

**Additional needs: helping children and young
people learn and succeed**

Meeting the high needs challenge in Gloucestershire

**Consultation Findings and Report
November 2018**

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1. Executive Summary

1.1 Background

The education system is not working well at the moment for some children with 'high needs' – those children who need extra help because they have some learning difficulties or struggle to cope with life at school. The number having to rely on an Education, Health and Care Plan (EHCP) to get support in school is increasing rapidly and the progress of children with additional needs is not as good as that of other children. Too many children are being excluded from school.

There is a statutory framework for children with Special Educational Needs and Disabilities (SEND) but we need to make sure it works for all children so that they can get the help they need, when they need it.

1.2 Why we need to make changes

The way we work at the moment is not sustainable. In common with other local authorities (LAs) our High Needs Budget is overspending but we think there are changes we can make that will improve the lives of children with additional needs and will use our funding more effectively. This is not about spending less, but spending it in a better way for children

1.3 Context

Gloucestershire's High Needs allocation for the High Needs block for 2017/18 totals £57.6m. Gloucestershire's allocation for High Needs under the national funding formula arrangements is likely to be at the same cash level for the next four years. New approaches will be needed if spending is to be contained within budget.

High needs funding covers resources provided to children and young people aged (CYP) 0-25 through their EHCP (including post 16 supported internships etc.), alternative provision for excluded children, special school placements and independent school placements including the joint funding of cases through children and young people exceptional residential needs (CYPERN).

All LAs have been asked to develop a High Needs Strategic Plan related to how they will use high needs funding in the future. In Gloucestershire we anticipate that by 2020 we could be over £8m overspent against the High Needs budget so we obviously need to take action.

We are planning some changes to the way we allocate funding through the High Needs budget to improve the support we provide to families.

2. Key findings:

In total we have received 841 responses to the main consultation and 153 responses to our easy read version. We asked our key stakeholders, which included the public, staff and partners to select the relevant areas that they wanted to feed back on. The figures in this report are based on actual responses received and exclude nil responses where a respondent has either chosen not to or were unable to provide an answer. The below key findings are based on those from the main consultation, you will find the key findings to the easy read version on page 38.

A technical issue, in the main consultation, was identified on 19th July preventing some respondents from being able to answer questions in the primary section. This was fixed and the consultation period extended to allow those affected to return to the questionnaire and complete that section. We issued a statement through all of the same communication channels as we did to promote the consultation

- Of the 841 responses received; 42% felt that our proposals would have a positive impact on them; 8% felt that it would have a negative impact on them. However, 40% were unsure.
- There was strong endorsement on our proposed approach to early years.
- 75% of the responses to these questions agreed that the area based hub model would help children access quicker and more effective support.
- There was strong endorsement on our proposal to support schools that are interested in adopting Restorative Practice as a way to improve relationships and behaviours in schools, where 94% of those that responded agreed.
- There was strong endorsement on our proposal that where children have very high levels of need, we should create support packages around individual children closer to home using special schools expertise and input from other's that know the child rather than rely on schools outside of Gloucestershire. 96% of those that responded agreed
- 95% of those that responded agreed that Alternative Provision Schools should provide a more individual and personalised curriculum for those pupils who are not able to reintegrate into a mainstream school.
- There was strong endorsement on our proposal that there is a need to help young people prepare earlier for post-16 transition with more emphasis on advice and guidance where 95% of those that responded agreed.
- Of the 841 responses to the consultation, 32% (264) were from a parent/carer, 32% (267) from school staff, 11% (90) from early years staff, 0% (4) from a child/young person, 3% (22) from college staff, 3% (24) from governors, 9% (71) from GCC staff, 4% (30) from health, 2% (16) from partner organisations and 6% (47) from those selecting "other", although it is apparent from the data that they could have selected one or more of the above. 6 respondents did not select a category.

3. Public Consultation

Following on from the pre-engagement work, a public consultation was carried out to test agreement with and gather feedback on the way we allocate funding through the High Needs Budget and to improve the support we provide to children and families and understand how these changes may affect children and families.

3.1 Methodology

The public consultation ran for over 14 weeks from 4th June 2018 to 14th September 2018.

A main consultation document and easy read version of the survey was available and both included an outline of the High Needs budget and what the proposals for change were. The consultation questions focussed on the proposals for change to elements of the remodelled service that may change the experience that a family or child experiences when using the service.

Respondents were asked to what extent they agreed with the six proposed changes to the service. For each question, respondents were also asked if there was anything else they felt should be taken into account.

3.2 General public approach

The general public consultation document and easy read version took the form of an online survey which was launched and promoted to all key stakeholders, including:

Primary audiences:

- Children and young people with high needs
- Ambassadors
- Parents/carers of children with high needs
- Early Years settings
- Schools (Primary, Secondary, Special schools, Alternative provision)
- Colleges – Post 16

Stakeholders and key partners:

- NHS: Paediatricians, Occupational therapy, Physiotherapy
- 2gether Trust
- GCS: Health visitors
- CCG: GP's
- Independent sector
- Joint Additional Needs Development Group (JAND)
- County Councillors
- Special Educational Needs Coordinators (SENCO's)
- Gloucestershire Association of Primary Heads (GAPH)
- Gloucestershire Association of Secondary Heads (GASH)
- Gloucestershire Association of Special School Heads (GASSH)
- Business managers (schools)
- Pastoral leads (schools)
- Governors Association
- School Forum
- Educational Psychologists
- GCC: Advisory Teaching Service
- GCC: Education Health Care Plan (EHCP) Casework

- GCC: Education Inclusion Service
- GCC: Special Educational Needs and Disabilities (SEND) Early Years
- GCC: SEND Post 16
- GCC: 16 X Children and Family Centres
- GCC: Children's Social Care
- GCC: Families First +
- GCC: Data and Performance Management
- GCC: Commissioning
- GCC: Intense Recovery Intervention Service (IRIS) Project
- Stroud and Cotswolds Alternative Provision School (SCAPS)
- Cheltenham and Tewkesbury Alternative Provision School (CTAPS)
- Gloucestershire and Forest Alternative Provision School (GFAPS)
- Gloucestershire Hospital Education Service (GHES)
- Abbey View Free School, Tewkesbury
- Community and Voluntary Sectors

Secondary audiences:

- Media
- Parents and carers of CYP without high needs
- General public

Paper surveys, postcards and posters publicising the consultation and inviting people to take part were available in libraries. The option of responding over the phone was also available for those who could not complete a hard copy or online version of the survey

3.3 Targeted Focus Groups

A programme of engagement events took place across the county.

We held a total of 10 focus groups where approximately 200 people attended. Eight of those focus groups were with our partners and staff and two public drop-in events.

We consulted with a wide range of individuals during the consultation period, including those from priority groups and also from the protected characteristics groups.

3.4 Media and Social Media Approach

GCC's communications team used conventional media coverage via press releases, social media messages and paid for social media adverts and included links to the consultation on relevant websites.

GCC website and webpage notices on the Gloucestershire Safeguarding Children Board (GSCB) and schoolsnet websites were updated.

Direct emails were sent to the following:

- Team Managers within Education, Health and Social Care, and other relevant teams
- County Councillors and local MPs
- Primary Area Partnership
- Federation of Gloucestershire Principals
- Association of Colleges South West
- Govmeet Secretary
- Gloucestershire Governors Association
- Abbey View Free School
- Gloucestershire Association of School Business Managers (GASBM)
- Clifton Diocese
- Gloucester Diocese
- Children and Family Centres
- Early Years Providers
- Independent Providers
- National Day Nurseries Association
- Achievement for All
- South West SEND Network
- West Midlands SEND Network
- Neighbouring Authorities – Monmouth, Hereford, Worcestershire, Warwickshire
- Unions
- Community and Voluntary Groups

Gov delivery is our e-bulletin newsletter that we use to send out electronic newsletters and bulletins. A Gov delivery newsletter was sent to the people's panel, parish and town councils, Schools updates and News updates, to promote the consultation.

Articles promoting the consultation also went out in the following internal and external newsletters/bulletins:

- Schoolsnet
- Heads Up
- Families Count
- Members matters
- What's up Gov
- Partners in Practice
- Family Information Service
- Talksmart
- VCS Alliance
- Allsorts
- Caring Matters (Glos Carers)
- Gloucestershire National Autistic Society (NAS)

Links to the consultation were included on the following websites:

- Libraries
- Family Information Service
- Prospects
- SENCO Spot
- Virtual School
- VCS Alliance

Internal communications included:

- Staffnet news bulletin – GCC intranet
- Ad panels
- Desktop panel

The social media campaign included 33 posts on Facebook and 32 tweets, all this activity gave us 73 shares, 19 likes on Facebook which resulted in 219 link clicks, and reached a total of 24730 people. On Twitter we had 25 likes and 108 shares, 682 link clicks and reached a total of 794062 people.

We also carried out some paid for social media adverts through Facebook & Instagram that reached 18,076 people in Gloucestershire; it received 1,104 outcomes where people have clicked on the advert and was seen on screen 45,711 times.

4. Consultation Responses

The findings presented are primarily the main consultation responses which include parents/carers, children/young people, early years/ school/college staff, professionals and organisational responses. Due to rounding some totals may not add up to 100%.

In total, 994 responses to the public consultation survey were received. We included more opportunity for people to give us their views through more text box questions which resulted in 2,578 comments to the main consultation and 162 comments to the easy read.

We received a mix of respondents from a cross section of the community. Appendix 1 contains a breakdown of the responses by protected characteristics.

We sent out a digital newsletter of the consultation to the People's Panel who fully represent the geographical distribution of the population of Gloucestershire as well as the age, gender and ethnic diversity of the county, and also to people who have signed up to receive our news bulletins. This reaches around 3,000 people and as a result of this we have had 351 unique clicks from the newsletters to the consultation and 542 total clicks.

4.1 Overarching Themes from Events and Conversations with Staff, Parents, Carers, Children and Young People

8 staff events – 182 attendees

GCC Education	GCC Other	Health	Other
Data Hub	Planning, Performance and Change	2Gether Trust – Children and Young People’s Services	Gloucestershire Music
Education Psychology Service	Disabled Childrens and Young Peoples Service	Gloucestershire Clinical Commissioning Group	Prospects
Access to Education	Forwards Employment	Gloucestershire Care Services - Nurses	Parent
Advisory Teaching Service	Commissioning	Gloucestershire Care Services – Health Visitors	The Shrubberies
Casework	Early Help	Gloucestershire Care Services - Physiotherapists	
Early Years	Family First +		
Education Planning	Finance		
Virtual School	IRIS		
Inclusion Service	Social Worker		
Travel Enablement	Fostering		
Gloucestershire Hospital Education Service			

Parent/Carer events

Services that run parent/carers support groups were asked if they would like representatives to discuss the consultation at parent and carer events. This was determined by the groups themselves, it was on an invitation only basis. Three services opted to take part and feedback has been grouped in ‘parent and carer comments’ sections.

Children and young people events

Children and young people with additional needs were a priority group to consult with but adaptations to the main consultation were needed to enable as much engagement as possible. With support from the Ambassadors for Children and Young People an easy-read version of the consultation was developed to enable engagement with children across a range of age and ability.

A number of targeted face-to-face consultation activities were delivered in Special Schools across the county that reached approximately 100 children and young people. Separate consultation events for children and young people attending Alternative Provision Schools (APS) were arranged that focused entirely on exclusion and experience of attending an Alternative Provision School.

Early Years discussions were not included within these events.

Early Years

Staff comments (summary):

- 'School readiness'
 - Rising numbers of surviving premature babies
 - Parents not prioritising language and development for their child
 - Inability to communicate impacts behaviour & development later on
 - Impact of loss of children's centres
 - Lack of information from EY setting to school
 - Depends on whether child has been to EY setting or stays at home
 - Reception not seen as EY
 - Age at entry – phased introduction unhelpful
 - Schools' expectations too high – not accepting 'new norm'
 - Schools pushing parents to apply for EHCP too early when child is still developing
- Guidance
 - Set school ready targets for EY settings
 - LA to produce guidance booklet
- Support
 - Lack of creative support rather than focus on EHCP process
 - Training in EY settings inconsistent
 - Capacity of Health Visitors & infrequent contact in EY, but are targeting school readiness as an issue
 - Needs multi-agency approach to include Health and Social Care

Parents and Carers comments (summary):

- Help to understand and respond to my child's "complicated" behaviour
- Help with sleep, routines and eating
- Help understanding sensory processing difficulties not to be confused with sensory impairment
- Help with siblings who are badly affected.
- Immediate help from services
- Strategies for a better home life

Primary

Staff comments (summary):

- Curriculum
 - Significant jump from Reception to Year 1
 - Recent changes have made it more challenging for schools to be creative
- Graduated pathway
 - Inconsistent use
 - Seen as a journey to EHCP
 - Some schools use it well and are more inclusive
 - Lack of robust challenge to schools on outcomes in EHCP
 - More transparency on what schools are spending additional funding
 - Parents 'fight' to get an EHCP as seen to be the only way to get help
- Hubs
 - Rename – either outreach/assessment/resource centre
 - Parental perception of hubs could be negative
 - Transitions from School to Hub and back again need to be robust
 - Transport issues
 - Accountability and leadership needs to be clear
 - Consistency of access
 - Information sharing/best practice across county
 - Needs flexible/not prescriptive approach
 - Local provision for local children
 - Holistic approach to include parent/family support
 - Schools that don't buy in/Multi-Academy Trusts (MATs) – 2 tier system?
- Support Services
 - Low incidence needs to be considered
 - Community networks are important
 - Speech and Language expertise
 - Rural vs urban – class sizes and resources available

Parents and Carers comments (summary):

- Autism in girls is not understood and missed. Social opportunities for girls are needed.
- Anxiety is behind self-harm. Self-harming can be the one thing you can control when everything else is out of control.
- Parent need help to understand behaviours and anxieties that are sensory based including ARFID (Avoidant or Restrictive Food Intake Disorder)
- Young Carers need to be identified and supported in school.
- Parents with mental health issues need support and it affects the whole family
- Schools need to explore charities for extra funding and creative use of pupil premium.
- Families need a Transition Pathway for Post 11 for those receiving Special Education Needs (SEN) support not just EHCPs. Secondary schools are not reviewing the SEN Support Plans they inherit.

Children and young people comments (summary):

- Primary hubs and specialist outreach

The majority of young people from the specialist school cohorts were in favour of schools sharing skills and resources both in local school clusters and the model of specialist schools sharing their expertise to enable SEND students to stay in their

current school. Through the discussions (using drama and games) students were aware this would create extra work for staff and would involve teachers sharing their time. Some talked about how they didn't like having cover teachers because their class teacher was doing outreach. They all liked the idea that this would mean teachers with special skills in certain subjects might visit and support their school not just their teachers being sent on outreach.

Comments from children and young people include:

- All schools of different needs should join together to help with needs to benefit them
- The groups cannot be too large as resources would be spread too thinly among schools (young adult)
- Staff at special schools could come into mainstream schools and talk to pupils about special need schools
- I prefer mainstream work as it can be harder

Secondary

Staff comments (summary):

- Exclusions
 - Schools' behaviour policies too stringent
 - Publish exclusion/reintegration data
 - Analysis of reasons for and impact of
 - £5k is insufficient – no deterrent
- EHE (Elective Home Education)
 - School driven
 - Parents unaware of options
 - Illegal off-rolling
- Ofsted
 - Impact of inspections
 - Attainment measures

Parents and Carers comments (summary):

- APS are often the first to discover the true chaos and difficulty in the home life of their pupils. Schools don't always see these barriers to education.
- Parents do not fully understand academy status and the county council's limited powers.
- More person-centred understanding, parent/carer involvement and less Behaviour Policy 'zero-tolerance' enforcement.
- Parents and their children are left with significant often life-changing consequences and schools have no accountability for their actions. We need to think 'What happens to this child when I/we change the course of their life?'
- Schools can only control bullying that happens on site but most of the time this carries on outside. A child who is bullied will find a means of escape through persistent disruptive behaviours
- Children who are excluded often have a long history of school refusal and so do their siblings.
- Parents with mental health problems and addiction affect children.
- Youth support work is inadequate. There are far better resources in South Gloucestershire.
- The National Autistic Society (NAS) support is very limited in Glos and not accessible for most due to location.

- There are some children in mainstream who would benefit by transferring to special school for Post 11 for more ability suited learning and better peer opportunities.
- One to one support does not promote independence.

Children and young people comments (summary):

- General
 - Remember that kids with additional needs have hope and dreams too
 - We should get taught in Year 9 – Year 11 about jobs and experience them before graduation
- Exclusions:
 - Views were mixed on exclusion, many children found it too harsh that a child would be excluded but some did say they wouldn't want someone disrupting their lessons. Almost all the students answered the 'other options' section whether they said yes or no that a disruptive student should be excluded. Within the 'other options' most students felt the child should be better supported in their own school and a lot talked from experience of having no-one who understood their needs in mainstream and how this had resulted in them moving schools.
 - One young man around 14 years old who had recently moved to a specialist school and who recognised he was academically more able than his new class mates but he said the understanding he received and the small groups and more nurture time had made a hugely positive impact on him. He felt upset at how he had been left to struggle for a long time in mainstream and that he was now able to catch up on his education.

Comments from children and young people include:

- This happened to me
- There needs to be questions in this about the issues around bullying in mainstream schools against people with additional needs
- It depends on what the child's done because they could of not done it to harm anyone and I think that they should have a second chance
- There should be a specialist unit with specialist staff for autism, Attention Deficit Hyperactivity Disorder (ADHD), and Asperger's syndrome to prevent children from getting permanently excluded
- If they pay the other school then they will not have enough money but I do agree with partially because I do think that schools do support each other but I also think that they shouldn't pay the school because they will not have enough money for their own school
- They should try to do different angry coping mechanisms like to try to do if the kid gets angry, then try angry coping mechanisms to get the kid to do physical activity and when verbal angry and to get to just talk to them
- Talking to children about how they are feeling and coping, I am a young child

Special

Staff comments (summary):

- Increasing numbers of SEMH children – should be in mainstream
- Local residential provision is lacking
- Costs of Social Care placements impacting on Education
- Unprecedented numbers of children with most complex needs

Parents and Carers comments (summary):

- The EHCP which captures long term outcomes (2-4) years is reviewed annually. Before the reforms the Individual Education Plan (IEP) was used to support the Statement with short term outcomes in a termly review (Assess, Plan, Do, review). The My Plan Plus replaced the IEP but it is not being used as a live working document to support the EHCP.
- Children have better social and community opportunities
- Children who lose one to one support cope well in small groups
- Families are better supported in specialist school

Children and young people comments (summary):

The idea of specialist provision within mainstream settings was received positively by most of the students attending specialist schools. Many of them liked the idea of being at school with local friends and siblings but having a specialist teacher who understood them within the school. They talked about it being for a mix of needs not just focussed on autism, or sensory needs.

Comments from children and young people include:

- Special schools: They could organise different things in the future
- More specialist provision: maybe children need to learn to be independent with themselves
- For people who don't have the correct needs people and staff should join together to chat about things to make it happier for the peoples and the staff
- Children with special needs that want to have attention the teachers need to support them more with talking and listening
- Some autistic children have more autism than others and need more one to one support than others
- Sometimes it is the whole environment that is wrong and a special school can provide the best environment
- Look for courses for mechanical work to learn different skills for the job
- Schools with special needs should build a sixth form so they could give some pupils there support so then they could manage university
- I reckon people with needs who are not confident they should bring back GCSE to special need schools

Post 16

Children and young people comments (summary):

In most of the groups worked with, especially older cohorts, Post-16 choices were the topic of much discussion as many students were making these choices very soon. Students felt courses should incorporate different elements of work skills and independence if that is what the person wanted and several were keen to be able to continue studies of subjects they liked in school in particular computers, history, art and drama. Many students said they were keen to stay at their school (this was both in schools with and without Post-16 provision currently).

A lot of the students expressed an interest in opportunities for short term placements in work settings before Year 11 saying, without the opportunity to learn more about jobs they were interested in they would not have known what to study.

Comments from children and young people include:

- More vocational courses at the right level e.g. developing video games
- I would like to get a supported job to take into account my visual impairment - I still want to work
- I need help finding apprenticeships
- I need help finding a college that suits me
- I looked for courses for mechanical work to learn different skills for the job
- Young people should have help to reach their hopes and dreams for the future
- We should get taught at Year 9 – Year 11 about jobs and experience them before graduation
- We should try out different jobs
- I need to practice skills, i.e. cooking course - for myself or as a job
- I need help towards becoming a builder
- I want to learn skills to work at the holiday camp "Haven". I want to be a DJ or a "character" (mascot).

Alternative Provision Schools (APS)

Views were gathered from young people who experienced permanent exclusion from school. Three APS took part: Cheltenham & Tewkesbury; Gloucester & Forest; Stroud & Cotswold. A consultant and graphic artist delivered two sessions to 11 young people where they were encouraged to share their views on exclusion and attending an Alternative Provision School while the graphic artist illustrated their discussion on a large poster/storyboard.

Comments from children and young people include:

- I don't like being told what to do
- Alternative Provision Schools (APS) feel like a prison (because of the electronic gates)
- Smaller classrooms are good (because they get more attention) however learning is enforced, it is not personalised
- In APS, you are forced to 'face yourself', not something that normally happens in an ordinary school
- I loved history and drama (at school) but they didn't offer it here
- There are no sanctions for any bad behaviour so it is hard to learn

All those who took part found it hard to say something unique or positive about themselves. Almost none of the young people could articulate a future aspiration or anything about life outside the school or what might happen in the transition back to school.

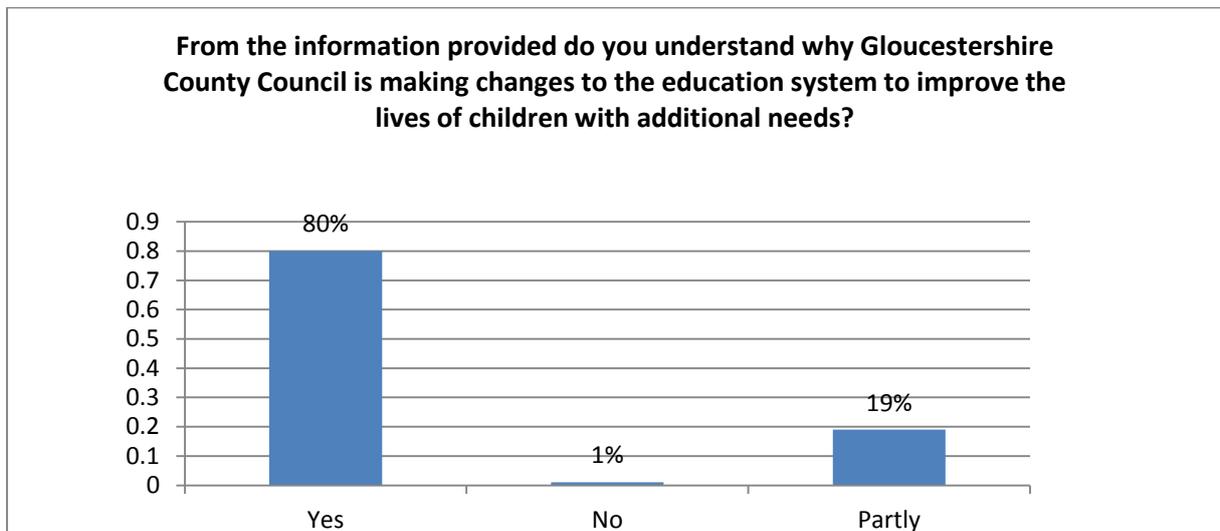
Question 1

From the information provided do you understand why Gloucestershire County Council is making changes to the education system to improve the lives of children with additional needs?

80% of respondents said that they understood.

Of the parents/carers that responded 66% said they understood; 31% said they partly understood.

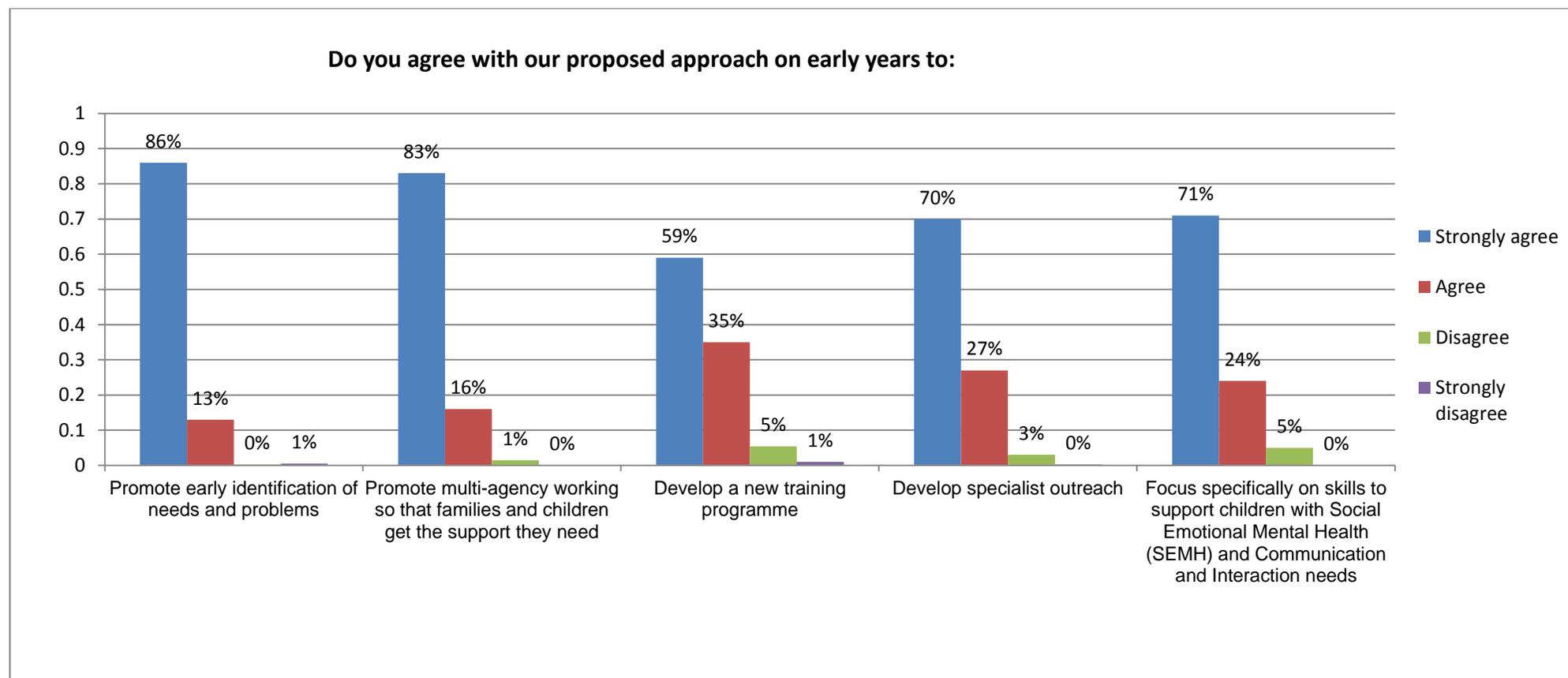
Of the schools staff 86% said they understood; 13% said they partly understood



4.2 Early Years Proposals

Question 2

In total we received 422 responses to the question, “Do you agree with our proposed approach on early years?” 98% of parents/carers agreed with the approach as a whole; of these 70% strongly agreed. 98% of Early Years staff agreed with the approach as a whole; of these 71% strongly agreed.



Question 3

Are there any other areas we should be focussing on?

We received 225 comments to this question which were analysed and themed. Key themes included:

- There needs to be more support for parents and help with parenting skills and training
- Training for staff including those in early years settings, around SEN, C&I, behaviour, SEMH, ACES, complex needs
- Early identification, assessment and intervention support is important
- Multi-agency support, particularly Health and Social Care
- There should be a focus on mental health/SEMH
- Better access to specialist services

Question 4

What other suggestions do you have for supporting children in the early years? Specifically, how should we (local authority, early years' settings and primary schools) tackle the issue of children not being 'school ready'?

We received 265 comments to this question which were analysed and themed. Key themes included:

- Parental engagement, training, support and information on school readiness
- Flexible, delayed, staggered school starts (including summer born) and awareness for parents of the options available
- More effective transition planning and processes
- Professionals' training to gain a better understanding of SEND
- Earlier assessment and intervention
- Multi-agency working/approach – Health and Social Care

Question 5

Would you like to make any further comments on these proposals?

We received 97 comments to this question which were analysed and themed. Key themes included:

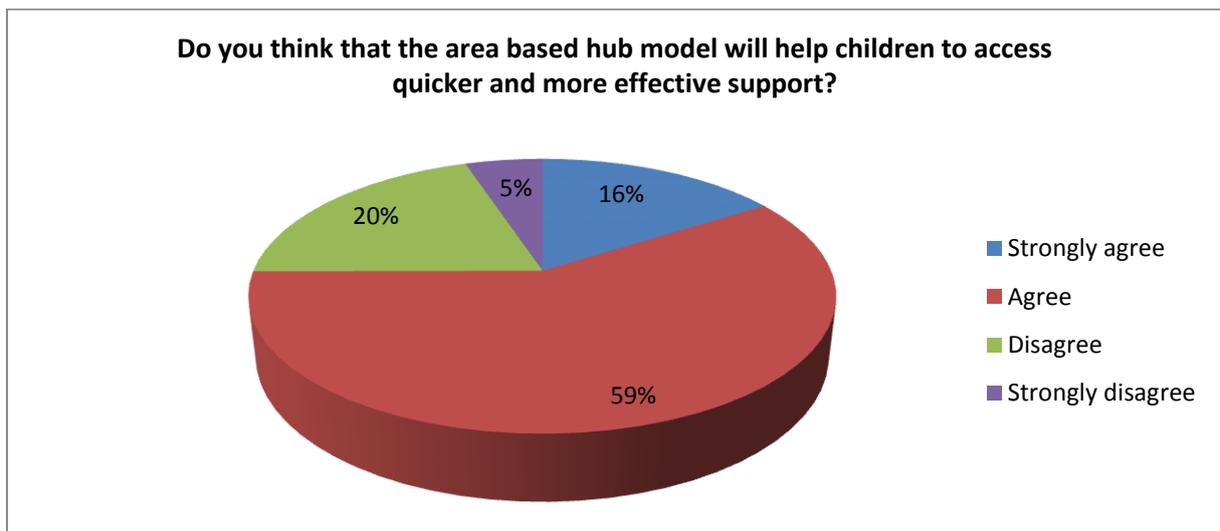
- More money and a more flexible effective use of funding and resources
- Importance of early identification, intervention and support
- Access to specialist support, knowledge and expertise e.g. Special school staff/specialists to advise Early Years staff
- Staff training in Early Years settings
- Support for parents
- Effective multi-agency working

4.3 Primary Schools Proposals

Question 6

In total we received 359 responses to the question, **“Do you agree that the area based hub model will help children to access quicker and more effective support?”**

75% of respondents agreed that it will help. Of the parents/carers that responded 72% agreed and 69% of school staff agreed.



Question 7

What else will be needed to make the primary hubs successful?

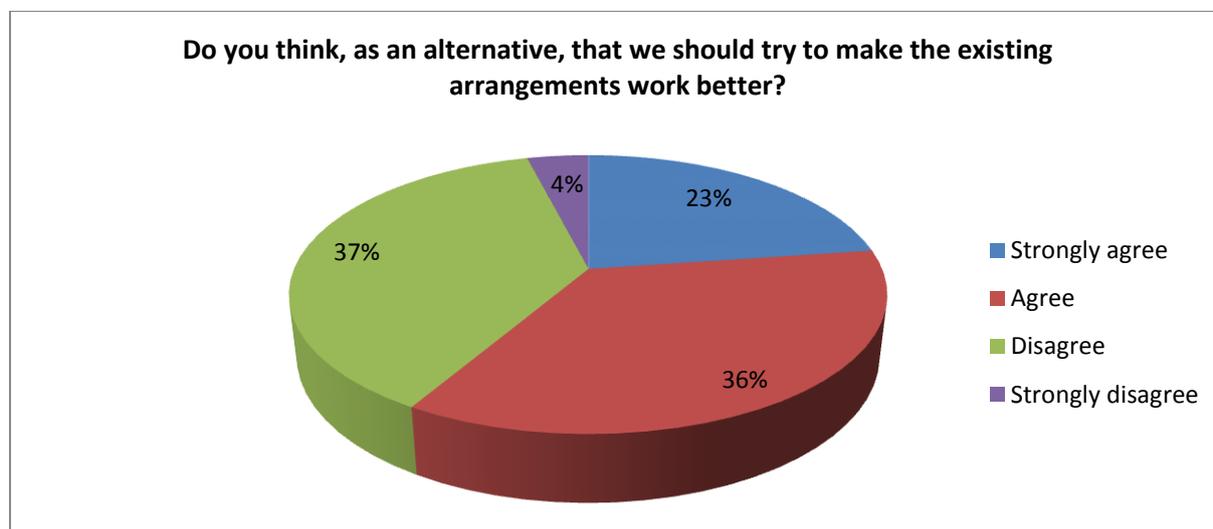
We received 253 comments to this question which were analysed and themed. Key themes included:

- Co-ordinated access to specialist staff support and expertise
- Access to additional funding for the long-term and transparency on allocation of funding which is ring-fenced
- Schools to work more collaboratively and share best practice and to communicate more effectively
- Full training and support for highly qualified specialist staff with fit for purpose facilities in hubs
- Concerns about transport costs/arrangements and how it will work in rural areas
- Single and simple access and exit with a single point of contact
- Clearer guidance on what a 'hub' may look like and how it could work

Question 8

In total we received 334 responses to the question, “Do you think, as an alternative, that we should try to make the existing arrangements work better?”

59% of respondents agreed that we should. Of the parents/carers that responded 58% agreed and 59% of school staff agreed.



Question 9

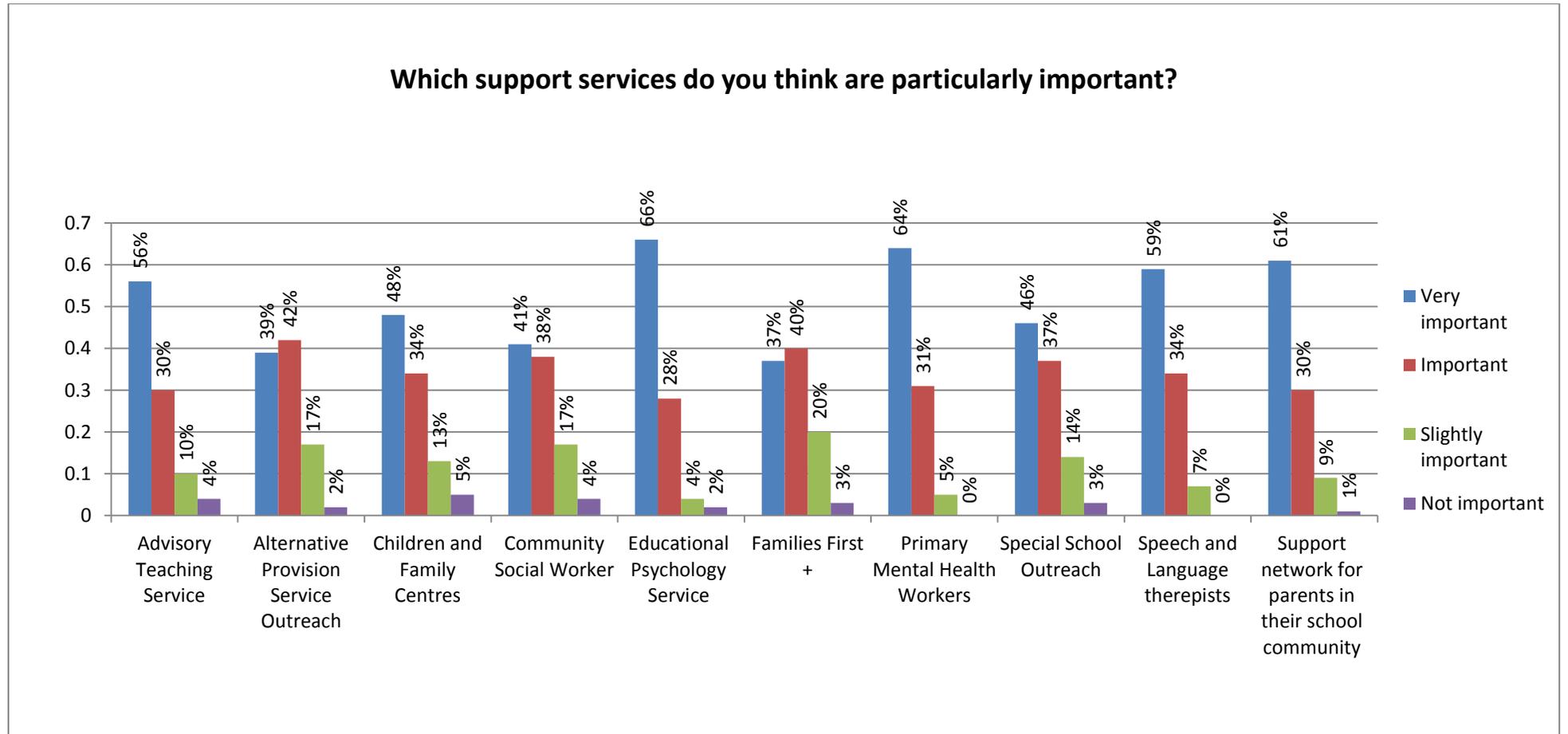
If you support this option what else would need to be in place to make this work??

We received 153 comments to this question which were analysed and themed. Key themes included:

- Increased options and quicker access to specialist support
- More staff and training to provide more stability in the workforce and sufficient skilled staff so that relationships with schools and families are stronger
- Produce more accurate and simpler EHCPs with less paperwork and bureaucracy
- Better parental engagement and support to help enable greater responsibility
- The current system is not working and is failing children and their families
- More money and resources to schools and hubs
- Access to more effective LA support services which have current skills and offer a more efficient service, e.g. EPS/ATS

Question 10

In total we received 360 responses to the question, “Which support services do you think are particularly important?” Of the parents/carers that responded 90% felt that the Educational Psychology Service was the most important and 97% of school staff felt that Primary Mental Workers were the most important.

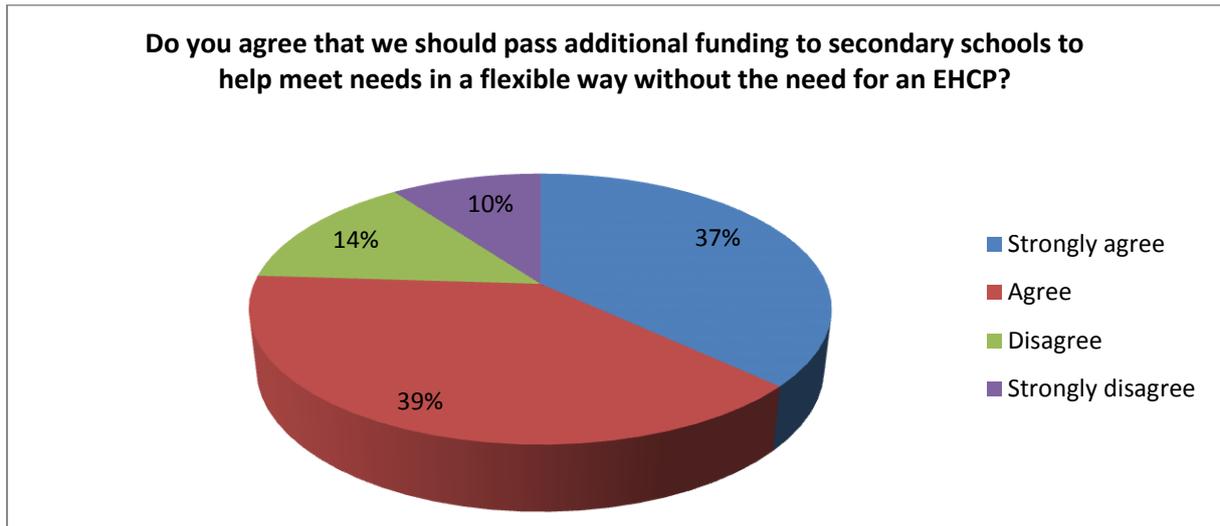


4.4 Secondary Schools Proposals

Question 11

In total we received 367 responses to the question, **“Do you agree that we should pass additional funding to secondary schools to help meet needs in a flexible way without the need for an EHCP?”**

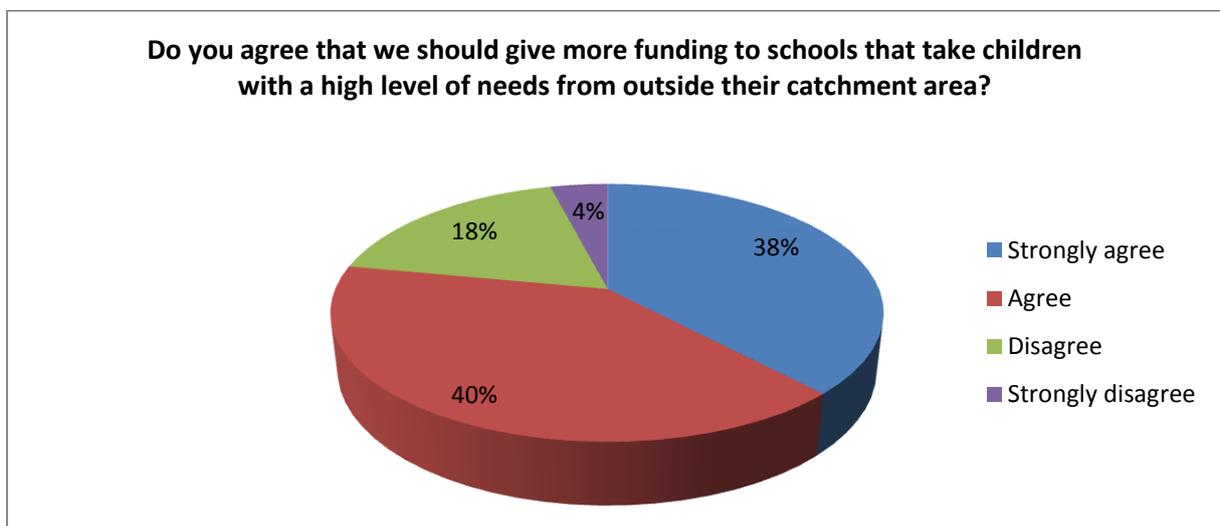
77% of respondents agreed that we should. Of the parents/carers that responded 62% agreed and 82% of school staff agreed.



Question 12

In total we received 361 responses to the question, **“Do you agree that we should give more funding to schools that take children with a high level of needs from outside their catchment area?”**

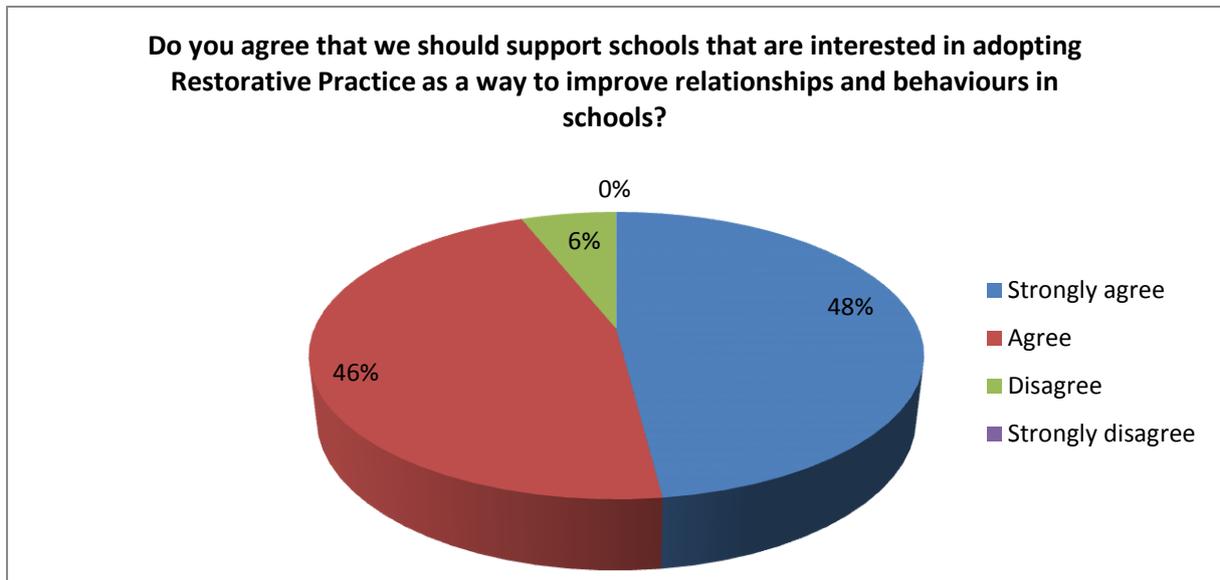
77% of respondents agreed that we should. Of the parents/carers who responded 72% agreed and 85% of school staff agreed; of those 49% strongly agreed.



Question 13

In total we received 362 responses to the question, **“Do you agree that we should support schools that are interested in adopting Restorative Practice as a way to improve relationships and behaviours in schools?”**

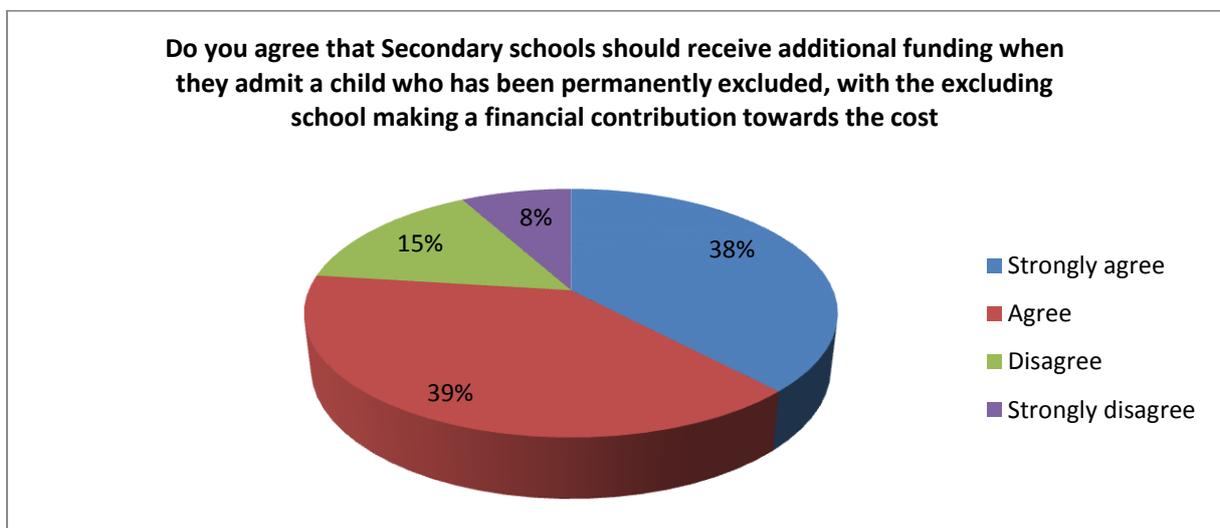
94% of respondents agreed that we should. Of the parents/carers that responded 90% agreed and 87% of school staff agreed.



Question 14

In total we received 364 responses to the question, **“Do you agree that Secondary schools should receive additional funding when they admit a child who has been permanently excluded, with the excluding school making a financial contribution towards the cost?”**

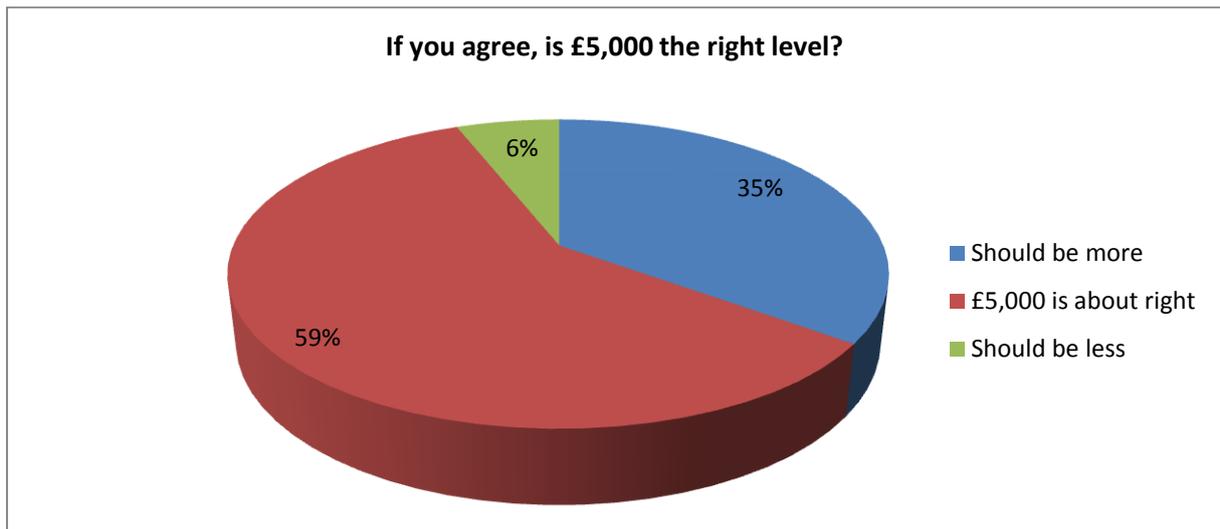
77% of respondents agreed that they should. Of the parents/carers that responded 70% agreed and 79% of school staff agreed; of those 41% strongly agreed



Question 15

In total we received 259 responses to the question, “**If you agree, is £5,000 the right level?**”

59% of respondents agreed that it was the right level. Of the parents/carers that responded 49% felt that it was about right; 42% felt it should be more and 10% felt it should be less. Of the school staff 64% felt it was about right; 32% felt it should be more and 3% felt it should be less



Question 16

Are there other changes we should make to the way funding for excluded pupils works?

We received 128 comments to this question which were analysed and themed. Key themes included:

- Money would be better spent on preventing exclusion in the first place by understanding behaviours and looking at alternatives
- Flexible funding according to need, used creatively and linked to outcomes
- Schools should have detailed plans for how funding should be spent if they take an excluded pupil (not just take the money and do nothing) and it should be ring-fenced and monitored to ensure accountability
- Engagement with and support for families to gain their sign up or request payment for APS place
- Completely wrong and won't work; it is just moving the problem
- Focus on inclusion and managing behaviours and integration into mainstream schools

Question 17

Would you like to make any further comments on these proposals?

We received 135 comments to this question which were analysed and themed. Key themes included:

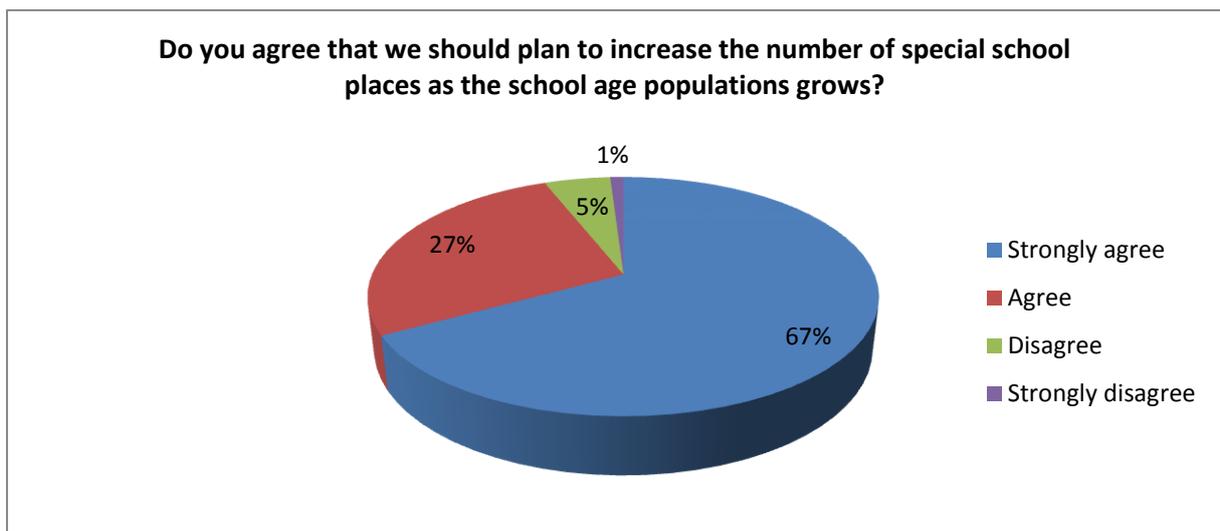
- Disagree and won't help the needs of children and it doesn't manage behaviours and is potentially damaging
- Ring-fence the money and link to specific outcomes
- Move away from EHCP means parents have no legal back up to hold schools to account
- Insufficient understanding of SEND in Mainstream and therefore staff need training
- EHCP process is difficult and long winded and have to fight for support
- The impact of Progress 8 scores/attendance rates/results need considering
- Concerns from schools about the use of incentives/disincentives

4.5 Specialist Provision Proposals

Question 18

In total we received 403 responses to the question, **“Do you agree that we should plan to increase the number of special school places as the school age populations grows?”**

94% of respondents agreed that we should. Of the parents/carers that responded 93% agreed; of which 74% strongly agreed and 96% of school staff agreed; of which 68% strongly agreed.



Question 19

In total we received 19 comments to the question, **“If you disagree, do you think we should have more, or fewer, special school places?”**

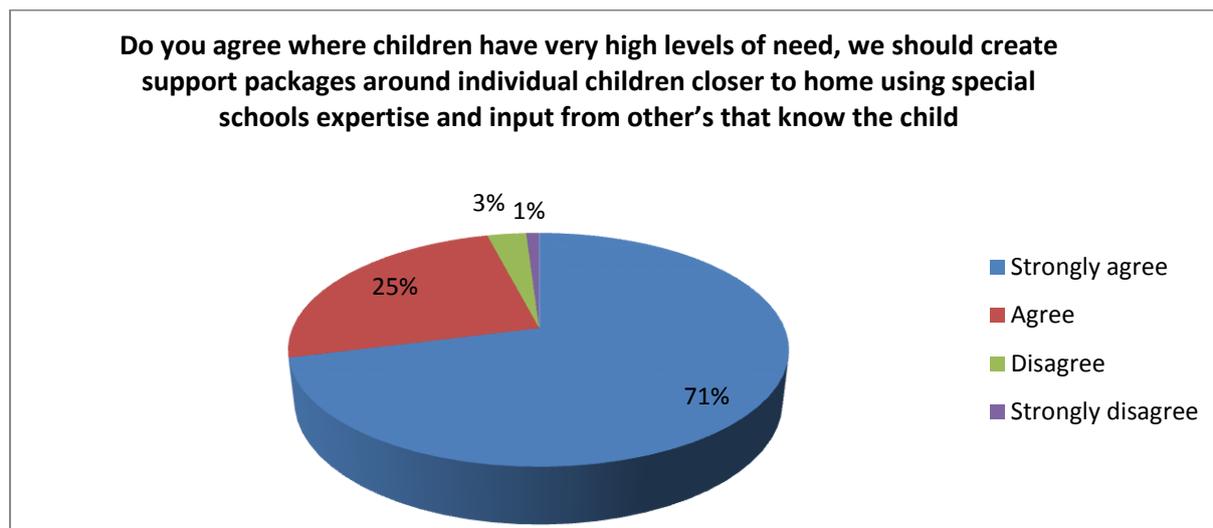
Comments were analysed with a key theme being:

- Overall fewer places was suggested (89%) with the following in place:
 - Better multi-agency support with earlier intervention & investment to enable integration/inclusion into mainstream schools & colleges

Question 20

In total we received 401 responses to the question, “Do you agree that where children have very high levels of need, we should create support packages around individual children closer to home using special schools expertise and input from other’s that know the child rather than rely on schools outside of Gloucestershire?”

96% of respondents agreed that we should. Of the parents/carers that responded 93% agreed; of which 74% strongly agreed and 96% of school staff agreed; of which 68% strongly agreed.



Question 21

Do you have any comments about how we could best do this?

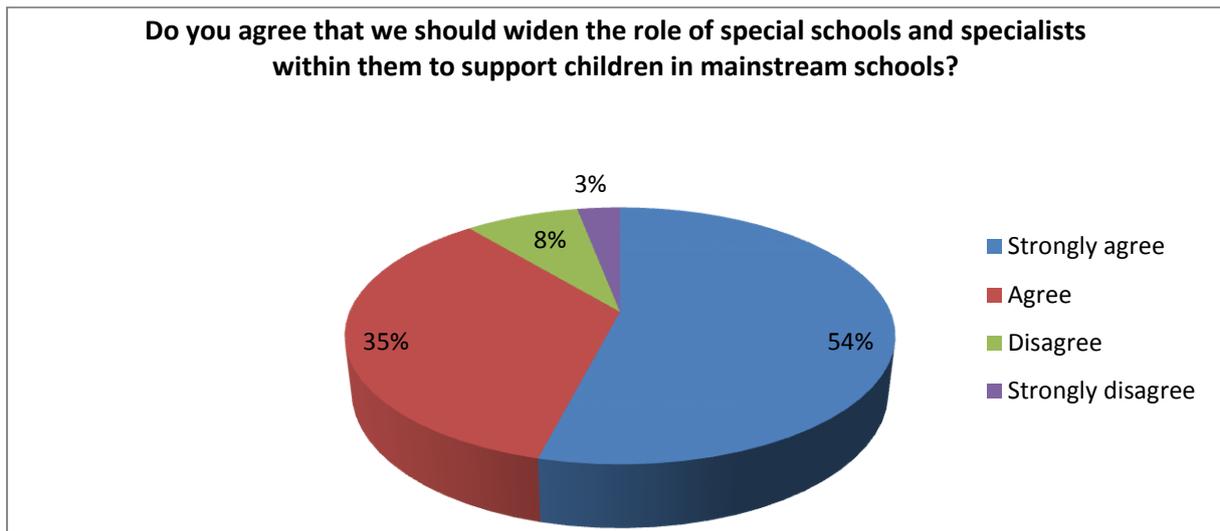
We received 172 comments to this question which were analysed and themed. Key themes included:

- Support should be kept within Gloucestershire – stop children and young people going out of County. We should make more use of the local resources, knowledge and expertise.
- More effective multi-agency support/working; particularly Health and Social Care
- Special school staff to understand mainstream better and provide advice and effective in-reach/outreach
- More specialist units attached to mainstream schools

Question 22

In total we received 403 responses to the question, **“Do you agree that we should widen the role of special schools and specialists within them to support children in mainstream schools?”**

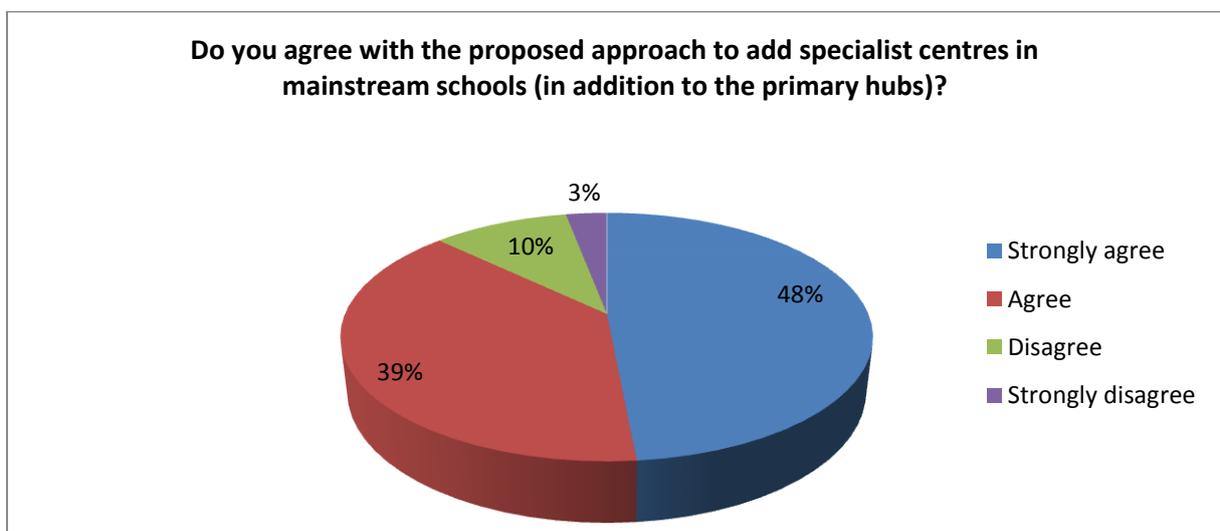
89% of respondents agreed that we should. Of the parents/carers that responded 87% agreed; of which 49% strongly agreed and 90% of school staff agreed; of which 63% strongly agreed.



Question 23

In total we received 397 responses to the question, **“Do you agree with the proposed approach to add specialist centres in mainstream schools (in addition to the primary hubs)?”**

88% of respondents agreed with our proposed approach. Of the parents/carers that responded 83% agreed; of which 49% strongly agreed and 86% of school staff agreed; of which 49% strongly agreed.



Question 24

What type of children's needs, and ages, do you think we should focus on?

We received 291 comments to this question which were analysed and themed. Key themes included:

- Primary - focus on early intervention as it is really important to identify the needs at an early age
- All ages are important as no age is more important than another. All children need to receive the help and support equally and be child centred and needs led
- We need to focus more on children with SEMH issues, particularly in Secondary
- Early years/ante natal to ensure early identification
- Communication and Interaction needs
- Autistic Spectrum Disorder

Question 25

Would you like to make any further comments on these proposals?

We received 121 comments to this question which were analysed and themed. Key themes included:

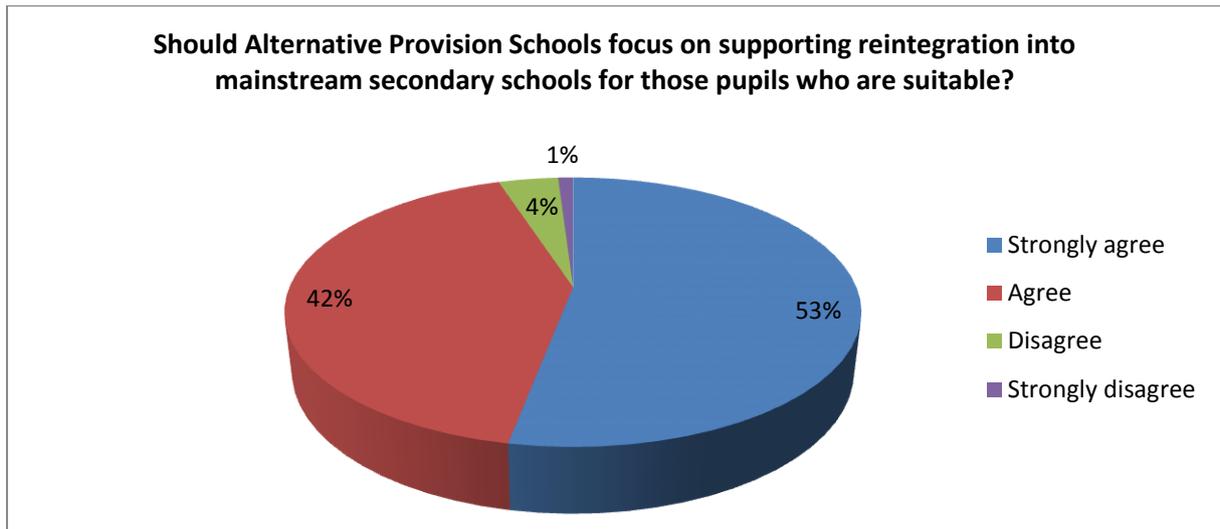
- Some children cannot cope in mainstream school and therefore specialist provision needs to be adequate to meet their needs
- Existing Special School staff to do outreach, but need to understand the impact on those children and young people in Special Schools
- SEND and specialist training for all teachers in mainstream schools
- Specialist centres attached to mainstream schools
- Special School staff have the expertise, facilities and contacts to support children and young people more effectively
- The provision should be child centred and needs led
- Really inclusive and excellent ideas; pleased to see proposed changes

4.6 Alternative Provision Proposals

Question 26

In total we received 342 responses to the question, **“Should Alternative Provision Schools focus on supporting reintegration into mainstream secondary schools for those pupils who are suitable?”**

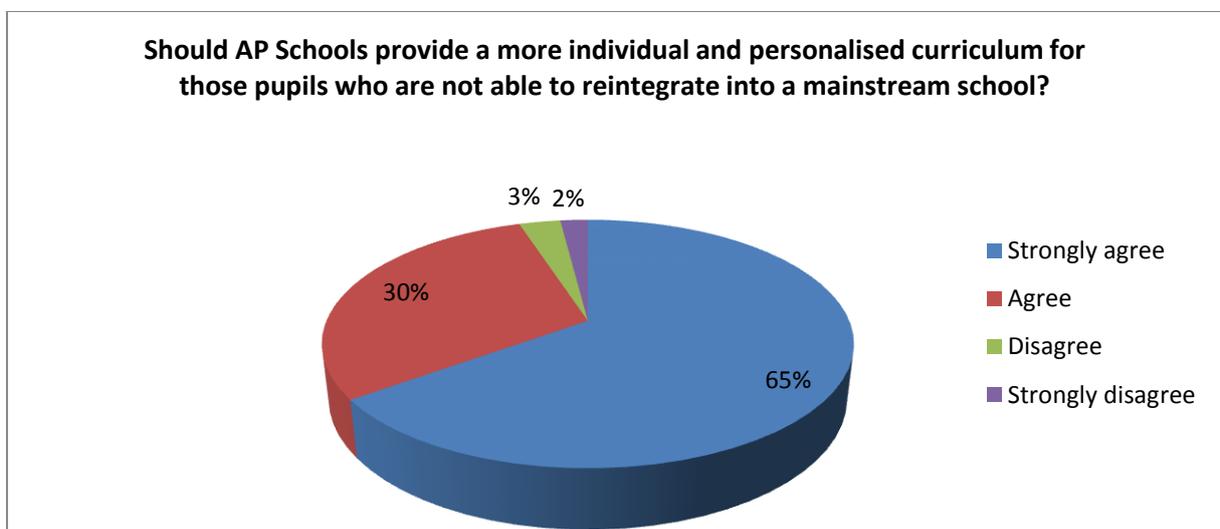
95% of respondents agreed they should. Of the parents/carers that responded 92% agreed; of which 44% strongly agreed and 95% of school staff agreed; of which 54% strongly agreed.



Question 27

In total we received 341 responses to the question, **“Should AP Schools provide a more individual and personalised curriculum for those pupils who are not able to reintegrate into a mainstream school?”**

95% of respondents agreed they should. Of the parents/carers that responded 92% agreed; of which 61% strongly agreed and 95% of school staff agreed of which 66% strongly agreed.



Question 28

Are there any other ideas that we should be considering to reduce exclusions and strengthen alternative provision?

We received 167 comments to this question which were analysed and themed. Key themes included:

- Flexible curriculum to include life skills, vocational, sport and employment
- Staff training on behaviour management and SEND and understanding of reasons behind behaviours with skilled and passionate staff to provide positive behaviour support
- Early intervention – making sure young people have access to the right support to help prevent exclusions
- More support in mainstream schools before exclusion by accessing specialist services to provide greater inclusion
- Better communications and sharing of best practice between schools and APS
- Outreach support/specialist units within schools/special schools and APS
- Emotional and mental health needs met with an understanding of attachment issues
- Clear reintegration plans for pupils

Question 29

Would you like to make any further comments on these proposals?

We received 65 comments to this question which were analysed and themed. Key themes included:

- More inclusive and flexible curriculum in schools
- Specialist training for staff
- Higher level of funding in APS
- Multi-agency approach to include Health and Social Care
- Better planned reintegration

4.7 Post -16 Proposals

Question 30

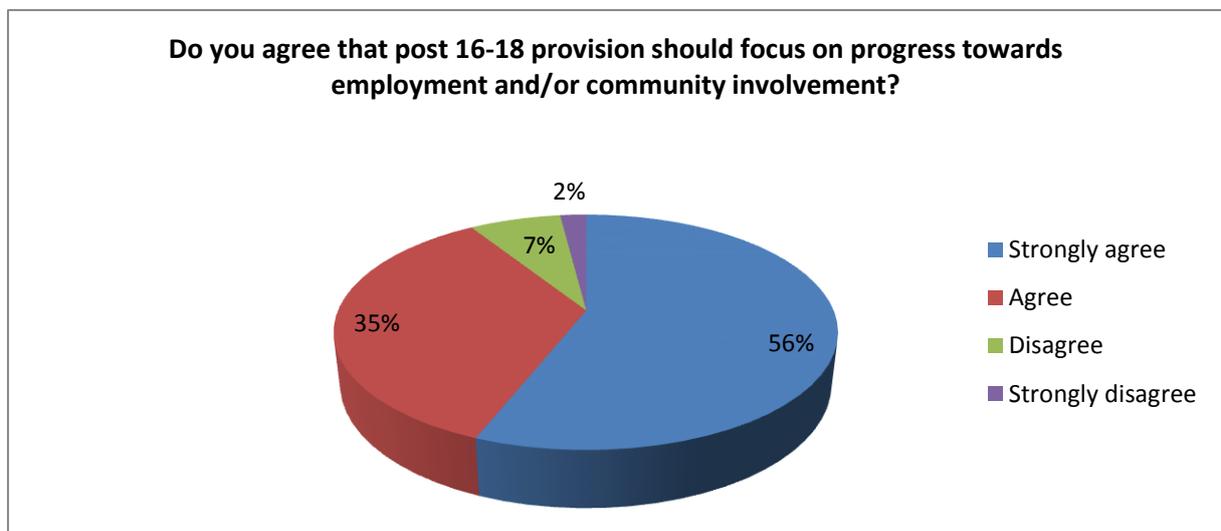
In total we received 319 responses to the question, **“Do you agree that post 16-18 provision should focus on progress towards employment and/or community involvement?”**

91% of respondents agreed that they should.

Of the parents/carers that responded 81% agreed; of which 41% strongly agreed.

96% of school staff agreed; of which 63% strongly agreed.

College staff 95% agreed; of which 64% strongly agreed.



Question 31

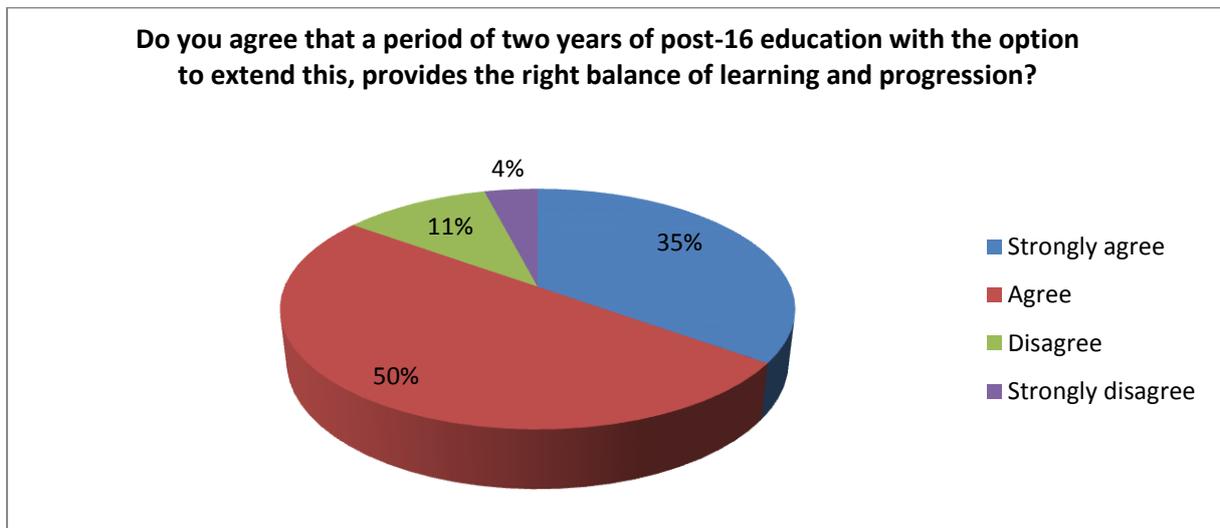
In total we received 317 responses to the question, **“Do you agree that a period of two years of post-16 education with the option to extend this by either learning independent living skills, or progressing to a Supported Internship/Apprenticeship or Higher Education, provides the right balance of learning and progression?”**

85% of respondents agreed that it did.

Of the parents/carers that responded 76% agreed.

92% of schools staff agreed; of which 41% strongly agreed.

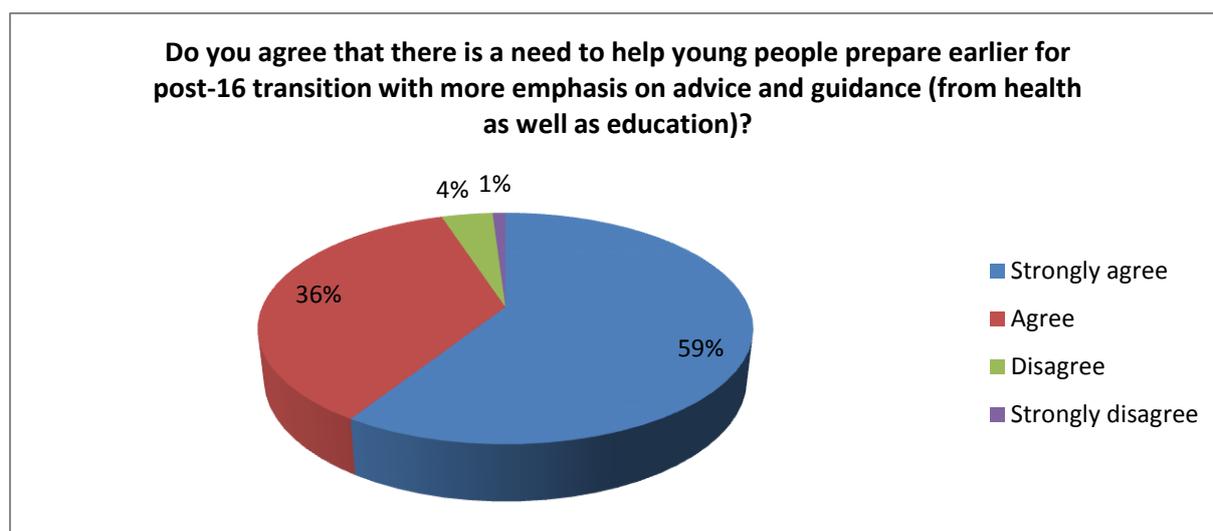
Of college staff 77% agreed



Question 32

In total we received 316 responses to the question, “Do you agree that there is a need to help young people prepare earlier for post-16 transition with more emphasis on advice and guidance (from health as well as education)?”

95% of respondents agreed that there was a need. Of the parents/carers that responded 95% agreed; of which 57% strongly agreed and of school staff 94% agreed; of which 53% strongly agreed. Of college staff 100% agreed; of which 59% strongly agreed.



Question 33

Would you like to make any further comments on these proposals?

We received 121 comments to this question which were analysed and themed. Key themes included:

- Life skills/independence/learning a trade/shadowing/informal placements/employment opportunities/apprenticeships/internships
- These young people are likely to need more than 2 years in Post16 education (personalisation)
- Improved advice & guidance/planning around transitions/Preparing for Adulthood (PfA)
- Learning opportunities/support be funded to 24/25 to align to EHCP
- More choices/support for severely disabled cyp P16
- Too much focus on employment

4.8 Your Views

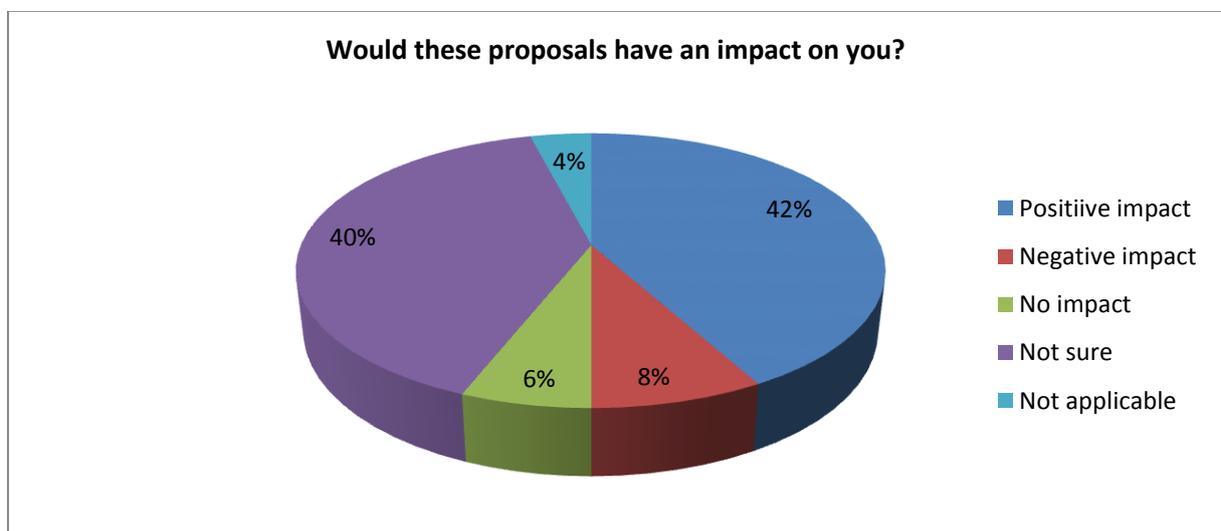
Question 34

In total we received 810 responses to the question, **“Would these proposals have an impact on you?”**

42% of respondents felt it would have a positive impact on them; 8% of respondents felt it would have a negative impact and 40% were not sure.

37% of parent/carers said it would have a positive impact; 8% negative impact; 42% not sure.

44% of school staff said it would have a positive impact; 11% said negative; 38% not sure



Question 35

Do you think there is anything else that we should be considering as part of this consultation?

We received 366 comments to this question which were analysed and themed. Key themes included:

- Better multi-agency approach to support children and their families to include Health, Social Care, Adult Education, Voluntary and Community, Schools and Parish Councils
- Parents and Carers need better support with improved communication on information and pathways for their children. They want to be listened to and sought feedback from and to be engaged in decisions about their children
- Proposals for the Primary hubs need much more clarity on how they will work in practice, how funding will be allocated and the mechanisms for monitoring and accountability
- Bureaucratic EHCP processes including delays in schools and GCC casework teams; overall poor use of graduated pathway
- Schools should be held to account for inclusion; teachers and staff need current SEND/ASD training and a better understanding of children and young people with SEMH difficulties
- Funding - there needs to be more, longer-term and ability to use it flexibly
- There needs to be a complete rethink as the system is failing many children and young people
- Earlier identification, assessment and intervention
- Quicker access to Emotional & Mental Health services, therapy services and school nurses
- Advisory Teaching Service is difficult to access & takes too long with poor/limited advice

Additional needs: helping children and young people learn and succeed

Easy read version - Findings and Report

November 2018

Executive Summary

Additional needs - what does this mean?

All children can have additional needs at some time in their lives. These needs could arise as a result of family circumstances, changes to living situations, cultural differences, health and medical concerns, disability, loss or bereavement. Circumstances such as these can have an impact on children and young people's care, learning, physical development, communication, social and emotional development and behaviour such that they need additional help and support.

We want all children in Gloucestershire who have additional needs to do well at school. That does not always happen at the moment. Too many children are being excluded from school. We want to understand the things that are important for children and young people so that we can change things for the better.

This consultation sought views on areas that we think are important. These included Early Years education (0-5); Primary Schools (5-11); Secondary Schools (11-16), Special Schools, Alternative Provision Schools and Post 16 education.

How we consulted with children and young people

Children and young people with additional needs were a priority group to consult with but adaptations to the main consultation were needed to enable as much engagement as possible. With support from the Ambassadors for Children and Young People an easy-read version of the consultation was developed to enable engagement with children across a range of age and ability.

A number of targeted face-to-face consultation activities were delivered in Special Schools across the county that reached approximately 100 children and young people. Separate consultation events for children and young people attending Alternative Provision Schools (APS) were arranged that focused entirely on exclusion and experience of attending an Alternative Provision School.

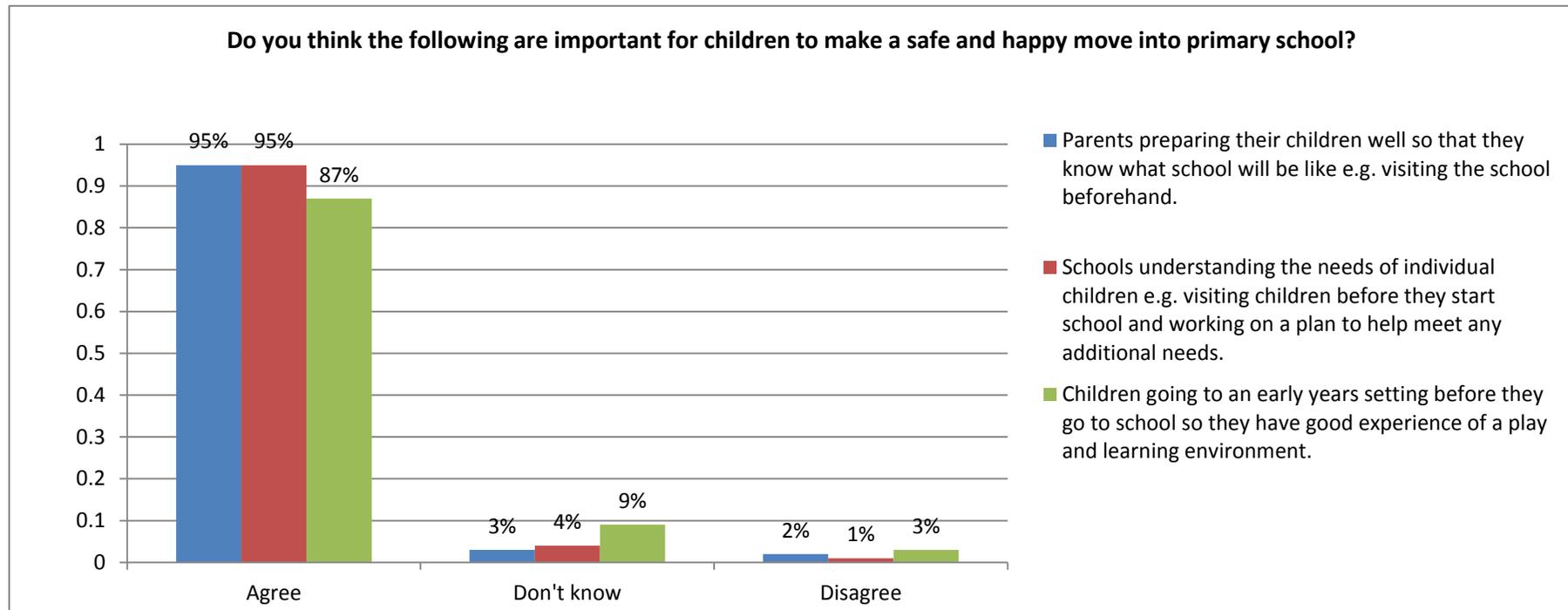
The following report identifies the key findings and analysis from the easy read version of the consultation.

Key findings

- In total we received 153 responses to our easy read version.
- There was strong endorsement on the importance for children to make a safe and happy move into primary school and the importance of schools understanding the needs of individual children e.g. visiting children before they start school and working on a plan to help meet any additional needs
- 89% (131) of the responses agreed that primary schools in the area should help each other.
- 68% (92) of the responses felt that a child should **not** be excluded from school for disrupting the class and misbehaving.
- Of the 91 responses to this question, the preferred first option with 48% is the “The school should ask for help to understand why s/he is not behaving well and disrupting other children’s learning”.
- 28% (136) of the responses felt that “The child should move to a different school in the local area that could help them”.
- 24% (119) of the responses felt that “The child should go to a specialist school that may not be near where they live”.
- There was strong endorsement on our proposal that special schools could help mainstream schools to understand the needs of their children better so that more children can stay at their local mainstream school. 81% (122) of responses agreed with this approach.
- There was strong endorsement that when children and young people with additional needs reach 16 they should have access to courses that help them to continue to learn, build confidence and help them to get a job. 93% (132) of responses agreed with this approach.
- Of the 153 responses to the consultation 50% (77) were from a child/young person, 18% (27) from Parent/ Carer, 16% (25) from a professional in Education, Health or social care, 6% (10) from a young adult 18-25 years and 5% (7) from those selecting “other” and 5% (7) from those who did not respond.

Question 1

In total we received 152 responses to the question “Do you think the following are important for children to make a safe and happy move into primary school?”



Question 2

Are there any other ideas you have?

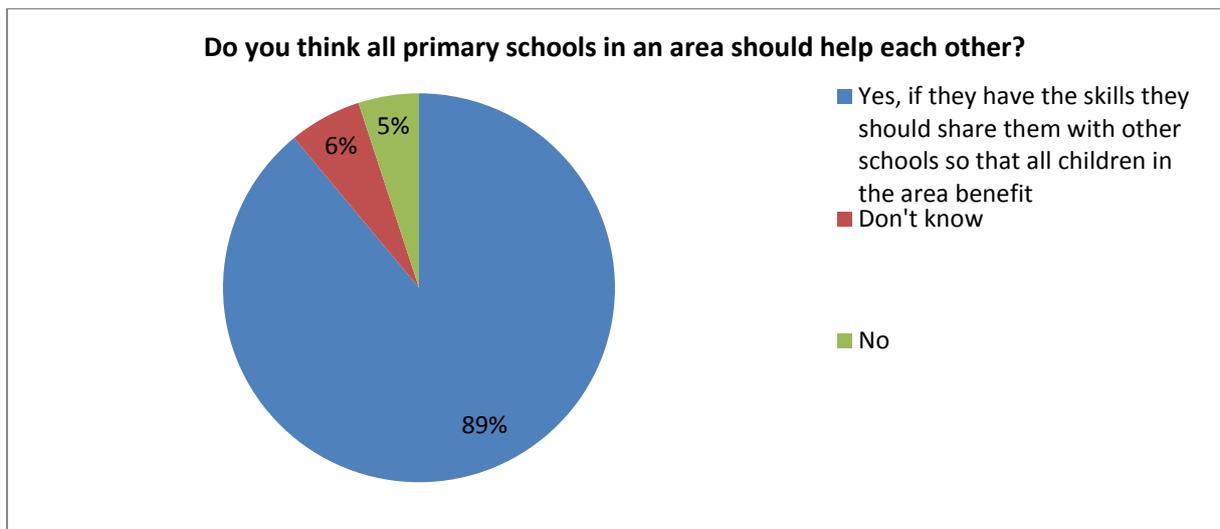
We received 65 comments to this question. All comments were analysed and themed. The key themes were:

- Better equipped settings with fully qualified staff and better training for staff and parents.
- Children should be given the opportunity to attend an early years setting before they start so that they can get a feel for the place, recognise teachers and familiarise themselves, so that they can get a pre school experience.
- Early intervention is important to identify the child's needs at an early stage.
- Better signage with pictures to show how to get around the school. Have a buddy service to help getting around.

Question 3

Do you think all primary schools in an area should help each other?

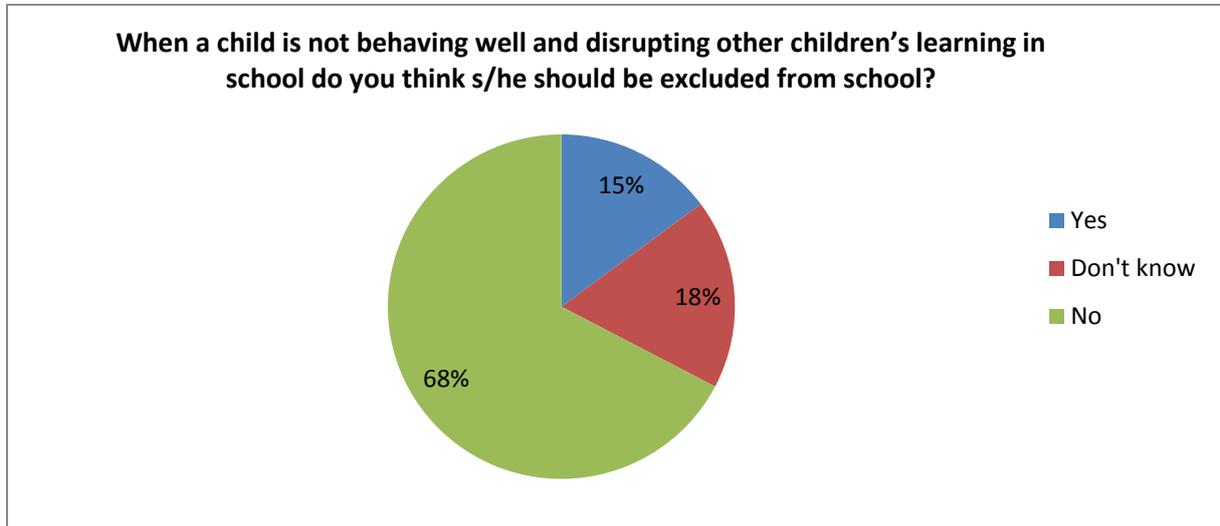
In total we received 147 responses to this question



Question 4

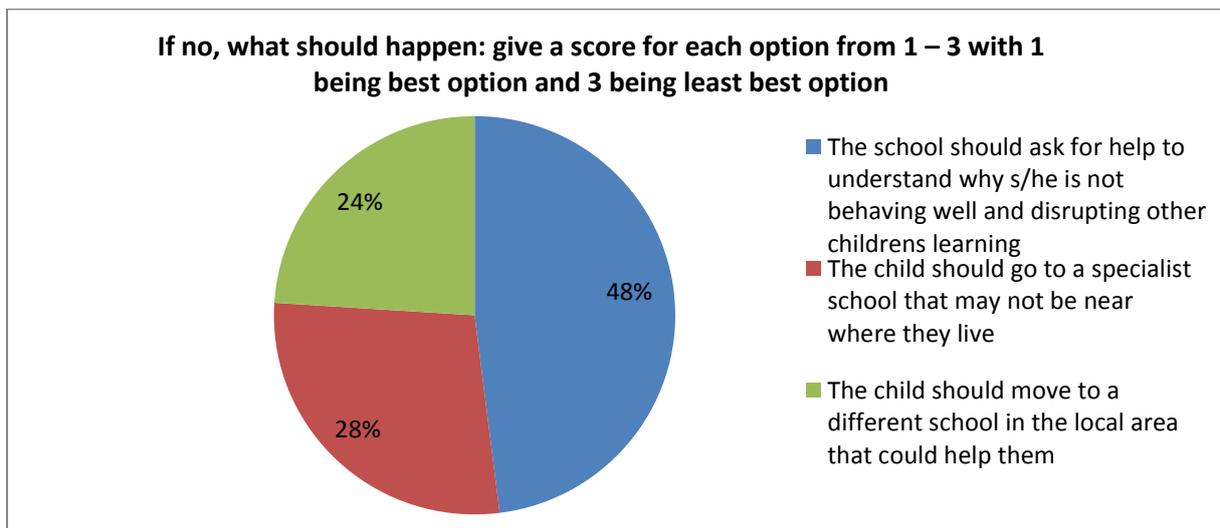
When a child is not behaving well and disrupting other children’s learning in school do you think s/he should be excluded from school?

In total we received 136 responses to this question



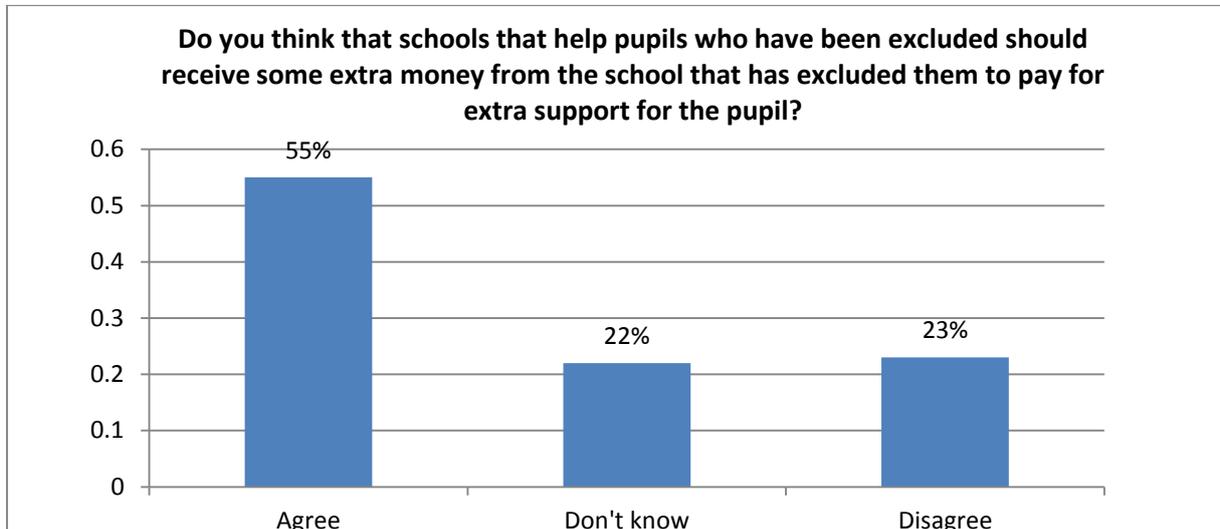
Question 5

In total we received 91 responses to the question **“If no, what should happen: give a score for each option from 1 – 3 with 1 being best option and 3 being least best option”**



Question 6

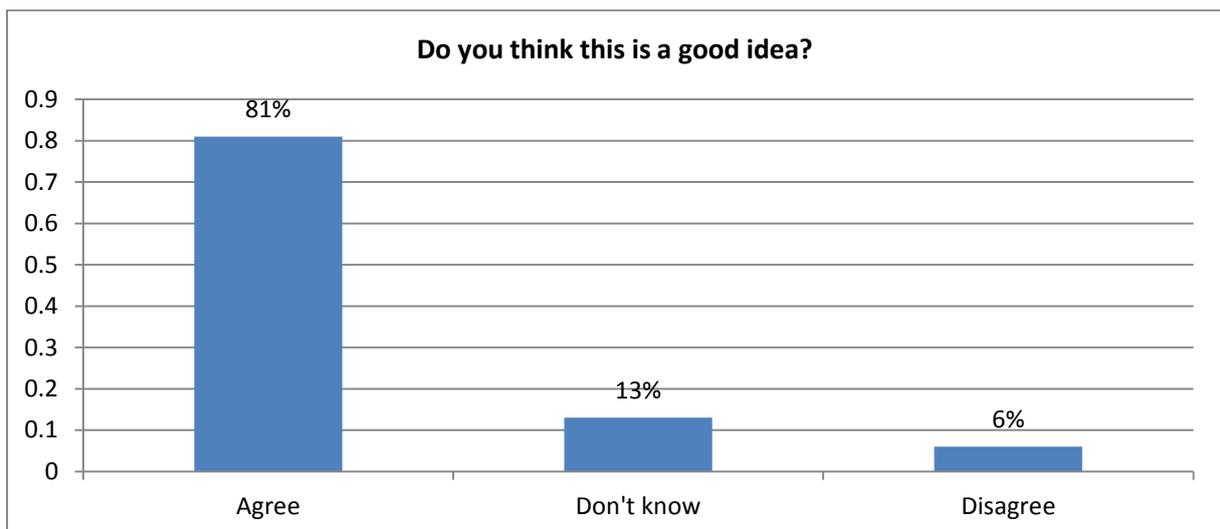
In total we received 137 responses to the question “Do you think that schools that help pupils who have been excluded should receive some extra money from the school that has excluded them to pay for extra support for the pupil?”



Question 7

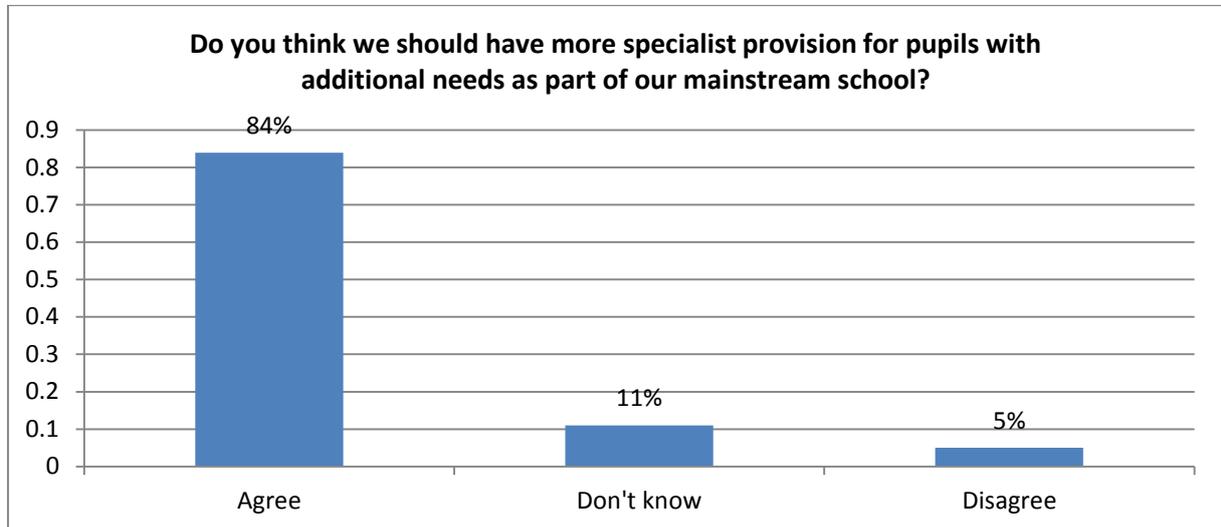
In Gloucestershire we have special schools. We think they could help mainstream schools to understand the needs of their children better so that more children can stay at their local mainstream school.

In total we received 150 responses to the question “Do you think this is a good idea?”



Question 8

In total we received 139 responses to the question “Do you think we should have more specialist provision for pupils with additional needs as part of our mainstream schools?”

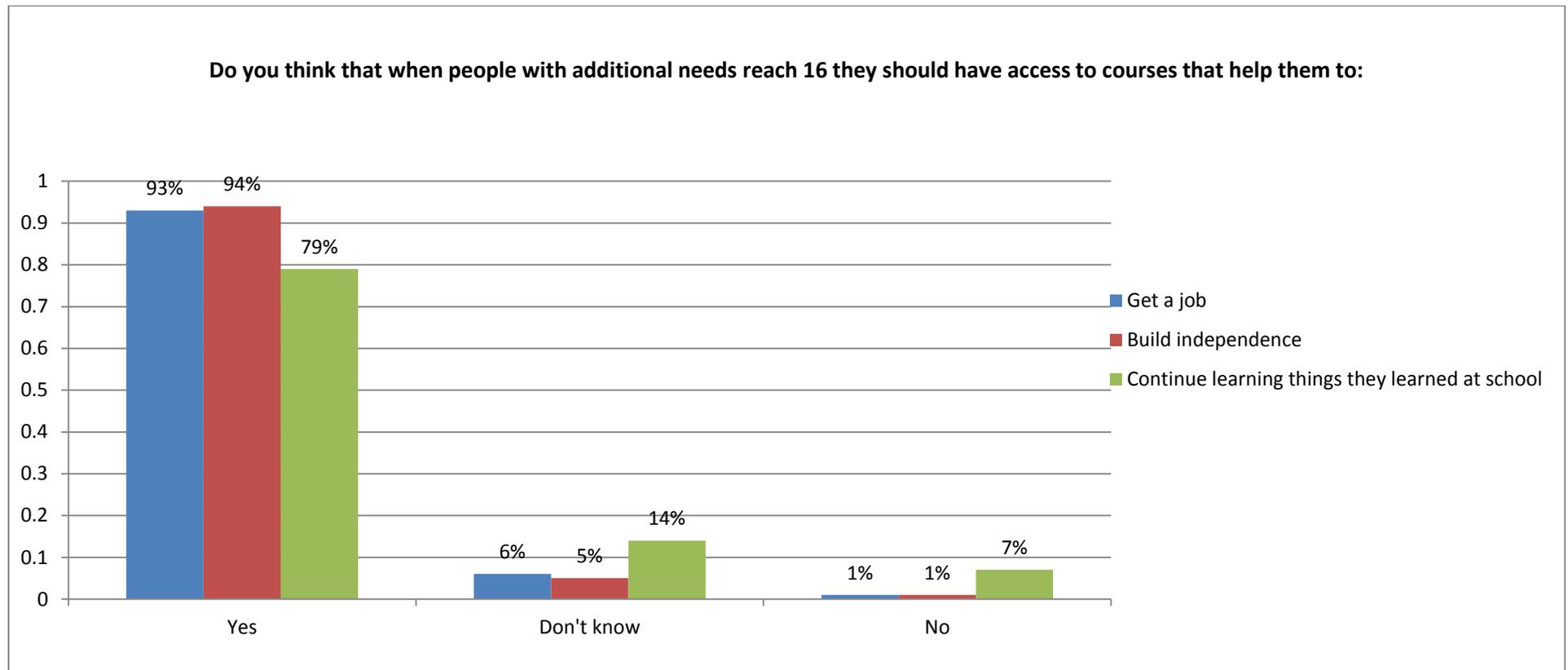


Question 9

Do you think that when people with additional needs reach 16 they should have access to courses that help them to:

- Get a job
- Build independence
- Continue learning things they learned at school

In total we received 144 responses to this question



Question 10

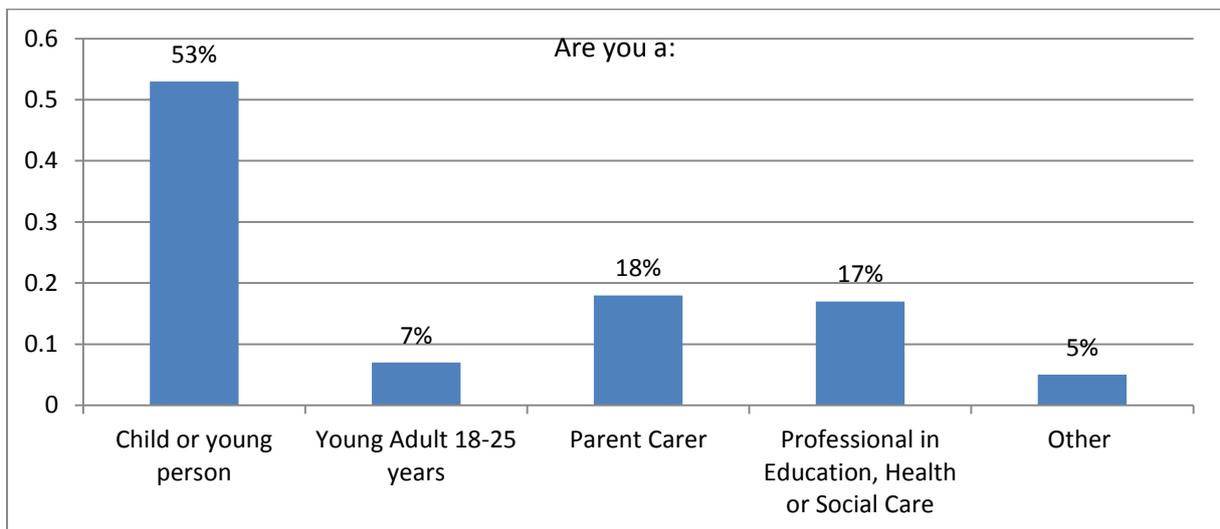
Are there any other ideas you have?

We received 97 comments to this question. All comments were analysed and themed. The key themes were:

- Better opportunities to gain work experience and training courses so young people can try different roles and gain practical skills in what their interests are.
- More Post-16 support is needed to help with the transition to college, employment or suitable placements.
- All young people should have the opportunity to stay on at school so that they can develop their independence and have the opportunity to carry on learning in a comfortable setting.

Question 11

In total we received 146 responses to the question “Are you responding as”



Question 12

In total we received 146 responses to the question “Which area do you live in”

