

Developing a Strategy for SEND in Essex

1023 Total Number
of Respondents

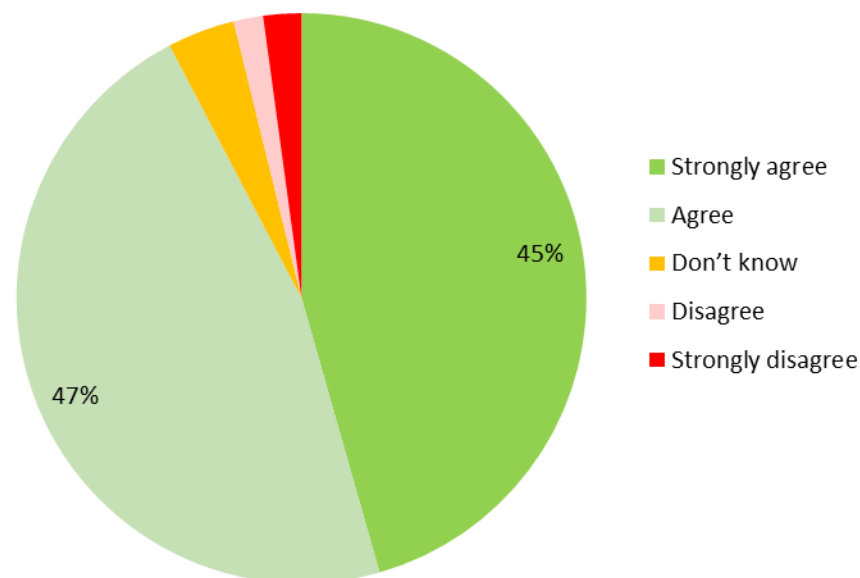
- 487 parent or carers of a child or young person with SEND
- 358 from an education setting in Essex
- 98 who work for Essex County Council in Education
- 41 Other
- 24 parent or carer of a child or young person who does not have SEND
- 9 who work in the health profession
- 6 who work for Essex County Council in Social Care

Our Vision for SEND in Essex

Our vision is that regardless of age, stage, unique characteristics or circumstances our children and young people with SEND will have an education which provides:

- A positive experience of learning;
- A sense of belonging, value and worth;
- Aspirational outcomes;
- The right support at the right time;
- Information and opportunities to enable informed decision making, choice and control;
- Successful, planned transition at any point of movement, between phases or settings;
- Thoughtful and thorough preparation for their future progression to a fulfilling adult life.

Do you agree with our vision?



Our Vision: Rankings

	1st	2nd	3rd	Weighted rank
The right support at the right time	376	247	178	1
A sense of belonging, value and worth	316	217	157	2
A positive experience of learning	227	297	197	3
Thoughtful and thorough preparation for their future progression to a fulfilling adult life	53	80	178	4
Successful, planned transition at any point of movement, between phases or settings	20	74	119	5
Information and opportunities to enable informed decision making, choice and control	11	62	99	6
Aspirational outcomes	18	42	82	7

Vision: What else matters to you?

Health and wellbeing was a high priority

- A feeling of being safe in school.
- A wide view of positive mental health and wellbeing as being integral to a fulfilling education experience and adult life.
- An emotionally supportive and nurturing environment.
- Mental wellbeing to be part of 'A sense of belonging, value and worth'.
- Positive mental health
- Specifically something about avoiding social isolation or more positively something about making friends.
- Mindfulness to realise that this is a moment in time and their life will hopefully be long and education is a journey for all of that life.

Vision: What else matters to you?

Participation was equally a high priority

- Choice at every stage for all is important
- All young children deserve the right to be heard and listened to in their years of education
- Children must participate in their education as active citizens with rights and with a worthwhile contribution to make.
- Empowerment and involvement.
- For children and young people to decide what is 'right' for them
- That the individual has their own voice, that is listened to and respected
- The child/young person should have their understanding and expectations taken in to consideration by everyone because it is about them

Vision: What else matters to you?

- Community and families. Children don't live in vacuums.
- A good start and the best chance of success through early intervention
- Focus on the young person's strengths and capabilities
- Positive employment outcomes for those with SEND
- Sense of community inclusion
- Uniqueness should be celebrated.

Our Principles for SEND in Essex

In Partnership - Working with you, for you

Responsive - To changes, to needs and to future trends

Learning - From each other, evidence and good practice

Growth - Growing our capacity, capability and sustainability

Early - Recognition and support

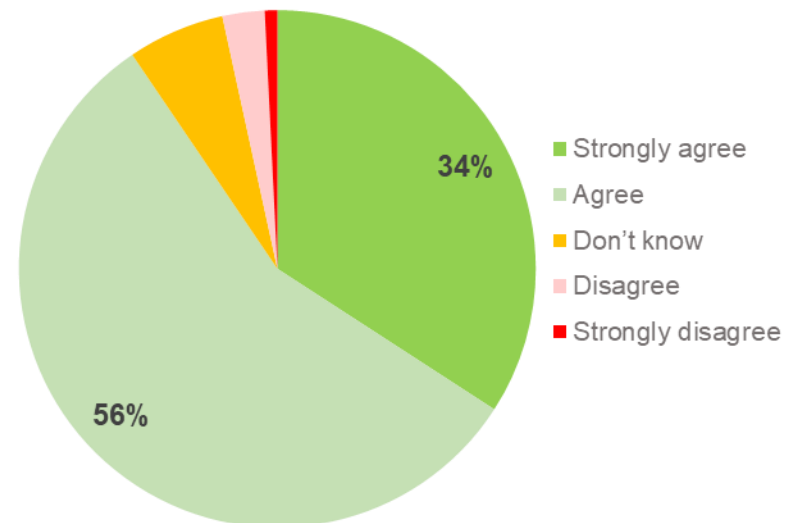
Efficient - Streamlined, consistent and good value for money

Collectively Driven - Moving towards equity, fairness and inclusion

Connected - Communication and support, together. A 'tell it once' approach

Local - Within or as close to the local community as possible

Do you agree with our principles?



Our Principles: Rankings

	1st	2nd	3rd	Weighted rank
Early	471	163	84	1
In partnership	234	188	157	2
Responsive	91	171	149	3
Connected	50	139	117	4
Learning	48	99	132	5
Local	27	55	136	6
Efficient	24	75	88	7
Collectively driven	43	50	74	8
Growth	23	64	65	9

Principles: What else matters to you? (1)

Clear. The system is difficult for parents to navigate without specialist help and advice. As much as possible should be done to assist families, already facing challenges, not more obstacles.

Openness, honesty and consistency. I cannot tell you how many people told me different, inconsistent and contradictory information when I first accessed SEND. It made a very stressful time, 100% more stressful knowing that people that were supposed to be helping me didn't seem to be working together or know what each other were doing/their roles were.

Realistic. Often the SEND service lives in a false optimism that is communicated to others in words and deeds. This brings a dishonesty to the service and a feeling that the 'elephant in the room' is never addressed. In turn the outcome is dissatisfaction with parties never feeling they have been heard, always feeling there was something more that could be done denied to them.

Principles: What else matters to you? (2)

Momentum/Energy - quickly responding to the needs of service users and families. This will ensure any potential disruption to the child is kept to a minimum.

Non judgemental. I don't like to think that we are moving away from supportive to holding each other to account. I dislike the idea stated about schools challenging each other. We want to work collaboratively not judge each other and waste time prepping for a visit which will judge us and then do the same to a colleague!

Compassionate - not a bureaucracy that feels like it is protecting its budget and covering itself from legal challenge. This is the current impression given by the LEA and some schools.

Not just SAYING you will do this/believe that but to **SHOW** with **PROOF**

Our Principles

We need to consider the wording of the principles and how the principles are being received...

Would much rather see straightforward, clear points that avoid the normal 'jargon' of education speak that could mean something slightly different to any group of individuals.

A lot of this is just corporate platitudes e.g. 'Growing our capacity, capability and sustainability', the words don't mean anything.

Hard to say as you have made them so broad as to mean almost anything to anyone - we could be thinking about completely different things or exactly the same!

To be honest, all of the principles are just words that do not convey the intention. For example "working with you, for you" - who exactly? SEN children and adults? Carers? Schools?

'Streamlined and value for money' are not words we want to hear, this suggests funding cuts and lack of the right support.

Pillar One: Enabling and supporting the development of a School-Led SEND System

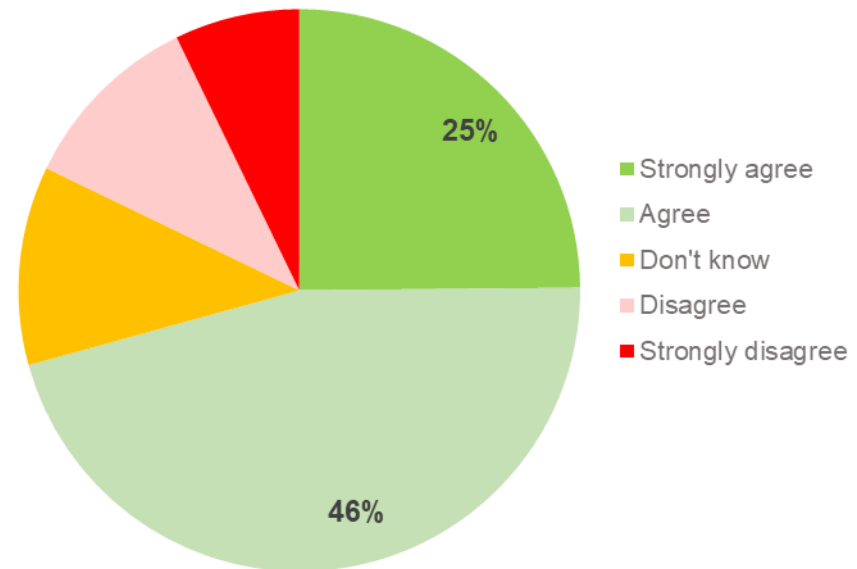
This is a different way of working that enables, supports and empowers schools, leaders and local areas to drive the changes that they want to see.

It means working together in a local area to make the best use of all the SEND expertise that exists in our schools and settings, within the Essex County Council SEND teams and in the many voluntary and community groups.

Together, it helps schools to identify special educational needs and promptly access the right support at the right time.

Schools and settings are supported to work collaboratively to develop good practice and to identify the areas of improvement that is needed in a family of schools.

Do you agree with Pillar One?



Pillar One: Enabling and supporting the development of a School-Led SEND System

	1st	2nd	3rd	Weighted rank
SEN is identified at an earlier stage	314	162	68	1
All children have an equally positive experience of learning and a sense of belonging, value and worth	227	231	159	2
There is a clear focus on improving SEND practice in all our schools and settings	212	164	133	3
Families have confidence in the type, quality and amount of support that their children receive	83	190	224	4
All schools are equally inclusive and welcome all children regardless of age, stage, unique characteristics or circumstances	62	91	131	5
Local areas work together to identify and lead improvements, based on their children, in their local area	64	50	58	6
We work collectively to support and challenge each other to provide the best possible education for children and young people with SEND	22	65	115	7
Local areas work together to achieve aspirational outcomes for our children and young people	11	21	63	8
We celebrate and share good practice that exists in Essex and enable peer to peer support to better meet the needs of children with SEND	10	28	42	9

Pillar One: Some differences in agreement

Parent Carers: 487 respondents: **74% in favour** (30% strongly agree; 44% agree)

Essex Education : 98 respondents: **78% in favour** (20% strongly agree; 58% agree)

Essex School or Setting: 358 respondent: **63% in favour** (19% strongly agree; 44% agree)

PARENT CARERS (487 respondents)

Early	190	77	42	1
In Partnership	140	84	68	2
Responsive	45	79	64	3

ESSEX EDUCATION (98 respondents)

Early	47	16	12	1
In Partnership	20	18	12	2
Responsive	7	18	15	3

ESSEX SCHOOL OR SETTING (358 respondents)

Early	194	60	24	1
In Partnership	64	71	66	2
Responsive	28	60	54	3

Pillar One: Questions and Clarifications

- 325 respondents (total 373) asked 624 questions, clarifications or comments (total 691) about school-led SEND.
- Top themes were funding (103), how to access support (100) and the training implications of school led SEND (87).
- Other important themes were accountability (55), school capacity (46) and the inclusivity of schools and settings (63)

P1 Comments by Theme	691	624
ACCESS TO SUPPORT	107	100
ACCOUNTABILITY	67	55
BROADER PICTURE	31	28
COMPLEXITY OF NEED	26	24
EXPERT DEPENDENCY	29	23
FUNDING	108	103
INCLUSION MINDSET	77	63
OTHER	14	14
PARENT EMPOWERMENT	27	27
PRACTICALITIES	32	29
RESPONSIBILITY	22	16
SCHOOL CAPACITY	51	46
TRAINING IMPLICATIONS	91	87
TRANSITIONS	9	9

“More value must be placed upon personal achievement versus national attainment”

“Inclusion is all very well, but it needs to be backed up with funding “

“With increasingly squeezed budgets and lack of services and support it is such a struggle in school to provide the support that children need.”

“All teachers will need to be trained further, to be able to understand and implement successfully strategies for children in all areas of SEND”

Pillar One: Strong Reservations

- 17 respondents (total 373) posed 43 strong reservations about Pillar One (total 671)
- Strong reservations were about accountability (8), the inclusion mindset of some settings (8) and access to support (7).
- The need for experts, lack of funding, school capacity and the growing complexity of need in schools, the need to look at the broader picture, practicalities and training were all mentioned.

P1 Comments by Theme	671	45
ACCESS TO SUPPORT	107	7
ACCOUNTABILITY	67	8
BROADER PICTURE	31	3
COMPLEXITY OF NEED	26	2
EXPERT DEPENDENCY	29	4
FUNDING	108	4
INCLUSION MINDSET	57	8
OTHER	14	0
PARENT EMPOWERMENT	27	0
PRACTICALITIES	32	3
RESPONSIBILITY	22	0
SCHOOL CAPACITY	51	3
TRAINING IMPLICATIONS	91	3
TRANSITIONS	9	0

“more control to schools”, “more power to schools”, “schools can’t be trusted”

“spreading already paper-thin resources even thinner”.

“they don't see SEND as adding value to their school, it's just something that's got to be done”

“Schools are on their knees as it is and to further cut funding will be catastrophic to ALL children. As it stands, the lack of funds is making it extremely difficult to provide children with the support and resources they need.

Pillar One: Negative Comments (16)

- 11 respondents (total 373) made 16 negative comments (total 669) about Pillar One.
- Negative comments were about responsibility (6), accountability (3), school capacity (2) and the implications of the perceived loss of support (2).
- Funding, training and inclusion all received one comment.

P1 Comments by Theme	669	16
ACCESS TO SUPPORT	107	0
ACCOUNTABILITY	67	3
BROADER PICTURE	31	0
COMPLEXITY OF NEED	26	0
EXPERT DEPENDENCY	29	2
FUNDING	108	1
INCLUSION MINDSET	55	1
OTHER	14	0
PARENT EMPOWERMENT	27	0
PRACTICALITIES	32	0
RESPONSIBILITY	22	6
SCHOOL CAPACITY	51	2
TRAINING IMPLICATIONS	91	1
TRANSITIONS	9	0

"This is clearly the council shedding responsibility"

"Those working in schools are tired of taking on responsibility for other areas of children's support that are failing to deliver".

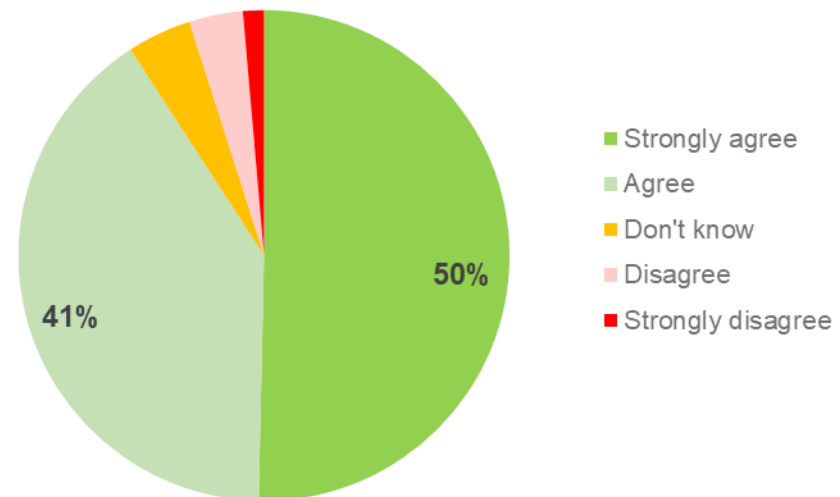
"Schools and headteachers are not best placed to 'lead' a SEND system. This should be done by SEND experts within the local authority who then 'lead' the schools to ensure equal access for all".

Pillar Two: Growing the specialist SEND provision in Essex

We are working towards having an Essex school place for every Essex child. Wherever possible we want to meet children's need locally and through high quality specialist provision within our mainstream schools. We want to create the places in our special schools for our children with the most complex needs so their needs are met close to their home and families. We are building new special schools which will offer over 200 new special school places through the free school programme.

We are creating new places in some of our existing Essex special schools and establishing new boarding facilities in some Essex special schools to extend the support that we can offer to those children and young people with the most severe needs. We are growing the number of Enhanced Provisions in our mainstream schools for children and young people with autism and social, emotional and mental health needs.

Do you agree with Pillar Two?



Pillar Two: Growing the specialist SEND provision in Essex

	1st	2nd	3rd	Weighted rank
More children and young people are placed in the right school/setting in Essex to meet their individual needs	394	187	101	1
We meet children's need locally. Children and young people are a part of their local communities and are able to achieve their outcomes locally.	215	119	133	2
Our enhanced provisions and special schools serve as centres of excellence for identification, training and outreach	154	136	203	3
We want to create the places in our special schools for our children with the most complex needs so their needs are met close to their home and families	85	167	126	4
Our enhanced provisions and special schools serve as centres of excellence for identification, training and outreach	39	137	159	5
More children and young people will remain in their setting without the need to move throughout their education	61	96	97	6
Children do not have to travel long distances to have their needs met	42	98	111	7
Less families live with the challenge of having a child educated some way away from home	16	55	55	8

Pillar Two: Some differences in agreement

PARENT CARERS 487 respondents - 90% in favour
(48% strongly agree; 42% agree)

More children and young people are placed in the right school/setting in Essex to meet their individual needs	150	94	47	1
We meet children's need locally. Children and young people are a part of their local communities and are able to achieve their outcomes locally.	115	59	67	2
Our enhanced provisions and special schools serve as centres of excellence for identification, training and outreach	77	67	90	3

ESSEX EDUCATION 98 respondents – 98% in favour
(61% strongly agree; 37% agree)

More children and young people are placed in the right school/setting in Essex to meet their individual needs	37	21	11	1
We meet children's need locally. Children and young people are a part of their local communities and are able to achieve their outcomes locally.	26	10	15	2
Our enhanced provisions and special schools serve as centres of excellence for identification, training and outreach	18	9	19	3

ESSEX SCHOOL/SETTING 358 respondents - 90% in favour
(51% strongly agree; 39% agree)

More children and young people are placed in the right school/setting in Essex to meet their individual needs	179	60	35	1
Our enhanced provisions and special schools serve as centres of excellence for identification, training and outreach	46	53	82	2
We meet children's need locally. Children and young people are a part of their local communities and are able to achieve their outcomes locally.	58	38	42	3

Pillar Two: Questions and Clarifications

- 225 respondents (total 250) asked 385 questions, clarifications or comments (total 419) about growing the specialist SEND provision in Essex.
- Top themes were the range of provision that will be offered (71). Many comments were asking for specific needs to be met; for example high functioning children with autism and girls with a diagnosis of SEMH.
- Other important themes were parent empowerment and information (35); inclusion (31), making sure the correct children are in the correct settings (29) and funding (27).

Comments by Theme	419	385
RANGE OF PROVISION	77	71
INCLUSION	38	31
PARENT EMPOWERMENT	35	35
FUNDING	30	27
ACCESS TO SUPPORT	23	22
LOCALITY OF PROVISION	25	24
MORE PLACES	23	22
SPECIAL/MAINSTREAM LINKS	21	21
CORRECT SETTING	29	29
ACCOUNTABILITY	16	14
TRAINING IMPLICATIONS	15	15
OTHER	14	5
COMPLEXITY OF NEED	14	12
HUBS	13	13
SCHOOL CAPACITY	11	11
BROADER PICTURE	9	9
PRACTICALITIES	6	5
POST 16	9	9
EARLY INTERVENTION	4	4
RESPONSIBILITY	1	1
EXPERT DEPENDENCY	0	0
TRANSITIONS	6	5

"As a parent of a child who accessed enhanced SLCN provision in a mainstream school several years ago, I am still hugely grateful for the support my son received"

"In-line with a human rights approach, education should be inclusive"

"PLEASE provide support equally across the genders"

Pillar Two: Strong Reservations

- 5 respondents (total 250) posed 10 strong reservations (total 419) about growing the specialist SEND provision in Essex.
- Strong reservations were about growing specialist provision in contrast to inclusion in local mainstream settings (4); and lack of funding (2).
- The range of provision, not enough places, the complexity of need and transitions all were mentioned once.

Comments by Theme	419	10
RANGE OF PROVISION	77	1
INCLUSION	38	4
PARENT EMPOWERMENT	35	0
FUNDING	30	2
ACCESS TO SUPPORT	23	0
LOCALITY OF PROVISION	25	0
MORE PLACES	23	1
SPECIAL/MAINSTREAM LINKS	21	0
CORRECT SETTING	29	0
ACCOUNTABILITY	16	0
TRAINING IMPLICATIONS	15	0
OTHER	14	0
COMPLEXITY OF NEED	14	1
HUBS	13	0
SCHOOL CAPACITY	11	0
BROADER PICTURE	9	0
PRACTICALITIES	6	0
POST 16	9	0
EARLY INTERVENTION	4	0
RESPONSIBILITY	1	0
EXPERT DEPENDENCY	0	0
TRANSITIONS	6	1

“feels like a move towards a two tier system, with any child not wanted by mainstream shifted to special school”

“Fund mainstream schools properly and they would be able to support their community and educate ALL children in that community”.

“there will not be enough places for the complex needs of many of the children now in mainstream schools.”

Pillar Two: Negative Comments

- 3 respondents (total 250) made just 5 negative comments (total 419) about growing the specialist SEND provision in Essex
- Negative comments were opposing residential schools as being a “backwards step” in an inclusive society (2), the provision of ABA in Essex settings (2) and accountability for free schools.

Comments by Theme	419	5
RANGE OF PROVISION	77	1
INCLUSION	38	2
PARENT EMPOWERMENT	35	0
FUNDING	30	0
ACCESS TO SUPPORT	23	0
LOCALITY OF PROVISION	25	0
MORE PLACES	23	0
SPECIAL/MAINSTREAM LINKS	21	0
CORRECT SETTING	29	0
ACCOUNTABILITY	16	1
TRAINING IMPLICATIONS	15	0
OTHER	14	1
COMPLEXITY OF NEED	14	0
HUBS	13	0
SCHOOL CAPACITY	11	0
BROADER PICTURE	9	0
PRACTICALITIES	6	0
POST 16	9	0
EARLY INTERVENTION	4	0
RESPONSIBILITY	1	0
EXPERT DEPENDENCY	0	0
TRANSITIONS	6	0

“Strongly against the setting up of free schools outside of local authority control.”

“I am very concerned with the growth of ABA based provisions for children with autism in Essex”

Pillar 3: A redesign and new approach for the Essex County Council SEND teams

	1st	2nd	3rd	Weighted rank
ECC SEND teams will work closely with the local area to understand and provide the support and expertise that schools and settings need to meet their children's needs through an improved SEND Offer	356	135	156	1
ECC SEND teams will support schools to ensure aspirational outcomes for all children and young people with SEND	196	191	124	2
ECC SEND teams will enable smooth transitions and joined up planning for children and young people when they move between stages and settings	111	219	185	3
ECC SEND teams will engage in meaningful dialogue with parents, carers and young people in the local area to move forward together. Parents, carers and young people will help shape solutions	137	174	187	4
ECC SEND teams will work in partnership with schools, families and our voluntary and community groups to improve the local offer to children and young people	139	176	156	5
ECC SEND teams will work closely with social care, colleges and employers to develop opportunities so young people can access and sustain employment and meaningful community participation	45	80	153	6

Pillar Three: Some difference in priorities

PARENT CARERS 487 respondents

ECC SEND teams will work closely with the local area to understand and provide the support and expertise that schools and settings need to meet their children's needs through an improved SEND Offer	1
ECC SEND teams will engage in meaningful dialogue with parents, carers and young people in the local area to move forward together. Parents, carers and young people will help shape solutions	2
ECC SEND teams will support schools to ensure aspirational outcomes for all children and young people with SEND	3

ESSEX EDUCATION 98 respondents

ECC SEND teams will work closely with the local area to understand and provide the support and expertise that schools and settings need to meet their children's needs through an improved SEND Offer	1
ECC SEND teams will support schools to ensure aspirational outcomes for all children and young people with SEND	2
ECC SEND teams will work in partnership with schools, families and our voluntary and community groups to improve the local offer to children and young people	3

ESSEX SCHOOL/SETTING 358 respondents

ECC SEND teams will work closely with the local area to understand and provide the support and expertise that schools and settings need to meet their children's needs through an improved SEND Offer	1
ECC SEND teams will support schools to ensure aspirational outcomes for all children and young people with SEND	2
ECC SEND teams will work in partnership with schools, families and our voluntary and community groups to improve the local offer to children and young people	3

Pillar Three: Questions and Clarifications

- 221 respondents (total 251) asked 468 questions, clarifications or comments (total 489) about the redesign and new approach for the Essex County Council SEND teams
- The top theme was access to support (91)
- Other important themes were parent empowerment and information (52); communication (40), the broader picture (31) and working together (29).

“There is an assumption that all schools have a level of expertise and a level of openness/ willingness to engage with improving provision, when I'm not sure that they do?”

“Please continue the provision of SEND advice to local schools - which in my experience is doing a vital and effective job”

“Expecting parents/carers to have to search for support should be a thing of the past ”

Comments by Theme	489	468
ACCESS TO SUPPORT	95	91
ACCOUNTABILITY	5	5
BROADER PICTURE	32	31
CLEAR SYSTEMS	22	22
COMMUNICATION	40	40
COMPLEXITY OF NEED	26	24
CORRECT SETTING	1	1
EARLY INTERVENTION	7	7
EXPERT DEPENDENCY	22	21
FUNDING	12	11
HUBS	0	0
HOME EDUCATION	1	1
INCLUSION	9	8
LOCALITY OF PROVISION	0	0
MORE PLACES	0	0
0-25	6	6
PARENT EMPOWERMENT	54	52
PERSONALISED APPROACH	15	12
POST 16	9	9
PRACTICALITIES	18	17
RANGE OF PROVISION	0	0
RESPONSIBILITY	0	0
SCHOOL CAPACITY	23	22
SPECIAL/MAINSTREAM LINKS	2	2
TIMELY	21	20
TRAINING IMPLICATIONS	16	14
TRANSITIONS	10	10
WORKING TOGETHER	29	29
OTHER	14	13

Pillar Three: Strong Reservations

- 9 respondents (total 251) posed 9 strong reservations (total 489) about the redesign and new approach for the Essex County Council SEND teams
- Each reservation was only mentioned once: accountability; access to support; the broader picture; the complexity of need; funding; inclusion; parent empowerment; timely responses and training implications.

"I have little confidence that, despite protestations, this is little more than a cost cutting exercise to reduce resources, staff numbers and salaries"

"How will the variety of academies, grammar schools and other non-linear schools be challenged if their approach to SEND is linked to their drive for higher league table positions?"

"I cannot support a school-led approach in the current public sector landscape."

Comments by Theme	489	8
ACCESS TO SUPPORT	95	1
ACCOUNTABILITY	5	1
BROADER PICTURE	32	1
CLEAR SYSTEMS	22	0
COMMUNICATION	40	0
COMPLEXITY OF NEED	26	1
CORRECT SETTING	1	0
EARLY INTERVENTION	7	0
EXPERT DEPENDENCY	22	0
FUNDING	12	1
HUBS	0	0
HOME EDUCATION	1	0
INCLUSION	9	1
LOCALITY OF PROVISION	0	0
MORE PLACES	0	0
0-25	6	0
PARENT EMPOWERMENT	54	1
PERSONALISED APPROACH	15	0
POST 16	9	0
PRACTICALITIES	18	0
RANGE OF PROVISION	0	0
RESPONSIBILITY	0	0
SCHOOL CAPACITY	23	0
SPECIAL/MAINSTREAM LINKS	2	0
TIMELY	21	1
TRAINING IMPLICATIONS	16	1
TRANSITIONS	10	0
WORKING TOGETHER	29	0
OTHER	14	0

Pillar Three: Negative Comments

- 14 respondents (total 251) made 10 negative comments (489) about the redesign and new approach for the Essex County Council SEND teams
- Negative comments were around the perceived lack of access to support (3), the growing complexity of need in mainstream schools (1), a reliance on experts (1), a dislike of a 'one size fits all' approach (1), school capacity to meet needs (1) and the training implications (1).

"Our most vulnerable children will lose their support and schools will lose the amazing professionalism they bring"

"the experts whom we need desperately to work with our SEND children"

"If the new positions do not need qualified teacher status or a MA how can these people be advising qualified teachers?"

Comments by Theme	489	10
ACCESS TO SUPPORT	95	3
ACCOUNTABILITY	5	0
BROADER PICTURE	32	0
CLEAR SYSTEMS	22	0
COMMUNICATION	40	0
COMPLEXITY OF NEED	26	1
CORRECT SETTING	1	0
EARLY INTERVENTION	7	0
EXPERT DEPENDENCY	22	1
FUNDING	12	0
HUBS	0	0
HOME EDUCATION	1	0
INCLUSION	9	0
LOCALITY OF PROVISION	0	0
MORE PLACES	0	0
0-25	6	0
PARENT EMPOWERMENT	54	0
PERSONALISED APPROACH	15	1
POST 16	9	0
PRACTICALITIES	18	1
RANGE OF PROVISION	0	0
RESPONSIBILITY	0	0
SCHOOL CAPACITY	23	1
SPECIAL/MAINSTREAM LINKS	2	0
TIMELY	21	0
TRAINING IMPLICATIONS	16	1
TRANSITIONS	10	0
WORKING TOGETHER	29	0
OTHER	14	1

Scope and Reach:

Is further engagement and voice needed for the SEND strategy?

Approximately 30,000 children and young people with SEND in Essex

- 20877 children with SEND support
- 8700 children and young people with an EHC plan
- 553 schools in Essex
- 1300 funded EYCC providers (offering FEEE) and 700 non funded providers
- Five CCGS and 4 Health Providers

- Only 1023 respondents in total
- No young people responded
- Consider the Local Area – current feedback is education based.

Moving Forward.

Our Principles

We need to consider the wording of the principles and how the principles are being received...

Would much rather see straightforward, clear points that avoid the normal 'jargon' of education speak that could mean something slightly different to any group of individuals.

A lot of this is just corporate platitudes e.g. 'Growing our capacity, capability and sustainability', the words don't mean anything.

Hard to say as you have made them so broad as to mean almost anything to anyone - we could be thinking about completely different things or exactly the same!

To be honest, all of the principles are just words that do not convey the intention. For example "working with you, for you" - who exactly? SEN children and adults? Carers? Schools?

'Streamlined and value for money' are not words we want to hear, this suggests funding cuts and lack of the right support.

Next steps and timeline

- July 2019 – communicate engagement plan to schools and settings;
- July 2019 – further work with Essex Family Forum on engaging parents on developing the implementation plan for the vision and strategy;
- Autumn Term 2019 – meetings with clusters of schools (head teacher, Chair of Governors and SENCO) to roll out the new SEND structure;
- Autumn Term 2019 – further engagement with parents on the strategy and action plan to deliver the vision;
- January 2020 – launch of new SEND structure and SEND strategy.