

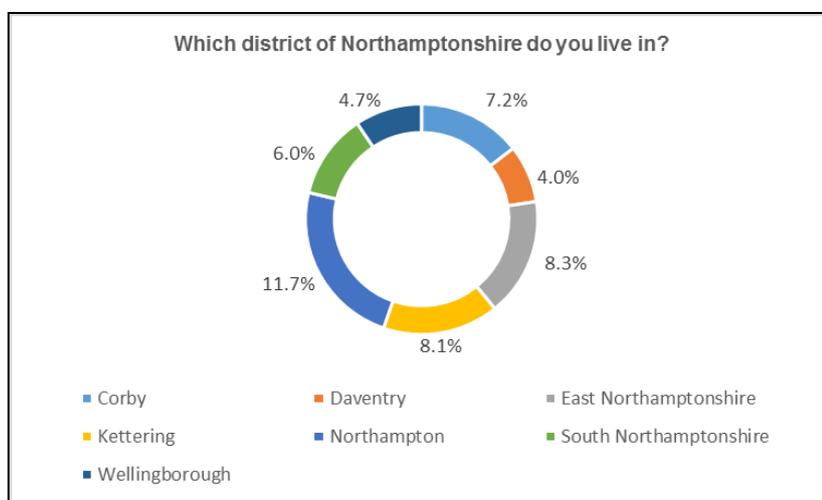
Appendix 1: Special School & Unit Sufficiency Cabinet report Aug 2019

Parent consultation on shaping specialist provision for children and young people with Education, Health and Care Plans:

Respondents:

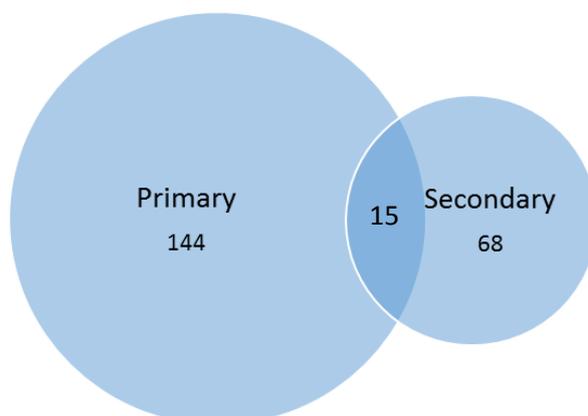
There were a total of 244 responses to the parent questionnaire, however not all respondents answered every question and so percentages are shown based on the number of respondents to each question. Comments have been redacted where they contain potentially identifying information.

1. Which District of Northamptonshire do you live in?



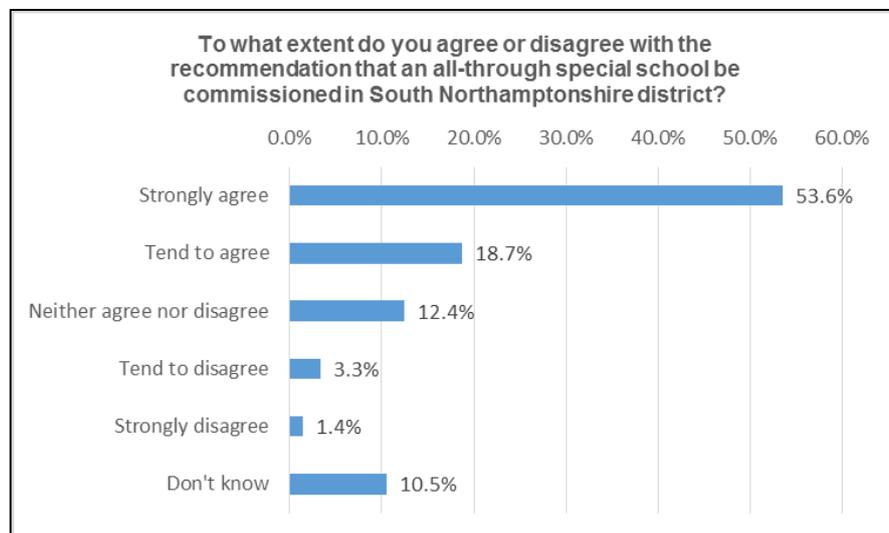
| District | Number |
|------------------------|------------|
| Corby | 34 |
| Daventry | 19 |
| East Northamptonshire | 39 |
| Kettering | 38 |
| Northampton | 55 |
| South Northamptonshire | 28 |
| Wellingborough | 22 |
| Total | 235 |

2. Which school phase is your child or children in? (respondents could tick more than one option)



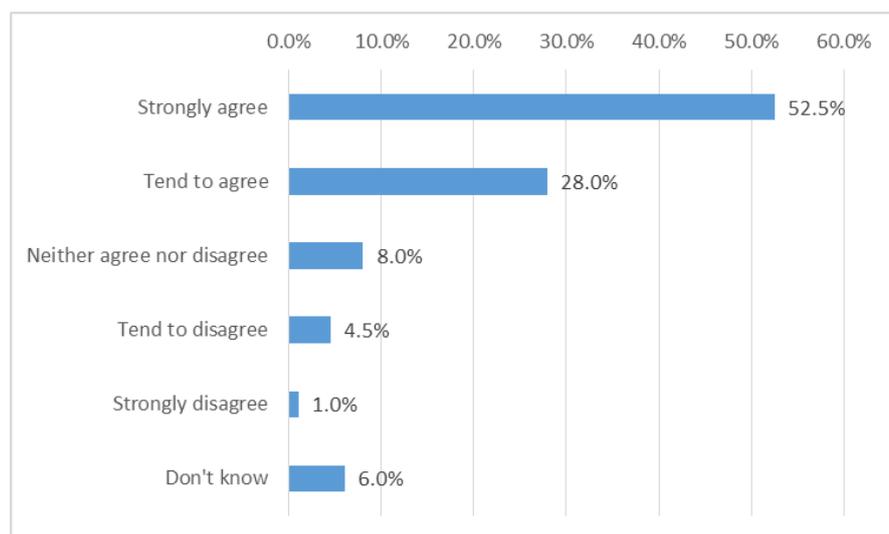
| Phase | Number |
|---|------------|
| Primary | 159 |
| Secondary | 83 |
| Total number of respondents who answered this Question | 227 |

3. To what extent do you agree or disagree with the recommendation that an all-through special school be commissioned in South Northamptonshire district?



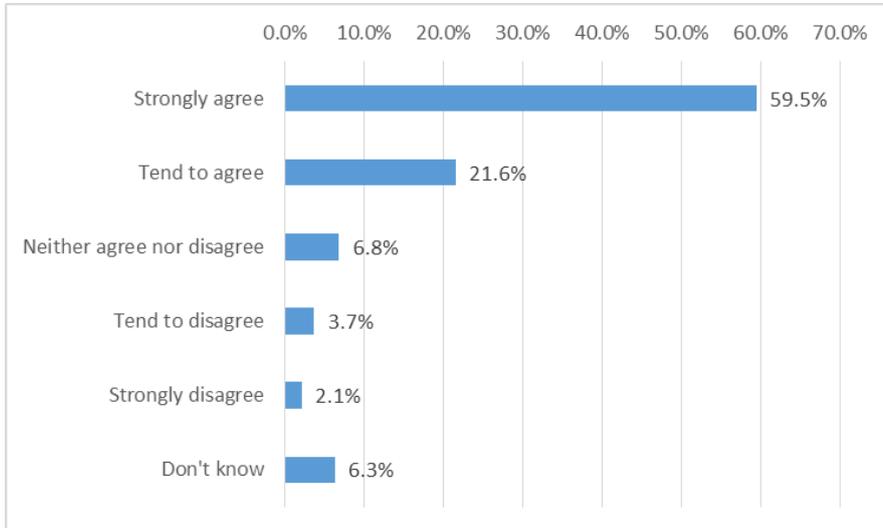
| | |
|----------------------------|------------|
| Strongly agree | 112 |
| Tend to agree | 39 |
| Neither agree nor disagree | 26 |
| Tend to disagree | 7 |
| Strongly disagree | 3 |
| Don't know | 22 |
| Total | 209 |

4. To enable local children to attend local special provision while a new school is approved/built, to what extent do you agree or disagree that interim arrangements for a special school to provide a satellite special provision in South Northants should be organised?



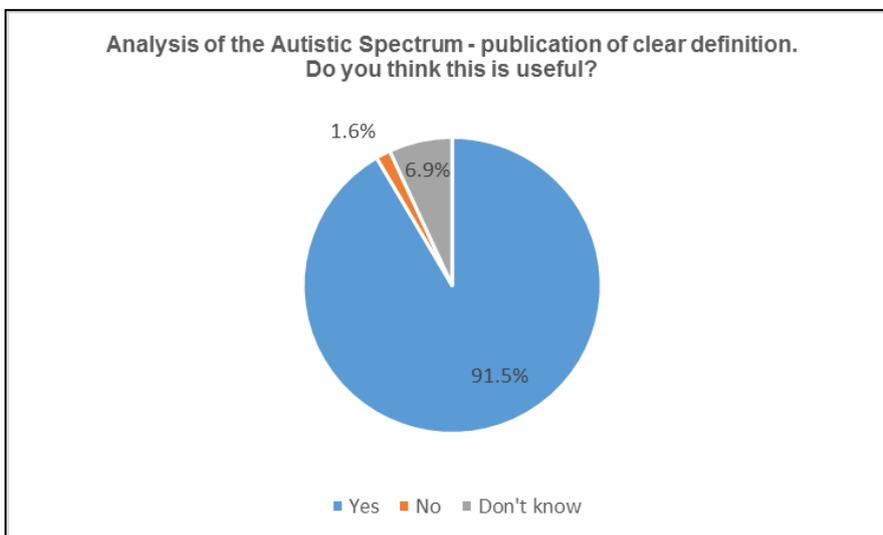
| | |
|----------------------------|------------|
| Strongly agree | 105 |
| Tend to agree | 56 |
| Neither agree nor disagree | 16 |
| Tend to disagree | 9 |
| Strongly disagree | 2 |
| Don't know | 12 |
| Total | 200 |

5. The agreed secondary special free school in East Northants has experienced delays. To enable local children to attend local special provision while a new school is approved/built, to what extent do you agree or disagree that interim arrangements for a special school to provide a satellite special provision in East Northants should be organised?



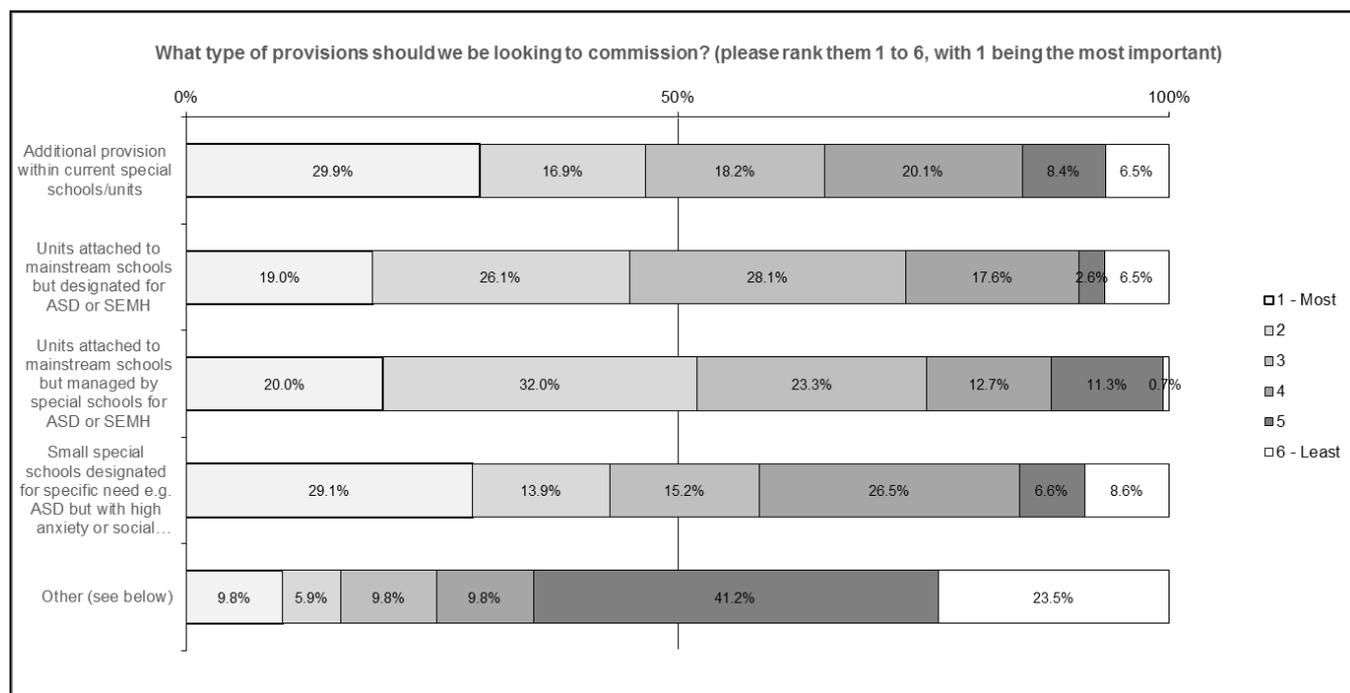
| | |
|----------------------------|------------|
| Strongly agree | 113 |
| Tend to agree | 41 |
| Neither agree nor disagree | 13 |
| Tend to disagree | 7 |
| Strongly disagree | 4 |
| Don't know | 12 |
| Total | 190 |

6. Analysis of the Autistic Spectrum is being undertaken to better define the impact of the condition on individuals to understand and improve commissioning of provision. As a result of this, we are planning to publish clear definition of need across the spectrum and recognise the different provisions required to meet these needs. Do you think this is useful?



| | |
|--------------|------------|
| Yes | 173 |
| No | 3 |
| Don't know | 13 |
| Total | 189 |

7. Across districts, additional provisions are commissioned to deliver provision where there are currently gaps in a district, school phase or special educational need.



| Type of Provision | 1 (most important) | 2 | 3 | 4 | 5 | 6 (least important) | Total |
|--|--------------------|----|----|----|----|---------------------|-------|
| Additional provision within current special schools/units | 46 | 26 | 28 | 31 | 13 | 10 | 154 |
| Units attached to mainstream schools but designated for ASD or SEMH | 29 | 40 | 43 | 27 | 4 | 10 | 153 |
| Units attached to mainstream schools but managed by special schools for ASD or SEMH | 30 | 48 | 35 | 19 | 17 | 1 | 150 |
| Small special schools designated for specific need e.g. ASD but with high anxiety or social issues and SEMH/ASD co-morbidity with no learning disability | 44 | 21 | 23 | 40 | 10 | 13 | 151 |
| Other (see below) | 5 | 3 | 5 | 5 | 21 | 12 | 51 |

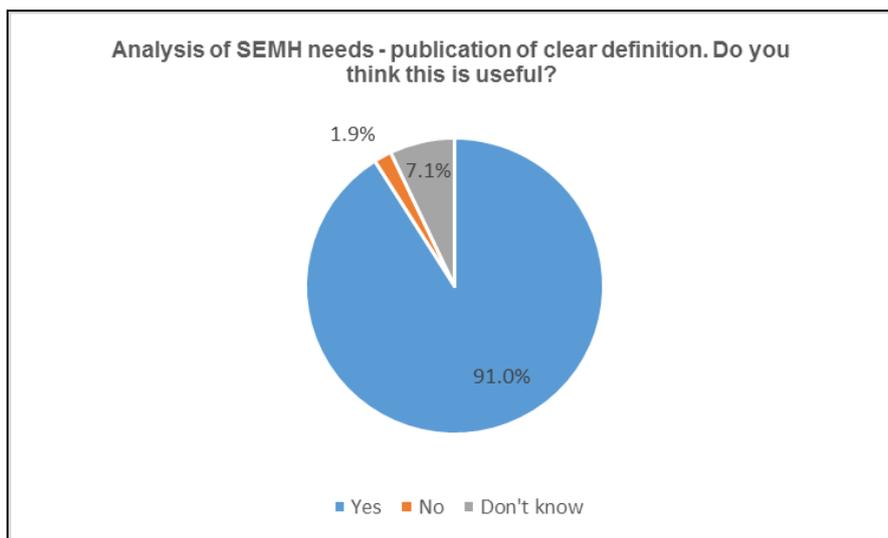
- Current special school/DSP Units have no/hardly any provision for wrap around care at school or children have limited or no access to any school holiday clubs. How are parents supposed to keep working if they have no access to affordable childcare during the 13 weeks school holidays a year, and also make sure that their child can be supported in the holiday club? My [age] ASD [child] has needed a 1:1 at school throughout this academic year and definitely needs a 1:1 at a SEN holiday club such as Autism East Midlands, but because they have lost their short breaks funding, it now costs £12.50 an hour plus the initial cost of the activity day! Also, they don't provide these sessions every day during the school holidays. I'm getting nowhere in applying for Direct Payments, as MASH and the Disabilities Team haven't replied back to me when I contacted them about this. Instead SSS keeps contacting my [child's]

school! My [child] needs support outside of school so why is SSS contacting my school and not myself as [their] parent and carer. SSS has now turned down the school's referral/application twice already. What does a parent have to do to access Social Care for their SEN child and have a Social Worker assigned to them?

- Education needs to be inclusive Sen provided within mainstream setting
- What ever is provided needs to be able to deliver what the children need and what is in the ehcp. Not just left by the way side and told sorry we can't provide that. Including paediatrician's signing you off because your provision should provide it.
- Specific autism/sensory schools for children who are classed as high functioning academically yet who have difficulties with the sensory environment and high levels of anxiety. The current empty Oundle Primary School in Milton Road, would be an ideal specialist autism school.
- Special schools are already bursting at the seams. They are too busy and too full for the ASD population. We need more schools and more spaces.
- more preschool spaces in specialist provision schools
- A team of professionals to support children and young people in mainstream who are experiencing all the issues described above, who may or may not have an EHCP
- Both of my children have High Functioning ASD and are capable of working at and above national curriculum levels..... there is no provision to meet this need. My eldest [child] now attends an out of County school to meet [their] needs. Red Kite recently opened in Corby with a High Functioning Provision - I live [number] miles from this school and it's already full and we have no chance of getting my younger [child] into this provision for at least another 3 years due to capacity. The LA are now trying to place my [child] in Kingsley, which is completely unsuitable. I am now seeking education in an out of county setting again! The provision for HF ASD is just not available in Northamptonshire.
- Specialist provision within mainstream. So little is offered it's no wonder so many kids need special school. Why cap top up at 6k? Only for it to fail and the child then need a special school or unit place that will cost a lot more?
- Visual provision for pupils with L/d that are not minimised by behaviours and risk posed by pupils with ASD
- Units alongside mainstream but with specialised support can bridge the gap between those families with a child with a statement or disability, those without, and those in between. The units must work with and be fully integrated with the school. Any child might benefit from spending time with specifically experienced and qualified professionals in a purpose built environment.
- A big gap lies within the children with asc who are academic but have anxiety and sensory processing difficulties and end up with mental health issues trying to fit into mainstream school.
A unit attached to a school can be very damaging as transitions and change are usually a path to high anxiety and can have a negative impact on learning and peer relationships. Children who are more able educationally with ASC can be targeted as they are seen as going to special class and different.
- Provision for young people with PMLD to continue in education at 18, and understanding from the LA that this is vital if our PMLD young people are to be given every opportunity to make their own choices and live life to their full potential - currently only one setting in the county and LA ceasing plans for PMLD young people at 18 so having any opportunity to progress cruelly taken away
- You really need to focus on the 16 + year olds and their transition to adult life
- Accessible schools, whatever the physical disability, with provision for a changing place and provision for carers
- adequate sen support in pre-school and schools after that

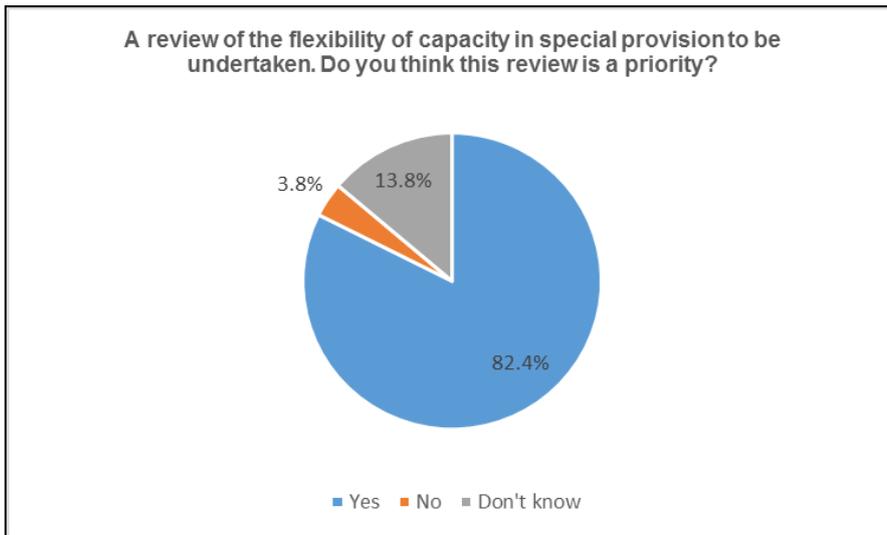
- Special schools in secondary and primary which are suitable for children with NORMAL academic ability along with ASD/Special needs
- All children should be in main stream school with easy and quick access to assessment. They should then be supported by well trained specialist teachers not teaching assistants
- Support for asd home educators
- Language units for children with Language delay/disorder and GDD, attached to mainstream schools so pupil can integrate where appropriate
- Need more places in special schools for all learning disabilities not just concentrating on asd. My [child] has ehcp stating needs to be in special school but no places available so has to continue in mainstream even though this is not the best for [them].
- All special need children should get a environment fit for them and not main stream school.
- Specific ASD school

8. Analysis of social, emotional and mental health needs is undertaken across agencies to understand and improve commissioning of provision within education, health and social care from early intervention to specialist level. As a result of this, we will publish clear definitions of need and responsibilities of all stakeholders involved. Do you think this is useful?



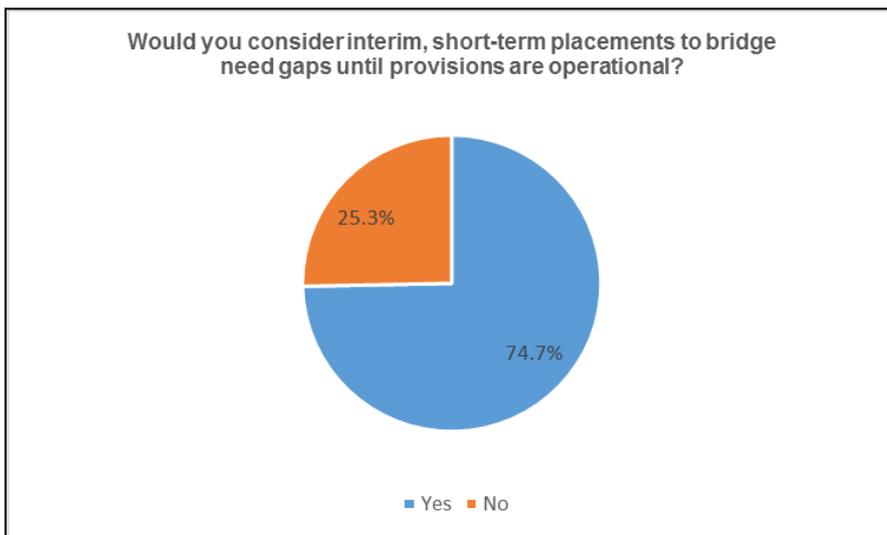
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|--------------|------------|
| Yes | 142 |
| No | 3 |
| Don't know | 11 |
| Total | 156 |

9. Placement within districts - Do you think this review is a priority?



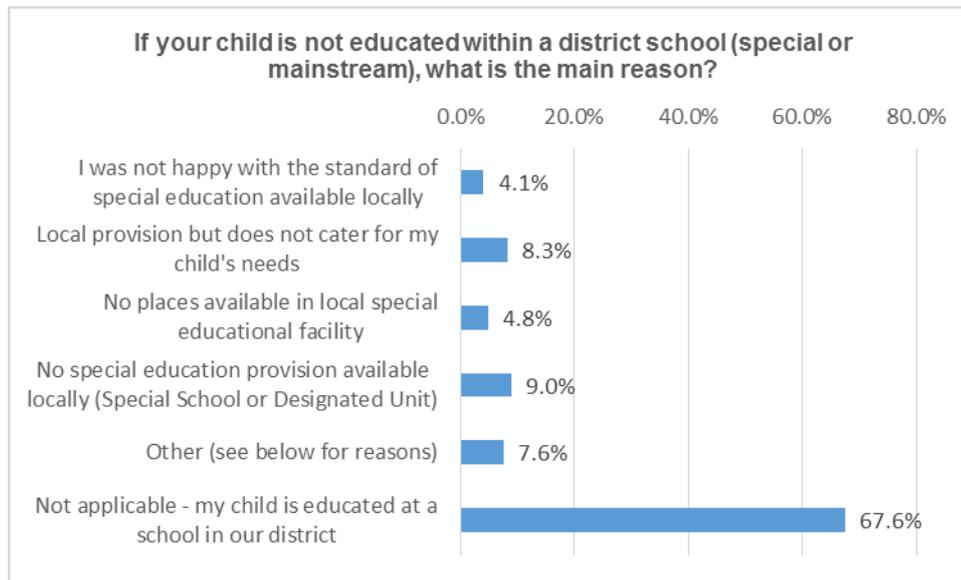
| | |
|--------------|------------|
| Yes | 131 |
| No | 6 |
| Don't know | 22 |
| Total | 159 |

10. Would you consider interim, short-term placements to bridge need gaps until provisions are operational?



| | |
|--------------|------------|
| Yes | 115 |
| No | 39 |
| Total | 154 |

11. If your child is not educated within a district school (special or mainstream), what is the main reason?



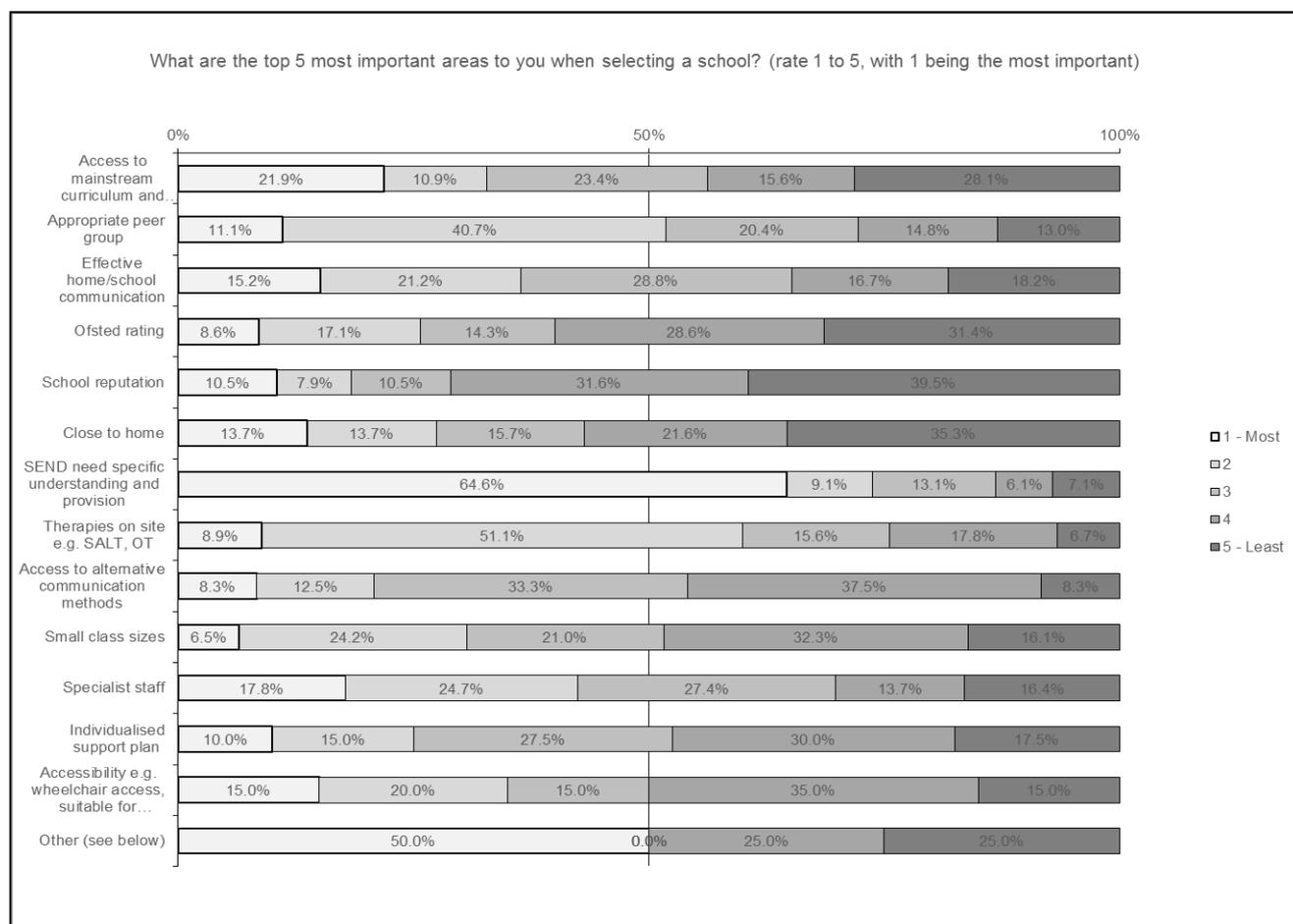
| Reason | Number |
|--|------------|
| I was not happy with the standard of special education available locally | 4 |
| Local provision but does not cater for my child's needs | 12 |
| No places available in local special educational facility | 7 |
| No special education provision available locally (Special School or Designated Unit) | 13 |
| Other (see below for reasons) | 11 |
| Not applicable – my child is educated at a school in our district | 98 |
| Total | 145 |

- No places available awaiting local authority to find a suitable school. Also appealing as school wanted is full
- My child is currently in a mainstream school and there are no specialist provision places available for [them]. We are now looking at a school in Milton Keynes but like many other schools they are very limited for places.
If [child] doesn't get a place here [they] may not have a school to go to in September. I am very annoyed that there are no specialist provisions for ASD on this side of town for primary school children. So many children in this area are being sent to other areas of northamptonshire and with many parents having issues with transport this needs to be sorted out urgently.
- Our [child] is homeschooling but we are try to get ehcp turned down jet again but the mainstream school [child] was in [number] exclusion last year and now the secondary school couldn't meet [child's] need but [child] dont need a plan hows that work no school now for our [child] who as asd.high axitiy and most probably adhd
- Awaiting an EHCP so we can access a special needs school
- though out of county it was still the closest app provision due to rural location of home and at the time no suitable local provision to meet the needs but it still would of be further away than the special school in other county
- child due to start in September. Just had ehcp accepted . We are due to recieve draft and options for our school choices within the next couple of weeks. We have a school in mind and

really hope to get a space to start in September.

- Large numbers of SEMH children without a place. they often dont have SEN and can be gifted in some areas but SEMH is primary. This includes Looked after children. We have had to go to Rugby for an SEMH place for my LAC. Ridiculous amount of travelling time for [them].
- My child is educated at a district school but does not altogether get the help and support they need, nor do the teachers within the school which is setting my child back in education, causing more anxiety and problems as they grow older.
- My [child] is waiting to hear whether [they] will get a place for this September in a Special School. The nurseries are very slow in applying for ehcp's and have very little knowledge in what role they play in this whole process
- We requested Red Kite and it's full.
- We live on border of South N and Northampton
- Complex children who are academic and internalise their anxiety and stress and release it in the home are not a priority as they do not cause problems, They are often only seen for the academia and their wellbeing is not taken into account Placement fails and the child can be left with many issues including low self esteem and mental health problems.
The child is left in isolation for long periods of time.
DSP units are a stressful transition and are brilliant as a stand alone provision
- My [child] is currently struggling in mainstream but we have been going round in circles for [number] months trying to find the right specialist provision that isn't full.
- Sen need to be intergrated into main stream schools
- Has no suitable school for secondary in September. The LA MUST support schools for children with AVERAGE academic ability children with special needs, such as HF ASD
- My child does not have an Ehcp [child] is 10 and will be home scholled until [child] has an Ehcp and a school becomes available where the staff have been trained in ASD.
- In main stream with no unit falling behind as no space in schools
- My [child] was failed in mainstream. Unlawfully excluded. Discriminated. School refused. Despite everyone being involved they were unable to integrate [them] back in. Was declined request for assessment for ehc. No spaces available at sen school. Home education was our only option. [number] yrs later. Home educated. [child] is thriving. As a single parent of [number] sen kids. I shouldn't have to educate my children. But the system has failed them so I'm left with no choice!
- Out of county but still the closest app provision

12. What are the top 5 most important areas to you when selecting a school (rate 1 to 5, with 1 being the most important). Respondents were only able to rank one option as most important, one option as second most important etc



| | 1 (most important) | 2 | 3 | 4 | 5 (least important) | Total |
|--|--------------------|----|----|----|---------------------|-------|
| Access to mainstream curriculum and qualifications | 14 | 7 | 15 | 10 | 18 | 64 |
| Appropriate peer group | 6 | 22 | 11 | 8 | 7 | 54 |
| Effective home/school communication | 10 | 14 | 19 | 11 | 12 | 66 |
| Ofsted rating | 3 | 6 | 5 | 10 | 11 | 35 |
| School reputation | 4 | 3 | 4 | 12 | 15 | 38 |
| Close to home | 7 | 7 | 8 | 11 | 18 | 51 |
| SEND need specific understanding and provision | 64 | 9 | 13 | 6 | 7 | 99 |
| Therapies on site e.g. SALT, OT | 4 | 23 | 7 | 8 | 3 | 45 |
| Access to alternative communication methods | 2 | 3 | 8 | 9 | 2 | 24 |
| Small class sizes | 4 | 15 | 13 | 20 | 10 | 62 |
| Specialist staff | 13 | 18 | 20 | 10 | 12 | 73 |
| Individualised support plan | 4 | 6 | 11 | 12 | 7 | 40 |
| Accessibility e.g. wheelchair access, suitable for sensory needs | 3 | 4 | 3 | 7 | 3 | 20 |
| Other (see below) | 2 | 0 | 0 | 1 | 1 | 4 |

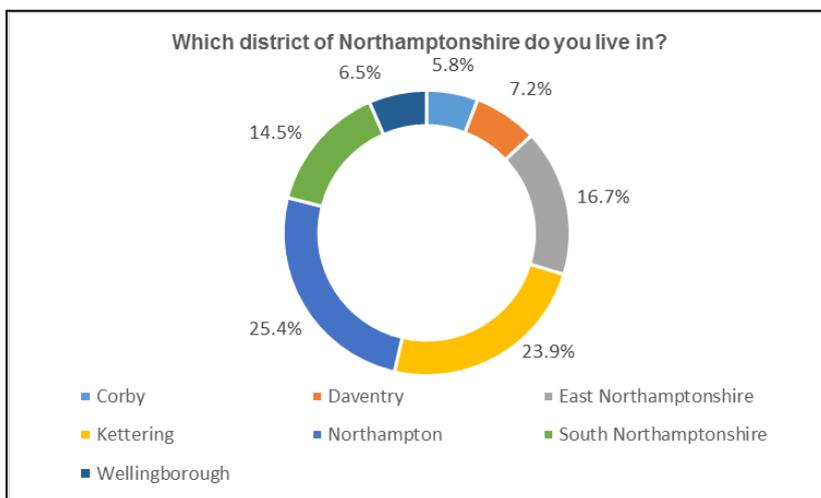
- It won't let me click on the most/least important numbers on the last few questions.
- Sorry my phone wouldn't allow me to soce the last four they would be 3.2.1.1 thanks
- All our children's needs should be met and if it ment my child was happy and safe I would travel as far as needed. Therapies should be provided to all not few. I can't number these as the bottom 7 should be a priority.
- A sympathetic, sensory-based approach which allows for a therapeutic learning environment is essential. Low level visual and aural stimulation is vital.
Plus, staff that properly understand autism and the individuality of each student is key.
In the whole of northants county, there are not enough Special schools who provide academic enough curriculums.
A balance between academics and anxiety is important but if a child can reach their potential, it's important to offer a range of quals; not just AQA Unit Awards for example.
- All of these are a priority.
- This is ridiculous that we cannot select an opinion on all of these important points
- This is impossible to answer. Most of these are most important to our children with Sen needs. Why is it too much to ask that we can find a specialist school that is close to home, has trained staff, can support non verbal means of communication, can support sensory needs and have smaller class sizes that better suit our children's needs. It is meant to be all about inclusion but having a child with Sen, it seems we have to make a lot of decisions on what we are willing to forfeit just to enable them to get some form of education. The whole thing is a disgrace in all honesty. This question to pick 5 things is stupid and to ask us to pick 5 things that are most and least important. It is all important to us parents with Sen children
- Again, access to mainstream qualifications - both of my children do not have a learning disability alongside their ASD. They are both more than capable of working at the same levels as their peers and even exceeding. Placed in the wrong provision will hold them back.
- Flexibility and positive attitude of the school towards supporting my child.
- A holistic focus on individuality, an ethos of 'can' as opposed to gap—filling, and a view to support the family as the child's primary champion.
- The 5 i have chosen are all the points that should be achievable and not necessarily in preferable order.
A comment was once made by a professional in the LA "why do parents want to send their child miles away just because its a fancy building".?
I would love my child to attend a mainstream local school with their peer group and have access to a mainstream education and not suffer with mental health problems, where i am not called every school day and having to leave work and stay home and loose wages consistently. Putting a strain on home and finances breaking the family down.
- Why can I only choose 5 options? Some options are equally as important as each other
- You've not given enough options to rank these. They are all Important
- I want my child to have an education in the way [child] understands at a school that understands [child], but I can't see that happening any time soon which is sad.
- All the above options are very important when selecting a school, we as parents don't have a 5 item criteria for selecting a school. We look at everything and there could be 6 items in the "most important" category and then 2 items or maybe 3 in the "important" category so to ask us to pick only 5 out of 13 choices is ridiculous when actually most of them are "most important. I have done my best with trying to rate 1-5 but to be honest a lot of them would be a 1
- Before and after school care provision (breakfast club etc) as I work full time.

Public consultation on shaping specialist provision for children and young people with Education, Health and Care Plans:

Respondents:

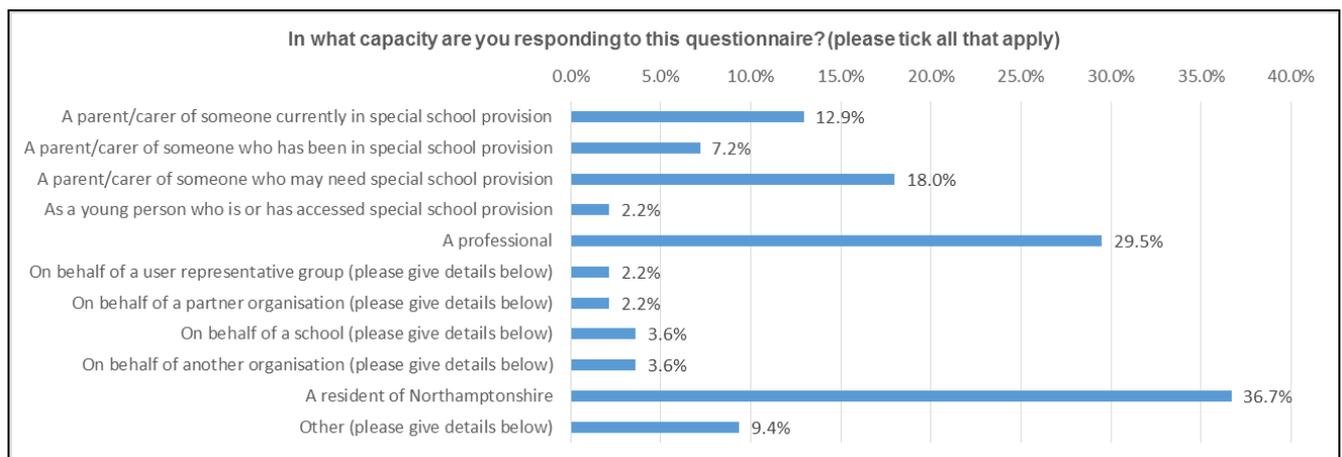
There were a total of 150 responses to the public questionnaire, however not all respondents answered every question and so percentages are shown based on the number of respondents to each question. Comments have been redacted where they contain potentially identifying information.

1. Which District of Northamptonshire do you live in?



| District | Number |
|------------------------|------------|
| Corby | 8 |
| Daventry | 10 |
| East Northamptonshire | 23 |
| Kettering | 33 |
| Northampton | 35 |
| South Northamptonshire | 20 |
| Wellingborough | 9 |
| Total | 138 |

2. In what capacity are you responding to this questionnaire? (please tick all that apply)



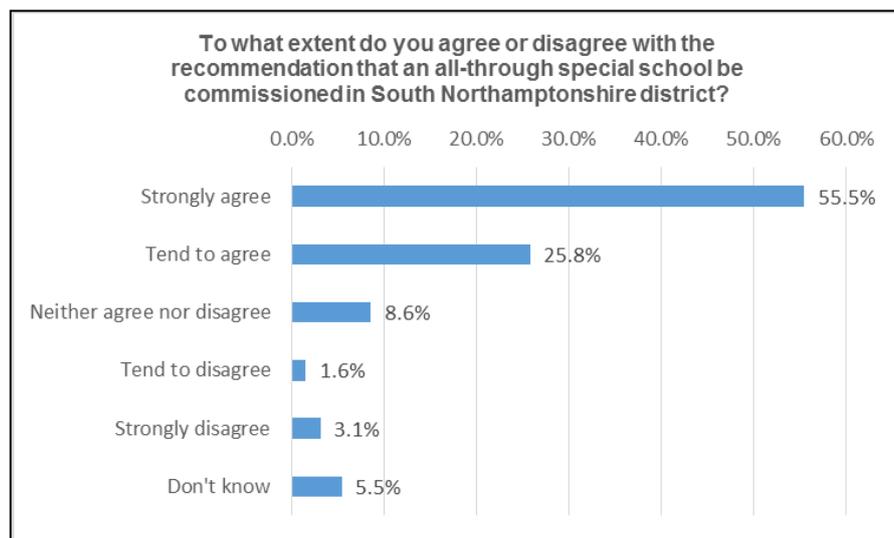
| | |
|--|----|
| A parent/carer of someone currently in special school provision | 18 |
| A parent/carer of someone who has been in special school provision | 10 |
| A parent/carer of someone who may need special school provision | 25 |
| As a young person who is or has accessed special school provision | 3 |

| | |
|--|------------|
| A professional | 41 |
| On behalf of a user representative group (please give details below) | 3 |
| On behalf of a partner organisation (please give details below) | 3 |
| On behalf of a school (please give details below) | 15 |
| On behalf of another organisation (please give details below) | 5 |
| A resident of Northamptonshire | 51 |
| Other (please give details below) | 13 |
| Total number of respondents who answered this Question | 139 |

Details given were:

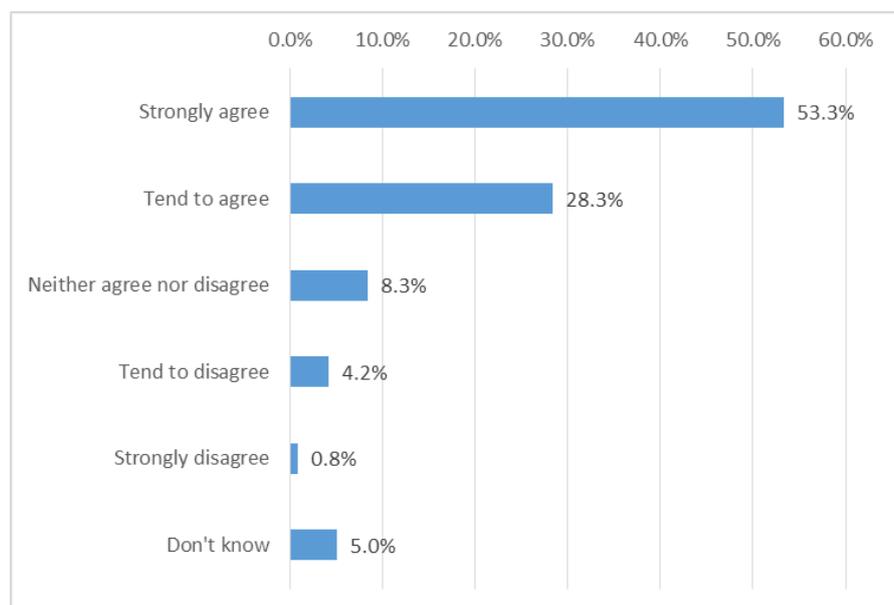
- My [child] has Dyslexia and [health condition], I am filling this consultation in on [their] behave to represent the struggles we have faced.
- Secondary teacher
- "Councillor, EAST NORTHAMPTONSHIRE DISTRICT Council. Northamptonshire County Councillor for [number] terms [dates]"
- Parent of a young person with special needs but in mainstream
- [Position] at Kingsthorpe Grove Primary School
- Kingsthorpe Grove Primary
- Parent/ career of child in main stream school with Education Health plan.
- [Position], Forest CE Federation
- St James Infant School
- Grange Primary Academy Kettering
- A parent of tel children in mainstream who need Sen help
- Mainstream secondary with 25hrs
- "A parent of a child with autism who doesn't quite fit the mainstream criteria, nor the criteria of a general special school but needs a specialist placement, of which there are NONE. My child is currently at an independent school with small class sized but is not thriving academically at all."
- A parent whose child is starting special provision in September
- School Headteacher
- SENCo
- A parent of someone who cannot access special provision.
- head teacher
- Our Lady's Catholic Primary
- On behalf of Healthwatch Northamptonshire
- "Northants Parent forum group
- En-Fold
- High Five"
- A teacher in a special needs school
- [Position] Kingsthorpe grove primary school
- Parent of a SEND child but in mainstream
- Kingsthorpe Grove Primary School
- A parent/carer of a child the LEA keep changing their mind on what provision to send him to!!

3. To what extent do you agree or disagree with the recommendation that an all-through special school be commissioned in South Northamptonshire district?



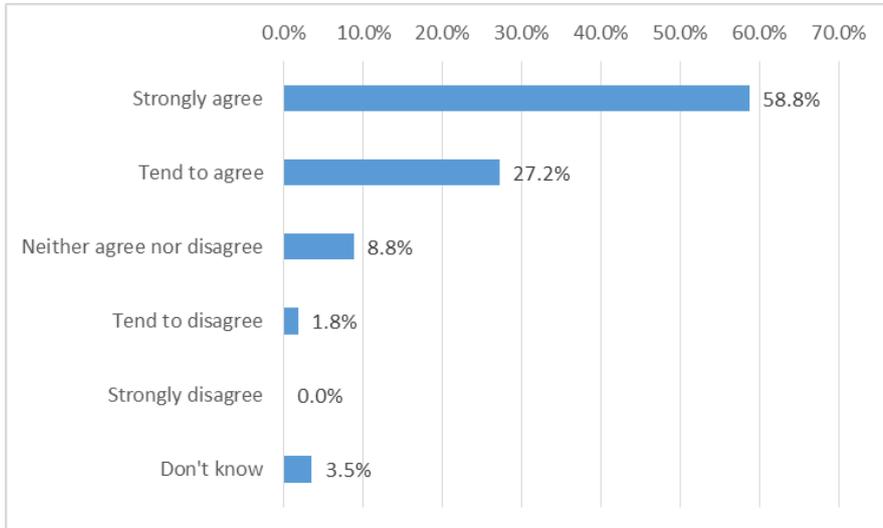
| | |
|----------------------------|------------|
| Strongly agree | 71 |
| Tend to agree | 33 |
| Neither agree nor disagree | 11 |
| Tend to disagree | 2 |
| Strongly disagree | 4 |
| Don't know | 7 |
| Total | 128 |

4. To enable local children to attend local special provision while a new school is approved/built, to what extent do you agree or disagree that interim arrangements for a special school to provide a satellite special provision in South Northants should be organised?



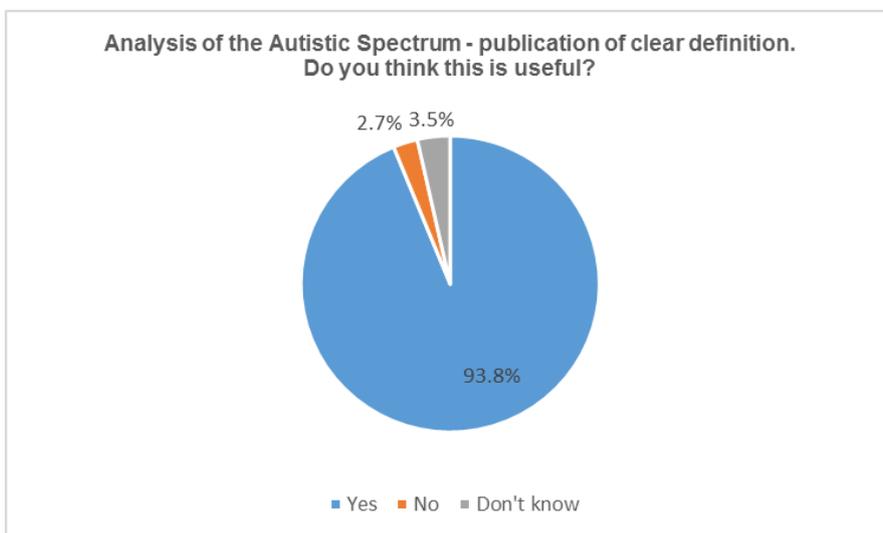
| | |
|----------------------------|------------|
| Strongly agree | 64 |
| Tend to agree | 34 |
| Neither agree nor disagree | 10 |
| Tend to disagree | 5 |
| Strongly disagree | 1 |
| Don't know | 6 |
| Total | 120 |

5. The agreed secondary special free school in East Northants has experienced delays. To enable local children to attend local special provision while a new school is approved/built, to what extent do you agree or disagree that interim arrangements for a special school to provide a satellite special provision in East Northants should be organised?



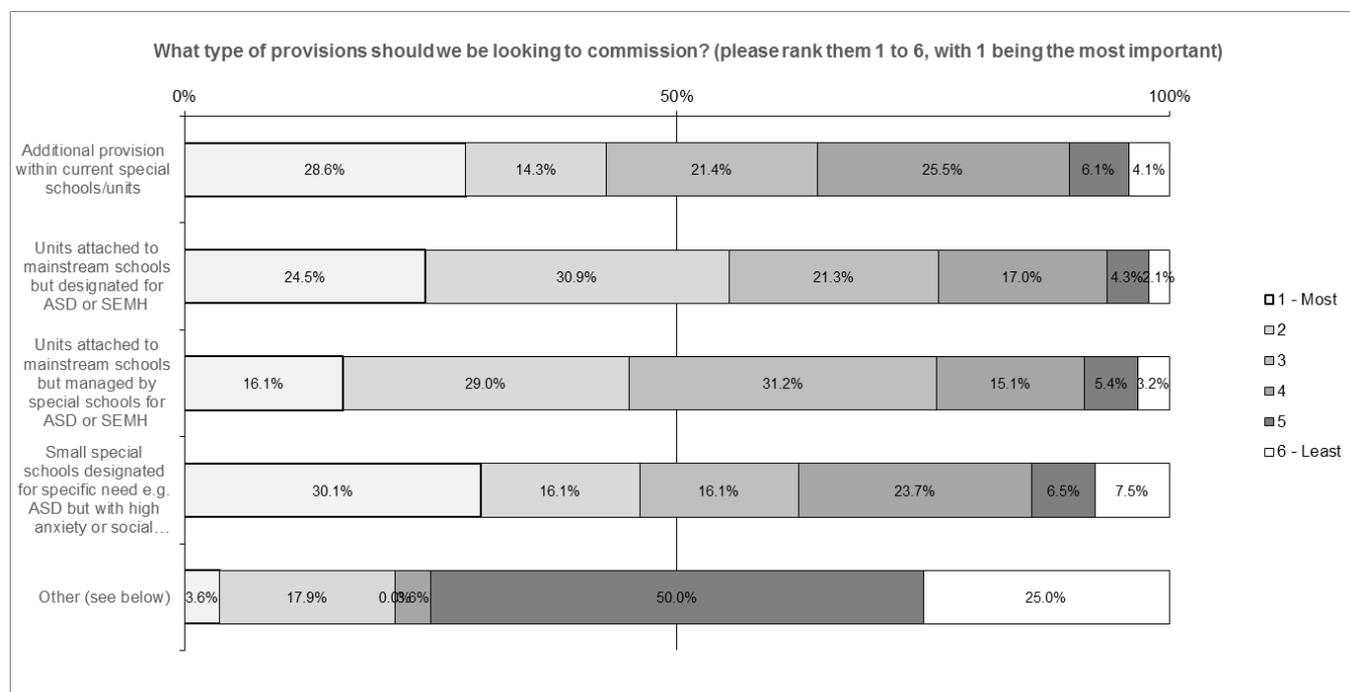
| | |
|----------------------------|------------|
| Strongly agree | 67 |
| Tend to agree | 31 |
| Neither agree nor disagree | 10 |
| Tend to disagree | 2 |
| Strongly disagree | 0 |
| Don't know | 4 |
| Total | 114 |

6. Analysis of the Autistic Spectrum is being undertaken to better define the impact of the condition on individuals to understand and improve commissioning of provision. As a result of this, we are planning to publish clear definition of need across the spectrum and recognise the different provisions required to meet these needs. Do you think this is useful?



| | |
|--------------|------------|
| Yes | 106 |
| No | 3 |
| Don't know | 4 |
| Total | 113 |

7. Across districts, additional provisions are commissioned to deliver provision where there are currently gaps in a district, school phase or special educational need.



| Type of Provision | 1 (most important) | 2 | 3 | 4 | 5 | 6 (least important) | Total |
|--|--------------------|----|----|----|----|---------------------|-------|
| Additional provision within current special schools/units | 28 | 14 | 21 | 25 | 6 | 4 | 98 |
| Units attached to mainstream schools but designated for ASD or SEMH | 23 | 29 | 20 | 16 | 4 | 2 | 94 |
| Units attached to mainstream schools but managed by special schools for ASD or SEMH | 15 | 27 | 29 | 14 | 5 | 3 | 93 |
| Small special schools designated for specific need e.g. ASD but with high anxiety or social issues and SEMH/ASD co-morbidity with no learning disability | 28 | 15 | 15 | 22 | 6 | 7 | 93 |
| Other (see below) | 1 | 5 | 0 | 1 | 14 | 7 | 28 |

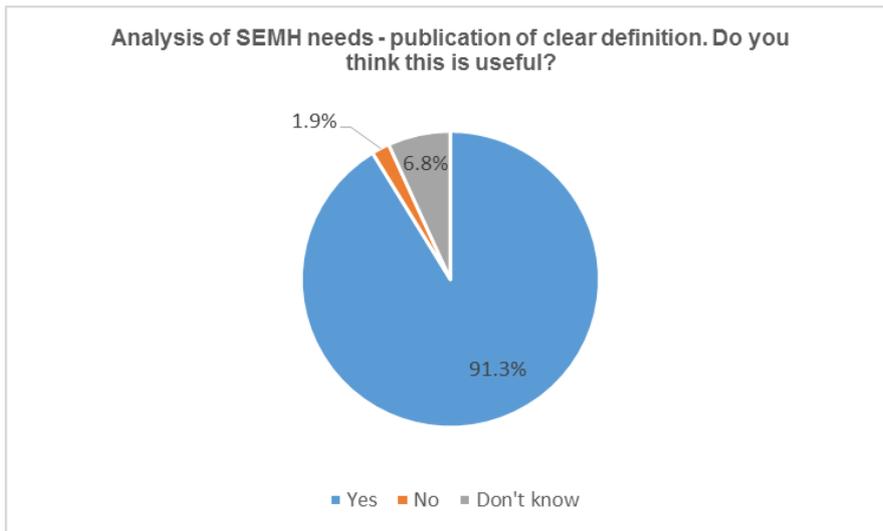
- These options are the best on offer long term we need dedicated schools with specialised teaching teams. Using short cuts will not work long term its a stop gap that will fail the students and the prove to be a waist of resources.
- Special Needs provision should be decided by considering and then deciding how existing and prospective service users could be best educated in relation to the resources available - in particular Finance and Personnel.
- Expand excellent existing units attached to mainstream schools to benefit from:-

* Existing expertise,

- * Economies of scale,
- * Social benefits of children in the units and in mainstream of understanding each other's needs.
- * Maintaining provision closer to the children's homes and within their local communities.
- More behavioural units to support severe behaviour needs.
- 'Proper' Classic run nurture groups to be funded and ran in lpcal authorities for prevent further exclusions.
- The provision for all children with SEN should be within the local school unless the needs require a special school. Unfortunately government educational policies have encouraged many schools to view SEN children as a liability rather an asset. i am saddened that Northamptonshire County Council appears to have embraced such policies resulting in the present challenges facing educational professionals within the county.
- Specialist post 16/18 support leading to provision into adulthood, protected work experience and supported internships or apprenticeship for this group of young people
- There is a clear need for all schools to be more inclusive rather than see special provision as the only option therefore a programme of CPD needs to be developed with support given to key schools and academies
- We would love to add another class to our unit for ASD. With the large number of parents looking around our unit every fortnight (these tours are always full) we could have easily filled another class. It is heart breaking when parents love the unit when shown around but then you know they can't send their child as no places.
- specialist help for all those families who are home educating children with ASD because the LEA have failed them with not providing the correct schooling.
- There needs to be more provision for children who cannot cope in mainstream due to sensory processing disorders/anxiety etc, but are clearly academically capable of reaching targets given the correct support and encouragement. There needs to be designated specialist placements for autistic children with capability to achieve academically but also tend to their sensory needs, which in a mainstream cause nothing but a hinderance.
- All additional provision must have the support of the expertise in our county's existing Outstanding providers. Collaborative partnerships should be created to achieve this. Mainstream provision must work with specialist provision to ensure that when and where appropriate our young people with additional needs experience elements of mainstream provision. Currently they are segregated which is not right. Equally our young people in mainstream settings may benefit from specialist input at times as they grow up. This cross-working is currently rare and indeed wrong. Mainstream has been driven on performance data, not equality whole child needs. This is changing given the new Ofsted Framework. Few mainstream settings have the right ethos and motives to make this work well. Those with the right ethos and motives should be approached and work with the specialist providers to deliver the right outcomes. This should be all-through including post 16 provision. It does not need to be on the same site (but could be), as long as its local and joined up. Our young people with additional needs are often behind in their academic education and so denied post 16 placements that would enable them to continue and complete their education as they catch up. We have settings that could make this far better, but don't use them as everything is segregated rather than joined up.
- why are some of these choices not accessible?
- Specialist provisions providing satellite units for moderate to severe learning difficulties
- In my view, Northamptonshire should harness the success of the county's special schools to create a 'next level' of provision that will offer meaningful challenge to out-of-county placements. There exists within the county more than enough expertise and proven quality to ensure that the needs of all children identified with SEND can be met. This would require aspects of residential provision and increased multi-disciplinary expertise within the day-to-

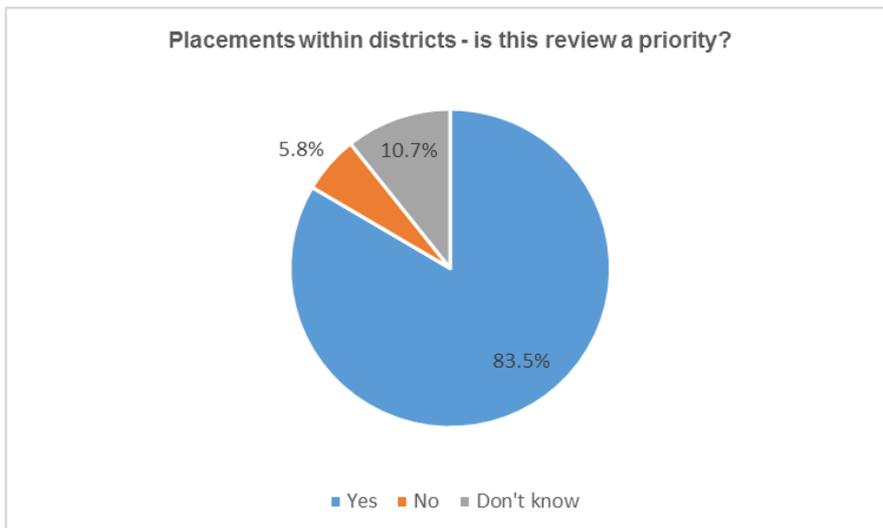
day provision. This could be delivered with a 'value for money' quotient that is currently not delivered in the existing model.

8. Analysis of social, emotional and mental health needs is undertaken across agencies to understand and improve commissioning of provision within education, health and social care from early intervention to specialist level. As a result of this, we will publish clear definitions of need and responsibilities of all stakeholders involved. Do you think this is useful?



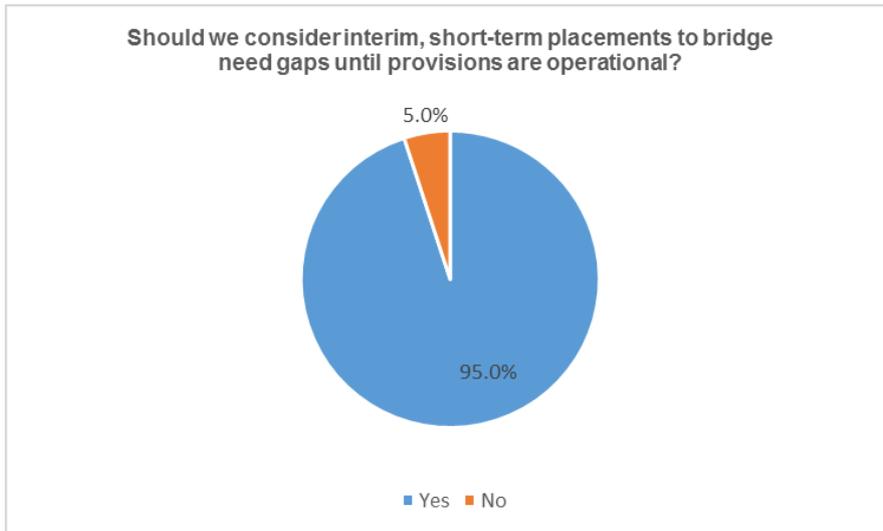
| | |
|--------------|------------|
| Yes | 94 |
| No | 2 |
| Don't know | 7 |
| Total | 103 |

9. Placement within districts - Do you think this review is a priority?



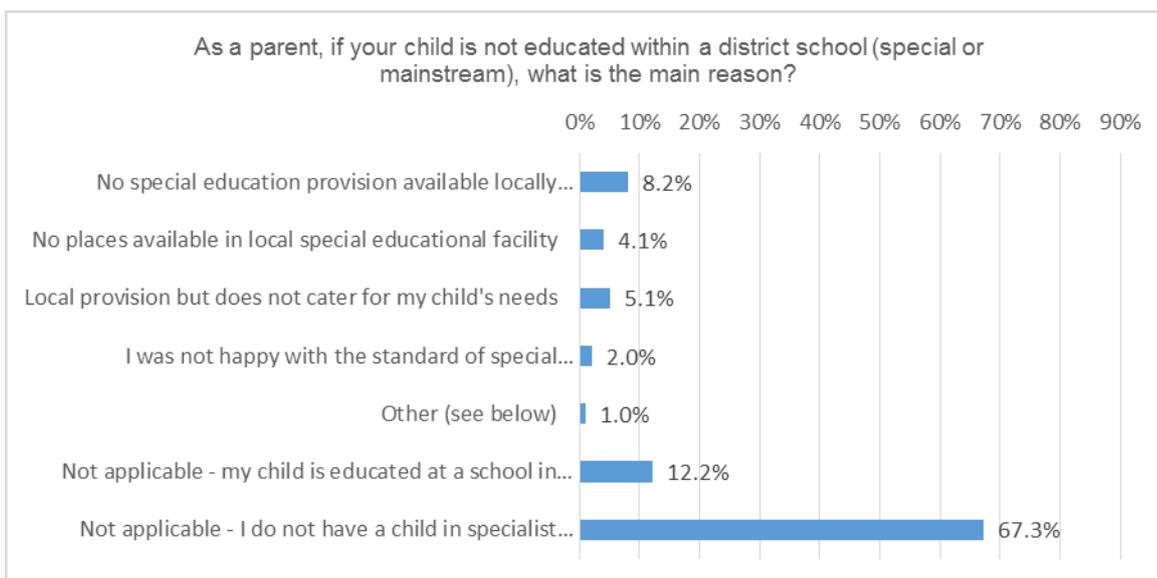
| | |
|--------------|------------|
| Yes | 86 |
| No | 6 |
| Don't know | 11 |
| Total | 103 |

10. Would you consider interim, short-term placements to bridge need gaps until provisions are operational?



| | |
|--------------|------------|
| Yes | 95 |
| No | 5 |
| Total | 100 |

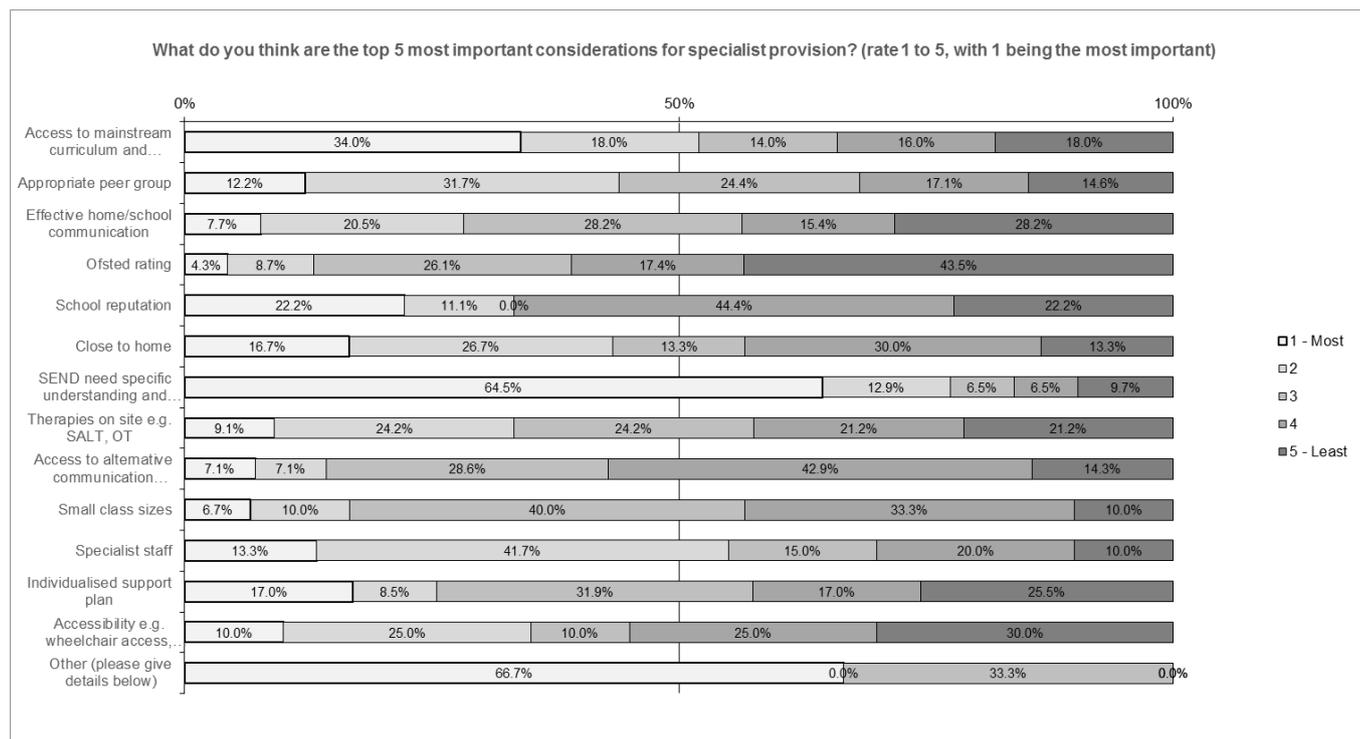
11. If your child is not educated within a district school (special or mainstream), what is the main reason?



| Reason | Number |
|--|-----------|
| No special education provision available locally (Special School or Designated Unit) | 8 |
| No places available in local special educational facility | 4 |
| Local provision but does not cater for my child's needs | 5 |
| I was not happy with the standard of special education available locally | 2 |
| Other (see below) | 1 |
| Not applicable – my child is educated at a school in our district | 12 |
| Not applicable – I do not have a child in specialist provision | 66 |
| Total | 98 |

- My [child] is now at higher level
- [Child] will be attending special school in September for secondary education.
- This practice is both expensive and wrong and should be avoided by judicious, thoughtful investment and use of the existing provision available.

12. What are the top 5 most important areas to you when selecting a school (rate 1 to 5, with 1 being the most important). Respondents were only able to rank one option as most important, one option as second most important etc



| | 1 (most important) | 2 | 3 | 4 | 5 (least important) | Total |
|--|--------------------|----|----|----|---------------------|-------|
| Access to mainstream curriculum and qualifications | 17 | 9 | 7 | 8 | 9 | 50 |
| Appropriate peer group | 5 | 13 | 10 | 7 | 6 | 41 |
| Effective home/school communication | 3 | 8 | 11 | 6 | 11 | 39 |
| Ofsted rating | 1 | 2 | 6 | 4 | 10 | 23 |
| School reputation | 2 | 1 | 0 | 4 | 2 | 9 |
| Close to home | 5 | 8 | 4 | 9 | 4 | 30 |
| SEND need specific understanding and provision | 40 | 8 | 4 | 4 | 6 | 62 |
| Therapies on site e.g. SALT, OT | 3 | 8 | 8 | 7 | 7 | 33 |
| Access to alternative communication methods | 1 | 1 | 4 | 6 | 2 | 14 |
| Small class sizes | 2 | 3 | 12 | 10 | 3 | 30 |
| Specialist staff | 8 | 25 | 9 | 12 | 6 | 60 |
| Individualised support plan | 8 | 4 | 15 | 8 | 12 | 47 |
| Accessibility e.g. wheelchair access, suitable for sensory needs | 2 | 5 | 2 | 5 | 6 | 20 |
| Other (see below) | 2 | 0 | 1 | 0 | 0 | 3 |

- I think all the above is important
- Couldn't click on these it wouldn't let me
- You have place Ofsted rating and School Reputation above and it is impossible to ignore that one is a government responsibility and as such we as parents expect the school to have an excellent one. This then brings me to Reputation this can be difficult what do you Judge a Reputation on? having a nice uniform does not mean the school delivers all the specialist support a child and parent needs to create a nurturing learning scenario.
- All of above most important but for some reason wouldnt register
- 1: full consistent support of sensory needs.
2: access to curriculum tailored to individual at their own level of understanding and capability incorporated into an individualised support plan.
3: appropriate peer group.
4: small class sizes
5: home/school communication
- All these things are important so deleting just five is very tricky.
- All aspects are important but you can only choose 5!
- Every child's needs are different and so this prioritised generic list isn't very helpful. It must be all about the young people to meet there individual needs and enable them to take their place in our society.
- This page is not working, won't permit responses to most considerations above!
- Yet again blanked out choices
- I actually feel that every child has the right to an education appropriate to them within a reasonable distance from their home in order to be able to spend time with their friends from the provision they attend outside of the school day and environment therefore unable to rank the above options in any order because each child and family need is individual to them.

