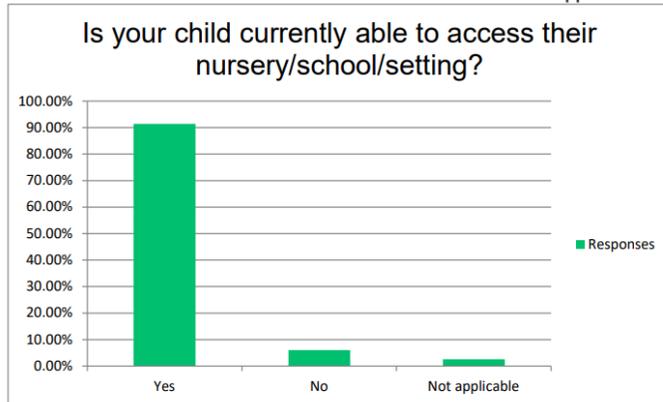


| Details from the survey | DSPL 1 Response | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------|------------|-------|--|--------|-----|---------------------------|--------|----|---|--------|-----|---|--------|----|------|--------|----|------------------------|-------|----|-----------------|--|------------|----------------|--|----------|--|
| <p>DSPL1 Training and Support Survey What kind of Special Educational Need or Disability does your child have? (tick more than one box if necessary)</p> <table border="1"> <thead> <tr> <th>Answer Choices</th> <th>Responses</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Communication and Interaction Needs (e.g. ASD)</td> <td>39.92%</td> <td>103</td> </tr> <tr> <td>Physical or Sensory Needs</td> <td>23.64%</td> <td>61</td> </tr> <tr> <td>Social, Emotional or Mental Health Needs (including ADHD)</td> <td>44.19%</td> <td>114</td> </tr> <tr> <td>Learning Disability (including Specific Learning Difficulties)</td> <td>32.95%</td> <td>85</td> </tr> <tr> <td>None</td> <td>19.38%</td> <td>50</td> </tr> <tr> <td>Other (please specify)</td> <td>8.14%</td> <td>21</td> </tr> <tr> <td>Answered</td> <td></td> <td>258</td> </tr> <tr> <td>Skipped</td> <td></td> <td>0</td> </tr> </tbody> </table> <p>What kind of Special Educational Need or Disability does your child have? (tick more than one box if necessary)</p> <p>Other (please specify)</p> <ul style="list-style-type: none"> Anxiety PDA dyslexia Chromosome deletion, neurological developmental disorder. Developmental Language Disorder Language- English is not a native language Hyper mobility CYSTIC FIBROSIS AND EPILEPSY Just emotional and very shy. Absence Epilepsy Ongoing illness Convergence issues with eyes which causes delay in processing speed OCD, ASD traits, ADHD traits, executive function difficulties including working memory. APD- Auditory Processing disorder | Answer Choices | Responses | Count | Communication and Interaction Needs (e.g. ASD) | 39.92% | 103 | Physical or Sensory Needs | 23.64% | 61 | Social, Emotional or Mental Health Needs (including ADHD) | 44.19% | 114 | Learning Disability (including Specific Learning Difficulties) | 32.95% | 85 | None | 19.38% | 50 | Other (please specify) | 8.14% | 21 | Answered | | 258 | Skipped | | 0 | <p>Parent Training & Signposting: A number of courses available locally have been signposted to schools covering Communication and Interaction Needs and Social Emotional or Mental Health Needs.</p> <p>Professional Training & Signposting: Hertfordshire County Council commissioned AET (Autism Education Trust) courses offered across the area. DSPL 1 funded ADHD awareness course.</p> <p>What next? Look at areas that have not been widely covered; signpost to training/resources available. Put in place training where there is a high demand – possibly joining up with other DSPL areas.</p> |
| Answer Choices | Responses | Count | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Communication and Interaction Needs (e.g. ASD) | 39.92% | 103 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical or Sensory Needs | 23.64% | 61 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social, Emotional or Mental Health Needs (including ADHD) | 44.19% | 114 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Disability (including Specific Learning Difficulties) | 32.95% | 85 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| None | 19.38% | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other (please specify) | 8.14% | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Answered | | 258 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Skipped | | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Does your child have an Education Health and Care Plan? 257 responses Yes 21.4% (55), No, 71.98% (185), Applied and pending 6.61% (17), (1) skipped question</p> <p>What type of school/setting is your child currently at? 258 responses Nursery (20), Primary (110), Secondary (107) Sixth Form (8), College (2), Specialist (3), Home Educated (2), Other (6) Other: still waiting for educational provision, appealing inappropriate secondary school placement – no education, medically signed off by CAMHS,</p> <p>Have you been able to access local home education groups? 2 responses No Reasons: child has difficulty leaving the house, OCD and anxieties</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

DSPL1 Training and Support Survey

Is your child currently able to access their nursery/school/setting?

| Answer Choices | Responses |
|---|------------|
| Yes | 91.41% 181 |
| No | 6.06% 12 |
| Not applicable | 2.53% 5 |
| If you have answered no then please explain why they can't attend | 12 |
| Answered | 198 |
| Skipped | 60 |



Parent Training & Signposting:

Signpost and held workshops covering anxiety
Signposted to HPCI Courses on EHCP information.

What next?

Continue to signpost and provide professional training.

Ensure training complements that offer by county and other agencies.

DSPL1 Training and Support Survey

Is your child currently able to access their nursery/school/setting?

If you have answered no then please explain why they can't attend

Only managing part-time and struggles significantly

She doesn't have the right funding the school has recommended. She suffers from lack of funding and is self harming again

Not enough training of understanding of staff around her needs, lack of SALT therapy which she should be having, setting is too busy she requires parental support to get her down there

Meant to be in specialist school in reception but school has no space so staying at nursery for another year

His anxiety is so high he can barely attend school. The school are dragging their feet in regards to filling out the EHCP application, I've done my side He has Global developmental delay and is aware how far behind he is. He is not able to be in a class with other children he studies on his own.

There is no education placement or provision!

Anxiety Signed off by CAMHS

Yes, but only just. He repeatedly asks to be home educated, which I'm afraid I can't do, so I continue to persuade him to go into school.

He has been out of school since 2019 and a mainstream secondary named in his EHCP despite them confirming they cannot meet need

Mainstream secondary not suitable

One sen child hasn't been able to access school for over a year due to autistic burnout and trauma. Hss led to a huge mental health crisis and ocd. Another does access however doesn't want to and cries morning n night daily. Her needs are not fully being met

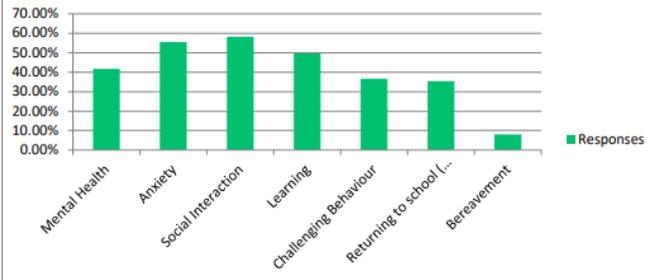
Too anxious to attend. suitable school rejected by HCC

DSPL1 Training and Support Survey

Has Covid 19 had a negative impact on your child in any of these areas? (select more th

| Answer Choices | Responses |
|---|------------|
| Mental Health | 41.71% 73 |
| Anxiety | 55.43% 97 |
| Social Interaction | 58.29% 102 |
| Learning | 49.71% 87 |
| Challenging Behaviour | 36.57% 64 |
| Returning to school (anxiety or refusal) | 35.43% 62 |
| Bereavement | 8.00% 14 |
| Answered | 175 |
| Skipped | 83 |

Has Covid 19 had a negative impact on your child in any of these areas? (select more than one box if applicable)



Parent Training & Signposting:

Angels and NESSie Training
Anxiety
Bereavement and Loss

Professional Training & Signposting:

Supervision and Forum sessions in place during lockdown and as we came out of restrictions.

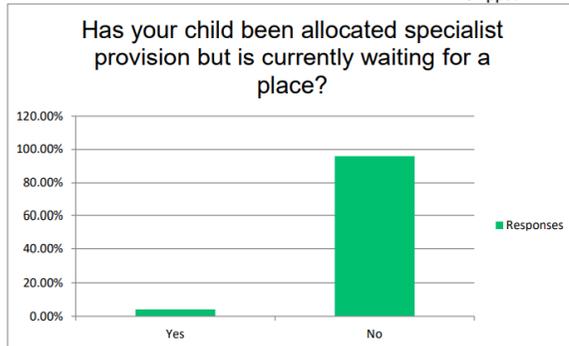
What next?

Work collaboratively with other agencies to look at the best ways to support anxiety and EBSA (Emotional Based School Avoidance)

DSPL1 Training and Support Survey

Has your child been allocated specialist provision but is currently waiting for a place?

| Answer Choices | Responses |
|--|------------|
| Yes | 4.08% 8 |
| No | 95.92% 188 |
| If you answered yes please give details of the length of wait and estimated start date | |
| Answered | 196 |
| Skipped | 62 |



DSPL1 Training and Support Survey

Has your child been allocated specialist provision but is currently waiting for a place?

If you answered yes please give details of the length of wait and estimated start date.

Currently in process of requesting specialist provision. Process started July 2020

We were offered a space by Gretton school but council refused funding.

We have been waiting for SLT assessment for about a year now. We have recently been told our child is not near the top of the list.

One year wait

We have tried ESMA learning but they could not provide 1:1 face to face learning

Not sure what specialist provision entails.

Cams

Well-being classes.

1 of my send children has been home for over a year and LA are still yet to agree to a placement and have left his current school named which he is not able to access and hasnt since 2 academic years ago. My other send child is in school

But awaiting decision after emergency EHCP early review

Were referred for speech and language Dec 2020, had online assessment March 2021, and agreed that an intervention would be put in place, but nothing since

Eldest is awaiting specialist placement, 2 year estimated wait.

DSPL 1 response

DSPL 1 provides signposting and training to staff members to help increase skills and knowledge in order to support the children and young people in settings.

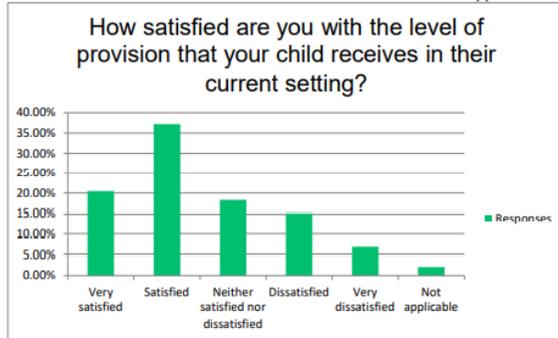
We have the opportunity to raise concerns of both parent carers and staff with HCC.

We work closely with professionals involved with children and young people and have increased the support available to teams in the area. We have regular professional meetings which highlight pupils and families who need the most support. Professionals then work together to look at the best support to offer the CYP or family. We have funded targeted support to the highest most complex families as identified by professionals.

DSPL1 Training and Support Survey

How satisfied are you with the level of provision that your child receives in their current setting?

| Answer Choices | Responses |
|--|------------|
| Very satisfied | 20.42% 39 |
| Satisfied | 37.17% 71 |
| Neither satisfied nor dissatisfied | 18.32% 35 |
| Dissatisfied | 15.18% 29 |
| Very dissatisfied | 6.81% 13 |
| Not applicable | 2.09% 4 |
| If you are not satisfied what additional support would you like to see available for you | 45 |
| Answered | 191 |
| Skipped | 67 |



DSPL 1 Response

Raise issues at DSPL Management Meetings.

Parent Training & Signposting:

Promote the parent networks that are run by external companies.

Professional Training & Signposting:

- ADHD: We have provided whole school ADHD training to the area.
- Autism: training has been provided by HCC and made available to staff members.
- Down Syndrome: Training made available to staff members to support children and young people.
- Positive Behaviour training has been provided.

What's next:

Consider additional parent networks/training in our area with specialist trainers.

Explore further training for professionals.

Increase communication to parents about what is available and where to get help.

DSPL1 Training and Support Survey

How satisfied are you with the level of provision that your child receives in their current setting?

If you are not satisfied what additional support would you like to see available for your child in their setting?

Still unable to access full-time and limited support when home

There is no plan that is reviewed unless there is a string of problems that raise the need to act. There had been an ongoing lack of communication over education and behaviour which effected the capacity for my child to achieve

A better understanding of ADHD. More help and support less punishment

I've had several meetings regarding asking for extra support prompting for my son, to be told my child's levels are not as low as others.

He gets detentions for behaviour work he has struggled to do or maybe not done.

I feel he gets forgotten about with his ADHD school don't seem to understand what it means, they just view him as another student and told to get on with it.

I have to chase the school to respond to concerns and I get the feeling they are avoiding me and don't take concerns seriously because his disability isn't obvious and his behavior at school is normal.

School are doing what they can with resources available

Extra support whilst waiting until he reaches the age for a test

Funding is insufficient which means service becomes unavailable. She has no safe or quiet space to go. Sensory room is full at times and pastoral office send her back to classroom when there is no capacity.

We have tried in vein to contact the schools send team, left messages on a few occasions, asked for teacher to contact them and still no response. We have no idea what is in place for our child. He is already struggling a lot with social interactions and is anxious about attending school

More understanding and training for staff around children with complex needs. The neurobiological response certain children will have to certain environments leaves them open to risk of trauma. All nursery and school staff need to be trauma informed

DSPL1 Training and Support Survey

How satisfied are you with the level of provision that your child receives in their current setting?

If you are not satisfied what additional support would you like to see available for your child in their setting?

My son is about to look at collages and there appears to be the belief that children with SEN are unable to choose a specific topic and just popped into a generic part time course.

I feel as if his current setting just sees him through rather than helps him achieve his full potential.

An Educational Psychologist report. One to one support. Autism specialist visit.

Support for referral for educational psychologist to assess him rather than just guessing he has the right support.

A school, or if not immediately available at least some form of education

There should be 1:1 face to face learning available for those children that are unable to cope with group learning or online learning (whether 1:1 or group) to encourage starting education again in the first instance

More parent and school support leader interaction.

Regular pastoral support - someone to talk to about their worries other than myself

Regular meetings with the SEND, a reading plan, updates on progression, something, anything, I get nothing.

My child has recently started secondary and the school has not acknowledged or been in contact about my child's needs.

There are issues with actually getting the therapy specified in EHCP also when you do some are not experienced in supporting your child's needs

I am happy with all the support that the school have provided off their own back not not happy with support provided by the LA

Constantly having to remind teachers of the support he should get. Lack of teacher awareness and knowledge. Blanket support that doesn't fit all children

Our child has just started in Year 7 - no direct feedback from the educational setting has been provided in terms of what's been put in place to support.

DSPL1 Training and Support Survey

How satisfied are you with the level of provision that your child receives in their current setting?

If you are not satisfied what additional support would you like to see available for your child in their setting?

More support in class and social situations, hes being bullied and there hasnt been enough done to stop it, or help him cope in school

He gets no help really and he is treated like a normal child. He needs a one 2 one teacher but can't get funding. He struggles in class but they won't let him drop a few pointless lessons

Our child is told to stop moving and talking.Done both now told off for not answering questions

He needs more help with remembering things, more understanding about losing and forgetting things, and more tolerance and assistance in general. ADHD is like living with a radio on loudly inside his head all the time so it makes it very difficult to hear teacher's requests and remember school items and tasks. He doesn't currently get much, if any, help with this.

was forced to home educate as not enough support

He is currently receiving no education input

No detentions

Better communication to teachers regarding assistance she needs in class and with homework

More acknowledgement on the masking that happens. More mental and emotional support in school in a safe place. And more support for schools to diagnose and then support children with specific learning needs

I believe my child's need can be met by having 1:1 support and currently can tell the level of anxiety attending school creates in him. His hyperactivity and lack of attention span currently currently is the biggest barrier to him accessing and reaching his full potential.

I am not satisfied with the support from DSPL 1 - no support at all.

Feel more cpd is needed for the class teachers each year. Too much of his learning specialism is done by his support assistant

DSPL1 Training and Support Survey

How satisfied are you with the level of provision that your child receives in their current setting?

If you are not satisfied what additional support would you like to see available for your child in their setting?

I would like to SENCO and the teachers to communicate with each

The lack of communication means I have no idea

school are doing what they can with resources available but its also the physical environment that is overwhelming for my child so school are limited in adjustments they can make.

I see no support within the school

An understanding of ASD within the teaching staff. Access to additional time for tasks and tests. Support with social skills and anxiety. More awareness within the school across all levels. More interaction with parents and caregivers.

Many more reasonable adjustments. Less pressure for them to be like peers from adults driving independence prematurely. Actual learning difficulty support and investigation to understand her needs better. Appropriate personalised learning and curriculum for those needs so the mental and emotional well being stops declining so rapidly

My son is new to the school and they are currently assessing his need so he doesn't not receive additional support despite having professionals' reports and recommendations for support.

I don't know but we are not seeing the progress we would like

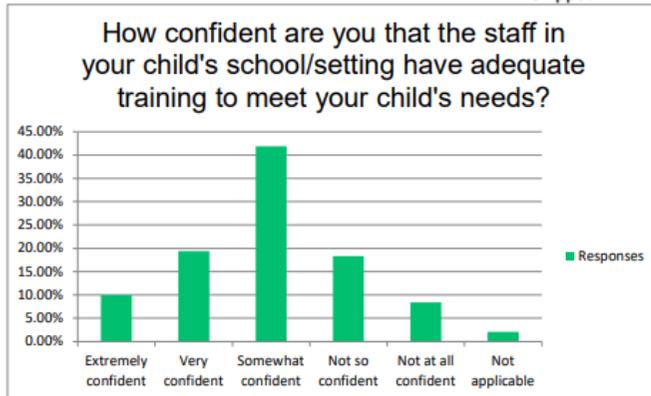
I am satisfied with in-class support, but other aspects of his development need to be addressed. Social education is not part of his curriculum and anxiety and self-management are aspects to be looked into, too. It is important that the school is supported to develop those aspects and more specialist support is needed. This does not mean a specialist being in full-time, but a specialist being involved in the development of a social inclusion, encouraging relationships and mental health support programme, while staff need to be given time. For this, further financial support is needed to the school for the development of new skills.

For the teachers to actually put the strategies in place that professionals have advised in order to support my son.

DSPL1 Training and Support Survey

How confident are you that the staff in your child's school/setting have adequate training to meet your child's needs?

| Answer Choices | Responses |
|--|------------|
| Extremely confident | 9.95% 19 |
| Very confident | 19.37% 37 |
| Somewhat confident | 41.88% 80 |
| Not so confident | 18.32% 35 |
| Not at all confident | 8.38% 16 |
| Not applicable | 2.09% 4 |
| If you don't feel confident what additional training do you think staff should have? | 33 |
| Answered | 191 |
| Skipped | 67 |



What's next?:

Look availability of attachment and trauma training (whole school), signpost or consider putting in place.

Promote Autism & Girls awareness training.

Share results with DSPL 1 Management Group, raise at SENCO Forums to look training, information for parents.

DSPL1 Training and Support Survey

How confident are you that the staff in your child's school/setting have adequate training to meet your child's needs?

If you don't feel confident what additional training do you think staff should have?

No school! But previous schools have not had adequate abilities

Provision to provide 1:1, face to face outside normal school to help child reconnect without anxiety produced by groups/school setting

I have no experience of this currently so unable to answer

I'm not sure as haven't attended the school for that long

Specialist support from SALT, OT and SpLD advisory teachers seems impossible to access

More training needed in Tourette's syndrome particularly that it doesn't always present in an obvious way and there's so much more to it than the tics.

Time will tell if the staff are confident in dealing with my child's special needs.

Training in properly understanding the condition of ADHD and how it makes life more difficult.

I think regular up to date training on all aspects of neuro diverse conditions is needed especially in the various presentations and that no two children are the same

Training for all staff on ASD and possible triggers.
Training for all staff on how to deal with meltdowns.

Training for high functioning autism in girls as can very often be missed or interpreted as quiet, shy, rude.

The DSPL have not supported my child in the setting at all. Us as parents have attending courses, resources and worked closely with the school

Maybe more teachers per child in early setting.

Not all staff know real depths of his condition and each time he moves up a class its a backwards step

DSPL1 Training and Support Survey

How confident are you that the staff in your child's school/setting have adequate training to meet your child's needs?

If you don't feel confident what additional training do you think staff should have?

some members of staff are extremely well trained but we don't feel it is a whole school ethos. SEMH and specific trauma/attachment training would really help.

Each child with SFN needs is different and we do not yet understand my child's condition

My son is not the only one with speech and language difficulties within the school (a reasonably common problem), and the staff do not seem to have any training,

More knowledge of childrens and families act and send code of practice. More help for class teachers to learn about individual childrens conditions

Some teachers need to read the EHCP

they told me they had never met anyone like my son, and did not have anyone similar in the school.

Please refer to my comment in the previous question. Certainly not one-off training, but ongoing training is necessary in every setting.

DSPL1 Training and Support Survey

How confident are you that the staff in your child's school/setting have adequate training to meet your child's needs?

If you don't feel confident what additional training do you think staff should have?

A better understanding and strategy's to help

Staff don't seem to take ADHD seriously, or fully understand how the person feels or how there minds work.

Staff are brilliant but other members of staff aren't aware of the facts/information on her disabilities and punishes her for them ie giving her a detention point for not wearing a blazer when she has tactile defensiveness!!

Attachment and trauma- whole school

She was giving a time out card to go to pastoral office when needed. She was told by PE teacher she can't use this next time(while she is allowed to at the first place). She was also sent back by pastoral as it was full and nobody can help her there.

Know exactly (find out) what the childs needs are, how to adapt and understand

How would a parent know whether staff actually have adequate training? It is not communicated to the parents. What the schools do need is more staff to cope with the workload!

Bit hard to say as we've had no contact from them

Trauma training, SALT training, Sensory processing training, Training in PDA level 3 (nurture programme), Kieran Rose's "inside Autism" course

i think there is a general need for all teachers to have awareness of attachment needs and how certain behaviours might be linked to a child's past trauma or current issues at home, not just a requirement for SEND co-ordinators

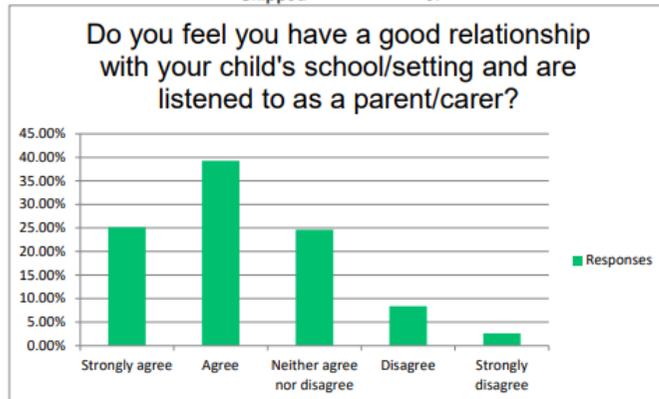
Not applicable at present as not in school setting because staff are not trained to deal with children with acquired brain injuries

How children "mask" their feelings, learning strategies.
Behavioural patterns.

DSPL1 Training and Support Survey

Do you feel you have a good relationship with your child's school/setting and are listened to as a parent/carer?

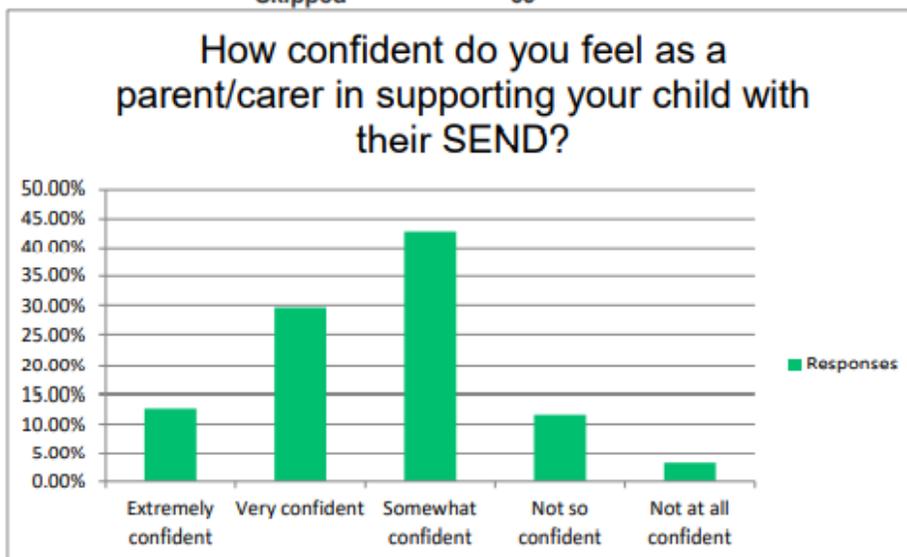
| Answer Choices | Responses | |
|----------------------------|-----------------|------------|
| Strongly agree | 25.13% | 48 |
| Agree | 39.27% | 75 |
| Neither agree nor disagree | 24.61% | 47 |
| Disagree | 8.38% | 16 |
| Strongly disagree | 2.62% | 5 |
| | Answered | 191 |
| | Skipped | 67 |



DSPL1 Training and Support Survey

How confident do you feel as a parent/carer in supporting your child with their SEND?

| Answer Choices | Responses | |
|----------------------|------------|----|
| Extremely confident | 12.70% | 24 |
| Very confident | 29.63% | 56 |
| Somewhat confident | 42.86% | 81 |
| Not so confident | 11.64% | 22 |
| Not at all confident | 3.17% | 6 |
| Answered | 189 | |
| Skipped | 69 | |



DSPL 1 Response

We are trying to provide current information to parents about the training, network opportunities and support available.

Parents training within DSPL 1 evolves to reflect the needs and feedback within area.

There is a Weekly News sent via email to schools, placed on our Website, Facebook and Twitter accounts. This is also shared with the external organisations and agencies supporting parents.

DSPL1 Training and Support Survey

What additional training or support would be useful to you at the moment? (Please pick up to 5 areas from the list)

| Answer Choices | Responses | |
|---|-----------|------------|
| Managing anxiety | 40.91% | 72 |
| Transitions | 23.30% | 41 |
| Bereavement and Loss (including divorce and separation) | 5.68% | 10 |
| Self-harm | 5.68% | 10 |
| Understanding the conditions (Autism/ADHD) | 34.09% | 60 |
| Girls and women on the Autistic Spectrum or with ADHD | 14.20% | 25 |
| Sensory | 29.55% | 52 |
| Beginning of the journey (language/understanding the SEND world) | 17.61% | 31 |
| Sleep | 17.61% | 31 |
| Internet safety | 10.80% | 19 |
| Puberty | 17.61% | 31 |
| Toileting | 6.82% | 12 |
| EHCPs and Education Support | 27.84% | 49 |
| Executive functioning | 14.77% | 26 |
| Managing meltdowns | 29.55% | 52 |
| Supporting siblings and reducing family conflict | 23.30% | 41 |
| Anxiety and Demand Avoidance | 28.98% | 51 |
| Restricted Eaters | 21.02% | 37 |
| Relationships and Sexuality | 9.09% | 16 |
| Access to Healthcare | 9.66% | 17 |
| Making the most of meetings with professionals | 17.05% | 30 |
| Knowing your rights | 35.80% | 63 |
| Transition to adulthood | 19.89% | 35 |
| Other (please specify) | 11.93% | 21 |
| Answered | | 176 |
| Skipped | | 82 |

See separate document on what is available.

[Parent Support Training survey result.xlsx](#)

The gaps are:

- SpLD
- Speech and Language
- Social Skills
- School Holiday Provision
- Aim – provide an overview of what is available and add to Weekly News and Website

What’s Next?:

Look at the gaps in training available.
Continue to improve the communication to parents.

DSPL1 Training and Support Survey

What additional training or support would be useful to you at the moment? (Please pick up to 5 areas from the list)

Other (please specify)

Social skills and how to help him fit in.

Dealing with anger

Greater provision during school holidays

Hearing impaired support

foetal alcohol

A school, care support, respite, a sen officer, the law that entitles my child to an education being upheld

1:1 activity help to encourage group activity later on

Dyslexic

How to build confidence

SpLD advice on how to support child with a specific learning difficulties eg dyslexic, dyspraxia etc

I have attended several workshops as also have another child with additional needs out of school

Training that incorporates all needs. I have done so many courses and none of them apply or adapt for children with SLD. The main focus is always children with SEND and those who have a certain level of communication. Many of us parents of children with SLD feel the same way. There is little or no support outside of school

Support for what happens after sixth form

I would like a fair system- if we lived in DSPL 7 the provision, support is there.

DSPL1 Training and Support Survey

What additional training or support would be useful to you at the moment? (Please pick up to 5 areas from the list)

Other (please specify)

My son has a speaking disorder I wish I knew how to help him more

Specific learning difficulties to his needs. He learns so differently

Selective mutism help, particularly with high anxiety levels

regulating emotions and especially anger

Developing strategies to support my son learning so he makes progress at school.

More about how to support my dyslexic child with their learning and how to showcase their abilities

gender/sexuality

DSPL1 Training and Support Survey

If online courses/workshops were offered to you, what times would you be able to access them? (select more than one if appropriate)

| Answer Choices | Responses |
|-----------------|------------|
| Morning | 39.78% 72 |
| Afternoon | 24.31% 44 |
| Evening | 72.93% 132 |
| Answered | 181 |
| Skipped | 77 |

