

Annual Survey, March 2020

Kenton Mee Chair, Facebook.com/nspcwt

North Somerset Additional Needs and Disabilities Annual Survey March 2020

56% of Parent Carers rated provision in North Somerset for Children & Young People (0-25yrs)

with additional needs and / or disabilities as **Bad or Very Bad**

We were really pleased to develop our annual survey this year to capture, more than ever, the experiences of Parent Carers across North Somerset. We included additional surveys for both children and young people and professionals. Unfortunately the uptake amongst children and young people was very small in main due to the Covid outbreak and schools closing along with a lack of development & engagement time. However we were really pleased to have a large number of professionals taking part enabling a direct comparison with parent Carer views and identifying areas where there is a disconnect. This survey has created a comprehensive base that we can build on in future whilst providing an important benchmark for SEND provision.

Of 260 people starting the survey 156 were parent carers, 14 Children / Young People and 86 professionals. Having assessed the data a number of these clearly started the survey but realising the depth of questions probably deciding to return at a later date (or it may have put some people off) We have therefor edited the data to show the results of only those that pressed submit at the end of the survey (88 Parent Carers, 5 children / young people and 45 professionals). All were asked to only answer questions that they had had experience of over the last year.

This response exceeded our expectations given we were entering the Covid crisis and it was the first comprehensive annual survey we have undertaken. In the past most surveys have identified issues for parent carers but have not put this in context locally in capturing the full range of experiences to bring a balanced assessment of local provision. The detail and experiences captured will be invaluable in informing stakeholders in both areas working well and those that require improvement.

I would like to take this opportunity to thank everyone who took the time to complete the survey giving it greater weight as we consider the results. Also I would like to thank Natalie Newman for her time, in helping, to bring the survey data together into the attached report as it evolved into far more work than any of us had anticipated.

The responses have proved to be very diverse, across age / need & setting, providing a really good representation of North Somerset families supporting children and young people with additional needs and disabilities along with a really good mix of professionals represented within the survey.

As you read these results I am sure you will share both my frustration and concern that greater progress does not seem to have reached our SEND parent carer community. It highlights the need for a greater commitment and investment to see improvements for all especially at this time as we emerge from the Covid crisis and face the many additional

negative consequences that this will have. It will be really important for local councillors, health commissioners and providers along with our education leads to note the issues raised in this survey and the need to shift priorities in North Somerset so these can be appropriately resourced to ensure improvements can be delivered effectively. We are hopeful that through the recent stakeholder commitment to co-production we will see a far more rapid delivery of improvements over the coming months. As highlighted in the survey there is much work needed to improve provision whilst this has been balanced by some clear aspects that are working well.

Over the coming year we will seek to work with all stakeholders to effectively evaluate the implications of this survey on their provision and help develop appropriate improvement plans where appropriate.

As we consider how we collect and evaluate data for the future we will need to consider if an annual survey as comprehensive as this is the best approach. We would ask all stakeholders to consider the contents of this survey and contribute their thoughts on how useful this information is to service development and evaluation along with improvements that could be made to the survey in future. If we decide to proceed with this as an annual survey we will be requesting input from all.

Please see Appendix 10 (p29) for the full survey results and initial evaluation.

We would recommend that all stakeholders and individuals involved in provision look in depth at the survey results drawing out the areas that they work in and developing an action plan to improve services and the experiences of the SEND community. This can then be incorporated into the SEND Action Plan 2020-2022. We have made an initial reference to the action plan from the survey that should help to address and incorporate the many issues being raised – We have placed this at the end of the survey report p120.

North Somerset

Additional Needs and Disabilities Annual Survey

March 2020

If you didn't complete the survey yourself, the questions as seen by those completing it, can be viewed by clicking this link:

<https://www.surveylegend.com/s/2e35>

(you will need to select the survey you wish to view on the first page)

If you require any further clarification around the data collected or would like to investigate the data further please contact us – and we will do our best to facilitate this for you.

INDEX

This index lists all survey items worded as they appeared in the original survey. In the body of the analysis below, question wording may be paraphrased.

Key NSPCWT parent carer (PC) observations are highlighted in red / green for quick reference.

We have specifically highlighted areas that have exceeded 30% for bad / Very Bad or Good / Very Good – this enables quick identification of areas requiring improvement or praise.

Items in this index are bookmarked to the relevant part of this document.

[Results summary table \(rated items only\)](#)

[Demographic breakdown: all survey responses](#)

Asked of all respondents:

- **Item 1:** How would you rate provision in North Somerset for Children & Young People (0-25yrs) with additional needs and / or disabilities? (Special Educational Needs and Disabilities - SEND)
56% of PC's rated this Bad or Very Bad

[Demographic breakdown: Parent/carers and professionals](#)

Asked of respondents identifying themselves as parent/carers or [professionals]:

- **Item 2:** Please tell us how well you think your child/young person's needs have been identified by [*With the children/young people that you work with, how well do you think their needs have been identified by*]:
 - (a) Education **38% of PC's rated this Poor or Very Poor / 41% Well or VW**
 - (b) Health **30% of PC's rated this Poor or Very Poor / 39% Well or Very VW**
 - (c) Social Care **39% of PC's rated this Poor or Very Poor**

- **Item 3:** How well do you understand your child/young person's needs? Is there anything you feel could help you to better understand your child/young person's additional need / disability? [*With the children/young people that you work with how well do you understand their additional needs / disability? Is there anything you feel could help you to better understand the child/young people's additional need / disability?*]

Key issues raised: Lack of Parent Carer Support, Health provision & Training for PC's and professionals.
- **Item 4:** How satisfied are you with the ongoing monitoring and assessment of your child/young person's needs in [*With the children/young people that you work with how satisfied are you with the ongoing monitoring and assessment of their needs in*]:

 - (a) Education **47% of PC's dissatisfied or Very dissatisfied / 41% Satisfied or VS**
 - (b) Health **31% of PC's dissatisfied or Very dissatisfied / 30% Satisfied or VS**
 - (c) Social Care **37% of PC's dissatisfied or Very dissatisfied**
- **Item 5:** How well do you think your child/young person's needs are met by the following service areas [*With the children/young people that you work with how well do you think their needs are met by the following service areas*]:

 - (a) Education **44% of PC's rated this Poor or Very Poor / 42% Well or VW**
 - (b) Health **34% of PC's rated this Poor or Very Poor / 31% Well or VW**
 - (c) Social Care **38% of PC's rated this Poor or Very Poor**
- **Item 6:** As a parent carer how involved are you in setting targets / outcomes for your child/young person in [*In your job role how involved are you in setting targets / outcomes for the children/young people that you work with in the following areas*]:

 - (a) Education **48% of PC's were somewhat involved to very uninvolved**
 - (b) Health **57% of PC's were somewhat involved to very uninvolved**
 - (c) Social Care **64% of PC's were somewhat involved to very uninvolved**
- **Item 7:** How well do service professionals work together to support your child/young person [*How well do service professionals work together to support the children/young people that you work with*]? **45% of PC's rated this Poor or Very Poor**
- **Item 8:** Overall how well do the services your child/young person uses help them to do the best they can in [*Overall how well do the services for the children/young people that you work with help them to do the best they can in*]:

 - (a) Education progress **45% of PC's rated this Poor or Very Poor / 36% Well or VW**
 - (b) Taking part in community activities **54% of PC's rated this Poor or Very Poor**
 - (c) Leading a healthy life **32% of PC's rated this Poor or Very Poor / 31% Well or VW**
 - (d) Getting ready for adulthood **51% of PC's rated this Poor or Very Poor**
- **Item 9:** Please tell us how you feel about your Education, Health and Care Plan (EHCP) assessment or annual review. [*Please tell us how you feel about the Education, Health and Care Plan (EHCP) assessment or annual review for the children and young people you work with.*] Did you feel supported by the:

 - (a) SEND Team at North Somerset Council **60% of PC's rated this Poor or Very Poor**
 - (b) SENCO **40% of PC's rated this Poor or Very Poor / 30% Well or VW**
 - (c) Other school or college staff **34% of PC's Poor or Very Poor / 50% Well or VW**
- **Item 10:** How well did [service] contribute?

 - (a) Health **41% of PC's rated this Poor or Very Poor**
 - (b) Social Care **45% of PC's rated this Poor or Very Poor**
- **Item 11:** Did you feel included in the [EHCP assessment or annual review] process?
31% of PC's rated this Well or Very Well

- **Item 12:** If your child/young person has moved (transition) from Nursery to School, School to college or children's to adult services how well prepared were they in [*If for the children/young people that you work with you oversee a transition ie. from Nursery to School, School to college or children's to adult services how well prepared do you think they are in*]:
 - (a) Education **33% of PC's rated this Poor or Very Poor**
 - (b) Health **71% of PC's rated this OK +**
 - (c) Social Care **73% of PC's rated this OK +**
- **Item 13:** If your child/young person is educated at home how would you rate the support available to you for this? [*If any of the children/young people that you work with are educated at home how would you rate the support available to them?*]

38% of PC's rated this Bad or Very Bad
- **Item 14:** Are you aware of your child/young person missing out on activities or participation because of their additional needs / disability? [*Where you work are you aware of children with additional needs / disability missing out on activities or participation because of their needs?*] **73% of PC's Said Yes**
- **Item 15:**
 - (a) Have you heard of / used the North Somerset SEND Local Offer?
51% of PC's Said No
 - (b) If Yes how easy did you find it to use?
54% of PC's rated this Difficult or VD
 - (c) And did you find all you were looking for?
66% of PC's found little or nothing
- **Item 16:** Thinking about the following specific areas of provision how would rate the service experience you have received over the last year?[Thinking about these specific areas of provision how would you rate the service experience, for the children/young people that you work with, received over the last year?]
(please do not include feedback on privately paid for services)
Please only rate services you have experience of [please only rate services that children/young people, you work with, are using]
 - Outpatients – Weston Hospital **48% PC's Good / V Good**
 - A&E – Weston Hospital
 - Outpatients – Bristol Children's Hospital **64% PC's Good / V Good**
 - A&E – Bristol Children's Hospital **70% PC's Good / V Good**
 - Outpatients – University Hospital Bristol (BRI) **60% PC's Good / V Good**
 - A&E – University Hospital Bristol (BRI) **70% PC's Good / V Good**
 - Outpatients – Southmead Hospital **62% PC's Good / V Good**
 - A&E – Southmead Hospital **50% PC's Good / V Good**
 - GP's at registered surgery **37% PC's Good / V Good**
 - Community Paediatricians **36% PC's Bad / V Bad - 31% PC's Good / V Good**
 - Autism Diagnosis **56% PC's Bad / Very Bad**
 - Occupational Therapy (OT) **38% PC's Bad / Very Bad - 41% PC's Good / V Good**
 - Speech and Language Therapies **35% PC's Bad / V Bad - 32% PC's Good / V Good**
 - Child and Adolescent mental health services (CAMHS) **48% PC's Bad / V Bad**
 - Physiotherapy **47% PC's Good / Very Good**
 - Educational Psychologist **34% PC's Bad / V Bad - 34% PC's Good / V Good**
 - SEND Team at North Somerset Council **50% PC's Bad / V Bad**
 - Home to School Transport **52% PC's Good / V Good**

- Social Worker **43% PC's Bad / V Bad**
- Short Breaks / Holiday Provision **74% PC's Bad / V Bad**
- Buddy Service **72% PC's Bad / V Bad**
- Direct Payments – Social Care **36% PC's Bad / V Bad - 31% PC's Good / V Good**
- Springboard **88% PC's Good / V Good**
- Supportive Parents – Impartial Information Advice and Support Service **65% PC's Good / V Good**
- North Somerset Parent Carers Working Together (Parent Carer Forum) **65% PC's Good / V Good**

Demographic breakdown: Children and Young People

response rate was very low & therefore difficult to draw specific conclusions directly from the Children's & Young Peoples responses.

Asked of children and young people only:

- **Item 17: Rating quality of different types of help available to children and young people with SEND.** Please tell us how you feel about the help you get:
 - Help with your learning
 - Help for your physical health
 - **Help for your mental health**
 - Help to go on school trips / days out
 - Help to attend after school clubs
 - Help at lunchtime / break time
 - Help managing your behaviour
 - **Holiday Clubs**
 - **Information about activities you could do**
 - **Help at home**
 - Help with Change (By this we mean things like moving from school to college)
 - **Transport (Taxi Bus) (to and from school / college)**
 - Help learning life skills (By "life skills" we mean things like cooking, washing, paying for things)

- **Item 18:** Have you ever experienced:
 - (a) Bullying from other children
 - (b) Being left out (from sport, social activities or after school clubs)
 - (c) Detentions
 - (d) Fixed-term exclusions
 - (e) Being put into isolation
 - (f) Moving to another school
 - (g) *None of the above*

With very few respondents it is a concern that all the above had been experienced by some of the respondents.

- **Item 19:** Is there any help you need but are not getting?
- **Item 20:** Is there anything you want to tell us that's been really good for your learning?
- **Item 21:** Is there anything you want to tell us that's been really bad for your learning?
- **Item 22:** What would you change to help your learning?
- **Item 23:** Is there anything you want to tell us that's been really good for your health?

- [Item 24](#): Is there anything you want to tell us that's been really bad for your health?
- [Item 25](#): What would you change to help your health?
- [Item 26](#): Please add any further comments you would like to make.
- [Item 27](#): Please indicate how you found this survey.

Asked of parent/carers only:

- [Item 28](#): How easy do you find it to get information about what services are available and what they do? **69% PC's Difficult / V Difficult**
- [Item 29](#): Are there any services that your child/young person needs but is not getting? **70% PC's Yes**

Asked of professionals only:

- [Item 30](#):
 - (a) Are you aware of "Supportive Parents" an Impartial Information Advice and support Service for Parent Carers? **80% Yes**
 - (b) If Yes, have you referred any parent carers to them over the last year? **63% Yes**
- [Item 31](#):
 - (a) Before this survey were you aware of North Somerset Parent Carers Working Together (NSPCWT) that represents the collective voice of parent carers in North Somerset? **63% Yes**
 - If Yes, have you given any Parent Carers NSPCWT details over the last year? **59% Yes**
- [Item 32](#): Are there any services that children / young people you work with need but are not getting? **31% responded with services C&YP are not getting**
- [Item 33](#): What three things would you like to do, where you work, to help improve outcomes for children with additional needs and disabilities?

Open-response questions (asked of both parent/carers and professionals):

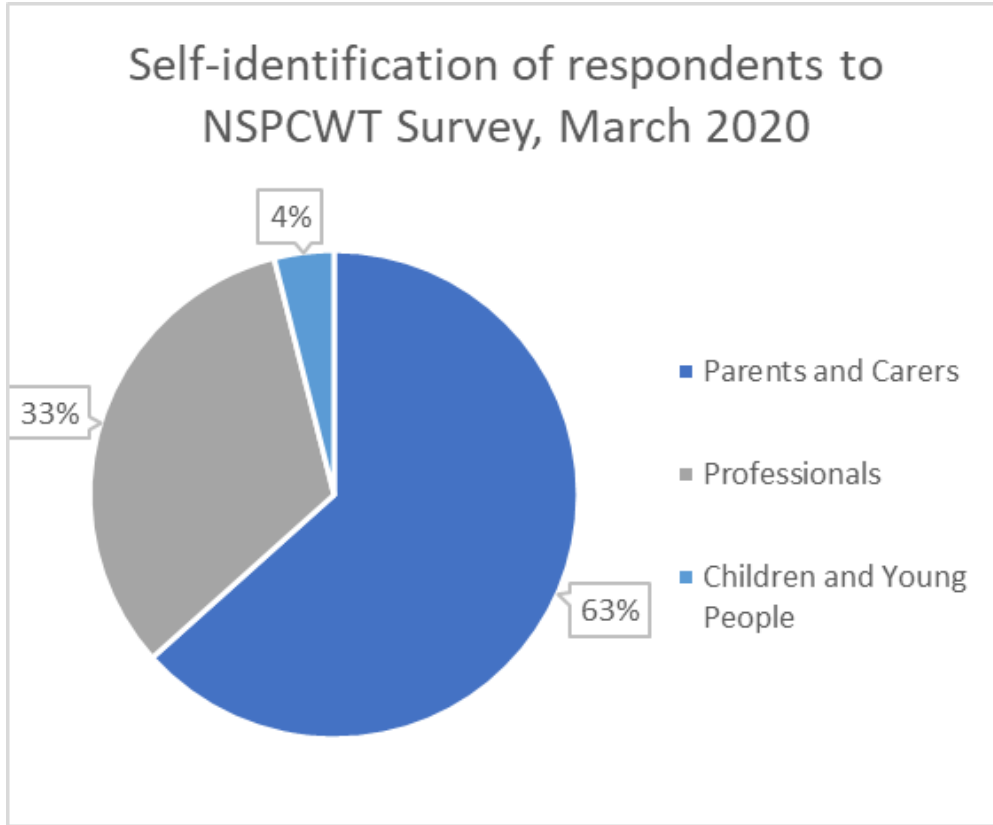
- [Item 34](#): Please tell us about any examples of good service you or your child/young person have experienced. *[Please tell us about any examples of good service that children/young people that you work with have experienced.]*
- [Item 35](#): Please tell us about any examples of poor service you or your child/young person have experienced not already covered in your responses. *[Please tell us about any examples of bad service that children/young people that you work with have experienced.]*
- [Item 36](#): If you had to choose to prioritise three things to help improve provision in NS what would they be?
- [Item 37](#): Please use this space if you would like to tell us a little bit more about your recent experiences.

Results summary (rated items only)

Survey item	Average scores		
	All responses	Parents/Carers	Professionals
How would you rate SEND provision in North Somerset?	2.8	2.5	3.4
How well are children and young people's (CYP) needs identified by: Education?	3.4	3.0	4.1
How well are CYP's needs identified by: Health?	3.3	3.0	3.7
How well are CYP's needs identified by: Social Care?	2.9	2.7	3.2
How well do you understand CYP's needs?	4.4	4.3	4.6
How satisfied are you with monitoring/assessment in: Education?	3.2	2.8	4.0
How satisfied are you with monitoring/assessment in: Health?	3.1	2.9	3.4
How satisfied are you with monitoring/assessment in: Social Care?	2.8	2.7	3.0
How well do you think CYP's needs are met by: Education?	3.3	2.9	4.0
How well do you think CYP's needs are met by: Health?	3.1	2.9	3.4
How well do you think CYP's needs are met by: Social Care?	2.8	2.7	3.0
How involved are you in setting targets for: Education?	3.8	3.5	4.2
How involved are you in setting targets for: Health?	3.3	3.3	3.1
How involved are you in setting targets for: Social Care?	3.0	3.1	2.9
How well do professionals work together to support CYP?	3.0	2.5	3.8
How well do services help CYP to do their best in: Educational progress?	3.2	2.8	4.0
How well do services help CYP to do their best in: Taking part in community activities?	2.6	2.2	3.3
How well do services help CYP to do their best in: Leading a healthy life?	3.1	2.9	3.4
How well do services help CYP to do their best in: Getting ready for adulthood?	2.7	2.3	3.5
EHCP assessment/review – rate support from: SEND Team	2.7	2.2	3.5
EHCP assessment/review – rate support from: SENCO	3.2	2.9	3.9
EHCP assessment/review – rate support from: Other school staff	3.5	3.3	4.0
EHCP assessment/review – rate contribution from: Health	2.6	2.5	2.7
EHCP assessment/review – rate contribution from: Social Care	2.5	2.4	2.8
Did you feel included in the EHCP assessment/review process?	3.3	3.0	3.8
Transitions – how well prepared are CYP in: Education?	3.2	2.8	3.8
Transitions – how well prepared are CYP in: Health?	3.0	2.8	3.2
Transitions – how well prepared are CYP in: Social Care?	2.9	2.7	3.3
How would you rate the support for Home Education (EHE)?	2.5	2.4	2.6
SEND Local Offer – how easy was it to use?	2.9	2.4	3.5
SEND Local Offer – did you find what you were looking for?	2.7	2.1	3.5
How easy is it to get information about available services?	2.0	2.0	--

Percentages in this report may not always appear to add up to 100% due to rounding conventions.

Demographic breakdown: all survey responses



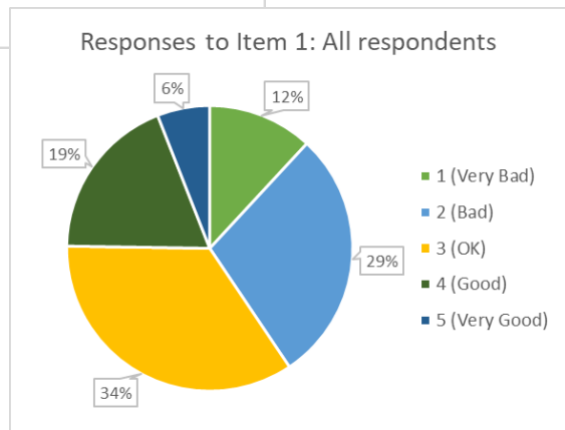
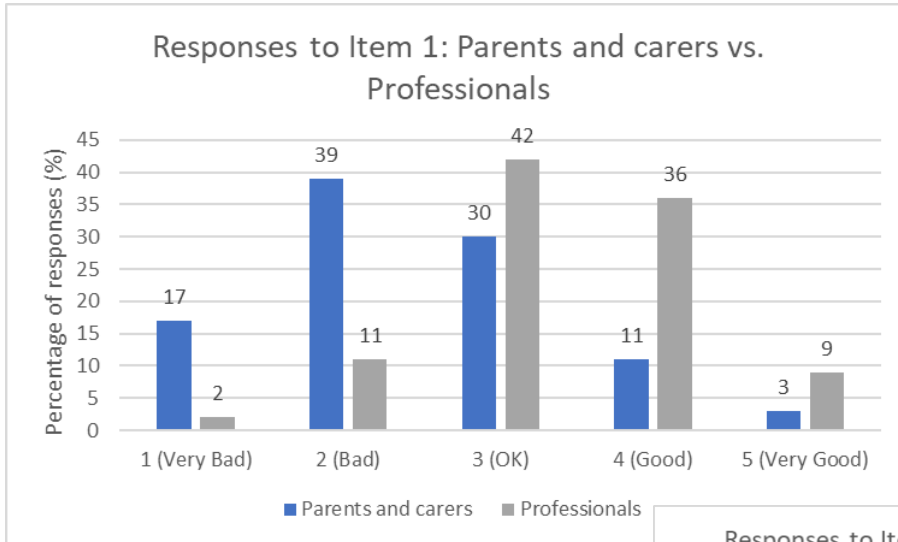
Total survey submissions: 260, of which:	
<p>Completed: 138. These respondents identified themselves as:</p> <ul style="list-style-type: none"> 5 - Children and Young People 88 - Parents or Carers 45 - Works with SEND children and young people (hereafter "Professionals") 	<p>Not completed: 122. These respondents identified themselves as:</p> <ul style="list-style-type: none"> 9 - Children and Young People 68 - Parents or Carers 41 - Professionals 3 - Did not answer

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Item 1 (all respondents): How would you rate provision in North Somerset for Children & Young People (0-25 yrs) with additional needs and / or disabilities (SEND)?

Note: Responses were translated into numeric scores as follows: 5=Very Good, 4=Good, 3=OK, 2=Bad, 1=Very Bad.

Responses:



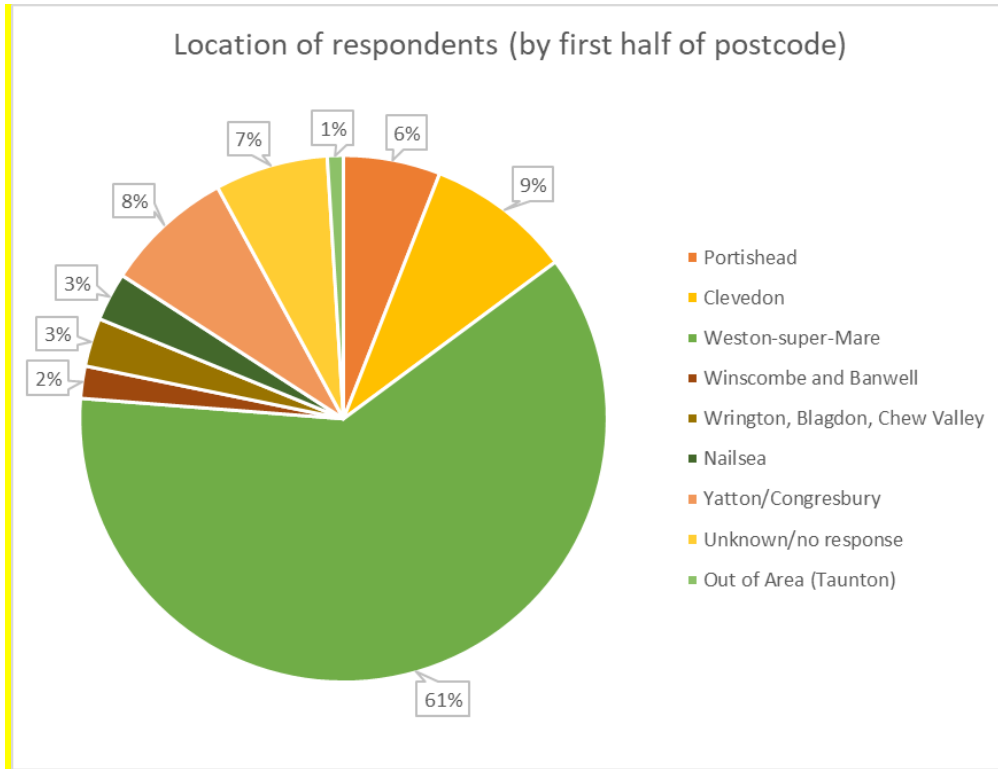
<p>Parents and carers (R=88): Average score: 2.5 Median score: 2</p> <p>Frequency of scores: 1 (Very Bad) = 15 (17%) 2 (Bad) = 34 (39%) 3 (OK) = 26 (30%) 4 (Good) = 10 (11%) 5 (Very Good) = 3 (3%)</p>	<p>Professionals (R=45): Average score: 3.4 Median score: 3</p> <p>Frequency of scores: 1 (Very Bad) = 1 (2%) 2 (Bad) = 5 (11%) 3 (OK) = 19 (42%) 4 (Good) = 16 (36%) 5 (Very Good) = 4 (9%)</p>
<p>Children and Young People (R=5): Average score: 3.2 Median score: 3</p> <p>Frequency of scores: 1 (Very Bad) = 0 (0%) 2 (Bad) = 1 (20%) 3 (OK) = 3 (60%) 4 (Good) = 0 (0%) 5 (Very Good) = 1 (20%)</p>	<p>All respondents (R=138): Average score: 2.8 Median score: 3</p> <p>Frequency of scores: 1 (Very Bad) = 16 (12%) 2 (Bad) = 40 (29%) 3 (OK) = 48 (35%) 4 (Good) = 26 (19%) 5 (Very Good) = 8 (6%)</p>

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Items 2-16: Questions asked of both the Parent/Carer and Professional respondent categories

Demographic breakdown: Parent/Carers and Professionals

a) Location of respondents (first half of postcode)



Parent carers (R=88):

Portishead (BS20) = 7 (8%)
 Clevedon (BS21) = 9 (10%)
Weston-super-Mare (BS22, BS23, BS24) = 50 (57%)
 Winscombe and Banwell (BS25) = 2 (2%)
 Wrighton, Blagdon, Chew Valley (BS40, BS41) = 3 (3%)
 Nailsea (BS48) = 1 (1%)
 Yatton and Congresbury (BS49) = 10 (11%)
 Unknown/no response = 5 (6%)
 Out of area (Taunton) = 1 (1%)

Professionals (R=45) (postcode given is for place of work):

Portishead (BS20) = 1 (2%)
 Clevedon (BS21) = 3 (7%)
Weston-super-Mare (BS22, BS23, BS24) = 32 (71%)
 Wrighton, Blagdon, Chew Valley (BS40, BS41) = 1 (2%)
 Nailsea (BS48) = 3 (7%)
 Yatton and Congresbury (BS49) = 1 (2%)
 Unknown/no response = 4 (9%)

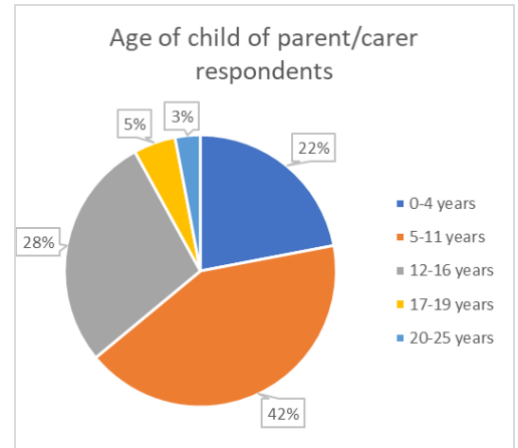
b) Gender of child (Parent/carers only, R=83, 5 no response)

Male/boy = 60 (68%)

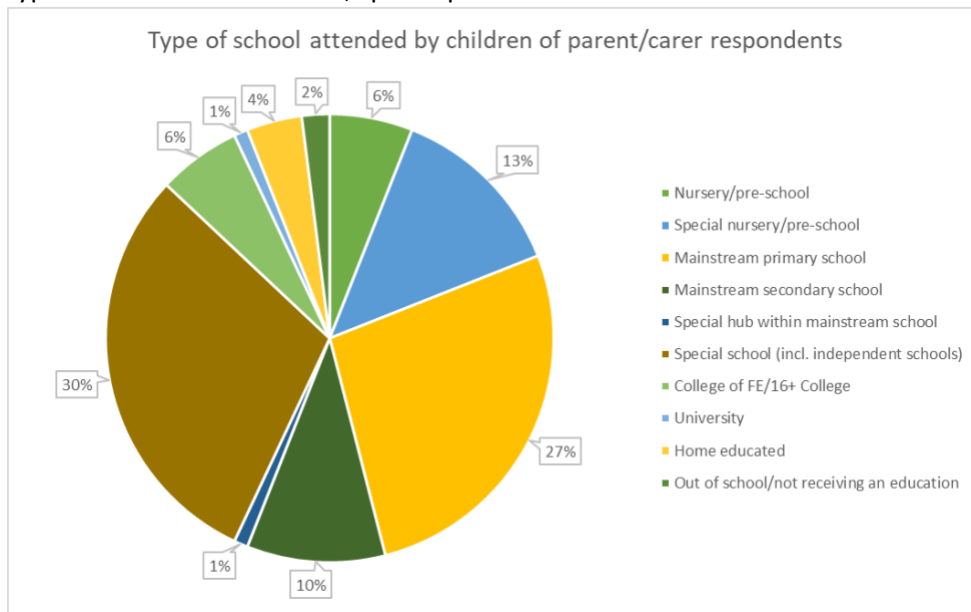
Female = 23 (x%)

c) Age of child (Parent/carers only, R=74, 14 no response)

- 0-4 years = (16, 22%)
- 5-11 years = (31, 42%)
- 12-16 years = (21, 28%)
- 17-19 years = (4, 5%)
- 20-25 years = (2, 3%)



d) Type of school attended by child (Parent/carers only, R=83, 5 no response. Where more than one type of school was indicated, special provisions were counted instead of mainstream provisions.)



- Nursery/pre-school = 5 (6%)
- Special nursery/pre-school = 11 (13%)
- Mainstream primary school = 22 (27%)
- Mainstream secondary school = 8 (10%)
- Special hub within mainstream school = 1 (1%)
- Special school (incl. independent schools) = 25 (30%)
- College of FE/16+ college = 5 (6%)
- University = 1 (1%)
- Home educated = 3 (4%)
- Out of school/ not receiving an education = 2 (2%)

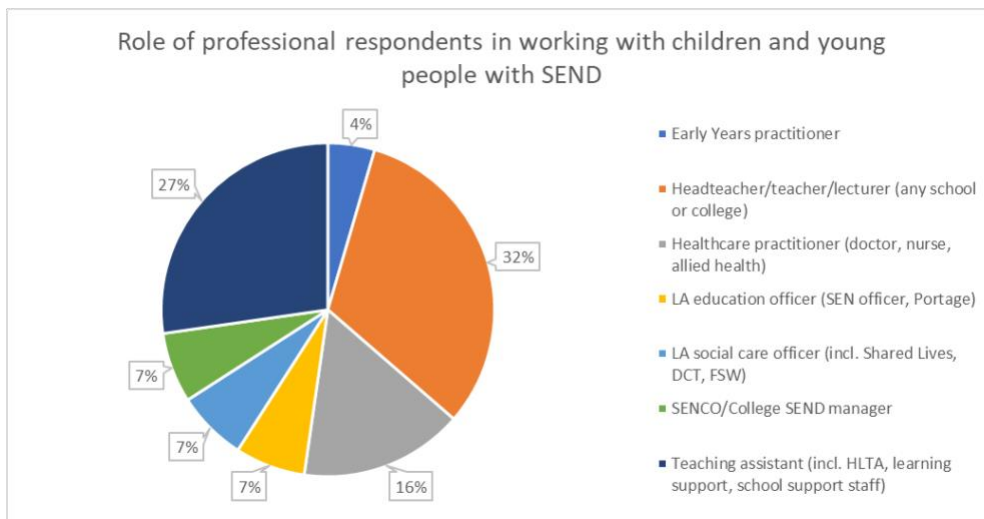
e) Is child's school located in North Somerset? (Parent/carers only, R = 81, 7 no response)

- Yes = 76 (94%)**
- No = 5 (6%)

f) **Special educational needs of child** (tick all that apply) (Parent/carers only, R=83, 5 no response)

- ADHD/ADD = 15 (18%)
- Autistic Spectrum Disorder (ASD) = 53 (64%)**
- Cerebral Palsy = 4 (5%)
- Chromosome or genetic disorder = 9 (11%)
- Down Syndrome = 6 (7%)
- Global Development Delay = 24 (29%)
- Hearing impairment = 5 (6%)
- Medical needs/complex health needs = 7 (8%)
- Mental health needs/emotional needs = 15 (18%)
- Moderate learning difficulties = 14 (17%)
- Physical disability = 5 (6%)
- Sensory Processing Disorder = 29 (35%)
- Severe learning difficulties = 8 (10%)
- Specific learning difficulty (Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia) = 10 (12%)
- Speech and language impairment = 20 (24%)
- Visual impairment = 7 (8%)
- Other = 8 (10%)

g) **Description of role in working with children and young people with SEND** (Professionals only, R=44, 1 no response)

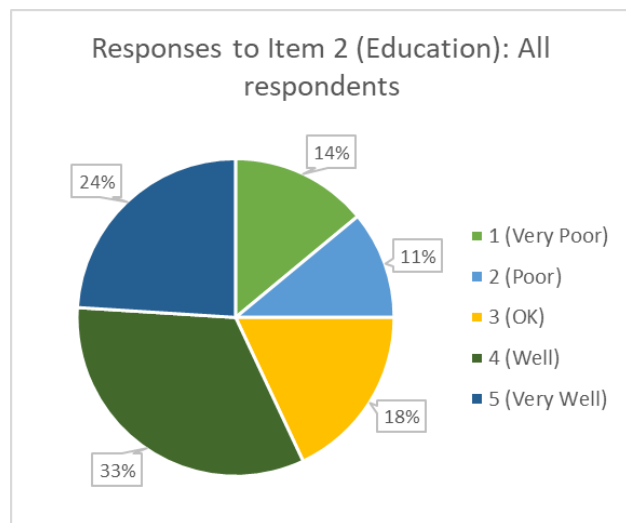
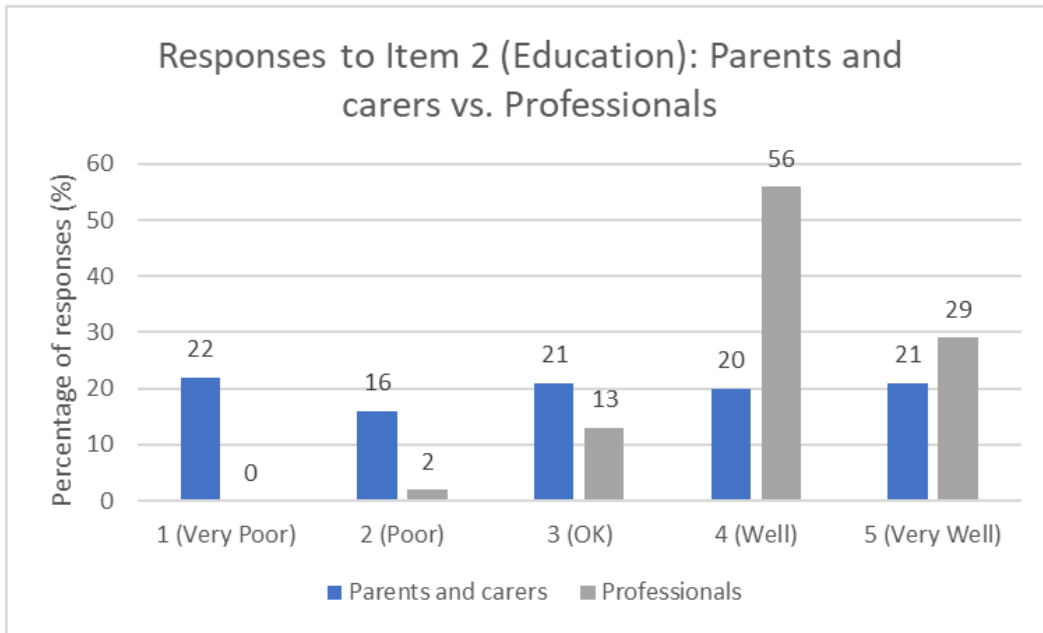


- Early Years practitioner = 2 (5%)
- Headteacher/teacher/lecturer (any school or college) = 14 (32%)
- Healthcare practitioner (doctor, nurse, allied health) = 7 (16%)
- LA education officer (SEN officer, Portage) = 3 (7%)
- LA social care officer (incl. Shared Lives, DCT, FSW) = 3 (7%)
- SENCO/College SEND manager = 3 (7%)
- Teaching assistant (incl. HLTA, learning support, school support staff) = 12 (27%)

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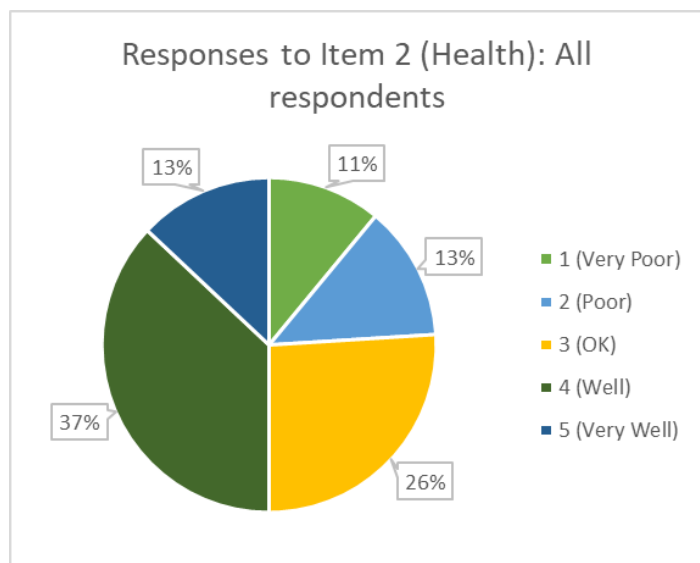
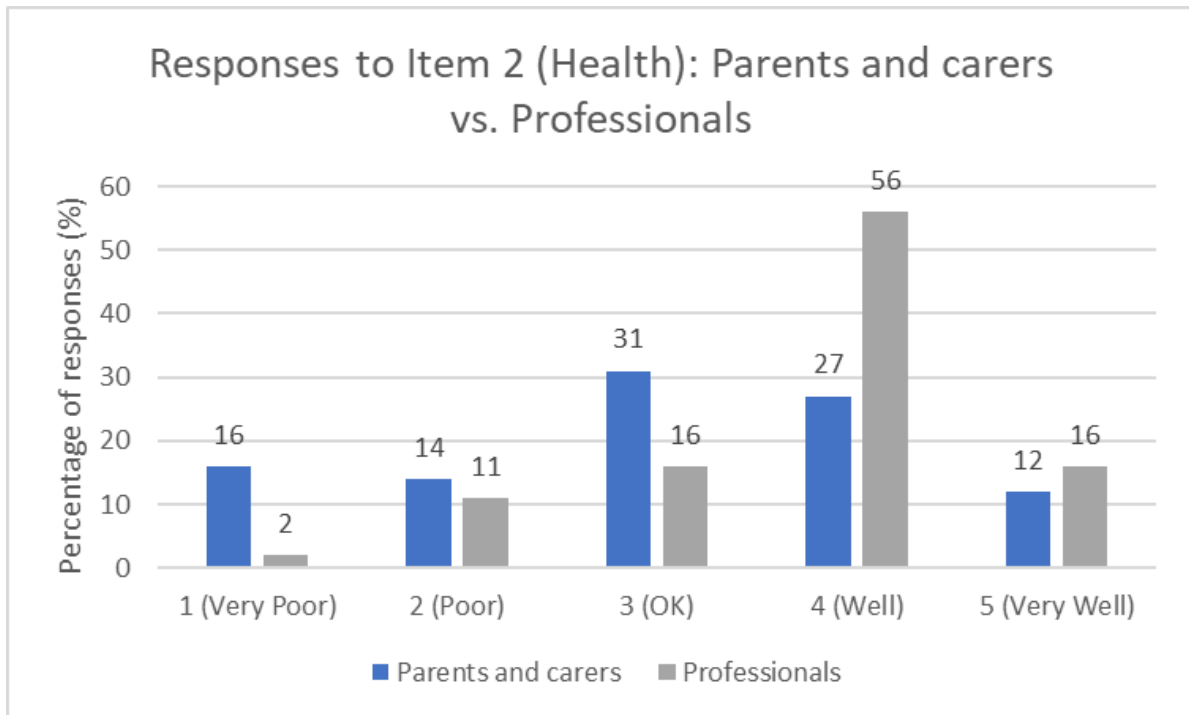
Item 2(a): How well ... child/young person’s needs have been identified by: **Education**

Note: Responses were translated into numeric scores as follows: 5=Very Well, 4=Well, 3=OK, 2=Poor, 1=Very Poor.



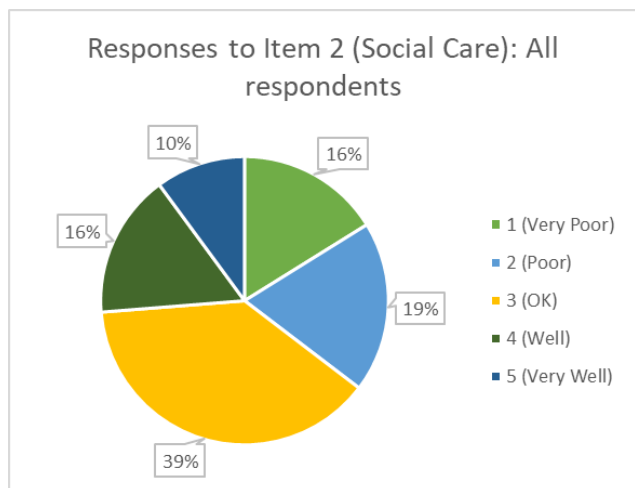
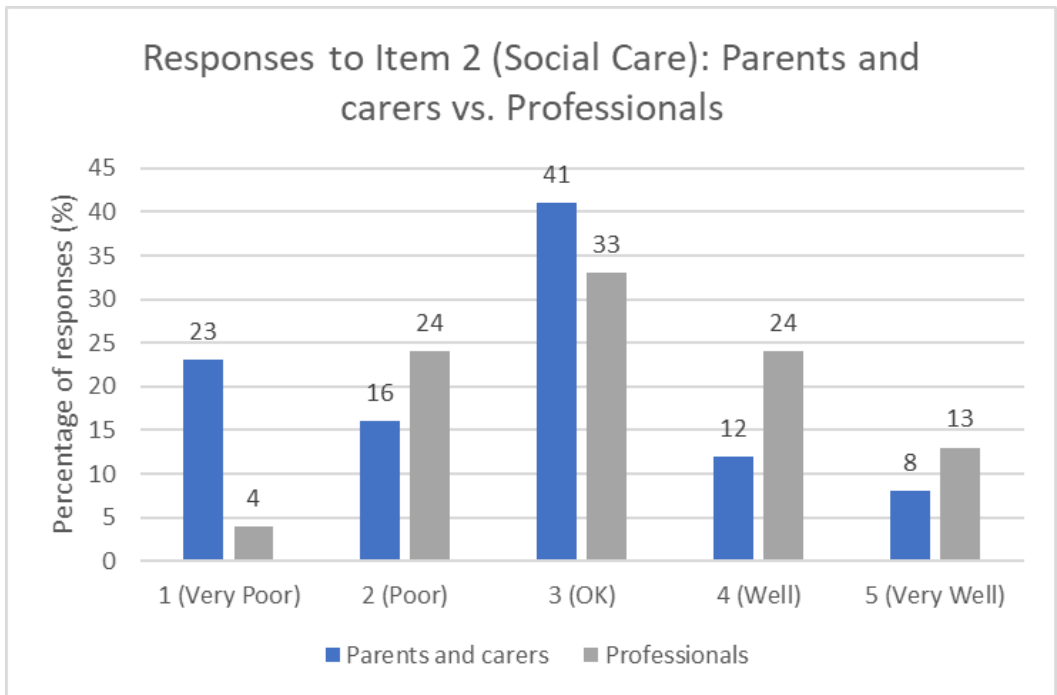
Parents and carers (R=81, 7 no response):	Professionals (R=45):	All respondents (R=126, 7 no response):
Average score: 3.0 Median score: 3	Average score: 4.1 Median score: 4	Average score: 3.4 Median score: 4
Frequency of scores: 1 (Very Poor) = 18 (22%) 2 (Poor) = 13 (16%) 3 (OK) = 17 (21%) 4 (Well) = 16 (20%) 5 (Very Well) = 17 (21%)	Frequency of scores: 1 (Very Poor) = 0 (0%) 2 (Poor) = 1 (2%) 3 (OK) = 6 (13%) 4 (Well) = 25 (56%) 5 (Very Well) = 13 (29%)	Frequency of scores: 1 (Very Poor) = 18 (14%) 2 (Poor) = 14 (11%) 3 (OK) = 23 (18%) 4 (Well) = 41 (33%) 5 (Very Well) = 30 (24%)

Item 2(b): How well ... child/young person's needs have been identified by: **Health**



Parents and carers (R=83, 5 no response):	Professionals (R=45):	All respondents (R=128, 5 no response):
Average score: 3.0 Median score: 3	Average score: 3.7 Median score: 4	Average score: 3.3 Median score: 3
Frequency of scores: 1 (Very Poor) = 13 (16%) 2 (Poor) = 12 (14%) 3 (OK) = 26 (31%) 4 (Well) = 22 (27%) 5 (Very Well) = 10 (12%)	Frequency of scores: 1 (Very Poor) = 1 (2%) 2 (Poor) = 5 (11%) 3 (OK) = 7 (16%) 4 (Well) = 25 (56%) 5 (Very Well) = 7 (16%)	Frequency of scores: 1 (Very Poor) = 14 (11%) 2 (Poor) = 17 (13%) 3 (OK) = 33 (26%) 4 (Well) = 47 (37%) 5 (Very Well) = 17 (13%)

Item 2(c): How well ... child/young person’s needs have been identified by: **Social Care**



Parents and carers (R=83, 5 no response):	Professionals (R=45):	All respondents (R=128, 5 no response):
Average score: 2.7 Median score: 3	Average score: 3.2 Median score: 3	Average score: 2.9 Median score: 3
Frequency of scores: 1 (Very Poor) = 19 (23%) 2 (Poor) = 13 (16%) 3 (OK) = 34 (41%) 4 (Well) = 10 (12%) 5 (Very Well) = 7 (8%)	Frequency of scores: 1 (Very Poor) = 2 (4%) 2 (Poor) = 11 (24%) 3 (OK) = 15 (33%) 4 (Well) = 11 (24%) 5 (Very Well) = 6 (13%)	Frequency of scores: 1 (Very Poor) = 21 (16%) 2 (Poor) = 24 (19%) 3 (OK) = 49 (38%) 4 (Well) = 21 (16%) 5 (Very Well) = 13 (10%)

Item 2(a-c) comments:

Parent carers: 70% did not leave a comment (62/88 respondents)

Comments (taken verbatim from survey responses):

- Just a total hassle to get any sort of provision and help within any sector. Nobody listens sent outdated useless leaflets. Waiting times exceed nice guidelines, then conflicting conversations between departments. What's the actual point in DCT they do naff all!
- Having dealt with the SEND and VLS teams at NSC for over 15 years I can honestly say that they are incompetent, badly trained, unsympathetic, and deliberately obstructive to the provision for SEND children
- Drove Road have consistently let my son down, it's not until we've started going private that we've started to get answers
- There is no social care available. He has been waiting for a care assessment for 3 years. No mental health support now either and no one checks his hearing.
- Got ignored and sent on parenting courses by doctors. No one would listen. Referrals got declined. She was thrown out of 2 schools for being too disruptive before someone finally referred her. Once they referred it got accepted and now realise she has asd. It's been a complete nightmare with no help
- Social care need training in disabled children. Social care said my child has mild learning difficulties, they are not qualified to make such a judgement.
- LEA did not listen to me or schools concerns.
- The LA was our problem stopping us from accessing help putting us under fabricated illness instead of EHCP
- We don't have social care involved but I have no idea what extra help I am entitled to and have only found out what I already know by chance
- No access to dct exhausted children's social care. No respite no support. Health services are diabolical
- 6years of appointments and then the scamp was done incorrect with no observations no paedtrician or people who knew him no salt assment despite being requested by ed psyc in 2016
- It has taken 4years to get a iPad connected to the white board. It worked for 1 day and now not working again!
- Once you finally get a diagnosis you are left on your own
- There simply aren't enough provisions for SEN children & we have to fight for what is available.
- Not good in secondary education but better in specialist further education
- Senco at school has little idea. Head wants no challenging children. SEND team depleted.
- He was failed hugely at school which is why we are home educating, we are now struggling on our own with very little support to obtain an ehcp to get him back into school (which he should of had years ago but school never got him). Camhs failed him when he was younger.
- I feel we have to continuously ask the same questions, because I'm not heard 100%. I feel we are being made to wait years for tests to be carried out.
- My son hasn't really been seen by social care - and we are currently waiting for our next appointment with Paeds (it's due 03/04/20 so doubt it will carry on in this climate)
- School are amazing

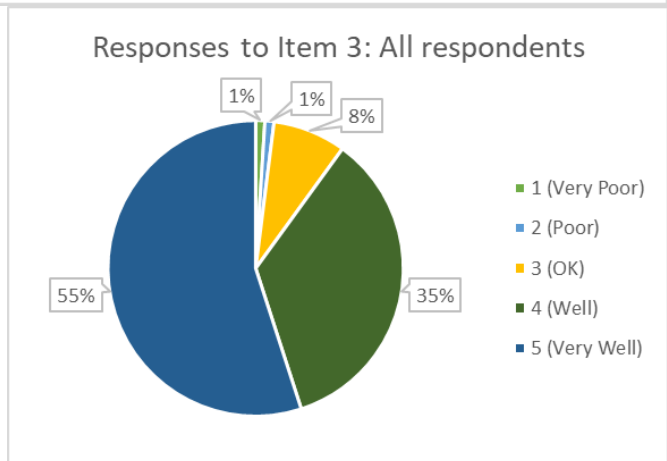
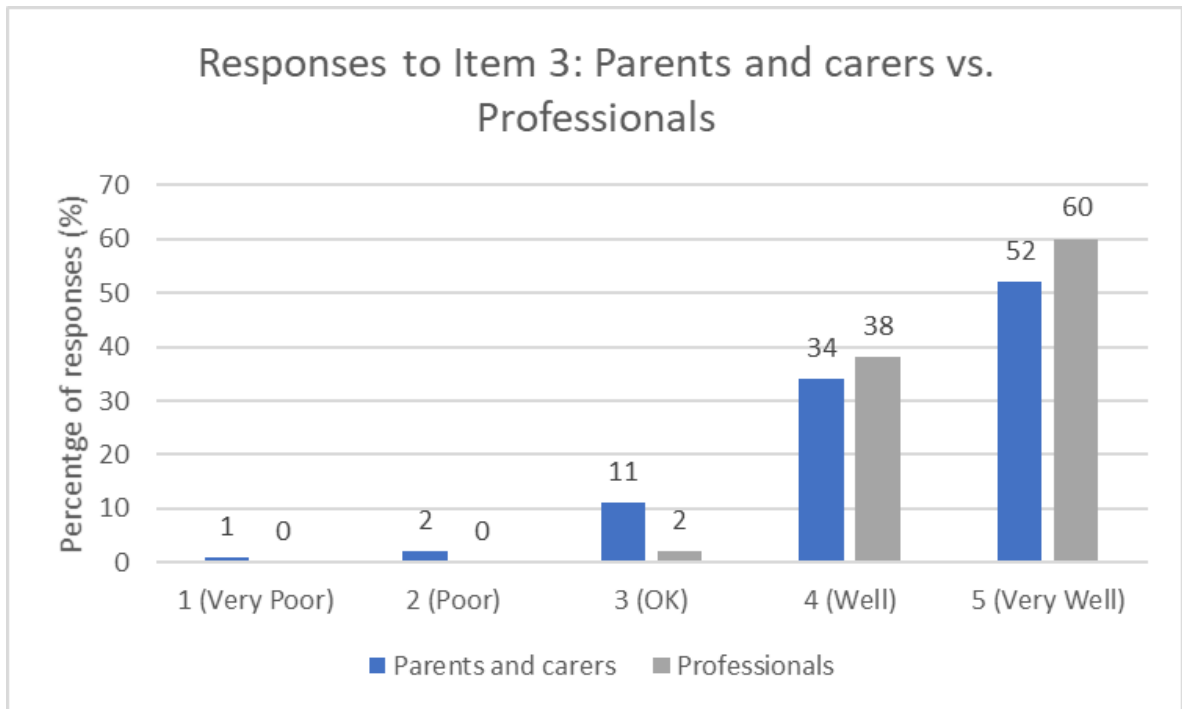
- Good funding and supported well in school. Extra help and childrens services extremely limited.
- I have a fantastic Educational Psychology report (private).
- Worle School didn't address her needs. They caused her more anxiety which resulted in her not being able to attend school. The GP and CAMHS have been amazing, although appointments with CAMHS are far apart.
- Neither setting has said what they think my child has. Have been on scamp waiting list for over a yr
- I feel my son has ADHD as well
- Weston College is not fulfilling it's role in helping our service user to reach his potential. They have not been keeping us in the loop and it's disgraceful that they can lead you to believe that a plan is in place and then remove this kicking ball down the road 3 mths. 2 staff to 110 students ??

Professionals: 78% did not leave a comment (35/45 respondents):

- Social Care thresholds are far too high
- Lack of Mental Health Care, especially CAMHS. SCAMP taking too long still. No Sensory assessment in NHS Occupational Therapy
- Funding cuts have meant support from CAMHS and social care have been greatly reduced for our young people
- Still a need to sort out the social care assessment pathway for EHC plans for students who don't fall under the disabled childrens team.
- Direct payments is a huge issue, too many families are struggling to get the support they need outside of school. Healthcare for those pupils in school who need deep suctioning is an ongoing issue.
- Nothing from social care. Why have an EHCP if not all parties involved?
- Many children with SEN do not meet the criteria for the disabled children team social workers. This means they are not getting adequate support.
- I do not have much contact with Health & Social Care colleagues or their reports.
- Social Care is not always embedded within EHCPs to ensure it is clear who is responsible for different outcomes
- In my experience, it is the teachers completing all sections of the EHCP and not just the 'learning' section, with little support especially when in Secondary provision. This means we have a broader understanding of our pupils; however, more input from physiotherapist, speech and language therapists, etc. would be helpful as they are trained and specialised in their area.

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Item 3: How well do you understand ... the child/young person’s needs /disability?



Parents and carers (R=83, 5 no response):	Professionals (R=45):	All respondents (R=128, 5 no response):
Average score: 4.3 Median score: 5	Average score: 4.6 Median score: 5	Average score: 4.4 Median score: 5
Frequency of scores: 1 (Very Poor) = 1 (1%) 2 (Poor) = 2 (2%) 3 (OK) = 9 (11%) 4 (Well) = 28 (34%) 5 (Very Well) = 43 (52%)	Frequency of scores: 1 (Very Poor) = 0 (0%) 2 (Poor) = 0 (0%) 3 (OK) = 1 (2%) 4 (Well) = 17 (38%) 5 (Very Well) = 27 (60%)	Frequency of scores: 1 (Very Poor) = 1 (1%) 2 (Poor) = 2 (1%) 3 (OK) = 10 (8%) 4 (Well) = 45 (35%) 5 (Very Well) = 70 (55%)

Item 3 comments (“Is there anything you feel could help you to better understand... child/young person’s needs?”):

Parent carers: 70% did not leave a comment (62/88 respondents)

Comments (taken verbatim from survey responses):

- If I knew what disabilities my son has then I feel that I would know how to handle meltdowns and use speech and language to his abilities.
- Send parenting courses would be helpful - (not parenting courses which dont consider send difficulties and challenging behaviours.
- A health service that actually runs well and is fit for purpose, that isn’t just leaflets
- Training course like they have in Bristol
- Regular input with Speech & language & occupational therapy.
- To get to see specialists ie scamp and for ehcp to not take as long.
- Yes, more information about his genetic condition. We have seen the geneticist once and he hadn’t even read my son’s notes so didn’t know the genetic results which I expected he would be explaining in detail. We don’t know how relevant his genetic results are to his delay and have no follow up appointments booked or promised.
- More support for families
- Give him a clearer dx atm he has 7 with no clear recommendations so I cannot work with Dx that the professionals have not explained
- No, my friend is s Senco teacher which she told me what to do. Me and the blind Association had to have a meeting with our senco lady to try and get support. Due to being a invisible disability they don’t seem to Care
- Being able to contact his paediatrician without having to wait months.
- More understanding of his specific needs through observations rather than generic information.
- For the professionals to correctly identify all of hes needs and disabilities.
- Don't know
- Lots of things, but needs change daily, depending on moods etc.
- I don't understand why my son gets frustrated suddenly
- Contact service users carers to talk through what has been happening.
- Be nice to have access to training
- No, I’ve had no choice but to support him at every stage and trying to get him the support he needs but it is me who is constantly worried about his suicidal thoughts. Which then has an effect on my mental health
- No we have had to deal with this on our own and with the help of support groups. There is no help for older children and families
- More education
- Nope I understand my child very well and have learnt to be aware of every little problem or issue and can stop them before they happen generally
- More strategies to help him specifically - not generalised handouts - but I guess this may come as his last appointment was his diagnosis
- How to support her better with her anxiety
- To be listened too
- Communication device

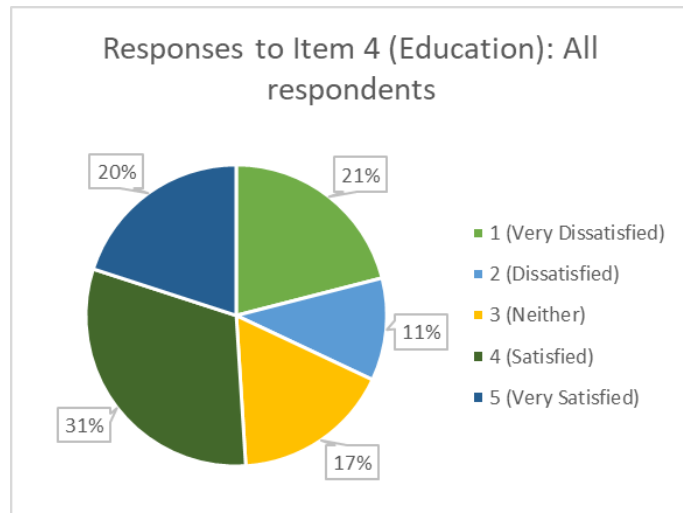
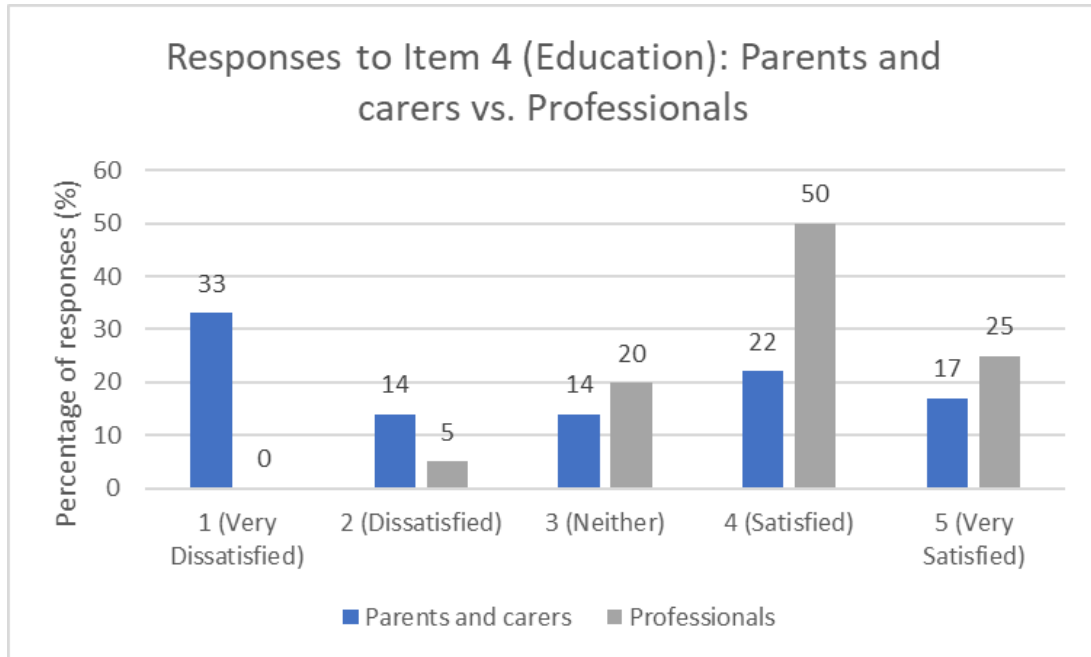
Professionals: 62% did not leave a comment (28/45 respondents):

- Additional up to date training on areas such as Severe medical needs or impact of genetic disorders
- More time with specialists in school, training staff.
- I often only spend a couple of hours a week with the pupils on my caseload so don't always fully appreciate the situation schools are in supporting the pupils' needs.
- continuing training opportunities.
- Further training on specific learning difficulties as they arise
- New into role and still learning, there's always more to learn.
- Barriers to information sharing between services
- More up to date training or information shared with all school staff and parents. .
- Outside agencies ie: OT, SLT etc quicker visit waiting time too long n hampers proper diagnosis and funding delay
- I think in school we have all the information we need. I also do direct payments but we get no support from social services for this, this means that we don't get all the information needed.
- More training for teachers and wider school community.
- More funding for therapeutic and support staff in all services
- More information about how they are at home compared to at school. Better communication between all involved in the child's care
- Additional training being available to professionals to raise awareness and support methods.
- More information around family and historical behaviours/needs
- Sometimes the previous EHCP's from schools and other provisions aren't great.
- Joint planning meetings for EHCPs - these have now been cut due to budgets

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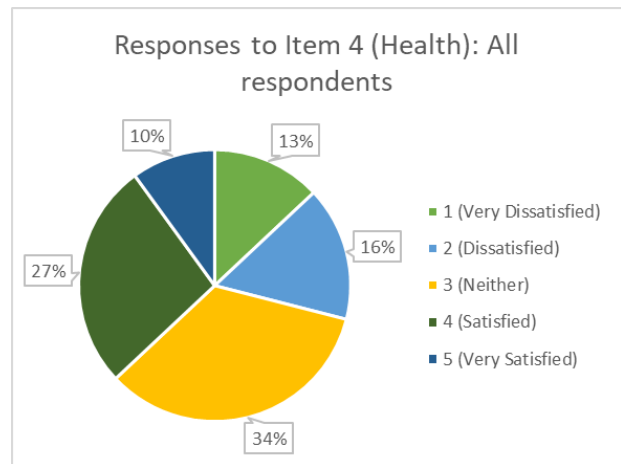
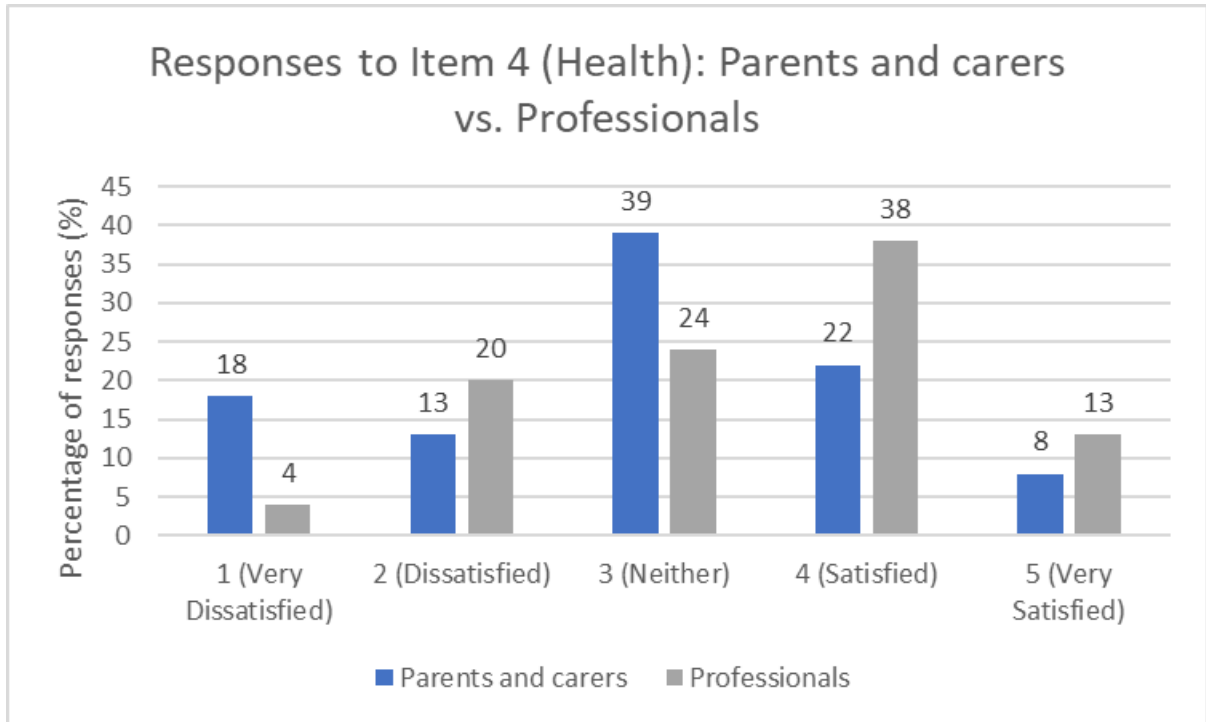
Item 4(a): Satisfaction ... with monitoring/assessment of child/young person's needs in: **Education**

Note: Responses were translated into numeric scores as follows: 5=Very Satisfied, 4=Satisfied, 3=Neither satisfied nor dissatisfied, 2=Dissatisfied, 1=Very Dissatisfied.



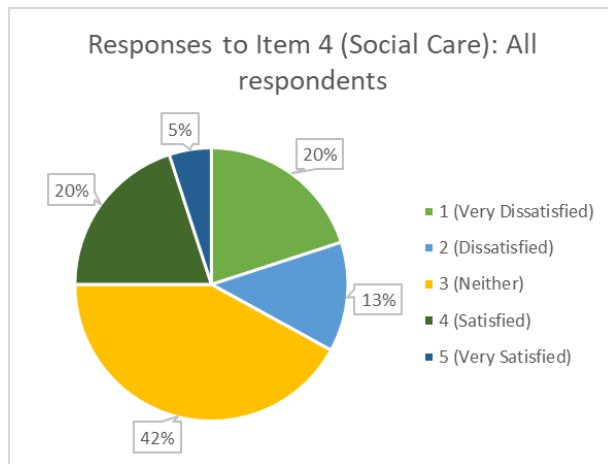
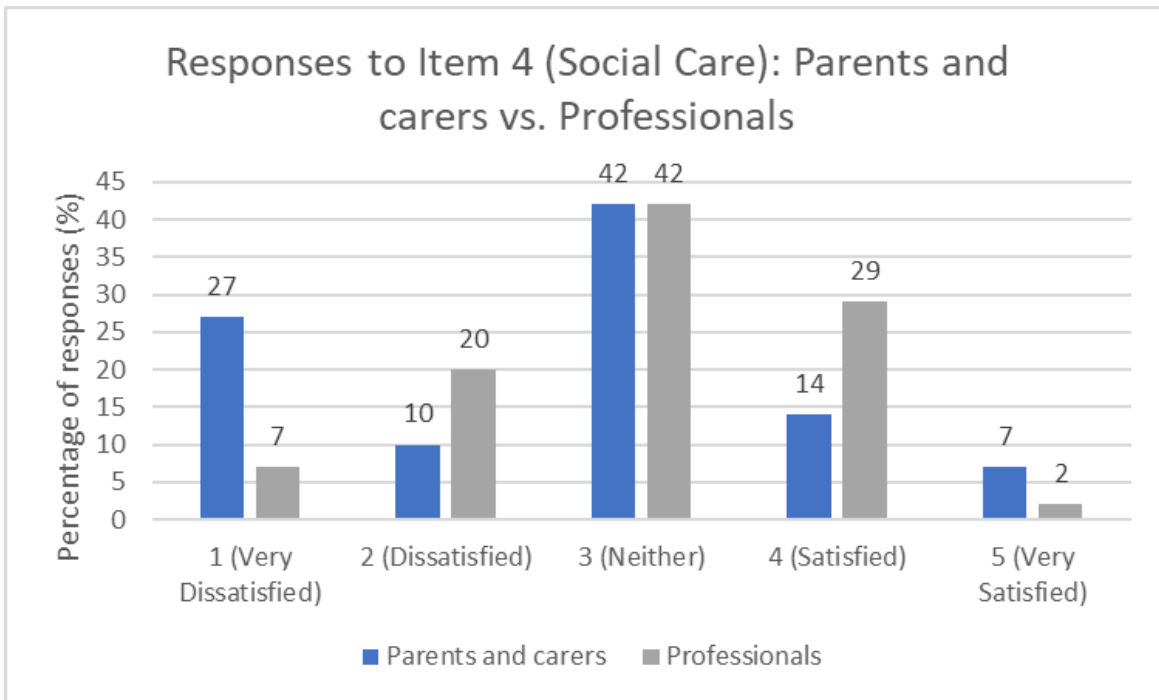
Parents and carers (R=83, 5 no response):	Professionals (R=44, 1 no response):	All respondents (R=127, 6 no response):
Average score: 2.8 Median score: 3	Average score: 4.0 Median score: 4	Average score: 3.2 Median score: 4
Frequency of scores: 1 (Very Dissatisfied) = 27 (33%) 2 (Dissatisfied) = 12 (14%) 3 (Neither) = 12 (14%) 4 (Satisfied) = 18 (22%) 5 (Very Satisfied) = 14 (17%)	Frequency of scores: 1 (Very Dissatisfied) = 0 (0%) 2 (Dissatisfied) = 2 (5%) 3 (Neither) = 9 (20%) 4 (Satisfied) = 22 (50%) 5 (Very Satisfied) = 11 (25%)	Frequency of scores: 1 (Very Dissatisfied) = 27 (21%) 2 (Dissatisfied) = 14 (11%) 3 (Neither) = 21 (17%) 4 (Satisfied) = 40 (31%) 5 (Very Satisfied) = 25 (20%)

Item 4(b): Satisfaction ... with monitoring/assessment of child/young person's needs in: **Health**



Parents and carers (R=83, 5 no response):	Professionals (R=45):	All respondents (R=128, 5 no response):
Average score: 2.9 Median score: 3	Average score: 3.4 Median score: 4	Average score: 3.1 Median score: 3
Frequency of scores: 1 (Very Dissatisfied) = 15 (18%) 2 (Dissatisfied) = 11 (13%) 3 (Neither) = 32 (39%) 4 (Satisfied) = 18 (22%) 5 (Very Satisfied) = 7 (8%)	Frequency of scores: 1 (Very Dissatisfied) = 2 (4%) 2 (Dissatisfied) = 9 (20%) 3 (Neither) = 11 (24%) 4 (Satisfied) = 17 (38%) 5 (Very Satisfied) = 6 (13%)	Frequency of scores: 1 (Very Dissatisfied) = 17 (13%) 2 (Dissatisfied) = 20 (16%) 3 (Neither) = 43 (34%) 4 (Satisfied) = 35 (27%) 5 (Very Satisfied) = 13 (10%)

Item 4(c): Satisfaction ... with monitoring/assessment of child/young person's needs in: Social Care



Parents and carers (R=83, 5 no response):	Professionals (R=45):	All respondents (R=128, 5 no response):
Average score: 2.7 Median score: 3	Average score: 3.0 Median score: 3	Average score: 2.8 Median score: 3
Frequency of scores: 1 (Very Dissatisfied) = 22 (27%) 2 (Dissatisfied) = 8 (10%) 3 (Neither) = 35 (42%) 4 (Satisfied) = 12 (14%) 5 (Very Satisfied) = 6 (7%)	Frequency of scores: 1 (Very Dissatisfied) = 3 (7%) 2 (Dissatisfied) = 9 (20%) 3 (Neither) = 19 (42%) 4 (Satisfied) = 13 (29%) 5 (Very Satisfied) = 1 (2%)	Frequency of scores: 1 (Very Dissatisfied) = 25 (20%) 2 (Dissatisfied) = 17 (13%) 3 (Neither) = 54 (42%) 4 (Satisfied) = 25 (20%) 5 (Very Satisfied) = 7 (5%)

Item 4 comments:

Parent carers: 75% did not leave a comment (66/88 respondents)

Comments (taken verbatim from survey responses):

- You're left to it as a SEN parent in this area, you're told what's wrong and dumped.
- What's the point in having EHCP when it's not monitored and then when the LA know it's not being abided by no one is held to account.
- There isn't enough follow up assessments or opportunities to meet with speech & language specialist. My daughter has significant sensory processing needs & we have been offered no help regards this at all.
- Having dealt with the SEND and VLS teams at NSC for over 15 years I can honestly say that they are incompetent, badly trained, unsympathetic, and deliberately obstructive to the provision for SEND children
- We are just forgotten by the whole system.
- The school has been the only help we receive. They have been great but now she's finished school because of coronavirus and she's just staying in bed everyday and we get no help from outside our family
- Poor communication across the board
- Just feel failed across the board
- Provision has improved dramatically since a new SENCO joined the school. Prior to this we were desperate for help.
- Social services put my son back years in development and in education
- When we get appointments they are helpful and our paediatrician is great. However, we never know when our next appointments will be and they never seem to be the expected 6 months apart. I feel like we are in limbo waiting for news regarding the next follow up. This isn't just for the paediatrician but for SLT, OT, Orthotics, etc. I often feel a bit lost between appointments
- There is very little locally for SEN kids. Everything is with Weston or Bristol. Tricky when you have more than one child.
- She refuses to engage with professionals so it is very difficult to help
- awaiting reassments they promised in Jan in a meeting so far only seen chams 1x and spoke to ADHD nurse 1x nothing from scamp like promised in meetings
- Some of the teachers are extremely helpful and couldn't do more for him
- The paediatric team are so overstretched that it's so hard to get appointments and they are so overdue and when you chase them up and get given them the doctor actually asks why you are there it's awful
- Still waiting for draft EHCP
- Preschool are very good but she needs 1:1 and with the delay of specialists she isn't getting that.
- Could be improvements but we still get help. School are very supportive.
- There has been no contact from anyone since I began home schooling. I was emailed initially to say a meeting would be arranged but I've heard nothing. My daughter is struggling and has remained in the house for 10 months.
- Now F is in the current school, they are working brilliantly to support us all. Very little help from LEA to get to this stage.

- Transitions have been poor

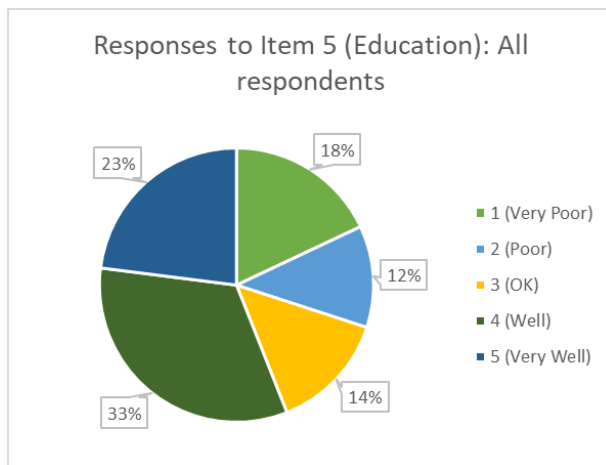
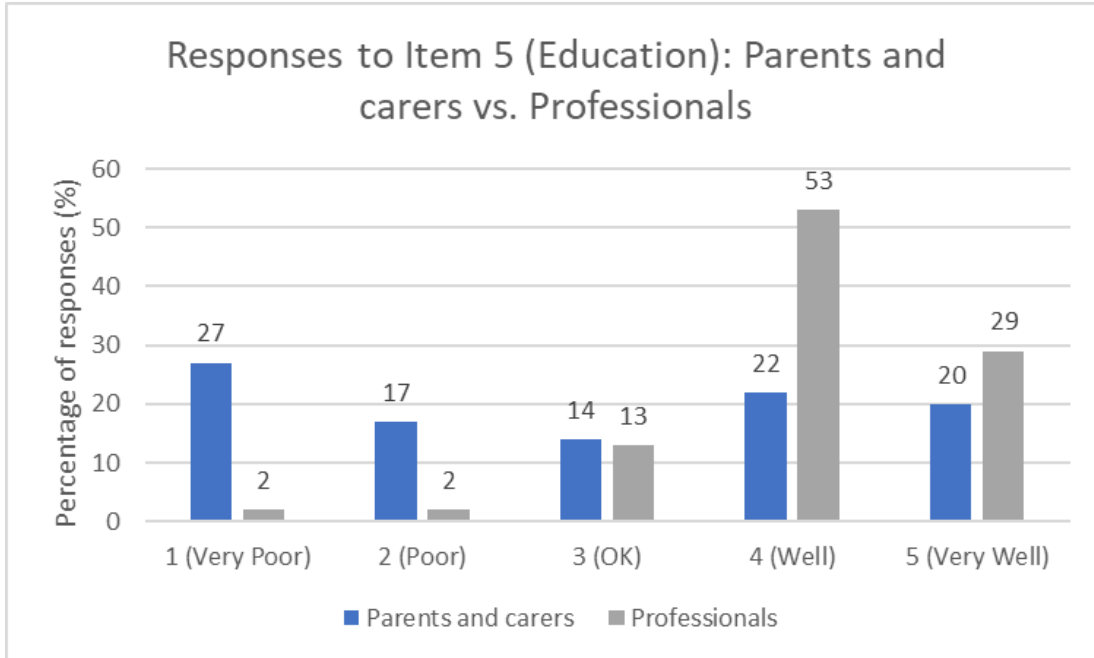
Professionals: 73% did not leave a comment (33/45 respondents):

- Health are over run. Huge waiting lists. Assessments taking too long. Mental Health provision not available.
- Paediatrician appointments are not frequent enough for many. There is no ongoing follow-up monitoring post ASD diagnosis. Not enough social care workers and poor continuity of care. poor availability of social care staff for multi- professional meetings. Schools do one off needs assessments then annual reviews often don't look in enough detail how things need to change for young people.
- Too much time wasted n wait times for any visits to school is poor n not helpful when needing to employ staff for sen children
- Many children especially those who have high functioning autism do not meet criteria for specliaist services.
- The link between health ie: community paed is not that great. Provision was really good and relationship worked well but now doesn't seem the same. There is such a need to families to feel their child is important.
- Often the academic targets are a priority, whereas for autistic pupils the non-academic areas e.g. social, emotional and life skills are crucial learning aspects for them.
- In terms of EHCPs rarely do professionals from health and social care attend or input into the plan. When education ceases so does the plan. I would like to see more input from other agencies RE: ongoing options for young people post-education.
- Schools are not always notified of home situations
- Working on more strategies, but juggling teaching and SENCo role/PGCE/managing the Hub so a working progress.
- We definitely need more input from health and social care.
- Social Workers are not always known by personal tutors in education - joining up the approach to the learners needs is needed more
- Educational needs are not always monitored appropriately in my opinion. General monitoring which is not appropriate for all children and monitoring in unimportant areas, whilst missing more important social/communication areas occurs.

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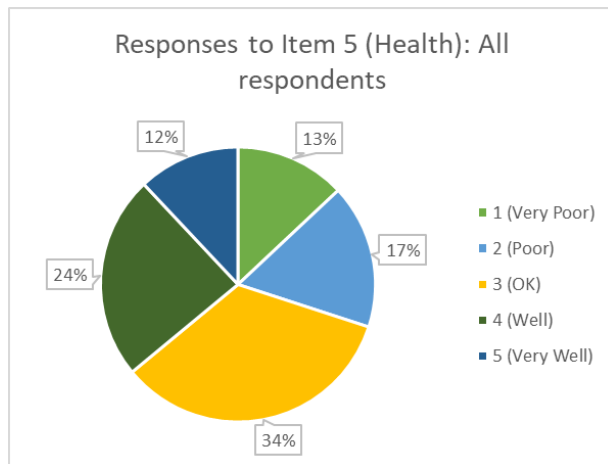
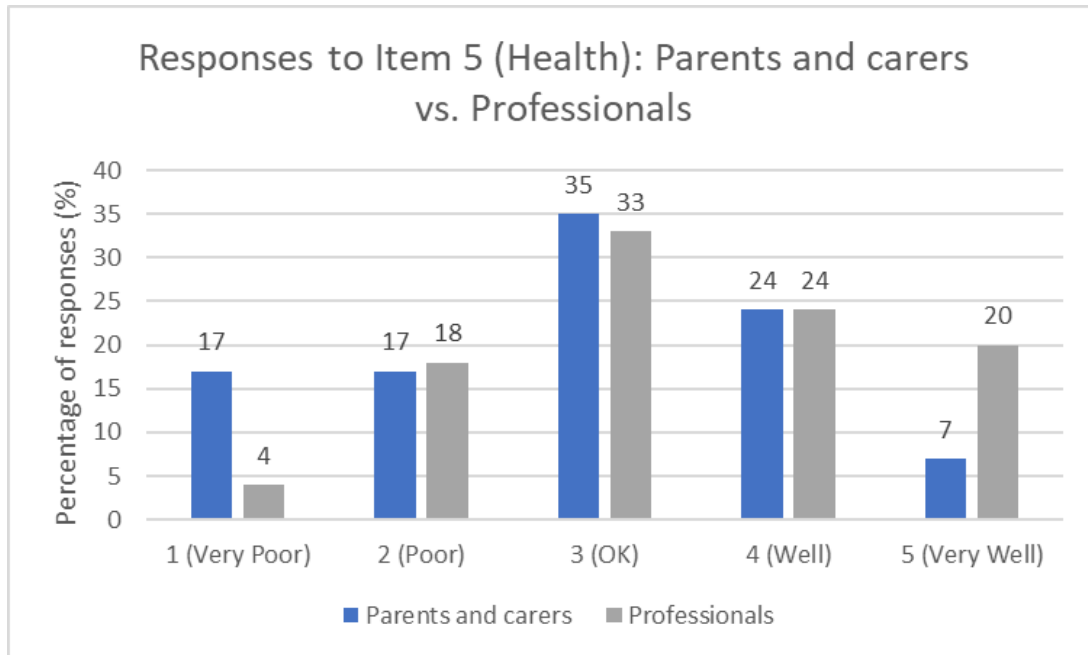
Item 5(a): How well are child/young person's needs met in: **Education**

Note: Responses were translated into numeric scores as follows: 5=Very Well, 4=Well, 3=OK, 2=Poor, 1=Very Poor.



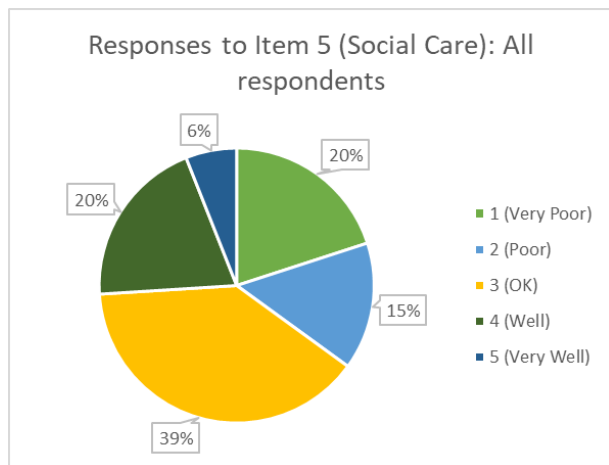
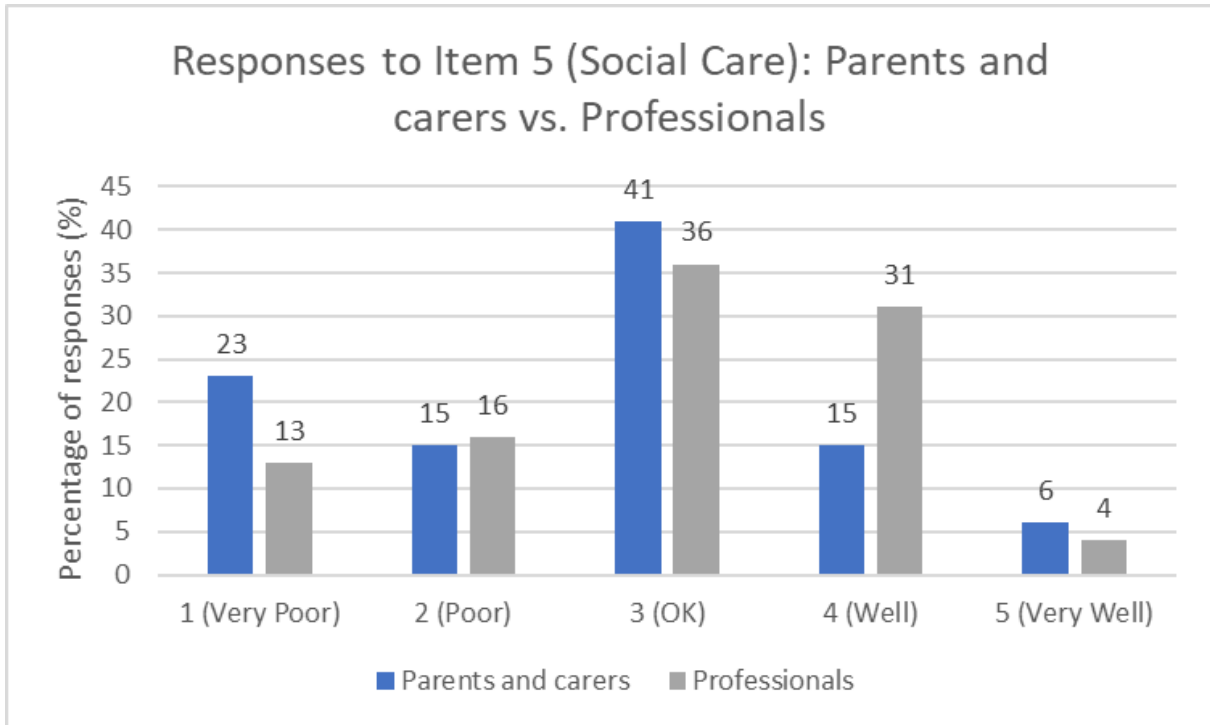
Parents and carers (R=83, 5 no response):	Professionals (R=45):	All respondents (R=128, 5 no response):
Average score: 2.9 Median score: 3	Average score: 4.0 Median score: 4	Average score: 3.3 Median score: 4
Frequency of scores: 1 (Very Poor) = 22 (27%) 2 (Poor) = 14 (17%) 3 (OK) = 12 (14%) 4 (Well) = 18 (22%) 5 (Very Well) = 17 (20%)	Frequency of scores: 1 (Very Poor) = 1 (2%) 2 (Poor) = 1 (2%) 3 (OK) = 6 (13%) 4 (Well) = 24 (53%) 5 (Very Well) = 13 (29%)	Frequency of scores: 1 (Very Poor) = 23 (18%) 2 (Poor) = 15 (12%) 3 (OK) = 18 (14%) 4 (Well) = 42 (33%) 5 (Very Well) = 30 (23%)

Item 5(b): How well are child/young person's needs met in: **Health**



Parents and carers (R=83, 5 no response):	Professionals (R=45):	All respondents (R=128, 5 no response):
Average score: 2.9 Median score: 3	Average score: 3.4 Median score: 3	Average score: 3.1 Median score: 3
Frequency of scores: 1 (Very Poor) = 14 (17%) 2 (Poor) = 14 (17%) 3 (OK) = 29 (35%) 4 (Well) = 20 (24%) 5 (Very Well) = 6 (7%)	Frequency of scores: 1 (Very Poor) = 2 (4%) 2 (Poor) = 8 (18%) 3 (OK) = 15 (33%) 4 (Well) = 11 (24%) 5 (Very Well) = 9 (20%)	Frequency of scores: 1 (Very Poor) = 16 (13%) 2 (Poor) = 22 (17%) 3 (OK) = 44 (34%) 4 (Well) = 31 (24%) 5 (Very Well) = 15 (12%)

Item 5(c): How well are child/young person's needs met in: **Social Care**



Parents and carers (R=82, 6 no response):	Professionals (R=45):	All respondents (R=127, 6 no response):
Average score: 2.7 Median score: 2	Average score: 3.0 Median score: 3	Average score: 2.8 Median score: 3
Frequency of scores: 1 (Very Poor) = 19 (23%) 2 (Poor) = 12 (15%) 3 (OK) = 34 (41%) 4 (Well) = 12 (15%) 5 (Very Well) = 5 (6%)	Frequency of scores: 1 (Very Poor) = 6 (13%) 2 (Poor) = 7 (16%) 3 (OK) = 16 (36%) 4 (Well) = 14 (31%) 5 (Very Well) = 2 (4%)	Frequency of scores: 1 (Very Poor) = 25 (20%) 2 (Poor) = 19 (15%) 3 (OK) = 50 (39%) 4 (Well) = 26 (20%) 5 (Very Well) = 7 (6%)

Item 5 comments:

Parent carers: 83% did not leave a comment (73/88 respondents)

Comments (taken verbatim from survey responses):

- Social care do not meet needs at all. Very poor service.
- He needs are not being met in any of the above.
- Lack of provision impairs education being supported
- Social care have no involvement with us, even though it's an area of the EHCP.
- She gets no help from anyone except school but now can't go to school so getting no support at all
- Having dealt with the SEND and VLS teams at NSC for over 15 years I can honestly say that they are incompetent, badly trained, unsympathetic, and deliberately obstructive to the provision for SEND children
- In terms of education, I feel that his SEN provision are doing his best but I don't feel that they fully understand his abilities, which frustrates me. As he can't communicate it isn't easy to ascertain what he knows but I feel that they are not always willing to take on board what I say. They are also using a slightly different communication system to the one that I am using at home. This was implemented by SLT but she left before she could go in to demonstrate. new SLT brought in new metho
- We have had no input from social care. Again, his needs are being met now, but previously, we were trying to get help and despite input from multiple agencies the school let him down.
- School are doing best job they can. Have waited 3 years for OT to help with sensory needs, still not getting it. Nothing available in NS. Everything has come too late.
- He was so badly failed at school as I said we took him out I have such a dim view on school until we can obtain an ehcp so he can get the correct support he needs he will slip through the cracks again
- Still waiting for some Alternative Provision for her whilst we wait for her EHCP
- Have to constantly ask for large print. Had 1 excerise book of darken lines now they are back to faint so writing is everywhere
- Education as she isnt getting the 1:1 she needs.
- Weston college have not contacted us to let us know that our service user was not attending. They are quite happy to take funding and let things drift nowhere. We have had to insist on our involvement despite meetings asking this it still did not happen.
- Ehcp is still waiting no communication back to requests ect

Professionals: 69% did not leave a comment (31/45 respondents):

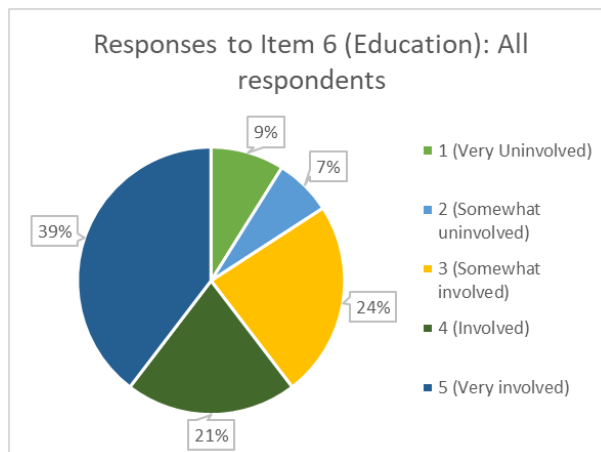
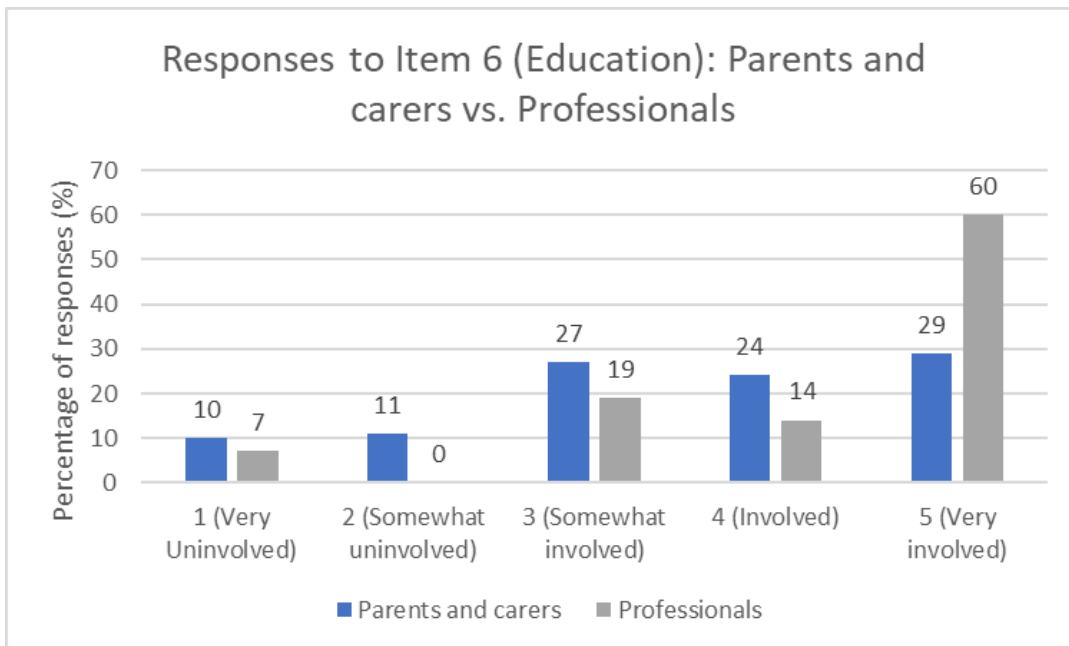
- Children needing therapy only receive it if they meet strict criteria, and once they plateau they are discharged. Even those receiving direct therapy get a watered down service that bears no resemblance to the evidence based levels of therapy from research. There is very limited CAMHS support for young people unless they are in danger of serious harm to themselves. The amount of social support for children/young people and their families is limited to a few clubs/ support systems for a limited number of young people.
- No funding, no staff. No services.

- Social care have a lack of funding so are unable to extend their services to SEN adequately. However, when they are working with the children and families they are excellent. They also share the frustration of not being able to work with more children and families.
- Often pupils are awaiting EHCP needs assessments or places in a specialist setting, or staff with limited training are employed to support high-need pupils.
- due to lack of staff.
- I think those pupils who need healthcare outside of school are being let down, those who need night cover especially seem to have lots of nights cancelled at short notice
- Some students 4 others still on waiting lists or have had no assessments yet.
- Often a lack of communication from HV. Social workers are few and far between and families are often passed from one to another.
- Many of our children are not in the right educational setting for them, but there is little options available. Many of the children for whom it is the right educational environment had to wait for far too long, in an educational setting where the needs were not met first.
- More specialist schools and provisions would allow for even smaller class sizes allowing their needs to be met even further. There are very long waiting lists for different health provisions which impact on their needs being met.
- I think some more outdoor, team building engaging activities could help with NEET engagement
- I believe the services are supporting the children as best as they can. A lack of funding from central government means that these services can't support in the ways they would prefer.
- A shortage of funding and staffing makes it difficult to give the children the level of support and access to suitable equipment and resources needed to meet their individual needs and abilities. Being able to go out in the community and being able to participate in mixed school activities' is becoming increasingly difficult as transport availability is limited and would need to be available to get our children and young people out to have these experiences and interact with others.
- Some services we work with are great but others we do not have communications with so are unsure how this is aiding their development.

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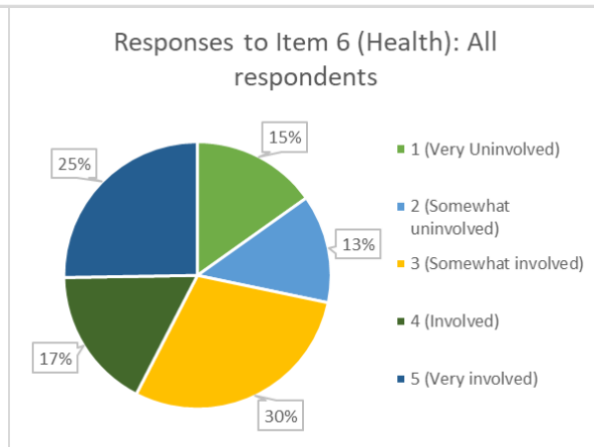
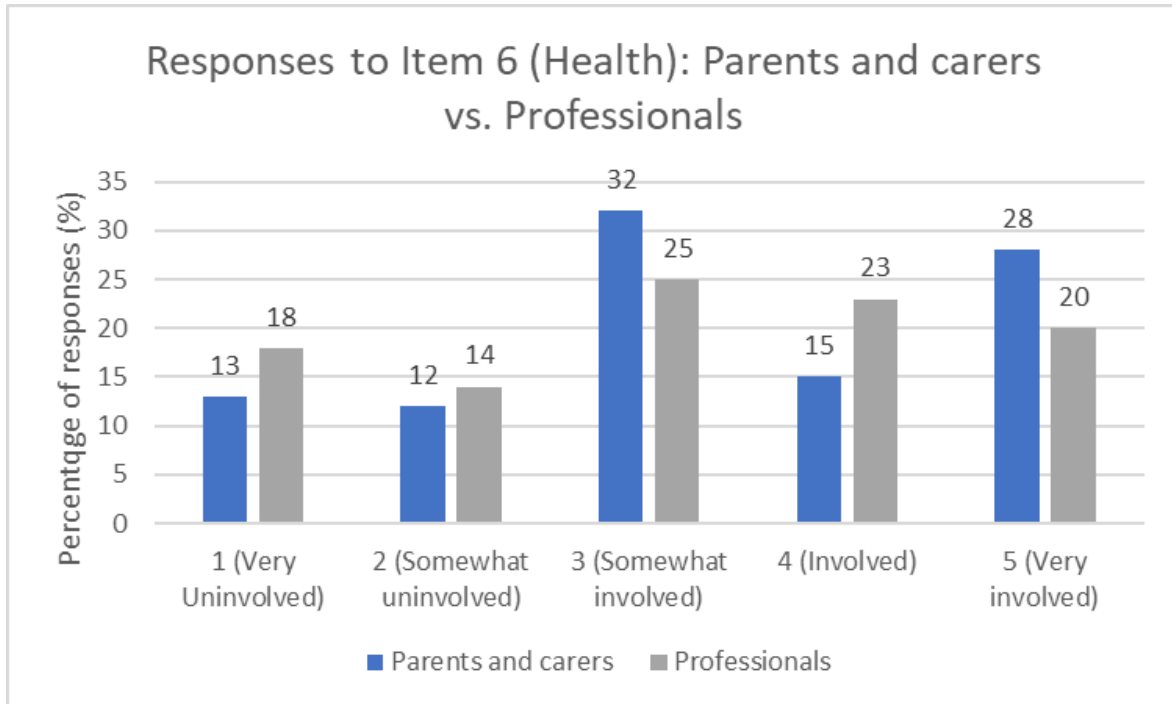
Item 6(a): How involved are you in setting targets/outcomes in: **Education**

Note: Responses were translated into numeric scores as follows: 5=Very involved, 4=Involved, 3=Somewhat involved, 2=Somewhat uninvolved, 1=Very uninvolved.



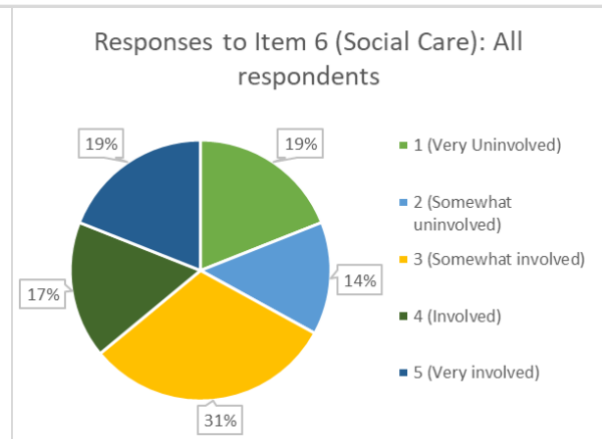
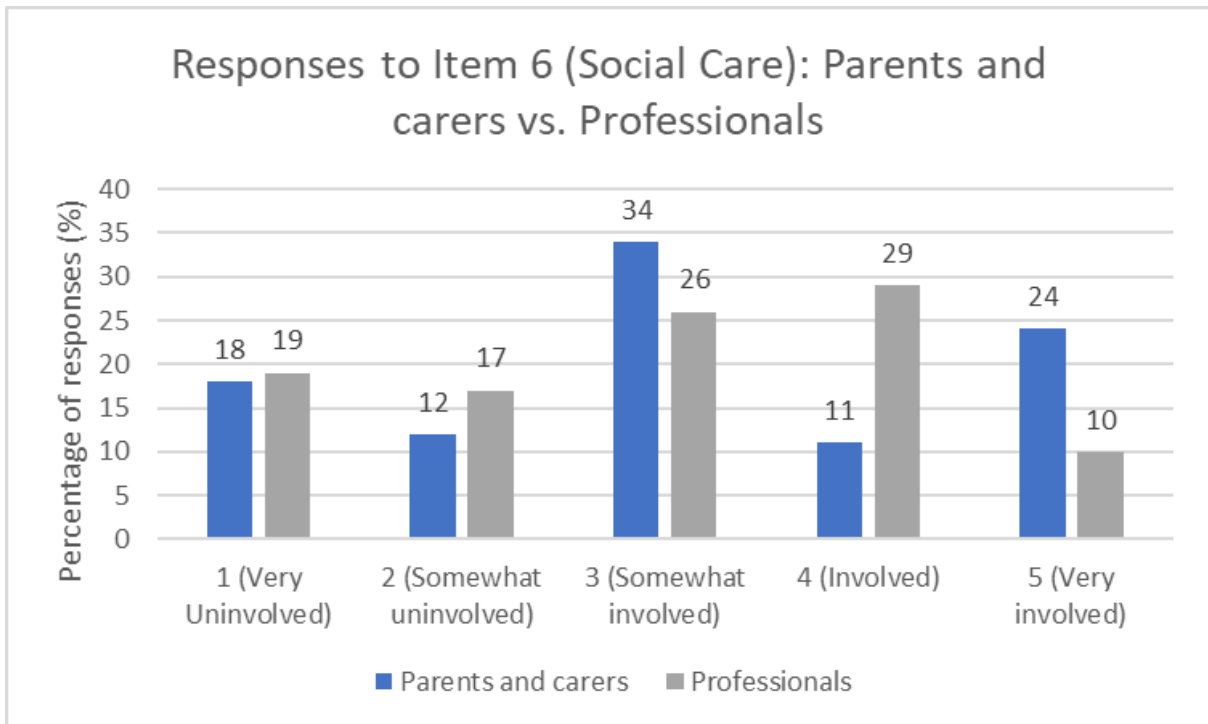
<p>Parents and carers (R=83, 5 no response): Average score: 3.5 Median score: 4</p> <p>Frequency of scores: 1 (Very uninvolved) = 8 (10%) 2 (Somewhat uninvolved) = 9 (11%) 3 (Somewhat involved) = 22 (27%) 4 (Involved) = 20 (24%) 5 (Very involved) = 24 (29%)</p>	<p>Professionals (R=43, 2 no response): Average score: 4.2 Median score: 5</p> <p>Frequency of scores: 1 (Very uninvolved) = 3 (7%) 2 (Somewhat uninvolved) = 0 (0%) 3 (Somewhat involved) = 8 (19%) 4 (Involved) = 6 (14%) 5 (Very involved) = 26 (60%)</p>	<p>All respondents (R=126, 7 no response): Average score: 3.8 Median score: 4</p> <p>Frequency of scores: 1 (Very Uninvolved) = 11 (9%) 2 (Somewhat uninvolved) = 9 (7%) 3 (Somewhat involved) = 30 (24%) 4 (Involved) = 26 (21%) 5 (Very involved) = 50 (39%)</p>
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Item 6(b): How involved are you in setting targets/outcomes in: **Health**



Parents and carers (R=82, 6 no response):	Professionals (R=44, 1 no response):	All respondents (R=126, 7 no response):
Average score: 3.3 Median score: 3	Average score: 3.1 Median score: 3	Average score: 3.3 Median score: 3
Frequency of scores: 1 (Very uninvolved) = 11 (13%) 2 (Somewhat uninvolved) = 10 (12%) 3 (Somewhat involved) = 26 (32%) 4 (Involved) = 12 (15%) 5 (Very involved) = 23 (28%)	Frequency of scores: 1 (Very uninvolved) = 8 (18%) 2 (Somewhat uninvolved) = 6 (14%) 3 (Somewhat involved) = 11 (25%) 4 (Involved) = 10 (23%) 5 (Very involved) = 9 (20%)	Frequency of scores: 1 (Very Uninvolved) = 19 (15%) 2 (Somewhat uninvolved) = 16 (13%) 3 (Somewhat involved) = 37 (29%) 4 (Involved) = 22 (17%) 5 (Very involved) = 32 (25%)

Item 6(c): How involved are you in setting targets/outcomes in: Social Care



Parents and carers (R=82, 6 no response):	Professionals (R=42, 3 no response):	All respondents (R=124, 9 no response):
Average score: 3.1 Median score: 3	Average score: 2.9 Median score: 3	Average score: 3.0 Median score: 3
Frequency of scores: 1 (Very uninvolved) = 15 (18%) 2 (Somewhat uninvolved) = 10 (12%) 3 (Somewhat involved) = 28 (34%) 4 (Involved) = 9 (11%) 5 (Very involved) = 20 (24%)	Frequency of scores: 1 (Very uninvolved) = 8 (19%) 2 (Somewhat uninvolved) = 7 (17%) 3 (Somewhat involved) = 11 (26%) 4 (Involved) = 12 (29%) 5 (Very involved) = 4 (10%)	Frequency of scores: 1 (Very Uninvolved) = 19 (15%) 2 (Somewhat uninvolved) = 16 (13%) 3 (Somewhat involved) = 37 (29%) 4 (Involved) = 22 (17%) 5 (Very involved) = 32 (25%)

Item 6 comments:

Parent carers: 88% did not leave a comment (77/88 respondents)

Comments (taken verbatim from survey responses):

- Lack of communication from varied parties means I don't get much say about my child
- I try with education and health but can't get anything from care
- School have not made any IEP / IPP that I am aware of
- Fighting for EHCP from age 5 now 14 and 12
- I feel more involved with health now than at the start. My childminder involved the health visitor before I was ready (although she did ask my permission) and the health visitor just told me what was going to happen. It felt horrible but things have improved since then
- Have no input from social care yet, despite the fact that it is unlikely he will ever be completely independent.
- His my plan is written without parents input and has been cut to 2x wk reading nothing reflects his dx and needs he is functioning at 7yrs old and is almost 10
- I'm worried that my child is putting on weight so I have asked for a referral to the dietician bit nothing has come through yet
- Health poor engagement from services
- We have pretty much set all targets ourselves as the LEA have been utterly useless. Having dealt with the SEND and VLS teams at NSC for over 15 years I can honestly say that they are incompetent, badly trained, unsympathetic, and deliberately obstructive to the provision for SEND children
- He's home educated so we do everything for him

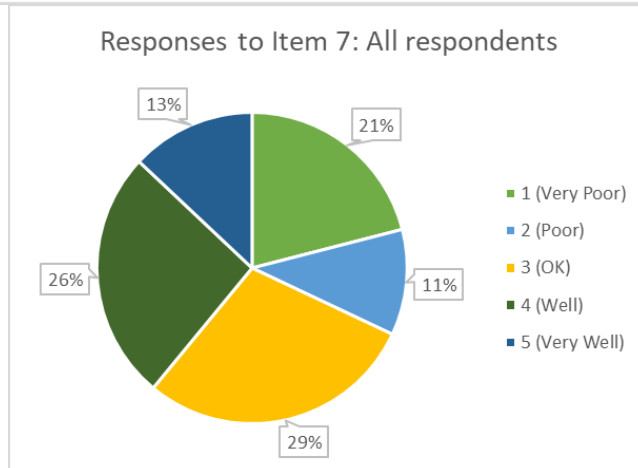
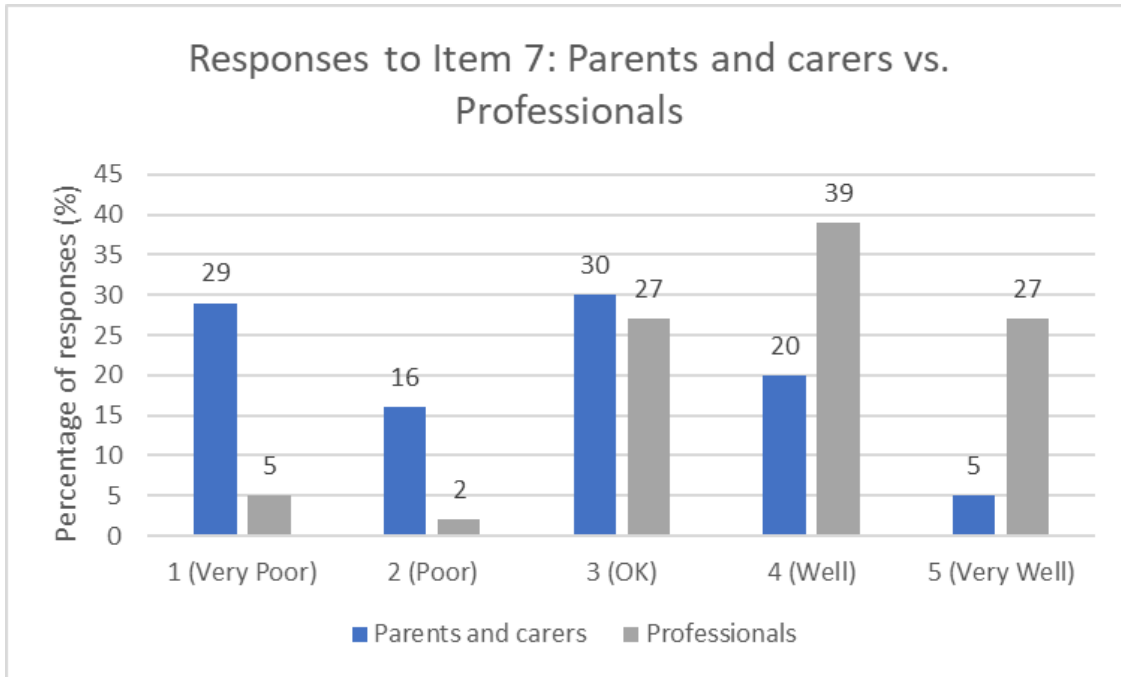
Professionals: 91% did not leave a comment (41/45 respondents):

- Education having to lead the way and try to push for CYP.
- My role is purely diagnostic so limited opportunity for target setting beyond genara advice & support sign-posting
- I work with staff and parents to set outcomes at the start of my work and review these regularly to monitor progress.
- Training is being designed to roll out across all areas around outcomes.

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Item 7: How well do service professionals work together to support ... child/young person?

Note: Responses were translated into numeric scores as follows: 5=Very well, 4=Well, 3=OK, 2=Poor, 1=Very poor.



Parents and carers (R=82, 6 no response):	Professionals (R=44, 1 no response):	All respondents (R=126, 7 no response):
Average score: 2.5	Average score: 3.8	Average score: 3.0
Median score: 3	Median score: 4	Median score: 3
Frequency of scores:	Frequency of scores:	Frequency of scores:
1 (Very poor) = 24 (29%)	1 (Very poor) = 2 (5%)	1 (Very poor) = 26 (21%)
2 (Poor) = 13 (16%)	2 (Poor) = 1 (2%)	2 (Poor) = 14 (11%)
3 (OK) = 25 (30%)	3 (OK) = 12 (27%)	3 (OK) = 37 (29%)
4 (Well) = 16 (20%)	4 (Well) = 17 (39%)	4 (Well) = 33 (26%)
5 (Very well) = 4 (5%)	5 (Very well) = 12 (27%)	5 (Very well) = 16 (13%)

Item 7 comments:

Parent carers: 78% did not leave a comment (69/88 respondents)

Comments (taken verbatim from survey responses):

- Well put it this way, we filled out maisey forms three months after going for TUF panel because we hadn't done them but she was discussed at maisey prior
- They don't anymore.
- False gp chronologically reports by previous surgery dampening down needs ignoring medical evidence at panel bullying social workers who state la is above the law
- Not getting any support from anyone
- No professionals liased together intill a formal complaint went in we are still to be re seen and have no peadtrician chams do lias with adhd nurse a bit
- Speech and language provision and collaboration has been non existent and for every little piece of S& L provision my Son has been given I have had to fight for.
- Poor collaboration paediatrics a big problem
- Having dealt with the LEA, SEND and VLS teams at NSC for over 15 years I can honestly say that they are incompetent, badly trained, unsympathetic, and deliberately obstructive to the provision for SEND children
- We were asking for years for all the different agencies to work together. He has complex needs and had input from multiple agencies, but they did not communicate with each other. Since the new SENCO arrived, there has been better communication between some of the service professionals.
- Differnt organisations respond differently. School has a lack of understanding of the needs of SEN children
- Peads need to see us more often. Only seen them 3 times in 3 yrs. Waiting so long for a diagnosis it's disgusting
- Worle school didn't speak to her Gp or CAMHS and failed to believe her diagnosis. The school failed her. They degraded her on a regular basis, saying things like ' it's impossible for you not to understand what I've said'
- I have very little input. I have asked for help from the paediatrician and have had to wait months for a reply
- Professionals seem to communicate well with each other. The issue is they aren't having enough conversations annually. They need to be following up more often & involving parents at each stage. This certainly doesn't happen with SLT services. After an initial meeting or 2, it seems parents are cut out of the picture entirely.
- Better communication
- The last professional we saw was at his diagnosis meeting, he hasn't had an appointment with a paediatrician for nearly 2 years because they haven't sent us one
- The team involved with F are now are working well together. However it took way too long to get to this place. And only because I am a Rottweiler and refused to stop fighting.
- Fantastic paeditritian but the referrals to other specialist is rediculous amount if time.
- School is amazing.. The staff are very supportive

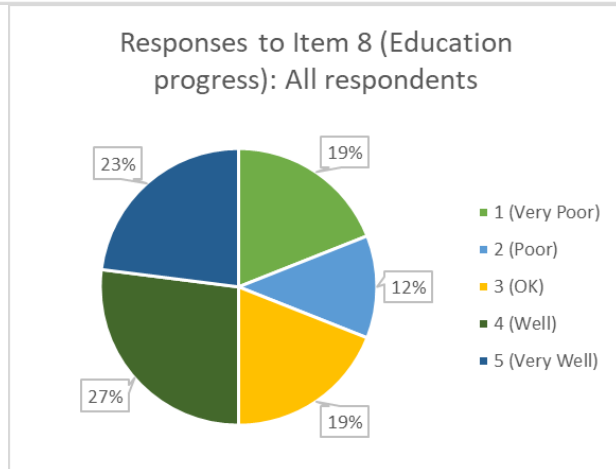
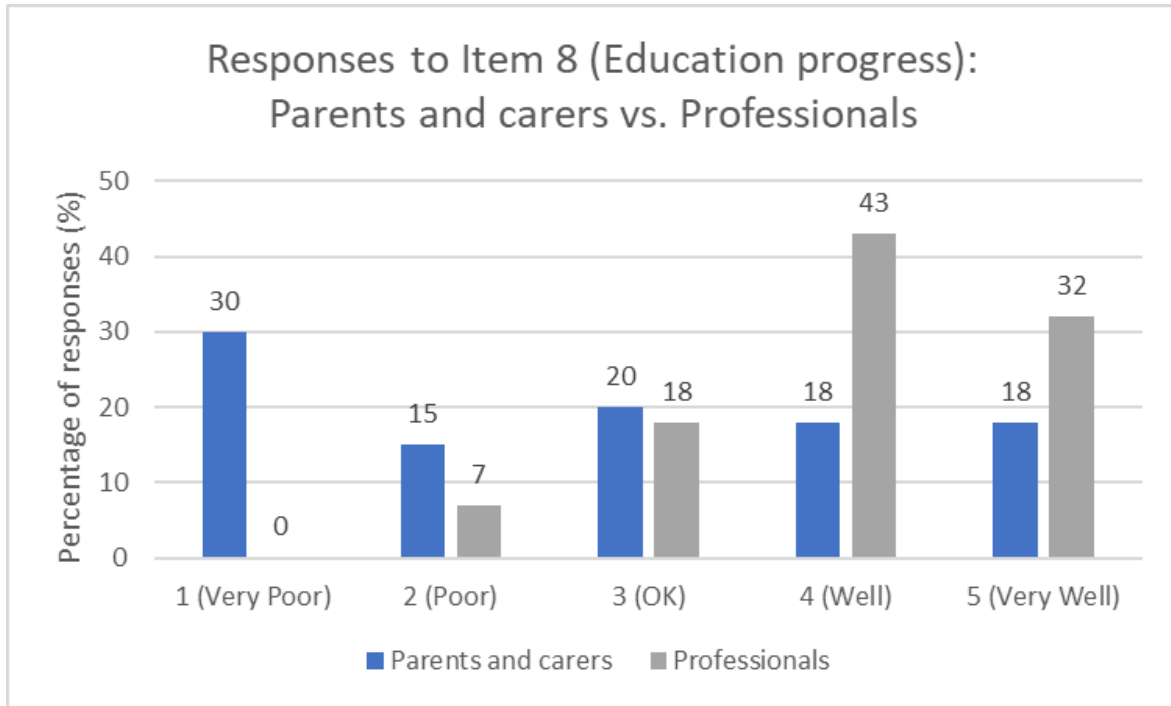
Professionals: 67% did not leave a comment (30/45 respondents):

- I would like to see more of a presence from health and social care within education but at the same understand that funding for these areas has been greatly reduced, making this request difficult.
- Depends when and if you can get services!
- This could be better
- Difficult to judge because I become more involved with the ones where things are not working, so it feels more negative than it realistically is.
- Due to long waiting lists and overworked staff, it can be difficult to communicate to some staff in health and social care provisions.
- I think we work very well together within school because professionals come into school and we therefore get to see them and discuss individual pupils.
- In my field schools & health work well together, but social care and educational psychology/advisory teachers are notably absent.
- Again, due to funding cuts other professionals such as SALT, OT, Physio, etc. are spread thin. If you email them, they always respond as quickly as they can and are amazing at what they do, its just that they don't always have time to come in to the school as they use to, which I believe is partially due to small numbers. Again, as pupils reach secondary age there is less support available and their 'cases' are often closed once they reach this stage. However, in Primary, support is available as much as they possibly can and the professionals always respond to emails. A particular SALT will meet after school hours to look through targets and suggest next steps with me, which is fantastic. They are amazing and hard working individuals that desperately want to help, but I feel that there are not many available to juggle the workload and increasing need for their support.
- Once in school they work well with staff it's getting them in that's the main problem
- I liaise with colleagues regarding the SCAMP process for autism and sometimes have access to Speech & Language or OT reports. I work with Ed Psychs within Somerset Inclusion to support pupils' needs, as well as with the SEN and SPS teams.
- I work well with OT, SALT and SEND team- EP's advisory teachers and other SENCo'S. I work well with SCAMP team also.
- Again, a lack of communication between HVs, S&L and other services can make this difficult. Often chasing these services for reports and visits.
- NEET team are excellent
- For the children lucky enough to get services, everyone work together really productively
- in north somerset all professionals try their best within their staffing levels to do their best for the children who live here.

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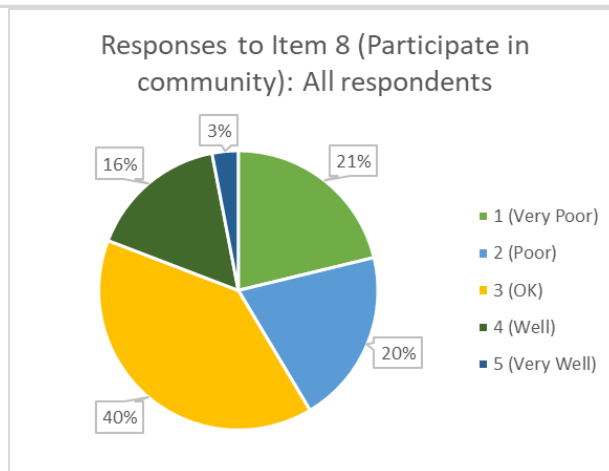
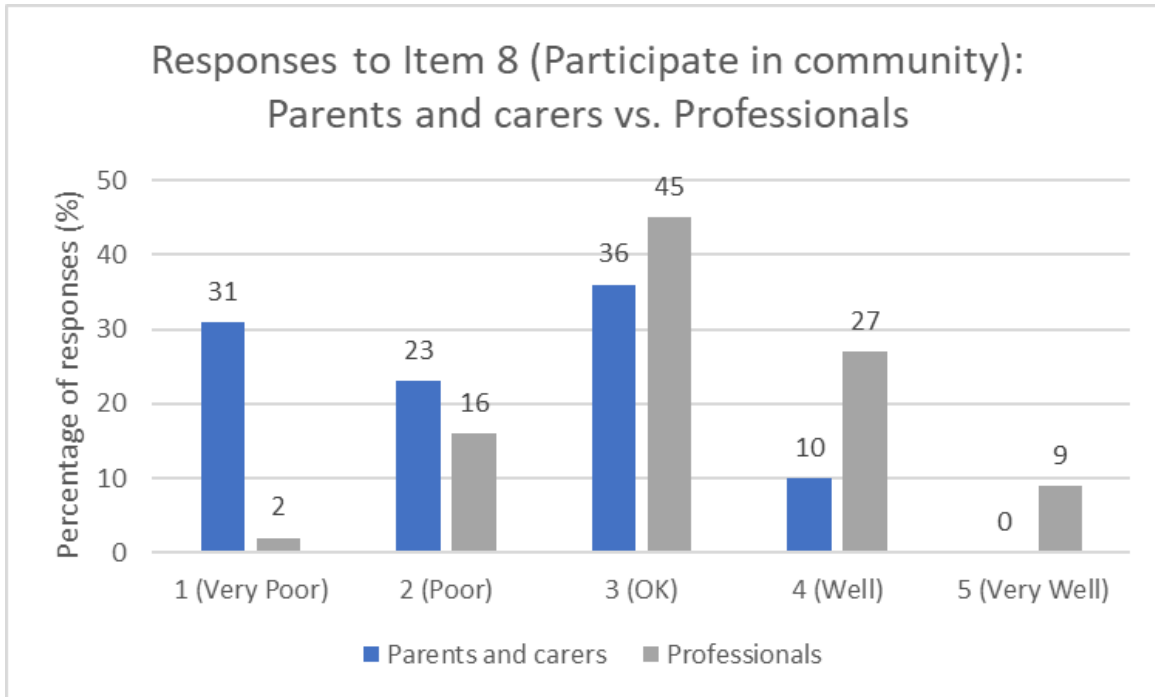
Item 8(a): How well do services help ... child/young person to do their best in: **Education progress**

Note: Responses were translated into numeric scores as follows: 5=Very well, 4=Well, 3=OK, 2=Poor, 1=Very poor.



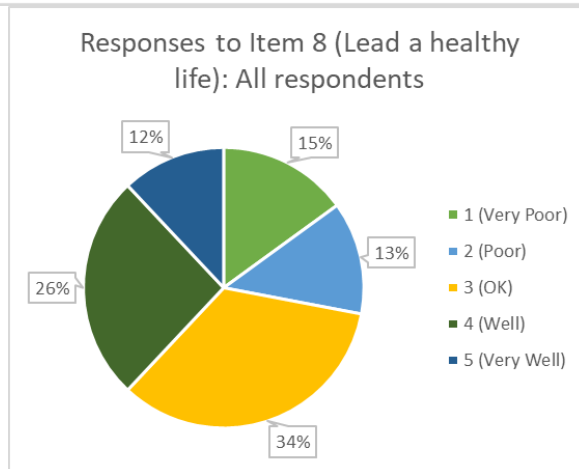
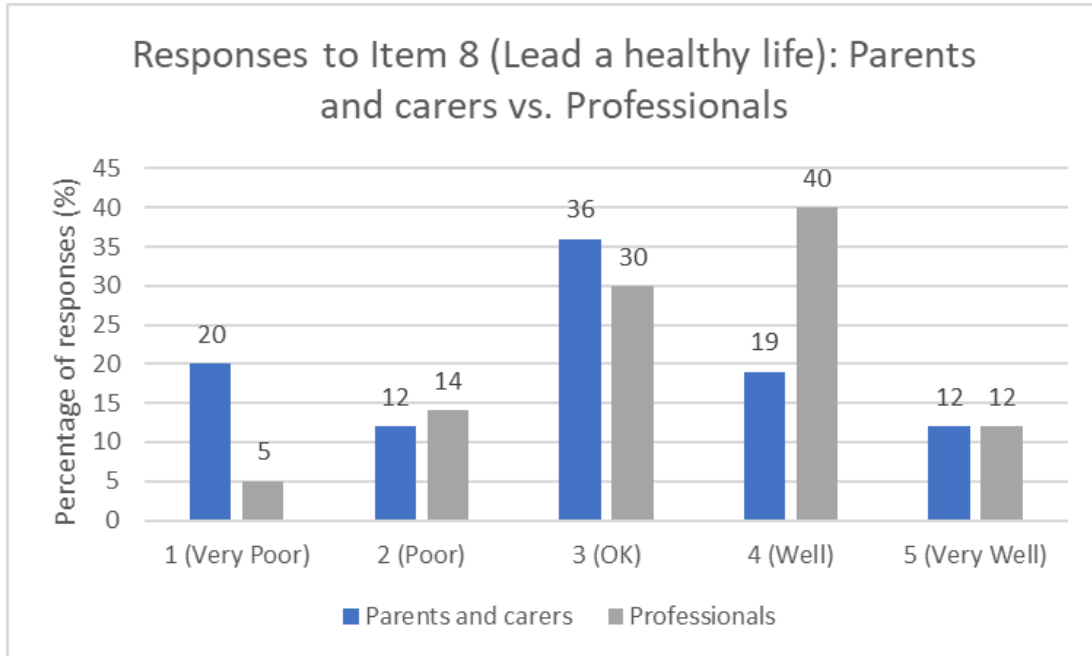
Parents and carers (R=80, 8 no response):	Professionals (R=44, 1 no response):	All respondents (R=124, 9 no response):
Average score: 2.8	Average score: 4.0	Average score: 3.2
Median score: 3	Median score: 4	Median score: 3
Frequency of scores:	Frequency of scores:	Frequency of scores:
1 (Very poor) = 24 (30%)	1 (Very poor) = 0 (0%)	1 (Very poor) = 24 (19%)
2 (Poor) = 12 (15%)	2 (Poor) = 3 (7%)	2 (Poor) = 15 (12%)
3 (OK) = 16 (20%)	3 (OK) = 8 (18%)	3 (OK) = 24 (19%)
4 (Well) = 14 (18%)	4 (Well) = 19 (43%)	4 (Well) = 33 (27%)
5 (Very well) = 14 (18%)	5 (Very well) = 14 (32%)	5 (Very well) = 28 (23%)

Item 8(b): How well do services help ... child/young person to do their best in: **Taking part in community activities**



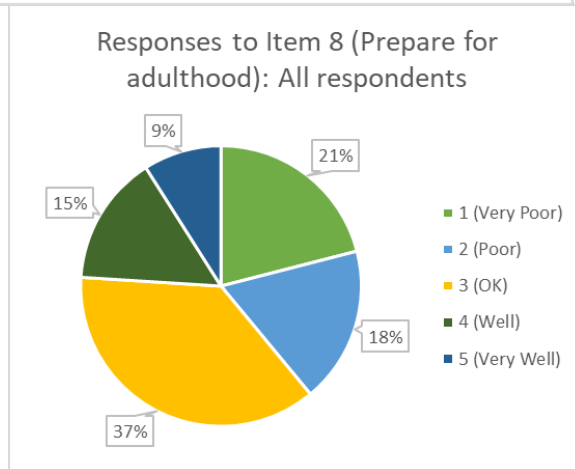
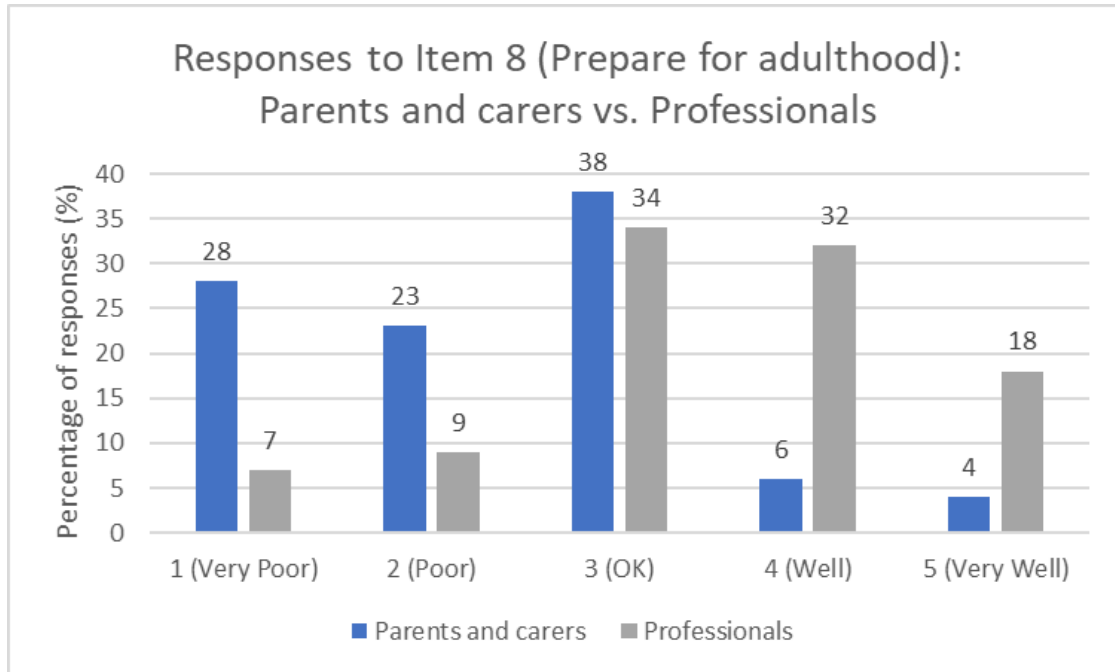
Parents and carers (R=83, 5 no response):	Professionals (R=44, 1 no response):	All respondents (R=127, 6 no response):
Average score: 2.2	Average score: 3.3	Average score: 2.6
Median score: 2	Median score: 3	Median score: 3
Frequency of scores:	Frequency of scores:	Frequency of scores:
1 (Very poor) = 26 (31%)	1 (Very poor) = 1 (2%)	1 (Very poor) = 27 (21%)
2 (Poor) = 19 (23%)	2 (Poor) = 7 (16%)	2 (Poor) = 26 (20%)
3 (OK) = 30 (36%)	3 (OK) = 20 (45%)	3 (OK) = 50 (39%)
4 (Well) = 8 (10%)	4 (Well) = 12 (27%)	4 (Well) = 20 (16%)
5 (Very well) = 0 (0%)	5 (Very well) = 4 (9%)	5 (Very well) = 4 (3%)

Item 8(c): How well do services help ... child/young person to do their best in: **Leading a healthy life**



Parents and carers (R=83, 5 no response):	Professionals (R=43, 2 no response):	All respondents (R=126, 7 no response):
Average score: 2.9 Median score: 3	Average score: 3.4 Median score: 3	Average score: 3.1 Median score: 3
Frequency of scores: 1 (Very poor) = 17 (20%) 2 (Poor) = 10 (12%) 3 (OK) = 30 (36%) 4 (Well) = 16 (19%) 5 (Very well) = 10 (12%)	Frequency of scores: 1 (Very poor) = 2 (5%) 2 (Poor) = 6 (14%) 3 (OK) = 13 (30%) 4 (Well) = 17 (40%) 5 (Very well) = 5 (12%)	Frequency of scores: 1 (Very poor) = 19 (15%) 2 (Poor) = 16 (13%) 3 (OK) = 43 (34%) 4 (Well) = 33 (26%) 5 (Very well) = 15 (12%)

Item 8(d): How well do services help ... child/young person to do their best in: **Getting ready for adulthood**



Parents and carers (R=81, 7 no response):	Professionals (R=44, 1 no response):	All respondents (R=125, 8 no response):
Average score: 2.3 Median score: 2	Average score: 3.5 Median score: 3	Average score: 2.7 Median score: 3
Frequency of scores: 1 (Very poor) = 23 (28%) 2 (Poor) = 19 (23%) 3 (OK) = 31 (38%) 4 (Well) = 5 (6%) 5 (Very well) = 3 (4%)	Frequency of scores: 1 (Very poor) = 3 (7%) 2 (Poor) = 4 (9%) 3 (OK) = 15 (34%) 4 (Well) = 14 (32%) 5 (Very well) = 8 (18%)	Frequency of scores: 1 (Very poor) = 19 (15%) 2 (Poor) = 16 (13%) 3 (OK) = 43 (34%) 4 (Well) = 33 (26%) 5 (Very well) = 15 (12%)

Item 8 comments:

Parent carers: 84% did not leave a comment (74/88 respondents)

Comments (taken verbatim from survey responses):

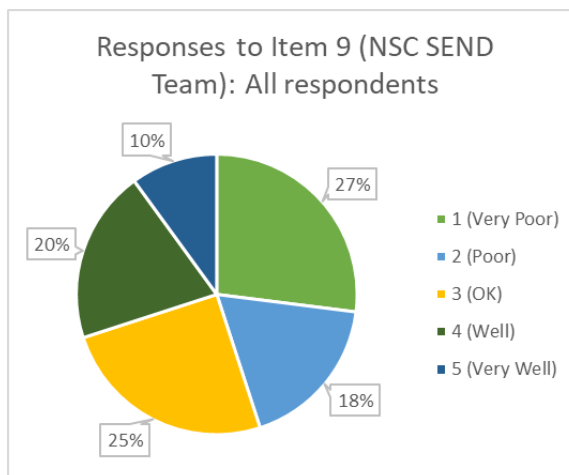
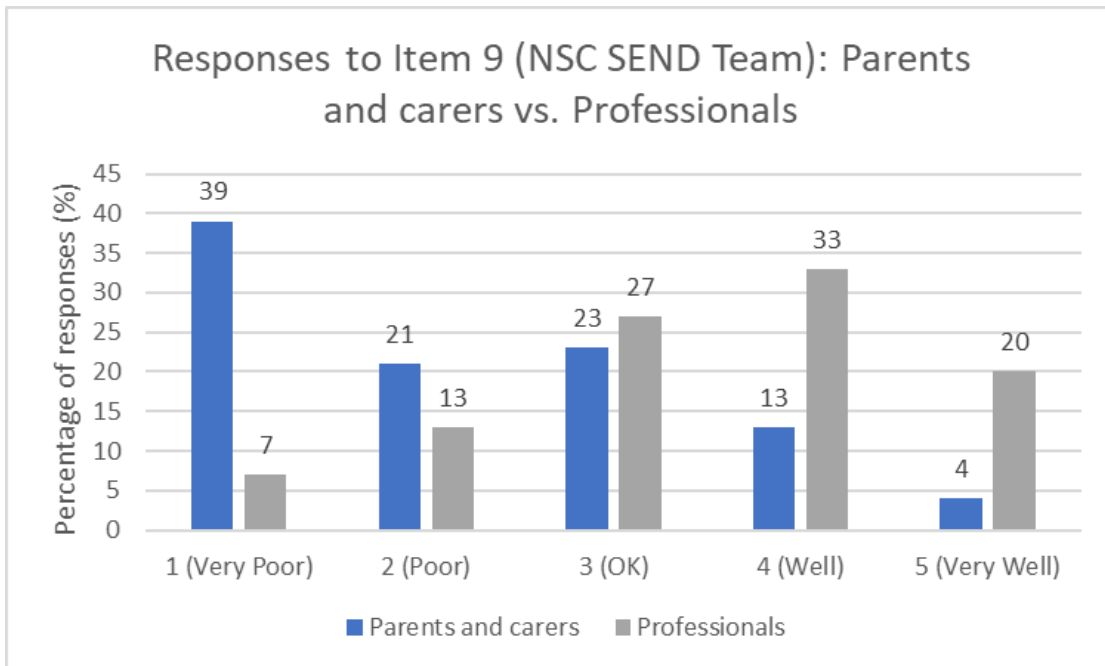
- They don't
- Not getting any support at all
- Where is the community activities.
- There are no services! We see no one, we get offered no help, no appointments absolutely nothing!
- Having dealt with the SEND and VLS teams at NSC for over 15 years I can honestly say that they are incompetent, badly trained, unsympathetic, and deliberately obstructive to the provision for SEND children
- There is nothing for Sen children and their families in the area. The councils run no suitable events for Sen families
- If it wasn't for his school I have no idea where we would be
- No EHCP so cant access dla stopped last year as senco stated he was fine in school
- It is impossible to gain access to out of school activities and holiday clubs. They ask to be paid for additional provision making the activities unaffordable. Social and emotional development suffers as a result compared to typically developing children.
- It has only been in the past year that progress has been made. Despite him having complex needs, he has been often overlooked because he is quiet and well behaved.
- There are no services that help me!
- Springboard have been really helpful the past 2 yrs with support
- We have prepared him the best we can for adulthood and he wants to go back to school and are in the process of making that happen
- Lack of provision and services

Professionals: 84% did not leave a comment (38/45 respondents):

- Again relying on education to lead. Colleges taken on the role from schools.
- Mainstream schools are poorly structured to deliver meaningful courses to meet young people's needs if they have significant learning and social skills needs that differ from the majority of other students- GCSEs are not suitable or adequate preparation for adult life for a number of SEND students. Often students only get the appropriate level of tuition and social support when they get to Weston college, having had 5 incredibly difficult years in secondary school where they experience a sense of failure and not fitting in.
- I think a lot more needs to be done outside of school in these areas, that comes back down to direct payments and families struggling to recruit
- I don't believe our service provides enough opportunities for children to experience "the real world", I think more time should be spent out in the community in leisure activities for example, promoting social communication skills and learning how to act appropriately in the "real world", an experience that sadly many of our pupils don't get at home.
- More money management sessions, and engaging with the local community- a good idea for this would be the Prince's Trust Team Programme
- This is hard to measure but hopefully we make a difference!
- More services needed.. especially in autism for all areas.

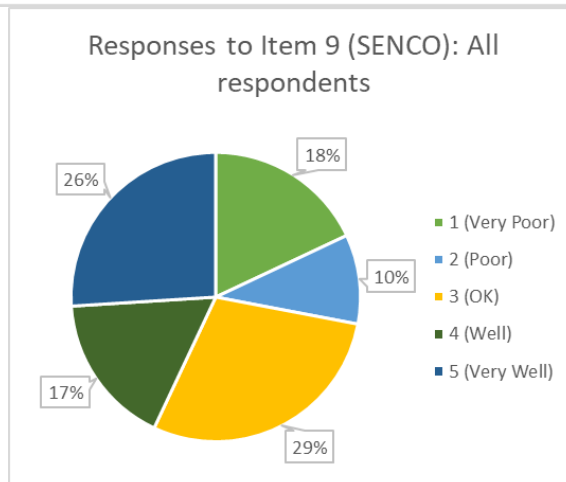
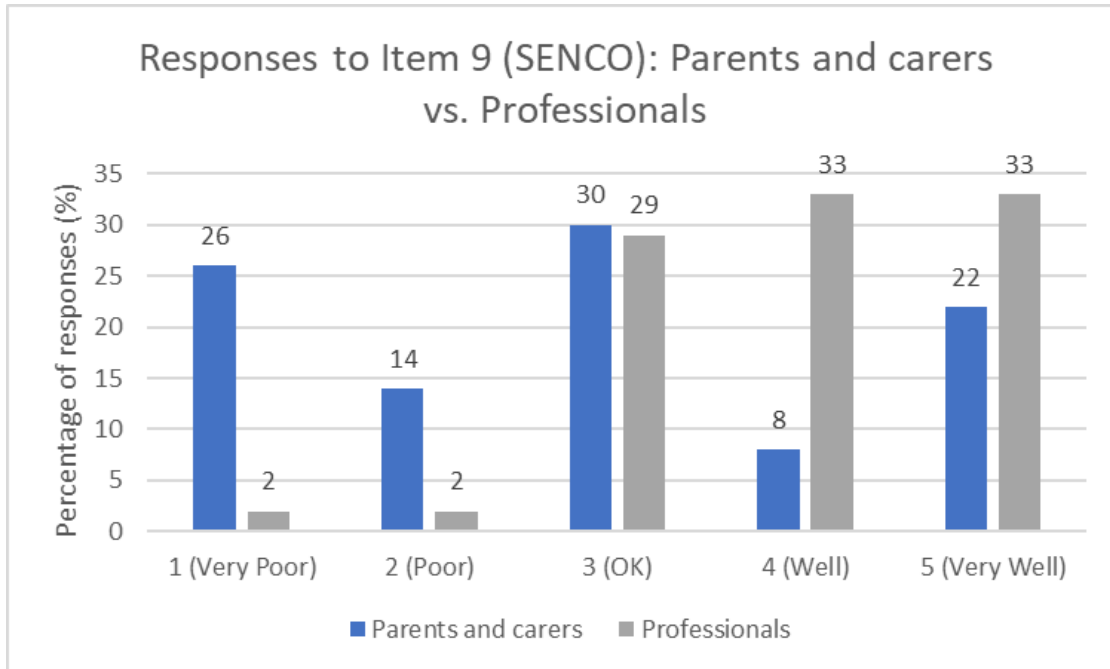
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Item 9(a): Re the EHCP assessment or annual review, how well did you feel supported by the: **NSC SEND Team**



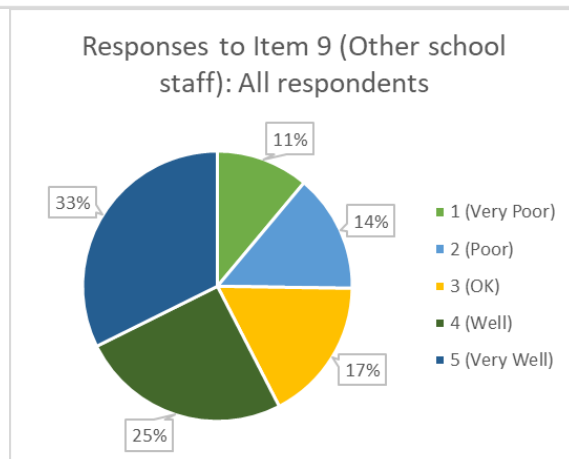
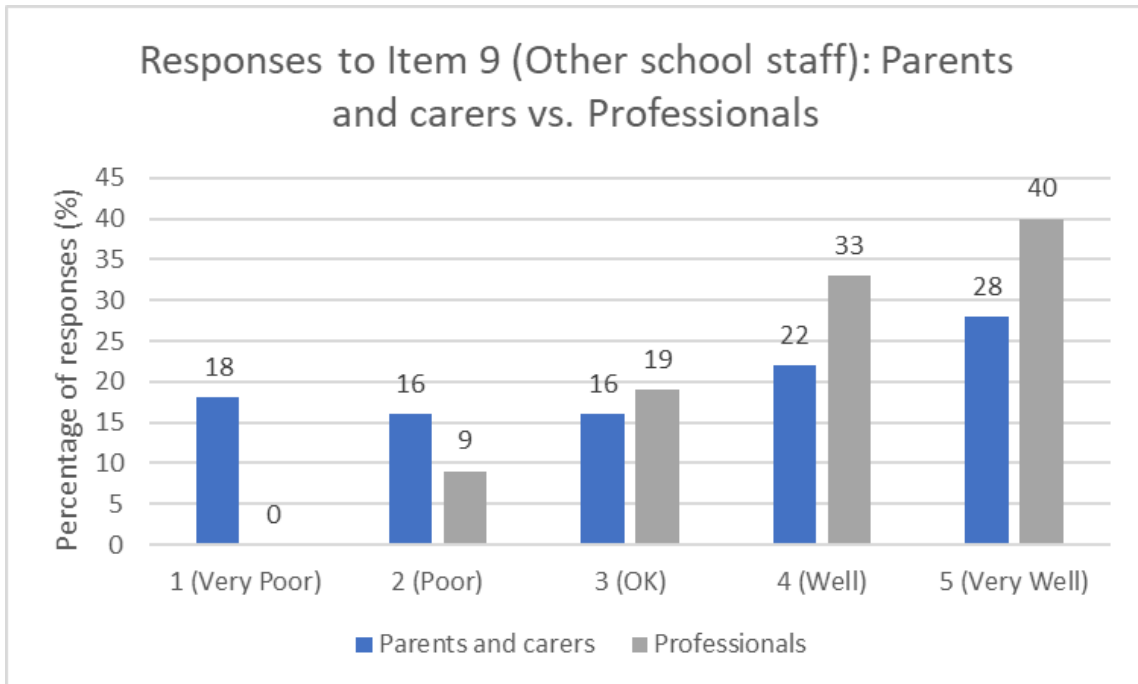
Parents and carers (R=77, 11 no response):	Professionals (R=45):	All respondents (R=122, 11 no response):
Average score: 2.2 Median score: 2	Average score: 3.5 Median score: 4	Average score: 2.7 Median score: 3
Frequency of scores: 1 (Very poor) = 30 (39%) 2 (Poor) = 16 (21%) 3 (OK) = 18 (23%) 4 (Well) = 10 (13%) 5 (Very well) = 3 (4%)	Frequency of scores: 1 (Very poor) = 3 (7%) 2 (Poor) = 6 (13%) 3 (OK) = 12 (27%) 4 (Well) = 15 (33%) 5 (Very well) = 9 (20%)	Frequency of scores: 1 (Very poor) = 33 (27%) 2 (Poor) = 22 (18%) 3 (OK) = 30 (25%) 4 (Well) = 25 (20%) 5 (Very well) = 12 (10%)

Item 9(b): Re the EHCP assessment or annual review, how well did you feel supported by the: **SENCO**



<p>Parents and carers (R=77, 11 no response):</p> <p>Average score: 2.9 Median score: 3</p> <p>Frequency of scores:</p> <p>1 (Very poor) = 20 (26%) 2 (Poor) = 11 (14%) 3 (OK) = 23 (30%) 4 (Well) = 6 (8%) 5 (Very well) = 17 (22%)</p>	<p>Professionals (R=42, 3 no response):</p> <p>Average score: 3.9 Median score: 4</p> <p>Frequency of scores:</p> <p>1 (Very poor) = 1 (2%) 2 (Poor) = 1 (2%) 3 (OK) = 12 (29%) 4 (Well) = 14 (33%) 5 (Very well) = 14 (33%)</p>	<p>All respondents (R=119, 14 no response):</p> <p>Average score: 3.2 Median score: 3</p> <p>Frequency of scores:</p> <p>1 (Very poor) = 21 (18%) 2 (Poor) = 12 (10%) 3 (OK) = 35 (29%) 4 (Well) = 20 (17%) 5 (Very well) = 31 (26%)</p>
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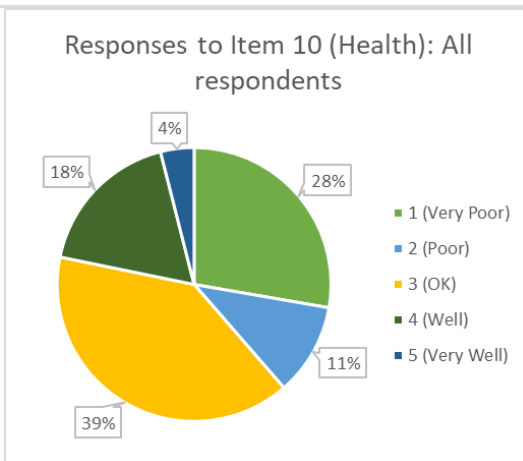
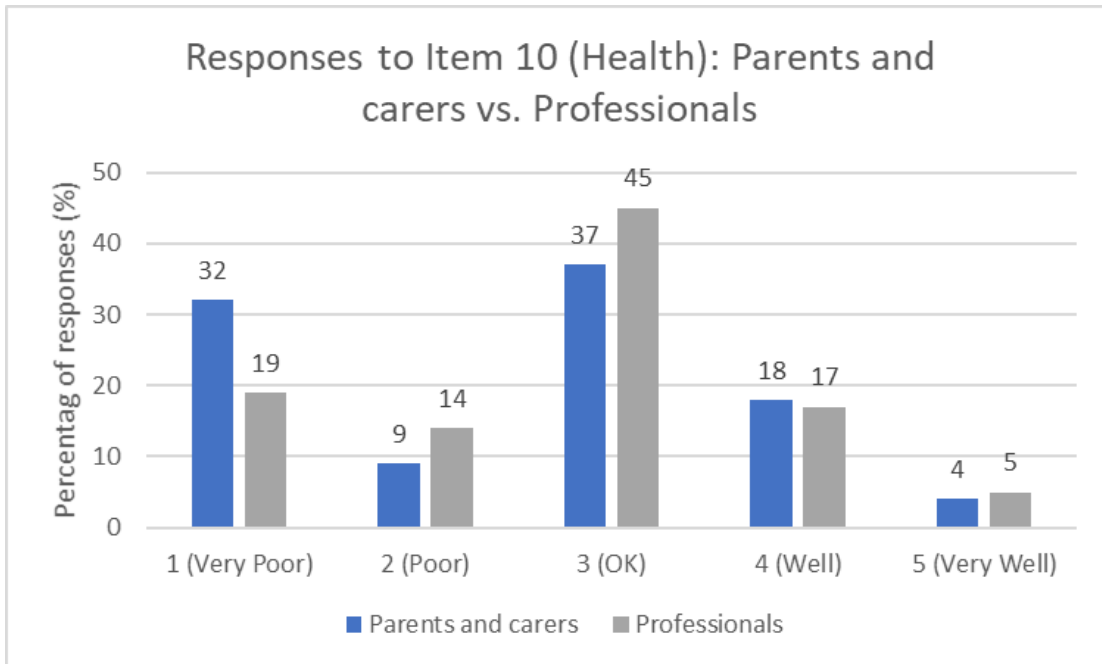
Item 9(c): Re the EHCP assessment or annual review, how well did you feel supported by the: **Other school or college staff**



Parents and carers (R=79, 9 no response):	Professionals (R=43, 2 no response):	All respondents (R=122, 11 no response):
Average score: 3.3	Average score: 4.0	Average score: 3.5
Median score: 3	Median score: 4	Median score: 4
Frequency of scores:	Frequency of scores:	Frequency of scores:
1 (Very poor) = 14 (18%)	1 (Very poor) = 0 (0%)	1 (Very poor) = 14 (11%)
2 (Poor) = 13 (16%)	2 (Poor) = 4 (9%)	2 (Poor) = 17 (14%)
3 (OK) = 13 (16%)	3 (OK) = 8 (19%)	3 (OK) = 21 (17%)
4 (Well) = 17 (22%)	4 (Well) = 14 (33%)	4 (Well) = 31 (25%)
5 (Very well) = 22 (28%)	5 (Very well) = 17 (40%)	5 (Very well) = 39 (32%)

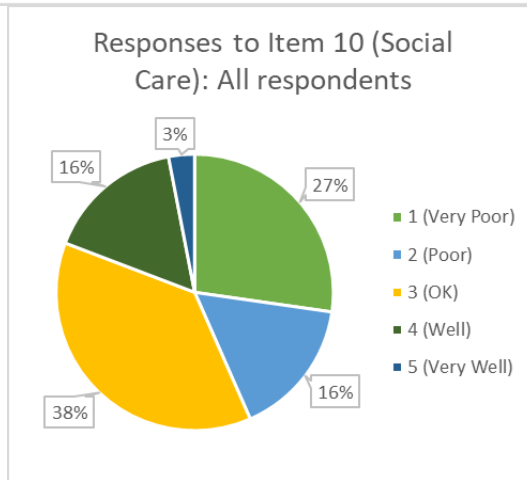
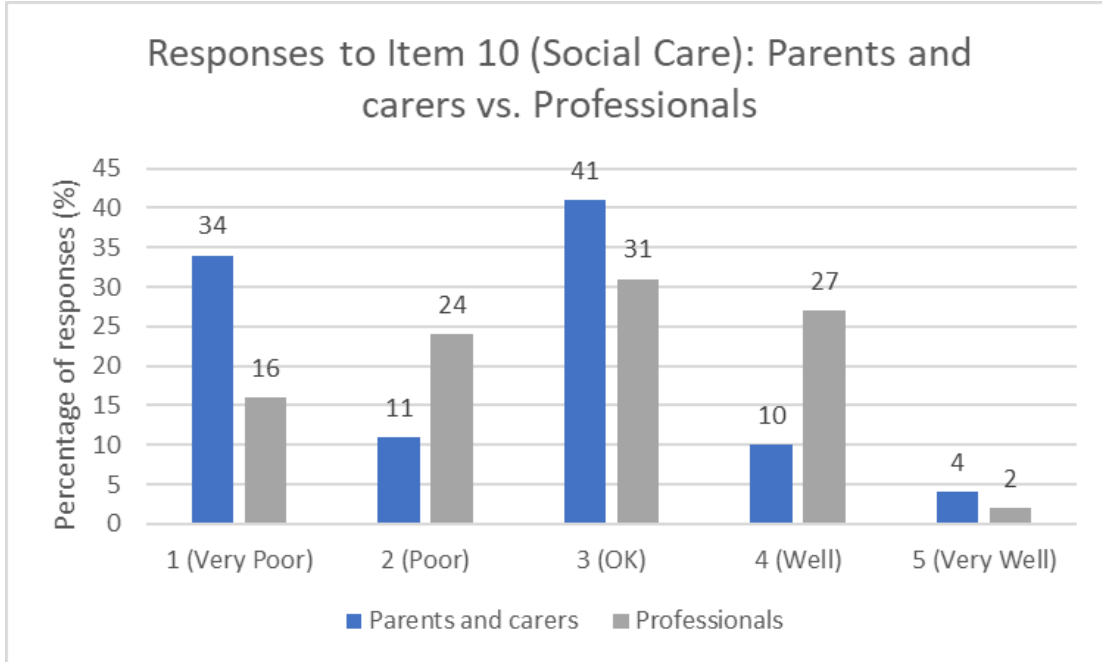
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Item 10 (a): Re the EHCP assessment or annual review, how well did **Health** contribute?



<p>Parents and carers (R=78, 10 no response):</p> <p>Average score: 2.5 Median score: 3</p> <p>Frequency of scores:</p> <p>1 (Very poor) = 25 (32%) 2 (Poor) = 7 (9%) 3 (OK) = 29 (37%) 4 (Well) = 14 (18%) 5 (Very well) = 3 (4%)</p>	<p>Professionals (R=42, 3 no response):</p> <p>Average score: 2.7 Median score: 3</p> <p>Frequency of scores:</p> <p>1 (Very poor) = 8 (19%) 2 (Poor) = 6 (14%) 3 (OK) = 19 (45%) 4 (Well) = 7 (17%) 5 (Very well) = 2 (5%)</p>	<p>All respondents (R=120, 13 no response):</p> <p>Average score: 2.6 Median score: 3</p> <p>Frequency of scores:</p> <p>1 (Very poor) = 33 (28%) 2 (Poor) = 13 (11%) 3 (OK) = 48 (40%) 4 (Well) = 21 (18%) 5 (Very well) = 5 (4%)</p>
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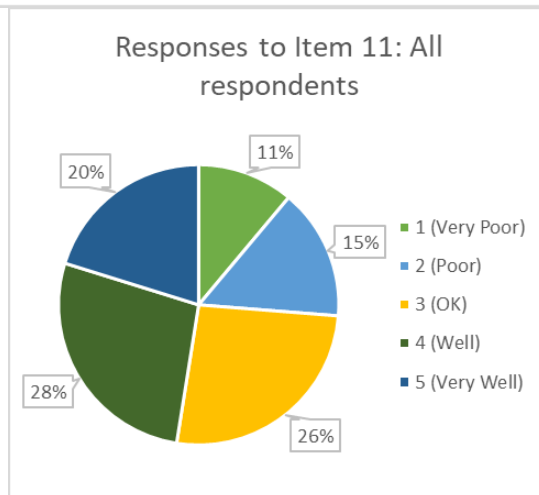
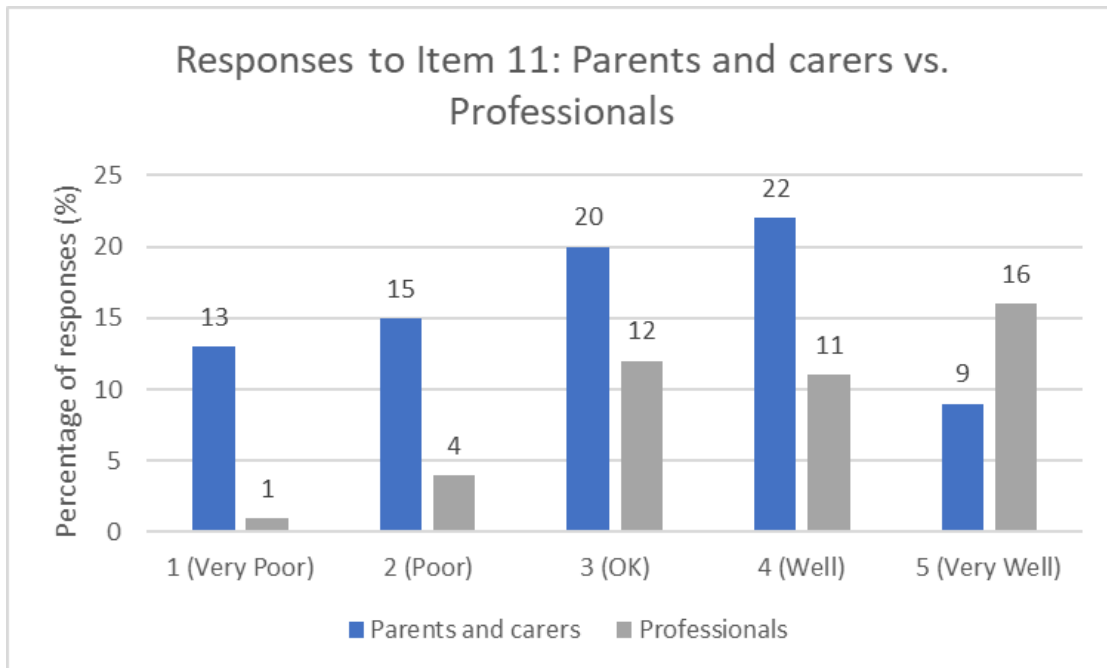
Item 10 (b): Re the EHCP assessment or annual review, how well did **Social Care** contribute?



Parents and carers (R=79, 9 no response):	Professionals (R=45):	All respondents (R=124, 9 no response):
Average score: 2.4	Average score: 2.8	Average score: 2.5
Median score: 3	Median score: 3	Median score: 3
Frequency of scores:	Frequency of scores:	Frequency of scores:
1 (Very poor) = 27 (34%)	1 (Very poor) = 7 (16%)	1 (Very poor) = 34 (27%)
2 (Poor) = 9 (11%)	2 (Poor) = 11 (24%)	2 (Poor) = 20 (16%)
3 (OK) = 32 (41%)	3 (OK) = 14 (31%)	3 (OK) = 46 (38%)
4 (Well) = 8 (10%)	4 (Well) = 12 (27%)	4 (Well) = 20 (16%)
5 (Very well) = 3 (4%)	5 (Very well) = 1 (2%)	5 (Very well) = 4 (3%)

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Item 11: Re the EHCP assessment or annual review, how well did you feel included in the process?



Parents and carers (R=79, 9 no response):	Professionals (R=44, 1 no response):	All respondents (R=123, 10 no response):
Average score: 3.0 Median score: 3	Average score: 3.8 Median score: 4	Average score: 3.3 Median score: 3
Frequency of scores: 1 (Very poor) = 13 (16%) 2 (Poor) = 15 (19%) 3 (OK) = 20 (23%) 4 (Well) = 22 (28%) 5 (Very well) = 9 (11%)	Frequency of scores: 1 (Very poor) = 1 (2%) 2 (Poor) = 4 (9%) 3 (OK) = 12 (27%) 4 (Well) = 11 (25%) 5 (Very well) = 16 (36%)	Frequency of scores: 1 (Very poor) = 34 (27%) 2 (Poor) = 20 (16%) 3 (OK) = 46 (38%) 4 (Well) = 20 (16%) 5 (Very well) = 4 (3%)

Items 9-11 comments:

Parent carers: 75% did not leave a comment (66/88 respondents)

Comments (taken verbatim from survey responses):

- Had to fight the LA for the assessment to be gain with even though my son has a chomosome disorder is waiting for an assessment of adhd and is on scamp he's had full time 1:1 since pre school as he can not cope with mainstream settings yet the LA said this wasn't enough to say he was SEN? Untill I pushed them and complained
- We are only just going through the process for an ehcp so it's all new the team seem ok, but only time will tell
- If you mean a 5 hour child protection meeting which resulted in eldest autistic son hanging himself from a tree after social worker stated he needed his commission to go on holiday to Cuba so care was the only outcome
- To be honest don't think I've met any of them
- Don't have an EHCP. Don't know what senco is.
- I started ehcp process in 2019 I only get updates if I message and half the time I have to wait wks.
- Still waiting for draft EHCP
- The EHCP process was incredibly disappointing. The delays were significant & there was little communication with regard the process. I always seemed to be chasing for an update. Perhaps when such delays occur, senior managers should consider meeting with the community to explain / present the issues. In my experience, this relieves people's tensions.
- When he had one.
- No social care involvement in ours
- I am alone doing the whole echp process. School are amazing but no outside agencies ever come to meetings
- I was told my son was to have an EHCP but resently we have been told he STILL doesn't have one.
- She didn't have an echo because the school never recognised her difficulties.
- The EHCP my son has is completely non sprecific so not worth the paper it is written on. I did challenge this at the time but my challenges were rejected, however I later found out that this should have not happened. I am now in the process of getting a new EHCP drawn up and wanted S & L input but it appears as though my Son's therapist was on long term annual leave and so couldn't attend. It has all been put on hold now anyway due to coronavirus, so my Son's one to one support has been cut.
- Our EHCP was already delayed due to lack of EP's in North Somerset. Now with the Corona Virus, I have no idea how long it will be or when I will hear anything
- Everyone except the LEA was on board and helpful. The LEA tried to stop every bit of progress made. It's always about saving money and never about the child. We had mountains of supporting evidence, yet the LEA still didn't get it. Send team did not reply to emails etc. EHCP was very much a 'copy & paste' document and really did not reflect my daughters true needs. They changed nothing despite all the evidence. I was only listened to when social worker, camhs & psychiatrist wrote in support.
- Lots to be added to current ehcp
- Communication poor and collaborative approach poor

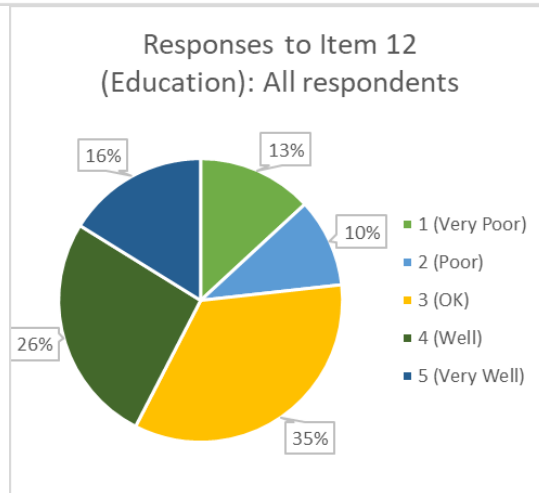
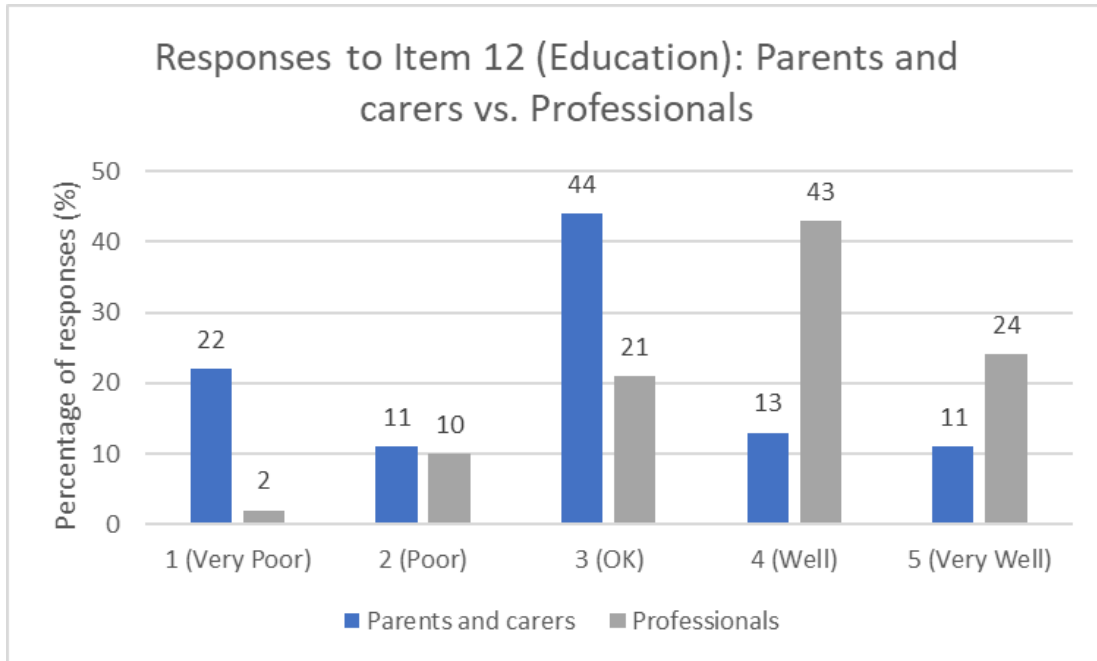
- We feel that presently, the support from the SENCO and school is fantastic. Before the new SENCO arrived, we did not feel very supported and feel that he was let down. Now, we feel very included and are happy with the support he is getting.
- I have done all of my sons ehcp nothing other than agreed to assess, the school senco has been off since jan so god knows with the paperwork his head done it but is not send trained.
- Haven't got ehcp. Basically told too late to do anything. Haven't even met the schools senco as was told nothing they could do extra to help
- Hasn't had one devised yet

Professionals: 73% did not leave a comment (33/45 respondents):

- Having had personal/professional experience of this dreadful process I feel the send team need to show more empathy towards families n think carefully when they email/talk to individuals. Theses parents are dealing with sen every day trust them they are the professionals in this situation!
- There are no joined up services and it is down to the SENCo at school to chair and manage supported by the SEND team. Hopefully moving forward, after our joint outcomes planning, this will change in the future.
- It can feel like a paper exercise, with recommendations for support put forward that don't actually materialise in school.
- very underfunded without any extra allocated time in health to contribute. Timetables for meetings din't fit into a clinic model such as in health.
- I do not see Health colleagues at multi-professional EHCP or Annual Review meetings other than SCAMP.
- As above, JPMs no longer taking place. This makes it very difficult as parents are expected to read through the first draft EHCP by themselves. For those parents with their own needs and SEND this is virtually impossible.
- As a lecturer, I am the process.
- During the processes that I have been a part of, I have been the only service that has been in attendance at the meeting. Health and Social care have rarely been involved in EHCPs that I have been involved in, unless the pupil is a Looked After Child. This is sometimes die to them not having the time to attend due to other commitments and not enough staff.
- As the class teacher, I am fully involved in the annual review process. As previously mentioned, I do not receive much support from other professionals outside of education other than SALT when writing about their progress, what they have not yet achieved or when writing new long term and medium term targets for the CYP.
- Most children referred for an EHCP request had never been referred or seen by Social Care. When referred the information received rarely impacted on the EHCP and there was usually little new information to add.
- Social care have been great 5 if the student has an allocated social work at review.
- New systems are being bedded in. There is still room for improvement and to make systems clearer and easier to follow. This is not a quick fix. This is a 5-10 year journey of setting a new SEND culture within North Somerset.

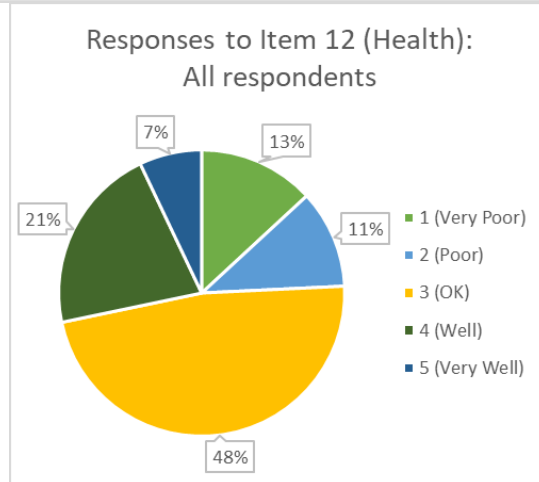
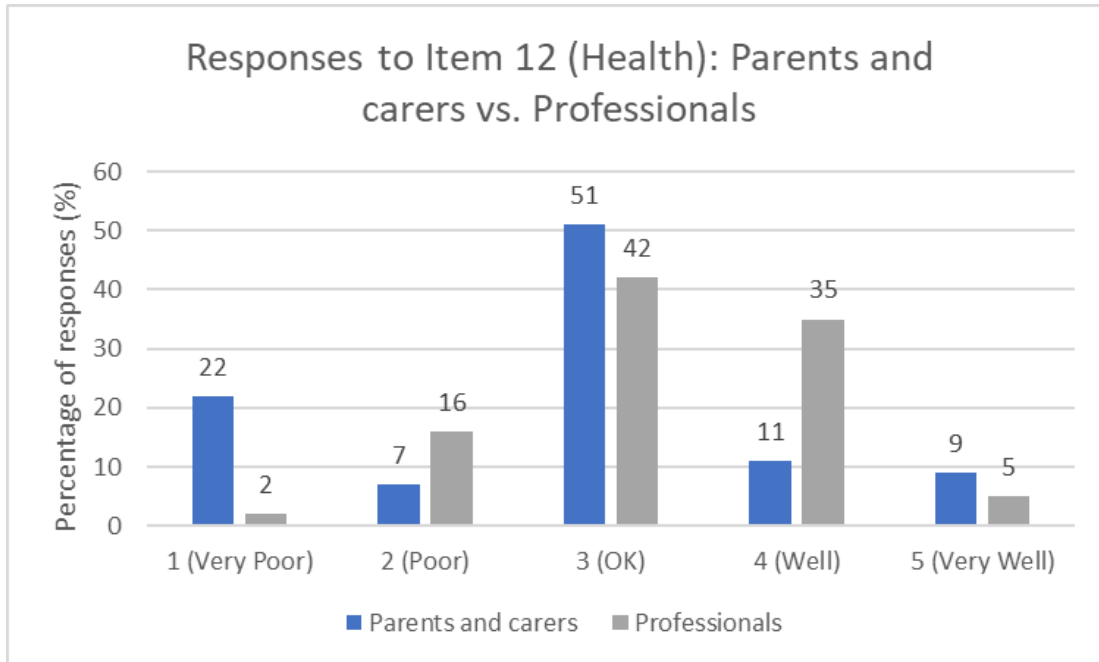
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Item 12(a): If ... child/young person has transitioned, how well were they prepared in: **Education**



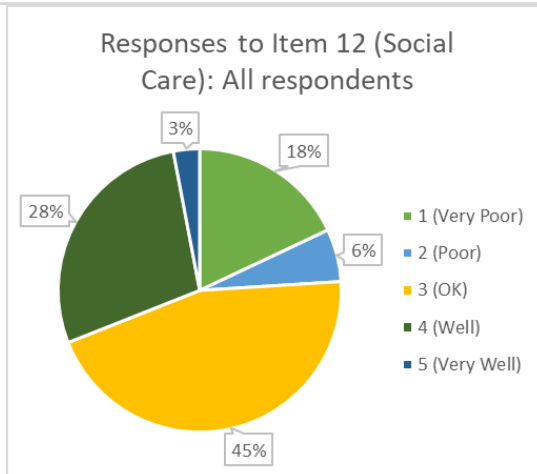
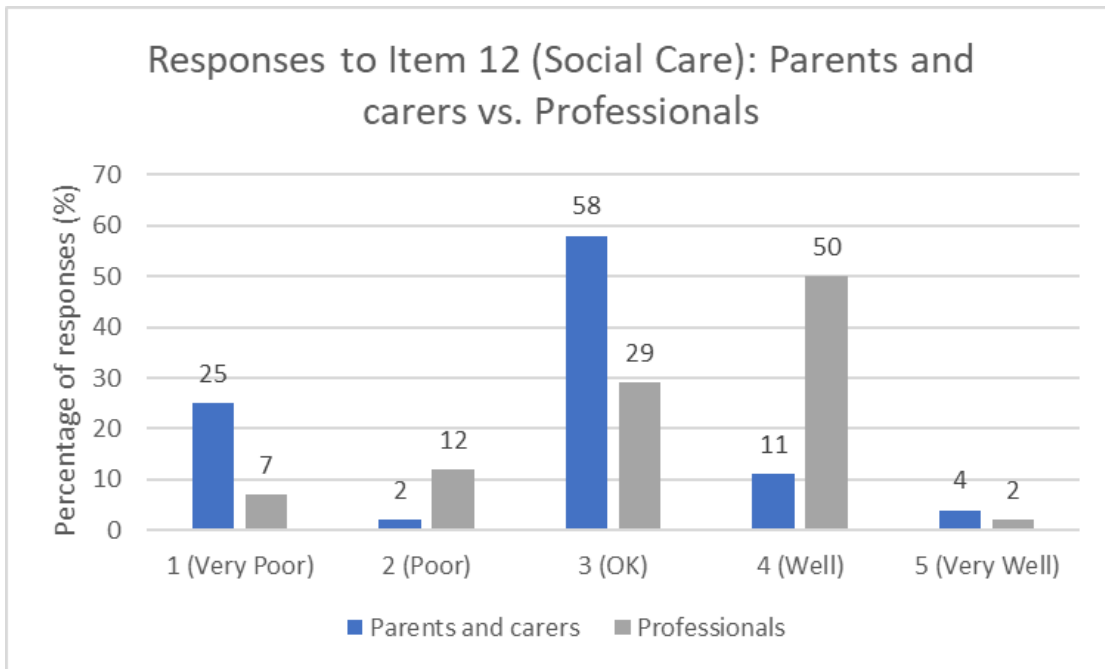
<p>Parents and carers (R=55, 33 no response): Average score: 2.8 Median score: 3</p> <p>Frequency of scores: 1 (Very poor) = 12 (22%) 2 (Poor) = 6 (11%) 3 (OK) = 24 (44%) 4 (Well) = 7 (13%) 5 (Very well) = 6 (11%)</p>	<p>Professionals (R=42, 3 no response): Average score: 3.8 Median score: 4</p> <p>Frequency of scores: 1 (Very poor) = 1 (2%) 2 (Poor) = 4 (10%) 3 (OK) = 9 (21%) 4 (Well) = 18 (43%) 5 (Very well) = 10 (24%)</p>	<p>All respondents (R=97, 36 no response): Average score: 3.2 Median score: 3</p> <p>Frequency of scores: 1 (Very poor) = 13 (13%) 2 (Poor) = 10 (10%) 3 (OK) = 33 (34%) 4 (Well) = 25 (26%) 5 (Very well) = 16 (16%)</p>
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Item 12(b): If ... child/young person has transitioned, how well were they prepared in: **Health**



<p>Parents and carers (R=55, 33 no response):</p> <p style="text-align: center;">Average score: 2.8 Median score: 3</p> <p>Frequency of scores:</p> <p>1 (Very poor) = 12 (22%) 2 (Poor) = 4 (7%) 3 (OK) = 28 (51%) 4 (Well) = 6 (11%) 5 (Very well) = 5 (9%)</p>	<p>Professionals (R=43, 2 no response):</p> <p style="text-align: center;">Average score: 3.2 Median score: 3</p> <p>Frequency of scores:</p> <p>1 (Very poor) = 1 (2%) 2 (Poor) = 7 (16%) 3 (OK) = 18 (42%) 4 (Well) = 15 (35%) 5 (Very well) = 2 (5%)</p>	<p>All respondents (R=98, 35 no response):</p> <p style="text-align: center;">Average score: 3.0 Median score: 3</p> <p>Frequency of scores:</p> <p>1 (Very poor) = 13 (13%) 2 (Poor) = 11 (11%) 3 (OK) = 46 (47%) 4 (Well) = 21 (21%) 5 (Very well) = 7 (7%)</p>
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Item 12(c): If ... child/young person has transitioned, how well were they prepared in: **Social Care**



<p>Parents and carers (R=55, 33 no response):</p> <p>Average score: 2.7 Median score: 3</p> <p>Frequency of scores:</p> <p>1 (Very poor) = 14 (25%) 2 (Poor) = 1 (2%) 3 (OK) = 32 (58%) 4 (Well) = 6 (11%) 5 (Very well) = 2 (4%)</p>	<p>Professionals (R=42, 3 no response):</p> <p>Average score: 3.3 Median score: 4</p> <p>Frequency of scores:</p> <p>1 (Very poor) = 3 (7%) 2 (Poor) = 5 (12%) 3 (OK) = 12 (29%) 4 (Well) = 21 (50%) 5 (Very well) = 1 (2%)</p>	<p>All respondents (R=97, 36 no response):</p> <p>Average score: 2.9 Median score: 3</p> <p>Frequency of scores:</p> <p>1 (Very poor) = 17 (18%) 2 (Poor) = 6 (6%) 3 (OK) = 44 (45%) 4 (Well) = 27 (28%) 5 (Very well) = 3 (3%)</p>
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Item 12 comments:

Parent carers: 92% did not leave a comment (81/88 respondents)

Comments (taken verbatim from survey responses):

- It's just been a chronic nightmare
- Having dealt with the SEND and VLS teams at NSC for over 15 years I can honestly say that they are incompetent, badly trained, unsympathetic, and deliberately obstructive to the provision for SEND children
- My daughter had no transition time, but only because of a quick turn around.
- The system is set up to fail these children and but a neglect tag on parents to stop them complaining
- Some work done in transition to college but nothing from care despite his many disabilities
- Still waiting for a new school
- He is being supported very well for a move to college. We have had no social care input.

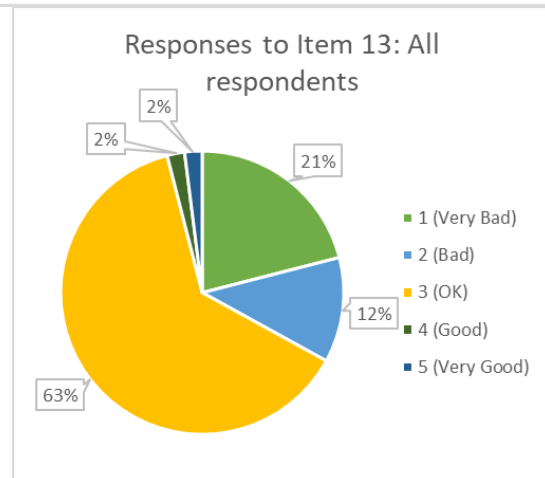
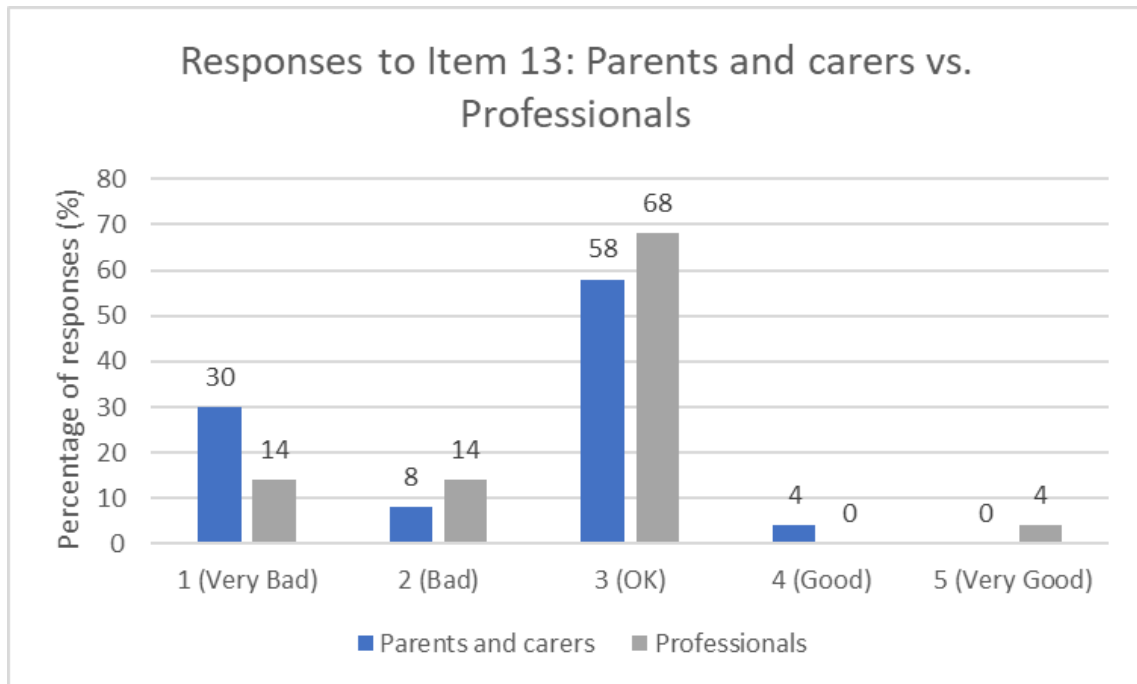
Professionals: 87% did not leave a comment (39/45 respondents):

- Transitions should have clear advice and support! Longer bedding in to new services, visuals etc
- This process needs to start earlier and the new Adults Transition Team will help this. Parents rarely understand the process of transfer from child to adult services and what they are now entitled to or not entitled to any more.
- I support many transitions, especially Y6-7 and transitions to specialist settings and work with staff to plan these and meet individual's needs.
- Difficult to answer generically as each case is different. For students with complex health needs health offer very good input. For 'children looked after' there is much more input.
- I attended link meetings at the end of school year 2017 ready for our new pupils starting 2018, I found these a huge improvement and exceedingly valuable for our new learners.
- Link programme is great - however there are a number of children that would benefit from this but do not get access to it due to no TUF.

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Item 13: If ... child/young person is home educated how would you rate the support available?

Note: Responses were translated into numeric scores as follows: 5=Very Good, 4=Good, 3=OK, 2=Bad, 1=Very Bad.



Parents and carers (R=24, 64 no response):	Professionals (R=28, 17 no response):	All respondents (R=52, 81 no response):
Average score: 2.4	Average score: 2.6	Average score: 2.5
Median score: 3	Median score: 3	Median score: 3
Frequency of scores:	Frequency of scores:	Frequency of scores:
1 (Very bad) = 7 (30%)	1 (Very bad) = 4 (14%)	1 (Very bad) = 11 (21%)
2 (Bad) = 2 (8%)	2 (Bad) = 4 (14%)	2 (Bad) = 6 (12%)
3 (OK) = 14 (58%)	3 (OK) = 19 (68%)	3 (OK) = 33 (63%)
4 (Good) = 1 (4%)	4 (Good) = 0 (0%)	4 (Good) = 1 (2%)
5 (Very good) = 0 (0%)	5 (Very good) = 1 (4%)	5 (Very good) = 1 (2%)

Item 13 comments:

Parent carers: 94% did not leave a comment (83/88 respondents)

Comments (taken verbatim from survey responses):

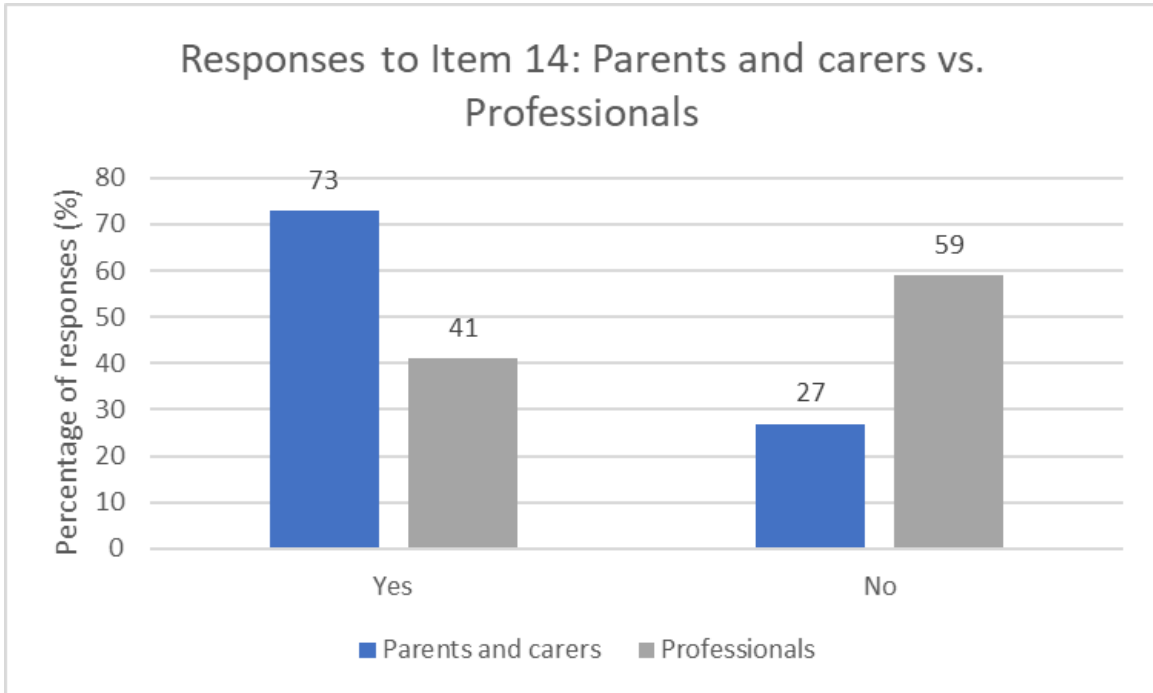
- We get no help whatsoever, I have two autistic children here. We get nothing, absolutely nothing offered! We're left to figure it out alone.
- I home school my 12 year old as the teachers would antagonize him so he would hide in school he was banned from school trips and had IBS from the stress
- I feel isolated and unsupported. My daughter is missing out on so much. I feel worse school pushed us into a corner with fines and disbelief that I had no option but to pull my child out.
- No support for parents that struggle to get children into school if we have to teach at home
- Still waiting for some funding for EOTAS

Professionals: 91% did not leave a comment (41/45 respondents):

- EHE feels un monitored unless they have Bespoke packages and even then nobody is going out to the homes to check on them regularly.
- Parents feeling they have no choice. Lack of understanding. Especially hidden disabilities!
- Mentoring services are put in place but access to new placement seems a lengthy process, especially with the delays in EHCP assessments currently, due to EP shortages I believe.
- Most of my referrals involve young people who had previously refused to go to school due, in most instances, to high anxiety. Such young people have usually had very little input from home other than a couple of hours a week. The quality of this education is often very good however.

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Item 14: Are you aware of ... children/young people missing out on activities because of their additional needs / disability?



<p>Parents and carers (R=74, 14 no response):</p> <p>Frequency of scores: Yes = 54 (73%) No = 20 (27%)</p>	<p>Professionals (R=44, 1 no response):</p> <p>Frequency of scores: Yes = 18 (41%) No = 26 (59%)</p>	<p>All respondents (R=118, 15 no response):</p> <p>Frequency of scores: Yes = 72 (61%) No = 46 (39%)</p>
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Item 14 comments:

Parent carers: 67% did not leave a comment (59/88 respondents)

Comments (taken verbatim from survey responses):

- If there wasn't a disability then my child would be able to access activities. There is no support in accessing activities.
- There's nothing here to help them, we joined a fantasy free activity group for sen children, we were then told we couldn't join in as we didn't have a Bristol postcode. We can't find anything here!
- Not enough sen friendly activities for 5 year olds
- Missing social connection and education. She spends her time cooking and drawing. It's difficult to involve her in anything else as she refuses to participate.
- There are few dance/music/social groups for young children with additional needs. The couple I have found outside of North Somerset have a large waitlist.
- Her anxiety is too high so that prevents her.
- Activities in nursery. Day to day events

- Youth clubs aren't available to SEN. We did find a church group eventually.
- No group activities for girls like her. Costs of private activities prohibit access. Disabled children's services say she does not fit criteria for help.
- He cannot understand many things
- In her previous school she was excluded from afterschool activities and breakfast/after school club except for exceptional circumstances.
- My son can't do any after school clubs or any activity's or club a she can not cope. Thier is nothing for sen children
- My daughter misses out on plenty of things due to needs etc.
- After school clubs, General clubs
- School trips, clubs
- Anxiety levels are too high for her to mix with others so going to new places is hard
- Unable to access out of school activities as the cost is too high when factoring providing additional support. Not able to access holiday clubs etc which impacts on the ability of parents to work. Not many jobs allow school holidays off to care for children.
- We cannot go and do "normal" things
- She is unable to maintain anything but won't let people help her as she doesn't want to be 'different'
- We have tried to get him into clubs/activities but have been told they will not offer 1:1 support that he needs.
- He only copes in activities with other children with additional needs, where he is not under pressure to keep up with others. He also gets very stressed when the school routine changes and this can mean him becoming ill and missing out.
- Lots of clubs & after school activities will not cater for need or are unavailable to access due to school placement
- There is nothing locally for my son to do on a weekly basis.
- He can not stay for activities and is likely to run away.
- Clubs not inclusive
- Anxiety
- Not inclusive activities for children, activities not sign posted well enough.
- Sometimes cant go to Cubs because he kicks off so needs 3staff so he can go on those wks works amazing on other wks I stay
- She won't leave the house and I'm not aware of any activities she can do. Seem to of missed out on everything because of her late diagnosis

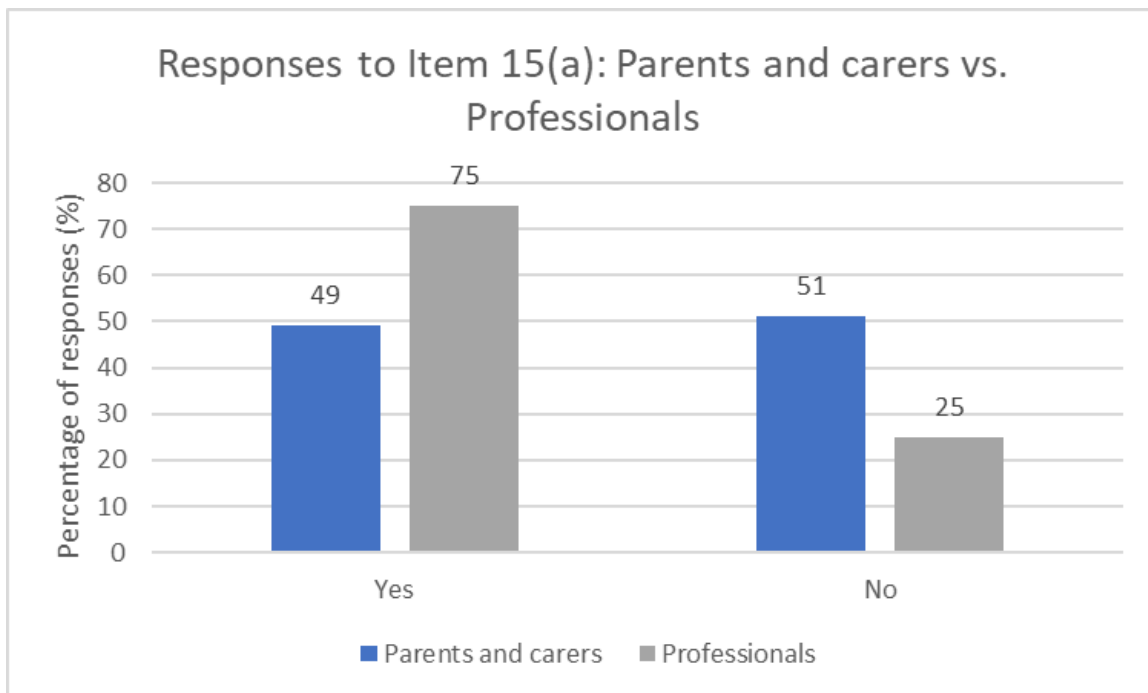
Professionals: 71% did not leave a comment (32/45 respondents):

- CAMHS only use talking therapies, which excludes young people who are non-verbal or find expressing themselves verbally difficult. Less verbal means of accessing young people's feelings/opinions such as 'Talking Mats' should be incorporated into CAMHS practice.
- Some medical needs are severe and so getting out into the community is difficult. Also Weston College is limited on what they can offer for these young people as they move into adulthood and require more independence skills, such as offered at Weston Bay.
- Lack of understanding. Anxiety too great!
- Lack of training for staff due to long wait times/training from professionals
- Insufficient resource available to adequately manage needs

- Often school trips or after school clubs are not accessed due to a lack of funding for additional support or parents' anxieties around behaviours or safety. Sometimes inadequate funding in schools means pupils are on reduced timetables or isolated from group activities.
- Not enough staff or resources to support all areas of additional needs to meet the high level of support needed
- Not enough buddy's. Some children need more experienced and specialist support. Short breaks are very limited. Direct payment criteria changed so fewer young people entitled. Lack of holiday and general social activities for high functioning autism. General lack of funding.
- Support during holidays is very minimal from other providers (not school)
- Not necessarily their needs but information on what's out there and available to them.
- Again due to direct payments our pupils are not receiving the support they need outside of school.
- Not fully able to access the community due to staffing
- there is always room for improvement in understanding & adapting access, but difficult with constant cuts.

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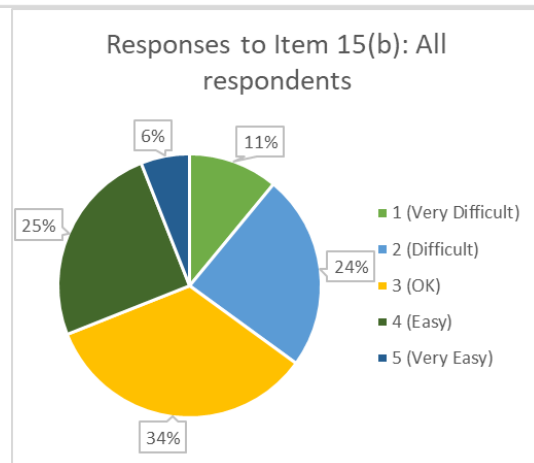
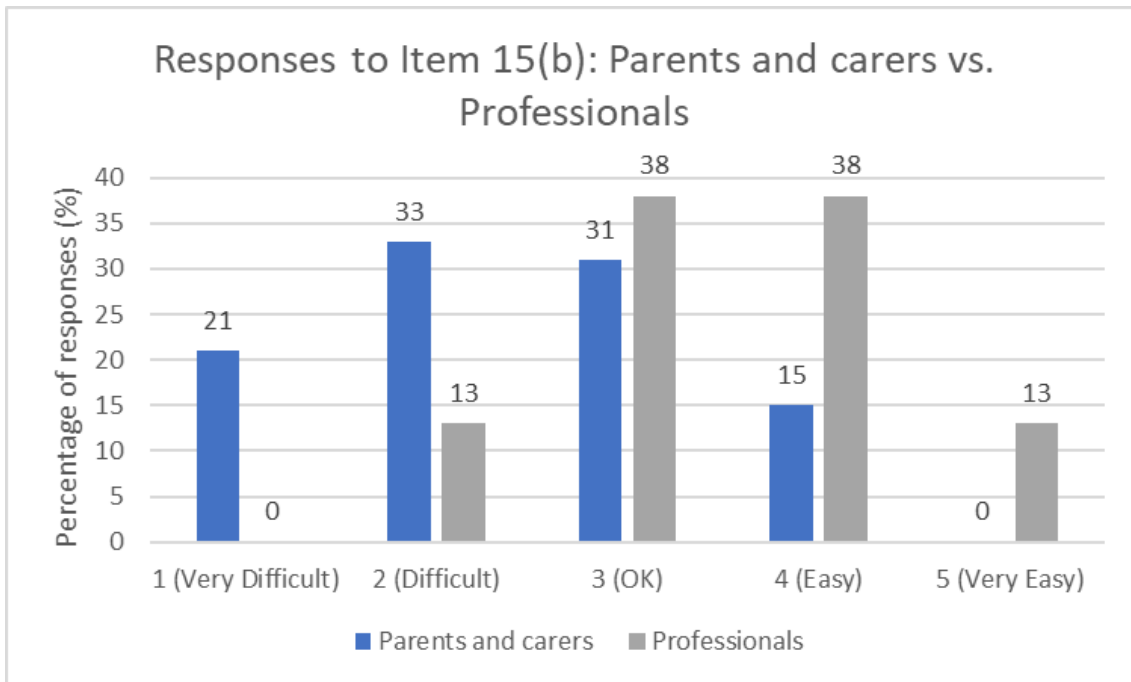
Item 15(a): Have you heard of / used the North Somerset SEND Local Offer?



<p>Parents and carers (R=79, 9 no response):</p> <p>Frequency of scores: Yes = 39 (49%) No = 40 (51%)</p>	<p>Professionals (R=44, 1 no response):</p> <p>Frequency of scores: Yes = 33 (75%) No = 11 (25%)</p>	<p>All respondents (R=123, 10 no response):</p> <p>Frequency of scores: Yes = 72 (59%) No = 51 (41%)</p>
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Item 15(b): If Yes, how easy did you find it to use?

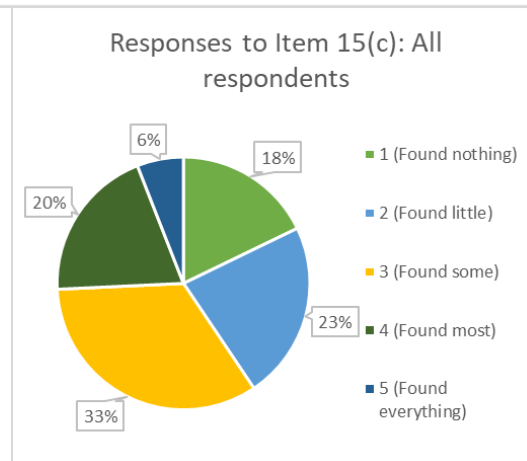
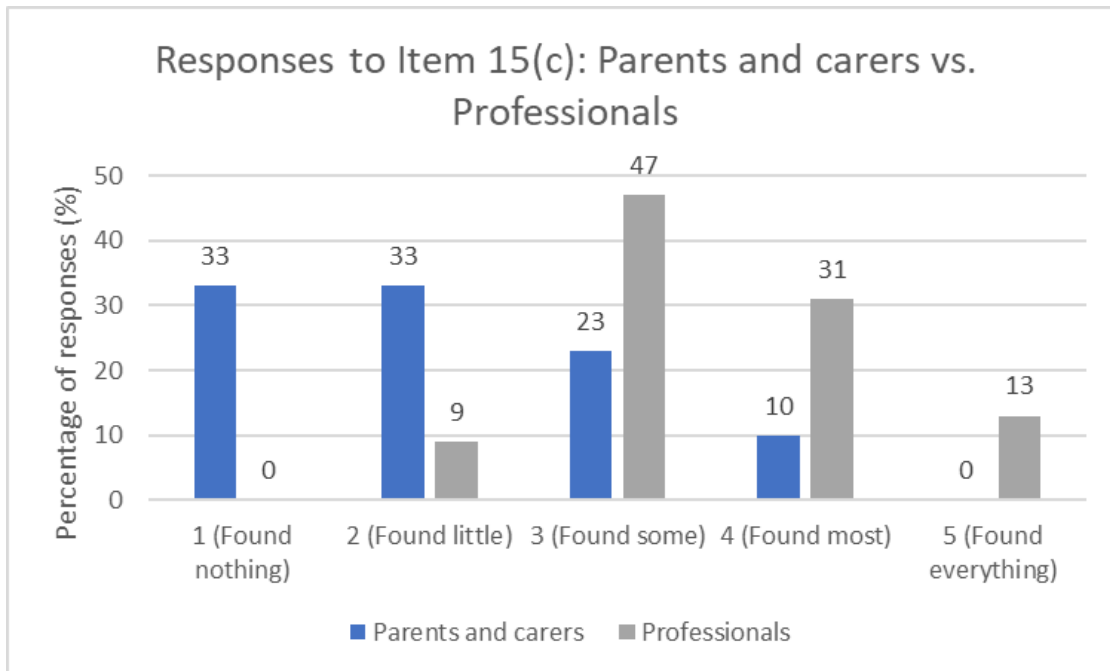
Note: Responses were translated into numeric scores as follows: 5=Very easy, 4=Easy, 3=OK, 2=Difficult, 1=Very difficult.



Parents and carers (R=39)	Professionals (R=32, 1 no response)	All respondents (R=71, 1 no response)
Average score: 2.4 Median score: 2	Average score: 3.5 Median score: 3	Average score: 2.9 Median score: 3
Frequency of scores: 1 (Very difficult) = 8 (21%) 2 (Difficult) = 13 (33%) 3 (OK) = 12 (31%) 4 (Easy) = 6 (15%) 5 (Very easy) = 0 (0%)	Frequency of scores: 1 (Very difficult) = 0 (0%) 2 (Difficult) = 4 (13%) 3 (OK) = 12 (38%) 4 (Easy) = 12 (38%) 5 (Very easy) = 4 (13%)	Frequency of scores: 1 (Very difficult) = 8 (11%) 2 (Difficult) = 17 (24%) 3 (OK) = 24 (34%) 4 (Easy) = 18 (25%) 5 (Very easy) = 4 (6%)

Item 15(c): If Yes, did you find all you were looking for?

Note: Responses were translated into numeric scores as follows: 5=Found everything, 4=Found most, 3=Found some, 2=Found little, 1=Found nothing.



Parents and carers (R=39)	Professionals (R=32, 1 no response)	All respondents (R=71, 1 no response)
Average score: 2.1 Median score: 2	Average score: 3.5 Median score: 3	Average score: 2.7 Median score: 3
Frequency of scores: 1 (Found nothing) = 13 (33%) 2 (Found little) = 13 (33%) 3 (Found some) = 9 (23%) 4 (Found most) = 4 (10%) 5 (Found everything) = 0 (0%)	Frequency of scores: 1 (Found nothing) = 0 (0%) 2 (Found little) = 3 (9%) 3 (Found some) = 15 (47%) 4 (Found most) = 10 (31%) 5 (Found everything) = 4 (13%)	Frequency of scores: 1 (Very difficult) = 13 (18%) 2 (Difficult) = 16 (23%) 3 (OK) = 24 (34%) 4 (Easy) = 14 (20%) 5 (Very easy) = 4 (6%)

Item 15 comments:

Parent carers: 83% did not leave a comment (73/88 respondents)

Comments (taken verbatim from survey responses):

- The local offer is not fit for purpose!
- Having dealt with the SEND and VLS teams at NSC for over 15 years I can honestly say that they are incompetent, badly trained, unsympathetic, and deliberately obstructive to the provision for SEND children
- The trouble is we don't have enough to access here
- The short breaks team are difficult to communicate with, they say to check the local offer for more information on groups. Yet the website says to contact them
- There wasn't much useful or suitable information for us
- I attend supportive parents, however it's normally just a discussion about their children's behaviour
- Not up to date information and poor choice for children out of school
- Needs to be regularly updated and more needs to be available.
- Just a list, but no real info. Nothing more than I could find out online elsewhere. Didn't even know what it meant until 6 months ago.
- Some of the information on the website is out of date and incorrect
- Did not know about it
- Heard of it but dont know what it is.
- Stopped by la by using sendias wasted 3 years trying to prove I had muhausen by proxy rather than helping my children
- We have very little idea of what services are available to help, especially with his transition to college and adulthood.
- I didn't know there was one local offer

Professionals: 91% did not leave a comment (41/45 respondents):

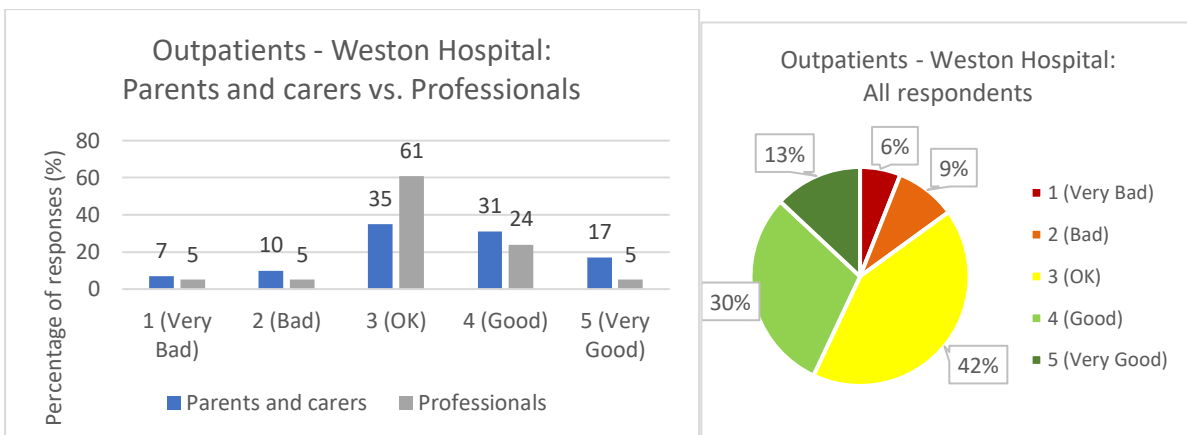
- It is a complex website that seems to have random collections of local resources, but no overview/ bigger picture about all the resources in a particular area.
- Always more info on transport than sen!
- They need to check services are still available and update.
- EHC page has improved and the easy link www.n-somerset.gov.uk/ehcp is really helpful

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Item 16: Ratings of local services and service providers

Responses to Item 16 (average rating from all respondents, out of 5 possible points) Red items < 3.0, Green items > 3.5				
Outpatients – Weston Hospital 3.4	A&E – Weston Hospital 3.1	Outpatients – Bristol Children’s Hospital 3.9	A&E – Bristol Children’s Hospital 3.8	Outpatients – University Hospital Bristol 3.8
A&E – University Hospital Bristol 3.5	Outpatients – Southmead Hospital 3.7	A&E – Southmead Hospital 3.7	GP’s at registered surgery 3.1	Community Paediatricians 3.0
Autism Diagnosis 2.7	Occupational Therapy 3.1	SALT 3.1	CAMHS 2.6	Physiotherapy 3.3
Educational Psychologist 3.0	NSC SEND Team 2.8	Home-to-School Transport 3.4	Social Workers 2.9	Short Breaks/ Holiday provision 2.5
Buddy service 2.7	Direct Payments - Social Care 2.9	Springboard 4.5	Supportive Parents 4.0	NSPCWT 4.0

- **Outpatients - Weston Hospital** (59% of respondents rated this service provider)



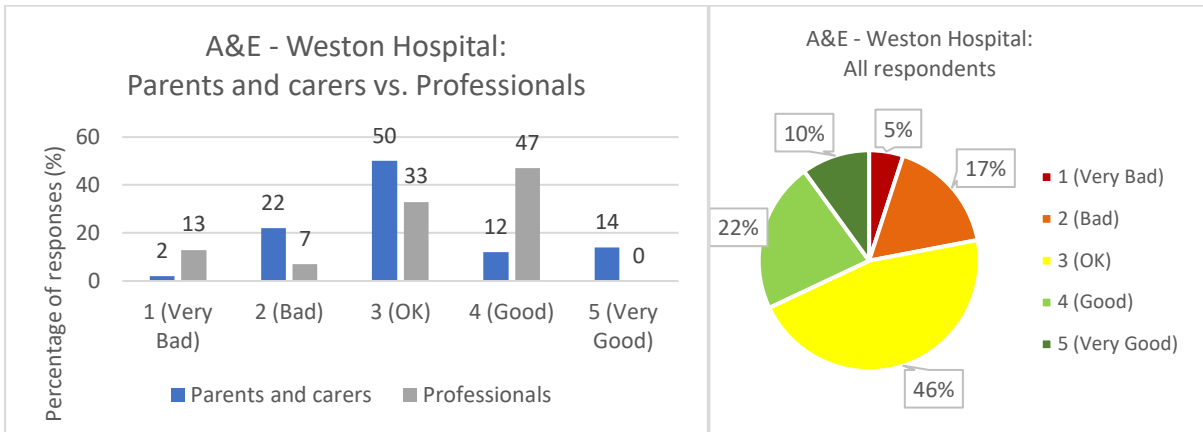
Average ratings (out of 5 possible points):

Parents and carers
3.4

Professionals
3.2

All respondents
3.4

- **A&E - Weston Hospital** (43% of respondents rated this service provider)



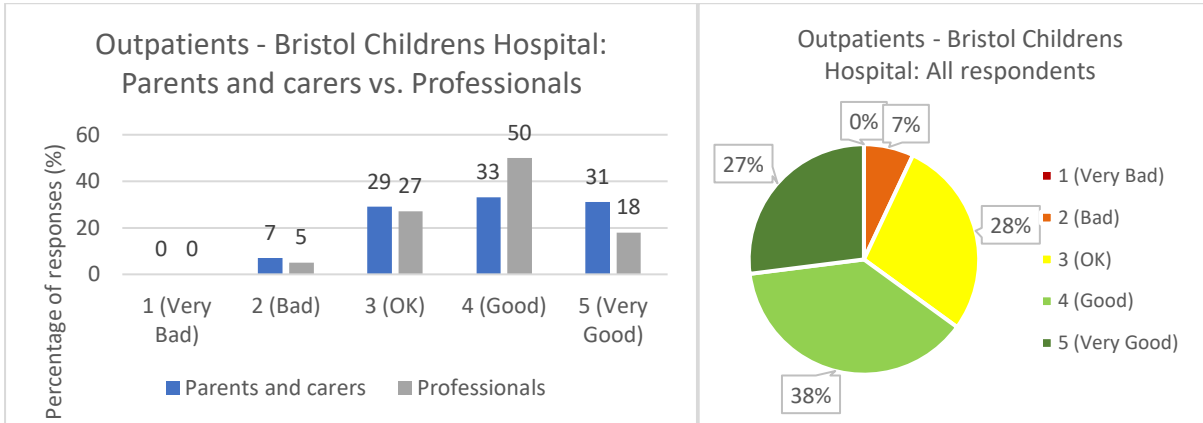
Average ratings (out of 5 possible points):

Parents and carers
3.1

Professionals
3.1

All respondents
3.1

- **Outpatients - Bristol Children's Hospital** (56% of respondents rated this service provider)



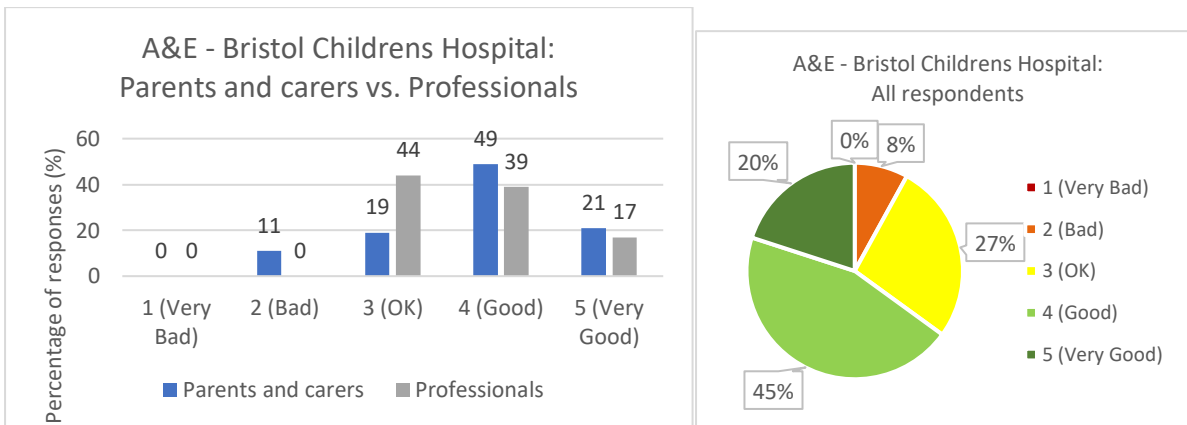
Average ratings (out of 5 possible points):

Parents and carers
3.9

Professionals
3.8

All respondents
3.9

- **A&E - Bristol Children's Hospital** (41% of respondents rated this service provider)



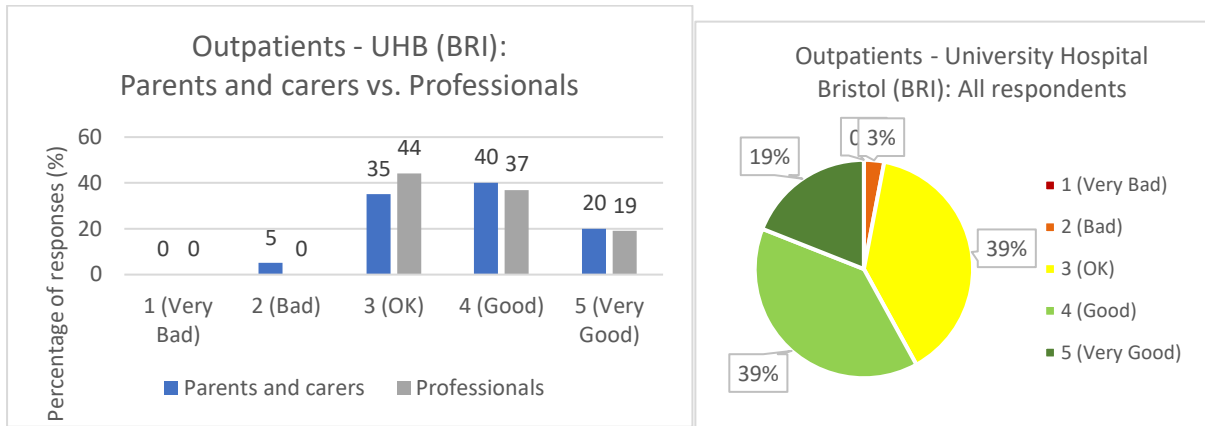
Average ratings (out of 5 possible points):

Parents and carers
3.8

Professionals
3.7

All respondents
3.8

- **Outpatients - University Hospital Bristol (BRI)** (27% of respondents rated this service provider)



Average ratings (out of 5 possible points):

Parents and carers

3.8

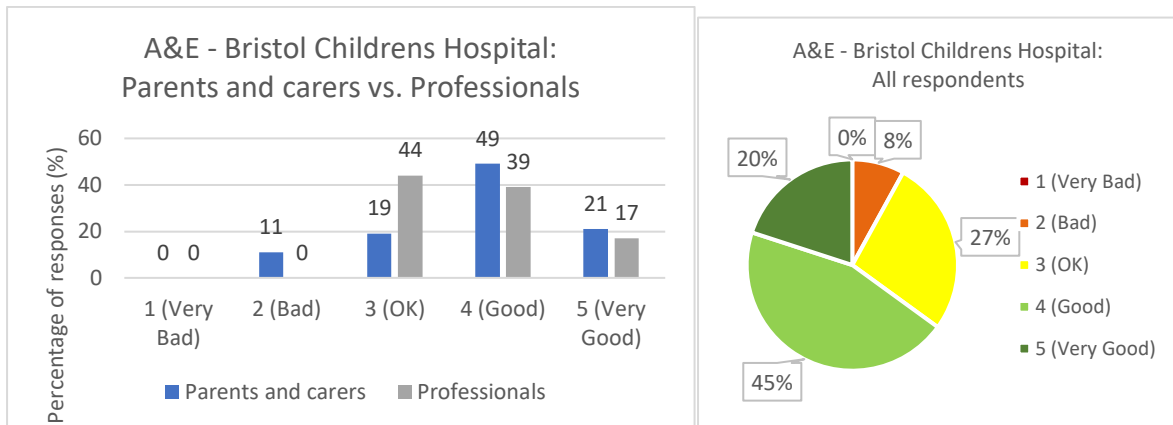
Professionals

3.8

All respondents

3.8

- **A&E - University Hospital Bristol (BRI)** (20% of respondents rated this service provider)



Average ratings (out of 5 possible points):

Parents and carers

3.5

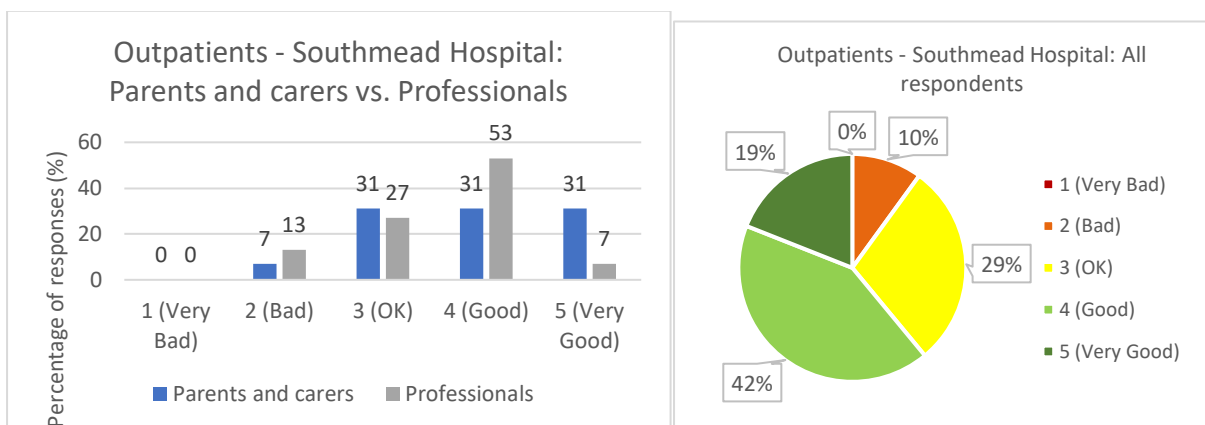
Professionals

3.6

All respondents

3.5

- **Outpatients - Southmead Hospital** (23% of respondents rated this service provider)



Average ratings (out of 5 possible points):

Parents and carers

3.9

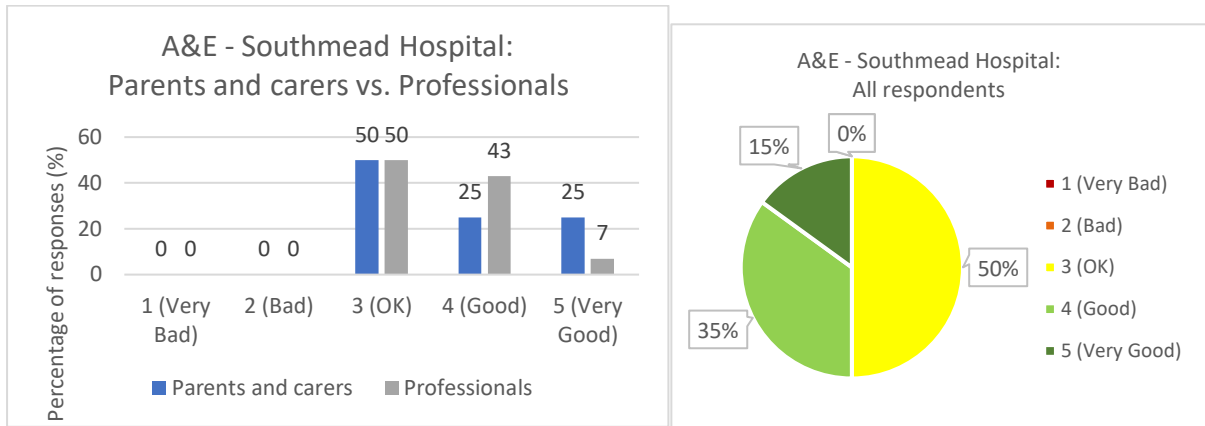
Professionals

3.5

All respondents

3.7

- A&E - Southmead Hospital** (20% of respondents rated this service provider)



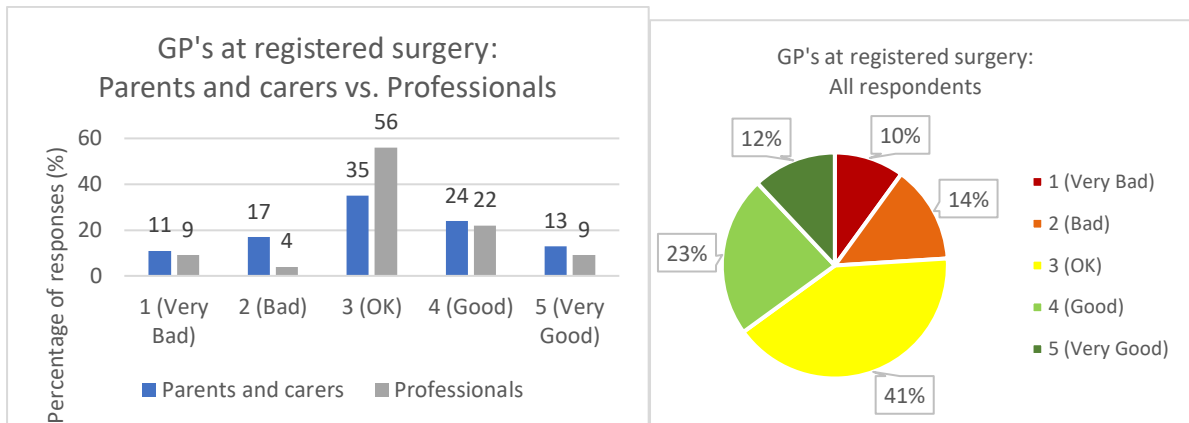
Average ratings (out of 5 possible points):

Parents and carers
3.8

Professionals
3.6

All respondents
3.7

- GP's at registered surgery** (71% of respondents rated this service provider)



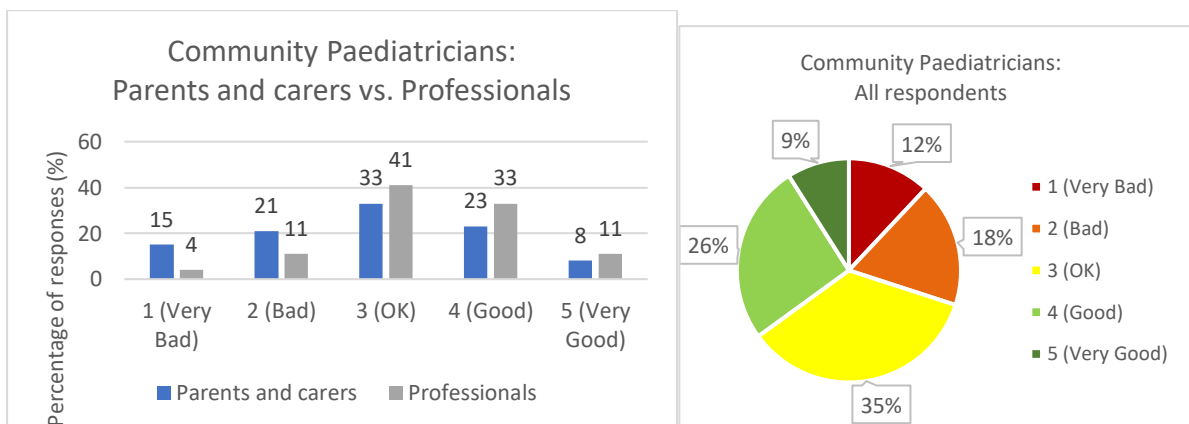
Average ratings (out of 5 possible points):

Parents and carers
3.1

Professionals
3.2

All respondents
3.1

- Community Paediatricians** (74% of respondents rated this service provider)



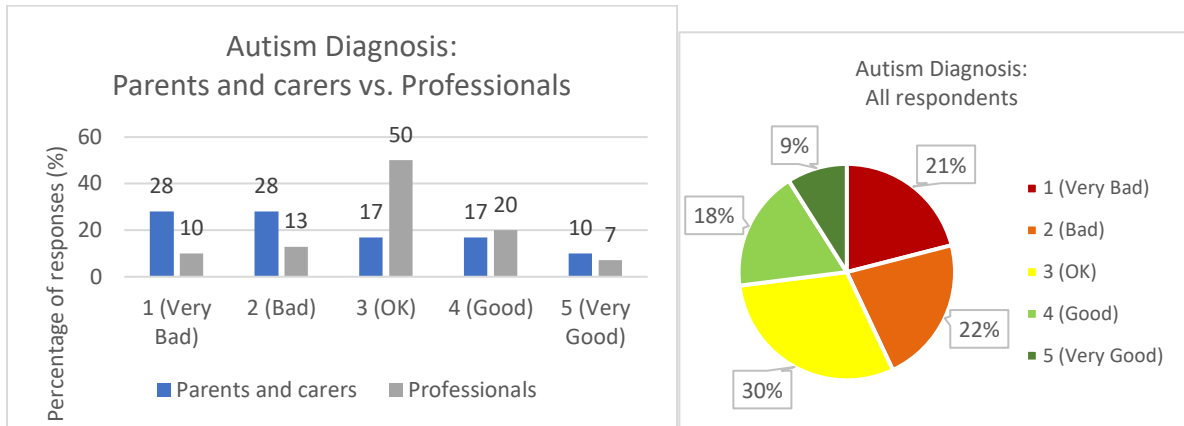
Average ratings (out of 5 possible points):

Parents and carers
2.9

Professionals
3.4

All respondents
3.0

- **Autism Diagnosis** (58% of respondents rated this service)



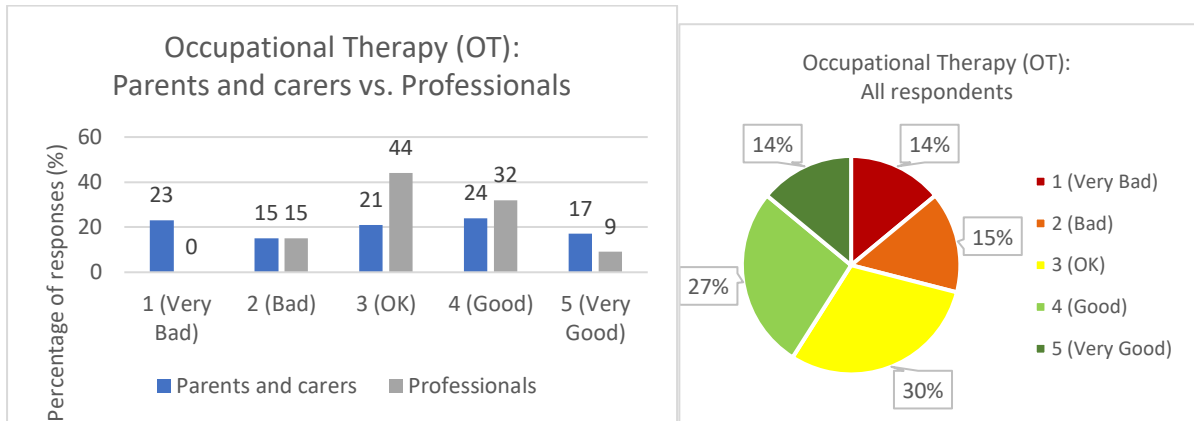
Average ratings (out of 5 possible points):

Parents and carers
2.6

Professionals
3.0

All respondents
2.7

- **Occupational Therapy (OT)** (65% of respondents rated this service)



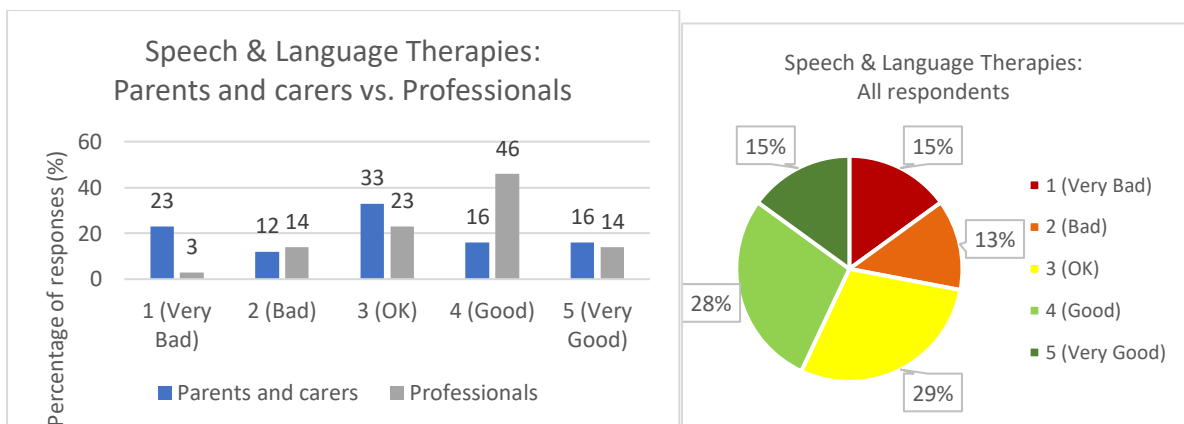
Average ratings (out of 5 possible points):

Parents and carers
3.0

Professionals
3.4

All respondents
3.1

- **Speech & Language Therapies** (68% of respondents rated this service)



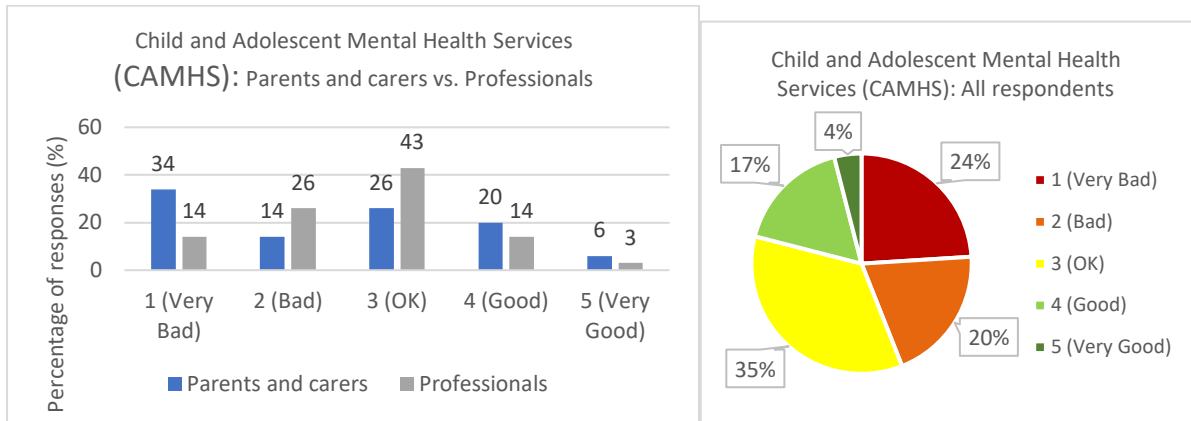
Average ratings (out of 5 possible points):

Parents and carers
2.9

Professionals
3.5

All respondents
3.1

- **Child & Adolescent Mental Health Services (CAMHS)** (53% of respondents rated this service provider)



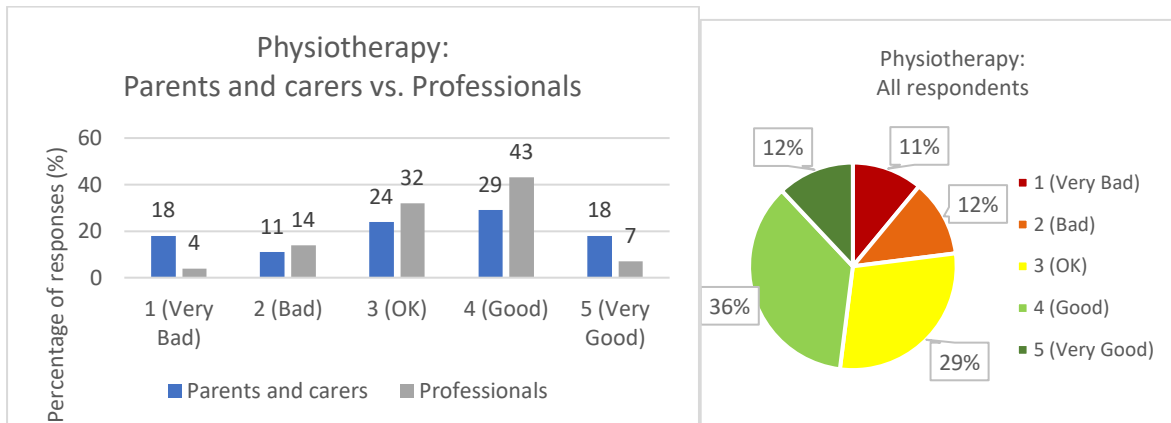
Average ratings (out of 5 possible points):

Parents and carers
2.5

Professionals
2.7

All respondents
2.6

- **Physiotherapy** (42% of respondents rated this service)



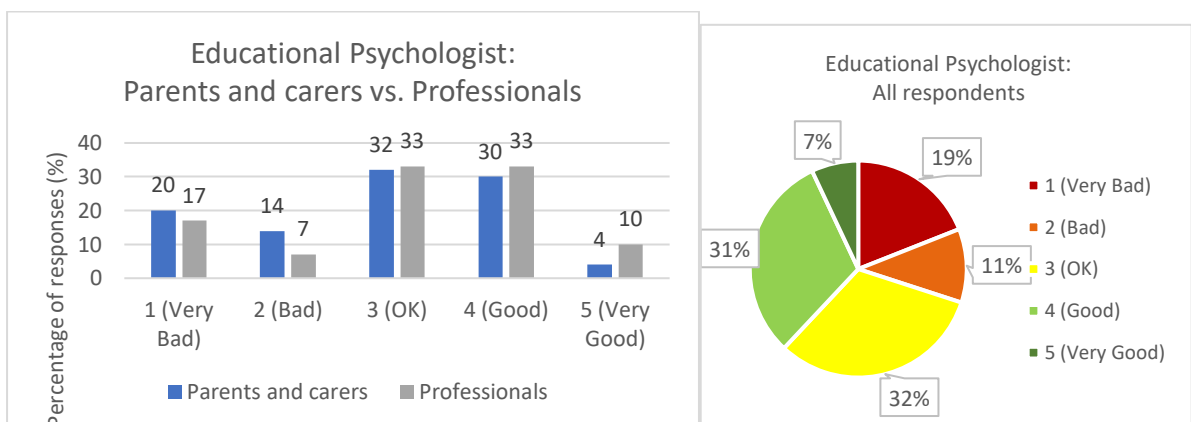
Average ratings (out of 5 possible points):

Parents and carers
3.2

Professionals
3.4

All respondents
3.3

- **Educational Psychologist** (56% of respondents rated this service)



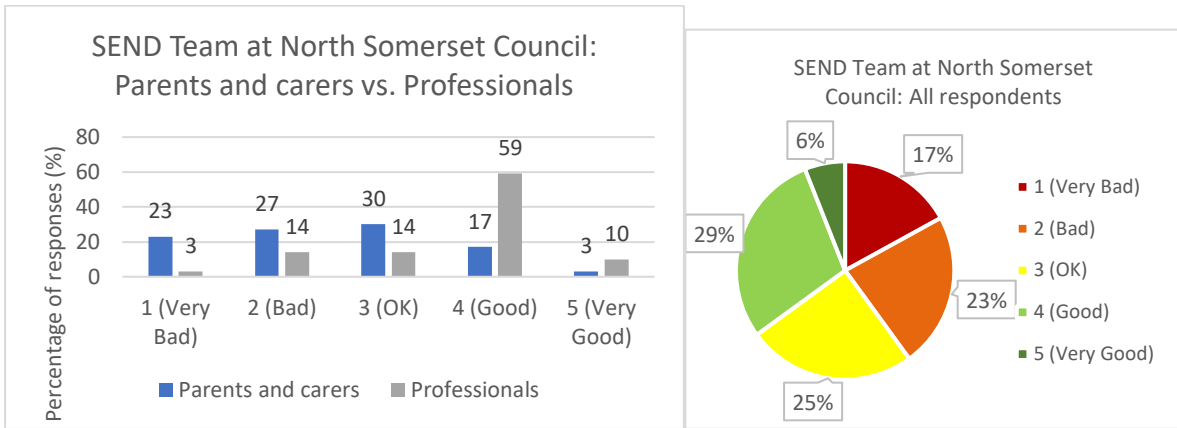
Average ratings (out of 5 possible points):

Parents and carers
2.8

Professionals
3.1

All respondents
3.0

- **SEND Team at North Somerset Council** (74% of respondents rated this service provider)



Average ratings (out of 5 possible points):

Parents and carers

2.5

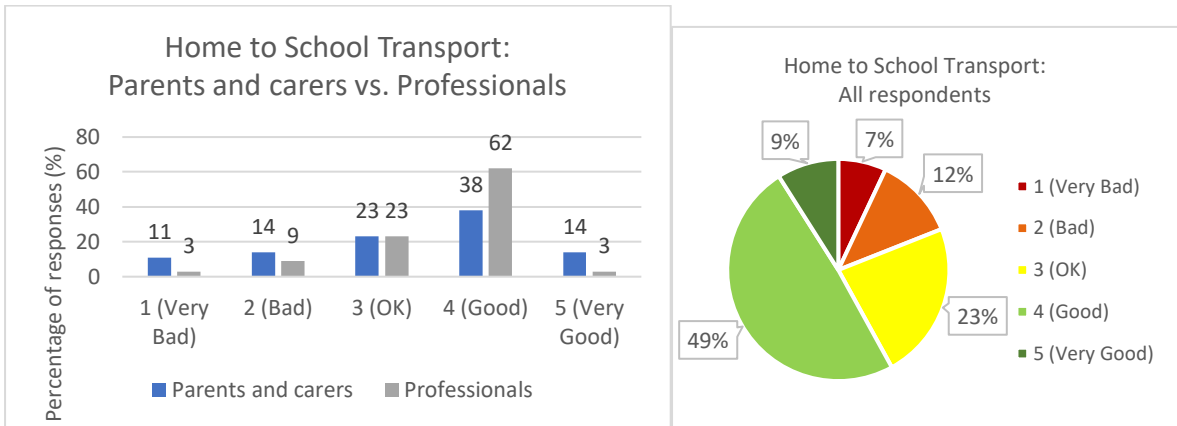
Professionals

3.5

All respondents

2.8

- **Home to School Transport** (52% of respondents rated this service)



Average ratings (out of 5 possible points):

Parents and carers

3.3

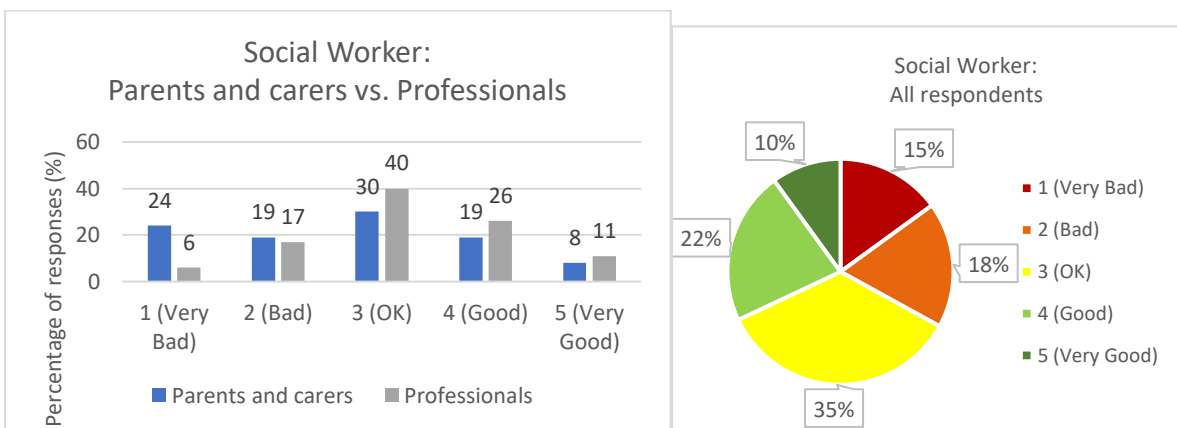
Professionals

3.5

All respondents

3.4

- **Social Worker** (54% of respondents rated this service)



Average ratings (out of 5 possible points):

Parents and carers

2.7

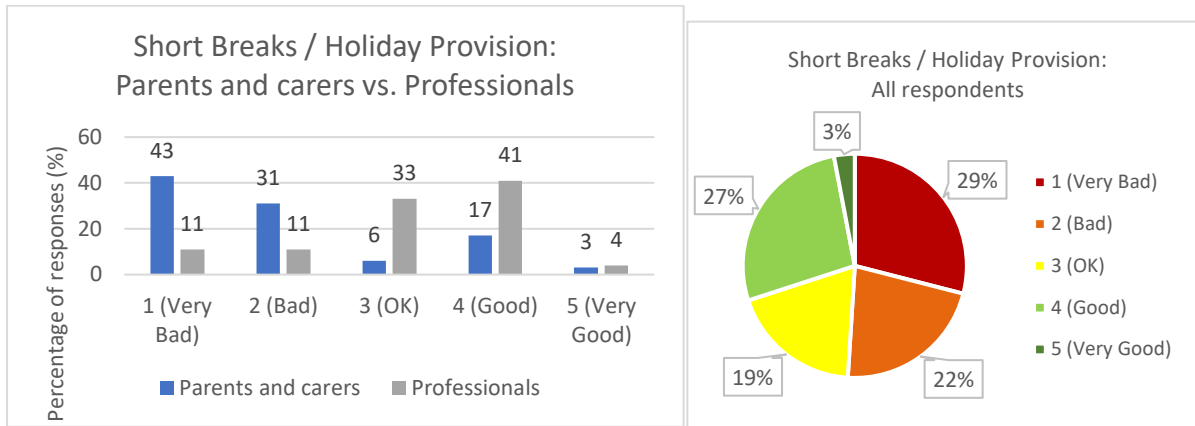
Professionals

3.2

All respondents

2.9

- **Short Breaks/Holiday provision** (44% of respondents rated this service)



Average ratings (out of 5 possible points):

Parents and carers

2.0

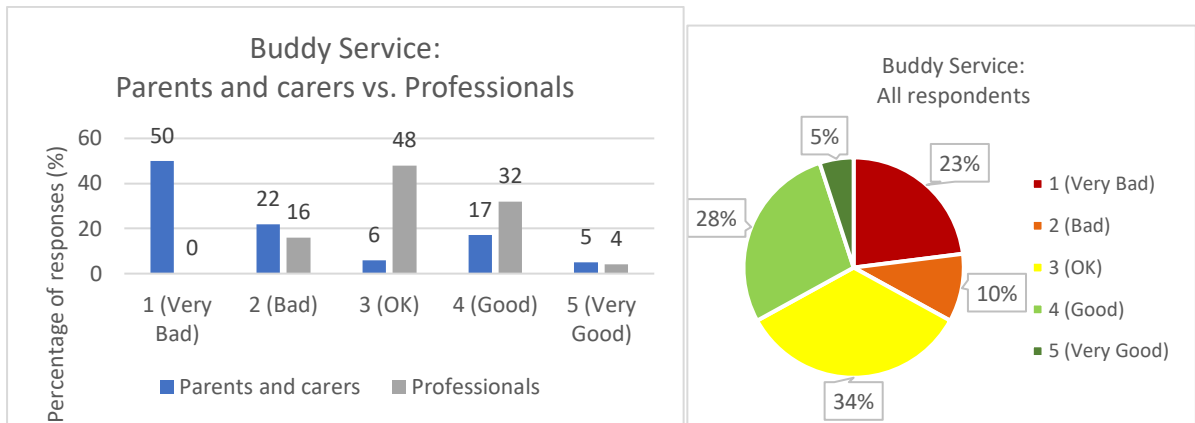
Professionals

3.1

All respondents

2.5

- **Buddy service** (32% of respondents rated this service)



Average ratings (out of 5 possible points):

Parents and carers

2.0

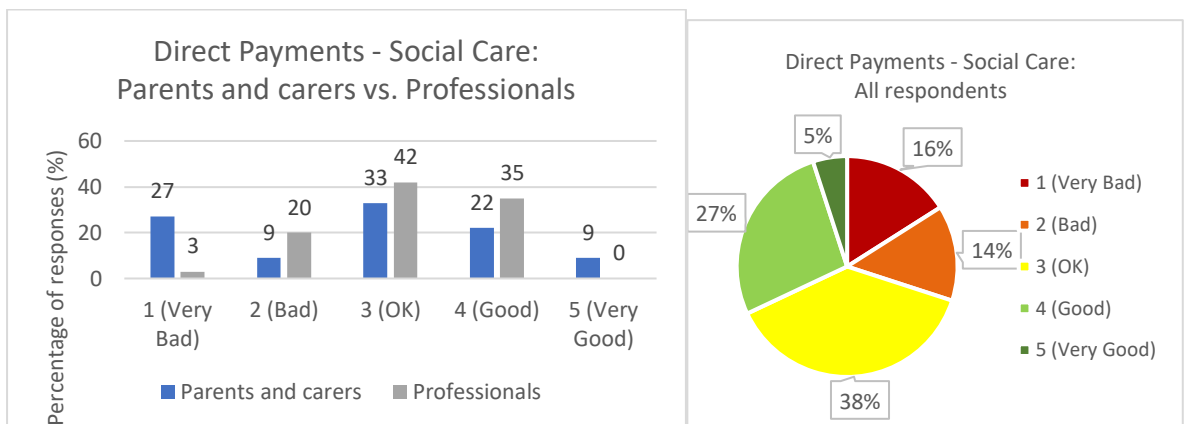
Professionals

3.2

All respondents

2.7

- **Direct Payments - Social Care** (47% of respondents rated this service)



Average ratings (out of 5 possible points):

Parents and carers

2.8

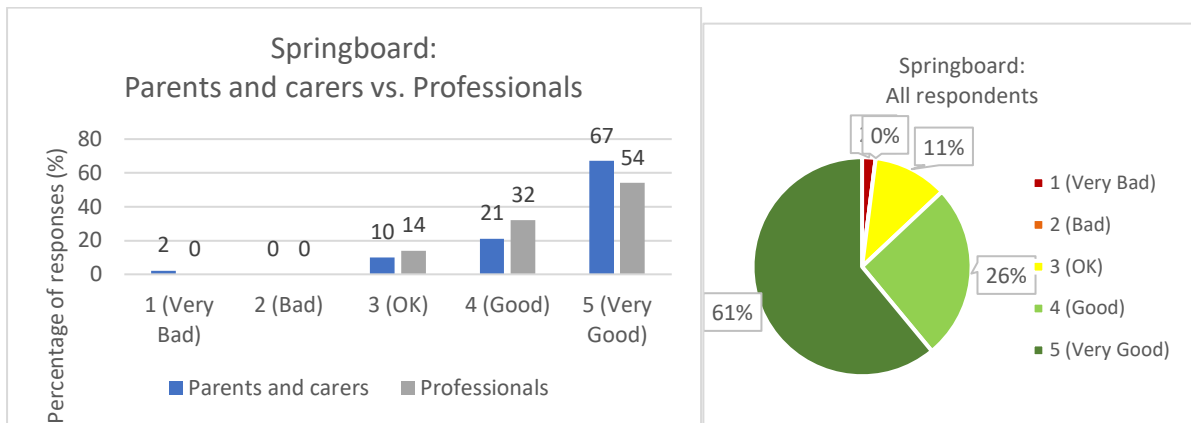
Professionals

3.1

All respondents

2.9

- **Springboard** (53% of respondents rated this service provider)



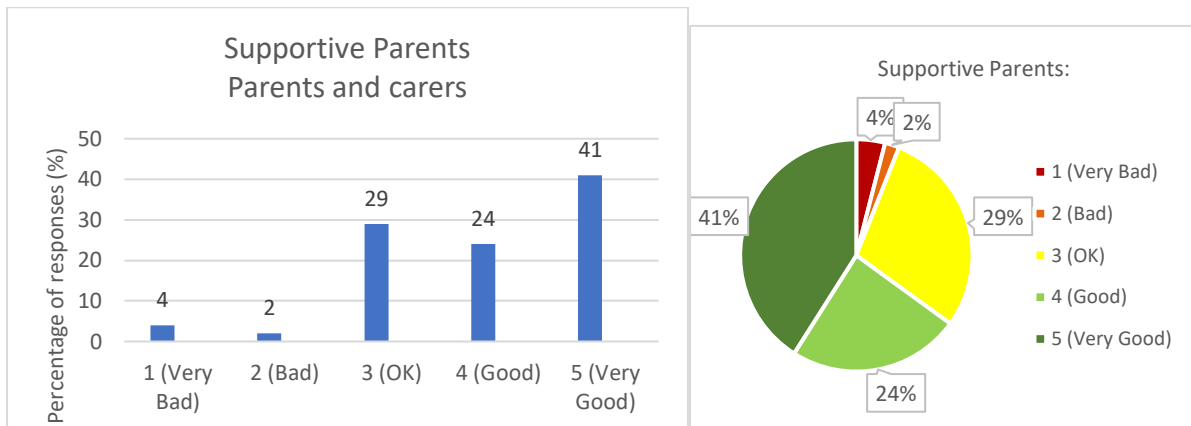
Average ratings (out of 5 possible points):

Parents and carers
4.5

Professionals
4.4

All respondents
4.5

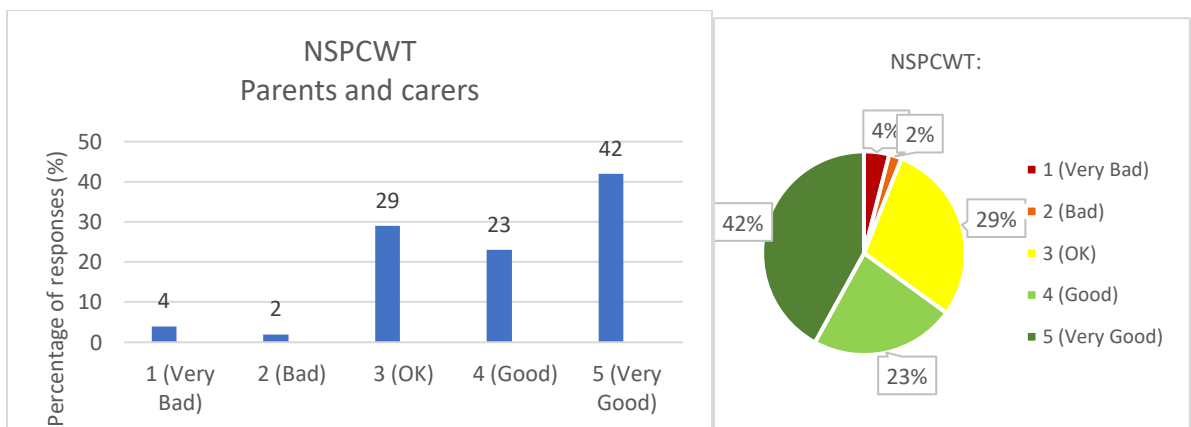
- **Supportive Parents** (parent carers only – 56% of respondents rated this service provider)



Average ratings (out of 5 possible points):

Parents and carers
4.0

- **NSPCWT** (parent carers only – 55% of respondents rated this service provider)



Average ratings (out of 5 possible points):

Parents and carers
4.0

Item 16 comments:

Parent carers: 85% did not leave a comment (75/88 respondents)

Comments (taken verbatim from survey responses):

- Portage didn't seem to be on the list of services. We have found their help & support instrumental in developing our child's communication & social needs. We rate them excellent.
- Not sure what the point of nspcwt is as they don't seem to support or point you in the right direction.
- Having dealt with the SEND and VLS teams at NSC for over 15 years I can honestly say that they are incompetent, badly trained, unsympathetic, and deliberately obstructive to the provision for SEND children
- F cannot use most of the services on offer - respite, buddy service as she is not disabled enough
- Lack of ehcp provision appalling
- Holiday provision expensive. Direct payments - hard to find activities & appropriate cover
- Buddy service - could improve with communication, following up numerous messages left and emails regarding the service. Direct payments - Lack of communication and explanation about direct payments and lack of support and information to access this.
- Without parents and carers together i would not know of any provision out there.
- Our paediatrician (Dr King) at Drove Road is excellent and really cares about my son and our family
- The only decent resource we have is springboard but no support once you leave as thier is nothing in place for older children!!
- Springboard have been amazing but I got there for her sibling but that's where I have got help and advice. Nowhere else have given me any help or advice about anything
- The short breaks/holiday provision isn't sufficient to cover working hours. My child is 7 and can only access one day a week 10-3. It requires 2 hours of travelling to drop her and pick her up as it's not on our doorstep. 2 hours of travelling for 5 hours of childcare once a week (and not bank hols as the only day offered is a Mon) is very poor.
- Have not heard of most of these

Professionals: 82% did not leave a comment (37/45 respondents):

- Over stretched and under funded services. No clear sign posts to parents.
- We could not offer the same level of support to our children with additional needs without the support from SB.
- Springboard/school go above n beyond for the young people they care for its so sad that all the form filling etc takes so long to process n ehcps are mostly rejected n families/school have to fight n provide additional evidence then join the long queue again disgusting!!
- I feel those categories I rated as bad are grossly underfunded and are doing the best they can with limited resources and increased client-need.
- -Parents are often finding it difficult to find someone to support their child on direct payment. -Parents often find it difficult to find a holiday club that is suitable to their child's needs and are often unable to access these services as they are turned away due to their child's challenging behaviours, lack of resources and adults to safely support them. - It often takes a long time to access OT input, especially sensory OT input to support with our CYP

sensory seeking behaviours and needs. - There are some amazing transport people and there are some that do not understand our CYP, often triggering them. Additional training to support their understanding of the CYP they support would be useful. - As much as possible, SALT, PHYSIO and CAMHS do what they can to support the CYP on their caseloads. If we have any concerns or request we can email them and they often reply within a few days, if not the same day.

- CAMHS is a good service but a far too long waiting little and difficult to access support. Social worker I have recently dealt with was frequently late/missed meetings causing great upset and anxiety in my student.
- no ratings recorded as these questions seem more relevant to service users and their families.
- I don't feel I can comment generally due to the large number & variance in the children I see

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Items 17-27: Questions asked of Children and Young People only

Demographic breakdown: Children and Young People

a) **Gender** (R=4, 1 no response)

Male/boy = 2 (50%)

Female = 2 (50%)

b) **Age group** (R=5)

12-16 years = 2 (40%)

17-19 years = 1 (20%)

20-25 years = 2 (40%)

c) **Was survey self-completed or assisted?** (R=5)

Self-completed = 2 (40%)

Assisted = 3 (60%)

d) **Do you have an EHCP?** (R=5)

Yes = 4 (80%)

Not sure = 1 (20%)

e) **Type of school attended** (R=5)

Special school = 2 (40%)

College = 1 (20%)

University = 1 (20%)

Out of school/not receiving an education = 1 (20%)

f) Location of school (R=5)

North Somerset = 4 (80%)

Out of area = 1 (20%)

g) Special educational needs (tick all that apply) (R=5)

Autism = 3 (60%)

Physical needs = 1 (20%)

Sensory needs = 1 (20%)

Learning needs = 2 (40%)

Social, emotional and mental health difficulties = 3 (60%)

Communication and interaction difficulties = 1 (20%)

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Item 17: Rating quality of different types of help available to children and young people with SEND

Responses to Item 17 (average rating from all respondents, out of 5 possible points) Red items < 3.0, Green items > 3.5				
Help with my learning 3.0	Help for my physical health 3.2	Help for my mental health 2.8	Help going on school trips/ outings 3.2	Help attending after-school clubs 3.0
Help at lunch time/ breaks 3.5	Help managing my behaviour 3.0	Holiday clubs 2.8	Information about activities 2.4	Help at home 3.8
	Help with change 3.0	Transport 2.8	Help learning life skills 3.0	

Average ratings (out of 5 possible points):

Help with your learning (100% of respondents rated) – 3.0

Help for your physical health (100% of respondents rated) – 3.2

Help for your mental health (100% of respondents rated) – 2.8

Help to go on school trips/days out (100% of respondents rated) – 3.2

Help to attend after school clubs (100% of respondents rated) – 3.0

- Help at lunchtime/break time (80% of respondents rated) – 3.5
- Help managing your behaviour (100% of respondents rated) – 3.0
- Holiday clubs (100% of respondents rated) – 2.8
- Information about activities you could do (100% of respondents rated) – 2.4
- Help at home (100% of respondents rated) – 3.8
- Help with change (e.g., moving from school to college) (100% of respondents rated) – 3.0
- Transport (Taxi/Bus to and from School/College) (80% of respondents rated) – 2.8
- Help learning life skills (e.g., cooking, washing, paying for things) (100% of respondents rated) – 3.0

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Item 18: Have you ever experienced (tick all that apply):

(R=5)

(a) **Bullying from other children?**

Yes = 3 (60%)

(b) **Being left out (from sport, social activities or after school clubs)?**

Yes = 2 (40%)

(c) **Detentions?**

Yes = 1 (20%)

(d) **Fixed-term exclusions?**

Yes = 1 (20%)

(e) **Being put into isolation?**

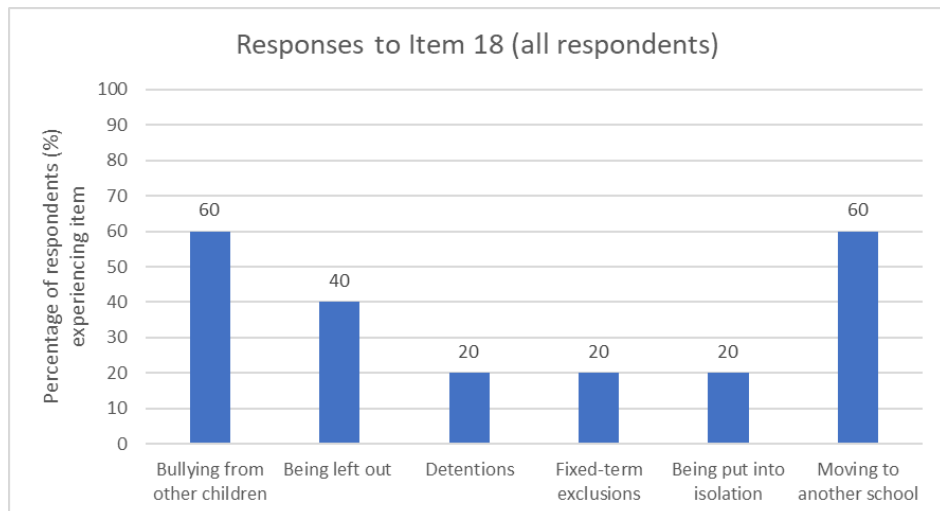
Yes = 1 (20%)

(f) **Moving to another school?**

Yes = 3 (60%)

(g) **[None of the above]**

Yes = 1 (20%)



Item 18 comments:

60% did not leave a comment (3/5 respondents)

Comments (taken verbatim from survey responses):

- I was withdrawn from a mainstream secondary school in Bristol at [age redacted]. I was referred to the Voyage Learning Campus (medical tuition) which was my lifeline - amazing

support, 1:1 help. Received support with life skills, transition and enrichment activities. After, mainstream college things fell apart.

- Some staff can be unkind at school to me and others at school

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Item 19: Is there any help you need but are not getting?

40% did not leave a comment (2/5 respondents)

Comments (taken verbatim from survey responses):

- Access to social support and life skills, access to supported living. Developing confidence courses
- Waiting for CAHMS
- I need more day services since leaving collage I have too little hours

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Item 20: Is there anything you want to tell us that's been really good for your learning?

40% did not leave a comment (2/5 respondents)

Comments (taken verbatim from survey responses):

- Private tutor funded through DSA at university.
- Access to MyLexia has helped with my reading and writing
- Can I go back to college I miss my friends there

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Item 21: Is there anything you want to tell us that's been really bad for your learning?

60% did not leave a comment (3/5 respondents)

Comments (taken verbatim from survey responses):

- Mainstream college underestimated my abilities and did not put appropriate support in place.
- 2 students in my class.

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Item 22: What would you change to help your learning?

40% did not leave a comment (2/5 respondents)

Comments (taken verbatim from survey responses):

- Staff listening to voice and understanding my needs, tailoring learning to suit me.
- Being with more children like the ones outside of the school
- Move the students that disrupt my learning

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Item 23: Is there anything you want to tell us that's been really good for your health?

40% did not leave a comment (2/5 respondents)

Comments (taken verbatim from survey responses):

- Healthy eating for lunch
- Tae-k won-do at school
- I would like to go back to college I miss my friends a lot

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Item 24: Is there anything you want to tell us that's been really bad for your health?

60% did not leave a comment (3/5 respondents)

Comments (taken verbatim from survey responses):

- counsiler at school doesnt have time to see me
- Fast food

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Item 25: What would you change to help your health?

60% did not leave a comment (3/5 respondents)

Comments (taken verbatim from survey responses):

- Opportunities for more healthy exercise & activities e.g. cooking
- I would like more hours with one true step I like going out for long days out with staff from one true step

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Item 26: Please add any further comments you would like to make.

60% did not leave a comment (3/5 respondents)

Comments (taken verbatim from survey responses):

- My support workers are really helpful (direct payment support)
- I am trying to look for a job

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Item 27: Please indicate how you found this survey.

Note: Responses were translated into numeric scores as follows: 5=Very Friendly, 4=Friendly, 3=OK, 2=Unfriendly, 1=Very Unfriendly.

All respondents (R=5)

Average score: 4.2

Median score: 4

Frequency of scores:

- 1 (Very unfriendly) = 0 (0%)
- 2 (Unfriendly) = 0 (0%)
- 3 (OK) = 1 (20%)
- 4 (Friendly) = 2 (40%)
- 5 (Very friendly) = 2 (40%)

Item 27 comments:

80% did not leave a comment (4/5 respondents)

Comments (taken verbatim from survey responses):

- Some of the questions were hard because i dont use transport to school or holiday clubs

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Items 28-29: Questions asked of Parents and Carers only

Item 28: How easy is it to get information about what services are available and what they do?

Note: Responses were translated into numeric scores as follows: 5=Very Easy, 4=Easy, 3=OK, 2=Difficult, 1=Very Difficult.

All respondents (R=77, 11 no response)

Average score: 2.0

Median score: 2

Frequency of scores:

- 1 (Very difficult) = 29 (38%)
- 2 (Difficult) = 24 (31%)
- 3 (OK) = 17 (22%)
- 4 (Easy) = 7 (9%)
- 5 (Very easy) = 0 (0%)

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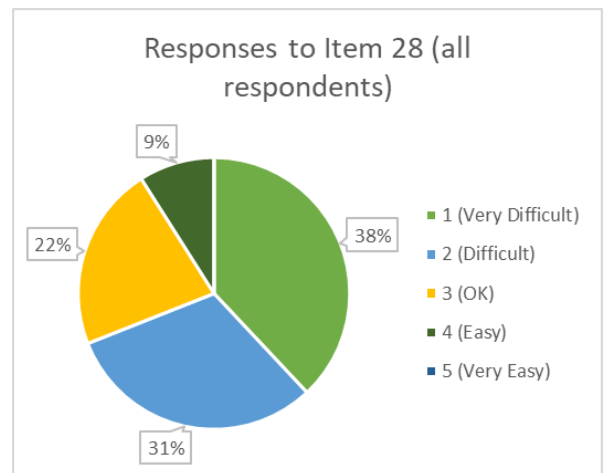
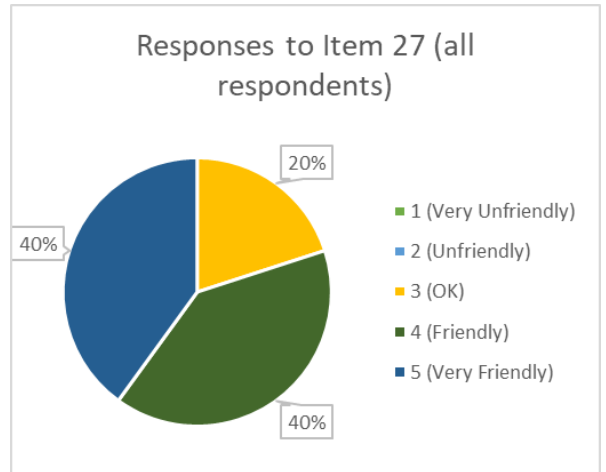
Item 29: Are there any services that your child or young person needs but isn't getting?

All respondents (R=79, 9 no response):

Frequency of scores:

- Yes = 55 (70%)
- No = 24 (30%)

Item 29 comments ("If yes, please give details"):



9% did not give details (5/55 respondents)

Comments (taken verbatim from survey responses):

- Help with schooling. She wants to return to school but I'd not currently able to manage this. The gp is looking into part time
- Buddy Services. Social events
- Occupational therapy, applied behaviour analysis, speech and language therapy
- More activities during holidays for pre-school aged children.
- EHCP
- She has been diagnosed with sensory processing disorder. We had to pay privately for an OT assessment as it was crucial that their recommendations were included in our child's EHCP. Without our input, this vital information would not have been included in the EHCP.
- OT. Support to access social activities.
- Pizey
- Transition to University assistance
- ASD test, ADHD test, CAMHS.
- OT!!!!!!
- Mental health support. Appropriate buddy scheme.
- Youth club/ buddy system
- Dct. Buddie. Access to assessment
- Re assessment scamp salt and ot needs to re assess as been 4yrs
- Funding for some Education Other Than At School
- Disabled team @ the firs.
- Sensory support and actual speech and language therapy not form filling
- Ehcp. Cahms. Ot app. Scamp autism assessment taking yrs
- Buddy service. Direct payments. Short breaks. Camhs
- Cahms and paediatrician
- Paediatrician and cahms but keeps getting declined
- Short breaks clubs as he's not the right disability/ age. Direct payments as I've heard the social workers attack your lifestyle instead of support you
- Holiday clubs
- Overcoming food and anxiety issues.
- Anything! Because he was diagnosed aspergers not asd (purely because North Somerset hadn't changed it to asd when my son was diagnosed) the disabled team says there is nothing available to us ie the buddy scheme
- Scamp and physiotherapy
- Speech & language therapy. Occupational therapy
- Specialist school for specific learning difficulties
- Help to deal with anxiety and low self esteem
- No response
- Help with anxiety and sensory processing problems. Eating issues
- SEMH provision at school
- S & L
- EHC, full time schooling. Because my child has ASD age is out in a class with less academic children, but he is bright and could do well academically with the right help
- Play therapy, occupational therapist.

- Occupational therapy to assist us in managing anxiety
- This hasn't been diagnosed but it is obvious that my son has sensory differences which impact upon his concentration and level of function and this has not been addressed
- EHCP. The process is taking a lot longer than it is supposed to and my son's education and welfare is suffering as a result.
- She needs lots of extra help. She's not getting any
- On the wait list for springboards nursery (we do attend stay and play) and also portage.
- Care service/ Care assessment. Direct payments
- Respite
- OT. Speech & Language
- A proper education
- Support from anyone would be good. Days out are very expensive and parent meets are always during working and school hours
- I wanted help with food. Understanding sensory issues. Walking
- Ehcp autistic team, financial assistance, schooling
- We feel he will need help moving into adulthood and support to become more independent. He also still needs speech and language therapy and more occupational therapy but these services are no longer available. We were told it's because of his age and that we need to do it ourselves with him at home.
- It's more about the length of time going through the process takes. It's excruciating when you know that your child needs help, but that you're looking at up to 2 years before any formal diagnosis is likely to be made.

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Items 30-33: Questions asked of Professionals only

Item 30(a): Are you aware of "Supportive Parents"?

All respondents (R=44, 1 no response):

Frequency of scores:

Yes = 35 (80%)

No = 9 (20%)

Item 30(b): If Yes, have you referred any parent carers to them over the last year?

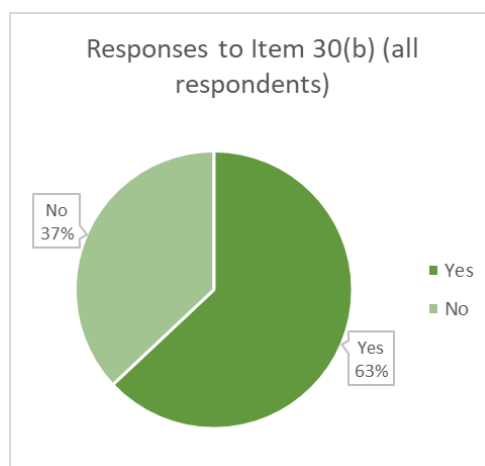
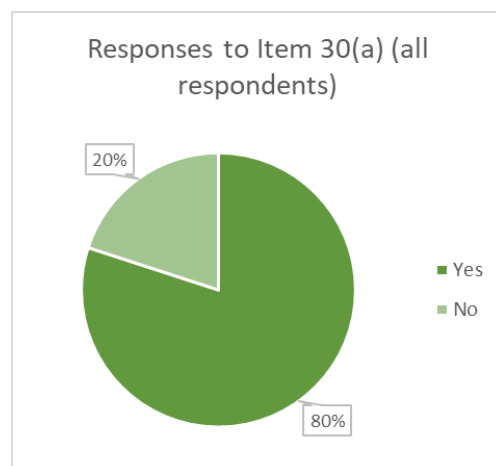
All respondents (R=35):

Frequency of scores:

Yes = 22 (63%)

No = 13 (37%)

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Item 31(a): Before this survey, were you aware of North Somerset Parent Carers Working Together (NSPCWT)?

All respondents (R=43, 2 no response):

Frequency of scores:

Yes = 27 (63%)

No = 16 (37%)

Item 31(b): If Yes, have you given any Parent Carers NSPCWT's details over the last year?

All respondents (R=27):

Frequency of scores:

Yes = 16 (59%)

No = 11 (41%)

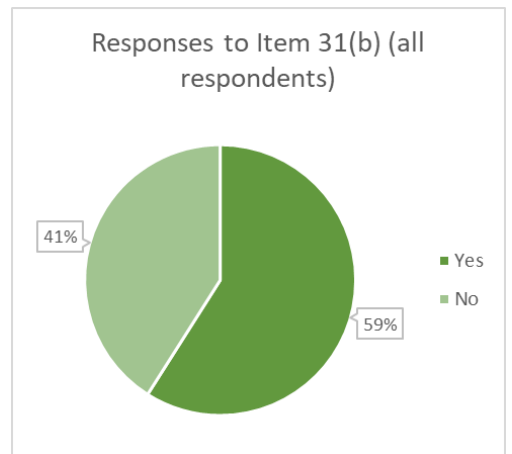
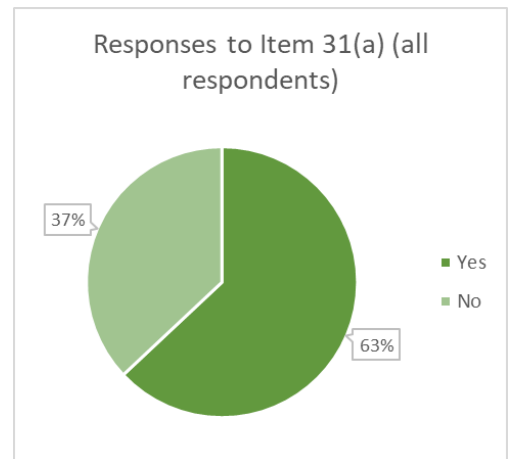
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Item 32: Are there any services that children / young people you work with need but are not getting?

69% did not leave a comment (31/45 respondents)

Comments (taken verbatim from survey responses):

- Access to an after school club or holiday club that focuses on children and young people who have SEND. This would need to be well staffed and fun, accessible resources and equipment would need to be available for them to gain something from it, other than childcare for parents. Whilst the support of childcare is important, our CYP who have SEND can not access play and social interaction as others do, so to make it purposeful and fun for them, staff should be able to lead and plan fun and exciting activities.
- Autism advice/support to parents like EarlyBird Plus or ASCEND which I helped deliver with Health colleagues previously but which is no longer available/funded.
- Direct payment support
- Early direct mental health support. On the ground workers who can physically support young people getting back into school/college
- Family support workers
- Knowledge of what's out there and what is available to them. Some not yet allocated social workers or had assessments.
- more access to sport/clubs suitable for children with disabilities. More support for parents in the difficulties of caring for a child with disability.
- more inclusive or special needs youth clubs, particularly for young people with social communication difficulties attending mainstream schools as their families report they are socially isolated.
- More mental health support.
- More SEMH (mental health support) in addition to Kooth. SALT assessment and support for Secondary schools (outside of EHCP)
- OT. Clinical Psychology.



- OT. Speech and Language.
- Salt, Ed psyc, OT, ehcp
- The services that they need are available; however they are understaffed and overworked so that the children do not necessarily get the support they need when they need it.

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Item 33: What three things would you like to do, where you work, to help improve outcomes for children with additional needs and disabilities?

38% did not leave a comment (17/45 respondents)

Comments (taken from survey responses. Where there are multiple responses that are near-duplicates, the comment(s) have been paraphrased and the multiplier after the comment indicates how many similar comments were received):

- Joined up services/ better communication between services (x4)
- Work in closer partnership with other settings (x2)
- Increased training/CPD (esp. Early Years sector; Outcomes) (x4)
- Develop an after-school club or holiday club for our CYP who have SEND where the activities are adapted to meet their needs and interests (x2)
- More opportunities for our CYP to interact with other special schools, go out on more meaningful trips and to experience more of the world (x2)
- Local provision of a range of clubs/social activities for young people with ASD/social communication needs (x3)
- Funding to provide short breaks
- More independent living skills and home management (incl. independent living flats; experiences in the “real world”) (x3)
- More availability for work placements for those who would benefit from this.
- Have more input across services, especially when it comes to transitioning out of college. (x3)
- Improved EHCP process (less time spent writing reports; simpler forms) (x3)
- Speed up the SCAMP & EHCP processes
- Resolve social care assessment pathway
- More consistent/appropriate social care support (x3)
- Increase staffing levels across the board and ringfence funding for this (x5)
- More Specialist provision Places
- Provide more opportunities for high quality therapies and interventions to tackle a range of issues (x6)
- Re-instate nursing support from Community paed and provide consistently
- Access to correct Health needs
- Make accessing TUF easier, including allowing children with SEND but no TUF to access the link programme (x2)
- Direct payments or sorting service for children (x2)
- Ongoing support to young people after ASD/ Social communication diagnosis (x2)
- Reduce the waiting time for CAMHS and lower the threshold for acceptance. (x4)
- Early 1-1, face to face mental health input and transition work to reduce chronic anxiety and depression in those young people who drop out of school.
- More hydrotherapy time

- More time for specific group times ie bucket time, sunshine circles, speech and language groups
- Improving consistency between home and school
- Community accessibility
- Have information available to guide parents to resources that can help them outside of school (clubs, family/professional meetings, workshops, support, training) (x5)
- Transition support (x2)
- More use of symbols in all areas of life for our pupils
- Make all SENCo roles a more senior role in order to have more authority which hopefully will mean even more positive impact on students outcomes.
- improved respect for professionals who are trying their best to support the child & family.

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Items 34-37: Open-response questions asked of both parent/carers and professionals

Item 34: Please tell us about any examples of good service you or ... children/young people have experienced.

Parent carers: 40% did not leave a comment (35/88 respondents)

Comments (taken from survey responses. Where there are multiple responses that are near-duplicates, the comment(s) have been paraphrased and the multiplier after the comment indicates how many similar comments were received. Names of individuals have been omitted):

- My son's school goes above and beyond (x5, **plus:**)
 - Sedgemoor Manor school are amazing! [Child] is a changed girl.
 - Cannington college ... 10/10
 - Fully supported to be the best they can at specialist autism college
 - The support offered by Boost Academy
- CAMHS have been a huge help in managing my child's behaviour (x4)
 - (... but "the school and red tape are stopping allot of progression"/"[child] was then discharged after that one appointment")
- Portage. They go above and beyond to ensure a holistic approach is taken by working with the entire family. They're personable, incredibly knowledgeable about a range of issues & extremely professional. We're very thankful for Portage. (x3)
- Impact mentoring
- We are getting great service from Orthotics to do with his hypermobility and footwear
- Fabulous social worker [name omitted] who really understands our situation. Unfortunately, her hands were often tied due to bureaucracy and red tape.
- New psychiatrist very good.
- Speech and language therapy at drove road was excellent for us. (x3)
- OT was very good but at early stages of experience.
- Springboard have always been amazing.... Springboard stay and play is faultless, they have been the support I so desperately need (x9)
- Supportive parents have been amazing and helped us no end with advice with obtaining an ehcp. (x2)
- The last 6 months of our physiotherapy has been excellent. Our new physio is very professional and efficient. She knows my child very well.
- It's out of area but Brean soft play, they listen to families and run a service for purpose

- The adopted children’s summer play scheme now sadly not accessible by our family
- Youth club
- Rebound therapy. It was good for a time but couldn't afford continuing
- ... my health visitor [name omitted], I honestly cannot rate her enough she is an absolute star. (x2)
- Doctors very supportive (x1, **plus**):
 - Dr [name omitted] at drove road is very good. Listens to parental concerns and pro active at helping.
 - My GP was excellent when my son was suicidal however she failed to be able to contact his paediatrician despite several calls and emails. Then 6 months later the Paediatrician asked how he was coping when finally reading the notes!!
- Amazing help and support from mediation with [NSC SEND Team].
- The SENCO (x3, **plus**):
 - The new SENCO has been fantastic and very supportive. She and the school have set up a day release to college, which has proved to be of massive benefit to him and will give him a smoother transition to college.
- The paediatrician is very good, very professional and really listens (x6)
 - ... but not drove rd and seashore center.
- Pizey have been amazing especially in the coronavirus time.
- ADHD nurse was very supportive and actively listened to both my daughter and I.
- Our lead clinician, [name omitted], is amazingly knowledgeable, kind, easily contactable, and understanding of our challenges as parents.
- ... The Bay unit at Weston College. Everything that NSC LEA failed to provide.
- The new dietitian is better
- North Somerset parent forum ... “without them i could not function.” (x2)
- None.
- When we went for initial appointments and diagnosis I felt the nurse valued and listened to my son as well as me
- Adoption support from Adopt West
- When he was in primary school we had excellent support from health services. But nothing now.
- Our patients, Shared lives Co-Ordinator support
- Direct payments

Professionals: 62% did not leave a comment (28/45 respondents):

- Good 1:1 work with OT (x2)
- Very good experience at children's hospital
- Coffee mornings have been helpful to speak to parents.
- EP - when they are able to come into school
- Access to places such as cinemas, jump, air hop, shopping, etc. that are solely for CYP who have SEND. The environment being adapted to sit their needs is amazing as they can find noise levels, brightness of lights and busy places quite distressing.
- Springboard transitions to the school... excellent. Parents also speak highly of them. (x3)
- One young man's transition this year was supported early on by a North Somerset key worker. This was the difference in his attending college.

- SCAMP diagnosis recently has been much improved, the team have employed a new CP and she is working hard to get through the backlog. The team are fab, but very overloaded. (x2)
- Therapists working with our Child Development Practitioners to support families in early skills sessions. This has then helped prepare them for accessing services such as Springboard, Portage & social care.
- Joint therapy/agency working with families to try & get a clearer picture of what works best for the child & family.
- Inclusion Somerset's Enhanced Provision & Ed Psych teams, SPS Team, SEN Team
- Early SCAMP ASD Diagnosis. Provision of Early Years TUF
- CIN meetings (when families have an allocated social worker in place!)
- CAMHS.. often put anxiety down to the disability and do not understand many SEN conditions. LD CAMHS excellent but their criteria means many do not get their support. Lack of funding. 12 months waiting list for main team.
- Supportive parents and NSPCWT, sadly these are the only two organisations that respond promptly with great advice n help
- Short breaks service only for very few. Many families would benefit hugely if they were able to access this.
- Social care Buddy scheme (x2)
 - ... [but] they do not work with children and young people who are very complex
- Holiday activities need more funding and activities for older young people. An autism send would be great. (x2)
- Shared lives
- Brandon Trust
- Burley Inclusive.
- Foxes Academy.
- Speech and language [names omitted]
- Baytree
- Ravenswood

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Item 35: Please tell us about any examples of poor service you or ... children/young people have experienced not already covered in your responses.

Parent carers: 53% did not leave a comment (47/88 respondents)

Comments (taken verbatim from survey responses. Names of individuals have been omitted):

- Had to fight years for a communication device. Year long fight for transport
- The constant fight for anything. To know that in many cases when you need to access support it's often turned down and you have to appeal and fight for what your child needs. I along with many SEND families I know feel we achieve what our children need despite North Somerset's provision and approach. North Somerset are not a supportive partner in raising a child with SEN, they have to be battled with to get to the needs SEN children rightly and legally deserve.
- SEND/SENCO lots of delays. Difficult to find out what's happening. Always having to chase for information. Very reactive service that only adds pressure to parents.
- Buddy service is appalling as there weren't no buddies but yet social care had wrote for this to be in place but they couldn't grt the buddy's.

- The therapist and professionals at drove road fail to listen and understand what I'm asking of them. Or the refuse to test my son for ASD/ADHD/CAMHS.
- Send team (EHCP) - took far too long! Did not use reports properly. Awful inadequate EHCP. My daughter was let down terribly and spent 6 months isolated in her room with suicidal tendencies due to lack of help.
- Denied access to some services. Inconsistency. Rude staff. The whole system is a shambles
- I have taken my sons case to formal complaint stage it appeared was gonna be addressed as a plan action was done only 1 member of staff has started what was said would be. Scamp side nothing
- Awaiting asd diagnosis lots of our paperwork was lost which resulted in been bumped further back.
- The fact that paed's discharged us then 18 months later we have a diagnosis despite my child not making any progress. Neither did they tell me we were getting discharged
- Endless scamp wait times, not accepting private diagnosis.
- Told doesn't need Camhs because of asd diagnosis she needs counselling to learn to deal with emotions. But haven't heard from anyone since so left again with no help
- Being missed by the pediatrician and having to constantly chase it up.
- The nursery I feel are not involved enough and I don't think have the expertise to deal with [child's] needs.
- Taunting academy [name omitted] a danger to children and [name omitted] lazy and doesn't do her job. Stating she is on the side of LA and not children taunton academy withheld my daughters dyslexia report for 2 yrs so she could not get help. She got 1 g.c.se
- Annual review paperwork for EHCP coming back without all changes made despite accurate paperwork from the school. Was too late to challenge. I am currently waiting for a new draft after this years changes.
- Although OT sessions are stated in my child's ehcp I have had to really fight with the SEND team to get the sessions started and to get the amount of sessions as stated in the ehcp
- Buddy service
- The school admissions process has been very poor at times.
- Communication with professionals when being taken off a list
- Complete failure to understand the academic potential of our son
- Camhs assessment appointment
- Lack of information and knowledge from children's disabled team, offered help and support and then followed up. Direct payments. Short breaks. Buddy service.
- Not being accepted for pedatrition and cahms
- Educational Psychologist, my daughter should gave been reviews last autumn, still waiting with regards to ehcp.
- Non supportive school
- It took 3 attempts for my husband and I to have our bloods taken for our family genetic testing. This was down to poor communication and the health centre not having the correct coloured bottles or even knowing what colour they needed. There was then a delay with the results, which again came down to miscommunication. This was all quite upsetting and stressful for me and my family as we just wanted answers so that we could help our son
- lack of clarity what happens when she is 18 years old.
- One of the CAMHS consultants told my daughter she was misbehaving and needs a bedtime routine. I had informed her that my daughter went to bed a nine but couldn't sleep despite practising breathing techniques. The consultant said she should put her phone away but

she'd already said she just lies there trying to sleep. The consultant didn't listen to my daughter just made her own mind up.

- Scamp process
- Refused occupation therapy and physio, had to seek other routes when it's provided for children with less need.
- S & L is awful they seem to write off children with ASD. They do not want to provide sessions, which I know are beneficial and seem to think its ok not to review a child's progress after 18 months. My whole experience of S & L has been terrible.
- Direct payments have taken over a year to process my claim. I have finally been rewarded direct payments but with outdated information about my son and his needs.
- Rest
- We can't get him any services
- Scamp - awful from start to finish. Lost paper work, not on list for ages. Then the report I received after diagnosis was very poor and ended in a complaint to CCG and a new joint meeting was held to ensure a complete report was done.
- Poor help with transition into adult services, regarding finances and college. The college is taking funding but happy for things to drift. They do not follow through on plans. Service user is spending more time out of college than in, despite meeting in many occasions to develop a strategy. Only 3 staff for 110 students and I'm told that they are stretched
- The lack of understanding from her school
- 2nd ehcp declined. No understanding of autism in girls or pda
- Camhs, took too long to see 4 years, was understaffed, did not last long enough (child just started to make progress then ceased.), only started to deal with 1 issue, child had 3, was told in writing i refused help on other issues but was told at first meetings had to pick 1 issue. Only useful thing was my child began to understand anger scale and where he could be bought down from i.e 1-3 could use dog to calm down after that needed to be left alone.
- I had really poor service from someone when I called up to find out when my initial appointment might be, having been told that it would likely be in early July (referral made in early March). The woman was incredibly rude and in no way understanding of how difficult that wait is, to then tell me that there would be no way that I'd have an appointment until October at best.

Professionals: 73% did not leave a comment (33/45 respondents):

- Lack of support with CAMHS
- CAMHS waiting list. SCAMP waiting list. SALT - children not meeting the criteria but needing support. OT - need support for children school 1:1 work needs to happen more
- Not being able to access after school clubs and school holiday provisions due to their challenging behaviours, often triggered by noise level and business of the environment.
- Unfortunately, the key worker was removed prematurely and subsequently the young man's attendance [at college] dropped off.
- SCAMP pathway too long to wait, although improving massively recently- see above. CAMHS overloaded. not enough staff to manage amount of referrals being made.
- Long waits for consultant appointments. problems with timely equipment delivery & alteration/repairs. Long waits for orthotics. Lack of increase in therapy staffing despite increase in population & increase in complexity of conditions.
- Lack of CAMHS support in Early Years, long waits/ limited therapy available due to waiting list targets

- Lack of social workers and family support workers
- Rejection from CAMHS when in need of specialist help. No short breaks or support for families in crisis. Social care rejection when parents begging for support. School having to support these families as best they can. Lack of funding in all areas means that ultimately children and families are not receiving adequate support.
- Continuing change of Social workers in cases
- Services are understaffed and overworked so that the provision that is necessary for a child may not be received at the right time. Students and families are having to wait weeks/months for referrals and appointments to be made. EHCPs are not regularly updated by the council, even after meetings have happened and updates have been requested so often when you read a child's paperwork, it does not reflect where they are now and what provisions they need.
- Cancelled appointment, lack of empathy from reception staff

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Item 36: If you had to choose ... three things to help improve provision in NS what would they be?

Parent carers: 32% did not leave a comment (28/88 respondents)

Comments were sorted into categories and the number of responses in each category tallied. Where a comment could be read to apply to more than one category, it was counted in each category. As a result, the total number of comments shown below exceeds the number of comments received from respondents. Names of individuals have been omitted.

Comment category (Frequency/% of responses)	Selected comments (taken verbatim from survey responses):
Improve quality and/or availability of health provision (39/19%)	<ul style="list-style-type: none"> • Drove road fit for purpose • Health and access too it • More appointments for speech and language • Better SALT • Better paediatric team • Increase staff in community services such as physio • Mental health services for young people with disabilities • Shorter waiting times • More paed appointments • Better service at drive road • Increase staff to reduce wait times • Better entry system for camhs and decreased waiting times • Better gp understanding • Faster diagnosis. • Better communication to parents from community paediatrics
Improved processes surrounding diagnosis and/or implementation of EHCPs (31/15%)	<ul style="list-style-type: none"> • Improve SCAMP assessment • SCAMP waiting list is to long should be seen in 6months not over 1 yr. • More access to educational psychologists

Comment category (Frequency/% of responses)	Selected comments (taken verbatim from survey responses):
	<ul style="list-style-type: none"> • Educational psychologists to speed up EHCP process • A clear guideline for EHCP applications and what is needed. • Diagnosis time shouldn't take 2 years! Ridiculous • Diagnosis needs to be done within a yr. • Give ehcp's sooner so children don't end up with mental health issues • SEN officers are truthful and work with parents • Better trained SEN team • Assments actually done not ignored and then not done • Removal of red tape
<p>Improve quality and/or availability of education provision (28/14%)</p>	<ul style="list-style-type: none"> • Educating Senco teacher better • Dyslexia provision • Dyscalculia provision • Sen in all schools • Build the new special school • More SEMH provision • More access to specialist schools • Staff training in mainstream schools • Quicker turn around in education decisions • More access to educational psychologists • Investigate schools which are negative towards children with additional needs • Knowledge of specific learning g difficulties in mainstream schools • Secondary school teachers behaviour • SEND/SENCO to get an EHCP • More specialist units in mainstream schools or shared between clusters of achools • Education support in university • More specialist school places
<p>Improve responsiveness and listen more to the parents and carers, children, families (24/12%)</p>	<ul style="list-style-type: none"> • Involve parents more - ask what is needed. • Listen and act upon parents comments • Listen to parents. Referrals shouldn't Be declined because they are from parents worries. [Child] ... had her whole childhood ruined suffering through schools with no friends and being bullied. ... • Greater understanding of how it feels to have a child with SEN • Be sympathetic and not confrontational • The attitude of N Somerset staff you deal with is often 'no' and slow to get the provision your child needs • Better gp understanding

Comment category (Frequency/% of responses)	Selected comments (taken verbatim from survey responses):
	<ul style="list-style-type: none"> • Greater respect and appreciation that the parents know their children best • Allow parent children feedback. On all provision issues when things go wrong so improvements can be made. ...
Improved access to clubs and activities (17/8%)	<ul style="list-style-type: none"> • Better activity facilities for autism • Holiday Clubs • Playground for special needs • Beavers cubs scouts actually tailored for autism and people that actually understand the disability • Buddy and other schemes for all sen children • Day trips on mini buses for kids with additional needs • Holiday activities for younger ones • Short breaks • Specialist provision for holidays. • Social activities • More age apprioate activity • More access to specific holiday break aways
Improved provision of information about available resources (10/5%)	<ul style="list-style-type: none"> • Booklet produced by council and supportive parents that show what services are available and what do to give to parents. • Make the provision much clearer. I find out about things through friends usually, never from N Somerset • A clear guideline for EHCP applications and what is needed. • Signpost People to support and follow up. • Better advice
More active outreach to children and families, esp. at transition points (9/4%)	<ul style="list-style-type: none"> • Signpost People to support and follow up. • Stay in regular touch so children don't get missed • There is no help after 5 years. Once health visitor finishes etc at age 5 there is no help. [The] family support worker [is] only age 0-5 ... so my 15 year old gets no help at all. No one to speak to. I can't get her out of bed now ... • Services to follow up more regularly • clear and long transitions to adult services still have an age cliff edge in regards to helath. • provide pre job opportunities to children at 14 onwards to jelp them adjust to work life with buddy to help interprete world.
Increased support provided earlier in a child's life (8/4%)	<ul style="list-style-type: none"> • Springboard should be priority, it's a lifeline. • Improve SEN training in nursery's.

Comment category (Frequency/% of responses)	Selected comments (taken verbatim from survey responses):
	<ul style="list-style-type: none"> • More help in childrens centers • Improve / develop more services for preschool & young children
More joined-up provision of services (7/3%)	<ul style="list-style-type: none"> • Clear communication with 1 contact • Professionals working as a team and sharing information • Joined up working with professionals to give a complete view.
More funding (generally) (6/3%)	<ul style="list-style-type: none"> • But children before money • More funding to increase staffing • Don't make everything about monetary short term-ism, spend now to save in long term • funding for SEN children
Improved access to services (4/2%)	<ul style="list-style-type: none"> • Social Housing accessabilty • Easier access to assistance.
Improve quality and/or availability of social care provision (4/2%)	<ul style="list-style-type: none"> • Social care to be more involved and provide more help • more staff and continuity with the disabled childrens team.
Provide more direct help and support for parents and carers (2/1%)	<ul style="list-style-type: none"> • Training for parents • More support for parents
Transport (1/1%)	<ul style="list-style-type: none"> • Transport

There were 12 comments (6%) that the author was unable to categorise and/or did not respond to the question.

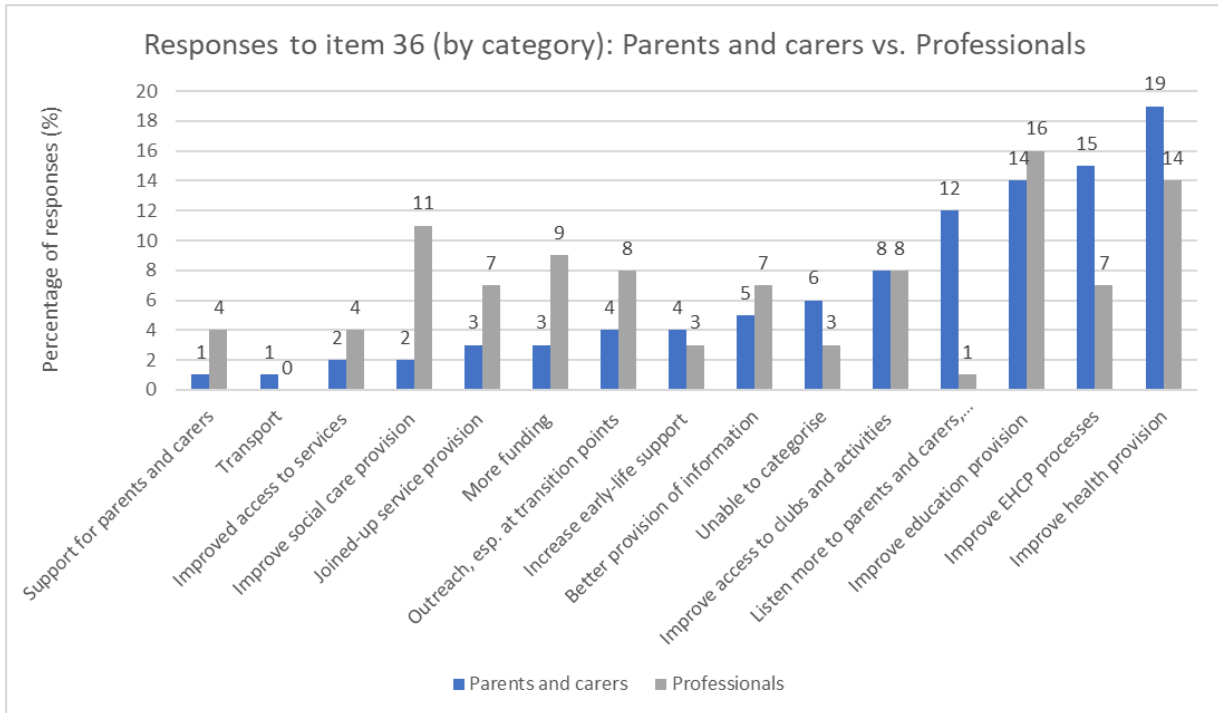
Professionals: 49% did not leave a comment (22/45 respondents)

Comment category (Frequency/% of responses)	Selected comments (taken verbatim from survey responses):
Improve quality and/or availability of health provision (11/14%)	<ul style="list-style-type: none"> • More focus on early intervention for mental health difficulties • Specialist CAMHS service for autism • Increase resources for specialist children's health services to reflect population increase • More CAMHS support however [name omitted] from CAMHS is outstanding • Community nursing support with Community paediatrician

Comment category (Frequency/% of responses)	Selected comments (taken verbatim from survey responses):
	<ul style="list-style-type: none"> • Employ more staff so that families aren't waiting months for appointments • Less administrative processes to enable front line workers to do what they do best • Shorter wait times for diagnosis • Trained front line staff who understand send
Improved processes surrounding diagnosis and/or implementation of EHCPs (5/7%)	<ul style="list-style-type: none"> • More funding to accommodate increase in EHCP's and provide services needed to support students. • Allow EHCPs to be updated quicker to reflect each child and where they are now • EHCP input mandatory to attend for all pupils • More Educational Psychologists • Shorter wait times for diagnosis
Improve quality and/or availability of education provision (12/16%)	<ul style="list-style-type: none"> • More E.P staff to offer support for our children • New school site. • More specialist school places • More funding for SEN in schools • Social worker allocated to students • Re employ Educational Psychologists within North Somerset and increase VLS services
Improve responsiveness and listen more to the parents and carers, children, families (1/1%)	<ul style="list-style-type: none"> • communication
Improved access to clubs and activities (6/8%)	<ul style="list-style-type: none"> • Suitable after school clubus and holiday provisions for CYP who have SEND • Local provision of a range of clubs/social activities for young people with ASD/social communication needs • be able to signpost young people with ASD/Social communication related needs to a range of youth clubs/ activities suitable for them, that are local ie not in the next town • Create more oppourtunies for CYP to interact with other SEND schools in W-S-M and Bristol, making the schools more aware of the events
Improved provision of information about available resources (5/7%)	<ul style="list-style-type: none"> • More information given to parents and schools to support our CYP who have SEND • Awareness of services available to students, for parents information.
More active outreach to children and families, esp. at transition points (6/8%)	<ul style="list-style-type: none"> • Transitions out of college being prioritised • Investment in transition projects proving meaningful employment for college leavers

Comment category (Frequency/% of responses)	Selected comments (taken verbatim from survey responses):
	<ul style="list-style-type: none"> • offer ongoing support to young people after ASD/ Social communication diagnosis
Increased support provided earlier in a child's life (2/3%)	<ul style="list-style-type: none"> • More focus on early intervention for mental health difficulties • Increase funding for Springboard
More joined-up provision of services (5/7%)	<ul style="list-style-type: none"> • working together ethos • Agencies working together cohesively • Strategic intent to ensure multi professional working • More support and advice from outside agencies
More funding (generally) (7/9%)	<ul style="list-style-type: none"> • Increase resources for specialist children's health services ... • More funding to accommodate increase in EHCP's • More funding for therapies, interventions, mental health support. • More funding for SEN in schools • More funding for respite for vulnerable families • More money!
Improved access to services (3/4%)	<ul style="list-style-type: none"> • Easier forms for families to understand n fill in effectively • Community assessability
Improve quality and/or availability of social care provision (8/11%)	<ul style="list-style-type: none"> • Social worker allocated to students • Social Care options being clear to parents • Disabled children team social care to provide a wider service • Much better social care with accountability • Emails for all social workers for ease of contact
Provide more direct help and support for parents and carers (3/4%)	<ul style="list-style-type: none"> • Easier access to parent support groups • More support for parents

There were 2 comments (3%) that the author was unable to categorise and/or did not respond to the question.



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Item 37: Please use this space if you would like to tell us a little bit more about your recent experiences.

Parent carers: 32% did not leave a comment (76/88 respondents)

Comments (taken verbatim from survey responses. Names of individuals have been omitted):

- [Name omitted] was amazing but has now left. Communication between SEND team and school is now poor. School has failed our child.
- I feel completely let down by the service. My daughter has struggled through life and still gets no help. There is no help for older children. After age 5 there's nothing. Or we haven't been told of anything
- Speak to [name and job title omitted] she has families who are going through what I was put through
- I struggle as a one parent to help my son experience everydsy things or have a hobby
- Took 2 yrs to see a paeditritian and now have a 2yr wait for scamp. My child wont cope with school with out the right support.
- I would just like to say that although I have had a few negative experiences in terms of individual staff and provision, I am hugely grateful for what we do have and appreciate that there is a huge strain on these services
- Because he has complex needs, he never ticked all the boxes in one area, so funding was unavailable. The needs should be looked at more holistically and assistance given on how much help the child needs rather than which boxes they tick. He has never been disruptive or badly behaved which meant getting support for him has been very difficult.
- Senco should be involved with the child from the start and introduce themselves to the parents. Not 18mths later! Attendance officer shouldn't fine parents who child is suffering with mental health and cannot attend school.

- I feel I have been left on my own to deal with sometimes very challenging behaviour and worrying issues
- Currently waiting to hear back from several members of the SEN team at NS....
- Trying to get an ehcp for my daughter who will not cope in secondary has been most stressful journey of my life.
- My son had mental health issues, had to be withdrawn from school and it could have been avoided by the parents being listened to earlier. To take the frustration out of system allow parents to have access and say in all services there for child. This way parents would gain greater understanding of procedures you have in place, it would allow services to pick up on parents frustrations earlier and it would help services tailor them better to need out there not just imagined need you think they have.

Professionals: 84% did not leave a comment (38/45 respondents):

- Although this is currently a challenging time for us all, it is wonderful to see schools pull together as a community, creating videos and a bank of resources to support our CYP whilst they are at home. Parents are contacted often to see how they are all doing and if they need anymore resources. Food boxes are being delivered to our children who receive free school meals, so we feel comforted that our CYP are being fed as they often relied on a warm meal a day. After recently reviewing and moderating different schools in Bristol's approach to EHCPS, annual reviews and assessment, I feel more confident in the processes that NS and our school are using to track, evidence, plan for and meet the needs of our CYP.
- Schools need support from LEA Advisory Teachers and Ed Psychs but either these are no longer available or schools do not have the budget to buy them in. There is a need for an Autism specialist teacher in the LEA. Pupils I support are often out of school or at the VLC as an interim placement which is not ideal for autistic pupils so more specialist placements are really needed in North Somerset!
- I feel NSomerset is improving in the time I have been in this role. Ultimately a lot of the issues we have been facing have been down to funding cuts which is not their fault. Better and improved admin/ehcp paperwork etc should help which is on its way.
- Frustration at lack of funding which has led to a lack of support particularly in CAMHS and social care
- Can't process EHCP assessments due to lack of EPs, this leads to missing deadlines, but also to children not being able to access what they need
- Lack of empathy towards families with SEN children too many people in positions of authority who think they know best! Just stop and listen to the people who live this 24/7 and stop judging!! You really don't know better than the parents

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Appendix 11

Survey reference to SEND Action Plan and additional considerations

As we consider the significant areas of concern raised within our survey we have compared the survey results against our jointly produced SEND Programme Board action plan 2020-2022 to consider if all appropriate action has been planned to address the many concerns raised. This is only our initial assessment, to encourage discussion along with appropriate consideration, and we would ask all stakeholders to look in detail at the survey results to assess where greater change should be implemented to ensure the parent carer (PC's) experience is improved over the coming months. This will always be an evolving plan that we must ensure is responding appropriately to the concerns and issues being raised within the community if we are to ensure we are doing our best for our children with additional needs and disabilities in North Somerset.

The full SEND Programme Board Action Plan 2020-2022 can be viewed as part of the North Somerset Local Area SEND Strategy by following this link:

<https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/site.page?id=3XQIZiv2afE>

Survey Item number	Description	SEND Action Plan	Additional considerations for the SEND Board
1	Rating of NS SEND Provision	All	This would indicate that sufficient progress has not been made across all provision (Health, LA & Education) and a call for greater urgency in delivering improvements is required – putting the resources into NS provision to meet the needs of our SEND community.
2	Identifying needs	Area 1	There is a stage before many of our planned actions to effectively coordinate Early Identification of need - we need to consider how education, health & Social care can work together in Identify need at a much earlier stage. Without early identification, needs will continue to go unmet. There is also a consideration that correct identification is really important (e.g. quality of assessment).
3	Understanding need	Area 1&2	Although the ratings are very good on this section (falling between 2 areas of the action plan) – reading the comments it is clear that parent carer support, especially from health, and access to training for both PC's and Professionals is much needed.
4	Monitoring and Assessment	Area 1&2	This shortfall is primarily linked to capacity to deliver timely assessments and routine monitoring across all areas. Stakeholders in health, social care and education will need to consider the urgent need to build greater capacity into their assessments and monitoring (ongoing monitoring often not happening).

5	Meeting need	Area 2 & 1.5	Access to support is a concern - A large proportion of those not having their needs met have been refused access based on criteria. We must look at adding an action to ensure Social Care & Health move to needs based access - rather than the current "criteria" that can exclude those in significant need. Lack of provision in Education is an ongoing concern
6	Involvement in setting targets	Area 3 3.2	A slight strengthening of the wording in 3.2 to reflect that this is more than the voice of the Parent Carer and C/YP it is about involvement in setting targets / outcomes. The importance of Health, Education and Social care all being involved will also be important.
7	Professionals work together	3.2	There is a need to identify how professionals can work better together (child / YP centred)
8	C/YP Doing the best they can	3.2 3.3 3.5	This is an area of concern as the suggestion is that C/YP are not being enabled to reach their full potential. A system wide approach will be needed to consider greater enabling actions that can be taken in making community activities accessible, appropriate preparation for adulthood, leading a healthy life and ensuring the best education progress is made.
9	EHCP – assessment / review support	1.1 3.2 3.3 4.1	This has highlighted both the capacity and training for the SEND Team at North Somerset Council and School SENCO's – we feel this indicates urgent action is required above those stated in the action plan.
10	EHCP – assessment / review Health & Social Care contribution	3.2	Both PC's & professionals indicate that greater input from Social Care & Health is required in the EHCP assessment / review.
11	EHCP Did you feel included	3.2	Note response to item 6
12	Transitions	3.5 3.2	Education is the greatest area of concern. Included in action plan although we should ensure planning is started earlier within EHCP outcomes planning.
13	Support for home education	3.4	A clear additional action would be to improve mentoring & Support for Parent Carers that are home educating.
14	C/ YP missing out on activities because of their additional needs		With a high number of PC's & professionals stating they are aware of C/YP missing out on activities due to their SEND this should be a cause for concern. Action to ensure School activities & school clubs are fully accessible is crucial whilst work on community activities should also be considered. Are C/YP facing discrimination in accessing activities / provision?
15	Local Offer	4.2	With such a poor response the importance of this action is highlighted.
16	Service experiences:		

	Hospitals		All Fairly good
	GP's		Fairly good
	Community Paediatricians		Urgent action required to ensure health provision is commissioned to meet the need in North Somerset.
	Autism Diagnosis	1.2	Action to increase access to Mental health services is required. This should be a priority with responding to Covid and is wider than just Health. We should consider increasing CAHMS provision along with primary Mental Health Services providing clear routes of access to appropriate support for C&YP.
	Occupational Therapy	1.4 2.2	
	Speech & Language	1.4 2.2	
	CAMHS	2.1	
	Physiotherapy	2.2	
	Educational Psychologist	1.1	Review of quality could be beneficial although It is likely that the lack of availability during the year has impacted this rating.
	SEND Team NSC	1.1 3.2 3.3 4.1	Capacity increase and training for the SEND Team at North Somerset Council – improved access to EHCP assessment and support for annual reviews.
	Home to School Transport	4.3	This has seen a significant improvement in rating from previous years and demonstrates how working with the forum has delivered significant improvements to Parent Carer experience of the service.
	Social Worker		See item 5
	Short Breaks / Holiday Provision	2.3	A consideration should be to increase access and affordability (including catering for working hours) – It is likely that this has significantly impacted on the rating.
	Buddy Service		Greater access to support (criteria)
	Direct Payments – Social Care		See item 5 – many in need are not receiving support from Direct Payments – Access to suitable support (support worker) is often a barrier to effective use of Direct Payments when agreed.
	SpringBoard		Really good to see such a positive response
	Supportive Parents	4.5	Good to see such a positive response
	NSPCWT	4.4 4.5	Good to see such a positive response
17-29	Questions to Children & Young People	2.1 2.3 4.2 4.3 3.4 1.5	<p>With a low response rate it is difficult to put the answers into perspective.</p> <p>A couple of points to consider:</p> <ol style="list-style-type: none"> 1) Mental Health support, Holiday clubs, Information about activities and transport all rated badly. 2) Bullying, being left out, detentions, fixed-term exclusions, put in isolation, moving school – all been experienced. <p>We should ensure this action on graduated response to help schools have appropriate responses to help C/YP with SEND with the above.</p>
28	Ease of finding	4.2	Local offer is a consideration although there should be a wider response to how all Stakeholders

	information about services and what they do		communicate the services that are available. There could be an action for Stakeholders to ensure better communication and advice regarding services to Parent Carers.
29	Services needed but not getting - PC response		With 70% responding that there were services needed that they were not getting further consideration of action is required. (Also see Item 5)
30	Supportive Parents	4.5	Good to see such a positive response
31	NSPCWT	4.4 4.5	Good to see such a positive response
32	Services needed but not getting - Professional response		31% aware of services C/YP need but are not getting. See item 29.
33	Priorities for professionals		It is worth considering that priorities for professionals align very closely with Parent Carers.
34	Examples of good service		We too often only focus on the negative please take the time to read these positive experiences.
35	Examples of poor service		This does help to put the survey into greater context.
36	Priorities for improvement		<p>Please do take the time to look at the priorities listed by Parent Carers & Professionals.</p> <p>We should consider that by far the highest priority is to see Health provision (quality &/or availability) improve.</p> <p>This should therefore be given greater focus in the action plan for the coming year.</p>
37	Additional comments		<p>Looking at all the comments through the survey I would draw out 3 additional areas for action:</p> <ol style="list-style-type: none"> 1) Improved communication from all services to parent carers - would make a significant difference 2) In recognising that Parent Carers offer, by far, the majority of support for their C/YP we should consider that much greater priority should be given to supporting them. 3) As we emerge from the Covid crisis the impact will not have shown in this survey it will be crucial to develop specific actions to deal with the effect this will have had on our Parent Carers and their C/YP.