

## Appendix 2

<b>Summary of Survey Monkey Feedback:            Consultation on the Development of SEND Provision for Doncaster - Parents/Carers and Practitioners in            Education, Health and Care</b>				
	Question	Strongly Agree %	Agree %	Summary of responses
3	A person-centred approach should be at the heart of everything we do together.	88	11.69	Nothing about me, without me.'
4	Children, young people and families should always be at the centre of timely assessment, planning, review and decision making processes.	88.31	11.08	Wide agreement that this is the ideal, however feedback is that it does not happen and that this is the opposite to some families' experience. Families report feeling lonely and focus being on paperwork.
5	Children and young people should be able to access the right education setting for them, at the right time, and wherever possible this should be close to their home within Doncaster.	91.69	7.08	Agreement broadly, including the reduction of out of area placements to cover cost of new provision locally, however concerns regarding the suitability of premises, quality of staff/training/availability of places.
6	6. Doncaster has a range of provision for children with an Education Health Care Plan (EHCP). The five special schools and two alternative provisions are now at maximum capacity. We should increase the number of overall places for children and young people placed in specialist and alternative provision.	71.08	20.92	Feedback characterised by the following quote: The range of provision needs expanding to include more units or schools that offer academic studies to meet the needs of ASD kids with average or above average intelligence. I agree that the places in our current specialist schools need increasing, however if new mainstream specialist units existed this would free up some places in our current specialist schools that have been taken up by ASD kids with higher academic ability that cannot manage in mainstream secondary schools and have nowhere else to go.

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7	7. Children in Doncaster's special schools are currently educated with others who have the same type of SEN which means that they may need to travel to a special school further away from where they live. Doncaster's special schools should all meet a wider range of SEN to enable children to attend the school nearest to their home.	44.24	30.84	<p>Overall, approx. 75% of respondents agreed/strongly agreed, however there was a broad range of response, including:</p> <ul style="list-style-type: none"> <li>Children need to be educated with peers of same capabilities</li> <li>Schools that specialise in a particular disability</li> <li>Suitable environment to meet child's needs is important</li> <li>Travel to specialist provision less important than suitable provision</li> <li>Transport should be provided</li> <li>Buildings in Doncaster not suitable</li> <li>Concern regarding staff ratios</li> <li>Special schools should retain area of expertise so they can offer support to mainstream</li> <li>Every school should be able to deliver child centred education - important for children to be part of community - school close to home is more inclusive</li> </ul>
8	Special educational provision should also be located in a Hub within mainstream settings and delivered by specialist teachers and support staff from a Special school.	48.43	35.85	<p>Overall agreement (80+%) with inclusion and integration being key positives, however this often depended on the provision being able to supply the best support for the needs of the child, and not just a budgetary consideration. More provision required for SEN across Doncaster, including appropriately trained teachers in mainstream settings.</p>
9	Special and mainstream education settings should work more closely together to meet the needs of all children and young people with SEND, supported by the Local Authority, health and social care services.	74.77	23.08	<p>Overall agreement that the sharing of expertise and facilities can only benefit individual children, with effective outreach a strong contributing factor.</p> <p>Concerns that this may be "lip service", and lack of resource, support and funding in mainstream to fulfil this.</p> <p>Concerns that children with more profound disabilities may be better served and more comfortable in specialist settings</p>

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10	10. Children and young people with SEND should have supported access to participating in mainstream education, and community activities, to prepare them for further and higher education or training, work and independence into adulthood.	69.23	28.31	Broad agreement with proviso's that this should be when the child is capable and ready. Flexible and adaptable provision is a key theme, to suit the child rather than being ruled by the available provision. Importance of Life skills training for cyp with SEND raised, as well as purely academic focus.
11	11. Children and young people with SEND should have more choice for post 16/ post 19 education, training and work opportunities to improve their lifelong outcomes.	80.92	18.77	Overall agreement that post 16/19 provision is inadequate, limiting and uninspiring and needs improvement to raise life chances and aspirations of CYP.
		656.67	187.62	
	Average Percentage	<b>72.96</b>	<b>20.85</b>	<b>93.81</b>

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Summary of Survey Monkey Feedback: Consultation on the Development of SEND Provision for Doncaster – Children and Young People				
	Question	Strongly Agree %	Disagree %	Summary of responses
3	Everything we do should be about you and we should work together	100	0	All respondents agreed that this is important, however there was a desire for more than “just encouragement”. One respondent said that this is not the current situation.
4	You and your family are really important in any plans and decisions we make.	87.5	12.5	Majority agreement with this statement, however 2 respondents expressed a more negative view: “You don’t listen when my mum needs help” and one, “i don’t see how”
5	You should be able to go to the right nursery/school/college close to where you live.	87.5	12.5	Majority support for this statement and agreement that there should be more special schools and prus near mainstream schools. Concern expressed from one respondent that a lack of choice and suitability of setting meant they couldn’t attend.
6	Special Schools are getting full, we should have extra places in special schools for more children and young people	81.25	18.75	<p>Response mainly in agreement with this statement.</p> <p>Additionally, it was stated that “All schools should be set up to meet the needs of all children.”</p> <p>Other feedback indicated the desire for young people to be supported in mainstream school, however, lack of appropriate adaptations were expressed as an issue which would not be encountered in specialist settings.</p> <p>Also comment was made regarding the mix of abilities in special schools and the impact of some behaviour on other children.</p>

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7	There should be more choices for me for when I leave school.	90.63	9.37	<p>Majority agreement, with interest expressed in the availability in more vocational training such as hair dressing, and also the view that “job wise everyone should be available to every job or career”</p> <p>Concern expressed regarding the number of places available when young people leave school</p>
8	Each special school should have children with all different kinds of Special Educational Needs and Disabilities and additional needs	87.5	12.5	<p>Majority agreement, although with the proviso that the child is able to cope with mainstream. One respondent suggested an “in between” option for those in the middle of mainstream and special, and another that the provision should be open to people who have some learning disability or difficulty, but no diagnosis.</p> <p>One young person said “This is a big yes at some point you will meet someone that has different disabilities at college I have met other students that are hearing impaired or have other disabilities and i have made friends”</p> <p>Integration would possibly help with perception regarding SEND and help to “improve the ignorance that is shown towards them”</p>

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9	Mainstream and Special schools/colleges should work better together so that all our children and young people with SEND get a better education	87.5	12.5	No Comments
10	Children and young people in Special schools should be able to do some of their learning in a mainstream setting, supported by a specialist teacher, if they are ready for this.	96.88	3.12	Overwhelming support for this - comments agreed that this would be a positive step as long as the schools are prepared and properly resourced. Suggestion that integration could be phased, and possibly not all the time, but would be useful to experience different situations.
11	I should have the chance to learn alongside and meet people in my local community to help me to get ready for when I leave school.	87.5	12.5	Again, majority support, with only 1 respondent saying that they wouldn't like this, and one who stated that bullying would be an issue.  One respondent supported their approval with their own experience: "i do a placement at taste cafe and it is really good"
12	What do you think we should improve first? Please put these in order.	n/a	n/a	1 Secondary 2 Primary & Post 16 4 Under 5 5 19-25  Average age of respondent was 17.5 years Or 15.85 years (when 2 adult respondents were removed)
13	Is there anything else you would like to tell us?	n/a	n/a	Comments mainly concerning specific issues/ settings  There was interest in better schools and more enhancement options. One response stated: "Feel secondary should have priority this is very hard stage for children with special needs, hormones and the realisation understanding they are different from other children plus the added struggle of gcse all has a massive impact"

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				One respondent expressed concern at different abilities/capabilities being mixed may affect development and experience of others
	Average Percentage	<b>89.5</b>		

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