

# SEND Strategy Consultation Analysis

## January 2019

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## 1 Introduction

As part of Surrey County Council's ongoing transformation work, public consultations have been conducted to capture the users' voice on the principles and transformation work in each area of the council's strategy and offer. Each consultation has used a small number of open-ended questions to allow respondents to share their perceptions, attitudes and experiences in relation to the consultation.

To ensure there has been a systematic approach to the analytical work on the public consultations, a shared thematic framework has been co-designed with commissioners from different transformation project working groups. This has been done to ensure there is a collective effort to make sense of and produce a clearly defined and well synthesised qualitative analysis that is of high quality and rigour.

This paper presents the analysis from the SEND strategy consultation. Surrey residents were asked for their views on the draft SEND strategy which sets out 5 principles and 4 proposed areas of transformation to strengthen support for children and young people with special educational needs and disabilities (SEND), at a time when the amount of funding available is not keeping pace with the growing levels of need.

The consultation ran from 30 October 2018 to 4 January 2019. The survey questions can be found in section [5.5](#)

## 2 Consultation Summary

In summary, the consultations have followed a rigorous and robust method to analysing, interpreting and synthesising large amounts of data. Specifically, a series of analytical workshops have ensured that each consultation working group have collaborated to co-design a user-centred framework and analysis process to ensure that the user's voice is reported in a clear and digestible fashion. All data in this section is directly reported from the user and should inform evidence based discussions and decision making for the future.

The intended impact of this report is to understand the views of members of public on the SEND Strategy which aims to strengthen education for children and young people with special educational needs and disabilities (SEND). The consultation is an opportunity for members of the public to have their say on the five principles and the four proposed areas of transformation outlined in the SEND Strategy. The responses will shape the final strategy that will be published once approved by Cabinet. The responses will support Surrey County Council in understanding the impacts of the SEND Strategy. The responses will also be used to develop further activities and actions beneath the four proposed areas of transformation.

An Equalities Impact Assessment for the overall direction of change for services for children and young people with Special Educational Needs and Disabilities is being completed. The responses to this consultation will inform Surrey County Councils understanding of the impacts of change to residents in Surrey.

### Key points

1. The majority of responses to question one reflect the views gathered from feedback in the past. This confirms that the issues families have told us about in the past are still relevant and confirms the need for the SEND Strategy to drive improvement of the experiences of children and young people with SEND and their families.

2. There is a split view on whether respondents agree or disagree with the five principles. Some respondents left comments advising they were unsure if the question was asking whether the principles were currently true and that they were confused by the principles being written in present tense. Therefore some of those who selected disagree or strongly disagree actually agree with the principles but do not think they are being applied currently.
3. The majority of respondents strongly agree or tend to agree that the actions under the four proposed areas will better meet the needs of children and young people with SEND and their families and will better support professionals.
4. Key points from qualitative analysis.
  - Respondents felt proposals need to be more specific in order to understand the actions and impacts.
  - Respondents felt a lack of trust in Surrey County Council following the principles and delivering the proposals.
  - There were concerns that the plans will need additional funding and worry that the current financial climate will mean cuts to services and have an adverse impact on the workforce.
  - Respondents shared negative personal experiences highlighting an immediate need for improvements.
  - Respondents described a need for better working together across education, health and social care.
  - Respondents raised concern about disparate of support and services dependant on areas and type of need.
  - Respondents raised the importance that the SEND Strategy addresses the wide range of different needs of children and young people with SEND and the different approaches and levels of support needed.

### 3 Quantitative analysis

**1133** people responded to the consultation

**637** (56%) of respondents are a parent/carer of a child or young person with SEND

**21** (2%) respondents are young people with SEND

**837** (74%) of respondents are female

**4%** of respondents identify as from black and minority ethnic (BME) groups.

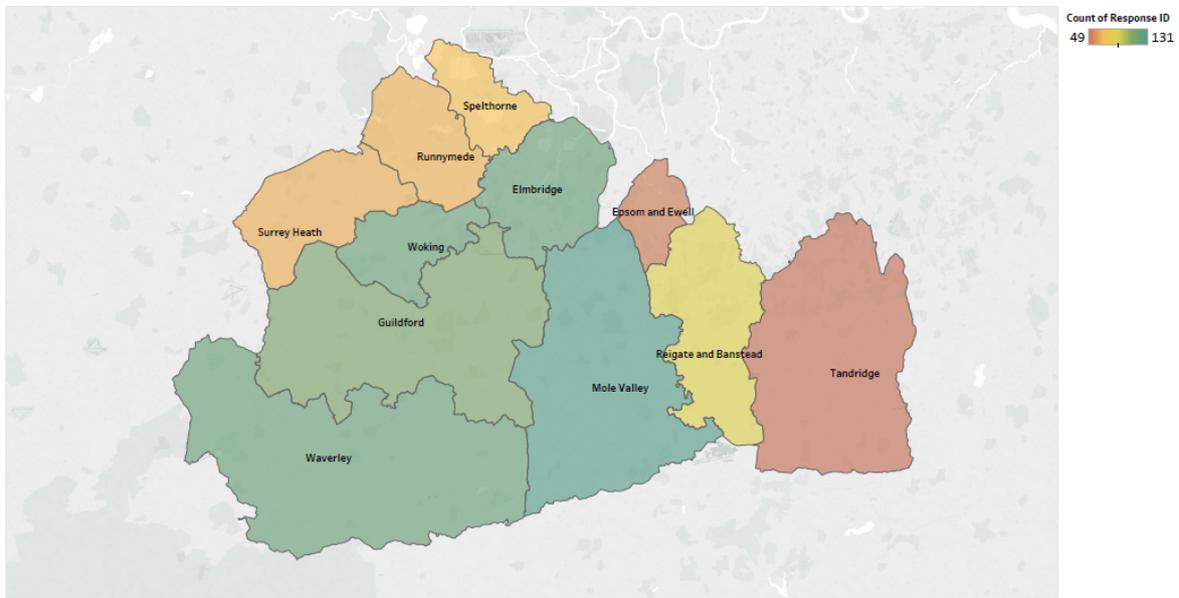
#### Geographical split

Borough	Number of responses
Elmbridge	121
Epsom and Ewell	52
Guildford	111
Mole Valley	131
Reigate and Banstead	88
Runnymede	66

Borough	Number of responses
Runnymede	66
Spelthorne	70
Surrey Heath	65
Tandridge	49
Waverley	121

The images and graphs in this section are based on responses by borough so only include 994 responses as they do not include postcodes outside of Surrey or responses with no postcode. The graphs allow us to show any difference between the 11 boroughs. However the percentages and data quoted in this section and throughout the document include all responses which accounts for any difference between the figures in the images and those quoted in the text. Graphs showing all responses can be found in the embedded document in section [5.4](#)

Spread of SEND Consultation in Surrey by Borough- Total Responses- 994

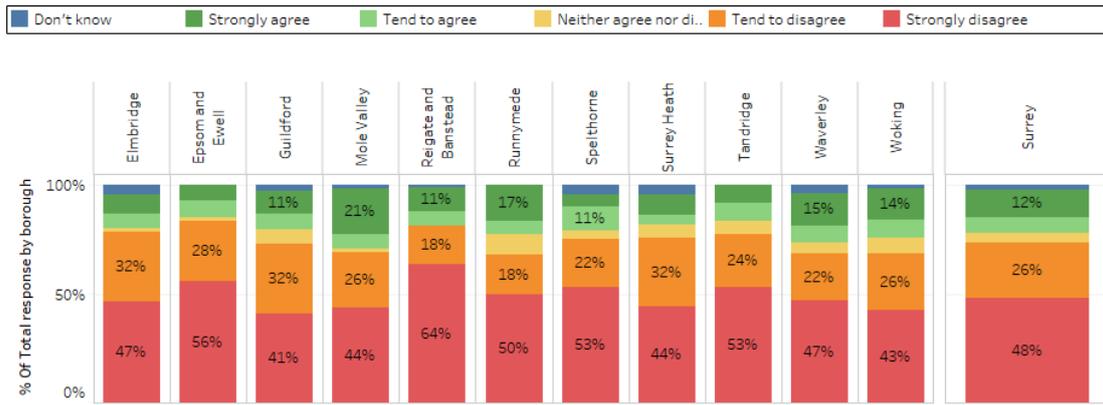


### Question 1

Question 1 asks respondents if they agree with 5 statements based on feedback Surrey County Council has received from families in the past. The responses confirm that the majority of respondents views reflect what families have told us in the past (62% - 87%) across the five statements.

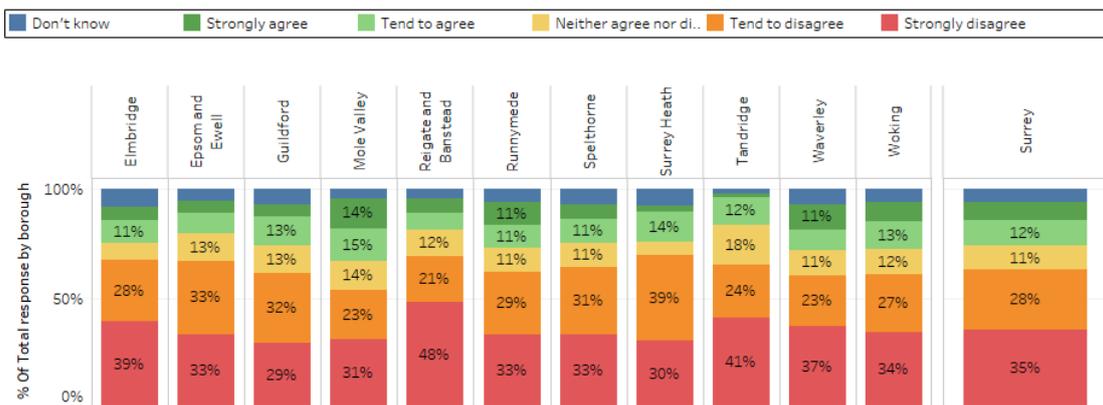
This confirms that the issues that the SEND Strategy is aiming to address based on previous feedback are still relevant for responders to this consultation. Therefore it is important to ensure the SEND transformation continues to make improvements so that the experiences of children and young people with SEND and their families improves.

***Children, young people and families are able to get help early before situations get worse and to know what is on offer.***



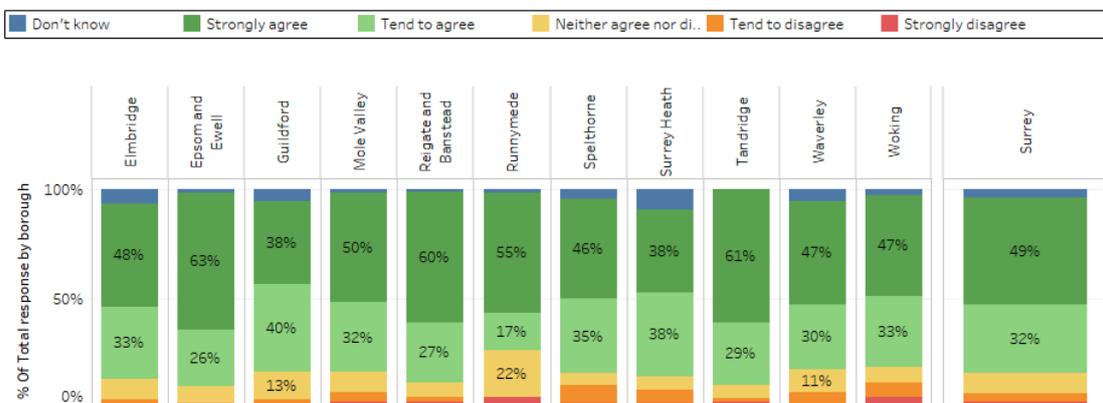
73% of respondents strongly disagree or tend to disagree which reflects the views previously shared by families that it is difficult to access support early and understand what is on offer.

***Children, young people and families are contacted when things are going well, not just when there's a problem.***



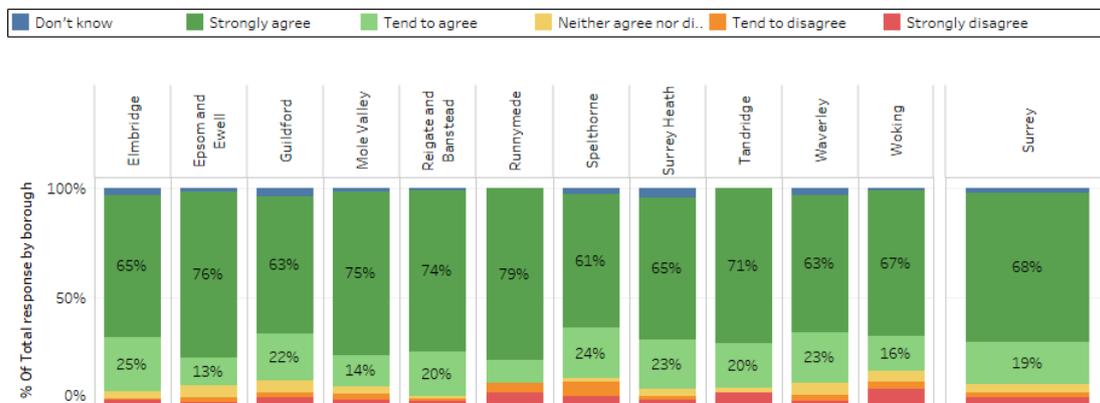
62% of respondents strongly disagree or tend to disagree which reflects the views previously shared that families feel they are only contacted when there is a problem.

***There is not enough support or provision for lower level needs and thresholds are too high.***



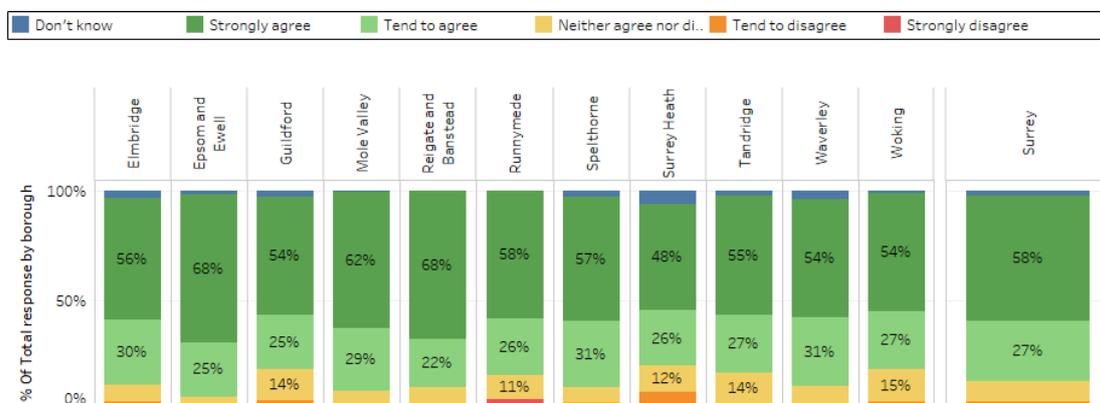
84% of respondents strongly agree or tend to agree that there is not enough support or provision for lower level needs and thresholds are too high.

**Families have to wait a long time to access services, which can lead to a lack of trust.**



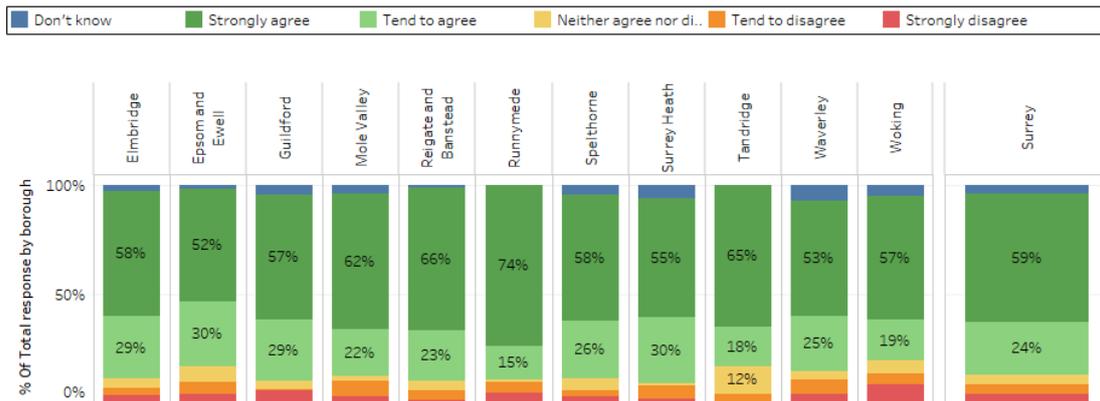
87% of respondents strongly agree or tend to agree that Families have to wait a long time to access services, which can lead to a lack of trust.

**Families want to be engaged in the design and management of services that their children receive.**



84% of respondents strongly agree or tend to agree that families want to be engaged in the design and management of services that their children receive.

**Families don't feel they have a choice of provision and haven't had a clear explanation about why decisions have been made.**

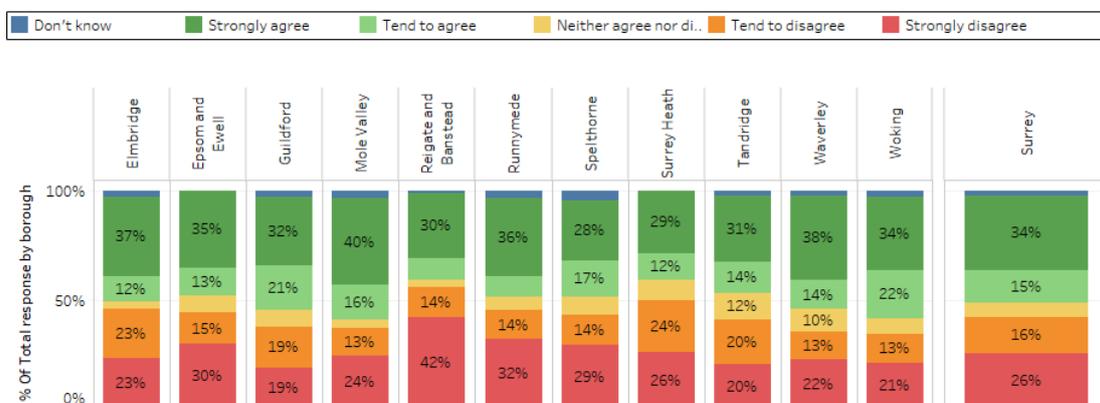


80% of respondents strongly agree or tend to agree that families don't feel they have a choice of provision and haven't had a clear explanation about why decisions have been made

## Question 2

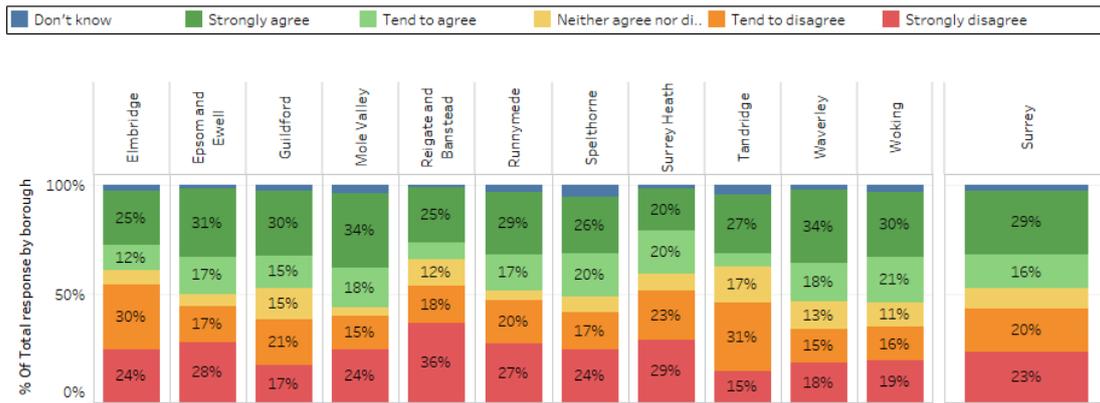
Question 2 asks respondents if they agree with the 5 principles in the SEND strategy. The responses are mixed with a close split between those who agree and disagree. Some respondents left comments that they found this question confusing as the principles are written in present tense they thought the question was asking if Surrey is currently adhering to these principles.

***Children with special educational needs are identified earlier and supported in a timely and effective way in order to improve their outcomes and wellbeing.***



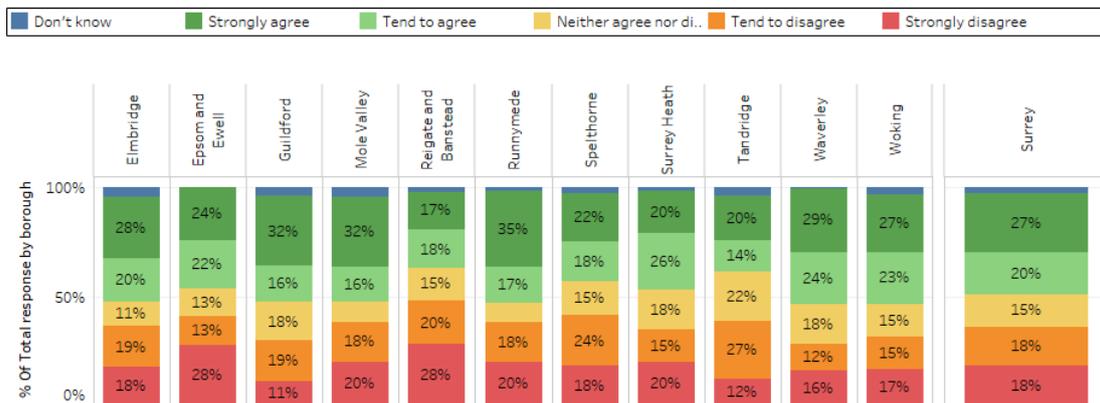
49% strongly agree or tend to agree and 41% strongly disagree or tend to disagree.

***There is an increased focus on earlier intervention and prevention to offer help and meet needs at the earliest opportunity, reducing the demand on high cost, high need interventions***



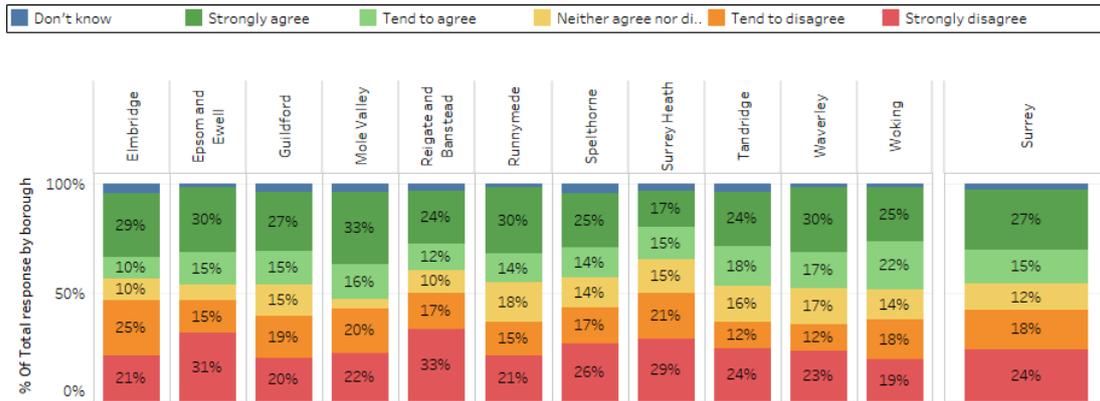
44% strongly agree or tend to agree and 43% strongly disagree or tend to disagree.

***Children and young people are helped to become resilient and independent so that they can lead independent and fulfilling lives in their own communities.***



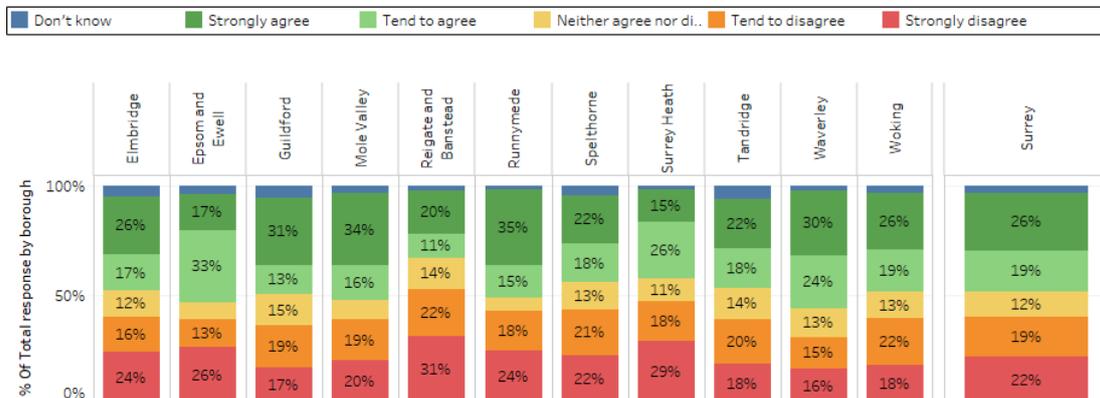
46% strongly agree or tend to agree and 35% strongly disagree or tend to disagree. This may reflect confusion in the question

***The voices of our children, young people and families are heard so they can shape and inform how we work together to get the best results.***



42% strongly agree or tend to agree and 41% strongly disagree or tend to disagree.

***Surrey's early years settings, schools, colleges and other providers are able to support children to live, learn and grow up locally and achieve their full potential.***



44% strongly agree or tend to agree and 39% strongly disagree or tend to disagree.

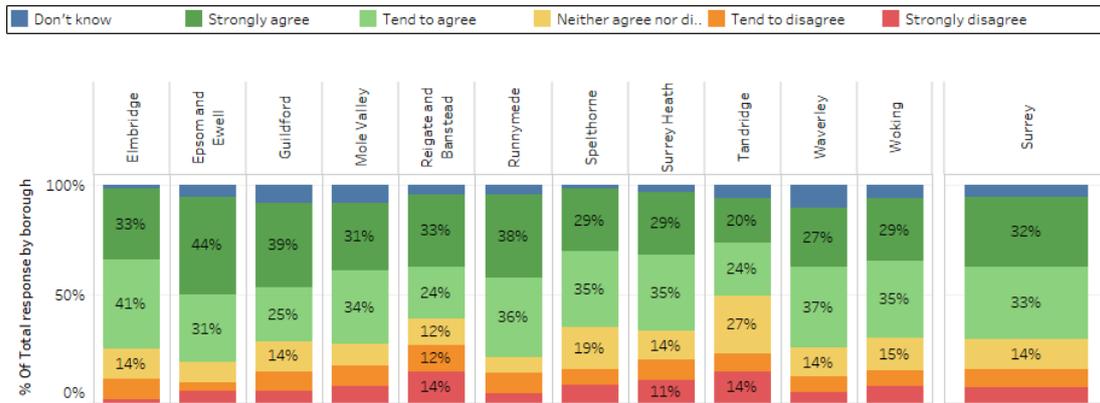
### Questions 3, 4, 5 and 6

Questions 3, 4, 5 and 6 ask respondents whether the 4 proposed areas of transformation better meet the needs of children and young people with SEND and their families and will better support professionals. The majority of respondents (54% to 63%) strongly agree or tend to agree across the four proposals. However across all four questions 20% - 27% neither agree or disagree or didn't know which reflects some of the comments stating that responders would like more information about the proposals before they can give a view on the impacts.

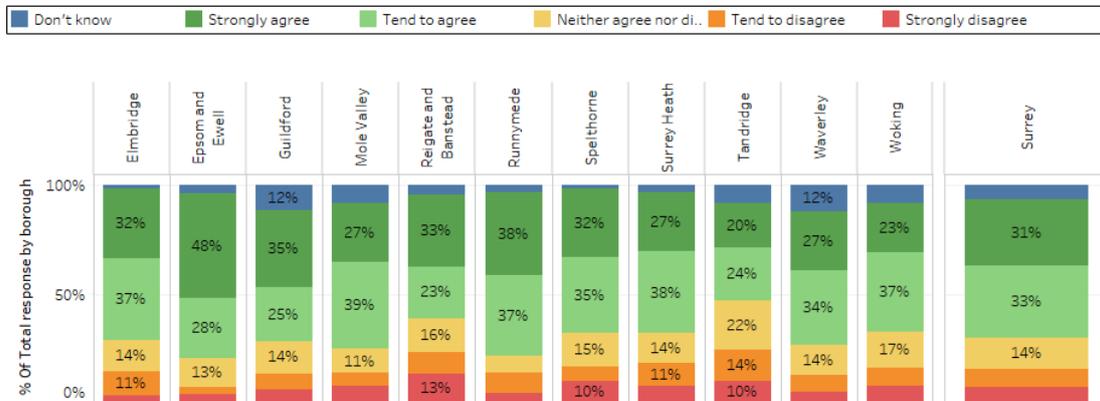
**In early years settings, schools and colleges, we will ensure children and young people with additional needs are identified earlier and receive the assessment and support they need when they need it.**

The responses to **question 3** show the majority of responders strongly agree or tend to agree that the proposals for early identification and support will better meet the needs of children and young people with SEND (63%) and their families (62%) and will better support professionals (57%)

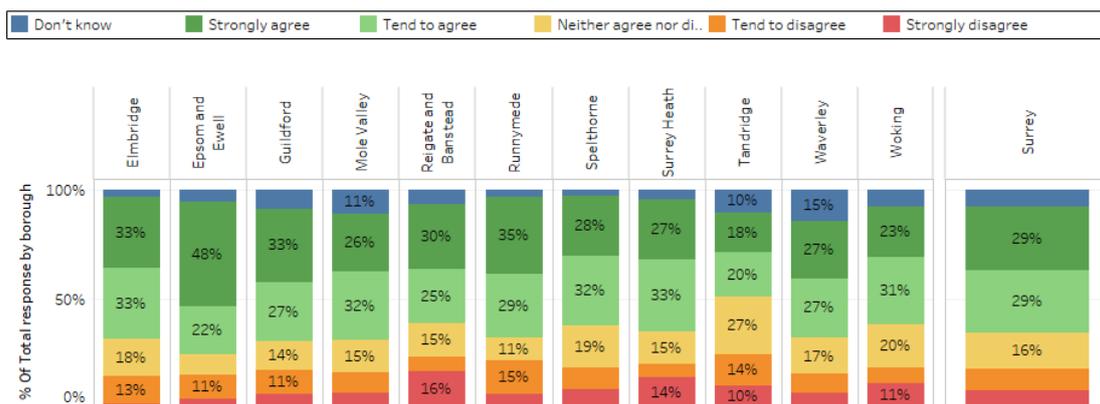
3a - The proposals will better meet the needs of children and young people with SEND



3b - The proposals will better meet the needs of families who have children with SEND



3c - The proposals will better support professionals working with children and young people with SEND and their families.

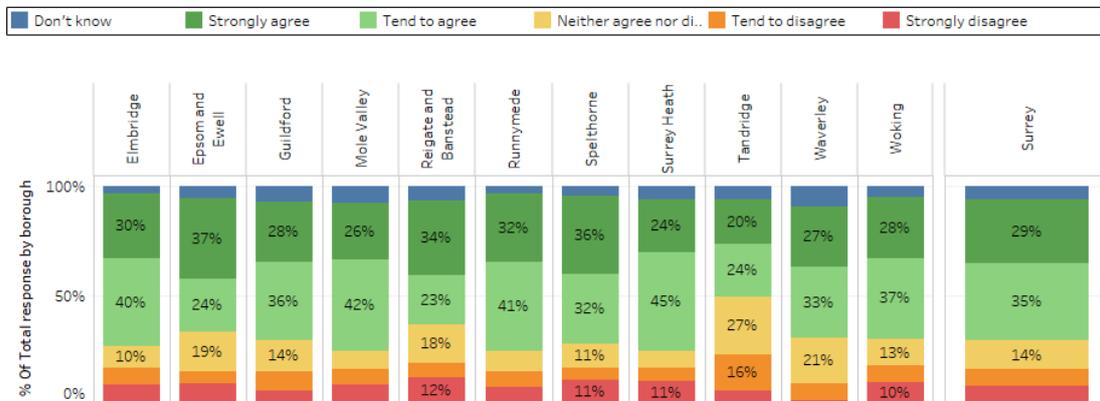


**We will provide more local provision to enable children and young people with SEND to achieve their full potential and be part of their local community.**

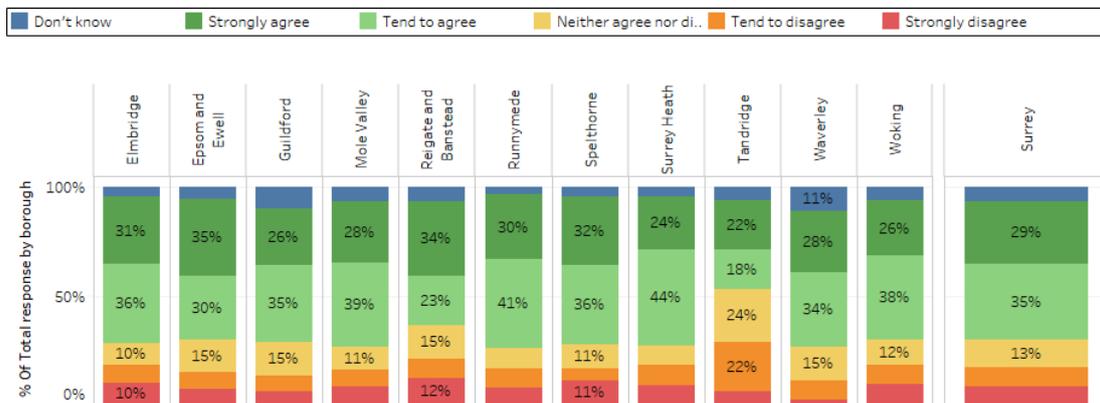
The responses to **question 4** show the majority of responders strongly agree or tend to agree that the proposals for developing local services and managing the market will better meet the needs of

children and young people with SEND (63%) and their families (62%) and will better support professionals (55%)

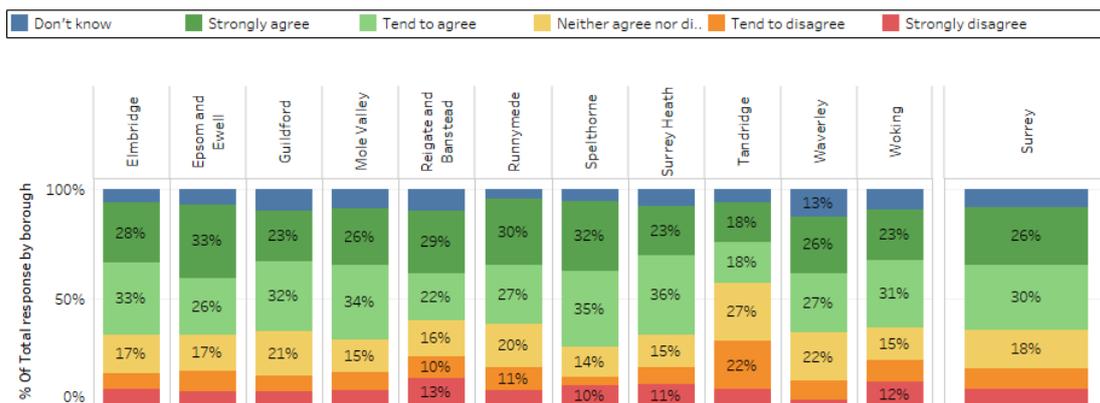
4a - The proposals will better meet the needs of children and young people with SEND



4b - The proposals will better meet the needs of families who have children with SEND



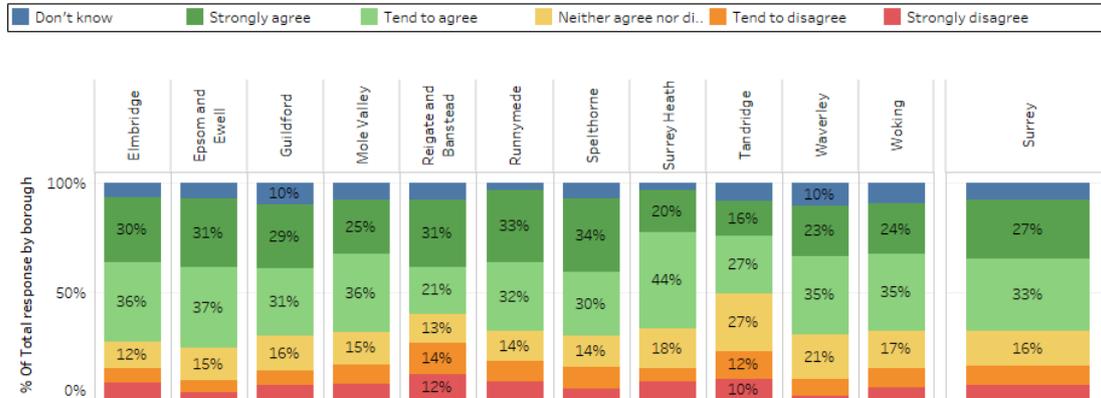
4c - The proposals will better support professionals working with children and young people with SEND and their families.



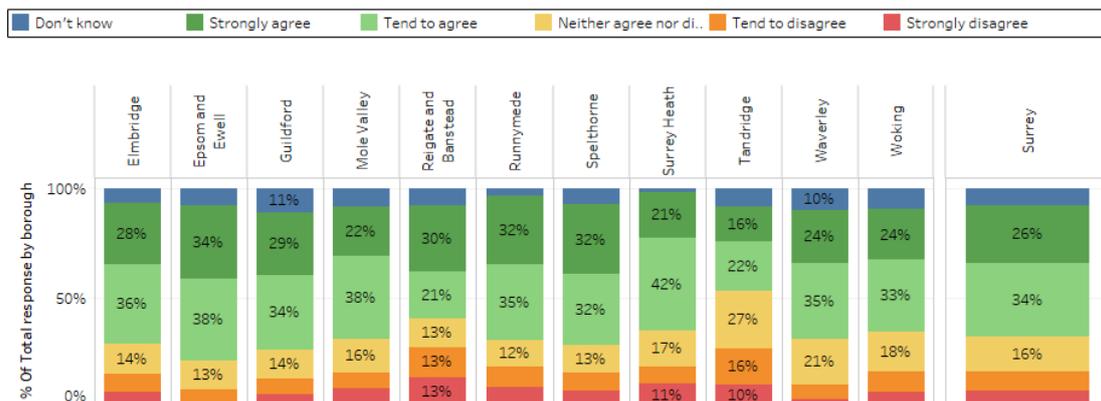
**Working with partners in health, care and education to ensure educational provision is effective, of a high quality and delivers the best educational outcomes for children and young people with SEND.**

The responses to **question 5** show the majority of responders strongly agree or tend to agree that the proposals for partnership working will better meet the needs of children and young people with SEND (58%) and their families (58%) and will better support professionals (54%)

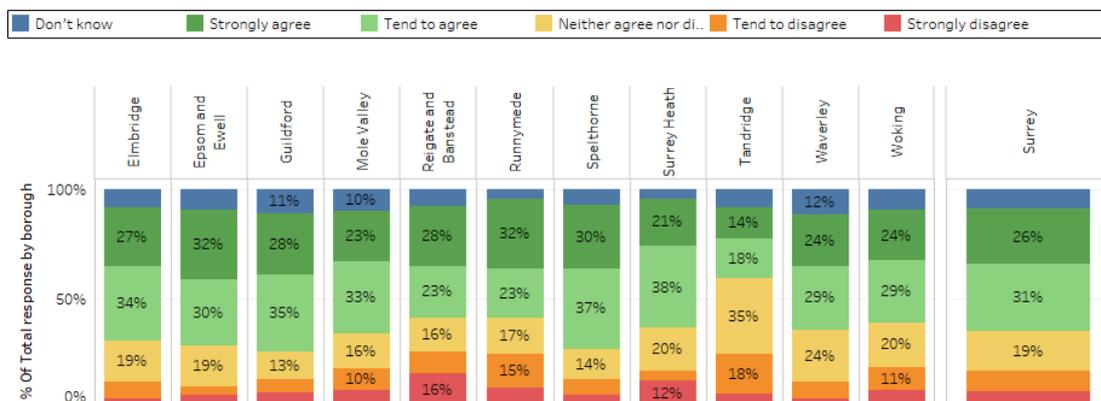
**5a - The proposals will better meet the needs of children and young people with SEND**



**5b - The proposals will better meet the needs of families who have children with SEND**



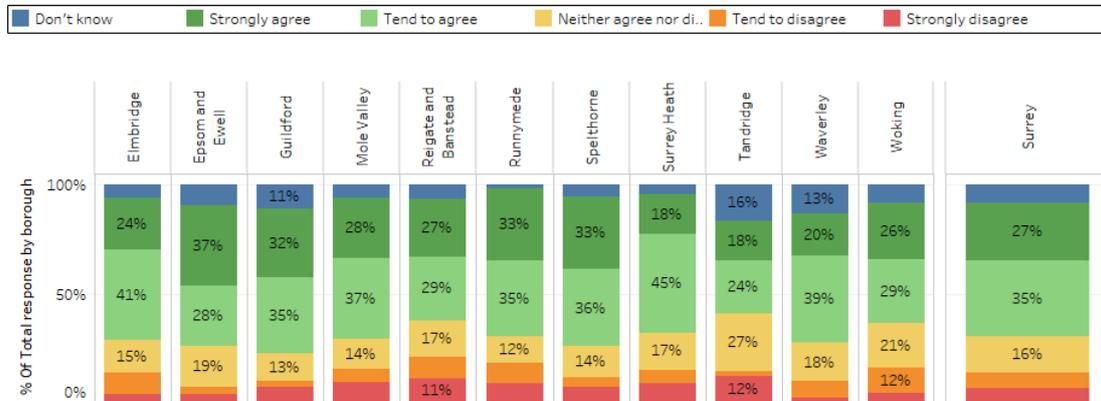
**5c - The proposals will better support professionals working with children and young people with SEND and their families.**



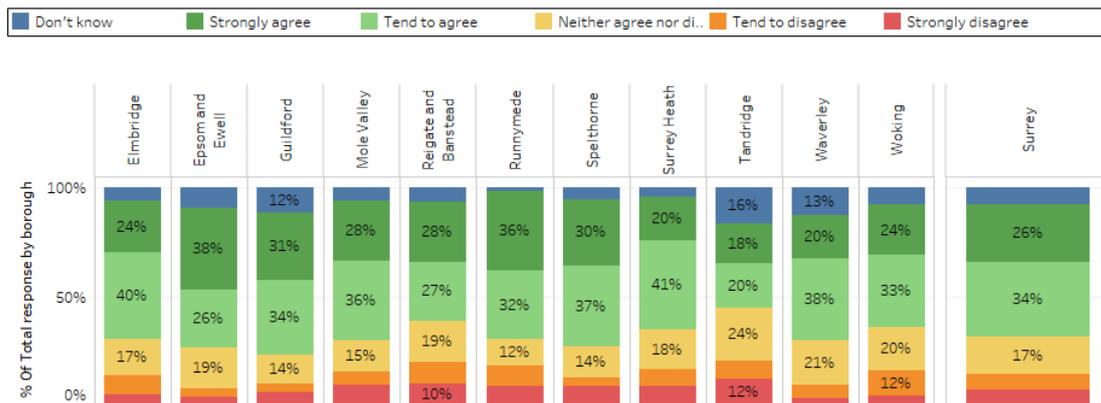
**Improve the quality of our practice with partners to provide a better experience for children and young people with SEND and their families.**

The responses to **question 6** show the majority responders strongly agree or tend to agree that the proposals for improving policy and practice will better meet the needs of children and young people with SEND (60%) and their families (59%) and will better support professionals (55%)

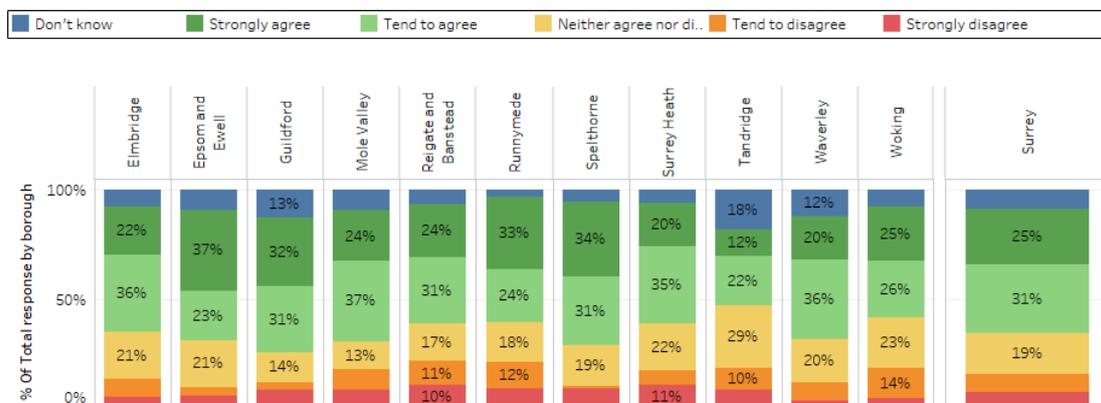
6a - The proposals will better meet the needs of children and young people with SEND



6b - The proposals will better meet the needs of families who have children with SEND



6c - The proposals will better support professionals working with children and young people with SEND and their families.



## 4 Qualitative analysis

The qualitative framework is made up of 5 core areas shared across the consultations. These include “strengthening communities”, “resource constraints”, “working together”, “perceptions of the organisation” and “innovation”. Respondents had the opportunity to add comments after question 1, 2, 3, 4, 5 and 6 and they were given another option to leave further comments at the end of the survey in question 17. Comments left in reply to free-text questions were tagged drawing on 68 possible tags, which were grouped into the core thematic areas. Each response could have more than one tag attached. The overall frequency of each of the tags provides an indicator of residents’ main concerns regarding the SEND strategy.

### 4.1 Strengthening communities

This theme is to do with community resilience and tags data that are noted to being enablers and barriers for strengthening communities.

These comments include response ranges from the following sub themes and tags in the table below. The numbers highlighted in yellow show tags that fall into the top 5 most prevalent for a question.

Strengthening Communities		Number of responses by question						
Sub theme	Tag	Q1	Q2	Q3	Q4	Q5	Q6	Q17
Accessibility	Accessibility barriers - distance	8	18	1	42	1	2	20
	Accessibility barriers - other	28	21	7	8	3	2	11
	Accessibility barriers - out of school activities	3	1	0	9	1	0	1
	Admissions process	14	3	1	1	0	0	6
	Thresholds too high	19	6	3	3	3	0	4
	Transport	5	2	0	4	0	0	2
Delays	Delays - waiting for crisis	20	6	4	0	2	2	4
	Delays accessing services	78	27	11	4	14	5	15
	Delays accessing therapies	11	10	9	1	6	0	2
	Delays in identification of need	30	12	7	0	1	0	6
	Delays other	22	8	9	4	2	0	6
Insufficient support and provision	Insufficient local opportunities	6	18	4	30	2	1	4
	Insufficient opportunities autism	19	7	4	7	3	1	6
	Insufficient specialist provision	32	43	10	42	8	3	20
	Insufficient support other	59	44	22	15	7	7	28
	Insufficient therapy provision	17	10	11	6	8	3	6
	Mainstream not meeting needs	50	57	24	36	10	3	24
	Difficulties with CAMHS	21	7	6	0	15	1	4
Cur ren	Negative impact on child	78	44	24	18	13	7	47
	Negative impact on family	51	20	13	11	9	4	27

t exper ience	Personal experience negative	113	62	42	21	21	12	65
	Negative emotional talk	66	36	15	13	11	8	57
	Personal experience positive	10	7	5	4	1	1	10
	Positive emotional talk	0	1	2	1	1	0	5
Other	Other enablers to strengthening communities	12	30	14	24	11	14	28
	Other barriers to strengthening communities	27	28	11	9	6	3	16

### Accessibility

In this sub-theme respondents talked about difficulties in accessing support and services sometimes due to distance. “Accessibility barriers – distance” was in the top 5 most prevalent tags for question 4 (4% of total respondents) which asks for views on the impacts of the proposed area of transformation, developing local services and managing the market. Some responders stated that the best provision for their child was currently a long way from home and they would welcome improved provision closer to home. Responders shared the negative impacts of travelling long distances but also noted that if the local provision did not meet their child’s need they would rather travel to ensure the right placement.

*“Keeping things local to avoid young children & families having to travel seems sensible.”*

Some respondents discussed difficulties they had with the admissions process for SEND and short notice to make decisions on best placement and questioned why it felt like a harder process for children and young people with SEND. Transport was also mentioned as a barrier to accessing services. Some respondents also felt that current thresholds for an EHCP and for accessing some services is currently too high and that this prevented children and young people with SEND accessing support.

*“It is already difficult to get an EHCP and even more difficult to get the right provision for the child included in the plan.”*

*“The local mainstreams I looked at for my son when I mentioned his additional needs told me they will not have them in their school. 3 schools told me this.”*

Some respondents also mentioned barriers for specific needs. Others mentioned disparity of services across ages and ranges of need.

### Delays

Some respondents commented on the impacts of delays in the current system. “Delays accessing services” was in the top 5 most prevalent tags for question 1 (7% of total respondents) which asks for views in comparison to previous feedback from parents.

*“Long waiting times cause frustration and escalation of need.”*

Some respondents felt that there was no offer of support until the need was high and this has led to schools and families feeling that they are not supported until there is a crisis.

*“Children are often left to get on with it for far too long in ordinary school settings leading to exclusions far too often”*

*“Families have to go into crises to get help”*

Some respondents see the SEND strategy as an opportunity to reduce delays in the future particularly by identifying need early and having access to interventions early. However some respondents felt that early identification does not always lead to accessing support and services or questioned how delays could be reduced.

*“Sounds great but how are you going to do this? Currently referrals take too long and the child’s needs change before intervention happens!”*

### **Insufficient support and provision**

“Insufficient Specialist Provision” was in the top 5 most prevalent tags for question 4 (4% of total respondents) which asks for views on the impacts of the proposed area of transformation, developing local services and managing the market. Responders felt that there needed to be more specialist provision and that it should be easier for children and young people to access that provision. Some respondents gave examples of difficulties in accessing support locally and welcomed more local provision and some respondents gave positive feedback about the current special schools in Surrey. Some respondents favoured specialist places over mainstream particularly in secondary schools due to smaller classes and teachers with specialist knowledge and access to specific resources. Some parents mentioned feeling rejected or turned away by mainstream schools. Some felt that there needed to be a cultural change with added support and training in the mainstream sector in order for things to change. A small number of respondents gave examples of placements in mainstream breaking down and children and young people missing out on education for periods of time.

*“More special needs schools are needed in county so that children do not have to live away from home”*

*“Mainstream schools need to be more inclusive. Teachers need to have better and more thorough SEN training.”*

More understanding and support for children and young people with autism was a running theme through the comments and some respondents mentioned specific gaps in understanding and support for girls with ADHD and autism.

### **Current experiences and impacts**

#### **Negative experiences**

Respondents describing the current SEND system had often experienced negative experiences. “Personal experience negative” was the most prevalent tag for question 1 (10% of total respondents) and in the top 5 most prevalent tags for question 2 (5% of total responses) and question 17 (6% of total respondents). Respondents were not disagreeing with the proposals in the SEND strategy but were sharing their negative experiences to request these parts of the system improve or highlight barriers to achieving the principles. Respondents shared experiences of feeling let down by Surrey County Council or feeling that they had to “fight” to access services. Some parents felt that the pressure was on them to seek out support and felt there would be disparity for families who were less capable.

“Negative impact on the child” was in the top 5 most prevalent tags for question 1 (7% of total respondents) which asks for views in comparison to previous feedback from parents. Parents left comments about the impacts of delay in accessing support have had on their child. Some

respondents shared negative impacts of waiting for an appropriate placement and missing out on education.

*“My child is suffering educationally but more importantly mentally because of the poor or lack of services for SEND children in Surrey.”*

Some respondents used emotive language to describe their experience such as “stress”, “fight”, “battle” “scared” and “frustrating”

### Positive experiences

Some respondents shared positive experiences of the current SEND system and services that they value and wish to continue such as support in early years and portage, individual special schools and outreach, individual mainstream schools and colleges.

*“I am so appreciate of the Surrey County Council and their support throughout my daughter's early years and now into school years.”*

*“For some families (including ours) SEND provision is currently working well. And, where that is the case, these plans need to avoid unnecessary disruption. Some reassurance that the council aspires to do so would be appreciated.”*

### Other enablers and barriers

Some respondents described other enablers and barriers to strengthening communities such as supporting siblings and families of children and young people with SEND. Also to understand the wide range of needs and therefore different approaches needed for children and young people with SEND.

## 4.2 Resources constraints

This theme concerns respondents who have written about the different kinds of constraints in providing and/or receiving a service, with a focus on workforce and funding.

These comments include response ranges from the following sub themes and tags in the table below. The numbers highlighted in yellow show tags that fall into the top 5 most prevalent for a question.

Resource Constraints		Number of responses by question						
Sub theme	Tag	Q1	Q2	Q3	Q4	Q5	Q6	Q17
Financial constraints	Lack of funding	74	106	88	57	38	36	79
	Focus on finance not on need	18	11	5	9	9	5	14
Workforce	Staff recruitment	6	5	20	9	6	5	5
	Staff retention	16	13	15	11	8	8	11
Other	Resources – other barriers	36	47	32	31	20	16	20
	Resources – other enablers	9	10	27	23	9	9	7

### Financial constraints

Lack of funding was a running theme through the qualitative responses and was in the top five tags for 5 out of 7 qualitative questions and sixth most prevalent tag for the other two questions. When

looking at the percentage of tags out of all respondents 7% of respondents left a comment to question one that was tagged as lack of funding; 9% to question two; 8% to question 3, 3% to question 6 and 7% to question 17. Comments included concern about funding in the current system as well as questioning how the SEND Strategy would be implemented alongside financial constraints, either worrying that the proposals wouldn't happen due to lack of funding or that the SEND strategy would lead to cuts in services.

### **Lack of funding in the current system**

Some responses tagged as "lack of funding" talked about how services are currently underfunded across early years settings, mainstream settings and special schools. For example some responders felt that mainstream schools struggle to fund support for children with SEND and the EHCP is seen as a route to funding. Some responders felt that schools needed to apply for EHCPs in order to gain funds and a small number of responders felt schools could only manage applications for a certain number of EHCPs each term. Some responders felt that special schools are underfunded and that Surrey County Council needs more special schools.

*"Until an EHCP is issued schools are not funded to supply the support which is so clearly needed."*

*"More funding needs to be given to schools to help. More special needs schools should be built in borough. Trying to integrate more into mainstream when they can't keep up is putting too much pressure on already struggling teachers."*

*"Services for send have already been cut so severely in this last year especially, families with younger children coming through the system are being offered no help and support"*

Some responders felt that lack of funding in the current system means that parents are currently paying privately for assessments, services and equipment which puts financial pressure on families and puts families on lower income at a disadvantage

### **Lack of funding to implement the SEND Strategy**

Some responses tagged as "lack of funding" talked about concerns that the SEND Strategy would only be possible with increased funding or felt that the proposals would not happen due to lack of funding. There were also responses from people worried that the SEND Strategy would result in cuts to services.

*"The changes in approach proposed in this consultation all sound well and good but how on Earth can the council deliver on them having announced £20 million cuts to the schools and SEND budget in February 2018"*

*"Every section of support is underfunded, with the planned cuts I can't see how any changes other than extra funding is going to improve the provisions offered to families."*

*"more cuts to SEN will not solve the issue of caring for the vulnerable children and adults"*

### **Focus on finance over need**

Some respondents felt that Surrey County Council is focusing on saving money and putting this priority over meeting individual needs of children and young people with SEND. There were comments concerned that this creates bigger problems in the future. The majority of these comments were about the current system and respondents queried how will the SEND Strategy change this. A small number of people felt that the proposals in the SEND strategy were focused on saving money over supporting children and young people.

*“The system is chaotic and confusing. It is designed to limit the immediate cost to services rather than dealing effectively with the problem.”*

*“It seems that saving money takes priority over helping children.”*

*“The focus on early intervention and reducing the number of EHCPs seem to be all about cost cutting and nothing to do with concern for our children”*

## **Workforce**

Some respondents raised issues in recruiting and retaining staff. There were concerns that there are problems with the current system with difficulty accessing education psychologists, speech and language therapists and occupational therapists. Also mention of short staffing in SEND casework teams, schools and health services. There were also concerns that more staff would be needed to fulfil the SEND strategy and questions of how this would be possible.

*“Staffing structures in children’s services have been so thin that children have received inadequate care. Hospitals, CAMHS, schools are all over stretched and cannot provide the adequate care for the children currently needing support.”*

*“Where will the additional Educational Psychologists, SALT and OT professionals suddenly come from? Why has this not been delivered before?”*

*“The high turnover of caseworkers needs to be significantly improved”*

## **Other enablers**

Some responders made suggestions for using resource in a better way or saving money. Some people mentioned tribunals and raised the opportunity of preventing wasted resource if tribunals could be prevented. People generally agreed with early identification and intervention and suggested investing early could reduce need further along. Some also agreed that bringing provision closer to home would save money in the long term as well as meeting the child’s needs.

*“Lack of identification of SEND puts pressures on schools, which also receive limited funding, so these plans sound positive.”*

## **Other barriers**

Some responders mentioned other barriers to using resources efficiently. Some people mentioned long processes and paperwork being a barrier. Responders also mentioned disparity between areas in Surrey and that resource needed to meet need across all areas. A few respondents mentioned the pressure on the voluntary sector.

*“The whole process for applying for an EHCP is so stressful. Juggling work, forms, trying to gather info. Resources are not brilliant.”*

*“if the partners are charities they are hard pressed already”*

## **4.3 Working together**

The theme of “working together” is to do with respondents commenting on how Surrey County Council works and communicates with our partners, agencies, users and others (e.g. volunteers). This theme was identified to capture the culture in which Surrey County Council works with different partners and agencies, and to understand what users have offered feedback on.

These comments include response ranges from the following sub themes tags in the table below. The numbers highlighted in yellow show tags that fall into the top 5 most prevalent for a question.

Working Together		Number of responses by question						
Sub theme	Tag	Q1	Q2	Q3	Q4	Q5	Q6	Q17
Working with families	Insufficient comms and info to families	78	28	17	9	16	12	34
	Insufficient user participation	34	23	8	7	8	2	18
	Poor communication between practitioners	10	5	5	0	20	2	6
Health services	Diagnosis	45	22	12	4	2	3	11
	Health services - barriers	10	4	4	1	17	1	4
	Health services – enablers	0	2	0	0	1	0	0
Working in partnership across education, health and care	Insufficient accountability	17	6	5	1	7	3	5
	Insufficient partnership work	40	20	20	6	63	24	17
	Staff in schools need support	13	20	12	5	6	2	7
	Staff need better knowledge	30	37	37	13	7	7	24
	Training and development	27	47	62	25	18	16	24
	EHCP	59	32	21	5	28	6	31
Other	Other barriers to working together	13	8	4	1	12	7	4
	Other enablers to working together	13	4	22	9	25	15	13

## Working with families

“Insufficient communication and information to families” was the most prevalent tag for question 1 (7% of total respondents) which asks for views in comparison to previous feedback from parents. Respondents commented on needing more information to make informed choices, some respondents also commented that it was difficult to get hold of the right professional and they didn’t feel supported through the process.

Some respondents felt that children and young people and parents aren’t listened to through the process and do not feel informed or involved enough. Some parents described having to seek out information themselves and felt they had to manage the process themselves and “fight” or “battle” to get support.

*“Three and a half years of stress and fighting because every person I came across did not want to have the responsibility put onto them. No one spoke to each other.”*

A few respondents mentioned that there was poor communication between practitioners and this impacts families by putting pressure on them to repeat their story or follow up with individual agencies to reduce delay.

*“Communication between the SEND teams and schools/health/social care needs to be much better.”*

## Health services

Some respondents described difficulties or delays in getting a diagnosis. There were also comments advising that parents were paying for diagnosis themselves in order to access services. However some responders felt that once they had a diagnosis it did not necessarily lead to easy access to the right support.

Some respondents mentioned other barriers in accessing health services such as long waiting lists for therapies and CAMHS; worries about medication; difficulties in accessing GPs and health visitors and level of advice/referral offered.

*“access to NHS services have also been difficult with long waiting lists or reduced service offers e.g. Paediatrics, SALT, OT.”*

## Working in partnership across education, health and care

“Insufficient partnership work was in the top 5 tags for question 5 (6% of total respondents) which asks about the proposed area of transformation, partnership working. Some respondents felt that practitioners needed to work better across agencies to support families.

Some respondents discussed the need for better partnership working throughout the EHCP process and some parents felt that they had to co-ordinate between different practitioners and that they would like one accountable person to take the lead.

*“I believe a fundamental culture change is needed from all those involved in the EHCP process, along with a far better understanding of the purpose and function of the document. If done well, the EHCP would be an incredibly useful and enabling tool for everyone involved.”*

Some respondents commented that staff across services for SEND need better knowledge and “Training and Development” was in the top 5 most prevalent tags for question 3 (5% of total respondents) which asks about proposed area of transformation, early identification and support.

*“The professionals need the correct training and experience in order to help deliver the strategy”*

Some respondents felt that staff in schools sometimes felt that they are on their own in supporting children and young people with SEND and would like support and additional resource in schools to support children and young people with SEND.

## Other enablers and barriers to working together

Some responders mentioned enablers to working together such as positive experience of Team around the Family (TAF) meetings; suggestions to listen to families; cultural change in how all partners work together and with families

Some responders mentioned current barriers to working together such as schools, the local authority (education and social care) and health not always giving the same messages to families. Also that there are currently different levels of service depending which school the child or young person attends or area they live in.

### 4.4 Perceptions of the organisation

The theme of perceptions was highlighted as there have been a number of respondents who have shared specific feedback on their thoughts about Surrey County Council as a whole system (or the local authority) and the consultations.

These comments include response ranges from the following sub themes and tags in the table below.

Perceptions of the organisation		Number of responses by question						
Sub theme	Tag	Q1	Q2	Q3	Q4	Q5	Q6	Q17
Lack of trust		80	117	135	120	79	71	90
Poor Survey		25	43	12	17	14	24	34
Principles not currently true		4	80	17	12	18	10	5
Proposal needs to be more specific		21	52	88	90	76	79	36
Proposals - against		0	6	7	12	6	6	2
Agree with Strategy	Early Intervention good	16	13	18	3	2	1	13
	Principles – agree with	7	104	18	8	5	6	10
	Proposals - for	4	5	61	56	41	27	20

## Lack of trust

“Lack of trust” was a running theme through the responses and was in the top two tags for all 7 qualitative questions. It was the top tag for question 2 principles (10% of total respondents); question 3 early support and identification (12% of total respondents); question 4 developing local services and managing the market (11% of total respondents) and question 5 partnership working (7% of total respondents) and question 17 other comments (8% of total respondents). It was the second most prevalent tag for question 1, previous feedback (7% of total respondents) and question 6 improving policy and practice (7% of total respondents).

Some respondents described negative experiences of the current system and lacked trust in Surrey County Council based on those experiences.

*“Not holding my breath for any changes. My son has been badly let down as have thousands of other SEND children. It's too little, too late for most of them.”*

Some respondents lacked trust that the principles in the strategy would be followed and were not convinced that the proposed areas of transformation would be delivered.

*“Proposals are indeed one thing, carrying them out quite another.”*

## Survey quality

Some respondents commented on the quality of the survey particularly for question 2 which asks about the 5 principles. 43 respondents commented that the wording of the question was unclear and they were unsure if they were being asked if they agreed with the principles or if they felt they are already being adhered to. Some respondents felt the fact that the principles are written in present tense is confusing. This is significant as some respondents may have misinterpreted the question and not commented which could account for the split views to question 2.

*“I'm not sure I understand the principles....they are written in the present tense, so am I supposed to answer about whether this is happening now, or whether this should be happening going forward?”*

## The five principles are not currently being adhered to

“Principles not currently true” was in the top 5 most prevalent tag for question 2 (7% of total respondents) which asks about the 5 principles. This follows on from respondents comments that the principles being written in present tense was confusing. Some respondents also questioned why Surrey County Council had not managed to follow the principles currently.

*“I agree with these principles, although I haven't seen evidence of them yet.”*

### **Proposals need to be more specific**

“Proposals need to be more specific” was in the top 5 most prevalent tags for all 4 questions which ask about the four proposed areas of transformation. Question 3 early identification and support (8% of total respondents); question 4 developing local services and managing the market (8% of total respondents); question 5 partnership working (7% of total respondents) and question 6 improving policy and practice (7% of total respondents). Some respondents felt that they needed more information to understand the specific actions and changes to the SEND system. Respondents also question the delivery of the strategy and wanted to know how the principles would be achieved. Some respondents felt that because the strategy only gives high level detail people felt they could be manipulated to agree with the principles and proposals without understanding the specific actions and impacts.

*“In principle these are the right proposals but there is not enough detail to know how substantial the offer is in each case.”*

### **Rejecting proposal**

Whilst the qualitative responses showed distrust in delivery and a need for more information about the proposals there were only a small number of respondents who shared that they were against some of the proposals in the SEND Strategy (1% or less of total respondents for each question). Some examples were concern that the needs of children with the most complex needs or those who have already missed out on early intervention are missing from the Strategy; that prevention would not benefit all children and young people with SEND and that local provision is not always the best provision. Some of the negative impacts raised are noted in the table in section [5.3](#).

### **Accepting proposal**

“Proposals – for” was in the top 5 most prevalent tags for all 4 questions which ask about the four proposed areas of transformation. Question 3 early identification and support (8% of total respondents); question 4 developing local services and managing the market (8% of total respondents); question 5 partnership working (7% of total respondents) and question 6 improving policy and practice (7% of total respondents). “Principles – agree with” was in the top 5 most prevalent tags for question 2 (9% of total respondents). Respondents who left comments were generally in agreement with the 5 principles and 4 proposed areas of transformation although positive comments were often followed up with worries that the proposals wouldn't be delivered and also questions of how the proposals would be delivered and what the impacts would be.

*“I strongly agree that all of these principles are very important but there needs to be a sound infrastructure in place to meet them as they are currently not always possible.”*

*“I fully support these principles”*

## 4.5 Innovations

Respondents have been very articulate in their comments about suggestions and ways to improve and enhance Surrey County Council’s approach to delivery of services and the system as whole. In particular, users were able to contribute clear ideas and solutions to issues and problems they felt are present from each consultation.

These comments include response ranges from the following sub themes and tags in the table below.

Innovations		Number of responses by question						
Sub theme	Tag	Q1	Q2	Q3	Q4	Q5	Q6	Q17
Best Practice		22	30	17	8	7	5	14
Ideas		48	45	40	37	43	33	59

A full list of comments tagged as ideas and best practice will be available to shape further work and projects under the proposed areas of transformation.

### Best Practice

Some respondents shared examples of services they currently value or best practice they would be interested in seeing in Surrey. This included mentioning specific settings and services in Surrey.

*“We have an amazing SENCO, support staff and teachers who will just keep going no matter what for the child.”*

### Innovation

“Ideas” was in the top 5 most prevalent tags for question 5 (4% of total respondents) developing local services and managing the market, question 6 (3% of total respondents) improving policy and practice and question 17 (5% of total respondents) other comments.

Respondents shared ideas of what they would like to improve. Some respondents shared ideas to support Surrey County Council in fulfilling the five principles. Some respondents also mentioned things they felt need to be improved based on negative experiences of the current system.

Ideas shared included different ways to support children and young people earlier, ideas for involving the voluntary community and faith sector, ideas to support emotional wellbeing for children and young people and families, ideas to support young adults into employment, flexible approaches to meet different needs.

*“More special education staff present at infant schools and high schools to assess children in school more rather than outside appointments and then they don’t have to lose school hours/time.”*

## 4.6 Qualitative feedback provided by partner agencies, groups and forums

### Family Voice Surrey

Our parent/carer forum, Family Voice Surrey have submitted a full report based on engagement with their members who are parents and carers of children and young people with SEND in Surrey. Family Voice Surrey have given permission for their summary of the report to be shared below.

### **Family Voice Surrey Submission – Summary**

Family Voice Surrey supports the need for widespread change to improve services and SEND lives but seeks the changes to be co-designed and implemented with SEND children, young people and families, with each step carefully thought through, well communicated and jointly agreed, risks considered and managed, and support anticipated and provided ahead of time.

The current consultation is at a broad sweep, overarching vision and action areas level. It will help to set the context in which co-design and co-production can take place, the main directions of travel.

But it does not have the level of detail needed for young people, families, supporting organisations and agencies to engage with at a practical ‘how will my life/ work change, what outcomes will we achieve, and what support is needed to make this work’ level.

Family Voice Surrey has looked to start work on this level of detail, holding a detailed survey over the consultation period, seeking to prepare for the co-design and co-production to come early in 2019. The survey results are presented in our submission.

### **Issues on Consultation raised to FVS by Parent Carers and SCC response**

The queries below represent the main concerns which families raised with us in relation to Surrey County Council’s SEND Strategy consultation.

1. Is the council asking me to say if I agree that the principles described are a true reflection of the current SEND system or if I agree that these are the right principles to guide future work to improve the SEND system
2. What practical changes am I agreeing to if I show support for the principles outlined in the council’s strategy?
3. Will my child’s current provision be at risk if the council approves the proposed SEND Transformation strategy?

Reassurance was provided to us by Liz Mills, the Director of Education, Lifelong Learning and Culture *‘The council is proposing a new strategy to strengthen education for children and young people with SEND, based on the feedback that we have heard from children and families, and those who work with them. The council is committed to co-producing as much as possible of the new SEND strategy as well as the services and support that will be needed to deliver it. This is the first phase, and we welcome all the feedback and ideas that we are now receiving on what the priorities should be. More details will follow in the coming months and we look forward to working with Family Voice, families, children and young people and professionals to design future SEND support. ‘*

We welcomed the commitment to the new strategy being based on the feedback from children and families. We were also encouraged by the clarification that this consultation is a first phase with more engagement to follow, including co-design and co- production of future SEND support with children, young people and families.

### **SEND Transformation Principles**

Family Voice Surrey **Strongly Agrees** with the 5 principles of the proposed SEND Transformation strategy.

**But we have some additional principles that we see as equally important:**

- A. SEND services must at all times be needs led and outcomes based: at individual child, family and community levels: this approach will determine the demand for high cost, high need interventions and support
- B. SEND services must be both child and whole family centred: with a tailored package of support to both child and all family members based on current and emerging needs and building good relationships with key workers and agencies: in the majority of cases effective, timely and continuous support will need to be anticipated, planned and delivered over the long term – from infancy through childhood to adulthood
- C. SEND children, young people and their families must be at the heart of service design, development and delivery: at individual child, family and community levels – ‘nothing for me without me’: needs, aspirations and lived experience will best shape SEND services and deliver timely and effective outcomes: support agencies can offer options and solutions, but decision making should sit with users and beneficiaries

**Four Areas of Transformation**

Family Voice Surrey broadly strongly agrees with much of SCC’s four proposed areas of Transformation.

But the devil is in the detail in regard to how these very significant changes are to be implemented, what resources and funding are available to make the changes, what risk management and mitigation measures will be in place over the period of the transformation, and the timeframe for delivery to a sustainable system.

While experienced change leadership is in place, we have serious concerns at the scale of the challenges to be overcome, especially given the acknowledged issues with the SEND system in Surrey, rising demands, reducing staff resources and the poor track record of Surrey/ SCC on change management.

And we are talking here of changes involving the most vulnerable and needy in our communities, when trust and confidence is at an all-time low.

There are many matters to work through in future co-design and co-production. The table below gives some initial thoughts on key matters in relation to the four areas of Transformation.

But first we want to make clear that **we seek a fully integrated approach to SEND across all aspects of Surrey life for children, young people and families.** The Transformation is primarily focused on access to education. That is only a relatively small part of SEND lives and needs at child, young person, family and community levels. We seek SEND children, young people and their families to be fully part of every aspect of Surrey life and opportunities. **To achieve this the full range of family and children services need to be integrated with a SEND focus, with SEND child, siblings and parent carers, and wider family as needed, being supported. And all of the local area partners fully integrated into this to cover housing, housing adaptation, community access and so on. We do not currently see that vision and plan under discussion and wish it to come to the fore over the next year. This should include rapid implementation of the Preparing for Adulthood agenda for our SEND young people to ensure they have meaningful, happy and healthy lives in our communities.**

Initial headline thoughts on the 4 action areas
Early Identification and Support

- *Improved information systems*; we desperately need integrated and comprehensive SEND datasets in Surrey to better forecast system demands and support individual children and families
- *Introduce a graduated response in schools*: this has a place but must not be taken as a replacement for EHCPs for those whose needs require such a plan; our concern is if Surrey cannot manage 8,000 EHCPs how can we manage perhaps thousands more Graduated Response plans; on the other hand, this could improve SEN Support
- *More and targeted EPs, SALTs and early support*: welcomed, but how are they to be assigned to meet needs: we are not in favour of rigid threshold criteria as this reverts to game playing/previous quota-driven allocation of services.
- *Early Help behaviour and emotional pathway*: welcomed but needs to draw on lessons learnt from CAMHS pathway, this is not a clinical service need but social counselling etc and needs to link to Family Resilience work
- *Support to education settings on graduated response*; see above comments, hopefully this will mean consistent support on life journey across education transitions
- *Framework and monitoring tools including Preparing for Adulthood framework/ approach*: links in with dataset comments above; PfA we see as a game changer in planning, developing, delivering and monitoring SEND, and should be the basis for the SEND Transformation

#### Developing the Local Services and Managing the Market

- *Increase specialist places over the next 2 years by 350*: while this is needed to meet demand we are concerned that placement still must be needs based for that child, and that education settings are adjusted to avoid environmental or sensory pressures on new arrivals and existing children
- *Increase Post -16 and Post -19 provision by 100 places*; this needs to be a real focus as colleges tell us they are ready to provide tailored 5-day services, but funds are not available; we have some cases of young people transformed after such a transition from special school. We would seek investment in additional places for this age-group to reflect the range of current needs, the aspirations of young people and their families and an accurate track record of positive progress and outcomes.
- *Develop long term property strategy for specialist schools provision*: this is a major task alongside making mainstream schools more inclusive for those that could attend them: do we have the right mix of support and are they in the right places to support the localism intent – children growing up in their communities?
- *Provide support for a wider range of children and reduce those not in school*: we have championed this area of work over 2018, working with SCC to shed a light on the growing numbers of children out of formal education and the lack of appropriate provision for them; solutions are urgently required as significant gaps in support and provision are actively driving up levels of need and creating longer-term costs.
- *Implement market strategies for NMIs*: we see this as vital for both for the short and long term viability and sustainability of SEND in Surrey; NMIs will need to be part of the mix available to meet SEND needs and keep children local: this again leads back to the need for comprehensive datasets and demand-forecasting work: where skills and capacity are lacking in-county, NMIs out-of- county should also be considered; perhaps commissioning in partnership with neighbouring LAs

#### Partnership Working

- *Facilitate creation of school clusters and special school hubs*: loss of cluster system has hampered recent work seeking a 'One Surrey' approach to SEND: we welcome this
- *Develop an inclusion-based schools effectiveness approach*; absolutely critical in our view: exclusions at the gate or after entry need to stop and schools need to reflect their

communities – how else are we to create an inclusive Surrey in 2030! But the changes in ethos, culture, environment and practice needed to give children and parent carers confidence in their local school being the right place for them are HUGE. Schools NEED to view this as something they need to do and own – in their DNA.

- *Improve SEN Support plans*: absolutely critical in our view: the practice appears to be a bit of a post code lottery and we wish to see a consistent and parent centred process with clear links to escalation or step down as appropriate: and also recorded so that should later needs emerge the historic markers can be viewed and learnt from
- *Improve transition for young people and support them in Preparing for Adulthood*: again, very important to raise aspirations and focus on securing meaningful lives for our SEND young people and making SEND folk part of mainstream Surrey life; and give parent carers confidence in seeking such
- **We would seek to add a further work stream here:**
- ***Recognise and include children, young people and their Parent Carers as key partners in planning and decision-making at both individual and strategic level.*** This will require:
  - a reform of the current panel-based decision-making process which excludes families from meaningful participation in the key decisions affecting them
  - more consistent implementation of the co-production agreement between the parent-carer forum and local partner organisations
  - clearer protocols for agreeing the appropriate levels of consultation, decision making and governance with service users in different circumstances

#### Improving Policy and Practice

- *Improve practices, skills and knowledge for those working with SEND children and young people*: critical that this takes place; SEND is invisible to many people who should be knowledgeable and supporting; very few are aware of being part of any overall integrated support network which is where we need to get to: this must be a first priority for the Children’s Academy – bring all agencies and teams together in common training of SEND and **parent carers and SEND young people should be pivotal in establishing and delivering that training**
- *Recommission SEND outreach from special schools and PRUs to mainstream schools: welcome use of the SEND skills and experience of the specialist centres.* This should include harnessing the expertise available in NMI settings as appropriate. This could be linked to the commissioning arrangements, asking NMI settings to demonstrate the added value they can bring to the Surrey Community of Education providers.
- *Improve processes and policies*: above all we seek integration of Council activities to address complex SEND lives – less silos: and making service users – those in need – at the heart of solution finding and decision making on services, including highest level governance bodies
- *Improve help, support and development for SENCOs, including through Children’s Academy*: important: SENCOs’ role in schools varies significantly and we wish to see a common role agreed across Surrey schools, with SENCOs part of Senior Leadership teams and reporting to a SEND parent governor

### Additional partner responses

The table below presents the District and Borough Local Committees and other local groups that have taken the time to deliberate and share views on the consultations.

The following organisations have submitted a response:

District/Borough	Parish Council	Other Partners
Elmbridge Borough Council Local Committee	Cranleigh Parish Council	Spelthorne Health and Wellbeing Group
Mole Valley District Council Local Committee	Windlesham Parish Council	The National Deaf Children's Society
Tandridge District Council		
Waverley Borough Council		
Epsom & Ewell Borough Council		
Surrey Heath Council Executive's meeting		
Elstead Parish Council		

### Summary of partner responses

Overall, the partner responses recognise the need to make improvements to services for children and young people with Special Educational Needs and Disabilities (SEND) and support Surrey County Council in improving the outcomes for children and young people with SEND and their families.

With specific regard to the 5 principles and 4 proposed areas of transformation outlined in the SEND Strategy Consultation, our partners welcome the need for more early intervention, more local provision and collaborative work with families, partners in health and education so that children and young people can be helped to lead independent and fulfilling lives in their own communities.

While the partners understand the current financial constraints on SEND services, some groups raised the need for further detail on the implications of the proposals. Some of the responses seek clarification about where local places will be located and how they will be resourced and others present concerns that the reduction of Educational Health Care Plans will make it harder for children with lower level needs to get support.

## 5 Supplementary evidence

This section includes all supplementary information, tags and raw collated data that have informed the analysis in this report,

### 5.1 Tags

Theme	Tags
Strengthening Communities	<ul style="list-style-type: none"> <li>Accessibility barriers - distance</li> <li>Accessibility barriers - other</li> <li>Accessibility barriers - out of school activities</li> <li>Admissions process</li> <li>Delays - waiting for crisis</li> <li>Delays accessing services</li> <li>Delays accessing therapies</li> <li>Delays in identification of need</li> <li>Delays other</li> <li>Difficulties with CAMHS</li> <li>Insufficient local opportunities</li> <li>Insufficient opportunities autism</li> </ul>

	<p>Insufficient specialist provision  Insufficient support other  Insufficient therapy provision  Mainstream not meeting needs  Negative impact on child  Negative impact on family  Other barriers to strengthening communities  Other enablers to strengthening communities  Personal experience negative  Personal experience positive  Thresholds too high  Transport</p>
Resource Constraints	<p>Focus on finance not on need  Lack of funding  Resources - other barriers  Resources - other enablers  Staff recruitment  Staff retention</p>
Working Together	<p>Diagnosis  Health services - barriers  Health services - enablers  Insufficient accountability  Insufficient comms and info to families  Insufficient user participation  Other barriers to working together  Other enablers to working together  Poor communication between practitioners  Staff in schools need support  Staff need better knowledge  Training and development</p>
Perceptions of the organisation	<p>Early Intervention good  Lack of trust  Poor survey  Principles - agree with  Principles not currently true  Proposal needs to be more specific  Proposals - Against  Proposals - For</p>
Innovation	<p>Best practice  Ideas</p>
Contextual Tags	<p>Negative emotional talk  Positive emotional talk  Early help and SEN Support  EHCP  Most complex needs  Early years  Post 16  Primary  Secondary  Transition points</p>

	Share with bus travel Share with Community Recycling Share with Family Resilience Share with Libraries Liquid gold
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## 5.2 Tag prevalence

The tables below show the prevalence of tags for each of the questions where there was the opportunity for a qualitative response. The first prevalence column shows the percentage of responses where that tag was selected in comparison to the total number who left comments, the second shows the percentage of all respondents (even for those who did not leave comments)

### Question 1 Thinking about the feedback on what young people with SEND and their families have told us, to what extent do you agree or disagree with the following statements?

451 of 1133 (40%) responders left comments to this question

Tags	Responses (Number)	Prevalence (% of 451)	Prevalence (% of 1133)
Personal experience negative	113	25%	10%
Lack of trust	80	18%	7%
Delays accessing services	78	17%	7%
Negative impact on child	78	17%	7%
Insufficient comms and info to families	78	17%	7%
Lack of funding	74	16%	7%
Negative emotional talk	66	15%	6%
Insufficient support other	59	13%	5%
EHCP	59	13%	5%
Early help and SEN Support	58	13%	5%
Negative impact on family	51	11%	5%
Mainstream not meeting needs	50	11%	4%
Ideas	48	11%	4%
Diagnosis	45	10%	4%
Insufficient partnership work	40	9%	4%
Resources - other barriers	36	8%	3%
Insufficient user participation	34	8%	3%
Liquid gold	34	8%	3%
Early years	33	7%	3%
Insufficient specialist provision	32	7%	3%
Delays in identification of need	30	7%	3%
Staff need better knowledge	30	7%	3%
Accessibility barriers - other	28	6%	2%
Other barriers to strengthening communities	27	6%	2%
Training and development	27	6%	2%
Poor survey	25	6%	2%
Best Practice	22	5%	2%
Delays other	22	5%	2%
Proposal needs to be more specific	21	5%	2%

Difficulties with CAMHS	21	5%	2%
Delays - waiting for crisis	20	4%	2%
Insufficient opportunities autism	19	4%	2%
Thresholds too high	19	4%	2%
Transition points	19	4%	2%
Focus on finance not on need	18	4%	2%
Insufficient therapy provision	17	4%	2%
Insufficient accountability	17	4%	2%
Early Intervention good	16	4%	1%
Staff retention	16	4%	1%
Most complex needs	15	3%	1%
Admissions process	14	3%	1%
Other barriers to working together	13	3%	1%
Other enablers to working together	13	3%	1%
Staff in schools need support	13	3%	1%
Other enablers to strengthening communities	12	3%	1%
Share with Family Resilience	12	3%	1%
Delays accessing therapies	11	2%	1%
Personal experience positive	10	2%	1%
Health services - barriers	10	2%	1%
Poor communication between practitioners	10	2%	1%
Secondary	10	2%	1%
Resources - other enablers	9	2%	1%
Accessibility barriers - distance	8	2%	1%
Primary	8	2%	1%
Principles - agree with	7	2%	1%
Staff recruitment	6	1%	1%
Insufficient local opportunities	6	1%	1%
Transport	5	1%	0.4%
Principles not currently true	4	1%	0.4%
Proposals – For	4	1%	0.4%
Post 16	4	1%	0.4%
Accessibility barriers - out of school activities	3	1%	0.3%
Share with bus travel	1	0.2%	0.1%

**Question 2 - Thinking about the five principles that the SEND strategy is based on, to what extent do you agree or disagree with each?**

521 of 1133 (46%) responders left comments to this question

Tags	Responses (Number)	Prevalence (% of 521)	Prevalence (% of 1133)
Lack of trust	117	22%	10%
Lack of funding	106	20%	9%
Principles - agree with	104	20%	9%
Principles not currently true	80	15%	7%
Personal experience negative	62	12%	5%
Mainstream not meeting needs	57	11%	5%
Early help and SEN Support	57	11%	5%

Proposal needs to be more specific	52	10%	5%
Resources - other barriers	47	9%	4%
Training and development	47	9%	4%
Ideas	45	9%	4%
Insufficient support other	44	8%	4%
Negative impact on child	44	8%	4%
Early years	44	8%	4%
Poor survey	43	8%	4%
Insufficient specialist provision	43	8%	4%
Staff need better knowledge	37	7%	3%
Negative emotional talk	36	7%	3%
Transition points	35	7%	3%
EHCP	32	6%	3%
Best Practice	30	6%	3%
Other enablers to strengthening communities	30	6%	3%
Other barriers to strengthening communities	28	5%	2%
Insufficient comms and info to families	28	5%	2%
Delays accessing services	27	5%	2%
Insufficient user participation	23	4%	2%
Diagnosis	22	4%	2%
Accessibility barriers - other	21	4%	2%
Liquid gold	21	4%	2%
Negative impact on family	20	4%	2%
Insufficient partnership work	20	4%	2%
Staff in schools need support	20	4%	2%
Accessibility barriers - distance	18	3%	2%
Insufficient local opportunities	18	3%	2%
Share with Family Resilience	17	3%	2%
Most complex needs	16	3%	1%
Early Intervention good	13	2%	1%
Staff retention	13	2%	1%
Primary	13	2%	1%
Secondary	13	2%	1%
Delays in identification of need	12	2%	1%
Focus on finance not on need	11	2%	1%
Resources - other enablers	10	2%	1%
Delays accessing therapies	10	2%	1%
Insufficient therapy provision	10	2%	1%
Post 16	9	2%	1%
Delays other	8	2%	1%
Other barriers to working together	8	2%	1%
Difficulties with CAMHS	7	1%	1%
Insufficient opportunities autism	7	1%	1%
Personal experience positive	7	1%	1%
Proposals - Against	6	1%	1%
Delays - waiting for crisis	6	1%	1%
Thresholds too high	6	1%	1%
Insufficient accountability	6	1%	1%
Proposals – For	5	1%	0.4%
Staff recruitment	5	1%	0.4%

Poor communication between practitioners	5	1%	0.4%
Health services - barriers	4	1%	0.4%
Other enablers to working together	4	1%	0.4%
Admissions process	3	1%	0.3%
Transport	2	0%	0.2%
Health services - enablers	2	0%	0.2%
Accessibility barriers - out of school activities	1	0%	0.1%
Positive emotional talk	1	0%	0.1%
Share with bus travel	1	0%	0.1%
Share with Libraries	1	0%	0.1%

**Question 3 - In early years settings, schools and colleges, we will ensure children and young people with additional needs are identified earlier and receive the assessment and support they need when they need it.**

**Thinking about the plans summarised, to what extent do you agree or disagree with the following:**

440 of 1133 (39%) responders left comments to this question

Tags	Responses (Number)	Prevalence (% of 440)	Prevalence (% of 1133)
Lack of trust	135	31%	12%
Proposal needs to be more specific	88	20%	8%
Lack of funding	88	20%	8%
Training and development	62	14%	5%
Proposals – For	61	14%	5%
Early help and SEN Support	45	10%	4%
Personal experience negative	42	10%	4%
Ideas	40	9%	4%
Staff need better knowledge	37	8%	3%
Early years	33	8%	3%
Resources - other barriers	32	7%	3%
Resources - other enablers	27	6%	2%
Mainstream not meeting needs	24	5%	2%
Negative impact on child	24	5%	2%
Insufficient support other	22	5%	2%
Other enablers to working together	22	5%	2%
EHCP	21	5%	2%
Staff recruitment	20	5%	2%
Insufficient partnership work	20	5%	2%
Early Intervention good	18	4%	2%
Principles - agree with	18	4%	2%
Best Practice	17	4%	2%
Principles not currently true	17	4%	2%
Insufficient comms and info to families	17	4%	2%
Staff retention	15	3%	1%
Negative emotional talk	15	3%	1%
Liquid gold	15	3%	1%
Other enablers to strengthening communities	14	3%	1%

Negative impact on family	13	3%	1%
Poor survey	12	3%	1%
Diagnosis	12	3%	1%
Staff in schools need support	12	3%	1%
Most complex needs	12	3%	1%
Transition points	12	3%	1%
Delays accessing services	11	3%	1%
Insufficient therapy provision	11	3%	1%
Other barriers to strengthening communities	11	3%	1%
Insufficient specialist provision	10	2%	1%
Delays accessing therapies	9	2%	1%
Delays other	9	2%	1%
Share with Family Resilience	9	2%	1%
Insufficient user participation	8	2%	1%
Proposals - Against	7	2%	1%
Accessibility barriers - other	7	2%	1%
Delays in identification of need	7	2%	1%
Difficulties with CAMHS	6	1%	1%
Focus on finance not on need	5	1%	0.4%
Personal experience positive	5	1%	0.4%
Insufficient accountability	5	1%	0.4%
Poor communication between practitioners	5	1%	0.4%
Delays - waiting for crisis	4	1%	0.4%
Insufficient local opportunities	4	1%	0.4%
Insufficient opportunities autism	4	1%	0.4%
Health services - barriers	4	1%	0.4%
Other barriers to working together	4	1%	0.4%
Primary	4	1%	0.4%
Thresholds too high	3	1%	0.3%
Secondary	3	1%	0.3%
Positive emotional talk	2	0%	0.2%
Post 16	2	0%	0.2%
Accessibility barriers - distance	1	0%	0.1%
Admissions process	1	0%	0.1%
Share with bus travel	1	0%	0.1%

**Question 4 - We will provide more local provision to enable children and young people with SEND to achieve their full potential and be part of their local community.**

**Thinking about the plans summarised, to what extent do you agree or disagree with the following**

396 of 1133 (33%) responders left comments to this question

Tags	Responses (Number)	Prevalence (% of 396)	Prevalence (% of 1133)
Lack of trust	120	30%	11%
Proposal needs to be more specific	90	23%	8%
Lack of funding	57	14%	5%
Proposals – For	56	14%	5%
Accessibility barriers - distance	42	11%	4%
Insufficient specialist provision	42	11%	4%

Ideas	37	9%	3%
Mainstream not meeting needs	36	9%	3%
Resources - other barriers	31	8%	3%
Insufficient local opportunities	30	8%	3%
Training and development	25	6%	2%
Other enablers to strengthening communities	24	6%	2%
Resources - other enablers	23	6%	2%
Personal experience negative	21	5%	2%
Negative impact on child	18	5%	2%
Liquid gold	18	5%	2%
Poor survey	17	4%	2%
Insufficient support other	15	4%	1%
Staff need better knowledge	13	3%	1%
Negative emotional talk	13	3%	1%
Principles not currently true	12	3%	1%
Proposals - Against	12	3%	1%
Staff retention	11	3%	1%
Negative impact on family	11	3%	1%
Focus on finance not on need	9	2%	1%
Staff recruitment	9	2%	1%
Accessibility barriers - out of school activities	9	2%	1%
Other barriers to strengthening communities	9	2%	1%
Insufficient comms and info to families	9	2%	1%
Other enablers to working together	9	2%	1%
Post 16	9	2%	1%
Best Practice	8	2%	1%
Principles - agree with	8	2%	1%
Accessibility barriers - other	8	2%	1%
Insufficient opportunities autism	7	2%	1%
Insufficient user participation	7	2%	1%
Share with Family Resilience	7	2%	1%
Insufficient therapy provision	6	2%	1%
Insufficient partnership work	6	2%	1%
Early years	6	2%	1%
Staff in schools need support	5	1%	0.4%
EHCP	5	1%	0.4%
Most complex needs	5	1%	0.4%
Transition points	5	1%	0.4%
Delays accessing services	4	1%	0.4%
Delays other	4	1%	0.4%
Personal experience positive	4	1%	0.4%
Transport	4	1%	0.4%
Diagnosis	4	1%	0.4%
Secondary	4	1%	0.4%
Early Intervention good	3	1%	0.3%
Thresholds too high	3	1%	0.3%
Early help and SEN Support	3	1%	0.3%
Primary	3	1%	0.3%
Share with bus travel	2	1%	0.2%
Admissions process	1	0%	0.1%

Delays accessing therapies	1	0%	0.1%
Health services - barriers	1	0%	0.1%
Insufficient accountability	1	0%	0.1%
Other barriers to working together	1	0%	0.1%
Positive emotional talk	1	0%	0.1%
Share with Libraries	1	0%	0.1%

### Question 5

344 of 1133 (30%) responders left comments to this question

Tags	Responses (Number)	Prevalence (% of 396)	Prevalence (% of 1133)
Lack of trust	79	23%	7%
Proposal needs to be more specific	76	22%	7%
Insufficient partnership work	63	18%	6%
Ideas	43	13%	4%
Proposals – For	41	12%	4%
Lack of funding	38	11%	3%
EHCP	28	8%	2%
Other enablers to working together	25	7%	2%
Personal experience negative	21	6%	2%
Resources - other barriers	20	6%	2%
Poor communication between practitioners	20	6%	2%
Principles not currently true	18	5%	2%
Training and development	18	5%	2%
Health services - barriers	17	5%	2%
Insufficient comms and info to families	16	5%	1%
Difficulties with CAMHS	15	4%	1%
Poor survey	14	4%	1%
Delays accessing services	14	4%	1%
Negative impact on child	13	4%	1%
Other barriers to working together	12	3%	1%
Other enablers to strengthening communities	11	3%	1%
Negative emotional talk	11	3%	1%
Mainstream not meeting needs	10	3%	1%
Liquid gold	10	3%	1%
Focus on finance not on need	9	3%	1%
Resources - other enablers	9	3%	1%
Negative impact on family	9	3%	1%
Staff retention	8	2%	1%
Insufficient specialist provision	8	2%	1%
Insufficient therapy provision	8	2%	1%
Insufficient user participation	8	2%	1%
Best Practice	7	2%	1%
Insufficient support other	7	2%	1%
Insufficient accountability	7	2%	1%
Staff need better knowledge	7	2%	1%
Transition points	7	2%	1%

Proposals - Against	6	2%	1%
Staff recruitment	6	2%	1%
Delays accessing therapies	6	2%	1%
Other barriers to strengthening communities	6	2%	1%
Staff in schools need support	6	2%	1%
Principles - agree with	5	1%	0.4%
Early help and SEN Support	4	1%	0.4%
Most complex needs	4	1%	0.4%
Early years	4	1%	0.4%
Share with Family Resilience	4	1%	0.4%
Accessibility barriers - other	3	1%	0.3%
Insufficient opportunities autism	3	1%	0.3%
Thresholds too high	3	1%	0.3%
Early Intervention good	2	1%	0.2%
Delays - waiting for crisis	2	1%	0.2%
Delays other	2	1%	0.2%
Insufficient local opportunities	2	1%	0.2%
Diagnosis	2	1%	0.2%
Primary	2	1%	0.2%
Accessibility barriers - distance	1	0%	0.1%
Accessibility barriers - out of school activities	1	0%	0.1%
Delays in identification of need	1	0%	0.1%
Personal experience positive	1	0%	0.1%
Health services - enablers	1	0%	0.1%
Positive emotional talk	1	0%	0.1%
Post 16	1	0%	0.1%

### Question 6

270 of 1133 (24%) responders left comments to this question

Tags	Responses (Number)	Prevalence (% of 270)	Prevalence (% of 1133)
Proposal needs to be more specific	79	29%	7%
Lack of trust	71	26%	6%
Lack of funding	36	13%	3%
Ideas	33	12%	3%
Proposals – For	27	10%	2%
Poor survey	24	9%	2%
Insufficient partnership work	24	9%	2%
Resources - other barriers	16	6%	1%
Training and development	16	6%	1%
Other enablers to working together	15	6%	1%
Other enablers to strengthening communities	14	5%	1%
Personal experience negative	12	4%	1%
Insufficient comms and info to families	12	4%	1%
Principles not currently true	10	4%	1%
Resources - other enablers	9	3%	1%
Staff retention	8	3%	1%

Negative emotional talk	8	3%	1%
Insufficient support other	7	3%	1%
Negative impact on child	7	3%	1%
Other barriers to working together	7	3%	1%
Staff need better knowledge	7	3%	1%
Principles - agree with	6	2%	1%
Proposals - Against	6	2%	1%
EHCP	6	2%	1%
Best Practice	5	2%	0.4%
Focus on finance not on need	5	2%	0.4%
Staff recruitment	5	2%	0.4%
Delays accessing services	5	2%	0.4%
Negative impact on family	4	1%	0.4%
Insufficient specialist provision	3	1%	0.3%
Insufficient therapy provision	3	1%	0.3%
Mainstream not meeting needs	3	1%	0.3%
Other barriers to strengthening communities	3	1%	0.3%
Diagnosis	3	1%	0.3%
Insufficient accountability	3	1%	0.3%
Early help and SEN Support	3	1%	0.3%
Secondary	3	1%	0.3%
Liquid gold	3	1%	0.3%
Accessibility barriers - distance	2	1%	0.2%
Accessibility barriers - other	2	1%	0.2%
Delays - waiting for crisis	2	1%	0.2%
Insufficient user participation	2	1%	0.2%
Poor communication between practitioners	2	1%	0.2%
Staff in schools need support	2	1%	0.2%
Early years	2	1%	0.2%
Post 16	2	1%	0.2%
Primary	2	1%	0.2%
Early Intervention good	1	0%	0.1%
Difficulties with CAMHS	1	0%	0.1%
Insufficient local opportunities	1	0%	0.1%
Insufficient opportunities autism	1	0%	0.1%
Personal experience positive	1	0%	0.1%
Health services - barriers	1	0%	0.1%
Transition points	1	0%	0.1%
Share with Family Resilience	1	0%	0.1%
Accessibility barriers - out of school activities	0	0%	0%
Admissions process	0	0%	0%
Delays accessing therapies	0	0%	0%
Delays in identification of need	0	0%	0%
Delays other	0	0%	0%
Thresholds too high	0	0%	0%
Transport	0	0%	0%
Health services - enablers	0	0%	0%
Positive emotional talk	0	0%	0%
Most complex needs	0	0%	0%
Share with bus travel	0	0%	0%

Share with Community Recycling	0	0%	0%
Share with Libraries	0	0%	0%

### Question 17

378 of 1133 (33%) responders left comments to this question

Tags	Responses (Number)	Prevalence (% of 378)	Prevalence (% of 1133)
Lack of trust	90	24%	8%
Lack of funding	79	21%	7%
Personal experience negative	65	17%	6%
Ideas	59	16%	5%
Negative emotional talk	57	15%	5%
Negative impact on child	47	12%	4%
Proposal needs to be more specific	36	10%	3%
Poor survey	34	9%	3%
Insufficient comms and info to families	34	9%	3%
EHCP	31	8%	3%
Insufficient support other	28	7%	2%
Other enablers to strengthening communities	28	7%	2%
Liquid gold	28	7%	2%
Negative impact on family	27	7%	2%
Mainstream not meeting needs	24	6%	2%
Staff need better knowledge	24	6%	2%
Training and development	24	6%	2%
Early help and SEN Support	21	6%	2%
Proposals – For	20	5%	2%
Resources - other barriers	20	5%	2%
Accessibility barriers - distance	20	5%	2%
Insufficient specialist provision	20	5%	2%
Insufficient user participation	18	5%	2%
Insufficient partnership work	17	4%	2%
Other barriers to strengthening communities	16	4%	1%
Delays accessing services	15	4%	1%
Best Practice	14	4%	1%
Focus on finance not on need	14	4%	1%
Early Intervention good	13	3%	1%
Other enablers to working together	13	3%	1%
Early years	13	3%	1%
Most complex needs	12	3%	1%
Staff retention	11	3%	1%
Accessibility barriers - other	11	3%	1%
Diagnosis	11	3%	1%
Transition points	11	3%	1%
Principles - agree with	10	3%	1%
Personal experience positive	10	3%	1%
Post 16	8	2%	1%
Resources - other enablers	7	2%	1%

Staff in schools need support	7	2%	1%
Primary	7	2%	1%
Secondary	7	2%	1%
Admissions process	6	2%	1%
Delays in identification of need	6	2%	1%
Delays other	6	2%	1%
Insufficient opportunities autism	6	2%	1%
Insufficient therapy provision	6	2%	1%
Poor communication between practitioners	6	2%	1%
Share with Family Resilience	6	2%	1%
Principles not currently true	5	1%	0.4%
Staff recruitment	5	1%	0.4%
Insufficient accountability	5	1%	0.4%
Positive emotional talk	5	1%	0.4%
Delays - waiting for crisis	4	1%	0.4%
Difficulties with CAMHS	4	1%	0.4%
Insufficient local opportunities	4	1%	0.4%
Thresholds too high	4	1%	0.4%
Health services - barriers	4	1%	0.4%
Other barriers to working together	4	1%	0.4%
Share with bus travel	4	1%	0.4%
Proposals - Against	2	1%	0.2%
Delays accessing therapies	2	1%	0.2%
Transport	2	1%	0.2%
Accessibility barriers - out of school activities	1	0%	0.1%
Share with Community Recycling	1	0%	0.1%
Share with Libraries	1	0%	0.1%

### 5.3 Quotes

The full responses arranged by tags and themes are recorded in a separate document. The tables below show a selection of quotes to give a snapshot of some of the views shared.

### Quotes across the five principles and four proposed areas of transformation

Principles	
<p><b>Principle 1:</b> Children with special educational needs are identified earlier and supported in a timely and effective way in order to improve their outcomes and wellbeing.</p>	<p><b>Positive Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>Early identification and intervention needs to start from birth.</i></li> </ul> <p><b>Negative Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>This is great for 'new' cases but concerned how existing SEND children will be supported if resources are focused elsewhere.</i></li> </ul> <p><b>Things to consider in the co-design of the detailed proposals in the SEND Strategy</b></p> <p>Some respondents shared current experiences to show that what needs to improve</p> <ul style="list-style-type: none"> <li>• <i>This sounds good in theory, but will only work in practice if school SENCos and SLTs are fully onboard, and are able to identify possible SEND issues early on.</i></li> <li>• <i>Dyslexia assessments should be offered to children who are suspected to be dyslexic without parents having to pay.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Children are often left to get on with it for far too long in ordinary school settings leading to exclusions far too often</i></li> <li>• <i>In principle this sounds great but staff at local schools are often not trained in spotting and dealing with SEND.</i></li> <li>• <i>How does the LA propose to deal with the current cohort of SEND children who will not fall under the new strategy (because they're past the early identification stage) but will be needing support for many years to come?</i></li> </ul>
<p><b>Principle 2:</b> There is an increased focus on earlier intervention and prevention to offer help and meet needs at the earliest opportunity, reducing the demand on high cost, high need interventions.</p>	<p><b>Positive Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>With early intervention some SEN needs could be solved earlier</i></li> <li>• <i>The principles are good, better early intervention should create better outcome.</i></li> <li>• <i>Early intervention and identification of SEN (however severe) is definitely needed.</i></li> <li>• <i>Early intervention is absolutely key for their development and parents need the support and tools to do so.</i></li> <li>• <i>With early intervention some SEN needs could be solved earlier</i></li> <li>• <i>If SEND support was initiated earlier in Early years and KS1 there would be fewer children not meeting educational attainments, fewer children who need CAMHS or emotional support and fewer children at risk of using violence or having severely disruptive behaviour at school. This would make life better for the children, their families, their class peers, their teachers, support workers and reduce the workload of headteachers it would save money and improve expectations for children. Just provide the support early.</i></li> </ul> <p><b>Negative Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>This strategy to intervene earlier to my eye seems aimed to remove the need for EHCP, and the obligations and costs that it places on the council - rather than actually aiming to improve the lot of the children. I'm in favour of earlier identification, but ABSOLUTELY NOT these attempts to avoid EHCP.</i></li> <li>• <i>I don't understand your use of the word "Prevention". I work in education and most SEND families would be appalled that SCC believe that SEND can be prevented</i></li> <li>• <i>The focus on early intervention and reducing the number of EHCPs seem to be all about cost cutting and nothing to do with concern for our children</i></li> <li>• <i>It is unclear to me what is being 'prevented' here: it may be true that some areas of SEND arise from situations where intervention in the situation and with the child can reduce their SEND and enable them to remain in or return to mainstream provision. However, there are a not insignificant number of children whose SEND arise from genetic or medical causes and the suggestion that somehow their SEND can be 'prevented' is not at all inclusive</i></li> </ul> <p><b>Things to consider in the co-design of the detailed proposals in the SEND Strategy</b> Some respondents gave examples of current delays and barriers to this principle currently</p>

	<ul style="list-style-type: none"> <li>• <i>Teachers have to file endless amounts of paperwork and evidence to access services for children and families. This often leads to months of delays. Huge waiting lists for speech and behaviour support.</i></li> <li>• <i>When Speech Therapists are only carrying out statutory work, children who need assessing are missing out, and experience delays in appropriate support.</i></li> <li>• <i>My son is now in an private specialist school, unable to interact with his local friends because of a lack of early intervention as parents concerns are not listened too</i></li> <li>• <i>Told that as my older daughter was not showing multiple signs of ASD, that assessment would not happen at the moment (despite her father and sister being diagnosed), as girls were harder to diagnoses.</i></li> <li>• <i>More specialist nursery provision is needed, especially in the SW of the county</i></li> <li>• <i>Early intervention must start with a cultural shift so that Health services liaise with education and social care to identify young clients with developmental delays or diagnosed learning difficulties or disabilities.</i></li> </ul>
<p><b>Principle 3:</b> Children and young people are helped to become resilient and independent so that they can lead independent and fulfilling lives in their own communities.</p>	<p><b>Positive Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>Would strongly agree provided the right provision is there.</i></li> <li>• <i>Make people more resilient by making them feel loved and cared about and valuable and capable and have life chances and choices. Then they will be productive happy resilient people. You can't just make people more resilient. You need to build resilience with love and care. It's not just a few techniques, it's lifelong learning.</i></li> </ul> <p><b>Negative Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>Some children with more complex needs will struggle to achieve independence, and I therefore wonder if this principle is too divisive.</i></li> <li>• <i>Whilst independence and resilience is a worthy goal and appropriate for many, the strategy again fails to recognise the fact that for some, resilience and full independence may never be achieved and does not comment on how it will help to prepare children and young people in that situation for their future.</i></li> </ul> <p><b>Things to consider in the co-design of the detailed proposals in the SEND Strategy</b></p> <ul style="list-style-type: none"> <li>• <i>Regarding no 3 include: empower parents to support their children</i></li> </ul> <p>Some respondents mentioned current disadvantages faced by children and young people with SEND</p> <ul style="list-style-type: none"> <li>• <i>Not all resources are accessible disadvantaging those who are at risk of marginalisation. It is a struggle to get access to services</i></li> <li>• <i>Permanent exclusion as school could then meet needs.....then out of education further increasing anxiety and MH issues. This does not make children resilient</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Resilience and independence are obviously worthy goals, however instilling a sense of ambition and motivation in children with SEND might be more important..... I believe specific support to maintain his self belief and motivation at a younger age would have made him more likely to aspire to achieving his best.</i></li> <li>• <i>Needs to be a lot more social / emotional support for children to grow their confidence in those areas not just academically.</i></li> <li>• <i>Children with special needs are often targets for bullying, some schools deal well with this others don't.</i></li> <li>• <i>If you are a signing deaf or deafblind child/teen there is very little support or school provision in Surrey. BSL for everyone is the way forward.</i></li> <li>• <i>I raise the issue of PDA. As this disorder is not recognised by Surrey the concern for parents with children who are diagnosed with this disorder is that Surrey can't and won't take the appropriate measures to recognise, diagnose and support children who will need very specialist assistance to help them be independent in later life</i></li> <li>• <i>Not all children are able to live independently and focus should be on that, when SCC are deciding who is and who isn't able to live independently it should be on an individual basis</i></li> </ul>
<p><b>Principle 4:</b> The voices of our children, young people and families are heard so they can shape and inform how we work together to get the best results.</p>	<p><b>Positive Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>Young disabled adults deserve to be heard</i></li> <li>• <i>Families/CYP should be listened to respectfully, and engaged with, at all stages of the process, without the burden of design or implementation falling on them necessarily.</i></li> <li>• <i>We need to give equal weighting to the voices of our children and families. Currently some families are heard in Surrey and others are hard to reach/easy to ignore.</i></li> </ul> <p><b>Things to consider in the co-design of the detailed proposals in the SEND Strategy</b></p> <p>Some respondents shared current barriers to children and young people and families being heard</p> <ul style="list-style-type: none"> <li>• <i>Some children are unable to have their voice heard either because they have communication issues or cannot make decisions in the best long term interest.</i></li> <li>• <i>Parents voices are NOT listened to even though we know our children the best. The only opportunity we have of being heard is via a tribunal which is often inaccessible to many families.</i></li> <li>• <i>Parents preferences not always taken into account, case workers hard to get hold off.</i></li> <li>• <i>Panels meet but do not include parents who are the very people that deal with special needs every day.</i></li> </ul>
<p><b>Principle 5:</b> Surrey's early years settings, schools, colleges and other providers are able to support children to live, learn and grow up locally and achieve their full potential.</p>	<p><b>Positive Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>If the right provision is available and accessible locally then this would be the ideal.</i></li> <li>• <i>Local provision must be high quality and experienced, knowledgeable staff able to fully meet needs.</i></li> </ul> <p><b>Negative Impacts</b></p>

	<p>Some responders were concerned that the best provision a child’s need currently may not be the most local.</p> <ul style="list-style-type: none"> <li>• <i>These principles are sound but are not a FITS ALL as there will be some children for whom thus approach is not best. Some children will still need specialist schools because they need a smaller class size, or a school with access to therapies on site, or a school with experience of their disabilities. The Surrey SEND offer should not prevent these children from easily accessing schools out of area where the need still requires it.</i></li> <li>• <i>I do not always agree that local is best for children especially if the provision provided is not of such a high standard.</i></li> <li>• <i>With insufficient services and places available parents don't realistically get much choice even if there voice is heard.</i></li> <li>• <i>My concern about principle five us that there is a hidden implication to close specialist settings which are needed for some children</i></li> </ul> <p><b>Things to consider in the co-design of the detailed proposals in the SEND Strategy</b></p> <p>Some respondents shared current barriers to this principle</p> <ul style="list-style-type: none"> <li>• <i>There is not enough provision in local areas so my son currently has an hours journey each way to a school</i></li> <li>• <i>Schools need more trained specialist staff to support children.</i></li> <li>• <i>SCC should aim to have more special needs facilities around the county to keep SEND pupils in a more effective environment.</i></li> <li>• <i>If young people are to be able to grow up and live locally and achieve their full potential, Surrey's post-16/19 provision must be better able to provide meaningful vocational training for young people with additional needs and to support them to find meaningful work placements and ultimately paid employment.</i></li> <li>• <i>I believe schools are actively filtering out children with high level needs for budgetary reasons.</i></li> <li>• <i>Poor provision for post 16 education in east Surrey.</i></li> <li>• <i>Specialist provision is non-existent in Surrey for my children's needs unfortunately, and I am happier with a very specialist provision out of county. The personal costs through Tribunal to achieve that has detrimentally effected our family longterm.</i></li> <li>• <i>There is also a disparity in the provision for boys &amp; girls in Surrey, with less choice available to girls.</i></li> </ul>
<p><b>All Principles</b></p>	<p><b>Positive Impacts</b></p> <p>Overall respondents who left comments agree with the five principles.</p> <ul style="list-style-type: none"> <li>• <i>These are excellent principles, I hope you are able to follow through.</i></li> <li>• <i>The principles are fantastic and would make the service cheaper in the long run.</i></li> </ul> <p><b>Negative Impacts</b></p> <p>Some respondents commented that they lacked trust in Surrey County Council being able to adhere to the principles and wanted more information about what would change to make a difference</p> <ul style="list-style-type: none"> <li>• <i>Wouldn't it be great if these things actually happened</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>The principles are what should already be happening sadly, Surrey County Council has not been doing this. Many young people have not had the interventions they require and as a result will have difficulties that are harder to resolve through put their lives.</i></li> <li>• <i>The principles are good- but how will this actually work?</i></li> <li>• <i>If these are new proposals then what was the strategy before? Surely it included lots of these things anyway? Is it just new wording?</i></li> <li>• <i>Re write them without the involvement of any professionals better consultation with the public needed.</i></li> </ul> <p>Some respondents felt the principles would need more financial investment/resource</p> <ul style="list-style-type: none"> <li>• <i>nothing wrong with the principles. They sound expensive though</i></li> <li>• <i>Available resources and funding for the development of these (physical and human) are the main inhibiting factors in applying these principals, at every level of service.</i></li> <li>• <i>I agree with the five strategies of principle but I don't see where the funding will be coming from or where the staff to support will come from.</i></li> <li>• <i>How can this be achieved by cutting services and funding?</i></li> </ul> <p><b>Things to consider in the co-design of the detailed proposals in the SEND Strategy</b></p> <p>Some respondents felt that the question was unclear and selected that they disagree with the principles as they do not feel they are currently being adhered to.</p> <ul style="list-style-type: none"> <li>• <i>I think none of the above statements are currently true.</i></li> <li>• <i>None of the above has been in place</i></li> <li>• <i>All very good in principle but this in my experience has not been delivered.</i></li> <li>• <i>Unclear whether this is asking if I agree with the principal themselves, or with whether they are being upheld currently (I have answered the latter interpretation)</i></li> <li>• <i>I agree with the strategy aims but these are not currently being achieved.</i></li> <li>• <i>This is badly worded and so it is unclear if these questions should refer to current provision or planned provision. I have answered based on current provision.</i></li> </ul>
<b>Proposed areas of transformation</b>	
<b>Early Identification and Support</b>	<p><b>Positive Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>Help needs to come early &amp; be consistent. The paperwork involved needs to be reduced &amp; families should not need to fight for help fir the children.</i></li> <li>• <i>Early intervention will help everyone concerned.</i></li> <li>• <i>Early identification is vital but so is support throughout their development as often on-going support/provision is required.</i></li> <li>• <i>Yes if caught earlier, then there can be better support in place. Save money down the line.</i></li> </ul> <p><b>Negative Impacts</b></p>

	<ul style="list-style-type: none"> <li>• <i>These proposals won't support professionals working with SEND unless they come with enhanced training to identify and manage SEND.</i></li> </ul> <p><b>Things to consider in the co-design of the detailed proposals in the SEND Strategy</b></p> <p>Some respondents were concerned about funding and current barriers</p> <ul style="list-style-type: none"> <li>• <i>Nurseries and school settings need funds not just training to manage children with SEND needs</i></li> <li>• <i>If you can't afford to do something don't falsely raise expectation</i></li> <li>• <i>Early intervention and assessment requires fully funded teams with adequate capacity to work with c&amp;yp</i></li> <li>• <i>We have only spoken to a couple of professionals who even had any knowledge of autism in girls</i></li> <li>• <i>Schools may need to introduce more things like sensory rooms and additional SEN staff/TA's to support children whose need cannot be met by a teacher with 34 kids in a class.</i></li> <li>• <i>More focus on identifying and assisting children in early years with lower level issues.</i></li> <li>• <i>For the last year we have paid for private speech therapy as the waiting list is long.</i></li> <li>• <i>Surrey council apparently do not offer help just for dyslexic pupils. It is a complex disability but life skills to cope like the use of tech and typing .....support groups for families and pupils to help each other.</i></li> <li>• <i>It is already difficult to get an EHCP and even more difficult to get the right provision for the child included in the plan.</i></li> <li>• <i>Clarity on the 'Graduated Pathway' is needed to ensure all are clear on what is it and how it is different from the previous SEN support or 'right support at the right time'</i></li> </ul>
<p><b>Developing local services and managing the market</b></p>	<p><b>Positive Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>Strongly agree with an increase in the range of specialist provision within our locality which meets the increasing level of need, based on the principles of inclusion.</i></li> <li>• <i>Local provision will certainly encourage more community support and this is welcomed. Currently (as you identify in the document) SEN provision often requires long journeys to a suitable provision and this doesn't help the child to form friendships with other local children as they are often living a long way from each other.</i></li> <li>• <i>As long as the right level of skill and expertise is provided, then an improvement for children and their families should have positive outcomes.</i></li> <li>• <i>I very much welcome an increase in places/provision locally. The most useful provision is SEN units in mainstream schools plus Special Schools for the most high need. Families usually have children without SEN as well. I personally don't want to send my SEN child some-where else, possibly far away.</i></li> <li>• <i>The proposed increase in local specialist provision is welcome.</i></li> <li>• <i>The aspirations are very positive. We need more detail about how they will be achieved.</i></li> </ul>

	<p><b>Negative Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>Being schooled nearer to home is not the most important decision when it comes to where a child with SEN is educated. In many cases it is better the child travels to the school that best suits their needs rather than goes to a more local school that doesn't.</i></li> <li>• <i>Would the disabled children be able to reach full potential in a mainstream environment— I'm not convinced and my child is profoundly disabled so it's a huge worry for me</i></li> </ul> <p><b>Things to consider in the co-design of the detailed proposals in the SEND Strategy</b></p> <p>Some respondents shared current barriers they face in accessing local support</p> <ul style="list-style-type: none"> <li>• <i>There are not enough local schools my children's schools are 24 miles and 36 miles away from our home so they cannot teach my children to access their local community.</i></li> <li>• <i>There are very few autism specific residential settings in this county.</i></li> <li>• <i>In order for this to work there needs to be more specialist provision especially in secondary education and for further education.</i></li> <li>• <i>For some families (including ours) SEND provision is currently working well. And, where that is the case, these plans need to avoid unnecessary disruption. Some reassurance that the council aspires to do so would be appreciated.</i></li> <li>• <i>My son has CP and wheelchair bound and for all of his education he has had to go out of Surrey.</i></li> <li>• <i>We have been refused an assessment at home many times in order for our daughter to have supported experiences in the community without us and for us to have respite.</i></li> <li>• <i>It's key that these provisions are well thought through so please do consult the parents and the children!!</i></li> <li>• <i>I feel that SCC are missing the issue here. Lots of special places for low level needs are highly expensive, it would be better to invest in schools to meet the needs of pupils with low level needs with some specialist training.</i></li> </ul>
<p><b>Partnership working</b></p>	<p><b>Positive Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>Joined up thinking and co-ordinated multi agency involvement is critical in achieving the best outcomes for young people</i></li> <li>• <i>As long as the proposals actually translate into reality, things should improve</i></li> <li>• <i>I think the plans are good but will only be effective if health feel valid partners in the transformation and not just informed.</i></li> </ul> <p><b>Negative Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>I have to 'tend to disagree' because I do not want my feedback to count as a vote to basically cut the service provision which is what it will be.</i></li> </ul> <p><b>Things to consider in the co-design of the detailed proposals in the SEND Strategy</b></p> <p>Some respondents stated that mainstream schools need support in order to meet the needs of children with SEND</p>

- *The mainstream establishments are not equipped or staffed to the right levels to support these children adequately*
- *Some schools do not wish to spend their funding on contributing to the support given to children with SEND. This is hugely detrimental to these children. They struggle to cope in a mainstream setting and behaviour and education fall behind. More needs to be done to support these children and enable schools to do this*
- *Not enough funding and support in mainstream schools.*
- *Yes it's lovely that children with ehcps should be at mainstream but the skill isn't always there, long periods of time are spent out of class with one to one and child loses friends.*
- *The local mainstreams looked at for my son when I mentioned his additional needs told me they will not have them in their school. 3 schools told me this.*
- *Many mainstream schools are too results driven given the current educational climate and are not interested in children with SEND despite the fact they should be*
- *I would like to know how you are, in particular, going to bring inclusion into mainstream schools? As this is something they are not great at and if the school is an academy, which many are becoming, how are you going to enforce inclusion with in them?*
- *Make better use of the specialists that exist in the excellent specialist provision you have in the county to provide this support*

Some respondents raised issues of improvements needed

- *Its not about saying these things will happen, its about making sure they will happen with an effective implementation strategy. Who will do it, how where and when?*
- *Since 2014, collaboration has been minimal between health, care and education with much of the responsibility, action and co-ordinating led by schools with minimal support from other services / bodies.*
- *Parents relatives and carers still have to answer the same questions over and over again every time they encounter a new service. It should not be so difficult in the modern computer age for records to be shared.*
- *The problem with spreading the responsibility is every department has its own budget and will aim to protect it.*
- *It makes sense that all agencies should work together, but I have still seen no evidence of this happening as has been promised previously , and again no detail on how you will actually achieve this.*

Some respondents discussed flexible and blended offers

- *Sharing expertise between schools is obviously a sensible idea, however, I would be concerned if 'flexible and blended offers' means that a child would be regularly attending different schools on different days of the week: this may be difficult for a child with SEND socially and may exacerbate issues rather than help. If the proposal is that staff relocate to bring expertise to the children, then this may be more successful.*

	<ul style="list-style-type: none"> <li>• <i>Flexibility is good in terms of provision for CYP with SEND, however it is equally important that these children have a sense of belonging, and I would be wary of flexible and blended offers that do not provide this necessary stability.</i></li> <li>• <i>There should be more flexibility in the system for pupils to move between settings whether into mainstream or out of mainstream and there should be specialist help to support this.</i></li> </ul> <p>Some respondents gave positive examples</p> <ul style="list-style-type: none"> <li>• <i>Recent success: SaLT moving to SCC means that the service is now better able to work within schools and the schooling system, and it is now far more integrated and responsive.</i></li> <li>• <i>I worked in an SEN school where health support staff were also based. It was excellent for the children to be getting all their needs met at school.</i></li> </ul>
<p><b>Improving Policy and Practice</b></p>	<p><b>Positive Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>This is tricky to implement but would be great if it happened.</i></li> <li>• <i>It's so hard to know how much these will help until they are put into practice. But it can only be a good thing that SCC is putting more resource and joining the dots between professional and support services in SEND provisions.</i></li> <li>• <i>Of course this would improve things.</i></li> </ul> <p><b>Negative Impacts</b></p> <ul style="list-style-type: none"> <li>• <i>The plan will not meet the need of the children.</i></li> <li>• <i>By commissioning do you mean involving the private sector more? I am against this, as outsourcing has negative consequences on continuity of care. There is definitely a gap in provision for children finishing secondary education.</i></li> <li>• <i>You have less control over how the money is spent and the outcomes that are expected frequently do not happen. Public money should be spent through the Surrey county council system, not filtered off for private profit.</i></li> </ul> <p><b>Things to consider in the co-design of the detailed proposals in the SEND Strategy</b></p> <ul style="list-style-type: none"> <li>• <i>Every child is different same approach won't work for all children</i></li> <li>• <i>Again it all sounds great, I am worried about how mainstream schools are going to be made to do things to become inclusive. I also think clear guidance for practitioners and teachers is vital to this working.</i></li> <li>• <i>I tend to agree with these proposals but to improve the quality of practice with partners requires a long term commitment of resources and I am concerned that the current funding framework is wholly inadequate to meet SCC's aim taking into account the high level of demand from young people with SEND in Surrey.</i></li> <li>• <i>In theory it sounds good, but have concerns about how it is going to be made accessible to all schools and staff.</i></li> <li>• <i>Good working relationships with parents are key to achieve this, so the experience the parents have of the system is likely to affect co-operation and achieving the outcomes for the children.</i></li> </ul>

	<p>Staff and workforce development</p> <ul style="list-style-type: none"> <li>• <i>The service professionals are (in my experience) excellent, there is a wider issue in terms of the management, management structure and support to ensure these personnel are rewarded, supported and not overstressed.</i></li> <li>• <i>I think a key consideration in developing practice is looking at the support and training for learning support assistants. They face challenges every day and come back to work the next day smiling. The mental health and wellbeing of these individuals needs to be seriously considered as they are the ones working with the children every day, facing extremely challenging behaviours- verbal and physical. They need recognition and support.</i></li> </ul> <p>EHCP quality</p> <ul style="list-style-type: none"> <li>• <i>Measures need to be more specific to an individual child's outcome and SEND teams need to be accountable.</i></li> </ul>
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## 5.4 Quantitative data

The embedded document is the quantitative summary report produced using Surrey Says



SEND consultation  
summary report.xps

## 5.5 SEND Strategy Consultation Questions

A list of questions in survey is provided for reference (this does not include the demographics questions 6 – 16 but these are provided in the SEND consultation summary report above)

### 1. Thinking about the feedback on what young people with SEND and their families have told us, to what extent do you agree or disagree with the following statements?

*Respondents were asked to rate the following statements from strongly agree, tend to agree, neither agree or disagree, tend to disagree, strongly disagree, and don't know:*

- A. Children, young people and families are able to get help early before situations get worse and know what is on offer
- B. Children, young people and families are contacted when things are going well, not just when there's a problem.
- C. There is not enough support or provision for lower level needs and thresholds are too high.
- D. Families have to wait a long time to access services, which can lead to a lack of trust.
- E. Families want to be engaged in the design and management of services that their children receive.
- F. Families don't feel they have a choice of provision and haven't had a clear explanation about why decisions have been made.

*Respondents were then asked if they had any further comments to question 1.*

**2. Thinking about the five principles that the SEND strategy is based on, to what extent do you agree or disagree with each?**

*Respondents were asked to rate the following principles from strongly agree, tend to agree, neither agree or disagree, tend to disagree, strongly disagree, and don't know:*

- A. Children with special educational needs are identified earlier and supported in a timely and effective way in order to improve their outcomes and wellbeing.
- B. There is an increased focus on earlier intervention and prevention to offer help and meet needs at the earliest opportunity, reducing the demand on high cost, high need interventions.
- C. Children and young people are helped to become resilient and independent so that they can lead independent and fulfilling lives in their own communities.
- D. The voices of our children, young people and families are heard so they can shape and inform how we work together to get the best results.
- E. Surrey's early years settings, schools, colleges and other providers are able to support children to live, learn and grow up locally and achieve their full potential.

*Respondents were then asked if they had any specific comments about the plans described in question 2.*

**3. In early years settings, schools and colleges, we will ensure children and young people with additional needs are identified earlier and receive the assessment and support they need when they need it.**

*Respondents were asked to what extent they agreed or disagreed with the following plans summarised from strongly agree, tend to agree, neither agree or disagree, tend to disagree, strongly disagree, and don't know:*

- A. These proposals will better meet the needs of children and young people with SEND.
- B. These proposal will better meet the needs of families who have children with SEND.
- C. These proposals will better support professionals working with children and young people with SEND and their families.

*Respondents were then asked if they had any specific comments about the plans described in question 3.*

**4. We will provide more local provision to enable children and young people with SEND to achieve their full potential and be part of their local community.**

*Respondents were asked to what extent they agreed or disagreed with the following plans summarised from strongly agree, tend to agree, neither agree or disagree, tend to disagree, strongly disagree, and don't know:*

- A. These proposals will better meet the needs of children and young people with SEND.
- B. These proposals will better meet the needs of families who have children with SEND.
- C. These proposals will better support professionals working with children and young people with SEND and their families.

*Respondents were then asked if they had any specific comments about the plans described in question 4.*

- 5. Working with partners in health, care and education to ensure educational provision is effective, of a high quality and delivers the best educational outcomes for children and young people with SEND.**

*Respondents were asked to what extent they agreed or disagreed with the following plans summarised from strongly agree, tend to agree, neither agree or disagree, tend to disagree, strongly disagree, and don't know:*

- A. These proposals will better meet the needs of children and young people with SEND.
- B. These proposals will better meet the needs of families who have children with SEND.
- C. These proposals will better support professionals working with children and young people with SEND and their families.

*Respondents were then asked if they had any specific comments about the plans described in question 5.*

- 6. Improve the quality of our practice with partners to provide a better experience for children and young people with SEND and their families.**

*Respondents were asked to what extent they agreed or disagreed with the following plans summarised from strongly agree, tend to agree, neither agree or disagree, tend to disagree, strongly disagree, and don't know:*

- A. These proposals will better meet the needs of children and young people with SEND.
- B. These proposals will better meet the needs of families who have children with SEND.
- C. These proposals will better support professionals working with children and young people with SEND and their families.

*Respondents were then asked if they had any specific comments about the plans described in question 6.*

- 17. Please provide any additional comments you may wish to make.**

