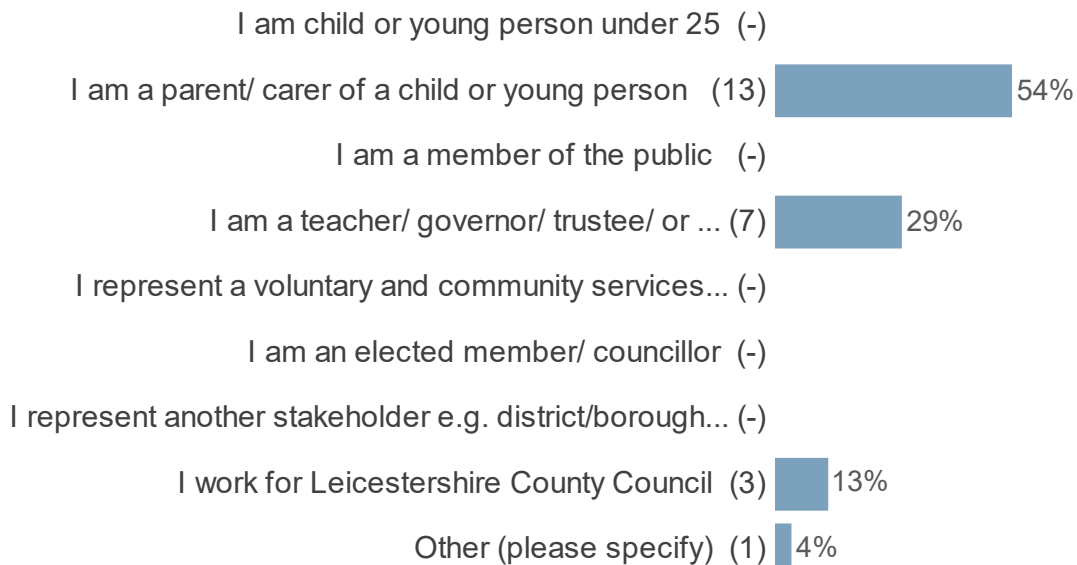


## Have your say on our draft Belonging in Education Strategy 2026-2029

This report was generated on 08/06/26. Overall 24 respondents completed this questionnaire. The report has been filtered to show the responses for 'All Respondents'.

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



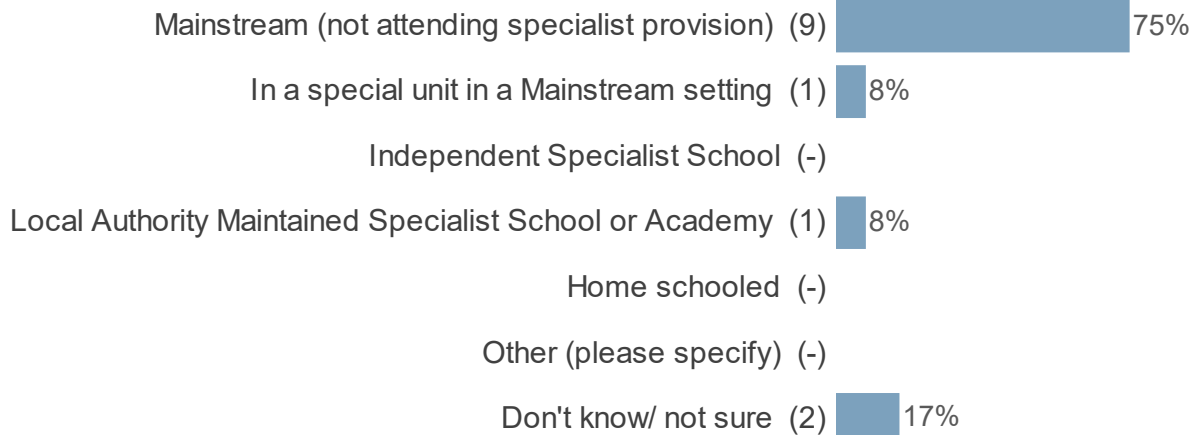
### Please specify 'other'

Childminder

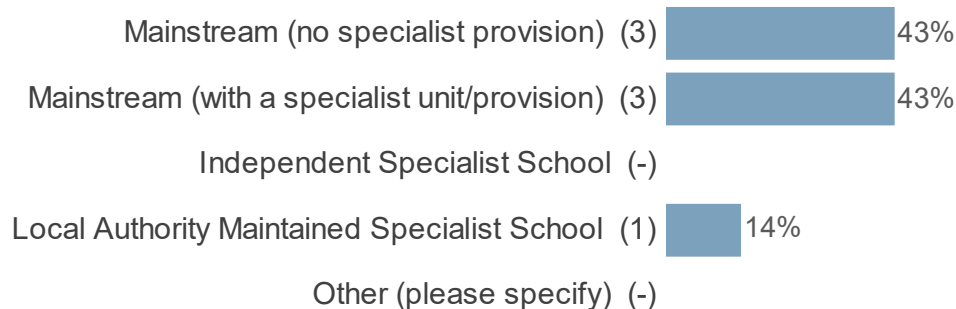
**Do you have special educational needs or disabilities (SEND)? Please select one option only.**

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

**Are you a parent / carer of children aged 0-25 with special educational needs or disabilities (SEND) in any of the following settings? Please tick all that apply.**



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



**If you indicated that you represent an organisation, business, community group, school/other educational establishment, please provide your details. (Organisation:)**

Childminder

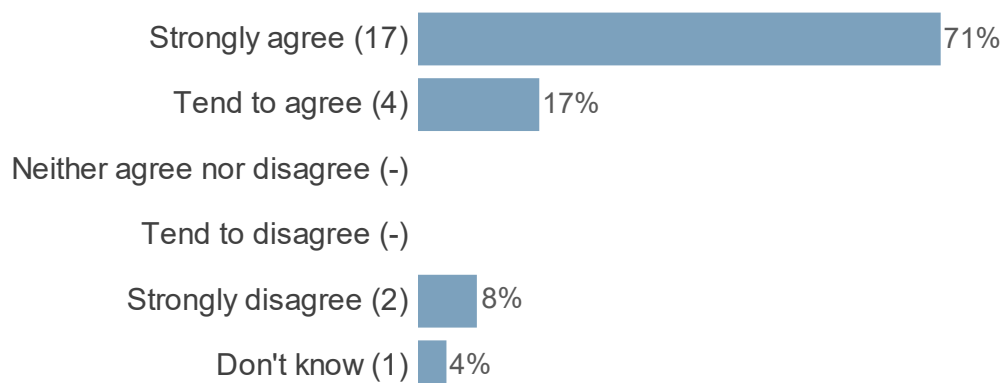
**If you indicated that you represent an organisation, business, community group, school/other educational establishment, please provide your details. (Organisation Postcode:)**

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**Are you providing your organisation's official response to this consultation?**



## Overall, to what extent do you agree or disagree with Priority 1: Every child and young person has a sense of belonging in the educational setting they belong?



## Why do you say this? Is there anything else we should consider within this priority?

The fact that they belong means they have 'a sense of belonging' but this is a very vague phrase. You can feel you belong to a an educational setting and still hate every minute of it. Why shouldn't every child enjoy their education setting? Why shouldn't they feel happy going to their educational setting?

It's a vital priority and with the current spread of SEND and mainstream pupils that are not accessing their local primary school setting (and secondary I imagine) this is a significant issue. We are getting a large number of mid-year transfers from out of catchment because they are not happy with the support their child is getting. The local authority needs to work with both schools and parents to see what could be done to minimise this because their social circles are not always in their local area.

Mainstream school leaders also need to remember that they serve the community in which the school is located. Admissions should reflect the local community in terms of supporting students with SEND or other needs. Inclusion as a core value for school leaders, not excluding tricky children if they might make data look bad.

This statement goes without saying

If children feel happy and safe and know that they belong, they will thrive and achieve.

The setting should provide security and encourage strong friendships and positive attitude

Consider that for some this does not mean a mainstream school or the current curriculum and rules in a mainstream school. Foe example the Ethos of our school and their behavioral acronyms, SLANT, immediately puts a barrier in the way of my ADHD child who struggles to Sit still, Listen always, Never interrupt

Children are placed in schools that are not suitable for them because SENA have 'deadlines' to meet! Parents views are definitely not taken into account

One of the main reasons that my eldest child is in a SEN setting on an EHCP is because busy mainstream secondary schools cannot create the needed environment or teaching specialists required to enable autistic teenagers to feel like they truly belong. If the teenager has insight into their differences then they know that they don't belong in a standard school setting. The schools cannot change the basic premise of how they are set up. My youngest is autistic and failing in a unit in mainstream for the same reasons.

My son can't even attend more than 1hour a day as it is too overwhelming. He is expected to cope and engage the same way as his neurotypical peers with no alteration to the environment to help him engage. There needs to be far more understanding by All staff of needs and autism and neurodiversity. The environment and pressure on children needs to change.

A sense of belonging will increase the desire to attend

The decision to send your child to a school is of high importance and for the child to excel in the school environment it should be met with care and compassion.

### Why do you say this? Is there anything else we should consider within this priority?

a sense of belonging improves well-being and from that outcomes are improved

Are you saying that your aim is for every child to have a sense of belonging? My child has not been able to attend school, due to their elevated anxiety, caused by the school environment.

### Overall, to what extent do you agree or disagree with Priority 2: Building relationships as foundations?

Strongly agree (19) 83%

Tend to agree (3) 13%

Neither agree nor disagree (-)

Tend to disagree (-)

Strongly disagree (1) 4%

Don't know (-)

### Why do you say this? Is there anything else we should consider within this priority?

Maybe if there was time to build relationships with teachers instead of cramming back to back lessons with no time for reflection or conversation and no flexibility of curriculum to engage diverse groups of children we might be able to build relationships. Children are often coming from broken families and they have no foundations. Schools don't give teachers time to converse with their children.

Without trusting relationships you can't do anything else. This is a common sense approach and for anyone who has spent a single second in education should know and utilise this tool as their number one strategy. It's a shame that this is having to be a priority as it shows that it's not being done consistently.

If pupils feel listened to and wanted, through really great relationships then their sense of belonging will increase.

Relationships are imperative to children and young people feeling like they belong in school and the wider community. My concerns are when the adults do not see this as a priority or as important in terms of belonging, or worse, assume it is someone else's problem to sort.

At our school this is our priority. To ensure we build firm foundations with parents and children.

Realionships need to be a priority and it to be consistent. Not teachers seeing a child with SEND as an inconvenience to their lesson. This is particularly prevalent in high school where focus is on those that can access non adjusted learning.

In the right educational setting for the child's needs.

All of this is supposed to happen already in schools- it doesn't matter how well intentioned an ethos of the school is the bottom line is that it doesn't change the fact that mainstream secondary schools cannot change many of the elements that autistic teenagers cannot manage in a mainstream setting. The amount of flexibility and specialist knowledge needed for different types of need and disabilities cannot possibly be incorporated into busy second settings. Children need specialist buildings, environments and teaching- not empty word's as outlined in Priority 2 that schools should be doing anyway under current policy, guidance and legislation. This point seems a bit woolly and meaningless.

Relationships and trust are vital, limiting bullying is also a huge priority

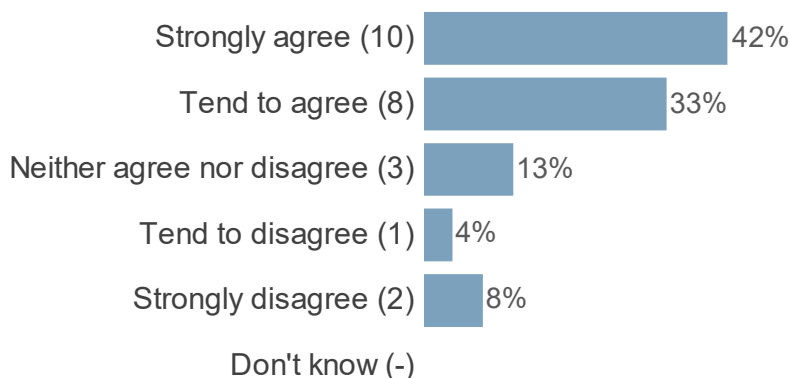
### Why do you say this? Is there anything else we should consider within this priority?

Every child should feel safe within their school setting, this includes building relationships with key individuals. Every child should be able to be supported in the way in which it should be received. Different skills for different personnel.

Strong relationships support attendance at work and school.

Building relationships with members of staff would be extremely useful, if they were consistent. My child has felt let down by the amount of changes that occurred within their timetable. Too many substitute teachers for core subjects, so feeling let down and not important enough to care. Too many inconsistencies from one staff member to another. Some would tolerate child's sensitive needs, others would dismiss it.

### Overall, to what extent do you agree or disagree with Priority 3: Schools and professionals ensure children and young people feel autonomy and the authors of their own life stories?



### Why do you say this? Is there anything else we should consider within this priority?

Many children would like their life story to include being happy at school but that right is taken away from them when they are trammelled into a restrictive system which is underfunded and inflexible. Children are not the authors of their own story. You keep banging on about attendance as if it's the be all and end all. The education system is so broken that it is damaging children. Making attendance a thing when education is so rubbish is very cruel and disempowers parents. If you are made to go to school when you hate it, you have no autonomy

Schools and professionals do their very best but there are many barriers and factors that can reduce this. Local authority policies (while important) can contribute to this. I also feel like there's a bit of school 'shopping' going on where if parents don't agree with something/like something they'll move onto the next one and so on.

Pupils need to be heard and understood. Work with pupils to navigate their time through school together.

It is THEIR story to tell, no one else will see it through their eyes and it is important we treat them as the true story tellers.

What has happened in children's lives shapes what they do and how they behave. Staff must understand that for children to flourish!

Less dictatorship more communicating

Professionals need to support schools more to enable schools to continue this!

### Why do you say this? Is there anything else we should consider within this priority?

Again- all of this should be happening anyway as standard- again the points are quite general and wooly- what does any of this actually mean in practice. Particularly given all of this has been said time and time again and should already be happening under various pieces of legislation and case law that has been around for a long time. This needs to be less vague, more directive and county wide set in stone practice needs to be outlined in much more detail. Otherwise this priority doesn't mean anything and nothing will change.

They're all expected to be the same and do the same. They're not allowed to be unique or show their interests.

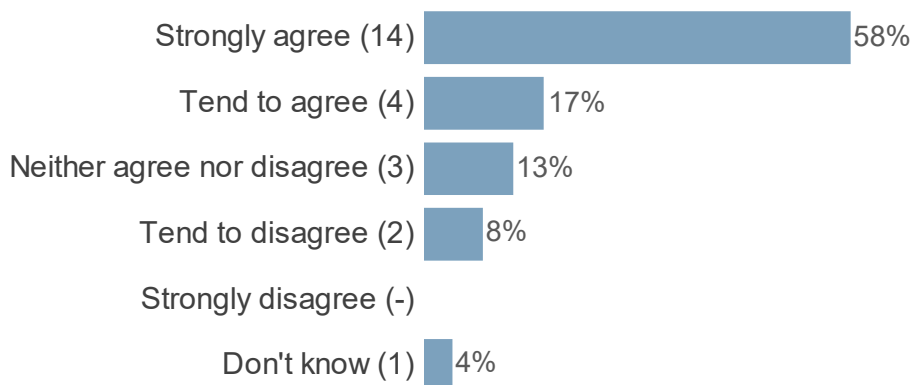
Whilst their input is information, they might not know what's best

Unless schools are prepared to offer a wider range of subjects, particularly in secondary school, then it isn't always easy for a child to have autonomy and be author of their own life stories. The schools specialise in key subject areas and can limit the choice of subjects available, in particular around options in Year 9 onwards. Children should be taught in ways that they wish to learn and more exploration around this needs to take place within.

Autonomy is very important, but with a realism that we are not the only authors of our life stories - giving children the resilience and skills to deal with the stories life throws at them.

This would have a greater impact on my child, knowing that we were not trying to fill in the gaps ourselves, with the teams that are currently working with.

### Overall, to what extent do you agree or disagree with Priority 4: Schools feel equipped to support, especially when a sense of belonging breaks down and can reach out for appropriate external support when needed?



### Why do you say this? Is there anything else we should consider within this priority?

Oh if only this was true.

I think this is a vital priority but is no where close to being achieved (hence why it's included). I think there are two parts to this. One is those schools who typically don't engage with the existing services to build on and support their offer and their setting. There are many schools who don't engage with what's available, I can't comment why but it's noticeable and those schools are where children are transferring from. There is also the part where those schools who consistently engage and seek support but cannot get the level of specialist advice they are seeking because they are so inclusive the mainstream channels can't help and because you're seen as 'specialist' you don't get the right support from other services.

Some schools are patient and willing to do the hard things to keep children included as part of the community. Some schools look to offload those children perceived as being more difficult, even if they are very much part of the community. Where children are out of school for a time, all schools should understand their responsibility to develop excellent re-integration packages, not just tokenistic.

## Why do you say this? Is there anything else we should consider within this priority?

It is important that school feel equipped to deal with these situations, however I don't think that many do feel capable. Many are still very much in the conformity mindset and do not value relational approaches.

This is good as long as the support is there and available to schools.

Without this being in place the other 3 priorities will not happen. Teachers are already at breaking point.

You are going to fill schools with SEN children that shouldn't be in mainstream and need specialist this is going to make it overwhelming for all teachers!

This is the only priority that actually talks about nuts and bolts service delivery- the ideas are good and will support young people. It outlines accountability and actual tangible actions. All the priorities should be re-written with this approach in mind. More could be done to detail who much funding there is- whose role it is in the council to move this forward, what is the time commitment- how is the new team going to support young people with very different reasons for their anxiety? Is a lot of the resources now test anxiety as behavioural- what about neurodivergent young people who don't fit into AP units as they are aimed at Mental health or emotional needs and don't take into account Autism related needs or need for specialist ASD staff and buildings.

Schools do as little as they can to show "support" whilst making out they're doing all they can. It belittles families and children. They don't try to understand needs they just push this narrative of "fine in school" "happy here" even when the evidence suggests otherwise so that they don't have to put more support in place

School support is required to help them foster that environment

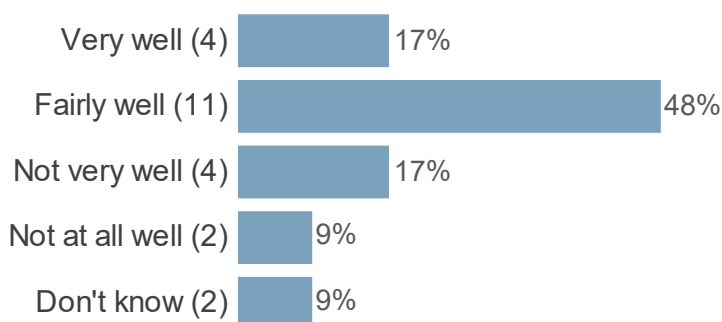
Think schools need the right tools

If it takes a village to raise a child then it takes a multi faceted team to educate a child.....in particular those that require additional support in SEND.

More support needed

I am not sure on how to answer this question. But I do think that is important for schools to be supported, when a young person has additional needs and is seeking help from anywhere (GP/NHS/PRIVATE), so that they can be involved to a degree. Even if they cannot help a specific young person, they should be able to put in future measures to try to prevent the same issues for other young people.

## How well, if at all, do you think the draft strategy accurately reflects what works well and the barriers and challenges for children and young people Leicestershire?



## Why do you say this? Is there anything missing?

Not very well at all. What's missing is parents voice and especially children's voice. Send some of your staff to a few school council meetings and then write your strategy.

I think it reflects what works well I just don't know how effective it's going to be if engagement and participation isn't tracked and monitored across the county and also how supportive and helpful it will be for those schools who are already doing above and beyond what's expected. I'm looking forward to seeing what happens and hope it is successful

It needs proper agreement and understanding from all parties, plus accountability for those that just pay lip service to the principles.

More detail needed on Children in Care and other vulnerable groups. Some feel a lack of belonging and connection to the school regardless of what the school say is in place; potential for out of sight out of mind issue when tricky children are out on AP full time or who are on roll but do not attend.

Listen to the children and parents ho are navigating mainstream schools and SEND. There are daily battles, daily barriers.

It's not detailed enough- priority 1-3 are all general good principles but the destination is not there. Everything that's been written is all detailed in other policy's, guidance and legislation- how are you actually going to get schools and young people there?? Priority 4 is better- it has nuts and bolts of how these things will be achieved. But it doesn't detail key elements like funding, resources, buildings ,and most importantly- it doesn't acknowledge that different young people cohorts with anxiety need very different approaches. le most APs are not designed for girls with Autism or girls with ADD. There needs more detail. You also need to have a parent group that you regularly consult and have on your governance board and structures- not just token surveys. We live it day in day out- we can point out the pitfalls and the details before you set up expensive systems that will fail large groups of young people.

Mainstream is not the answer. They need small schools with small classes with fully trained staff in ALL areas including TAs. Legal rights must remain and be tightened and followed more! Parents need to be respected and listened to more on their child.

I think bullying in schools and SEND support is a major barrier

How are you actually going to deliver it?

## What is your gender?

Male (3) 13%

Female (20) 87%

I use another term (-)

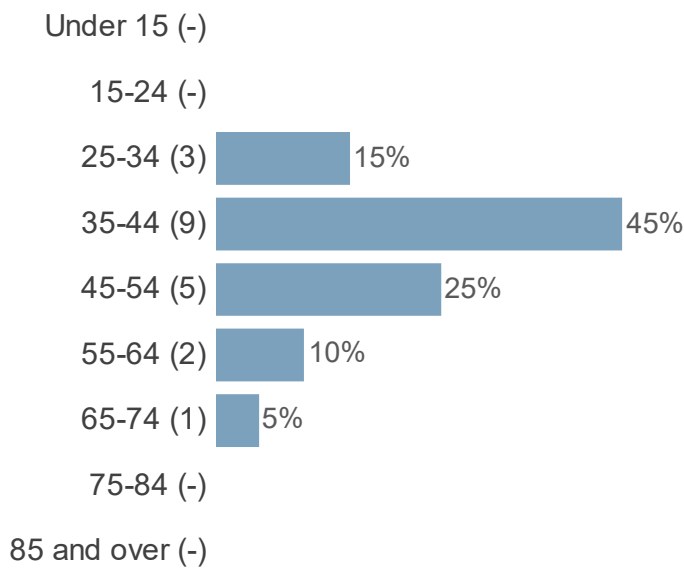
## If you're aged under 16, please skip this question.

### Is the gender you identify with the same as your sex registered at birth?

Yes (21) 100%

No (-)

### What was your age on your last birthday? (derived)

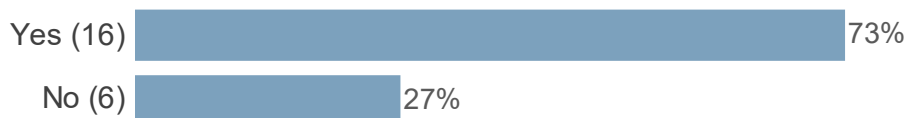


### What is your full postcode?

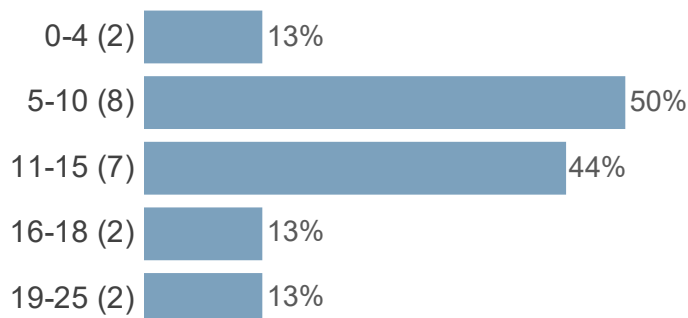
This will allow us to compare responses from different areas. It will not identify your house.

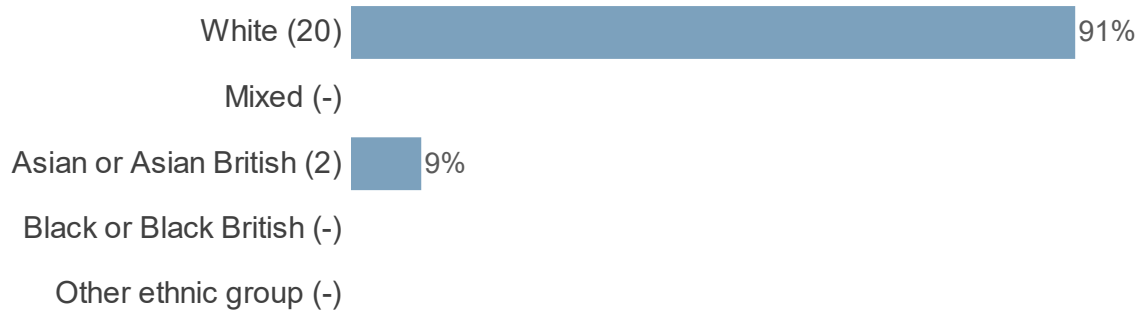
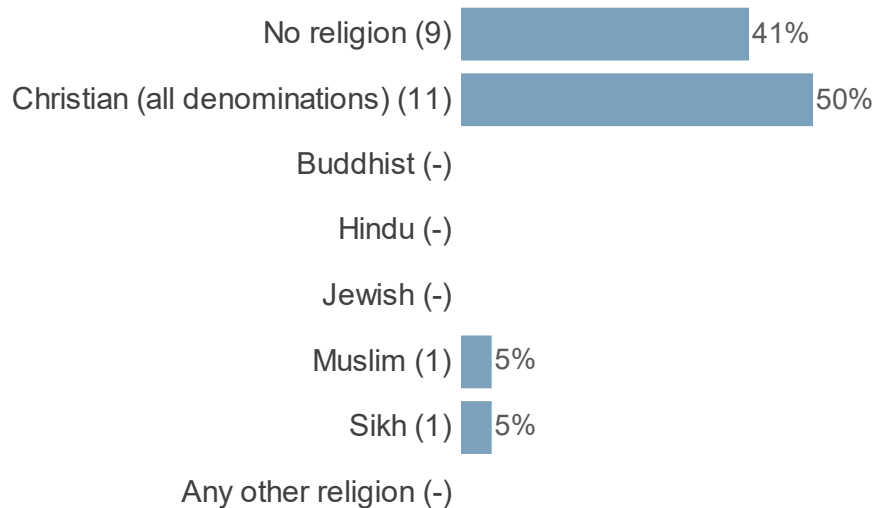
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### Are you a parent or carer of a young person aged 25 or under?



### If yes, what are the ages of the children/ young people in your care? Please tick all applicable



**Are you a carer of a person aged 26 or over?****Do you have a long-standing illness, disability or infirmity?****What is your ethnic group? Please tick one box only.****What is your religion?**

**If you're aged under 16, please skip this question.**  
**What is your sexual orientation?**



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