



Commitments activity final feedback for all stakeholder groups

Our commitments from the SEND strategy	What do you think?	Score how well we do (1-5 with 5 as the highest)	Your suggestions for making it even better	Keep it Yes, no, or not sure	
	<p>How well do you think we help your child to celebrate their success so that they feel confident, capable and ready?</p>	<p>CYP</p> <ul style="list-style-type: none"> • My teacher tells me what I need to do. • I feel confident about going to Year 6. • We are supported in our successes. • CYP and littles ones are encouraged to do more in class. • I get support and help with learning using resources and extra 121. • There are certificates, point sheets, postcards home, trips, pizza and lunches which celebrate our successes. • There is a balance between not awarding enough and genuine praise. • There is a balance between academic sporting and social praise. • Being prepared for adulthood when there is no support. • I feel supported in all areas – even small steps of progress. • There is a balance with praise and preparation for adulthood. • I feel honesty supports CYP achieving their goals. <p>Parents</p> <ul style="list-style-type: none"> • Services are underfunded. • LA – Feel they are not involved enough. • The EHCP process is a fight, it can immediately cause friction. • Secondary schools do not have targeted celebrations, it is better in primary and very limited in secondary school. • EHCP – once the targets are achieved it would be good to celebrate for CYP. • Mainstream is not celebrated enough. • Babysitting – is not taught at all. • Self-reputation, the child is being left out, which impacts on self-esteem and their mental health. • More support is needed for independence outcomes. • Who's going to be my daughter's voice if I am not? • What nurseries in MK are available to support a deaf child? • Once SEN are involved then yes. • While the child is in mainstream, no. 	<p>5</p> <p>1</p>	<p>CYP</p> <ul style="list-style-type: none"> • Having more sensory spaces and break out rooms. • Be honest with us about when we are achieving things. • Having a better understanding of our needs. <p>Parents</p> <ul style="list-style-type: none"> • Listening to parents' views. • At the review praise and recognise the CYPs achievements, by having a golden time in school an activity or some kind of reward. • Celebrating small achievements for CYPs. • CYP need a goal driven approach. • Recognise praise, its impact on self-esteem and inclusion. • We feel having a mental health aware school can create mental health problems. • Having a timetable that supports with money management, travel etc. • Better training for all staff across schools. • Specific training in ASC, ADHD or specialist staff. • ASC in girls, is missed through mental health masking. 	<p>Yes</p> <p>Yes</p>

		<ul style="list-style-type: none"> • Teachers help CYP to celebrate their successes in some schools. • Health workers do this well. <p>Education</p> <ul style="list-style-type: none"> • Having the Annual Reviews. • Schools do this all the time with things like postcards, letters. • Feeling of true triumph. • As individual schools this is done. • No consistency in how this is done, or how well this is done across schools in the city like in mainstream. • Senior staff reward, praise and have celebrations. • SEN school are more consistent, and more immediate. • EHCP has a sharp focus on gaps – deficit model – see it in individual settings. • EHCP audits, we felt that there is questioning of pupils rather than hearing pupils' own voice. • Good feedback – student voice methods used to extract information. • This is vital as this can be used as the pupil's progress. • Due to time constraints - this can impact on quality and dialogue. • Early years lack to identify things that the children do well, they high light and celebrate that with their families. • Further education needs opportunities to identify success for children that may not have had success. <p>Health</p> <ul style="list-style-type: none"> • This happens on an ad hoc basis at an individual level, but there is no overall strategy to achieve this. • Capture the voice of the YP by getting them to do feedback. • This happens in pockets, DSR launch event, CYP attended. • Feels important but there could be room for improvement. • We tend to be focused on what CYP have problems doing, not focusing on the positives. • Difficulty to measure confidence in some CYP such as children with complex needs. • Intent is there but often due to resources we focus on difficulties or need more. • Takes place on an individual level. • The intent is always there; however, the lack of resources is a restriction. • Focusing on the needs not the negatives. • Pockets of this is taking place. <p>Social care</p> <ul style="list-style-type: none"> • There are special school and college graduations. 	<p>3</p> <p>3</p> <p>3</p>	<p>Education</p> <ul style="list-style-type: none"> • We celebrate but need to focus on being ready. • Consistency is needed across settings. • There needs to be clear information about city wide events and successes. • Look to neighbours for models? • Build on a Children who are Looked After model to improve outcomes. • Link the SEN worker to celebrate with CYP. • EHCP are more powerful when using pictures, children speak in the plan. • Translation for all is more powerful. • Child's voice and views are used in setting their own outcomes. • Offer more supported by leadership. <p>Health</p> <ul style="list-style-type: none"> • Child friendly language to be used at all times. • Being aware of wider strategies, within the local area. • Make it more systematic so it's business as usual. • Embedded processes would help. • Having adaptive tools for measuring confidence and success. • Using goals to help with confidence. • Needs to be embedded in a systematic way. <p>Social Care</p> <ul style="list-style-type: none"> • End of EHCP review – A4 sheet of things CYP done well. 	<p>Yes</p> <p>Yes</p> <p>Yes</p>
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		<ul style="list-style-type: none"> • Celebrate verbally to support CYP. • Generally there is a lack of visibility of celebration. • School provision is good. • Acknowledge and celebrate success through organising events, and individual recognition like praise books. • We need to prepare children and young people to feel confident with transitioning to adulthood. 		<ul style="list-style-type: none"> • Celebrating all abilities and achievements however small. • There is a need to improve transitions. • Broken down away from SEND - cultural change to celebrate success across the board in all teams. • Greater young people's voice captured - SEND youth group celebrate small wins. • Better training into trauma and brain development. • Celebrate more wisely with all CYPs. • Change the culture of celebrations. • Having a young person led plan rather than age determined. • Transition planning being more collaborative starting at age 14. 	
	<p>How well do we encourage and support your child? Are we good at not judging them?</p>	<p>CYP</p> <ul style="list-style-type: none"> • CYP can feel cared to ask teacher for help. • I can go to class teacher or the LAs for support. • Everyone is treated the same. • All students agree that they are encouraged and not judged. • Treated as individuals, communicate with parents about positive and negatives. • Extra-curricular to make us feel included. • Treat us as individuals. • Share positives with our parents. • Everyone is treated the same. <p>Parents</p> <ul style="list-style-type: none"> • Yes, they are good at not judging them. • Within the means and resources, they are trying their best, but it is not enough, need more staff, resources and training. • Schools are more blindsided and unable to recognise the SEN issues in a child. • Mainstream schools are limited due to behaviour management. • EBSA situation can occur very quickly which has a negative impact on child's outcomes. • Special schools are much better at doing this and help children feel positive. • There's not much available for us as parents. • Mainstream schools CYP feel judged. • Provision that supports and encourages CYPs. • LA/Health/SC - are all positive. • This happens in Individual schools and individual staff. <p>Education</p> <ul style="list-style-type: none"> • Varies from setting to setting. • Room for unconscious bias training. • Very good at this - high level of support across the board. • Medical model. 	<p>4</p> <p>3</p> <p>3</p>	<p>CYP</p> <ul style="list-style-type: none"> • Teacher to ask CYP if the need help so they don't have to put their hand up. • Sometimes we need more time to answer questions. • Supply and subject teachers – to understand that an individual's autism is on a spectrum. • We have less support outside of school. <p>Parents</p> <ul style="list-style-type: none"> • Being more holistic with our CYPs. • More staff are needed to support CYPs. • Training in SEN needs for all staff. • More awareness for staff and training. • More funding to support schools and CYPs. • More mental health training for all staff. • Training in executive functioning is needed. • Special schools are much better than mainstream. <p>Education</p> <ul style="list-style-type: none"> • All teachers have confidence to support the range of pupils within school settings. • See the child not the diagnosis. • Deficit model. 	<p>Yes</p> <p>Yes</p> <p>Yes</p>

		<ul style="list-style-type: none"> • Understanding the foundations of learning. • Holistic approach/self-advocacy • Inclusion rather than inclusive • CPD opportunities • Desire to engage and support our young people • Children can be judged due to poor behaviours and not understanding need <p>Health</p> <ul style="list-style-type: none"> • Get the CYP to explain what they think - give time for them to explain. • Having reassurance from the clinicians. • Often there is not enough time to encourage due to appointment time pressures. • Judging CYP is too reliant on professionals view not CYP. • As hard as we try it is easy to make assumptions and judgements. • We should be expecting more of our CYP and seeing what they can do. • On the whole all clinicians work to build positive support for CYP. • This is a fundamental value to CYP. • Time is given to CYP to express their views and feelings. • Crisis assessment and using this language also not judging. • Aim to always build positive rapport with CYP. • Expectation is high and aspirational. • Time constraints - can be relying on others' views instead of the individual. <p>Social Care</p> <ul style="list-style-type: none"> • Try to gain the child's voice as much as possible. • Joint working between adults and children services. • Having acceptance and showing support. • Showing a greater awareness to support CTYP. • More open and willing to engage in conversation. • School age the support is better. • Post 16 we feel the support and encouragement is not strong • Need to look beyond behaviour, at why, what's the reason for the behaviour? • Agree there should be a non-judgemental approach. • We feel locally this is consistent. • Yes, this happens on a 121 basis. • Collectively we are looking at themes. • Treat all CYP as individuals. • Get to know the CYP ensures positive relationships. • Plans are individualised to support CYP. • Goals are set, we have focused targets that are realistic and individual and are strength based. 	<p style="text-align: center;">4</p>	<ul style="list-style-type: none"> • Listen to views of pupils/making time for this/reflection time/opportunities incorporated into sessions/lessons/EHCPS. • More training. <p>Health</p> <ul style="list-style-type: none"> • Make feedback service user friendly for CYP. • We feel that you shouldn't judge. • Anyone can be easily influenced at any time. • Training for all staff. • Double appointments are too long for the CYP. • Further time is required to support CYP. <p>Social care</p> <ul style="list-style-type: none"> • More time is needed with CYP. • More resources would be beneficial. • More staff are needed to support CYP. • Better training and a variety of training. • More communication to support symbols. • Out of county visits would be beneficial. • Need agreed transition protocols across the board. • Agreed frameworks for all. • Multi agency joint partnership working. • Strengths based appropriate enhancements. • Stronger partnerships working with others. • LAs and partners outside of MK joint working. 	<p style="text-align: center;">Yes</p>
		<p style="text-align: center;">3</p>		<p style="text-align: center;">Yes</p>	



Do we have high enough expectations of your child?
Do you they can reach their potential?

CYP

- It would be good to know what is expected at school.
- Know the rules of the school and the rules are the same for all.
- All students feel that there are high expectations of them.
- When your goals are reached, higher goals are set enabling CYP to reach their potential.
- Tasks are set appropriately for the individual; help is available to support us.

Parents

- No, wellbeing and academics are the focus.
- No, there is a lack of funding and staff lack of knowledge.
- Given the right support and opportunity CYP could reach their potential.
- Mainstream no, child is written off, low expectations, low GCSE grades when a child capable.
- No dyslexia accommodation or reasonable adjustments.
- Mainstream held too high expectations which can cause melt downs in CYP.
- Provision does adjust when it is needed for CYP.
- Academically capable – We feel it's a no

Education

- This varies from setting to setting.
- Academic expectations are high for CYP.
- KS4 data suggest – No this is not happening.
- Some teachers and staff do, others don't despite training and support.
- Lack of understanding and empathy.
- SEND special schools – this happens more so.
- Yes, as individual settings and services.
- There is frustration that the lack of support hinders this.
- Others can impact, as does the system.
- Consistency is needed in schools as CYP have different experiences in different settings.
- There needs to be training opportunities.
- KS4 outcomes are too low.

Health

- We aim to set outcomes which are challenging enough but achievable.
- Yes, we do this with physical health.
- Mental health could do more for wellbeing, as hard as we try it is easy to make assumptions and judgements.
- We should be expecting more of our CYP and seeing what they can do.
- We do focus on what we can achieve rather than aiming high/raising expectations.
- Setting outcomes that are achievable and aspirational.

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CYP

- CYP to create classroom rules, as a class.
- Bridge, more resources needed like iPads to help enhance our learning.
- Don't stereotype about autism.
- Individualise ethnic stereotypes.
- People don't expect enough.
- More social support would benefit CYP.

Parents

- With more support CYP could receive a more rounded outcome.
- More staff are needed for support.
- Training in SEN needs is needed.
- More awareness for staff of different disabilities.
- More funding is needed.
- Dyslexia provision is needed in schools.
- Reasonable adjustments can be made.
- Technology use would benefit CYPs.

Education

- Life skills education is needed.
- Preparation for adulthood is needed.
- This needs to start earlier.
- School opportunities need to be wider; there is a narrowness of secondary school curriculum.
- Opportunities to learn from schools that are doing well.
- Schools offering a range of vocational courses to be fully inclusive for all CYP.
- There is a lack of sixth form provisions which are suitable.
- Strengthen links between partnerships.
- Improve communication between partnerships.
- TEAM around child and the family.
- Example – from college employment opportunities/partnership working with transitions – more joined up working.
- Packages could be developed and include a disability award.
- Local offer to support this.


Health

Yes


Yes


Yes

Yes

		<p>Education</p> <ul style="list-style-type: none"> • There is a Lack of opportunities to give views. • Do we act on the views we hear – sometimes limited in what we can do? • MKSH - pupil voice is heard. • MKCC events, CYP invited to be heard. • We feel we definitely do this. • We listen but do we hear, or act? • Can action be taken, are there resources to do so? • Value – does not come only from school, but home and peers also so they may not feel valued. • Feel that we do, and a sense of pushback is evident where there's no CYP voice. • FE think they give good opportunities for CYP to talk. • Smaller environment for more bespoke support. <p>Health</p> <ul style="list-style-type: none"> • Yes, in response to feedback received. • We are updating our offer to be neurodivergent friendly. • At times, often speak to parents/carers rather than CYP. • CYP should be given the opportunity to attend their annual reviews/EHCPs. • On individual level - doing it well but on a service level perhaps not. • Individual cases yes, however across the service not embedded in a systematic way. • More children to attend EHCP reviews – voice of the child needs to be captured from our starting point. <p>Social Care</p> <ul style="list-style-type: none"> • Yes, there are lots of opportunities. • Focus can be on youth parliaments etc. 	<p>3</p> <p>4</p>	<p>Education</p> <ul style="list-style-type: none"> • Need to improve gathering views of non-verbal children. • Needs to be done more frequently – not annually. • More resources are needed. • Support for clubs for external use. • Celebration of success. • Pupil voice at younger ages. <p>Health</p> <ul style="list-style-type: none"> • Having enough/adequate time given to them – not rushing. • More time is needed. • CYP to be included for part of their annual reviews. • Share resources for co-production. • More outcome focused targets (commissioning). 	<p>Yes</p> <p>Yes</p> <p>Yes</p>
	<p>Do we make enough adjustments so that your child feels included and as independent as possible?</p>	<p>CYP</p> <ul style="list-style-type: none"> • There need to be lifts so everyone is given access. • Activities need to adapt so all CYP can access them. • CYP feel included and that suitable adjustments are made for everyone to be independent as possible. • Individual needs are listened to. • Good at adapting to current need. • Help changes as students get older. • Access to a quiet space - less people and staff that understand. • All included and suitable. • Adjustments are made. • All views listened to. <p>Parents</p>	<p>5</p> <p>1</p>	<p>CYP</p> <ul style="list-style-type: none"> • Transition – recognise our needs before induction. • To many people using the quiet space. • Help with getting independence before losing support - in time for end of year. <p>Parents</p> <ul style="list-style-type: none"> • Life skills classes are needed. 	<p>Yes</p> <p>Yes</p>

		<ul style="list-style-type: none"> • There is inclusion or being included. • Schools have been supportive about next steps after school. • Type 1 diabetes – needing independence at a young age means she needs someone taking over all healthcare. • There are no values from school to school. • Yes - but more bespoke curriculum would suit needs - making more independent. • Varies depending on teachers in schools. • Not enough adjustments are being made. • More punishment leading to EBSA situation and then no support. • More than happy to be play and be involved just need an interpreter. • Mainstream schools seem to struggle with support needs. • Included – no, life skills are ignored. • Mental wellbeing, inclusion is crucial to success later in life. <p>Education</p> <ul style="list-style-type: none"> • Independence and inclusion are different things. • Adjustments don't necessarily lead to inclusion - they can highlight differences. • Professionals work hard to make adjustments. • No, not enough pathways at post 16. • We don't always do this. • School level only. • Depends on setting, SEND special schools yes, mainstream curriculum pressures may impact ability to do so. • Facilities space, money, resources would support this. • Clarity and consistency. • Care support and balance with independence. <p>Health</p> <ul style="list-style-type: none"> • OT adjustments with school, community, health from CYP views. • Identifying needs is essential. • No – lack of understanding around reasonable adjustments. • No, there could be more support for those who cannot attend school due to medical needs. • This is lacking for home school provision. • Again, on individual levels clinicians try but on a wider service level not embedded. Also, individual clinicians do. • Individual cases to an extent, aspirations are there, however, having access to accessibility resources is a concern. 	<p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • Celebrate SEND with events. • Autism awareness week. • Education and training for mainstream schools and other children in the community. • SEND culture events. • Pay better attention to CYP. • More training is needed. • Communication and listening to be improved. • Need more targeted support. • Teacher needs better knowledge. • Child – understanding of SEN needs. • Doctors and hospitals could have staff that learn sign language at least to Level 1. • Inclusion is not the same as feeling included. • Staff need training in order to make SEND kids feel welcome. • Staff need to encourage a welcoming ethos. • CYP feel included and welcomed at home, not in school. <p>Education</p> <ul style="list-style-type: none"> • Facilities space money, resources would support this. • Sharper focus on CYPs' age and what stage they are at. • Milestones and development skills needed. • Movement and transition from shared residential to independent living <p>Health</p> <ul style="list-style-type: none"> • Having appropriate environment, room to access no noise or distractions. • More diverse multi agency working. • Availability of professional when needed. • Training is needed. • MK passport activity. 	<p style="text-align: center;">2</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p>
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		<ul style="list-style-type: none"> • Further support needed for children who can't attend due to medical needs. • There is a lack of understanding about what a reasonable adjustment is. <p>Social Care</p> <ul style="list-style-type: none"> • Yes, agree it is happening. 		<p>Social Care</p> <ul style="list-style-type: none"> • Outcome based commissioning/more flexible commissioned services. 	<p>Yes</p>
	<p>Do we get the balance right by giving your child chances to be included but not forcing them?</p>	<p>CYP</p> <ul style="list-style-type: none"> • No CYP feel forced, but all feel encouraged to participate; knowing CYP can have alternatives or time out. • CYP are given opportunities, there are always alternatives if needed. • Flexibility and creativity. • Opportunities and alternatives offered. • CYP encouraged and personalisation. <p>Parents</p> <ul style="list-style-type: none"> • Dependent the on school (mainstream). • Not all the time we feel this happens. • There is a lack of consistency. • Yes, this happens as CYP get older. • Not all the time, dependent on special school and mainstream. • We feel that it's not completely right. • Need more balance in schools. • This happens, depending on the school. • Overcrowded in schools. • Provision does meet needs of CYP most of the time. • Mainstream schools failed to agree CYP has a need. • Mainstream and health do this better. • Children who cannot advocate are wholly dependent on parents pushing them. • SEND unit is better at this. <p>Education</p> <ul style="list-style-type: none"> • Yes, the balance is right. • Availability of Post 16 especially from alternative provision <p>Health</p> <ul style="list-style-type: none"> • Yes, we do this. • We have a patient informed choice. 	<p>4</p> <p>2</p> <p>3</p> <p>4</p>	<p>Parents</p> <ul style="list-style-type: none"> • Advocacy support needed for CYP, and particularly where CYP cannot verbalise. • Parents need support with this. • Everyone on the same page, whether special or mainstream school. • More training for all staff. • Need more flexible options. • Innovative ideas are needed. • Flexi school would help. • Quality of life curriculum. • Focused targeted support needed. • Better training for staff re masking, situationally mute CYP who are simply unable to share so that their voice can still be heard without parents being treated as hysterical or exaggerating. <p>Education</p> <ul style="list-style-type: none"> • New initiatives such as internships are becoming centralised but then no information is shared on how schools can access the funding. • Inconsistency across schools regarding inclusion and whether in their CYP's best interests. • Lack of provision, which limits choices. <p>Health</p> <ul style="list-style-type: none"> • Doesn't feel relevant to health. <p>Social Care</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>

		<p>Social Care</p> <ul style="list-style-type: none"> • Suitable for some CYP but not for all. • What do they want? Is this linked up? • To plan – is this clearly articulated or not? 	4	<ul style="list-style-type: none"> • Open more visibly communication channels are needed. 	
	<p>How well do you think that we know CYP and recognise them?</p>	<p>CYP</p> <ul style="list-style-type: none"> • We feel mostly recognised. • Some CYPs are like celebrities, and some feel they could be known more. • All about me – personality tested. • Staff listen to CYP likes and dislikes. <p>Parents</p> <ul style="list-style-type: none"> • Mental health impact does damage to CYP in the long-term. • Creation of EBSA situation by not recognising CYP’s needs. • Disregarded bullying situation. <p>Education</p> <ul style="list-style-type: none"> • The action from adults and the feeling from young people are different things. <p>Health</p> <ul style="list-style-type: none"> • We adapt to their feelings, circumstances (family, carer, and school). 	4 4 4	<p>CYP</p> <ul style="list-style-type: none"> • Some staff need to get to know more of the CYP. <p>Parents</p> <ul style="list-style-type: none"> • More school options. • More flexible options. • Early intervention needed. • Support with life skills is needed. • Need support with mental health. • Encourage advocacy for CYP. 	Yes Yes

Have we missed anything else that we should be committed to? Use the blank sheet to record this.

- Worried about adult support
- Overall school environment
- No SEND relationships
- With SEND need more respect
- Communication with hearing impaired
- Change of language
- Easy read approachable, positive based guidance for CYP
- Young adults - ensuring statements encompass their views