



# WARWICKSHIRE PARENT CARER VOICE

## Warwickshire SEND Survey – 2022

### Introduction

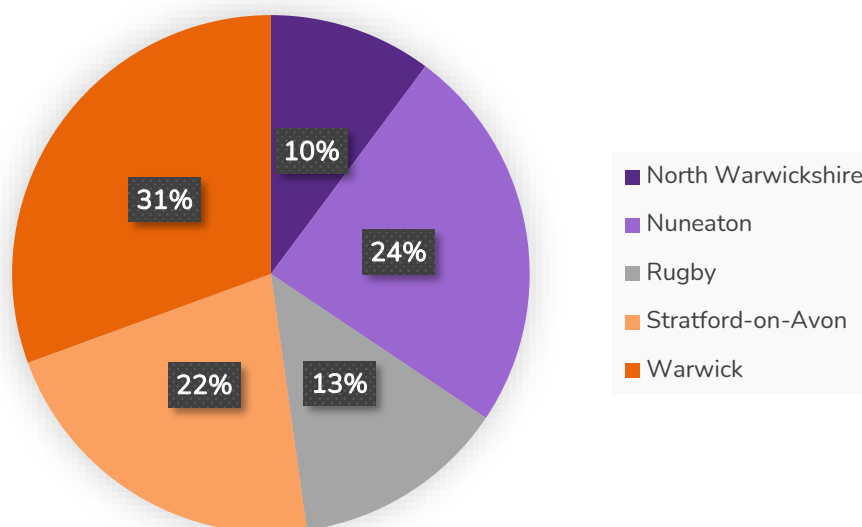
Warwickshire Parent Carer Voice (WPCV) carried out a survey of parent carers between 26th February 2022 and 13th March 2022 to find out parent carers experiences in the previous 12 months.

There were 205 completed responses (with 16 additional respondents ineligible to complete the survey as they did not identify as a parent carer of a child aged 0-25 in Warwickshire). Not all parent carers responded to every question. Warwickshire Parent Carer Voice recognise the limitations of the sample size and that the survey could only be completed online.

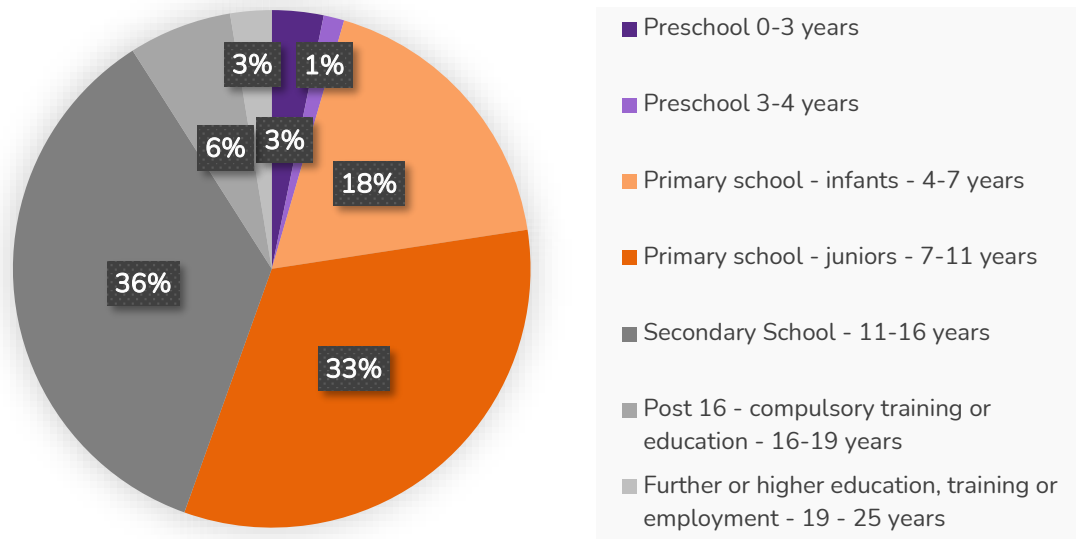
This summary is shared with Warwickshire County Council, Coventry and Warwickshire Clinical Commissioning Group, the parent carer community and other stakeholders. WPCV will use this data to identify priorities and help improve services and support for families, we will repeat the survey in 2023 to monitor changes.

### Demographics

Respondents were from across Warwickshire

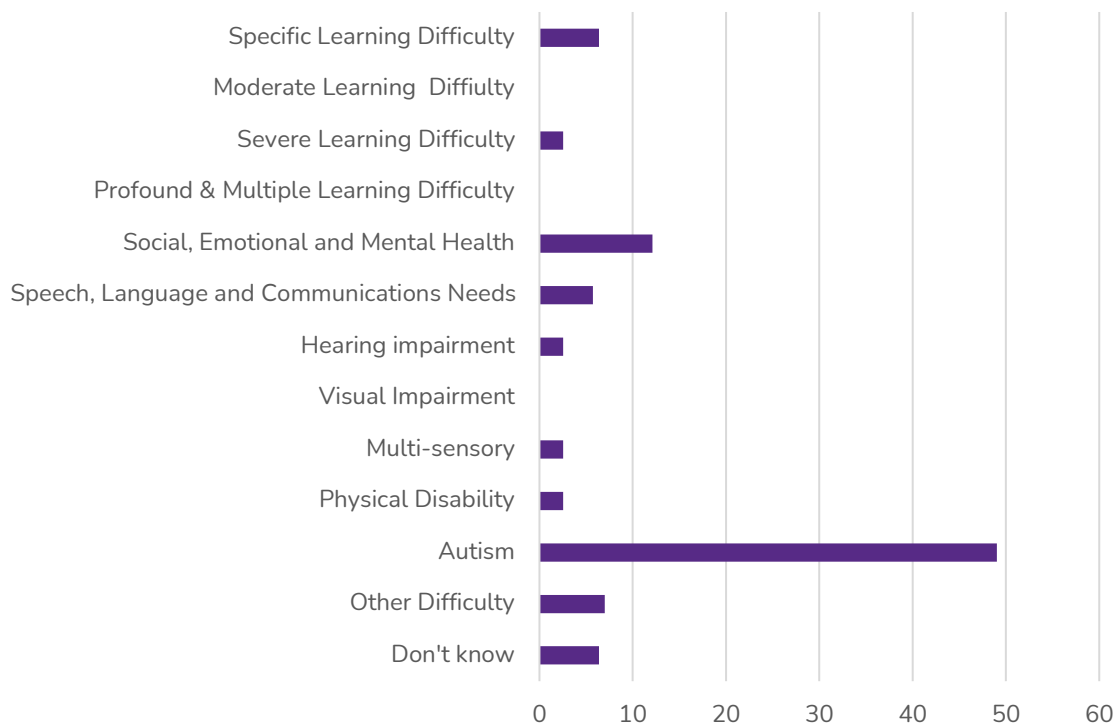


Respondents had children of all ages however the number of respondents with very young children (preschool age) or those aged post 19 were low.

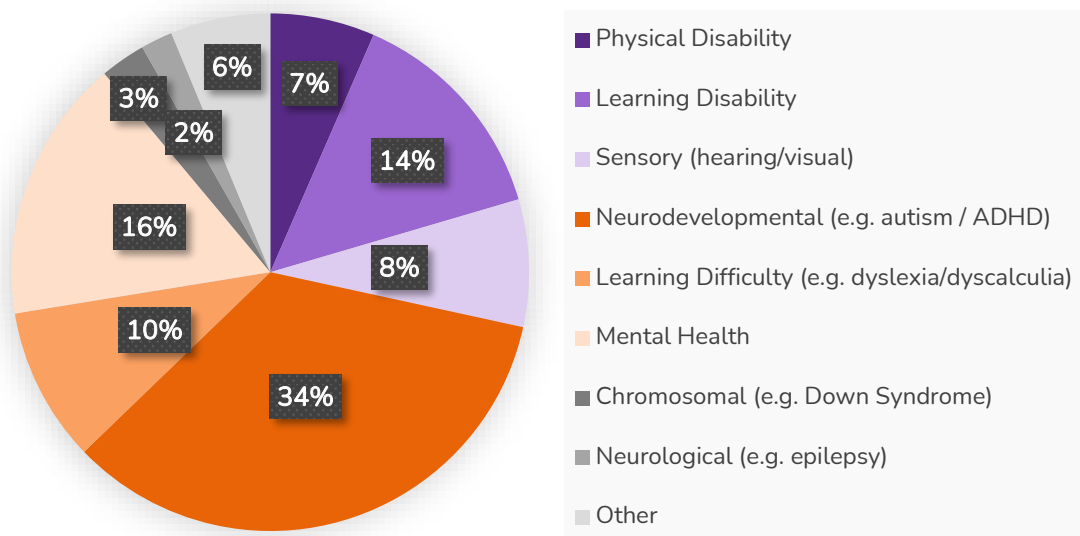


We asked respondents about 'primary need' as defined by the local authority and then as a separate question we also allowed them to identify their child's needs in multiple categories.

### Primary need



Allowing to select more than one category:



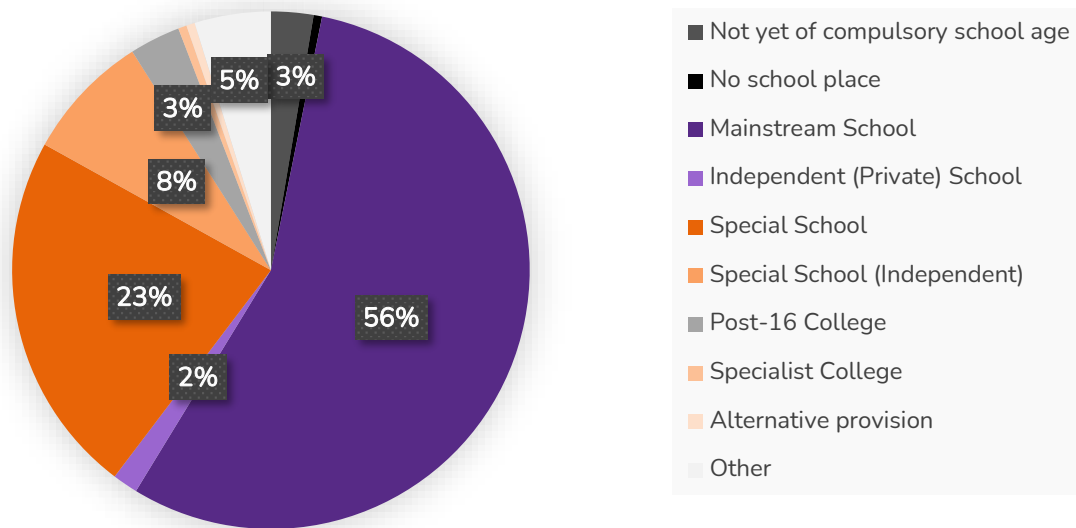
Please note that the original question referred to 'abnormality' and 'impairment', we would like to apologise for this and have removed these words from the descriptors in this graph and will not use them in future surveys.

Most of the 'other' responses were explained as 'complex'. This shows that many children have multiple areas of needs so planning solely based on 'Primary Need' may not always be useful.

When responding to 'I describe my child's needs as...' many parents wrote descriptors rather than about specific diagnoses.

- *A very lonely and misunderstood child, who if you get to know is an amazing person. Is not socially aware and can be very vulnerable.*
- *complex interplay of neurodevelopmental conditions leading to exacerbation of anxiety and mental health difficulties.*
- *Unmet!*
- *She can be a loving caring young lady, with ambitions to succeed.*
- *Sadly at times she wants to destroy everything around her, both physically and mentally. This is family, friends, as well as possessions. She needs 24 hours support for diagnosis to keep herself from harm*
- *She needs supervision as she can be impulsive and does not see danger*
- *She needs to be prompted to do work and encouraged to do more than store into space*

## Education Provision by Type



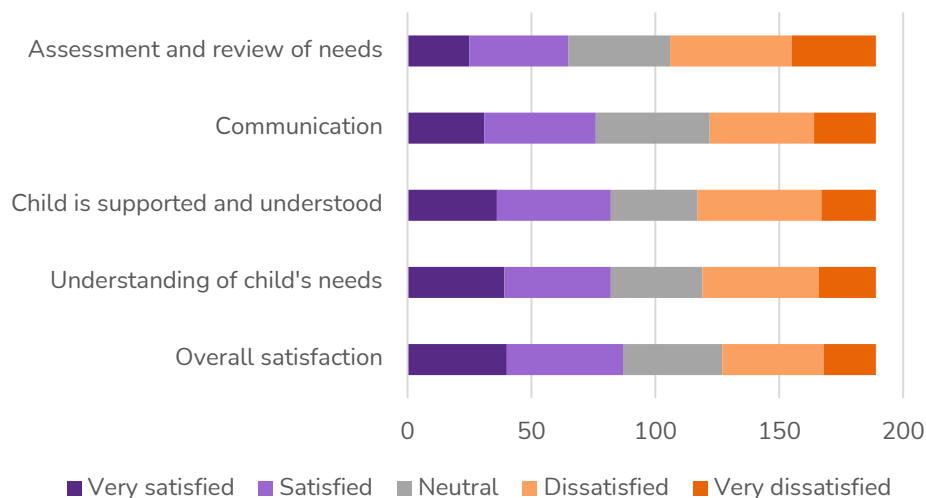
The respondents (9) that ticked 'other' were split between those who had young people who were not in employment, education or training (NEET), were struggling with Emotionally Based School Avoidance (EBSA) or had no suitable provision. Of those attending independent schools two (2) are family funded and the rest are funded by the local authority. Almost half (47%) of children in independent schools are attending Section 41 approved schools however over a third (35%) did not know if their child's independent school was Section 41 approved or not.

22.29% of respondents qualified for free school meals.

Just over half (55.41%) of respondents had previously heard of WPCV with under a quarter (24.84%) reporting that they were a member.

## Education

### Satisfaction with child's setting



The overall satisfaction score (those either rating very satisfied or satisfied) 46.1%. This was lowest for mainstream schools (33.4%) and higher for independent schools (66.6%), maintained specialist provision (66.7%) and independent specialist provision (100%).

Overall  
Satisfaction  
46.1%

Some respondents highlighted positive comments about their setting:

- *I'm very happy with my child school provision.*
- *School is brilliant, the staff are wonderful and caring*
- *The communication is really good I am so happy with the school*

But most were negative:

- *Support has been appalling*
- *So disappointed with the whole system! We are in a constant battle to get support for our child!*
- *Support is extremely limited*
- *The support we receive from the School is very poor, promises made that do not come to fruition*

Several respondents included comments about the lack of understanding by teachers

- *Certain teachers need re training regarding how NOT to trigger OCD and panic attacks!*
- *The TAs are as helpful as they can be but teachers don't seem to have any time for us.*

- *Some staff have a great understanding. Sadly not the SENCO or headteacher.*
- *In mainstream settings, it's almost as if teachers believe they are just there to teach, nothing else and nothing more! Sadly.*

And there were comments about the lack of support and provision

- *They do not do assess plan do and share with parents.*
- *Arrangements have been made for examinations only, no referrals, assessments or learning support. No specialist strategies for overcoming challenges or reviewing difficulties.*
- *Despite a discussion with the SENCO before my child transitioned to secondary school and sending the assessment report this was not disseminated with her teachers and no support or plan has been put in place despite numerous chasing emails.*

There were also comments about the need to ensure that all staff at the school have the same understanding of inclusion and following the recommendations

- *The learning department is excellent however their work is significantly undermined by the lack of support and knowledge of teaching staff and policies which are a barrier to inclusion.*
- *The SENCO at school is brilliant however the recommendation she suggests are not necessarily being followed consistently in the classroom.*

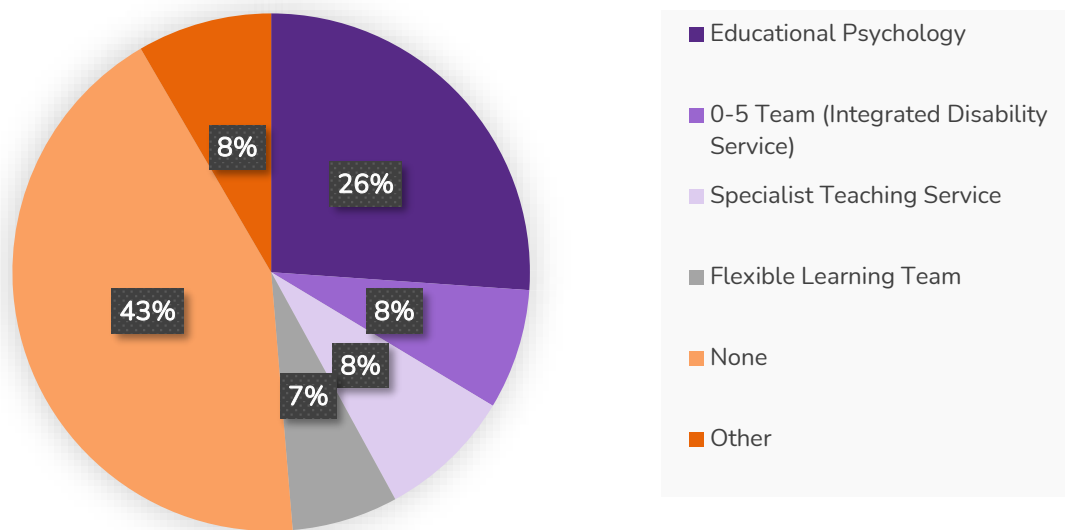
Communication is an issue with satisfaction

- *It's hard to contact staff in good time, lots of waiting for them to message or call you back.*
- *There needs to be better links to communicate directly with teacher, not through admin staff.*

One comment highlighted the level of work parent carers have to do to ensure that their child gets the support they need

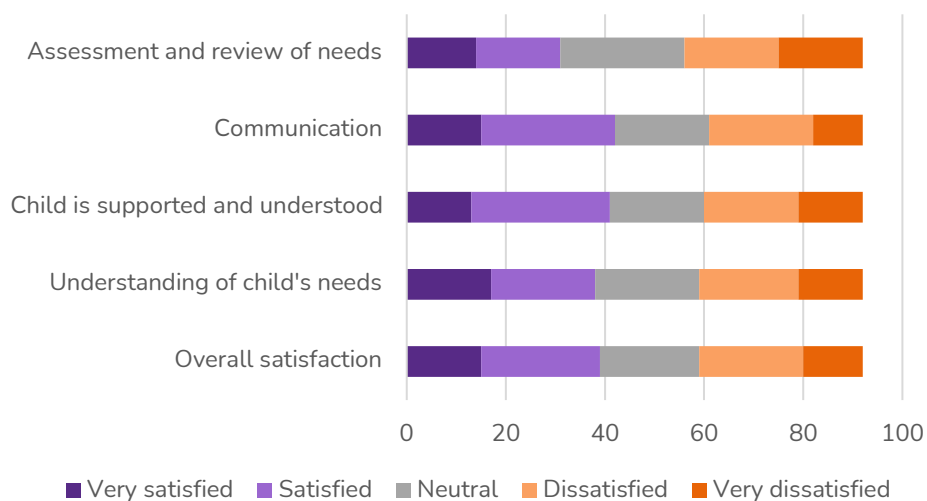
- *I do not mean to sound negative towards my son's setting as they are on the whole doing great with him right now but it has taken many years, many meetings and many different staff members to get to this point*

## Education services accessed



The 'Other' responses were typically health or social care services. Some respondents were unsure of who had been involved with their child but noted that assessments had been carried out.

## Satisfaction with education services



Some respondents commented on the impact of Covid on meaningful assessments as their child was assessed online rather than in person and in some cases the child was not involved at all in the assessment.

- *Disjointed, didn't meet some of them*
- *EPS was done via zoom due to covid, they never actually met or spoke to my child so they never really got a thorough understanding of what was important to him, as a result his EHCP is mostly parental views/school staff views.*

- *Never met IDS worker either remotely or otherwise supposedly due to covid, and as far as I'm aware they had no real input into nursery placement. We are still to meet specialist teacher later this month.*

There was concern about the lack of specificity in reports from Educational Psychology and Specialist Teacher Service and a feeling that these often felt generic rather than individual to the child.

- *Reports done LAs not making it specified and quantified provision.*
- *The report was very generic (there is no way he would agree to some of the suggestions which means they didn't understand his needs) and no one followed it up or made sure ideas were implemented*
- *Ed Psychs will churn out the LA line rather than offering us advice and support to help us and school find the solutions we need.*

Waiting lists are an issue:

- *Ed Psych wait was long but useful assessment when received*
- *School advised the Ed Psych last summer that they would assess his literacy we're still waiting*

The right provision makes the difference:

- *Amazing progress now that he has the right provision which clearly should have been used a decade ago.*
- *I do not feel my son would have received the same level of support and high quality teaching/therapy at a mainstream school or LA special school.*
- *I was very unhappy with the previous special school my child was at and that they haven't been held accountable to fund any services to support my child whilst they have been unable to access school even though they said they couldn't meet my child's needs.*
- *My child was signed off by his psychiatrist as being unable to attend classes at school so we were referred to the flexible learning team. The only education they could provide him was online learning which he can't cope with at all. We were left to sort out his issues totally on our own.*

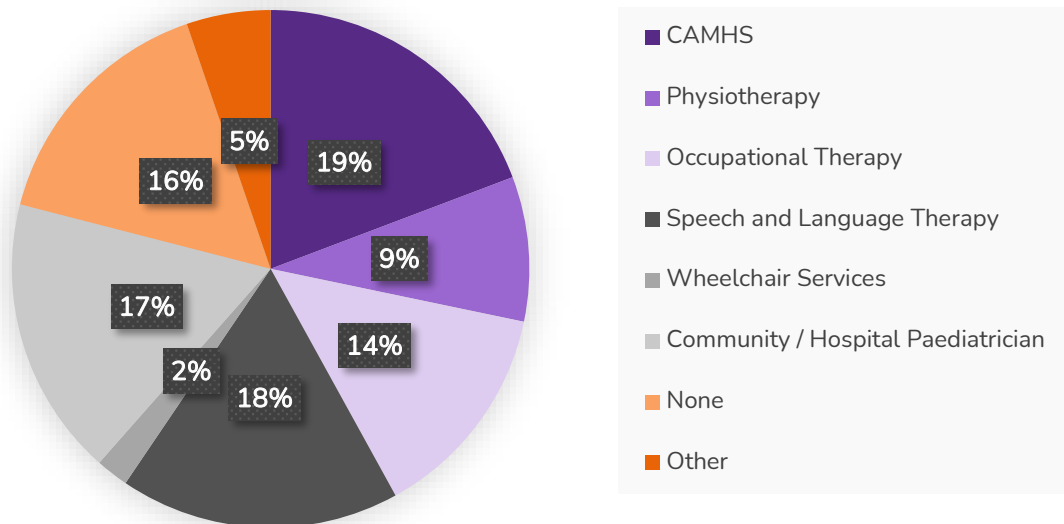
Communication

- *I feel they don't understand my child needs at all. Sometimes I feel Communication could be better between staff and other Professionals so you can get better understanding and support for your child*
- *Not contact with parent at all*
- *School never tell us about extra support he's getting. They are not good at informing my son when something is going to change or preparing him.*

- *Secondary school don't communicate and said they had all the information they needed 4 months before he joined when it turned out they hadn't received a thing even though I offered to share*

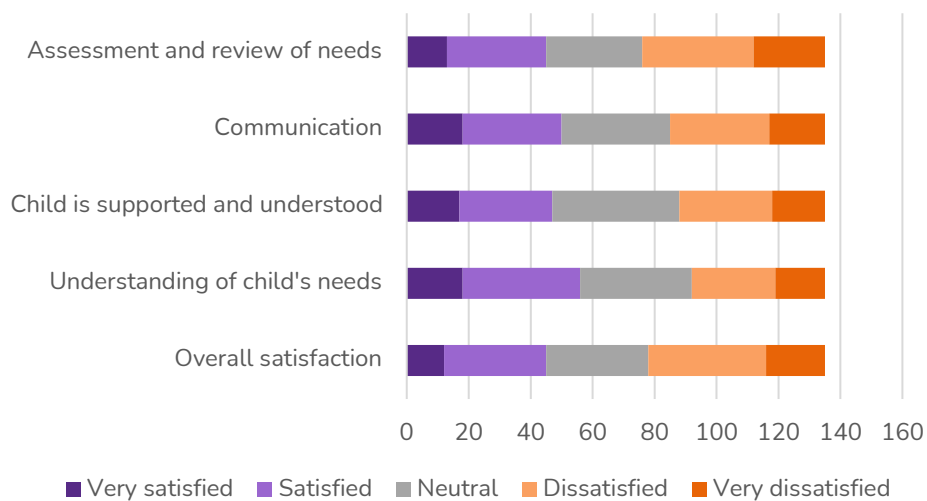
## Health Services

Services accessed



The 'Other' responses included being on waiting lists and therapy being provided by school rather than through health services.

## Satisfaction with health services



There were a few positive comments:

- *NHS has been amazing*
- *We go to an out of area NHS specialist team. They are flipping amazing. Can't fault them. I can email the consultant directly with any questions. Absolutely incredible.*

Some responding said it depends on the service:

- *Depends on service.*  
*Physio is amazing*  
*Wheelchair services just find cheapest solution even if not fit for purpose*  
*OT restructure has taken personal approach and knowledge away*  
*Haven't seen paediatrician since before Covid*
- *It's not possible to answer these questions when a few services are involved. I've had different experiences with all but generally health provision has been better than education. With the exception of CAMHS who aren't fit for purpose*
- *The variation is too great to be able to complete the above for all services. CAMHS are awful, our private OT has been excellent, NHS SLT have been helpful.*

However, the majority of the comments were negative especially about Child and Adolescent Mental Health Services:

- *Crisis team number doesn't work*
- *CAMHS is not fit for purpose*
- *CAMHS is underfunded and has limited availability with long wait lists and assessment processes. if child doesn't engage then not a lot can be done but often child struggles to engage with anyone so at a loss from start.*
- *CAMHS only effectively provide medication needs. Support and therapy is far less accessible unless on line.*

The criteria for support from CAMHS seems to be denying children and young people access to the help that they need:

- *On neurodevelopmental waiting list so cannot access any support from CAMHS despite him saying he wishes he was dead*
- *It was decided that due to his autism, CBT was not appropriate. As they only provide CBT, they are not the right service.*
- *Having talked to a CAMHS duty worker, she explained the mental health team are not trained in neurodivergence and the neurodevelopmental team are not trained in mental health. Our experience is that our autistic child with mental health difficulties therefore falls between the chasm between the 2 services.*

- *No therapy provided for coping with intrusive thoughts because he is autistic*

The waiting times were highlighted (mostly in relation to CAMHS but also to other health services)

- *Been waiting for CAMHS and other services for so long, the wait is awful*
- *My child is waiting for occupational therapist to visit him for more than 6 months.*
- *Our NHS SLT went off on maternity leave and hasn't been replaced so provision is non-existent despite 4 hours a term being stated on the EHCP. CAMHS we're supposed to visit my child in school in December 2021 but it hasn't happened yet and I've been told it won't happen before Easter 2022. This wait is unacceptable.*
- *Waiting lists are too long and no one in LA will do anything to support without diagnosis*
- *Waiting times are far too long*
- *We are still waiting for our child to be assessed for ASC. She has been on the waiting list since July 2018.*

Reviews appear to be inconsistent

- *Child wasn't reviewed for over a year, kept being promised we were on the review list. Prescription was amended but sent through to GP incorrectly.*
- *Appointments cancelled with very little notice. Numerous appointments have been changed or cancelled in the last 12 months.*

Communication is a problem:

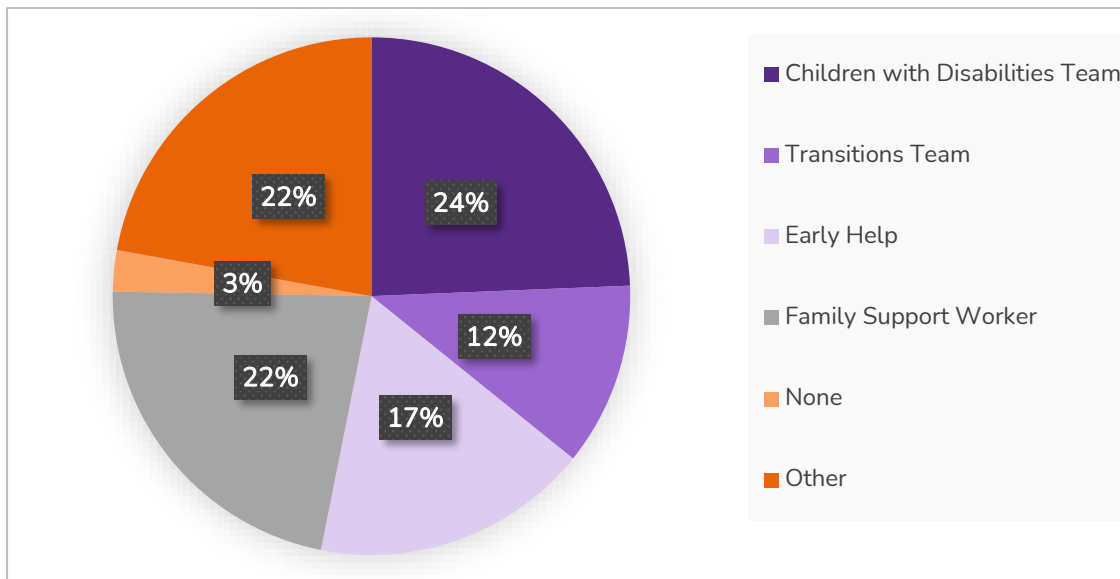
- *No communication with school awful*
- *Not enough feedback*
- *Not much communication from them I have to do all the chasing and still don't get much feed back*
- *Overall these therapies have been supportive, although they sometimes take some chasing to get reports or referrals or appointments*

There are issues with preparation for adulthood / transition to adult health services:

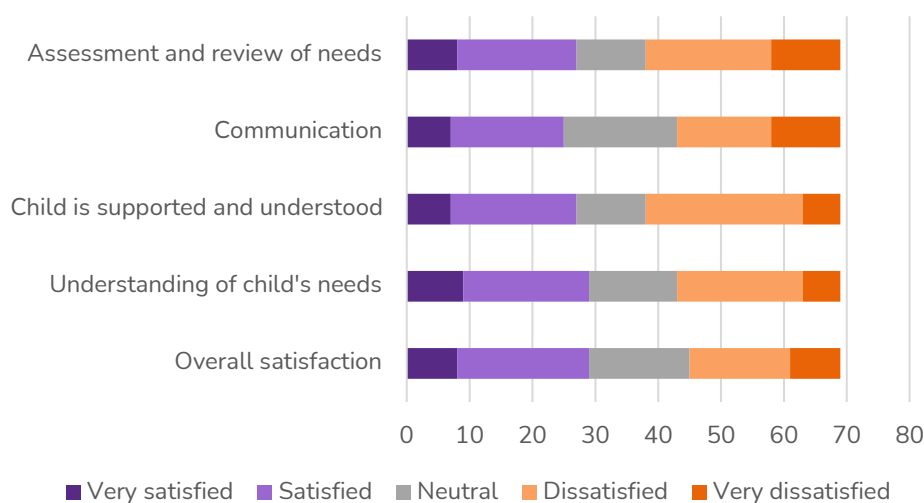
- *Abandoned as soon as they reached 17 with no follow up, support or advice*
- *Learning Disabilities Health Check was late and at no point did the GP mention that it was a LDHC.*

## Early Help and Social Care

### Services accessed



Of the respondents who ticked other two responses mentioned Strengthening Families Team, one Adult Social Care and the others mentioned health or education services.



Respondents have had mixed experiences:

- *Disability social worker has been excellent.*
- *Disappointed again.*
- *Initially the support was lacking, thankfully this is improving. Social Workers need increased training for Children with SEMH*
- *The experience depends on your social worker. We've had 3 in 2 years.*

### Contribution to Education, Health and Care Processes

- *She offers nothing to the annual review process and does not seem to have a particularly good understanding of what her role is within the ehcp process*
- *No review done*
- *Family support worker only obtained positive views from Annual review they didn't record any difficulties*

### Communication and paperwork

- *We have CIN meetings but the latest social worker doesn't update the paperwork so it's not fit for purpose*
- *Minutes from meetings are often not completed and when they are they are usually riddled with inaccuracies.*
- *I find that they don't communicate with you much explain thing that you understand.*

Respondents did not understand the criteria for the Children with Disabilities Team and there are concerns about losing support through transferring to them:

- *We tried to get support from the disabilities team but we were told that we do not meet the criteria.*
- *We have tried to get support from a disability social worker for a few years now and keep being told that we do not meet the criteria. We were under Early Help for a few years but there wasn't much more they could do to support us. We were finally placed under the Strengthening Families Team but I do not feel that they understand my son's disability.*
- *Unfortunately we are losing our family support worker because we have now been referred to a social worker so we can hopefully access direct payment. She rang to say we can't have both. Although social worker is yet to make contact*
- *Children with disabilities team won't work with me because there is no diagnosis*
- *Early help via LA has been positive, however request for support from children with disabilities team was not progressed when first requested 3/4 years ago.*
- *CiN meetings are a waste of time and we feel there would be better support available if we were on early help which has access to more therapeutic support but would not enable us to have direct payments. When I mentioned this it was swept under the carpet and no one seemed bothered that support which would be useful could not be accessed.*

Some respondents commented about parent blame:

- *The social worker has tried to blame the children's issues, especially my daughter's, on my mental health and poor parenting. Even the Family Support Worker has told the social worker to tone down the parent blaming. We just want support and we feel like we are being pushed away again.*

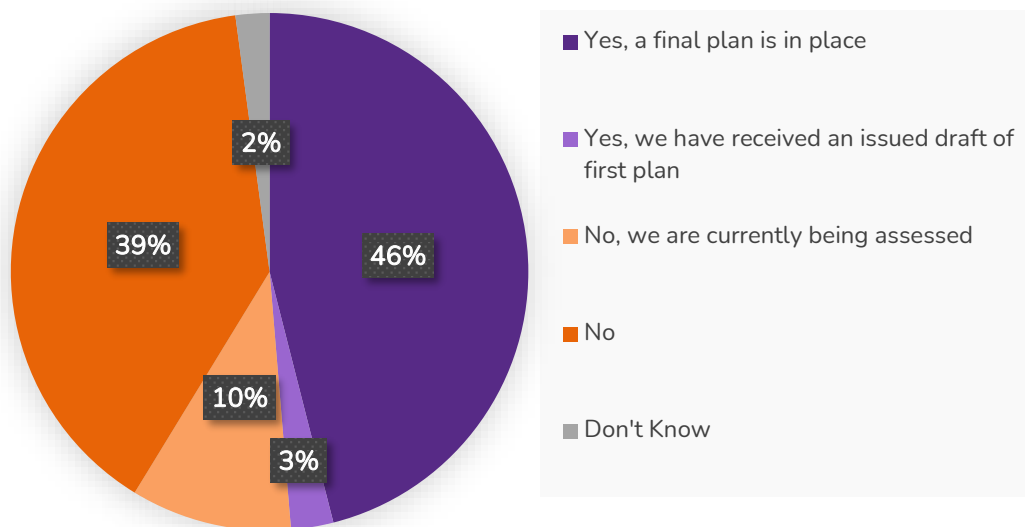
The system is too confusing:

- *All the services seem to be disconnected. It's very confusing trying to work out who to speak to about what. The system is just hard to figure out. It would be helpful to have one contact who could coordinate everything and actually understood the system.*

### Education Health and Care Plans (EHCPs)

60% of respondents were aware of the 'assess, plan, do, review' process (graduated response).

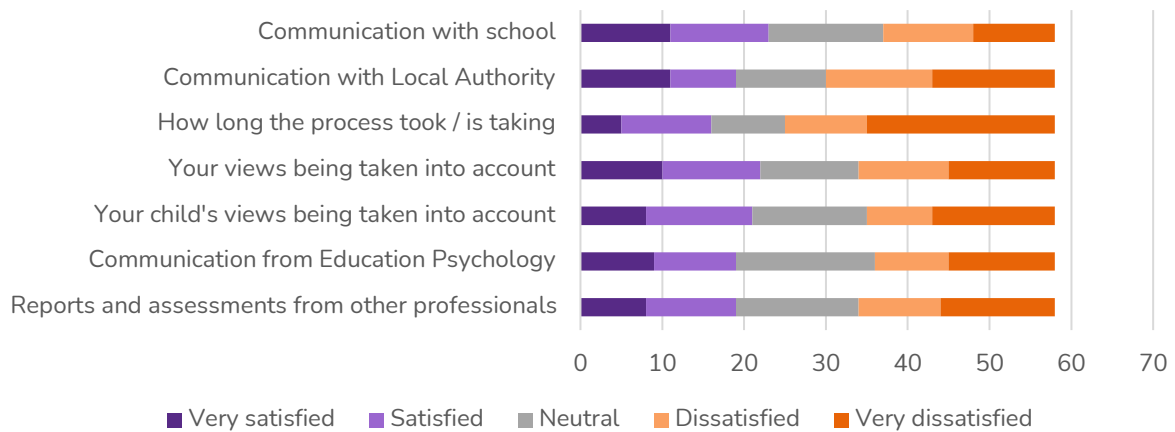
Almost half (49%) of respondents either have a final plan or are in the process of having their first plan issued with a further 10% currently being assessed.



## Needs Assessment

Over half of respondents with plans (52.25%) had been through the assessment process in the last 12 months.

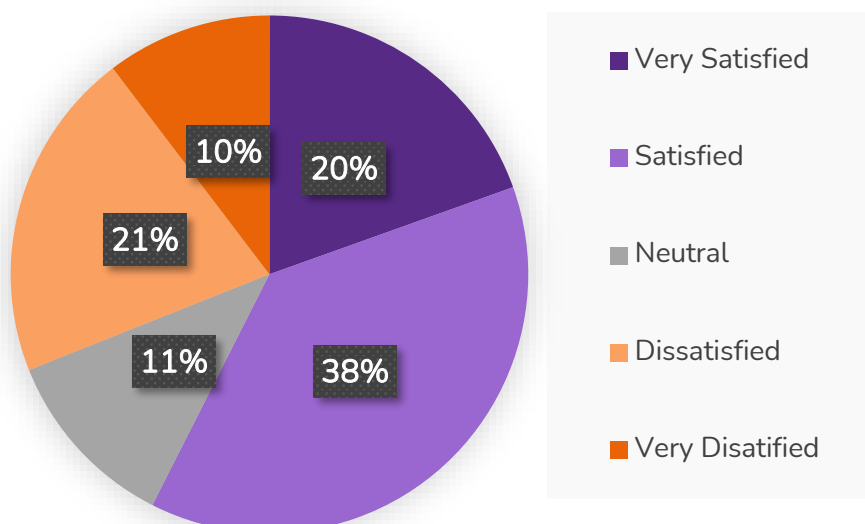
### Satisfaction with the needs assessment process



42.11% of respondents said the process was completed within 20 weeks.

Comments for this section outlined delays in the process due to having to go to mediation or appeal to tribunal as well as delays in getting assessments and placements.

### Satisfaction with Education, Health and Care Plan



For those with an EHCP most respondents were satisfied with their plan, however, it should be noted that almost a third were dissatisfied or very dissatisfied.

In addition, many of the comments highlighted the challenges to get to that stage:

- *After amendments made via appeal process. LA conceded to required changes to B,F & I prior to tribunal.*
- *After having rewritten the EHCP and going through the tribunal process*
- *Again, it took a complex complaint and much heartache to get there but finally, after 7 years, we have a plan that is fit for purpose and working - now attending school and making progress.*
- *Only because we engaged legal support and a team of private experts to fight for the content of the EHCP and an appropriate placement. Left to the la "experts" and plan coordinator we would likely have no appropriate school as they were ineffective, unsupportive and incompetent.*
- *We needed to make changes to the first 2 drafts but this was well received and adopted*

Dissatisfaction often came from lack of specificity

- *Due to wording targets and provision missing from reports and it not being quantified or specified provision.*
- *Huge challenges because la assessors refuse to specify and quantify so plan isn't fit for purpose. Caseworkers refuse to put in provision that will cost money or mean specialist is needed. No choice other than costly tribunal.*
- *It does not describe them. Minimal assessment took place to out the plan together and there is too much which is not specific or quantified*
- *On reflection I feel it could have been more specific. The comments for support are too broad.*

There are concerns that plans are not up to date

- *I find my son plan don't say anything about him at all what difficulties and is needs it is not up to date!*
- *It hasn't been changed in years despite changes having been submitted. It doesn't reflect the seriousness of my child's circumstances or the issues involved. It is in the process of being changed but is on hold because we can't get up to date assessments done in a timely way.*
- *Was not updated at annual review despite evidence sent to LA*
- *Out of date and not applicable to their needs*
- *They rarely update it after annual reviews even though my child has had significant change in medical needs*

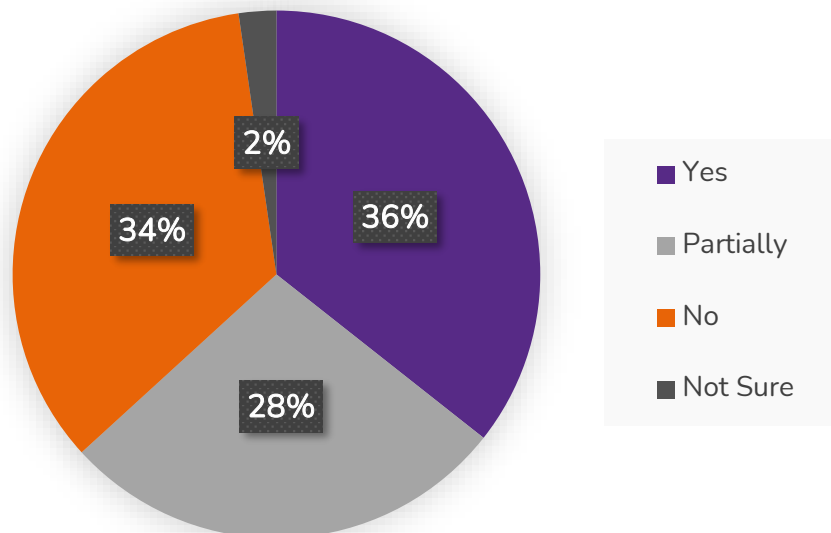
Or poorly amended

- *Rather than the plan being amended and irrelevant information be removed after annual review my child's plan is just added to with additional information and has become an unmanageable and contradictory document.*

Some respondents believe the plan they have is good but it is not being actioned:

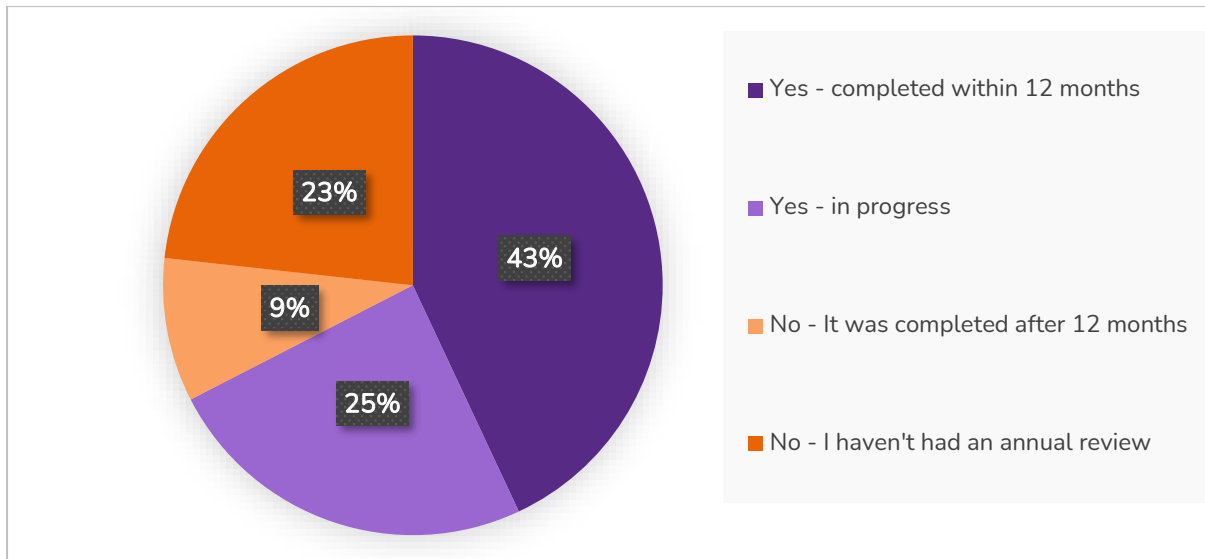
- *I think the plan he has is very good but am concerned that the plan isn't being put into place.*
- *The EHCP details his needs accurately; it's just the provision detailed isn't always being provided (NHS Speech not doing what's stated)*

Whilst over a third (36%) of respondents with an EHCP felt their child was making progress with the outcomes many did not.



## Annual Reviews

Annual reviews completed within 12 months of the date of the previous plan



The annual review process is frustrating and parent carers are often left to drive the process:

- *Was set in time frame because we chased and badgered and insisted SENDAR attend - no annual review is done properly unless Planco is there to take their own notes as if they aren't there they haven't a clue what happened / is going on*
- *Annual review process was a shambles. Annual review date provided in advance yet only a private SALT provided reports in advance of the meeting. None of the other professionals (NHS SALT, NHS OT) provided reports in advance despite me requesting them independently. School didn't provide any information in advance of the meeting. When raised with plan coordinator they did not perceive this to be an issue.*
- *It was us who drove the organisation of the review meeting and rescheduled it so that we would have all reports in advance to read through. This was a real battle to organise.*

There are significant delays in the process:

- *Annual review meeting occurred in June and we received the notice to amend in December. Final amended plan sent February. We now only have a few months until the next review and although not happy with the plan we are so fed up of this process we don't have the energy to appeal.*
- *Cancelled and rearranged multiple times. Very very difficult to get all the professionals needed to agree to meeting date and time!*

- *Emergency annual review held in July after original plan issued in Jan 2021 and reissued May and July 2021! However even though it was agreed a new placement and new plan was required on 19th July, no action was taken by the LA to amend the plan or seek alternative provision within the legal timeframe. Appeal required to trigger action and first draft of amended plan issued 5 months later, a week before the tribunal deadline for evidence.*
- *Still awaiting annual review to come back 55 weeks since having the annual review meeting*

### **Preparation for Adulthood**

Most respondents with plans were from those with children under 14 however of those who had children over 14 only 47% felt that “Preparing for Adulthood” or moving on from school had been discussed as part of the annual review process of their child’s plan.

### **School Transport**

22.22% of respondents’ children use transport to get to their school or provision with a further 4.76% of respondents getting support with costs for transport that they provide.

Some of the comments about school transport:

- *Always late, most days children don’t get to school on time*
- *Bad Communication with school and staff*
- *Child undertook the travel training programme which was brilliant and really helped with his transition to high school*
- *I am happy with transport.*
- *I choose to take him myself due to his needs but was told I was not eligible for help with costs.*
- *I have to pay for her bus pass now she’s 16 however she could only cope with staying on at school for 6th form*
- *I’m waiting for a taxi to be arranged, been told this could take 28 days even though my child’s ready to start school now.*
- *It is a very good service and the staff are fantastic.*
- *Taxi is good, people are kind but I don’t think they read the transport passport*
- *We provide and pay for the transport. We have not been advised of this could be provided or funded*

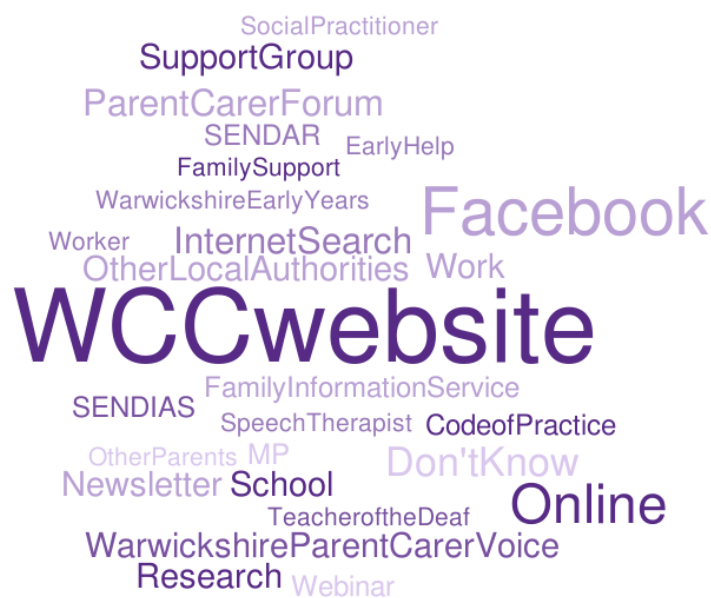
## Local Offer

Approximately half (49.74%) of respondents had heard of the Local Offer.

Most respondents had a reasonable guess at defining what the 'Local Offer' is but there were comments about the title not being particularly clear or helpful.

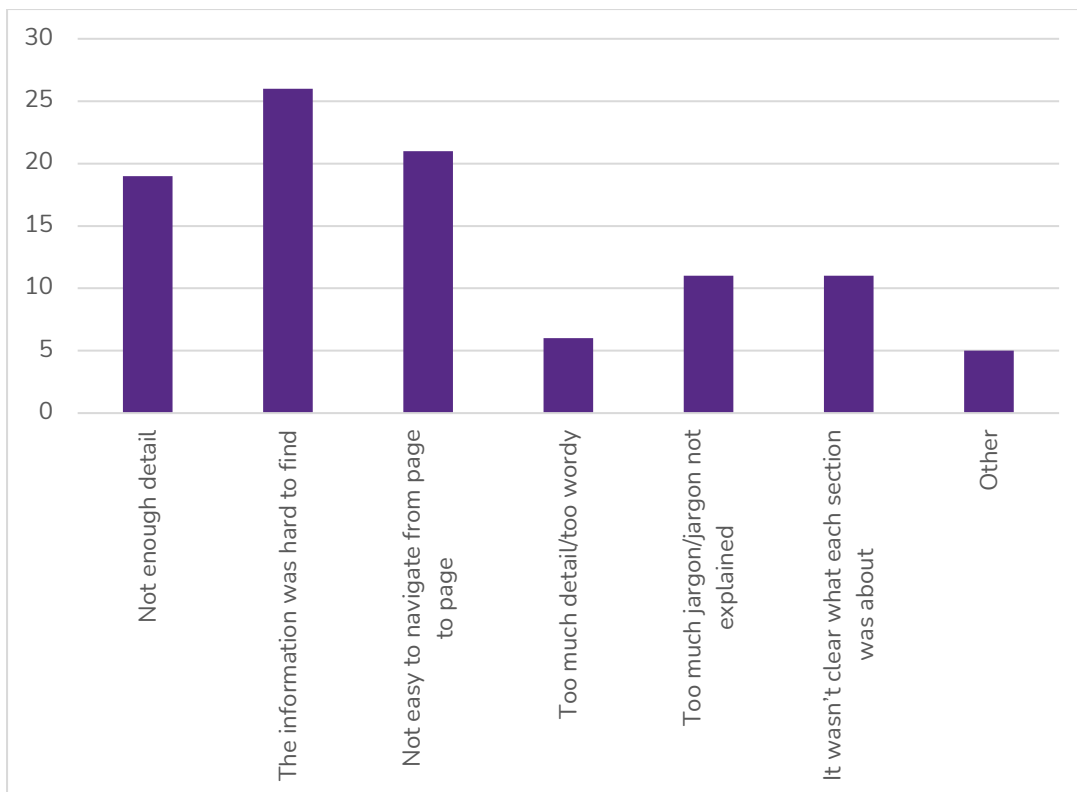
Most people found out about the local offer from Warwickshire County Council website.

Where people found out about the Local Offer:



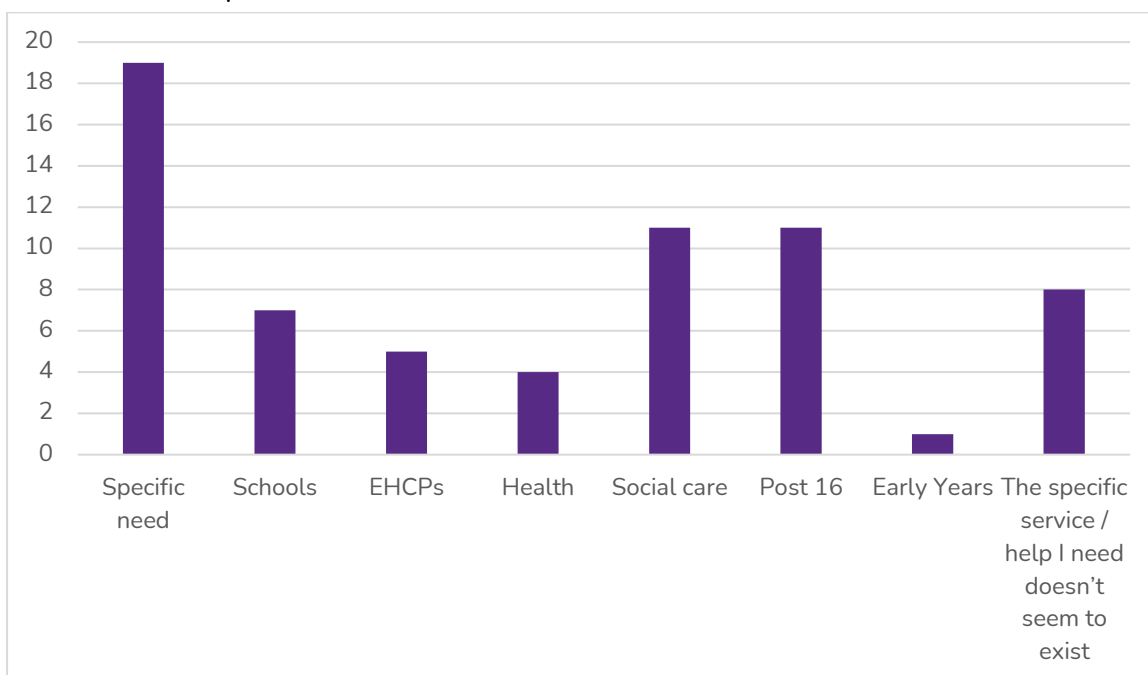
Only about a third (34.39%) of respondents had used the Local Offer website and almost two thirds of those (61.54%) had found it difficult to use.

### Feedback about the Local Offer:



80% (28) respondents stated that there was information about SEND that they were not able to find when looking for it.

### Information respondents could not find:



Comments on the Local Offer include:

- *Can't find her specific needs provision*
- *If you don't know what you are looking for you won't find all the info you need*
- *It gives information but nothing concrete to use in specific services.*
- *Just didn't follow very well and was hard to use. I have an IT background and have worked in IT for the last 10+ years*
- *Not enough detail in some instances. It's not standardised*
- *Some pages didn't link or links on them didn't work or they were in the wrong place. Most of it was just behind a glossy UI but the pages behind this were the old ones and were out of date.*
- *Some sections are over long and detailed, others not enough detail*
- *This is not a dyslexia friendly website but perhaps I should not be surprised as WCC has been at the front of denying dyslexia as a real disability phenomena and significant hidden disability*
- *Too much information in attached documents with ambiguous titles*
- *Unclear regarding entitlements*

## **SEND Information, Advice and Support Service (SENDIAS)**

40.76% of respondents had contacted SENDIAS.

Comments showed mixed experience of this contact:

### **Positive**

*Amazing*

*Good at getting back to me and sharing information.*

*Sendias were great at the point where we were really starting to despair with all services*

*Incredible and invaluable, impartial advice*

*Really helpful*

*Very helpful, would not have coped or had any knowledge about education without them*

### **Negative**

*Utterly useless*

*Don't get back and don't understand my child's needs*

*I was told by other parents not to bother*

*Not easy to get hold of and not brilliant advice*

*Poor support, I wish I hadn't bothered.*

*They only gave basic advice, nothing much in way of support*

Other comments highlighted the pressures of the service:

- *Because the service has been downsized and you can't get hold of anyone*
- *Good service but under pressure from increased workload*
- *They are great but need more staff*

- *They are overwhelmed currently so can't help us. Just pointed us towards websites as everyone else does.*
- *They are overwhelmed with workload, required greater staffing resources to be able to respond in a more helpful time frame. They were helpful when I contacted them, but there were considerable delays in communication*

Some people were unaware of this service:

- *I was not aware of this service*
- *Don't know what it is*

Other comments were concerned about the impartiality of SENDIAS.

- *Would be concerned that SENDIAS is not neutral and may base information on WCC local policy rather than law.*
- *Would not trust that SENDIAS is truly independent.*

There also seemed to be some comments that may have been about SENDAR rather than SENDIAS.

## **Private services**

35.67% of respondents had paid for private services for their child or young person.

The majority of these were for psychological therapies (e.g. counselling or psychotherapy). Others were seeking assessments for autism and ADHD, assessments from educational psychologists, occupational therapists or speech and language therapist or tutoring to help support their child.

The main reason parents sought private support was because of waiting lists (especially in relation to autism assessments).

Other reasons include

- Their child's needs not being met
  - *Because her needs were not being met within mainstream school in order for her to make progress*
  - *Because I think it's important that he is taught in the right way taking account of his dyslexia and this assessment isn't available otherwise*
- lack of provision
  - *Either local provision doesn't meet need or provision not available*
  - *School provision not good*
  - *Specifics not available on NHS*
- they needed more up to date, more detailed or more specific reports.

- *Because the LA reports were not accurate and we needed something more up to date*
- *I wanted a more in depth report not shackled by WCC and health funding issues*
- *Quality of reports and recommendations from NHS services are poor or lacking in detail*
- *Services offered by LA are not thorough and reports are not specified and quantified and do not give SMART outcomes.*

Child and Adolescent Mental Health Services received a lot of specific comments for example:

- *CAMHS refused to offer my son any therapy*
- *CAMHS and school counsellor do not allocate sufficient time to build a relationship with child to allow them to feel safe and comfortable enough to be open*
- *CAHMS is broken*
- *CAMHS caused my child to have a nervous breakdown*
- *They don't provide the correct therapies for adopted children with complex PTSD*
- *CAMHS failures*
- *CAMHS not providing therapy*
- *Daughter needed counselling and there was none available*

There were also issues with provision not being provided

- *EHCP not being adhered to and unable to gain support from SENDAR or school or CAMHS*
- *Despite clear provision listed in my child's EHCP neither NHS salt or OT provided the provision listed in the plan (it was very clear about how many hours support my child should get). It saw him once the entire year. SALT saw him a couple of times and tried to discharge before provision had even been given*
- *The concerning thing is how accepting the plan coordinator was of the fact that these services just hadn't provided the provision. School didn't act proactively to push the services to provide provision and also didn't provide the provision they were supposed to for my child*
- *School is not providing the support in the recommendations of his assessment*

Not being able to afford private services is increasing the inequalities in the support children receive

- *I haven't accessed as it is a cost way beyond my means, but I have been very seriously researching as my child is desperate for support but without assessment we can't access it*
- *School did not help at all with a child that was unable to read or write. I had no choice, very sadly other parents aren't fortunate enough to be able to pay hundreds of pounds*

## **Training**

Over half (56.08%) of respondents had taken part in training or workshops to help support their child or young person.

Parents asked for training /workshops in all of the suggested areas in the survey – support for the mental wellbeing of parent carers and support for siblings should be specifically noted.

## **Next Steps**

Many of the failures of the system that are frustrating parents are not 'news' and the work in the Written Statement of Action and some of the projects in the SEND & Inclusion Change Programme do attempt to address some of them. However, it is important to recognise that these changes will not make a difference to the families who have already experienced the trauma of system failures and it is important that they are understood so that the system does not continue a cycle of harm to those families.

There are significant failings with families experience of Child and Adolescent Mental Health Services in particular neurodivergent children with mental health needs and we would like to work with the commissioner and service providers to ensure that the services do meet the needs of our children and young people. There are also

We will continue to do some more targeted data collection in areas of challenge to guide our work and will repeat this survey in 2023 to monitor any changes in parental feeling.

## Appendix – Copy of Survey



### Warwickshire Parent Carer Voice SEND Survey - February 2022

#### 1. SEND Survey

Local education, health and social care services work together to provide services for children and young people who have special education needs and / or disabilities (SEND) and their families. Warwickshire Parent Carer Voice wants parents and carers to be fully involved in shaping these services going forward so that they are effective and work for you and your children.

The purpose of this survey is to find out what parent carers of children with SEND in Warwickshire think about the services available to them. The information you provide will only be used to help improve services for SEND in Warwickshire.

Please answer all questions based on your experiences in the last 12 months.

If you have more than one child with SEND please complete the survey for each child separately.

Responses will be analysed by Warwickshire Parent Carer Voice and a summary report will be produced and shared with partners. This report will contain data and numbers and will never contain anything that could identify you or your child.

This survey will close at midnight on Sunday 13th March 2022.

As a Thank You for completing this survey you will have the chance to enter your email address at the end of the survey and be entered into a chance to win a £20 Amazon voucher. There will be an initial prize and then an additional one added for every 25 responses.

1. Are you a parent/carer in Warwickshire with a child who has special educational needs or a disability? \*

- Yes
- No
- Don't know

## 2. Does my child have SEND?

2. A parent carer is anyone who has the parental responsibility for a child or young person with special educational needs and or disability. Your child does not need to have an EHCP, be in a specialist school, receive DLA/PIP or even have a formal diagnosis for you to be a Parent Carer.

If your child is under the care of a paediatrician, being seen by a therapy service for example Speech and Language Therapy or has additional support at school then it is likely that have special educational needs and / or disability and therefore you are a Parent Carer.

Having considered the above description: \*

- I am a parent carer
- I am not a parent carer

## 3. Education Provision

The following question are to help us understand where children and young people are receiving their education and training

3. What type of education does your child or young person attend / access?

If they aren't currently accessing education but are on roll with a school, please identify which school they are on roll with and add any details you wish to in comments \*

- Not yet of compulsory school age
- No school place
- Independent Day Nursery
- Mainstream School / Preschool / Nursery (LA maintained / Academy Schools)
- Independent (Private) School
- Special School (LA maintained / Academy Schools)
- Special School (Independent (Private))
- Post-16 College
- Private Post-16 Institution
- LA Maintained Alternative provision (including Pupil Referral Units)
- Elective Home Education
- Apprenticeship / Work based training
- Employment
- University
- Other (please specify):

Comments:

#### 4. Private Education - Funding

4. How is the provision funded? \*

- LA funded
- Family Funded
- Don't know
- Prefer not to say
- Other (please specify):

5. Is the school a 'Section 41' approved school \*

- Yes
- No
- Don't know

#### 5. Education Provision

6. How satisfied are you with your child or young person's provision? \*

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
The service overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff understanding of your child's SEN/disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your child / young person is supported and understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment and review of needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please add any comments you wish to

8. Your child's school, early years setting, or education provider gives support to children and young people with SEND through the 'assess, plan, do, review' process' (graduated response).

Were you aware of this process?

- Yes
- No

## 6. Education Services

9. Have you been involved with any of the following services within the last 12 months? \*

- Educational Psychology Services
- Education Entitlement Team
- 0-5 Team (Integrated Disability Service)
- Specialist Teaching Service (STS)
- Ethnic Minority and Traveller Achievement Service
- Flexible Learning Team
- None
- Other (please specify):

10. How satisfied are you with the education services support for your child or young person? \*

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
The service overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff understanding of your child's SEN/disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your child / young person is supported and understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment and review of needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Please add any comments about your experiences (positive or negative)

## 8. Health Services

12. Have you been involved with any of the following services within the last 12 months? \*

- CAMHS
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Wheelchair Services
- Community / Hospital Paediatrician
- None
- Other (please specify):

13. How satisfied are you with your child or young person's health services support? \*

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
The service overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff understanding of your child's SEN/disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your child / young person is supported and understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment and review of needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Please add any comments about your experiences (positive or negative)

## 10. Early Help and Social Care

15. Have you been involved with any of the following services within the last 12 months? \*

- Children with Disabilities team
- Transitions Team
- Early Help
- Family Support Worker
- None
- Other (please specify):

16. How satisfied are you with your family's support? \*

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
The service overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff understanding of your child's SEN/disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your child / young person is supported and understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment and review of needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Please add any comments about your experiences (positive or negative)

## 12. Education Health and Care Plans (EHCPs)

18. Does your child have an Education Health and Care Plan (EHCP)? \*

- Yes, a final plan is in place
- Yes, we have received an issued draft of first plan
- No, we are currently being assessed
- No
- Don't know

## 13. EHCP questions

19. How satisfied are you with your child / young persons plan? (Please add any detail you want to in comments) \*

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

Comments:

20. Do you feel your child is making progress to reach their outcomes? \*

- Yes
- Partially
- No
- Not Sure

21. If your child is 14 or over, has "Preparing for Adulthood" or moving on from school been discussed as part of the annual review of the EHC plan? \*

- Yes
- No
- Not Sure
- Not Applicable as they are not 14 yet

#### 14. Education Health Care Needs Assessments

22. Has your child been through the EHCP assessment process in the last 12 months? \*

- Yes
- Yes and still in process
- No

## 15. Education Health Care Needs Assessments Feedback

23. How satisfied are you / were you with the following aspects of the Education Health and Care needs assessment process? \*

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Communication with school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication with Local Authority (SENDAR)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How long the process took / is taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your views being taken into account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your child or young person's views being taken into account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication from Education Psychology (EP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports and assessments being obtained from other professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Was this process completed, or is it due to complete, with in 20 weeks of when it was requested?

Please comment with timings in comments

- Yes  
 No  
 Don't know

Comments:

## 16. Annual Review of EHCP

The law requires all Education, Health and Care Plans are reviewed by the LA at least annually. This is usually referred to as the Annual Review.

The exception to this is in Early Years, where EHCPs should be reviewed every 3 to 6 months.

25. Have you had an EHCP for at least 11 months?

11 months from the 'Final' date on the front of the plan \*

Yes

No

26. Have you had an annual review meeting invitation, meeting and letter informing you of SENDARs actions within 12 months of when your last plan was issued?

From 12 months is from the date on the front of your plan

If you have an Early Years plan, has it been reviewed in the last 6 months?

Yes – completed

Yes - in progress

No - I have had a review but it was completed after 12 months

No - I haven't had an annual review

Comments:

## 17. School Transport

Answering this question will allow us to understand how many young people are accessing transport for future consultations

27. Does your child or young person have transport provided to get to their school or provision? \*

Yes - bus or taxi is provided

Yes - I/we get support with costs for transportation we provide (ie mileage)

No

28. Please add any comments about transport

## 18. Local Offer

The LA must publish a Local Offer containing information about all the services and support it expects to be available for children and young people with SEN and/or disabilities for whom they are responsible.

29. Have you heard of the Local Offer? \*

- Yes
- No

30. If you have heard of it, where did you find out about the local offer?

31. Describe in your own words what the Local Offer is / means or, if you haven't heard of it before what do you think it should mean?

32. Have you used the Local Offer website? \*

- Yes within last 3 months
- Yes 3 to 6 months ago
- Yes more than 6 months ago
- No, I am aware of it but not used it
- No, I don't know what it is

## 19. Local Offer Website

33. Is the Warwickshire Local Offer website easy to use? \*

- Yes
- No

## 20. Local Offer Website Feedback

34. What specifically is not easy to use? Please tick all that apply \*

- Not enough detail
- The information was hard to find
- Not easy to navigate from page to page
- Too much detail/too wordy
- Too much jargon/jargon not explained
- It wasn't clear what each section was about
- Other (please specify):

Comments:

35. Is there any information about SEND that you were looking for and have not been able to find? \*

- Yes
- No

36. What was it that you couldn't find? Please tick ALL that apply and provide additional details in the text box below the question

- Information about support available for a specific need
- Information about schools
- Information about EHCPs
- Information about health
- Information about Social care
- Information about Post 16
- Information about Early Years
- The specific service / help I need doesn't seem to exist
- Other (please specify):

Comments:

## 21. SENDIAS

37. Have you contacted Warwickshire SENDIAS (Special Education Needs Information Advice and Support Services)? \*

- Yes
- No
- Don't know

38. Please add any comments about SENDIAS

## 22. Private services

These questions are about services or professional support that you have funded yourself

39. In the last 12 months have you paid for private services for your child or young person? \*

- Yes
- No

40. What private services have you accessed?

41. Why did you access private services?

## 23. Demographics

We would like to understand if families are having different experiences in different areas of the county and that this survey is representative.

42. Which borough / district do you live in? \*

- North Warwickshire
- Nuneaton & Bedworth
- Rugby
- Stratford-on-Avon
- Leamington & Warwick

43. How old is your child or young person? \*

44. If applicable, what school year are they in?

- Preschool 0-3 years
- Preschool 3-4 years
- Primary school - infants - 4-7 years
- Primary school - juniors - 7-11 years
- Secondary School - 11-16 years
- Post 16 - compulsory training or education - 16-19 years
- Further education, training or employment - 19 - 25 years

45. Do you qualify for Free School Meals \*

- Yes
- No
- Prefer not to say

46. What is your child or young person's primary SEN and/or disability?

These descriptions are used by the Local Authority to describe primary needs so please select the closest description that matches your child or young person's needs. If you do not know what to select please tick 'Don't Know' and you can give us more information in the answer to the next question. \*

- Specific Learning Difficulty
- Moderate Learning Difficulty
- Severe Learning Difficulty
- Profound & Multiple Learning Difficulty
- Social, Emotional and Mental Health
- Speech, Language and Communications Needs
- Hearing Impairment
- Visual Impairment
- Multi- Sensory Impairment
- Physical Disability
- Autism
- Other Difficulty/Disability
- Don't Know / None of the Above Fit

47. How would you describe your child's needs? Please tick as many of these as you feel apply to the needs of your child and then describe in the text box if you wish to provide more details. \*

- Physical Disability
- Learning Disability
- Sensory Impairment (hearing / visual)
- Neurodevelopmental Condition (e.g. autism / ADHD)
- Learning Difficulty (e.g. dyslexia / dyscalculia)
- Mental Health
- Chromosomal Abnormality (e.g. Down Syndrome / chromosome deletion)
- Neurological condition (e.g. epilepsy / hydrocephalus / microcephaly)
- Other (please specify):

I describe my child's needs as:

## 24. Warwickshire Parent Carer Voice

Warwickshire Parent Carer Voice is Warwickshire's parent carer forum. They are an independent group of parent carers who work alongside Warwickshire County Council, Coventry and Warwickshire CCG and other partner agencies to help shape services for children with special educational needs and disabilities in the county.

48. Had you heard of Warwickshire Parent Carer Voice before this survey? \*

- Yes
- No

49. Are you a member of Warwickshire Parent Carer Voice? \*

- Yes
- No
- Not sure

## 25. Join Warwickshire Parent Carer Voice

You can become a Member of Warwickshire Parent Carer Voice if you have a child age 0-25 with any Special Educational Need or Disability (whether they have a diagnosis or not) and you live in or access services for your child in Warwickshire. We may send you details of events that we are organising, send you surveys or ask for your feedback on local services.

Membership is free and without obligation, we just ask that you share some basic information and details about how we can contact you.

Please go

to [https://fs23.formsite.com/jlUJRd/WPCV/index.html?fbclid=IwAR0O2ZNwDpDOXsG7G0ART4WZMKU3Mnx9me\\_iAvsmv0fK0BO9C-nMMEaNU4k](https://fs23.formsite.com/jlUJRd/WPCV/index.html?fbclid=IwAR0O2ZNwDpDOXsG7G0ART4WZMKU3Mnx9me_iAvsmv0fK0BO9C-nMMEaNU4k) to join us

## 26. General Feedback

This section is about training and support services

50. Have you taken part in any training or workshops to help support your child or young person's SEND? \*

- Yes  
 No

51. If Yes, what training / workshop was it?

52. Is there any training / workshops specific to your child or young person's SEND that you would like to access? Tick all that apply \*

- None  
 Behaviour  
 Sleep  
 Anxiety (Child or Young Person)  
 Parenting techniques / support  
 Supporting siblings  
 Counselling / self care for parent carers  
 How to manage meetings and appointments  
 Other (please specify):

## 27. Additional comments

Please add anything else you think we should know.

If you run out of space you can contact us by sending an email to [warwickshireparentcarervoice@gmail.com](mailto:warwickshireparentcarervoice@gmail.com)

53. Do you have anything else you would like to add / think we should know?

## 28. Survey feedback

We hope to make this an annual survey. Any information here will help us improve our surveys next time.

54. Is there anything you would like to say about this survey?

For example, was it easy or difficult to fill in? how long did it take you? what would make it a better survey?

## 29. Prize draw

55. If you would like to be entered into the draw to win PRIZE please enter your email address

Please note that this information will be separated from the survey responses before analysis and will only be used to contact you if you are our lucky winner.