August 2021 Surveys

COVID and Education

FVP

Introduction

In a slight change from how survey reports are presented, this report will focus on both of the surveys presented to parent carers for completion during August 2021. Parent carers were asked questions on two topics COVID and then Education. There is some cross over between the surveys, naturally as they both relate to topics that have become for Special Educational Needs and Disability (SEND) parents inextricably linked. Across both surveys, responses are mixed and present a picture of angst, stress, anxiety and difficult issues impacting on the families across Peterborough. Both these surveys will be incorporated into a Topic of Importance alongside a series of Facebook Polls and Discussions.

COVID

Respondents

17 parent carers responded to the survey over a two week period; details were not gathered as to parent carer gender, but details were gathered as to their children and young people's needs/ ages and how many had SEND or not.

Parent carers were asked:

1. How many children/ young people do you have with SEND?
2. How many children/ young people do you have without SEND?
3. Please describe the needs/ age/ gender of your child(ren)/ Young People with SEND

4. Please provide details about your wider household (i,e Ethnicity, Economic Status, Marital Status, Disability/ Health Needs)

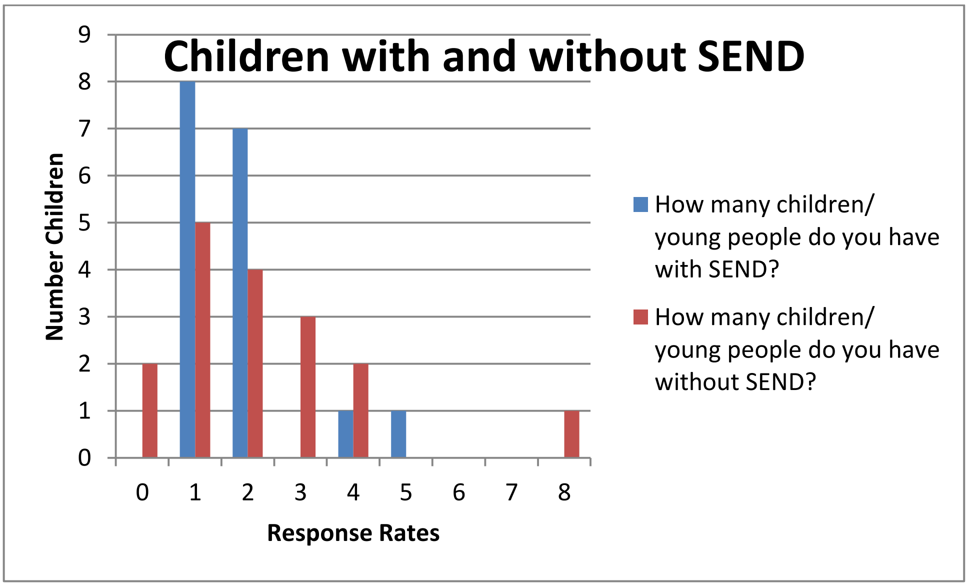

Fig.1 Numbers of CYP with and without SEND

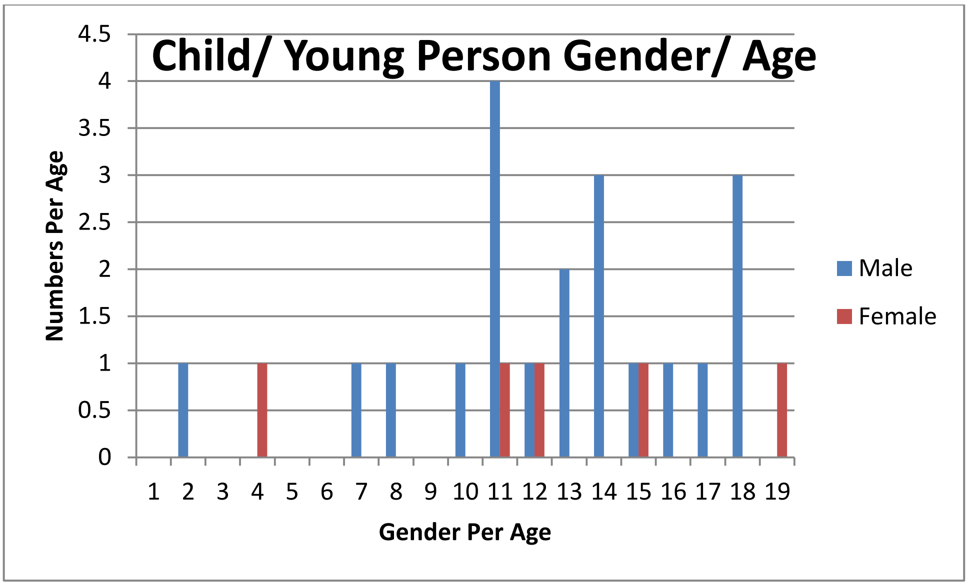

Fig.2 CYP Needs and Ages

Types of needs declared; Hearing Impairment, ASD, ADHD, Down Syndrome, LDD, SpLD, SEMH, Heart Condition, Lung Condition, Hereditary Spherocytosis, Migraines, Golden-Har Syndrome, Tourettes, Deprression.

Household Demographics

- Pakistani, full time house wife, married
- British Pakistani/
- Married 2 disabled adults white British on income support
- Married ,white british both parents are cardiac patients
- We have 4 children with a asd diagnosis
- White British, married
- Single parent household
- Have 2 children in the house hold and my uncle David is the one with the learning disabilities difficult and the sister have a little health problem and I myself have health problems but I stay on things with my children
- Mixed household benefits physical disability
- Partner Black British I'm white British children mixed white/black British. Partner in full time work I'm a registered carer.
- White British
- English. Single mum. Anxiety and depression Asthma, COPD, Sleep Apnoea. Psoriasis.
- Female, single, British white, suffers from depression, pre-diabetes, asthma, arthritis, dyslexia
- British, low income single parent family

What can be seen from the information relating to demographics is that there are a number of households where the parents themselves also have needs (disability/ health) and are more likely to rely on benefits for household income. Also more parents from a diverse background are responding to the SEND survey.

Impact of COVID

Following on from establishing the demographics of those completing the survey and of their children and young people (CYP), the respondents provided their views on the impact of COVID.

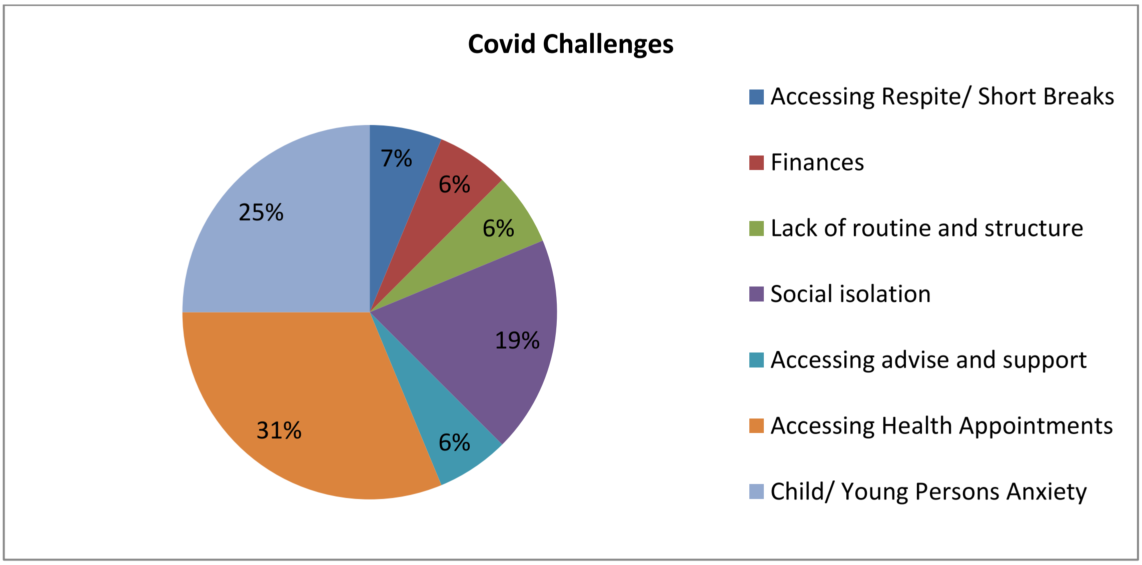

Fig.3 Most challenging aspects of COVID on Families

Respondents were asked what they felt had been the most challenging aspects of COVID on their lives and they could choose from pre-set options or add their own; the results of which as seen in fig. 3 showed that the two biggest areas of impact were accessing health and child/ young person anxiety.

Anxiety relating to COVID has been an ongoing concern across all surveys FVP have conducted on the topic and tis does not seem to be going away as can be seen in Fig. 4 below. Although people are reporting feeling less anxious, that anxiety is still present for some respondents.

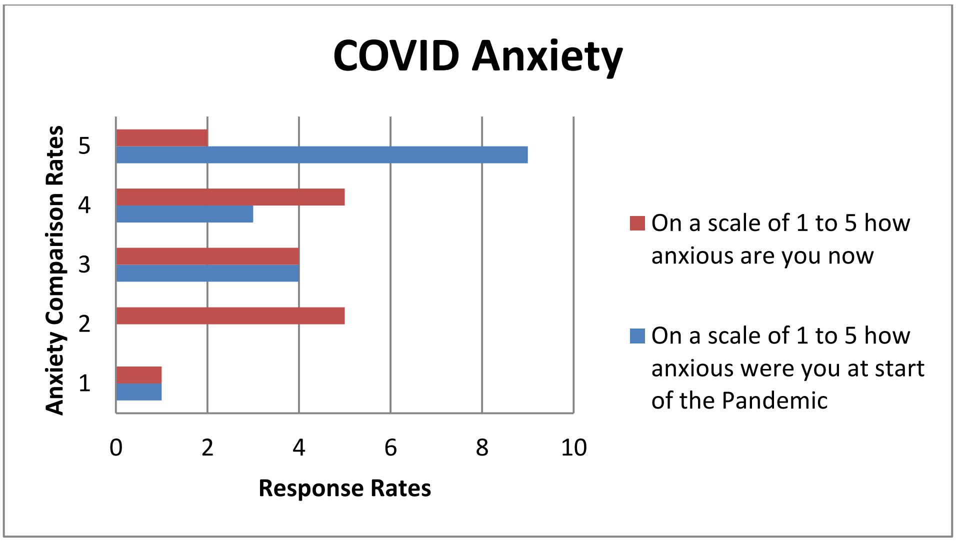

Fig. 4 COVID Anxiety

The main difference in this survey was the addition of questions relating to the vaccination programme, with when asked the majority of respondents at 82% stating they had been vaccinated. It is worth noting that 12% stated that they would rather not state their status.

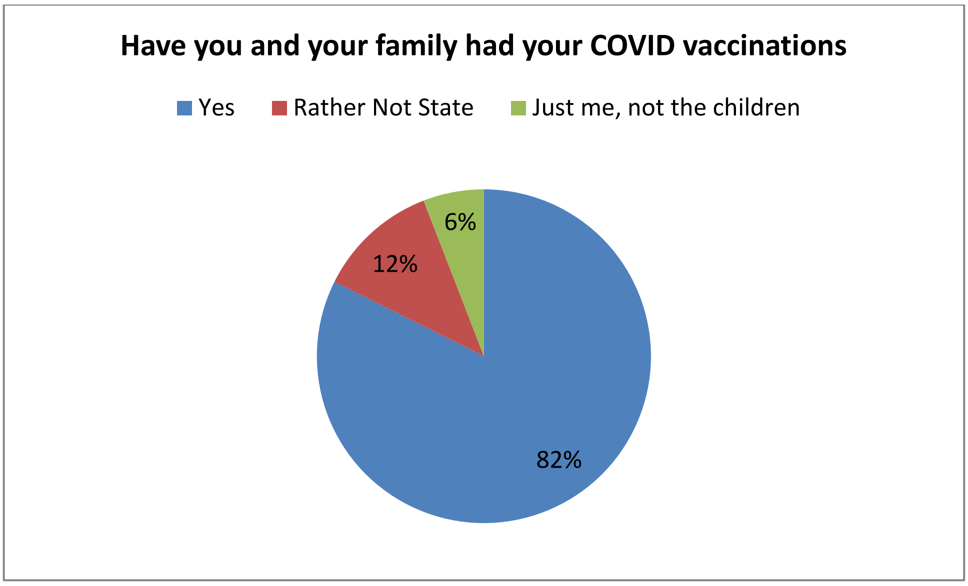

Fig. 5 Vaccination Status

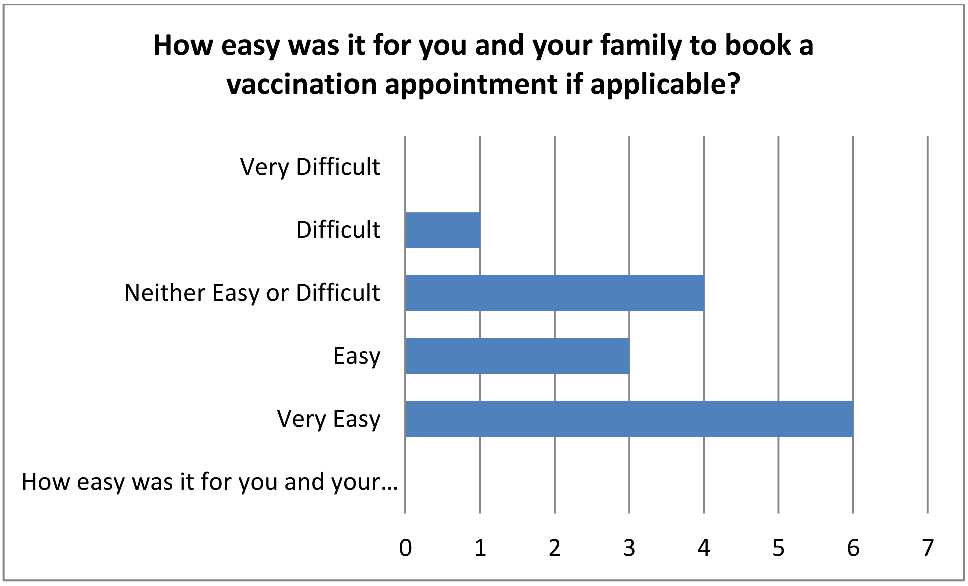

Fig. 6 Ease of Booking Vaccinations

Fig. 6 shows that overall the majority of respondents felt booking a vaccination was relatively easy.

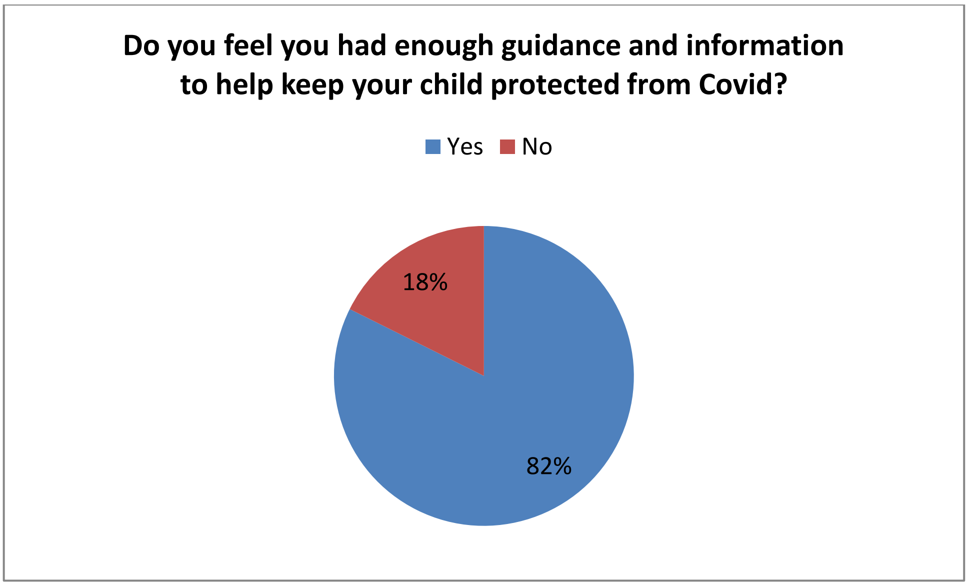

Fig. 7 Information and Guidance

Respondents overwhelmingly at 82% as shown in fig. 7 reported that they had enough information and guidance to protect their children from COVID, which or may not be linked to strong public health messaging from Peterborough City Council and Cambridgeshire and Peterborough Clinical Commissioning Group. There have certainly been many messages shared across all social media channels locally.

The next part of the survey afforded respondents the opportunity to provide further information in three areas

- Looking back what do you think could have been done better and by whom?
- How has the pandemic affected you and your child?

- What are the challenges for when we return to normality?

Looking back what do you think could have been done better and by whom?

1. *Education from school should prepare students to understanding the pandemic*
2. *More flexibility to allow remote learning for longer for children at serious risk*
3. *Wasn't offered a school place for my child with a care plan or one with an EHCP*
4. *Government guidance*
5. *More virtual lessons for my year 5/6 child*
6. *Schools could have done a better job looking after send children*
7. *School closure at Medeshamstede was abrupt and the provision offered was totally inappropriate for 1st lockdown.*
8. *The government try his best with his college but many of us did not follow the rules and many of us get support we*
9. *Schools to support children with send needs offering them places so parents don't nearly have breakdowns*
10. *Clearer messages from government, closing borders faster, leading by example*
11. *N/A*
12. *Government should just put us on complete lockdown quicker*
13. *More help an understanding for struggling families more support for the children*
14. *More organisations over college work for my child and more information about free school meals for young adults in college, would have been better to have vouchers for food and not have food delivery and my child not eat it as she didn't like it*
15. *Locations of lateral flow collection to be correct on nhs website*
16. *Lockdown was too long*

From a cursory review of the responses the question "*Looking back what do you think could have been done better and by whom?"* it is education that has received the most negative feedback with especially in relation to communication or the lack of offer of provision.

How has the pandemic affected you and your child?

1. *Confused for child not understanding what is covid*
2. *My child could not understand why we have to be careful by wearing masks/washing hands/sanitizer hands,social distancing,didn't understand covid*
3. *No hospital appointments for my 20 year old which has seriously affected her health and caused us to have to use a&e which could of been prevented*
4. *Loneliness for my child*
5. *Very badly*
6. *Anxiety*
7. *Mental health deteriorated for all 3 of us. The unknown was very difficult to handle, whether it was about school, health services, further lockdowns, or lack or food in the shops.*
8. *More anxious, less ability to go to places that help him regulate. Biggest issue was missing school for months.*

9. *We couldn't go on holiday and do the normal thing we usually do children have to stop from school lesson on line so it was just part of life where we couldn't do nothing*
10. *Badly*
11. *Lack of opportunity to work on social skills. Still difficult when he tries to approach other children and you don't know if it's safe. He doesn't understand the pandemic.*
12. *Increased anxiety and child had failing mental health*
13. *Made everyone very isolated, there for had big impact on our mental health*
14. *Badly. Financial. Stressful on the health an mental health. An my main support was my older daughter an she couldn't handle being in lockdown that she fiscal assault me an she left home*
15. *Missed lot of college, panicked over free school meals as didn't know what she was getting until it arrived, didn't eat it sometimes as didn't like it so would have been better if college gave us food vouchers*
16. *Become more anxious and agoraphobic, difficulty in socialising and returning to a new norm*
17. *Lack of doctors appointments*

Responses to the question "*How has the pandemic affected you and your child?*" match the general view that mental health and wellbeing has been impacted as identified in previous survey reports https://www.familyvoice.org/sites/default/files/COVID%2019%20Impact%20on%20Parent%20Carers%20Across%20Peterborough.pdf#overlay-context=Participation and in this survey where parents have reported that their children have experienced anxiety (fig.3) and they have reported anxiety still existing (fig.4)

What are the challenges for when we return to normality?

1. *Trying to get my son into college who understand his needs*
2. *Keeping my son safe at school now that the bubble system is being stopped*
3. *Getting back into a routine. Having to book activities & only having small time slots at activities*
4. *Are we going to return to normality*
5. *Other people*
6. *Both of my children struggled to return to school. One has suffered a mental health crisis and another one has regressed quite a lot. And no one yet know what the new normality will be, no one knows if we will have any further Lockdowns or not. We have a lot of catching up to do with health services as we were unable to have very important appointments.*
7. *his ability to keep hygenic as he does not understand the pandemic*
8. *Go on holiday s and go on the train and go on trips with the family voice and Christmas party with the children*
9. *Being around people again is hard and getting back into routines*
10. *Catching up on what we have missed out on. Will there ever be a return to normality.*
11. *Child has no job to go to so will be isolated once the rest of the family go back to work/school*

12. *Getting kids back into routine amd working to build Tommy up again to socialising well*
13. *Being able to live a normal life*
14. *Understanding that she had to wear a mask in college and on public transport and in shops*
15. *Lots of people, mask wearing, being out of the house*
16. *To get appointments in healthcare*

There does seem to be a running theme in the open question responses as also shown in the final set of responses to the question "*What are the challenges for when we return to normality"* that concerns are prevalent relating to Education particularly accessing settings and also the detrimental impact on mental health.

Education

As with the previous survey reported here basic demographic data of respondents is gathered as shown in Fig. 8 and 9 and the responses to an open question invite respondents to provide details as to their household more generally. Although the surveys are designed to be anonymous it can be seen from some of the broader responses that different people have taken each survey.

Respondents

32 people took the survey, with the majority of respondents having more than one child/ young person with SEND and their needs being broader than those reported in the COVID survey. Also in this survey a respondent reported having a young person is non binary, which is not something people have reported in any previous surveys.

Many respondents also reported familial ill health/ disability which appear to show an increase in parent carers being in a "sandwich care" situation where they care for not only a child/ young person but also a parent or partner. High levels of caring impact on family dynamics, individual mental wellbeing and also household finances; often from being unable to work due to caring responsibilities.

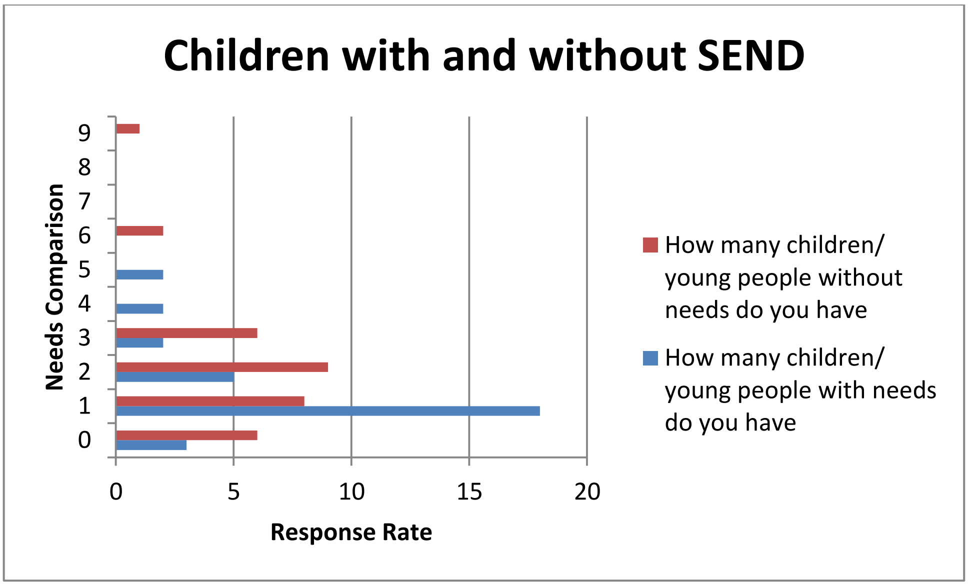

Fig. 8 CYP with and without SEND

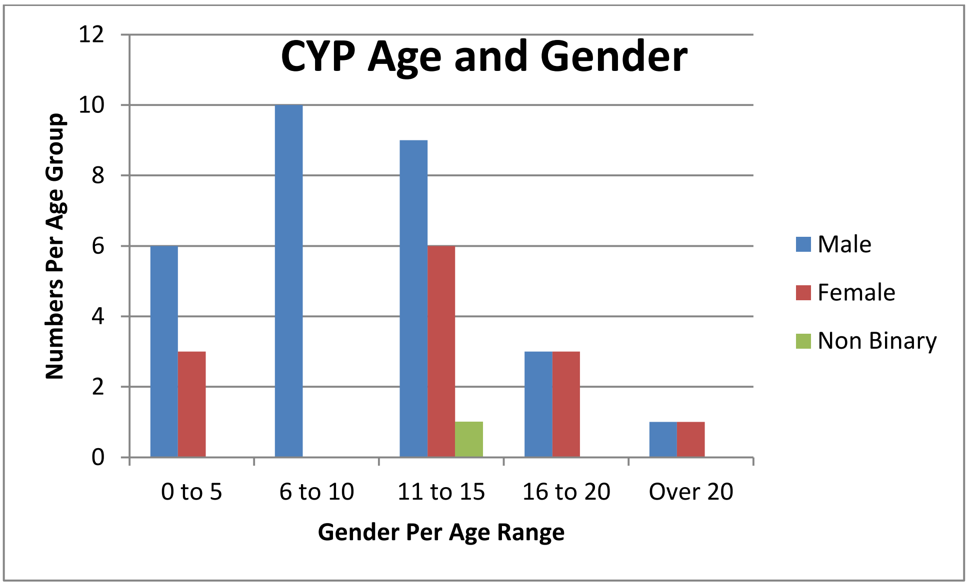

Fig. 9 CYP Age and Gender

ASD, ADHD, Down Syndrome, Hearing Impairment, SpLD, LDD, Goldenhar, Haer Condition, Cleft lip and palate, Hypopituritism secondary to growth thyroid Steriod deficiency, Migraines, Asthma, Exzema, Cerebral Palsy, Leukaemia, Gender Dysphoria, GDD

<u>Household Demographics</u>

- Please provide details about your wider household (i,e Ethnicity, Economic Status, Marital Status, Disability/ Health Needs)
- White British,partner
- White British, divorced,
- White British, single mum, retired on benefits.
- "White British
- Single mum disabled"
- Single working mum

- Single parent not married unemployed dut to caring responsibilities and struggle with mental health
- Polish married mum carer dad working full time mum asthmatic
- White, British, Married, one parent full time working, one parent self-employed part-time due to needs of child. One parent with Anxiety & Depression. Older son at University.
- Mixed household parent carer with disability
- English civil partner no needs good health
- White,homemaker,divorced
- White British family. I am a single (separated) mother, 45 years old, I also have autism and adhd. I have 2 sons, 15 years old (with additional difficulties, see above) and 13 years old.
- British Indian, low income family, married
- White British
- Married both parents cardiac patients
- married, british pakistanis
- We are family of 5 one older adult brother living on his own. We are a white English family mother is medium disabled with mental heath conditions bpd and adult attachment disorder. Long standing depression and other medical needs daughter who is now 19 is Christian and until university young carer from age 16.father since teen arthritis brittle bone disease. Heart mermer.and analysing spondylitis working accountant mother house bound mainly. Family love animals and rest of family are odinists and follow norse golds based ethos family have few finances. Parents live separately over 2 property younger sister and younger brother with father eldest daughter with mother in adapted disabled bungalow. Across the road. Eldest daughter struggled with self harm and eating disorder due to bulling of boys. At senior school. Refused doctors help . Mother helped her through it all 3 children doing well in education Across the board parents very involved in there day to day studies. School would not test eldest daughter so family saved and had full assessment done via the dyslexia association. Younger son attend senior at secondary school. With little other help youngest daughter has no issues . Father has number dyslexia mother has dyslexia. Not diagnosed until she was 19. Other family live over seas. No other family on mothers side.
- white British (English) part time employed divorced
- Single parent family, East African / Indian / Turkish heritage, part time salary of healthcare professional parent, genetic duplication, multiple medical needs (Gynae, orthopaedics, physio, endocrinology, GI) physically able but with lordosis of back
- Living with partner.my little boy suffer with protruding on the ribs affects his mobility and everyday stuff still in pull ups
- He needs all help from day to day stuff to washing etc
- "Single parent (female) white British, working self employed part time, with osteoarthritis stage 2, progressing stage 3, psoriasis, asthma, lichen sclerosus.
- "
- Living with partner, fulltime carer to son, white english,

Educational Experience

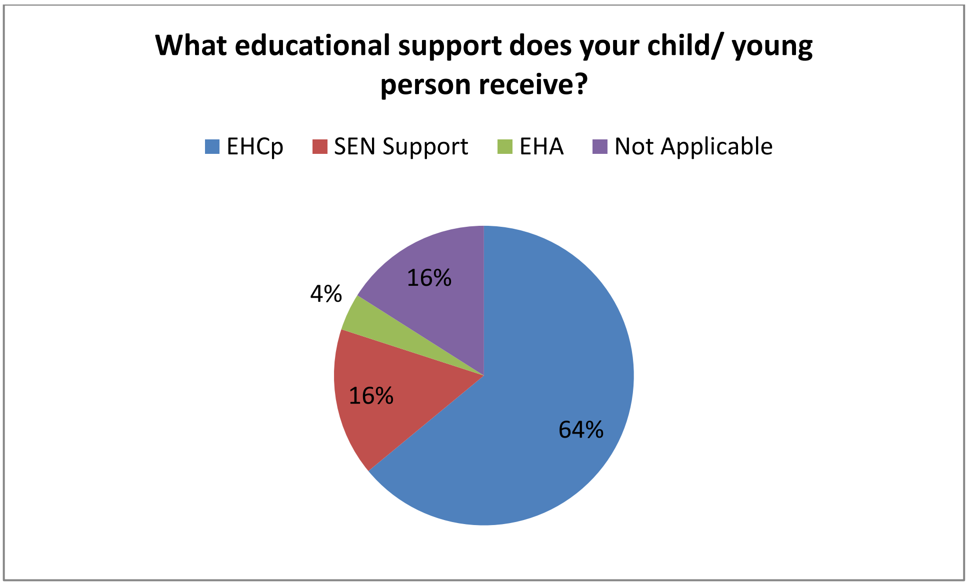

Fig. 10 Educational Support

1. *VI support*
2. *School wont put in for it*
3. *Support officer and senco in school*
4. *They received lots of one on one .colour cells .extra time tutorial. Not as such under a set plan but inplace all there time at school. Now at university eldest daughter has full dyslexia support. Equipment. Readers extra time phone tutorials.*
5. *There is non for deaf children unless they have other difficulties I was informed*
6. *None as was diagnosed whilst homeschooled*
7. *speech and language*

The majority of respondents at 64% stated that their child/ young person (CYP) has an EHCp and some expanded on their responses to either state what kind of support is being received or that they have had no support.

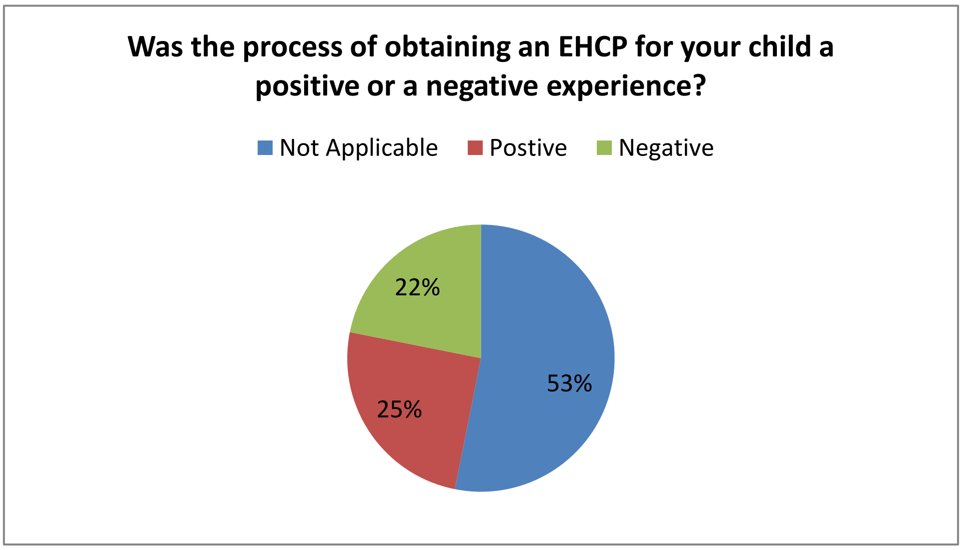

Fig. 11 EHCp experience

The responses from parents when asked to state whether their experience of obtaining an EHCp was positive, negative or not applicable (fig.11) was a little unusual in that although the majority of respondents stated they had an EHCp for their CYP as seen in fig.10 this question resulted in 53% choosing not applicable. What is different from other surveys though here is that slightly more respondents stated that had a positive experience.

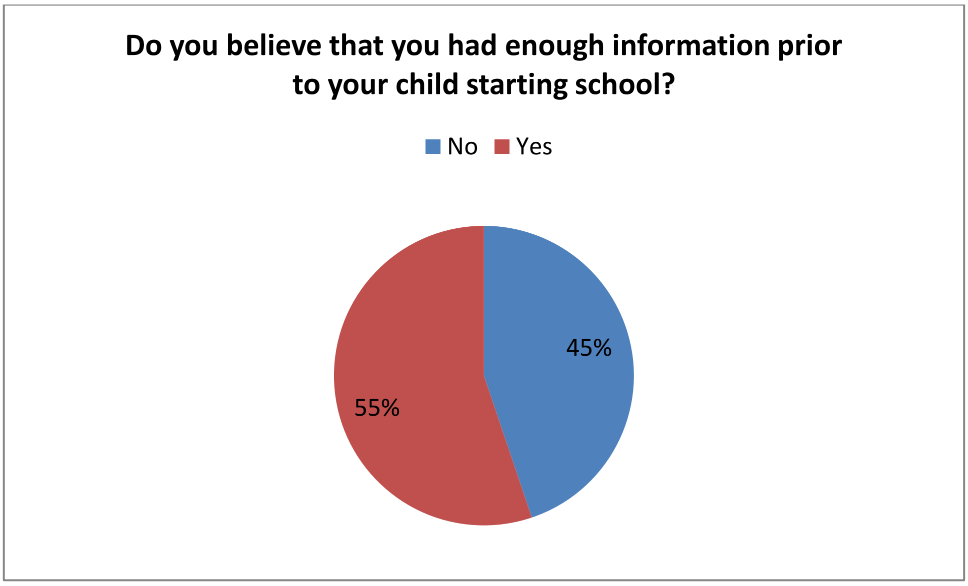

Fig.12 Information for starting school

- *Moved during covid, no one contacted us for months when id called to say we were here. School didnt know when i called them!*
- *My son had still not been diagnosed when starting secondary school. I battled for years to finally get him diagnosed. We had a lot of issues to start with, my son struggled immensely and I was constantly trying to get school to support him properly. It was not until he was finally diagnosed that they took it more seriously and gave him additional support which made a big difference to his daily school life.*
- *The school have been amazing, especially with my 4 year old however things would be better if it wasn't for covid*

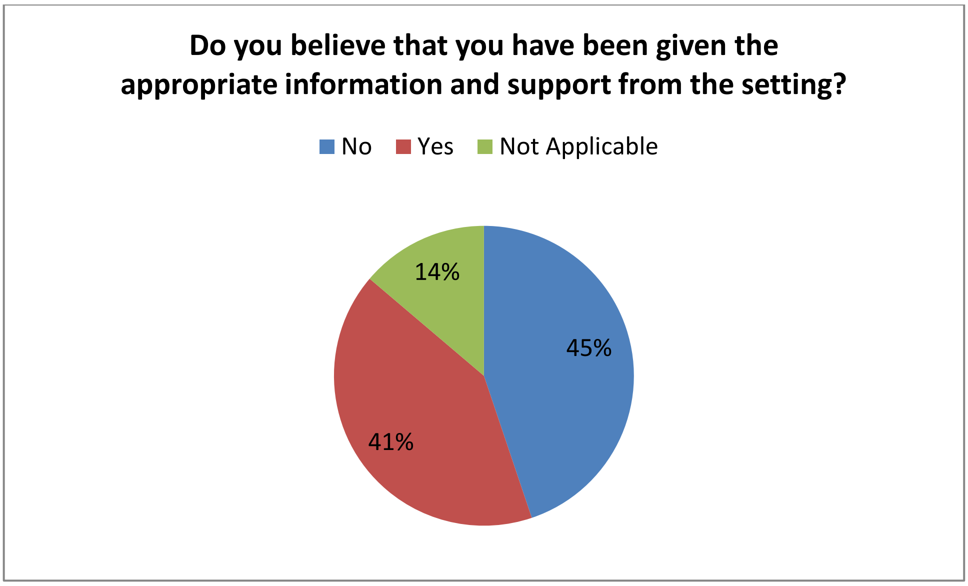

Fig.13 Information About Settings and Support

1. *Not completely but there needs did not fit in to what was a normal program action plan*
2. *Now, yes, previously, no*

2 respondents expanded on their answers as above, both of which show a mixed experience.

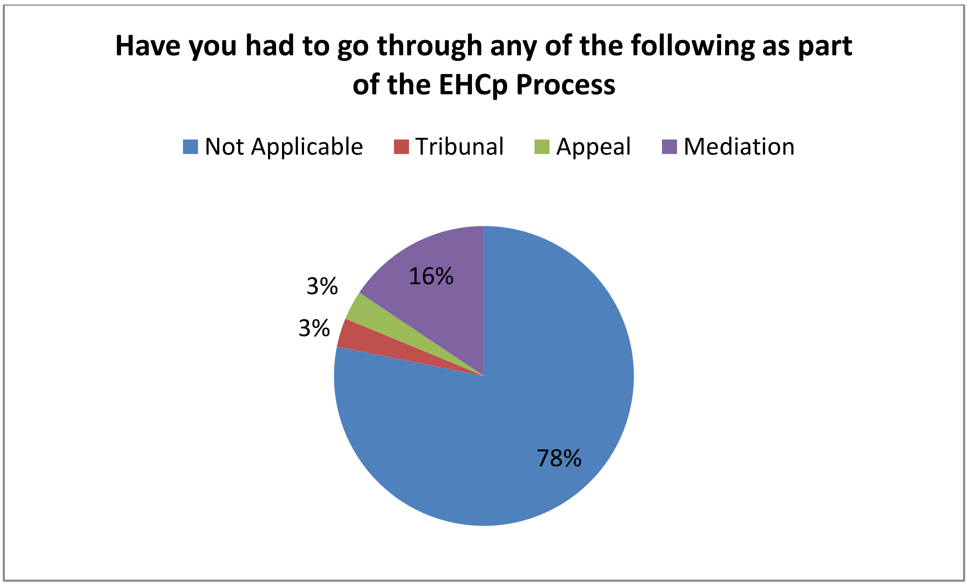

Fig. 14 Apply for an EHCp

On social media, there is a belief that the whole EHCp process is broken and high numbers of parents often have to partake in appeals, mediation and tribunals bur more recent data from surveys completed by parent carers belies this. The data from fog.14 does show that 16% have been through mediation and there is data from PCC that shows mediation levels have been high especially in data reported on from 2020.

A follow up question gave respondents the opportunity to expand on their answers; see below:

If you have had to appeal, go through mediation or tribunal for your child/ young person why was this?

1. *The refused as school said he was getting enough support at the time*
2. *Twice refused to assess*
3. *LA wanted to send son to a school not suitable for him at all*
4. *Because I am a vulnerable adult they thought it would be wise for them to push me into a corner and agree to mediate with them and not go ahead with application for ehcp any further they even had the support worker I had from children centre phoning me up to convince me to do that*

The responses above from those who expanded on their answers show that reasons are varied with the view that is either due to the LA or the setting who are responsible when having to go through a further process for gaining an EHCp.

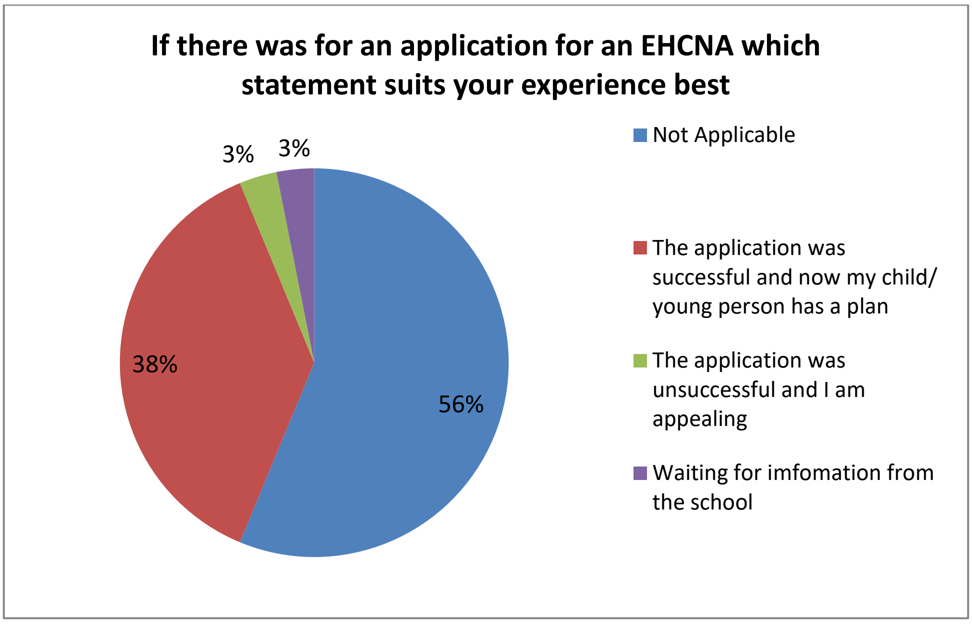

Fig. 15 EHCNA Experience

Again given how many people have reported their CYP has an EHCp, it is interesting as shown in fig. 15 that 56% or respondents selected not applicable when asked about the EHCNA process, which was expanded on in the actual survey. This could be for a couple of reasons:

1. Not understanding the terminology
2. Having been the process under the old system and transferring from Statement to EHCp rather than applying for a new EHCp

Again at 38% response rate the data here does not necessarily back up social media messaging that it is near impossible to get an EHCP and the process does not work.

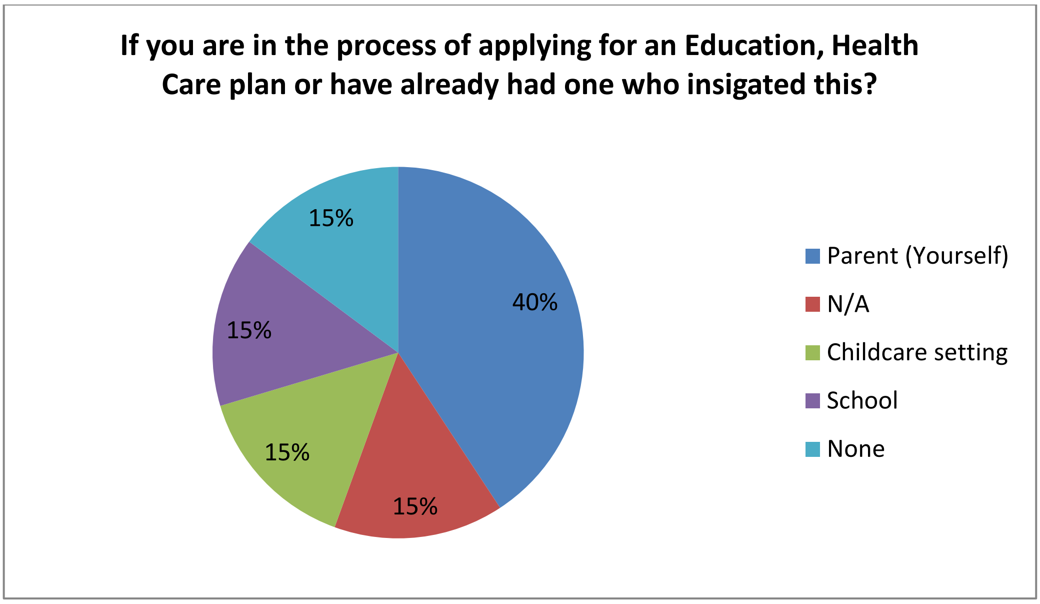

Fig. 16 Who instigated the EHCNA

From Fig,16 it can be seen the highest level of applying for EHCp's have been started by the parent, but also that settings do at time start this process. Some parents also went on to expand on their responses as follows:

1. *Not there yet*
2. *He has had an echp from 3 years old done by special nursery then special school*
3. *My son is not really behind academically so was told this would be impossibly to get.*
4. *We already have one*
5. *I will be applying if school not supportive*

The responses are mixed here as well, with what seems to be a view that settings will not necessarily be helpful in 2 of the 5 comments. One comment also relates to being told the CYP is not academically behind enough which is something FVP have heard from parents and settings alike.

What are your thoughts on the EHCP process and implementation if applicable?

Comment	**Positive**	**Negative**	**Mixed**
It's deemed impossible to get an EHCP but I applied as a parent and was successful first time. Its very long and not completed in a timely manner but successful for us	**x**		
Lots of paperwork and very time consuming for parents with busy lifestyle		**x**	
Far too complicated for parents, lack of support and information. Process far too slow.		**x**	
More difficult than should have been and implementation has been a struggle and lack of timely annual review (we had no update for 2 years)		**x**	
Waited from 2017 to receive second plan in 2020 in December not good enough		**x**	

Time consuming; difficult to navigate and answer forms without mental & academic support.		**x**	
It's too hard there are too many games played by LA to put parents off hoping to stop people pursuing the help they need. In my sons case the hired a solicitor to fight us after the school themselves said they could meet child's need they bullied the school to change their cohort to take him and did not look at our evidence they just think they know best		**x**	
Awful		**x**	
Very slow at changing details on plan		**x**	
Quite a worrying experience		**x**	
My son still needs extra support at school. He should not be denied this just because he is not hugely behind academically. He struggles at school, with the work but especially the social aspects and pressures. He would have done so much better at school and coped much better if extra support had been given.		**x**	
The process is fine implementing the EHCP is like there's no point having one in place No two children are the same and the parameters of the plan do not cover some children as they are deemed not severe enough for a full plan. There needs to be a much more flexible approach and more funding			**x**
it takes too long for then to allow it		**x**	
They try and stuff your child into whatever they have locally. They don't even consider suitable out of locality options. The whole process drained me -couldn't fight it anymore.		**x**	
I think the system is taken far too long, and kids are being put bk which takes a big impact on them.		**x**	
I do believe it's far too long to wait theses kids are having to wait too long for extra surport		**x**	

Table 1: Experience of EHCp process

From looking at response to the question "*What are your thoughts on the EHCP process and implementation if applicable?"* respondents feel the process is overwhelming complex, time consuming, has too much paperwork and communication is poor.

What changes would you make to the process of applying for an EHCp?

Comment	**Support**	**Communication/ Information**	**Sugesstion**
Nursery supporting an application. Nursery being trained enough to assess levels correctly.	**x**		**x**
Alot more support as currently only get this fr family voice and no support worker or senco willing to help	**x**		

Make it more medical based too. A child may be academic but need support through medication needs			**x**
Feel like we can't make changes as it's out of our control speaking from many years of experience	**x**		
More information for parents		**x**	
More multiple choice questions with tick boxes.			**x**
System up front with what available to claim rather than wait for parents/carers to ask for support		**x**	
I'd change the whole SEN team most are derogatory towards parents and dismissive of their concerns they seem to do what they want and don't follow their own processes			**x**
Make it easier to apply	**x**		
Be quicker at changing details		**x**	
More regular communication		**x**	
Make it easier to get for children who need extra help and not exclude children who are managing academically.			**x**

Table 2: Suggested Changes to EHCp

When asked for suggested changes to the EHCP process, as shown in Table 2 respondents made following main suggestions; better communication and information, support to navigate the system/ make an application, timeliness, responsiveness and practical suggestions relating to the paperwork used.

What would you change about the EHCp?

Comment	**Support**	**Communication**	**Information**	**Joint Working**	**Other**
More support for parents applying themselves.	**x**				
Working together alot better with school				**x**	
Make the plan more medical based too.					**x**
Schools not doing measurable achievable outcomes because of diagnosis					**x**
Clearer information for parents more support with understanding the process			**x**		
"Dedicated person to help you	**x**				

complete form.					
Groups online or face 2 face on how to answer questions"					**x**
More open communication help parents with what should be in the ehcp help them set proper targets not be so wishy washy		**x**			
Early help and support	**x**				
Cleare outcomes more realistic goals			**x**		
More transparency of rights and services available			**x**		
Making sure everything is implemented & making sure all staff know the young person has an ehcp					**x**
As above a varied scale that can be adapted to children who need help but do not fit in the parameters of current plan. Assistance payment options for testing . If school does not have the full budget. More active Assistance in classrooms. Smaller classroom sizes. Separate classes for higher problem children with extra assistance. Summer school programs options to allow catch up.					**x**
Not to be pressurised into accepting what ever was offered just because of timescales.					**x**
"More 1 to 1 "	**x**				
Just make things much quicker					**x**
None wasnt done with Peterborough council lMake it more normal rather than making the whole situation alien					
Actually willing to assess each child as an individual not a tick box they fall in this or that category. Better understanding of non traditional family sets. Wider variety of care provided.					**x**
make the process easier					**x**
The child matched to the right provision based on education, social and health needs - not the provision matched to the child.					**x**

Try get a quicker results to get help quicker					**x**
Make it quicker to get the help					**x**
"None suffolk council has excellent provision for diagnosis, help, aftercare and access to services for sen parents.					
Since moving here i have struggled with care and help. 36 phone calls, 6 hours later and me in allot of tears to access special care dental, 3 months chasing to get his pull ups with ended with me contacting an mp for help. Glad i didn't have to do the echp and diagnosis here."	**x**				

Table 3: What would you change about the EHCp

Where respondents were asked to identify any changes they would like to see regards EHCp's more generally as seen in table 3, the main areas of focus relate to information, communication, support, following through with the plan and joint working.

What were the key challenges you experienced when applying for an EHCp?

1. *Getting nursery to apply as they didn't think he met criteria even though they provided maim bulk of evidence*
2. *Communication, support and school having the time to do these not just if you child is behaving but for children struggling too*
3. *Section B and f*
4. *No information what is happening with our plan*
5. *"Not understanding the question.*
6. *Not knowing what they want to know.*
7. *Too many pages. Very anxious about starting booklet.*
8. *Too short deadline to complete booklet and too long turn around time once submitted."*
9. *Push backs by LA*
10. *Professionals coming up against us in numbers to make us feel vulnerable and give in to their wants and needs*
11. *Slow at implementing them*
12. *Trying to meet outcomes during covid*
13. *To get the right setting named*
14. *Getting people to listen*
15. *he already had send support*
16. *Getting the local authority to even consider an out of locality option.*

Key challenges identified by respondents appear to relate to timeliness, support, communication, relationships and the complexity of the application process.

Do you have any positive feedback or experiences to share about the support you have had from your child/ young persons setting to date?

1. *Teacher of the deaf but none of the suggestions were put into place and no other support available*
2. *Paperwork and assessment excellent*
3. *When My child could not spell correctly word s, they give him support and lady came and help him.*
4. *School have been very supportive of Tommy needs last 2years but feel that more could of been done regarding ehcp*
5. *Absolutely amazing, speech therapy 4 times a week, one to one emotional support, story board to help with behavioural difficulties, one to one support in the class room, sensory items in place,(Velcro under his table, sensory circuits) support during the entire pandemic, the entire school has gone above and beyond to support not just child with additional needs but entire family.*
6. *Teacher very accommodating to sons needs*
7. *Yes great teacher Mr Spalding and few others who my son likes*
8. *His TA is very helpful and communicative. Nothing else positive to say.*
9. *My sons school does keep me upto date and do help him*
10. *Had early help support and had a autism course on line but no real help at home or where to find help outside of school*
11. *Extremely supportive*
12. *My sons school support worker for his year has been a great help over the years. I unfortunately had many clashes with the schools senco, was promised help that never happened, was even told that the school may not be the best place for my son to be, this was all because I was making things difficult for the senco in a desperate attempt to get school to actually give the additional support promised. Things have settled down thankfully but was very hard for my son in the first few years.*
13. *The school have been amazing with my eldest child in the short time he has been there and supported getting a referral*
14. *Yes, good setting communication between school and home had gotten a lot better*
15. *Other than the schools finance problems Elton church of England school went above and beyond to do what they could to assist children with extra reading and writing. One to one help and after hours help. With out extra charge. Kept us as patents involved every step of the way. Nene Park provided counciling and extra lessons to assist with homework writing and spelling. Extra exam support colour cells and extra lessons. Stamford provided very much the same as nene all referring to dyslexia associated paper. And providing loan laptop near exam times auto readers extra time and course work extra study sessions one on one tutorial help.*
16. *They have always been a supportive school*
17. *Discussed all options and placement before starting, he went to marshfields hub a yr early because the mainstem he was at couldn't Mey his needs his doing very well were he is now*

18. *The only support I have recieved is from Senco at ravensthorpe primary and the support officer/Senco at jack hunt during tge past 2 years only.*
19. *My son settled amazingly when he got a school place. Loves to go ans always asking for school.*

57.58% of respondents reported having had at least a partial experience in relation the support their CYP had received for their educational needs. This again slightly negates the view that all aspects of SEND education are bad. There are parent carers who do feel their CYP has good support.

Do you have anything neutral of negative to feedback regarding your experience in relation to your child/ young persons setting if applicable

1. *Communication not always consistent*
2. *Tommy had a very bad time at his primary school with meeting needs before they had a change around of Head teacher ,departy head and senco ect*
3. *No support at all.*
4. *Not enough help for him or support or information for us*
5. *Not kept up to date*
6. *Not wanting to put in a ehcp. Considering my son has a rare medical condition.*
7. *Day journal would be nice to hear about my son's day at school every day*
8. *Lack of information on enrolling, lack of support with special needs, unassertive about support available to my son, no academic progress made by my son. All that said - 2020 was a difficult year for everyone.*
9. *Yes no support or communication*
10. *Not enough people that understand very young never had children before*
11. *High staff turn around recently*
12. *Had a great senco but then she left and I'm not sure who is the senco*
13. *Getting to point of they need help. Actually getting things rolling to say support was needed took far longer than should have at nene Park. Care for daughter very positive care your son not so much.*
14. *Getting EHCP was a nightmare. Getting local schools to accept child in main stream with 1:1 was impossible. Bullied at college as limited support available which resulted in multiple self harm attempts. Previous school from 3-16yr old was fab in another country, but setting services in my home country of UK for a British national when we returned was impossible as all resources used for other children.*
15. *My eldest has a ehcp the little one has just started paper work to get the help but I do feel they have left it far to long when nursery said he needed it from the beginning*
16. *Despite reports from CDC approx 7 years ago stating both children show ASD traits, they were discharged without diagnosis. We have recieved no help whatsoever and has taken all this time to get them back in the system now the schools are having difficulties with both children*
17. *Apart from some unwanted behaviours he has learnt which cant be helped we have had a good experience so far.*

51.51% of respondents had something negative or neural to report about their experience of their CYP's educational support, and as with previous parts of the survey overall these related to poor communication, lack of support, poor or missing information and mentioned for the first time as shown above poor understanding by professionals.

Do you have anything postive, neutral or negative to feedback in your experience working with the Local Authority as part of the EHC process if applicable?

Comment	Positive	Negative	Mixed
Support person was contactable but I had to do all the chasing.			x
Haven't work with the as of yet			
Local Authority want everyone in a one-size-fits-all box. parents not listened to enough, not enough un-biased support. Make too many assumptions.		x	
Attitude of we want to give you as little as possible.		x	
When get thru to staff they're very helpful and understanding.	x		
Once EHCP in place great relief son gets support but anxiously waiting the next review wondering what support will be cut next."			x
The LA made the process so much harder my son was out of school for 8 months due to them pushing a school that was not suitable		x	
Lady who came to meeting very supportive and listened	x		
Getting passed around & not knowing who to go to or what a case worker was when i was told to contact one after my child was excluded. Everything seemed such a long process & before naming a school the LA should meet the child to get a feel for where that child really needs to be.		x	
Two lovely ladies who were super kind and helpful - but process restricted the right placement out of area.			x
No I do get the up dates each Yr to see if need changes or if meeting targets		x	
Not yet, he isnt due for review			x

Where respondents have provided feedback about their experience of working with the LA in relation to their CYP's SEND views are very mixed. Again communication is a concern and relationships with LA professionals matter. Some parents report feeling not listened to, seen as part of the problem not the solution. It seems the system can appear adversarial.

Overall Analysis

COVID has become intrinsically linked to how families access and experience services, especially education and this has impacted mental wellbeing and family life. Families report increased anxiety and stress and more concern relating to information about systems and processes and communication with settings and the LA.

However it is important to note that over time through analysis of survey responses there seems to be a slight increase in parents viewing education more positively. There is still some anger at the system and professionals but this is not as obvious as it has been in previous surveys. This is not to say the system is much better, more that more parents are reporting more positively.