



**Bristol, North Somerset
and South Gloucestershire**
Clinical Commissioning Group



Bristol Parent Carers
Shaping the future together



BRISTOL
LEARNING CITY

Survey of parents and carers of children and young people with Special Educational Needs and Disability (SEND)

Bristol Local Area's SEND Survey was co-designed with Bristol Parent Carers and Supportive Parents, and made available online during February and March. A similar survey was designed with young people's groups and available at the same time.

This report summarizes the results from the 370 parents and carers who took part in the survey and explains the action being taken in response to the findings. Results from the young people's survey are included in this report for comparison. Additionally a child and young person friendly report is being produced.

Spring 2020

**The surveys will
be repeated in
the autumn 2020**

Survey of Parents and Carers of children and young people with Special Educational Needs and Disability 2020 - Spring Term

Introduction

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. 370 took part in the survey, of which 239 completed the whole survey and 131 skipped some questions, partially answering the survey. There are 10,051 children with an identified special educational need or disability in Bristol's maintained nurseries and schools, so we are mindful that this is a very small percentage of the number of families who have a child with SEND – about 3.6% - but it is a helpful start in providing partners with some insight into parents' experiences and views.

Ten questions provided the opportunity for parents to expand or comment on the reasons for their answer. These produced almost twenty-six thousand words, providing really valuable insights to help partners across the local area get a deeper understanding of your experiences and the gaps in quality and provision.

The last three questions in the survey were 'open' questions, asking for examples of good and poor practice, and 'any other comments'. 154 respondents gave examples of good practice; 155 of poor practice and 100 made additional comments. These three questions produced another fourteen thousand five hundred words.

Every comment has been read and shared with the relevant health, care and education leaders to inform their planning and improvement work. This report sets out the survey responses and summarises the comments, identifying key themes. Results from the young people's survey are also included in this report for comparison. Additionally a child and young person friendly, report is being produced.

This report includes Local Area leaders' responses to your feedback, outlining how we are working together and with parents and carers and young people to improve SEND services and provision. The survey will be repeated in the autumn and spring of each year so that we can continue to learn from you and check that the actions we are taking to improve are making a real difference to your experiences of the SEND system in Bristol.

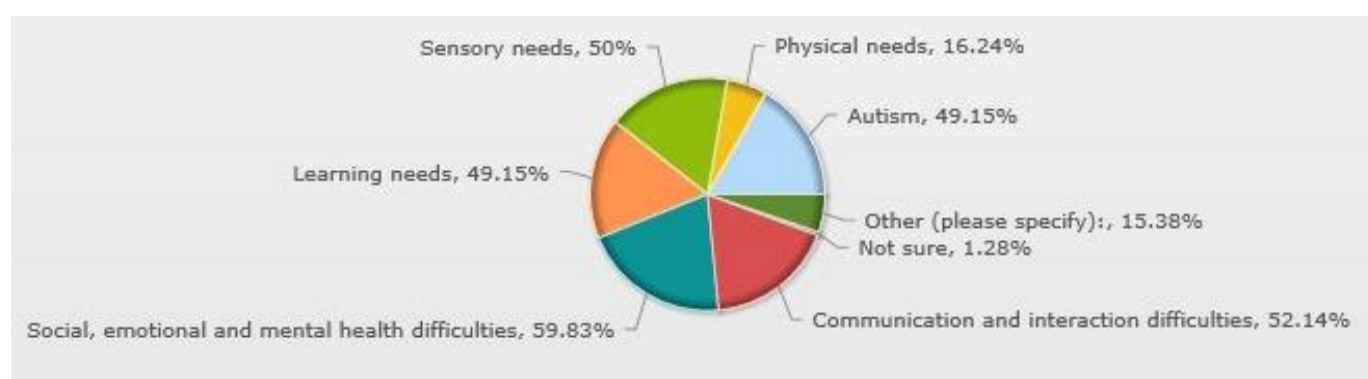
1. Summary of ages and needs

370 Bristol parents and carers took part in the survey and 239 of these completed all the questions.

Most of those responding (75%) had one child or young person with SEND in their household. 20% had two children with SEND and 5% had three children with SEND.

- 6% of these children were under five years old
- 47% were aged 5-10
- 39% aged 11-15
- 6% aged 16-18
- 2% aged 19-25

The chart below shows the range of difficulties and disabilities of these children and young people and many children and young people were identified as having multiple difficulties. The most frequently stated 'other' were: ADHD (8), dyslexia (5), dyspraxia (3) and trauma (3).



2. Statement of Educational Needs converted to EHCP

Government legislation in 2014 replaced Statements of Educational Needs with Education, Health and Care Plans (EHCPs).

49 respondents said that their child or young person had a Statement of Educational Needs that was converted to an Education, Health and Care Plan (EHCP). Of these, 31 said the process of conversion was straightforward, but 17 had found the process difficult or very difficult.

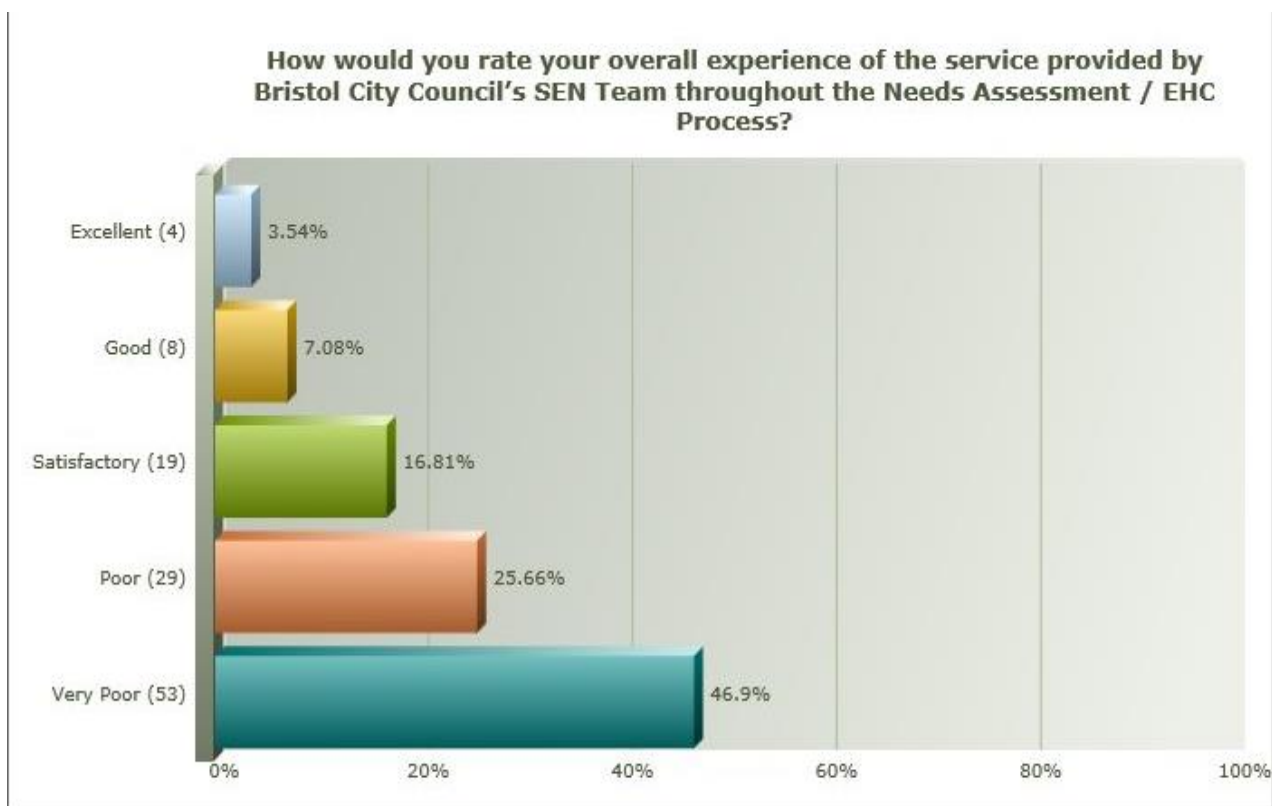
Almost half of the respondents rated their overall experience of the service provided by the SEND team throughout the conversion process as satisfactory (11), good (6) or excellent (7).

Just over half rated their experience as poor (14) or very poor (11).

3. EHC Needs Assessment

114 respondents answered the question about how easy it had been to apply for an EHC Needs Assessment.

- Of these, 26 found the process straightforward, whereas 88 found it difficult or very difficult.
- Just over a quarter (27%) of the respondents rated their overall experience of the service provided by the SEND team throughout the Needs Assessment process as satisfactory (19), good (8) or excellent (4).
- Almost three quarters rated their experience as poor (29) or very poor (53).



Needs Assessment Outcome

- 52% said the Needs Assessment had resulted in an EHCP
- 35% were still going through the process
- 13% did not result in a Needs Assessment

Comments about the Needs Assessment Process

96 respondents made comments about their experiences of the Needs Assessment process.

Several respondents singled out individuals who had been really helpful during the process including members of the Bristol Autism Team and the SEND Team; SENDCos and 'Supportive Parents' (Bristol's SENDIAS service).

However, most comments were about the difficulties encountered in trying to get agreement for a Needs Assessment:

- Many respondents felt their child's primary school had not applied for a needs assessment as early as they should have done
- Many felt their child's learning and development had suffered as a result of the delay in recognising their child's needs
- Several said they had to fight the system at every stage for a Needs Assessment
- 12 respondents who had applied for the Needs Assessment themselves, had their request refused, but allowed following appeal

Many of those that had the request for assessment agreed, said it then took over a year before the plan was issued, and several said it took more than a year.

- Many respondents described the whole process as unclear or confused and that communication had been really poor, ranging from letters that didn't make any sense to conflicting advice (depending who they talked to).
- Many talked of endlessly having to chase the SEND team in an attempt to find out what was happening – not being able to get through on the phone; leaving messages but never getting a reply; not receiving replies to emails.
- Several described the huge stress they felt throughout the process and the pressure this put on them and their family for many months and for some, years.
- Several said the assessment process had not involved all the right professionals, especially health professionals, so they did not feel the assessment was an accurate reflection of their child's needs.
- Some talked of paperwork being lost and careless mistakes being made, such as incorrect information (e.g. names or dates of birth) in letters and documents.

The survey revealed that the widely publicised poor experience of the EHC Needs Assessment process in Bristol has put off some parents from going through the process.

15 respondents commented on the information received following a refusal to assess. Of those, 11 said the information was poor or very poor. Several said the letter they received did not make it clear why their request had been turned down and some said they were not given any other information to help them find support for their child.

What we are doing to improve the EHC Needs Assessment Process

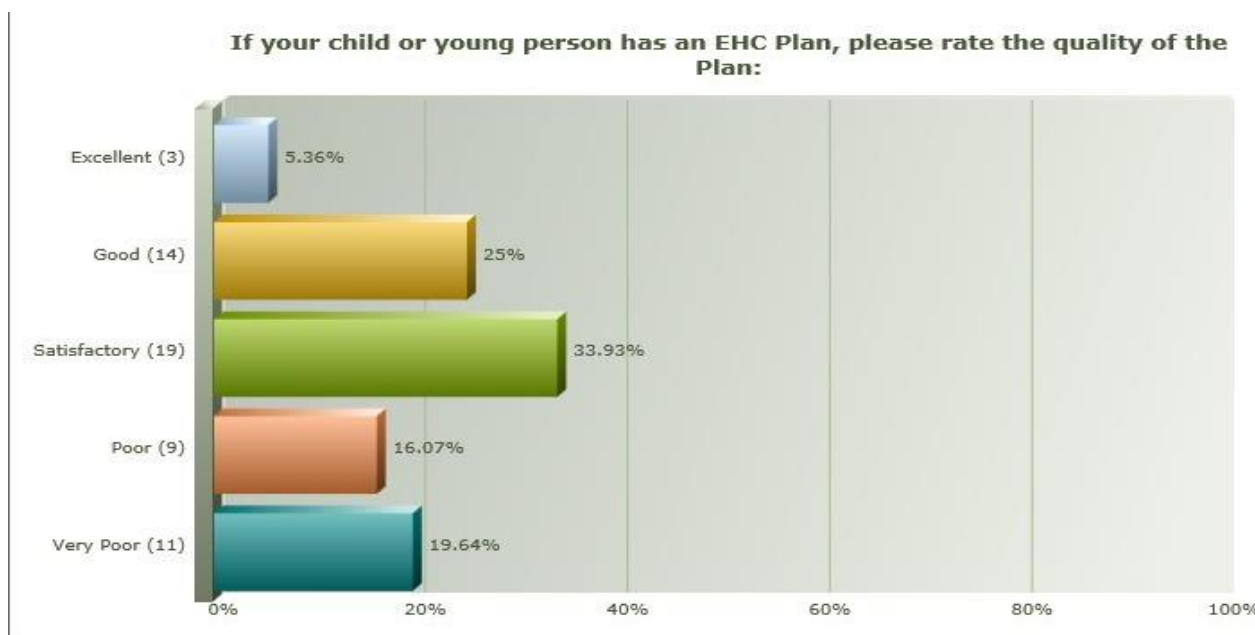
- Guiding, supporting and training SENDCOs and school staff to improve their ability to consistently identify pupils' needs
- Encouraging SENDCOs to work with pupils and their families to put a Bristol Support Plan in place when needs are first identified so there is a consistent approach to the graduated response to meeting needs across schools
- Ensuring the criteria for decision making is clear and transparent so parents and carers can understand the reasons for decisions made
- More staff have been employed in the SEND team and the team has been restructured to create a dedicated Assessment Team to increase capacity to meet statutory timescales
- SEND staff are going through a comprehensive training programme which includes SEND legislation
- There is a new telephone system that has improved telephone access to the team and response times.
- Letters and information for parents and carers are being re-written to ensure information is easy to understand and made available at the right time

4. EHC Plan Quality

56 respondents rated the quality of their child's EHC Plan.

- Of these, 64% rated the quality of their plan as satisfactory (34%), good (25%) or excellent (5%)
- 36% rated the quality of their plan as poor (16%) or very poor (20%)
- 40% of the young people responding to their survey said they had never seen their plan, and some commented that it would be good to have a child friendly version.

49 respondents made comments about the quality of their child's EHC Plan. Of these, 10 commented positively, saying the plan was clear, comprehensive and is helping their child to be well supported at school.



The other comments included common themes:

- 11 respondents said their draft EHC Plan had not been 'fit for purpose' and they had to rewrite it themselves or employ a solicitor to help them to get an acceptable EHC Plan
- 19 said the EHC Plan was not quantified or specified, was unclear, not detailed enough or had missing, or out of date information and meaningless outcomes
- Several respondents commented that the EHC Plan was too long and too repetitive, and some said that sections seemed to have been copied and pasted
- A few respondents stated that the EHC Plan wasn't making any difference for their child or they felt that teachers did not know how to put the plan into place
- A few stated that the funding had not been allocated to meet the provision set out in the EHC Plan
- 3 respondents stated that despite the EHC Plan stating specialist provision, their child was still waiting for this and 2 of these children had not been in education for over a year because their mainstream schools could not meet their needs

What we are doing to improve the quality of EHC Plans

- The EHCP template is being redesigned with parents to make it easier to understand and reduce unnecessary duplication
- SEND staff are receiving training on writing high quality, person-centred plans
- The provision stated in EHC Plans will be specific and based on the child's needs
- A review of funding is underway which will lead to improved clarity about the funding for provision set out in EHC Plans
- The plan will clearly state the desired outcomes and reviews will consider whether outcomes have been met, and if not, why not and what needs to change.
- A sample of EHC Plans will be audited every month as part of the new quality assurance we have put in place. This will help us to monitor quality and use the findings to identify training needs and anything that need improving.
- The council is undertaking an urgent city wide review of specialist provision to identify the shortfall and gaps and put plans in place that aim to ensure there is sufficient provision to meet needs now and in the future

5. Reviewing the EHC Plan

56 respondents completed the questions about EHC Plan reviews. Of these:

- 32 (57%) said their child's EHC Plan had been reviewed in the past 12 months
- 24 (43%) said the plan **had not** been reviewed in the past 12 months

37 (66%) said they had requested changes to their child's plan but less than half of these said the changes were made.

39 respondents made comments about the quality of the review of their child's EHC Plan.

Of those commenting:

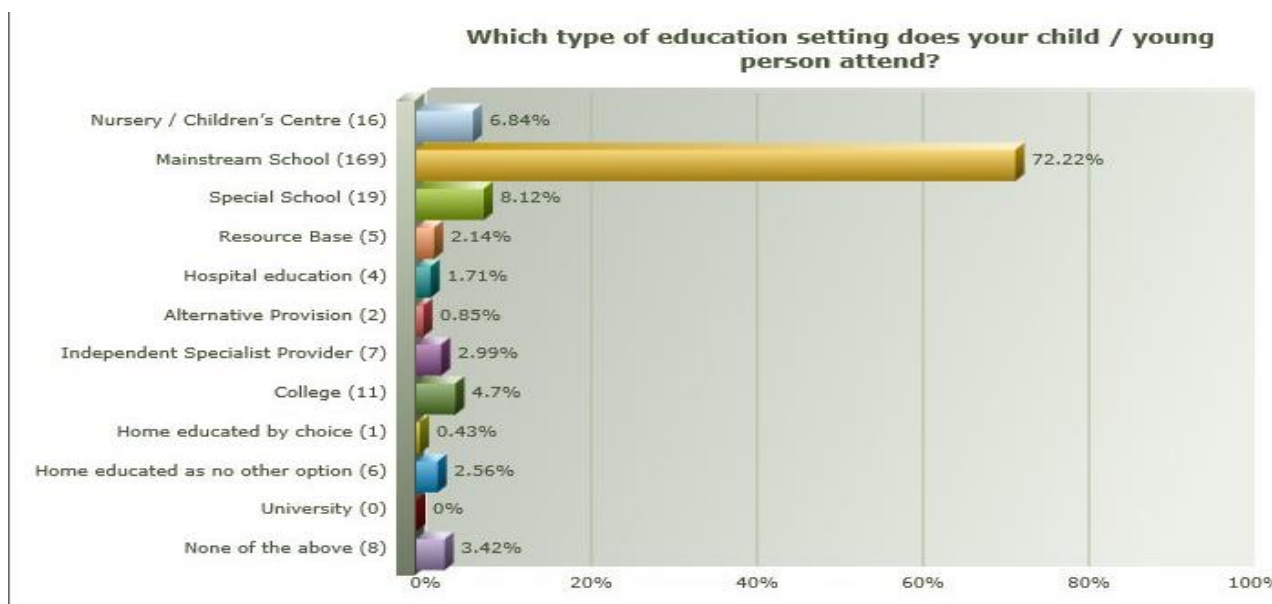
- 5 said a good review had been conducted by the school and resulted in helpful changes to the EHC Plan
- 6 stated that their child's school conducts the annual review each year and implements changes as needed, but the council has never issued an updated plan
- 10 stated the review was overdue and some stated that the EHC Plan had not been reviewed for years
- 4 stated that reviews had taken place months ago, but they had heard nothing since
- Other comments ranged from the review being rushed and incomplete to being unnecessarily time consuming

What we are doing to improve the Annual Review process

- When an EHC Plan has been issued, the child or young person is provided with a named inclusion officer whose role is to liaise with the family and the education setting
- The data recording system has been improved so that the inclusion team will be better able to make sure that reviews are carried out on time (at least every 12 months from the date of the issue of the original plan)
- The way we review EHC Plans is being looked at with parents and carers to improve the process and make sure there is a consistent approach across the city and the right people are involved in the review
- Following a review, the EHC Plan will be amended where this is necessary and provision will be adapted as required to meet changing needs
- The SEND inclusion team will follow the SEND Code of Practice guidance for proposing and making any amendments to an EHC Plan

6. Where Children and Young People are receiving their Education

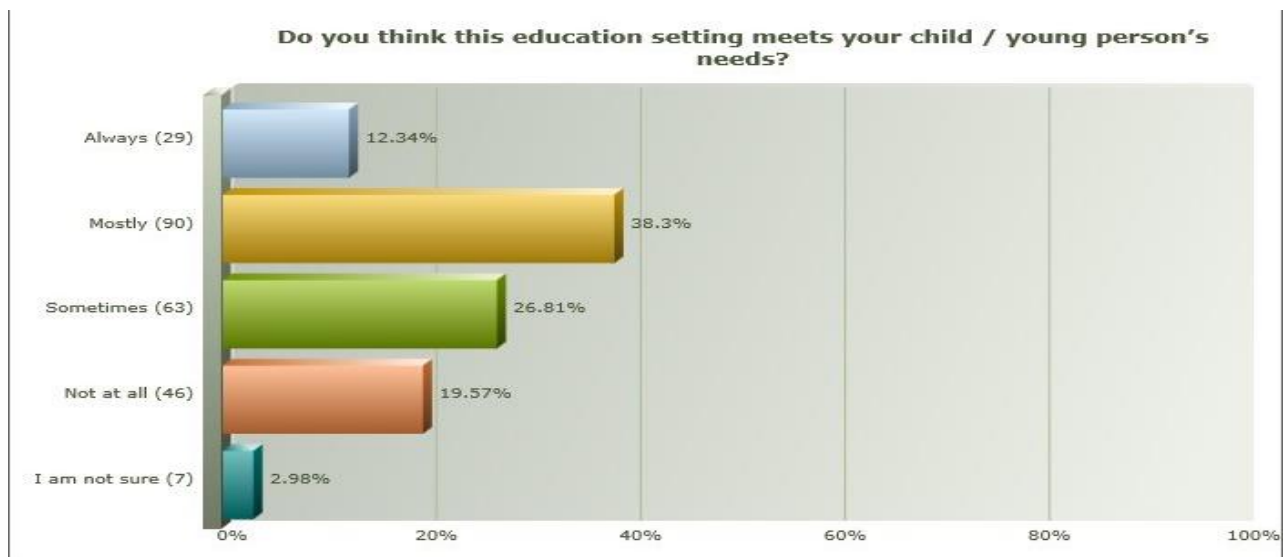
234 respondents confirmed the type of education setting their child or young person attends. Most were attending a mainstream school. 95% of these attend a provision in Bristol, with the other 5% attending in neighbouring councils.



7. Whether the Education Setting is meeting needs

235 respondents completed the question about whether the education setting is meeting their child or young person's needs. Of these:

- 50% stated that the setting mostly (38%) or always (12%) meets their child's needs (55% of young people felt their education provider was meeting their needs)
- 27% thought it sometimes meets needs
- And 20% do not think that the setting meets their child's needs at all (32% of young people felt their needs were not being met)
- 73% of respondents, whose children attended a special school, felt the school always or mostly met their child's needs.
- 43% of respondents, whose children **had** an EHCP and attended a mainstream school, felt the school always or mostly met their needs
- 47% of respondents, whose children **did not have** an EHCP and attended a mainstream school, felt the school always or mostly met their needs

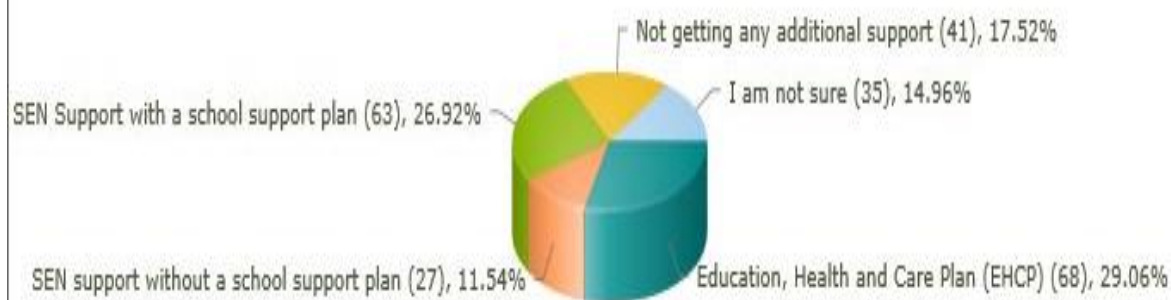


120 respondents chose to give a reason for their answer and these are summarised as:

- School really good at meeting needs and supporting child to develop and achieve
- School “doing their best” but lack of funding or specialist support to fully meet needs
- School unable to meet complex needs and child awaiting specialist provision placement
- School staff do not have sufficient SEN knowledge and lack expertise to support the child so not meeting needs
- Parent home educating as does not feel they have any other choice home educating as no other choice

7. a The level and type of support provided

- 38% of the respondents’ children were receiving SEN support in school, with or without a school support plan
- 29% had an EHC Plan.
- 17% of respondents said their child was not receiving any support
- 15% were not sure about the level of support their child or young person was receiving.



The table below shows that most respondents were unsure about whether their child /young person was getting the help and support described in their school support plan or EHC Plan.

If your child/young person has a school support plan or EHC Plan, are they getting the help and support described in it?						
	None of it	Some of it	Most of it	All of it	I am not sure	Response Total
School Support Plan	13.1% (20)	22.9% (35)	17.6% (27)	13.7% (21)	32.7% (50)	153
EHC Plan	16.4% (21)	18.0% (23)	16.4% (21)	16.4% (21)	32.8% (42)	128

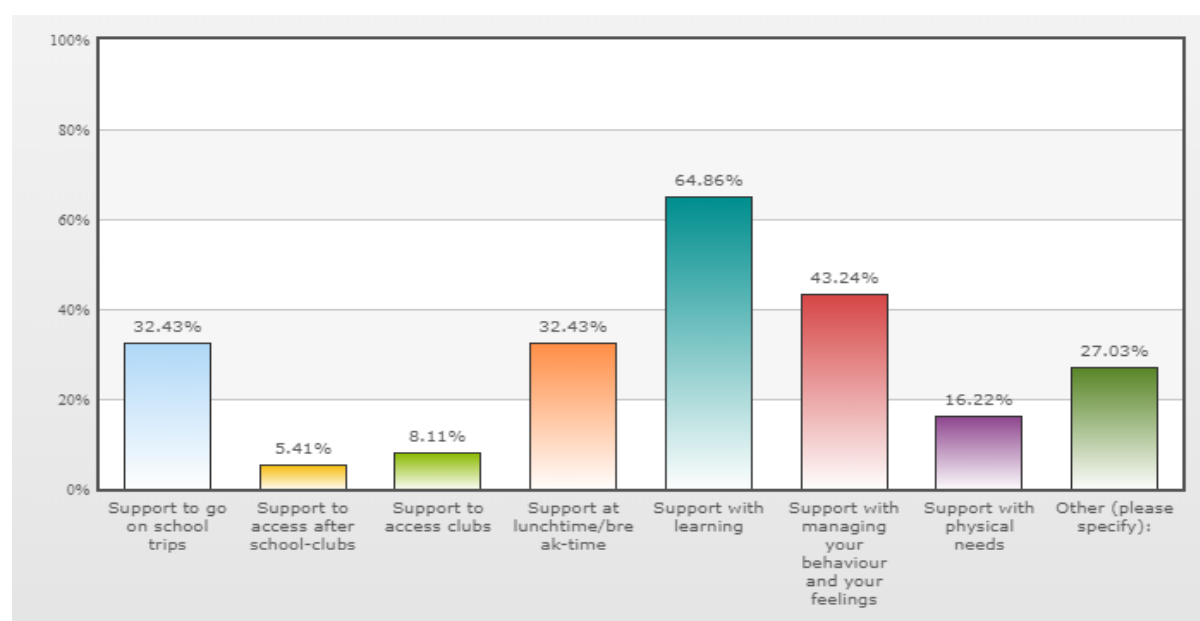
Less than a third of respondents felt that their child was receiving enough support to meet their needs, except for 'support in the classroom' where just over a third (35%) felt the support was sufficient.

The biggest gaps where parents and carers felt their child needed support but wasn't receiving any at all, were in

- 'support to access clubs' (35%)
- 'support to access after school provision' (31%) and
- 'support at breaks and lunchtime' (30%).

Just over a fifth (22%) of respondents felt their child needed support to go on school trips, but did not get this.

The young people's survey asked them to confirm if they had specific types of support. The results in the chart below are similar to the parents and carers, with very few saying they were receiving support to access after school clubs.



Support in the classroom






Support in the classroom			Response Percent	Response Total
1	Provided and sufficient	<div></div>	35.1%	81
2	Provided, but insufficient	<div></div>	26.4%	61
3	Not provided, but needed	<div></div>	25.1%	58
4	Not provided and not needed	<div></div>	6.5%	15
5	I am not sure	<div></div>	6.9%	16

- 35% of those responding felt their child received enough support in the classroom
- 26% said that their child did receive some support, but did not think it was enough
- A further 25% felt their child needed support, but wasn't not receiving any





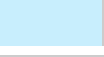
Many respondents made positive comments about the learning support their child receives in school. The underlying themes to parents feeling positive about their child's school are 'listening', 'communicating with parents', 'understanding the child's needs', and 'great teachers and support staff'. Several of the positive statements related to individuals in the school rather than a whole school ethos.

Support at lunchtime and breaks

- 29% of those responding felt their child received enough support at lunchtime/breaks
- 12% said that their child did receive some support, but did not think it was enough
- 30% felt their child needed support, but wasn't not receiving any
- The rest said their child did not need support or they weren't sure

Support at lunchtime/break time			Response Percent	Response Total
1	Provided and sufficient		29.2%	66
2	Provided, but insufficient		12.4%	28
3	Not provided, but needed		30.1%	68
4	Not provided and not needed		15.5%	35
5	I am not sure		12.8%	29






Additional Pastoral Support

Additional pastoral support			Response Percent	Response Total
1	Provided and sufficient		30.3%	69
2	Provided, but insufficient		22.4%	51
3	Not provided, but needed		19.3%	44
4	Not provided and not needed		7.0%	16
5	I am not sure		21.1%	48






- 30% of those responding felt their child received enough additional pastoral support
- 22% said that their child did receive some support, but did not think it was enough
- 19% felt their child needed support, but wasn't not receiving any
- The rest said their child did not need support or they weren't sure – it should be noted that over one fifth (21%) were not sure. This might be because it was not clear what pastoral support means, or because parents and carers are not so aware of pastoral support in schools

Support to go on school trips

- 30% of those responding felt their child received enough support to go on school trips
- 6% said that their child did receive some support, but did not think it was enough
- 22% felt their child needed support, but did not receive any
- 24% said it was not needed
- 18% were not sure

Support to go on school trips			Response Percent	Response Total
1	Provided and sufficient		29.8%	67
2	Provided, but insufficient		6.2%	14
3	Not provided, but needed		21.8%	49
4	Not provided and not needed		24.4%	55
5	I am not sure		17.8%	40

Support to access after school provision






Support to access after school provision			Response Percent	Response Total
1	Provided and sufficient		13.7%	31
2	Provided, but insufficient		5.8%	13
3	Not provided, but needed		30.5%	69
4	Not provided and not needed		31.4%	71
5	I am not sure		18.6%	42

- Less than 14% of those responding felt their child received enough support to access after school provision
- 6% said that their child did receive some support, but did not think it was enough
- Whereas, over 30% felt their child needed support, but did not receive any
- However, a similar number, 31% said it was not needed
- 19% were not sure

Many of those whose children were accessing after school clubs described it as 'a lifeline'.

Support to access clubs

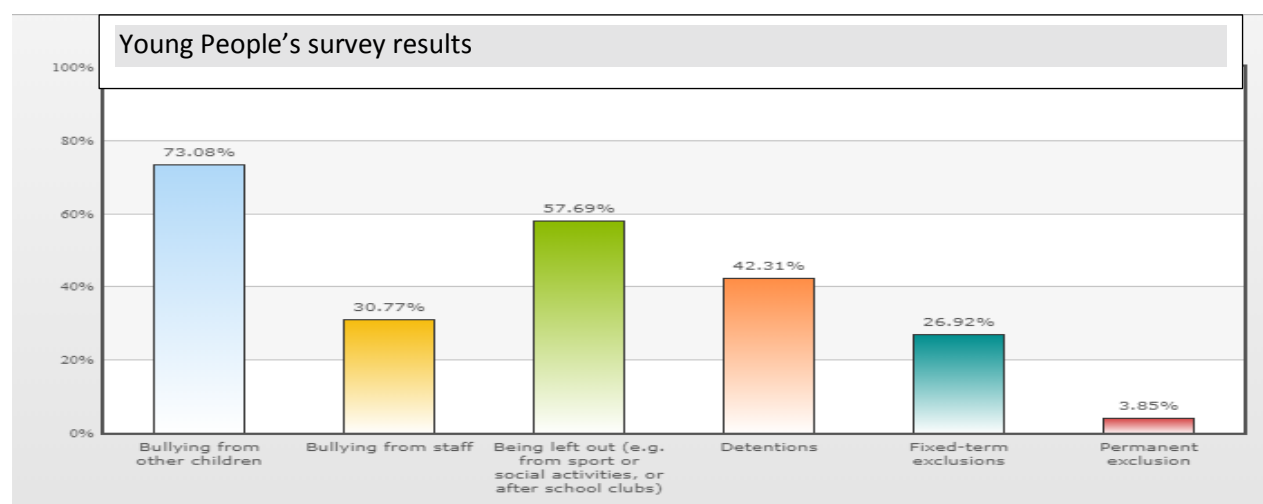
- Only 13% of those responding felt their child received enough support to access clubs
- 7% said that their child did receive some support, but did not think it was enough
- Whereas, over 35% felt their child needed support, but did not receive any
- 29% said it was not needed
- 15% were not sure

Support to access clubs			Response Percent	Response Total
1	Provided and sufficient		13.0%	29
2	Provided, but insufficient		7.2%	16
3	Not provided, but needed		35.4%	79
4	Not provided and not needed		29.1%	65
5	I am not sure		15.2%	34

8. Children and young people's experiences of education settings

Around 230 respondents answered each of the questions in this section (bullying, being left out, detentions and exclusions) and of those, 79 added comments. 90% of those commenting talked about the distress or trauma their child had suffered as a result of negative experiences and how that has continued affect them, sometimes years later.






Young people were also asked if they had experienced bullying, being left out, detentions or exclusions and the results from their survey are below (they could tick more than one).



Bullying from other children

133 (57%) respondents felt their children were sometimes or frequently bullied by other children. In the young people's survey, 73% felt they had been bullied by other children.






Of those commented, most felt their child had been bullied for a long time in a school and did not think the school had taken the right steps to deal with this. Many felt the reason for the bullying was because other children simply do not understand their child and view them as "different". Some felt that schools could be doing a lot more to help all children have a better understanding of SEN and disabilities and encourage an inclusive ethos.

Bullying from other children			Response Percent	Response Total
1	Never		16.7%	39
2	Rarely		15.8%	37
3	Sometimes		38.5%	90
4	Frequently		18.4%	43
5	I am not sure		10.7%	25

Bullying from Staff

30% of the children and young people responding to their survey felt they had been bullied by staff. One young person commented that "some staff do not understand how difficult things are for me, and make fun of my work".

Of those parents and carer respondents who commented, most echoed the young person's comment, in the sense that they felt that this took the form of staff being insensitive to their child's needs and difficulties, such as constantly telling them off or 'shaming' them for not concentrating or apparently 'behaving badly'.

Bullying from staff			Response Percent	Response Total
1	Never		58.0%	134
2	Rarely		5.2%	12
3	Sometimes		16.5%	38
4	Frequently		7.4%	17
5	I am not sure		13.0%	30

Being Left Out

Being left out (e.g. from sport or social activities, or after school clubs)			Response Percent	Response Total
1	Never		24.2%	56
2	Rarely		10.0%	23
3	Sometimes		22.9%	53
4	Frequently		31.2%	72
5	I am not sure		11.7%	27

Seventy six respondents (54%) felt their child was left out sometimes or frequently. This is similar to the young people's survey results, where 58% felt they were left out of things. Unsurprisingly, the comments made in this section link with the responses in section 7 about children not having enough support to access after school clubs and other activities.

A few respondents offered positive comments about what makes their child feel included:

"My child always feels included in school and is always greeted at the door where the teaching assistant has set a welcoming plan for her"

Some commented that their child's needs made it difficult for them to make friends, meaning they were left out of social interactions.

One parent commented that their child is not given the support they need to take part in activities so they 'choose' to opt out:

"He is given the option not to do what the class are doing - and sadly often takes it. That means he is left out even more and sees himself as "other", thus exacerbating the issues!"

Some commented that their child often missed out on break-times due to being made to catch-up work not completed in lessons.

Several commented that their child was left out from school trips, celebratory events, or after school clubs because the support they needed to take part was not provided:

"My child does not have the option available to him to do after school clubs due to his disability. It is not a level playing field - my son simply does not have the same level of opportunity as his non-disabled peers"

Detentions

More than half of the respondents stated that their child had never received a detention. However eighty seven (38%) felt that their child had experienced at least one detention directly related to their SEND and therefore inappropriately. 42% of those responding to the young people's survey said they had experienced at least one detention.

Detentions			Response Percent	Response Total
1	Never		55.7%	127
2	Rarely		14.5%	33
3	Sometimes		12.3%	28
4	Frequently		11.4%	26
5	I am not sure		6.1%	14






Exclusions






Most respondents' children had not experienced any type of exclusion.

Of those that commented about their child being excluded from school, most felt the exclusion had happened because the school staff had not understood their child's SEND, and / or had failed to put in place the right support.

Twenty-six respondents felt their child had been the subject of one or more 'illegal' exclusions i.e. where the school sent a child home or would not allow them in school but did not follow statutory procedures.

Fixed-term exclusions			Response Percent	Response Total
1	Never		80.4%	181
2	Rarely		6.2%	14
3	Sometimes		5.8%	13
4	Frequently		4.9%	11
5	I am not sure		2.7%	6

Permanent exclusion			Response Percent	Response Total
1	Never		93.7%	209
2	Rarely		1.8%	4
3	Sometimes		0.4%	1
4	Frequently		1.8%	4
5	I am not sure		2.2%	5

Unlawful exclusion			Response Percent	Response Total
1	Never		84.8%	190
2	Rarely		2.7%	6
3	Sometimes		2.7%	6
4	Frequently		6.3%	14
5	I am not sure		3.6%	8

9. Transitions from Primary to Secondary School

Ninety-eight respondents answered this question, of which 45 (46%) described the transition from primary to secondary school as difficult or very difficult.

Sixty-one of these commented on what might have improved their experience of transition, these are summarised as:

- Much earlier and better planning / EHCP reviews / with a clear transition plan followed by both schools
- More visits and transition days and knowing who the class teacher was going to be and the children in their class (understanding the social story)






- Better information sharing between the schools and better communication with parents so they can help to prepare their child
- Greater use of learning mentors or peer support from the older pupils, from the start of transition

Two gave examples of what has worked –

“The enhanced transition was helpful”.

“The Home School diary has been invaluable and it is consistently written in and brought home every day”.

Several parents, whose children have had positive experiences at primary school, expressed concerns about their transition to secondary school

If your child/young person is in Year 7 and above: how would you describe the transition from primary to secondary school?				
			Response Percent	Response Total
1	Very Easy		11.22%	11
2	Easy		17.35%	17
3	Neither easy nor difficult		25.51%	25
4	Difficult		22.45%	22
5	Very Difficult		23.47%	23

What we are doing to improve the accountability of education providers and the quality of education provision for children and young people with SEND

- We are putting in place a support system for education, training and skills settings (0-25) to understand their responsibilities in relation to the SEND Code of Practice. This includes a comprehensive 3 year SEND work force development programme for education settings including leaders, teachers, staff and governors.
- We have worked with schools to create a 'Bristol Support Plan' for those children who have SEND but do not have an EHCP. This will help schools to better identify needs and put the right provision in place. It will also help them to identify whether a pupil might benefit from an EHCP and support their request for an EHC Needs Assessment.
- The council is working with colleagues from CAMHS to develop guidance for education settings on the assessment and identification of Social, Emotional and Mental Health (SEMH) needs
- We are working with education providers across the city to develop and agree city-wide, a multi-agency strategy for the inclusion of children and young people with SEND – this will be known as the 'Belonging Strategy'
- We are improving the way we work with all schools to support them and, where necessary, challenge them about their universal provision for SEND and how they are meeting the needs of, and improving the outcomes for children with SEND.
- Specific work is underway to establish the structures and systems to improve attendance and reduce fixed-term exclusions for pupils with SEND
- We are working with health services, Early Years providers, schools, parents, carers to improve the support for transition for pupils with SEND on starting school
- We have identified the shortfall of specialist provision and are doing all we can to address this for September 2020, while developing a longer term strategy to create more places for children and young people with SEND in Bristol.

10. Transitions from Children's Services to Post-16/19 Services

Post 16/19 education			Response Percent	Response Total
1	Very Easy		5.9%	1
2	Easy		29.4%	5
3	Neither easy, nor difficult		11.8%	2
4	Difficult		17.6%	3
5	Very Difficult		35.3%	6
Adult Social Care			Response Percent	Response Total
1	Very Easy		0.0%	0
2	Easy		11.1%	1
3	Neither easy, nor difficult		11.1%	1
4	Difficult		0.0%	0
5	Very Difficult		77.8%	7
Adult Health Services			Response Percent	Response Total
1	Very Easy		9.1%	1
2	Easy		0.0%	0
3	Neither easy, nor difficult		9.1%	1
4	Difficult		18.2%	2
5	Very Difficult		63.6%	7

The survey results show that, of the respondents answering this question, very few young people found the transition easy:

- 53% of those responding said the young person in their care found transition to **post 16/19 education** difficult or very difficult

- 77% of those responding said the young person in their care found transition to **adult social care** difficult or very difficult
- 82% of those responding said the young person in their care found transition to **adult health services** difficult or very difficult

Comments related to the young person and /or their family receiving little or no information and a lack of transition arrangements for young people with complex health needs.

“Now that our son is nearly 17 and has a formal diagnosis there is no consultant attached to him. There is no medical intervention he can be given but there are no services available to him”

Only 5 (28%) of those responding said they received *any* information about transition. Comments about what would have been helpful included:

“Knowing there was such a thing as transition services”

“Some guidance as to the change in services and signposting”

“Just continuity of the support he already had in place would have helped”

“Adult health named specialists of all open departments in children's health and shared medical notes”.



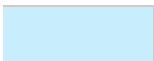
“More help to becoming an adult slowly not thrown into adulthood and told to get on”

What we are doing to improve the experience of transition from children's to adult services for young people with SEND

- We are developing a ‘Pathway to Independence Team’ in adult services, aligned with the preparation for adulthood team, who will offer support to young people with SEND from the age of 14 to transition between children's and adults' health and care services
- We have been successful in a bid for funding from the Department for Work and Pensions that will enable us to provide support and guidance to many more young people with SEND to help them to access further education, training and employment opportunities.

11. Services children and young people need but are not receiving

234 respondents answered this question, of which just over half said there were services that their child needed but wasn't getting.

Are there any services that your child / young person needs but is not currently getting?					
				Response Percent	Response Total
1	Yes			52.99%	124
2	No			14.96%	35
3	I am not sure			32.05%	75

"I'd just like to say I don't think it's the services as such that are the problem but more so the lack of services and not knowing where to go for support, the endless waiting times to see someone and I feel that a lack of funding to SEND overall is the biggest issue e.g. not enough specialist schools, funding in mainstream schools etc.. all the while parents have to tirelessly fill out forms after forms to prove your child's extra needs and writing everything which is negative about your child. It's overwhelming and physically and mentally exhausting"

122 commented on the services needed. Many comments relate to earlier sections of this report and have been included in those sections:

- More / better support in the classroom (including 1:1 support; better trained staff; laptops and IT equipment)
- Need for an Education Health and Care Plan –waiting too long or turned down
- Services for young adults (when children's services cease)
- Access to after school clubs and holiday clubs (not just for the child's benefit but also to help working parents with child care)

"There is no after school provision for my daughter. And holiday provision is very limited, a few days at Easter and summer. This makes having a child in special school at the other side of Bristol, one about to start school, and both myself and my partner working a very tricky proposition. There is hardly anybody that can look after my child"

Other needs that were identified:

- More short breaks / respite care
- Support from social care or the disabled children's team for those who had been told they didn't meet the criteria

A school place in an appropriate, local setting

Several respondents commented on needing a school place in the right setting:

"We need high functioning specialist provision in a specifically designed setting for secondary education to support the growing number of ASC children in the city and their families. We need better support in general on the journey towards assessment, diagnosis and beyond for families"

"We are stuck in mainstream because of very little space in Specialist Provision"

Health and Therapeutic services

The greatest number of comments related to health and therapeutic needs. Sixty-six (54%) respondents commented on health and therapeutic interventions that their child was waiting too long for, not getting enough to meet needs, or simply not receiving at all.

Some respondents named specific services and support, others stated their child or young person's need. The most frequently stated needs related to social, emotional and mental health (SEMH) support and intervention, followed by Speech and Language Therapy and Occupational Therapy.

Social, Emotional and Mental Health

49 respondents felt their child or young person needed SEMH services, counselling and / or therapies. The needs stated were:

- Anxiety
- Depression
- Emotional
- Social interaction
- Behavioural (anger, demand avoidance)
- Mental health (including self-harm and suicidal)

15 of these felt their child needed CAMHS support and were either waiting for an assessment, or had been told they did not meet the criteria.

“Mental health services for self-harm. Mental health services for anxiety”

“CAMHS, had to wait over a year to be seen”

“CAMHS support to get her into school happy. Support to get her sleeping at nights”

Other support listed by respondents as needed to help with their child’s SEMH needs:

- Music therapy
- Play therapy
- Art therapy
- Cognitive Behaviour Therapy (CBT)
- Educational Psychologist

Therapies

Several respondents commented that their child was not receiving the therapies stated in their EHCP.

Others felt their child needed more than had been allocated in the EHCP or was being provided by the school. Some had been told their child could not receive the therapy the parent feels they need.

- 26 respondents said their child needed Occupational Therapy (OT)
- 23 respondents said their child needed Speech and Language Therapy (SALT)
- 2 respondents said their child needed Physio Therapy (PT)

“We have been given Speech and language therapy but the 4 sessions that we are entitled to are not nearly enough to help my son overcome his speech disorder (suspected verbal dyspraxia). We are seeing another S< privately as the provision is insufficient to meet my son’s needs”

“Speech and language therapy input needed, but I was told that my child won’t be able to get support from them (other than at drop in services) because there isn’t funding for sessions for 2 year olds”

Paediatric Assessment

7 respondents commented on the length of waiting times for a paediatric assessment and diagnosis for autism. Some of these expressed their frustration that their child is unable to access the support they need from other services without a diagnosis.

Other support needed

- Sensory Support (8)
- Dietician (1)

12. Positive Experiences of the SEND system in Bristol

"We'd like to thank School/city council (SEND team) for providing my child with so much help and support. We treasure all your kind help to my heart".

Parents and carers were asked to give examples of good service they had received. 154 commented positively on the following services:

Bristol Autism Team (BAT)

BAT received the greatest number of positive comments, with several named members of the team praised for their work with families. A sample of typical comments:

"BAT are incredible and staff go above and beyond to help our family"

"BAT are amazing and supportive and a great source of useful information and ideas for ways to best help our child"

"Meeting with / assessment by, and report and additional information and help from, Bristol City Council BAT officer"

"Our ASDOT worker has been the reason I've managed to make it this far. She's been incredibly supportive and has offered advice on how to manage a child with complex needs at home, single-handedly"

"The parent course leader is excellent, a true advocate for families and autistic people and the training is brilliant".

"The Early Bird programme was excellent and very helpful for us post-diagnosis"

"NAS cygnet course was a life line, we honestly had no idea what to do and without that I am not sure we would have coped"

Alternative Provisions

Horseworld, Urban Pursuits, and Hospital Education were all held up as examples of good service: "The hospital education workers we had for short time after his heart op were totally amazing"

Health Services

"Bristol Children's hospital staff are all amazing"

"Wonderful paediatrician"

Speech and Language Therapy generally and specifically:

"Preschool speech and language services"

"The SEESAW course run by the speech & language team was excellent and very effective"

"When available speech & language are fantastic and the staff are amazing"

OT: "Occupational therapy was very timely and provided clear and useful report"

CAMHS:

"CAMHS schools worker".

"Good general support from CAMHS including medication"

Sensory support

"We have great experience of the Sensory Support Team, who are very helpful, informative and supportive"

"We had swift review and access to vision support service when our daughter was first diagnosed. The vision education support service has always been responsive to our enquiries, and helpful. Regular reviews have been useful, and helped us think about the next phases of our daughter's education. Really pleased with the service, has supported us well through what has at times been a difficult journey"

Education Psychology Service

"The Ed Psych eventually allocated to my daughter was very good"

“ED Psych assessment in school, and meeting held to review EHCP prior to starting secondary school”

SEND Team

Several named members of the team were praised for their support for families. Specific examples include:

“During the placement breakdown we were supported well by the case manager at the local authority and, whilst the process of requesting a new placement took time, it was achieved within an expected timeframe. Communication was good during this time”

“All of my emails were answered from the SEN department and usually within a good time frame”

The Inclusion Officer at Bristol City Council, gave us invaluable support, was a strong advocate for our child and helped us to navigate the situation we were in.

“I have found the staff at BCC's SEN team to be unfailingly courteous and helpful both in person and on the phone, and they were wonderful in supporting us through my daughter's transition to a residential setting and for some time while she was settling in there”.

“Good interaction with the EHCP co-ordinators”

Disabled children's services

“The Support we have had from Bristol Disabled Children's social workers has been outstanding”

“My child is provided with rich and helpful activities. And these activities (BAP, Wecil) enhance my child's development and enrich our family life. For example: my children attended trampolining, bowling, Vench (adventure playground), Cinema, swimming, Forestry Fun, Laser Fusion this half term. My children really like all these activities and have a good time”

13. Bristol's Supportive Parents Service (SENDIAS)

133 respondents (57%) said they were aware of Bristol's Supportive Parents Service which provides free impartial, confidential advice to parents and young people.

79 (33%) had used the service, of which, 76% rated it as Excellent or Good






"Supportive parents were amazing so helpful"

"Supportive Parents have lived up to their name and at times have felt like a lifeline"

"Supportive parents are such an amazing organisation. I don't know what we would have done without their support and advice. Especially in the early days of our child's diagnosis and applying for his statement. I am a child care provider so I have signposted many of our parents to them too. Everyone has always given me such positive feedback about them"

One parent shared their negative experience:

"When things were really difficult for our son when he was younger, I reached out to Supportive Parents for help. It was the opposite of Supportive. They turned us away for help, saying they didn't have the capacity to help us"

If you have used Supportive Parents, please rate your experience:				
			Response Percent	Response Total
1	Excellent		40.51%	32
2	Good		35.44%	28
3	Satisfactory		18.99%	15
4	Poor		3.80%	3
5	Very Poor		1.27%	1

14. Bristol Parent Carers Forum

107 respondents (46%) said they were aware of Bristol's Parent Carer Forum, of which, 59 were members of the forum. Several commented that they did not feel represented by the Parent Carer Forum:




"Bristol Parent Carers are great for a cup of tea and a chat but useless for everything else and do not represent my parent voice"

"Co-production meetings are poorly advertised and attended. The council should stop relying on them for all the feedback"

"I attended one meeting of Bristol Parent Carers and felt that it really wasn't the right organisation for me. Firstly, having a high-functioning child, I'm not really a carer in the same sense that a lot of the people in that group were carers. Our children still have needs, especially in the educational setting, but it was not the right fit to put me with parents who have children with very severe needs. Should there be a separate group for parents of high functioning children who are just having trouble accessing education in the traditional settings?"

15. Bristol's Local Offer Website

106 respondents (45%) said they were aware of Bristol's Local Offer Website, of which, 80 had used it to find information about SEND. 65 respondents had found it helpful.

Did you find the Local Offer website helpful?				
			Response Percent	Response Total
1	Very Helpful		8.42%	8
2	Parts of it Helpful		60.00%	57
3	Not helpful		31.58%	30

Comments:

"It would be useful to know of services which are available across all sectors of the community i.e. knowing about transport, health and leisure services as well as those which are primarily SEN focused"

“It's difficult to know what you're missing out on if you don't know what's available and schools only tend to signpost education/SEN activities. When my child was first diagnosed, I knew where to go to get advice and support, because I was a SENCO. I was not offered any support or signposted to ANY organisations that could help us”.

What we are doing to improve Bristol's Local Offer Website

- We are working with groups of young people, parents and carers to find out what you want to see on the Local Offer website and how you want to be able to search and find the information you are looking for.
- We are also working with partners and parent carer groups to find better ways to publicise the Local Offer so more parents and carers of children and young people with SEND know about it and start using it.

For information and advice about SEND in Bristol please visit the Local Offer website:

<https://www.bristol.gov.uk/web/bristol-local-offer/about>

<https://www.bristol.gov.uk/web/bristol-local-offer/advice-and-support-for-parents-and-carers>

