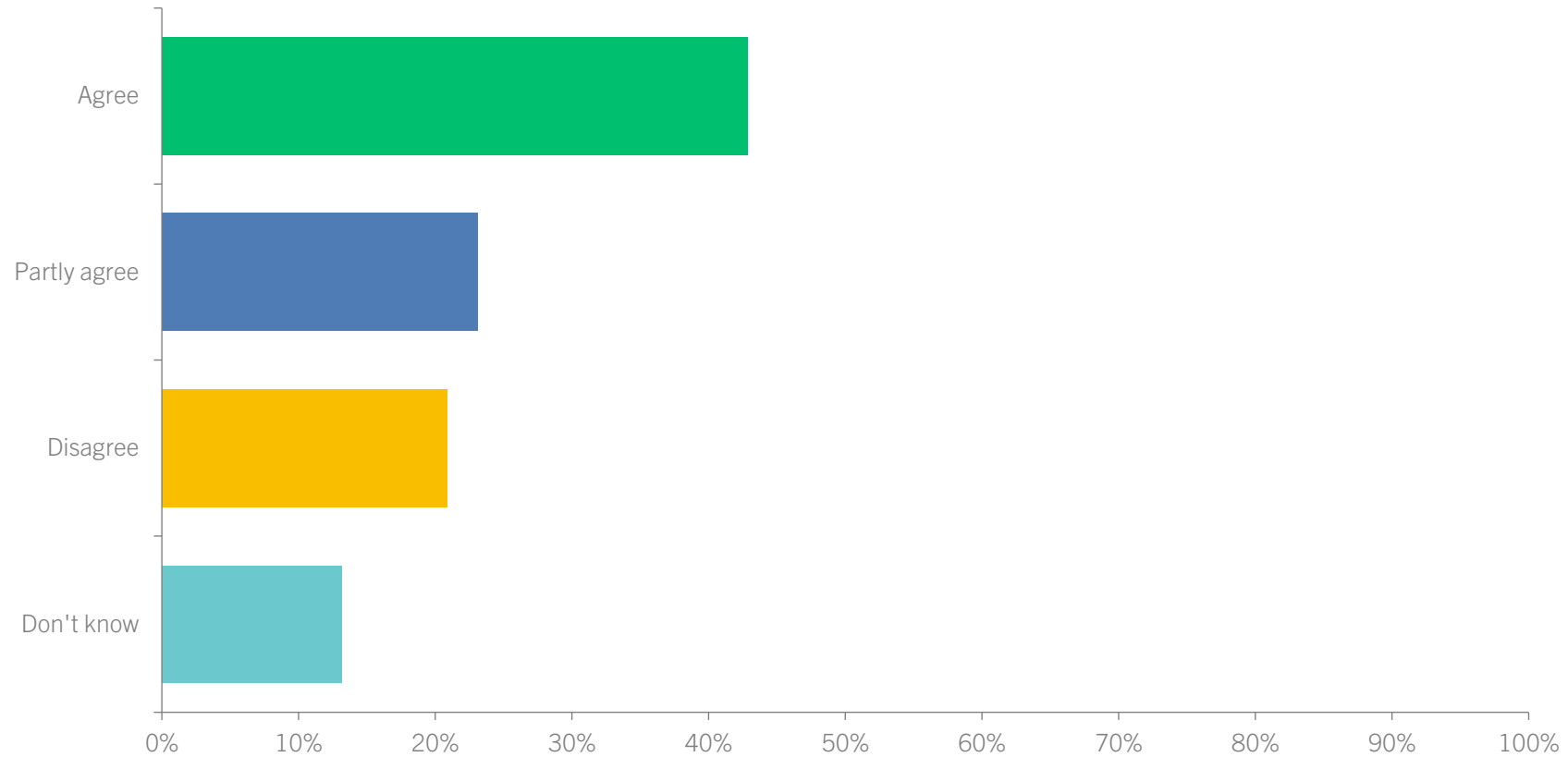
More trauma training would really help

Q5: DO YOU THINK YOUR CLASS TEACHER HAS A GOOD KNOWLEDGE & UNDERSTANDING OF SEND

Most families felt their class teacher had a good understanding of SEND.

Families with children in secondary settings reported that their children work with a number of different teachers, and some are more knowledgeable regarding SEND than others. There needs to be a consistent and full understanding of SEND across a setting as a whole and not purely focused on the child's key point of contact.

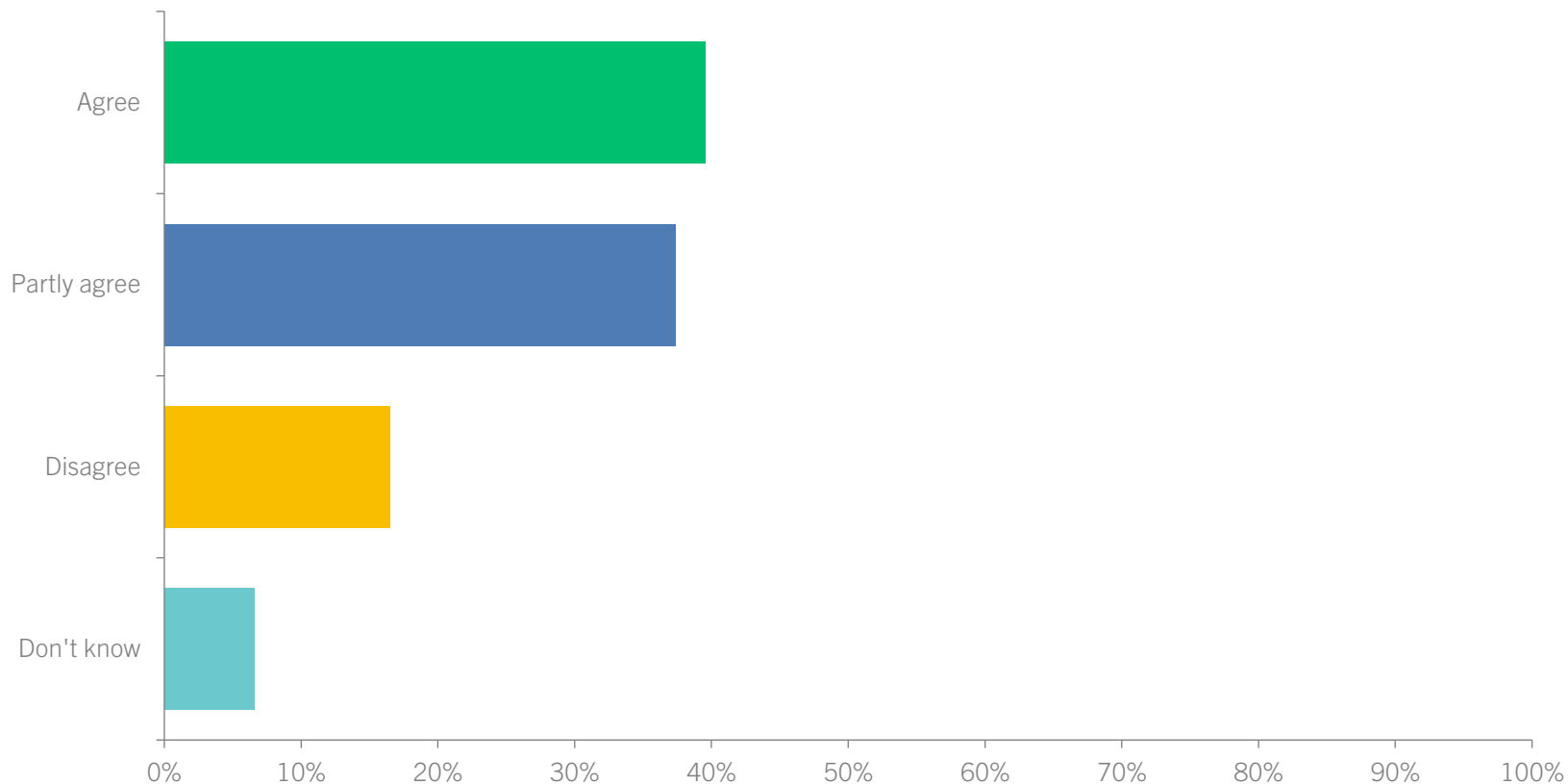
Q5: DO YOU THINK YOUR CLASS TEACHER HAS A GOOD KNOWLEDGE & UNDERSTANDING OF SEND



Q6: DO YOU THINK YOUR SCHOOL MAKES REASONABLE ADJUSTMENTS FOR YOUR CHILD

Families reported that some adjustments had been made for their child, however it was not always consistent.

Q6: DO YOU THINK YOUR SCHOOL MAKES REASONABLE ADJUSTMENTS FOR YOUR CHILD



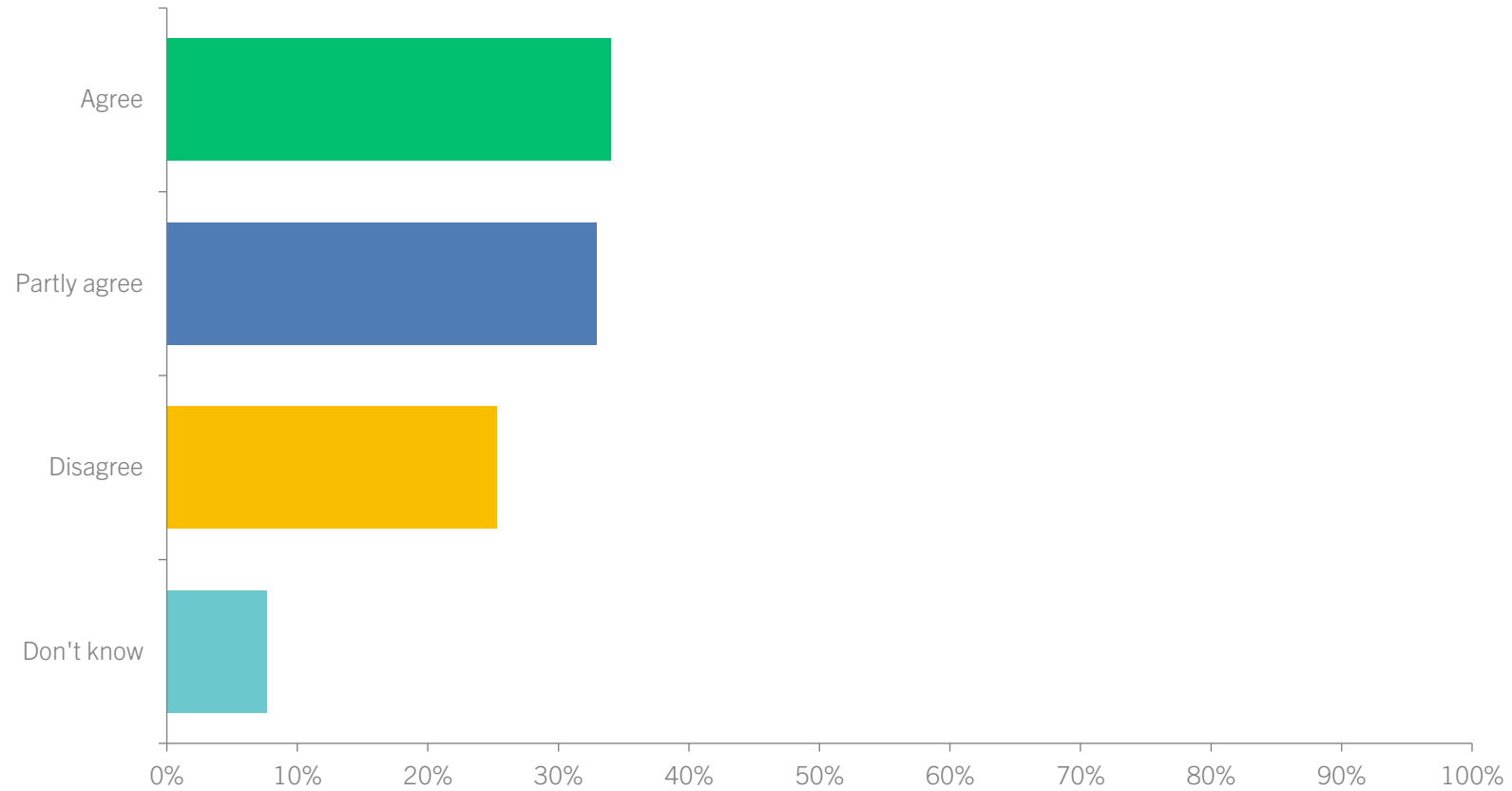
Q7: ARE YOU INFORMED ABOUT INTERVENTIONS YOUR CHILD IS ACCESSING IN SCHOOL

Families fed back that they were not always kept up to date regarding the interventions implemented.

Communication was one of the key areas, families highlighted. There was an inconsistency in the information received.

Many reported the only time they were informed about interventions, was at their child's ISP or EHCP review

Q7: ARE YOU INFORMED ABOUT INTERVENTIONS YOUR CHILD IS ACCESSING IN SCHOOL



Q8: WHAT WORKS WELL IN YOUR SCHOOL TO HELP SUPPORT INCLUSION AND YOUR CHILD'S SEND PROVISION? PLEASE LIST THREE THINGS THAT HAVE WORKED WELL.

Families reported that some of the targeted interventions they receive are well tailored to their child's needs.

Communication is a key area. Where families fed back that their school communicates well with them as a family, they felt more included in the school community

Q8: WHAT WORKS WELL IN YOUR SCHOOL TO HELP SUPPORT INCLUSION AND YOUR CHILD'S SEND PROVISION? PLEASE LIST THREE THINGS THAT HAVE WORKED WELL.

child s Allows Use One one support
place reading Regular
Lsa communication attend
also year work **child** school
parents time class support needs help son
Meetings understand go teacher us plan
individual mainstream



Q8: WHAT WORKS WELL IN YOUR SCHOOL TO HELP SUPPORT INCLUSION AND YOUR CHILD'S SEND PROVISION? PLEASE LIST THREE THINGS THAT HAVE WORKED WELL.

Proactively provided all teachers with a document listing my child's specific needs. Allows my child to leave class and get quiet time if becomes overly anxious. Asks for my child's opinion on how the school can improve things for future neuro divergent pupils.

As my child is in year 13 most support is discussed directly to him. I would like to be notified when such conversations take place as he forgets to fill us in when he gets home. I would also like to receive information about the access arrangements that are in place for him as we have had no correspondence regarding this.

Sensory breaks (& toys) provided by inclusion team, Visual timetable in class & Listening to / acting on parents feedback

ARB and being taught in a separate environment from main classroom Having Consistent and high level of teacher support Being able to access the same activities as mainstream classes eg PE but in a smaller and supportive environment Having an individual timetable that's helps each child with their own needs and goals

My sons school is st Christopher's and they only have one out reach teacher I feel we as a city need to build up a team of out reach teachers to go into mainstream and also offer part time placements for children studying at home or allow mainstream some access into a special school environment this could also work the other way and it would be easy for st Christopher's and Blenheim to team up

Having a really honest conversation, where we felt they listened to us and understood us. To acknowledge there is an issue.

Q9: DO YOU HAVE ANY SUGGESTIONS AS TO HOW YOUR SCHOOL COULD IMPROVE INCLUSION AND YOUR CHILD'S SEND PROVISION? PLEASE LIST THREE THINGS YOU FEEL COULD WORK BETTER.

Communication is one of the key areas' families fed back where there could be improvements.

Families need to feel listened to and that their concerns are acknowledged and valued

There is clear feedback that families feel training needs to be improved for all staff within the education setting

Q9: DO YOU HAVE ANY SUGGESTIONS AS TO HOW YOUR SCHOOL COULD IMPROVE INCLUSION AND YOUR CHILD'S SEND PROVISION? PLEASE LIST THREE THINGS YOU FEEL COULD WORK BETTER.

communication parents Better communication senco
Recognising understand plan training make meeting
SEN children teachers staff
SEN support **school** **child** including
home child s come
followed class **parents** help **needs** better feel
review listen None kids one learning send work
agreed difficulties masking day communication
training staff

Q9: DO YOU HAVE ANY SUGGESTIONS AS TO HOW YOUR SCHOOL COULD IMPROVE INCLUSION AND YOUR CHILD'S SEND PROVISION? PLEASE LIST THREE THINGS YOU FEEL COULD WORK BETTER.

Maintain regular communication with pupil and parents as to what the school have been doing with regards to supporting my child. I have confidence that they ARE supporting her needs I just get very little feedback.

Less ridged class structure

More contact and communication with parents even when the children are older and appear to be able to deal with their disability themselves.

• Someway of improving self confidence. • better contact with parents/ careers. • having a teacher assistant in every classroom.

Better training for all staff on approaches to use

Every teacher to review ISP prior to start of teaching of my child Recognising the social impacts of SEN and how this may affect a child's willingness to ask for provision A SENCO hotline!

1) listen to the parents 2) more training to allow teachers to understand the child's difficulties 3) a better safe space for children when they require it

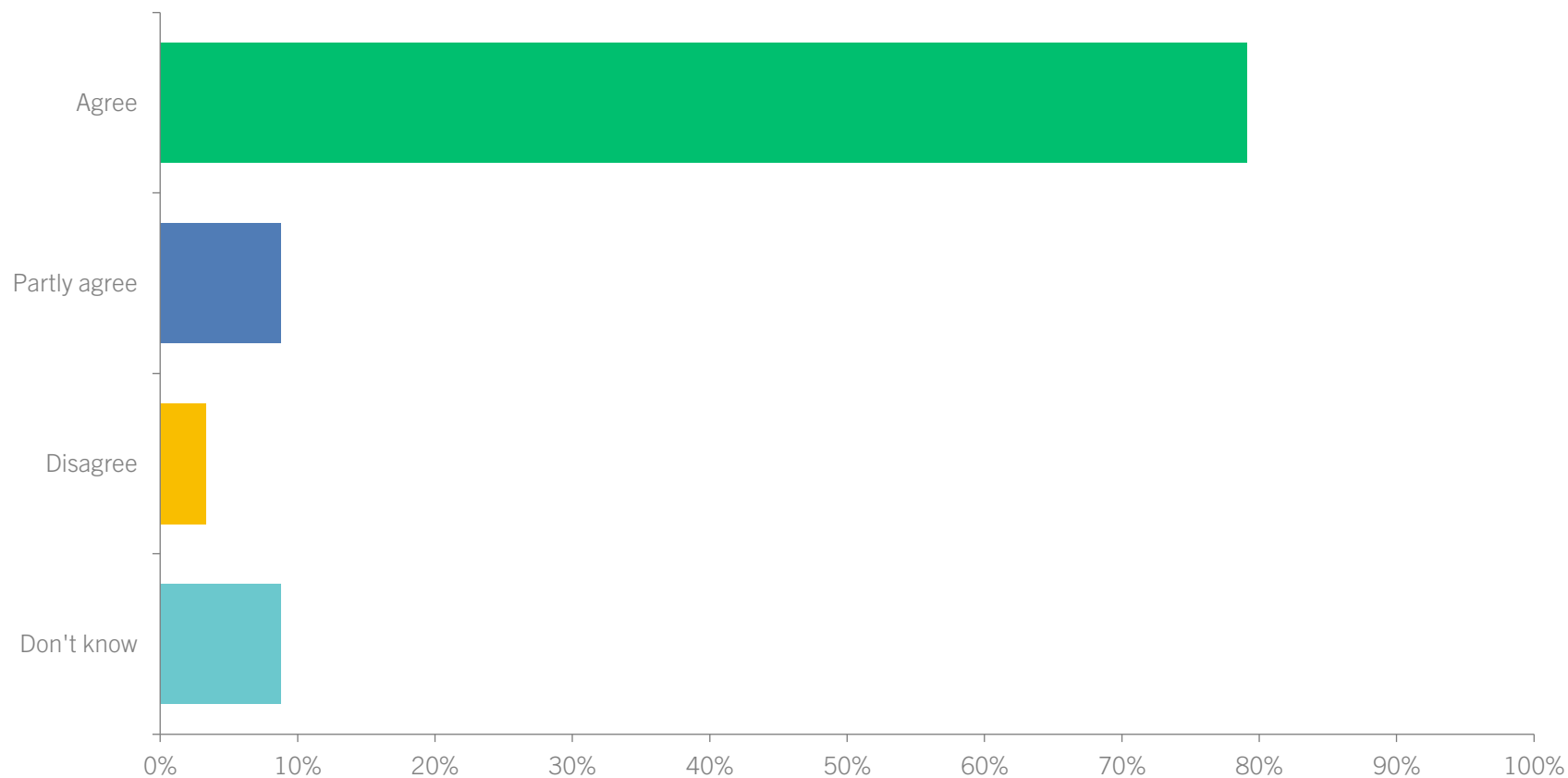
Identify the kids who might need support early and work together with the parents to form a plan

*- to help a child understand they will not be in trouble for acting different - to not make the parent feel their child is lying when expressing their feelings
- to make outside teachers aware of any issues with a child, so they are not singled out for different actions*

Q10: SOME SCHOOLS IN SOUTHEND HAVE ARBS (AUTISM RESOURCE BASES) WITHIN THE SCHOOL. DO YOU THINK ARBS SHOULD BE FUNDED TO OFFER WIDER SCHOOL-TO-SCHOOL SUPPORT AND TRAINING TO OTHER MAINSTREAM SCHOOLS?

Overwhelmingly families agree that ARBs should be funded to offer wider school to school support and training to other mainstream settings

Q10: SOME SCHOOLS IN SOUTHEND HAVE ARBS (AUTISM RESOURCE BASES) WITHIN THE SCHOOL. DO YOU THINK ARBS SHOULD BE FUNDED TO OFFER WIDER SCHOOL-TO-SCHOOL SUPPORT AND TRAINING TO OTHER MAINSTREAM SCHOOLS?



Q10: SOME SCHOOLS IN SOUTHEND HAVE ARBS (AUTISM RESOURCE BASES) WITHIN THE SCHOOL. DO YOU THINK ARBS SHOULD BE FUNDED TO OFFER WIDER SCHOOL-TO-SCHOOL SUPPORT AND TRAINING TO OTHER MAINSTREAM SCHOOLS?

Education of all teachers to understand how ASD children think is vital, as that understanding and subsequently making sometimes just very small adaptations can make a huge difference in the well being of the pupil.

All schools should have some kind of hub to cater for SEND and training given to schools without this to understand the needs

Funding is key. In an ideal world there should be more SEN schools but if that's not possible ARBs are a great resource.

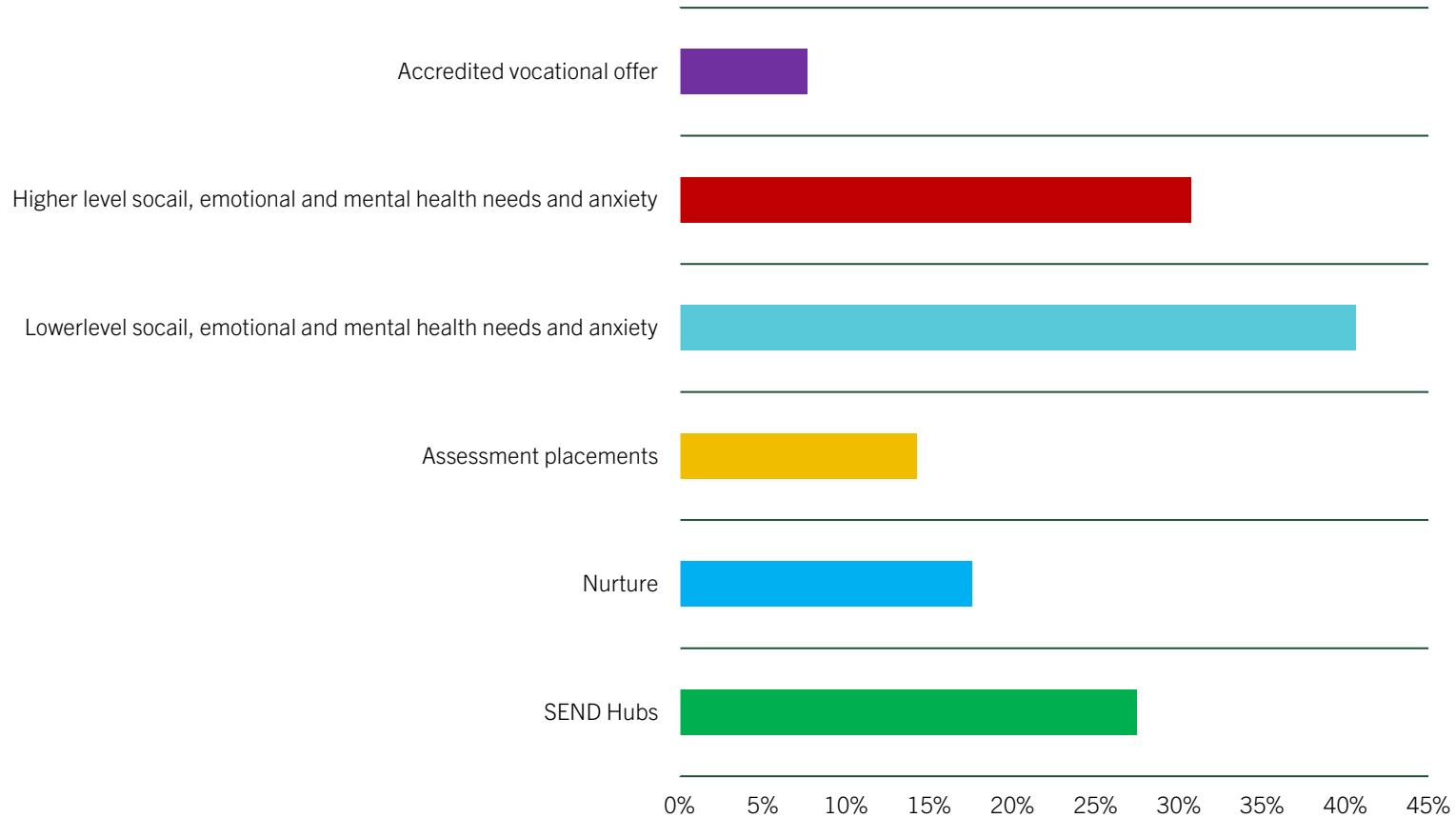
I think they would be good if you could access one, without diagnosis or ehcp my son couldn't access and ended up having to go to sen school, also not autism specific a nurture base would be far better to support more children,

Q11: WHICH OF THE FOLLOWING AREAS DO YOU THINK SOUTHEND COUNCIL SHOULD PUT FUNDING TOWARDS. PLEASE CHOOSE THREE OF THE FOLLOWING SUGGESTIONS

The three key areas families feel that funding should be put towards are:

- Low level SEMH
- High level SEMH
- SEND Hubs

Q11: WHICH OF THE FOLLOWING AREAS DO YOU THINK SOUTHEND COUNCIL SHOULD PUT FUNDING TOWARDS. PLEASE CHOOSE THREE OF THE FOLLOWING SUGGESTIONS

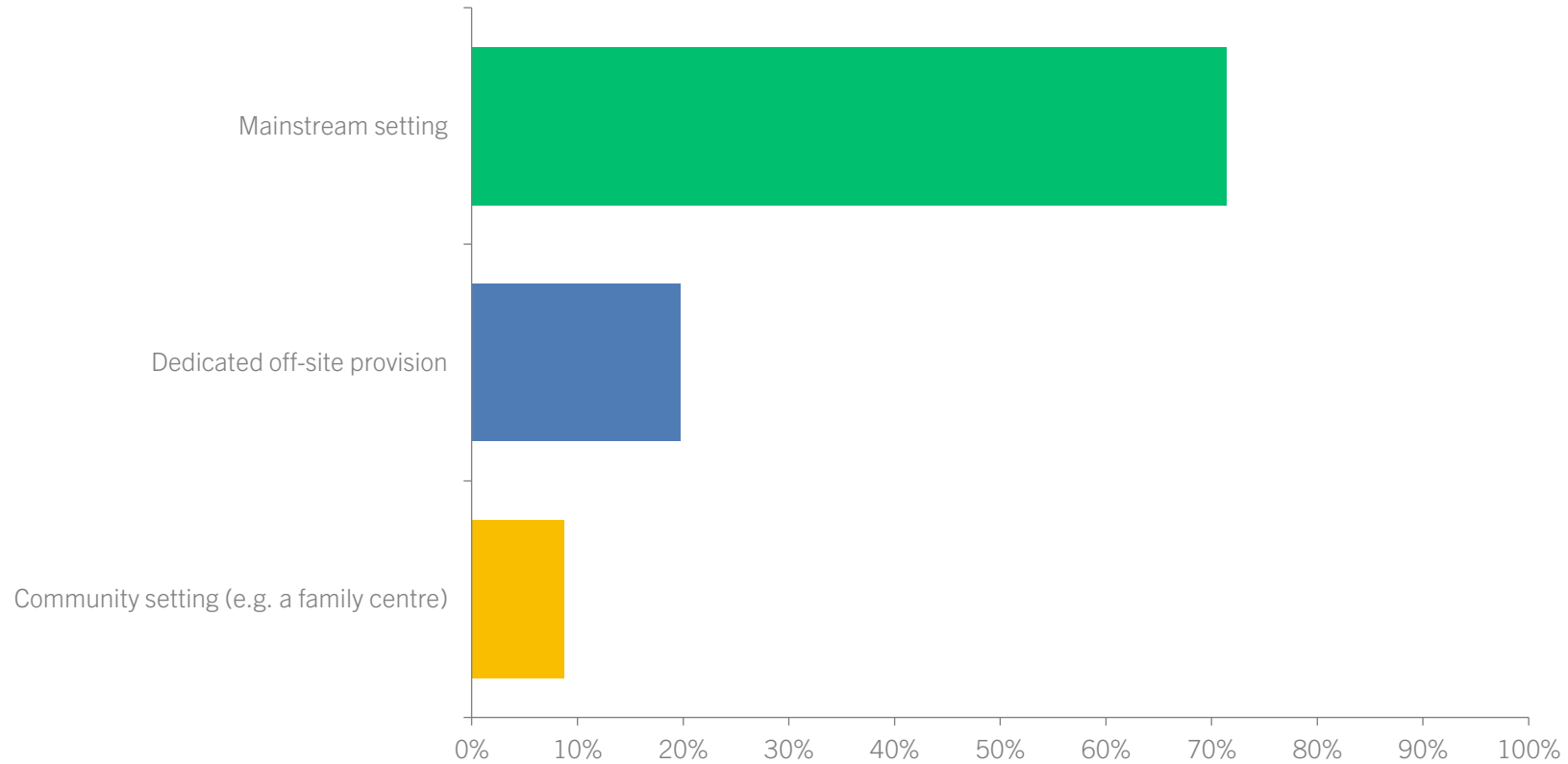


Q12: FOLLOWING ON FROM ON QUESTION 11, WHERE SHOULD THE ABOVE PROVISION BE BASED

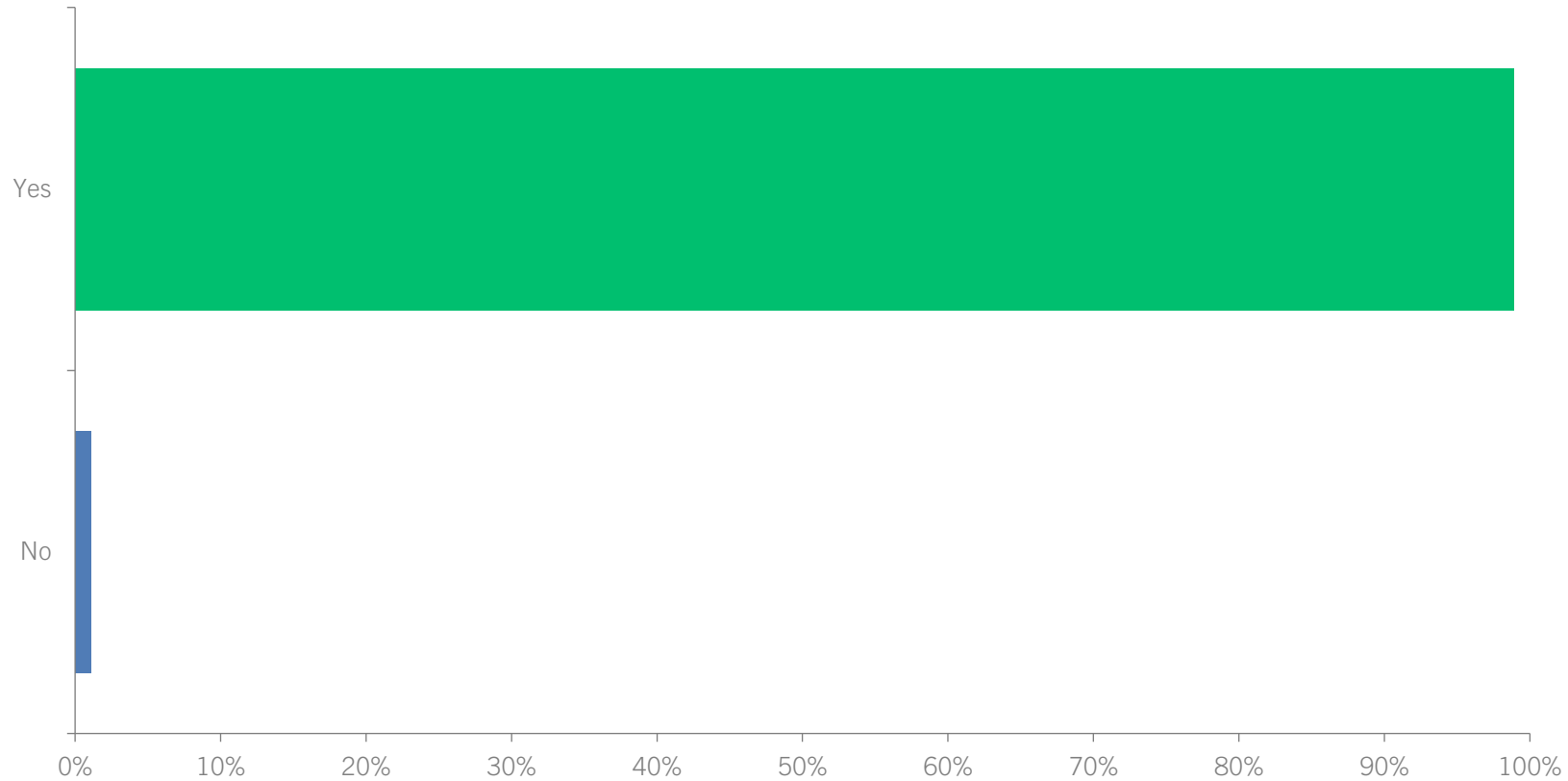
Over 70% of families believe that any additional services should be based within a mainstream setting.

“It shouldn't be stand-alone. This should be happening in the classrooms by teachers!! Why keep wanting to take kids away from their friends? They can't be isolated in adulthood. It's creating a split society.”

Q12: FOLLOWING ON FROM ON QUESTION 11, WHERE SHOULD THE ABOVE PROVISION BE BASED



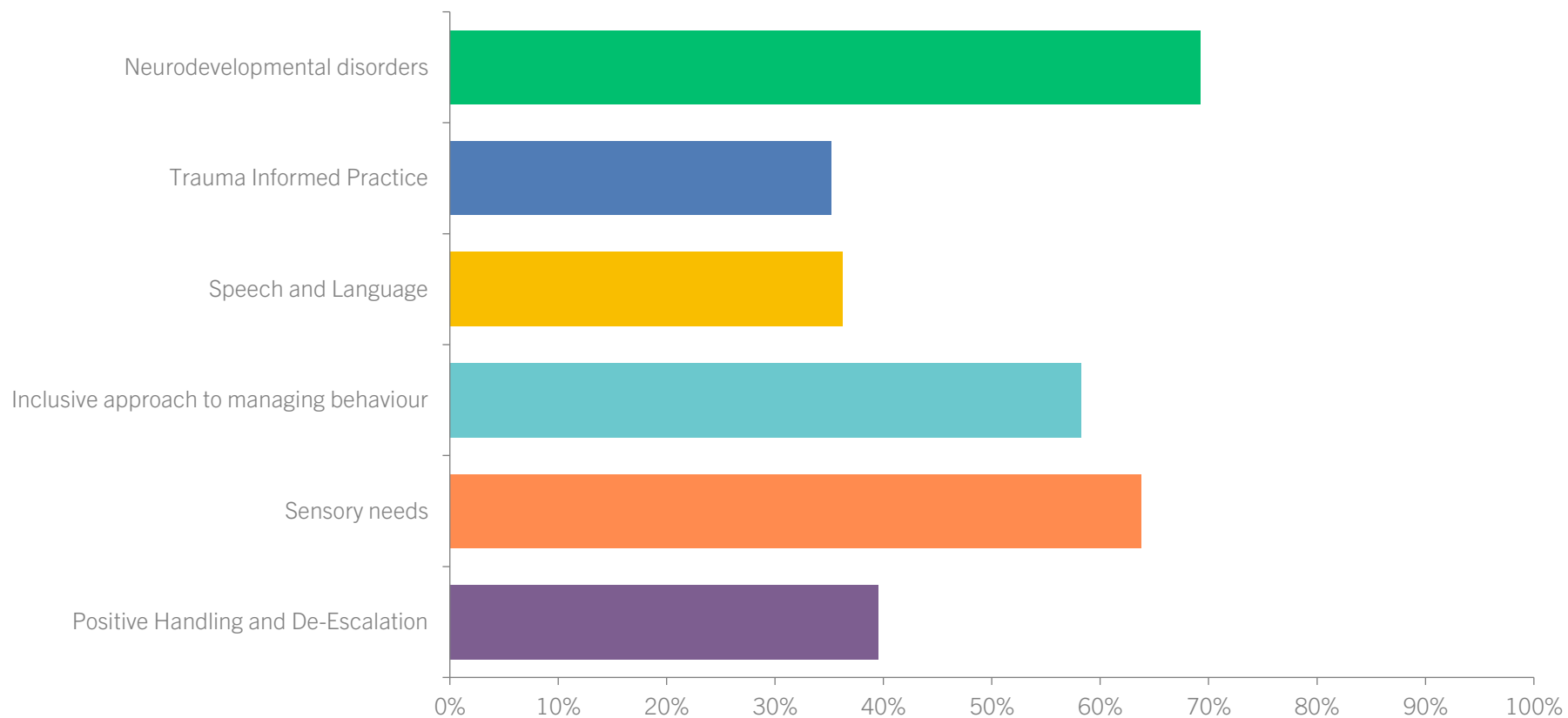
Q13: DO YOU THINK FUNDING SHOULD BE INVESTED IN SPECIALIST TRAINING FOR SCHOOLS AND EDUCATIONAL SETTINGS?



Q14: IF YOU SELECTED YES TO QUESTION 13, PLEASE SELECT THREE TRAINING AREAS FROM THE FOLLOWING LIST

The key area highlighted by families that they feel training is most needed is around Neurodevelopmental disorders, closely followed by sensory needs and an inclusive approach to managing behaviour

Q14: IF YOU SELECTED YES TO QUESTION 13, PLEASE SELECT THREE TRAINING AREAS FROM THE FOLLOWING LIST



APPENDIX



Q1: WHAT TYPE OF SCHOOL IS YOUR CHILD ATTENDING?

ANSWER CHOICES	RESPONSES	
Mainstream	83.52%	76
Resource Base	3.30%	3
Special School	9.89%	9
Pupil Referral Unit	1.10%	1
Alternative Provision	2.20%	2
TOTAL		91

Q2: WHAT LEVEL OF SUPPORT DOES YOUR CHILD RECEIVE?

ANSWER CHOICES	RESPONSES	
My child is on the SEN register/on SEN support	48.35%	44
My child has an EHCP	27.47%	25
Unsure	24.18%	22
TOTAL		91

Q3: DO YOU THINK THERE IS AN INCLUSIVE ETHOS WITHIN THE SCHOOL

ANSWER CHOICES	RESPONSES	
Agree	35.16%	32
Partly agree	42.86%	39
Disagree	9.89%	9
Don't know	12.09%	11
TOTAL		91

Q4: DO YOU THINK YOUR CLASS TEACHER HAS A GOOD KNOWLEDGE & UNDERSTANDING OF YOUR CHILD'S NEEDS

ANSWER CHOICES	RESPONSES	
Agree	42.86%	39
Partly agree	28.57%	26
Disagree	24.18%	22
Don't know	4.40%	4
TOTAL		91

Q5: DO YOU THINK YOUR CLASS TEACHER HAS A GOOD KNOWLEDGE & UNDERSTANDING OF SEND

ANSWER CHOICES	RESPONSES	
Agree	42.86%	39
Partly agree	23.08%	21
Disagree	20.88%	19
Don't know	13.19%	12
TOTAL		91

Q6: DO YOU THINK YOUR SCHOOL MAKES REASONABLE ADJUSTMENTS FOR YOUR CHILD

ANSWER CHOICES	RESPONSES	
Agree	39.56%	36
Partly agree	37.36%	34
Disagree	16.48%	15
Don't know	6.59%	6
TOTAL		91

Q7: ARE YOU INFORMED ABOUT INTERVENTIONS YOUR CHILD IS ACCESSING IN SCHOOL

ANSWER CHOICES	RESPONSES	
Agree	34.07%	31
Partly agree	32.97%	30
Disagree	25.27%	23
Don't know	7.69%	7
TOTAL		91

Q10: SOME SCHOOLS IN SOUTHEND HAVE ARBS (AUTISM RESOURCE BASES) WITHIN THE SCHOOL. DO YOU THINK ARBS SHOULD BE FUNDED TO OFFER WIDER SCHOOL-TO-SCHOOL SUPPORT AND TRAINING TO OTHER MAINSTREAM SCHOOLS?

ANSWER CHOICES	RESPONSES	
Agree	79.12%	72
Partly agree	8.79%	8
Disagree	3.30%	3
Don't know	8.79%	8
TOTAL		91

Q11: WHICH OF THE FOLLOWING AREAS DO YOU THINK SOUTHEND COUNCIL SHOULD PUT FUNDING TOWARDS. PLEASE CHOOSE THREE OF THE FOLLOWING SUGGESTIONS

ANSWER CHOICES	RESPONSES	
SEND Hubs	27.47%	25
Nurture	17.58%	16
Assessment placements	14.28%	13
Lower level social, emotional and mental health needs and anxiety	40.66%	37
Higher level social, emotional, mental health and medical needs	30.77%	28
Accredited vocational offer	7.69%	7



Q12: FOLLOWING ON FROM ON QUESTION 11, WHERE SHOULD THE ABOVE PROVISION BE BASED

ANSWER CHOICES	RESPONSES	
Mainstream setting	71.43%	65
Dedicated off-site provision	19.78%	18
Community setting (e.g. a family centre)	8.79%	8
TOTAL		91

Q13: DO YOU THINK FUNDING SHOULD BE INVESTED IN SPECIALIST TRAINING FOR SCHOOLS AND EDUCATIONAL SETTINGS?

ANSWER CHOICES	RESPONSES	
Yes	98.90%	90
No	1.10%	1
TOTAL		91



Q14: IF YOU SELECTED YES TO QUESTION 13, PLEASE SELECT THREE TRAINING AREAS FROM THE FOLLOWING LIST

ANSWER CHOICES	RESPONSES	
Neurodevelopmental disorders	69.23%	63
Trauma Informed Practice	35.16%	32
Speech and Language	36.26%	33
Inclusive approach to managing behaviour	58.24%	53
Sensory needs	63.74%	58
Positive Handling and De-Escalation	39.56%	36
TOTAL		275