

SEND Specialist Provision Consultation

Consultation survey results

April 2019

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Key findings

- In total, 345 responses were received. The majority (343) completed the survey online, with the remainder returning a paper response (2).
- The results indicate a higher proportion of females (201) than males (26) responded to the survey and a notable proportion of respondents identified themselves as a parent or carer of a young person aged between 5-10 years. The majority of respondents who provided a valid postcode were from the Charnwood District.
- Most people who completed the survey were responding as parents of a child with SEND (198) or Teacher/Governor/Trustee or employee of a school (68).
- The majority of respondents (88%) indicated that they 'strongly agree (54%) & tend to agree (34%)' with the overall proposals.
- The highest number of respondents (62%) have children with SEND attending mainstream schools (not attending specialist provision).
- When asked to provide comments for the answer to Q7 'to what extent do you agree or disagree with each of our proposals', many respondents highlighted positive benefits, the most frequently occurring themes being:
 - Shorter travel times to school
 - Opportunity to be in a mainstream setting
 - Creating more specialist places
 - Recognition of increasing needs for specialist help
- In response to Q12, on views on 'how the new provision should look, how it should feel and how it might operate' the highest volume of respondents felt that the following aspects are very important:
 - Has strong links to other agencies who are encouraged to work in school i.e. Health, occupational therapists, Speech & Language etc.
 - Has a strong emphasis on pastoral care i.e. information, advice and guidance to support personal development and life skills.
 - Has good access to outside space and facilities to support a rich curriculum.
 - Operates with smaller class sizes with pupils of similar needs.
 - Has good links to potential employers and continuing education for secondary aged pupils.

Background

Nationally there is now an increasing demand for places in specialist education provision for children and young people with SEND needs.

The last five years have been characterised by a rapid and unprecedented rise in demand for services for children with SEND. Data published by the Department for Education shows that between 2014 and 2018 the number of children and young people with an education and health care plan (EHCP) or statement of SEN increased by 35% from 237,111 to 319,819. This is in stark comparison with the previous five years (2010 to 2014) in which the number of children and young people with statements / EHCPs increased by just 4%. The data published by the DfE is based on a data collection in January 2018. In addition there are now about one million children and young people not on a plan but requiring 'SEN support'.

In Leicestershire the position also reflects the national picture. Our forecast tells us that over the next few years demand for specialist education places will continue to increase - we believe by up to 22% over the next five years.

The further anticipated growth will place an unprecedented demand on our available budgets we therefore need to ensure that we take action now to ensure that we use the funds available to us wisely and, more importantly, ensure that every child has access to appropriate education provision to meet their needs.

Having specialist resources and staff working in and alongside mainstream schools will help to share expertise so that all providers in the area can benefit from the knowledge and advice available. It is also important that children should have the opportunity to be educated as close as possible to their local communities. We believe that by tackling this and developing more provision we will not only improve choice for parents/carers and pupils but we will also make better use of the funding available.

Overview of the process

The consultation ran from 7 January until 31 March 2019, with background information and a questionnaire being available online (and hard copies on request/ available at events). Five open (public) meetings were held for members of the public at special schools across the county to provide the opportunity for the Council to hear the public's views on the proposals. Approximately 143 people attended the meetings.

Communications and media activity

Our key audience for any communication were parents of children with SEND and the general public. Background information was added to the Council's 'Have your say' pages. Throughout the consultation, the council also took part in TV and radio interviews, and provided statements for print media. The key message concerned encouraging people to give their views on helping to shape the future of SEND provision.

The survey was published online and a printed (offline) version was also made available. A freepost return address was provided for completed surveys to encourage responses from those persons without access to ICT.

Questions

The survey asked for views from parents/carers and other members of the public to what extent they agree or disagree with the proposals.

The questionnaire also included a range of demographic questions, namely: gender, gender identity at birth, age, disability, ethnicity, religion, sexual orientation, postcode, whether the respondents are parents or carers of a young person aged 17 or under (also by age of children), whether the respondents are parents or carers of a person aged 18 or over, whether the respondents are council employees. See Appendix 1 for the full questionnaire.

Analysis methodology

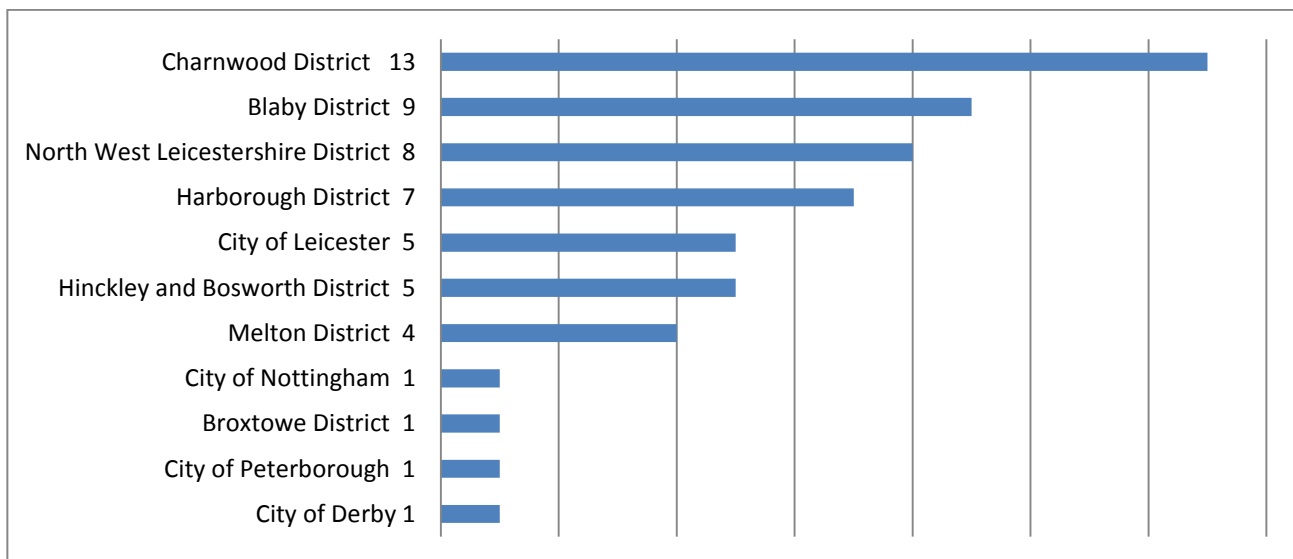
Graphs and tables have been used to assist explanation and analysis. Question results have been reported based on those who provided a valid response, i.e. taking out the 'don't know' responses and no replies.

Demographic analysis

The questionnaire included a range of demographic questions. The demographic profile of those responding to the survey is reported in Appendix 2. Responses indicate that the majority of respondents are of White ethnicity. The tables in Appendix 2 also indicate a higher proportion of females than males responded to the survey. A notable proportion of respondents (204) also identified themselves as a parent or carer of a young person aged 17 or under. 55 respondents provided a valid postcode and as chart 1 shows, the majority of respondents (13) were from the Borough of Charnwood.

Chart 1 – District location of respondent of organisation, business, community group, school/other educational establishment

(based on 55 valid responses to Q5)



Results

During the consultation period, 345 people responded to the survey. The majority (343) took part by completing an online survey, with the remainder returning a paper response (2).

Respondent profile

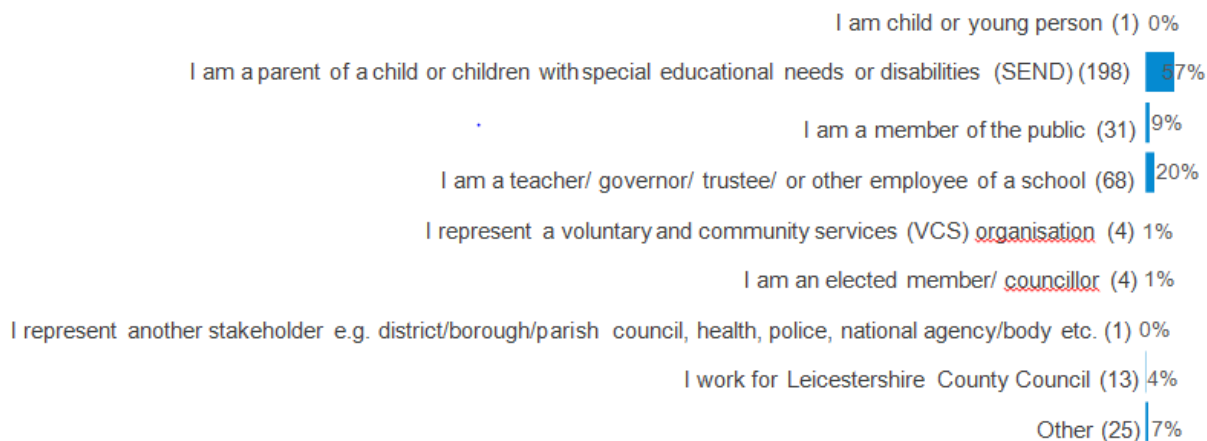
A full respondent profile can be found in Appendix 2.

Question 1 - Role

Respondents were asked in what capacity they were responding to the survey. Chart 2 below shows the breakdown. It shows that most people who completed the survey were responding as parents/carers of a child with SEND. Chart 2 illustrates, a number of responses were from teacher / governor / trustee or any other employee of a school and members of the public.

Chart 2 - Role in which responding (Q1)

(Base: 345)



Question 2 – Do you have special educational needs or disabilities (SEND)?

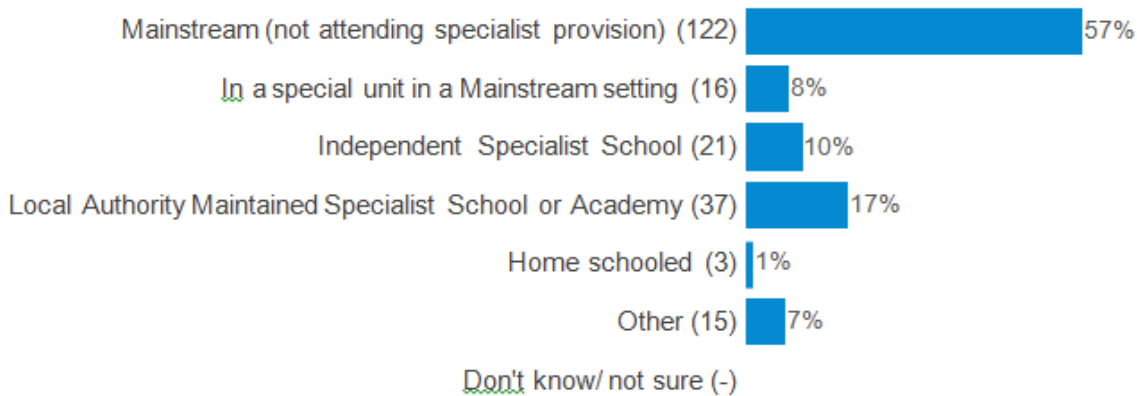


Question 3 – Do you have children with special educational needs or disabilities (SEND) in any of the following settings?

Respondents were asked if they have children with special educational needs or disabilities (SEND) in any of the following settings: Chart 3 shows that 122 respondents (62%) selected mainstream (not attending specialist provision).

Chart 3 – Where currently SEND pupils attend (Q3)

(Base: 214)

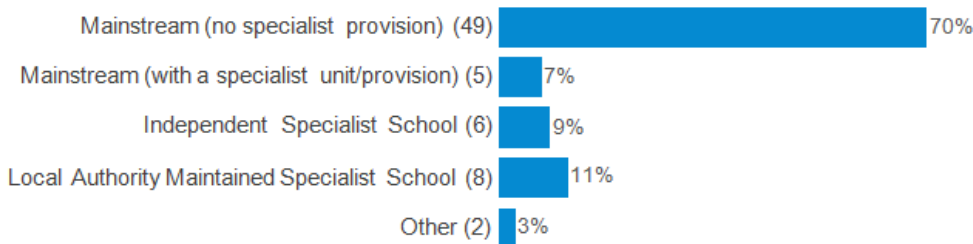


Question 4 – In which setting are you a teacher/ Governor / Trustee / or other employee of a school?

Chart 4 – In which setting are you responding from? (Q4)

(Base: 70)

**In which setting are you a teacher/ governor/ trustee/ or other employee of a school?
Please tick all that apply.**



Question 5 & 6 Provide details of Organisation

Respondents to question 4 were asked in question 5 to provide details of the organisation, business, community group, school/other educational establishment that they represented. Chart 1 on page 6 shows from the analysis of the valid postcodes that the highest respondents were from Charnwood District. When asked in question 6 if the response was their organisation's official response it was confirmed that it was not.

Chart 5 – Are you providing your organisation's official response to the consultation? (Q6)

Question 7 – to what extent do you agree or disagree with each of our proposals?

Respondents were asked to what extent they agree or disagree with each of the proposals. The results indicated that the majority of respondents 'strongly agree' and 'tend to agree' with each of the proposals.

Chart 6 – To what extent do you agree or disagree with each of our proposals? (Q7)

	Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree	Don't Know
Adding a further 80 places to our existing 6 Special Schools which are all rated 'Good' or 'Outstanding' by Ofsted.	193	90	24	14	18	3
	56%	26%	7%	4%	5%	1%
Creating more places in our existing specialist resource bases located in mainstream schools.	206	90	12	19	11	2
	61%	27%	4%	6%	3%	1%
Opening up to 15 new resource bases in mainstream schools, 5 of which could meet ASD needs and the remaining 10 for SEMH needs.	233	69	7	14	13	2
	69%	20%	2%	4%	4%	1%
Building three new special schools to include an 80 place school for Communication and Interaction/ASD needs and two 50 place schools for SEMH needs.	234	71	17	9	7	2
	69%	21%	5%	3%	2%	1%
Longer term, building a new Area Special School to meet the needs of pupils arising from housing growth across Leicestershire.	216	78	28	7	5	3
	64%	23%	8%	2%	2%	1%

Extracts of responses to the overall proposals in Q7

"My son currently travels 40-50 mins to school as there is no local ASD provision. Placing children away from their local community makes what is already a difficulty in establishing friendships, even harder. Having a more local option for all SEN children would decrease travel time, increase the chance of friendships, as well as allow parents a better chance of a 'school gate' and getting to know and support each other. Having the option to stay within a mainstream local school, and integrate into this from specialist units, would further increase the chances of social integration, and of, where appropriate, re-integrating into mainstream provision."

"Building specialist provisions on mainstream schools for children with ASD so that they can access the main schools however also have the specialist provision to meet their individual needs. I believe that this would be especially beneficial to children who are high functioning on the autism spectrum offering them support with their social communication, interactions and sensory needs"

The build of new schools. Please please do not over crowd the existing schools. The main reason our children do so well is due to numbers, reduced noise etc etc. New smaller specialised units is the best way. Building new units in mainstream means that over time children can still be included in society and the whole family can still be part of the local community"

Question Q8/Q9/Q10– further comments

Respondents were asked to provide further comments on the proposals detailed in Q7 by asking: What, if anything, do you like about our proposals? Is there anything you dislike about our proposals? Are there any negative impacts? Is there anything we could improve about our proposals or anything else we should consider?

257 respondents detailed what they liked about the proposals, a recurring theme was recognising the need to address SEND provision particularly on mainstream sites. 236 respondents detailed what they disliked about the proposals this was mainly targeted at concerns over increased class size and the timeline of delivering new provision. 215 responses detailed what they felt could be improved about the proposal the majority of responses wanted to see mainstream schools receive more support both financially and with training for staff.

Extracts of responses for further comments in Q8/Q9 & Q10

“Addresses the growing countywide demand for specialist placements. More and more students with SEN are coming to LCC with more referrals for Statutory Assessment, more EHCPs requested and therefore there is a growing demand for suitable placements across the SEN student body. The proposal addresses the low numbers of SEMH specialist schools in the County which definitely needs addressing.”

“I like the idea of creating resource bases for SEN students in mainstream school. As a parent of a child with SEN in a main stream primary school and a Teaching Assistant in an Academy School I understand that mainstream school has its benefits for SEN students but there is a large majority of the curriculum they are unable to access and coupled with the busy environment of a secondary school, I often see that, even though work maybe being differentiated there is still a very large amount of SEMH challenges that are not being addressed. Hopefully the resource centres will be a step to helping SEN students get the holistic support they need.”

“It is great to hear that you are planning ahead, in spite of budgetary constraints imposed from higher up the chain of government. In my role, I am unable to provide the quality of service required/needed by my clients due to lack of funding, lack of specialist placements and limited support from other professionals in the field. As you have identified, there is a growing need for effective and planned support, both now and in the future, so I wish you every best wish for a successful outcome. I am due to retire this July but I don't want to stop working - I could easily be persuaded to be some part of this effort. Congratulations!”

“Like the proposals but please ensure there are places for children who are academically capable but struggle emotionally and socially due to ASD. Please don't assume that because these proposals are in place enough is being done to support children with ASD. Please don't withdraw existing support from mainstream to 'make way' for this new support: it needs to be additional, not instead of.”

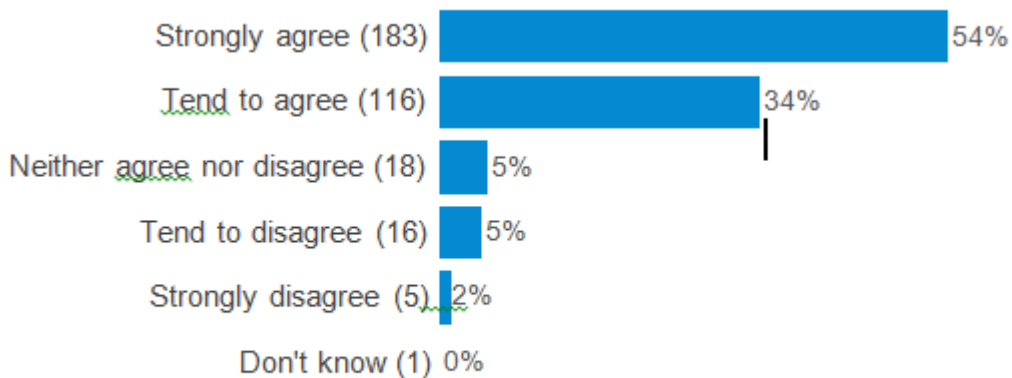
“With regards to the Resource Bases aligned to or within mainstream schools. The way in which the new Resource Bases are designed is very important. They must be designed in a way in which they and the pupils who attend them appear to be part and parcel of the overall school environment and not set apart in a way that required pupils to take an easily observed, high profile route in order to access tham. The interior of the Resource Basis must not be visible from the rest of the internal or external mainstream school environment, to prevent the special pupils from be stared at, becoming self-conscious and embarrassed.”

Question Q11 – To what extent do you agree or disagree with our proposals overall?

The majority of respondents (88%) as shown in chart 7 indicated that they ‘strongly agree (54%) & tend to agree (34%)’ with the overall proposals. Further comments provided supported more SEND provision and agreed that this is a positive way forward for Leicestershire.

Chart 7– Do you Agree or Disagree with our proposals? (Q11)

(Base: 339)



Extract of responses as to why respondents strongly agreed to the proposal (Q11).

“I strongly agree with new provision but disagree with expanding the good/outstanding provision already in place.”

“It's been a long time coming. My son is academically sound. He should go to university. But this will only happen if he is supported with his disability.”

“Any additional support that can be given to young children or adults through their academic life I strongly agree with as this is their future we are helping them to prepare for.”

“Because the need for this provision is paramount to ensure children with SEND achieve their full potential”

“Begins to address an overdue need to provide better provision for SEND, including more specialist resourcing either in special schools or locally based small units.”

“The establishment of new units and more spaces in the current provision allows for a relatively quick but still effective support system for SEND pupils and schools, alongside a longer term view of the increasing number of pupils overall.”

Question Q12 – Ideas for any new provision

Respondents were asked about their ideas for the new provision especially how it should look, how it should feel and how it might operate. Thirteen statements about the provision were included in the consultation with a ranking to be completed on whether the statement was very important, fairly important, not very important, not at all important and don't know.

The majority of respondents highlighted (300) that it is very important that new provision has strong links to other agencies who are encouraged to work in school i.e. Health, Occupational Therapists, Speech & Language Therapists etc. Followed by (289) respondents that referenced that it is very important that the provision has a strong emphasis on pastoral care i.e. information, advice and guidance to support personal development and life skills.

Chart 8 – Ideas for any new provision (Q12)

	Very Important	Fairly Important	Not Very Important	Not at all Important	Don't know
Is located on a mainstream school site	139	99	68	24	7
	41%	29%	20%	7%	2%
Is located on a standalone site	64	104	122	30	11
	19%	31%	37%	9%	3%
Is part of a school that is rated 'Good' or 'Outstanding' by Ofsted	165	94	50	22	7
	49%	28%	15%	7%	2%
Is local/close to where I live	161	110	37	21	10
	48%	32%	11%	6%	3%
Operates with smaller class sizes with pupils of similar needs	273	47	9	6	2
	81%	14%	3%	2%	1%
Has good wrap around care and access to out of school activities	215	100	13	6	4
	64%	30%	4%	2%	1%
Is dedicated to a specific SEND need, for example, ASD	152	132	40	8	5
	45%	39%	12%	2%	2%
Has good access to outside space and facilities to support a rich curriculum	275	53	4	2	1
	82%	16%	1%	1%	0%
Has strong links to special schools and other providers	200	104	24	4	4
	60%	31%	7%	1%	1%
Has good links to the wider community to support social mobility and independence	231	91	11	4	1
	68%	27%	3%	1%	0%
Has good links to potential employers and continuing education for secondary aged pupils	239	85	10	4	1
	71%	25%	3%	1%	0%
Has a strong emphasis on pastoral care i.e. information, advice and guidance to support personal development and life skills	289	41	5	1	1
	86%	12%	2%	0%	0%
Has strong links to other agencies who are encouraged to work in school i.e. Health, Occupational Therapists, Speech & Language Therapists etc.	300	34	2	3	0
	89%	10%	1%	1%	0%

Question Q13 – Is there anything else you think we should consider in the design of any new provision?

Respondents highlighted important factors that need to be included in the design of the new provision i.e. allow rooms to be multi-functional, good acoustics, relaxed atmosphere etc.

Extract of responses about anything else that should be considered in the design of any new provision.

“The needs of the children being catered to should be considered in the design. If catering for autistic children, for example, rooms should be designed to minimise sensory overload for any students who experience sensory hyper-sensitivity (i.e. pastel shades for painting the walls to cater to visual hyper-sensitive students, keeping class rooms small and avoiding large open-plan areas to minimise extraneous noise for audio hyper-sensitive students).”

“designated large rooms that are 'blank canvases' so can be used for psychotherapeutic support such as music, art therapy as well as physio, salt and drama. Too many classrooms are distracting and are overload students with sensory input. A blank space that can be used for a multitude of reasons is so important. It needs to be big enough for running around but also to house groups/meetings of up to 15 people sat in a circle on chairs. Acoustics needs to be thought about too - more insulation/sound proofing between classrooms to prevent students being triggered by noise from elsewhere plus reduces the echo/reverb within the rooms when they are in there themselves. Carpet is essential to help dampen noise.”

“I have already visited the Hinckley Academy provision and was very impressed how it did not feel and look like a school inside. It had a homely feel. This automatically takes away the anxiety caused by the school environment. The relaxed atmosphere, decor and acoustics were very impressive and this should be replicated in all outlets. Making them less school like is advantageous.”

Question Q14– Do you have any other comments?

Extract of final responses for final comments (Q14).

“It is my strong belief that there should be both primary and secondary provision for all children in their local area. No child should have to travel away from their peers. After school provision and clubs need to be accessible to all children, with provision being made for those children who continue to be placed remotely. (I have had incredible difficulty in finding an after school club for my son, with several clubs refusing because he is autistic, without any questions or further information being sought to inform their decision.)”

“I am glad to see this investment being made. It is a step in the right direction, but I also feel that something should also done in regard to facilitating integration into mainstream for those special needs pupils that can do well in mainstream.”

“Thank you for reviewing the provisions. Please consider the physical environment, the training of staff and the student outcomes when putting together. It is pointless having a provision that does not meet individual needs because it fails in any of these areas.”

Appendix 1: Questionnaire



Have your say about developing new specialist provision for children and young people with Special Educational Needs and/or Disabilities

The County Council is proposing to create new specialist provision for children and young people having SEND needs. Our proposals will encompass expanding our existing special schools and enhanced resource bases in mainstream schools, and developing new enhanced resource bases for children with Communication and Interaction difficulties, including ASD and for Social, Emotional and Mental Health Needs known as SEMH. Longer term we would also like to open up to four new special schools. Further details on these proposals can be found in the summary document provided.

Before deciding to progress any further we would like to know what you think about our proposals.

Please read the supporting information provided before completing the questionnaire.

Thank you for your assistance. Your views are important to us.

Please note: Do not use the back button on your browser/device as you may lose your response.

Please note: Your responses to the main part of the survey (Q1 to Q14, including your comments) may be released to the general public in full under the Freedom of Information Act 2000. Any responses to the questions in the 'About you' section of the questionnaire will be held securely and will not be subject to release under Freedom of Information legislation, nor passed on to any third party.

Your role

Q1 In what role are you responding to this consultation? Please select one option only.

- I am child or young person
- I am a parent of a child or children with special educational needs or disabilities (SEND)
- I am a member of the public
- I am a teacher/ governor/ trustee/ or other employee of a school
- I represent a voluntary and community services (VCS) organisation
- I am an elected member/ councillor
- I represent another stakeholder e.g. district/borough/parish council, health, police, national agency/body etc.
- I work for Leicestershire County Council
- Other

Please specify 'other'

Q2 Do you have special educational needs or disabilities (SEND)? **ASKED IF Q1=1 (pupil)**

- Yes
- No
- Don't know/ not sure

Q3 Do you have children with special educational needs or disabilities (SEND) in any of the following settings? Please tick all that apply. **ASKED IF Q1=2 (parent of SEND children)**

- Mainstream (not attending specialist provision)
- In a special unit in a Mainstream setting
- Independent Specialist School
- Local Authority Maintained Specialist School or Academy
- Home schooled
- Other
- Don't know/ not sure

Please specify 'other'

Q4 In which setting are you a teacher/ governor/ trustee/ or other employee of a school? **ASKED IF Q1=4 (teacher/ Governor/ Trustee/ or other employee of a school)**

- Mainstream (no specialist provision)
- Mainstream (with a specialist unit/provision)
- Independent Specialist School
- Local Authority Maintained Specialist School
- Other

Please specify 'other'

Q5 If you indicated that you represent an organisation, business, community group, school/other educational establishment, please provide your details. **ASKED IF Q1=(4 to 9)**

Name:

Role:

Organisation:

Organisation postcode:

This information may be subject to disclosure under the Freedom of Information Act 2000

Q6 Are you providing your organisation's official response to the consultation? **ASKED IF Q1=(4 to 9)**

- Yes
- No

Our proposals

To address the current gaps in our provision we are proposing to develop the following:

- Adding a further 80 places to our existing 6 Special Schools which are all rated 'Good' or 'Outstanding' by Ofsted.
- Creating more places in our existing specialist resource bases located in mainstream schools.
- Opening up to 15 new resource bases in mainstream schools, 5 of which could meet ASD needs and the remaining 10 for SEMH needs.
- Building three new special schools to include an 80 place school for Communication and Interaction/ASD needs and two 50 place schools for SEMH needs.
- Longer term we believe there is a need for a new Area Special School to meet the needs of pupils arising from housing growth across Leicestershire.

Q7 To what extent do you agree or disagree with each of our proposals?

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
Adding a further 80 places to our existing 6 Special Schools which are all rated 'Good' or 'Outstanding' by Ofsted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating more places in our existing specialist resource bases located in mainstream schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opening up to 15 new resource bases in mainstream schools, 5 of which could meet ASD needs and the remaining 10 for SEMH needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building three new special schools to include an 80 place school for Communication and Interaction/ASD needs and two 50 place schools for SEMH needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Longer term, building a new Area Special School to meet the needs of pupils arising from housing growth across Leicestershire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 What, if anything, do you like about our proposals?

Characters remaining: left

Q9 Is there anything you dislike about our proposals? Are there any potential negative impacts?

Characters remaining: left

Q10 Is there anything we could improve about our proposals or anything else we should consider?

Characters remaining: left

Q11 To what extent do you agree or disagree with our proposals overall?

Strongly agree Tend to agree Neither agree nor disagree Tend to disagree Strongly disagree Don't know

Why do you say this?

Characters remaining: left

Ideas for any new provision

If our plans are approved, we'd like to seek your views on how any new provision could be developed.

Looking at our pupil data and talking to pupils, parents and teachers has helped us identify the type of provision we need and broadly where it should be located. Now we would like to hear your views on how this new provision should look, how it should feel and how it might operate.

Q12 Thinking about the development of any new provision, how important to you are the following?

The new provision...

	Very important	Fairly important	Not very important	Not at all important	Don't know
Is located on a mainstream school site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is located on a standalone site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is part of a school that is rated 'Good' or 'Outstanding' by Ofsted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is local/close to where I live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operates with smaller class sizes with pupils of similar needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has good wrap around care and access to out of school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is dedicated to a specific SEND need, for example, ASD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has good access to outside space and facilities to support a rich curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has strong links to special schools and other providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has good links to the wider community to support social mobility and independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has good links to potential employers and continuing education for secondary aged pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has a strong emphasis on pastoral care i.e. information, advice and guidance to support personal development and life skills

Has strong links to other agencies who are encouraged to work in school i.e. Health, occupational therapists, speech & Language etc.

Q13 Is there anything else you think we should consider in the design of any new provision?

Characters remaining: left

Any other comments

Q14 Do you have any other comments?

Characters remaining: left

About you

Leicestershire County Council is committed to ensuring that its services, policies and practices are free from discrimination and prejudice and that they meet the needs of all sections of the community.

We would therefore be grateful if you would answer the questions below. You are under no obligation to provide the information requested, but it would help us greatly if you did.

Q15 What is your gender identity?

- Male
- Female
- Other (e.g. pangender, non-binary etc.)

Q16 Is your gender identity the same as the gender you were assigned at birth?

- Yes
- No

Q17 What was your age on your last birthday? (Please enter your age in numbers not words)

Q18 What is your full postcode?

This will allow us to understand the types of area people live and how far they are from existing provision. It will not identify your house.

Q19 Are you a parent or carer of a young person aged 17 or under?

- Yes
 No

Q20 If yes, what are the ages of the children in your care? Please tick all applicable

- 0-4 11-15
 5-10 16-17

Q21 Are you a carer of a person aged 18 or over?

- Yes
 No

Q22 Do you have a long-standing illness, disability or infirmity?

- Yes
 No

Q23 What is your ethnic group? Please tick one box only.

- White Black or Black British
 Mixed Other ethnic group
 Asian or Asian British

Q24 What is your religion?

- No religion Jewish
 Christian (all denominations) Muslim
 Buddhist Sikh
 Hindu Any other religion

Q25 Are you an employee of Leicestershire County Council?

- Yes
 No

Q26 Many people face discrimination because of their sexual orientation and for this reason we have decided to ask this monitoring question. You do not have to answer it, but we would be grateful if you could tick the box next to the category which describes your sexual orientation.

- | | |
|---|-------------------------------|
| <input type="radio"/> Bi-sexual | <input type="radio"/> Lesbian |
| <input type="radio"/> Gay | <input type="radio"/> Other |
| <input type="radio"/> Heterosexual / straight | |

Thank you for your assistance. Your views are important to us.

The consultation closes at the end of March and we will report the results back to the county council's Cabinet during early summer 2019.

Please click the 'Submit' button to send your responses to us. Please click the button only once.

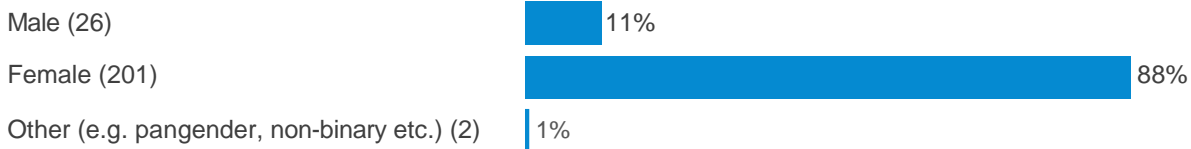
Please return your completed survey to:

SEND Specialist Provision Consultation
Leicestershire County Council
Have Your Say
FREEPOST NAT18685
Leicester
LE3 8XR

Data Protection: Personal data supplied on this form will be held on computer and will be used in accordance with current Data Protection Legislation. The information you provide will be used for statistical analysis, management, planning and the provision of services by the county council and its partners. Leicestershire County Council will not share any personal information collected in this survey with its partners. The information will be held in accordance with the council's records management and retention policy. Information which is not in the 'About you' section of the questionnaire may be subject to disclosure under the Freedom of Information Act 2000.

Appendix 2: Profile of respondents

What is your gender identity?



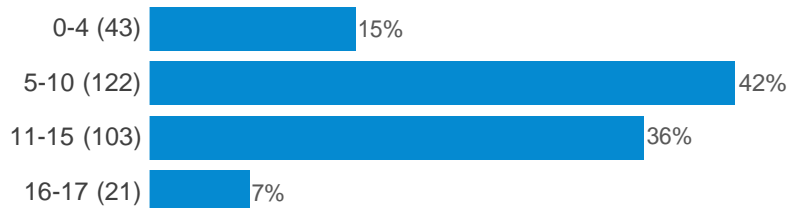
Is your gender identity the same as the gender you were assigned at birth?



Are you a parent or carer of a young person aged 17 or under?



If yes, what are the ages of the children in your care? Please tick all applicable (If yes, what are the ages of the children in your care?)



Are you a carer of a person aged 18 or over?



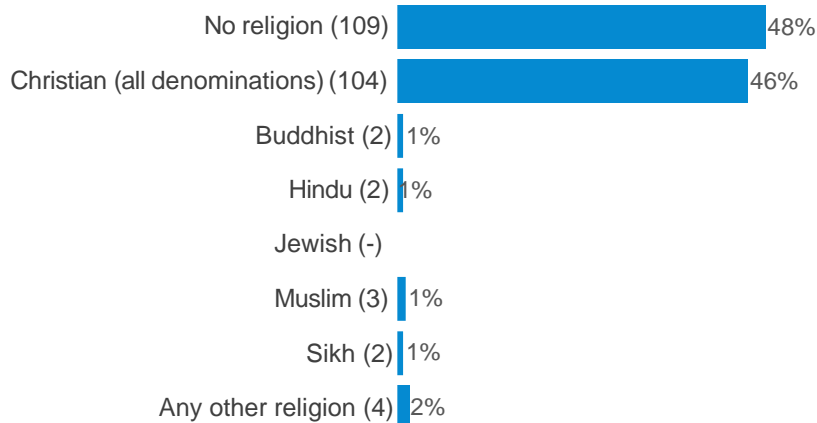
Do you have a long-standing illness, disability or infirmity?



What is your ethnic group?



What is your religion?



Are you an employee of Leicestershire County Council?



Many people face discrimination because of their sexual orientation and for this reason we have decided to ask this monitoring question. You do not have to answer it, but we would be grateful if you could tick the box next to the category which describes your sexual orientation.



If you require information contained in this leaflet in another version e.g. large print, Braille, tape or alternative language please telephone: 0116 305 6803, Fax: 0116 305 7271 or Minicom: 0116 305 6160.

ਐ ਆਪ ਆ ਮਾਫ਼ਿਨੀ ਆਪਨੀ ਆਖਾਮਾਂ ਸਮਝਵਾਮਾਂ ਥੋੜੀ ਮਦਦ ਈਝਨਾਂ ਡੋ ਨੋ 0116 305 6803 ਨੰਬਰ ਪਰ ਫ਼ੋਨ ਕਰਥੋ ਅਨੇ ਅਮੇ ਆਪਨੇ ਮਦਦ ਕਰਵਾ ਯਵਥਾ ਕਰੀਥੁੰ.

ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਸ ਜਾਣਕਾਰੀ ਨੂੰ ਸਮਝਣ ਵਿਚ ਕੁਝ ਮਦਦ ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ 0116 305 6803 ਨੰਬਰ ਤੇ ਫੋਨ ਕਰੋ ਅਤੇ ਅਸੀਂ ਤੁਹਾਡੀ ਮਦਦ ਲਈ ਕਿਸੇ ਦਾ ਪ੍ਰਬੰਧ ਕਰ ਦਵਾਂਗੇ।

এই তথ্য নিজের ভাষায় বুঝার জন্য আপনার যদি কোন সাহায্যের প্রয়োজন হয়, তবে 0116 305 6803 এই নম্বরে ফোন করলে আমরা উপযুক্ত ব্যক্তির ব্যবস্থা করবো।

اگر آپ کو یہ معلومات سمجھنے میں کچھ مدد درکار ہے تو براہ مہربانی اس نمبر پر کال کریں
0116 305 6803 اور ہم آپ کی مدد کے لئے کسی کا انتظام کریں گے۔

假如閣下需要幫助，用你的語言去明白這些資訊，請致電 0116 305 6803，我們會安排有關人員為你提供幫助。

Jeżeli potrzebujesz pomocy w zrozumieniu tej informacji w Twoim języku, zadzwoń pod numer 0116 305 6803, a my Ci dopomożemy.

School Organisation Service

Children and Family Services
Leicestershire County Council
County Hall
Glenfield
Leicester
LE3 8RF

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