Parent Carer views on Education, health and social care in North Somerset

Annual Survey May 2023 - Results

THANK YOU to all our parent carers who took the time to respond to our annual survey in May this year. We really appreciate everyone sharing their honest experiences of provision in North Somerset. It is always encouraging to read the very positive experiences highlighting areas that are working well whilst disappointing to read of the continuing challenges faced by parent carers in accessing appropriate provision to meet the needs of their child / young person and that of their family. We will use all this information as we continue to represent the collective voice of parent carers over the coming year to praise good practice and make the case for improvements in provision in North Somerset. Do continue to share your latest experiences with us during the year so that we can ensure we are responding to any changes as they happen whilst representing your voice with local decision makers.

Kenton Mee, CEO, NSPCWT

346 Parent Carers responded to our survey declaring that they are a parent carer whose child is aged 0-25 with an additional need or disability living in North Somerset. A continuing increase from the 233 in 2021 and 332 in 2022.

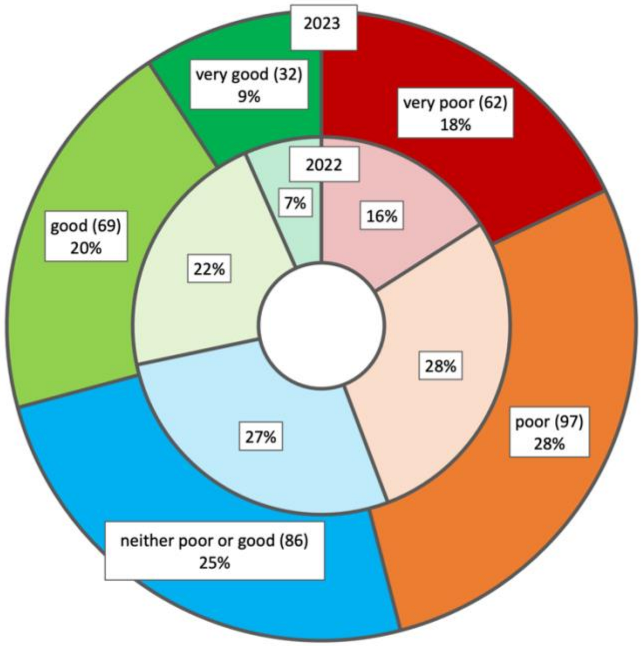
Thanks to all who have worked co-productively with us to develop the contents of this survey. We will continue to work with all stakeholders in collecting the most helpful data that can influence improvements and highlight successes in provision.

This report directly conveys the parent carer experiences gathered in the annual survey whilst offering some comparisons with responses made in 2022. We have produced summaries for each section highlighting Parent Carer experiences of what has worked well over the year and their recommendations for improvements that would make the biggest difference to their experiences.

This is the starting point to further develop the work of the forum and have more in-depth analysis of the experiences shared over the coming months as we seek to help influence provision.

This is the Full survey report - if you require any further clarification around the data collected or would like to investigate it further please do contact us.

Q2. How do you rate services/provision in North Somerset for children and young people (aged 0-25 years) with additional needs and/or disabilities?



www.nspcwt.org admin@nspcwt.org facebook.com/NSPCWT

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Some helpful terms and information for this report:

EHCP – Education, Health & Care Plan

Setting – School, College, nursery where your child or young person attends.

HTST – Home to School Transport

% - Percentages

Throughout this report % calculations have been auto rounded up or down and therefore do not always total exactly 100 for each question.

Local Offer – North Somerset Online Directory to promote the range of services, support available to children & families

PFA – Preparing for Adulthood

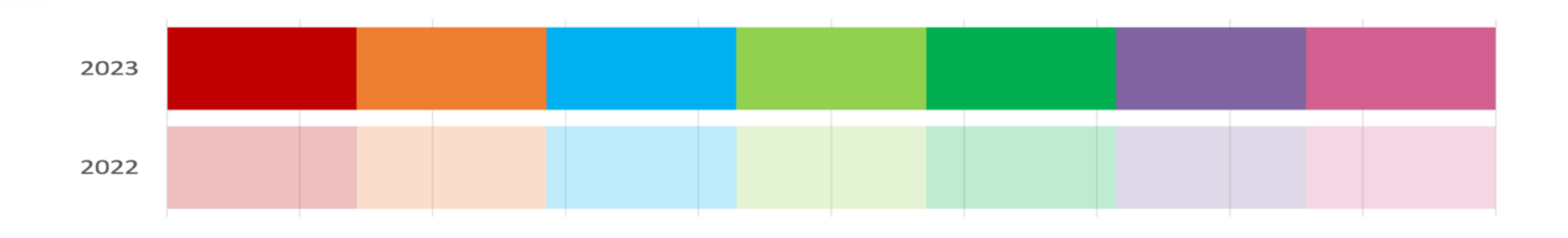
SEND – Special Educational Needs & Disability

(-- / --) Numbers Indicated

These numbers within brackets represent the actual number of respondents, for 2023 / 2022, to the question.
(The year order changes dependant on how the graph is displayed)

Throughout this report on the graphs:

Bold colours represent responses made this year (2023)
Lighter (transparent) colours represent responses made last year (2022) for comparison (where available):



Summary Overview

The responses to these first questions highlight little change in the overall feel parent carer express of their experiences of SEND services / provision in North Somerset. This highlights that improvements being made in SEND provision have not, to date, been reflected in the overall experiences conveyed by parent carers responding to this survey.

46% of respondents rated services / provision, in North Somerset, poor or very poor for children and young people with additional need and/or disabilities. **40%** of Parent carers feel their child’s education setting is either not meeting their needs any of the time or only some of the time. **39%** of respondents rated health services, that their child has accessed, as poor or very poor. **53%** of respondents expressed that their experience of telling their child’s story as few times as possible was either poor or very poor

We still see high number of respondents not accessing social care assessments, support, and services either by choice or inability to access.

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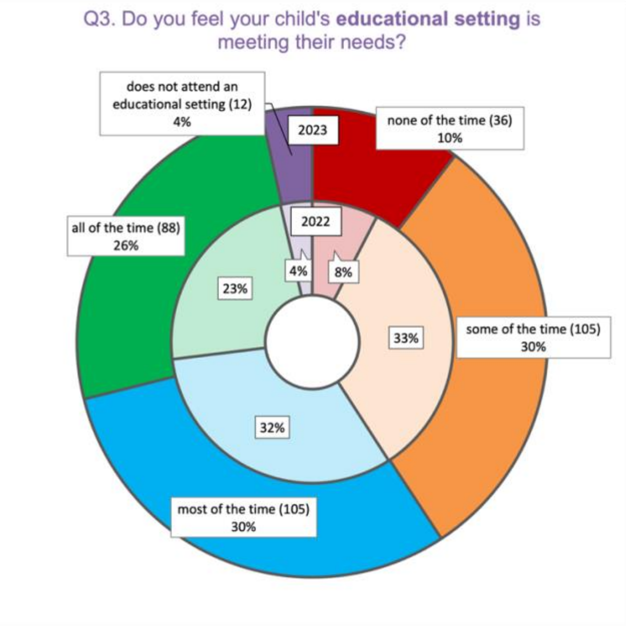
As we look at the areas of provision we see a broader picture emerging with some exceptionally good areas of provision like our specialist schools whilst many other areas are showing a mixed, less consistent experiences highlighting the need for greater consistency in provision. It is good to see continued improvements in areas like Home to School transport from previous years.

Communication is a central theme and it is clear that good communication makes the biggest difference to how parents and carers experience services. When communication works well we are more likely to achieve a supportive system that personalises provision to meet the needs of the child / young person and their family.

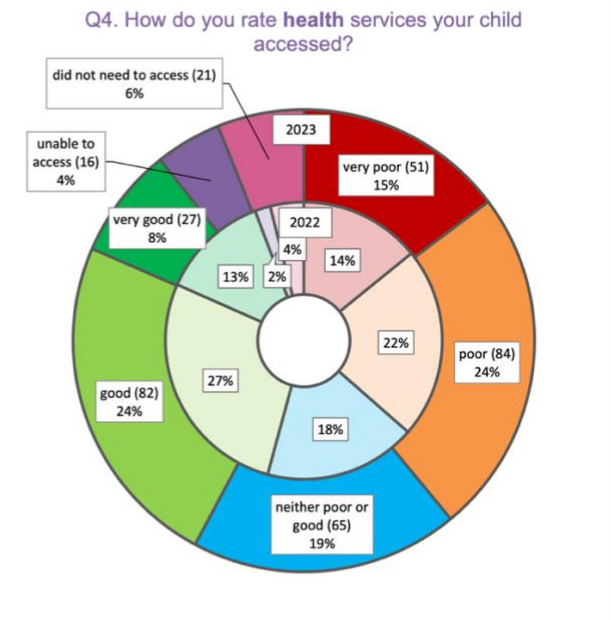
We have significant inconsistencies impacting on experiences of provision, this is particularly noticeable within the differences between mainstream and specialist provision, with survey results showing that across all areas of provision families have a poorer experience in mainstream primary & secondary education settings. Sharing of good practice across all service areas could help improve provision and provide a more consistent experiences for families.

52% of Parent Carers report not enough social contact or identify as socially isolated **73%** of Parent Carers report that they have moderate to extreme anxiety

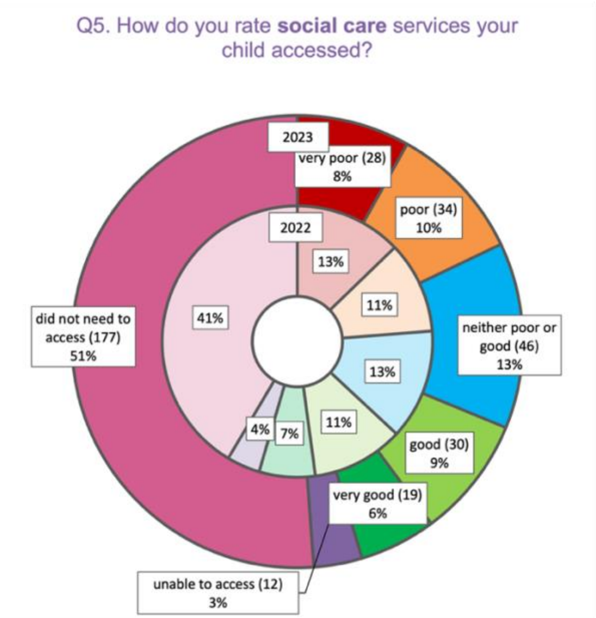
With this level of isolation and anxiety amongst the parent carer community good communication is even more important to provide the support needed.



Q3. Do you feel your child's **educational setting** is meeting their needs?

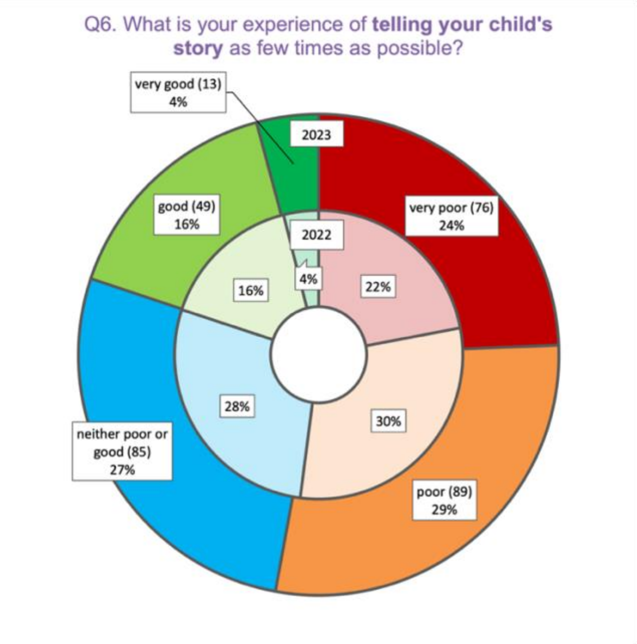


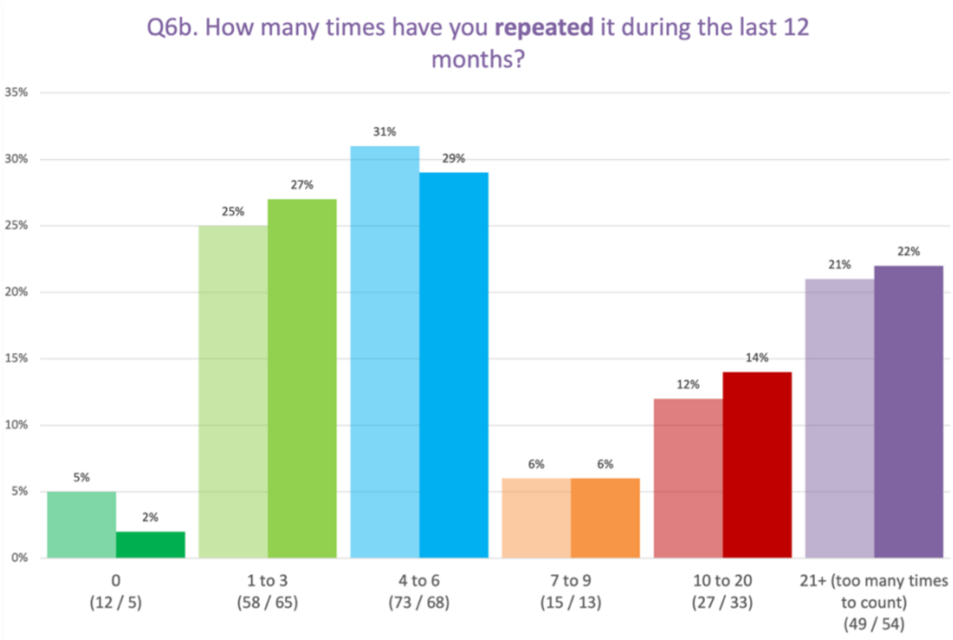
Q4. How do you rate **health** services your child accessed?



Q5. How do you rate **social care** services your child accessed?

Summary Overview





The following Summary Overviews and summaries throughout this report, of parent carer responses, have been compiled independently via analysis with the use of artificial intelligence and will not cover every aspect conveyed by our parent carers. Full verbatim responses can be viewed within the appendix at the end of this report to enable a full understanding of experiences that have been shared.

The following graphs show the ratings given from respondents indicating the experiences of services and provision. For Education, annual reviews, health and social care we have also provided a breakdown based on education setting – This has highlighted that experiences are generally worse for those families accessing mainstream primary & secondary education than those accessing specialist provision. This difference will need addressing if we are to see improvements in parent carer satisfaction and increased inclusion within our mainstream provision.

A personalised approach with good communication that identifies and assesses need, responds quickly to address the need and reviews regularly without barriers to provision would address most issues raised by parent carers within this survey.

Summary Overview

Report summary of Parent Carers **top experiences** of the support that has **worked well** during the last 12 Months:

1. **Individualised support**:
   The effectiveness of one-on-one support, whether provided by teachers, support workers, or private tutors, is frequently mentioned. This personalised attention helps children cope, build trust, and work towards achieving their targets.
2. **Communication and collaboration**:
   Good communication between parents, teachers, and support staff is highlighted. Regular meetings, handovers, communication books, and involvement in Individual Education Plans (IEPs) create a collaborative environment where everyone is on the same page and can address any issues or changes effectively.
3. **Sensory support**:
   Several responses emphasise the importance of sensory support, such as sensory breaks, access to quiet spaces, use of sensory toys, and accommodations for sensory issues. These interventions have helped children regulate their emotions, reduce anxiety, and create a more inclusive learning environment.
4. **Emotional and social support**:
   The importance of emotional and social support for children is mentioned. This includes having supportive and caring staff, nurturing environments, support with social skills and friendships, and provision of counselling or mental health services.
5. **Additional resources and accommodations**:
   The effectiveness of additional resources and accommodations is mentioned. Examples include assistive technology (e.g., laptops), access to specialised programs (e.g., Nessy for dyslexia), provision of extra time or reduced expectations, and adjustments made to meet specific needs (e.g., sensory breaks, individual support plans).
6. **Timeliness and efficiency**:
   Respondents appreciate timely and efficient services. This includes completion of processes within a reasonable timeframe, quick responses and actions taken by authorities, meeting review dates, and timely completion of assessments.
7. **Supportive professionals and staff**:
   Respondents highlight the importance of professionals and staff who show understanding, compassion, and listen to the concerns of parents and children. They appreciate professionals who recognise the child's needs and provide appropriate support.
8. **Accessible online portals and clear documentation**:
   Easy-to-use online portals for submitting information, tracking progress, and accessing relevant documents are valued. Regular updates and clear visibility of completed tasks, as well as detailed and accurate documentation of the child's needs, strengths, plans, targets, and strategies, are also appreciated.

Report summary of the **improvements**, Parent Carers would suggest, could make the **biggest difference** to their experiences of provision:

1. **Communication**:
   This theme emphasises the need for better communication between parents and staff, as well as improved communication between different settings and agencies involved in a child's education. It includes more meetings, regular updates, and timely responses to concerns.
2. **Support and Resources**:
   There is a strong emphasis on the need for increased support and resources for children with special educational needs (SEN). This includes better resources for SEN children, more 1-1 support, consistent staffing, improved behaviour management, access to speech and language therapy, and funding that adequately supports individual needs.
3. **Sensory Support**:
   Several respondents highlighted the importance of creating a sensory-friendly environment in the education setting. This includes having quiet spaces or calm-down rooms, addressing sensory issues during lunchtime, offering food options for children with sensory challenges, and providing therapy for sensory issues.
4. **Inclusion and Understanding**:
   Many participants stressed the need for greater inclusion and understanding of children with special needs. This includes promoting total inclusion in all class activities, training staff in additional needs, educating neurotypical children about SEN, supporting social interactions, and addressing the individual needs of each child.
5. **EHCP Implementation**:
   A significant number of respondents expressed frustration with the implementation and follow-through of Education, Health, and Care Plans (EHCPs). They called for better adherence to EHCPs, quicker processing for diagnosis and testing, and improved understanding and support from the school regarding EHCPs.
6. **Timeliness and efficiency**:
   This theme focuses on the importance of timely and efficient processes and services. It includes completing assessments within a reasonable timeframe, quick responses and actions from authorities, meeting statutory timescales and deadlines, and improving overall process efficiency.
7. **Training and awareness**:
   Participants highlighted the need for more training and awareness among professionals regarding specific conditions, such as autism or non-visible disabilities. They emphasised the importance of understanding different needs and providing appropriate support.
8. **Parent support and involvement**:
   Respondents expressed the need for more support and resources for parents and caregivers, including support groups, information sessions, and activities outside of working hours. They emphasised the importance of providing a supportive network for parents to connect and share experiences.

Report summary of the **experiences shared** by parent carers:

1. **Lack of support and frustration**:
   Parents express frustration and disappointment with the lack of support, both from the school and external services. They feel their children are being failed and struggle to access the necessary support and resources.
2. **Communication and involvement**:
   Communication is highlighted as a key issue in several responses. Parents express a desire for more communication and updates from the school regarding their child's progress and support. Some also mention a lack of opportunities for parental involvement in school life.
3. **Challenges with inclusion and mainstream settings**:
   Several responses mention the difficulties faced by children with additional needs in mainstream schools. Lack of understanding, limited adjustments, and a sense of exclusion are mentioned, leading to anxiety, school refusal, and challenges in accessing education.
4. **Inconsistent experiences and mixed results**:
   There is a wide range of experiences reported, with some parents expressing positive experiences and progress, while others feel frustrated and let down. The experiences vary based on individual schools, staff members, and the availability of resources and support.
5. **Delayed assessments and lack of support**:
   Parents express frustration with the delays in getting assessments and the lack of support for their children. Waiting lists, inadequate services, and difficulties accessing alternative provisions are mentioned.
6. **Positive impact of EHCP**:
   Some responses highlight the positive impact of having an Education, Health, and Care Plan (EHCP) in place for their child. They mention that the document has helped their child receive the necessary support and resources.
7. **Issues with EHCP process**:
   Parents express concerns about the EHCP process, including outdated or incorrect information in the plan, lack of clarity, poor communication, and delays in implementation.
8. **Emotional toll and exhaustion**:
   Many parents express exhaustion, frustration, and emotional strain from the constant battles and struggles to access the necessary support and services for their children.

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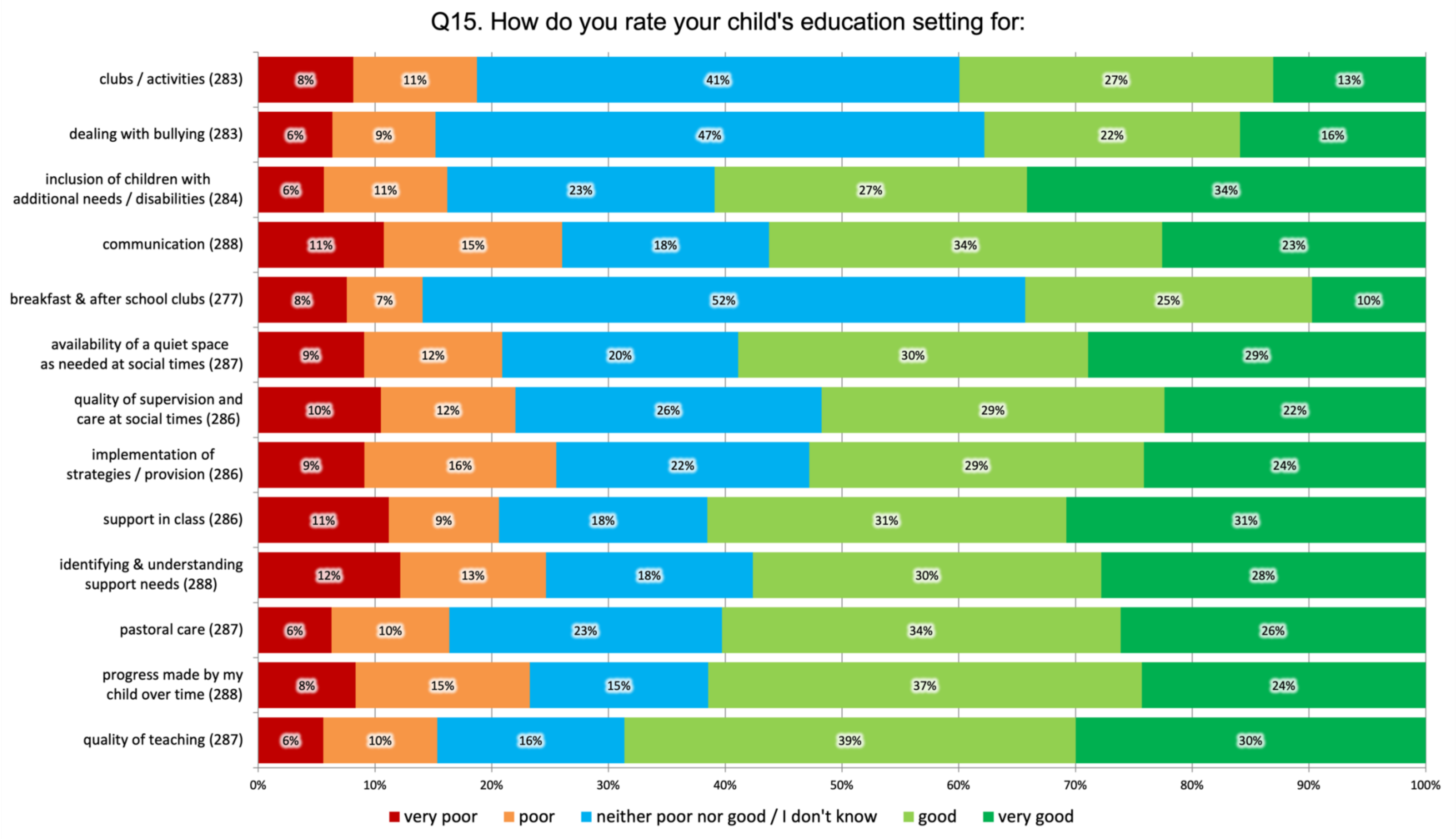
Annual Survey May 2023 - Results

INDEX – click headings below for direct links

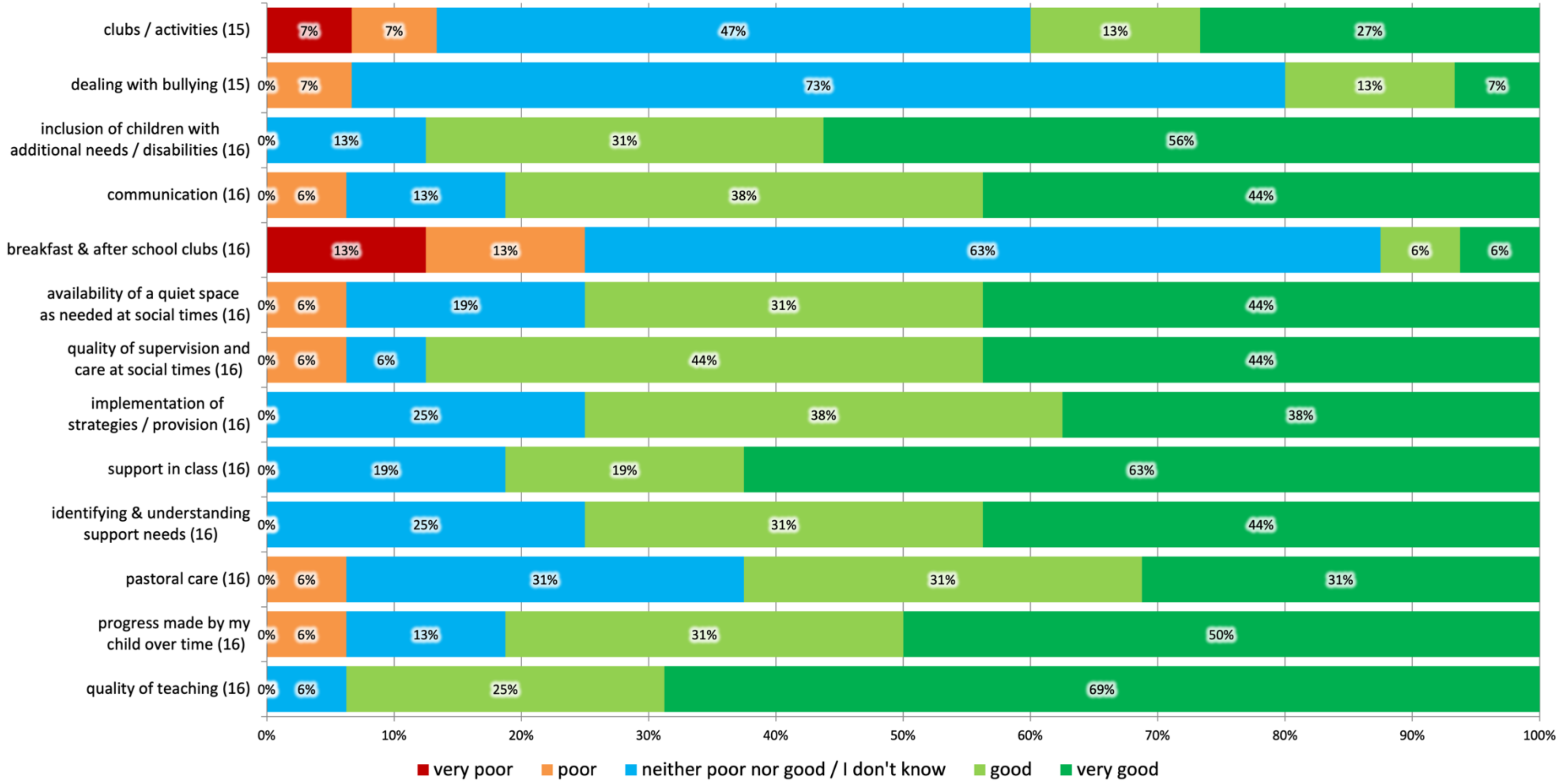
Education - Setting & Services



Q15. How do you rate your child's education setting for:

Education - Setting & Services, **early years**

Q15. How do you rate your child's education setting for:
Nursery, pre school, childminder (9) / Springboard, specialist nursery (9)
dual placement nursery - mainstream (2) (using Q11)



Education - Setting & Services, **early years**

Q16. We would love to hear your **top experiences** of the support that has **worked well** at the education setting for your child during the last 12 Months:

1. **1-1 support:**
   Having dedicated one-on-one support for the child.
2. **Communication and collaboration:**
   Good communication between parents, staff, and other professionals involved in the child's care.
3. **Supportive and nurturing environment:**
   Creating a caring and supportive atmosphere for the child.
4. **Individualised approaches:**
   Tailoring support to meet the specific needs of the child, including implementing individual education plans (IEPs) and setting appropriate routines.
5. **Access to additional resources and services:**
   Providing access to specialised equipment, therapies (such as speech and language support), and external support networks.

Q17. What **improvements**, would you suggest, could make the **biggest difference** to your experiences of the education setting:

1. **Resources and Support:**
   Respondents highlighted the need for improved resources specifically designed for children with special educational needs (SEN) in the early years setting. This includes better access to SEN-specific resources, increased availability of sessions or hours, and better support with toileting and behaviour management.
2. **Communication and Collaboration:**
   Better communication between parents and staff was emphasised as a significant improvement. This includes more meetings to discuss progress and share ideas, consistent and dedicated time for parent-teacher interactions such as parents' evenings, and better coordination between different settings or professionals involved in the child's education.
3. **Individualised Spaces and Services:**
   Creating a quiet space or calm-down room within the early years setting was suggested to provide children with a sensory-friendly environment. Additionally, there were requests for more drop-in sessions, parent groups, and networking opportunities to support parents in connecting with each other and accessing outside help.
4. **Early Intervention and Knowledge:**

The lack of knowledge around autism in pre-school settings was seen as an area that needs improvement. Respondents emphasised the importance of early intervention and increased awareness to support more children effectively.

5. **Specific Needs and Considerations:**
   Various specific needs were highlighted, including support with social interactions, appropriate food options for children with sensory challenges, and consistent staffing to provide stability and continuity of care.

Q18 **Anything else** you would like to tell us about your experience of the education setting.

Please tell us about both your **positive and negative** experiences:

1. **Positive experience and support from the current setting**:
   Multiple responses express satisfaction with the current setting, describing it as life-changing, supportive, and providing incredible support. The setting is praised for meeting standards of care and support, being understanding, and working with parents.
2. **Waiting lists and need for more support**:
   Several responses mention waiting lists for additional services such as speech and language therapy, occupational therapy, and paediatrics. Parents express a desire for improved waiting times and more support while waiting for these services.
3. **Need for more support and resources**:
   Parents highlight the need for additional support in and out of school. They mention the need for more facilities, funding, and interventions to help children before they start school, as well as the importance of regular meetings to review progress and address concerns.
4. **Mixed experiences with specific professionals**:
   Some responses mention mixed experiences with specific professionals, particularly the SENCO (Special Educational Needs Coordinator). While the setting as a whole is praised, there are concerns about the advice and guidance provided by the SENCO.
5. **Specific concerns about toileting, food, and health policies**:
   A few responses mention concerns about toileting, food, and health policies at the setting. Parents express dissatisfaction with the policies and how they impact their child's attendance. There is a mention of potential consideration to change settings if the child was not starting school in September.

Please note these are a summary of parent carer responses to questions 16, 17 & 18 and may not encompass every aspect conveyed.
To view the responses in full please view Appendix 1

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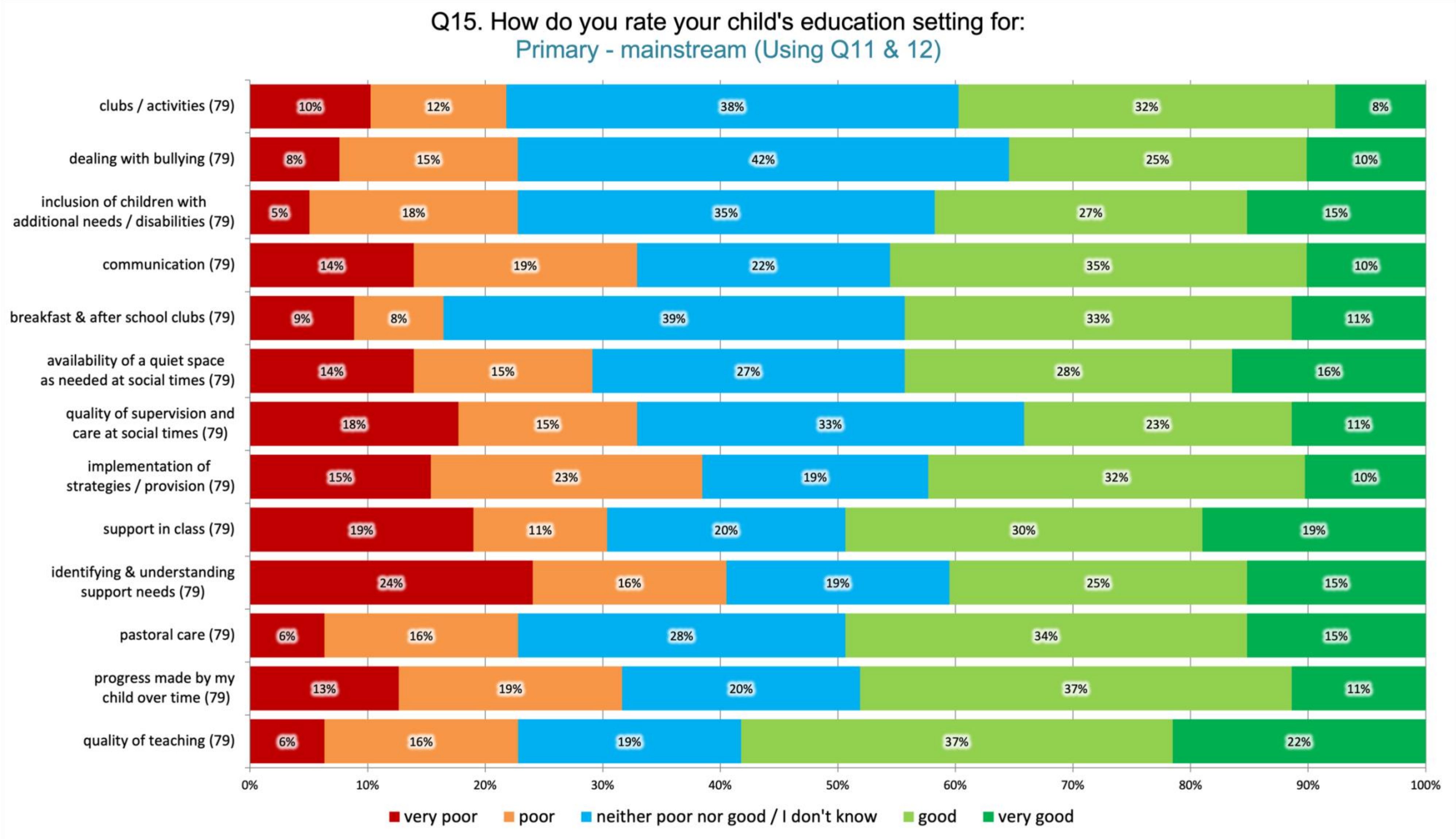
Education - Setting & Services, **Primary (mainstream)**


Q15. How do you rate your child's education setting for:
Primary - mainstream (Using Q11 & 12)

Education - Setting & Services, **Primary (mainstream)**

Q16. We would love to hear your **top experiences** of the support that has **worked well** at the education setting for your child during the last 12 Months:

1. **Individualised Support**:
   This theme includes various forms of personalised support, such as having a named person to assist, 1:1 LSA (Learning Support Assistant), one-to-one support, tailored interventions, individual support plans (ISP), IEP (Individual Education Plan) reviews, and specific strategies implemented based on the child's needs.
2. **Communication and Collaboration**:
   This theme emphasises the importance of regular and constant communication between parents, teachers, and support staff. It includes good communication with SENCO (Special Educational Needs Coordinator), teachers meeting with parents, listening to parents' feedback, collaboration with parents as partners, and updates on the child's progress.
3. **Inclusion and Understanding**:
   This theme focuses on creating an inclusive environment where children with special educational needs are understood and supported. It includes efforts to include the child with their peers, understanding the child's needs and condition, meeting the child where they are, acknowledging their strengths and interests, providing sensory breaks and accommodations, and implementing strategies for anxiety and sensory issues.
4. **Positive Teacher and Staff Support**:
   This theme highlights the significance of supportive teachers and staff members who go above and beyond to meet the needs of the child. It includes examples of supportive and caring teachers, excellent teacher support, willingness to listen and work with parents, teachers getting to know the child better, and efforts by staff to utilise resources effectively.
5. **Additional Support and Resources**:
   This theme includes various forms of additional support and resources provided to enhance the child's learning and well-being. It includes access to specific programs and interventions like Nessy for dyslexia, extra reading time, a sensory room, access to art, provision of occupational therapy support, precision teaching, and quick spellings practice.

Q17. What **improvements**, would you suggest, could make the **biggest difference** to your experiences of the education setting:

1. **Communication**:
   Many respondents emphasised the need for improved communication between parents, teachers, and school staff. This includes timely responses to concerns, better communication of individual needs, and increased collaboration and information sharing.

2. **More support**:
   A common theme was the need for additional support in various forms, such as more 1-1 sessions, increased funding for resources and staff, additional speech and language therapy, and greater access to support services like occupational therapy.
3. **Understanding and awareness**:
   Respondents highlighted the importance of increased understanding and awareness of children's needs, including specific conditions like ADHD, autism, and sensory issues. This includes training for teachers and staff, better recognition of triggers and management strategies, and improved support for emotional well-being.
4. **EHCP implementation**:
   Several respondents mentioned the importance of following and implementing Education, Health and Care Plans (EHCPs) for children with special educational needs. They expressed a need for faster EHCP processes, increased funding, and ensuring that EHCPs are properly communicated and adhered to.
5. **Consistency and continuity**:
   Many respondents mentioned the need for consistency in staff, both in terms of teaching and support staff. They highlighted the importance of having the same support worker or teaching assistant consistently available and reducing staff turnover. Continuity in provision, communication, and interventions was also emphasised.

Q18 **Anything else** you would like to tell us about your experience of the education setting.

Please tell us about both your **positive and negative** experiences:

1. **Lack of adequate support and resources**:
   Multiple responses express frustration and disappointment regarding the lack of support, resources, and funding available for children with special educational needs (SEN). Parents mention the inability of schools to meet their child's needs due to lack of funding, limited staff, and a shortage of specialised services.
2. **Difficulties with obtaining appropriate placements and services**:
   Several responses mention struggles in gaining access to appropriate educational placements or specialist schools for their children. Parents express frustration with the lack of available spaces and the delays in receiving necessary assessments and support.
3. **Issues with understanding and awareness**:
   Some responses highlight challenges related to teachers' understanding and awareness of specific conditions or neurological differences. Parents express concerns about teachers lacking training and knowledge about conditions that affect their children, resulting in misunderstandings, inappropriate punishments, and a lack of appropriate support.
4. **Communication and collaboration challenges**:

Many responses mention poor communication between parents and professionals, including schools, SENCOs (Special Educational Needs Coordinators), and local authorities. Parents feel ignored, disregarded, or not taken seriously when expressing concerns or requesting additional support. They emphasise the need for better collaboration and regular meetings to discuss their child's progress.

5. **Delays and frustrations with EHCP process**:
   Numerous responses express frustration with the EHCP (Education, Health and Care Plan) process, including delays in assessments and decision-making. Parents mention difficulties in getting their child's needs recognised and addressed through the EHCP system, resulting in a lack of necessary support and interventions.

Please note these are a summary of parent carer responses to questions 16, 17 & 18 and may not encompass every aspect conveyed.
To view the responses in full please view Appendix 2

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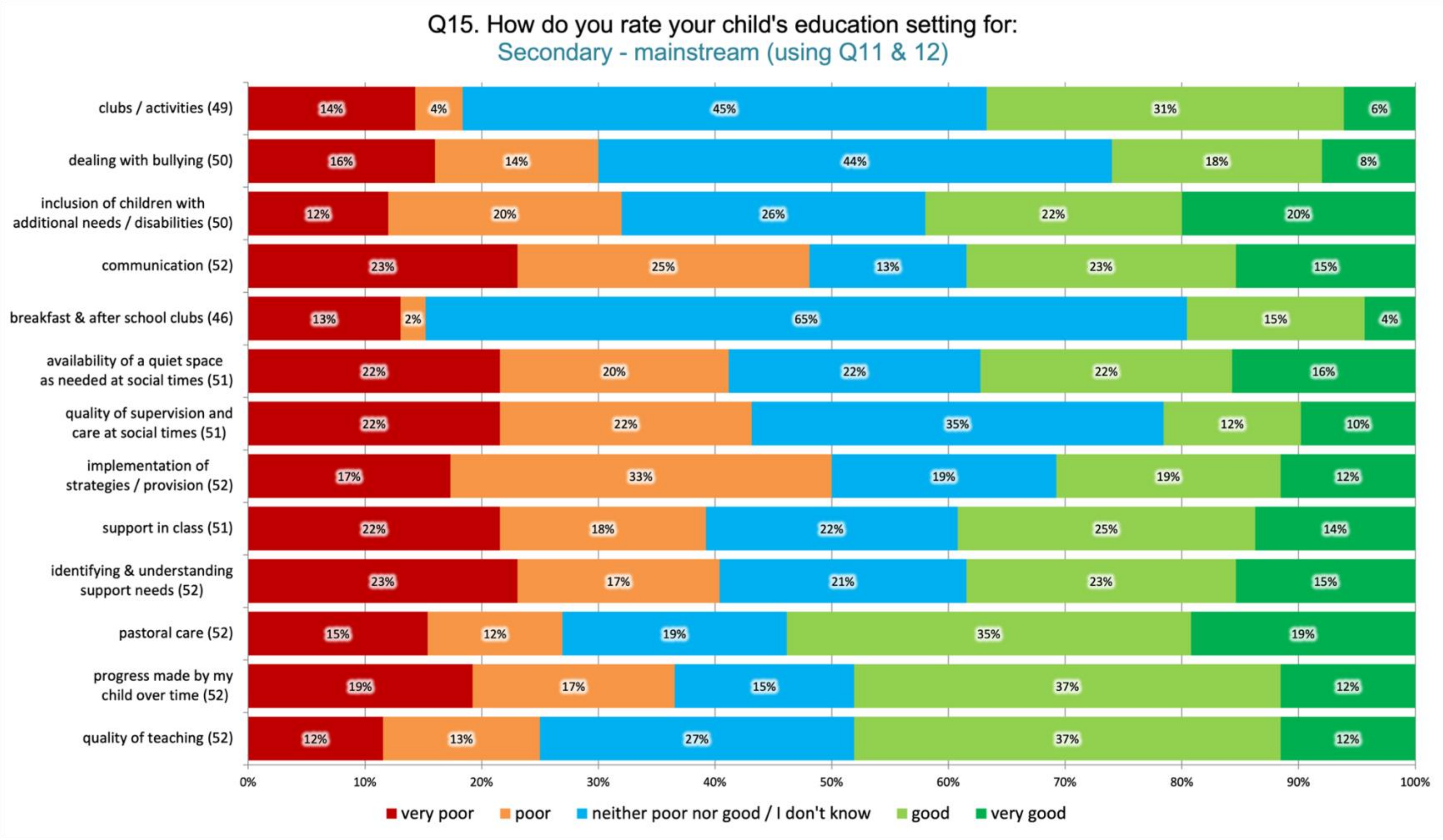
Education - Setting & Services, **Secondary (mainstream)**



Education - Setting & Services, **Secondary (mainstream)**

Q16. We would love to hear your **top experiences** of the support that has **worked well** at the education setting for your child during the last 12 Months:

1. **Communication and understanding**:
   This theme encompasses good communication between various stakeholders, such as teachers, services, and parents. It also includes the school's understanding and knowledge of individual needs. Examples of positive experiences in this area include direct email contact with specific teachers, regular check-ins and communication, sharing One Page Profiles with teaching staff, and teachers being aware of specific conditions like dyslexia or autism.
2. **Pastoral care and support**:
   Many respondents mentioned positive experiences with pastoral care and support. This includes having a designated learning mentor or pastoral support person, regular check-ins and support throughout the school day, assistance with emotional challenges, access to counselling services, and sensitivity in times of bereavement or personal difficulties.
3. **Additional support and accommodations**:
   This theme involves the provision of extra support, accommodations, and resources to meet individual needs. Examples include providing a laptop, extra literacy and numeracy lessons, access to interventions, smaller class sizes, alternative provisions, extra time for exams, movement breaks when needed, and implementing support for specific needs outlined in EHCPs (Education, Health, and Care Plans).
4. **Inclusive environment and social support**:
   This theme emphasises the importance of an inclusive environment and social support. Positive experiences include having a therapy dog in class, access to school clubs and trips, involvement of outside speakers and concerts, Warhammer club to support friendships, providing quiet spaces or rooms for breaks, and promoting an inclusive and welcoming school atmosphere.
5. **Flexibility and adjustments**:
   This theme relates to flexibility and adjustments made to support individual students. Examples include the option to leave a lesson using a time-out card, personalised schedules or timetables, starting school later to accommodate anxiety, implementing traffic light cards to indicate support levels, and allowing movement or breaks at specific times.

Q17. What **improvements**, would you suggest, could make the **biggest difference** to your experiences of the education setting:

1. **Communication**:

Many respondents emphasised the need for improved communication between parents, teachers, and school staff. This includes regular updates on child progress, response to emails, consistent communication from the SEN team, and better communication about changes or challenges within the school.

2. **Support and Understanding**:
   This theme encompasses various aspects, such as better support for children with special educational needs (SEN), understanding and accommodating masking and internal impacts, increased mental health support, improved support during break times, more social support, and overall awareness and understanding of individual needs.
3. **Resources and Provisions**:
   Respondents mentioned the importance of having adequate resources and provisions in place. This includes dyslexia specialists, dyslexia teaching/understanding at school, smaller class sizes, quiet spaces, safe spaces for children, appropriate school transport, access to SENCO provision, and access to language options.
4. **Staffing and Training**:
   This theme focuses on the quality and consistency of teaching staff, training for staff members on SEN needs, cohesive communication and understanding among staff, awareness of SEN needs by all teachers, and the importance of having regular support assistants or designated key personnel.
5. **Parental Involvement and Partnership**:
   Many respondents highlighted the need for parents to be heard, involved, and listened to by the school. They emphasised the importance of parental input in decision-making processes, involvement in Individual Education Plans (IEPs), inclusion in awards and recognition, and a clear link or point of contact for parents.

Q18 **Anything else** you would like to tell us about your experience of the education setting.

Please tell us about both your **positive and negative** experiences:

1. **Positive experience and support from the school**:
   Several responses mention that the school has been fantastic, supportive, and nurturing, going the extra mile to help the child thrive and make progress.
2. **Lack of support and frustration**:
   Some responses express frustration and disappointment with the lack of support, both from the school and external services. Parents feel their children are being failed and struggling to access the necessary support and resources.
3. **Communication and involvement**:

Communication is highlighted as a key issue in several responses. Parents express a desire for more communication and updates from the school regarding their child's progress and support. Some also mention a lack of opportunities for parental involvement in school life.

4. **Challenges with inclusion and mainstream settings**:
   Several responses mention the difficulties faced by children with additional needs in mainstream schools. Lack of understanding, limited adjustments, and a sense of exclusion are mentioned, leading to anxiety, school refusal, and challenges in accessing education.
5. **Inconsistent experiences and mixed results**:
   There is a wide range of experiences reported, with some parents expressing positive experiences and progress, while others feel frustrated and let down. The experiences vary based on individual schools, staff members, and the availability of resources and support.

Please note these are a summary of parent carer responses to questions 16, 17 & 18 and may not encompass every aspect conveyed.
To view the responses in full please view Appendix 3

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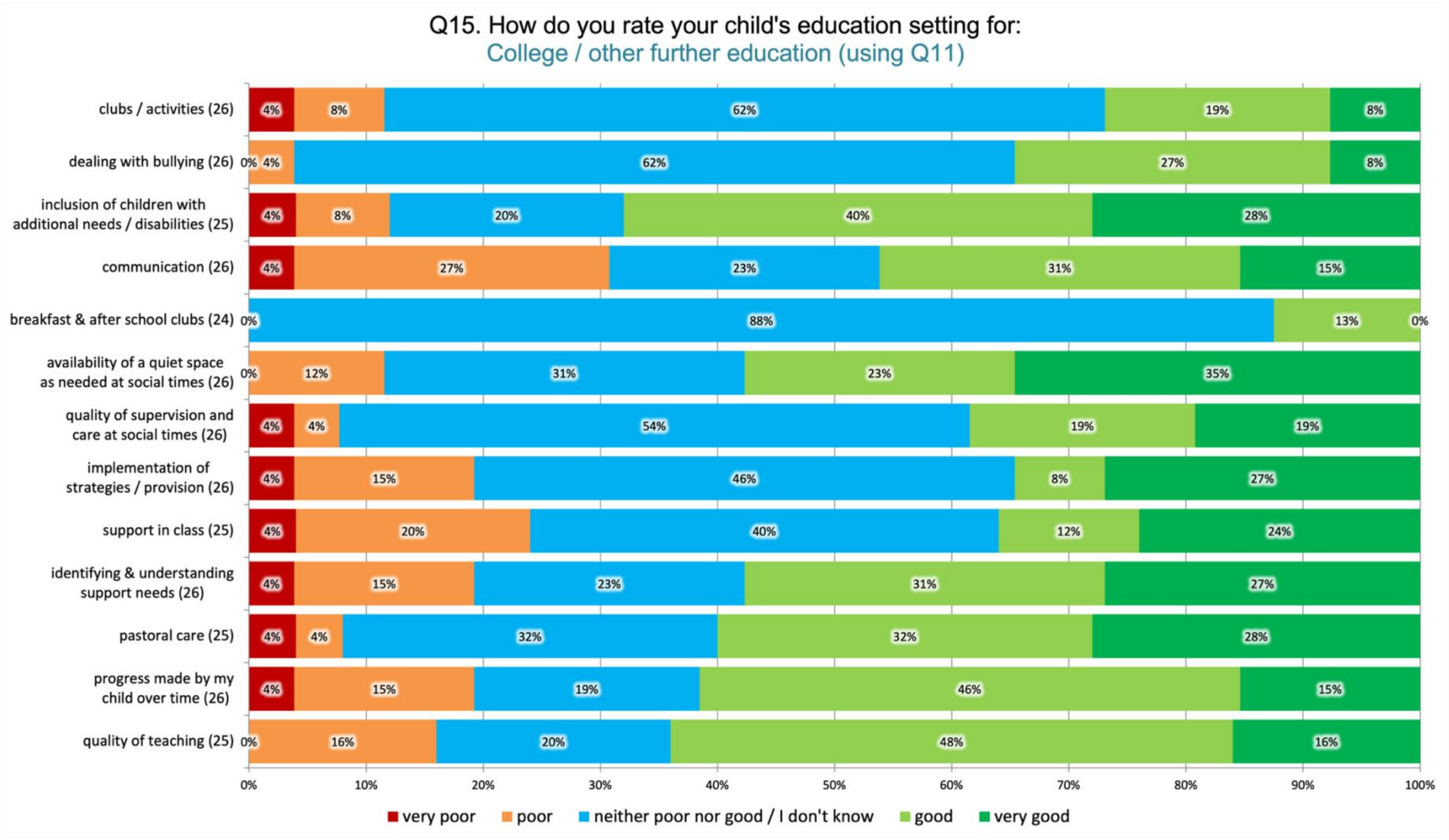
Education - Setting & Services, **further education**


Q15. How do you rate your child's education setting for:
College / other further education (using Q11)

Education - Setting & Services, **further education**

Q16. We would love to hear your **top experiences** of the support that has **worked well** at the education setting for your child during the last 12 Months:

1. **Individual Support**:
   Several respondents highlighted the effectiveness of individual support in various forms. This includes 1:1 support in class, 1:1 tutoring, key worker support, support from autism support workers, and support worker sessions. There is also mention of direct communication with the support team and the ability to have contact and freedom to discuss ASD and educational needs.
2. **Mental Health and Well-being Support**:
   Support for mental health and well-being is a significant theme. This includes the presence of a mental health worker, counselling services, grief counselling, welfare support, accessing mental health support, and a safe place or chill-out space for students. The importance of allowing freedom to seek quiet time or space is also mentioned.
3. **Academic Support**:
   Academic support is mentioned in several forms. This includes support with specific subjects like maths and English, assessments for maths and English, use of a laptop for written work, support with English and good communication with parents, extra time for exams, and support with independent living skills.
4. **Communication and Engagement**:
   Good communication and engagement between the college, teachers, and parents are highlighted as positive experiences. This includes understanding tutors and teachers who take into account the student's diagnosis, flexibility around the timetable, the ability to settle in, direct communication through platforms like Teams, and good communication with parents.
5. **Special Needs and Inclusion**:
   The theme of special needs and inclusion emerges, with mentions of SEN support, support for students with ASD, support for students with SEND, and support for students participating in the Duke of Edinburgh Scheme. The consideration of ASD and the understanding of individual needs and personalities are also mentioned.

Q17. What **improvements**, would you suggest, could make the **biggest difference** to your experiences of the education setting:

1. **Communication and Information**:

The theme of improved communication between the college and parents/carers is mentioned multiple times. This includes suggestions such as newsletters to parents, better communication from the college to parents, more frequent updates and information sharing, handover of previous conversations, and attending EHCP meetings.

2. **Support and Understanding**:
   The need for increased support and understanding is a significant theme. This includes suggestions for more funding for support, wider assessment criteria for students with special educational needs and disabilities (SEND), consistent 1:1 support, staff training on specific needs like Asperger's, more training on mental health and trauma, and better understanding of job opportunities for students.
3. **Accessibility and Transport**:
   The theme of accessibility and transport arises, with suggestions for having transport options for students, ensuring EHCP is accepted and properly used, providing holiday support, and allowing students to access sensory rooms and quiet spaces.
4. **Academic Support**:
   The theme of academic support is mentioned, particularly in relation to exams and coursework. Suggestions include more help in preparing for exams, additional one-to-one tutoring for maths and English, and providing guidance on what students are capable of achieving.
5. **Social Support and Engagement**:
   The theme of social support and engagement emerges, with suggestions for encouraging and supporting social interactions, organising social events to foster friendship, and considering the need for routines and structured guidance while promoting independence.

Q18 **Anything else** you would like to tell us about your experience of the education setting.

Please tell us about both your **positive and negative** experiences:

Based on the provided responses, the top 5 experiences highlighted are:

1. **Lack of follow-through on EHCP (Education, Health and Care Plan) and support**:
   Several responses express frustration and disappointment with the lack of implementation and adherence to the EHCP. Parents mention instances where the college or educational institution did not provide the specified support outlined in the plan, leading to a sense of neglect and a negative impact on the student's experience.
2. **Efforts of teachers and support staff**:
   Many responses acknowledge the hard work and dedication of teachers and support staff in providing assistance and accommodations for students with difficulties. They highlight the positive outcomes and improvements achieved through collaboration and individualised support. Teachers are recognised for their efforts to understand each student's unique needs and adapt accordingly.

3. **Challenges in accessing assessments and diagnosis**:
   Some responses mention difficulties in getting their child assessed or diagnosed for conditions such as autism. Parents express frustration with the lack of follow-up and support from the college or education system, despite their efforts to initiate the assessment process.
4. **Need for centralized information and resources**:
   Parents emphasise the importance of having easily accessible information and resources related to education, support groups, financial assistance, and external organisations. They express a desire for dedicated webpages or platforms where parents can find guidance and relevant contacts to navigate the system effectively.
5. **Inconsistency in support and communication**:
   Several responses mention inconsistent support, particularly when it comes to maintaining ongoing assistance and communication. Parents express concerns about support being provided only intermittently and the negative impact it has on their child's progress. They also mention difficulties in communicating with relevant teams or authorities responsible for providing support.

Please note these are a summary of parent carer responses to questions 16, 17 & 18 and may not encompass every aspect conveyed.
To view the responses in full please view Appendix 4

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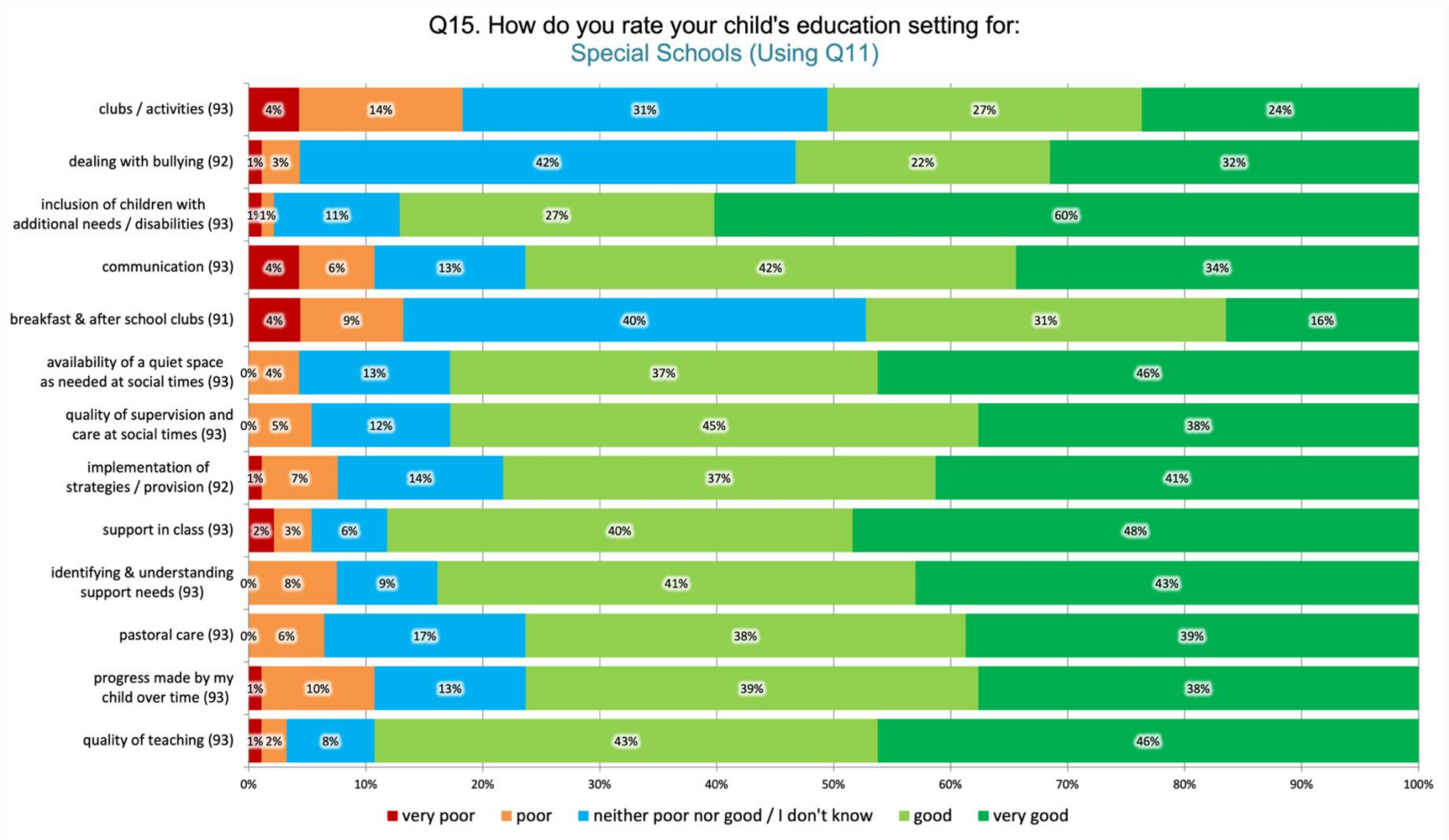
Education - Setting & Services, **Specialist Schools**



Education - Setting & Services, **Specialist Schools**

Q16. We would love to hear your **top experiences** of the support that has **worked well** at the education setting for your child during the last 12 Months:

Based on the answers provided, the top 5 themes, for experiences of support that has **worked well** at the specialist education setting are:

1. **Individualised Support and Care**:
   The theme of personalised support and care for each child is mentioned repeatedly. This includes experiences such as working on tackling obsessions, emotional well-being support, learning life skills, implementing an individualised program, building relationships with 1:1 support, understanding and meeting the child's needs, and providing tailored learning opportunities.
2. **Communication and Collaboration**:
   The theme of effective communication and collaboration between the school and parents/carers is highlighted. This includes experiences such as constant contact and communication from the school, regular meetings and updates, shared information and newsletters, prompt responses to inquiries, and involving parents in activities and decision-making.
3. **Small Class Sizes and Individual Attention**:
   The theme of small class sizes and individual attention is mentioned as a positive aspect. Experiences such as smaller classes, full-time 1:1 support, consistent teaching staff, support from key workers, and regular LSA (Learning Support Assistant) input in all lessons are highlighted.
4. **Support for Additional Needs**:
   The theme of support for additional needs is prominent. Experiences include tailored support for specific needs, understanding and acceptance of individual needs, provision of therapy and specialist services (e.g., art therapy, music therapy, physiotherapy), support for sensory needs (e.g., sensory rooms, sensory activities), and support for specific conditions (e.g., autism, learning difficulties).
5. **Engagement in Activities and Opportunities**:
   The theme of engagement in various activities and opportunities is mentioned. Experiences such as participation in extracurricular activities, outdoor education, Duke of Edinburgh award, Ten Tors, camps, and inclusive access to classroom activities are highlighted as positive experiences.

Q17. What **improvements**, would you suggest, could make the **biggest difference** to your experiences of the education setting:

1. **Communication and Collaboration**:

The theme of improved communication and collaboration between the school and parents/carers is prominent. This includes experiences such as better home-school communication, regular updates on the child's progress, face-to-face meetings, listening to concerns and solutions offered by parents, and collaboration between teachers and parents.

2. **Additional Support and Resources**:
   The theme of requesting additional support and resources is mentioned multiple times. This includes suggestions for smaller class sizes, more staff, more funding for schools, more support staff, additional therapy sessions on-site (e.g., speech therapy, occupational therapy, physiotherapy), and access to facilitated after-school clubs.
3. **Expanded Curriculum and Activities**:
   The theme of expanding the curriculum and offering a wider range of activities is mentioned. Experiences such as more flexible tailored learning, more individualised learning, increased option choices, inclusion of life skills and social events, outdoor hands-on learning, more creative subjects, and opportunities for outings and trips are highlighted.
4. **Enhancing Social and Emotional Well-being**:
   The theme of improving social interactions, friendships, and emotional well-being is mentioned. Experiences such as friendship clubs, social interaction support, better management of behaviour, addressing bullying effectively, more team-building trips or events, provision of music therapy, and creating a safe and inclusive environment are emphasised.
5. **Accessibility and Convenience**:
   The theme of accessibility and convenience is mentioned, particularly regarding transportation and timing. Experiences such as longer after-school clubs, after-school provision beyond 4 pm, access to holiday clubs with transportation, availability of breakfast clubs, and extending the age range for school services (e.g., 19-25 years) are suggested.

Q18 **Anything else** you would like to tell us about your experience of the education setting.

Please tell us about both your **positive and negative** experiences:

1. **Outstanding care and support**:
   Parents express their gratitude and appreciation for the exceptional care provided by the staff at the school. They acknowledge the staff's willingness to go above and beyond to support their child's needs, resulting in a positive and impactful experience.
2. **Positive impact of attending a special school**:
   Parents highlight the life-changing positive impact that attending a special school has had on their child and their entire family. They emphasise the supportive environment, tailored educational approach, and overall positive experience in the special school setting.
3. **Improvement in enjoyment and learning**:

Parents report that their child is now enjoying school, receiving the necessary help and support, making friends, and experiencing positive academic progress. They emphasise the positive transformation in their child's attitude towards learning.

4. **Challenges in identifying and addressing specific needs**:
   Some responses mention challenges in identifying and addressing specific needs, such as difficulties in expressing ideas, accessing appropriate support, and building confidence. These experiences highlight the importance of timely identification and support to address individual needs effectively.
5. **Overall positive experiences and satisfaction**:
   Many responses express overall satisfaction with the school and its staff, highlighting positive experiences, effective communication, understanding of children's needs, and appreciation for the caring and supportive environment.

Please note these are a summary of parent carer responses to questions 16, 17 & 18 and may not encompass every aspect conveyed.
To view the responses in full please view the Appendix 5

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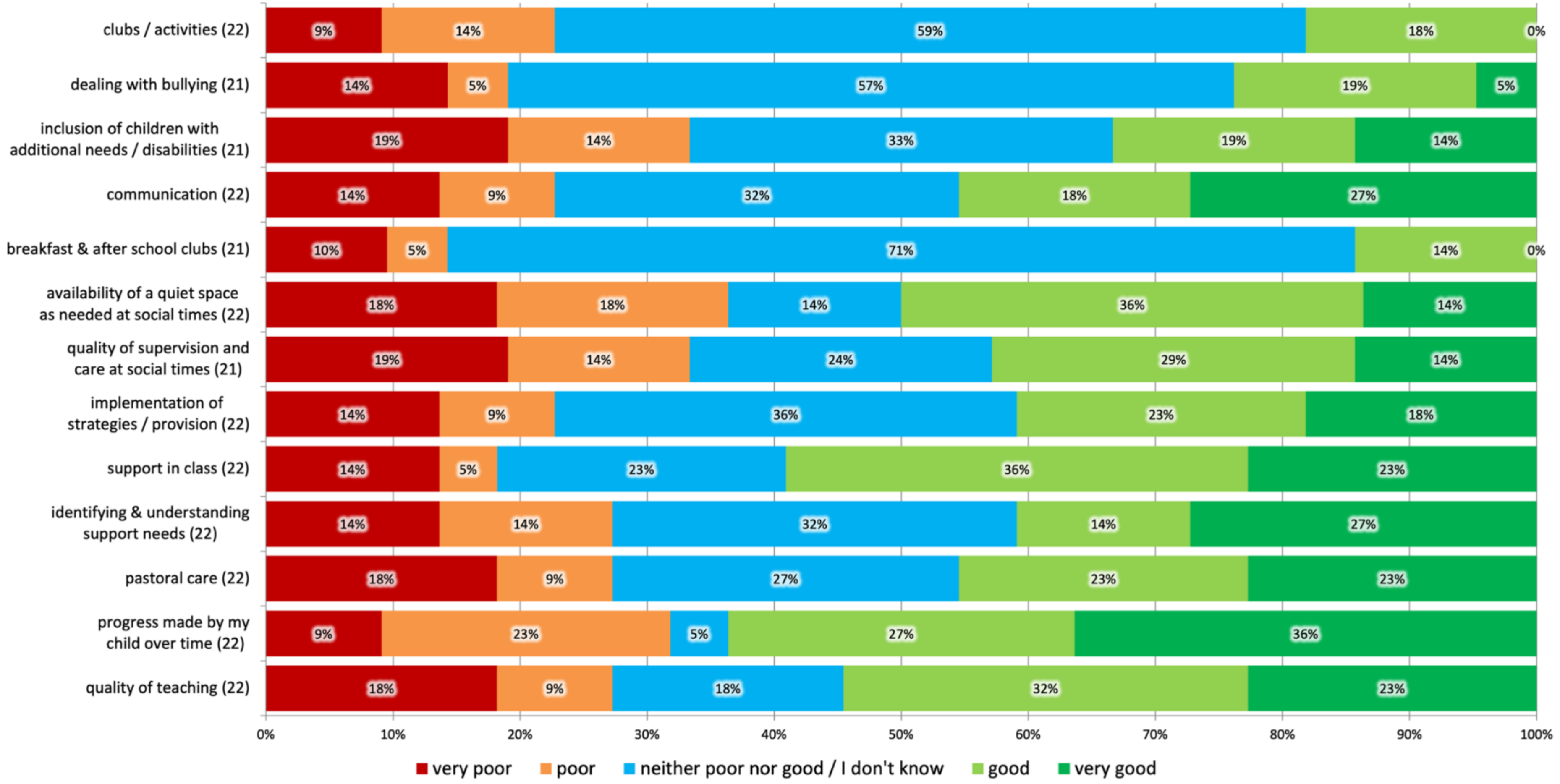
Education - Setting & Services, **Other settings**



Q15. How do you rate your child's education setting for:
Other settings: Resource base (7), Dual Pacement (7), Education other than at school EOTAS (4), Hospital Education (1), Medical Tuition via VLC (4), university (1) (using Q11)

Education - Setting & Services, **Other settings**

Q16. We would love to hear your **top experiences** of the support that has **worked well** at the education setting for your child during the last 12 Months:

1. **Individualised Support and Communication**:
   The theme of individualised support and effective communication is prominent. Experiences such as 1-1 support, support from specific individuals (e.g., key tutor, SENCO, TA), listening to the child's difficulties and needs, recognizing achievements through positive praise, and good communication between the school and parents/carers are mentioned.
2. **Emotional and Social Development**:
   The theme of supporting emotional and social development is highlighted. Experiences such as improved communication skills, growing in confidence, developing friendships, improved emotional management, and focus on individual potential are mentioned.
3. **Resource Base and Specialised Support**:
   The theme of support provided in resource bases or specialised settings is mentioned. Experiences such as flourishing in a resource base, recognition of abilities, support during difficult times, individual interventions, and support from a hospital school are emphasised.
4. **Flexibility and Accommodations**:
   The theme of flexibility and accommodations to meet individual needs is mentioned. Experiences such as reduced timetables, availability of quiet spaces, flexibility around medical needs, support for sensory needs, and thinking outside the box to encourage alternative development are highlighted.
5. **Academic and Physical Progress**:
   The theme of academic and physical progress is mentioned. Experiences such as participating in challenging subjects, taking part in physical education (PE), building confidence, swimming, and identifying the child's individual potential are mentioned.

Q17. What **improvements**, would you suggest, could make the **biggest difference** to your experiences of the education setting:

1. **Communication and Collaboration**:
   The theme of improved communication and collaboration is mentioned repeatedly. Suggestions include better communication between school and parents, early discussions regarding transitions, sharing triggers with all staff, reading and understanding the EHCP, and communication with adults involved in the child's care.

2. **Additional Support and Staffing**:
   The theme of additional support and staffing is mentioned. Suggestions include more staff, more teaching assistants (TAs), more funding for 1-to-1 support, increased availability of SEND placements, and training for all teachers in mainstream schools on supporting students with special educational needs and disabilities (SEND).
3. **Inclusive and Supportive Environment**:
   The theme of creating an inclusive and supportive environment is highlighted. Suggestions include smaller class sizes, accommodating needs with kindness, tailored core subjects, resource bases, celebrating differences, offering part-time attendance when needed, and providing support for social anxiety outside of the classroom.
4. **Access to Activities and Clubs**:
   The theme of providing access to activities and clubs is mentioned. Suggestions include offering more after-school clubs specifically for students with autism, more support for attending school clubs, and considering mainstream activities that can be accessed by students with special needs.
5. **Process and Organisation**:
   The theme of process and organisation is mentioned. Suggestions include better organisation, identifying issues before they escalate, ensuring proper implementation of EHCPs and not overriding them, and having transport arrangements in place for the start of the school year.

Q18 **Anything else** you would like to tell us about your experience of the education setting.

Please tell us about both your **positive and negative** experiences:

1. **Late recognition and labelling**:
   Some responses mention that it took a long time for the school to realise that the child was not coping well and was wrongly labelled as naughty. This highlights the need for more consistent care, particularly for Looked After Children (LAC).
2. **Amazing support and resource base**:
   Parents express their positive experiences with the resource base at the school, emphasising the wonderful support provided to their child. They appreciate the well-supported environment and the positive impact it has had on their child's well-being.
3. **Small setting, remarkable improvements**:
   Parents mention that the small settings meet their child's needs and the staff are lovely. They highlight the trust built between their child and the tutor, resulting in remarkable improvements within a short period of time.
4. **Delays in alternative placements**:

Some responses express frustration with the time it has taken for the Local Authority (LA) to look into alternative placements for their child. They emphasise the importance of listening to the insights of LSAs (Learning Support Assistants) and parents who work closely with the child and require timely action.

5. **Lack of support and provision**:
   Several responses mention the lack of support and suitable education provision for children who cannot cope in mainstream schools. Parents express the need for more resources, funding, and available placements to adequately support children with special educational needs and disabilities (SEND).

Please note these are a summary of parent carer responses to questions 16, 17 & 18 and may not encompass every aspect conveyed.
To view the responses in full please view the Appendix 6

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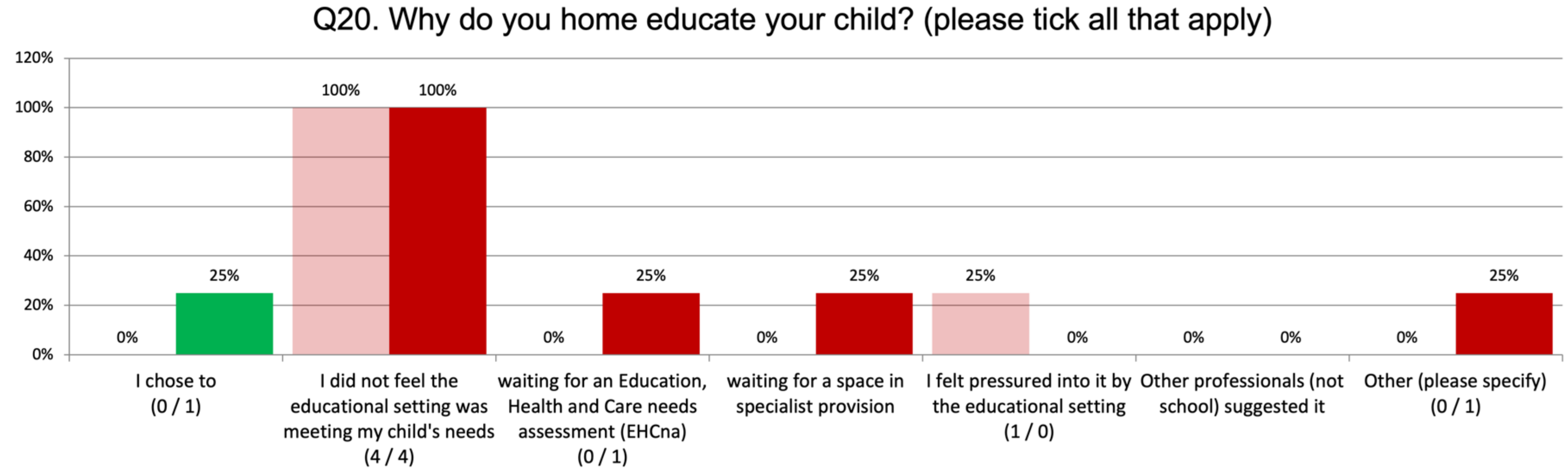
Home Education



Other:

1. Increased anxiety and asd symptoms after covid. Was finding school increasingly difficult. She requested home Ed.

Home Education

Q21. We would love to hear your top 3 experiences of the support that has worked well for home educating your child during the last 12 Months:

#	**RESPONSES: 5 -** **Comments taken verbatim from survey responses**

1. 1-1 support
2. Home Ed groups are fantastic
3. Removal from school setting relieved anxiety
4. The difference in my child being relaxed has massively improved his ability to learn
5. More work done

Q22. What 3 improvements, would you suggest, could make the biggest difference to your experiences of home educating:

#	**RESPONSES: 1 -** **Comments taken verbatim from survey responses**

1. Financial help towards courses and exams

Q23. Anything else you would like to tell us about your experience of Home educating. Please tell us about both your positive and negative experiences:(Please do not identify your child)

#	**RESPONSES: 1 -** **Comments taken verbatim from survey responses**

1. Home education was necessary as school could not provide support needed they acknowledged my daughter needed counselling put couldn't provide it for 6 months. Since being home educated I have my daughter back she is less anxious working really well and is no longer self harming

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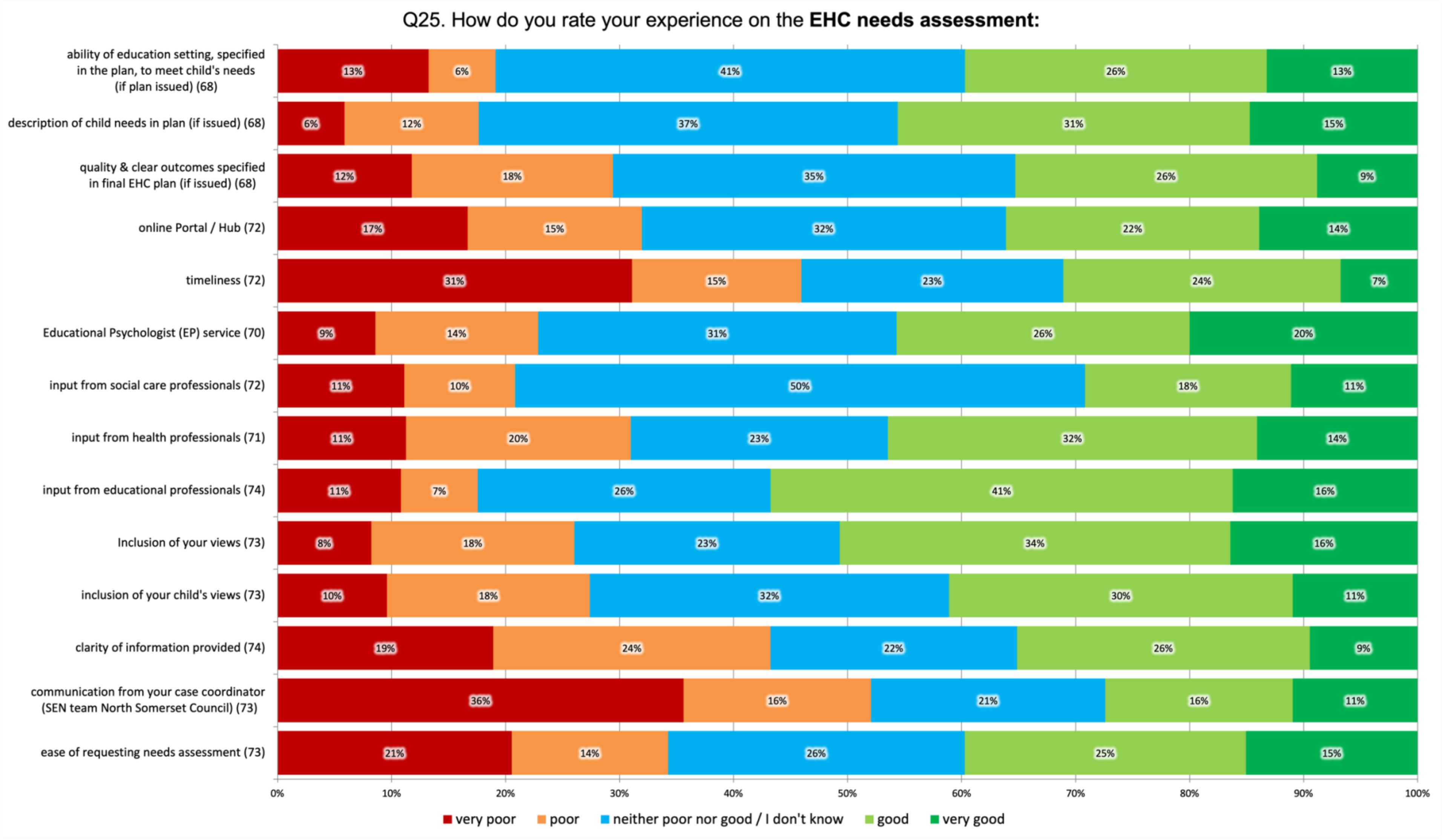
Education Health & Care Needs assessment (EHCna)



Education Health & Care Needs assessment (EHCna)

Q26. We would love to hear your top **experiences** of what has **worked well** with the EHCna process:

1. **Communication and Collaboration**:
- Good communication with SEN (Special Educational Needs) team, schools, and professionals involved.
- Clear explanations and instructions provided throughout the process.
- Involvement of professionals such as educational psychologists, speech and language therapists, and case coordinators.
2. **Timeliness and Efficiency**:
- Completion of the process within a reasonable time frame.
- Quick responses and actions taken by the authorities involved.
- Meeting review dates and timely completion of assessments.
3. **Understanding and Support**:
- Professionals showing understanding, compassion, and listening to the concerns of parents and children.
- Recognition of the child's needs and provision of appropriate support.
- Supportive SENCO (Special Educational Needs Coordinator) and school staff.
4. **Accessible Online Portal**:
- Ease of use and navigation within the online portal for submitting information, tracking progress, and accessing relevant documents.
- Regular updates and clear visibility of completed tasks.
5. **Positive Outcomes**:
- Successful acquisition of an EHCP (Education, Health, and Care Plan) for the child.
- Attainment of desired school placement and support.
- Achievement of additional funding and resources through the EHCP.

Q27. What **improvements**, would you suggest, could make the **biggest difference** to your experiences of the EHCna process:

1. **Communication and Responsiveness**:
- Improve communication between all parties involved, including better communication from case coordinators, SEN officers, and local authorities.
- Timely responses to emails and phone calls.

- Clearer communication of timelines, updates, and expectations throughout the process.

2. **Thoroughness and Quality of Assessments**:

- Conduct more comprehensive and thorough assessments initially to ensure accurate identification of the child's needs.
- Use updated information and ensure that the EHCP reflects the current status of the child's needs.
- In-depth reports on the child's abilities and disabilities to provide a comprehensive understanding.

3. **Streamlining the Process**:

- Shorten the overall time frame required for completing the process.
- Simplify and make the online portal (Hub) more user-friendly, including larger comment boxes.
- Provide clearer instructions and explanations of each section of the EHCP application.

4. **Collaboration and Involvement**:

- Involve parents and take their suggestions and input into account during the process.
- Encourage collaboration between professionals, including obtaining input from all tutors and specialists working with the child.
- Ensure schools provide support and assistance in the application process.

5. **Professional Knowledge and Competence**:

- Improve the knowledge and understanding of professionals involved in the process, such as case coordinators, educational psychologists (EPs), and SEN officers.
- Ensure accurate diagnosis, appropriate goals, and suitable recommendations are made by EPs and other professionals involved.
- Provide ongoing support and training for professionals to adhere to legal requirements and best practices.

Q28. **Anything else** you would like to tell us about your experience of the EHCna process.
Please tell us about both your **positive and negative** experiences:

1. **Lack of support and delayed assessments**:
   Parents express their frustration with the lack of help and support they have received for their child. They mention delays in getting an educational psychology assessment, inconsistent support from the school, and difficulties accessing alternative provisions without the necessary assessments.
2. **Positive impact of EHCP**:
   Some responses highlight the positive impact of having an Education, Health, and Care Plan (EHCP) in place for their child. They mention that the document has helped their child receive the necessary support and resources.
3. **Communication and administrative issues**:

Several responses mention issues related to communication and administrative errors during the EHCP process. These include incorrect information on the EHCP, delays in responses to emails, and lack of communication from the local authority. Parents express frustration with the lack of clarity, delays, and the overall exhausting nature of the process.

4. **Lack of funding and resources**:
   Parents express concerns about the availability of funding and resources to fully implement the EHCP. They mention situations where recommended provisions and support were not provided due to funding constraints.
5. **Emotional and mental health impact**:
   Parents highlight the emotional and mental health impact of the EHCP process on themselves and their child. They mention stress, trauma, and the negative effect on their well-being.

Please note these are a summary of parent carer responses to questions 26, 27 & 28 and may not encompass every aspect conveyed.
To view the responses in full please view the Appendix 7

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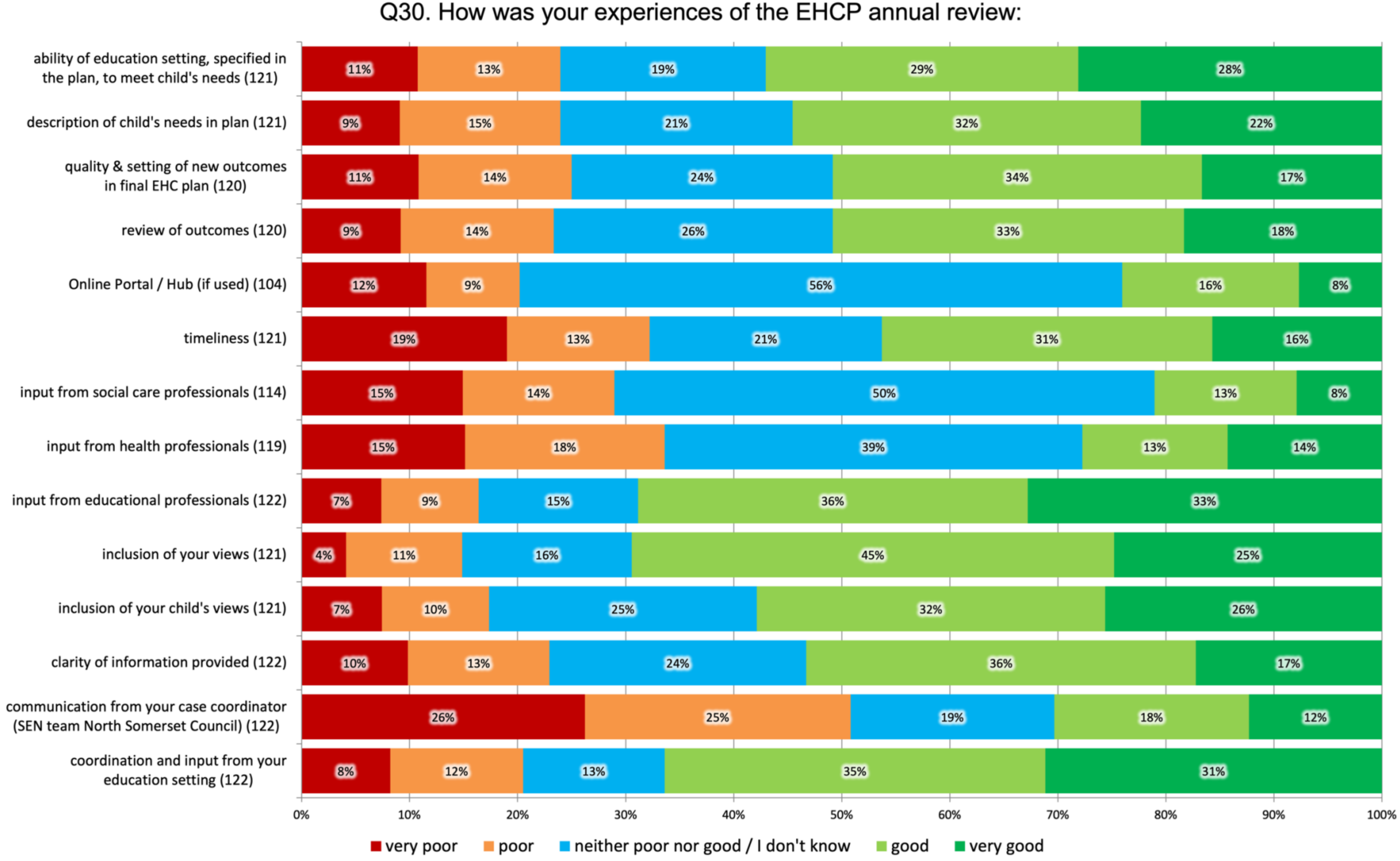
Education Heath & Care Plan (EHCP) – Annual Review



Education Heath & Care Plan (EHCP) – Annual Review

Q31 We would love to hear your top **experiences** of what has **worked well** with the EHCP annual review process:

1. **Effective Communication and Collaboration**:
   - School and professionals working together and providing thorough input.
   - Good communication and listening to parents' views and concerns.
   - Involvement of various professionals and agencies in the review process.
2. **Timeliness and Organisation**:
   - Reviews conducted within the expected timeframe.
   - Prompt coordination, returning of drafts, and implementation of changes.
   - Efficient scheduling and organisation of the review process.
3. **Child-Centred Approach**:
   - Child's voice and views considered during the review process.
   - Child’s involvement and participation in discussing their needs and goals.
   - Tailoring outcomes and strategies to meet the child's developing abilities.
4. **Supportive School**:
   - Proactive and supportive schools that gather necessary information and paperwork.
   - School staff being knowledgeable, helpful, and proactive in the review process.
   - School's understanding of the child's needs and commitment to meeting them.
5. **Clear and Comprehensive Documentation**:
   - Detailed and accurate description of the child's needs and strengths.
   - Well-explained plans, targets, and strategies for the child's development.
   - Clear summaries of achievements, areas for improvement, and future goals.

Q32. What **improvements**, would you suggest, could make the **biggest difference** to your experiences of the EHCP annual review process:

1. **Communication and Collaboration**:
   - Improved communication between parents and professionals involved.

- Involvement of local professionals, local authority representatives, and specialists from out-of-school.
- Increased support staff availability from the school.

2. **Timeliness and Efficiency**:
    - Quicker process for making changes and finalizing the EHCP.
    - Adherence to statutory timescales and deadlines.
    - Timely response from SEN teams and local authorities.
3. **Clarity and Understanding**:
    - Clear explanation of the EHCP process and expectations.
    - Simplification of the EHCP documentation and removal of confusing jargon.
    - Provision of guidance for post-16 options and employment support.
4. **Comprehensive and Inclusive Assessments**:
    - Inclusion of all professionals relevant to the child's needs (e.g., health, social services).
    - Accurate and up-to-date information reflecting the child's requirements.
    - Proper assessments and evaluations conducted by professionals.
5. **Improvement of the Online Portal (Hub)**:
    - Enhanced usability and ease of navigation within the online portal.
    - Availability of a "how-to" guide for using the portal.
    - Option to submit information online and have access to involved parties, contact details, and document review.

Q33 **Anything else** you would like to tell us about your experience of the EHCP annual review process.
Please tell us about both your **positive and negative** experiences:

1. **Outdated or incorrect EHCP information**:
   Some responses mention issues with outdated or incorrect information in the EHCP. This includes plans not being updated for several years, inaccurate details, and provision that does not reflect the current needs of the child.
2. **Lack of communication and response**:
   Several responses express frustration with the lack of communication and response from the local authority and professionals involved in the EHCP process. This includes delays in receiving information, unanswered emails, and difficulty accessing support.
3. **Positive experiences with school support**:

Some parents express satisfaction with the support their child is receiving from the school, including the implementation of a one-to-one support system and regular communication with the school.

4. **Process delays and slow progress**:
   Parents mention the slow pace of the EHCP process, delays in obtaining necessary assessments and services, and the negative impact these delays have on their child's education and well-being.
5. **Challenges and concerns about the EHCP document**:
   Parents raise concerns about the clarity and usefulness of the EHCP document itself. They mention difficulties in accessing and navigating the EHCP through the online hub, lack of clarity in setting targets and strategies, and the need for more concise and targeted plans.

Please note these are a summary of parent carer responses to questions 31, 32 & 33 and may not encompass every aspect conveyed.
To view the responses in full please view the Appendix 8

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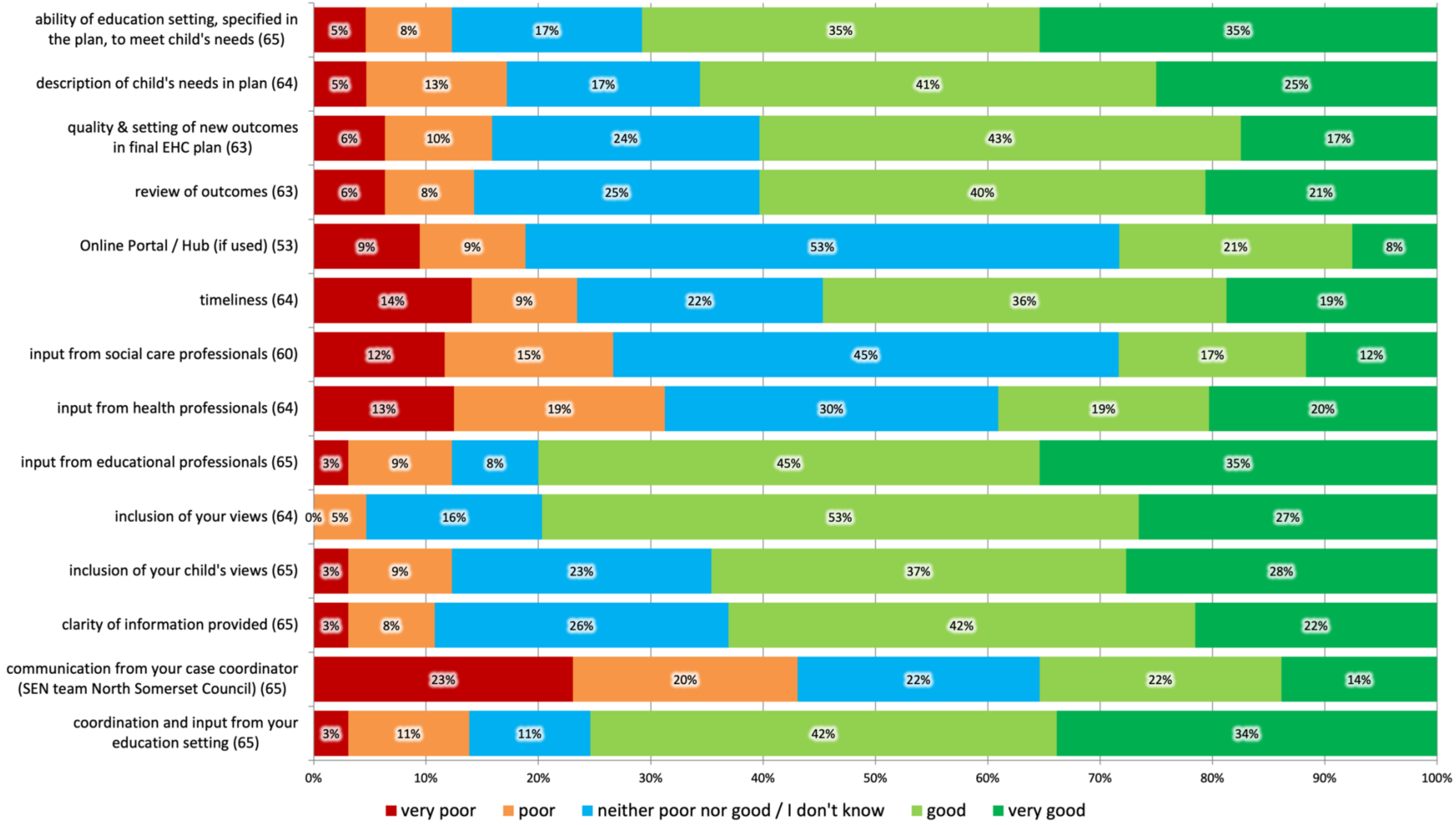
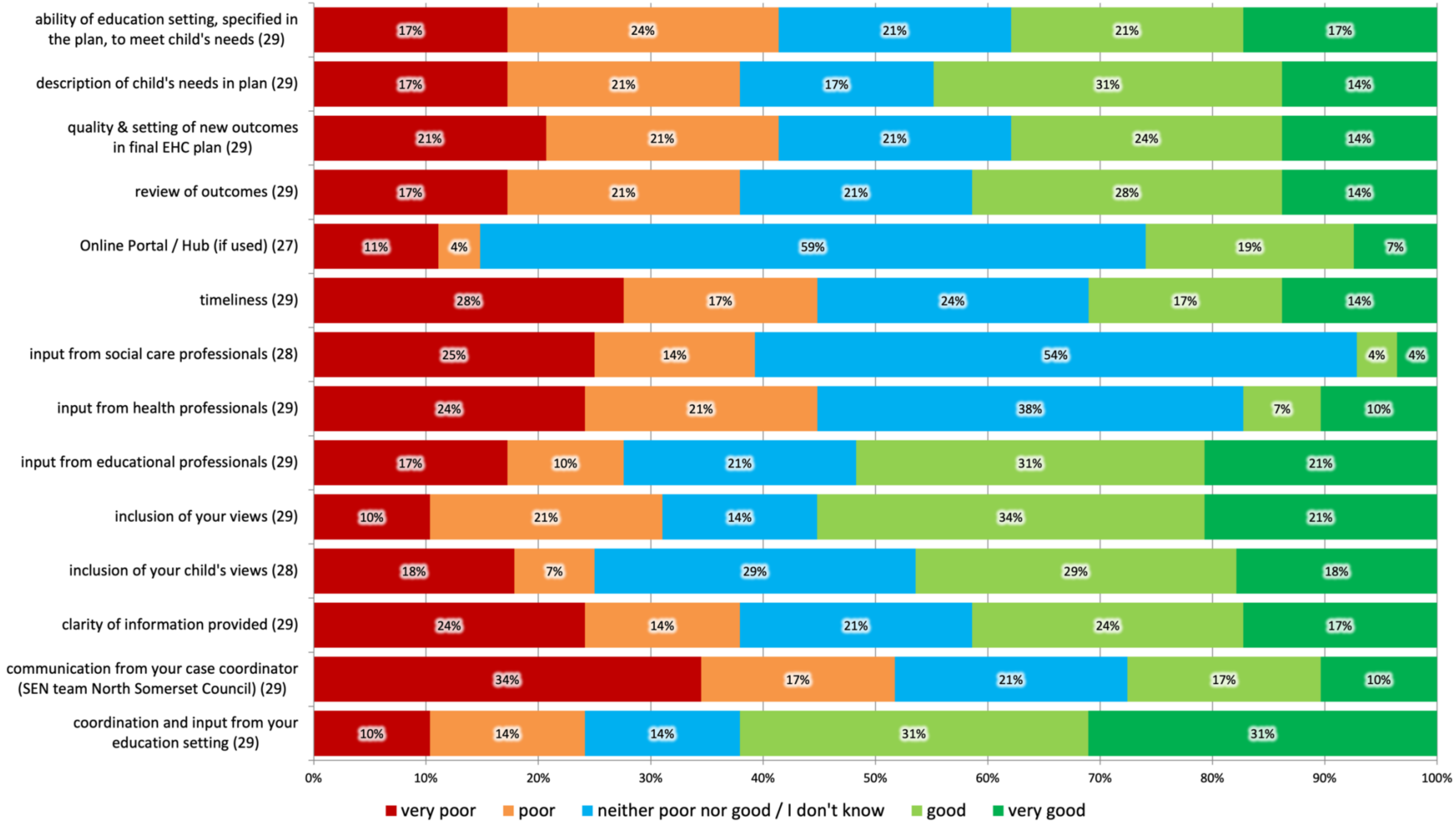
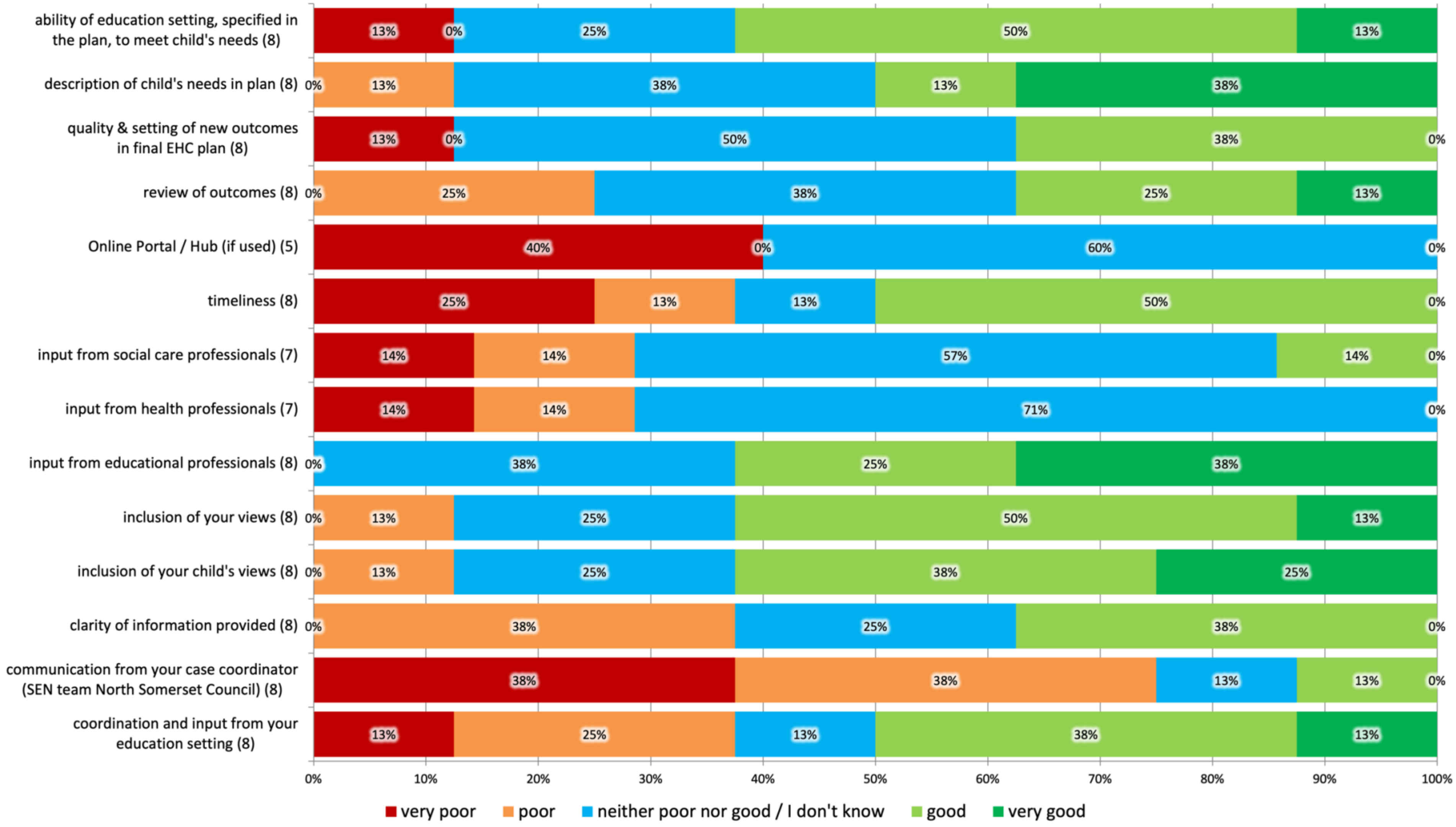
Q30. How was your experiences of the EHCP annual review:
Special Schools (Using Q11)

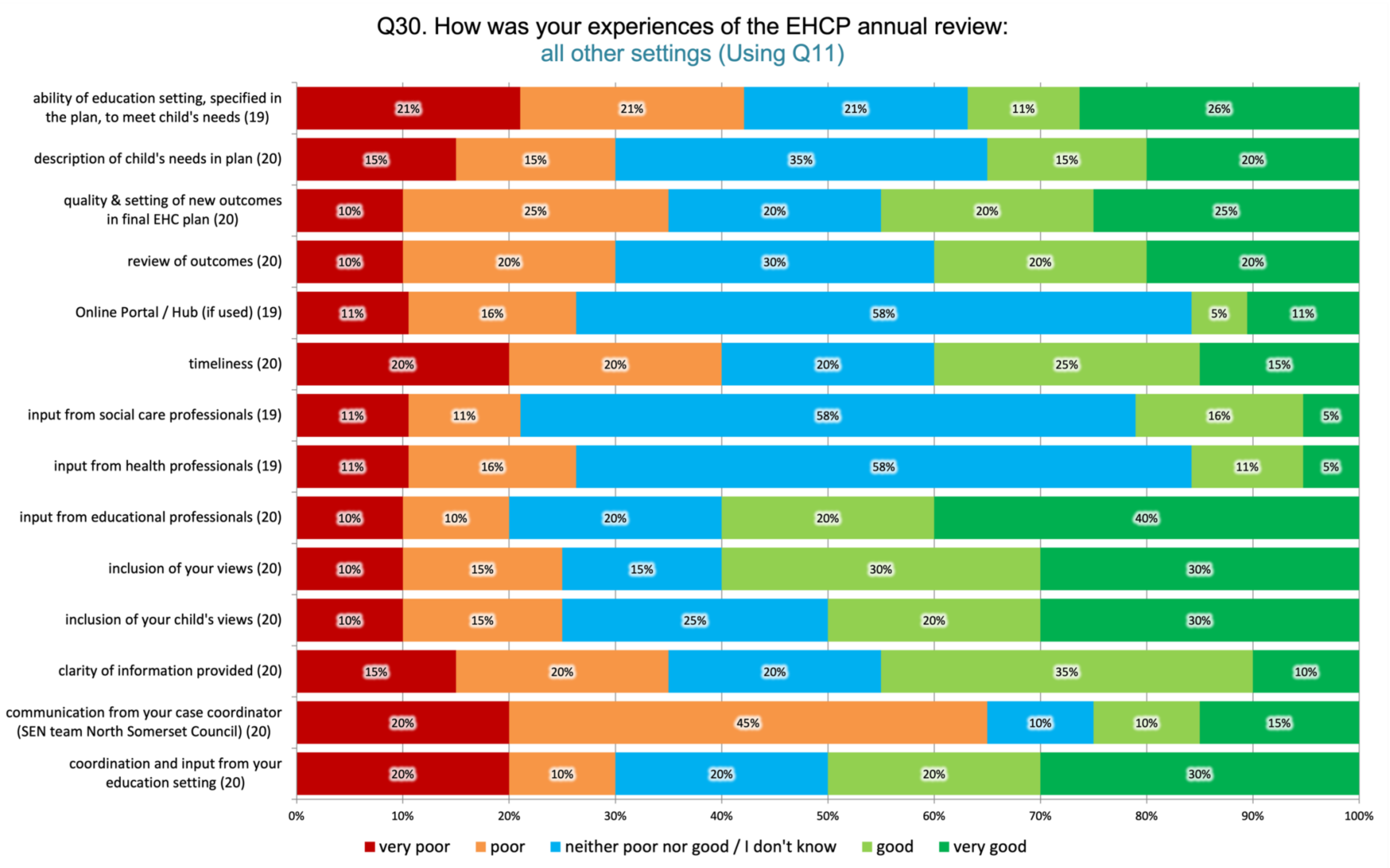


Q30. How was your experiences of the EHCP annual review:
Primary & Secondary - mainstream (using Q11)





Q30. How was your experiences of the EHCP annual review:
College / other further education (using Q11)


Q30. How was your experiences of the EHCP annual review:
all other settings (Using Q11)

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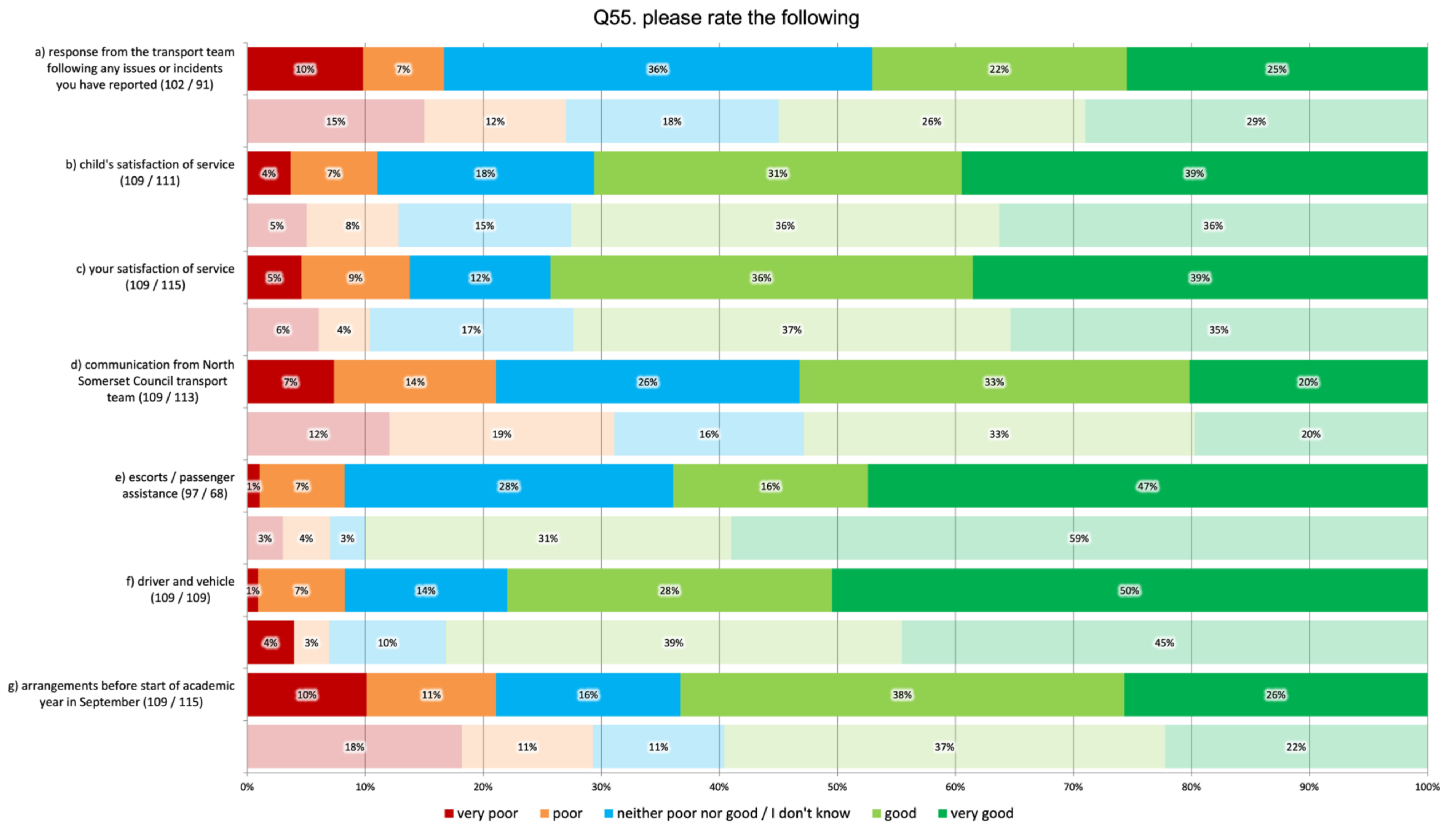
Home to School Transport (HTST)



Home to School Transport (HTST)

Q36 We would love to hear your top **experiences** of what has **worked well** with your child's Transport:

1. **Reliable and Timely Service:**
    - Drivers and escorts arrive on time for pick-up and drop-off.
    - Communication about any delays or changes in schedule is provided.
    - Consistent and regular transport service with the same driver.
2. **Understanding and Supportive Staff:**
    - Drivers, escorts, and passenger assistants are friendly, polite, and caring.
    - They show understanding of the child's needs and disabilities.
    - Personalised approach and adaptation to the child's routine and requirements.
3. **Safety and Welfare:**
    - Child feels happy, safe, and relaxed during the journey.
    - Drivers handle wheelchairs or special equipment with care.
    - Communication and coordination between staff members ensure the child's welfare.
4. **Positive Interactions and Engagement:**
    - Child enjoys the company of drivers, escorts, and other passengers.
    - Friendly and supportive staff create a welcoming environment.
    - Personal favourites or familiar faces contribute to a positive experience.
5. **Effective Communication and Professionalism:**
    - Good communication between transport staff and parents.
    - Prompt responses to inquiries or concerns.
    - Professional and helpful attitude from transport coordinators and support staff.

Q37 What **improvements**, would you suggest, could make the **biggest difference** to your experiences of your child's Transport:

1. **Consistency and Familiarity:**
    - Maintain the same driver or escort for the child whenever possible.

   - Reduce the number of changes in drivers and passenger assistants.
   - Provide earlier information about bus timings and arrangements.
2. **Communication and Information:**
   - Improve communication between the transport team and parents.
   - Provide timely and clear information about the service.
   - Ensure better communication about changes, delays, or issues.
3. **Safety and Support:**
   - Ensure that drivers and passenger assistants are trained in special educational needs and disabilities (SEND).
   - Address bullying issues on the school coach and prioritise child safety.
   - Provide escorts for primary-age children as a standard safeguarding measure.
4. **Punctuality and Time Management:**
   - Improve punctuality by reducing delays and adhering to consistent pick-up times.
   - Wait for a few minutes after the agreed pick-up time if the vehicle arrives early.
5. **Additional Needs and Comfort:**
   - Consider the specific needs of children, such as having blinds on windows, air conditioning in buses during the summer, and appropriate seating arrangements.
   - Provide support and understanding for children who may not be silent or have limited mobility.

Q38. **Anything else** you would like to tell us about your experience of your child's Transport.

Please tell us about both your **positive and negative** experiences:

1. **Positive experiences with transport and staff**:
   Parents express gratitude for the school transport service, highlighting the understanding, kindness, punctuality, and friendly nature of the drivers and staff. They appreciate the support provided and the positive impact it has on their child's daily routine and well-being.
2. **Concerns about communication and organisation**:
   Some parents mention issues with communication, such as a lack of information about pick-up arrangements, changes in drivers or personal assistants (PA), and the need to repeat important details. They express a desire for better communication channels and more consistent updates.
3. **Safety concerns and suggestions**:
   A few responses raise concerns about the safety of their children during transport, specifically regarding the presence of male escorts or drivers. They suggest having female escorts or drivers and installing cameras in all school transport taxis to ensure the child's safety.

4. **Negative experiences and disruptions**:
   Parents mention negative experiences with transport, including delays, inconsistent arrival times, anxiety caused by changes in drivers or routes, and disruptions that affect their child's well-being and access to education.
5. **Specific requests and suggestions for improvement**:
   Some parents make specific requests, such as having a contact number for transport changes, knowing the names of escorts and drivers, providing SEN training for drivers and PAs, and streamlining communication between parents, transport, and schools for easier coordination.

Please note these are a summary of parent carer responses to questions 36, 37 & 38 and may not encompass every aspect conveyed.
To view the responses in full please view the Appendix 9

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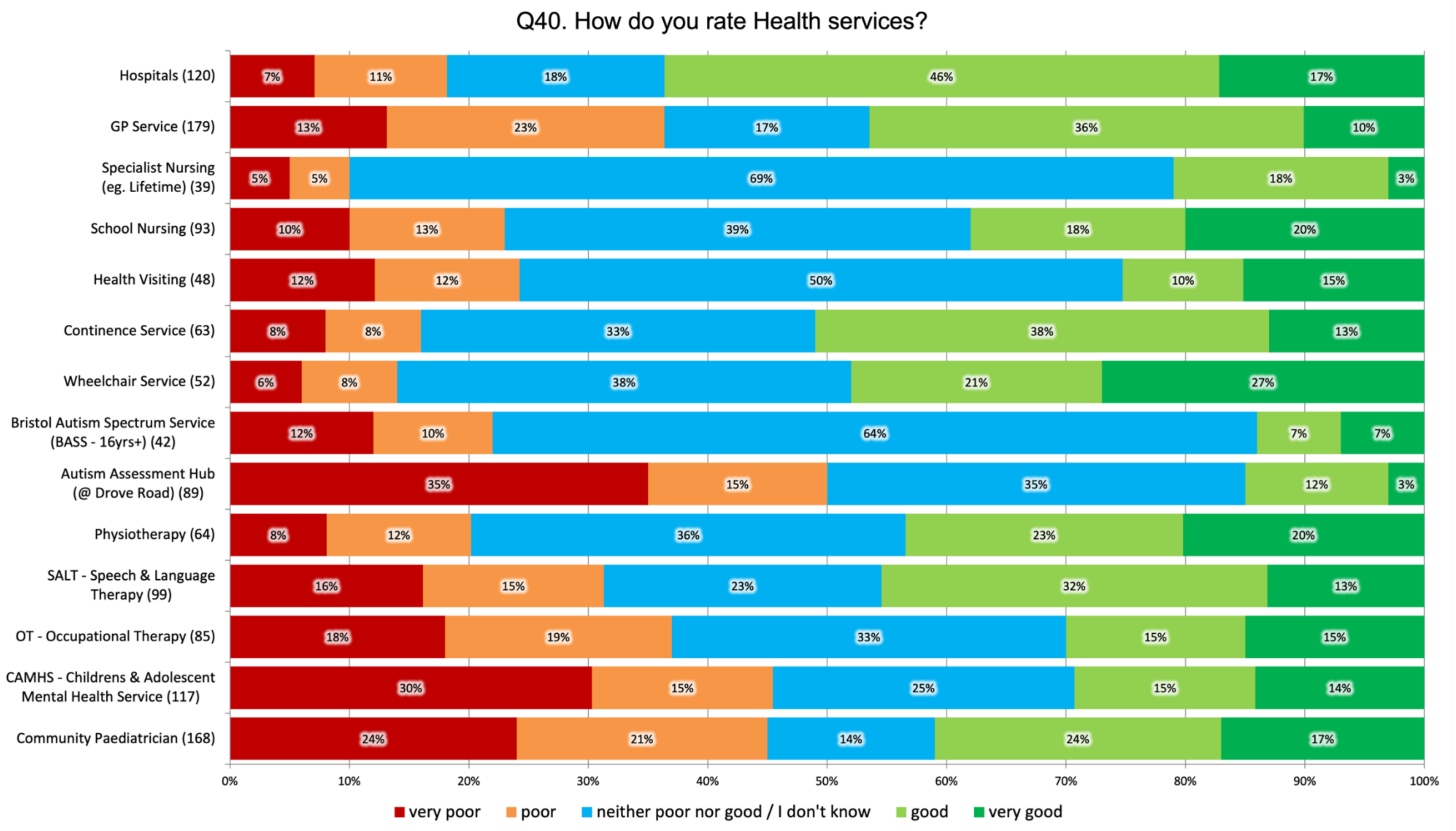
Health Services



Q40. How do you rate Health services?

Health Services

Q41 We would love to hear your top **experiences** of what has **worked well** with your child's Health Services during the last 12 months:

1. **Responsive and Efficient Services:**
    - Quick response from health professionals and services
    - Quick referral and appointment process
    - Rapid pathway for diagnosis and treatment
    - Speed in answering questions and addressing concerns
    - Appointments and letters provided well in advance
    - Availability of GP appointments when needed
    - Services running on time
2. **Supportive and Understanding Professionals:**
    - Friendly and supportive staff
    - Health professionals who listen and take time to understand
    - Understanding and empathetic GPs
    - Positive experiences with specific doctors, paediatricians, and consultants
    - Supportive GP who refers and helps navigate the system
    - Regular communication and check-ins with case workers, CAMHS, and therapists
    - Support and suggestions from school nurses and health visitors
3. **Effective Collaboration and Coordination:**
    - Transition from child to adult health services worked well
    - On-site availability of occupational therapists (OT) and speech and language therapists (SALT) at school
    - Integration of appointments seamlessly into the school day
    - Hospital passport implemented and used
    - Collaborative approach between parents, CAMHS, and other professionals
    - Continuity of care and good relationship with GPs
4. **Specialised Services and Expertise:**
    - Positive experiences with specific departments or hospitals (e.g., Eye Hospital, Bristol Dental Hospital, Children's Hospital)
    - High-quality and helpful services from specific professionals (e.g., OT, SALT, physiotherapists)

- Positive experiences with specific assessment and diagnosis processes (e.g., autism assessment hub, tourettes diagnosis)
- Effective medication management and advice from medication teams
- Outstanding foetal medicine services

5. **Timely Access and Prompt Response:**
    - Quick response and support for medical difficulties (e.g., asthma)
    - Quick referrals and appointments for OT, CAMHS, speech therapy
    - Regular and useful appointments with CAMHS, psychiatrists, and paediatrician's
    - Regular physiatrist appointments with CAMHS
    - Timely access to continence service and continence support

Q42. What **improvements**, would you suggest, could have made the **biggest difference** to your experiences of Health Services:

1. **Waiting times and access to services:**
   Many respondents expressed frustration with long waiting lists and difficulty accessing health services, particularly for mental health support and assessments for conditions like autism. They highlighted the need for shorter wait times, improved communication, and easier access to services.
2. **Communication and coordination:**
   Several participants mentioned the importance of better communication between healthcare professionals, including GPs, paediatricians, and CAMHS (Child and Adolescent Mental Health Services). They emphasised the need for improved coordination and information sharing to ensure continuity of care.
3. **Support for children and parents:**
   Many respondents highlighted the need for more support and help for parents, especially when navigating the healthcare system for their children. They mentioned the importance of more services such as talking therapy, better support for children with disabilities, and access to mental health support before a crisis occurs.
4. **Continuity of care:**
   Several participants expressed the desire for continuity of care, particularly with the same healthcare professionals, such as paediatrician's or case workers, for their children. They emphasised the importance of building relationships and having consistent support.
5. **Training and awareness:**
   A number of respondents mentioned the need for more training and awareness among healthcare professionals regarding specific conditions, such as autism or non-visible disabilities. They highlighted the importance of understanding different needs and providing appropriate support.

Q43. **Anything else** you would like to tell us about your experience of Health Services.
Please tell us about both your **positive and negative** experiences:
(If we have missed any services from above please add them here)

Overall, the experiences shared revolve around a lack of support, long waiting times, poor communication, and a sense of frustration and helplessness. Parents and carers express their disappointment with the healthcare system, particularly in relation to the care of children with autism and other developmental conditions. Here are the summarised experiences:

1. **Lack of Support:** Parents and carers feel that there is insufficient help and support available to them after their child's diagnosis. They encounter difficulties accessing services such as Occupational Therapy (OT) and mental health support.
2. **Long Waiting Times:** Families face significant waiting times for assessments, referrals, and appointments. Waiting lists for services such as CAMHS and community paediatricians can range from months to years, leading to delays in receiving the necessary support.
3. **Poor Communication:** Parents express frustration with the lack of clear and timely communication from healthcare providers. They often have to chase referrals and updates, and sometimes crucial information gets lost or sent to the wrong address.
4. **Insufficient Mental Health Care:** The mental health support for children and adolescents is described as inadequate, with long waiting times for CAMHS and a reluctance to provide services unless the child's condition is severe or life-threatening.
5. **Inconsistent Care after Age 18:** The transition from paediatric care to adult services is poorly managed, with a lack of continuity in care and no clear guidance on the next steps. Parents are left to rely on the general practitioner (GP) without proper support or direction.
6. **Funding and Resource Shortages:** The NHS is perceived as underfunded and overwhelmed, resulting in a lack of available therapies, counselling, and specialist services for children with developmental conditions.
7. **Inadequate Dental Care**: Some parents report difficulties in accessing dental treatment for their children, experiencing long waiting times and administrative errors that exacerbate their child's anxiety and dental problems.
8. **Need for Improved Diagnosis and Specialist Navigation:** Parents express a desire for clearer information about different professionals and their specialties to navigate the system effectively. They also emphasise the importance of early and efficient diagnosis for neurodevelopmental conditions.
9. **Lack of Local Support:** Families feel that there is a lack of local support for specific conditions such as Tourette's syndrome. They believe that unless a child has reached a crisis point, it is challenging to access the necessary assistance.
10. **Mixed Experiences with Healthcare Professionals:** While some families praise the dedication and support from specific professionals, there are also negative experiences with healthcare providers who lack understanding, dismiss concerns, or demonstrate a poor attitude towards parents.

11. **Private Healthcare as an Alternative:** Due to the long waiting times within the NHS, some families resort to private healthcare for diagnosis and treatment, highlighting the financial burden this places on them.

These experiences collectively reflect the need for improved support, reduced waiting times, better communication, increased funding, and a more comprehensive and accessible healthcare system for children with developmental conditions and their families.

Please note these are a summary of parent carer responses to questions 41, 42 & 43 and may not encompass every aspect conveyed.
To view the responses in full please view the Appendix 10

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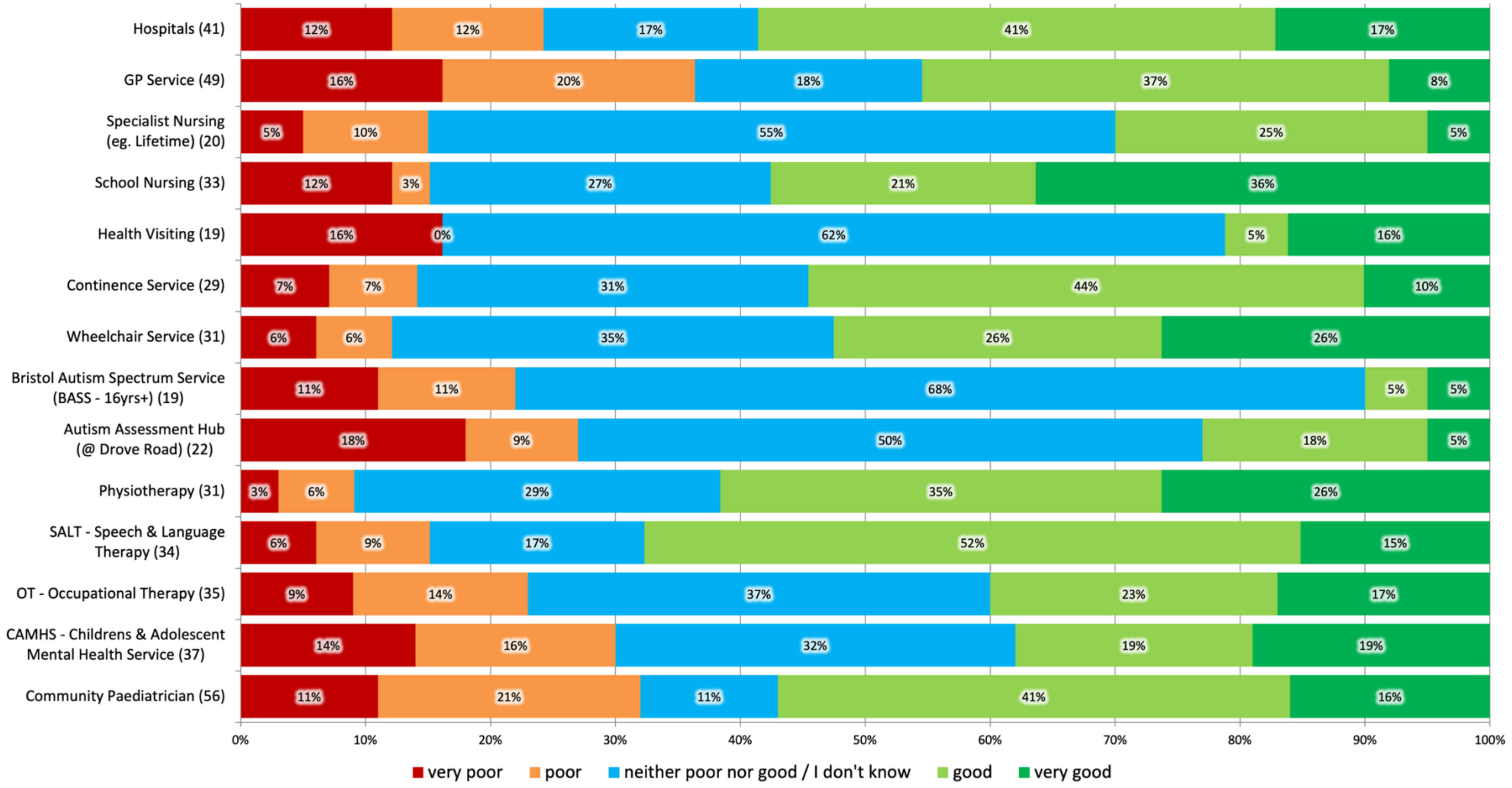
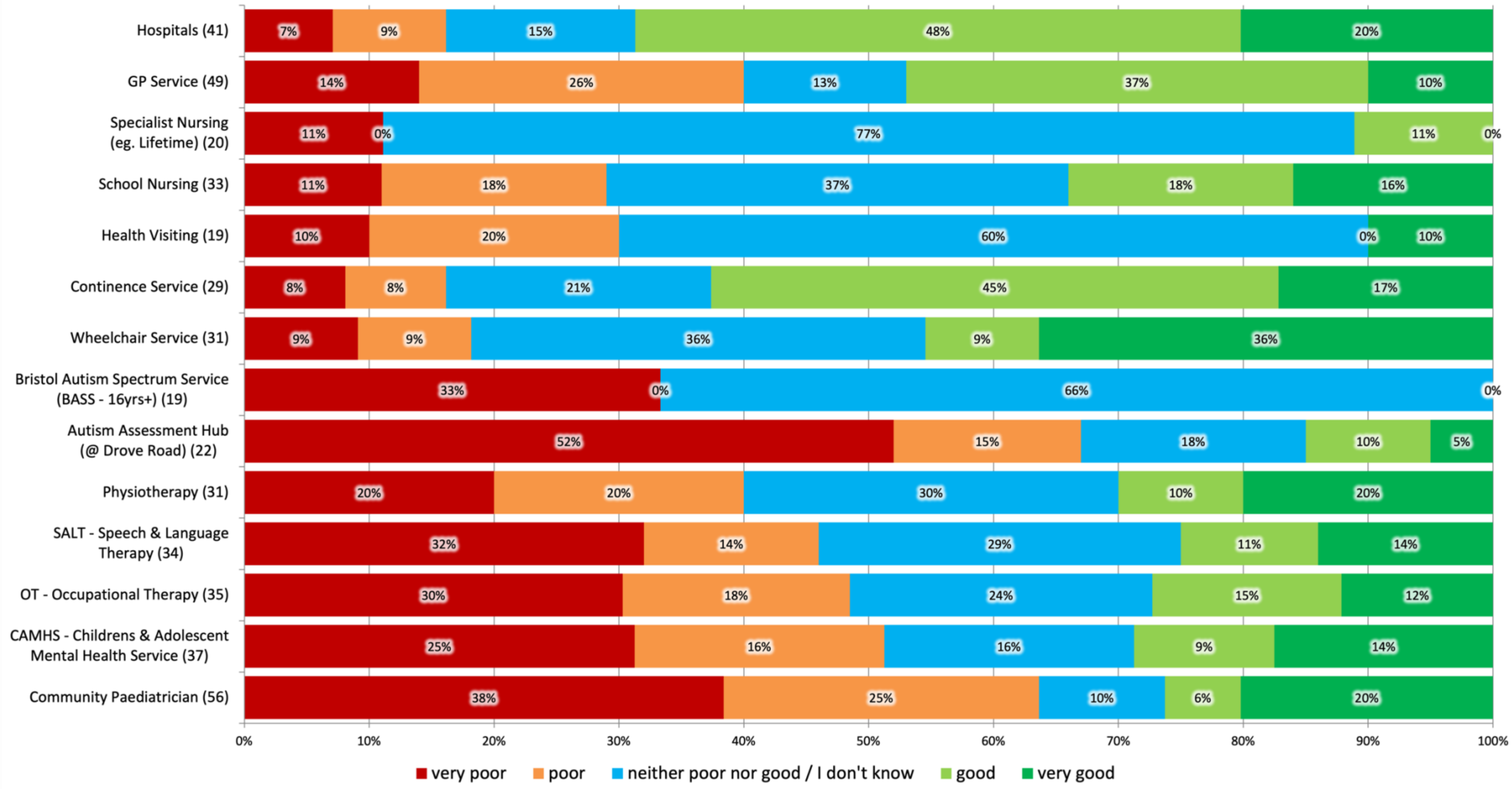
Q40. How do you rate Health services?

Specialist School (Using Q11)



Q40. How do you rate Health services?

Primary & Secondary Mainstream School (Using Q11)



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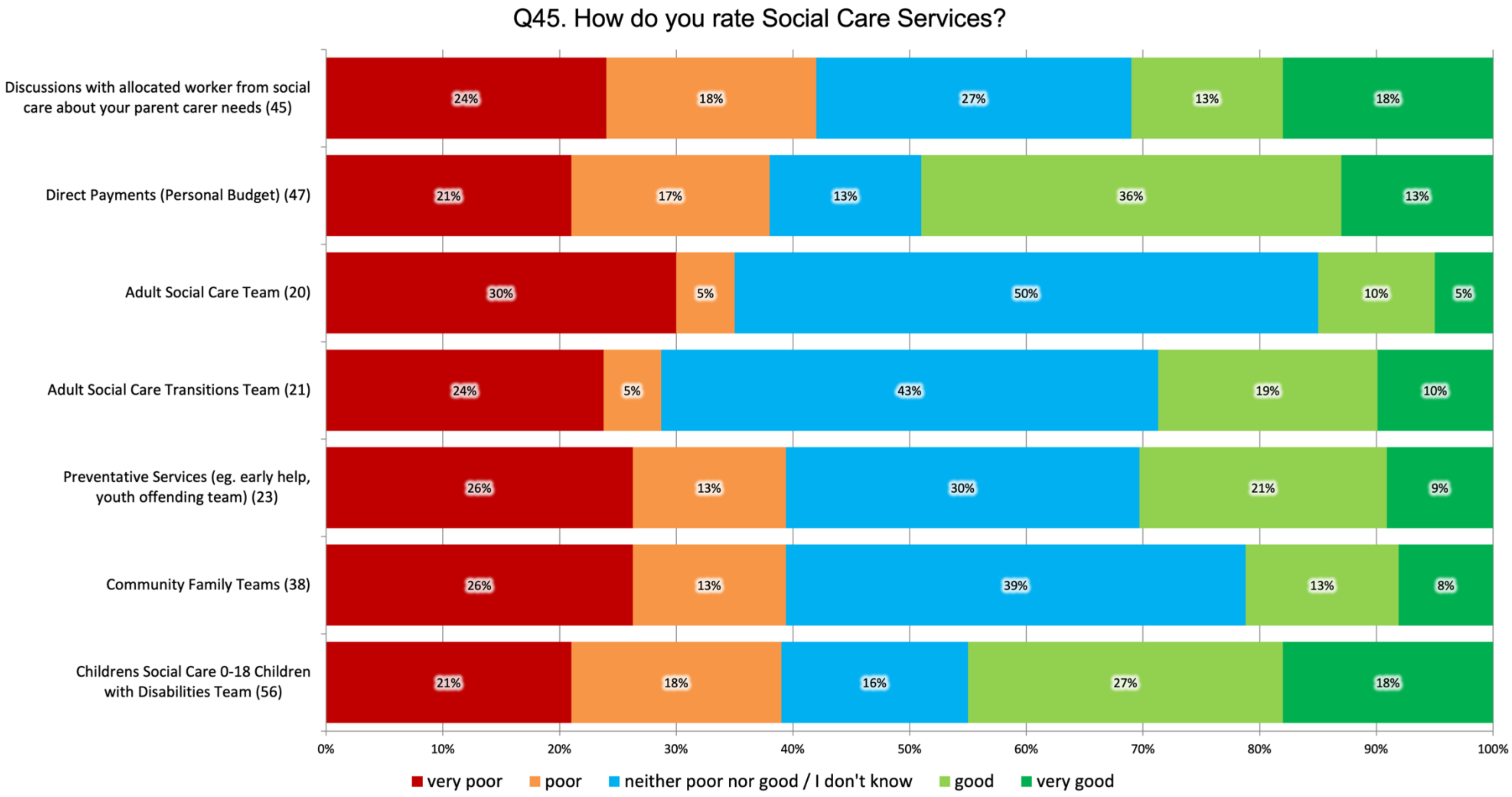
Social Care


Q45. How do you rate Social Care Services?
Discussions with allocated worker from social care about your parent carer needs (45)
24%
18%
27%
13%
18%
Direct Payments (Personal Budget) (47)
21%
17%
13%
36%
13%
Adult Social Care Team (20)
30%
5%
50%
10%
5%
Adult Social Care Transitions Team (21)
24%
5%
43%
19%
10%
Preventative Services (eg. early help, youth offending team) (23)
26%
13%
30%
21%
9%
Community Family Teams (38)
26%
13%
39%
13%
8%
Childrens Social Care 0-18 Children with Disabilities Team (56)
21%
18%
16%
27%
18%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
very poor
poor
neither poor nor good / I don't know
good
very good

Social Care

Q46. We would love to hear your top **experiences** of what has **worked well** with Social Care Services during the last 12 months:

1. **Supportive and caring professionals**:
    - Fab family support worker who listened and cared
    - Good relationship with previous social worker
    - Social worker was excellent
    - Great social worker who listens
    - My assigned DP worker has been excellent
2. **Access to services and resources**:
    - Very fast at helping with direct payments service after a big change in my family
    - Direct payment for respite care has been authorised
    - Accessing respite care successfully
    - Finally have disabled children’s social worker in place
    - Adoption West support is invaluable
3. **Effective communication and updates**:
    - Just given an update and whether it's a service required at the time or not...
    - Being checked in with while we had our previous support worker
    - New disabled children social work fully informed of history
    - Reviews/meetings more regular in the last 6 months
    - Good help from social care
4. **Positive experiences with specific programs or courses**:
    - Incredible years course and support
    - Applying for Adoption Support Fund funding
    - Early help only signpost
5. **Collaboration and support in specific areas**:
    - Support with school meetings
    - Direct payments very helpful
    - Disabled social worker is lovely

- Accessing direct payments has been a lifesaver

Q47. What **improvements**, would you suggest, could have made the **biggest difference** to your experiences of Social Care Services:

1. **Timely and responsive communication:**
    - We've not heard from them yet
    - Being allocated a new worker sooner than 8 months
    - Actually help, not repeat calls to ask the same things!
    - Pick up the phone
    - Waiting for a review as requested on EHC assessment
2. **Continuity and consistency of support:**
    - Continuity!!!!
    - More staff, better pay to keep the staff so there's continuity.
    - Social worker off sick for a long time
    - More knowledge on what respite is available outside of employing a carer
    - Departments talking to each other
3. **Access to appropriate services and resources:**
    - Increase personal payments so they cover the full cost of a carer.
    - There is no respite provision, and this needs to be addressed.
    - Access and availability of social care services
    - Earlier access to correct services without having to scream at them
    - Clarity on what social care can provide, as there is nothing
4. **Training and awareness:**
    - Autism training
    - More availability for Saturday club
    - Provide the support required to the most vulnerable
    - Realise parents are exhausted
    - Stop parent blaming
5. **Improvements in coordination and collaboration:**
    - Departments talking to each other
    - Communication between the LA and social care

- Communication between departments needs to be better.
- Our parent carer needs being recognised, not just the needs of the child.
- Provide help and don't say the child is 'not disabled enough'

Q48 **Anything else** you would like to tell us about your experience of Social Care Services.
Please tell us about both your **positive and negative** experiences:
(If we have missed any services from above please add them here)

1. **Referral and Lack of Response:** The person has been referred to social care services but has not received a response yet. They have had multiple calls, but each time they speak to someone different who doesn't return their calls.
2. **Referred to Early Help:** Despite being referred to adult social care and being told they need a family support worker, they were passed to early help who claim they can't provide assistance. This has happened twice.
3. **Unfitness for Purpose:** After using the services for almost 20 years, the person feels that the services are still not fit for purpose, and they are not alone in feeling this way, as other parents share the same sentiment.
4. **Lack of Listening and Fitting into Tick Boxes:** The person feels that they are not listened to by the social care services, and they believe their situation doesn't fit into the predetermined criteria or "tick boxes" used by the services.
5. **Poor Communication and Lack of Follow-up:** The services have communicated poorly with families regarding the allocation of a worker. Initially, they had three visits with incorrect details in the reports, but then they heard nothing for almost six months.
6. **Appreciation for a Social Worker:** Despite the negative experiences, the person expresses gratitude towards a social worker who has visited them multiple times and is the only person who understands their home life.
7. **Unfulfilled Services and Ineffective Suggestions:** The services offered to the person were not fulfilled. They feel let down by the suggested services, despite spending hours discussing and filling out forms. However, they mention that direct payments work well, likely because the parent has to do the groundwork.
8. **Disappointment with Disabled Children's Team:** The person thanks X from the disabled children's team for her dedication and understanding. However, they express disappointment with the rest of the team, stating that they no longer access their activities due to unresponsiveness, lack of personal touch, and inconvenient timing.
9. **Lack of Information about EHC Assessment Review:** The person mentions that a review has been requested for an EHC (Education, Health, and Care) assessment but has not received any updates or information about what the review entails.
10. **Lack of Real Support for Families:** The person feels that the support provided to families is extremely lacking in practical terms. They believe the social care sector is broken, with no access to assessments, lack of accountability, and a disjointed approach that results in many children falling through the cracks.

11. **Desperate Need for Respite Provision:** The person expresses a desperate need for respite provision in their area. They feel overwhelmed and unsupported, stating that direct payments and agency staff are not the solution.

Overall, these experiences highlight a range of issues including poor communication, inadequate support, unfulfilled services, and a lack of accountability within the social care system.

Please note these are a summary of parent carer responses to questions 46, 47 & 48 and may not encompass every aspect conveyed.
To view the responses in full please view the Appendix 11

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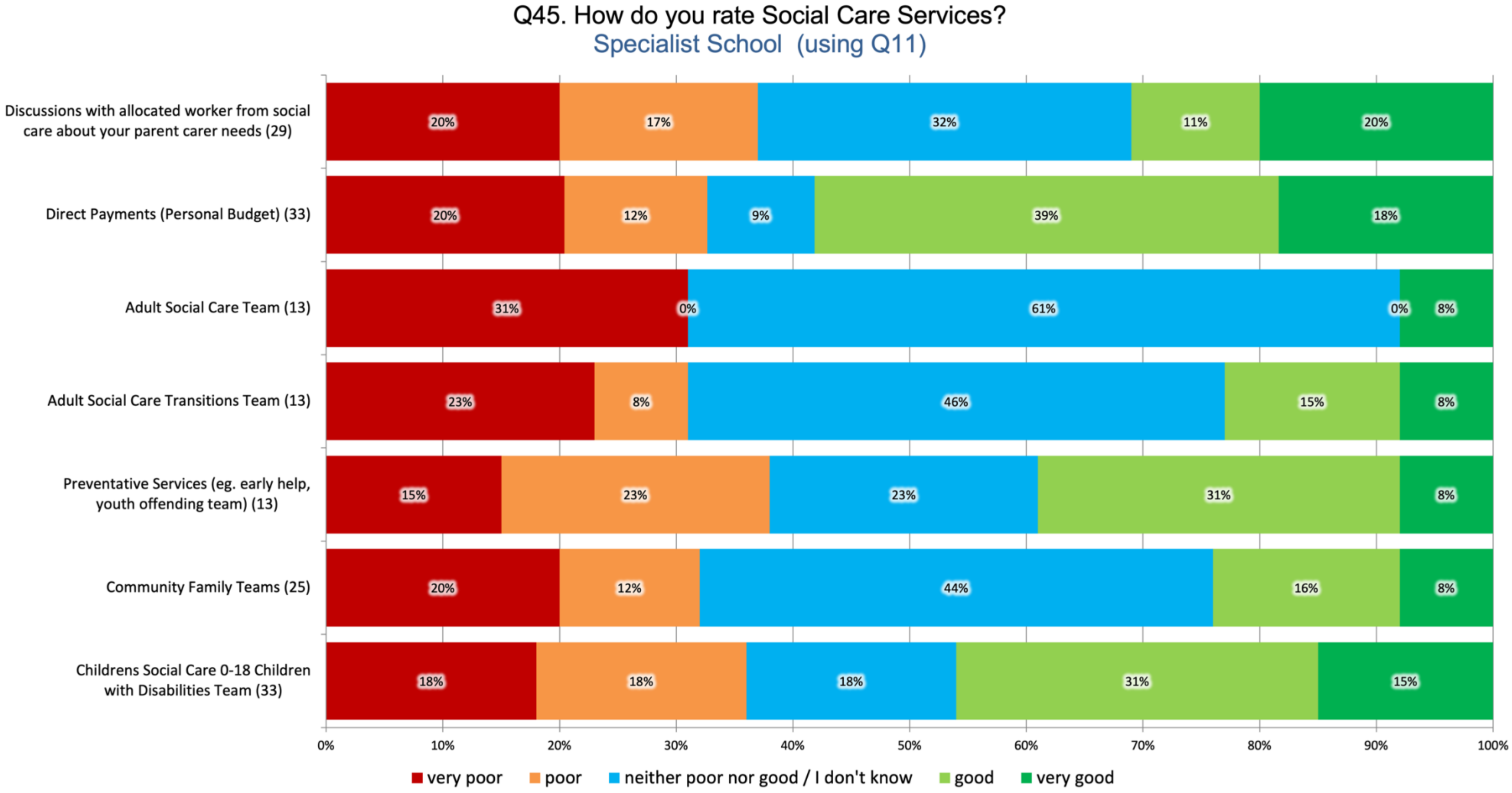
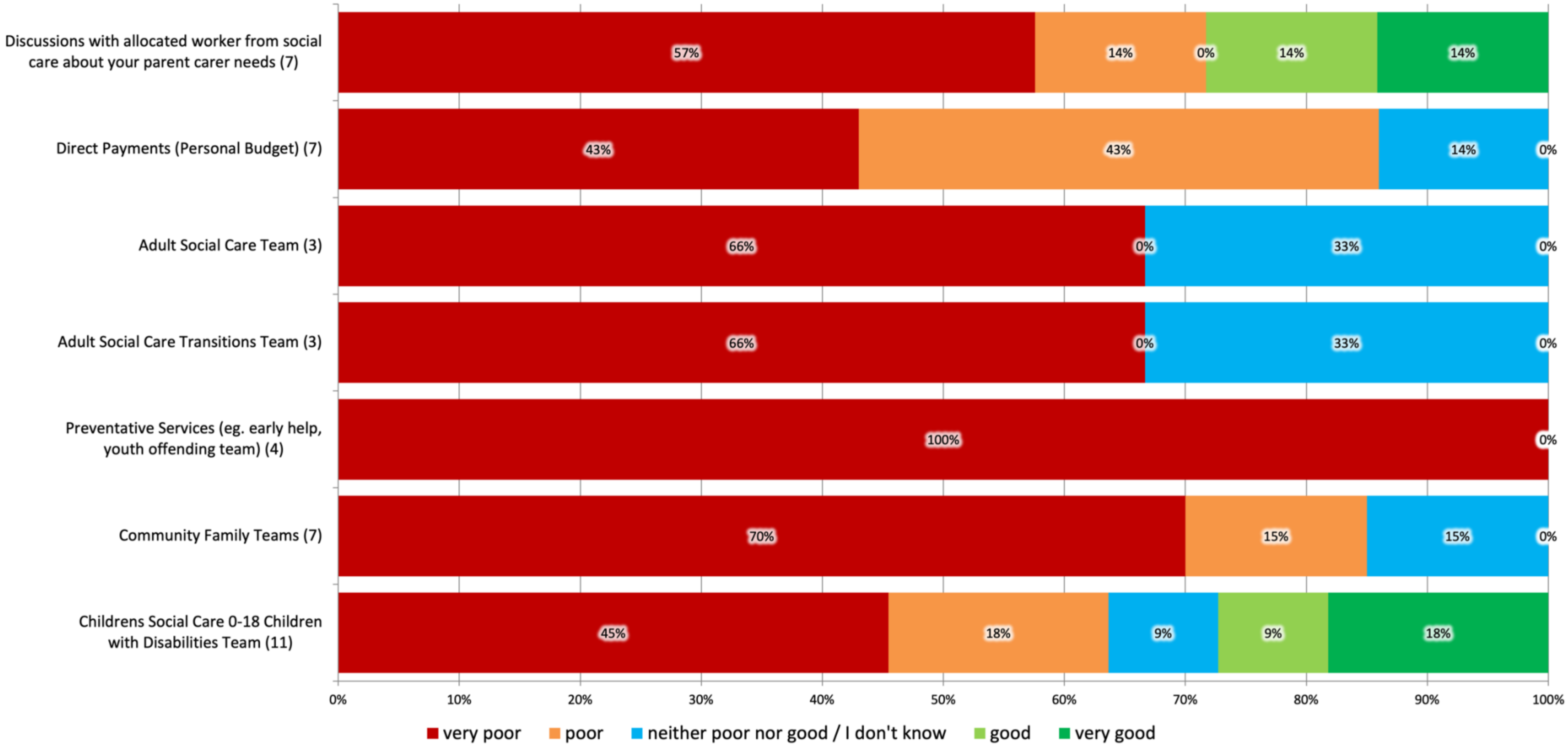

Q45. How do you rate Social Care Services?
Specialist School (using Q11)
Discussions with allocated worker from social care about your parent carer needs (29)
20%
17%
32%
11%
20%
Direct Payments (Personal Budget) (33)
20%
12%
9%
39%
18%
Adult Social Care Team (13)
31%
0%
61%
0%
8%
Adult Social Care Transitions Team (13)
23%
8%
46%
15%
8%
Preventative Services (eg. early help, youth offending team) (13)
15%
23%
23%
31%
8%
Community Family Teams (25)
20%
12%
44%
16%
8%
Childrens Social Care 0-18 Children with Disabilities Team (33)
18%
18%
18%
31%
15%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
very poor
poor
neither poor nor good / I don't know
good
very good

Q45. How do you rate Social Care Services?

Primary & Secondary mainstream School (using Q11)



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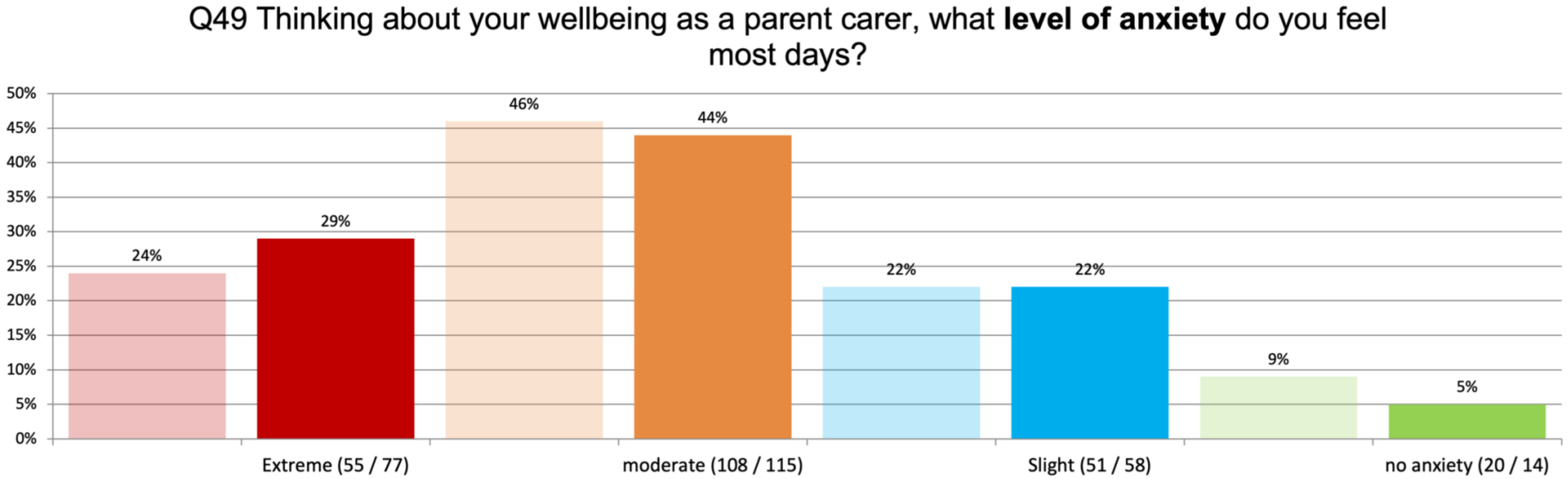
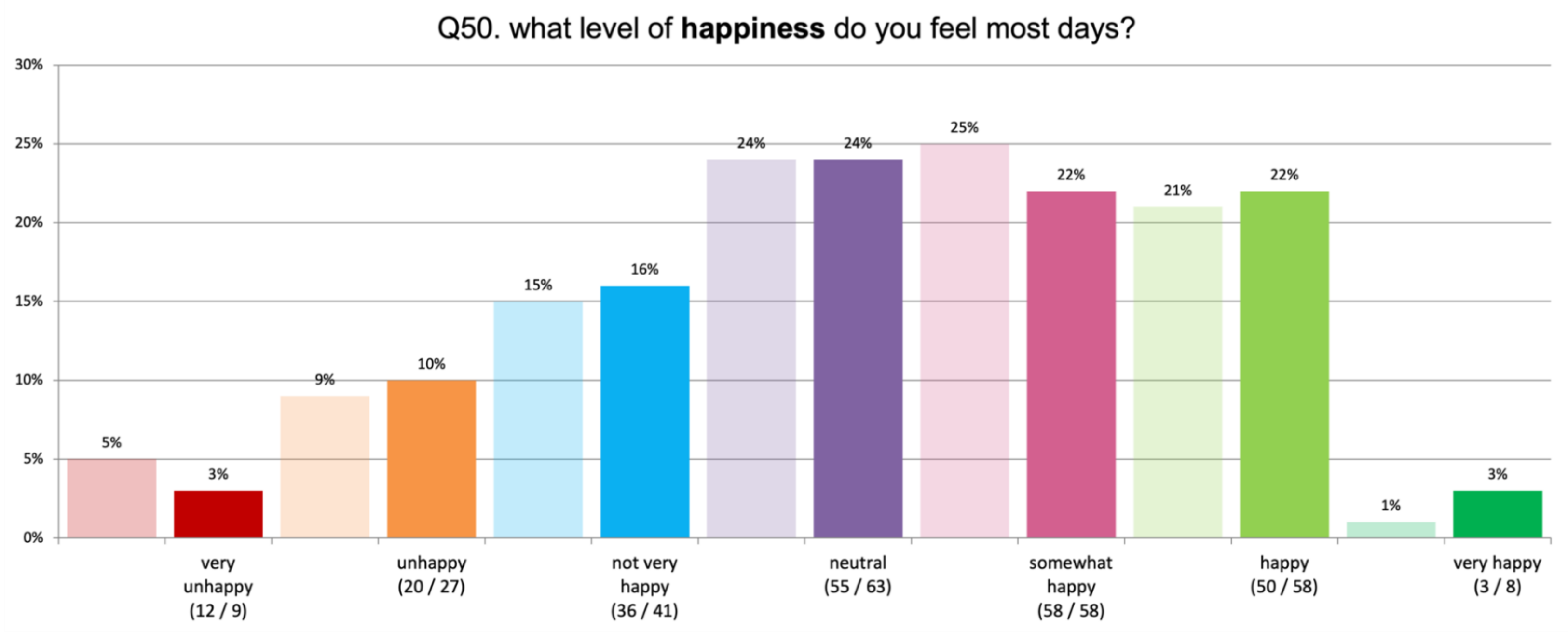
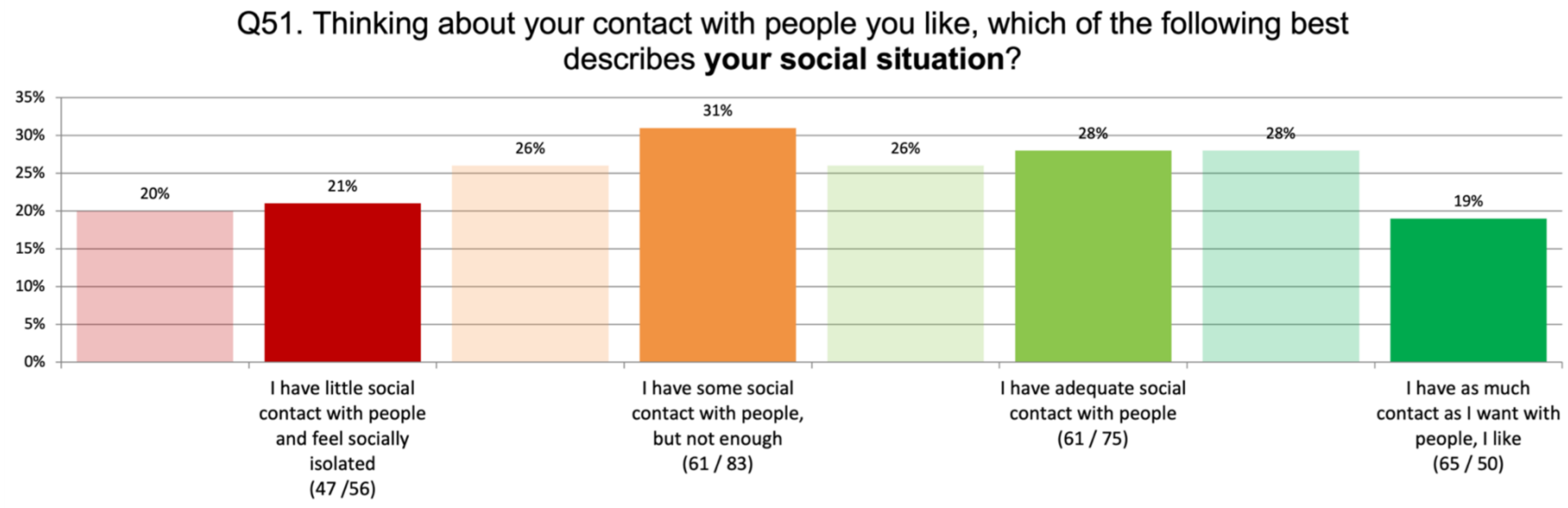
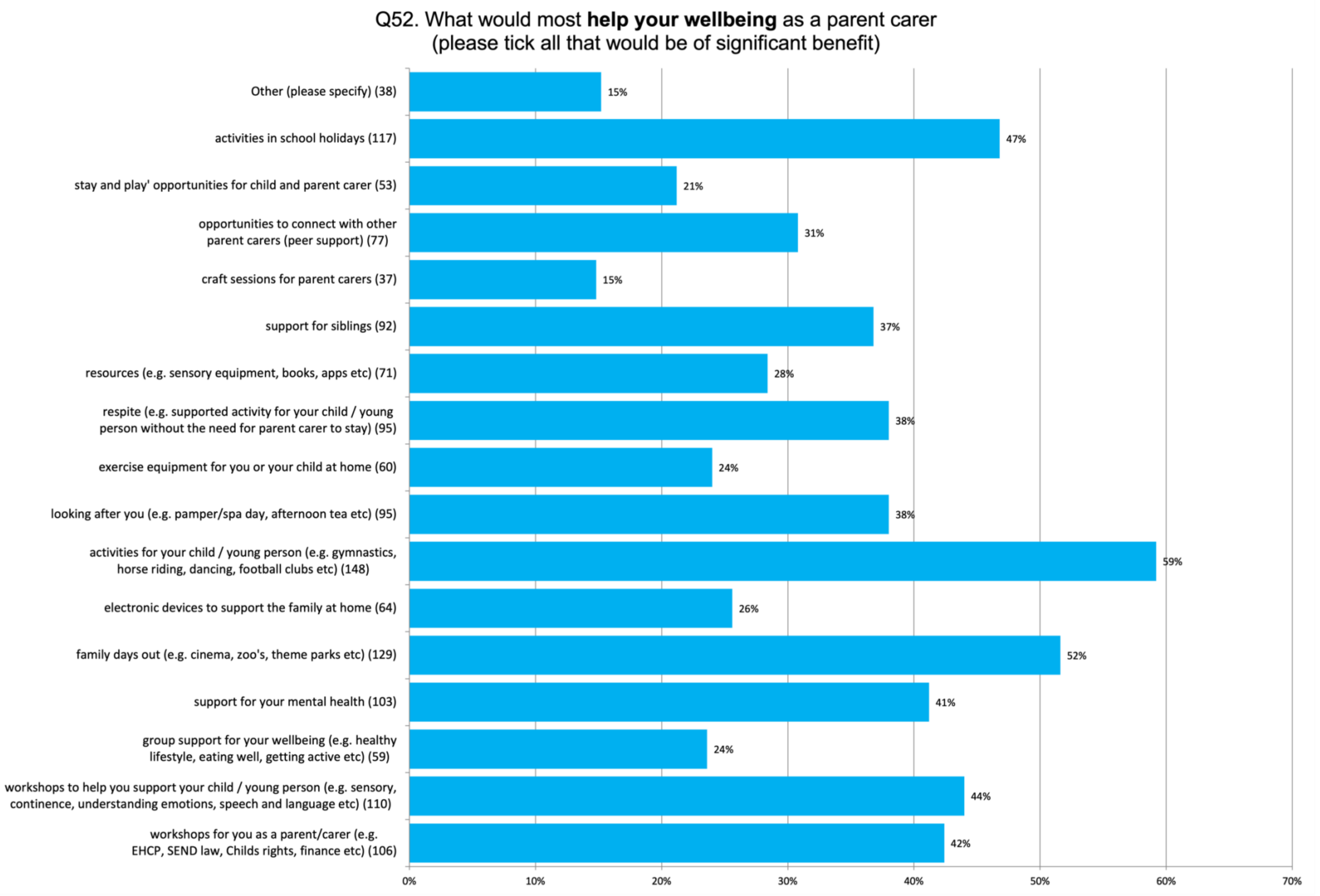
Parent Carer Support




Q50. what level of **happiness** do you feel most days?
30%
25%
20%
15%
10%
5%
0%
5%
3%
9%
10%
15%
16%
24%
24%
25%
22%
21%
22%
1%
3%
very unhappy (12 / 9)
unhappy (20 / 27)
not very happy (36 / 41)
neutral (55 / 63)
somewhat happy (58 / 58)
happy (50 / 58)
very happy (3 / 8)


Q51. Thinking about your contact with people you like, which of the following best describes **your social situation**?
35%
30%
25%
20%
15%
10%
5%
0%
20%
21%
26%
31%
26%
28%
28%
19%
I have little social contact with people and feel socially isolated (47 /56)
I have some social contact with people, but not enough (61 / 83)
I have adequate social contact with people (61 / 75)
I have as much contact as I want with people, I like (65 / 50)


Q52. What would most help your wellbeing as a parent carer
(please tick all that would be of significant benefit)
Other (please specify) (38) 15%
activities in school holidays (117) 47%
stay and play' opportunities for child and parent carer (53) 21%
opportunities to connect with other parent carers (peer support) (77) 31%
craft sessions for parent carers (37) 15%
support for siblings (92) 37%
resources (e.g. sensory equipment, books, apps etc) (71) 28%
respite (e.g. supported activity for your child / young person without the need for parent carer to stay) (95) 38%
exercise equipment for you or your child at home (60) 24%
looking after you (e.g. pamper/spa day, afternoon tea etc) (95) 38%
activities for your child / young person (e.g. gymnastics, horse riding, dancing, football clubs etc) (148) 59%
electronic devices to support the family at home (64) 26%
family days out (e.g. cinema, zoo's, theme parks etc) (129) 52%
support for your mental health (103) 41%
group support for your wellbeing (e.g. healthy lifestyle, eating well, getting active etc) (59) 24%
workshops to help you support your child / young person (e.g. sensory, continence, understanding emotions, speech and language etc) (110) 44%
workshops for you as a parent/carer (e.g. EHCP, SEND law, Childs rights, finance etc) (106) 42%
0%
10%
20%
30%
40%
50%
60%
70%

Parent Carer Support

Other: (38 responses) Based on the answers provided, the top 5 themes, for other **improvements** that could make the biggest difference to help your wellbeing as a parent carer are:

1. **Access to information and guidance**:
    - Help getting over 18 into an activity
    - Guidance on managing puberty with SEND children
    - Local support and sharing of information
2. **Support and socialisation:**
    - One-to-one support for children to be out without the parent
    - Peer groups/activities for older children
    - A group for those who have had to home school their child
3. **Provision of specialised services and activities:**
    - More support and activities for SEND children outside of school hours
    - More groups for teenagers with Autism and disabilities
    - Specialist tuition and financial groups for teenagers on budgeting
4. **Improved access to services and professionals:**
    - Quicker and better access to support services
    - Access to Community Paediatrics/CAMHS for additional treatments or strategies
    - Access to workshops outside of normal working hours
5. **Local availability and provision of support:**
    - Living more locally to support networks
    - More holiday provision for working single parents
    - Local support and improvement in services

Please note these are a summary of parent carer responses to questions 52 and may not encompass every aspect conveyed.
To view the responses in full please view the Appendix 12

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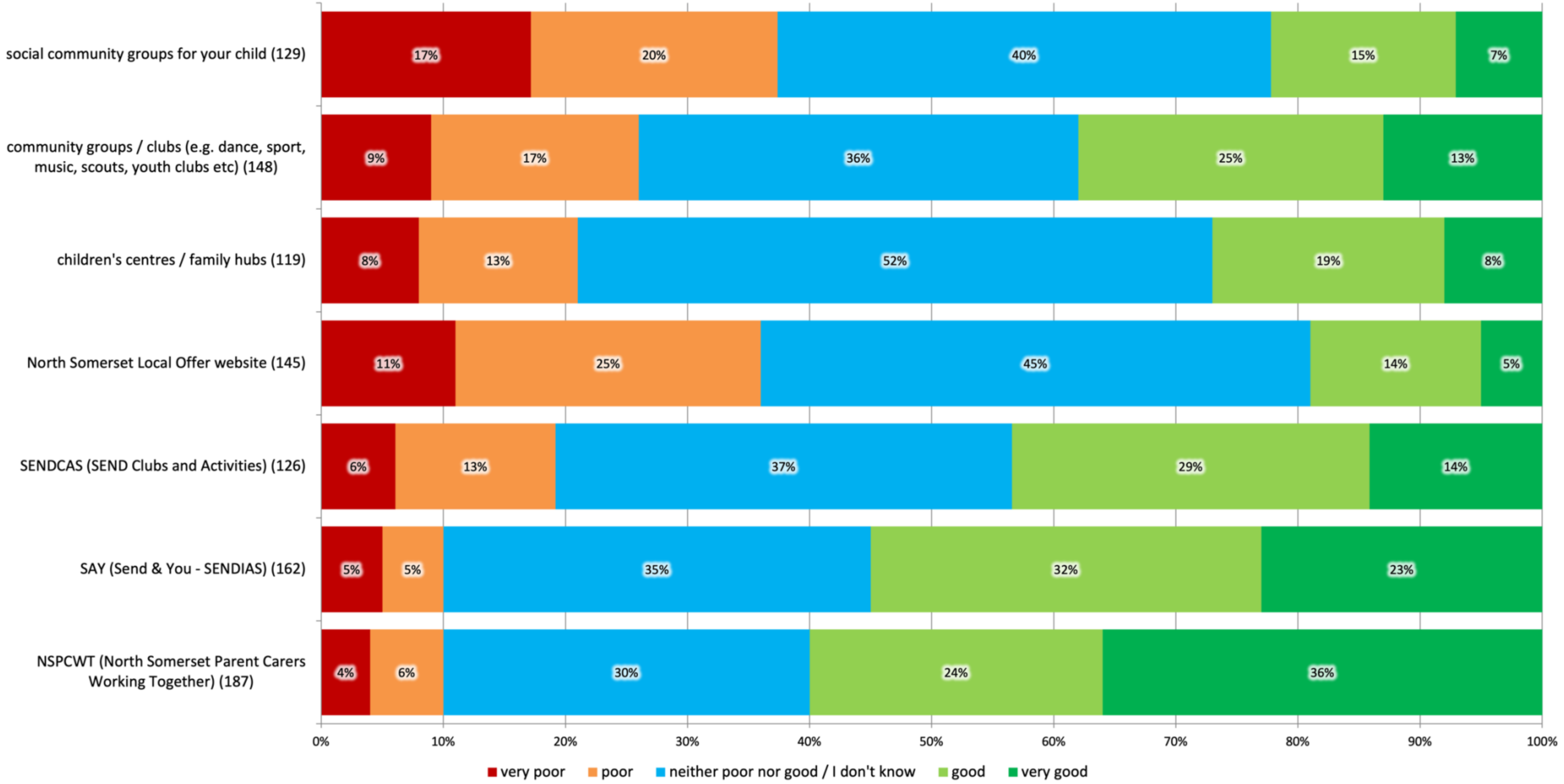
Community Support

Q53. How do you rate community support available to you / your child in North Somerset?



Community Support

Q54 We would love to hear your top **experiences** of what has **worked well** with **Community Support** during the last 12 months:

1. **Support from organisations and groups:**
    - ASD support group
    - NSPCWT (North Somerset Parent Carers Working Together) activities and support groups
    - SENDCAS (Special Educational Needs and Disabilities Clubs and Activities Service) events and family days
2. **Recreational and social activities:**
    - Stay and play sessions
    - Holiday activities and clubs
    - Inclusion sports clubs (e.g., football, tennis, swimming)
3. **Information and training:**
    - Online sessions and workshops provided by NSPCWT
    - Personalised advice and support from Send and You
    - Training sessions and educational events
4. **Local community resources:**
    - Local clubs, centres, and parks that offer support and activities
    - RDA (Riding for the Disabled) program
    - Community playgroups and craft groups
5. **Financial assistance and vouchers:**
    - Vouchers for days out and family passes
    - Assistance with transport
    - Gympanzee sessions and events

Q55 What **improvements**, would you suggest, could have made the **biggest difference** to your experiences of **Community Support**:

1. **Access and Availability:**

Many respondents mentioned the need for improved access to clubs, activities, and support services. They suggested having more options, spaces, and activities available, particularly during school holidays and outside of school or work hours. They also highlighted the importance of making information about support services easily accessible and regularly updated.

2. **Communication and Awareness:**
   Several participants mentioned a lack of awareness or knowledge about community support options. They suggested better communication and advertising of available services, including improved information sharing and more proactive outreach to make parents and caregivers aware of the support that is available to them.
3. **Inclusivity and Tailored Support:**
   Respondents emphasised the need for more inclusive and tailored support services. They mentioned the importance of providing activities and clubs specifically designed for different age groups, including teenagers, and for children with various needs. They also suggested the creation of inclusive youth clubs and social activities where young people can interact and receive support from understanding adults.
4. **Parent Support and Involvement:**
   Many participants expressed the need for more support and resources for parents and caregivers. They highlighted the importance of providing support groups, coffee mornings, and chat groups where parents can connect with others going through similar experiences. They also suggested offering workshops, training sessions, and information days that cater to the needs of parents and are scheduled outside of working hours.
5. **Affordability and Accessibility:**
   Affordability and accessibility were recurring themes in the responses. Participants mentioned the need for affordable options for community activities and events, particularly for families with children with higher abilities. They also highlighted the importance of making support services and activities accessible for children of all abilities, including those with physical disabilities or additional needs.

Q56 **Anything else** you would like to tell us about your experience of Support in the Community for your child and family.
Please tell us about both your **positive and negative** experiences:
(If we have missed any services from above please add them here)

The experiences shared by parents in this feedback highlight a lack of support and respite for both themselves and their children with special needs. Many parents feel isolated and overwhelmed, with limited time to search for support due to their caregiving responsibilities. The community support they receive is highly valued, as it has helped them through difficult times. Some parents have experienced mental health challenges and stress within their marriages due to the lack of support. They emphasise the need for better communication and collaboration between schools, the community, and families to ensure that children with special needs receive the necessary support and integration.

Awareness of available support services is crucial, but parents often struggle to find and access suitable options. The reduction in holiday club provision has made school holidays particularly challenging for families, and they express a desire for more inclusive activities for their children. Financial strain and the absence of extra funding add to the frustration. Some parents have managed to access specific services, such as YISP (Youth Inclusion Support Panel), but overall, there is a lack of knowledge about available support options. Communication, information dissemination, and coordination of services needs improving to better meet the needs of families with special needs children.

Please note these are a summary of parent carer responses to questions 54, 55 & 56 and may not encompass every aspect conveyed.
To view the responses in full please view the Appendix 13

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Anything else you would like to tell us

Q57. Is there anything else you would like to tell us?

A summary of **key points** from responses:

1. **Lack of support for the whole family:**
   Parents express a need for more support not only for their special needs child but also for their other children who may be affected by the challenging behaviours and demands at home.
2. **Limited respite and activities:**
   Parents feel there is a lack of respite care and activities available for their children with special needs, which could provide a break for both the child and the family. They mention the need for programs similar to the Bristol Autism Project.
3. **Individualised support:**
   Parents emphasise that not all children with ASD require a special educational needs (SEN) setting and that some may have high academic potential. They advocate for individualised support and recognition of their children's abilities rather than assuming they cannot achieve certain educational milestones.
4. **Challenges with EHCP process:**
   Some parents express frustration with the EHCP (Education, Health, and Care Plan) process, including difficulties in obtaining a plan, lack of faith in the school's support, and concerns about future education options for their child.

5. **Slow assessment and referral processes:**
   Parents highlight long waiting times for assessments and support services, including CAMHS (Child and Adolescent Mental Health Services), which adds to the stress and challenges faced by families.
6. **Communication and coordination issues:**
   Parents mention poor communication and coordination between different service providers, leading to delays and frustration in accessing support for their children.
7. **Lack of social and care support:**
   Several parents express disappointment with the diminished level of social and care support for families with special needs children, particularly during and after the COVID-19 pandemic.
8. **Need for future planning and financial workshops:**
   Parents suggest the need for workshops and resources to assist with future planning, especially regarding finances and transitioning into adulthood.
9. **Overall appreciation for support organisations:**
   Despite the challenges, parents express gratitude and appreciation for organisations like North Somerset Parents Carers Working Together (NSPCWT) and Springboard, which provide support and resources for families.
10. **Exhaustion and emotional toll:**
    Many parents express exhaustion, frustration, and emotional strain from the constant battles and struggles to access the necessary support and services for their children.

These experiences highlight the need for improved support, better communication, shorter waiting times, and more individualised approaches to meet the diverse needs of special needs children and their families in North Somerset.

Please note these are a summary of parent carer responses to questions 57 and may not encompass every aspect conveyed.
To view the responses in full please view the Appendix 14

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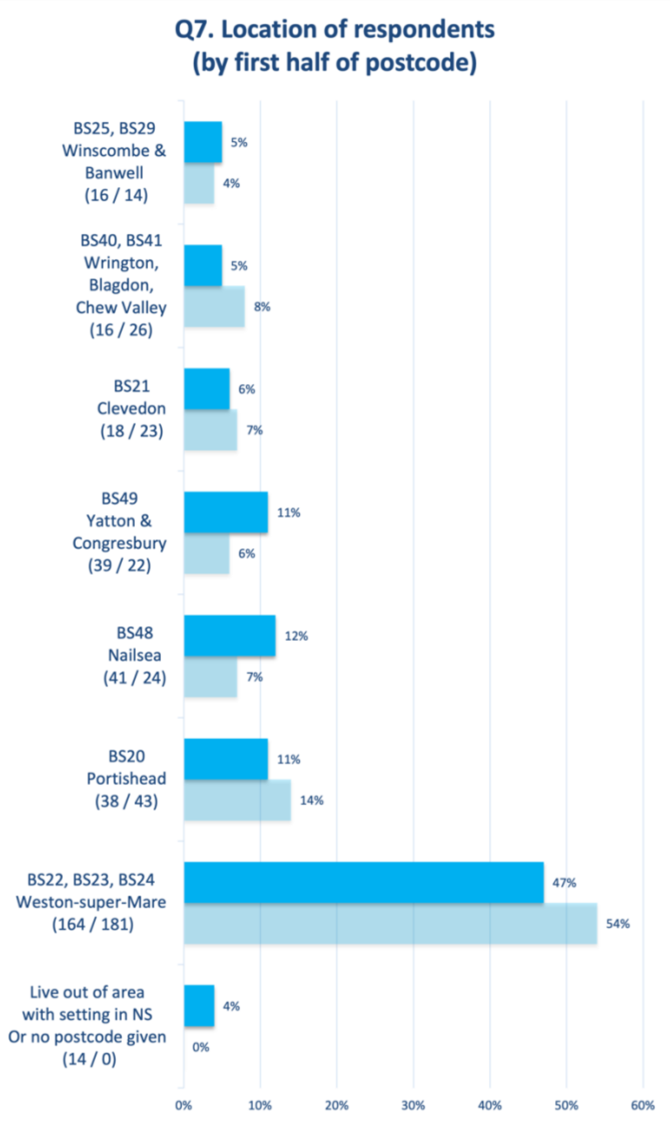
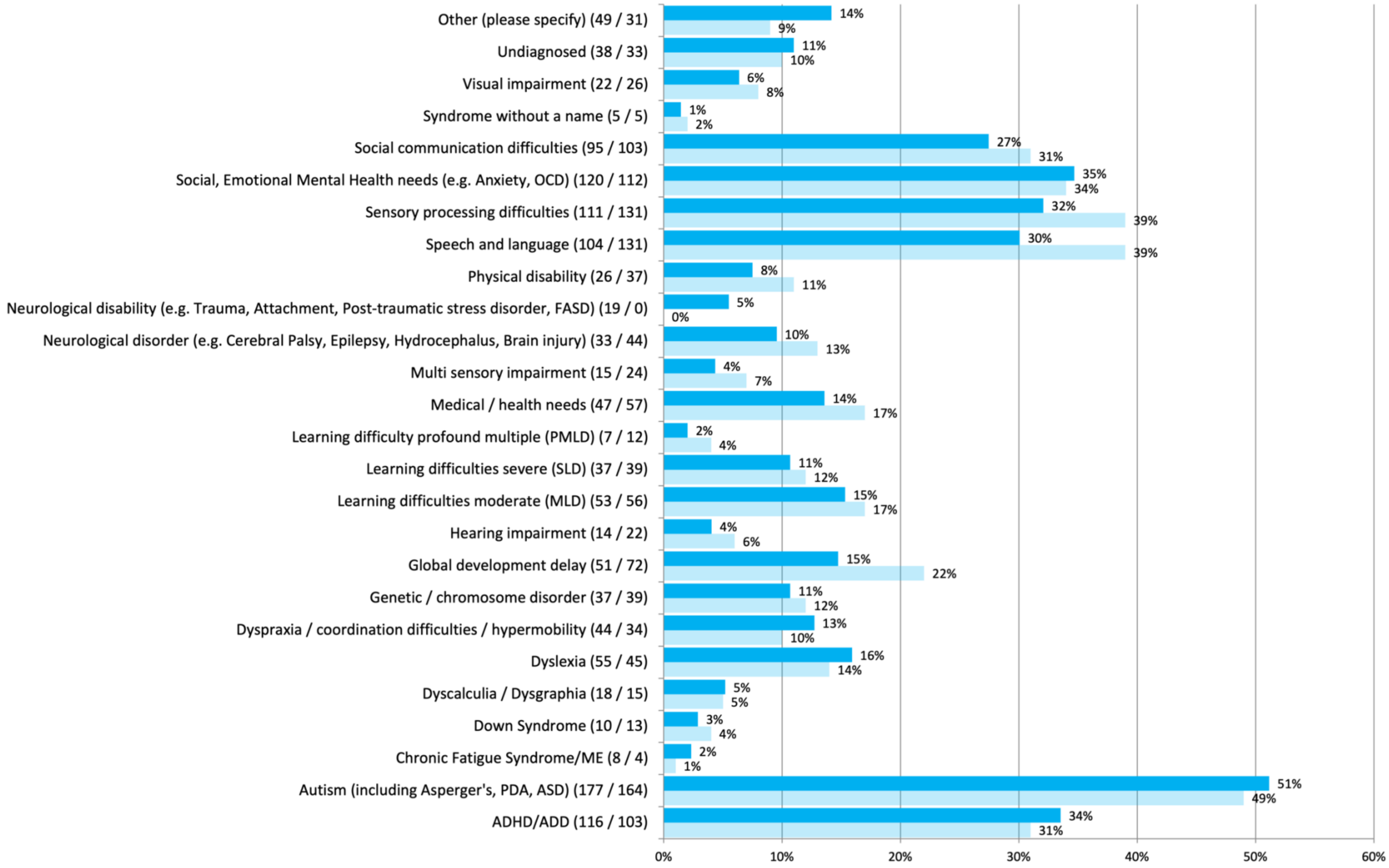
Demographics


Q7. Location of respondents
(by first half of postcode)

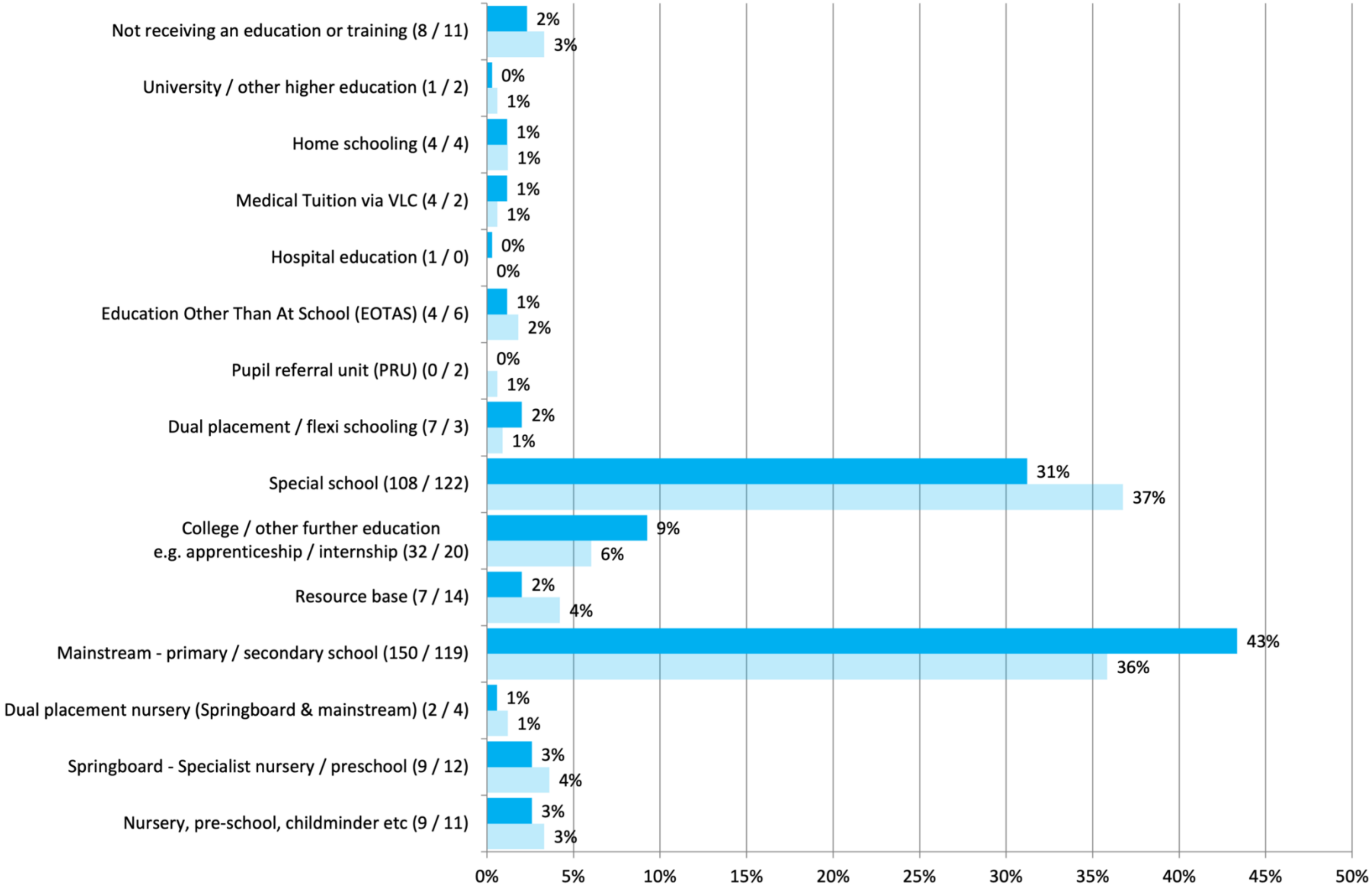
Q9. What are your child's additional needs / disability? (Please tick all that apply)

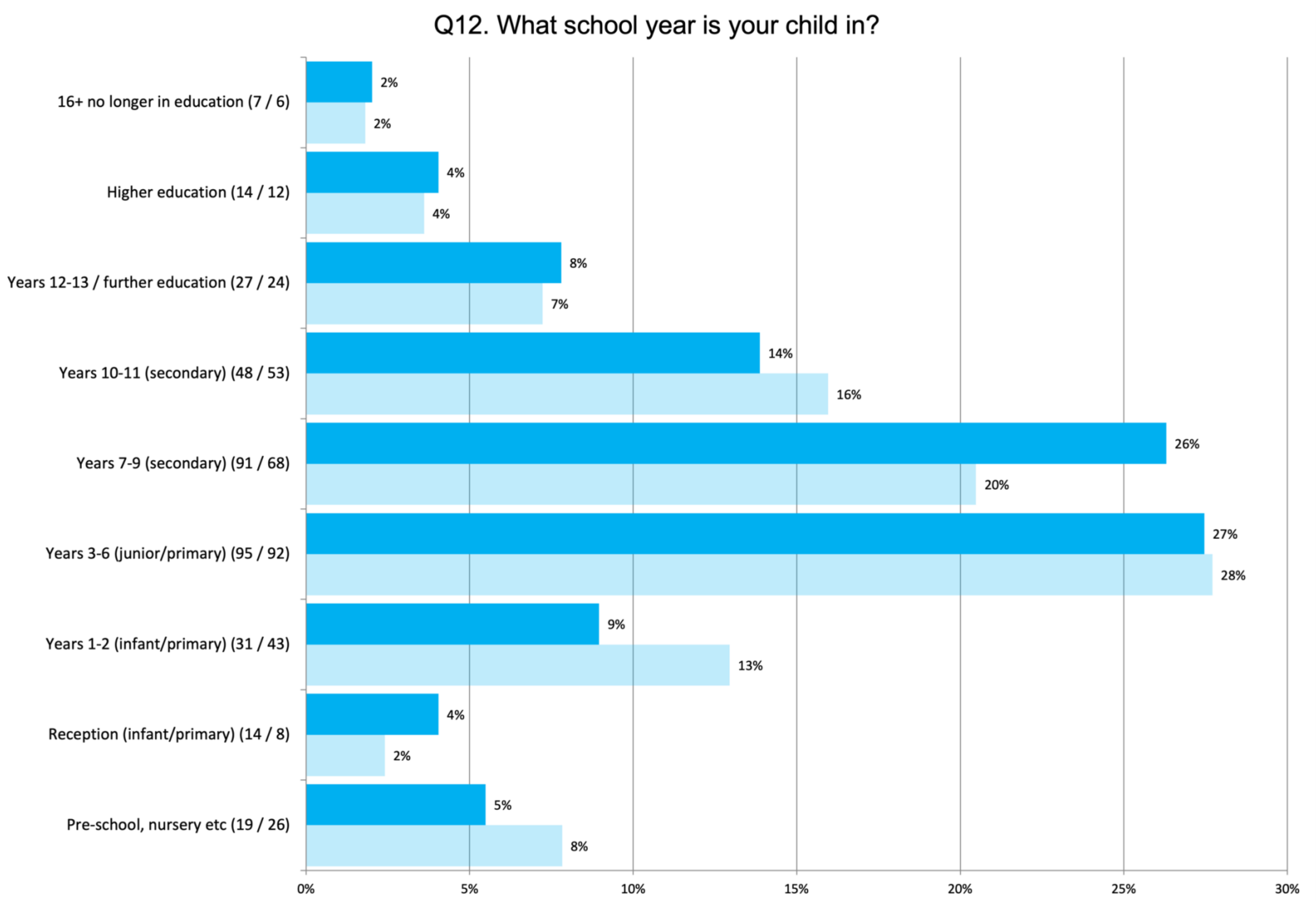


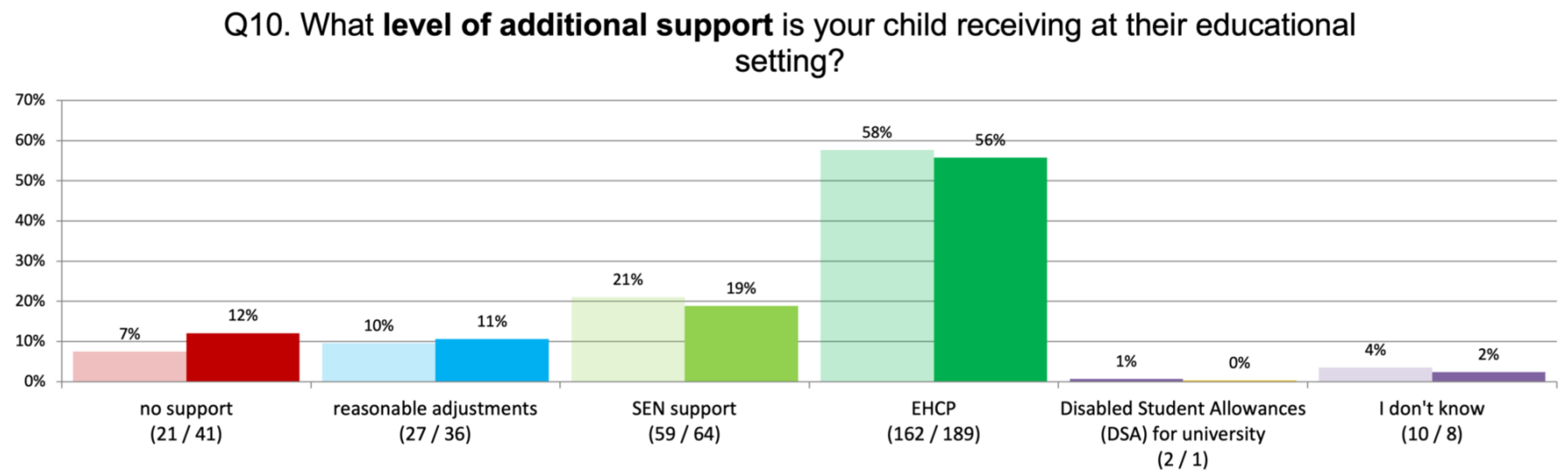
#	Other (Please specify) - **49** Comments taken verbatim from survey responses

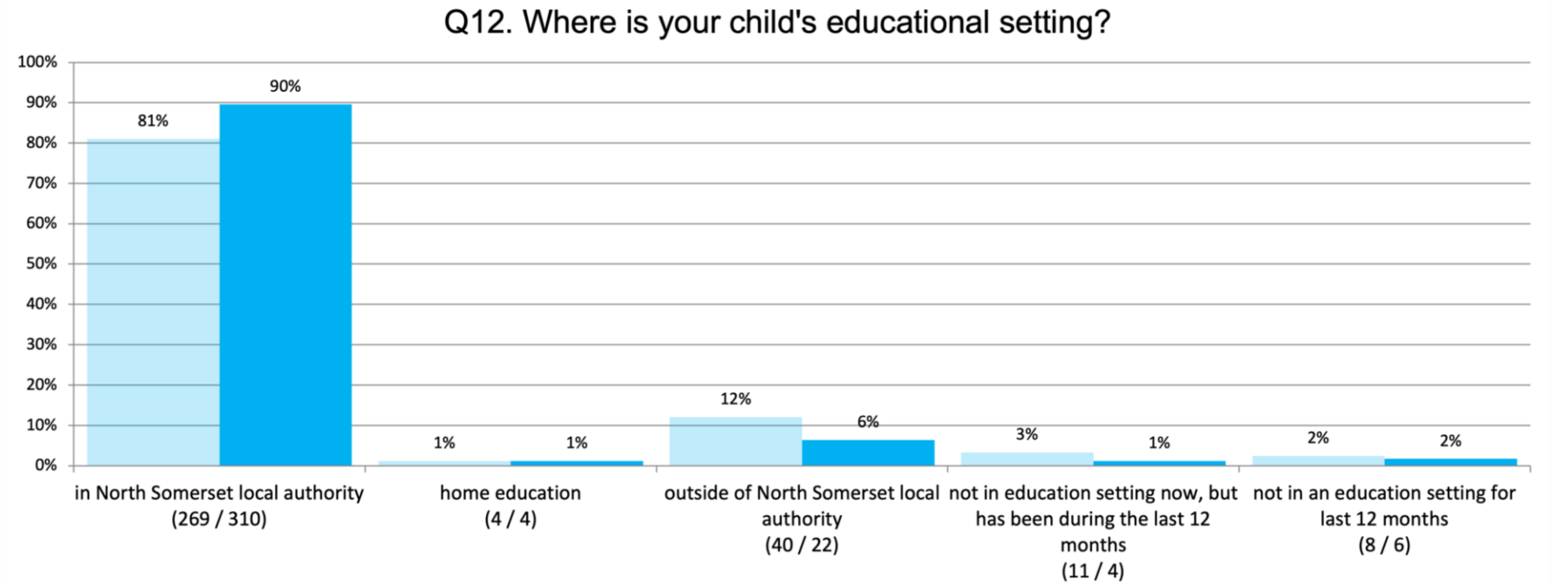
1. Pica
2. Triple x syndrome
3. Extreme anxiety
4. Odd
5. On waiting list for autism assessment
6. Myatonic dystrophy
7. Dld
8. Auditory memory problems
9. Epilepsy,,, mental health dificulties,,,Posible adhd
10. Epilepsy, dystonia
11. Restrictive food intake disorder
12. Tourette’s syndrome
13. Tourettes
14. PDA, ODD
15. I have a boy with adhd query ASD, another boy query adhd ASD, I’ve got another boy with emerging SEN needs and a tiny baby with Downs
16. Emetophobia and Arfid
17. Tiptoe walker which has caused disabilities in walking, pains in legs ect
18. Still undergoing tests and observations
19. Epilepsy
20. Awaiting assessment for ADHD, autism and developmental delay
21. Undiagnosed autism
22. Tics and eating disorder
23. Long Covid
24. hyperacusis
25. Fetal drug withdrawl
26. Cleft palate
27. Type 1 diabetes
28. Auditory processing disorder
29. Undergoing additional testing
30. Trying to get an adhd assessment
31. Growth hormone deficiency
32. anxiety
33. Have been told it a wide range of different disability
34. Anxiety
35. Pica
36. Elhers danlos syndrome
37. PANDAS
38. Undiagnosed with autism but I'm pretty sure he has it
39. postural tachycardia syndrome
40. Echolalia, challenging behaviour, hypermobility, hypotonia
41. Rett Syndrome
42. Possible ASD/ADHD awaiting assessment
43. Likely ADHD but unable to access the system to confirm diagnosis
44. Oppositional Defiance
45. We would also say our child has significant signs of ADHD (which also runs in both parents families) but it is too early for diagnosis. We also believe our child has dyspraxia or something similar
46. Tourettes
47. All awaiting diagnosis
48. ASD undiagnosed awaiting assessment
49. Sleep disorder

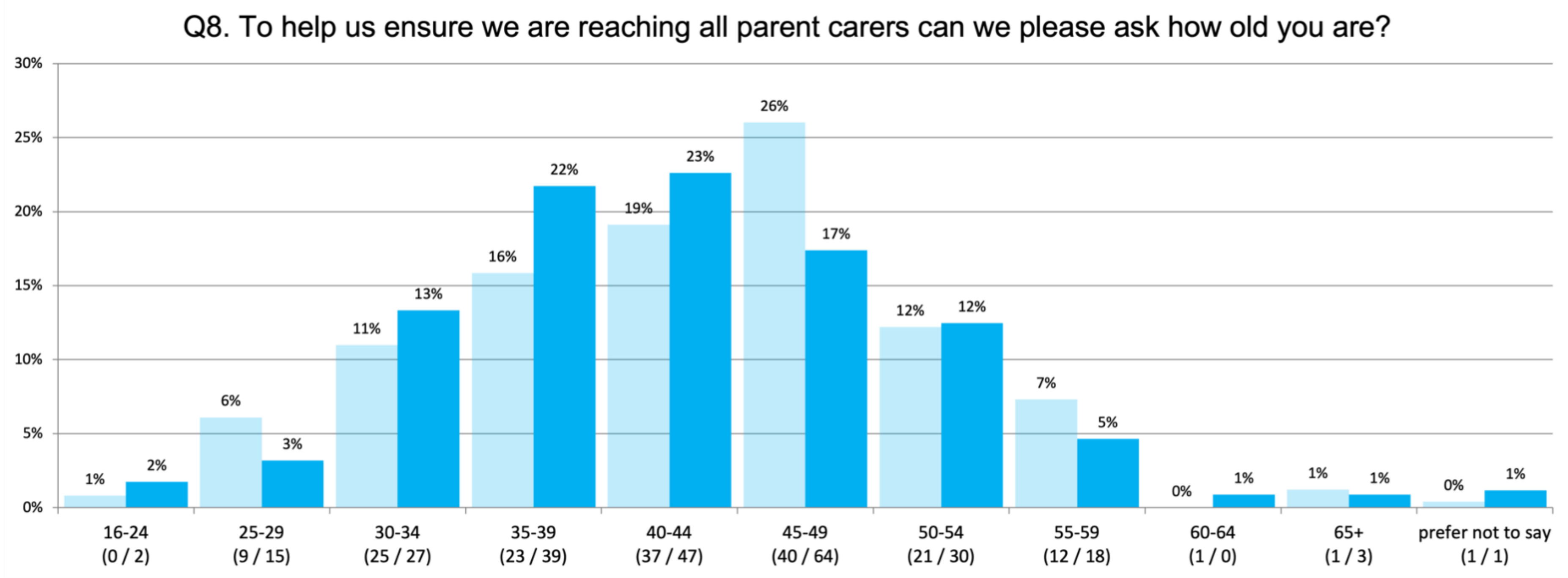
Q11. What type of setting is your child educated in?




Q12. What school year is your child in?
16+ no longer in education (7 / 6)
2%
2%
Higher education (14 / 12)
4%
4%
Years 12-13 / further education (27 / 24)
8%
7%
Years 10-11 (secondary) (48 / 53)
14%
16%
Years 7-9 (secondary) (91 / 68)
26%
20%
Years 3-6 (junior/primary) (95 / 92)
27%
28%
Years 1-2 (infant/primary) (31 / 43)
9%
13%
Reception (infant/primary) (14 / 8)
4%
2%
Pre-school, nursery etc (19 / 26)
5%
8%
0%
5%
10%
15%
20%
25%
30%


Q10. What **level of additional support** is your child receiving at their educational setting?
70%
60%
50%
40%
30%
20%
10%
0%
7%
12%
10%
11%
21%
19%
58%
56%
1%
0%
4%
2%
no support (21 / 41)
reasonable adjustments (27 / 36)
SEN support (59 / 64)
EHCP (162 / 189)
Disabled Student Allowances (DSA) for university (2 / 1)
I don't know (10 / 8)


Q12. Where is your child's educational setting?
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
81%
90%
1%
1%
12%
6%
3%
1%
2%
2%
in North Somerset local authority (269 / 310)
home education (4 / 4)
outside of North Somerset local authority (40 / 22)
not in education setting now, but has been during the last 12 months (11 / 4)
not in an education setting for last 12 months (8 / 6)



Q8. To help us ensure we are reaching all parent carers can we please ask how old you are?

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Appendix 1 - Education - Setting & Services, **early years**

Q16. We would love to hear your **top 3 experiences** of the support that has **worked well** at the education setting for your child during the last 12 Months:

early years

#	**RESPONSES: 13** **Comments taken verbatim from survey:**

1)

1. 1-1 support in place without this my son wouldn't cope
2. 1:1 (top up funding)
3. Easter play scheme
4. Stay and play
5. Teacher meeting me wherever I need
6. Farm school
7. Regular meetings
8. Building XXX confidence
9. Communication is good when health changes able to discuss with key worker
10. Support in implementing the EHCP
11. Mainstream nursery have gone above and beyond to support our son. One example, his key worker spent her day off creating a communication book after suggestion from SALT. We can now talk to our son about his day from the information nursery write in there for us.
12. The full 1-2-1 support he has received. He has build a great relationship with his 1-2-1 over the last 18 months (I've delayed his school entry so he's repeating nursery) This means he trusts his 1-2-1 and has worked well with the targets the SLT has set.
13. 1-1 support at all times.

2)

1. Bucket time to help improve focus and concentration
2. Nurturing, supportive team
3. Stay and play days out
4. Coffee morning
5. Helping filling out forms

6. Ballet
7. Involve us with IEPs
8. Getting her to choose her toys
9. The setting is perfect for ASD children I believe they should expand to help more children
10. Support with speech and language
11. Springboard nursery have opened up many doors for us in terms of accessing appropriate support that we didn't know existed.
12. Being able to speak to the 1-2-1 directly for a full hand over at the beginning and end of the day to advise on any issues/mood/etc. Working together to try to resolve any problems which arise.
13. Set routines and proper transitions preparation

3)

1. Support for parents with big numbers of paperwork and helping to complete
2. Setting working in partnership with other professionals particularly our private SLT
3. Catch up coffee meetings
4. Just listening
5. Fox cycling
6. Explain the issues faced in detail
7. Being there to offer me support and advice
8. specialist sensor equipment, trained staff, understanding and kind staff
9. Support with literacy
10. Mainstream nursery have always been accepting and supportive of our son's additional needs, ensuring he is included and encouraged to join in with other children
11. Having a communication book which we (parents/1-2-1) write in. It's a bit like a diary and it helps to refer back too to see patterns when my son's anxiety comes and goes.
12. Good communication with parents

Q17. What **3 improvements**, would you suggest, could make the **biggest difference** to your experiences of the education setting:

early years

#	**RESPONSES: 11** **Comments taken verbatim from survey:**

1)

1. Resources available for sen children
2. None, I think the education setting are doing an amazing job given the limitations of their budgets and lack of support from the local authority/healthcare etc
3. Better communication between parents and staff
4. Regular assessing
5. A quiet space/ calm down room
6. More sessions
7. more hours available to those in need
8. Better support with toileting
9. Better communication between the two settings- for example, both have separate IPPs and manage/ review these at different timescales. This is counterproductive- surely a child should not have two separate sets of goals? One set should be sufficient
10. More use of Makaton
11. Minimal school holiday support

2)

1. The lack of knowledge around autism in pre school settings with early intervention this would help more children
2. More meetings between parents and staff to discuss progress and share ideas
3. Being able to signpost to outside help
4. Consistent staffing
5. A bit more time at pickup
6. more drop in sessions for half terms for children in need
7. Better support with behaviour management
8. Parents evenings would make a HUGE difference. There is not enough time to discuss key and important things during pick up and drop off. We are offered a meeting but it never comes in to fruition. IPPs are sporadically put on us to review at pick up whilst our son is shouting and pulling at us waiting to go home. It doesn't seem appropriate and there certainly isn't any time to discuss or review it adequately. There is never an opportunity to fully review our son's progress either, to talk through what is working and what isn't working etc. Considering the extent of his needs (now warranting an EHCP) this doesn't seem acceptable.
9. IPP reviews are completed quickly during handovers

3)

1. A quiet space to calm down without being overwhelmed by other children
2. Better networking for parents
3. Early intervention
4. more parent groups from parent carers so everyone can find time to go. These are very helpful

5. Support with social interactions
6. Food options for children with clear sensory challenges should be explored and offered. We pay for hot meals that routinely consist of rice or cous cous (almost every meal) and our son does not tolerate this kind of texture. Therefore, he is either singled out as the only child requiring a packed lunch (which causes issues whilst the others eat a hot meal together). Or he simply does not eat the food we pay for which is extremely frustrating given that “lunch” alone (not evening mean) costs us £8 per day.
7. No parents evenings

Q18 Anything else you would like to tell us about your experience of the education setting. Please tell us about both your positive and negative experiences: (Please do not identify your child or the setting)

early years

#	**RESPONSES: 9 -** **Comments taken verbatim from survey**

1. We moved pre schools to start with because they were not meeting standards met for care and support at all this new setting has been amazing and so much more supportive and understanding we have had help from portage speech and language on the waiting list for paediatrics dietitian and occupational therapy these waiting lists could be improved and more support given whilst waiting to be seen by these other professionals
2. The setting my child attends has been life changing for me and my child. The support they have provided has been incredible. We had a very bad experience with a previous nursery, but I absolutely cannot fault where he attends now.
3. Great school head teacher open. and friendly just need more support in and out of school
4. My child is supported really well at his current pre school I can’t comment on when he attends school in September but the school appear to be putting in as much intervention as possible before he starts.
5. I have found them an absolute godsend as a single mother to a child with ASD and health issues. As a community together with springboard there needs to be much much more help to children too young for school. Once children attend school that is a huge rest bite for parents. But prior a lot of parents are struggling. I think springboard are doing their best to provide provisions but there could be more. They need more facilities and funding to help others.
6. The setting has been supportive but sometimes can be negative towards behaviour.
7. Toileting is a bit hit and miss. My child enjoys a range of food and seems happy. My child is a child who regularly catches colds etc and has to miss nursery regularly due to the policy in place. If they were not going to school in September then we would move them
8. My son attends XXX nursery and I have to say they have been brilliant with him and work with us, his parents. No issues at all. My biggest concerns would be the SENCO. She’s not given me great advice, and even said he didn’t need an EHCP yet. However I was advised to do a parent one by his Portage worker and the final draft was completed in December 2022.
9. Parents of Children with additional needs should be offered regular meetings with the education setting to review their child’s progress and address any concerns. Trying to discuss this at pick up/ drop off is not sufficient. It is also not very dignified to discuss such topics in earshot of other parents or the child themselves. Things that work at home such as makaton symbols and visual timelines do not seem to be implemented at nursery despite us communicating this.

Appendix 2 - Education - Setting & Services, **Primary (mainstream)**

Q16. We would love to hear your **top 3 experiences** of the support that has **worked well** at the education setting for your child during the last 12 Months:

mainstream primary

#	**RESPONSES: 66** **Comments taken verbatim from survey:**

1)

1. Named person to assist
2. Introduction of a quiet space
3. Routine
4. 1:1 LSA
5. Reading has improved
6. Constant communication
7. Good communication with senco
8. General improvement in overall performances
9. Good friends
10. Having an LSA in the classroom
11. IEP reviews
12. small group sessions
13. I've been told I'd get two EHCPs now
14. I have been able to meet a teacher
15. My child got diagnosed with adhd and was medicated with had a huge impact 9n his concentration at school and he went up a few reading levels but it didn't help him at home and I'm a single parent to 3 children with no support or family so I'm at a catch 22 situation
16. They let me come in for lunch times at first to get him to stay longer
17. Cocoon lunch club
18. Pastoral team.
19. 1-2-1sessions
20. Support when the child was taken of medication for a break
21. More TA support
22. Appointments

23. Dealing with bullying
24. Reduced hours
25. Nessy
26. Support from staff
27. A individual support plan, feelcan see what happens in school
28. Brilliant class teacher - supportive and caring
29. Implementing strategies set by SALT
30. The school is very supportive of my child
31. Inclusion as much as possible
32. regular communication and updates
33. Sitting at the front of the class
34. Daughters 1:1 volunteered to attend an after school disco so she could attend (otherwise wouldn't have been possible to join her peers
35. A thrive room
36. One to one support via a private tutor which I pay for privately
37. One on one support
38. Communication with teachers
39. Individuals working hard
40. Teacher support excellent
41. Requesting additional time and brain breaks for upcoming SATs
42. EHCP still waiting - no funding available to provide 1:1 needed
43. LSA support
44. ISP
45. ISP
46. It took alot of me asking but they applied an IEP to my child
47. Listening to me!
48. One to one support at a distance
49. Adjustments made for sensory issues - sensory breaks
50. Acces to the nurture room - a quiet space
51. PDA training for staff
52. 1:1 support
53. Good friends
54. 2nd 1-1 support 2 days is more supportive
55. Teacher meeting me every month
56. Change in one to one
57. Teacher relationship with child
58. Transition
59. Understanding my childs needs
60. Having 1:1 support from CandLE (Communication and Learning Enterprise)
61. Time out

62. Working with us as parents
63. Nessy online support for dyslexia
64. Has 1 to 1
65. Going in early
66. Allowed use of sensory toys and teddy

2)

1. Very reduced timetable
2. More Autism training for staff
3. Daily tasks
4. Individualised target setting
5. Speech has improved
6. Termly iep's
7. He appears settled
8. Good one to one
9. Having a full time SENDCO
10. Assembly's of achievement- book awards
11. quiet space for hearing sensitivity
12. The staff are friendly
13. They let him just do half days
14. Quiet area
15. Fiddle items
16. Someone to talk to if has issues
17. Support for myself as well
18. Communication
19. Support in class
20. Reduced expectations
21. One2One
22. Identifying needs
23. More talks with teacher and me giving feedback but been hard cos people dont want to hear
24. Annual review of EHCP & resetting of targets
25. The after school provisions are fun and non discriminatory
26. Working with another student with similar needs
27. a really positive approach
28. 10 minutes a week for social emotional and development sessions with teacher
29. 1:1 will phone with any questions
30. A quiet tent when things get too much
31. Own desk
32. Understanding of where extra help is needed

33. Individuals going above and beyond using resources to there full potential
34. Teachers willingness to listen and work with parents excellent
35. Allowed brain breaks to regulate emotions and understand how to help him
36. ASD assessment waiting list extremely poor, unable to gain a diagnosis so unable to attend school required
37. Class teacher
38. Nurture
39. Nurture
40. The teacher has started to follow NSPC fb page and done some of the training courses
41. Finally acknowledging my twins are Autistic
42. Allowing my daughter to shout and let out her anger when she is frustrated as long as she is away from others
43. Adjustments made to not wear a swimming hat to participate in swimming lesson with school
44. A kind, caring approach
45. Meeting my child where they are and utilising this in their learning
46. Communication with school staff
47. Good one to one
48. Child is allowed to enter school earlier
49. Teachers getting to know him better
50. TA efforts with child
51. Communication
52. Having a one 2 one
53. All lessons get put on my son's communication device
54. Being able to use a stress ball
55. 1to1 support worker is excellent
56. Additional reading time
57. Sensory room
58. Access to art sometimes
59. Core lessons given in small groups

3)

1. Understanding anxiety needs
2. Speech increased
3. Thrive approach
4. Sensory improvement
5. Caring staff who listen
6. Good quite time
7. The change of PE company
8. Meeting with Senco
9. a quiet place to go when stressed or anxious
10. They do listen and accept the children are SEN

11. I was spoken to every day when picking up
12. Occupational therapist support
13. Caring supportive team
14. Some interventions
15. Understanding of support needs
16. Doodle Maths
17. The school itself is outstanding
18. Transition to secondary prep
19. Assisting with toilet training
20. My child's teacher is fantastic
21. 1:1 time periods
22. support to make onward referrals
23. A private space has been found when needed to replace medical devices when failed at school
24. Using others 1 to 1s to help support him
25. Extra support
26. Understanding of condition
27. Additional activities with support and understanding
28. Fantastic teacher who understands and supports him each day with routine
29. Teachers are to stretched
30. Advisory teacher
31. The school has applied for EHCP
32. Collaborating with me on IEPs
33. Giving my daughter less tasks but at a complex level as she gets angry and frustrated when she cannot complete simple tasks quickly, it makes her feel incompetent. She enjoys taking time over harder tasks.
34. Class teachers communication adm understanding is outstanding
35. Suggestion of ADHD referral
36. Listening to me as their parent
37. Including with peers
38. Subjects interested in
39. Friendly staff
40. Safe space for him
41. Precision teaching
42. Noticing and starting the process for a EHCP form child
43. A trusted adult to talk to when he feels the need
44. Good environment to enhance and enrich speech and language through specialist activities
45. Quick spellings adding to the list every time
46. Ot provision
47. Inclusive of SEN

Q17. What **3 improvements**, would you suggest, could make the **biggest difference** to your experiences of the education setting:

mainstream primary

#	**RESPONSES: 70** **Comments taken verbatim from survey:**

1)

1. Actual teaching worksheets
2. Funding that equates to a full time 1-2-1
3. More speech and language
4. Communication
5. The LA provided more support for the school in SLT.
6. More support for teachers
7. Slightly more consistency of staff at lunch time
8. Total inclusion of all class activities
9. Understanding emotions
10. An LSA in each classroom. Not just for a child who needs a 1-1. An LSA in every classroom
11. Monitoring and working with children with sensory issues at lunch time to ensure they eat their pack lunch
12. Follow the EHCP
13. To have the EHCPs pit through I was told it would happen at Christmas
14. Better communication
15. More 1-1 especially of the child isn't medicated
16. Don't lie about how the child has coped
17. 1:1 support more often
18. understanding
19. Help getting an echp
20. More 1-2-1 sessions
21. Competition to be more fair especially children with special needs not the same child winning all the time
22. Communication
23. Communication from teachers
24. More flexibility
25. More time
26. Not enough funding in the EHCP - really low
27. Understanding my childs needs, really listening to me n professionals on my childs needs, not thinking im a neurotic patent , she is not just same as all rest
28. Consistent access to SALT during term time

29. More information available for their SEND policies and experience openly available
30. Communication between broken families
31. Communication
32. faster responses to concerns
33. A TA full time in the class as 5 children needing support
34. SEND lead has not or slow to to emails regarding care plan
35. More TA support
36. More communication
37. More one to one time in education
38. Communication
39. more understanding
40. Contact with Sendco
41. More mental health provision, my son is unable to book time with our resident emhp
42. More funding provided to access support before EHCP or a diagnosis
43. SENDCo knowledge and expertise needs improvement
44. More 1:1
45. Improved communication one to one
46. The SEN for school needs more SEN time as also a class teacher
47. If the SENCo actually did her job properly
48. Stop expecting my daughter to be the same as everyone else
49. SEN lead being more informative
50. No follow up to concerns raised at parents evening/results of ADHD report
51. Partial timetable
52. Speach and language therapy availability
53. More funding for the school to have more support to access provisions, such as the quiet room
54. Closer supervision during play time/lunch time
55. Understanding emotions
56. Theraplay
57. More social support
58. Understanding ADHD
59. Provide provisions!
60. More funding /greater access to LSA
61. Communication with home
62. Huge waiting lists for everthing! for EHCP, SLT
63. Less rapid staff turnover
64. Better communication
65. Constant threat of cuts to schools funding by the local authority worries all parents - more funding is needed not less
66. SENCO training of more than one person as things have been missed
67. Better communication in timely manner

68. Extra support
69. Communication is key
70. Communication

2)

1. Better support for learning
2. More supportive/patient staff
3. More understand of needs
4. Funding for training
5. Access to more clubs
6. No clarity, help from North somerset Council. We have been asked to change school. Heard no more information since visiting schools
7. Not leaving him out of lessons
8. A break out room for children that are overloaded. A sensory room for quiet space, equipment to regulate the children, inside the classroom and outside
9. Yellow cards to be a physical thing abd communicated to parents at pick up
10. Use of highlighters or additional aids for writing/comprehension
11. For the children to have the 1:1 support needed
12. Actual support in class
13. Don't ignore there needs and make them stay beyond there means
14. More support in lesson
15. communication
16. More support
17. More help on hand in classrooms, for example TA,s
18. Showing the work they are doing in the extra time
19. Increase training & awareness of children with additional needs
20. More support
21. Not enough SALT intervention every other term now
22. Being realabout things that dont work, and look for other solutions or ideas
23. More communication with parents around extra provision/support
24. Support where two parents do not agree
25. Supervision at social times
26. try and make sure child still completes class work
27. Teachers to be trained in additional needs
28. Arranging of training care plan/ staff training very last minute when starting last September
29. More facilities
30. Education of staff
31. more communication
32. Communication from school on individual needs
33. Continued higher support for when he has periods of being regulated to encourage less of the disregulated times through repetitive strategies

34. Providing an ASD assessment as soon as possible it’s unfair to make a child wait whilst their education placement is breaking down causing mental health issues.
35. Pastoral support for SEND children
36. More emotion and well being support
37. More communication
38. Greater ND training for junior staff
39. Allowing her to let her feelings out in a controlled environment
40. Better communication with SEN lead
41. Unhelpful strategies, e.g. keeping child in at break times
42. PDA training for ALL staff
43. Therapy for sensory issues
44. Ability to diagnose more children (current school has a limit on how many they can afford)
45. Better understanding of triggers and training on how to manage them
46. Not leaving him out of lessons
47. Experienced 1-1
48. More emotional support
49. Getting other students to be aware
50. Stop gaslighting and accept disabilities
51. More outdoor learning
52. Actually implementing things given to them from ot
53. Reflection/ time out - More understanding on what a sen child needs at that time
54. Better communication between home/school and other agencies
55. Having a full time SENCO
56. Breakfast/after school clubs are not realistically available to us for various reasons
57. Buddy system older neurodiverse kids with younger ones to help them process/understand themselves
58. Understanding coke bottle effect and masking
59. Actually sending referrals
60. Support the parents
61. To be more consistent

3)

1. Clearer communication
2. Educate parents of neurotypical children that SEN children aren’t just naughty children
3. Surpport with child behaviour
4. Communication between staff
5. General feeling of not being wanted at his school
6. Get more support for day trips
7. Children ashould not be taught in corridors. Each child should have support to learn the way they need to learn. The teachers need more support to achieve this
8. After school club for working parents
9. More follow up meetings and work strategies

10. To have decompression/quiet time on difficult days
11. Up-to-date training
12. Don't put pressure and tell them they have to be in full time or mummy and daddy will go to
13. court
14. EHCP
15. support
16. Someone to go when needs some space
17. More trips out
18. Communication again
19. Smaller class
20. He needs more 1-2-1 which is not funded and we get no support out of school
21. Dont make achievement be all n ebd all, dont set same goals for sen as rest of class they never ever going to feel good about coming last or never getting gold , ahhhhh
22. Support to understand my child condition more
23. Having a full time 1:1 that the school receive funding for
24. consistent teaching staff
25. Teachers to be given training on how to teacher the class as well as supporting SEN children
26. More clubs
27. Lack of time and resources
28. Understanding of child’s needs
29. More mental health provisions and funding for schools out school has a high number of SEN children and one senco who tries her hardest but is fighting a constant battle for funding
30. Being able to access an ASD based on circumstances as unable to pain a placement without a diagnosis or EHCP
31. Working with outside agencies better
32. Better understanding of child’s needs and sticking to ehcp
33. I wish they could notice my sons cues a bit more before he gets upset
34. If teachers actually listened to parents
35. Giving her the time to complete tasks so she does not constantly feel rushed and frustrated
36. Less "I think it's this" when opinions don't put things into place to support and help
37. Issues only get dealt with when behaviours are really obvious e.g. sitting under desks
38. Clear about the future
39. Psychologist's support sessions
40. More training for lunchtime supervisors to crack down on bullying and unfriended children
41. One on one support
42. Get more support for day trips
43. More use of visuals / use of tech to support
44. More educational support
45. Less work all over the walls
46. Consistency
47. More space
48. Be able to plan what course of action they can give my child at school so he can thrive as best as he can

49. More meetings/info on childs progress inschol
50. Inclusion there's nothing at the school which shows differences and how to be accepting
51. Better dyslexia support
52. Communication
53. Think about what you say to the child
54. SEN support

Q18 Anything else you would like to tell us about your experience of the education setting. Please tell us about both your positive and negative experiences: (Please do not identify your child or the setting)

mainstream primary

#	**RESPONSES: 45 - Comments taken verbatim from survey responses**

1. The school have done their best finally but can't meet need and wouldn't apply for AP as LA said they had to apply so no education for a year now
2. Awful battle to gain special school placement for September. No argument that space was needed there was just no space available
3. Really pleased by the overall experience of the school, however the school needs to be better supported by the LA with more guidance for an individualised curriculum
4. Most of the teachers are amazing but a few are not aware of neurological conditions and how they manifest. This means they punish children for things they can't help. All teachers must have basic training if all conditions, especially if their pupil is diagnosed with a certain condition
5. I am his parent generally feel very guilty he is not receiving all the help he requires. We have been asked to change schools and there is general feeling of not being wanted. Nor does it appear that he is expected. We have visited 3 schools all of which say he is not bad enough. The ehcp do not contact us at all. I am really upset and angry we can't get things arranged fast enough. There is serious lack of funding in progression, we haven't been told where to go for extra help. The only really good thing in my opinion is his school senco who has been marvellous. But I do feel he is in need of much more attention than what is currently being done
6. Th staff do their best with what they have and the support they have. the education system is broken and massively underfunded. The teachers do not have the time, resources or support to give their big classes what they need. Each teacher needs an LSA to give them extra support. We do not want to be in the situation where teachers leave due to stress, feeling overwhelmed, under staffed, under supported and nor represented.
7. Communication is very poor and changes do not happen very quickly, I feel all teachers should have training about Autism in order to understand a childs needs as they are all very different. How can a child who is 4 years behind in school never be picked up by the school SENCO and a parent is forced to scream and shout for additional help?
8. The staff are amazing they just don't have the funding to do what they need to do for the children sadly. If there are no spaces in specialist schools then provision shd be made in mainstream schools in the form of units attached to the schools or in the class rooms. I'm lucky in that the school can identify that my children are neurodiverse (I have more than one) they do their best
9. Keeps putting it back to the parent, not proactive. Not current in best practice. Do not communicate with parents
10. If the school let my son continue on a flexible timetable he would have managed as he wouldn't have been under constant pressure. We were told he is in full time or you're going to court so we were backed into a corner as it was obvious this wasn't possible considering he has never managed a full week. We have had to make the decision to Home Educate because there was no other option. We have had no help from community paeds we haven't seen them in years despite it being chased numerous times. We haven't had scamp for either of our children. We have been failed massively.

11. The school have been excellent in the support they have been able to offer my child, however my child is struggling to make further progress as there is no funding for 1:1 support for her which she needs. We are awaiting the decision of an appeal for an EHCP assessment at the moment.
12. They say not enough funding is the reason they can't do more
13. I feel totally ignored as a parent trying to communicate with so called professionals at an education setting, it has taken us numerous doctors, hospital appointments, paediatrician appointments, payed £700+ for a dyslexia test and applied for a ehcp, we had no help from our child's education setting just finger pointing and now put on a stage 2 for there attendance, our child has been humilated in class by there teacher been made to stay in there break time to finish there work because they struggle that much and didn't receive hardly any support or help our child has ran out of class, tore up there school work, refused to go to school where mentality it just got to them that bad where there mental well being was totally neglected once I had to home school, untill now we have a drafted ehcp where our child needs a 1:1 5days a week and have had there funding topped up the school now wants to know and so say help our child, my trust for this school saddly to say I have none, the amount of staff turnover and hardly any ta support is just unbelievable, and alot of sen children have moved out of this school also due to the lack of support care and
14. understanding I am trying my best to do the same for my child as I really do not want them at this school. Yearly report table should be aimed at your child not the generic class one. Receiving one with nothing ticked nothing achieved as per national standards is sole destroying when as parents we know they have worked so hard and improving all the time. As parents you feel like giving up. Not every child fits in national standards at the same time, they should not be written off in year 1
15. I'm a teacher and the progress of my son is mainly due to me at home. His class teacher has no full time TA (shared across classes) and is often told to listen to him speak whilst he is speaking in a group and help support his complex SALT - this is not possible and not sustainable for the class teacher etc We have no support out of school - nothing I do not get a career allowance or anything extra All extra teaching resources are funded solely by me as a single parent of two children. The LA seems to think that if a children is meeting expectations nationally or nearly there that is ok but does not seem to worry about children who are not achieving their individual potential. If a child is exceptional at maths (SEN) but just meets expectations - it is dismissed. The lack of funding and lack of transparency of funding in 2023 seems wholly inappropriate early intervention is vital - it saves money in the long run! Eg more SALT now - less problems in the future
16. The teachers work so so hard , they are incred, all schoolstaffincred but you cant have teachers doing everything , impossible and doesntwork. Took years and years to get ehcp , school said we would never get one , which was not true. I absolutely hate all the goals that are set , gold for reading these books etc, everytime the sen children feel failure and work so hard, not rocket science to understand there should be different achievement goals for diff ability, but all should get awards, why is it after all these years it is still the bright sporty kids that takes away all the trophies certificates , gets to be house captain etc etc so unfair doesnt help. Needs to be overall of philosophy of the school system in terms of what creates inclusion happiness , cant wait for govt. School has not been happy time as a parent , felt exhausted, had to fight to be understood, often wanted just to give up, very sad
17. Overall we have had a a really good experience. The school staff are cheerful, helpful, supportive and communicative. There were previously issues with retaining 1-2-1 staff and the use of temporary staff who were unreliable and disinterested. We are lucky to have an excellent 1-2-1 now, and that is what makes ALL the difference. When first looking to enrol at the school there was zero information on SEND support, policies and ethos
18. My child is in Year 6 and I feel that school have not dealt with his needs for most of his school life. Without a diagnosis I feel like school do not listen to you. They were unable to recruit a 1:1 as stated in my child's EHCP. I realise this is a recruitment issue and not school but there is a lack of staffing.
19. The school have been amazing and very supportive. Communication has been really great. However the school can only do do much when there is such a huge wait for specialist services, this has been hugely detrimental to my childs learning and progress. It is difficult to put in additional support for my child until we have a diagnosis and that could be years away! An incredibly frustrating situation for all involved
20. The school seems to want to help but due to no money they can't support 5 children in the class as well as teacher the rest of the class. There is a TA 3 hours a day who can not support 5 children as they all have very different needs. EHCP was rejected and they do not have the funds to get a TA full time. The teacher has admitted she can not cope with the class and the 5 children. Children are punished by not writing fast enough so loose their lunch breaks. Last year they have student teachers and my son made a massive progress having more support in class.
21. Nothing I feel the school has let me & my child down
22. Extremely poor contact with school outside child's actual teachers to work within child's abilities. No support what do ever either within school setting or outside of it
23. The school is amazing and have been a massive impact on how my child has progressed. They helped me when getting the diagnosis and did everything they could to support him. The current head is fantastic and I cannot fault their efforts dealing with sen children I'm very happy my child went to this school

24. Noticing my child’s SEN sooner. Although I can fault the support they are currently giving my child, however it is not enough and they are unable to provide my child with the correct support she needs due to funding
25. Since reception they knew child had needs only in year 3 did child get 1:1 support for an hour a day don’t stick to ehcp child is now year 6 and running 5 years behind now going to be starting specialist school in sept this should of happened years ago school even admitted they had no clue how to teach my child we feel so let down by school and North Somerset council
26. My son was at one primary school and had an awful time he was overlooked in the class because he wasn't behaving badly but struggling academically and socially. He moved to his current school last year over 3 years behind. It's taken some time to build things up but now the school have got so much in place for him, interventions and extra support and have just done an ehcp application for him.
27. The teachers are trying their best however their parameters are too restrictive. We put lots of things to do in place but we rarely go back over them. Preparing my daughter for change is a huge thing that is easily forgotten when teachers have so much to think about. The way teachers look at things needs to be less rigid. Looking at toys as a distraction in a negative way instead of a tool for calming. Looking at my daughter walking away as a negative rather than a positive step as it means she is removing herself from the situation and not becoming an aggressor. Understanding that she is highly intelligent and has an excellent memory so doesn't need to repeat tasks in the same way as others but needs to complete them. Keeping an eye on her at a distance so she doesn't feel continually scrutinised. There is very little SEN support at the school. Very little professional knowledge but a lot of good will. The main focus seems of containment which often adds to the problem. If I push the school are willing to try things but nothing is ever easy. I'm hoping that as time goes on, the school will be more proactive but resources are tight. Particularly on SEN staff's time. We should have had an Ed Psych months ago and are still awaiting an EHCP. We should have had an Autism Diognosis but have had to go private and the diagnosis is not recognised by the council. Its a shambles
28. Not enough information put on forms for community pediatrics. Not enough informative advice from SEN lead. Too much "I don't think it's this, I think it's this". "She seems to be coping" whilst she's underachieving academically and behaviour wise at home explodes to coping isn't good enough. She should be striving. Biased comments regarding Autism. Uneducated comments. Not enough awareness and understanding around Autism in girls. Reluctancy to put an EHCP plan in saying it's better to wait for secondary school, even though I've since found out they last throughout childhood and into young adulthood
29. Lovely approach and culture. Support is a little sporadic - probably because of great demand
30. Staff doing very good job from much as they able. Many times asked for SLT but didn't get so no help from Council available
31. I keep getting pulled up on things X has done. Ie strangling another child, hitting pushing, spitting. Not sitting still etc etc. But no one seems to be reviewing the situation to work out the reasons. I found out that alot of incidents are when a change of activity is happening and during free play but the school have been slow to respond. They keep taking his play off him which I believe makes him worse. They need to look for alternative strategies His teacher has said he needs constant supervision. But it seems I am the only person chasing his ehc assessment and pushing for this
32. They really enjoy school. But they also enjoy routine. So when there's a strike etc... they get upset that there's no school. Needs more surpport on school trips. Needs to join in the class more instead being left out. They got good lot of friends where they go to school.
33. They understand is Needs and why he like he is. They enjoy there one to one. Lack of understanding of needs, not supporting ECHP application, negative comments
34. about his behaviour rather than supporting , he’s been banned from taking part in games with friends at break because he didn’t understand the rules (although the other children were encouraged to continue) Behaviour blamed on his ADHD medication, lack of understanding from in house SALT therapist. School reported in ECHP report they were supporting him with colour semantics, visual timetables etc yet on a parents evening meeting they couldn’t produce any of this and even had a photo of a different student on one of his work books!!
35. Been waiting since December to hear about EHCP, disgusted I haven’t heard anything
36. I can't wait to get him out mainstream he's not learning how he should and hopefully will be in a SEN school soon
37. The level of care, in terms of their personal relationship and dedication to my son. There are a number of SEN children in the school and the resources get spilt, despite an EHCP
38. My sons school will not implement things given by ot, they will pick and chose therefore ita not done across the board!
39. I really felt like I had to fight to get the school on board initially, as my child masks his behaviour and it was only when he became very aggressive at home that I felt they took any notice of my concerns. Since that point though I do feel they have become very supportive and X meltdowns have become less frequent.
40. Communication from school sometimes slow or lacking, more regular parental meetings might be useful for both sides
41. SENCO has kept everything to herself hasn’t shared that maybe she’s struggling with that and her actual job as a part time teacher. 3 years it’s taken to actually send my daughters referral to community paediatrics and the school nurse (for mental health) and all I’ve got is I’ve forgotten. My daughter was made to sit facing the wall at one point because she was a

“distraction” to others learning. She has to mask all day every day causing melt downs at home because she’s unable to be herself. She has been given extra time to learn alongside a Ukrainian boy who needs additional support, time to read with an adult additional to the “normal”, using Nessie for dyslexia. These are all positives.

42. One to one support changes so often. Child gets very stressed re this. 2 if the staff do try very hard to support. There is no set differentiated curriculum. Child wants to go somewhere quieter. Finds setting too loud, too busy. Not coping so has huge meltdowns at home
43. I only get told negative things about my son
44. They blamed me for my child being agitated because I was taking him to appointments, he then has been diagnosed with Asd/adhd etc which the Senco and her helpers all said there was absolutely nothing wrong with him. They have not supported me in the slightest and even though he only attends x4 days a week they haven’t come up with any solutions whatsoever. They honestly don’t care.
45. My sons school is inclusive of SEN and have offered support with learning and management of needs however we feel thier is a lack of staff and consistency. Things that work are not always continued and communication is not great.

Appendix 3 - Education - Setting & Services, **Secondary (mainstream)**

Q16. We would love to hear your **top 3 experiences** of the support that has **worked well** at the education setting for your child during the last 12 Months:

mainstream secondary

#	**RESPONSES: 40 - Comments taken verbatim from survey responses**

1)

1. Very understanding of my child
2. School allow my child to leave early once a month for a ski lesson
3. Laptop provided
4. Extra literacy and numeracy lessons
5. Good communication between services
6. Able to email specific teachers not all as some don’t answer emails
7. School
8. We had to get a meeting with the head teacher to get help
9. good counselling programs
10. Having a named learning mentor/pastoral support person
11. Having a nominated person in class who knows my child well
12. Exploring all options for exam access arrangements

13. They provide lots of clubs before and after school, which worries me as it is at the detriment of the teachers being over worked.
14. Reduction of Homework
15. School have offered quiet spaces
16. Raised a concern and asked for help to monitor at school and received excellent response and immediate action / reassurance
17. We made a request for additional time in exams
18. Learning Mentor
19. Bridge group for year 7, small class for children who need longer to transist from primary school
20. Teachers with a positive relationship
21. Moved tutor groups
22. Part time schedule on a temporary basis
23. Being met at reception at the start of the day (they can only do this once a week though)
24. if/when teachers have taken into account extra time for tests
25. Direct email contact with tutor
26. For a few months had help from someone else's support teacher
27. Contact from Head of House when there has been an incident
28. School Nurse engagement now seems to have traction.
29. Good Comms and understanding and support re behaviour isdues
30. Red flag next to her name on each register to highlight SEND
31. Pastoral care when illness started
32. Alternative provision rather than GCSEs
33. Exit card
34. When he was allowed to play football with school team
35. A great 1:1
36. pastoral care
37. Use of the Nest
38. Giving my daughter a reset pass to use if needed
39. A new 1:1 who has the same interests as my child
40. Wrap card to leave a lesson without explaining

2)

1. Helped anyway possible
2. Strikes have given him extra down time
3. Allowed to move around at times others aren’t
4. Daily support and check ins for him whenever he needs
5. Good at Identifying indvidual needs
6. Extra help given before Mock Exams
7. Friends
8. Finally we got support but for how long I don’t know
9. good pastoral care from head of year

10. Support at all times of the school day including social times
11. Sharing her One Page Profile with all teaching staff
12. Smaller class sizes for children with similar needs
13. They have a few school trips which has been nice, but the communication and support was not great.
14. Teachers now know that child has dyslexia
15. SENCO is interested in learning more about autism in girls, and tries to understand my daughter
16. Staff raised observations at parents evening and discussed what they were already doing to further understand and support
17. The setting's understanding of need has been largely followed through for exam arrangements
18. Safe space
19. Senco has always been available and helpful
20. Aware of EHCP needs
21. Changed subjects
22. Student having a designated person/mentor they can go to
23. Having a keyworker that can stay with him for lessons and break time (only offered once a week though)
24. pastoral care from tutor
25. Shared appt to see the homework set
26. Learning card from the teachers to add extra supervision
27. The option to use a time out card to leave lesson
28. Pastoral care has been present with check-ins for my child
29. Specific subjects excellent
30. Additional time for GCSE’s
31. Small group for lessons
32. Communication directly with teachers
33. Very inclusive school
34. environment (school setting)
35. Extra support in lessons
36. Maths teacher being aware of ASD and masking and wanting to help
37. Providing my son with movement breaks when needed
38. Traffic light cards ro identify level of support needed

3)

1. Easy to contact if any problems
2. Support staff brought in Lego
3. Support to learn
4. Large amounts of support and encouragement educationally
5. Implementing the support for those needs
6. Provisions put in place for additional support in exams, extra time, quiet room and prompting
7. Rountine
8. We’ve been out on an emotional school avoidance plan

9. Regular communication and partnership
10. Communicating regularly with us
11. Assistance with EHCP application
12. Having outside speakers coming in and the school running concerts for parents to see
13. My child has access to interventions which have supported some progress
14. Access arrangements
15. Same person meets him in the morning so that he doesn't run away from school
16. Inclusive
17. Regular check ins
18. Being able to start school later and missing the key busy time with an anxious child
19. Being in a class with only 4 other students and the therapy dog (only offered for one subject though)
20. pastoral care from support staff
21. Sensitivity when his Grandpa died
22. 1:1 weekly counselling
23. Pastoral team who know my child well
24. SENCo who listens and responds appropriately
25. Warhammer club to help with friendships
26. Arranging a quieter room for her to access first thing in the morning
27. Working in partnership with the school
28. Homework club

Q17. What **3 improvements**, would you suggest, could make the **biggest difference** to your experiences of the education setting:

mainstream secondary

#	**RESPONSES: 40 - Comments taken verbatim from survey responses**

1)

1. Listen to us as parents
2. Social support at break times
3. More encouragement into clubs
4. More safe space for children to go to
5. Not all children with ASD need to be in a SEN school, these often offer a lower academic learning facility. My child would have not taken GCSE’s etc if he stayed there. He is now going to sitting GCSE’s in every subject.

6. Space
7. To give help when needed
8. to update parents regularly about child progress
9. Consistent teaching staff
10. Behaviour management
11. The toilets are a nightmare, no soap, toilet roll, or superrvision. The toilets are blocked, people are vaping and eating their lunch in the toilets, making it unusable for other children
12. My child being involved with / aware of the IEP process
13. More understanding of masking and the internal impact this has on children and their families
14. Understanding the impact of their decisions and comments perpetuates long after they are made / said
15. being able to build up attendance in September without professional reports etc if known to be on waiting lists
16. More quiet spaces
17. Permanent part time schedule for students struggling with Mental Health/Additional Needs
18. More help in class
19. There needs to be a clear link or one port of contact for parents
20. Small classroom sizes of no more than 5 people so that can attend school more regularly
21. Help us
22. greater SENCO provision in terms of their time/availability
23. Dyslexia specialists
24. Be listened too
25. Meeting with the SENCO
26. Keep me informed of the School Nurse and pastoral care support particularly as a nonresident parent.
27. Specific subjects with significant staffing issues and poor progress as a result
28. Better communication from SEND department in school
29. Respond to requests for reports and meetings from other professionals
30. Communication
31. Why does the school think SEND ends at year 9, i.e. Hub pupils can just move back to mainstream?
32. More support in break and lunch
33. A meeting at the beginning of school addressing the special needs
34. Appropriate school transport being available at the start of term, so my child didn't miss several weeks of school at the start of the year.
35. providing relevant provision
36. Reply to emails
37. Communication and access to staff
38. Having a more relaxed uniform to add sensory issues
39. Not ringing me everytime my son refuses to do something or it isn't going well-school will ask me to attend
40. Acknowledge sen sports

2)

1. Support in any capacity
2. Inclusion in awards

3. A little bit more social support
4. More mental health support in the local area
5. Given more help in mainstream prepares children to become adults that are able to cope with all aspects of life
6. Time
7. To listen to parents when asked for help
8. COMMUNICATION from sen team as none this year
9. We should get an automated email response when we email the attendance email or fill out a contact form. It is like tumble weed.
10. Communication
11. Inclusive social groups around activities, rather than a 'SEN club'
12. Communication needs to be consistent and both with us and throughout school staff
13. Cohesion across diff tutors
14. Allowing to leave the classroom for a breather for five minutes without being constantly challenged or refused
15. Understanding child's needs
16. Education health care plans to be implemented properly
17. Advance notice if teacher is changing for a lesson so can have the option of working separately
18. Care about the children
19. quicker processing for ADHD testing
20. Dyslexia teaching / understanding at school
21. Give regular updates
22. Access to the HUB at social times for my child
23. My child’s personal teacher being aware of their background so I don’t have to repeat with a change of teacher and I know there’s continuity of support for my child.
24. Better access to languages at school eg one option only
25. Better communication as to how she is doing as this is a very new triple diagnosis from the school
26. Guide and support parents seeking diagnosis
27. All teachers understanding needs
28. Why do staff inc. Pastoral Care think giving detention is a suitable pathway for SEND pupils
29. More understanding from teachers
30. A way of contacting and communicating with people who can help him
31. It would help if the LA answered and responded to emails from the school
32. knowledge and confidence about funding available
33. Less supply teachers
34. Understanding of needs
35. Having access to a quiet room
36. All teachers being aware of my son's needs
37. Paperwork details iep etc

3)

1. Employ a regular support assistant
2. Better understanding by all staff of his needs

3. More awareness when sharing Information throughout the school of child's needs
4. Don't make everything a fight
5. Peaceful
6. To actually support Sen children
7. term time learning plans to know what the child will be learning about
8. X School is too big, there are too many children and not enough staff support, and the town keeps growing. The problem is not getting any better
9. Supply teacher must be aware of additional needs
10. Identifying SEN as early as possible, to encourage appropriate support
11. Understanding that access to education is not limited to within the setting boundaries
12. Communication between staff from senior to teaching
13. Regular contact between school and parents about progress
14. Being allowed to wear clothes that follow a clothing guide rather than a set school uniform
15. Listen to parents
16. adjustments specified by eye hospital not to be ignored
17. Smaller settings would make it easier for him to focus and understand what he is supposed to be doing. (Dyslexia is a memory problem and he can't retain much with his working memory)
18. Do what your told their going to do
19. More understanding of SEMH needs from class teachers
20. Having more access for parents to get diagnosed, there are no OT's that do this. Costs
21. need to be reduced as it is over £600 to have these tests done
22. Acknowledge that those model students are masking and also need support
23. Integration with the rest of the school
24. Why do staff not listen to parents and specialist advice and actually take on board what they are saying
25. Controlled meal times to avoid over eating
26. Aquiring an EHCP early rather than so late with all the issues making for bad relationships and habits
27. attainment - use standardised assessments otherwise a school has the ability to fabricate progress
28. Better communication between school and home
29. Staff training
30. All class teachers being made aware of masking and how just because a girl look like all is ok on the outside it's not always the case
31. My son not being punished for things he can't help eg impulsiveness and not concentrating

Q18 Anything else you would like to tell us about your experience of the education setting. Please tell us about both your positive and negative experiences: (Please do not identify your child or the setting)

mainstream secondary

#	**RESPONSES: 40 -** **Comments taken verbatim from survey responses**

1. I was really worried about my child changing my daughter from a mainstream school after a bad experience to another mainstream with special needs, but now I realise it was the best decision to send her to this school they could not of done anymore for her and she has thrived.
2. There are very few positives, our (asd) son is being failed at every level. We are exhausted and struggling. Our daughter isn't even on the schools radar so is getting no support.
3. They have been fantastic for my child! Very supportive, nurturing and giving him a sense of independence. They have done fantastically getting him used to the transition of primary to secondary. Lots of extra work has been factored in to help with his educational needs. We are very impressed with the progress he has been able to make with their amazing support.
4. Overall I feel extremely supported as a parent by my child's school they go the extra mile always have they genuinely care about my child welfare and our quality of life has improved,
5. I wish there was more help outside of school setting with mental health needs. My experience was very poor and at one point we thought our child would have to leave full time education. This is because we found our voice, had Help from SENDIAS who gave us the information we needed to move forward. At one point it was suggested my child should travel 90 mins each way to a SEN school until I suggested a one to one in mainstream. 3 years later we have a child who is consistently student of the week, thriving in school, will soon be sitting his GCSE's. Just passed his Bronze DofE with army cadets, we have our blips but we go to the school and sort these out. But I had to fight to get this and not all parents are equipped to do this and those children don't have the same opportunities.
6. The school isn't very well equipped with dealing with sen children they don't deal with school avoidance and anxiety caused by the issues at hand and when you are dealing with additional needs on top it makes it much harder but they won't help and support this, they also won't help and support her when needed I've argued until I'm blue in the face but I think I'm seeing some light at the end of the tunnel finally
7. School have been great and have done all that they could have to support us this last year.
8. In September we had a transition to secondary school which was a challenge but when we contacted them to ask for a transition meeting and to share her story they were very happy to meet us. The school staff go the extra mile to help our daughter. Days at school can still be a struggle but thanks to their hard work and the support they gave through transition she started with them and because of their continuing hard work she still attends and is learning.
9. They have been amazing and we are so grateful to them. Overall positive experience despite challenging and disruptive behaviour from some other students. I believe my child has made steady progress with assistance from his SEN team
10. I have high hopes for the new head teacher. I wish there were more opportunities for parents to get involved in school life at secondary school. I went for a community governor position, but was not accepted. I have joined the parent forum, but there is nothing else on offer that I am aware of. I would like to volunteer my time and support the school, but there are no opportunities to do so.
11. Overwhelmingly, my experiences of my child having additional needs in a secondary school are that his needs are for him to manage. There is a wide range of different levels of understanding and support for him by teacher but it often feels like he can't access all parts of the lessons. I have been told that I can't expect him to be provided with anything more than he is already getting and was told that he gets more than other children. The implication was that I should just be grateful for that. I constantly feel like my child's wellbeing is not considered when thinking about his additional needs and I see him resisting going to school and he doesn't talk about his learning very positively. In school, he has a member of staff who supports him and this contact / consistency has been a very positive experience for us all. However, when working with this member of staff to create targets within the IEP it is often difficult as he does have much contact in lessons with my child and doesn't teach him. At times the process feels a bit redundant as my child is not involved and the people creating it aren't working with him all the time.
12. Sadly even with school Senco support - my child only has 3% attendance this academic year. SENCO initially discouraged me from applying for an EHCP, with a wait and see attitude - I continued with parental application. Currently in progress. Over the year SENCO has improved understanding and started after school groups for anxious pupils - very good idea but sadly too late for my child who is too anxious to attend school now. Good understanding from attendance team, they have been supportive of our struggles. Good communication from SENCO - checking in and also suggesting books and resources to help me support my child.
13. Very calm, understanding and inclusive environment

14. The setting has demonstrably lost patience with the ongoing situation. Communication has deteriorated over time, is sporadic and always focused on the school / staff rather than the child. Some staff members seem to understand but do not follow that understanding through to action / decisions. 'Reasonable adjustments' are very limited, and always limited to actions that can be taken within the setting, requiring attendance all day, every day, on time, to access - which is not possible. Common to hear comments from staff such as 'stop arguing', 'just do as you are told', and 'we have all the other students to worry about, not just you being awkward' Conversations with SENCO and others agree one thing, but when a written record (email) is received (to confirm the conversation) it has changed to better suit the setting rather than the child. No evidence of a trauma-informed approach following significant adverse childhood experience, which has been shared with them in detail, repeatedly. Compliance-based behaviour management system is not adapted / counterproductive for neurodivergent children No review of individual learning plans No action taken re application for EHCP despite discussions, requests and promises to do so
15. North Somerset Sen services have been a complete let down, x school have been amazing in offering what they can to help bridge the gap in support. Mainstream school is not the best setting for my child but I am happy that x school have done as much as they can to support him and us during a difficult time. although both Primary and secondary schools have been hugely supportive throughout, finally getting EHCP and professional appointments have been hugely helpful to support reasons for low
16. Early on our journey was difficult and we had to do lots of fighting, thankfully it got easier as our child got older.
17. My child's anxiety is pretty bad to the point she can constantly feel nauseous and this is particularly heightened in and around school. Currently, we are in a period of school refusal where my child has only managed one hour of school since the start of the new term. Last term, she managed eight days so it had been on a rapid decline. The school in question does not support my child's anxiety and additional needs. They are forever on my case regarding her attendance but when it comes to arranging a meeting or trying to put things in place for my daughter, it can take weeks at a time. You also go through many different members of staff in various departments so you end up repeating yourself over and over regarding the issue and even then it still isn't communicated properly! I suggested placing my daughter on part time schedule to ease the school work as she is clearly struggling. I put forward aiming for three full days however they have been extremely reluctant and will only agree to it on a temporary basis before they come up with a reinterpretation plan. I then received a letter suggesting three days of school and two days of home schooling on the absent days which I had already told them would be too much for our child as she finds school work challenging This was apparent during lockdown with it leading to numerous meltdowns and arguments. My daughter has a toilet pass which in theory she is able to show during lesson and be free to go to the toilet. This is so if her belly is upset when she is anxious or if she needs a quick breather, she is able to go to the toilet without being challenged. In reality, she is still challenged and refused by teaching staff which in turn makes her more anxious. On the minimal days I have been able to get my daughter into school, she is then being penalised over something trivial like wearing leggings instead of trousers. Now I appreciate ideally she would be wearing trousers but she has sensory issues surrounding the feel of them and leggings is what she is most comfortable in. Many of the girls in that school wear leggings as well. It's so frustrating on my part when I have managed to get her in for a day and then they pull her in with threats of detention etc over things like the leggings as this just triggers my daughter. We have also had on two separate occasions where my daughter had suffered with illness and both times she was refused to go home and told her to go back to class. In the end she ending up calling me in clear distress requesting to be picked up. By the time I had called through to school, spoke to that department, a member of staff finding my daughter and letting her go, she ended up vomiting on the side of the street by the school when waiting for her grandparent to collect her. Again the same issue with the upset belly, it was a further 45 minutes before they let her go after I demanded they let her come home because she had spent psrt of her lunch on the toilet and she had mentioned to mein the morning her stomach was hurting but I advised her to see how she went. It's a case of the students are not always believed as they think they are just trying to get out of school. If my daughter had not called me on those occasions, she would of been made to stay in school feeling that unwell. We have has a recent diagnosis of ADHD and one of my daughters biggest problems is struggling in lessons with concentration and also understanding some of the work. During lessons she is finding the teachers go to quick for her or put pressure on to speed up. Sometimes she ends up.xpying other students next to her because she doesn't understand but this can sometimes lead to belittling comments making her feel dumb. We have also been advised any additional support for my daughter will not likely be available till September 2023 due to being short staffed. I cant comment on the additional support with ADHD as we are due a meeting in the next week regarding this with the Head of Send.
18. Had help when started in year 7. After moving to year 8. Had to repeat all problems again.
19. No contact from school as child is still waiting to be seen at child services There was along delay in the process 2 years wait and long delays between assessments however getting an EHCP was quick and accessible. I felt supported however the school was slow in implementing these and I don’t feel my child is well supported within her education setting. School advises that there is a lack of funding
20. Child not been in school for 12 months and no suitable alternative FT provision available. Moving to independent specialist school Sep 23.
21. Mainstream settings are not suitable for children with high anxiety and difficulties with social communication. However, there are no alternative provision available either so they seem to fall in a gap of not attending school but deemed to be refusers rather than not being able to attend. There is nowhere that can offer support or help with getting the right educational setting and children are left without any education support for great periods of time. My child, for example, has not attended school for 12 months now and the school's primary concern has been their attendance figures rather than trying to address why they feel unable to attend school

22. Absolutely appalling Funded for 1-1 support. No one in place, or occasional agency staff.
23. School don't communicate Council don't communicate I feel like the school is welcoming and community facing. I feel like the school cannot really cater for dyslexia and they have invested in only one type of learning disability - that of the high-functioning autistic child, who is likely to get very good grades with the social support they need. They have not invested in support to help those children who need it to get the basics - grade 4s in English and maths. Grade 4 in English and maths is the gateway to anything further and as such, it is REALLY important.
24. My son gets detention for low-level things eg fiddling with a pen fiddling with his jumper, not doing enough work .teachers know he has adhd and dyslexic and find it hard to. Yet don't that this into account . There are kids that are vaping smoking bullying who get away with it. All the school cares about is the children that do well at school the grades that will make the school look good
25. Although the HOH is aware of the complexities of my child I do feel like other staff are not aware of her needs, especially supply staff. One of whom, humiliated my daughter during a P.E. lesson and triggered a panic attack. I complained to the school and got an email a week or more later but I want to know whether an RJ was conducted between the member of staff and my daughter. The HOH is very experienced and is always polite and understanding when speaking with me. I have asked that the graduated response be changed for my daughter whilst she waits for an assessment from the NS peads team.
26. The school has been receptive to my communications exchanges and finally got me on regular school updates after a number of attempts. I am a separated and non-resident parent suffering parental alienation from my child through her Mother. Mother sabotaged my child's long-standing contact of over a decade during covid. North Somerset Social Services, Cafcass, nor Bristol Family Court has done anything about it and, indeed, Mum was allowed to get away with acting in clear breach of court orders on contact. My child now evidences extreme anxiety over contact and I am worried for her mental health and well being. I've sought support for my child through the School Nurse, as well as general pastoral care.
27. I just feel communication is the key, I have not heard much if anything at all about how she is doing progress wise, and how the teachers are supporting her with her new triple labels. It is like you pay to get the information, and then that is it.
28. Head teacher states that it is an open door policy - it really isn't! Resources need to be directed to those who are just holding their head above the waterline,not just those with major needs for behavioural difficulties. Guidance and approachability is poor from a SEN point of view. Pastoral care have been good.
29. My daughter loves going to school. She feels supported and understood by most of the staff. Our main difficulty would be the segregation between my child and the mainstream children. This has shown itself in the communication from school where we constantly receive emails which are then 'not relevant' for X. We don't feel she has had the same opportunities as the mainstream children.
30. Provision for children with additional needs is simply a tragedy in N. Somerset. Our daughter has been failed (and continues to be) on so many occasions and by so many services - schools, CAMHS, social services etc. You only need to dip into some of the social media sites, e.g. Facebook and look at some of the parents groups and read the comments and incredibly sad stories to understand what a wreck the provision is. It is frankly disgusting and those involved should be ashamed at how deeply we are failing these young people. Our daughter has been on the CAMHS waiting list for over 2 years! She was discharged when we sought a diagnosis for Autism as apparently she didn't meet the criteria - well surprise, we ended up paying privately and got a very positive diagnosis. The process to secure an EHCP through school was a joke as the SENDco was inept and we ended up paying for an independent adviser to guide us through it. If this was the US the law suits would be pinging left, right and centre. We have spent so much time and money supporting our child where other services have failed us, it is shocking.
31. The school have been very supportive but have limited resources. They have done their best but he is still not in school. The EHCP process is broken. They are blaming all kids not attending on 'anxiety' but not looking at the causes of reasons?!
32. It is taking so long to understand what is available and how to access it. It has been very frustrating. Theses kids also need help making friends and having people that can help them. It would be good early on having ways to connect them with other kids who could help/support them.
33. It would be helpful if the survey included feedback to the LA. This is the biggest barrier and largely what prevents schools from being able to support children as well as they could. There is a severe lack of expertise in the LA SEND team, statutory processes are not followed, information about funding is not available, annual reviews don't exist. The EHCP's don't mean anything, they are supposed to be a legal document to protect the rights of a child, support their needs and provide the provision. They are extremely poorly written. There is a lack of knowledge and understanding on how to write them, what good looks like and how to raise the bar. The LA have failed in the Ofsted SEND Area Inspection since 2018, despite countless written statement of actions the same failings are occurring. There is a severe lack of accountability, lack of effective management at the LA and mismanagement of funds. The experiences have been incredible negative and have a lasting impact on our family and more importantly our child. The LA have a select few families that they call on for forums, surveys

to paint a positive light but this is not the reality faced by most parents in North Somerset. It is pointless doing annual surveys if they are unable to address the issues at source. The problem is not the schools, but the LA.

34. Fantastic experience of X. More support now than when at primary school. Just wish they communicated with us more. What they do with my son is amazing though!
35. It seems very hit and miss and too reliant on happening to get to speak to the right person. No clear communication on what support is available in the school. Often made to feel like you are making a big fuss when trying to get the help for your teen who has masked her autism for years and a lack of understanding about ASD in girls. You have to fight every step of the way and then even if you get a meeting you are not kept updated on what is happening and things that are supposed to happen don't.
36. Generally very good but sometimes they miss the small things which are actually big things!!

Appendix 4 - Education - Setting & Services, **further education**

Q16. We would love to hear your **top 3 experiences** of the support that has **worked well** at the education setting for your child during the last 12 Months:

college / further education

#	**RESPONSES: 18 - Comments taken verbatim from survey responses**

1)

1. Having a member of support staff in canteen so they can be independent with help if needed
2. Mental Health Worker
3. use of a laptop for written work
4. Councling someone to talk to
5. Social support to help with skill to make friends
6. Support with maths good communication with parents
7. The reduction of subjects to a single vocational subject
8. Independent Living Skills via Weston Bay
9. Assessment's for Maths and English
10. Library support at Loxton Campus
11. 1:1 support in class- when stuck to
12. 1 to 1 tutoring
13. Understanding tutor
14. Key worker

15. Support hub if required
16. Timetable adjustments
17. Extra time for exams
18. Grief councelling

2)

1. Letting them set their own expectations of what they want to achieve
2. Autism Support Worker
3. allowing freedom to seek quiet time/space
4. Save place to go chill out in
5. Support with his confidence to be able to make things without constant
6. Support with English good communication with oarents
7. Time to write notes without distraction and lesson time constraints
8. Social Activities via Weston Bay
9. Welfare support
10. Teachers understanding of diagnosis
11. Ability to settle in
12. Flexibility around time table
13. Tutor able to sort out problems
14. Accessing mental health support
15. Support worker sessions
16. Duke of Edinbough Scheme support

3)

1. Direct communication with them through teams
2. SEN support
3. having contact freedom with team that support ASD and educational needs by us as parents and for our child
4. Exsam support
5. To help to work with others
6. support in her art and they are always helpful and explain clearly. Very good communication with parents
7. Engagement of lecturers with real world experinece
8. SEND Support offered by Weston College
9. manager investigating
10. Learning geared to
11. child.
12. Male suport
13. Smaller classes
14. ASD taken into account
15. regular 1-1 tutorials with personal tutor

16. Great understanding of my young persons needs and personality

Q17. What **3 improvements**, would you suggest, could make the **biggest difference** to your experiences of the education setting:

college / further education

#	**RESPONSES: 19 - Comments taken verbatim from survey responses**

1)

1. Newsletter to parents once a term
2. social interactions more encouraged and supported
3. Having transport for my child
4. More communication with parents /carers
5. If they had more funding for support
6. Teachers putting providing PowerPoints before lessons
7. Wider assessment criteria for SEND
8. When there is a change in staff that are involved with your child if that could be communicated a.s.a.p
9. Better Communication from College to Parent
10. Lecturer nit prejudice against EHCP
11. Consistency with 1:1 support
12. Parent communication from staff
13. Better comment
14. Better social time engagement
15. More support for family's and keep them updated
16. more sensory rooms/quiet spaces
17. Lack of understanding re attendance
18. More hours not just 3.5 days a week
19. Having a purpose

2)

1. Guidance as to what child us capable of achieving so we can guide towards future courses
2. as child is at college, is forgetful and vague, back up information to parents more often instead of having to contact the college ourselves to check dates, times and deadlines
3. Having transport for my child
4. More help prepping for exsams
5. More sensory rooms so that more students can access them

6. Teachers pausing to allow time student to absorb speech. She has a couple this year who speak so fast, they lose her.
7. Staged additional support (time in exams etc).
8. Ensuring there is a good handover of previous conversations / record keeping by College
9. Making sure that the ECHP is ACCEPTED and USED PROPERLY … NOT MIXING and MATCHING when it suits
10. Understand MH and trauma
11. More training for staff to learn about needs.
12. SEND support and understanding
13. Little more parent engagement
14. Do wot they say they their gonna do
15. New computer science teacher
16. more intense one to one tutoring with maths and english
17. Putting in place what has been suggested

3)

1. Social events to encourage friendship
2. whilst the college encourage independence, some students still need routines and structure guidance
3. Having transport for my child
4. More info to parents
5. La actually attending EHCP meeting and/or updating it in timely fashion
6. Access to progress in electronic form
7. Awareness of EHCP and implement the support required
8. More patience and understanding
9. Holiday support
10. And get tests done while still in education
11. Training for staff on Asperger's
12. more understanding of how job opportunies are sort out
13. Reacting quickly

Q18 Anything else you would like to tell us about your experience of the education setting. Please tell us about both your positive and negative experiences: (Please do not identify your child or the setting)

college / further education

#	**RESPONSES: 10 -** **Comments taken verbatim from survey responses**

1. If my child has help with transport he would have attend collage much much much more a big let down
2. The teachers work very hard to support the students the best they can. They have worked with autism support to help my child and this has been very successful. They are constantly reviewing what works best and altering things if something isn't right. They try to offer support when needed and are aware each student needs different support. They encourage them to be independent while supporting them when needed so they don't feel overwhelmed.
3. The only negative is that when I requested that my daughter was assessed for autism by the college I'm not sure if this has been followed up although she gets plenty of support. This has been the case with every school she has attended and yet it's always been my understanding that it's the education system that can get things in motion but this has failed every time.
4. If the College and North Somerset had a dedicated page for parents of children with difficulties with links on their website which could give guidance to parents on educational learning for their child, outside groups, forums, govt sites, financial support, support groups, contact details It is difficult for some persons to know how or who to contact to get support and understand what is out there
5. Animal Management Level 3 My son has not had his EHCP follow from September to present day. He's not had any 1-1 support and when he has they left him with a man which is against his EHCP due to significant trauma at the hands of a man. Without writing the complete EHCP, they have not followed any of it. When they have- they have moaned about it, tutted, rolled their eyes, given false feedback about him not engaging in class which is NOT true. He has100% attendance. They've ignored his dyslexia requirements also. They have made my son feel a burden. That he shouldn't be in the course because he's an inconvenience to them all. They have shamed and embarrassed him in front of the class and criticised him to other teaching staff. They fail to communicate and fail to support X. Even an exam last week, again a scribe/reader in a room for 3.5 hours for his ethics exam with an unknown man AGAIN. Totally unacceptable treatment.
6. He's fallen behind and they keep threatening to hold him back a year. Now support is in place my son is achieving how he should be. The worry is it isn't consistent. When it stops he goes down hill fast and then the same cycle starts again. He wanted to go on and do degree but has been put off. Hopefully his final year on level 3 will be positive and may change his mind. The autism department are great. He knows he can go there when struggling. His 1:1 has built a great bond and works well with him in English and music. Some teachers need more understanding and training as can be condescending and rude/ignorant
7. They are doing all they can i think but not having seen my sons ehcp and not being able to speak to anybody at the send team at North somerset council. I'm not sure what they are surpose to be doing. Also don't know how this works in a work setting. Lots of questions but nobody yo speak to
8. Weston collage has been amazing. We struggle hugely through X school over coming to Weston has changed our lives. Could recommend them highly enough
9. Things have been put on ehcp and not being meant by the people set to do it and just left
10. My Daughter struggled to access school and did not received the support required until year when she came out of mainstream. She only received her autism diagnosis last year, although has presented as autistic and SEMH difficulties throughout her schooling Since being at college she has received all the support needed (such as reduced timetable, 1-1 teaching where appropriate) and as a result her mental health has improved significantly and she is enjoying college and attends

Appendix 5 - Education - Setting & Services, **Specialist Schools**

Q16. We would love to hear your **top 3 experiences** of the support that has **worked well** at the education setting for your child during the last 12 Months:

specialist education

#	**RESPONSES: 57 - Comments taken verbatim from survey responses**

1)

1. Working with me on how to tackle new obsessions
2. Emotional wellbeing support
3. Is learning life skills
4. Everybody is open and keen to help
5. Support for family issues
6. Support
7. Teachers have listened to my son
8. Individualised programme of therapy and academic subjects
9. Excellent teacher and staff
10. EHCP review meeting
11. I often play with my children
12. I often communicate with my child
13. 1-1
14. Smaller classes
15. Specialist provision
16. My son hasn't been non verbal at all since he started there
17. Small class room
18. Sex education was handled amazing
19. Being able to go to school
20. Special provision school
21. She still enjoys school
22. He is helped at school no improvement needed
23. Dealing with my daughter when she has been unwell
24. Implementation of safe place for son to retreat to if needed
25. Good mental health support from staff
26. Travel Training
27. My child as come along away way with her learning and education needs since leaving mainstream school
28. support with re-writing echp
29. They made classrooms wheelchair accessible
30. Understanding her needs
31. Variety of activities
32. Holiday club
33. Constant communication

34. Love and support shown to us as a family
35. Perfect staff
36. Small group setting works well
37. Helping my child to overcome his anxiety issues
38. 1-1
39. Teaching private/public
40. Building a relationship with his 1:1
41. celebration assembly - received an award
42. Personalised curriculum
43. Inclusion with others of similar abilities regardless of age
44. Small class sizes
45. Great School who really care
46. Constant contact from school
47. Music Therapy
48. Quiet space
49. Excellent Communication from the staff team
50. Good support team
51. Swimming
52. Flexibility with everything
53. Staff ratio
54. Great communication
55. Annual EHCP review
56. Communication
57. Forest school facilities

2)

1. Responding to emails promptly
2. sex education
3. Communication daily
4. Support for child after school friend died
5. Understanding
6. small class size
7. Regular LSA input in all lessons
8. Good communication between school and home
9. Sharing an information -parents meeting, weekly newsletter
10. I often involve my children in activities
11. Elsa sessions
12. Full time one to one

13. Understanding my child's needs
14. He has been taken places and listened to instead of judged and hidden away in a room by himself
15. Teacher and teaching assistant
16. Key worker has great relationship with young person
17. School calling me daily
18. Small class no more than 5
19. Outdoor education is always good
20. He is trying new foods
21. Helping get my daughter back to school hool
22. Additional support given in a small group
23. EHCP being followed
24. Duke of Edinburgh award
25. Made loads off new friends etc
26. support with their behaviour
27. they moved him down a year group to meet his social needs
28. Getting to know peers and adults at school
29. Support of staff in dealing with other professionals
30. Communication
31. Marked improvement in skills, behaviour and happiness
32. Acceptance and understanding of our daughters needs
33. Tailored learning for individuals
34. Teaching staff have really got to know my daughter
35. Supporting his path towards independence
36. Physio block appointment in school
37. Reading
38. Art therapy
39. sex and relationship education
40. Varied activities during school
41. Same support and teaching staff throughout year
42. Child enjoys coming to school
43. Always supportive right across the school
44. Support from school regarding other things
45. Sensory activities
46. Sensory room
47. They really care about our child and want the best for him
48. Good at understanding and caring
49. Rebound
50. Excellent teacher currently that truly loves her job and her class
51. Facilities

52. Staff always approachable
53. Termly target setting and review
54. Transitions
55. Supporting in class for a subject that has not been accessed

3)

1. implementing suggestions I made
2. celebration assembly
3. Always there to help.
4. Support with transport issues
5. Routine
6. Extra curricular such as Ten Tors
7. Support to do Ten Tors
8. Excellent all round this year because of teacher and staff
9. Home-school diary
10. I interact with kids a lot
11. Therapy on site
12. Qualified in additional needs
13. The school are just amazing, I feel like I've known them for years and don't feel judged or looked down on by them
14. Weekly meeting with LSA
15. Chance to do camps and D of E
16. Having the same taxi drivers take to school
17. Loves his taxi journey
18. Traffic light system
19. He is learning lots
20. Fulfilling training so my daughters needs are fully met
21. Outside activities and body breaks
22. Staff understand my child well
23. time to talk with a councillor each week
24. My child as loads off time and support everyone needs etc
25. They ensured transition to new class was thorough
26. Including her for all the activities
27. Learning opportunities to help child move forward with new skills
28. Option to go to classroom for activities
29. Accurate report and assessment
30. Communication to us as parents
31. Top quality care/medical service
32. Her confidence has grown
33. Making him more aware of his skills

34. Communication
35. Writing
36. Sensory room down time
37. School, home and transport joined up care
38. Support with wearing glasses
39. Dedicated English and maths programme
40. Lovely feedback via SeeSaw so I can see my child learning happening daily
41. The general day to day running of the school
42. Quiet time, space
43. Lego therapy
44. Great lessons that engage my son in learni
45. Excellent school,
46. After school Bristol bears
47. Supporting me in my decisions about my son
48. Opportunities
49. Understanding and supportive
50. Support with bereavement
51. Dojo app
52. Outdoor learning

Q17. What **3 improvements**, would you suggest, could make the **biggest difference** to your experiences of the education setting:

specialist education setting

#	**RESPONSES: 43 - Comments taken verbatim from survey responses**

1)

1. smaller class size
2. Process and handoffs between teams and care providers is very haphazard and disjointed
3. My son is settled so no improvements needed
4. Extra curricular activities
5. communication with parents
6. Specialist lessons to help with writing down his ideas
7. Be good to have after school clubs longer then 4pm

8. The professional level of the teacher
9. More activity's
10. More regular speech therapy sessions on site
11. Maybe a pay rise and more funding??? They're wonderful
12. More flexible tailored learning rather than just simply doing the same for everyone
13. Summer holliday school/clubs
14. Dealing with Bullying better
15. Day to day communication from teacher on how day Has been etc
16. More flexible curriculum
17. More money being put into SEN schools, and buidings
18. better home to school communication on individual basis ie from 1-1 to home - diary always empty
19. Not consistently change 1-1 staff
20. Can't think of anything
21. Speed of repairs to equipment eg to enable access to things such as swimming
22. Holiday club provision
23. To have an identical setting closer to home (lots of travelling)
24. Consistent hydrotherapy - the pool keeps breaking
25. Better holiday club
26. Ideally she could be challenged further academically (she got Entry Level 3 last year and the school can't do any more with her)
27. More time with neuro typicals
28. Educating the staff of his specific condition
29. After school club open till 5pm
30. After school club
31. Friendship clubs and social interaction support
32. Better communication
33. It would be nice if the school could expand further 19-25
34. Music therapy
35. Managing behaviour better
36. more funding for the schools
37. Stop pointing the finger and picking on one student
38. Holiday clubs
39. Breakfast/ after school clubs
40. Access to holiday clubs
41. Better communication - I have no idea how my child is progressing
42. Changes and strikes have had a massive impact
43. Better communication

2)

1. more individualised learning

2. increasing option choices
3. More team building trips out
4. To have more school activities like discos, theme events like Red nose day celebrations, Glastonbury festival etc for SEN pupils
5. Educational level
6. Holiday clubs
7. Weekly Physiotherapy
8. Be more open to speaking to parents and actually listen to solutions offered
9. Being given the same taxi drivers next yr
10. The head teacher bothering to reply to emails
11. More outdoor hands on learning in the warmer months
12. Less pressure on attendance
13. greater thought behind some of the learning aspects that effect everyday life and what it will expose them to
14. Be more considerate of the training needed for each child before accepting them
15. More space (classrooms etc are very cramped)
16. Bigger setting
17. Additional support staff to support the existing team
18. More after school clubs
19. More bespoke support for navigating friendship issues
20. Better home school communication
21. Collaboration between teachers and parents
22. More availability of the holiday club
23. Life skills after school clubs beyond 4pm
24. Listen to concerns
25. Sensory play
26. More parent/carer meetings face to face
27. more spaces for the school to provide more for others
28. Start listening to parents concern again
29. Coffee mornings
30. More availability for holiday club
31. Access to facilitated after-school clubs
32. More opportunity to speak to the teacher
33. Behaviour management
34. More understanding of PDA compared to ASD

3)

1. more time for parents to go in and see kids in learning environment
2. increasing time spent on creative subjects
3. More independence training in the community

4. More social events to develop independent
5. Interesting teaching
6. More regular occupational therapy on site
7. Try and aim high for these kids despite the learning difficulties they may have as they all have strengths and use those strengths to build them up.
8. Summer holliday school clubs with taxi to get ther
9. Listening to my child closer
10. feeling safe within settings
11. More awareness that parents may work and can’t always come in during daytime hours
12. More staff
13. More outdoor space
14. More going out opportunities during school time
15. More out of school activities eg riding, swimming
16. Inviting parents of the class to meet each other and the other children in the class
17. Swimming
18. Adapt for individual children
19. Riding horses
20. Start picking on other kids
21. Social events at school
22. Understanding of how my child is progressing in understandable terms - X have their own algorithm to monitor learning and we have no understanding of it as it has not been explained
23. After school provision only till 4pm! Not helpful for working parents

Q18 Anything else you would like to tell us about your experience of the education setting. Please tell us about both your positive and negative experiences: (Please do not identify your child or the setting)

specialist education setting

#	**RESPONSES: 31 - Comments taken verbatim from survey responses**

1. Westhaven school has provided outstanding care for our son. We couldn't thank the staffs support and willingness to go above and beyond.
2. Baytree school is an amazing setting and fully support our child to the best ability. All the support ,teachers,office and the head do an amazing job
3. My son is finally loving scgool. He's getting the help and support he needs, he's making friends and enjoying learning.
4. Attending special school has had a life changing positive impact on my son and our whole family

5. My child had a problem getting his ideas down on paper or using his computer. It took too long to come to light and I feel it will take a while for his confidence to build again
6. Previously in Mainstream settings and had difficulties getting son dressed. Mainstream staff judged and the school demanded he had to be dressed in school clothes otherwise he can't come to school. He was little and going through difficulties stage at the time- however I was made to feel awful because I couldn't get him ready. He has SEN needs and had very little help in the morning. Since moved to SEN school and my son is happier, enjoy school and his speech and social skills have developed so much since being in new school.
7. I think the education is very good
8. The specialist provision is excellent
9. My son had all but shut down after how he'd been continuously let down by educational settings due to "red tape". It got to a poung where he was in school for 45 minutes a day and he didn't speak for days at a time. Then we got told he'd been accepted to Lime Hills. We went there for a visit, and that was the last day he was non verbal. The staff are amazing, they've drawn him out of his shell and have made him believe that he's worth being listened to not just told to be quiet and shoved in a room with a 1 to 1 Any problem him or I have, we can talk to the staff, and they listen with no judgement and do their best to help. Don't get me wrong, he's a handful, they have earned their wages and then some, but they have really made a difference in both mine and my sons lives. I was so close to giving up and just keeping him with me!
10. Unfortunately Im having to raise a complaint with school due to ongoing issues. But some staff there are amazing and can tell there hearts are in it.
11. Not quiet education setting but getting to the school. Keeping the same drivers is important to keep children in school. If its not broke dont need fixing. No holliday clubs given so my child really strugles in hollidays with no routine or suport.
12. It was hard work geti g the support we needed but no we are here life is good for my son and myself.
13. Baytree is a brilliant school they try so hard and succeed with everything for special children
14. Support is available but not always being given appropriately or enough of it. Still too much pressure to attend or conform to their curriculum. Not enough flexibility when it comes to children who aren't coping well.
15. Since my child left mainstream school at the end off year 3 due to constant bullying etc. My child can actually read and write properly with the right support.. My child I'd much happy and more importantly confident now and she is in year 8 and absolutely beams when she comes home. Where every child is treated the same unlike mainstream school she went. The children and parents treated her differently and bullied her.. that school didn't even do much about it
16. Everything has been good and she really enjoys the school, also helps alot to have her appointments at school instead us going to hospital. All and all very positive.
17. The school is truly wonderful and we count ourselves lucky that our child can attend. It is frustrating that things within the ehcp cannot be accommodated due to repairs needed or waiting for new equipment (eg our daughter did no assisted standing for months while waiting for a new piece of equipment (not the schools fault but a bigger issue). It is extremely helpful to have a number of appointments take place at school and that the teacher helps to push things forward with professionals (they aren’t afraid to be pushy where we might be less so!)
18. The staff are excellent, they understand our child, where before in a main steam setting they didn’t. They have skills, experience, structure and a kind and caring manner which is being reciprocated in our child. Communication is excellent. The school should be a flagship and the model should roll out across county - there should be more.
19. My daughter has had nothing but a positive experience so far in her educational setting. The team and staff at the school have been amazing!
20. Very proud of the Baytree team for providing such amazing work for the children in Baytree school, all staff are lovely and are second to none at the care and support they cater. No complaints apart from not being able to access holiday club as often as would like and would love to see wider after school club opportunities too
21. We are very lucky he goes to a amazing school, gets transport, good asc very inclusive even though not a lot of them are in a wheelchair
22. Our child's main problem is school transport not interacting with them, then they remove seatbelt and behaviour deteriorates. School tried to help on numerous occasions to no avail. We'd like more / some time with neuro typicals. Swimming and riding have disappeared from our child's timetable
23. Kids in special schools do not have the same access to after school and holiday clubs compared to their peers in other schools. North Somerset should be providing better wrap around care. I understand it requires more staff and is therefore more expensive but the council should really look at this issue. They are failing our kids and are discriminating against them.
24. My son has only been attending since Sept, so I am still getting to grips with everything
25. A great school , where all the staff really care about out son from the Head to the caretaker
26. Start listening to other parents concerns about bullying
27. There’s nothing to improve!

28. The communication between the school and home is excellent. Teacher is always willing to talk through strategies to support school and home life. The Head Teacher and Assistant Head will help facilitate interactions with external agencies. I appreciate it relates to funding from local authority, but the lack of wrap around care and holiday club days does put a strain on the family.
29. My sons school is brilliant, they are good to manage concerns

Appendix 6 - Education - Setting & Services, **Other settings**

Q16. We would love to hear your **top 3 experiences** of the support that has **worked well** at the education setting for your child during the last 12 Months:

other education settings

#	**RESPONSES: 15 - Comments taken verbatim from survey responses**

1)

1. Dealing with Bullying
2. Her communication has improved
3. Support from individual in mainstream
4. Supporting my Son to find the right pathways to highlight bulling
5. Education review
6. Suport of lsa
7. Listening to my child’s difficulties and needs
8. Positive praise - recognising achievements
9. Son growing in confidence in mainstream classes. Supported by TA 1 to 1 was amazing
10. When a child encounters setbacks, as a parent must tell him, never mind, try again
11. Supporting my Son to find the right pathways to highlight bulling
12. Class teacher communication
13. Reduced time table
14. Ehcp finally started awaiting decision
15. Support from senco

2)

1. Availability of Quiet Space when needed
2. She has friends
3. Hospital school individual care
4. He has really been flourishing at his resource base and it is incredibly to see his abilities being recognised and how he is supported at difficult times
5. Timetable increase
6. Good communication untill feburay
7. Excellent communication
8. Improved communication (after tricky few years)
9. Individual interventions resulting in improved emotional management 1-2-1 key tutor is fantastic
10. He has really been flourishing at Nailsea resource base and it is incredibly to see his abilities being recognised and how he is supported at difficult times
11. Identifying child's individual potential
12. Support on transport
13. Educational psychologist assessment
14. Support from 1:1 ta

3)

1. Teaching Quality
2. Staff are friendly
3. Focus on individual
4. He is taking part in P.E and other challenging subjects for him which I never thought I would see.
5. Confidence building
6. Flexibility around medical needs.
7. Thinking outside the box to encourage alternative development
8. Excellent pastoral care and communication ensures home and school working together
9. He is taking part in P.E and other challenging subjects for him which I never thought I would see.
10. Supporting sensory needs
11. Swimming
12. Strategy shared with family via thrive course
13. Trying to keep him safe

Q17. What **3 improvements**, would you suggest, could make the **biggest difference** to your experiences of the education setting:

other education settings

#	**RESPONSES: 17 -** **Comments taken verbatim from survey responses**

1)

1. Unsure, as I feel 2 parent eves aren't enou
2. More staff
3. Maybe more support in mainstream lessons
4. Organisation
5. Idenifing issues before they esulate
6. Have a smaller setting
7. Too early to say as my child has not been attending the VLC for long
8. Improved communication
9. More TA's
10. More SEND placements available
11. I'm not sure I have any as the resource base at Nailsea has been so great for him
12. Support social relationships
13. Better communication between parents La and school
14. More funding for 1 to 1 support
15. Communication with parents
16. School wide training in neurodiversity (including pupils)
17. Not suspending him

2)

1. More places for children who are struggling
2. More after school clubs for Autism students who feel uncomfortable attending mainstream clubs
3. Communication with adults
4. Offer of partime when things become to much
5. Read the ehcp
6. Understanding the YP's triggers and sharing with ALL staff.
7. Continuing resource base support to year 11
8. All teachers in mainstream trained correctly in all SEND
9. Early discussions re transition
10. Transport being put in place for September start.
11. Communication could always be improved
12. Train staff
13. Wellbeing of children highest priority
14. Tailored core subjects

3)

1. Better communication and support from LAC carers
2. More support attending school clubs
3. Funding support
4. To let all 1 to 1 suport to be briefed as best they can
5. Accommodate needs with kindness
6. More for those with social anxiety outside of a classroom setting
7. Consider mainstream activities that could be accessed
8. Not deciding to override an EHCP and removing a 1-1.
9. Better provision if timetable ammendments
10. Provide resource bases
11. Differences celebrated not criticised
12. Smaller class

Q18 Anything else you would like to tell us about your experience of the education setting. Please tell us about both your positive and negative experiences: (Please do not identify your child or the setting)

other education settings

#	**RESPONSES: 12 - Comments taken verbatim from survey responses**

1. Large school. Took a long time for everyone to realise child not coping. Almost missed it and labelled as naughty. Hence need more consistent care for LAC.
2. Our experience has been amazing st the resource base it is wonderful to see my child so well supported.
3. The setting itself is small and meets my daughters needs . The staff are lovely and my daughter has built trust in her tutor who brings out the best in my child. My daughter has been able to increase her timetable and make remarkable improvements over a short period of time so we are very pleased.
4. At the moment they have been excluded but still on role since the start of Feb. We have only just got to the LA looking at alternative placements. It has taken to long. To listen to lsa s that work day in day out with your child and parents.
5. No support provided for a child who cannot cope in a mainstream school. We have had to provide education with no help from school or la
6. It's a lovely space, they try but have limited resources (or at least that's the impression I get) , my YP is very comfortable there and other places they attend through the week. Autistic children are pigeon holed so if my YP is in a specialised setting it is assumed she will fit in because she 'ticks' that particular box.
7. On the whole it’s excellent and couldn’t fault it.
8. Too many children are being failed. Not enough SEND placements available and mainstream is not equipped and don't have the funding needed for the support needed. There are key people that are fantastic.

9. My Daughter has been out of education since September, with no support, there no suitable AP or no space in any special school setting for now or next year! The support from NSC has been awful, the school have been ok and tried to help find alternative however the support has been no existent for us a family since she has left. She has a right to an education but months later and she still has nothing, further affecting her emotional well being and mental health. There need to be more support and places children can attend.
10. I feel deeply grateful that the resource base at Nailsea school is there for my Son. He has really flourished and his confidence is growing all the time, he is a wonderful student and I am glad he now gets to show that, after many difficult years at primary school where just because of the noise and volume of students he could not communicate how capably he is. I feel his needs are met fully and I only wish there were more spaces or more resources in ither Secondary school to support others like him. What a wonderful world it would be if this resource was the norm in schools rather than a rare opportunity for a few students.
11. They do not deal with bullying. They are making class sizes bigger therefore making it more difficult to progress for a lot of children. Need to have more long term teachers. School and La and parents should have more communication
12. Trying to find a suitable specialist provision for him is so challenging, lack of spaces, schools can't meet need, not enough on offer in area. Not enough funding etc

Appendix 7 - Education Health & Care Needs assessment (EHCna)

Q26. We would love to hear your top **3 experiences** of what has **worked well** with the EHCna process:

#	**RESPONSES: 41 - Comments taken verbatim from survey responses**

1)

1. On time with the review dates
2. the tribunal were helpful with the appeal
3. The description of needs
4. Request to assess - straight forward
5. Receiving the plan
6. Quick to complete
7. Being able to track the progress though it was very slow
8. Having a knowledge of what the process is like in a professional capacity and being able to apply that personally
9. good communication with SEN team and lesson tutor
10. Explained clearly
11. The only way for it to work was tribunal
12. We got the school we wanted
13. She now has ta
14. initial application, refusal, appeal and acceptance all completed in good time

15. Communication
16. I work in the school so communication is good
17. Secondary school was outstanding
18. College suport
19. Educational psychologist was excellent, communicated well and understood my child's needs
20. A brilliant healthcare psychologist
21. EP was brilliant
22. Communication with council was amazing
23. Good case worker who tried their best
24. Paying for a private consultant to ensure the LA followed the Law
25. EP report when it finally happened
26. We have just received the news that they are going to proceed with the assessment
27. Allowing me to describe my daughters needs
28. Kept up to date via school
29. Each was good and easy
30. The portal is clear and easy to use
31. The involvement of professionals
32. The education psychologist was exceptional. She observed our son for 30-40 minutes but very clearly identified his main challenges. We didn't need to explain any of his needs to her, she just understood him. Her recommendations were clear and supported the concerns we had
33. Online application was fairly easy to complete
34. Hub
35. The EHCP unlocked further top up funding for additional 1:1
36. Online application
37. Our social worker attended the review
38. Schools assessment done quite quickly
39. School Senco was very supportive
40. My son being awarded an EHCP
41. The portal was easy to manage

2)

1. The support is good
2. We got an EHCP
3. Response to request for OT assessment, went to panel swiftly and was approved and undertaken in an acceptable time frame
4. Communication between schools/parents
5. Listened to the concerns raised
6. Educational Psycologist we had was fantastic so understanding, honest and compassionate
7. Being able to call upon advice/support from SENCo in my workplace
8. having our child attending and listening to input
9. Getting the tasks at her pace

10. After a long negotiation we got additional ot provision
11. Has meant there has been more accountability
12. Educational psychologist easy for son to talk to and report was fair
13. Understanding
14. New social worker which is working well
15. Broadoak SEN team were awesome
16. Person that spoke to me and my son
17. Case co-ordinator would call back when asked in a short time frame
18. A brilliant speech and language therapist
19. Education psychologist was good and spent lots of time with my son
20. The first part of the application happened very quick we got the news that they were going to assess straight away
21. Being able to access the portal to see who has completed their relevant parts
22. Some good goals, although not all are achievable within timeframe
23. Easy form to fill out
24. The case worker at this point is helpful and easy to talk to
25. The inclusion of parents views
26. The process was smooth and fairly quick for us, despite what we had heard from other parents
27. Clear instruction
28. Child's views
29. EHCP seems to add gravitas to other documentation
30. The draft was completed quickly
31. I did my input on time
32. Senco sent info to LA immediately
33. Being successful as a parent request
34. When I met the EP, they were lovely and keen to listen to my views

3)

1. What is needed on the plan is what my son receives so I'm very happy
2. Ease of initial application
3. Understanding the childs needs exactly
4. The targets are reasonable
5. setting realistic goals and plans for sensory issues
6. More meetings so feel heard bit more
7. Hub was fairly easy to log into and navigate around
8. Portal easy to use and updated regularly
9. Speech and language therapies contributed a really good in depth report
10. I had quick responses when I emailed the lady that sent me the additional emails about being added to the hub.
11. Allowing the school to describe my daughters needs

12. Lovely people to meet
13. Ability of the setting being able to implement targets
14. The online hub was easy to use and follow
15. Easy access to uploading evidence
16. Ed psych
17. The portal is a good system
18. Social care did there's quickly
19. ECH plan review went well
20. The final draft was good and had little amendments needed

Q27. What **3 improvements**, would you suggest, could make the **biggest difference** to your experiences of the EHCna process:

#	**RESPONSES: 46 - Comments taken verbatim from survey responses**

1)

1. Take on family suggestions
2. Assess the child more thoroughly first time around
3. Timing need improvement
4. Sent old ehcp so not up to date
5. Poor communication around the writing
6. More caseworkers and EP's
7. More support from school in applying
8. There was no communication that the case worker quit working so the emails were not being received
9. Mdt meeting
10. The panel need to read the applications properly when first applied
11. Communication REALLY needs to be improved and communication between professionals e.g. EHCP hub and panels deciding schools
12. input for the EHCP from all tutors at the discussions and planning
13. The hub has been hard to understand
14. More quicker
15. To appreciate a special needs parent is already maxed out, and that appealing and following up puts undue stress on a family
16. The online portal is a good idea however, it could be more user friendly. It also doesn’t work very well on a mobile device. The comment boxes need to be bigger
17. Get educational phsycologists who really think what specific child needs and works with school rather than their ideas. I had to complain about our ep he didnt even get her diagnosis right, he was off the wall with his goals even profs agreed
18. communication - have had no reply to phone or emails from case co ordinater since december
19. Using the UPDATED INFORMATION GIVEN from PARENT

20. Completed appropriately, accurately and implemented accordingly
21. Contact number
22. Provide updates to application process
23. Quicker process
24. Ensuring schools comply with them
25. More communication to understand process
26. More specialist school placements for kids that don’t appear disruptive as my child is high functioning but lacks basic social skills
27. The LA following the law and not being unlawful
28. Much quicker timeframe
29. Update on expected date of Ed Psych Assessment
30. More in depth reports of child's current abilities/disabilities so a history is formed
31. More staff to be able to accept children who need one instead of blaming anxiety all the time
32. Clearer targets to follow
33. We were actively discouraged from applying for an EHCP by SALT. Even during the EHCP application process. We tried to explain some of the suggestions the education psychologist had recommended but the response was “he doesn't need an EHCP” “his behaviour is normal for a boy his age”. Our son’s EHCP was approved within 4 months of our initial application and we were not required to appeal anything. Her comments were completely inappropriate
34. Applied last August still waiting ED visit
35. More contact
36. A case worker that responds
37. More ‘how to’ support available before you start the process
38. NS staff who actually answer emails and don't totally ignore people
39. Huge backlog!
40. The portal is difficult to use
41. Time it takes to find out if assement is to be issued
42. A different case officer who has some clue about the process
43. As a parent we’re given 14 days to make notes to the draft EHCP. I wanted help with this and due to catching Covid I couldn’t see anyone straight away. I managed to get help from SAY and put my notes up just in time of the 14 days but the case handler said I’d left it too late for her to make all these amendments as she had to make the final draft due to the timescale. If this is the case then surely there should be extra time at the end to make changes prior to doing the final draft
44. Communication
45. Communication
46. It took nearly a year to recieve the EHCP

2)

1. Update EHCP to suit current age
2. Use description & specific language in the EHCP
3. No-one answering emails and phone so we were unable to make ammendments
4. Ability to change address on hub
5. Ensuring funds are there to back up the plans
6. The time scale to complete was quite difficult more time was needed

7. Actually taking more suggestions from the parents whom know the child best
8. The process has taken a long time
9. More input from those who know him best e.g pre school
10. ensure access to supply and support staff for the contents of the EHCP for subject/support
11. planning of sensory issues
12. Getting the right equipment faster
13. Less complicated / easier to complete
14. The local authority needed to communicate better with schools with regards to the changes they have made such as, changing from long term/short term goals to outcomes and steps
15. Do early before probs set in and bigger issues , proactive not reactive
16. ehcp
17. details / data protection- don't over type existing letters as mistakes can be made such as not changing the name of the child!
18. For ALL staff to work in collaboration and have a full understanding of my sons needs
19. Someone to speak too
20. Have contact with EHCna team
21. More explanation about what each section means and what to do
22. Not having to wait at least 10 working days for a response from every email to SEN Officer
23. Communication - there is a distinct lack of any at present
24. Update of coordinator assigned to the case and any communication from coordinator
25. School involved us when they took over the ehcp but the council didn't
26. Support we can give at home
27. Contact from the case coordinator was very poor. We did not hear anything, no reminders of the draft deadline etc but arranged appointments with nursery ourselves. The only contact we received as AFTER the draft plan deadline had concluded to tell us the deadline had passed… She was not even aware that we had updated the draft plan with nursery and it had been submitted. She also emailed us to offer us login links to the hub, stating “I can see you have never logged in to the hub”… This was at the draft plan stage and both parents had personally logged information on the hub (to the parent sections) and accessed out accounts to update information several times. It felt like we were being mixed up with a different family at times.
28. School denied he needed ECHP in a mainstream setting
29. Don’t say your going to have it done by certain date if you are not
30. Better communication of timelines and 2 way communication of status
31. NS staff who recognise the legal significance of the EHCP document
32. Nobody responds to your messages/emails
33. The final version takes too long to be sent
34. Clearer communication from local authority
35. Get rid of the Hub portal. Almost impossible to edit anything on it
36. At the very beginning of the EHCP process you have to gather all the information of the specialists working with your child and their address and contact details. It would be handy before you start if it mentioned this so you can get all the paperwork out ready in advance. Some gov.com pages do this tell you what documents you’ll need (e.g photo ID, proof of address) before you start
37. Timeliness
38. Time frames
39. No communication with the SEN officer at all. We didn't even know their name

3)

1. Get an ed psych assessment as requested
2. Reply to emails
3. Clarity of information
4. Adhering to lawful timescales (currently 35 weeks into a 20 week process)
5. Checking in to see if plan is being followed
6. Don't ignore genuine needs
7. If the case officers went to meet the child in the setting they would get a clear idea of the child and support needed.
8. creating social interactions but with boundaries and guidance of the EHCP sensory issues
9. The local authority need to communicate the process better to parents and be available to discuss questions over the phone rather than just through email.
10. Listen to parent child and teacher more
11. information, no letter explaining school decision or information on how to appeal it, just added to the hub in final copy
12. For ALL staff to facilitate my sons needs with prejudice, judgemental comments, sarcasm, assumptions, lack of empathy or understanding and treating him like an inconvenience, a burden, and a waste of space.
13. Help
14. Some schools never provided feedback and I felt my child was dismissed by them
15. Realistic timeline of when the EHC will be completed
16. More clearer forms, set out in a less complicated manner, with meanings of words/conditions/abbreviations
17. Communication from case worker
18. No one has actually met with us or our son to produce reports
19. There is no support once the plan is made, you feel left alone
20. Scrap the Portal, as it made far more work than previously
21. quicker process
22. Better application perameters
23. The LA to communicate and not ignore emails
24. Listen to the parents
25. Follow up on requests
26. Complaints were not addressed

Q28. Anything else you would like to tell us about your experience of the EHCna process. Please tell us about both your positive and negative experiences: (Please do not identify your child)

#	**RESPONSES: 37 - Comments taken verbatim from survey responses**

1. Appalling We’ve begged for help and no one will help us. Our son is 12 and he’s not had any changes since he was 8 or 9 in year 4. We are terrified at how his education is going to go over the next couple of years His mental health is at an all time low and so is both mine and my husbands The school don’t have consistent support for him. No one will commit to another ed psych assessment and there isn’t anyone available We want to look into alternative provisions for him but can’t without a ed psych and so he’s just being shouted at by teachers who aren’t receiving any background info on him
2. Having this document has made my son get that help and support he finally needs
3. Git sent an lld ehcp and can't log into portal so no good
4. I emailed request, then details were uploaded to the hub incorrectly - I replied instantly to highlight where errors had been input - most were updated quickly but our address still remains incorrect 8 months later (despite multiple requests to amend!) Panel approved OT assessment request, and also approved for independent OT assessment due to excessive waiting times. We were not informed of length of wait for EP assessment - this was eventually undertaken after stage 1 formal complaint. Email responses are either very quick or take weeks. The whole process is exhausting for families.
5. The plan was awarded in February, we have already had 2 meetings with the primary school as we dealt the plan was not being followed, we have been told the funding is not there to fulfill the plan on full! Will this continue for the remainder of her education?
6. The Sen Coordinator shouldn't be so rude ignoring emails yet forwarding them to the school whom are failing the child. Sen Coordinators shouldn't use the manager to bail them out and dismiss the child's genuine needs to suit a senco worker.
7. Poor so far - my child is failing at school, lots of i formation given from us, sendco and child views, was told by case officer that it possibly wasn’t read properly and that’s why it wasn’t approved first time we applied.
8. All timelines have been met so far, we are now waiting for an EHCP to be issued.
9. Only just started application process so don't feel it fair to answer negatively or positively.
10. it is hard to grasp by our/the child that whilst the EHCP is set out with guidance and objectives for learning, self support and goals, the EHCP is not known or related subject matter to other students. The fear of being different or singled out is great and frustrating. No matter how focused and organised the college, the child and the family are, there is always the human factor of neuro topicals behaviour and jealousy of the that with an person with educational and social needs. No amount of work or planning will in my opinion ever change that.
11. Very long waiting times for special equipment like special bed,hoist etc.. on a positive everything's explained clearly.
12. The only organisation to challenge / not respond / delayed response / Was the local authority. All professionals were in agreement for a change to EHCP but the LA stalled. It took a court hearing for confirmation of the correct Result which took 8 months. Surely this is counter productive for funds and time. And all this time huge stress on the family and child. A disgraceful process. CAHMS, psychiatry and drove road children services are, on the other hand fantastic. Particularly CAHMS who supported us throughout. Drove Road Have improved with the appointment of a permanent specialist doctor. It would be better to have another centre in N Somerset though, or clinics in the other towns.
13. As a new parent to the EHCP process it is very daunting. There is a severe lack of available communication with the local authority during the process other than email that they either ignore or reply after 10 days. This makes the process take much longer than it should do. It is also a lot of responsibility for parents to take on with no training or support other than from charities. I think it makes me so upset to talk anout ehcp process , cost me sanity, did not feel child was understood after all the collating the actual bit that made diff goals , interventions etc was so rubbish from ep
14. Child's name wrong on Hub and original attached letter, told SEN team but was never corrected. School named on final EHCP was not our chosen one and one he currently attended and was struggling with. they had previously stated that they could not meet his needs. no discussion, explanation of named school or information was provided, just an email to say that the hub had been updated and when we went into it the final copy was there naming the school we did not want. This was in December, the co -ordinator has not replied to any of our emails or calls. We forwarded the email trail to the main SEN email address but still have not had a response.
15. The attitude of the Animal Management Team especially the lecturer has been absolutely unacceptable. A report has gone into the college from CAMHS PSYCHOLOGIST my son disclosed the way the staff were treating him. If there was another Animal Management course local to us, I would withdraw him immediately The abuse has caused significant mental and emotional harm to his well-being
16. Still waiting to speak to someone regarding my sons ehcp. Can't access hub no contact number people don't response to email. Feel very alone
17. Waited 16 months following application being submitted through school with zero communication from anyone what do ever. Finally received a letter stating we had been added to the waiting list. To have only been added to the list at this stage is a disgrace when we have already edited 16 months. Now told we have at least a further 12 month wait before we hear from them again. The lack of communication is astounding

18. My EHCP was quick and accessible however there was a major delay in the implementing of the EHCP within the school. Still waiting for adequate support for my child
19. It would help if school actually stuck to child’s ehcp again totally let down by school and senco just didn’t care about our views
20. The process needs to be explained to parents better we need a guide of how to word things and how to fill it in
21. Actual process was fairly good and final plan was good. No suitable education setting found by Council to meet ECHP then they just ignored emails for months. 6 months later and they are finally discussing funding for an alternative provision. Still awaiting outcome
22. It has been 7 months from the time of being told our application had been accepted to assess before being told that the EHCP had been granted. We have now waited a month for the draft version and nothing has materialised but, as usual, I cannot get hold of anyone to chase this up. My child is at a very important stage of their education and desperately needs reasonable adjustments to be put in place but the school is waiting for the EHCP to be issued and have already said that they will be unable to meet all of the recommendations that the EP has proposed
23. There has been little to no communication from the council throughout the process. The coordinator has changed a few times and we currently have no coordinator. There is no sign of it processing any further. I have reached the point I am likely to move forward to judicial review or to try to request 6 week alteration of X’s school timetable via another method.
24. My son was refused and sent a leaflet about school anxiety! The system is missing vulnerable children! The case worker was really lovely and spent time chatting to me. The EHCna process was excellent for my daughter's application too. The actual EHCP process was horrendous!
25. I feel that the communication could be better. Some targets are not very clear and seem a little complicated. The involvement of other professionals has been good and their views taken on board.
26. Multiple professionals (education and health) discouraged us from applying, indicating our son would not need a plan. After applying on gut instinct, our son was allocated an EHCP very swiftly. Had we listened to the comments made to us, we would not have received the right support for our son.
27. Queried Ep visit and despite his challenges and lack of understanding from school team, all we have been offered is a locum EP who would fill the report in remotely! Again not even seeing our son or the school! It’s a life changing decision !! He needs to be assessed at school!! When we turned down this offer, we were told he would then have to wait another two possibly 3 months, this will take us up to almost a year from when we first applied!
28. A lengthy but worth whilst process that needs improving
29. There was nothing positive. It was all pretty traumatising and de-humanising, and we still have a document which isn't fit for purpose. I never want to go through that process again. If there is no improvement next time, I will remove my child from the education system and home educate, even if it means losing existing support.
30. The whole EHCP process was traumatic this time. The case officer was totally incompetent and ignored most of my comments. They had little idea about the legal process and produced a document which isn't fit for purpose. I have previously been an SEN teacher and inclusion advisor for many years, and have also done 2 EHCP law courses, and would usually fight the system, but the process this time so badly affected my mental health, I couldn't face mediation or tribunal, so I've done nothing.
31. Due to what I mentioned in section 1 of the improvements which could be made. I was promised that the changes which I want would be ironed out at the six month interim review. This meeting has been booked for May and if this doesn’t happen then I will have to go to panel. I feel that parents are often fobbed off in the hope we don’t do anything about it but I’m seeing lots of parents going to tribual and winning. Which means the LA are not being fair and truthful
32. I have had to apply to tribunal twice for this child and once for the other child and they still haven’t done what is needed to support my child
33. We are having a awful experience of the EHCP process. We are well beyond the time frame and have had next to none communication despite many Emails sent by us. To start they said that my son couldn't have an assessment but we asked them to look again as we had alot of evidence. After they decided to go ahead no advice was sought from professionals for a few weeks until I prompted them. The wrong person was invited to the hub as a parent and we have had a draft for 6 weeks with nothing further. Paediatrician said our son was not known to the services despite having seen by them before and being on the waiting list for confirmation of dcd diagnosis and about asd diagnosis. When I asked the LA to follow up to have it as part of the assessment they never did. We have made several complaints with the lead and 1 to director of children's services, but still nothing. Schools were consulted over 4 weeks ago but have not yet to respond. None of our parent recommendations have been amended and we sent them 6 weeks ago. Awful.

Appendix 8 - Education Heath & Care Plan (EHCP) – Annual Review

Q31 We would love to hear your top **3 experiences** of what has **worked well** with the EHCP annual review process:

#	**RESPONSES: 59 -** **Comments taken verbatim from survey responses**

1)

1. Child lead for college
2. School very proactive
3. getting all professionals together for the meeting
4. Talking everything through really helps understand how it is being used to help my child
5. Teachers knowing views of son
6. The school provided good paperwork and information at the review
7. Thorough
8. ECHP are excellent legal documents to help with education and planning for the future
9. Coordination and input from school
10. Only ever discussed with SENCO in school never caseworker
11. We received lots of time from the teachers during the renewal process
12. Escalated to senior member of staff due to last issues
13. Understanding qualified adults
14. Just me and a school person no one ells came
15. Always has my daughters needs first
16. Tasks to be made
17. good summary of what was achieved and what wasn't last year prepared by school
18. School gather everything
19. They listened to us
20. Excellent smooth process with school
21. Agreeing that my child was not going to make progress at her school
22. It has helped get sch placement
23. Took 3 years to get her statemented
24. Nothing has worked and we are in the process of complaining to the la
25. great support from school
26. Input from professionals in person at meeting
27. Hub
28. It was held early
29. My son's tutor did a great job of reviewing it and making alterations, adding in anything new that needed

30. We have a plan for the year ahead - usually when we feel we have run out of options
31. It took place
32. School identifying that the targets set by previous setting needed a compete overhaul
33. Thorough and detailed input from school and myself
34. Clear questions for son to answer at review
35. Unhurried
36. School supported our change of placement to special school placement
37. N/A - CHILD OUT OF EDUCATION FOR OVER TWO YEARS
38. Engagement from school teacher
39. Speaking to teacher at a time that was suitable for both. No additional time off required
40. Reviewed on time
41. Routine at school
42. Input from his teaching team at Nailsea resource base
43. HD not had one
44. Sendco sent paperwork
45. The school organised it all, it was done over Teams, very professional
46. School organising the review
47. 1:1 support
48. Meeting at school
49. Support from the school
50. College did well
51. School staff were helpful
52. School led
53. Nothing - just because an EHCP is issued is not enough. The provision, outcomes and needs have to be addressed
54. Information provided by CAMHS psychologist
55. Was done in a timely manner
56. Targets from school good
57. School very supportive
58. Went through report with senco
59. Senco at school has been amazing and very helpful

2)

1. Accurate description of needs and strengths
2. Son listened too
3. being listened to
4. Very detailed and allows for a lot of information
5. clear process
6. We learnt a lot more about our child’s development

7. Well adjusted to specified needs
8. Set a timeline to work out if meeting targets
9. Description of child's needs in plan
10. Meetings always attended by myself and son for an amount of time
11. We recieved good communication for teacher and North Somerset Co ordinator and all our questions were answered in a timely manner
12. Social care input
13. Understanding and knowing my child
14. Made it a better ehcp
15. Yearly view
16. done within timeline
17. Sendco is very knowledgeable at writing plans
18. They listened to the school
19. Easy to put across ideas to school that have worked before for my son
20. Mainstream school didn't listen much
21. great support from Deaf Camhs - taunton
22. Was actually reviewed to be progressive rather than static
23. Multi agency discussions
24. The hub is horrendous beyond horrendous. The review was in September,it came through I went through it listed the errors and sent an email with these and have been chasing it since . The final ehcp with the alterations was sent through yesterday may 10th 8 months later ,it says I have 25 days to review it but also says it's the final one and it is closed so if it's wrong I guess it's just stuck being wrong. Absolutely horrific. Can't say a single good thing about it.
25. Timely co-ordination and returning of drafts etc
26. School we're trying to do their best
27. The SEND officer supported the school on process during the review itself
28. Outcomes adjusted to meet developing abilities
29. Wasn't too much pressure for him
30. Engagement from physio (thank you!)
31. Child's views included and planned for at school
32. Accurate
33. Good comunication
34. Left education and no support
35. Online
36. Our daughter's involvements
37. Learning strategies
38. School doing updates
39. New portal made it easier
40. EHCP now over 12 months old and still waiting new EHCP
41. Child involvement
42. Information provided by previous school
43. My views were taken into account

44. School make sure the reviews are completed
45. Made changes myself

3)

1. Documented incidents that need work for future
2. I was listened too
3. having 121 care inputted for outside time
4. That his voice is able to be heard in the review process
5. Friendly staff
6. The plan to move forward was agreed and sent to the LA, however we then moved to North Somerset so nothing was actioned from Bristol and we await another annual review in a few months time.
7. actioned and implemented quickly
8. To know where we can improve and work towards targets
9. Input from educational professionals
10. Imut from both school and parents works well
11. Psychologist input
12. Listening to parents
13. Understand needs
14. well explained to child
15. Lovely way to gather the child's voice
16. Sensible steps /tasks set for son
17. I provided all information
18. Realistic outcomes
19. The only thing that worked well was the tutor and communicating with the college Sen officer to discuss my concerns at the terrible delay,at not being able to access this ridiculous hub thing,at not having any normal copy of my child's ehcp or having not received a reply from the person on the hub that I'd had to communicate with regarding all of the errors. This is the worst ,most stressful I think it's ever been to go through the annual review I seriously hope this awful hub thing is scrapped.
20. it's a great chance for my YP to see what she has acheived
21. Took place within 12 months
22. Communication with school
23. Easy date for meeting
24. Ability to know incidents in advance of echp and teacher meeting to plan for future
25. feeling happy that my young persons needs are being met
26. Her new education provider attending the review
27. Communication with staff
28. Schools report
29. New EHCP has significant changes to be made so college can act of if they can
30. Face to face meeting
31. Information provided by social worker
32. Some good ideas were thought of

33. School are able to meet needs

Q32. What **3 improvements**, would you suggest, could make the **biggest difference** to your experiences of the EHCP annual review process:

#	**RESPONSES: 69 - Comments taken verbatim from survey responses**

1)

1. Local professionals supplying an input
2. Local authority input
3. having the sen case worker show up rather than just zoom
4. online portal access
5. What to expect from each process
6. Time for teachers to talk to parents without son
7. The LA attend
8. Quicker process when making changes
9. ECHP is not set out in a good layout- I find them confusing
10. Always rejected first wastes time
11. It was a good experience for us
12. Better communication
13. Continuity of staff
14. Adding addition information like transport to school
15. Do it properly and follow the statutory process
16. a copy of proposed changes from school presented in writing not only verbally
17. As the first time using the portal a how to guide would have been nice
18. Get in contact with us more
19. Someone to attend from Local authorities
20. New online hub difficult to use
21. Send officer attendance
22. It covers just education not enough social or home
23. Wish it didn't take up to 3 years
24. Realise that there is a child at the centre of each plan
25. better communication from local authority
26. they didn’t have any out of school professionals
27. Wasn’t quite sure what I was supposed to do on the portal

28. Speedier process
29. More health care professionals to be involved
30. It always feels quite rushed
31. Scrap the hub
32. Online portal would be good (There's so much paper)
33. LA input not thinking no behavioural problems means no issue
34. A portal where we can see involved parties, contact details, stages, due dates, completion status and review the documents
35. My experience was good and don't feel anything could've been improved on the schools part. However I've had NO communication from social care professionals and from the outset that has always been patchy and inconsistent
36. I don't believe the EHCP does anything to help
37. LA turning up
38. To be accurate with information
39. Other people need to attend. Only me, son and autism lady did it.
40. To see our child's work
41. The local authority to actually attend these meetings
42. More support for when there are problems
43. For the SEN of the school to attend the meeting
44. TO PRODUCE DOCS WITHIN STATUTORY TIMESCALES
45. No engagement from social services
46. Local professionals supplying an input
47. Happy with the process
48. Ensure that all the details are up to date. Do not just copy and paste
49. Support young adults
50. Returning finalised ehcp on time from NS
51. Listen
52. Where are Health?
53. It should not take the length of time it does to have the review confirmed
54. Get a SENDco who actually knows what they are doing
55. Involve specialists from out of school
56. None turned up to meeting
57. School ultra efficient
58. More support
59. Speed
60. There was no communication from North Somerset
61. No council input at all - need more
62. Acting on information received
63. Send back the paperwork accorsing to the deadline - we are still waiting for ours
64. More awareness of what it was for as I didn't know
65. The only recent EHCP my son has is made by school

66. Many weeks later and we still haven't received notification of the proposed adjustments
67. If the LA every answered emails
68. Time
69. Communication

2)

1. Guidance for post 16 as to where to gain information on options available to them
2. having the plan finalised sooner than 6 months post the annual review meeting
3. Hub makes it easier to see what needs editing
4. Improve communication home before time of review
5. More support staff are on hand from the school, such as the mindfulness tutor, the social communication leaders as well as the therapists who did attend
6. To have simplified ECHP for parents that they understand
7. More support
8. Quicker
9. input from professionals if the needs are changing
10. Took longer than it should again
11. More meetings
12. Case worker difficult to get hold of
13. Given more time rather than rushing the review
14. Communicate with parents
15. did not feel listened to when expressed concerns
16. they were last minute organising it
17. Listening to parents
18. Not clear who is meant to invite eg social care
19. Return to how it was done before so it doesn't take 8 months!!!!!!!! To get my child's draft back after corrections are made.
20. Explaining the jargon
21. LA increasing funding
22. Be able to submit information online instead of on bits of paper or email
23. The people writing it know nothing about my child
24. LA updating EHCP
25. To improve communication with Sen department
26. Would like to see the whole item before sent off or included in email when sent
27. Get the targets met ontime
28. For the 1:1 of my child to be invited and attend the meeting
29. SEN TEAM TO BE ACCESSIBLE AND REPLY TO COMMUNICATION
30. Guidance for post 16 in advance of year 11
31. Help with employment
32. Online paperwork/system
33. Support

34. Where were social services
35. My daughter hasn’t had any assessment/input from external education professionals for a long time
36. Get staff at the LA who actually know what they are doing and the Law
37. SLT
38. Chasing professionals for reports
39. After everything by filled in quicker response
40. Have the hub optional. Very difficult to navigate
41. Make multi professional to reduce other meetings
42. Copy & paste !!!!
43. Inclusion of all professionals - no SEND officer, no-one from health etc
44. How the annual review process actually works
45. No comms from local authority
46. Feels like local authority want to remove elements to save money despite the obvious need for them
47. If proper assessments were carried out
48. Hub to work correctly
49. Deadlines need to followed

3)

1. Sen officers checking that this is what is right for a child.
2. having the plan written correctly after the annual review. Took 4 attempts for it to reflect the meeting
3. Offer child 2 choices based on wishes, rather than open request
4. Any amendments are made in the timeframe
5. More information given out re school transition year 7
6. Correct errors first time round- remove outdated information
7. strategies to be more specific
8. Still waiting a new Ed psych report
9. Better EHCP outcome
10. SEN team at NS slow to reply
11. Every one turning up
12. Answer emails
13. not even informed my sen officer had left - left completely in the dark with issue around ehcp and new setting
14. they didn’t really consider the child’s views when he had a voice
15. LA Updating information requested by parents
16. Such a lengthy document and not terribly easy to navigate
17. Did I say scrap the studio hub
18. LA supporting parents outside of. School
19. Educational psychologist being available
20. More about education support
21. For the revised EHCP to be provided back to parents in a timely fashion

22. MORE ACTIVE IN HELPING PARENTS FIND SUITABLE PROVISION
23. Support in employment
24. All professionals to attend
25. Help
26. Has a SEND officer ever turned up for review?
27. Clarity of the plan itself
28. Get more schools in N.Somerset to support these pupils
29. Sensory and neurology therapy
30. Taking a long time for final copy
31. Incorrect address, absent father named as primary carer
32. Feeling the process would actually make a difference to my child's education & welfare
33. Why it is important. I didn't know at the time but do now
34. If parental views made a difference to changing settings
35. Better communication from North somerset

Q33 Anything else you would like to tell us about your experience of the EHCP annual review process. Please tell us about both your positive and negative experiences: (Please do not identify your child)

#	**RESPONSES: 37 - Comments taken verbatim from survey responses**

1. Found it hasn't been updated in 3 years was a shock especially after we agreed a new plan
2. As above, please note we are yet to have an AR with N Somerset
3. Since my sons one to one was put in place at school I haven’t had to contact the local authority as this has worked well and we are in constant talks with the school
4. It was a very positive experience I am deeply grateful for the support we are receiving
5. We struggle this past year and felt let down from North Somerset lack of information and support with regarding the transison Period. We now face being left with a sen school not suit Le because time Is running out x case worker who took over the mess has been amazing and I can’t fault her at all. We have been stressed with the worry because of this and lack of support until x took over.
6. In previous years it has been awful!!! Information collated had been 5 years out of date. Inaccurate information ref main carer (EHCP was addressed to absent father at an old address of mine where he had never resided) Due to previous issues we now have senior caseworker involved. Regular email updates and communication is much better (but ONLY because I fought for it) While process is still too long - damage to kids out of education is being picked up too late Too little, too late, too often!
7. X’s annual review is in a few weeks
8. No body ells has been in the ehcp meeting so i dont no what to say
9. My child's ehcp has never been properly reviewed and still contains provision from when three years ago that is out of date, does not reflect need.

10. all papers for revision were well prepared by school but they were presented to me verbally only which meant by the time I was home I forgot some details. There was no new strategies suggested for the targets my child could not reach in previous year. All school requests for professionals to reassess my child again after covid as his needs changed in secondary were rejected by council as not urgent.
11. NS back-tracked on what they said in the review and wouldn't commit to the support they offered in the review.
12. Send officer felt it was not worth while attending and then when the school agreed to end my daughter's placement we then had to arrange another review that the send officer could attend. School and La decided to end my daughters 1-1 then after Ed Psychologist accessed her he felt she needed a 1-1.
13. It all just seems to happen!! In general it is a positive process and we really benefit from having the experienced input of teacher who knows our child well. Professionals involved also show they have an understanding of needs- it doesn't feel like a tick box exercise.
14. EHCP wasn't updated following annual review, despite there being some pretty ancient history in there! Not clear what the process is for amending. Form leads you down a certain path - I would find it easier to focus on the big picture outcomes first, then work out the detailed goals she needs to get there, the EHCP doesn't make it easy to access this info.
15. The hub is AWFUL!!! Diabolical!!! the worst experience since going through the EHCP reviews. I hope I don't have to experience it again. You can only access it via a email. So to see my childs ehcp every time I have to scroll through my emails to find on to access it,so ridiculous. It took 8 months, seriously 8 months for you to finalise the ehcp after I went through the draft and sent an email with a list of the errors. I didn't receive any response so had no idea if you'd even seen my email,had no idea how to communicate with anyone so went to the sen officer at college for help. I can't think of 1 good thing to say about this new hub thing it's truly awful.
16. Many years ago when we first started, I had to learn the jargon, nobody explained the process or what it was why were were doing this. Years later, it is now a positive plan and my YP feels she has chance to reflect and plan next steps
17. The EHCP for my child is detailed and contains multiple targets He is in year 4 Most targets are not being addressed saying we can do that in year 6 He is talented at maths - extremely (I'm a teacher) yet can not access questions not due to maths but due to the fact he does not have a ta 1-2-1 Should be about realising each Child's personal ability not meeting the basics required on any child More support outside of school More funding he has no ta funded 1-2-1 yet has complex speech disorders Nhs salt only given every other term
18. Negative - Delaying in order to try and get an EP available to even visit, let alone attend.
19. It went fine. Think more time is needed for it though. No teacher or anyone turned up so felt that should of happened. I would have been like to be included in the final email when sent off to ensure all info was the same we typed.
20. I've found the mat I've asked the same question for the last few years and not gettin anywhere with it
21. Nothing else the process was fairly straight forward I think and very well explained by x and the ream at Resource base who took time or had time to discuss with us fully.
22. I don't really get the EHCP. Know I needed one to get him into a specialist school, but now there, is it even worth anything?
23. Has not had any contact with anyone since leaving education
24. No one cares about these children Council don't attend meetings schools don't change plans Council have meetings to discuss bland still don't make changes requested by us as parents
25. At the first review we had many professional , then everyone seemed to have disappeared, it seems like and education review, how are not being supported by other professionals
26. The review process is fine, but too slow. The time taken to get this to her next education placement has caused undue stress on our daughter and ourselves. The EHCP itself has always felt like a 'woolly' document and should and could be more concisely written and more clearly targeted
27. See previous section. Getting an EHCP is a long process and unless its driven and managed by the parents, the outcome is in real danger of being unsuitable
28. Not very helpful plan out of 1:1 support
29. Absolutely rubbish system takes too long
30. LEA did not attend annual review and although I have emailed his caseworker on numerous occasions I have not had any response. His EHCP that hasn't been changed for a couple of years as he had made no progress to targets and is now well out of date. We feel college cannot meet his needs but without a new EHCP being issued we cannot move forward. He is now 23 so action needs to happen soon.
31. I didn't hear from them until the draft was made. The hub is very confusing and kept having issues creating the account. Would have been easier to have had it emailed to me like before.
32. What an absolute joke. There is statutory guidance which is supposed to make the process easier. It doesn't. We have not had an annual review in 2 years. We have never had provision provided. We have never had any outcomes reviewed. The LA simply fill out a form and fabricate the annual review. There is nothing that can be done. The bodies set up to ensure the processes are followed are simply overrun with complaints that they pass you to another organisation (Ofsted, LGO, Dept of Education, SEND Tribunal, MP...). What is the LA doing to

improve SEN services. What is the pint of X. She is supposed to be in charge of children's services alongside the paid staff at the LA. Perhaps we could use the same process applied to a child's EHCP Annual review to the LA staff performance related pay, perhaps they make take note and understand how they are failing thousands of children. Shameful.

33. Too slow! Lack of communication between services. Repetitive conversations. Not listening properly to parent views - not taking it seriously or brushing off concerns. Always having to chase. Outdated information on EHCP which is not updated despite being told numerous times!!! (Eg. My child is almost 16, yet still describes the 10yr old who is at primary school)
34. I don’t always know if the EHCP always being reviewed by school annually is the best thing for a statutory document: I feel they should be overseen or At least countersigned by LA Sen officer
35. Overall the process is slow - as said above changes have been suggested but still no information about what they actually are or the implications of them. Feels like the major aspects are just done by someone behind a desk somewhere - who is tasked with saving money rather than considering the very real needs of children
36. I provided a ed psych report but it doesn't make much difference so provision. The LA ed psych reports are such poor quality needed private one which we paid for. Local authority continue to ignore
37. Ehcp Is not yet ready to view after an early review which is why I haven't answered some questions

Appendix 9 - Home to School Transport (HTST)

Q36 We would love to hear your top 3 experiences of what has worked well with your child's Transport:

#	**RESPONSES: 55 - Comments taken verbatim from survey responses**

1)

1. Very understanding of her needs
2. Same driver
3. Regular drivers and PAs
4. Always friendly and polite
5. My son loves his driver
6. No problems at all
7. Adaption to child's needs
8. The driver in the morning is great, he sends me a message when he arrives and I know who he is
9. Drivers are well liked and responded by my child
10. Both driver and escort are reliable and friendly
11. The passenger assistance is very nice and professional
12. Able to take our child ourselves
13. Driver is supportive
14. It saves us petrol costs
15. They arrive on time

16. My son is happy and safe
17. Having the origanal driver and assistance back
18. Our pa is amazing and our young person loves seeing her
19. She gets the coach home from school well
20. Drivers always friendly
21. Finally received financial support
22. The driver and chaperone are always kind and courteous
23. I drive my child
24. She now has her own transport
25. Prepared my child a regular routine and works well
26. escort very supportive
27. On time
28. PA is the best! We have confidence that they will look after our child
29. Friendly
30. Reliable
31. Apple taxis are amazing,very supportive, brilliant drivers,the office staff are great I couldn't recommend a better team. My child feels confident with them and supported and safe which is really important
32. My son has a bus disability pass
33. Awesome transport coordinator in schhol
34. It arrives on time
35. The meeting at our house before hand to say hi
36. Same driver
37. Usually on time unless traffic hold up
38. The taxi driver is very caring and supportive
39. We can do it the way we want, i.e. take him in
40. Driver great
41. They pick up and drop off on time
42. Communication between staff and parents are good
43. Don’t listen to concerns
44. Transport have been really helpful
45. Good escort
46. Reliable
47. When regular driver good service
48. The PA is excellent
49. As a disabled person it helps alot
50. The bus driver and PA communicate well and genuinely care about my child's welfare
51. When the transport team eventually, after 6 weeks, provided a suitable taxi firm
52. Escort has never changed since 2017
53. Working with drivers to understand needs

54. Paid to transport daughter
55. Named driver eventually

2)

1. Always happy
2. Driver's ability to handle wheelchairs
3. Personalised approach as we have regular drivers
4. Always let’s me know any occurrences
5. He has settled in very well
6. larger taxi
7. He is in time
8. Good communication when delayed or late
9. The van driver is driving very well and carefully
10. Parental allowance
11. Other passengers are fun my child enjoys the journey
12. They arrive on time
13. Same driver
14. Friendly driver an assistant both understanding
15. Our driver is so good and funny
16. Always on time
17. Timely payments
18. She has hours to suit her needs
19. Updated information if running late etc
20. drivers friendly and helpful
21. Friendly service
22. Good comms from pa in case of changes to times/hold ups
23. Regular faces
24. Reasonably friendly most of the time
25. The transport team at NSC are amazing they have always gone out of their way to help me and for that I can't thank them enough.
26. Lovely driver
27. No issues
28. The friendliness of the staff
29. Larger bus and more seats to move into
30. young person happy to travel with transport
31. Taxi driver very reliable
32. Shaperone great
33. Driver and PA are friendly
34. Times and delays managed well

35. Don’t sort any bullying out
36. They reply quickly and clearly
37. Good driver
38. Have adapted to timetable changes
39. Complaint looked in to
40. One particular driver was excellent (Andrew)
41. Child is excited by all the different cars/drivers they meet
42. Favourite driver has returned

3)

1. Easy to contact
2. Favourite part of our sons day
3. My child likes them
4. The driver is understanding of my sons needed and is very good
5. friendly drivers
6. Son happy to go on the bus everyday
7. My son loves to use home school transport. He is happy and very relaxing
8. Same support
9. Always communicate when running late
10. Escort Paula is lovely
11. Useful
12. Professional staff
13. Child is happy and excited going to bus
14. Pick up/drop off times help us be able to work
15. Trustworthy
16. Quite understanding if we're having a 'moment' and aren't straight out of the door!
17. The sen team that have worked with transport are also amazing. I really can't explain how grateful I am for all of their help and support.
18. Lovely PA
19. The open contact and welcoming of a text direct to their phone
20. Consistent route
21. Drivers always hand over young person to a college employee/tutor/care support worker
22. Polite service, great with the children too
23. Always pick on my children
24. They have helped us find a resolution even when the Sen team wouldn't support us
25. On time
26. he enjoys the transport and comments drivers are nice.
27. Communication between myself and PA
28. Drivers always friendly

29. Good comms from escourt

Q37 What 3 improvements, would you suggest, could make the biggest difference to your experiences of your child's Transport:

#	**RESPONSES: 43 - Comments taken verbatim from survey responses**

1)

1. When have to change driver ideally keep with same one
2. maintain regular staff
3. Transport need it read and follow care plan
4. Son would prefer same driver each day
5. I don’t know the return driver, his tel number and have never met him
6. Call rather than knock on the door
7. Be good to have a road map details saying they are 5 stops away
8. Sometimes the taxi is later than my child would like because he likes to be punctual, but I don't think this is the drivers fault they have a few children to pick up and traffic is tricky.
9. Escorts should all be women for the child’s safety
10. More taxi to many issue with so many in one
11. Comunication from ns
12. I've had other drivers in different buses give my young person a gift just worry about that for everyone.
13. She has had issues on the school coach with bulling
14. Attitude
15. La and transport to work together.
16. vehicle small for size of children on board
17. Cooler buses in the summer!
18. Later start time.
19. Be slightly more punctual (although appreciate they have a long drive)
20. I honestly don't know
21. the disability pass does not allow him to travel to college before 9.00 a.m.
22. Happier drivers
23. To interact with our child on an hour long journey
24. Changes to drivers/PAs
25. When have to change driver ideally keep with same one
26. I think the taxi is often later than my son woild like just because ountuality is very important to him. I don't thinknthis is the taxi drivers fault, they have alot of people to pick up and road works t9 deal with

27. Back date what's owed while the council got their act together
28. Earlier info about bus timings
29. Are the driver and PA trained in SEND?
30. Brighter buses, inside for the kids, outside for the "to be seen clearly"
31. Stop changing my kids on different buses
32. None excellent
33. Shorter bus trips
34. Answer the phone
35. Company need to understand children’s needs
36. Inform parents of the arrangements far sooner, not 2 days before the start of term
37. Reduce the number of changes of the driver
38. Being on time alot more
39. Better communication from the transport team about the service
40. Transport to communicate with parents more than 2 days prior to the start of term
41. Plans for sept 23 were awful and very stressful
42. Payments have reduced massively. Need to know why.
43. Consistency of information

2)

1. Transport need to understand not all children are silent and can't move
2. pick up time more consistent, at same time each day.
3. He is picked up v early
4. Just to continue good communication and support
5. More communication
6. Being listends to and not ignored by ns
7. The old bus provider was awful and the owner was on the bus on a serious incident and he did nothing.
8. She’s had drivers that have been aggressive
9. Consistent advice
10. La and transport to work with parents
11. repsonse to issues and questions
12. Basic things like blinds on the windows for kids for kids who cannot adjust their position/regulate body temp/ put on sunglasses etc
13. Transport are brilliant,sen are brilliant
14. To read the laminated info about how to support our child.
15. No consistent time for pick up
16. When children clearly not coping on route look at the impact on other children on bus
17. They need to listen to parents
18. Air con on buses in summer
19. Safer processes - wrong child brought to my house

20. Provide escorts for primary age children as standard. It is a safeguarding nightmare to be putting children unattended in a taxi with some random person. It wouldn't happen in any other circumstance.
21. School transport to listen to the parent.
22. Eventually rectified problem but I had to escalate
23. Had to prove this school only suitable as not nearest despite ehcp.

3)

1. Some PAs need to read and understand helpful pointers passed onto them from school and not ignore the way some children behave on the bus.
2. If early please wait for 3 minutes after the agreed time. Eg if pick up at 8 and taxi comes at 7:50 please wait until 8:03 not 7:53.
3. My child doesn’t have to touch anyone by sitting next to someone
4. Dont chainge whats not broken
5. Every year I have to call up and stress about what time we getting as I have other children to get to different schools and stress until it's sorted.
6. She’s also had drivers that have been rude and frightened her
7. Fair service
8. La to start listening to parents rather than removing transport without parents consent
9. Apple taxis are brilliant,I wouldn't change them
10. To be kind and jolly with our child
11. Stop changing drivers and asstance
12. More info if bus is running late
13. Regular drivers
14. Appropriate transport needs to be available at the start of the school year, not several weeks later.
15. School transport to use firms who are safe and competent
16. Transport plans quite late in to summer

Q38. Anything else you would like to tell us about your experience of your child's Transport. Please tell us about both your positive and negative experiences: (Please do not identify your child)

#	**RESPONSES: 29 - Comments taken verbatim from survey responses**

1. Very happy with the transport also the driver who is very understanding of my daughter and is always happy and talkative
2. We are incredibly thankful for school transport as our son looks forward to his drive everyday
3. Larger taxi with Apple has been better for son, and they have tried to understand and respond to son's needs.
4. Excellent service minibus and staff always on time and kind to my son. Helpful and friendly
5. We were offered a taxi which would take our son to school. This would have taken over an hour to get to and from school. It takes us 15 mins to drive him there. This means a shorter school day, he has quiet time in the drive home and takes time to discuss his day. With so much homework we need that time

6. For a vulnerable child, it is not safe that they are alone in school transport with a male escort and driver. Statistics show that 88% of child sexual abusers are male. 93% of child abusers are known and trusted by the child. Sexual abusers have 50-150 victims before they are arrested. Please make sure that either the driver or the escort is female because according to statistics a child is less likely to be abused by a female. Also, cameras should be placed in all school transport taxis to secure the child's safety.
7. The lack of communication before he started was awful, no one knew who was going to pick him up, got given a number that didn't answer, eventually got through and it wasn't them taking him. Found out about his transport few days before he started which made him very anxious
8. Absulutley rediculouse only one lady spoke to me about my daughter from ns. I and my daughter her school her sicatrist all ignored but ns transport was chainged it dint work my daughter was out of school again for 4month to then get her original transport back. It shouldnt of chainged an she wouldnt of missed school and wouldnt of had so much more stress.
9. Sue our pa is amazing full stop. She deserves all the praise
10. She has the standard school coach service, she has been very scared by the road rage by a female coach driver that got very aggressive and threatening and violent. Also had some boys bulling her on the bus.
11. Send officer removed transport without informing us, we asked the school and transport and school why this happened. Over a month later her transport was reinstated. But she did miss a month of school. Shameful.
12. My child transport etc are very friendly and amazing atmosphere which makes the child very happy and everything
13. All and all good and positive
14. School transport is a blessing! Our PA communicates well if there needs to be a change to any timings. They always arrive when they say they will. Without this support it would be very difficult to work due to the distance/extra time we would need to travel to school.
15. The team are excellent and we all trust them. Our child loves the bus and she has gained great independence skills
16. They have really helped,they give my child the freedom to get to college confident and happy. The taxi drivers are great,he's had transport in the past that caused anxiety but Apple taxis are just amazing. For me it is life changing,I have fibromyalgia so I can't guarantee that I will be able to get up and out early enough every day and be able to drive to get my child into Weston in time for college or to do the journey again later on, this could have a huge impact therefore on his college experience and his learning as well as his mental health, anxiety ect so for me the transport is hugely appreciated more than I can explain. Thank you
17. Having a number to call in case our child will not need transport would be helpful. To know what time transport is expected. To know the names of escort and driver would be good The bus used to be our child's favourite part of the day and now it really is not. Escorts are not interacting or helping the long journey go quicker.
18. Transport rarely arrived in the time specified, which significantly increased my daughters anxiety to the point she refused to access the transport
19. We have a different driver every day. The PA changed without notice. They are all lovely, but no communication about what's going on. Had to repeat myself about meds/routine, etc. Pick up time seems to change every day too, depending on which order they do the route/pick up other kids.
20. I do feel some sen training would be beneficial to all drivers and pa's
21. I'm glad my son enjoys his taxi journey, he feels a connection to the other passengers amd gets a sense of community transport without the overwhelm of the school bus which would be tooany students for him to deal with
22. I want me petrol money backdated to the start of my son's time in school. It's not my fault the council took 6 months to sort out us moving from BCC
23. If child is ill its a very easy way to let them know via text messages. But, you then have to contact the school too. Would be far easier and simpler for everyone if only contact with one, transport preferably, who would then pass on the information. If the school had any questions or concerns they could then contact the parents later that day. Keep in mind some parents are disabled as well as their children. Some for the same reason, some not. Because of this the above would be invaluable for the parents as only one contact would need to be made.
24. Please stop changing as my son don't like changes they had X on bus 6 they changed her to different one
25. The driver is amazing and has made a huge difference to our lives! She spent time getting to know my son and making him as comfortable as possible!
26. It has been very poor at times and the company have subcontracted some days to another company last term! When the regular driver is here things are way better!
27. Horrible, stressful experience
28. By the end of the week the hour long journey does take its toll and can affect behaviour and seizures. The PA passes on messages well, and takes a real interest in my child's wellbeing in the bus. Over the last 2 years we've had half a dozen drivers, each change causing some level of anxiety for my child, some have been very good, clearly conscientious and considerate to who they have on board, sadly though the current driver does not seem to.

29. My child missed the first 6 weeks of year 6 because the taxi provided wasn't large enough to fit his wheelchair in it. Also, the taxi driver insisted that my son didn't need a seat belt!! School transport wouldn't believe us on either count, until they agreed to finally come and look at the taxi. Meanwhile, I had to cancel my MA course because my child couldn't go to school.

Appendix 10 - Health Services

Q41 We would love to hear your top 3 experiences of what has worked well with your child's Health Services during the last 12 months:

#	**RESPONSES: 105 - Comments taken verbatim from survey responses**

1)

1. Transition for main health needs to adult unit worked well
2. OT referrals were made quickly and appointment were convenient
3. Friendly staff
4. OT and Salt are on site at the school
5. Hospital passport now in place and being used
6. Seeing epilepsy doctor 2s a yr
7. When we got help it was ok
8. Free
9. Physio (community)
10. CAMH was on the same page as me with my child
11. supportive GP
12. Private OT advice
13. Quick response from CAMHS eating disorder team
14. Quick response for medical difficulties such as asthma
15. After receiving a community paediatric appointment she was exceptionally good and sent referral's for things needed
16. Hospitals are good
17. The SALT who diagnosed my son with Autism was lovely, and a real asset to Drove Road.She has been the ONLY positive thing about the experience
18. Fairly quick process from ADHD diagnosis to treatment
19. Very understanding GP, willingo listen and talk to my child (not directly to me)

20. Occupational therapist brilliant once seen her
21. Very understanding GP, willing to help and refer
22. Fetal medicine in st michels was outstanding
23. Regular communication with case worker at cahms with Regular 6 week check in calls
24. Occupational health sessions
25. GP very kind to my child
26. Speech and language therapist very helpful
27. Communication and help from gp hospital and health visitor
28. Eye Hospital at Bristol are great and supportive
29. Due to the ccg getting involved with our family the services are working with us.
30. We have got to see camhs
31. My child was hospitalised for a severe throat infection - A&E were fantastic
32. Speech and language did eventually come through and write a referral for a specialist school place but there was a lot of phone calls to prompt a review.
33. Been put on meds for adhd after years
34. Hospital treated him kindly and with patience when he went
35. Drove road
36. Appts often seamlessly integrated into school day
37. Appointment of permanent dr in drove road
38. Review in GP surgery was good
39. Autism support in Weston have been involved via college and have been very helpful
40. Supportive GP.
41. Very helpful doctors
42. Gp is excellent
43. 4 actual SALT sessions over 4 weeks, instead of regular visits to review
44. Can always get a GP appointment if needed for child
45. Gp was able to offer appointment relatively quickly
46. GP services
47. quick response from early help and family support worker
48. Private Autism Assessement
49. Gp always.sees us
50. once got to the top of the waiting list of CAMHS appointments have been regular and useful
51. Camhs- outstanding
52. Excellent weekly sessions with CAMHS psychiatrist
53. Pediatrician for medication
54. Regular physiatrist appointments CAMHS
55. School nurses were great with providing support suggestions while I wait for my referral
56. Local GP have continuity which allows my child to build a good relationship with her GP
57. Finally got a diagnosis of vision impairment
58. Appointments and letters well in advance

59. Drove road worked really well with my son and helped us figure out a now and next board for him. Really impressed with their sessions
60. Comm Paeds - sleep issues
61. Support
62. Speed of access to Continence Service
63. After waiting 2.5 years CAHMS we got a psychiatrist appointment
64. Being able to speak to a GP that actually listened to what we were trying to say and spent the time in doing so rather than rushing
65. Good comunication
66. Physio were polite and engaging
67. They have weighed her sucessfully
68. eye hospital good
69. where are health?
70. Gp has supported us in all ways to referrals and also a kind helpful manner when helping my son. Milton surgery have been invaluable
71. Referral finally accepted after 2 times
72. Being able to get the services given to a child within school setting, stops the need for out of school
73. Doctor are great
74. School Nurse has been helpful and receptive
75. Reasonable availability of GP appointment
76. CAMHS
77. We've waited over 6 months to just be triaged by Comm peads service and have now been accepted to wait over 50 weeks just for first appointment
78. Identifying further compounding issues
79. Bristol Dental hospital
80. Nothing! Shocking!!
81. The ability for my child to see a GP
82. Sophie Woods our GP was excellent, what she recommended was not approved through
83. A and E visited for objects in ears
84. Seashore centre taking bloods was very good
85. School appointments
86. Consultant at Drove road very understanding
87. Ot is amazing
88. Adult Mental Health - non existent until its too late
89. Rapid pathway
90. Speech therapy high quality
91. The paediatrician is fantastic. really listens, has empathy and gives plenty of time
92. Seashore centre was quick for diagnosis of tourettes
93. Health Visitor are good
94. Nothing - There is a bit of a pattern here ad hopefully the message is getting through
95. Finally got a great psychologist on board!!!
96. Paediatrician was excellent! Really listened and then referred my son to several health professionals
97. Contact with school nurse was briliant wish I had known to contact earlier

98. SALT now visits school
99. Most services based from weston hospital seem good
100. Speech and language have been amazing
101. Clevedon minor Injuries very good
102. We used private OT - excellent
103. They listen to me when I finally get an appointment
104. OT input
105. I am able to get a gp appointment

2)

1. The text service for medication from gp
2. professional
3. The GP agreed to give my child a missed vaccination after my child couldn't have it at school because of anxiety
4. Seeing dr tucker at camhs few times a yr
5. Still waiting to hear
6. Timeline
7. Orthotics (neuromuscular at BRHC)
8. felt listened
9. Autism assessment hub- once finally through waiting list
10. Quick and sensitive response from GP
11. Speech and language have been as consistent and good
12. GP has been understanding and supportive
13. Very good Children's Hospital experience, understanding and caring staff
14. Midwives also amazing
15. More regular review appointments with cahms and Paediatrics
16. CAMHS have kept us on
17. Listening to my daughter
18. Community paediatrics have said the waiting list is so long, don't expect to be seen any time soon. We've since had a letter with 2 forms (6 pages approx each) to be filled in by us and pre school in order for them to triage him. He was referred in July 22. We, and pre school, now have to spend time writing the same information out again. The form is very clearly looking for characteristics of autism. I'd question if this is a way of reducing the waiting list as if it's not returned within 4 weeks (3 by the time you receive it), your child is removed from the list.
19. Communication good eg letter/text and emails
20. CAHMS excellent
21. GP practice has been okay,you can't always get an appointment but when we really needed to we could
22. Salt therapist is excellent but not enough of it
23. Actually got to see a paediatrician in person, and he actually showed interest
24. A&E try their best in challenging environment
25. Go listened to all concerns
26. Eye hospital
27. Dental hospital put previsions in place to help my son feel more comfortable

28. A&E trips have been quick with children
29. Discharged from continance service earlier in the year but they were ale=ways helpful and supportive
30. Amber Wynn outstanding
31. Excellent meetings with new CAMHS coordinator
32. Bristol eye hospital consultant and secretary amazing really helped us getting reports together for application for specialist school
33. Services running on time
34. Dct - new social worker very good
35. Speed in answering questions
36. Home visit
37. They have taken her blood pressure successfully
38. my health visitor Georgina calls regularly and its very helpful to have someone to speak to about the upsetting changes and also to get information on processes for accessing different things
39. Speech and language was alright
40. GP don't keep me informed & appear to have shared info with mother but not me.
41. Schools emails to home about what Schools services are available and online
42. Speech and language provision - organised by school
43. The appointments available at the Seashore centre
44. CAPPA first: 3 sessions, excellent!
45. Not long visit time
46. Ot have been very good
47. Telephone appointments
48. Medication team at drove rd gave lots of advice and clear instruction
49. Speech and Language - non existent
50. Gp support
51. Neurology regular follow ups
52. On the whole, the therapy provision, although limited, has been provided in a timely manner.
53. School nurses are good
54. Repeat Prescriptions prepared promptly
55. Physio has been good, although limited
56. Sorry have not got any others!
57. Speech and language team seem to be capable of good work (although seem to be under pressure to cut services)
58. CAMHS saw us quickly, referred my son to a specialist dentist which was great, and were really lovely. However they said I'm doing all I can and more so there wasn't anything else they could help me with which isn't very helpful.
59. Children's a and e ok
60. Paeds were very quick to offer us a review!
61. GP appointments
62. SALT therapist gave good communication after she saw my son.

3)

1. The NHS app has helped with independence
2. kind, son was seen quickly
3. Great plan in place from salt for school to follow
4. Developmental history nurse at Autism hub was very kind and understanding
5. The care for my child with a physical disability is spades better than the children for neurodiverse
6. Listening to us as parents
7. We needed to access mental health support,I found this hard due to my child's age,lack of support and funds
8. Covid vaccinations were well managed
9. Hospital appointments have always run to time and been efficient / reassuring
10. Dr Wooden outstanding
11. Clear plan with professional
12. Knowing we have support from eye hospital if we need it
13. They have taken her height measurement successfully
14. Weston seashore were helpful and a reasonable wait for apt
15. Chams was very poor
16. Accessing SALT
17. NSPC meeting, only made one, but very helpful
18. Good staff
19. On time appointments
20. Psychologist help - non existent
21. The continence service has been very helpul
22. GP are fairly good
23. Mentor allocated by NS is fab!
24. Orthotics service good
25. Gp very helpful.

Q42. What 3 improvements, would you suggest, could have made the biggest difference to your experiences of Health Services:

#	**RESPONSES: 121 - Comments taken verbatim from survey responses**

1)

1. More support and help for parents

2. Camhs referral declined
3. That the minute they turn 18 all access to services stops
4. Access to MH support before extreme crisis
5. Access to more services such as talking therapy
6. make booking easier, not just at start of day when I'm trying to get children to school
7. CAMHS my son was referred as an urgent case and never got a call or appointment
8. Quicker response times
9. Propper Suport for my child
10. Trying to access help and support is a nightmare
11. Waiting lists
12. No inbtween help for none CAMH patience
13. The waiting list
14. waiting time
15. The lack of funding in SLT is appalling. My son needs speech therapy but his case has been closed
16. Communication from Children’s Services
17. Better communication regarding processes and system changes
18. Ability to get a go appointment is poor
19. Ability to see children to refer instead of taking no interest
20. Takes to long on appoinments
21. NSC have made is virtually impossible for families to get referred on the SCAMP Pathway now. In an age where everything is more expensive, families are being forced to go private for assessment, as the NHS (that is not a free service, because we pay for it) is under funded, overwhelmed and on it's knees.
22. Continuity of care - would like to see the same CP at each visit
23. Shorter waiting list
24. Cannot access CAMHS despite several referrals from GP - reason given was that the mental health could be dealt with elsewhere
25. Non visible disability shd be treated like visable
26. Keeping regular staffing to ensure child grows relationships with case workers or assigned staff
27. To do what they say ie said would g into school have not
28. More regular reviews from psychiatrist at CAMHS
29. To be able to access services needed
30. The length of the waiting lists
31. Community Paediatrics needs a complete overhaul shocking failures happening there or not happening should I say considering they haven't seen us for so long
32. More training.
33. Not ask a transgender boy to girl if they have started their periods
34. Time - it has taken years, my child has had to fail before any services will step in
35. Communication
36. Got to wait another few years for autism assessment even though been waiting since young age
37. Let child see trusted GP and not make him see anyone
38. review dates not being met
39. Poor appointment times at hospital eg lunchtime

40. Easier to access
41. More info - I didn't even know there was a service called BASS!
42. More gp practise needed due to the high rise in growing houses,more people lack in gps
43. Reduce waiting list times, it took 8-months to be seen NHS Bath Paediatric CFS/ME/LC clinic.
44. Waiting list is too long!
45. Autism waiting list too long
46. Having a consistent paediatrician...it's a different one every time
47. Availability of funding/more provision for SALT
48. My child actually being seen
49. Follow up on requests
50. To be seen quicker
51. Doctors call you back to offer support
52. Wait times for assessment
53. Shorter waiting lists, it was heart-breaking watching his mental health deteriorate whilst on a long waiting list
54. For the college to communicate and involve them in the EHCP
55. More info needed for support.
56. Not feel like being rushed at meetings
57. Communicate, it’s currently non existent
58. ASD assessment takes way too long
59. CAMHS refuses to help due to age
60. Access is appalling my son got his diagnosis and that was it he was discharged. Now he is struggling with OCD behaviours I’m back of the queue again and he has had no support with being in y6 and transitioning to secondary and SATS etc
61. GP listening to what I said and reading the history on my daughters anxiety
62. Peads is a waste of time not interested in child’s vision impairment,learning disability all they care about is her melatonin
63. Access to services without having to jump through hoops
64. My child still has no diagnosis nearly 2 years on of waiting
65. Dental services how to access specialist dentist
66. Being seen quicker
67. Don't discharge child without seeing them
68. Mental health services available to all children who need it, not being told that my child's mental health need is a by product of their autism
69. Being able to access them!!!
70. Quicker access to services
71. Timings
72. Recognition that my daughter needs an Autism assessment
73. better mental health support at primary care
74. Updates for Referrals for adhd
75. We need more support
76. autism assessment is appaulling waiting list leaving people very stuck and children not being helped
77. GP communication

78. More in school services, ie dental etc
79. Shorter waiting times for assessment
80. Cham should listen to parents about worries and concerns
81. Would be good to have regular updates from School Nurse
82. Pathway for diagnosis is really unclear - driving traffic to GPs when they can't do much
83. Access to all children in education be it school college or University for diagnosis needs a massive overhaul to allow children to be referred
84. Improved CAMHS process
85. Not halting diagnosis half way through the process -ridiculous we have no way to complete diagnosis after spending a lot of time completing first part. This is going to detrimentally impact on my child's future and can put health back at risk.
86. Community paediatrician
87. Stop passing us from one to another!
88. Being able to access a GP!
89. The waiting lists for Autism assessments
90. When I was able to talk to someone personally
91. More available specialists
92. Shorter waiting times. Not 4 yrs
93. Our son is under the community paeds and has been reviewed once (due a 12 month review next month). We have tried to get hold of the paediatrician twice in the last 5 months but this has been unsuccessful because they are “busy”. We were seeking support for our sons (lack of) sleep, which we believe is having a significant and detrimental impact on his development, and may be causing his slow progression. We have still not been offered and appointment and we’re told “his 12 month check up will likely take 24 months because the service is overwhelmed”. This is not good enough. Perhaps if our sons sleep was addressed, he would start to progress and develop- this would negate the need for all of the other additional support systems he is not requiring- causing more pressure on other areas.
94. No parking for wheelchairs
95. Shorter waiting times!
96. GPS need more experience training
97. Shorter wait times for assessment
98. Wait time
99. See a paediatrician!
100. Better access to the community specialist dentist. Still waiting after 2 years, despite two referrals by the paed.
101. Stop changing asd criteria
102. Not to have huge waiting lists
103. Overhaul - there are no community services
104. Listening!!!!’
105. Reduce waiting lists
106. Being able to get a doctors appointment
107. Provide the level of service which is stated on the EHC plan
108. People to listen
109. Staff retention
110. GP not taking a request for ASD assessment seriously - need to take the time to really understand what is happening so referral can have all the info
111. Autism training delivered by an autistic person
112. No paeds review of meds for over 2 years and told to wait Atleast another 2 years!

113. Paediatrician appointments now basically don't exist, with Sirona now proposing further cuts/difficulties to access the services
114. Seeing a GP, it’s absolutely impossible. I believe my son is asthmatic but I can’t get in to see a GP when he’s really ill and needed antibiotics.
115. Physio less rude re hypermobility
116. CHAMS wait time
117. Being spoken to not just a machine
118. More access to actual people eg paediatricians
119. Appointment times are too long from referral
120. Paediatrician appointments
121. It would have been great to see a paediatrician when we were supposed to see them - FEB 2022. Still awaiting appointment.

2)

1. OT declined
2. Very little support for families who now have adult children with issues. No guidance
3. Access to an OT as needed
4. More support/advice for parents
5. prescribe medication that chemists stock please
6. Better signposting to alternative help
7. Regular help theripy ect
8. When your child is struggling it’s impossible to access a service now
9. Criteria
10. Graham road surgery should be closed down for negligence
11. more information about what's available in the area
12. Waiting lists for all therapies and autism assessment.
13. Updates would be good so that you don’t have to chase up whether referrals have been received
14. Dental services are poor with long waiting lists
15. Gp don't always see the child
16. The NHS are doing whast they can and it ios not their fault that the demand is too high, and waiting lists are too long. the staff are tired and stressed and leave.
17. Understanding that high-functioning can also mean high-need
18. Trying to restrict those trying to get assessment isn’t acceptable
19. More face to face meetings should have been available sooner than they have been
20. Waiting lists and follow up time is appalling
21. Better contact with CAMHS
22. To have more access to help and support whist waiting
23. See the children
24. More understanding.
25. Not had any communication from health team despite diagnosis over a year ago
26. Honesty
27. Know younger children been diagnosed under 5 years old

28. Let him go to the surgery where he is registered and not insist on him going to one that he finds too small and closed in
29. All appts seem to come at once
30. Being able to see a docter
31. I also didn't know I might be able to get help from a continence service
32. Desperately need more easy access to mental health care for all ages
33. Community paediatrician waiting list too long
34. Being listened to
35. clarity on pathways and referral pathways. its very confusing
36. Speach therapy be provided in school regularly to help the waiting lists
37. No support in place whole waiting
38. more consistant info, School nursing and GP unconcerned about low weight, CAMHS now weighing him every week
39. LA to communicate with CAMHS
40. When turns 18 less support
41. Comunication
42. Provide updates on current waiting times
43. Dr not getting back or following up
44. More outpatient type support, counselling or something to help rather than radio silence until you have slogged to the top of the list
45. Face to face appointments, all done over the phone
46. Child has high level anxiety peads useless
47. Services to communicate with each other and school
48. Health visiting team has promised physio and eye referrals which never happened.
49. Disability ot assessment timescales too long
50. More staff
51. Communication between medical professionals needs to improve
52. Being given alternative solutions other than the suggestion of going private
53. Speed up wait times
54. Direction to get an assessment for processing disorder
55. Be able to contact Drove road by phone and speak to someone
56. We need more support
57. speech therapy cancelled even though son is non verbal as has a autism assessment for hub. I am told hes not allowed speech therapy if awaiting assessment. I find this immortal process
58. Waiting times for assesments
59. More understanding from GP of SEMH needs
60. School nurse is excllent got no problems
61. Would be helpful if the GP kept me informed and treated me in same way as mother
62. Being able to book online, this was taken away in covid and now the receptionist feels they can diagnose your child over the phone…… happens all the time
63. Better communication and access to service - cannot talk direct, always through a message left.
64. Our GP service (X) are frankly useless and have tried to suggest primary care is via CAMHS!
65. Being able to access Camhs before the child attempts suicide
66. Some professionals do not take parents seriously

67. Availability of therapies
68. Providing some sort of advice rather than brushed under the carpet
69. In order to access the paediatrician, we are asked to put all of our concerns into an email and send this to the general administrator. I find the disregard for patient confidentiality and the GDPR Act extremely concerning. I addressed this with admin staff and have been told there is no alternative option/ route to get hold of our sons paediatrician.
70. Green air zone making harder to get to Bristol
71. Waiting 3.5 years been told could be another 2!
72. 24hr a and e with more experienced staff
73. Mental Health care to support before it becomes too late
74. Mental health support for neyrodiverse children
75. More regular speech and lang as reduced in school
76. Have emailed acknowledged
77. Joined up approach (graduated response - what). It looks good on paper but nothing is being adhered to
78. Listening!!!!!
79. Better information to prepare children for autism assessment
80. Opportunity to review the future plan for medication with a qualified nurse
81. The LA to provide in house SALT, not use independent providers.
82. Provide support
83. Recognising and rewarding good satff
84. Telling people the real reason when the referral is just it on hold for 8 months whilst awaiting change to criteria
85. Sufficient funding for autism diagnostic pathway
86. Sirona seem unfit for purpose, and appear to be damaging services and reputations of local services
87. An educational psychologist saw my son as part of the EHCP process and I feel she hardly mentioned his sensory issues and I was a bit disappointed as this would’ve helped to have mentioned on his EHCP from a professional and not just parent
88. Would be good to actually have SALT
89. AsD wait list need to reduce
90. Actually getting help
91. Don’t dismiss parents views
92. An idea of wait times
93. Slt
94. SALT dismissive of parents opinions and said Autism not an option as he wants to make friends.

3)

1. My son is suffering both physically and mentally
2. Transitional services need work for parents and teens moving forward
3. GP that will actually see the child
4. Suport as as family
5. Ability to listen without judgement
6. Community paediatrics- we keep repeating our story

7. Consistency in being seen by community paeds
8. Never seen the school nurse
9. CAMHS don't take on anyone. You will be dead from suicide before you get seen or assessed. The whole Health Service is on it's knees.
10. Understanding of how ASD challenges present differently in males and females
11. Definitely don’t write off ASD diagnosis for those who mask
12. Employ permanent community paeds to support the children that are in desperate need
13. Easier to refer.
14. Can’t get a GP appointment
15. Punctuality
16. Listen and respect the parents
17. Access to more support
18. Easier access to assessments/ diagnoses
19. Other resources provided no outside help
20. Receiving some help
21. A more holistic approach. its very segmented
22. Lack of care
23. being able to trust things will get done eg having to chase referrals etc
24. College to communicate/liaise with CAMHS for welfare needs and EHCP needs with mental health and trauma
25. More support with turning 18
26. Suport
27. Provide reasons for why applications aren’t even being looked at for 16 months
28. Feeling of isolation due to Asperger’s
29. Providing schools with more support from health services… go out to schools with sen children to give regular help to schools and parents in the community
30. Being able to get through for an appointment. Can take me up to two hours by telephone as they removed their online service
31. No referral to help child with her anxiety’s
32. No communication with the ASD hub unless we get to breaking point. Feel very unsupported whilst waiting for diagnosis and forgotten
33. School ot communication
34. There needs to be ownership of medial care rather than passing the buck between agencies
35. Be able to discuss things on the phone instead of email queries
36. Help
37. Any kind of support or guidance whatsoever other than to wait and see if her autism stops once her adhd medication has started working.
38. We need more support
39. Community paediatrics would be a huge help to my son right now but we are still waiting. He is prioritised I'm told but its been over a year. He has severe needs and needs help
40. Support services given whilst waiting assements and futhur
41. Speech and language excellent
42. Stopping of healthcare professionals judging you as to why you are there with your 16 year old child.
43. Staff who seem better organised with their record keeping so we don't have to go back over things
44. Have staff at school who actually understand these conditions
45. Scamp team actually assessing correctly! We went private!

46. Better communication between services
47. Easier referral to prophesionals
48. Doctors taking the time to get to know their patients
49. The H/V service has been so poor, I ended up contacting the SALT service to discuss my concerns with my son’s delayed speech & communication. This resulted in an immediate referral to their service. The HV had not addressed my concerns.
50. Too many appointments all at same time
51. No offer of additional support until full diagnosis is made
52. To hear back from someone, anyone!
53. Update the local offer and council website as nothing exists or is not accessible
54. Listening!!!
55. Better communication
56. Follow up
57. Better communication on what is happening
58. Not having to wait 50 weeks to see paediatrician
59. Better communication with parents
60. An good paediatrician actually overseeing services
61. Private OT as no other provision
62. Gp is impossible to get appointments
63. Not getting passed along
64. Keep on top of appointments
65. Access to support whilst waiting
66. Health visitors told us to speak to ERIC and had no advice on toileting an additional needs child.

Q43. Anything else you would like to tell us about your experience of Health Services. Please tell us about both your positive and negative experiences:

(If we have missed any services from above please add them here - Please do not identify your child)

#	**RESPONSES: 84 -** **Comments taken verbatim from survey responses**

1. I feel there should be more help for parents and carers as since my daughters diagnosis there has not been much support for us as parents
2. We go to the GP who never has a suggestion, just refers us on. Camhs declined a referral as our son must “consent & agree to communicate” he’s autistic, we cant guarantee that would happen. OT declined as he was seen before (age 8, he’s now 13) Just a big loop of passing the buck until we give up
3. It all gets left to the gp post 18. If you have never seen the same gp twice you are left to numerous doctors who don't know you and barely have time to read the notes. There is no joined up care for what happens once you turn 18. Nobody told us it just stops. I happened to phone paediatrics for a query to be told we were now under the gp.
4. Shocking, no one will see child as all say it’s asd related so not their department and no help with MH or OT needs. Paeds referral to asd hub got missed so sent late by them when I chased, admin error apparently
5. If you need any services you have to go provide, the NHS is so busy and lacks funds so it’s impossible to get any therapy or counselling
6. 18 hr wait at children’s hospital to be seen by CAMHS out of hours (didn’t arrive at all, so gave up waiting!) this was for a child who was at risk of suicide/self harm. Lack of out of hours provision - one telephone number who will advise for to A&E if worried….see above for how that panned out…. Patronising care from specialist dentist. Referral to dental hospital for ‘urgent’ treatment under sedation took 2 years! Teen now too scared to have the treatment as things have got worse with her teeth, and her anxiety and awareness of what’s going on has increased ten-fold.
7. We are told we cant have suport by so many companys who say ther help then say no so we are left with nothink
8. There needs to be help more readily available, I understand there are staff shortages but when there are children in need of support there are to long waits and that’s not helping children in the long term.
9. The health services generally are appalling
10. Child is due to be seen by community paediatrician every 6 months has not been seen for 2 years. Keep getting letter telling us we are still waiting.
11. We are concerned about the communication following a re referral for a community paediatrician appointment for an autism assessment. The re referral was sent last July and we had to chase whether it had been received and where it was in the system. When we contacted in February of this year because things were deteriorating for our daughter it still hadn’t been triaged. We were then informed of a change in process but that we would be contacted once it had been triaged. It has now been accepted but we aren’t really clear about whether this is the correct route or whether we should refer direct to the Autism Hub because we didn’t fall into the priority groups although I think that isn’t a thing now? All in all very confusing and when you don’t have clear communication you don’t really know what to do for the best.
12. Waiting times too long
13. There is no local support for children with Tourette’s syndrome. We were told CAHMS is so stretched that unless child had tried to hurt themselves/commit suicide we would not be seen. It should not have to come to that for a child to be able to access support.
14. I think the NHS do what they can with what they have. They are under funded and over worked. It is not their fault. The demand for the service that tax payers pay for is too high. We need to fix the problem not the symptoms.
15. My child referral waited 8 months to be assessed to go on a 50 week waiting list
16. Would be very, very useful to know what the different professionals / disciplines are and what they specialise in so we can understand and navigate the system more effectively
17. I met the asd nurse Feb 2022 had a letter April 2023 to say 50 week wait for follow up. Was told had adhd and asd but adhd concern for school. No follow up
18. Not able to access support due to unprecedented demand. Can’t access CAMHS as not severe enough! (Despite self harm and anxiety) paediatrician have waited 18 months told the wait could be another couple of years
19. Drove Road Community Paeds are completely failing my children. I'm shocked at the disgusting attitude given to parents when ringing to try and get help for our children.
20. Everything needs to improve. I'm so tired of chasing to get no where.They have poor understanding of autism.
21. Letters goibg to wrong address wrong name on them. Sending us other people's letters
22. Crap services
23. So so difficult to get any answers, we were first referred to OT who refused to see us as it wasn't a physical disability despite me being told because of likely dyspraxic he needed to be assessed. Then long wait to get response from doctor to refer us to community paediatrician, thankfully on list now. I've been told it will be more difficult as he's home educated yet when he was in mainstream schooling there was no consistency in communication between members of staff, no consistency of support for my child and ultimately led to poor attendance by which point I felt I was begging for help but no one listened. When the threats of court, prison, fines etc started I elected to home educate. At least he's happier.
24. families should not have to chase services after diagnosis, these things should be there to offer support immediately not when its all to late

25. Cahms don't seem to have any autism training. Our time with them was pointless. The PPP was irrelevant
26. Frustrating to have to keep going to BCH for appointments eg X-ray rather than Weston. We often get lunchtime appointments which means a whole day off school for a 20 min appointment and a grumpy hungry child! Professionals tend to not read previous notes and end up asking the same questions we have already answered. Being offered short notice cancellation appointments is great but made to feel a bit guilty if you don’t take them, then feels like you are being punished and made to wait forever for another one
27. With the growing number of houses there isn't enough gp's. We desperately need more gp's. We need more easy access to mental health care for all ages. It's impossible to get children diagnosed with things like autism,adhd ect these can take years which is ridiculous,Dr's act like parents know nothing,the longer it takes the longer it is before things get put in place to support children properly. While it doesn't change a child's behaviour a diagnosis gives a reason and in most situations this is what it takes for you to be heard,for people to take you seriously and for you to get the right support put in place so the longer this takes the longer those children suffer and fall behind,the bigger the gap becomes and the harder it is for them to ever catch up. The earlier they are diagnosed the better quality of life they will have . It's imperative that you start finding ways to diagnose children younger and quicker.
28. Went privately for a diagnosis as NHS waiting lists too long
29. There is nothing readily available, I have had to pay for a specialist in neurodivergent children & an adhd assessment - been on the waiting list for over a year
30. Autism waiting times are far too long and no support
31. Hospital was disorganised for an operation which meant hours of delay when nil by mouth...all because they didn't bring the necessary equipment to the theatre and then couldn't find anyone to go and get it...and no communication during this time. In the first year health visitors consistently ignored all the signs...fill out these forms and all low scores...didn't care.
32. We have been rejected several times from Community Paediatrics, we have been discharged from Speech & Language being told my child was not making quick enough progress, we have been rejected from CAMHS LD despite my child being in Year 6 and learning at Year 1 level. We have been in the system over 6 years and got nowhere
33. The appallingly long wait times are frustrating and detrimental to both fanilies and their children. we were initially told 9 months for an initial appointment with com paeds, and now that could be 3 years. In the meantime we are struggling at home and my child and his teachers are struggling at school, with him recently being suspended. As a result he is falling behind at school and we are no closer to being able to put specialist support in place for him. The wait times and lack of provisions for children is highly concerning. The impact is not only felt by the child but parents and extended family as well. In my case it has lead to depression and a relationship breakdown.
34. Speach therapy at drive road signed off my son as they said school now will get in speach therapist due to the system changes. School Is unaware of this and hasn’t had a speach therapist in for a year. More communication with schools.
35. waiting lists can be too long especially when condition is deteriorating, feel like we were almost at crisis point by the time we were being seen by CAMHS but once through the door feel like there is light at the end of the tunnel.
36. CAMHS have been outstanding Sadly, the college failed to collaborate with them for my sons EHCP and again failed to communicate with them to update/amend his EHCP and totally ignored the psych teams input. For all complaint made
37. Dr Patrick (psychiatrist)at Drove rd and David (CAMHS coordinator) are amazing. They have really supported my son and us as a family. They are really working well with him but it's a shame this gets cut off at 18. He may be turning 18 but it doesn't mean mentally he is 18. The adult sector is huge and waiting lists are lengthy. It's a real fear that he will become lost in the system
38. See previous comment. It simply doesn’t appear to be fit for purpose. To have zero support during the application and wait period is a disgrace
39. My daughter has alot of hospital appointments, I feel most of the time they understand she has high anxiety but other times they push her which then she shuts down, which makes it difficult for her to be assessed or listened to properly
40. CAMHS has such a long waiting list they refused my daughter as she would be nearly 18 by the time she was seen. Dr refused to prescribe because she was under 18. So we’re left stuck in a waiting game with no help!
41. When my son was diagnosed we were put on wait lists for paeds and cahms he was taken off the paeds list when cahms accepted but they did not want to help so I went back to the end of the queue again for paeds. When I was seen by community paeds they were brilliant. He was diagnosed and it was like finally being seen and heard for the first time after getting nowhere and battling for so long. Luckily my son did not require medication and so we were pretty much diagnosed then discharged and left to go it alone. The diagnosis itself helped my son to learn about adhd which was a fantastic thing and his behaviour got so much better from just getting the diagnosis and knowing why his brain worked differently to others. Now he is in year six and struggling massively and I cannot for no lack of trying get any further support which he so desperately needs. His anxiety with the upcoming transition is so high and he has now developed quite severe ocd traits. I am on two wait lists for school nurses and community paeds to see if I can get more support for him but I know I have a long wait which is tough to deal with as he is really suffering. I had a wonderful chat with someone from school nurses who gave me lots and lots of advice and signposted some great online links but she could only apologise for the long wait. I cannot fault the people I have dealt with they have all been fantastic, I just feel lost though when I know something could be done now to help him before the transition to secondary

but I cannot get help from anywhere. I feel like medication may even be of benefit for his anxiety right now but I cannot speak to anyone who would be able to talk about our options. It really is heartbreaking knowing how poorly funded and tightly stretched you are and I just wish our services could be boosted for the ultimate benefit for our future generation. Shame our government and powers that be cannot see that. Thank you though for the glimmers of greatness you are able to give parents like me because even just being accepted to a waitlist feels like I'm on my way to getting somewhere at some point.

42. All information regarding the problem is passed onto the receptionist now and I was advised as all the appointments that day had gone, I may receive a text message stating what to do regarding the issue! The GP I spoke with didn't listen to my concerns and history only my child. Believed she had a viral infection rather than it being anxiety based.
43. Still waiting over 3 years for appointment from child services. Child now self harming
44. I would like to have been signed posted to services that can help me to seek help and advice
45. My child has complex needs and peads only care about her having melatonin last call wasn't even with a paediatrician I did discuss her anxiety and she just brushed it under the carpet this condition affects my child's everyday life to the point her attendance at school is below 60%
46. I appreciate that there are lots of children awaiting diagnosis but my child is approaching nearly 2 years of waiting. Ideally his diagnosis would have happened before school so I can work with the school to identify strategies that work for him. When I have called for support there has been an incredibly rude receptionist at Drove Road who has made me feel almost guilty for complaining. Parents needs support if they are going to wait for over 2 years for diagnosis. My son has never had a face to face appointment with his paediatrician still which I don't understand. Very frustrated with the process.
47. When you do get seen the services are very helpful but the waiting list is long and we need answers as we will soon have important decisions to make about schools etc
48. Been waiting for 2.5 years for CAMHS support. In the meantime, GP is refusing the treat our daughter and stating daughter has complex needs which are far beyond GP remit and we should speak to CAMHS regarding her condition. This has been put in wiring to us. Community Pead's discarded without seeing her. Our daughter has been left without any NHS care. We have had to pay for private paediatrician to diagnose and treat her.
49. My child was finally referred to CAMHS after being unable to attend school for over a year due to high anxiety and struggling to get involved with other activities unless I am with them. CAMHS declined saying that the anxiety was probably worse due to their autism diagnosis. I asked if that meant that they felt that people with ASD are not entitled to mental health support and they said that they just don't meet the criteria that is in place at the minute. I feel that is very discriminatory but I also understand that mental health services are on their knees with not enough funding.
50. We as a county have been massively let down by the health services. I have been told by drove road for 4 years now that my son is being referred for an autism assessment yet here we are still waiting and now not even sure if we will ever get it. If it wasn't for NSPC I think I would of lost it by now. I took my son to the GP 3 weeks ago as he is what they classed as self harming the gp told me we would usually refer to camhs but they are not taking on new children so they gave me a website to look up instead.
51. All services are overstretched and there is a long wait for appointments
52. Currently waiting 53 weeks to have a regular review with the Paediatrician. More GP training around send needs to happen, both GPs and secretary
53. We've tried to help our son with mulitiple things, both mental and physical Everyone passes you onto the next person, but no one will help us
54. It is impossible to access help for children. They are not properly assessed or reviewed. The only time anyone has met my daughter in 2 years is to do her height, weight and blood pressure measurements. All other diagnosis and help has come privately.
55. Pretty much pointless trying to access any MH support from NHS
56. Referrals take too long to get a reply once you receive a reply (took 7 months), you are then told there is a very long wait time . You cannot get through to drove centre to even check the referral has gone through . My son had a operation the after care has been first class
57. More funding for more staff in children's services needed to help backlog
58. Much more support needed within school setting. Moved here 2 years ago and still can't get dentists!!
59. When I took my daughter to the GP to discuss being referred for ADHD/ASD assessment, the GP didn't speak to my daughter. She asked me to explain the symptoms and then said she would make a referral. She didn't take any notes during the conversation or ask any additional questions. She acted like she didn't care at all.
60. Cham don't listen to us, speech and language was good and the doctors are brilliant , school nurse is brillant
61. The services need to be joined up and proactively work together in the best interests of my child helping to protect and safeguard my child against parental alienation from mother.
62. Impossible to know where to go or how to get on the diagnosis track. School are supportive but absolutely no support from a medical / health service point of view.

63. Identifying possible further causes to illness -e.g asd or ADHD but not being able to get diagnosis due to NS putting a stop to completion. Child is at risk of self harm but because in recovery can not get the last hour of assessment to complete the diagnosis. Absolutely ridiculous -so wont get support they need in school and puts them at risk of remission. Service also unable to advise of alternative routes leaving us in a very difficult and worrying place.
64. We are still searching for a ‘cause/reason’ for our daughters SAL difficulties and had reached out to the community paediatrician for help with this. Despite other professionals suggesting a neuropsychological assessment, the community paediatrician would not authorise this so we are left without being able to explain to our daughter why/what are needs really are.
65. Honestly I think I've covered it. You don't / cant understand the true failings of the services and overall provision unless you actually care for a child with one of these conditions. How can our GP service take over 3 weeks to do a referral letter to a specialist or simply continue to ignore our request for a Dr to call us? How can a child be on a CAMHS waiting list for over 2 years? How can a child be discharged for an autism assessment who apparently doesn't meet criteria, then get a positive assessment privately (at a cost of several thousand pounds to the family)? How can there be SO MANY parents saying the same thing over and over again and yet nothing changes and honestly our expectation of any change in the near future is extremely low. I truly wish we lived in a different country.
66. Absolutely disgusting. There is no care or concern for children (or adults) You can't access anything! We went private and put myself into debt but there was no other way!
67. We had to go private to get things started or we would still be waiting! You must make assessments and diagnosis more accessible as so many are struggling to even get started. If we hadn’t been able to start medication when we did I don’t know where’d we be as it was crisis level!
68. Sadly very hard to get help
69. Getting an appointment with the paediatrician in the first instance was great. Referred by health visitor when he was 4. Referred to scamp no problem and accepted. Then the wait for anything further. I had to chase and push. Blood tests done found low iron so now on supplements. Can't diagnose adhd until age 6 but nothing in the way of strategy given. Pushed for scamp appointment eventually had a developmental health assessment. 18 months later. Now left high and dry waiting for in school assessment. Pushed for genetic screening got that Been diagnosed with microdeletion 15q 11.2 given a leaflet and that is it as genetics are taking referrals still no help with strategy to manage behaviour. He is a danger to himself and others at school with his violent out pursts.but now have a letter saying another 2 yr wait with Scamp and no progress for ehc assessment as waiting for Ed psych assessment. The whole process is shocking and letting our children down
70. HV team lack knowledge of services available to young children with speech and communication delay. They also lack awareness of springboard and what the service actually offers. Springboard was only mentioned to us because I asked if there were any parent support groups in our locality- our HV suggested SB as a support network for parents… In fact, our son now attend the nursery and receives specialist support. It is not just a “parent support group”. If I had not requested support, I believe we would not have been told about springboard. I also asked the HV if she could recommend any other services or private paediatrician or SALT services. She couldn’t recall any but said she would ask her colleague and never returned with any information. We have asked for this twice with no success.
71. Trying to contact anyone! Delays in reply’s to emails take weeks, phone calls are not answered. Waiting lists are far too long, children need help now! It’s not enough our children are left struggling for so long! And many parents struggle to get the advice and help they need! We need face to face appointments but an hours training online! most of which is during work hours as are coffee mornings and support groups)
72. On the whole, despite the awful waiting times these days, health provision in NS has been a fairly positive experience.
73. Sirona changing the criteria means my child along with hundreds of others will once again slip through the net forcing people to scrimp and save to access private assessment it's disgusting
74. Despite my child having countless diagnosis that have taken many years to obtain. There is no care plan. She was discharged from all community services as the need wasn't great enough. They need to attempt to kills themselves first to access CAMHS. They need to be on drugs or an alcoholic child to access Community Paedeatrics. They need to be pretty much bed ridden to access any other services. It is yet a further example of a complete and utter mismanagement of money. The bought in services are not working. The various health trusts do not communicate and there are no services actually available that children can access. I don't know if there is a postcode lottery of access to health services in North Somerset or there is some other selection but they do not exist. Help!!! What has got to be done before the LA actually sees that crisis. Perhaps we can just get all the children to sit outside Town Hall...
75. In crisis, directed to call out of hours Camhs, who were not able to help. Told to attend A&E. m no I on all Camhs at children’s hospital (despite being told there would be!!!). Waited 15 hrs overnight to see CAMHS’s. Discharged with care plan (nothing we aren’t doing already….) and suggestion of nurse/support worker staying for the weekend in our home!!! Seriously????
76. The autism process was not followed properly including during assessments. Still waiting for an outcome months later with no timescales.
77. My experience of the health services in NS has been far better than education
78. Absolutely appalling process. Contacted GP in June 2022 to request referral for ASD assessment. Was told nothing about process - did not get any kind of acknowledgement for referral so had to keep checking if GP had actually done it. Eventually could see it was with community paediatrics but no idea if the GP had put down all of the relevant info. Tried to contact them

several times to check but got nowhere. Months went by until the school nurse explained about the referrals being placed on hold whilst they were awaiting a change in criteria. Then at start of April new criteria issued and finally got a letter explaining and that the current wait time was 50 weeks. Had been waiting 8 months at this point but no idea if it was 50 weeks from date of letter or date of referral and still not really sure. Because referral made before new criteria my daughter was placed on the routine wait list but did not hit criteria for priority. However this is because as suspected the GP had not put all the relevant info and now because of the wait my daughter’s school placement is breaking down which does mean she meets priority part. So back to GP armed with new criteria and the form to ask she be placed on priority. GP agreed to complete and submit along with a completed parent form. School are also filling in a form to request priority too but as yet nothing heard from the paediatric team

79. Health services should not be allowed to call children 'difficult' and certainly not when children are in the room. It is not useful to tell parents 'don't make mountains out of molehills' (about significant struggles that the child is experiencing) and advising parents that 'a reclusive child may become a famous artist' is not acceptable (especially when no support is offered to the struggling child). Waiting lists for appointments across services are far too long. Why are CAMHS allowed to discharge from service 'because anxiety is due to likely autism'; is there no mental health service for autistic children?
80. We live in constant fear of services being either removed or cut back despite our child and other local children being in greater need than ever. The individual professionals you do meet are a great bunch, but seem to be under increasing pressure/workload. Since Sirona have taken over services locally I would say things have gone backwards, and we are dismayed to see each new proposal they introduce to cut essential services for local children who already struggle to find enough support. There also seems to be a new policy of 'signing off' children from services each year under the guise of 'reapplying' the following year. This seems like a callous attempt to bully people out of the service to reduce costs/administration, and artificially reduce waiting lists to massage figures
81. Drove Rd referral changes are appalling. Waiting too long for adhd assessment
82. My children have complex needs that drove road have completely ignored and has resulted in acute paediatrics becoming involved at the bri - had drove road kept on top of it then we may not have needed the bri. My son has been diagnosed with severe ADHD/Asd after being refused assessment only months before diagnosis.
83. We have been waiting over a year to see a paediatrician for a dcd diagnosis following OT. We have had to go private for autism assessment and slt assessment. Slt in our area is very poor. Not easy to get referrals for things my son could benefit from accessing. OT input has been great.
84. No/minimal communication from any of the health services at all

Appendix 11 - Social Care

Q46. We would love to hear your top 3 experiences of what has worked well with Social Care Services during the last 12 months:

#	**RESPONSES: 19 - Comments taken verbatim from survey responses**

1)

1. had a fab family support worker who listened and cared
2. Good relationship with previous social worker
3. Very fast at helping with direct payments service after a big change in my family

4. We have an assesment being done
5. Heather Matthews was excellent
6. Direct payment for respite care have been authorised
7. Just given an update and whether its a service required at the time or not …
8. New social worker
9. Accessed respite care successfully
10. Family support worker
11. easy to contact
12. Good social worker
13. Incredible years course and support
14. Great social worker who listens
15. Finally have disabled children's social worker in place
16. Adoption West support is invaluable
17. My assigned DP worker, Kelly, has been excellent and replied to all my questions efficiently
18. Our SW from the Disabled Children's Team is the best! Even though there is very little she can provide.
19. They refuse to assess if child verbal

2)

1. being checked in with whilst we had our previous support worker
2. New disabled children social work fully informed of histor
3. there is no one to provide support for my son
4. Direct payments very helpful
5. Family support worker
6. Disabled social worker is lovely
7. Support with school meetings

3)

1. accessing direct payments has been a life saver
2. The waiting list for respite is longer than the river Nile
3. Good help from social care
4. Reviews/meetings more regular in last 6 months
5. Applying for Adoption Support Fund funding
6. Early help only signpost

Q47. What 3 improvements, would you suggest, could have made the biggest difference to your experiences of Social Care Services:

#	RESPONSES: 23 - Comments taken verbatim from survey responses

1)

1. We've not heard from them yet
2. being allocated a new worker sooner than 8 months
3. Actually help not repeat calls to ask the same things!
4. Continuity!!!!
5. Don't offer a buddy when you do not have any.
6. That they refused to asses us before
7. I understand there are problems with staffing levels, but I have no idea what to expect from my daughter's transition into adult social care
8. More do hours
9. More staff better pay to keep the staff so there's continuity.
10. Longer activity days and more of them
11. Increase personal payments so they cover full cost of carer.
12. Pick up the phone
13. Waitingva review as requested on EHC assessment. Thatcham over 20 weeks ago.
14. Social worker off sick for long time
15. More knowledge on what respite is available outside of employing a carer
16. Long waiting list!
17. There is no respite provision and this needs to be addressed.
18. Access and availability of social care services
19. Earlier access to correct services without having to scream at them
20. If social care is asked for information for an EHCP, they need to respond and not ignore the request for 4 years
21. RESPITE!! My son has always had 1-2 nights respite agreed in our previous authority, but NS no longer has any overnight provision, so we have lost this.
22. Autism training
23. Respite actually given

2)

1. when we initially seeked support it took such a long time
2. Actually do what they say
3. Departments talking to each other
4. Stop using the word criteria to refuse a young person help.

5. More availability for Saturday club
6. Provide the support required to the most vulnerable
7. Delays in reviews
8. It is almost impossible to find anyone to carry out Direct payment work. It doesn't work for families.
9. Clarity on what social care can provide, as there is nothing
10. Continuity of staff - too many changes
11. Play schemes and activities available in the holidays, with 1:1 care provided
12. Realise parents are exhausted

3)

1. Stop parent blaming
2. Front door scheme not working!
3. Once more better training needed.
4. Work
5. No help for parents carers
6. Communication between the LA and social care
7. Communication between departments needs to be better.
8. Our parent carer needs being recognised, not just the needs of the child.
9. Provide help amd don't say child 'not disabled enough'

Q48 Anything else you would like to tell us about your experience of Social Care Services. Please tell us about both your positive and negative experiences:
(If we have missed any services from above please add them here - Please do not identify your child)

#	**RESPONSES: 13 - Comments taken verbatim from survey responses**

1. We’ve been referred but haven’t heard back yet, have had multiple calls but always someone different who doesn’t return calls
2. Referred twice to social care and each time get passed to early help who say they can’t help despite adult social care saying need a family support worker.
3. Negligent
4. After using their services for nearly 20 years they are still not fit for purpose. Plenty of parents feel the same.

5. We feel that we are not listened to and we don't fit into their tick boxes
6. poor communication to families about allocated worker, had 3 visits at start wrong details in reports and then heard nothing for almost 6 months
7. Our social worker has visited us so many times and is the only person who understands what life is like for us at home.
8. The services which were offered couldn't be fulfilled. We were let down with services being suggested, hours of time talking through, filling forms and still nothing. Direct payments work well though, mainly because the parent has to do the ground work I guess.
9. Big thank you to Suzy in the disabled children's team. She listens, gets to know my child and their needs and does her best to provide what we need. She has literally changed our lives for the better. Thank you! We no longer access the activities from the Sendcas team. I have found them to not respond to my emails and service has lost its personal touch. I've been very disappointed with them last summer. Activity days are 10am-3pm, which is too short when I work, especially with travel time as it's right into Weston. I don't live or work in Weston. They also planned activities for the secondary age group at the same time as the Baytree holiday club. Days available are already limited, so if they happen on same days, it's useless. Booking to Saturday club is also limited now and as my child needs routine, that's useless too.
10. Not had any involvement with them but I understand a review has been requested for his EHC assessment. No idea what that means or entails but nothing has happened since the request early December.
11. Support for families, in real terms, is extremely lacking
12. Another broken sector among so many. The access to social care assessments is non existent, even when court ordered as there is no follow through and no accountability. Most of the social care is locum, or if they are permanent staff they are returning from heart attacks, long term sick or too burnt out to even know what they are doing any more. There is no joined up approach and thousands of children are falling through the cracks of a multi faceted broken system.
13. We desperately need respite provision in NS. We feel like we are on our knees, with no prospect of any suitable help. Direct payments and agency staff are not the answer.

Appendix 12 - Parent Carer Support

Q52 what would most help your wellbeing as a parent carer? (other)

#	**RESPONSES: 36 - Comments taken verbatim from survey responses**

1. Help getting over 18 into an activity
2. Guidance on managing puberty with SENd children
3. We asked for a personal assistant in our last AR but then we moved so no actions were upheld
4. One to one suport for my kids to be out without me
5. Living more local to support network
6. Acknowledgement of need and less time wasting appealing for help and getting NONE
7. peer groups/activities for older children
8. All the support my children have had has been paid for privately. They have both done Equine Therapy and visited the Wellbeing Centre in Portishead. There is nothing on offer from the public sector.

9. I am one of the lucky ones who is resilient and I have rhino skin, as we are a neurodiverse household, however, that is not the case for everyone. It can be extremely isolating having a child with needs. especially if you are a single parent, or have no family near by or a support network. The best support I get is from other SEND Mum's. I listen to audio books about ADHD and Autism and PDA and those help me a lot. We have accessed a private ADHD coach, and I am on a lot of support groups on FB. There is a huge gap in child care for SEND children. So parents have to reduce their hours and have a flexible job where they work from home, so they can be around for their children. School holidays are the hardest for us.
10. A group for those that have had to Home Ed due to there child not settling into school so they can socialise, learn and play knowing there parents are with them but it allows parents to sit and relax with a cup of tea and check there emails etc
11. For professionals to be more genuine and caring.
12. Sendcas is terrible. It was so much better before Covid. Now there is little option and shorter days
13. Things outside of school hours
14. SUPPORT
15. Wine
16. i think as above, connecting with families in similar situation would really help. My social life has become less as I am needed at home more, I often don't feel like I have much else to give to people and it is hard meeting up with friends when their children are doing well and yours are struggling
17. More training days/sessions from an earlier age.
18. Financial groups for teenagers on budgeting
19. More groups for teenagers with Autism and disabilities, youth club or weekly meet ups so they don't feel so isolated especially if they can not attend school
20. Help with accessing the local activities without parent having to attend or being told they are too much work
21. Social events for young adults
22. More holiday provision for us working single parents
23. Local support. The support is largely in weston. There seems to be very little in the Nailsea area meaning locally children and parents can feel alone. Sharing of information is so important in helping us and our children manage day to day.
24. My child's needs are relatively minimal compared to many. I wouldn't say I need support, other than being able to get quicker and better access for my child's support. I am aware through my work that a very many SEN children with serous needs cannot access this support. I suspect that getting provision for their children would be worth more than anything on this list above, wellmeaning though it is.
25. Specialist tuition
26. Yes activities in school holidays, our school put this on for the first time last year and it saved me and my son.
27. Activities for young children
28. We don’t go no where, has we don’t drive I’m disabled , blind in one eye , clot on the brain heart condition and mobility problems
29. Access to Comm paeds/CAMHS to move forward with additional treatments or strategies if needed
30. Yes the impact on our other daughter has been huge, who we are now seeking counselling for, guess what at our expense!
31. More provisions for working parent/carers Sunday activities. Forest school
32. It is very difficult to know what is available. How can we know what support is out there is people are unable to tell us when we ask for it. We would really appreciate any support, but we just don’t know what is available. There is so much information out there but nothing is collated in one place (or we haven’t been able to find it if it is). We have looked on the relevant websites, tried to look on Facebook, but we still feel so lost.
33. Workshops not in normal working hours
34. Fix the problems at source. Stop putting a plaster over the issues. A day out is great but what parents actually want are real lasting solutions. The LA needs to acknowledge and address the systemic failings that exist within SEN. Get rid of the dead wood and bring in some new people with a passion for helping children with SEN and real solutions.
35. Improvement to services so that they help support struggling children
36. A lot of parents find it impossible to spend any quality time with their partners at all, as one person always has to be at home or in caring duties (finding someone who understands your child and can deal with the scenarios involved with care for them is very difficult - especially if no direct family are involved)

Appendix 13 - Community Support

Q54 We would love to hear your top **3 experiences** of what has **worked well** with Community Support during the last 12 months:

#	**RESPONSES: 62 -** **Comments taken verbatim from survey responses**

1)

1. Asd support group
2. Generally don't see know as work full time and single parent
3. Targeted group sessions at Reset W-s-M- my son was very happy.
4. We have attend a few stay and plays
5. The sendcas holiday days are great
6. Incredible
7. I haven't heard of many, if any, of these.
8. NSPCWT events/training
9. Sendcas very good for the activities
10. Youth Centre, Falcons Netball, PTFC, Cricket club, Scouts.
11. I engage with NSPCWT but my children don't.
12. NSCPWT very knowledgeable and approachable, range of information sessions / workshops is amazing and incredibly useful
13. Nspcwt parent groups
14. Online sessions arranged to understand topics to support my child have been very, very helpful (NSPCWT)
15. The firs stay and play
16. Not accessed trying to work and home educate takes all my time
17. We love the stay and play sessions
18. Struggling
19. Spa day and chilli farm
20. My child goes to guides
21. Counselling
22. Saturday clubs
23. My daughter attends specialist youth club, which she enjoys
24. There is a variety of social groups,my child has tried a few but no longer like most
25. Scouts are fab - but I pay for it
26. NSPCWT parent information days are brilliant! Times are alkward for me as working
27. Stay and Play Springboard felt heard

28. Send and you have helped with EHCP appeal and other support through the process
29. Had no support
30. Local rugby club offer excellent opportunities and support
31. Ups and downs youth club is good
32. My son plays for a local football club and it helps massively with his confidence
33. Springboard do a great job for kids with additional needs
34. Very supportive
35. Holiday activities
36. Meeting Charlie at say
37. I did go to a stay and play in Kingston Seymour which was welcoming but was during the school day and we only chanced upon it during an inset day
38. There is nothing in Nailsea
39. Sendcas are good
40. There has been 1 meeting at the school for parents with disabilities which was lovely and made my daughter and I feel that we weren't the only ones struggling
41. Springboard runs a good stay and play group suitable for preschool children. However if you are attending nursery you can't go to stay and play also
42. Nothing, don't get anything
43. excellent online course about PDA and sleep
44. Didn't know of any available so nothing has worked well.
45. Send and you helped with transport
46. Activities organised through NSPCWT
47. Stay and play at half term
48. We haven’t been offered any community support? We have no idea what is available. Our child doesn’t have a “diagnosis” and everything appears very ASD or ADHD focused… Which makes it feel like our child doesn't “for the box” to access anything.
49. North Somerset parents carers
50. X attends Bristol robins inclusion football who are very understand & supportive
51. Sendcas family days
52. NSPCWT has been amazing, they are a real life line. Would feel lost without them
53. Holiday session was fantastic
54. NSPCWT support groups have been useful
55. Loved the spa days you put on
56. NSPCWT has been a lifeline!
57. The online sessions run by NSPCWT have been really helpful
58. Days out vouchers etc very good
59. NSPCWT the stay and plays and coffee meet ups
60. Sendcas craft/fun day
61. The sendcas days out are amazing
62. SAY extremely helpful and efficient with their support.

2)

1. Telephone support
2. Good activity if able to get to certain events
3. Wonderful
4. Sendcas good for helping parents
5. Skate Park.
6. I have been to the SEND day at the Tropicana
7. Send and You staff are very knowledgeable and approachable
8. Nspcwt support group
9. Personalised advice from Send and You prior to a specific meeting was very helpful
10. Lots of community play groups
11. Buddies ?
12. Stay and play during school holidays
13. Holiday clubs
14. Riding for the Disabled are excellent
15. My child has been attending one social club involving card games that he enjoys weekly and it has helped him socially
16. Swimming is fab - but I pay for it
17. Sen and you advise is great
18. Family support worker listens ans offers advice
19. YISP support worker has been great
20. Local clubs offer more help than nhs
21. Useful training from send and you about the EHCP process
22. Good groups
23. The nspc coffee morning
24. I went to a gympanzees event in Bristol that she enjoyed although there was little interaction with others
25. parent carers group is good. But I struggle to make it on the times and it would be great if was more regular
26. Good range of events and availability
27. Parent craft group is a break
28. Children's centres activities
29. Family passes very great thing for days out.
30. Sendcas
31. First stay & play at Portishead was great fun & wants to go again! Gave me a full day break
32. Offered counselling
33. Love the craft at Bentley Rd
34. Posts on Facebook by NSPCWT with tips
35. Good selection of support/educational events seem to be starting to come through
36. SAY - Sam helped me go through my sons draft EHCP
37. Nspcwt activities
38. The training sessions provided are incredibly helpful
39. Family passes via SENDCAS

3)

1. Good school information on events
2. An asset
3. Slade Road new park.
4. My autistic son has used the Youth Centre
5. New send park being built
6. Well being days
7. Charity trips
8. Somerset Cricket - what a fabulous outfit they are!
9. Tennis is fab - but I pay for it
10. Availability
11. We had a sendcas family day out
12. Support
13. We were given a voucher to go to Puxton Park which meant that we could all go as a family and there was no pressure to stay long, just as long as was feasible for us. We had a lovely time
14. Community support
15. Gympanzee sessions
16. Workshops
17. Gypanzees was great!
18. Workshops offered
19. Found the sleep session helpful
20. Parent helpline at Young Minds
21. Always kind and supportive people
22. Training at NSPCWT

Q55 What 3 improvements, would you suggest, could have made the biggest difference to your experiences of Community Support:

#	**RESPONSES: 77 - Comments taken verbatim from survey responses**

1)

1. Access to clubs post 18

2. Help for parents not able to attend in person
3. Can't get a space at local football club
4. More SEN activities in local parks
5. I don't know where to find information about clubs. That I child with Autism has difficulties wanting to take part in initially.
6. More inclusion and support to know what's about and be able to get involved
7. Need cheaper sendcas days out and options for kids with higher abilities
8. Move closer to family
9. more activities for teenagers with mild/moderate disabilities
10. Advertise your services
11. Something like an inclusive youth club where young people are able to have that social contact but with supportive adults around would be great.
12. Need more groups
13. Young Carers service in Portishead needs support. X is lovely, but we have not heard from her for months
14. Our Young carers service in Portishead is very poor. X is a lovely lady, but it is badly organised, bad communication, hardly any support or supervision and when ever my children attend, which is not often, I stay to help out, as I feel it is under staffed.
15. Sometimes workshops can be sold out quickly
16. Making the local offer website more easily understood (as well as the legal requirements) would be very welcome
17. More stay and play
18. Improvement to NSC Web site for the local offer as very hard to naviagte
19. Outside of work hours to attend workshops os support groups
20. More local support without the need to travel
21. School hour educational group for home Ed kids where parents/carers can come and relax while children learn
22. Put Portishead on the map
23. Respite
24. All NSPCWT events are held in the day time and I work so cannot attend
25. More information and groups for children with disabilities
26. making us aware of community events and support
27. More of the stuff mentioned above
28. Greater provision during school holidays - used to be able to access much more now lucky to get 1 day a week
29. More accsess
30. Better information sharing
31. More options in sendcas
32. If more groups were available locally
33. I was not aware there is any community support
34. Scouts is paid for
35. Groups/activities are always during school hours
36. Make parents aware most of this is not really advertised
37. to be made aware of what is available
38. Offering times outside of working hours for information days and coffee mornings
39. more fun activities family activities

40. I am not aware of any of the community support options mentioned above
41. Keep local offer updated
42. Need more knowledge of what there is
43. Need somewhere to chat online to other parents going through the same, with kids with similar difficulties
44. A dance, music or football club for young people with additional needs please.
45. Places for my son to go ie workshops for children with ocd and anxiety so he learns practical ways to deal with things
46. Access to activities for those who are different
47. More spaces on talks related to ASD
48. Access to information
49. more frequent in weston area SGO coffee/social gatherings
50. more offerings in the evening or school holidays for parents as can't attend many things due to work
51. I don't know where to find information about clubs. That I child with Autism has difficulties wanting to take part in initially.
52. Social activities for young adults
53. More holiday activities
54. Help
55. More meet up groups in the Nailsea are for children with disabilities
56. more children's center groups/stay & play specifically for children with needs
57. To be referred automatically, no services forwarded to us
58. I form people of what is available
59. Knowing about things? Most of the above I haven't heard of??
60. Local offer website isn't easy to navigate
61. More coffee/chat groups, I rarely can get to them
62. More organised events for children and parents
63. There being any community support
64. Have been unable to access anything as I work 9 till 3 every day
65. Give parents information on support for parents of children with a wider range of needs (not just physical, ASD AND ADHD).
66. More coffee mornings
67. More localised activity groups so we don’t have to travel so much
68. Groups for older children school age
69. More social opportunities for children
70. Accessible activities for all children
71. More targeted support groups for young people
72. Respite without the need to stay with my child.
73. More Peer support group sessions/coffee mornings near to me
74. Been waiting for a place at Sen scouts for months
75. Dads are often forgotten - as whilst welcome at a lot of the activities that go on, they don't appeal to many men
76. What community support
77. No provision for early years in the half terms or summer holidays at all.

2)

1. More activities for asd children
2. Have not been made aware that any of these places exist
3. More SEN events for SEN school and parents
4. Alot of activities are during school or work time and I can't take extra time off as I have to manage the school holidays
5. More for children age 10+
6. Siblings supposed or clubs or activities would be great
7. Help with housing
8. Times accommodating working parents
9. Need group clubs for special children
10. Child care for SEND children in term time
11. Child care opportunities for children with needs in the school holidays
12. Affordable family days
13. More clubs for teens rather than younger children
14. Stop charging stupid amounts of money for activities.
15. I have not had any information on any of the other support mentioned
16. Don't know
17. Better venues
18. More options
19. Access to information to support my child and myself
20. Swimming is free
21. Groups/activities not suitable for small children
22. Supports for parents that home school is a closely guarded secret not much information
23. Help in holidays too many school holidays that cause major distress
24. No idea what is out there
25. Friendship groups for children of similar circumstances while on the waitlist
26. Access to support to help attend activities
27. More opportunities to meet other parents of kids with asd
28. Shorter waiting lists
29. Alot of activities are during school or work time and I can't take extra time off as I have to manage the school holidays
30. Employment advice
31. Families
32. More meet up groups in Nailsea for parents with children with disabilites
33. Fun indoor activities for children with needs (for rainy weather days)
34. More access to groups as we weren't aware of any for young people just adults?
35. More weekend activities
36. Easier access and information about local offers
37. I have attempted to call SEND and You 4 times. I can never get through- no one has ever answered the phone and I have not been successful in accessing their support
38. More well being groups

39. School holiday support
40. Respite and short break provision for families to leave their children
41. Training available for extended family
42. Being able to be put in touch with other parents who are going through the same as you
43. A lot of events take place during the daytimes which excludes many working parents from attending

3)

1. SEN activities without judgement from others
2. Alot of clubs my son would like are just too busy for him scouts etc swimming has been really tricky due to noisy enviroent and lack of one to one classes
3. Help with support
4. North somerset not good
5. Child care for SEND children in school holidays
6. Child care opportunities for children with needs before and after school
7. Sensory play
8. Activities that are weekend or evening based for those who are at work
9. Need to put better activities on
10. Dint know
11. More spaces in clubs
12. More options
13. Other clubs are made available for free
14. Groups/activities not easy to find out about
15. Support for students who have been home schooled
16. Holiday clubs for children at nursery
17. More info need to be given at first appointment
18. Anything to help while on waitlists
19. More sen sessions for kids in general
20. Alot of clubs my son would like are just too busy for him scouts etc swimming has been really tricky due to noisy enviroent and lack of one to one classes
21. A really simple information handbook with an overview for parents discovering their children have disabilities of who to talk to. With links to websites that actually work. There are so many different leaflets, with so many different groups. So many of the websites or links on the websites don't actually work or have any information on them.
22. more coffee mornings
23. time, but hope the honest feedback has helped
24. More information about support, wasn't aware of some of the above
25. More information about what is available
26. More recreational services for children with SEN. Or SEND days/ time slots at ply spaces
27. More holiday clubs
28. Play Schemes
29. Holiday clubs for children aged 12+

Q56 Anything else you would like to tell us about your experience of Support in the Community for your child and family. Please tell us about both your positive and negative experiences: (If we have missed any services from above please add them here - Please do not identify your child)

#	**RESPONSES: 43 - Comments taken verbatim from survey responses**

1. I feel there should be more support definetly respite not just for us as parents but for my younger 7 year old who also has to suffer with the backlash of my daughters outbursts
2. The only support I've had is from the community, without this support I dread to think where I would be now as my MH was so bad I was suicidal
3. We only moved to N Somerset 2 months ago and I have barely left the house trying to get it sorted out. I don't have a lot of time with caring for my child and my husband to do any extras such as look at what's available for support
4. Before we had all of these provisions in place my anxiety levels were very high. Our marriage was falling apart due to stress. The phone rang daily for us to pick our child up and we were all extremely unhappy. We are now a different family, people now see the wonderful child that we always saw but they didn't.
5. We feel very unsupported in trying to find groups for our 11 year old and when we email no one gets back to us like wicked Wednesday and holiday clubs it's a shame he's isolated
6. The only thing offerd to me for any help supirt is for my child to play in a park with other specail needs children witch is not helpful at all
7. I think x School needs to work with the community more and communicate more. This will benefit how the town views x students. As they currently have a bad press, and there is only a handful that ruin it for everyone else. The town needs to be made aware of x's dress down days, when they are finishing early, and when they have events on, as it does affect the high street, shops, traffic etc.
8. Respite care support for families
9. Autism awareness day was fantastic for information for parents
10. We have pretty much been on our own
11. Bristol has a far better structured system in place. Sadly Noth Somerset is underperforming
12. Help get out of a cycle of police social services referral stress then it starts again
13. Went to a coffee morning to try and meet other parents but felt really out of place. Probably to do with my social awkwardness but gained the courage to attend and didn't speak to anyone there
14. I am unaware of the community support services listed above. There is little free time to search for them. Awareness is publicity for the events and support is needed. But there is also the anxiety of my child attending anything new and possibly raising sensory issues to a meltdown point
15. School holidays are hell. We cannot access most holiday clubs/activities require lots of preparation. We used to have much greater level of holiday club provision but this was cut dramatically when the system changed. We understand why this happened but it was disingenuously done - saying we are increasing provision for older age groups when the reality is that to do this the younger age group provision has been cut. Activities where parents have to stay are frankly exhausting - we need the break that things like holiday clubs proviede
16. I get no extra funding I provide everything as a single parent out of MY salary Feels very frustrating
17. I don't feel like I've been able to find or access anything suitable
18. We have not accessed many community support things eg clubs as my son finds it too hard, he has given up the clubs he used to attend because he finds sensory imput too stressful or worried about his OCD. YISP have given him weekly support which has been amazing. He has built up a good relationship with his Yisp Worker.

19. Look at how you make your community support services known to parents'. As we moved to the area when my child was in his teens' I had to do my own research and chase for support for my child. I do not know how tied up the support is and how you make parents' aware of its existence. Perhaps this needs to be reviewed.
20. Don’t know about any support
21. People assume we know where help is. We don't. I've had no support apart from supportive parents over the phone. Child is 18 soon so feel missed alot.
22. Our child is socially isolated despite our best efforts
23. I wasn’t aware of any of the support groups listed above
24. Have commented about SENDCAS on the previous page
25. The waiting lists and better communication to parents
26. I would love to know about more sen after school clubs my son has been struggling to fit in with after school sports clubs.
27. I would just like to know how to find information about activities for secondary age children nit in school day. Advice and support about how to support my son woth activotes such as swimming. I did join BAS but not much that I know of in North Somerest
28. Providing a regular holiday club provision for working parents
29. Again, we receive no support at all
30. Most parents with children with disabilities feel isolated. The automatic response from schools with children who act out is exclusion. We need to work together to see whats working in local communities and other schools so that we can help support the children and teachers and hopefully find a solution that makes sharing information easier. I think many SEN and mainstream teachers also feel isolated and lost about what to do in the class and how to access resources/information
31. Far more support by council and police when dealing with serious issues with neighbours.
32. Get everything forwarded to us Been here 2 years and totally isolated, no services known I haven't accessed any for me or my child - I wasn't aware that any were available
33. Need help and support for days out with partner and children
34. Never had any support. Never told of any support available
35. We stopped getting involved with this kind of support as it never felt relevant to our daughter’s needs. She continually slips between the two worlds of mainstream children and children with greater needs than hers. This has made it difficult for her to find friends and a place she belongs and also for us as parents.
36. Very positive experience with Family passes from Sendcas used many times, kids very happy and enjoying days out. Do not know much Information for what help for child is available
37. Would like to get more involved in community support/services but not integrated enough, or activities are not in the right location for me to access
38. We are so lucky we have accessed lots of the offers since we heard about NSCPt
39. It is all very poor compared to what used to be available a few years ago, There has been nothing for my child to access, and no respite at all for us as parents
40. This is not a direct criticism but the community services target the same people. There are thousands of parents in crisis, that are trying to hold down jobs, pay for their homes and meet the needs of their children. The real community support would be to bring those parents together, but you are unlikely to reach them as they so extremely tired, burnt out and tired of the perpetual cycle of repeating the same dry dialogue.
41. It is very difficult to find out of school activities which my son can physically access. Also, he needs 1:1 support to be able to join in
42. My son is noise sensitive and it’s difficult to know where we belong. Im NT or everyday childrens group’s/activities children scream because they are having a good time and often play chase. This upsets my son because of the screaming, he thinks the children are sad. In a SEN group, ND children can me more unpredictable and emotional. (The same as my son) However this upsets him as the others are upset. We’ve worked so hard to try to get him to understand but it’s not something he can cope with at the moment. It makes going out and doing things stressful even is it’s a SEN session.
43. Honestly I have found everything that you all do so amazing in a cruel world

Appendix 14 - Anything else you would like to tell us

Q57. Is there anything else you would like to tell us?

#	**RESPONSES: 77 -** **Comments taken verbatim from survey responses**

1. I feel we would like more support as a family as my younger daughter (no special needs) is also suffering as a result of my daughters outbursts. There is no respite available for my child who has adhd separation anxiety, she inly attends school from 9am to 12.45pm so there seems to be little respite from the behaviours we experience at home
2. Everyone I speak to needs help, everyone is being failed
3. Thank you! For all you do
4. I am exhausted, no family support close by and my child would happily sit in his room all day long on electronics. It would be great to see something like Bristol does in the school holidays- BAP, Bristol Autism Project
5. A SEN setting is not always needed for children with ASD, that did not work for my child. Not all ASD CHILDREN have low academic knowledge, they are bright, intelligent and have so much to offer. But unfortunately they are treated the same and it is assumed they cannot achieve GCSE’s. Money will always be tight for our local authority but imagine if my son was sent to a SEN school setting the taxi fair for this daily etc would have been a lot more than paying for a one to one in his school. I also don’t believe he would be sitting his GCSE’s next year and he would have been extremely unhappy Unfortunately, I hadn't heard of your service which speaks volumes about the support SEN families receive in North Somerset.
6. No activities around are area for special needs like singing, dancing, swimming, scouts etc. The school he's at he dont feel wanted. For assessments there taking forever over 3 years. North somerset really slow.
7. There is so much to say and not enough time or space. My son needs an EHCP but through lack of support from School, evidence from School and from everyone focusing on the fact he has no extra educational needs, he will not get one. I have no faith that his reading and writing is where it should be, but School disagree.I think this is because they are overwhelmed with the amount of needs in his class. He will drown emotionally and socially at mainstream secondary school. He does not need a special school, but he needs an EHCP to show that he cannot cope with the crowds of kids, the rigid school uniform rules, the fact he finds queuing and waiting painful, and if someone touches him in a queue, he will react in a negative way. Secondary school demands are not set up for children with needs. The future for my son's education terrifies me. I have no doubt I will be forced to look at private schools for him, or he will be expelled from mainstream. This will involve possibly moving house and downsizing etc, which will negatively impact everyone, but what do families like mine do, when the children's needs are not met. The education and health system need to up their game in every way, and they all need to understand 'masking'.
8. We are early in our journey bit we have had a lot of positive experiences so far
9. We are so disappointed / feel so let down / have such little confidence in the school setting that we have moved our other child (3 years younger) to a different setting
10. Nspcwt are amazing we love you in our house and can’t thank you enough x
11. NSCPT has been fantastic with making me more aware of what is available to support our children and carers. It would be great if more of these events could be evening or weekend based to allow working carers to attend as well. CAHMs services and paediatrics are still very difficult to access and I do feel we have to fight for what our children are entitled too. However my experience once within the system has been mainly positive
12. I don't know what more to say other than Drove Road Community Services need major improvements
13. Parents voice their views but we never understood. Its a job to our La but to us it’s our life. Our children are treated with contempt due to the decisions made by our La.

14. I would like the council to reply to calls and emails and own up to why it takes so long. And why respite only covers disabled not autisum. We live daily being beaten up and suiside attempts no school. Day in day out with no help whats so ever. We have no sleep and keys, medicines knives etc have to be locked away. We are often house bound with no one to help.
15. Should be more groups etc for children with disabilities and send needs in the area
16. Just receiving the needed equipment for example we have waited for bed and hoist for very long time and as my daughter is now 18 kg I'm really struggling to move her from a to b.
17. We would appreciate things like workshops around some practical things around finances ie for future planning for when our child becomes an adult. Overall we are happy with the support we get and count ourselves lucky that mostly this goes smoothly.
18. I know the intention from most is good and one of the biggest challenges is funding, but the communication between providers seems very poor. There was a time last year when I became ill with the pressure and the stress of having to re tell the story, to chase LA, to fight for my child’s right to an education. It shouldn’t be like that. I had read that parents of special needs children often had to fight, and I lived it last year it had a detrimental affect to the whole family, on our health, our mental health and we are only just getting back to being who we should be. We still have zero home support and I am too stretched to reach out. I’m simply too exhausted and scarred by the experience. The biggest disappointment is Sendcas. I have no faith or trust. Just one example; The one day we could attend at Easter was an outdoor stay and play and on the morning after weeks of rain a message was sent stating the park was too wet and it was cancelled. With no other option. This is terrible planning, why wasn’t a back up in place. It’s the parents who have to pick up the pieces when their child who has no play dates the whole of Easter was excited to go to a play park with other friends and then told nothing is on. I was advised the back up they usually use was out of action that day. Ok. There are plenty of other indoor spaces. Very poor. Plus the delivery is sour. The waiting list for the home adaptations team is ridiculous. We’ve already been waiting 2 years and know if others who have been waiting 3 years! Our children are getting bigger and this is not good enough!
19. Accessing services and support has been difficult. Some professionals have been helpful, but the referral processes for both health and education are complicated and lengthy. It has been totally life altering to have a previously healthy child, who is now too ill to attend mainstream school and is unable to live a normal life. It has been made much more stressful by having to fight to access services and support that my child now needs.
20. We are coming to the end of EHCP due to age - we don't know what lies ahead or what we can do next. Where do parents go after 25 for example? EHCP has been invaluable for reflection and goal setting and given some form of structure to my YP education and training.
21. Not really, nothing changes!
22. I've been through some tough times around my children and getting the eight support in place as lot of things happen at home whilst we are alone. Nursery is just 2.5 days a week we don't get a break and having a child with special needs is relentless tiring and hard work also when u have other children in household. I've met some lovely support workers but waiting for assessments and specialist help is a long drawn out process
23. Accessing help before a diagnosis is terrible. The waiting list is over 2 years and am unable to get support. What am I meant to do before then!?
24. I think that especially during and after Covid the level of social/care support for family with children with additional needs has diminished considerably leaving family and children dealing alone with difficulties and challenges.
25. X Animal Management team have really disappointed me as a parent, cater and a professional I am utterly shocked at how they’ve treated my son. I have made a complaint sadly, and awaiting a meeting next week with X. I’m devastated for my son. Just horrific treatment by members of the team and lecturer Not acceptable and no justification for it x
26. Mandy jennings is amazing!
27. I know money is stretched but I feel there are not enough services out there. There needs to be more support when a child turns 18. Such a shame CAMHS can't keep them till older.
28. make it easier to diagnose especially when children mask in school maybe come to the house
29. Once the Asperger’s diagnosis was made we were offered no support. Support could have helped considerably during this time. Access to medication for 16-18 year olds is completely inadequate due to CAMHS and GP’s not working together to help the young person, as soon as my daughter was 18 she got medication, this should have happened at least two years earlier I believe the services are there but there aren’t enough of you to go around. I think some workshops or similar for children who are on the waitlist being made available might be a great way to help. Groups or similar being advertised through schools or communities as I haven’t seen anything like that. Maybe some could be set up every month or something for those on the waitlist to apply for so that parents and children can meet people in similar circumstances to themselves. This might help ease the isolation children and their parents feel.
30. Unfortunately it was a long awaiting list for diagnosis, however a positive experience of an educational health care plan. However, I am unaware of what help is out there for myself as a carer or for my child and their sibling

31. I know it all comes down to money I'm the pot but I like many parents of special needs kids just want them to have the education they deserve like any other child I have fought for my child since reception to get her support finally we have space in specialist provision I will continue to fight for everything my child needs just upsetting that we have to fight so hard for them but I would do it over and over again like all other parents in my position
32. I think everyone is doing the best they can buy the pandemic has taken its toll on everybody and parents are not happy to keep having constant telephone cal and video calls. I am so upset my son still hasn't had a formal diagnosis and worry about his future as he starts school in September as I feel I am unable find strategies to support him without knowing what diagnosis he has. This really needs speeding up and kids starting school should be more prioritised. Also, kids with additional needs who are high functioning are often forgotten because of more severe children and these parents lack support the most.
33. You do a great job and I hope you keep on providing the service that you do. I enjoy the support I get at NSPCWT and meeting other parents in the same boat as me.
34. I'm so grateful that I came across NSPCWT this year it is a fantastic service for families that are being so massively let down by sirona health care. THANKYOU
35. There is not enough timely support when your child is coming up to transitions Important information about what is available after school is difficult to find and there is little guidanceit's very overwhelming
36. Just to say thank you for the brilliant resource base at Nailsea it has really changed our lives and given ke hope that my son will be able to succeed in the future.
37. Waiting times are not acceptable to see our paediatrician EHCp review, once completed, LA need to meet deadlines on returning. Holiday clubs for send children which are regular for us working parents to allow us to committ to an All Year Round job to allow for progression and career chance.
38. We are being failed from every angle.
39. Make support easier to navigate and access. Improve sharing of information for EVERYONE. Teachers, children, parents, etc. Healthcare professionals should meet the children I think parent carers are great organisation and helpful to alot of parents, the courses are good if you have the time. I think there could be a little more directed at preschool parents as I feel that the hardest time. Perhaps gympanzes type arrangement in weston would be useful. Springboard are also fantasticallly helpful to the community
40. North Somerset Parents Carers Working Together are an absloute god send. An incredible group of well educated, understanding, informative, caring people. With help and advice at hand, so many learning courses avaliable (could benifit from some being out of school time to make them easier to access). The groups they run through half terms and holiday occasions are very well though out, great activities avaliable and feel very welcoming, unjudged and inclusive!
41. I am concerned that as my daughter doesn't have an EHCP, school aren't taking her SEMH needs as seriously as they should be. She is 13 and needs more than a weekly counselling session and a time our card. I am not sure if they made a referral to CAMHS or not. She is going into Y9 soon and then has her GCSE's to get through. I am worried her MH is going to get worse.
42. We need help with are garden please
43. Inability to access Comm paeds/CAMHS(likely diagnosis ADHD/ASD in a timely way to move forward with additional treatments or strategies if needed. The current delay has had a massive impact on his education. As the need to focus towards GCSEs for the last 2 years has increased its highlighted his inability to do so and left him significantly disadvantaged with reducing grades. We are in a privileged position generally but the outlook for families with less resources eg money/coping/education would be even more catastrophic in this position.
44. You are not allowing children their right to thrive by giving appropriate support and diagnosis. School is unsupportive with tied hands. All we are being told (from school and Camhs) is that we acknowledge there are strong signs of neurodiversity but there is nothing we can do. Feel really let down for my children. I worry for their future as they are bright children who won't be given appropriate levels of support to manage exam stress/challenges which means they will most probably not be able to fulfil their potential. Instead we are being told that inorder to access appropriate diagnosis and therefore put support in place, my child needs to revert to putting their life in danger again. This is affecting my own mental wellbeing. Tears in my eyes as I write this
45. Thankyou for the opportunity to provide feedback, I just hope we see some changes because a lot of change is needed.
46. I'm exhausted from fighting! It feels like at every turn it's a battle that I can't win
47. It can feel isolating at times and it would be good if there was an online chat service where parents can chat to eachother or professionals. It can be difficult to follow some professionals plans due to a lack of resources caused by financial issues. Maybe a hub where resources could be loaned to families. More drop in sessions with professionals and parents would be great, particularly at this time of year when we are preparing children for school. Behaviours have changed so it would be good to have a workshop on realistic behaviour management at home. Paediatrician appointments have been available and that is appreciated. SALT sessions have been consistent and informative, my child's speech has improved souch since attending sessions.
48. The team are excellent and qualified; I would like more opportunities to speak and meet them
49. Thanks for staff.
50. Thank you

51. It is great that surveys like this are being conducted. The mental health of parent carers is at an all time low. It often feels like no amount of support is enough. The rising volumes of children requiring support /diagnosis means there are more and more parents who need support through a long and painful journey. This journey is now more and more alongside parents understanding their own genetics and disabilities at the same time. I really hope that this surge means that the government reacts, and more support can be provided and we can teach the new young generation about disabilities and that there will be a new future of educated parents in the future.
52. The system is totally broken. Especially in terms of special educational and care provision in North Somerset. No one answers emails or acknowledges correspondence or phone calls. I'm not absolutely sure that there is even anyone still working in those positions now, or whether we are shouting into a void? I feel like we are in free fall, with nothing at all to catch us. It's actually quite frightening. I try not to think about it, and just get through each day, but I am incredibly anxious and exhausted.
53. It is such a mixed picture! We've had really timely and good support from NSPCWT, waited but great help from NSC children's but much less positive from health other than speech therapy in school
54. Listen to us, help us and actually do something. There are thousands of parents in crisis that are literally invisible.
55. There is a lack of trust in the LA, and to be honest in services such as this. Services partly or fully funded by the LA give a degree of mistrust as your goal is to show how you have made improvements. This can easily be achieved by engaging in the same parents that will happily respond positively and turn up for the free community events. That, unfortunately is only part of the picture. This is a national crisis and children with SEN are being failed across the UK. North Somerset just highlights the issues at hand and the lack of engagement with all parents.
56. You do a fantastic job!
57. I wish we hadn't moved back to North Somerset! Everything is a fight here, compared to our previous authority. I'm exhausted, both physically and mentally, especially regarding education and care. I spent years providing overnight respite/short breaks for North Somerset families who had children with very complex health and physical needs , yet now I need it myself, there is nothing. I feel very lucky that my son received his official diagnosis, just prior to all the changes. However I don't believe these new changes are fair. It says that one persons autism is more important than another's. I believe my daughter is also autistic but because she doesn't have any language difficulties, I've got no hope of getting her on a waiting list. Is my sons autism more important than my daughters? She might not have speech language and communication problems but she has issues elsewhere but they're not good enough to put her on the waiting list. I could go on and on about it but I'm sure other parents have their own thoughts on the changes.
58. If there is any way that North Somerset council could improve communication, support and understanding that would make such a difference to these young people.
59. We had to pay for a private autism assessment as the wait times to be seen by community paeds was far too long you feel like you are waiting on a never ending list and time scale
60. Thank you to NSPCWT for all the support given to parent carers.