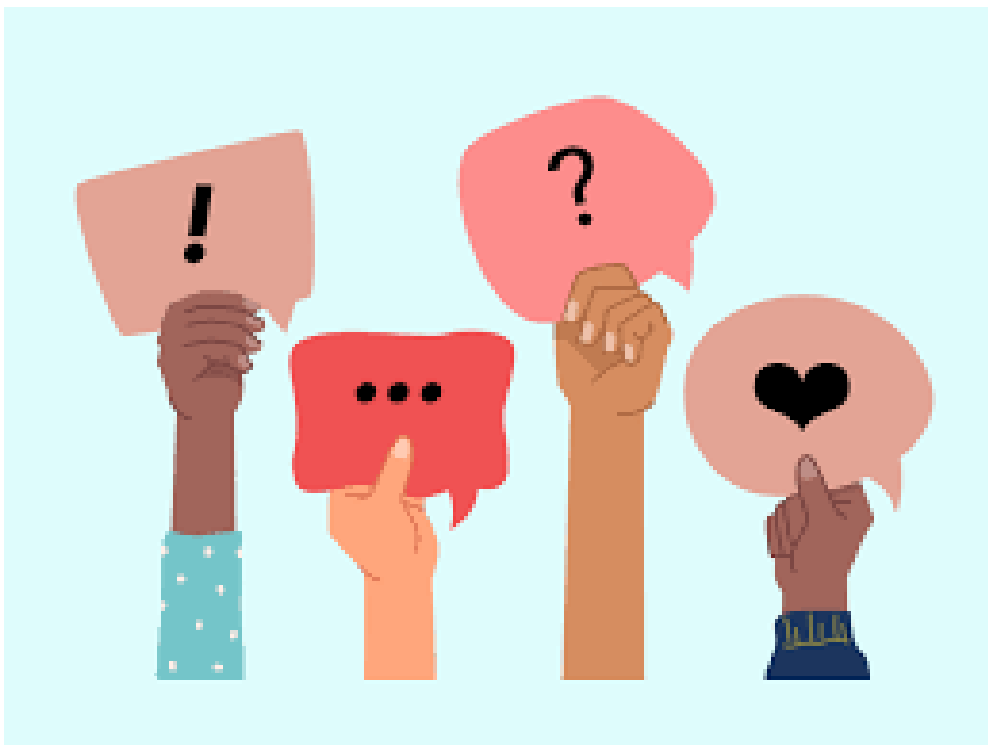




Survey of parents/carers of children and young people with SEND about their experiences of education, health and social care in Haringey

Summer 2025



SEND Power in Haringey (Haringey's Parent Carer Forum)





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SECTION ONE – Background and context

Introduction

This is SEND Power's third annual survey of parents and carers of children and young people with SEND. Our aim in carrying out these surveys is to gather the views and opinions of parents and carers about the services their children receive. This survey report is being distributed to Send Power's membership, schools, partner organisations and Local Authority Officers. It is also available on our website: [Home - SEND Power in Haringey | Haringey's Parent Carer Forum](#)

In this report all names and personal identifying information have been removed.

80 responses were received to the survey, from parents of children attending 40 separate early years settings, schools and colleges, as well as 18% whose children were not attending school. We understand that 80 families represent a small minority of the total number of parents and carers of children with SEND in Haringey. Nonetheless, we feel that the responses received provide a powerful and detailed picture of the wide variation of families' experience, which can offer useful insights to all schools and SEND professionals, as well as to the Forum itself.

Huge thanks to all the parent/carers who took the time to share their views and experiences.

About SEND Power in Haringey

SEND Power in Haringey is Haringey's Parent Carer Forum for parents and carers of children and young people with SEND, aged 0-25. We aim to gather and hear parents' and carers' views about the services they and their children receive, and to represent these views to the Local Authority, Health, schools and other service providers, with a view to co-producing services that better meet the needs of our children and young people. We also aim to share useful and relevant information, and to provide a supportive, active and welcoming forum. SEND Power is hosted by The Bridge Renewal Trust, and is based at Chestnuts Community Centre. The Bridge Renewal Trust is commissioned and funded by the Local Authority to host the Forum, which remains independent.

Send Power believes in a model of co-production underpinned by four key principles, as set out in the Haringey Working Together Charter [SEND Power in Haringey](#)

Feel welcomed and cared for

Feel valued and included

Communicate together

Work in Partnership

Send Power currently has 484 members. The events we organise, our newsletter, website and social media reach a wider audience of members and non-members alike.

SEND Power receives funding from Haringey Council and also from the DfE. This year, some funding was also provided from Health. Send Power is affiliated to the National Network of Parent Carer Forums (NNPCF). For further information about SEND Power, please visit [Home - SEND Power in Haringey | Haringey's Parent Carer Forum](#)

Key messages from the survey

- A greater number of people responded to the survey this year than last, and the number of schools and settings their children attended was significantly greater too.
- A wide array of different views were represented
- A majority of respondents were positive about their children's education, across all stages of education
- A significant minority expressed less positive or negative views, and several cited severe challenges and difficulties
- This year's survey results demonstrate a greater overall level of satisfaction with the support and ethos at Haringey schools and settings, a positive trend in the reported views that has continued each year since the survey started three years ago.
- A greater level of satisfaction was expressed by parent/carers of children in special school than those who had children in mainstream settings.
- 18% of all respondents had children who were not regularly attending school. All of these children had either autism or ADHD or both. The support these children and their families received was very variable, subject to long waits and some inflexibility.
- Parent/carers' views of health and social care services were widely variable. There was praise for some services, and also strong themes of parent/carers reporting inadequate therapy and CAMHS services, as well as poor organisation, communication and follow up from social care services.
- Parent/carers largely expressed the view that SEND Power were doing a good or better job of representing their views, with a minority feeling that the forum should hold the Local Authority more closely to account, and questioning the forum's independence.

SEND Power recommendations

- Share and disseminate the survey results widely, to help deepen understanding of parent/carers' experience and help identify areas where services can be improved
- Continue to work to improve co-production, in particular to develop and promote the [Working Together Charter](#) across schools and services in Haringey
- Continue to try to build stronger links with education, health and social care services to feedback parent/carers' views, and to work together to improve services.
- Continue to work with Haringey to improve understanding of the issues that lead children/young people to develop EBSA (Emotionally Based School Avoidance), as well as working together to improve available support, and make this more equitable.
- Parent/carers suggested a number of issues that SEND Power could usefully focus on. The Steering Group plan to look at these, and will feed back to the membership through events and articles in the newsletter.



Survey methodology

This survey was developed as an online form. It was distributed via SEND Power's newsletter to the SEND Power membership. Information about the survey and the link were also published in the Local Authority SEND newsletter, with the aim of reaching more SEND families. Many thanks also to those schools who distributed the survey to parents and encouraged them to complete it, this meant that further families who were not members had the opportunity to participate.

The survey questions were developed by forum members.

Some of the questions asked parents to say to what extent they agreed with certain statements (e.g. *'the school gives my child the support they need'*)

Other questions were open-ended with parent/carers invited to describe their views (e.g. about communication between parents and school)

Parent/carers were given the option of completing the survey anonymously.

List of schools and settings attended by children of respondents

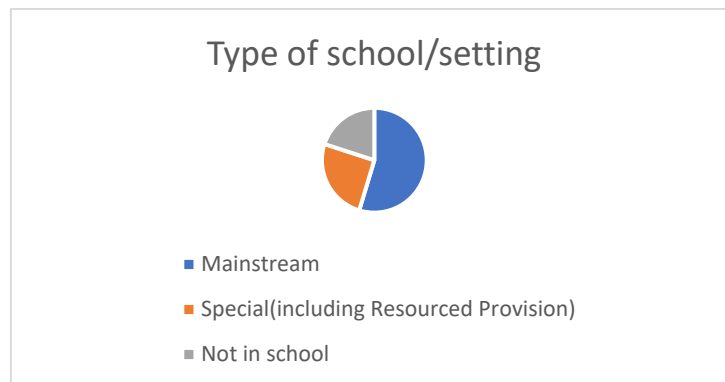
41 schools and settings are represented in this year's survey as compared to 32 settings in the 2024 survey. As with the 2024 survey, respondents' children attended a range of provision, across mainstream and special schools and settings.

Early Years Settings	Secondary Schools
Rowland Hill Nursery	The Compton School (out of borough)
Stonecroft nursery	Fortismere/Blanche Nevile (joint placement)
Primary schools	Fortismere School
Alexandra Primary	Heartlands High School
Belmont Schools (Infant and Junior)	Highgate Wood School
Bounds Green School	St Thomas More School
Coldfall School	
Coleridge School	
Devonshire Hill Primary School	
Harris Academy	
Highgate Primary School	
Muswell Hill Primary School	
North Harringay Primary School	
Our Lady of Muswell Primary School	
St Ann's Primary School	
St Pauls and All Hallows Primary School	
St Mary's Priory Junior School	
St Michael's Primary School High	
South Grove Primary	
West Green Primary	
Special Schools and Resourced Provision	6 th Form Colleges
The Brook School	Barnet and Southgate College
Blanche Nevile	Big Creative Academy
The Grove School	Haringey 6 th form college
The Holmewood School	College of North East London
Vale School	West Thames College (out of borough)
Orange Tree (out of borough)	
Haringey Learning Partnership	
Resourced provision at The Mulberry School	
Riverside Primary School	
Stormont House (out of borough)	
Wilds Lodge (out of borough)	
	Other
	Home schooled/no school place/EBSA
	Excluded from school

SECTION TWO – Responses to questions - Education

Type of school/setting

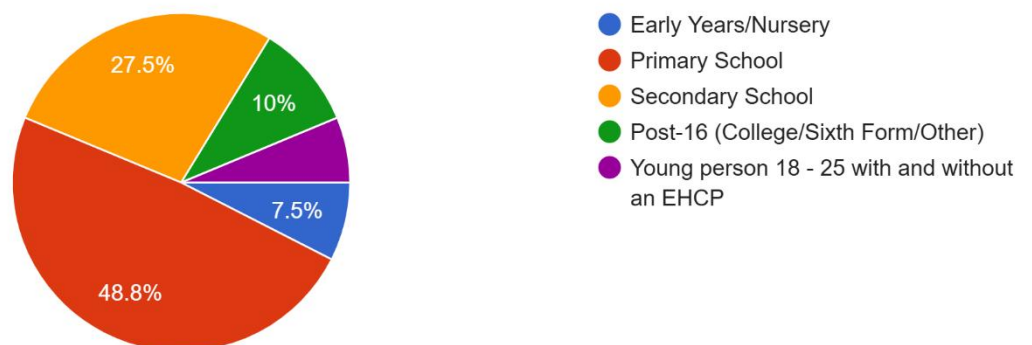
55% of this year's survey respondents had children attending mainstream early years settings, schools and colleges. 25% attended special schools or resourced provision, and 20% had children who were not in school.



Ages of children

Please indicate your child's age group

80 responses



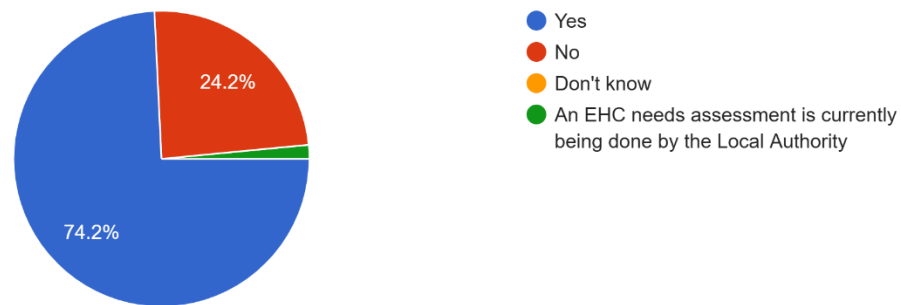
Parents responding to the survey had children across all phases of education, from Nursery to 6th form/college and beyond. A large majority were in primary or secondary education.

49% of responses were from parents of primary aged children, with 28% from parents of secondary age children. 16% were from parents of young people aged 16-25, and 7% were from parents of pre-school children.

Proportion of children of respondents with and without an Education, Health and Care Plan (EHCP) in place:

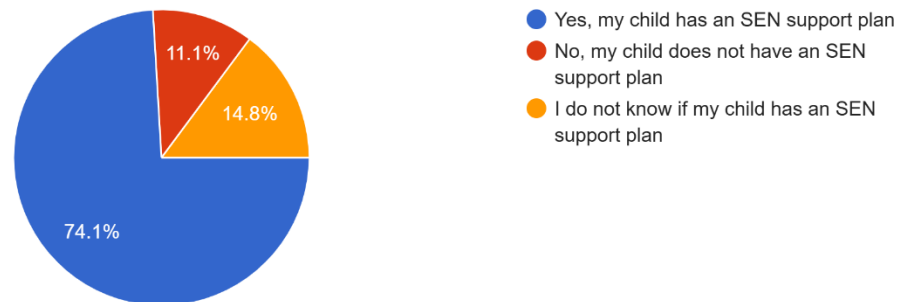
Does your child have an Education, Health & Care Plan (EHCP) issued by the Local Authority?

66 responses



If your child does not have an EHCP, do they have an SEN Support Plan? (Your child's school might have a different name for this plan.)

27 responses



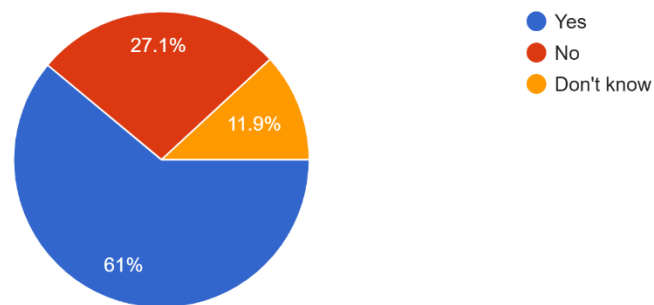
74% of respondents' children hold a current EHC Plan, as compared to 60% in last year's survey. 24% of respondents' children do not have an EHC Plan, 2% are currently undergoing the assessment process to see whether an EHC Plan will be needed.

Of those parents whose children didn't have an EHC Plan, 74% were confident that their child had a SEN support plan in place, whereas 26% either didn't have an SEN support plan, or didn't know if there was one.

Is your child's plan regularly reviewed?

Support plans should be reviewed with parents every term for all children with SEND, and children with EHC Plans should have an annual review as well. Is your child's plan regularly reviewed?

59 responses



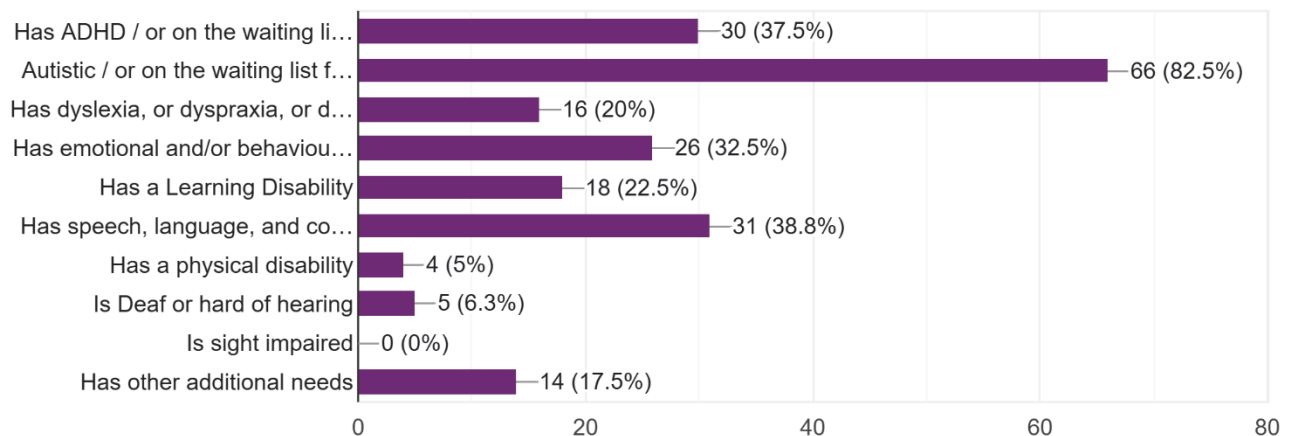
A majority of parent/carers reported that their children's plans were reviewed regularly, but for a significant minority 39% - this was not the case, or they didn't know.

Nature of children and young peoples' SEND

A wide range of needs were identified, including autism, ADHD, learning disabilities, dyslexia and other Specific Learning Disabilities (SPLD), or Social, Emotional and Mental Health needs (SEMH).

Please tick any boxes that apply to you child:

80 responses



The most frequently occurring need among children of respondents was autism, with ADHD and Speech and Language difficulties also very prevalent. Other needs were represented, including social, emotional and mental health needs; specific learning difficulties such as dyslexia or dyspraxia; physical disabilities; learning disabilities and deafness.

Parents also mentioned a range of other needs and diagnoses including

- Foetal Alcohol Syndrome
- Trauma/complex trauma
- Auditory Processing Disorder
- Sensory Processing Disorder
- Developmental Coordination Disorder (DCD)
- ARFID/Pica (eating difficulties/disorders)
- Medical needs
- Tics
- Anxiety
- BFRBs (Body focussed repetitive behaviours)

Parents' and carers' views about support at their child's school or setting

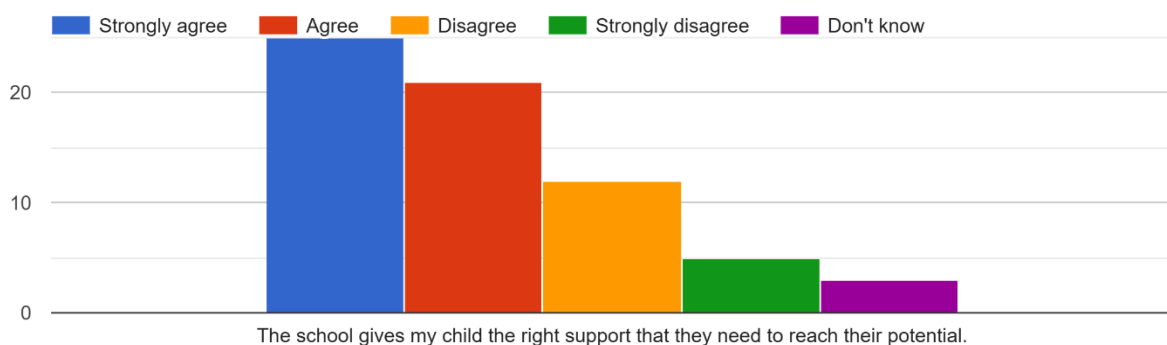
After gathering the contextual information described above, the next questions asked about the support children were receiving at school and the ethos of the school in relation to pupils with SEND

Respondents were asked to rate how far they agreed with specific statements.

Question 11 : How far do you agree with this statement?

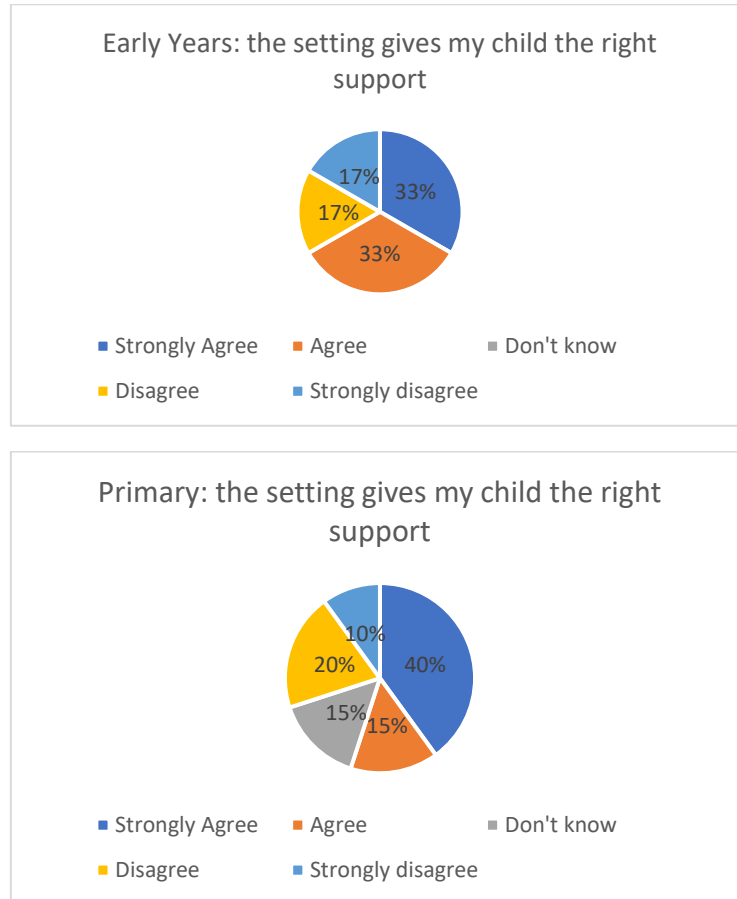
"The school gives my child the right support that they need to reach their potential"

Please tick the box that reflects your views:



70% of people who responded to this question strongly agreed or agreed that their child was receiving good support. 26% said that they disagreed or strongly disagreed with the statement and 4% of parents said they did not know.

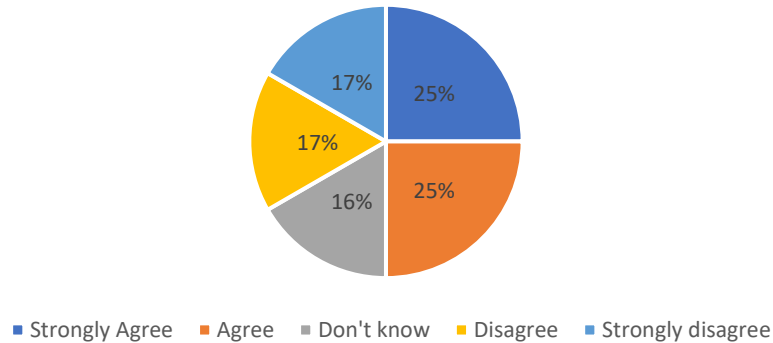
We went on to interpret the data in relation to children's ages.



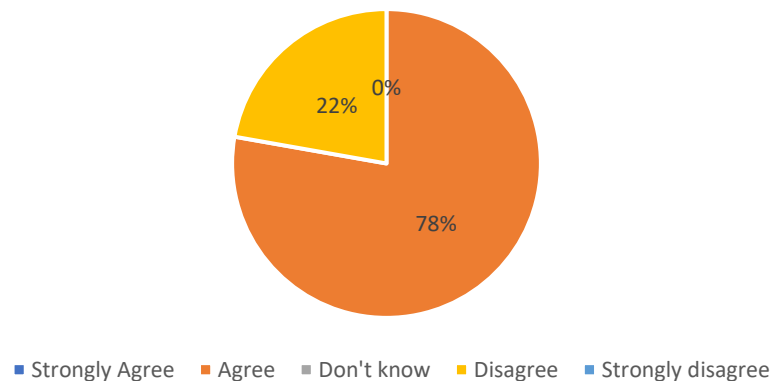
66% of parents of pre-school children attending an early years setting strongly agreed or agreed that their child was receiving the right support, with 34% disagreeing or strongly disagreeing that this was the case.

For children attending primary school, 55% of parents strongly agreed or agreed that their child was getting the right support. 30% disagreed or strongly disagreed with the statement, and 15% selected "don't know".

Secondary: the school gives my child the right support



Post 16: the college gives my child the right support



50% of parents of secondary aged children agree or strongly agree that their child is getting the right support. 34% disagreed or strongly disagreed with the statement. 16% did not know.

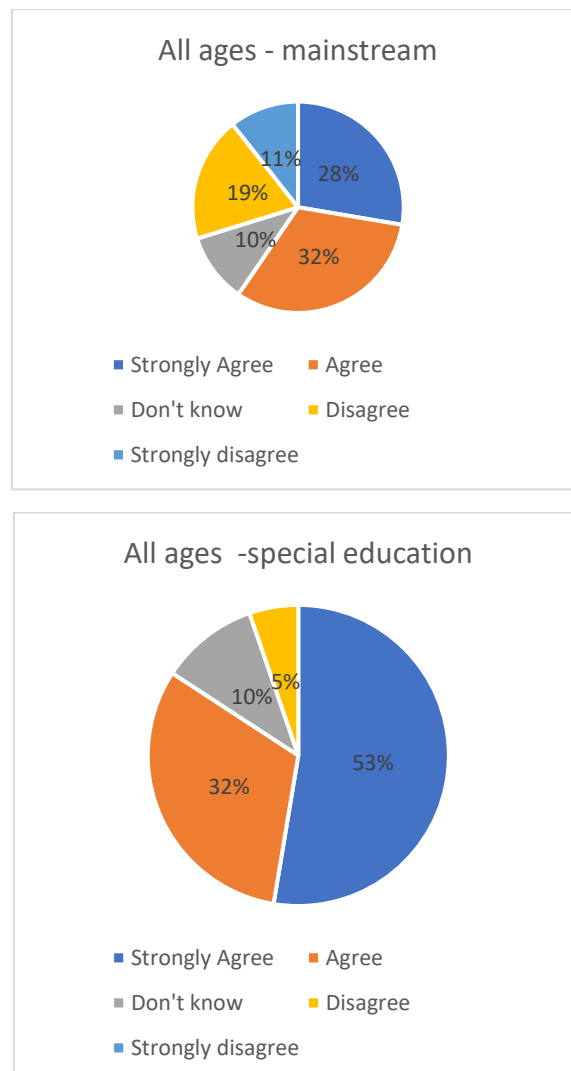
There were no “strongly agrees”, but 78% of parents of 16-25 year olds in education agreed that their young person was receiving the right support, with another 22% disagreeing or strongly disagreeing that this was the case.

In the 2024 survey, there was a stronger pattern associated with children’s ages than this year. This year’s survey shows a narrower gap between views at different phases of education, with the trend reversed for college aged young people, whose parents reported a largely positive view of the support provided, compared to a majority last year who expressed a negative view about the support. Part of the context here is that the cohort of respondents who had college-aged young people was small.

Children in Special Schools and Resourced Provision

Across all age groups, the percentage of parent/carers who agreed that their children were getting the right support was significantly higher in special than in mainstream schools, with 85% who strongly agree or agree that their child is getting the right support as compared with 60% in mainstream schools.

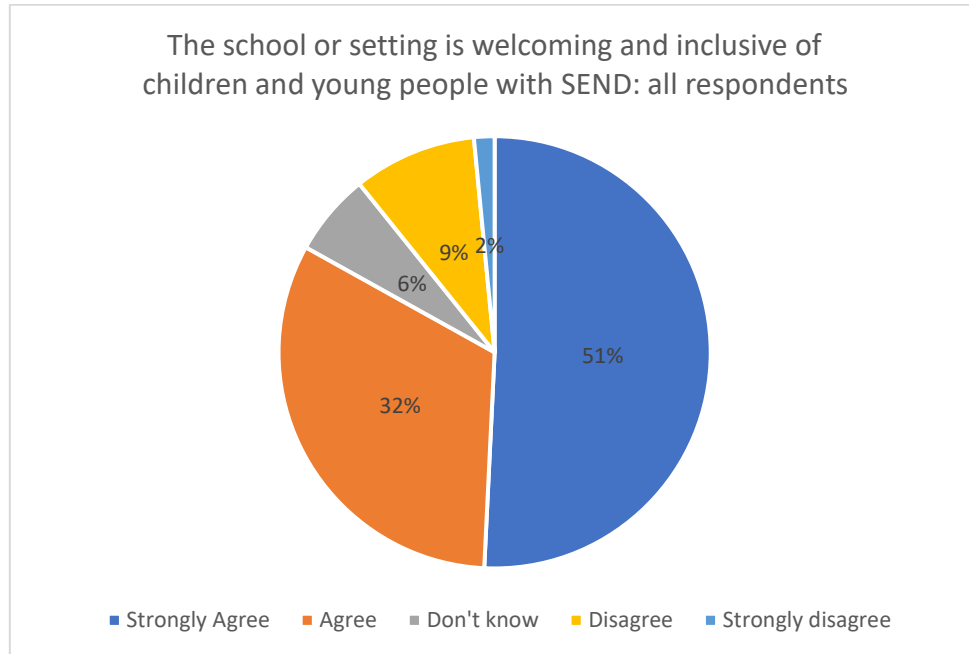
A significant minority, 30% of parents with children in mainstream schools disagreed or strongly disagreed that their child was getting the right support at school, compared to just 5% of parents of children/young people in special school.



Question 12 asked: How far do you agree with this statement:

“The school/setting is welcoming and inclusive of pupils with SEND”

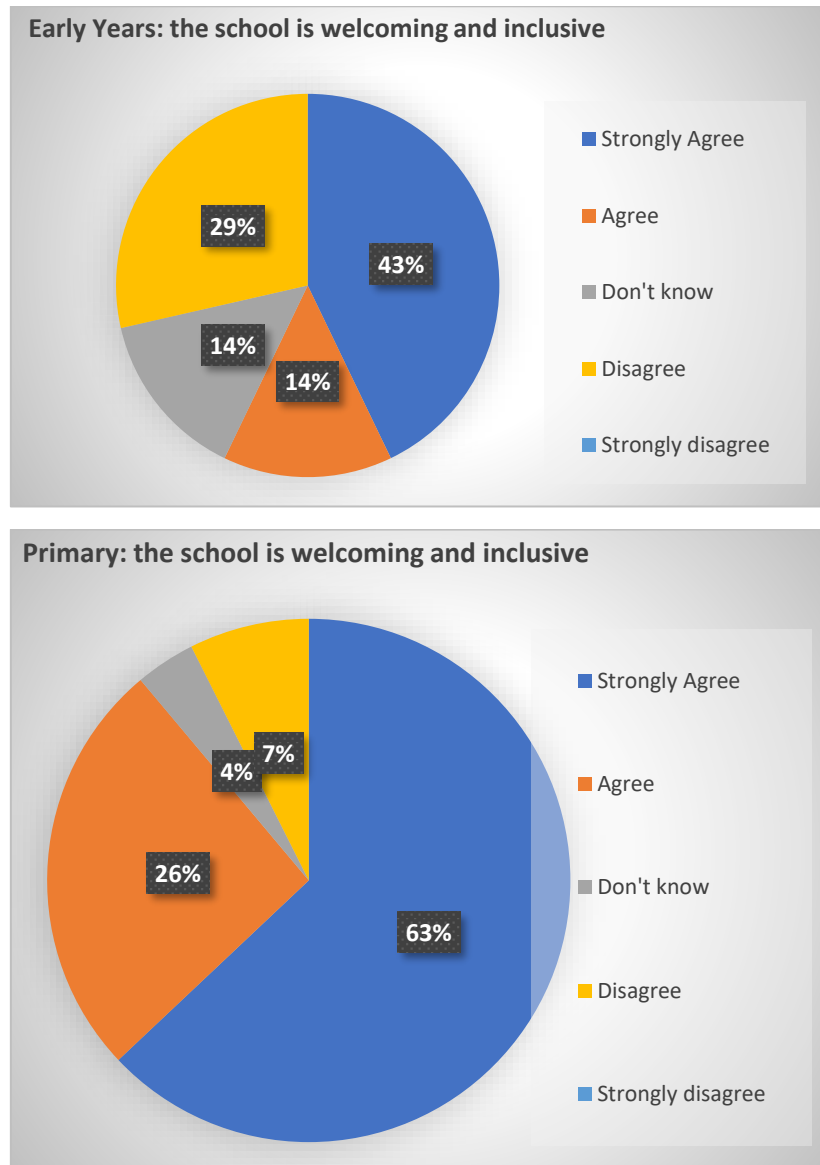
a. All respondents



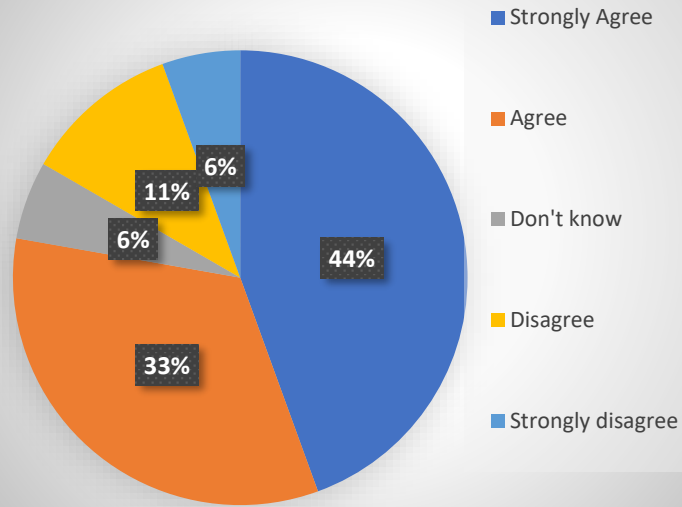
83% of all parent/carers who completed the survey agreed or strongly agreed that their school or setting was welcoming and inclusive of children and young people with SEND. 11% disagreed or strongly disagreed with the statement, and a further 6% did not know.

The responses are broken down further in the tables below. Parent/carers of children in early years and primary schools are somewhat more likely to agree that their setting is welcoming and inclusive than parents or children and young people in secondary school or college. However this discrepancy has narrowed since the findings of the survey last year, and overall this year's survey results demonstrate a greater level of satisfaction with the support and ethos at Haringey schools and settings, a positive trend in the reported views that has continued each year since the survey started three years ago.

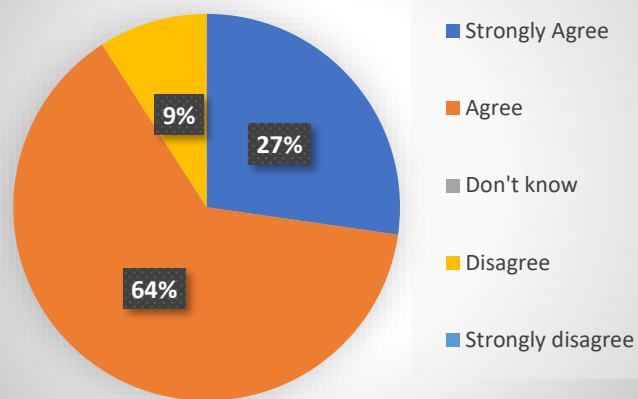
b. respondents by age group of children/young people



Secondary: the school is welcoming and inclusive

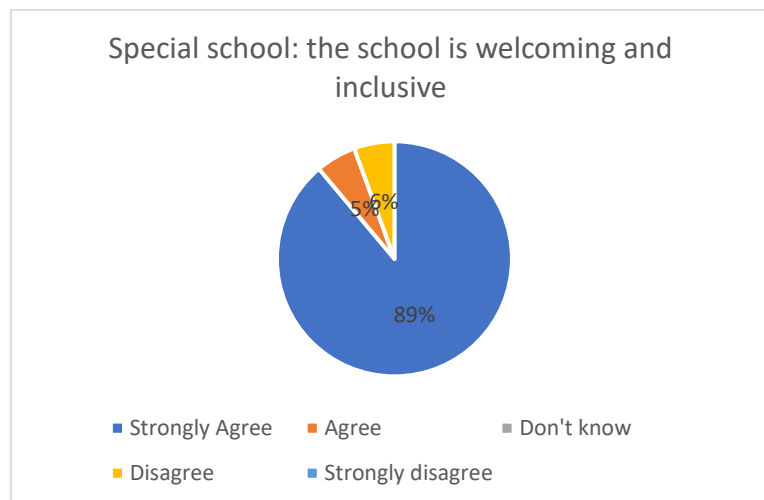
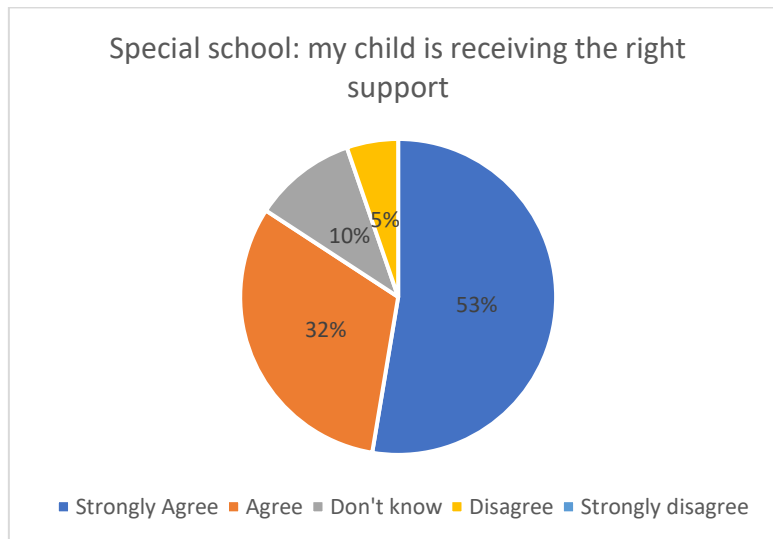


College: the school is welcoming and inclusive

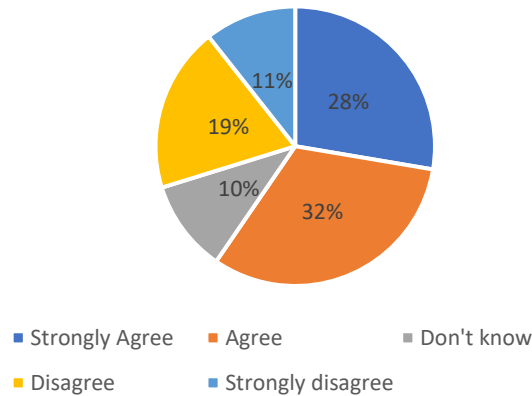


c. Variability according to type of school/setting attended

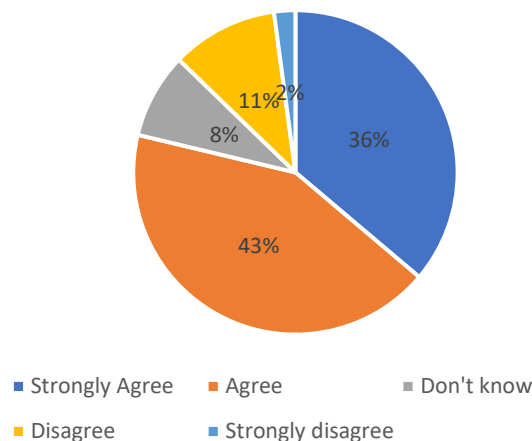
There was a marked difference between the way parent/carers of children and young people attending special schools evaluated their child's provision, compared with those whose children attended mainstream settings.



Parents of children at mainstream school: my child is receiving the right support



Mainstream school: the school is welcoming and inclusive



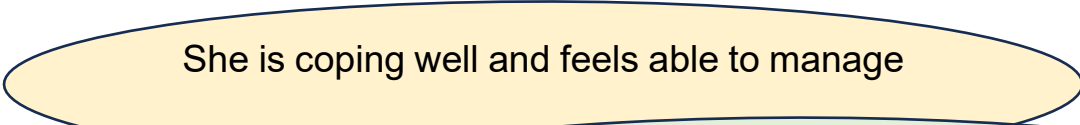
85% of parents of children attending special schools agreed or strongly agreed that their child was receiving the right support, with 89% feeling that their school was welcoming and inclusive.

This compares to 60% of parents of children in mainstream schools agreeing or strongly agreeing that their child had the right support, and 79% who felt their school was welcoming and inclusive. A significant minority – 30% - of parent/carers with children in mainstream provision disagreed or strongly disagreed with the statement “my child is receiving the right support”, and 13% found their mainstream schools not to be welcoming and inclusive of children with SEND.

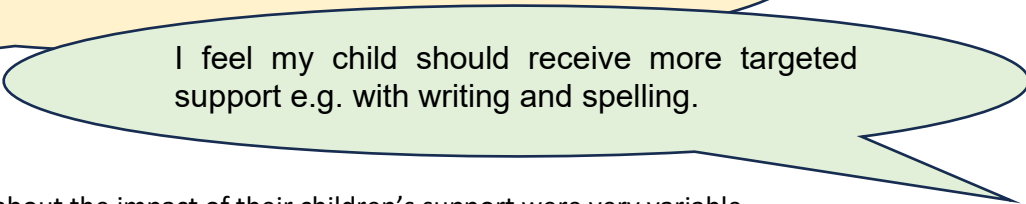
Question 14 asked:

“What is the impact on your child of the support they get at school?”

Some examples of parent carers’ responses:



She is coping well and feels able to manage



I feel my child should receive more targeted support e.g. with writing and spelling.

- Parents views about the impact of their children’s support were very variable
- They frequently had positive things to say, especially about progress, and also about emotional wellbeing of their children in response to the support that was in place.
- When commenting on things that weren’t working so well, some issues came up several times
 - Stretched resources – the new banding system was mentioned a few times
 - Children’s dependence on particular support staff – and the impact if that person was not available
 - Reliance on the families themselves to supplement support

See appendix 3 for the full responses to this question

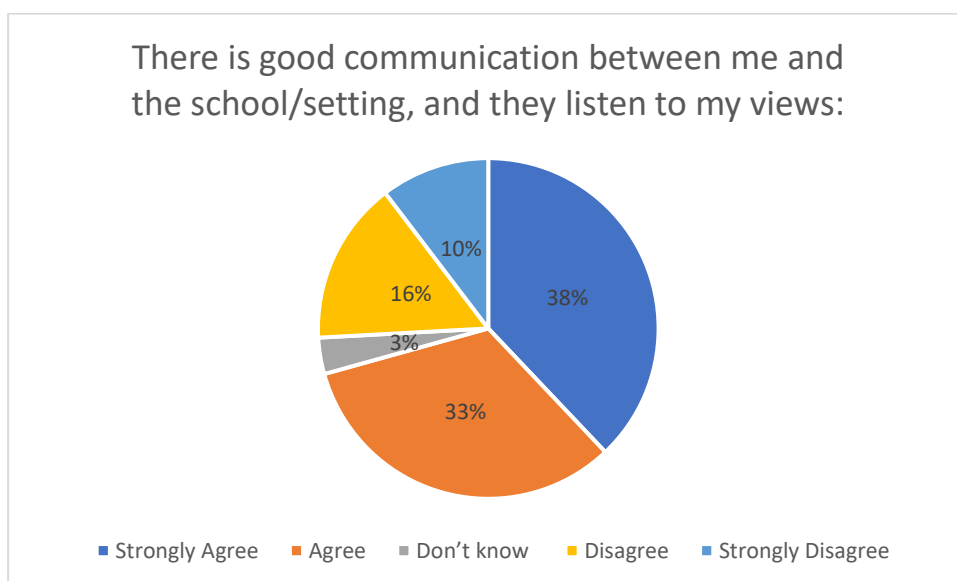
Communication with parents

The next three questions were about communication between home and school.

Question 15 : Respondents were asked to rate how far they agreed with the specific statement:

“There is good communication between me and the school/setting, and they listen to my views”

a. All respondents:

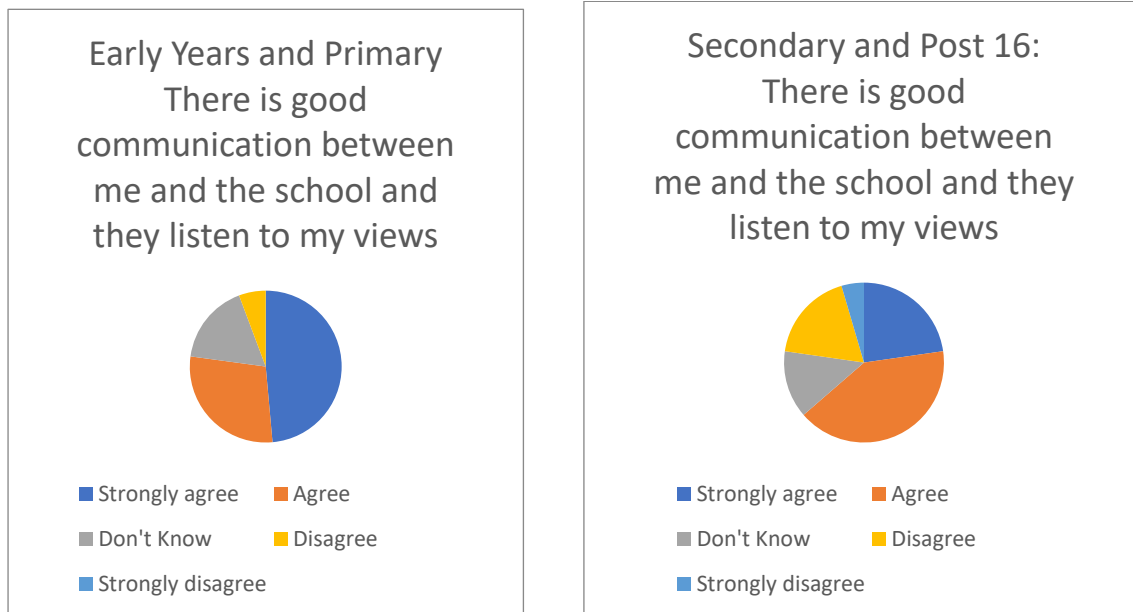


71% of all parent/carers who completed the survey felt communication was good, whereas 26% disagreed or strongly disagreed with the statement.

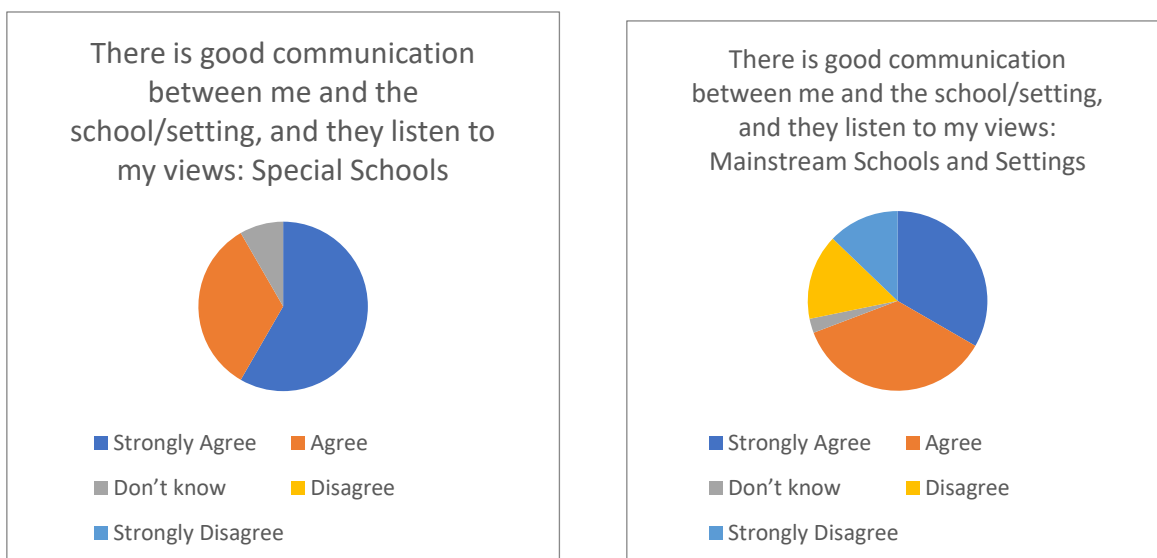
b. Parent/carer's experience of communication – by stage of education

When looking at the stage of education children and young people were attending, parent/carers of children in early years and primary settings were more frequently positive about communication, with 78% agreeing there was good communication, than those of parent/carers of secondary and college aged children, where 63% reported a positive experience of communication with the setting, as illustrated on the charts below.

A greater number of respondents overall reported a positive experience of communication than in last year's survey. However a significant minority still reported a poor experience. Again, the percentage of parents/carers reporting poorer experiences of communication increased as children got older, with 23% of parent/carers of early years and primary age children disagreeing or strongly disagreeing with the statement “there is good communication between me and the school/setting, and they listen to my views” increasing to 32% of parent/carers of secondary and post-16 aged young people.



c. Parent/carer's experience of communication – by type of school



Parent/carer's experience of communication was significantly better where their children/young people attended special school, with 91% reporting a positive experience, and just 2% of special school parent/carers whose experience of communication was negative.

For those parent/carers with children and young people at mainstream settings and schools, there was still a largely positive experience, with 69% reporting a favourable experience of communication. This is an improvement on last year's survey outcome. However, there remains a significant minority of families with children and young people in mainstream education - 28% - who disagree or strongly disagree with the statement.

Question 16:

Parents were asked: “Describe your experience of the communication between you and your child's school”

In summary

- Parent/carers experience of communication with their child’s school varied widely, with a majority of respondents reporting positive experiences. A significant minority did report negative experiences, reporting a lack of communication, and several cited schools that did not respond to emails or follow up on communication.
- As with the responses about support described above, parent/carers of children in special schools were more likely to report a positive experience of communication with their child’s school than those with children in mainstream settings
- Several respondents flagged that communication was not consistent, and was sometimes too reliant on particular individuals

Teachers are open and really listen to my views
and we collaborate well.

They take my advice seriously and when
there are problems they are resolved quickly
with feedback provided of the outcome.

We get just 10 minutes with the teacher at
parents evening despite being SEN parents

Non-existent – they just don’t answer me

Good communication with some of the teachers
and senior leadership teams

Question 17: Parents were asked to describe any examples of good practice from their schools

See appendix 6 for the full responses

Summary:

Parent carers cited a range of examples of good practice. A strong theme came through around relationships: where parent/carers trusted that the staff knew their child well, and understood and responded appropriately to their needs.

Some parent/carers mentioned specific interventions, including a “soft start” to the day, intensive interaction, specialist support for language and communication, and the OPAL play intervention.

Sample comments: parent/carers examples of good practice in schools

“My child’s teacher makes time for them to talk about their special interest - this small action is so important for building trust, for regulation, for feeling welcome at school”

“Being aware and teaching the other children about my child’s behaviour and communication”

“Knowing what triggers my child's sickness, being vigilant and understanding her needs”

Question 18:

Parents were asked: *What improvements (if any) you would like to see in how your child's school supports pupils with SEND and/or relates to parents/carers*

See appendix 7 for the full responses

In summary

- *Many parents/carers mentioned improved communication as a priority area – listening as well as responding.*
- *Flexibility of approach, understanding and adapting to individual needs was another theme that came through.*
- *As with last year's survey, teacher training and confidence in meeting children's different needs came up several times, as did adequate resourcing of schools.*
- *Parents/carers also picked up on the legal duties of schools and settings, and called for better understanding of and implementation of the Code of Practice, reviews and provision.*

Sample comments: suggestions for improvements schools/settings could make

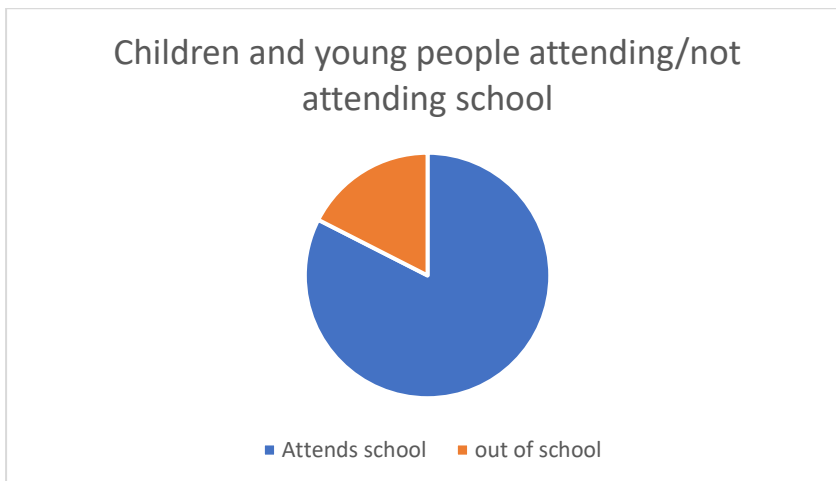
"Listen to us!! Don't patronise, and act on it...please!!!"

"Teacher training, especially neurodiversity and developing their understanding of behaviour as a form of communication."

"Follow statutory time frames for Annual Review, and treat section F provisions as obligatory not optional."

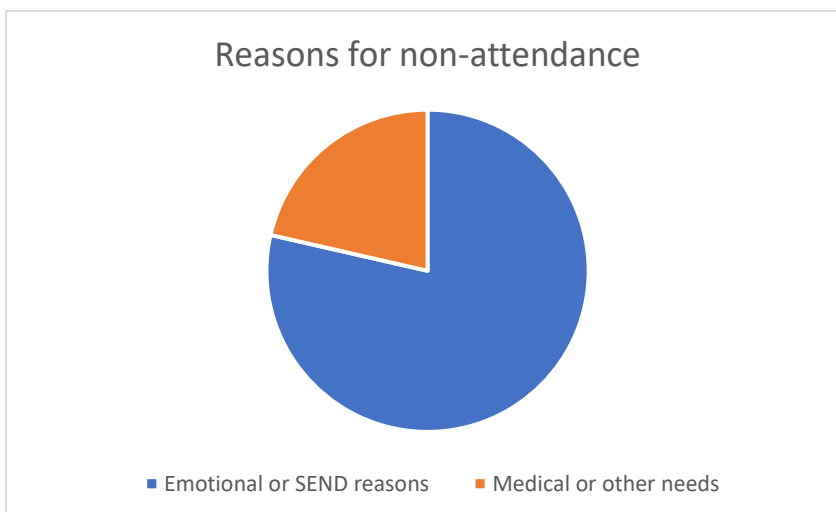
SECTION THREE – children attending/not attending school

In this year's survey, a significant number of children – 14 of the 80 responses, or 18%, were reported as not regularly attending a school or setting.

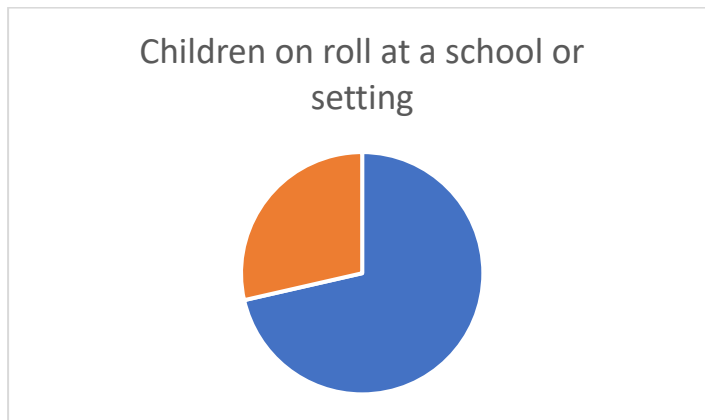


a. Reasons why children were not attending school

79% of children not attending school regularly were described as being out of school for emotional or SEND reasons, with the remaining 21% described as having medical or other needs. Every single child/young person of this group had autism or ADHD or both, and many families mentioned “autistic burnout” or “burnout” as a key factor in their child's non-attendance.

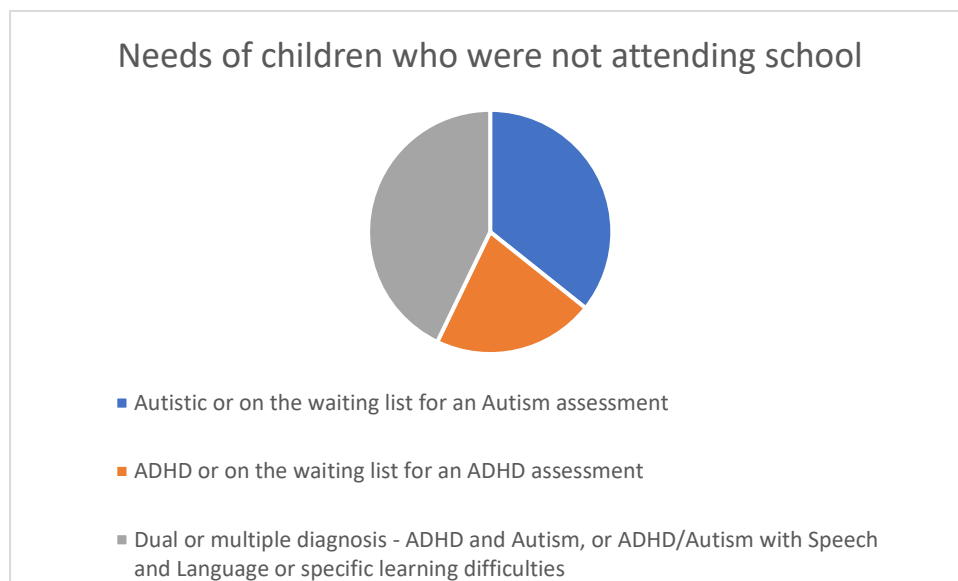


b. Children out of school who are registered on a school roll



If children are on the roll of a school or setting, the school retains responsibility for their education, even where they are not attending. In our survey, 71% of children out of school were registered on a school roll, with the remaining 29% unregistered.

c. Needs of children who were not in school



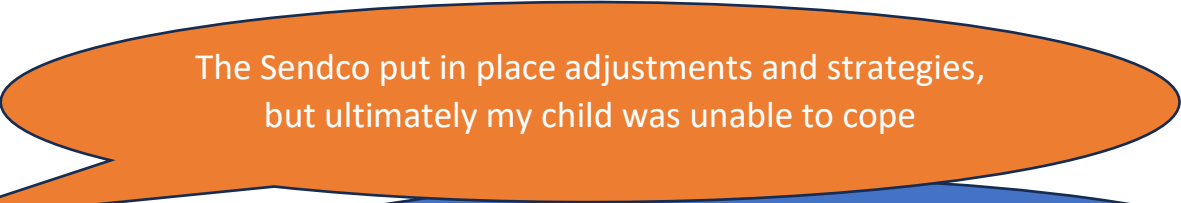
36% of children not in school were described as being autistic or on the waiting list for an autism assessment, or as being autistic with other additional needs. A further 21% were described as having ADHD, or waiting for an ADHD assessment. 43% had dual or multiple diagnoses. All of this latter group were described as being autistic or waiting for an autism assessment. This means that 100% of all the children who were out of school are autistic and/or have ADHD, or are waiting to be assessed for these conditions. Additional needs mentioned included Speech and Language needs, emotional or mental health needs, and specific learning disabilities.

- d. We asked parent/carers of children who were out of school to tell us about any support they have had.

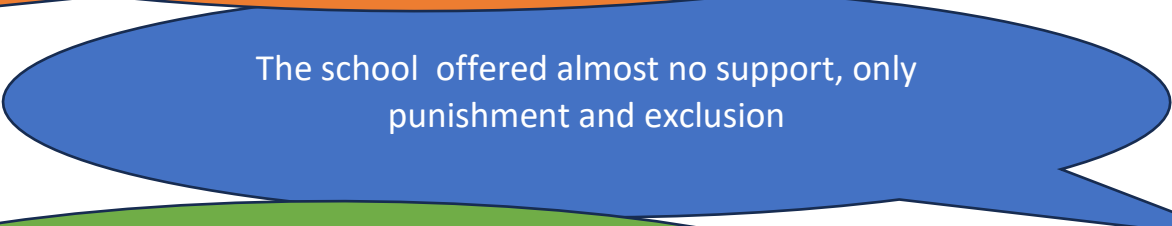
Summary:

- Parent/carers described long waits for support, whether from the school or other services such as CAMHS
- Some children had access to reduced timetables, but this wasn't always seen as flexible enough to meet the needs of children
- Several parents cited very little or no support, or the support not helping
- Parents who were supported expressed appreciation for the efforts made.


Sample comments:



The Sendco put in place adjustments and strategies,
but ultimately my child was unable to cope



The school offered almost no support, only
punishment and exclusion



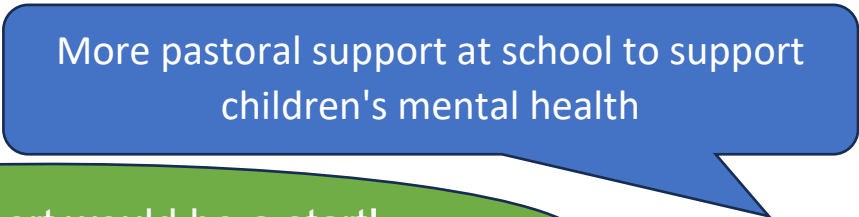
My daughter has been able to engage with
Haringey Learning Partnership, who have been
amazing

- e. Parent/carers gave suggestions and ideas about how support for children/young people out of school could be improved

Sample comments:



Early intervention and really listening to parents concerns



More pastoral support at school to support children's mental health

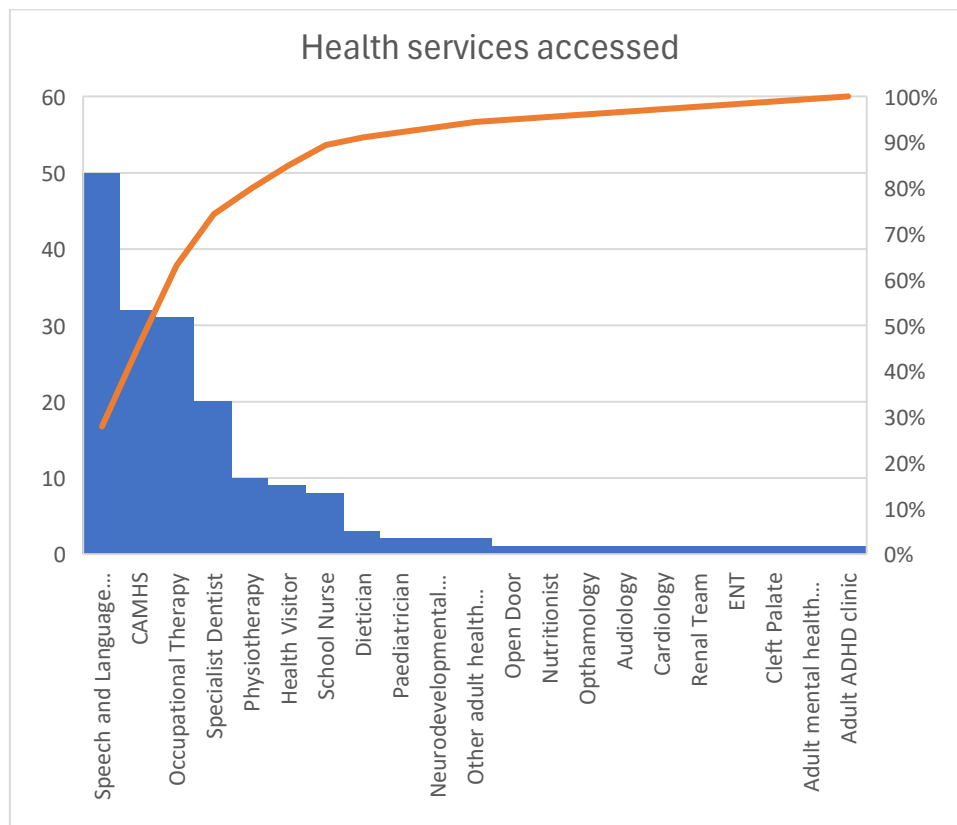


Having any support would be a start!

See Appendix 7 for full responses from parent/carers of children who are not in school

SECTION FOUR Responses to questions: Health Services

We asked our respondents which, if any, health services they had accessed



Children and young people had accessed a range of health provided services. Many had had several different services. We asked respondents to give feedback about the services their children had received.

Themes included:

- Long waiting lists and services quick to discharge – especially CAMHS and OT
- A sense that there is gatekeeping of some services, and that provision is led by available resources rather than children's needs
- Too much reliance on online workshops that didn't meet individual needs
- Praise for individual services
- Lack of support for families whose children/young people don't engage

Below is a small sample of parent/carers' comments about health services they had received:

The specialist dentist is absolutely fabulous!

At school was good but
adult services hit and miss

The OT and SLT services are incredibly
difficult to access.

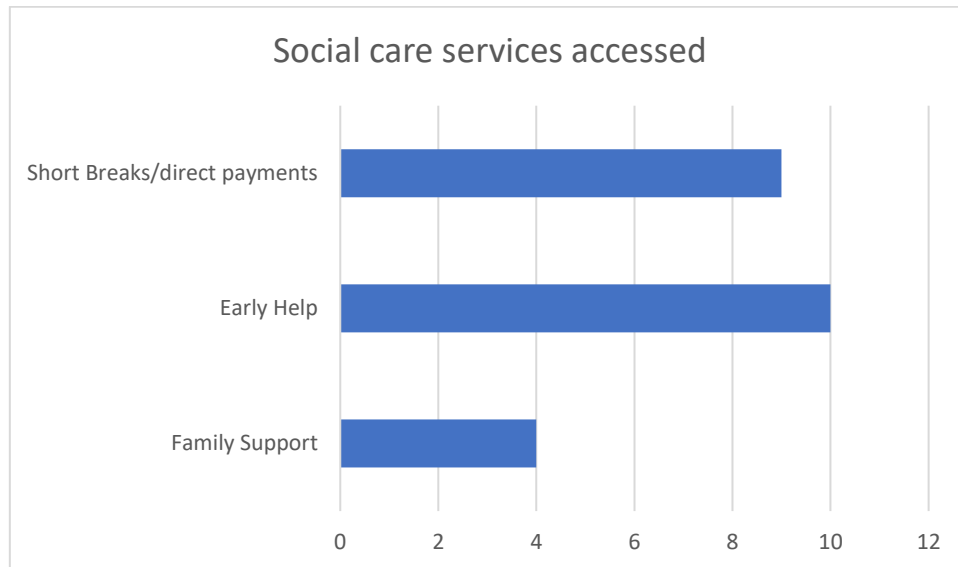
Speech and Language were unable to engage with
him, because he isn't attending an educational
establishment.

"They don't engage – we can't
help" attitude

See appendix 9 for the full responses

SECTION FIVE Responses to questions: Social Care Services

We asked our respondents which, if any, social care services they had accessed



The majority of respondents stated that they had not accessed any social care services. Of those that did, the most commonly accessed were Early Help and Short Breaks. We asked respondents to give feedback about the Social Care services their children had received. Many (but not all) of the comments were negative. Below is a summary and small sample of parent/carers' comments:

Themes included:

- Praise for some individuals and criticism of others
- Lack of information and knowledge about what services are available
- Inconsistence services, lack of follow up
- A sense that resources have to be battled for

We are very happy with Short Breaks at Markfield...it is great fun

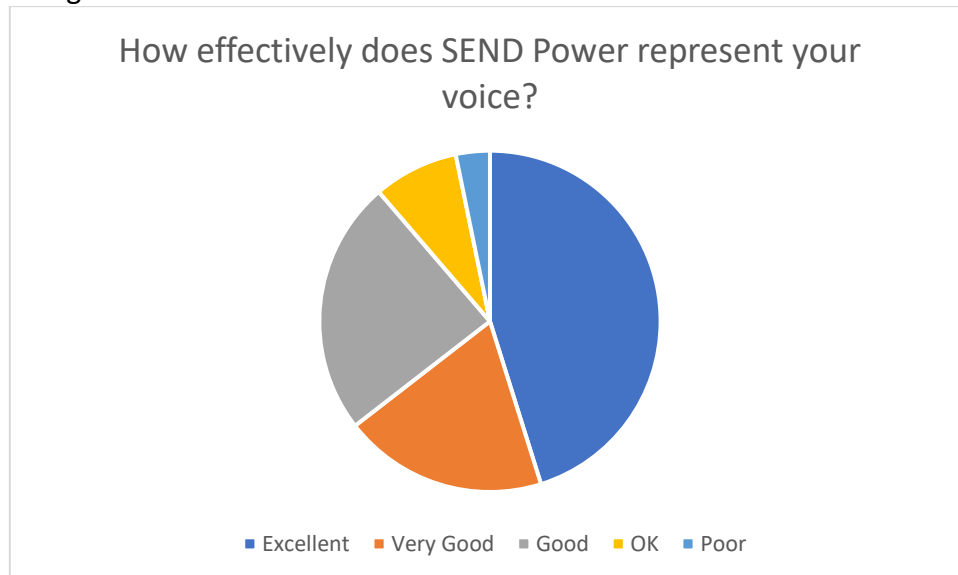
I don't know anything about these or how they work. I've never been told about any of this

no transparency in decision making

See appendix 10 for the full responses

SECTION SIX Views on SEND Power

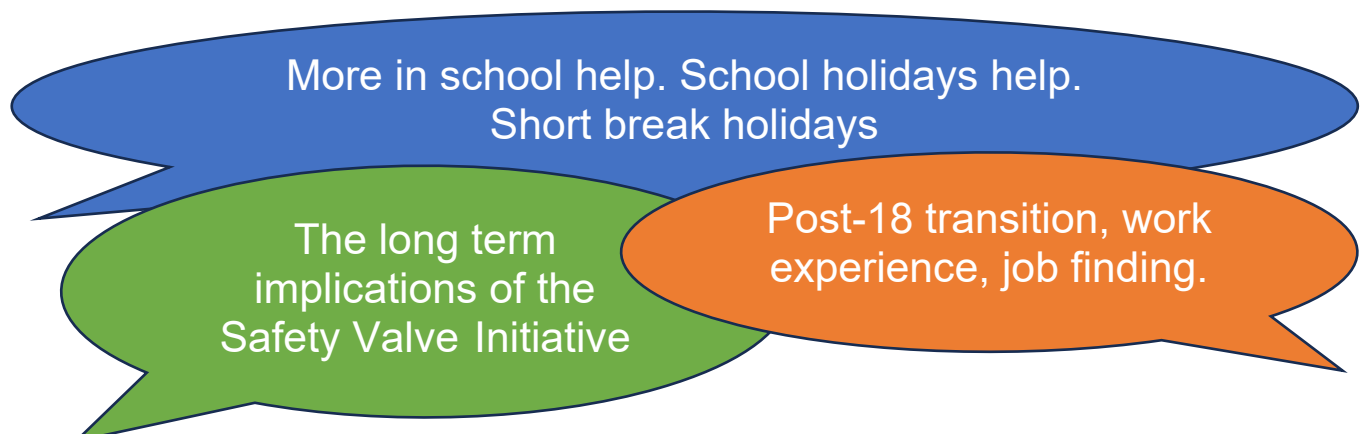
Finally, parent/carers were asked to rate SEND Power in terms of how well they feel the forum is representing their voice.



64% scored 4 or 5 - representing excellent or very good. A further 24% gave a score of 3 indicating that they feel SEND Power represents their views adequately well. 12% scored 1 or 2, not feeling that their voice is represented well.

We then asked what they felt the forum should be focussing on. Several parent/carers mentioned the Safety Valve programme. Others talked about activities for children and the whole family.

Sample suggestions for SEND Power to focus on:



See appendix 11 for the full responses

APPENDICES

- 1. list of questions**
- 2. full responses: educational support**
- 3. full responses: educational impact**
- 4. full responses: communication with school/setting**
- 5. full responses: good practice examples - education**
- 6. full responses: suggested improvements**
- 7. full responses: support for children out of school**
- 8. full responses: suggested improvements – children out of school**
- 9. full responses: health services**
- 10. full responses: social care services**

Appendix 1

List of questions

1	Does your child live in Haringey, attend a school in Haringey, or both?
2	Which school does your child attend? (Optional) We are asking this so that we can see if there are common themes in particular schools that could be shared to improve practice or share good practice.
3	Please indicate your child's age group. Early Years/Nursery/Primary School/Secondary School/16-25
4	Does your child have special educational needs and/or a disability (SEND)?
5	Please tick any boxes that apply to your child. Has ADHD/or on the waiting list for an ADHD assessment Autistic/or on the waiting list for an Autism assessment Has dyslexia, or dyspraxia, or dyscalculia, or dysgraphia Has emotional and/or behaviour support needs Has a Learning Disability Is Deaf or hard of hearing Is sight impaired
6	If you ticked above that your child has 'other additional needs' please state what special educational needs and/or disability your child has:
7	Does your child regularly attend school?

Section 2- education	
8	Does your child have an Education, Health & Care Plan (EHCP) issued by the Local Authority? Yes/No/Don't Know/An EHC needs assessment is currently being done by the Local Authority
9	If your child does not have an EHCP, do they have an SEN Support Plan? Yes/No/Don't Know
10	Support plans should be reviewed with parents every term for all children with SEND, and children with EHC Plans should have an annual review as well. Is your child's plan regularly reviewed? Yes/know/Don't Know
11	<u>Please tick the box that reflects your views: : (tick box options: strongly agree, agree, disagree, strongly disagree, don't know)</u> The school gives my child the right support that they need to reach their potential.
12	<u>Please tick the box that reflects your views: (tick box options as above):</u> The school is welcoming and inclusive of pupils with SEND.
13	Please describe your views about the support that is provided for your child at school:
14	What is the impact on your child of the support they get at school?
15	<u>Please tick the box that reflects your views: (tick box options as above):</u> There is good communication between me and the school, and they listen to my views.
16	Please describe your experience of the communication between you and your child's school:
17	Please describe any examples of good practice by school staff in relation to support for children with SEND:
18	Please state what improvement (if any) you would like to see in how your child's school supports pupils with SEND and/or relates to parents/carers:
Section 3- education (if they selected "no" to q 7)	
19	Is your child: Homeschooled (elective home education) Out of school for emotional or SEND reasons Out of school for medical reasons Other

20	Is your child registered with a school/on a school roll? Yes/No/Don't Know
21	Tell us about any support you have had and its impact
22	Do you have any ideas about how support could be improved?
Section 4 - Health	
23	Has your child accessed any of the following health services? (Please tick all boxes that apply) Speech and Language Therapy Occupational Therapy Physiotherapy CAMHS(Children and Adolescent Mental Health Services) Specialist Dental Services School Nurse Health Visitor Other My child has not accessed any health services
24	If you ticked "Other", please write the health service(s) here
25	Please give feedback about the health services your child has engaged with
Section 5 – Social Care	
26	Has your child accessed any of the following social care services? Short Breaks/Family Support/Early Help/ Other/ My child has not accessed any social care services
27	If you clicked "Other", please write the social care service(s) here
28	Please give feedback about the social care services your child has engaged with.
Section 6 – Parent Carer support	
29	Are you a member?
30	If yes, how well do you think the forum is representing your voice? Rate 1 (not at all) to 5 (very well)
31	If no, would you like to join?

32	Is there anything you think SEND Power should be focussing on?
Section 7 – if you wish to be sent a summary of the findings of the survey, please enter your name and email address below (optional)	
33	Name
34	Email

N.B. All parent/carer's responses in these appendices have been included, but some have been edited in order to remove identifying information including references to names of schools, staff or children, and specific incidents.

Appendix 2

Parents were asked to give their views about the support provided at school or setting – full responses

<i>Please describe your views about the support that is provided for your child at school</i>
LSA support given Monday-Thursday
Very supportive and with good teachers in place
Appropriate and inclusive
The school has made all reasonable adjustments and has included my child in both curricular and extra-curricular activities. The support is amazing.
My child is not in a school. It's a 1:1 tuition service. It is very flexible but doesn't meet needs of my child.
Good education and physical support is given
Not that great
Very pleased
Appalling, no support
This support started late in my opinion. I noticed and raised concerns but I was told that he was young and to wait to see if the interventions worked but I knew that he had needs and wanted him to receive EARLY intervention and not be rushed in the last year/term which is what exactly happened.
They are providing the right support for my child's needs at this moment
While there were regular review meetings over the years very little action followed, we receive a copy of the Send support plan now for the first time (after asking), while needs are identified correctly the goals and support seem very minimal. An Educational Psychologist did a report last year, but her recommendations were not put into place.
Schools don't have enough staff, funding or the right training to meet their children's needs.

Initially they did not recognise or believe us that my daughter has delayed development problem even after all the report from the hospital was shown to them. Very late in the reception years did they start giving separate few hours classes in a small group. She was not toilet trained and the school teacher dismissed her from school many times for having diarrhoea for 3 days – part of her medical condition. She enjoys the social interaction at school and cried all the way home.
They make sure he receives necessary support
Some EHCP provisions took 2 terms to get in place, so child only got 1 term of specified support in some areas. I have to remind staff of some of the content of EHCP so it gets followed. There has been 1 SEND plan review all year, and the Annual Review began 3 months after it was due to be completed. Teaching staff are well intentioned but overstretched - concerning in an undersubscribed school. One proposed resource we withdrew consent from because it was using an outdated framework that was very ableist (taught building friendship means eye contact, no fidgeting etc). Resources from section F were provided, but the child wasn't supported to use them, overlooking that 'out of sight means out of mind' for an ADHDee with attentional challenges.
Mainstream school which has SEN group of 9 children Monday to Friday from 8:45-12:00. HLTA in PM session. Uses sister SEN school for inclusion of phonics, cooking and drumming
Poor provisions due to lack of funding by Haringey. I feel Haringey EHCP team function very poorly with the child's best interest far down the list of priorities and penny pinching at the forefront
Outstanding
Specialist life for learning department
It is a specialist school for my sons SEND & SEMH so they are excellent with him since he only got there at 16 after years of school refusing and negotiation with Haringey SEND to get his needs properly met.
Poor, inadequate and inconsistent
Excellent school, highly collaborative with parents and caring staff
They listen and adapt their teaching to support my child
They understand him as a person and his needs
Has the support of LSA's everyday

He has a tutor that understands his needs this was cascaded to other teachers . The tutor checks in with my son regularly. His tutor communicates via email and phone calls to update me and we have parents meeting via zoom. The college has made a world of difference to my sons outlook about schooling, learning and having other kind students in his class.

They do offer support for my child however it is not a regular occurrence and a lot of the support is always initiated by me. I do feel there is a disconnect in communication about my daughter's progress which is quite upsetting as she does have additional needs and I do not want her to fall behind.

The school are trying to support my child to the best of their ability. They implement the EHCP and provide 1:1 support throughout most of the day. They are adapting the curriculum and trying to engage my child through their interests . The TAs who support him are excellent . My son is currently preferring to be outside the classroom which means he is not taught by a qualified teacher. He would benefit from some small group teaching with a qualified teacher. He is provided with regular movement breaks to meet his sensory needs and hyperactivity . Accommodations. are made re the behaviour policy and school uniform. The school lack understanding around emotional dysregulation and talk about children making choices and wanting to use punishment to prevent dysregulation. They would benefit from understanding dysregulated children aren't making choices and employing more trauma informed approaches. The school do listen to feedback and will seek support from the LAST team . The school offer my child a soft start to help him transition in the morning and allow me to flexi school one day every two weeks . They are learning to use less demand driven language with him and reduce demands and meet him where he is at. Generally we are pleased with the support provided and feel they do their best .

Words are too small to describe the nurturing and care my son gets at school.

Classes are small so the child is noticed by adults, the teachers are well educated and know how to respond to autistic kids. They go to lots of trips, parks , swimming some of the groups.

My daughter has been offered quite space, time out card and understanding

Lack of staff means they take the support from areas such as SEN to cover

Good, but need more termly communication/feedback to be able to elaborate

They gave my son fully support also welcome any support I requested from them

It's a shame that only vocational subjects are not available to my young person as their academic level is not high enough

Support is provided for her mental health. This year they have been offered counselling at school. Accommodations are made for the ADHD through some movement breaks and some allowance of moving around the classroom. She has a soft start in the Morning and a TA meets us and we can have some time in a quiet room whilst she settles herself for the day. School after initially saying no allow flexi schooling (every other Friday at home). A laptop has been provided but it doesn't work and my child is yet to be able to use it . No support is being given to support handwriting or writing skills.
Excellent support. Life changing
Very satisfied
Amazing, non-Haringey school
Don't get me wrong, super supportive nursery... to a degree, your child needs to meet the "clearly has special needs" box... but even then they are very sneaky because my child didn't go on any trips at all during his time there and when I asked about it as I saw his class leaving for a trip I was informed of the next one. I said no problem I could meet them there... having disabilities doesn't mean we can't do those things... but later I was told that the SENCO is sorting a trip out for specifically just the Sen children... we went, it was a soft play, it was nice... I re-asked about the science museum at a later date and I was told I was 'mistaken' that the soft play happened instead... and that the SM trip had passed..... soooo all inclusive and they can be great but then they also don't invite Sen children on their termly trips. I feel my children have been so so so let down, neither have an EHCP because they 'aren't allowed it' yet the SEN panel reviewed my youngest and recommended one is applied for him? What on earth makes anyone want anything less for my children so aren't completely honest with me or outright lies about things is beyond me!
Other than SALT interventions four times a year, I have no insight of how or if my child is supported at school. I rely on anecdotal evidence
All support listed in the EHCP is in place and the school welcomes a collaborative approach where I share things that work and they apply that too. So for instance 1:1 support, group sessions to work on socialising, speech and language, they are also aware of the goals that my child is to hit by a certain point and his education is planned to ensure those goals are planned into the learning.
Excellent support, approachable staff
Lack of support and staff. Staff training in SEN area of ASC and ADHD
Teacher and support staff are great but there is a lack of support when it comes to socialising, clubs and limited courses for kids with SEN. No drama for example.
Exceptional inclusion and a high rate of students with EHCPs mean that the other students are more used to mixing and including everyone.

Since the council has cut funding, extra support is given by the school. If I go in there and ask about something, the head or pastoral care usually grant the request but this is partly because they know my child and he has been there for 7 years.

Speech and Language needs to be improved.

The TA is the only person interested in educating my son. The teacher plays little to no role and the SENCO is a disgrace. My son went an entire year at school with the SENCO refusing to provide him any reasonable adjustments to support his phonics and reading levels - despite repeated requests.

The SENCO never once provided information for support with an autism diagnosis - and failed to bring in an OT to support my son. The school as a whole and in particular the senior leadership team do not understand autism at all.

The school has a trauma-informed and specialist approach for creating a supportive learning environment for children with learning difficulties. Caring and highly trained staff, SaLT, OT, psychology in house

The (special) school try very hard to navigate the impossible balance of budget cuts and providing the service the families deserve. I have a good relationship with the staff and can go to them when I am unhappy and I feel they consistently respond well. The support at the paired mainstream school is not as good and I am very grateful that I can always go through the special school. The mainstream school do not respond to emails and have not listened to feedback about being more deaf aware and inclusive.

Occasionally working in small groups

He's coping and attending but realistically post 16 support is poor in mainstream settings

The school are very supportive of my child's needs and always look for alternative ways to support when difficulties arise.

The school has been an amazing support to both my child and my family.

She gets to work in smaller groups, sit in the front of the class, less words to learn as homework, more time to do her tests, work on a laptop when doing creative writing

Comprehensive, inclusive and in depth

Good assistance with transition to secondary school and communication of needs to teachers. Allowance made for formal exams. This relates to child in year 7 with ASD. Year 9 child completed

first stage of ADHD assessment and advised has ADHD but now waiting to complete stage 2 of diagnosis process. Good help in getting to this stage but no adjustments made yet for exams or understanding of organisation and behaviour.

Great

He gets support but I believe he needs so much more. Especially one to one and the school is not providing that.

Amazing, they have been very welcoming and always include us in our child's progression. Honestly couldn't of asked or wished for a better start

The staff are very supportive and know my child well.

It is unclear what support my son gets in school and in specific classes. Intervention groups have only recently been clearly planned for but no feedback Communication is poor from school as information is not meaningful or updated regularly. No responses to emails. Poor follow up with pastoral care, just a cut and paste from Sims and no analyses or follow up about behaviour points

A time out of class playing outside with a mentor

Appendix 3

Parents were asked about the impact of the support their child gets at school - full responses

<i>What is the impact on your child of the support they get at school</i>
More confident and regulated as they work, hard to meet their need
She is happy and learning
We are at the start of the journey it's my sons first year at specialist school
She is coping well and feels able to manage
My son receives specific assistance in tasks that he has to complete
My child is looked after and learning in a way that suits them
Am seeing changes
The quality of teaching varies, and I need to pay for private tutors to avoid my child falling behind and realising her full potential.
He likes going to college he is happy when there and he enjoys the course.
Be able to communicate more and tailor to individual need
My child is about to turn 5 and is reading (working at just slightly under where he should be) for us that is major. We have also noticed that he can now socialise more, he no longer goes off to hide if there are large groups of people. The rest of his learning is again just slightly under compared to peers who have not had a tough time since birth.
His TA again is the only one who truly supports him. When she is not available the impact on my son can be very detrimental. He completely shuts down or becomes very upset.
Finds school difficult
My child seems to be happy enough at school. The same class teacher was kept to support my child from yr 5 to yr 6 as the teacher knew him well and they got on well. He is doing reasonably well and they are currently supporting the best they can to prepare for SATS exams

My child could not cope in mainstream school so having his specialist needs met and such personal work accomplished with his SEMH has been paramount. It makes me realise how unbelievably broken the education system is, especially for SEND and SEMH kids.
It helps support her emotional wellbeing as well as her learning. She is happy to go to school and her adjustments help her
Bored because they can only study maths and English
Don't want to go in, tears at home, no friends.
Little from the TA as he has a 1 to 1 ABA tutor with him who is absolutely essential.
I am not sure
Has increased his confidence and self-esteem and willingness to attend school
I feel my child should receive more targeted support e.g. with writing and spelling.
For ASD child essential for their navigation of school life. Awaiting ADHD support .
Ok
Positive change in development and behaviour.
He is making better progress but I feel that the targets could have been better and SMARTer
My child is learning but at a slow pace for his age
She is thriving
It needs to be more support but can't due to banding. Child needs SEN school but only band F. Has anxiety, extremely delayed with learning due to global development delay. Relationships with peers not progressing due to never in mainstream class
He's very depressed
He is able to attend, is learning (!) and forming social relations with children and staff.

My children are happy at school because of the support they and I get from their special school. They are frustrated by some of the support (lack of) from the paired mainstream school.
Not noticed any impact in school. Private tutoring provide more impact
He's attending
Has increased his confidence and self-esteem and willingness to attend school
My child is looked after and learning in a way that suits them
It comes down to the teacher I find, and this year she has had an excellent teacher, which means, my daughter has excelled overall in school. She also don't mind going to school this year as opposed to when she went to y4 and y3
She happy, thriving and learning
For ASD child essential for their navigation of school life. Awaiting ADHD support
Thriving happy safe
My child is learning but at a slow pace for his age
The impact is clear on his progression and learning new things
They are happy at school.
Beginning to start touch typing, more confident in Maths
Not much needs more
Emotional regulations are getting worse, she is developing anxiety and depression. she's tearful and can quickly become aggressive. She talks constantly about losing her temper at school. I have discussed this with the school on many occasions but as she is a passive child they don't seem to listen and feed me what I want to hear.
My children are happy at school because of the support they and I get from (their special school). They are frustrated by some of the support (lack of) from (the linked mainstream school).
She happy, thriving and learning
Making very good progress and feeling/being included and part of the school community.

It's not really impacting however mentors that come are supportive
Making very good progress and feeling/being included and part of the school community.
The school think because the child is compliant and appears fine that they have done what they need to - the child still comes home overwhelmed, often confused by staff assuring certain provisions that don't materialise, and it reduces capacity for the things they want to do like play more sports or see friends. It is the end of term and plans have had to be cancelled so the child can lie in bed to recover from the end of term - a time when there was little to no communication of all the changes in usual activities, which was so overwhelming. The child is not reaching their academic potential, but because it is higher than some other students they are fine with it. We can tell the days the child has not had their (provision F) movement breaks as it directly affects their sleep and regulation after school.
He's attending
There are changes
Confidence to communicate
When adult support available it is good
They are less anxious and able to learn with additional one to one support at their own pace
They don't really get support in the way he needs so his mental health has declined as have his grades.
I don't know
My son has just completed year 7 and really enjoyed it.
The impact is clear on his progression and learning new things
We have been issued an EHCP with NO funding! Therefore my child receives nothing.
Less absence from school due to support
Thriving happy safe
My girl was initially very difficult and frustrated
See the progress being made
Amazing progress
More regulated, growing in confidence to communicate verbally
Calmer, progressing
My child has specific complex needs. He isn't aware socially, he wouldn't understand that others go on trips whilst he stayed in the nursery, perhaps he noticed his keyworker not being there but my understanding is that he is excited

and happy over the little things, things he takes interest in, from my perspective it wouldn't have negatively impacted him. I still think it's severely wrong of them (not to include him on the trips) but I like to try and think it didn't affect my child

Other than that he's made steady progress.

He is able to attend, is learning (!) and forming social relations with children and staff.

More regulated, growing in confidence to communicate verbally

Appendix 4

Parents were asked about their experience of communication at their child's school – full responses

<i>Please describe your experience of the communication between you and your child's school</i>
Good daily communication via book, weekly or fortnightly call to catch up. communicate well efficiently with changes respond to emails promptly I am not sure if this is down to teacher, the child being in reception or will be maintained throughout the school years as he moves up, hopefully!
Excellent, weekly emails, termly meetings with the class teacher and all therapists, SALT, OT and counsellor.
Excellent
I receive replies promptly
Email replies not received in a timely manner at times
They always respond quickly and as I drop off and pick up my child I often get to speak to their teacher about how they are doing. On top of this they have regular parent meetings.
Very good, I can book appointment them at any time
I have the feeling that the SEND staff are doing what they can, but they have limited resources.
Excellent
I have experienced very good communication between myself, my child and the school
They take my advice seriously and when there are problems they are resolved quickly with feedback provided of the outcome. I share strategies that work at home which they also take on board.

School repeatedly ignore emails and do not answer specific questions. We get 10 minutes with the teacher at parents evening despite being Sen parents. We never get asked for our opinions on IEPs - they never discuss transitions with us from year to year. We are barely allowed to speak to the TA at the gate after school. They are a disgrace at communicating with all parents especially SEN parents.

Awful

Communication has broken down caused by changes in staff

It's very intimate I talk to the staff weekly.

We have always have good communication with the teachers. It takes a while to adjust to a new teacher for my child, so the first term is always hard - but the teachers make a great effort

Communication with individual teachers is good but on the whole communication is poor

Communication is there but practically there is no support. It's a pain the parent off.

Nothing written by teachers for the Annual Review. Head of SEN difficult to meet / speak to.

There is a lack of communication, i did insist on a communication book which is very basic and give a task each week

I am continually in contact via phone and email with the school SENCO team. If there is an issue at school they inform me straight away and support my child

Communication with Senco and class teacher is good, both have a good understanding of SEND and are very approachable.

Good SENCO and year 7 tutor communication.

Emails sent usually replied to within 24hrs

I speak with my child teacher every day. We communicate also via dojo app and when I raise any concerns need any help with certain challenges and I email Deputy HT for provisions these are addressed almost immediately.

Strained with SENCO in the beginning and felt distrustful but beginning to feel better but much prefer speaking to key person

Non-existent. I asked for a communication book about my child's day just quick short paragraphs and I was told I don't have time for that I asked for weekly the teacher said the same thing.
Good. Fighting case together but Haringey are awful
They just don't answer me
It's been either email with the SEND coordinator or the teacher emailing or on the phone.
There is good communication with the deputy Sendco and form tutor but poor from teachers, pastoral care, link and key worker. When there is communication it is very general and not specific to my child and how to move him on. Often we do not receive replies to emails about trips, work and concerns about behaviour.
Good communication with some of the teachers and senior leadership teams.
Termly send meeting with class teacher and SENCO. We have senco's email and she is very responsive to emails . When there are issues head and deputy head will contact us . Sometimes they phone and sometimes they offer a meeting. The class teacher can be emailed through the office but she often does not respond. The Senco does listen and open to hearing our ideas and working with us .
Amazing
We meet with the teacher and head of SEN to discuss my plan but No other communication unless we contact the school.
This is generally good. The senco is excellent and very responsive . She listens and tries to incorporate our views and knowledge about our son . She is creative and will try new things. The deputy head and head teacher Are also responsive and will respond to emails and also meet face to face or speak on the phone if needed . They will listen to what we have to say as parents and compromise .
Teachers are open and really listen to my views and we collaborate well.
They are always saying that they are dealing with it
Requesting meetings is done within weeks but as for action to those meetings it is non existent as they do not have the staff to carry out half of what they say they will do.
The communication at the special school is good. The communication from the linked mainstream school is non-existent.
They email every Friday. Call if there's any issues. Send loads of pictures. Termly planning meetings.

Really good communication and if there's any issue, I have quick replies and the school sorts it out quickly.
There is a home-school communication book which is very helpful.
School ask unnecessary questions that seem judgemental - like who applied for the EHCP in your last school, you or staff? Did this report come from the NHS or did you get your own privately? I will remind SENDCO / staff teachers about certain provisions in section F that have to be sorted like child allowed to use fidgets, then other staff members will tell the child off for using fidgets, it is very confusing for the child. I have been called in by the Head and asked to send less emails to school - which I said I would once provision was in place and I didn't need to keep asking for it. We have had in person meetings agreeing to a format for how a certain provision would be delivered - then months later I learn it happened once and not again. The SENDCO likes to respond to my emails with a 'quick call for ease' - I would prefer written responses to written requests for a paper trail if needed. Some important communication is overly informal - like an invite to the Annual Review was pitched as 'come in for a chat about your son', I clarified if it meant the actual AR, and had to remind them of statutory time frames that meant we need more than 2 weeks notice so can gather reports - I was told 'we can do it the proper way if you really prefer to be formal about it'. I then saw emails to the professionals that casually asked if they wanted to send any updated info by the AR date, rather than requesting the Haringey provided forms be filled out by 2 weeks before the meeting to be circulated. Despite emails coming for either email address and signed by us both, the school only ever reply to 'mum', or call me and never the father - it seems possibly sexist? Certainly odd to reply to me if the father sent the message.
Mainly emails.
Good
the school always helpful and listening
Teachers now respond to emails
They are excellent and have made changes based on feedback of my daughter and myself
Good from pastoral and most teachers, poor general and admin communication
Very good. Tutor and SEND team respond promptly to emails.
Not great
Amazing
I email, they respond. I request a meeting, they facilitate this.

Phone calls, home school book provide good communication
Great, use book to write about day, phone call regularly use app
Initially very poor but now has quite markedly improved
Has a home school book as well as feed back from staff each day
Outstanding
Approachable and reachable staff
Good
Good at times, awful at other times. Looked down on me so I don't think they fully would take me seriously when I spoke of either of my children's needs. The Senco had even questioned why one of my children had been diagnosed with being autistic due to 'he is sociable' Yeah we tend to be, we aren't great at it though... lord it was rough hearing that come from the Senco.
Weekly newsletters, half-termly updates, instant response to any questions, monthly parent support sessions, annual review

Appendix 5

Parents were asked to describe any examples of good practice in relation to support at school – full responses

Please describe any examples of good practice by school staff in relation to support for children with SEND

They understand my child needs, communicate well with me (parent) and are transparent and honest with capacity and what going well what is not. Most importable they are flexible to adjust things to meet individual child's need regularly

I don't really understand this question as all practice at (special school name) is good practice

Caring, adaptive to unique needs of child, accommodating to extra measures my son needs such as a delayed start time

Just being listened to and understood, the school are very caring

My son stated specific LSA's calm him when he is feeling anxious

Too many to list!

So caring

Calls from the biology teacher when my child did particularly well in an exam.

Open communication with tutors

Afterschool club - explore different ways for my son to be aware of socialising after school with child who is older and etc ! As my child do sometime need the support and an adult 1:1

Massive presence of staff who provide the 1:1 support. SEND/learning assistants I hope are highly valued as you can see how well adored they are by the children they work with. What's visible is how well they know the child they are working with.

What's also good is support staff are rotated meaning a child does not get used to just one support staff. The child can receive support from another person if needed.

<p>SEND specific trip (first one this year)</p> <p>1:1 catch-up (if my son has missed a phonics session, his 1:1 will recall missed work with him when he is in a better state of mind.)</p> <p>My child is currently half way through toilet training and school has also been supportive of that. I have also noticed the level of care that goes into changing his nappy.</p>
<p>The Pastoral support manager has been excellent</p>
<p>Good practice was when my child's had his 1-1 and IEPs was up to date and the communication from all staff was faultless, change of staff, no 1-1 or staff not fully understanding my child led to non-communication with key staff in school</p>
<p>Very 1-1. When my son went to state school intermittently his school,(school name) tried to help, as always it was down to one great young SEND staff member who went above and beyond for my son. However before she arrived the pastoral care in state was strained and limited.</p>
<p>Understanding of individual needs, communication with parents etc</p>
<p>Best practice comes from the Class Teacher - He has been a mountain of support</p>
<p>Total inclusion at lunch times, encouraging socialising with all students</p>
<p>They are kind and welcoming</p>
<p>Class teacher told the child off for chewing pencils but after learning about him being autistic, she immediately understood and tried to find other solutions.</p>
<p>Good response to emails, proactive with exam assistance, help to link with other teachers to assist child in lessons. Good at checking in at end of first term with student's progress.</p>
<p>Increased support from lang and communication specialist</p>
<p>There is only one teacher that gives my child one to one when she can and she is very helpful when it comes to speech and communication and potty training</p>

Very child focused
Can't fault any staff
NONE
(school name) is doing OPAL (Outdoor Play and Learning programme) during break time, and for my daughter that has been fantastic as she loves to play and do gymnastics, my daughter learn through movement. I'm so happy with OPAL play
Improvement of intervention groups starting last term
Senior leadership team and team leaders listen to parents and try and address any issues that have arisen.
The Senco is excellent and I think does her best within the constraints of the schools budget and offer . The TA who does the soft start is excellent and keeps an eye out for my daughter when she is with the class.
How accommodating the school is for my son's needs, he had his own desk at the beginning of the year when he wasn't ready for carpet time.
I can't give an example
The Senco goes above and beyond. She knows our child very well and had an open door support for him when he is upset . She has really tried to introduce ideas that meet his needs . She has introduced low demand strategies and tried his TA's to use declarative language. The school are offering two extra sessions Of football training to support my child's Interests. They are understanding better how to support change at school and learning . My child TA's are excellent and engage him well.
Generally good understanding and adaptations for her individual needs
My oldest daughter attends a Hackney secondary school with an excellent SEN dept, which gives good communication, carry's out reviews on time.
There's not examples, it's just how the school is.
My child is included in school concerts even though he can't sing or perform, they always find a way. He does the lighting and sound for example.

He has a school laptop to use at school as cannot hand write legibly. The school found an excellent course at college for him after school.
Flexible. Supportive
They know him well and do their best to meet his needs.
Teacher makes time for child to talk about their special interest - this small action is so important for building trust, for regulation, for feeling welcome at school. Head of the targeted provision for SEND children is amazing and really cares, treating each learner as individuals. Teacher does a good printed timetable for external trips.
Good
The school staff are very good team and communicate well within the team therefore, my child receive a good support from them
My child was concerned he was not being supported. Contacted the school and they went through everything with us.
Therapy dog introduced this year has really helped my child. Calms her when anxious and she speaks to him when she feels stressed. She has access to the Senco at various points in the day when she needs comfort . Sitting at the front next to the teacher helps her focus
(teacher's name) was very supportive, called me at home and expressed concern or emailed me asking how he could help.
The school are happy to bring Haringey LAST team into discussions
Being aware and teaching the other children about my child's behaviour and communication
Encouraging, supportive, inclusive
Knowing what triggers my child's sickness, being vigilant and understanding her needs
Regular check in, feedback always welcome call email respond quickly
Now taking my child to the toilet on regular intervals
Understand the child and needs therefore plans for the child

Going above and beyond with support
Nurturing school, experienced and knowledgeable staff
Inclusive, they have a structure, kind and considerate to the child, they are v v v aware of child's needs eg they would not leave a child waiting in reception for more than a minute
My child's key worker knew was intensive interaction was... which was good, dunno how much they practiced it with him though
Restorative justice, immense kindness and humour, understanding staff with lived experience, school-cooked meals, flexibility to accommodate children's needs, high pupil to staff ratio (13 per class with 1 teacher and 2-3 TAs, highly trained and kind teachers and TAs

Appendix 6

Parents were asked what improvements they would like to see in how their school supports pupils with SEND – full responses

<i>Please state what improvements (if any) you would like to see in how your child's school supports pupils with SEND and/or relates to parents/carers</i>
No improvement needed
Nothing it's great
Less desk bound and more opportunities to visit areas locally
I want to see good improvement in him before he starts secondary
More access to SALT and educational psychologists. More targeted support for students with autism.
Dates of termly review and annual review meetings to be shared at the start of the year. I have had one review meeting since December. We are now in the final term...
<p>Implement a system for regular updates, such as weekly or bi-weekly emails or a digital communication platform. This would help keep parents informed and engaged with their child's education.</p> <p>Establish a clear protocol for responding to parent inquiries, including specific timeframes within which parents should expect a response. Consider designating a liaison or point of contact for SEN families other than the SENCO. It could even be a parent liaison or a deputy SENCO.</p> <p>Provide regular training and professional development for staff on autism and other SEN conditions. This will enhance their ability to communicate effectively with parents and provide appropriate support to their children.</p> <p>Ensure that IEP meetings are scheduled at times that are convenient for parents and that their input is actively sought and valued. Offer alternative ways to participate, such as virtual meetings, if needed.</p> <p>Use multiple communication methods and ensure that information is available in different formats (e.g., translated documents, audio recordings) to accommodate diverse needs. Provide additional methods of communication for SEN parents.</p> <p>Establish a feedback system where parents can share their experiences and suggestions for improvement. Regularly review this feedback to make necessary adjustments to communication practices.</p>
Better systems, teacher education on send, supply teachers to be given lists of send kids and plans
More communication, more updates on my child's progress at school

Our school is specialist so they could teach Haringey schools a thing or two about SEND. I don't think Haringey schools are best practice on SEND or SEMH. I see so many kids at the premiere schools out of the system and lost.
More budget for SEND support
There is too much "Velcro" support and not enough thought going into how to support young people with SEND to be more independent
More staff, staff training, putting in practical solutions, smaller class sizes, TA's back in schools.
Better communication
More dialogue, so important to keep parents informed
More extensive training for all staff to support children with additional needs.
Child seems to get support that is easily available, but not the support that they would need to reach full potential. I feel that the aim should be higher. It might be what they can realistically offer, but it doesn't seem to be enough.
Standard ADHD assistance for exams.
More options of learning in the community not just desk bound for 7 hours a day
Listen to us!! No-one is trying to make their child have needs but if I see concerns listen, don't patronise and act on it...please!!!
More teachers that are trained in SEND and not just taking in more children without the knowledge to look after them. Staff helping parents with information about how to get more help with SEND outside of school so they don't feel helpless and relying on the school
Provide what's in my child's Ehc plan
I wish all teachers were more educated when it comes to dyslexia. It has happened a couple of years ago that the class had to write as punishment, for my daughter that was extremely difficult and exhausting as she also has problem with her eyes and focusing, she was exhausted. It was the same punishment for the whole class even if it was only one child that maybe done something wrong and it was not my daughter, as

I asked. I also once asked if my daughter could see the school counsellor and was told no, because they are full, they said they could put me in the list but probably was not going to be able to see the counsellor. Luckily the teacher was very good and reassured us

Teachers training

I think more specific support for the dysgraphia. Support to aid concentration in lessons and to ensure she has not missed vital parts of the teaching . Movement break when she needs them not just between lessons. Handwriting and writing intervention. A working laptop.

By making sure that the parents assess their child in order for the school to accommodate the needs of the child.

Generally becoming a more neuro affirmative school.

Developing their understanding of behaviour as a form of communication.

Understanding punishment is not the most effective form of behaviour change and that boundaries can be established without the use of punishment.

To develop their skills in assessing underlying triggers and meaning of behaviour.

To complete a better transition between each school year to ensure what is working well carries over into the next year.

To be more proactive vs reactive .

I would like to see more social activities and integration with mainstream, peer support and a wider variety of courses i.e. arts/drama for those with SEN

More one to one education to bring him up to the national level

Have staff trained in SEN or at least those who work directly with SEN Children.

Don't use those staff to cover other areas due to lack of staffing in the school. It is not fair for the child or the parents, particularly those with ECHP.

(Name of school) to reply to emails.

The Borough does not have an education provision that meets my child's needs

Follow statutory time frames for Annual Review and treat section F (part of the EHC Plan that sets out provision) provisions as obligatory not optional.

Believe parents when they say their child isn't ok after school.

Stop gatekeeping support (many parents have been misadvised that an EHCP isn't needed so don't apply), or told it is bad behaviour rather than requires neurodevelopmental assessment, slowing down access to support.

Better training for staff in Neurodiversity.

Termly SEND plan meetings.

Termly targets and reviews

We should all support him

It would be better that my child can receive more opportunities for the one to one sessions from SEND teacher

Annual report on progress

Maybe more one to one when she is struggling

More staff, funding and correct training..

By making more children and adults of every disability if possible

More funding from the local authority!

More activities to cater for her needs

The school should listen to the parents instead of doubting them

Case worker for school keeps changing which has meant my child's EHCP was not updated for a significant amount of time.

Don't lie about things- try to help parents even if it's more work for you- just apply for the EHCP ...

Better communication in terms of school events

Response to parents' support and social initiatives

More after-school clubs for sport

Appendix 7

Parent/carers of children not regularly attending school were asked to give feedback on any support they have had and its impact

<i>Tell us about any support you have had and its impact</i>
I send emails to the SENCo for work. The School does provide a designated admin person to provide work when a student is temporarily excluded but not for pupils who have EBSA and/or looking to transition to another school or service.
At (school name) there were many failings of care for our daughter, they offered almost no support only punishment and exclusion. They did not do any plan do review cycles, and also did not put our daughter on the send register for 6 months following diagnosis, and she had been presenting with need for more than a year before this too. Our requests were just for a quiet space, reduced time table to be longer than their 2 week limit, teachers who work with her to understand a bit about her and how to best communicate with her, for teachers to provide clear instructions, for teachers to try to not shout at our daughter. Sadly due to the lack of support she was suffering with mental health, self-harm and suicidal ideation. This led to her being medically signed off school, and then receiving support from Haringey Learning Partnership. This has been pretty good, but sadly due to trauma from (school name) and also loss of education she is still struggling to fully meet her education potential. The lack of support from (school name) has been catastrophic for our daughter's education. She should be achieving 7-9s in her GCSE's and have lots of opportunities for 6th form but we are not sure if she will get many or any GCSE's. It is really heartbreaking.
Our child is on roll at school but has not attended the school for over 15 months. Our child attends alternative provision provided by Haringey Learning Partnership. Our child received very little support at school.
Reduced timetable from school and Google Classroom work sent
No support from schools, no support from any outside services, it's been horrible trying to do this on my own.
Sendco has been amazing. She put in place adjustments and strategies but ultimately my daughter was in such a long period of burnout and unable to cope. She has been able to engage with Haringey Learning Partnership, who have been amazing. CAMHS have consistently not listened to our concerns. Those who have taken the time to get to know us as a family understand our situation and our efforts, but we seem to be on a carousel of being offered parenting classes by new staff at CAMHS. We were constantly ignored by the Educational Psychology team at Haringey. They were due to meet us and then ignored any contact. It took contacting the heads of services and hinting at legal action for them to see us. This was months after the statutory deadline and well into the next school year and meant we missed our secondary application deadlines. Our caseworker has been brilliant, once we were assigned her. She worked closely with our sendco and we have our preferred secondary school. It is unclear whether our daughter will in fact be able to attend due to her mental health. Something we are eternally optimistic that CAMHS will help us with.
3 hours tuition in the home per week - gradual enjoyment of alternative learning
No support



Nothing
The support we've had has been difficult to access, then when we did get any help offered it was pointless.
No support
'Sanctioned' instead of supported, My child was unlawfully removed from the school roll due to his SEND
My support came from my extended family. The impact was positive for my mental health.

Appendix 8

Parent/carers of children not regularly attending school were asked to give ideas on how support could be improved – full responses

<i>Do you have any ideas about how support could be improved</i>
Maybe the School could have a designated transition person/ team who could manage the transfer of pupils who have special or emotional needs.
If a quiet space was available and communication with us had been better. (School name) argued often that they have to think about the needs of 2000 children and that it wasn't possible to have a quiet space as about 20 children would be there. To me that seems about right for a school that size, that 1% of the kids might need regular access to this. With regards to communication, we never spoke with our daughter's keyworker or had any plan do review meetings. The school admitted they hadn't been doing these for our daughter and I feel that would have helped. Also to have had longer than 2 weeks to have a Reduced timetable, this support was removed to quickly and ended up making the problem worse. The school argued that it wasn't possible for longer than 2 weeks but I know of many other schools who offer longer interventions. Lastly we were not informed for 6 weeks that our daughter was not in lessons and was hiding in the toilets self-harming. We started a complaint to the school but have been so exhausted by the last 2 years that we haven't had the strength to continue. I wish that we did as I am fearful that other children may end up being pushed so far that they do take their own life, our daughter was very close and as soon as she was no longer at (school name) her mental health rapidly improved.
Early intervention and really listening to parents concerns, as well as offering more pastoral support at school to support children's mental health. There should be a SENCo on site at school every day (full-time). The teaching staff should have more training to support neurodivergent learners and their learning styles. There also need to be more support staff available in school to help pupils.
By actually wanting to support the/a child would be a start
More EPs in Haringey. A named contact at Haringey immediately after referral. More CAMHS workers, and those who are trained in working specifically with autistic children with pressure sensitivity/demand avoidance
Other services such as Speech and Language able to assist where children aren't attending an educational establishment. Knowing what you are entitled to educationally if you're child isn't in school. Such as how many hours of tuition?
Having support would be a start
Help people with children not in education and not just leave them
The child's needs, should be put first, not meeting deadlines
After years of battling for support and getting inadequate help I have no faith in the services



Equity. Giving children with SEND the same POSSIBLE opportunities would be a start, looking at them like they are deserving, that they are human and that they shouldn't be treated like something on the bottom of their shoe

Better support looks like the LA giving support to Parents & Carers especially during transition to secondary school and/or 6th form college by communicating better in clear unambiguous accessible language. Acknowledge the diversity of cultures to gain a better understanding of the issues faced within SEND community of families. This would facilitate a positive impact on children & young people with SEND. It's not a one generic shoe fits all! Both LA & School Staff alike need to communicate better with parents & carers ensuring they are as informed as is possible allowing parents & Carers to make informed decisions relating to their children & young people's educational life & any health needs.

Appendix 9

Parent/carers were asked to give feedback on any health services their child had engaged with – full responses

Please give feedback about the health services your child has engaged with

Community dentist Tynemouth. There needs to be more time given for the appointment because SEND children need more time to process instructions, always feels too rushed, and so most visits are unsuccessful in achieving what we wanted, To achieve the positive is that appointments are given more regularly so child can get used to it in long run.

Health Visitors rarely ever get back to your emails or call back request sometimes for months the SEND health visitor are part time and usually have to go back to get approval for things meaning you don't have urgent in real time support

She receives SALT, OT and counselling regularly

On the waiting list for CAMHs

The system for OT and SLT just fundamentally doesn't work. You wait 7 months for a handful of appointments at a venue my son isn't comfortable at, miles from where we live, he then gets discharged again. He is totally non-verbal with no communication and significant sensory needs. To say the system is inadequate is a woeful understatement. The individual therapists are fine but I can't think of a single positive to say about the system and how they support children with high needs.

The specialist paediatrician and dentist are both excellent.

Sadly CAMHS support wasn't able to be specific enough to my daughter's needs, but was helpful.

Camhs have been very flexible and supportive, we are a bit confused why our younger daughter's support has been better than our eldest though. As our youngest's needs aren't as great, but are grateful that early intervention seems to be really helping her.

Services were ok, but ceased in 2020 due to Covid

My child hasn't needed to access any health services in a long time. If they need OT or SALT that is provided directly by the school.

We opted to get genetic and blood work done to get a broad context of his health. We discovered that he was actually low in certain minerals and vitamins which has now corrected itself and it's something the GP is now aware of and will track

The NHS SLT and OT service are poor. So poor I privately fund SLT and OT for my son. After trying multiple ways to engage these services I gave up. Poor poor poor.

However the specialist dental team are incredible, professional and reliable. I cannot fault the service we have had.

Our child has engaged with CAMHS and attended approximately 12 therapy sessions, with a view to helping our child with anxiety. Our child has now been discharged from CAMHS partly because our child stopped attending school and as a result was far less anxious.

Waste of time, no help or support. Had to go private

Speech and language given through school and that has been a great help

OT was given when first transitioned from nursery to school, OT is still needed but when the school apply OT come back and say that the form isn't filled out properly. The form has to be filled out by school but the OT he needs and is offered isn't for school (brushing teeth, personal hygiene, shoelaces etc) so school wouldn't know this as it's me getting him ready in the morning not the school

CAHMS referrals kept being declined on the basis of diagnostic overshadowing where they kept blaming it on his special need and not actually wanting to assess him. Finally got my child in to see CAHMS but he refused to talk to them, good thing was that the assessor is well trained and finally put him on the ADHD pathway

Specialist dentist when my child's was smaller, he was referred to Tynemouth Road dentist, cannot fault the service offered. Staff very caring and patient

Dental services were excellent, Open Door brilliant but completely oversubscribed. The rest we paid for.

CAMHS have been great in offering support for child.

SLT was good until funding was cut significantly and my child was 'no longer eligible' due to being school age... back on the waiting list due to SLCN worsening

Our child was unable to engage with speech therapy. She has been unable to engage with CAMHS workers . We had a lovely CAMHS practitioner who tried for months.

We have asked for medication to be considered for our child. There is a reluctance and concern about this because of her age, which we agree with- it's not something we have considered lightly! The psychiatrist said she can't prescribe without meeting our daughter, and implied that if she doesn't engage, she isn't ready for her services and therefore will be removed if she doesn't attend. We spent three hours persuading our daughter to attend (which involved her barricading herself in her room). Eventually we got her in a cab to attend and the psychiatrist said that as she is attending, she's not going to recommend medication. We have not been able to get her to attend since.
We are stuck in a loop

SLT was good until funding was cut significantly and my child was 'no longer eligible' due to being school age... back on the waiting list due to SLCN worsening

CAHMS had a long waiting list and when we finally got an appointment it was a complete waste of time. They could offer 3 play therapy sessions. Even the therapist says it takes longer than this to build a relationship.

We had an hour workshop with an occupational therapist. My child was referred as she struggled immensely with sensory issues and struggles to wear clothes, socks and shoes. The sensory aspects of wearing textiles sent her into meltdowns at this time and she was not able to get dressed and go to school for a period of time. We were offered a one hour zoom workshop (with another parent with a child with different needs from us) with an occupational therapist who told me how to teach her to use a zip and button clothes. It felt like an utter insult when she couldn't even handle wearing clothes. I asked how to help support her in her sensory struggles but I was offered no advice at all. The workshop was all about teaching children with difficulties with motor skills. We have had no support outside school which has been meaningful.

Generally very good when support is received. The model of training college staff to deliver interventions hasn't ever worked in the 15 or so years we've used the service. Staff turnover is too high so it's never impactful or regular enough so always feels like you're starting again

(Speech and Language Therapy, Occupational Therapy, CAMHS, Specialist Dentist services, Adult Health Services)

CAMHS waiting lists are too long for ADHD diagnoses, mine was done privately. Hospitals have been quick to act and excellent with her care.

Weekly SALT sessions have been excellent and have improved his ability to communicate

very positive (Speech and Language Therapy)

Appointment waiting times and waiting lists are far too long. Not enough support provided for children in the meantime and sometimes even once you do end up seeing someone the help and support from professionals is poor. Not enough communication between each other.

Excellent SEN dentist.

Salt was at school so again good experience. CAMHS was in Hackney due to the referral from previous school when my child was little

Not received actual sessions, still waiting even though he has been on waiting list since two years old

My child is doing well with speech and language therapy but haven't got any reports since he was in reception

good - but not provided by Haringey

OT is awful. Quick to discharge due to child holding a spoon yet can't regulate emotions and regularly self-harms
Barnet Camhs completed an initial assessment. There was a wait. She is in the ADHD assessment waitlist but it's very long. We've since had a private assessment and contacted Camhs but they tend not to respond
Camhs had a long waitlist for ADHD medication but since starting they have been very good, reviewing regularly to establish the correct dose .
Hasn't had speech therapy for a couple of years or physio/OT since little. Dentist and psychotherapist are great.
He has constant colds, constipation
All NHS services have been really good at supporting her in school, its the school its self which is lacking (CAMHS, North Middlesex University Hospital (NMUH))
SALT are excellent
The specialist dentist is absolutely fabulous!
Private SLT commissioned by LA was very good
CAMHS- child wasn't responsive as he was in the midst of a autism burnout and was at a very low point. Speech and Language were unable to engage with him, because he isn't attending an educational establishment.
Been good (Occupational Therapy)
I have no words, absolute nonsense waste of time
CAMHS is absolutely pointless! They have never done anything to help. "They don't engage, we can't help" attitude
The O/T and SLT services are incredibly difficult to access.
Not coordinated, massive delays, very patchy
Please note, school, CBABS (Children's bladder and bowel services), GP and CAMHs have requested OT referrals, but all were rejected as child didn't meet their functional threshold - leaving a gap in much needed services as he doesn't tick enough boxes to qualify.

CBABs were great in listening to food struggles so adapting their advice, very good with the child for face to face appointments. However, every appointment has been cancelled and rescheduled though, which delays treatment, especially tricky when it is a call booked for 6 weeks time to decide what to do re medication dosage - we are left guessing until the new appointment happens.

CAMHs took ages for 1st appointment and didn't communicate well (I had to call to check they have received the referral and the timeframe we were given for waiting was wildly under what it actually was). They were brilliant in person with the child and gave good advice - the report was rushed though meaning some sentences didn't make sense (dictated and not checked) which undermines what can be used to implement new EHCP provisions.

They are always support him any time I need help for him

At school was good but adult services hit and miss

My child is accessing SLT for a stutter. She also is receiving therapy through the adoption support fund.

His psychiatrist at CAMHS service has been outstanding in his support.

No contact this year although when at primary school he was on the SLT case load so we are not sure what we should expect from them now he is at secondary school

Speech and language was very good

Good services, timely appointments (Speech and Language Therapy, Occupational Therapy, Physiotherapy, Specialist Dentist services, School Nurse)

Dentist need give more time for appointment

Excellent health services (Speech and Language Therapy, Occupational Therapy, Specialist Dentist services, Hearing, ENT, Cleft Palate)

Amazing dentist at Tynemouth road very friendly

Outstanding dentist at Tynemouth

Knowledgeable staff

Was better before the safety valve came into action, costs before the basic rights of our children seems to be the theme



Speech and language therapy was appalling this year... they didn't see the children, they gave parents 'optional' monthly 1 hour team/zoom meetings to show you pictures of categories of visuals... like if you show me visuals related to 'safety' one month that I'm going to be so shocked that the next month there are other things I can use visuals for... there's something 10x supportive about getting parents and their children out of their house in your setting but it's all about the cuts of costs now right?

Positive (Speech and Language Therapy, Occupational Therapy, CAMHS (Children and Adolescent Mental Health Services), Specialist Dentist services)

Appendix 10

Parent/carers were asked to give feedback on any social care services their child had engaged with – full responses

<i>Please give feedback about the social care services your child has engaged with</i>
I don't know anything about these (Short Breaks/Early Help) or how they work. I've never been told about any of this
We received family therapy which was a great support, and really helped our daughters.
Social care, lady was very helpful and professional
I got a letter from them that if my son need any support I should contact them
Early Help have the potential to be a good service but when the family have complex needs that are ongoing, the 6 months that the case worker is given isn't long enough to deal with anything I needed. They are caring but the pressures to close cases without any actual targets being met is a waste of time to have them.
Our Early Help worker is lovely. She is also aware that we have already tried all the strategies that are suggested. We are about to be discharged from their services
Poor. Assessment process was relatively good and then communication after that point was poor. Constantly trying to get hold of social services and staff being either on sick leave or annual leave or left. Phone lines are slow and emails not answered. We found the only and best way to get a response was to call the main line help line and ask for the individual to be contacted. That way it was recorded on the system and we seemed to get responses that way.
We only received a little funding for short breaks many years ago for one year.
My child is attending Short Breaks in Markfield as both of us are happy with the services. Adults are well matched up with children, it is great fun and I can be sure he is safe there
DCT is incompetent, dishonest and a nightmare to deal with. There is no transparency in decision making - there has not even been a Short Breaks statement for years. Assessments go on for months over statutory timelines. Social workers seem clueless, ask entirely inappropriate questions (how I met my partner or spend my money is none of their business) and do not understand the legal duties LBH has towards disabled

children. I have also heard of inappropriate child protection proceedings being initiated against families of disabled children that are nothing but bully tactics. Disabled children and their families are being let down by bunch of dishonest, self-serving incompetent people who should not be working with vulnerable children anywhere

Poor and vague

Not useful

I wish we had some support from social care!

Really poor

It has been appalling. Personally been traumatised by poor experience, lack of understanding of autism and ADHD plus trauma

A joke, the worker had no knowledge of send and gave advice which was not appropriate for Sen kids , waste of time

Applied for short breaks, another service that is absolute hell to deal with. Too many departments involved. Very frustrating to deal with.

Absolutely shambolic despite various complaints.

Early help were antagonistic and had nothing to offer

Requested a Parent Carers Assessment - this got sent to Social Services who called me saying Its the MASH team, you have asked for help because you are struggling with your child - very confusing and not correct. In the end they did a Children and Families assessment, but no Parent Carers Assessment, which they said they don't have anyone to do (thought it was statutory once requested?). The Social Worker was lovely but needed to communicate more clearly, she kept asking if she could pop round and see both children, eventually when I asked she said she has to see them at least every 4 weeks - fine once I knew that and could make it work. She gave me a big form to fill out which added to my mental load instead of reducing it - I did think it was easy enough for me but would be so tricky for someone not computer literate, or with SLD or EAL. She kept asking what we wanted to request and I kept saying I don't know what my child is entitled to and what is available locally - without brilliant knowledge of all available services it was really limiting and I think it impacted what we were granted. A modest package was granted, though the letter from the panel gives no details on how to access the provision, so it again adds to my mental load to chase this up, find contact details for the Holiday Camp, find out how to book etc

Poor, no consistency
I just got a letter that if I need help for him I should contact them. That was when we are at temporary accommodation where we are placed at Hounslow borough .
Good and now had a support plan
I do not know how to access these services
Extremely disappointed with the Local Authority's lack of communication and they never reply to any email, our lives are already challenging and they do not ease any of the trouble
Fine, had to have involvement as part of EHCP application
Very small funding provided for respite
Early Help was useless
None. Would love to know how to access assistance
It was in the form of direct payments, enabling my child to access after school club activities and holiday clubs.
<p>Terrible short breaks service, They decided to trial the new Short Breaks form, which they only sent me the day before, despite promising to send it a week ahead. We had written confirmation that my son was in receipt of the Short Breaks fund up to the age of 18, then they disputed this every year. Last year they reinstated the funds after 6 months of waiting, this year they challenged the funds again 6 months into the year, after I complained that we did not receive the funds. Then they decided to do a review and decided to trial the new form, were extremely unprofessional during the house visit, then they cancelled my son's entitlement - it took them over a month to get back to us. The Social Care team is scandalous.</p> <p>We are still waiting to be reimbursed for the funds already spent that year (we had to pre-finance in other years too) and they are not returning our calls.</p>

Appendix 11

Parent/carers were asked to give their views about what SEND Power should be focussing on – full responses

<i>Is there anything you think SEND Power should be focusing on?</i>
The long term impact of the safety valve Initiative
I worry it's all a bit hopeless and the funding is just so low that nothing can be done to improve it. Sorry to be negative.
Teachers understanding of children with ADHD and ASD
Teachers understanding of SEND
Haringey housing moving children that are in needs out from there Borough and out from their support network .
I maybe a member of the forum, I just don't remember.
I think SEND Power should be focussing on educating parents on their rights. And really trying to publicise the work they do, I wish I had known about SEND Power when my son was diagnosed - the members are a wealth of knowledge and I think parents at the start of their journey and in battle would be surprised just how much they can do when they have the right knowledge.
I would like you to ask the Local Authority to ensure that all Panel meetings (relating to SEND, EHCP's, Placements etc) are formally minuted, and these minutes (or at least the relevant parts of these) should be available to parents if they ask for them. The LA must be open and transparent about how decisions have been made and the evidence that these decisions have been based on.
Everything. The SEND service is flawed beyond measure. I'm sure every staff member means well but every parent I meet who has engaged or tried to engage with the service has a negative story. Years of hustling, so much money spent by the parents to fill cavernous gaps are our are ignored by Haringey SEND. Unless you fight, in an already stressful situation you loose and your child loses. In fact I had to give up my work to get my son the help he needed as dealing with his SEND was a full time job as Haringey make it so difficult for the individuals. It's very sad. We had to go almost to tribunal and spend thousands of pounds to get my son the help he needs. And he was out of school, home schooled a bit (before lockdown) from year 7-11 with little to no education because we were ignored. I hear this story over and over again; although it's a constant battle to have the security he can get the support right up until year 14. Which is what he needs as he's been neglected by Haringey SEND up until 2022. Sad. 😞
Sibling support. Maybe an autistic girls group

Pushing Haringey to do more for other young people and not just those with autism. Different hubs and specialists in other diagnosis would be a positive step forward. The autism hub and specialist teams that go into schools are really helpful and lots of what they recommend would also be supportive for others with different SEND.

Not sure if this is a national thing but TAs. With large class sizes and more children being diagnosed teachers should have 1 TA per class. There needs to be compulsory training for teachers in supporting SEN children ASC and ADHD. New teachers should have this incorporated in their learning, not as an additional option but a compulsory module which you needs to passed.

Post-18 transition, work experience, job finding.

Ensuring schools have resources to help SEND kids.

Hold London Borough of Haringey accountable

Banding, Panels. Who is sitting on them ?

The long term implications of the Safety Valve Initiative

As my daughter is dyslexic, I believe there should be more focus on that, to me it feels like that is being forgotten a bit

Short breaks, respite, transition into secondary schools, health services for children age over 9, EHCP banding funding crisis for schools, support for children without EHCPs

Accommodations to behaviour policies

Post 6th form options, school/college holiday activities which seem very limited in Haringey, post-16 college transport

More in school help. School holidays help.
Short break holidays

The schools responsibility for carrying out SEN provisions, even more so for those with EHCP. I should be able to see where additional funding is going and on what area of help at school.

The Safety Valve Initiative

Confronting councils who deliberately don't want to fund children's needs. Leaving them without a proper education.

The LA is actively gate keeping services - people being told there is not SLT for certain ages, or funding is cut for xyz. They are also very poor at replying to parents, communication is awful from the LA. They also do not follow statutory timeframes for AR - parents have been told unless it is a transition year we aren't

able to update EHCPs atm so you will just have to wait.

I must add our experience of the LA is so poor. I have chased missing provision (that school couldn't provide and required commissioning from LA) since December, with emails ignored since Feb. I had to ask is my case worker is still on the staff team. minimal OT is now approved by panel to begin in September, but it doesn't cover the whole of section F in his EHCP, and is a year too late with no apology or acknowledgment of the delay. It is currently with LGO. It would be at judicial review but we can't afford to fight it legally. Other families tell me they only get their OT provision after they complain - every year the same fight for provisions already written into the plan.

The Safety Valve Initiative and proposed changes to EHC plans

Housing

Funding and resources increase

Keep doing what you are doing to support and raise awareness

If possible a group for dads to attend otherwise they provide a very welcoming service

Respite services and carers during school holidays being affordable priced

More interaction with the school

I don't know if I am like the only mother that's grasping onto tiny threads trying to manage all that's wrong with the SEND system and how it's affecting our children, but being neurodivergent myself, I'm not going to reach out and meet up with other mothers, how can I even arrange something like that when my mind is full of well everything else going on... I can't fully describe it but I know neurotypicals' may not have a barrier like that, so maybe more direct and firmer support to get whomever to engage with your services... I don't know, what I do know is that I was so alone in all this and it took such a toll on me... I know I don't help by not just 'attending' a coffee evening or a walk... but it's not that I don't want too, just those things can feel so impossible to do when everything else is not quite perfect

Preparation for Adulthood, paid supported internships and activities for 16 to 24 yrs olds

Does Send Power work alongside Haringey SEND? Because that's the impression that is given from Haringey SEND teams' but that makes me think how can you advocate for us if you are standing alongside those we want a voice against instead of standing opposingly to them... that's at least the impression I got, I can't remember exactly what it was but it was implied that despite Send Power being individual that Haringey SEND support them and vice versa...

You have exemplary newsletters, holding Short Breaks services and social care team to account would be great



Glossary of Abbreviations

ADHD	Attention Deficit Hyperactivity Disorder
CAMHS	Children and Adolescent Mental Health Services
EHCP	Education, Health and Care Plan
HLP	Haringey Learning Partnership
LA	Local Authority
OT	Occupational Therapy
SALT	Speech and Language Therapy
SEND	Special Educational Needs and/or Disabilities

With grateful thanks to all the parent/carers who took the time to complete the survey.

Survey report collated and compiled by SEND Power in Haringey, September 2025