

Delegate individual comments on quality of SEND provision in a post-it activity 4.07.2023

Group	Question 1	Question 2	Question 3
CYP	Good things that are happening to meet my needs <ul style="list-style-type: none"> • I am able to learn at my own pace. • I feel Respected • I am Listened to • My work is challenging • I feel Supported • My teacher is helpful and understanding • I have a fidget box and ear defenders to help me. • I am given time to think of the answers • We have good rewards - like Trips • I always have someone to talk to • I enjoy the enrichment programme to get out in MK • I have scribing in lessons • We can attend clubs and extra-curricular • We have a base support room • I have a hall pass • The TA is helpful and supportive • We have School clubs I can attend. • Staff are available if needed • Knowing the department is there if I need support • Having someone I trust to go to whenever I need to • I Have a card to show if I need a break • I have a Feelings book • 	This could be even better for me <ul style="list-style-type: none"> • I have someone to listen and understand me • In Maths I have more support and help • Tell me the truth – if I need to improve • We need preparation for reality • If we had better timings for GP appointments • A ramp with better access to the field • The environment in some classes could be improved. • How teacher’s talk to others in the class • Friendship support – Don't make it stand out • Having more subjects that are practical • Not putting provision in place that makes the person stand out • Being able to practice handwriting in pencil first, so I do not get frustrated and get it wrong • Teachers to repeat questions when needed • Having more help at school • Having more school trips • Having more fun lessons like cooking • More help for English class when I do not understand • Not having to leave school for Apts 	I am really thankful for <ul style="list-style-type: none"> • Being encouraged to do my best • Watching Netflix • My Mum not being ill • Doing Just dance/Nintendo switch • Having the help/Support from TA’s and Teachers • Having my friends and family • How the department inspires me • SENCo department always there to support me • I am grateful for my School • I am thankful for Ear defenders, and having a Hall pass, • Thankful for having a Supporting school • EHCP how it has helped me. • Thankful for getting food and drink • Having School trips • Having Friends and staff support • Thankful for time and effort teachers and family put into me • My ADHD tablets • Being able to learn in my own way • Life in general • Myself • Being analytical • Knowing the truth, having reality • Food, teachers and friends
Parents /carers	Good things that are happening to meet my child’s needs <ul style="list-style-type: none"> • Having dedicated 1:1 support in class when needed. • Primary teachers going the extra mile to make my child feel confident and capable • Monitoring my child's progress in school • At present having amazing Senco exam adjustments for CYP • My child is in the right specialist school • Having support with health and school • Mentor who is there for CYP to discuss any issues in school. • CYP attending a special school • Doing much better in many ways, due to amazing Teacher in special school • Assistant Senco is FAB, last caseworker went above and beyond to stand up for my teenager. • The Physio and OT are Fab 	This could be even better for my child <ul style="list-style-type: none"> • My child's needs have been identified late. • More support needed in mainstream EHCPs and IEPS. • All services need to have type 1 Diabetes knowledge. • The process of getting on EHCP was less of a fight and more collaborative. • Training for all staff on autism and anxiety. • Listen and hear families' frustrations. • More staff understanding needs ASC, ADHD, not naughty. • Reviews to be within time as outcomes are not being realistically measured. • Honesty about needs and aspirations for our children. • To lead a fulfilling life and meet their potential. • Dyslexia support – having use of technology. 	I am really thankful for <ul style="list-style-type: none"> • Having a safe naturing school environment. • 1-1 funding for support at nursery (but not guaranteed going into future). • Having an Independent mentor – wellness focussed. • Regular health check-ups (audiology) (Colic Clinic) • Teacher who cares about getting to know my child. • Teachers who are encouraging and supportive. • 1:1 communicators in school. • Finally received understanding and support in a school setting. • Safe spaces for CYP. • Mentor for more Tran educational issues. • Help and support from school. • Interpreter support. • In setting my child gets on site S&L. Wellbeing department, also just given her own AAC tablet.

	<ul style="list-style-type: none"> • Sofia provides holistic support, wellbeing, independence and academic support. • Having good communication with school • Good Listening from schools • Support with hearing my Child's voice • My Child's confidence is growing due to encouragement with independent actions • Having support with Child's needs and health • CYP needs finally being identified after years • Support is in place and areas are adjusted to help CYP • My child is now happy after being placed in SEN school. They were struggling with mainstream. • My child receives the right support and provision 	<ul style="list-style-type: none"> • Following recommendations from professionals and actioning them. • Asking for help when needed. • Intervention with EBSA and proactive identification of disabilities and actioning them before mental health is impacted. • Acceptance of SEN kids built into ethos of schools. • More inclusive service – Youth clubs. • Easier ECHP assessments. • Better communication between SEND support and ECHP. • Provision as specified funded on time or in a timely manner. • Early intervention – Take parents seriously/From training. • Assessing health needs for EHCP plan. • Communication my child cannot express or understand how to manage his emotions around need. • Safety in schools more training in use of glucose pen. • Listen to parents and child when asking for help. • Having support with confidence in interpersonal situations. • Social care taking care of parent's mental health. • Children in mainstream schools, the departments are needing more help. • Head teachers being held accountable for poor SEND provision not just SENCOs and ASST. • Re-visits of speech and language intervention and inclusion to support early intervention. • When we ask for advice – we are having to hire legal help, private, just to get what our children are entitled to. • What happens at Post 16+? Support for CYP is even harder it's more of a fight to get support. • No independent service to represent parents at meetings. • Having teachers for Deaf children in all settings. • Communication - set realistic expectations. • Having clearly sign posted Post 19 services. • Having counselling for help with trauma in Health services. • Help needs to be offered for kids without an EHCP. • Everything is such a fight it shouldn't be. • Accountability for SEND in MK. • Money is good. • When a child has a diagnosis – they can only access the support after that. 	<ul style="list-style-type: none"> • Family support worker who helps build the links between home and school. • GP understanding needs.
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Education	Good things that are happening to meet children's needs	This could be even better for children	I am really thankful for
	<ul style="list-style-type: none"> Having working partnerships - groups within schools. Having self-advocacy and empowerment to make informed choices about their future and life. All SEN provisions are rated as good or outstanding, but they are full and oversubscribed. Everyone is working together to continually reflect and improve services. Having opportunities to join to collaborate and learn from each other. Having good co-production meetings planning meetings for EHCP. There is good collaboration across SEND schools. Education settings know their children's needs and what is required to be successful, they have this on baseline assessments and professional skill. Good focus on the achievements of pupils with SEND. Providing good support with the resources that schools have. Good gathering of pupil voice as part of planning and support process. Out of the box thinking, always moving with the changing needs of children. Pupil voice is embedded across the school in as many areas as possible. Childrens voice coming through on EHCs, photos, own words and known adult views. There is strong system ownership in relation to inclusion. Multi agency working to enable continued access to education. Good relationships and support for Children and families from school. Joint working with partners in health with regards to early identification of sensory needs which leads to early intervention. Relationships in MK – knowing who to phone. 	<ul style="list-style-type: none"> Busyness of services can mean they are reactive rather than proactive. Children getting the provision that they need at the right time. Recruitment for specialist teachers. A placement in specialist school to meet CYP needs. Better communication with Local authority, schools, and parents. Greater co-production in some areas. Systems, assessments, school places, planning and access, could be improved. Partnership working between primary, secondary and early years to ensure we meet pupils needs. Building capacity of setting staff to support needs sensory CYP. Systematic approach to training to support schools in meeting complex needs. Training for staff 1:1/TA to help meet needs. Commitment to working together from all partners with each CYP at the centre. Better communication with parents from schools. Better working relationships with employers which can lead to paid work. Preparing for adulthood from early age including post 16 support/options. More joined up approach to highest needs pupils - everyone struggling in own settings. Better widening understanding of the most complex needs. Better transitions between settings. Deployment of specialist support staff. Better EHCP plans as they are not always fit for purpose. Assessment of needs could be more vigorous. Increased provision at FE level to meet diverse needs and wants. Working with mainstream schools to meet needs after an EHCP, instead of straight to specialist. 	<p>(We are really proud of this that we do to support CYP's needs)</p> <ul style="list-style-type: none"> Staff are working hard to support children's needs even with limited resources/knowledge of some needs. Developments of ASD provision meeting spectrum of needs. The commitment of staff to Children with SEND. Alternative provision created to meet needs for children with high need. Multi-agency work for most complex children. Seek to keep children in education where possible. Partnership working. Shared commitment to improve and do the best we can offer for CYP. EHC STT team offer transition support – this may not be available in other LAs. Meet pupils within two weeks of moving in. Children leaving our primary setting with confidence and a deepening understanding of themselves. Increase in 12-week turnaround of reviews and small steps of confidence, increase of team. Timescales of EHCP and completing assessments. Creating a strategy to improve. Being part of MK community. Staff commitment to supporting SEN. 10-week assessment data above national data. Proud of progress when setting up a SEN classroom to meet need across school at short notice due to new arrivals. Unrelenting advocacy for children with SEND. Partnerships working for behaviour. Proud that provision values support teachers and acknowledges children and their family's needs.

	<ul style="list-style-type: none"> • Lots of specialist teacher support which supports schools. • Good specialist teacher support. • Good attributes and practice towards inclusion is changing. • YOT team support and early support • We have schools that are open to providing differently for CYP. • We all want our children to do very well, flourish and be successful. • Multi-agency partnership working, coproduction, and gaining pupil voice. 	<ul style="list-style-type: none"> • Building cross professional CPD to build confidence regarding need. • Transitions to adults post 16 lacks support. • A wider range of appropriate provisions with a shorter wait time for the placement. • Staff having the skills and passion to change with the current children we are seeing. • Transition to alternate provision doesn't always take SEN into account. • Specialist support and teacher training, transitions through all the key stages. 	
Health	Good things that are happening to meet children's needs	This could be even better for children	I am really thankful for
	<ul style="list-style-type: none"> • Joint working with partnership. • Having a complex needs transition service for young people in MK. • Project to reduce wait times for ADHD assessments and meds • More feedback from CYP to improve service and joint working. • Comprehensive assessments for CYP presenting in crisis (MH) • Avoiding hospital admissions for CYP with ASD/LD. • Supporting a non-consultant pathway for Autism diagnostic process to reduce wait times • Coaching with parents. • As a team we provide End of Life care to CYP and set up a transitions service to meet the needs of YP in MK. • Coproduction in service improvements • Goal setting with children. • We know our children well • Gradual/planned transitioning to adult services. • Training to bring HCP with us for this changing programme. • Staff adapt to CYP needs. • More available training for staff • SLT/CAMHS being an integrated and established part of the YOT 	<ul style="list-style-type: none"> • Ensuring CYP voice is heard when services developed. • Having time to hear their voice. • MDT working. • Transitions from one service to another. • Education provision for children with complex medical needs, who can't attend school. • Everyone working towards agreed outcomes with joined-up provision. • Effective multi-agency working in early identification of needs. • Waiting times could be improved. • Having suitable environments for engaging CYP. • Case management of complex CYP. • One worker supported by wider MDT. • Ensuring those with most complex medical needs have the same equal access to an education. • MDT working with others involved in CYP care. • Better explanation of the available services. • More funding and resources into young people services from the government. • Health wait times. 	<ul style="list-style-type: none"> • Our new transition services we have set up for young people moving to adult services. • Really proud of the key workers who support LD and children on DSR. • Provide services in schools. • Provide a range of provisions. • Work well across MDT and with education - very skilled experienced HCPs. • Joint working service. • Multi-agency working – Health, social care, CAMHS and education. • Listen to the child – they make goals they want to achieve. • Development of new roles to increase patient care, assessment and intervention in crisis. • Creating a first point of contact for our CYP with mental health concerns in primary care. • Collaborative treatment plans. • Patient-led goals reviewed at every session.
Social Care	Good things that are happening to meet children's needs	This could be even better for children	I am really thankful for
	<ul style="list-style-type: none"> • Having access to adults and Childrens databases. • Having regular reviews and care planning. • Having a good understanding of what is happening for CYPs. • Legacy panel – joined up working across agencies. 	<ul style="list-style-type: none"> • Understanding the different health roles. • Work between health and social care could be better. • Work with adults' team to start work earlier with CYP. 	<p>(We are really proud of this that we do to support CYP's needs)</p> <ul style="list-style-type: none"> • Treating CYP as individuals. • Work to raise insight into SLCN in youth justice/care systems.

	<ul style="list-style-type: none"> • Changing commissioning - outcome based service specifications. • Having Early help advisors CFP in MASH. • More awareness of support and services in community, helps identifying early help needs. • Comprehensive assessments - SLT assessments. • Advocacy working with other agencies. • Having good Professional relationships. • Collaborative working understanding CYP needs and planning appropriately. • Having a Consistent staff team. • Transitions from CSC to ASC • Encouraging CYPs to share their wishes and feelings. • Having good Pathway planning. • Working closely with virtual schools. • Raise your voice in CYPs. 	<ul style="list-style-type: none"> • Having access to services earlier. • Develop local provision to support YP with complex mental health needs. • Children should not be placed out of area. • Transition to adult teams earlier. • Transition planning to be improved. • MCA Gillick competencies how well applied are they? • Trauma informed therapy/support could be improved. • Reduce the wait time for psychological intervention assessments. • Early intervention and prevention should be key. • Early partnership working between everyone involved with CYP. • Transitions between primary and secondary schools could be improved. • Having a local protocol for all services. • More multi-agency presence in MASH (Education and CAMHS) • Having a better understanding of thresholds. • Capturing the YP voice - SEND group. • Multi-agency teams working together. • Recognising SEND within team plans. • Planned transitions greater insight to their needs and behaviours. • Set an age limit for transitions. • Need further support after 18, e.g., independent life skills, budgeting. • Create music groups etc. 	<ul style="list-style-type: none"> • Information around the fundamental difference between child and adults. • JT planning with adults. • MASH C&F assessments are holistic consideration of history - Multi agency. • Youth Justice support for the post 16s in MK. • Providing experiences and activities. • Developing the transitions team to support children and YP going into adulthood. • Support Youth team to identify an appropriate individual plan. • Participation bringing young people together to learn their views. • Transitions CWD team. • Working with wider groups like employers to think more creatively. • Building community with events/gatherings and celebrations.
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