

# Survey of Parents and Carers of Children and Young People with Special Educational Needs and Disabilities (SEND)

Spring Term 2021

Consultation Report



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# 1. Key findings

## Education settings

- Many parents/carers provided positive feedback on their child's education setting advising they offer good support and staff are helpful and understanding.
- Over half of the responding parents/carers felt that the education setting their child with special educational needs and disabilities (SEND) attends is meeting their needs most or all of the time (60%), which is an improvement since the last year's survey (51%). However, just under two fifths are still advising that their child's needs are not always being met (38% 'Sometimes' or 'Not at all'), commenting that the level of support is not enough and the school does not have enough funding and resources to provide for children with SEND.
- The majority of responding parents/carers said that support in the classroom, at breaktimes and additional pastoral support are provided by their child's education setting but not all felt that this support was sufficient.
- Education settings were much less likely to be providing support to access clubs and after school provision, however not all respondents felt that this support is needed.
- Most respondents' children had not experienced any type of exclusion (unlawful, permanent, or fixed term). Secondary school aged children were more likely to have experienced an exclusion as were children attending a special school (compared to mainstream) and children with an EHCP.
- Just over one fifth (21%) of respondents advised their child had experienced being left out frequently and over a tenth (13%) are bullied by other children 'Frequently'. Secondary school aged children and those attending a mainstream school (compared to a special school) were more likely to have experienced bullying.
- Nearly three quarters (74%) had 'Never' had a detention but children in mainstream settings were more likely to have experienced detentions than children attending a special school.

## EHC Needs Assessment and EHC plans

- 63% of respondents rated their overall experience of the needs assessment process as 'Satisfactory', 'Good' or 'Excellent' and 37% rated it as 'Poor' or 'Very Poor'.

- The proportion of parents/carers rating their child's EHC plan as 'Excellent' has increased between this year and last, rising from 5% in the Spring 2020 to 26% in the Spring 2021 survey.
- Just under a quarter (23%) rated their EHC plan as 'Poor' or 'Very Poor'.

### **Annual reviews**

- Nearly three quarters (71%) of respondents whose child has an EHC plan had received an annual review in the last 12 months.
- The majority felt involved in the annual review process (80% 'Involved' or 'Highly involved').

### **Support services / groups**

- Just over half of the survey respondents (54%) were aware of the Bristol Supportive Parents service, of which 58% had made use of this service. The Supportive Parents service was generally rated well by those who had used it with the majority (64%) rating it as 'Good' or 'Excellent'.
- The Bristol Parent Carer Forum was slightly less well known, with over half of respondents (57%) advising they were unaware of this group. Parents/carers of children with an EHCP and/or attending a special school were more likely to be members of this group.
- Under half of the respondents were aware of the Local Offer Website (43%). The majority of those who had used the website had found it helpful (71%).

## 2. Introduction

### 2.1 Background

We want to thank all of those who took the time to respond to our parent and carer surveys, answering a series of questions relating to Bristol's SEND system.

This is the second annual survey to gain valuable insight into parent carer experience of SEND support and services across Health, Education and Care. The findings are used alongside other forms of parent carer feedback to help us to continue to improve SEND services in the Bristol Local Area.

### 2.2 Methodology

This survey was coproduced with Supportive Parents (SENDIAS) and the Bristol Parent Carer Forum to gain insight into the experience of children and young people with SEND in education and their families' experience with the overall EHCP process.

The survey was made available between 15<sup>th</sup> January 2021 and 5<sup>th</sup> March 2021. It was promoted widely through the Local Offer, schools and education settings and the Council and Health partners parent carer networks and social media platforms.

The survey was available online. An easy read version and alternative formats (braille, large print, audio, British Sign Language (BSL) and translation to other languages) were available on request.

273 parents/carers accessed the survey, of which 200 completed the full survey.

### 2.3 Reporting

This report presents survey findings by subject area and follows the format of the questionnaire. A summary of each question is provided and some of the key findings for different groups are included in the analysis, focusing on school phase, education setting, the child's needs and EHCP status. Respondents could select more than one need for their child and respondents may therefore be counted more than once in these subcategories. Analysis by school phase focuses on primary and secondary school aged children. Due to low numbers of responses from parents of pre-school aged children and post 16 young adults, analysis by these subgroups would not be representative or statistically valid. Analysis by education setting focuses on mainstream and special schools as numbers included from other education settings are low.

Where responses are broken down into subgroups the number of respondents can be low. Caution must be used when interpreting these results. The base number is shown in all graphs. Results are not representative of the whole population but can provide a good insight to the views and experiences of children and young people in Bristol.

Sums of percentages reported in this document may deviate from the actual total due to rounding. Greater deviations from 100% occur where respondents were able to choose multiple options and percentages are based on the number of respondents.

A large number of 'open' responses were left and it is therefore not possible to include them all in this report. Every comment has been read and shared with the relevant health, care and education leaders to inform their planning and improvement work.

### 3. Education Settings

The first section of the survey asked parents/carers about the education setting which their child with SEND attends. Over half of the parents and carers responding had a child attending a mainstream school (54.8%) and just over one fifth were attending a special school (22.6%). The table below shows the full breakdown of education settings represented in the results of this survey.

Education setting	%	Count
Mainstream school	54.8%	109
Special school	22.6%	45
Hospital education	7.0%	14
Nursery/children's centre	4.5%	9
Other	3.5%	7
Resource base	1.5%	3
Independent specialist provider	1.5%	3
College	1.5%	3
Alternative provision	1.0%	2
Home educated as no other option	1.0%	2
University	1.0%	2
Home educated by choice	0.0%	0
Total	100%	199

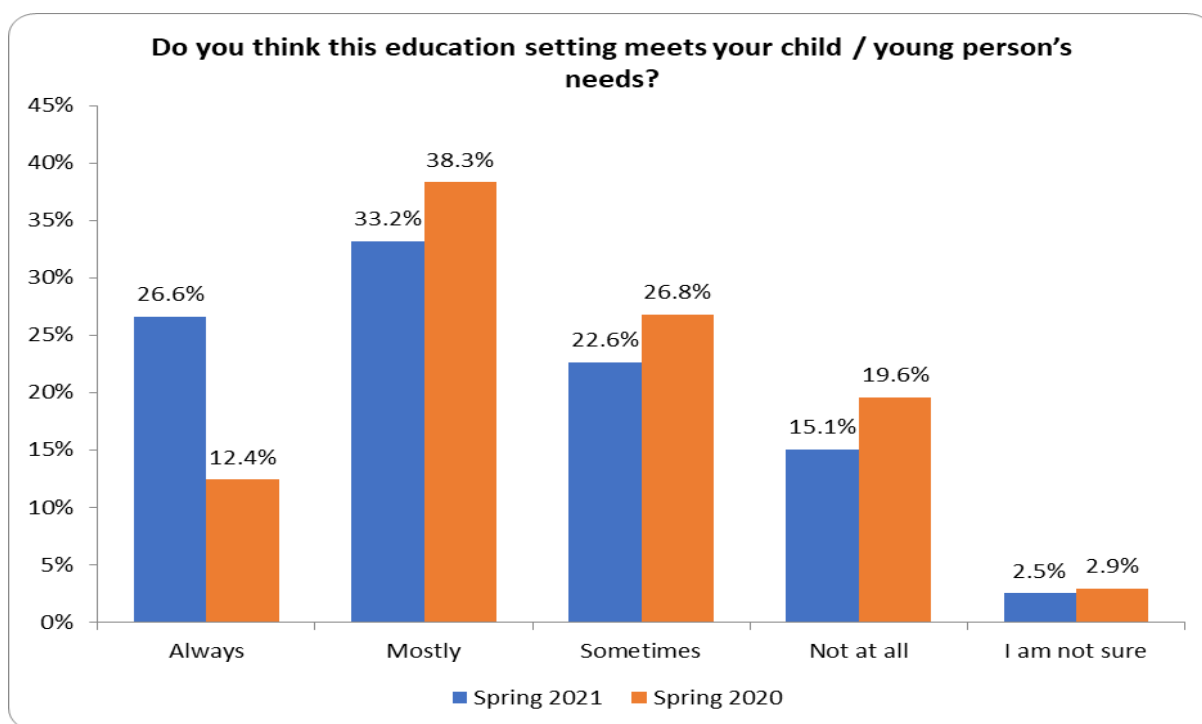
Base: 199 respondents

The majority of respondents' children were attending an education setting within Bristol City Council Local Authority area (89%) but a small proportion were attending out of area with 4.5% (9 children) in South Gloucestershire, 3% (6 children) in Bath and North East Somerset, 1.5% (3 children) in North Somerset and 2% (4 children) attending an education setting in a Local Authority area other than those listed above, including Somerset and Dorset.

#### Education setting and child's needs

Parents and carers were asked if the education setting their child with SEND attends is meeting their needs, to which the largest proportion responded 'Mostly' (33%). Just over a quarter (27%) said 'Always', however nearly two fifths (38%) felt their child's education setting only meets the needs of their child 'Sometimes' or 'Not at all'.

The proportion of parents/carers that feel that their child's education setting 'Always' meets their needs has increased by 14 percentage points between the 2020 Spring Term survey and the 2021 Spring Term survey.



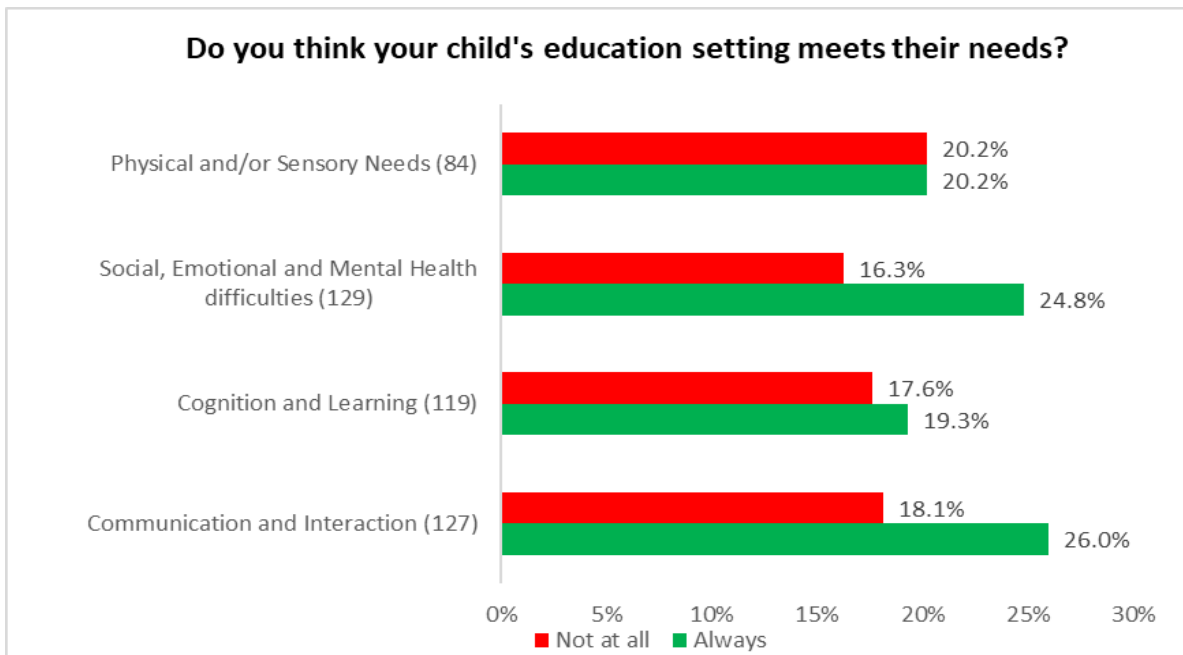
Base: 199 respondents (Spring 2021), 235 (Spring 2020)

Parents and carers of primary school aged children were slightly less likely to respond that their child's education setting is not meeting their needs at all when compared to secondary school aged children (15% compared to 19%).

Children and young people attending a special school were significantly more likely to 'Always' have their needs met compared to those attending a mainstream school (44% compared to 17%).

Half of the respondents (50%) whose child had an EHCP and attended a mainstream school felt the school 'Always' or 'Mostly' met their needs, slightly less than those whose child did not have an EHCP and attended a mainstream school (57%).

When comparing the responses of parents and carers by their child's needs, those with children with physical/sensory needs and cognitive/learning needs were slightly less likely to answer that their child's needs are 'Always' met.



Base: see chart labels

### Comments about education setting

Respondents were given the opportunity to provide further feedback about their child's education setting and 122 parents/carers left a comment.

The most common response was that the school provides good support to their child and is meeting their needs, and that the teachers are helpful and supportive. Other positive comments advised that their child is making good progress and that the EHC Plan has helped ensure the correct provision is now provided.

A number of parents felt that the setting is not providing the level of support their child requires. Another common theme was that the school lacked the funding and resources to provide the support needed.



The table below summaries the main themes raised in these comments:

Theme	No. of respondents
School provides good support	29
No support / not enough	13
School lacks necessary funding / resources	10
Lack of communication	7
School is not meeting child's academic needs	7
Needs 1:1 support	6
Wrong education setting	5
Inconsistent staffing	5
Special school placement needed	4
EHCP is not upheld	4
EHCP has helped ensure correct provision	4
Had to provide own support / provision	4
School does not understand child's needs	3
Challenges of online/home learning due to Covid	3
Need more SEND specialist teachers / SEND training for staff	3
Child not attending due to unmet needs	3
Child is making good progress	3
Child does not enjoy school	2
Reduced timetable	2
EHCP is too vague	2
Poor EHCP process has affected education	2
No friends	2
EHCP required	2
Feel ignored	2
No BSL	1
Slow referral to correct education setting	1
Unclear on available provision	1
Needs more individual focus on needs	1

"My son does not feel helped nor understood at school. This makes him frustrated and depressed. School say they can't help more than just basic measures in place."

"Very inclusive and supportive school. Strong focus on send children."

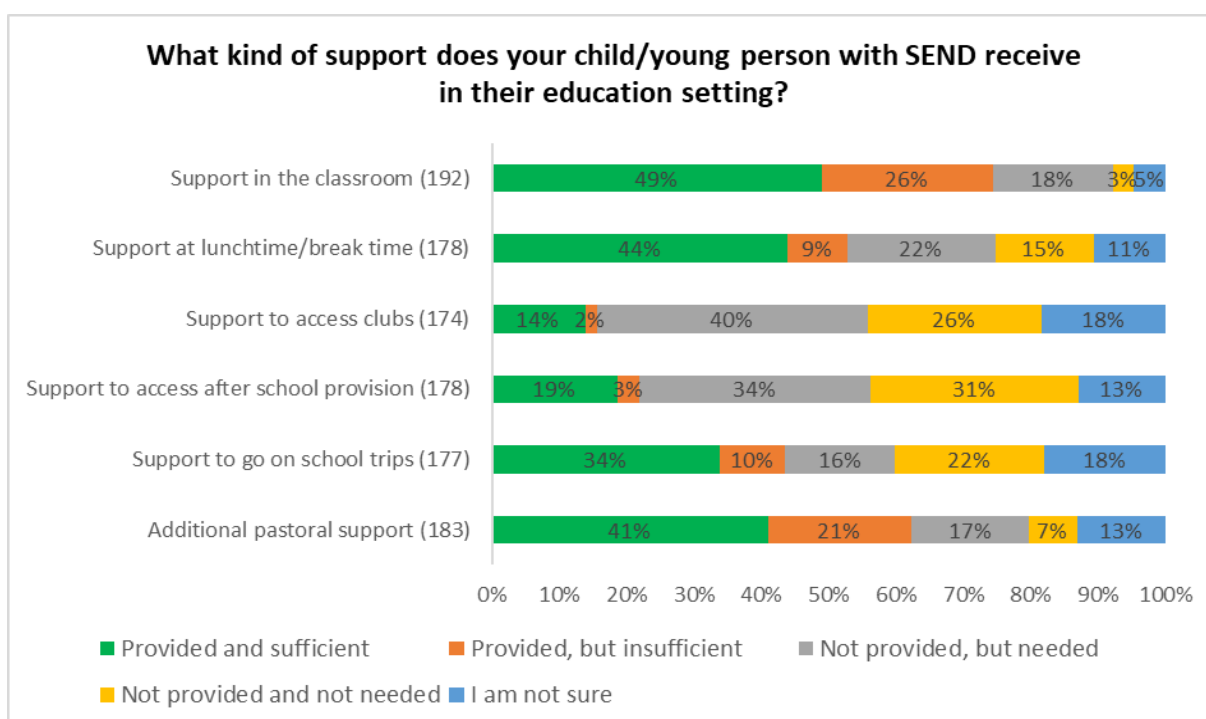
"They [the school] understand about my child's needs and anxieties. Tailored education to meet his needs."

"The school definitely has the potential to meet need but is not funded to provide my child with everything they need due to an inadequate EHCP. Once the LA start funding them appropriately, they will definitely be able to meet need, and then some."

## Levels of support provided in education setting

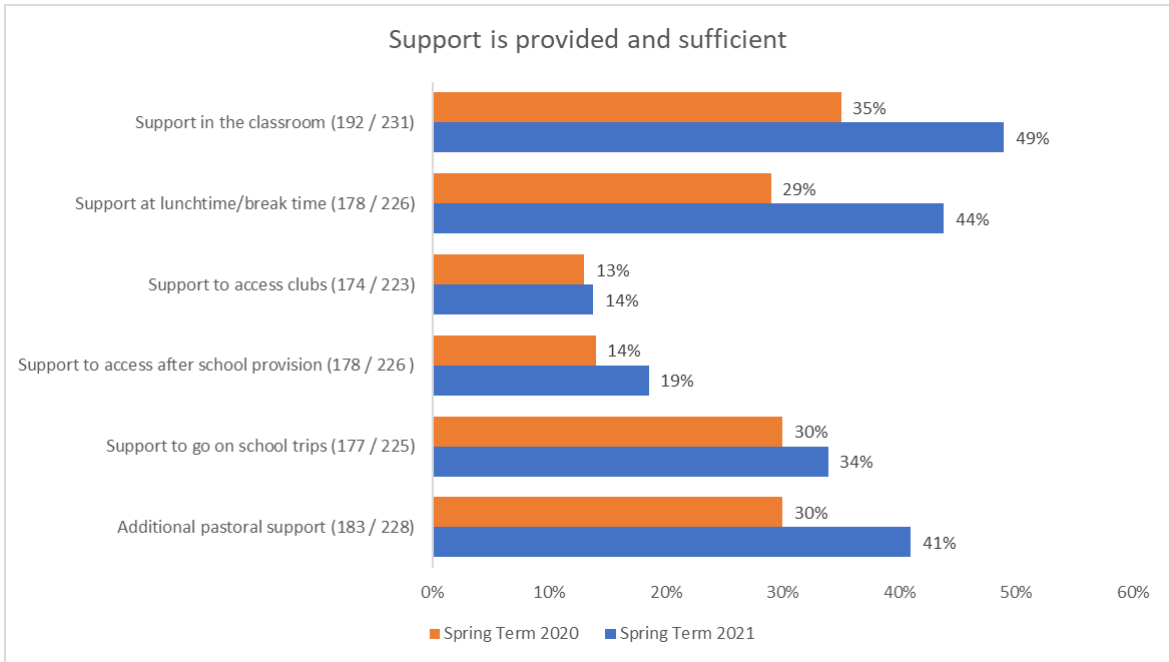
The next question asked parents and carers about the support their child with SEND receives in their education setting. Nearly three quarters advised that they receive support in the classroom (74%) but just over a quarter felt that this support is insufficient (26%). The majority also receive additional pastoral support but again just over one fifth stated that this support is insufficient (21%).

Support to access clubs and after school provision were the support services most commonly not provided (66% and 65% respectively). Parents/carers were split on if this support is needed as can be seen in the chart below.



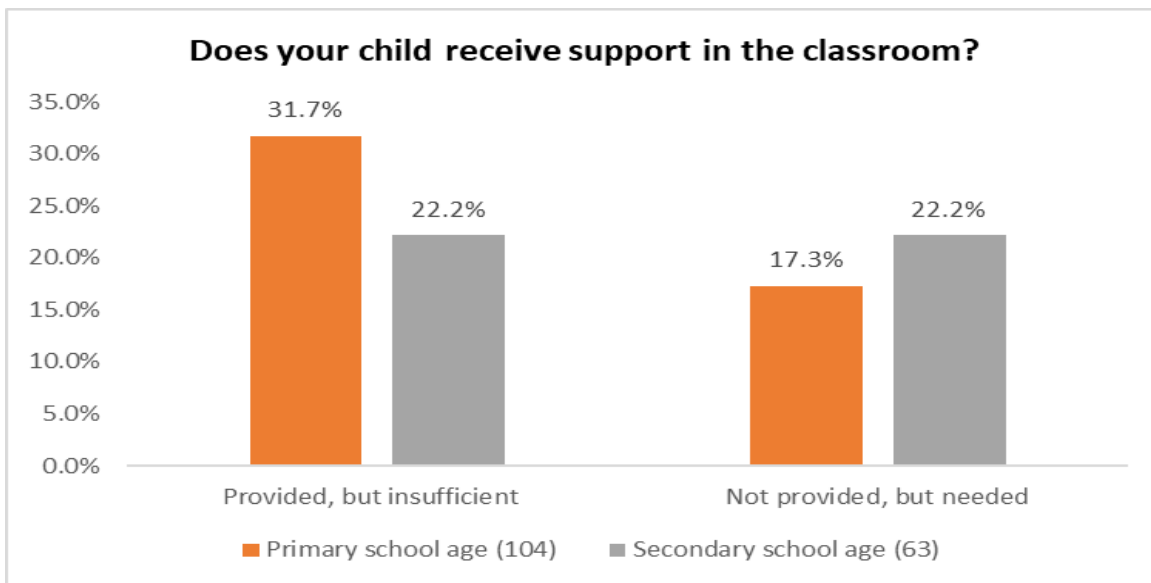
Base: See chart labels

The proportion of parents/carers advising that support is 'provided and sufficient' has increased in every category in the last year. Support in the classroom and support at lunch/break time has seen the greatest improvement (+14% and +15% respectively). Support to access clubs and after school provision remain the lowest scoring categories for this response.



Base: See chart labels (2021 / 2020)

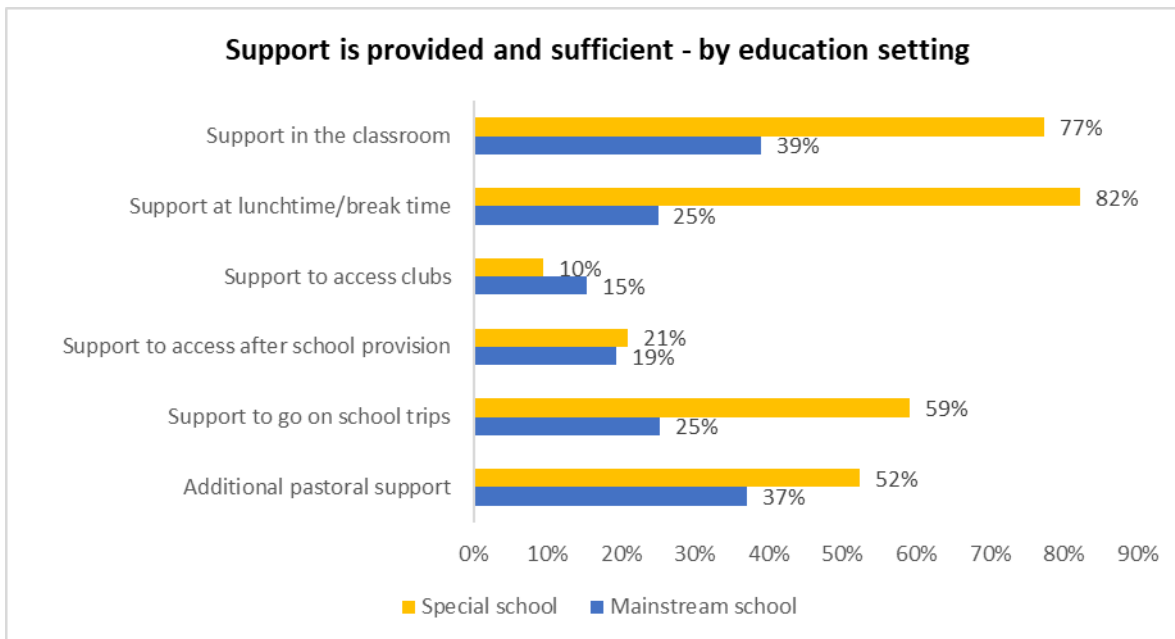
When comparing the responses from parents/carers with children of primary and secondary school age, those of secondary school age were much less likely to say that support for school trips was 'Provided and sufficient' (25% compared to 38%) and more likely to advise that it was 'Not provided, but needed' (22% compared to 16%). Parents/carers of primary school aged children were more likely to respond that support at lunchtime was 'Provided but insufficient' (14% compared to 5%). Secondary school aged children were also more likely to feel a lack of support in the classroom with a smaller proportion advising that it is provided, either sufficiently or not (68% compared to 79%).



Base: See chart labels

Parents/carers of children in a special school were much more likely to respond that sufficient support was provided than those with children in a mainstream school in

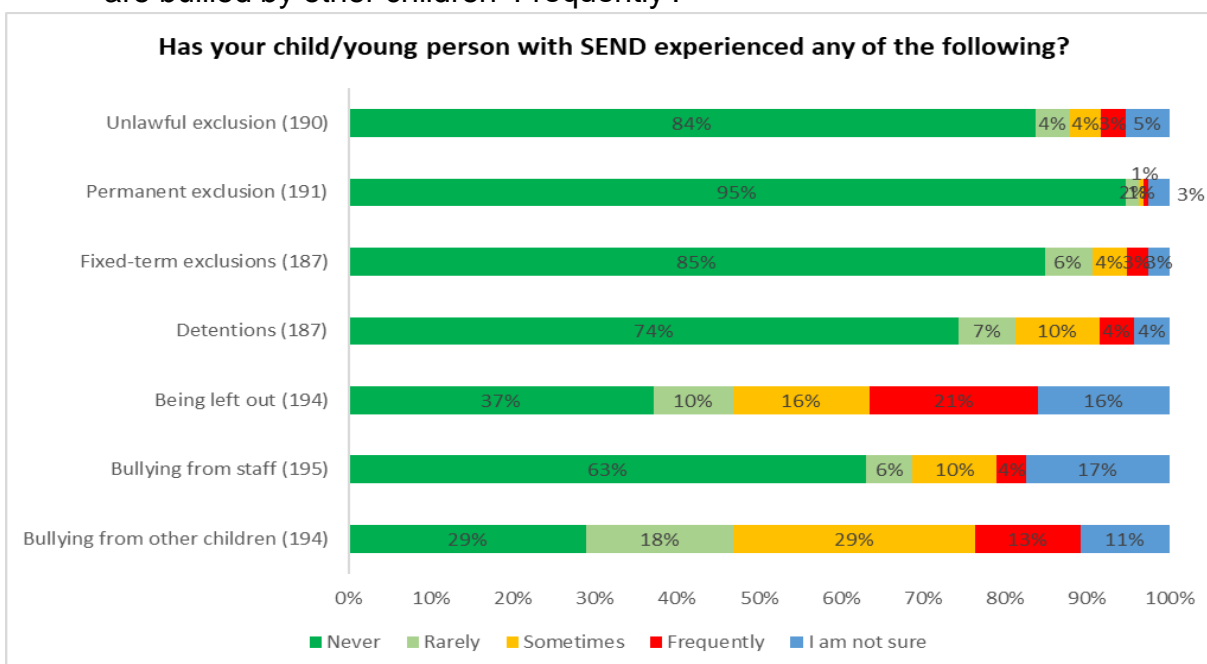
nearly all categories. Support to access clubs is the only areas where support in special schools was seen to be less sufficient than in mainstream.



### Experiences of education settings

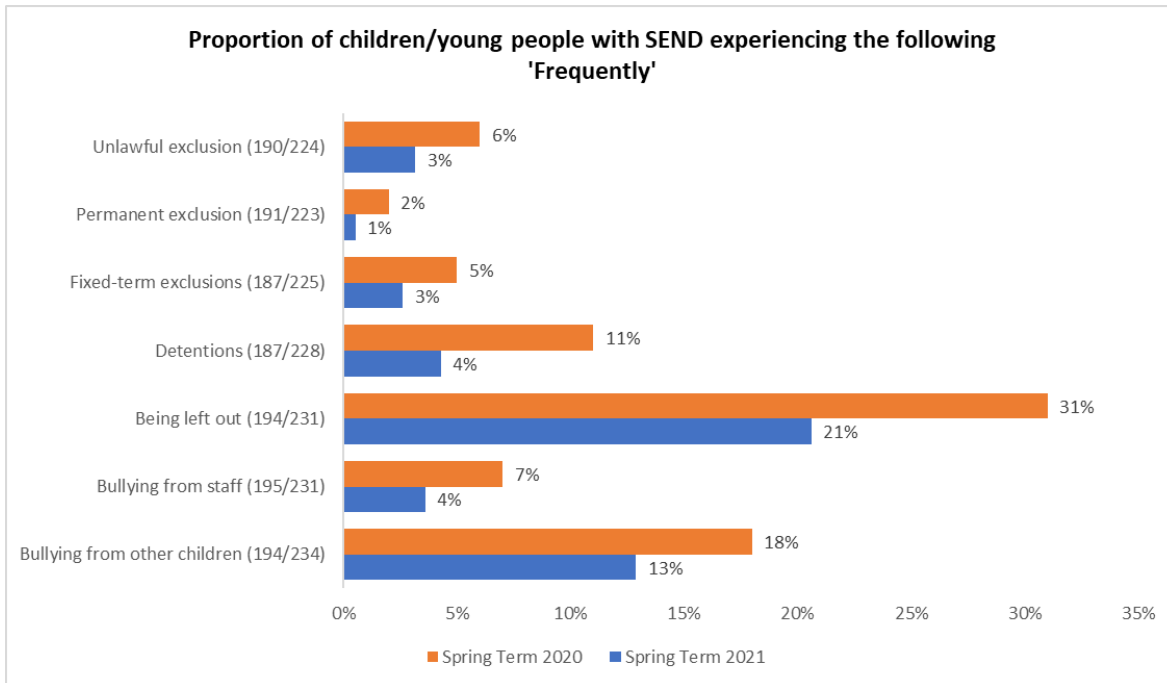
When asked if their child had received an exclusion (unlawful, permanent, or fixed term) the majority of parents/carers responded 'Never'. 21 respondents felt their child had been subject to an unlawful exclusion where the school did not follow statutory procedure.

Just under three quarters (74%) had 'Never' had a detention. Just over one fifth (21%) of children have experienced being left out frequently and over a tenth (13%) are bullied by other children 'Frequently'.



Base: See chart labels

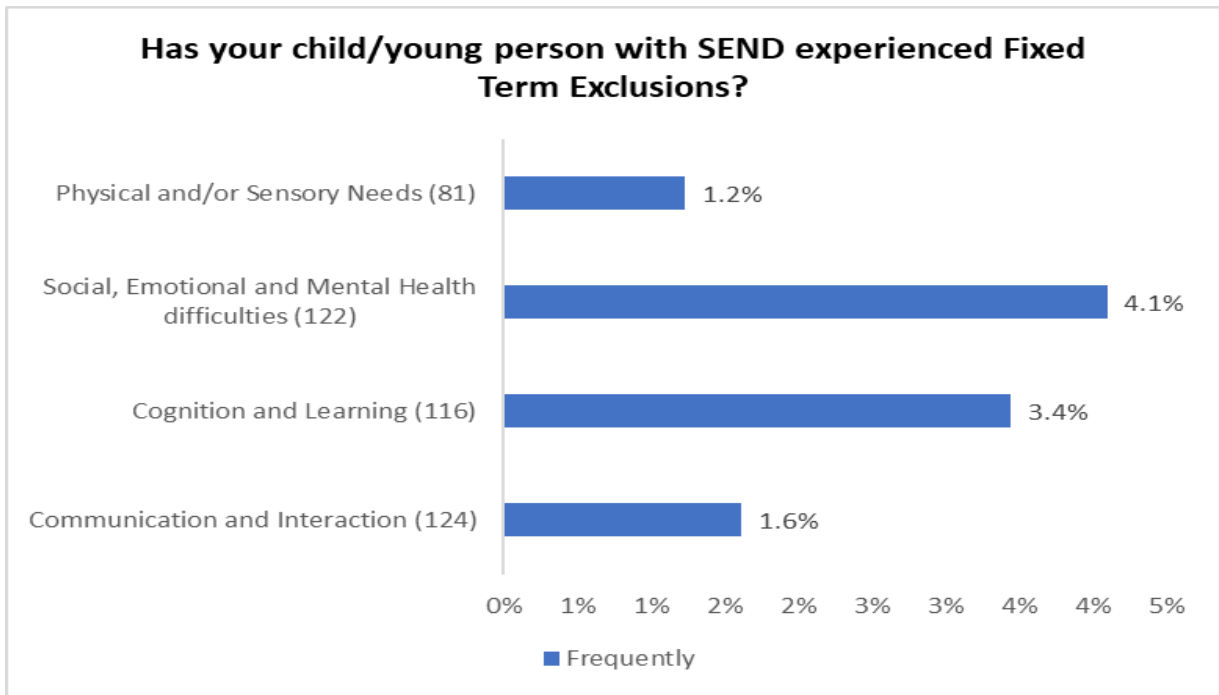
This latest survey shows a drop in the proportion of children and young people frequently experiencing each of these situations when compared to the 2020 Spring Term survey.



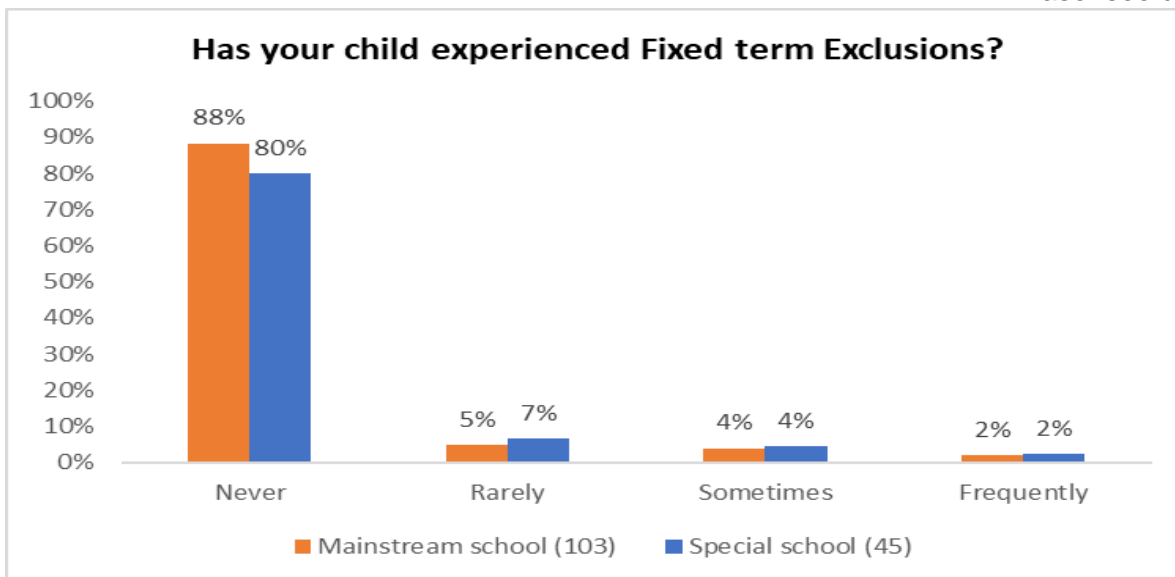
Base: See chart labels (2021 / 2020)

#### Exclusions:

- Primary school aged children were less likely to have experienced fixed term exclusions (88% 'Never' vs. 75%) and unlawful exclusions (84% 'Never' vs. 78%) than secondary school aged children
- Children attending a mainstream setting were more likely to have 'Never' had a fixed term exclusion when compared to children attending a special school (88% vs. 80%)
- Children attending a mainstream school were more likely to have 'Never' had an unlawful exclusion (88% vs. 76%) and less likely to have 'Frequently' been unlawfully excluded (1% vs. 4%)
- Children with an EHCP were slightly more likely to state that they received frequent fixed term exclusions compared to those without an EHCP (5% vs. 0%)
- Children with social, emotional, and mental health difficulties were slightly more likely to advise they have 'frequently' received fixed term exclusions.



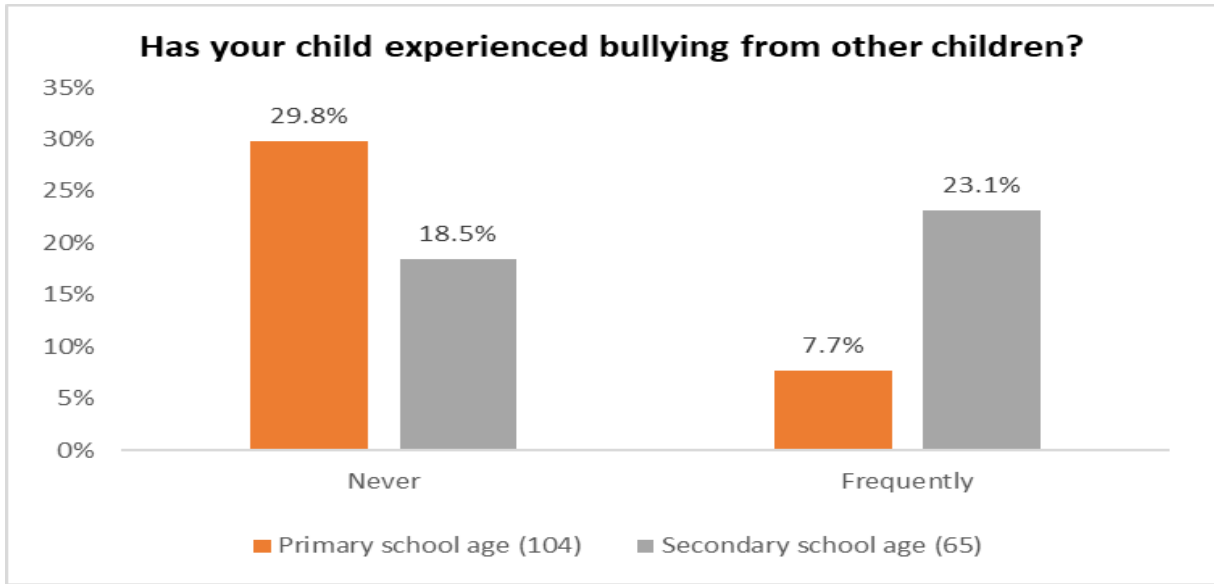
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Base: see chart labels

#### Bullying from other children:

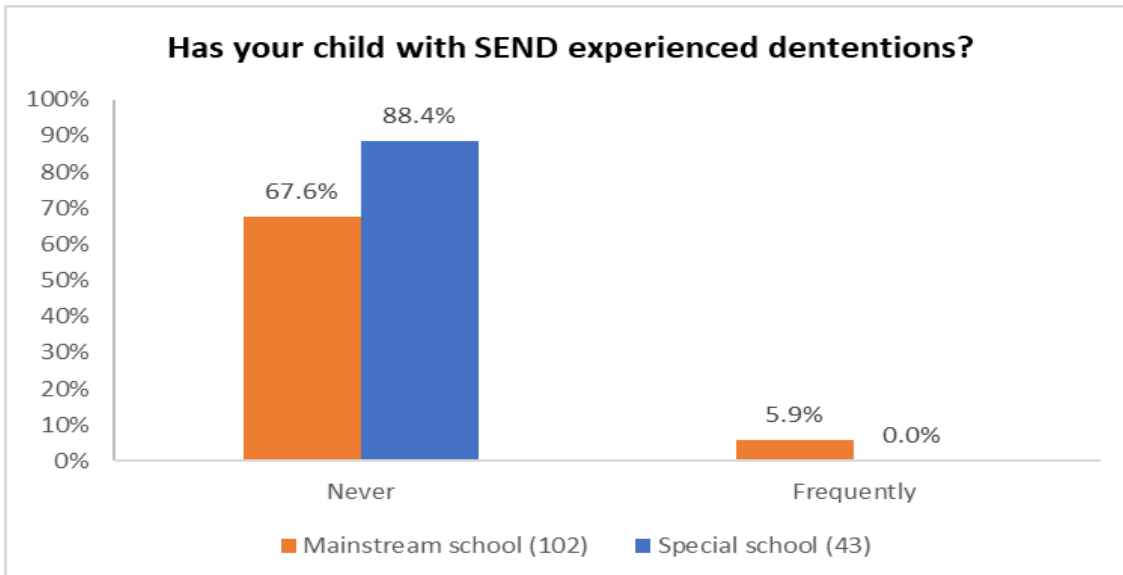
- Secondary school aged children were more likely to have experienced bullying from other children (23% 'Frequently' vs 8%).
- Children with SEND in mainstream school were more likely to experience bullying than those in special schools (47% 'Frequently' or 'Sometimes' compared to 31%).



Base: See chart labels

**Detentions:**

- Children educated in a mainstream setting are more likely to have frequently experienced detentions (6% compared to 0%)
- Primary school aged children were less likely to have had detentions with 88% stating 'Never' compared to 51% from secondary school.
- Children with cognition/learning needs and social, emotional and mental health difficulties were more likely to receive detentions 'Frequently' than children with communication/interaction needs and physical/sensory needs (5.9% SEMHD, 5.3% C&L, 2.5% P&SN, 1.6% C&I).



Base: See chart labels

71 parents left a comment to provide further detail on their child's experience at school. Themes raised included:

- Positive comments about the child's school / SENDCO, advising great support is provided to their child and/or their child is happy in school (12 comments)
- A lack of support from the school (10 comments)
- Child feels bullied / left out (8 comments)
- A lack of training / resources available for school staff around SEND (5 comments)
- Child currently not attending school or is on a reduced timetable (5 comments)
- Experienced discrimination in mainstream schools (4 comments)
- Child experiences regular exclusions (4 comments)
- Feel bullied by staff (3 comments)
- Child is excluded from after school clubs / trips (3 comments)
- Child is academically struggling (3 comments)
- More 1:1 time is needed to support child (3 comments)
- Child does not enjoy school (3 comments)
- Punishments can be unfair / lack of understanding of SEND behaviour and needs (3 comments)

"It's not just the education setting that needs to be considered here it is the wrap around care - after school activity, lunchtime clubs, one on one learning, extra-curricular activities, travel training, shopping support, breadth of sporting and leisure activities etc. etc. None of this is provided at an adequate level"

"Constant consequences and detentions for behaving like a child with ADHD and autistic traits"

"He likes going to school, and learning to share etc. His focus is improving"

"On one occasion my child was due to go on a class visit to London. Quite close to the event the teacher and staff asked us to withdraw him from the trip as they felt it would be too challenging for him"

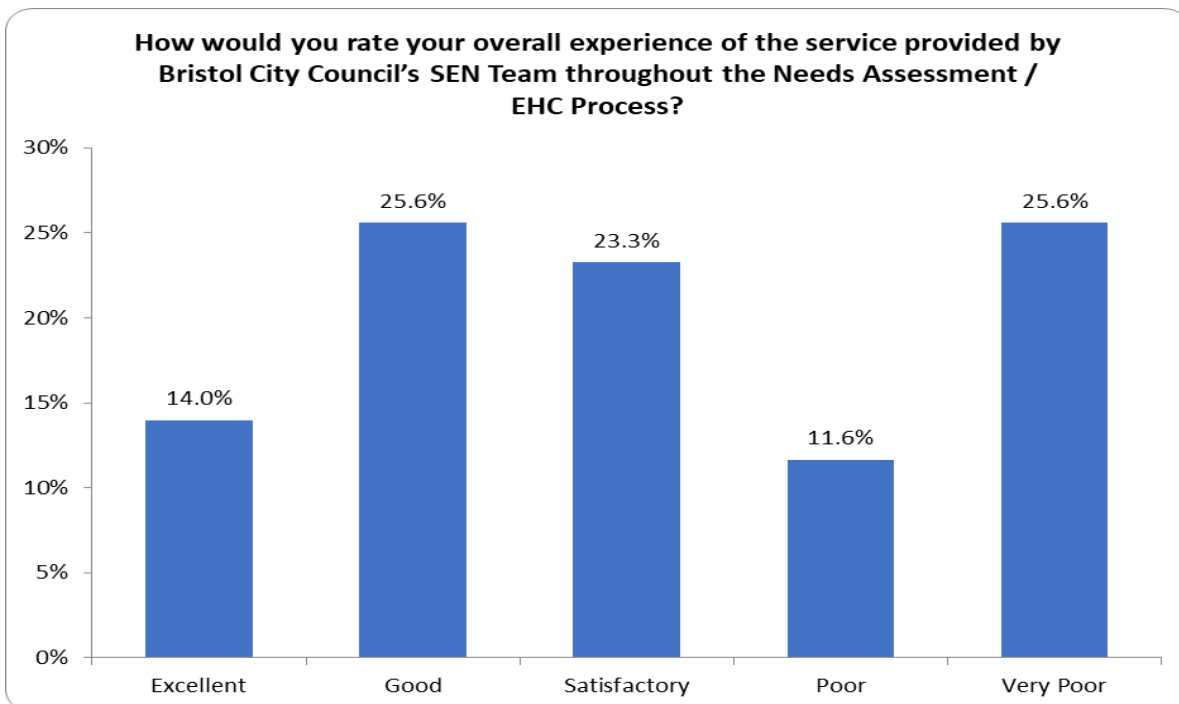
"My child's send worker is excellent, without this help and support for myself and child I wouldn't know where to start or how to progress. The services in Bristol are easy accessible for information and support and plays a huge valuable part in bettering people's lives."



## 4. EHC Needs Assessment

The next section of the survey asked parents/carers about their experience of the Education, Health and Care (EHC) needs assessment process. Of the 199 respondents, 89 (45%) had applied for an assessment in the last 12 months.

These respondents were then asked how they would rate their overall experience of this process. Responses were split with 40% saying they had a positive experience (Good or Excellent) and 37% having a negative experience (Poor or Very Poor).



Base: 86 respondents

When asked for comments on their experience of applying for a needs assessment and EHC plan, 59 respondents chose to leave a comment. The most common issue raised was that applying for an EHC plan is a slow process and statutory deadlines are often missed (18 comments). Other themes included:

- A lack of communication between the SEND team and parents throughout the application process. Parents do not feel well informed of progress (8 comments)
- Unhappy with the plan provided – not specific enough, incorrect provision, poorly written (6 comments)
- Lack of support to complete the application process (5 comments)
- Poor experience with SEND team staff (3 comments)
- Change in caseworker is unhelpful (2 comments)
- Lack of professional input (2 comments)
- Difficult process for parents/carers (2 comments)
- Does not include child/family voice (2 comments)
- Incomplete assessment of needs (2 comments)

Positive feedback included parents/carers advising that they felt it was an easy process and they felt well supported throughout (9 comments). Others advised that

they found staff to be helpful and/or the school were a great help in the process. Some comments advised that the final plan meets their child’s needs and that the assessment carried out was accurate/fair.

“The delays have been a real issue. However, all the people i.e. the complaints department, educational psychologist, and caseworkers have been exceptional.”

“There is no support and no follow up to see if the plan is being delivered.”

“It was a long process of applying but straight forward and successful outcome.”

“Very supported and regular updates and meetings ensure my sons needs are met.”

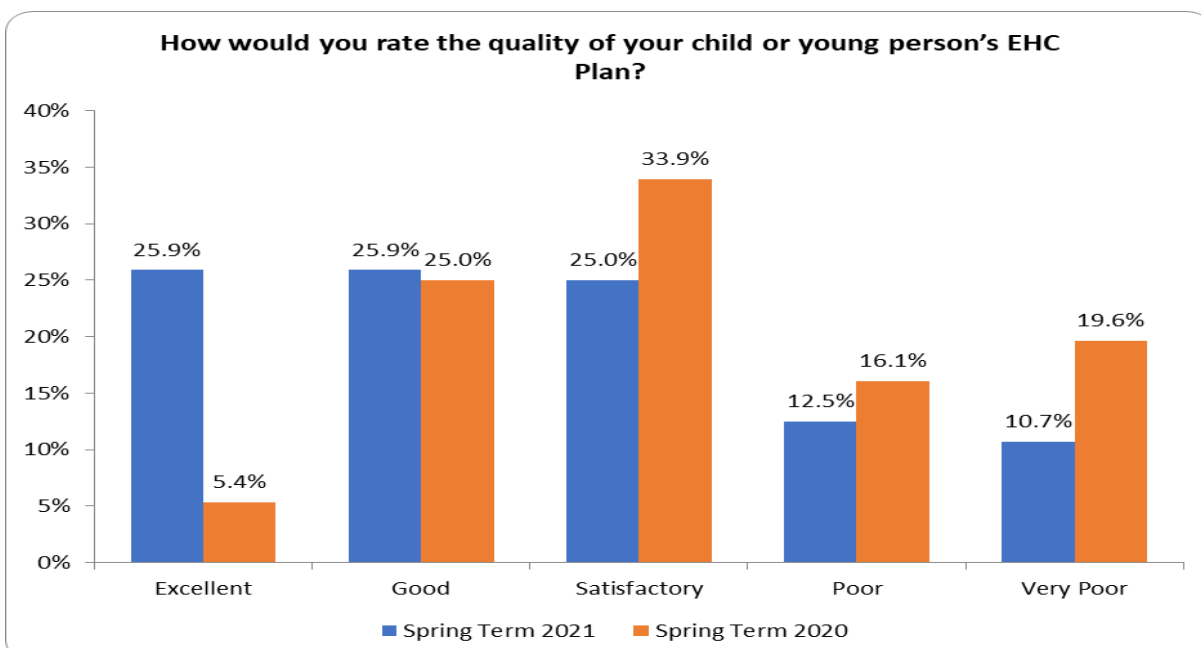
“Relatively straightforward although we did find the form very long and quite repetitive in some areas. School were very helpful with this process.”

## 5. EHC Plan

58% of parents/carers responding to the survey had an EHC plan for their child. Children with physical/sensory needs were slightly more likely to have an EHC plan (72%).

When asked how they would rate the quality of this plan, over half (52%) said ‘Good’ or ‘Excellent’. A quarter (25%) felt that their plan was only ‘Satisfactory’ whilst just under a quarter advised it was (23%) ‘Poor’ or ‘Very Poor’.

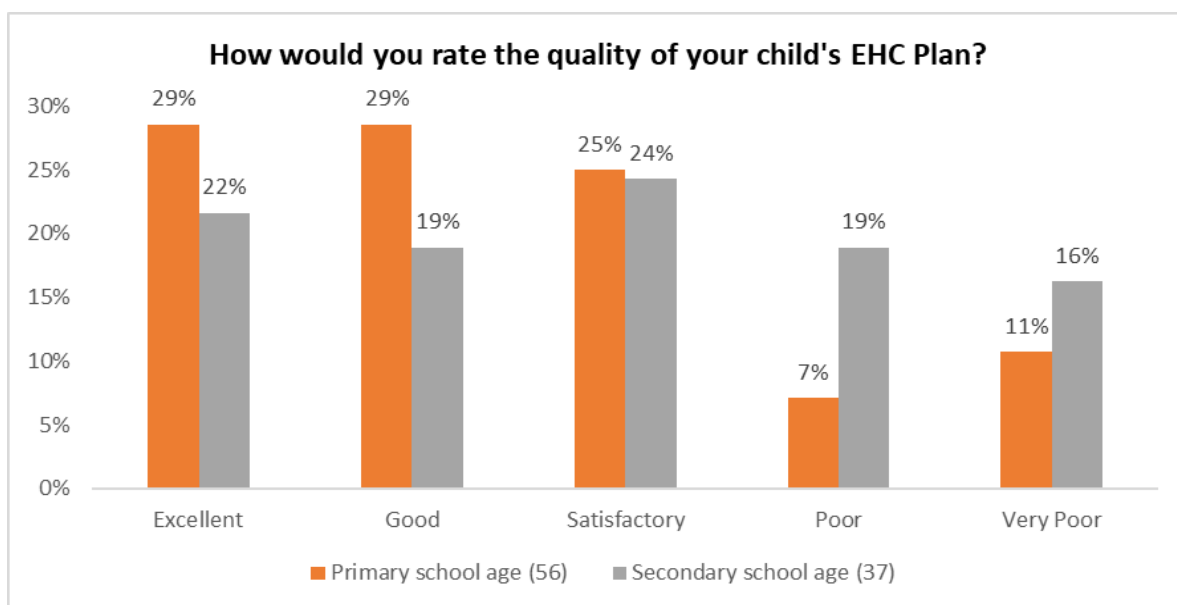
The proportion of parents/carers rating their child’s plan as ‘Excellent’ has increased between the first survey in Spring 2020 and this survey in Spring 2021, rising from 5% to 26%.



Base: 112 respondents (Spring 2021), 56 respondents (Spring 2020)

Parents/carers whose child attends a special school were much more likely to rate their child's EHC plan positively than those whose child attends a mainstream school (36% 'Excellent' vs. 14% / 4% 'Very poor' vs. 16%).

When comparing the feedback of parents with secondary school aged children and primary school aged children, those with secondary school aged children were more likely to rate their EHC plan as 'Poor' (19% vs. 7%) or 'Very Poor' (16% vs. 11%).



Parents/carers were asked to explain the reason for their rating. 72 comments were provided. The table below highlights the key themes raised.

Comment	No. of respondents
Incorrect / Missing provision	14
Plan is not up to date	8
Plan meets all child's needs	8
Had to make changes / intervene in process	6
Sufficient	6
Not specific / lack of detail	5
Plan is regularly updated	5
Good quality EHCP / appropriate	5
Personal requests not included	3
Thorough / detailed	3
Poorly written	2
Too much focus on education / broaden focus	2
Plan is making a difference to child	2
School now know how to help child	2
Not personal enough	2
Needs not assessed correctly	1
Ignores findings of independent reports	1
Felt involved in process	1
Child is happy / safe	1

"It's a basic record of his needs but doesn't cover the nuances and detail of his character and experiences."

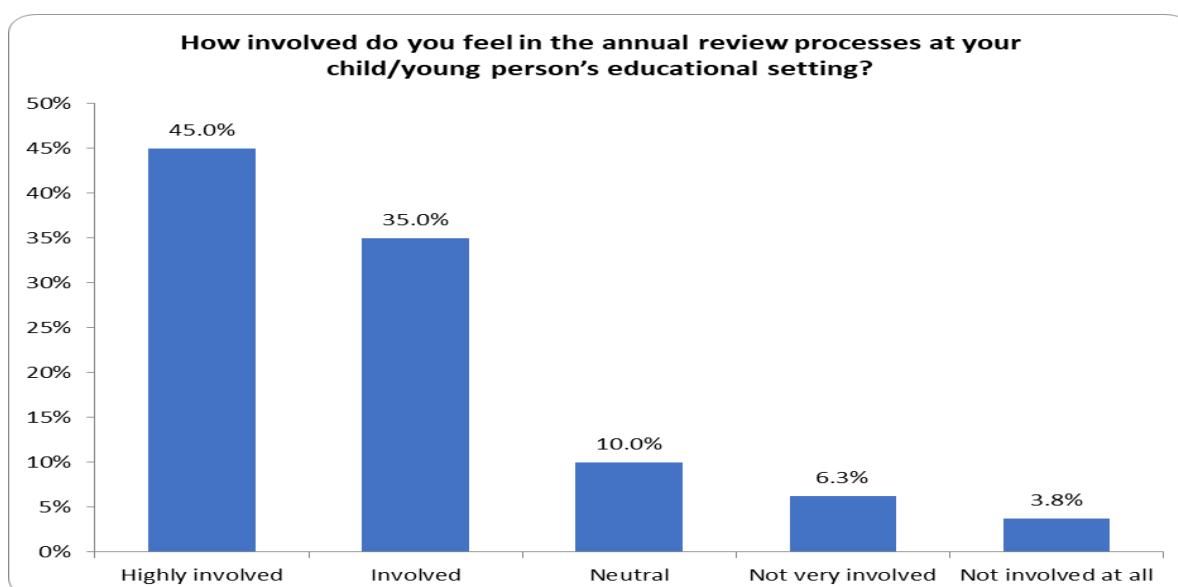
"I think in some areas, it could be more specified and quantified. We were told it could become more tailored as time goes on."

"We feel that it represents our daughter's situation and has made appropriate recommendations that are achievable."

"My view as a parent is not fully reflected in EHCP. My son's specific learning needs and required support in education is not reflected."

## 6. Annual Reviews

Parents/carers of children with an EHC Plan were asked if their child had received an annual review in the last 12 months. The majority advised that they had (71%). Those that had had an annual review in the last 12 months were then asked how involved they had felt in the process, to which the largest proportion answered, 'Highly involved'. Only 4% felt they had not been involved at all.



Base: 80 respondents

Parents/carers of secondary school aged children were more likely to feel 'Highly involved' in the annual review process than those with primary school aged children (52% compared to 41%). Those with a child at a special school were also more likely to feel 'Highly involved' than those whose child attends a mainstream school (55% compared to 26%).

24 positive comments were left regarding the annual review process. A summary of the main points raised is listed below:

- Parents were happy with the annual review
- There was good contact with both school and professionals
- Communication was good
- It offered a good review of their child's provision
- The annual review provided a supportive environment
- Parents/carers felt involved in the process
- The annual review was detailed and thorough

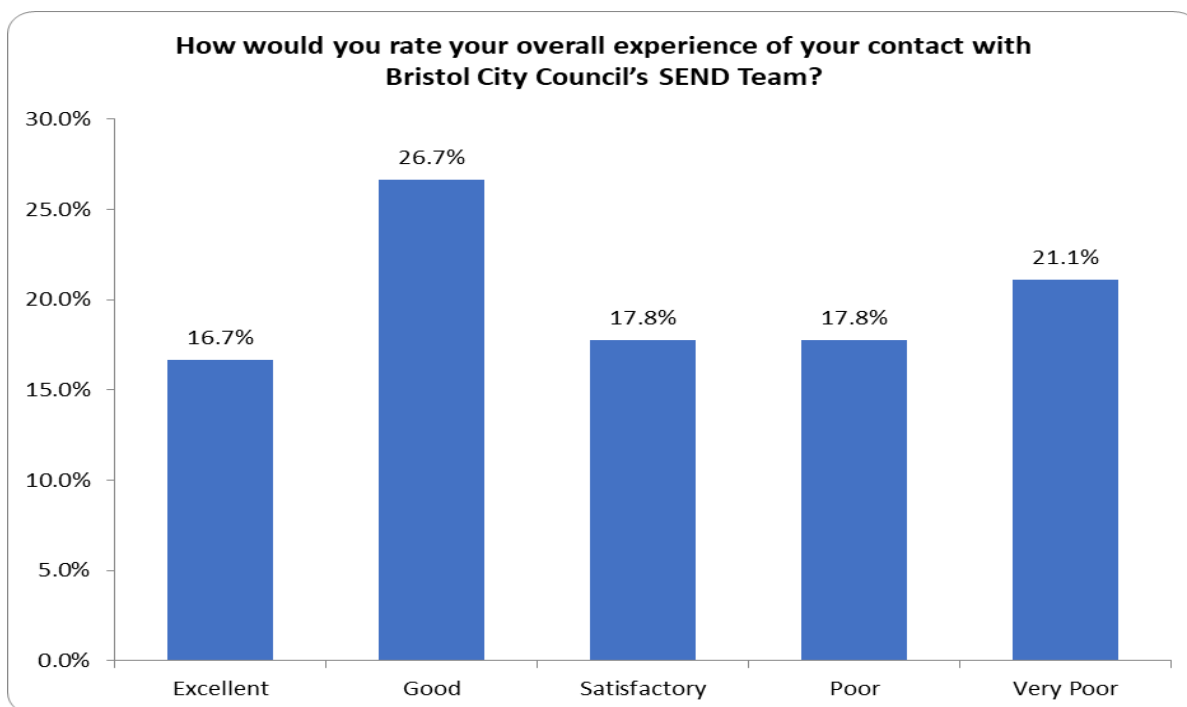
23 negative comments were left. The issues raised included:

- The annual review was late
- The quality of the review was poor
- The whole process was slow
- It felt impersonal

- It was a challenge to get a review and had to be arranged by the parent
- The process was unclear
- Family views were not included in the updated plan
- Not all relevant parties were involved in the process (e.g. school, LA, professionals)
- The school involvement was poor
- The family felt bullied

## 7. SEND team

Just under half (46%) of the survey respondents had had dealings with the Bristol City Council SEND team in the last 12 months. These parents and carers were asked to rate their overall experience of their contact with this team. The response was varied with 43% reporting a positive experience and 39% a negative experience.



Base: 90 respondents

Respondents were given the opportunity to comment on anything they thought the SEND team should do to improve their service. 53 parents/carers provided feedback. The most common suggestion was to improve communication and provide faster responses. Other suggestions included:

- More training for caseworkers to ensure they can provide a high level of service
- More detailed / transparent explanation of processes and procedures
- Ensure the team are meeting all legal requirements
- Provide a more personal service
- More detailed needs assessments
- Improve transition from assessment team to inclusion team
- More support for parents

## 8. Transitions

Parents/carers of children in year 7 and above were asked about their experience of transition between schools.

Parents / carers were asked what could have improved the transition between primary and secondary schools and the most common feedback was for a more phased transition which provided the opportunity to visit the school and meet the teachers (15 comments). Other suggestions included:

- Better /earlier assessment of needs
- More support from SENDCO / teachers
- Clearer communications
- More proactive planning
- More information for parents
- Intervention/help to prevent bullying
- Support for children to build new relationships in new school
- Detailed school / teacher handovers
- Additional support for children with SEND with the transition process
- More understanding from staff of the challenges for SEND children during transition
- Introductions to the new transport driver
- Earlier placement
- Placed in different/ preferred school

Parents and carers of older children and young people were also asked about the transition from school to post 16 education and children's services to adult services. Only a small number of comments were left in response to this question which included suggestions such as a smoother transition between the children's and adult service teams, more support for children with SEND at this time and improved assessments of needs.

"The transition set up was fine, my child visited the new school several times before they started, and went to a summer school. The only time I felt really uneasy was on the 1st day when we had to leave all the new children together in the hall at the start of school. It was noisy, my child had no friends so was left standing on his own feeling very uncomfortable and close to tears, and I had to leave them there like that which was upsetting for me."

"Greater understanding by staff of the challenges for children with physical disabilities having to move around large secondary sites & work with numerous individuals who take longer to get to know them than one teacher in Primary."

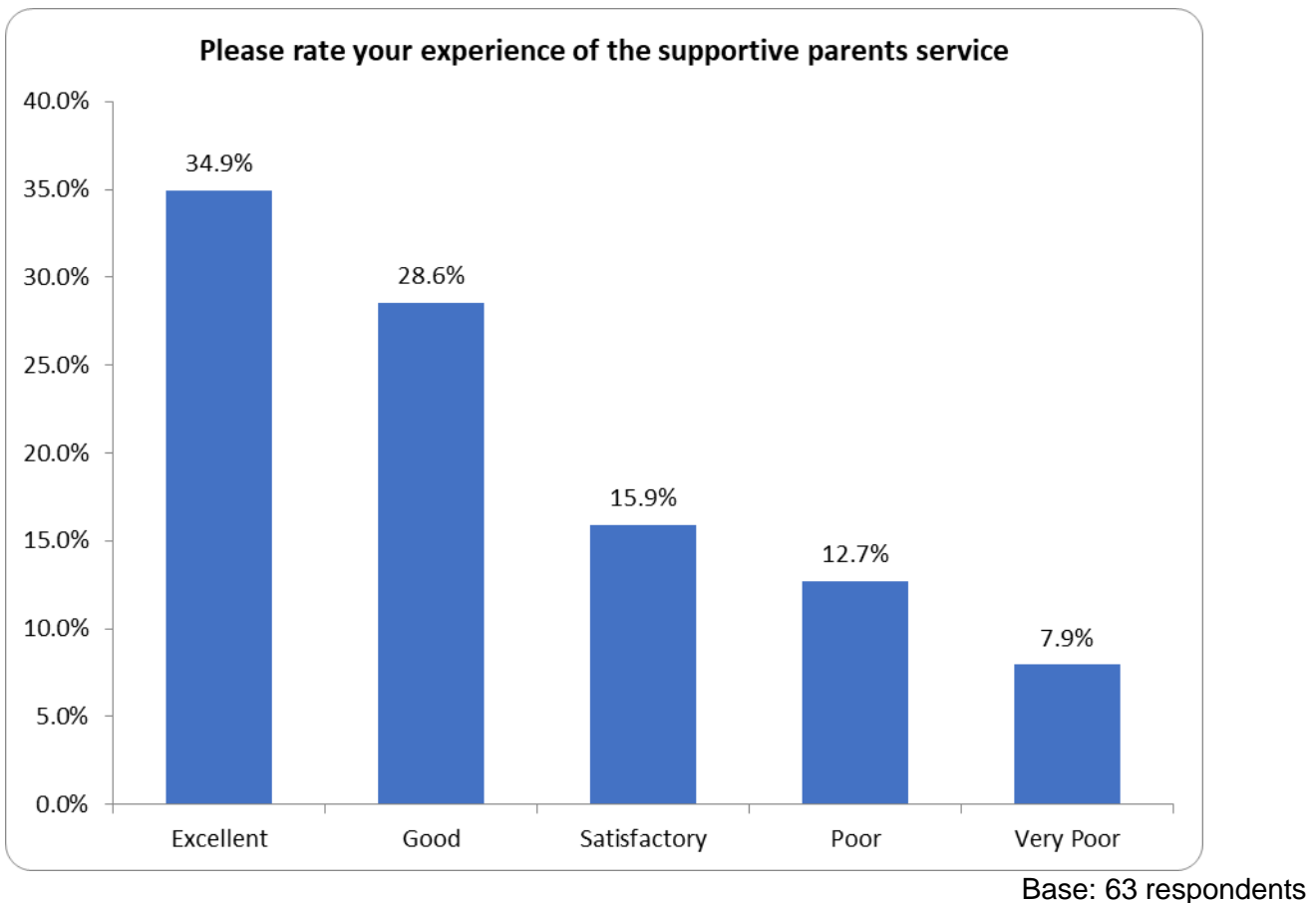
"This year was hard for transition. I personally think they need more time of settling in and seeing school teachers."

## 9. Supportive parents

The next section asked parents about the Bristol Supportive Parents service. 54% (108) responded that they were aware of this service. Analysis by subgroups shows that some groups were more likely to be familiar with this service than others:

- Parents/carers of secondary school aged children (58% compared to 49% or primary school aged)
- Parents/carers of children with an EHCP (66% compared to 40% without an EHCP)
- Parents/carers of children attending a special school (69% compared 44% of mainstream schools)

Of the respondents who were aware of the Bristol Supportive Parents service, over half (58%) had used the service. Those that had used the service were asked to rate their experience of it. The majority reported a positive experience with 63.5% selecting 'Good' or 'Excellent'.



## 10. Bristol Parent Carer Forum

The majority (57% / 114 respondents) of survey respondents were not aware of the Bristol Parent Carers forum which provides support for parents and carers of children and young people with SEND. Of those who were aware of the service, 45% (38 respondents) were members.

Parents/carers of children with an EHCP were more likely to be aware of the Parent Carer Forum than those whose child does not have an EHCP (52% vs. 30%). Parents/carers whose child attends a special school were also more likely to be aware of this group when compared to those whose child attends a mainstream school (56% vs. 33%)

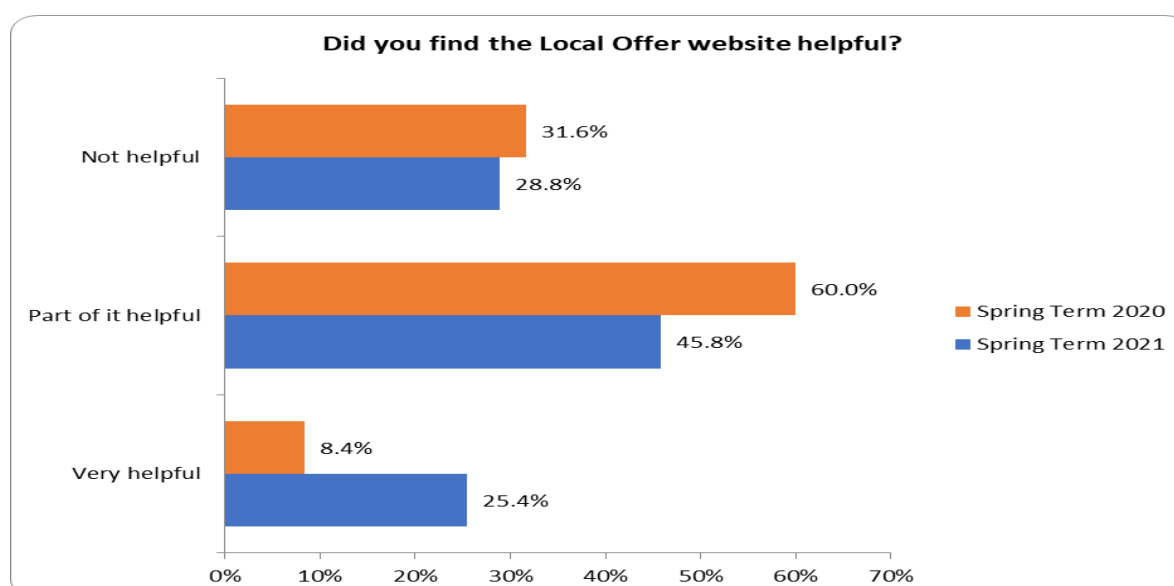
## 11. Local Offer

Respondents were also asked a series of questions relating the Local Offer website. 86 respondents (43%) advised they were aware of the Local Offer website. Parents with a child with an EHCP were more likely to be aware of the Local Offer website than those who did not have an EHCP (52% compared to 33%).

The majority (68% / 60 respondents) of parents/carers who were aware of the Local Offer website had used the site to find out information about SEND.

When comparing the responses of different subgroups, parents/carers of primary school aged children were more likely to have used the Local Offer website than those of secondary school age (75% vs. 66%). Parents/carers whose child attends a mainstream school were also more likely to have used the site than those attending a special school (69% vs. 53%).

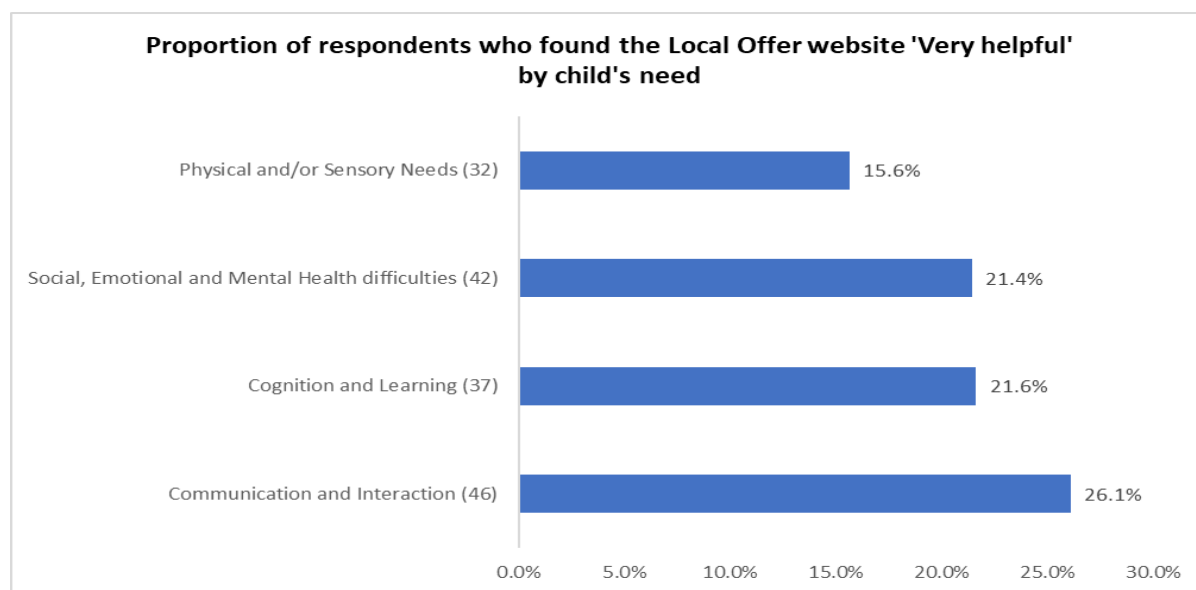
When asked if they found the Local Offer website helpful, the majority (71%) had found it at least partially helpful. The proportion of respondents who found the Local Offer website to be 'Very helpful' has increased from 8% in last year's survey to 25% in this survey.





Base: 59 respondents (Spring 2021), 95 respondents (Spring 2020)

Parents and carers of children with physical and sensory needs were less likely to find the Local Offer website to be 'Very helpful'.



Base: see chart labels

28 respondents provided feedback as to how the Local Offer website could be improved.

The suggestions are summarised below:

- Make the layout of the website clearer and more user friendly
- Ensure the information provided is up to date and relevant
- Provide signposting on where to access help and information and ensure contact information is provided clearly
- Be more specific and detailed
- Provide more content for children and young people

## 12. Additional comments

The final question provided respondents the opportunity to leave any additional feedback about their experience of accessing support to meet their child or young person's SEND needs in Bristol. 102 comments were left covering a wide range of topics.

A number of parents and carers commented that the service provided is inadequate and does not meet the needs of children and young people with SEND. Parents/carers talked about the challenges faced to get the support their child needs including navigating a complex system, long delays, high stress, and a lack of support for both parents and children.

Some comments noted the improvements that have been made to services in the last year and highlighted particular teams / members of staff / schools who had provided an invaluable service to them.

The table below summaries the main themes raised in these comments:

Comment	No. of respondents
Inadequate service	18
EHCP process is stressful / complex	13
Slow process / poor timeliness	12
Lack of support / provision for child	11
More support needed for parents	11
School offers good support	7
Better / earlier assessment of needs	7
Lack of communication / slow to respond	6
Hard to access / find support	5
Improve transport available	4
More funding for SEND	4
Services are improving	4
More training / awareness of SEND needs	3
Good service provided	3
Process is disruptive to child's life and education	3
More accountability	2
Treat as individuals	2
EHCP quality inadequate	2
Better understanding of legal requirements	2
Bristol parent carer forum has improved	2
Leadership concerns	2
Good support from Bristol Autism team	2
More after school/ holiday clubs for SEND	2
Child / family views not listened to	2
Improve Disabled Children Team services	1
Concerned about child's academic progress	1
Training needed for BCC SEND team	1
Changing caseworkers	1
Discrimination in school	1
Support groups / networks have helped	1

“Bristol has been supportive of our choices for our son and we have no complaints on the service we have received”

“The referral forms are laborious. A ridiculous amount of information is required before you even get to sit down with a professional to discuss your child’s needs.”

“It's so complex, finding information, finding someone to talk to and knowing what you’re entitled too.”

“Overall a good experience but would like to have more communication and a little more consistency.”

“Understandably, but sadly, anything you want or need is not offered, but has to be fought for, and more information and advice seems to come from informal parent conversations than from formal sources.”

## 13. Profile of survey respondents

### Child's details

	Count	%
<b>Child's age</b>		
Pre-school age	6	3%
Primary school age	106	54%
Secondary school age	67	34%
Post 16	19	10%
Not provided	2	0%
<b>Child's Needs</b>		
Communication and Interaction	127	64%
Cognition and Learning	119	60%
Social, Emotional and Mental Health difficulties	129	65%
Physical and/or Sensory Needs	84	43%
<b>Education setting</b>		
Nursery/children's centre	9	5%
Mainstream school	109	55%
Special school	45	23%
Resource base	3	2%
Hospital education	14	7%
Alternative provision	2	1%
Independent specialist provider	3	2%
College	3	2%
Home educated by choice	0	0%
Home educated as no other option	2	1%
University	2	1%
Other	7	4%

### Parent's details

	Count	%
<b>Age</b>		
0-10	13	7%
11-15	8	4%
16-17	0	0%
18-24	1	1%
25-34	22	11%
35-44	72	37%
45-54	56	28%
55-64	16	8%
65-74	1	1%
75-84	0	0%
85+	0	0%
Prefer not to say	8	4%
<b>Disability</b>		
Yes	31	16%
No	156	79%
Prefer not to say	11	6%
<b>Gender</b>		
Female	167	84%
Male	16	8%
Prefer not to say	13	7%
Other	2	1%
<b>Ethnicity</b>		
White British	151	76%
White Irish	1	1%
White Other	8	4%
Black/african/Carribbean/Black British	4	2%
Asian	12	6%
Mixed/Multi ethnic group	4	2%
Gypsy/Roma/Irish Traveller	0	0%
Prefer not to say	15	8%
Other	3	2%
<b>Religion</b>		
No Religion	107	55%
Buddhist	1	1%
Christian	53	27%
Hindu	0	0%
Jewish	0	0%
Muslim	11	6%
Pagan	2	1%
Sikh	1	1%
Prefer not to say	16	8%
Other	5	3%