

The POET Survey

Haringey Council Data Report: December 2022 Practitioners working with children who have additional special educational support needs

Introduction

This report presents data collected using the Personal Outcome Evaluation Tool (POET) from practitioners who work with children who have additional support and may have Education Health and Care Plans (EHC plan) in Haringey. It also compares the numerical responses of practitioners in Haringey with the responses we have from practitioners in other parts of England working with children who receive additional support.

Not all respondents answered all the questions and some of the questions allowed for more than one answer, so the total number of responses will not necessarily add up to the same total numbers. Where provided, percentages are of those people who responded to that question. The target population for the survey was practitioners working with children with special educational needs who may have had experience of EHC Plans.

Who took part in the survey?

Nationally, 1282 practitioners completed the survey from 12 local authority areas including 97 from Haringey. A range of practitioners took part from education, social care and health. Around a half of the practitioners who responded to the national survey were involved mainly in providing direct support to children. Others were either involved mainly in the assessment and development of plans or management.

The POET survey asked practitioners a number of questions about their working role and the children they work with, including the type of school they work in, the reason the children they work with need additional support, the age group they work with and the main focus of their work.

As can be seen in Figure 1, the largest single group responding from Haringey were practitioners that worked mainly within education (83%), a higher proportion than practitioners from other parts of England (71%).

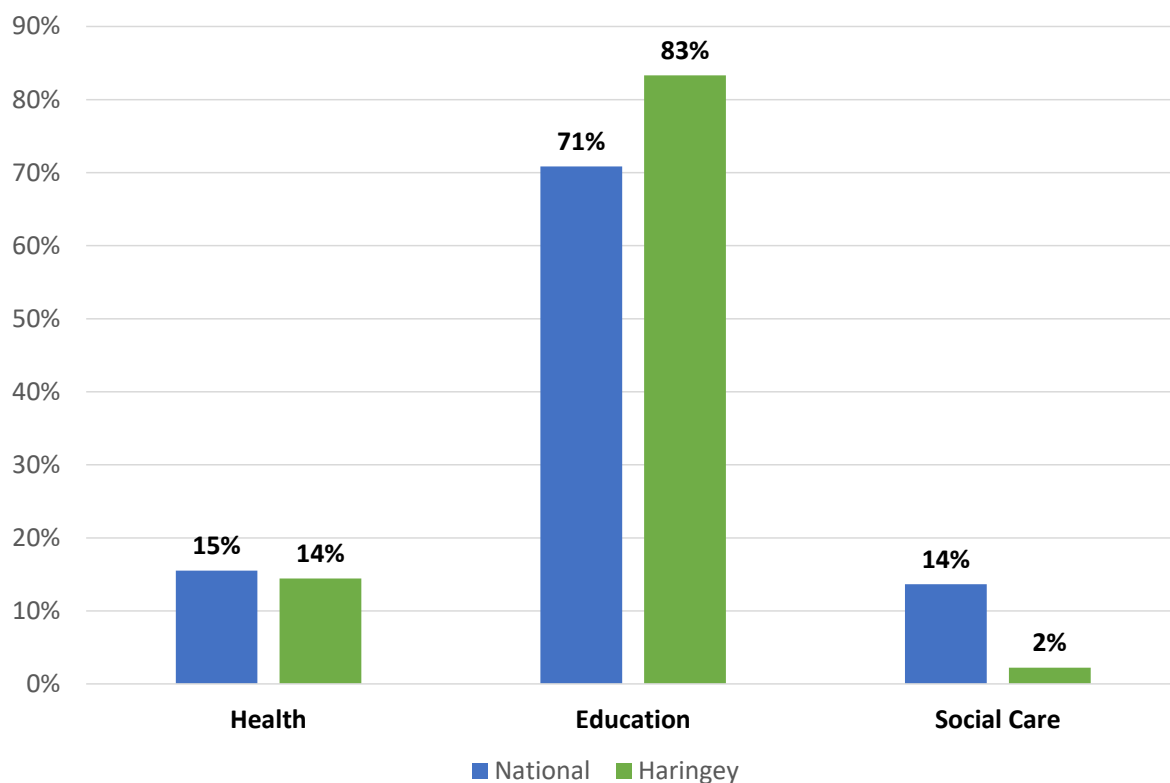


Figure 1. Which area do you mainly work?

Practitioners were asked whether they worked in schools and if so, which type of school they worked in. Practitioners responding from Haringey were as likely to work within schools (62%) as respondents from other parts of England (63%). Practitioners from Haringey were less likely to work in a mainstream education setting (40%) than practitioners from other parts of England (48%).

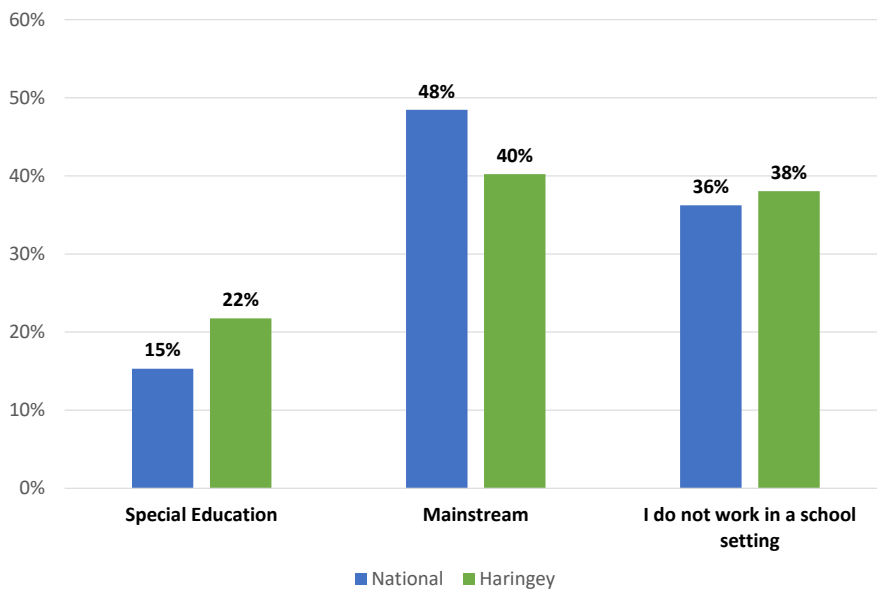


Figure 2. Where practitioners worked

The POET survey asked practitioners to say what tasks their job required of them. Practitioners in Haringey were less likely to say they were involved in direct support (46%) and more likely to be involved in assessment (40%) when compared to responses from other parts of England, where direct support was 49% and management 37% respectively.

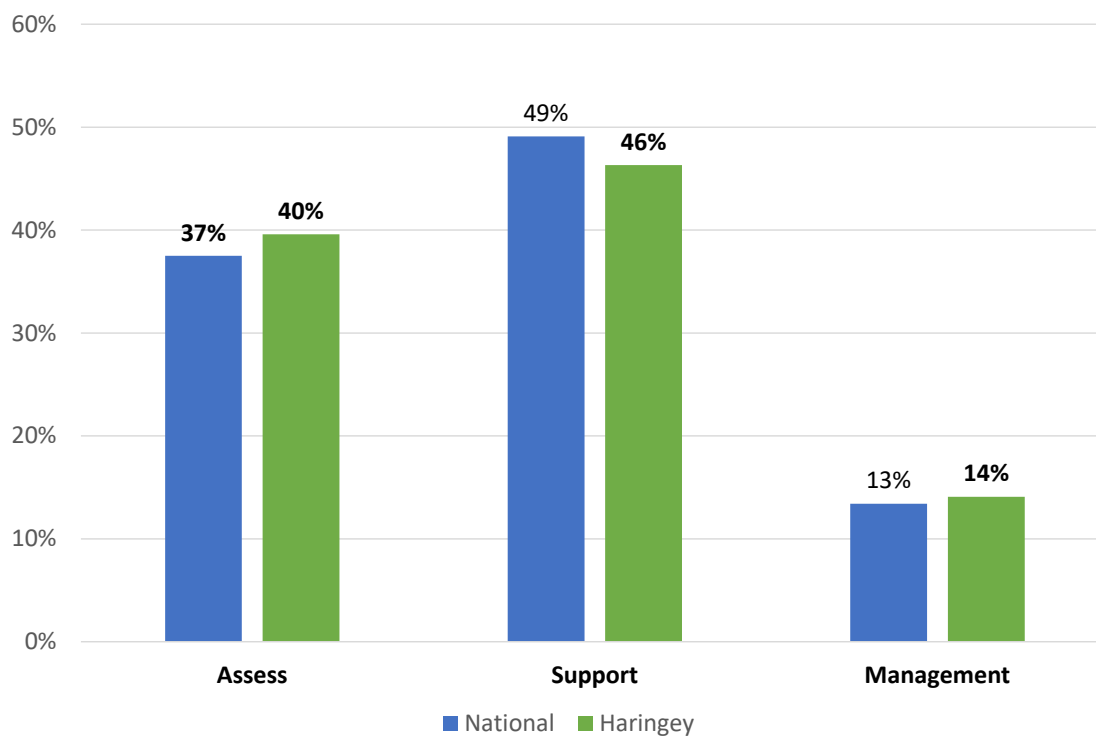


Figure 3. The task practitioners were mainly involved in

The POET survey asked practitioners to say what age group they mainly worked with. The proportion of practitioners from Haringey working across the different age ranges was similar to other parts of England.

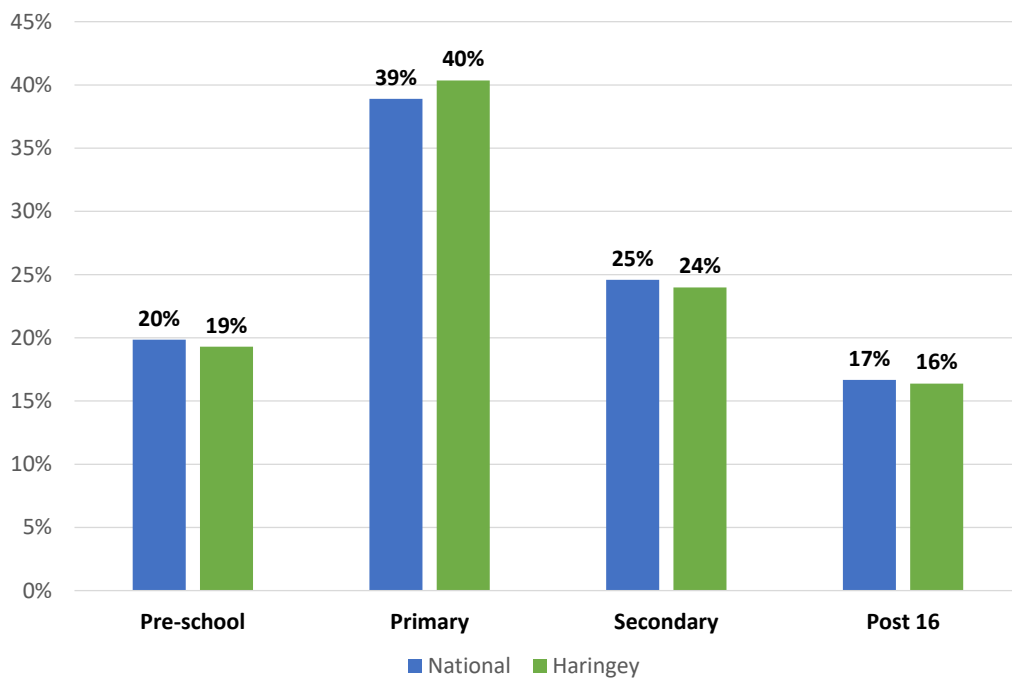


Figure 4. What age group did practitioners work with?

As figure 5 shows practitioners were asked the main reasons children that they worked with needed support. Responses from practitioners from Haringey were broadly similar to practitioners reporting from other parts of the country, with more practitioners from Haringey (25%) saying that children needed support with Sensory, (hearing, sight) or physical disabilities than other parts of England (19%).

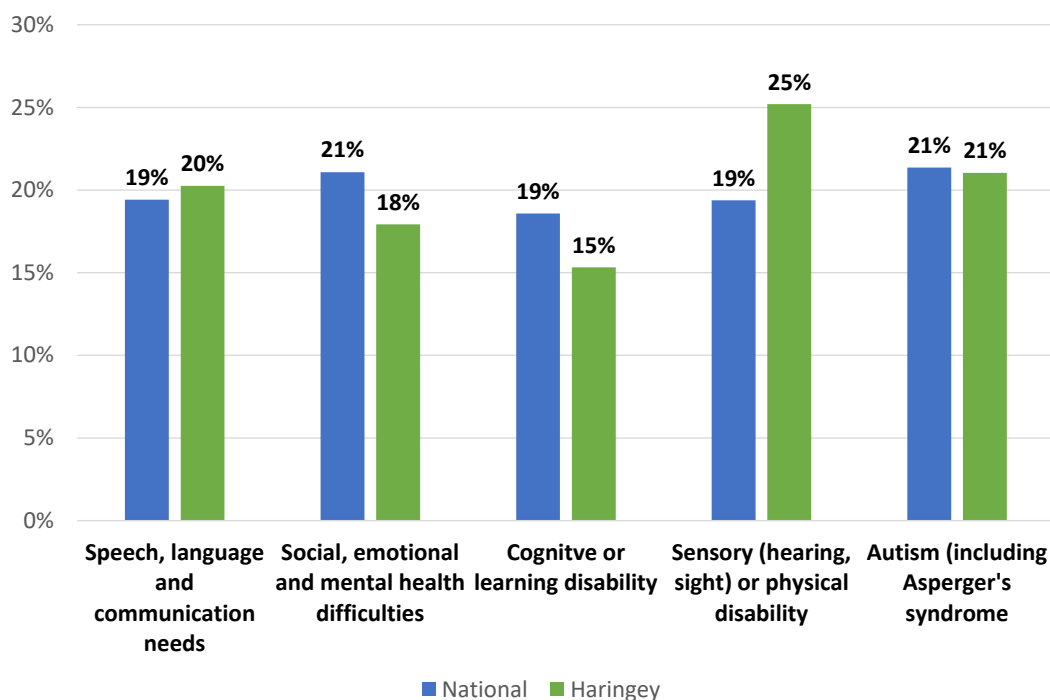


Figure 5. Main reasons why children need support

What do practitioners feel about the support children receive, its planning and its impact.

The POET survey asked practitioners to answer several questions about their experience of the additional support that children and young people receive and what impact it has on the children, these included:

- Having choice and control over their support
- The right help and support to meet their needs
- Practitioners involved in their support work well together
- The quality of their support
- Flexibility to change support if needed
- Take part in school and learning
- Enjoy a good quality of life
- Think about and prepare for the future
- Be as fit and healthy as they can be
- Be part of their local community
- Enjoy relationships with family
- Feeling safe at home and out and about
- Have a positive transition

As Figure 6 shows, over a half of practitioners said they felt that the help and support children received was of good quality (57%), lower than respondents from other parts of England (70%). A half or more of practitioners from Haringey said that the support children received was good in three further areas that we asked about; taking part in school and learning (56%), practitioners worked well together (52%) and quality of life (50%). Practitioners from Haringey responded less positively in eleven out of the thirteen area asked about than practitioners from other parts of the country.

Just under a half of practitioners from Haringey said that they support children received was poor in one of the thirteen areas that we asked about; having choice and control over their support (42%), a higher amount that responses from other parts of England (30%). Just over one quarter of practitioners from Haringey (28%) responded that the flexibility to change support if needed was poor.

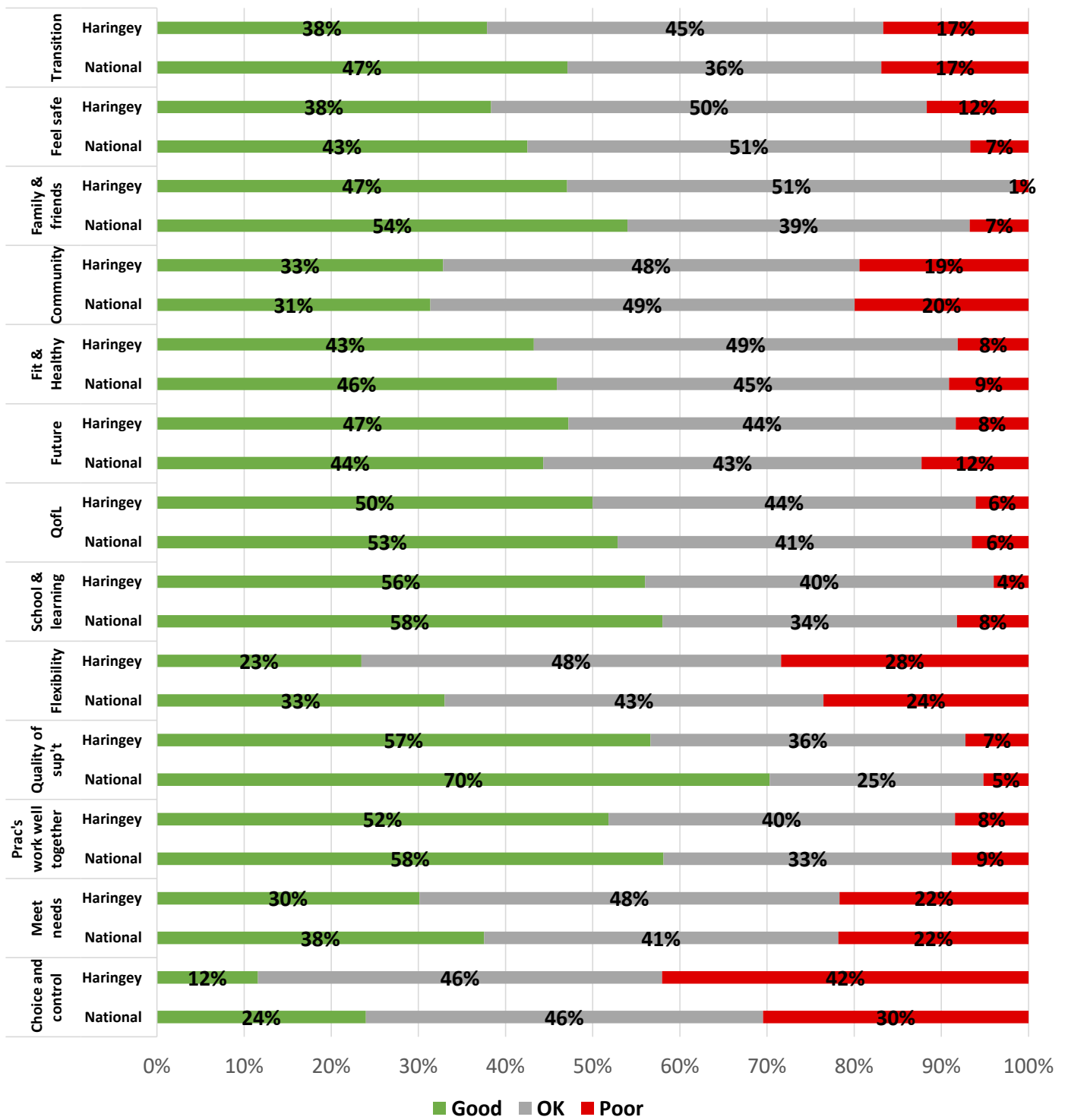


Figure 6. How practitioners feel about how the help and support children receive and the impact it has

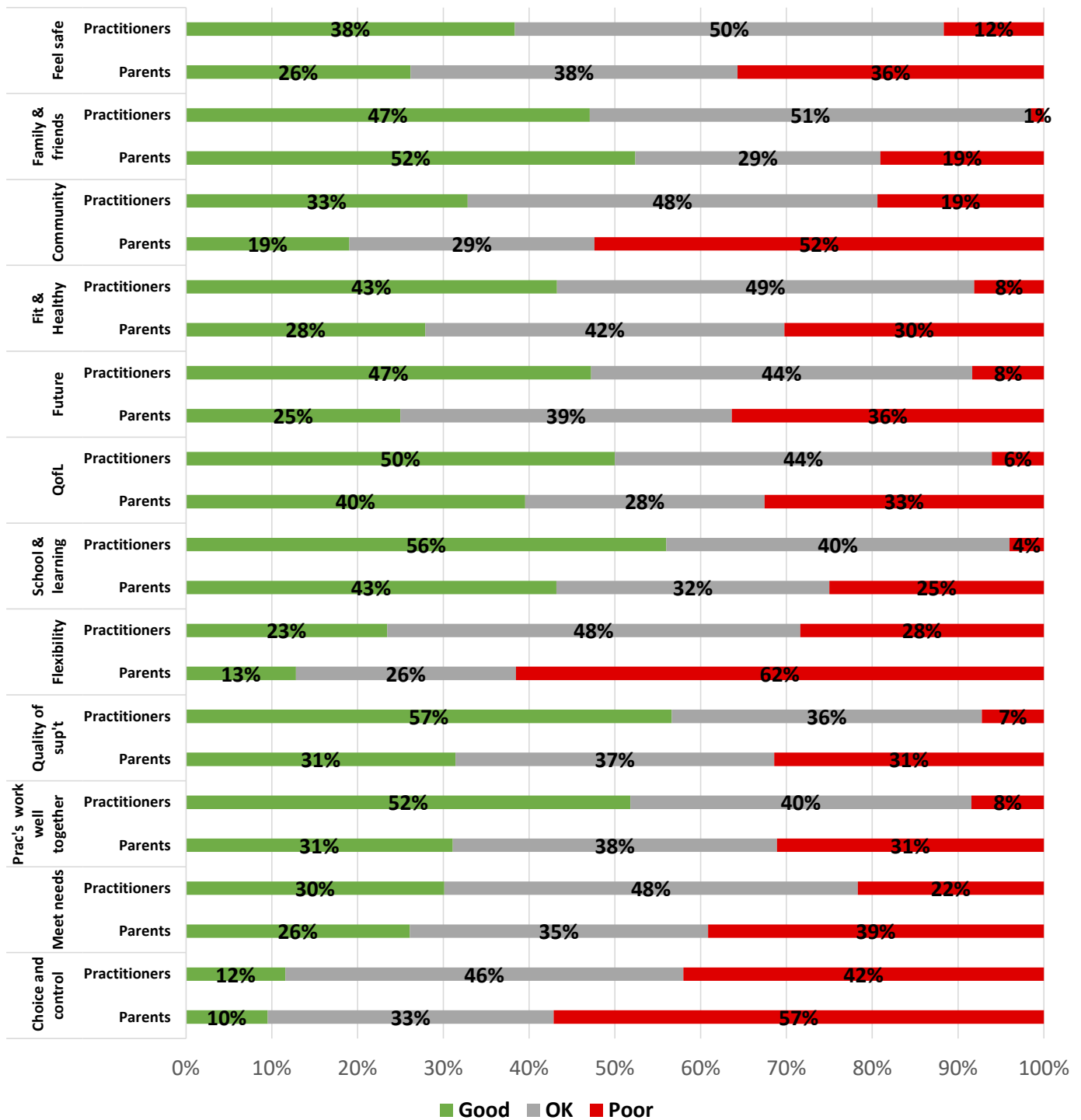


Figure 6a. Experience of help and support your child receives and the impact it has had – Parents and Practitioners views.

Figure 6a compares how parents from Haringey responded to the questions about how they feel about the support their child received with responses from the same questions asked of practitioners from Haringey. Parents responded more positively than practitioners in one out of the twelve areas that we asked about; enjoying relationships with friends and family (52%) compared to 47% of practitioners.

The views of how well practitioners worked together to support children and young people varied between parents 31% and practitioners 52% as did the views about the quality of support and preparing for the future; Quality of support - parents 31%, practitioners 57% and preparing for the future -parents 25%, practitioners 47%.

More than a half of the parents felt their experience of help and support was poor in three out of the twelve areas that we asked about: flexibility of support (62%), having choice and control (57%) and Community (52%), compared to practitioner responses: Flexibility of support (28%), having choice and control (42%) and Community (19%).

Figures 7 and 8 show that just over one third of practitioners from Haringey (34%) said they felt the views of children had been fully included when their support was planned, a lower proportion to practitioners from other parts of England (50%). Over a half of practitioners from Haringey (55%) reported that they felt the views of parents had been included when their children’s support was planned, significantly less than parents from other parts of England (80%).

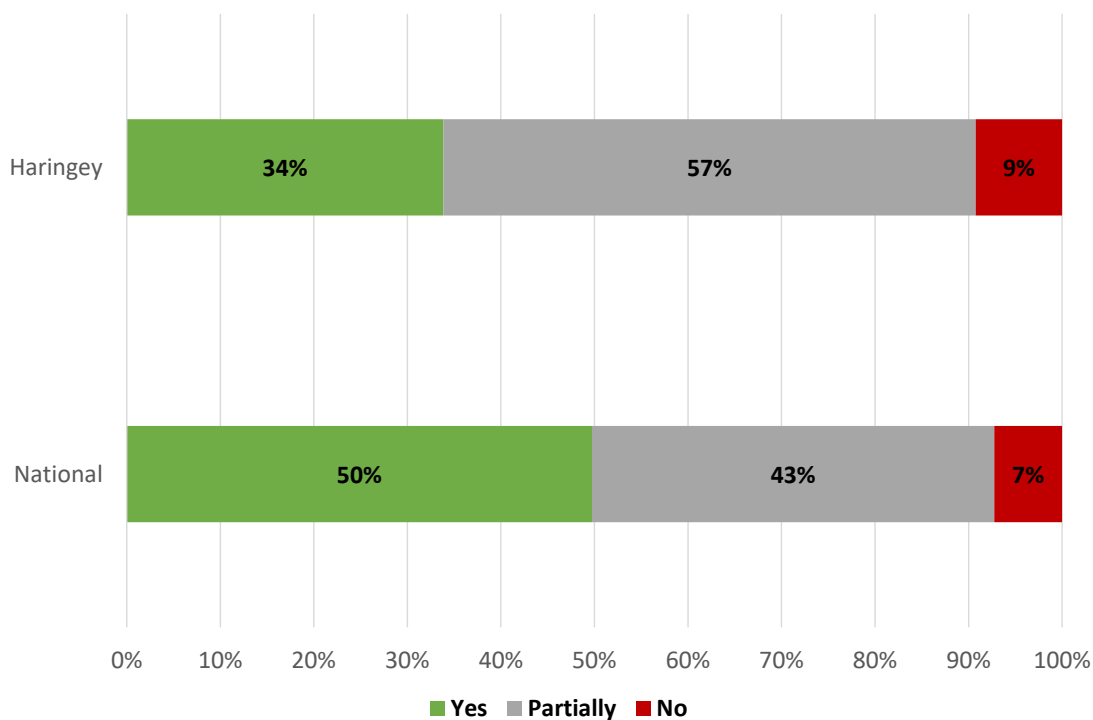


Figure 7. Were child’s views reflected?

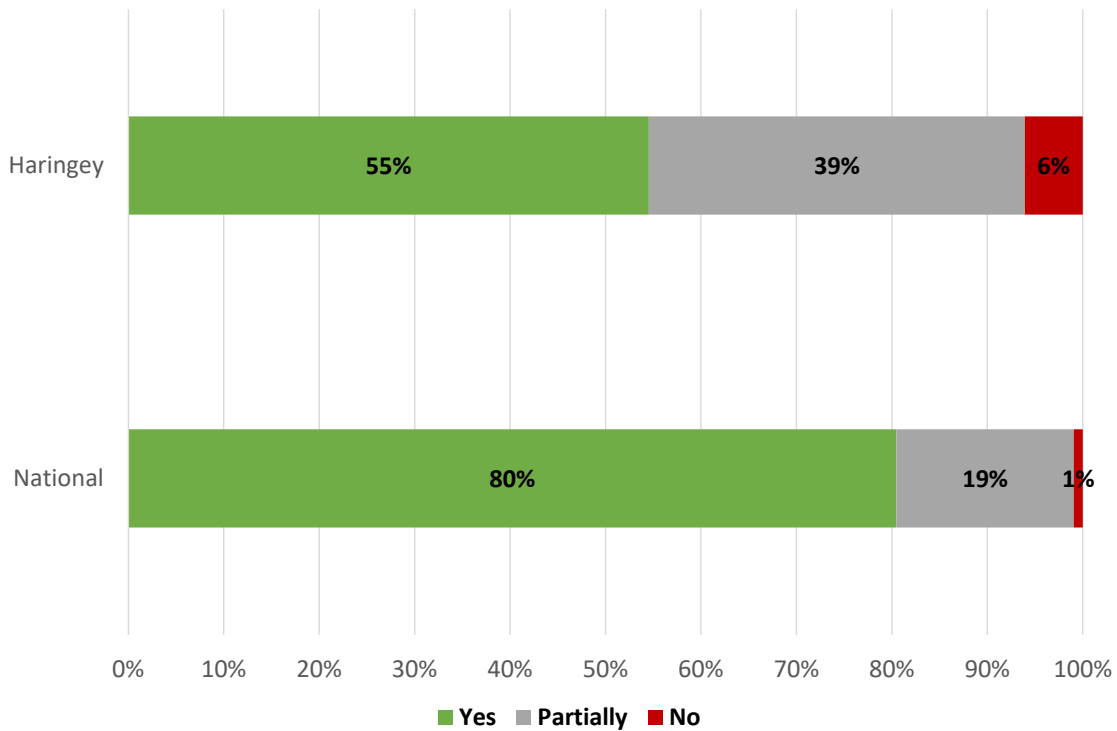


Figure 8. Were parent’s views reflected

A wide range of people were actively involved in planning for the children and young people’s additional support needs. Figure 9 shows that the range of people involved was broadly similar across the country, with more involvement of planning coordinators reported by practitioners from Haringey than other parts of the country.

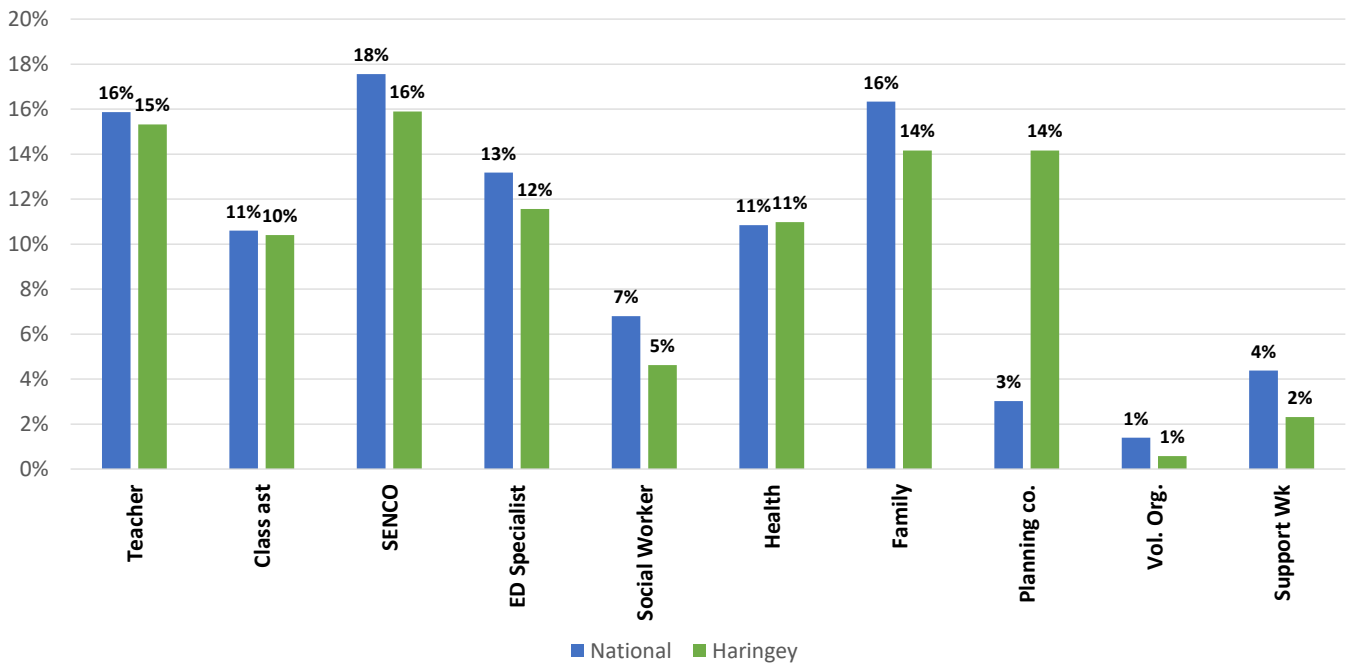


Figure 9. Who was involved in planning with children

What do practitioners feel about the outcomes achieved by children.

The POET survey asked practitioners several questions about the outcomes planned for children, we asked;

- Parents know what outcomes are in the support plan
- The outcomes reflect children’s views
- Satisfied that children have made progress towards their outcomes
- Practitioners know what outcomes are in the support plan
- Plan reflects children’s needs

Figure 10 shows just under one third of practitioners from Haringey (32%) felt that children’s support plans reflected their needs, which was lower than practitioners from other parts of the country (49%). Over a quarter of practitioners said that people who support the children knew what outcomes were in the support plan (29%) whilst well under a half of practitioners said that parents knew what outcomes were in their child’s support plan (40%), compared to practitioners reporting from other area of the country; parents know outcomes (66%), practitioners know outcomes (49%).

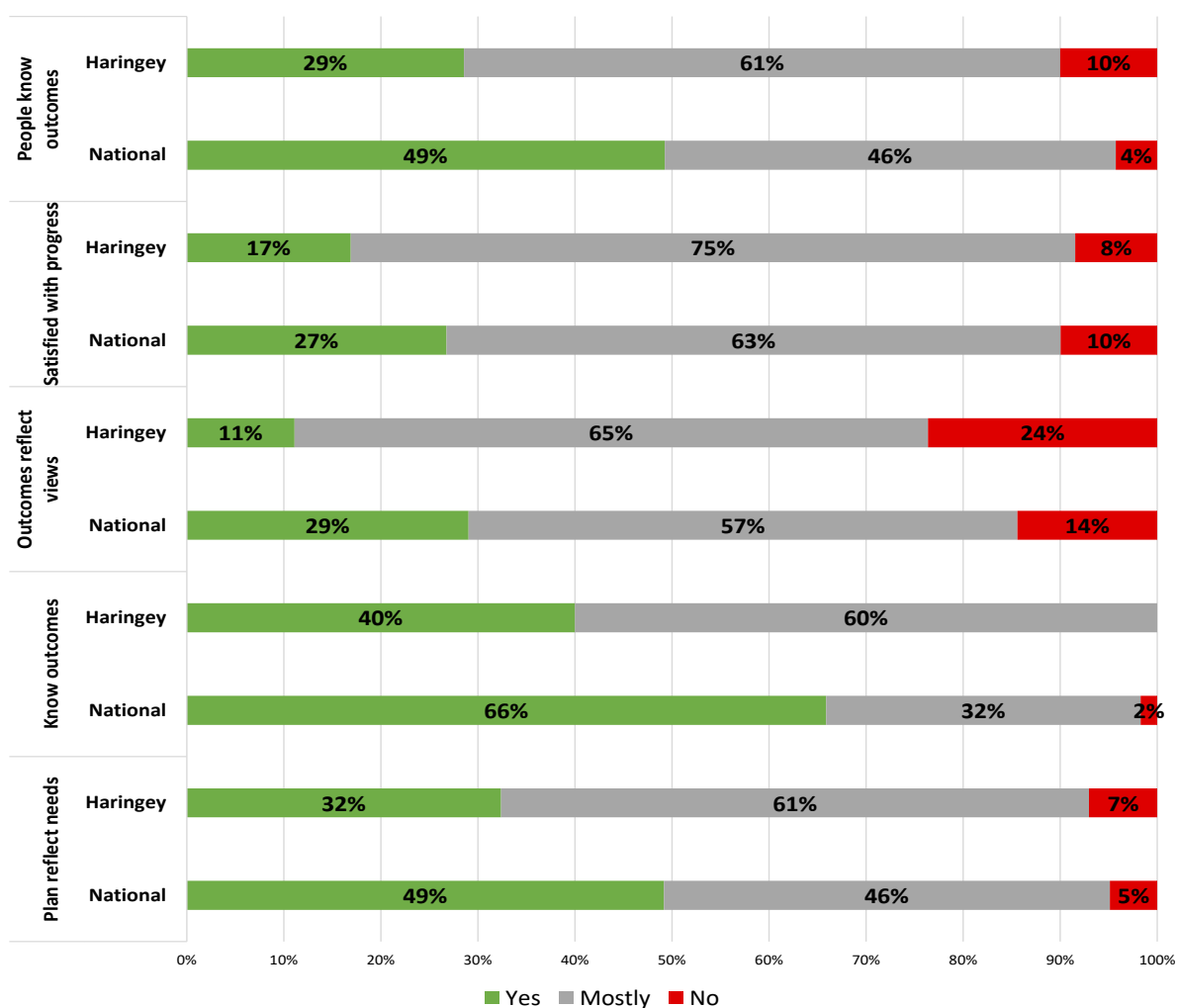


Figure 10. About children’s outcomes

What do practitioners feel about the Education Health and Care planning process?

The POET survey asked practitioners to say how EHC Plans had influenced seven different aspects of their working roles over the past year.

- Put children at the centre of your planning
- Work in partnership with your colleagues from other professions
- Work in partnership with parents/carers
- Provide timely response to the needs of children
- Provide individually tailored support to children
- Provide clear information and advice to parents/carers
- Understand the needs of children in the context of their home, family and school

As Figure 11 shows, just under a half of practitioners from Haringey (49%) said that EHC Plans had always or mostly helped them work in partnership with parents/carers. Around two thirds or more of practitioners from Haringey said that EHC Plans had always or mostly helped them in another three areas of their work we asked about: providing children with individual tailored support (68%), working in partnership with parents/carers (67%) and understanding the needs of children in the context of their home (64%). With the all of the seven areas that we asked about, practitioner's responses were lower proportions than practitioners responding from other parts of England.

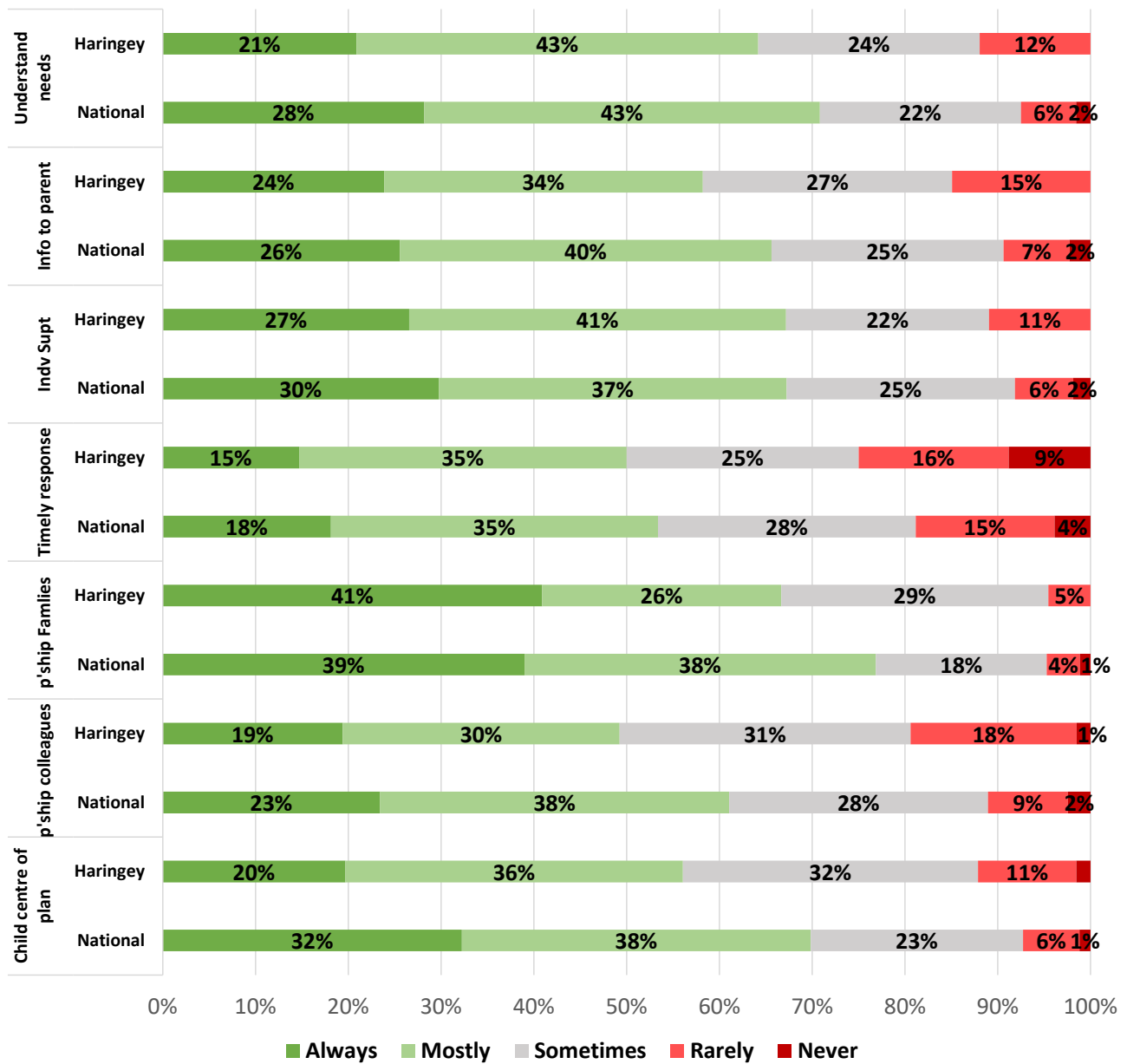


Figure 11. How helpful do practitioners think Education Health and Care Plans are to the children they work with?

In figure 12 we asked the practitioners from Haringey if the children achieved their goals with the support they get. Well over three quarters (82%) reported that the children were making progress, which was the same proportion when compared to the other parts of England 82%. While 8% of the practitioners reported that children had achieved their goals with the support they get, slightly lower than practitioners from other parts of the country.

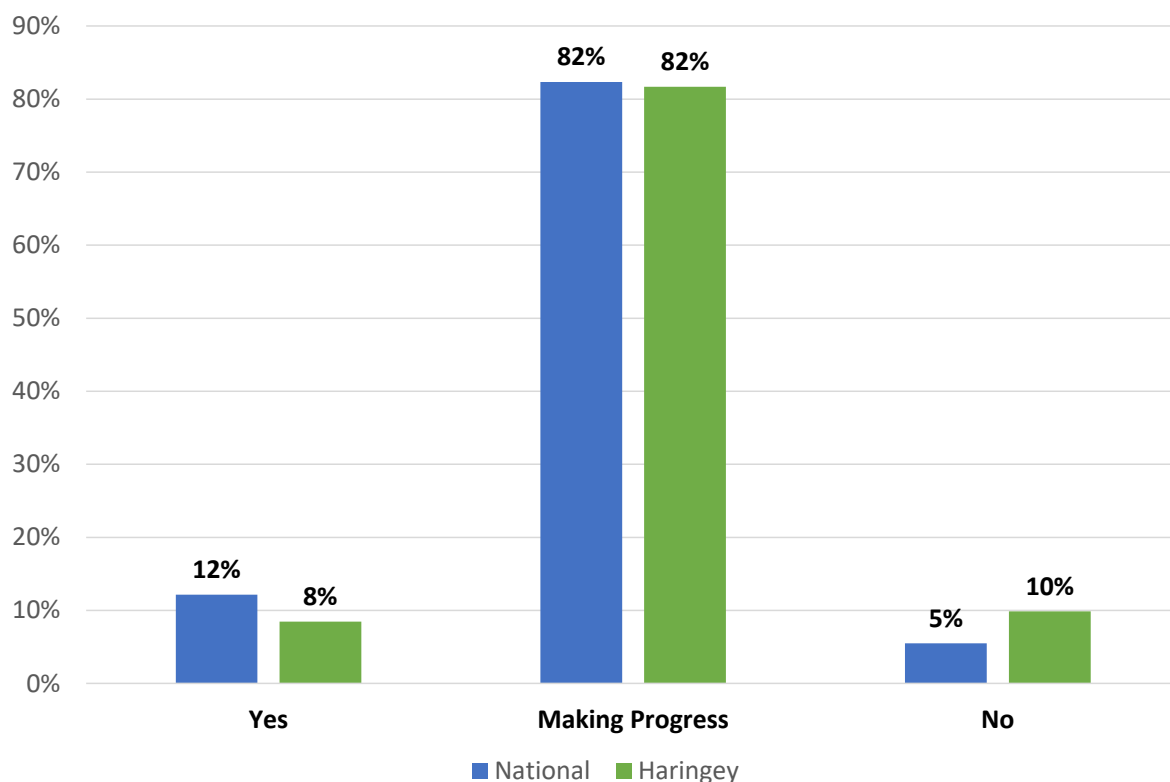


Figure 12. Have children achieved their goals with the support they get?

How do practitioners feel about the SEND system in Haringey?

The POET survey asked practitioners to say how much they agreed or disagreed with a set of statements about the SEND system in Haringey:

- I am clear on the vision for SEND services and understand what the system is trying to achieve
- I feel that my organisation's change programme and plans align with others in the system
- Change across the SEND system is well managed
- Support provided is as inclusive as possible. Children are supported to stay in mainstream support where this is appropriate
- Getting the right support earlier would improve children's quality of life and well being

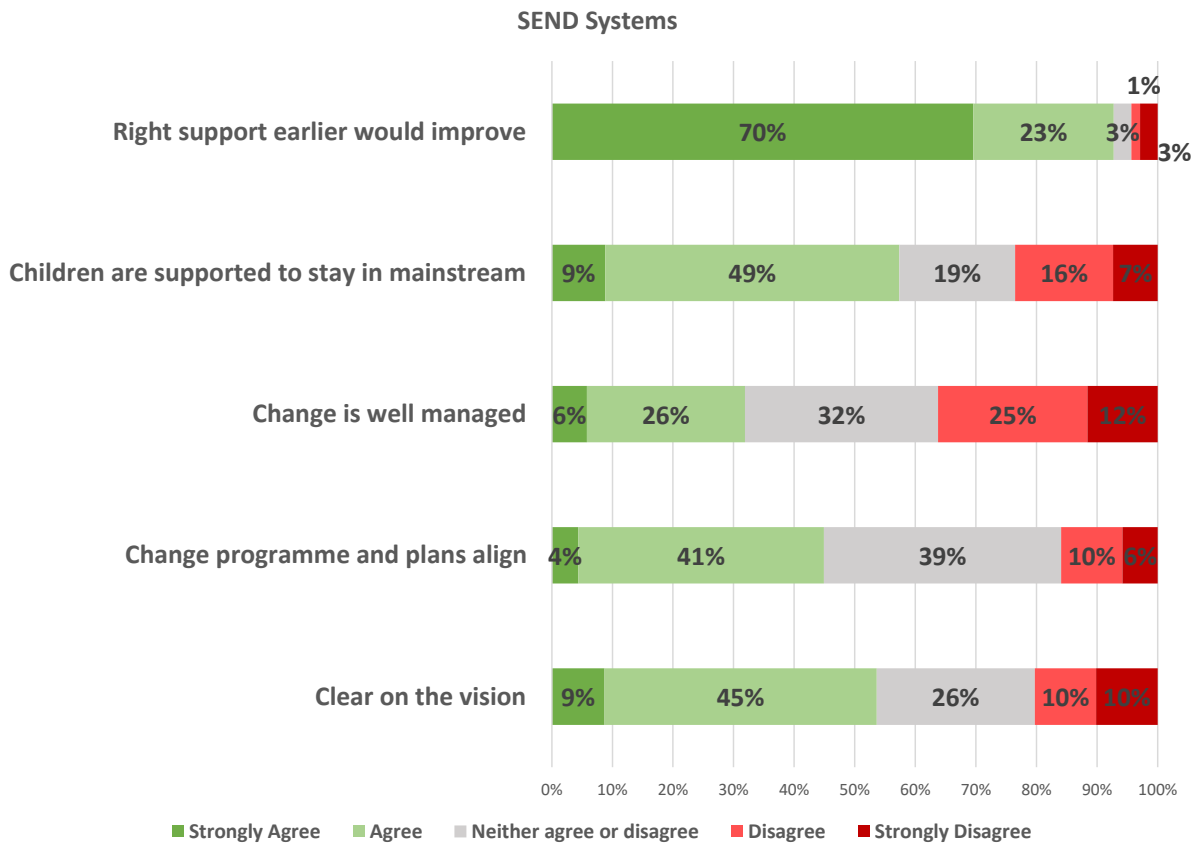


Figure 13. How do practitioners feel about the SEND system in Haringey?

Nearly all of the practitioners from Haringey responding to the POET questions agreed or strongly agreed that getting the right support earlier would improve children's quality of life and well being (93%). Over a half of practitioners agreed or strongly agreed that children were supported to stay in mainstream education (56%).

Over one third of practitioners from Haringey disagreed or strongly disagreed that change across the SEND system is well managed (37%)

Would you like to say anything else about your experience of support that children and young people receive or Education Health and Care Plans?

Practitioners were asked to provide some free text answers if they had anything else to say about their experience of support that children and young people receive, below are the responses:

- Where young people transition from schools outside of Haringey LA back into Borough, the quality of school information is usually better.
- The support the young people receive in school is strong, this is despite the difficulties we encounter in working collaboratively with the SEN service in my borough. Schools are taking up the shortfall in funding which is needed to provide support to the young people even when they are in receipt of an EHCP as the borough's funding calculations do not match the true cost of staff and provision
- There are examples of excellent practice with AHPs working in schools which value SEN provision and allocate resources to it. Unfortunately it is a postcode lottery in terms of which schools have the leadership to recognise the importance of real inclusion and access.
- We are able to empower parents to understand their child, parents connecting with each other in our groups and train Early years practitioners to work with and enjoy children with SEND
- Health Teams working in schools
- The staff that we are able to employ have been excellent however as the complexities of need grows year on year the requirement to upskill staff is becoming urgent as mainstream teachers and support staff are not equipped to support the children.
- Good communication, transparent and professional relationship with the children and their families; parents are able to express any worries and are supported fully-parents are recognized and acknowledged as experts in their child's life and their primary educator and caregiver. Each achievement is celebrated and children are provided with an environment where they are enabled to learn, develop and progress.
- The support the children and school receive from attached services such as Speech and Language, Autism Team and Speech Therapy services.
- We work well with families to collaborate and understand the context for each child We offer bespoke interventions aimed at meeting the actual needs of our children on roll Our recent Ofsted inspection applauded these efforts and mentioned both of these in our report.
- Plans are put into place in a timely manner. Many students make it through panel for assessment of their needs and plans are put into place where support is needed.
- - committed staff and family connections
- The 2 children that I support in a mainstream class means that they are able to access the full curriculum. This is only possible because our school has a bilingual approach. With the same adult supporting them, I am able to then discuss the children's progress with the class teacher and the speech and language team.
- Co-production meetings work very well and give parents a better understanding and contents of plan and have provided opportunities to discuss why some things are not included. Had a meeting with parents they wanted speech included but was able to explain that the child was at age related expectations and was able to give content around this why you have included certain
- All teachers and schools want to support in Haringey and they are working hard with families and children to get their views heard. Haringey Council has made some improvements but they are slow and in my view they have not improved quickly enough and are not involved enough to support schools and Senco's across the borough. There are empty words with not much action behind it. The website has improved but the offer available to our children and

families is poor and after letting children down for years we continue to do so. There are people at Haringey Council who simply do not understand the school systems or the children and they spend no time coming into schools or getting to know the children they are supposed to be supporting.

- Having an updated One-page profile/advice document for all teaching staff in school settings. Having pro-active support who understand the CYPs needs, but still challenge the CYP where appropriate.
Multi-agency teams around the child coming together to make plans.
Schools that are open to and willing to accept new suggestions with their students' needs in mind.
- There is an excellent Autism support team (LAST team) in Haringey who are very key in supporting autistic CYP, for example, helping with intervention, parent support and school anxiety.
CAMHS learning disability team work well with schools, particularly special and CYP with complex needs.
Nurture provision is excellent and more is needed.
- Children that are able to access the curriculum content with support and some adaptation to the provision do well in mainstream settings. Children are very supportive of each other and recognise each others needs. Our home school communication is good and parental input is valued and respected. Parents respond well to the level of support offered and will approach us if they require additional assistance.
We work closely with external professionals and together with parents we make sure that children have access to available services and support.
- specific Youth Clubs run by the Language and Autism Support Team
Direct support from the Language and Autism Team to support staff
- Some progress has been made in improving the Haringey SEND team, but this is just the beginning of a longer journey.
- Our environment and the dedication of the staff to ensure that we meet their needs as best as we can is crucial. we have parents trust, especially our Child and Family Liaison officer who works as a 'middle man'. The curriculum they follow helps targets to be met and to be bespoke.
- SENDIASS are really helpful.
- Joined up, collaborative working with different agencies, with the child at the heart of the process, eg. child, parents/carers, school, outside professionals
- There is a real lack of specialist provision across Haringey and neighbouring boroughs.
- Clear and detailed assessment of need and recommended provision to meet need
Some very good practice in schools to deliver this
Central/bespoke training for relevant staff to provide necessary understanding and skills
- Staff and SENCO go over and above to support families.
- Despite chronic under-funding the professionals working with SEND children do the best they can.
- Schools continue to provide unfunded support. This will never stop but it is meaning financial deficits on a huge scale. The support staff in school and teachers really understand the children and do the best considering.
- Schools are trying hard to involve as much outside agencies eg dance, music, art projects as possible so children in special school have the experience of engaging in different activities as this is very challenging for parents.
- Having Pupil Voice as part of SEN outcome planning and review and also at EHC Annual Reviews has been lovely.
- Some children listen the stuff well
- When children are angry we talk to them when the time is right and listen to them to know their feelings
- In the face of very limited resources I feel that my school does incredibly well to support our

- children. We are creative with the resources we have, but wider LA support would be helpful.
- Very different to comment
 - A lot is put on schools by Education services, health and care. Schools do an amazing job considering we are teachers not therapists.
The training and support from Autism Team, Visual impairment and Hearing impairment teams is excellent.
 - schools are often managing on skeleton staff and morale can be low which can lead to less flexibility
Environments need investment and staff need investment and training - this is not always consistent
 - I feel the school is incredible for managing an extremely small budget (which has not been increased in many years!!!) and still provides a caring and learning environment for pupils.
 - We are able to provide arrangements that are suitable to the needs of the children.
 - I focus on engagement with family of children and young people. This supports them in having their voices listened too. Being transparent with them regarding what available service and resources are available to them. Communication is key and touch base on a regular basis. This support in developing key relationships.
 - The support transport is providing is extremely important. Especially if there are changes all parties get informed so that everyone is kept in the loop. I.e Parents, schools, providers SEND team and Passenger Assistant.
It is very important to ensure that all children and young people get to school safely and secured.
 - Schools relationships with students and families
Skilled team of SEND support at school
Information provided by the school SEND team to teachers is good
Offer provided by the Autism, HIT is good
 - HLP - Excellent provision from Phillip House

Is there anything that is working well for the children and young people that you support? please share some examples.

Practitioners were asked to provide some free text answers about things that they felt worked well for the children and young people they support, below are the responses:

- Post-16 transition is poorly managed with unclear communication routes and transition pathways. EHCPs are out of date and rarely reflect the current needs of the young person. It is often unclear who has been involved in developing plans. Outcomes are generic and not matched to the young person or the young person's aspirations in progressing towards adulthood. very often plans have not been updated since Year 9.
There is no partnership network and some providers are entirely excluded from the LA plans. There are very unclear expectations about progression post-16 and post-19 which can result in some young people missing out on further education whilst others remain past the point where they continue to make progress due to misunderstandings over the age 25 cut off.
- Delays in EHCP process and reviews very overdue. Decisions made according to capacity or provision rather than looking at the needs of the child and working from there.
- The borough is nearly impossible to get hold of in a timely manner.
Emails are sent to a holding address and hardly ever responded to so you are unsure whether they have been picked up
AR paperwork is excessive and takes time away from working with the children
There is a huge gulf between the funding offered to support children and what it actually costs

There seems to be a real drive to keep children in mainstream schools, even when it is not the right place for them. As a school, it is felt you are frowned upon if you suggest it and the inference is that we just don't want SEN children in our school- there is no consideration of our professional opinions, we have to get it agreed by a different professional who often does not know the child at all and will base their recommendations on a brief observation.

- Neither education nor health are properly funded to deliver the provision required to meet the needs of the children and young people we support. If education staff are not available or resourced to carry over interventions the work from AHPs to model and train them is not effective. In many schools the role of SENCO is undervalued and under resourced.
- A lot of our children are non-verbal and need EY practitioners to take on board training and understanding of how to work with them. Children are in a therapy session for half an hour as opposed to in a setting for a number of sessions. It would be wonderful for there to be enough practitioners who enjoy these children and give them time to learn different ways to regulate and communicate.
- Annual reviews of EHCP are haphazard and don't follow a clear process and differ from school to school. Health professionals receive little or no notice of when an annual review is and therefore cannot submit updates.

When an EHCP needs to be updated it is not done so the provision outlined on the plan is outdated and irrelevant.

There is no social care input to the EHCPs.

The disabled children's social workers are not familiar with different disabilities and this makes it difficult to convey how children are at risk due to their needs not being met. It is almost impossible to get hold of a child's social worker as many don't respond to their emails or when they do the response doesn't address issues raised,

- We do not have enough money to provide all the support that is indicated in EHCPsthe multi layers of need are not conducive to mainstream education and the impact in the classroom is huge., more specialist provision is required urgently
- Continued difficulty in accessing services for when significant events occur for the child and needs of the child change suddenly. A fast track 'emergency' system with direct support to services is needed, often the waiting to get access to the appropriate services exacerbates the situation for the child and the school resulting in a more significant event that could be avoided if school's were able to access 'emergency' services for the child. A similar system to that of MASH where you can report in and have your concerns triaged and rag rated for attention may be useful in addressing severe and emergency situations.
- Funding! Not appropriately apportioned at all times.
 - EHCPs not being updated regularly enough despite regular Annual Reviews being held. This has to change!
 - Insufficient access to special schools. Waiting times are too long. Children at crisis point before being offered a space.
 - Children and parents having control but not being informed in their decisions which leads to further confusion. Mandatory attendance for specific events such as Transitions to Secondary Schools or Mainstream/Special school.
 - Further support needed for children with SEMH who have witnessed Domestic Abuse.
- Signpost.
 - Inclusive schools are receiving increasing numbers of children with SEND from other local schools. We have received nine over the past year and we are a small school! This is not fair and our SEND % is becoming unmanageable.
- Not enough monitoring by the LA on how the schools are managing SEND budgets and supporting the students with EHCPs on a daily basis. This cannot just be done on paper and the evidence they submit. If the right support isn't there on a daily basis, then progress towards outcomes is significantly hindered.
- Time waiting for therapy support and diagnoses
 - transitions with school process to SEND school

- links with main stream schools to children with additional needs
- No. With essential signed support, they are able to access the curriculum.
- SEND service needs to improve its communication with practitioners across Schools & Learning Directorate. Emails are not responded to and it is very difficult to get hold of the case worker
- There is a lack of placements for special schools.
There is so much time taken away from providing and supporting families better when you are spending days writing consultation to special schools aware they have no places
- The people working at the council need to get more involved in EHCP process and actually be present at meetings and be involved and help schools and parents to actually achieve the outcomes that the children want to achieve. Schools simply cannot cope and there are not enough post 16 options for our young people. It's improved but sadly not enough. It seems just the website and the way it looks has improved but the EHCP process is still a shambles. Meetings and talk is not enough, we need action and options available to the children. Where are our residential colleges, group housing, work experience opportunities? The only things available are for autistic learners and Haringey has other individuals with other needs and these are the forgotten in Haringey. Big improvements still need to be made. There are people working for SEND Haringey who are unprofessional, speak to parents directly about things they should not and they use their power for some but not others. There needs to be a much closer look at the people involved in the process.
- Some schools in particular, where multiple members of staff are all pulling in different directions, find it very difficult to keep the individual needs of a child with SEND at the heart of their actions - which is frustrating as a Specialist Support worker. Resolving this takes time and commitment to the school from outside agencies - which takes time away from other schools who are equally in need. Essentially, some schools could do with more specialist personnel on site, that would liaise with external professionals to deliver a more streamlined service to CYP in education.
- Liaison and working with camhs
Suggestions include the need to review and discuss the role of the camhs team linking to SEMH across neurodevelopmental conditions particularly high levels of anxiety and how they can work together with education is needed.
the issues relating to SEMH are significant and more focus on interventions and provision across the authority are urgently needed. developing more nurture provision would be useful
- Funding is an ongoing issue as the EHCP funding does not cover staffing and resources. It is a huge strain on the school budget which is already insufficient.
The level of pupil need continues to increase and as a mainstream school we are struggling to meet individual needs. Our budget, staff, resources and environment in general are not adequate enough to fully meet the needs of certain pupils. This puts huge amounts of strain on class teachers, support staff and families. Some pupils are making minimal/ no progress because they are not having access to the correct type of provision.
With regards to Annual Reviews a number of parents have complained about the complexity of the documentation, stating it uses jargon and is too long. Many parents need support to read documentation and complete forms, particularly those with EAL.
- sometimes some of our students needs change and then there is a difficulty with matching the environment they are in to their needs as quickly as they need this doing.
- A fairer distribution of children with SEND across Haringey schools.
- Many of the plans are still outdated and therapy is 'lumped together' without any differentiation for the individual child's needs. Liaison with LA is dependent on whom one gets to talk to and the wheels for change are not yet consistent and move far too slowly. Insufficient information and explanation given to parents whilst the original EHCP process is taking place so that they are very clear on what an EHCP is; its limitations; its status as a living document Workshops would be very helpful at the initial stage to help parents understand this more fully.

- 15-day consultation process is too long for vulnerable children to be out of education with no school place. Delays too long in trying to communicate with Haringey SEND team.
- There are not enough special school places and some of the vulnerable pupils I work with, who have complex needs are waiting too long for places. Schools are struggling to support pupils with not enough staff/resources etc.
- Not enough professional support from Haringey
- EHCP being underfunded by local authorities forcing schools into further financial difficulties when trying to provide the right support.
- The lack of specialist provision places.
- Not enough early intervention, work can be quite reactive.
Resolution would involve work at different levels - realistic national guidance which is worded so that EHC needs assessments only need to be carried out for those needing or highly likely to need an EHCP which would free up more time for professionals to work earlier with more children in a preventative way. Re-thinking implementation locally so that the process is truly collaborative
- The level of support from professionals is decreasing as there are so many children with needs. This means it is really difficult to organise TAF meetings for families.
There are so many children who require support - that staff are stretched to the limit - meaning the level of support they can offer to families is diminished. Nurseries are struggling to cope with children's needs as it takes so long to get High Top Up Funding. Children with high needs are assessed as Medium. At our nursery we have never yet had to reduce a child's hours as we are unable to cope but we are getting close to that now.
Provide settings with the funding that they need to support children - we all know that if the support is right in the early years of the difference it can make to a child's life! Stop giving all children in the free for two's medium funding - we are struggling to support children.
- EHCPs are outdated and outcomes are too old.
The new Annual Review paperwork has been not thought out clearly. It takes too long. parents are confused about it.
Reviews are 'paper heavy'. I have worked across boroughs in London and this system is by far the worst.
- Chronic under-funding limits resources (including human contact time).
- Without funding to cover costs it is not possible to expect the children to get the right support to meet the objectives in the EHCP.
The strain on staff, families and management is incomprehensible currently.
The SEND team case workers are not skilled enough to fully understand the needs of SEND children. Experience of working in schools should be mandatory.
Having one caseworker per school is urgently needed to ease the constant confusion around who to contact and how.
Communication and response time MUST increase from SEND team to schools.
- Yes. Complete failure of Haringey Council to unblock email for two weeks whilst we were trying to place a child who has been out of school for a long time. No means of communication
- There is not enough therapy especially speech and language therapy in special needs school. Staff are not trained to just follow SLT quick explanation.
- Banded funding is often not enough for mainstream schools.
There are not enough specially trained support staff if children with quite complex needs are going to stay in mainstream education. We have a real difficulty employing suitable people to support those with complex needs.
I understand from the last SENCo forum that there are going to be some highly trained TAs that will support children who cannot access special provision due to lack of space. I think that if this happens, then it would be hugely beneficial. I really hope it is not just a 'pipe dream' and that it will actually happen.
- Some children don't listen to stuff at all or so soon

- Some children don't listen or learn from history
- - The process for applying for an EHCP, from breads assessment request to issue of a plan is too long.
 - funding levels assigned to plans seem random and don't always reflect pupils' needs.
 - outcomes on EHCPs are too long or too many for them to feasibly be used as working documents.
 - plans are written by caseworkers who don't know the child/YP.
- As a teacher I spend a long time updating EHCP's with parents and other professionals before annual reviews. It is often very disappointing to find, a year later, that these updates are not integrated into the plan by the LA and yet again I am editing my own edits. It would be very helpful if case workers could update the children's plans based upon the contemporaneous evidence provided by myself and my team. Parents return to AR and when the plan is still out of date it gives the impression that we, as a school, have not done our job.
- There seems to be a lack of an effective structure that would allow all to work effectively together. More effective communication within a multi -agency setting is definitely required. Schools need far more support particularly now that we have less TAs in post.
- Too much is put on schools to provide or pay for. Earlier intervention is required to prevent the load on schools.
- There needs to be a greater emphasis on developing a caring kind education system where assessment and grades are not the sole emphasis

This would lead to less emphasis on individual support needs and more emphasis on inclusion for everybody / neurodiverse acceptance / there is not just one way to do things, this would also make life easier for pupils and families

This would support more priority on inclusion, social and emotional support

There also needs to be more emphasis on teacher support (rather than TAs) for one-to-one work / small group support
- I spend hours updating the EHCP for pupils in my class, however, it is never updated and no one from the local authority turns up! I am a teacher I should be teaching not undertaking admin responsibility.
- I would like to ensure that EHCP have been consistently up to date. This will support our service in making the best possible decision in getting them the support they need.
- EP not available often enough , we are very being in our referral , we need a second person ASAP or we will be going outside the Haringey Traded Services Offer

communication with the SEND team 2 is poor at best

Telephone is never answered - emails not responded to

It would be useful if we had a list of caseworkers assigned to young people

A timely process needed for updating EHCP following ARs

The quality of the EHCPs has not always reflected the full need of the child, particularly those Y6 rushed through for Y7

The information from primary to secondary is inadequate, still getting files in December for current Y7s

The consultation process is this year has been particularly difficult to manage due to the volume of consultations,, 37 this year! sporadically sent, over a short period of time, detailed responses need to 'justify' not be able to meet a child needs, some gaps in paperwork receive, some out dated paperwork.

Lack of specialist provision generally in Haringey for SEMH , often have to consult Enfield or Waltham Forest for our students

HLP- As a resource is excellent, but can only offer a limited range of support, who do we turn to if a child is declined by them due to the level of their need?

Conclusion

Throughout this report local findings have been benchmarked against national data. This is intended to provide an indicative relative position. Care should be taken however when making precise direct comparisons. This is because responses varied greatly across local authorities, levels of satisfaction being spread across a wide range. The national figures here are averages of these ranges. It is not necessarily the case that where scores indicate a less or more positive impact than in other parts of England that this is due to the performance of the council.

Over recent years, In Control has published a number of surveys that found and reported a number of key process conditions that coincided with better or worse outcomes. Where local performance appears to be low, these process factors may be at play and provide a steer where local authorities are seeking to improve in an outcome domain.